



**A STUDY ON IMPROVING SOCIAL SERVICE CAPACITY  
OF HIGHER VOCATIONAL COLLEGES IN FUJIAN PROVINCE:  
A PERSPECTIVE OF "DOUBLE HIGH-LEVEL PLAN"**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
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Thematic Certificate

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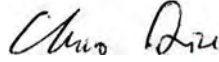
**Title:** A Study on Improving Social Service Capacity of Higher Vocational Colleges in Fujian Province: A Perspective of "Double High-level Plan"

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### ABSTRACT

With the rapid development of economy and society and the major adjustment of industrial structure, the social service function of higher vocational colleges has become prominent, and the enhancement of social service capacity of higher vocational colleges has become a common concern in the development of higher vocational education in China. The purpose of this research was to examine the critical issue of enhancing social service capacity in the growth of higher vocational institutions in Fujian Province via the lens of "Double High-level Plan." This study adopted a mixed study with five entry points of talent training, social training, technology research and development, resource sharing, and service awareness. It used a sampling method to conduct a questionnaire survey on the teachers and students of three higher vocational institutions in Fujian Province, namely, Liming Vocational University, Quanzhou College Of Technology, and Quanzhou Preschool Education College, regarding the school's fulfillment of social service functions. The studies were conducted to ascertain the root causes of social service problems at higher vocational colleges in Fujian Province, based on an analysis of the current state of social service capacity at higher vocational colleges in Fujian Province, and to encourage schools to reform talent training modes, innovate training modes, establish research and development platforms, pool resources, and improve service quality in line with societal needs. The purpose was to make valuable proposals for the development of social service capability at higher vocational institutions in Fujian Province and to offer impetus for vocational education's upward progress.

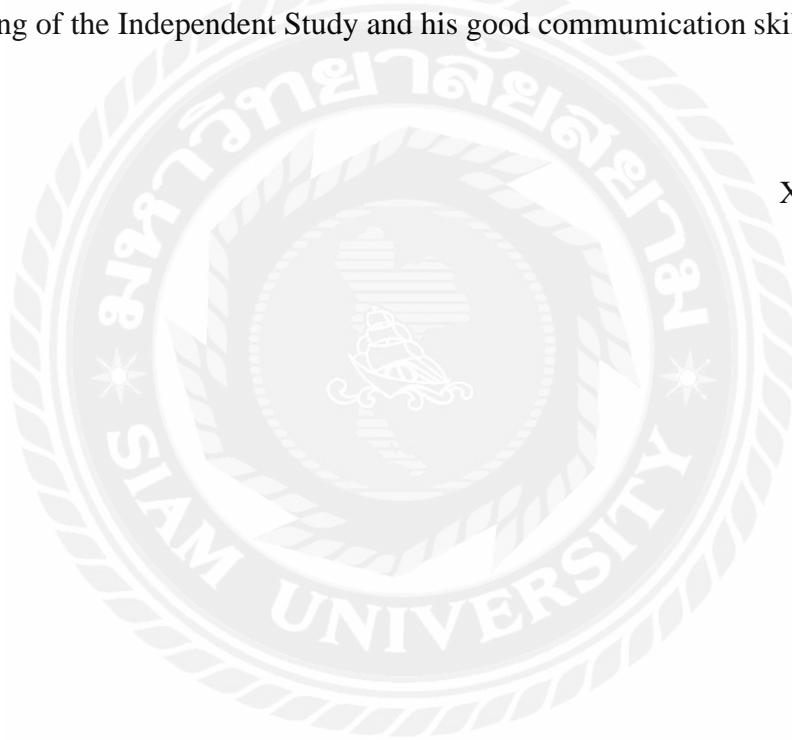
**Keywords:** high-level, social service ability, human capital theory, new public service theory, triple helix theory



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# **1. Introduction**

## **1.1 Research Background**

With the rapid development of the economy and society, the state pays more and more attention to vocational education. It has formulated a series of policies, especially emphasizing that higher vocational colleges and universities should improve their social service capacity (Wang, Luo & Li, 2022). However, the development of higher vocational education has been affected by the problems of higher vocational colleges and universities (Zhang,2011) . Some higher vocational colleges and universities are lagging in the setting of specialties, which are not well suited to the local economic development and industrial layout, and there is a disconnection between the goal of talent training and local reality, which cannot meet the local talent demand. Some higher vocational colleges and universities do not understand their historical mission correctly, and think that economic development is the "political achievement" of the government and enterprises, and refuse to perform the corresponding social service functions. The negative attitude of colleges and universities, the lack of interaction with the local economy and society, and the lack of support from local governments affect the long-term development of colleges and universities (Li,2020).

Fujian Province is located in China's southeast coastline and has a moderately developed economy. In Fujian Province, higher vocational institutes have a long history of development. The creation of Fujian Shipbuilding College during the foreign affairs movement may be traced back to the beginning of higher vocational institutions in Fujian Province. It has ushered in the spring of reform and opening up, and now the development momentum is good, and it has ushered in the spring of vocational education, which has delivered a significant number of skilled talents to society and tremendously encouraged regional economic development (Song, 2011). The "Double High Level Plan" of Fujian Province also clearly indicates that according to the requirements of the new era, many high-quality vocational education institutions and professional clusters should be cultivated according to the vocational education itself(Ministry of Education, Ministry of Finance, 2019), to lead the high-quality development of vocational education in the province, to enhance the overall service capacity, and to provide talent support for all-round promotion of high-quality development beyond and new era new Fujian construction to provide talent support.

In the context of this study, Fujian Province was chosen because it is located on the southeast coast of China, has a more developed economy, and the eastern provinces were selected for more than half of the double-high program, and have a more mature research system and comprehensive strength in all aspects. This study was conducted in this research context, using a mixed research method to complete a questionnaire survey on the social service functions performed by teachers and students of three higher vocational colleges in Fujian Province, namely Liming Vocational University, Quanzhou College Of Technology and Quanzhou Preschool

Education College, using a random sample to analyze the current problems and reasons of social services at higher vocational colleges in Fujian Province, and to propose targeted suggestions. The author examined the issues and causes of social services in higher vocational colleges in Fujian Province, and offered targeted suggestions and opinions to ensure that social services in higher vocational colleges in Fujian Province continue to develop in the right direction, that the guidance concept of vocational education in Fujian Province is continually rebuilt, and that practical experience in vocational education in Fujian Province is constantly accumulated.

## **1.2 Research Problems**

In recent years, how to improve the higher education functions of local universities and how to create a favorable growth environment for local universities have become the focus of exploration by many researchers, which also provides valuable experience for further improving the social service capacity of local universities (Zhou, 2014). Survival is the primary goal of an organization, and development is the core goal of an organization (Wang, 2018). As local government-run higher education institutions must stand on a new development starting point, they should more actively empower social service development, which is not only the purpose and natural mission of higher education institutions themselves, but also the need for higher education institutions to be rooted in the local area, gain local support and develop themselves. In recent years, the social service capacity of provincial higher vocational institutions has been improved, but the overall level is still not high. Due to many subjective and objective factors, the quality and service effects of social services of higher vocational institutions are not good. Based on the survey results of the social service status of higher vocational institutions in Fujian Province, the main problems in the social service capacity of higher vocational institutions in the province are summarized as follows.

1. In terms of talent training, there is no close attention to the direction of local pillar industries, priority development industries, and the demand for talent from key enterprises (Zhang, 2018), so there is a disconnect between economic development and talent demand, the majority of faculty members do not go deep into the front line of enterprises to exercise, teaching only pure theory, lack of practical experience in the industry, and talent training fails to fit the needs of local economic development.

2. Most higher vocational colleges and universities only train for training. Most of them only provide temporary and auxiliary social training services at low levels, such as skill training, identification, or pre-service training, and practical training with more vigorous application and professionalism is less involved (Li, 2020), purely for completing the number of tasks, and the problem of formalization of social service training is serious.

3. From large-scale expansion to internal development, higher education institutions have many different kinds of horizontal and vertical research topics and patent declarations, and the development of higher education institutions has surged. However, there are only a few results of scientific and technological achievement

transformation. Most of them lack market research, do not meet market demand, cannot be used in actual production and transformed into real productivity and create economic benefits. The level of scientific and technological services is insufficient.

4. At present, most of the higher education institutions focus on sharing basic facilities such as sports facilities and equipment and school canteens, and other facilities and equipment are not fully open for sharing with the public (Zou, 2014). Teachers and students also have limited energy and time for external services, and teachers are unable to provide regular services to recharge the public to learn new cultural knowledge and popularize scientific and cultural knowledge, and students are unable to go out regularly to truly integrate into social services, and the public is unable to share the teaching resources of the school, and the sharing of educational and teaching resources is poor (Li, 2020)

5. Insufficient construction of a social service platforms for teachers' participation in higher vocational institutions, internally speaking, there is a lack of a focal management departments, and most of them hang in the Research Management Office (Hu, Meng, &Jin,2020). Most higher education institutions do not set up special social service centers and other functional departments to exercise social service work functions (Wang, Wang, &Liu, 2021), they do not integrate resources within the university to unify and promote the development of social services outside the walls, with poor service awareness but bad service effects.

### **1.3 Objective of the study**

Based on the vision of socialized service, the social and economic development of China needs the improvement of the social service capacity of higher vocational colleges and universities as its boost, and the advancement of the social service capacity of higher vocational colleges and universities helps the development of higher vocational colleges and universities themselves and the advancement of social status. This study mainly takes Fujian Province as an example and combines the practical experience of social services of higher vocational colleges, aiming to achieve the following research objectives.

1. To understand the overall status of the social service capacity of higher vocational institutions in Fujian Province through the study.

2. To explore the relationship with talent training, social training, scientific and technological services, shared resources, and service consciousness according to the current situation of social service capacity of higher vocational institutions in Fujian Province.

3. To propose specifically related initiatives to improve better the level of social capacity of higher vocational institutions in Fujian Province.

### **1.4 Scope of the study**

The focus of the study is on the ability of higher education institutions to enhance social services. We reviewed a large amount of literature on double-high programs and social services. Based on human capital theory, new public service



theory and triple helix theory, the study aims to investigate the key factors for improving the social service capacity of higher education institutions under the perspective of "double-high" and to enrich the improvement of social service capacity of higher education institutions.

This study adopts a mixed research method and mainly selects three schools as the research units, namely Fujian Province Liming Vocational University, Quanzhou College Of Technology, and Quanzhou Preschool Education College, among which Quanzhou Preschool Education College is the most extended school with a long history of 131 years among the 12 high-level vocational colleges and professional construction projects in Fujian Province. Quanzhou College Of Technology is the only private higher vocational college among the 12 high-level vocational colleges and professional construction units in Fujian Province. Liming Vocational University was selected as one of the three high-level professional group construction units of the national "double high level plan," and it is among the five higher vocational institutions in Fujian Province. The age of the three colleges and universities in Fujian Province, namely Quanzhou Preschool Education College, Liming Vocational University, and Quanzhou College Of Technology, is 131 years, 37 years, and 12 years, respectively and there are both public and private colleges and universities. Thereby, a questionnaire survey is conducted on the social service functions performed by the teachers and students of these three higher vocational institutions in Fujian Province, analyzing the problems and causes in the social service of higher vocational institutions in Fujian Province at present, and putting forward targeted suggestions and opinions to continuously lead the correct development direction of social service of higher vocational institutions in Fujian Province, constantly reconstruct the guidance concept of vocational education in Fujian Province, and constantly accumulate the practical experience of vocational education in Fujian Province.

### **1.5 Research Significance**

From the theoretical point of view, this paper investigates the current situation of social service capacity of three schools in Fujian Province, namely, Liming Vocational University, Quanzhou College Of Technology , and Quanzhou Preschool Education College, o deepen the understanding of higher vocational institutions in Fujian Province about the task of "double-high" construction (Zhang & Wu, 2018). Through the research in specific regions, and then provide certain theoretical reference for the research of social service enhancement of higher vocational colleges nationwide, enrich the relevant theoretical system of vocational education to a certain extent, and contribute to the research of vocational education development.

From the perspective of practice, enhancing social services is the primary duty and mission of higher vocational colleges, one of the essential indicators to measure the quality and level of school operation, and an essential condition and basis for school survival and development (Zhao,2019). In this paper, taking higher vocational colleges in Fujian Province as an example, the author summarizes the current situation

and problems of social services of higher vocational colleges in Fujian Province and found out the countermeasures and suggestions to enhance the social service capacity of higher vocational colleges. On the one hand, it is essential to accurately position the strategic policy of social service and establish the service consciousness (Hu& Zhuang, 2005). On the other hand, it provides constructive suggestions and countermeasures for multiple subjects such as the government, social forces, and higher vocational colleges to learn from(Zhang,2022), to help China's vocational higher vocational education establish connections with the community and the region, make the regional advantages into the advantages of vocational education, To realize the development of higher vocational education can be reflected the regional growth, and finally realize the "win-win" goal of regional development and vocational education development.

## **2. Literature Review**

### **2.1 High-level**

China officially launched the construction program of high-level higher vocational schools and majors with Chinese characteristics, referred to as the double-high program, to build many higher vocational schools and backbone majors (clusters) that lead reform, support development, have Chinese characteristics, and are of world level (State Council, 2019), effectively promoting the construction of high-level higher vocational colleges and universities, which is the current focus of China's higher vocational education development (Tang, 2020) and the core essence of governance modernization of higher vocational colleges and universities (Wang, 2021).

In the context of the "double-high plan", the internal development of higher vocational education faces many dilemmas, focusing on the lack of precision in school orientation, lack of innovation in professional construction, lack of balance in faculty structure construction, "pan-administrative" internal governance (Chai& Wang, 2019) and the existence of constraints, incentives and coordination mechanisms in school-enterprise cooperation. coordination mechanisms are inadequate (Han,2019). All these have seriously affected the development of higher education institutions. The reform of talent cultivation mode is the fundamental point for the construction of "double-high program" (Chen & Ma,2020), and the creation of "double-teacher" high level teaching innovation team (Sui, Gao & Tang, 2020) is the key to the construction of "double-high program". The key to the construction of the "double-high program" is to build a strong constraint of school-enterprise cooperation. The construction of a strong constraint and incentive mechanism for school-enterprise cooperation, the construction of a collaborative education platform, the improvement of scientific research and social service capacity, and the promotion of deep integration between industry and education and deep cooperation between schools and enterprises (Han, 2019) are also requirements for the construction of the "double-high plan". To sum up, higher vocational institutions should closely focus on the direction and requirements

of the construction of the "double-high plan", accelerate the internal development of higher vocational education, and provide support for the modernization of vocational education in China.

## **2.2 Social Services Ability**

Social service is one of the important functions of colleges and universities. In the history of the development of university functions, it is generally believed that the establishment of social service function of universities originated in the United States (Van Hise, 1915). President Charles Van Hise (1915) pointed out that service should be the only ideal of the university, and that the human resources in the university should be used for direct service.

There are many definitions of social service in higher education institutions, but Chinese scholars agree that the function of social service in higher education institutions is to "directly use the resources and capabilities of universities to solve public problems" and directly serve the society (Yao, 2008). The social service level of higher vocational colleges is generally low. Establishing and improving the system to motivate teachers to participate in social service, linking the effectiveness of social service work with performance pay and including it in the evaluation conditions of titles (Hu, Meng & Jin, 2020), and opening up the channel of teachers' social service are conducive to improving the social service capacity of higher vocational colleges. Relying on the cooperation and exchange platform built by the school, it is the key to enhance the social service capability by actively exploring and innovating the social service mode from talent training service, training service, technical service, and pair, etc., and giving full play to the social service function of higher vocational institutions (Wu, 2020).

## **2.3 Human Capital Theory**

The formation of the concept of "capital" dates back to the ancient Greek period, when Adam Smith (1776) created the classical concept of capital in his work "The Wealth of Nations" as a component of the stock of personal goods from which people expect to receive income. American economists Theodore W. Schultz (1961) and Becker, who first described the role of human capital investment and the resulting human capital in economic growth, wage growth, etc., are recognized by academics as the true founders of human capital theory. The theory argues that the improvement of human capital, such as human knowledge, ability, and health, contributes much more to economic growth than the increase in the number of material, labor forces (Theodore W. Schultz, 1961).

Xu and Deng (2019) points out that human capital theory has played a unique role in the development of higher education in foreign countries and in the growth of higher education in China as a newcomer, and its positive significance is evident to all. Ideas are the precursors of action. According to Liu (2014), local higher education institutions constitute five basic components of service capacity: human resources, facilities, equipment and tools, time, and customer involvement, among which people

are the key capacity element, and the level of teachers in local higher education institutions plays a crucial role in the improvement of social service capacity. Fang and Zhang (2019) point out that human capital is the capital embodied in people, which is expressed as the sum of the stock of various production knowledge, labor and management skills and health quality embedded in people. For vocational schools, their human capital is mainly reflected in the staff of vocational schools, such as professional teachers, public course teachers, practical instructors and other personnel. The higher the knowledge, professional competence, teaching level, and operational skills of the vocational school staff, the stronger the human capital of the school and the higher the level of human education. In summary, human capital theory consolidates the social service function of higher education.

#### **2.4 New Public Service Theory**

In the mid-twentieth century, with the changes in social development, the public administration model also underwent great changes, and new ideas, methods and models emerged, such as the "new model of government," "managerialism," "entrepreneurial government," "marketization of the state," "market-oriented government," and "post-bureaucratic model." C. Heckscher points out that governmental reform is not only a matter of the government, but also of the government (Li,2006). Michael Barzelay argues that public management should place more emphasis on service quality and customer satisfaction than on "efficiency" (Li,2006) and on gaining member buy-in for organizational performance and mission fulfillment. Christopher Hood argues that the new management paradigm brought about by changes in the public sector, such as government in Western countries, is representative of the new public management practice and has led to the emergence of a new management theory paradigm, known as New Public Management Theory (NPM). The New Public Service Theory was born in the 1980s, and was proposed by Mr. and Mrs. Robert B. Denhardt, administrative scientists at Arizona State University in the United States, creating a new paradigm of public administration. At that time, New Public Management theory was becoming popular in Europe and the United States, with the most representative book "Reinventing Government" by David Osborne and Ted Gaebler, which to a certain extent reflected the laws and trends of public administration development and thus played a very important role in promoting and guiding administrative reform in Western countries (Liu&Cui,2010). The theoretical basis of New Public Management is private enterprise management theory as well as modern economics, which advocates introducing the successful competitive mechanisms and management methods of private enterprises into government management, emphasizing the output of public services, and advocating more diverse and effective management in personnel administrative aspects such as hiring, treatment, and promotion of personnel. New public management theory emphasizes pluralism of subjects, citizen participation, responsibility, responsiveness, effectiveness, and legalization. In New Public Management theory, it is believed that management and service are not antagonistic but integrated with each other, and the

essence of management is service, advocating service rather than steering, and that government should ensure that service recipients have the right to democratic freedom and extensive participation, so that maximizing citizens' interests is the best service for citizens.

## **2.5 Triple Helix Theory**

The triple helix structure, originally a concept in biology, was introduced by Etzkowitz H and Leydesdorff L in 1995 in their paper "the Dynamics of Innovation: from National System and "Mode 2 "to a Triple Helix of University-industry Government Relations", Etzkowitz H and Leydesdorff L in their article "the Dynamics of Innovation: from National System and "Mode 2" to a Triple Helix of University-industry Government Relations" introduced non-linear models such as chain innovation theory, ternary innovation theory, and Model 2, and pointed out the imperfections of these models in terms of innovation motivation mechanisms. In this article, we introduced the chain innovation theory, ternary innovation theory, Model 2 and other nonlinear models, and pointed out the imperfections of these models in terms of innovation motivation mechanisms. The triple helix theory is mainly used to study the interaction and synergistic innovation mechanism among government, enterprises and universities, pointing out that government, universities and enterprises share common interests, so they can work together to promote social progress. After continuous development, the triple helix theory has been widely applied in western countries and become a new paradigm of innovation research recognized by many scholars (Yang,2022). With the continuous development of the triple helix theory, we have a very in-depth research and understanding of the collaborative innovation of each subject in the triple helix theory, but the spiral subjects themselves also need to improve their various innovation functions and enhance their innovation capabilities, which is the basis and premise for collaborative innovation to play its advantages. The government should make reasonable laws, regulations and policies to stimulate market vitality; entrepreneurial universities should give full play to their talent advantages, optimize and improve their talent cultivation mode, increase the importance of research and innovation, and attract more high-quality enterprises to join; enterprises should use their market operation capabilities to improve their research and innovation capabilities and increase the incentives for innovative talents.

## **2.6 Past research**

Some scholars have studied the composition, problems and countermeasures, construction paths, and evaluation systems of social service capacity by combing relevant literature based on human resource theory, new public theory, and triple helix theory as scientific theories. From the scholars' research, it can be seen that the research on the improvement of social service capacity of higher vocational colleges and universities mainly focuses on the personnel training methods, scientific research transformation and institutional mechanism construction to propose countermeasures for the improvement of social service capacity of higher vocational colleges and

universities (Cao, 2014), and the main body of improving social service capacity of higher vocational colleges and universities is mostly limited to a single main body of higher vocational colleges and universities, and the scholars ignore that in the process of improving social In the process of improving the social service capacity of higher education institutions, not only higher education institutions make efforts unilaterally, but also the government and social forces, which play the role of planning and guidance, also promote the improvement of social service capacity of higher education institutions.

### **3. Finding and Conclusion**

Based on the study of the social service situation in higher education institutions, I found that there are five main problems in carrying out social service.

#### **3.1 Talent training fails to meet the needs of local economic development**

Firstly, the professional setting lacks characteristics and does not match the industrial chain, which makes the economic development and talent demand disconnected. Secondly, in the faculty, many teachers of higher vocational colleges do not have front-line experience in enterprises, teaching only pure theory, lack of practical experience in the industry, and do not really go into the society, have a certain deviation in understanding, not interested in contacting enterprises, and not really involved in the research of application technology topics related to enterprises, not well suited to the needs of enterprises The needs of the industry.

#### **3.2 The problem of formalization of social service training is serious**

The social service training is formalized, and it is only purely for completing the tasks. Firstly, most of the higher vocational colleges provide only temporary and auxiliary social training services at low level, such as skill training, identification or pre-service training, and less practical training with stronger applicability and professionalism is involved. Most higher vocational colleges are only training for training, purely to complete the task number. Secondly, technical training is in the form of theory. In particular, some technical training such as training for new farmers and rural revitalization strategies are only brief textbook-style theoretical training, but not involved in every aspect of the field to solve practical problems, which does not have much effect on promoting the economic benefits of local rural areas.

#### **3.3 The level of science and technology services is not enough**

The scientific research ability of higher vocational colleges is relatively weak compared with that of applied undergraduate colleges, and the projects stay on theoretical research, and the projects cannot be transformed into real economic value. Although higher vocational colleges have a large number of different kinds of scientific research horizontal and vertical projects and patent declarations, most of them lack market research and do not meet market demand, so they cannot be used in actual production and transformed into real productivity and create economic benefits.

### **3.4 Poor sharing of resources**

First, the degree of sharing of infrastructure and equipment is poor. At present, most of the higher vocational colleges in Fujian Province focus on the sharing of basic facilities such as sports facilities and equipment and school canteens, while others like libraries, multimedia classrooms and laboratories are not fully open to the public for sharing due to imperfect management mechanisms, and the public does not enjoy the benefits of sharing in social development. Second, the degree of sharing of educational and teaching resources is poor. With teaching as the main focus, teachers and students have limited energy and time for external services, and the connection with the community is not close enough. Teachers are unable to provide regular services to recharge the public to learn new cultural knowledge and popularize scientific and cultural knowledge, and students are unable to go out regularly to truly integrate into social services, and the public cannot share the teaching resources of the school.

### **3.5 Poor service consciousness**

First, most of the higher vocational colleges in Fujian Province have not set up special social service centers and other functional departments to exercise social service work functions, and social service work is fragmented in the science and development department, academic affairs department, continuing education center, secondary colleges, etc., without integrating resources on campus and unified promotion to carry out social services outside the walls. Secondly, higher vocational colleges do not understand their historical mission correctly, think that economic development is the "achievement" of the government and enterprises, and refuse to perform the corresponding social service functions. Although higher vocational colleges are aware that providing social services for local economic and social development is their inherent social responsibility and the practice of being needed, they are also actively working hard to carry out social services, but the service effect is not satisfactory. Therefore, only by continuously improving the social service capability of higher vocational colleges and meeting the needs of enterprises for human resources and technology research and development can the sustainable development of higher vocational colleges be sustained and truly promote the harmonious development of regional economy and society.

## **4. Recommendation**

It is necessary and feasible for higher vocational institutions in Fujian Province to improve their social service capacity. The higher vocational colleges studied in this paper need to realize diversified talent cultivation paths, build a "4-3333" training system, create a technological innovation service platform by "multi-coupling", improve the guarantee of institutional mechanism construction, and improve the quality of service through multi-collaboration. The ultimate goal is to improve the attractiveness of higher vocational colleges and universities, enhance their ability to gather school resources, and improve their ability to serve economic and social

development, so as to achieve high-quality development of higher vocational education.

#### **4.1 Realize diversified talent cultivation path**

Based on the research report of talent training objectives and specifications, the author integrated resources and set professional courses according to the requirements of new industries and new occupations, and adopted the form of school-enterprise cooperation. Second, strengthen the cooperation between industry and academia, the school and enterprises work together to build a high-quality teaching innovation team composed of senior school teachers, enterprise technicians and industry craftsmen who can teach, practice and educate people, relying on the "three-year two-teacher" structure. Teacher team construction, through the reconstruction of the curriculum system to form a curriculum module group, the school senior teachers, industry masters, enterprise technicians and other teachers group, task-driven project learning group, new and old students, innovative implementation of multi-teacher "group teaching method", the formation of old students to new students, old teachers to new teachers, school teachers and industry masters. The new classroom combines theoretical teachers and practical teachers, integrates education and teaching resources, and improves the quality of talent training.

#### **4.2 Build "4-3333" training system**

Relying on the new requirements of regional development to promote the training of technical skill talents, the government, school, line and enterprise integration, organic integration of education and training resources, building "government + school + enterprise" trinity working mechanism, building "government training base + highly skilled personnel training base + enterprise training base" The trinity training platform, the trinity training system of "ideological education + cultural development + skill enhancement", and the trinity skill enhancement plan of "skill training + skill competition + skill certificate", form four The "trinity" training model improves the quality of training and lays a good foundation for the enhancement of social service capacity of higher vocational colleges.

#### **4.3 "Multi-coupling" to build a technology innovation service platform**

Based on the scientific and technological innovation platforms such as the National Collaborative Innovation Center for Applied Technology, the author build a master skill studio, create a scientific and technological innovation team, cooperate deeply with industrial enterprises, "multi-coupling" between government, school, industry and enterprises, continuously upgrade the Collaborative Innovation Center, do a good job in technology development, transfer, consultation and service, and build our own skill innovation platform on this basis. Based on this, the author would build our own skill innovation platform, based on service focus, i.e. technical research and development of small and medium-sized enterprises and product upgrading, focusing on the pillar industries such as footwear and food.



#### **4.4 Improve the guarantee of institutional mechanism construction**

First, build a long-term mechanism for social services, and consider serving the society as an equally important task as talent cultivation and scientific research and effectively incorporate it into the school's work agenda. Establish and improve the evaluation mechanism of social service ability, encourage faculty members to participate in social service of higher vocational colleges, and count social service into the daily workload of teachers and link it with the evaluation and promotion of teachers' titles. Secondly, higher vocational colleges should improve the sharing degree of school resources from top-level design and system construction, build a good sharing platform and really do a good job in sharing services.

#### **4.5 Diversified cooperation and common construction to improve service quality**

The first is to attract social capital and social power to participate in diversified schooling, build a community of destiny, play the functions of the government, enterprises and colleges, adopt "government-school-enterprise", "school-enterprise", "school-ground" and other We will build "social service platform alliance" with similar colleges and universities, participate in local economic and social services in groups, form corresponding scale development trend, continuously play the role of social services, and promote the management level of social services of higher vocational colleges to improve and Quality improvement. Secondly, the establishment of social service centers specializing in the exercise of external social service functions, take the initiative to dock with various social doors, improve group awareness, extensive cooperation, work with the concept of community of destiny, and improve the quality of social services.

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