The Indicators of Construction Development for the National First-class on Design Majors in University under Hunan Province

Zhangjian
Sataporn Pruettikul
Sutida Howattanakul
Bangkokthonburi University
E-mail: 6263210054.edu@bkkthon.ac.th
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ABSTRACT

The purpose of this study is to: (1) explore the constituent factors of the construction and development indicators of national first-class majors design in Hunan universities; (2) To constructed indicators and development model of national First-Class on majors design in universities under Hunan Province.

This research was a mixed method study, divided to 3 stages: 1) for explore the components and indicators of national first-class major design in universities, this stage studied from literature review and 8 experts interview by purposive selection. 2) for factors analysis by questionnaires, the population were full-time teachers, from 9 universities in Hunan Province, Total 615. The sample was determined by Krejcie and Morgan (1970), obtained a total of 269 teachers and using stratified sampling techniques. The data collection with a five-scale rating questionnaire; And 3) for Delphi Technique (3 rounds) with 17 experts to validation the model. The statistical for data analysis includes frequency, percentage, mean, standard deviation, exploratory factor analysis, median, inter-quartile rang analysis and content analysis.

The research found that: (1) The development indicators for the national first-class professional construction of major design in universities under Hunan Province were composed of five components when analysis by Exploratory factor analysis (EFA) were F1 construction, F2 construction, F3 construction, F4 construction and F5 construction; (2) The components and indicators for development model of national first-class majors design in universities under Hunan Province after used Delphi technique were consist of 5 components

and given the new name as follows: 1) Hi-performance construction had 5 indicators, 2) Understanding construction had 7 indicators, 3) New normality had 5 indicators, 4) Actualization acceptance had 14 indicators and 5) Non-stop development had 5 indicators, and was called “HUNAN Model”.

Keywords: Design Majors, First-class Indicators, Hunan Model

1. Introduction

In order to revitalize undergraduate education in an all-round way, improve the ability of talents training in colleges and universities, realize the conformal development of higher education, promote the construction of new engineering, new medical science, new agricultural science and new liberal arts, strengthen first-class undergraduate programs, build first-class majors and train first-class talents. On April 9, 2019, the General Office of the Ministry of Education of China officially issued the Notice on the Implementation of the "Double Thousand Plan" for the Construction of First-class Undergraduate Majors, which plans to build about 10,000 national first-class undergraduate majors and about 10,000 provincial first-class undergraduate majors from 2019 to 2021.

The construction plan of 10,000 national first-class majors, accounting for about 20% of more than 56,000 professional in colleges and universities, 20% of the majors after several years of construction, by 2022, China will have 20% of the majors can reach the world-class level, promote the realization of connotative development of China's higher education, and build a powerful country in higher education.

So, this paper focuses on the construction and development indicators of the national first-class of majors design in Hunan colleges and universities. 1) Conduct research on the construction of indicators such as orientation and construction planning of first-class major design, construction of teaching staff, personnel training and curriculum setting, teaching level and teaching facilities, professional management norms, and first-class training quality, so as to establish a scientific overall framework and theoretical system for the quality index system of construction of first-class majors design in Hunan universities. 2) The theoretical research on the index system of first-class major design in colleges and universities in Hunan can make up for the lack of theoretical basis for the construction and management of first-class major design in colleges and universities, and develop on major design effectiveness and promote the construction of majors design.

2. Research Objectives

1. To explore the components and indicators of national first-class major design in Hunan universities.

2. To constructed components and indicators development model of national First-Class on major design in universities under Hunan Province.

3. Research Methodology

1. Population and Sampling

This study adopts a combination of quantitative and qualitative research methods. On the first step used the interview method from 8 experts by purposive selected. The second step used online questionnaire survey platform "Questionnaire Star", questionnaires were distributed to the college of 9 national first-class professional colleges and universities in Hunan Province. The population were teachers and administrators in university under Hunan province, total 615, the sample determined by Krejcie and Morgan table (1970), total 269 and using stratified random sampling technique from college administrators and full-time teachers. The data correction by a five rating scale questionnaire survey, Questionnaires were sent online and by mail to the respondents. The third step of research used verify with 17 experts by Delphi Technique (3 rounds) to propose the model of national first-class professional construction and development indicators.

2. Research instrument

The questionnaire used a five-point scale. It was represented on a scale from 1 to 5. totaling 79 item, There were content validity of the item-objective congruence (IOC) each item were between 0.60-1.00 by five experts, after tryout on 38 respondents the reliability by Cronbach alpha coefficient evaluated had overall reliability of the questionnaire was 0.965.

3. Data analysis

For the first step and first goal of research. The researchers used content analysis in the in-depth interview and used content analyzed. The second step used arithmetic mean, standard deviation and exploratory factor analysis, and the third step for verified the national first-class professional construction and development model of majors design in universities under Hunan province by Delphi techniques applied with median, inter-quartile deviation.

4. Research framework

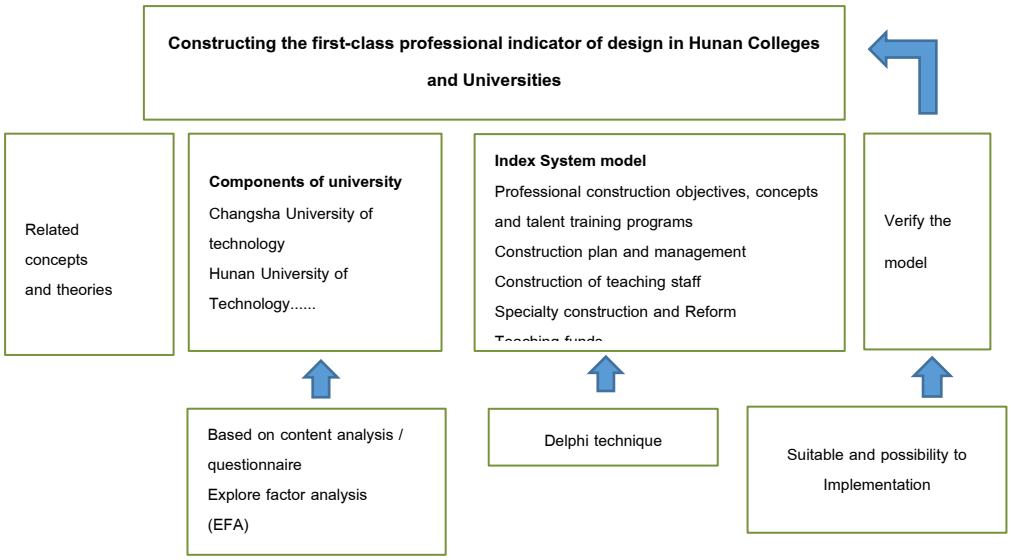

Figure 1 Research frame work

5. Research results

The research result divided to 3 parts as follows;

1). Demographic information

The demographic data of the respondents (n = 269) shows that the gender distribution of the respondents is 56.51% female and 43.49% male, indicating that the gender distribution of the sample is relatively balanced; Age distribution, mainly concentrated in the 30-49 years old, especially 40-49 years old accounted for the highest proportion (35.69%); In terms of education level, master's degree (59.11%) and doctor's degree (20.82%) account for a relatively high proportion, which is in line with the characteristics of university staff; In terms of working experience, the proportion of 5 years or less (40.15%) is relatively high, while the proportion of 15 years or more reaches 33.83%; The sample participants were mainly full-time teachers, accounting for 77.32%, followed by the person in charge of the college (9.29%), which met the data requirements of this survey; In terms of the working universities of the sample, the general university of Hunan Province and the key university of Hunan Province are the main ones, accounting for 82.53% of the sample.

2) Explore the components of the construction and development indicators of national first-class majors design in Hunan universities;

2.1) Base on literature review and interview, there were 79 indicators for national first-class majors design in Hunan universities

2.2) from exploratory factor analysis (EFA)

(1) The results of factor analysis feasibility test of 79 questionnaires showed that KMO value was 0.969, and Bartlett's test reached the significance level ($p<0.001$), indicating that the sample data were suitable for exploratory factor analysis. The specific data results are shown in Table 1.

Table 1: KMO values and Bartlett sphericity test results.

KMO sample adequacy side		0.969
Bartlett's test	Approximate chi-square distribution	35145.894
	Degrees of Freedom	3081
	Salience	0.000

(2) Table 2' Shows the characteristic values, variance percentage and cumulative variance percentage of the components of the national first-class design major construction development index of universities in Hunan Province

Table 2: Total variance interpretation.

	Initial eigenvalues			Extract the sum of squares of loads			Rotate the load sum of squares		
Components	Total	Percent variance	Cumulative %	Total	Percent variance	Cumulative %	Total	Percent variance	Cumulative %
F1	57.940	73.342	73.342	57.940	73.342	73.342	19.126	24.210	24.210
F2	1.888	2.390	75.732	1.888	2.390	75.732	12.433	15.738	39.949
F3	1.554	1.967	77.698	1.554	1.967	77.698	12.198	15.441	55.390
F4	1.269	1.606	79.304	1.269	1.606	79.304	11.091	14.039	69.428

F5	1.011	1.280	80.585	1.011	1.280	80.585	8.813	11.156	80.585

Extraction method: principal component analysis.

(3). After data were analysis by EFA technique about reducing and simplifying data. The criteria for selecting factors can be determined by eigenvalue and cumulative variance contribution rate were found that;

The proportion of the first factor explained variance extracted in this study is 24.21%, which is lower than the 40% required by the common method bias test, indicating that there is no serious data homology error in the questionnaire data. In this study, principal component analysis was used to extract factors, and the maximum variance method was adopted to rotate the extracted factors, taking the eigenvalue greater than 1.0 as the standard to extract the common factors, and extracting 5 factors from 79 items. The specific results are shown in Table2. Among them, item Q1, Q2, Q3 and other components of factor 2, the main stated problems are summarized as the positioning and construction planning of national first-class design majors in universities under Hunan Province, which can be classified as first-class professional construction; Item Q10, Q13, Q25 and other components of factor 3, the main content was the level and ability of first-class professional teaching teachers related aspects, that is, classified as first-class professional teachers teaching level; Q11, Q12, Q14 and Q15, constitute factor 4 which is mainly concerned with the construction and development of first-class professional teaching team, so it can be summarized as teaching team construction; Q30, Q31, Q32 and other questions constitute factor 1, which mainly contains the contents of the training program and system of first-class professional students, and can be classified as the first-class student training system; Q42, Q43, Q44 and other items constitute factor 5, which mainly covers the objective conditions related to the first-class professional teaching infrastructure and can be summarized as first-class teaching infrastructure.

To sum up, the cumulative variance explanation rate after rotation of the above five factors reaches 80.58%, and the common degree of each item was above 0.7, there were five factors and 47 indicators for the construction and development of first-class design majors in universities in Hunan Province and use for develop by Delphi technique on the next step.

6. Delphi results

Using the Delphi technique applied to verify the suitability of components and indicators of the national first-class professional construction and development for majors design in universities under Hunan province. which has 17 experts, who have over 15 years of experience and excellent performance in the construction and management of majors design in college and universities both inside and outside Hunan Province, and have a wide influence in the academic community. There are experts in the field of majors design professional construction, including dean, vice dean, professional leader, professor, associate professor, management personnel, and full-time teachers, on the first of Delphi applied researcher used all the 5 components and 36 indicators from the last step gave to the experts consider for agree or disagree, then were selected only the indicators that have more 80% with agree, the result as shown in Table 3.

Table 3: 17 experts' opinions and conclusions on the components and indicators.

component	Item		% Agree with
High performance	Q1	The first-class major orientation is in line with Hunan's "three high and four new" construction and national economic development, and in line with the development orientation and school-running direction of the transformation of the university's talent training goal.	88.52
	Q4	The goal and graduation requirements of first-class professional personnel training are based on Hunan, in line with the school's school-running orientation and the needs of national and regional economic, social, industrial and enterprise development, to cultivate high-quality composite specialized personnel.	84.79
	Q5	Graduation requirements can support training objectives, and can be decomposed and implemented in the whole process of talent training.	92.66

	Q7	Promote the integration of design education and teaching with 5G, artificial intelligence, media and other information technologies.	100
	Q8	Introducing excellent traditional culture and regional cultural resources into the design education system is a new path for the construction of design specialties.	84.79
	Q13	The person in charge of the specialty has the title of professor and doctoral degree or above, and is familiar with the development trend of the professional field of the discipline.	88.52
	Q27	Teachers have published papers or monographs or approved invention patents in domestic Chinese core journals or CSSCI source journals, SCI, EI, SSCI, CSCD and other indexed journals, and have published more than 10 academic monographs.	89.75
understanding	Q28	Establish a platform and mechanism for teacher development, and the number of teachers going abroad for exchange, study visits, participation in international conferences, and collaborative research shall not be less than 6.	89.75
	Q37	Approved national and provincial first-class undergraduate courses (including online, offline, online and offline mixed, virtual simulation, social practice five categories of gold courses), provincial not less than 2, national not less than 1.	88.52
	Q68	Students have published papers or obtained more than 3 approved invention patents in domestic Chinese core journals or CSSCI source journals, SCI, EI, SSCI, CSCD and other journals.	100
	Q69	Students have participated in discipline competitions and innovation and entrepreneurship activities sponsored by various government	100

		education departments, industry associations and enterprises, and won more than 46 national awards and more than 100 provincial awards.	
	Q71	The employment rate of graduates is more than 93%, the professional counterpart rate is more than 75%, and the contract signing rate is more than 93%.	97.46
	Q12	Internal training of high-level talents and young teachers in the aspects of policies and measures are effective, such as professional title assessment, on-the-job young teachers to study for a doctor, sea (environment) training and further study.	100
	Q14	Give full play to the demonstration effect of professional leaders in team building, teaching and research, industry activities, social services, etc.	100
New normal	Q20	First-class professional teachers have the consciousness of curriculum reform and innovation, are competent in theory, practice and integrated teaching, and achieve a high degree of classroom teaching goals.	98.75
	Q23	Strengthen the construction of teaching and research departments and other basic teaching organizations, and regularly carry out research on teaching reform and school-enterprise cooperation projects.	98.75
	Q24	The team or individual won the title of famous teacher or excellent teacher at or above provincial and ministerial level or won the award of teaching skills competition at or above provincial and ministerial level or was approved as a provincial teaching team.	100
	Q32	Formulate the curriculum standards (syllabus) of the core courses of the major, and effectively	97.21

		connect the course content with the professional standards.	
	Q34	Embody the first-class professional characteristics in the professional curriculum system and practical teaching, and cultivate students' innovative spirit and practical ability.	98.75
	Q48	Promote school-enterprise cooperation and industry-university cooperation, introduce real projects to promote practical teaching, and combine curriculum teaching with social service projects. For example, serving rural revitalization, non-genetic inheritance, cultural and creative design, etc.	100
	Q50	Build a collaborative education platform for design majors of "government, school, bank and enterprise".	100
	Q51	Strengthen the construction of resources for mass entrepreneurship and innovation education, improve the education model of innovation and entrepreneurship, and cultivate students' innovative spirit and practical ability.	100
Actualization acceptance	Q53	Establish a committee of teaching committee and a committee of professors, set up full-time teaching supervision, guide the whole process of professional construction and teaching, and fulfill the responsibility of quality assurance, supervision and evaluation.	98.47
	Q58	Improve the teaching management system and quality self-monitoring system at the three levels of school, college and department, and the teaching quality management system runs in an orderly manner.	100
	Q59	Leaders, experts, peers and students, as the main	98.75

		body of teaching quality monitoring, jointly monitor and periodically evaluate the level of teaching quality.	
	Q61	We will establish a diversified mechanism for coordinating education between government, industry, universities and research, and optimize the organizational structure and governance model of "joint contribution, co-management and sharing".	100
	Q64	Improve the index system for evaluating the employ ability of college students majoring in design, including educational background, professional ability, personal ability, professional quality and job-hunting ability.	98.75
	Q73	The teaching team actively participates in the research and development of technical projects and services of industrial enterprises, and has achieved good economic and social benefits.	85.21
	Q77	Actively undertake high water discipline competitions or academic conferences to enhance professional reputation and social influence.	98.75
	Q78	Promote foreign exchanges, and organize students to participate in activities such as exchanges, study visits, international conferences, cooperative research, summer camps and other activities of high-level universities at home and abroad.	100
	Q79	Promote Chinese-foreign cooperation programs in running schools (including double degree programs, exchange programs, etc.) to cultivate international application-oriented senior professionals in design.	98.75
No stop development	Q42	Promote the integration of information technology and teaching process, and strengthen the construction of information-based teaching environment and resources.	100

	Q44	Increase the collection construction of professional books and digital resources, with an average of more than 8 books per student and a high circulation rate to realize resource sharing.	98.75
	Q45	Build the "studio system" teaching model for first-class majors in design.	82.17
No stop development	Q46	Build first-class laboratories and training bases, the number of facilities and equipment is commensurate with the scale of the school, the experiment and training rate is 100%, and the average utilization rate of the training base is more than 70%. It has the functions of practical teaching, discipline competition and social service.	98.75
	Q47	Actively promote the construction of national and provincial practice teaching bases (experimental teaching demonstration center, virtual simulation experiment center, engineering practice base, etc.), and add 1 national or provincial center.	100

On the table 3; show the opinion of experts that agree with more than 80% on Delphi (first round) which the experts' opinions had agree with more than 80%, total 36 indicators and disagree on 11 indicators (there were suggestion to combine some of indicator together), the result show that on the table 3.

For the next step of Delphi (second round), researcher using the expert's opinions set to a 5-level rating scale questionnaires and sends its to the experts again for verify and confirm their opinions. Among them, 1 point was given for strongly disagree, 2 points was given for disagree, 3 points were given for neutrality, 4 points were given for agree, and 5 points were given for strongly agree. Analyze expert opinion scores by mean, S.D., median and quartile rank analysis. If the median was >3.41 and IR<1.50, it means that it was the correct or appropriate component and indicator.

The results on this step found that, the average score of each question item among the 17 experts is generally between 4.4 and 4.8 points, and most of them have an average score of second around was 4.7 points; At the same time, the standard deviation of

each item's score is controlled between 0.4 and 0.7, and the trend of each item's score data set is relatively obvious. Based on this step, it could be seen that the attitudes of the 17 experts towards various indicators are relatively consistent, and the experts hold a consensus or strong agreement on most of the questions. In addition, except for the median values of the 17 experts' opinions all the questions were agree or very agree. The median scores of the expert opinions in all questions were greater than 3.41, and the quartile moments of the expert opinions scores in each question were less than 1.5. so, the results on this step had only 36 indicators were suitable as indicators for the construction and development of first-class majors design category, the researcher was forward to the third round again and the result shown in Table 4.

This round of research collected sample data from 17 experts on the perspectives of various indicators for the construction and development of first-class majors design in universities under Hunan province. The analysis results show that: the average score of each indicators of the 17 experts was between 4.6 - 5.0 points, the median score of 17 experts' opinions on each indicators was between 4.8 - 5.0, That show, the median score of expert opinions on all items was greater than 3.5, and the inter-quartile deviation of expert opinion scores on each item was between 0-0.5 with less than 1.5, In summary, a total of 36 indicators had suitable and using as indicators for the construction and development of first-class majors design category. And there were given the new name of 5 component, The results were shown in Table 4.

Table 4: Statistical Analysis of Expert Opinion Scores (round 3)

Component	Question items	Minimum value	Maximum value	Average	S.D.	Median	Quartile moment
High performance	Q1	4	5	4.53	1.007	5	0.25
	Q2	4	5	4.53	1.007	5	0.25
	Q3	4	5	4.65	0.493	5	0.25
	Q4	5	5	5.00	0	5	0
	Q5	4	5	4.65	0.606	5	0.25
understsndin	Q6	5	5	5	0	5	0
	Q7	5	5	5	0	5	0
	Q8	5	5	5	0	5	0

Component	Question items	Minimum value	Maximum value	Average	S.D.	Median	Quartile moment
g							
	Q9	4	5	4.76	0.562	4.5	0.25
	Q10	4	5	4.65	0.606	4.5	0.25
	Q11	4	5	4.65	0.606	4.5	0.25
	Q12	5	5	5.0	0	5	0
	Q13	4	5	4.78	0.618	4.5	0.25
	Q14	5	5	5.0	0	5	0
New-normal	Q15	5	5	5.0	0	5	0
	Q16	4	5	4.69	0.507	4.5	0.25
	Q17	5	5	5.0	0	5	0
	Q18	5	5	4.76	0	5	0.5
	Q19	5	5	4.76	0	5	0.5
	Q20	5	5	4.76	0	5	0.5
	Q21	4	5	4.75	0.618	4.5	0.25
	Q22	5	5	5	0	5	0
Actualization	Q23	5	5	5	0	5	0
acceptanc							
	Q24	4	5	4.71	0.470	4.5	0.25
	Q25	5	5	5.0	0	5	0
	Q26	5	5	0	00	5	0
	Q27	5	5	0	0	5	0
	Q28	4	5	4.85	0.493	4.5	0.25
	Q29	4	5	4.71	0.470	4.5	0.25
	Q30	5	5	0	0	5	5
	Q31	4	5	4.71	0.588	4.5	0.25
	Q32	5	5	0	0	5	0
	Q33	5	5	0	0	5	0
No stop	Q34	4	5	4.76	0.437	4.5	0.25
developmen							
t							
	Q35	4	5	4.89	0.507	4.5	0.25

Component	Question items	Minimum value	Maximum value	Average	S.D.	Median	Quartile moment
	Q36	4	5	4.71	0.470	4.5	0.25

From table 4, the expert not edit and confirm the answer with median were >4.00 and IR were at <1.50, so can summary as follow;

The Indicators of Construction Development model for the national first-class on majors design in university under Hunan province, there were 5 components consisted of

1) High performance construction and 5 indicators, as follows;

1.1) The first-class major orientation was line with Hunan's "three high and four new" construction and national economic development, and in line with the development orientation and school-running direction of the transformation of the university's talent training goal.

1.2) The goal and graduation requirements of first-class professional personnel training are based on Hunan, in line with the school's school-running orientation and the needs of national and regional economic, social, industrial and enterprise development, to cultivate high-quality composite specialized personnel

1.3) Graduation requirements can support training objectives, and can be decomposed and implemented in the whole process of talent training.

1.4) Promote the integration of design education and teaching with 5G, artificial intelligence, media and other information technologies.

1.5) Introducing excellent traditional culture and regional cultural resources into the design education system is a new path for the construction of design specialties.

2) Understanding construction and 7 indicators as;

2.1) The person in charge of the specialty has the title of professor and doctoral degree or above, and is familiar with the development trend of the professional field of the discipline.

2.2) Teachers have published papers or monographs or approved invention patents in domestic Chinese core journals or CSSCI source journals, SCI, EI, SSCI, CSCD and other indexed journals, and have published more than 10 academic monographs.

2.3) Establish a platform and mechanism for teacher development, and the number of teachers going abroad for exchange, study visits, participation in international conferences, and collaborative research shall not be less than 6.

2.4) Approved national and provincial first-class undergraduate courses (including online, offline, online and offline mixed, virtual simulation, social practice five categories of gold courses), provincial not less than 2, national not less than 1.

2.5) Students have published papers or obtained more than 3 approved invention patents in domestic Chinese core journals or CSSCI source journals, SCI, EI, SSCI, CSCD and other journals.

2.6) Students have participated in discipline competitions and innovation and entrepreneurship activities sponsored by various government education departments, industry associations and enterprises, and won more than 46 national awards and more than 100 provincial awards.

2.7) The employment rate of graduates is more than 93%, the professional counterpart rate is more than 75%, and the contract signing rate is more than 93%.

3) New normal construction and 5 indicators as;

3.1) Internal training of high-level talents and young teachers in the aspects of policies and measures are effective, such as professional title assessment, on-the-job young teachers to study for a doctor, sea (environment) training and further study.

3.2) Give full play to the demonstration effect of professional leaders in team building, teaching and research, industry activities, social services, etc.

3.3) First-class professional teachers have the consciousness of curriculum reform and innovation, are competent in theory, practice and integrated teaching, and achieve a high degree of classroom teaching goals.

3.4) Strengthen the construction of teaching and research departments and other basic teaching organizations, and regularly carry out research on teaching reform and school-enterprise cooperation projects.

3.5) The team or individual won the title of famous teacher or excellent teacher at or above provincial and ministerial level or won the award of teaching skills competition at or above provincial and ministerial level or was approved as a provincial teaching team.

4) Actualization acceptance construction and 14 indicators as;

4.1) Formulate the curriculum standards (syllabus) of the core courses of the major, and effectively connect the course content with the professional standards.

4.2) Embody the first-class professional characteristics in the professional curriculum system and practical teaching, and cultivate students' innovative spirit and practical ability.

4.3) Promote school-enterprise cooperation and industry-university cooperation, introduce real projects to promote practical teaching, and combine curriculum teaching with social service projects. For example, serving rural revitalization, non-genetic inheritance, cultural and creative design, etc.

4.4) Build a collaborative education platform for design majors of "government, school, bank and enterprise".

4.5) Strengthen the construction of resources for mass entrepreneurship and innovation education, improve the education model of innovation and entrepreneurship, and cultivate students' innovative spirit and practical ability.

4.6) Establish a committee of teaching committee and a committee of professors, set up full-time teaching supervision, guide the whole process of professional construction and teaching, and fulfill the responsibility of quality assurance, supervision and evaluation.

4.7) Improve the teaching management system and quality self-monitoring system at the three levels of school, college and department, and the teaching quality management system runs in an orderly manner.

4.8) Leaders, experts, peers and students, as the main body of teaching quality monitoring, jointly monitor and periodically evaluate the level of teaching quality.

4.9) We will establish a diversified mechanism for coordinating education between government, industry, universities and research, and optimize the organizational structure and governance model of "joint contribution, co-management and sharing".

4.10) Improve the index system for evaluating the employ ability of college students majoring in design, including educational background, professional ability, personal ability, professional quality and job-hunting ability.

4.11) The teaching team actively participates in the research and development of technical projects and services of industrial enterprises, and has achieved good economic and social benefits.

4.12) Actively undertake high water discipline competitions or academic conferences to enhance professional reputation and social influence.

4.13) Promote foreign exchanges, and organize students to participate in activities such as exchanges, study visits, international conferences, cooperative research, summer camps and other activities of high-level universities at home and abroad.

4.14) Promote Chinese-foreign cooperation programs in running schools (including double degree programs, exchange programs, etc.) to cultivate international application-oriented senior professionals in design.

5) Non stop development and 5 indicators as;

5.1) Promote the integration of information technology and teaching process, and strengthen the construction of information-based teaching environment and resources.

5.2) Increase the collection construction of professional books and digital resources, with an average of more than 8 books per student and a high circulation rate to realize resource sharing.

5.3) Build the "studio system" teaching model for first-class majors in design.

5.4) Build first-class laboratories and training bases, the number of facilities and equipment is commensurate with the scale of the school, the experiment and training rate is 100%, and the average utilization rate of the training base is more than 70%. It has the functions of practical teaching, discipline competition and social service.

5.5) Actively promote the construction of national and provincial practice teaching bases (experimental teaching demonstration center, virtual simulation experiment center, engineering practice base, etc.), and add 1 national or provincial center.

7. Conclusion

From the 5 components and 31 indicators; could conclusion to the model as

“HUNAN Model”

H Refer to “High performance” (5 indicators)

U Refer to “Understand” (7 indicators)

N refer to “New - normal” (5 indicators)

A refer to “Actualization acceptance” (14 indicators)

N refer to “ Non - stop development” (5 indicators)

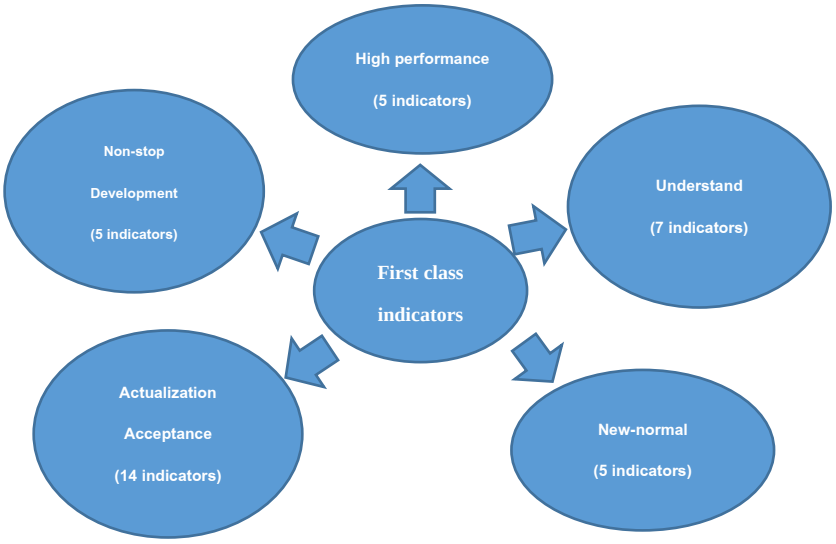

Figure 2 show the model of components and indicators for the national first-class major of design in Hunan colleges and universities

8. Discussion

The model of components and indicators for the national first-class major of design in Hunan colleges and universities, there were consisted with 5 main components namely; 1) high performance construction, the first class university must be team high performance for faster or better than others (Tugba Yanaz, 2022) 2) Understanding construction, they had same and clearly about vision and mission of the organization according share vision on 7s McKinsay model (Waterman,1982), 3) New - normal construction, the organization must be change or transform way of working follows up globalization and innovation (Cheryl Allen 2023) 4) Actualization acceptance construction, Self actualization acceptance could help to growth and successful (Smit,2008) and 5) No stop development. On the world of competition today and the further there fore the universities cannot stop developing (Kay Cheng Soh, 2017).

9.Suggestion

While studying the development indicators of the national first-class major of design in Hunan colleges and universities, we should think about the construction management of first-class major of design. Preferential policies can be formulated from the government level and the university level to guide and promote the continuous improvement and development of the construction of national first-class design majors in colleges and universities in Hunan, cultivate high-quality composite first-class design talents to meet the needs of the development of national and local economic, cultural and creative industries, and promote the formation of a high-level talent training system.

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