

Research on the Innovation of Student Management Modes Under the Background of “One-Stop” Student Community Construction in Higher Vocational Colleges

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Abstract: The construction of one-stop student communities is an important reform measure for universities to implement the all-staff, whole-process and all-round education (Three Comprehensive Education) and modernize student governance in the new era, and it also serves as a major approach for higher vocational colleges to optimize their education systems. At present, student management in higher vocational colleges faces problems including poor coordination of governance entities, scattered educational resources, insufficient competence of working teams and lagging digital construction. Traditional management modes cannot adapt to the new environment of community-based education. Based on the school-running characteristics of higher vocational colleges and the growth traits of students, this paper analyzes practical difficulties in student management under the background of community construction, and puts forward systematic innovative approaches from four dimensions: collaborative governance, overall resource planning, team building and smart platform development. This research aims to improve the community education and governance system of higher vocational colleges, raise the refined and scientific level of student management, and provide practical references for higher vocational colleges to deepen student work reform.

Keywords: One-stop student community; Higher vocational colleges; Student management; Governance innovation

Online publication: September 17, 2026

1. Introduction

The Ministry of Education and seven other departments issued the *Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities*, and supportively released the *Guidelines for Improving the Quality and Efficiency of the Comprehensive Management Mode Construction of “One-Stop” Student Communities in Colleges and Universities*. The documents propose to comprehensively promote the renovation of student communities and sink educational resources to the frontlines, as well as improve the whole-process education system of higher vocational colleges in line with the requirements of the Vocational Education Law (source: Chinese Government Network). Traditional student management in

higher vocational colleges suffers from fragmented departments, scattered services and educational forces separated from living spaces, which fails to meet the growth demands of technical and skilled talents and the requirements of Three Comprehensive Education. At present, most colleges have only completed the hardware construction of one-stop communities, while the supporting student management operation mechanisms lag behind the times, and management modes have not been reshaped centering on community spaces. Based on policy guidance and practical contradictions in vocational education, this paper takes the construction of one-stop student communities as an opportunity to explore innovative management paths compatible with the school-running features of higher vocational colleges, and offer practical references for colleges to perfect the integrated community education and governance system.

2. Difficulties in innovating student management modes under the background of “one-stop” student community construction

2.1. Barriers to coordination among governance entities remain unbroken

The traditional administrative management of higher vocational colleges follows a vertical hierarchical operation mode^[1]. Each functional department, secondary college, and logistics service unit acts independently with a clear division of powers and responsibilities. During the advancement of community governance, each educational entity holds different orientations in work objectives, assessment standards and service priorities. The vertical administrative management mode cannot adapt to the horizontal collaborative demands of community governance. All entities have unclear powers and responsibilities in community participation, and no regular joint work mechanism has been established, leading to fragmented daily operation.

2.2. Deficiencies exist in the overall resource integration mechanism

Various educational resources in student communities of higher vocational colleges are scattered and fragmented at the present stage^[2]. Resources for ideological and political education, academic tutoring, psychological assistance, and life services are affiliated to different management lines, without a unified platform for overall scheduling and an integrated system. All functional venues and educational materials operate separately, resulting in low resource reuse and sharing rates, and dynamic allocation and targeted supply cannot be realized according to students' developmental needs^[3].

2.3. Educational teams lack matching comprehensive capabilities

The new community management mode puts forward new requirements for the comprehensive literacy, service capacity and governance thinking of educational teams. However, the capacity structure of grassroots educational teams is obviously mismatched at present. The traditional management thinking formed over a long time is deeply rooted. Most staff focus on transactional administration and maintenance of regular order, lacking concepts of proactive education, targeted service and refined governance.

2.4. Low integration level of digital management platforms

The digital construction of student management in higher vocational colleges generally suffers from fragmented development. Independent systems are built and operated for student status management, daily attendance, ideological and political education, psychological assessment and logistics services, with disconnected data interfaces forming obvious data silos. Most existing digital platforms only focus on basic

transaction handling, lacking in-depth data mining and intelligent analysis functions targeting students' ideological trends, behavioral characteristics and growth demands, making it impossible to build complete student growth portraits ^[4].

3. Innovative strategies for student management modes under the background of “one-stop” student community construction

3.1. Improve the multi-party collaborative governance system

Colleges shall reshape the organizational structure of community governance, break the fragmentation brought by the traditional vertical hierarchical administration, and build a horizontal operation system matching the development demands of student communities ^[5]. In accordance with the characteristics of vocational education, sort out the powers and responsibilities of functional departments, secondary colleges, logistics support and ideological and political education departments, detail job duties, service scopes and assessment standards for each post in community governance, and eliminate ambiguous powers and management gaps. Establish a regular cross-department collaborative working mechanism, build fixed channels for work consultation, information exchange and joint problem handling, and integrate scattered management forces into an integrated governance force. Perfect supporting assessment, supervision and restriction mechanisms, incorporate community education effects into the performance appraisal system of all departments and faculty, weaken single transactional assessment indicators, and increase the weight of collaborative and service-oriented education assessment, so as to push all educational entities to take the initiative to sink into communities for governance, and build a modern community governance pattern with clear powers, efficient linkage and closed-loop implementation ^[6].

Taking grid-based co-governance of student communities as an example, schools shall re-divide community governance grid units, incorporate student affairs offices, academic affairs offices, logistics centers, counselors and professional teachers of secondary colleges into the grid governance system, define job responsibilities and work boundaries of staff in each unit, and realize full community coverage and individual accountability for governance ^[7]. Schools implement a monthly community governance joint meeting system, holding work research meetings, problem coordination meetings and progress review meetings every month to jointly handle all issues concerning student daily management, ideological education and living support, and timely resolve bottlenecks and difficulties in community governance ^[8]. Meanwhile, optimize performance appraisal detailed rules, and take on-duty attendance in grids, collaborative services and problem-solving effects as major annual evaluation indicators, abandoning evaluation methods merely based on attendance and transaction completion. Strengthen process assessment and education effectiveness assessment. Rely on regular linkage management modes, break inter-departmental barriers, enable all educational forces to go deep into frontline communities and regularly participate in students' ideological guidance, daily management and growth services, and form a new community governance situation featuring full participation, linked co-governance and closed-loop quality improvement.

3.2. Integrate internal and external educational resources as a whole

From the perspective of integrated one-stop community education, colleges shall systematically sort out and centrally integrate all internal educational resources, breaking the inherent fragmented model of separated resource lines. Coordinate major resources including ideological and political education, academic tutoring,

psychological health, career guidance and life services, build a unified resource allocation and sharing system, and realize dynamic allocation and targeted supply of educational resources according to differentiated growth demands of students, so as to optimize the utilization efficiency and education effects of internal resources. Meanwhile, take the initiative to expand external education channels, strengthen cooperation with industrial enterprises, social education platforms and practical bases, introduce high-quality educational resources, and organically integrate external resources into daily community education scenarios. Through integration and coordinated utilization of internal and external resources, enrich the contents and carriers of community education, and shape an all-round, three-dimensional community resource education system.

Take all-dimensional community education empowerment as an example, schools shall integrate internal education positions such as ideological and political lecture halls, academic assistance studios, psychological counseling stations and career consulting centers, and uniformly place them under the overall scheduling of student communities, breaking the traditional mode where each functional department independently controls resources, and realizing centralized coordination of positions, teachers and activity resources. Schools dynamically arrange community education activities according to the growth rules and talent development demands of students of all grades and majors, precisely match students' demands in academic improvement, psychological counseling and career planning, and achieve balanced and efficient supply of educational resources. At the same time, take the initiative to contact local cooperative enterprises, innovation and entrepreneurship incubation bases and volunteer service platforms, introduce external high-quality educational content such as industrial vocational lectures, post-literacy training and community public welfare practice, and integrate vocational literacy cultivation and practical ability training into students' spare-time life. Through complementary and two-way empowerment of internal and external resources, continuously expand the breadth and depth of community education, enrich immersive education scenarios, and build an all-weather, full-coverage and high-quality community education service system.

3.3. Build a compound professional education team

In accordance with the new requirements of one-stop community governance and education, colleges shall systematically improve the capacity structure and training system of educational teams to adapt to the development demands of student management in the new era. Transform the transactional working mindset, equip all community staff with new concepts of refined education, targeted service and scientific governance, and carry out management and service work targeting students' all-round development. Establish a regular and systematic special training system focusing on community governance methods, student situation analysis and judgment, student dispute mediation, vocational literacy cultivation and psychological counseling intervention, and carry out classified special training to comprehensively improve staff's professional competence ^[9].

Take the improvement of community education team literacy as an example, schools shall build a regular classified training system for on-campus counselors, administrative staff and logistics service personnel. In line with the growth characteristics of vocational students who are active in thinking, practice-oriented and distinct in personality, as well as new community governance requirements, formulate exclusive training courses matching each post. Training contents mainly include judgment of students' ideological trends, interpersonal dispute mediation, psychological crisis intervention, vocational literacy guidance and digital governance operation. Regular training is carried out through special lectures, case discussions, practical drills, off-campus research and on-post paired assistance to make up for team capacity deficiencies fully ^[10]. Schools optimize team incentive mechanisms, set up special rewards for community education, and take student

satisfaction, education achievements, problem-solving, and service duration as major references for evaluation and professional title promotion. Continuously guide staff to change solidified management thinking, actively engage in community education services, carry out refined management and services covering students' whole growth process, comprehensively improve the team's overall performance capacity, and meet the demands of high-quality education in one-stop communities.

3.4. Build an all-domain smart digital management platform

Colleges shall adopt information technology to carry out digital transformation of student management and promote in-depth integration of digital construction, so as to solve the fragmentation and data disconnection problems of traditional digital construction. Integrate independent systems for student status management, daily administration, ideological and political education, psychological monitoring and logistics services, open data interaction ports, realize interconnection and unified collection and standardized management of school-wide student management data, and eliminate data silos. Optimize core functions of digital platforms, abandon the basic construction mode merely for transaction handling, and conduct in-depth mining of students' behavioral, growth and demand data relying on big data technology to form systematic student growth portraits. Build core modules including intelligent early warning, targeted service, dynamic monitoring and data analysis, empower refined community governance through digital technology, and transform student management from passive disposal to active prediction and extensive administration to targeted education, so as to raise the intelligent and scientific level of student management.

In the upgrading project of community smart governance platforms, schools shall integrate all scattered original student management systems by big data and internet technologies, open data ports for student status management, daily attendance, dormitory administration, ideological study, psychological assessment and logistics maintenance, realize unified collection, real-time synchronization and full interconnection of all student data, and fundamentally resolve long-standing data silo problems. Schools improve core functional modules of the platform, add intelligent parts such as student behavior analysis, growth dynamic tracking, risk intelligent prediction and personalized service push, and accurately analyze students' growth status via massive daily data to build comprehensive and dynamic student growth files. Managers can check students' academic, living and ideological conditions at any time through the platform, and provide timely intervention and assistance for students with academic lag, psychological imbalance or abnormal behaviors. Meanwhile, simplify students' online transaction processes, reduce approval links and handling time limits, realize one-stop online handling of all community services and transactions, fully empower refined and intelligent community management via digital technology, and steadily improve the efficiency of student management and quality of education services.

4. Conclusion

In summary, this paper mainly studies the innovative paths of student management modes from the perspective of one-stop student communities. In accordance with university community construction policies and practical vocational education, it sorts out existing problems including coordination barriers, resource deficiencies, mismatched team competence and low digital integration in student governance. Based on the talent cultivation characteristics of higher vocational colleges, this paper constructs systematic innovative strategies and implementation paths matching community education scenarios from four dimensions: governance

mechanism, overall resource planning, team building and digital platforms. This research effectively improves the practical system of student community governance in higher vocational colleges, solves practical problems of fragmented student management and disconnected education scenarios, and provides strong practical guidance and theoretical support for higher vocational colleges to deepen the reform of Three Comprehensive Education, raise the level of refined community governance and realize the goal of cultivating technical and skilled talents.

Disclosure statement

The authors declare no conflict of interest.

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