Constructing the Teaching Quality Monitoring and Guarantee System of Applied Undergraduate Colleges

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Abstract. The quality of teaching is related to the survival and development of applied undergraduate colleges. The monitoring and evaluation system of teaching quality is established, so that the teaching process can be evaluated and feedback in time, and enter a benign circular orbit. The school's teaching quality monitoring and guarantee operation system and the college teaching quality monitoring and guarantee operation system were constructed. The quality control requirements of the teaching quality monitoring and protection operation mode and the main teaching links were put forward, from the training objectives, curriculum system, graduate tracking investigation and third-party social evaluation. On the basis of regular evaluation of the quality of education and teaching, based on the teaching quality monitoring and evaluation feedback information, continuous improvement measures are proposed.

1 Introduction

Teaching quality monitoring focuses on process management, based on factual decision-making methods, attaches importance to the participation of all staff, and pursues continuous improvement. By effective analysis, management, supervision, evaluation, and regulation of the elements of the teaching quality Quality monitoring system; improve the teaching quality guarantee mechanism, improve the guarantee system, and form the organizational quality management of teaching, coordination, and continuous improvement of tasks, responsibilities and permissions, and establish the organizational quality management of teaching quality. Analysis of improvement, evaluation and evaluation of specialized agencies, and teaching quality guarantee models involved in experts inside and outside the school, to form a quality assurance system for goals, implementation, evaluation and improvement of closed cycles.

2 Construction of teaching quality monitoring and guarantee system

2.1 School teaching quality monitoring and guarantee operation system

The school teaching quality monitoring and guarantee operation system consists of six subsystems of teaching decision making system, teaching command system, teaching management system, teaching supervision system, teaching evaluation system and information analysis and feedback system[1].

(1) The teaching decision-making system is led by the principal, responsible for the major teaching decision-making of the school, determines the school's positioning, determines the goal of talent training, formulates the long-term planning of school development and reform, and accepts information feedback, graduate quality and social evaluation.

(2) The teaching command system is led by the vice president of teaching, responsible for the command and regulation of teaching work, determine the goal of talent training, scientifically formulate (revised) talent training programs, formulate quality standards for teaching links, and regulate and deal with various teaching information.

(3) The teaching management system is led by the Academic Affairs Office to organize teaching reform and teaching construction at the beginning of the period, mid-term, and end-of-the-final teaching inspection and special teaching inspection.

(4) The teaching supervision and teaching evaluation system is led by the Higher Education Research and Teaching Quality Evaluation Center to organize the supervision, evaluation and guidance of the teaching process, implement teaching supervision and information feedback, promote the realization of the quality standards of teaching links and the implementation of the teaching management system Essence

(5) Information analysis and feedback system, the Admissions Employment Division is responsible for organizing the tracking investigation of graduates, investigation of employers, and social needs research, etc., feedback to teaching decision-making command and regulation system, strengthen teaching quality monitoring, strengthen teaching quality management; teaching guidance The committee or the school expert
group is responsible for reviewing and evaluating the teaching work of the school and the college, and provides information for the school's teaching management and decision-making.

2.2 College teaching quality monitoring and guarantee operation system

The dean is responsible for the overall coordination of teaching quality monitoring. The college will timely take the school's second-level supervision group for lectures, student evaluation opinions, student symposium opinions, regular and random teaching inspection opinions, test papers and graduation design special assessment conclusions, and enterprise employment groups in a semester. The unit's opinions, the opinions of graduates, and the third-party social evaluation of the unit will be fed back to various majors and related teachers for continuous improvement of the teaching process[2,3].

Professional teaching prepares a curriculum teaching outline in accordance with the talent training plan, and builds a sound teaching link quality requirements in combination with professional characteristics, including the quality requirements such as curriculum, experimental links, internship links, and graduation design. Requirement execution.

In accordance with the quality requirements of teaching, strictly standardize the teaching process, do a good job in the early, mid-term and end-end teaching inspection, and monitor the entire process of teaching. The teaching process information collection and feedback, through analysis and evaluation, determine the continuous improvement content and methods, ensure that the teaching process meets the graduation requirements, so that the teaching process is continuously carried out.

2.3 Build a teaching management system

(1) The School Teaching Guidance Committee makes decisions on the major matters of teaching and teaching management in the school.

(2) The College Teaching Guidance Branch makes decisions on the major matters of the teaching work of the whole college, inspect and evaluate the effects of teaching work; the college teaching supervision team mainly conducts the inspection of teaching materials such as listening, test papers, and graduation design. Wait for inspection; the college office is responsible for the daily teaching management of the college.

(3) The director of the department is the daily work and professional construction of undergraduate teaching in management, and is responsible for the implementation of the specific organization of the teaching process. The director of the Experimental Center is responsible for the management and construction of practical teaching, and arranges the experimental instructor to cooperate with the teacher to guide the students to complete the various practical teaching tasks to manage and maintain experimental instruments and equipment.

2.4 Teaching quality monitoring and guarantee operation method

Establish a comprehensive internal evaluation system and establish a school and college teaching operation management institution. The Academic Affairs Office is responsible for the comprehensive inspection of the teaching link and the quality of teaching. The teaching management personnel of the college conduct regular inspections and supervision of the courses and practices undertaken by the department. In a good state, monitor the entire teaching process, discover problems in time, and regularly evaluate whether the teaching requirements of each link will meet whether the graduation requirements are achieved to promote the achievement of training goals[4,5].

2.5 The quality requirements of the main teaching link

Based on the school's teaching management system and the target requirements of professional talent training, the college, based on the analysis and summary of the operation results and data of the teaching quality monitoring system, formulate the quality standards for teaching links that can ensure the requirements of professional graduation, establish a talent training plan for talent training programs. Formulate and revised, curriculum syllabus, qualifications of teachers, teaching materials, curriculum teaching plans, course preparation, classroom teaching, experimental teaching, curriculum assignment, tutoring questions, curriculum assessment and test paper proposals, monitoring, papers and test papers, professional internships, curriculum. The quality control requirements of the entire process of undergraduate teaching activities such as design, graduation design[6].

3 Regular evaluation of teaching quality

3.1 Regularly evaluate the curriculum system

The director of the department held a student symposium from time to time, soliciting students' evaluation and opinions of the current curriculum system, organized professional teachers to analyze and discuss the results of various evaluation results, combine the teaching experience and curriculum questionnaire survey of teachers, and find the curriculum system in actual implementation. The problems in the process are proposed to propose a preliminary improvement plan.

The supervision group evaluates the curriculum teaching and practical teaching every semester, and examines the support of the teaching outline and training model for graduation requirements. Student work office organizes the formal graduates every year to conduct discussions and questionnaire surveys and investigations of alumni and employers to obtain students' evaluation and opinions on the curriculum system.
The School Teaching Guidance Branch Committee evaluates the support of curriculum, talent training goals and graduation requirements for every 2 to 4 years, evaluate whether the credits and hours of the curriculum are rationally set, and the internal connection relationship of the curriculum settings and the inherent internal connection of mutual support evaluate.

According to the talent training goals, compare the general standards and professional supplementary standards for engineering education certification, and regularly evaluate the curriculum system setting through the form of a professional curriculum construction seminar, a seminar and questionnaire survey, alumni and employer visits and investigations.

### 3.2 Regularly evaluate the quality of teaching

The school establishes the teaching quality evaluation agency of the school and college. The professional teaching quality assessment team must be reviewed and evaluated by the professional courses, and the analysis results are reviewed by the Academy's Teaching Guidance Sub-Committee.

1. Evaluation methods and implementation of teaching quality. The quality evaluation of professional curriculum teaching is based on the syllabus of teaching. It evaluates the teaching design organization, teaching content, tutoring answers, homework correction, course teaching effects, course teaching goals, and timely feedback information.

2. Teaching appraisal. Teachers through classroom questions, post-class exercises, follow-up tests, and curriculum questionnaires, analyze students' mastery of curriculum knowledge and problems existing in self-teaching, end the examination and the course teaching summary, test paper analysis and student results through the curriculum. Distribution, evaluate the effect of course teaching. Through the results of the course reaching degree evaluation, adjust the teaching content and teaching methods of the course.

3. Teaching supervision and evaluation. The school and college supervision group arranged for teaching supervisors to randomly check the lesson and fill in the lecture records every semester. They have made objective evaluations of the teaching level of teachers, the surrounding environment and classroom facilities, the students' arrival rate and classroom atmosphere, and the classroom atmosphere, and the classroom atmosphere.

4. Teaching inspection and evaluation. Teaching inspection includes regular inspections and random inspections. At the beginning of each semester, the school and the college organize centralized teaching inspections and evaluations.

5. Student evaluation. Organize students to evaluate students at the end of each semester to ensure that the participation rate of students per semester is more than 70%. The evaluation results were finally fed back to the teacher himself. In response to the 3%of the teachers, helping them analyze the main problems and reasons, take practical and effective measures to gradually improve the level of curriculum teaching.

6. Teacher evaluation. The school establishes a teacher evaluation system and organizes the implementation of the school's Higher Education Research and Teaching Quality Evaluation Center. Every semester passes the teacher evaluation, and the students' learning attitudes, classroom discipline, learning process, and learning effect will be conducted.

7. Evaluation of course teaching goals. The college comprehensively evaluates the course at the end of each semester. According to the results of the teacher's self-evaluation results, the professional teaching quality assessment team evaluates the rationality of the graduation requirements to support the graduation requirements. Rating.

8. Special evaluation. The High Education Research and Teaching Quality Evaluation Center and the college regularly hire the expert group to conduct special assessment and graduation design special assessment. First of all, the college self-check, and the school will conduct a comprehensive assessment.

### 3.3 Graduate tracking feedback mechanism and social evaluation mechanism

Establish a graduate tracking feedback mechanism and social evaluation mechanism. Through the employer questionnaire survey, graduate questionnaire survey, irregular survey visits, and holding employers or graduates for symposiums, etc., collect the evaluation opinions of graduates and employers extensively, and can organize and analyze the information obtained by the feedback. The college's talent training plan leading group guides the professional amendment to the talent training goals, graduation requirements, curriculum systems and curriculum outlines, while evaluating the achievement of training goals[7].

### 3.4 Regular evaluation achieved by training targets

Using graduate tracking and feedback mechanism and social evaluation mechanism, based on the feedback from fresh graduates, feedback from graduate survey, employer feedback, third-party survey data, and conduct regular evaluation of the achievement of training goals.

### 4 Continuous improvement based on teaching quality monitoring and evaluation feedback

Based on the results of teaching quality monitoring and evaluation, professional teaching methods have been carried out in teaching methods such as classroom teaching, practical teaching, and graduation design; based on graduates to track and feedback information and social evaluation information, revise the talent training goals and graduation requirements, and promote graduation requirements to reach the reach Essence[8].

4.1 The results of the quality assessment of the main teaching process are used for continuous improvement

Through the self-assessment, teaching inspection, student evaluation, supervisor evaluation, leadership and peer listening evaluation, student satisfaction survey, school student symposium, annual basic status monitoring data and teaching quality report, etc. Quality management, monitoring, and evaluation, for existing problems, propose practical and feasible improvement measures, and continue to improve in the next round of cycle, promote the achievement of teaching goals, and achieve closed-loop monitoring of the teaching process in the school.

4.2 Graduate tracking survey feedback and social evaluation information for continuous improvement

Do a good job in the investigation of graduates tracking surveys and investigation of corporate talent needs, carefully listen to the feedback from graduates, employers, industry enterprises, and third-party evaluation agencies, and timely obtain professional student employment group groups, competitiveness, characteristics and advantages Employers who feedback to cultivate targets and graduation requirements shall reflect the opinions of students' social responsibility, professional ethics, and team cooperation capabilities. According to the general standards of engineering education certification, the regulations of the training goals and graduation requirements will be revised in time. Talent training model, promote talent training goals, graduation requirements and curriculum systems, continue to reform and innovate, find new problems to solve new problems, continue to improve, and achieve closed-loop monitoring of off-school teaching process.

5 Conclusion

(1) The school's teaching quality monitoring and guarantee operation system and the school's teaching quality monitoring and guarantee operation system are the working system and operating mechanism that comprehensively improves the quality of teaching to consolidate and improve the quality of teaching.

(2) Regularly evaluated the quality of education and teaching from the aspects of training goals, curriculum systems, graduates tracking surveys and third-party social evaluations, and laid the foundation for optimizing the talent training model.

(3) Presented continuous improvement measures based on teaching quality monitoring and evaluation feedback information. By achieving closed-loop monitoring in the teaching process inside and outside the school, the teaching process continued to improve, and the path was proposed for improving the quality of teaching.

(4) Studio-made talent training model interprets the characteristics of talent training in applied undergraduate colleges, cultivates the two-division dual-energy teacher team with a combination of specialty and combination, and cultivates innovation awareness, entrepreneurial ability, and practical application capabilities throughout the talent training of talents. Process, promote learning, practice, and innovation, coordinated with knowledge, ability, and quality; improve the teaching quality monitoring and evaluation system of applied undergraduate colleges, continue to improve the virtuous circle, and improve students to analyze problems and analyze problems in the front line of production after graduation. The ability to solve complex engineering problems enables school talent training to be seamlessly connected with corporate talent needs.

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