

RISK MANAGEMENT OF ART MASTER EDUCATION IN COLLEGES AND UNIVERSITIES IN LIAONING PROVINCE

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ABSTRACT

The objectives of this research were: (1) To investigate the composition of risk management of art master education in Colleges and universities in Liaoning Province. (2) To determine the guiding principles of risk management of art master education in Colleges and universities in Liaoning Province.

The research was a mixed methodology research. The population included 58 college leaders and 469 lecturers from 14 universities, with a total number of 527. Using multi-stage random sampling technology, the sample size of 330 university leaders and lecturers was determined. The key informants were administrative personnel of colleges and universities, Dean of Art Design College and lecturer of Art Design, obtained by purposive sampling method. The instruments used for data collection were semi structured interview form, a five-level rating scale questionnaire and validation checklist. The statistics used for data analysis were frequency, percentage, mean, standard deviation, exploratory factor analysis.

The results show that: (1) the components of education risk management of art masters in Colleges and universities in Liaoning Province are education risk assessment system, project operation risk management, organizational and administrative process management risk, education quality risk and risk internal control; (2) The verification of the effectiveness of risk management of art master education in Colleges and universities in Liaoning Province meets the standards of practicality, feasibility, ownership and accuracy.

Keywords: Education risk management, Effectiveness, Master of Arts, Liaoning Province

1. Introduction

In recent years, the art master education in Liaoning Province is expanding in both scale and quantity. However, it was reported that the problems existing in the training of master of arts are becoming increasingly prominent, especially restricted by the educational concept, training mode and school running conditions, resulting in unscientific and unreasonable training objectives, curriculum and training mode, which affect the quality of master of arts training. Therefore, the current management status of art major master students in China, as well as the repositioning of training objectives, curriculum, quality evaluation and other aspects should be reflected. With the advent of the era of knowledge economy, the competition of comprehensive national strength among countries in the world is becoming increasingly fierce. However, the most important thing is the competition of science and technology. The core competition of science and technology is mainly the competition of high-level talents. With the development of art, the master of arts education, which focuses on cultivating high-level applied talents, has attracted wide attention. With the continuous expansion of the cultivation scale of master of Arts in China, the enrollment scale of colleges and universities is expanding year by year, and the number of master of Arts is increasing year by year. Therefore, the scale of higher education in China is also expanding. However, with the expansion of the educational scale of master of Arts, the contradiction in the management of master of Arts has become increasingly prominent. With the passage of time, these contradictions will move from behind the scenes to the front stage, which will bring various potential risks to the future study, life, work and other aspects of art masters, making them fall into a "dangerous situation". This paper combines the problems existing in the education and management of master of Arts in Liaoning Province, draws lessons from foreign advanced experience, reconstructs the training and management mode of master of Arts in China, and believes that China should establish its own characteristic master of Arts Education and management mode, which is of great significance to improve the quality of master of Arts Education and training in Colleges and universities. In the old idea of most people, they think there is no risk in college. Even if there are risks, they are mainly concentrated in school finance and audit, rather than the risk management of master of Arts.

2. Research Questions

The following questions were set to guide this study:

(1) What is the composition of risk management of art master education in Colleges and universities in Liaoning Province?

(2) Are the constituent elements of risk management of art master education in Colleges and universities in Liaoning Province effective?

3. Research Objectives

(1) To determine the components of risk management of art master education in Colleges and universities in Liaoning Province.

(2) To verify the effectiveness of risk management of art master education in Colleges and universities in Liaoning Province.

4. Research Method

The research methods are mixed research methods, including qualitative research and quantitative research. The research process is divided into three stages: the formulation of the research plan, the research procedure and the research report. The research process includes three steps: (1) examining concepts and variable of risk management on student affairs in master of fine art program in universities under Liaoning Province; (2) investigating components of risk management on student affairs in master of fine art program in universities under Liaoning Province; (3) determining the guiding principles of risk management on student affairs in master of fine art program in universities under Liaoning Province. Qualitative research, through the concept, principles, theories and other relevant literature and research of risk management, and in-depth interviews with 6 key information providers, to determine the variables of the effectiveness of risk management in master of arts education. Finally, semi-structured interviews were used to collect data and analyze the content. Determine the components of the effectiveness of risk management in master of arts education. Quantitative study. First of all, using the risk management variables in step (1) as a tool, the researcher compiled a questionnaire and collected sample data to determine the constituent factors of the effectiveness of risk management in art master education in Colleges and universities in Liaoning Province. The second part is a questionnaire survey, mainly for the tutors of master of Arts in Liaoning Province. The population includes 58 college leaders and 469 lecturers from 14 universities, with a total number of 527. A total of 330 samples (cluster, simple random and stratified random sampling) were determined by multi-stage sampling technique. The third is the questionnaire design, which consists of three parts: demographic variables (checklwest), risk management variables (five level

evaluation scale) and recommendations (open-ended questionnaire). The tool is a questionnaire prepared according to step (1). Finally, data analysis. Descriptive statistics, mean value and standard deviation (S.D.) are used to analyze the variables of risk management of art master education in Colleges and universities, and exploratory factor analysis (EFA) is used to analyze the constituent elements of risk management of art master education in Colleges and universities. Verify the effectiveness of risk management of art master education in Colleges and universities. The effectiveness of risk management of art master education in Colleges and universities in Liaoning Province has been verified by six major insiders. The verification standard includes four aspects: practicality, feasibility, appropriateness and accuracy. Data collection: obtain identification data through content analysis. After data collection, content analysis method is used to analyze the identification data, and descriptive statistics (such as frequency and percentage) are used to analyze the collected data.

Table 1: Shows the reliability statwastics of 30 unreal samples

Reliability Statwastics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N
.968	.969	79	30

5. Research Results

The study found that, in general, the average value of 79 questions was between 4.12-4.29, indicating that the respondents had opinions on the level value of the average value, from low to high, and the standard deviation (S.D.) was between 0.686-0.862, indicating that the respondents had different views on the variable. In addition, the correlation was based on the test values of KMO and Bartlett, Kawaser Meyer Olkin sampling adequacy measurement (MSA) was between 0-1, Bartlett's sphericity test, and test statwastical test variables to see whether they were related, as shown in the standard.

Table 2: Shows the tests of KMO Meyer Olkin and Bartlett

KMO and Bartlett's Test		
Kawaser-Meyer-Olkin Measure of Sampling Adequacy.		.930
Bartlett's Test of Sphericity	Approx. Chi-Squwere	43382.897
	df	3081

	Sig.	.000
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As can be seen from table 2, the KMO test result of the data collected from the study was .930, which was greater than 0.8, so the data set can use factor analysis well. Therefore, this set of data was suitable for good factor analysis. The relationship between variables was tested by statistical values. Bartlett sphericity test has statistical significance ($SIG\ 0.000 \leq 0.05$), indicating that there was a correlation coefficient matrix of variables. Therefore, the information obtained was suitable for further factor analysis.

Principal component analysis (PCA), orthogonal rotation and varimax rotation extraction factors were used in this stage of analysis. The criteria used to consider factors were as follows: (1) 0.55 or higher was a actually important factor load; (2) According to Kaiser standard, the eigenvalue was greater than 1; (3) There were more than three components (Hatcher). When considering the above criteria, the number of components and variable variance were obtained. When considering the above criteria, it was found that the eigenvalues of seven components were greater than 1. When rotating the axis, it explains 75.809% of the total variance, but considering the selection criteria, components with a factor load of 0.55 or higher. The components that meet some criteria were components 1-5, which can explain the total variance of 65.741. In addition, the load factors and variables described in each main component after rotating the shaft were shown in Table 3.

Table 3: Shows the components of quality management of art design education

Order	Components	Number of Variables	Factor Loading
1	Component 1	18	0.606-0.974
2	Component 2	18	0.518-0.885
3	Component 3	15	0.611-0.823
4	Component 4	14	0.527-0.848
5	Component 5	14	0.495-0.81
	Total	79	0.495-0.974

Through exploratory factor analysis, table 3 explains the effectiveness of risk management in art master education in Colleges and universities in Liaoning Province. It includes five parts: Education risk assessment system, project operation, organizational administration, education quality risk and risk internal control.

In order to verify the effectiveness of these five components, through the

appreciation of 8 experts, it is generally believed that the names of the second dimension "project operation" and the third dimension "organization administration" need to be modified. According to the evaluation opinions of 8 experts, the constituent elements of the effectiveness of art design education quality management in Colleges and universities in Liaoning Province are adjusted: Education risk assessment system, project operation risk management, organizational and administrative process management risk, education quality risk and risk internal control.

6. Cussion results

From the perspective of research objectives, the main findings were as follows:

The risk management of master of arts education consists of five components: Education risk assessment system, project operation risk management, organizational and administrative process management risk, education quality risk and risk internal control.

According to the research objectives, the dwascussion contents were as follows:

Key findings of objective (1),The effectiveness of education risk management for masters of Arts Majors in Colleges and universities in Liaoning Province has five components, namely, education risk assessment system, project risk management, organizational process management risk, education quality risk and risk internal control. The disclosure of this survey result is because, under the background of the popularization of higher education, in the face of the requirements of the development of the new era and the high quality of talent training, to run the master's education of art major well, we must first do a good job in preventing and resolving the risk management of the master's education of art major in Colleges and universities, and the guarantee of risk management needs to establish a set of scientific, reasonable and effective risk management system of master's education of art major from many aspects and dimensions. From the results, the five components are the main components of constructing the risk management of master of arts education. The education risk assessment system is the fundamental guarantee of master of Arts Education and the quality of master of arts talent training; Project risk management is an activity of identifying and analyzing project risks and taking countermeasures in the organization and management of master of arts education; Organizational process management risk is to predict and solve the risk in each link of the management process of master of Arts, and it is also an important part of comprehensive risk management; The education quality risk is the risk management of the master tutors and teaching staff in the teaching process, and it is also the test of the ability of the master tutors and teaching staff; Risk internal control is to

control or guide the uncertainties that affect the effectiveness of internal control and the achievement of objectives or lead to the failure of internal control, so as to minimize internal risks. It can be seen that these five components are important elements for constructing the risk management of master of arts education, an important guarantee for improving the quality of master of arts education, and an important means and foundation for doing a good job of master of arts education management. The results of this study are consistent with the research of Gui Hua (2008:108-111). His research found that establishing and improving the risk management system for the master of Arts Education in Colleges and universities is helpful to optimize the teaching quality, master the macro management data, achieve scientific, reasonable and effective education and management, and achieve the common progress and mutual benefit of colleges, teachers, students and enterprises. In addition, this research result is consistent with the research direction of linxiaodan (2008) and Liu Jing (2016:51-57). The research result is that to establish a sound internal control system for the risk management of master of arts education, we should take the risk management theory as the benchmark, control the risk as the goal, grasp the risk points of the core links, comprehensively sort out the existing systems, and then amend, supplement or abolish the original system. At the same time, Colleges and universities should revise the management system as needed or regularly to adapt to the changes of internal and external policies and procedures, so as to keep pace with the times. According to Liu Hui (2016), the normal operation of daily quality assurance and monitoring procedures in higher education is the premise and foundation of quality risk management in higher education. To establish a quality risk management system in higher education, it is necessary to ensure the normal operation of the daily quality assurance monitoring procedures. In the research on the practice of the construction of the internal guarantee system for the teaching quality of newly-built applied art majors, it is found that the improvement and guarantee of the quality of art majors should be based on the establishment of an education risk management system in the whole process, the whole system and the whole direction of the education of art majors, the introduction of risk management from the educational implementation of school orientation, talent training and specialty construction, to the teaching quality guarantee system, educational administration, personnel management. Establish a risk management guarantee system for masters of Arts in the whole process and all aspects of service quality, evaluation system, feedback standards and systems. This research result corresponds to the research of Yu Xin (2014:39-40) and Ni Juan (2020:42-46). It is proposed that the best way to introduce risk management methods into the field of

higher education is to combine risk management theory with management practice of colleges and universities, so as to improve the ability of colleges and universities to defend against and deal with risks, Maintain the stable situation of colleges and universities, ensure the smooth progress of education and teaching activities in Colleges and universities, and promote the sustainable development of higher education. However, the research of Chen Tingting (2021:252-256) and Song Jinghua (2017:220) found that to ensure and build the quality of master of arts education, from the aspects of student source market competition risk, brand effect risk, multi campus management risk, financing risk, charging risk, higher education quality risk and so on, they focused on the analysis, summary and research at the government level, university level and social level. The focus of this research The research field, research questions and research objectives are different from the objectives, problems and results of this study.

Key findings of objective (2), It is found that the constituent elements of the effectiveness of the education risk management of masters of Arts in Colleges and universities in Liaoning Province are five components: Education risk assessment system, project operation risk management, organizational and administrative process management risk, education quality risk and risk internal control. This verification result is slightly different from the components of objective 1, because the constituent elements of project operation risk management are more specific than project risk management, and can better reflect the management system at the project operation level in the risk management of master of arts education; The risk elements of organizational administrative process management are more comprehensive than those embodied in organizational process management, including human resource risk management, specialty setting risk management, facility operation risk management, financial risk management and other administrative factors. It can be seen that the constituent elements of determining the effectiveness of education risk management for masters of Art Majors in Colleges and universities in Liaoning Province are: five constituent elements: Education risk assessment system, project operation risk management, organizational and administrative process management risk, education quality risk and risk internal control. These five elements will comprehensively reflect the elements of the education risk management of the master of Arts. From the strategic decision-making risk, human resources risk, physical assets risk, financial risk, moral (responsibility) risk, teaching and scientific research risk, administrative management risk, enrollment and employment risk, academic risk, health and safety risk, reputation risk and other all-round and multi-dimensional construction of the education risk management system, It plays an

important role in improving the risk management of master of arts education. The research results are consistent with the research of Li Wangping (2009:37-39). The research found that to build an education risk management system for masters of Arts Majors in Colleges and universities, we should build an education risk management system for masters of Arts Majors from the aspects of education risk management evaluation system, project operation risk management, organizational and administrative process risk management, evaluation risk management, institutionalized risk management, and verify this result, The conclusion of the feasibility, scientificity and necessity of the risk management of the master of arts education is drawn. In addition, this research result is consistent with the research direction of Xu Hui (2018:46-47) and Tang Ning (2017:93-98). It discusses the construction of the constituent elements of the risk management of the master of arts education. It should explore the basic theory, mode and framework of the risk assessment of the master of Arts in colleges and universities by using the principles and methods of risk management and internal control, It is proposed that the risk assessment management system for art majors in Colleges and universities should mainly include the organization guarantee subsystem, the standard subsystem, the risk assessment subsystem, the implementation subsystem and other components, and establish a systematic, complete and continuously improved risk management system for art majors in Colleges and universities. In addition, from the research of Sun Xiaowen (2017: 86-90+123), the risk control of art major master education in Colleges and universities mainly includes risk information disclosure, risk grade analysis, risk process control and other strategies. This research result corresponds to the research of Liu Qingxiu (2018:37-39) and Hu Jianbo (2008:172-175). It verifies that the constituent elements of education risk management are six dimensions: student quality risk management, education risk assessment system, project operation risk management, organizational and administrative process management risk, education quality risk and risk internal control. It also verifies the feasibility, practicality and Identification of professionalism and accuracy. However, Gao Juan (2015:43-46) found that the constituent elements of risk management of master of arts education are financial risk management, development risk management, talent risk management, health and safety risk management and integrity risk management. The verification results are different from the constituent elements of this study. In addition, Jiang Hongping (2013:288) found that the constituent elements of education quality management are external environment change risk, financial risk, teaching and scientific research risk, enrollment risk and internal management risk, and its verification results are also different from this study.

7. Recommendation for Practical Application

(1) Build a scientific, reasonable and effective risk assessment system for master of Arts Education

In recent years, most of the plans to build the master of arts education system are universal. There is no clear overall framework for the risk guarantee of education quality, the scheme is complex, and there is no possibility of practical operation. Therefore, at this stage, the master's education of art majors needs to be further innovated. To establish a sound education system, we can start from the following three points. First, independent guarantee and systematic comprehensiveness, establish and improve the quality awareness and comprehensive quality of all education and management personnel, ensure that everyone is responsible, check at all levels, control education risks from the source, timely grasp the development trends and trends of things, and give play to the individual role of quality assurance. Improve the teaching quality and implement it in every detail of the talent training process. The second is to establish a quality system for master of arts education, promote education to diversified development, adapt to popular art higher education, and meet the social demand for master of Arts graduates. Third, student-centered, focusing on work related to students. Finally, we will achieve the management goal of high-quality art higher education. Establish a high-quality development concept of master of arts education, pay attention to the development of students, increase the input of teachers, refine the content of professional courses, carry out targeted curriculum design, improve excellent resource conditions, enrich the management of various works, increase the student quality evaluation system, and constantly carry out teaching quality reform to provide more employment opportunities for master of Arts graduates.

(2) Establish a high-quality project operation risk management leading team

Establish a leading group with high professional quality to make decisions on the risks of the master of arts education project and face the risks as a whole; Give full authorization and high trust to the leading group, and give full play to the role of the leading group. Clarify the training objectives of master of Arts and establish a comprehensive and targeted reasonable model, so as to gradually improve the teaching management system. Establish the performance appraisal system of administrative personnel, formulate the corresponding reward mechanism, and improve the enthusiasm and work efficiency of administrative personnel; Promote the leadership to improve the training structure of master of Arts, and effectively promote the refinement of the education mode of master of Arts. Each work is

refined, the relationship between each project is sorted out, and the corresponding supervision plan and control are formulated. We should improve the atmosphere supervision and management system, realize the sustainable development of education and school running, improve the information disclosure system of school running, accept social supervision, and promote the standardization of cooperation between colleges and institutions.

(3) Establish a scientific, effective and feasible risk management mechanism for organizational administrative process

In the training process of master's education of art major in Colleges and universities, we can't rely on unilateral efforts alone, but more importantly, we should cooperate with each other from the three aspects of government, school and society to establish a scientific, effective and feasible risk management mechanism of organizational administrative process. First of all, the government should actively affirm the important value of master of Arts Education and innovative teaching ideas. We will control the education research, overall management, master enrollment, employment and other related issues of master of arts as a whole, and give more attention and support to colleges and universities that train master of Arts. Including policy support, resource input, standard construction, channel docking, etc. Second, colleges and universities should clarify the scientific, competitive and continuous development goals. We should make full use of our own resources, give full play to our own characteristics, highlight the advantages of disciplines, and provide support in education and teaching, teachers, employment guidance, and management personnel. Through standardized enrollment, paying attention to the quality of students, strengthening education management and other measures, we will steadily promote the project construction of master's education in art majors. Third, the social level should give the greatest understanding and tolerance to the problems in the master of arts education, and reserve more time for the research of master of Arts Education in Colleges and universities to explore, so as to improve the quality of education. The most important thing is to improve the influence and credibility of masters of Arts in society, affirm the ability of graduates and improve employment benefits .

(4) Establish and improve the prevention and control mechanism of education quality risks

First, adhere to the controllable enrollment of master of Arts and resolutely maintain the baseline of student quality

High quality students are the key factor to ensure the quality of education. According to the data released by the Ministry of education, the number of applicants for postgraduate entrance examination in 2021 was 3.77 million, an increase of 360000 compared with 2020, with an increase rate of 17.60%. Such a large number of people has increased the examination competition and adjustment competition, so it is urgent to pay attention to the changes in the source market when recruiting masters of Arts, adhere to the admission principles and bottom line, and conduct a comprehensive evaluation of the research ability, ideological and moral character and professional level of the source of students.

Second, strengthen risk supervision and firmly maintain the quality baseline of running colleges and universities

Strictly abide by the quality baseline of colleges and universities, control the risk of education quality within an acceptable range, and avoid the risk of quality out of control. The impact of the epidemic has forced the transformation of education methods from offline to online, as well as management and supervision. The forced transformation of methods has brought pressure and challenges to the transformation of supervision mode and supervision content. Among them, the supervision content determines the supervision mode to a certain extent, so the supervision content should be flexibly controlled and moderately changed according to various factors such as the task volume of education courses, the operation of teaching system and the psychological construction of students. These aspects need to rely on a variety of data analysis to further understand and control, such as students' academic completion rate, the number of complaints and students' psychological survey questionnaire. In this way, strengthening the content of risk monitoring of college education quality can ensure the stability of education quality.

Third, we should adopt a flexible regulatory mechanism to create a space for independent development of colleges and universities

The master of arts education mode follows the loose supervision of higher education. In order not to affect the quality of education and avoid the risk of education quality, schools should intervene in the supervision of teaching quality according to the situation, but pay attention to the ways and limits. The development of master of arts education needs more space for teachers and students to give full play to themselves, so as to avoid encouraging others.

Fourth, the supervision power of education quality risks continues to be decentralized

Decentralization is an effective means to release the vitality of systems, policies and audience groups. The power of risk supervision of education quality should be delegated to teachers and students, and the awareness of supervision and management and ownership should be cultivated, which is more conducive to the comprehensive development of master of Arts. At the same time, it also increases the information feedback channel of education quality risk supervision.

(5) Practical application measures of internal risk control in the construction of Art Higher Education

First, establish a risk assessment and early warning mechanism. Art higher education system should strengthen awareness, focus on risk early warning, and comprehensively carry out risk early warning and evaluation mechanism. Second, university leaders need to strengthen the awareness of communication with lower levels, and grasp the establishment of internal control system from the leadership. Third, optimize the risk control environment and strategically improve the loose management environment. Practical work is an indispensable part of the cultivation of master of Arts. In view of the loose internal control of risks, both inside and outside the school should be used as the information feedback and information processing mechanism. Fourth, refine the accountability system and emphasize internal control and supervision. The establishment and good operation of risk internal control institutions need a strong supervision and accountability system. Fifth, strengthen control activities. Regularly carry out internal risk discussion activities to cultivate the awareness and ability of risk internal control of managers. The sixth is to set about establishing an information platform for internal risk control, taking information publicity, file backup, cloud upload and other functions as the platform functions, making full use of modern facilities and knowledge, and enhancing the internal information communication and coordination ability of colleges and universities.

8. Recommendation for Further Research

(1) Further in-depth study of the relevant theories and Research on the risk management of art major master education, combing the relevant literature and successful cases at home and abroad, and more accurate and in-depth study of the components and factors of the risk management of art major master education in Colleges and universities in Liaoning Province. Establish a sense of risk and strengthen the leadership of the risk management of art master education in Colleges and universities in Liaoning Province.

Strictly implement the spirit of the government documents on risk management in Colleges and universities, attach great importance to and strengthen the leadership of risk management in the education of master of Arts in Colleges and universities in Liaoning Province, and bring risk management in Colleges and universities into the important agenda of educational reform and development. Urge colleges and universities that have not yet established risk management institutions to set up risk management institutions.

(2) Further improve the questionnaire design and data collection, and conduct multi-level and comprehensive risk assessment and management. The effective sample size of this study is 330. In the future research, we will expand the number and scope of population samples in the questionnaire survey, examine the risks from the overall environment, and organize various specific factors that may bring risks, so as to make the research more persuasive and build an effective risk management system for the quality of education of art majors. Only by accurately identifying all kinds of risks, can we provide a practical and powerful basis for managers to make decisions and which management technology to adopt, so as to reduce decision-making errors, reduce the investment cost of colleges and universities, and improve and verify the components and factors of risk management research on master's education of Art Majors in Colleges and universities in Liaoning Province.

(3) In the future research, we should establish an effective risk management information system. Based on the existing research methods and research results, strengthen the internal risk management audit, adopt CIPP theoretical model and relevant theories of risk management education and teaching, build a scientific, reasonable, systematic and effective risk management system for master's education of Art Majors in Colleges and universities through analytic hierarchy process and empirical research method, and implement the promotion. Make continuous improvement in the implementation process to ensure the effectiveness and integrity of the risk management information system.

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