

Guidelines for Improving Academic Affairs Management in Guangxi Universities

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Abstract

The objectives of this research were 1) to study the current situation of academic affairs management in Guangxi universities 2) to provide the guidelines for improving academic affairs management in Guangxi universities 3) to evaluate the suitability and feasibility of the guidelines for improving academic affairs management in Guangxi universities. The sample were 175 academic affairs administrators from 10 universities in Guangxi. The Interview group was 10 high-level academic affairs administrators and 15 high-level experts. The research instruments were questionnaire, structured interview and evaluate form. The statistic to analyze the data were percentage, mean, standard deviation and content analysis.

The results were found that 1) the current situation of academic affairs administrators in Guangxi Universities in 5 aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was teaching basic management, followed by teaching operation management, teaching plan management, teaching quality assurance and teaching evaluation was the lowest mean. 2) The guidelines of improving academic affairs management in Guangxi universities, including 5 aspects, with a total of 50 measures: 1) 7 measures to promote teaching plan management, 2) 14 measures to promote teaching operation management, 3) 8 measures to improve teaching evaluation, 4) 8 measures to improve teaching quality assurance and 5) 13 measures to improve teaching basic construction. 3) The suitability and feasibility of guidelines of improving academic affairs management in Guangxi universities in 5 aspects were at highest level.

Keywords: Guidelines for Improving, Academic Affairs Management, Guangxi Universities

Introduction

World view: The Higher Education Act of the United States is the basic legal framework for higher education in the United States, which includes requirements and regulations for the management of academic affairs in

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colleges and universities, such as registration requirements for higher education institutions, academic standards, and protection of student rights and interests. (The Higher Education Act of the United States, 1965). The European "Bologna Declaration" (The European Ministers of Education, 1999) is an important document for the reform of higher education in European countries, emphasizing the importance of educational administration in universities. At the same time, the declaration requires countries to establish quality assurance mechanisms, formulate credit transfer systems, and strengthen international cooperation to enhance the quality and international competitiveness of higher education. It can be found that Western countries attach great importance to higher education and educational administration. As enhancing university academic affairs management helps to strengthen university management, improve the development of universities, and ensure the quality of talent cultivation, western countries have taken active measures to enhance university academic affairs management. Middaugh, M. F. (2015) mentions that university academic affairs management is a way for school administrators to improve the development of universities by directing, coordinating, guiding, supervising and motivating, and bringing together the collective strength of the staff concerned to proactively engage in educational management. Western countries attach importance to teaching quality assurance and have established a set of comprehensive teaching quality assessment and monitoring mechanisms, such as the Education Evaluation Bureau in the United States and the quality accreditation bodies in Europe. At the same time, Western countries have invested heavily in education informatization and adopted advanced teaching technologies and network technologies, such as online courses, electronic teaching materials and virtual laboratories, which have improved teaching efficiency and management. In addition, Western countries have reformed their teaching management systems, adopted market-oriented and enterprise-oriented management models, introduced competition mechanisms and performance assessment, and improved academic affairs management.

China view: In 2016, the Ministry of Education of China has issued a series of documents, such as the Regulations on the Administration of Students in General Higher Education Schools and the Regulations on the Administration of Teaching Work in General Higher Education Schools (No 41, Decree of the Ministry of Education of the People's Republic), which clarify the basic system and management requirements for the management of academic affairs in colleges and universities. The provincial and municipal education departments have also issued corresponding policies on academic affair management in colleges and universities, such as the Measures for the Administration of Teaching in General Colleges and Universities in Beijing issued by the Beijing Municipal Education Commission and the Regulations on the Administration of Teaching Work in General Colleges and Universities in Shanghai issued by the Shanghai Municipal Education Commission. This shows that China attaches great importance to the management of academic affairs in colleges and universities.

Guangxi view: In 2017, the "Several Opinions on Strengthening the Teaching Management of Guangxi Colleges and Universities" was issued, which clearly pointed out that all colleges and universities should fully implement the new requirements of the Party Central Committee and the State Council on strengthening and improving the ideological and political work of colleges and universities under the new situation, and actively establish and

improve working mechanisms and institutional measures to ensure that teaching management is pragmatic and efficient. Universities in Guangxi have also made many efforts in academic affairs management. For example, they have strengthened the standardization of academic affairs management in colleges and universities, formulated relevant management systems and processes to improve academic affairs management; implemented information-based academic affairs management systems to realize information sharing and intelligent management, and improved the efficiency and management level; strengthened the construction of faculty members and improved the professionalism and management ability of faculty members to provide a strong guarantee for the improvement of academic affairs management in colleges and universities. (Elizabeth, 2018, p.16)

The Ministry of Education of China on teaching management documents. In the Key Points of Teaching Management of Higher Learning of the Department of Higher Education of the Ministry of Education, the basic tasks and contents of teaching management of institutions of higher learning are: teaching plan management (course management and practical teaching), teaching operation management, teaching quality assurance, teaching quality monitoring and evaluation, teaching basic construction. Academic affairs management It is the concrete behavior of teaching management. University academic affairs management is the activities of the departments and personnel in charge of teaching administration in institutions of higher learning, which involves teaching plan, teaching arrangement, course construction and teaching material management, teaching quality monitoring and evaluation, student information management, graduation thesis management and other aspects of the work. (Cheng Shuo, Ding Jinguo, Zhu Jianliang, 2018, p.129)

According to the key points of teaching management to develop the same work content. the researchers have studied the concept of college academic affairs management. Through understanding their research results found that university academic affairs management refers to the higher education institutions internal coordination, planning, organization, management, supervision and evaluation and a series of management activities, aims to promote the teaching of higher education, research, service and so on the coordinated development of each work, improve the quality of teaching education, meet the social demand for higher education. It contains teaching plan management, teaching operation management, teaching evaluation, teaching quality assurance, teaching basic construction, etc.

Objectives

1. To analyze the current situation of academic affairs management in Guangxi universities.
2. To provide the guidelines for improving academic affairs management in Guangxi universities.
3. To evaluate the suitability and feasibility of guidelines for improving academic affairs management in Guangxi universities.

Scope of the Research

1. Scope of Content

1.1 Concept of Educational Administration

1.2 Concept of academic affairs management

2. Scope of Population

2.1 To analyze the current situation of academic affairs management in Guangxi universities.

The population included 316 academic affairs administrators from 10 universities in Guangxi, the sample group. According to the sampling table of Population and the Sample Group, the sample group of this research was 175 academic affairs administrators.

2.2 To provide the guidelines for improving academic affairs management in Guangxi universities.

The interviewees in this research were high-level academic affairs administrators in universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in high-level administrator in universities, 2) have extensive experience in academic affairs management, 3) graduated with master's degree or above.

2.3 To evaluate the suitability and feasibility of guidelines for improving academic affairs

management in Guangxi universities were 5 high-level experts in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in universities, 2) have extensive experience in academic affairs management, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

Research Framework

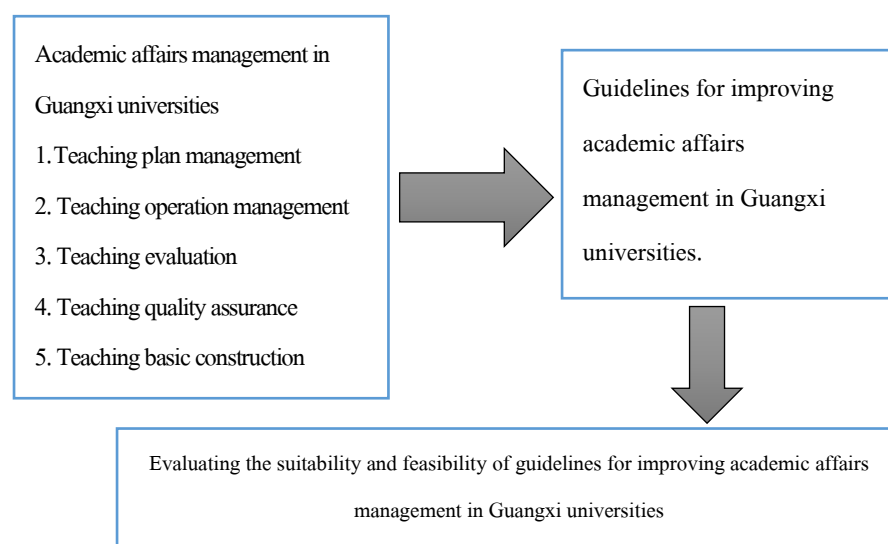


Figure 1 Research Framework

Research Methodology

Phase 1: Studying the current situation of academic affairs management in Guangxi universities.

Phase 2: To provide the guidelines for improving academic affairs management in Guangxi universities

Phase 3: To evaluate the suitability and feasibility of the guidelines for improving academic affairs management in Guangxi universities

This research is a mixed methods research. The research method is divided into 3 steps as follows

Phase 1: Studying the current situation of academic affairs management in Guangxi universities

The population / Sample Group

The population included 316 academic affairs administrators from 10 universities in Guangxi. According to the sampling table of Population and the Sample Group, the sample group of this research was 175 academic affairs administrators from 10 universities in Guangxi. Determining the number of samples according to the table of Krejcie and Morgan (Krejcie & Morgan, 1970) at the error level of .05, then stratified random sampling and simple random sampling.

Research Instruments

The instrument to collect the data for objective one, to study the current situation of academic affairs management in Guangxi universities was a questionnaire. The questionnaire designed based on academic affairs management in 5 following aspects: 1) Teaching plan management 2) Teaching operation management 3) Teaching evaluation 4) Teaching quality assurance 5) Teaching basic construction. The index of objective congruence (IOC) of the questionnaire was examined by five experts. The index of objective congruence (IOC) was 0.8- 1.0. The questionnaire was obtained by Conbach's Alpha Coefficient, which has a reliability value of 0.994.

Data Collection Method

The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring collecting the data from 175 academic affairs administrators universities in Guangxi. A total of 175 questionnaires, 100 percent

Data Analysis

The current situation of academic affairs management in Guangxi universities in five following aspects: 1) Teaching plan management 2) Teaching operation management 3) Teaching evaluation 4) Teaching quality assurance 5) Teaching basic construction, was analyzed by Mean and standard deviation.

Phase 2: To provide the guidelines for improving academic affairs management in Guangxi universities.

The population / Sample Group

The population of this phase was 20 high-level administrators from 5 universities in Guangxi. The Sample Group select by Purposive Sampling, the interviewees in this research was 10 high-level administrators. The qualifications of interviewees are as follows: 1) at least 6 years of work experience in high-level administrator in universities, 2) have extensive experience in academic affairs management, 3) graduated with master's degree or above.

Research Instruments

The instrument to collect the data for objective two, to provide the guidelines for improving academic affairs management in Guangxi universities. The structured interview designed based on the current situation of academic affairs management in Guangxi universities in 5 following aspects: 1) Teaching plan management 2) Teaching operation management 3) Teaching evaluation 4) Teaching quality assurance 5) Teaching basic construction.

Data Collection Method

The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring interviewing the high-level administrators from 5 universities in Guangxi. The researcher interviews the high-level administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

The structured interview about the guidelines for improving academic affairs management in Guangxi universities was analyzed by content analysis.

Phase 3: To evaluate the suitability and feasibility of the guidelines for improving academic affairs management in Guangxi universities

The experts

The experts for evaluating the suitability and feasibility of the guidelines for improving academic affairs management in Guangxi universities was 15 experts. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in universities, 2) have extensive experience in academic affairs management, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

Research Instruments

The instrument to collect the data for objective three, to evaluate the guidelines for improving academic affairs management in Guangxi universities. The evaluation form designed based on the guidelines for improving academic affairs management in Guangxi universities in 5 following aspects: 1) Teaching plan management 2) Teaching operation management 3) Teaching evaluation 4) Teaching quality assurance 5) Teaching basic construction

Data Collection Method

The researcher requested requirement letter form the graduate school, for requiring to invite the expert to evaluate the guidelines. The researcher distributed the evaluation form to high-level administrators. A total of 15 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the suitability and feasibility the guidelines for improving academic affairs management in Guangxi universities was analyzed by Mean and standard deviation.

Research Findings

1. The analysis result about the current situation of academic affairs management in Guangxi universities

Table 1 The average value and standard deviation of the current situation of academic affairs management in Guangxi universities in five aspects

	Academic affairs management	\bar{X}	S.D	level	Order
1	Teaching plan management	3.72	0.72	High	3
2	Teaching operation management	3.73	0.78	High	2
3	Teaching evaluation	3.60	0.81	High	5
4	Teaching quality assurance	3.64	0.79	High	4
5	Teaching basic construction	3.83	0.70	High	1
	Total	3.70	0.76	High	

According to table 1, the data showed that the current situation of academic affairs management in Guangxi universities in five aspects was at high level ($\bar{X} = 3.70$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was teaching basic construction ($\bar{X} = 3.83$), followed by teaching operation management ($\bar{X} = 3.73$) Teaching plan management ($\bar{X} = 3.72$), Teaching quality assurance ($\bar{X} = 3.64$), and teaching evaluation was the lowest mean ($\bar{X} = 3.60$).

1) Teaching plan management was at high level. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest mean was “the professional setting in the talent training program formulated”, followed by “the talent training program formulated by the administrators is accurate”, and “High Administrators in the process of developing talent training program” was the lowest mean.

2) Teaching operation management was at a high level. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest mean was "Administrators think that graduation thesis archives materials management standards, followed by "administrators think that graduation thesis archives material management norms" and "The administrators believes that the classroom borrowing procedures are smooth and all departments can fully communicate" was the lowest mean.

3) Teaching evaluation was at a high level. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest mean was "Administrators thinks teachers are satisfied with their teaching effect s", followed by "Administrators thinks teachers' teaching methods

to meet the requirements of students", and "administrators guide teachers to make personal professional development plan" was the lowest mean.

4) Teaching quality assurance was at a high level. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest mean was "Administrators believe that curriculum management and supervision are the key to ensure the realization of teaching objectives", followed by "administrators build a clear health education development goal for college students", and "administrators develop incentive measures to improve the teaching level of teachers" was the lowest mean.

5) Teaching basic construction was at a high level . Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest mean was " Administrators have established a clear professional setting scheme. followed by "administrators believe that the construction of teaching information can improve work efficiency and meet the needs of teachers and students in teaching and learning "and "Administrators have formulated a scientific and reasonable information management system" was the lowest mean.

2. The guidelines for improving academic affairs management in Guangxi universities 5 aspects, with a total of 50 measures: 1) 7 measures to promote teaching plan management, 2) 14 measures to promote teaching operation management, 3) 8 measures to improve teaching evaluation, 4) 8 measures to improve teaching quality assurance and 5) 13 measures to improve teaching basic construction.

1) Promoting teaching plan management consisted of 7 measures: 1)the text of the training program is student-centered and based on the actual development of students; 2)in the text of the training program,the training requirements should be specific and strengthen the correlation with the curriculum; 3)promote the integration of professional theory courses and practical teaching in the training program; 4)Promote the diversity of the participants in the training program formulation mechanism; 5)strengthen the practical characteristics of the teaching practice in the training program, and carry out the systematic planning; 6)strengthen the supervision and managements of teaching practice in the training program, and 7)improve the "double tutor" system in the training program, and strengthen the interaction with students

2) Promoting teaching operation management consisted of 14 measures: 1)strengthen the application of information technology in class scheduling management; 2)increase the skills training of academic administrators in curriculum management; 3)in terms of course selection and management, Strengthen the participation of head teachers and guide students to actively and correctly choose courses; 4)in terms of examination administration, Strengthen the invigilator team, .Do a good job in the examination affairs training;5)in terms of examination administration, Serious examination style and discipline, Strictly prevent cheating; 6)in the aspect of examination affairs and management, Strengthen the information construction degree of examination management; 7)build a perfect school roll management system; 8)Build a high-quality school roll management team; 9)improve the classroom management mechanism, Improve the management efficiency;

10)strengthen the training of multimedia classroom equipment operation for teachers; 11)establish a textbook management working group, Standardize the teaching material selection system; 12)strengthen ties with the press, Establish a textbook sample library and a reading room; 13)establish a graduation thesis scoring expert working group; and 14)establish the graduation thesis file management system.

3) Improving teaching evaluation consisted of 8 measures:1) select the contents of students' teaching evaluation scientifically, and improve the way of teaching evaluation results; 2)construct the system link between students' teaching evaluation and students' learning interests; 3) improve the interest relationship between students' teaching evaluation and work assessment, and realize the purpose of service; 4)promote the formation of teachers group "cooperative test" understanding of identity, to avoid subjective cognitive deviation; 5)strengthen the open selection of evaluation experts, avoid the influence of individual subjective factors, and implement multiple evaluation; 6) establish a transparent and professional evaluation system, and formulate reasonable evaluation rules; 7)perfect the self-evaluation index system, and the self-evaluation requirements are specific; 8)deepen the role identity of teachers, and form the correct self-evaluation of teachers.

4) Improving teaching quality assurance consisted of 8 measures:1)strengthen vocational skills training for teachers; 2)increase in wages and performance; 3)strengthen the dynamic management of equipment and reduce the idle rate; 4)increase the number of equipment use training sessions; 5)promote the scientific and efficient management of infrastructure; 6) strengthen curriculum supervision and management to ensure the realization of teaching objectives; 7)strengthen the support services for students through the paper media and the network interaction platform; 8) build a student support service system, clear service responsibilities.

5) Improving teaching basic construction consisted of 13 measures: 1)build a discipline group closely connected with the industrial chain, and gradually reduce the scale of specialty setting; 2)actively broaden the channels of construction funds, increase the investment of discipline construction; 3)create a good atmosphere for the construction of disciplines and majors, and promote the implementation, implementation and refinement of the construction work; 4)promote the implementation of the teaching management system; 5)strengthen school-enterprise cooperation, build an off-campus practice base; 6)establish a good communication mechanism with cooperative enterprises; 7) to improve quality as the center, build and implement a comprehensive quality management system; 8)improve the rules and regulations to ensure a fine style of work; 9)strengthen the construction of teachers' teaching style, and lead the excellent style of study; 10)strengthen the construction of students' style of study and play the main role; 11)enhance the information awareness of teachers and students, strengthen the team building; 12) improve the supporting system for information construction; and 13) the school raises the attention of information construction and increases human and material support.2

3. Evaluate the suitability and feasibility of the guidelines for improving academic affairs management in Guangxi universities, shown that table 2

Table 2 The average value and standard deviation of the evaluation of the Suitability and feasibility of guidelines for improving academic affairs management in Guangxi universities in 5 aspects

Guidelines		Suitability			Feasibility		
		\bar{X}	S.D	Level	\bar{X}	S.D	Level
1	Promoting teaching plan management	4.56	0.58	highest	4.57	0.50	highest
2	Promoting teaching operation management	4.50	0.57	highest	4.52	0.57	highest
3	Improving teaching evaluation	4.54	0.60	highest	4.53	0.55	highest
4	Improving teaching quality assurance	4.62	0.55	highest	4.59	0.55	highest
5	Promoting teaching basic construction	4.52	0.57	highest	4.50	0.55	highest
Total		4.55	0.57	highest	4.54	0.54	highest

According to table 2, the suitability of guidelines for improving academic affairs management in Guangxi universities in 5 aspects was at highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Improving teaching quality assurance, followed by Promoting teaching plan management and Promoting teaching operation management was the lowest level.

The feasibility guidelines for improving academic affairs management in Guangxi universities in 5 aspects was at highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Improving teaching quality assurance, followed by Promoting teaching plan management, Promoting teaching basic construction was the lowest level.

Discussion

1. The current situation of academic affairs management in Guangxi universities in 5 aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was teaching basic construction; administrators have developed a scientific and reasonable

information management system; administrators believe that the functions provided by the academic affairs management system meet daily work needs. Administrators have developed a scientific and reasonable information management system and have a medium score. Managers may lack professional knowledge and experience in information management and do not understand the necessity and methods of establishing a scientific and reasonable information management system, resulting in the failure to effectively formulate it. Schools may lack adequate human, material and financial resources. It is consistent to the research of Gao Zongli (2020) studied on a topic of “Research on the informatization construction of university academic affairs management based on big data” research results: the modules of the academic affairs system are not perfect; institutionally, the rules and regulations management system does not match the informatization of academic affairs management.

2. The guidelines for improving academic affairs management in Guangxi universities. including 5 guidelines, a total of 50 measures: 1) 7 measures to promote teaching plan management, 2) 14 measures to promote teaching operation management, 3) 8 measures to improve teaching evaluation, 4) 8 measures to improve teaching quality assurance and 5) 13 measures to improve teaching basic construction. The researcher has chosen measures to improve teaching basic construction the reason that experts proposed this strategy in response to the current situation. Increase cooperation with enterprises and research institutions, strive for more practical teaching resources, and expand the number and capacity of practice bases. Upgrade existing practice bases, improve facilities and equipment, standardize management processes, and ensure that the quality of each base is improved. Where conditions permit, we will actively raise funds and plan and build new practical teaching bases to meet the growing practical needs of students. Strengthen cooperation with enterprises to better connect practice bases with industry needs and ensure that practical teaching is closer to actual work situations. This guideline is consistent the research of Long Lihong, Chen Weiping, Huang Chanyuan (2023) studied on a topic of “Analysis on the construction path of practical teaching base for college students in private undergraduate universities” has suggested to construction of practice bases in colleges and universities lacks comprehensive and in-depth school-enterprise interaction. The enthusiasm of teachers and students affects the development of practice bases such as studios, and school-enterprise cooperation should be strengthened.

3. The suitability and feasibility of guidelines for improving academic affairs management in Guangxi universities in 5 aspects were at highest level with the values between 4.00 and 5.00, which means guidelines for improving academic affairs management in Guangxi universities are suitability and feasibility, measures to promote teaching operation management in terms of course scheduling management, increase the skills training of academic staff; strengthen the information construction of the academic affairs management system" is at a high level in terms of suitability and feasibility. In terms of course scheduling management, increase the skills training of academic staff. Increasing the skills training of academic staff can help improve teaching quality, adapt to educational changes, enhance professionalism, stimulate innovation capabilities, improve teacher satisfaction,

and enhance the competitiveness of schools. It is of great significance for promoting the sustainable development of education and teaching. This is basically consistent with the following research results: Course scheduling is a very complex task in college teaching management, which is restricted by many factors such as the current status of school teaching resources, teaching requirements, academic staff levels, and the application of information technology. (Jin Guo, Li Gui'an,2020).

Recommendations

1. Recommendations in implementation

1.1 Teaching plan management; As a middle-level administrators, should focus on practical teaching and internship training. Cooperating with industry and conducting school-enterprise cooperation projects can provide students with more practical opportunities.

1.2 Teaching operation management; As a middle-level administrators, should conduct a comprehensive analysis and evaluation of the current teaching operation management situation. Based on the principles and methods provided in the guide, formulate a teaching operation management plan suitable for colleges and universities.

1.3 Teaching evaluation; As a middle-level administrators, should select appropriate evaluation methods based on the methods and tools provided by the evaluation guide. It can include the combined application of multiple evaluation methods such as student evaluation, peer evaluation, self-evaluation, and course evaluation.

1.4 Teaching quality assurance; As a middle-level administrators, should In-depth study and understanding of the content of the guidelines for teaching quality assurance, including goals, principles, methods, and standards.

1.5 Teaching basic construction; As a middle-level administrators, should development plan and teaching needs of colleges and universities, formulate a development plan for teaching infrastructure. Clarify the construction goals, priorities and plans for the next few years.

2. Recommendations for further research

2.1 Due to this research has shown that academic affairs management in Guangxi universities, the next research should be “Guidelines for improving academic affairs management, Universities in China.”

2.2 Due to this research has shown that guidelines for improving academic affairs management in Guangxi universities , the next research should be about “Strategy for enhance academic affairs management in Guangxi universities.”

2.3 According to the purpose that this research has provide the guidelines for improving academic affairs management in Guangxi universities, there should be the next research about “the factor of academic affairs management in Guangxi universities.”

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