

The Current Situation, Problems and Countermeasures of One-stop Student Community Construction in Higher Vocational Colleges from the Perspective of High-quality Development

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Abstract: The one-stop student community in higher vocational colleges is a core carrier for fulfilling the fundamental task of fostering virtue through education and promoting the “Three-wide Education” (education for all students, in all aspects, and at all times). It is also an important part of the high-quality development of vocational education. Driven by national policies, the construction of one-stop student communities in higher vocational colleges has completed the basic layout from pilot projects to full coverage, and preliminary achievements have been made in resource decentralization and service implementation. However, from the requirements of high-quality development, there are still prominent problems in the current community construction. Based on the perspective of high-quality development, this paper sorts out the current situation of one-stop student community construction in higher vocational colleges, analyzes the existing core problems, and puts forward targeted optimization strategies, hoping to promote the connotative, characteristic and precise development of one-stop student communities in higher vocational colleges.

Keywords: High-quality development; Higher vocational colleges; One-stop student community; Current construction situation; Optimization countermeasures

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1. Introduction

In 2019, the Ministry of Education launched the pilot work of the comprehensive management model of one-stop student communities in colleges and universities, kicking off the reform of community education in colleges and universities nationwide. In 2020, eight departments, including the Ministry of Education, jointly issued the “Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities,” clearly requiring the comprehensive promotion of the construction of one-stop student communities. In 2023, the Ministry of Education held a promotion meeting on the construction

of the comprehensive management model of one-stop student communities, requiring full coverage of such communities in colleges and universities. In 2025, the new version of the quality improvement guide was released, further setting standards for the high-quality development of communities. At present, the construction of one-stop student communities in higher vocational colleges has entered a critical stage of quality improvement. From the perspective of high-quality development, clarifying the current construction situation, solving development problems and improving practical paths are of great practical significance for improving the quality of education in higher vocational colleges and promoting the modernization of vocational education.

2. Current situation of one-stop student community construction in higher vocational colleges

2.1. Policies are fully implemented and construction coverage continues to expand

Under the unified deployment of national policies, the construction of one-stop student communities in higher vocational colleges has advanced steadily. Most higher vocational colleges have completed the basic layout of community construction in accordance with the requirements of the Ministry of Education and formulated implementation plans. Initially, only some colleges carried out pilot explorations to accumulate experience. Now, the construction has been fully rolled out to all higher vocational colleges and has gradually shifted to pursuing construction quality. Community construction has become a routine and institutionalized part of student work in higher vocational colleges, integrated into daily student management and education.

2.2. The organizational system is gradually improved and governance efficiency continues to rise

Higher vocational colleges have continuously improved the organizational structure of student communities. Based on the core needs of community governance and education, a scientific and rational organizational system for community management and services has been established, extending management and services to various living scenarios and promoting the integration of community governance and education ^[1]. Some colleges have optimized the operation mode of community organizations, given play to the synergy of student leaders and management staff, integrated various educational services and daily management activities into community routines, strengthened organizational support, improved community service quality, and gradually formed a sound operation pattern suitable for the characteristics of higher vocational student communities with both management and service functions, effectively enhancing students' sense of belonging and well-being.

2.3. Resource decentralization is promoted in an orderly manner and basic service functions are initially improved

Higher vocational colleges have promoted the decentralization of management and service forces to communities, with counselors setting up fixed offices in communities to solve students' learning and life problems. Student communities can undertake a number of daily affairs, such as funding applications, psychological counseling, employment consultation and other basic services, extending campus services from university-level departments to communities, so that students' daily demands can be responded to in the community and the convenience of basic life services and affairs handling is improved ^[2].

2.4. Digital empowerment is explored and information-based construction has started gradually

Combined with the construction of smart campuses, higher vocational colleges have built online community service platforms, where electricity payment, dormitory maintenance, information notification and other services can be handled online ^[3]. Some colleges have also tried to collect students' learning and life data through big data and explore digital management models to effectively improve community service efficiency. These digital explorations simplify community service processes and accumulate practical experience for subsequent information-based construction.

3. Prominent problems in the construction of one-stop student communities in higher vocational colleges

3.1. Deviation in concept understanding and insufficient synergy in collaborative education

Some faculty and staff have an insufficient understanding of community construction. Administrators and professional teachers usually regard community construction as the exclusive responsibility of student affairs and logistics support departments, resulting in low initiative ^[4]. Cooperation among various departments in colleges is insufficient; student affairs, academic affairs, logistics, Communist Youth League committees and other departments work independently without linkage. Off-campus resources such as enterprise tutors and industry artisans rarely enter the community, making it difficult to form a diversified education pattern.

3.2. Imperfect organizational structure and insufficient governance and service efficiency

The organizational structure of higher vocational student communities is still inadequate. Although some colleges have established core community management organizations, grid management at the building and floor levels is merely a formality, and management forces have not truly reached student dormitories. The operation of community organizations is disconnected from education and major construction. Most education and service activities are routine, without characteristic content, combined with the cultivation of craftsmanship spirit and professional literacy in higher vocational colleges, leading to single forms and insufficient attractiveness ^[5]. Meanwhile, channels for student leaders to participate in community management and service are blocked, and their leading role has not been fully exerted.

3.3. Low efficiency of resource integration and insufficient precision of service supply

Resource fragmentation exists in community construction in higher vocational colleges. Internal administrative, academic and service resources have not been effectively integrated, and service contents are highly homogeneous. Community services mostly focus on basic affairs and living security, lacking services for students' needs such as weak academic performance, skill improvement and career planning ^[6]. This is due to inadequate research on students' demands, resulting in services that cannot meet actual needs and fail to effectively exert the educational function of the community.

4. Optimization countermeasures for the construction of one-stop student communities in higher vocational colleges from the perspective of high-quality development

4.1. Unify ideological understanding and gather synergy for diversified collaborative education

The university Party committee should take the lead in unifying the thinking of all faculty and staff, incorporate one-stop student community construction into the overall plan for high-quality development, clarify the construction responsibilities of all departments and positions, and include community work performance in the annual assessment of faculty and staff. Promote the full decentralization of leadership, management, ideological-political and service forces to communities, and implement the systems of university and college leaders contacting dormitory buildings and professional teachers entering communities. Deepen school-enterprise collaborative education, take the initiative to connect cooperative enterprises, introduce enterprise tutors, industry artisans and outstanding alumni into communities, integrate post standards, industry trends and skill training resources into community education, and form a collaborative education pattern with linkage among internal departments and integration of internal and external resources ^[7].

4.2. Improve the community organization and operation system and enhance governance and service efficiency

Higher vocational colleges should build a four-level organizational operation system of “university overall planning – community management center – building management station – dormitory contact point”, layer by layer compressing responsibilities to form a vertical linkage work pattern. The university makes overall planning for community construction and includes it in key tasks of school-wide education; the community management center takes the lead in promoting the implementation of various work and coordinates the forces of departments such as schools, logistics and student affairs ^[8]; building management stations take root in each student apartment to meet the learning and life needs of students on each floor; dormitory contact points cover each floor of dormitories, opening the “last mile” of serving students and integrating management and services into every link of students’ daily life and study.

Based on the characteristics of vocational education, innovate the forms of community education and service activities, combine various activities with the cultivation of craftsmanship spirit, labor education, skill practice and volunteer services, and create characteristic education brands suitable for higher vocational students. Colleges should actively mobilize student leaders and management staff to take the lead in participating in professional skill assistance, campus environment improvement, peer mutual assistance and other activities, making the community a crucial platform for students’ growth and success.

4.3. Optimize resource allocation and improve the ability of precise service supply

Integrate various internal administrative, teaching and service resources, set up a one-stop service center in the community, and arrange staff from relevant functional departments to be stationed there. The service hall provides academic counseling, psychological guidance, employment guidance, funding handling, affairs consultation, and other services. Students can handle daily services and obtain special assistance in the community without traveling to various departments, truly realizing “no need to go out of the community for trivial matters and assistance for major issues”.

Higher vocational colleges should carry out precise services based on students’ actual growth needs. For students with weak academic performance, select outstanding senior students to form peer tutoring groups to

regularly answer questions and guide skill training. For students about to start internships and employment, invite enterprise engineers and employment tutors to provide special guidance, help them connect internship positions and interpret industry needs^[9]. For students with living difficulties, establish a one-on-one assistance mechanism to accurately meet their needs and implement support measures.

Colleges should also conduct regular research through questionnaires, seminars, dormitory visits, and other methods to collect students' opinions and suggestions on accommodation, academic development, employment, and entrepreneurship. Sort out the collected demands by category, handle and give feedback within a specified time. Adjust the content and form of community services according to students' demands to ensure services accurately meet needs and effectively improve service effectiveness.

4.4. Activate students' subjectivity and build an independent governance operation mechanism

Strengthen publicity and guidance on community functions and values, introduce the service content, operation mode and construction significance of the one-stop student community through class meetings, community announcements, online platforms and other channels, so that students can deeply understand the role of the community and take the initiative to enhance their willingness to participate in community construction.

Improve student self-governance organizations in the community, set up community self-discipline committees, councils, interest groups, etc., so that students can participate in community management, activity planning, affair supervision and feedback in the whole process, ensuring students' dominant position. Meanwhile, link students' performance in community governance, volunteer services, and cultural construction with awards, Party membership recommendation, and comprehensive quality evaluation to stimulate their sense of ownership and turn them from onlookers into participants and builders of community construction.

4.5. Promote digital empowerment and build an intelligent community governance system

Build an integrated intelligent community service platform, break through data barriers among student affairs, academic affairs, logistics, employment and other departments, and realize information interoperability and resource sharing. In addition, higher vocational colleges use big data, artificial intelligence, Internet of Things, and other technologies to establish a comprehensive growth file for students, analyze their ideological trends, learning status, and living needs, and achieve precise ideological and political education, precise services, and precise management^[10].

Higher vocational colleges need to improve the online-offline collaborative service model. A 24-hour self-service area can be set up in the community, equipped with self-service equipment for students to handle some affairs independently. Meanwhile, optimize online demand feedback channels, improve modules such as affair handling, activity reservation, demand feedback and learning tutoring, provide online community services, improve the efficiency of community management and services, and build an intelligent and convenient one-stop student community.

5. Conclusion

The construction of one-stop student communities in higher vocational colleges is an inherent requirement for the high-quality development of vocational education and an important measure to improve the quality of education. At present, higher vocational colleges have completed the basic layout of community construction,

but there is still a big gap from the goal of high-quality development. Higher vocational colleges must base their own school-running characteristics and educational goals on, face up to the core problems in concept understanding, resource integration, and other aspects, and promote the high-quality development of community construction through unifying thinking, optimizing services, activating subjects, and digital empowerment. Only in this way can the one-stop student community be truly built into a position for ideological and political guidance, a platform for serving students, a carrier for skill cultivation and a space for cultural infiltration, so as to cultivate high-quality technical and skilled talents for society and boost the modernization of vocational education with Chinese characteristics.

Disclosure statement

The authors declare no conflict of interest.

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