



# The Quality Crisis of Chinese Higher Education Product and The Solution To It

**WANG XIAO YAN (王晓艳)**

**Yunnan Higher Education Evaluation Centre (YHEEC)  
Research Institute of Higher Education, Yunnan University  
Kunming, China**

**Telephone: 00-86-13529214525**

**E-mail: 810169129@qq.com**

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1

What is the **product**  
of higher education?

*The results*

*The process*

# I. What is the **product of higher education?**

[The results]



1

[The results]



2

It is the improving of teachers' teaching and students' learning

[The process]



3

It is the Service of education

# 1.It is value-added student

Variety of activities from school to make the students' value added in the knowledge, ability, moral character, physical and mental health.

**Appreciation for these students is the school's products.**

# I. What is the **product of higher education?**

What is the **product of higher education?**

[ *The results* ]



1

It is value-added student

[ *The results* ]



2

[ *The process* ]



3

It is the Service of education

## 2.It is the improving of teachers' teaching and students' learning

Teaching activities require participation of educators and the educated. In this activity, teachers and students will be **both benefited**;

If student is the main product, then **the growing of teachers is also one of higher education achievements.**

# I. What is the **product of higher education?**

What is the **product of higher education?**

[ *The results* ]



1

It is value-added student

[ *The results* ]



2

It is the improving of teachers' teaching and students' learning

[ *The process* ]



3

### 3.It is the Service of education

**At first**, college can not control over and ownership of talent.

**Secondly**, the output of higher education is higher education services. The reason why students to learn is because study as an **investment** can help students to get higher remuneration and high social status in the future.

**Therefore**, education is undoubtedly a product of higher education services.

# 2

## The **quality crisis** of Chinese higher education product

*External*

*Internal*

## II. The **quality crisis** of Chinese higher education product

1. The **external** quality risks of higher education product

The **quality crisis** of Chinese higher education product

2. The **internal** quality risks of higher education product

# 1. The **external** quality risks of higher education product



The non-free college, unified market environment, students number competitive from international, domestic and regional markets are threatening universities;

The pressure to maintain faculty stable, the constraints of national higher education policies and regulations;

External university complex changes, such as the Government's education laws, macroeconomic policy and international educational environment are in constant flux.

## 2. The **internal** quality risks of higher education product

On the one hand it is **uncertainty**, such as teacher-student ratio unbalanced; curriculum is not reasonable; emphasize research while regardless of teaching; declining quality of students, graduates' employment situation is not optimistic and so on.

On the other hand, it is the **lacking performance of the internal management system** of university and **limited knowledge of school administrators**.

# 3

The quality crisis **response strategies** of higher education product in China

*Internal*

*External*

### III. The quality crisis **response strategies** of higher education product in China

#### 1. The **internal** quality risks response strategies of higher education product



#### (1) To construct a **government-led internal higher education quality assurance system**

It's essential to conduct higher education institutional reforms. The scale of higher education should be balanced, develop moderately. The college enrollment plan need suit there actual. Policymakers should strive to find ways to improve the quality of teaching and increase the enrollment balance, realize the sustainable development of higher education.

### III. The quality crisis **response strategies** of higher education product in China

#### 1. The **internal** quality risks response strategies of higher education product



(2) To expand **funding sources** of universities

Develop all kinds of channels of social investment in higher education to mobilize the whole society to support the Higher Education. Ensuring the state investment in higher education is implemented.

### III. The quality crisis **response strategies** of higher education product in China

#### 1. The **internal** quality risks response strategies of higher education product

(3) Encourage **stakeholders** participate in education quality assessment and monitoring

It's essential to create a different and scientific quality assessment standards be based on different forms of higher education. The state should strengthen the supervision for colleges and universities.

### III. The quality crisis **response strategies** of higher education product in China

#### 1. The **internal** quality risks response strategies of higher education product

#### (4) Getting a **macro-control** in major setting, promoting curriculum reform

Universities should increase research on teaching content, teaching methods. Curriculum reform should follow the following principles: to expand the major level, and expand new major; strengthen professional basis and overall quality and so on.

### III. The quality crisis **response strategies** of higher education product in China

## 2. The **external** quality risks response strategies of higher education product

(1) University leaders should to **raise awareness** of controlling risks

What kind of teacher and what kind of equipment determined what kind of major could be set. Schools should not blindly expand the scale, to effectively avoid the risks brought by management isn't in place.

### III. The quality crisis **response strategies** of higher education product in China

## 2. The **external** quality risks response strategies of higher education product

### (2) To reduce risk with **standardized management**

Universities should try to adopt standardized management model, developed standardized rules and regulations, personal responsibility rules. each major and college has it's own characteristics, and more specifically, each of the staff and students have their own characteristics, university administrators should strive every person can do seriously perform their duties.

# III. The quality crisis **response strategies** of higher education product in China

## 2. The **external** quality risks response strategies of higher education product

(3) University administrators should establish a more comprehensive **supervision and inspection mechanisms, dynamic management**

University leaders should often go to the classroom to supervise and enhance communication with students and parents to listen to the views of students to make it disappeared in the bud, and avoid the risk of accidents.

### III. The quality crisis **response strategies** of higher education product in China

## 2. The **external** quality risks response strategies of higher education product

### (4) Assemble **a team of experts** to response the emergency

To establish a well-trained, efficient team of experts in emergencies is absolutely necessary. Its members include university highest decision on behalf of the College of relevant groups, each teaching service department to carry out the work, teachers groups, counselors and student personnel, employers and so on.

# Conclusion

The management of product quality risk in higher education is **comprehensive, complex, dynamic** and relativity is **an engineering system**. made the theories and methods of risk management applied to the risk of education quality is a **pioneering attempt**, which is very important to improve Higher Education Quality Assurance work and enhanced product quality assurance of higher education in china.

Thank  
You!

