

Beijing Forestry University

Regulations of Graduate In-process Assessment

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The in-process assessment is an important session to investigate graduates' academic potential and cultivation prospect. With the continuous development of graduate education in Beijing Forestry University, the regulations are revised on the basis of the original one to further improve the quality of graduates, to really introduce the incentive mechanism and the selection mechanism to select talents and eliminate the inferior.

I. The fundamental principle

The in-process assessment is a comprehensive assessment and evaluation of the graduates' ideology and morality, course study and research capability after course study and at the early stage of thesis research work. The purpose is to check and evaluate the learning achievements of the graduates since admission, to discover in time the problems during the cultivating process, to accelerate high quality of follow-up cultivation and to deal with those whose performance is not proper for continuing master/doctor cultivation. The in-process assessment is an important measure and a guarantee to advance the quality of graduate education.

II. Schedule of in-process assessment

1. The in-process assessment generally starts and ends in the fourth semester since admission. The specific schedule should be implemented in accordance with the relevant discipline provisions of the in-process assessment for master's and doctoral programs.

2. The graduates who have suspended schooling should process the in-process assessment with the following year students.

3. The graduates who pursue graduation in advance should start and finish the in-process assessment before the qualification examination of graduation thesis defense.

4. Graduates should participate in the in-process assessment on schedule by principle. Those who really cannot manage to perform the assessment on time because of special reasons should submit, before it starts, a written application with the supervisor's signed agreement and the approval by the person in charge of the discipline and the main school leader after their examining the application. The applicant can then postpone the in-process assessment. But the extension can only be lasted by the time before the annual scholarship evaluation starts.

5. The graduates who do not participate in the in-process assessment without rational reasons should prolong their education, during which all the fees and tuitions should be paid by themselves.

III. Content of in-process assessment

1. Ideology and morality are assessed in the aspects of political quality, attitudes toward

academic research, moral cultivation, collective spirit and sense of organizational discipline to evaluate whether the graduate's performance has reached the cultivating objectives or not.

2. Course study assessment mainly examines the graduate's course study performance and the score is the credit product (all the earned credits) from all the courses that the graduate has taken. A graduate is required to fulfill all the credits according to the cultivation plan before his taking the in-process assessment. The graduate who has failed to achieve the objective or retakes the course will have deduction of the credits according to certain regulations.

3. Research capability is assessed from the progress of graduate thesis research work and publication of academic papers to judge whether the graduate has conducted the research work according to the content and schedule of the thesis proposal.

IV. Organization and requirements of in-process assessment

1. The in-process assessment should be conducted under the leadership of Graduate School, arranged by each individual school and organized by relevant persons in charge.

2. The assessment of graduate research capacity is basically organized by the secondary discipline and led comprehensively by the person in charge of the discipline. Assessment groups should be structured according to disciplinary research directions and the numbers of applicants applied for the assessment. A group leader should be set and no less than 5 members, including the supervisor, should be nominated by the group leader. The members should be experts who are experienced in graduate instruction with a title of vice senior or above. Each school should in advance report the in-process assessment arrangement to its own school office and inform relevant members of the supervision team. The report should also be submitted to Graduate School for filing. Experts in the same field on/off campus can be invited to examine the quality of the in-process assessment if necessary. A secretary should be set to deal with recording and filing the assessing materials.

3. In order to strengthen the supervision and management, the in-process assessment should be conducted in public. The head of the discipline or assessment group should timely announce the relevant arrangements for the in-process assessment, and submit it to school graduate office in advance, and the school graduate secretary informs the relevant supervision team members to participate in it. If the prescribed procedure is not followed, the assessment will be deemed to be invalid.

4. The results of the in-process assessments of each discipline shall be reviewed by school academic degree sub-committees and the reviewing opinions shall be reported to the Graduate School.

V. Procedures and requirements of in-process assessment

1. The in-process assessment arrangement should be conducted at the beginning of the fourth semester by the school leader in charge of graduates.

2. Graduates who will attend the in-process assessment should truthfully fill out the self-evaluation section of the *Beijing Forestry University Academic Master/ PhD Candidate In-process Assessment*. They should print their transcripts through graduate information administration system and attach the master copy to the assessment form, and submit them to their school with relevant documents such as award certificates, published papers and paper accepted letters.

3. Supervisor should comprehensively assess the graduate's ideology and morality, physical and psychological health, studying performance and thesis progress, and provide explicit and definite suggestions in terms of the graduate's ability to conduct scientific research and potential to receive continuous cultivation.

4. Class tutor should score the section of moral and ethical cultivation in the assessment form for the graduate in his/her class on the basis of the graduate self-evaluation and peer opinions. He/she should then submit the filled-out form to the school CPC sub-committee for examining and filling out comments.

5. Class monitor should submit the forms of in-process assessment to the school graduate secretary for him/her to check the graduate's course scores and the state of thesis proposal.

6. Discipline should specifically hold the in-process assessment meeting which is chaired by the assessment group leader and reported by graduates in the way of PPT presentation and oral defense. Each graduate should report to the group about his/her advancement in course study, scientific research according to the content and schedule of the thesis proposal, periodical progress of academic papers, research plan for the next step, current problems, and possibility to complete the paper on schedule. The reporting time span should be no less than 10 minutes and the one for answering questions raised by the assessment group should be no less than 5 minutes.

7. The assessment group should objectively and justly examine and score the graduate research capability item by item in the *Academic Master/ PhD Candidate In-process Assessment*, referring to his/her presentation and handed in documents with supervisor's evaluation and suggestions, and should also provide conclusive opinions on the graduate qualification for further education, when the graduate should not be present in the site. If the assessment group members have different opinions, a secret ballot can be adopted and the opinion is valid if two thirds of the group is for it. The group should pay close attention to the research papers with genuine creative ideas. For those who show poor achievements, the supervisors and the discipline can determine them as key tracking objects of cultivating quality controlling and monitoring based on their background. For those who have problems, the group should point out the parts which should be improved and prescribe the time limit for the improvement.

8. School academic degree evaluation sub-committee is responsible for deliberation of the opinions suggested by each discipline during in-process assessment, and for making final decision on the name list of those who can continue the cultivation, those who should be given quality controlling and monitoring, and those who fail the evaluation. Results should be publicized for one week and then submitted to Graduate School.

9. Graduate School examines for approval of the results of the evaluation of all the schools.

10. School graduate secretary should input the results into the graduate information administration system in one week after the Graduate School approval examination. All the documents of each graduate should be filed into the graduate individual cultivation archives in his/her school.

VI. Assessment grades and standards

1. Assessment grades: The in-process assessment consists of four grades, including *outstanding*, *good*, *qualified* and *failed*. The grade *outstanding* is transferred from 90-100 points; 80-89 points equal to *good*; 60-79 equal to *qualified* and lower than 60 points are *failed*. Generally, the proportion of *outstanding* should be no more than 20% of all the students who have processed

the in-process assessment.

2. Assessment standards: Anyone who is failed in one of the following items in in-process assessment should be regarded as being entirely failed.

- (1) Students who are poor in moral and ethic cultivation;
- (2) Students who have not finished the thesis proposal.

VII. Treatment of in-process assessment filtration

1. Anyone who is assessed at level of *qualified* or above by the in-process assessment can continue the cultivation.

2. Anyone who is rewarded with *outstanding* or *good* by the in-process assessment can apply for the title of outstanding graduate.

3. Anyone who is rewarded with *outstanding* by the in-process assessment has priority in the selection of master-doctorate combined program.

4. Anyone who fails the in-process assessment should discontinue graduate cultivation with an associate degree (study at school) after the assessment group secures the agreement of the supervisor and school leaders, and examination approval of Graduate School.

5. Anyone who is determined as a key tracking object of cultivating quality controlling and monitoring should, in three months, improve the work which has been specifically criticized. The relevant people in charge should fill out the inspecting results after the student's rectification. After passing the re-evaluation, the student can continue the education, but the submitted degree thesis should be automatically treated as a dormant review. Those who fail the re-evaluation are suggested to stop cultivation and the decision should be submitted by their own schools to Graduate School. Once it is admitted, the cultivation is stopped and associate degree (study at school) is issued.

6. For those who obtain permission to postpone the in-process assessment, their school should strictly process all the procedure segments required for the in-process assessment before the evaluation of annual scholarship starts.

7. Students who refuse to accept or dissent from the evaluation results can appeal to the Academic Degree Evaluation Committee of Beijing Forestry University and the committee will arbitrate the issue.

VIII. Summary of the in-process assessment

Each school should conscientiously summarize the assessment after it is finished. The school should submit to Graduate School not only its written summary but also a report on universal problems in the in-process assessment in order to further expand and consolidate the evaluation results. A supervisor meeting should be held to exchange experiences and discuss universal problems so as to improve the quality of graduate education.

IX. Supplementary provisions

1. On the basis of the above regulations, each school can formulate its own implementing rules based on their discipline characteristics and the graduate students, and should report the rules to the Graduate School for record filing before the formal implementation.

2. The regulations are enforced since the day when it is publicized. The power of interpretation on the regulations belongs to Graduate School of Beijing Forestry University.