

# The Construction and Application of an Employment Quality Evaluation System for Master's Graduates in Public Administration

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**Abstract:** With increasing attention to the employment quality of public administration graduates, traditional single metrics such as employment rate and salary level fail to fully capture graduates' career development and societal contributions. In public administration, graduates' sense of social responsibility, career progression, and societal influence should serve as essential dimensions for evaluating employment quality. This study aims to construct a multi-dimensional evaluation framework for assessing the employment quality of public administration master's graduates, integrating factors such as employment rate, salary level, career development potential, social contributions, and job satisfaction, thereby providing a comprehensive assessment. For practical implementation, a core index system incorporating hard indicators, soft indicators, and social value metrics is proposed. The study emphasizes that the objectivity and fairness of the evaluation can be enhanced through mechanisms such as graduate follow-up surveys, third-party evaluations, and support from alumni and industry associations. Moreover, gradual dissemination and the selection of pilot universities are critical strategies for facilitating the system's implementation.

**Keywords:** Employment Quality; Evaluation System; Career Development.

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## 1. Introduction

In recent years, universities and society have increasingly focused on the employment quality of public administration graduate students. While the employment rate has long been a dominant criterion for assessing the quality of talent cultivation, its singularity and narrow scope have gradually exposed its limitations. Numerous studies highlight that a simple employment rate fails to fully capture graduates' career trajectories and societal contributions, particularly in the field of public administration, where the goal of cultivating high-level talent often extends beyond short-term employment to emphasize career growth and the realization of social value. Against this backdrop, academia has begun exploring more comprehensive dimensions for evaluating employment quality. Scholars have underscored that employers are placing greater emphasis on graduates' soft skills and holistic qualities, such as communication, teamwork, and leadership, which play a critical role in long-term career development. Simultaneously, practical industry experience and internships have become essential indicators of employment quality, especially in public administration, where hands-on experience is often directly linked to job stability and alignment with career paths.

However, despite significant progress in existing studies on evaluating employment quality, numerous challenges remain. Many studies are limited to individual institutions or regions, lacking large-scale, systematic comparative analyses, which constrains the universality and generalizability of evaluation frameworks. Moreover, the dynamic and continuous nature of employment quality assessment is often overlooked, with most evaluations focusing on the period immediately following graduation, without mechanisms for long-term tracking of graduates' career development. In response, this study seeks to develop a more comprehensive and scientifically rigorous system for evaluating the employment

quality of public administration graduates, examining career trajectories and societal contributions from multiple perspectives. Through a systematic review of relevant domestic and international literature, this paper investigates how universities can embed career development concepts into the talent cultivation process, fostering stronger alignment between education and market demands, thereby enhancing graduates' employment quality and social competitiveness.

## 2. Core Dimensions and Important Considerations of Employment Quality Evaluation

### (1) A Multidimensional Definition of Employment Quality

For an extended period, employment quality evaluation criteria have predominantly emphasized graduates' employment rate, salary level, and job stability. While these quantitative indicators offer intuitive insights, they fall short of capturing graduates' career progression and societal contributions. The employment rate has long been regarded as a key metric for assessing the quality of higher education; however, it primarily reflects short-term performance in the job market, neglecting the long-term trajectories and adaptability of graduates' careers. Salary level and job stability, often used as supplementary indicators, typically highlight market competitiveness and job retention but fail to directly measure graduates' tangible contributions to society.

Tsymbal et al. observed that this conventional evaluation approach is more applicable to technical and commercial disciplines. In contrast, for fields such as public administration—where educational outcomes emphasize social responsibility and public service—economic returns alone inadequately represent the full scope of graduates' achievements. Public administration graduates frequently pursue careers in government agencies or non-profit organizations, where salaries may be modest, yet the societal

value and public impact of their work remain significant. Consequently, the traditional employment quality evaluation framework must be expanded and refined to align with the distinct attributes of socially oriented disciplines like public administration.

With growing societal focus on higher education quality, employment evaluation systems are evolving to reflect more diverse and human-centered dimensions. Research highlights that subjective and soft indicators, such as career development potential, social contribution, industry influence, and professional satisfaction—are becoming essential complements to traditional employment quality metrics.

Career development potential underscores graduates' capacity for growth and promotion in future roles, reflecting how education fosters sustainable development skills. Studies on Master's Graduates in Public Administration reveal that students with extensive internships and social practice experience are more likely to secure promotions and demonstrate greater career advancement potential. Social contribution measures graduates' impact in public service and governance, a critical factor in public administration. Graduates engaged in policy-making or grassroots governance, despite modest salaries, play pivotal roles in driving social change and improving public welfare.

Industry influence and professional satisfaction are emerging as key dimensions in employment quality assessments. Industry influence reflects graduates' standing and authority within their field, while professional satisfaction focuses on their contentment and fulfillment in career choices. A study on Brazilian public administration graduates indicates that professional satisfaction correlates closely with a sense of achievement, directly influencing career commitment and enthusiasm.

Incorporating these indicators into employment evaluations can foster a more comprehensive and rigorous system, guiding targeted reforms in public administration education to better align with societal needs and graduate outcomes.

#### (2) An Analysis of the Particularity of Public Administration Specialty

The field of public administration centers on social service and public governance, prioritizing the cultivation of professionals with a strong sense of social responsibility and commitment to public service. Consequently, evaluating the employment quality of public administration graduates should extend beyond economic metrics to encompass their tangible contributions to social development.

Graduates in public administration frequently secure positions in government agencies, non-profit organizations, and public service institutions. While these roles often offer modest salaries, they entail significant responsibilities in social governance and public affairs management. Public administration education emphasizes practical skills and policy analysis, equipping graduates to play vital roles in policy implementation, grassroots governance, and public project management.

Thus, assessing the employment quality of public administration graduates requires a focus on their social impact and policy execution capabilities, rather than relying solely on salary levels or job titles. Research indicates that graduates engaged in public governance innovation and policy reform, despite limited material rewards, make substantial contributions to societal and public interests that warrant recognition in employment evaluations.

#### (3) The Role and Responsibility of Colleges and Universities in the Promotion of Employment Quality

Colleges and universities, as the first responsible subject of personnel training, play important roles in improving the quality of graduates' employment. Colleges and universities of public administration should not only pay attention to the employment rate of students, but also reflect the concern for employment quality in curriculum setting and teaching methods, guide students to establish correct employment concept, and emphasize the importance of social responsibility and professional ethics. The optimization of curriculum is the key to improve the quality of employment. Colleges and universities should strengthen the practice teaching and practice, provide more policy simulation and social investigation courses, and improve the students' practical operation ability and policy analysis ability. In addition, establishing long-term cooperative relations with government departments and non-profit organizations and providing students with abundant internship and social practice opportunities are important measures to improve the quality of employment.

In the aspect of teaching methods, colleges and universities can introduce case teaching method and problem-based learning (PBL), and improve students' ability to solve complex social problems through real case analysis and policy simulation. Case teaching method can effectively cultivate students' decision-making ability and communication ability, and make them more competitive after graduation. In addition, colleges and universities can provide career planning and career guidance to students through alumni networks and career development centers to help them better integrate into society.

### 3. The Construction Path of College Employment Quality Evaluation System

College employment quality evaluation system is an important tool to measure the effectiveness of higher education, especially in professional fields such as public management. The employment quality of graduates not only reflects personal development, but also directly relates to the effectiveness of social governance, public service and policy implementation. Therefore, it is of great significance to construct a scientific, comprehensive and operable employment quality evaluation system to improve the quality of college education and promote the matching between talent cultivation and social needs.

#### (1) Basic Principles of Employment Quality Evaluation System

When constructing the employment quality evaluation system, we need to follow certain basic principles to ensure its scientific, comprehensiveness and operability. Here are three principles to follow when building this system:

Comprehensiveness is one of the core principles of the employment quality evaluation system. The evaluation system not only depends on quantitative indicators such as employment rate and salary level, but also pays attention to various dimensions of graduates' career development, such as professional ability, social contribution, career satisfaction, etc. Especially in the field of public administration, graduates tend to work in government departments, non-profit organizations and other public utilities, so their sense of social responsibility, policy implementation ability and influence on

social welfare need to be included in the evaluation scope. In this way, the evaluation system can truly reflect the social influence and long-term value of graduates. For example, in addition to traditional employment rate and salary data, it is also possible to pay attention to the participation of graduates in social governance and public service projects, and to assess their social contribution and sense of responsibility in practical work. Only through the comprehensive evaluation dimension, can we accurately grasp the employment quality and social value of graduates.

Operability is the foundation for the smooth implementation of an evaluation system. In the context of different institutions and regions, the system must demonstrate high adaptability to ensure flexible application across diverse environments. Therefore, when constructing an employment quality evaluation system, it is essential to account for the variations between institutions, disciplines, and regions. An ideal evaluation system should not only include universal core indicators but also allow for adjustments and supplements based on specific needs. For instance, by adopting a combination of general and optional indicators, institutions can flexibly adjust the system according to their unique characteristics and requirements, thereby enhancing its adaptability and practical operability.

Changes in the job market and societal demands necessitate that employment quality evaluation systems possess the ability to dynamically adjust. With the continuous development of the socio-economic landscape—particularly driven by advancements in information technology and globalization—the skillsets and career demands for public administration graduates are constantly evolving. Consequently, the evaluation system should incorporate flexible adjustment mechanisms to update its metrics in response to changes in the socio-economic environment and industry requirements. For example, regularly assessing data on employment rates, employer feedback, and graduate job satisfaction, in conjunction with shifting societal needs, can help recalibrate the weighting and focus of evaluation indicators. This not only enhances the system's relevance but also supports higher education institutions in reforming their teaching practices and adjusting talent cultivation models.

## (2) Construction of the Core Indicator System

The core of employment quality evaluation systems lies in the development of a well-structured indicator system. Core indicators not only quantitatively measure graduates' employment status but also qualitatively assess their career development and societal contributions. Based on their nature, core indicators can be classified into three categories: hard indicators, soft indicators, and social value indicators. Each category plays a vital role in evaluating employment quality.

Hard indicators form the fundamental component of the employment quality evaluation system, primarily consisting of quantitative metrics such as employment rate, salary level, and job stability. These indicators provide an intuitive reflection of graduates' basic employment conditions and outcomes in the job market. Hard indicators are highly operational and straightforward, offering concrete data to support higher education institutions. However, while these indicators effectively capture graduates' initial employment status, they often fail to present a comprehensive view of long-term career development. Therefore, hard indicators must be combined with more holistic soft indicators to enable a thorough assessment of graduates' long-term career progress.

Soft indicators focus on evaluating graduates' growth

potential and adaptability throughout their careers. These indicators include career satisfaction, promotion speed, work-life balance, and employer feedback. Soft indicators reveal graduates' long-term performance and development potential in the workplace. In public administration, career growth extends beyond promotion speed; it involves the ability to take on greater roles in public affairs, participate in policy-making, and contribute to social innovation. Hence, indicators such as career growth, job satisfaction, and work-life balance are essential for comprehensively assessing the employment quality of graduates.

Social value indicators are distinctive to the employment quality evaluation system for public administration programs. This category aims to measure graduates' contributions to social governance, public services, and community development. Specific components include graduates' involvement in policy implementation, social innovation projects, and social governance activities. These indicators assess graduates' broader impact on society, particularly in terms of social responsibility and public service awareness. As such, social value indicators not only help evaluate employment quality but also provide valuable insights for universities to refine their talent cultivation strategies.

## (3) Establishing an Effective Framework and Support Mechanism for Employment Quality Evaluation

To ensure the successful implementation of the employment quality evaluation system, an effective execution framework and support mechanisms must be established. These mechanisms not only guarantee the continuous operation of the evaluation system but also ensure the authenticity, objectivity, and comprehensiveness of data, providing essential feedback and a foundation for subsequent educational reforms and talent cultivation.

Establishing a comprehensive graduate tracking mechanism forms the foundation for the effective operation of the evaluation system. By consistently monitoring graduates' career development, universities can stay informed about employment trends and identify and address potential issues in a timely manner. Specifically, institutions can collect feedback through regular surveys, alumni visits, and career development reports. This information helps universities understand graduates' career trajectories and provides valuable data to adjust educational goals and training programs.

To enhance the objectivity and fairness of employment quality evaluations, universities can consider engaging third-party evaluation agencies for independent assessments. Third-party evaluators can provide more objective employment quality data, mitigating potential biases in internal evaluations. Additionally, the involvement of external agencies increases the transparency and credibility of evaluation results, fostering greater societal recognition of the system. Through external assessments, universities can gain a more accurate understanding of graduates' employment quality, enabling necessary adjustments to improve outcomes.

Alumni associations and industry associations play a crucial role in the implementation of the employment quality evaluation system. Alumni associations, by organizing regular events, offering career support, and facilitating alumni interactions, provide universities with a long-term and reliable source of employment data. Industry associations, on the other hand, contribute by gathering employer feedback, participating in employment data analysis, and offering broader insights into the job market. The support of these

organizations enables universities to gain a more comprehensive understanding of graduates' employment quality and adjust talent cultivation strategies in alignment with industry needs.

#### **4. Implementation and Promotion Strategies for Employment Quality Evaluation Systems**

The construction of an employment quality evaluation system is a complex and systematic endeavor that involves higher education reform, government policy guidance, and extensive participation from various societal sectors. A successful evaluation system not only facilitates the scientific assessment of universities' talent cultivation quality but also provides valuable references for policy formulation and institutional development. However, during implementation, balancing regional disparities, institutional conditions, and market demand differences emerges as a critical challenge that must be addressed for effective promotion.

Against this backdrop, the selection of pilot universities and the design of promotion pathways serve as key starting points for implementing the employment quality evaluation system. By initiating trials in selected institutions and accumulating practical experience, a solid foundation can be established for large-scale promotion. This approach ensures that the system remains highly adaptable and sustainable throughout the broader rollout process.

##### **(1) Pilot Universities and Promotion Pathways**

Selecting appropriate universities for pilot programs is crucial to ensuring the steady advancement of the employment quality evaluation system. Pilot universities not only bear the responsibility of testing and refining the system's functions but also play a demonstrative and leading role during the promotion process. Diversity among pilot institutions reflects the characteristics of different regions and educational levels, ensuring that the system accounts for various real-world conditions from the initial design phase, thereby reducing resistance during broader implementation. This diversified selection helps identify adaptable approaches for different regions and types of institutions, providing valuable insights for subsequent large-scale promotion.

When selecting pilot universities, it is essential to consider regional disparities and institutional diversity, ensuring the inclusion of comprehensive universities, local colleges, and vocational and technical institutions to reflect the needs of different educational levels and training objectives. For example, economically developed areas or regions with abundant educational resources can serve as the first batch of pilot sites. Universities in these regions often demonstrate maturity in educational quality, industry collaboration, and resource allocation, making them well-suited to validate the system's effectiveness and feasibility. Meanwhile, universities in developing regions can offer unique perspectives during the pilot phase, helping the evaluation system adapt to the needs of institutions operating within varying levels of economic development.

The promotion pathway should follow a gradual, step-by-step approach, expanding from selected pilot institutions to other universities within the region, ultimately leading to nationwide adoption. Throughout this process, governments can establish dedicated funding programs and policy incentives to encourage universities to participate in the pilot and promotion phases. For instance, initiatives such as

establishing employment quality evaluation awards or providing funding for the development of exemplary pilot universities can motivate institutions to engage actively, fostering improvements in employment services and talent cultivation.

This incremental promotion model not only mitigates the implementation challenges associated with a one-size-fits-all approach but also enables continuous refinement of the evaluation system based on practical experience. Such a strategy ensures greater flexibility and adaptability, ultimately contributing to comprehensive enhancements in educational quality and the ongoing optimization of talent development.

##### **(2) Integration of Internal and External Resources and Collaborative Evaluation Mechanism**

The comprehensiveness and accuracy of an employment quality evaluation system rely heavily on the effective integration of internal and external resources, along with multi-party collaboration. Universities should actively consolidate both internal and external resources by cooperating with local governments, industry associations, and enterprises to jointly participate in the evaluation and tracking of graduates' employment quality. This collaborative mechanism enhances the objectivity and fairness of evaluation outcomes, mitigating the biases that may arise from assessments conducted by a single entity. Such cooperation ensures that the evaluation system remains closely aligned with societal needs and market dynamics, improving its capacity to reflect the real employment conditions of graduates.

Alumni networks and employer feedback play an irreplaceable role in employment quality evaluations. Universities can establish alumni databases and employment tracking systems to collect regular data on graduates' career trajectories and job stability, enabling a dynamic understanding of their employment status and growth paths. This system not only provides universities with accurate employment data but also supports future adjustments to curricula, teaching methods, and training objectives. Additionally, universities should conduct regular employer satisfaction surveys, inviting feedback from employers on graduates' overall competencies, job fit, and professional performance. This two-way feedback mechanism helps universities identify and address gaps in talent cultivation, fostering a positive cycle of educational reform and continuous improvement in employment quality.

Furthermore, establishing a closed-loop mechanism for evaluation and improvement is crucial for ensuring the long-term effectiveness of the employment quality evaluation system. Universities must track not only the initial employment performance of graduates but also their long-term career development and advancement. To achieve this, universities can collaborate with third-party evaluation agencies or independent consulting firms to conduct regular assessments of employment quality and surveys of societal needs. These evaluations provide a scientific foundation for the continuous refinement of talent cultivation models and curriculum design.

Through this ongoing evaluation and feedback mechanism, the system can adapt to societal development and labor market changes, enabling continuous optimization and adjustment. This, in turn, provides more precise guidance for universities in shaping their talent cultivation strategies, ensuring long-term alignment with evolving industry demands and societal expectations.

## 5. Conclusion

This study highlights the importance of constructing a multidimensional employment quality evaluation system as a key driver of higher education reform. Traditional indicators such as employment rates and salary levels are no longer sufficient to fully capture graduates' comprehensive abilities and societal contributions. This is particularly relevant in the field of public administration, where educational goals should emphasize career development, social impact, and a spirit of public service. The proposed evaluation system encompasses hard indicators (e.g., employment rate, salary), soft indicators (e.g., career growth potential, job satisfaction), and social value indicators (e.g., contributions to public affairs). This holistic approach provides a comprehensive reflection of educational outcomes and enables continuous tracking of graduates' career trajectories, supporting universities in optimizing talent cultivation models.

The study also underscores that dynamic adjustment and continuous optimization are essential to maintaining the effectiveness of the employment quality evaluation system. As societal needs and industry environments evolve, universities must regularly update and refine the evaluation framework to ensure its responsiveness to new socio-economic challenges. This ongoing process fosters deeper alignment between higher education and market demands.

Future research can expand in several directions. First, empirical studies can further validate the scientific rigor and effectiveness of the employment quality evaluation system. Large-scale surveys and data analysis can investigate graduates' real-world career performance, comparing results with evaluation indicators to assess the system's rationality and feasibility. Additionally, future studies could explore the integration of artificial intelligence and big data technologies into employment quality tracking and evaluation, enhancing the precision and dynamic feedback capabilities of the system.

As education becomes increasingly digitized and societal demands continue to shift, employment quality evaluation systems will play an increasingly vital role in higher education reform. Future research and practice should remain attuned to dynamic changes in the job market, continually advancing the integration of public administration education with societal development needs, thereby laying a solid foundation for cultivating high-quality public administration professionals.

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