

Construction of Teaching Quality Assurance System from the Perspective of The New Round of Review and Assessment on Undergraduate Education and Teaching & Learning: Based on the Practice of Chengdu Neusoft University

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Abstract: The New Round of Review and Assessment on Undergraduate Education and Teaching & Learning has set requirements for the construction of quality assurance systems in universities. It emphasizes the focus on the university's teaching quality assurance system, the utilization of quality information in universities, and the improvement of quality and cultural development. This article takes the practice of Chengdu Neusoft University's teaching quality management and assurance system as an example to explore the quality assurance system in private applied universities. It explains the connotation of the system and analyzes its support for evaluation and assessment, with the aim of providing reference and guidance for the construction of teaching quality assurance systems in private universities.

1. Introduction

Evaluation is an important mechanism to ensure the level of higher education and the quality of talent cultivation in the field of international higher education.^[1] In 2021, the Ministry of Education released the "Implementation Plan for the Review and Assessment of Undergraduate Education and Teaching (2021-2025)", marking the official launch and implementation of the New Round of Review and Assessment on Undergraduate Education and Teaching & Learning ("The review and assessment" for short). The review and assessment is based on the comprehensive implementation of the fundamental task of cultivating morality and talent, which highlights "people-oriented" and "four regressions", strengthens "student-centered, output oriented, and continuous improvement", uses "Five Degrees" as the evaluation criteria. The purpose of evaluation is to promote construction, improvement, management, and strength, so as to promote the improvement of the quality assurance system in universities and cultivate a quality culture of self-awareness, self-communion, self-discipline, self-examination, and self-correction. Its essence is not to classify universities, nor is it a "cat and mouse game", but to form a "quality community" and jointly promote the high-quality development of universities.^[2] Therefore, the focus of the review and assessment is not on "quality", but on "quality assurance work", that is, the quality assurance system of universities.^[3] In this context, this article compares the evaluation requirements and takes Chengdu Neusoft University as an example to explore the teaching quality assurance system of private applied universities, providing reference theories and practical applications.

2. The Requirements for Ensuring the Quality of Teaching in Universities

The indicator system for the review and assessment is divided into four types, among which the applied university is suitable for Class B2. The teaching quality indicators in B2 include 3 secondary indicators and 6 tertiary indicators, covering quality management, quality improvement,

and quality culture. The quality management indicators require universities to have clear quality standards and management systems, as well as sound quality assurance institutions and faculty, which operate well. These indicators also emphasize exam management, require strict examination discipline and an organic combination of process assessment and result assessment, as well as strict control over exams and graduation. The quality improvement indicators require universities to establish internal quality evaluation systems, such as major evaluation and course evaluation, to fully utilize the effectiveness of the internal quality evaluation system and form a continuous improvement mechanism for educational and teaching quality. The quality culture indicators require universities to build a “Five Self” quality culture, which means “self-awareness, self-communion, self-discipline, self-examination, and self-correction”, and continuously deepen the quality culture among faculty and staff. At the same time, universities need to establish a quality information disclosure system and publish annual quality reports, such as undergraduate teaching quality reports, teaching and learning evaluation reports, and other evaluation reports.^[4]

3. Construction and Practice of Quality Assurance System at Chengdu Neusoft University

3.1. The Introduction to the Teaching Quality Management and Guarantee System at Chengdu Neusoft University

In the early days of its self establishment (2007), Chengdu Neusoft University established the Teaching Quality Management and Guarantee Department (referred to as the “Quality Department”), which is at the same level as the Academic Affairs Department and is an independent teaching quality monitoring and evaluation institution, responsible for managing the teaching quality of the university. After years of construction, a teaching quality management and guarantee system named as “6-8 system” has gradually been established.

The “6” of the “6-8 system” refers to “goals, standards, monitoring, evaluation, feedback, improvement”, and the “8” refers to eight quality monitoring stages including “four inspections”, “two supervision”, “two special projects”, “leadership consultation” and “two types of information feedback”.

The “four inspections” refers to teaching inspections, include initial, mid-term, and final teaching inspections, as well as daily teaching patrols. Routine inspections are jointly carried out by the Quality Department and the Academic Affairs Department. The Academic Affairs Department is responsible for organizing and conducting initial and final teaching inspections, while the Quality Department is responsible for mid-term and daily teaching inspections. In addition to daily teaching inspections, inspection reports will be released after the initial, final, and final teaching inspections are completed.

“Two supervision” refers to teaching supervision and leadership supervision. The Quality Department issues teaching standards for teachers, and supervisors and university leaders listen to and evaluate teachers. A monthly reporting system is implemented, and each college submits its own monthly quality work report, in which the supervision situation needs to be summarized. The Quality Department combines the college report and the work situation of the university quality monitoring committee to write and publish the university quality work monthly report.

“Two special projects” refer to special investigations and special evaluations. The special survey mainly includes satisfaction surveys of current students, satisfaction surveys of recent graduates, and teacher teaching experience surveys; Special evaluation is aimed at the main teaching links and processes, including classroom teaching, talent development plans, curriculum and course assessments, centralized practical teaching, graduation project (thesis), etc., to organize quality evaluation, analysis, and feedback.

The “leadership consultation” is organized by the Quality Department and specifically organized by each teaching unit. Each unit needs to organize its own leadership team members and invite leaders of the university and relevant personnel from the teaching management department to have “face-to-face” discussions with a certain number of teachers and student representatives, to directly exchange various problems related to teaching operation and quality assurance control. Problems

that can be solved on site are solved on site, while problems that cannot be solved on site are summarized and fed back to relevant departments by the Quality Department.

The “two types of information feedback” refer to student information officer feedback and external feedback. A student information officer is established in each class, managed by the student club “Teaching and Learning Quality Promotion Innovation Association” under the Quality Department. Comprehensive information collection is conducted regularly, and feedback can also be provided at any time as needed. The collected information includes various aspects such as teacher teaching, student learning, teaching management, and teaching conditions, and comprehensively understands the content related to talent cultivation in the school from the perspective of students. External feedback mainly relies on external channels such as the Sichuan Provincial Department of Education, the National Data Platform for Higher Education Quality Monitoring, third-party surveys, and external evaluations to understand quality information, analyze it, and provide feedback on the talent cultivation process.

3.2. The Characteristics of The “6-8” Teaching quality management and assurance system

The “6-8 system” has the following four characteristics:

3.2.1. The “6-8 system” has a complete organizational structure and quality management system, and its system standards have strong feasibility

Chengdu Neusoft University has three levels of organizational support: school, college, and department. At the school level, a school quality management leadership group and a quality monitoring committee have been established, with offices located in the quality department. Each second level college has a college quality monitoring committee, with a vice dean in charge of quality. Each teaching department fully participates in the supervision of teaching operations.

At the same time, the Quality Department has formulated 14 key teaching quality standards based on talent cultivation goals and processes, covering professional construction, curriculum construction, classroom teaching, centralized practice, graduation project (thesis), etc., incorporating ideological and political education, innovation and entrepreneurship education, TOPCARES education and teaching reform, and industry education integration into the quality standards and evaluation index system.

Nearly 20 teaching quality management systems have been released such as the Work Rules of the Teaching Quality Monitoring Committee, the Methods for Evaluating the Teaching Quality of Full time Teachers, the Education and Teaching Quality Evaluation and Continuous Improvement System, the Student Information Officer System, the Daily Teaching Inspection System, the Leadership Cadre Listening System, the Classroom Teaching Access System, the Professional Talent Training Program Evaluation Method, and the Graduation Design (Thesis) Evaluation Method, etc.. The organizational structure, quality standards, and quality management system can meet the requirements of the review and assessment well.

3.2.2. The eight quality monitoring stages of the “6-8 system” can implement the fundamental task of cultivating moral character and enhancing student satisfaction

The review and assessment emphasizes the cultivation of moral character and focuses on student satisfaction, while the eight quality monitoring stages of the “6-8 system” emphasizes the cultivation of students' ideals, beliefs, and moral cultivation, emphasizes the construction of academic atmosphere, and always puts the implementation of the fundamental task of moral education in the first place. For example, in the evaluation criteria of teaching supervision, a scoring indicator, which is “Moral education should be given priority, emphasizing the correct guidance of students' ideological and political, values, outlook on life, and worldview, and stimulating their positive energy”, has been specifically set up. The teaching supervisor will consciously judge whether the teacher has provided correct ideological and political education to the students during class, timely discover whether there are negative issues such as ideological, political, and moral qualities in the teacher and students, and deal with them accordingly, thus implementing the fundamental task of moral education.

At the same time, the results of “special investigations” show that the majority of students at Chengdu Neusoft University are satisfied with their university and major. And the top few items that have the highest satisfaction with students are teacher ethics and style, ideological and political education (curriculum ideological and political education), and classroom teaching. Especially, both students and graduates expressed the most satisfaction with “teacher ethics and style”. This situation has been confirmed by “external feedback”. For example, in the third-party survey conducted by MyCOS showed that graduates from Chengdu Neusoft University believe that “professional courses” and “teacher’s words and deeds” have a significant impact on their moral education improvement. This is in line with the conclusion of the university's own investigations.

From the perspective of the review and assessment, in addition to the “quality assurance” indicator, the eight quality monitoring stages of the “6-8 system” can also provide support for indicators such as “curriculum ideological and political construction and effectiveness”, “whether the university can timely detect and properly handle negative issues such as ideological, political, and moral qualities of teachers and students”, “students’ ideal beliefs and moral cultivation” “strengthen the construction of academic atmosphere, educate and guide students to love their country, be inspirational, seek truth, and practice their abilities”, “satisfaction of students (graduates and current students) with learning and growth”.

3.2.3. The “6-8 system” combines “evaluation of teaching” and “evaluation of learning”, aiming to enhance teachers’ teaching and educational abilities as well as student learning outcomes

One indicator of the review and assessment is to ensure that the ideological and political construction of teachers is given top priority, teacher ethics and conduct are taken as the first criterion for evaluating teachers, and to strengthen teacher ethics education, publicity, strict assessment management, and institutional construction. It is necessary to implement teacher ethics assessment throughout the entire process of education and teaching. And another indicator is the measures taken to enhance the teaching and educational ability and level of teachers.

For Chengdu Neusoft university, the evaluation subjects of teaching quality for teachers include three dimensions: students, teaching supervision, and the college. This enables teachers to obtain comprehensive and comprehensive feedback information, helping them correctly understand their strengths and weaknesses. After the evaluation is completed, the evaluation results are publicly available to teachers. Each college is responsible for conducting face-to-face feedback on the evaluation results of teacher teaching quality, helping teachers analyze existing problems in teaching and identify their causes, making improvement plans, assisting them in rectification and improvement, and making the teacher a key supervision target for the next stage, tracking and inspecting their teaching progress.

In this system, all evaluation dimensions attach great importance to the evaluation of teacher ethics and style, ensuring that the ideological and political construction of teachers is given priority and that teacher ethics and style are the first criterion for evaluating teachers. For example, in both student evaluation and supervisory evaluation, the first scoring item is “being a role model that fully reflects good teacher ethics and style”. The document of “Evaluation Method for Teaching Quality of Full time Teachers at Chengdu Neusoft University” also clearly stipulates that “teachers with serious professional ethics issues should have a teaching quality level of D”, and “teachers with an annual teaching quality level of D should receive on-the-job training depending on the situation”, ensuring that professional ethics assessment is integrated into the entire education and teaching process from a systemic perspective.

At the same time, the university has issued the “Guiding Opinions on Further Strengthening the Evaluation of Student Learning Effectiveness”, providing framework guidance for the evaluation and improvement of TOPCARES ability indicators, graduation requirements, and training objectives in student learning effectiveness. This document puts forward requirements for the scientificity of student learning effectiveness evaluation, and also requires strengthening the feedback of effectiveness evaluation on the talent cultivation process, which can support the

requirement of “achievement degree” in the review and assessment.

3.2.4. The “6-8 system” strengthens feedback and tracking efforts, and constructs a long-term guarantee mechanism

In terms of continuous quality improvement mechanism, the 6-8 system provides information feedback through various methods, such as teaching supervision, face-to-face communication between inspectors and teachers, etc. At the same time, the system strengthens the reporting and notification system for quality management in secondary colleges, providing comprehensive feedback on teaching operations, teaching conditions, and management services through various channels such as relevant quality reports, monthly meetings, and weekly meetings. Implement a quality feedback and improvement card (notice) system for key quality feedback information, strictly require feedback on rectification results, and achieve a PDCA cycle.

4. Conclusion

The “6-8 system” is the result of many years of educational practice at Chengdu Neusoft University. It has always adhered to the fundamental position of moral education, reflected the concept of student-centered, output oriented, and continuous improvement, and well meets the requirements of audit and evaluation. Of course, there are still shortcomings in this system. In future educational practices, Chengdu Neusoft University will continuously improve the “6-8 system”, optimize and strengthen its connotation construction, better adapt to the requirements of the New Round of Review and Assessment on Undergraduate Education and Teaching & Learning, and make contributions to cultivating outstanding talents and promoting the development of higher education.

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