GUIDELINES FOR ACADEMIC QUALITY MANAGEMENT
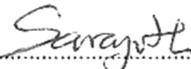# OF GUANGXI HIGHER VOCATIONAL COLLEGES

MO QINGFENG

Thesis Title   Guidelines for Academic Quality Management of Guangxi Higher Vocational Colleges

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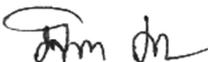
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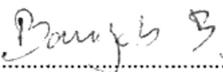
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ABSTRACT

The objectives of this research were: 1) to study the current situation of the academic quality management of Guangxi higher vocational colleges, 2) to formulate the guidelines for academic quality management of Guangxi higher vocational colleges, and 3) to evaluate the suitability and feasibility of the guidelines for academic quality management of Guangxi higher vocational colleges. The population was 648 academic administrators from 10 of Guangxi higher vocational colleges. Research instruments included: 1) questionnaire, 2) structured interview, and 3) evaluation form. Data were analyzed using percentage, mean, standard deviation and content analysis.

The results revealed that the current situation of academic quality management of Guangxi higher vocational colleges in five aspects was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was teaching basic conditions, followed by academic quality evaluation, teaching staff construction was the lowest mean. There were 44 guidelines for academic quality management of Guangxi higher vocational colleges in five aspects. The results about evaluation of the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges was at highest level.

Keywords: Guidelines, Academic Quality Management, Higher Vocational Colleges

ชื่อเรื่อง	แนวทางการบริหารคุณภาพงานวิชาการของวิทยาลัยอาชีวศึกษาระดับสูงในมณฑลกวางสี
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สาขาวิชา	การบริหารการศึกษา
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ปีการศึกษา	2568

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการบริหารคุณภาพงานวิชาการของวิทยาลัยอาชีวศึกษาระดับสูงในมณฑลกวางสี 2) เพื่อพัฒนาแนวทางการบริหารคุณภาพงานวิชาการของวิทยาลัยอาชีวศึกษาระดับสูงในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารคุณภาพงานวิชาการของวิทยาลัยอาชีวศึกษาระดับสูงในมณฑลกวางสี ประชากร ได้แก่ ผู้บริหารฝ่ายวิชาการของวิทยาลัยอาชีวศึกษาระดับสูง จำนวน 10 แห่ง รวมทั้งสิ้น 648 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ แบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของการบริหารคุณภาพงานวิชาการของวิทยาลัยอาชีวศึกษาระดับสูงในมณฑลกวางสี โดยภาพรวมอยู่ในระดับกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า เงื่อนไขพื้นฐานด้านการสอน มีค่าเฉลี่ยสูงสุด รองลงมาคือ การประเมินคุณภาพงานวิชาการ และโครงสร้างบุคลากรด้านการสอน มีค่าเฉลี่ยต่ำสุด 2) แนวทางการบริหารคุณภาพงานวิชาการของวิทยาลัยอาชีวศึกษาระดับสูงในมณฑลกวางสี ประกอบด้วย 44 แนวทาง 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารคุณภาพงานวิชาการของวิทยาลัยอาชีวศึกษาระดับสูงในมณฑลกวางสี อยู่ในระดับสูงสุด

คำสำคัญ: แนวทาง การบริหารคุณภาพงานวิชาการ วิทยาลัยอาชีวศึกษาระดับสูง

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The road to doctoral study is long and arduous. Looking back on this journey, there is both the joy of academic exploration and the confusion and persistence in the face of difficulties. Now that the thesis is about to be completed, my heart is full of gratitude.

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Finally, I would like to express my deepest gratitude to my family. Thank you for your firm support and tolerance, and for giving me the courage to pursue my ideals. They have given me silent support, understanding and encouragement during this journey of studying, making me more determined on the road ahead.

Here, I would like to express my most sincere gratitude to all those who have cared for and helped me! The completion of the doctoral thesis is not only the end of an academic stage, but also the starting point for exploring new knowledge and new fields in the future. I will remember this study experience and continue to move forward with a grateful heart.

Mo Qingfeng

Contents

Contents (Continued)

List of Figures

List of Tables

List of Tables (Continued)

Chapter 1
Introduction

Rationale

The development of international vocational education shows a diversified trend, and countries have strengthened the training of skilled talents to adapt to the labor market demand brought by globalization and technological progress. With the advancement of globalization, China's vocational education is in line with international standards, further clarifying the goals of vocational education reform and development, and building a modern vocational education system with Chinese characteristics. At present, with the rapid development and structural adjustment of China's economy, the demand for high-quality technical and skilled personnel is increasing, and vocational education has become an important way to train professional and skilled personnel. Under the background of the new era, a series of policies such as the Action Plan for Quality Improvement (2020-2023) have been promulgated successively, opening a new journey for China's vocational education. Improving the academic quality management of vocational education has become the core and key, leading modern vocational education to enter a new historical stage of innovative development and comprehensive quality improvement. (Ministry of Education of China and nine other departments, 2020)

At present, China's vocational education is an important foundation for social and economic development, and the training goal of vocational education is to train high-quality technical talents for the country. In the economy and society, a large number of high-tech and skilled talents are needed, which makes the role of higher vocational education more and more important, and directly affects the overall development of the country and society. China is one of the word's major manufacturing countries, in order to become a manufacturing power, the gap of skilled talents is still very large. Higher vocational education trains a large number of high quality technical and technical talents for the country and society, and improving the academic quality of higher vocational colleges plays a very important role in promoting the realization of the training goal of high quality technical and technical talents. Therefore, it is our urgent task to improve the guidelines of academic quality management in higher vocational colleges. (Ministry of Education of China, 2021)

China's economy is at its most important moment, and if it wants to become an economic power, it must have a strong manufacturing system as an economic pillar. The talents trained by vocational colleges and universities provide guarantee for the demand of highly skilled talents in the manufacturing industry. China's vocational education is in a transition stage, shouldering such an important responsibility. How can we make vocational education become an unavailable part of supporting the national economic development, and let vocational education join the queue of sustainable development of the country? It is necessary for higher vocational education to improve the academic quality, optimize the teaching structure and adapt to the needs of national development. (Ministry of Education of China, 2022)

Vocational education in Guangxi is currently ushering in opportunities for rapid development, the number of higher vocational colleges is increasing, a number of colleges and universities have been upgraded to vocational undergraduate universities, professional Settings are also increasingly rich, covering a variety of fields, closely docking with local economic and industrial needs. At the same time, the government has increased its support for vocational education, promoted the integration of production and education and school-enterprise cooperation, aimed at cultivating more high-quality technical and technical talents to meet the needs of local economic development. However, with the expansion of the scope and scale of higher vocational education, the competition for college enrollment is becoming increasingly fierce, the number of students increases sharply, and the problem of academic quality becomes increasingly prominent. Therefore, improving academic quality is still crucial, because high-quality vocational education can not only improve students' employment competitiveness, but also meet the needs of economic development, promote regional industrial upgrading, and promote the improvement of the overall quality of society. Therefore, strengthening academic quality management continuously is the key to realize the sustainable development of vocational education in Guangxi. (Ministry of Education of China, 2022)

The researcher is based in Nanning, Guangxi Zhuang Autonomous Region, China. It is under the background of "steadily developing vocational undergraduate education and building a group of high-level vocational colleges and majors" proposed by the Ministry of Education, and under the strong push of national policies, approved by the Ministry of Education in May 2021, a new type of vocational undergraduate university was established by merging three institutions. It is the country's first agriculture-related public vocational undergraduate university. After continuous study and reflection, researchers realize that academic quality management is the premise

and basis for ensuring high-level teaching. To achieve the requirements and objectives of vocational education, academic quality must be comprehensively improved. It is particularly important to establish scientific and effective guidelines for academic quality management, which has important strategic significance for promoting the sustainable development of vocational education. It can be seen that it is urgent to strengthen the academic quality of higher vocational colleges, improve China's education level and promote the development of China's vocational education. (Guangxi Vocational University of Agriculture, 2024)

In conclusion, it is very important to carry out research on academic quality management of Guangxi higher vocational colleges. This study will deeply analyze the problems existing in the academic quality management of Guangxi higher vocational colleges, explore the corresponding solutions, and put forward the academic quality management guidelines with targeted and vocational characteristics. Through this research, it formulate a systematic framework for higher vocational education institutions, promotes the overall improvement of education quality, and plays an important role in promoting the sustainable development of higher vocational education. At the same time, it also hopes to provide some references for the improvement of academic quality management in higher vocational colleges.

Research Questions

1. What is the current situation of academic quality management of Guangxi higher vocational colleges?

2. What are the guidelines for academic quality management of Guangxi higher vocational colleges?

3. How suitability and feasibility are the guidelines for academic quality management of Guangxi higher vocational colleges?

Objectives

1. To study the current situation of academic quality management of Guangxi higher vocational colleges.

2. To formulate the guidelines for academic quality management of Guangxi higher vocational colleges.

3. To evaluate the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges.

Scope of the Research

The Population

The population of this research was 648 academic administrators from 10 of Guangxi higher vocational colleges. Academic management personnel are people who are responsible for academic management and teaching affairs coordination in higher vocational colleges, and are engaged in teaching plan formulation, curriculum setting, teaching organization, academic quality management, teacher training and other work.

The Interviewee

The interviewee in this research were 20 academic administrators of Guangxi higher vocational colleges, the present situation of academic quality management of Guangxi higher vocational colleges was studied through interviews. The qualifications of interviewee are as follows: 1) Middle-level leaders and above academic administrators of Guangxi higher vocational colleges with more than 8 years of working experience, 2) Rich experience in academic management and leadership, 3) Have a doctorate degree, or have a senior title, have a deeper understanding of academic quality management and research.

Expert Group

According to the situation of academic quality management in vocational colleges, 11 experts meeting the following conditions were selected to evaluate the guidelines for academic quality management of Guangxi higher vocational colleges. The qualifications of the experts are as follows: 1) academic administrators of Guangxi higher vocational colleges for more than 6 years, 2) From different vocational colleges, 3) Have a master's degree or above, or have a senior title, have in-depth understanding and research on academic quality management.

The Variable

Through the review and research analysis of relevant literature and the statistics of the features mentioned in academic quality management, features with a frequency of 8 or above are selected as the variables of this study, and they include: 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions,5) Academic quality evaluation.

Advantages

　　1. This study provides a reference for the current situation of academic quality management of Guangxi higher vocational colleges.

　　2. This study provides a theoretical basis for improving the level of academic quality management in higher vocational colleges.

　　3. The research provides countermeasures and suggestions for academic quality management in higher vocational colleges and promotes the long-term development of higher vocational colleges.

Definition of Terms

　　Academic Quality Management refers to ensuring and improving the academic quality of educational institutions to achieve the expected educational goals and effects through systematic planning, organization, implementation and evaluation and other management activities. Its core objectives include improving the teaching effect, ensuring the quality of education, promoting the all-round development of students, enhancing the professional level of teachers, optimizing the allocation of resources, enhancing the competitiveness of education, meeting the needs of society, and promoting the continuous improvement and innovation of teaching. The researchers conducted a comprehensive analysis and research on the relevant literature, concepts and theories of academic quality management. The academic quality management of higher vocational colleges discussed in this study mainly includes the following contents: professional curriculum, teaching process management, student teaching effect, teaching staff construction, teaching basic conditions, cooperation between universities and enterprises, and academic quality evaluation. Through academic quality management, educational institutions are able to optimize the teaching process, cultivate high-quality talents, meet society's demand for quality education, and maintain an edge in the fierce competition in the education market, thus making a positive contribution to the economic and cultural development of society.

　　Professional Curriculum Setting refers to the curriculum system systematically planned and arranged by higher education institutions to cultivate professional talents in specific fields. Its main content includes basic courses, core courses, elective courses and practical courses to ensure that students can master the core knowledge and skills in the field. The aim is to ensure that upon completion of their studies, students are equipped with core theoretical, practical skills and industry standards relevant to their profession. The contents include: professional orientation,

professional objectives, teaching plan, course objectives, curriculum setting, course structure, course content, teaching methods, course assessment. Through the comprehensive consideration of these elements, the professional curriculum can better train high-quality talents in line with modern needs.

Teaching Process Management refers to According to the summary, teaching process management refers to the realization of teaching objectives and plans through systematic organization, coordination and control in education and teaching activities. Teaching process management includes: teaching plan formulation and implementation, curriculum arrangement and time management, teaching resource management, student attendance management, teaching method management, etc. In addition, a sound teaching management system is established to monitor the management of student status, classroom teaching and performance management. Through comprehensive teaching operation and management, the school can ensure the efficient and orderly conduct of teaching activities and achieve the expected educational goals.

Teaching Staff Construction refers to the improvement of the overall quality and professional competence of teachers in educational institutions through systematic and planned activities. The aim is to ensure that the teaching staff is able to adapt to the educational reform and teaching needs, and improve the academic quality and student development level. The construction of teacher team includes the contents of teacher recruitment and selection, professional ability, teaching experience, training and further study, performance evaluation, career development support and incentive mechanism. These contents aim to cultivate high-quality educational talents, achieve the comprehensive development of teachers and the improvement of academic quality, and promote the sustainable development and innovation of education.

Teaching Basic Conditions refer to the necessary infrastructure and resources to ensure the smooth conduct of education and teaching activities. These conditions include physical facilities, teaching resources, equipment management teams and information technology environments. In terms of physical facilities, it mainly covers modern teaching places such as classrooms, laboratories and libraries; In terms of teaching resources, it mainly includes abundant teaching materials, reference books, multimedia resources and online course platform; Equipment management team construction, is to have a high level, professional quality of equipment management team; In the information technology environment, there must be perfect network facilities and advanced teaching equipment. Therefore, educational

institutions should continuously invest and optimize all kinds of teaching resources to ensure the overall improvement of basic teaching conditions.

Academic Quality Evaluation refers to a systematic and comprehensive evaluation process of teaching activities and their results. Its purpose is to measure and improve the effectiveness and quality of teaching in order to promote the professional development of teachers and the improvement of student learning outcomes. The evaluation includes the scientific and cutting-edge teaching content, the appropriateness of teaching methods, the teaching attitude and ability of teachers, the interaction between teachers and students, and the learning results of students. The core of academic quality evaluation lies in feedback and improvement, and the commonly used evaluation methods include student evaluation, peer review, teaching management evaluation and teacher self-evaluation. In general, academic quality evaluation not only focuses on the immediate effect of teaching activities, but also focuses on the long-term improvement of educational quality.

Guangxi Higher Vocational Colleges refer to higher vocational colleges located in the Zhuang ethnic group of Guangxi, China. Specifically, these institutions include vocational and technical universities, vocational and technical colleges and colleges and universities. Guangxi Vocational Colleges are located in China. Guangxi is located in southern China, adjacent to the autonomous region and the country, and has unique location advantages and rich natural resources and environment, which formulate a good environment and role for the development of Guangxi higher vocational colleges. Guangxi vocational colleges are not only committed to improving students' technical level and professional quality, but also actively participate in local economic construction, especially in promoting the development of local specialty industries such as agriculture, manufacturing and tourism.

Research Framework

This study is based on a systematic review of relevant literature on academic quality management. Five characteristics that appear at least eight times and have broad consensus were selected as the framework, including professional curriculum design, teaching process management, Teaching basic conditions, basic teaching conditions, and academic quality evaluation. This framework comprehensively covers the core dimensions of academic quality management, reflecting the core functions of the teaching system in terms of curriculum, resources, processes, and feedback, as well as the mechanisms of internal and external collaborative education. It enables a systematic assessment of the current state of academic quality management in Guangxi's higher vocational colleges and provides theoretical basis and empirical support for developing scientifically feasible guidelines for academic quality management. The research framework is illustrated in Figure 1.1:

Academic Quality Management

1. Professional curriculum setting
2. Teaching process management
3. Teaching staff construction
4. Teaching basic conditions
5. Academic quality evaluation

Guidelines for academic quality management of Guangxi Higher vocational colleges
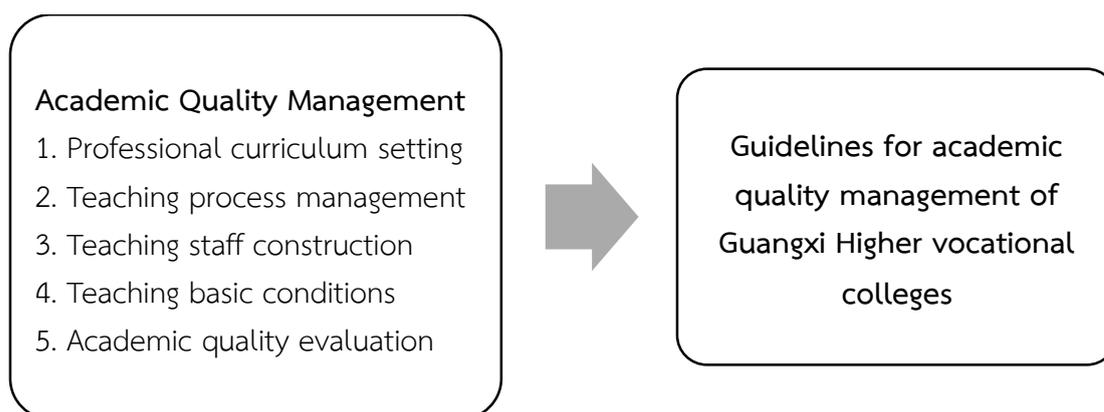
Figure 1.1 Research Framework

Chapter 2
Literature Review

According to the research questions raised in Chapter 1, this chapter comprehensively collates relevant literature at home and abroad, systematically reviews and analyzes existing research results, and summarizes the theoretical framework and researchers related to this study. This chapter illustrates the theoretical enlightenment and influence relationship between this study and the existing results, which will provide theoretical support for the subsequent chapters and lay a solid research foundation. In order to explore the theoretical basis of academic quality management, the theories elaborated in this chapter are as follows:

       1. Concepts of educational administration

       2. Concepts of total quality management

       3. Concepts of academic quality management

       4. Context of Guangxi higher vocational colleges

       5. Related Research

       The details are as follows.

Concept of Educational Administration

Wang Hui (2024, p.78-81) proposed that educational management is an interactive process in which educational subjects optimize the allocation of educational resources and achieve certain "organizational goals" by applying relevant management methods, means and concepts in their development. Therefore, educational management is a complex system of educational resources. The author believes that school management is the key to the management of higher education. In order to realize the long-term development of higher education, it is necessary not only to change the system, but also to optimize the model. Through more scientific and rational allocation of resources, colleges and universities should strengthen countermeasures such as team construction, mechanism construction and student management, so as to improve the quality of college education management and promote the healthy and all-round development of students.

Fred C. Lunenburg, Allan Ornstein (2021, p.59-65) introduced the basic concepts and practices of educational administration. The book covers the historical background, theoretical foundations, organizational structures, leadership styles, and decision-making processes of educational management. The author emphasizes that

educational administrators need to have good communication skills, leadership skills and decision-making skills in order to achieve effective management and continuous improvement of colleges and universities. Through the detailed analysis of management theory and the study of practical cases, it provides a guide for the combination of theory and practice for educational managers. The book discusses how different management theories can be applied in the school environment to improve the quality of education and organizational efficiency, and presents a series of common problems in management practice and their solutions.

Russ Marion, Leslie D.Gonzales (2013, p.10-13) proposed to explore educational leadership from the perspective of organizational theory. They introduce complexity theory, network theory and agency theory, and analyze the specific application of these theories in educational management. The authors argue that educational leaders need to understand the complexity and dynamics of organizations in order to respond effectively to change and challenges. The book discusses in detail how to improve the organizational effectiveness of schools through networking and relationship management, emphasizing the critical role of leaders in promoting school change. It also introduces a variety of organizational management tools and strategies to help educate leaders to make scientific decisions in different contexts.

Wang Zixing, Gong Lixi (2018, p.42-45) pointed out that vocational colleges should adhere to the scientific outlook on development and the concept of "student-centered" as guidance, and try to explore a precise education management model according to the realistic needs of long-term development and talent training of vocational colleges. This paper proposes to talk about management from the Angle of precision, take precision positioning as the guide, timely update education management management vocational colleges should start from the reality, combine the management concept, management objectives, management subject and object, management situation, etc., to lead the innovation of education management system and management mode, so as to effectively help the talent training of vocational colleges. Education administrators should take the initiative to update the management concept, innovate the management system, optimize the education management team, and solidly promote the management work, so as to achieve the goals of accurate positioning, accurate service, accurate education, and accurate management, and return the focus of all work to promote the growth of students.

Carolyn M. Schelds (2017, p.116-119) discussed the application of transformational leadership in educational management. The authors emphasize that educational leaders need transformational leadership to drive continuous improvement in education and the overall development of students. This study introduces the theoretical basis and practical strategies of transformational leadership in detail, and analyzes the application of these theories in different educational contexts. Through a wealth of case studies, the paper shows how transformational leadership works in practice, and proposes a series of specific management strategies and methods to help educate leaders to manage effectively in a complex and changing environment. This research provides a wealth of theoretical support and practical guidance for educational leaders to promote the reform and development of education in practical work.

James Williams (2010, p.32-36) pointed out that university education management plays a key role in improving education quality. The authors argue that an efficient university management system is essential to ensure educational quality and promote academic excellence. This study illustrates how an effective university management system affects the quality of education, analyzes the role of management in various aspects, including policy making, resource allocation, curriculum development, and faculty evaluation, and discusses how to improve the quality of education by improving management structures, strengthening leadership, and enhancing decision-making processes. The authors emphasize that management can significantly improve academic quality and academic research by setting clear strategic goals and implementing effective management practices.

Zhao Xue (2024, p.269-272) pointed out that educational management is a key task of universities, which undertakes the key task of controlling academic quality and providing services for teachers and students. At present, there are still some deficiencies in the implementation of educational management activities in colleges and universities. First, the lack of service awareness. In the educational management work, students are not taken as the main object of service activities, so that students participate in management activities in a passive way, which affects the quality of management. Second, the service content is single. Diversified and personalized student learning problems do not pay attention to the needs of students, and there is a single situation in the service content and management measures. Third, the lack of evaluation mechanism. In the educational management activities, the evaluation of students is also an indispensable part, which is the key link in the construction of student training system.

Nicholas Foskett, Jacky Lumby (2003, p.106-109) explored the multi-faceted impact of educational leadership and management in the context of globalization. The paper first analyzes the interaction between international education systems and policies, and points out that with the acceleration of globalization, countries learn from each other in education policies and management practices, which brings new opportunities and challenges. Secondly, the author emphasizes the profound impact of cultural differences on educational management styles and strategies, pointing out that understanding and respecting cultural diversity is the key to international educational management. In addition, the article also deeply discusses the issues of equity and quality in education management, and points out that under the background of globalization, the problems of uneven distribution of educational resources and quality differences are becoming more and more obvious. To address these challenges, the authors propose several strategies for improvement, including strengthening international cooperation and exchange, promoting best practices, and enhancing the intercultural management capabilities of educational leaders. These strategies aim to ensure equitable access to education and improve the quality of teaching, thereby contributing to the sustainable development of the education system.

Alan M. Blankstein, Pedro Noguera (2011, p.31-35) explore the importance of social justice and democracy in educational leadership. The authors believe that educational leaders should work to promote social justice and democracy and provide equal educational opportunities for all students. The book introduces the theoretical basis and practical strategies of social justice leadership, and analyzes the application of social justice leadership in different educational contexts. Through real case studies, it shows how social justice leadership works in practice, and proposes a series of specific management strategies and methods to help education leaders achieve the educational goals of social justice and democracy in their practical work. The author's research provides a wealth of theoretical support and practical guidance for educational administrators to help people promote the development of social justice and democracy in their practical work.

Brent Davies, John West-Burnham (2003, p.116-123) present a comprehensive guide to educational leadership and management. First, the authors analyze the critical role of educational leaders in shaping school culture, setting strategic goals, and driving school change, emphasizing the importance of leadership in achieving educational vision and improving the quality of education. Second, the book discusses in detail all aspects of educational management, including leadership theory, organizational

structure, decision-making processes, change management, and performance evaluation, providing specific management tools and techniques to help educational leaders operate more effectively. The authors also explore how education leaders respond to complex educational environments in the context of diversity and globalization, emphasizing the importance of adaptability and the ability to innovate. Through a combination of theory and practice, this book provides educational leaders with a wealth of knowledge and practical guidance to help them lead and manage better in the ever-changing field of education, so as to achieve continuous improvement in education and the overall development of students.

Tony Bush (2002, p.18-23) explores the theory and practice of educational administration. Different management theories, such as scientific management, behavioral science, and systems theory, are introduced in detail and their application in educational Settings is analyzed. The author emphasizes the key role of leadership in school management and points out that effective educational management requires the comprehensive use of multiple theoretical perspectives. At the same time, it also puts forward the core competencies and qualities that educational leaders should possess, such as strategic thinking, communication skills and team building ability. The case studies and practical application sections of the book provide educational leaders with practical references and guidance to help them apply theoretical knowledge and solve practical problems in their daily work.

To sum up, educational management refers to the process of effectively allocating and utilizing educational resources to achieve educational goals through management functions such as planning, organizing, leading and controlling in the educational system, aiming at improving the quality and efficiency of education. Education management not only focuses on the daily operation, but also includes policy formulation, teacher training, curriculum design, teaching management and education evaluation, etc., to ensure the overall coordination and sustainable development of the education system. University education management is an important branch of education management, focusing on the management of higher education institutions, aiming to promote the modernization and international development of higher education. Education management is a systematic and complex work, its main goal is to effectively improve the overall level of the education system through scientific management means and methods, improve the academic quality and scientific research level, and train more outstanding talents for the society.

Concept of Total Quality Management

Armand V. Feigenbaum (1991, p.12-13) is an important founder of Total Quality Control (TQC) and is known as the "father of total quality management". He published the classic book "Total Quality Control", the book systematically elaborated the concept and method of total quality control. Total quality control is a systematic, whole-person approach to quality management that aims to improve the quality of products and services through continuous improvement and comprehensive quality control. Feigenbaum's theory emphasizes that quality is the responsibility not only of the quality department, but of the entire organization, from top management to front-line employees. TQC covers all stages of the product life cycle, including design, production, sales and after-sales service. Full participation means that every employee is committed to quality improvement; The whole process control requires quality control in every link to prevent problems; The systematic method involves the comprehensive analysis and management of various factors that affect the quality. Continuous improvement emphasizes continuous feedback and optimization in practice to meet and exceed customer expectations. Feigenbaum's total quality control theory has been widely used in the world and has had a profound impact on the development of modern quality management systems.

In the book Juran's Quality Handbook, edited by Joseph M. Juran and translated by Jiao Shubin (2013, p.146-152), it is proposed that quality control refers to the systematic management methods to ensure that the quality of products or services meets predetermined standards and requirements. The core of quality control is the monitoring and regulation of the production process, the purpose is to prevent the occurrence of quality problems, rather than only after the problem occurs to correct. The "trilogy" proposed by Juran is the core framework of quality management, including quality planning, quality control and quality improvement. Quality planning mainly focuses on establishing quality objectives in the design stage of products or services, quality control is to ensure the implementation of quality plans in the production process, and quality improvement focuses on continuously improving the existing quality level. The implementation of the trilogy not only helps organizations to systematically manage and improve quality, but also promotes a culture of full participation and continuous improvement, thereby effectively improving the quality of products and services in the field.

Sarah Isniah, Humiras Hardi PurbaDavid (2020, p.72-81) reviewed the "PDCA cycle" (plan-do-inspection-action) proposed by Deming and pointed out that the core of Deming's theory is to improve the quality level of organizations through systematic

management methods. And achieve continuous improvement. The author analyzes Deming's 14 management principles, which are the basis of Deming's theory, including clear quality objectives, leaders' commitment, staff training and encouraging full participation, etc., emphasizing that quality problems often stem from the defects of the management system rather than the simple mistakes of employees. Therefore, management support and involvement is key to the successful implementation of TQM. The authors point out that while the PDCA approach has significant advantages in improving organizational efficiency and quality, it also faces challenges in practical application, such as insufficient information feedback between stages and standardization of improvement measures. The authors also propose future research directions, including how to improve the adaptability of PDCA and combine it with other improvement methods to solve existing implementation problems. This paper provides valuable insights and guidance for further research.

Cvetanka Velkoska (2022, p.119-123) explores how Joseph M. Juran's "trilogy" of quality management, W. Edwards Deming's quality cycle, and DMAIC methodology can be combined to optimize quality cost management. This paper first introduces the theory of Juran, including quality planning, quality control and quality improvement, emphasizing the systematic management of quality at all stages. Secondly, the paper discusses Deming's Quality Cycle (PDCA), which provides a dynamic improvement framework that promotes continuous improvement through a cycle of planning, execution, inspection and action. The DMAIC methodology, which covers the definition, measurement, analysis, improvement and control steps, provides a structured process optimization tool. Finally, the author suggests that the three should be combined to establish a comprehensive quality cost management framework, so as to systematically identify and reduce quality costs, improve organizational efficiency and customer satisfaction. This integrated approach not only optimizes the quality management process, but also promotes cost control and continuous improvement.

He Maoxun (2003, p.139-142) elaborated the theory of Total Quality Management (TQM) and discussed its application in higher education. Total quality management emphasizes that quality management should run through all aspects and all links of the entire organization, aiming to improve the quality level through full participation and continuous improvement. In higher education, the implementation of TQM needs the joint participation of university management, teachers and students, so as to establish an education system with quality as the core. The article points out that the quality management of higher education should pay attention to teaching, scientific research, management services and other aspects, through the establishment

of quality feedback mechanism, continuous improvement of teaching methods, optimization of management processes and other means to improve the quality of education. In addition, the author emphasizes that the application of total quality management in higher education can not only improve the teaching effect, but also enhance the competitiveness and social reputation of colleges and universities. Through case analysis, the paper shows the concrete practice and effect of TQM in different universities, which provides valuable experience and reference for higher education quality management.

Talha, M (2004, p.15-19) explored the core concepts and implementation strategies of Total Quality management (TQM). The paper defines TQM as a systematic management approach that aims to improve the overall quality of an organization through full participation, process optimization, and continuous improvement. The authors emphasize that the core principles of TQM include customer centricity, full participation, process orientation, and continuous improvement. The paper also discusses the key factors of TQM implementation, such as the role of leadership, the necessity of employee training and the importance of incentive mechanism. The authors argue that the support and engagement of leaders is critical to TQM's success, and that they need to set quality goals and drive implementation. Employee training and motivation help to improve the skills and motivation of employees, thereby supporting the achievement of quality management objectives. This paper summarizes the implementation steps of TQM, including the formulation of quality strategy, the establishment of quality management system, the implementation of improvement plan and the evaluation of the effect, through these steps, the organization can systematically promote the quality management work, and finally achieve the long-term quality improvement and organizational goals.

Li Yuanjing (2005, p.26-30) proposed that total quality management (TQM) is not only a management guidance system, but also a management philosophy system, which provides a guide for the quality management of the entire organization and the continuous improvement of quality. This study explores how to apply total quality management (TQM) to university teaching management in order to improve academic quality and management efficiency. The article emphasizes that TQM requires the teaching management team to conduct comprehensive management of every link from course design, teaching process to evaluation feedback. The authors recommend establishing a systematic quality management system, setting clear teaching goals, developing standardized processes, and driving continuous improvement through regular evaluation and feedback. In addition, the author also proposes to improve the

quality awareness of teachers and administrators through systematic training and incentive mechanism, so as to optimize teaching activities. Practical cases demonstrate the effectiveness of TQM in improving academic quality and emphasize the importance of continuous improvement.

The book Total Quality Management by Liu Lihu (2005, p.13-18) is described in detail as a comprehensive quality management philosophy that aims to improve the overall quality of an organization through a systematic approach. Overall, in the continuous development of total quality management theory, according to the latest research, its meaning is defined as "an organization with quality as the center, on the basis of full participation, so that customer satisfaction and the benefit of all members of the organization and the society to achieve long-term success of management approach". The book provides a systematic TQM implementation guide designed to help organizations achieve long-term quality improvement and business success.

According to the summary, total quality management refers to the comprehensive, all-staff, whole-process and high-quality management that is customer-centric. Comprehensive experts say, combined with the practical management practice, in summary means that an organization or an organization focuses on the quality of the product, mobilize all the employees of the organization or organization to participate, through specialized technology and advanced management, in the most economical way to the whole process of product production, all factors affecting product quality and production links to monitor. Ultimately provide products that meet customer needs, and continue to improve product quality, so that all personnel and society benefit from management concepts and methods. The academic management team manages all aspects of curriculum design, teacher training, teaching operation, teaching conditions, and evaluation feedback. By implementing total quality management, organizations can not only improve the quality of products and services, but also enhance the sense of responsibility and belonging of employees, improve customer satisfaction, and thus achieve long-term competitive advantage and sustainable development.

Concept of Academic Quality Management

Jiang Xiaoping (2023, p.75-81) proposed that the academic quality management of the new liberal arts is the basis and guarantee for effectively promoting the construction of the new liberal arts. This research constructs an academic quality evaluation index system for the new liberal arts, which includes six dimensions: value leadership, teacher level, teaching resources, teaching process, teaching guarantee and students' growth, and uses analytic hierarchy process to determine the weight of each index, which is helpful to solve the practical problems of academic quality management in the construction of the new liberal arts, such as unclear standards and unscientific evaluation. The article emphasizes that academic quality evaluation under the new liberal arts background is not only an evaluation of teaching effect, but also an important tool to promote educational reform and innovation. This article provides theoretical and practical guidance for higher education workers, aiming to comprehensively improve the academic quality of colleges and universities and adapt to the needs of the development of the new liberal arts through a scientific and effective evaluation system.

Yang Xi (2023, p.177-180) pointed out that academic quality management within higher vocational colleges is essentially a higher education quality management activity, and higher vocational colleges should always adhere to the correct concept of educational quality, gradually build a mature academic quality assurance system, and implement the ultimate goal of education. This paper expounds the countermeasures for the establishment of academic quality management system in higher vocational colleges in the new era: the first is to accurately locate the goal of personnel training, the second is to strengthen professional construction, the third is to promote curriculum construction, the fourth is to improve the faculty, the fifth is to build the teaching base, and the sixth is to strengthen the academic quality control. The article points out that in the face of complex and changeable external environment, higher vocational colleges need to take the initiative to establish internal academic quality management system, accurately locate the goal of education, and clarify the basic direction of talent training. Improve the guarantee system while ensuring academic quality, and comprehensively optimize the internal academic quality management system through multiple measures to achieve The Times.

Ma Weiguo (2022, p.46-51) proposed that the quality assurance concept based on the integration of school, enterprise, production and education should be established to build an internal academic quality management system for vocational undergraduates in China. This paper puts forward that the internal academic quality management standards of vocational colleges should be established according to the law of "applied technical skills" education and teaching, and compared with the academic quality evaluation standard system formulated by the evaluation functional department of the Ministry of Education. The basic approaches to the connotation construction and characteristic development of vocational colleges and universities are the integration of production and education and the cooperation between universities and enterprises. In line with the principle of "comprehensive development of colleges and universities", vocational colleges and universities should establish the first-level index of the internal academic quality evaluation standard system from the aspects of guiding ideology, professional courses, curriculum management, teaching staff, teaching conditions and learning effects. At the same time, vocational colleges should focus on the construction of undergraduate academic quality feedback system and teaching evaluation system, establish and improve the internal quality assurance system, so as to promote the high-quality development of China's vocational undergraduate education.

Lu Xiongwen (2013, p.120-126) proposed in the Dictionary of Management that academic quality management is an important part of the field of educational management, the core of which is to optimize the teaching process and improve the quality of education through effective management measures. The formulation of professional teaching plan is the basis of academic quality management, the allocation and management of teaching resources is the key link of academic quality management, the implementation and supervision of teaching process is the process of academic quality management, and the evaluation and improvement of teaching effect is the end point of academic quality management. academic quality management covers the whole process from the formulation of teaching plan to the implementation and evaluation of teaching process, and its goal is to ensure the efficiency of teaching activities and the maximization of educational effects. This process contributes to the improvement of academic quality and the sustainable development of education.

Chen Honghua (2021, p.3-5) discussed how to build an effective academic quality management system in universities under the guidance of the Outcome-Based Education (OBE) concept. This paper expounds the basic concept of OBE concept, that is, to improve the quality of education through clear learning objectives and results-oriented teaching strategies. The author points out that the implementation of the OBE concept requires systematic changes in academic quality management in colleges and universities. The first is to establish teaching objectives with learning outcomes as the core, pay attention to the cultivation of students' ability, and effectively link the professional training objectives with the teaching process and students' learning outcomes. Secondly, we should design a results-oriented curriculum system and improve teaching methods, emphasizing the input to teaching, so as to ensure that the teaching process activities can effectively promote the realization of learning objectives. Thirdly, establish a systematic evaluation mechanism to regularly evaluate and feedback the teaching process and learning effect; Finally, a scientific and reasonable teaching management and quality control system should be constructed to effectively supervise the training effect, so as to guarantee the academic quality.

Wang Guoguang (202, p.60-67) elaborated that practical teaching is an important talent training mode and core link of vocational education, and exploring practical academic quality management is not only the need for the overall improvement of education quality in higher vocational colleges, but also the need for higher vocational education to achieve the goal of talent training. This paper analyzes the main challenges of practical teaching in higher vocational colleges, and puts forward a series of management paths based on TQM concept to deal with these challenges. First of all, it is suggested to establish a quality-centered practice academic quality management system and clarify quality standards and objectives to ensure the orderly conduct of teaching activities and continuous improvement of quality. Secondly, it emphasizes the importance of process management, including standardizing all aspects of practical teaching, such as the management of experimental equipment, the setting and implementation of practical courses, and the management of higher vocational colleges, so as to ensure that each aspect can meet the predetermined quality standards. In addition, the paper proposes to establish an effective quality evaluation and feedback mechanism to continuously monitor and evaluate the effect of practical teaching. Finally, the article calls for strengthening the training and development of teachers, improving their practical guidance ability and teaching level.

Luo Mingliang, Niu Yongwei (2020, p.81-86) pointed out that the state attaches great importance to the construction of vocational college teachers and academic quality. This paper took 10 vocational colleges in central China as research objects and analyzed the influencing factors and mechanisms of their academic quality management. The article points out that the teachers' academic quality management is influenced by organizational factors and environmental factors. Through the analysis of domestic and foreign literature, it is known that academic quality management is directly or indirectly related to teaching environment, teaching investment, the number of books owned, classroom area, professional training program formulation, curriculum setting, teaching implementation, teaching evaluation and other factors, and these factors are the key factors in the construction and development of vocational colleges. The influencing factors of teachers' academic quality management in higher vocational colleges are respectively teaching objectives, teaching subjects, teaching management, teaching facilities and teaching monitoring. It is feasible to analyze the influencing factors of the academic quality management of teachers in vocational colleges. This study provides a new way of decision-making for improving the academic quality of teachers in teaching management departments.

Ma Fengqi (2020, p.97-103) pointed out that the focus of quality assurance in higher education is to establish a sound internal academic quality management guarantee mechanism and ensure its efficient operation. The principle of academic quality management in universities should follow the law of higher education. The article expounds the academic quality management itself, such as teacher teaching management, professional plan implementation management, student performance management, graduation audit, etc., should be standardized. Teaching process management, such as course teaching and assessment methods, course content and objectives, also needs to adhere to general principles and principles. The article points out that the evaluation criteria should reflect the core position of strengthening the professional training goal and curriculum setting in the educational process, and check the students' learning results against these teaching documents. And establish the teaching evaluation system, from the teaching evaluation standards, process management, to the evaluation results should be carefully designed. Academic quality management should be based on the general principles of reliable research, students are learn-centered, teachers need to complete the curriculum objectives, and administrators should evaluate the degree and quality of teachers to complete the curriculum objectives.

Wang Bo, Zhang Qijing (2019, p.93-96) pointed out that practical teaching is an important link in cultivating students' operational ability, innovation ability, vocational ability and comprehensive quality, and practical academic quality management is directly related to the quality of professional personnel training, reflecting the level of higher vocational colleges. The paper puts forward the principle of "process method" management, and points out that vocational colleges are faced with the dilemma of practice teaching input, practice teaching process and practice teaching output in practice academic quality management. Then, in view of the input dilemma, it is proposed to play the role of the main body of quality management, strengthen the construction of practical teaching teachers, improve the management of practical teaching process, improve the conditions of practical teaching, and share the practice teaching site with university enterprises. In order to improve the rationality of practice course arrangement, we must attach importance to practice academic quality management and reform practice teaching mode. In view of the output dilemma, we should optimize the quality management means and strengthen the career planning education.

Gunn, Andrew (2018, p.129-135) explores how to develop and implement an effective teaching excellence framework in higher education to measure and enhance academic quality across the board. The authors point out that the importance of quality assessment in higher education is increasing, and that traditional evaluation methods tend to focus too much on research results and neglect the measurement of academic quality management. To solve this problem, the author proposes the concept of Teaching Excellence Framework (TEF). The paper elaborates the core composition of TEF, including the key indicators such as student learning effect, student satisfaction, graduate employment rate, etc., and systematically evaluates academic quality management. The author emphasizes that the evaluation of teaching effectiveness should not only focus on students' academic performance, but also include their professional learning and personal development. Student satisfaction is collected through regular questionnaires and feedback mechanisms to understand students' opinions on course content, teaching methods and teaching processes. In addition, the article proposes that continuous teacher training can enhance teachers' teaching ability and enthusiasm, so as to promote the overall academic quality. This paper not only provides a systematic quality assessment framework for higher education institutions, but also provides valuable reference and guidance for policy makers and education administrators, highlighting the key role of academic quality management in higher education.

Li Ying (2018, p.135-137) pointed out that academic quality in universities is the core of sustainable development of higher education, and a scientific and perfect academic quality management system is the fundamental guarantee for improving academic quality. However, many colleges and universities still have some problems in academic quality management, such as single teaching management means, insufficient attention to academic quality management and lack of sound academic quality management mechanism. The author believes that the construction of academic quality management system in colleges and universities should be actively explored in the key teaching management issues such as professional curriculum setting, talent training program design, daily teaching management, and academic quality evaluation, and find solutions to the problems. In terms of specific management methods, this study proposes to build a perfect academic quality evaluation system, which is student-oriented and focuses on the overall development of students, but also pays attention to the development of college teachers and teaching management personnel, and strengthens the construction of teachers, so as to better promote the scientific development of academic quality management in colleges and universities.

Zhou Wenhui, Li Wei (2022, p.15-18) pointed out that the quality spiral of Julan reflects the whole-process control principle of quality management, requiring managers to monitor and control the factors affecting the quality process. If the university as an organic whole wants to improve the undergraduate academic quality, all the work must be carried out around the undergraduate teaching process. This paper puts forward the construction of undergraduate academic quality management system, and the factors affecting undergraduate academic quality are as follows: major setting investigation, training plan formulation, curriculum system setting, teacher team construction, classroom management, academic quality monitoring and so on. The author points out that in order to build the undergraduate academic quality management system suitable for the actual development of the university, the university must first disassemble the influencing factors of undergraduate talent training, and then build the spiral of internal undergraduate academic quality. Then, on the basis of following the construction principle, the supporting mechanism is established and improved to ensure that all measures are implemented in actual teaching management, so that the academic quality management system can operate effectively and realize the overall improvement of undergraduate academic quality.

Zhou Jiacan, Zheng Xueqin (2017, p.76-80) pointed out that academic quality management is the foundation and foundation of higher education and the lifeline of higher education system. There are many factors affecting academic quality management in the teaching process. The article is about Mycos, a third-party educational management data consulting and educational quality evaluation agency entrusted by Fuzhou University, to implement the mid-term career development evaluation project for graduates. This paper analyzes the influencing factors and existing problems of academic quality management from three aspects: teacher teaching, student independent learning and university teaching management. First, establish a long-term mechanism for teacher teaching and classroom teaching management; second, pay attention to the assessment and management of learning process; third, strengthen the construction and management of learning style; fourth, clarify the professional training objectives; fifth, improve teaching conditions. Sixth, the establishment of academic quality evaluation mechanism. Based on these influencing factors and existing problems, this paper puts forward suggestions and countermeasures to improve academic quality management and improve academic quality in a targeted way.

Guo Yanjun (2016, p.116-117) pointed out that China's higher education has gradually developed in the direction of popularization, and more and more people are receiving higher education. The teaching work of China's higher education has also strengthened investment and management, and has higher requirements for academic quality management, and has made corresponding adjustments according to the development needs of The Times. This paper expounds that the factors of academic quality management in colleges and universities are composed of 7 first-level indicators, which are mainly the teaching goal setting, the construction of teachers, the basic conditions of teaching, and the management of teaching process. At the same time, the article points out that in the evaluation of academic quality management level, colleges and universities should do a good job in advance of college self-evaluation, expert self-evaluation, college rectification and other links, through the evaluation constantly improve the teaching level, as far as possible to achieve the evaluation goal of college teaching level.

Xiao Yanhong (2015, p.47-49) pointed out that in the process of university teaching management, academic quality management is an important measure for macro-adjustment of teaching activities, improvement of academic quality and training of high-quality talents. The author expounds that many colleges and universities have adopted or learned from foreign advanced experience, set up academic quality assessment working group, formulated academic quality management system including school-running objectives, teaching management, teaching conditions, curriculum system, teaching staff construction and other contents, and carried out academic quality management work in depth and detail. This study mainly evaluates the indicators of teachers' teaching activities, and then, through empirical investigation and data analysis, obtains five factors that affect the academic quality of colleges and universities. From the aspect of teachers' teaching activity index, this paper puts forward the optimization strategy of academic quality management evaluation system in colleges and universities, and provides reference for academic quality evaluation in colleges and universities.

Sylvia Chong (2014, p.53-61) explores academic quality management in teacher education programs, arguing that quality management in teacher education should shift from a fragmented approach to a coherent workflow that emphasizes the importance of collaboration and continuous improvement. This study proposes a systematic academic quality framework that includes several key elements, such as curriculum development, teaching evaluation, teacher training, and teaching conditions. Through the interaction of these elements, the overall improvement of teacher education quality can be achieved. In terms of concrete implementation, the author proposes a series of strategies, including regular teaching evaluation, feedback mechanism, teacher training program and teaching resource optimization. The paper also discusses the importance of policies in quality management, which should include clear quality standards, evaluation indicators and improvement measures to ensure the stability and improvement of teacher education quality. Finally, the paper concludes that academic quality management is not only a technical problem, but also a cultural and organizational problem. Only by establishing the common pursuit of quality in the whole education system can the continuous improvement and enhancement of teacher education quality be realized.

To sum up, academic quality management refers to ensuring and improving the academic quality of educational institutions to achieve the expected educational goals and effects through systematic planning, organization, implementation and evaluation and other management activities. Its core objectives include improving the teaching effect, ensuring the quality of education, promoting the all-round development of students, enhancing the professional level of teachers, optimizing the allocation of resources, enhancing the competitiveness of education, meeting the needs of society, and promoting the continuous improvement and innovation of teaching. The researchers conducted a comprehensive analysis and research on the relevant literature, concepts and theories of academic quality management. The academic quality management of higher vocational colleges discussed in this study mainly includes the following contents: professional curriculum, teaching process management, student teaching effect, teaching staff construction, teaching basic conditions, cooperation between universities and enterprises, and academic quality evaluation. Through academic quality management, educational institutions are able to optimize the teaching process, cultivate high-quality talents, meet society's demand for quality education, and maintain an edge in the fierce competition in the education market, thus making a positive contribution to the economic and cultural development of society.

Table 2.1 Research on influencing factors of academic quality management

Researcher / Influencing factors	Guo Yanjun (2016)	Zhou Jiacan and Zheng Xueqin (2017)	Li Ying (2018)	Gunn Andrew (2018)	Wang Bo and Zhang Qijing (2019)	Ma Fengqi (2020)	Luo Mingliang and Niu Yongwei (2020)	Wang Guoguang (2021)	Chen Honghua (2021)	Ma Weiguo (2022)	Zhou Wenhui and Li Wei (2022)	Yang xi (2023)	Jiang Xiaoping (2023)	Total
Professional curriculum setting	√	√	√			√	√	√	√	√	√	√		10
Teaching process management		√	√	√	√	√		√	√		√		√	10
student teaching effect				√		√			√	√				4
Teaching staff construction	√		√	√	√			√	√	√	√	√	√	10
Teaching basic conditions	√	√			√		√	√		√		√	√	8
University-enterprise cooperation					√			√		√				3
Academic quality evaluation	√	√	√	√		√	√	√	√	√	√	√	√	12

As can be seen from Table 2.1, the researcher conducted comprehensive analysis and research on literature, concepts and theories related to academic quality management, including the following: Jiang Xiaoping (2023), Yang xi (2023), Zhou Wenhui and Li Wei (2022), Ma Weiguo (2022), Chen Honghua (2021), Wang Guoguang (2021), Luo Mingliang and Niu Yongwei (2020), Ma Fengqi (2020), Wang Bo and Zhang Qijing (2019), Gunn Andrew (2018), Li Ying (2018), Zhou Jiacan and Zheng Xueqin (2017), Guo Yanjun (2016). The researchers used these criteria to consider the corresponding features, and selected features with a frequency of eight or more to serve as the framework for this study. It can be summarized into five characteristics, including: 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions,5) Academic quality evaluation.

Professional Curriculum Setting

Dai Zuocai, Yang Tongguang (2020,p.62-66) deeply studied the existing curriculum system of electromechanical major in colleges and universities, and found that there are some problems in it, such as emphasizing theory over practice, backward curriculum setting and lack of practical application. In view of these problems, this paper puts forward a series of optimization and improvement measures, aiming at establishing a complete curriculum system of electromechanical major in colleges and universities. Through the in-depth study of the current curriculum system of electromechanical major in colleges and universities, this paper finds that there are some problems in the current talent training mode, such as emphasizing theory over practice, backward curriculum and lacking practical application. First of all, it is suggested to establish a mechanical and electrical teaching system and dynamically adjust it according to the change of professional positioning to ensure that the curriculum can keep up with the development trend of the industry. Secondly, the author emphasizes that the curriculum system should pay more attention to practice assessment, and cultivate students' practical operation ability and solving practical problems by increasing the proportion of practice teaching. In addition, the guarantee measures of practical teaching curriculum system are put forward, including adequate experimental equipment, strengthening school-enterprise cooperation and improving teachers' practical teaching level.

MI, Chuan-mi (2013, p.93-96) pointed out the main problems existing in the current professional courses, including the disconnection between theory and practice, unreasonable curriculum Settings and insufficient training of practical operation ability. The curriculum reform plan design should take students as the main position, reasonably design the course content, build a perfect practice platform, and effectively

improve the professional ability of students. Therefore, the author puts forward a series of reform measures. First of all, the curriculum design should be oriented to the needs of students' ability, and the proportion of practical courses should be increased, such as case analysis, simulated practical training and enterprise internship, so as to enhance students' practical operation ability. Secondly, the course content should be updated in a timely manner, keeping up with the industry development trend and market demand, to ensure that students master the latest management concepts and technical tools. In addition, the author suggests strengthening the setting of interdisciplinary courses to cultivate students' comprehensive quality and innovative ability. Through these measures, the reformed curriculum system will better meet the ability needs of students and cultivate high-quality management talents with practical skills and innovative ability.

Hu Sisi (2017, p.143-146) pointed out that curriculum setting is a dynamic system, which consists of course objectives, content, implementation and evaluation. Learners' needs are one of the important sources of curriculum setting. By investigating and analyzing the learning needs of non-English major college students, this article explores how to optimize college English curriculum setting to better meet students' actual needs. At present, college English courses have problems such as the disconnection between teaching content and student needs, single teaching methods, and lack of practicality. The author puts forward a series of suggestions for improvement. For example, the curriculum setting should be more flexible, the teaching methods should be more interactive and practical, and focus on cultivating students' ability to use English for actual communication. In addition, the author suggests strengthening teacher training so that they can master modern educational technology and teaching methods and improve classroom teaching effectiveness. Finally, the author emphasizes that college teachers should pay attention to improving students' ability to learn English independently, change the main goal of curriculum design to the combination of language skills and professional knowledge, strengthen the construction of the evaluation system, reflect students' learning results comprehensively through diversified evaluation methods, and cultivate comprehensive excellent English talents for the society.

Kong Song (2023, p.128-136) explored the importance and influencing factors of safety engineering curriculum setting in application-oriented undergraduate universities. In order to solve the problems of the current professional curriculum, the author suggests to reveal how to train students' comprehensive knowledge and practical ability of safety engineering by analyzing the core theory course, basic

technology course, application skill training course, teaching method, practice link and other aspects. At the same time, it also discusses the challenges facing the safety engineering professional curriculum, such as emerging security threats and practical links management challenges, as well as its future development prospects, including the application of artificial intelligence technology, interdisciplinary cooperation and the introduction of an international cultivation perspective. Through comprehensive analysis, it is concluded that the curriculum should pay attention to diversified teaching methods and practical links in order to train professionals who can adapt to future security challenges.

Wei Le, Zhao Qiuyun (2020, p.928-933) discussed how to design and build the curriculum system of data science and big data technology under the background of new engineering education, so as to cultivate high-quality talents to meet the needs of modern society. That is, through interdisciplinary integration and innovative education mode, to cultivate engineering and technical talents with innovative ability and practical application ability. In view of the rapid development and wide application of data science and big data technology, the author analyzes the shortcomings of the existing curriculum system and points out that the current curriculum is not systematic and forward-looking, and it is difficult to fully meet the needs of the development of the industry. In order to solve the above problems, this study puts forward a set of systematic curriculum system construction scheme. The program includes three levels: general courses, basic courses and professional courses. In addition, the authors emphasize that the course content should keep pace with The Times, introducing the latest research results and industry dynamics to ensure that students acquire cutting-edge technology and applied skills.

Hasan Aydin (2017, p.76-92) explores the major challenges facing the American education system in curriculum and teaching practices and proposes specific strategies to address them. The most obvious, the authors note, is the impact of demographic changes on U.S. school curricula and instruction, such as policy changes, emerging technologies, and issues such as globalization. The current education system must cope with diverse student needs, rapidly advancing technology, and higher societal expectations for the quality of education. First, schools must reform curricula and lesson plans to meet the needs of a diverse student population. Secondly, government and education leaders should introduce some policies that can guide the curriculum and teaching reform of colleges and universities. Thirdly, increase the investment of funds and strengthen the construction of teaching resources, so that teachers can apply new educational concepts and technical tools to students' learning.

Finally, educators should develop and advance workflows, adopt more flexible and diverse curriculum design, such as integrating interdisciplinary topics, project-based learning, and personalized teaching methods, and promote diverse learning in teaching. It aims to improve the quality of education and meet the needs of a diverse student population through curriculum and teaching reforms.

According to the summary, Professional curriculum setting refers to the curriculum system systematically planned and arranged by higher education institutions to cultivate professional talents in specific fields. Its main content includes basic courses, core courses, elective courses and practical courses to ensure that students can master the core knowledge and skills in the field. The aim is to ensure that upon completion of their studies, students are equipped with core theoretical, practical skills and industry standards relevant to their profession. The contents include: professional orientation, professional objectives, teaching plan, course objectives, curriculum setting, course structure, course content, teaching methods, course assessment. Through the comprehensive consideration of these elements, the professional curriculum can better train high-quality talents in line with modern needs.

Teaching Process Management

Li Huiyuan (2023, p.72-77) pointed out that in order to meet the requirements of high-quality personnel training under the new situation, doing a good job in unified teaching management and promoting the reform of college education and teaching have become the development direction of teaching management at present. The construction contents of the teaching management mode under the background of dual-line integrated teaching are as follows: the matching of teaching system, the optimization of teaching environment, the strengthening of teaching management team, the management of teaching preparation, the monitoring of teaching process, the management of course construction, and the management of student status project. By strengthening the ability to use big data to solve practical problems through relevant content, this paper analyzes the possibility of realizing dual-line management in various colleges and universities and the problems encountered in the reform of teaching management practice, further improves the existing teaching theory model, and continuously improves the teaching management level and service ability. Develop the management mechanism to adapt to the two-line integrated teaching mode, strengthen the innovation of teaching management practice, and finally achieve the goal of professional talent training.

Zhu Yanjun (2021, p.198-199) pointed out that higher vocational colleges pay more and more attention to the quality of teaching management. Through research, it is found that efficient and practical daily teaching management can standardize the daily behavior of students in our school and ensure the academic quality of higher vocational colleges to a certain extent. In order to effectively improve the current daily teaching management in higher vocational colleges, relevant teachers can adopt the fine management concept to carry out work during the management period. This paper expounds that higher vocational colleges should improve the teacher management system, formulate the teaching management system related to fine management based on the real development needs of students, effectively combine the teacher work with daily teaching work, and make reasonable planning according to the actual teaching process and teaching requirements. The teaching work is carried out from two aspects: theoretical teaching and practical guidance. Teachers help students regulate their own learning behavior with the help of the content mechanism of school records. Thus, the quality of teaching management in higher vocational colleges can be significantly improved, and a better learning environment can be created for students.

Li Cen (2023, p.152-154) pointed out that university teaching management is an important guarantee of academic quality and an important support for the smooth development of teaching work. With the advancement of the reform of educational evaluation methods in the new era, the traditional teaching management methods of colleges and universities are difficult to reflect the idea of "people-oriented" and the innovation-driven concept of "talent-led". The reform of educational evaluation provides some new ideas and paths for colleges and universities, and also puts forward new requirements for the teaching management of colleges and universities. How to carry out effective teaching management under the background of the reform of educational evaluation is a problem that educators in colleges and universities must think about. The important components of university teaching management include academic quality management, teaching plan management and teaching operation management. Academic quality management involves teachers' scientific research ability, teaching skills, teaching level, students' quality, etc. Teaching plan management involves course arrangement, examination arrangement, score assessment, etc. Teaching operation management involves student status management, course teaching arrangement, teaching program formulation, etc. Each part is linked together to promote the smooth development of college teaching work. This paper analyzes the main problems existing in the current teaching management of colleges and

universities, and puts forward some management strategies conducive to the reform of educational evaluation.

Li Weiguo (2022, p.12-13) discussed how to improve the teaching of operation management courses through OBE (Results-Oriented Education) theory. This paper analyzes the shortcomings of the current operation management course and points out that the traditional teaching method is difficult to stimulate students' learning interest and practical operation ability. The authors suggest that by clarifying the learning outcomes students should achieve at the end of the course, teaching implementation, teaching content and assessment methods can be designed more effectively. The specific reform measures include: introducing project-based learning and case teaching, focusing on the combination of theory and practice; Strengthen the interaction between teachers and students, encourage students to learn independently and work in teams; Improve the assessment system, adopt the combination of process evaluation and result evaluation. Through these reforms, the aim is to improve students' practical ability and innovative thinking, and train high-quality talents to meet the needs of modern enterprises.

Sieberer-Nagler, Katharina (2016, p.163-172) explored how to improve teaching effectiveness through effective classroom management strategies and positive teaching methods. The article discusses that good classroom management is the basis of realizing efficient teaching. The author proposes a series of specific strategies, including establishing clear classroom rules, creating a positive classroom atmosphere, and flexibly using a variety of teaching methods to adapt to different students' needs. Through active teacher-student interaction and positive stimulation, teachers can enhance students' sense of participation and learning motivation in class, and balance teaching progress and class order. The article emphasizes that teachers' words and deeds have a direct impact on students' behavior. By maintaining a positive attitude and giving timely affirmation, teachers can shape a good learning environment that promotes self-discipline and positive behavior in students. This study explores how combining effective management strategies and positive teaching methods can not only improve classroom order, but also promote students' overall development and academic success.

Da Xiao, Wang Ye (2022, p.50-53) pointed out that the management of the teaching process in colleges and universities is a key factor in the talent training program. A good teaching operation management method can improve the academic quality of colleges and universities and ensure the smooth and orderly development of education and teaching. The teaching operation management of colleges and

universities involves many aspects of talent training programs, teaching plans, course arrangements, and student management. In the teaching management of colleges and universities, the execution of operation management needs to be strengthened. The execution of the teaching operation of colleges and universities determines whether the teaching management can be smoothly implemented, the teaching system can be implemented, the teaching management can be innovated, and other aspects. The thinking concept of the teaching operation management of colleges and universities needs to meet the requirements of the development of the times and keep pace with the times. Colleges and universities are important positions for cultivating talents that adapt to social development. Teaching management work needs to comprehensively consider many factors and build teaching models and teaching plans that are beneficial to students in order to cultivate talents that adapt to the development of society and the times. The execution of the teaching management operation of colleges and universities needs to be continuously strengthened to realize the management concept of integrated teaching supervision, teaching achievements, and teaching evaluation. In view of the teaching management functions and management tasks, absorb the rapidly developing information factors and build an efficient and high-energy teaching operation management system.

According to the summary, teaching process management refers to the realization of teaching objectives and plans through systematic organization, coordination and control in education and teaching activities. Teaching process management includes: teaching plan formulation and implementation, curriculum arrangement and time management, teaching resource management, student attendance management, teaching method management, etc. In addition, a sound teaching management system is established to monitor the management of student status, classroom teaching and performance management. Through comprehensive teaching operation and management, the school can ensure the efficient and orderly conduct of teaching activities and achieve the expected educational goals.

Teaching Staff Construction

Qi Xiaoqi (2023, p.11-13) pointed out that in higher education, the construction of innovative teachers is an important prerequisite and basis for cultivating innovative talents. This paper analyzes the problems existing in the construction of teachers in higher vocational colleges, and puts forward a number of reform measures. First, strengthen the professional skills training of teachers, and enhance the practical ability of teachers through school-enterprise cooperation and industrial training. The second is to establish a sound support system for teacher development, including

providing sufficient teaching resources and carrying out diversified training programs. The third is to create a good environment for innovation, encourage teachers to actively participate in scientific research and innovation activities, and enhance teachers' innovation ability through policy incentives and resource support. The article also emphasizes the important role of school-enterprise cooperation in the construction of teachers, and suggests that vocational colleges and enterprises jointly develop teacher training plans to improve teachers' comprehensive quality and innovation ability.

Karina Pabón, Crista Weise (2021, p.799-805) explored how college teachers construct their identities through practice during their careers. Through qualitative research methods, the paper collects personal narratives from university teachers and analyzes major events and experiences in their careers that have had a profound impact on the construction and development of their professional identities. This study highlights the following points: First, the training that teachers undergo at the beginning of their careers, their first teaching experience, and their interactions with students and colleagues. Second, some key events in their career, such as participating in important projects, winning teaching awards or experiencing teaching evaluations, can significantly affect teachers' professional identity. Third, by participating in seminars, refresher courses and academic exchanges, teachers are able to constantly update their professional knowledge and skills. Fourth, the interaction and support among colleagues also play a crucial role in the professional identity of teachers. Fifth, teachers' self-reflection enables them to have a deeper understanding of their teaching practice and professional mission. The research of the article reveals the complex process in which university teachers gradually construct and strengthen their professional identity through a series of important events and continuous practice in their career.

Ding Zhengya (2022, p.91-95) pointed out that China's higher vocational education has entered a stage of high-quality development from scale expansion, and new and higher requirements have been put forward for the construction of "double-qualified" teachers, teachers need to have excellent "double-qualified quality", teachers need to build a reasonable "double-qualified structure", and sound management system and perfect training system. The standards for the construction of the teacher team are as follows: the professional level of teachers, the reasonable structure of the teacher team, the sound management system of teachers, and the perfect training system. In view of the problems of insufficient number, imperfect system, single source, low professional level and low social status of "double teacher",

the paper proposes that it is necessary to strengthen the construction of teacher ethics, broaden the introduction channels, innovate the management system, improve the diversified training system and enhance the initiative of teachers to improve their professional practice ability, and strive to build a "double teacher" with high quality and strong skills "Teacher-type" teachers.

Lin Yiqing (2019, p.6-9) introduced the background and purpose of the Implementation Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era, aiming to respond to the new needs of education development in the new era and comprehensively improve the quality and ability of teachers. The author elaborated the main reform measures proposed in the "Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era", including strengthening the ideological and political education of teachers, optimizing the structure of teachers, improving the training mechanism of teachers, and improving the treatment and status of teachers. It is especially emphasized that we should enhance the professional quality and professionalism of teachers by strengthening the construction of teachers' professional ethics. The article also analyzes how to stimulate teachers' innovation vitality and teaching enthusiasm by reforming teacher evaluation and examination system. The author points out that the "Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era" not only provides clear policy guidelines for the construction of teachers, but also lays a solid foundation for the future development of education.

Ministry of Education of China and six other departments (2021, p.34-38) issued the Guiding Opinions on Strengthening the Reform of the Construction of University Teachers in the New Era, which is the first comprehensive and systematic document on the construction of university teachers since the 18th National Congress of the Communist Party of China, focusing on key areas and key aspects of the construction of university teachers, and proposing a series of measures to support the development of university teachers. In order to improve the management system of modern college teachers and stimulate the innovation vitality of the teachers, the measures to improve the recruitment mechanism of college teachers, accelerate the reform of the management of college teachers' establishment, strengthen the management of college teachers' education and teaching, promote the reform of the title system of college teachers, deepen the reform of the evaluation system of college teachers, and establish and improve the management system of part-time teachers and part-time teachers. Through these measures, the guideline aims to build a team of college teachers in the new era with strong political quality, strong professional

ability and vigor, and promote the high-quality development of China's higher education cause.

Meng Lingyan (2019, p.64-68) pointed out that the construction of "double-qualified" teachers is the key to improving the quality of application-oriented undergraduate education. The author analyzes the importance of "double-qualified" teachers in applied undergraduate colleges under the background of higher education reform. The article points out that "double-qualified" teachers not only need to have solid theoretical knowledge, but also need to have rich practical experience to meet the needs of application-oriented personnel training. This paper puts forward that the development of "double-qualified" teachers can be effectively promoted from four aspects: perfecting qualification certification, innovating talent introduction mode, perfecting incentive mechanism and building teacher training base. Through a multi-dimensional evaluation system, this study comprehensively examines the teaching effect and practical ability of teachers, in order to ensure the quality and effectiveness of the construction of "double-qualified" teachers. In general, this study provides systematic theoretical guidance and practical path for the construction of "double-qualified" teachers in application-oriented undergraduate colleges, which has important reference value and practical significance.

According to the summary, teaching staff construction refers to the improvement of the overall quality and professional competence of teachers in educational institutions through systematic and planned activities. The aim is to ensure that the teaching staff is able to adapt to the educational reform and teaching needs, and improve the academic quality and student development level. The construction of teacher team includes the contents of teacher recruitment and selection, professional ability, teaching experience, training and further study, performance evaluation, career development support and incentive mechanism. These contents aim to cultivate high-quality educational talents, achieve the comprehensive development of teachers and the improvement of academic quality, and promote the sustainable development and innovation of education.

Teaching Basic Conditions

Li Lintao, Xu Bing (2021, p.157-158) pointed out that the construction level of basic teaching conditions is an important factor affecting the quality of military academy talent training. Firstly, this paper analyzes the current situation of information-based teaching conditions in military schools and points out the shortcomings, such as imperfect information-based infrastructure, insufficient teaching resources and the ability of information-based teaching to be improved. Then, the paper puts forward

improvement measures, including strengthening the construction of basic network, increasing the investment in the construction of information infrastructure, enriching and optimizing teaching resources such as classrooms, laboratories and libraries, and strengthening information teaching training. The author emphasizes that through these measures, the academic quality and efficiency of the military academy can be improved, and high-quality military personnel can be trained to meet the needs of modern war. Finally, the article points out that the construction of information teaching conditions is not only the upgrading of technical means, but also the innovation of educational concepts and teaching methods, which needs to be promoted and implemented in an all-round and multi-level way.

Guo Lei, Wang Xin, and Li Youzi (2023, p.23-29) pointed out that teaching guarantee management is an important part of vocational colleges' effective management of teaching resources. The article puts forward relevant suggestions for vocational college teaching facilities. The countermeasures to strengthen teaching facilities in the information age include improving management rules, defining responsibilities, ensuring equipment stability, formulating incentives for the use of multimedia equipment, and increasing technical support. First, colleges and universities should increase investment in upgrading hardware facilities, such as high-speed networks and multi-functional classrooms. Secondly, develop and introduce advanced software systems to provide online course management and virtual laboratories. Teacher training is the key, and teachers' information literacy should be improved through information technology training. Information security also needs to be taken seriously, and a sound security mechanism should be established to protect data and privacy. Optimize teaching content, promote hybrid learning models, and improve academic quality. Finally, the government and education management departments should formulate support policies and provide financial and technical support to ensure the smooth implementation of information-based teaching.

Obasi, Veronica, Kingsley (2019, p.82-87) pointed out that facility management is an integral part of the overall management of colleges and universities. Achieving educational goals and objectives requires the provision, maximum utilization and proper management of facilities. First, the importance of planning and maintaining infrastructure is emphasized to ensure the modernization and functionality of equipment. Secondly, it is recommended to adopt advanced management systems to improve resource utilization efficiency, including online reservations and real-time monitoring. Regular training of managers to improve their professional skills and management capabilities is also key. In addition, the author emphasizes

communication with students and faculty and staff to understand their needs and feedback in order to improve facility management. Through these measures, the quality of the learning environment can be effectively improved and the effectiveness of education and learning can be promoted.

Bowang, Darmawan (2015, p.93-102) discusses how the quality of education can be improved through effective management of facilities and equipment. The article emphasizes that the management of educational facilities and infrastructure is the most important and important resource to support the teaching and learning process in colleges and universities. Good authorization and management of facilities must therefore be strengthened in order to achieve the desired objectives. The importance of facility planning and maintenance, including regular inspection and upgrading of teaching equipment to ensure its performance and safety. The author proposes the use of modern technical tools, such as intelligent management systems, to optimize resource allocation and use efficiency. It is also recommended to strengthen the training of managers to enhance their professional competence in facilities management. In addition, maintaining good communication with teachers and students and keeping abreast of their needs and feedback on facilities can help improve facility management. Through these measures, a better learning environment can be created for students, thus improving the quality of education.

Chen Yimei (2022, p.102-104) pointed out that teaching equipment is an important basic teaching condition in colleges and universities. The quality of teaching instruments and equipment management directly affects the level of running a university and the development of teaching and scientific research tasks. At present, many art colleges have problems in teaching equipment management such as imperfect management mechanism, imperfect management system and lagging management mode. To solve these problems, the author puts forward several improvement measures. First of all, it is recommended to strengthen the regular inspection and maintenance of equipment to ensure its normal operation and service life. Secondly, the establishment of a scientific and reasonable equipment management system is emphasized, and the efficiency of resource management is improved through information means, including the full track of equipment procurement, use, maintenance and scrapping. Third, it is suggested to increase the investment in equipment, especially the purchase of modern teaching equipment, in order to meet the special needs of art majors. Fourth, it is recommended to train equipment management personnel to enhance their professional skills and management capabilities. Finally, regular inventory of instruments and equipment to

achieve fine management. Through these measures, the management level of teaching equipment in art colleges can be effectively improved, so as to improve the academic quality and the learning effect of students.

Zhao Chunyuan (2021, p.145-146) focuses on how art colleges can effectively manage classroom and teaching equipment resources in a smart campus environment. The article first introduces the concept of smart campus and its application in art education, emphasizing the important role of smart technology in improving teaching effectiveness and management efficiency. Then, the article analyzes the current problems in the management of classroom and teaching equipment resources in art colleges, such as uneven resource allocation, low equipment utilization, and imperfect management system. To this end, this study proposes a series of improvement measures, including the introduction of intelligent management systems to achieve dynamic scheduling and real-time monitoring of resources, the establishment of data-driven decision-making mechanisms to optimize resource allocation, and the improvement of the application ability of smart technology through teacher training. The article also discusses the challenges that need to be paid attention to in the process of smart campus construction, such as the cost of technology implementation and the process of teachers adapting to new technologies. Finally, the author concludes that the implementation of smart campuses can not only improve the level of teaching resource management in art colleges, but also provide students with a more personalized and efficient learning experience, thereby promoting the overall development of art education.

According to the summary, teaching basic conditions refer to the necessary infrastructure and resources to ensure the smooth conduct of education and teaching activities. These conditions include physical facilities, teaching resources, equipment management teams and information technology environments. In terms of physical facilities, it mainly covers modern teaching places such as classrooms, laboratories and libraries; In terms of teaching resources, it mainly includes abundant teaching materials, reference books, multimedia resources and online course platform; Equipment management team construction, is to have a high level, professional quality of equipment management team; In the information technology environment, there must be perfect network facilities and advanced teaching equipment. Therefore, educational institutions should continuously invest and optimize all kinds of teaching resources to ensure the overall improvement of basic teaching conditions.

Academic Quality Evaluation

Liu Xiao, Lai Jing (2023, p.156-160) pointed out that there are still many problems in the academic quality evaluation of Chinese universities, and it is necessary to build a more complete and efficient academic quality evaluation mechanism for colleges. Taking Wuhan University as an example, this study designs the underlying logic of the academic quality evaluation mechanism, namely, what to evaluate - who to evaluate - how to evaluate - the effectiveness of the evaluation, and constructs the four elements of the evaluation mechanism. This study shares experience from the construction of supervision and regulatory mechanisms, the role of teachers and students in the quality evaluation mechanism, the organization and coordination of evaluation activities, and the application of evaluation results. Academic quality evaluation pursues multidimensionality and comprehensiveness, including undergraduate teaching status self-evaluation report, professional construction self-evaluation, course evaluation, talent training quality evaluation, teacher evaluation, and student evaluation of teaching. Through the construction of the academic quality evaluation system, the quality evaluation feedback improvement mechanism of "self-evaluation-discovery of problems-timely feedback-agile response-continuous improvement-improvement effect evaluation" is achieved, so that quality improvement can be implemented and the academic quality level can be improved.

Pan Chunting (2021, p.103-106). points out that the evaluation of teachers' academic quality is an important part of the academic quality monitoring and guarantee system of colleges and universities, and is an important means to guide teachers to improve their academic quality. As colleges and universities gradually transform from elite education to mass education, the traditional evaluation system of teachers' academic quality can no longer adapt to the requirements of the new situation. The article analyzes the problems existing in the current evaluation system, such as the need to improve the evaluation content and objects, the need to strengthen the evaluation concept, and the need to prove the evaluation results. The author points out that the optimization of the evaluation system of teachers' academic quality should start from the following aspects: first, to build a diversified evaluation standard covering teaching attitude, teaching content, teaching methods and teaching effects; second, to expand the scope of the evaluation subject, in addition to student evaluation, it should also include peer evaluation, manager evaluation and self-evaluation; third, to adopt scientific evaluation methods, combining quantitative and qualitative evaluation, and improve the objectivity and accuracy of the evaluation. The article emphasizes that optimizing the evaluation system of teachers' academic quality

in colleges and universities will not only help improve teachers' teaching level and work enthusiasm, but also promote the overall improvement of academic quality and provide strong support for the transformation and development of colleges and universities.

Shi Yanzhe (2023, p.105-106) pointed out that with the development of society, China has begun to pay more attention to vocational education. This article discusses how to improve the academic quality of higher vocational colleges through standardized management methods. The construction of the academic quality evaluation system of higher vocational colleges requires not only scientific and reasonable evaluation standards, but also the implementation of comprehensive standardized management. This study analyzes the current problems in the academic quality evaluation of higher vocational colleges, such as unreasonable questionnaire design and unscientific evaluation index design, and proposes corresponding solutions, including establishing a sound standardized management system, improving evaluation indicators, strengthening process management and result application. Through standardized management, the teaching process can be standardized, systematic and scientific, thereby improving academic quality. The article emphasizes that improving the academic quality evaluation management system will not only help improve teaching effectiveness, but also promote the professional development of teachers and the improvement of students' comprehensive quality. This study provides a theoretical basis and practical guidance for higher vocational colleges to formulate and implement an academic quality evaluation system, which is of great significance to improving the overall level of higher vocational education.

Lin Furong (2019, p.868-870) pointed out that with the advent of the "Internet +" era, the hybrid teaching model has given new meaning to the learning method. Establishing a scientific and effective academic quality evaluation project system and evaluation mechanism is one of the key points in promoting the reform of hybrid course teaching. With the rapid development of information technology, the hybrid teaching model has gradually become an important trend in higher education. The author proposes that the construction of an evaluation system based on hybrid teaching should cover all aspects of online and offline teaching, including teaching design, teaching implementation, student participation, learning effect, etc. The article emphasizes that the evaluation system should focus on diversification and dynamics, combining quantitative and qualitative evaluation methods, such as data analysis, student feedback, peer review and teaching reflection, to ensure the comprehensiveness and scientificity of the evaluation. It is also necessary to strengthen

technical support and training, improve the evaluation indicator system, and establish a continuous improvement mechanism. The author believes that by constructing a scientific and reasonable hybrid academic quality evaluation system, the expected teaching goals can be achieved.

Su Tao, Cui Xingyuan (2022, p.52-54) pointed out that academic quality is the foundation of a school, and effectively improving academic quality is a key factor in ensuring the sustainable development and vitality of colleges and universities. Supervision is an important part of the academic quality monitoring system of higher education. This study discusses the current situation of teaching supervision in colleges and universities, and explains that the evaluation content of teaching supervision includes six aspects: teaching attitude, preparation quality, teaching means, teaching content, teaching methods and basic teaching skills. It also explains the problems from the aspects of evaluation scores, class attendance, supervision and evaluation, teaching methods, and evaluation systems. Suggestions for the work of teaching supervision in colleges and universities under the background of the Internet are put forward: strengthen the construction of informatization of teaching supervision in colleges and universities, strengthen the construction of teaching supervision and evaluation systems, and reasonably evaluate courses that adopt new Internet teaching models, in order to provide new ideas for the evaluation of teaching supervision in colleges and universities.

Marilyn H. Oermann, Jamie L. Conklin (2018, p.280-285) discussed the application guidelines of student teaching evaluation (SET) in colleges and universities. It pointed out that student teaching evaluation (SET) provides a structured way to collect students' feedback on courses and teacher efficiency. The importance of SET is outlined, emphasizing its key role in evaluating teaching effectiveness, promoting teacher professional development, and improving education quality. First, the design of SET should be scientific and reasonable, and the evaluation indicators should comprehensively cover teaching content, teaching methods, teacher-student interaction, etc. Secondly, the evaluation process is to score the satisfaction of the course and the perception of academic quality. In addition, the feedback and application of evaluation results should focus on promoting the continuous improvement of academic quality and improving teaching level through reflection. Finally, the article emphasizes that SET should be used as part of a comprehensive evaluation system and combined with other evaluation methods such as peer review and teaching achievements to achieve a more comprehensive and objective academic quality assessment. This study provides specific operational guidelines and practical

suggestions for colleges and universities when using SET, which helps to improve the effectiveness and trust of evaluation.

According to the summary, academic quality evaluation refers to refers to a systematic and comprehensive evaluation process of teaching activities and their results. Its purpose is to measure and improve the effectiveness and quality of teaching in order to promote the professional development of teachers and the improvement of student learning outcomes. The evaluation includes the scientific and cutting-edge teaching content, the appropriateness of teaching methods, the teaching attitude and ability of teachers, the interaction between teachers and students, and the learning results of students. The core of academic quality evaluation lies in feedback and improvement, and the commonly used evaluation methods include student evaluation, peer review, teaching management evaluation and teacher self-evaluation. In general, academic quality evaluation not only focuses on the immediate effect of teaching activities, but also focuses on the long-term improvement of educational quality.

Context of Guangxi Higher Vocational Colleges

After entering the 21st century, China's vocational education has developed rapidly, gradually shifting from quantitative expansion to quality improvement. The Ministry of Education of China (2005, October 28) issued the "Decision of the State Council on Vigorously Developing Vocational Education", which clarified the guiding ideology, goals, tasks and policy measures for the reform and development of vocational education in the future. It proposed to put vocational education in a more prominent position and emphasized the important role of vocational education in economic and social development. The document pointed out that the scientific development concept should be implemented, and the development of vocational education should be regarded as an important foundation for economic and social development and a strategic focus of education work. With the purpose of serving socialist modernization, high-quality workers and high-skilled talents should be cultivated. Adhere to employment-oriented, strengthen basic capacity building, actively promote institutional reform and innovation, rely on industry and enterprises to develop vocational education, strictly implement the employment access system, increase funding through multiple channels, and mobilize the whole society to care about and support the development of vocational education. Strengthen the construction of the vocational education system, promote the coordinated

development of vocational education and general education, and meet the diverse talent needs of society.

Ministry of Education of China (2006, November 3) launched the implementation of the "National Demonstration Higher Vocational College Construction Plan". The Ministry of Education of China and the Ministry of Finance issued the "Opinions on Implementing the National Demonstration Higher Vocational College Construction Plan to Accelerate the Reform and Development of Higher Vocational Education", which is an important milestone in the history of vocational education development. The plan aims to implement the national demonstration higher vocational college construction plan through policy support and financial investment, build a number of high-level vocational colleges, and improve the overall quality and level of vocational education. During this period, vocational education gradually shifted from focusing on quantitative expansion to improving quality. Various localities responded positively, and vocational colleges reformed and innovated one after another, striving to improve the academic quality of education. The government's emphasis on vocational education continues to increase, financial investment at all levels has increased significantly, and the infrastructure and teaching conditions of vocational education have been significantly improved, laying a solid foundation for subsequent development.

Ministry of Education of China (2014, June 16) issued the "Modern Vocational Education System Construction Plan (2014-2020)", which proposed the overall goals and main tasks of the reform and development of vocational education. The plan emphasizes the need to build a modern vocational education system, promote the coordinated development of vocational education and general education, and establish and improve the management system and operating mechanism of vocational education. By promoting school-enterprise cooperation and the integration of industry and education, the academic quality and social recognition of vocational education have been significantly improved. Across the country, vocational education reform pilots have been carried out to explore innovative vocational education models, and the attractiveness and influence of vocational education have been further enhanced. At the same time, the application of information technology in vocational education is also gradually promoted, and new models such as smart campuses and online education continue to emerge, further improving the modernization level of vocational education.

Ministry of Education of China (2019, May 6) released the National Implementation Plan for Vocational Education Reform, aiming to deepen the reform of vocational education and promote its high-quality development. The plan is in line with clear goals such as China's Education Modernization 2035 and the Implementation Plan for Accelerating Education Modernization. The plan puts forward specific measures for further vocational education in the new era. First, we will improve the national vocational education system. We will improve the framework of the national vocational education system, and improve the modern vocational education system that attaches equal importance to academic education and training. Second, establish national standards for vocational education. We will pay close attention to teaching, teaching materials, and teachers, cultivate and pass on the spirit of craftsmanship, and deepen the reform of the mode of training and training personnel with complex technical skills. Third, we will promote the integration of industry and education. Summarize the experience of modern apprenticeship system and new apprenticeship system of enterprises, and build a number of high-level training bases. Fourth, we will develop a diversified educational system. Give play to the important role of enterprises in running schools, and do an excellent vocational education and training evaluation organization. The introduction of the plan marks a new stage for China's vocational education to comprehensively deepen reform and lay a solid foundation for its high-quality development.

Ministry of Education of China (2020, September 23) Since 2020, the development of China's higher vocational colleges has gone through a critical stage of comprehensively deepening reform and improving quality. The State Council of China issued the Action Plan for Improving the Quality and Training of Vocational Education (2020-2023), which aims to comprehensively improve the quality and level of vocational education. The plan emphasizes the establishment of fair, quality and distinctive types of vocational education, accelerating the modernization of vocational education, and better supporting the sustained and healthy development of China's economy and society. Implement the fundamental task of promoting moral education and cultivating people, promote the coordinated development of vocational education, improve the system of serving lifelong learning of the whole people, deepen the integration of vocational education and education, and school-enterprise cooperation, improve the vocational education examination and enrollment system, implement the action to improve the governance capacity of vocational education, implement the reform of "three education" in vocational education, do a good job in the information construction of vocational education, and enhance the international

influence of vocational education. To build a high ground for the innovation and development of vocational education. The program will lay a solid foundation for the high-quality development of vocational education.

Ministry of Education of China (2021, October 12) issued the "Opinions on Promoting the High-Quality Development of Modern Vocational Education", further clarifying the goals and tasks of high-quality development of vocational education. Vocational education is an important part of the national education system and human resources development. It shoulders the important responsibility of cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship. The opinions pointed out that it is necessary to deepen the reform of vocational education, strengthen the characteristics of vocational education types, and promote the horizontal integration of different types of education. By promoting the integration of industry and education, school-enterprise cooperation, optimizing the vocational education system, improving the integration of industry and education, and enriching the form of vocational education, the development of vocational education has reached a new level. Deepen the reform of education and teaching, strengthen the construction of dual-qualified teachers, innovate teaching models and methods, improve teaching content and teaching materials, complete the quality assurance system, and create a vocational education brand with Chinese characteristics. All localities have actively implemented policies and measures, and the reform and innovation of vocational education have continued to deepen. The attractiveness and influence of vocational education have significantly increased, providing strong talent support for high-quality economic and social development. The main goal is that by 2025, the characteristics of vocational education types will be more distinctive, the modern vocational education system will be basically established, and the construction of a skills-based society will be fully promoted. By 2035, the overall level of vocational education will enter the forefront of the world, and a skills-based society will be basically established.

Ministry of Education of China (2022, August 12) released the White Paper on the Development of Vocational Education in China to introduce China's experience in the development of vocational education to the world. The White Paper states that vocational education is an important part of the national education system and human resources development. Entering the new era, the Chinese government attaches great importance to vocational education and places it in a more prominent position in economic and social development and education reform and innovation. After long-term practical exploration, China has formed a unique paradigm for the development

of modern vocational education. The Chinese government regards vocational education as an education type that is equally important as general education, and continuously increases policy support, innovates system design, accelerates the construction of a modern vocational education system, and builds a diversified school-running pattern and a modern governance system.

Nan Hai (2023, p.34-41) pointed out that the "Opinions on Deepening the Reform of the Construction of a Modern Vocational Education System" has become an action guide for the construction of China's modern vocational education system. The modern vocational education system aims to adapt to the actual needs of the development of modern industries in various regions, provide technical and skilled personnel support, and meet the people's diverse vocational education and training needs. The system includes vocational secondary education, vocational college education, vocational undergraduate education and postgraduate education, forming an organically connected education level. This system covers corresponding vocational training, has the nature of lifelong education, and constitutes an open education system. The goal of deepening the reform of the modern vocational education system is to make modern vocational education adapt to the needs of economic and social development, promote the synchronous and coordinated development with industrialization, informatization, urbanization, and agricultural modernization, and meet the people's growing and diversified vocational education needs with high quality.

Ministry of Education of China (2023, February 5) China's newly revised Vocational Education Law of the People's Republic of China clearly states that "vocational education is a type of education that has the same important status as general education". Vocational education is a type of education that is oriented towards economic and social development and production services, cultivates high-quality workers and technical and skilled personnel, and promotes the sustainable career development of all workers. When General Secretary Xi Jinping participated in the discussion of the Guangxi delegation at the 20th National Congress of the Communist Party of China, he emphasized the importance of developing vocational and technical education. The strategic plan for promoting the construction and reform of a modern vocational education system proposes that the functional positioning of vocational education focuses on serving the all-round development of people, the focus of reform focuses on serving economic and social development, and serving the region focuses on supporting the new development pattern. Guangxi vocational education has played an important role in serving regional economic and social

development and promoting industrial transformation and upgrading, and has provided strong talent support for promoting the high-quality development of Guangxi's economy. The status and role of vocational education in Guangxi will continue to increase and become an important engine for regional development.

According to the summary, Guangxi higher vocational colleges refer to higher vocational colleges located in the Zhuang ethnic group of Guangxi, China. Specifically, these institutions include vocational and technical universities, vocational and technical colleges and colleges and universities. Guangxi Vocational Colleges are located in China. Guangxi is located in southern China, adjacent to the autonomous region and the country, and has unique location advantages and rich natural resources. resources, which provides a good environment and role for the development of Guangxi higher vocational colleges. Guangxi vocational colleges are not only committed to improving students' technical level and professional quality, but also actively participate in local economic construction, especially in promoting the development of local specialty industries such as agriculture, manufacturing and tourism.

Related Research

Duan Dai Ping, Jing Yuanjie (2023, p.78-80) pointed out that Cite Space software was used to conduct a visual knowledge graph analysis on 1352 literatures related to academic quality evaluation of universities collected by CNKI from 1999 to 2022. It is found that the research focuses on four major topics: evaluation goal positioning and resource support, evaluation subject effective participation, evaluation process specification and long-term results. The research has experienced three stages of development: macro-mechanism construction, mesoscopic effective operation and micro-practical results. The research on academic quality evaluation in Chinese universities should deepen the research on the "front-end driving" mechanism of teachers' teaching promotion and students' learning support, and the research perspective should be integrated from the three dimensions of academic quality management: level, process and field, and effectiveness research should be oriented to promoting the improvement of students' learning effectiveness.

Xu Rong (2023, p.81-84) pointed out that under the background of social and economic development, the competition among colleges and universities has become increasingly fierce, and the focus of competition has gradually shifted to talent training. Although colleges and universities have achieved certain results after optimizing the academic quality management mechanism, there are still problems such as backward

teaching management concepts, relatively single teaching methods, and insufficient teaching evaluation methods and content. In order to build a high-quality academic quality management and guarantee system, the development and implementation of college teaching management should always adhere to the "student-oriented" education concept, and take targeted optimization measures on the premise of fully considering the development and growth needs of students, such as improving the teaching management process, actively exploring new teaching models, and establishing a sound teaching evaluation mechanism, thereby optimizing the academic quality management and guarantee system of colleges and universities, actively promoting the construction of talent training in colleges and universities, and implementing the development concept of quality education.

Wang Weiyang, Liao Peijun (2022, p.45-49) pointed out that the introduction of the Implementation Plan for Undergraduate Education and Teaching Audit and Evaluation in Ordinary Institutions of Higher Learning (2021-2025) provides a new guideline for the construction of internal undergraduate academic quality assurance system in application-oriented universities. From the perspective of review and evaluation, this paper analyzes the problems existing in the construction of academic quality assurance system in application-oriented colleges and universities in China, such as the subject consciousness of quality assurance to be improved, imperfect academic quality standards, and unsmooth operating mechanism of quality assurance, and puts forward three suggestions: First, the quality assurance concept of "self-examination and self-reflection" should be adhered to to promote application-oriented colleges and universities to implement the subject responsibility; The second is to establish a "multi-unified" quality standard system to create a new situation of undergraduate academic quality monitoring; The third is to learn from the "PDCA" quality management model and establish a long-term quality assurance mechanism in an all-round way.

Jiang Haiyan (2022, p.13-15) pointed out that building an academic quality evaluation system is an important task for higher vocational colleges to promote quality construction. This study constructed an academic quality evaluation system of "external evaluation and internal control, problem-oriented, and continuous improvement", comprehensively carried out academic quality evaluation, comprehensively diagnosed academic quality, and comprehensively improved academic quality, achieving good teaching results. The article proposes measures to comprehensively improve academic quality: first, it is necessary to revise and improve the relevant systems of teaching supervision and evaluation to ensure that supervision

and inspection are based on evidence; second, to build an internal quality assurance system and establish a quality improvement mechanism at five levels including schools, majors, courses, teachers, and students; third, to build an information-based academic quality management platform to achieve the modern level of academic quality evaluation. By formulating relevant systems for independent diagnosis and improvement work at all levels, relying on the information-based quality management platform for independent diagnosis and improvement, the continuous improvement of education and teaching management level and talent training quality has been achieved.

Pang Yi, Sun Zhenbao (2023, p.120-122) pointed out that for colleges and universities, the standardization, scientificity and effectiveness of teaching management will have a direct impact on their academic quality. Improving the quality of teaching management will help the growth and development of college students. At present, my country's higher education has entered the stage of popularization. The number of students is large, the professional division is detailed, and the requirements for talents in social positions are gradually increasing. These factors have further increased the difficulty and importance of teaching management in vocational undergraduate colleges. In view of this, this article studies the teaching management quality standards. First, it discusses the teaching management of colleges and universities and its basic content. Secondly, it puts forward suggestions to help vocational undergraduate colleges build teaching management quality standards, in order to help vocational undergraduate colleges improve the effectiveness of teaching management and adapt to the needs of the times for talent training.

Liu Ming (2021, p.33-36) pointed out that academic quality is the lifeline of higher vocational colleges, and improving academic quality is the eternal theme of the development of higher vocational colleges. With the high-quality development of China's economy, enterprises and industries have stricter requirements for talents, which requires higher vocational colleges to keep pace with The Times, reform the education system and concept, and constantly train high-quality technical and skilled talents. The main implementers of academic quality assurance system are universities. Colleges and universities actively explore from the aspects of professional course learning, daily teaching management, teaching conditions, teachers' level, etc., so as to improve the internal academic quality assurance and monitoring system of higher vocational colleges, and promote the innovation of education quality management in higher vocational colleges. Based on the current development status of the academic quality assurance system of higher vocational education in China, this study analyzes

various factors affecting its development, points out some existing problems, and then puts forward feasible strategies.

Fang Tao (2021, p.64-67) pointed out that total quality management is a theory, system and method for enterprises to comprehensively and systematically manage various factors that affect product formation in order to ensure and improve product quality. In a sense, improving the academic quality of vocational colleges is the same as improving the quality of enterprise products, both of which are for the purpose of producing "products" that satisfy "users". This article introduces the theory of total quality management to build a system for improving academic quality. By strengthening top-level design, clarifying training goals; promoting full participation, optimizing the teaching process; providing employment services, and strengthening follow-up research, the article proposes a basic path to comprehensively improve the quality of talent training. The theory of total quality management is the best way to achieve "demanding high-quality talents from management" and "improving education quality and investment benefits through management". As long as we follow the basic laws of vocational education, use the PDCA cycle to scientifically manage all aspects of vocational education, achieve mutual promotion in management, and promote coordinated development, we can continuously "spiral" the quality of talent training in vocational education in a virtuous cycle.

Wang Hongchao, Tan Kai (2022, p.42-46) pointed out that the data collection platform for personnel training work status of higher vocational colleges is an integrated database resource that collects and presents the general situation, teaching status, personnel training work level and school-running characteristics of colleges and universities. Higher vocational colleges should take the national outline as the guidance, connotation construction as the core, problems and goals as the guidance, and state data platform in college development, professional planning, curriculum, teaching staff, student training and other five levels of data portrait as the basis and basis, to establish a scientific and reasonable talent training system. Through the analysis of the status data, the problems and deficiencies in academic quality, talent training quality, teaching reform and other aspects of colleges and universities can be found from the macro level, and then the causes of the problems can be analyzed deeply, so as to promote vocational colleges to formulate targeted reform measures at specific levels such as school-running positioning, system construction, teaching staff and teaching reform. To ensure that colleges and universities in the realization of high-quality development in the track of steady word, steady progress.

Liu Jingjing (2020, p.73-78) pointed out that the Ministry of Education of China carried out the selection of the top 50 cases of teaching management in vocational colleges across the country in 2019, aiming to encourage vocational colleges to learn from outstanding models, standardize teaching management work, and comprehensively promote national The teaching management level of vocational colleges has been improved. Teaching management is an important component of school management and has dual functions of management and service. Since the selection of the top 50 teaching management cases in vocational colleges across the country was launched, the role and status of teaching management in vocational college management has been increasingly strengthened, and there has been a significant positive correlation between the level of teaching management and the quality of talent training. This study proposed the construction of a teaching management platform that covers the entire process of professional setting, teaching arrangements, resource arrangements, student status management, assessment and evaluation, etc., and the teaching management work has been effectively improved. The research of this study has played a positive demonstration effect for other vocational colleges in terms of ethical goals of teaching management, inclusive environment and information platform construction.

Sun Mingyue (2019, p.114-115) pointed out that talents are the main driving force for the development of enterprises and are directly related to the development of enterprises. As the main training place for talents, undergraduate colleges ensure that teaching activities have high quality, can deliver a large number of high-quality talents to the society, and provide important help for the development of the whole society. Especially for newly-established undergraduate colleges, academic quality should be given higher attention. Based on this, this study analyzes the importance of building an academic quality assurance system for newly-established undergraduate colleges through a simple introduction to the content of the academic quality assurance system. Then, the existing problems such as imperfect academic quality management system, inadequate teaching process management, and imperfect monitoring system are discussed, and targeted improvement measures are proposed to help newly-established undergraduate colleges build a better academic quality assurance system.

Chen Wei (2018, p.14-16) pointed out that higher vocational colleges should correctly understand the actual needs of the current society, clarify the characteristics of talent training in higher vocational education, and explore a new way of education and academic quality management. The article explains that academic quality management is based on the development of academic quality, and mainly includes two aspects: macro academic quality management and micro academic quality management. The former refers to the management goals of higher vocational education institutions, including the formulation of professional teaching plans, the acquisition of school students, the construction of course syllabus, and important guidance decisions of colleges; the latter refers to the comprehensive management of various specific teaching links of higher vocational colleges based on the macro education and academic quality management goals, combined with the actual situation of the colleges, teaching resources, teaching staff, teaching equipment, etc. In the actual management process, it is necessary to ensure that teaching management, implementation, monitoring, feedback, etc. are centered on improving academic quality, achieving comprehensive improvement of academic quality, and promoting the educational goals of comprehensive development of students.

Tan Jinyu (2017, p.33-34) pointed out that the construction of the academic quality assurance system of colleges and universities is an inevitable requirement for improving the quality of talent training in colleges and universities and promoting the connotation-oriented development of colleges and universities. In the face of undergraduate teaching review and evaluation and the background of connotation-oriented development in the future, the construction of the quality assurance system of colleges and universities is urgent. At present, there are many management shortcomings in the quality assurance systems of various colleges and universities. Therefore, a closed-loop academic quality assurance system based on the school situation should be constructed. Specifically, it can be planned from multiple dimensions such as system construction, institutional settings, faculty, technical means, quality assurance, etc., to build a campus quality culture with full participation, and to build a closed-loop academic quality assurance system with standards, strict requirements, tracking and assurance. Through the construction of the academic quality system, a solid foundation will be laid for comprehensively improving the quality of talent training in colleges and universities and better serving the economic and social development of the region.

Zhou Wenhui, Yan Ping (2017, p.45-49) pointed out that in the context of the popularization of higher education, a standardized, scientific, efficient and practical academic quality control and guarantee system should be built to achieve the purpose of improving the quality of talent training. In recent years, the development of application-oriented undergraduate colleges and universities has always been the following problems: basic conditions for running schools, application-oriented personnel training, teaching teachers, training conditions, professional curriculum system construction, teaching links, teaching content, teaching methods and teaching means, ability to serve the needs of economic and social development, teaching evaluation mechanism and many other aspects. These problems restrict the development of colleges and universities, we need to build academic quality monitoring system to solve these problems, so as to realize the effective monitoring of the whole teaching process.

Juan José Tarí, Gavin Dick (2016, p.128-136) the purpose of this study is to determine the current state of research on quality management in higher education institutions through a review of the academic literature. The aim is to provide universities with the best evidence to propose priorities and models to guide their quality improvement. The article reviews the evolution of quality management in higher education, pointing out that with the increase in educational demand and competition, quality management has become an important means to improve the level of teaching and research. The most common issues are quality management implementation, quality management technology, and quality management dimensions. The key quality management support dimensions include people management, process management, and information and analysis, while the results dimension focuses on understanding the needs of stakeholders and their feedback on performance. The research shows that students are not only the final customers as graduates, but also participants in the learning process and have a unique perspective on their experiences. The article also provides an analysis showing the popular journal channels, research methods used, and research priorities of various countries. Finally, the article also proposes suggestions for the development of university quality management and a future research agenda.

Long Jianyou, Tang Fang (2015, p.25-27) pointed out that the current higher vocational colleges generally replace teaching supervision with supervision evaluation and academic quality management with teaching supervision. This paper analyzes the existing problems and reasons of this practice, and puts forward corresponding measures for academic quality management in higher vocational colleges to carry out

teaching supervision. The first is the establishment of teaching supervision group as the main body of teaching supervision team, the second is to clarify the objectives and guiding ideology of academic quality management in higher vocational colleges, the third is to carry out higher vocational education curriculum teaching training, fourth, formulate a new work plan for teaching supervision. Finally, the paper formulates the classroom academic quality standard and the teaching supervision work plan that conforms to the teaching law of higher vocational education, and emphasizes that the teaching and research department should play the synergistic role as the teaching management organization at the grass-roots level.

Edward Sallis (2014, p.28-32) pointed out the core content of education quality management and emphasized the use of total quality management (TQM) to improve education quality. First, colleges and universities need to formulate clear visions and goals to ensure that all faculty and students understand and agree with these goals and work together to achieve them. Second, effective leadership is essential. The principal and management team need to motivate and support teachers to continuously improve academic quality. In addition, continuous investment in teacher professional development can improve their teaching ability and professional quality through training and development programs. Active participation of students is also key. Colleges and universities should encourage students to play an active role in the teaching and management process and attach importance to their feedback. Cooperation with parents is equally important. Home-school cooperation can effectively promote student development. Colleges and universities also need to establish a systematic quality monitoring and evaluation mechanism to evaluate education quality and student performance through data and evidence, identify problems in a timely manner and take improvement measures. Finally, effective resource management is the basis for ensuring education quality. Colleges and universities should optimize the allocation of human, material and financial resources to maximize support for teaching and learning. Through these measures, colleges and universities can achieve continuous improvement and enhance the overall quality of education.

Wei Yu (2013, p.75-76) pointed out that building and improving the academic quality monitoring system of higher vocational colleges is an important means and inevitable requirement to improve the quality of higher vocational education, and it is also conducive to promoting the sustainable professional development of teachers in higher vocational colleges. Although most higher vocational colleges have initially built a self-perfecting and self-disciplined academic quality monitoring system, there are still

problems in actual operation, such as unscientific monitoring concepts, incomplete monitoring content, inadequate monitoring process, and incomplete monitoring subjects. We should establish a scientific quality monitoring concept, improve the quality monitoring content, improve the quality monitoring system throughout the process, and enrich the quality monitoring subjects, so as to further improve the academic quality monitoring system of higher vocational colleges.

To sum up, the study of academic quality management is of great significance. This research ensures the efficient operation of the education system, contributes to the evaluation and improvement of the professional development of teachers, and promotes the improvement of teaching methods and academic standards. Academic quality management can also effectively monitor and evaluate the learning outcomes of students to ensure the achievement of teaching objectives and the overall development of students. By optimizing the allocation of resources, improve the utilization efficiency of educational resources, and enhance the competitiveness and reputation of schools. In addition, academic quality management plays a key role in the continuous improvement of the education system and social progress by cultivating high-quality talents for the society and meeting the needs of social and economic development.

Chapter 3
Research Methodology

The focus of this study is mainly focused on the following aspects: 1) To study the current situation of academic quality management of Guangxi higher vocational colleges. 2) To formulate the guidelines for academic quality management of Guangxi higher vocational colleges. 3) To evaluate the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges. In order to solve these problems mentioned and better achieve the above research objectives, the researcher has the following procedures.

      1. The Population

      2. Research Instruments

      3. Data Collection

      4. Data Analysis

Phase 1: To study the current situation of academic quality management of Guangxi higher vocational colleges.

      The Population

      The population of this research was 648 academic administrators from 10 of Guangxi higher vocational colleges in different cities.

      The 10 higher vocational colleges selected in different cities in Guangxi, including the following: 1) Guangxi Transport Vocational and Technical College, 2) Guangxi Polytechnic of Construction, 3) Guangxi Vocational University of Agriculture, 4) Guangxi Engineering Vocational College, 5) Guilin Shanshui Vocational College, 6) Guangxi Ecological Engineering Vocational and Technical College, 7) Liuzhou Polytechnic University, 8) Guangxi Vocational University of Science and Technology, 9) Guangxi Logistics Vocational and Technical College, 10) Guangxi Modern Polytechnic College.

Table 3.1 Lists of Guangxi higher vocational colleges and number of academic administrators

No	Private University in Guangxi	Population
1	Guangxi Transport Vocational and Technical College	41
2	Guangxi Polytechnic of Construction	78
3	Guangxi Vocational University of Agriculture	81
4	Guangxi Engineering Vocational College	58
5	Guilin Shanshui Vocational College	46
6	Guangxi Ecological Engineering Vocational and Technical College	76
7	Liuzhou Polytechnic University	60
8	Guangxi Vocational University of Science and Technology	83
9	Guangxi Logistics Vocational and Technical College	56
10	Guangxi Modern Polytechnic College	69
	Total	648

According to table 3.1, it is evident that the population of academic administrators in 10 of Guangxi higher vocational colleges amounts to 648. The chosen population size demonstrates scientific and reasonable methodology.

Research Instruments
Questionnaire

The tool employed to gather data for objective one, to study the current situation of academic quality management of Guangxi higher vocational colleges was a questionnaire. The questionnaire was designed based on academic quality management of Guangxi higher vocational colleges in five aspects: 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions, 5) Academic quality evaluation. The questionnaire was divided into two parts:

Part 1: The survey provides personal information about the respondents, broken down by gender and educational background.

Part 2: The current situation of academic quality management of Guangxi higher vocational colleges was investigated. The data interpretation criteria are based on a five-point Likert scale, as delineated below:

5 refers to the level of academic quality management at the highest level

4 refers to the level of academic quality management at a high level

3 refers to the level of academic quality management at a medium level

2 refers to the level of academic quality management at a low level

1 refers to the level of academic quality management at the lowest level

The data interpretation of the mean value is based on Rensis Likert (1932). The data are explained as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a Questionnaire Process

The table construction process is as follows:

Step 1: Review and analyze articles, definitions, theories and research related to academic quality management.

Step 2: Construct a questionnaire on the current situation of academic quality management of Guangxi higher vocational colleges. Then the questionnaire outline will be sent to the thesis supervisor, and the content will be reviewed and modified according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. The index of objective congruence (IOC) was 0.8-1.

Step 4: Revise the questionnaire according to the opinions and suggestions of experts.

Step 5: The questionnaires were distributed to 30 academic administrators of Guangxi higher vocational colleges for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient, the reliability was 0.965.

Step 6: The questionnaire survey was conducted among 648 academic administrators of Guangxi higher vocational colleges.

Data Collection

Data collection for Objective 1: purpose of data collection 1: to study the current situation of academic quality management of Guangxi higher vocational colleges, the research steps are as follows:

Step 1: The researchers asked the graduate school for a request letter, Bansomdejchaopraya Rajabhat University asked to collect data on 648 academic administrators of Guangxi higher vocational colleges.

Step 2: The researchers distributed questionnaires to 648 academic administrators. A total of 648 questionnaires were distributed.

Data Analysis

This study performed data analysis using SPSS software and the investigator performed the following steps:

Step 1: The personal information of respondents is analyzed using frequency and percentage, classified by gender, education, professional title, educational background and work experience.

Step 2: The current situation of academic quality management of Guangxi higher vocational colleges the following five aspects: 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions,5) Academic quality evaluation, which is analyzed by means of mean and standard deviation.

Phase 2 : To formulate guidelines for academic quality management of Guangxi higher vocational colleges.

Key Informants

The Interviewees

The interviewee in this research were 20 middle-level academic administrators of Guangxi higher vocational colleges, the present situation of academic quality management of Guangxi higher vocational colleges was studied through interviews. The qualifications of interviewee are as follows: 1) Middle-level leaders and above academic administrators of Guangxi higher vocational colleges with more than 8 years of working experience, 2) Rich experience in academic management and leadership, 3) Have a doctorate degree, or have a senior title, have a deeper understanding of academic quality management and research.

Research Instruments

Structured Interview

The tool employed to gather data for objective two, to formulate guidelines for academic quality management of Guangxi higher vocational colleges. Based on the current situation of academic quality management of Guangxi higher vocational colleges, structured interview design of academic quality management is conducted from the following five aspects: 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions,5) Academic quality evaluation. The structured interview is divided into two parts:

Part 1: The personal information of the interviewee is categorized by interviewee, time of interview, work experience, job title and educational background.

Part 2: The suggestions for the current academic quality management situation involve the following five aspects: 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions, and 5) Academic quality evaluation, for academic administrators of Guangxi higher vocational colleges.

Constructing a Structured Interview Process

The implementation process of structured interview is as follows:

Step 1: Reviewing and analyzing literature, concepts, theories, and research pertaining to academic quality management of Guangxi higher vocational colleges.

Step 2: Construct a structured interview on the status of academic quality management from five aspects : 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions, and 5) Academic quality evaluation. The outline of the structured interview is then sent to the thesis advisor and the content is reviewed and revised based on the recommendations.

Data Collection

Data collection for Objective 2: to formulate guidelines for academic quality management of Guangxi higher vocational colleges, follow these steps:

Step 1:The researchers asked the graduate school to send out a demand letter, Bansomdejchaopraya Rajabhat University interviews with middle-level academic administrators 10 of Guangxi higher vocational colleges are required.

Step 2: The researchers interviewed middle-level academic administrators one by one, either through an online platform or face-to-face, depending on the convenience of the respondents.

Data Analysis

The structured interview about guidelines for academic quality management of Guangxi higher vocational colleges was analyzed by content analysis.

Phase 3 : To evaluate the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges.

Key Informants

Expert Group

The experts who evaluated the suitability and feasibility of the guidelines were 11 Senior academic administrators from Guangxi higher vocational colleges. The qualifications of the experts are as follows: 1) academic administrators of Guangxi higher vocational colleges for more than 6 years, 2) From different vocational colleges, 3) Have a master's degree or above, or have a senior title, have in-depth understanding and research on academic quality management.

Research Instruments

Evaluation Form

The tool employed to gather data for objective three, to evaluate the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges. The evaluation form designed based on guidelines for academic quality management of Guangxi higher vocational colleges in five following aspects: 1) Professional curriculum setting, 2) Teaching process management, 3) Teaching staff construction, 4) Teaching basic conditions, and 5) Academic quality evaluation .The evaluation form is divided into two parts:

Part 1: The personal information of the respondents is classified according to job position, academic title, work experience and educational background.

Part 2: The evaluation form about the academic quality management of Guangxi higher vocational colleges. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the guidelines at the highest level

4 refers to the suitability and feasibility of the guidelines at a high level

3 refers to the suitability and feasibility of the guidelines at a medium level

2 refers to the suitability and feasibility of the guidelines at a low level

1 refers to the suitability and feasibility of the guidelines at the lowest level

The data interpretation of the mean value is based on Rensis Likert (1932). The data are explained as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing an Evaluation form Process

The implementation process of the evaluation form is as follows:

Step 1: Construct the evaluation table of academic quality management of Guangxi higher vocational colleges.

Step 2: The evaluation form is applicable to 11 Senior academic administrators of Guangxi higher vocational colleges.

Data Collection

Data collection for Objective 3: to evaluate guidelines for the academic quality management of Guangxi higher vocational colleges, follow these steps:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University is required to invite experts to evaluate the guidelines.

Step 2: The researchers presented the evaluation form to Senior academic administrators for evaluation. A total of 11 evaluation forms.

Data Analysis

In the data analysis of this study, the researcher used SPSS to analyze the data, as follows: This paper evaluates the suitability and feasibility of the guidelines for academic quality management of Guangxi higher vocational colleges by means of mean value and standard deviation.

Table 3.2 Summary of research methods

Research methodology	Objective1:	Research methodology	Objective1:
The Population/ The Interviewees/ Expert Group	The population was 648 academic administrators from 10 of Guangxi higher vocational colleges	The interviewees were 20 middle-level academic administrators of Guangxi higher vocational colleges	The evaluation experts were 11 senior academic administrators of Guangxi higher vocational colleges
Research Instruments	Questionnaire	Structured Interview	Evaluation form
Data Collection	Online filling method	The researcher interviews the academic administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience	The researcher distributed the evaluation form to administrators
Data Analysis	By mean and standard deviation	Content analysis	By mean and standard deviation

Chapter 4
Data Analysis Results

This research was the guidelines for academic quality management of Guangxi higher vocational colleges. The objectives of this research were: 1) To study the current situation of academic quality management of Guangxi higher vocational colleges. 2) To provide the guidelines for academic quality management of Guangxi higher vocational colleges. 3) To evaluate the adaptability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges. The data analysis result can be presented as follows:

       1. Symbol and Abbreviations

       2. Presentation of Data Analysis

       3. Results of Data Analysis

       The details are as follows.

Symbol and Abbreviations

       N refers to population

       μ refers to population mean

       σ refers to population standard deviation

       $\bar{X}$ refers to Sample group mean

       S.D. refers to Sample group standard deviation

Presentation of Data Analysis

       Part 1: The analysis results of the personal information of the respondents, classified by gender, education background, professional title and work experience. The researcher presented the data by frequency and percentage.

       Part 2: The analysis results about the current situation of academic quality management of Guangxi higher vocational colleges. The researcher presented the data by mean and standard deviation.

       Part 3: The analysis results of interview data about the guidelines for academic quality management of Guangxi higher vocational colleges.

       Part 4: The analysis results of the evaluation of the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges. The researcher presented the data by mean and standard deviation.

Results of Data Analysis

The researcher analyzed the data in four parts as follows:

Part 1: The analysis results of the personal information of the respondents, classified by classified by gender, education background, professional title and work experience. The researcher presented the data by frequency and percentage.

In this part, 648 questionnaires were distributed according to the population of 10 higher education institutions, and 589 valid questionnaires were recovered, with a recovery rate of 90.90%, which meets the requirements of this study.

Table 4.1 Personal information of the survey respondents

(N = 589)

	Personal Information	Frequency	Percentage
	Guangxi Transport Vocational and Technical College	36	6.11
	Guangxi Transport Vocational and Technical College	72	12.22
	Guangxi Vocational University of Agriculture	79	13.41
	Guangxi Engineering Vocational College	51	8.66
	Guilin Shanshui Vocational College	40	6.79
University	Guangxi Ecological Engineering Vocational and Technical College	69	11.72
	Liuzhou Polytechnic University	56	9.51
	Guangxi Vocational University of Science and Technology	75	12.73
	Guangxi Logistics Vocational and Technical College	49	8.32
	Guangxi Modern Polytechnic College	62	10.53
	Total	**589**	**100**
Gender	Male	259	43.97
	Female	330	56.03
	Total	**589**	**100**

Table 4.1 (Continue)

	Personal Information	Frequency	Percentage
Age	30 years old and below	93	15.79
	30-40 years old	207	35.14
	41-50 years old	176	29.88
	51 years old and above	113	19.19
	Total	**589**	**100**
Education background	Bachelor's degree	139	23.60
	Master's degree	389	66.04
	Doctor's degree	61	10.36
	Total	**589**	**100**
Professional title	Junior Title	56	9.51
	Intermediate title	218	37.01
	Associate Senior title	274	46.52
	Senior title	41	6.96
	Total	**589**	**100**
Work experience	0-5 years	20	3.39
	6-10 years	155	26.32
	11-15 years	237	40.24
	16-20 years	148	25.13
	20 years above	29	4.92
	Total	**589**	**100**

According to table 4.1, found that most respondents are, male accounting for 259 people, accounting for 43.97%; female account for 330 people, accounting for 56.03%. The age of the respondents is mainly 31-40 years old, with 207 people, accounting for 35.14%; followed by 41-50 years old, with 176 people, accounting for 29.88%; the lowest is 30 years old and below, with 93 people, accounting for 15.79%. The education background of the respondents was mainly a master's degree, with 389 people, accounting for 66.04%; followed by a bachelor's degree, with 139 people, accounting for 23.60%; the lowest was a doctorate degree, with 61 people, accounting for 10.36%.The professional titles of the respondents are mainly associate senior titles, with 274 people, accounting for 46.52%; followed by intermediate titles, with 218 people, accounting for 37.01%; the lowest is senior titles, with 41 people, accounting

for 6.96%. The work experience of the respondents are mainly 11-15 years, with 237 people, accounting for 40.24%; followed by 6-10 years, with 155 people, accounting for 26.32%; the lowest is 0-5 years, with 20 people, accounting for 3.39%.

Part 2: The analysis results about the current situation of academic quality management of Guangxi higher vocational colleges. The researcher presented the data by mean and standard deviation.

Table 4.2 The mean and standard deviation of academic quality management of Guangxi higher vocational colleges are divided into five aspects

(N = 589)

No	Academic quality management of Guangxi higher vocational colleges	μ	σ	Level	Order
1	professional curriculum setting	3.30	0.92	medium	4
2	teaching process management	3.32	0.81	medium	3
3	teaching staff construction	3.29	0.81	medium	5
4	teaching basic conditions	3.34	0.85	medium	1
5	academic quality evaluation	3.33	0.89	medium	2
	Total	**3.32**	**0.67**	**medium**	

According to table 4.2, found that the current situation of academic quality management of Guangxi higher vocational colleges in five aspects was at a medium level (μ = 3.32). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was teaching basic conditions (μ = 3.34), followed by academic quality evaluation (μ = 3.33), teaching staff construction was the lowest mean (μ = 3.29).

Table 4.3 The mean and standard deviation of the current situation of professional curriculum setting in academic quality management

(N = 589)

No	Professional curriculum setting	μ	σ	Level	Order
1	Academic administrators formulate clear professional talent training programs with clear professional positioning and in line with industry needs.	3.35	1.20	medium	3
2	Academic administrators rationally plan and design the curriculum system, and the professional curriculum setting can keep up with the development trend of the industry.	3.20	1.26	medium	8
3	Academic administrators set a reasonable proportion of courses, and the theoretical and practical courses meet the learning needs of students.	3.35	1.24	medium	3
4	Academic administrators have formulated clear professional construction plan and promoted professional development through effective measures.	3.32	1.25	medium	4
5	Academic administrators have developed teaching plans that are highly consistent with talent development goals and effectively promote the achievement of goals.	3.39	1.31	medium	1
6	Academic administrators have developed a clearly structured teaching syllabus to effectively guide the implementation of courses.	3.24	1.28	medium	7
7	Academic administrators have set clear course objectives to effectively guide students' career development.	3.28	1.22	medium	6

Table 4.3 (Continue)

No	Professional curriculum setting	μ	σ	Level	Order
8	Academic administrators have developed substantial course content that covers core knowledge and the latest developments in related fields.	3.37	1.27	medium	2
9	Academic administrators have promoted curriculum reform that keeps pace with industry development and helps students acquire more competitive knowledge and skills.	3.35	1.23	medium	3
10	Academic administrators have developed diverse teaching methods to fully mobilize students' learning enthusiasm.	3.30	1.23	medium	5
11	Academic administrators have developed fair and reasonable course assessment methods to comprehensively evaluate students' learning outcomes.	3.24	1.25	medium	7
	Total	**3.30**	**0.92**	**medium**	

According to table 4.3, found that the current situation of professional curriculum setting in academic quality management was at a medium level (μ = 3.30). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators have developed teaching plans that are highly consistent with talent development goals and effectively promote the achievement of goals (μ = 3.39), followed by academic administrators have developed substantial course content that covers core knowledge and the latest developments in related fields (μ = 3.37), Academic administrators rationally plan and design the curriculum system, and the professional curriculum setting can keep up with the development trend of the industry was the lowest mean (μ = 3.20).

Table 4.4 The mean and standard deviation of the current situation of teaching process management in academic quality management

(N = 589)

No	Teaching process management	μ	σ	Level	Order
1	Academic administrators supervise and follow up the implementation of teaching plans to ensure the achievement of teaching objectives and improve academic quality.	3.23	1.18	medium	9
2	Academic administrators set up course arrangements that meet students' learning pace and course requirements, effectively improving learning outcomes.	3.31	1.21	medium	6
3	Academic administrators strictly review the process of teaching material selection to ensure that the selected textbooks meet teaching requirements.	3.40	1.26	medium	3
4	Academic administrators promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching.	3.22	1.24	medium	10
5	Academic administrators attach great importance to student attendance management to improve overall learning outcomes and maintain good classroom discipline.	3.43	1.23	medium	2
6	Academic administrators adopt diversified examination arrangements to ensure that different types of examination forms can comprehensively evaluate students' learning outcomes.	3.33	1.16	medium	5
7	Academic administrators effectively supervise the implementation of the teaching management system to ensure the smooth progress of various teaching activities.	3.24	1.14	medium	8

Table 4.4 (Continue)

No	Teaching process management	μ	σ	Level	Order
8	Academic administrators have formulated a standardized vise Student status management system to effectively ensure the accuracy of student registration information.	3.48	1.22	medium	1
9	Academic administrators have formulated clear classroom management regulations to effectively maintain classroom order and learning atmosphere.	3.37	1.21	medium	4
10	Academic administrators have developed a fair and reasonable grade management system to ensure the authenticity and fairness of students' grades.	3.28	1.19	medium	7
11	Academic administrators maintaining and updating the teaching management system in a timely manner to ensure that teaching activities are carried out efficiently and orderly.	3.31	1.25	medium	6
	Total	**3.32**	**0.81**	**medium**	

According to table 4.4, found that the current situation of teaching process management in academic quality management was at a medium level (μ = 3.32). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators have formulated a standardized vise Student status management system to effectively ensure the accuracy of student registration information (μ = 3.48), followed by academic administrators attach great importance to student attendance management to improve overall learning outcomes and maintain good classroom discipline (μ = 3.43), Academic administrators promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching was the lowest mean (μ = 3.22).

Table 4.5 The mean and standard deviation of the current situation of teaching staff
construction in academic quality management

(N = 589)

No	Teaching staff construction	μ	σ	Level	Order
1	Academic administrators attach importance to the improvement of the overall quality and professional ability of the teaching staff, ensuring that the academic quality is steadily improved and meeting the needs of educational reform.	3.39	1.19	medium	1
2	Academic administrators have formulated a complete teaching staff construction system to ensure that the professional development of teachers is consistent with the school's goals.	3.35	1.19	medium	4
3	Academic administrators conduct strict selection when recruitment and introduction of teachers, and attach importance to the professional background and teaching ability of teachers.	3.31	1.25	medium	6
4	Academic administrators focus on improving the teacher structure, including age, professional title and academic qualifications, to achieve the classification and development of teachers.	3.26	1.18	medium	7
5	Academic administrators focus on the division of responsibilities of teachers to ensure that each teacher has a clear scope of work.	3.24	1.24	medium	8
6	Academic administrators value teachers' teaching experience and provide effective guidance and support for new teachers.	3.36	1.22	medium	3

Table 4.5 (Continue)

No	Teaching staff construction	μ	σ	Level	Order
7	Academic administrators attach importance to the cultivation of teachers' teaching ability, so as to continuously improve teachers' teaching level.	3.38	1.19	medium	2
8	Academic administrators provide teachers with a variety of training and further study opportunities to promote their professional development.	3.21	1.19	medium	10
9	Academic administrators attach importance to providing scientific research support to teachers, so as to improve the academic level and influence of the school.	3.22	1.25	medium	9
10	Academic administrators set clear promotion and assessment standards to ensure that teachers' efforts and achievements are recognized.	3.32	1.20	medium	5
11	Academic administrators attach importance to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school.	3.19	1.22	medium	11
12	Academic administrators attach importance to establishing a diversified teacher incentive mechanism to meet the different needs of teachers and stimulate their potential.	3.31	1.23	medium	6
	Total	**3.29**	**0.81**	**medium**	

According to table 4.5, found that the current situation of teaching staff construction in academic quality management was at a medium level (μ = 3.29). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators attach importance to the improvement of the overall quality and professional ability of the teaching staff, ensuring that the academic quality is steadily improved and meeting the needs of educational reform (μ = 3.39), followed by academic administrators attach importance to the cultivation of teachers' teaching ability, so as to continuously improve teachers' teaching level (μ = 3.38), Academic administrators attach importance to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school was the lowest mean (μ = 3.19).

Table 4.6 The mean and standard deviation of the current situation of teaching basic conditions in academic quality management

(N = 589)

No	Teaching basic conditions	μ	σ	Level	Order
1	Academic administrators continuously invest in and update teaching instruments and equipment to ensure the comprehensive improvement of teaching basic conditions.	3.35	1.27	medium	6
2	Academic administrators attach importance to creating a comfortable classrooms environment to promote students' learning interest and improve the effectiveness of classroom teaching.	3.46	1.28	medium	1
3	Academic administrators attach importance to the construction of laboratories facilities and equipment to ensure that students conduct high-quality experimental learning.	3.27	1.21	medium	9
4	Academic administrators provide the libraries with sufficient book and literature resources to support students' learning and research needs.	3.41	1.22	medium	3
5	Academic administrators attach importance to introducing rich multimedia resources to support the diversified presentation of teaching content.	3.29	1.20	medium	8
6	Academic administrators regularly update and maintain teaching tools to ensure the normal use of teaching equipment and classroom effectiveness.	3.34	1.23	medium	7

Table 4.6 (Continue)

No	Teaching basic conditions	μ	σ	Level	Order
7	Academic administrators actively promote the construction of teaching information platforms to improve the sharing and management efficiency of teaching resources.	3.26	1.21	medium	10
8	Academic administrators focus on training professional equipment management personnel to ensure the daily maintenance and efficient operation of teaching equipment.	3.43	1.23	medium	2
9	Academic administrators providing regular training opportunities for equipment management personnel to improve their technical level and equipment management capabilities.	3.37	1.23	medium	5
10	Academic administrators attach importance to building complete network facilities to ensure that teachers and students can smoothly access Internet resources during teaching and learning.	3.39	1.17	medium	4
11	Academic administrators have strengthen to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience.	3.23	1.24	medium	11
	Total	**3.34**	**0.85**	**medium**	

According to table 4.6, found that the current situation of teaching basic conditions in academic quality management was at a medium level (μ = 3.34). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators attach importance to creating a comfortable classrooms environment to promote students' learning interest and improve the effectiveness of classroom teaching (μ = 3.46), followed by academic administrators focus on training professional equipment management personnel to ensure the daily maintenance and efficient operation of teaching equipment (μ = 3.43), Academic administrators have strengthen to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience was the lowest mean (μ = 3.23).

Table 4.7 The mean and standard deviation of the current situation of academic quality evaluation in academic quality management

(N = 589)

No	Academic quality evaluation	μ	σ	Level	Order
1	Academic administrators have established a dedicated academic quality management department to effectively promote the implementation of teaching evaluation and improvement measures.	3.39	1.17	medium	3
2	Academic administrators have established a complete evaluation system to effectively supervise and evaluate the implementation of various tasks.	3.33	1.18	medium	6
3	Academic administrators regularly organize class observation and evaluation to improve the overall teaching level and students' learning effects.	3.38	1.24	medium	4
4	Academic administrators regularly conduct teaching inspections to ensure the standardization and effectiveness of teaching activities.	3.28	1.26	medium	10
5	Academic administrators have established a complete teaching accident handling mechanism to ensure effective response to problems arising in the teaching process.	3.36	1.22	medium	5
6	Academic administrators have established a teaching supervision mechanism and conduct regular teaching evaluations.	3.31	1.18	medium	7

Table 4.7 (Continue)

No	Academic quality evaluation	μ	σ	Level	Order
7	Academic administrators attach importance to the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality.	3.21	1.30	medium	12
8	Academic administrators regularly conduct quality analysis of academic performance assessments to ensure the fairness and effectiveness of evaluation standards.	3.41	1.20	medium	2
9	Academic administrators regularly conduct academic quality analysis of teachers to promote the professional growth of teachers and improve teaching effectiveness.	3.47	1.23	medium	1
10	Academic administrators attach importance to the analysis of teaching evaluation results to evaluate the effectiveness of teaching activities and formulate improvement measures.	3.29	1.21	medium	9
11	Academic administrators regularly organize teaching feedback meetings and make teaching improvements based on the feedback results.	3.30	1.26	medium	8
12	Academic administrators establish feedback mechanisms for teaching activities to continuously improve academic quality.	3.26	1.24	medium	11
	Total	**3.33**	**0.89**	**medium**	

According to table 4.7, found that the current situation of academic quality evaluation in academic quality management was at a medium level (μ = 3.33). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators regularly conduct academic quality analysis of teachers to promote the professional growth of teachers and improve teaching effectiveness (μ = 3.47), followed by academic administrators regularly conduct quality analysis of academic performance assessments to ensure the fairness and effectiveness of evaluation standards (μ = 3.41), Academic administrators attach importance to the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality was the lowest mean (μ = 3.21).

Part 3: The analysis results of interview data about guidelines for academic quality management of Guangxi higher vocational colleges.

In this part, interview questions are designed by selecting the lowest mean for each variable based on the results of the questionnaire. Based on the interview questions, the interview experts will answer the reasons for the lowest item means and provide guidance on how to solve the problem.

Table 4.8 Personal information of the interviewee

Interviewee	Education background	Professional Title	Department	Work experience
Interviewee 1	Master's degree	Professor	Academic Affairs Department	18 years
Interviewee 2	Doctor's degree	Professor	Administrative Affairs Department	21 years
Interviewee 3	Master's degree	Associate Professor	Quality Management Department	15 years
Interviewee 4	Doctor's degree	Professor	Academic Affairs Department	22 years

Table **4.8** (Continue)

Interviewee	Education background	Professional Title	Department	Work experience
Interviewee 5	Master's degree	Professor	Academic Affairs Department	17 years
Interviewee 6	Master's degree	Professor	Administrative Affairs Department	29 years
Interviewee 7	Master's degree	Associate Professor	Teachers' Affairs Department	16 years
Interviewee 8	Doctor's degree	Professor	Academic Affairs Department	21 years
Interviewee 9	Master's degree	Associate Professor	Development Planning Department	17 years
Interviewee 10	Master's degree	Associate Professor	Academic Affairs Department	16 years
Interviewee 11	Master's degree	Professor	Academic Affairs Department	19 years
Interviewee 12	Doctor's degree	Professor	Administrative Affairs Department	23 years
Interviewee 13	Master's degree	Professor	Quality Management Department	20 years
Interviewee 14	Doctor's degree	Associate Professor	Academic Affairs Department	18 years

Table 4.8 (Continue)

Interviewee	Education background	Professional Title	Department	Work experience
Interviewee 15	Master's degree	Professor	Administrative Affairs Department	21 years
Interviewee 16	Master's degree	Associate Professor	Academic Affairs Department	20 years
Interviewee 17	Master's degree	Associate Professor	Teachers' Affairs Department	15 years
Interviewee 18	Doctor's degree	Professor	Academic Affairs Department	19 years
Interviewee 19	Master's degree	Professor	Academic Affairs Department	21 years
Interviewee 20	Doctor's degree	Associate Professor	Quality Management Department	16 years

According to table 4.8, the interviewee in this research is 20 academic administrators of Guangxi higher vocational colleges, the present situation of academic quality management of Guangxi higher vocational colleges was studied through interviews. The qualifications of interviewee are as follows: 1) Middle-level leaders and above academic administrators of Guangxi higher vocational colleges with more than 8 years of working experience, 2) Rich experience in academic management and leadership, 3) Have a doctorate degree, or have a senior title, have a deeper understanding of academic quality management and research.

Interview Results

1. There were 10 guidelines for professional curriculum setting as follows:

1) Establish a professional guidance committee and regularly invite industry experts to participate in professional construction.

2) Introduce modular course design and divide the course content into independent and interrelated modules.

3) Establish a professional early warning mechanism and set up majors according to industry development trends and employment needs.

4) Optimize the curriculum structure and reasonably design basic courses, core courses and extension courses.

5) Establish a dynamic course adjustment mechanism to ensure synchronization with industry technology development.

6) Strengthen school-enterprise cooperation and invite industry experts to participate in course design.

7) Schools and enterprises jointly formulate talent training plans to ensure a reasonable curriculum system.

8) Establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content.

9) Design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages.

10) Strengthen practical teaching and increase the proportion of practical courses.

2. There were 9 guidelines for teaching process management as follows:

1) Develop clear teaching plans, and strengthen teaching process management.

2) Adopt multi-dimensional assessment methods to comprehensively evaluate learning progress.

3) Establish a sound teaching management system to supervise academic quality and implementation effects.

4) Promote information-based teaching management and standardize the teaching process.

5) Strengthen teaching progress management and optimize teaching activities.

6) Promote diversified teaching methods, improve classroom management and teaching effects.

7) Promote teaching team collaboration, strengthen supervision and feedback on the teaching process.

8) Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities.

9) Establish a teaching supervision team to supervise and guide teaching activities.

3. There were 9 guidelines for teaching staff construction as follows:

1) Improve the teacher training system and provide continuous training and further study opportunities.

2) Innovate the teacher incentive mechanism and improve the reward and promotion system.

3) Support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities.

4) Optimize the teacher evaluation mechanism and incorporate teaching achievements, scientific research achievements and social services into the teacher evaluation system.

5) Establish a teacher development center to help teachers develop career development plans.

6) Strengthen international training and provide overseas training and international exchange opportunities.

7) Provide information-based teaching training to help teachers master modern teaching technology.

8) Strengthen the training of dual-qualified teachers to ensure the improvement of the quality of the teaching team.

9) Strengthen the construction of the teacher team and form a high-level and structured teaching innovation team.

4. There were 8 guidelines for teaching basic conditions as follows:

1) Ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development.

2) Equipped with advanced teaching equipment to promote intelligent and digital teaching applications.

3) Establish a digital teaching resource platform to provide rich course materials and learning tools.

4) Strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment.

5) Provide digital teaching equipment training to improve teachers' modern teaching ability.

6) Establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources.

7) Schools and enterprises jointly build training bases and use enterprise resources to improve practical teaching conditions.

8) Establish an effective equipment management system to standardize the purchase and management of teaching equipment.

5. There were 8 guidelines for academic quality evaluation as follows:

1) Optimize the evaluation index system and set reasonable evaluation indicators.

2) Promote the application of evaluation results for teaching reform and decision-making.

3) Construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation.

4) Strengthen teachers' evaluation capacity building, improve the evaluation level and teaching reflection ability.

5) Introduce information-based evaluation tools to enhance intelligent analysis capabilities to support decision-making.

6) Strengthen the evaluation of school-enterprise cooperation to improve the quality of student training.

7) Adopt the combination of process evaluation and final evaluation to reflect academic quality more comprehensively.

8) Establish feedback and improvement mechanism, timely feedback evaluation results and improvement.

Table 4.9 Guidelines for academic quality management of Guangxi higher vocational Colleges

Content		Guidelines
Professional curriculum setting	1	Establish a professional guidance committee and regularly invite industry experts to participate in professional construction.
	2	Introduce modular course design and divide the course content into independent and interrelated modules.
	3	Establish a professional early warning mechanism and set up majors according to industry development trends and employment needs.
	4	Optimize the curriculum structure and reasonably design basic courses, core courses and extension courses.
	5	Establish a dynamic course adjustment mechanism to ensure synchronization with industry technology development.
	6	Strengthen school-enterprise cooperation and invite industry experts to participate in course design.
	7	Schools and enterprises jointly formulate talent training plans to ensure a reasonable curriculum system.
	8	Establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content.
	9	Design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages.
	10	Strengthen practical teaching and increase the proportion of practical courses.

Table 4.9 (Continue)

Content		Guidelines
Teaching process management	1	Develop clear teaching plans, and strengthen teaching process management.
	2	Adopt multi-dimensional assessment methods to comprehensively evaluate learning progress.
	3	Establish a sound teaching management system to supervise academic quality and implementation effects.
	4	Promote information-based teaching management and standardize the teaching process.
	5	Strengthen teaching progress management and optimize teaching activities.
	6	Promote diversified teaching methods, improve classroom management and teaching effects.
	7	Promote teaching team collaboration, strengthen supervision and feedback on the teaching process.
	8	Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities.
	9	Establish a teaching supervision team to supervise and guide teaching activities.
Teaching staff construction	1	Improve the teacher training system and provide continuous training and further study opportunities.
	2	Innovate the teacher incentive mechanism and improve the reward and promotion system.

Table 4.9 (Continue)

Content		Guidelines
Teaching staff construction	3	Support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities.
	4	Optimize the teacher evaluation mechanism and incorporate teaching achievements, scientific research achievements and social services into the teacher evaluation system.
	5	Establish a teacher development center to help teachers develop career development plans.
	6	Strengthen international training and provide overseas training and international exchange opportunities.
	7	Provide information-based teaching training to help teachers master modern teaching technology.
	8	Strengthen the training of dual-qualified teachers to ensure the improvement of the quality of the teaching team.
	9	Strengthen the construction of the teacher team and form a high-level and structured teaching innovation team.
Teaching basic conditions	1	Ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development.
	2	Equipped with advanced teaching equipment to promote intelligent and digital teaching applications.
	3	Establish a digital teaching resource platform to provide rich course materials and learning tools.

Table 4.9 (Continue)

Content		Guidelines
Teaching basic conditions	4	Strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment.
	5	Provide digital teaching equipment training to improve teachers' modern teaching ability.
	6	Establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources.
	7	Schools and enterprises jointly build training bases and use enterprise resources to improve practical teaching conditions.
	8	Establish an effective equipment management system to standardize the purchase and management of teaching equipment.
Academic quality evaluation	1	Optimize the evaluation index system and set reasonable evaluation indicators.
	2	Promote the application of evaluation results for teaching reform and decision-making.
	3	Construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation.
	4	Strengthen teachers' evaluation capacity building, improve the evaluation level and teaching reflection ability.
	5	Introduce information-based evaluation tools to enhance intelligent analysis capabilities to support decision-making.
	6	Strengthen the evaluation of school-enterprise cooperation to improve the quality of student training.

Table 4.9 (Continue)

Content		Guidelines
Academic quality evaluation	7	Adopt the combination of process evaluation and final evaluation to reflect academic quality more comprehensively.
	8	Establish feedback and improvement mechanism, timely feedback evaluation results and improvement.

According to table 4.9, the researcher put forward guidelines for academic quality management of Guangxi higher vocational colleges in five aspects, with a total of 44. There were 10 guidelines for professional curriculum setting, 9 guidelines for teaching process management, 9 guidelines for teaching staff construction, 8 guidelines for teaching basic conditions, and 8 guidelines for academic quality evaluation.

Professional curriculum setting
(10 guidelines)

1. Establish a professional guidance committee.
2. Introduce modular curriculum design.
3. Establish a professional early warning mechanism.
4. Optimize the curriculum structure.
5. Establish a dynamic course adjustment mechanism.
6. Strengthen school-enterprise cooperation.
7. Schools and enterprises jointly formulate talent training plans.
8. Establish a course evaluation mechanism.
9. Design a progressive curriculum system.
10. Strengthen practical teaching.

Teaching process management
(9 guidelines)

1. Develop clear teaching plans.
2. Adopt multi-dimensional assessment methods.
3. Establish a sound teaching management system.
4. Promote information-based teaching management.
5. Strengthen teaching progress management.
6. Promote diversified teaching methods.
7. Promote teaching team collaboration.
8. Strengthen academic quality monitoring.
9. Establish a teaching supervision team.

Guidelines for Academic Quality Management

Teaching staff construction
(9 guidelines)

1. Improve the teacher training system.
2. Innovate the teacher incentive mechanism.
3. Support teachers' academic improvement.
4. Optimize the teacher evaluation mechanism.
5. Establish a teacher development center.
6. Strengthen international training.
7. Provide information-based teaching training.
8. Strengthen the training of dual-qualified teachers.
9. Strengthen the construction of the teacher team.

Teaching basic conditions
(8 guidelines)

1. Ensure the investment of teaching funds.
2. Equipped with advanced teaching equipment.
3. Establish a digital teaching resource platform.
4. Strengthen the regular maintenance and updating of teaching equipment.
5. Provide digital teaching equipment training.
6. Establish a resource sharing mechanism inside and outside the school.
7. Schools and enterprises jointly build training bases.
8. Establish an effective equipment management system.

Academic quality evaluation
(8 guidelines)

1. Optimize the evaluation index system.
2. Promote the application of evaluation results.
3. Construct a multidimensional evaluation system.
4. Strengthen teachers' evaluation capacity building.
5. Introduce information-based evaluation tools.
6. Strengthen the evaluation of school-enterprise cooperation.
7. Adopt the combination of process evaluation and final evaluation.
8. Establish feedback and improvement mechanism.

Figure 4.1 Guidelines for Academic Quality Management of
Guangxi higher Vocational Colleges

Part 4: The analysis results of the evaluation of the suitability and feasibility of the guidelines for academic quality management of Guangxi higher vocational colleges. The researcher presented the data by mean and standard deviation.

Table 4.10 The mean and standard deviation of the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in five aspects

(N = 11)

Guidelines for academic quality management of Guangxi higher vocational colleges	Suitability			Feasibility		
	$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
1 Professional curriculum setting	4.59	0.32	highest	4.63	0.35	highest
2 Teaching process management	4.63	0.30	highest	4.62	0.37	highest
3 Teaching staff construction	4.61	0.35	highest	4.66	0.22	highest
4 Teaching basic conditions	4.60	0.31	highest	4.68	0.31	highest
5 Academic quality evaluation	4.60	0.40	highest	4.65	0.42	highest
Total	**4.61**	**0.25**	**highest**	**4.65**	**0.26**	**highest**

According to Table 4.10, found that the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges were at the high level with mean between 4.00 and 5.00, which means guidelines for academic quality management of Guangxi higher vocational colleges is suitability and feasibility. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: teaching process management was the highest mean ($\overline{X}$ = 4.63), followed by teaching staff construction ($\overline{X}$ = 4.61), professional curriculum setting was the lowest mean ($\overline{X}$ = 4.59). Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows : teaching basic conditions was the highest ($\overline{X}$ = 4.68), followed by teaching staff construction ($\overline{X}$ = 4.66), teaching process management was the lowest mean ($\overline{X}$ = 4.62).

Table 4.11 The mean and standard deviation of the suitability and feasibility of guidelines for professional curriculum setting

(N = 11)

Professional curriculum setting	Suitability			Feasibility		
	$\overline{\mathrm{X}}$	*S.D.*	Level	$\overline{\mathrm{X}}$	*S.D.*	Level
1 Establish a professional guidance committee and regularly invite industry experts to participate in professional construction.	4.91	0.30	highest	4.91	0.30	highest
2 Introduce modular course design and divide the course content into independent and interrelated modules.	4.45	0.69	high	4.55	0.52	highest
3 Establish a professional early warning mechanism and set up majors according to industry development trends and employment needs.	4.55	0.52	highest	4.55	0.52	highest
4 Optimize the curriculum structure and reasonably design basic courses, core courses and extension courses.	4.64	0.51	highest	4.64	0.51	highest
5 Establish a dynamic course adjustment mechanism to ensure synchronization with industry technology development.	4.64	0.51	highest	4.55	0.69	highest

Table 4.11 (Continue)

Professional curriculum setting	Suitability			Feasibility		
	$\overline{\mathrm{X}}$	*S.D.*	Level	$\overline{\mathrm{X}}$	*S.D.*	Level
6 Strengthen school-enterprise cooperation and invite industry experts to participate in course design.	4.55	0.69	highest	4.73	0.47	highest
7 Schools and enterprises jointly formulate talent training plans to ensure a reasonable curriculum system.	4.82	0.41	highest	4.64	0.51	highest
8 Establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content.	4.27	0.79	high	4.55	0.52	highest
9 Design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages.	4.55	0.69	highest	4.36	0.67	high
10 Strengthen practical teaching and increase the proportion of practical courses.	4.55	0.52	highest	4.82	0.41	highest
Total	**4.59**	**0.32**	**highest**	**4.63**	**0.35**	**highest**

According to Table 4.11, found that the suitability of guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting were at the high level with mean between 4.27 and 4.91, which means guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: establish a professional guidance committee and regularly invite industry experts to participate in professional construction was the highest mean ($\overline{X}$ = 4.91), followed by schools and enterprises jointly formulate talent training plans to ensure a reasonable curriculum system ($\overline{X}$ =4.82), establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content was the lowest mean ($\overline{X}$ = 4.27).

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting were at the high level with mean between 4.36 and 4.91, which means guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: establish a professional guidance committee and regularly invite industry experts to participate in professional construction was the highest ($\overline{X}$ = 4.91), followed by strengthen practical teaching and increase the proportion of practical courses ($\overline{X}$ = 4.82), design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages was the lowest mean ($\overline{X}$ = 4.36).

Table 4.12 The mean and standard deviation of the suitability and feasibility of guidelines for teaching process management

Teaching process management	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1 Develop clear teaching plans, and strengthen teaching process management.	4.45	0.52	high	4.82	0.41	highest
2 Adopt multi-dimensional assessment methods to comprehensively evaluate learning progress.	4.55	0.69	highest	4.45	0.69	high
3 Establish a sound teaching management system to supervise academic quality and implementation effects.	4.91	0.30	highest	4.55	0.52	highest
4 Promote information-based teaching management and standardize the teaching process.	4.73	0.65	highest	4.64	0.51	highest
5 Strengthen teaching progress management and optimize teaching activities.	4.82	0.41	highest	4.64	0.51	highest
6 Promote diversified teaching methods, improve classroom management and teaching effects.	4.64	0.67	highest	4.36	0.67	high
7 Promote teaching team collaboration, strengthen supervision and feedback on the teaching process.	4.55	0.69	highest	4.73	0.65	highest

Table 4.12 (Continue)

Teaching process management	Suitability			Feasibility		
	$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
8 Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities.	4.36	0.67	high	4.73	0.47	highest
9 Establish a teaching supervision team to supervise and guide teaching activities.	4.64	0.67	highest	4.64	0.67	highest
Total	4.63	0.30	highest	4.62	0.37	highest

According to Table 4.12, found that the suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management were at the high level with mean between 4.36 and 4.91, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: establish a sound teaching management system to supervise academic quality and implementation effects was the highest mean ($\overline{X}$ = 4.91), followed by strengthen teaching progress management and optimize teaching activities ($\overline{X}$ = 4.82), strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities was the lowest mean ($\overline{X}$ = 4.36).

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management were at the high level with mean between 4.36 and 4.82, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: develop clear teaching plans, and strengthen teaching process management was the highest ($\overline{X}$ = 4.82), followed by promote teaching team collaboration, strengthen supervision and feedback on the teaching process, There is also Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities ($\overline{X}$ =4.73), promote diversified teaching methods, improve classroom management and teaching effects was the lowest mean ($\overline{X}$ = 4.36).

Table 4.13 The mean and standard deviation of the suitability and feasibility of guidelines for teaching staff construction

Teaching staff construction	Suitability			Feasibility		
	$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
1 Improve the teacher training system and provide continuous training and further study opportunities.	4.82	0.41	highest	4.55	0.52	highest
2 Innovate the teacher incentive mechanism and improve the reward and promotion system.	4.55	0.69	highest	4.55	0.52	highest
3 Support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities.	4.55	0.52	highest	4.82	0.41	highest
4 Optimize the teacher evaluation mechanism and incorporate teaching achievements, scientific research achievements and social services into the teacher evaluation system.	4.64	0.51	highest	4.64	0.51	highest
5 Establish a teacher development center to help teachers develop career development plans.	4.73	0.47	highest	4.73	0.47	highest
6 Strengthen international training and provide overseas training and international exchange opportunities.	4.36	0.67	high	4.45	0.69	high

Table 4.13 (Continue)

Teaching staff construction	Suitability			Feasibility		
	$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
7 Provide information-based teaching training to help teachers master modern teaching technology.	4.55	0.52	highest	4.73	0.47	highest
8 Strengthen the training of dual-qualified teachers to ensure the improvement of the quality of the teaching team.	4.64	0.51	highest	4.55	0.69	highest
9 Strengthen the construction of the teacher team and form a high-level and structured teaching innovation team.	4.64	0.51	highest	4.91	0.30	highest
Total	**4.61**	**0.35**	**highest**	**4.66**	**0.22**	**highest**

According to Table 4.13, found that the suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction were at the high level with mean between 4.36 and 4.82, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: improve the teacher training system and provide continuous training and further study opportunities was the highest mean ($\overline{X}$ = 4.82), followed by establish a teacher development center to help teachers develop career development plans ($\overline{X}$ = 4.73), strengthen international training and provide overseas training and international exchange opportunities was the lowest mean ($\overline{X}$ = 4.36).

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction were at the high level with mean between 4.45 and 4.91, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction is feasibility. Considering the results of this research feasibility of aspects ranged from the

highest to lowest mean were as follows: strengthen the construction of the teacher team and form a high-level and structured teaching innovation team was the highest ($\overline{X}$ = 4.91), followed by support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities ($\overline{X}$ = 4.82), strengthen international training and provide overseas training and international exchange opportunities was the lowest mean ($\overline{X}$ = 4.45).

Table 4.14 The mean and standard deviation of the suitability and feasibility of guidelines for teaching basic conditions

(N = 11)

	Teaching basic conditions	Suitability			Feasibility		
		$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
1	Ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development.	4.82	0.41	highest	4.73	0.65	highest
2	Equipped with advanced teaching equipment to promote intelligent and digital teaching applications.	4.64	0.51	highest	4.82	0.41	highest
3	Establish a digital teaching resource platform to provide rich course materials and learning tools.	4.45	0.69	high	4.73	0.65	highest
4	Strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment.	4.55	0.69	highest	4.91	0.30	highest
5	Provide digital teaching equipment training to improve teachers' modern teaching ability.	4.82	0.41	highest	4.64	0.51	highest

Table 4.14 (Continue)

Teaching basic conditions	Suitability			Feasibility		
	$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
6 Establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources.	4.36	0.67	high	4.36	0.51	high
7 Schools and enterprises jointly build training bases and use enterprise resources to improve practical teaching conditions.	4.55	0.52	highest	4.55	0.69	highest
8 Establish an effective equipment management system to standardize the purchase and management of teaching equipment.	4.64	0.51	highest	4.73	0.47	highest
Total	**4.60**	**0.31**	**highest**	**4.68**	**0.31**	**highest**

According to Table 4.14, found that the suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions were at the high level with mean between 4.36 and 4.82, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development, and provide digital teaching equipment training to improve teachers' modern teaching ability was the highest mean ($\overline{X}$ = 4.82), followed by equipped with advanced teaching equipment to promote intelligent and digital teaching applications, and establish an effective equipment management system to standardize the purchase and management of teaching equipment ($\overline{X}$ = 4.64), establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources was the lowest mean ($\overline{X}$ = 4.36).

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions were at the high level with mean between 4.36 and 4.91, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment was the highest ($\overline{X}$ = 4.91), followed by equipped with advanced teaching equipment to promote intelligent and digital teaching applications ($\overline{X}$ = 4.82), establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources was the lowest mean ($\overline{X}$ = 4.36).

Table 4.15 The mean and standard deviation of the suitability and feasibility of guidelines for academic quality evaluation

(N = 11)

Academic quality evaluation	Suitability			Feasibility		
	$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
1 Optimize the evaluation index system and set reasonable evaluation indicators.	4.82	0.41	highest	4.91	0.30	highest
2 Promote the application of evaluation results for teaching reform and decision-making.	4.55	0.69	highest	4.45	0.69	high
3 Construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation.	4.73	0.47	highest	4.55	0.52	highest
4 Strengthen teachers' evaluation capacity building, improve the evaluation level and teaching reflection ability.	4.55	0.69	highest	4.73	0.47	highest

Table 4.15 (Continue)

Academic quality evaluation	Suitability			Feasibility		
	$\overline{X}$	*S.D.*	Level	$\overline{X}$	*S.D.*	Level
5 Introduce information-based evaluation tools to enhance intelligent analysis capabilities to support decision-making.	4.64	0.51	highest	4.64	0.51	highest
6 Strengthen the evaluation of school-enterprise cooperation to improve the quality of student training.	4.36	0.67	high	4.55	0.69	highest
7 Adopt the combination of process evaluation and final evaluation to reflect academic quality more comprehensively.	4.64	0.51	highest	4.55	0.69	highest
8 Establish feedback and improvement mechanism, timely feedback evaluation results and improvement.	4.55	0.52	highest	4.82	0.41	highest
Total	**4.60**	**0.40**	**highest**	**4.65**	**0.42**	**highest**

According to Table 4.15, found that the suitability of guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation were at the high level with mean between 4.36 and 4.82, which means guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: optimize the evaluation index system and set reasonable evaluation indicators was the highest mean ($\overline{X}$ = 4.82), followed by construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation ($\overline{X}$ = 4.73), strengthen the evaluation of school-enterprise cooperation to improve the quality of student training was the lowest mean ($\overline{X}$ = 4.36).

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation were at the high level with mean between 4.45 and 4.91, which means guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: optimize the evaluation index system and set reasonable evaluation indicators was the highest ($\overline{X}$ = 4.91), followed by establish feedback and improvement mechanism, timely feedback evaluation results and improvement ($\overline{X}$ = 4.82), promote the application of evaluation results for teaching reform and decision-making was the lowest mean ($\overline{X}$ = 4.45).

Chapter 5
Conclusion Discussion and Recommendations

The objectives of the present research include: 1)To study the current situation of academic quality management of Guangxi higher vocational colleges. 2) To provide the guidelines for academic quality management of Guangxi higher vocational colleges. 3) To evaluate the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges. The research were including in five aspects: 1) Professional curriculum setting, 2) Teaching process management, 3)Teaching staff construction, 4) Teaching basic conditions, 5) Academic quality evaluation. The research Instruments are questionnaire, structured interview, and evaluation form. The data statistics are used as percentage, mean, and standard deviation. The conclusion, discussion and recommendations of this research are as follows.

Conclusion

The research in guidelines for academic quality management of Guangxi higher vocational colleges. The researcher summarizes the conclusion into three parts, details as follows:

Part 1: The current situation of academic quality management of Guangxi higher vocational colleges.

Part 2: The guidelines for academic quality management of Guangxi higher vocational colleges.

Part 3: The suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges.

Part 1: The current situation of academic quality management of Guangxi higher vocational colleges.

The current situation of academic quality management of Guangxi higher vocational colleges in five aspects was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was teaching basic conditions, followed by academic quality evaluation, teaching staff construction was the lowest mean.

The current situation of professional curriculum setting in academic quality management was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean

was academic administrators have developed teaching plans that are highly consistent with talent development goals and effectively promote the achievement of goals, followed by academic administrators have developed substantial course content that covers core knowledge and the latest developments in related fields, Academic administrators rationally plan and design the curriculum system, and the professional curriculum setting can keep up with the development trend of the industry was the lowest mean.

The current situation of teaching process management in academic quality management was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators have formulated a standardized vise Student status management system to effectively ensure the accuracy of student registration information, followed by academic administrators attach great importance to student attendance management to improve overall learning outcomes and maintain good classroom discipline, Academic administrators promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching was the lowest mean.

The current situation of teaching staff construction in academic quality management was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators attach importance to the improvement of the overall quality and professional ability of the teaching staff, ensuring that the academic quality is steadily improved and meeting the needs of educational reform, followed by academic administrators attach importance to the cultivation of teachers' teaching ability, so as to continuously improve teachers' teaching level, Academic administrators attach importance to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school was the lowest mean.

The current situation of teaching basic conditions in academic quality management was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators attach importance to creating a comfortable classrooms environment to promote students' learning interest and improve the effectiveness of classroom teaching, followed by academic administrators focus on training professional equipment management personnel to ensure the daily maintenance and efficient operation of teaching equipment, Academic administrators have strengthen to

introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience was the lowest mean.

The current situation of academic quality evaluation in academic quality management was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators regularly conduct academic quality analysis of teachers to promote the professional growth of teachers and improve teaching effectiveness, followed by academic administrators regularly conduct quality analysis of academic performance assessments to ensure the fairness and effectiveness of evaluation standards, Academic administrators attach importance to the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality was the lowest mean.

Part 2: The guidelines for academic quality management of Guangxi higher vocational colleges.

The guidelines for academic quality management of Guangxi higher vocational colleges in five aspects, with a total of 44. There were 10 guidelines for professional curriculum setting, 9 guidelines for teaching process management, 9 guidelines for teaching staff construction, 8 guidelines for teaching basic conditions, and 8 guidelines for academic quality evaluation.

1. There were 10 guidelines for professional curriculum setting as follows:

1) Establish a professional guidance committee and regularly invite industry experts to participate in professional construction.

2) Introduce modular course design and divide the course content into independent and interrelated modules.

3) Establish a professional early warning mechanism and set up majors according to industry development trends and employment needs.

4) Optimize the curriculum structure and reasonably design basic courses, core courses and extension courses.

5) Establish a dynamic course adjustment mechanism to ensure synchronization with industry technology development.

6) Strengthen school-enterprise cooperation and invite industry experts to participate in course design.

7) Schools and enterprises jointly formulate talent training plans to ensure a reasonable curriculum system.

8) Establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content.

9) Design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages.

10) Strengthen practical teaching and increase the proportion of practical courses.

2. There were 9 guidelines for teaching process management as follows:

1) Develop clear teaching plans, and strengthen teaching process management.

2) Adopt multi-dimensional assessment methods to comprehensively evaluate learning progress.

3) Establish a sound teaching management system to supervise academic quality and implementation effects.

4) Promote information-based teaching management and standardize the teaching process.

5) Strengthen teaching progress management and optimize teaching activities.

6) Promote diversified teaching methods, improve classroom management and teaching effects.

7) Promote teaching team collaboration, strengthen supervision and feedback on the teaching process.

8) Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities.

9) Establish a teaching supervision team to supervise and guide teaching activities.

3. There were 9 guidelines for teaching staff construction as follows:

1) Improve the teacher training system and provide continuous training and further study opportunities.

2) Innovate the teacher incentive mechanism and improve the reward and promotion system.

3) Support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities.

4) Optimize the teacher evaluation mechanism and incorporate teaching achievements, scientific research achievements and social services into the teacher evaluation system.

5) Establish a teacher development center to help teachers develop career development plans.

6) Strengthen international training and provide overseas training and international exchange opportunities.

7) Provide information-based teaching training to help teachers master modern teaching technology.

8) Strengthen the training of dual-qualified teachers to ensure the improvement of the quality of the teaching team.

9) Strengthen the construction of the teacher team and form a high-level and structured teaching innovation team.

4. There were 8 guidelines for teaching basic conditions as follows:

1) Ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development.

2) Equipped with advanced teaching equipment to promote intelligent and digital teaching applications.

3) Establish a digital teaching resource platform to provide rich course materials and learning tools.

4) Strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment.

5) Provide digital teaching equipment training to improve teachers' modern teaching ability.

6) Establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources.

7) Schools and enterprises jointly build training bases and use enterprise resources to improve practical teaching conditions.

8) Establish an effective equipment management system to standardize the purchase and management of teaching equipment.

5. There were 8 guidelines for academic quality evaluation as follows:

1) Optimize the evaluation index system and set reasonable evaluation indicators.

2) Promote the application of evaluation results for teaching reform and decision-making.

3) Construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation.

4) Strengthen teachers' evaluation capacity building, improve the evaluation level and teaching reflection ability.

5) Introduce information-based evaluation tools to enhance intelligent analysis capabilities to support decision-making.

6) Strengthen the evaluation of school-enterprise cooperation to improve the quality of student training.

7) Adopt the combination of process evaluation and final evaluation to reflect academic quality more comprehensively.

8) Establish feedback and improvement mechanism, timely feedback evaluation results and improvement.

Part 3: The suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges.

The suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges is suitability and feasibility. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: teaching process management was the highest mean, followed by teaching staff construction, professional curriculum setting was the lowest mean. Considering the results of this research feasibility of aspects ranged form the highest to lowest mean were as follows: teaching basic conditions was the highest, followed by teaching staff construction, teaching process management was the lowest mean.

1. Professional curriculum setting

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: establish a professional guidance committee and regularly invite industry experts to participate in professional construction was the highest mean, followed by schools and enterprises jointly formulate talent training plans to ensure a reasonable curriculum system, establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content was the lowest mean.

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: establish a professional guidance committee and regularly invite industry experts to participate in professional construction was the highest, followed

by strengthen practical teaching and increase the proportion of practical courses, design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages was the lowest mean.

2. Teaching process management

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: establish a sound teaching management system to supervise academic quality and implementation effects was the highest mean, followed by strengthen teaching progress management and optimize teaching activities, strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities was the lowest mean.

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: develop clear teaching plans, and strengthen teaching process management was the highest, followed by promote teaching team collaboration, strengthen supervision and feedback on the teaching process, There is also Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities, promote diversified teaching methods, improve classroom management and teaching effects was the lowest mean.

3. Teaching staff construction

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: improve the teacher training system and provide continuous training and further study opportunities was the highest mean, followed by establish a teacher development center to help teachers develop career development plans, strengthen international training and provide overseas training and international exchange opportunities was the lowest mean.

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction were at the highest level1, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: strengthen the construction of the teacher team and form a high-level and structured teaching innovation team was the highest, followed by support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities, strengthen international training and provide overseas training and international exchange opportunities was the lowest mean.

4. Teaching basic conditions

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions is suitability. Considering the results of this research suitability of aspects ranged from the highest to lowest mean were as follows: ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development, and provide digital teaching equipment training to improve teachers' modern teaching ability was the highest mean, followed by equipped with advanced teaching equipment to promote intelligent and digital teaching applications, and establish an effective equipment management system to standardize the purchase and management of teaching equipment, establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources was the lowest mean.

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions is feasibility. Considering the results of this research feasibility of aspects ranged from the highest to lowest mean were as follows: strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment was the highest, followed by equipped with advanced teaching equipment to promote intelligent and digital teaching applications, establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources was the lowest mean.

5. Academic quality evaluation

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation is suitability. Considering the results of this research suitability of aspects ranged form the highest to lowest mean were as follows: optimize the evaluation index system and set reasonable evaluation indicators was the highest mean, followed by construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation, strengthen the evaluation of school-enterprise cooperation to improve the quality of student training was the lowest mean.

The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation is feasibility. Considering the results of this research feasibility of aspects ranged form the highest to lowest mean were as follows: optimize the evaluation index system and set reasonable evaluation indicators was the highest, followed by establish feedback and improvement mechanism, timely feedback evaluation results and improvement, promote the application of evaluation results for teaching reform and decision-making was the lowest mean.

Discussion

The research in guideline for academic quality management of Guangxi higher vocational colleges. The researcher summarizes the discussion into three parts, details as follows:

Part 1: The current situation of academic quality management of Guangxi higher vocational colleges.

Part 2: The guidelines for academic quality management of Guangxi higher vocational colleges.

Part 3: The suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges.

Part 1: The current situation of academic quality management of Guangxi higher vocational colleges.

The current situation of academic quality management of Guangxi higher vocational colleges in five aspects was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the

highest mean was teaching basic conditions, followed by academic quality evaluation, teaching staff construction was the lowest mean.

The current status of academic quality management in Guangxi vocational colleges is at a medium level. Through investigation, it is found that there are mainly the following reasons: First, the professional curriculum setting is not well matched with industry needs, and the talent training goals are not clear enough, which makes it difficult to meet the actual needs of regional economy and industry. Second, the level of the teaching process management needs to be improved, and the teaching management system needs to be improved, and the monitoring and feedback of the teaching process steady need to be strengthened to ensure the improvement of academic quality. Third, the teaching staff construction needs to be strengthened, and efforts should be made to increase teacher training and improve teachers' practical ability and teaching innovation ability. Fourth, the teaching basic conditions need to be further improved, and investment in teaching equipment should be increased, information-based teaching facilities should be improved, and teaching support capabilities should be improved. Fifth, the academic quality evaluation system is not perfect enough, and a diversified and full-process evaluation system should be constructed to scientifically measure teaching effectiveness and promote continuous improvement.

The results of the analysis show that the academic quality management of higher vocational colleges in Guangxi still needs to be further promoted and improved. The related to the research of Cao Kairui (2024, p.69-72) pointed out that academic quality is the key to the survival and development of higher vocational colleges, and is the top priority of the current high-quality development task. In the actual teaching process, higher vocational colleges face many management difficulties, such as the separation of teaching concepts and actual operations, unreasonable professional curriculum setting, relatively lagging teaching process management, unclear talent training goals, and imperfect teaching evaluation mechanisms. These difficulties not only affect the teaching effect, but also restrict the sustainable development of higher vocational colleges. In order to improve the quality of teaching management, strategies such as improving the academic quality management mechanism, promoting the construction of teaching management informatization, and strengthening the construction of teaching management teams are proposed to solve the difficulties encountered in improving academic quality. Pang Yi, Sun Zhenbao (2023, p.120-122) pointed out that the standardization, scientificity and effectiveness of teaching management will have a direct impact on its academic quality, and improving the

teaching management quality will help the growth and development of college students. The article proposes that the content of teaching management includes: improving the teaching management system, academic quality supervision, and teacher team management. In addition, it also puts forward suggestions on improving the teaching basic conditions, rationally configuring professional curriculum setting, and formulating a academic quality evaluation system. Through the management of multiple processes such as investment in teaching equipment, information-based teaching management, teaching staff construction, and academic quality evaluation, the effectiveness of academic quality management can be improved to meet the needs of the times for talent training.Lu Chungeng (2018, p.30-34) pointed out that the central work of the school is teaching, and the main battlefield of teaching is classroom teaching. The construction of the quality management system requires measures such as strengthening the teaching staff construction, building an information data platform, and improving the academic quality evaluation system. The guarantee of academic quality requires teachers to teach effectively. Only by building a academic quality guarantee system can we better meet the needs of students' growth and the needs of the development of the new era, and enhance the attractiveness of vocational education.

1. Professional curriculum setting

Professional curriculum setting was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators have developed teaching plans that are highly consistent with talent development goals and effectively promote the achievement of goals, followed by academic administrators have developed substantial course content that covers core knowledge and the latest developments in related fields, Academic administrators rationally plan and design the curriculum system, and the professional curriculum setting can keep up with the development trend of the industry was the lowest mean.

In terms of professional curriculum setting, although talent training plans have been formulated, the talent training goals are not accurately positioned, the curriculum system is not well constructed, and a dynamic adjustment mechanism for the curriculum has not been established, which affects the quality of talent training. The related to the research of Tu Xianghui (2012, p.15-20) pointed out that in order to build a complete modern vocational education system, the Ministry of Education proposed to carry out undergraduate higher vocational pilot projects to explore ways to cultivate high-level technical application-oriented talents. The first problem to be

solved in the development of undergraduate higher vocational education is to accurately position the talent training goals. Only when the talent training goals are accurately positioned can we use them as a guide to correctly formulate teaching plans, build a scientific and reasonable curriculum system, promote the development of the profession, and ensure that the quality and specifications of the trained talents can meet social needs. Yu Jia (2025, p.146-149) pointed out that in the process of building the professional curriculum system of higher vocational colleges, there are still realistic challenges such as imperfect curriculum system, insufficient flexibility and innovation in curriculum content development, lack of dynamic curriculum adjustment mechanism, incomplete operation mechanism of teaching resource co-construction and sharing, and single teaching mode. To this end, higher vocational undergraduate colleges should build a rich and diverse curriculum system, continuously optimize the curriculum teaching content, establish a dynamic adjustment mechanism for the curriculum, and create a shared and co-constructed teaching pattern, so as to better cultivate high-tech skilled talents and orderly promote the construction of modern higher vocational professional curriculum system.

2. Teaching process management

Teaching process management was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators have formulated a standardized vise Student status management system to effectively ensure the accuracy of student registration information, followed by academic administrators attach great importance to student attendance management to improve overall learning outcomes and maintain good classroom discipline, Academic administrators promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching was the lowest mean.

In terms of teaching process management, although a teaching management system has been established, the system is still not perfect, the teaching supervision management is insufficient, and the degree of information management is low, which affects the monitoring and feedback efficiency of the teaching process and restricts the improvement of academic quality. The related to the research of Li Jian (2025, p.123-125) pointed out that with the rapid development of information technology, its application in the field of education is becoming more and more extensive. However, the administrators of higher vocational colleges lack the effective application of information technology in teaching management and fail to flexibly integrate it into the teaching process management. Therefore, the author proposes

that the teaching management system of higher vocational colleges should be improved and perfected, the management of information-based teaching process should be strengthened, and the construction of digital teaching resources should be improved, so as to achieve effective supervision of teaching and improve the level of teaching management. Lou Liantang, Hu Junhao, and Lou Xiaowen (2024, p.19-24+39) pointed out that education in a network environment is an inevitable product of educational informatization and an inevitable trend of educational reform and development. The application of information technology has become one of the important ways to reform education and cultivate talents. In the management of the teaching process, the key is to build a powerful teaching process management and monitoring system and clarify its relationship with the evaluation of the teaching process. In order to strengthen the normalized monitoring of classroom teaching, information technology should be used to manage the teaching process and analyze the evaluation of the teaching process, so as to achieve effective supervision of teaching activities.

3. Teaching staff construction

Teaching staff construction was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators attach importance to the improvement of the overall quality and professional ability of the teaching staff, ensuring that the academic quality is steadily improved and meeting the needs of educational reform, followed by academic administrators attach importance to the cultivation of teachers' teaching ability, so as to continuously improve teachers' teaching level, Academic administrators attach importance to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school was the lowest mean.

In terms of teaching staff construction, although higher vocational colleges attach importance to the cultivation of teachers' professional and teaching abilities and provide some training regularly, many teachers lack continuous professional development and training opportunities, the teacher training system is imperfect, there is insufficient support for teachers' professional development, and the number of dual-qualified teachers is insufficient. Teaching staff construction should be carried out from multiple aspects. The related to the research of Jiang Xinya, Zhao Zhenyong (2025, p.431-435) is based on the overall status of the teaching staff construction of higher vocational colleges, the current situation and challenges faced by the construction of the faculty team of higher vocational colleges are analyzed. There is a lack of practical

skills-based dual-qualified teachers, the teaching ability and level need to be improved, the scientific teacher training system has not yet been formed, and the level of teaching staff construction needs to be improved. Therefore, it is necessary to take strong measures such as paying attention to the construction of the faculty team, optimizing the allocation of teacher resources, improving the talent recruitment mechanism, establishing a long-term training mechanism, and building a scientific evaluation system to improve the level of teaching staff construction. Peng Man (2024, p.57-60) analyzed the current situation of the teaching staff of vocational undergraduate colleges in China. At present, the teaching staff construction has the problems of regional imbalance of overall teaching staff, lack of high-level teachers, and insufficient training of dual-qualified teachers. The training of vocational undergraduate teaching staff needs to improve the comprehensive professional ability of teachers, support the professional development of teachers, build a teacher development platform, create a high-level teaching staff, increase the intensity of teacher training, improve the training of dual-qualified teachers, and continuously improve the overall level of the teaching staff.

4. Teaching basic conditions

Teaching basic conditions was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators attach importance to creating a comfortable classrooms environment to promote students' learning interest and improve the effectiveness of classroom teaching, followed by academic administrators focus on training professional equipment management personnel to ensure the daily maintenance and efficient operation of teaching equipment, Academic administrators have strengthen to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience was the lowest mean.

In terms of teaching basic conditions, although higher vocational colleges have certain teaching places and teaching equipment, the teaching basic conditions are still relatively weak, with insufficient investment in teaching equipment, incomplete information equipment, and an imperfect school-enterprise cooperation mechanism, which makes it difficult to meet students' practical operation needs and affects teaching effectiveness. The related to the research of Wang Ningtang (2021, p.66-67) pointed out that as the main body of vocational education, higher vocational education should strengthen practical teaching. At present, there are many problems in practical teaching in higher vocational colleges, and the teaching basic conditions are relatively weak. Due to the rapid growth of enrollment in higher vocational colleges

and limited teaching funds, the value of teaching equipment has declined. At the same time, coupled with the old teaching equipment and the imperfect school-enterprise cooperation mechanism, it is far from meeting the requirements of practical teaching. Measures should be taken to improve the teaching basic conditions for practical, innovate practical teaching methods, and strengthen school-enterprise cooperation to ensure that the academic quality level of higher vocational education is further improved. Chu Cheng (2023, p.101-106) pointed out that as an important base for cultivating high-skilled talents, it is particularly important for higher vocational colleges to build professional training bases that meet teaching basic conditions. There are still certain problems in the construction of training bases in higher vocational colleges, such as untimely updating of teaching equipment, insufficient cooperation with enterprises, and disconnection between practical project design and industrial needs. Therefore, the construction of higher vocational professional training bases needs to adapt to the new requirements of industrial transformation and upgrading. Industrial transformation and upgrading requires the introduction of advanced equipment and strengthening cooperation with enterprises to jointly build training bases. At the same time, it is necessary to have intelligent equipment and diversified teaching methods to meet the training needs in fields such as artificial intelligence.

5. Academic quality evaluation

Academic quality evaluation was at a medium level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was academic administrators regularly conduct academic quality analysis of teachers to promote the professional growth of teachers and improve teaching effectiveness, followed by academic administrators regularly conduct quality analysis of academic performance assessments to ensure the fairness and effectiveness of evaluation standards, Academic administrators attach importance to the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality was the lowest mean.

In terms of academic quality evaluation, although some higher vocational colleges have carried out academic quality evaluation and analysis, the academic quality evaluation system is not scientific and comprehensive enough, the evaluation subject is single, and the feedback mechanism is not sound, which makes it difficult to effectively reflect the teaching effect and affects teaching improvement and enhancement. The related to the research of Yang Qin, Wu Xiaowei (2024, p.68-70) pointed out that academic quality evaluation is an important starting point for the construction of the quality assurance system of higher vocational colleges, and it is

also an important means to ensure the quality of talent training. At present, there are problems such as imperfect teaching evaluation mechanism, unscientific teaching evaluation system, and single teaching evaluation subject in the academic quality evaluation of higher vocational colleges. Based on the characteristics of vocational education, from the aspects of cultivating school academic quality culture, building a systematic academic quality evaluation mechanism, and optimizing the academic quality evaluation system, suggestions and countermeasures are put forward for the academic quality evaluation of higher vocational colleges, so as to promote the high-quality development of higher vocational colleges. Xie Xin (2020, p.149-150) combined the current implementation status of academic quality evaluation in higher vocational colleges and found that the main problems are incomplete evaluation system, insufficient evaluation scope and single evaluation method. Most vocational colleges pay more attention to the educational results of teachers, but ignore the specific implementation process of educational work, which makes it difficult to fully reflect the teaching effect, and also ignores the comprehensive ability development of students in the whole learning process. Only by establishing a scientific academic quality evaluation system can we ensure that educational work can achieve better development in the process of continuous improvement.

Part 2: The guidelines for academic quality management of Guangxi higher vocational colleges.

This study collected guidelines for academic quality management of Guangxi higher vocational colleges in five aspects, with a total of 44. There were 10 guidelines for professional curriculum setting, 9 guidelines for teaching process management, 9 guidelines for teaching staff construction, 8 guidelines for teaching basic conditions, and 8 guidelines for academic quality evaluation.

1. Professional curriculum setting

There were 10 guidelines for professional curriculum setting: 1) Establish a professional guidance committee and regularly invite industry experts to participate in professional construction. 2) Introduce modular course design and divide the course content into independent and interrelated modules. 3) Establish a professional early warning mechanism and set up majors according to industry development trends and employment needs. 4) Optimize the curriculum structure and reasonably design basic courses, core courses and extension courses. 5) Establish a dynamic course adjustment mechanism to ensure synchronization with industry technology development. 6) Strengthen school-enterprise cooperation and invite industry experts to participate in course design. 7) Schools and enterprises jointly formulate talent training plans to

ensure a reasonable curriculum system. 8) Establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content. 9) Design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages. 10) Strengthen practical teaching and increase the proportion of practical courses. Related to the above results, Lai Shali (2025, p.16-18) pointed out that the reform and adjustment of professional construction in higher vocational colleges is imminent. Higher vocational colleges should actively improve the teaching model, conduct research according to the needs of industry development, and reasonably professional setting. At the same time, strengthen top-level design, improve professional management systems, establish professional guidance committees, and promote teachers to participate deeply in teaching construction. In addition, it is necessary to strengthen school-enterprise cooperation and optimize talent training programs, which can not only provide more professional talents for social development, but also improve the comprehensive quality of higher vocational students and achieve sustainable and comprehensive development. And Wang Bukang (2023, p.27-28) pointed out that the current professional curriculum teaching system of higher vocational colleges should be guided by the concept of innovation and entrepreneurship, establish a course teaching concept oriented towards innovation and entrepreneurship, optimize the curriculum structure, and highlight practical teaching skills. To this end, a professional talent training plan should be determined through in-depth enterprise research, a steering committee should be established, and a dynamic course adjustment mechanism should be established. At the same time, course materials should be developed in multiple dimensions, school-enterprise cooperation should be deepened, school-enterprise interaction should be strengthened, diversified course design should be introduced, and a composite curriculum system should be constructed to meet the needs of professional talent training and industry enterprise development in the new era.

2. Teaching process management

There were 9 guidelines for teaching process management: 1) Develop clear teaching plans, and strengthen teaching process management. 2) Adopt multi-dimensional assessment methods to comprehensively evaluate learning progress. 3) Establish a sound teaching management system to supervise academic quality and implementation effects. 4) Promote information-based teaching management and standardize the teaching process. 5) Strengthen teaching progress management and optimize teaching activities. 6) Promote diversified teaching methods, improve classroom management and teaching effects. 7) Promote teaching team collaboration,

strengthen supervision and feedback on the teaching process. 8) Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities. 9) Establish a teaching supervision team to supervise and guide teaching activities. Related to the above results, Li Qingshu (2024, p.8) pointed out that in recent years, the concept of refined management has gradually been introduced into the field of education, emphasizing the use of systematic and standardized management methods to improve teaching process management efficiency and teaching effectiveness. We should start with improving the teaching management system, strengthen the use of information management systems, and enhance the refined management of the teaching process, including teaching plans, teaching arrangements, examination arrangements, teaching methods, teaching supervision and quality monitoring. By building a refined teaching operation management mechanism, it will not only help improve academic quality and management level, but also provide support for students' personalized development. And Dong Dong (2022, p.100-103) pointed out that the expansion of enrollment has promoted the comprehensive development of higher vocational education, and it is necessary to comprehensively deepen the reform of higher vocational education and teaching. Only by diversifying the teaching process management, optimizing the teaching management system, improving the assessment method, and innovating in teaching methods, talent training programs and teaching forms can we cultivate high-quality and high-skilled talents who are more adaptable to social and economic development.

3. Teaching staff construction

There were 9 guidelines for teaching staff construction: 1) Improve the teacher training system and provide continuous training and further study opportunities. 2) Innovate the teacher incentive mechanism and improve the reward and promotion system. 3) Support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities. 4) Optimize the teacher evaluation mechanism and incorporate teaching achievements, scientific research achievements and social services into the teacher evaluation system. 5) Establish a teacher development center to help teachers develop career development plans. 6) Strengthen international training and provide overseas training and international exchange opportunities. 7) Provide information-based teaching training to help teachers master modern teaching technology. 8) Strengthen the training of dual-qualified teachers to ensure the improvement of the quality of the teaching team. 9) Strengthen the construction of the teacher team and form a high-level and structured teaching innovation team. Related to the above

results, Cao Taisheng (2024,p.29-33) pointed out that teachers are the main body of talent training, and strengthening of the teaching staff construction can promote the professional growth of teachers. The author proposed that teachers should be provided with professional training and further study opportunities on a regular basis, especially in new technology fields such as information-based education and artificial intelligence, to help teachers master new teaching methods and skills. At the same time, teachers should be encouraged to carry out reflective practice, and continuously optimize teaching methods by summarizing teaching experience and analyzing student learning effects. In addition, the construction of the teacher team should be strengthened, the sharing and cooperation mechanism among teachers should be promoted, the reform of teacher evaluation should be deepened, and teachers should be encouraged to innovate and improve. An effective incentive mechanism should be established to reward teachers who have outstanding academic innovation and student learning outcomes. Promote international exchanges and cooperation by improving teachers' cross-cultural communication awareness and ability. And Zhang Li (2020,p.43-48) pointed out that strengthening of the teaching staff construction is the key to the high-standard construction of undergraduate vocational education pilot colleges. In order to achieve structural optimization of the teaching staff and improve the overall quality, it is necessary to optimize the teacher system and mechanism, improve the training system, and focus on teacher development. At the same time, it is necessary to accurately grasp the new situation and new tasks facing the development of vocational education, and comprehensively promote of the teaching staff construction from the aspects of policy guidance, incentive mechanism, teacher training, dual-qualified teacher training, academic innovation and service capacity improvement.

4. Teaching basic conditions

There were 8 guidelines for teaching basic conditions: 1) Ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development. 2) Equipped with advanced teaching equipment to promote intelligent and digital teaching applications. 3) Establish a digital teaching resource platform to provide rich course materials and learning tools. 4) Strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment. 5) Provide digital teaching equipment training to improve teachers' modern teaching ability. 6) Establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources. 7) Schools and enterprises jointly build training bases and use enterprise resources to improve

practical teaching conditions. 8) Establish an effective equipment management system to standardize the purchase and management of teaching equipment. Related to the above results, Zang Jiming (2024, p.69-72) pointed out that formulating the construction for teaching basic conditions of professional practical training teaching can effectively guide the construction of practical training teaching bases in higher vocational colleges and effectively improve the quality of talent training. Schools should increase funding, strengthen the construction of infrastructure and teaching conditions, and cooperate with enterprises to build on-campus and off-campus training bases. During the construction, we must ensure the teaching basic conditions, accelerate equipment updating and management, integrate information-based teaching content and virtual simulation teaching technology, promptly introduce new processes, new technologies, and new equipment into teaching, and improve the utilization rate of on-campus and off-campus training bases. And Lin Changyuan (2022,p.65-71) emphasized that the construction standards of teaching basic conditions for professional training are an indispensable part of the construction of the vocational education standard system. All vocational colleges should attach great importance to the construction of teaching basic conditions, increase funding and scientific planning, establish relevant policies and systems, strengthen incentive mechanisms, deepen school-enterprise cooperation, and jointly build training bases. At the same time, we must follow the trend of modern digital development and promote the transformation and upgrading of basic teaching conditions. By standardizing the teaching basic conditions for practical training, we can effectively improve the quality of talent training and better meet the needs of industry and enterprises for technical and skilled talents.

5. Academic quality evaluation

There were 8 guidelines for academic quality evaluation: 1) Optimize the evaluation index system and set reasonable evaluation indicators. 2) Promote the application of evaluation results for teaching reform and decision-making. 3) Construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation. 4) Strengthen teachers' evaluation capacity building, improve the evaluation level and teaching reflection ability. 5) Introduce information-based evaluation tools to enhance intelligent analysis capabilities to support decision-making. 6) Strengthen the evaluation of school-enterprise cooperation to improve the quality of student training. 7) Adopt the combination of process evaluation and final evaluation to reflect academic quality more comprehensively. 8) Establish feedback and improvement mechanism, timely feedback evaluation results and improvement. Related to the above results, Gong Junjie, Sun Jin (2020, p.171-173) emphasized that

the scientificity and integrity of the academic quality monitoring mechanism affect the improvement of academic quality. Inappropriate measures or unscientific monitoring methods not only fail to guarantee the quality of talent training, but also have a negative impact on the normal development of students. Therefore, it is necessary to establish a scientific and complete academic quality monitoring mechanism, build a multi-dimensional evaluation system, promote the achievement of graduation requirements through teaching links, teaching process monitoring and academic quality evaluation, and make continuous improvements based on evaluation to ensure the realization of teaching training goals. And Chen Lei, Zhu Jinxiu, and Ding Xiaoqing (2024, p.68-74) pointed out that the evaluation of the academic quality of college teachers should implement the spirit of the document "Overall Plan for Deepening the Reform of Education Evaluation in the New Era" and establish a high-quality evaluation system for teachers' academic quality. The reform of the evaluation of teachers' academic quality is an inevitable requirement to respond to the strategy of building a strong country through education. The evaluation index system should be optimized, attention should be paid to the participation of diversified subjects, the construction of teachers' evaluation capabilities should be strengthened, and the evaluation role of off-campus enterprise experts should be strengthened. At the same time, attention should be paid to the application of evaluation results, multi-dimensional evaluation effects should be achieved, and advanced intelligent digital system should be introduced to achieve accurate evaluation of teachers' academic quality. And Qu Lili (2023, p.11-14) pointed out that the digital transformation of vocational education has accelerated and triggered large-scale teaching reforms, and higher vocational colleges should formulate a corresponding new academic quality evaluation system as soon as possible. The author emphasizes that learning process evaluation and learning outcome evaluation should be given equal importance, the evaluation subjects should be diversified, differentiated evaluation should be implemented, and online platforms should be used to collect information and optimize the evaluation index system to achieve the optimization of teaching effects.

Part 3: The suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges.

The suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges is suitability and feasibility. Considering the results of this research suitability of aspects ranged form the highest to lowest mean were as follows: teaching process management was the

highest mean, followed by teaching staff construction, professional curriculum setting was the lowest mean. The feasibility of aspects ranged form the highest to lowest mean were as follows: teaching basic conditions was the highest, followed by teaching staff construction, teaching process management was the lowest mean.

1. Professional curriculum setting

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting is suitability. The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in professional curriculum setting is feasibility. The related to Che Yannian, Liu Kang (2024, p.48-55) pointed out that as the main battlefield for cultivating high-skilled talents, enterprises should participate in the formulation of talent training programs of higher vocational colleges, and invite enterprise experts to form a steering committee to participate in professional construction, as well as professional structure adjustment, professional curriculum system construction, course modular system establishment and course content development. At the same time, in-depth cooperation between schools and enterprises should be strengthened to jointly formulate a professional curriculum standard system that meets the development needs of new quality productivity. And Zha Yongjun, Sui Chanjuan (2019, p.3-6) pointed out that professional construction is an important starting point for the development of higher vocational colleges, which is related to the performance of various functions of higher vocational colleges. Professional construction emphasizes promoting the matching of professional settings with industrial needs, building a professional early warning mechanism, and adjusting and optimizing the industrial structure. By formulating talent training plans, professional talent training goals are established, school-enterprise cooperation is strengthened, and regional development is promoted through professional construction.

2. Teaching process management

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management is suitability. The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching process management were at the highest level, which means guidelines for

academic quality management of Guangxi higher vocational colleges in teaching process management is feasibility. The related to Jiang Youlu, Liu Hua, and Liu Jingdong (2022, p.37-40) pointed out that course assessment and evaluation is a key link in talent training and quality assurance. The teaching plan should be formulated with the course training objectives as the core, the teaching methods should be continuously reformed, and a variety of teaching methods should be adopted to implement teaching according to the characteristics of different teaching contents. At the same time, process assessment and management should be strengthened, and academic quality monitoring should be strengthened, so as to effectively implement the concept of continuous improvement in course teaching. And Zhang Xiaoqian, Li Xingzhou (2021, p.73-79) pointed out that expanding the scale of higher vocational colleges is an important measure to build a learning society, an important way to achieve educational equity, and an important support for building a technological power. In order to adapt to the new requirements of the diversified development of higher vocational education, many colleges and universities have further strengthened teaching process management and monitoring, established institutional guarantees, promoted the refinement of course teaching, built an information-based teaching platform, and strengthened teaching supervision, optimizing the teaching mechanism with efficient management methods.

3. Teaching staff construction

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction is suitability. The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching staff construction is feasibility. The related to He Qingquan, Xu Jie (2023, p.88-93) pointed out that undergraduate vocational education is the advanced level of current vocational education. The teacher training system should be improved, a comprehensive and scientific teacher training system should be established, and a high-level dual-qualified teacher team should be created. At the same time, the teacher guarantee mechanism of higher vocational colleges should be improved, and the evaluation and incentive system for vocational education teachers should be strengthened to improve the overall quality of the teaching staff and better meet the development needs of higher vocational education. And Wu Xiangming, Zhu Xinyi

(2024, p.463-468) "Dual-qualified" is an important identity symbol of vocational undergraduate teachers, reflecting the core direction of teacher capacity improvement, professional development and team building. We should strengthen top-level design, improve the teacher training system, establish a professional access mechanism, improve the teacher evaluation system, strengthen teacher team building, and promote the construction of vocational undergraduate teachers from the whole process of teacher development and all-round teacher management.

4. Teaching basic conditions

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions is suitability. The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in teaching basic conditions is feasibility. The related to Lai Juying (2019, p.155-158) pointed out that strengthening the construction of training bases is one of the important measures for the reform of higher vocational education. We should coordinate and integrate the training conditions inside and outside the school, establish a resource sharing mechanism inside and outside the school, further deepen the cooperation between schools and enterprises, and strengthen the construction of teaching basic conditions for information-based. By establishing and improving the management system of training bases, we regularly select professional personnel to participate in advanced teaching technology training to comprehensively improve the level of training management. And Xuan Yun, He Yingmin (2025, p.24-28) pointed out that instruments and equipment are important hardware guarantees for higher vocational colleges to carry out teaching, scientific research and talent training. With the increasing demand for instrument and equipment management in training rooms in higher vocational colleges, it is necessary to further improve and strengthen the instrument and equipment management system and clarify management responsibilities. At the same time, an integrated equipment management platform should be established, information equipment should be introduced, and equipment management training should be strengthened to help comprehensively improve the ability to manage teaching basic conditions.

5. Academic quality evaluation

The suitability of guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation is suitability. The feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation were at the highest level, which means guidelines for academic quality management of Guangxi higher vocational colleges in academic quality evaluation is feasibility. The related to Liu Lin (2023, p.12-14) pointed out that information-based academic quality evaluation, as the core and foundation of university development, is of great significance to the quality control and management of higher education. In this context, schools use modern information technology to carry out scientific and reasonable evaluation activities, formulate diversified evaluation standards, optimize evaluation indicators, and effectively use big data technology to create a dynamic evaluation mechanism. By building a multi-dimensional evaluation system and strengthening the evaluation and feedback mechanism, the effectiveness of academic quality evaluation can be further improved. And Ma Guoqin (2021, p.62-69) pointed out that the reform of higher vocational academic quality evaluation is an important starting point for the high-quality development of higher vocational education in the new era. An academic quality evaluation system should be established, a diversified and full-process quality evaluation system should be constructed, evaluation indicators should be optimized, feedback should be given in a timely manner and improvements should be guided. A mechanism for the use of evaluation results should also be established to give full play to the empowering role of evaluation and promote the high-quality development of higher vocational education.

Recommendations

Implications

Based on the data analysis of questionnaire surveys and interviews, the guidelines for recommendations or the academic quality management of Guangxi higher vocational colleges are as following:

1. **Professional curriculum setting should be aligned with industry needs and talent training programs should be optimized.** Higher Vocational colleges should strengthen in-depth cooperation with industry enterprises to ensure that professional curriculum settings are closely aligned with enterprise needs. By establishing an industry expert committee, schools and enterprises can jointly carry out curriculum design and updating to ensure that the course content is synchronized with the actual needs of the industry and enhance students' employment competitiveness. During the implementation process, real enterprise projects can be introduced into the classroom, practical training bases can be jointly built, loose-leaf teaching materials and case resource libraries can be jointly developed, and teachers can be regularly organized to go to enterprises for rotation training to integrate first-line technical standards into teaching. According to industry changes and enterprise feedback, the talent training program should be dynamically adjusted, focusing on the cultivation of practical ability and the improvement of professional quality. In addition, courses should be evaluated regularly, and a feedback mechanism based on data analysis should be established, combined with the tracking of graduate employment quality to ensure that the course content keeps pace with market demand and industry development trends.

2. **Strengthen of the teaching process management and improve the monitoring of academic quality.** Higher vocational colleges should establish a comprehensive teaching process management system to ensure the smooth and efficient coordination of all teaching activities. By developing detailed teaching plans, clearly defining the requirements for each teaching phase, and ensuring the scientific arrangement of teaching content and progress, colleges can guarantee the quality and effectiveness of their educational programs. In practical implementation, institutions can leverage smart teaching platforms to record classroom interactions and learning data, implement routine teaching inspections and supervisory classroom observations, and establish real-time warning and response mechanisms for teaching anomalies to achieve comprehensive management of the entire teaching process. Additionally, by utilizing information technology, institutions can monitor teaching progress and outcomes in real time, conduct regular multi-dimensional assessments and analyses

of teaching effectiveness through student feedback, assignment reviews, and exam results, and promptly identify and address issues in the teaching process. Strengthen monitoring and management across all stages to ensure smooth teaching processes and ultimately drive improvements in academic quality.

3. Strengthen of the teaching staff construction and improve the guarantee and incentive mechanism. Higher vocational colleges should continue to strengthen faculty development by providing diverse training opportunities, intensifying efforts to cultivate dual-qualified teachers, and enhancing teachers' professional capabilities and teaching standards. In practice, a tiered and categorized teacher training system should be established, implementing a progressive training plan for "new teachers-core teachers-subject leaders," ensuring that teachers participate in at least one month of enterprise-based practical training annually, and incorporating practical training outcomes into the criteria for title evaluation and appointment. By regularly organizing teacher training and further education programs, and providing academic exchange platforms, institutions can help teachers stay updated on the latest educational concepts and industry trends. Additionally, higher education institutions should improve support and incentive mechanisms for faculty, establish reasonable compensation packages, promotion systems, and career development plans, and introduce special allowances for dual-qualified teachers and rewards for teaching achievements to enhance teachers' sense of professional belonging and work enthusiasm. By stimulating teachers' innovative spirit and teaching passion, institutions can further improve academic quality and educational standards.

4. Improve school conditions and introduce information technology and equipment. High-quality teaching requires adequate resource support. Higher Vocational colleges should increase investment in teaching funds, particularly in facility maintenance, teaching resource procurement, and information technology development. Colleges should update and improve teaching facilities, introduce modern teaching equipment and tools, and enhance the adaptability and forward-looking nature of the teaching environment. During implementation, phased information technology development plans can be established, prioritizing the construction of smart classrooms, cloud-based training platforms, and virtual simulation training centers. This will promote the deep integration of equipment with professional teaching and establish a school-enterprise collaboration and resource-sharing mechanism to introduce advanced industry technologies and resources. Additionally, the introduction of information technology, such as intelligent teaching platforms and virtual laboratories, should be promoted to enhance classroom

interactivity and teaching flexibility. A robust maintenance and update support mechanism for information technology equipment should be established, with regular training programs for teachers on information technology application skills to ensure effective utilization of equipment. By improving the overall level of basic teaching conditions, classroom teaching effectiveness can be optimized, thereby promoting a comprehensive enhancement of educational quality.

5. **Improve the academic quality evaluation system and optimize the feedback and improvement mechanism.** Establishing a scientific and comprehensive academic quality evaluation system is key to improving academic quality. Higher vocational colleges should establish scientific evaluation standards and mechanisms to comprehensively assess teaching effectiveness. During implementation, they can leverage academic quality management platforms to automatically collect and analyze evaluation data, establishing a closed-loop management process of "evaluation-feedback-improvement-tracking." Core indicators should include corporate evaluations and graduate career development quality, with specialized teaching discussions and personalized teacher guidance conducted based on evaluation results. Through multi-dimensional evaluations such as student evaluations, peer reviews, and industry/enterprise feedback, promptly identify the strengths and weaknesses of academic quality. Simultaneously, establish a feedback and improvement mechanism to promptly convert evaluation results into improvement measures, regularly publish evaluation reports, and implement departmental rectification responsibility systems to continuously optimize teaching content and methods. Through continuous feedback and improvement, ensure the sustained enhancement of academic quality to better meet societal and industry demands for highly skilled talent.

Future Researches

1. **Intelligent and personalized academic quality management.** With the rapid development of big data and artificial intelligence technology, academic quality management in the future will develop in the direction of intelligence and personalization. The intelligent academic quality monitoring system will be able to analyze various data in the teaching process in real time, identify problems in a manner and make accurate evaluations timely. For example, through learning analysis technology, educational administrators can track students' learning progress, classroom participation, and homework completion in real time, and then provide resources and support based on students customized learning' personalized needs. This transformation not only improves management efficiency, but also makes the

teaching process more in line with students' needs and achieves more refined academic quality monitoring. me timeAt the sa, the evaluation system based on big data can automatically identify and predict students' learning problems, thereby providing teachers and students with personalized teaching feedback and improvement plans.

2. Teaching evaluation system with process-based and multi-dimensional evaluation. The future teaching evaluation system will gradually shift from the traditional single-result evaluation to a process-based and multi-dimensional comprehensive evaluation. This shift will pay more attention to the improvement of students' practical ability, innovation ability and comprehensive quality, rather than just teaching performance or test scores. By introducing diversified evaluation indicators, such as classroom performance, teamwork, problem-solving ability, etc., the evaluation will be more comprehensive and better reflect students' abilities in actual work. By continuously optimizing and adjusting the evaluation standards, academic quality management can more accurately identify students' strengths and weaknesses and promote their all-round development. This multi-dimensional evaluation system helps to cultivate high-quality talents with innovative thinking and practical operation capabilities, and provide more competitive talent resources for society and industry.

3. School-enterprise cooperation and international education quality management model. With the intensification of the trend of globalization, future academic qualitymanagement will pay more attention to the combination of school - operation and international education modelenterprise co. In-depth cooperation between schools and enterprises will promote the close connection between curriculum design and industry needs, ensure that educational content keeps pace with practical applications, hance graduatesand en' professional ability and employment competitiveness. At the same time, education quality management also needs to combine local characteristics with international standards to build a d social development of quality assurance system that adapts to the economic an the region. By introducing internationally advanced education management concepts and methods and combining localized education needs, futureacademic quality global management will pay more attention to cultivating compound talents with a vision, providing strong support for promoting the high-quality development of vocational education.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

Specialists for IOC Verification

No	Name	Personal introduction
1	Xu Yanyu	Professional title: Professor Degree: Ph.D. Work unit: Nanning Normal University
2	Zhu Yulin	Professional title: Professor Degree: Ph.D. Work unit: Guangxi Vocational University of Agriculture
3	Li Guanghai	Professional title: Professor Degree: Ph.D. Work unit: Guangxi Normal University
4	Peng Ying	Professional title: Professor Degree: Ph.D. Work unit: Guangxi Vocational University of Agriculture
5	Liu Hongyu	Professional title: Professor Degree: Ph.D. Work unit: Guangxi University of Finance and Economics

Ref No MHES1 0643 14/791

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear   Professor Dr. Xu Yanyu, Nanning Normal University

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref No. MHESI 0643.14/ 792

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear   Professor Dr. Zhu Yulin, Guangxi Vocational University of Agriculture

      Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

      With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref No. MHESI 0643.14/ 793

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear   Professor Dr. Li Guanghai, Guangxi Normal University

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

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Ref No MHESI 0643 14/ 794

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear Professor Dr. Peng Ying, Guangxi Vocational University of Agriculture

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

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Ref No. MHESI 0643.14/ 795

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear   Professor Dr. Liu Hongyu, Guangxi University of Finance and Economics

Mrs. Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

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Sincerely,

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(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Appendix B
Official Letter

Ref.No. MHESI 0643.14/ 797

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Request for Interview

Dear   Sir or Madam

Mrs. Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of experts according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr. Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

No	Experts
1.	Guangxi Transport Vocational and Technical College
2.	Guangxi Polytechnic of Construction
3.	Guangxi Vocational University of Agriculture
4.	Guangxi Engineering Vocational Colleg
5.	Guilin Shanshui Vocational College
6.	Guangxi Ecological Engineering Vocational and Technical College
7.	Liuzhou Polytechnic University
8.	Guangxi Vocational University of Science and Technology
9.	Guangxi Logistics Vocational and Technical College
10.	Guangxi Modern Polytechnic College

Sincerely,

Assistant Professor Dr.Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Ref No. MHESI 0643.14/ 796

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Request for Data Collection

Dear   Sir or Madam

      Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

      With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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www.bsru.ac.th
E-mail: grad@bsru.ac.th

No	University and College
1.	Guangxi Transport Vocational and Technical College
2.	Guangxi Polytechnic of Construction
3.	Guangxi Vocational University of Agriculture
4.	Guangxi Engineering Vocational Colleg
5.	Guilin Shanshui Vocational College
6.	Guangxi Ecological Engineering Vocational and Technical College
7.	Liuzhou Polytechnic University
8.	Guangxi Vocational University of Science and Technology
9.	Guangxi Logistics Vocational and Technical College
10.	Guangxi Modern Polytechnic College

Sincerely,

Assistant Professor Dr.Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Ref.No. MHESI 0643.14/ 798

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Liu Xuejun, Guangxi Transport Vocational and Technical College

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 799

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Kong Xianggang, Guangxi Polytechnic of Construction

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 800

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Jiang Feiyan, Guangxi Vocational University of Agriculture

      Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 801

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Meng Benman, Guangxi Engineering Vocational Colleg

        Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Sincerely,

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Ref.No. MHESI 0643.14/ 802

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Dr. Sui Jian, Guilin Shanshui Vocational College

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Sincerely,

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(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 803

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Pang Zhenghong, Guangxi Ecological Engineering Vocational and Technical College

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

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Sincerely,

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(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 804

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Zuo Nihong, Liuzhou Polytechnic University

      Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 805

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Wu Yan, Guangxi Vocational University of Science and Technology

      Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

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(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 806

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Zhang Fan, Guangxi Logistics Vocational and Technical College

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

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(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 807

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Lu Senhuan, Guangxi Modern Polytechnic College

Mrs.Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 808

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Tang Xihai, Nanning Normal University

Mrs. Mo Qingfeng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for academic quality management of Guangxi Higher vocational colleges"

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Appendix C
Research Instrument

Questionnaire

Title: Guidelines for academic quality management of Guangxi higher vocational colleges

Explanation

This questionnaire aims to understand the current situation of academic quality management of Guangxi higher vocational colleges. We sincerely invite you to participate in filling it out. Thank you very much for taking the time to read and fill in the questionnaire in your busy schedule. Except for the "Personal Information" section, all other questions are scored on a 5-level scale:

5 express the level of academic quality management of Guangxi higher vocational colleges were at the highest level

4 express the level of academic quality management of Guangxi higher vocational colleges were at a high level

3 express the level of academic quality management of Guangxi higher vocational colleges were at a medium level

2 express the level of academic quality management of Guangxi higher vocational colleges were at a low level

1 express the level of academic quality management of Guangxi higher vocational colleges were at the lowest level

This questionnaire survey is conducted anonymously, and the data obtained will only be used for academic research. It will not disclose any of your personal information. Please answer according to your actual situation. Thank you very much for your support and help!

Thank you

Mrs. Mo Qingfeng

A doctoral student in Educational administration program

Bansomdejchaopraya Rajabhat University

Part 1: Respondent Status (Personal Information)

1. Workplace

☐ Guangxi Transport Vocational and Technical College

☐ Guangxi Polytechnic of Construction

☐ Guangxi Vocational University of Agriculture

☐ Guangxi Engineering Vocational College

☐ Guilin Shanshui Vocational College

☐ Guangxi Ecological Engineering Vocational and Technical College

☐ Liuzhou Polytechnic University

☐ Guangxi Vocational University of Science and Technology

☐ Guangxi Logistics Vocational and Technical College

☐ Guangxi Modern Polytechnic College

2. Gender

☐ Male ☐ Female

3. Age

☐ 30 years old and below ☐ 30-40 years old ☐ 41-50 years old

☐ 51 years old and above

4. Education background

☐ Bachelor's degree ☐ Master's degree ☐ Doctor's degree

5. Professional title

☐ Junior Title ☐ Intermediate title ☐ Associate Senior title ☐ Senior title

6. Work experience

☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 20 years above

Part 2: The current situation of academic quality management of Guangxi higher vocational colleges

No	The level of academic quality management of Guangxi higher vocational colleges	Level				
		5	4	3	2	1
Professional curriculum setting						
1	Academic administrators formulate clear professional talent training programs with clear professional positioning and in line with industry needs.					
2	Academic administrators rationally plan and design the curriculum system, and the professional curriculum setting can keep up with the development trend of the industry.					
3	Academic administrators set a reasonable proportion of courses, and the theoretical and practical courses meet the learning needs of students.					
4	Academic administrators have formulated clear professional construction plan and promoted professional development through effective measures.					
5	Academic administrators have developed teaching plans that are highly consistent with talent development goals and effectively promote the achievement of goals.					
6	Academic administrators have developed a clearly structured teaching syllabus to effectively guide the implementation of courses.					
7	Academic administrators have set clear course objectives to effectively guide students' career development.					
8	Academic administrators have developed substantial course content that covers core knowledge and the latest developments in related fields.					

No	The level of academic quality management of Guangxi higher vocational colleges	Level				
		5	4	3	2	1
9	Academic administrators have promoted curriculum reform that keeps pace with industry development and helps students acquire more competitive knowledge and skills.					
10	Academic administrators have developed diverse teaching methods to fully mobilize students' learning enthusiasm.					
11	Academic administrators have developed fair and reasonable course assessment methods to comprehensively evaluate students' learning outcomes.					
Teaching process management						
1	Academic administrators supervise and follow up the implementation of teaching plans to ensure the achievement of teaching objectives and improve academic quality.					
2	Academic administrators set up course arrangements that meet students' learning pace and course requirements, effectively improving learning outcomes.					
3	Academic administrators strictly review the process of teaching material selection to ensure that the selected textbooks meet teaching requirements.					
4	Academic administrators promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching.					
5	Academic administrators attach great importance to student attendance management to improve overall learning outcomes and maintain good classroom discipline.					

No	The level of academic quality management of Guangxi higher vocational colleges	Level				
		5	4	3	2	1
6	Academic administrators adopt diversified examination arrangements to ensure that different types of examination forms can comprehensively evaluate students' learning outcomes.					
7	Academic administrators effectively supervise the implementation of the teaching management system to ensure the smooth progress of various teaching activities.					
8	Academic administrators have formulated a standardized vise Student status management system to effectively ensure the accuracy of student registration information.					
9	Academic administrators have formulated clear classroom management regulations to effectively maintain classroom order and learning atmosphere.					
10	Academic administrators have developed a fair and reasonable grade management system to ensure the authenticity and fairness of students' grades.					
11	Academic administrators maintaining and updating the teaching management system in a timely manner to ensure that teaching activities are carried out efficiently and orderly.					
Teaching staff construction						
1	Academic administrators attach importance to the improvement of the overall quality and professional ability of the teaching staff, ensuring that the academic quality is steadily improved and meeting the needs of educational reform.					
2	Academic administrators have formulated a complete teaching staff construction system to ensure that the professional development of teachers is consistent with the school's goals.					

No	The level of academic quality management of Guangxi higher vocational colleges	Level				
		5	4	3	2	1
3	Academic administrators conduct strict selection when recruitment and introduction of teachers, and attach importance to the professional background and teaching ability of teachers.					
4	Academic administrators focus on improving the teacher structure, including age, professional title and academic qualifications, to achieve the classification and development of teachers.					
5	Academic administrators focus on the division of responsibilities of teachers to ensure that each teacher has a clear scope of work.					
6	Academic administrators value teachers' teaching experience and provide effective guidance and support for new teachers.					
7	Academic administrators attach importance to the cultivation of teachers' teaching ability, so as to continuously improve teachers' teaching level.					
8	Academic administrators provide teachers with a variety of training and further study opportunities to promote their professional development.					
9	Academic administrators attach importance to providing scientific research support to teachers, so as to improve the academic level and influence of the school.					
10	Academic administrators set clear promotion and assessment standards to ensure that teachers' efforts and achievements are recognized.					
11	Academic administrators attach importance to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school.					

No	The level of academic quality management of Guangxi higher vocational colleges	Level				
		5	4	3	2	1
12	Academic administrators attach importance to establishing a diversified teacher incentive mechanism to meet the different needs of teachers and stimulate their potential.					
Teaching basic conditions						
1	Academic administrators continuously invest in and update teaching instruments and equipment to ensure the comprehensive improvement of teaching basic conditions.					
2	Academic administrators attach importance to creating a comfortable classrooms environment to promote students' learning interest and improve the effectiveness of classroom teaching.					
3	Academic administrators attach importance to the construction of laboratories facilities and equipment to ensure that students conduct high-quality experimental learning.					
4	Academic administrators provide the libraries with sufficient book and literature resources to support students' learning and research needs.					
5	Academic administrators attach importance to introducing rich multimedia resources to support the diversified presentation of teaching content.					
6	Academic administrators regularly update and maintain teaching tools to ensure the normal use of teaching equipment and classroom effectiveness.					
7	Academic administrators actively promote the construction of teaching information platforms to improve the sharing and management efficiency of teaching resources.					

No	The level of academic quality management of Guangxi higher vocational colleges	Level				
		5	4	3	2	1
8	Academic administrators focus on training professional equipment management personnel to ensure the daily maintenance and efficient operation of teaching equipment.					
9	Academic administrators providing regular training opportunities for equipment management personnel to improve their technical level and equipment management capabilities.					
10	Academic administrators attach importance to building complete network facilities to ensure that teachers and students can smoothly access Internet resources during teaching and learning.					
11	Academic administrators have strengthen to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience.					
Academic quality evaluation						
1	Academic administrators have established a dedicated academic quality management department to effectively promote the implementation of teaching evaluation and improvement measures.					
2	Academic administrators have established a complete evaluation system to effectively supervise and evaluate the implementation of various tasks.					
3	Academic administrators regularly organize class observation and evaluation to improve the overall teaching level and students' learning effects.					
4	Academic administrators regularly conduct teaching inspections to ensure the standardization and effectiveness of teaching activities.					

No	The level of academic quality management of Guangxi higher vocational colleges	Level				
		5	4	3	2	1
5	Academic administrators have established a complete teaching accident handling mechanism to ensure effective response to problems arising in the teaching process.					
6	Academic administrators have established a teaching supervision mechanism and conduct regular teaching evaluations.					
7	Academic administrators attach importance to the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality.					
8	Academic administrators regularly conduct quality analysis of academic performance assessments to ensure the fairness and effectiveness of evaluation standards.					
9	Academic administrators regularly conduct academic quality analysis of teachers to promote the professional growth of teachers and improve teaching effectiveness.					
10	Academic administrators attach importance to the analysis of teaching evaluation results to evaluate the effectiveness of teaching activities and formulate improvement measures.					
11	Academic administrators regularly organize teaching feedback meetings and make teaching improvements based on the feedback results.					
12	Academic administrators establish feedback mechanisms for teaching activities to continuously improve academic quality.					

Structured Interview
Guidelines for academic quality management of Guangxi higher vocational colleges

Instructions:

1. This interview is about the optimization guidelines for academic quality management of Guangxi higher vocational colleges, provide a guide for optimizing it.

2. This structured Interview is divided into two parts. The first part is about the personal information of the interviewee, and the second part is the interview on the optimization of guidelines for academic quality management of Guangxi higher vocational colleges, which includes a total of five questions.

3. Please share your opinions based on your actual work experience.

Part 1: Respondent Status (Personal Information)

1. Name (Interviewee):

2. University:

3. Education Background:

4. Professional Title:

5. Department:

6. Work Experience:

7. Interview Date:

8. Interview Time:

Part 2: Question

Instruction: please provide your opinion on the following statement.

1. How to rationally plan and design the curriculum system, and the professional curriculum setting can keep up with the development trend of the industry? In addition, do you have any suggestions on the professional curriculum setting of higher vocational colleges?

2. How to promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching? In addition, do you have any suggestions on teaching process management of higher vocational colleges?

3. How to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school? In addition, do you have any suggestions on the teaching staff construction of higher vocational colleges?

4. How to have strengthen to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience? In addition, do you have any suggestions on the teaching basic conditions of higher vocational colleges?

5. How to improve the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality? In addition, do you have any suggestions on the academic quality evaluation of higher vocational colleges?

Interview content

    Question 1: How to rationally plan and design the curriculum system, and the professional course settings can keep up with the development trend of the industry? In addition, do you have any suggestions on the professional curriculum setting of higher vocational colleges?

    Interviewee 1: The curriculum design of higher vocational colleges should be guided by market demand, with course content dynamically adjusted in line with industry trends. First, establish a school-enterprise collaboration mechanism and regularly invite industry experts to participate in curriculum design to ensure that course content is in sync with industry needs. Second, introduce a modular curriculum design, dividing courses into basic, core, and extended modules to facilitate flexible selection based on students' career plans. Furthermore, ensure that students master practical skills. Curriculum design should focus on integrating theory with practice, strengthening practical teaching, increasing the proportion of practical courses, and cultivating students' comprehensive professional competence.

    Interviewee 2: Higher vocational colleges should closely follow industry development trends and promote professional innovation and upgrading. Professional offerings should be rationally planned, guided by market demand, and focus on cultivating practical skills and professional qualities. By optimizing the curriculum structure, the compatibility of education and industry can be enhanced, ensuring the scientific and rational nature of the curriculum. Furthermore, professional offerings should be forward-looking, with timely adjustments and updates to meet the development needs of emerging technologies and industries. Establish a professional early warning mechanism, conduct regular professional offering research, and gain in-depth understanding of industry development trends and talent needs. Schools and enterprises should jointly develop talent training plans to ensure that the curriculum is closely aligned with market demand.

    Interviewee 3: Curriculum design should be student-centered, focusing on cultivating students' practical skills and innovative thinking. Curriculum offerings should closely follow technological changes, especially the trend toward digitalization and intelligentization. Majors should be aligned with industry trends and incorporate new technologies and processes to ensure seamless integration between student learning and industry needs. Vocational colleges should strengthen school-enterprise collaboration. Vocational colleges should prioritize practical teaching in their major development, actively promote industry-academia collaboration, and collaborate with enterprises to establish practical training bases. Practical teaching is not only an

important way for students to acquire skills but also a crucial component in enhancing their professional qualities and ethics. It is recommended to establish a professional guidance committee, inviting industry experts, enterprise representatives, and academic experts to participate in major development and curriculum development to ensure the practicality and foresight of course content.

Interviewee 4: Curriculum design should adhere to a student-centered principle, fully considering students' interests, needs, and career development. Vocational colleges should establish a dynamic curriculum adjustment mechanism, ensuring that course content is relevant to real-world situations and emphasizes practicality and application. Furthermore, the curriculum should be flexible and adaptable, with a progressive curriculum system that can be adjusted to students' individual needs to help them achieve comprehensive development. Vocational colleges should strengthen practical teaching, offer courses aligned with the actual needs of enterprises, and cultivate students' professional qualities and job adaptability. Furthermore, they should invite industry experts to participate in course design and teaching to ensure that course content is synchronized with industry needs.

Interviewee 5: Vocational colleges should establish professional guidance committees and invite industry experts to participate in professional development to ensure that curriculum design aligns with industry standards and development trends. Vocational colleges should strengthen practical teaching, jointly establish training bases with enterprises, and incorporate real-world projects into the classroom. Vocational colleges should strengthen collaboration with industry and conduct regular industry research to understand the latest technological demands and job changes. Furthermore, vocational colleges should establish a dynamic curriculum adjustment mechanism and regularly evaluate and update course content to ensure it keeps pace with industry technological developments. Modular curriculum design not only helps increase students' interest and initiative in learning, but also enhances their practical and problem-solving skills.

Interviewee 6: Vocational colleges should prioritize systematic and coherent curriculum, avoid fragmented instruction, and ensure the integrity of students' knowledge systems. Curriculum design should adhere to the principle of systematicity, ensuring organic connections and mutual support between courses. Curriculum should follow the logical order of the knowledge system, optimize the course structure, and rationally design foundational, core, and extension courses to cultivate students' interdisciplinary thinking and innovative abilities. Furthermore, it is recommended to establish a professional early warning mechanism to promptly identify and adjust

majors that are not adapting to industry development, ensuring that talent training aligns with market demand. Colleges are encouraged to develop advantageous majors based on their unique characteristics and improve educational quality.

Interviewee 7: Vocational colleges should establish professional guidance committees to conduct in-depth research on industry development trends and guide professional development and curriculum development. Vocational colleges should fully utilize digital teaching resources, such as online courses and virtual simulation experiments, to enhance teaching effectiveness. Curriculum should focus on cultivating students' digital literacy to prepare them for the future intelligent workplace. Curriculum design should be forward-looking, closely tracking industry trends and technological advancements, and dynamically adjusting and updating course content. Curriculum should meet society's demand for highly qualified technical personnel and focus on emerging technologies and industrial development trends.

Interviewee 8: Professional curriculum should stay current, with timely updates and the incorporation of the latest scientific and technological advances. This will enable students to understand and master new technologies, methods, and processes, adapting to international competition and the demands of social development. Curriculum design should prioritize individual student development, optimizing the curriculum structure and rationally designing foundational, core, and extension courses to provide a diverse curriculum that meets students' learning needs. Furthermore, practical teaching should be emphasized to ensure that the curriculum combines theoretical depth with practical guidance. Furthermore, higher vocational colleges should strengthen school-enterprise collaboration, establish off-campus practice bases, and invite industry experts to participate in teaching to ensure that the curriculum keeps pace with industry development.

Interviewee 9: Curriculum design should emphasize the integration of theory and practice, enabling students to learn and grow through practice. Curriculum design should integrate students' career paths and provide comprehensive guidance from enrollment to employment. Vocational colleges should strengthen collaboration between schools and enterprises in developing talent development plans. They should adopt a modular curriculum design, dividing course content into independent yet interconnected modules and adapting them to industry needs. Professional curriculum should emphasize practical application, increasing hands-on training sessions to cultivate students' hands-on skills and practical operational capabilities. At the same time, a course evaluation mechanism should be established to collect

feedback from students and companies, continuously improve course content and teaching methods, and ensure enhanced course quality.

Interviewee 10: The planning and design of the curriculum system should be closely aligned with industry needs. First, an in-depth analysis of industry development trends is necessary to understand the key skills and knowledge required in the coming years. Based on this, these needs can be translated into specific course objectives to ensure the timeliness and practicality of the course content. Vocational colleges should strengthen collaboration between schools and companies to jointly develop courses and ensure that the course content is highly aligned with industry needs. Vocational colleges should design a progressive curriculum system to ensure that students acquire relevant knowledge and skills at different stages, focusing on cultivating students' professional skills.

Interviewee 11: Curriculum design should not only consider current social needs but also anticipate future development trends to ensure the advancement and practicality of course content. Curriculum design should integrate theoretical teaching with practical application, emphasizing practical teaching. Curriculum design should consider regional economic development needs and establish a dynamic curriculum adjustment mechanism. Within the curriculum, foundational courses, core courses, and extension courses should support and reinforce each other. Foundational courses can provide students with a solid foundation for subsequent professional studies, while core and extension courses should focus on cultivating students' professional qualities and practical skills. When designing professional courses, higher vocational colleges should prioritize industry integration to ensure the practicality and relevance of course content.

Interviewee 12: Curriculum design should be based on a rational selection of majors and the conduct of public research to gather information on the actual situation of professional courses offered by similar institutions and employment prospects. This ensures the applicability and relevance of the curriculum and teaching content. Public research is a crucial component of curriculum design. Through research, we can understand social needs and industry changes, ensuring the practicality and relevance of course content. Furthermore, curriculum design should prioritize students' sustainable development, focusing on cultivating their comprehensive qualities and professional competencies, enabling them to adapt to social needs and achieve personal development after graduation. Vocational colleges should also establish a curriculum evaluation mechanism to assess and update course content to ensure it keeps pace with industry and technological developments.

Interviewee 13: To rationally plan and design a curriculum, thorough market research and appropriate program research must be conducted to understand industry trends and talent needs. Vocational colleges should establish a dynamic curriculum adjustment mechanism to regularly evaluate and optimize course content. Professional curriculum offerings should be forward-looking and closely aligned with industry developments. Furthermore, they should strengthen ties with the industry and establish professional guidance committees to access the latest industry news and guide program development. Furthermore, curriculum design should adhere to systematic principles, ensuring organic connections and mutual support between courses, resulting in a clearly structured and well-organized curriculum.

Interviewee 14: Curriculum planning and design is a dynamic process. Course content and teaching methods require regular evaluation and adjustment to ensure they remain current and meet industry needs. Vocational colleges should strengthen collaboration with enterprises in developing talent development plans to ensure students acquire the appropriate knowledge and skills at different stages of their careers. It is recommended to introduce a modular curriculum design to encourage students to participate in real-world projects and enhance their problem-solving skills. Furthermore, a course feedback mechanism should be established to regularly collect feedback from students and employers, allowing for timely adjustments to course content and teaching methods to ensure continuous improvement in academic quality.

Interviewee 15: The planning and design of the curriculum system should focus on sustainability and development, ensuring adaptability and adjustability. It is recommended to establish a course evaluation mechanism to continuously optimize the curriculum and teaching content. Furthermore, higher vocational colleges should strengthen practical teaching and increase the proportion of practical courses to enhance students' practical skills. Furthermore, in terms of professional course design, a professional steering committee could be established to regularly invite industry experts to participate in professional development, ensuring that professional curriculum design keeps pace with industry development.

Interviewee 16: Curriculum design should fully consider the laws of education and teaching. Emphasis should be placed on establishing a curriculum evaluation mechanism, regularly assessing and adjusting course content and teaching methods to ensure they remain current and meet industry needs. Furthermore, higher vocational colleges should establish a dynamic curriculum adjustment mechanism to promptly collect feedback and suggestions from students, teachers, and businesses. This will

provide a basis for continuous optimization of the curriculum system and improve course quality and teaching effectiveness. In professional course offerings, higher vocational colleges should prioritize strengthening practical teaching, increasing the proportion of practical courses, and cultivating students' practical skills.

Interviewee 17: Curriculum planning and design should emphasize the connection and integration between courses. Professional course offerings at higher vocational colleges should focus on optimizing the curriculum structure and rationally designing foundational, core, and extension courses to ensure students possess the necessary theoretical knowledge and skills, laying a solid foundation for subsequent professional courses. Higher vocational colleges should prioritize the introduction of modular curriculum design to adapt to rapidly changing technological developments and market demands. Furthermore, higher vocational colleges should strengthen school-enterprise collaboration and regularly conduct industry research to understand the latest technological demands and job changes, ensuring the foresight and practical nature of their curriculum.

Interviewee 18: The planning and design of curriculum systems should closely align with industry needs. Regarding professional course offerings, higher vocational colleges should establish professional guidance committees and regularly invite industry experts to participate in professional development. Furthermore, higher vocational colleges should design progressive curriculum systems, emphasizing the connection and integration between courses to ensure that students acquire relevant knowledge and skills at different stages. Furthermore, higher vocational colleges should prioritize the practicality of courses, strengthen practical teaching, and increase the proportion of practical courses.

Interviewee 19: The planning and design of curriculum systems should be integrated with students' career plans. Higher vocational colleges should prioritize the dynamic adjustment and optimization of curriculum systems, establish professional early warning mechanisms, and promptly adjust curriculum and teaching content based on industry trends and student development needs. Furthermore, they should prioritize students' career plans and development directions, optimize curriculum structures, and rationally design foundational, core, and extension courses to provide students with targeted course content and teaching methods.

Interviewee 20: Curriculum design should integrate students' career development paths and focus on cultivating their comprehensive abilities. Professional course offerings should take into account the needs of regional economic development. Higher vocational colleges should establish a dynamic curriculum

adjustment mechanism to ensure synchronization with industry and technological developments. Establish a course evaluation mechanism to continuously optimize course settings and teaching content. At the same time, regularly conduct enterprise surveys to promote the joint development of talent training programs between schools and enterprises, understand the latest technical requirements and job changes, and ensure a sound curriculum system.

Question 2: How to promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching? In addition, do you have any suggestions on teaching process management of higher vocational colleges?

Interviewee 1: The supervision and evaluation of classroom teaching should be goal-oriented. Clear teaching plans should be developed to ensure clear teaching directions and expected outcomes. The management of the teaching process should be strengthened to ensure consistency among teaching objectives, content, teaching methods, and evaluation methods. Emphasis should be placed on process-based evaluation, employing a multi-dimensional assessment approach to assess student learning progress. Furthermore, by establishing a teaching supervision team, conducting teaching inspections and class observation and evaluation activities, and inviting peer experts to provide comments and suggestions on teachers' teaching, the team should be encouraged to conduct a thorough review of the teaching process.

Interviewee 2: Vocational colleges should prioritize the meticulous management of the teaching process, with clear standards and procedures for each step, from lesson preparation and delivery to after-class tutoring. Schools should promote information-based teaching management, optimize teaching activities, and ensure that teaching content is integrated with information-based tools. Teachers should be encouraged to adopt diverse teaching methods and provide personalized teaching support to improve classroom management and teaching effectiveness. Furthermore, schools should promote collaboration within the teaching team to promptly identify and resolve teaching issues and enhance teachers' teaching abilities.

Interviewee 3: Classroom teaching supervision and evaluation are key to improving academic quality. A comprehensive teaching management system should be established to standardize classroom order and teaching processes, and to monitor academic quality and implementation effectiveness. Strengthen academic quality monitoring and collect comprehensive and objective data through regular teaching inspections and class observation and evaluation. Furthermore, higher vocational

colleges should strengthen process management. It is recommended that teaching supervision teams be established to oversee and guide teaching activities and ensure the orderly conduct of teaching. Regular teaching seminars should be held to share excellent teaching cases and promote communication and cooperation among faculty.

Interviewee 4: Teaching supervision and evaluation in higher vocational colleges should focus on practicality and career orientation, ensuring that teaching content is in line with industry needs. Evaluation should focus on the teaching process and adopt a multi-dimensional assessment method to comprehensively assess student learning progress. Furthermore, higher vocational colleges should strengthen teaching progress management, optimize teaching activities, and rationally arrange teaching schedules to ensure the practicality and forward-looking nature of teaching content.

Interviewee 5: Effective classroom teaching supervision and evaluation can promote the professional growth of teachers. Evaluation should focus on teachers' teaching innovation and practical ability. By establishing a teaching supervision team to oversee and guide teaching activities and introducing diversified evaluation mechanisms such as peer review and student evaluation, teachers' teaching level can be more comprehensively and fairly reflected. Furthermore, higher vocational colleges should strengthen teaching training and guidance for new teachers, promote team collaboration, and help them quickly adapt to the teaching environment.

Interviewee 6: Teaching supervision and evaluation in higher vocational colleges should be student-centered, focusing on students' learning experiences and outcomes. In teaching process management, clear teaching plans should be developed, teaching content should be scientifically designed, and teaching content should be rationally arranged according to the syllabus and textbooks, strengthening teaching process management. Schools should strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities, and strengthen supervision and feedback on the teaching process to promote academic quality improvement.

Interviewee 7: Teaching supervision and evaluation in higher vocational colleges should be guided by professional needs and focus on students' practical skills and professional qualities. Effective teaching supervision requires the development of clear teaching plans, which will help strengthen teaching process management, ensure that teaching activities proceed in an orderly manner, and achieve the intended goals. Furthermore, evaluation should focus on understanding teachers' teaching implementation and students' learning progress, strengthening teaching progress

management, and strengthening the management and optimization of teaching activities.

Interviewee 8: Promoting diversified teaching methods within the school's classroom academic quality assurance system, such as comprehensive curriculum design, collaborative learning, and classroom discussions, will help improve classroom management and teaching effectiveness. Comprehensive curriculum design meets the learning needs of diverse students by providing diverse information presentation, expression, and participation methods. Establish a comprehensive teaching management system, strengthen supervision and feedback on the teaching process, and ensure continuous improvement in academic quality.

Interviewee 9: Classroom teaching supervision and evaluation are important means to promote teacher teaching improvement. It is recommended to promote the use of information-based teaching management methods for classroom teaching evaluation, such as using online teaching platforms to collect student teaching evaluation data and using intelligent analysis systems to generate teaching evaluation reports. Strengthen academic quality monitoring and organize teaching inspections and class observation and evaluation activities. This will not only improve evaluation efficiency but also ensure the objectivity and accuracy of evaluation results. Furthermore, higher vocational colleges should establish teaching supervision teams to oversee and guide teaching activities.

Interviewee 10: Higher vocational colleges should focus on standardized management of the teaching process and develop comprehensive teaching management systems to ensure the orderly conduct of teaching. By strengthening academic quality monitoring, problems in teaching can be promptly identified and resolved, promoting the improvement of academic quality. Furthermore, schools should promote information-based teaching management and use modern methods to record important information during the teaching process to provide a basis for teaching management and teaching improvement.

Interviewee 11: Internal school supervision can enable school administrators to effectively monitor and evaluate classroom instruction, improve teaching management, and enhance the quality of education. Establish a teaching supervision team to oversee and guide teaching activities, improve the school's internal teaching supervision and evaluation system, and strive to standardize school teaching through teaching supervision. By formulating clear teaching plans that clearly define teaching tasks, class time allocation, and expected outcomes for each stage, we must strengthen teaching progress management, optimize teaching activities, and ensure the

effective implementation of the teaching plan.

Interviewee 12: Vocational colleges should establish teaching supervision teams to oversee and guide teaching activities. They should utilize technologies such as big data and artificial intelligence to manage the teaching process, assess learning progress through multi-dimensional assessments, and promptly identify and resolve teaching problems. Furthermore, through information-based teaching management, establish a teaching data analysis platform to provide a scientific basis for teaching decision-making and promote refined and scientific teaching management.

Interviewee 13: Classroom teaching supervision and evaluation should reflect a humanistic approach. During the evaluation process, attention should be paid to individual students' differences and needs, and diversified teaching methods should be promoted to stimulate students' interest and enthusiasm for learning, thereby improving classroom management and teaching effectiveness. Vocational colleges should establish comprehensive teaching management systems, strengthen comprehensive monitoring and management of the teaching process, and ensure the steady improvement of academic quality.

Interviewee 14: Vocational colleges should establish teaching supervision teams, clarify the responsibilities and authority of supervisors at all levels, and ensure that teaching supervision is effectively implemented. By strengthening academic quality monitoring and regularly conducting teaching inspections, class observations, and evaluations, problems in teaching can be promptly identified and resolved, promoting the improvement of academic quality. Furthermore, schools should establish a feedback mechanism for teaching supervision results, using supervision results as an important basis for teacher evaluation and teaching improvement.

Interviewee 15: Teaching supervision and evaluation in vocational colleges should be technology-driven, focusing on improving teaching effectiveness and optimizing the student learning experience. In practical implementation, promoting diversified teaching methods is a key path to improving classroom effectiveness. This can be achieved by flexibly utilizing interactive models such as project-based learning, case studies, and role-playing to optimize teaching methods based on course content. Furthermore, efforts should be made to promote information-based teaching management, standardize the teaching process, and regularly organize teaching demonstrations to encourage teachers to share innovative experiences and ensure the continuous improvement of academic quality.

Interviewee 16: Teaching supervision and evaluation in higher vocational colleges should be team-oriented to ensure the achievement of teaching objectives and the improvement of academic quality. Establishing a teaching supervision team and strengthening supervision and feedback on the teaching process is a key way to improve academic quality. Organizing collective lesson preparation, teaching seminars, and experience sharing among teachers can foster collaboration and communication among team members, optimizing instructional design and resource utilization. Furthermore, strengthening academic quality monitoring through teaching inspections and class observation and evaluation activities can help teachers adjust their teaching methods and enhance teaching effectiveness through regular feedback and improvement.

Interviewee 17: Effective classroom teaching supervision and evaluation requires a comprehensive teaching management system. First, clear teaching management standards and processes should be established, covering teaching objectives, teaching content, teaching methods, and evaluation criteria to ensure standardized and scientific teaching activities. Second, comprehensive academic quality monitoring should be carried out through classroom observations, student evaluations, and peer review to promptly identify and address teaching issues. Through this series of institutionalized management measures, teaching progress management can be strengthened, teaching activities can be optimized, and academic quality and implementation effectiveness can be effectively monitored.

Interviewee 18: Higher vocational colleges should strengthen the management and evaluation of the teaching process and formulate clear teaching plans. First, based on course objectives and student characteristics, scientifically formulate teaching plans, clearly defining teaching content, schedules, and assessment methods to ensure clear teaching direction and expected outcomes. Second, through classroom observation, student feedback, and periodic assessments, monitor teaching implementation in real time, adjust teaching strategies promptly, and ensure the smooth implementation of the teaching plan. Furthermore, promote diversified teaching methods, build a student-centered teaching model, and stimulate student interest in learning. Furthermore, utilize information technology to establish a real-time classroom feedback mechanism, collect student participation data through smart terminals, and adjust teaching strategies promptly.

Interviewee 19: Strengthening academic quality monitoring and organizing teaching inspections and class observation and evaluation activities are important measures to improve teaching effectiveness. Regular teaching inspections provide a

comprehensive understanding of the implementation of the teaching plan and classroom effectiveness. Class observation and evaluation activities can promptly identify strengths and weaknesses in teaching and provide teachers with suggestions for improvement. Furthermore, adopt a multi-dimensional assessment approach and establish a full-process, multi-subject evaluation mechanism to comprehensively assess learning progress. This series of measures will help form a closed-loop management system, ensure the continuous improvement of academic quality, ultimately achieve teaching objectives, and promote the all-round development of students.

Interviewee 20: Classroom teaching supervision and evaluation should focus on process and dynamism. Vocational colleges should prioritize personalized management of the teaching process, adopting diverse teaching methods such as case studies, project-based learning, and flipped classrooms. They should respect students' individual needs and developmental characteristics, provide personalized teaching services and support, and meet the learning needs of diverse students. Furthermore, by strengthening teaching progress management and optimizing classroom time allocation and resource utilization, teaching efficiency can be improved. This model, combining diverse teaching methods with personalized management, effectively enhances teaching effectiveness.

Question 3: How to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school? In addition, do you have any suggestions on the teaching staff construction of higher vocational colleges?

Interviewee 1: Support for teacher career development should be systematic and sustainable. Vocational colleges should strengthen teacher professional development, improve their teacher training systems, and provide ongoing training and further education opportunities. First, by regularly organizing training in teaching skills and educational technology applications, teachers can master advanced teaching methods and tools, thereby improving classroom effectiveness. Second, teachers should be supported in participating in domestic and international academic conferences, industry seminars, and advanced training courses to broaden their professional horizons and stay abreast of the latest industry developments and technological trends. Furthermore, teacher development centers should be established, professional development profiles created, and personalized career development plans formulated to clarify teachers' growth paths and goals.

Interviewee 2: Vocational colleges should support faculty academic advancement and encourage faculty participation in research projects and academic exchange activities. This is a key path for vocational colleges to achieve sustainable development. First, institutions should formulate research incentive policies, such as linking research results with professional title assessment and performance appraisals, to stimulate faculty research enthusiasm. Second, institutions should strengthen collaboration with businesses and research institutions, providing teachers with opportunities to participate in cross-disciplinary research and technological development, enhancing their practical skills and industry knowledge. At the same time, efforts should be made to strengthen the training of dual-qualified teachers, cultivating a faculty with both theoretical proficiency and practical skills, ensuring the improvement of the faculty's quality.

Interviewee 3: Strengthening the training of dual-qualified teachers is key to improving academic quality in higher vocational colleges. First, schools should collaborate with businesses to establish practical training bases, allowing teachers to gain experience in real-world work environments and enhance their practical guidance skills. Second, schools should encourage teachers to participate in technology research and development and project collaborations with businesses, enhancing their practical skills and industry knowledge through hands-on project work. Furthermore, schools should establish teacher incentive mechanisms and improve reward and promotion systems to encourage teachers to continuously enhance their theoretical teaching and practical guidance abilities.

Interviewee 4: Professional development support for teachers in higher vocational colleges should be guided by teacher needs. Providing teachers with information-based teaching training and helping them master modern teaching technologies is a key measure for higher vocational colleges to adapt to the trend of digital education. Specifically, schools should regularly organize training on information-based teaching tools and platforms, encourage teachers to develop digital teaching resources, and establish information-based teaching support teams to provide teachers with technical guidance and problem-solving solutions to ensure the smooth implementation of information-based teaching. Furthermore, higher vocational colleges should prioritize faculty development by strengthening their team building and continuously advancing teaching reforms through the formation of high-level, structured teaching innovation teams.

Interviewee 5: Vocational colleges should innovate teacher incentive mechanisms, improve reward and promotion systems, stimulate faculty motivation, and enhance the attractiveness of the teaching profession. Schools should optimize teacher evaluation mechanisms, incorporating teaching achievements, scientific research results, and social service into the evaluation system as important criteria for rewards and promotions. Furthermore, schools should establish teacher development centers to help teachers develop career development plans, support teachers in carrying out teaching reforms and research projects, and encourage continuous exploration and innovation.

Interviewee 6: Higher vocational colleges should strengthen faculty team building and establish high-level, structured teaching innovation teams. This is crucial for improving academic quality and research capabilities. Regarding specific implementation, first, schools should develop clear team-building plans to focus on attracting and cultivating high-caliber talent. Second, they should prioritize encouraging faculty participation in national and provincial teaching team development to enhance the overall strength of the teams. Furthermore, schools should strengthen the internationalization of faculty training by providing overseas training and international exchange opportunities to promote faculty professional development. Through these systematic measures, schools will effectively promote educational and teaching reforms and continuously improve the quality of talent cultivation.

Interviewee 7: Vocational colleges should strengthen the training of dual-qualified teachers, improve quality and excellence, jointly build a platform for industry-education integration, and establish a diversified assessment mechanism throughout the entire process. Specifically, a joint school-enterprise training mechanism should be established, regularly sending teachers to enterprises for practical training, while also recruiting key technical personnel from enterprises as part-time teachers to promote the simultaneous improvement of teachers' theoretical and practical skills. In developing their faculty, vocational colleges should focus on career planning and establish teacher development centers to help teachers develop clear career development plans, such as diversifying from teaching to teaching, research, and technology application.

Interviewee 8: With the in-depth development of educational informatization, schools should regularly organize teacher training in information-based teaching, such as the use of intelligent teaching platforms and the application of big data analysis in teaching, to help teachers master modern teaching methods. In developing their faculty, vocational colleges should encourage teachers to utilize information

technology to innovate teaching models, such as blended learning and flipped classrooms, to improve teaching effectiveness. At the same time, teacher evaluation mechanisms should be optimized to incorporate teaching achievements, research results, and social services into the teacher evaluation system. Specifically, teachers can establish digital literacy evaluation standards, conduct regular assessments of their information-based teaching abilities, and link these results to professional title evaluations and performance appraisals, forming a long-term incentive mechanism.

Interviewee 9: In higher vocational colleges, innovating teacher incentive mechanisms and improving reward and promotion systems are key to improving the overall quality of the teaching staff. First, schools should draw inspiration from the performance appraisal model of businesses and incorporate teachers' teaching effectiveness, scientific research achievements, and student evaluations into assessment indicators as a basis for rewards and promotions. Second, schools can establish incentives such as "dual-qualified teacher allowances" and "research project awards" to encourage teachers to enhance their practical teaching and research capabilities. Furthermore, schools should improve their teacher training systems, provide continuous training and further education opportunities, and build a high-quality teaching staff to better meet the needs of the industry and students.

Interviewee 10: Vocational colleges should focus on the two key points of "high-level" and "dual-qualified" teachers, strengthen the training of dual-qualified teachers, and strive to ensure the comprehensive improvement of the quality of the teaching staff through five major paths: guiding teachers with noble professional ethics, promoting teachers through high-end training, co-education between schools and enterprises, developing teachers through professional research and training, and motivating teachers through innovative mechanisms. On this basis, we must focus on supporting teachers' academic development and provide solid human resources support and institutional mechanisms for the implementation of the "New Double High" plan through specific measures such as encouraging teachers to participate in scientific research projects and academic exchange activities.

Interviewee 11: Vocational colleges should prioritize faculty development. Career planning is a key strategy for improving the overall quality of their faculty. Schools should establish faculty development centers to help teachers develop career plans, including career positioning, goal setting, and path planning. Vocational colleges should strengthen faculty team building and establish high-quality, structured teaching innovation teams. Specifically, they should establish team collaboration mechanisms, conduct regular teaching seminars, encourage interdisciplinary teamwork, and provide

teams with necessary resources and development space to promote professional growth and enhance their teaching abilities.

Interviewee 12: Vocational colleges should support faculty academic advancement and encourage participation in research projects and academic exchange activities. This is a key measure to enhance the overall quality of teaching in vocational colleges. First, schools should provide faculty with research start-up funds and project support to help them conduct high-quality research and enhance their academic research capabilities. Second, schools should encourage faculty to participate in domestic and international academic conferences and industry seminars to broaden their academic horizons and stay abreast of cutting-edge disciplinary developments. Furthermore, schools can establish academic exchange platforms, regularly inviting renowned scholars and industry experts to lecture on campus to foster interaction and collaboration between faculty and the external academic community. The academic advancement of faculty has a direct impact on student development and the reputation of the institution. Schools should develop incentive policies to support faculty in applying for research projects and participating in domestic and international academic conferences.

Interviewee 13: Vocational colleges should prioritize the development of dual-qualified faculty, equipping them with both theoretical teaching and practical guidance capabilities. This is a key path to improving the academic quality of higher vocational colleges. First, through school-enterprise collaboration, schools should regularly send faculty to companies for practical work, helping them understand the latest industry technologies and development trends, thereby enhancing their practical teaching skills. Second, schools should encourage faculty to participate in enterprise technology research and development and project collaborations. By collaborating with companies on cross-cutting projects and participating in technological innovation, they can effectively enhance their practical and research capabilities. Furthermore, schools should optimize faculty evaluation mechanisms, incorporating teaching achievements, research results, and social service contributions into the evaluation system to encourage faculty to continuously enhance their practical teaching abilities.

Interviewee 14: Faculty professional development requires systematic support and guarantees. Vocational colleges should establish teacher professional development centers to provide personalized career development consultation and guidance, helping faculty develop practical and feasible career development plans. At the same time, it is important to strengthen the internationalization of faculty training by providing overseas training and international exchange opportunities to effectively

broaden faculty perspectives and enhance their academic proficiency. Furthermore, regarding faculty development, it is recommended that higher vocational colleges prioritize faculty team building, with particular emphasis on the training and development of young faculty. This effort should ensure the sustainable development of the faculty by establishing high-level and structured teaching innovation teams.

Interviewee 15: Strengthening international exchange and cooperation is an effective way to enhance faculty's international perspective. Schools should strengthen internationalization training by providing overseas training and international exchange opportunities, encouraging faculty to participate in international academic conferences, overseas training, and international cooperative projects, effectively broadening their international perspectives and gaining a deeper understanding of advanced educational concepts and teaching methods from abroad. In developing their faculty, higher vocational colleges should prioritize providing information-based teaching training to help faculty master modern teaching technologies, deeply integrating advanced technologies with teaching practice, and building an intelligent teaching environment, thereby comprehensively improving academic quality and talent development.

Interviewee 16: Vocational colleges should prioritize support for faculty career development based on economic benefits. Teacher evaluation mechanisms should be optimized, incorporating teaching achievements, scientific research outputs, and social service contributions into the evaluation system to motivate faculty to continuously improve their skills. At the same time, higher vocational colleges should improve their teacher training systems by providing ongoing training and further education opportunities to help teachers master advanced teaching methods and tools. Furthermore, higher vocational colleges should support faculty academic advancement and encourage them to participate in research projects and academic exchange activities. Specifically, they can establish dedicated research funds, establish a system of awards for academic achievements, and provide financial support for faculty participation in domestic and international academic conferences, thereby building a comprehensive support system for faculty professional development.

Interviewee 17: Higher vocational colleges' teacher professional development support should be student-centered. Teacher evaluation mechanisms should be optimized, incorporating teaching achievements, research results, and social services into the teacher evaluation system, focusing on faculty teaching ability, practical guidance, and student development outcomes. Furthermore, higher vocational colleges should strengthen internationalization training by offering overseas training

and international exchange opportunities, encouraging faculty participation in international academic conferences and collaborative research projects. They should also introduce high-quality international educational resources and organize joint teaching and research activities for Chinese and international faculty to promote faculty's international professional development, ultimately achieving the goal of serving students' growth with an international perspective.

Interviewee 18: Teacher professional development is not only a process of teacher growth but also a process of social and cultural inheritance and innovation. Support faculty academic advancement, encourage faculty participation in research projects and academic exchange activities, and effectively enhance their academic proficiency and professional influence through the establishment of research incentive mechanisms and the provision of academic development funds. Vocational colleges should prioritize faculty team building, establish high-level and structured teaching innovation teams, and establish interdisciplinary and cross-disciplinary collaborative innovation mechanisms. This will promote the comprehensive development of faculty in talent cultivation, scientific research, and social service, achieving an organic integration of faculty development with the institution's career development.

Interviewee 19: With the continuous advancement of educational technology, teachers should continuously enhance their ability to integrate educational technology. Schools should provide training in information-based teaching and organize teachers to participate in training on educational technology integration to help them master modern teaching techniques and improve teaching effectiveness. Vocational colleges should focus on improving their teacher training systems, continuously offering diverse training and further education opportunities, and establishing regular educational technology exchange platforms to encourage teachers to actively develop information-based teaching cases and share their findings, effectively promoting technical exchange and collaboration among faculty.

Interviewee 20: Teacher professional development is the cornerstone of sustainable development in education. To this end, we should innovate teacher incentive mechanisms, improve reward and promotion systems, and establish a scientific and fair evaluation system to effectively stimulate teachers' enthusiasm and creativity. At the same time, we should focus on improving the teacher training system, providing teachers with continuous training and further education opportunities, and effectively enhancing their professional capabilities and teaching standards. Regarding teacher team building, it is recommended to focus on strengthening teacher team building, cultivating a spirit of cooperation among teachers, and comprehensively

enhancing team cohesion and innovation through the establishment of high-level and structured teaching innovation teams.

Question 4: How to have strengthen to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience? In addition, do you have any suggestions on the teaching basic conditions of higher vocational colleges?

Interviewee 1: Vocational colleges should actively promote the integration of industry and education, collaborate deeply with businesses, introduce advanced teaching equipment, and promote the application of intelligent and digital teaching. First, schools should establish long-term cooperation mechanisms with businesses, inviting them to participate in the selection and procurement of teaching equipment to ensure that the equipment aligns with industry needs. Second, the government should formulate relevant policies to encourage businesses to support the development of vocational education through equipment donations and shared facilities. Furthermore, schools should actively apply for special government funds to improve school conditions and enhance academic quality. Regarding teaching basic conditions, schools should strengthen funding for teaching, which is used for facility maintenance, resource procurement, and faculty development, ensuring a safe and comfortable campus environment and providing a good teaching and learning environment for both teachers and students.

Interviewee 2: Vocational colleges' teaching basic conditions must include practical training equipment that is synchronized with industry technology to ensure that students' skills training keeps pace with the actual needs of businesses. Schools can invite industry experts to participate in equipment procurement decisions and establish digital teaching resource platforms tailored to professional needs, providing a rich range of course materials and learning tools to ensure the advanced and practical nature of the equipment. In addition, schools should regularly organize training on digital teaching equipment. Through on-site guidance and hands-on drills by company technicians, teachers can be assured of proficiency in operating various new devices, effectively enhancing their modern teaching capabilities and providing a strong foundation for cultivating high-quality technical and skilled personnel.

Interviewee 3: Sharing teaching resources is key to improving teaching basic conditions. Vocational colleges should establish on- and off-campus resource sharing mechanisms to improve the efficient use of equipment and resources, enabling cross-disciplinary and interdisciplinary sharing of equipment and resources to avoid resource

waste. Furthermore, schools should establish professional equipment maintenance teams to strengthen the regular maintenance and updating of teaching equipment, promptly phase out outdated equipment, and introduce advanced technology and equipment to ensure that the teaching environment remains in sync with industry technological developments. Furthermore, continuously optimizing resource allocation plans will provide strong support for improving academic quality.

Interviewee 4: The key to introducing advanced teaching equipment lies in its close integration with teaching needs. Vocational colleges should establish effective equipment management systems, standardize the purchase and management of teaching equipment, and ensure that equipment upgrades are synchronized with teaching reforms. Furthermore, regular maintenance and updating of teaching equipment should be strengthened to extend its service life and enhance the teaching environment. Regarding teaching basic conditions, I suggest that higher vocational colleges focus on co-building training bases with enterprises, leveraging enterprise resources to enhance practical teaching conditions. By introducing real-world production environments and technical standards from enterprises, we can create training platforms that meet industry needs.

Interviewee 5: Enterprises should actively participate in the introduction of teaching equipment into higher vocational colleges. By deepening school-enterprise collaboration, enterprises can provide equipment support and technical guidance to schools, helping to establish a mechanism for sharing resources both within and outside the school, and effectively improving the efficient use of equipment and resources. Furthermore, enterprises can send professional technicians to schools to conduct training and provide teachers with training on digital teaching equipment, effectively enhancing their modern teaching capabilities. Regarding teaching basic conditions, schools should further strengthen their collaboration with enterprises, jointly establish a scientific and comprehensive equipment management system, standardize the procurement process and management standards for teaching equipment, and continuously improve overall teaching conditions.

Interviewee 6: Higher Vocational colleges should prioritize the innovative development of teaching equipment and ensure funding for teaching, with a focus on facility maintenance and upgrades, resource procurement, and faculty professional development. They should also prioritize the use of advanced teaching equipment and vigorously promote intelligent and digital teaching applications to effectively enhance the interactivity and engaging nature of classroom instruction. Furthermore, schools should regularly organize training on digital teaching equipment to ensure

every teacher is proficient in operating various new teaching devices, effectively enhancing their modern teaching capabilities and providing strong support for the cultivation of innovative talent.

Interviewee 7: Introducing advanced teaching equipment is key to improving the academic quality of higher vocational colleges. Schools should actively establish on- and off-campus resource-sharing mechanisms with businesses. Through in-depth school-enterprise collaboration, new processes, technologies, and equipment can be promptly introduced into teaching, improving the efficiency of equipment and resource utilization. Furthermore, regular maintenance and updates of teaching equipment should be strengthened, and long-term mechanisms for equipment use and maintenance should be established to enhance the teaching environment. Regarding teaching basic conditions, schools should focus on strengthening the joint construction of practical training bases between schools and enterprises, leveraging high-quality enterprise resources to enhance practical teaching conditions and create a practical teaching platform that meets industry needs.

Interviewee 8: School-enterprise cooperation is an important way to improve teaching basic conditions. Higher vocational colleges should jointly establish training bases with enterprises, utilizing their equipment and technical resources for practical teaching, and effectively improve teaching conditions. At the same time, it is necessary to integrate high-quality resources from both schools and enterprises to establish a comprehensive digital teaching resource platform. This platform systematically develops course materials and learning tools, including micro-course videos, virtual simulations, and business case studies. A regular update mechanism should be established to ensure that teaching resources keep pace with industry developments. Furthermore, a professional team should be established to oversee platform operations and maintenance, conduct teacher training on digital teaching equipment, and maximize the effectiveness of digital teaching resources.

Interviewee 9: Vocational colleges should closely monitor industry technological trends and equip themselves with advanced teaching equipment. First, schools should strengthen cooperation with industry associations to understand the latest industry technological needs and ensure forward-looking equipment procurement. Second, schools should prioritize equipment diversity and introduce emerging technologies to enhance the scientific and practical nature of teaching. Furthermore, a resource-sharing mechanism should be established both within and outside the school. By building a unified resource management platform, equipment

and resources can be shared across disciplines and departments, effectively improving the efficiency of equipment and resource utilization.

Interviewee 10: When introducing teaching equipment, higher vocational colleges should prioritize both innovation and practicality. Schools should ensure sufficient funding for teaching, which is used for facility maintenance and upgrades, resource procurement, and teacher professional development. Regarding basic teaching conditions, it is recommended that higher vocational colleges establish a systematic training system and regularly provide training on digital teaching equipment. Through a combination of theoretical explanations, practical exercises, and assessments, this approach can effectively enhance teachers' modern teaching capabilities and improve teaching efficiency.

Interviewee 11: Vocational colleges should improve teaching conditions through collaboration with enterprises. Industry experts should be invited to participate in equipment procurement decisions to help schools understand the latest equipment and technologies. Schools and enterprises should jointly build practical training bases, leveraging enterprise resources to enhance practical teaching conditions and ensure the advanced and practical nature of the equipment. Furthermore, special funds should be established for equipment maintenance to strengthen the regular maintenance and updating of teaching equipment. Through measures such as establishing equipment health records and implementing preventive maintenance, the quality of the teaching environment can be continuously improved.

Interviewee 12: Vocational colleges should promote in-depth collaboration with enterprises. By establishing collaborative mechanisms between schools and enterprises, they can introduce advanced teaching equipment, promote the application of intelligent and digital teaching, and effectively enhance the professional quality and teaching ability of teachers. Regarding teaching basic conditions, schools should establish a scientific and effective equipment management system, clearly define equipment usage specifications, maintenance standards, and update procedures, and strictly regulate the purchase and management of teaching equipment to ensure that teaching equipment is always in good working condition.

Interviewee 13: Vocational colleges should jointly build practical training bases with enterprises, introducing real-world production environments and technical standards, and leveraging enterprise resources to improve practical teaching conditions. Furthermore, mechanisms for sharing resources within and outside the school should be established, enabling cross-disciplinary coordination through information management platforms to improve the efficiency of equipment and

resource utilization. In addition, professional maintenance teams should be established to strengthen the regular maintenance and updating of teaching equipment. Preventive maintenance and rapid response mechanisms should be used to enhance the teaching environment and ensure the normal operation of equipment.

Interviewee 14: Vocational colleges should actively explore diversified channels for acquiring equipment, acquiring high-quality teaching resources through various means such as school-enterprise partnerships, government support, and social donations. Digital teaching is the future trend. Vocational colleges should introduce intelligent teaching equipment and establish a comprehensive digital teaching resource platform that systematically integrates resources such as virtual simulations and online courses, providing a wealth of course materials and learning tools. At the same time, schools should develop systematic training plans to strengthen teacher training in digital teaching equipment, effectively enhance teachers' modern teaching capabilities, and provide strong support for cultivating high-quality technical and skilled personnel.

Interviewee 15: Vocational colleges should focus on the comprehensiveness of teaching equipment, ensuring that it not only meets basic teaching needs but also takes into account the development of specialized disciplines. Schools should prioritize equipment upgrades, establish a scientific and effective equipment management system, regularly organize expert assessments of equipment technical levels, and strictly regulate the procurement and management process of teaching equipment. Furthermore, schools should establish professional maintenance teams to strengthen the regular maintenance and updating of teaching equipment to ensure that teachers and students can fully utilize equipment resources and continuously improve the quality of the teaching environment.

Interviewee 16: When introducing teaching equipment, higher vocational colleges should focus on its intelligent and digital capabilities. Advanced teaching equipment can significantly improve classroom teaching effectiveness, enhance student engagement, and boost learning motivation. Regarding basic teaching facilities, I recommend that higher vocational colleges establish on- and off-campus resource sharing mechanisms to improve the efficient use of equipment and resources, strengthen practical teaching, and enhance students' practical skills.

Interviewee 17: The introduction of advanced teaching equipment requires higher vocational colleges to possess a forward-looking vision and a scientific decision-making mechanism. When introducing equipment, higher vocational colleges should fully secure funding for facility maintenance, resource procurement, and faculty development, ensuring that the equipment they introduce meets teaching

requirements and is market-competitive. At the same time, they should strengthen technical exchanges and collaboration with leading domestic and international companies. Regarding basic teaching facilities, I recommend that higher vocational colleges strengthen the establishment of joint training bases between schools and enterprises, leverage corporate resources to enhance practical teaching conditions, and create practical teaching platforms that meet industry needs.

Interviewee 18: Higher vocational colleges should fully utilize digital technology to enhance the quality of their teaching equipment. Schools should establish digital teaching resource platforms that provide a wealth of course materials and learning tools, prioritize equipment interoperability, and leverage modern technology to achieve intelligent equipment management. Furthermore, schools should encourage teachers to develop digital teaching resources, integrate them with equipment, provide training on digital teaching equipment, enhance teachers' modern teaching capabilities, and continuously optimize the digital teaching environment.

Interviewee 19: Vocational colleges should closely monitor industry technological trends, strengthen collaboration with businesses, understand their latest technological needs, jointly build training bases, and leverage corporate resources to enhance practical teaching conditions. At the same time, they should ensure funding for teaching facilities, resource procurement, and teacher development. By establishing a rational funding mechanism, they can ensure the intelligent upgrade and modernization of teaching facilities, achieving standardized and sustainable development of teaching conditions.

Interviewee 20: Vocational colleges should prioritize the career-oriented nature of teaching equipment. Schools should purchase equipment that is compatible with actual work environments based on job requirements, ensure its advanced nature, and promote the application of intelligent and digital teaching. Furthermore, schools should strengthen the practical application of equipment, establish on-campus and off-campus resource sharing mechanisms, improve the efficiency of equipment and resource utilization, establish an equipment usage evaluation system, and continuously optimize equipment configuration plans to ensure that teaching equipment consistently meets the needs of cultivating high-quality technical and skilled personnel.

Question 5: How to improve the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality? In addition, do you have any suggestions on the academic quality evaluation of higher vocational colleges?

Interviewee 1: Improving the comprehensiveness of teaching evaluation requires a multidimensional evaluation system. The evaluation should include diverse subjects, including student evaluation, peer review, expert comments, and teacher self-evaluation, ensuring comprehensiveness and objectivity. Evaluation criteria should encompass multiple dimensions, including teaching objectives, content, methods, and effectiveness, ensuring that the entire teaching process is covered. Furthermore, emphasis should be placed on process-based evaluation, using methods such as classroom observation, homework analysis, and periodic testing to monitor the teaching process in real time, identify problems, and adjust teaching strategies promptly. Finally, evaluation results should be promptly fed back to teachers as a final evaluation, helping them identify deficiencies and develop improvement plans, thereby promoting the continuous improvement of academic quality.

Interviewee 2: The academic quality evaluation of higher vocational colleges should be practice-oriented. A school-enterprise partnership mechanism should be established to strengthen collaborative evaluation, inviting industry experts to participate in teaching evaluations to ensure that teaching content is aligned with industry needs and enhance the quality of student education. Furthermore, higher vocational colleges should establish a feedback and improvement mechanism to provide timely feedback on evaluation results and implement improvements. Teaching plans and curriculum should be adjusted based on evaluation results to ensure the practicality and foresight of teaching content.

Interviewee 3: Optimizing the evaluation indicator system is key to improving the comprehensiveness of teaching evaluation. During the evaluation process, higher vocational colleges should prioritize regional industrial development needs and incorporate the characteristics of different majors to establish targeted evaluation indicators. Furthermore, they should adopt a combination of process-based and summative evaluation methods, using various methods such as project assessments, skills competitions, and enterprise internships to build a diversified evaluation system to better assess students' professional skills and overall qualities.

Interviewee 4: During the evaluation process, higher vocational colleges should prioritize regional industrial development needs and incorporate the characteristics of different majors to systematically optimize the evaluation indicator system. Through

in-depth industry research, they should establish scientific and reasonable evaluation indicators to more comprehensively and objectively assess students' professional skills and overall qualities. Furthermore, a mechanism for applying evaluation results should be established, comparing and analyzing evaluation data with industry standards and providing timely feedback to teaching teams to guide teaching reforms and optimize decision-making. This ensures that the evaluation system remains synchronized with industry needs and effectively enhances the relevance and effectiveness of talent development.

Interviewee 5: The academic quality evaluation of higher vocational colleges should be centered on student development, establishing a multi-dimensional evaluation system to comprehensively assess teachers' teaching effectiveness. Information-based evaluation tools should be introduced, and a teaching big data analysis platform should be established to enhance intelligent analytical capabilities to support decision-making. At the same time, we should strengthen teacher evaluation capacity building, conduct regular training on teacher evaluation topics, improve evaluation skills and teaching reflection skills, and ultimately achieve a virtuous cycle in which evaluation promotes teaching and learning.

Interviewee 6: The academic quality evaluation of higher vocational colleges should be guided by enterprise needs. A school-enterprise collaborative evaluation mechanism should be established. By regularly sending teachers to enterprises for practical training and arranging on-the-job internships for students, teachers can gain a deeper understanding of the latest industry technologies and development trends, effectively improving the quality of student education. Furthermore, a dynamic feedback mechanism for evaluation results should be established, comparing and analyzing evaluation data with industry standards to continuously improve teaching methods and optimize curriculum. This will form a virtuous cycle of "evaluation-feedback-improvement," effectively improving the quality of talent development and achieving seamless integration between school education and industry needs.

Interviewee 7: For higher vocational colleges, academic quality evaluation should focus on aligning with the job market. By understanding enterprise talent needs, enterprises can participate in the teaching evaluation process and provide valuable feedback and suggestions to higher vocational colleges. Furthermore, a feedback and improvement mechanism should be established to provide timely feedback on evaluation results and implement improvements. At the same time, a feedback and improvement mechanism should be established to promptly provide feedback on enterprise evaluation results. Continuous improvement should be achieved through

measures such as revising talent development plans, adjusting curriculum systems, and optimizing practical components. This will ensure a comprehensive management process of evaluation, feedback, and improvement, ensuring that the quality of talent development consistently meets the needs of industrial development.

Interviewee 8: Academic quality evaluation in higher vocational colleges should be supported by modern information technology, fully leveraging the data collection capabilities of digital teaching platforms and introducing intelligent, information-based evaluation tools to enable real-time dynamic monitoring of the teaching process and student learning outcomes. This will enhance big data analysis capabilities and visualization capabilities, providing a scientific basis for teaching decision-making. Furthermore, higher vocational colleges should systematically strengthen teacher evaluation capacity. Through various means such as regular thematic training, establishing a teaching reflection log system, and conducting peer review activities, teachers should be guided to engage in in-depth teaching reflection and continuous improvement, helping them to continuously enhance their academic quality and professional development capabilities.

Interviewee 9: Improving the comprehensiveness of teaching evaluation also requires strengthening the feedback and application of evaluation results. Vocational colleges should establish a systematic feedback and improvement mechanism. Through regular teaching feedback meetings and the creation of an evaluation results database, evaluation results should be promptly and accurately provided to teachers and students. This will help them fully understand their teaching and learning progress and provide a basis for subsequent adjustments and improvements. Furthermore, a tracking mechanism for evaluation results should be established. Through teaching supervision and peer review, teachers' teaching improvements should be dynamically tracked and scientifically evaluated, and evaluation data should be included in teacher development profiles. Furthermore, evaluation results should be linked to the allocation of teaching resources, promoting their effective application in curriculum development, teaching method reform, and school decision-making, ensuring the effectiveness of evaluation work.

Interviewee 10: Vocational colleges should systematically promote the development of teachers' digital capabilities. Through a tiered and classified training system, they should focus on improving their ability to apply information-based teaching tools and their data analysis skills. Intelligent information-based evaluation tools should be introduced, and a teaching big data analysis platform should be established to enhance intelligent analysis of teaching processes and student learning

behaviors, providing data support for teaching decision-making. At the same time, we must build an evaluation system covering multiple dimensions such as teaching effectiveness, student development, and social services, and ensure the comprehensiveness and objectivity of the evaluation through a combination of quantitative and qualitative evaluation methods.

Interviewee 11: The academic quality evaluation of higher vocational colleges should be guided by student career development, and a school-enterprise evaluation mechanism should be established. By establishing an evaluation committee composed of enterprise technical leaders, human resources experts, and education specialists, and regularly inviting industry experts to participate in the entire process of curriculum standard development and teaching implementation evaluation, we can ensure that teaching content is synchronized with the latest industry technical standards and development needs. Furthermore, we should emphasize the integration of process-based and summative evaluation, incorporating multiple aspects such as classroom performance, project practice, skills assessment, and on-the-job internships into the evaluation system to more comprehensively and objectively reflect academic quality.

Interviewee 12: Higher vocational colleges should systematically optimize their evaluation indicator system for academic quality evaluation. Based on professional talent development goals and industry job requirements, they should scientifically establish evaluation indicators encompassing multiple dimensions such as knowledge, skills, and qualities. Furthermore, a multidimensional evaluation system should be established, encompassing multiple evaluation dimensions, including faculty teaching ability, student learning outcomes, curriculum quality, and practical teaching. Information technology should be used to enable real-time collection and dynamic analysis of evaluation data, and timely feedback of evaluation findings should be provided to teaching reform and professional development. This will continuously optimize the entire talent development process, ensure comprehensiveness and objectivity of the evaluation, and provide strong support for improving the quality of technical and skilled talent development.

Interviewee 13: Higher vocational colleges should prioritize the tracking and evaluation of student learning outcomes in their academic quality assessments. They should establish feedback and improvement mechanisms. By tracking and evaluating learning outcomes, they can understand students' learning progress and growth, provide timely feedback on evaluation results, and provide teachers with targeted improvement suggestions. Furthermore, they should promote the application of evaluation results for teaching reform and decision-making. They should also regularly

collect feedback on employment quality and incorporate this data into the evaluation system to continuously optimize talent development programs, thereby promoting students' all-round development and enhancing their lifelong learning abilities.

Interviewee 14: Improving the comprehensiveness of teaching evaluation requires promoting the application of evaluation results. Evaluation results should not only serve as a basis for teachers to improve their teaching but also serve as a bridge for communication between teachers and students. By utilizing evaluation results, teachers can better understand students' learning needs and difficulties, provide more personalized teaching support, and utilize them for teaching reform and decision-making. Furthermore, they should strengthen teacher evaluation capacity, improving their evaluation skills and their ability to reflect on their teaching. A platform for sharing evaluation results should be established to promote the joint participation of teachers and students in the evaluation process, fostering a positive interactive mechanism for mutual learning and continuously improving the quality of talent development.

Interviewee 15: The academic quality evaluation system for higher vocational colleges should be multidimensional. Using a combination of quantitative and qualitative methods, scientific and rational evaluation criteria should be established. Regular expert review and revision should be conducted to ensure comprehensiveness and objectivity. Furthermore, it should prioritize the integration of process-based and summative evaluations, incorporating multiple aspects such as classroom performance, project practice, skills assessment, and on-the-job internships into the evaluation system to more comprehensively reflect academic quality.

Interviewee 16: Higher vocational colleges should strengthen faculty evaluation capacity in academic quality evaluation. Through systematic training and professional guidance, faculty should master scientific evaluation methods. This will allow them to understand students' learning attitudes, learning methods, and learning outcomes, providing targeted instruction and improving their evaluation skills and reflection abilities. Furthermore, integrating process-based and summative evaluations to build a multidimensional evaluation system can also promote students' independent learning and reflection abilities, providing a more comprehensive reflection of academic quality.

Interviewee 17: Vocational colleges should prioritize the professional development of their faculty. By establishing a tiered and categorized training system, they should provide teachers with teaching skills training and resource support. They should prioritize the introduction of information-based evaluation tools to enhance intelligent analysis of the teaching process and provide data support for teaching decisions. Furthermore, a mechanism for applying evaluation results should be

established, comparing and analyzing evaluation data with industry standards to optimize instructional design and improve teaching methods, continuously improving the quality of technical and skilled talent development and seamlessly aligning school education with industry needs.

Interviewee 18: Vocational colleges should prioritize innovative and practical evaluation methods, breaking through the limitations of traditional evaluation models. Traditional teaching evaluation methods are often too simplistic and fail to fully reflect the complexity and diversity of the teaching process. Vocational colleges should prioritize the characteristics of technical and skilled talent development and establish a multi-dimensional evaluation system encompassing teaching implementation, learning outcomes, and social feedback. By introducing intelligent evaluation tools and establishing a joint school-enterprise evaluation mechanism, they can ensure comprehensiveness and objectivity. At the same time, regular specialized training on teacher evaluation skills should be organized. Through case studies and practical exercises, this will strengthen teacher evaluation capabilities, enhance their professional evaluation skills and teaching reflection abilities, and ultimately achieve a virtuous cycle of promoting teaching and learning through evaluation.

Interviewee 19: Improving the comprehensiveness of teaching evaluation requires the introduction of intelligent, information-based evaluation tools. By building a teaching big data platform, teachers can stay abreast of the latest industry technologies and development trends, effectively enhancing their intelligent analytical capabilities to support teaching decision-making. Furthermore, a mechanism for translating evaluation results should be established to promote their in-depth application in curriculum development and teaching method reform, enabling teachers to more accurately understand students' learning needs and difficulties. This will allow evaluation results to be compared with industry standards, providing a scientific basis for school teaching management and reform, and continuously optimizing the entire talent development process.

Interviewee 20: In the teaching evaluation process, schools should focus on assessing students' innovative and practical abilities, which are crucial aspects of the academic quality assessment of higher vocational colleges. Through in-depth industry research, optimized evaluation indicator systems, and the scientific construction of a multi-dimensional evaluation system, we can fully stimulate the development of students' innovative thinking and practical abilities. At the same time, a collaborative evaluation mechanism between schools and enterprises should be established, inviting enterprise technical experts to participate in the development and

implementation of evaluation standards, integrating job competency requirements into the evaluation system, and effectively improving the quality of student training. Furthermore, a feedback and improvement mechanism should be established. By establishing student growth profiles and providing personalized guidance, students can be helped to identify their strengths and weaknesses. This will also help cultivate students' overall quality and employment competitiveness, laying a solid foundation for future career development.

Evaluation Form
Guidelines for academic quality management of Guangxi
Higher vocational colleges

Name: _____   Work place: _____.

Educationbackground: _____   Professional title:_____.

No	Guidelines for academic quality management of Guangxi higher vocational colleges	Suitability					Feasibility				
Professional curriculum setting		5	4	3	2	1	5	4	3	2	1
1	Establish a professional guidance committee and regularly invite industry experts to participate in professional construction.										
2	Introduce modular course design and divide the course content into independent and interrelated modules.										
3	Establish a professional early warning mechanism and set up majors according to industry development trends and employment needs.										
4	Optimize the curriculum structure and reasonably design basic courses, core courses and extension courses.										
5	Establish a dynamic course adjustment mechanism to ensure synchronization with industry technology development.										
6	Strengthen school-enterprise cooperation and invite industry experts to participate in course design.										
7	Schools and enterprises jointly formulate talent training plans to ensure a reasonable curriculum system.										
8	Establish a course evaluation mechanism and continuously optimize curriculum setting and teaching content.										

No	Guidelines for academic quality management of Guangxi higher vocational colleges	Suitability					Feasibility				
9	Design a progressive curriculum system to ensure that students acquire corresponding knowledge and skills at different stages.										
10	Strengthen practical teaching and increase the proportion of practical courses.										
Teaching process management		5	4	3	2	1	5	4	3	2	1
1	Develop clear teaching plans , and strengthen teaching process management.										
2	Adopt multi-dimensional assessment methods to comprehensively evaluate learning progress.										
3	Establish a sound teaching management system to supervise academic quality and implementation effects.										
4	Promote information-based teaching management and standardize the teaching process.										
5	Strengthen teaching progress management and optimize teaching activities.										
6	Promote diversified teaching methods, improve classroom management and teaching effects.										
7	Promote teaching team collaboration, strengthen supervision and feedback on the teaching process.										
8	Strengthen academic quality monitoring, organize teaching inspections and class observation and evaluation activities.										
9	Establish a teaching supervision team to supervise and guide teaching activities.										

No	Guidelines for academic quality management of Guangxi higher vocational colleges	Suitability					Feasibility				
Teaching staff construction		5	4	3	2	1	5	4	3	2	1
1	Improve the teacher training system and provide continuous training and further study opportunities.										
2	Innovate the teacher incentive mechanism and improve the reward and promotion system.										
3	Support teachers' academic improvement and encourage teachers to participate in scientific research projects and academic exchange activities.										
4	Optimize the teacher evaluation mechanism and incorporate teaching achievements, scientific research achievements and social services into the teacher evaluation system.										
5	Establish a teacher development center to help teachers develop career development plans.										
6	Strengthen international training and provide overseas training and international exchange opportunities.										
7	Provide information-based teaching training to help teachers master modern teaching technology.										
8	Strengthen the training of dual-qualified teachers to ensure the improvement of the quality of the teaching team.										
9	Strengthen the construction of the teacher team and form a high-level and structured teaching innovation team.										

No	Guidelines for academic quality management of Guangxi higher vocational colleges	Suitability					Feasibility				
Teaching basic conditions		5	4	3	2	1	5	4	3	2	1
1	Ensure the investment of teaching funds for facility maintenance, resource procurement and teacher development.										
2	Equipped with advanced teaching equipment to promote intelligent and digital teaching applications.										
3	Establish a digital teaching resource platform to provide rich course materials and learning tools.										
4	Strengthen the regular maintenance and updating of teaching equipment to improve the teaching environment.										
5	Provide digital teaching equipment training to improve teachers' modern teaching ability.										
6	Establish a resource sharing mechanism inside and outside the school to improve the efficiency of equipment and resources.										
7	Schools and enterprises jointly build training bases and use enterprise resources to improve practical teaching conditions.										
8	Establish an effective equipment management system to standardize the purchase and management of teaching equipment.										

No	Guidelines for academic quality management of Guangxi higher vocational colleges	Suitability					Feasibility				
Academic quality evaluation		5	4	3	2	1	5	4	3	2	1
1	Optimize the evaluation index system and set reasonable evaluation indicators.										
2	Promote the application of evaluation results for teaching reform and decision-making.										
3	Construct a multidimensional evaluation system to ensure the comprehensiveness and objectivity of the evaluation.										
4	Strengthen teachers' evaluation capacity building, improve the evaluation level and teaching reflection ability.										
5	Introduce information-based evaluation tools to enhance intelligent analysis capabilities to support decision-making.										
6	Strengthen the evaluation of school-enterprise cooperation to improve the quality of student training.										
7	Adopt the combination of process evaluation and final evaluation to reflect academic quality more comprehensively.										
8	Establish feedback and improvement mechanism, timely feedback evaluation results and improvement.										

Appendix D

The Results of the Quality Analysis of Research

Instruments

The index of objective congruence (IOC)
Guidelines for academic quality management of Guangxi higher vocational colleges

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Professional curriculum setting								
1	Academic administrators formulate clear professional talent training programs with clear professional positioning and in line with industry needs.	1	1	1	1	1	1	valid
2	Academic administrators rationally plan and design the curriculum system, and the professional curriculum setting can keep up with the development trend of the industry.	1	1	1	0	1	0.8	valid
3	Academic administrators set a reasonable proportion of courses, and the theoretical and practical courses meet the learning needs of students.	1	1	1	1	1	1	valid
4	Academic administrators have formulated clear professional construction plan and promoted professional development through effective measures.	1	1	1	1	1	1	valid
5	Academic administrators have developed teaching plans that are highly consistent with talent development goals and effectively promote the achievement of goals.	1	1	1	1	1	1	valid
6	Academic administrators have developed a clearly structured teaching syllabus to effectively guide the implementation of courses.	1	1	1	0	1	0.8	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
7	Academic administrators have set clear course objectives to effectively guide students' career development.	1	1	1	1	1	1	valid
8	Academic administrators have developed substantial course content that covers core knowledge and the latest developments in related fields.	1	1	1	1	1	1	valid
9	Academic administrators have promoted curriculum reform that keeps pace with industry development and helps students acquire more competitive knowledge and skills.	1	1	1	1	1	1	valid
10	Academic administrators have developed diverse teaching methods to fully mobilize students' learning enthusiasm.	1	0	1	1	1	0.8	valid
11	Academic administrators have developed fair and reasonable course assessment methods to comprehensively evaluate students' learning outcomes.	1	1	1	1	1	1	valid
Teaching process management								
1	Academic administrators supervise and follow up the implementation of teaching plans to ensure the achievement of teaching objectives and improve academic quality.	0	1	1	1	1	0.8	valid
2	Academic administrators set up course arrangements that meet students' learning pace and course requirements, effectively improving learning outcomes.	1	1	1	1	1	1	valid
3	Academic administrators strictly review the process of teaching material selection to ensure that the selected textbooks meet teaching requirements.	1	1	1	1	1	1	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
4	Academic administrators promote teachers' teaching improvement and students' learning improvement by effectively supervising and evaluating classroom teaching.	1	1	0	1	1	0.8	valid
5	Academic administrators attach great importance to student attendance management to improve overall learning outcomes and maintain good classroom discipline.	1	1	1	1	1	1	valid
6	Academic administrators adopt diversified examination arrangements to ensure that different types of examination forms can comprehensively evaluate students' learning outcomes.	1	1	1	1	1	1	valid
7	Academic administrators effectively supervise the implementation of the teaching management system to ensure the smooth progress of various teaching activities.	1	1	1	1	1	1	valid
8	Academic administrators have formulated a standardized vise Student status management system to effectively ensure the accuracy of student registration information.	1	1	1	1	1	1	valid
9	Academic administrators have formulated clear classroom management regulations to effectively maintain classroom order and learning atmosphere.	1	1	1	1	1	1	valid
10	Academic administrators have developed a fair and reasonable grade management system to ensure the authenticity and fairness of students' grades.	1	1	1	0	1	0.8	valid
11	Academic administrators maintaining and updating the teaching management system in a timely manner to ensure that teaching	1	1	1	1	1	1	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
	activities are carried out efficiently and orderly.							
Teaching staff construction								
1	Academic administrators attach importance to the improvement of the overall quality and professional ability of the teaching staff, ensuring that the academic quality is steadily improved and meeting the needs of educational reform.	1	1	1	1	1	1	valid
2	Academic administrators have formulated a complete teaching staff construction system to ensure that the professional development of teachers is consistent with the school's goals.	1	1	1	1	1	1	valid
3	Academic administrators conduct strict selection when recruitment and introduction of teachers, and attach importance to the professional background and teaching ability of teachers.	1	1	1	1	1	1	valid
4	Academic administrators focus on improving the teacher structure, including age, professional title and academic qualifications, to achieve the classification and development of teachers.	1	1	1	1	1	1	valid
5	Academic administrators focus on the division of responsibilities of teachers to ensure that each teacher has a clear scope of work.	1	1	1	0	1	0.8	valid
6	Academic administrators value teachers' teaching experience and provide effective guidance and support for new teachers.	1	1	1	1	1	1	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
7	Academic administrators attach importance to the cultivation of teachers' teaching ability, so as to continuously improve teachers' teaching level.	1	1	1	1	1	1	valid
8	Academic administrators provide teachers with a variety of training and further study opportunities to promote their professional development.	1	1	0	1	1	0.8	valid
9	Academic administrators attach importance to providing scientific research support to teachers, so as to improve the academic level and influence of the school.	1	1	1	1	1	1	valid
10	Academic administrators set clear promotion and assessment standards to ensure that teachers' efforts and achievements are recognized.	1	1	1	1	1	1	valid
11	Academic administrators attach importance to providing career development support for teachers, thereby enhancing the overall quality of the teaching staff and the quality of education in the school.	1	1	1	1	0	0.8	valid
12	Academic administrators attach importance to establishing a diversified teacher incentive mechanism to meet the different needs of teachers and stimulate their potential.	1	1	1	1	1	1	valid
Teaching basic conditions								
1	Academic administrators continuously invest in and update teaching instruments and	1	1	1	1	1	1	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
	equipment to ensure the comprehensive improvement of teaching basic conditions.							
2	Academic administrators attach importance to creating a comfortable classrooms environment to promote students' learning interest and improve the effectiveness of classroom teaching.	1	1	1	1	1	1	valid
3	Academic administrators attach importance to the construction of laboratories facilities and equipment to ensure that students conduct high-quality experimental learning.	1	1	1	1	1	1	valid
4	Academic administrators provide the libraries with sufficient book and literature resources to support students' learning and research needs.	1	1	1	1	1	1	valid
5	Academic administrators attach importance to introducing rich multimedia resources to support the diversified presentation of teaching content.	1	0	1	1	1	0.8	valid
6	Academic administrators regularly update and maintain teaching tools to ensure the normal use of teaching equipment and classroom effectiveness.	1	1	1	1	1	1	valid
7	Academic administrators actively promote the construction of teaching information platforms to improve the sharing and management efficiency of teaching resources.	0	1	1	1	1	0.8	valid
8	Academic administrators focus on training professional equipment management personnel to ensure the daily maintenance and efficient operation of teaching equipment.	1	1	1	1	1	1	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
9	Academic administrators providing regular training opportunities for equipment management personnel to improve their technical level and equipment management capabilities.	1	1	1	1	1	1	valid
10	Academic administrators attach importance to building complete network facilities to ensure that teachers and students can smoothly access Internet resources during teaching and learning.	1	1	1	1	1	1	valid
11	Academic administrators have strengthen to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience.	1	0	1	1	1	0.8	valid
Academic quality evaluation								
1	Academic administrators have established a dedicated academic quality management department to effectively promote the implementation of teaching evaluation and improvement measures.	1	1	1	1	1	1	valid
2	Academic administrators have established a complete evaluation system to effectively supervise and evaluate the implementation of various tasks.	1	1	1	1	1	1	valid
3	Academic administrators regularly organize class observation and evaluation to improve the overall teaching level and students' learning effects.	1	1	1	1	1	1	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
4	Academic administrators regularly conduct teaching inspections to ensure the standardization and effectiveness of teaching activities.	1	1	1	1	1	1	valid
5	Academic administrators have established a complete teaching accident handling mechanism to ensure effective response to problems arising in the teaching process.	1	1	1	1	1	1	valid
6	Academic administrators have established a teaching supervision mechanism and conduct regular teaching evaluations.	1	1	1	1	1	1	valid
7	Academic administrators attach importance to the comprehensiveness of teaching evaluations to ensure that different evaluation forms jointly promote the improvement of academic quality.	1	0	1	1	1	0.8	valid
8	Academic administrators regularly conduct quality analysis of academic performance assessments to ensure the fairness and effectiveness of evaluation standards.	1	1	1	1	1	1	valid
9	Academic administrators regularly conduct academic quality analysis of teachers to promote the professional growth of teachers and improve teaching effectiveness.	1	1	1	1	1	1	valid

No	The level of academic quality management of Guangxi higher vocational colleges	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
10	Academic administrators attach importance to the analysis of teaching evaluation results to evaluate the effectiveness of teaching activities and formulate improvement measures.	1	1	0	1	1	0.8	valid
11	Academic administrators regularly organize teaching feedback meetings and make teaching improvements based on the feedback results.	1	1	1	1	1	1	valid
12	Academic administrators establish feedback mechanisms for teaching activities to continuously improve academic quality.	1	1	1	1	1	1	valid

Appendix E
Certificate of English

BSRU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Mo Qingfeng

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 25th January 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

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