

The Teaching Quality Evaluation System for Teachers of Universities Under Sichuan Province

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Abstracts

The result of this research can be to mechanically guide people towards evaluating items and one-sided pursuit of external value goals, with its function limited to judging value, rather than discovering value. This also limits the value construction of higher education, damages the vibrant spiritual atmosphere of universities, and is not conducive to the formation of the unique internal cultural heritage of universities themselves. The objectives of this study were: (1) to explore the components and indicator of the evaluation system of teaching quality of teachers in colleges and universities under the province of Sichuan.(2) to put forward the guiding ideology of teaching quality evaluation of teachers in provincial colleges and universities in Sichuan Province.

The study was a mixed methodology study. The population was educational administrators and teachers, totaling 4620. The sample size was 539 teachers and administrators using a stratified random sampling technique determined according to the Krejcie and Morgan table (1970). The data collection instruments were semi-structured interview form and five-point scale questionnaire and Focus Group Discussion form. Statistical quantities used for data analysis included frequency, percentage, mean, and standard deviation, and Exploratory Factor Analysis and content analysis were employed.

The results of the study showed that; the results of the study showed that

1. Teaching quality evaluation system for teachers in colleges and universities under the Sichuan Province, there are 3 components consist of Perceived quality of teaching, Perceived Teaching Input, Perception of the teaching environment.

2. There are 5 guiding of teaching quality evaluation of teachers in provincial colleges and universities in Sichuan Province, consist of (1) Change the way of education evaluation (2) Enhance the level of teachers career mechanism.(3) Optimising educational resources informatization. (4) Strengthen international exchanges and (5) Improve the quality of education environment.

Keywords: Teaching quality Evaluation system; Universities under Sichuan province.

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Introduction

The quality of education is related to the survival and development of schools, and improving quality is an eternal theme of education. In the field of higher education, evaluation has become an exquisite and complex organizational control tool and management tool, avoiding school education and teaching activities from deviating from predetermined training objectives, ensuring the quality of education and teaching, and seeking to maximize the social and economic benefits of education.

The study on the evaluation of teaching quality of teachers in provincial universities in provincial colleges and universities in Sichuan Province is mainly based on the following considerations. One is the popularization of higher education. Human resources are the primary resource. To enhance comprehensive national strength, it ultimately depends on the quantity and quality of talent in the country. Higher education institutions are important training bases for high-level talents, vigorously developing China's higher education, achieving the popularization of higher education, meeting the needs and aspirations of eligible age groups to receive higher education, transitioning from a country with strong human resources to a country with strong human resources, fundamentally meeting the needs of economic construction and social development for human resources. Professor Martin Trow(1972), a renowned American scholar, pointed out that when a country's higher education enrollment rate is below 15%, it belongs to the elite stage of higher education; 15% to 50% are in the mass higher education stage; More than 50% are in the stage of universal higher education. According to Trow's theory, in terms of quantity alone, China's higher education has entered the stage of popularization. Quality is the fundamental foundation of a university. While the scale of "quantity" has expanded, the issue of "quality" has increasingly become a focus of attention for the whole society, and relevant reports and comments are also common in some news media. The Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020) clearly states that "improving quality is the core task of higher education development and the basic requirement for building a strong country in higher education". In history, in the macro context of the popularization of higher education in European and American countries, research on universities based on the demand for higher education quality has rapidly risen and increasingly strengthened within universities, promoting the improvement of higher education quality. Cai Guochun and Xi Fei and Hu Rendong said :With the acceleration of the popularization process of higher education in China, how to ensure and improve teaching quality, and coordinate the development of quality and scale, is one of the main problems faced by higher education institutions in China.

This is a typical "behavioral goal model" evaluation. In this goal oriented education evaluation model, universities only take responsibility upwards, and the evaluation results sometimes fail to truly reflect the quality of normal teaching work, becoming a "special case" under temporary inspection. At the same time, this evaluation pressure directly creates a polarized world, where one party is the "censor" and the other party is the "censor". The result can only be to mechanically guide people towards evaluating items and one-sided pursuit of external value goals, with its function limited to judging value, rather than discovering value. This also limits the value construction of higher education, damages the vibrant spiritual atmosphere of universities, and is not conducive to the formation of the unique internal cultural heritage of universities themselves. It enhances the dependence and autonomy of universities, and easily leads to "convergence" in the development goals of different universities, which to some extent hinders the personalized and distinctive development of various universities. When implementing undergraduate teaching level evaluation, attention

should be paid to the combination of unified requirements and classified guidance, fully considering the actual situation and comprehensive impact of various aspects.

Research Objectives

1. to explore the components and indicators of the evaluation system of teaching quality of teachers in colleges and universities under the province of Sichuan.
2. to put forward the guideline of the evaluation system of teaching quality of teachers in provincial colleges and universities in Sichuan Province.

Literature Review

Teaching quality means: the good or bad teaching effect shown in the teaching process, the frequency of the activities of both teachers and students, and the amount, high or low, good or bad degree of knowledge, ability and quality finally condensed in the result of student effectiveness.

Evaluation of teaching quality of teachers in colleges and universities means: Each evaluation subject makes objective measurement and value performance of teaching activities and research process of university teachers according to certain standards and methods, aiming to provide teachers with teaching feedback, promote teachers' teaching reflection and teaching research, enhance teachers' teaching professional development ability and improve students' learning effectiveness.

Teachers teaching quality evaluation system means: It contains the evaluation purpose, evaluation subject, evaluation content and index, evaluation mode and other parts, and each part is interlinked, constrained and run together as a whole.

Counter measures means: strategies and methods that can be adjusted to improve the evaluation of education and teaching quality of Sichuan University of Arts and Sciences are proposed based on the problems, so as to improve the education of Sichuan University of Arts and Sciences Teaching Quality.

Operation mechanism means: This study defines the operation mechanism as, the form of interconnection, mutual constraint and interaction among the elements within the system, which eventually leads to the maximum function of the whole evaluation system.

Sichuan University of Arts and Sciences means: Sichuan University of Arts and Science is a full-time public undergraduate institution located in Dazhou City, Sichuan Province, China. It is supervised by the Sichuan Provincial Department of Education and covers an area of 1,074.74 mu. There are nearly 1,100 teaching staff of various types, 5 foreign teachers, including 823 full-time teachers, more than 16,000 full-time ordinary students, and 65 international students. Recruit students from 22 provinces and cities across the country. There are 19 secondary colleges.

Research Methodology

1. Population and Sample and key informants

Step 1 to explore the components and indicators of the evaluation system of teaching quality of teachers in colleges and universities under the province of Sichuan.

First of all, the researcher review literature of documents and related research, synthesized 20 relevant researches and summarized some components of of the evaluation system of teaching quality of teachers in colleges and universities under the province of Sichuan.

15 key informants; In-depth interview with semi-structure interview, were Second, Interview information provider: for the evaluation of teachers' teaching quality, there are 5 managers who are in office in the 2023 school year and have at least 5 years of school management experience in Sichuan University of Arts and Sciences, and have more than 10 years of teaching experience. In-depth interviews were conducted with 15 experienced teachers. A sample size of 20 individuals was determined by purposive sampling technique.

Population and Sample

Population 4,258 teachers and 362 administrators from four universities.

Sample were 540 teachers and administrators in from four universities, and determined by random sampling technique.

Step 2 to put forward guideline of the evaluation system of teaching quality of teachers in provincial colleges and universities in Sichuan Province.

20 key informants for Focus Group Discussion to develop the guideline to improve effectiveness of student affairs administration for international students in Xian universities under Shaanxi province key informants are different, not the same person, but they may have the same qualification. Researcher will classify and establish selection criteria after purposive sampling techniques.

Scope of time Semester Academic years 2023.

2. Research instruments

Three research instruments were used to three research instruments to examine the objectives of this paper.(1) Semi-structured interview, (2) A five-point rating scale questionnaire (3) Focus Group discussion form.

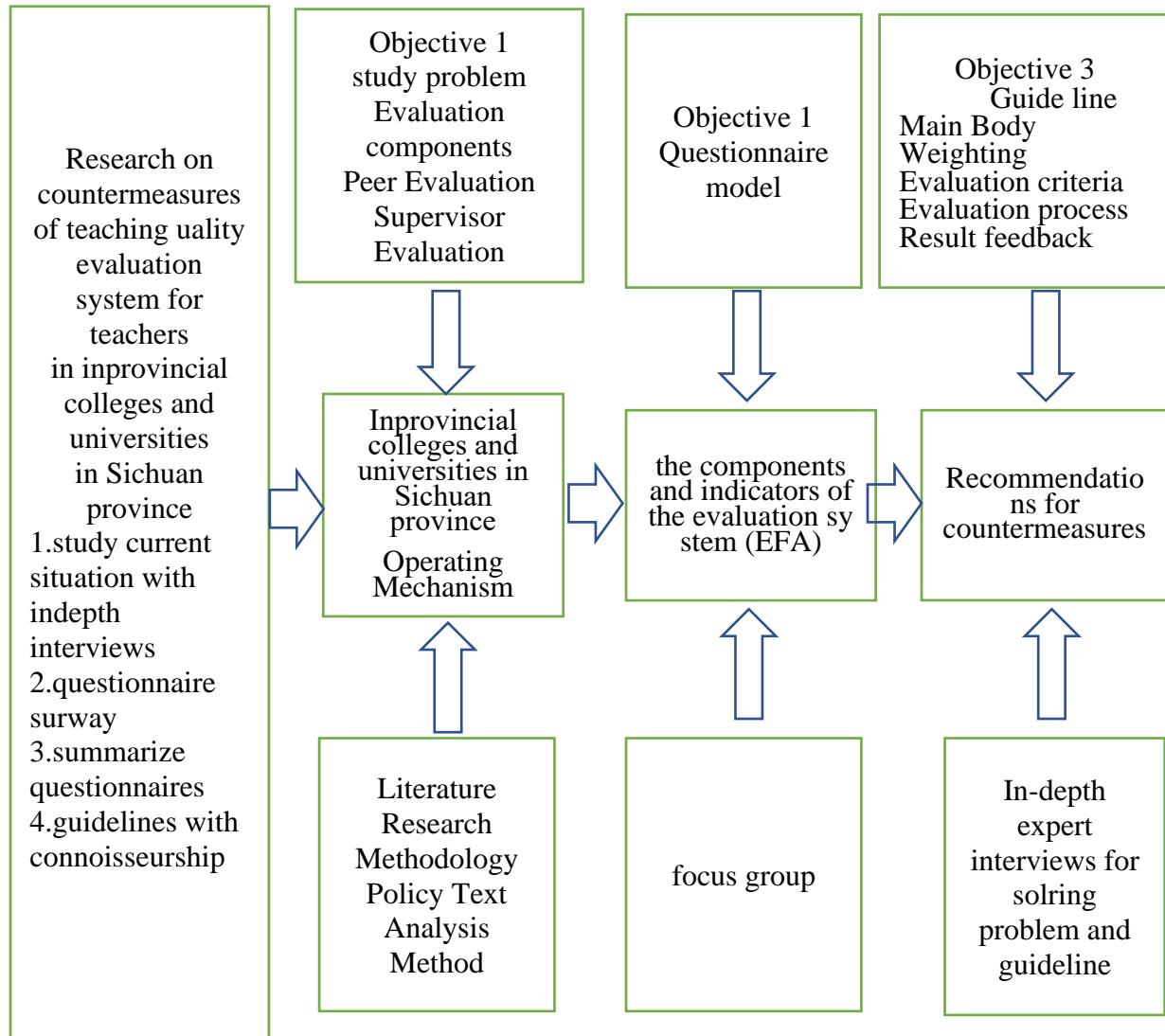
3. Data collection

(1) Researchers contacted key informants and sent interview questionnaires by email, telephone. (2) This part of the questionnaire can be distributed on site or collected through online links. About 540 questionnaires need to be completed in about 2 weeks. The sample has been directly informed of content scope and research objectives, and received a formal permission letter from the university to the administrator and teachers, allowing to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority. And (3) Focus Group Discussion can be conducted on site, with researchers leading participants and open-ended discussions. the researcher acts as a facilitator.

4. Data analysis

(1) Conduct content analysis on the results of review literature and in-dept interview (2) Data for demographic variables were analyzed using descriptive statistical methods; frequencies and percentages. Variables and components of effectiveness of supporting for international students were analyzed using descriptive statistics; mean, standard deviation (SD). Exploratory Factor Analysis (EFA).To conduct content analysis on the results of Focus Group Discussion to obtain the results of objective 3.

Research Framework



Research Result

1. Demographic information

In this study, a total of 408 questionnaires were distributed to teachers and 391 questionnaires were returned, with a recovery rate of 95.8%. Among them, 353 questionnaires were valid, with a validity rate of 86.09%. A total of 203 questionnaires were distributed to teaching administrators and 194 were recovered, with a recovery rate of 95.6%. Among them, 186 questionnaires were valid, with an effective rate of 91.6%. The distribution and recovery of the questionnaires are as follows: in terms of gender distribution, the sample sizes of male and female teachers are basically equal; teachers under the age of 35 accounted for 30.31% of the sample; there are relatively more teachers with the title of "associate senior", which

accounted for 31.16%; the proportions of teachers of various disciplines are basically equal; teachers with master's degree and doctor's degree accounted for higher proportions, which were 42.21% and 33.71%, respectively; and the proportion of teachers with the age of 10 years was relatively high. The percentage of teachers with less than 10 years of teaching experience is high, totaling 63.46%.

The result of KMO-Meyer-Olkin and Bartlett's Table

Table 2: KMO and Bartlett tests of questionnaires

□KMO		0.932
Bartlett test for sphericity	Approximate chi square	4857.275
	df	231
	p	0.000

(2). Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance.

2. Scale variable validity analysis

Table 3 Shows Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance.

Com pone nt	Initial Eigenvalues			Extraction Sums of Squa red Loadings			Rotation Sums of Square d Loadings		
	Total	% of Var iance	Cumula tive %	Total	% of Varian ce	Cumul ative %	Total	% of Varian ce	Cumul ative %
1	25.523	32.832	32.832	25.523	32.832	32.832	10.576	25.340	25.340
2	7.357	18.234	51.066	7.357	18.234	51.066	4.347	20.722	46.062
3	1.283	9.835	60.901	1.283	9.835	60.901	1.892	14.839	60.901

The above table analyses the situation of factor extraction and the information amount of factor extraction. It can be seen from the above table that: A total of three factors were extracted from the factor analysis, and the characteristic root values were all greater than 1. The variance interpretation rates of the three factors after rotation were 25.340%, 20.722% and 14.839%, respectively, and the cumulative variance interpretation rates after rotation were 60.901% > 50%, indicating that the extracted factors were effective.

Table 4: Data analysis results of the questionnaire

Order	Assembly	Number of variables	Factor load
1	Component 1	24	0.882-0.417
2	Component 2	12	0.847-0.427
3	Component 3	16	0.844-0.424

The questionnaire data were subjected to exploratory factor analysis through SPSS, The data in this study were rotated using the maximum variance rotation method (varimax) in order to find out the corresponding relationship between factors and study items. using principal component analysis to classify the 52 question items into three principal components, which were named as Perceived Quality of Teaching, Perceived Commitment to Teaching and Perceived Environment of Teaching, and the number of question items contained in each component and the factor loadings are detailed in the tables. The table shows the information extraction of factors for research items and the corresponding relationship between factors and research items.

Table 5: Data analysis results of the questionnaire: component 1

Variable	Statement	Factor loading
1	The positioning of this major is in line with the educational goals of our school	0.882
2	With our school's establishment of an access mechanism for public elective courses.	0.835
3	I am satisfied with the professional title structure of teachers in this major	0.827
4	How satisfied I am with the selection mechanism of the "Teaching Quality Project"	0.817
5	The training objectives of this major are accurate	0.803

Variable	Statement	Factor loading
6	The existing teaching materials for professional courses are suitable for students' learning needs.	0.782
7	I am satisfied with the proportion of professors teaching among the teachers in my department	0.774
8	How satisfied I am with the standards for approving teachers' teaching workload	0.761
9	The training of this major has distinctive characteristics	0.759
10	Teacher should satisfied with the teaching effect of English, mathematics, computer and other public courses	0.758
11	I am satisfied with the results of internship training in this major	0.756
12	How satisfied am I with the current tuition fee standards of our school?	0.731
13	The total credits required for this major's training program are reasonable	0.718
14	The professional elective courses in this major can meet students' course selection needs.	0.707
15	I am satisfied with teaching evaluation mechanisms such as student evaluation	0.696
16	the school provides adequate technical support for teaching and learning	0.651
17	The distribution of the total academic hours is reasonable	0.628
18	I am satisfied with the level of students' graduation projects (or graduation thesis)	0.583
19	I am satisfied with the teaching attitude of professional course teachers	0.561

Variable	Statement	Factor loading
20	General core courses should be added to the training program.	0.558
21	The proportion of experimental teaching hours in the training program is reasonable.	0.531
22	How satisfied I am with the current situation of experimental teaching in this major	0.467
23	I am satisfied with the teaching methods and methods of professional course teachers	0.422
24	Professional courses can meet students' learning needs.	0.417

Table 6: Data analysis results of the questionnaire: component 2

Variable	Statement	Factor loading
1	The regulations and requirements for innovative practice credits in the training program are reasonable.	0.847
2	I can satisfied I am with the experimental teaching hardware facilities of this major	0.757
3	I am satisfied with the current status of teaching research and teaching reform for teachers in this major	0.739
4	I involve students in research projects to improve the effectiveness of teaching	0.736
5	Teacher should study with the level of quality course construction in this major.	0.725
6	I will use appropriate information technology to improve teaching and learning	0.707

Variable	Statement	Factor loading
7	I am satisfied with professional teachers' access to on-the-job training opportunities?	0.703
8	I discuss my teaching with my colleagues	0.694
9	The curriculum of this major can reflect the development frontier of this major.	0.656
10	My level of satisfaction with the construction of experimental teaching materials for this major	0.549
11	I think professional laboratories have achieved resource sharing	0.433
12	I am passionate about teaching and learning	0.427

Table 7: Data analysis results of the questionnaire: component 3

Variable	Statement	Factor loading
1	The curriculum of this major is closely related to students' employment	0.844
2	My level of satisfaction with the experimental teaching software facilities of this major	0.821
3	I think the school's sports facilities meet the needs of teaching	0.811
4	the teaching of teachers in the school can meet the needs of school operation	0.793
5	Teacher satisfied with the sequence of courses offered in this major.	0.782
6	I think school books, materials and online resources can meet teaching needs	0.754

Variable	Statement	Factor loading
7	I am satisfied with the school's examination style	0.741
8	the school supports teachers' teaching reform activities	0.73
9	I emphasize on building good teacher-student relationship with students	0.719
10	I am satisfied with the school and college's support for students' innovation and entrepreneurship.	0.659
11	Satisfied I am with the school's academic style	0.648
12	the school provides a good informationization environment	0.541
13	Satisfied with the teaching level of our school's public elective courses	0.537
14	I am satisfied with the academic structure of teachers in this major	0.476
15	How satisfied I am with the service level of teaching management staff	0.435
16	the quality of the student population has been steadily improving	0.424

Based on the Exploratory Factor Analysis to extract variables to key component variables by Analyze the most likely conditions. The researcher summarized the 3 components as shown in Figure1.

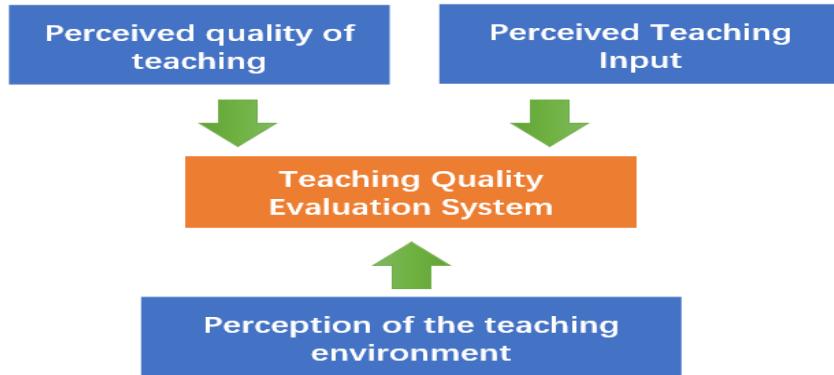


Figure 1. the teaching quality evaluation system of universities in Sichuan province.

Conclusion

The results of the study showed that; the results of the study showed that

1. Teaching quality evaluation system for teachers in colleges and universities under the Sichuan Province, there are 3 components consist of Perceived quality of teaching, Perceived Teaching Input, Perception of the teaching environment.

2. There are 5 guiding of teaching quality evaluation of teachers in provincial colleges and universities in Sichuan Province, consist of (1) Change the way of education evaluation (2) Enhance the level of teachers career mechanism.(3) Optimising educational resources informatization. (4) Strengthen international exchanges and (5) Improve the quality of education environment.

Discussion

1. Major finding for research objective 1. The evaluation system of teaching quality of teachers in colleges and universities in Sichuan province consists of peer evaluation, supervisor evaluation and peer evaluation. Teaching quality evaluation of college teachers is a functional system that contains multiple factors such as teachers, students, courses, teaching resources, teaching environment, etc. The quality of teaching depends on the quality of each factor of teaching and the quality of the interaction of its factors. From the literature analysis, it is found that the evaluation system of teaching quality of college teachers has four components in function, including evaluation subject, evaluation object, evaluation content and evaluation standard. (Xu, Vivian, Wu, Jiancheng, Jiang, Bibiao & Gong, Fanghong. 2011, 01: 100-103), The first is the evaluation subject. In order to evaluate teaching quality objectively, fairly, openly, scientifically and reasonably, the evaluation subject can be composed of four parts: supervisory experts, students, faculty leaders and peers, forming supervisory evaluation, student evaluation, faculty evaluation and peer evaluation. Teaching supervision experts are composed of retired teachers of various majors or experienced teachers with senior titles or above. The supervisory experts evaluate the teachers' teaching preparation, teaching content, teaching methods and means, classroom interaction, practical guidance, and

teaching effect by randomly listening to the classes, randomly checking the teachers' lesson plans and lectures, and talking to them. Students evaluate the teaching attitude, teaching method, teaching content, teaching effect and language expression of classroom teaching to reflect whether the teachers' teaching attitude is serious, whether the teaching method is appropriate and whether the teaching materials are chosen appropriately. (Zhang Fan, Wang Jing, Fu Wantang, Yu Enlin & Kong Xiangdong. 2009, 09: 72-73) The second is the evaluation content. As a college teacher, in terms of teaching, should do a good job in the development of teaching plans, lesson planning, teaching methods, teaching content updating, textbook construction, homework correction, answering questions and other course construction work, guiding theses, internships, practical skills competitions, participation in scientific research and other student guidance, teaching attitude, teaching methods, teaching effect and participation in the teaching process of teaching competitions and other teaching status, as well as thesis Teaching and research work such as the publication of papers, preparation of teaching materials, teaching and research achievement awards, and hosting and participating in teaching and research projects. (Dong ZhiFeng ,2006,07:40-42.)Therefore, teachers' teaching work can be roughly categorized into four major categories: curriculum construction, student guidance, teaching status and research work. Therefore, the assessment of teachers' teaching work should also start from these four major categories, which not only can comprehensively assess the contribution made by a teacher in teaching as well as scientific research work, and drive the smooth progress of all aspects of teaching, but also can highlight the key work according to the actual situation and different stages of development of each school. Therefore, the information of teaching quality assessment should be fed back to teachers in time to further improve and enhance the quality of classroom teaching. (Li Qing & Wang Tao. 2012,08:129-133)In conclusion, teaching quality management in colleges and universities is a system centered on teaching quality, which requires leadership attention, full participation, full implementation and process monitoring.

2. Major finding for research objective 2, so that the educational ideas of "people-oriented" and "teaching and learning" are fully embodied in teaching activities, reflected in the school's teaching management, to better mobilize the enthusiasm of the majority of teachers, and to guide the teachers to pay attention to teaching, research teaching, and invest in teaching, and to gradually improve the monitoring and evaluation system for the quality of teaching and ensure that the quality of teaching is continuously and steadily improved, this study puts forward the evaluation plan of the quality of teaching for teachers of the undergraduate colleges and universities of the province of Sichuan Province.

First of all, this study clarifies the guiding of teaching quality evaluation of teachers in undergraduate colleges and universities in Sichuan Province as follows: Firstly, insisting on student evaluation as the main focus, reflecting the guiding ideology of "teaching is student-oriented". Second, adhere to the focus, focus on checking the "good" and "bad" aspects. Third, focus on the role of guidance, reflecting the requirements of all aspects of course teaching. Fourthly, the index system is concise, clear and operable. Secondly, this study specifies the teaching quality evaluation program for teachers in undergraduate colleges and universities in Sichuan Province as follows: according to the requirements of "science, fairness, objectivity, and measurability", the evaluation program of teachers' teaching quality basically covers the main contents of course teaching. The evaluation index system is divided into two parts: Teacher Teaching Quality Evaluation Indicators (for students), designed as 10 indicators. The

evaluation result is based on the percentage system. Teacher teaching quality evaluation index (for experts), designed as 11 indicators. The evaluation results are based on a percentage system. Prior to the evaluation, each faculty should carry out extensive and in-depth publicity and mobilization of all students, clarifying the purpose and significance of the evaluation, the connotation of the evaluation indicators, the operation procedures, the requirements for filling in the forms, and the handling of the evaluation results, so as to ensure that the students can participate in the evaluation in a conscientious and responsible manner in an objective and fair manner, and express their true opinions. All students are required to take an evaluation of the course they are taking. For formal evaluation, each faculty will conduct online evaluation on a class-by-class basis and within the timeframe specified by the whole university. All students should strictly follow the online evaluation procedures and requirements, carefully analyze and select appropriate grades for marking class by class and project by project, and give comments to the instructor of the course. Teaching managers of each department are responsible for organizing all students to participate in the online evaluation; members of the teaching style and learning style construction supervisory team of each department, staff of the Academic Affairs Office and Personnel Office are responsible for on-site guidance, supervision and urging students to carry out the online evaluation in accordance with the requirements; and the school's teaching style and learning style construction supervisory team monitors the whole process. During the midterm teaching inspection, the teaching quality evaluation working group of teachers in each department organizes all the teachers of the department to listen to classes centrally or in groups, fill in the listening records as well as teaching quality evaluation indicators (for experts), listening records and peer expert evaluation forms are reported to the Academic Affairs Office in accordance with the specified time.

Suggestion

1 Establishment of a sound organizational system for teaching quality assurance. The evaluation of teaching quality in colleges and universities is related to the influence of the whole school, the higher the teaching quality, the stronger the ability of the students trained and recognized by the society, the greater the social influence of the school. Colleges and universities should pay attention to the evaluation of teaching and emphasize the important role of the results of the evaluation of teaching to improve the quality of teaching.

2 Encouragement and motivation of university teachers' commitment to teaching and learning. Teachers are encouraged to innovate their teaching styles, taking into account the characteristics of their subjects. First, the school teaching management department evaluation of teaching and the evaluation of teaching quality of teachers of various colleges and specialties combined with a comprehensive evaluation, and according to the characteristics of different disciplines to assign weights, not only combined with the characteristics of the profession and discipline, but also reflect the unified requirements of higher education on the teaching ability of teachers. Secondly, communication should be strengthened, and school leaders should affirm the main position of college teachers in the teaching process, fully understand the ideas of college teachers in teaching, carry out teaching seminars, organize teachers to participate in teaching competence training and learning, expand the support for teaching improvement, and help teachers to solve the obstacles and constraints encountered in the process of teaching and give full play to the main role of teachers. Thirdly, university teachers should be encouraged to give full play to their personal potential and form a unique teaching style according to their own personality traits, knowledge background, etc., as well as the characteristics of their

courses. At the same time, to improve the quality of university teachers' classroom teaching, it is necessary to build a reasonable incentive scheme for teaching activities.

3 Recommendation for Further Research

1. Research on the value and significance of the information feedback mechanism of teaching activities and the evaluation and monitoring mechanism of process.

2. Research on the guaranteed link in the evaluation system of teachers' classroom teaching quality in colleges and universities is to build the information feedback mechanism of teaching activities.

3. Research and development the evaluation of the quality of teachers' classroom teaching urgently needs to build a process evaluation and monitoring mechanism, the key is to combine the target evaluation and process evaluation organically, and the results of the quality evaluation need to be evaluated objectively and reasonably from different aspects.

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