The Logical Path and Problem Solving of Building an Integrated Management Model for "One-Stop" Student Communities

Lei Chang, Guoyan Wang, Shanshan Xie

China Women's University, Beijing 100105, China

Abstract: The construction of an integrated management model for "one-stop"student communities is a strategic demand to accelerate the building of an educational power, an inevitable choice to implement the educational goal of cultivating morality and fostering talents, and an innovative practice of the modern governance system for ideological and political work in universities in the new era. This paper adopts research methods such as literature review and field investigation to systematically sort out the historical origin of the construction of the integrated management model for "one-stop" student communities, analyzes its logical path of construction, explores the problems arising in the process of construction and proposes relief paths, in order to provide support for promoting the modern governance and connotative high-quality development of universities.

Keywords: One-stop; Student Community; Management Model; All-round Development

1. Introduction

In 2019, the Ministry of Education put forward the concept of "one-stop" student communities, defining it as a comprehensive management of "three-round education" relying on the student communities, and at the same time proposed to carry out pilot work in colleges and universities nationwide, setting the goal of building 1000 pilot universities in 2022 and striving to achieve full coverage in 2023. [1] In 2020, the Ministry of Education and other eight departments jointly issued the "Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities", which called for construction of "one-stop" student communities nationwide, [2] officially opening a new chapter in the construction of student communities in colleges and universities. The construction of a "one-stop" student communities is a new mode of student life management and service education created by colleges and universities with the concept model of "one-stop". It is an innovative practice for the ideological and political work of colleges and universities to connect the last mile of education. It has the functions of the leadership of the Party, the penetration of ideological and political work, the innovation of talent training, the exertion of students' initiative, and the improvement of teaching management and service management,

reflecting the modern governance and the model innovation of "precise ideological and political work". General Secretary Xi Jinping pointed out: "We should make good use of big ideological and political course, which must be combined with reality. Ideological and political courses should not only be taught in the classroom, but also in social life." [3] Accelerating the construction of the ideological and political work system in colleges and universities, comprehensively strengthening the comprehensive management model of "one-stop" communities, and vigorously promoting the ideological and political work into students, dormitories and communities are of great significance to promote the high-quality development of colleges and universities and promote the construction of an educational power in the new situation.

2. The Origin and Evolution of the Construction of a "One-Stop" Integrated Management Model for Student Communities

The word "community" can be traced back to the Latin word "Communis", which originally means common, group. At the end of the18th century, the West began to explore community governance, and launched the "Community Revival" movement at the end of the 20th century, promoting the establishment a cooperative relationship between the government and the community. [4] In 2000, our country promulgated the Opinions on Promoting the Construction of Urban Communities in the Whole Country, and construction of communities was popularized throughout the country. In 2004, the Ministry of Education first proposed in the Notice on Strengthening the Management of Students' dormitories to strengthen the Party's construction and ideological and political work in student dormitories and apartments. [5]In the same year, the Ministry of Education and the Central Committee the Communist Youth League printed and distributed the Opinions on Further Strengthening the Construction of Campus Culture in Institutions of Higher Learning, pointing out that "to give full play the important role of new student organizations such as student communities, student apartments, and online virtual groups in the construction of campus culture", which marked the beginning of the attention paid the educational function of student communities.[6] In 2019, the Ministry of Education selected 10 universities as pilot to carry out the comprehensive management of "one-stop" student community. In 2020, the Opinions of the Ministry of Education and Other Eight Departments on Accelerating the Construction of the Ideological and Political Work in Colleges and Universities further clarified the requirements for promoting the construction of "one-stop" student communities, emphasizing the need to "rely on colleges, dormitories and other living parks, explore the reform of student organization forms, management models and service mechanisms, promote the Party group organization, management departments, service units, etc. to enter the park to out work, and press the school and college leadership, management, service, ideological and political forces to the front line of education, management and service students, and create a park. is built into an educational and living garden integrating student ideological education, teacher-student exchanges, cultural activities and life services. [7] It points out the path of action for and universities to carry out the construction of the "one-stop" student communities comprehensive management model. In 2021, the Ministry of Education continued to expand the pilot scope, increasing the number of pilot universities to 31, further clarify the "one-stop" student communities construction goals of "building a front position for student party building, a practice base for" three-round education ", and a model ground for a safe campus". In 2022, the Ministry of Education's work points pointed out that it is necessary to continuously promote the comprehensive management mode of "one-stop" student communities. As of September 2022, more than 700 pilot units across the

country have carried out the construction work of the comprehensive mode of "one-stop" student communities. [8] The pilot units mainly focus on "Party leadership, strengthening the construction of grass-roots Party organizations; [9] management synergy, team; [10] service descent, cultural infiltration; and the construction of an integrated service platform [11]" and other aspects, and universities are actively exploring student community management mechanisms and methods with their own school and college characteristics. The first batch of pilot units shared their unique experiences on the "Comprehensive Management Mode Construction Pilot Work Cloud Platform". For example, Shanghai University implemented the "one axis, three advances, four linkages" Party leadership system; Xiamen University built the "one-stop" student community into a versatile for Party history learning and education; Xi'an Jiaotong University emphasized the construction of college culture, and South China University of Technology also integrated the college system into the construction student communities; Beihang University established a "three horizontal and three vertical" student community work system; South China University of Technology explored the construction of a "three networks integrated" "three colleges integrated" training mechanism; Northeast University integrated "cooperative education", "peer education", and "precise ideological and political work" into the construction of communities, and so on. Since 2023, the comprehensive management mode of the "one-stop" student community in colleges and universities across the country has gradually entered stage of "comprehensive promotion, rapid growth, and high quality" development.

3. The Logical Path of the "One-stop" Comprehensive Management Mode for Student Communities.

In September 2024, General Secretary Xi Jinping emphasized at the National Conference on Education: "Focus closely on the fundamental task of establishing morality and educating people, and make solid progress towards the strategic goal of building an education power." [12] The logic of the "one-stop" comprehensive management mode for student communities is closely around the fundamental task of establishing morality and educating people. Centering on the all-round development of students, it reconstructs spaces, integrates resources, and reengineers processes, breaking the traditional barriers of higher education management and building an innovative education and training model that integrates life services, academic guidance, growth support, and cultural development. It is an innovative practice strengthen and improve the ideological and political education in schools, and to educate people with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. The logic can divide into three core levels.

3.1 The Value Logic: Returning to the Essence of Education that Focuses on the Holistic Development of Individuals.

Cultivating Well-Rounded Individuals is the core and essence of education, as it addresses the fundamental questions of "for whom to educate, what kind of people to cultivate, and how to cultivate them." The fundamental task of education in the new era is to adhere to the principle of establishing morality and educating people, and to cultivate people with all-round development of, intelligence, physique, aesthetics, and labor for the Party and the country. Under the background of education that focuses on all-round development and moral education, through the coordinated training of "the all-round development of moral, intellectual, physical, aesthetic and labor education", students shaped with correct worldviews, views of life, and values, and their moral quality, sense of social responsibility, and patriotic feelings are cultivated; students' learning abilities, thinking, and

innovative abilities are developed; their physique is strengthened; their aesthetic abilities are improved; and they are applied to practice with unity of knowledge and practice. The starting point for constructing the "one-stop" student communities integrated management model is to adopt a student-centered approach, promote students' all-round development, and continuously improve the quality of talent cultivation in higher education institutions. Traditional management models are often characterized by departmentalization and fragmentation, leading to frequent disconnects between university services and student needs. The core value of the "one-stop" communities construction lies in returning to the essence of education to fully educate people, shifting the focus of education management from facilitating to facilitating the service of students well. The construction of "one-stop" student communities is the most intuitive reflection of the student-centered educational philosophy, and its design and operation are closely on the actual needs of students. By embedding Party and Youth League organizations into the student community, students are exposed to value shaping and ideological guidance in their daily interactions, enhancing their overall quality. The spatial reconstruction of student life scenarios, such as centralized settings for academic guidance rooms, psychological counseling rooms, student assistance posts, cultural and sports activity stations, and one-stop halls, students can obtain the necessary services around the dormitory, achieving zero distance in educational service management. By extending the educational sphere from classrooms to communities, we achieve the integrated implementation of professional education, general education, ideological and political education, aesthetic education, physical education, and labor education. This ensures that education occurs at all times and in all places, truly realizing the all-round development of moral, intellectual, physical, aesthetic, and labor education.

3.2 Structural Logic: System Reconstruction from Fragmentation to Collaboration.

In physical space, the traditional university management system follows strict functional zoning, such as buildings for teaching, laboratories, administrative offices, student dormitories, and sports areas. The establishment of the "one-stop"student communities integrated management model consolidates student service functions previously scattered across different physical spaces into the community. This approach integrates spatial resources, forming a one-stop service hub that combines housing, learning, activities, and services, thereby enhancing the overall efficiency of student services. In terms of teaching resources, the traditional university management model follows a clear disciplinary division based on the college system, where resources among different schools, departments, and majors are not interconnected or integrated. The establishment of the "one-stop" student community integrated management model breaks down the traditional barriers between departments and majors. It brings together ideological and political educators, psychological counselors, academic advisors, and teachers from various disciplines in a cross-boundary collaboration. Meanwhile, it coordinates the service functions of various administrative departments and introduces external social resources—such as industry-academia partnerships, volunteer services, and social recruitment—into the community. This approach enhances students' cross-disciplinary communication efficiency, broadens their pathways for social integration, stimulates their ability and awareness to translate theoretical knowledge into practice, and cultivates their innovative thinking and sense of social responsibility. In terms of service delivery, traditional university management systems—such as logistics, student affairs, academic administration, and party-administration departments—often involve cumbersome procedures and delayed responses when handling student matters. The establishment of the one-stop student community integrated management model has

significantly streamlined service processes through a one-stop front-desk intake and coordinated back-office handling. This approach has strengthened students' sense of belonging and well-being.

3.3 Developmental Logic: Sustainable Iteration from Functional Fulfillment to Ecosystem Construction

The development of the "one-stop" student communities integrated management model is a complex systemic project, demonstrating typical ecosystem characteristics. [13] Under the traditional management model, dormitories, administrative buildings, classrooms, teaching staff, and administrative teams exhibit distinct "functional" traits in serving students. Viewed through the lens of ecosystem theory, this management model places greater emphasis on the interaction between individual developmental needs and various environmental systems and elements, aligning closely with the objective laws governing the cultivation and development of university students. [14] Compared to traditional management models, the establishment of the "one-stop" student communities has strengthened the new ecological framework among educational subjects (such as course instructors and counselors), educational objects (students), mediators (administrative and logistics departments), and the educational environment (atmosphere and culture). This approach more effectively leverages the synergistic educational effects among subjects, objects, mediators, and the educational environment. The model shifts from students applying in person to the community proactively providing services. It replaces fragmented, department-specific linear services with online appointment systems and one-stop service windows, significantly reducing the need for students to shuttle between offices and improving service efficiency. Through initiatives such as work-study positions, students are encouraged to participate in community management via self-governance, granting them decision-making autonomy and enabling self-management and self-service. Through the community's student feedback mechanism, the content and form of student community services are flexibly adjusted, achieving iterative responsiveness to student needs. The "one-stop" student communities integrated management model incorporates the ecological chain of "subject–mediator–object" and coordinates the relationships among various elements. It establishes two-way interactions among community factors and, through the integrated collaboration of multiple community elements, fosters a diverse and organic ecological environment while maintaining ecosystem balance.

4. Practical Pathways in the Development of the "One-Stop" Student Communities Integrated Management Model

Since universities across China launched the pilot program for the "one-stop" student communities comprehensive management model, higher education institutions have made extensive explorations in areas such as spatial development, institutional building, and team development, achieving remarkable results. These innovative practices provide valuable references for others. However, under the requirements of improving quality, increasing efficiency, and achieving high-quality development, the current development of the "one-stop" student communities comprehensive management model in universities has also revealed some problems that need to be addressed. These are mainly manifested as deviations in the core understanding of Party building guidance, imbalances in resource allocation and guarantees, and lagging digital infrastructure development, among others. Research on the practical pathways for developing the "one-stop" student communities comprehensive management model, based on the analysis of the aforementioned issues and in response to practical needs, proposes a systemic optimization

framework guided by the principles of "Party building guidance, resource sharing, and digital empowerment." This aims to drive a qualitative transformation in the "one-stop" student communities comprehensive management model, ultimately establishing it as a solid foundation for nurturing a new generation of college students.

4.1 The Core Understanding of Party Building Guidance Still Needs to be Further Strengthened

As the core leadership force of the socialist cause with Chinese characteristics, the Party's guiding role in Party construction permeates all areas of national governance. In the field of higher education, upholding and strengthening the Party's leadership, as well as fully leveraging and reinforcing the guiding role of Party construction, holds significant strategic importance. This is not only an inherent requirement for implementing the fundamental task of fostering virtue through education but also a crucial measure for enhancing the efficiency of university governance and cultivating a new generation capable of undertaking the mission of national rejuvenation. The original intent of establishing the "one-stop" student communities comprehensive management model was to transform student communities into forward positions for student Party building, practical grounds for "all-round education," and exemplary zones for a safe campus. However, during the practical promotion and construction of this model, deviations still exist in the core understanding of Party building's leading role. These deviations are reflected in the model's continued singular focus on spatial renovation, administrative services, or amenities in living areas, the inadequate establishment of Party organizations within student communities, and the incomplete exertion of the vanguard and exemplary roles of Party members. Only by adhering to the leadership of Party building can the "one-stop" student communities comprehensive management model gain strong political assurance and directional guidance, firmly grasp the orientation of education, and fully implement the Party's educational principles in every aspect of community management, services, and nurturing. Student communities are the most direct and dynamic reflection of students' ideological trends. Upholding Party building leadership can effectively strengthen the management and development of community ideology, safeguard and ensure campus harmony and stability, and foster a healthy campus political ecosystem for students' growth. In future model development, Party building elements can be organically integrated into the environmental design of student communities, theoretical dissemination activities, and red culture experiential programs. This approach will subtly strengthen education in patriotism, ideals, and beliefs, as well as a sense of national identity among students. It will guide them to keep in mind their responsibilities and missions of the times, establish correct worldviews, outlooks on life, and values, and continuously build a new, vertically cohesive form of Party building leadership. This will help students solidify the foundation of ideological education.

4.2 The Issue of Imbalance in Resource Allocation and Provision Remains to be Addressed

Currently, there remains a supply-demand contradiction between the service efficiency and quality of the "one-stop" student communities in some universities and students' expectations for a better campus life. Due to constraints and limitations imposed by factors such as space, facilities, and funding, there is an uneven distribution and mismatch between supply and demand across universities, communities, and functional areas in terms of student needs and the services provided by these communities.[15] The imbalance in resource allocation and the insufficient capacity of relevant stakeholders have constrained the operational efficiency of the model. On the one hand, the

design of services and activities in "one-stop" student communities is often dominated by university administrative departments, without fully investigating student needs, leading to a disconnect between supply and demand. For instance, resources for urgently needed career guidance and academic support are often insufficient, while homogenized cultural and sports activities are repeatedly organized, resulting in resource wastage. On the other hand, community management staff are often part-time, consisting of counselors or logistics personnel who lack professional skills in areas such as psychological counseling, event planning, and emergency response. Additionally, cross-departmental collaboration requires a holistic perspective, but some staff remain entrenched in a "department-first" mindset, leading to inefficiencies in coordination. To address the issues of "supply-demand mismatch" and "capacity gaps," the first step is to strengthen the construction of inter-departmental collaboration mechanisms within universities. Universities should clearly define the specific responsibilities and collaboration procedures of various departments—such as student affairs, academic administration, the Youth League Committee, and logistics—in community development. They should promptly propose solutions for urgent student issues or problems requiring multi-departmental coordination to avoid delays caused by unclear authority and responsibility. Secondly, it is essential to strengthen the team development of personnel involved in the "one-stop" student communities comprehensive management model. The participating team is a collaborative community of diverse stakeholders dedicated to holistic education. This includes core leading forces (such as full-time community cadres, counselors, and Party affairs workers), professional supporting forces (such as academic faculty, psychological counselors, and career planners), administrative and service forces (such as administrative staff and logistics personnel), and external collaborative forces (such as outstanding alumni and social enterprises). It is essential to clarify the roles and responsibilities of various personnel, align their professional expertise with community work, establish effective incentive and support systems to stimulate their intrinsic motivation, implement precise tiered and categorized training programs to enhance their core competencies, and build platforms for communication and collaboration. Through these measures, the development of the community personnel team can be effectively advanced.

4.3 The Issue of Lagging Digitalization Remains to Be Broken Through

In the development of the "one-stop" student communities comprehensive management model, some universities have established online service systems, yet their functions remain fragmented, often limited to simpler features without achieving more complex online capabilities such as real-time psychological assessments or dynamic career counseling. In other cases, online service portals across different university departments are dispersed, with systems failing to share data, requiring students to log into multiple apps or repeatedly submit materials. While data exists online, it lacks intelligence, leaving community administrators unable to comprehensively or dynamically monitor student status, and services that are personalized, targeted, or capable of precise early warnings lack adequate data support. There are still shortcomings in the application of data. Information such as student demand feedback, activity participation, and academic evaluations within the community has not been integrated or analyzed, making it difficult to accurately identify student needs—such as early intervention for students struggling academically. As a result, services and management remain in a "passive response" mode, failing to achieve "precision and personalization." Some universities prioritize the initial development of "one-stop" online systems but lack dedicated teams for ongoing operation, leading to issues like infrequent content updates and data maintenance, gradual system

stagnation, and low utilization rates. To overcome these challenges in digitalization, the core strategy is to build a "one-stop" student communities digital ecosystem centered on meeting student needs. Starting from the top-level design, a university-level specialized task force should be established with the participation of various departments to carry out integrated planning and rational budgeting based on the specific needs of the university. It is essential to establish data standards and plan interfaces, upgrade departmental business systems for seamless integration, and uniformly develop a "one-stop" student communities comprehensive management and service app or mini-program as a unified entry point for all online services, with continuous optimization based on student usage and feedback. Additionally, a community data visualization dashboard should be established to provide community managers with real-time data insights, including student participation, activity levels, safety alerts, and more. The utilization of data should be strengthened to provide scientific evidence for future resource allocation and policy optimization through data analysis. The digitalization of "one-stop" student communities requires a multi-dimensional approach. Through systematic upgrades and restructuring, the shortcomings in digital development can be effectively addressed, ultimately leading to the establishment of smart communities and achieving the modern transformation of community-based educational platforms.

5. Conclusion

The development of the "one-stop" student communities comprehensive management model in universities is a significant aspect of the current reform and advancement of higher education in China. It carries profound contextual relevance and practical importance, representing not only an upgrade in services but also a deep exploration of contemporary higher education's educational philosophy and governance models. Driven by policy support and strategic guidance from multiple departments, including the Ministry of Education, the construction of "one-stop" student communities has emerged as a crucial vehicle for "all-round education." Looking ahead, the demands of a new generation of university students for campus life continue to evolve—shifting from basic provisions toward personalization, quality, and convenience. In developing their "one-stop" student communities' models, universities should integrate their unique campus conditions and institutional characteristics, adopt a "student-centered" approach grounded in student needs, and persistently address challenges in resource integration. This involves balancing technological security with ethical considerations, alleviating pressures related to sustainable operations, and pursuing differentiated innovative models. By embracing digitalization, human-centered design, and collaborative trends, universities can forge new, warm, dynamic, and intelligent educational platforms, solidly bridging "the final stretch" in higher education's mission of fostering talent.

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