

Research on the Quality Management of China's Private Application-Oriented Undergraduate Universities Guided by the Evaluation of Students' Learning Results -- Take School C as an Example

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Abstract: With the continuous development of Higher education in China, personnel training stakeholders have put forward higher requirements for students' learning outcomes, which are no longer limited to the course examinations and graduation requirements, but also the increasing attention to the long-term sustainable development of students. The quality assurance of private application-oriented undergraduate universities still needs to be improved in many aspects, such as long-term mechanism construction, quality feedback and rectification, quality management data collection and application, and evaluation of students' learning results. For private colleges and universities, teaching quality assurance is the lifeline of their sustainable development. Taking C university as an example, this paper shows that private application-oriented colleges and universities should optimize the teaching quality assurance system and daily quality management strategy based on the general problems and their own development reality, and take the evaluation of students' learning results as the guidance. Promote the linkage of quality assurance function management, teaching unit quality management and teachers' teaching quality management, promote the formation and development of benign quality culture, and then promote the improvement of school quality.

"Student learning outcome evaluation" is an activity to test the appropriateness between teachers' teaching and students' learning and the preset goals and educational objectives of colleges and universities by collecting and analyzing the evidence of the quantity and quality of teaching and learning outcomes. At present, there are many researches on the evaluation of students' learning results in China. Most of them take "students' learning results" as the keyword. There are 330 search results in the two keywords of "students' learning results" and "evaluation" on China HowNet. There are more than 40 articles closely related to "student learning outcome evaluation", and some

researchers have conducted a comparative study on "student learning outcome evaluation", The United States and other western countries are mostly used for case analysis or comparative research (Zhou Haitao, Jia Lili, Xiong Geng, Xie Xiaoyu, Jing anlei, etc.), and some researchers also carry out research from the aspects of the construction of quality evaluation system of domestic colleges and universities, theoretical methods or practice of teaching evaluation, interaction between talent training and quality assurance, student learning evaluation index system, etc (Liu Juan, Yang Lijun, Xiong Feng, etc.). The emergence and development of domestic Application-oriented Undergraduate Colleges and universities has its own unique historical track and characteristics, and is significantly different from domestic traditional undergraduate colleges and universities in the role orientation of higher education, talent training orientation, service area orientation and their own brand development orientation. Some researchers also study the students of Application-oriented Colleges and universities Results the relevant research on evaluation was carried out, mainly including the design of evaluation index, the construction of multiple evaluation system, classroom effect evaluation, etc. (Chen Xiaobin, Zhou Wenjun, Chen Guang, etc.).

The development history of China's private Application-oriented Undergraduate Colleges and universities is relatively short. In addition to the role orientation of higher education, talent training orientation, service area orientation and their own brand development orientation, there are also great differences between China's private Application-oriented Undergraduate Colleges and universities and domestic traditional public undergraduate colleges and universities in school running conditions, school running experience and many other aspects. Therefore, Private application-oriented colleges and universities should also consider the development status, conditions and efficiency effect when optimizing the quality assurance system and adjusting the quality management strategy based on the students' learning results. Based on the current situation and solving practical problems, it is very important to optimize quality management under the guidance of students' learning results in a better state. This paper mainly analyzes and expounds from the perspective of overall planning school quality management.

1. Problems in Teaching Quality Management of Private Applied Undergraduate Colleges and Universities in China

1.1 The Long-Term Mechanism of Teaching Quality Assurance has not Been Fully Formed

The quality assurance management of China's private application-oriented universities focuses more on the training process of students in school, and the scope of quality monitoring and training process is not consistent enough, such as quality monitoring in practical training and school enterprise cooperation, and the integration of curriculum ideology and politics into classroom teaching, Under the background of "four new [new engineering, new medical, new agricultural and new liberal arts], there is still a long way to go for the quality monitoring of professional content changes, the rectification and improvement after the feedback of quality investigation and evaluation results, and the formation of quality culture of self-consciousness, introspection, self-discipline, self inspection and self correction. Further efforts are needed to form a long-term guarantee mechanism.

1.2 The Rectification of Quality Feedback needs to be Strengthened, Especially the Rectification Efficiency of Secondary Teaching Units needs to be Further Improved

"Accountability and improvement" is a dual driving force for universities represented by the

United States to carry out student learning result evaluation. For domestic universities, it is also an important driving force for teaching quality management. Many domestic private Application-oriented Undergraduate Colleges and universities are newly established colleges and universities. In view of the restrictions of school running conditions, academic conditions, quality culture, rapid development changes, large teacher mobility, lack of management system and other reasons, the efficiency results of feedback and rectification of teaching quality management of private Application-oriented Undergraduate Colleges and universities need to be further improved. It is very necessary to strengthen the construction of quality management incentive mechanism for secondary colleges and departments and form a systematic quality feedback and rectification of upper and lower linkage.

1.3 Extensive and Effective Quality Management Data Analysis and Feedback Have not been Formed, and the Collection and Use of Quality Management Data Need to be Further Strengthened.

In recent years, the national data platform has played a role in promoting the feedback on the development of private Application-oriented Undergraduate Colleges and universities. However, after all, the scope is limited, and more data needs to be investigated, collected, analyzed and evaluated by the quality management department itself or by inviting a third party. At the same time, under the background of "four new", the change of professional talent training content and the construction of professional connotation have brought new challenges. The collection, analysis and use of quality management data need to be further strengthened in order to adapt to the new changes and optimize the talent training system.

1.4 The Evaluation of Students' Learning Results is not Comprehensive Enough, and the Methods and Means of Ability Index Achievement Evaluation, Graduation Requirement Achievement Evaluation and Training Goal Achievement Evaluation under the Background of "Four New" Need to be Enriched

In the evaluation of students' learning results in many private Applied Undergraduate Colleges and universities, although the process assessment is gradually strengthened, examinations, project evaluation, achievements and awards are still the main means. These means need to be gradually improved in terms of truly and objectively reflecting the cultivation of students' key ability indicators, especially under the background of the construction of "four new", In the process of professional restructuring and the change of training content, the professional ability index of talent training will have new changes, the determination of the index and the evaluation of achievement degree are more difficult to quantify, and the evaluation means of professional ability index, graduation requirements and training objectives need to be further studied and enriched.

2. Exploration on the optimization of teaching quality assurance system and the adjustment path of quality management strategy guided by students' learning results in school C

2.1 Foundation of C School Quality Assurance System Construction

In order to conscientiously implement the spirit of the relevant documents of the competent education department and attach great importance to the construction of the quality assurance system, C school has gradually formed a quality assurance system with "objectives, standards,

monitoring, evaluation, feedback and improvement" in line with its own development, It has implemented eight levels of monitoring: routine inspection, teaching supervision and listening, leading cadres' listening, leading consultation, student feedback, special investigation, special evaluation and external feedback. Through the process monitoring of the main links and factors affecting the quality of talent training through the quality assurance system, teachers should strengthen the summary and evaluation of students' learning results.

School C has established a special teaching quality management department, and has successively formulated more than 20 relevant systems and standards according to the needs of the construction of quality assurance system, and the top-level system design has basically taken shape. The school takes the improvement of quality feedback as an important task, Implemented "information feedback and improvement card (notice)" The efficiency results of system, quality feedback and improvement are gradually strengthening. Using the national data platform for higher education quality monitoring, the university has strengthened the collection and analysis of quality data, strengthened the role of quality data in talent training, and gradually strengthened the role of quality management data feedback in talent training through various ways and methods, such as teaching informant feedback, student organization feedback, leadership consultation, special investigation and special evaluation. The school has defined the talent training ability index system of the major in all majors, and each course (including theoretical courses and practical training courses) is mapped with relevant core ability indexes. At the same time, the school has also defined the mapping of relevant second classroom activities and relevant ability indexes at all levels, which has laid a certain foundation for the evaluation of future ability indexes.

2.2 C School Quality Assurance System Optimization and Quality Management Strategy Adjustment Path

With the release of the implementation plan for undergraduate education audit and evaluation of ordinary colleges and universities (2021-2025) by the Ministry of education, the quality assurance ability in the benchmarking audit and evaluation index system of school C, combined with the common problems of private Application-oriented Undergraduate Colleges and universities and the current situation of their own quality assurance system construction and quality management, through "gap, importance, urgency, difference and plasticity" Five dimensional analysis, Form their own quality assurance system optimization and quality management strategy adjustment path (see Figure 1 below), and further clarify "Guided by the national audit and evaluation index system, improve the long-term guarantee mechanism of quality management; form a long-term incentive mechanism of quality management based on the assessment and evaluation of school running quality of colleges and departments; optimize the data feedback talent training quality by means of internal and external quality management data analysis; strengthen the continuous improvement mechanism of teaching quality by strengthening the evaluation of students' learning results" Quality assurance system optimization and management strategy adjustment objectives.

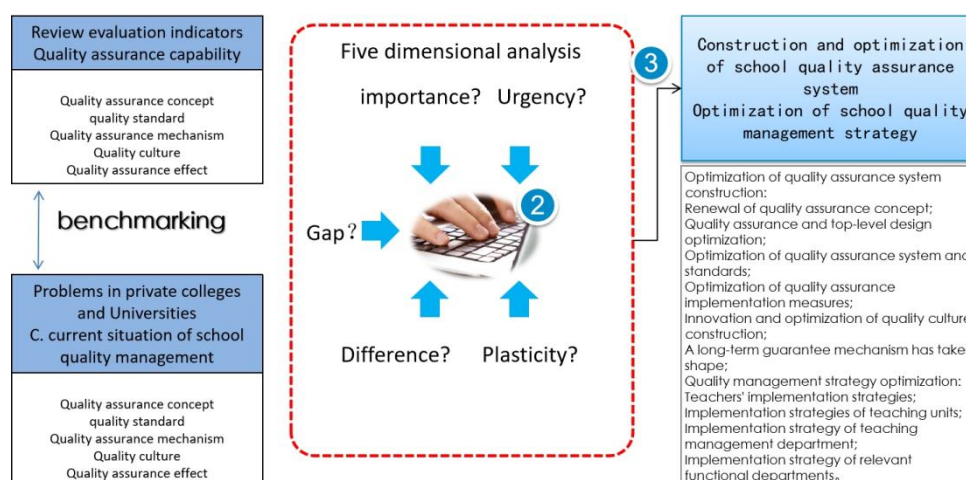


Figure 1: Quality assurance system optimization and quality management strategy adjustment path chart

Gap analysis focuses on quality assurance concept, quality standard, quality assurance mechanism, quality culture and quality assurance results, and clarifies the basic reasons for the gap, such as school running conditions, students' learning situation, quality assurance construction foundation, top-level design, changes in professional training content under the background of "four new". Further analyze the importance, urgency, difference and plasticity according to the causes of the gap: first, analyze the importance and urgency, and clarify which key points are important and urgent to be improved and optimized, and which need to be gradually improved in the long-term process, such as the optimization of top-level design and system standards, the accurate feedback of quality data on talent training, the strength of curriculum ideological and political development Strengthening the evaluation of students' learning results may require focus and improvement and optimization as soon as possible, while the formation of quality culture requires a certain process, and targeted improvement for students' learning situation also requires a certain process. Second, analyze the differences. There are great differences in school running system and mechanism between private Application-oriented Undergraduate Colleges and traditional colleges and universities, great differences in school running history, experience and current situation, and different support from national and local competent departments. It is necessary to build a quality assurance system improvement path in line with their own reality in combination with the requirements of "four new"; The third is to analyze the plasticity, which key points can be improved on the basis of the existing school running, which key points cannot be achieved on the basis of the existing school running, which need to be improved gradually, and which key points need to put forward new solutions according to the professional changes under the new background, so as to select the plastic key points, focus on improvement and optimization, and combine the long-term improvement direction, Form a feasible implementation path.

3. C. Specific Measures for the Optimization of School Quality Assurance System and the Adjustment of Quality Management Strategy

According to the optimization of quality assurance system and the adjustment path of quality management strategy, school C mainly carries out optimization and adjustment from the following aspects:

3.1 Update the Quality Assurance Concept and Optimize the Top-Level Design According to the Five-Dimensional Analysis Results.

C school reviews the quality assurance ability index in the evaluation index system, deeply interprets and understands the connotation of the index, and comprehensively updates the quality assurance concept. In combination with the actual development of the school, based on the five-dimensional analysis, and in full combination with the school's many years of running practice and the foundation of quality assurance construction, further optimize the top-level design of the existing "six haves and eight heavies" quality assurance system, update and improve the places that need to be improved in combination with development, revise the existing system standards, and actively build a teacher teaching A "Trinity" quality assurance system for students' academic and quality monitoring.

3.2 Strengthen the Quality Assessment and Evaluation of Secondary Colleges and Departments, and Mobilize the Enthusiasm and Initiative of Quality Management of Secondary Colleges and Departments

With the development of school C, the school quality management and guarantee department adjusts its own positioning and uses more functions to optimize top-level design, system standards and guidance services. At this time, it is very important to mobilize the enthusiasm of quality management of secondary colleges and departments. The quality assessment and evaluation of secondary departments implemented by the university has mobilized the enthusiasm and initiative of quality management of secondary departments to a certain extent. In the next step, the quality assessment and evaluation index system will be systematically combed and revised, and the assessment indicators will be used to mobilize the initiative and enthusiasm of quality management of secondary departments, In particular, professional adjustment and reorganization and professional connotation construction under the "four new" background are included in the evaluation indicators. Since the university is an it based Applied Technology University, it takes the combination of literature, management, art, medicine and other disciplines + it as the main focus, and pays attention to the mutual integration of various types of majors and the integration of curriculum ideology and politics. At the same time, the school is actively creating a quality cultural atmosphere with its own characteristics of "joint participation of teachers and students, overall process monitoring, timely feedback and improvement, self-examination, self correction and continuous innovation and optimization", In order to achieve the overall improvement of the two audit focuses of "self-consciousness, introspection, self-discipline, self inspection and self correction of quality culture construction; implementing quality values in all links of education and teaching and internalizing quality requirements into the common value pursuit and behavior of teachers and students of the whole school".

3.3 According to the Construction Objectives of the School's Quality Assurance System, Strengthen Quality Data Collection and Analysis, and Accurately Feed Back Talent Training

In addition to introducing the third-party evaluation, the teaching quality management and Guarantee Department of school C has set up special quality investigation specialists and quality evaluation specialists to form the normality of quality data collection and analysis. Based on the existing quality data collection and analysis, the teaching quality management and guarantee department began to strengthen the quality data collection of school enterprise cooperation,

practical training links and students' growth after graduation, especially strengthen the data collection of professional talent training according to the discipline characteristics, and accurately feed back the talent training process through the quality data analysis results, Continuously improve the fundamental quality of talent training.

3.4 Strengthen the Research on the Evaluation Means and Methods of Students' Learning Results, Take the Evaluation of Students' Learning Results as the Guidance, and Improve the Specific Quality Management Measures

At present, school C has carried out research on student learning outcome evaluation, but the process of student learning outcome evaluation is a huge systematic project. Especially under the background of "four new", it is more difficult to quantify the evaluation of professional learning results and the embodiment of students' thinking ability in the new period. On the basis of the existing work, school C has strengthened the research on the evaluation tools for the achievement of students' ability indicators, graduation requirements and training objectives, and gradually adopted targeted strategies to effectively evaluate the development results of all professional talents at different stages and after graduation. School C issued the opinions on Further Strengthening the evaluation of students' learning effect, positioning the contents of students' learning effect evaluation and the roles of school units and teachers in students' learning effect evaluation, and clarifying the direction of strengthening students' learning effect evaluation in the future.

(a) Further improve quality awareness and pay more attention to students' learning results.

Students' learning results reflect the output of the whole talent training process. The comprehensive evaluation of learning results is conducive to further feedback teaching and talent training process, so as to promote the realization of talent training objectives. School C requires functional departments, teaching units and teachers to further improve their awareness of teaching quality and pay attention to the output and results of talent training. The final forms of students' learning results include the achievement of TOPCARE ability indicators, the achievement of students' graduation requirements and the achievement of training objectives. It is required to pay attention not only to the achievement of the core competence indicators covered by the students' overall curriculum system (including theoretical courses and practical courses), but also to the results of the learning process, the achievement of students' graduation requirements and the results of students' sustainable development after graduation.

(b) Strengthen the effective operation of the evaluation mechanism and feed back the implementation process of talent training.

C school has always attached importance to the evaluation of students' learning results for a long time. The evaluation of students' learning results is divided into three achievements, namely, the achievement of TOPCARE ability index, the achievement of graduation requirements and the achievement of training objectives.

Achievement of ability index: a course (it can be a theoretical course or a practical course) it maps several indicators in the overall professional talent training ability index system. The curriculum assessment should be designed in combination with the ability indicators mapped by the curriculum. The curriculum assessment consists of formative assessment and summative assessment. The assessment forms are diverse, and the specific assessment forms are determined by the nature of the curriculum and the characteristics of core competence indicators. Yes. Formative assessment forms mainly include classroom participation, test, project, activity, examination, examination, report and other forms, which are generally composed of several forms. Summative

assessment generally includes examination, course project report, etc., or combination. It can reflect the achievement status of individual students' comprehensive curriculum ability indicators according to individual students' comprehensive curriculum achievements. Teachers can also analyze the achievement status of the overall students' curriculum ability indicators of the class according to the performance status of individual courses in the class, which can be used for the improvement of curriculum design, classroom teaching and curriculum assessment methods. The school can understand the training effect of students' ability indicators in the process of talent training through various investigation or evaluation means, and timely feed back and improve talent training.

Completion of graduation requirements: in addition to the comprehensive achievement of students' overall ability indicators, There are also some graduation requirements such as graduation design (Thesis), graduation practice, degree English, elective credits, quality credits, social practice credits, etc. from the perspective of the University, the overall achievement of students' graduation requirements will also be analyzed according to the employment rate, employment quality and Entrepreneurship of fresh students.

Achievement of training objectives: in addition to students' graduation on time, the achievement of training objectives should also consider their development quality, which is more reflected according to the work quality of students in the service area and industrial economic process after graduation, such as the satisfaction of employment units, employment salary, alumni development, social brand reputation of the school, etc. after 3-5 years.

According to the above framework, school C requires all teaching units and relevant functional departments to strengthen the scientificity of the implementation of the task of evaluating the learning results of relevant students according to the functions of their own departments, and strengthen the information feedback of the result evaluation on the talent training process, so as to lay a foundation for further improving the efficiency of talent training; All teaching and functional management units and teachers are required to pay close attention to the following measures to comprehensively promote the improvement of students' learning results.

Teachers should strengthen the design of core TOPCARE ability index system in the curriculum and the training and implementation in the teaching process according to the curriculum characteristics; Reforming teaching methods and methods to promote the achievement of students' curriculum ability indicators; Optimize the course assessment times, assessment structure and assessment methods, and strengthen the embodiment of formative assessment and summative assessment on core competence indicators; Introduce appropriate courses into industry, enterprises or other social units for evaluation; Strengthen the analysis of curriculum assessment results, especially pay attention to the improvement of analysis results in curriculum optimization.

Teaching units should strengthen the demonstration of TOPCARE ability index system in the revision of talent training plan, the mapping in the curriculum system, and the discussion, training and supervision in the implementation of teaching process; Strengthen classroom teaching reform, take OBE as the guidance, and improve the overall classroom teaching effect; Strengthen the scientific and standardized management of the course assessment organization of the unit; Strengthen the embodiment of the integration of industry and education in five-level projects, practical training, graduation design and other links; Encourage enterprise tutors to participate in student guidance; Teachers are encouraged to actively explore the evaluation of curriculum intelligent learning.

The teaching management department should strengthen the guidance and supervision of the mapping of TOPCARE ability index system in the design of talent training scheme and integrated curriculum system at the school level; Strengthen the discussion, training and supervision organization of the ability index system in the implementation

of the teaching process; Strengthen the guidance of classroom teaching reform, guide teaching units to take OBE as the guidance and improve the overall classroom teaching effect; Strengthen the scientific and normative management of the overall curriculum assessment organization of the school; Strengthen the guidance and embodiment of the integration of industry and education in five-level projects, practical training, graduation design and other links; Formulate policies to encourage business mentors to participate in student guidance; Encourage teachers to actively explore the evaluation of curriculum intelligent learning; Strengthen the application of national data platform and data collection, statistics, analysis and feedback on student talent training and later development; Strengthen the role of special investigation and special evaluation; Timely understand the overall learning effect of middle school students in the talent training process from teaching units or relevant units, so as to guide the optimization of professional talent training process and improve the overall effect of professional talent training.

Other relevant functional departments should strengthen the continuous tracking, statistics, investigation, analysis and feedback on the development results of alumni, strengthen the information collection of social enterprises and stakeholders, form an interactive cycle optimization with the school's talent training objectives and professional topcares ability index system, and back feed talent training; Strengthen the attention and feedback of school brand reputation, third-party evaluation and social impact.

Due to the wide coverage of students' learning results, there are both quantitative and qualitative results, some can be directly evaluated, and some need continuous long-term tracking and statistical analysis. Therefore, school C also requires all units to take measures to guide teachers to innovate students' learning outcome evaluation methods, jointly optimize the learning outcome evaluation mechanism, feed back education and teaching, and finally promote the overall improvement of talent training quality of the school.

4. Conclusion

After years of development, private Application-oriented Undergraduate Colleges and universities have gradually formed a teaching quality assurance system in line with their own actual situation. The state, society, parents and other stakeholders have put forward higher requirements for the quality management of private Applied Undergraduate Colleges and universities, especially the Ministry of education has further clarified the requirements for quality management in the new audit and evaluation index system. From the current situation of private Application-oriented Undergraduate Colleges and universities, there are still many difficulties and tasks to be done in the face of new forms. The quality management optimization of private Application-oriented Undergraduate Colleges and universities needs systematic thinking, combined with their own higher education role positioning, talent training positioning, service area positioning, their own brand development positioning, school running history, school running conditions To innovate and optimize the current situation of students' learning situation and other aspects, we should not only solve practical problems, but also have clear long-term optimization objectives, so as to hand over a satisfactory answer to stakeholders.

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