

Exploring the Path of High-Quality Development of the “One-Stop” Student Community in Colleges and Universities—Reflections on Chengdu University's One-Stop Student Community Management Model

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Abstract: The student community of universities is the main place for students to study, live, and rest during the school period, and it is also an important position for universities to carry out ideological and political education, cultivate organizational discipline, establish collective consciousness, and advocate civilized etiquette for students. This paper observes the pilot work of Chengdu University's “one-stop” comprehensive student community management model and finds that the key to achieving the above integration lies in the combination of “red and green,” service sinking, cultural infiltration, three-pronged parenting, and self-governance. These are not only the needs for the implementation of the new era of collaborative education in colleges and universities but also an important direction for the high-quality development of college and university student communities.

1. Introduction

As a product of the reform of the university education system and the socialization of the logistics operation mode, the student community in colleges and universities has the dual roles and attributes of the school management unit and the students' learning and living community, which is considered to be an important spatial carrier for the realization of moral education and collaborative cultivation of people [1]. However, in practice, the two types of roles and attributes of the university student community have long existed in greater tension, especially the construction of the student community led by the school administration, as the role and function of the school management unit are more prominent, while the role and function of the student learning and living community are relatively weak. The students, for the identity of the university student community, the participation of students in general, is not enough, have become an important factor in hindering the function of the university student community. This has become an important factor that hinders the function of collaborative education in higher education [2]. It is urgent for researchers to pay enough attention to the relevant issues and make an effective response to how to improve the attributes and functions of the learning and living community of the college student community and realize the organic

integration of the two types of roles and attributes.

2. The basic connotation of the “one-stop” student community in colleges and universities.

The word community originated from the German classical sociologist Tönnies, who in his book ‘Community and Society’ understood community as a community relationship with a common way of life, common beliefs and emotional sustenance [3], and then with the continuous advancement of industrialisation and urbanisation, the understanding of the concept of community has shown great differences among researchers. Later, with the continuous advancement of industrialisation and urbanisation, researchers “understanding of the concept of community has shown great differences, but the small regional scope and high emotional maintenance and value recognition have become the common characteristics of Western researchers” understanding of the concept of community. Different from the Western concept of community, China's community building began with the state-type structure of grass-roots society [4], and in practice, it has long maintained more intervention and influence of the state administrative force. Higher education student community construction in practice is synchronised with the transplantation of China's urban community construction of the basic connotation and methods and methods, with the deepening of the reform of the education system, in the field of student management, the gradual fading of the traditional concept of class, the expansion of the scale of the community of life as well as the gradual improvement of the hardware and facilities, so that the importance of the student community is becoming increasingly prominent. As part of the school management function, the management goal of student community and the overall goal of the school show a high degree of consistency; at the same time, it can be regarded as a special form of the community, carrying many social functions, and a number of social phenomena are also refracted here.

On the one hand, the community can provide students with the necessary environmental conditions for learning and living and satisfy their daily needs through basic security and welfare care. At present, the needs of students in the community are concentrated in the following three aspects. Firstly, the requirements for accommodation conditions, which include students' daily life, hygiene protection, facilities maintenance, safety and security, service quality, information technology, etc. Secondly, the requirements for activity venues, which refer to the venues that are necessary for students to carry out all kinds of study, seminar, and scientific research activities in the community. Thirdly, the requirements for the community's culture, psychological promotion, and other spiritual dimensions, hoping that the student community can carry out rich and varied activities. The spiritual level of community culture and psychological promotion, hoping that the student community can carry out rich and diversified positive cultural activities. On the other hand, the community also undertakes the function of educating and guiding students. Students in the community as a small society, through learning community culture, participating in interpersonal communication, taking part in community practice, constantly mastering new social knowledge and skills, adjusting social relations, assuming the corresponding social roles, accepting the influence of others from different personalities and cultural backgrounds on themselves, and cohesion of the value of the consensus, so as to gradually form their own view of the world, values, and outlook on life, and to better find the goal and integrate into the society [5]. The “one-stop” student community is to introduce the concept of ‘one-stop service’ to the student community on the basis of traditional community service and to deepen the “one-stop” comprehensive student community. Management mode reform, guiding party members and cadres, faculty, and staff to practice the ‘first-line rule’ to promote the school leadership, management, ideological and political forces, and service forces to further sink, compaction to the middle of the students [6], to provide students with “one-stop” ideological and political education and value leadership, teacher-student exchanges. Provide

students with “one-stop” ideological and political education and value leadership, teacher-student exchanges, and cultural activities, learning, and living services, specifically manifested in the party building as the leader, community as the center, to create a new man of the times ‘frontier position’; extension of extracurricular nurturing space, to create an environment of immersion in the nurturing of people to create the integration of the five ‘nurturing highland.’ The construction of a teacher-student growth and innovation community enhances the peer relationship between students to create a ‘harmonious garden’ of common construction, sharing, and communication and is committed to building a full, all-process, all-round pattern of nurturing.

3. The current state of affairs and the practical dilemma of "one-stop" student community collaborative education in institutions of higher education.

3.1 There is an absence of consensus regarding the notion of "one-stop" student community parenting.

The Opinions of the Ministry of Education and Other Eight Departments on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities (hereafter referred to as the "Opinions") make it clear that colleges and universities should improve the level of management and service, strengthen the construction of group organisations, and The construction of the "one-stop" student community should be promoted, with the aim of ensuring the leadership, management, ideological and service forces of the university and college reach students at all levels, and to promote the formation of a pattern of all-round parenting. The formation of an all-round pattern of student education should be promoted. The initiative commenced with 10 colleges and universities taking the lead in pilot construction in 2019, followed by 31 colleges and universities integrating and exploring in 2021. The most recent development, as of 2022, has seen the expansion of this initiative to encompass 1,447 colleges and universities at all levels and of all types. This progression, spanning three distinct stages, is indicative of a 'three-step progress' that has been realised. In March 2023, the Ministry of Education convened a work promotion meeting to emphasise that the construction of "one-stop" student communities by colleges and universities is in line with the principle of "one-stop". The Ministry of Education convened a work promotion meeting in March 2023, emphasising that the construction of "one-stop" student communities in colleges and universities was in line with the direction of education reform and development, and had proved effective in practice. A survey of 1,627 college students in 97 colleges and universities across China shows that, on average, students in Chinese institutions of higher education spend half of their time in the community every day, and this trend is growing significantly. Furthermore, the data indicates that 80.7 per cent of students hold a favourable view of the nurturing activities implemented by institutions within the student community, with 85 per cent expressing a desire for schools to prioritise the needs of students and implement nurturing practices within the community that are scientifically designed, effective and enjoyable. Concurrently, the 'Post 00' college students, who have evolved into the predominant demographic on university campuses, have a more pronounced demand for personalised and diversified parenting services provided by institutions of higher education in the student community. This is attributable to their expanded interests, heightened levels of active thinking, diversified value systems and spiritual needs. Through the supervision, implementation and innovative promotion of colleges and universities around the world, as an important part of the ideological and political education of college students and an indispensable part of the whole process of education and teaching in colleges and universities, the construction of student communities has gradually become a front-line position for student party building, a practical place for 'three-pronged education', a base for intelligent service innovation, and a model highland for safe campuses.

In the context of the recent operation and effectiveness of the "one-stop" student community, it is evident that a comprehensive consensus on the concept of education has not yet been achieved. Some institutions of higher education have not fully embraced the paradigm shift in educational paradigms, resulting in a lack of a comprehensive understanding of the pivotal role of the "one-stop" student community in nurturing talent. The absence of a cohesive community of education specialists, comprising ideological counsellors, administrators, professional course instructors, and other pedagogues, has hindered the formation of a unified educational ecosystem. Consequently, there has been a paucity of proactive and innovative support for the execution of pedagogical practices. Support. For instance, certain key education bodies within colleges and universities lack a comprehensive understanding of their role in educating individuals. They erroneously assume that the responsibility for ideological and political education of students lies with the academic work team, thereby delegating the task of education, guidance and related publicity activities to the student community. This results in the "one-stop" student community building programme existing in theory only, making its implementation challenging, and failing to achieve the desired educational outcomes.

3.2 Student community party building mechanism and education system needs to be improved.

On the one hand, the construction of the educational system in a second classroom setting presents certain challenges, including imbalances in supply and demand, the fragmentation of educational content, and the systematic, interesting and in-depth nature of educational activities. Furthermore, the effectiveness of educating students in the community requires enhancement. Conversely, the establishment of a "one-stop" student community should be guided by the principles of party building, with a focus on promoting the stable and orderly development of other aspects of the work. However, it is evident that certain colleges and universities continue to grapple with deficiencies in their organisational mechanisms, the lack of innovation in activities, the underutilisation of work vitality, and the need to enhance the capabilities of the party building team. The efficacy of the work undertaken by the team also requires further enhancement. It is evident that the efficacy of the work must be enhanced. From an organisational perspective, the establishment of student party branches in institutions of higher education typically occurs at the institutional level, often organised by class, grade or academic discipline, and overseen by the college party committee. This approach aims to enhance the effectiveness of student community development through innovation in party building. Exploration of novel organisational structures for community party building is imperative to identify new avenues for enhancing the vitality of this work and ensuring that the party building efforts within the community yield tangible outcomes.

3.3 The participation of the main body of education and governance effectiveness needs to be improved.

The fundamental objective of the "one-stop" student community construction initiative is to establish a comprehensive, all-encompassing, and multifaceted parenting paradigm within the student living area, encompassing all the predominant parenting influences in colleges and universities. This initiative aims to ensure comprehensive coverage of college education. The introduction of novel concepts, methodologies and mechanisms will inevitably encounter challenges, as they deviate from the conventional educational paradigm and the constraints imposed by the prevailing ideological perspectives of the institution. Consequently, the level of engagement and enthusiasm in education is significantly diminished, leading to the emergence of a phenomenon characterised as perfunctory, sluggish and mediocre. The absence of a unified vision among the primary functional departments in colleges and universities hinders the establishment of a

synergistic parenting paradigm. Concurrently, the service objective of the "one-stop" student community is post-00 college students, otherwise referred to as "Generation Z" Internet aborigines, who possess an innate affinity for the Internet. These students exhibit a profound affinity for the Internet and a considerable degree of reliance on contemporary media technology and online platforms. Confronted with this educational objective, it is evident that the "one-stop" student community's intelligent, informative, and personalised management systems and approaches have not kept pace with the needs of students. There is an urgent need to innovate, particularly in the realm of content creation and the role of media in facilitating student growth. The full potential of big data technology has not yet been realised in the context of understanding student development, and the laws of education have not been fully utilised to explore student growth and education. This underscores a significant opportunity for enhancement in the effectiveness of community governance.

4. The significance of “one-stop” student community development in colleges and universities

4.1 Helping to unify the formation of a new educational field and promoting the operation of multi-level social relations

From the perspective of field theory, the cultivation goal of the "one-stop" student community is in the same direction as the goal of higher education. The cultivation of "socialist builders and successors with all-round development of morality, intelligence, physicality, aesthetics and labour" is the starting point and landing point. This novel educational paradigm posits a relationship structure of 'one main and multiple', emphasising the pivotal role of the educational institution within the broader system of organisation. It integrates the leadership force of the educational institution and its associated colleges, the academic workforce, management agencies, service units, and other key bodies, fostering collaboration to promote the integration of students in ideological and theoretical education, value orientation, learning and life, and communication. The objective is to continuously strengthen the community education of students. In order to carry out the required hardware and software resource supply, and establish a synergistic relationship between internal and external information resource exchange and updating [7], the following measures are recommended. The development of a high-quality "one-stop" student community, on the one hand, facilitates the establishment of a connection between students and the material world. As plastic and growing individuals, students not only acquire an understanding of the objective world through classroom teaching and social practice activities, but also have the opportunity to comprehend the world through a variety of activities within the "one-stop" student community. The student community provides students with initial contact and knowledge of society through various activities, and also generates initial experiences through the interconnectedness of the environment. The educational process involves the construction of relationships between students and other subjects, so that students are able to gradually get to know their own inner worlds, deepen their self-understanding, stimulate their personal potential, and enhance their self-awareness through establishing contact and dialogue with others. Within this educational milieu, a harmonious emotional atmosphere of teacher care and classmate support is cultivated, along with a power dynamic characterised by equal treatment and mutual respect between teachers and students. This enables students to experience spiritual communication and emotional growth during their educational journey, thereby establishing a solid foundation for their comprehensive development.

4.2 Helps to bring into play students' subjective consciousness and promote students' self-management and self-service

The training process of higher education is committed to guiding students to self-education, self-management, self-service and self-supervision. However, in the development of the community of colleges and universities, there is a varying degree of enthusiasm amongst students to participate in community affairs. Nevertheless, the participation of students is extremely limited, ultimately due to the immaturity of the students' community management and service mechanism, which restricts the students' subjective role in the effective play of [8]. The "one-stop" student community, which is undergoing high-quality development, leverages the "wild geese" role of student cadres and organisations to establish a bridge of student community governance and services. This community engages in voluntary service, work-study, and party members of the vanguard post. The performance of the student community and the student awards and merits are the result of a combination of community managers, academic teams, students, and other common community governance and service work. This builds a well-structured multi-party participation in the institutional mechanism. For instance, a university student community student work centre comprises eight departments, namely the personnel department, the administration department, the executive health department, the safety department, the cultural liaison department, the micro-apartment publicity department, the rights and interests of the service department, and the inspection department. These departments range from personnel coordination to material management. Each department and link is managed in a scientific manner, ensuring the activities of the student community are carried out in an orderly manner. This approach is intended to maximise self-management and self-service among students, thereby ensuring that students are placed in the best position to fulfill their potential.

4.3 Helping to integrate educational resources and open up the 'last kilometre' of human education

The development of the "one-stop" student community, characterised by its high quality, has the potential to integrate a wide range of educational resources. Furthermore, it can serve to promote the formation of the 'five education' development pattern, thereby facilitating the all-round development of students. As an agent of educational advancement in the contemporary era, the student community facilitates the dissemination of educational resources to the forefront of learning through a range of impactful initiatives. For instance, a university student community can establish a 'party home' through the faculties and departments, and the faculties and departments of the party organisation can connect with the student community by organising various types of thematic party activities. This enables the student community to link internal and external organisational strength, effectively playing the role of the party organisation's battlefield. The student community can guide students to cultivate patriotic sentiments and actively practise core socialist values, thereby achieving the effect of organisational education. The effective realisation of the effect of organisations in educating people. In order to address students' aesthetic needs, enhance their aesthetic ability, cultivate their labour awareness, and establish a comprehensive understanding of labour, the concepts of aesthetic and labour education are introduced into the community, emphasising "educating people through culture" and "educating people through literature". The primary focus of this project has been on two key areas: 'educating people through culture' and 'educating people through literature'. In order to achieve this, 'art galleries' and 'labour corners' have been established within the community. The purpose of these galleries is to raise students' awareness of aesthetic and labour education in a subtle way by means of influence, both silent and auditory. The concept of educational integration encompasses not only the integration of diverse

educational resources but also the promotion of various courses within the educational process, integrating humanistic and scientific qualities. It facilitates the teaching of the first classroom, the education of the second classroom within the student community, and encourages students to utilise learning and knowledge to promote action. Furthermore, it effectively links theory with practice to address the final kilometre of teaching and educating. The 'last kilometre' of teaching and educating students allows students to cultivate virtue, increase wisdom, strengthen their bodies, cultivate beauty and love labour, and cultivate new men of the times who are capable of taking on the great responsibility of national rejuvenation.

5. Exploring the path of high-quality development of Chengdu University's "one-stop" student community

With a focus on the objective of high-quality development of the "one-stop" student community, and with consideration for the characteristics and orientation of the university, Chengdu University has implemented numerous measures to explore the experience of high-quality development of the "one-stop" student community in terms of party building, management services, cultural activities, and self-governance. The experience of high-quality development of the student community.

5.1 Innovative forms to realise the political leadership of Party building

It is recommended that the Party Committee of the college enhance the unified leadership and improve the system design, with a view to establishing a new pattern for teachers and students to participate in the grass-roots Party building work of the student community. Firstly, it is essential to enhance the awareness of student community party building. The leaders of the Party Committee of the college should take the lead in the community and encourage the whole college to recognise the importance of party building in the student community from top to bottom. The teachers' party branch is to be regarded as a bastion of resistance, and teachers' party members are to be encouraged to assume leadership roles in dormitories, serving as the vanguard of the teachers' party and motivating other teachers to rethink their concepts, overcome their fears, and participate in the development of the student community. Secondly, the construction of student community party organisations must be strengthened. The Party Committee of the College is committed to the following: first, to take a directional approach in its work; second, to establish a supervision mechanism; third, to incorporate the comprehensive performance of branches and Party members in the student community into the evaluation and assessment system; and fourth, to ensure the regularisation and institutionalisation of the life of the Party organisations in the student community. The faculty and student party branches are tasked with the execution of various activities, including political theory study, study support, and voluntary service within the student community, thereby fulfilling the role of a bastion for the party. Party members in the student community are encouraged to display signs and to demonstrate their identity, thereby playing a pioneering role. Thirdly, it is vital to enrich the party building carrier. The creation of a robust cultural atmosphere conducive to party building within the student community is paramount. This endeavour entails the utilisation of the profound spiritual legacy of the CPC throughout its 100-year history, along with its party building slogans and other pertinent elements. The party activity room, unoccupied public spaces, building corridors, and the interior of student dormitories are to be transformed into cultural propaganda positions for party building. Teachers are encouraged to conduct party and group classes, red lectures and other thematic activities in the student community, so as to integrate party building into students' daily life and realise the "zero distance" between the party organisation and students. Conditional colleges are advised to leverage alumni resources, appoint distinguished alumni as 'red mentors', and foster the aggregation of diverse red resources within and beyond the

confines of the campus to the student community.

5.2 Coordinating resources and rooting the work of educating people in the student community

The school's "one-stop" student community construction is oriented toward students' development and needs, combining the resolution of practical problems with the resolution of ideological problems. It involves the coordination of all resources for the nurturing of students, the construction of a community-integrated support system for students' growth and development, and the integration of service enhancement within the community. The institution should assume the role of the primary managerial entity. The enhancement of the management work mechanism and assessment system is imperative, and the college management force must be integrated into the student community. Adherence to the established tradition of counsellors stationed in student dormitories is imperative, as is the strengthening of the management of student community behaviour. It is also crucial to maintain a constant awareness of the ideological dynamics of students. Secondly, effective cooperation with relevant stakeholders is paramount. Regular meetings are to be convened with resident counsellors, flat office counsellors, part-time student community counsellors, and logistics and property personnel to form a management synergy, undertake practical initiatives for students, and address students' "pain points" and "difficult" problems in a timely manner. Thirdly, the cultivation of self-management skills in students is emphasised. The cultivation of a habit of self-management. The establishment of a student community self-management committee, a building committee and other student organisations is conducive to the promotion of college student party branches, branches, student unions, student associations, etc. stationed in the student community, and the mobilisation of the subjective initiative of the students, so that the students can return to the community of the 'master', and effectively stimulate the endogenous dynamics of the construction of the student community.

5.3 Take multiple measures to create a green community oriented to educating people.

The focus of educational institutions is on cultivating talent and adhering to the integration of 'culture and people' and 'culture and people'. They adopt a multifaceted approach, addressing the challenges of inheritance, multi-measures, and multi-directional forces, with the objective of fostering an entrepreneurial spirit within the community. The integration of traditional Chinese culture, advanced socialist culture, entrepreneurship and other educational resources into the green cultural atmosphere of the community fosters the development of a 'second-hand book drifting corner', a 'know-how bookshelf' and other distinctive characteristics. This approach establishes a corridor that nurtures the entrepreneurial spirit and socialist core values within the student community. The student community is to be developed as a cultural carrier for the cultivation of entrepreneurship and socialist core values. The creation of a 'green' cultural construction project for student communities is proposed, with encouragement for colleges to hold dormitory culture activities such as 'hard-working and empowering' labour skills training.

5.4 Sharing and Governance, and Comprehensively Playing the Role of Student Communities

The university recognises the importance of students in the construction of a "one-stop" student community comprehensive management mode, and the co-construction and shared development results of the student community. It is evident that this approach improves students' sense of responsibility, acquisition, achievement and happiness in the community, and consequently enhances the effectiveness of establishing moral education. Firstly, while further strengthening the

training requirements for student assistants of the Apartment Office, a group of "one-stop" student community building managers and floor managers were selected to participate in the management of public affairs in the community. These managers cooperate in the promotion of dormitory fire safety, hygiene inspection, rubbish classification, civilised dormitories and other thematic activities. They also represent the rights of students in the building and reflect students' opinions on the services and management of the apartment in a timely manner. The document also serves to represent the rights of students in the building, reflecting their opinions and suggestions on the service and management of the flat in a timely manner. Furthermore, it is intended to guide students in developing self-education, self-management and self-service within the student community, and to realise all-embracing common governance of the community, including the students. Secondly, the responsibility area of the party branch has been designated, and students have been encouraged to physically participate in the community cleaning and greening labour, and to practice the new fashion of rubbish classification. They have been guided to do so through the signing of the commitment to move in, the monthly safety and hygiene inspection, and the setting of labour instructors and other measures and methods. Students are encouraged to participate in the operation and management of the community space and the decoration and beautification of the environment by volunteering and working, and helping students in dormitories as a unit. This is with a view to letting the labour sentiment grow in the community. It is recommended that students be encouraged and supported in their active participation in the operation and management of community space, environmental decoration and beautification through volunteer service and other means, with a view to fostering the growth of labour sentiment in the community. Thirdly, students are guided to hold the activity of 'Dormitory Convention Maker' to build a harmonious community relationship and create a 'civilised dormitory'. On the occasion of their departure from the university, graduates are organised to carry out the activity of 'one labour, one service, one remembrance'. On the occasion of their departure from the university, the graduates were organised to carry out 'one labour, one service, one remembrance' dormitory hygiene cleaning labour. This was to express their love for the university through hard work and to enhance the sense of autonomy and self-discipline.

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