

Construction of the Quality Evaluation System of Chinese-Foreign Cooperative Program

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Abstract. With international perspective in the OECD and UNESCO and American Baldrige AUQA education quality prize and Australia research, building the Chinese-foreign cooperation program project quality evaluation system in colleges and universities is classified: types, characteristics, teaching staff, teaching management and quality, school funds and facilities and social recognition and so on six secondary indicators and 26 tertiary indicators. For Chinese-foreign cooperation program to establish the system of the project quality assessment provides a scientific judgment, cooperation program project internal self-evaluation in colleges and universities promote the sustainable development, and subsequent government education departments of Chinese-foreign cooperation program project evaluation practice has strong theoretical guiding significance.

Introduction

In the economic globalization and internationalization of higher Education practice, the Chinese-foreign cooperation program is developing rapidly in recent years as new education mode, it not only increased the supply of Education, promote the university teaching reform and disciplines construction, at the same time meet the diversified needs of the public schooling, promote the diversification of the personnel training mode and teaching conditions improved, has increased the diversity and selectivity of the higher Education supply. But there is no denying the fact that the Chinese and foreign cooperation program in the process of development in recent years, also met with some difficulties, one of the important reason is that our country has not established effective Chinese-foreign cooperation program in colleges and universities of quality assurance and evaluation system. Professor Bi jiaju of Tongji University proposed that Chinese-foreign cooperative program should also accept quality assessment. China's accession to the WTO and make a commitment to open education means the further opening of education market in China, especially the higher education market.

Research Progress on the Influence Factors of Education on Cross-border Education

Research Status of International Organizations. In November 2003, the OECD (Organization for Economic Cooperation and Development) with the Norwegian ministry of Education jointly held the second international Education service trade on the BBS, Cross-border Education (Transnational Education) as a new concept of common global recognition. UNESCO and the OECD have organized several groups of experts to convene meetings on the quality of cross-border education. In 2004, UNESCO launched a global international quality assurance and accreditation BBS, in November 2004, UNESCO and the OECD jointly drafted a cross-border provide higher education quality assurance outline. However, there is not yet an internationally accepted post-secondary education certification and quality assurance system. In 1987, the OECD in all aspects of the environment more mature conditions, start the study of Education development Indicators, the results of the study are embodied in the Education overview: the OECD Indicators, the book is the OECD's center for Education research and reform since 1991, introduced the important publications on a regular basis.

Research on the Quality Evaluation of Education in the United States and Australia

The Malcolm Baldrige National Education Quality Award in the United States. The Baldrige Criteria for Performance Excellence is based on the assessment of the education quality award in the American country. Award outstanding performance evaluation criteria in the field of education proposed the core values and concepts which form the basis of education standards, the core values and concepts for any nature. The scale of education organization is one of the key elements for success, and associated with the most basic needs of students. The education quality award of the United States and the standard of performance excellence education are mainly embodied in the following core values and concepts.

There are seven categories of performance excellence education standards, including 19 projects, each with specific areas including 33 areas. In order to maintain the advanced nature of education quality prize to help education organization to deal with increasingly complex dynamic environment, focusing on strategic drive performance, the selection criteria and indicators system of America's national education quality prize every year in a timely manner.

Table 1 US education quality award criteria and distribution (2006 edition)

Category	Project/Item	Field	Value	Weight
Leadship	Senior leadership	Vision and values	70	12%
		Communication and organizational performance		
	Management responsibility	Organization and management	50	
		Legal and moral behavior		
Strategic planning	Strategic development	Support for major social groups	40	
		The process of strategic development strategic target		
	University deployment	Plan of action deployment	45	8.50%
		Performance planning		
Students, stakeholders, and market centers	Students, knowledge	Students, stakeholders, and market knowledge	40	
		Student, relationship satisfaction		
	Student, relationship satisfaction	Establish relationships with students, people	85	8.50%
		Student and related person satisfaction measurement		
Measurement, analysis and knowledge management	measurement, review of performance	Performance measurement	45	
		Performance analysis and review		
	Information, knowledge management	Availability of data and information	45	9%
		Organizational knowledge management		
Teachers, staff centers	Working system	The quality of data, information and knowledge	90	
		Organization and management of the work process		
	Employee motivation	Staff performance management system	35	8.50%
		Motivations and professional development		
Employees satisfaction	Educational training and development of staff	25		
	work environment			
Process management	The process of Learning Center	Support, satisfaction to the teachers and staff	25	
		Support process operation planning		
	Support process operation planning	Support process for the Learning Center	45	8.50%
		Financial resources, emergency operation planning		
School performance results	Students' learning results		100	
	Results of the attention of students, related people		70	
	Budgetary, financial and market results		70	
	Employee results		70	
	Results of the effectiveness of school organization		0	
	Results of leadership and social responsibility		70	
TOTAL			1000	100%

Research progress of Australian University Quality Agency. Australian education quality guarantee system has been gradually established in the 1950s, the education quality guarantee system is the integration of five by the federal government, state governments, namely AUQA, Australian qualification certification evaluation agency and university of five parts. In April 2000, the Australian government department of education and training of youth sponsored Australia to set up an independent non-profit institutions-Australian universities quality department. Quality Audit and Assurance for Transnational Education published in 2006, describes a cross-border Education Quality evaluation method for Australian universities with 17 evaluation indicators.

The Construction Principle of the Quality Evaluation System

The Systematic Principle. Chinese-foreign cooperation program project quality evaluation system is involving cooperative program type, teaching management and quality, social recognition of complex structure system has strong integrity, therefore in the setup of evaluation index system, systematic evaluation index should be considered.

The Principle of Combination of Qualitative and Quantitative. The indicator system should be set with quantitative indexes whenever possible. However in practice in the development of Sino-foreign cooperation program project, involving a variety of social, institutional and environmental factors of variable, in many of these variables is difficult to quantify, or even impossible to quantify to evaluate the quality of Chinese-foreign cooperation program.

The Principle of Completeness. Completeness means that the information of the evaluation index system is both necessary and sufficient. It is a complete group of indicators composed of several indicators. In theory, more than one index will cause the overlap and waste of information, and the lack of one index will result in insufficient information.

The Principle of Comparability. The evaluation index system is used to evaluate the evaluation index system. It is often used to analyze the vertical (Dynamic) and horizontal (Static) analysis, to compare the various objects of evaluation, or to evaluate a particular object dynamically. In order to make the evaluation results comparable, indicators must be selected with the same base and has a certain significance, and drawn from the evaluation objects and important common properties.

Establishment of Quality Evaluation Index System

The Establishment of the Index System. Based on the above elaboration, quality of Chinese-foreign cooperation program project research should fully draw lessons from American Baldrige award of outstanding performance evaluation criteria, the Australian AUQA evaluation model and the reference of the domestic research results of many scholars. The factors that affect the quality of cooperative education are multifaceted and should be used to evaluate the quality of the main evaluation indexes as far as possible.

Establishment of Indicators: Type of Schooling. The establishment of the school type is more concerned with the application of the index system. Because of cooperation program project evaluation cannot be divorced from reality, not from attributes to take on the cooperation program project itself of different types of the response about the quality of the project itself is different.

Establishment of Indicators: Social Recognition. It is a practice to evaluate the social benefits of education, to put the reputation of the school and the success rate of graduates in important position. The Chinese-foreign cooperatively-run project in China should be oriented by market demand, and highlight the social benefits of cooperative education. Social acceptance is based on the above considerations.

Set up Indicators: School Characteristics. To develop and standardize Chinese-foreign cooperative program, the core is to introduce high-quality education resources. This is also the biggest difference between Chinese-foreign cooperative program and ordinary schools. In addition, the partners foreign countries choice, the concept of running a school and training goals and programmers are also different. Therefore, the index system should establish the characteristics of the school.

Evaluation System Framework. Wave award in the United States, according to the above elaboration, Baldrige outstanding performance evaluation criteria, evaluation model of Australia AUQA, domestic Tan and Yan's research results and research, this paper construct the Chinese-foreign cooperation program project quality evaluation system framework (see Table 2)

Table 2 The framework of the quality evaluation system for Chinese-foreign cooperative program

First level index	Second level index	Indicator description
Type of school running	Culture level	Graduate student,
	The scale of school running	The number of students in schools in the past three years
	Educational type	Education, non education or training
Characteristic of running a school	The geographical position of running project	Beijing, Shanghai, Western Region
	Training goals and programs	The goal is clear and the training program is feasible
	The influence of the University	Badly needed, irreplaceable, potential influence, etc.
	The idea of running a school is unique	Advanced, planning strategy is scientific and feasible
Teachers' status	Introduction of high quality education resources	High quality education resources in foreign countries
	Partner's choice	Selection of partners
	The composition of teachers	Proportion of nationality, foreign teachers and experts
	Teacher's educational structure	Proportion of teachers with doctorate degree
	Proportion of full-time teachers	Proportion of the total number of teachers and staff members
	Academic support	Academic atmosphere, special lecture, scientific research
Teaching management and quality	Foreign teachers' recognition of Chinese culture	respect and love Chinese culture and satisfied with the works
	Form of teaching organization	Teaching plan, syllabus and teaching method
	Enrolment method	Planned and out of plan enrolment
	Teaching monitoring	Student satisfaction, teaching monitoring
	Introduction of teaching materials	Introduction of foreign textbooks, digestion or adaptation
	Dissertation	certain academic value and practical value
Funds and facilities for running schools	Students' language ability	IELTS or TOEFL, English proficiency certification
	Tuition income	Annual average tuition, the proportion of tuition fees
	Financial management status	The source structure and operation status of running funds
	Teaching and experimental facilities	Teaching, equipment, multimedia, teaching guarantee
Social accreditation	Environment for running a school	School buildings, books, and international environment
	Evaluation of students and parents	applying for the employment rate the job position
	Employment rate and employment position	Employment rate, salary treatment
	Enterprise unit feedback	The adaptability, comprehensive quality and team spirit
	Local government approval	Government approval support, influence on local society
	local non-governmental organizations	The support of a major community, institution

Conclusions and Suggestions

Robert S.K. Aplan and David P. Norton of the United States have said no measurement, no management. In the management practice of Chinese-foreign cooperative program, it can also be considered that without evaluation, it cannot be managed. Based on the research of education quality prize and Australia, put forward the influence of the key factors on the quality of the Chinese-foreign cooperation program project in colleges and universities is respectively: types, characteristics, teaching staff, teaching management and quality, school funds and facilities and social recognition and so on six secondary indicators and 26 tertiary indicators.

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