Research on the Practice and Development of Teaching Evaluation in Private Colleges and Universities: Taking Xi'an Mingde Institute of Technology as an Example

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Abstract: With the government's strong support and investment in higher education, private colleges and universities have become an important part of higher education. Teaching evaluation is an important means of monitoring the quality of teaching in colleges and universities and a crucial way to improve teaching quality. This article takes Xi'an Mingde Institute of Technology as an example to explore the practice and development of teaching evaluation in private colleges and universities.

Keywords: Private colleges and universities; Teaching evaluation; Practice; Development

1. Research background

1.1. Current status of teaching evaluation in private colleges and universities

Private colleges and universities play an increasingly important role in China's higher education system, and their teaching evaluation systems are also constantly developing and improving. Taking Xi'an Mingde Institute of Technology as an example, its current teaching evaluation mainly focuses on teaching quality, faculty, teaching resources, and student satisfaction. Through analysis of the existing evaluation system, certain problems have been identified, such as insufficient detail in evaluation indicators, a lack of transparency in the evaluation process, and subjectivity in the evaluation results. Therefore, it is particularly important to improve the teaching evaluation system of private colleges and universities in a targeted manner.

1.2. Exploration and practice of teaching evaluation at Xi'an Mingde Institute of Technology

Xi'an Mingde Institute of Technology has conducted a series of explorations and practices in teaching evaluation. Firstly, the Institute has clarified the goal of teaching evaluation, which is to improve the quality

of teaching and promote the development of teachers and students. Secondly, the Institute has established a diversified and full-process evaluation system, including classroom teaching evaluation, practical teaching evaluation, curriculum construction evaluation, teacher team construction evaluation, etc. In addition, the Institute also focuses on the collection and analysis of evaluation data to provide the basis for improving teaching. These explorations and practices have played a positive role in enhancing the quality of teaching in the college.

2. Analysis of the connotation and research paths of teaching evaluation in private colleges and universities

2.1. Connotation of teaching evaluation in private colleges and universities

The core goal of teaching evaluation in private colleges and universities is to comprehensively examine teachers' teaching work, covering multiple aspects such as teaching design, implementation, and results [1]. The fundamental purpose of its evaluation is to improve teachers' teaching abilities, promote teachers' professional development, and provide a reference for strengthening and improving the management and construction of the teaching team. In terms of evaluation criteria, factors such as teaching content, teaching methods, and teaching results should be fully considered, and corresponding evaluation standards should be formulated based on the actual situation of the colleges and universities and subject characteristics. In terms of evaluation methods, diversified methods can be adopted for teaching evaluation in private colleges and universities, including student evaluation, peer evaluation, expert evaluation, etc., to ensure the objectivity and fairness of evaluation results. The evaluation results should include quantitative data and qualitative descriptions. Additionally, feedback and regulations based on the evaluation results are essential to encourage teachers to continually optimize the teaching process.

2.2. Research paths for teaching evaluation in private colleges and universities

2.2.1. Constructing a student-centered teaching evaluation system

Private colleges and universities should be student-centered, focus on students' learning needs and satisfaction, and utilize students' evaluation results as an important basis for teaching evaluation. Student evaluation should cover teaching content, teaching methods, teaching atmosphere, etc., and focus on students' participation and their sense of accomplishment or gain from the learning experience. Through student evaluation, teachers are stimulated to emphasize student development and improve teaching effectiveness [2].

2.2.2. Strengthening peer and expert evaluations

Peer and expert evaluations are highly professional and authoritative and help improve fairness and accuracy in teaching evaluation. Private colleges and universities should establish and improve peer evaluation and expert evaluation mechanisms to ensure the objectivity and fairness of the evaluation process. Through peer and expert evaluations, teacher communication and cooperation are promoted, and teaching quality is enhanced.

2.2.3. Strengthening the dynamic evaluation and management of the teaching process

Private colleges and universities should implement dynamic evaluation and management of the teaching process and conduct all-round and in-depth monitoring of teaching activities. Through methods such as classroom observation, teaching document review, and teaching activity records, we can understand teachers' teaching status and provide teachers with timely and effective feedback to improve teaching quality. Some scholars focused on the importance of university teaching evaluation, providing detailed insights into its forms, content,

and methods [3]. By investigating the teaching evaluation of relevant universities, we analyze the problems in the practical operation of student, supervisory, and college evaluations and propose corresponding solutions. In addition, some scholars applied the principle of the PDCA (Plan-Do-Check-Act) cycle (**Figure 1**) to teaching quality monitoring work in private colleges and universities, revealed the shortcomings, and explored new ways to optimize the teaching evaluation link, thereby improving the teaching quality and promoting connotative development.
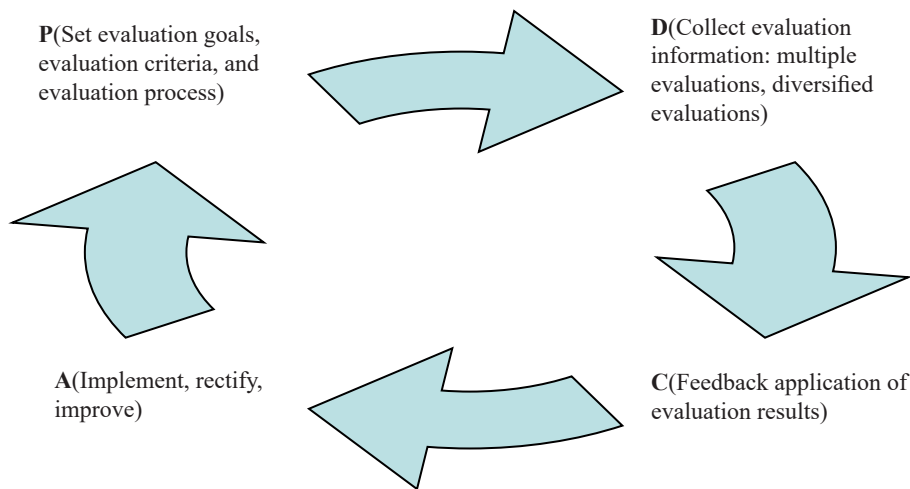

Figure 1. PDCA cycle

3. Status quo of teaching evaluation at Xi'an Mingde Institute of Technology

3.1. Introduction to Xi'an Mingde Institute of Technology

Xi'an Mingde Institute of Technology is an applied talent college approved by the Ministry of Education with excellent professional qualities, continuous progress and self-renewal capabilities, creative spirit, and practical ability. Under the guidance of the "Qualification Evaluation Indicators and Basic Requirements for Undergraduate Teaching in General Universities" and the "National Standards for Undergraduate Professional Teaching Quality," Xi'an Mingde Institute of Technology continues to optimize teaching evaluation. It emphasizes the reversal of evaluation results in implementing standards and processes. Feedback can achieve the goals of "promoting teaching through evaluation" and "promoting learning through evaluation," provide strong support for the college to pass the review, and promote the sustainable development of the Institute [4].

3.2. Teaching evaluation system of Xi'an Mingde Institute of Technology

The supervision group comprises teachers or experts who regularly listen to and evaluate teaching. Members need to record teaching situations and engage in constructive feedback with teachers. The college or university's training and assessment supervision team ensures that the evaluation of classes is fair and effective. Peer evaluation is an evaluation group formed by teachers in the same subject or major to regularly evaluate each other's teaching. The evaluation content includes teaching content, methods, effects, etc. The evaluation results will serve as a reference for teachers' work and affect rewards and punishments. The evaluation process must follow the principles of fairness, objectivity, and confidentiality to ensure accuracy. Leading cadres must regularly listen to class reviews, record teaching situations, communicate with teachers, and provide suggestions for improvement. The college or university trains and assesses leading cadres to ensure fair and effective evaluations.

Students must evaluate the teacher's teaching at the end of the semester, including teaching content, methods, effects, etc. The evaluation results will affect teachers' work, rewards, and punishments. The evaluation must be fair, objective, confidential, and accurate. The college or university will regularly analyze feedback to help teachers improve teaching quality. Teachers must be punctual for work and ask for leave in advance under special circumstances. They should complete tasks according to the teaching plan, avoiding arbitrary alterations to the content. Active participation in teaching activities and training is encouraged to improve professional quality. The college or university will regularly check attendance, and the assessment results will be used as a reference for work performance. The evaluation content includes teaching content, methods, classroom interaction, and teaching effects, which are comprehensively evaluated by evaluating students, peers, and leading cadres. The evaluation results determine the teacher's teaching quality and serve as the basis for rewards and punishments. Suggestions are provided to teachers based on evaluations to help improve teaching and evaluation results are used to optimize the teaching management and evaluation system. Its institutional system is shown in **Figures 2** and **3** below.
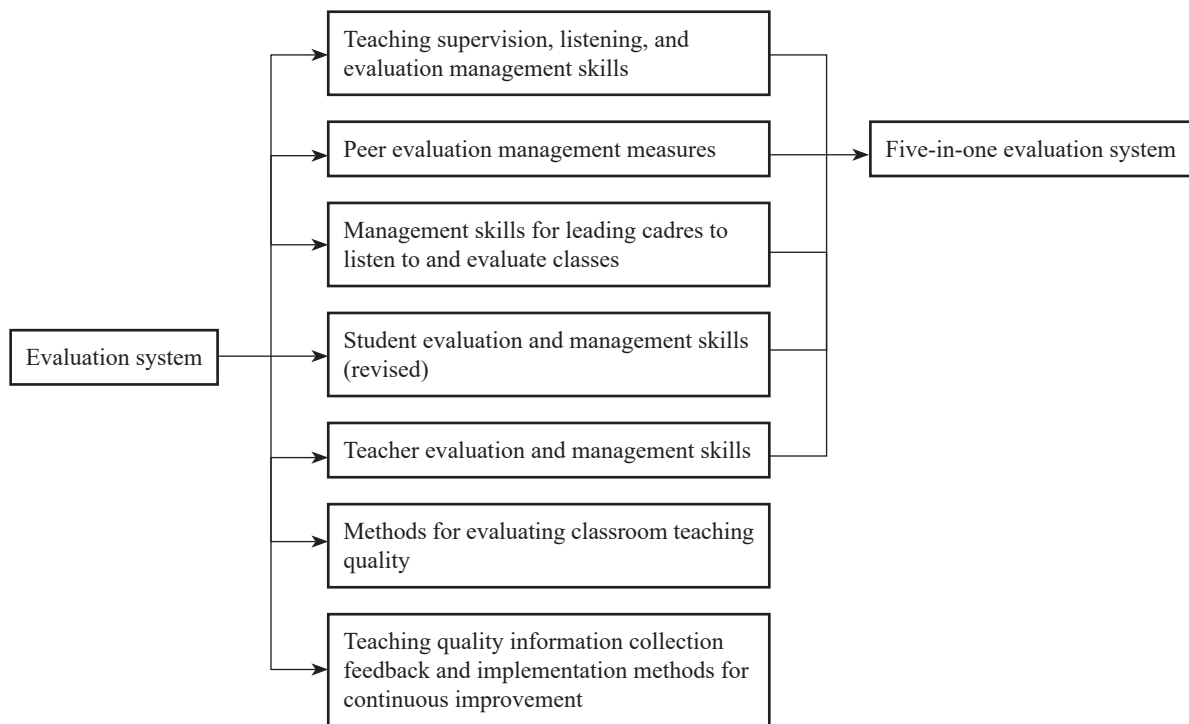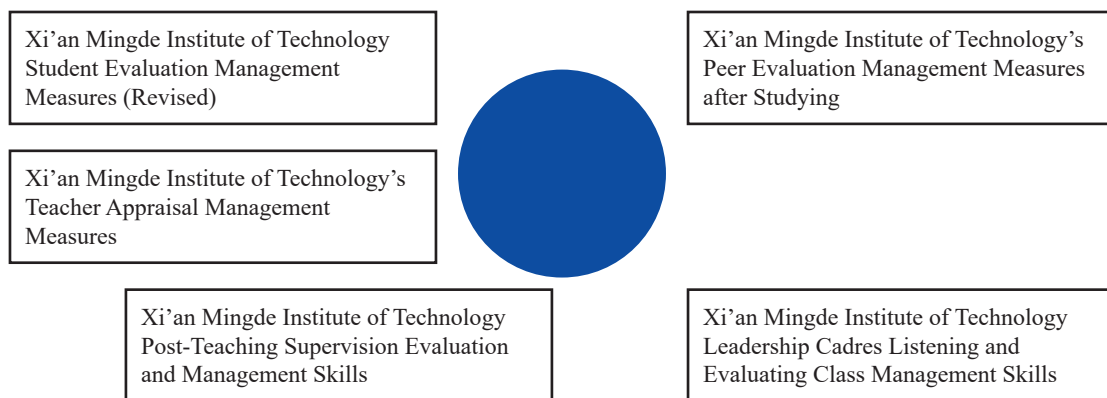
Figure 2. Evaluation system

Figure 3. Five-in-One evaluation system

3.3. Implementation of teaching evaluation at Xi'an Mingde Institute of Technology
3.3.1. Student evaluation of teaching
At Xi'an Mingde Institute of Technology, student evaluation is an important part of teaching evaluation. The college adopts an online teaching evaluation system, and students can evaluate teachers' teaching content, methods, attitudes, etc. After the evaluation results are collected and analyzed, a teacher's teaching evaluation report is formed to provide a basis for teachers' teaching improvement. At the same time, the college will also dynamically monitor the teaching quality of teachers based on the results of student evaluations, commend and reward teachers with good teaching results, and provide support and guidance to teachers with poor teaching results.

3.3.2. Teacher evaluation
Teacher evaluation is essential in teaching evaluation in private colleges and universities. Xi'an Mingde Institute of Technology has established a teacher evaluation system to encourage teachers to conduct comprehensive and objective evaluations of students' learning attitudes, outcomes, methods, etc. Teacher evaluation results will be an important basis for student scholarship evaluation, academic warning, and comprehensive quality evaluation, aiming to stimulate students' learning enthusiasm and improve students' comprehensive quality.

3.3.3. Peer evaluation
Peer evaluation is an effective method that promotes mutual learning and communication between teachers. The peer evaluation work of Xi'an Mingde Institute of Technology mainly includes teachers listening to, evaluating, and communicating with each other, as well as jointly discussing teaching methods and strategies. Peer evaluation helps improve teaching quality and promotes cooperation and communication among teachers.

3.3.4. Supervision and evaluation
Supervision and evaluation are relatively authoritative methods designed to provide a basis for college or university leaders in decision-making. The supervision and evaluation work of Xi'an Mingde Institute of Technology is primarily carried out by experienced experts and professors. The supervision team conducts in-depth investigations, analyzes teachers' teaching, and puts forward suggestions for improvement. Supervision and evaluation help enhance teaching quality and provide a decision-making basis for college or university leaders.

Leading cadres' listening and evaluation of classes is an important measure for the teaching evaluation of Xi'an Mingde Institute of Technology. Leading cadres visit the classroom and listen to teachers' teaching to conduct comprehensive evaluations of teaching content, methods, effects, etc., and better understand the teaching situation. The class listening and evaluation results by leading cadres will be an essential basis for evaluating teachers' teaching performance. At the same time, they can also encourage teachers to continuously improve their teaching level. The details are presented in **Tables 1** and **2**.

Table 1. Indicators and requirements

Classification	Student evaluation	Evaluation of teaching by leading cadres	Evaluation of classes by teaching supervisors	Peer evaluation
Indicators	Theory classes, practical classes, and physical education	Theoretical classes, practical classes, physical education classes, and online classes		
	Course teaching attitude, teaching content, teaching methods, teaching effects	Teaching attitude, teaching content, teaching methods, teaching effect		
Requirements	Immediate evaluation of teaching and overall evaluation of teaching. The teachers organize the immediate evaluation themselves; the overall evaluation is organized by the school once every semester and completed before the end of the course. If a teacher is responsible for teaching multiple courses, students should evaluate each course separately, and the average of the evaluation scores for all courses taught by the teacher will be used as the teacher's evaluation result. For each course, the student participation rate in teaching evaluation is more than 60%, which is considered valid data. Very satisfied (90–100 points) Satisfied (80–89 points) Medium (70–79 points) Average (60–69 points) Not satisfied (59 points and below)	Random listening and evaluation format. The rules for attending classes per semester are no less than 16 classes for the principal, no less than 20 classes for the vice president of teaching, and no less than 8 classes for other school leaders; no less than 8 classes for department-level cadres of the Academic Affairs Office, heads of secondary colleges, and deputy deans in charge of teaching, 12 sections: No less than 10 sections for the heads of the Human Resources Department, Science and Technology Department, Quality Management and Evaluation Office, Party Committee Student Affairs Department, and other departments; no less than 6 for the heads of other functional departments. (Consistent with the provisions of the "Implementation Opinions of Xi'an Mingde Institute of Technology on Further Strengthening the Position of the Teaching Center") Class evaluation by leading cadres runs through the entire semester and is completed before the end of each semester. Excellent (90–100 points) Good (80–89 points) Medium (70–79 points) Qualified (60–69 points) Unqualified (59 points and below)	Teaching supervisors can independently arrange lectures according to work and course conditions or attend lectures according to the specific arrangements and requirements of the school or college (department). The lecture time, location, and course content are chosen by the teaching supervisor within the scope of the list of lecturers. Teaching supervision requires observation of the entire classroom teaching (90 minutes of listening to two classes each time), observation of teachers' "teaching," "learning," and teaching management and other aspects, and making full use of breaks in class to communicate with teachers and students, and provide timely guidance, and helping teachers formulate rectification plans and improve teachers' teaching standards.	Peer evaluation is conducted once every semester and completed before the end of the course.
No interference in teaching evaluation, wrong evaluation, substitute evaluation, or random evaluation is allowed.				

Table 2. Organization and implementation

Classification	Student evaluation	Peer evaluation	Leading cadres listening to and evaluating classes	Teaching supervision, listening, and evaluation of classes
Organization	The Academic Affairs Office is responsible for organizing and managing student evaluation work, including managing the student evaluation system, issuing student evaluation notices, collecting data, analyzing statistics, etc. The Student Affairs Department of the Party Committee is responsible for publicizing the purpose and significance of student evaluation to students and guiding students to participate actively in teaching evaluation.	The Academic Affairs Office is responsible for organizing and managing peer evaluation work, including managing the peer evaluation system, issuing peer evaluation notices, collecting data, analyzing statistics, etc.	The Academic Affairs Office is responsible for organizing and implementing leading cadres' lecture evaluation, including managing the leading cadres' lecture evaluation system, issuing notices for leading cadres' lecture evaluation, data collection, statistics and analysis, etc. At the same time, problems discovered by leading cadres during their listening and evaluation sessions will be communicated and solved in a timely manner with relevant departments. Major problems will be reported to school leaders for prompt coordination and resolution.	The Quality Management and Evaluation Office uniformly deployed, organized, and implemented the school-level teaching supervision and evaluation classes. The college-level teaching supervision and evaluation classes are deployed, organized, and implemented by each secondary college.
Implementation	Second-level colleges are responsible for the specific implementation of the teaching evaluation work of students in their colleges, including conveying the content, methods, and requirements of teaching evaluation, urging students to complete the teaching evaluation within the specified time, and urging teachers to improve teaching based on the teaching evaluation results.	The second-level college is responsible for the specific implementation of the peer evaluation work of the college, including arranging for peer teachers to listen to each other's classes (to achieve full coverage of all teachers in the college every semester), supervising teachers to complete the teaching evaluation work within the specified time, and supervising based on the teaching evaluation results.		The second-level colleges shall make statistics on the number of lectures, evaluate the lectures of the college-level teaching supervisors, and review the quality according to each college's supervision and management regulations. They shall fill in the "School-Level Teaching Supervision, Listening, and Evaluation Summary Form" and report it to the Quality Management and Evaluation Office before the end of each semester trial.

3.4. Problems and solutions to the teaching evaluation of Xi'an Mingde Institute of Technology

3.4.1. Problems in the teaching evaluation of Xi'an Mingde Institute of Technology

There are shortcomings in the teaching evaluation mechanism. Firstly, the evaluation indicators are incomplete, they are mainly focused on teaching content and methods, and neglecting student participation, classroom atmosphere, etc. Secondly, the evaluation subject is single, primarily relying on students, teachers, and supervisors, lacking the diverse participation of enterprises, industry experts, etc. Thirdly, evaluation feedback is delayed. Feedback is given at the end of the semester or the school year, and there is a lack of timely guidance on the teaching process. Lastly, without in-depth analysis and mining, the evaluation results are insufficiently applied. The evaluation results are applied mainly in teaching improvement and rewards and punishments. Improving the evaluation mechanism and teaching quality is vital, thus solutions are required to solve these issues [5].

3.4.2. Solutions to existing problems in teaching evaluation at Xi'an Mingde Institute of Technology

The current evaluation system has been optimized, adding multiple dimensions such as student participation, classroom atmosphere, and teaching facilities to make the evaluation more comprehensive and objective. The diversification of evaluation subjects is promoted, inviting business representatives, industry experts, etc., to participate in enhancing the objectivity of evaluation. Additionally, it is necessary to establish a prompt feedback mechanism to provide feedback and guidance to teachers in the teaching process and improve the timeliness of assessment. It is also essential to deepen the analysis of teaching evaluation, identify problems and advantages, and provide teachers with targeted improvement suggestions and incentives.

4. Reform and development of teaching evaluation at Xi'an Mingde Institute of Technology

4.1. The necessity and urgency of teaching evaluation reform

With the continuous development of education, teaching evaluation reform has become an indispensable part of colleges and universities. Teaching evaluation is an essential means to improve teaching quality and promote the sustainable development of colleges and universities. However, there are currently some problems and challenges in the teaching evaluation of Xi'an Mingde Institute of Technology, such as insufficient evaluation indicators, inadequate diversity of evaluation subjects, untimely feedback of evaluation results, and insufficient application of evaluation results, which restricts the improvement and connotative development of teaching quality to a certain extent. Therefore, it is imperative to carry out teaching evaluation reform [6].

Teaching evaluation reform is necessary to improve teaching quality. It can comprehensively and objectively reflect teaching quality and provide targeted improvement suggestions and incentives. At the same time, reform is also an important way to promote the sustainable development of colleges and universities. It can stimulate the enthusiasm of teachers and students, promote connotative development, and enhance the comprehensive strength of the college or university. In addition, to adapt to the development trend of higher education, teaching evaluation reform can lay the foundation for the long-term development of colleges and universities.

4.2. Goals and implementation strategies of teaching evaluation reform

4.2.1. Reform goals

We will be committed to building a more comprehensive and objective evaluation index system to ensure multi-dimensional and multi-level teaching quality evaluation. To this end, we will not only focus on traditional evaluation indicators such as teaching content, methods, and attitudes but also include evaluation indicators on student participation, classroom atmosphere, teaching facilities, etc., to make the evaluation results more comprehensive and objective. At the same time, for students in various disciplines and at different levels, we will develop more detailed and targeted evaluation indicators based on their characteristics; we will actively promote the realization of diversification of evaluation subjects, invite more stakeholders to participate in teaching evaluation, including companies, industry experts, etc., to enhance the objectivity and accuracy of the review. Through multi-perspective evaluation, we can gain a more comprehensive understanding of teaching quality and student learning. At the same time, we will also strengthen communication and exchanges with students, understand their needs and suggestions, and give full play to the role of each evaluation subject.

4.2.2. Implementation strategy

Formulating detailed implementation plans is an indispensable and vital element in promoting the reform of teaching evaluation. Based on the actual situation, colleges and universities should carefully formulate specific implementation plans and timetables, and clarify the tasks and responsibilities of each element to ensure that the overall process of reform can be smoothly promoted; publicity and training are critical elements in teaching evaluation reform, and colleges and universities should utilize various publicity channels to popularize the importance and necessity of teaching evaluation reform, and improve teachers' and students' understanding and support for the reform [7]. At the same time, colleges and universities should organize corresponding training activities to strengthen teachers' and students' ability to master and apply new evaluation indicators and methods.

Establishing a supervision and feedback mechanism is essential for promoting the reform of teaching evaluation. Colleges and universities should set up special supervision agencies and feedback mechanisms to promptly discover and solve various problems and issues that arise during the reform process to ensure the steady advancement of the reform. At the same time, colleges and universities should establish a sound guarantee mechanism to provide teachers and students with a good teaching environment and perfect teaching conditions. Strengthening cooperation with industries and enterprises is a crucial way to promote the reform of teaching evaluation. Colleges and universities should cooperate with stakeholders such as industries and enterprises to jointly develop evaluation indicators and methods and share experience and resources to achieve mutual benefit and win-win goals.

4.3. Effects and impact of teaching evaluation reform

Teaching evaluation reform helps teachers understand their teaching effects more comprehensively and objectively, discover and improve problems in teaching, better reflect students' learning needs and issues, and promote the interaction and improvement of teaching and learning. The teaching evaluation reform focuses on teachers' teaching effects and students' learning effects, emphasizing the mutual development of teachers and students. These will help enhance teaching quality, promote the college or university's connotative development, and improve the college or university's comprehensive strength and social influence. At the same time, the teaching evaluation reform also emphasizes the needs of industries and enterprises for talent. It cooperates with stakeholders such as industries and enterprises to jointly develop evaluation indicators and methods and share experiences and resources [8].

5. Conclusion

To sum up, the teaching evaluation reform of Xi'an Mingde Institute of Technology is a task of great significance. The institute has achieved many positive effects and impacts through implementing measures such as formulating detailed implementation plans, strengthening publicity and training, establishing supervision and guarantee mechanisms, strengthening cooperation with industry enterprises, and continuous improvement and optimization. These effects and impacts help improve teaching quality, promote the connotative development of colleges and universities, enhance cooperation with industry enterprises, promote teachers' professional growth, and increase student engagement and satisfaction.

Funding

Disclosure statement

The author declares no conflict of interest.

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