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Research on the Innovation and Practice of Daily Management Carriers for Higher-Vocational College Students from the Perspective of One-Stop Student Community

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Abstract: The construction of one-stop student communities is an important direction for exploring reforms in the daily management of higher vocational students in the new era. This paper reviews the core problems existing in the current daily management vehicles built by higher vocational colleges based on one-stop student communities, such as weakened service attributes, insufficient coordination, and fragmented content. It clarifies the innovation directions in three dimensions: function, subject, and content of the management vehicles, and proposes three types of practical optimization strategies that can be implemented. It is expected to enhance the daily management efficiency of higher vocational colleges effectively, meet the diverse growth demands of students, and provide a reference for similar institutions' related construction.

Keywords: One-stop student community; Daily management of higher vocational students; Innovation of management vehicles; Collaborative education

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1. Introduction

The daily management of higher vocational students is a core working link for implementing the requirements of all-round education and supporting the all-round development of students. The one-stop student community, as a reconfiguration of the student management service scenario, has become the core driving force for the reform of the student management model in higher vocational colleges. Currently, most higher vocational colleges, in the process of building management vehicles based on one-stop student communities, still have problems such as a biased focus on management constraints, insufficient multi-party collaboration, and fragmented service content. These problems make it difficult to meet the actual demands of students in multiple dimensions such as academic development, life services, and quality improvement,

and also restrict the full release of the educational value of one-stop student communities. Systematically sorting out the core problems and optimization paths in this field can provide a feasible practical framework for the upgrade of the daily management model of higher vocational colleges and further strengthen the adaptability and effectiveness of student management work.

2. Existing problems of daily management vehicles for higher vocational students from the perspective of one-stop student community

Based on the current progress of the promotion of daily management of higher vocational students, the various management vehicles built based on one-stop student communities still have many problems that do not align with the actual needs of students. The core starting point of most management vehicle construction is biased towards constraining students' behaviors, collecting basic information, and not connecting with students' daily life service demands. The service attributes of the vehicles have been weakened [1]. From the perspective of the participating entities, the construction and operation of the existing management vehicles are basically carried out by the student affairs department alone, with low participation from secondary colleges, as well as functional departments such as logistics and employment, and no participation from the autonomous operation forces of students. The coordination of the vehicle operation is insufficient. From the perspective of content supply, the service content of the existing vehicles is mostly scattered across different management ports, and the information of different ports does not form an interconnection mechanism. Students need to jump between multiple platforms to handle different matters, resulting in low efficiency in handling affairs and making it difficult for students to obtain a coherent service experience. The implementation effect of the management work will also be directly affected.

3. Core direction of innovation of daily management vehicles for higher vocational students from the perspective of one-stop student community

3.1. Transformation of vehicle function from management to service

Higher vocational colleges place students' daily needs at the priority position and actively connect students' actual needs such as dining, accommodation, and campus transportation. They adjust the original function settings that are biased towards behavior constraints and weaken the mandatory requirements at the management level. From the perspective of the student's full-cycle growth, higher vocational colleges can embed academic assistance service modules in the vehicle to connect the needs of students with learning difficulties for course remediation, skill training guidance, and undergraduate promotion consultation, providing full-process support for students' academic development. Considering the current reality that the psychological demands of higher vocational students are increasingly diverse, the psychological counseling service function can be integrated into the vehicle, opening online psychological appointments, emotional relief guidance, etc., actively exploring students' psychological states, promptly providing appropriate psychological assistance to students in need, and gradually strengthening the service attributes of the vehicle, making the promotion of daily management work more in line with students' real needs [2].

3.2. Transformation of vehicle subject from single to multi-party collaboration

Higher vocational colleges need to clearly define the responsibilities of each participating entity and delineate

the boundaries of their respective rights and responsibilities. Counselors should handle daily communication and ideological guidance tasks, while professional teachers should undertake academic assistance and career development guidance. Student leaders should collect and convey the real needs of their peers, and community staff should implement accommodation and food security, as well as the operation of public spaces. Each entity should carry out corresponding work within its own scope of rights and responsibilities, effectively avoiding issues of overlapping responsibilities or service gaps. Based on the actual operation of multi-party participation, higher vocational colleges need to establish fixed information exchange channels. Different entities should regularly connect regarding the student needs they have identified and the progress of service implementation. They should integrate scattered services across different lines into a unified management framework, gradually solving the problem of incomplete service coverage and low response efficiency when a single entity operates. This will steadily enhance the operational efficiency of the daily management platform.

3.3. Transformation of carrier content from fragmentation to integration

The fragmented service content that was previously scattered across different ports has made it difficult to meet students' continuous service acquisition needs and support the advancement of systematic education. Based on the development pattern of students' growth throughout the entire period in higher vocational colleges, the content related to ideological guidance is integrated into all sections of the management carrier. Ideological guidance and other service content are simultaneously promoted, changing the previous situation where ideological guidance content was set independently and student participation was low. From the perspective of daily service provision, higher vocational colleges integrate academic guidance and life service-related content. Academic guidance content is aligned with students' learning demands at different stages, and life service content covers all scenarios of students' on-campus accommodation, travel, and affairs handling, allowing students to obtain all corresponding service content at the same port.

4. Practice strategies for innovation of daily management carriers of higher vocational students in the context of one-stop student community

4.1. Construction of a "community-classroom-dormitory" three-level linked carrier

The establishment of a three-level linked carrier can break through the obstacles to the implementation of daily management services and provide a stable support for the response to student demands at different levels. Drawing on the practical experience of a vocational college, an entity-based comprehensive service center is established at the community level. The service windows of different departments such as student affairs, logistics, and employment are centrally set up in the same space. Students do not have to go through multiple functional departments to handle various daily affairs such as applications for scholarships, dormitory adjustments, and job recommendations. The processing procedures need to be publicly displayed in a prominent position at the service center, significantly reducing the cost of handling student affairs [3].

Taking into account the characteristics of the class as the basic unit for student daily management, higher vocational colleges appoint a fixed community liaison officer for each administrative class. The liaison officer regularly participates in special meetings organized by the community and synchronizes the latest community service dynamics and affairs handling notifications. They collect feedback on various demands raised by students in the recent period and uniformly transmit it to the community service center for centralized

processing, establishing an information transmission channel between the class and the community. From the perspective of students' frequent daily activity scenarios, higher vocational colleges lead the establishment of a fixed mutual assistance group for every four to six adjacent dormitories. The group members are composed of students from different grades and majors. They can coordinate and solve various trivial daily problems such as academic consultation, item borrowing, and emotional counseling together. If there are unresolved demands, they will be reported to the community liaison officer of the corresponding class for reporting to the community service center, ensuring that students' fragmented needs can be quickly responded to at the most basic unit. This layer-by-layer overlapping linkage model enables different levels of student demands to receive corresponding-level rapid responses. There is no need to gather all issues at the community level for handling, and it also allows higher vocational colleges to accurately grasp the real needs of different student groups, adjust the corresponding service supply content, and make the daily management and service promotion more in line with students' actual demands. It can also gradually enhance students' recognition and participation in community management services.

4.2. Build a "cultural immersion + practical education" integrated carrier

The cultural and practical integration career can transform the implicit educational goals into daily activity content that students can perceive and participate in. Higher vocational colleges need to design hierarchical and categorized community theme cultural activity modules, break down contents such as school history inheritance, professional spirit cultivation, and new trends in the era into different-themed series of activities, and regularly hold lightweight activities such as book sharing sessions, labor role model lecture salons, and cultural heritage experience markets in community public spaces. Students can participate at any time without special preparation in an immersive activity atmosphere and are influenced by ideological immersion. Higher vocational colleges need to minimize the participation threshold of various cultural activities and prioritize the design to fit the interests and preferences of students of different grades. There should be no mandatory participation requirements, allowing students to choose the content they are interested in participating in. Gradually, cultural content can be implemented in an imperceptible way.

Higher vocational colleges need to establish a community practice project system adapted to different growth stages. Lower-grade projects focus on the cultivation of labor habits and public responsibility awareness, organizing students to participate in basic practical content such as community public space operation and volunteer team establishment. Higher-grade projects focus on career ability adaptation, setting order-based practical positions that align with the operational needs of nearby cooperative enterprises. Students can directly sign up for corresponding projects in the community and improve their comprehensive vocational qualities through actual operation. Higher vocational colleges need to break down core educational goals such as ideological guidance and ability improvement into specific links to each activity and project, without setting separate preaching content. Students can naturally grow through participation. Higher vocational colleges can also synchronize students' participation in activities and practices with their personal growth files as a reference for merit evaluation and employment recommendation, gradually guiding more students to actively participate in various activities in the community, achieving the coordinated implementation of cultural immersion and practical education, and further enriching the educational dimension of the one-stop student community, allowing the value of the daily management carrier to be fully exerted [4].

4.3. Improve the "demand response + feedback loop" service carrier

Higher vocational colleges can use the bulletin boards at the bottom of each dormitory building in the community and online communities for each grade and major to carry out daily demand collection-related work. Fixed student cadres are arranged to sort out student demands transmitted through different channels daily, whether it is food and accommodation adjustments, consultation on affairs handling, or activity demands. All are uniformly collected in the demand ledger of the community service center to avoid issues such as missed demands or delayed transmission. Based on the urgency of different demands, different levels of handling are divided. Routine affairs are completed by the on-site staff of the corresponding functional departments within two working days, and urgent demands such as public space maintenance and public service adjustments are advanced for handling within 24 hours. During the handling process, the specific progress of the demands raised by students is communicated to avoid repeated inquiries about the progress.

After the demand handling is completed, higher vocational colleges need to arrange dedicated staff to inform students of the handling results through online private messages or offline inquiries, and simultaneously collect students' satisfaction evaluations of the handling results. If students have objections to the handling results, higher vocational colleges need to coordinate relevant departments to re-conduct demand verification and optimization work until the reasonable demands of students are properly responded to. Higher vocational colleges can categorize and sort out all the collected demands every half month, summarize the common demands that frequently occur, and simultaneously adjust the corresponding service supply contents. This way, the repeated emergence of similar demands can be reduced at the source, and the satisfaction of students with community management services can be gradually improved. It can also make the daily management carrier of the student community run more in line with the real needs of students, and further exert the dual values of daily management carriers - service and education [5].

5. Conclusion

In conclusion, the innovation of the daily management platform for vocational college students from the perspective of a one-stop student community is an important manifestation of the transformation of the management model of vocational college students from administrative management to service-oriented education. The actual needs of students should always guide the optimization of relevant platforms, involve multiple entities such as different functional departments, teachers, and students in a coordinated manner, integrate various dimensions of services and educational resources, establish a hierarchical response mechanism for handling demands, and integrate educational goals such as ideological guidance and ability improvement into various service and activity links. This not only reduces the cost of handling student affairs but also achieves the goal of implicit education.

Disclosure statement

The authors declare no conflict of interest.

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