Research on the Evaluation System of the Degree of Achievement of Graduation Requirements in Newly Established Undergraduate Colleges and Universities

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Abstract: as the core step of engineering education certification and teaching quality assurance, the evaluation of the degree of achievement of graduation requirements is of great significance to improve the quality of talent training in Newly-built Undergraduate Colleges and universities. At present, there are some problems in the evaluation practice of some newly-built undergraduate universities, such as the separation of evaluation criteria from training objectives, the simplicity of evaluation methods, and the lack of result feedback mechanism, which restrict the efficient play of evaluation efficiency. The purpose of this study is to systematically analyze the inherent defects in the current evaluation system, and on this basis, put forward targeted optimization path, that is, through the construction of multi-dimensional evaluation criteria to improve the target fit, the introduction of multiple dynamic methods to consolidate the data base, strengthen the feedback improvement mechanism to achieve closed-loop management. The purpose of this study is to provide theoretical reference and practical guidance for the newly established undergraduate colleges and universities to establish a scientific, efficient and sustainable graduation requirements evaluation system, and ultimately to continuously improve the quality of applied talents training.

Keywords: Newly Established Undergraduate Colleges And Universities; Completion Degree of Graduation Requirements; Evaluation System; Continuous Improvement

1. Introduction

Under the background of the connotative development of higher education in China, newly established undergraduate colleges and universities are facing a strategic transformation from scale expansion to quality improvement. As the core index to evaluate the effect of talent training, the evaluation of the degree of achievement of graduation requirements is not only the key node connecting the training objectives, curriculum structure and teaching activities, but also the core criterion emphasized by the international engineering education certification standard "Washington Agreement". However, compared with mature universities with a long history of running schools, the construction and operation of the evaluation system of newly established undergraduate universities are facing unique challenges: the orientation of running schools tends to be application-oriented, but the evaluation system is easy to follow the traditional academic university model, resulting in the cultivation of talents whose evaluation is divorced from reality. The establishment of a scientific, reasonable and effective evaluation system for the degree of achievement of graduation requirements has become an urgent problem for such colleges and universities to consolidate their teaching center position, ensure the export quality and enhance their core competitiveness. Based on the actual situation of the newly established undergraduate higher education institutions, this study makes an in-depth analysis of the typical problems in its evaluation system, and tries to build a complete process optimization strategy covering standards, methods and feedback improvement, hoping to make intellectual support contributions to the standardization and refinement of its teaching quality assurance.

2.Problems Existing in the Evaluation System of the Degree of Achievement of Graduation Requirements in Newly Built Undergraduate Colleges and Universities

2.1 Insufficient Consistency Between Evaluation Criteria and Professional Training Objectives

The assessment standards of newly-built undergraduate colleges are obviously divorced from the professional training objectives, weakening the pertinence and effectiveness of the assessment. When establishing evaluation criteria, many universities did not fully combine with their own orientation of cultivating applied talents, but simply applied the evaluation index system or general template of research universities, resulting in the evaluation content can not accurately reflect the specific needs of students for knowledge, ability and quality [2]. For example, the core application-oriented literacy such as practical ability and technology application ability lacks supporting and measurable specific observation points and scoring criteria. This disjunction makes the evaluation results unable to truthfully reflect the realization of the training objectives, and makes the evaluation degenerate into a mere formality of "going through the motions". Its due diagnostic and guiding functions are also greatly reduced, and ultimately affects the improvement of the characteristics and quality of talent training.

2.2 Single Evaluation Method and Weak Process Data Support

At present, the evaluation methods of many newly-built undergraduate colleges and universities are too dependent on the summative evaluation data such as final examination results. The evaluation method is simple, and it is seriously lack of process data support. This "one test determines the universe" mode is difficult to carry out a comprehensive and objective evaluation of the gradual cultivation of students' ability and literacy in the whole learning process, especially the effective evaluation of high-level abilities such as complex engineering problem-solving ability, team cooperation ability and innovative thinking ability. At the same time, the collection of data often shows fragmentation and isolation, and course assessment data, practice reports, graduation designs, questionnaires and other data have not been effectively integrated and analyzed. The weak data base directly causes the reliability and validity of the evaluation conclusion to be suspicious, which makes the subsequent improvement measures lack accurate data basis and limits the scientific level of the evaluation work.

2.3 Evaluation Result Feedback and Improvement Mechanism is not Perfect

The ultimate value of the evaluation system is to drive teaching improvement. However, the phenomenon of "emphasizing assessment and neglecting improvement" is common in Newly-built Undergraduate Colleges and universities, and the feedback and improvement mechanism of evaluation results is not perfect. After the evaluation report is formed, it is usually put aside as a teaching file without establishing an effective channel to feed back the results to the professional principals, course teams and teachers in a timely and accurate manner. Although there is a feedback mechanism, there is still a lack of mandatory and traceable improvement standards and acceptance steps, which leads to the failure to establish a complete cycle of "evaluation feedback improvement". In this way, the evaluation work is separated from the key links such as the optimization of the follow-up curriculum system, the updating of teaching content and the reform of teaching methods, which can not really lead to the continuous improvement of talent training work and the waste of educational resources.

3. Optimization Countermeasures of Graduation Requirements Achievement Evaluation System in Newly Built Undergraduate Colleges and Universities

3.1 Constructing Multidimensional Evaluation Criteria Consistent with Talent Training Objectives

First of all, we should break through the shackles of the traditional single standard and build a multi-dimensional evaluation standard system closely linked with the training objectives of Applied Talents in our university. This system should be based on the core idea of OBE (results oriented Education), carefully split each graduation requirement, and transform it into a number of key indicators that can be quantified and evaluated. These index points are required to have a clear corresponding relationship with the teaching of specific courses, experimental practice and graduation design, and form a clear mapping matrix of "graduation requirements - index points, course support".

The design of indicators should fully reflect the application-oriented characteristics. In addition

to the mastery of professional knowledge, the assessment right of engineering practice ability, technology application level, project management ability, communication and coordination ability and professional standard literacy dimension has been significantly improved. For example, for the demand of "the ability to solve complex engineering problems", the evaluation standard should be specific to the students' main behavior performance in project training, subject competition and graduation design, such as problem analysis, scheme design and result evaluation. The construction of this multi-dimensional standard ensures that the evaluation work can comprehensively and truly reflect the actual realization of talent training objectives, and has an accurate targeting effect on the subsequent teaching improvement.

3.2 Introduce Multiple Dynamic Evaluation Methods and Improve the Data Collection Mechanism

In view of the problems of simple evaluation methods and weak data support, it is necessary to vigorously introduce diversified, dynamic formative evaluation and summative evaluation methods. From the perspective of evaluation subject, multiple evaluation subjects such as teachers, business mentors, peer students and students' self-evaluation have been formed. From the perspective of evaluation methods, the combination of standardized examination, project-based assessment, work review, oral defense, internship report, behavior observation, structured interview and the acquisition of professional qualification certificate has realized the tracking of students' ability training in a complete learning cycle from multiple perspectives.

In order to ensure the comprehensiveness and reliability of data, a standard and unified data collection and management system is required. Relying on the campus information platform, build a database of "achievement evaluation of graduation requirements", and collect all the data supporting the evaluation in a mandatory and standardized manner, including but not limited to the achievement of course objectives, the assessment records of experimental practice, the review opinions of each stage of graduation design, and the survey data of student satisfaction. By cleaning, classifying and labeling the data, we have broken through the data barriers between various teaching links, and laid a solid foundation for in-depth analysis based on big data. The evaluation mechanism can not only promote the efficient evaluation process, but also reveal the essence of the problem through horizontal comparison and vertical tracking of the data, thus making the evaluation conclusion more scientific and reliable.

3.3 Strengthen Result Feedback and Implement Continuous Improvement in Curriculum and Teaching

The ultimate purpose of the evaluation is to improve, so we must pay attention to strengthening the result feedback mechanism and put the improvement measures into practice. We should build an institutionalized feedback process, and stipulate that after each round of evaluation, the professional principal will lead, organize special teaching seminars, and officially issue the evaluation and analysis report on the degree of achievement of graduation requirements to all relevant teachers. The report should not only show the overall achievement, but also deeply analyze the weak links in each index point and the deep-seated teaching reasons behind these weak links, such as whether the teaching content of a course is backward, or the teaching methods are inappropriate, or the practical conditions are not sufficient.

On this basis, it is necessary to form a mandatory and traceable "continuous improvement task list". The task list should clearly specify the subject responsible for improvement (for example, the course group or individual teachers), specific improvement measures (for example, modifying the syllabus, introducing case teaching, adding experimental class hours, etc.), expected objectives and time limit for completion. The Teaching Committee or the quality control department of the college shall carry out the mid-term inspection and final acceptance of the implementation of the improvement tasks, and the acceptance results shall be included in the teacher performance assessment. The complete quality management process of "assessment feedback improvement acceptance" can ensure that the evaluation results have a direct impact on the refresh of curriculum content, the innovation of teaching methods and the improvement of practice system, so as to truly drive the quality of talent training into a spiral upward virtuous cycle.

4. Conclusion

This study systematically explores the construction and optimization path of the graduation demand satisfaction evaluation system of newly-built undergraduate colleges. The research suggests that a scientific and efficient evaluation system should be built closely around the training goal of applied talents, and overcome the phenomenon of disconnection, singleness and rigidity in the current evaluation standards and methods and mechanisms. By constructing multi-dimensional evaluation criteria, introducing multiple dynamic methods and strengthening the feedback improvement mechanism, the three core countermeasures can form a closed-loop system with rigorous logic and effective operation. This system can not only accurately diagnose the shortcomings in the talent training process, but also accurately guide the teaching reform, and become the core driving force for the connotation development of professional construction and the continuous improvement of teaching quality. In the future, with the deepening reform of education evaluation and the empowerment of new technologies such as artificial intelligence, the evaluation system of graduation needs is bound to develop in a more intelligent, personalized and normalized direction, which has brought sustained vitality to the sustainable development of Newly-built Undergraduate Colleges and universities.

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