

Research on Quality Assurance Methods of Higher Education

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Abstract: The quality assurance of higher education is a common research topic in the world today, and it is also a hot spot of concern to all sectors of society in China. The paper reviews the history and reality of China's higher education quality assurance construction, and analyzes the existing shortcomings, including legislative lag, evaluation flow in form, content inversion, etc. Finally, from the power market, participation, political strategy, procedures and methods innovation four aspects, it elaborated the construction strategy of China's higher education quality assurance model, aiming to promote the continuous improvement of the quality of higher education.

1. Introduction

The quality assurance of higher education is an important topic of common research in all countries in the world. The quality of education in colleges and universities is related to the quality of training of talents, and the relationship between talents is a country's century-old plan. The quality assurance of higher education is not only the focus of the current reform of higher education institutions, but also a hot spot of concern to all sectors of society. However, so far, there is no standard for the assessment, definition and research of quality. The countries of the world have not reached a consensus. China also lacks theoretical knowledge and practical experience in this respect. Under the long-term planned economic system, China's colleges and universities have always been in a managed position, and some of the drawbacks caused by it still exist today. Although the pace of reform has not stopped, the trend of global economic marketization requires higher education institutions to accelerate the pace of reform and innovation. Only by perfecting the quality assurance model of education can colleges and universities train high-quality talents for the society and make important contributions to the further development of China's economy and society.

2. The main problems in the quality assurance model of higher education in China

The use of laws to stipulate the quality assurance of higher education is a common practice in all countries of the world. It is necessary to rule the education according to law, so that the evaluation work of colleges and universities can be governed by laws and regulations. Although China has introduced a series of education laws and regulations, it still lacks in the quality assurance of education. Apart from the "Interim Provisions on the Evaluation of Education in Colleges and Universities" (hereinafter referred to as the "Interim Provisions"), there is no other concern. The "Interim Provisions" was enacted in 1990 and is itself a product of the planned economy. It is impossible to define and standardize the quality system of universities under the market economy. China also lacks a good quality culture. The recognition and pursuit of quality values are not very strong. The high concentration of power, the official standard of worshipping power, and the moral concept of the golden mean are the shackles that restrict quality assurance. Colleges and universities are eager to ensure education through sound legislation. quality.

Government support is a key factor in ensuring the quality of college education. However, the "one size fits all" system of the Chinese government from top to bottom has become a stumbling block for colleges and universities. The government's empiricism is like a slap in the face, often failing. . In the assessment, the personnel are not professional, the information is incomplete, with obvious authority, the evaluation efficiency is low, the evaluation results are invalid, the supervision and balance are lacking, and the fairness of the evaluation cannot be reflected. The interior of the

school is also controlled by this “invisible hand”. It lacks internal motivation. In order to meet the government's assessment, it only needs to do superficial work, and it is in the form of quality assurance.

In the quality assurance model of higher education in China, the government's policy is to “review the reform, evaluate the construction, and build it”, and the results of the assessment determine the construction funds of the school. Some schools implement the government's indicators one by one, and the results are excellent. When the evaluation is over, they will be slackened, and the evaluation indicators cannot be regarded as routine work. The "Evaluation Plan for Undergraduate Teaching Work Level in Colleges and Universities" promulgated in 2002 has stipulated five aspects of college education, teachers, teaching construction, teaching conditions and management. However, in guaranteeing the quality of teaching, only the "learning style and teaching effect" are stipulated. "Two, more important than form, and ignoring the guarantee of the quality of education.

The quality assurance of higher education in China is implemented in accordance with the model of “set index-quantitative measurement”. This model has a relatively large limitation, with a point to face, ignoring the integrity of the quality of education. Pay attention to the results, ignore the process, lack of in-depth understanding of colleges and universities; ignore the follow-up assessment, the contrast between the assessment is large, the morality of the teaching style is serious; the results of the assessment are unreasonable, sometimes not announced, and some universities in order to get a good assessment As a result, there are unfavorable phenomena such as blindness. The unscientific nature of quality assurance methods violates the original intention of using assessments to improve the quality of education.

3. Construction Strategy of China's Higher Education Quality Assurance Model

Institutions of higher learning are managed by the government. They do not feel the pressure of the market and lose the vitality of competition. When reforming and constructing, they must first give universities sufficient autonomy to let universities have markets such as “competition, choice, price, dispersion, decision-making, and money stimulation”. Features, let the society, the market to quality constraints. In the higher education market, students are the main consumers, and the school should provide students with more detailed knowledge, enhance students' quality and ability, provide assistance for their employment, cultivate the concept of student consumers, and allow them to freely go to school and transfer. It is necessary to strengthen the competition consciousness of colleges and universities, win the students' source through competition, improve the teachers' strength, obtain the funds for running schools, leave excellent resources through the survival of the fittest, and reduce the waste of educational resources. The university is large in scale and numerous in number. The government's training department is dwarfed in terms of personnel, funding, and professional level. Therefore, it is necessary to change existing practices and establish a large number of independent external evaluation agencies. Universities can freely choose some professional evaluation agencies to conduct long-term and effective evaluation of themselves, and the “reputation” of evaluation is the opportunity to obtain students, funds and sustainable development.

In the reform of China's higher education quality assurance model, including the three main bodies of government institutions, colleges and universities, and social organizations, these three complement each other, participate in the reorganization of universities, achieve supervision and development, and ensure the quality of education. 1. Government: From strict control to effective management. In the planned economy, the government is a scholar, manager, and supervisor, and it is absolutely unified in the affairs of colleges and universities. For a long time, the government and colleges and universities have been the relationship between “superior and subordinate, management and management, promulgation of orders and unconditional execution”. However, with the development of China's market economy, market diversification has broken this single “administrative management” order. . The government's function should be to establish sound laws and regulations, clarify the legal status and due diligence of the university education quality

assurance system, establish an evaluation system in various forms, coordinate the relationship between them, and jointly guarantee the quality of higher education. The government should abandon the "regulation" approach, form a sense of service, provide support, consultation and service for colleges and universities, train and optimize personnel, and provide effective guidance to ensure the quality of college education. 2. Colleges: From the law to self-discipline. In the current model, colleges and universities basically have no right to speak. The quality appraisers, methods, and procedures are all controlled by the government. The main body status of the institutions cannot be reflected, let alone academic freedom. As an institution of higher learning, under the market mechanism, it is necessary to actively establish a self-assurance mechanism, actively carry out self-assessment and external assessment, and prove its quality and efficiency to the outside world. The self-assessment of colleges and universities can enable schools to find problems in a timely manner and take countermeasures to ensure the quality of teaching is steadily improved. Higher education should set up corresponding associations, societies, etc., to establish a quality certification body in the academic community, through regular, random and continuous educational evaluation, so that experts and scholars can determine the quality of education. The self-discipline of the industry in the higher education sector plays a role of coordination and restraint for its members, and it can also form a good academic research atmosphere. For China's colleges and universities, it is of great significance to establish a self-discipline mechanism as soon as possible.

Society: From absenteeism to participation. In the quality assurance model of higher education in China, the society has always been on the sidelines. Under the current diversified market economy, establishing effective social organizations to conduct research, consultation, evaluation, guidance and supervision of universities is an important way to realize the management of scientific democracy. Social organizations can not only communicate the connection between the university and the government and society in a timely manner, but also correct the government's violation of the law and the actual intervention. Social organizations are similar to intermediaries. They should be composed of professional and technical experts. They have a high social reputation and can be evaluated fairly, fairly and scientifically. China's national conditions determine that social institutions should adopt a launching strategy of "through the government, select experts", establish a scientific and directional evaluation system and evaluation methods, form an evaluation institution with characteristics and advantages, and use the news media and network pairs. The quality of higher education is subject to social supervision, promoting fair competition among universities and improving the quality of education and teaching.

In the purpose of quality assurance of higher education in China, the principle of "criticism in reform, evaluation of China, and construction" is emphasized. There are more considerations for instrumental purposes, less education quality considerations, and educational objectives are biased. Under the new reform background, China's colleges and universities should change to the goal of pluralistic education, especially the substantive purpose of the quality of talents. Through the self-improvement of colleges and universities, the quality improvement and improvement are achieved, and the purpose of quality assurance and the purpose of running a university are achieved. Consistent. In terms of quality assurance content, the government, schools, and employers all perform their duties, and all aspects are equally important. The government is a financial supporter of colleges and universities, a major investor in colleges and universities, and grasps the quality of college education as a whole; colleges and universities are producers, and are the responsible persons of the quality process of higher education; employers are the detectors of higher education quality. : The three parties work together to achieve the full guarantee of the quality of higher education through division of labor and cooperation. In recent years, although more than a dozen semi-official professional evaluation agencies have been established in China, which has changed the model of exclusive evaluation by the government in the past, the role of such new institutions is still very limited. The generation and development of the government also require government support and independence. And professionalism is not strong, social recognition is low, and the power of reform and construction needs to be increased. In addition, the reform should be adapted to local conditions according to local conditions. The restructuring of China's higher education

quality assurance model must consider political, economic, cultural, scientific and other social factors, as well as historical factors that cannot be ignored. Only by perfecting national laws and regulations and establishing a professional and systematic quality assurance system can we accelerate the pace of reform in universities.

Establish and improve the release system, publish the results of higher education assessments in a timely manner, and establish appropriate links between assessment results and decision-making. The results of the evaluation are published in order to make the assessment process more transparent, fair and standardized. China should establish a system for the publication of the evaluation report, not only to publish the results, but also to publish the summary, analysis and recommendations to meet the needs of schools and society. . Before the results of the assessment are announced, it is necessary to communicate with the institution, consult the evaluation institution, and then be publicized by the specific institution.

4. Conclusion

The reform of China's higher education quality assurance model has a long way to go. Colleges and universities should establish a construction model of independent autonomy, macroeconomic regulation, social supervision, and market autoregulation. They should not wait passively, but should take proactive actions to establish a self-assurance mechanism to ensure academic freedom. Institutional autonomy, using quality to demand self-discipline. The advantages and disadvantages of talents are related to the overall development of our society. Only by exerting the power of the whole society and building a sound education quality assurance system for colleges and universities can we promote the comprehensive and harmonious development of our society.

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