FINAL REPORT

ON THE EXTERNAL REVIEW

of the Educational Programme

Business Administration

delivered by University of International Business and Economics

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FINAL REPORT OF THE EXTERNAL JOINT INTERNATIONAL ACCREDITATION

University: <u>University of International Business and Economics</u>

Program: <u>Business Administration</u>

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I. Information of the Program

University of International Business and Economics began to establish undergraduate program of International Business Administration in 1983, which was the pioneer in China, and established the Department of International Business Administration (the predecessor of Business School, UIBE, referred to as "5" Department at that time) in 1984. In 1998, the International Business Administration was renamed as Business Administration. In 2008, the Business School of the University of International Business and Economics tried to carry out reform of Business Administration combining with the features of the university and college and accept undergraduate students majoring in Business Administration (Global Administration Experimental Class); the first session of undergraduate students were enrolled in 2009. In 2016, in accordance with the provisions of Enrollment Directory of the Ministry of Education, the Business Administration (Global Administration Experimental Class) was renamed as Business Administration.

There are 17 professors, 15 associate professors and 2 lecturers in the program, which basically form a research-based team with reasonable structure. And the program insists on introducing teachers with doctoral degrees both at home and abroad; the doctoral rate of faculty reaches 94.1% and more than 90% teachers have international experience of education, teaching and research. At present, there are a total of 104 in-school undergraduate students in Business Administration.

The program of Business Administration has passed the EQUIS and AACSB international accreditation of business school.

II. Site-visit and Feature Highlights

During the site visit for two and a half days, the ERP focused on 5 levels, 7 + 1 standards and 30 criteria. Before site visit, the ERP carefully reviewed the self-evaluation report, the analysis report on regular education status data and

other materials. During site visit, the ERP has observed classes for 11 times, reviewed 56 graduation theses and 1186 copies of examination paper, interviewed 34 students, 21 teachers, 1 university leader, 2 college leaders, and 8 responsible persons from the Academic Affairs Office, Scientific Research Department, Employment Guidance Center, Personnel Department, Finance Department and other functional departments, convened 6 interview meetings, interviewed 5 persons from employers and alumni representatives, and made field visits to outside practical teaching bases.

The University attaches great importance to talent training, always adheres to the fundamental task of morality education, formulates talent training program for Business Administration based on the educational objectives of the University, and develops education activities according to the educational objectives and graduate outcomes. The achievement of educational objectives is relatively high; the orientation of the program is basically adapted to the demands of the society; the curriculum system is relatively complete; the curriculum arrangement highlights the solid foundation, wide coverage and training of comprehensive quality and ability; the faculty has relatively strong overall strength and reasonable structure; there are abundant teaching resources that the teachers can access to, and the University has relatively sound quality assurance system, focuses on students' academic training, innovation and learning ability cultivation, and concerns about the students' comprehensive development. The students and employers are satisfied with the quality cultivation of talents.

The program of Business Administration has the following features and highlights:

(1) The program has a strong comprehensive strength, relatively high internationalization degree and obvious effect of internationalization-oriented summer school;

(2) The training program reflects the principle of solid foundation and wide coverage, highlights the learning and research literacy training of

mathematics, foreign language and other basic disciplines;

(3) The concept of undergraduate tutor system is advanced, which has a positive effect on improving the quality of talent training.

III. Compliance of the External Review Outcomes with Standards

STANDARD 1. Educational Objectives

1.1 Orientations of educational objectives: consistent with mission of the institution, meet the needs of the society, contribute to the national and regional development strategies, embody the international vision, and reflect the features of being forward-looking and leading.
1.2 Clear, measurable and attainable educational objectives which can reflect the expectation of graduates, the features and strengths of the program.
1.3 A mechanism that evaluates educational objectives regularly and amends based on the evaluation results timely.

Achievements:

--The educational objectives are clearly stated, specifically proposing to cultivate the consciousness of internationalization and innovation, and international, versatile, high-quality elite talents who are familiar with the global strategy.

--The objectives are in line with the educational orientations and objectives of the University, effectively respond to the talent training requirements for higher institutions proposed by the national "The Belt and Road" strategy, adapt to the demand for high-quality, international talents of the society.

--It is able to revise the educational objectives in a timely manner through the periodic evaluation mechanism for educational objectives.

Challenges and deficits:

--The educational objectives failed to fully embody the features and advantages

of talent cultivation of the program;

--The adaptability of educational objectives to the social demand still needs to be further enhanced;

--During the process of revising educational objectives , the advices of the domestic and foreign experts, scholars, industry insiders and employers are not fully learned and accepted;

--The publicity of the educational objectives among teachers and students is not enough, which may cause teachers' and students' understanding and implementation are relative weak.

Recommendations:

--The educational objectives should fully embody the features and advantages of talent cultivation of the program;

--The adaptability of educational objectives to the social demand should be further enhanced;

--During the process of revising educational objectives, the advices of the domestic and foreign experts and scholars, industry insiders and employers should be fully learned and considered;

--The publicity of the connotation of educational objectives among teachers and students should be enhanced to promote the teachers' and students' understanding on and implementation of the educational objectives.

STANDARD 2. Graduate Outcomes

2.1 Possession of the humanity, the scientific spirit, the professionalism and the sense of social responsibility. Understand the nation, the society, and the people. Practice of core socialist values.
2.2 An ability to understand and apply solid foundation, specialized knowledge and necessary research methods. Understand knowledge of the latest development and trends of the program and the relevant fields;
2.3 Critical thinking, innovative spirits and competence. An ability to identify, analyze, question and evaluate the phenomena and the problems concerning the programs and the relevant fields. An ability to express individual opinions.
2.4 Complex problem solving. An ability to solve the complex the complex problems, to conduct comprehensive analyses and researches in the programs and to propose relevant measures or solutions;
2.5 Modern tool usage. An ability to apply modern IT methods and tools properly in solving practical problems.
2.6 Communication skills. An ability to make effective oral and written communication with the peers and the public.
2.7 Teamwork and cooperation. An ability to get along harmoniously and to work cooperatively with team members. An ability to play contributive roles in team as either a member or a leader;
2.8 International horizons and awareness. Understand international dynamics and care of global issues. An ability to know and respect the differences and diversities of world cultures.
2.9 Lifelong learning. An ability to carry out the self-management and the independent learning. An ability to adapt to the society and to achieve the individual sustainable development by carrying out continuously learning.

Achievements:

Through reviewing the teaching materials, interviewing teachers, students, alumni and employers, referring to related information about the employment rate and

employment quality, combining with the achievement assessment data provided by the University, the ERP made the following judgments:

--The program can develop the graduate outcomes for students according to the orientation of educational objectives; the graduate outcomes are stated clearly and specifically; from an overall perspective, the graduate outcomes of the program completely cover the accreditation standards.

--The graduate outcomes can be realized through the establishment of curriculum system, the practice of teaching process and the implementation of related supporting measures, which also reflects that the educational objectives are well achieved.

--Corresponding to nine criteria, the program designs basic general education courses to improve the students' humanistic quality, laying a solid specialty foundation for students, furthermore, the *Strategic Management*, *Management Communication*, *Enterprise Risk Management* and other comprehensive courses as well as the design and implementation of at least two summer activity practical classes, graduation design and comprehensive class discussion and other teaching methods strengthen the students' critical consciousness, innovation ability, communication ability, team cooperation ability and comprehensive analysis of the problem.

--The University strengthens the foreign language teaching and mathematics courses, improves the internationalization degree of school-running, laying a solid foundation for students' further studies, such as attend graduate school and study abroad.

--The University also improves the students' training skills in the internship stage, which is a useful attempt for the students' direct adaptation to the community after graduation.

Challenges and deficits:

--Having critical thinking and innovation ability is a very important requirement

of modern society for business administration talents, however, it has less requirements for such indicators in the existing graduate outcomes of the program, which will inevitably affect the ability of students to find out problems and figure out effective ways to solve problems.

--The application of information technology is a necessary skill for high-level talent, and high-level business management talent should be able to master diversified capabilities of information technology application. The requirement proposed in the existing graduate outcomes is relatively low, which has not clearly expressed what kind of ways can be used to make students comprehensively grasp the application ability of information technology.

--It lacks statement of diversified practice approaches in the requirement for having international vision and understanding.

--Students may have shortcomings in lifelong learning awareness, self-learning ability, and individual sustainable development after employment. It is easy for the students that major in Business Administration to be employed after graduation; however, after being employed, they have no much feature and advantage, thus lacking of career development potential.

--There is an urgent need for improving practical operation ability of students in specific work; and the innovative consciousness and critical spirit are waiting to be exerted.

--The relationship between curriculum design and graduate outcome achievement is not clear, especially, the students' innovative ability cultivation, critical thinking and the ability to solve complex problems have not been implemented through the curriculum design and practical teaching.

Recommendations:

--It is suggested to revise the weak parts in the graduate outcomes according to the accreditation standards;

--It is suggested to clarify the requirements for the students' critical thinking and innovation ability, information technology application ability, as well as international vision and understanding in graduate outcomes of the program;

  --It is suggested to strengthen the enlightenment of students' consciousness of lifelong learning and daring to take responsibility; to encourage students never to stop learning, to be a good learner throughout the whole career development;

--It is suggested to specify the support of curriculum structure to the graduate outcomes.

STANDARD 3. Curriculum

3.1 Consideration of the requirements of national qualification framework descriptors in the study program. Availability of senior staff to core courses and Teaching Assistant to compulsory courses.
3.2 Availability of a documented assurance system providing continuous enhancement of classroom teaching with student development. Graduate outcomes Implementation of program syllabus for learning outcomes. Effectiveness of teaching procedures for student involvement, with dialogue, critique and discussion. Implementation of examinations and tests for assessment of learning outcomes.
3.3 A practical-oriented teaching system featuring academe-industry cooperation. Hands-on training with executive departments, research institutions and industrial departments for improvement of practical ability, innovation and entrepreneurship and the ability to solve practical problems with knowledge learned.
3.4 Regular evaluation and corresponding revision of the curriculum. Involvement of employers and graduates during curriculum reviewing and revision.

Achievements:

--There are good mechanism and measures to ensure the implementation of the curriculum system, which is basically able to set the curriculum in accordance with the educational objectives and graduate outcomes; the syllabus can be designed according to graduate outcomes; teaching methods can be well adapted to the talent cultivation requirements.

--There is relatively sound system to regularly revise and improve the curriculum system; the compulsory courses focus on the basic theory teaching, so that students can master the basic theory, basic knowledge and basic methods, basic analysis and problem-solving ability related to the discipline, in the meanwhile, the courses can also help students to be familiar with the international business environment, recognize and understand the occupational characteristics of

managers at different levels, thus making students have the preliminary international vision. The practical teaching system furnishes better support for students to achieve the graduate outcomes, and it provides students with a wealth of basic elective courses, so that students can select corresponding courses according to their own personal development planning and interests, and the elective courses can also help to broaden the specialty basis for students' personal career development.

--The advices and suggestions of the students, teachers, functional departments, alumni and employers have been fully accepted to constantly enrich and improve the curriculum system.

Challenges and deficits:

--The syllabus is not systematically design according to the corresponding graduate outcomes. OBE still needs to be implemented.

--The internship, practice and experimental sections in the curriculum system are relatively weak, which will directly affect the achievement of graduate outcomes and is difficult to meet the demands for professional talents of the society.

--The cooperation and connection between practical departments and curriculum arrangement and talents training process are weak.

--The depth and foresight of core courses and general education courses are insufficient.

--The curriculum system focuses too much on the professional courses but the attention paid to humanities foundation curriculum is not enough.

Recommendations:

--It is suggested to modify and improve the general education curriculum and professional curriculum system in accordance with the graduate outcomes;

--It is suggested to strengthen teachers' understanding of OBE and supporting role of courses undertaken in the educational objectives and graduate outcomes through the training to teachers;

--It is suggested to regularly and comprehensively revise the curriculum syllabus and the cultivation plan in accordance with the social needs, so as to be able to better serve the development of talents;

--It is suggested to increase the proportion of practice in the curriculum system and to improve students' recognition of business administration activities in reality, so as to better support the educational objectives and graduate outcomes;

--It is suggested to appropriately reduce the size of class and realize small-class teaching in order to fully achieve the due effect of case study courses and discussion courses and make every student is fully trained; meanwhile, to pay attention to improving the quality of classroom teaching and promoting students' participation in classroom learning.

STANDARD 4. Faculty

4.1 Faculty with sufficient amount and rational structure. Qualification and competent of the teaching staff for undergraduate teaching with good teaching and researching experiences. Capacity building and development of teaching staff meet the needs of student development.
4.2 Regulations and measures to encourage teachers' commitment to undergraduate teaching, and guarantee sufficient time and effort in classroom teaching and student tutoring. Availability of professors engaging in undergraduate teaching.
4.3 Two level systems for career development and professional advancement for teachers. Participation of the teachers in joint international projects, internships home and abroad, and regular innovative teaching methods and advanced technologies.
4.4 Availability and use of clear, transparent and objective criteria for self-evaluation, student evaluation, peer evaluation, supervision evaluation, and other evaluation activities annually. A system of assets allocation and promotion linked to evaluation results.
4.5 Research activity of the teaching staff including program development, curricula and test books building, teaching method and technology improvement conducted by a teaching monitoring committee; implementation of research results in the academic process.

Achievements:

--There are adequate teachers, reasonable structure in faculty, system and measures to encourage teachers to devote to undergraduate teaching.

--A variety of forms can be used to carry out training for teachers.

--There is relatively sound mechanism to evaluate teachers' teaching activities, and the assessment and evaluation results are linked to the vital interests of teachers.

--The teaching and research activities organized by the primary-level organization are well carried out.

Challenges and deficits:

--There are few teachers with work experience in practical departments, and practical experience is not enough.

--Undergraduate tutor system and other teaching security system, as well as mechanism for encouraging teachers to be devoted into teaching are not perfect. The efforts made by teachers in teaching research, teaching methods improvement and mutual aid in teaching are inadequate.

--The number of excellent courses cannot effectively meet the needs of talents training.

--Normalized teaching research activities are not enough and high-level teaching research results are insufficient.

--The comprehensive evaluation system and evaluation methods of teaching quality need to be improved. The existing evaluation system of teachers' teaching quality is too simple and the evaluation index system has not been established. The practical application and validity of the evaluation results are to be strengthened.

Recommendations:

--It is suggested to guide teachers to actively participate in undergraduate teaching activities and to constantly improve the teaching level and teaching quality of teachers by establishing a stimulation mechanism;

--It is suggested to improve the teaching quality through improving the teaching quality monitoring system, and to strengthen the evaluation of teachers' teaching ability and teaching performance;

--It is suggested to enhance the reward to high-level teaching research results through establishing regulations at both of the university level and school level, so as to guide teachers to devote more time and energy in undergraduate teaching; and to make teachers seriously and positively conduct undergraduate teaching on

the basis of fully recognizing of the development orientation of the University and educational objectives of the program.

--It is suggested to encourage teachers to actively engage in teaching research and mutual exchanges, participate in the organized teacher trainings and improve their teaching ability and level through a variety of ways; in the meanwhile, the university and school should encourage and support teachers to carry out field practice in enterprises.

--It is suggested to explore and improve the evaluation indicators of teachers' teaching effect and improve the comprehensive evaluation mechanism and evaluation method of teaching quality, to effectively analyze and use teaching evaluation results for improving teaching quality.

STANDARD 5. Teaching and Learning Resources

5.1 Effective use of systems and measures to guarantee adequate and annually increased funds for program teaching. Availability of sufficient funds for student practicum and graduation thesis (design) so as to meeting the needs of teaching.
5.2 Availability of sufficient leading teaching facilities, abundant book resources and up-to-date teaching information technology in accordance with the demands of students' learning and teachers' teaching. Availability of management, maintenance, update and sharing mechanism for convenient use for teachers and students. Availability and accessibility of research labs open to undergraduates
5.3 Availability of extensive social resources, stable and sufficient practicum and training sites to provide long-lasting and effective support and guarantee students' hands-on practice, innovation and entrepreneurship training.

Achievements:

--The University strengthens the construction of teaching funds guarantee system and ensures the stabilized investment input and year-on-year increase in teaching funds of the program.

--There are domestic first-class experimental teaching center and professional laboratories, as well as abundant book information resources to meet teaching demands.

--The good management, maintenance and sharing mechanism is developed, and all kinds of scientific research platforms are comprehensively opened to undergraduate students; and there also have relatively stable internal and external practice training bases for this program to basically meet the needs of students in practical innovation activities.

Challenges and deficits:

--The number of internship and practice bases for teaching and learning is not enough; the usage efficiency of existing internship and practice bases during the talents training process is not high.

--Restricted by the space of campus, some teaching resources cannot fully meet the demands of teaching activities.

--The information construction level of the University still needs to be further improved.

Recommendations:

--It is suggested to attract, increase teaching resources through a variety of forms, and to improve the support of teaching resources to talents training, to make rational use of social resources to sun school, and it is suggested to cancel or transfer unnecessary investment to other uses for realizing the optimized allocation and maximized use of teaching resources;

--It is suggested to regard the construction of internship and training bases as an important task and actively develop and establish internship training bases outside school.

STANDARD 6.   Quality Assurance

6.1 Availability and effectiveness of a well-structured teaching quality assurance system at both levels of schools and university With clearly specified objectives and tasks, complete mechanism, and clearly allocated responsibilities to specific personnel.
6.2 Use of clearly defined quality criteria in all teaching process with regular monitoring. Effectiveness of procedures for self-evaluation and periodic review of a study program.
6.3 Availability of IT technology for collection and comprehensive analysis of relevant quality information. Availability and effectiveness of the analysis result for continuous improvement of study program and support the development of quality culture seeking for excellence.

Achievements:

--It is able to establish relatively complete teaching quality assurance system for the program based on the educational objectives, and it has basically realized the quality assurance system for classroom teaching, experimental teaching, curriculum assessment, graduation thesis (design) and other teaching links.

--The teaching quality assurance system implemented by the University involves all members of three levels of the university, colleges and students with regarding "mutual assessment between colleges and departments" as the "starting point", taking "Teaching supervision, leaders' class observation, teaching inspection, evaluation of curriculum teaching" as effective methods. This set of measures can ensure the effective functioning of the teaching quality assurance system and is worth to be promoted.

--The quality standards of all teaching links of the program is clear and reasonable. The normalized monitoring mechanism of teaching process is established. It is able to conduct self-evaluation and external evaluation on a regular basis.

Challenges and deficits:

--There is a relatively complete quality assurance system, but a closed loop has not been fully formed; the quality control and feedback improvement mechanism for individual teaching link (e.g. internship link) is not perfect; the application of evaluation results are not sufficient.

--The construction of school-level quality management system and teaching management system needs to be strengthened. At present, the teaching quality guarantees for schools, departments and programs are basically relied on the university's rules and regulations with insufficient supporting rules. For example, the quality of graduation thesis (design) is not satisfactory.

--The evaluation mode of teaching quality is simple, mainly focusing on the evaluation of students; the system design and efficient use of graduates, employers, society and other aspects are not enough, which is difficult to fully reflect the problems and shortcomings of teaching.

--The quality awareness of some teachers and students is weak, and there are perfunctory thoughts and behaviors during the evaluation process; the atmosphere of pursuing excellent quality culture needs to be further strengthened.

Recommendations:

--It is suggested to further optimize the quality assurance system, focusing on the combing and perfecting of feedback improvement mechanism.

--It is suggested to further strengthen the quality management system construction of the school and program and to form the supporting management measures and rules with better operability aiming at requirements of the school-running and continuous quality improvement needs.

--It is suggested to pay attention to the combination between short-term evaluation and long-term evaluation, in-school students evaluation and graduates evaluation, university evaluation and employers evaluation, as well as internal evaluation and external evaluation, to make full use of modern information

technology means, to improve the assessment information collection ability and comprehensive application level, and to quickly and accurately give feedback of improving opinions to all aspects of teaching;

--It is suggested to develop quality culture construction plan, in which shall highlight the quality orientation in educational objectives, graduate outcomes, curriculum system, teaching process and student guidance; and to promote the heritage and innovation of quality of culture.

STANDARD 7.   Student Development

7.1 Student development Systematic regulations at the recruiting and selection of excellent applicants. Availability and effectiveness of rules and regulations for teaching administration and student development, which consider needs of diverse groups of students.
7.2 Systematic and effective guidance and service to support students' progression covering mental tutoring, academic instruction, career consultation and entrepreneurship incentive.
7.3 Attainment of the expected graduate outcomes. Satisfaction of formative and summative assessment, including learning experience, learning outcomes, personal development and employment and satisfaction of employers.

Achievements:

--There are sound teaching management system and measures to effectively support and promote the development of students, as well as comparatively perfect student guidance and service system.

--The "five-dimensional academic guidance system" in connection with the program fully promotes the healthy growth of students. In cooperation with the university, schools and business administration, the five-dimensional academic support platform in line with the needs of students at all levels is established to provide a full range of assistance and guidance for students.

--The needs of students can be better satisfied, the overall quality of students is relatively high, and the employers are satisfied with the graduates' quality.

Challenges and deficits:

--The philosophy of student-center is not clear enough. According to the feedback from interview, some management cadres' and professional teachers' understanding on "student-centered" is not enough. To a certain extent, there are selfishness thought in management and teachers, and the self-development

awareness of some students is not strong enough. There is certain gap between the individual training, guidance services and the "student-centered" philosophy.

--Students' diversified development needs are not adequately met, and students' overall satisfaction is insufficient.

Recommendations:

--It is suggested to deepen the discussion on education thought and strengthen the understanding and implementation of "student-centered" philosophy, to further organize cadres, teachers and students to carry out a great discussion on educational thinking according to the construction requirements "pursuit of excellence in the quality culture", and to clarify the connotation of student-centered philosophy, and to realize the new transformation of ideas and actions in terms of teaching, learning, and management.

--It is suggested to focus on the effective convergence between the student guidance services, educational objectives and training process, improve the guidance services for students' academic, employment and career development, invest more energy to meet the diverse needs of students, and strive to mobilize and stimulate students' internal drive of self-development, to strengthen the classified cultivating and guidance and to improve the overall student satisfaction.

Distinctive Highlights (optional)

1. Whether there are distinctive highlights in the program, and from which aspects they can be justified.

--The program has relatively high degree of internationalization; especially, the internationalization-oriented summer school and summer courses are helpful to enhance the international vision of students.

--Undergraduate tutor system is advanced, which has a positive effect on improving the quality of talent training.

--The training program focuses on solid foundation, wide coverage and strengthening the teaching of mathematics, foreign language and basic courses.

2. The problems in the process of facilitating these distinctive highlights.

--The highlights of the program are not very distinctive and obvious; and its popularity and influence in the community are to be improved.

--The effectiveness of cooperative school-running project is not obvious.