

Exploration on the Construction and Implementation Strategies of Teaching Quality Assurance System for Secondary Colleges of Private Universities

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Abstract: The construction of teaching quality in higher education institutions is the fundamental basis for ensuring the quality of talent cultivation. With the rapid development of higher education, private universities have gradually become an important supporting force for higher education. Based on the campus two-level linkage model, secondary colleges, as grassroots organizations for teaching management in universities, bear important responsibilities in ensuring teaching quality and improving teaching effectiveness. Due to certain differences in school construction compared to public universities, private universities often face more challenges in educational practice and management. Based on the management perspective of secondary colleges in private universities, this article discusses the construction and implementation strategies of the teaching quality assurance system for secondary colleges in private universities for reference.

Keywords: Private Universities; Second Level College; Teaching Quality; Quality Assurance System

1. Introduction

Higher education shoulders the responsibility of cultivating high skilled professionals, and ensuring the quality of education and teaching is the basic requirement and foundation of talent cultivation in universities. Nowadays, as the main force in the modernization of higher education, private universities, like public universities, have adopted a two-level campus management system, with secondary colleges directly implementing teaching management. By building a sound teaching quality assurance system, the goal is to improve the quality and effectiveness of private teaching. To ensure the effective construction and implementation of the

teaching quality assurance system for secondary colleges of private universities, it is necessary to focus on the current situation, combine the characteristics and existing problems of private universities, grasp the principles and goals of construction, and build a teaching quality assurance system that is consistent with it and has practical application value, so as to effectively support the improvement of education and teaching quality in private universities.

2. Analysis of the Current Situation of Teaching Quality Assurance in Secondary Colleges of Private Universities

The characteristics of private universities emphasize that they should be in line with market demand and employment development. Compared with public universities, private universities pay more attention to the characteristic settings of majors, with strong pertinence and practicality, in order to cultivate applied talents that meet the needs of the industry. From the perspective of the structure of the teaching staff, the teaching staff of private universities shows a trend of youthfulness, with a relatively high proportion of part-time teachers and a wide range of sources, including enterprise talents, frontline personnel in the industry, and professional education and teaching talents. This teaching staff structure model provides students with practical educational guidance needs from both theoretical and practical perspectives, but at the same time, it also has a high degree of instability. Not only do part-time teachers have high mobility, but under the influence of the characteristics of private universities, full-time teachers may also choose to resign or lack cohesion due to personal career development, salary and benefits, which may have a certain impact on teaching quality.^[1] From the perspective of student learning situation, the foundation of students in private universities is

generally lower than that in public universities, and the differences between students are more obvious, including knowledge foundation, learning ability, learning motivation, etc. This poses a great challenge to the quality assurance of teaching for teachers in private universities.

As for the current situation of teaching quality assurance in private secondary colleges, the system has been initially established and continuously improved, and the management systems for teaching, teachers, and students are relatively sound, providing guidance for ensuring teaching quality; A series of quality assurance mechanisms have been developed for teaching activities, including quality control, quality feedback, and teacher incentives; In terms of resources, the main focus is on the teaching staff, teaching facilities, and funding resources, which have laid the foundation for the smooth implementation of education and teaching work. It can be seen that the construction of the teaching quality assurance system in private secondary colleges has basically met the relevant requirements and basic conditions, but compared with public universities, there is still a lot of room for improvement. From the current implementation situation, there are more or less problems and deficiencies in terms of systems, mechanisms, resources, etc., which will result in the inability to achieve the expected ideal value of teaching quality assurance. For example, in terms of teacher team construction, due to the high proportion of part-time teachers in private universities, coupled with the rapid development and expansion of student sources and numbers in recent years, there are problems such as an unreasonable ratio between the number of teachers and students, an unscientific and unstable structure of the teacher team. As the backbone of supporting teaching quality, if the team construction cannot guarantee stability, professionalism, and rationality, it will directly affect the teaching quality. The main reasons for this are limited funding, inadequate management systems, and generally lower social recognition than public universities, which leads to excellent teachers being more inclined towards public universities^[2]

2. Key Points for the Construction of Teaching Quality Assurance System in Secondary Colleges of Private Universities

2.1 Clearly Define the Construction Goals and Positioning

Building a teaching quality assurance system is an important measure to improve the teaching quality of private universities and cultivate high-quality talents. It helps to standardize the teaching activities of secondary colleges in private universities, improve the effectiveness of teaching, enable students to achieve high-quality and efficient learning outcomes and satisfaction, and ultimately enhance the overall education level and competitiveness of private universities. It can be seen that in order to fundamentally ensure the effectiveness of the construction of the teaching quality assurance system, it is necessary to base on the characteristics of private universities and the actual situation of the colleges, clarify the goals and positioning of the construction of the teaching quality assurance system, to ensure that the teaching quality assurance system has a clear direction, and to promote the high-quality teaching work of the secondary colleges of private universities. As for the former, the construction goal should be centered on cultivating high-quality applied talents, fully leveraging the advantages of private universities, and taking improving teaching quality and perfecting teaching management systems as auxiliary goals to comprehensively promote the improvement of teaching quality. For the latter, the positioning should be based on serving the college, meeting the needs of students and society, and conforming to advanced educational concepts and teaching models at home and abroad, to create an advanced and scientific teaching quality assurance system, highlighting the timeliness and sustainable development of secondary colleges in private universities.

2.2 Identify Key Elements

In the process of building a teaching quality assurance system, the construction elements are key components that cannot be ignored, including the formulation of teaching standards, monitoring of the teaching process, and effective implementation of teaching evaluation and feedback. These are not only the core elements of building a teaching quality assurance system for secondary colleges, but also the direct factors that determine the effectiveness of the teaching quality assurance system. If teaching standards are missing or lack feasibility and scientificity, the teaching process is arbitrary or lacks

execution, and teaching evaluation and feedback cannot play their due value, it is difficult to provide basic support for teaching quality, including quality assurance support in teaching management, supervision, and feedback.^[3] Therefore, when constructing a teaching quality assurance system, secondary colleges of private universities should also combine their own reality to further determine key elements. They should not only focus on the reasonable formulation of teaching standards, but also strengthen the monitoring of the teaching process, and do a good job in teaching evaluation and feedback. Among them, the formulation of teaching standards should cover three major systems: professional standards, curriculum standards, and teaching quality standards. It should be refined and implemented layer by layer from professional to curriculum and teaching, in order to provide teachers with clear and explicit teaching standard related basis and guidance suggestions, and guide teachers to carry out academic teaching activities in a scientific, standardized, and standardized manner. The monitoring of teaching process should cover all aspects of teaching plan, classroom theory and practical teaching, and teaching assessment, and provide corresponding supervision and inspection management mechanisms for different teaching aspects. For example, in terms of classroom teaching quality monitoring, corresponding quality monitoring mechanisms can be established to comprehensively evaluate and provide feedback on teachers' teaching, including their teaching attitude, teaching methods, student performance, teaching effectiveness, etc., through methods such as listening and evaluating classes, student feedback, questionnaire surveys, and teacher interviews. Based on the evaluation results, provide evaluation feedback to teachers, that is, identify problems in their teaching and provide relevant suggestions to assist teachers in improving and solving teaching problems in a timely and effective manner, and achieve sustained improvement in teaching quality.

2.3 Grasp the Basic Principles of Construction

Student centeredness, emphasis on effectiveness, and continuous improvement are several basic principles that need to be followed in the construction process of the teaching quality assurance system. The so-called emphasis on

practical results emphasizes the pertinence and effectiveness of the construction of the teaching quality assurance system, which has achievable and operable implementation value, rather than simply theoretical system standards. The principle of continuous improvement mainly puts forward relevant requirements for the dynamic implementation and sustainable role of the teaching quality assurance system, that is, the constructed teaching quality assurance system can be used in the present, and can continuously improve and optimize the teaching quality assurance system through regular evaluation and summary, continuously improving the scientificity and completeness of the teaching quality assurance system, and effectively meeting the development needs of secondary colleges in private universities. Student centeredness is an educational philosophy and teaching principle proposed in the new era of education, which is also applicable to the construction of a teaching quality assurance system for secondary colleges in private universities. It requires colleges to understand students' learning needs, comprehensive development, and personal development expectations, and provide relevant teaching services and support guidance. Only in this way can we fundamentally promote and implement the optimization and construction of the teaching quality assurance system, and promote the effective improvement of teaching quality.

3. Implementation Strategies and Methods for the Teaching Quality Assurance System of Secondary Colleges in Private Universities

3.1 Establish a Sound Institutional System

The system is the framework and guiding basis for the quality assurance system of teaching. Practicing the quality assurance system of teaching depends on the specific implementation and execution of the system. This requires secondary colleges to further improve the existing system, including the establishment and improvement of systems in teaching management, teacher management, and student management, in order to better play the guiding role of the system. On this basis, a dedicated supervision team can be established to strengthen the supervision and guidance of teaching work, ensuring the effective implementation and strict enforcement of the

institutional system. For example, organizing teachers with rich teaching experience and high teaching level to serve as supervisors and administrators, developing corresponding work norms around teaching supervision work, conducting training for teaching supervision, in order to improve the professional ability of teaching supervision, and linking the supervision results with the teacher's teaching quality assessment results to motivate teachers to continuously improve teaching quality. In addition, in the process of improving the institutional system and enhancing the execution of the system, we can also start from the perspective of student evaluation of teaching, such as formulating and optimizing the student evaluation index system, innovating the student evaluation methods, etc., fully exerting the role of student evaluation of teaching, reflecting the teaching quality of teachers more directly and comprehensively, and then targeting the teaching deficiencies or problems of teachers, supervising the rectification by the supervision team, and promoting teachers to continuously improve the teaching quality.

3.2 Strengthen the Construction of the Teaching Staff

Teachers are the direct factor determining the quality of teaching. In response to the current problems of unreasonable and unstable faculty structure in secondary colleges of private universities, private universities should also strengthen the construction of the faculty team. On the one hand, it is possible to strengthen the sense of identification and belonging of internal teachers towards private universities by improving teacher salaries, career development opportunities, and other aspects. At the same time, more outstanding and part-time teachers can be attracted to join the college to create a high-quality and stable teaching team. On the other hand, from the perspective of teacher training, it is possible to provide teachers with opportunities and platforms for personal growth, helping them continuously improve their teaching quality in terms of skill level and professional ability.

4. Conclusion

There are certain differences between private

universities and public universities in terms of resources, faculty, and management, which requires attention to flexibility and active response to various challenges in the construction and implementation of teaching quality assurance systems, in order to explore teaching quality assurance systems that are suitable for their own characteristics. From the perspective of construction principles, it should be student-centered, focus on effectiveness, and continuously improve to ensure that the teaching quality assurance system involves all staff and covers the entire teaching process; From the perspective of building goals, it is necessary to clarify teaching quality standards, strengthen teaching process monitoring, and focus on teaching evaluation and feedback. On this basis, by establishing a sound institutional system, strengthening teaching process management, enhancing the construction of teaching staff, and optimizing the allocation of teaching resources, we can ensure the effective implementation of the teaching quality assurance system, so that it can play a practical role and help improve the teaching quality and talent cultivation effectiveness of private universities.

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