



Jiujiang University

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Implementation Measures for Undergraduate Teaching Quality Evaluation and Continuous Improvement of Jiujiang University (Trial)

In order to further implement the important statements of General Secretary Xi Jinping on education and the spirit of the National Education Conference, continuously deepen undergraduate education reform, establish an outcome-based mechanism for undergraduate teaching quality evaluation and continuous improvement, improve the teaching quality assurance system, and enhance the quality of talent cultivation, these Measures are formulated in accordance with the *Overall Plan for Deepening Educational Evaluation Reform in the New Era*, *National Teaching Quality Standards for Undergraduate Majors in Ordinary Institutions of Higher Education* and other relevant national documents, and in combination with the actual undergraduate teaching conditions of the University.

Chapter 1 Basic Principles

Article 1 Adhere to fostering virtue and nurturing talent with morality as the top priority. Give full play to the guiding role of teaching quality evaluation, and construct an evaluation and continuous improvement system rooted in the fundamental standard of moral education and talent cultivation. Educate people for the Party and the country, integrate moral education into the whole process of talent cultivation, and build a pattern of all-round education for all staff and the whole process. Guide teachers to devote themselves to teaching and educate students with noble ethics and become excellent teachers with ideals, moral sentiments, solid knowledge and a sense of responsibility; guide students to aspire to lofty ideals, study diligently, and grow into the main force in realizing the Chinese Dream of national rejuvenation.

Article 2 Adhere to the Outcomes-Based Education (OBE) philosophy. Implement the



principles of prioritizing undergraduate education and adhering to the four returns, strengthen the student-centered and outcome-oriented concept as well as continuous improvement. Guide teaching quality evaluation by students' learning outcomes and personalized development, and establish an effective mechanism for teaching quality evaluation and continuous improvement.

Article 3 Adhere to problem orientation and scientific implementation. Start from key difficulties and weak links in teaching and education to achieve substantial results in key fields. Improve outcome evaluation, strengthen process evaluation, explore value-added evaluation, and optimize comprehensive evaluation. Make full use of digital information technology to enhance the scientificity, professionalism and objectivity of educational evaluation.

Article 4 Adhere to the principles of entirety and diversity. Curriculum evaluation runs through the whole teaching process, and teacher evaluation covers the entire teaching career. Student evaluation includes both current students and graduates. Give full play to the role of multiple evaluators, and establish an integrated quality evaluation system involving internal and external participants, teachers and students, university and secondary colleges, as well as self and peer evaluation.

Article 5 Adhere to the principles of pertinence and development. For obvious problems identified in quality monitoring and evaluation, targeted improvement measures shall be put forward and tracked continuously in follow-up teaching activities to form a closed-loop management of **operation – evaluation – feedback – improvement – re-evaluation**. Continuous improvement shall focus on the steady enhancement of students' comprehensive quality and teachers' teaching ability, so as to maintain a cyclical upward trend of teaching quality and realize the joint development of teachers and students.

Chapter 2 Organizational System

Article 6 Under the guidance of the university leader in charge of teaching, the implementation of undergraduate teaching quality evaluation and continuous improvement shall be organized by the Academic Affairs Office, the Teaching Quality Supervision and Evaluation Office, and all secondary colleges.



Article 7 The University shall establish a complete system covering teachers' classroom teaching quality evaluation, online student evaluation of teaching, teachers' evaluation of students, teaching supervision, class observation, and graduate quality tracking and feedback.

Article 8 All secondary colleges shall formulate corresponding implementation plans in accordance with the university's unified regulations and disciplinary characteristics, organize regular evaluation activities, and form a stable working mechanism. Give full play to the guiding and supervisory functions of college teaching committees and college-level supervision experts.

Chapter 3 Main Evaluation Contents

Article 9 Teachers' ethics and professional conduct. It mainly includes teachers' ideals and beliefs, professional ethics, code of conduct, compliance with regulations, social responsibility, care for students, and curriculum ideological and political education, so as to implement the fundamental task of fostering virtue and nurturing talent.

Article 10 Major and curriculum construction. It mainly includes the rationality of training objectives, graduation requirements and curriculum system, the effectiveness of graduation requirements supporting training objectives, curriculum system supporting graduation requirements, curriculum teaching supporting course objectives, and the achievement degree evaluation of training objectives and graduation requirements.

Article 11 Teaching proficiency. It mainly includes syllabus formulation, instructional design, teaching implementation, teaching methods, teaching research, and teacher-student interaction.

Article 12 Students' learning status. It mainly includes students' moral cultivation, value orientation, learning attitude, academic performance, examination discipline, and study atmosphere.

Article 13 Teaching operation and effectiveness. It mainly includes the operational efficiency of the teaching quality assurance system, the guarantee level of teaching resources, and the satisfaction of students and employers.

Article 14 Feedback from undergraduate teaching audit and evaluation, professional



certification, and inspection and supervision work.

Article 15 Other matters related to teaching quality and talent cultivation.

Chapter 4 Main Evaluation Measures

Article 16 Student evaluation of teaching shall be carried out regularly every semester. Students shall independently and objectively evaluate teachers' classroom teaching from the perspectives of teaching philosophy, teaching content, teaching methods and teaching effectiveness. Teachers' evaluation of students shall also be organized regularly every semester to make impartial assessment on students' learning attitude, learning process and learning outcomes.

Article 17 Establish an external graduate evaluation mechanism. Conduct various forms of follow-up surveys among graduates, employers, practical training bases and parents to collect opinions and suggestions on teaching work in a timely manner.

Article 18 Improve the two-level teaching supervision organization at university and college levels to supervise, inspect and evaluate teaching operation, teaching reform, teaching style and study atmosphere, and compile and issue regular work briefings.

Article 19 Party and administrative leaders of the university and all secondary colleges shall go deep into the front line of teaching to conduct quality research and evaluation, strengthen supervision and management, and consolidate the central position of teaching work.

Article 20 The University shall organize comprehensive evaluation of teachers' teaching quality every year based on student evaluation and peer evaluation data, covering teaching proficiency, daily teaching norms and other dimensions.

Article 21 The Teaching Quality Supervision and Evaluation Office shall be responsible for collecting and sorting information from teachers, students and administrative management, and regularly feeding back to relevant colleges and departments to establish a multi-channel information collection mechanism.



Chapter 5 Continuous Improvement

Article 22 Establish a three-level continuous improvement system consisting of teachers, secondary colleges and the university.

1. Secondary colleges shall act as the main body of continuous improvement. In accordance with evaluation results, timely rectification shall be carried out in key links including teachers' ethics, talent training programs, theoretical teaching, practical teaching, faculty development, curriculum construction, teaching material development, professional practice and graduation thesis (design), with follow-up evaluation on improvement effects.

2. Teachers shall conduct self-evaluation and timely optimize teaching content, teaching methods, assessment arrangements and course syllabus based on classroom evaluation, peer evaluation and supervision feedback. Self-assessment results shall be reviewed by the affiliated major.

3. Secondary colleges shall track and re-evaluate the rectification of all teaching links to form a closed loop, ensuring the effective operation of the teaching quality assurance and the achievement of graduation requirements supported by teaching resources.

4. The Academic Affairs Office and Teaching Quality Supervision and Evaluation Office shall supervise the rectification of prominent problems. Together with functional departments, they shall monitor and analyze basic teaching data, and provide decision-making basis for the university to formulate professional development plans, innovate teaching work and allocate teaching resources.

Article 23 The Personnel Department, Academic Affairs Office and secondary colleges shall seriously deal with problems concerning teachers' ethics identified in evaluation, analyze causes and formulate rectification and disciplinary measures. Teachers with serious ethical problems and ineffective rectification shall be dealt with in accordance with university regulations.

Article 24 For teachers with prominent deficiencies in teaching quality evaluation, the affiliated college together with the teacher shall formulate personalized improvement plans and track the implementation effects.

Article 25 For problems of students' learning atmosphere reflected in evaluation, the Student Affairs Office, Youth League Committee, Academic Affairs Office and relevant



colleges shall jointly formulate and implement improvement plans with follow-up assessment.

Article 26 For problems involving management and logistical support reflected in student and supervision evaluation, the Teaching Quality Supervision and Evaluation Office shall feed back to corresponding functional departments to formulate and track improvement measures.

Article 27 Problems identified in audit and evaluation, professional certification and inspection shall be rectified immediately; those requiring long-term improvement shall be scheduled with clear plans and follow-up evaluation.

Article 28 All responsible units shall timely verify, handle and reply to teaching quality feedback, keep records of improvement processes and effects, and form a standardized working mechanism.

Chapter 6 Supplementary Provisions

Article 29 These Measures shall come into force as of the date of promulgation. The Teaching Quality Supervision and Evaluation Office and the Academic Affairs Office (Teacher Development Center) shall be responsible for interpretation. Any previous regulations inconsistent with these Measures shall be subject to this document.