

## **5. Students**

In order to provide proper student guidance, all the rules and regulations are communicated in the prospectus of the Institute published yearly. However, the preparation of a separate hand book is underway.

Orientation of newly enrolled scholars is already in practice.

The number of scholarships for students has been increased in accordance with the addition of new departments and increase in enrolments at the Institute.

## **6. Institutional Resources**

HEC has facilitated the Institute with the access to PERN (Pakistan Education Research Network). All the students and faculty have access to digital library and Wi-Fi facilities all over the campus. A new library, in addition to other two libraries at the Institute, has been made functional so as to facilitate easy access of students to the library.

With the provision of PERN, internet bandwidth has been increased to 16 MB.

## **7. Academic Programs and Curricula**

All the courses included in the curriculum are reviewed by the Board of Studies (BoS) on a regular basis every 4 years.

## **8. Assessment & Quality Assurance**

A Quality Enhancement Cell (QEC) has been established at the Institute. A training session on quality assurance under Indigenous on Campus Training Program of HEC has already been conducted for the staff of the Institute.

During the follow-up visit to the university, a remarkable improvement has been witnessed, which is the evidence of the sustainable development of Quality Assurance in Higher Education Institutions through the Institutional Performance Evaluation Process.

## **BUILDING UP A STUDENT-THREE-EVALUATION SYSTEM BASED ON THE STUDENTS' PERSPECTIVE OF TEACHING QUALITY**

*Jianyun Yu, Lin Zhao, Xiaocha Liang, Yanchun Sun, Ying Liu,  
Ying Ma, Xun Li, Zhenghui Tang, Song Li*

*Kunming Medical University, China*

### **Abstract**

*Classroom teaching, course content and professional training are the main teaching components at a university. A new system has been built according to the total quality management (TQM) theory, in which students evaluate the teaching methods, the course contents and specialized course arrangement. That is so called student-three-evaluation system. Within the system, teaching evaluation focuses on an individual teacher and his/her classroom activities; course evaluation emphasizes the course contents and its teaching effects, while specialty evaluation pays attention to the professional training for students' future career development. All the evaluations provide the feedback of students' satisfaction on their education from three aspects, thus guiding the continuous quality improvements.*

### **Key words**

*Total Quality Management, custom-perception quality, "student-three-evaluation system", quality of education*

*The National Medium- and Long-term Education Reform and Development Plan (2010-2020)* stated clearly that Chinese higher education should aim at improving the education quality comprehensively by implementing the internal quality assurance system. The quality can be viewed from five perspectives: self-evaluation, review and qualification assessment, professional accreditation, international certification, and monitoring of teaching. How should such an internal quality assurance system be built in practice? It becomes a new issue that the colleges and universities in China will face. The core concept of the total quality management (TQM) is to satisfy customers. The Chinese Ministry of Education has set the satisfaction of students and employers as one of the key elements to be reviewed in the new-round of undergraduate education evaluation scheme (2014). Some colleges and universities in China have attempted to apply TQM in teaching quality control, but few medical colleges have done so. Although Kunming Medical University was awarded excellence in the Evaluation of Undergraduate Education conducted by the Ministry of Education in 2008, the Teaching Quality Supervision and Assessment Center was still established on campus as an improvement measure. The center is co-located with the Higher Education Research Institute on campus and takes over the teaching quality supervision from the Office of Teaching Affairs. Now the center is in charge of the overall quality management and the teaching reform. In its supervision, students' satisfaction of teaching is classified into three sub-groups, namely, teaching evaluation, course evaluation and specialty evaluation, according to TQM principles and customers' (students') view of quality (Edward Sallis, 2005). Students make their evaluations respectively by their quality perspectives. Those feedbacks are provided to the interrelating subjects or bodies, pushing them to improve accordingly. Such student-three-evaluation system has been running for five years.

## **I. The establishment of student-three-evaluation system**

### **1. The connotation of student-three-evaluation system**

#### **(1) What will be evaluated and who will make use of the evaluation?**

College education is composed of classroom teaching, course content and specialized course arrangement. The three segments have different levels of responsibility. A teacher is responsible for the classroom activities. A teaching group in a department/college contributes to the overall quality of a course. The teaching staff at a college are responsible for students' professional training aimed at their future career development. When the education quality is evaluated, it should be done with various focuses on different aspects. Evaluation of teaching checks the quality of teacher's classroom activities. Course evaluation reflects the overall quality of a course taught separately by the teaching staff at a department/college. Specialty evaluation checks the professional training provided by a college. The three segments go through students' college phases and years. The three aspects of responsibility mentioned above concern the selective feedback. The more precisely the feedback questions are formulated, the better improvement they will result in. It's the starting point of "student-three-evaluation" system.

#### **(2) Who is the main body to conduct the evaluation?**

Students are both the starting point and the finishing point of teaching and learning. Good interaction between teachers and students will lead to good teaching results and students will progress in such favorable environment. The education institution should carry out frequent and systematic polls of students' opinions on various levels helping order to improve its services. The process also helps transform teachers' minds into a new concept of "all for the students, for all the students, and for the students all over". At the same time, students are the objects of education service. They are participators not standers-by in every phase of schooling, and they have the responsibility and obligation to express their hopes in the process. Being adults, college students clearly understand what they want, what they lack and what approaches would be better for them. They are able to take an active part in the learning process. So, college students can be the main agent of evaluation. Beginning from students' evaluation, the imperfections in teaching can be found and some adjustments and improvements may be done, which embody TQM principle. Thus, the "student-three-evaluation" system was established in Kunming Medical University.

## **2. The purpose of “the student-three-evaluation” system**

The quality of teaching is a crucial factor in ensuring stability and development of universities. Being a university customers, students are apt to judge the quality of teaching. Currently, the evaluation of teaching has been used as an effective teaching quality management at many colleges and universities, but few of them collect categorized data from students. We have developed a “student-three-evaluation” system according to their perspectives of the college education, obtaining their satisfaction about teaching activities in a classroom, about the courses in every semester, and their professional development before the graduation. With these specific feedbacks, teachers can reconsider their classroom activities; departments can modify their courses, and colleges can adjust their courses and guide teachers’ development.

All the students on campus take part in the “student-three-evaluation” every semester. They provide feedback about their lecturers and the courses they had during the whole semester. Therefore, teachers have a chance to design their teaching plan according to the evaluation standard and regulate their classroom behaviors. The department will take care of the course planning, preparation, teaching, and make some adjustments to comply with the evaluation standard. The survey of student satisfaction upon graduation helps colleges rearrange their courses properly and direct their development. Thus, the “student-three-evaluation” is bound to facilitate teaching, reformation and learning.

## **3. The “student-three-system” in practice**

Students’ activities on campus are closely connected with teachers, course participants and professionals. However, teachers and students might not communicate with each other comprehensively because there are personality differences or interest conflicts between them or because the teachers have to face too many students at a time. The “student-three-evaluation” system may be a great helper here.

### **(1) Student correspondents are the key in the “student-three-evaluation” system**

Since all students on campus participate in evaluation, we assigned a responsible person, a correspondent, in every class. This person is in charge of collecting information in his/her class, summarizing in using the unified standards and handing in the data to the Teaching Quality Supervision and Assessment Center. The correspondents are selected and trained. They have their term of office, allowance from the Center and have to attend a meeting every month to exchange information. Their performance will be accessed.

### **(2) The timing of the “student-three-evaluation”**

Timing is very important for the validity of evaluation. The “student-three-evaluation” is carried out in three periods. “Teaching evaluation” should be finished within 24 hours after a lecture. A student correspondent distributes the questionnaires (lecture rating forms, experiment rating forms or internship rating forms) according to the schedule in the class. Students fill in the rating forms right after the class. The questions concern the teacher and his/her class activities. Upon completion students hand it in to the student correspondent, who will summarize the results and submit it further. If there is any comment or a written opinion, a student correspondent should hand it over to the director or the dean of that teacher within 24 hours. The “course evaluation” takes place at the end of every semester. When a course is coming to the end, the student correspondent asks his/her classmates to evaluate the course and the evaluations will be submitted to the Teaching Quality Supervision and Assessment Center, where statistic analysis is done and the results will be returned to different departments or colleges respectively. The “specialty evaluation” is conducted only at the end of the programme before the graduation. The Teaching Quality Supervision and Assessment Center asks the would-be graduates to evaluate their professional training during the college years and analyzes these feedback. The results will be provided to the relevant administrative authorities and colleges.

### **(3) The design of the rating form and its improvement**

Various rating forms are designed for different subjects, such as a *rating form for a lecture*, a *rating form for a laboratory class*, a *rating form for an internship*, a *rating form for a course* at the

end of a term, a *questionnaire for graduating students*. All these forms and questionnaires are being revised from time to time.

#### **(4) The statistic analysis of the evaluation data**

In order to avoid the negative opinions from some students and not to misguide teachers, all students' evaluations are sorted in a descending or ascending order. Then top and bottom 10 percent of values are eliminated, and the mean value is obtained. When it comes to course evaluation, all the courses at Kunming Medical University are divided into three sub-groups, that is, humanities and social science courses, basic medical courses and clinical courses. The courses are compared only within its sub-group. Since 2010, the total of 4,149 teaching evaluations, 495 course evaluations and 3,495 questionnaires among graduating students have been conducted. All the data are analyzed and their reports have been sent to the relevant departments and colleges respectively.

### **II. Good environment for the “student-three-evaluation”**

#### **1. To have a better understanding of the “student-three-evaluation”**

TQM advocates approaching customers. It is the starting point of the teaching quality supervision to frequently listen to students and to take into consideration their opinions. The “student-three-evaluation” aims to provide accurate feedback to different segments of education, so that the directors, deans, teams and teachers have a better grasp of the actual state of teaching. Accordingly, they can take measures to improve the teaching process or re-arrange the syllabus and curriculum better. The information from the “student-three-evaluation” is the foundation, while continuous improvement is the goal. However, the evaluation results should not be overestimated. They should not be linked with teachers' professional title appraisal or allowance either. Otherwise, the evaluation will be shifted into a platform on which students control teachers.

#### **2. To design the rating forms by categories from the students' perspective and to revise them regularly**

The foundation of students' evaluation is to compile a feasible evaluation index system (Donghui XIE and Xiuxing HE, 2013). The index system must not be copied from anywhere. It should comply with the university quality standard and development. Rating forms should be pertinent and specific. It's better to have one rating form for one subject. A specific item or an indicator in a rating form should be clearly stated from the point of view of students, be neither abstract nor ambiguous, which guarantees the accuracy of information gained from students.

#### **3. Scientific setting of the evaluation time to assure the authenticity of information**

In order to obtain the objective evaluation, it is important to help students understand that the evaluation is a way to exercise their legal rights and interests and ensure win-win cooperation between the teachers and the students. Thus, they should be aware of the seriousness of it and shouldn't underestimate it. Besides, the timing should be properly arranged. If students are required to fill in various rating forms in a short period of time either online or on paper, they are very likely to do it carelessly, which decreases the reliability of the evaluation (Yanfeng GUO, et al, 2014). Bearing this in mind, we wanted to make sure that the teaching evaluation and the course evaluation were separated in time, and completing each rating form didn't take much time. This way, the subjectivity, dishonesty and ambiguity in the rating process are probably avoided.

#### **4. To properly deal with the results**

The evaluation result should be dealt with properly so that the evaluation can go on. Here are some tips:

First, one swallow does not make a summer. Case-by-case review is absolutely necessary. A conclusion can not be deduced only from statistics. Other factors, for example, whether it is a general course or a specialized course, a compulsory course or an optional course, whether the student cohort is large or small, or whether it is a theoretic course or a practical course, definitely influence students' judgments. When the statistics are talked about, other evaluation results such as peer assessment and teaching supervisor assessment should be considered and referred to as well. Regarding a teacher for example, he/she might get higher marks at peer assessment while lower scores in the students' rating. Similarly, the same teacher probably gets higher score in a small class but a

lower one in a large class. Therefore, it is necessary to make a concrete analysis bearing in mind the specific conditions.

Second, the extreme values should be eliminated from the analysis. It is better to cut off certain percentage of top and bottom scores of the ranking in order to reduce the influence of these extreme values, so that the evaluation result is reasonably fair and not misleading.

Third, the key section should be highlighted while some minor parts should be considered to a lesser extent. The more relevant the indicator is to the teaching quality, the higher its value is in the statistical index. For instance, “using the blackboard” should count less than “applying teaching methods appropriately”. When students’ feedback is sent to departments and colleges, the index weight of each indicator in the rating form and the specific problem of teachers should be provided together with statistical total score, from which the readers can have a comprehensive understanding of the situation.

Fourth, teachers can defend themselves. Just like the teaching practice is a process “from monologue to dialogue”, the teaching evaluation can not be a “monologue” either. After the feedback is obtained, the Teaching Quality Supervision Center should allow teachers to defend themselves. If it is necessary, the dialogue between the teachers and the students should go on, until both sides are satisfied or come to an agreement.

Fifth, it is important not to link teaching evaluation with teachers’ sensitive issues. Do not connect the rating results with teachers’ professional title assessment or incentives (Guosheng LIU, 2014). Otherwise, the teachers will tend to cater to students on purpose and loosen the classroom regulations. The willingness of avoiding students negative attitude will endanger the teaching quality.

The “student-three-evaluation” system has been established and run for years. Although some experience has been gained, it is still necessary to reflect on it for the improvement. We will continue putting out efforts into this process in order to enhance the education quality of our university.

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