

Analysis on the New Trend of Higher Education Quality Management

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Keywords: Education quality; development trend; higher education

Abstract: The concept of total quality management has achieved great success in enterprise product quality management because of its comprehensive, full-time and whole-process characteristics, but it has never been able to go deep into the core work fields such as teaching and scientific research in colleges and universities in the process of integrating into university quality management. Colleges and universities need to look at the quality management idea originated from enterprises with an open attitude, take its essence and discard its dross, and construct a higher education quality management idea which is consistent with the cultural knowledge of modern universities. How to adapt to the trend of international higher education quality assurance and enhance the ability of cross-border education quality assurance has become an urgent problem to be solved in the process of internationalization of Chinese higher education. Only by adapting to the new trend of higher education quality management and drawing lessons from the successful experience of developed countries can we obtain the "late-development advantage" and realize the successful transformation of Chinese higher education from elite to mass. Based on this, this paper analyzes the development trend of quality management transformation in Chinese universities.

1. Introduction

With the continuous concern of the society on the quality of higher education, colleges and universities have also taken a series of measures to respond. Since the 1990s, colleges and universities have been learning from the experience of total quality management from enterprises, trying to find a good way to ensure the quality of higher education [1]. From the perspective of the combination of concept and practice, the concept of total quality management is not applicable to all colleges and universities in China, but the quality management concept contained in it provides a relatively important reference for the development and practice of China's higher education quality management concept [2]. From the perspective of concept and practice, TQM is not completely applicable to universities, especially universities. However, the quality management concept contained in it provides an important reference for the development and practice of the research on the quality management concept of higher education in China [3]. As a higher education worker, if you don't forget the original intention, you must first review your vision and motivation [4]. How far a university can go, how strong an education can be, and how high its quality can be, are all closely related to the overall dynamic mechanism and individual motivation, which is the first common sense problem to bear the brunt. The national decision-making bodies and colleges and universities have responded positively in order to curb the decline of higher education quality from the institutional level, ensure the benign and efficient development of popular higher education, and adapt to the trend of internationalization of higher education and the national demand for multi-level and high-standard talents [5].

With people's attention to higher education, the society also pays attention to the quality of higher education, colleges and universities also take corresponding measures, and try to find suitable methods to ensure the quality of education management in Colleges and universities from enterprises [6]. As the largest resource country of cross-border education and the latecomer exogenous country of higher education quality assurance, the establishment of a quality assurance system with Chinese characteristics in line with the international development trend has become an issue that must be concerned in the process of internationalization of China's Higher Education [7]. On the basis of paying attention to the particularity of its products, higher education should treat the

problem of "qualification" carefully. Through the effective management of higher education, it should create an educational environment that adapts to the needs of students and optimizes their basic quality [8]. In the construction process, we should focus on cultivating the quality culture of university professors and students, establish the awareness of quality management as the center for all teachers and students, and then establish a comprehensive university quality management system, so as to realize the transformation from university to quality management organization [9]. Only by conforming to the new trend of higher education quality management and learning from the successful experience of developed countries, can we obtain the "late advantage" and realize the successful transformation of China's higher education from elite to mass.

2. The focus of reconstruction of higher education quality management

It is a realistic choice to improve the quality assurance ability of China's higher education by analyzing the challenges faced by the quality assurance of higher education under the background of internationalization and the development trend of international quality assurance of higher education. In recent years, due to the influence of the new public management, the enterprise quality management system has been introduced into the quality management of higher education, with more and more emphasis on performance indicators, and performance management is carried out by using performance indicators. Through setting performance indicators and defining internal performance and external performance, the quality monitoring of higher education gradually changes from qualitative policy provisions or quality commitment to digital target management. In order to ensure the quality of its products, enterprises apply many management means and methods to effectively manage and control the whole production process. In the process of internationalization of higher education, the public initially focused on the prosperity of cross-border education and the number and direction of international student mobility. With the emergence of cross-border education quality problems, cross-border education quality assurance has gradually become the focus of attention [10]. Provide enough trust, including the trust between internal administrators and teachers and students in colleges and universities, and give some trust to foreign enterprises, parents and other stakeholders, so that quality management education activities can be effectively implemented, and establish and formulate corresponding quality assurance institutions and specific plans.

International students flow into developed countries because of their ideal expectation for the international competitiveness of education quality, while the main purpose of promoting the internationalization of education in developed countries is to gain economic benefits from it. The classification of problem complexity factors in education management is shown in Figure 1.

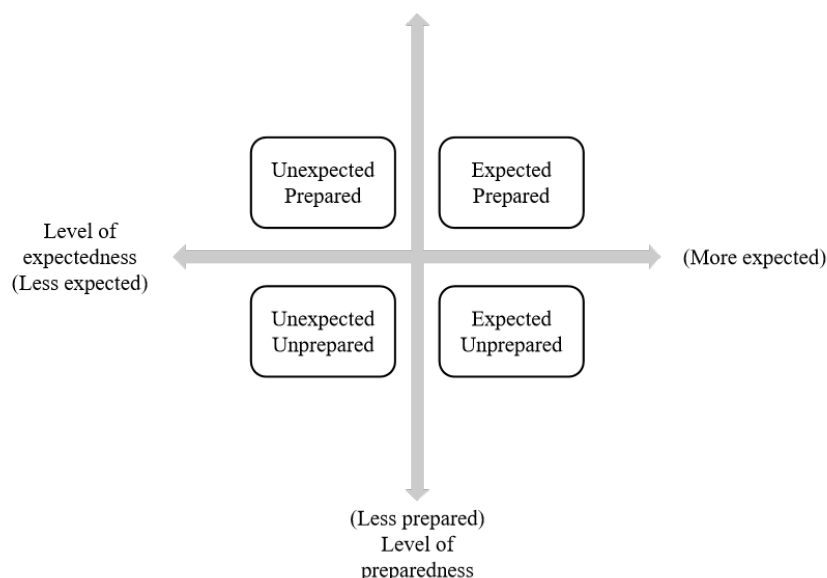


Figure 1 Classification of problem complexity factors in education management

The management of higher education should not only pay attention to the management results, but also pay attention to the process management that produces such results. To evaluate and supervise the quality of running a school is to make full use of all kinds of resources and mobilize all available positive factors to improve the efficiency of higher education, which is essentially the same as what we usually call the principle of enterprise management. Internationalization of higher education challenges the capacity limit of traditional quality assurance institutions at an irreversible speed. The quality assurance of cross-border education exceeds the capacity and scope of higher education quality assurance system in many countries. Although some countries have established a monitoring mechanism for the quality of higher education, they cannot control the overseas projects and their quality. Quality management, like other things in the field of higher education, can't guarantee high-quality educational output without the participation of enthusiastic and high-quality people. Higher education provides educational services, which are invisible, dependent, changeable and non-storable. Therefore, in order to ensure that the results can meet the expected requirements, it is necessary to effectively control the activities. The evaluation method of school quality should not only pay attention to the teaching results, but also pay attention to the teaching process. Grasping several key parts of this process and adopting a point-by-point approach can effectively monitor the quality of running a school.

3. The transformation trend of higher education quality management concept

3.1. Establish corresponding quality wealth management concept

The professional development of global higher education quality assurance puts forward clear requirements for the standardized development and performance goals of quality assurance practice activities. Therefore, as the guardian of higher education quality, quality assurance institutions should not only be self-disciplined, objective and transparent when evaluating the quality of colleges and universities, but also prove to stakeholders that their activities are serious and have a positive effect on the quality assurance of higher education. University is a non-profit organization with its own particularity, which is different from the product quality and service quality of enterprises. The quality of higher education is a difficult concept to determine. Because of the different values and positions of each person, there has never been a unified statement and concept of the quality management of higher education. Therefore, we should consider the diversity of education and avoid using unified rules to measure the quality management of higher education. In the stage of popularization, the quality of higher education has become a concern for everyone, and colleges and universities cannot avoid it. The shortage of school resources and the expansion of college students make it more difficult to improve the quality of colleges and universities. The core of TQM is comprehensive refinement, which is not quite consistent with the ideas of university autonomy and academic freedom pursued by universities. However, the refinement in TQM can also improve the laxity of universities appropriately.

The quality management of higher education should pay special attention to continuously improving the overall performance and efficiency of the organization, and exceed the requirements of the recipients of higher education through continuous improvement, so as to continuously increase the value-added of students' ability in school. People in colleges and universities are accustomed to regard quality as a problem and an obstacle to the development of higher education. They think that to improve quality, they need to overcome many difficulties and increase costs. Therefore, under this quality concept, colleges and universities are afraid of difficulties in improving quality. In fact, quality is not accompanied by high cost. As a cultural learning organization preserved by traditional education, universities are slow to accept quality management education for freshmen under the influence of traditional teaching. In traditional education, universities have not put forward the corresponding concepts of quality management and evaluation, and have also cultivated excellent talents, which has promoted China's economic and social development. The loose and free academic atmosphere in universities provides a good environment for scholars' academic research, but it may also lead to the lack of scientific planning,

comprehensive consideration consciousness and strict quality consciousness, which in turn leads to the low efficiency, repetition and waste of many jobs in universities.

3.2. Reform the quality education management

The practice of higher education quality management has its own particularity, and the organic combination of the generality of quality management concept and the particularity of higher education quality management practice is the premise of effectively achieving the expected goal of higher education quality management. Modern college students not only pay attention to the study of books in school, but also consider how to embody their skills training and textual research, and objectively need to acquire relevant knowledge and training. Taking advantage of this, schools can cooperate with social forces to carry out content training and textual research of various professional qualifications, and jointly set up a series of lectures on quality management and world economy with government agencies and research institutions, so as to provide students with the corresponding learning environment to the maximum extent. Although the conservative ideas of universities effectively guarantee the stability of their status, they can't keep up with the pace of development of the times.

Facing the quality problems of higher education, higher education institutions should establish strict quality consciousness, make quality become a kind of attitude and working ability, go deep into all aspects of work, and truly change the concept of quality management. The core elements and relationships of the mode of creating and sharing educational resources are shown in Figure 2.

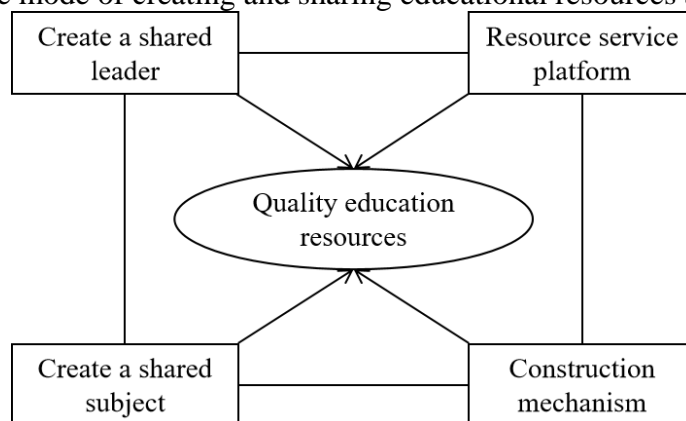


Figure 2 The core elements and relationships of the educational resource co-creation and sharing model

Quality management is the guarantee of improving teaching quality in colleges and universities. Colleges and universities should re-examine the methods of college quality management concepts originated from enterprises from their own angles, combine them with the structure and system of universities themselves, create a teaching quality management concept belonging to universities, and realize the expected quality teaching objectives of universities through effective application. In the process of higher education teaching, we should strive to create a dynamic space that can give full play to students' subjective initiative, and create a cultural atmosphere that reflects the latest technologies and viewpoints in the modern world, so that students can fully absorb knowledge, shape their personality according to their own needs, and strive to increase the value-added ability before and after training [11]. The quality of higher education is a yardstick to measure the level of higher education, and quality management is a method for schools to manage, maintain and improve quality. Higher education quality management reflects the measures and methods adopted by schools to ensure and improve quality, as well as the management philosophy and philosophy recognized by the whole school in this process, thus forming a system recognized and fixed by the whole school.

4. Conclusions

The quality management education in universities is different from the quality management in

general enterprises, and the concept of comprehensive quality management education is also different from the corresponding educational spirit in universities. The quality management of universities is not strict, standardized and procedural management of quality as enterprises do, and the concept of total quality management is inconsistent with the spirit of universities. The field of higher education is not only the base for cultivating the "talents" required by society, but also the practice place and exhibition platform of advanced scientific ideas and methods. The key of universities lies in establishing quality consciousness, making quality concept permeate all work, organically combining comprehensiveness and flexibility, changing quality concept and building quality culture on the basis of actively reflecting on the rationality of current comprehensive quality concept, and realizing the improvement of quality management level and normalization of quality management work in universities. The key of quality management education in universities lies in permeating the concept of quality education into all educational work, so as to improve the quality management level and normalize the quality education management work in universities, and then improve the teaching quality of high education.

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