

# Research on College Management System based on Credit System

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## *Abstract:*

Private colleges and universities are an important part of higher education. It is a general trend to implement the credit system to cultivate skilled talents. In order to analyze the significance of implementing the credit system in newly-built private colleges and universities, according to the existing problems in the implementation of the credit system in the current teaching management system, the construction of the “Five-level, five-stage and five-independent” credit system teaching management system, in order to improve the credit system management in non-governmental universities, and it has certain reference value for other private universities to implement the credit system.

*Keywords:* Private colleges and universities, Credit System, Teaching Management System.

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## I. INTRODUCTION

It was pointed out that priority should be given to the development of education, the construction of first-class universities and first-class disciplines should be accelerated, and the connotative development of higher education should be realized. The 22 measures taken by the Ministry of Education to deepen the reform of undergraduate education and teaching clearly point out: to support colleges and universities to further improve the credit system and expand students' right of learning autonomy and choice. The Ministry of Education “40 requirements of higher education in the new era”: running our country's colleges and universities well, talent training is the root, undergraduate education is the root. In order to build a powerful country of higher education, we must adhere to the principle of “Being based”, speed up the construction of high-level undergraduate education, and train a large number of high-quality talents with ideal, ability and responsibility. As an important part of higher education in newly-built private colleges and universities, it is more urgent to fulfill the task of moral education, meet the individualized needs of students and meet the needs of economic construction under the new situation, how to establish a scientific, reasonable and caring teaching management system and improve the quality of personnel training in private colleges and universities is an important task for higher education.

## 1.1 Related concepts

### 1.1.1 Private colleges and universities.

Non-governmental institutions of higher learning refer to the non-governmental institutions of higher learning which are run by social organizations or individuals other than the state institutions, and which use non-state financial funds to serve the society according to law. In June 2019, the list of institutions of higher learning nationwide was released, with 443 privately-run universities accounting for 35 percent of the country's 1,265 universities. According to the 2018 education statistics, the number of private undergraduates is about 4.17 million, accounting for 24.57% of the 16.97 million undergraduates. Non-governmental undergraduate education has become an important force in the development of higher education.

### 1.1.2 Credit System.

The credit system is a teaching system that measures the quality and quantity of students' learning and provides students with more choices. The main feature of the credit system is the implementation of elective system, which is embodied in "Selecting courses, selecting teachers, selecting learning progress", allowing students to graduate ahead of schedule or to extend the study period. Credit System requires colleges and universities to provide adequate curriculum resources, strict and humanistic teaching management system, rich teaching resources.

The opinions of the Ministry of Education on deepening the reform of undergraduate education and improving the quality of personnel training in an all-round way (No. 6[2019] of the Ministry of Education) clearly require that colleges and universities further improve the credit system and expand students' right of learning autonomy and choice. Colleges and universities should establish a management system suitable for credit system reform and flexible learning, and take credit accumulation as the standard for students to graduate. We will improve the system of credit standards, tighten credit quality requirements, and establish early warning and elimination mechanisms for school work.

### 1.1.3 Teaching Management System in colleges and universities.

College Teaching Management System is the core of teaching management, divided into academic year system, academic year credit system, complete credit system and other models. Mainly including teaching Operation Management, Professional Training Program Management Practice Teaching Management, course selection management system and so on. The main role of the teaching management system is to ensure the effective operation of teachers and students, to fully mobilize the enthusiasm and initiative of teachers and students, and to achieve the goal of professional training.

## 1.2 The implementation of credit system accords with the development trend of higher education.

The National Conference on undergraduate education in institutions of higher learning in the new era calls on institutions of higher learning to persist in building up moral character and cultivating talents, and

to deepen the reform of undergraduate education and teaching by focusing on keeping students busy, teachers strong, management strict and effective, we will train socialist builders and successors who are well developed in morality, intelligence, Physique, art and craft. The opinions of the Ministry of Education on deepening the reform of undergraduate education and improving the quality of personnel training in an all-round way point out that we should support institutions of higher learning to further improve the credit system and expand students' right of learning autonomy and choice. We will establish and improve the system of academic tutors for undergraduates, arrange qualified teachers to guide students in their studies, and formulate individualized training programs and academic career plans. Promote the construction and management of modular courses, enrich high-quality course resources, and create conditions for students to choose credits. We should support the establishment of a management system suitable for the reform of credit system and flexible learning, and strengthen the practice of credit recognition and transformation among colleges and universities. We will improve the system of credit standards, tighten credit quality requirements, and establish early warning and elimination mechanisms for school work. "The Ministry of Education on accelerating the construction of high-level undergraduate education to improve the overall talent training capacity," said: reform the teaching management system. Adhere to strict governance, strengthen teaching management in accordance with the law, standardize the undergraduate teaching order. We will promote the reform of the minor major system, explore how to bring the minor major system into the national school record management system, and allow students to choose minor major on their own. We will improve the credit system, promote the improvement of the Tuition payments system, expand students' learning autonomy and right of choice, encourage students to study across disciplines and specialties, and allow students to choose their majors and courses on their own. Students are encouraged to earn credits by participating in social practice, scientific research, innovation and entrepreneurship, and competitions. We will support qualified institutions of higher learning in their efforts to award honorary degrees to outstanding graduates and enhance their sense of honor and initiative in learning.

#### 1.2.1 In line with the actual development of newly-built civilian-run universities.

Private colleges and universities have their own unique system and mechanism. Private undergraduate colleges and universities are funded by social organizations or individuals. They operate under the board of directors system, with little state funding. Some colleges and universities do not meet the funding standard of 12,000 yuan per student per year for public colleges and universities, it is completely different from the development pattern and path of the public colleges and universities.

In general, civilian-run colleges and universities are troubled by three problems. First, the competition for students is fierce, admission of students generally close to the undergraduate line, in line 20 points higher than the undergraduate. Students' theoretical learning ability needs to be improved, and their practical ability needs to be enhanced. Second, the teaching force is unstable, and the age is characterized by "More at both ends and less in the middle." Many young teachers with master's or doctor's degrees will leave their jobs after working for two or three years, the reason is to obtain public college counselors, civil servants, career, attract talent, retain talent measures, strength is not in place. Third, the management system is not strict and flexible enough, most of the current systems are borrowed from ordinary undergraduate colleges and universities, there is no "Home-schooling", and the innovation system

mechanism is insufficient according to the new situation of the development of national higher education, lack of understanding of its own advantages in development. The system and mechanism of state-run colleges and universities has been formed for a long time, which is stable and long-term, while the system and mechanism of non-state-run colleges and universities is dynamic, changeable and changeable according to the situation.

From the perspective of the three problems existing in private colleges and universities, the implementation of the credit system can effectively solve the above-mentioned problems and improve students' learning desire and teachers' teaching ability. This is because the implementation of the credit system can meet the individualized needs of students, improving students' satisfaction can improve teachers' sense of gain and optimize the construction of school's teaching management system. Students can choose their own courses, choose their own teachers, and determine their own learning process. They can choose some courses that suit their own growth, and participate in more practical skills training to better learn and meet their own growth needs.

The credit system for selecting courses has put forward clear requirements for teachers' classroom teaching, which increases the pressure on teachers. Teachers can only attract students to choose courses if they build up their own courses and enhance the attraction of their own courses, forcing teachers to practice hard, improving teaching methods, optimizing theoretical teaching content and strengthening practical training are beneficial to the growth of teachers and enhance their sense of achievement.

The reform of the credit system involves every aspect of the school and is an important part of deepening the teaching reform. Through the implementation of the credit system, the reform of the whole system and mechanism of the school can be promoted, to solve the original work of the problem is not easy to solve, more prominent characteristics of development, connotation development, fully mobilize the enthusiasm of managers, teachers.

#### 1.2.2 In line with the reality of students' individualized development.

The Contemporary College students are all Post-00s, they have grown up in the high-speed development of the national economy, their family conditions are superior, they are less restricted by material conditions, and their individual consciousness is stronger, pay More attention to the expression of individual's emotion and the embodiment of value; with the growth of the information age, have stronger ability to obtain information and have a broader vision; approach things in a rational manner, likes to use words like "Talented", "Mature" and "Dedicated" as the label of an idol.

Compared with ordinary undergraduate students, private undergraduate students' academic achievements are slightly lower. Judging from the situation of Specialty Application and specialty admission, they are more inclined to study majors with good employment prospects, such as economy, computer and automation, there are also some students who volunteer for postgraduate entrance examination to improve their knowledge level, and there are also some students who volunteer for Civil Service, Career Organization and other work within the system, showing obvious differences.

As for students' various needs, under the original school-running mode, the requirements for professional courses were consistent, and students could not select courses according to their own wishes, but only taught what courses they were taught, and their study interests were weak, the study efficiency is low, the study effect is bad. After the implementation of the credit system, students can choose their own courses, choose their own teachers, and determine their own learning progress, which effectively enhances their learning enthusiasm, strengthens their learning motivation, improves their learning efficiency, guarantees their learning quality, and promotes their own development, want to take an examination of the postgraduate entrance examination, want to learn the skills of skills, want to textual research, want to test the Organization of the examination, you can study under the guidance of a tutor, in the "Buffet"-style curriculum system, choose your own path of development. Through the implementation of the credit system, so that students love school, like school, study the energy effectively increased, his activity in school, excitement, comfort are relatively high, he is more willing to learn, and consciously reduce some learning activities (such as playing games, drama, etc.) , which can effectively enhance the school's visibility, reputation and the quality of talent training.

## **II. PROBLEMS EXISTING IN THE IMPLEMENTATION OF CREDIT SYSTEM IN CURRENT TEACHING MANAGEMENT SYSTEM**

Insufficient understanding of the importance of the credit system. The teaching management mode of the academic year system is unified as a whole, and is consistent with the courses of the students of the major and grade. The courses of study are all the same, and they have many years of practical experience. The existing teaching conditions and management experience can all be met. After the implementation of the credit system, every student has a different class schedule. Every student is equivalent to a teaching class. The difficulty of management has increased. Therefore, some private colleges and universities are reluctant to implement the credit system because of the influence of such factors as funding, being afraid of trouble and having no obvious effect, lack of understanding of its potential development advantages in the future. The teaching management system is not perfect enough. Many private colleges and universities have only been holding undergraduate education for a short time, and the teaching management system is not yet sound enough. In particular, there is still a big gap in the "School-based" teaching management system, which adapts to the development of the school, the pressure to build institutions is even greater. The construction of curriculum resources is insufficient. Due to the short running time of undergraduate education and the current application for new undergraduate majors, the number of course construction is relatively insufficient, secondary colleges are busy offering courses, and the teaching force is not stable enough, this has increased the difficulty which the curriculum resources constructs. The relative scarcity of educational resources. The construction of practice and training in non-governmental undergraduate colleges started in higher vocational colleges, and the general conditions are good. For the undergraduate education with the continuous expansion of enrollment scale, the size of the average student's laboratory, the area of practice and training on campus, and the value of the equipment, there's a lot of work to be done.

### III. ADAPTING TO THE CONSTRUCTION OF CREDIT SYSTEM TEACHING MANAGEMENT SYSTEM

#### 3.1 Five-level teaching management system and mechanism

The first level is the administrative level of the school. The school has issued the Implementation Plan of the credit system, the regulations on the management of student status under the credit system, the regulations on the management of students under the credit system, the regulations on the management of Tuition payments, the regulations on the management of teachers' hourly salary, and the Regulations on the management of students' second classroom, etc. , mainly is the Academic Affairs Office, the student office, the Financial Affairs Office, the Personnel Office, the Youth League committee and other related offices to draft, through the School Executive Council approved release. In order to meet the individual needs of students, it is necessary to establish the system of student status management, teaching operation management, examination management and double-major and double-degree management to protect the interests of students.

The second level is the administrative level of the college. At present, most ordinary public colleges and universities have implemented the college-level teaching management system, and the implementation of private undergraduate colleges and universities is not enough. In order to meet the requirements of the credit system, it is necessary to vigorously promote the college-level teaching management system, reduce School level: extensive instructions, mobilize the enthusiasm of secondary colleges, better service for students.

First, we will implement the school's series of credit system. On the one hand, we will actively publicize the system so that every student and every teacher will be aware of the school's policies regarding the credit system, in particular the policies and procedures regarding payment of fees and selection of courses, firmly put an end to students do not know the reasons and number of charges. The second is to check the professional training plan made at the department level, which is normative, scientific and feasible. In the plan, the training goal describes the future professional orientation of the students, and must meet the requirements of the talent training orientation of the school. The third is to do a good job in implementing various services under the credit system, such as offering more course resources, doing a good job in the work flow of the service of dropping out and resuming studies, paying attention to special students who lack the ability and desire to learn, and establishing study help groups, the implementation of precise help work, so that each student can become. Fourth, some college-level system, the implementation of the school credit system and implementation measures.

The third level is the department level. For the department, most universities do not attach importance to the construction of the department, but think that with the college, the department is an original professional teaching and research office, without administrative functions, for the private university, I think the department level is very important.

First, we should do a good job in the construction of the teaching echelon. One of the characteristics of privately-run colleges and universities is that the teaching staff is unstable. If we want to have a good specialty, we must establish a fixed group of teachers in each specialty, and we must have our own contingent, [1] having their own talent team system and making full use of the national policy that “Teachers in institutions of higher learning May, with the approval of their units, carry out multi-point teaching and receive remuneration”. ATTRACT IN-HOUSE OR highly relevant public university teachers to serve as part of the curriculum. Second, we will work out professional training programs, implement the relevant requirements of schools and colleges on the development of talent training programs, do a good job of investigation and research, scientifically and accurately set talent training goals, and pay attention to the development of graduates, namely alumni, do a good job tracking, look at the next 5 years of development, examine the quality of personnel training. The achievement of graduation goal is the key factor to measure the quality of professional training. Third, the use of self-construction and the combination of citation, do a good job of curriculum research and development.

The fourth level is the teaching and Research Department or the curriculum group aspect. In every college, there are some basic courses of the same specialty in the similar specialty. Teaching and Research Department can be set up. There are many teachers sharing a course. In some core courses or elective courses, only one or two teachers will take them. These courses need to set up corresponding course groups, improve and check the quality of the courses, and determine the content and level of teaching, clear the course boundary, reduce the knowledge overlap between the course and the course, let the student have more time to carry on the independent study. Reform and optimize the teaching content, reform the teaching method, optimize the teaching model, establish a more suitable for the growth of students such a curriculum, so that students are willing to learn teachers willing to teach, thus improving the quality of curriculum construction.

The fifth level is the teacher. First, we should carefully study the policies related to the credit system, such as credit, credit points, tuition fees, transfer of major, and course study, be familiar with the talent training program of our specialty, and know the logical relationship between the talent training goal and the course system, familiar with the relevant requirements of graduation, do a good job as a student’s academic advisor, guide students to make professional choices, courses. Second, we should teach our own courses well, under the guidance of the teaching and research section or the course group, according to the relevant requirements of the school’s curriculum construction, optimize the teaching content, reform the teaching methods, and earnestly implement the training objectives of professional talents. The third is to do a good job of the teacher’s own duty -- to teach, to solve problems, to study the knowledge of pedagogy and psychology, to learn to use students’ language, to establish good interpersonal relationship with students, to attract students to the classroom teaching, to better serve students.

### 3.2 “Five-stages” teaching management system and mechanism

“Five-stages” teaching management system mechanism refers to the students in accordance with the requirements of the credit system, in accordance with the normal teaching arrangements, each student to

complete the project, is roughly divided into five stages, which is the “Required action.

The first stage is to get to know the profession. The school may indicate in the admission notice, may realize in the specialized introduction curriculum, may complete in the school military training, may introduce in the website, in order to make students understand the professional training goal, the professional position goal and the curriculum system in the future, the college should set up the corresponding system, carry out the standardized requirements, and finish the work with high quality and quantity, enable students to really understand, know, love the profession.

The second stage is the selection of courses or practical links. The important symbol of the credit system is “Students’ choice”. All credits in the talent training program, such as: Public required courses, public elective courses, professional required courses, professional elective courses, practical teaching links, etc., need students to choose, how to select courses or practice teaching? Schools and colleges should work out tutorial system, course selection system, instruction guide of Teaching Information Management System, study system of talent training program and so on, so as to ensure that students, under the guidance of instructors, according to their own characteristics and individualized needs, selected courses or practice sessions.

The third stage is curriculum learning. Regarding the curriculum teaching, the Ministry of Education has proposed “The gender once degree”, namely: Enhances the rank, outstanding innovation, increases the challenge degree. Schools should work out attendance, classroom teaching discipline, homework, assessment and other related systems to effectively strengthen the style of study and encourage students to study hard.

The fourth stage is the practice teaching training. Practical ability is an important part of the cultivation of college students, especially the cultivation of talents in civilian-run colleges and universities, most of which are skilled personnel, and the quality of practical teaching should be strengthened, the learning quality of practical teaching is a key link to the quality of personnel training in private universities. Schools should formulate rules and regulations on practical teaching, investment in teaching funds, laboratory construction and construction of practical training bases, the college should establish the management methods of practical links such as practice training, experimental teaching, graduation thesis design and social investigation, and formulate the quality evaluation standard of practical teaching, ensure that students in the practice of training link unity of knowledge and practice, growth of talent.

The fifth stage is graduation. Students can apply for graduation and degree by taking elective courses, choosing teachers, studying courses, practicing teaching and training, and obtaining credits. The school should work out the management system of degree granting, the disciplinary treatment system of students, the relevant service methods such as the statistics of graduation credits, the marking of academic records and the printing of report cards, and resolutely abolish the system of “Clearing the examination” so as to ensure the smooth graduation of students.



### 3.3 The system and mechanism of “Five-independence” teaching management

“Five independent” teaching management system mechanism is the student in the study process, because the individual reason, needs to increase some study content or to change the study time, generally divides into five kinds of situations, this is “The Optional Movement”.

Each individual student is different, learning ability, learning characteristics, employment needs are also different, in the learning process will have some changes, the school makes management regulations, clear system requirements.

Suspended, back in school. Students need to leave school because of illness, enlistment in the Armed Forces, entrepreneurship and other reasons. The college should draw up detailed rules and procedures to help students finish their studies on the basis of the school roll management system.

Curriculum substitution. Some students can not take one or more required courses because of physical reasons, such as: Physical Education, or theoretical courses study there is indeed suffering, practice ability is strong, schools to develop relevant curriculum alternative management system, a clear understanding of the principles, methods, procedures of curriculum substitution and the calculation of credit points will help to promote the development of students.

Re-learning the course. If a student has difficulty in learning, fails an exam, or needs a 3.0 or higher GPA for the course, depending on his or her need to go abroad or find a job, he or she will have to relearn the course, schools should set up a corresponding curriculum re-study system around the individualized needs of students, and make clear the detailed rules of charge, management, homework, examination and record of achievements, so as to better serve students and to serve their talents, to provide guarantee for the quality of student’s talent training.

Innovation and entrepreneurship. The sense of innovation, the spirit of innovation and the ability of starting a business are the important contents of cultivating college students. During their stay in school, students must participate in the National Training Program, the Science and technology innovation competition and the starting a business program competition, etc., the university should strengthen the system construction of innovation and Entrepreneurship of college students, make clear the regulations of credit scoring and credit conversion, encourage and support students to take part in innovation and entrepreneurship activities.

Double Major, double degree. In order to cultivate compound talents, meet the employment demand of students, and strengthen the management of double-major and double-degree study, colleges and universities should formulate the training program of double-major and double-degree students, and make clear the study management methods, clear application conditions, study methods, academic records, graduation conditions, etc. , to ensure the ability of students to successfully complete their studies, get a double degree or two professional diploma.

If you don't give it, you'll get rid of it. The system construction is the key factor of the success or failure of the work, for colleges and universities, the construction of the teaching management system mechanism is very important, there are essential differences in the system mechanism between private colleges and public colleges and universities, in order to adapt to the teaching management of the credit system, the "Five-level, five-stage and five-independent" teaching management system is the credit system.

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