



Building Quality Assurance System in Chinese Higher Education: Recent Progress

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1. Context

- 1.1. Massification of higher education
- 1.2. Globalization of higher education
- 1.3. Commercialization of higher education
- 1.4. Accountability of higher education



2. Aims and Guidelines

2.1. Aims:

- To improve instructional and research quality
- To promote renovation and building of learning facilities and resources
- To raise administrative level of higher education institutions
- To form assessment system at various levels



2.2. Guidelines expressed in “Educational Vitalization Action Project 2003 – 2007”:

- Building instructional quality assurance system
- Establishing agencies for assessment and assistance in college instruction
- Developing a system of periodic review of instructional quality
- Building links between program assessment and professional qualifications and certificates
- Formulating assessment standards and indicators
- Building data bank on college instruction
- Developing an analyzing and reporting system



3. External Quality Assurance

3.1. Governments

3.1.1. Ministry of Education's policies and actions:

- Making policy to require all professors to teach undergraduate courses and encouraging star professors to teach core curriculum courses and freshman courses
- Setting special grant for learning resource renovation
- Setting special grant for development of courses of excellence
- Setting special grant for compiling textbook of excellence
- Selecting “National Outstanding Professors in Teaching”
- Establishing National College Instruction Assessment Center

3.1.2. Indicators for Institutional Assessment

First-level indicators

Educational Philosophy

Faculty

Learning Resources

Majors and Instructional Reform

Administration in Instruction

Teaching and Learning Attitude

Instructional Achievements

Special Programs

Second-level indicators

Nature and Category, Strategy and Approach

Quantity and Structure, Main Teaching Force

Basic Learning Facilities,
Budget for Instruction

Majors, Curriculum, Internship and Practice

Personnel Administration, Quality Assurance

Teaching Attitude, Learning Attitude

Basic Knowledge and Skills,
Thesis and Design,
Morals and Values, Physical Fitness
Social Reputation, Employment



3.1.3. Categories of Assessment

- Qualification Assessment: new and relatively weak institutions
- Excellence Assessment: relatively stronger institutions with longer history
- Random Sampling Assessment: other institutions



3.1.4. Assessment Procedures

- Self Study and Report
- Campus Visit by Specialists
- Correction and Improvement



3.1.5. Recent Changes

- In self study period the institution does not need to grade itself on the second-level indicators. Only a self study report is needed.
- The written tests organized for the campus visit are all cancelled.
- The assessment stresses more on indicators related to soft wares (philosophy, faculty and programs and courses etc.)



3.2. Social Organizations: College and University Ranking

- China's Research Institute for Management
- Hunan University
- Shanghai Institute for Educational Studies
- Guangdong Research Institute for Management
- netbig.com



4. Internal Quality Assurance

- 4.1. Establishing Instructional Assessment Center
- 4.2. Students' Evaluation on Teaching
- 4.3. Peer Review
 - Classroom Supervision
 - Faculty Hiring and Promotion
- 4.4. In-service Training
- 4.5. Self-study



5. Questions and Challenges

- Formative or terminal, ranking or assessment
- Governments or buffer institutions
- Too much burden and competition
- How to use assessment result