

# Exploration of the Talent Cultivation Model for Master of Public Administration (MPA) Postgraduates Oriented by Local Needs: A Case Study of Chongqing University of Science and Technology

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**Abstract:** In the context of the drive to build an education-powerful nation and the development of new liberal arts, the postgraduate education for Master of Public Administration (MPA) confronts unparalleled opportunities and challenges. Since the initiation of the MPA program, Chongqing University of Science and Technology has been steadfastly adhering to the local-demand-oriented approach. It has been consistently optimizing the talent cultivation model for MPA postgraduates with the aim of fostering compound and high-caliber management professionals tailored to the economic and social development of Chongqing. This paper delves into the reform measures and implementation outcomes of Chongqing University of Science and Technology in aspects like the determination of MPA postgraduate training objectives, the establishment of the curriculum system, the formation of the tutor team, and the reconstruction of the assessment and evaluation system. The intention is to offer a reference for the talent cultivation reforms of similar universities, propel the high-quality development of MPA talent cultivation, and contribute to the modernization of the local governance system and governance capabilities.

**Keywords:** Cultivation Characteristics; Multidisciplinary Intersection; Process-based Assessment; Innovative Practice

## 1. Introduction

With the profound advancement of national initiatives like building an education-powerful nation and the development of new liberal arts,

the landscape of higher education is undergoing momentous transformations. The objective of building an education-powerful nation elevates the bar for the quality of talent cultivation in higher education, propelling professional-degree postgraduate education towards a path of specialization, standardization, and distinctiveness. The new-liberal-arts initiative underscores interdisciplinary integration, striving to nurture compound and applied-type talents equipped with interdisciplinary thinking and innovative capabilities, thereby infusing fresh impetus into the growth of the public-administration discipline.

In this context, the postgraduate education for Master of Public Administration (MPA) bears the weighty responsibility of cultivating high-caliber, application-oriented, and well-rounded talents. It must closely align with the demands and tempo of the times, incessantly innovating the talent-cultivation model to meet the pressing needs of economic and social development for public-management professionals [1].

Chongqing University of Science and Technology, an applied-focused local institution, has furnished distinctive resources and perspectives for the innovative development of the public-administration discipline through its research accomplishments in areas such as oil-and-gas exploration and green development, as well as low-carbon metallurgy and advanced materials [2]. The university has proactively answered the call of national policies. Leveraging its science and engineering disciplines like petroleum and metallurgy, while coordinating various disciplines including management, economics, law, and liberal arts, it was granted the right to confer the MPA professional

degree in 2019 and established the MPA Education Center in 2021.

Over the years, Chongqing University of Science and Technology has centered its efforts on enhancing the quality of MPA postgraduate talent cultivation. It has continuously advanced reforms in talent cultivation and explored an MPA postgraduate talent-cultivation model tailored to its own development. This not only bolsters the university's own talent-cultivation quality but also offers valuable experience for other local universities. Investigating the MPA postgraduate talent-cultivation model of Chongqing University of Science and Technology not only presents a practical exemplar for promoting the high-quality cultivation and development of MPA talents but also contributes to the implementation of the education-powerful-nation strategy, fostering more high-quality and versatile public-management talents for China's economic and social progress.

## **2. The Training Objectives of MPA Postgraduates at Chongqing University of Science and Technology**

In the contemporary landscape of diversified higher education development, local applied-oriented universities play a pivotal role in supplying high-caliber professionals for regional development. The formulation of their postgraduate training objectives thus assumes paramount importance. For Chongqing University of Science and Technology, its MPA postgraduate training objectives are meticulously tailored to the actual development requisites of Chongqing, fostering a cohort of versatile management talents equipped with both profound theoretical acumen and robust practical capabilities for regional advancement.

### **2.1 The Connotation of MPA Training Objectives**

The connotation of MPA training objectives is both rich and multi-faceted, manifested predominantly in the following aspects:

#### **2.1.1 Qualities aspect**

The public management talents envisioned for cultivation must uphold a correct political stance. They should be adept at comprehending and implementing national policies, ensuring strict alignment with the

national political direction in all public management endeavors, without compromising the fundamental interests of the nation and its people [3]. Moreover, a strong emphasis is placed on public management practitioners embodying robust professional ethics. In their work, they should demonstrate fairness, justice, integrity, responsibility, and dedication. They must also be honest, trustworthy, respect public rights, and scrupulously avoid any improper conduct, such as the abuse of power.

#### **2.1.2 Knowledge aspect**

Students are expected to master the comprehensive public management theoretical framework. This encompasses theoretical knowledge across various domains, including public policy analysis, public service management, public organization management, and public finance. Simultaneously, they need to acquire knowledge from a diverse range of disciplines, such as politics, economics, law, sociology, and modern science and technology. Through their studies, students should be able to fathom the essence, principles, and operational mechanisms of public management from both macroscopic and microscopic perspectives. They should understand the interdisciplinary knowledge and its interconnections with public management, providing a theoretical underpinning for addressing real-world social issues. Additionally, they should be capable of comprehensively applying knowledge from multiple disciplines to analyze and make decisions in intricate social and economic scenarios.

#### **2.1.3 Abilities aspect**

Students are required to possess the proficiency to analyze and resolve real-world public management challenges. They should be able to scientifically evaluate all aspects of public policy-making, implementation, and evaluation in areas like education, healthcare, and elderly care, thereby demonstrating public management and policy-analysis capabilities [4]. Moreover, they need to exhibit the ability to integrate knowledge comprehensively. This means that students not only need to master a variety of knowledge and methodologies but also be able to apply them effectively to tackle real-world economic and social problems. Furthermore, they should have an in-depth understanding of the cutting-edge issues and

development trends within the public management field, offering theoretical innovation and practical guidance for the study of public management knowledge and methods.

#### 2.1.4 Positioning aspect

Firstly, the high-level positioning. The MPA program is designed to groom high-level talents with a high professional standing and comprehensive competencies in the public management domain. These individuals are capable of assuming middle-to-senior management positions within diverse public institutions, including government departments, non-profit organizations, and public enterprises, and shouldering management responsibilities. Secondly, the applied-type positioning. This emphasizes the cultivation of students' practical application skills, enabling them to expeditiously translate the theoretical knowledge they've acquired into actionable capabilities in real-world work settings, thereby resolving practical public management issues. Distinct from academic-oriented talents, MPA graduates are more focused on applying their knowledge in practice to enhance the efficiency and quality of public management. Thirdly, the compound positioning. Students are expected to develop a cross-field and cross-professional knowledge and ability structure, enabling them to adeptly navigate and address a plethora of complex problems across different public management scenarios [5]. Such versatile talents can integrate resources and information from various fields, harmonize the interests of all stakeholders, and achieve the diversification and optimization of public management objectives.

## 2.2 The Alignment of MPA Training Objectives at Chongqing University of Science and Technology with Local Development Needs

As the sole municipality directly under the Central Government in western China, Chongqing is a sprawling metropolis that combines "vast mountainous regions, extensive reservoir areas, and large rural areas." It is currently in a critical phase of economic upswing and social transformation. The rapid pace of industrialization and urbanization has presented Chongqing with a series of challenges: traffic congestion, disparities in the supply and demand of public

services in areas such as education, healthcare, and elderly care, and difficulties in the rational allocation of land and water resources, to name a few.

Concurrently, as a significant industrial hub in China, Chongqing has a solid foundation in traditional industries such as iron and steel, chemical engineering, and machinery manufacturing. However, with the passage of time, these industries are grappling with issues such as high energy consumption, substantial environmental pollution, and low value-added products. There is an urgent need for a transition towards green, low-carbon, and high-quality development. The growth of emerging industries, including electronic information manufacturing, new energy vehicles, and new materials, also encounters numerous obstacles, such as limited technological innovation capabilities, incomplete industrial support systems, and arduous market penetration.

Furthermore, the complex topography of "large mountainous areas and large reservoir areas" and the multicultural fabric resulting from the co-habitation of ethnic groups like the Han, Tujia, and Miao pose additional challenges to urban development and social governance.

The MPA program at Chongqing University of Science and Technology is dedicated to nurturing high-level, applied, and versatile public management professionals of integrity and competence. These individuals should possess sound political and ideological qualities, along with strong professional ethics. They are expected to master a systematic public management theory, knowledge, and methodologies, possess the ability to engage in public management and public policy analysis, and be able to comprehensively apply knowledge and scientific research methods in management, politics, economics, law, modern science and technology, etc., to resolve practical public management issues. Currently, the MPA program at Chongqing University of Science and Technology has established four research directions: administrative management, public policy, urban and rural social governance, and public safety and emergency management.

The MPA training objectives of Chongqing University of Science and Technology are intricately aligned with the economic and

social development needs of Chongqing. The program aims to produce professionals who can thoroughly understand the local context, adeptly apply modern public management theories and methods, efficiently integrate diverse resources, and proffer innovative, targeted, and effective solutions for public management practices in the Chongqing region.

### **3. The Curriculum System for MPA Postgraduates at Chongqing University of Science and Technology**

The curriculum system for MPA postgraduates ought to adhere to the principles of scientificity, systematicness, practicality, and forward-lookingness. This is crucial to meet the demands for high-level, composite talents in the public management domain. The curriculum should span multiple dimensions, encompassing basic public management theories, core methodologies, the application of cutting-edge technologies, and the integration of interdisciplinary knowledge. By doing so, it ensures that students can systematically master the core knowledge framework of public management and acquire the ability to address complex public issues.

#### **3.1 Challenges in the Curriculum System for MPA Postgraduates at Chongqing University of Science and Technology**

In the initial phase after acquiring the right to confer the MPA professional degree, the curriculum system at Chongqing University of Science and Technology faced several issues:

##### **3.1.1 Insufficient interdisciplinary integration**

The university did not fully capitalize on its technological accumulations and research accomplishments in areas like oil and gas exploration and green development, as well as low-carbon metallurgy and advanced materials. Consequently, when students encountered public management problems and practices closely linked to industrial sectors, they struggled to understand and analyze these issues from a technological vantage point. Their knowledge application remained limited and one-dimensional [6].

##### **3.1.2 Lack of local-characteristic classroom teaching cases**

The classroom teaching cases were predominantly sourced from the award-winning cases of the China

Postgraduate Public Management Case Competition, particularly the grand-prize and first-prize entries. These cases were mainly from institutions such as Peking University, Zhejiang University, and Yunnan University. Their content primarily reflected local public management practices or national-scale issues, which did not align with the unique local circumstances of Chongqing. As a result, students could not vividly visualize the practical application scenarios of the knowledge they learned in the local context, leading to subpar learning outcomes [7].

##### **3.1.3 Lagging knowledge update**

In the curriculum design, there were a limited number of courses focusing on the application of emerging technologies, and the course content was updated sluggishly. This failed to keep pace with the development of the discipline. As a consequence, students lacked a sharp awareness of the latest industry trends and cutting-edge technologies, and were unable to master the new technological tools and innovative thinking approaches necessary for public management in the new era.

### **3.2 Optimization Strategies for the Curriculum System for MPA Postgraduates at Chongqing University of Science and Technology**

To surmount the bottlenecks and challenges within the curriculum system, Chongqing University of Science and Technology has been persistently reforming and optimizing the curriculum for MPA postgraduates.

#### **3.2.1 Enhancing interdisciplinary integration**

In compulsory courses such as "Public Management," "Public Policy Analysis," and "Social Research Methods," a greater emphasis is placed on interdisciplinary integration. Specialized knowledge from the university's distinctive fields, such as public management in the energy industry and policy analysis in the metallurgical industry, is incorporated. This comprehensively improves students' interdisciplinary problem-solving capabilities, enabling them to better handle the intricate and dynamic challenges of public management practices. Moreover, during curriculum instruction, diverse teaching methods like case-based teaching and project-based teaching are employed. This allows students to closely integrate public management theories with engineering

technical knowledge during the learning process, fostering a comprehensive knowledge system and thinking pattern, and promoting the organic integration of knowledge from disciplines such as management and engineering.

### 3.2.2 Integrating local-characteristic cases into classroom teaching

To enhance the practicality and relevance of the curriculum, the teaching team at Chongqing University of Science and Technology leads students to conduct in-depth research in government departments, enterprises, public institutions, and social organizations in Chongqing. They then develop public management practice cases with local characteristics, such as "From Taking the Lead to Driving: The Open Strategy of Dual-Wheel Drive of Government-Market — The Leaping Practice of Chongqing and the New Western Land-Sea Corridor" and "The Transformation of 'Traditional Paper': Breaking and Establishing — The Twisted Path of 'Prosperity-Waste-Transformation-Revitalization' in the Industrial Governance of Resource-Based Towns from the Perspective of the Actor-Network Theory." These cases have received recognition in the China Postgraduate Public Management Case Competition. After their integration into the curriculum, students can tangibly experience the practical application of theoretical knowledge in the local context. This has not only enhanced the attractiveness and practicality of curriculum teaching but also significantly increased students' enthusiasm for writing and participating in the case competition.

### 3.2.3 Real-time update of cutting-edge knowledge modules

In an era of rapid technological advancement and continuous policy updates, to ensure that students can stay abreast of the forefront of the public management field, the teaching team of MPA postgraduate courses at Chongqing University of Science and Technology closely monitors the latest disciplinary trends. They promptly assimilate the latest research findings, technological applications, and practical cases, and incorporate them into the curriculum content for continuous curriculum system updates. For instance, in courses like "Public Management" and "Public Policy Analysis,"

the latest application cases and technical methods of big data are introduced, such as its use in urban traffic management and public service demand forecasting. Simultaneously, courses such as "Science and Technology Management and Policy," "Special Topic on Dual-Carbon Research," and "Resources, Environment, and Sustainable Development" are added to update the knowledge modules in real-time. This enables students to access the latest theoretical knowledge and research achievements in public management, stimulating their innovative thinking and broadening their forward-looking perspectives [8].

## 4. The Construction of the Tutor Team for MPA Postgraduates at Chongqing University of Science and Technology

The postgraduate tutor team assumes a pivotal role in MPA postgraduate education, wielding a profound influence over students' academic growth, career development, and enhancement of personal qualities.

### 4.1 Challenges Faced by the Tutor Team for MPA Postgraduates at Chongqing University of Science and Technology

The MPA postgraduate program at Chongqing University of Science and Technology implements a dual-tutor system. Once each postgraduate is enrolled, through a mutually-agreed-upon and reciprocal selection process, two tutors, one internal to the university and one external, are selected to form a tutor team, ensuring the seamless advancement of students' academic endeavors. However, several challenges remain:

#### 4.1.1 Insufficient practical guidance from in-school tutors

The majority of in-school tutors have a solid theoretical grounding and strong research capabilities. They are well-equipped to provide students with valuable guidance in academic research methods and the imparting of theoretical knowledge. However, it should be noted that some in-school tutors, upon completing their studies, directly entered the academic teaching field and have since been predominantly focused on academic research. As a result, their exposure to public management work practices has been relatively limited. Consequently, when guiding students in practical situations, they struggle to

analyze problems within real-world contexts, thus failing to meet students' needs for practical operation skills and real-life problem-solving abilities.

#### 4.1.2 Strengthening communication and collaboration between in-school and out-of-school tutors

The externally-hired tutors generally have accumulated extensive practical experience in public-management-related positions. They can offer students genuine practical cases and practical industry perspectives. Nevertheless, due to their busy regular work schedules, the time they can dedicate to student guidance is erratic. At the same time, in-school tutors lack knowledge of the work practices of out-of-school tutors, and out-of-school tutors are uninformed about the school's teaching plans and students' theoretical learning progress. In essence, the communication channels between in-school and out-of-school tutors are not well-developed, and the frequency of communication is low. The two parties are unable to share and update teaching information and practical experiences in a timely manner, making it difficult to effectively utilize their respective strengths. This results in a disconnection between theoretical teaching and practical application in student guidance, preventing the full realization of the potential of collaborative education. To a certain extent, this affects the quality and effectiveness of talent cultivation.

## 4.2 Optimization Strategies for the Construction of the Tutor Team for MPA Postgraduates at Chongqing University of Science and Technology

Chongqing University of Science and Technology attaches great significance to the construction of the tutor team for MPA postgraduates. It continuously enhances the overall quality and guidance capabilities of the tutor team to ensure the high-quality development of MPA postgraduate education.

#### 4.2.1 Enhancing tutor competence and quality

To address the limitations of in-school tutors in practical guidance, the university strategically arranges for in-school tutors to take on temporary positions in government departments, such as the Chongqing Municipal Science and Technology Administration and the Chongqing Municipal Education Commission. This enables them to engage in

the daily decision-making processes of government public management, experience the nuances of policy implementation, and directly confront the challenges in real-world work. Through this, they accumulate first-hand practical experience, which serves as case materials for future student guidance. In-school tutors are encouraged to participate in public management project consultations within enterprises. This prompts them to view public management application scenarios from the perspective of enterprise operations, enhancing their ability to solve real-world problems and broadening their understanding of the public management practice domain.

The university also supports tutors in participating in domestic and international academic exchanges and cutting-edge training courses. Some in-school tutors are selected to attend training on the application of cutting-edge technologies in public management cases, such as the "When Machine Learning Meets Public Budget and Fiscal Research: Themes, Methods, and Frontier Applications" special training held in July 2024. Additionally, experts in the education field, experienced teachers, and out-of-school tutors are invited to jointly participate in teaching workshops and seminars. These platforms facilitate the exchange of the latest development trends in the public management discipline and the new requirements of talent cultivation objectives, as well as the discussion of advanced and practical teaching methods and techniques. This equips out-of-school tutors with the latest educational concepts and practical teaching methods, improving their teaching quality in guiding students and ensuring that students receive up-to-date, high-quality practical guidance [9].

#### 4.2.2 Refining the collaborative mechanism of the dual-tutor system

The university further clarifies the respective responsibilities of in-school and out-of-school tutors in the MPA postgraduate cultivation process, thereby establishing an educational model characterized by a well-defined division of labor and highly efficient cooperation.

Specifically, in-school tutors assume primary responsibility for academic research guidance of MPA postgraduates. This encompasses curriculum learning planning and extends to comprehensive guidance on academic paper

topic selection and writing. Starting from topic selection, they assist students in constructing the paper framework, choosing appropriate research methods, and meticulously analyzing and refining the paper content, thus enabling students to enhance their academic research proficiency. Additionally, in-school tutors are tasked with interpreting theoretical knowledge, helping students to firmly grasp the core essence of the public management discipline.

Conversely, out-of-school tutors concentrate on the practical guidance of students. They offer students internship opportunities, enabling them to immerse in the real-life scenarios of public management work. During students' engagement in actual work, such as in public policy formulation and implementation, out-of-school tutors provide guidance on aspects like time management, key-node control, communication, risk prevention, and interest-balancing measures. By imparting practical problem-solving techniques, they help students rapidly understand the practical know-how in public management, thereby shortening the transition period from campus to the workplace.

Simultaneously, a regular communication system between in-school and out-of-school tutors is instituted. For instance, out-of-school tutors are invited to conduct lectures, such as practical case-sharing sessions, which are jointly attended by MPA postgraduates and in-school tutors. Moreover, both online and offline seminars are organized for in-school and out-of-school tutors to participate in together. These seminars serve as platforms for sharing academic research theoretical insights, typical work cases, and industry trends. They also facilitate communication regarding students' learning and practical advancements. This ensures that both parties can promptly stay informed about students' developments, discuss emerging issues, and collaborate to formulate solutions, thereby guaranteeing the all-round growth of students.

## **5. Reconstruction of the Assessment and Evaluation System for MPA Postgraduates at Chongqing University of Science and Technology**

Within the MPA postgraduate cultivation and education framework, the assessment and evaluation system holds an irreplaceable and pivotal position. Through meticulous and

all-encompassing assessment and evaluation, it can accurately gauge the proficiency of MPA postgraduates in acquiring basic knowledge, enhancing research capabilities, and fostering innovative thinking. It not only offers targeted improvement recommendations for students but also serves as a vital foundation for the university to refine teaching strategies and optimize the allocation of educational resources. However, it's important to note that the postgraduate assessment and evaluation system of any institution doesn't materialize overnight; rather, it undergoes a continuous cycle of refinement and optimization. The same applies to the assessment and evaluation system for MPA postgraduates at Chongqing University of Science and Technology, which involves a process of problem-identification, resolution, and system reconstruction.

### **5.1 Issues in the Assessment and Evaluation System for MPA Postgraduates at Chongqing University of Science and Technology**

The assessment and evaluation system for MPA postgraduates at Chongqing University of Science and Technology is predominantly shaped by the "curriculum learning + social practice + degree thesis" cultivation approach, manifesting in the forms of curriculum examinations, practical reports, and thesis writing. As educational concepts evolve and talent cultivation objectives are elevated, its shortcomings have become increasingly pronounced.

Firstly, the assessment and evaluation methods are overly simplistic. The assessment mainly relies on written formats. Specifically, some curriculum assessments still employ the closed-book and written-test format, featuring question types like noun explanations and short-answer questions. This encourages students to mechanically memorize textbook content, causing them to overlook knowledge comprehension and application. Consequently, students struggle to develop innovative thinking, their communication and teamwork skills remain unexercised, and their professional competitiveness and comprehensive abilities to identify, analyze, and solve problems in the context of local public management practices are difficult to enhance. For instance, when analyzing the industrial support policies for the development

of new energy vehicles in Chongqing, students may be familiar with policy-analysis methods and steps but find it challenging to assess the relevance and effectiveness of these policies in light of Chongqing's national strategic positioning, industrial base, talent reserve, and ecological construction. Moreover, it's even more arduous for them to propose practical optimization suggestions.

Secondly, there are flaws in the evaluation of practical reports and degree theses. Concerning practical reports, there is a dearth of a unified, scientific, and detailed quantitative evaluation standard and process-based assessment requirements. Tutors tend to be subjective during the evaluation process, making it difficult to ensure the objectivity and fairness of the evaluation outcomes. Regarding degree theses, different tutors and reviewers have varying criteria for assessing thesis quality, leaving students perplexed about the direction and standards for thesis modification and optimization. For example, when it comes to the topic selection of MPA theses, some tutors and reviewers argue that it should be confined to government-related matters. The rationale is that MPA aims to cultivate professionals in the public management field, and MPA postgraduates should focus on government work such as policy-making, administrative process optimization, and public service improvement to better understand the government's operational mechanisms and integrate theory with government management, thus amassing experience for future public-management-related endeavors. Conversely, some hold the view that the scope of public management is extensive, and MPA thesis topics should not be restricted to government-related affairs but should also encompass non-government public organizations, community management, and public utility institutions. Additionally, in terms of the innovation requirements for MPA theses, some tutors and reviewers emphasize theoretical innovation, while others place more value on practical-application innovation. These discrepancies and debates leave students at a loss when choosing and writing their theses.

## **5.2 Reconstruction and Enhancement of the Assessment and Evaluation System for**

### **MPA Postgraduates at Chongqing University of Science and Technology**

To elevate the quality of MPA education and nurture outstanding public management talent, Chongqing University of Science and Technology has reconstructed and enhanced the assessment and evaluation system for MPA postgraduates. This enables the system to effectively evaluate students' capabilities while stimulating their enthusiasm for learning and research.

Firstly, establish a diversified assessment index system. In terms of curriculum assessment, broaden the assessment dimensions and incorporate process-based assessment methods, such as classroom discussions, group-project-based reports, and case-analysis reports [10]. For example, in the "Public Management Case Development and Analysis" course, students are grouped to design project cases. They are tasked with conducting on-site research on a specific public management issue, devising solutions, implementing simulated improvements, and then formulating case texts. Students are also encouraged to participate in various competitions, like the Public Management Case Competition, after refining their case texts. Through group discussions, division of labor, and the final presentation and defense of solutions, students' teamwork spirit, communication skills, and ability to apply theoretical knowledge to solve practical problems are comprehensively evaluated. Teachers assign comprehensive scores based on group members' performance during the case-project implementation, taking into account factors such as participation level, completion quality, and demonstration of innovative thinking. This ensures that the curriculum assessment more comprehensively and objectively reflects students' learning achievements. In terms of practical assessment, a systematic and thorough evaluation is conducted, covering students' performance during the practical process, including work attitude, problem-solving ability, and teamwork, as well as the output of practical results, such as the quality of practical reports and their real-world application effectiveness, to guarantee the objectivity and accuracy of the evaluation results.

Secondly, optimize the degree-thesis evaluation system. One, develop a unified and

standardized evaluation standard framework. The MPA Center convenes senior tutors in the MPA education domain, industry-leading experts, and representatives of external reviewers to collaboratively discuss and formulate the MPA thesis evaluation standards. These standards clearly define the reasonable scope of topic selection, pinpoint the core issues in the public management field, covering not only government-related matters but also non-government public organization affairs. Specific examples are provided to enable students to precisely understand the boundaries of topic selection. Two, strengthen communication and collaboration between tutors and reviewers. Regularly organize special seminars on MPA thesis evaluation, attended by all MPA tutors and thesis reviewers. During these seminars, controversial issues are deliberated to reach a consensus. Three, deepen the guidance and feedback provided to students. Refine the processes of thesis proposal, mid-term inspection, submission for review, pre-defense, and formal defense. Particularly during the thesis-proposal stage, based on the unified evaluation standards, engage in in-depth communication with students to jointly explore the thesis topic, elaborate on the requirements for topic rationality and innovation, and assist students in clarifying their research direction and avoiding detours. Four, institute a thesis-evaluation appeal mechanism. In stages such as the thesis proposal and mid-term inspection, if students have objections to the evaluation results provided by reviewers, they are permitted to file an appeal within a specified timeframe. Once any unreasonable aspects in the evaluation process are identified, they should be rectified promptly.

Thirdly, implement a dynamic-tracking and feedback mechanism. Create a dynamic-tracking and evaluation system to record in real-time the performance and achievements of MPA postgraduates throughout their learning journey, including course grades, practical reports, competition-winning achievements, innovation-project approvals, and research results. Through this system, teachers can promptly understand students' learning trends and growth paths, identify any issues and weaknesses during the learning process, and

provide a basis for subsequent teaching improvements and personalized guidance. Simultaneously, upon completion of the assessment and evaluation, promptly communicate the evaluation results to students and offer specific improvement suggestions and guidance tailored to the issues and weaknesses identified. For example, for students who underperform in the practical-ability assessment, the instructor formulates a targeted practical-training plan based on their individual circumstances to help enhance their practical skills. For students with a shaky grasp of theoretical knowledge, the tutor arranges relevant learning materials to help them reinforce their theoretical foundation. Through this dynamic-tracking and feedback mechanism, students are propelled to continuously improve and develop comprehensively.

## 6. Research Conclusions

Guided by local demands, Chongqing University of Science and Technology has been actively delving into the talent cultivation model for Master of Public Administration (MPA) postgraduates, yielding notable achievements.

Through a comprehensive set of reform initiatives, including the clarification of training objectives tailored to local needs, the optimization of the curriculum system, the reinforcement of the tutor team construction, and the reconstruction of the assessment and evaluation system, the university has successfully nurtured a cohort of high-caliber public management professionals. These individuals are well-equipped to meet the economic and social development requirements of Chongqing, thereby offering robust talent support for the modernization of the local governance system and the enhancement of governance capabilities.

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