

The shortcomings of quality evaluation of postgraduate training under the orientation of "five only" and its countermeasures

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Abstract. This paper analyzes the causes and the current situation of the traditional education evaluation in China based on the goal of breaking the "five only", and discusses its drawbacks in terms of distorting the real level of scholars, hindering the diversified innovation of schools, driving the academic style and merit, and harming the national education development. Finally, the paper proposes countermeasures to break the "five only" reform in terms of establishing a new style of education, improving result evaluation, strengthening process evaluation, exploring value-added evaluation, and improving comprehensive evaluation. The paper may be useful to promote the reform of postgraduate training quality evaluation and improve the institutional mechanism of moral education.

1 Introduction

It has been more than 20 years since the State proposed to promote the "objectivity of postgraduate education evaluation", and the quality evaluation system of postgraduate training in China has been constructed. The quality evaluation of postgraduate training is an incentive for universities in China to promote academic innovation and an important guarantee for the flourishing of academic ecology.

The traditional evaluation and assessment system in China's academia has been bound by the "five only", i.e., thesis, hat, title, education and awards. The evaluation standard based on the "five only" can reflect the quality of postgraduate training to a certain extent, but it also shows rigidity and narrowness, which makes it difficult to conduct a scientific and comprehensive assessment on the quality of postgraduate training. The disadvantage of the "five only" evaluation is that it is "only", which takes performance quantification as the evaluation index and destroys the comprehensiveness of the evaluation system (Wang and Wang, 2021).^[1]

In recent years, China's education evaluation system has been improving day by day, but there are still some difficult problems to be cracked. In this regard, General Secretary Xi Jinping pointed out at the 2018 National Education Conference that "we should deepen the reform of the education system, improve the implementation mechanism of moral education, reverse the unscientific orientation of education evaluation, resolutely overcome the persistent pest of only scores, only promotion, only diplomas, only papers, only hats, and fundamentally solve the problem of the baton of education evaluation."

However, in recent years, the "five only" reform to promote the effect is not as satisfactory. On the one hand, the reason is that the original "five only" evaluation

mechanism has been deeply rooted, and it is difficult to have a major breakthrough innovation to replace it in the short term; on the other hand, the reason is that the existing reform of the "five only" evaluation system is limited to the evaluation of teachers' title promotion and so on. On the other hand, it is because the existing reform of the evaluation system to break the "five only" still has limitations, and the evaluation of schools, students and employers has not yet attracted sufficient attention.. However, at the root of the problem, the existing studies have not sufficiently analyzed the core obstacles to break the "five only". The problem of "five only" is not only a problem of education evaluation mechanism, but also involves a series of deep-seated problems such as academic ecology and talent education. The ultimate goal of breaking the "five only" is to "improve the institutional mechanism of moral education", which means that the essence of promoting the reform of the "five only" is the reform of the education system, and the fundamental goal is to reverse

In view of the fact that the "five only" educational evaluation orientation has seriously hindered the comprehensive implementation of quality education, this paper explores the causes of the traditional educational evaluation orientation based on the goal orientation of breaking the "five only", analyzes the current situation of postgraduate training quality evaluation and its impact under the "five only" educational evaluation system, identifies the pain points of breaking the "five only", and proposes countermeasures to break the "five only" reform, in order to promote the reform of postgraduate training quality evaluation system and improve the institutional mechanism of moral education.

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2 The causes of the "five only" evaluation orientation

The "five only" educational evaluation is the result of pursuing absolute objectivity and strengthening external evaluation. In fact, before that, there was a different kind of evaluation in China for a long time, namely, subjective evaluation by peer experts. It is because of the many problems of this subjective evaluation method that it is gradually replaced by the pursuit of objective external evaluation. The main reasons for this are the following:

2.1 Technical reasons

The evaluation and measurement of educational quality has been a difficult problem to solve since ancient times. The problem of "five only" deeply reflects the problem of "name" and "reality" in educational evaluation (Yi, 2021)^[2], however, the measurement of "name" can be simply based on indicators. However, the measurement of "name" can be evaluated simply based on indicators, while the measurement of "reality" has too many subjective factors interfering.

Peer expert evaluation is a subjective evaluation, but it is difficult for peer experts to fully understand the innovation value and social contribution of all achievements in this field, so it is difficult to make a comprehensive evaluation, and the evaluation results have certain cognitive limitations. As a scientific and empirical evaluation method, quantitative indicators show the advantages of standardization, objectivity and convenience. However, the application of quantitative evaluation method to academic education evaluation is a crude way to deal with problems that cannot be clearly defined in a simple and objective way, and the final result is "five-only"ism.

2.2 Social reasons

The formation of the "five only" educational evaluation orientation has profound social reasons, and it has been formed in practice for a long time and gradually accepted by people (Zhang, 2019).^[3] The "five only" are the final result of the conflict between academic logic and administrative logic, and the educational evaluation process relies on the administrative system, but cannot exclude the intervention of administrative factors. The combination of journal ranking, impact factor and citation of papers pursued by academia and administrative centrism, managerialism and performanceism pursued by administration has eventually produced the academic logic of "scientific research only" in universities. (Wang, 2021).^[4] This academic logic of "scientific research only" spreads to the education evaluation, and gives rise to "dissertation only", "title only", "academic degree only" and "award only". The academic culture of "research-only" has spread to educational evaluation, and has given rise to "essay-only," "title-only," "education-only," "award-

only," and so on, which is the ultimate "five only" doctrine.

2.3 Systemic reasons

With regard to the way education is evaluated, assessment agencies around the world have issued assessment indicators, and teaching and research units at all levels have clear systems for evaluating academic results, but these systems are not detailed to each discipline, and the same set of fixed standard framework is used to measure the level of each scholar, which is also the cause of the evaluation chaos (Chen and Wang, 2021).^[6]

The confusion of the evaluation system at the grassroots level is rooted in the imperfect dominant system of evaluation. No applicable evaluation system has been formed for the evaluation of education in colleges and universities, which has led them to erroneously apply the evaluation mechanisms applicable to other fields rigidly to the field of education and gradually rigidify them, making it difficult to adjust them. This is why, until now, our government's latest overall program document on education evaluation reform has not been effectively implemented.

3 The drawbacks of the "five only" evaluation orientation

3.1 Distorting the true level of scholars

The current training quality evaluation method refers to the model of tournament theory, which converts the results of evaluation objects, based on different grade classifications, into corresponding scores. However, there are inevitably differences in the superiority programs of universities in different directions, different disciplines and different degree types. This seemingly objective quantitative evaluation system conceals bias and injustice(Wang et al., 2022).^[5]

The important evaluation tools among the "five only" are thesis, monographs and projects, and awards. This evaluation method firstly fosters the chaos of "water papers", as long as the number of papers published is high, you can get a higher evaluation score, regardless of the real quality of the papers. Second, the impact factor of journals fluctuates over time and does not fully represent the real academic ability of scholars.

3.2 Hindering diversified innovation in schools

Different colleges and universities have their own purposes and strengths in their disciplines. With the increasing influence of cultivation quality evaluation on schools, the cultivation quality evaluation ranking can influence the educational resources and reputation of schools by word of mouth. When comparing these different types of schools under the same evaluation index, schools that fail to build according to the evaluation standards are bound to score low, but this

does not mean that the real strength of the school is inferior to other schools with high rankings. In the long run, different types of universities will be homogeneous, homogenizing the construction of disciplines, and templating the training of talents, turning them into "factories" for manufacturing talents without any distinction.

3.3 Driving academic ethos of utilitarianism

When the cultivation quality evaluation system ignores the educational process and makes the establishment of evaluation indexes dependent on the results of education, it will lead to the pursuit of results by scholars. In the long run, the essence of education will be abandoned, and the results of scientific research will replace education itself as the criterion for measuring the quality of education. However, the pursuit of research results also simultaneously abandons research itself, and scholars conduct scientific research with more attention to the quality of the journal in which the article is published, the level of the subject, and the level of the award than to the innovation of the research content, academic ethics, academic contribution, and social value, etc. Under the influence of this trend, scholars are involuntarily involved in the whirlpool of utilitarianism.

3.4 Undermine the development of national education

Under the "five only" education evaluation system, "five only" has become an inherent criterion for evaluating students' success or failure. This kind of paranoid education culture has led to the value of education changing from moral education to the pursuit of fame and profit, which has seriously damaged the rational understanding of Chinese education and affected the normal development of education in China. At the same time, under the influence of tournament theory, China has not yet established a training quality evaluation system suitable for national conditions, but blindly pursues top ranking in the rankings constructed by the West. This status quo makes the society lose confidence in the quality of China's education, promotes the evil trend of "worshiping foreigners and pandering to foreigners", and undermines national education security.

4 Countermeasures for breaking the "five only" evaluation orientation

4.1 Establishing a new style of education

We need to re-take the concept of education. The core of education in China is "building moral character", and the cultivation of "human beings" is the essence of education. In the past, education placed too much emphasis on cultivating "talents" and used an instrumentalist mindset to rank people according to the size of their achievements. The key to breaking the "five only" is to avoid over-evaluation, reduce the pressure of university

evaluation and academic pressure, and put the focus of education back on "people". (Wang, 2021).^[4]

We need to change the way education resources are allocated. The distribution of educational resources should gradually shift to a balanced distribution, avoiding "five only" oriented competition and allowing more people to receive equal educational resources. When a broader group of educated people can receive comprehensive quality education and integrated development, the "five onlys" will lose the ground for existence.

To reduce the vicious competition in education. At the present stage, many scholars are trying to break the "five onlys" by increasing the dimensions of the evaluation of cultivation quality and trying to break the shackles of the "five onlys" by multiple considerations, but the final result is that "six onlys" and "seven onlys" have been created. However, the final result is the creation of "six only" and "seven only". In order to achieve a breakthrough of "five only", we should not do addition but subtraction.

4.2 Evaluation of improvement results

The evaluation system should be changed. Reduce over-evaluation, increase green evaluation, and adopt green evaluation dimensions to reduce the "five only" orientation. At the same time, the weights of each index are reassigned, so as to improve the evaluation system of training quality.

It is necessary to increase the number of evaluation subjects. Schools need to gain evaluation sovereignty and establish university academic communities. At the same time, the evaluation of teachers and students should be mainly conducted by schools, while the evaluation of schools should be performed by third-party organizations, and the government's monitoring of the quality of school education should be strengthened.

Evaluation procedures should be standardized. Educational evaluation is a means to test the level and quality of education. The number and frequency of educational evaluations need to be strictly controlled to reduce multiple evaluations and duplicate evaluations, and to reduce the burden on schools for blindly pursuing higher evaluation scores.

To upgrade evaluation tools. The use of information technology to monitor the education process and evaluate the education results, improve the vertical process evaluation and horizontal comprehensive evaluation, and finally get more reliable evaluation results.

4.3 Strengthen the process of evaluation

To lead schools and teachers and students away from the results orientation, it is important to pay practical attention to the process in education.

By making teaching methods, teacher-student relationships, and educational innovation indicators for teacher evaluation, teachers are encouraged to put the focus back on education itself, rather than relying

unilaterally on teachers' self-characteristics to evaluate their educational abilities. The evaluation of students' training quality needs to evaluate not only their learning outcomes, such as grades, essays, and competitions, but also their learning attitudes, learning abilities, problem identification, problem response, teamwork, social practice, and other aspects of the learning process. For schools, in addition to evaluating the quality of students enrolled in the school, educational resources, and the orientation of graduates, it is also necessary to evaluate the learning opportunities, innovation opportunities, and social platforms provided by the school.

4.4 Exploring value-added evaluation

Due to the differences in the quality of postgraduates and their cultivation environment, there must be differences in the development of students themselves.

The purpose of establishing value-added assessment is to evaluate the quality of education received by students with a developmental perspective. A learning-oriented ecological evaluation system should be established by reforming the concept of evidence-based education and following the idea of value-based lifelong education (Ma and Ji, 2021)^[7]. The training of schools, the education of teachers, and the efforts of students are all important factors influencing students' progress, and these indicators should be included in the evaluation system to assess the "value-added" provided by schools and teachers in education.

4.5 Sound comprehensive evaluation

The evaluation of postgraduate training quality is not only to evaluate students, teachers and schools, but also to deepen to evaluate the party and government and social employers. Based on the law of reforming the education quality evaluation system, the direction of education reform should be developed from the unilateral evaluation in the past to the evaluation system with the participation of government agencies, educational institutions and employers, and the role of government agencies and social organizations. It is necessary to reach a consensus on the "four laws" among the stakeholders of higher education, to improve education promotion and evaluation policies through a new understanding of the laws of education, and to stimulate the vitality and creativity of educational organizations with a flexible and open system (Dong, 2021).^[8]

5 Conclusion

The problem of rigidity and one-sidedness in the evaluation standard of postgraduate training quality under the orientation of "five only" has led to the development of the evaluation system of postgraduate education in China for more than 20 years, but the "five only" standard has become a pestilent and chronic disease. The reasons for this are: it is difficult to implement multiple evaluation, the evaluation method

deviates from science; the academic administrative logic conflicts, the academic culture atmosphere is utilitarian; blindly follow the guidance of authoritative institutions, and the system specification is not yet sound.

Under the influence of the "five only" evaluation, a series of social chaos has arisen in China's education sector, with the true level of scholars being concealed, school construction being homogenized, academic culture being utilitarianized, and educational self-confidence being undermined. To break the "five only" evaluation orientation, it is necessary to rebuild a new style of education, establish a correct educational outlook and policy orientation, improve the evaluation of results, strengthen the process evaluation, explore value-added evaluation, and improve comprehensive evaluation.

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