

Path Exploration of “One-Stop” Student Community Academy Management

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Abstract: In recent years, China's higher education has entered a stage of high-quality development, and the reform of education models has been continuously deepened. As a new talent cultivation model, the academy system has been widely promoted and practiced in colleges and universities. The academy system breaks the traditional disciplinary barriers of academic departments, takes the student community as the carrier, focuses on the all-round development of students, and builds an education platform integrating education, management, and services. As the core content of the academy system construction, the “one-stop” community management model integrates teaching, management, logistics, and other resources into the student community through resource integration, process optimization, and service innovation, providing students with all-round, all-time, and whole-process service support. It aims to create a community ecology featuring “cohabitation of teachers and students, integration of liberal arts and sciences, interdisciplinary interaction and personalized development.”

Keywords: Academy; One-stop community management; Student development; Educational function

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1. Introduction

The core mission of higher education in the new era is to foster virtue through education and cultivate socialist builders and successors with all-round moral, intellectual, physical, aesthetic, and labor development. The traditional student management model in colleges and universities is mostly based on academic departments, which have problems such as disconnection between management and services, scattered educational resources, and insufficient student participation, making it difficult to meet the diversified and personalized growth needs of students. Carrying out path exploration of the academy system management and in-depth analysis of its practical effects and existing problems is of great practical significance for improving the academy-based education model, upgrading the level of student management and services in colleges and universities, and promoting the all-round development of students.

2. Research background and significance of the role of “one-stop” student community management for students

2.1. Research background

At present, college students are characterized by active thinking, diverse needs, and strong self-awareness. The traditional student management model can no longer meet the diversified demands of students' growth and development. On the one hand, students have scattered and diverse needs in academic competitions, life services, mental health, career planning, and other aspects, requiring cross-departmental and multi-dimensional collaborative support ^[1]. On the other hand, problems such as scattered resources, poor communication, and lagging services among various departments in colleges and universities result in cumbersome procedures and a poor experience for students.

2.2. Research significance

As an important exploration of education model reform in Chinese colleges and universities, current research on the academy system mostly focuses on macro-level aspects such as connotation interpretation and model construction, while research on the specific practical form of one-stop community management is relatively scarce, especially systematic research on its role for students ^[2]. By deeply analyzing the role of academy-based one-stop community management in students' ideological growth, academic development, comprehensive quality improvement, and mental health, and revealing the internal connection between one-stop community management and student development, this study can make up for the deficiencies of existing research and enrich the theoretical system of college student management. Sorting out the practical status of current academy-based one-stop community management and putting forward targeted optimization strategies combined with students' actual needs will help colleges and universities further integrate resources, improve collaboration mechanisms, upgrade service quality, promote the transformation of one-stop community management from “formalization” to “effectiveness”, and give full play to the educational advantages of the academy system ^[3].

3. Research status at home and abroad

3.1. Foreign research status

The academy system originated from the residential college system in Western universities, such as the college system at the University of Oxford and the University of Cambridge in the UK, and the residential college system at Harvard University and Yale University in the US. Foreign research on the residential college system started early, mostly focusing on its educational function, management model, and community construction. For example, foreign scholars found through empirical studies that the residential college system can effectively improve students' academic performance, cultivate social communication ability and develop comprehensive quality by building a close teacher-student interaction network, creating a strong academic atmosphere and carrying out rich community activities. In terms of one-stop service management, relevant practices and research in foreign universities are also relatively mature ^[4]. Universities in the US, the UK, and other countries have generally established one-stop student service centers, integrating services such as admission and enrollment, student status management, academic counseling, employment guidance, and mental health to provide convenient and efficient services for students. Relevant studies show that the construction of one-stop service centers can significantly improve students' service experience, reduce transaction costs, and help

universities optimize management processes and improve management efficiency ^[5].

3.2. Domestic research status

Domestic research on the academy system began at the beginning of the 21st century, and relevant research has gradually increased with the advancement of academy system reform in Chinese colleges and universities. At present, domestic research mainly focuses on the following aspects: first, the interpretation of the connotation and value of the academy system, discussing its advantages in breaking disciplinary barriers, promoting the integration of liberal arts and sciences, and achieving holistic education; second, the model construction and practical exploration of the academy system, summarizing the construction models and operation experience of different universities, such as the “Academy-Department” dual system at Fudan University and the “Academy System + Tutor System” at Xi’an Jiaotong University; third, the innovation of student management and services under the academy system, exploring innovative paths of ideological and political education, academic guidance and life services for students under the academy system background ^[6].

4. Path exploration of “one-stop” student community management in Xi’an International University

4.1. Background and positioning

In 2019, the Ministry of Education launched the pilot work of the comprehensive management model construction of a “one-stop” student community, promoting the sinking of educational resources to the student community, opening up the “last mile” of education, and building a comprehensive education pattern. As one of the first batches of pilot universities of the Ministry of Education’s “one-stop” student community and the only private university in Northwest China awarded the “National Party Building Demonstration University” by the Ministry of Education, Xi’an International University was selected into the list of national university demonstration “one-stop” student communities in 2025 ^[7]. Based on its school-running characteristics, the university takes Zhengmeng Academy as the core carrier to promote the construction of a one-stop community management. Relying on its own “Yuhualong” campus culture, the university pioneered the “Department + Academy” student management and education model. Taking Zhengmeng Academy as the carrier of one-stop community management, it integrates Party building guidance, general education, and life services into students’ daily life, forming a unique education system ^[8]. As a residential academy, Zhengmeng Academy has five sub-academies corresponding to the five schools of the university, including the Business School, the School of Humanities and Arts, and the School of Medicine, realizing full coverage of “students in departments during classes, in academies after classes, online teaching and offline tutoring.” It has built a collaborative education model of “Department + Academy”, with the core positioning of “fostering virtue through education, serving students and promoting growth”, building the academy into a position for students’ ideological growth, a platform for academic development, a harbor for life services and a carrier for cultural inheritance.

Taking the academy as the carrier, integrating various educational resources of the university, centrally integrating the functions of students’ ideological education, academic guidance, life services, mental health and practical innovation, realizing a student management model of “one-stop” handling, “all-round” services and “whole-process” education. The core is to break departmental barriers, integrate resources, get close to students and serve students, and promote educational work to students ^[9].

Drawing on the spirit of traditional Chinese academies, integrating modern higher education concepts, based on student residential communities, breaking the boundaries of majors and grades, focusing on general education, personality cultivation, and comprehensive quality improvement, forming a collaborative pattern of “department fostering talents + academy educating people” with the department system^[10].

4.2. Core measures

Party Building Guidance, Consolidating Ideological Foundation: Xi’an International University extends Party building work to the academy, establishing functional Party organizations in Zhengmeng Academy—Party member service stations and academy Party branches. Outstanding student League members, Party members, and activists for Party membership are selected to participate in the daily management of the academy. Activities such as “Model Party Member Dormitory Evaluation” are carried out to give play to the vanguard and exemplary role of League and Party members and strengthen students’ ideological guidance.

Resource Integration, Optimizing Service Support: Constructing a hierarchical management service paradigm of “university-academy”, building a university-level “one-stop” student affairs service center, providing multiple services such as student status management, funding services, intelligent printing, and independent payment. Promoting the construction of an intelligent service platform, integrating multiple systems such as freshman orientation, dormitory management, and funding, realizing “one-stop” online handling of students’ full-cycle services. Meanwhile, developing a student comprehensive quality evaluation system to track students’ growth and form growth portraits^[11].

General Education, Cultivating Cultural Literacy: Constructing a general education system rooted in “rites” and “music.” Three cultural inheritance bases of “Beginning with Poetry”, “Establishing with Rites”, and “Perfecting with Music” are set up in Zhengmeng Academy. Required courses such as *Original Confucianism and Humanistic Accomplishment*, *Guqin and Xi’an Drum Music* are offered. Traditional culture clubs such as Qifang Tea Society, Qin Society, and Calligraphy Society are established. The “Yuhualong” College Students Culture and Art Festival is held annually to promote the inheritance of excellent traditional Chinese culture and improve students’ humanistic quality^[12].

Student-Oriented, Strengthening Self-Management: Establishing the Academy Student Self-Discipline Management Committee, implementing the “Five Chiefs System” (dean, building chief, floor chief, club chief, dorm chief) management network, guiding students to realize self-management, self-service, self-education, and self-supervision. Building platforms such as academy afternoon tea, setting up a “response-to-complaints-immediately” service platform, empowering students to participate in academy governance, solving students’ demands, and enhancing students’ sense of subjectivity^[13].

Diversified Cultivation, Improving Comprehensive Ability: Establishing a peer tutor group, carrying out activities such as learning experience salons and employment lectures. Setting up positions such as innovation and entrepreneurship workshops and Mengxin Station, carrying out activities such as innovation and entrepreneurship, mental health, and skill training. Employing industry experts to settle in the community and holding post-skill competitions to comprehensively improve students’ practical ability, innovative spirit, and professional literacy^[14].

5. Paths and exploration of “one-stop” student community management

5.1. Strengthen ideological guidance and shape correct values

Led by Party building, the “one-stop” student community management of the academy integrates ideological and political education into students’ daily life, effectively guiding students to establish a correct world outlook, outlook on life, and values. Through Party member service stations, ideological and political lectures, themed Party day and League day activities, the academy strengthens patriotism and collectivism education for students, allowing them to receive ideological edification imperceptibly. Activities such as “Model Party Member Dormitory” give full play to the vanguard and exemplary role of student Party members, driving students to be proactive and united, cultivating their patriotism and social responsibility^[15].

5.2. Support academic development and consolidate growth foundation

The “one-stop” student community management of the academy breaks the boundaries of majors and grades, providing all-round support for students’ academic development and effectively making up for the deficiencies of traditional departmental academic guidance. On the one hand, an academic guidance team composed of professional teachers, counselors, and outstanding students is formed, offering academic counseling courses, postgraduate entrance examination seminars, and learning experience-sharing meetings to provide precise guidance for students’ learning difficulties, helping them master scientific learning methods and improve learning efficiency. The academy builds learning positions such as “Internet-famous book houses” and “reading clubs” to create a strong learning atmosphere. Self-study rooms are provided in dormitory buildings to encourage students to study independently and communicate in their spare time. The library provides books in dormitory buildings, offering convenient learning channels for students.

5.3. Improve comprehensive ability and promote all-round development

The “one-stop” student community management of the academy focuses on the cultivation of students’ comprehensive quality, effectively improving students’ comprehensive abilities through diversified practical activities and management platforms. First, improve self-management ability: the Student Self-Discipline Management Committee and the “Five Chiefs System” management network allow students to directly participate in daily academy management, dormitory inspection and activity organization, exercising their organizational coordination, communication and self-restraint abilities in practice. Second, improve practical and innovative ability: the academy organizes skill competitions and social practice activities, providing a platform for students to show themselves and improve their abilities, cultivating their innovative thinking and practical ability. Third, improve interpersonal communication ability: breaking major and grade boundaries, students communicate and help each other in accommodation, activities, and study, effectively improving interpersonal relationships and cultivating teamwork awareness. In addition, labor education and volunteer service activities cultivate students’ labor values and dedication; cultural club activities improve their cultural literacy and aesthetic ability, realizing the all-round development of students’ morality, intelligence, physical education, aesthetics and labor.

5.4. Optimize life services and enhance sense of belonging and happiness

The “one-stop” student community management of the academy is student-centered, integrating various life service resources to provide convenient and considerate life services for students, effectively solving practical difficulties and enhancing their sense of belonging and happiness. On the one hand, the one-

stop service center realizes “one-stop” handling of student affairs, reducing procedures and improving efficiency, allowing students to focus more on study and life. The application of intelligent platforms enables students to handle dormitory selection, payment, repair, and other business online, further improving service convenience. On the other hand, the academy sets up study rooms and psychological counseling rooms to provide mental health consultation and emotional counseling services, helping students relieve pressure and maintain physical and mental health. The “response-to-complaints-immediately” service platform and hotline are set up to collect students’ demands in time and solve problems in accommodation, catering and rights protection, making students feel the care of the university. Rich after-school life and a warm community atmosphere make students feel the warmth of “home” in the academy, enhancing their sense of identity and belonging to the university.

6. Summary

With the continuous deepening of higher education reform, “one-stop” student community management will become an important part of the education system in colleges and universities. As an innovation of the college education model, it plays a vital role in the growth and success of students. With the development of artificial intelligence, big data, and other technologies, digital technology can be integrated into “one-stop” student community management to build an intelligent education platform and improve the efficiency and quality of management services. By continuously optimizing the “one-stop” student community management model and solving existing problems, its educational function can be further exerted, the college education system can be continuously improved, better support for students’ growth can be provided, and contributions can be made to the development of higher education.

Disclosure statement

The author declares no conflict of interest.

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