

Construction Path of the “One-Stop” Student Community Management Model in Higher Vocational Education

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Abstract: The “one-stop” student community serves as an important carrier for higher vocational colleges to deepen the comprehensive reform of “three-wide education” and fulfill the fundamental task of fostering virtue through education. It is also an effective approach to improving college governance and meeting students’ diverse growth needs. However, the construction of “one-stop” student communities in China’s higher vocational colleges currently faces common problems such as inadequate coordination mechanisms, lagging digital empowerment, and incomplete team building. Therefore, this paper explores the construction path of the “one-stop” student community management model in higher vocational education from the perspectives of collaborative education, digital empowerment, cultural infiltration, and team building, aiming to improve the quality of student management and services in higher vocational colleges and better support students’ learning and development.

Keywords: Higher vocational colleges; “One-stop” student community; Management model; Construction path

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1. Introduction

The “one-stop” student community is student-centered, emphasizing the organic integration of education, management, service, and other resources to break the spatial and departmental boundaries of traditional student management, so as to achieve “one-stop” full coverage of students’ learning, life, growth, and services. It is an inevitable trend for higher vocational colleges to respond to students’ growth needs in the new era and promote the innovation of education models^[1]. Compared with ordinary universities, higher vocational colleges aim to cultivate high-quality technical and skilled talents, so their “one-stop” student communities need to highlight the characteristics of vocational education and emphasize the integration of students’ professional literacy cultivation with daily management and services. This paper explores how higher vocational colleges should construct a “one-stop” student community management model for reference only.

2. Core connotation of the “one-stop” student community management model in higher vocational education

The “one-stop” student community management model in higher vocational education takes fostering virtue through education as the fundamental orientation, integrates various educational resources of colleges, breaks the barriers between departments, faculties, and school-enterprise cooperation, and integrates functions including student management, ideological education, academic guidance, career planning, life services, and cultural activities. It forms a comprehensive student management and service system featuring resource integration, spatial concentration, precise services, and efficient management ^[2]. Its main characteristics are the “three integrations”:

Spatial integration: Integrate physical spaces such as student dormitories, study rooms, activity rooms, and service halls to form a comprehensive scenario for life, learning, activities, and services.

Service integration: Integrate the functions of student affairs office, academic affairs office, logistics management office, and other departments to realize “one-stop acceptance and one-time completion” of student affairs.

Educational integration: Promote the in-depth integration of educational elements such as academic guidance, skill training, cultural infiltration, and mental health, so as to achieve the goal of all-staff, whole-process, and all-round education.

3. Existing problems in the construction of the “one-stop” student community management model in higher vocational education

3.1. Inadequate collaborative education mechanism and insufficient resource integration

At present, the “one-stop” student community construction in higher vocational colleges generally faces problems such as inefficient collaborative education mechanisms and insufficient resource integration. This is mainly reflected in the following aspects: First, there is insufficient internal collaboration. There is a lack of effective communication and coordination mechanisms among departments such as the academic affairs department, the logistics department, and the departments of each college. The educational resources are relatively scattered and have not formed a “top-down linkage and left-right collaboration” working pattern, which easily leads to the single function of community services and fails to meet the diverse growth needs of students ^[3]. Second, there is insufficient collaboration between the school and enterprises. Some higher vocational colleges have failed to effectively integrate enterprise resources into the “one-stop” student community construction, resulting in the separation of community construction from industry-academia integration and school-enterprise cooperation. Third, the educational responsibilities of professional teachers, counselors, and logistics personnel are unclear, and a good atmosphere of “everyone is a teacher, everywhere is a teaching field” has not been formed.

3.2. Lagging digital empowerment and low level of intelligent services

In the context of the digital age, intelligent construction is an important guarantee for improving the efficiency of “one-stop” student community management services ^[4]. However, at present, the digital empowerment level of the “one-stop” student community in some higher vocational colleges is still insufficient, and the intelligent service level is relatively low. Firstly, there is a lack of an integrated intelligent community management service platform. Each student management system and service system

operates independently, and data cannot be exchanged or information cannot be shared, resulting in “data islands,” making the student affairs processing procedures complicated and the efficiency low, and unable to achieve “one-stop” online services^[5]. Secondly, the intelligent service functions are lacking. The platform is mainly used for handling affairs and information release, lacking personalized and precise service functions. It cannot establish precise portraits based on students’ major characteristics and growth needs, and cannot provide targeted academic guidance, career planning, psychological counseling, and other personalized services to students.

3.3. Incomplete team building and poor professional competence

The “one-stop” student community management service team is the backbone force in community construction. However, from the current situation, the construction status of this team still fails to fully meet the needs of community development^[6]. Firstly, the team structure is unreasonable. Currently, the “one-stop” student community management team in higher vocational colleges is mainly composed of counselors, lacking professional community managers, psychological counselors, etc. The team structure is single and cannot meet the needs of various functions of community construction^[7]. Secondly, professional capabilities are lacking. Some managers lack training in systematic community management, student work, career guidance, etc., and their professional skills and service levels are low, unable to meet the diverse growth needs of students and various problems that arise in community management.

4. Practical paths for the construction of the “one-stop” student community management model in higher vocational education

4.1. Deepening collaborative education and integrating educational resources

To further improve the educational efficiency of the “one-stop” student community, higher vocational colleges should actively break the barriers between departments, faculties, and school-enterprise cooperation, build a collaborative education mechanism with full participation, whole-process coordination, and all-round coverage, so as to form a joint educational force^[8].

First, higher vocational colleges need to set up a leading group for collaborative education involving multiple departments such as the Student Affairs Department, Academic Affairs Office, Logistics Support Department, and various faculties, define the educational responsibilities of each department, and establish a regular communication and coordination mechanism, so as to promote the sinking of various educational resources to the community. Meanwhile, functions such as student affairs handling, academic guidance, psychological counseling, and logistics services should be integrated into the community, allowing students to solve problems encountered in study, life, and growth in the community and realize one-stop services^[9].

Second, higher vocational colleges should focus on optimizing the structure of the educational team, further clarify the educational responsibilities of counselors, professional teachers, administrative staff and logistics staff, invite professional teachers to enter the community to carry out academic guidance, career planning, skill coaching and other activities, and guide administrative and logistics staff to enhance their educational awareness and integrate educational concepts into daily management and services, so as to achieve the goal of “management is education and service is education.”

Third, higher vocational colleges also need to strengthen cooperation with industries and enterprises. For example, they can invite enterprises to participate in community cultural construction and integrate corporate professional culture, management systems, and technical standards into community construction. Practical

resources from enterprises can also be introduced to set up skill training corners and career experience areas in the community, enabling students to carry out professional practice and develop vocational skills in the community. At the same time, enterprise backbones and technical experts can be invited to serve as part-time community tutors to provide career guidance and skill training for students, so as to promote a precise connection between community education and enterprise talent training needs ^[10].

4.2. Strengthening digital empowerment and improving intelligent service level

With the deepening integration of education and technology, building an intelligent community management and service platform by breaking data barriers through digital construction has become an important measure to improve the construction, management, and service efficiency of the “one-stop” student community in higher vocational colleges.

First, higher vocational colleges need to organically integrate student status management, affairs handling, academic guidance, psychological counseling, employment services, logistics support, and other aspects to build an integrated intelligent community management and service platform, promoting data interconnection and information sharing. Meanwhile, the platform function design should be further optimized to simplify student affairs handling processes and promote online application, handling, and feedback of student affairs, so as to improve service efficiency and enable students to handle various affairs without leaving home ^[11].

Second, higher vocational colleges need to rely on the intelligent platform to collect data on students' majors, academic performance, development trends, hobbies and other aspects, build precise student profiles, accurately understand students' performance characteristics and development needs in the growth process, and provide personalized academic guidance, career planning, psychological counseling, cultural activity recommendation and other services according to students' precise profiles, so as to achieve “precise education for individuals” ^[12].

Third, higher vocational colleges can rely on the intelligent platform to enrich intelligent educational functions, expand service scenarios, and promote the in-depth integration of online and offline education. For example, online academic coaching and vocational training courses can be offered to facilitate students' online learning at any time; an online communication platform can be created to strengthen communication among students, between teachers and students, and between students and enterprises; an intelligent psychological evaluation system can be introduced to monitor students' psychological status in real time and provide precise counseling, so as to improve the intelligence level of community education.

4.3. Deepening cultural infiltration and building characteristic educational brands

In the process of “one-stop” student community construction and management, higher vocational colleges should take cultural education as the leading factor, dig deep into diverse cultural resources, and actively build cultural brands with vocational and community characteristics, so as to create a “moistening things silently” educational environment ^[13].

First, higher vocational colleges can deeply explore excellent traditional Chinese culture, revolutionary culture, regional cultural characteristics, professional spirit, craftsmanship spirit, and other elements to further enrich community cultural content, enabling students to temper their character and improve literacy in the process of cultural infiltration.

Second, higher vocational colleges can carry out cultural activities according to students' professional characteristics and hobbies, such as vocational skill competitions, cultural and art festivals, themed debate

competitions, volunteer services, reading sharing sessions and other activities, integrating cultural activities with academic improvement and professional practice, so that students can feel the charm of culture and improve their comprehensive quality while participating in activities.

Third, higher vocational colleges can also build a cultural pattern of “one college, one brand” and “one community, one feature” according to their own school-running characteristics and community features, gather students’ strength through branded cultural activities, and build the community into an important platform for students to cultivate character, increase abilities and interact, so as to realize the integration of cultural education and community construction ^[14].

4.4. Strengthening team building and improving professional service ability

Building a community management and service team with a reasonable structure, excellent quality, and proficient professional skills can provide a solid talent guarantee for the construction and management of the “one-stop” student community ^[15].

On the one hand, higher vocational colleges can recruit professional talents such as community managers, psychological counselors and career guidance teachers, encourage counselors and professional teachers to participate in community work to improve the professional quality and comprehensive ability of the team, and absorb outstanding student cadres, alumni and enterprise backbones into the community management and service team to enrich the team structure and form a diversified educational team.

On the other hand, higher vocational colleges can regularly carry out professional training and learning exchanges for community management and service personnel, covering community management, student work, career guidance, psychological counseling, digital technology, and other fields, so as to improve the professional level and comprehensive quality of the team.

In addition, higher vocational colleges should establish and improve incentive mechanisms for the community management and service team such as performance evaluation, professional title evaluation, excellence selection, and salary treatment, directly linking community work performance with professional title evaluation and excellence selection, so as to improve the team’s professional identity and work enthusiasm.

5. Conclusion

In short, the key to the construction and management of the “one-stop” student community in higher vocational colleges lies in promoting the in-depth integration of “one-stop” services and “all-round” education. In practice, higher vocational colleges should consider their school-running characteristics, take fostering virtue through education as guidance, deepen collaborative education, strengthen digital empowerment, deepen cultural infiltration, strengthen team building, and constantly explore a “one-stop” student community construction path that conforms to the characteristics of higher vocational education and students’ growth needs. This will make the community a main platform for students to cultivate character, increase abilities, and develop professionally, laying a foundation for cultivating technical and skilled talents with both moral integrity and professional skills.

Disclosure statement

The author declares no conflict of interest.

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