



# Research on the Performance Evaluation Model for the Management of Professional Degree Graduate Practice Bases

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**Abstract:** Professional graduate education has taken on an increasingly pivotal role in the realm of higher education, with practice bases serving as indispensable components that wield substantial influence over the training and development of professional graduate students. This comprehensive study, firmly grounded in the intricacies of performance management acquisition, conducts a thorough exploration of the multifaceted dimensions essential for evaluating management performance within practice bases for professional degree graduate students. This research scrutinizes five key facets, encompassing management mechanisms, practice conditions, practical training, practical achievements, and base characteristics. These components collectively constitute the core of our evaluation framework. Through rigorous analysis, we have devised a five-dimensional model comprised of sixteen secondary dimensions for assessing management performance within the realm of professional graduate internship bases. Management mechanism, practice conditions, practical training, practical achievements, and base characteristics are crucial factors contributing to the management performance of practice bases for professional graduate students. Practice conditions encompass research facilities, practice spaces, resource investments, and condition assurance. Practical teaching objectives, practical teacher's teaching ability, and student practical learning gains are pivotal factors that cumulatively influence the efficacy of practical training. Practical achievements comprise the number of practical achievements, their contribution, and the extent of transformation they undergo. The influence, reputation, and characteristic vividness of practice bases for professional graduate students are interrelated elements, impacting one another and constituting the evaluation dimension of these bases' distinct features. This innovative model is expressly designed to guide universities and administrators in a systematic and comprehensive evaluation of practice bases. It not only provides a structured framework for performance assessment but also furnishes a valuable tool for decision-makers to identify areas necessitating improvement, allocate resources judiciously, and enhance the overall quality of professional graduate education.

**Keywords:** Professional Graduate Students, Management Performance, Evaluation Model, Practice Base, Performance Assessment

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## 1. Introduction

Professional graduate education serves as the primary channel for nurturing innovative talents in the context of national talent cultivation, aiming to produce highly skilled and application-oriented professionals with specific industry knowledge and practical skills. In 2020, the State Council Academic Degrees Committee and the Ministry of Education of China issued the "Opinions on Further Strictly Regulating

the Quality Management of Degrees and Graduate Education," [1] which proposed the classification of graduate education, reinforcement of training conditions, innovative assurance methods, and assurance of the quality of course instruction, research guidance, and practical training. As a guiding document for the high-quality development of professional graduate education, the "Notice on Printing and Distributing the Development Plan for Professional Graduate Education (2020-2025)" issued by the State Council

Academic Degrees Committee and the Ministry of Education in 2020 [2] explicitly required the inclusion of the research output of the integration of industry and education in the graduate education evaluation index system.

Professional graduate education plays an irreplaceable role in the cultivation of high-level talents and the economic and social development of China [3]. As holders of professional knowledge, professional graduate students constitute the backbone of technological innovation. The education of professional graduate students should aim at achieving a high degree of integration among academic, vocational, and practical aspects [4]. In the process of training professional graduate students, professional practice is a core component, and one of its essential elements is the practice base. The practice base serves as a conduit for professional graduate students to transform theoretical knowledge into practical abilities, and its effectiveness directly impacts the quality of full-time professional graduate education. Ensuring the contribution of practice bases to the training of professional graduate students has become one of the focal points of attention for universities and administrators.

To ensure the effective management of professional graduate student practice bases, scholars and administrators have been striving to develop suitable management performance evaluation models for a comprehensive assessment of the quality of practice base management [5]. This endeavor aims to identify bottlenecks and issues in practice base management and provide guidance for improvement [6]. Models can be adjusted and applied based on different types of practice bases and their requirements to better meet specific objectives and indicators [7]. The goal is to address the challenges of practice base management performance, supporting universities in meeting the evolving market demands [8]. Given that the performance evaluation of professional graduate student practice base management is a relatively new field, there is currently a lack of a universally applicable model for a comprehensive assessment of its management performance. This study aims to construct a performance evaluation model for the management of professional graduate student practice bases, helping universities and practice bases identify problems, formulate improvement strategies, and ultimately enhance the contribution of practice bases. This model will integrate policy guidance and practical requirements, offering a directional management performance evaluation model for different categories of practice bases, thus providing better guidance for the management of professional graduate student practice bases.

## 2. Dimension of Performance Evaluation for Practice Base Management

"Looking horizontally, it resembles ridges; looking from the side, it appears as peaks. From near too far, and from high to low, the view differs." The academic community has conducted a series of studies on the cultivation of practical

capabilities in professional graduate students and the construction of practice bases from various angles and levels. The complexity of this issue is evident, and to date, scholars have not reached a consensus on this matter. Consequently, the analysis of the management performance of professional graduate student practice bases in this study naturally presents its characteristics as diverse, multidimensional, and multi-layered. This research does not intend to provide its own definitions for a series of concepts related to the practical capabilities of professional graduate students but rather focuses solely on studying the evaluation dimensions of "management performance of professional graduate student practice bases" at the same conceptual level, thereby constructing an evaluation model for the "management performance of professional graduate student practice bases." Beginning with the establishment of an evaluation model for the management performance of professional graduate student practice bases, this research conducts an analysis of the dimensions influencing the management performance of professional graduate student practice bases. This analysis aims to lay the foundation for further research on improving the management performance of professional graduate student practice bases.

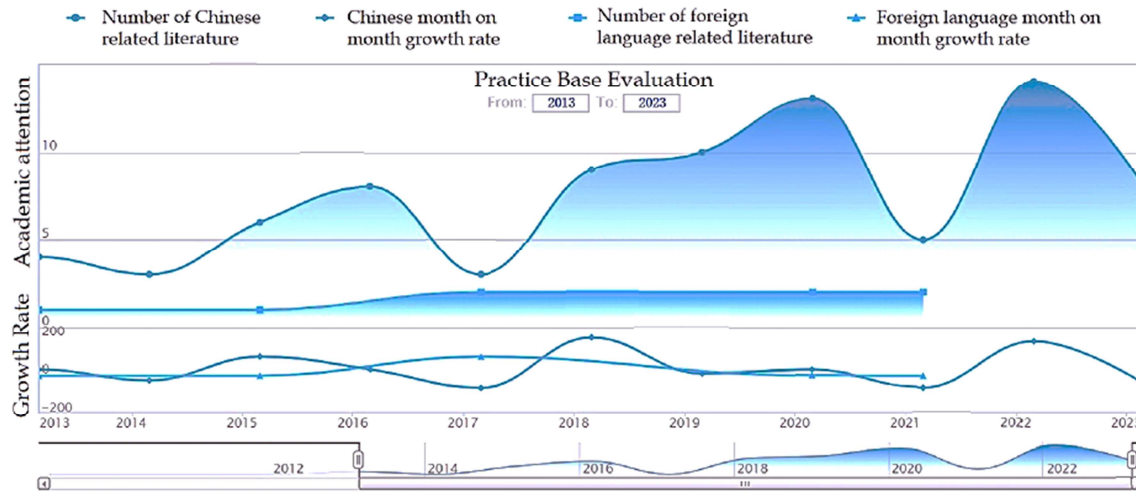
The selection of dimensions for evaluating the management performance of professional graduate student practice bases is a critical step in constructing the evaluation model. These dimensions must reflect commonality and provide guidance, indicating the development direction of professional graduate student practice base construction. The composition of the content for evaluating the management performance of professional graduate student practice bases is multidimensional. It should not only consider meeting the practical needs of professional graduate students but also examine whether practice base management is scientifically standardized and whether practical capability development is effective. The evaluation of the management performance of professional graduate student practice bases is a comprehensive assessment of multiple aspects, including the standardization of practice base management, the yield of training, the contribution of outcomes, and the unique features of the base, all within the context of the high-quality development strategy for professional graduate student education.

### 2.1. Collection of Evaluation Dimensions

This study conducted a search and analysis of various evaluation indicators for the management performance of professional graduate student practice bases. A search in the CNKI database using the term "management of professional graduate student practice bases" yields an academic attention curve for the last decade, as shown in Figure 1, which visually demonstrates an increasing trend in academic interest in "management of professional graduate student practice bases" since 2020. The research reviewed 21 articles related to the theme of "professional graduate student practice bases" from CSSCI journals published between 2018 and 2023. It was observed that only 2 of these articles

addressed performance evaluation. Researchers have shown greater interest in the theoretical and practical aspects of high-quality development in professional graduate student education, leading to some representative research outcomes. However, there is a noticeable gap in research related to

practical capability development in professional graduate students, interpretation of the connotations of high-quality development in professional graduate students, practical paths, practice base construction, practice base management, performance evaluation mechanisms, and related issues.



**Figure 1.** Academic attention on "Management of Professional Degree Graduate Practice Base".

Scholars from various disciplines both domestically and internationally have approached the topic of "management of practice bases for professional graduate students" from diverse perspectives. Jones (2019) [9] posits that the practical work experience gained by students in practice bases complements classroom learning and enhances their competitiveness in the job market. The diversity of practice bases, the complexity of their management, and the ever-evolving demands present significant challenges [10]. Practice bases serve as a practical component of graduate education, providing students with opportunities to translate theoretical knowledge into practical skills [11]. By engaging in projects, tasks, and real-world work within practice bases, students can better understand and adapt to the practical requirements of their respective fields [12]. This experiential education not only enhances students' professional competitiveness but also has a profound impact on their career development [13]. DeHong. Z & ManQing. L [14] proposed a management model for the innovation practice bases of master's students in the field of safety engineering, comprising four stages: planning, action implementation, performance assessment and feedback, and continuous improvement. Yu. Y (2019) [15] suggested that the assessment of practical skills should be a primary component for evaluating practice bases. Qian. Y & Yue. S (2023) [16] recommended evaluating the quality of professional graduate student practice bases from four dimensions: base environment, talent cultivation, management system, and base outcomes.

In this study, drawing from the objectives of managing practice bases for professional graduate students, the "Development Plan for Professional Graduate Education (2020-2025)," and the relevant research findings of domestic scholars, we approach the topic from three aspects: "key

factors influencing practice base management performance," "mechanisms of performance management in practice bases," and "critical control points." Based on a review of relevant theories and literature, we have preliminarily collected the following dimensions for evaluating the management performance of practice bases for professional graduate students: base culture, management mechanisms, base resources, practice platform, practice conditions, practical training, practical outcomes, incentive for outcomes, base characteristics, base atmosphere, and base investment.

## 2.2. Selection of Evaluation Indicators

First, define the evaluation objectives. Emphasizing the characteristics of cultivating high-level applied talents and updating the development concept of professional graduate student education, the ultimate objective of the evaluation is to enhance the training capability of practice bases.

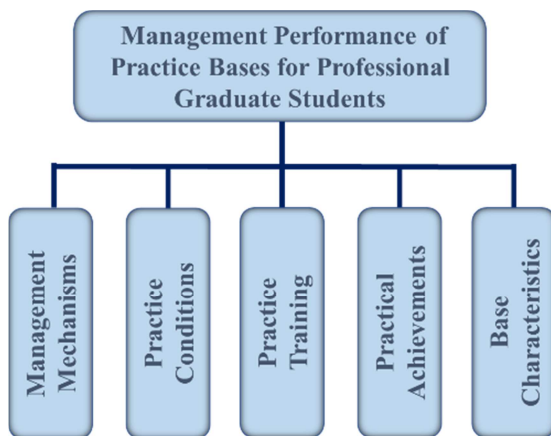
Second, design the questionnaire survey. Based on the preliminary collection of indicator dimensions, a survey questionnaire is prepared. Eminent experts, entrepreneurs, mentors, and teaching supervisors with influence in the field are selected as the recipients of the questionnaire survey. Their opinions and suggestions are utilized to further screen, modify, and optimize the initially selected indicators. They are also asked to rate and rank the importance of these indicators.

Third, determine the evaluation indicators. After collecting the questionnaires, an analysis is conducted, and invalid questionnaires are eliminated. Then, based on the feedback and suggestions provided by the experts, a comprehensive analysis of all indicators is performed. In the process of indicator selection, the principle of "prioritize the essential, keep the manageable, merge and categorize" is followed to

make the final determination of the evaluation indicators.

The management mechanism of practice bases for professional graduate students is one of the primary dimensions for assessing the performance of practice base management. The management mechanism establishes the organizational structure and decision-making procedures of the base. A well-designed management mechanism contributes to efficient resource allocation and task distribution. The practice conditions of practice bases provide the possibility assurance for achieving management performance. Adequate practice conditions facilitate the provision of diverse practical opportunities, enhancing students' practical experience. The process of practical training serves as a catalyst for transforming the potential outcomes of practice base management into reality. It is a necessary condition for professional graduate students to achieve good practical results. High-quality practical training contributes to the enhancement of professional graduate students' practical competence, thereby promoting the improvement of the management performance of practice bases. Practical outcomes are one of the important indicators reflecting the performance of practice base management. Rich practical outcomes help enhance the reputation and attractiveness of the base, thereby strengthening its management performance. Base characteristics serve as the unique identifiers of the base. Hence, the management mechanism, practice conditions, practical training, practical outcomes, and base characteristics are essential factors influencing the performance of practice base management for professional graduate students.

The structural diagram of the dimensions for evaluating the management performance of practice bases for professional graduate students is shown in Figure 2.



**Figure 2.** Dimensions for Evaluating the Management Performance of Practice Bases for Professional Graduate Students.

### 3. Evaluation Model for the Management Performance of Practice Bases for Professional Graduate Students

In this study, five key dimensions have been proposed, including management mechanisms, practice conditions,

practical training, Practical achievements, and base characteristics. These dimensions construct a comprehensive framework, aiding universities in better understanding and improving the management performance of practice bases. The dimensions for evaluating the management performance of practice bases for professional graduate students are presented in Table 1.

**Table 1.** Dimensions for Evaluating the Management Performance (Y) of Practice Bases for Professional Graduate Students.

Primary Indicators	Secondary Indicators
A (Management Mechanisms)	A1 (Management System Construction)
	A2 (Quality Monitoring Mechanisms)
	A3(Continuous Improvement Mechanisms)
B (Practice Conditions)	B1 (Research Facilities)
	B2 (Practice Spaces)
	B3 (Resource Investment)
	B4 (Condition Assurance)
C (Practical Training)	C1 (Practical Teaching Objectives)
	C2 (Practical Teacher's Teaching Ability)
	C3 (Student Practical Learning Gains)
D (Practical Achievements)	D1 (Number of Practical Achievements)
	D2 (Contribution of Practical Achievements)
	D3 (Transformation of Practical Achievements)
	E1 (Base Influence)
E (Base Characteristics)	E2 (Base Reputation)
	E3 (Characteristic Vividness)

This study represents the evaluation model for the management performance of practice bases for professional graduate students as follows:

$$Y=f(A, B, C, D, E) \quad (1)$$

$$A=f(A1, A2) \quad (2)$$

$$B=f(B1, B2, B3, B4) \quad (3)$$

$$C=f(C1, C2, C3) \quad (4)$$

$$D=f(D1, D2, D3) \quad (5)$$

$$E=f(E1, E2, E3) \quad (6)$$

### 4. Evaluation Model for the Management Performance of Practice Bases for Professional Graduate Students

In equation (1), as previously mentioned, the management performance of practice bases is positively correlated with the management mechanism. A robust management mechanism serves as the foundation for achieving high management performance; the stronger the management mechanism, the higher the potential management performance. Similarly, management performance exhibits a positive correlation with practice conditions. Practice conditions serve as the bedrock upon which management performance is built; better practice conditions increase the likelihood of higher management performance. Additionally,

management performance is positively associated with the quality of practical training received by professional graduate students. Holding other factors constant, higher-quality practical training theoretically leads to higher management performance. Furthermore, management performance is positively correlated with practical achievements. The greater the number of practical outcomes achieved, the higher the management performance of the practice base. Lastly, management performance is positively linked to base characteristics. In an ideal scenario, distinctive base characteristics result in higher management performance.

Management mechanism, practice conditions, practical training, practical achievements, and base characteristics are crucial factors contributing to the management performance of practice bases for professional graduate students. The management mechanism determines the base's organizational structure and operational procedures, and a well-structured management mechanism enhances resource utilization and management efficiency. Practice conditions encompass research facilities, practice spaces, resource investments, and condition guarantees. These factors directly impact students' practical experiences and achievements. Practical training focuses on students' practical education process, and high-quality practical training enhances students' comprehensive abilities and professional competence. Practical achievements reflect students' achievements during their practical experiences; both the quantity and quality of these achievements directly affect the base's reputation and influence. Base characteristics encompass unique educational philosophies, curriculum designs, or practical projects, helping the base establish a distinctive brand and attract more students and resources. These five factors interact with each other to collectively shape the management performance of practice bases for professional graduate students, enabling them to better meet the needs of students and society and provide high-quality practical education.

In equation (2), practice conditions comprise research facilities, practice spaces, resource investments, and condition assurance. Modern research facilities and ample practice spaces provide students with an excellent environment for research and practice, while substantial resource investments support the development of high-quality practical projects. Condition assurances ensure the safety and compliance of the practical process. Improving these four factors collectively enhances practice conditions, thereby contributing to enhanced management performance and better meeting the needs of students and societal expectations.

In equation (3), practical teaching objectives, practical teacher's teaching ability, and student practical learning gains are key factors. They collectively influence the level of practical training at practice bases for professional graduate students, subsequently impacting management performance. Clear practical teaching objectives provide direction and expected outcomes for learning, high levels of practical teacher's teaching ability ensure effective guidance and support, and the richness of student practical learning gains

reflects the quality and effectiveness of practical education. These three factors interact with each other to collectively enhance practical training, thereby strengthening the management performance of practice bases for professional graduate students.

In equation (4), practical achievements consist of number of practical achievements, contribution of practical achievements, and transformation of practical achievements. The quantity of practical achievements reflects the number of achievements students attain during their practical experiences, with a higher quantity typically indicating broader practical involvement. The contribution of practical achievements concerns the practical significance of students' achievements to their field or society; a higher contribution signifies the importance of the achievements in problem-solving or value creation. The transformation of practical achievements pertains to how students' achievements are applied and transformed into real-world value; successful transformation indicates that the outcomes have practical impact. These three factors jointly drive the effectiveness of practical achievements, thereby enhancing the management performance and enabling practice bases to better meet the needs of students and society.

In equation (5), base influence, reputation, and characteristic vividness are interrelated elements, influencing each other and constituting the evaluation dimension of the distinctive features of practice bases for professional graduate students. High base influence attracts more students and partners, increased reputation leads to more collaboration opportunities, and unique characteristics draw students and partners interested in the field. These three factors together drive the development of base characteristics, thereby enhancing management performance and better meeting the needs of students and society.

## 5. Conclusion

From the analysis above, it is evident that, for practice bases serving professional graduate students, the level of management performance is influenced not only by the management mechanism but also by four other factors: practice conditions, practical training, practical outcomes, and base characteristics. Researching these five factors that impact the management performance of practice bases for professional graduate students is of significant for exploring pathways to enhance their management performance. A reasonable evaluation model of the management performance of practice bases for professional graduate students that is well-grounded, guided correctly, and motivating can effectively improve the level of practical training for professional graduate students.

Building upon a review of relevant literature, this study has conducted research on the dimensions for evaluating the management performance of practice bases for professional graduate students. It has put forward a theoretical conceptualization and design for the evaluation model of the management performance of practice bases for professional

graduate students. Due to limitations in time and personal resources, the current model is only a preliminary and rough conceptualization and has not been further detailed or empirically analyzed.

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