

Study on the Evaluation Method of the Characteristics of Military Academies based on the Maturity Model

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Abstract: The article analyses the meaning and the practical significance of the characteristics of the military academy school, the evaluation index system of the characteristics of military academy is explored through the maturity model. So that, some enlightenment can be given to the evaluation of military academy characteristics.

Keywords: Military academy; School-running characteristics; Maturity model; Evaluation

1. Introduction

In 2003, the military academy undergraduate teaching work level assessment program (Trial), set "the characteristic project", and clearly defined, the assessment conclusion for outstanding institutions must be distinctive [1], so as to promote improving their own characteristics. In an international trend of school running, the lack of the evaluation indicators of school running characteristics, it is difficult to identify there has characteristic or not. Assessor mostly "subjective" by virtue of experience, and managers blindly follow the trend of "fuzzy" construction, there is no doubt that it brings great obstacles to the evaluation of school running characteristics. Therefore, this paper puts forward a method to evaluate the characteristics of the school based on the maturity model, and the evaluation index can be structured.

2. The Meaning and Practical Significance of the Evaluation of the Characteristics of the Military Academy

According to the definition of Wang Hanlan in our country, the education evaluation is the standard of the target, and takes the scientific attitude and method to carry on the quality and quantity of the value judgment of the activities, people, management and condition which the education works in [2]." Then, the evaluation of characteristics in military academy can be interpreted as: in accordance with the policies, regulations, as well as standards formulated by the military headquarters of the guidelines, the military academies regard the value of military education as the guide and the characteristics as the object, then using all feasible technology and methods to collect the information, and to evaluate the value of the results of school characteristics, at last provide a basis for optimizing the decision-making process.

Times has given the military academies three basic functions which are cultivating military talents, developing science and technology, as well as serving the army. They mutual cross with each other in the actual work. At the same time, different military academies have a big difference in the training level and objectives, discipline construction, professional settings and service oriented and other aspects. The differences make them form unique characteristics in the process of running a school, instead pursuing uniform style, but also make the evaluation of military academy characteristics become a very complex activity. Evaluation of the military academy characteristics played a role of the macro management, micro guidance and timely monitoring. On the one hand, the evaluation of the military academy characteristics is to reflect the laws of characteristics. The evaluation, which can make the administrators keep a clear mind, and pursuit the road of creating and optimizing the characteristics, will finally form a fundamental competitive advantage. This is the most important significance for the evaluation of the characteristics of the school. On the other hand, through the system monitoring and adjustment means, military academy characteristic can be ensured from the external and internal institutions. In addition, the evaluation of the military academy characteristics is to accelerate the reform of the military academy. The behavior which is not conducive to the formation and development can be found through evaluation and promoting innovation, so as to achieve that: The evaluation help focusing on the development and innovation, and promoting the construction and reform.

3. Evaluation Method of School Characteristics in Military Academies based on the Maturity Model

3.1. Maturity Model

The maturity model is a process that describes the development of an entity over time, which can be of any interest, such as human resources, organizational functions, business practices, technology, products and so on [3]. Generally speaking, maturity model has characteristics as follows: simplify the process of the development of an entity and describe a limited number of maturity level 4 (usually 4-6 grades). these grades defined by certain standards, each grade is sequential. In the development process, entity from one level to the next level in continuous progress, any of them can not be ignored. Because the formation and development of the characteristics of running school, following these steps: the excavation, discovery and confirmation of the characteristics of the school running, the cultivation and the practice of the characteristics of the school, the summary, identification and optimization of the characteristics of running school. Therefore, we divide the maturity of the characteristics of the school into the initial stage (0), the level of consciousness (I), the level of already defined (II), the management level (III), and the optimized level (IV). Each level reflects the development stage and level of the characteristics of the school.

3.2. Establishment of the Evaluation Index System of the Characteristics of Military Academy

(1) Construction principle

The construction and process of the evaluation index system should be based on the development of the characteristics of the military academy. Firstly, promoting the development of institutions, teachers and students, as well as the institutions of self regulation and self improvement, thereby improving the level of running schools, and then serve the military and our country is the fundamental purpose and value of the evaluation. Secondly, the implementation of the evaluation is not only the process of management, but also the dynamic development process, so the implementation of the evaluation also has this kind of development. Finally, the development principle can avoid the evaluation of leaning to conclusions, light development, leaning to results and light process, so that we should pay more attention on the management of the evaluation conclusions of the full use of.

Comprehensive principle.

The design of index system should reflect the characteristics of the military academy, the degree of maturity and the value of the promotion.

Simple principle.

On the one hand, we must reduce the index, the main observation point, some of the less important factors should be removed. on the other hand, the conclusion of the evaluation method as simple as possible.

(2) The determination of the secondary indexes

The military academy teaching evaluation program (Trial) "the school running characteristic defined as the style or approach which military academies accumulated in the long running process and recognized by the faculty and staff, which have a certain influence on military and society. And it's good for optimizing the training process and improving of teaching quality [5]. The logo of features are: there are differences in the characteristics of the peer, have the advantages of higher than the peer, have outstanding practical effect. have high level of results. have a certain application, promotion value and demonstration effect.

Firstly, we should judge that whether the characteristic exist or not according to the definition of characteristic. It depends on whether the school has unique feathers which is different from the peers, in other words, whether it is unique or not. whether there is a prominent practice effect, high level achievement, or advantage more than the peer. So, we set up "unique", "quality" as the two most basic indicators of judging the existence of characteristics. Second, the performance about maturity of the characteristics is that the maturity exist in a lasting, strong and high degree of theory. Thus, we can see "stable", "significant", "theory" as a measure of the characteristic.

Third, the promotion value of school characteristics, reflected in the characteristics of the school is highly respected, spread to the essential conditions of learning, and thus, we seem the "model" as a symbol of the characteristics' value in the index.

Between these indexes, "unique", "quality" are important indicators, "stable", "significant", "theoretical" and "model" as general indicators.

Determine the main observation point, reference weight and grade standard

The main observation point is to further refine the secondary indicators, we should select the indicators which can reflect the content and have a description to the operational indicators. You should not have a hard decomposition if the secondary indicators are not easy to break down. Reference weight indicated the weight of each observation point in the secondary indicators, the value between 0.1 and 1. The core of the grade standard is the decomposition of the main observation points. There are A, B, C, D four levels, generally only given A and C.

The evaluation index system of the characteristics of the military academy

The index system of the characteristics of the military academy is shown in Table 1.

Standard for evaluation conclusion

Military Academy Teaching Evaluation Program (Trial) in 2003 and 2008, the program has only regulated for "the characteristic project", however, this is not desirable for the degree of the characteristics. The article believes that the maturity model can be regarded as the reference,

the actual situation is divided into five grades, namely, 0-4

0 Initial level: there is no conscious of the characteristics and have not formatted any of the characteristics.

1 the conscious level: the administrators realize the importance of the characteristics, but do not know how to create it.

2 the defined level: the managers have cultivated the characteristics of the project, and put forward a series of theories and design schemes.

3 the completed level: the academy has formed a stable, distinct or theoretical characteristic in school-running and reached an agreement in the faculty.

4 the optimized level: the characteristic of the school with a demonstration effect has formed a promotion value, forming a beneficial side and the necessary conditions for the application of learning.

Identification conclusions in the 0-2 level as the no characteristic items, if achieved 3, 4 are considered to have formed the school characteristics, and then based on access to the numbers of A, B, C, D, we can determine the level of the characteristics of the project. It can be divided into "the characteristic project", "major characteristic project", "very important project". So, how to determine the appropriate standards? According to the general staff of the years of research and evaluation in teaching work, we select a more representative of the 2003 and 2008 version of the program in the total number of indicators (Table 1), do a statistical analysis on the index with assessment results of the "excellent", "good", "qualified", you can get some inspiration. As shown in table 2. As we can see from table 2, the program is basically same. Therefore, we refer to the 2008 program to give

the evaluation of the characteristics of the project evaluation index system which is as follows:

Very important characteristic project: $A \geq 7$, $C \leq 1$, (one of the important projects is $A=3$, $C=0$, $D=0$.)

The major characteristic project: $A+B \geq 7$ (one of the important projects is $A+B=3$), $D=0$.

Characteristic project: $D \leq 1$ (one of the important projects is $D=0$.)

No characteristic items: important project $D \geq 1$.

4. Summary

In this paper, the maturity model is used to evaluate the characteristics of the military academy, and explore the index of characteristics of the military academy. so that, we can provide a reference for the military academy.

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