

# Study on academic growth and quality ability training of students in private colleges and universities

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**Abstract:** Based on the analysis of the academic growth and quality and ability training of students in private colleges and universities, this paper reviews the overall reform strategy of academic evaluation, the reform results and problems of private colleges and universities, and the reasons for the success of the reform from the perspective of multiple subjects. Establish system guarantee and normal monitoring feedback and improvement mechanism.

**Keywords:** private university; academic evaluation; quality and ability

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With homogenization of colleges and universities, emphasis on scientific research over teaching and other phenomena, the teaching quality of colleges and universities has been questioned. "Improving the quality" has become the core and most urgent task of deepening the comprehensive reform of higher education in China. Academic evaluation of students in private colleges and universities is the process of judging whether students in private colleges and universities have reached the predetermined teaching goals, which reflects the development level of students in private colleges and universities and the degree of achievement of talent training goals. The reform of academic evaluation system is the breakthrough to improve teaching quality, which contains the renewal of teaching concepts and models, and involves teaching management, learning motivation and behavior guidance, teaching performance evaluation and other aspects. Based on the academic evaluation system, it helps students to correctly understand and evaluate themselves, and teachers to objectively evaluate students' achievements, which has become a new direction for the reform of the academic evaluation system.

## 1. Based on the practice of academic evaluation system reform: a survey from private universities

The case analysis focuses on three dimensions: understanding of the academic evaluation system reform, implementation and evaluation of the reform effect, and selects the private colleges and universities that have implemented the academic evaluation system reform as the research object. Based on the research materials and data, this paper makes an empirical analysis of the reform practice, reform effectiveness and existing problems of the school, sorts out the reform logic, and puts forward countermeasures and suggestions.

D private university is an ordinary undergraduate university, focusing on undergraduate education. Since 2020, the semester mode reform (from the original two semesters to the current three semesters, and in principle only internship, practical training, experiment and academic lectures are arranged in the summer semester of each academic year) has reduced the teaching time of teachers from 18 weeks to 16 weeks, and the course content has not changed. This requires teachers to adjust the teaching content according to the new semester pattern. In addition, in the era of "we-media", the content taught in class has become easily accessible information on the Internet, and students have become tired of traditional classroom teaching content, and the reform of teaching methods has become inevitable. According to the top-level design of D private colleges and universities, high-quality applied talents are cultivated, and the cultivation of students' innovative thinking and practical ability is particularly key. In this context, since the first half of 2020, D private colleges and universities have carried out the reform of private college students' academic evaluation system, and achieved certain results.

### 1.1 Reform framework

The theme of the reform is "Let learning happen", the goal is to "comprehensively improve the comprehensive quality of students"; The idea of the reform is: to highlight the main position of students, to realize the "teaching" as the center to "learning" as the center; The

characteristics of the reform are as follows: on the basis of respecting the characteristics of the curriculum and the differences of students, in line with the principles of “diversification of the evaluation subject, openness of the evaluation process, diversification of the evaluation content and openness of the evaluation result”, strengthening the teaching design, highlighting the principal position of students, encouraging the development of students’ personality, and realizing the diversification of talent training goals.

## **1.2 D Teaching design and characteristics of private universities**

D The teaching design of private colleges and universities is divided into six links: “introduction, goal, preview, participatory learning, assessment (including peacetime and end-of-term) and summary evaluation”.

D The model of private colleges and universities has four characteristics: first, through training and collective teaching and research activities to formulate clear classroom learning goals, focusing on the achievement of goals; The second is to emphasize student-centered teaching, which enables students to learn independently before and after class through online courses, mobile phone apps and textbook knowledge, strengthens students’ active participation, stimulates students’ autonomy in learning, and realizes “making learning happen”. The third is to pay attention to the feedback and continuous improvement of the teaching process through multiple evaluation, mobile teaching and formative assessment; The fourth is to establish a personalized assessment program, and comprehensively evaluate students through regular assessment, mid-term inspection and final assessment.

Under the background of “realizing the connotational development of higher education” proposed in the report of the 19th National Congress of the CPC, D private colleges and universities have transformed the traditional mode in teaching design and carried out “personalized” design for the teaching mode of the university, that is, OBE-oriented, strengthening the learning process, focusing on regular assessment, advocating PBL and CBL teaching, combining the actual situation of the university and the new characteristics of educational technology in the Internet era. Implement mixed teaching mode, carry out personalized assessment, stimulate students’ enthusiasm and initiative in learning, encourage students to participate in teaching, and comprehensively improve students’ comprehensive quality. D The reform practice of private colleges and universities not only conforms to the educational reform principle and guidance of “adapting to local conditions and adapting to school conditions”, but also has reference value for the reform of the academic evaluation system of students in private colleges and universities.

## **2. Based on the logic of academic evaluation system reform: based on the reflection of multiple subjects**

D There are three reasons for the effectiveness of the reform of academic evaluation system in private colleges and universities:

### **2.1 Student perspective: Let learning happen**

First, in view of the shortening of class time, D private colleges and universities design the traditional pre-evaluation model as “preview”, which is conducive to playing the main role of students’ learning, so that students can realize “let learning happen” in the flexible and active learning process. “Preview” has overlapping meanings with teaching methods such as flipped classroom, blended learning and inquiry-based learning, that is, students carry out “surface learning” through online courses, books and mobile phones in and out of school before class to acquire relevant knowledge and information for memory purposes, and teachers guide students to carry out “participatory learning” such as in-depth understanding, discussion, exploration, practice and reflection during class time. Teachers spend more time interacting with students. Secondly, by carrying out practical activities such as course practice, cognition practice, production practice, graduation practice, art practice, course experiment, social practice, discipline competition, extracurricular academic and scientific and technological activities, innovation and entrepreneurship training for students in private colleges and universities, students have more opportunities to participate in problem-based learning and case analysis, and deepen their dialectical understanding of the relationship between theory and practice. Third, give play to the incentive role of evaluation. Paying attention to daily assessment and only setting the minimum score for the final exam, this evaluation focusing on process has an obvious incentive effect. Students can adjust their learning according to the feedback of periodic evaluation, pro-

mote the cultivation of questioning spirit, innovative consciousness and cooperative spirit and the improvement of comprehensive ability, and then encourage students to become responsible independent learners. Self-growth under pressure and motivation.

## **2.2 Teachers' perspective: Make teaching accurate**

First, private colleges and universities based on training and collective teaching and research activities to formulate learning objectives, improve the scientific and rational learning objectives, and lay the foundation for the precision of teaching. Second, teachers are transformed from the leader to the leader to promote the personalized development of students. Each student walks into the classroom with existing knowledge, life experience and feelings. By guiding students to participate in independent learning before and after class, participatory learning in class and diversified evaluation, teachers urge students to take the initiative to complete the "internal decoration", discover their own potential, and go to the society with certain knowledge, ability and quality level, so as to promote the development of students' personality. The goal of cultivating high-quality applied talents. Third, teachers reduce the introduction and transmission of relevant knowledge and information for the purpose of memorization, and have more time and energy to help students deepen their understanding of theories and the application of knowledge, from "learning to know" to "feeling to know", and students' ability to analyze and solve problems has been improved. Fourth, relying on the educational administration management system, track and analyze the development and change of class groups and individual students' academic performance, and give early warning to groups and students whose academic performance declines rapidly. Fifthly, mid-term tests, attendance, homework, classroom discussion, research reports, experimental skills and other inspection methods are adopted to comprehensively evaluate students' learning effectiveness, and institutionalized and normalized interaction and communication mechanisms between teachers and students before, during and after class are established, so that teachers can truly become teachers to improve students' ability to analyze and solve problems.

## **2.3 School perspective: Let the management be orderly**

First, it highlights the central task of teaching in universities. Personnel training is the fundamental task of colleges and universities, and teaching work is always the central work of colleges and universities. The reform of student evaluation system based on private colleges and universities is conducive to the tilt of leadership energy, teachers, resource allocation and job evaluation to teaching. Second, the role of holistic thinking in reform has been brought into play. Teaching reform involves a wide range of areas and is a complex systematic project. Holistic thinking can minimize the negative effects of reform. Based on the students' academic evaluation system of private colleges and universities, it focuses on the feedback and continuous improvement of the teaching process, covering all aspects of teaching, involving not only students, but also teachers, colleges and schools, reflecting the application of holistic thinking in teaching reform, which is conducive to reaching consensus among all parties and reducing the resistance to reform. Thirdly, it promotes the overall optimization of the training process. The academic evaluation system provides the basis for the formation of the overall idea of teaching reform, that is, the coordinated development of "knowledge, ability and quality", and then the training plan. When there is a basis, an overall approach, a plan and consensus, specific measures and practices will be more targeted and feasible.

## **3.Reform Strategies based on academic evaluation system: Conclusions and Suggestions**

Formulate scientific and reasonable targets for personnel training. Diversified social needs give rise to diversified private colleges and universities. Every private college and university should update its concept, start from the social needs and students' training needs, find its own positioning in the complex education ecosystem, find a balance between "promoting human development and providing human resources", and then think about how to cultivate people. It not only inherits and develops the school's history, culture and guiding ideology, but also reflects the atmosphere of The Times. It is the mission and responsibility of the Higher Education Law to cultivate senior professionals with a sense of social responsibility, innovative spirit and practical ability. All colleges and universities should focus on the knowledge, quality and ability of students in private colleges and universities, formulate professional teaching quality standards, revise personnel training programs, and build a reasonable evaluation system, so that knowledge, quality and ability in the process of education and teaching in private colleges

and universities can be measured scientifically, and guide the coordinated development of knowledge, quality and ability of students in private colleges and universities.

The fourth is to establish institutional guarantees, as well as normal monitoring feedback and improvement mechanisms. Because the academic evaluation reform system needs school-level systems and standards to guarantee, the academic evaluation reform system of some universities still remains at a relatively elementary level, without systematic institutional design and specific supervision measures, without relevant information feedback, the effect of the reform will be greatly reduced.

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