

Current Situation and Characteristic Analysis of College Students' Quality Education

-- based on CSEQ Empirical Survey Data

Wenjie Luo

Qiannan Medical College for Nationalities, Duyun, Guizhou, 558000

Abstract: The quality of higher education is the stage of education that education and society pay attention to, and how students learn after receiving higher education is the core factor to measure the quality of higher education. Nowadays, all colleges and universities advocate quality education one after another, and art education is an important part of quality education, so what is the artistic quality of their students? In this paper, the independent sample t test and one-way analysis of variance are used to make an empirical analysis of college students' art activity experience. The research shows that the average value of art activity experience of art and sports students is higher than that of arts and science students in different dimensions, and there are extremely significant differences between the two types of students in participating in art activities and learning art skills. Different grades also show significant differences in art activity experience, especially in learning art skills. Factors such as gender, nationality and place of residence have no substantial influence on the art experience of college students.

Keywords: College students; Study experience; Learning harvest

1. Research background and questions raised

"Zhou Li Baoshi" contains "raising the country's son to the Tao, is the six arts of teaching", ancient times very early put forward the "six arts"^[1] education content of rites, music, shooting, imperial, book, number, from ancient times to now every master is not a talent and practice. With the emergence of quality problems in higher education, quality education is constantly mentioned. Many colleges and universities attach great importance to the cultivation of professional knowledge and skills, but neglect the education of art cultivation. As a result, college students gain full professional knowledge after graduation, but lack creativity and innovation. Art quality education is the main component of college students' overall quality education. College students' artistic accomplishment is a kind of cultivation of their comprehensive quality and personal sentiment, which is not their actual ability, but can better assist students' learning of other knowledge and ability. The artistic accomplishment of college students can not be quantified, but the artistic activities they engage in in daily life can reflect their artistic cultivation level.

The so-called college student experience refers to the understanding and experience of the interaction between students and the people, things and things in the university environment. When college students fill in the questionnaire, they do not directly evaluate the quality of their school and education, but adopt multi-dimensional and multi-type items to reflect the basic situation of college education after statistical analysis. This paper takes the dimension of college students' artistic activity experience as the investigation aspect to explore the basic situation of college students' artistic activity experience. What are the different characteristics of college students' art activity experience? It tries to reflect the current situation of art cultivation of contemporary college students.

2. Research tools and research design

2.1 Research tools

The Chinese College Student Experiences Questionnaire (CCSEQ) meets these requirements. The questionnaire was developed by Professor Robert Pace of Indiana University and introduced by Professor Zhou Zuoyu of Beijing Normal University in 2001.^[2] It has high reliability and validity. The main body of the questionnaire includes four parts: students' background, students' activities, school environment and learning harvest. Student background includes school, grade, gender, ethnicity, major and other questions. This paper selects students' art activity experience, and assigns 1-4 points according to the degree of "never", "occasionally", "often" and "often".

2.2 Research samples

In the study, Minzu University of China was used as a sample school to conduct field research on college students. The questionnaire

was distributed on the Internet and in paper form to the undergraduate students mainly by means of purple-oriented sampling and cluster sampling. A total of 430 questionnaires were sent out, and 421 were effectively recovered, with an effective recovery rate of 97.9%.

3. the overall situation of college students' learning harvest

SPSS11.20 software is used to describe and analyze 11 topics of art activity experience of college students. The research results show that: The average value of college students' gains in the three aspects of discussing art content, participating in art activities and learning art skills is basically the same as the median value, but there is a large difference between the average basic value and the median value of participating in art activities. Moreover, the large standard deviation in this aspect indicates that students' experience in participating in art activities is quite different. The standard deviation of learning art skills is low, which means that most students have little difference in learning art

4. Analysis of the characteristics of college students' art activity experience

4.1 Analysis of art activity experiences of students of different genders

The results show that: from the perspective of different genders, the T-value of art activity experience of the two groups of students is 0.212, and the significance P-value is > 0.05 , showing no significant difference. After comparing the mean values, it can be seen that the total average scores of boys and girls are basically the same. However, the standard deviation of male students is obviously larger than that of female students, which indicates that there are great differences between the individuals of male students' artistic activities.

4.2 Analysis of art activity experiences of students of different nationalities

An independent sample T-test was conducted on the scores of art activity experiences of students of different ethnic groups in the survey samples, and the results showed that: The scores of students of different ethnic groups are basically the same, with a T-value of 0.947 and a significance P-value of > 0.05 , indicating that there is no significant difference in the scores of art activity experience of students of different ethnic groups. No matter the Han nationality or minority nationality, the mean and standard deviation of art activity experience do not show a significant difference.

4.3 Analysis of art activities of students of different majors

Through the independent sample T-test analysis of student groups of different majors, it was found (T-value -5.187, $P < 0.0001$) that the scores of art activity experience of students of different majors showed extremely significant differences (see Table 5). Further inspection shows that there is no significant difference in the discussion of art content, and students of the two major categories show extremely significant differences in participating in art activities and learning art skills. Among them, there were significant differences in science and logic ($P < 0.05$), and extremely significant differences in literature, history and art ($P < 0.001$) (see Table 6). From the comparison of average values, the average values of art and sports students are higher than those of arts and science students in three aspects, and the average values of art and sports students and arts and science students in participating in art activities are the largest difference.

4.4 Analysis of art activities of students of different grades

From the perspective of different grades, the results of ANOVA show that students of high and low grades have significant differences in art activity experience (see Table 7). Further research shows that except for no significant difference in the dimension of discussing art content, the art activity experience of high and low grade groups presents a relatively significant difference in the other two dimensions ($P < 0.05$), especially in the aspect of learning art skills ($P < 0.01$). From the comparison of mean value and standard deviation, the lower grade students below the second grade (including the second grade) have the largest mean value in participating in art activities, and there is also a large difference between individuals

4.5 Analysis of art activities of students from different places of origin

From the perspective of different places of origin, students in cities, towns and rural areas are mainly compared. Through one-way ANOVA and post-test, it is shown that there is no significant difference in the artistic activities of the three types of students, F-value 1.098, significance P-value > 0.05 . By further comparing the mean value, it can be seen that the artistic activity experience of students from urban areas is higher than that of students from towns and rural areas.

5. Research conclusions and enlightenment

5.1 Implement the goal of all-round training and pay attention to students' artistic literacy

With the development of higher education popularization, how to improve the quality of education has become a problem that cannot be ignored. As the main body of education, the development quality of students is an important aspect to measure the level of education. Based on the complexity of individual development, through the student self-assessment learning harvest report, colleges and universities can more clearly understand what development students have achieved from the university experience and what the degree of development is, so as to

obtain the judgment basis of "value-added evaluation".^[3] In the whole higher education learning experience, undergraduates should not only gain and improve the knowledge system, but also pay attention to the cultivation of artistic self-cultivation.

Through this study, it is found that the average value of the sample schools in learning art skills is low, so we should pay more attention to the cultivation of art skills of undergraduates and improve the enthusiasm of students in art learning.

5.2 Advocate personalized education and attach importance to the diversity of students

This study finds that there are differences in undergraduate art activity experience in multiple background characteristics of students. Schools should pay attention to those important background variables that present differences, and take differences as educational resources to promote students' personalized development.

Schools should break the discipline restrictions, cultivate the artistic quality of arts and science students and the cultural knowledge of art and sports students, and promote the comprehensive development of students in an all-round way. Colleges and universities should encourage all grade students to actively participate in art activities, so that senior students who are about to enter the society also have a certain artistic sentiment, so as to lay a foundation for their future work to be an all-round development of talents.

References

- [1] Zhou Zuoyu, Zhou Tingyong. College students' experience: A New perspective for evaluating the quality of higher education [J]. University · Research and Evaluation, 2007.01(4)
- [2] Wu Minglong. Statistical application of SPSS [M]. Chongqing: Chongqing University Press, 2009:5.
- [3] Wang Yuan. Study on the learning gains and influencing factors of undergraduate students in ethnic minority areas: An empirical analysis based on the learning experience of X university students in Xinjiang [J]. Contemporary Education and Culture. 2018.03