Research on Value Co-creation Pathways in Building One-Stop Student Communities in Universities: An Analysis Based on Structure, Process, and Outcome

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Abstract: In the context of promoting high-quality development in higher education, the construction of "one-stop" student communities in universities has become a crucial vehicle for implementing the fundamental task of fostering virtue and cultivating talents, as well as for innovating educational models. Grounded in value co-creation theory and utilizing the structure-process-outcome analytical framework, this paper conducts a systematic exploration of the development of one-stop student communities. The research finds that: at the structural level, Party-building leadership, the stationing of support teams, and digital platforms collectively establish a foundation for collaborative governance; at the process level, digital empowerment and institutional consultation foster a closed-loop operational logic of "value consensus, co-creation, and sharing"; at the outcome level, the initiative yields multi-layered results, including individual student development, enhanced platform efficiency, and the advancement of public value. The study demonstrates that building one-stop student communities constitutes a systemic practice where multiple stakeholders co-create educational value through the interaction of institutions, technology, and humanistic elements. Moving forward, it is essential to further strengthen the logic of "human-technology integration," refine collaborative mechanisms and digital management systems within these communities, and deepen their transformation into "holistic education communities." This will provide sustained support for fulfilling the fundamental mission of fostering virtue and cultivating talents.

Keywords: One-stop student communities; Value co-creation; Collaborative education; University management

1. Introduction

With the continued deepening of modernization in China's higher education system, the traditional student management model centered on academic departments has increasingly revealed its inherent limitations in terms

of holistic planning, collaborative efficiency, and precise implementation. In response, since 2019, the Ministry of Education has spearheaded the development of the "one-stop" student community integrated management model in universities. This initiative focuses on student development as its core objective, aiming to extend educational resources to the grassroots level, integrate service functions at the frontline, and concentrate educational efforts within student communities, thereby solidly advancing the fundamental goal of fostering virtue and cultivating talents [1]. Currently, the development of "one-stop" student communities in Chinese universities has transitioned from localized pilot programs to a phase of comprehensive promotion, generating a series of replicable and scalable practical examples [2]. However, significant challenges remain in areas such as multi-stakeholder collaboration, the ongoing refinement of operational mechanisms, and the sustained enhancement of educational outcomes. These issues urgently require systematic theoretical examination and response. Existing academic discussions have largely focused on macro-policy interpretation or isolated case studies, indicating a need for more systematic documentation and theoretical synthesis of practices across different regions and types of higher education institutions.

Building upon this foundation, this study focuses on the value co-creation mechanisms within the development of the "one-stop" student communities in higher education. It adopts a multiple-case study methodology, selecting exemplary cases from the 2025 National Exhibition of Outstanding "One-Stop" Student Community Practices in Chinese universities as the research sample. By integrating documentary analysis, policy review, and field-based materials, the research systematically examines the development patterns and implementation pathways of these communities. Employing a "structure-process-outcome" analytical framework, the study explores how multiple stakeholders achieve value co-creation through resource integration, service coordination, and sustained interaction. The findings aim to provide theoretical insights and practical guidance for optimizing the integrated management of "one-stop" student communities and advancing the modernization of the student development system in higher education.

2. The Value Cocreation Theoretical Framework and Its Applicability in the Development of University Communities

The theory of value cocreation originated in the fields of service management and marketing research, initially developed to explain how different actors, such as enterprises and customers, enhance value through interaction and resource integration [3]. With the evolution of new public management thinking and the deepening of digital governance trends, this theoretical perspective has been progressively adopted and adapted within the field of public service delivery, giving rise to important frameworks such as the public-service-dominant logic and public service ecosystems. The theory emphasizes that public value is not solely delivered by a single entity, especially governmental bodies, but is instead a systemic outcome jointly constructed by multiple stakeholders—including government, market, civil society, and the public—through ongoing communication, complementary resource allocation, and collaborative innovation within specific institutional and interactive contexts [4]. In the current context of advancing digital transformation, digital technologies significantly expand the scope and depth of value cocreation by strengthening connections among actors, accelerating information flows, and reshaping collaborative networks. This evolution further promotes the development of the process into a dynamic cycle of "value consensus, value codevelopment, and value sharing" [5].

The "one-stop" student community in higher education can be understood as a representative service ecosystem. With the holistic development of students as its central aim, it systematically integrates multiple

stakeholders, including the university Party committee, administrative departments, colleges and schools, faculty members, academic advisors and counselors, logistical support units, student organizations, and external social institutions. Their continuous interaction takes place within a blended context of physical spaces and digital platforms.

Using the "structure-process-outcome" framework as a systematic analytical tool allows for a thorough examination of the intrinsic mechanisms of value co-creation within this ecosystem:

At the structural level, the focus lies on clarifying the roles and responsibilities of diverse participants, defining organizational forms and relational dynamics, and establishing the digital platforms that underpin collaborative relationships.

At the process level, attention shifts to analyzing practices such as identifying shared value needs, building consensus, integrating resources among stakeholders, and coordinating services—collectively forming co-creative practices—as well as the mechanisms for sustaining, disseminating, and sharing the resulting value.

At the outcome level, a comprehensive assessment is needed to evaluate the multi-layered outputs of value co-creation. This includes micro-level impacts on individual student growth, meso-level improvements in the operational effectiveness of the student community platform, and macro-level contributions to the institution's overall educational quality and public value.

This framework provides an analytical instrument with both theoretical explanatory power and practical relevance for systematically understanding and enhancing the development of "one-stop" student communities.

3. The Value Co-creation Pathway Based on "Structure-Process-Outcome"

3.1. Structural Dimension: Multi-stakeholder Collaboration and Systematic Resource Integration

From the theoretical perspective of value co-creation, the structural dimension constitutes the essential foundation for achieving systematic educational functions and a collaborative management system within the university "one-stop" student community. This dimension focuses on defining the roles of multiple stakeholders, the interactive framework among organizations, and the logic behind allocating various resource elements. Its core lies in achieving organizational integration through Party-building leadership, implementing the structured residency of educational support teams, and establishing a digital platform as the management infrastructure. Together, these efforts form a composite community management ecosystem characterized by clear responsibilities, efficient collaboration, and interconnected resources.

These three elements are interrelated and mutually reinforcing: Party-building leadership provides the political direction and organizational core for the management community; team residency ensures the systematic embedding of educational resources within students' living environments; and the digital platform, through technological connectivity, reshapes the underlying architecture for information flow and collaborative operations.

This structural design represents a significant evolution beyond traditional hierarchical management models. It aims to construct a "service ecosystem" capable of dynamic adaptation, rapid response, and continuous evolution. Thereby, it lays the necessary structural groundwork for the ongoing formation of value consensus, effective resource integration, and the smooth execution of collaborative actions.

(1) The Structural Integration of Party-building Leadership and Organizational Synergy

Upholding the leadership of the Party serves as the fundamental political guarantee and organizational

foundation for universities advancing the "one-stop" student community initiative[6]. Universities establish a multi-level, grid-based organizational structure by systematically and structurally integrating the Party organization system into student communities. This typically takes the form of a "University Party Committee — Functional Party Organization within the Community — Building-based Party Cell — Party Member Responsibility Zone/Dormitory" hierarchy. This approach facilitates the expansion of Party organization coverage from a formal presence to one with substantive effectiveness.

This process represents not merely a spatial extension of organization, but more importantly, a deep interaction of institutional integration and functional permeation. It fosters close alignment between the Party's political guidance, ideological direction, and organizational mobilization, and the community's educational practices in terms of goal-setting, process implementation, and resource allocation. Examples include the five-level Party-building grid system developed by Zhejiang University and the "Five Vertical, Three Horizontal" organizational model implemented by Zhengzhou University of Science and Technology. Both cases demonstrate how, through institutionalized design and operation, the organizational strengths of the Party are effectively translated into management efficacy. This enhances the ability to mobilize diverse stakeholders, integrate resources, and coordinate actions, thereby playing a central leading and coordinating role in building value consensus, overseeing resource allocation, and ensuring collaborative implementation.

(2)Structural Residency and Professional Capacity-Building of the Educational Support Team

Promoting the routine presence of educational support personnel within student communities is a key mechanism for transforming these communities from merely integrated spaces into functionally cohesive environments[7]. To address the fragmentation of educational resources caused by traditional departmental boundaries, universities, through top-level institutional design, guide diverse stakeholders— including administrative leaders, faculty members, academic advisors, support staff, and outstanding student representatives—to establish a sustained presence or "rootedness" within the community. This approach has given rise to various institutionalized models such as "Resident Advisor Systems," "Academic Mentorship Groups," and "Peer Leadership Programs." Examples include the "Six-Dimensional Mentor System" at Beijing Institute of Technology and the "Comprehensive Faculty Mentorship System" implemented by South China University of Technology.

This "structural residency" signifies more than just physical presence; its deeper implication lies in the systematic integration of educational responsibilities, professional expertise, and humanistic care into the fabric of the community ecosystem. Consequently, the mode of educational interaction is progressively shifting from being reactive and incident-based toward becoming sustained and relationship-focused. This transition not only significantly enhances the coverage and responsiveness of service delivery but also, through continuous and in-depth engagement, fosters a substantive evolution in educational work—from standardized provision to personalized guidance, and from administrative management to developmental support.

(3)The Systemic Integration and Functional Transformation of the Digital Platform as a Foundational Management Infrastructure

Digital technologies, through systematic integration and functional redesign, are being deeply embedded into the management systems of student communities, serving as a foundational platform for enabling multi-stakeholder collaboration and delivering nuanced services[8]. Universities are focusing on developing integrated digital platforms or "smart community hubs." These systems aim to connect previously isolated departmental functions—such as academic affairs, student services, logistics, and security management—thereby facilitating

orderly data sharing and operational synergy across units.

Furthermore, by leveraging big data analytics and artificial intelligence, universities are constructing comprehensive digital student profiles. These profiles track various dimensions including academic progress, psychological well-being, and behavioral patterns. Coupled with dynamic monitoring and intelligent early-warning systems, this approach transforms the service model from a reactive, group-oriented stance to one that is proactive and individually focused. Examples include Beijing University of Aeronautics and Astronautics' "Student Development Data Platform" and Wuhan University of Technology's "Five-Education Integration" assessment model.

Consequently, the digital platform transcends its role as a mere technological tool, evolving into a foundational framework that redefines management logic, optimizes service pathways, and strengthens inter-stakeholder coordination. By enhancing information transparency, digitizing workflows, and fostering networked collaboration, it significantly improves the overall efficiency of resource allocation and service feedback. Simultaneously, it promotes the organic integration of the physical community with the digital environment, establishing a critical supporting condition for sustained value co-creation.

3.2. Process Dimension: The Collaborative Evolution Mechanism of Value Consensus, Co-Development, and Shared Outcomes

The value co-creation process within "one-stop" student communities is characterized by dynamic evolution, inherently involving continuous interaction among multiple stakeholders and the ongoing flow and integration of resources. Viewing this through the lens of value co-creation theory, its operational logic can be understood as a three-stage cycle: beginning with the formation of value consensus regarding the goals of integrated management, advancing through the collaborative co-development of value, and culminating in the achievement of shared outcomes in student development.

(1)Value Consensus: Aggregating Needs and Negotiating Priorities

As the initial phase in the value co-creation process, establishing value consensus centers on the accurate identification and systematic integration of diverse, often varied, student development needs, ultimately translating them into a collectively endorsed framework for action.

Digital technology plays a significant role in both identifying needs and shaping consensus. By utilizing tools such as dynamic analysis of campus data, online feedback channels, and digital survey instruments, universities can systematically collect, categorize, and interpret students' expressed and latent needs[9]. Building on this data, formalized channels of consultation—including community forums, joint online-offline meetings, and dedicated student feedback platforms—are employed to facilitate structured communication and negotiation among various institutional stakeholders.

This process extends beyond simple information aggregation. It constitutes an adaptive phase of dialogue, mediation, and synthesis of differing perspectives and priorities. The goal is to forge a shared understanding regarding the community's key objectives, service priorities, and norms of collaboration. This establishes a "common value orientation" that guides collective action, thereby laying the essential cognitive and institutional groundwork for subsequent collaborative efforts.

(2) Value Codevelopment: Resource Integration and Collaborative Creation

Building upon the established common value orientation, the process of value cocreation enters the pivotal "codevelopment" stage. In this phase, various stakeholders engage in sustained interaction and collaboration

based on their respective resources and expertise, working together to coconstruct educational services and developmental value. This stage moves beyond the traditional unidirectional "providerrecipient" model, embodying instead a networked and interactive form of collaboration. Distinct roles emerge: faculty members focus on academic guidance and intellectual inspiration, counselors emphasize values formation and holistic development, student organizations actively design and implement cultural activities, while logistical support and external partners contribute to service delivery and ecological extension.

The university's digital platform functions as a critical "connective hub" and "coordination center" during this process. By facilitating intelligent task allocation, online process monitoring, flexible resource deployment, and immediate feedback on outcomes, it significantly reduces the costs of collaboration. This enhances both the efficiency and the transparency of integrated actions and joint creation, thereby fostering a cocreative ecosystem characterized by broad participation and the effective contribution of all stakeholders[10].

(3)Value Sharing: Institutionalizing Outcomes and Extending Impact

The complete cycle of value cocreation culminates in the "value sharing" stage, which emphasizes the effective appropriation, broad recognition, and continued diffusion of the cocreated value among all participating parties. This stage primarily encompasses two key aspects:

First, it involves institutionalizing outcomes for sustained stability. Universities convert wellfunctioning service models, collaborative mechanisms, and practical experience into standardized service protocols, sustainable institutional designs, and scientificallygrounded incentive and evaluation systems. This ensures the continued generation of cocreated outcomes and the steady improvement of service quality, facilitating the transition from a "pilot project" to "routine operation."

Second, it focuses on extending impact through networked diffusion. By employing methods such as disseminating exemplary practices, promoting flagship programs, fostering interinstitutional exchange, and applying research findings, effective models and innovative concepts developed in specific contexts are propagated, assimilated, and recreated on a broader scale. This not only expands the reach of the value generated but also attracts more stakeholders to participate. It establishes a diffusion mechanism characterized by "demonstration, adaptation, and innovation," which in turn enriches the foundation for forming new rounds of value consensus. This dynamic propels the entire value cocreation system toward continual advancement at higher levels.

3.3. Outcome Dimension: The Collaborative Advancement of Individual, Platform, and Public Value

The ongoing practice of building "one-stop" student communities in universities ultimately manifests as a structured system for value generation. Aligned with the analytical logic for assessing outcomes in digitally-enabled public service value co-creation, its results can be categorized into three interconnected dimensions: at the micro level, it is primarily reflected in the realization and development of individual student value; at the meso level, it is demonstrated through the optimization and enhancement of the community platform's operational efficacy; at the macro level, it further evolves into the creation and dissemination of broader, radiating educational value. Together, these three dimensions form a coherent cycle that progresses from individual growth to systemic improvement, and from the utilization of a platform tool to the crystallization of educational value.

(1) Micro Level: Individual Growth and Emotional Fulfillment Supported by Data-Informed

Capabilities

Within the "one-stop" student community ecosystem, students are not merely recipients of services but active participants and key beneficiaries in the creation of educational value. The digital platform integrates multi-dimensional information—including academic performance, behavioral data, and participation records—to generate a dynamic "student data profile" and personalized development models. This enables precise interventions such as academic alerts, career guidance, and tailored growth planning, effectively fostering students' capacity for self-directed development[11].

Concurrently, by engaging in community activities such as participating in discussions, organizing events, and providing peer support, students enhance their organizational, communicative, and problem-solving skills. This involvement also fosters a sense of belonging and strengthens self-efficacy through collective identification. This dual-enablement mechanism, combining data-informed support with hands-on participatory experience, facilitates not only the acquisition of knowledge and skills but also delivers deeper satisfaction through emotional connection and value realization, thereby promoting holistic personal development.

(2) Meso Level: Platform Management and Networked Collaboration Catalyzed by Enhanced Connectivity

The "one-stop" student community functions as a highly integrated service platform, with its core role being the systematic restructuring of management through digital technology to strengthen connectivity. By utilizing standardized data interfaces and process optimization, the platform effectively breaks down functional barriers between departments, integrating previously fragmented educational resources, management functions, and diverse stakeholders into a unified operational ecosystem. This generates a significant networked collaborative effect.

This transformation not only substantially improves the efficiency of task processing, the speed of information flow, and the precision of resource allocation but, more importantly, establishes a sustainable collaborative mechanism that operates across departments, functions, and organizational levels[12]. Consequently, the student community evolves from a physically or administratively defined "management unit" into a dynamic "collaborative educational entity" and a "management support platform" characterized by frequent interaction among participants, orderly circulation of resources, and continuous functional optimization. Its core value is reflected in the enhanced overall operational efficacy and the continuously strengthened adaptive capacity of the system.

(3) Macro Level: Shaping Public Value and Advancing Management Modernization through Data-Informed Decision-Making

The development of "one-stop" student communities facilitates value co-creation that extends beyond individual and platform-level growth, exerting a profound impact on the enhancement of the university's overarching educational mission. On one hand, by leveraging the comprehensive, real-time data aggregated within the community platform, the university gains the capacity for evidence-based analysis and optimized decision-making. This enables the refinement of resource allocation mechanisms, the strengthening of student development policies, and an improved ability to anticipate and address potential risks.

On the other hand, as a key site for cultural cultivation and public engagement, the student community— through practices such as participatory governance, volunteer initiatives, and cultural programs—serves as a vehicle for the gradual infusion and dissemination of the institution's unique culture. It effectively nurtures students' sense of public responsibility, spirit of collaboration, and collective identity.

This process not only increases the transparency, responsiveness, and inclusiveness of community

management but also fosters, at a deeper level, a campus-wide management culture characterized by "joint development, collaborative governance, and shared outcomes." It signifies a shift from a primary focus on instrumental efficiency to the cultivation of a value-based educational ecosystem. Consequently, it provides a critical foundation for universities to fulfill their fundamental task of fostering virtue and cultivating talent while advancing the modernization of their governance systems and capabilities.

4. Conclusion and Recommendations

The development of "one-stop" student communities in higher education represents a systematic endeavor aimed at restructuring the educational ecosystem and innovating management models. At its core lies the establishment of a virtuous mechanism for sustained interaction, resource integration, and value co-creation among diverse stakeholders, including government, universities, society, and students themselves. Utilizing the "structure-process-outcome" analytical framework, this paper elucidates the mechanisms underlying value co-creation within this model.

Structurally, Party-building leadership ensures political alignment and functional integration; the structured residency of educational teams facilitates the systematic infusion of resources into students' living environments; and the digital platform, acting as a management foundation, reconfigures the underlying architecture for information flow and collaboration. Together, these three elements forge a management ecosystem with clear responsibilities, smooth coordination, and integrated resources, laying the structural groundwork for value co-creation.

In terms of process, value co-creation follows a cyclical logic of "consensus, co-development, and sharing." Digital tools and consultative mechanisms first aggregate diverse needs and integrate value propositions. Guided by this consensus, multiple stakeholders then engage in resource integration and service coordination through the platform-based collaborative network. Finally, outcomes are sustained and systemically reinforced through institutionalization and network diffusion, driving the co-creation process toward progressively higher levels.

Regarding outcomes, this process culminates in multi-layered value advancements: at the micro level, it fosters holistic individual development and emotional fulfillment, driven by both data-informed and participatory empowerment; at the meso level, it enhances networked collaboration and operational efficacy, catalyzed by the platform's connectivity; at the macro level, it contributes to management modernization through evidence-based decision support and the cultivation of public spirit, thereby achieving a synthesis from individual to public value.

Looking ahead, universities should further embed the principle of "human-technology integration." While advancing the development of digital platforms toward greater intelligence and integration, efforts should focus on establishing corresponding institutional frameworks and humancentered service systems. It is essential to refine the collaborative framework under Partybuilding leadership, clarifying the responsibilities of various stakeholders and enabling resource sharing. A dynamic, algorithminformed response mechanism and a precise resource allocation model should be established, alongside a comprehensive, multidimensional evaluation system. These measures will help prevent superficial application of technology or insufficient engagement from participants.Concurrently, student communities should evolve from spatial integration and management coordination toward the construction of educational communities guided by cultural values. By strengthening emotional connections, fostering public awareness, and enhancing a sense of belonging, a governance structure characterized by cocreation, shared management, and sustainable development can be established. This will provide ongoing support for universities in fulfilling the fundamental mission of fostering virtue and cultivating

talents while enhancing institutional effectiveness.

Acknowledgements

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