

**2019**

**A New Journey of Excellence Creation and Quality Improvement  
- The Open University of China Quality Report**

**OUC Department of Quality Monitoring and Control**

**Compiled by**

**OUC Evaluation and Assessment Committee**

## Contents

<b>I. Actively adapting to the needs of society .....</b>	<b>1</b>
(I) Degree education that meets the learning needs of different groups .....	1
(II) Majors adjusted to meet the needs of industry .....	3
(III) Actively strengthened services in order to cater to economic and social development and the construction of a learning society .....	4
<b>II. Growing efforts in learner development.....</b>	<b>10</b>
(I) Focused on the construction of majors .....	10
(II) Improved university governance .....	13
(III) Expanded the influence of outstanding graduates.....	14
<b>III. Constantly consolidates school-running support .....</b>	<b>17</b>
(I) Constantly improved conditions .....	17
(II) Continual staff development.....	19
(III) Overall improvement of learning support .....	22
<b>IV. Improved quality assurance effect .....</b>	<b>24</b>
(I) Strengthened internal quality management.....	24
(II) Joint efforts to correct disorders of the system.....	26
(III) Synergised the standard operation of departments.....	27
<b>V. Continuously improved satisfaction among both students and employers .....</b>	<b>29</b>
( I ) High levels of overall satisfaction among graduates .....	29
(II) Overall improved satisfaction among employers .....	30
<b>VI. Contributions to society and innovation .....</b>	<b>33</b>
(I) Strengthened capacity to serve a learning society .....	33
(II) Promoted educational projects targeted at poverty alleviation.....	34
(III) Send education “to factories and villages” .....	36
(IV) Normalised international exchanges .....	36
<b>VII. Existing problems and future efforts .....</b>	<b>38</b>
(I) Existing problems .....	38
(II) Future efforts .....	39
<b>Appendix:.....</b>	<b>41</b>
Analysis of OUC 2019 Quality Factors .....	41

## **I. Actively adapting to the needs of society**

### **(I) Degree education that meets the learning needs of different groups**

#### 1. Steady expansion of the scale of education

2019 enrolment reached 1.47 million, an increase of 17.6 percent year on year, including 20.7 percent undergraduate students and 79.3 percent junior college students. The number of registered students totalled 4.31 million, including 24.1 percent undergraduate students and 75.9 percent junior college students. Undergraduate majors with high enrolment rates include Administration, Law, Civil Engineering, Business Administration, and Accounting, while the top-ranking junior college majors in terms of enrolment include Administration, Business Administration, Pre-school Education, Legal Affairs, and Accounting. In the autumn of 2019, five majors started to admit undergraduate students with senior high school education qualifications for the first time.

#### 2. Consistent diversification of student backgrounds

##### **(1) Younger students**

Students aged 20-24 accounted for the largest proportion of new students, while those aged 40 or above accounted for the smallest proportion. Freshmen tended to be younger, mainly aged 20-39.

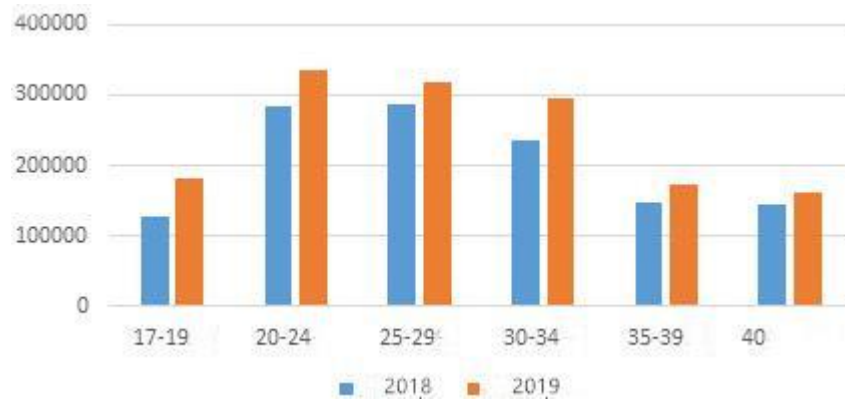


Figure 1 Age structure of newly recruited students in 2018 and 2019

### **(2) A wider range of ethnicities and places of origins**

Newly enrolled students were mainly from the Han ethnicity (1.36 million, accounting for 92.5%), although there were also nearly 110,000 students from minority ethnic groups.

The newly enrolled students came from all over the country. The branches with the largest numbers of new students were Guangzhou, Henan, Shandong, Sichuan, and Hebei, accounting for 19.9%; the Qinghai, Hainan, Xiamen, Yunnan, and Shanghai branches accounted for less than 2.0%.

### **(3) Proportion of students in service industries continues to increase**

Of the newly recruited students in 2019, “clerks and the related personnel” accounted for the largest proportion, while “people working in the industries of agriculture, forestry, animal husbandry, fisheries, and water conservancy” accounted for the smallest. Service staff and people working in agriculture, forestry, animal husbandry, fisheries, and water conservancy increased by 1-2% in proportion, and the growth was equal to that of last year.

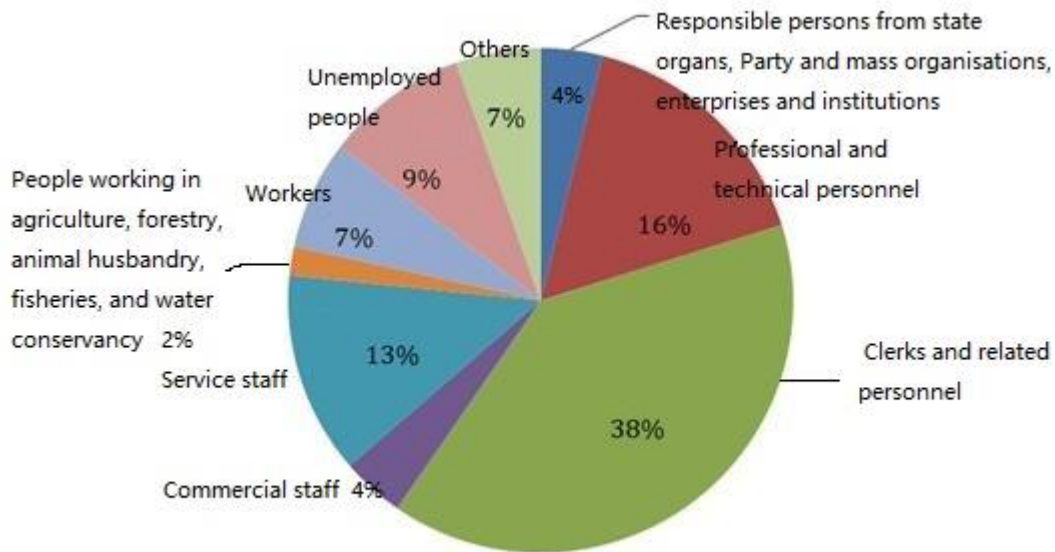


Figure 2 Occupational distributions of new students in 2019

## (II) Majors adjusted to meet the needs of industry

The OUC sorted through all the majors (orientations) to set up new majors and organise acceptance checks for jointly constructed and shared majors. It optimised the structure of majors and improved the quality of construction in accordance with the development needs of strategic emerging industries.

### 1. Optimisation of the structure of majors

The total number of enrolment majors in 2019 was adjusted and reduced to standardise jointly constructed and shared majors and optimise the structure of the majors in conformity with the overall reform trend and in line with the principle of “the survival of the fittest.” Majors serving non-commissioned officers such as Health Preservation of Traditional Chinese Medicine, Intelligent Control Technology, and Surveying and Mapping Engineering were added, and 21 majors (orientations) were

checked and accepted. The Pre-school Education and Advertising majors were selected as “characteristic majors of higher continuing education in Beijing.”

## **2. Optimisation of training plans**

The learner development plan was completely overhauled in order to put into effect the requirements of fostering virtue through education and to strengthen quality awareness by adhering to the features of open education with reference to the national standards for undergraduate and junior college majors of regular institutions of higher education. The OUC headquarters will integrate the training contents of “1+X” certificates into the learner development plans of the relevant majors, and the branches will revise and implement their learner training plans and unified teaching rules in line with the requirements of the OUC headquarters.

## **3. Acceptance check of jointly constructed and shared majors**

Seventy-two majors (orientations) in 28 branches were checked and accepted on-site. Enrolment was suspended for 16 majors (orientations) that currently fail to meet standards.

# **(III) Actively strengthened services in order to cater to economic and social development and the construction of a learning society**

## **1. Attached high value to Action Plan for Boosting Education and Ability Programme for Migrant Workers: Realising Dreams of Further Education**

In order to further put into effect the “Boosting Education and Ability Programme for Migrant Workers: Realising Dreams of Further Education” degree education programme of the Open University of China (OUC), trade unions

(departments of human resources) of large industries and enterprises were connected with the relevant departments of the OUC headquarters. Work at the national and provincial levels was planned in order to advance the action plan for realising dreams of further education in line with the requirements of the Ministry of Education and the All-China Federation of Trade Unions. All provincial departments of education and federations of trade unions were coordinated to make summaries of realising dreams of further education in 2018 (compiled into four copies of achievements); the provincial programme of “action to realise dreams of further education coordination” was launched by connecting with provincial trade unions in Yunnan, Zhejiang, Hunan, and Shandong; the OUC educational system has been promoted in order to serve the degree improvement of local migrant workers with “internet plus education.” Seven media outlets, including People’s Daily Online (en. people.cn), China.org.cn, China Education Daily, and China Education Network Television, took part in a media delegation for “the OUC's ‘Realising Dreams of Further Education’.” They visited OUC branches in Guangdong and Fujian to conduct interviews related to the programme and spoke highly of the OUC’s contributions to the cultivation of migrant workers.

## **2. Clear achievements made in education for specific groups**

The OUC provides education to specific groups such as migrant workers, non-commissioned officers, the disabled, and farmers. Enrolment of these groups in 2019 clearly improved compared to 2018. The document “Administrative Measures for Schools for Older Adults of the Open University of China (for Trial Implementation)” was issued to strengthen the standardised management of six directly managed colleges and the southern demonstration base for education for older adults of the

OUC based in the Hainan Branch. Open universities for older adults were successively authorised in the Shanxi, Jilin, Guizhou, Xi'an, Guangxi, and Chengdu branches. To date, special institutions for education for older adults have been established in 28 branches. The Zhejiang Branch's "Zhejiang Open University for Older Adults" was established in all its colleges and study centres covering all provincial counties (cities and districts). The number of people registered on the website of the "third age school" surpassed 500,000, representing a year-on-year increase of 200%. The Jiangsu Branch established 130 new "Xiyanghong Helping Older Adults Online Projects of Jiangsu Learning Online" provincial contact centres. The Anhui Branch is preparing to build the Institute of Education for Older Adults, undertaking several research projects for the China Adult Education Association.

### **3. Actively served the "Rural Revitalisation" strategy**

The OUC served degree education and non-degree education by focusing on the national "Rural Revitalisation" strategy. The Tianjin Branch signed a three-party strategic cooperation agreement with governments and enterprises in line with the concept of "featured industry + education training + employment and entrepreneurship" and established the first rural revitalisation school in Tianjin Municipality. The Shanxi Branch implemented the "Degree Improvement Project for Rural Officials" project to improve the education level and management capacity of grassroots rural officials. The Jilin Branch established the "Jilin Province Distance Education Science and Technology Innovation Centre" to serve poverty alleviation and rural revitalisation in the province. The Shanghai Branch started the "Yangtze River Delta Union for the Construction of a Learning Rural Area" and proposed five



measures: building consensus led by policies; setting up a pilot model in advance; improving capacity level by focusing on connotations; establishing a good reputation by creating brands; and demonstrating effectiveness by serving the overall situation. The Yunnan Branch established the Education College of Rural Revitalisation and implemented the “Improvement Action Plan for the Capacity, Quality, and Education Level of Village (Community) Officials in Yunnan Province.” The Guangzhou Branch launched the “Rural Teachers’ Degree Improvement Project” serving “the last mile” of rural teachers’ degree improvement by making use of internet + education and big data management.

#### **4. Vigorously implement non-degree continuing education**

The National Community Education Work Conference was organised in order to promote related work, and the 2019 Week for Lifelong Learning for all was held in order to explore an “Internet Plus” training model. Non-degree education trainings were given to nearly 10 million people throughout the year.

The OUC headquarters organised social trainings for 500,000 people through online and offline integration and other blended methods. 101 training programmes in fields such as health management, emergency management, and teacher training were given to 99,235 people (an increase of 80.9%) in 2,749 classes (an increase of 285.0%), and 16,061 training certificates were issued. The Chongqing Branch innovated its vocational training models, shaping a “focus-practice-synergy” training model and a “three meetings, four trainings, and two evaluations” training model. The Guangzhou Branch obtained approval to establish the Guangzhou Distance Training

Centre for Teacher Development and the Guangzhou Teacher Development Centre for Non-Government Schools. 820,000 primary and middle school teachers in Guangzhou received training through the Guangzhou Branch's continuing education network during the year, representing a year-on-year increase of 41%. The Anhui Branch actively expanded its teacher training market, and 113,000 primary and middle school teachers receiving trainings through national and provincial training programmes. The Ningbo Branch founded Ningbo Garbage Classification School, the first national garbage classification school operated under the leadership of a provincial radio and TV university, and trainings were given to 6,855 people.

#### **(IV) Promote credit bank construction to meet the needs of lifelong learning**

##### **1. Phased achievements made in the construction of a national credit bank for vocational education**

The construction of the National Credit Bank Information Platform for Vocational Education and the Information Management Service Platform for Vocational Skill Certificates was completed. The Ministry of Education authorised the trial and acceptance of the “Research and Practice of the Accreditation, Accumulation, and Transfer of the Learning Results in National Continuing Education,” and the outcome was “outstanding.”

The instruction of the Department of Vocational and Adult Education under the Ministry of Education brought about the research and formulation of the “Construction Programme for the National Credit Bank Service System for Vocational Education,” the “Construction Programme for the National Credit Bank

Block Chain of Vocational Education (Version 1.0),” and “Specifications for the Accreditation, Accumulation, and Transfer of Vocational Skills Certificates Beyond Schools.” Based on previous theoretical research and practice, accreditation and transfer were achieved between three “1 + X” certificates, “Building Information Model (BIM),” “Web Front-End Development,” and the “Operation, Maintenance, and Development of Cloud Computing Platform,” and the relevant certificates of the OUC.

## **2. Sustained increase in the OUC’s own credit bank accounts and accreditation centres**

The OUC Credit Bank received 1.43 million new accounts this year (for a total of 7.89 million), and 104,648 accounts were activated (for a total of 184,648 accounts). Three accreditation sub-centres were added, and nine new institutions joined the alliance, creating 44 learning outcomes (15 kinds of certificates and 29 majors).

## **3. The branches made steady progress in credit bank work**

The Fujian Branch established the Fujian Credit Bank Cooperation Union of Continuing Education, and the first batch of 15 undergraduate institutions of higher learning and higher vocational schools jointed the union. The Dalian Branch comprehensively optimised the preparation programme for the Dalian Credit Bank of Lifelong Learning, beginning with continuing education and expanding to vocational education. The Ningxia Branch leveraged its advantages as a pilot university for the “1 + X” certificate system and explored services that support the accreditation, accumulation, and transfer of learning results between degree certificates and vocational skills certificates.

## **II. Growing efforts in learner development**

### **(I) Focused on the construction of majors**

#### **1. Deepened reform of political and ideological education**

Several documents were issued with the aim of deepening the teaching reform of political and ideological courses, including the “Implementation Plan to Study and Put Into Effect Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era,” the “Social Practice Teaching Scheme for Ideological and Political Theory Courses,” and the “Construction Plan for Online Teaching Teams of Ideological and Political Theory Courses.” Quality resources for ideological and political courses were created to propagate the new era, new thoughts, and new spirits. Jing Degang, secretary of the OUC CPC Committee and president of the OUC, gave the first class of the Situation and Policy course with the topic “The Steady Progress of China’s Economy.” In addition, the OUC invited renowned professors from renowned institutions of higher learning, such as Peking University, to make 500-minute video lectures for Situation and Policy and other courses. Forty-eight ideological and political micro lectures were developed to offer resources to students. In 2019, there were 4.15 million students learning ideological and political courses with a total of 1.37 billion learning behaviours.

Ideological and political teaching reform was implemented across a range of courses. As part of the development of specialised courses, ideological and political factors were integrated in order to revise the specifications of unified compulsory courses and to implement ideological and political requirements in specific courses. The Faculty of Political Science and Law and the Faculty of Economics and

Management of the OUC headquarters promoted the ideological and political development of the courses through academic salons. The Dalian Branch issued the “Implementation Plan to Comprehensively Advance Ideological and Political Work in Courses.” Relevant teaching experience was popularised by organising collective lesson preparation, competitions and observation activities in ideology and politics courses, compiling selected teaching plans for ideology and politics in courses, and summarising and popularising teaching experience for ideology and politics in courses.

Based on the links between the OUC headquarters and branches, a series of activities were carried out to strengthen the achievements of education through campus activities and culture, including the selection of outstanding alumni, photography competitions, the broadcasting and exhibition of cultural campuses, and the selection of scholarship candidates and outstanding graduates. The OUC awarded an honorary title to Dai Jinkai, a student who lost his life fighting a fire in Liangshan, and called on all teachers and students to learn from him. The cultural confidence of the students’ was strengthened through a series of lectures and reading parties about traditional culture. All of the branches held competitions on innovation and entrepreneurship, master teahouses, and group activities with local characteristics, developed intangible cultural heritages, books on regional cultures, and video resources, and created a positive and healthy campus culture.

## **2. Improvement and innovation of the learner development model**

Online and offline blended teaching was used to implement a quality improvement strategy for degree education through the “six-network integration” learner development model. The OUC headquarters issued documents targeted at

deepening the construction of online teaching teams, ensuring the correct teaching steps for face-to-face tutorials, learning guidance, online teaching, and teaching practice, and putting into place teaching processes. The documents included “Opinions on Deepening the Construction of Online Teaching Teams,” “Construction and Management Measures for Online Teaching Teams of the Open University of China,” and “Assessment Scheme for Online Teaching Teams of the Open University of China (for Trial Implementation).” The OUC headquarters focused on the construction of core online teaching teams for unified specialised compulsory courses, 92% of which were covered. The branches constructed 4,263 online teaching implementation teams. “Teaching” and “learning” behaviours across the entire system increased by more than 200%.

Each teaching department of the OUC headquarters explored flexible and diversified reforms in line with the characteristics of their disciplines. The Faculty of Humanities promoted mobile terminal-based online courses and official WeChat articles, and explored a new teaching model for non-degree arts courses in cooperation with MOOC platforms. The Faculty of Economics and Management explored a new training model for Sino-foreign cooperation based on the “China-Germany Master’s Degree Programme.” The Faculty of Foreign Languages explored inter-regional, multi-majored, and diversified methods of team teaching by expanding the pilot scope of multi-modal teaching reform for Public English. The Faculty of Agroforestry and Medicine and the Faculty of Education promoted the specialised practical teaching by organising contests. The Experimental School implemented the “skill + quality” project, and a blended teaching model integrating online and offline, and theories and practice began to take shape.

### **3. Strengthened the construction of key majors**

The OUC strengthened the construction of key majors through on-the-spot investigation, consulting experts, seminars, and other activities. Professional talent training objectives and course system structures were optimised in line with the orientations of majors and the characteristics of job positions. The OUC focused on practical and occupational requirements for professional talent training in order to design practical steps and improve the talent cultivation plan in combination with the pilot of “1 + X” certificates of the Ministry of Education. The specialised course system, teaching syllabus, and assessment instructions offered full support for the realisation of the training objectives. The branches revised the implementation plans for course teaching in accordance with the requirements of the OUC headquarters and put them into effect in routine teaching.

### **(II) Improved university governance**

The OUC remained committed to improving the rules and regulations for teaching management to promote law-based university governance and enhance system governance. Several documents, including the “OUC Charter,” “Several Opinions on Improving Teaching Quality at the OUC,” and “Basic Standards of Professional Conduct for Teachers of the Open University of China,” were successively formulated, and the “Notice on the Implementation of the Special Action to Combat Surrogate Exam-Takers” was issued. The “Implementation Measures for Distance Education Management of Non-Commissioned Officers in the Army” was formulated and issued through consultation with the Vocational Education Bureau of

the Central Military Commission in order to constantly improve and enhance system governance.

A blacklist system for cooperative schools was established and a reporting system for poor school running conduct was implemented. 684 study centres with no enrolment for three consecutive seasons were cleared up in order to promote the integrated reform of study centres and test centres. The branches (schools) formulated relevant plans and detailed rules and regulations to enhance the implementation of the teaching process and standardise teaching management in line with the management systems of the OUC headquarters.

### **(III) Expanded the influence of outstanding graduates**

In 2019, 847,000 students graduated, 8,826 of them with bachelor's degrees. The OUC strictly checked the degree application, with 3.3% of students obtaining a degree. There were 538 outstanding graduates, accounting for nearly 0.1%. The OUC sets quite a low ratio for outstanding graduates, but they were from all walks of life and possessed great influence. For example, Zhang Heli from the Qingdao Branch has received honours such as Shandong's "Taishan Industrial Leader," "Chief Technician in Shandong," "Special Allowance of the State Council," and "Labour Medal" of CRRC Co. Ltd. Yu Pusong from the Hebei Branch is a winner of the "May 1<sup>st</sup> Labour Medal" in Hebei Province, a "Gold Medal Worker" of Qinghuangdao City, and a deputy to the 13th National People's Congress. He Zhiyong is a "Most Beautiful Migrant Worker" and a winner of the "May 1 Labour Medal" in Jiangxi Province. Du Lei was awarded "Outstanding Non-Commissioned Officer" and won the "Third Prize for Outstanding Talents among Non-Commissioned Officers in the



Army.” They were quietly dedicated and constantly strove for perfection, becoming stars among the many outstanding graduates of the OUC.



**Outstanding Graduate Zhang Heli (Qingdao Branch)**

Working for CRRC Co. Ltd.

Major honours:

In November 2016, honoured as “Chief Technician in Shandong”

In August 2017, honoured as “High Speed Railway Craftsman”

In December 2017, honoured as “Taishan Industrial Leader”

In June 2017, honoured with the Third Prize in the ARCCUP International Welding Competition

In July 2018, honoured with the “Labour Medal” from CRRC Corporation Limited

In January 2019, honoured with a “Special Allowance of the State Council”

In April 2019, honoured with the “Labour Medal of Enriching the People and Rejuvenating Shandong”



**Outstanding Graduate Yu Pusong (Hebei Branch)**

Working for Qinhuangdao Water Supply Company

Major honours:

In March 2017, honoured with the Fifth Qinhuangdao “Gold Medal Worker”

In April 2017, honoured with the Hebei “May 1st Labour Medal”

In January 2018, selected as a deputy to the 13th National People’s Congress

In July 2018, honoured with the 6th Qinhuangdao Morality Model

In April 2019, honoured as a Hebei Model Labourer

### **III. Constantly consolidates school-running support**

#### **(I) Constantly improved conditions**

##### **1. Constantly increased teaching input**

In 2019, the OUC headquarters' teaching input reached RMB 519.936 million, of which RMB 55.947 million was used for teacher training, resource construction, and the improvement of software and hardware conditions, such as platform systems and infrastructure. The average teaching input of the 45 branches was over RMB 70 million. Input from nine branches, including Jiangsu and Xiamen, surpassed RMB 100 million.

##### **2. Constantly improved facilities and equipment**

As of the end of 2019, there were 486,662 computers, 22,180 multimedia classrooms, 1,326 cloud classrooms, 1,240 two-way video conference rooms, 14,396 network monitored examination rooms, and 114.441 million books<sup>1</sup> within the OUC educational system. The OUC headquarters had 1,500 Mbps of Internet access (an increase of 87.5%), RMB 94.573 million of information technology equipment, 4,343 network information points, 112,000 paper books, 2.697 million electronic books, RMB 1.14796 billion of fixed assets, and RMB 43.606 million of instruments and equipment for teaching and scientific research (an increase of 93.6%).

Key Chinese internet and technology enterprises, such as Huawei, China Unicom, Baidu, Tencent, and Ping An, participated in the OUC's informatisation governance

---

<sup>1</sup> The units in the educational system calculated were less than those in 2018.

and the top-level design of “one route, one network, and one platform” in order to continue to promote the optimisation of the OUC’s main online platforms. A key part of this was building 49 provincial-level, 23 city-level, and 59 county-level cloud classrooms oriented to western and northeastern areas of China. The OUC headquarters carried out 756 teaching, scientific research, and tutorial activities by making use of the OUC cloud classrooms, with more than 100,000 people watching live broadcasts. In addition, the Retired Cadres Bureau of the Ministry of Education engaged in education for older adults with the help of the OUC cloud classrooms and achieved resource sharing.

### **3. Constantly enriched course resources**

The OUC headquarters planned and launched 4,869 five-minute lectures across 188 series, and created 72 types of new written teaching materials, 61,728 minutes of video teaching materials, and 30 multimedia digital teaching materials (increased by 114%). About 110 class hours of themed online video open classes, 600 class hours of themed video resources, and 30 multimedia digital teaching materials were completed. 320 of the practical micro courses in the assistance plan undertaken by branches were checked and accepted. In 2019, 500 course resources were deployed, the unified interface was renovated, and the 147 courses were adapted for mobile terminals. The renovated courses served 3.27 million students in 37 majors. The branches focused on resource construction for non-unified courses and specialised courses with local characteristics. For example, the Chengdu Branch created video resources for the Optometry Technology major, and the Xi’an Branch developed VR course resources.

## (II) Continual staff development

### 1. Further optimised staff structure

As of the end of 2019, there were 60,473 instructors (accounting for 68.9% of teachers at the OUC), 34,196 tutors (71.0% of teachers at the OUC), and 16,629 administrators<sup>2</sup> in the OUC educational organisation system<sup>2</sup>. Compared with last year, the proportion of tutors increased by 4.0%, and the proportion of administrators decreased by 6.9%. The staff structure was continually optimised. The structure of professional titles was as follows.

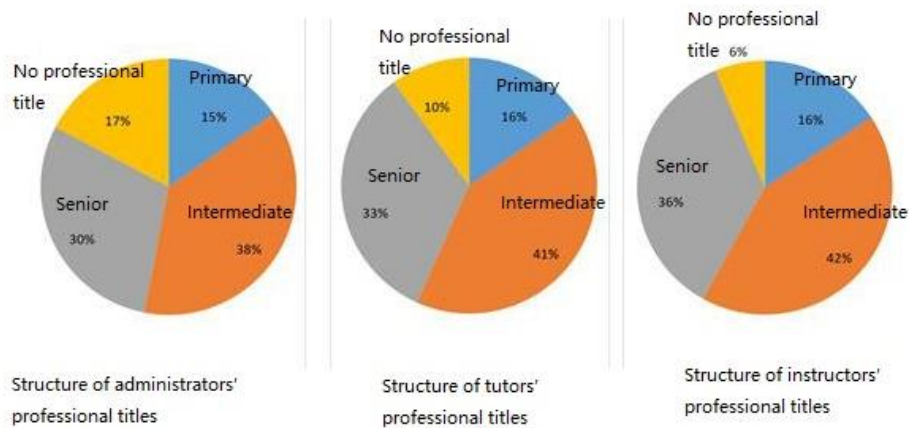


Figure 3 Professional titles of all types of staff

### 2. Constantly improved the quality of teachers

The OUC headquarters developed teacher competency standards in order to enhance the professional code of conduct for teachers in the educational system. A

---

<sup>2</sup> The units in the educational system calculated were less than those in 2018

mechanism for the construction of teachers' ethics was established to integrate education, dissemination, supervision, rewards, and punishments. The branches focused on the construction of teachers' morality and ethics. For example, the Fujian Branch issued "Measures for the Punishment of Teachers' Moral Misconduct (for Trial Implementation)" and the "Negative List of Teachers' Conduct" to strengthen institutional constraints.

The OUC headquarters gave trainings on teachers' morality and ethics<sup>3</sup>, teaching and teaching research, and course ideology and politics, and initiated cultivation activities for outstanding young teachers<sup>4</sup>. Diversified, systematic, and standardised teacher trainings and seminars were carried out for teachers in the system, and trainings were given to 12,254 people in order to support system construction and the professional development of teachers throughout the year. The branches gave trainings to full-time teachers, administrators, and technicians. For example, the Zhejiang Branch organised nine trainings for 1,098 people during the year.

The OUC headquarters worked on the selection of outstanding teachers and the selection and cultivation of outstanding young teachers in the educational system. As a result, 226 outstanding teachers of the OUC were selected and 115 candidates were selected and trained. The branches promoted the improvement of the teachers' teaching level in multiple ways. For example, the Hebei Branch issued selection

---

<sup>3</sup> Special online learning of "establishing morality, setting up ethics and strengthening competency of teachers" for 10,000 people was carried out in the system and 10,016 people took part in it.

<sup>4</sup> In 2019, 110 outstanding young teachers were given the first training. The advanced studies of course ideology and politics for teachers' morality and ethics trained about 2,200 people for branches.

incentives for outstanding teachers in online teaching and face-to-face learning guidance to promote teaching through competition.

### **3. Fruitful education and teaching research achievements**

The teacher development research institute was built for policy research on teaching teams and research on teachers' professional development and the improvement of their competencies and achievements. The "Basic Requirements for Teacher Allocation in the Educational System of the Open University of China" was revised in order to guide the balanced allocation of teachers in the system. The OUC headquarters applied for 30 research projects from the national social science foundation, the national natural science foundation, and the national educational science plan, seven of which were approved. 200 papers were published. The branches were active in scientific research. For example, the Fujian Branch obtained the approval of the provincial social science plan projects for its "Study on the Model of Vocational Education for Special Groups Based on Modern Information Technology." The Xiamen Branch obtained project approval from the Work Office of the Steering Committee for Industrial and Vocational Education and Teaching under the Ministry of Education for its "Research on Home-School Synergy Strategy for Vocational School Students." The Shaanxi Branch won second prize for higher education and teaching achievements in Shaanxi for its "Research and Practical Exploration on the Path Model to Promote the Provincial Credit Bank."

### **(III) Overall improvement of learning support**

#### **1. Renovated and optimised the functions of the learning network**

A new version of the student space was put online to serve students and teachers in course selection, learning, teaching research, tutorial, questions and answers, assignment, formative assessment, and registration for foreign language examinations. In 2019, 3.003 million people were involved in learning, and the number of people logging to learn in a single day reached 430,000 at its height. A pilot programme for app-based mobile learning was promoted, and a total of nearly 80,000 people installed the app. The app served a total of about 590,000 users, and the app was used for nearly 100,000 hours for learning.

#### **2. Emphasised the monitoring and analysis of big data**

The headquarters built a visual large screen monitoring system for OUC big data with large screen display technology, big data mapping methods, big data visualisation, and intelligent perception control technology by integrating big data technology and analysing all kinds of business data from various OUC school runners. The OUC's teaching operation, enrolment trends, teaching affairs management, and use of cloud classrooms were comprehensively displayed from multiple levels and perspectives. Teaching, management, and scientific research data were collected in order to publish the 2019 analysis report of the OUC's big data in the form of bar charts, pie charts, line charts, word clouds, geographic information maps, heat maps, and matrix diagrams by making use of multiple methods such as statistical analysis, text mining, social network, and knowledge graphs.



### **3. Implementation of individualised learning support**

In addition to organised face-to-face tutorials, online teaching, and practical teaching at different levels, the entire educational system also offered students individualised support throughout the learning process, including enrolment, registration, and questions and answers, via a distance reception centre, online Q&A sessions, email, BBS, QQ group, WeChat groups, and official WeChat accounts. In 2019, the distance reception centre of the OUC headquarters alone served as many as 12,439 people, and more than 300 frequent questions of the students were publicised on the website of the reception centre. In the meantime, the standard management of daily consultation was strengthened in recording every issue and for replies to every question.

In 2019, the OUC headquarters ordered and used bibliographic databases a total of 57.35 million times (an increase of 186% over the previous year), and five databases with IP addresses were opened to the branches to offer distance digital resource services to teachers and students, including Superstar E-book, VIP Journal, and Wanfang Data.

## **IV. Improved quality assurance effect**

### **(I) Strengthened internal quality management**

The “1233” strategy was clearly laid out at the Party congress of the OUC headquarters in order to strengthen the internal management of the educational system through “four rectifications,” to prioritise measures to “correct three disorders” from the three aspects of enrolment, teaching, and examination, to implement the excellence creation and quality improvement strategy, to initiate the new quality drive in an all-round way, and to launch the construction of a quality evaluation and monitoring system in the era of big data.

During the national work conference for enrolment, teaching and quality management, and scientific research, the OUC leadership group joined hands and conveyed to the OUC educational system the strongest determination to focus on quality, and charted a course to defend quality in the educational system. Beginning with the secretaries of the Party committees, leaders in charge of quality, and quality management teams of all branches, efforts were made to seek unity in thinking, to strengthen institutional improvement, and to establish a blacklisting mechanism. Measures such as the comprehensive use of multiple monitoring instruments and informing local education authorities about adopting inappropriate school-running methods were taken to enhance internal quality management in the OUC educational system.

以质量为核心  
办一所受人尊敬的大学



Figure 4 Jing Degang, secretary of the Party Committee and President of the OUC, underlining “excellence creation and quality improvement” to “correct the three disorders”

The Hebei, Tianjin, Xi’an, Hunan and Guizhou branches all formulated normalised internal quality monitoring systems for the dynamic teaching process. The Shaanxi Branch established a three-level quality assurance institution with necessary quality assurance personnel. The Gansu Branch formulated the “Teaching Service Standards, Teaching Support Service Specifications, and Regulations Governing Online Teaching Teams” to enhance internal teaching management. The Guangzhou Branch established the “1+1+6+8” massive open education and teaching quality assurance system and quality monitoring system<sup>5</sup>. The Yunnan Branch employed 12 full-time teaching supervisors specialising in teaching quality supervision, and the control of internal quality management was intensified across the entire educational system.

---

<sup>5</sup> “1+1+6+8” refers to 1 objective, 1 centre, 6 completions, and 8 ratios.

## **(II) Joint efforts to correct disorders of the system**

The OUC coordinated the system's quality management team resources, dominated by the expert team and the routine management work team, to strengthen the construction of quality management teams and to synergise the quality management of the system. In 2019, the teaching steering committee and the evaluation committee held meetings to discuss the work regulations for process monitoring and quality monitoring, to decide on pilot work programmes and indicators for the evaluation of school running by the branches, and to plan the evaluation of school running by the branches once every five years.

The OUC headquarters collected and published representative case studies of quality management in the system, organised student supervision and evaluation teams for ongoing satisfaction surveys among the graduates, standardised teaching processes, and steadily improved quality. A quality report system was introduced for the ongoing compilation and release of annual quality reports, and the branches were urged to improve their quality reporting mechanisms. The planned project "Study on the Construction of a Teaching Quality Control System in the Open University of China" of the China Association of Higher Education during the 13<sup>th</sup> Five-Year Plan period was completed in order to promote the continuous improvement of the OUC's quality control system.

The Chengdu Branch released the "Notice on the 'Special Work of Excellence Creation and Quality Improvement' in Degree Education" with the aim of implementing the action of "tackling three key problems" centred on "correcting three disorders." The Fujian Branch constructed the pattern of "greater teaching affairs" to

achieve the transformation from “seeking largeness in quantity” to “pursuing excellence in quality.” The Qinghai Branch supervised the entire teaching process and formulated teaching supervision mechanisms for eight modules<sup>6</sup>. The Tianjin Branch released the “Opinions on the Implementation of Improving the Quality of Education and Teaching in Schools,” issued “Management Methods for Teaching Implementation on the Learning Network,” “Teaching Standards for Online Courses (for Trial Implementation),” and the “Notice on the Implementation of a Special Action to Combat Surrogate Exam-Takers,” and formulated an orientation focusing on teaching as the primary task and quality as the top priority. The Guizhou Branch put the “Notice on Strengthening Enrolment Supervision and Regulating Enrolment Behaviour” into strict effect, took a zero-tolerance stance on intermediary enrolment, and gave early warnings to investigate study centres with a high proportion of students from other places.

### **(III) Synergised the standard operation of departments**

In 2019, the OUC’s Quality Monitoring and Evaluation Centre worked together with the departments of teaching and teaching affairs management to regulate school running through comprehensive actions such as comprehensive teaching inspection, the monitoring of teaching quality factors, special teaching supervision, teaching supervision through mailbox supervising and handling, flight inspection of

---

<sup>6</sup> The eight modules refer to inspections on eight special contents, including inspection of teachers’ face-to-face tutorial, the OUC Learning Network, the advancement of course development, online teaching, graduate dissertations, teacher-student discussions, platform utilisation, and administrative process of teaching affairs.

examinations, enrolment examination, rectification and reform in schools, and satisfaction surveys with full coverage of all the majors in the educational system.

The Hubei Branch improved its quality and ranking by implementing measures such as strict enrolment regulation, the severe punishment of “surrogate learners,” and serious “examination governance” through responsibility and accountability. The Wuhan Branch compiled the “Quality Control and Evaluation Manual of the Open University of China (Wuhan)” to refine quality standards for regulated operation. The Sichuan Branch coordinated specialised courses, teaching teams, quality control, and resource construction, formulated a four-level integrated quality governance community for running the OUC, and used its own proprietary big data business platform to link up the branch system to regulate operation and improve quality.

## V. Continuously improved satisfaction among both students and employers

### ( I ) High levels of overall satisfaction among graduates

Below are the results of a satisfaction survey of the graduates of 10 majors, including Administration, Business Administration and Pre-school Education in the branches and related schools.

The graduates were generally satisfied with the teaching and learning support of the course tutors. Among them, “very satisfied” with teaching and learning support respectively accounted for 57.3% and 57.1%, an increase of 4.1% and 3.7%.

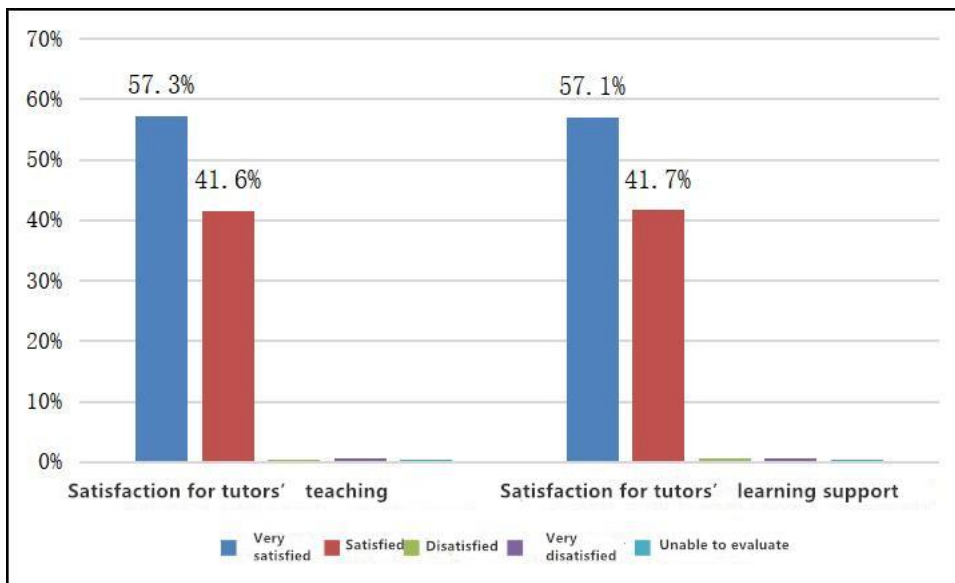


Figure 5 Graduates' satisfaction with teaching and learning support

The graduates were generally satisfied with the performance of the tutors, with "very satisfied" accounting for 59.5%, an increase of 2.9% ; students who were “very

satisfied” with learning guidance teachers (class counsellors) accounted for 62.5%, an increase of 1.9%.

The level of satisfaction of the graduates with the OUC’s online teaching process improved compared with the previous year, with “very satisfied” accounting for 50.7%, an increase of 6.3%. However, the number of graduates who said they were “satisfied” with offline teaching decreased by 0.4% compared with the previous year, accounting for 55.1%, to which greater attention should be paid.

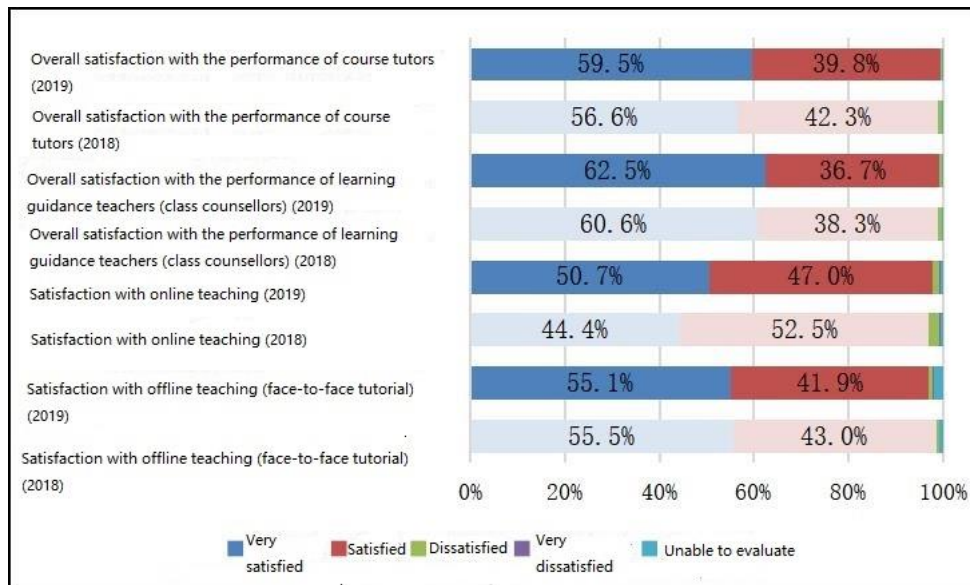


Figure 6 Graduates’ Satisfaction with Teachers’ Teaching

## (II) Overall improved satisfaction among employers

The figures indicate that employers recognise the work capacity of the graduates. The number of employers who were “very satisfied” with the capacities of the students was above 52.0%, an increase on the previous year<sup>7</sup>.

---

<sup>7</sup> “Professional norms and professional ethics” rose by 2.5%, “work attitude” rose by 3%, “capacity to solve problems” rose by 3.3%, “capacity for communication and expression” rose by 3.5%, “team work



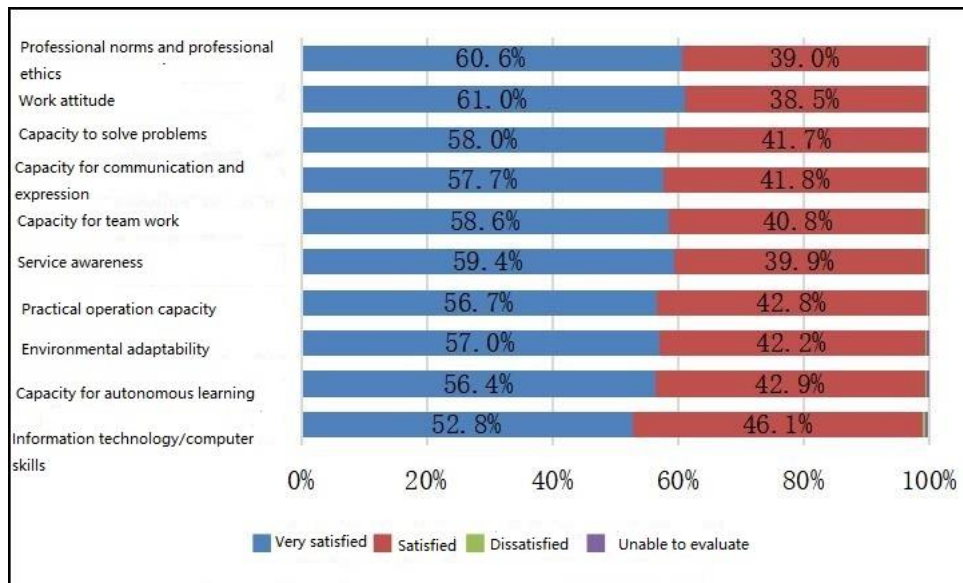


Figure 7 Employers' Satisfaction with the Graduates' Work Capacity

Employers had relatively high levels of satisfaction with the knowledge level of the graduates, and the level of “very satisfied” increased. The level of satisfaction with the students’ specialised knowledge, knowledge related to the industries, and knowledge on humanities and social sciences were all above 51.0%, an increase of 3.4%, 3.1%, and 3.7%, respectively.

---

capacity” rose by 2.6%, “capacity for autonomous learning” rose by 4.2%, and “information technology/computer skills” rose by 4.5%.

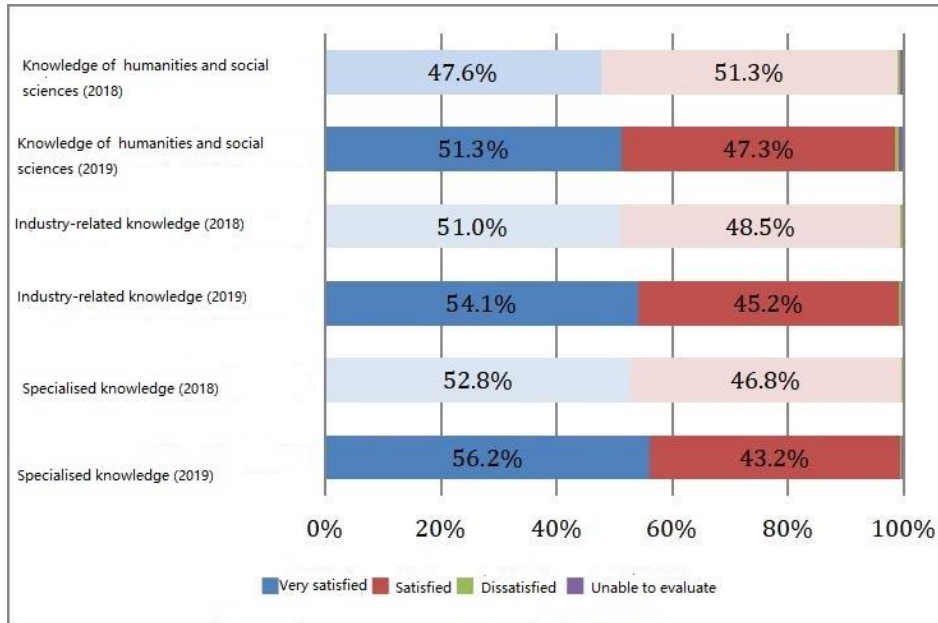


Figure 8 Employers' Satisfaction with Graduates' Knowledge Level

Employers who thought that the overall performance of the OUC graduates was better than the average level of graduates from other schools accounted for 47.8%, a slight increase of 0.4% on the previous year.

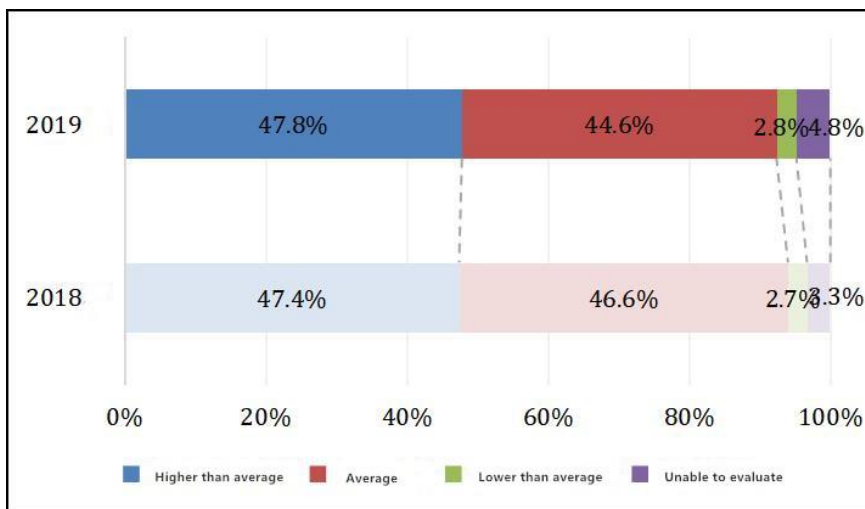


Figure 9 Employers' Evaluation of Graduates' Overall Performance

## **VI. Contributions to society and innovation**

### **(I) Strengthened capacity to serve a learning society**

The construction of the credit bank was accelerated in order to aid in the construction of a “bridge” for learner development and the construction of a learning society. Remarkable achievements were made in the National Credit Bank for Vocational Education. Vice premier Sun Chunlan fully recognised the construction of the National Credit Bank for Vocational Education during her investigation of the OUC.

The OUC intensified the launch of new resources in order to help with the construction of lifelong learning for all. An OUC zone was set up in the “watching MOOCs” column in the Learning Power app, 113 courses (lasting 21,294.8 minutes) were submitted, and more than 20 of them were put online. Two series of courses, Interesting News about Birds and Ecology Photography, were broadcast in Cuihu National Urban Wetland Park. Distance e-learning resources accessible to “anyone, anytime, anywhere” were offered to teachers and students throughout the country via digital libraries, and annually ordered bibliographic data bases were used a total of 57.35 times (an increase of 186%). The application of ideological and political course resources was popularised, and sharing agreements were signed with 12 institutions and 34 schools, reaching around 400,000 users.

The Jiangsu Branch completed the construction of a series of course resources, which were presented on the platform of xuexi.cn and on China Education Television. The Beijing Branch led the establishment of the “Community Learning Service Union”

with the participation of 62 units to guide the innovation of primary level governance and assist in the construction of lifelong learning for all.

## **(II) Promoted educational projects targeted at poverty alleviation**

The OUC implemented multiple measures to serve China's national poverty alleviation strategy and to improve the results of educational projects targeted at alleviating poverty. In 2019, educational projects targeting at alleviating poverty were lifted to new heights. Under the leadership of the OUC headquarters, the educational system further expanded poverty alleviation through education, consumption, and Party building, and total input reaching about RMB 110 million.

Educational assistance to Tibet and Xinjiang was sustained and a decisive victory was secured in helping to solve the problems faced by poverty stricken areas in the “three regions and three prefectures.” Multiple measures were taken to strengthen and improve the effect of targeted poverty alleviation in Qinglong and Weixian counties in Hubei. Together with eight provincial radio and TV universities (open universities), 16 national-level poverty-stricken counties were assisted via targeted poverty alleviation through education. The “Long March Belt” educational project targeted at alleviating poverty was advanced in 25 national-level poverty-stricken counties in an innovative way. A total of about RMB 22.78 million was invested throughout the year with 10,654 direct beneficiaries, and the number of primary-level cadres in the villages and the number of impoverished people filing for poverty alleviation that were benefitted increased by 66.2% and 57.8%, respectively. Characteristic assistance work and experience came into being with features such as the “four integrations” of

planning and needs, pull and “support,” the strength of the OUC headquarters and mobilisation of the system, and the free use of external forces and the stimulation of internal forces.

The OUC headquarters invested RMB 192,000 in Tongliao City and built 16 “OUC Taofen libraries.” The case study “Assisting Poverty Alleviation through National Reading: The OUC Library Assists the Construction of ‘OUC Taofen Libraries’ to Practice Targeted Poverty Alleviation” was honoured with the title of “Typical Case Study of the 2019 National Reading Activity.” The Liaoning Branch explored and formulated the “three leads and one enrichment” cultivation model<sup>8</sup> and achieved an increase in production, income, and efficiency in targeted assistance for poverty alleviation by bringing together 100 pillar enterprises and industries from 100 villages to establish a production-supply-marketing alliance. This cultivation model was named as one of nine models to help rural leaders to acquire wealth in the countryside by the Poverty Alleviation Office of the State Council. The Harbin Branch held trainings for the new type of professional farmers to assist with local agricultural economic development. The Ningxia Branch built a service team of science and technology poverty reduction experts based on local circumstances in order to make key technology breakthroughs in industries and to demonstrate and extend advanced applicable technologies. They offered one-on-one targeted service to support poverty reduction through science.

---

<sup>8</sup> The “three leads and one enrichment” means 100 students lead 100 people, 100 teachers lead 100 products, 100 skills lead 100 teams, and 100 enterprises enrich 100 villages.

### **(III) Send education “to factories and villages”**

The OUC took the initiative to assist with the development of enterprises and the construction of rural areas. It "sent knowledge into factories and villages" on the frontline so as to improve the knowledge and skills of primary-level workers and farmers. The Dalian Branch formulated and implemented the “Double Improvement Plan to Boost Education and Vocational Skills” for industrial workers, laid-off workers, migrant workers, and veterans. The Qingdao Branch built a course teaching team for Work Injury Prevention and visited around 70 state-owned enterprises, foreign enterprises, and private enterprises, including Qingdao Metro Group and Qingte Group, to give lectures on work injury insurance and accident prevention knowledge. The Zhejiang Branch intensified their assistance for the cultivation of local rural college students in Jinyun, Xianju Longyou, and Changshan by “sending science and technology to rural areas” to create a good environment for knowledge and entrepreneurship. The Tianjin Branch entered factories and villages to give trainings in skills and entrepreneurship to farmers and trainings in entrepreneurship and innovation to women by following the concept of “distinctive industry + educational training + entrepreneurship and innovation.”

### **(IV) Normalised international exchanges**

The OUC signed cooperation agreements with 25 partners, including countries (regions) along the route of the Belt and Road Initiative, sent 84 people in 15 delegations to complete overseas academic exchanges, international conferences, project development, specialised investigation, and key teacher training. The OUC headquarters received 96 people in 25 delegations.

The OUC participated in the Ministry of Education's "Chinese Vocational Education Going Global" pilot programme, compiled the Industrial Chinese series textbooks, and promoted the construction of the International Chinese Language Education major. While promoting the construction of the Learning Centre of the Open University of China in Zambia, the construction of OUC overseas learning centres in Kazakhstan, Papua New Guinea, Indonesia, and Malaysia was expanded. The scholar exchange mechanism was established. The OUC took an active part in the activities of international organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the International Council for Open and Distance Education (ICDE), and the Asian Association of Open Universities (AAOU). It successfully completed the advanced study and training of teachers in the OUC system in the US.

The Huaqiao College of the Chengdu Branch organised an international student exchange delegation of about 30 people from Erasmus University Rotterdam in the Netherlands to experience Tianfu Culture, and to experience the profundity of Chinese culture. The Guangdong Branch selected and sent teachers to go to Germany for further study, helped the German Party to learn about the distance education market in China, and promoted the development of four international distance education courses in cooperation with Private Fachhochschule Göttingen (Private University of Applied Sciences) in Germany.

## **VII. Existing problems and future efforts**

### **(I) Existing problems**

**1. Institutional mechanism should be further straightened out.** Slow progress was made in the construction of the OUC system and the recognition of its legality. China's connotation and positioning of the OUC as a new style university had not previously been made clear. The transformation and development of the former radio and TV university system lacked the substantial support and guarantee of the national policies. As of the end of 2019, the OUC educational system was mainly based on the former radio and TV university educational system, and the industrial schools and experimental schools were only supplementary. Provincial and primary-level radio and TV universities generally obtained weak support from the various levels of local governments.

**2. Development structure should be further optimised.** Although substantial progress had been made in many aspects of the OUC, there were still problems, such as the one-sided (unbalanced) importance of degree education, the limited scale of social training and education for older adults, the unclear path and unbalanced development compared with first-class universities in China and abroad compared with the strategy of "building an educational system serving lifelong learning for all" and compared with the requirements of building a learning society. There were insufficient national projects and policies to support and drive the sustained development of open universities in the field of continuing education, and the OUC lacked the support of national projects with the same great benefit as those to fuel the



“double first-class” of regular institutions of higher education and the "double high" programmes of higher vocational schools.

**3. The quality needed to be further improved.** The effects of the construction of teaching, management, and majors were not clear enough. Based on the inertia of previous degree education compensation practices, many regular education practices were referred to while measures learned from modern vocational education were insufficient in the process of cultivating practical and professional talents. The OUC failed to show demonstrate the characteristics of its own open education, and the practical, applicable, and professional talent training standards and system had not been formulated to suit learners’ individualised learning needs and the improvement of their occupational skills. The low number of key projects, the shortage of quality resources, and the low brand effect were all problems for non-degree education. After the outbreak of COVID-19, various kinds of educational institutions, including the social forces of online educational institutions, raced to develop online education. This disordered competition created new challenges for the reform and development of open universities.

## **(II) Future efforts**

**1. Take a firm development path.** The functions and positions of open universities in national and local continuing education will be cleared up. Further efforts will be made to get the support of national policies, to develop top-level design, to improve the internal operation mechanism of the system, to construct “one route, one network, and one platform,” to develop smart university, and to achieve the sustainable development of a new type of university.

**2. Coordinate connotation development.** Joint efforts will be made to promote the development of the “1233” project and to boost the realisation of the “three-step” development goal put forward at the OUC’s Party congress. In line with the standards and requirements of the new type of university, the construction of disciplines and majors, as well as the operation level, will be improved, high level teacher teams will be trained, and social training and education for older adults will be energetically promoted to balance the development of the “troika.” Efforts will be stepped up to obtain the authorisation to offer independent postgraduate education and to help the OUC build a domestic reputation and international position that meets the standards of high-level international open universities.

**3. Improve governance capacity and level.** Practical and professional talent standards will be formulated based on the national strategy, industrial development, lifelong education, and the needs of learners in order to energetically improve the professional capacity of online teaching teams and the teachers’ teaching capacity with information technology, to significantly improve the research capacity and level, and to improve the internet-based capacity for learner support and quality management level.

## **Appendix:**

### **Analysis of OUC 2019 Quality Factors**

#### **Explanation**

In order to give full play to the quality factor data, five consistent and representative teaching quality factors were analysed in the quality report, including ratio per 10,000 people, proportion of students pursuing undergraduate programmes based on junior college degrees, actual examination attendance rate (undergraduate and junior college), proportion of students exceeding the maximum length of schooling (undergraduate and junior college), and degree acquisition rate. Forty-five branches were used as units to calculate and compare the mean values of each factor in the administrative region. At the same time, the factor data from all branches over the past five years (from 2015-2019) was compared and the average mean value of their regions was obtained. The branch data was sequenced into North (Beijing Branch, Tianjin Branch, Hebei Branch, Shanxi Branch, and Inner Mongolia Branch), Northeast (Liaoning Branch, Shenyang Branch, Dalian Branch, Jilin Branch, Changchun Branch, Heilongjiang Branch, and Harbin Branch), East (Shanghai Branch, Jiangsu Branch, Nanjing Branch, Zhejiang Branch, Ningbo Branch, Anhui Branch, Fujian Branch, Xiamen Branch, Jiangxi Branch, Shandong Branch, and Qingdao Branch), Central (Henan Branch, Hubei Branch, Wuhan Branch, and Hunan Branch), South (Guangdong Branch, Guangzhou Branch, Shenzhen Branch, Guangxi Branch, and Hainan Branch), Southwest (Sichuan Branch, Chengdu Branch , Chongqing Branch, Guizhou Branch, Yunnan Branch, and Tibet Branch), and

Northwest (Shaanxi Branch, Xi'an Branch, Gansu Branch, Qinghai Branch, Ningxia Branch, Xinjiang Branch, and Xinjiang Corps).

Ratio per 10,000 people

Factor	Definition	Data time line	Statistical scope
Ratio per 10,000 people	The proportion of students enrolled and registered in this semester among the permanent resident population (10,000) that can be enrolled	Statistical data for the spring semester and autumn semester	Statistics by branch and by semester

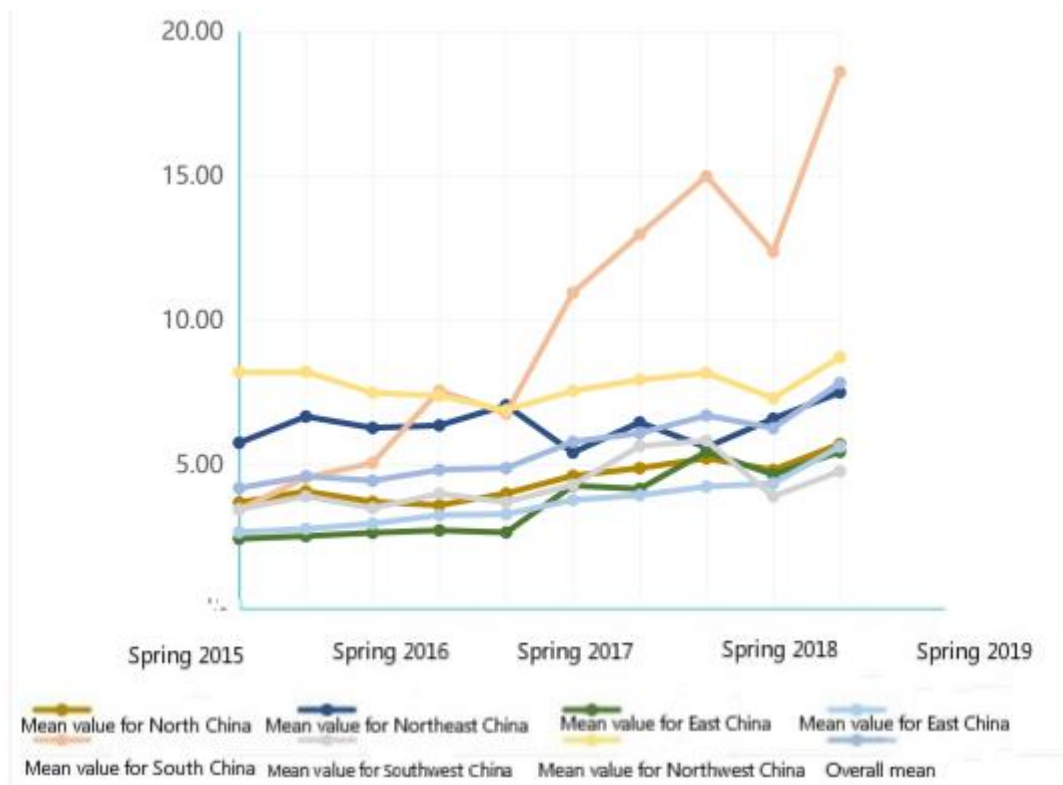


Figure Ratio per 10,000 people (mean value of each region)

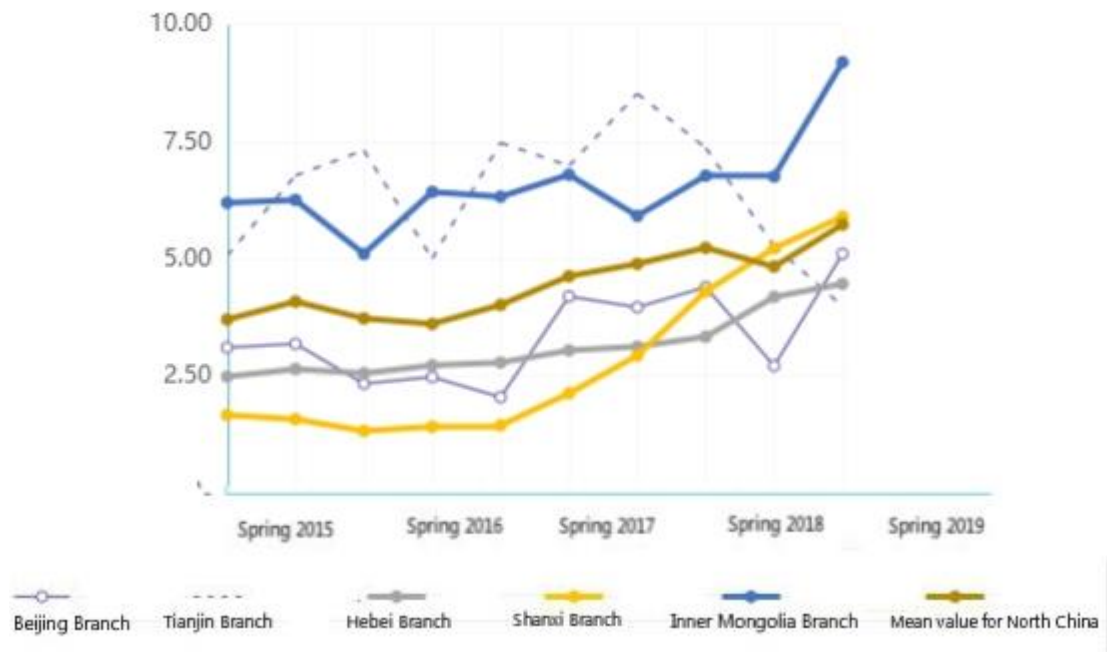


Figure Ratio per 10,000 people (Data from each branch in North China and the mean value for the region)

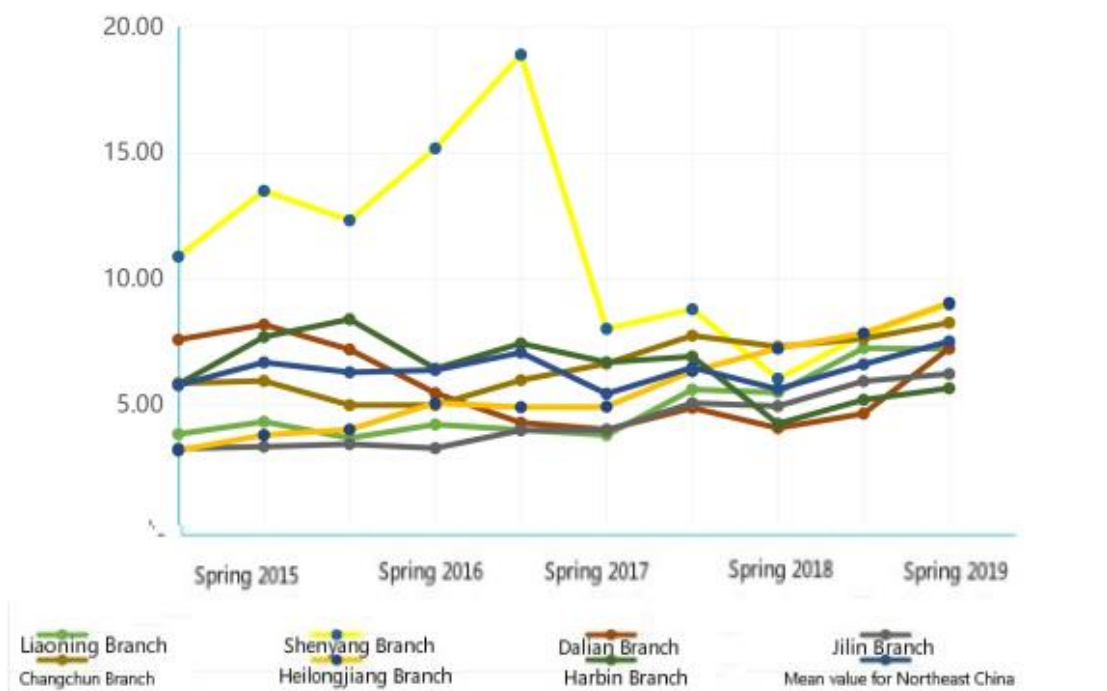


Figure Ratio per 10,000 people (Data from each branch in Northeast China and mean value for the region)

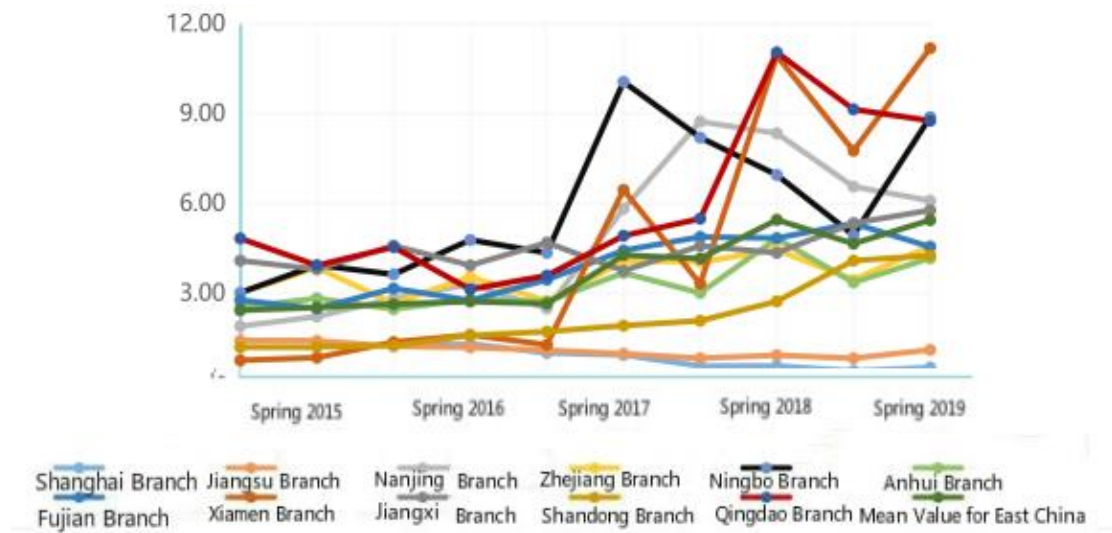


Figure Ratio per 10,000 people (Data from each branch in East China and the mean value for the region)

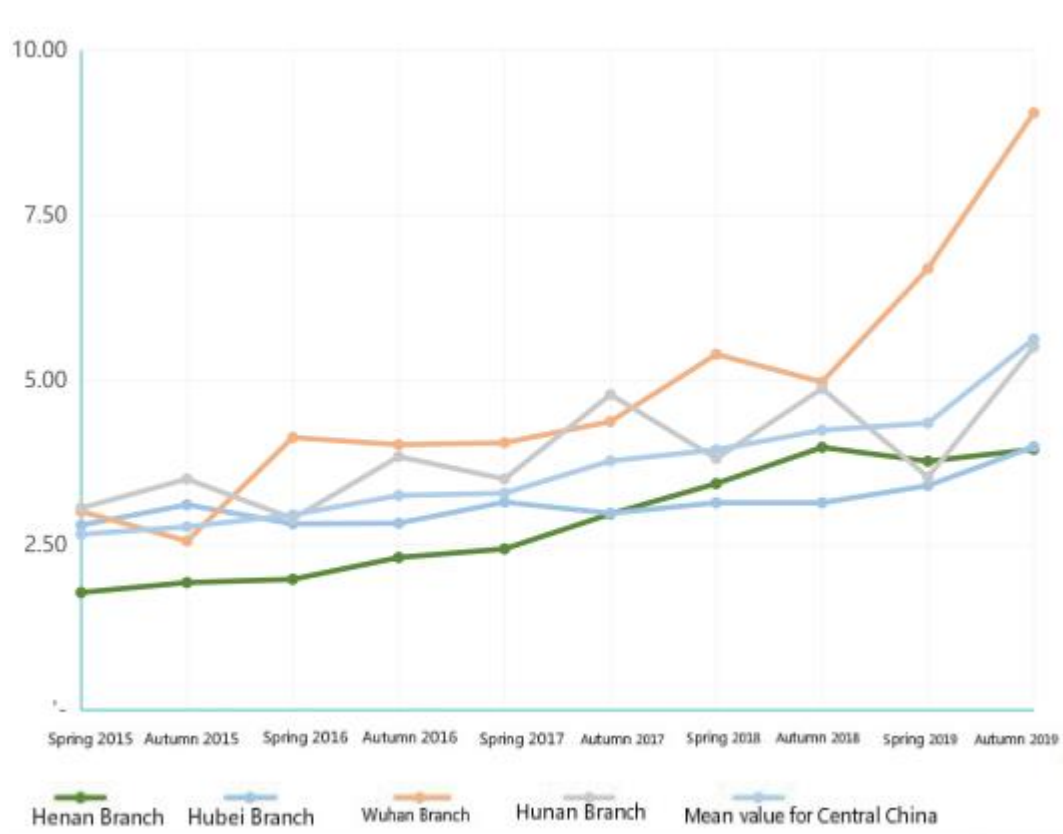


Figure Ratio per 10,000 people (Data from each branch in Central China and the mean value for the region )

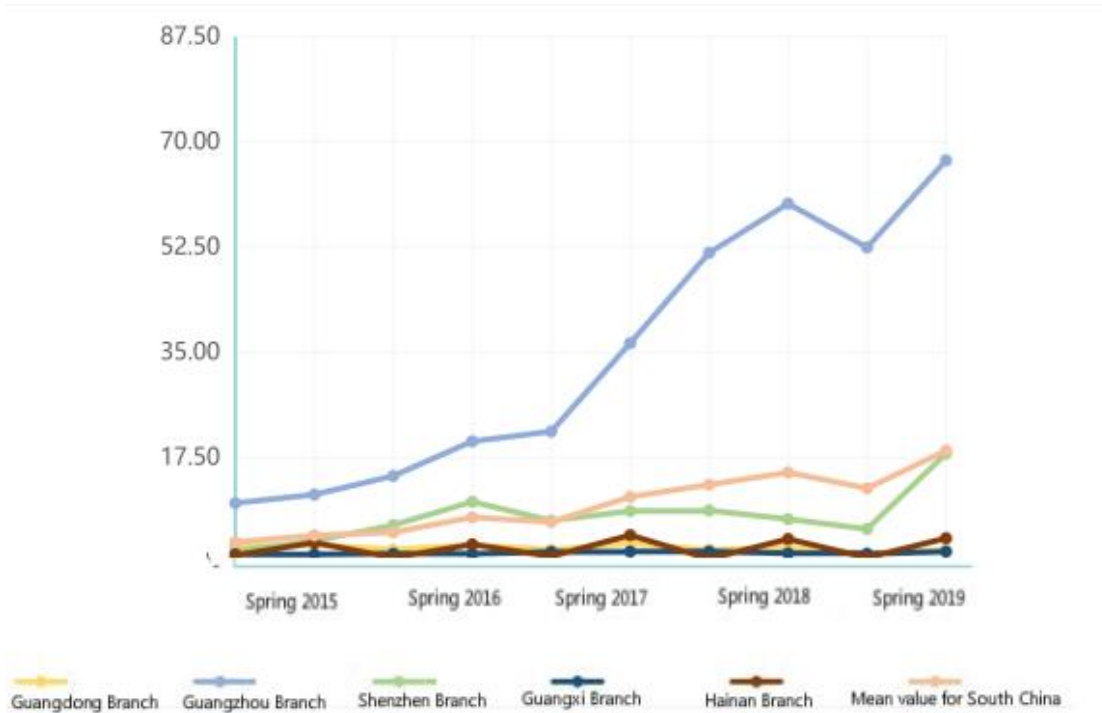


Figure Ratio per 10,000 People (Data from each branch in South China and the mean value for the region)

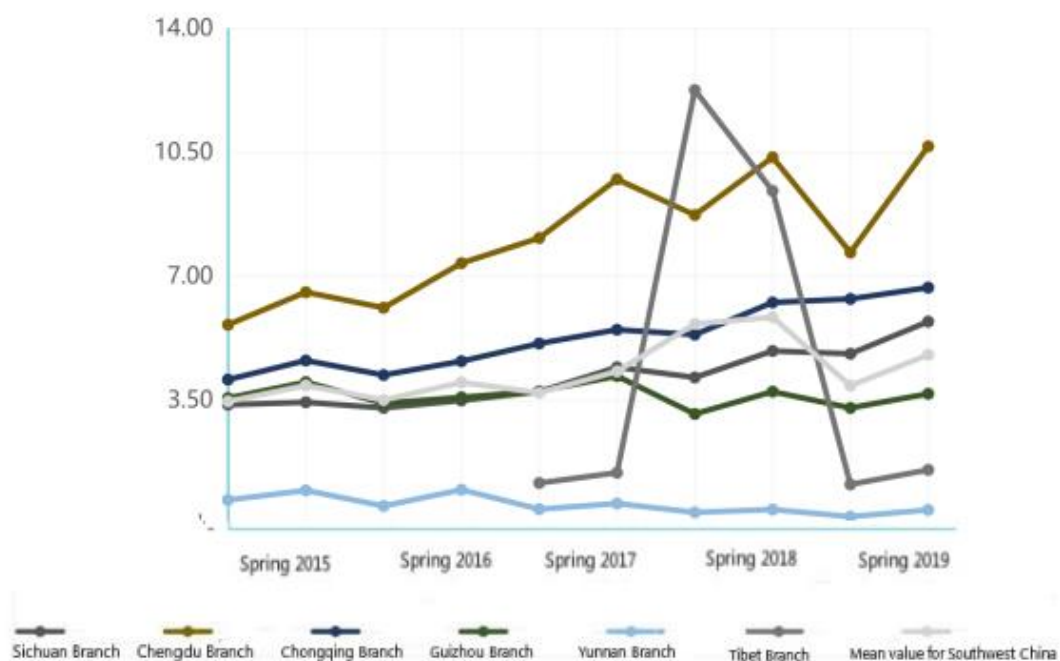


Figure Ratio per 10,000 people (Data of each branch in Southwest China and the mean value for the region)

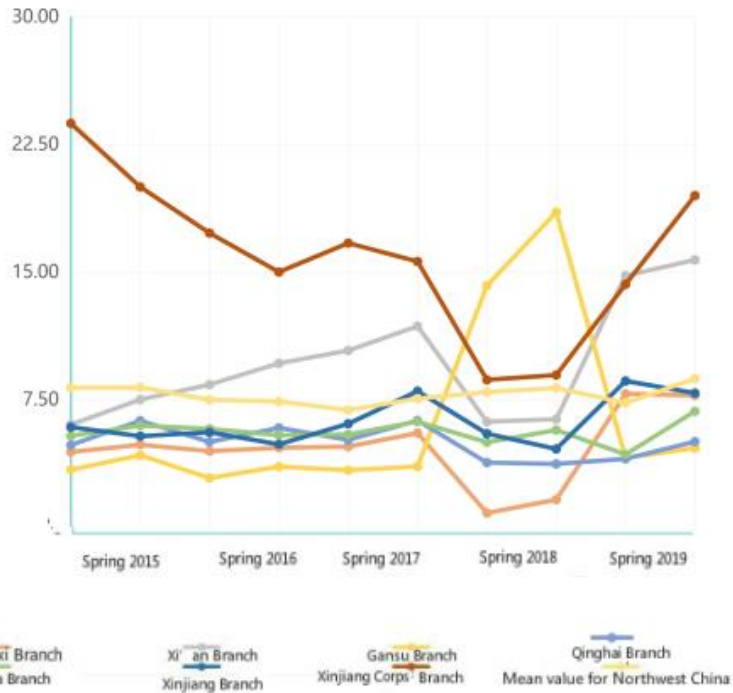


Figure Ratio per 10,000 people (Data from each branch in Northwest China and the mean value for the region )



**Proportion of students pursuing undergraduate programmes based on junior college degrees**

Factor	Definition	Data time line	Statistical scope
Proportion of students pursuing undergraduate programmes based on junior college degrees	Proportion of those applying to study in the OUC's junior-college-to-undergraduate programme in this semester among total junior college graduates	Statistical data for the spring semester and autumn semester	Statistics by branch (school) and by semester

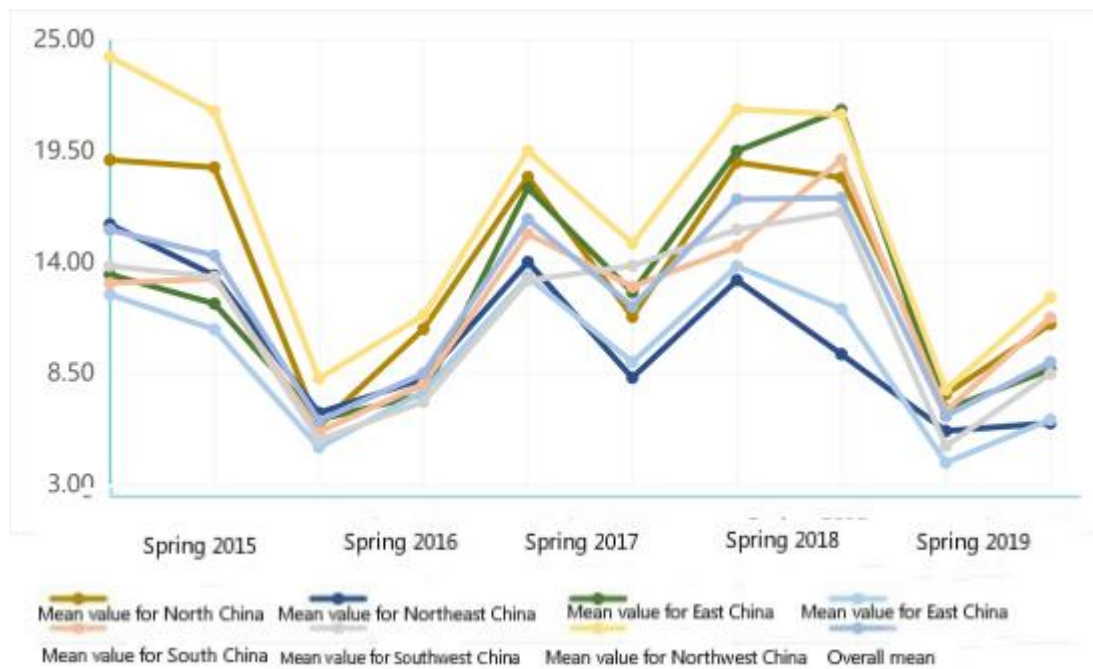


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (mean value for each region)

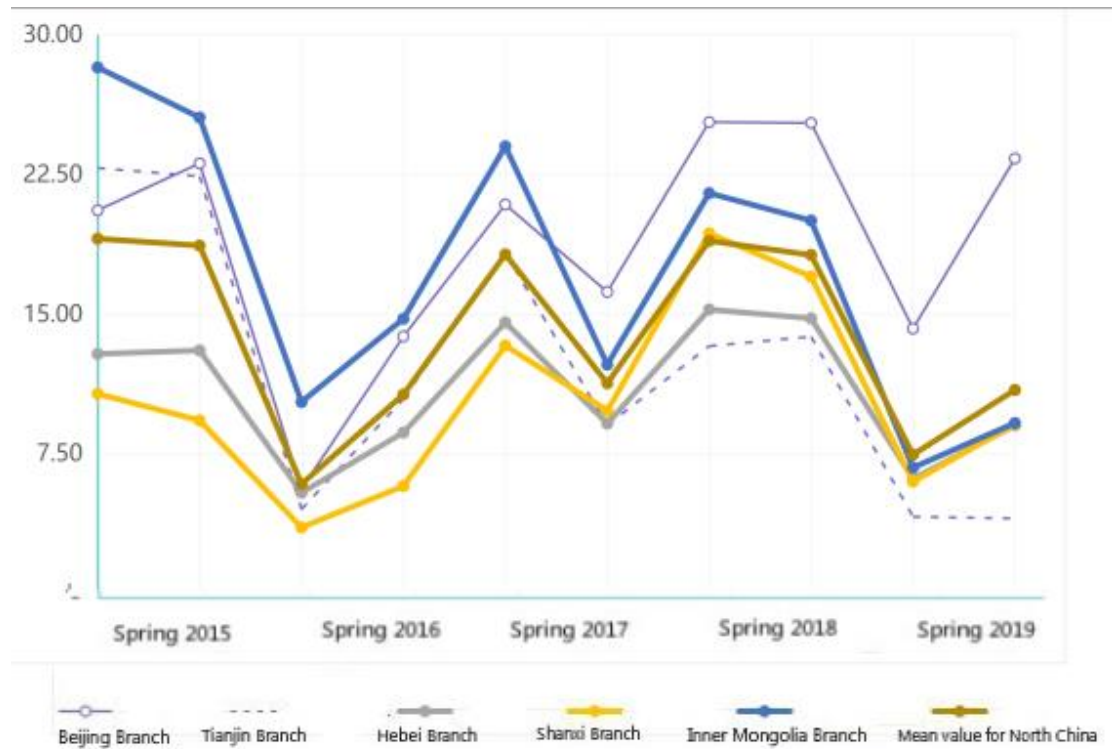


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (Data from each branch in North China and the mean value for the region)

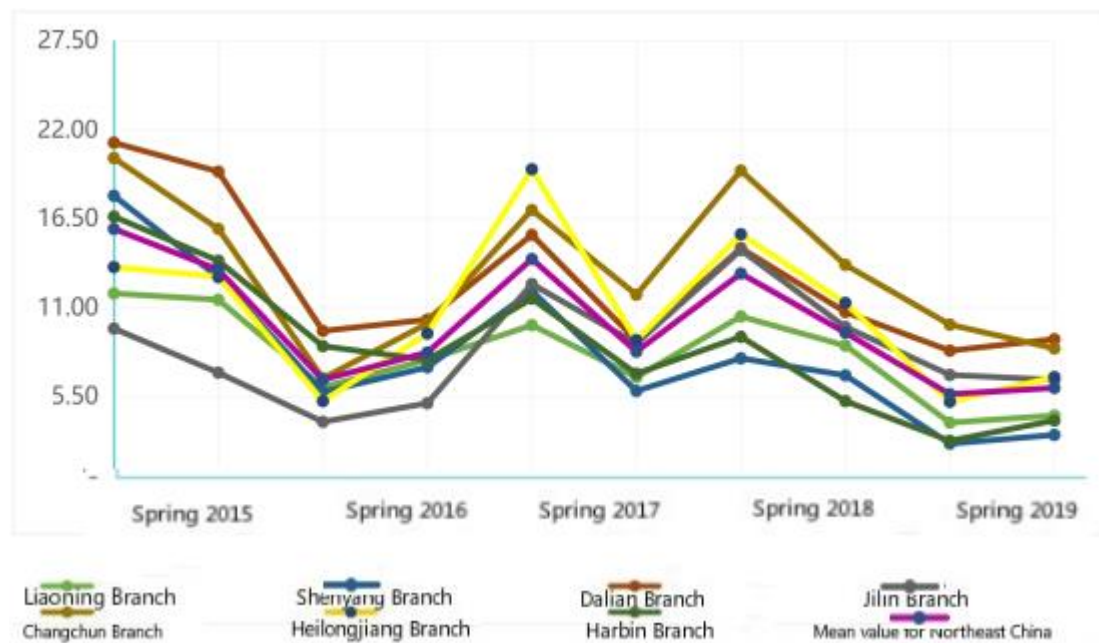


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (Data from each branch in Northeast and the mean value for the region)

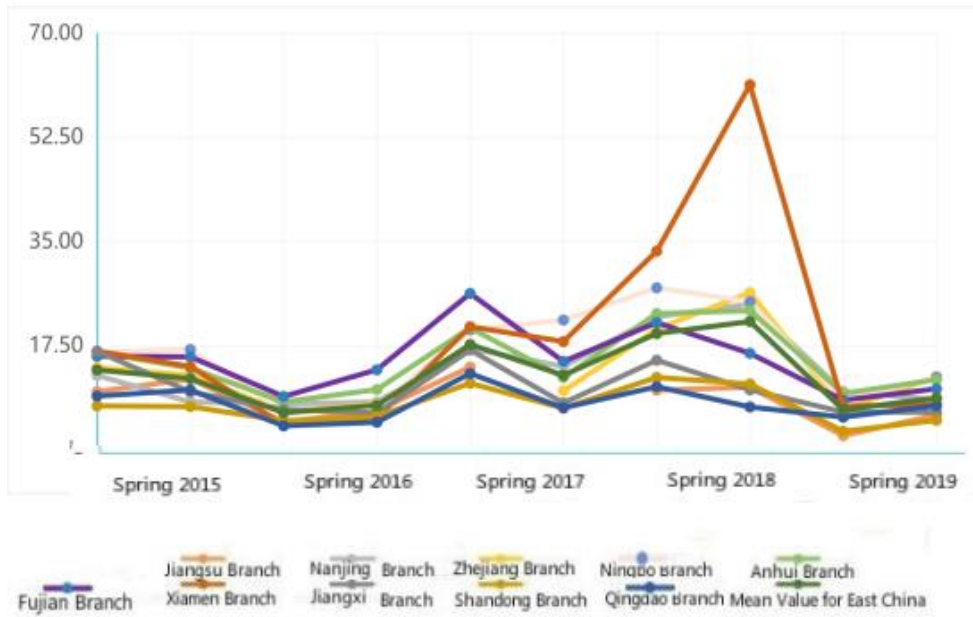


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (Data from each branch in East China and the mean value for the region)

Note: The Shanghai Branch's data has not been continuously releases and was not included in these figures

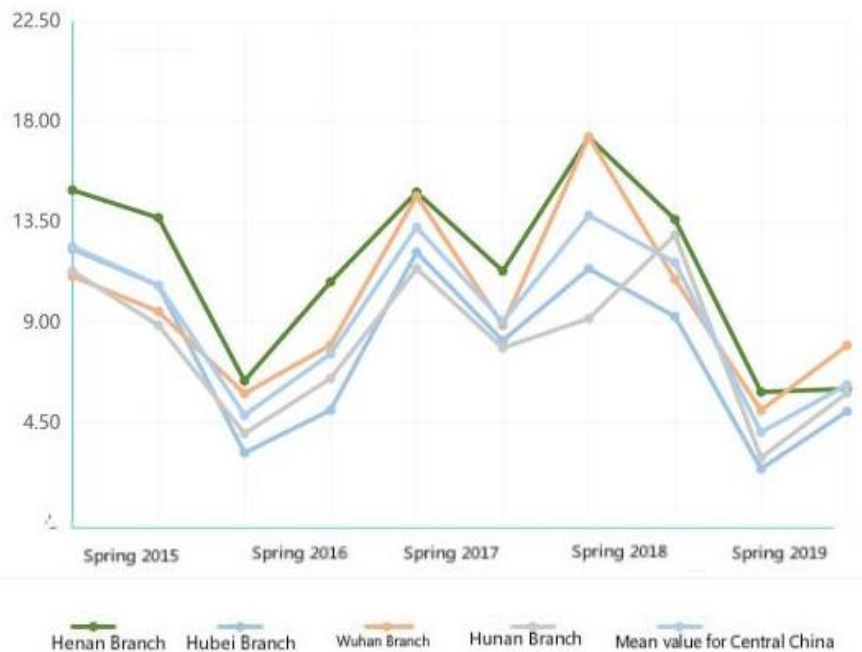


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (Data from each branch in Central China and the mean value of the region )

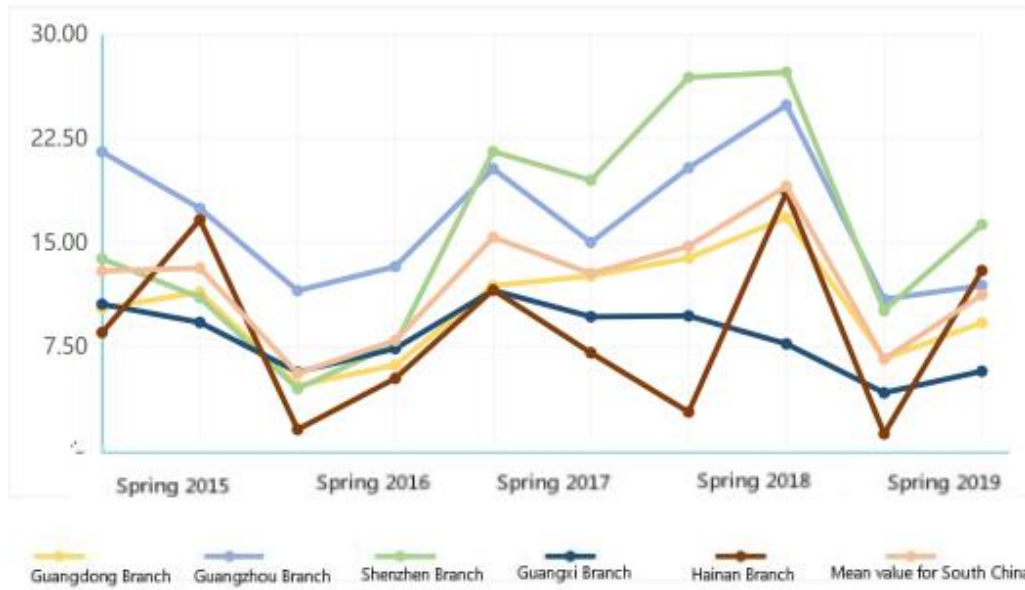


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (Data from each branch in South China and the mean value for the region )

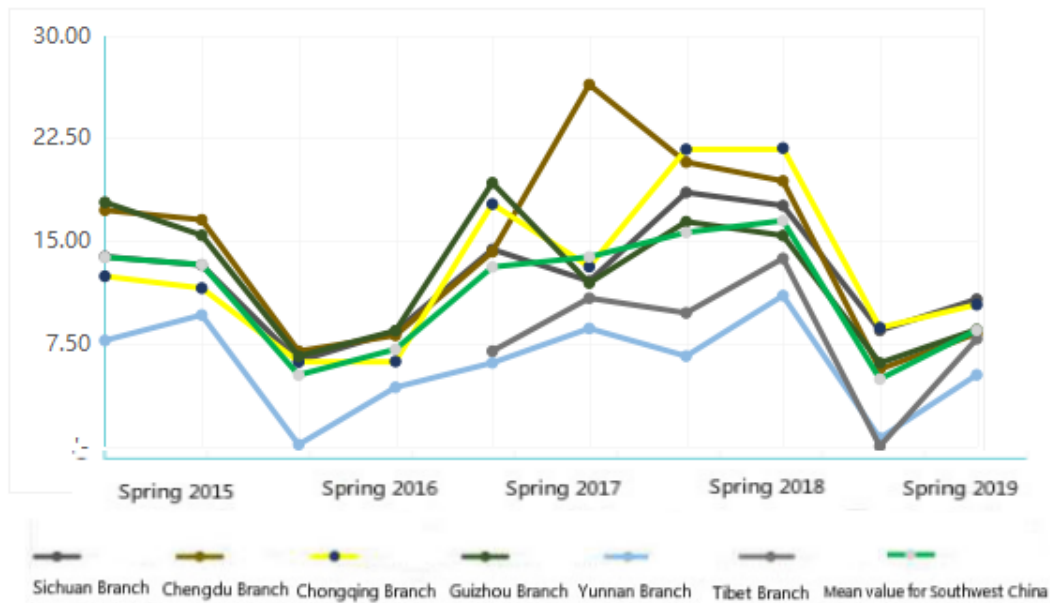


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (Data of each branch in Southwest China and the mean value for the region )

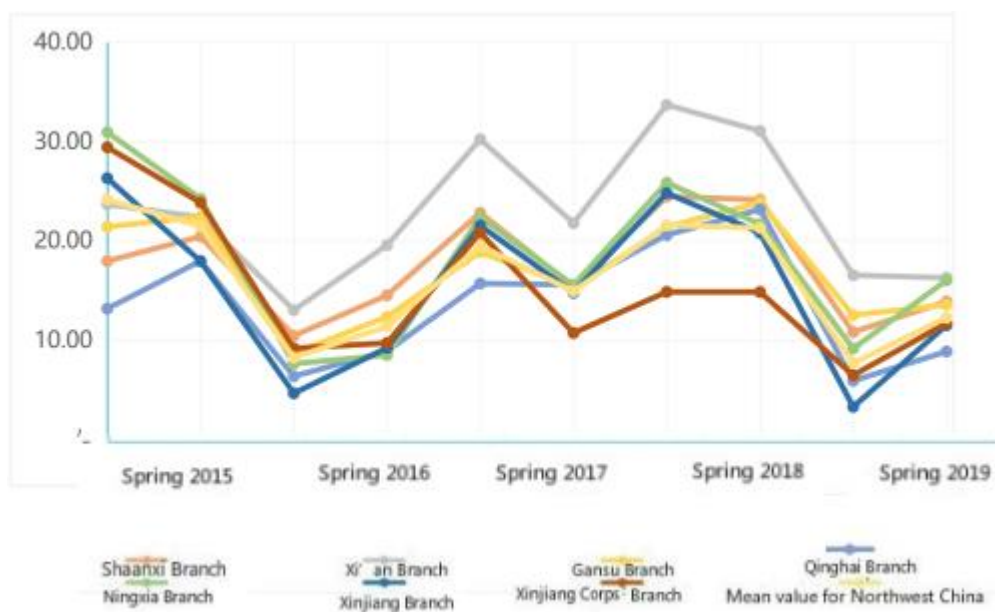


Figure Proportion of students pursuing undergraduate programmes based on junior college degrees (Data from each branch in Northwest China and the mean value for the region )

### Actual examination attendance rate (undergraduate)

Factor	Definition	Data time line	Statistical scope
Actual examination attendance rate	The proportion of the total number of actual examination attendees of all unified courses out of those who applied to attend the examinations of all unified courses in this semester	Statistical data for the spring semester and autumn semester	Statistics in accordance with the cultivation level by branch (school) and by semester

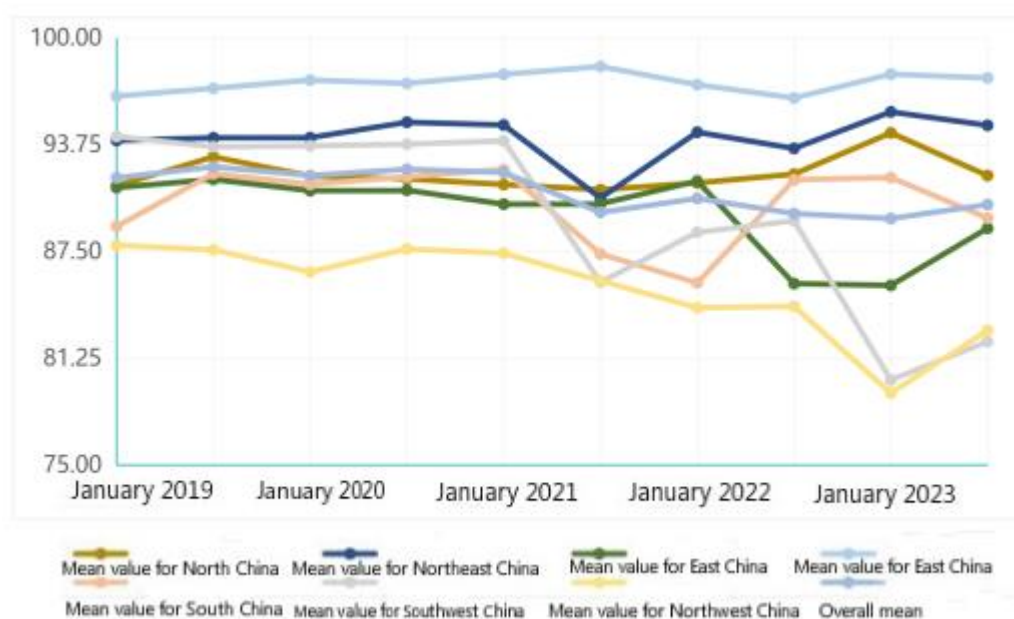


Figure Actual examination attendance rate (undergraduate) (Mean value for each region)



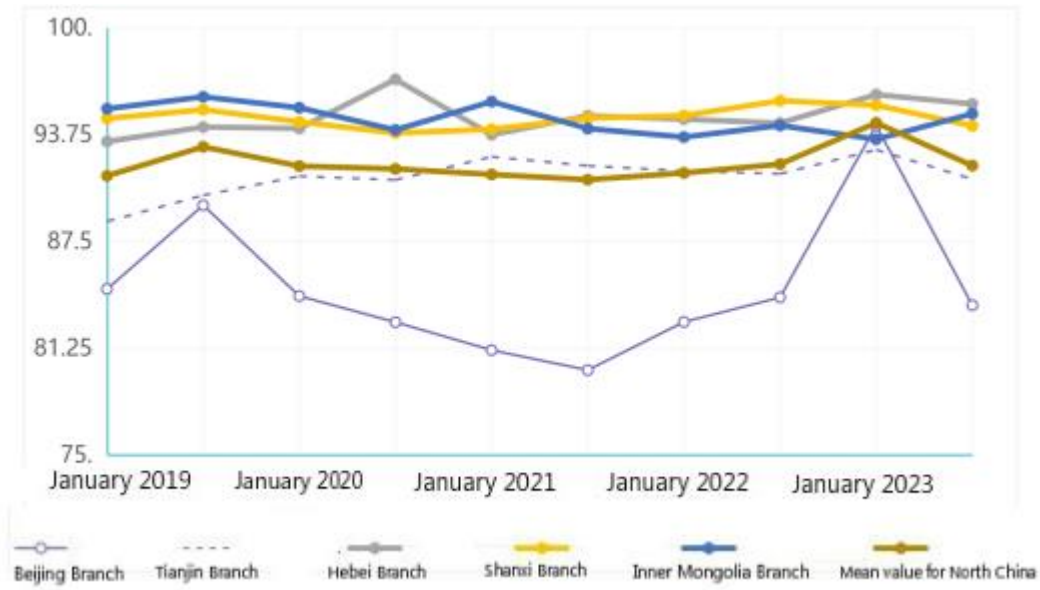


Figure Actual examination attendance rate (undergraduate) (Data from each branch in North China and the mean value of the region)

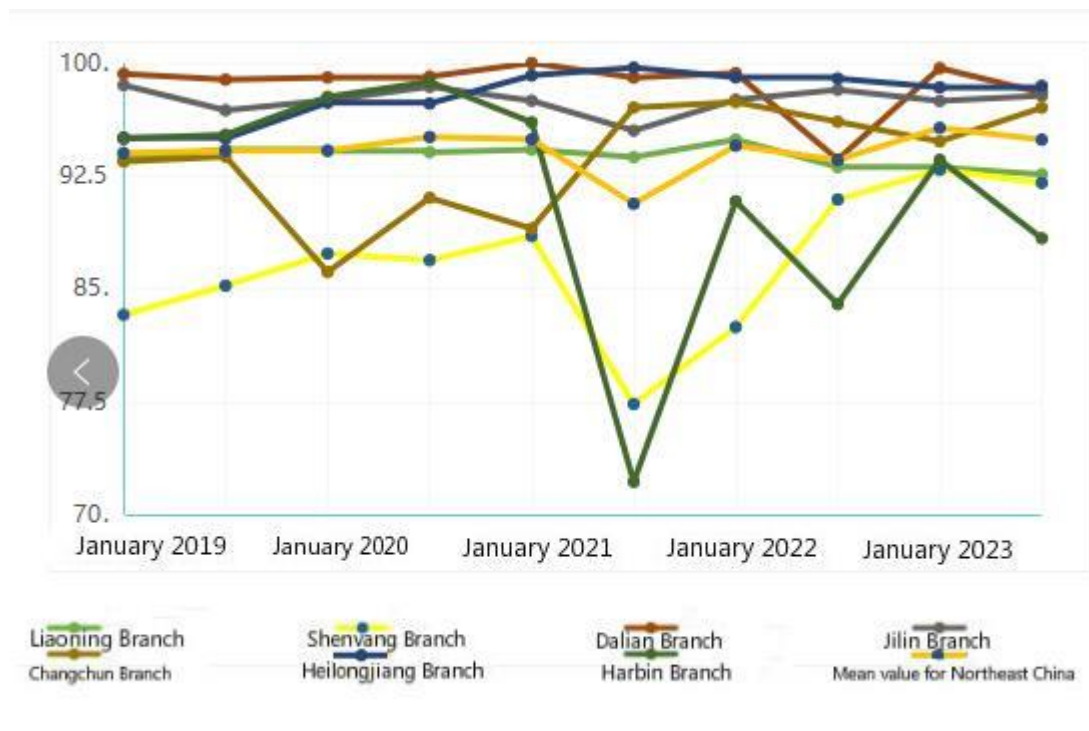


Figure Actual examination attendance rate (undergraduate) (Data from each Branch in Northeast China and the mean value for the region)

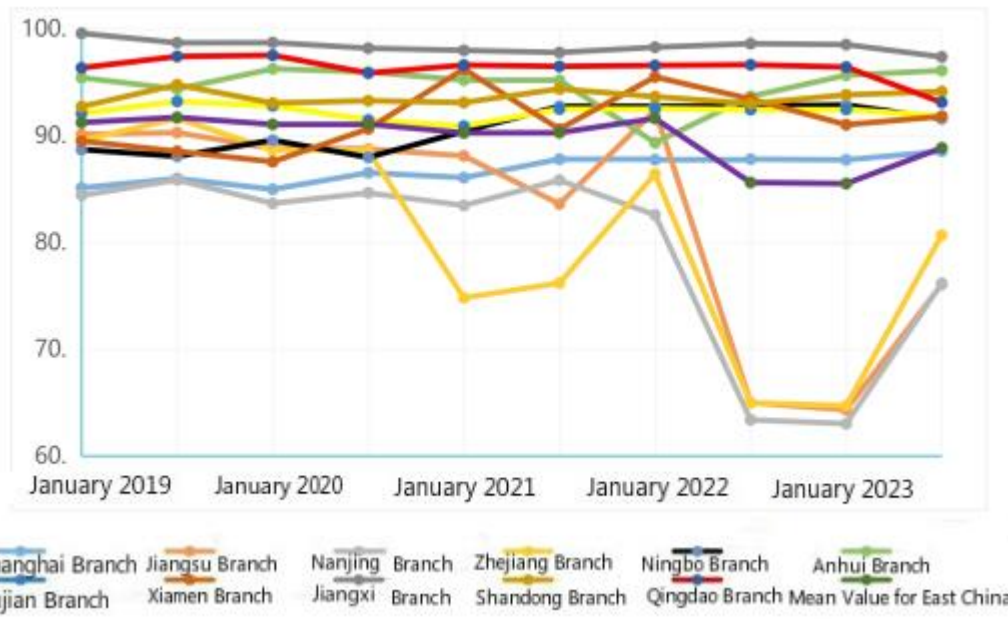


Figure Actual examination attendance rate (undergraduate) (Data from each branch in East China and the mean value for the region)

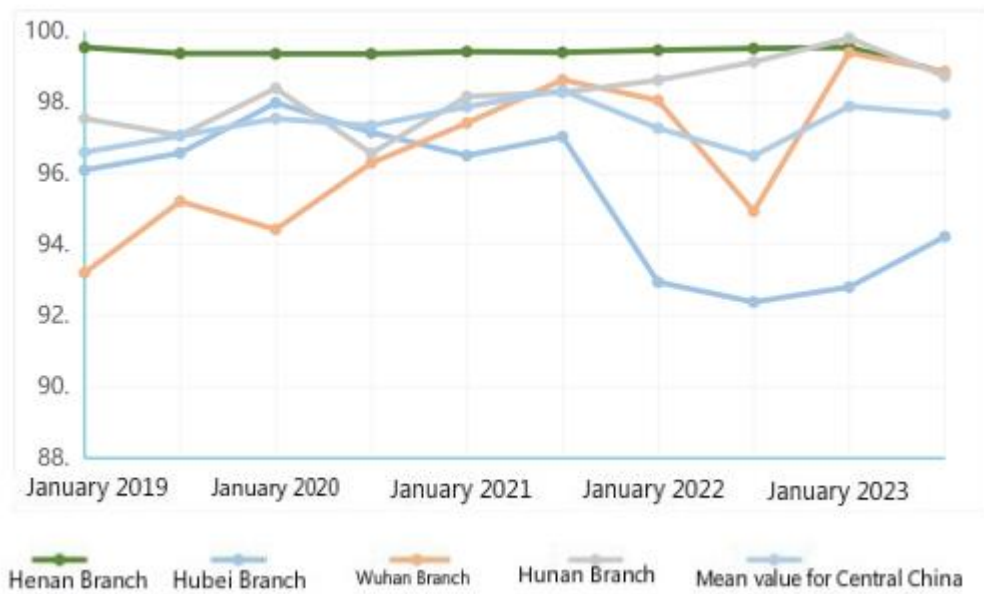


Figure Actual examination attendance rate (undergraduate) (Data from each branch in Central China and the mean value for the region)



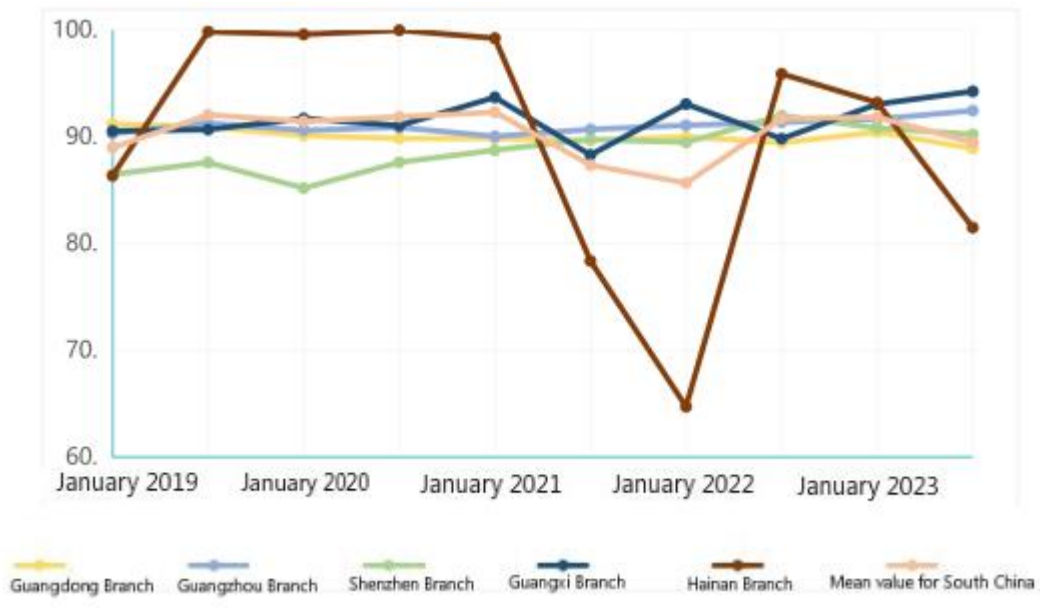


Figure Actual examination attendance rate (undergraduate) (Data from each branch in South China and the mean value for the region )

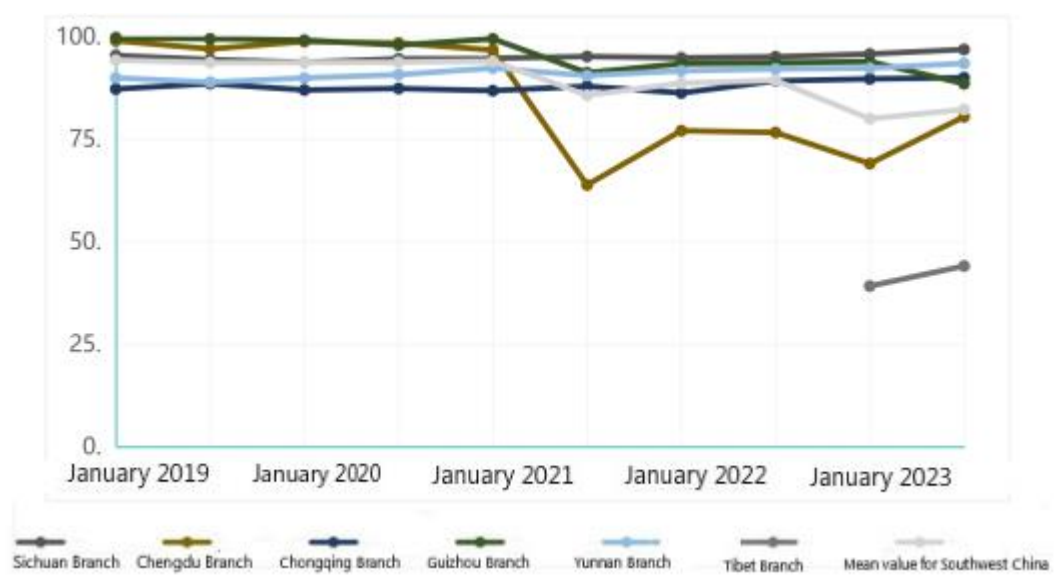


Figure Actual examination attendance rate (undergraduate) (Data from each branch in Southwest China and the mean value for the region)

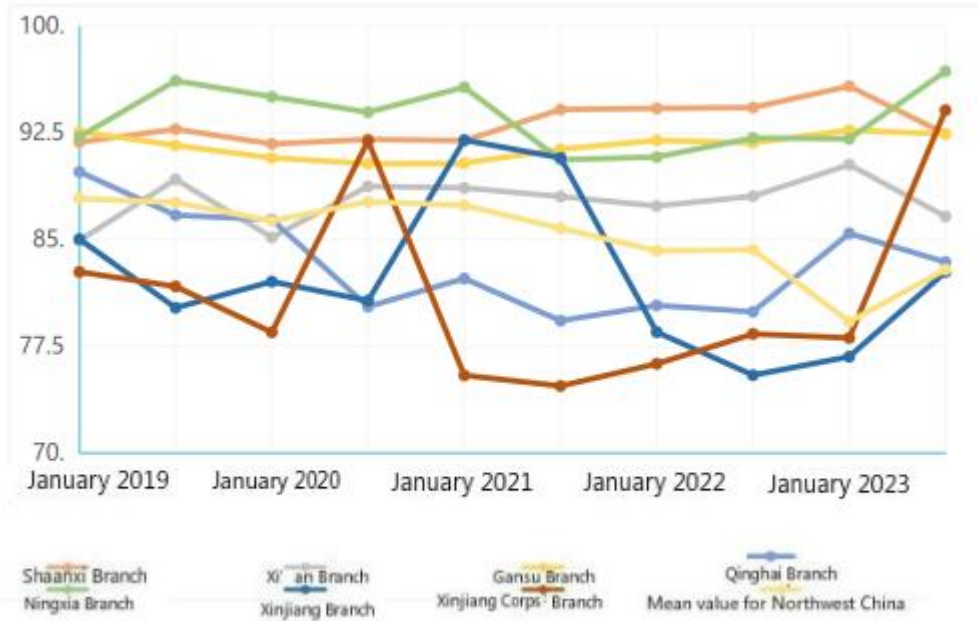


Figure Actual examination attendance rate (undergraduate) (Data from each branch in Northwest China and the mean value for the region)

### Actual examination attendance rate (junior college)

Factor	Definition	Data time line	Statistical scope
Actual examination attendance rate	The total number of actual examination attendees of all unified courses out of those who applied to attend the examinations of all unified courses in this semester	Statistical data for the spring semester and autumn semester	Statistics in accordance with the cultivation level by branch (school) and by semester

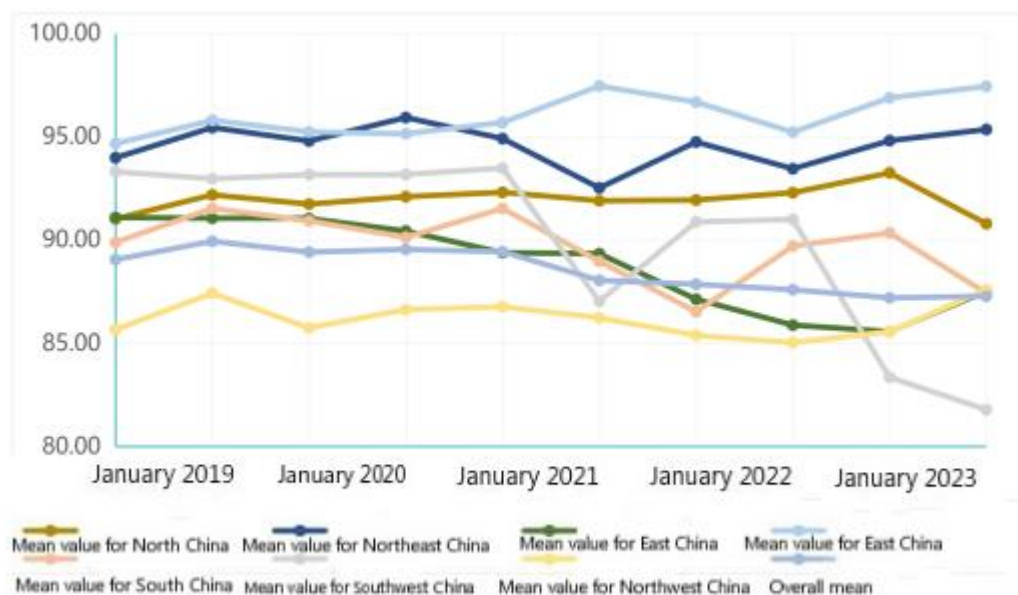


Figure Actual examination attendance rate (junior college) (Mean value for each region)

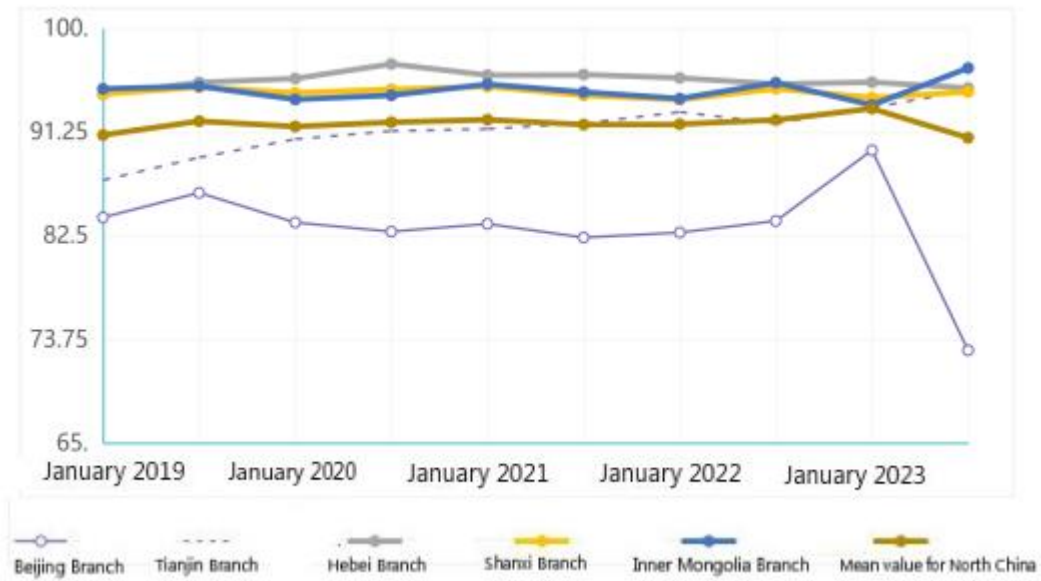


Figure Actual examination attendance rate (junior college) (Data from each branch in North China and the mean value for the region)

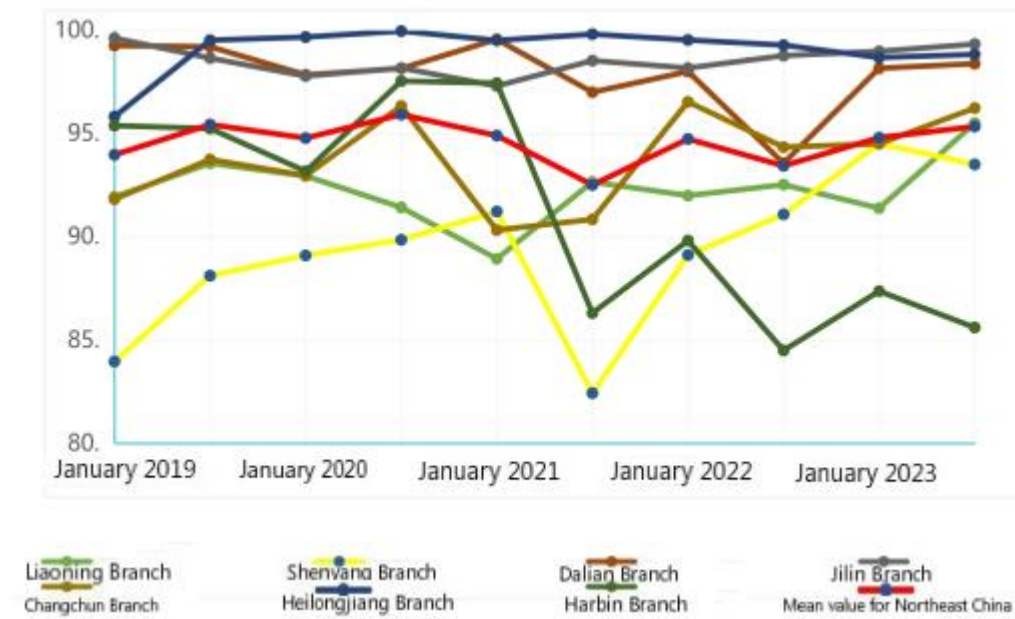
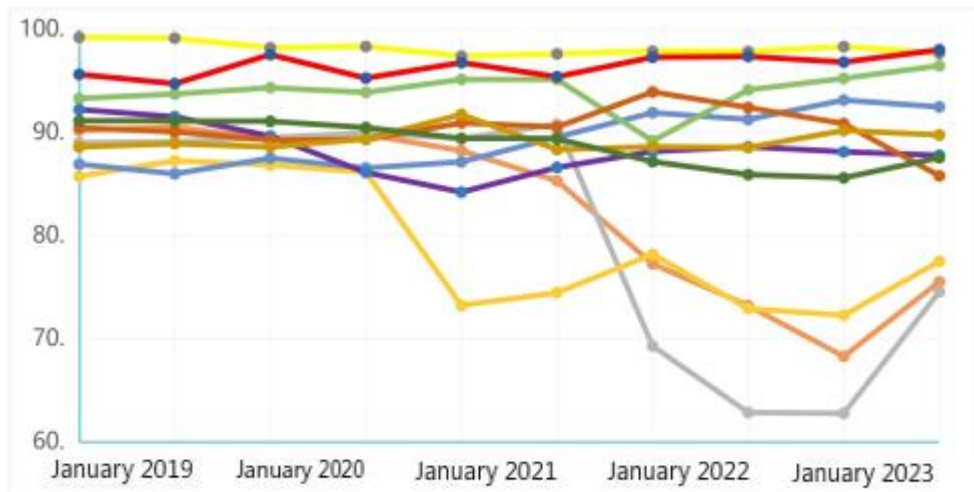


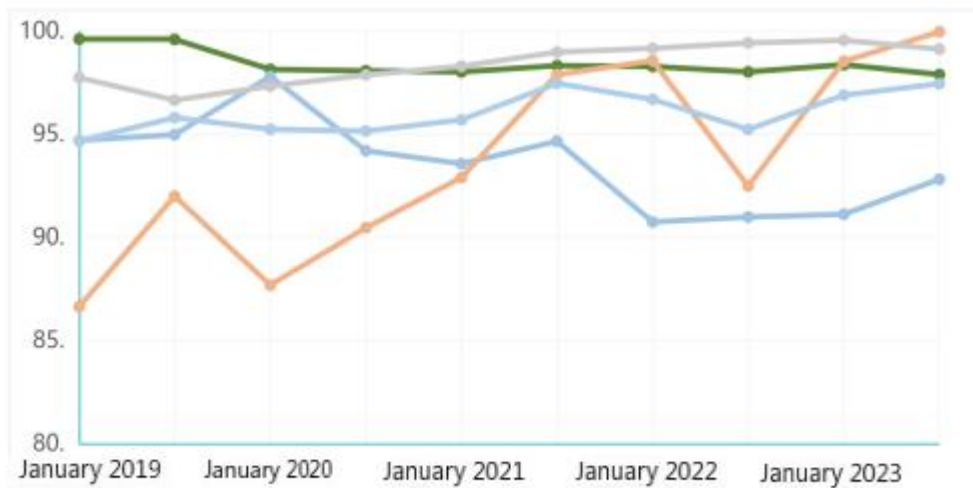
Figure Actual examination attendance rate (junior college) (Data from each branch in Northeast China and the mean value for the region)



Shanghai Branch Jiangsu Branch Nanjing Branch Zhejiang Branch Ningbo Branch Anhui Branch  
 Fujian Branch Xiamen Branch Jiangxi Branch Shandong Branch Qingdao Branch Mean Value for East China

Figure Actual examination attendance rate (junior college) (Data from each branch in East China and the mean value for the region )

Note: The Shanghai Branch’s data has not been continuously released and was not included in these figures.



Henan Branch Hubei Branch Wuhan Branch Hunan Branch Mean value for Central China

Figure Actual examination attendance rate (junior college) (Data from each branch in Central China and the mean value for the region)

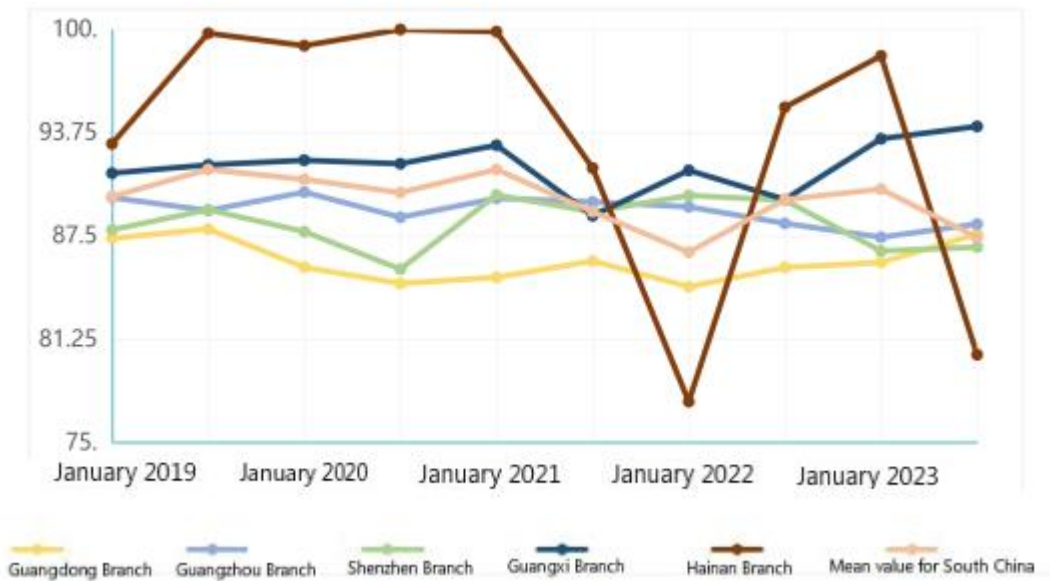


Figure Actual examination attendance rate (junior college) (Data from each branch in South China and the mean value for the region )

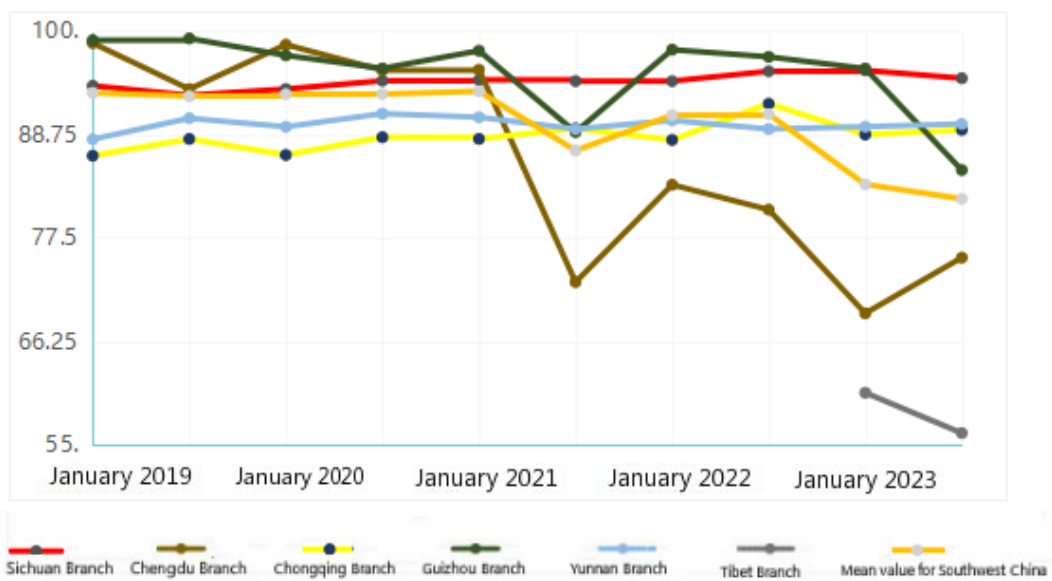


Figure Actual examination attendance rate (junior college) (Data from each branch in Southwest and the mean value for the region )

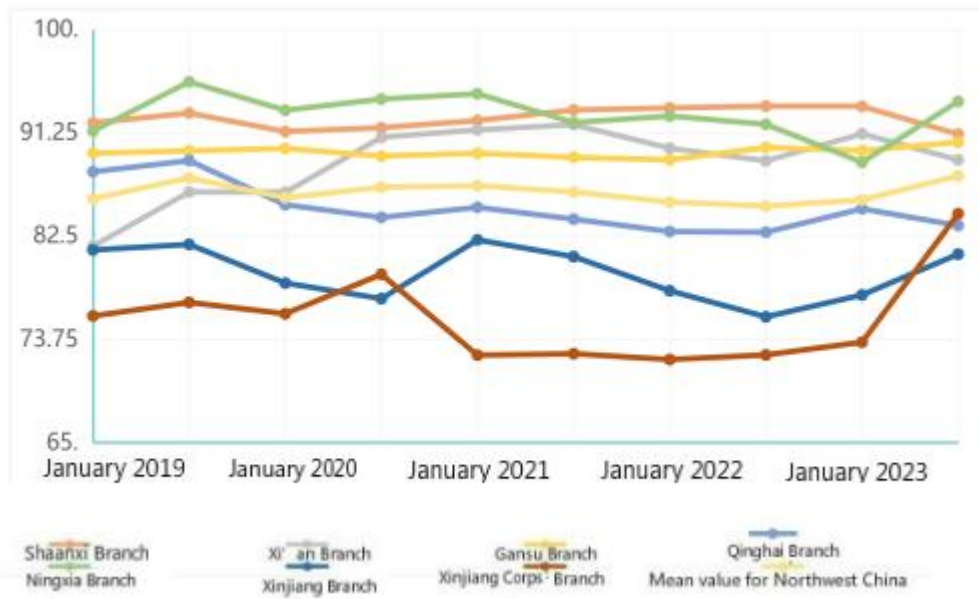


Figure Actual examination attendance rate (junior college) (Data from each branch in Northwest China and the mean value for the region)



**Proportion of students exceeding the maximum length of schooling  
(undergraduate)**

Factor	Definition	Data time line	Statistical scope
Proportion of students exceeding the maximum length of schooling	The total number of students who didn't graduate upon expiration of their schooling in this semester out of the total enrolment of the same semester and same year	Statistical data for the spring semester and autumn semester	Statistics in accordance with the cultivation level by branch (school) and by semester

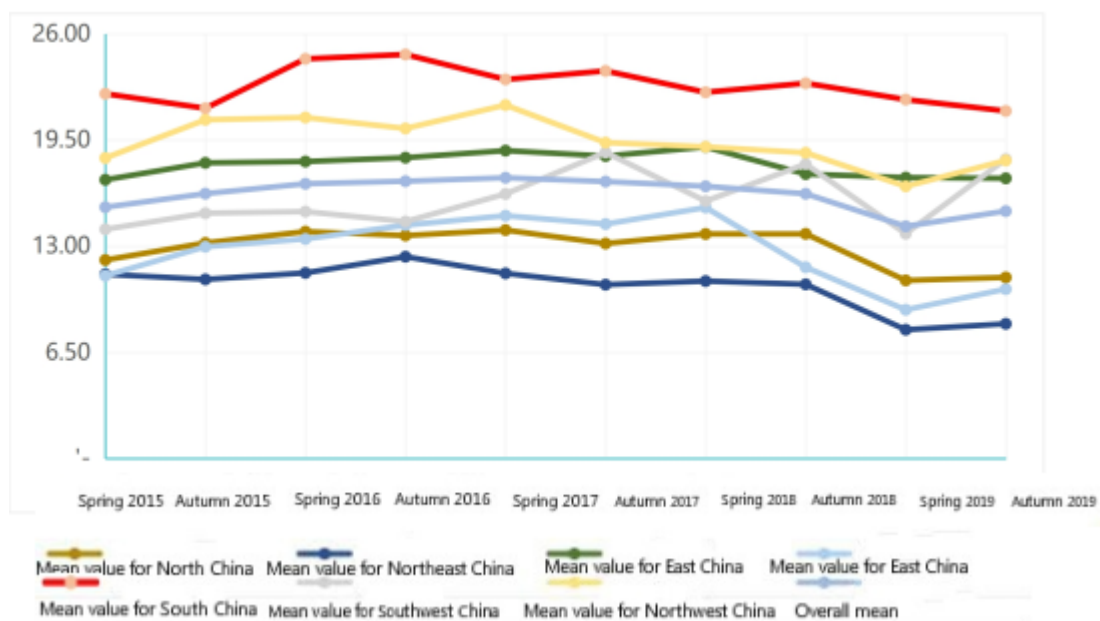


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Mean value for each region)



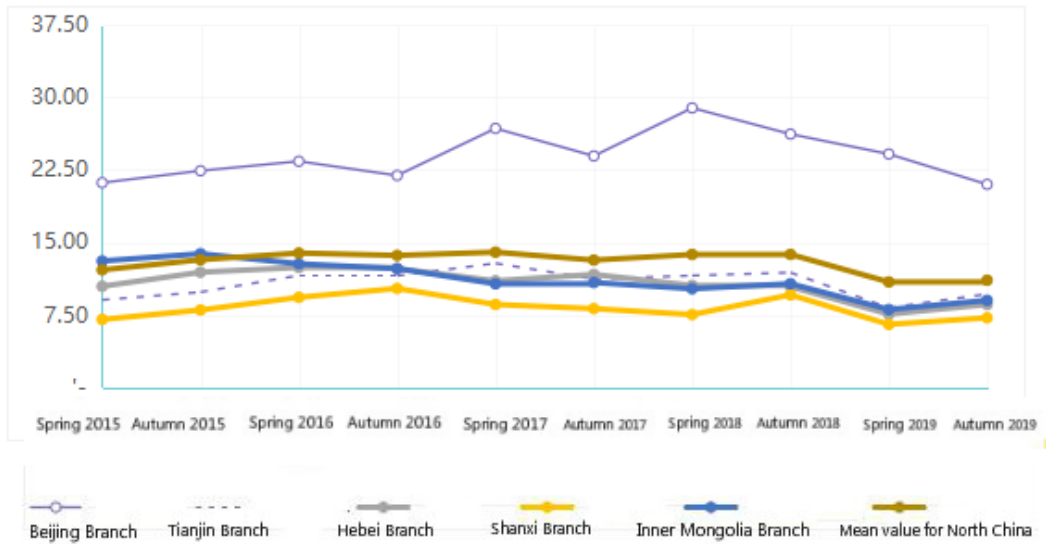


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Data from each branch in North China and the mean value for the region)

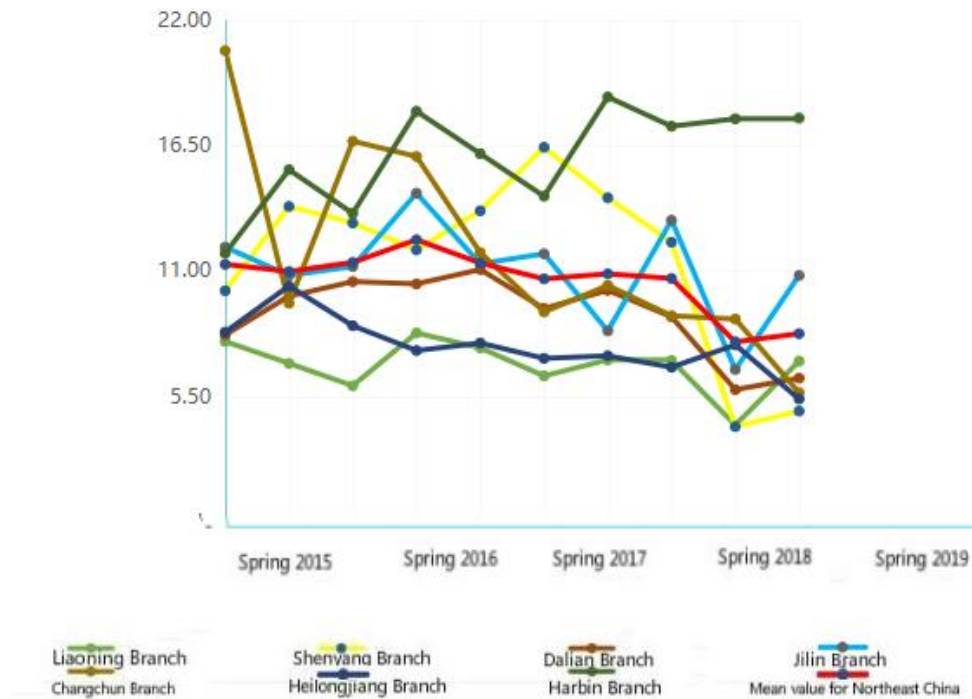


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Data from each branch in Northeast China and the mean value for the region)

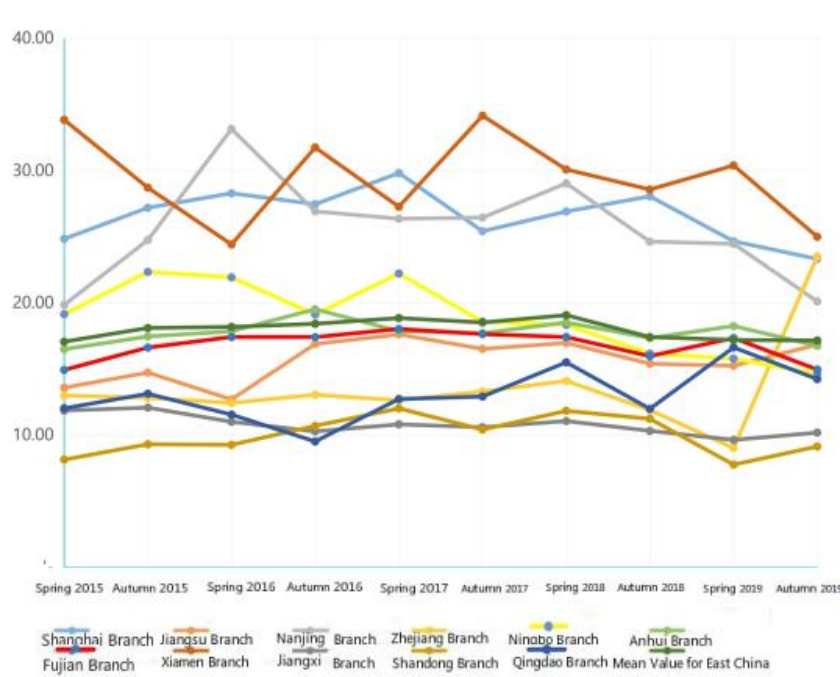


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Data from each branch in East China and the mean value for the region)

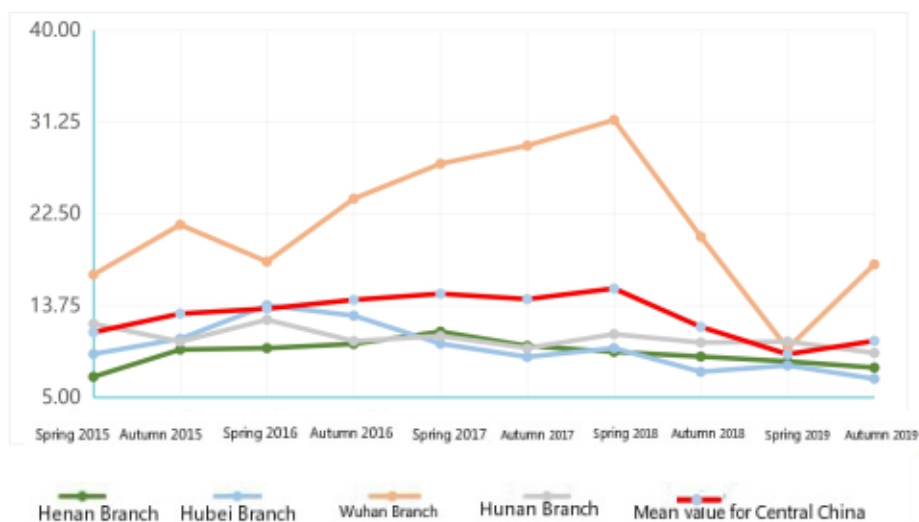


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Data from each branch in Central China and the mean value for the region)

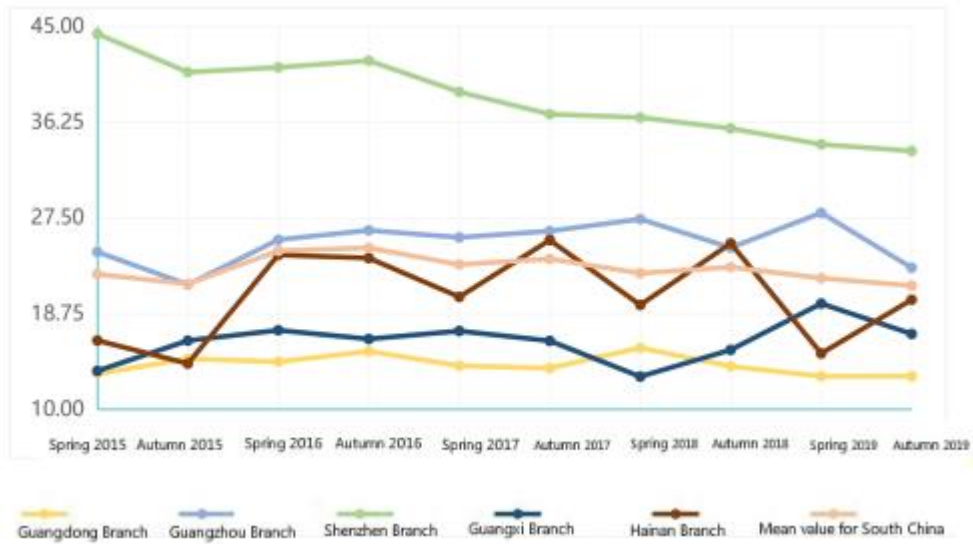


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Data from each branch in South China and the mean value for the region)

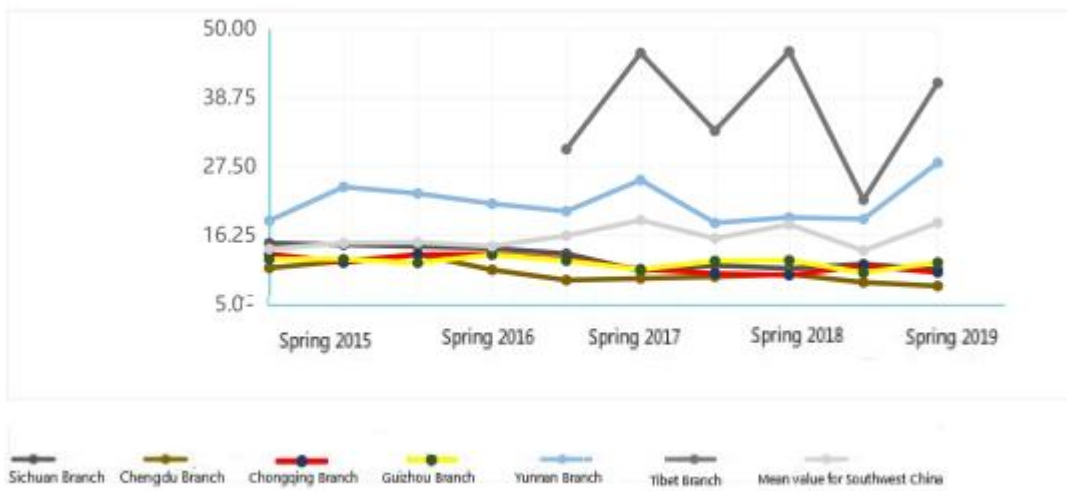


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Data from each branch in Southwest China and the mean value for the region )

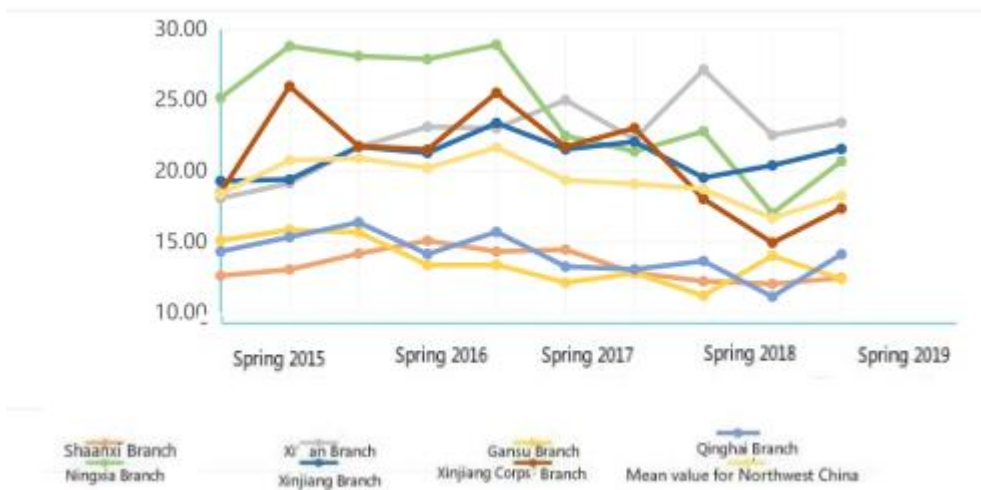


Figure Proportion of students exceeding the maximum length of schooling (undergraduate) (Data from each branch in Northwest China and the mean value for the region)

**Proportion of students exceeding the maximum length of schooling (junior college)**

Factor	Definition	Data time line	Dtatistical scope
Proportion of students exceeding the maximum length of schooling	The total number of students who didn't graduate upon expiration of their schooling in this semester out of the total enrolment of the same semester and same year	Statistical data for the spring semester and autumn semester	Respective statistics in accordance with the cultivation level by branch (school) and by semester

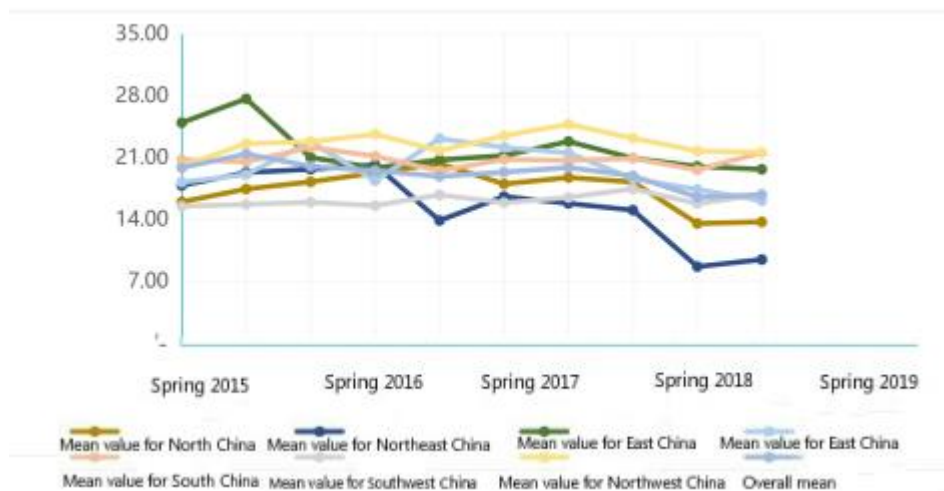


Figure Proportion of students exceeding the maximum length of schooling (junior college) (mean value for each region)

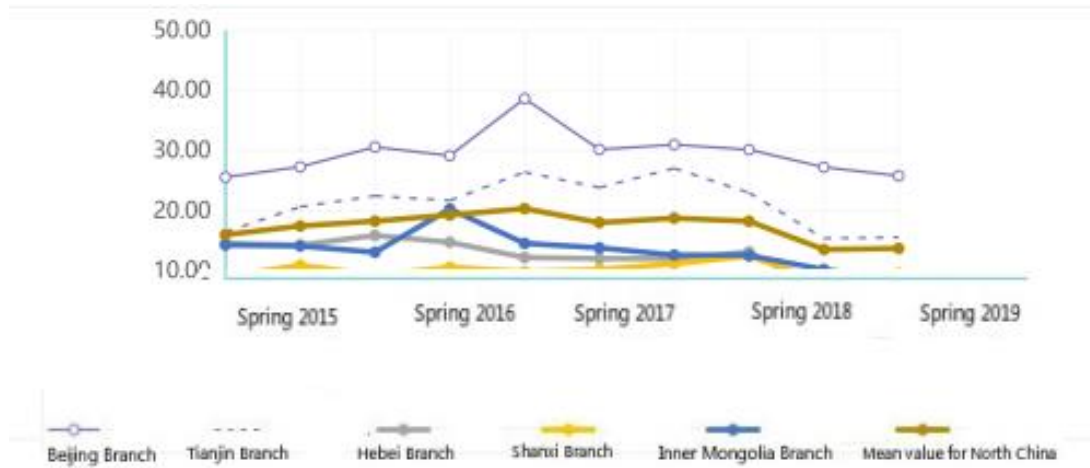


Figure Proportion of students exceeding the maximum length of schooling (junior college) (Data from each branch in North China and the mean value for the region )

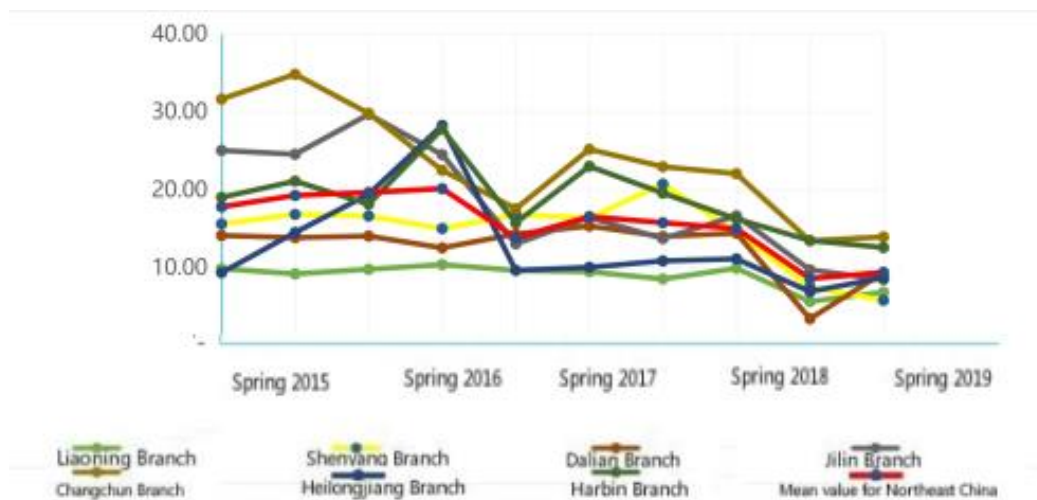


Figure Proportion of students exceeding the maximum length of schooling (junior college) (Data of each branch in Northeast China and the mean value for the region)

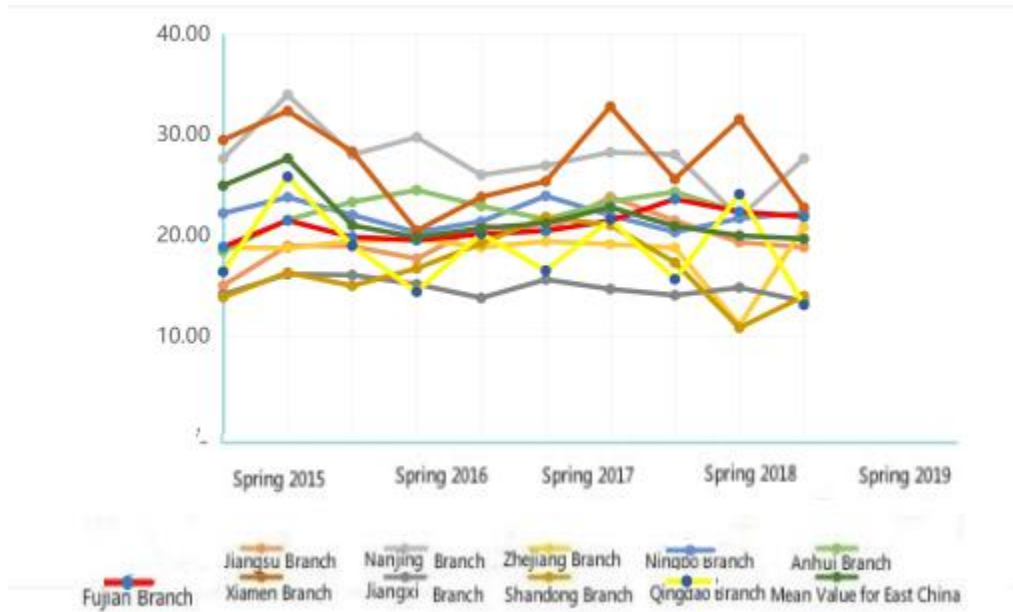


Figure Proportion of students exceeding the maximum length of schooling (junior college) (Data from each branch in East China and the mean value for the region )

Note: The Shanghai Branch's data has not been continuously released and was not included in these figures.



Figure Proportion of students exceeding the maximum length of schooling (junior college) (Data from each branch in Central China and the mean value for the region )

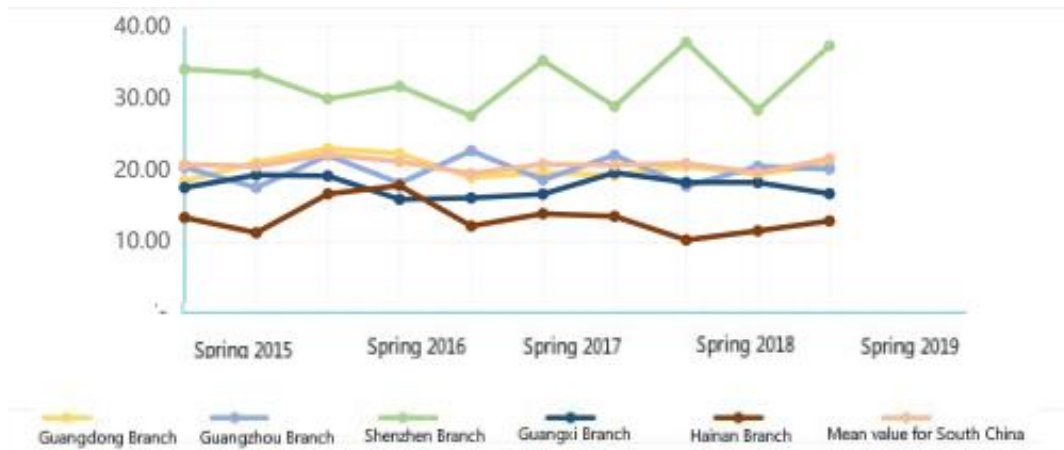


Figure Proportion of students exceeding the maximum length of schooling (junior college) (Data from each branch in South China and the mean value for the region)

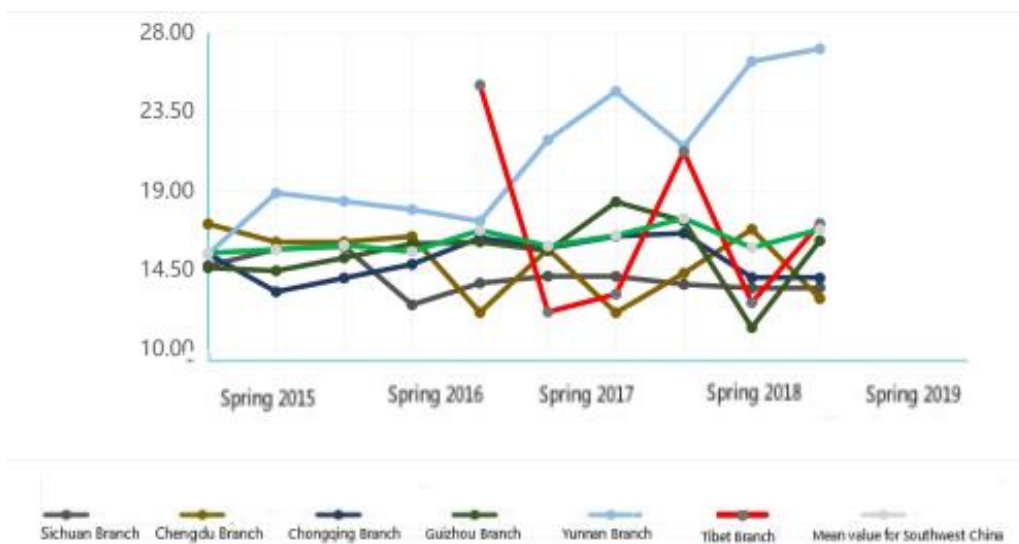


Figure Proportion of students exceeding the maximum length of schooling (junior college) (Data from each branch in Southwest China and the mean value for the region)



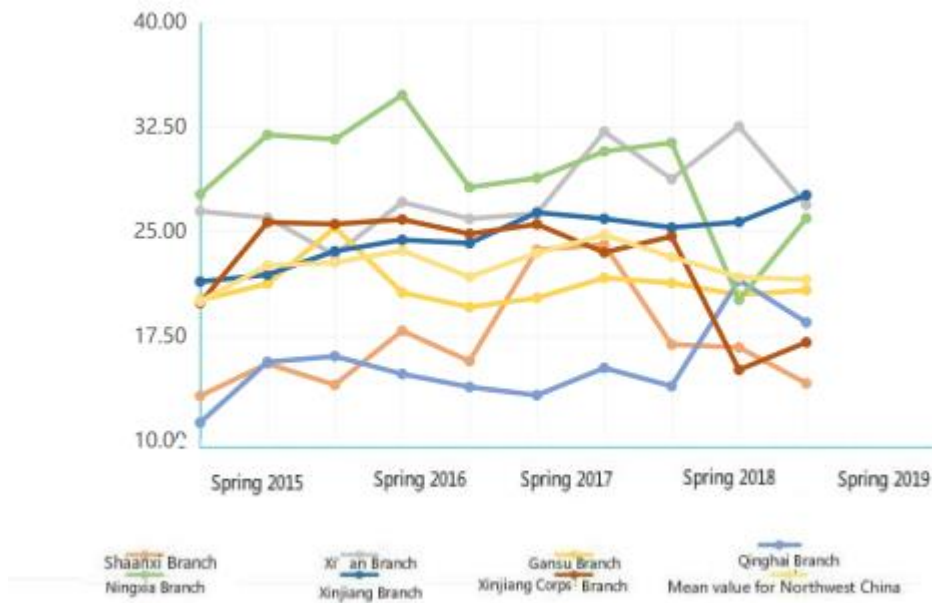


Figure Proportion of students exceeding the maximum length of schooling (junior college) (Data from each branch in Northwest China and the mean value for the region)

## Degree acquisition rate

Factor	Definition	Data time line	Statistical scope
Degree acquisition rate	The total number of students acquiring degrees in the year out of the total number of graduates of the same year	Annual data	Annual statistics by branch (school)

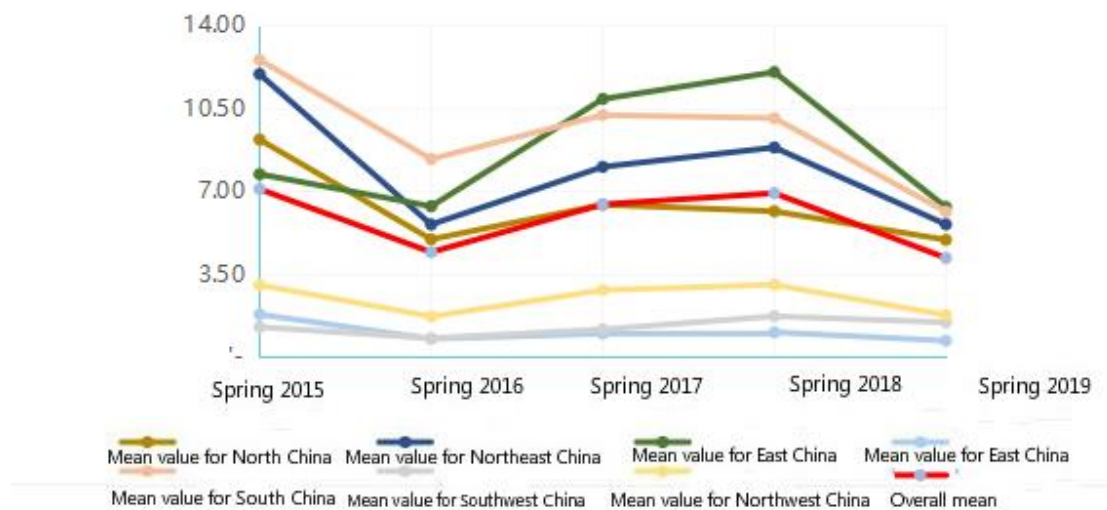


Figure Degree acquisition rate (mean value of each region)

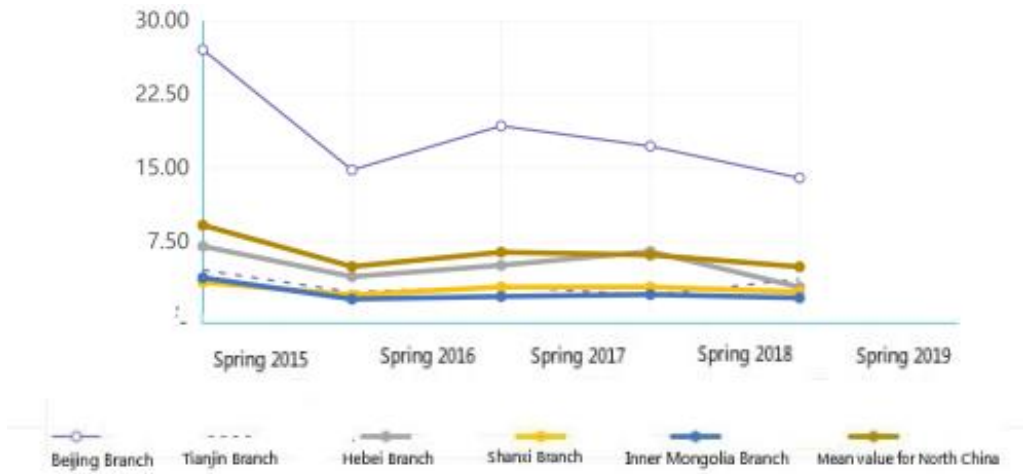


Figure Degree acquisition rate (Data from each branch in North China and the mean value for the region)

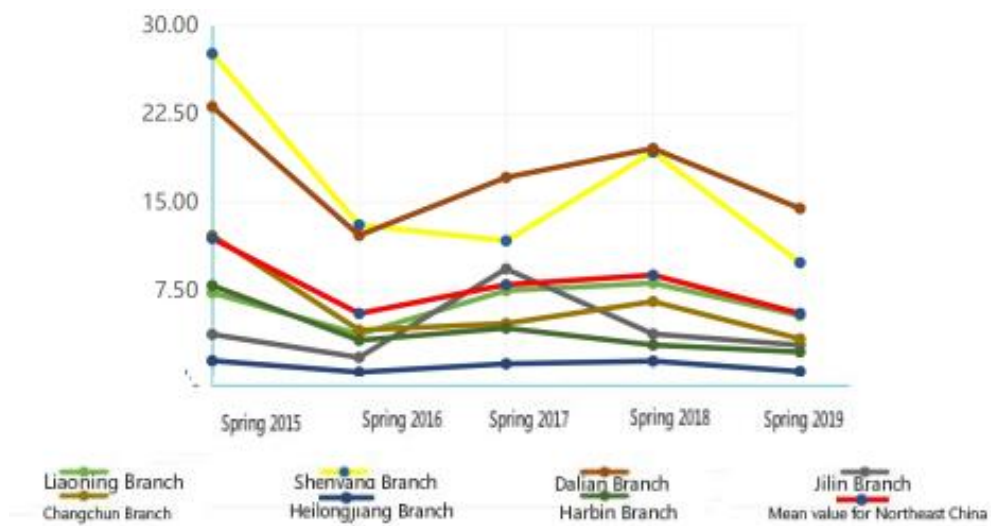


Figure Degree acquisition rate (Data from each branch in Northeast China and the mean value for the region)

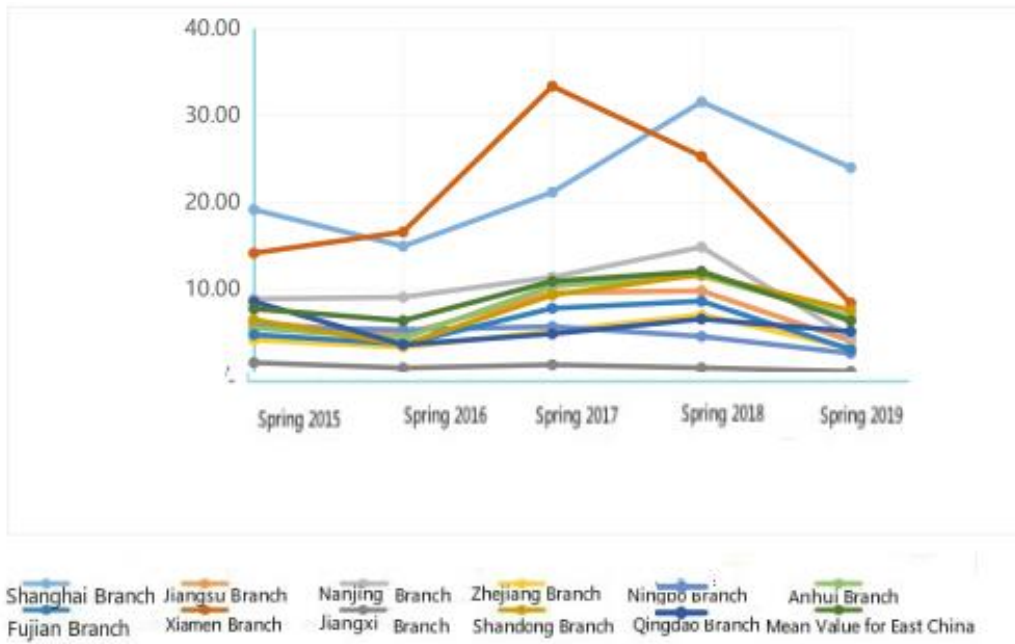


Figure Degree acquisition rate (Data from each branch in East China and the mean value for the region)

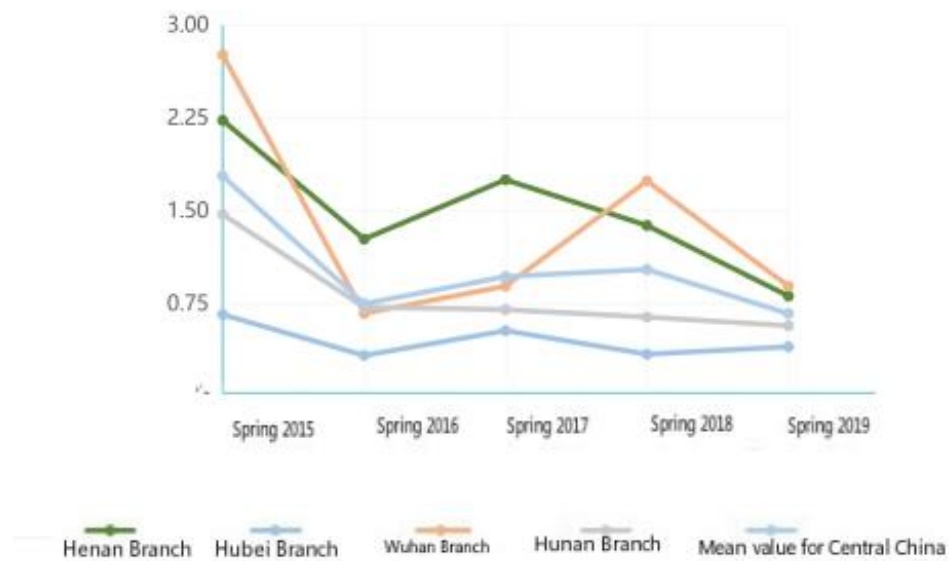


Figure Degree acquisition rate (Data from each branch in Central China and the mean value for the region)

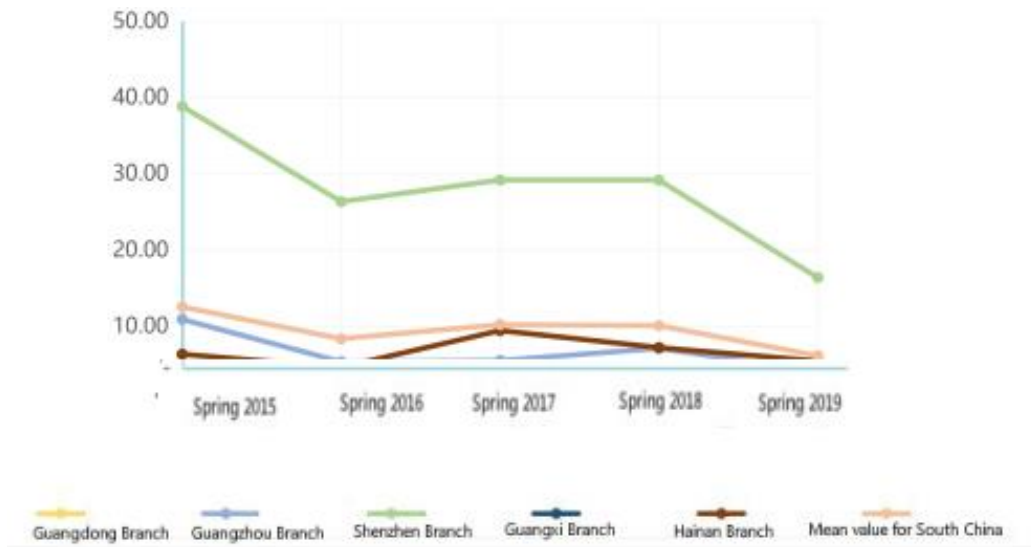


Figure Degree acquisition rate (Data from each branch in South China and the mean value for the region)

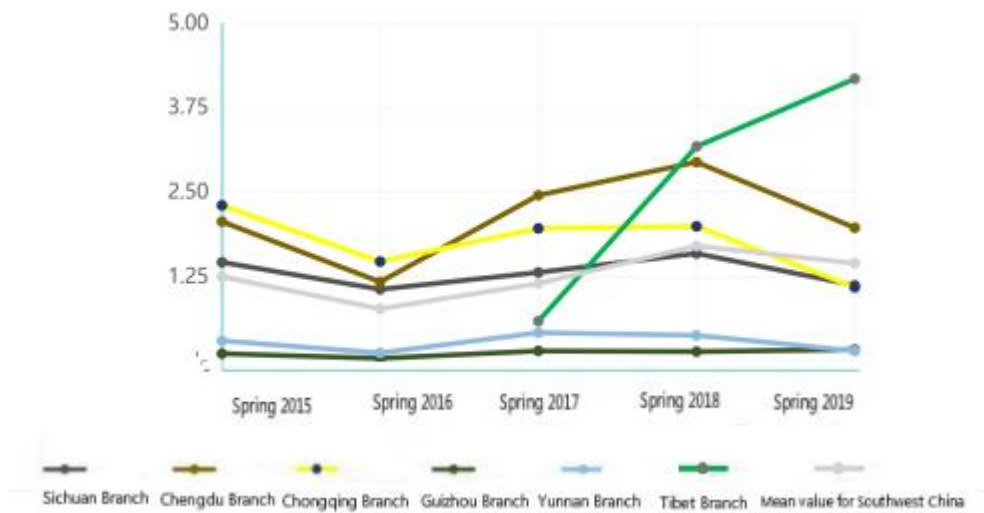


Figure Degree acquisition rate (Data from each Branch in Southwest China and the mean value for the region)

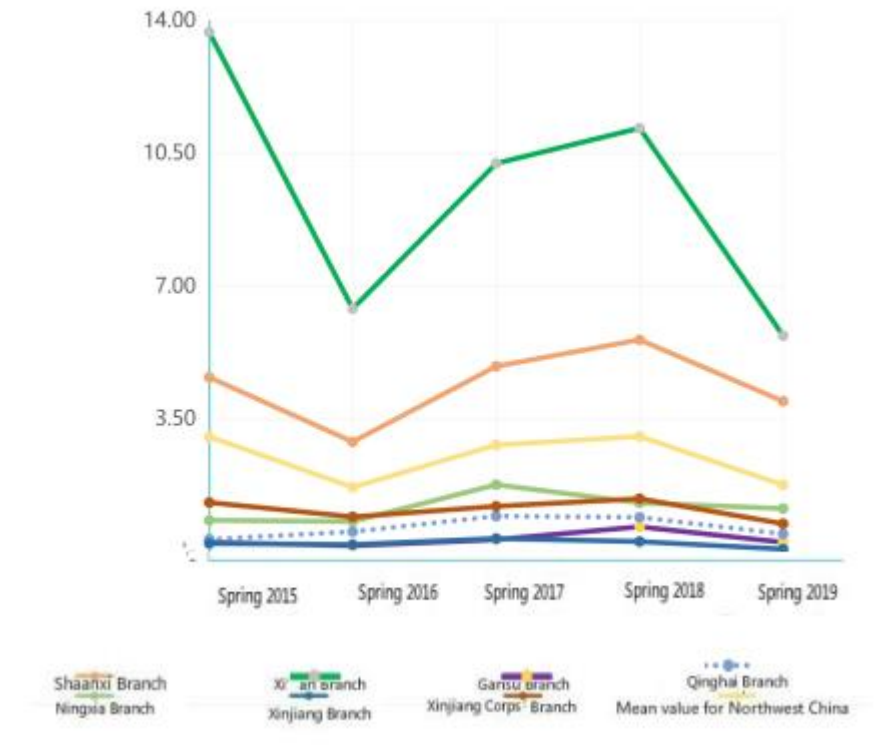


Figure Degree acquisition rate (Data from each branch in Northwest China and the mean value for the region )