

Analysis on the Problems and Solutions of Implementing "The Co-cultivation Program"

Jian GUO*, Li ZHOU and Jie ZHU

School of information, Beijing Wuzi University, Beijing, China

*Corresponding author

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Abstract. The Beijing Municipal Education Commission began to implement "the co-cultivation program" since 2015. Beijing Wuzi University as one of Beijing municipal universities taking part in this program explore actively the training mode of co-cultivation students, cultivating program, curriculum system, student management, establishment of virtual teaching and researching office and other aspects with its counterparts universities under the Ministry of Education directly. The project is implemented firstly in Beijing and even in the whole country, and there are still some problems in the actual implementation. Therefore, it is necessary to explore how to ensure the smooth implementation of the project. This paper analyzes the significance of the implementation of this project to our school, sorts out the problems in the development of the "the co-cultivation program" in our university, and puts forward some corresponding countermeasures, which will play an important role in the better implementation of the project in our school, and it also will be of reference significance for other brothers colleges to carry out this project better.

Introduction

The "national long-term education reform and development plan (2010-2020)" clearly puts forward that the reform and innovation should be a powerful driving force in the development of education. The talents cultivation mechanism reform should be promoted especially. It also encourages innovation of talents cultivation system and running mechanism, strengthens cooperation and forms the open and diverse talents cultivation system with flexible mechanism [1]. Based on this premise, according to the work plan of Beijing municipal government, since March 2015, the Beijing Education Commission officially launched the "cross cultivation program for high-level talents of Beijing higher education institutions" [2]. The plan is mainly around the capital's economic and social development needs of talent cultivation and provides the chances for the Beijing municipal colleges and universities students to study in the well-known universities from home and overseas and research institutes and enterprises to broaden the students' eyesight, knowledge and practical ability. This plan is a major reform in the field of Beijing higher education reform and talents cultivation mechanism, and it will play an important role in guiding and promoting the development of higher education in Beijing for a long time.

"Cross cultivation program for high-level talents in Beijing colleges and universities" is commonly called "three kinds cultivation program", namely "co-cultivation program", "external cultivation program" and "practical cultivation program". The "co-cultivation program" refers to the Beijing municipal university students (about 1800 a year or so) will be sent to 122 superior majors of 17 counterparts universities under the Ministry of Education directly (called central universities below) to study for 1-3 years [3]. After visiting the schools, they will return to their own municipal school to continue their study, accept the graduation examination and the degree examination of the municipal school and obtain the diploma of the municipal school. "The external cultivation program" means that the municipal university students will be sent to abroad to study. It has two forms of student's sources. One source is from the enrollment plan and all these students will be sent to overseas to study for 2years. The other form is that the students are chosen from the students who are already studying in school and they will study abroad for 1 year. "The practical cultivation program" is launched for

improving the students' practice ability by establishing the practice base with scientific research institutes and enterprises to develop graduation thesis design and undergraduate scientific research projects.

The significance of the implementation of "the co-cultivation program" on cultivating talents, the problems in its development and corresponding countermeasures are discussed in this paper because it involves in a lot of students and universities.

The Basic Situation of the Implementation of "the Co-cultivation Program" in Our University

Beijing Wuzi University, a public higher education institution, is characterized by logistics and circulation, based on economic disciplines, taken management disciplines as the backbone. Economics, management, science, engineering, literature, law and other disciplines are developed harmoniously in the university. In 2015, our school as one of Beijing municipal universities took part in "co-cultivation program" which was launched by The Beijing Municipal Education Commission. The program includes two types that are 3 year and 1 year visiting. Through the implementation of two years, certain experiences are accumulated and lessons are learned.

In 2015, through the freshmen enrollment and selection, a total of 96 students involving 5 majors (logistics management, e-commerce, finance, business management, marketing management) were chosen to study in 4 universities including Beijing Jiaotong University, Beijing University of Posts and Telecommunications, Central University of Finance and Economics and Renmin University of China for 3 years. There are 40 Enrollment plan quota which involves 3 major (logistics management, e-commerce, Finance) and 3 schools including Beijing Jiaotong University, Beijing University of Posts and Telecommunications, Central University of Finance and Economics in 2016 and 2017 respectively. The specific information is shown in table 1.

Table 1. The basic situation of the implementation of "co-cultivation program" in Beijing Wuzi University.

Major Name	The particular year			counterparts universities name
	2015	2016	2017	
Logistics management	32	16	16	Beijing Jiaotong University
Electronic Commerce	32	8	8	Beijing University of Posts and Telecommunications
Finance	16	16	16	Central University of Finance and Economics
Marketing Management	16	--	--	
Business administration	16	--	--	Renmin University of China
Total	96	40	40	--

The Significance of "Co-cultivation Program" for Talents Cultivation in Our University

Beijing higher education is in a critical period of deepening reform. In order to further improve the high-level personnel training mechanism, effectively meet the needs of municipal schools for high-quality educational resources, stimulate the vitality of education and teaching reform in municipal schools, improve the quality of teaching and strengthen the cooperation, innovation and development between municipal schools and central schools, Beijing Municipal Education Commission has launched the "double training program" project. The fundamental purpose of the program is to solve the central university and municipal universities linkage problem and share both sides' good resources, widely participate and lead the educational and teaching rules and the development of higher education reforms [4]. Since the project carried out in Beijing and the country are for the first time, its implementation plays an important role and has a great significance for our school and even the whole Beijing municipal school, counterpart central school and even the higher education discipline development, personnel training.

The Development of "the Co-cultivation Program" is Conducive to the Development of the Students Participating in the Program

Part of the students who participate in "the co-cultivation program" is chosen from the students who already study in our school, and others are from the enrollment students in 2015. But in 2016, all students are from enrollment sources who are mainly from the remote suburban in Beijing city. All the students who take part in the project enroll in the municipal schools, but they can enjoy the education resources not limited to municipal schools. All the students' tuition and fees are same with the students who will study in municipal schools. And there is no other extra fee only because they take part in the "co-cultivation program". Based on the depth of participation of Beijing Municipal Education Commission, both sides (municipal universities and central universities) will communicate with each other deeply on the co-cultivation students' training mode and scheme, curriculum system, teaching forms, the appraisal model and other aspects. They will build the proper cultivating scheme that considers fully the students' characteristics, knowledge basis, major feature and other real interest for the co-cultivation students. The experience of studying in central universities for 3 years (1 year) can make the students be out of our school restrictions, have the opportunity to take more excellent classes, broaden their horizons and improve overall quality. The most important is to cultivate the students study habits and learning mode of thinking. The 1 to 3 years study experience in central universities will have a great impact on their future postgraduate studies, studies abroad, job searching and other academic, career development.

The Development of "the Co-cultivation Program" is Conducive to the Development of Related Professional Teachers

According to the requirements of Beijing Municipal Education Commission, there are 5 majors in our school taking part in the project and the counterpart universities are about 4 to 6. Both sides will communicate with each other on the training scheme, curriculum system, training mode, student management and other aspects, which provides base for the further cooperation. Based on this basis, the two selected excellent professional teachers to set up virtual teaching departments to strengthen the cooperation between professional teachers. Through building this virtual departments, teachers, especially outstanding young ones are encouraged to actively participate in the construction of virtual departments [5]. They will bear the tasks of teaching reform of the innovative talent training duties, and carry out scientific research cooperation between the teachers who have the same professional direction. According to the Beijing Municipal Education Commission, the virtual teaching department will appoint experts and scholars in such specialized fields as enterprises, research institutes and so on and attract social talents to participate in virtual department construction work, which are be great advantages for double qualified teachers training.

2.3 The development of "the co-cultivation program" is conducive to the major development of participating institutions

By participating in "the co-cultivation program", our school can co-opted fully the education resources from the central universities, including MOOC courses. Through building the co-cultivation students' training scheme, we can also improve the same major's cultivating scheme, curriculum system, teaching content, teaching mode of our school. The cooperation between our school and the central universities can make us share their experimental teaching resources, strengthen the practice of teaching reform, and update teaching ideas. In short, "the co-cultivation program" implementation can have a great role in promoting the professional construction for the municipal school.

Programs in Implementing "the Co-cultivation Program" in Our School

It is the first time that the project of "the co-cultivation program" is carried out in municipal universities and central universities. Therefore, there are various problems in the process of carrying out, and all of them need to be studied and solved.

Student Management Issues

Quit the "Co-cultivation Program" Issues. After layers of selection, the chosen students are sent to the central university to study, but after a period of time, for various reasons, there are students who insisted on returning to our school. This behavior not only affects the smooth implementation of the "co-cultivation program" but also wastes the valuable quota of the program.

Major Ranking and Scholarship Issues. The co-cultivation students study in the different central universities. Some co-cultivation students will be arranged into a single class in some central universities and others will study with the students who are original in the central university. The co-cultivation students are all belong to our school, but they are faced different situation, so sometimes they often have the sense of injustice.

Free Medical Reimbursement System Issues. Because our school is located in Beijing City, Tongzhou District which is very far away from most central university belonging to Beijing Haidian District. When the co-cultivation students fall ill, their treatment, hospitalization and medical reimbursement from Haidian District back to Tongzhou District hospitals will be far more time-consuming, inconvenience to students.

Psychological Counseling Problem. Part of the municipal university students who study in central university will feel a very high the pressure of learning, so it is easy to create psychological imbalance issues. Because the "co-cultivation program" is just implemented for no long time, the co-cultivation students belongs to a small part of the group, which makes them prone to lonely psychological mood, to mental illness.

Students' Sense of Belonging Issues. To take part in the long term "co-cultivation program", the students will go directly to the central university for 3 years of learning. The co-cultivation students often have no strong sense of identity for our school compared to students who study in our school. And at the same time, they also don't think they belong to the central university, so the co-cultivation students always have the feeling that they don't know which school they belong to. They have a very big problem of sense of belonging.

Academic Difficulties Issues

The quality gap of students of our school and central university (there are about at least 100 point gap between two schools entrance scores) leads to the academic difficulties issues. The co-cultivation students feel very difficult in studying in the learning process in central university.

Among 16 co-cultivation students, studying in Beijing Jiaotong University, 9 students failed in the first calculus test and the pass rate was only 43.75%. The 16 students studying Renmin University of China were generally at a medium level in learning. Weak foundation and learning pressure generally exist. 4 co-cultivation students failed in final exam. Almost all of the 30 co-cultivation studying in at Central University of Finance and Economics feel very high learning pressure and the adaptation period are very long. 10 of 15 students majored in finance (International Finance) failed in "mathematical analysis" course and the pass rate was only 33%. The 32 co-cultivation students who studied in Beijing University of Posts and Telecommunications also generally feel great pressure and can only achieved at the medium level. Therefore, there are still great difficulties in academic studies.

In addition, the curriculum settings and other credit courses in our school are different from the central universities. If these students need makeup, restudy or re-exam, Credit mutual recognition, curriculum alternatives and other issues are all needed to arrange properly. For the students who failed a lot and get fewer credits, there will be problem of makeup a lot of courses. But when they go back to our school, they are senior students and they also face the problem of graduation and finding work, so the time will be very limited and the task will be very tough. Therefore, how to make sure all these students graduate smoothly is an issue too. The smooth and effective implementation of the "co-cultivation program" requires multi sectoral collaboration and great efforts.

Solutions for Problems of "Co-cultivation Program" Implementation in Our School

A Series of Rules and Regulations, Measures, Schemes and so on Have Been Formulated

In order to better carry out the "co-cultivation program" between our school and the central universities and successfully solve all kinds of problems in the process of the project, based on a thorough research and discussion, a series of regulations are formed such as "Beijing Wuzi University on the implementation of the Beijing higher education high level talents cross cultivation 'co-cultivation program' work rules (Trial)", "Guiding opinions on Revising the talent cultivation program for undergraduates version 2016 of Beijing Wuzi University" (has special description and provisions for the co-cultivation students major training plan), "Beijing Wuzi University medical solutions for co-cultivation students" and so on. This series of systems, methods and programs have effectively guaranteed the smooth development and implementation of high-level cross-talents cultivation programs.

Communication Actively with the Central Universities to Solve the Problems of Student Management and Academic Difficulties

For all kinds of problems in students' management process, we will actively demand effective ways to solve. For the students who want to quit the project, we will communicate with their parents to verify. And once it is confirmed that the student is not suitable for studying in the central university, or the student has very strong willing to return to our school to study, we will apply to the Beijing Municipal Education Commission and the corresponding university at once to make sure the student to go back our school soon, which avoid the student being leaving behind in learning. In view of the problems such as different management methods and different ranking methods in different central universities, we will actively communicate with students and explain to get the students' understanding. For medical reimbursement problems, we also formulate relevant policies to ensure that students are convenient for medical treatment. The counterpart institutions teachers who are responsible for students' arrangement will communicate with each other closely, observe the students' activity. For the students' psychological pressure, both teachers coordinate closely and learn the students' psychological situation. If it is necessary to give psychological counseling and life guidance, a variety of ways of activities are organized to enhance students' sense of belonging to our school.

In order to solve the problem of learning difficulties, teachers from our school and central university actively track co-cultivation students' learning situation, analyze carefully the student achievement data. The students who have real learning difficulty are arranged with special teacher counseling, and even on weekend, they will have to take part in the teaching activities that are special arranged for them, which strive to not let any co-cultivation students left behind.

Conclusions

"Co-cultivation program" is currently unique in Beijing for students in Beijing origin. The project plays an important role in the participation of the students themselves, the professional teachers participating in the project and the development of the municipal schools involved in the project. But the "co-cultivation program", a new thing, is still in the preliminary exploration stage, the training mode, curriculum system, teaching mode, college cooperation system and campus culture cohesion need to further improvement. Beijing Wuzi University as one of Beijing municipal universities has participated in the "co-cultivation program" for two years. During this period, it kept on exploring continuously to improve the quality of students' cultivation, communicated with the central counterpart, and initially solved the various early problems and made great progress. More exploration in future joint training and credit mutual recognition is also needed to be explored in the future.

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