

# Analysis on the Path of “Improving Quality and Efficiency” of International Students Education Degree Program in China

Yuting Cheng, Xuefei Peng

Dalian Maritime University, Dalian 116026, China

**Abstract:** In 2016, China became the largest destination country for international study in Asia, but there are problems such as insufficient enrollment attraction, imbalanced student source structure (Tan Minda, 2016). From June to September 2019, the author visited the University of Alberta (HEREINAFTER referred to as “UOA”) in Canada. UOA has outstanding international achievements and currently has a total of 7,200 international students with degrees. During visiting, I learnt about the higher education system of Canada, as well as education philosophy and measures in recruitment and student services, here put forward the path of “improving quality and efficiency” from the following aspects based on the current situation of international students education degree program in China.

**Keywords:** International education; Degree program; Quality and efficiency

**Fund project:** 2022 Undergraduate Teaching Reform Program of Dalian Maritime University (project name: “internet+Research and practice of Cross-border Chinese Education Model”).

## 1. Raise admission and graduation standards

### 1.1 Standardized enrollment reduces the admission rate

Although our overall goal of studying in China in the short term is still to serve the national diplomatic strategy and cultivate international friends who know China, friend China and Love China, high-quality education is the guarantee for us to establish the brand of Chinese higher education. There are still many problems in the recruitment process of domestic universities. UOA has a high global ranking, the functional departments and institutions of the university cooperate in the recruitment process. Special personnel are responsible for targeted countries and regions, and special departments carry out detailed and professional investigations on the national conditions of destination countries, basic education situation and economic development situation, provide refined services, and even directly carry out year-round recruitment publicity in some essential countries. From this point of view, domestic universities should also take data and facts as the support in the recruitment and publicity process, provide precise and professional services, promote the increase of the number of applicants to ensure the quality of potential students<sup>[1]</sup>.

### 1.2 Increase the entrance examination standard

The quality of basic education in China is relatively high, and foreign students tends to be co-educated with Chinese students. In this case, the effect and enthusiasm of foreign students cannot be guaranteed, and the education quality of Chinese students will be affected.

UOA requires applicants provide examination report which differentiates by specific majors, language ability providence etc.. Therefore, increasing the number of specialized courses and improving admission standards is an necessary guarantee of “improving the quality and efficiency” of degree education in China.

### 1.3 Admission requirements for improved Chinese language proficiency

Raising admission standards also means raising the requirement for Chinese language proficiency. There is no policy difference between graduate students and undergraduate students in terms of language ability, but there are differences in terms of different majors. For example, the School of Education has the highest requirement for language ability, and IELTS speaking item should be at least 7 points.

Chinese students begin to learn English at the beginning of their basic education stage, and begin to take CET-4 and CET-6 at the university stage. The difficulty of CET is lower than that of IELTS. Therefore, the language level of international students enrolled in the UOA could be inferred. Presently majority of international students enrolled in universities of China are required to achieved HSK level 4 at least for bachelor degree, and the HSK Level 4 outline includes 1200 words. International students who master 1,200 common words take specialized courses with Chinese students who have lived in China for 18 years and received basic education for 12 years. The language level gap can be imagined, and students studying in European and American countries also face this language problem. There is an insurmountable gap between the language ability requirements of existing degree students and their

understanding of professional courses. In order to improve the quality of international students education, it is inevitable to improve the entrance requirements of Chinese language ability. As for the specific level of improvement and how to effectively improve the quality, relevant disciplines, especially the teaching of Chinese as a foreign language, need to further study and solve the problem<sup>[2]</sup>.

#### **1.4 Raise graduation standards**

Presently, the graduation rate of Chinese students in domestic universities is almost 100%, while the graduation rate of non-Chinese language majors studying in China is much higher than the graduation rate of international students from the UOA. The graduation standards for international students are the same as those of native students. For international students with English as a second language, their English proficiency is certainly lower than native English speakers. Therefore, many “service” departments of the University provide rich academic support services to all students without discrimination. Some universities in China arrange make-up exams for students before thesis defense in the last semester, giving students the chance to participate in thesis defense with full credits for the last time. From the point of view of improving quality and efficiency, this kind of graduation standard is not desirable. Raising graduation standards, to some extent, can force the improvement of education quality.

### **2. Strengthen the assimilation of professional course teaching and management process**

Most universities in China independently manage international students, which is not conducive to the improvement of the quality of international student education. Most universities in China have separate centralized management units, and international students have separate dormitories, canteens and counselors. There are even special teams for international students to participate activities. Compared with UOA, the education process of degree students is completely similar to that of native students. Of course, due to the reasons of national conditions, domestic universities can not copy the management model of UOA directly. Taking visa application as an example, students can apply for Canadian visa by themselves, and the university can provide admission materials. International students need to apply for a Chinese study visa in a unified manner.

### **3. Integrate resources and provide fine teaching services**

At present international students education degree program scale is not large, most of the time a professional or even a college admitted just one or two student, in this case, the schools can through the way of integration of resources, to establish the campus different professional courses with same class, or even different schools in the same city with same professional, different professional courses mode in the class. This mode of intercollegiate curriculum selection is very common in Canada. Take The City of Edmonton where the UOA is located as an example. Besides The UOA, there are also four other universities such as McCowan, which can choose courses of each other’s schools and authenticate credits. Due to the size of international students, this model is more practical in local universities. It can not only promote the maximum use of superior resources, but also promote inter-school exchanges, improve the quality of education, in turn, promote enrollment, and ultimately achieve win-win cooperation<sup>[3]</sup>.

### **4. Strengthen the study of learning strategies and writing strategies in the Chinese environment**

The biggest difference between the UOA and domestic universities in terms of education mode and methods is reflected in academic success services, which is not only for international students, but also for domestic students. The guidance counselor system in domestic universities helps students to solve their perplexity in life as well as study. The teachers in professional courses are enthusiastic and will answer students’ problems. The psychological counseling center helps students deal with anxiety or pressure. However, if students (including Chinese students) encounter problems such as poor reading skills, poor time management ability and poor logical thinking ability, the university has no special department (the Academic Affairs Office, student affairs Office) to solve the above problems, of course, the university does have a variety of lectures and network resources.

Therefore, it is an outstanding breakthrough to improve the quality of education for international students to strengthen the study and writing strategies in the Chinese context. The existing Chinese courses for non-Chinese language majors mainly focus on the teaching of language and characters, but few focus on academic Chinese language, and even less research on learning strategies and writing strategies in the Chinese context. Different language environment share different mindsets, students need to use the perspective mind of a native Chinese speaker, use Chinese to learn, to communicate, to write, so research of learning Chinese as a second language should not be confined to the language, perhaps on the basis of language, should also be to explore and summarize for foreigners, how to use Chinese to think and learn.

### **5. Conclusion:**

International students education in China has entered the stage of “improving quality and efficiency”, which is related to the four dimensions of entrance control, process management, export control and later maintenance, and related work includes enrollment, daily education, graduation employment, alumni affairs and so on. To comprehensively improve the education quality of international degree students in China, it is necessary to “improve admission and graduation standards”, “strengthen the assimilation of professional course teaching and management process”, “integrate resources to provide refined teaching services” and “strengthen the study of learning strategies and writing strategies in the Chinese environment”.

### **References:**

- 
- [1] Tan Minda. Path Dependence and Reform of Education Policy for international Study in China [J]. Contemporary Education Science, 2016(05):62-64.
  - [2] [http://www.moe.gov.cn/jyb\\_xwfb/s6052/moe\\_838/201701/t20170119\\_295317.html](http://www.moe.gov.cn/jyb_xwfb/s6052/moe_838/201701/t20170119_295317.html)
  - [3] [http://www.moe.gov.cn/jyb\\_xwfb/gzdt\\_gzdt/s5987/201904/t20190412\\_377692.html?from=timeline&isappinstalled=0](http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/201904/t20190412_377692.html?from=timeline&isappinstalled=0)