

Practice of Optimizing the Undergraduate Teaching Governance Structure of the Secondary College with Students as the Center

Aiqi Liu*, Hongjian Cao, Chifeng Zhu

Business School, Hunan Normal University, Changsha, 410081, Hunan, China

*Corresponding author: Aiqi Liu (Email: 373863349@qq.com)

Abstract: In the process of students' participation in university teaching governance, there are some problems such as low overall participation, poor information transmission, and low governance efficiency. For this, S College of H University has optimized and adjusted the undergraduate teaching governance organization with students as the center. An information network convenient for education and teaching management has been established based on the exchange between teachers and students and cross departmental communication, with the participation of all faculty; according to the information advantages of ordinary members in different governance situations, delegate (part of) the decision-making power of teaching governance. Practice shows that the optimization of the governance structure can not only solve the problem of low breadth and depth of students' participation in teaching governance, but also improve the efficiency and ability of teaching governance in secondary colleges, stimulate the vitality of ordinary faculty to think and do business, and promote the connotative development of education and teaching.

Keywords: Secondary College, Student-centered, Undergraduate teaching governance.

1. Introduction

It has become normal for students to participate in university teaching governance as one of the main bodies. Students are the learning subjects in the process of teaching and learning. Their sense of acquisition and satisfaction in the learning process is the feedback to teaching management system, teachers' teaching level, and teaching conditions and facilities for the university and college. To a certain extent, it can reflect the problems existing in the school's education, teaching, and management. However, the vast majority of students do not understand the rules and regulations, development situation, and problems of teaching management in the school, and their psychological development is not mature, and their ability and quality to deeply participate in teaching governance are insufficient. Based on the good relationship between teachers and students, college S of H University optimizes the undergraduate teaching governance structure with students as the center, focuses on the institutionalization of teacher-student communication and cross departmental communication, constructs a student information network with wide coverage and high participation, moves down the management and decision-making power according to the information advantages of ordinary members, improves the overall "participation" of students in teaching governance, and stimulate the vitality of ordinary members to think and do business. It improves the efficiency and effectiveness of teaching governance from the root, and indirectly solves the problem of low breadth and depth of students' governance participation.

2. Research Status

At present, the research on university teaching governance structure mainly focuses on four aspects: the development and construction path of teaching governance structure system,

the multiple collaborative governance of internal and external stakeholders, the driving force of the reform of governance structure from the reform of management system, and the enlightenment of existing governance experience of universities at home and abroad.

2.1. From the Perspective of Development and Construction Path

Many scholars have studied the development and construction of university teaching governance structure. Some scholars have constructed a new governance system structure. Peng et.al. [1] constructed the structural model, operation mode, and implementation path of vocational education teaching quality governance system based on big data. Wang [2] divided the teaching governance system structure and operation mechanism of Higher Vocational Colleges into four dimensions: hierarchical governance, multiple governance, dynamic governance, and systematic governance. It is suggested that the construction of teaching governance system in the future should rely on the list mechanism, information reform, performance system reform, and internal and external teaching and research exchanges to achieve multi-dimensional governance. Liu and Chen [3] constructed the "five in one" value structure of new engineering education governance, and defined the new concept of engineering education, the new structure of disciplines and majors, the new mode of talent training, the new system of classified development, and the new quality of education and teaching as the core elements. The "new content of education and teaching" runs through the whole structure and embodies the ultimate goal of new engineering education governance. Some scholars have analyzed the existing problems and put forward countermeasures. Li [4] analyzed the problems existing in the governance structure in the transformation from local universities to applied technology universities and put forward corresponding

countermeasures.

2.2. From the Perspective of Multiple Collaborative Governance

Existing studies have reached a consensus on the joint governance of university stakeholders, such as society, government, managers, teachers, and students. How to make stakeholders participate in university governance smoothly has become the focus of scholars. Yan [5] has built a governance system structure with the common development of multiple subjects as the core, the cooperation of dynamic mechanism, coordination mechanism, control mechanism, and guarantee mechanism, and the construction of platform, systematic evaluation, and atmosphere as the governance means, so as to realize the collaborative governance of undergraduate teaching. He and Cui [6] believe that the current governance system of higher vocational schools has incomplete institutional arrangement function, and the institutional system to coordinate the internal institutions of the school, the relationship between the school and the government and society has not played a good role. They put forward suggestions on the governance relationship between the government and the school and social participation in university governance. Gao and Hong [7] found that in university teaching governance, the director of academic affairs takes the initiative to correct errors, which plays the largest positive role in promoting university education and teaching. It is suggested that schools establish a fault-tolerant and error correction mechanism, innovate the evaluation contents and methods, and give the director of academic affairs more autonomy to seek innovation and change. Ni [8] believes that the internal structure of academic governance of the college should be straightened out, teachers should be given corresponding power, and a teaching academic community should be built.

2.3. From the Perspective of Institutional Reform Driving Governance Reform

From the perspective of the institutional logic of university governance, university system and governance interact. The system plays a guiding and restrictive role in the construction of governance system and governance practice, and governance practice and governance system contribute to the improvement of the system [9]. Therefore, the issue of how university system reform drives the optimization of governance structure has also attracted the attention of some scholars. Guo [10] believes that with the advent of ubiquitous learning era, the undergraduate teaching management system has produced new demands. We should optimize the supply of undergraduate teaching management system and restructure the organizational structure of undergraduate teaching management, so as to perfect the undergraduate teaching governance system and improve the undergraduate teaching governance ability. Zhou [11] believes that the construction of modern university system is an important part of the modernization of university governance, and the effectiveness of governance action depends on the implementation of the system. Chen and Wu [12] believe that the implementation of the 1 + X certificate system needs a response from the reform of vocational education governance. We can innovate the vocational education governance model, reconstruct the vocational education governance system, and perfect the vocational education governance mechanism around the 1 + X certificate system.

2.4. From the Perspective of Comparison of University Governance Structure

Some scholars have conducted a comparative study on the governance structure of universities at home and abroad. Meng and Zhu [13] analyzed the current internal governance structure of Keio University in Japan. Their legal structure, public governance, and power autonomy have reference significance for the improvement of the internal governance structure of private colleges and universities in China. Yang and sun [14] analyzed the dual educational governance system in Germany and pointed out that the system has the governance characteristics of legislation and norms oriented, organization and implementation led by enterprises, and relatively independent operation of schools and enterprises, which has important enlightenment to improve China's modern vocational education governance system. Guo [15] analyzed a series of changes and characteristics of German university governance system since 1998, and put forward the optimization standard of university governance mechanism. Zhou [16] pointed out that the reform of internal governance structure of French universities from the Middle Ages to 2013 always insisted on the downward shift of governance focus to ensure the governance status of senior scientific researchers. This practice should be used for reference in the construction and improvement of internal governance structure of universities in China.

To sum up, in the existing research, most scholars have adopted the research method of speculative reasoning to study the university teaching governance structure from multiple perspectives. There are many perspectives and rich research contents, but there is a lack of empirical research and practical test. In terms of research methods, most of them use literature research method and comparative research method, less use investigation research method, and quantitative research is weak. Based on the above thinking, this paper will be based on the current situation of College Students' participation in teaching governance in China, adopt the investigation and research method, study the practical measures and practical results of the optimization of the teaching governance structure mode of the sample college, and put forward some suggestions on the rational construction of the teaching governance structure of the secondary college.

3. Practical Problems of Students' Participation in University Teaching Governance

At present, there are various channels for students to participate in teaching governance. They can communicate face-to-face with relevant personnel, or use the platform to express their opinions publicly or anonymously. From the aspects of students' participation, information transmission, and feedback, there are the following problems in the process of students' participation in teaching governance.

3.1. Individual Differences Among Students Lead to The Lack of Representativeness of Governance Information Transmitted

First of all, in practice, the reasons for students' participation in teaching governance are mostly related to their own interests, and there are few cases of simply speaking for other students. Taking the consultation and complaint cases accepted by the Education Sunshine Service Center of

H University from December 15 to 31, 2021 as an example, a total of 65 messages were accepted during this time period, which are related to the interests of the sponsors themselves. Secondly, not all students will actively participate in teaching governance, and the information obtained by the governance layer is not representative to some extent. There are obvious individual differences among college students, such as different places of birth, family environment, and personality. They have not yet formed a rational understanding of themselves, the world, and life [17]. There will also be differences in their expectations for the education and teaching management services provided by universities. Some students will actively express their ideas and make demands, while others will only silently accept the arrangement of the school, which leads to the phenomenon of "crying children have milk to drink," this makes student-oriented governance selective.

3.2. Emotional Expression and Multi-Level Transmission May Distort the Governance Information

The authenticity of governance information includes the authenticity of the information itself and the correctness of information interpretation, which is closely related to the way students express and the transmission chain of information. On the one hand, students' emotional expression of problems will affect the capture, understanding, transmission, and processing of information. Students' emotional fluctuations or self-interest thoughts may exaggerate and conceal their expressions, and governance information may be distorted in emotional expressions. On the other hand, the organizational structure of hierarchical teaching management determines the multi-level transmission procedure of information, and the complex transmission process may affect the effect of information transmission. From top to bottom, the organizational structure of university teaching management is divided into four levels: the school manages the teaching of the college, the college manages the teaching of the department, the department manages the teaching of the teacher, the teacher manages the learning of the student. This structure has the advantages of centralized power and unified command, but it often affects the speed and effect of information transmission due to many levels and large personnel scale.

3.3. The Low Governance Efficiency of Hierarchical Structure Reduces the Enthusiasm of Students' Participation

The information transmission speed of hierarchical teaching management organization structure is slow. Accordingly, the time of information processing and the cycle of feedback of results are also long. In the hierarchical teaching management organization structure, ordinary faculty do not have the decision-making power or participation decision-making power of teaching governance. For specific teaching governance matters, they need to report to the superior level by level for instructions. This structure determines that in most cases, the teaching governance information cannot be transmitted quickly in both directions, and the governance layer is also difficult to quickly filter, summarize, sort out, and obtain accurate governance information, so as to make decisions and give replies in time. However, the state of "no response for a long time" will

deepen students' anxiety and boredom, damage the credibility of schools, colleges, and teaching management departments, and reduce students' enthusiasm to participate in teaching governance. In addition, this structure is not conducive to the exertion of the subjective initiative of ordinary faculty, and the connotative development of education and teaching lacks internal driving force.

4. Solutions to the Problems Faced by Students' Participation in Teaching Governance in S College of H University

In short, the above questions refer to these meanings: how to improve students' overall participation in teaching governance? how to keep the authenticity and correctness of governance information in the transmission process? how can the governance information be processed and fed back in time? In this regard, S College provides two ideas.

4.1. Optimize the Information Structure of Teaching Governance: Give Play to The Intermediary Role of Teacher-Student Communication and Promote the Institutionalization of Cross Departmental Communication

4.1.1. Give Play to The Intermediary Role of Teacher-Student Communication in Negotiated Governance

At present, the common channels for students to participate in governance in universities include: president's mailbox, Education Sunshine Service Center, symposium and questionnaire organized by schools, colleges or departments, etc. Through these ways of participation, governance information is transmitted in turn according to the characteristics and categories of information, post responsibilities and division of labor, as well as the hierarchical order of teaching governance organization structure. The effectiveness of these governance participation methods depends on students' enthusiasm and initiative. In fact, not all students have the will to participate in governance. Considering the good foundation of teacher-student relationship, S College plans to build an information network with the participation of all teaching and administrative staff, give full play to the intermediary role of teacher-student communication in multi-agent negotiation and governance, actively understand the real needs and ideas of students in learning, and students indirectly participate in teaching governance through teacher-student communication, so as to broaden the channels for students to participate in teaching governance and improve the overall "participation" of students in teaching governance. In addition, the communication between teachers and students can initially filter invalid and wrong governance information, so as to improve the efficiency of teaching governance.

4.1.2. Promote the Institutionalization of Important Teaching Dynamic Communication Between Departments

Due to the different responsibilities and job division of departments, the problem of teaching information asymmetry between departments has always existed. Taking the two important functional departments of undergraduate management—student work office and educational administration office as an example, the student work office

is usually responsible for students' ideological and political and mental health education, and the educational administration office is responsible for managing students' student status, course learning, examination, and achievement. Due to the different division of responsibilities, the student work office often contacts, exchanges, and communicates with students directly or indirectly, and has mastered a lot of students' characteristic information that is difficult to quantify and cannot be reflected on the information management platform, such as personality, growth environment, professional interest, etc., while the educational administration office can only understand the quantitative information such as student status information, course performance, professional ranking, etc. through the educational administration system, as the main department in charge of teaching management, although there is some communication with the student work office, it is still difficult to fully understand the overall situation of students, which is not conducive to the correct handling of specific teaching management matters. Therefore, it is imperative to promote the institutionalization of important teaching dynamic communication among majors, the student work office, and the educational administration office.

4.2. Optimize the Decision-Making Structure of Teaching Governance: Reduce Unnecessary Information Transmission Links, Appropriately Decentralize Power, And Improve the Efficiency of Teaching Governance

4.2.1. Decentralize Some Teaching Governance Decision-making Power According to Knowledge Advantages

In the face of huge, complex, and changeable student information, how can the decision-making layer of teaching governance quickly and timely sort out the information and make decisions correctly— We can try to delegate some decision-making power to ordinary faculty with information advantages, which can not only reduce unnecessary information transmission links, but also stimulate the vitality of ordinary faculty to think and do business, and improve the efficiency and effect of teaching governance from the root.

4.2.2. Feasibility of Appropriate Decentralization of Teaching Governance Based on Cost Analysis [18]

Organization design needs to comprehensively consider information cost and agency cost, that is, the cost caused by poor quality information and the agency cost caused by incompatible objectives.

In teaching governance, information cost includes the establishment cost of information management platform such as educational administration system, the cost of information transfer between superiors and subordinates or between peers, and the risk cost that distorted or delayed information may lead to decision-making errors. The agency cost exists from beginning to end and cannot be avoided. Faculty are the staff entrusted by the state, the school, or the college to be responsible for teaching or management, and do not have the ownership of S College. Therefore, the relative agency cost referred to in this paper refers to the risk cost caused by the deputy dean in charge of teaching appropriately distributing the power to the information holder, who makes self-interest decisions under this agency relationship.

The original teaching governance decision-making

structure is relatively centralized, the deputy dean in charge of teaching is responsible for the decision-making of daily affairs and non-major matters, major teaching matters must be discussed and decided at the joint meeting of the party and administration of the college. This model has high information cost and low agency cost. If part of the decision-making power of the deputy dean in charge of teaching is appropriately delegated to ordinary faculty with information advantages, it will reduce the information cost and increase the agency cost. However, the increment of agency cost is extremely limited. The realization of undergraduate teaching governance objectives is conducive to the personal growth, development, and promotion of faculty, the transfer of some decision-making power has little impact on agency cost. In addition, compared with this part of increment, information delay and distortion in transmission have a greater impact on teaching governance decisions.

5. Optimization Measures of Student-Centered Undergraduate Teaching Governance Structure in S College of H University

Based on the above optimization ideas of teaching governance information structure and decision-making structure, S College of H University has taken the following two measures.

5.1. Establish A Responsible and Cross Departmental Student Information Transmission Network

S College has established a responsible and matrix student information transmission network to strengthen the communication between teachers and students, understand the real learning needs of students from multiple angles, and indirectly broaden the channels for students to participate in teaching governance; it has strengthened cross departmental communication, unblocked the transmission of important teaching information among majors, the educational administration office, and the student work office, and improved the timeliness, comprehensiveness, and correctness of the college's response to teaching governance issues.

5.1.1. Establish An Exchange System Between Teachers and Students

The system is mainly aimed at the group of teachers and counselors, and takes the exchange between teachers and students as an opportunity to find the problems existing in teaching governance and solve them in time.

(1) Establish an open communication system between teachers and students. Teachers can reasonably arrange the time and place of communication to dispel doubts for students' thought, study, work, and life. For this, the college encourages various forms of creative activities, not limited to working days, classrooms, and office places. It is required that the number of activities per week shall not be less than once and the duration of each activity shall not be less than 1 hour.

(2) Establish a heart to heart talk system for counselors. Counselors are required to have heart to heart talks with students regularly or irregularly, mainly in the form of individual conversation and interview, supplemented by collective conversation, telephone communication, online communication, and other forms, so as to find and solve students' puzzles or problems in thought, study, and life in

time.

5.1.2. Establish A Cross Departmental and Normalized Teaching Dynamic Communication Mechanism

The dynamics of teaching mainly include important teaching reform, important measures of professional construction, ideological changes of special students, prominent problems in teaching management and so on.

(1) Establish a dynamic communication platform for teaching. Use WeChat, QQ and other tools to establish an online teaching governance communication group to timely transfer information between the majors, student work office, and educational administration office.

(2) Establish a dynamic communication system for teaching. The college uses regular or irregular symposiums, seminars, and individual exchanges to communicate and discuss important teaching trends. The participants of each department are not limited to the department head or section chief, and relevant ordinary teachers and staff can be invited to the meeting according to the actual situation. In case of major teaching accidents due to concealment of information, the annual assessment shall be rejected by one vote and the fixed performance shall be deducted.

(3) Hold cross departmental team cooperation training. Develop outward Bound for all teaching managers (including counselors) from time to time to improve the awareness of communication and cooperation within and between departments.

The information network can actively collect important teaching trends and share them across levels and departments. It is more sensitive to major changes in students' learning needs, can provide higher knowledge value for teaching governance decision-making, and provide more guiding significance for risk avoidance of teaching governance.

5.2. Establish A Scientific and Flexible Decision-making Mechanism for Teaching Governance

S College adopts appropriate decentralization based on the original decision-making mode, and enables ordinary faculty to participate in teaching governance decision-making with the knowledge advantage according to the specific teaching governance situation.

5.2.1. Clarify the Knowledge Basis for All Groups to Participate in Teaching Governance Decision-making

To make teaching governance decisions, participants should have a certain knowledge base of education and teaching management.

(1) A teaching management guide has been issued. The guide to educational administration of S College was issued for all teachers, students and staff to learn and refer to. The guide covers the common management systems (excerpts) and common teaching services of students in the four years of

university, and plays the role of educational guidance and management services to solve the specific problems of teaching management.

(2) Organize faculty to learn the laws and regulations on education and teaching management at all levels. For example, "Teachers Law," "Education Law," "higher education law," "Regulations on the administration of students in Colleges and universities," "Regulations on the prevention and handling of students' personal injury accidents in schools in Hunan Province," and "Charter of H University," etc.

5.2.2. Major Teaching Matters Must Be Discussed and Decided at the Joint Meeting of the Party and Administration of the College

The joint meeting of the party and the administration is the highest decision-making form for the college's teaching, scientific research, student recruitment, student employment, and other work. According to the "rules for discussion of matters at the joint meeting of the party and administration of the secondary college of H University," the meeting implements democratic centralism, adheres to collective leadership and individual division of labor and responsibility, and discusses and makes decisions in accordance with the principles of collective leadership, democratic concentration, individual brewing, and decision-making at the meeting.

5.2.3. For Unimportant Teaching Matters, S College Makes Decisions in the Following Two Ways According to the Specific Situation:

(1) The decision is made by the deputy dean in charge of teaching, and the holders of advantageous information participate in the decision-making. This method retains the original decision-making mode, and the decision-making power is concentrated in the deputy dean in charge of teaching. All information needs to be transmitted, explained, summarized, sorted out, and handed over to him for decision-making.

(2) The decision is made by the holder of advantageous information and supervised by the deputy dean in charge of teaching. The deputy dean in charge of teaching transfers the decision-making power to the holders of advantageous information in appropriate situations, so as to eliminate unnecessary information transmission links, improve the motivation of faculty to actively think and innovate, and cultivate the ability of faculty to actively think and innovate.

The implementation of this decision-making mechanism of teaching governance can weaken the constraints of hierarchical barriers to a certain extent, preliminarily realize the multi-group negotiation governance within the college, enable ordinary faculty to have the decision-making power of teaching governance by virtue of their knowledge advantages, and enhance the flexibility of teaching governance structure, the initiative of ordinary faculty, and the democracy of teaching governance decision-making.

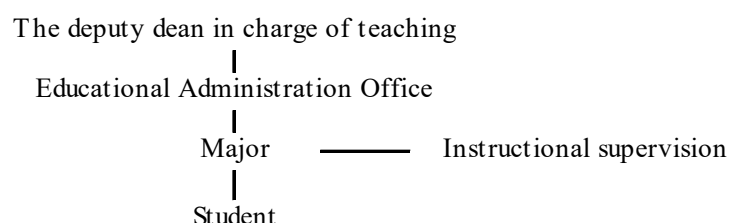


Figure 1. Hierarchical and diversified undergraduate teaching governance structure of S College of H University before optimization

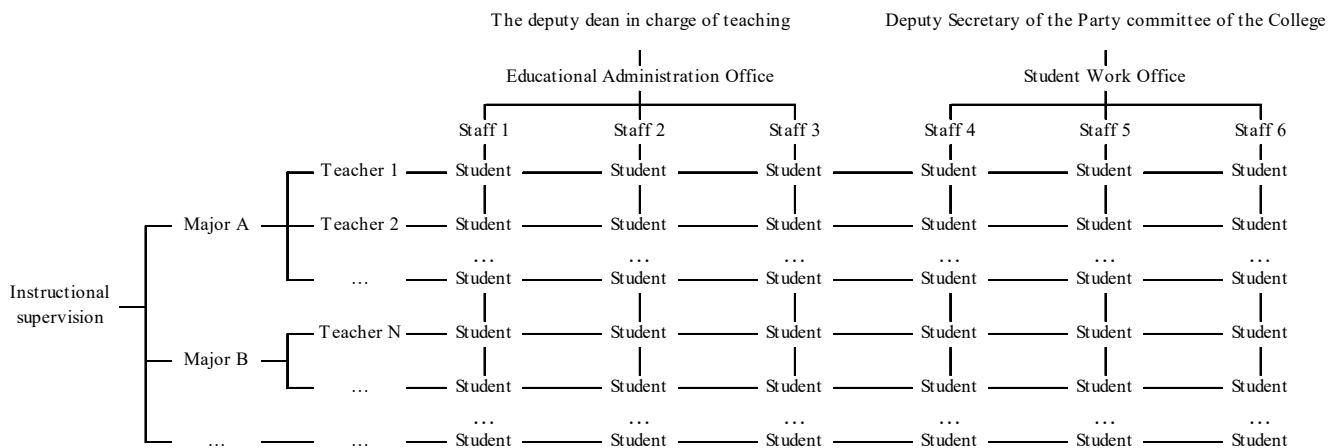


Figure 2. The student-centered undergraduate teaching governance structure of S College of H University after optimization

6. The Effectiveness of the Optimization Practice of Student-centered Undergraduate Teaching Governance Structure in S College of H University

S College of H University conducted a comprehensive survey on graduates' talent training satisfaction before and after the practice of optimizing undergraduate teaching governance structure from four evaluation dimensions: students' satisfaction with training scheme, learning support, teacher-student relationship, and ability improvement.

6.1. Basic Information

The number of graduates surveyed before practice was 289. Among them, 143 students are only children, accounting for 49.48%; 188 students come from rural towns, counties or county-level cities, accounting for 65.05%; the number of

students with self-rated family economic status in the local middle level is 192, and the number of students with lower level is 86, accounting for 66.44% and 29.76% respectively; 248 students, accounting for 85.81%, have at least one of their parents with a high school or technical secondary school education or below.

After practice, the number of graduates surveyed was 361. Among them, 180 students are only children, accounting for 49.86%; 251 students come from rural towns, counties or county-level cities, accounting for 69.53%; the number of students with self-rated family economic status in the local middle level is 229, and the number of students with lower level is 117, accounting for 63.43% and 32.41% respectively; 306 students, accounting for 84.76%, have at least one of their parents with a high school or technical secondary school education or below.

Before and after the practice, there is a small gap in the objective factors of family education affecting talent training, such as the place of origin, family economic status, and parents' education level of the surveyed students.

Table 1. Basic information of surveyed graduates

	Total number	Proportion of only child	Proportion of students from rural areas or counties	Proportion of students whose family economic status is medium or low	Proportion of students whose parents' education level is high school and below
Interviewees before practice	289	49.48%	65.05%	96.20%	85.81%
Interviewees after practice	361	49.86%	69.53%	95.84%	84.76%

6.2. Students' Satisfaction with Professional Training Programs

The survey results show that after the practice, the overall satisfaction of graduates with the professional training program is improved, and the satisfaction of all evaluation

matters related to the training program is improved, with an average increase of 1.68%. Among them, due to the continuous improvement and revision of the curriculum system, graduates' satisfaction with the curriculum has increased even more.

Table 2. Survey results of graduates' satisfaction with the training program

Related matters	Proportion of satisfied students before the practice	Proportion of satisfied students after the practice
Training objectives and talent orientation of your major	93.43%	95.56%
The setting of general education courses of your major	96.54%	98.06%
The setting of professional basic courses of your major	96.89%	97.23%
The setting of professional core courses of your major	95.85%	98.62%
The setting of professional elective courses of your major	95.85%	98.34%
Internship in your major	95.16%	95.85%
The richness and diversity of the curriculum of your major	94.12%	96.4%
The assessment and evaluation methods of the courses you study	95.16%	96.4%

6.3. Students' Satisfaction with Learning Resources

The survey results show that after the practice, the overall satisfaction of graduates with the resources provided by the college to support learning has increased by 1.84%. Among

them, the satisfaction with the guidance of innovation and entrepreneurship, the way of managing students, network equipment, and other evaluation matters has increased by more than 2%, and the satisfaction with teaching facilities and equipment has increased by 3.11%.

Table 3. Survey results of graduates' satisfaction with learning resources

Related matters	Proportion of satisfied students before the practice	Proportion of satisfied students after the practice
Career guidance and consultation	93.77%	94.18%
Guidance on innovation and entrepreneurship	92.39%	94.46%
Ways of managing students	93.08%	95.56%
Social practice and community activities	96.89%	96.96%
Teaching facilities and equipment	95.50%	98.61%
Network equipment	93.77%	96.67%

6.4. Students' Satisfaction with The Relationship Between Teachers and Students

The survey results show that after the practice, graduates' satisfaction with teachers' teaching and educating behavior has improved. After practice, the proportion of students who believe that most or almost all teachers meet the teaching behavior described in the questionnaire has increased by an average of 1.99%. Among them, the proportion of students

who believe that most teachers have formulated appropriate teaching outline and curriculum plan and arranged targeted after-school homework has increased by more than 3%. The proportion of students who believe that most teachers have not only taught the course well, but also educated people, properly handled the key and difficult points of the course, and accurately and fairly assessed the students has increased by more than 2%. Students' overall satisfaction with the relationship between teachers and students increased by 0.83%.

Table 4. Evaluation results of graduates on Teachers' teaching and educating behavior

Teachers' teaching and educating behavior	Proportion of students who believe that most or almost all teachers meet the following behaviors before practice	Proportion of students who believe that most or almost all teachers meet the following behaviors after practice
a. Teachers not only teach well, but also educate people well	63.32%	65.38%
b. Appropriate syllabus and curriculum plan have been formulated	74.74%	77.84%
c. The key points and difficulties of the course have been properly handled	70.93%	73.13%
d. Be able to flexibly adjust teaching contents and teaching strategies according to students' learning situation	67.47%	67.59%
e. Teaching focuses on inspiring and guiding students to think	60.21%	61.22%
f. Assign targeted homework after class	63.32%	66.75%
g. Provide timely feedback on assignments, exams or problems	66.44%	68.42%
h. Assess students accurately and fairly	77.16%	80.05%
i. Have more communication with students after class	56.75%	58.17%
j. Be able to apply modern educational information technology to education and teaching	72.32%	73.96%

Table 5. Survey results of graduates' satisfaction with teacher-student relationship

Related matters	Proportion of satisfied students before the practice	Proportion of satisfied students after the practice
teacher-student relationship	97.23%	98.06%

6.5. Students' Satisfaction with Ability Improvement

Before the practice, 80.44% of the graduates thought that

their average abilities had been greatly improved during their college years. After the practice, the self-evaluation result of the graduates was 83.56%, an increase of 3.12%.

Table 6. Evaluation results of graduates on their ability improvement during university

Related matters	the proportion of students who believe that their ability has been greatly improved during college before the practice	the proportion of students who believe that their ability has been greatly improved during college after the practice
Professional interest	71.28%	73.41%
Professional knowledge and skills	86.51%	89.75%
Humanities and scientific literacy	81.66%	85.04%
Information technology literacy	83.39%	88.64%
Critical thinking ability	84.43%	89.20%
Ability to discover, analyze, and solve problems	84.08%	90.86%
Practical ability	75.09%	78.95%
Innovative thinking and innovative ability	75.43%	81.44%
Oral expression ability	80.97%	85.04%
expression capability in writing	74.74%	77.29%
Social communication ability	83.04%	86.15%
Organizational leadership	80.28%	80.06%
Cooperation spirit and team consciousness	84.78%	89.47%
Autonomous learning ability	86.51%	89.20%
Self control and management ability	77.85%	78.12%
Career development planning ability	79.24%	80.89%
Stress resistance and psychological adjustment ability	82.70%	84.76%
Tolerance and empathy	83.39%	87.53%
Vision and pattern	87.89%	91.97%
Honesty and social norm consciousness	85.47%	87.53%
Social responsibility and dedication	84.43%	87.26%
Foreign language level	71.97%	78.12%
International vision and global consciousness	78.89%	81.72%
Exercise habit and exercise ability	71.97%	71.75%
Labor habits and regular labor	71.97%	74.24%
Aesthetic appreciation ability	83.39%	84.21%

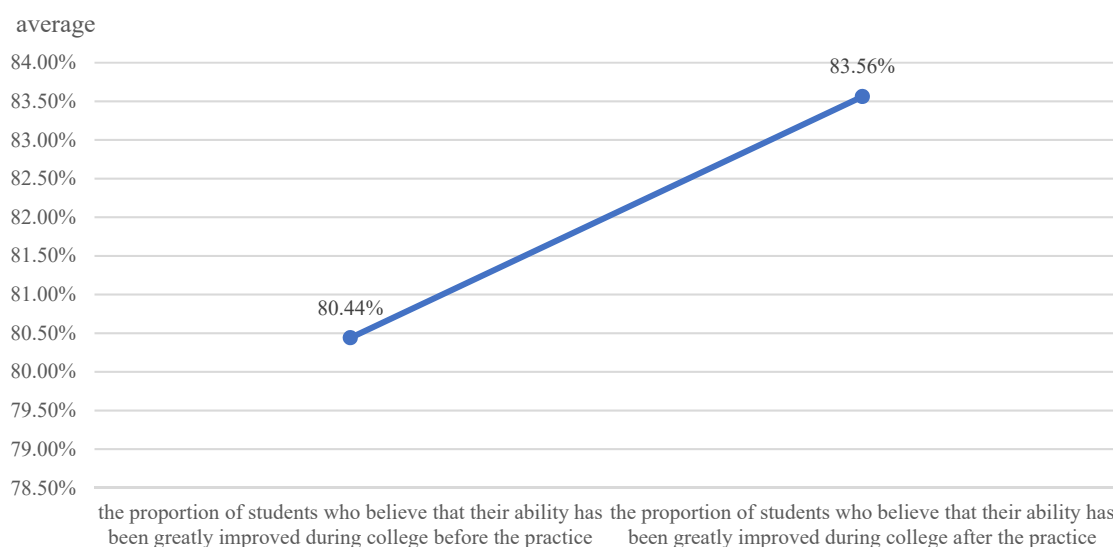


Figure 3. Evaluation results of graduates on the average improvement of their abilities during college

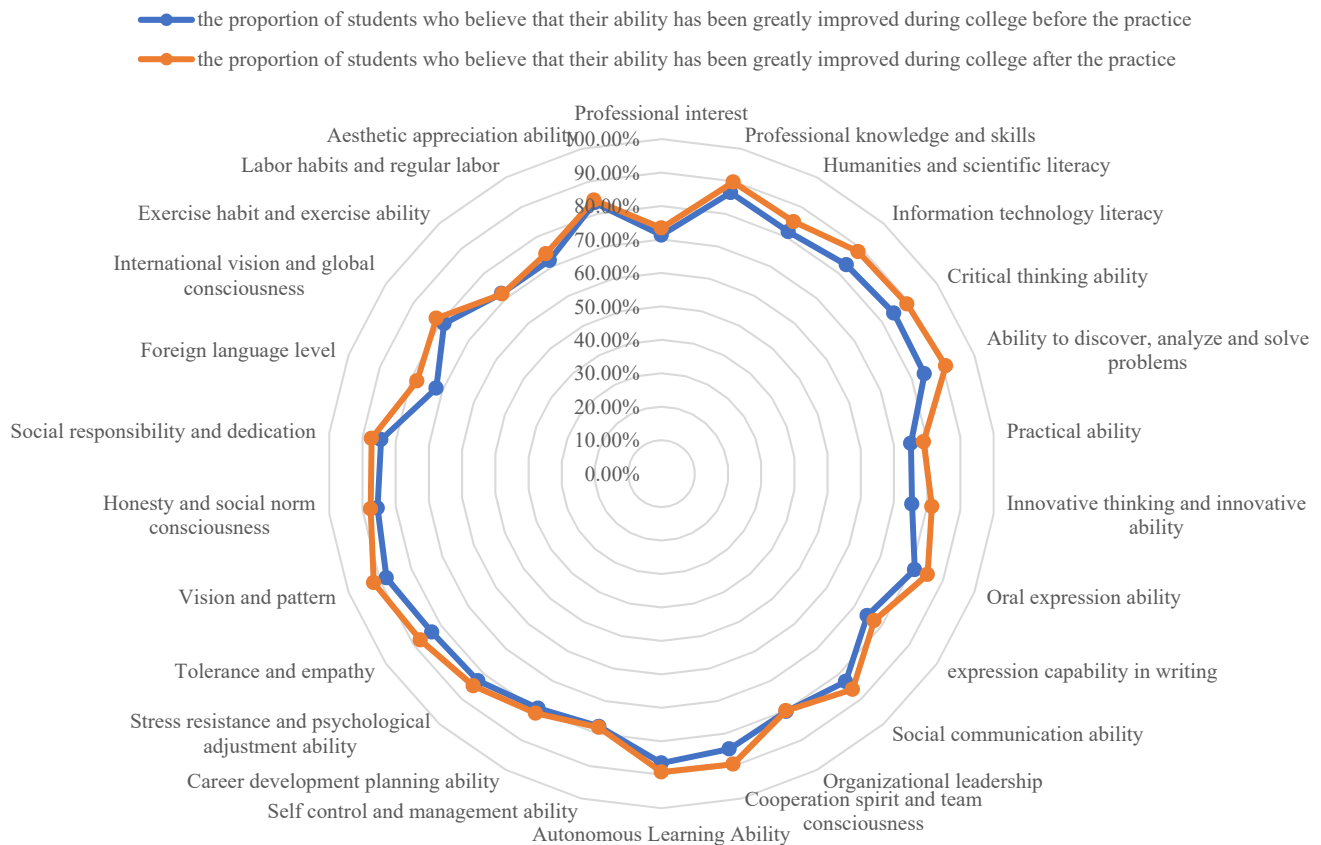


Figure 4. Evaluation results of graduates on the improvement of their abilities during college

The overall satisfaction of graduates with talent training and the average satisfaction of self-evaluation of their ability improvement have increased, and the satisfaction of evaluation items with high correlation with the enthusiasm and initiative of faculty, such as training plans, learning resources, and teacher-student relationship, has increased more.

7. Conclusion

Practice shows that the student-centered undergraduate teaching governance structure of S College of H University can effectively improve the efficiency of teaching management, governance ability, and educational effect, stimulate the vitality of ordinary faculty to think and do business, and promote the participation of all teachers and staff in educating students, promote the formation of educating students in the whole process of teaching and management, and accelerate the realization of all-round education of students. It can be seen that based on the good relationship between teachers and students and the effective communication between teachers and staff in the college, the moderately flat teaching governance structure can stimulate the internal vitality of secondary colleges to a certain extent, form a benign situation of joint governance of relevant interest groups, and is conducive to the democratization of education and teaching decision-making and the connotative development of education and teaching. This provides a useful reference for building a high-level undergraduate education, improving the modern teaching governance ability and level of universities, and comprehensively improving the ability and quality of talent training.

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