Research on Local College Teaching Quality Security System Effectiveness

一Taking Jilin Agricultural University as an example

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Abstract—Over the years, the whole society is increasingly concerning about the talent training goal of higher education and its teaching quality with the rapid growth of the higher learning education. The improvement of higher education quality is determined by many factors, among which college teaching quality security work is an important factor. In order to ensure the teaching quality, Jilin agricultural university is energetically exploring the teaching quality security system with the opportunity of checking assessment by the Ministry of Education. Centered on the concept "Personnel training as the core goal, and actively explore teaching safeguard system obeys the law of education development, both teachers and students, with innovative scientific management to promote the effectiveness of teaching quality assurance", the establishment of an effective teaching quality monitoring and security system, and obtained good results.

Keywords—The quality of teaching; Effectiveness; research

The improvement of higher education quality is determined by many factors, among which college teaching quality security work is an important factor. In order to ensure the teaching quality, Jilin agricultural university is energetically exploring the teaching quality security system with the opportunity of checking assessment by the Ministry of Education.[1]

I. THE CONCEPT AND SYSTEM OF TEACHING QUALITY SECURITY WORK

Centered on the concept "Personnel training as the core goal, and actively explore teaching safeguard system obeys the law of education development, both teachers and students, with innovative scientific management to promote the effectiveness of teaching quality assurance", Jilin agricultural university has set stable teaching security team, improved the teaching rules and regulations and formed a participation of all-round and runs through the whole process of teaching quality guarantee

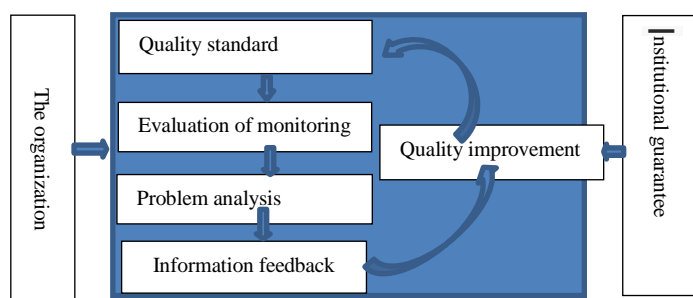system after years' development. (Seen the picture below)

Fig. 1. Jilin agricultural university teaching quality guarantee system diagram

Security system is divided into two levels. The first level is core—quality guarantee the closed-loop system, beginning with quality standard, evaluation and monitoring, problem analysis, information feedback and quality improvement successively. After, it begins the next circulation. The second level is about two sides—quality assurance support system, which includes two aspects of institutional framework and institutional assurance.[2]

II. THE PRACTICAL EXPLORATION ON QUALITY ASSURANCE SYSTEM EFFECTIVENESS

A. Keeping school-level routine inspection, improving teaching ability continually

The school leaders have been examined the classes 1949 times, the experiment 142 times, 219 items of internship, 8202 test papers and 569 theses. The evaluation of students above 90scores accounts for 99.86 percent and that of supervisors accounts for 54.55 percent. The teaching result is acknowledged. Some teachers are prominent in winning title of honor and rewards of teaching contest. Now we have one teacher teaching at national level, eight teachers teaching at provincial level, three teachers winning the Henry fok, young teachers award, one winning the national second prize of the

national young teachers teaching competition, two winning the provincial first prize, one winning the provincial second prize, one winning second prize of national via-internet micro class, one wining excellence award, two winning provincial top reward, two winning the first prize, one winning second prize, six winning the second and third prize of the multimedia courseware competition, 11 winning the college English contest of young teachers lecture in Jilin.[3]

B. Keeping work of helping and guiding certain teachers

There are 44 teachers who are evaluated as not qualified teachers confirmed as focus subject in 2013. Guided by supervisor at school-level, the evaluation of the teachers is getting improved. 11 of the teachers have improved 5 in the evaluation score.[4]

C. Making and keeping practicing the regulations

Jilin Agricultural University has roundly revised teaching management file system twice in the year of 2007 and 2014. Also the school formulates and improves the teaching quality guarantee system. During the process of professional title appraisal and appraising excellence, the school will carry out the one-vote negation of teaching quality and one-vote negation of teachers' moral.[5]

Keep the system of leaders' supervision. The leaders have supervised the classes for 70 times during the three years.

D. Predominant improvement in teaching quality and social evaluation

In recent years, Jilin Agricultural University pays more attention to the long-term mechanism construction of teaching quality improvement, from setting individual section for the work of teaching quality management, the conversion of working mode of the setting of independent organizations, the construction of students' information feedback and setting improved organization. Seen from the setting of standards, improvement of teaching quality management, reform of teaching performance measures, setting of all kinds of awards in teaching. All have improved the system of both stimulating and control, formed effective teaching quality assurance system and ensured the steady improvement of teaching work and teaching quality. In the recent three years, the excellence rate of students' basic course has reached above 30 percent, the average pass rate of CET-4 have exceeded 50 percent, average employment rate is almost 90 percent and postgraduate qualifying examination rate reaches 20percent.there are over 700 national or provincial contests. Over 85 percent of students think they have got improvement in professionalism and comprehensive quality. The degree of satisfaction of the employer for the students' cultivating moral integrity, quality of professional morality, professional ethics and professional skill has reached 85 percent.[6]

III. PROBLEMS AND IMPROVEMENT MEASURES

A. Existing problems and improvement measures for the Teaching Evaluation System

Performance problems and cause analysis: First, teaching evaluation is still limited to the evaluation of classroom

teaching and teaching basic documents of all kinds. Aspects of teacher participating in teaching reform and construction and effectiveness involved in teaching and research, etc. into effect are not enough. Second, the current principal teaching evaluation, teaching students to be borne by the supervisor, leadership evaluation coverage is very limited, peer review is not sufficient to carry out, the students evaluate the reliability and validity is not high, Objectivity and truth bias, lack of recognition of the results of the evaluation of teachers, college teaching role to play in the evaluation is still insufficient, so the evaluation of the main diversification did not really realize.

Improvement measures: First, the development of teaching job evaluation methods, and rational design evaluation index system of teaching content, teaching content, teaching reform, teaching and research into the evaluation system, to develop detailed indicators. Second, the rich evaluation subject, based on student supervision evaluation, strengthening teachers' self-assessment, peer assessment, in particular to strengthen the Department of collective lectures, Lessons, observation and evaluation; Determine the main focus of the evaluation, while enhancing the status and role of teachers in the School of Teaching Evaluation, Inspection and Evaluation College students and increase the proportion, so that the different aspects of each subject has focused on teaching the work of a comprehensive assessment.

B. Teaching management and quality monitoring of the presence of team problems and improvement measures

Performance problems and cause analysis: First, the existing hospital-level teaching management staff uneven level of education, age and professional title structure is irrational, background discipline with its own jobs and colleges where disciplines related degree is not high, the low level of research and teaching level, lack of ability to work creatively. Second vice president of teaching, Dean, School of Experimental Teaching Center director and other part-time teaching staff management, teaching and research tasks are arduous, into teaching management effort is limited, teaching management affected. The third is the insufficient number of quality control team, responsible for the lack of data and the status of internal evaluation specialists, university supervisors optimize team needs to be further supplemented. Fourth, the University and College level teaching management, quality control personnel need to increase the intensity of training and exchange, particularly those involved in high-level international conference on domestic little.

Improvement measures: Firstly, the development of two grade of university and college teaching hospital management, quality control personnel training and study-related system, and actively carry out exchanges and discussions, when establishing training and learning in the lowest number of the standard, and appropriate financial support, which is important as an annual assessment and employment titles basis, and constantly improve the overall quality business education and research level management personnel. The second is the establishment of a professional person in charge of the system strengthens the main responsibility of college, truly implement secondary management. Each selection of an undergraduate teachers with senior titles, has a high academic level and

teaching experience and strong management capacity as the person in charge, while clear relevant responsibilities and benefits, and in order to further clarify the person in charge of professional and teaching hospital deputy segregation of duties long lines (chamber) between the director, the establishment of performance appraisal system, give full play to their functions and enthusiasm, stimulate colleges vitality. Thirdly, modest supplement the university steering group member, full-time quality control personnel, to encourage more senior teachers to participate in hospital-level supervision, the periodic assessment, regular rotation system, to further strengthen the quality control team.

C. Teaching Quality Management of information technology problems and improvement measures

Performance problems and cause analysis: At the first, the integration of all aspects of undergraduate teaching basic school built in the early state of the database, the data on all types of connotation to define a standard collection system and the division of authority, information service processes, updating and maintenance methods has not been established, teaching, research, academic, personnel and other information share is still in place, to provide information services for the school and community capacity is still inadequate. Second, the school professional assessment, academic degree and site assessment, course evaluation, and other functions in THE realization of a state other than the data acquisition still missing, need further improvement. School on the use of large data information to discover, analyze and solve the problem of insufficient is awareness.

Improvement measures: One is to strengthen the status of undergraduate teaching basic database and platform construction, which is an important content of digital campus construction, the establishment of the school of undergraduate teaching basic state data collection and information service supporting system, based on the Ministry of Education, the basic state data acquisition and service all types of schools Evaluation and decision-making needs two further clarify the Institute, the department data collection tasks, data content, acquisition principles, use and maintenance of process requirements, to further expand the data platform capabilities to better serve the national and provincial administrative departments macro-management of schools to normal monitoring of the work and development of the cause of the assessments carried out in schools and the important decision-making information needs. Second, on the basis of the progressive use of large data mining and trend analysis carried out problems, such as the conduct of the investigation and evaluation of the school performance, employment and development of graduate follow-up survey to assess, serving the major reform schools and special needs of decision-making.

D. Teaching Quality Improvement Existing problems and improving measures

Performance issues and Analysis: Teaching quality problems found more reform efforts is not enough. Some equipment use of ineffective, non-standard paper reviewers, and other more

specific internship program is not easy to solve the problem usually resolved quickly, but the lack of young teachers teaching ability, the low proportion of teacher evaluation in teaching, the main role of school running affect the play is insufficient, teachers international level is not high, the digital campus construction is lagging behind other issues, the total amount by inadequate resources, teaching and research tasks heavy, slow process of reform of personnel management and other factors, is still not very good solution. The main reason is: First, not enough emphasis, emphasis on institution-building is much larger than its standard implementation and feedback results concern the problem of tracking and problem-solving re-evaluation of the situation there is still a lot of room. Second, coordination is not in place to improve the quality of mainly relying mainly responsible departments, other departments involved is not high, coordination of quality improvement work is poor, persistent enough.

improvement measures: First, the school up and down a full discussion, the issue of quality layers of comb from the top level design improvement plan, and into the school, "Thirteen Five" plan, identify future building programs and security measures in the form of files. The second, the system and the implementation of the program of work focused on quality control and guarantee real shift from the rules and systems, and the results of rectification effects, such as on the part of teachers in teaching have focused support, guidance and tracking re-evaluation. Department regularly publish to the whole assessment of major projects such as the rectification of undergraduate professional assessment of the implementation of the tasks of the rectification process is slow, inadequate, ineffective supervision and be the deadline for rectification, to ensure the progress and quality improvement effect.

IV. CONCLUSION

Teaching quality management is a complex system engineering, do a good job in this work, and continuously improve the effectiveness of teaching quality assurance, to do a good job of the school's central work is of great significance. But also to meet the needs of the rapid development of higher education in China to adapt to the current needs of the teaching reform and development, but also to cultivate the spirit of innovation and entrepreneurial needs of students. In the long-term practice, we have to clear three basic understanding. First, improve the quality of teaching is to improve the quality of teaching management. The scientific and effective management of teaching depends on the high quality of teaching managers. First-class teaching management team can promote the quality of teaching in another level. First of all, the school may arrange the teaching management personnel to carry out on-the-job training and on-the-job learning. Through the training of teaching management personnel to keep abreast of the times, to master new knowledge of modern management, master the basic teaching theory and expertise to improve management quality and level. Second, the school also combined with practical work, organized to carry out educational research. Create conditions, so that the university teaching management personnel mutual visits, exchanges and

training, in order to adapt to scientific management, modernization requirements. While encouraging innovation, and constantly mobilize the enthusiasm and creativity of teaching management staff, so that teaching management personnel can boldly use the new management methods to carry out teaching reform, pay attention to and grasp the new situation of personnel training, new problems. Second, the key is to improve the teaching management system. System is the basis of teaching management, the establishment of both incentive and restraint role of the teaching management system, mobilize the enthusiasm of teachers and students to ensure and improve the quality of teaching the most important factor is an important part of scientific management. To work seriously, strict teaching management. To ensure the normal and stable teaching order at the same time accelerates the introduction of modern scientific management ideas and mechanisms. To further improve the teaching management of art, ability and level, to break the self-styled, follow the old tradition of teaching management model, inspired from the teachers and students in the teaching and learning enthusiasm. Third, the purpose of our efforts is to improve the quality of teaching. Teaching is the central work of the school. Strengthen teaching management functions, improve teaching

management institutions, strengthen the construction of teaching management team, its purpose is to improve the quality of teaching management, so as to improve the quality of teaching and personnel training.

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