

The Construction of Path of “Double-First Rate” - Taking Employment Quality Evaluation as a Core and Feedback and Prediction as Basic Points

Ruoqing Zhang

School of Education, Tianjin University
Tianjin, 300354

Abstract—With the development of the times, the level and quality of higher education has been paid more and more attention, which has changed from quantity to quality, especially proposal of the “double-first rate” construction. The fundamental goal is to build a strong country with higher education and the key breakthrough in achieving this goal is what kind of people are cultivated and how to cultivate. The only standard is the evaluation of employment quality, which has three main functions, including evaluation, feedback and prediction. Among them, the evaluation is the basic link, the feedback is the intermediary link and the prediction is an important part of the self-regulation, which are beneficial to clear the development direction of universities, promote economic growth, adjust employment policy according to market dynamic, guide the reform and development of the universities, and to promote the university reform to achieve the goal of "double first-rate" construction.

Keywords—*Evaluation on employment quality; Feedback; Prediction; “Double-first rate” construction*

I. INTRODUCTION

Employment is a very important problem in modern social life. Since 1999, the evaluation on university graduates' employment is mainly reflected by the employment rate. However, with the deepening of the study of employment, the first time employment rate with a single representation of numbers can not completely and accurately reflect the employment situation. The decision made on the basis of inaccurate judgement of situation will also lose its objectivity and scientific. At present, the higher education in China has changed from the expansion in quantity to the pursuit in quality. The concern of the government, the society, the student body, the university and the employing unit has shifted from the "employment rate" to the "quality of employment". Therefore, on the basis of understanding the connotation of the employment quality, this research takes the evaluation on the employment quality as the docking intermediary to link

students, employers and universities, and puts forward constructive suggestions for the sustainable development of universities and the "double-first rate" construction.

II. EVALUATION AS ITS CORE

A. *The purpose of evaluation on the employment quality*

Evaluation on the employment quality is the core content of the digital presentation of whether it can achieve university training objectives and improve the education quality. The purpose mainly presents two parts: on the one hand, the more direct purpose is to display the employment status of the existing university graduates to the public in the relevant scope through the index value by years, using intuitive data or scores to evaluate various universities and all walks of life. Through the comparisons with others in different dimensions such as educational objectives, training modes, teaching reforms and so on, universities can find and improve their own problems, which have implications for employment guidance. On the other hand, it is also a deeper purpose of evaluation. As a docking intermediary, evaluation on the employment quality gives feedbacks of the graduates and the needs of employers to improve the level and quality of education. Through evaluation, we can dynamically master the status of graduates' employment and the flow of talents, which also promotes the continuous, healthy, coordinated and rapid development of the universities themselves and has significance in further improving the evaluation system, guiding the universities to adjust the professional structure, innovating the training mode and helping universities to respond to the “double-first rate” construction. Finally, taking evaluation as its core is of great significance to promote “double-first rate” construction and grasp the effective information.

B. The relationship of the participants in evaluation system on the employment quality

The main participants of evaluation system on the employment quality include graduates, employers and universities. As for the graduates, they often have the most intuitive feelings for employment, even with obvious subjectivity, which can also reflect their employment demands on professional counterpart, career development, objective working conditions, salary and welfare as well as the development opportunities. As for employers, they are the direct users of the special "products" of university graduates, and can evaluate their professional skills, political ideas and comprehensive qualities in employment. It can help universities to develop the evaluation on the employment quality actively and reform professional settings, curriculum setting and training methods according to the results, striving to improve the quality of education and do well in employment guidance for graduates.

Therefore, the graduates and the employers are connected closely by the evaluation system on employment quality, forming the pairwise correlation and organic connection relationship between the three. In the relationship between graduates and universities, the students are input to the universities and educated by the universities according to the training plan. After their employment, they give feedbacks to universities on the training results, and the universities will adjust their training plan according to the graduates' employment situation. In the relationship between universities and employment units, when the graduates choose a career, the universities output the graduates to the employers, the employers evaluate the graduates with the economic benefits and give evaluation on the employment quality to the universities, which can improve the education quality and the satisfactions of the graduates and employers. They are the relationship of mutual promotion and development.

C. The practical benefits of evaluation on the employment quality

As a country with large population, China is in a special transformation period of economic system and structure, and it is urgent for universities to export a large number of high-quality and compound talents. Therefore, the employment quality has gradually aroused the concern of the relevant stakeholders. The evaluation will undoubtedly have positive practical benefits to society and economy, which mainly embody in two parts. On the one hand, evaluation results can help to gain the ability to actively adapt to the sustainable needs and trends of social development and change simple, passive adaptation to profound, active adaptation. Both for the current needs of society and for the long-term needs of society, we should take the fast, healthy and sustainable long-term interests of the society as the starting point and focus on promoting all-round, coordinated and healthy development of society [1]. On the basis of modern principles and essential requirements of serving society and the theoretical and practical issues of how to lead the society forward, we should innovative our thinking and pioneer the practice. Efforts should be made to cultivate "three adaptations" consciousness - training talents to meet the needs of social and economic

transformation, developing science and technology to meet the needs of the construction of innovative country and serving society to meet the needs of all-rounds social developments. On the other hand, in the background of the nation's efforts to build a "5+1" three-dimensional structure for the Chinese dream of the great rejuvenation of Chinese nation. "Double-first rate" is an important part of the Chinese dream and an important way to realize Chinese dream. Evaluation on the employment quality is an important means to test the success of the "double-first rate" construction and a "barometer" which can effectively reflect the employment situation of the graduates and the demand changes in the talent resource market. The industrial structure can be optimized by talents through the continuous reform of professional settings in universities, which can lay a foundation for achieving higher levels and quality of employment, and promote the "dynamic balance" of employment and economic development.

III. FEEDBACK AS ITS BASIC POINTS

A. The feedback content of evaluation on the employment quality

The evaluation on employment quality is an important carrier to realize the satisfaction of multiple stakeholders, which mainly reflects the linkage relations between the graduates, employers and universities. Evaluation quality and satisfaction are complementary and indispensable with each other. For the graduates, the feedback contents mainly involve the improvements of personal life ability and conditions of salary and welfare. In this level of evaluation feedback, salary and welfare, social security, career development prospects and professional counterparts are the main content. Graduates are satisfied with employment and universities are pleased with the achievability of training projects and good reputation of society, that is university and graduates have reached the state of mutual satisfaction with the employment achievements and gained common development. As for the employers, the graduates' employment satisfaction has direct influence on the elaboration of the enthusiasm, positivity and personal potentiality of them during work and has direct relation to the established goals and productive benefits of employers. The level of talent literacy, job matching and the effective growth of employers' economic returns are the main feedback contents. High degree of employers' satisfaction will also positively affect the university's social reputation and satisfaction with employment. In turn, it will further strengthen the cooperation between schools and enterprises and will promote the improvement of job satisfaction of both parties. The goal of feedback is to achieve a more harmonious labor relationship, in essence, it is a process of realizing the dynamic balance between the employment quality and the satisfaction between the graduates, the employers, the universities and the society. High satisfaction and high quality work will achieve win-win results for employers, graduates and universities [2].

B. Feedback results of evaluation on the employment quality

According to the feedback results, there are still some problems existing in the evaluation system on the employment quality of China: first, the evaluation subject is simple. Therefore, the authenticity of evaluation information cannot be guaranteed, and the evaluation results cannot meet the needs of diversification. The only institution to carry out evaluation in China is the state administrative department for education. There is no independent society, media or third party of professional investigation institutions to participate in the evaluation process, thus the evaluation is necessarily lacking in authenticity and credibility. Evaluation subjects of graduates' employment quality mainly include government agencies, universities, society, graduates and employers, who are subjectively thinking from their own aspects. Whereas, the government is still in the dominant position of evaluation, and there is still a big gap to meet the needs of many subjects. Second, the evaluation index is single. The content of evaluation is lack of scientificity and systematicness and the feedback on job stability, salary and welfare which are closely related to employment quality is not deep enough. Moreover, there is a lack of understanding of such indicators as entrepreneurship and resignation. The evaluation method is not scientific, too simplified, not strictly following a certain principle and method, and there is a lack of reasonable evaluation system in the use of statistical methods. In practice, it is urgent to combine various methods in order to achieve the expected results. [3]To solve the above problems, we should use the standard framework, in which evaluation as its core and feedback and prediction as its basic points.

IV. PREDICTION AS ITS BASIC POINT

A. Basic point: the dynamic change of the demand for talent by society

Under the background of economic globalization, universities make prediction of the demands for talents by society based on feedback. The demand for professional talents tends to be strong in the society. On the basis of the demand for academic talents, the demand for applied and professional talents is more common, which puts forward higher development requirements for higher education. The development and training of human resources have gradually become common concerns. Universities must use as many forms and means as possible to meet the needs of multi-level, multi-type and multi-specification of talents in all walks of life. Therefore, universities should make effective predictions according to the feedback, be oriented to social needs, take the path of diversified training of talents, make appropriate adjustments to the enrollment profession, and provide the necessary high-quality talents for economic construction and social development, so as to meet the needs of the society for

the diversity of talents. Universities play the main role of improvement and development in the feedback mechanism, whose purposes are to predict the future social needs and employment situation effectively, to improve the educational quality, and to provide service for the economic development and the construction of the first-class discipline in universities.

B. Standard framework: effective prediction of development direction

Reform in education of universities is directly influenced by the changes in the demands for talents in society. Exploring the development of talent demand is of great significance for universities to effectively predict employment prospects and timely adjust training modes and professional settings. Universities can set up employment dynamic feedback mechanisms based on the satisfaction of feedback of the evaluation on the employment quality, etc., so as to match the professional setting of the university and the social needs, to continuously increase the cultivation of applied, compound, and innovative talents and to enhance the employability and transformation ability of the graduates. [4]The key direction of effective prediction is that universities will deepen education and teaching reform based on feedback and link the training mode, curriculum system, professional settings, and employment guidance with the evaluation on the employment quality.

V. REFORM MEASURES: - SELF-IMPROVEMENT AND DEVELOPMENT OF UNIVERSITIES

A. Reform personnel training model

Conceptually, it is over-focused on professional knowledge and professional skills to focus on the student's "for people", such as scientific attitude, organizational management ability and professionalism. In terms of philosophy, we should change our traditional emphasis on professional knowledge and professional skills, and pay more attention to the students themselves. Raising the employment competitiveness of students is the ultimate goal of talent cultivation. It is required that universities must regard the cultivation of students' comprehensive abilities as a foundation, pay attention to innovative thinking and practical ability, and enrich the content of training mode in a timely manner. In terms of methods, we should focus on cultivating students' independent creativity and advocating teaching methods that combine multimedia, information, and networking. Vigorously promoting school-enterprise cooperation is a new attempt to reform the personnel training model. In order to truly achieve common development, we should explore the new model of joint school-enterprise training actively, and strive to achieve a seamless connection between the talent capacity structure and the company's job requirements [5].

B. Adjust specialty curriculum settings

Universities need to completely analyze the adjustment of majors and courses according to the needs of graduates and employers. Enriching the types and levels of the curriculum for employment, for example, pre-employment education and training, post-employment knowledge and skills renew and personal interest and development. At the same time, the setting of majors and courses in universities should be planned. Specifically, it is like the development of regional education, the development of the school itself, the norms of professional construction and the principles of curriculum setting. It is necessary to consider the way out for the student groups, exactly whether they are employed in the opposite direction, start their own businesses or receive follow-up education. Colleges and universities must also communicate well with industry organizations, employers, and cooperative institutions at the same level, with the aim of better negotiating course content and evaluating the results of the course.

C. Standardize the concept of employment guidance

Career planning education runs through the entire process of university education, it also covers the entire process of individual career development [6]. Colleges and universities must start their career planning enlightenment education when students enter the school. Employment guidance should be changed from indoctrination and utilitarian guidance into domestic and developmental guidance. Universities also need to strengthen the combination of career planning courses and professional courses. Finally, colleges and universities are committed to forming a trinity culture model of professional knowledge learning, career planning education, and practical ability training.

VI. CONCLUSION

In short, with the continuous deepening of the research on employment issues, people are increasingly aware of the importance of employment quality assessment for the "Double First-Rate" construction of universities. This article analyzes the shortcomings of measuring employment quality with a single index of employment rate. It puts forward the necessity of the employment quality evaluation of graduates by using evaluation-centered, feedback and prediction basement to comprehensively measure the graduates' employment quality. It aims at helping the society, employers and colleges and universities to understand the employment situation of graduates more accurately, improving the employment quality of graduates comprehensively, and promoting the sustainable development of higher education and the "Double First-Class" construction of universities in our country.

REFERENCES

- [1] Lu Kaijun, Ren Lihui. Analysis of Principles and Approaches of Higher Vocational Colleges Serving Local Economy [J]. Secondary Vocational Education, 2012 (12):3-6.
- [2] JIANG Pengfei, WANG Junye, LUO Ye, ZHONG Xingchen, LI Ting. An Analysis of College Students' Employment Quality Based on Satisfaction Degree [J]. Abroad and Employment (Employment), 2011(22): 24-25.
- [3] LIU Shi-Feng. Research on Evaluation System of Graduate Employment Quality [D]. Central China Normal University, 2013.
- [4] Reporter Liu Huai Intern Sun Yanan. Open Report on the Development of Employment of Chinese University Students [N]. Jilin Daily, 2015-01-12 (006).
- [5] Zhen Chen. First-time employment quality evaluation and influencing factors of college students [D]. Huazhong Agricultural University, 2011.
- [6] Zhang Hui, Luo Jun, Li Wei. Preliminary Study on the Evaluation System of College Students' Employment Quality [J]. Contemporary Economy, 2013(22): 90-92.