

# *Research on Quality Culture Enhancement Strategies of Local Application-oriented Institutions*

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**Keywords:** Local application-oriented institutions, quality culture, higher education

**Abstract:** Under the current promotion of the national strategy of connotative development and the quality improvement of higher education, local application-oriented institutions, as an important part of China's higher education system, have a direct relationship with their development status and the quality level to the overall quality of higher education and regional economic and social development. However, these colleges and universities are facing a series of problems such as unclear concept, imperfect system, and lack of practice path in the construction of quality culture, and the existence of these problems seriously restricts the enhancement of their education quality and school running level. Aiming at the above problems, this study adopts the methods of literature analysis, case study and comparative study to explore in depth the connotation and characteristics of quality culture in local application-oriented institutions, and systematically constructs the development path of construction of quality culture from the two dimensions of theory and practice.

## **1. Introduction**

In today's society, with the rapid development of economy and science and technology, the requirements for higher education are also increasing. The construction of quality culture of local application-oriented institutions with special characteristics is not only the internal requirement to improve the quality of education and teaching in colleges and universities, but also the external expectation to meet the social demand for high-quality talents. Under such a background, in-depth study of the connotation and development path of quality culture in local application-oriented institutions and universities not only helps to enrich and improve the theoretical system of quality culture in higher education, but also has important practical significance in guiding the construction of quality culture in local application-oriented institutions. By analyzing current issues and offering practical suggestions, this study aims to promote local application-oriented institutions to achieve high-quality development in the context of the new era, and subsequently make due contributions to the cause of higher education in China.

## **2. Definition and connotation of quality culture in local application-oriented institutions**

Quality culture, essentially a sum of quality concepts, values and codes of conduct shared within an organization, constitutes the cornerstone of organizational quality management and the continuous improvement.

The core of the quality culture lies in the unremitting search for excellence in education, which emphasizes the quality consciousness in the education process, that is, the deep understanding and continuous pursuit of all members of the educational objectives, teaching methods, student development and service quality. This culture not only responds to the high standard of teaching quality, but also responds to the need to rapidly adapt to the society's demand for continuous innovation in the mode of training applied talents.<sup>[1]</sup>

In the context of local application-oriented institutions, the concept of quality culture is given a unique meaning. The quality culture of local application-oriented institutions is characterized by distinctive locality and applicability. Locality is reflected in the close connection between colleges and universities and local economic and social development, which is committed to cultivating talents in line with the needs of local industrial development; applicability emphasizes the combination of theory and practice, and focuses on cultivating students' practical ability and innovation ability to adapt to the rapidly changing social environment.

### **3. Importance of quality culture in higher education**

Quality culture, as the soul of a higher education institution, not only shapes the educational philosophy of the school, but also determines the quality and influence of its training. It is an invisible force that permeates all aspects of teaching, research, management and service, driving colleges and universities to a higher level<sup>[2]</sup>.

The importance of quality culture is firstly reflected in its guiding role for educational objectives. In local application-oriented institutions, quality culture emphasizes the cultivation of high-quality applied talents that meet the needs of local economic and social development. This cultural orientation enables colleges and universities to closely match the needs of the industry, ensure the practicality and foresight of educational content, and thus enhance the employment competitiveness and social adaptability of graduates.

Second, a quality culture is the key to building consensus among faculty and staff and promoting internal synergy. It builds a common value and behavioral norms that enable teachers and administrators to form a synergy in the pursuit of quality education and to work together for the continuous improvement of teaching quality. This cultural atmosphere helps to stimulate the spirit of innovation and dedication among faculty and staff, thus deepening the reform of education and teaching.

Furthermore, a quality culture plays a crucial role in establishing an efficient quality assurance system. It emphasizes the spread of quality awareness and the strict enforcement of quality standards, and is crucial to ensure the standardization and normalization of the educational process. Therefore, we should establish the teaching evaluation and the feedback mechanism. Against this cultural background, quality assurance can identify problems in teaching in a timely manner and promote the improvement of teaching quality.

Finally, a quality culture positively contributes to external evaluation and public trust. A university with a strong quality culture is often recognized by society for its educational standards and reputation, which attracts outstanding students, strengthens partnerships with enterprises and communities, and further strengthens its position in the field of higher education<sup>[3]</sup>.

## **4. The current situation analysis of quality culture in local application-oriented institutions**

### **4.1 The dilemma of quality culture construction**

At present, the main dilemma we face is the concept of cognitive disunity, some colleges and universities failed to fully realize the core position of quality culture for the training of applied

talents, resulting in insufficient penetration of quality consciousness on the campus culture, the lack of unified view. Secondly, the lagging phenomenon of system construction is also a problem that cannot be ignored, the current quality assurance system is overly dependent on rules and regulations, and the lack of cultural connotation of the cultivation of the quality culture is difficult to really penetrate into people's hearts. In addition, the phenomenon that school-enterprise cooperation only stays on the surface is also a problem that we cannot ignore. Although the integration of industry and education is generally recognized as an effective way to improve the quality of teaching and learning, in practice, the cooperation often remains a formality and fails to be truly integrated into the teaching process, which has a bad influence on the cultivation of practical ability of applied talents<sup>[4]</sup>.

Furthermore, there are differences in the quality culture literacy of the teaching team, and some teachers have limitations in their understanding of the quality culture and their ability to practice, which to a certain extent restricts the further improvement of teaching quality. Finally, the single form of the evaluation system is also a major problem in the construction of quality culture, and the evaluation standard of excessive focus on academic achievements often fails to pay full attention to the practical ability and innovation ability of students, which is not conducive to the cultivation of applied talents in line with the needs of society.

#### **4.2 The main problems facing the construction of quality culture**

The primary problem is the lack of unity in the perception of the concept of quality culture. Although the quality culture emphasizes the participation of the whole staff, in the actual situation, some faculty and staff still remain on the surface of the understanding of quality and culture and lack in-depth understanding, which leads to insufficient intrinsic motivation for the construction of the quality culture.

Secondly, the lack of the practical effect of school-enterprise cooperation is a notable problem. Although the integration of industry and education is regarded as the key to improving the quality of local application-oriented institutions in practice, school-enterprise cooperation often shows formalization and limited practical action and cooperation, a phenomenon that dilutes the characteristics of school-enterprise integration in the quality culture and hinders the quality improvement of applied personnel training<sup>[5]</sup>.

Furthermore, the imperfection of the quality evaluating system has become a major problem that hinders the smooth promotion of construction of quality culture. The traditional evaluation criteria favors the test of theoretical knowledge and ignores the assessment of students' practical ability and innovation ability, which is contrary to the goal of local application-oriented institutions to cultivate applied talents with practical ability, and is not conducive to the formation and development of quality culture.

In addition, the imbalance in the allocation of resources should not be overlooked. In the construction of a quality culture, the unbalanced allocation of funds, manpower and other resources may result in certain areas receiving excessive attention while other equally important aspects are neglected on the side, thus affecting the balanced development of the quality culture as a whole.

Finally, the contradiction between inheritance and innovation of quality culture is also a big problem. Colleges and universities need to maintain their historical traditions and characteristics on the one hand; on the other hand, they need to innovate continuously to adapt to the development of society. In the construction of quality culture, how to find a balance between maintaining stability and promoting change is an urgent problem to be solved.

## **5. The characterization of quality culture in local application-oriented institutions**

### **5.1 Student-centered education philosophy**

The concept of student-centered education not only reflects the essence of higher education, which is to serve the overall development of students, but also highlights the unique positioning of local application-oriented institutions. Being student-centered means that the educational process is no longer just one-way instillation of knowledge that exists alone, but is transformed into an interactive, active participation and personalized learning experience<sup>[6]</sup>.

The student-centred quality culture also emphasizes personalized education that respects the differences of each student and provides diverse learning approaches and support. This includes a flexible curriculum, personalized academic guidance and rich extracurricular activities to meet the career planning and personal development goals of different students. In addition, the quality assessment system should also be centered on students' learning outcomes, focusing on the overall quality and enhancement of students' abilities rather than just test scores.

### **5.2 Management mechanisms for continuous improvement**

The management mechanism of the continuous improvement not only reflects the unremitting pursuit of education quality, but also is the key to adapt to the needs of social development and continuously improve the effect of education. The management mechanism of the continuous improvement is essentially a profound understanding of and respect for the inherent laws of higher education, which emphasizes dynamic adjustment and optimization rather than static satisfaction of the status quo.

First, this mechanism is reflected in dynamic monitoring and feedback of teaching quality. Through the establishment of a perfect teaching quality assessment system, local application-oriented institutions are able to discover problems in the teaching process in a timely manner, so as to make targeted improvements<sup>[7]</sup>.

Secondly, the management mechanism of the continuous improvement is also embodied in the quality assurance system of internal and external linkage. Colleges and universities work closely with industries and enterprises to participate in the design and implementation of talent training programs, ensuring a close connection between educational content and social needs.

Furthermore, the mechanism also covers the continuous education and training of teachers. Local applied colleges and universities pay attention to the professional development of teachers, and through regular training, seminars and practical exercises, improve the practical teaching ability and innovation ability of teachers, so as to ensure the continuous improvement of the quality of education.

Finally, the management mechanism of the continuous improvement is also reflected in the cultivation of quality culture. By building a campus culture that encourages innovation and the pursuit of excellence, all members of the university are consciously engaged in the quality improvement, forming a bottom-up quality improvement momentum.

### **5.3 Open and cooperative campus environment**

An open and cooperative campus environment not only reflects the close connection between colleges and universities and the outside world, but also shows its special role in the process of cultivating applied talents adapted to the needs of society. The open and cooperative campus environment is in fact a vivid embodiment of colleges and universities breaking down traditional educational barriers and actively integrating into social and economic development.

First of all, openness is reflected in the deep cooperation between local application-oriented institutions and industries and enterprises. This kind of cooperation is not limited to simple internships and practical training, but covers a variety of levels, such as the curriculum design, updating of teaching content, and construction of teaching staff. For example, colleges and universities build laboratories and research centers with enterprises, and introduce practical experience into the classroom, so that students can get in touch with the frontiers of the industry and improve their practical ability while learning theories.

Secondly, the cooperative nature emphasizes the interaction of colleges and universities with communities, governments and other educational institutions. Local applied colleges and universities should actively participate in the economic and social development of the region and play a key role in driving innovation. By sharing resources with the community, colleges and universities can broaden their educational resources and provide students with rich the opportunities of social practice. At the same time, cooperation with the government and other educational institutions can help to formulate policies and optimize the allocation of educational resources, and jointly promote the high-quality development of higher education.

In addition, an open and cooperative campus environment is also reflected in international exchanges and cooperation. Local applied colleges and universities should actively introduce international high-quality educational resources, learn from foreign advanced educational concepts and methods, and improve their own educational quality and internationalization level. This not only helps to broaden the international vision of students, but also helps to enhance the overall competitiveness of the school<sup>[8]</sup>.

## **6. Quality Culture Development Path Construction of Local Application-oriented Institutions**

### **6.1 Establishing a quality-centered concept of education**

Local applied colleges and universities, as the cradle for cultivating high-quality applied talents, have a direct impact on the development of regional economy and society and the implementation of innovation-driven strategy in terms of their education quality. The renewal of its educational philosophy should focus on cultivating students' comprehensive quality, including professional skills, critical thinking, teamwork and the ability of lifelong learning.

Local applied colleges and universities should actively advocate and practice the integration of industry and education, work closely with industrial enterprises, build internship and training bases, and jointly develop curricula, so as to synchronize the educational content with the needs of the industry. At the same time, a quality-oriented evaluation system should be established, no longer relying solely on test scores, but comprehensively considering students' learning process, practical performance and employment after graduation. In addition, the building of the teaching staff is also crucial. Teachers are encouraged to participate in enterprise practice to enhance their industry background knowledge so that they can better combine theory and practice and impart them to students.

The cultivation of quality culture is a gradual process that requires the participation and efforts of all members. Through organizing activities such as quality essays and quality culture building month, teachers and students are stimulated to pay attention to and discuss quality and form common quality values.

At the same time, organizations should improve their quality management system to ensure the effective implementation of the quality culture. This can be achieved by establishing a dedicated department responsible for quality management and conducting regular quality audits and improvements, thereby ensuring the continuous enhancement of education quality.

## 6.2 Establishment of a sound quality management system

The quality management system is not only the cornerstone for guaranteeing the quality of education, but also the core element for shaping the unique quality culture of universities. This system should encompass teaching, research, faculty, services and other dimensions, aiming at promote comprehensive and systematic quality improvement<sup>[9]</sup>.

First, the quality management system should emphasize the combination of standardization and flexibility. Clear teaching standards and assessment systems should be formulated to ensure the standardization of the educational process, while allowing faculties and departments to make adaptive adjustments in accordance with their own characteristics and disciplinary strengths in order to stimulate innovation.

Secondly, the design of the system should emphasize the balance between incentives and constraints. Through the establishment of a fair performance appraisal system, teachers are encouraged to actively participate in teaching reform and scientific research activities, and an effective feedback mechanism is set up to rectify poor teaching quality. In addition, enterprises should be introduced to participate in quality evaluation and strengthen the integration of industry and education, so as to ensure the close connection between talent training and market demand.

Furthermore, the quality management system should strengthen internal communication and cooperation. By establishing a cross-departmental collaboration platform, it promotes information sharing and improves decision-making efficiency. At the same time, faculty and students are encouraged to participate in the quality improvement process to form a quality culture atmosphere with full participation.

Finally, systems should be built with a long-term perspective and focus on the continuous improvement. Quality management systems should be regularly reviewed and updated to adapt to changes in the higher education environment.

## 6.3 Optimizing the educational and teaching process

The educational goal of local application-oriented institutions is to cultivate applied talents with practical ability and innovative spirit, therefore, the optimization of the educational and teaching process should focus on the in-depth integration of theory and practice, as well as the implementation of personalized education.

First of all, a problem-oriented teaching mode should be constructed to encourage students to learn and grow in solving practical problems. This model emphasizes the close integration of industry needs with course content, and through project-based learning and case analysis, students can understand and master knowledge in practice, thus enhancing their application ability.

Secondly, optimize the structure of the teaching staff and strengthen the construction of "dual-teacher" teaching team. Teachers are not only the disseminator of knowledge, but also the guides of industrial practice. By cooperating with enterprises and allowing teachers to participate in actual projects, we can not only maintain the timeliness of teaching content, but also improve the practical guidance ability of teachers.

Furthermore, enterprises have been introduced to participate in education and teaching, and a long-term mechanism for school-enterprise cooperation has been established. This includes the joint construction of internship and training bases, academic lectures, and joint participation in teaching quality evaluation, so as to ensure that the content of education is synchronized with the needs of the industry and that talents are trained to meet market demand.

Finally, a dynamic monitoring of teaching quality and the feedback system have been established to achieve the continuous improvement in education and teaching. Through regular teaching evaluation, students feedback and peer evaluation, teaching tools are adjusted in a timely manner to

ensure that the education and teaching process is always optimized.

## 6.4 Creating a campus culture conducive to quality improvement

In the development of quality culture in local application-oriented institutions, it is very important to create a campus cultural atmosphere that can improve quality. The cultivation of quality culture is not a quick fix, but requires time and the consensus of all members.

First of all, local application-oriented institutions should strengthen the dissemination of quality awareness by organizing various kinds of lectures, seminars and workshops so that teachers and students can fully understand the core position of quality in higher education. In addition, by recognizing and rewarding those individuals and teams who have made outstanding contributions to the quality of teaching, research achievements or service to the society, it can motivate the whole university to actively pursue the quality improvement.

Second, building an open and cooperative campus culture is the key to promoting the development of a quality culture. This includes encouraging interdisciplinary cooperation, fostering close ties between faculty and industrial enterprises, and establishing an effective feedback mechanism that allows students, faculty and enterprises to participate in the decision-making process for the quality improvement.

Furthermore, local application-oriented institutions should emphasize cultivating talents with innovative spirit and practical ability, which requires continuous innovation in curriculum and teaching methods. Introducing diversified teaching methods such as project-based learning, case study and internship training can enhance students' practical ability and problem solving ability, which is the distinctive feature of the quality culture of local application-oriented institutions.

Finally, the establishment of a fair and transparent quality evaluation system is an effective tool for measuring and promoting the development of a quality culture. The evaluation criteria should take into account both academic achievements and social contributions in order to fully reflect the quality of education in colleges and universities. At the same time, regular publicizing of quality reports and accepting social supervision can enhance public trust in colleges and universities and further consolidate the cornerstone of quality culture.

## 7. Conclusion

In summary, the construction of quality culture of local application-oriented institutions is a systematic project, and the quality culture of local application-oriented institutions is the core embodiment of their characteristics and advantages, which is not only related to the improvement of the quality of education, but also the intrinsic driving force to promote the long-term development of the school. In building quality culture, such universities should focus on school-enterprise cooperation, teacher training, construction of quality assurance system and culture dissemination, so as to promote the continuous improvement of education quality and realize the high-quality development of the university. This process requires the concerted efforts of the whole university to work together to build an applied higher education with distinctive characteristics and excellent quality.

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