

SWOT Analysis for Academic Development of Chinese–Foreign Cooperation in Running Schools of Guizhou University of Finance and Economics

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ABSTRACT

The objective of this research was to study the state and problems and suggestions of the policy for academic development of Chinese–foreign Cooperation in Running Schools (CFCRS) at Guizhou University of Finance and Economics (GUFE).

The samples of this research were total 297 faculties from Guizhou University of Finance and Economics (GUFE), Guizhou province, China. In which included 148 males and 149 females, there were 125 persons (42.09 percent) have been working above 16 years, and 96 respondents (32.32 percent) were associate professors. The methodologies of this research included questionnaire SWOT cross PEST analysis model. The simple random sampling was used to select the samples. The descriptive statistics (percentile, mean, standard deviation) were used to analyze the data.

The results of the study were: 1) the total performance on teaching and construction for academic development was at the moderate level; 2) the total performance on academic administration for academic development was at the moderate level; 3) the total performance on enrollment management for academic development was at the high level; 4) the total performance on practice teaching management for academic development was at the moderate level; 5) the total performance on examination management for academic development was at the moderate level.

The suggestions were: 1) strengthening the construction of teaching staff; 2) improving teachers' bilingual level; 3) completing credit and achievement recognition and transformation of university courses at home and abroad; 4) attaching importance to organizing student experiments, graduation practice and graduation design; 5) setting standards for diploma issuance.

Keywords: SWOT Academic Development Chinese–Foreign Cooperation in Running Schools

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Introduction

One of the dramatic changes in mainland China's recent higher education is the import foreign higher education services to Chinese campuses. Huang. & Wang. (2006, p.29) since 1990s. With the continuous development of economic globalization and education internationalization, almost all kinds of educational institutions in both developed countries (region) and the developing countries (region) have exchange and cooperation in various forms.

After 2001, China's entry the WTO, in order to integrate the related mechanism, Chinese government had supported the cross-border educations. The cross-border educations, as a new trend of higher education development in the world, is also a new direction of the development of higher education in China. As it main form, the Chinese-foreign cooperation in running schools (CFCRS) has become increasingly popular and become the focus of attention. In recent years, the CFCRS has been enjoying a rapid development involving many universities. In late 1980s and early 1990s, international education resource was in relative surplus while the supply of domestic tertiary education resource in China was in shortage, and the development of domestic market economy surged demand for higher education, which in turn stimulated the China-foreign cooperation to start and develop (Liu, Liu, & Qu, 2013, pp.13-23).

As it developed very rapidly, however, there still exists certain regulations and policy in its distribution. In 2003, "Regulations of the People's Republic of China on Chinese-foreign cooperation in running schools (CFCRS)" was issued. Chinese-foreign cooperation in running schools (CFCRS) is one of the more than 10 forms of transnational education in China and the only one that China's State Council has issued regulations (Lin, 2016, pp.229-230).

In the past 3 decades, Chinese-foreign cooperation in running schools (CFCRS) can be divided in to four periods: from 1980 to 1994 was starting period, Chinese-foreign cooperation in running schools (CFCRS) was in the exploratory stage, relevant policies and regulations are rarely promulgated; from 1995 to 2002 was rapid growth period, the central government has promulgated a series of policies and regulations for Chinese-foreign cooperation in running schools (CFCRS), that made the Chinese-foreign cooperation in running schools (CFCRS) has the policies and regulations to adhere by; 2003-2015 was developing while adjusting, improving the quality evaluation system of Chinese-foreign cooperation in running schools (CFCRS), and from 2016 to present Chinese-foreign cooperation in running schools (CFCRS) in the new era (Liu, 2011, p.19).

Since July 2010, when the outline of the National Plan for Medium and Long-Term Education Reform and Development was issued and implemented, China has achieved great progress in both quantity and quality in Chinese-foreign cooperation in running schools (CFCRS) programs.

Lin, (2017, p.36) by July 2017, 2,572 Chinese-foreign cooperation in running schools (CFCRS) institutions and programs had been approved by the Chinese government, among which 90% were in higher education. There are more than 560,000 Chinese-foreign cooperation in running schools (CFCRS) students, among whom there are 460,000 students in higher education institutions, and the total graduates have exceeded 1.6 million students. Chinese-foreign cooperation in running schools (CFCRS) is closely related to cross-border education. Statistics show that about 600 foreign partners in Chinese-foreign cooperation in running schools (CFCRS) programs are from more than 30 countries and regions. And the number of partners is continuing to grow (Lin, 2016, pp.39-40). The reason is that Chinese-

foreign cooperation in running schools (CFCRS) policy makers in China have realized the potential high-quality education resources are from different countries instead of just from several traditional education-exporting countries.

So China proposed “the Belt and Road” (B&R) initiatives by pushing countries to the west and southeast of China to establish an education cooperation community and to encourage high-level Chinese-foreign cooperation in running schools (CFCRS) programs in these countries.

Guizhou province is located in the southwest of China, affected by the weakness of higher education foundation and the backward of traditional social consciousness, the particularity of Chinese-foreign cooperation in running schools (CFCRS), let the higher education of Guizhou province encountered special difficulties in the process of development. However, in the starting period the Chinese-foreign cooperation in running schools (CFCRS) of higher education in Guizhou province is developing well, but it is in a bottleneck period. Conclusion of the experience and lessons in practice, hold the opportunity, rise to the occasion, enhance the core competitiveness of higher education, and realize the strategic goal of overtaking and leaping development of higher education at Guizhou province is the responsibility of the researchers at new era.

The enthusiasm of Chinese-foreign cooperation in running schools (CFCRS) of higher learning in Guizhou province has been constantly improving, Chinese-foreign cooperation in running schools (CFCRS) has entered a period of great development at present, and however, it has brought many problems. Some institutions in the name of Chinese-foreign cooperation in running schools (CFCRS) of education pursue high interests, and some local educational administrative departments pursued the outstanding achievement. It has led to a large number of duplicated low-level replicated of Chinese-foreign cooperation in running schools (CFCRS), by the blindly pursue the interests and achievement. Some institutions reduce enrollment standards in pursuit of interest, this is misinterpret on the central policy of Chinese-foreign cooperation in running schools (CFCRS). Meanwhile, tuitions of Chinese-foreign cooperation in running schools (CFCRS) are very high; it obviously not accounts the actual local economic level and the ability of the educated.

To study the new situation and problems in the development of Chinese-foreign cooperation in running schools (CFCRS), to constantly enrich and improve policies and regulations of Chinese-foreign cooperation in running schools (CFCRS), to strengthen the overall planning, comprehensive coordination and macro-management of Chinese-foreign cooperation in running schools (CFCRS) in administrative areas, to ensure the promotion of China's educational reform and development, and to enhance international competition of Chinese-foreign cooperation in running schools (CFCRS).

This research aimed to study the state and problems of Chinese-foreign cooperation in running schools (CFCRS) of higher educational institutions in Guizhou province, with a focus on Guizhou University of Finance and Economics (GUFE) and then giving a description of the current situation and characteristics of Chinese-foreign Cooperation in Running Schools (CFCRS) at Guizhou province.

Research Objective

To study the state, problems and suggestions for academic development of Chinese-foreign Cooperation in Running Schools (CFCRS) at Guizhou University of Finance and Economics (GUFE).

Population and Sample

The population of this research including the administrators, lecturers and staff of Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE) total 1273 people. According to Krejcie and Morgan's table (1970), the samples used of this research were 297 persons. The simple random sampling was used to select the samples.

Research Methodology

This methodologies of this research based on survey, SWOT cross PEST analysis model. And the main components were 5 areas: 1) teaching and construction, 2) academic administration, 3) enrollment management, 4) practice teaching management, 5) examination management. SWOT cross PEST analysis model be applied.

Research Results

The respondents of this research were total 297 persons, which including 148 males of 49.8 percents and 149 females of 50.2 percents. About the years of experience of the respondents, there were 45 persons or 15.2 percents had worked under 5 years, there were 108 persons or 36.4 percents had worked 5 to 10 years, there were 19 persons or 6.4 percents had worked 11 to 15 years, there were 125 persons or 42.1 percents had worked above 16 years. In the column of professional title, there were 46 respondents of 15.5 assistant teachers, there were 91 respondents of 30.6 lecturers, there were 96 respondents of 32.3 associate professors, and there were 64 respondents of 21.5 professors. About the education of the respondents, as it shows there were 9 persons of 3.0 having bachelor's degree, there were 200 persons of 67.3 having masters degree, there were 88 persons of 29.6 having doctorate degree.

The contents of policy for academic development of Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE) were 5 areas: 1) teaching construction 2) academic administration 3) enrollment management 4) practice teaching management 5) examination management and the performance were as follows:

1. The total performance on teaching and construction for academic development Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE) was at a moderate level. The consideration of five dimensions were at high levels, which were "accept the evaluation and inspection of the school and the superior department", "submit relevant inspection and evaluation materials according to the requirements of superior department", "consultation with partners to developed the talent training program", "teaching materials review and subscriptions", "ability of teaching and scientific research". The other six dimensions were at moderate levels, which were "doing research and exploration of Chinese-foreign cooperation in running schools with professional characteristics", "training students to master the basic skills", "methods and related knowledge of this major", "consultation with partners on the teaching arrangement of related courses", "introducing high quality courses and teaching materials", "provide appropriate training for the employed teachers", "qualified professional teachers".

2. The total performance on academic administration for academic development Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE) was at a moderate level. The consideration of dimensions of academic administration on performance found that “talent training program”, “appointment of teachers according to the talent training program”, “clarify the rights, obligations and responsibilities with teachers and administrators and staffs were at high levels”. And the other dimensions were at moderate levels, which were “use of teaching resources”, “rules and regulations”, “working mechanism”, “teaching arrangement and management of foreign teachers”, “teachers bilingual level the corresponding qualifications of foreign teachers”, “regular teaching seminars with foreign universities”.

3. The total performance on enrollment management for academic development of Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE) was at a high level. The consideration of each dimensions were at high levels. Such as “the management system of student status”, “recognizance and conversion of curriculum credits and achievements obtained by domestic and foreign universities”, “scholarship double major and a double degree”, “employment guidance and service for graduates”.

4. The total performance on practice teaching management for academic development of Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE) was at a moderate level. The considerations of three dimensions were at high level. Such as “the arrangement of teaching facilities such as the laboratory”, “organizing students' experiment, graduation practice and graduation design”, “graduation design and practice”, and the only one consideration of dimension at a moderate level was “study abroad and research facilities abroad”.

5. The total performance on examination management for academic development Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE) was at a moderate level. The consideration of one dimension was at a high level, it was “correcting the test papers and analyzing the results, examination, record entry” and the consideration of three dimensions were at moderate levels they were “corresponding diploma”, “meeting the admission requirements for postgraduate students outside the country” (territory) and “abroad scholarships”.

Suggestion

SWOT Matrix was used to explain the internal external factors and factors, and then proposed the tentative policy for academic development of Chinese-foreign cooperation in running schools (CFCRS) at Guizhou University of Finance and Economics (GUFE).

1. Teaching and Construction

- 1.1 Putting importance to the training of students' professional skills.
- 1.2 Putting importance to the introduction of foreign excellent courses and teaching materials.
- 1.3 Strengthening the construction of teaching staff.

2. Academic Administration

- 2.1 Strengthening the teaching arrangement and management of foreign teachers.
- 2.2 Improving teachers' bilingual level
- 2.3 Recruitment of teachers in strict accordance with personnel training plan.

3. Enrollment Management

3.1 Increase scholarship investment.

3.2 Completed credit and achievement recognition and transformation of university courses at home and abroad.

4. Practice Teaching Management

4.1 Optimizing teaching facilities such as laboratories.

4.2 Attaching importance to organizing student experiments, graduation practice and graduation design.

5. Examination Management

5.1 Increasing abroad scholarships investment.

5.2 Setting standards for diploma issuance.

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