

RESEARCH ON THE DEVELOPMENT AND ENHANCEMENT OF THE INTERNAL TEACHING QUALITY ASSURANCE MECHANISM IN HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF WENSHAN UNIVERSITY, YUNNAN PROVINCE

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ABSTRACT

With the popularization of higher education in China, the construction of internal teaching quality assurance mechanism has become the core support for the connotative development of colleges and universities. This study takes Wenshan University, a local application-oriented undergraduate university in the southwest border ethnic area, as the research object, and adopts mixed research methods such as literature research, questionnaire survey and semi-structured interview to systematically diagnose the current situation of its internal teaching quality assurance mechanism. The study finds that the university has initially constructed a 'six-in-one' teaching quality assurance system, but there are still six prominent problems: attenuation of quality concept transmission, weak awareness of characteristic requirements; insufficient school-based characteristics of quality standards; questioned validity of quality monitoring tools; breakpoints in the feedback and improvement chain; structural imbalance in organizational collaboration; and unbalanced development of quality culture. Based on this, improvement strategies are put forward from six dimensions: concept transmission, standard optimization, monitoring quality improvement, feedback closed-loop, collaborative efficiency, and culture cultivation, so as to provide references for Wenshan University and similar universities to improve their internal quality assurance systems.

Keywords: Internal Quality Assurance; Local Application-oriented Undergraduate Universities; Teaching Quality; Southwest Border Ethnic Areas

INTRODUCTION

Higher education is an important symbol of national development, bearing the core missions of talent cultivation, scientific and technological progress and social services. In the popularization stage, education quality has become the fundamental standard to measure the running level of colleges and universities [1]. Establishing a scientific and effective internal quality assurance system is an inevitable requirement to implement the fundamental task of fostering virtue through education and respond to the society's expectation for high-quality education. Policy documents such as *China Education Modernization 2035* and *Overall Plan for Deepening the Reform of Education Evaluation in the New*

Era clearly propose to build an education system and mechanism conducive to high-quality development, pointing out the direction for the construction of university quality assurance systems.

At present, the internal quality assurance systems of colleges and universities in China are facing multiple challenges: in terms of organizational structure, the functions of quality assurance are fragmented, and inter-departmental collaboration is insufficient; in terms of implementation efficiency, there is a tendency of "emphasizing form over connotation", and assessment indicators are over-quantified; in terms of environmental adaptation, it is difficult to cope with changes brought by online teaching, industrial upgrading and diversified student sources [2].

As a local application-oriented undergraduate university in the southwest border ethnic area, Wenshan University is typical among similar universities in terms of its development history, resource endowment and service orientation. The university faces common problems such as short running history, weak teaching staff and limited funds, and the scientificity, effectiveness and implementability of its quality assurance mechanism need to be optimized urgently [3]. Based on this, this study focuses on three core issues: the effectiveness of the organizational structure and operation mechanism of quality assurance; the core issues of quality standards, monitoring systems and resource allocation; and the improvement paths combined with domestic and international experiences, so as to provide theoretical basis and practical guidance for Wenshan University and similar universities.

METHODOLOGY

This study follows the logic of "theoretical guidance - empirical diagnosis - comparative reference - countermeasure construction", adopts mixed research methods, focuses on the closed-loop process of quality assurance at the undergraduate teaching level, and the research scope covers four aspects: institutional documents, operation process, resource support and comparative reference. The specific research methods are as follows:

Sub-Section 1: Literature Research Method

Sort out the quality assurance policy documents of the state, Yunnan Province and Wenshan University, summarize relevant domestic and international theories and practical models of internal teaching quality assurance for local application-oriented universities, and construct a comprehensive research and analysis framework for the study, laying a theoretical foundation for the subsequent empirical diagnosis and countermeasure construction.

Sub-Section 2: Empirical Survey Method

Semi-structured Interview

Conduct stratified sampling interviews with 19 subjects including university leaders, heads of functional departments, deans of secondary colleges, program leaders and backbone teachers of Wenshan University. The interview content focuses on the cognition of quality assurance concepts, the operation of the quality assurance system, and the actual demands for quality assurance work, so as to collect multi-subject cognition and demands of the internal teaching quality assurance mechanism.

Questionnaire Survey

Design a special questionnaire for full-time teachers of Wenshan University around the core dimensions of quality concept cognition, quality standards, monitoring and evaluation, feedback improvement, organizational collaboration and quality culture. Determine the sample size of 217 according to the Krejcie and Morgan (1970) sample scale, actually distribute 232 copies, and recover 232 valid questionnaires with an effective recovery rate of 100%.

Sub-Section 3: Data Analysis Method

Use SPSS statistical software to conduct descriptive statistics, reliability and validity analysis on the obtained questionnaire data to ensure the scientificity and validity of the quantitative data; conduct coding and systematic qualitative analysis on the interview text data, and form a "triangulation" verification with the questionnaire data to comprehensively and accurately reflect the current situation of the internal teaching quality assurance mechanism of Wenshan University.

RESULTS

This study conducted a comprehensive investigation and analysis on the internal teaching quality assurance mechanism of Wenshan University through multiple research methods, and the basic information of the survey respondents and the core problems of the quality assurance mechanism are as follows:

Basic Information of Respondents

The questionnaire survey covers teachers of different professional titles, academic degrees, ages, administrative positions and teaching years of Wenshan University, and the sample has good representativeness. The specific distribution of the basic information of the respondents is shown in Table 1.

Table 1
Basic Information of Survey Respondents

Questionnaire Item	Options	Frequency	Percentage (%)
Academic Title	Professor	33	14.2
	Associate Professor	60	25.9
	Lecturer	120	51.7
	Assistant	19	8.2
	Total	232	100.0
Highest Degree	Doctorate	55	23.7
	Master's Degree	155	66.8
	Bachelor's Degree	22	9.5

	Total	232	100.0
Age	Under 30	19	8.2
	31-40	110	47.4
	41-50	75	32.3
	Over 51	28	12.1
	Total	232	100.0
Hold an administrative position	YES	100	43.1
	NO	132	56.9
	Total	232	100.0
Years of Teaching at the University	Less than 3 years	76	32.8
	3-10 years	111	47.8
	11-20 years	18	7.8
	More than 20 years	27	11.6
	Total	232	100.0

Among the respondents, lecturers account for the highest proportion (51.7%) in professional titles, and senior professional titles (professor + associate professor) account for 40.1%; master's degree holders are the main body (66.8%) in academic degrees, and doctoral degree holders account for 23.7%; young and middle-aged teachers aged 31-50 account for 79.7%, which is the core force of teaching; 43.1% of the teachers hold administrative positions, covering both teaching and management personnel.

Core Problems of the Internal Teaching Quality Assurance Mechanism

(1) Quality Concepts and Cognition

Teachers' cognition of quality assurance concepts and related systems shows an unbalanced state, and the awareness of characteristic talent cultivation requirements is weak, as shown in Table 2. Teachers have a relatively high awareness of the concept of "student-centered, outcome-oriented, continuous improvement" (mean score 3.69), but more than 35% of teachers are at the "neutral" level or below in the understanding of the specific connotation of the "six-in-one" system. The awareness of the

special requirements for talent cultivation of "border characteristics" and "ethnic characteristics" is the weakest (mean score 3.28), with 58% of teachers having insufficient understanding. In addition, teachers' participation in quality-related activities and their mastery of problem reporting channels also need to be improved.

Table 2
Quality Assurance Awareness and Participation

Questionnaire Item	Mean	Std. Dev.
Have a clear understanding of the university's quality assurance philosophy of "student-centered, output-oriented, and continuous improvement."	3.69	1.10
Be familiar with the university's teaching quality standard system (e.g., syllabus standards, practical teaching standards).	3.68	1.16
Understand the basic framework and content of the "Six-in-One" teaching quality assurance system.	3.68	1.00
Frequently participate in teaching quality-related meetings or training activities organized by the department/school.	3.55	1.08
Know how to report quality issues found in teaching through formal channels.	3.50	1.17
Understand the university's special requirements for talent cultivation (serving the stability of grassroots border communities and adaptability to multi-ethnic cultures).	3.28	0.94

Note: The scoring standard is 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

(2) Quality Standards and Monitoring

The school-based characteristics of the quality standard system are insufficient, and the validity of partial quality monitoring tools is questioned by teachers, as shown in Table 3 and Table 4. In terms of quality standards, the reflection of the school's "application-oriented" educational positioning is vague (mean score 3.44), the consideration of the particularity of talent cultivation in ethnic areas is insufficient (mean score 3.43), and the adaptability of the curriculum quality standards to different majors needs to be further improved. In terms of quality monitoring, the validity of student evaluation of teaching indicators is questioned (mean score 3.52), 31% of teachers hold a neutral attitude; the constructive of teaching supervision feedback is insufficient (mean score 3.50), with a high degree of data dispersion; the "Five Audits, Six Checks, and Seven Evaluations" work has achieved good results in promoting teaching standardization (mean score 3.63), but its role in promoting teaching improvement and development is insufficient.

Table 3

Situation of the Quality Standards Section

Questionnaire Item	Mean	Std. Dev.
The current teaching quality standards reflect the university's "application-oriented" educational positioning.	3.44	0.98
The curriculum quality standards consider the characteristics and needs of different majors.	3.59	1.01
The quality evaluation fully considers the particularities of talent cultivation in ethnic regions.	3.43	1.07

Note: The scoring standard is 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table 4
Situation of the Quality Monitoring Section

Questionnaire Item	Mean	Std. Dev.
The indicators of student evaluation of teaching accurately reflect the core elements of teaching (content, methods, effectiveness).	3.52	1.05
The feedback from teaching supervision is constructive and helpful for teaching improvement.	3.50	1.15
The process of course quality grading evaluation is fair and transparent.	3.50	1.18
The "Five Audits, Six Checks, and Seven Evaluations" work has effectively promoted teaching standardization.	3.63	1.14

Note: The scoring standard is 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

(3) Feedback, Improvement and Organizational Collaboration

The feedback and improvement chain has obvious breakpoints, and the cross-departmental organizational collaboration mechanism is not smooth, as shown in Table 5 and Table 6. In terms of feedback and improvement, the feedback information obtained by teachers is not specific and clear enough (mean score 3.36), 45% of the teachers think it is difficult to guide targeted teaching improvement; the review mechanism for improvement effectiveness is the weakest link (mean score 3.33), 57% of the teachers think the review is not in place, leading to the frequent recurrence of quality problems. In terms of organizational collaboration, cross-departmental quality information sharing and communication channels are not smooth (mean score 3.35), negative evaluations account for 19.8%, and the problem of "information islands" is prominent; the division of labor between university and college levels in quality assurance is basically clear, but the "sense of presence" of functional departments in teaching support is not strong, and 34.5% of the teachers give a "neutral" evaluation.

Table 5
Information Feedback and Improvement Section

Questionnaire Item	Mean	Std. Dev.
Can receive feedback from student evaluations, teaching supervision, etc., in a timely manner.	3.48	0.94
The feedback information is specific and clear, which helps make targeted improvements.	3.36	0.96
The university has an effective "work order-rectification" mechanism for problems identified through quality monitoring.	3.43	0.98
The review mechanism for improvement effectiveness is in place to prevent recurring problems.	3.33	1.00

Note: The scoring standard is 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table 6
Organizational Collaboration

Questionnaire Item	Mean	Std. Dev.
The university and college levels have clear division of labor and smooth collaboration in quality assurance.	3.55	1.09
Functional departments can provide effective support for teaching.	3.54	1.04
Cross-departmental quality information sharing and communication channels are smooth.	3.35	1.12

Note: The scoring standard is 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

(4) Quality Culture

The construction of quality culture is unbalanced, the individual willingness of teachers for teaching reform is strong, but the collective quality consciousness is weak, as shown in Table 7. Teachers have a strong willingness to invest energy in teaching reform and innovation (mean score 3.63), and the university's support for teaching-related resources and training has a relatively high recognition (mean score 3.67). However, the collective consciousness of pursuing high-quality teaching among faculty is weak (mean score 3.34), and the self-reflection, self-inspection and self-correction consciousness is insufficient (mean score 3.37). The atmosphere of "daring to expose problems and actively seeking improvement" has not yet been formed in the school, and 43% of the teachers give a "neutral" evaluation on this aspect.

Table 7
Quality Culture Perception and Development Needs

Questionnaire Item	Mean	Std. Dev.
Have felt the school's great emphasis on teaching quality.	3.57	1.09
Pursuing high-quality teaching has become a conscious action among faculty.	3.34	1.11
The university has formed an atmosphere that dares to expose problems and actively seeks improvement.	3.52	0.95
Faculty generally possess a consciousness of "self-reflection, self-inspection, and self-correction."	3.37	1.00
Can receive an effective response from the university when needing teaching training, curriculum development funding, etc.	3.67	1.10
Quality evaluation results are mainly used to help faculty improve, rather than for simple rewards and punishments.	3.53	1.03
Am willing to invest more energy in teaching reform and innovation.	3.63	1.05

Note: The scoring standard is 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

(5) Ranking of Improvement Directions

Teachers have a clear cognition of the priority of improving the internal quality assurance mechanism, as shown in Table 8. The top three most needed improvement directions selected by teachers are: information feedback and closed-loop improvement (150 selections), organizational structure and collaboration mechanism (140 selections), and quality standard system (120 selections). Resource condition assurance and information technology and data platform support are the aspects with the lowest demand for improvement, which indicates that the current resource support and technical platform of Wenshan University can basically meet the basic needs of teaching quality assurance work.

Table 8
Ranking of Improvement Directions for the Internal Quality Assurance Mechanism

Ranking	Improvement Direction	Frequency of Selections
1	Information Feedback and Closed-Loop Improvement	150
2	Organizational Structure and Collaboration Mechanism	140

3	Quality Standard System	120
4	Monitoring and Evaluation Methods	100
5	Quality Culture Cultivation	70
6	Characteristic Development and Classified Evaluation Mechanism	50
7	Resource Condition Assurance	40
8	Information Technology and Data Platform Support	26
-	Other	0

CONCLUSION AND FUTURE WORK

Conclusion

Wenshan University has initially constructed a "six-in-one" teaching quality assurance system with goal orientation, quality standards, cultivation process, organization and management, condition support, and monitoring and evaluation as the core, and has achieved certain results in promoting teaching standardization and providing basic resource support for teaching. However, the internal teaching quality assurance mechanism of the university still faces systematic and multi-dimensional problems, which are mainly manifested in six aspects: attenuation of quality concept transmission and weak awareness of characteristic talent cultivation requirements; insufficient school-based and characteristic of quality standards; questioned validity of partial quality monitoring tools and insufficient developmental function; obvious breakpoints in the feedback and improvement chain and imperfect review mechanism; structural imbalance in organizational collaboration and prominent "information islands" problem; and unbalanced development of quality culture and weak collective quality consciousness. These problems restrict the transformation of the school's teaching quality assurance work from "external regulation" to "connotative consciousness", and affect the further improvement of the connotative development level of the school's teaching quality.

Improvement Strategies

Aiming at the prominent problems of the internal teaching quality assurance mechanism of Wenshan University, combined with the development characteristics of local application-oriented undergraduate universities in southwest border ethnic areas, the following six targeted improvement strategies are put forward:

- 1. Strengthen Concept Transmission and School-based Transformation:** Construct a hierarchical transmission mechanism of university-college-teacher for quality assurance concepts, refine the "border characteristics" and "ethnic characteristics" into specific talent cultivation standards and observation points, and incorporate them into key links such as curriculum evaluation and professional assessment to enhance teachers' awareness of characteristic talent cultivation.

2. Improve the Quality Standard System: Establish a three-level quality standard system of "university-level general standards - program-level common standards - curriculum-level individual standards", add characteristic observation points such as "competence in serving border grassroots" and "multi-ethnic cultural communication ability", and enhance the school-based and professional adaptability of quality standards.

3. Optimize Quality Monitoring Tools: Reform the indicators of student evaluation of teaching, strengthen the orientation of learning experience and teaching outcomes; improve the constructiveness of teaching supervision feedback, and establish a complete "lecture listening - feedback - follow-up" mechanism; deepen the developmental function of the "Five Audits, Six Checks, and Seven Evaluations" work, and introduce value-added evaluation to realize the transformation from "standardization supervision" to "developmental supervision".

4. Open up the Feedback and Improvement Closed-loop: Establish a "granularization" processing mechanism for teaching quality feedback information to ensure the specificity and clarity of feedback content; clarify the rectification responsibilities and acceptance standards of quality problems, strengthen the review mechanism for improvement effectiveness, and initiate accountability for the recurrence of problems to form a complete "rectification - review - re-rectification" cycle.

5. Strengthen Organizational Collaboration: Further clarify the rights and responsibilities of the university and college levels in quality assurance work, build a unified teaching quality data sharing platform to break the inter-departmental information barriers; establish a regular inter-departmental joint meeting system for quality assurance, and incorporate "serving teaching" into the performance assessment of functional departments to improve the initiative and effectiveness of teaching support.

6. Cultivate the "Five-self" Quality Culture: Formulate a special action plan for the construction of teaching quality culture, establish a quality improvement case sharing system and a special fund for teaching innovation to encourage teachers' teaching reform and innovation; carry out themed activities such as quality culture month and teaching salons, and promote the transformation of individual quality beliefs into collective consensus, and cultivate the quality culture of self-reflection, self-inspection, self-correction, self-improvement and self-promotion.

Future Work

In the follow-up research, on the basis of this study, we can expand the research scope to more local application-oriented undergraduate universities in southwest border ethnic areas, carry out comparative research on the internal teaching quality assurance mechanisms of universities with different development scales and resource endowments, and further enrich the theoretical system of internal teaching quality assurance for local application-oriented undergraduate universities in border ethnic areas. At the same time, we can track and evaluate the implementation effect of the improvement strategies proposed in this study in Wenshan University, adjust and optimize the strategies according to the actual implementation effect, and form a "research - practice - feedback - optimization" closed-loop research model to provide more targeted and practical reference for the construction of internal teaching quality assurance mechanisms of similar universities.

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