

# The Current Situation and Optimization Path of Collaborative Governance in Vocational Undergraduate Education

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**Abstract:** In this era of rapid technological development, vocational undergraduate education has become an indispensable part of the education system. In order to better meet the needs of the society for talents, vocational undergraduate education needs to achieve collaborative governance, to promote the optimal allocation of educational resources, the overall improvement of teaching quality and the cultivation of students' comprehensive ability. Based on this, this paper first analyzes the logic of collaborative governance of vocational undergraduate education, and then discusses the current situation of collaborative governance of vocational undergraduate education and its optimization path in combination with teaching practice, in order to provide references for peers.

**Key words:** vocational undergraduate; Educational collaborative governance; Current situation; Optimized path

## Introduction

Collaborative governance is a management mode of multi-party participation, consultation and mutual supervision, which is a response to the diversified development of modern education. In the field of vocational undergraduate education, collaborative governance means that schools, enterprises, governments, teachers and students participate in decision-making together, forming a governance mechanism with shared interests and risks. It is one of the important tasks of modern education reform to promote the development of vocational education and strengthen the multi-dimensional exploration of its realization.

## I. The logical follow of collaborative governance of vocational undergraduate education

### 1. Taking the needs of social development as the starting point

With the rapid development of society, the demand for talents in all walks of life is constantly changing. Under this background, vocational undergraduate education comes into being, its goal is to cultivate comprehensive talents with highly specialized and in-depth vocational skills. However, to achieve this goal, we need to build a logical framework of collaborative governance based on the needs of social development. First, we need to recognize that the core goal of vocational undergraduate education is to meet society's demand for professional talents. Therefore, the content and form of education need to be closely centered around this goal. Specifically, we need to develop targeted teaching plans and curriculum according to the development trends and future needs of various industries, so that the educational content can be seamlessly aligned with the needs of the industry. Second, we need to achieve multi-faceted collaborative governance, that is, the collaborative participation of multiple stakeholders such as the government, enterprises, schools, students and parents.

### 2. We should focus on the quality of talent training

With the development of social economy and the upgrading of industrial structure, the status of vocational undergraduate education has become increasingly prominent in higher education. How to take the quality of talent training as the starting point and promote the collaborative management of vocational undergraduate education has become an important issue in the current education field. The core of vocational undergraduate education is to cultivate high-quality applied talents to meet the needs of social and economic development. Therefore, it is crucial to ensure the high efficiency of the quality of talent training. This requires us to promote the collaborative governance of vocational undergraduate education from the following aspects. First of all, we should clarify the goal of talent training and formulate scientific and reasonable teaching plan and curriculum system. Secondly, we should strengthen the construction of the teaching staff and improve the practical ability and teaching level of teachers. Finally, improve the teaching quality monitoring and evaluation system to find and solve problems in time.

## II. The current situation of collaborative governance of vocational undergraduate education

### 1. The goal of collaborative governance is not clear

At present, the collaborative governance of vocational undergraduate education is facing an important problem -- the unclear goal of collaborative governance. This may lead to unclear responsibilities of all participants and affect the effect of collaborative governance. First, unclear objectives of collaborative governance will lead to unclear division of responsibilities. In vocational undergraduate education, the government, schools, enterprises and society all have their own responsibilities and roles. However, if the goal of collaborative governance is not clear, it may lead to overlapping or missing responsibilities among various participants, which will affect the effect of collaborative governance. Secondly, unclear objectives of collaborative governance will affect the effectiveness of communication and collaboration. In collaborative governance, participants need to communicate and collaborate with each other to achieve common goals. However, if the goals of collaborative governance are not clear, it may lead to poor communication, poor collaboration, and even contradictions and conflicts. To solve the problem of unclear goals of collaborative governance, we need to take a series of measures to improve it.

## 2. The structure of collaborative governance is not perfect

The current situation of collaborative governance of vocational undergraduate education is not satisfactory, so it is imperative to improve the collaborative governance structure of vocational undergraduate education. Based on the relevant literature and research results, this paper holds that the problems of collaborative governance structure mainly include uneven distribution of power, opaque decision-making procedures and unsmooth working mechanism. In terms of power distribution, the government, universities, enterprises and other parties have unbalanced power distribution, which leads to low efficiency of collaborative governance. In terms of decision-making procedures, the lack of scientific and democratic nature makes it difficult for the results of decision-making to reflect the interests of all parties. In terms of working mechanism, the lack of effective communication and coordination mechanism makes it difficult for all parties to form a joint force, which affects the development of vocational undergraduate education.

## 3. The collaborative governance mechanism is not perfect

At present, there are some problems in the cooperative governance mechanism of vocational undergraduate education, which restricts the further development of vocational undergraduate education. First, the main body of collaborative governance is not clear. Vocational undergraduate education involves multiple stakeholders, including the government, enterprises, industry associations, vocational colleges and undergraduate colleges. The lack of a clear division of responsibilities and cooperation mechanism among these stakeholders has led to an unclear body of collaborative governance. For example, the government lacks an effective overall coordination mechanism in the management of vocational undergraduate education, the roles and responsibilities of enterprises and industry associations in vocational undergraduate education are also unclear, and there are barriers to cooperation between vocational colleges and undergraduate colleges. In fact, it is the lack of information communication. Information communication is an important foundation of coordinated governance. However, at present, the degree of informatization in the field of vocational undergraduate education is low, and the information sharing mechanism is not perfect. The lack of effective information communication channels and platforms among various stakeholders leads to the serious phenomenon of information island.

### III. Vocational undergraduate education collaborative governance optimization path

#### 1. According to the type of education attributes, clear governance objectives

In the field of education in China, vocational undergraduate education, with its unique positioning and characteristics, is increasingly attracting the attention of all sectors of society. How to define the goal of collaborative governance according to the attributes of its type of education in order to optimize the path is a major issue we are facing at present. First of all, making clear the goal of cooperative governance of vocational undergraduate education according to the attributes of type education is helpful to improve the quality of education. The goal of vocational undergraduate education is to cultivate high-quality talents with practical ability and innovative spirit, and the realization of this goal requires the participation of schools, enterprises, governments and other parties. By making clear the goal of collaborative governance, the resources of all parties can be better integrated, their respective advantages can be brought into play, and the quality and level of vocational undergraduate education can be improved. Secondly, making clear the objectives of collaborative governance of vocational undergraduate education according to the attributes of type education is conducive to promoting educational equity. Vocational undergraduate education covers many fields, such as engineering, medicine, art and so on. The uneven distribution of educational resources in different fields has resulted in poor quality education in some regions and schools. By clarifying the goal of coordinated governance, resources can be better coordinated and allocated to promote the fair and balanced development of education. Finally, making clear the goal of collaborative governance of vocational undergraduate education according to the attributes of type education is helpful to promote educational innovation. Vocational undergraduate education needs to constantly adapt to the needs of social development, update the content and methods of education, in order to train more talents with innovative spirit and practical ability. By clarifying the goal of collaborative governance, the cooperation and exchanges between all parties can be better promoted, and the innovation and development of education can be promoted.

#### 2. Improve the governance structure in light of the characteristics of diversified transformation

Vocational undergraduate education, as an important part of vocational education, is characterized by multiple transformation in many aspects. First of all, from the perspective of educational goals, vocational undergraduate education pays more attention to the cultivation of students' comprehensive quality and vocational skills, so as to meet the needs of society for diversified talents. Secondly, from the perspective of educational content, vocational undergraduate education pays more attention to practicality and application, in order to cultivate students' practical ability and problem-solving ability. Thirdly, from the perspective of educational situation, vocational undergraduate education pays more attention to students' independent learning and personalized development, so as to cultivate students' self-learning and self-development ability. In view of the characteristics of diversified transformation of vocational undergraduate education, we need to improve the collaborative governance structure from the following aspects. First of all, the government should play a leading role. The government should formulate relevant policies to guide and support the development of vocational undergraduate education. For example, the government can formulate relevant policies to encourage enterprises to participate in vocational undergraduate education, and give certain policy support to participating enterprises. Secondly, enterprises should play the main role. As one of the ultimate beneficiaries of vocational undergraduate education, enterprises should take an active part in it. For example, enterprises can cooperate with schools to jointly develop curricula and teaching materials and jointly cultivate talents. Third, schools should play the role of the main front. The school is one of the main implementers of vocational undergraduate education, so the school should actively explore the education model and

method under the characteristics of multiple transformation. For example, schools can cooperate with enterprises to develop curricula and teaching materials; Enterprises can be invited to teach or give lectures; Can cooperate with enterprises to carry out practical activities.

### 3. Restructure the governance mechanism based on the principle of standardization and order

Vocational undergraduate education has obvious cross-border and complexity, involving government, enterprises, industries, schools and other subjects. Therefore, the establishment of a standardized and orderly collaborative governance mechanism helps to clarify the responsibilities and rights of each subject, improve the collaborative ability and governance efficiency, and promote the sustainable development of vocational undergraduate education. In view of the current situation of collaborative governance of vocational undergraduate education, we need to take measures to improve it. First of all, a regular communication mechanism and information sharing platform should be established to promote communication and collaboration among various subjects. For example, the government and enterprises hold regular joint meetings to jointly study the development direction and policy measures of vocational undergraduate education; Schools establish close ties with industry associations to keep abreast of industry trends and talent needs; Establish an information sharing platform among various subjects to realize information exchange and resource sharing. Through the construction of regular communication mechanisms and information sharing platforms, the coordination ability among various entities will be enhanced. Secondly, an independent evaluation body should be set up to supervise and evaluate the collaborative governance process of vocational undergraduate education. The evaluation agency should be professional and independent, and be able to supervise and evaluate the collaborative governance process objectively and impartially. For example, the evaluation body can supervise the implementation of policy documents; Assess the quality of teaching in schools and the involvement of enterprises; And the coordinating role of trade associations. Through the establishment of the evaluation institution, we can realize the supervision of the collaborative governance process of vocational undergraduate education and promote its standardized development.

### 4. Relying on the concept of collaborative innovation, improve the governance effect

With the development of The Times, vocational undergraduate education has become an indispensable part of China's education system. In the face of rapid social changes, vocational undergraduate education needs to constantly adapt to new needs and improve governance effect. Therefore, establishing the concept of collaborative innovation is the key. The concept of collaborative innovation emphasizes the synergy between various elements to jointly promote innovative development. In the vocational undergraduate education, the application of the concept of collaborative innovation will bring many benefits. First of all, it can promote the cross-integration of various disciplines and provide students with a broader vision of knowledge. Secondly, it can improve the scientific research ability and teaching level of teachers, and provide strong support for the development of schools. Finally, it can promote the deep cooperation between schools, enterprises and industries, and provide more practical opportunities and employment channels for students. How to set up the concept of collaborative innovation and enhance the governance effect? Schools should strengthen interdisciplinary cooperation and exchanges, promote resource sharing, and break down discipline walls. Teachers should be encouraged to participate in scientific research projects of enterprises and industries to improve their scientific research ability and practical ability. And strengthen cooperation with enterprises and industries to provide more practical opportunities and employment channels for students. Teachers need to have an open mind and an innovative spirit, and actively explore new teaching methods and means.

## Epilogue

In short, improving the cooperative governance structure of vocational undergraduate education is of great significance for improving the quality of education, promoting economic development and strengthening the characteristics of vocational undergraduate education. By clarifying the governance objectives, improving the governance structure, reconstructing the governance mechanism and establishing the concept of collaborative innovation, we can gradually improve the collaborative governance structure and promote the healthy development of vocational undergraduate education.

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