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

- 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

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<th>First-level indicators</th>
<th>Second-level indicators</th>
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<td>Educational Philosophy</td>
<td>Nature and Category, Strategy and Approach</td>
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<td>Faculty</td>
<td>Quantity and Structure, Main Teaching Force</td>
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<td>Learning Resources</td>
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<td>Majors and Instructional Reform</td>
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<td>Instructional Achievements</td>
<td>Basic Knowledge and Skills, Thesis and Design, Morals and Values, Physical Fitness</td>
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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