

Characteristic Evaluation to Promote the Connotative Development of HE: Based on the Exploration of Theory & Practice of “the Programme of Characteristic Evaluation in HVs” in Yunnan in China



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Parallel Session 2(B): 2:40 pm – 3:35 pm, March 7; Crowne Plaza West

Outline



1

**New-cycle evaluation: the Programme of
Characteristic Evaluation**

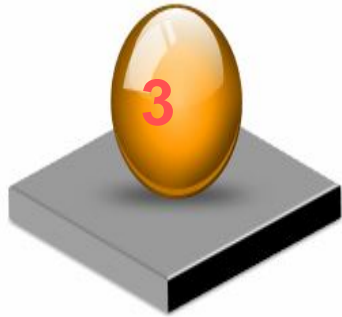
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Evaluation pattern from
goal-oriented to
performance evaluation

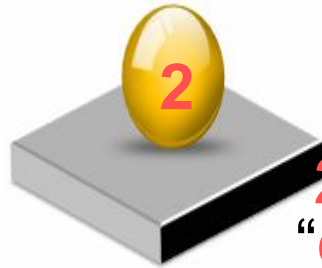
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Indexes from
connotative one into
combining connotative
& characteristic ones

Preface



3rd-cycle Evaluation: a provincial QAA, how **YHEEC** took the QA path of connotative development?”



2nd- cycle evaluation (2009-2013) is the “**connotative evaluation**”: development of students, characteristic & innovation of HVIs.



1st-cycle evaluation (2003-2008), **many largest ones**: participants, evaluation experts, audited papers, thesis, lectures... “**astonished**” the public.



II. New-cycle evaluation: the Programme of Characteristic Evaluation



Characteristic Evaluation (CE) the hot & difficult topic: unified plan & administration, HVIs formed the pattern of similarity of “all with the same feature”, i.e. “thousands of HVIs with one face(千人一面)”.



Characteristic (特色): “特” special & “色” colorful: uniqueness of the individual HVI, CE appeared among the 6 indexes in “Evaluation Scheme”.



100 HVIs’ Self-evaluation Report : 486 items are ambiguous words of “striving, hardworking”, Why does CE lack the uniqueness & specialty?

Programme of Characteristic Evaluation (CE)



Index is a **guiding baton**. In 2012 YHEEC issued “Programme of Characteristic Evaluation”, **17 articles** of the **8 items**; 1st programme of EQA for the HVIs in China.



5 purposes:

- (1) promote the **explicit definition** of the HVIs’ target & development direction;
- (2) deepen the **reform in connotative development**;
- (3) summarize the **excellent experiences**;
- (4) give **guiding & demonstrative role** ;
- (5) perfect the **system of EQA** .



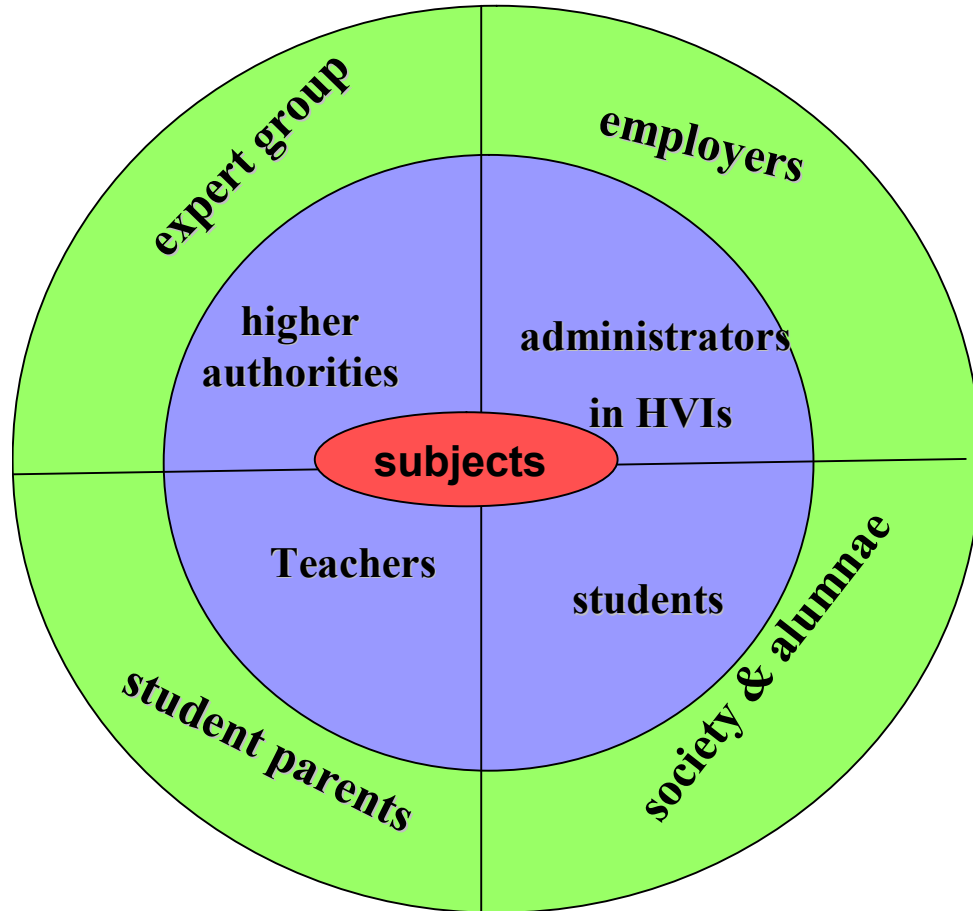
5 HVIs evaluated:
(1) Yunnan Vocational Institute of Energy Technology;
(2) Kunming Metallurgy College



III. Evaluation Pattern

	pattern of goal-oriented evaluation	pattern of performance evaluation
Goal	a process to provide information service for administrators to make decisions; goal-centered, paying attention to the evaluation of the goal itself.	a process of how administrators & employees achieving the goal of an agreement
Subject	educators	demanders (a total of 8 subjects)
Content	degree to reach the evaluation goal, comparing the intended results to the actual results, emphasis on “ 3 correspondences ”: (1) goal & demand ; (2) status & the goal ; & (3) effect & goal .	main key result areas (KRA) achieving satisfactory results to realize the overall goal 4 KRAs in HVIs: (1)social evaluation; (2)process & administration; (3)learning & innovation; & (4)resources.
Logic	logic decomposition, fact judgment	results - cause - effect
Method	Priority to checking & verifying	Priority to the in-depth interview

Largest differences: the evaluation subject



- subject of goal-oriented evaluation is the **single educators**;
- while that the performance evaluation is **360° -multiple subjects: 8**

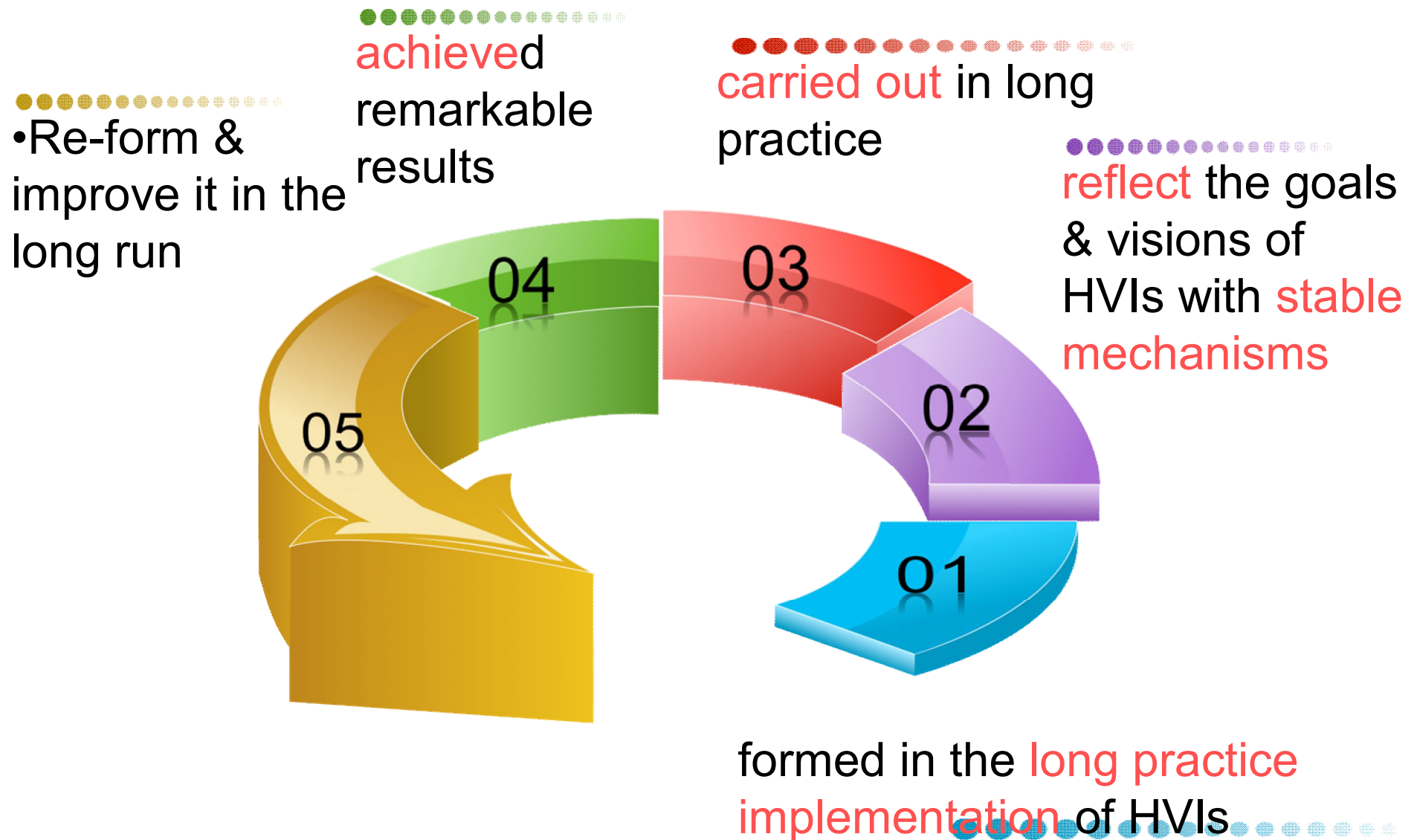
Indexes from connotative one into combining connotative & characteristic ones

Main evaluation indexes of connotative development
1. Leadership
2. Faculty
3. Curriculum
4. Practice teaching
5. Characteristic of academic programme
6. Teaching administration
7. Social evaluation

1. reach the “standard” ; 2. speciality

Main evaluation Indexes of CE	Observation points
1. Plan & localization	1.1. development plan
	1.2. goal & localization
2. Guarantee & measurement	2.1. investment funds
	2.2. equipment & personnel
3. Implemental administration	3.1. project implementation
	3.2. process administration
	3.3. implementing mechanism
4. Reputation effect	4.1. personnel training
	4.2. social services

What is Characteristic Evaluation?



Case: Yunnan Vocational Institute of Energy Technology



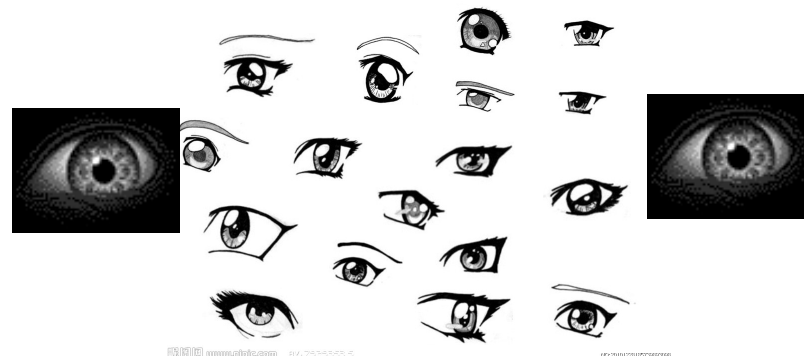
comparative advantages, reflects core competitiveness & social reputation of HVIs, sum up their advantages in the long practice, develop the characteristic system of HVIs' connotation, mechanism, process & effect, highlight the administration of "conditions, process & performance" in the QA process.

Question: Education for Evaluate or Evaluate for Education?



Questions for Searching Characteristic

No.	Questions to be Answered by HVIs
1	Where do HVIs find the characteristic?
2	Does this characteristic exist ?
3	Is this characteristic mature ?
4	Does the characteristic have the value of promotion ?
5	What is the future of this characteristic?
6	...



Characteristic of Characteristic Evaluation



Connotative
development



Combine

Characteristic
development

One system, reflecting the unification between both :

- generalization & characteristic
- similarity & uniqueness

To form a complete integration of the general & different requirements

Conclusion

Not only **confidence** & but **determination** in **promoting** characteristics evaluation to the end & **enrich the theory & practice** in the new cycle of evaluation.

There's no turning back, YHEEC's characteristic evaluation in 2012, till now, **5 HVIs** as **pilot evaluations**, acquiring the appraisal of "**excellent results**" in the national survey by MoE.

YHEEC adopts "**the model of characteristic evaluation**" to achieve the "**harmonized development of multiple values**". Completing the QA system has a bright future but the road twists & turns

