

OPTIMIZATION STRATEGIES FOR THE UNDERGRADUATE TEACHING QUALITY ASSURANCE SYSTEM IN SECONDARY COLLEGES

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Abstract: This study focuses on the optimization of the undergraduate teaching quality assurance system in secondary colleges of local application-oriented universities. It systematically analyzes existing issues within the current system, including lack of systematicity, gaps in monitoring key teaching processes, limited evaluation methods, and an inadequate mechanism for continuous improvement. Based on this analysis, fundamental principles for constructing a teaching quality assurance system are proposed, encompassing strengthening the role of grassroots teaching units, establishing an all-member participation mechanism, formulating scientific quality objectives, building a closed-loop process for continuous improvement, and fostering a culture of quality. Furthermore, a construction approach centered on student-oriented, goal-directed, all-member-involved, and continuously improved practices is put forward. Specific optimization strategies are proposed from three aspects: the decision-making and command mechanism, the organizational structure for quality monitoring, and the teaching management system. The study aims to provide theoretical reference and practical insights for developing a systematic, standardized, and efficient teaching quality assurance system in secondary colleges.

Keywords: Secondary colleges; Teaching quality assurance system; Optimization strategies; Continuous improvement

1 INTRODUCTION

In local application-oriented undergraduate universities, secondary colleges function as the fundamental units for organizing and implementing teaching activities and bear the core mission of talent cultivation. As the primary executors of institutional teaching work, they are responsible for specific tasks such as faculty development, professional curriculum design, and classroom teaching management, thereby playing a pivotal role within the higher education quality assurance system [1]. With the shift in China's higher education from scale expansion to connotative development, the teaching quality assurance (TQA) efforts of secondary colleges encounter new challenges and opportunities. On one hand, these efforts must align with the university's overall TQA framework and requirements to ensure standardization; on the other hand, they must reflect the unique characteristics and strengths of the colleges by integrating disciplinary features, professional positioning, and developmental needs. This dual imperative necessitates that secondary colleges construct a TQA system that adheres to unified norms while embodying distinct characteristics. Currently, many secondary colleges have undertaken beneficial explorations in establishing TQA systems; however, numerous issues persist in practice. For instance, TQA work often lacks systematic planning and holistic coordination; quality monitoring exhibits blind spots, failing to cover all critical teaching processes; monitoring methods remain relatively homogeneous, inadequately capturing the full spectrum of teaching quality; and improvement mechanisms are underdeveloped, lacking effective pathways for continuous enhancement. These shortcomings impede further improvement of teaching quality in secondary colleges [2]. Therefore, conducting in-depth research on optimization strategies for the TQA system in secondary colleges holds significant theoretical and practical importance. This study aims to analyze the current state and challenges of TQA in secondary colleges, explore the principles, approaches, and specific measures for constructing a scientific and effective TQA system, and provide references for secondary colleges to enhance teaching quality. Through systematic institutional design, standardized process management, and continuous improvement mechanisms, this research seeks to promote the institutionalization [3], standardization, and scientization of TQA in secondary colleges.

2 ANALYSIS OF THE CURRENT SITUATION OF TEACHING QUALITY ASSURANCE IN SECONDARY COLLEGES

In recent years, secondary colleges across various universities have actively explored TQA, developing distinctive management models. Most colleges have established quality assurance systems encompassing teaching objective setting, teaching process monitoring, and teaching outcome evaluation, achieving certain results. Nevertheless, several common issues remain in practice and require urgent resolution.

Insufficient Systematicity in Teaching Quality Assurance. Currently, TQA in many secondary colleges remains fragmented, lacking comprehensive planning. Coordination and collaboration among departments are often inadequate [4], with quality assurance activities frequently operating in isolation, thereby hindering synergy. Moreover, quality

management tends to emphasize post-event inspection and evaluation, lacking effective mechanisms for preemptive prevention and in-process control. This fragmented approach prevents TQA from achieving sustainable development and forming a virtuous cycle.

Gaps in Monitoring Key Teaching Processes. Significant oversight exists in the quality monitoring of several critical teaching links [5]. For example, in practical teaching, factors such as dispersed venues and diverse formats often lead to insufficient monitoring; in graduation project supervision, process management tends to be lax, with inadequate quality control. While different majors have varied talent cultivation objectives, monitoring strategies in practice are often uniform, lacking specificity and effectiveness.

Reliance on Simplistic Teaching Quality Monitoring Methods. Currently, teaching quality monitoring in many secondary colleges relies predominantly on traditional methods such as classroom observations and inspections, resulting in a relatively narrow approach. The insufficient application of information technology hinders real-time, dynamic quality monitoring. When formulating teaching management plans, there is a tendency to simply replicate superior directives without adequately considering the college's actual conditions and specific needs. Furthermore, analysis of monitoring results is often superficial, lacking in-depth data mining and root cause analysis, which impedes the identification of underlying issues.

Lack of Continuity in Teaching Quality Improvement. Many colleges lack effective tracking and improvement mechanisms once problems are identified. Improvement measures frequently remain at the documentary level and are not translated into concrete teaching practices. Simultaneously, there is an absence of continuous evaluation and feedback on the effectiveness of improvements, making it difficult to establish a virtuous cycle of "evaluation–feedback–improvement." Consequently, similar quality issues tend to recur, undermining the efficacy of teaching quality enhancement efforts.

3 PRINCIPLES FOR CONSTRUCTING THE TEACHING QUALITY ASSURANCE SYSTEM IN SECONDARY COLLEGES

Strengthen the Role of Grassroots Teaching Organizations. Fully leverage the function of grassroots teaching organizations, such as teaching and research offices and course groups, by granting them greater autonomy and managerial authority. Establish sound incentive mechanisms to mobilize the enthusiasm and creativity of these organizations in participating in TQA. Concurrently, clarify the primary responsibility of secondary colleges in TQA [6], enhancing quality awareness and managerial accountability at the college level.

Establish an All-Member-Involved Teaching Quality Management System. Teaching quality assurance is not solely the responsibility of administrative personnel but requires the collective participation of all teachers and students. Establish a clear division of responsibilities to ensure that every teacher and teaching administrator understands their role within the quality assurance system. Standardize various work processes through institutional development [7], providing a structural guarantee for all-member involvement.

Formulate Rational Teaching Quality Objectives. Quality objectives are the foundation and ultimate aim of TQA. Each major should formulate feasible quality objectives based on its unique characteristics and actual conditions [8]. These objectives should not only meet the university's overall requirements but also reflect professional distinctiveness; they should emphasize both knowledge impartation and ability cultivation; and they should value both the teaching process and its outcomes.

Build a Closed-Loop System for Continuous Improvement Throughout the Entire Process. Establish a complete quality assurance cycle encompassing planning, implementation, inspection, and improvement. Regularly conduct teaching quality evaluations to promptly identify problems and deficiencies. Establish effective information feedback mechanisms to ensure evaluation results are promptly communicated to relevant units and individuals. Simultaneously, implement tracking and inspection mechanisms to ensure improvement measures are executed, thereby achieving sustained quality enhancement.

Cultivate a Cultural Atmosphere for Teaching Quality Development. Foster a college-wide culture of "quality first" through various forms and channels. Organize activities such as Teaching Quality Month, teaching competitions, and teaching experience exchanges to create an environment that values, researches, and improves teaching. Instill the pursuit of excellence as a shared value and conscious practice among all teachers and students.

4 APPROACHES FOR CONSTRUCTING THE TEACHING QUALITY ASSURANCE SYSTEM IN SECONDARY COLLEGES

Adopt a Student-Centered Approach, Upholding the Primacy of Students. Fully consider students' learning needs and developmental requirements in system design and implementation. Establish comprehensive student feedback mechanisms to regularly collect students' opinions and suggestions on teaching. Increase the weight of student evaluations in teaching assessments to ensure students' voices are adequately reflected. Simultaneously, focus on students' learning experiences and gains to continuously optimize teaching design and methodologies.

Be Goal-Oriented, Refining Talent Cultivation Standards. Translate talent cultivation objectives into specific teaching quality standards, establishing operable and measurable indicator systems. These standards should cover all aspects of teaching, including curriculum design, classroom instruction, practical teaching, and assessment evaluation. Through clear standard guidance, render TQA work rule-based and evidence-based.

Implement All-Member Participation, Enhancing Quality Assurance Awareness Across the College. Improve all teachers' and students' understanding of the importance of TQA through training, publicity, and other means. Establish incentive mechanisms to encourage teachers' active participation in teaching quality improvement initiatives. Meanwhile, create conditions and platforms for students to engage in quality assurance work, cultivating their quality awareness and participatory capabilities.

Persist in Continuous Improvement, Ensuring Ongoing Resolution of Quality Issues. Establish normalized mechanisms for problem identification and resolution. Identify teaching quality issues promptly through regular teaching inspections, random checks, and specialized assessments. Establish rapid response mechanisms to ensure problems are addressed in a timely manner. Concurrently, emphasize the summarization of experiences and consolidation of outcomes, transforming effective improvement measures into institutional norms to prevent recurrence.

5 OPTIMIZATION STRATEGIES FOR CONSTRUCTING THE TEACHING QUALITY ASSURANCE SYSTEM IN SECONDARY COLLEGES

Optimize the Decision-Making and Command Mechanism, Strengthening Comprehensive Coordination. Establish a TQA leading group composed of college leaders, discipline leaders, and core teaching faculty, responsible for the overall planning, organization, and coordination of college-wide TQA. The leading group should regularly review teaching quality issues, formulate improvement measures, and coordinate resource allocation. Simultaneously, establish cross-departmental collaboration mechanisms to ensure synergy among various units in TQA efforts.

Improve the Quality Monitoring Organization, Clarifying Monitoring Entities. Establish a robust college-department two-level quality monitoring organizational system. At the college level, institute a teaching quality monitoring center responsible for organizing and implementing institution-wide monitoring; at the department level, set up quality monitoring teams responsible for discipline-specific monitoring tasks. Clearly define the responsibilities and authority of each monitoring entity to ensure orderly operation. Meanwhile, fully leverage the role of the teaching supervision group in strengthening the supervision and guidance of the teaching process.

Optimize the Teaching Management System, Establishing the Institutional Foundation for Quality Assurance. Systematically review and revise existing teaching management regulations. Focus on improving teaching operation management systems, teaching quality evaluation systems, and teaching incentive and constraint mechanisms. Standardize all facets of teaching quality management through institutional construction, providing robust support for TQA. Simultaneously, ensure the operability of regulations to guarantee all provisions can be effectively implemented.

6 OPTIMIZATION PLAN FOR CONSTRUCTING THE TEACHING QUALITY ASSURANCE SYSTEM IN SECONDARY COLLEGES

Define Quality Monitoring Standards and Establish a Monitoring Basis. Formulate detailed teaching quality standards and monitoring indicators. These standards should encompass all teaching aspects, including teaching preparation, classroom instruction, practical teaching, and course assessment. Standard formulation should consider the characteristics of each major, reflecting the specific requirements of professional talent cultivation. Simultaneously, establish a dynamic adjustment mechanism for standards, revising and improving them in response to teaching reform and developmental needs.

Focus on Monitoring Key Teaching Links, Targeting the Core of Quality Control. Pay particular attention to key processes that influence teaching quality. In theoretical teaching, strengthen the monitoring of teaching content, methods, and outcomes; in practical teaching, emphasize the monitoring of students' practical ability development; in the graduation project phase, enforce whole-process quality control. Enhance overall teaching quality by concentrating monitoring efforts on these pivotal areas.

Improve Quality Monitoring Channels and Methods to Ensure Effectiveness. Establish diversified quality monitoring channels. In addition to routine teaching inspections, actively conduct specialized assessments and random checks. Fully utilize modern information technology to develop a teaching quality monitoring information system, enabling real-time dynamic monitoring. Strengthen guidance and support for key groups, such as new teachers and those with poor teaching effectiveness. Establish a teaching quality data analysis mechanism to identify potential issues through data mining, thereby providing a basis for quality improvement.

Furthermore, establish a robust quality information feedback mechanism. Promptly communicate monitoring results and improvement suggestions to relevant departments and teachers through teaching quality reports, teaching bulletins, and other formats. Implement a tracking and supervision system to ensure the execution of improvement measures. Meanwhile, emphasize experience exchange and outcome promotion to foster the continuous improvement of teaching quality.

7 CONCLUSION

The construction of a TQA system in secondary colleges is a systematic project requiring long-term commitment and continuous refinement. By establishing a scientific and rational quality assurance system, implementing effective quality monitoring measures, and instituting a continuous improvement operational mechanism, the teaching quality of secondary colleges can be significantly enhanced, thereby providing strong support for cultivating high-quality talents.

Future work should continue to explore and innovate to further refine the TQA system and promote the in-depth development of education and teaching reform.

COMPETING INTERESTS

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