



Higher Education Evaluation and Quality Assurance Construction in China

Higher Education Evaluation Center
of the Ministry of Education

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Outline

I 、 General Information of China's Higher Education

- i 、 Classification of China's Higher Education Institutions**
- ii 、 Structure and scale of higher education**
- iii、 Development trends of higher education**

II 、 General information and development trends of higher education evaluation in China

- i 、 Establishment of periodical evaluation system**
- ii 、 Evaluation situation to regular higher education institutions**
- iii、 Evaluation Effect**
- iv、 Development Trends of Higher Education Evaluation**
- v 、 Status quo and trends of specialized programs evaluation**

III、 Main contents of China's higher education quality assurance system



I 、 General Information of China's Higher Education

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- ii 、 Structure and scale of higher education**
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I 、 General Information of China's Higher Education

i 、 Classification of China's Higher Education Institutions

Regular Higher Education Institutions



Full-time universities, colleges and higher vocational schools that focus on cultivating senior middle school graduates who have passed the specialized national entrance examination.



◆ **Universities**: imparting education to undergraduates and more specialized talents; own more than three disciplines as major disciplines among all the eight disciplines prescribed by the state: arts, politics, education, science, engineering, agriculture and medicine; hold strong teaching and scientific research staff and level; enroll more than 5000 full-time students.

◆ **Colleges**: imparting education to undergraduates and more specialized talents; own more than one disciplines as major disciplines among all the eight disciplines prescribed by the state; enroll more than 3000 full-time students.

The basic length of schooling of universities and colleges is four to five years.

◆ **Higher tertiary schools (including higher vocational schools)**: imparting education to higher special talents; own more than one discipline as main discipline among all the eight disciplines; enroll more than 1000 full-time students and mainly focus on vocational education. The basic length of schooling for tertiary education should be two to three years.

I 、 General Information of China's Higher Education

i 、 Classification of China's Higher Education Institutions

**Independently
established schools**



A type of non-state higher education organizations with independent legal personality. It appears by the cooperation of regular higher education institutions and social organization which do not belong to national government and education departments. It does not use national financial education budget and enrolls students from the community. (Students should take part in the unified national exam).

I 、 General Information of China's Higher Education

i 、 Classification of China's Higher Education Institutions

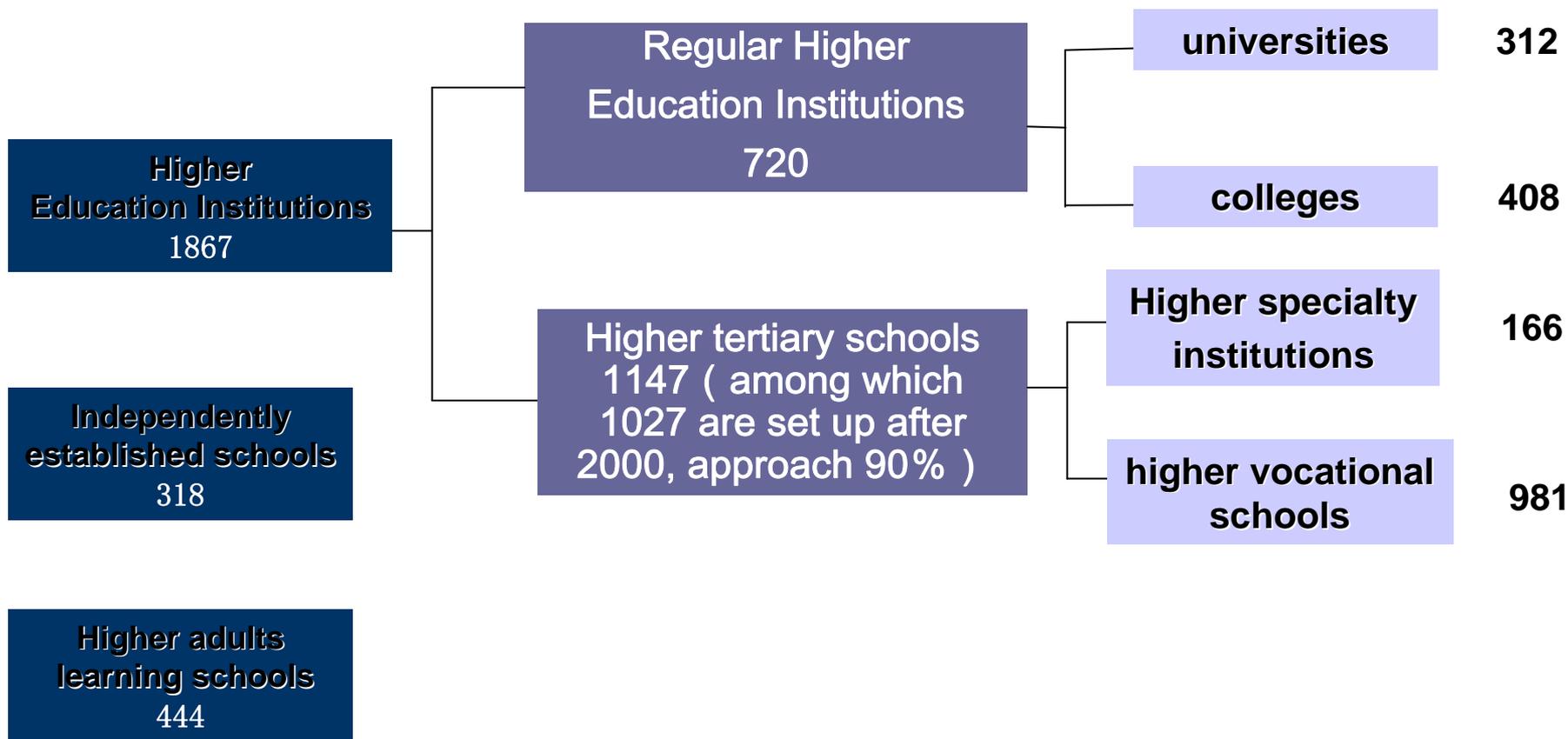
**Higher adults
learning schools**



schools that should subject to the specific establishment standards and approval procedures formulated by the state. Is should impart education to senior secondary school graduates education or those with equivalent educational level who have passed the unified national entrance examination of adults and also. The education methods could be correspondence etc.

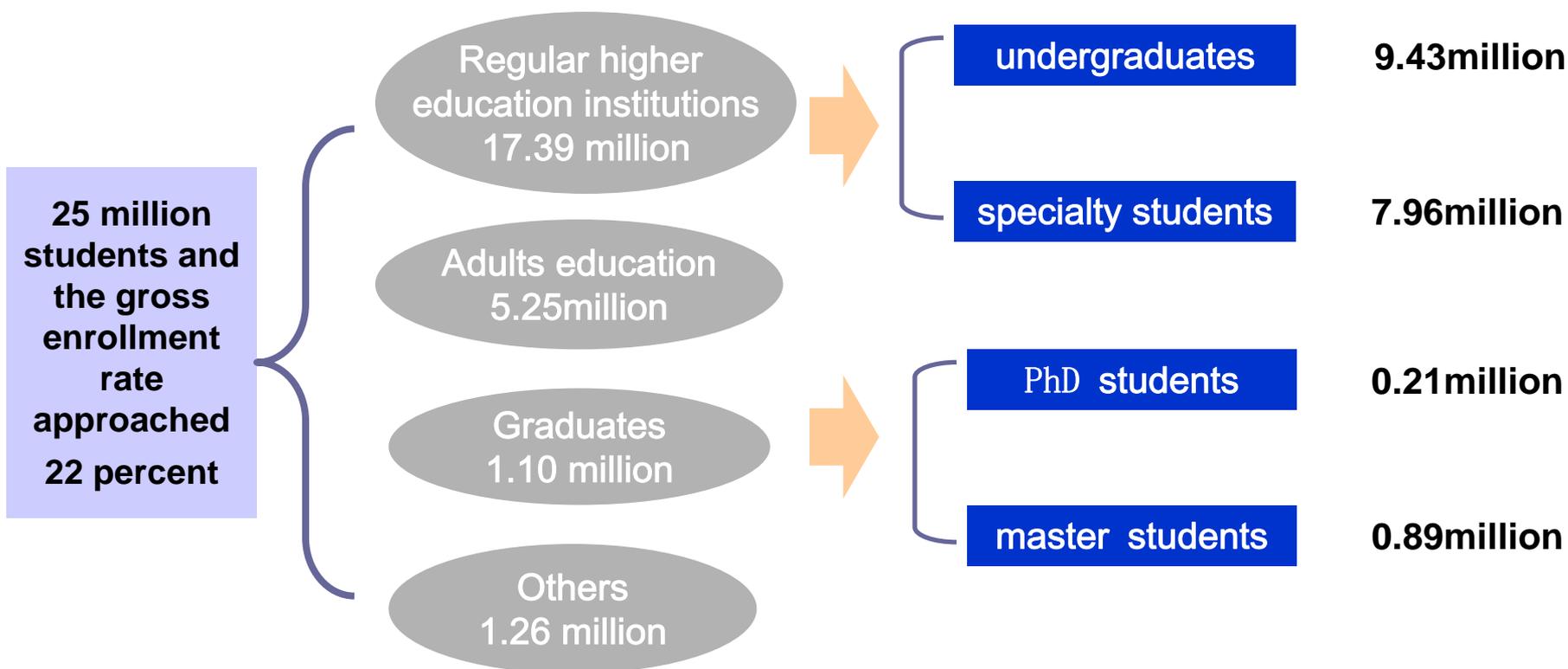
I 、 General Information of China's Higher Education

ii 、 Structure and scale of higher education——student number (by the end of 2006)



I、General Information of China's Higher Education

ii、Structure and scale of higher education——student number (by the end of 2006)



I、General Information of China's Higher Education

iii、Development trends of higher education

(i) Popular phase, different types of universities needs classified development

- ◆ State key universities should commit themselves to promoting level;
- ◆ general institutions should enhance their ability to serve society;
- ◆ professional schools should focus on employment-oriented education

(ii) Improving educational quality is the common task for universities

- ◆ compressing enrollment scale to advance teaching conditions;
- ◆ carrying out teaching quality and reform project among regular higher education institutions;
- ◆ implementing “the Project of developing 100 National Model Higher Vocational Schools” among tertiary schools;
- ◆ setting up periodical evaluation system.

I、General Information of China's Higher Education

iii、Development trends of higher education

(iii) Strengthen international communication and collaboration (by the end of 2006)

to establish educational communication and collaboration relationship with **184** countries as well as areas and over **10** international organizations

to sign bilateral and multilateral educational collaboration and communication agreements and implementation plans : **more than 100**

to sign mutual recognition agreement on qualification and degree **with 32 countries**



II、 General information and development trends of higher education evaluation in China

- i 、 Establishment of periodical evaluation system**
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II、 General information and development trends of higher education evaluation in China

i、 Establishment of periodical evaluation system

(i) From 2003, Chinese government decided to establish a five-year cycle system to evaluate regular higher education institutions. Meanwhile, the professional evaluation organization-- Higher Education Evaluation Center was established which has 30 employees. This is a milestone which indicates that China's higher education evaluation step into an institutionalized and standardized phase.

(ii) Three main reasons to set up a periodical evaluation system are:

- ◆ the main task of higher education in the future is improving teaching quality**
- ◆ strengthen macroeconomic management and guidance**
- ◆ enhance international communication and cooperation**

II、General information and development trends of higher education evaluation in China

ii、Evaluation situation to regular higher education institutions

(i) Evaluation to regular higher education institutions:

- ◆ The first round of five-year evaluation formally begins in the second half of 2003, planning to finish evaluation to all the 592 regular higher education institutions before the first half of 2008.
- ◆ In the process, we have been applying the Higher Education Evaluation Standards which was promulgated by the Ministry of Education into practice. The current criteria include 7 basic standards, an additional uniqueness item, 19 extended standards and 44 observation points.
- ◆ The evaluation results can be divided into four categories: Excellent, Good, Qualified and Unqualified.
- ◆ The concrete implementation is carried out by HEEC.

II、 General information and development trends of higher education evaluation in China

ii、 Evaluation situation to regular higher education institutions

(ii) Evaluation to Tertiary Colleges

- ◆ The first round of evaluation starts in the first half of 2004 and expects to complete the evaluation to 1,027 tertiary colleges before the first half of 2009.
- ◆ It adopts the Tertiary Education Evaluation Standards which has 6 basic standards, one characteristic and innovative item, 15 extended standards and 36 observation points.
- ◆ The evaluation results can be divided into four categories: Excellent, Good, Qualified and Unqualified.
- ◆ The evaluation is implemented by each provincial administrative department.
- ◆ HEEC will organize spot checks to the evaluation work of each provincial department.

II、General information and development trends of higher education evaluation in China

ii、Evaluation situation to regular higher education institutions

(iii) Evaluation to independent established schools:

- ◆ It uses Independent Schools Qualified Evaluation Standards.
- ◆ The main purpose of the evaluation is to regulate the teaching behavior of independent established schools and ensure teaching quality.
- ◆ The results are qualified and unqualified.
- ◆ This job will pilot in 2008.

II、 General information and development trends of higher education evaluation in China

ii、 Evaluation situation to regular higher education institutions

(iv) Contents of evaluation
(take Higher Education
Evaluation as an example)



Basic Standards	Extended Standards
1. Institution Mission	1.1 Institution's Position 1.2 Institution Philosophy
2. Faculty	2.1 Number of Faculty and its Composition 2.2 Instructional Faculty
3. Facility and Utilization	3.1 Facility 3.2 Budget
4. Academic Program Development & Innovation in Teaching	4.1 Academic Majors 4.2 Curriculum 4.3 Practicum Teaching
5. Administration in Academic Affairs	5.1 Administration for Academic Affairs 5.2 Quality Control
6. Academic Culture	6.1 Faculty Morale 6.2 Academic Culture
7. Student Learning Outcomes	7.1 Basis Theories & Skills 7.2 Graduation Thesis or Designs 7.3 Morality & Ethics 7.4 Physical Education 7.5 Social Reputation 7.6 Employment
Characteristic Item	

II、 General information and development trends of higher education evaluation in China

iii、 Evaluation Effect

The guiding principle for higher education evaluation in China is “evaluation to enhance improvement, to facilitate change, and to strength management; emphasizing change” that means to mainly guide institutions to enhance self-construction, fully mobilize the enthusiasm of institutions and institutions authorities, raising teaching level before campus visit. The static collected and analyzed by HEEC shows that universities that have undergone have make a great progress in the following aspects :

- (i) improving teaching level;**
- (ii) enhancing teaching-oriented status;**
- (iii) regulating teaching administration;**
- (iv) advancing teaching condition (see table one);**

II、General information and development trends of higher education evaluation in China

iii、Evaluation Effect

Table of facility and utilization of evaluated institutions in 2006
(The last three years health mean)

Academic Year	2003-2004	2004-2005	2005-2006	Growth rate of two years
Area of administrative buildings per student(m ²) (m ²)	13.06	14.28	16.71	27.95%
Quarters area per student(m ²)	7.63	8.21	9.20	20.58%
Seats of multimedia classrooms and language lab per 100 students	49.57	62.58	81.55	64.51%
Computers per 100 students	15.36	17.62	21.43	39.52%
Teaching and research equipment value per student (Yuan/ one student)	5398.53	6237.58	7494.78	38.83%
Stadium area per student(m ²)	5.21	5.22	6.31	21.11%
Paper books per student	70.26	74.36	81.44	15.91%
Annual new bought books per student	5.16	7.55	8.98	74.03%

II、 General information and development trends of higher education evaluation in China

iii、 Evaluation Effect

(v) deepening teaching reform;

(vi) highlighting university characteristics and progressing university culture;

(vii) enlarging educational open and communication and promoting educational concepts;

(viii) enhancing university cohesion and solidarity, ultimately promote the raise of teaching quality.

II、General information and development trends of higher education evaluation in China

iv、Development Trends of Higher Education Evaluation

Implementation of random checks to universities' enhancement of Improvement and change stage

◆ By the end of 2007, 502 universities and 587 tertiary colleges have undergone evaluation, entering into the stage of enhancement of improvement and change.

◆ The three evaluation stages, which are self-study, campus visit by an evaluation team, enhancement of improvement and change, are undividable body. The stage of enhancement of improvement and change is the significant measure to construct the long-mechanism of higher education evaluation and quality assurance.

◆ HEEC would pay more attention to random checks of enhancement of improvement and change.

II、General information and development trends of higher education evaluation in China

iv、Development Trends of Higher Education Evaluation

Construction of education quality assurance system that is three-dimensional: Central education administrative government, provincial administrative departments and universities

- ◆ to further encourage all the provincial administrative departments to play more part in the evaluation and quality assurance, carry out provincial specialized programs checks and
- ◆ to guide institutions to build and perfect their own quality assurance system.

II、 General information and development trends of higher education evaluation in China

iv、 Development Trends of Higher Education Evaluation

Start the research of the next round evaluation and standards

guidelines

- ◆ to further strength classified guidance, for example, take use of qualified evaluation to institutions with short history ;
- ◆ to improve evaluation methods and techniques so as to reduce the evaluation burden of institutions and experts;
- ◆ to integrate teaching evaluation with specialized programs evaluation organically.

II、General information and development trends of higher education evaluation in China

V、Status quo and trends of specialized programs evaluation

(i) Status quo :

- From 1995, related organizations fulfilled comprehensive evaluation to architecture science programs.
- Since 1996, we also performed pilot evaluation to the following majors: mechanical engineering, electrical engineering, chemistry, computer science and technology, environment, light food, mining, transportation.
- In addition, carry out pilot evaluation to law, medicine and English majors.

II、 General information and development trends of higher education evaluation in China

v、 Status quo and trends of specialized programs evaluation

(ii) Developing trends:

- the Ministry of Education and the Ministry of Personnel, and other departments set up engineering education specialized program evaluation committee and experts committee in order to co-ordinate and arrange the national evaluation of engineering education
- enlarge the scope of engineering education evaluation, be ready for participate the Washington Accord
- cooperating with relevant administrative ministries and industry associations to formulate basic educational requirements, each program guiding committee appointed by the Ministry of Education will play a more important role
- specialized programs evaluation would be performed step by step, which institutions could take part in voluntary



III、 Main contents of China's higher education quality assurance system

III、 Main contents of China's higher education quality assurance system

i ■ evaluation system

— to establish periodical evaluation system to evaluate institutions in a systematic and regular manner and pay more attention classified guidance

ii ■ institutional data

— to set up basic institutional data collect system to strengthen public awareness of the effectiveness of higher education institutions

iii ■ institutional condition

— to enhance monitor such institutional basic running data as pupil-teacher ratio, teachers with master' degree among all teachers ratio, student space, student equipment value, library books per student

III、 Main contents of China's higher education quality assurance system

iv ■ specialized program evaluation — to regulate and improve specialized programs teaching quality evaluation and collaborate with relevant associations to gradually establish an evaluation system and practice that aligns licensure of qualifications with recognition by professional organizations

v ■ intermediary certification — to develop a system that encourages non-governmental evaluation agencies and utilize such resources in the implementation of evaluation of universities and colleges

vi ■ inner assurance — to combine both internal and external evaluation efforts to encourage higher education institutions to develop and nurture their own quality assurance mechanism

Closing sentences

**We are really happy to get a chance to participate
APQN open symposium and hope to learn good
experience and methods in higher education evaluation
of Asia-pacific area, further strengthen
communication and cooperation in this field. Thank you
very much!**

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