

Guidelines for Academic Quality Management of Guangxi Higher Vocational Colleges

Mo Qingfeng¹, Patchara Dechhome², Niran Sutheeniran³, Sarayuth Sethakhajorn⁴

¹ Doctor of Philosophy Program in Educational Administration, Faculty of Education,
Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

² Assistant Professor, Program in Educational Administration, Faculty of Education,
Bansomdejchaopraya Rajabhat University, Bangkok, Thailand. Email: patchara.de@bsru.ac.th

³ Associate Professor, Program in Educational Administration, Faculty of Education,
Bansomdejchaopraya Rajabhat University, Bangkok, Thailand. Email: xcosniran@yahoo.com

⁴ Assistant Professor, Program in Educational Administration, Faculty of Education,
Bansomdejchaopraya Rajabhat University, Bangkok, Thailand. Email: yut63@hotmail.com

ARTICLE INFO	ABSTRACT
Received: 18 Mar 2025	<p>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 were 648 academic administrators from 10 of Guangxi higher vocational colleges. The key informants included 11 academic administrators of Guangxi higher vocational colleges. The research instruments involved questionnaires, structured interviews, and evaluation forms. The statistics to analyze the data were percentage, mean, standard deviation, and content analysis.</p> <p>The results found that: 1) 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 lowest level were as follows: the highest mean was teaching basic conditions, followed by academic quality evaluation, and teaching staff construction was the lowest mean. 2) The guidelines for academic quality management of Guangxi higher vocational colleges included five aspects, with a total of 44 measures: 1) 10 measures to professional curriculum setting, 2) 9 measures to teaching process management, 3) 9 measures to teaching staff construction, 4) 8 measures to teaching basic conditions, and 5) 8 measures to academic quality evaluation. 3) The suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges in five aspects were at the highest level.</p> <p>Keywords: Guidelines, Academic quality management, Higher vocational colleges.</p>
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INTRODUCTION

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, 2021)

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 a big manufacturing country, 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)

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.

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

1. Scope of Content

1.1 Concept of Educational Administration

1.2 Concepts of academic quality management

2. Scope of Population

- 2.1. To study the current situation of academic quality management of Guangxi higher vocational colleges. The population included 648 academic administrators from 10 of Guangxi higher vocational colleges.
- 2.2. To provide guidelines for academic quality management of Guangxi higher vocational colleges. The key informants in this research included 20 academic administrators of Guangxi higher vocational colleges. The qualifications of the key informants 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.
- 2.3. To evaluate the suitability and feasibility of guidelines for academic quality management of Guangxi higher vocational colleges. The experts included 11 high-level experts in Guangxi higher vocational colleges. The experts' qualifications 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 Framework

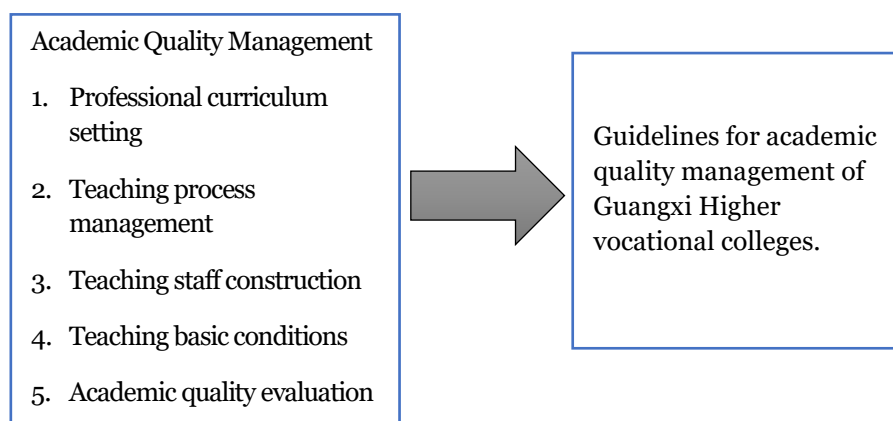


Figure 1. Research Framework

RESEARCH METHODOLOGY

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

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

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

This research is mixed methods research. The research method is divided into 3 steps as follows

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

The Population / Sample Group

The population included 648 academic administrators from 10 of Guangxi higher vocational colleges.

Research Instruments

A questionnaire was the instrument to collect the data for objective one, to study the current situation of academic quality management of Guangxi higher vocational colleges. 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 has a reliability value of 0.994.

Data Collection Method

The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, to collect the data from 648 academic administrators from 10 of Guangxi higher vocational colleges. A total of 589 questionnaires, accounted for 90.90 percent.

Data Analysis

The current situation of academic quality management of Guangxi higher vocational colleges is 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 data was analyzed by Mean and standard deviation.

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

The Key Informants

The key informants selected by purposive sampling, the key informants in this research included 20 academic administrators of Guangxi higher vocational colleges. The qualifications of interviewees 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

The instrument to collect the data for objective two, to provide the guidelines for academic quality management of Guangxi higher vocational colleges was a structured interview, The structured interview was designed based on the current situation of 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, 5) Academic quality evaluation.

Data Collection Method

The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, to interview 10 Guangxi higher vocational colleges. The researcher interviews the high-level administrators individually through an online platform or face-to-face depending on the interviewee's convenience.

Data Analysis

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

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

The Experts

The experts for evaluating the suitability and feasibility of the guidelines for academic quality management of Guangxi higher vocational colleges were 11 experts. The experts' qualifications 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.

Research Instruments

The instrument to collect the data for objective three is to evaluate the guidelines for academic quality management of Guangxi higher vocational colleges. The evaluation form was designed based on the 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.

Data Collection Method

The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, to invite the expert to evaluate the suitability and feasibility of the guidelines. The researcher distributed the evaluation form to high-level administrators. A total of 11 evaluation forms.

Data Analysis

Data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the suitability and feasibility of the guidelines for academic quality management of Guangxi higher vocational colleges was analyzed by Mean and standard deviation.

RESEARCH FINDINGS

1. The analysis results about the current situation of academic quality management of Guangxi higher vocational colleges

Table 1 The average value and standard deviation of the current situation of academic quality management of Guangxi higher vocational colleges in five aspects

	Academic quality management	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 1, the data showed that the current situation of academic quality management of Guangxi higher vocational colleges in five aspects was at a medium level ($\mu = 3.32$). 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 ($\mu = 3.34$), followed by academic quality evaluation ($\mu = 3.33$), teaching staff construction was the lowest mean ($\mu = 3.29$).

- 1.1. 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.
- 1.2. 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 view 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.
- 1.3. 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.
- 1.4. 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 strengthened to introducing advanced teaching equipment to improve teaching effectiveness and students' learning experience was the lowest mean.
- 1.5. 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.
2. The guidelines for academic quality management of Guangxi higher vocational colleges have five aspects, with a total of 44 measures: 1) 10 measures to professional curriculum setting, 2) 9 measures to teaching process management, 3) 9 measures to teaching staff construction, 4) 8 measures to teaching basic conditions, and 5) 8 measures to academic quality evaluation.
- 2.1. Professional curriculum setting consisted of 10 measures: 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. And 10) Strengthen practical teaching and increase the proportion of practical courses.
- 2.2. Teaching process management consisted of 9 measures: 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. And 9) Establish a teaching supervision team to supervise and guide teaching activities.
- 2.3. Teaching staff construction consisted of 9 measures: 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. And 9) Strengthen the construction of the teacher team and form a high-level and structured teaching innovation team.
- 2.4. Teaching basic conditions consisted of 8 measures: 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. And 8) Establish an effective equipment management system to standardize the purchase and management of teaching equipment.
- 2.5. Academic quality evaluation consisted of 8 measures: 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. And 8) Establish feedback and improvement mechanism, timely feedback evaluation results and improvement.
3. Evaluate the suitability and feasibility of the guidelines for academic quality management of Guangxi higher vocational colleges, shown in Table 2

Table 2 Mean and standard deviation of the evaluation of the suitability and feasibility of guidelines academic quality management of Guangxi higher vocational colleges in five aspects

	Guidelines	Suitability			Feasibility		
		\bar{X}	S.D	Level	\bar{X}	S.D	Level
1	Professional curriculum setting	4.59	0.32	highest	4.63	0.35	highest
2	Teaching process managment	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 2, the suitability of guidelines for academic quality management of Guangxi Higher vocational colleges in five aspects was at the highest level. Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest level was teaching process management, followed by teaching staff construction, professional curriculum setting was the lowest level.

The feasibility guidelines for academic quality management of Guangxi Higher vocational colleges in five aspects were at the highest level. Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest level was teaching basic conditions, followed by teaching staff construction, and teaching process management was the lowest level.

DISCUSSION

1. 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 ranging from the highest to lowest level 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. It is consistent with 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.

2. The guidelines academic quality management of Guangxi Higher vocational colleges. including 5 guidelines, a total of 44 measures: 1) 10 measures to professional curriculum setting, 2) 9 measures to teaching process management, 3) 9 measures to teaching staff construction, 4) 8 measures to teaching basic conditions, and 5) 8 measures to academic quality evaluation. The researcher has chosen measures to improve professional curriculum setting the reason that experts proposed this strategy in response to the current situation. Establish a professional guidance committee and regularly invite industry experts to participate in professional construction. Introduce modular course design and divide the course content into independent and interrelated modules. Establish a professional early warning mechanism and set up majors according to industry development trends and employment needs. This guideline is consistent with the research of 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.
3. The suitability and feasibility of guidelines for academic quality management of Guangxi Higher vocational colleges in five aspects were at the highest level with values between 4.00 and 5.00, which means guidelines for academic quality management of Guangxi Higher vocational colleges are suitable and feasible. measures to promote professional curriculum setting in terms of 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. 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.

RECOMMENDATIONS

Recommendations in Implementation

1. Professional curriculum setting should be aligned with industry needs and talent training programs should be optimized. Vocational colleges should strengthen in-depth cooperation with industry enterprises to ensure that professional curriculum setting is closely aligned with industry needs. By establishing an industry expert committee, schools and enterprises 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.
2. Strengthen of the teaching process management and improve the monitoring of academic quality. Vocational colleges should establish a sound teaching process management system to ensure the efficient connection and smooth progress of each teaching link. By formulating a detailed teaching plan, clarify the requirements of each teaching link, and ensure the scientific arrangement of teaching content and teaching progress.
3. Strengthen of the teaching staff construction and improve the guarantee and incentive mechanism. Vocational colleges should continue to strengthen the construction of the teaching staff, increase efforts to cultivate dual-qualified teachers by providing diversified training opportunities, and improve teachers' professional ability and teaching level. By regularly organizing teacher training and further studies, providing an academic exchange platform, help teachers master the latest educational concepts and industry trends.

4. Improve school conditions and introduce information technology and equipment. High-quality teaching is inseparable from sufficient resource guarantees. Vocational colleges should increase investment in teaching funds, especially in facility maintenance, teaching resource procurement and information construction.
5. Improve the academic quality evaluation system and optimize the feedback and improvement mechanism. Establishing a scientific and comprehensive academic quality evaluation system is the key to improving academic quality. Vocational colleges should formulate scientific evaluation standards and evaluation mechanisms to comprehensively evaluate teaching effectiveness.

Recommendations for Further Research

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.
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.
3. School-enterprise cooperation and international education quality management model. With the intensification of the trend of globalization, future teaching quality management will pay more attention to the combination of school-enterprise cooperation and international education model.

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