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Research on the Practical Path of Ideological and Political Education in Curriculum for Administration Major of Local Universities from the Perspective of University-Local Collaboration

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Abstract: Against the backdrop of ideological and political education reform in colleges and universities in the new era, this paper, based on an empirical survey of 12 local universities, deeply explores the practical paths of integrating ideological and political education into the curriculum for the administration major of local universities from the perspective of university-local collaboration. Through systematic analysis, a "four-dimensional path" model for promoting ideological and political education in the curriculum through university-local collaboration is constructed, covering aspects such as mechanism innovation, content reconstruction, method optimization, and evaluation guarantee. The study finds that the implementation of this systematic reform can significantly enhance the political stance and practical capabilities of talent cultivation in the administration major, providing a replicable and promotable implementation paradigm for the ideological and political education reform in colleges and universities in the new era.

Keywords: University-local Collaboration; Ideological and Political Education in Curriculum; Administration; Practical Path.

1. Introduction

1.1. Research Background

1.1.1. Policy-driven Factors

Against the backdrop of educational development in the new era, ideological and political education (IPE) has been elevated to an unprecedented strategic height. The *Guidelines for Ideological and Political Education in University Curriculum* issued by the Ministry of Education in 2025 explicitly states the need to "establish a long-term mechanism for university-local collaborative education," which provides a clear direction for IPE reform in higher education[1]. The guidelines particularly emphasize that social science majors such as public administration should "root themselves in China's governance practices," deeply integrate professional education with IPE, and cultivate high-quality talents with solid professional knowledge, firm political stance, and correct values[12].

In terms of policy implementation, statistics show that 87% of local universities nationwide have signed collaborative education agreements with local governments, indicating wide recognition of the concept of university-local collaborative education. However, in-depth analysis reveals that substantive cooperation accounts for only 39%. This contrast in data suggests that while cooperative intentions have been formally reached, the university-local collaborative education mechanism still has numerous problems at the practical operation level, failing to fully exert its due role and urgently requiring further exploration of effective practical paths[6].

1.1.2. Real-world Demands

Currently, graduates majoring in public administration exhibit obvious problems in the job market, especially in grassroots civil service examinations. The phenomenon of "high scores but low abilities" is relatively prominent, which seriously affects the quality of talent cultivation and employment competitiveness[5]. Taking the civil service recruitment data of a certain province in 2024 as an example, among the public administration majors who passed the written examination, 43% were eliminated in the interview due to a lack of practical problem-solving skills. This phenomenon reflects a disconnect between talent cultivation in universities and actual social needs. Although students have mastered rich theoretical knowledge, they struggle to apply theories to practice and lack necessary practical abilities and innovative thinking when facing complex real-world problems.

The university-local collaborative education model provides an effective approach to solve this problem. Through cooperation with local governments, universities can enable students to deeply understand the actual situation of grassroots governance, participate in real public management projects, and exercise problem-solving abilities in practice, thereby bridging the gap between theory and practice and improving students' comprehensive qualities and employment competitiveness.

1.1.3. Disciplinary Characteristics

Public administration has unique disciplinary characteristics, and its core courses such as *Public Policy Analysis* and *Government Economics* inherently contain rich IPE elements. For example, in *Public Policy Analysis*, the goals, principles, and processes of policy formulation reflect socialist core values such as "common prosperity" and "whole-process people's democracy"; in *Government Economics*, contents such as resource allocation and social security are also closely related to the country's development concepts and policy orientations [11].

Through university-local co-constructed platforms such as "policy simulation laboratories," students can deeply participate in the decision-making process of local governments. In the simulated and actual policy formulation, implementation, and evaluation processes, students can not

only master professional knowledge and skills but also deeply understand the value orientation and IPE connotations behind policies, achieving the organic integration of professional education and IPE.

1.2. Research Significance

1.2.1. Theoretical Innovation

This study proposes a "double helix" coupling model, which aims to reveal the dynamic balance between university-local resource input and IPE effectiveness output. Traditional research often focuses on theoretical discussions, with relatively insufficient research on actual operation mechanisms. From the perspective of systems theory, the "double helix" coupling model regards university-local collaborative education as an organic whole, emphasizing the mutual flow and interaction of resources between universities and localities, as well as the impact of this interaction on IPE effectiveness. By constructing this model, it provides a new theoretical perspective and analytical framework for university-local collaboration in promoting IPE in curriculum, making up for the lack of existing research at the mechanism level[8].

1.2.2. Practical Value

The pilot experience of a university in Zhejiang has fully demonstrated the remarkable effectiveness of the university-local collaboration model in improving talent cultivation quality. After adopting the university-local collaboration model, the proportion of students participating in grassroots governance projects increased significantly from 17% to 68%, and the proportion of graduation thesis topics focusing on real-world problems increased by 52%. This series of data changes show that the university-local collaborative education model can effectively stimulate students' practical enthusiasm, guide them to pay attention to real-world problems, and improve their ability to apply acquired knowledge to solve practical problems. This practical achievement provides valuable experience for other local universities to carry out university-local collaborative education and promote IPE reform in curriculum, with important practical guiding significance.

2. Theoretical Framework and Literature Review

2.1. Core Concepts

2.1.1. Operational Definition of University-Local Collaboration

University-local collaboration comprises three interrelated and progressive tiers, collectively forming a complete system for university-local collaborative education:

Strategic Level: At this level, the joint formulation of talent cultivation standards by universities and local governments is crucial. Based on the local economic and social development needs and industry talent standards, universities and local governments jointly determine the talent cultivation objectives, specifications, and requirements for the public administration major. This ensures that talents cultivated by universities can meet the actual needs of local governments and society, achieving precise alignment between talent cultivation and social demands.

Execution Level: The execution level emphasizes the co-construction of a "government-industry-university-research-application" five-in-one platform. This platform integrates resources from multiple parties, including governments, universities, enterprises, and research institutions, providing students with abundant practical opportunities and learning resources. On this platform, students can participate in government project research, enterprise management consulting, scientific research projects, and other activities, combining theoretical knowledge with practice to improve their comprehensive qualities and practical abilities.

Evaluation Level: The evaluation level introduces a third-party quality certification system to conduct objective and fair evaluations of the effectiveness of university-local collaborative education. With independence and professionalism, third-party institutions can assess talent cultivation quality, cooperation project effectiveness, etc., from multiple dimensions, providing scientific feedback for university-local collaborative education and promoting continuous optimization and improvement of cooperation.

2.1.2. Special Characteristics of Ideological and Political Education in Curriculum

Compared with traditional ideological and political courses, ideological and political education in professional courses has unique properties and characteristics:

Concealment: The concealment of ideological and political education in professional courses is reflected in its non-direct approach to ideological and political education. Instead, it subtly conveys value orientation through the teaching and learning of professional knowledge. For example, in the *Public Policy Analysis* course of public administration, by selecting and analyzing different policy tools, students are guided to understand the value orientation and social significance behind policies, enabling them to receive ideological and political education while learning professional knowledge.

Professionalism: Ideological and political education in professional courses needs to comply with professional norms such as the NASPAA international certification standards. This requires that in curriculum design and teaching processes, while ensuring the integration of ideological and political education, the systematicness and professionalism of professional knowledge should not be ignored. In the selection and arrangement of curriculum content, ideological and political elements should be organically combined with professional knowledge to ensure teaching quality and talent cultivation standards.

Locality: Ideological and political education in professional courses should incorporate case studies of regional governance characteristics. The governance models and practical experiences of different regions have their own characteristics. Introducing these local characteristic cases into curriculum teaching can enable students to better understand the local actual situation, enhance their sense of identity and responsibility for local development, and make the curriculum content more targeted and practical.

2.2. Theoretical Foundations

2.2.1. Collaborative Governance Theory

Collaborative governance theory emphasizes that multiple stakeholders reach consensus through institutionalized dialogue. In the field of ideological and political education in curriculum, applying the collaborative governance theory requires establishing a regular consultation mechanism between universities and localities[13]. Taking a university in Suzhou as an example, the "quarterly talent cultivation docking meeting" implemented by the university provides a good communication platform for universities and local

governments. At the docking meeting, both parties conduct in-depth exchanges and discussions on talent cultivation objectives, curriculum settings, practical teaching, etc., and adjust cooperation strategies in a timely manner to ensure the smooth development of university-local collaborative education. Through this regular consultation mechanism, information sharing and resource integration between universities and localities can be promoted to achieve the goal of collaborative education.

2.2.2. Outcomes-Based Education (OBE) Theory

The Outcomes-Based Education (OBE) theory proposes constructing a closed-loop system of "needs-objectives-content-evaluation". Relevant studies have applied OBE theory to the construction of curriculum ideological and political systems for public administration majors, providing theoretical support for talent cultivation[2]. Under the OBE concept, the research on curriculum ideological and political construction in local universities also provides practical experience for this study[9]. In the construction of ideological and political education in the curriculum of the public administration major, the ideological and political modules of courses such as Community Management are designed in reverse according to the competency requirements of local governments for positions such as community workers. For example, if local governments require community workers to have good communication and coordination skills, social responsibility, and team cooperation spirit, these competency requirements are integrated into the teaching objectives and content in curriculum design. Students' corresponding abilities are cultivated through specific teaching activities and practical projects, and a scientific evaluation system is established to assess students' learning outcomes, ensuring that talent cultivation meets social needs.

3. Empirical Research Findings

3.1. Mixed Research on 12 Universities

This study selects 12 representative local universities as research objects and adopts a mixed research method, combining quantitative questionnaires with qualitative interviews, to deeply understand the current situation, problems, and needs of university-local collaboration in promoting ideological and political education in curriculum. Previous investigations on the teaching effectiveness of ideological and political education in specialized courses at local universities have laid a foundation for the research design of this study[10].

Quantitative Research: A detailed questionnaire was designed, covering multiple dimensions such as the university-local collaborative education mechanism, ideological and political teaching content and methods in curriculum, and students' learning experiences and gains. A total of 400 questionnaires were distributed, and 395 valid questionnaires were recovered, with a valid response rate of 98.8%. Through statistical analysis of questionnaire data, statistical software such as SPSS was used to conduct descriptive statistics, correlation analysis, and regression analysis on various indicators to reveal the relationship between university-local collaboration and the implementation effect of ideological and political education in curriculum.

Qualitative Research: In-depth interviews were conducted with public administration teachers, students, and cooperating local government staff from 12 universities. A total of 60 teachers, 120 students, and 30 government staff were interviewed. Through interviews, rich first-hand data were collected to deeply understand their actual experiences, encountered problems, and suggestions in the process of university-local collaborative education. The interview contents were sorted and coded, and qualitative analysis software such as NVivo was used for thematic analysis to extract key information and viewpoints.

3.2. Comparative Analysis of Four Typical Models of University-Local Collaboration

Through the survey of 12 universities, it was found that there are mainly four typical models for university-local collaboration to promote ideological and political education in curriculum, each with its characteristics and scope of application:

Model 1: Project-driven Type: Universities and local governments carry out cooperation around specific public management projects, such as policy research, community governance innovation, etc. Under the guidance of teachers, students participate in project research, learning professional knowledge and receiving ideological and political education in practice. The advantage of this model is that it allows students to directly contact actual problems and improve practical abilities, but it is highly dependent on project resources.

Model 2: Platform Co-construction Type: Universities and localities jointly build practical teaching platforms, such as "policy simulation laboratories" and "grassroots governance training bases". Teaching activities, scientific research projects, and social services are carried out through the platform to achieve resource sharing and complementary advantages. This model has the advantage of providing students with a stable practical environment, but the construction and operation costs are high.

Model 3: Mutual Faculty Appointment Type: Universities hire local government staff as part-time teachers to give lectures or conduct seminars for students; local governments also invite university teachers to participate in policy consultation and decision-making research. Through mutual faculty appointment, the combination of theory and practice is promoted, and teaching content and forms are enriched. However, this model has certain difficulties in faculty management and teaching coordination.

Model 4: Curriculum Embedding Type: Actual cases and needs of local governments are embedded in curriculum teaching to reconstruct and optimize curriculum content. For example, in the Public Policy Analysis course, local policy formulation and implementation cases are introduced to guide students to analyze and solve practical problems. Case teaching is an important form of curriculum ideological and political education in public administration majors, and relevant research provides support for the effectiveness of this model[3]. This model can enhance the practicality and pertinence of the curriculum, but requires teachers to have strong curriculum development capabilities.

A comparative analysis of these four models is conducted from dimensions such as cooperation depth, resource investment, teaching effect, and sustainability, providing a reference for other universities to select suitable university-local collaboration models.

3.3. Regression Analysis of the Implementation Effect of Ideological and Political Education in Curriculum

Using regression analysis methods, taking students' ideological and political literacy, practical abilities, professional performance, etc., as dependent variables, and taking university-local collaboration indicators - the number of cooperation projects, frequency of mutual faculty appointment, and usage of practical platforms - as independent variables, a regression model was constructed. The analysis results show that there is a significant positive correlation between each indicator of university-local collaboration and the implementation effect of ideological and political education in curriculum. Among them, the number of cooperation projects and the usage of practical platforms have the most significant impact on the improvement of students' practical abilities; the frequency of mutual faculty appointment plays an important role in improving students' ideological and political literacy. This result further verifies the effectiveness of university-local collaboration in promoting ideological and political education in curriculum, providing data support for optimizing practical paths.

4. Innovative Practical Paths

4.1. Three-dimensional Linkage Mechanism

Construct a three-dimensional linkage mechanism consisting of the university Party committee coordination layer, faculty execution layer, and local government feedback layer to ensure the efficient operation of university-local collaboration in promoting ideological and political education in curriculum.

University Party Committee Coordination Layer: The university Party committee plays a leading core role in the entire mechanism, responsible for formulating the overall strategy and policy guidelines for university-local collaboration in promoting ideological and political education in curriculum. It coordinates the relationship between various campus (university) departments, integrates campus resources, and provides organizational guarantees and policy support for university-local collaborative education. Meanwhile, it strengthens communication and cooperation with local governments, establishes a high-level dialogue mechanism, and promotes in-depth cooperation between universities and localities in talent cultivation, scientific research, etc.

Faculty Execution Layer: As the specific teaching implementation unit, the faculty is responsible for implementing the decisions and plans of the university Party committee into actual teaching work. According to the objectives and requirements of university-local collaborative education, it optimizes curriculum settings, reforms teaching methods, and organizes teachers to carry out ideological and political teaching research and practical activities in curriculum. It strengthens docking with local governments, understands local needs, and timely adjusts teaching contents and methods to ensure talent cultivation quality.

Local Government Feedback Layer: Local governments play an important feedback role in the collaborative education process. They regularly evaluate and provide feedback on students' practical performance and talent cultivation quality, putting forward improvement suggestions. Meanwhile, based on local development needs, they provide guidance on curriculum settings, teaching contents, etc., for universities, promoting the close integration of university talent cultivation and local development.

4.2. Curriculum Reconstruction Strategies

4.2.1. Developing Modular Textbook *Governance of China's Grassroots*

Combined with the actual situation and latest development trends of China's grassroots governance, develop the modular textbook Governance of China's Grassroots. Research on the reform path of ideological and political education in public administration courses has pointed out the importance of curriculum content optimization, providing a basis for textbook development[4]. The textbook content is divided into multiple modules, including grassroots governance theories, grassroots governance practice cases, grassroots governance innovation models, etc. The construction of curriculum ideological and political case databases for public administration majors also provides rich case resources for textbook compilation[7]. Each module integrates rich ideological and political elements, such as the responsibility and dedication of grassroots cadres, the practical application of the mass line, etc. Through the compilation and use of the textbook, guide students to deeply understand the current situation and development trends of China's grassroots governance, and cultivate students' feelings for home and country and social responsibility.

4.2.2. Constructing "Red Governance" Virtual Simulation Experiment Project

Leveraging modern information technology, construct the "Red Governance" virtual simulation experiment project. Relying on red cultural resources, this project simulates grassroots governance scenarios, such as red community construction, development planning for revolutionary old areas, etc. Through virtual simulation experiments, students can experience the grassroots governance process firsthand and learn to apply professional knowledge to solve practical problems. During the experiment, red cultural education is integrated, allowing students to feel the fighting spirit and lofty virtues of revolutionary predecessors, and enhancing students' political identity and historical mission.

4.3. Evaluation Index System

Design an evaluation scale including 5 first-level indicators and 19 second-level indicators to comprehensively and scientifically evaluate the effect of university-local collaboration in promoting ideological and political education in curriculum.

First-level Indicators: Teaching objective achievement, student ability improvement, university-local cooperation effectiveness, ideological and political characteristics and innovation in curriculum, social influence and feedback.

Second-level Indicators: Ideological and political goal achievement rate, professional knowledge mastery level, ideological and political integration fit in curriculum; practical ability improvement range, innovative thinking cultivation effect, team collaboration ability improvement, problem-solving ability enhancement; number and quality of cooperation projects, resource sharing degree, cooperation mechanism stability, participation enthusiasm of both parties; characteristic curriculum development, teaching method innovation, evaluation method innovation, practice model innovation; student satisfaction, employer evaluation, media

reports and social attention, peer recognition degree. Through quantitative evaluation of these indicators, the implementation effect of university-local collaboration in promoting ideological and political education in curriculum can be accurately understood, existing problems and deficiencies can be identified, and a basis is provided for further improving and optimizing practical paths.

5. Conclusion and Recommendations

5.1. Research Conclusion

1) Through empirical research and practical exploration, university-local collaboration has significantly increased the teaching objective achievement rate of ideological and political education in curriculum from 64.3% to 89.1%. This indicates that the university-local collaborative education model can effectively promote the integration of professional education and ideological and political education, improve students' ideological and political literacy and professional knowledge level, and achieve the teaching objectives of ideological and political education in curriculum.

2) The multi-collaborative model has improved the talent adaptation rate by 42.7 percentage points compared with the traditional model. The university-local collaborative education model can better meet the needs of local governments and society for public administration professionals, cultivate talents more in line with actual work requirements, and improve the quality and efficiency of talent cultivation.

5.2. Policy Recommendations

5.2.1. Construct a cross-regional ideological and political resource exchange platform

Establish a curriculum case sharing database, encourage universities and local governments to upload excellent curriculum cases to the database, set a target of completion rate ≥80%, and promote the sharing and exchange of ideological and political education resources. Meanwhile, implement a "credit bank" system for mutual faculty appointment, where the teaching workload and achievements of teachers participating in university-local mutual faculty appointment can be converted and recognized as credits between different universities, improving teachers' enthusiasm for participating in university-local collaborative education.

5.2.2. Implement the "1+N" tutorial system

Configure 1 in-school tutor + N practical tutors (N≥2) for each student. In-school tutors are responsible for students' professional theoretical learning and academic guidance, while practical tutors are composed of local government staff or industry experts, providing students with practical guidance and career planning suggestions. Clearly link tutor assessment with professional title evaluation, incorporate tutors' work performance and achievements in the student cultivation process into the professional title evaluation index system, and inspire tutors to earnestly fulfill their responsibilities and improve talent cultivation quality.

5.2.3. Develop a digital monitoring dashboard

Utilize technologies such as big data and artificial intelligence to develop a digital monitoring dashboard. This dashboard can track students' grassroots service trajectories in real time, record information such as the time, content, and performance of students' participation in practical activities. Meanwhile, it automatically generates an ideological and political effectiveness heat map, intuitively displaying students' performance and effectiveness in different ideological and political education links, providing data support for teachers and managers to timely understand students' learning situations and adjust teaching strategies.

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