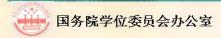


# Project on the Evaluation of Chinese Doctoral Education

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## **Development of Higher Education in China**

- 1949 Total enrollment: 120,000
- 1966 Total enrolment: 600,000
- 1978 Total enrolment: 800,000
- 2008 Total enrolment: 27,000,000
  - · Degree system started in 1981
- 2008, Graduate students:128,000,000
- PhD: 240,000



#### Main achievements of degree and graduate education in China

Establish quality control system

One of the major graduate edu. providers

"China Model" in gradate education

Great contribution to China's social development

Establish degree and graduate edu. System. Move forward social transformation

#### Main achievements



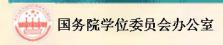
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- Annul report of the State council of 2008, 2009 The Mission of Higher Education:
- 1. Quality Insurance
- 2. Move forward building higher level universities.



- PhD granted universities 260
   "211 Project", "985 project", "Post-graduate Study Abroad Scholarship program"
- Master degree granted universities 490
- "Excellence in Disciplines"
- Undergraduate institutions: 701所 ???
- Vocational / Technical institutions: 1091 "100 Institutions of Excellence Project"
- Total 1792



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## Upgrade the quality of graduate education

- Current situation
- Reform on training model
- · Readjust the Master degree programs
- Quality control
- · Decentralize approval responsibility



### Procedures of conducting the project

- Aug. 07: overall structure of the project determined
- Sept. 07: start project, distribute questionnaires
- 《Document on conducting the project of "Evaluation of the quality of doctoral education nationally》 jointly issued by ADCSC, MOE and MOP
- 《Document on conducting the evaluation on the performance of doctoral degree holders 》 issued by MOP
- Oct.-Nov. 07: institutional self-assessment, in-site interviews
- Dec. 07: collect questionnaires, data collection and analysis
- Jan. 08: Outline of general report determined, start writing final report



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### Special features of the project

- Involve Education institutions and personal departments
- Great importance attached by institutions
- All doctoral education providers participated, large number of samples
- Stress on seeking truth from facts
- Draw great social attention



#### Questionnaires were sent to:

Over 300 doctoral degree providers

Over 200 government departments and organizations

Over 100 enterprises

By 31, Dec. 07:

- **289** institutional reports
- 20666 questionnaires from doctoral students
- 9928 questionnaires from supervisors
- **2633** questionnaires from doctoral program administrators
- 31251 questionnaires on performance of doctoral degree holders



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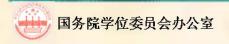
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#### Interviews:

Institution: 30 "211" and "985" universities and research institutes in Beijing, Shanghai, Hangzhou, Xian and Wuhan

Interviewee: 400 Institutional administrators, deans of graduate schools, supervisors, faculty with doctoral degrees, doctoral graduates in all fields





#### Social attention

Coverage by "people.com", "Sina.com", "Sohu.com", China Education Daily, China Youth Daily and other media.

By 5 Jan. 2008

1,310,000 news were found matching "evaluation on doctoral education" by Google.com



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## Key elements of the quality of doctoral education

- Research capability
- Innovative ability
- **■** Fundamental knowledge
- Quality of doctoral thesis
- Organizational ability
- Social responsibility





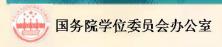
### Academic contribution of doctoral students

- ■Evaluation on published papers by fields of study

  Humanities, History, Philosophy, Liberal arts, Economics,

  Law, Management, Science and Engineering。
- ■Level of participation of research projects

  eg. General projects of National Natural Science Foundation



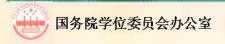
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### Comparison of the quality of doctoral thesis

Sample selection: Institutions select certain proportion of doctoral thesis

- Vertical: at least one sample thesis every 3 years
- Lateral: Select samples from overseas institutions at the same standard, in similar fields
- ■Criteria: Topic, outline of references, Innovativeness, fundamental knowledge, ability of independent research





## Elements affect the quality of doctoral education

- Supervision
- **■** Academic environment
- Quality of research in the field
- Administration
- Financial assistance
- Research condition



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### **Evaluation on the curriculum**

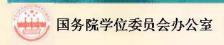
■ Comments on the quantity of lessons, range of programs and its prospective by doctoral students, supervisors and administrators





## **Evaluation on the influence by supervisors**

- **■** Morality
- Academic attitude
- Research capability
- Academic interests
- **■** Knowledge

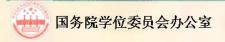


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## Study on the performance of doctoral degree holders

- questionnaires were sent to all doctoral education providers and Personnel Departments in Beijing, Shanghai, Tianjin, Chongqing, Liaoning, Jilin, Heilongjiang, Inner-Mongolia, Shaanxi, Sichuan, Guangxi, Guangdong, Zhejiang, Jiangsu, Shandong and Hebei
- 35, 626 received:
- 31251 doctoral degree holders
- 2993 administrators
- 576 institutions





# **Academic contribution of doctoral degree holders**

**■** Institutional self assessment:

Assessment on the satisfaction of the performance and academic contribution of doctoral degree holds

**■** Achievements

Research projects, publication, academic awards

