Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

Research on the Diversification of China's Postgraduate Education Evaluation System

Shang Liu

Metropolitan University of Hong Kong, Ho Man Tin, Kowloon, Hong Kong;

sl277598@live.hkmu.edu.hk

Abstract. Graduate education, especially doctoral education, is the highest level of higher education in all countries and plays a vital role in the talent training and innovation system[1]. China's graduate education evaluation system was first established in the planned economy era. With the profound changes in social, political, economic, cultural and educational systems, graduate education has undergone significant changes in scale and type, and its quality concept has also changed accordingly. The original evaluation system no longer meets current needs and is in urgent need of change. With the profound changes in the social, political, economic, cultural and educational systems, graduate education has undergone important changes in scale and type, and its quality concept has also changed accordingly. The original evaluation system no longer meets the current needs and is in urgent need of change[1]. Against the backdrop of the 20th National Congress of the Communist Party of China, the trend towards diversification of graduate education evaluation has become increasingly evident, and the traditional single academic research evaluation standard can no longer fully reflect the actual effect and quality of graduate education. This study aims to explore the diversification of China's current graduate education evaluation system. Research issues include: 1. What are the similarities and differences between domestic and international postgraduate education evaluation systems? 2. What are the shortcomings of the domestic postgraduate education evaluation system in China? 3. How to construct a scientific and reasonable diversified postgraduate evaluation system? Research hypotheses: 1. China's postgraduate education evaluation system is relatively single in terms of evaluation subjects and indicators, while the evaluation systems in the United States, the United Kingdom, and Japan are more diversified. 2. The introduction of diversified evaluation subjects and scientific evaluation methods can significantly improve the scientificity and effectiveness of China's postgraduate education evaluation system. 3. Constructing a diversified evaluation index system covering academic and research capabilities, teaching quality, comprehensive quality, employment status, and internationalization level can better reflect the quality of postgraduate education. Verification data: Collecting cases of postgraduate education evaluation systems in China, the United States, the United Kingdom, and Japan, including evaluation subjects, evaluation indicators, and evaluation methods, for comparative analysis. The main research methods are historical research and comparative analysis. Historical research collects and organizes the development history of China's postgraduate education evaluation system, analyzes its evolution process and key nodes. Comparative analysis mainly compares the postgraduate education evaluation systems in China, the United States, the United Kingdom, and Japan, analyzes the similarities and differences in evaluation subjects, evaluation indicators, and evaluation methods, and finds the shortcomings of the existing evaluation system in China. The research process is as follows: First, use historical methods to collect and organize relevant data of China's postgraduate education evaluation system, including policy documents, research reports, academic papers, etc., analyze the development history and key nodes of the evaluation system, and refine the theoretical basis and practical experience of the diversified

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

evaluation system; then, use literature analysis to collect relevant literature on postgraduate education evaluation systems, diversified evaluation criteria, and talent training models abroad; next, use comparative methods to compare and analyze the postgraduate education evaluation systems of China and foreign countries, and find the shortcomings of the domestic postgraduate evaluation system; finally, build a scientific postgraduate education evaluation system in response to the shortcomings of the existing evaluation system. Research results: 1. The evaluation subjects in the United States are the most diversified, while China's evaluation subjects are relatively fewer. 2. China's postgraduate education evaluation indicators are relatively single, while the evaluation systems in the United States, the United Kingdom, and Japan are more diversified. 3. The introduction of diversified evaluation subjects and scientific evaluation methods can enable China to gradually improve the postgraduate education evaluation system.

Keywords: Evaluation of China's Postgraduate Education; Graduate Education Evaluation; Diversification; Evaluation System

1. Introduction

The 20th National Congress of the Communist Party of China proposed: Deepen comprehensive reform in the field of education, enhance the systematic, holistic and coordinated nature of education reform, and stimulate vitality and momentum for the construction of a strong country in education. To build a strong country in education, we must continue to break through deep-seated institutional and mechanism obstacles and continuously transform institutional advantages into better governance effectiveness. The focus is to strengthen textbook construction and management, fully implement the national power of textbook construction, and improve school management and education evaluation systems. Graduate education, especially doctoral graduate education, is the top of the national higher education system and undertakes the important mission of cultivating high-level innovative talents and promoting scientific and technological progress. With the acceleration of globalization and the rapid development of the knowledge economy, the status of graduate education in national competitiveness has become increasingly prominent. Since the reform and opening up, the scale of graduate education in my country has expanded rapidly, and the types have become increasingly diversified, gradually forming a graduate education system with Chinese characteristics. The postgraduate enrollment expansion policies in China are the public will and initiative of the Chinese government on the development of higher education, and also the requirement and strategy for postgraduate enrollment[2]. However, with the expansion of education scale and diversification of types, the improvement of graduate education quality and the improvement of evaluation system have become urgent issues to be solved. This study mainly explores how to build a scientific and reasonable evaluation system under the background of diversified evaluation of graduate education in China. The research process is as follows: First, the historical method is used to collect and organize relevant information on my country's postgraduate education evaluation system, including policy documents, research reports, academic papers, etc., to analyze the development process and key nodes of the evaluation system, and to extract the theoretical basis and practical experience of the diversified evaluation system; then, the literature analysis method is used to collect relevant foreign literature on postgraduate education evaluation system, diversified evaluation standards, talent training models, etc.; then, the comparative method is used to compare and analyze the postgraduate education evaluation systems in my country and abroad, and to find the shortcomings of the domestic postgraduate evaluation system; finally, a scientific postgraduate education evaluation system is constructed to address the shortcomings of the existing evaluation system.

2. Literature Review

2.1. Research Overview

From the perspective of the efficiency and effectiveness of the graduate evaluation system, Pan Wuling (2004) pointed out the path of transformation from a single government-led model to a multi-governance

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

model of government, society, and universities, but rarely mentioned the path of market mechanisms and industry self-discipline. Liu Ping (2011) et al. started from the basic connotation and influencing factors of graduate education quality and constructed the basic framework of the graduate education quality evaluation index system, but lacked a comparative analysis of graduate evaluation systems in other countries. Zhan Chunyan (2010) et al. talked about the comparison between the British graduate evaluation system and the Chinese graduate evaluation system, but the sample countries were relatively small and could not reflect the shortcomings of the Chinese graduate evaluation system. Zhang Ximei (2007) et al. also started from the comparison between the Japanese graduate evaluation system and the Chinese graduate evaluation system, but also lacked analysis of other countries as comparative samples. The article by the above scholars provides a research direction for this study, which is to collect and organize relevant information on graduate education evaluation systems at home and abroad, and use comparative method to compare and analyze the graduate education evaluation systems in China and abroad, and find out the shortcomings of China's graduate education evaluation system; finally, to construct a scientific graduate education evaluation system based on the shortcomings of the existing evaluation system.

2.2. Research Space

In the above research overview, although some scholars have raised relevant questions, there are still some undiscovered problems. 1 From the perspective of the multiple perspectives of the evaluation system, the existing literature does not fully cover all aspects of the graduate education evaluation system. 2 From the perspective of comparative samples, the current literature lacks multiple national samples for parallel comparison. The research of this paper is expanded in the following aspects: 1 In order to fully cover all aspects of the graduate education evaluation system, this study will conduct a comprehensive evaluation from multiple dimensions such as academic and scientific research ability, teaching quality, comprehensive quality, and employment situation. 2 In order to respond to the problem of the current small number of samples, this study intends to start from the graduate education evaluation systems of China, the United States, the United Kingdom, and Japan, and further expand the sample range to deeply compare the differences in graduate education evaluation systems between different countries.

3. Educational Evaluation of Chinese Postgraduates

3.1. The Development of Education Evaluation of Chinese Postgraduates

China's graduate education started late, and formal standardization and normalization only began after the promulgation of the "Degree Regulations of the People's Republic of China" in 1980, and has developed rapidly since then. With the expansion of the scale of education, it has become an important task to establish an inspection and evaluation mechanism for the quality of degree awarding. In February 1985, the Academic Degrees Committee of the State Council decided to gradually promote this mechanism and implemented a series of evaluation activities. These efforts eventually formed a standardized, extensive, diverse, academic and policy-oriented evaluation system, which gradually developed into a relatively mature and effective framework.

Overall, the graduate education evaluation system can be divided into five periods: the initial exploration period of graduate education (1949-1977), the recovery and reconstruction period of graduate education (1978-1988), the standardized development of graduate education The period of recovery and reconstruction of graduate education was after the founding of the People's Republic of China. At that time, graduate education began to explore and experiment with the core goal of cultivating scientific research talents and university teachers. The recovery and reconstruction of graduate education is inseparable from the special background of the times. In 1978, along with the wave of reform and opening up, the strategic decision of socialist modernization construction promoted the establishment of the degree system, and graduate education was gradually restored and rebuilt. The standardized development period of graduate education was in February 1985, when the State Council Academic Degrees Committee decided to gradually establish an inspection and evaluation system for the quality

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

of degree granting at all levels, and officially launched the work of building a quality evaluation system for Chinese graduate education. Graduate education entered a stage of standardized development. Starting in 1999, with the expansion of undergraduate enrollment, the scale of graduate education also expanded rapidly, enabling my country to quickly enter the ranks of major countries in graduate education and enter a period of rapid expansion. The last stage was in 2010, when the development of graduate education was oriented towards social service, fully fulfilling the responsibility and obligation of serving social and economic development, and constantly enhancing its connotation construction level, entering the connotation improvement period[2].

3.2. Diversified Evaluation System of China's Graduate Education

China's postgraduate education quality evaluation system has gradually been established over the past 20-plus years, but many irregularities have emerged, such as the concealment of scholars' true level, homogenization of school construction, and utilitarianism of academic culture[3]. In contrast, China's higher education system has undergone major structural changes over the past few decades, including decentralization, diversification of curricula, close integration with industry, and internationalization. These structural adjustments have provided a broader space and demand for the development of postgraduate education[1]. From the perspective of the evaluation subject, the evaluation subjects of graduate education in my country mainly include two parts, namely the government and universities. Government evaluation refers to the evaluation and supervision of graduate education by the education authorities. This evaluation usually includes the inspection of the formulation and implementation of graduate education policies, the evaluation of the quality of graduate education in universities, and the supervision of the graduate training process. The purpose of government evaluation is to ensure the quality and fairness of graduate education and promote the healthy development of graduate education. Specific evaluation content may include discipline construction, faculty, scientific research results, training quality, employment situation and other aspects. Government evaluation is usually authoritative and mandatory, and plays an important guiding role in the graduate education work of universities. University self-evaluation refers to the self-evaluation and reflection of the quality and effect of graduate education within universities. This evaluation system aims to improve the overall level of graduate education through internal self-examination and improvement. Specifically, it mainly includes three aspects, namely teaching quality evaluation, scientific research results evaluation and training process evaluation. Teaching quality evaluation refers to the evaluation of curriculum setting, teaching content, teaching methods, and teaching level of teachers by universities to ensure the continuous improvement of teaching quality. This can include student feedback on courses and teachers, and evaluation of teaching supervision. Scientific research achievement evaluation refers to the evaluation of the scientific research achievements of graduate students and tutors, including published papers, scientific research projects, patents, academic awards, etc. This helps to understand the scientific research ability and innovation level of graduate students. Training process evaluation refers to the evaluation of each link in the process of graduate training, including admission selection, course learning, scientific research training, academic exchanges, paper writing and defense, etc. By checking these links, the standardization and effectiveness of the training process are ensured.

At present, the evaluation indicators of graduate education in my country mainly include two parts, namely learning outcomes and scientific research ability. Learning outcomes mainly include knowledge learning and skill practice. Scientific research ability includes research results, number of papers and research position competency. As shown in Figure 1:

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

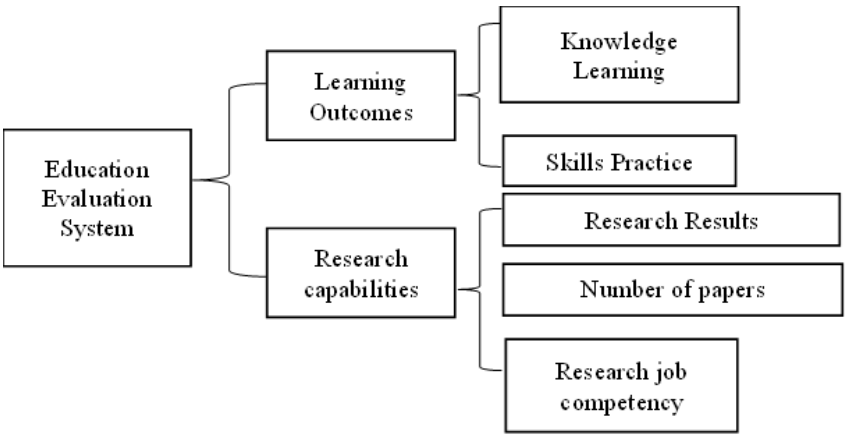

Figure 1. Evaluation indicators of graduate education in my country.

Knowledge learning refers to the theoretical knowledge and academic foundation that graduate students acquire in their academic fields through courses, lectures, seminars, etc. It is usually measured by quantitative indicators such as course grades, test scores, class participation, and homework completion. The evaluation of knowledge learning aims to determine the degree of students' mastery of basic knowledge and cutting-edge theories of the subject. Skill practice refers to the ability demonstrated by graduate students in actual operations and applications, including experimental skills, technical operations, project management, data analysis, etc. It is evaluated through experimental reports, project results, internship performance, skill tests, etc. The evaluation of skill practice aims to measure students' ability to apply theoretical knowledge to practical problem solving. Research results refer to the specific results achieved by graduate students in their research process, including but not limited to academic papers, patents, research reports, technological inventions, etc. It is evaluated through indicators such as the number, quality, and influence of research results. The evaluation of research results aims to reflect students' scientific research capabilities and innovation levels. The number of papers refers to the number of academic papers published by graduate students on academic journals, conferences and other platforms. By counting the number of papers published by graduate students, especially the number of papers in high-quality and high-impact journals, the evaluation of the number of papers aims to measure students' scientific research output and academic contributions. Research post competency refers to the comprehensive ability of graduate students to be competent for scientific research positions in their future careers, including independent research ability, teamwork ability, project management ability, communication and expression ability, etc. Evaluation is carried out through tutor evaluation, peer review, internship performance, project participation, etc. The evaluation of research post competency aims to determine whether students can meet the requirements of relevant positions in actual scientific research work. The above evaluation indicators together constitute the core content of the graduate education evaluation system. Through the comprehensive evaluation of these indicators, the academic level, practical ability and professional competency of graduate students are fully reflected, providing a scientific basis for the training and development of graduate students.

4. Educational Evaluation of Foreign Graduate Students

4.1. Diversified Evaluation System of American Graduate Education

From the perspective of the evaluation subjects, they mainly include the federal government, state governments, social institutions and universities. The role of the federal government includes establishing a national database to provide accurate data support for social evaluation; through legislation and the establishment of the Office of Qualification and Institutional Evaluation, to certify the qualifications of relevant appraisal institutions; using the evaluation results of private certification institutions to promote the development of social evaluation, etc. The role of the state government is to establish a special evaluation agency responsible for formulating evaluation standards and methods and playing an active role in data collection. At the same time, these agencies supervise the evaluation

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

process and use the evaluation results as the basis for degree approval and funding allocation. Social institutions include certification agencies, academic groups and news media. Certification agencies include national certification agencies and regional certification agencies. Academic groups include the American Academy of Sciences, the National Research Council of the United States and the Association of Graduate Schools of the United States. The news media mainly evaluates graduate education through websites or newspapers. Self-evaluation of colleges and universities covers aspects such as admission selection, classroom teaching, faculty team building, teaching and scientific research practice, elimination mechanisms for examinations and graduation theses, and scholarship incentive mechanisms. As shown in Figure 2:

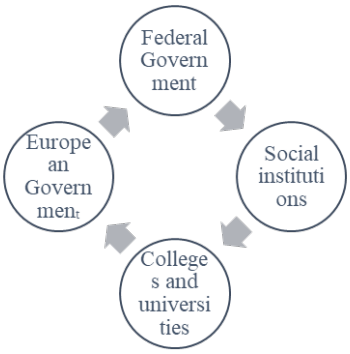

Figure 2. Evaluation bodies for graduate students in the United States.

The graduate education evaluation system in the United States focuses on diversity and comprehensiveness. The main evaluation indicators include course learning, research results, teaching quality, student satisfaction, employment rate and comprehensive quality. Comprehensive evaluation is carried out through course grades, classroom participation, research results (such as academic papers and patents), student feedback, employment status and other aspects, emphasizing the comprehensive development and practical application ability of students.

From the perspective of evaluation indicators, different evaluation subjects have different indicators. For example, the evaluation indicators of West Virginia State University in the United States mainly cover four aspects: courses, enrollment and students, teachers, resources and evaluation information, and several secondary indicators are established under these main indicators. According to the actual situation, the evaluation results of each indicator are divided into three levels: unqualified, good and excellent[4].

4.2. The Diversified Evaluation System of UK Postgraduate Education

The evaluation subjects of graduate education in the UK are mainly divided into two parts: internal and external. From the internal point of view, it is the academic committee and graduate school within the university. For example, the City University of London uses the academic committee as the highest institution for graduate evaluation in the whole university. It can manage and control various aspects such as course arrangement, teaching quality, and student feedback. As shown in Figure 3:

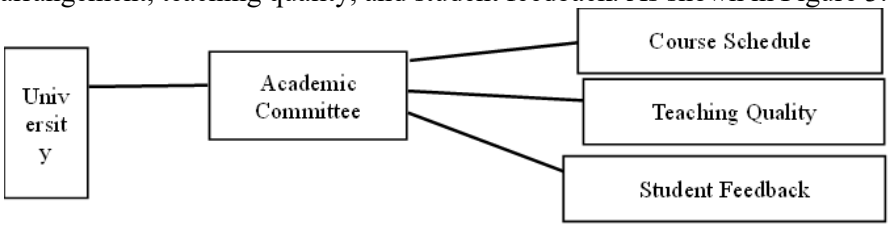

Figure 3. Internal evaluation bodies for UK postgraduate education.

From an external perspective, it mainly includes four parts, namely the government, intermediaries, research committees and private companies. The government will create a number of different academic fund committees under different academic names, and then evaluate British universities, and finally

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

divide the application amount of the fund according to the evaluation results. Before the merger and unification, intermediaries included evaluation agencies organized by universities and evaluation agencies organized by the government, and even intermediaries organized by the private sector to evaluate graduate education. In 1997, the two were officially merged and the Higher Education Quality Assurance Agency was established. The Research Committee includes five subordinate secondary institutions, namely the Science and Engineering Committee, the Medical Research Council, the Natural Environment Committee, the Agriculture, Forestry and Food Research Committee and the Economic and Social Research Council. Private companies are various media and private group organizations. As shown in Figure 4:

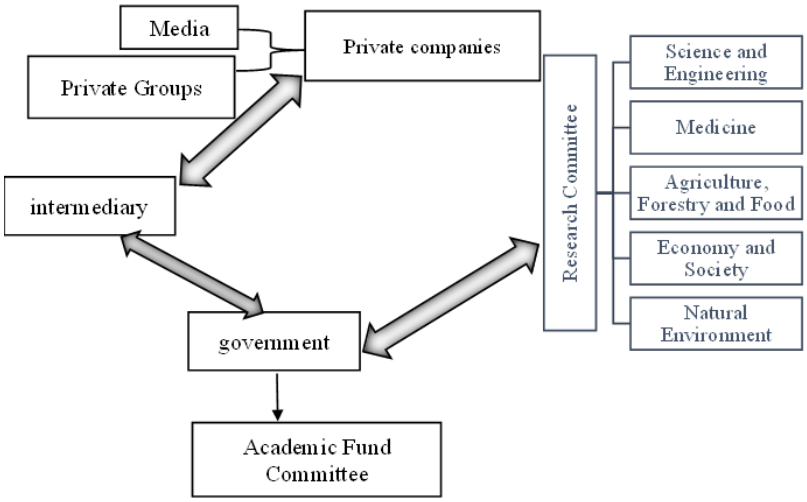

Figure 4. External evaluation bodies for UK postgraduate education.

The UK's graduate education evaluation system focuses on the overall evaluation of disciplines and departments. The main evaluation indicators include discipline evaluation, department evaluation, teaching quality, research level, student satisfaction and employment rate. Comprehensive evaluation is carried out through the teaching quality, research level, student feedback, National Student Survey (NSS) and other methods of the discipline, emphasizing the overall performance and education quality of disciplines and departments. Specific evaluation indicators for graduate education include discipline evaluation and department evaluation. However, no matter which evaluation method is used, the center of the review is always the course process, including course outline review, course review, course modification, regular review, annual supervision, etc[4].

4.3. Diversified Evaluation System of Graduate Education in Japan

The evaluation subjects of graduate education in Japan are mainly divided into five parts, namely, the Ministry of Education, Culture, Sports, Science and Technology, the University Benchmark Association, universities, university evaluation degree-granting institutions and the media. As the highest administrative management body of education in the country, the Ministry of Education, Culture, Sports, Science and Technology of Japan conducts appraisal and evaluation on the establishment of graduate training institutions in accordance with the "University Establishment Benchmark" and "Graduate School Establishment Benchmark" formulated by it. The University Benchmark Association evaluates applicants according to the "University Benchmark" formulated by it. The self-evaluation of universities mainly involves the establishment of an evaluation committee existing in the university content, which will formulate evaluation standards based on the university's course training program. The university evaluation degree-granting institution is mainly an external evaluation agency for university degree granting. The agency evaluates the school based on the difficulty of questions, subject teaching, and scientific research capabilities. Media evaluation is mainly based on the university rankings and university subject rankings published by the media in newspapers or other media. For example, Japan's

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

"Asahi Shimbun" has launched a ranking list based on all universities in Japan[5]. As shown in Figure 5:

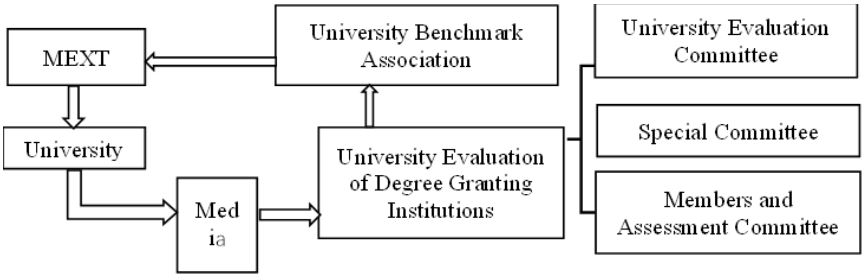

Figure 5. Evaluation bodies of Japanese graduate education.

Japan's graduate education evaluation system focuses on the combination of knowledge transfer and academic research. The main evaluation indicators include knowledge and academic evaluation, research results, teaching quality, student satisfaction, employment rate and comprehensive quality. Comprehensive evaluation is conducted through course grades, academic papers, student feedback, employment status and other aspects, emphasizing students' knowledge mastery, research ability and social responsibility. Japan's graduate education evaluation indicators have formed a diversified evaluation indicator system based on different evaluation subjects. The specific system is shown in Figure 6 below[5]:

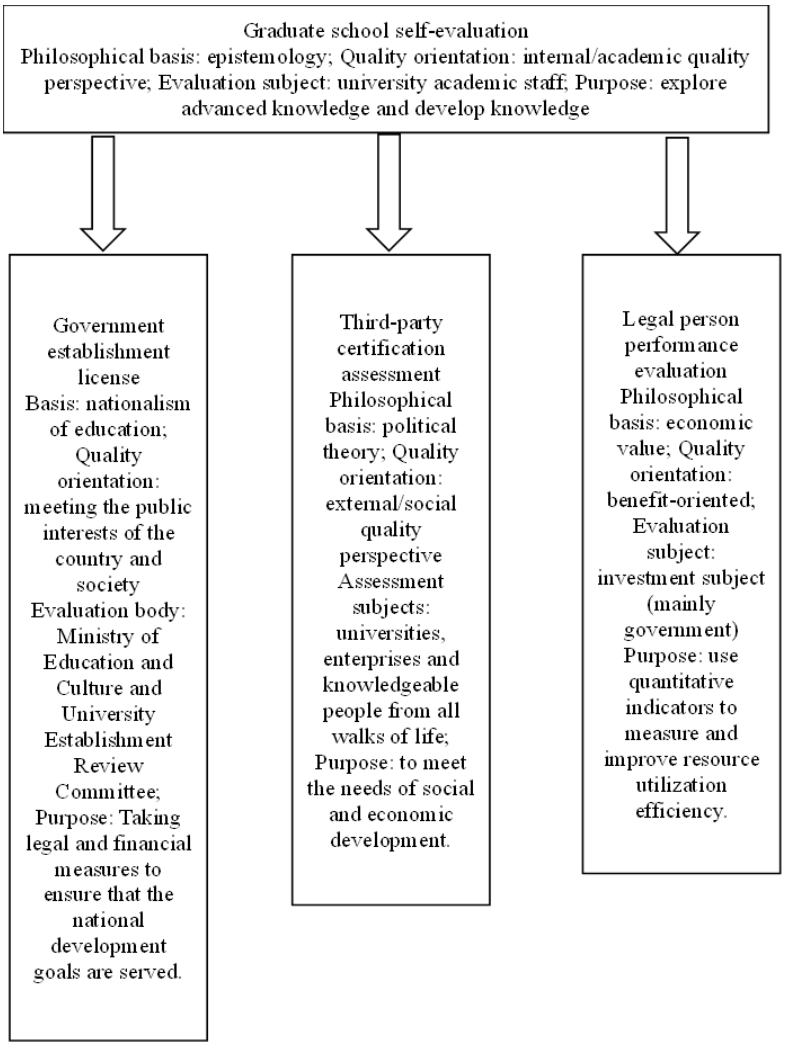

Figure 6. Japan’s graduate education evaluation system.

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

5. Comparison of Graduate Education Evaluation at Home and Abroad

By comparing the graduate education evaluation systems of the four countries, we can see that the evaluation subjects in the United States are the most diversified, including the federal government, state governments, social institutions and universities. The federal and state governments formulate macro policies and standards, while social institutions (such as professional certification agencies) and universities are responsible for the specific formulation and implementation of evaluations at the micro level. In China, there are relatively few evaluation subjects, which are mainly concentrated at the government and university levels. That is, the Ministry of Education formulates unified macro standards, and each university implements them at the micro level. In terms of evaluation indicators, China's graduate education evaluation system mainly focuses on learning outcomes and scientific research capabilities, and the evaluation indicators are relatively single. The evaluation systems of the United States, the United Kingdom and Japan are more diversified, covering multiple aspects such as course learning, research results, teaching quality, student satisfaction, employment rate and comprehensive quality. See Table 1 for details:

Table 1. Comparison of domestic and foreign graduate education evaluation.

	China	United States	The United Kingdom of Great Britain and Northern Ireland	Japan
Evaluation subject	Government and universities	Federal government, state governments, social institutions and universities	Internal: academic committees and graduate schools within universities External: government, agencies, research committees, and private companies	Ministry of Education, Culture, Sports, Science and Technology, University Benchmark Association, universities, university evaluation degree-granting institutions, and the media
Evaluation indicators	Learning outcomes and research capabilities	Course learning, research results, teaching quality, student satisfaction, employment rate and overall quality	Subject evaluation, department evaluation, teaching quality, research level, student satisfaction and employment rate	Course grades, academic papers, student feedback, employment status

6. Build a Sound and Scientific Evaluation Indicator System

After comparison, it can be found that China's postgraduate education evaluation system still has many shortcomings. Learning from foreign evaluation systems can better improve our evaluation standards and improve the quality of talent training. Among them, the diversification and scientific nature of the evaluation subject is the key. First of all, the diversification of the evaluation subject is an important way to improve the quality of postgraduate education. The government and the education authorities should formulate scientific and reasonable evaluation standards and policies, and supervise and evaluate the quality of postgraduate education in colleges and universities. Regularly collect and publish national postgraduate education quality data to provide transparent and authoritative references. Colleges and universities should establish an internal evaluation mechanism to conduct regular self-evaluation of the quality of postgraduate education, identify problems and make improvements. Through teaching evaluation, scientific research results evaluation and other methods, comprehensively measure the performance of teachers and students. Students should actively participate in the evaluation process, provide feedback through questionnaires, seminars and other methods, and regularly conduct student satisfaction surveys to understand students' satisfaction with courses, tutors, school environment and other aspects. Social evaluation refers to the evaluation of postgraduate education by all sectors of

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

society, including employers, industry associations, professional institutions, media, and the public. This evaluation system is characterized by diversity and extensiveness, and can reflect the actual effect and social recognition of postgraduate education from different angles and levels. For example, employers should provide employment feedback to graduates, evaluate their work performance and professional qualities, and understand employers' needs and suggestions for the quality of graduate education through school-enterprise cooperation projects. Introduce independent third-party evaluation agencies to conduct objective and fair evaluations of the quality of graduate education in colleges and universities, publish university rankings and evaluation reports, and provide multi-dimensional reference information.

Secondly, scientific evaluation methods are an important means to ensure the objectivity and fairness of the evaluation system. The combination of quantitative and qualitative is the basis of scientific evaluation. Quantitative indicators such as employment rate, number of scientific research results, course grades, etc. are objectively evaluated through data analysis. Qualitative indicators such as student satisfaction, teaching quality, comprehensive quality, etc. are subjectively evaluated through questionnaires, interviews, etc. Establish a dynamic evaluation mechanism to regularly monitor and evaluate the quality of graduate education, identify problems in a timely manner and make improvements. Establish a feedback mechanism involving multiple parties to collect opinions and suggestions from students, teachers, employers and other parties. Learn from advanced international graduate education evaluation standards and methods, and make localized improvements based on China's actual situation. Improve the internationalization level and competitiveness of graduate education through international cooperation projects and academic exchanges. Use big data technology to analyze the evaluation data to find potential problems and improvement directions. Establish an information-based evaluation platform to achieve transparency and efficiency in the evaluation process.

Furthermore, from the perspective of evaluation indicators, in terms of academic and scientific research capabilities, the evaluation indicators should include scientific research results and academic exchanges. In terms of scientific research results, the evaluation can be conducted through the number and quality of papers published by graduate students in high-level academic journals at home and abroad, the number, level and results transformation of scientific research projects participated in and hosted, as well as the number of patents applied for and obtained and the actual application of innovative results. In terms of academic exchanges, the evaluation can be conducted through the number of times graduate students participate in international academic conferences and the number of papers published, as well as cooperative research projects with well-known academic institutions or enterprises at home and abroad. In terms of teaching quality, the evaluation indicators should include course settings and tutor guidance. In terms of course settings, the evaluation can be conducted through the cutting-edge and practical nature of the course content, the diversification of teaching methods and the cultivation of students' innovative thinking and practical ability. In terms of tutor guidance, the evaluation can be conducted through the tutor's academic background, scientific research ability and guidance experience, as well as the tutor's guidance effect on students, including students' academic progress and scientific research results. In terms of comprehensive quality, the evaluation indicators should include professional accomplishment and personal development. In terms of professionalism, students can be evaluated through their professional ethics and academic integrity, as well as their teamwork and leadership. In terms of personal development, students can be evaluated through their comprehensive abilities, including communication skills, problem-solving skills and innovation skills, as well as their sense of social responsibility and participation in social welfare activities. In terms of employment, evaluation indicators should include employment rate and employer feedback. In terms of employment rate, graduates can be evaluated through their employment rate and employment destination, including the proportion of graduates entering well-known companies, scientific research institutions or continuing their studies, as well as employment quality, including job matching, salary levels and career development prospects. In terms of internationalization, evaluation indicators should include international communication and foreign language ability. In terms of international communication, students can be evaluated through their exchange and learning experience in well-known foreign universities or scientific research institutions, as well as their cooperative projects and research results

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

with internationally renowned academic institutions or enterprises. In terms of foreign language ability, students can be evaluated through their foreign language level, including foreign language test scores and practical application ability, as well as the number and quality of papers published in international academic journals.

Finally, a complete evaluation system should cover all aspects of graduate education. Comprehensive evaluation should be conducted from multiple dimensions, including academic and scientific research ability, teaching quality, comprehensive quality, and employment situation. Cover the entire process of graduate education, from admission, study to employment after graduation. Regularly publish evaluation results to increase transparency and credibility. Encourage the public to participate in the evaluation process and provide diversified opinions and suggestions. Provide timely feedback on problems found in the evaluation and formulate improvement measures. Evaluate the effectiveness of improvement measures to ensure the continuous optimization of the evaluation system. See Table 2:

Table 2. Reconstructed evaluation index system.

Evaluation System	China
Evaluation Subject	1. Government and education authorities (evaluation subjects) 2. Within universities (evaluation body) 3. Employer (social evaluation) Third-party evaluation agency (social evaluation）
Evaluation Method	1. Quantitative indicators Qualitative indicators
Evaluation Indicators	1. Academic and research capabilities 2. Academic Exchange 3. Teaching Quality 4. Mentoring 5. Comprehensive quality 6. Professionalism 7. Employment 8. Internationalization level Foreign language skills

Graduate education is not only about cultivating knowledge holders, but also about nurturing top talents with innovative abilities and noble character[6]. By introducing diversified evaluation subjects and scientific evaluation methods, China can gradually improve the evaluation system of graduate education and enhance the quality and international competitiveness of graduate education. This will not only help cultivate high-quality graduate talents, but also better meet the needs of society and the market. China's progress in the field of higher education outcomes assessment echoes trends in other countries[2], Drawing on advanced foreign experience and combining it with China's actual situation, establishing a comprehensive, scientific and transparent evaluation system is an important way to improve the quality of China's graduate education. This evaluation system not only improves the quality of graduate education, but also ensures the fairness and scientificity of degree awarding. Over time, the system continues to adapt to new educational needs and social changes, providing support for the sustained and healthy development of my country's graduate education.

7. Summary

By introducing diversified evaluation subjects and scientific evaluation methods, China can gradually improve the postgraduate education evaluation system and enhance the quality and international competitiveness of postgraduate education. From the similarities and differences between domestic and

Doi: https://doi.org/10.63333/sh.v1n13 Vol. 1 No. 1 (2025)

international postgraduate education evaluation systems, the evaluation subjects in the United States are the most diversified, while those in China are relatively fewer. From the shortcomings of China's domestic postgraduate education evaluation system, the evaluation indicators for postgraduate education are relatively single. By introducing diversified evaluation subjects (i.e., the government and educational authorities, universities, employers, and third-party evaluation agencies) and scientific evaluation methods (quantitative evaluation and qualitative evaluation), China can gradually improve the postgraduate education evaluation system.

References

[1] Shi L 2010 Ph.D. dissertation University of Science and Technology of China
[2] Meng J, Li X C 2006 China Higher Education Research 22 8-11
[3] Liu Q, Nie Y 2023 SHS Web of Conferences 168 03027
[4] Pan W 2004 Ph.D. dissertation East China Normal University
[5] Zhan C, Wang Z 2011 J. Jilin Radio Telev. Univ. 3 14-16
[6] Willis M 2000 Unpublished manuscript