

Research on the Problems and Optimization Countermeasures of One Stop University Student Community Construction--Taking Anhui University of Finance and Economics as an Example

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Abstract

Nowadays, with the expansion of enrollment in universities and the expansion of education scale, the quality of higher education has declined, and the efficiency of student community management needs to be improved. It is imperative to improve the quality of student community education. In order to achieve the construction goals of the forefront of student community party building, the practice field of "three pronged education", and the model highland of a safe campus, and to bridge the "last mile" of teaching and education, this article takes the one-stop student community of Anhui University of Finance and Economics as the research object. Firstly, it reviews the research and development status of one-stop university student community construction at home and abroad. Secondly, through field investigations and other research methods, it analyzes the problems existing in student community construction. Finally, based on the above content and the characteristics of Anhui University of Finance and Economics, it explores the optimization strategies for one-stop university student community construction, in order to provide reference and guidance for the construction of one-stop university student communities, and strive to truly achieve the vision of steadily improving the quality of higher education and talent cultivation.

Keywords

One-stop student community, Community management, Community service.

1. Introduction

Nowadays, with the expansion of enrollment in universities and the expansion of education scale, the quality of higher education has declined, and the efficiency of student community management needs to be improved. It is imperative to improve the quality of student community education. In order to achieve the construction goals of the forefront of party building in student communities, the practice area of "comprehensive education", and the model highland of safe campuses, and to bridge the "last mile" of teaching and education, this article takes the one-stop student community of Anhui University of Finance and Economics as the research object, explores the problems existing in the one-stop student community, and proposes optimization measures.

Several scholars have applied relevant theories of community management to the construction of one-stop student communities. Zhang Pan (2014) proposed applying the new service theory and new public theory to various aspects of one-stop student community construction^[1]. Huo Xiaoran (2020) proposed three suggestions for the construction of one-stop student communities based on the theory of process reengineering: firstly, business sorting version 2.0; Secondly, establish a digital platform for information openness and sharing; The ^[2]. Xu Li (2020) applied the theory of holistic governance in efficient management practice, advocating the

construction of a one-stop student community governance service model from a holistic perspective, and flexibly utilizing information technology to promote the development of student affairs^[3]. Shen Lichao (2016) used the theory of process reengineering to analyze the significance of one-stop student community construction for the development of university education. He proposed that restructuring the process of various student affairs can help clarify the relationships and development dynamics between affairs, thereby promoting the realization of educational functions^[4].

In the theoretical research related to one-stop student communities, many scholars have mentioned the theory of new public management, among which some foreign scholars have focused on the development of government reengineering processes. Christopher Pollit (2003) pointed out that in order to study the theory of new public management, it is necessary to first clarify the concept of government services, as the construction of a new service-oriented government is one of the main driving forces for promoting social progress^[5]. Diana (2006) advocates for the integration of holistic governance theories proposed by multiple scholars and their practical application in government management practices, in order to achieve an effective combination of theory and practice^[6].

Student communities have unique educational functions. Yang Tiejian (1996) proposed that student communities are not only places for students to rest, but also an extension of the classroom, a garden for students to grow, become successful, and a window for obtaining information, exchanging ideas, and communicating emotions^[7]. ShiChangjiang and Xu Xuqing (2003) believe that student communities are a microcosm of general communities. The construction of student communities can combine providing high-quality services with creating a good community culture, combining scientific management with cultivating good living habits and noble moral sentiments among college students. is conducive to creating an educational environment that cultivates students' physical, mental, moral, knowledge, culture, and ability development^[8]. Ma Chengyao (2015) proposed that the construction of a one-stop school district community service model for universities is a strategic choice for the development of higher education in China by examining the management mechanisms of student communities in five universities^[9]. Zhou Yuan and Zhang Zhen (2022) believe that the "one-stop" student community consolidates the educational power of multiple subjects, improves the efficiency of resource integration, and has important practical significance for promoting the modernization of the governance system and governance capacity of universities^[10].

In the era of fully developed Internet, it is imperative to promote the informatization transformation of student community services. Kohlborn (2014) analyzed the one-stop government service in Tasmania and provided the "Tasmanian service" mode of information technology integration. This "Internet+government" service mode effectively improved the government's work efficiency. Barsoum (2018) used Egypt as an example to explore the public administration reform of the Egyptian government. He pointed out that the development of e-government is still in its early stages, and the government should attach importance to the investment in e-government and promote the informationization transformation of the government. The same goes for student communities^[12]. Fan Rao (2017) proposed the application of digital new platforms, which can enhance communication between teachers, students, and administrators, and improve the level of school education^[13]. Wang Zhanren (2010) proposed the construction of an integrated student service network platform, which can save human resources and teacher-student time while improving the speed of university business processing. Later Xiang Dong (2016) proposed the necessity of introducing "Internet plus" into the comprehensive service management of colleges and universities to promote the transformation of student community services to informatization and networking.

At present, there is more attention paid to the theoretical exploration and educational function research of one-stop student community construction in existing literature. The research on

the analysis of problems and optimization strategies in one-stop student community construction started late and received less attention. Most scholars study the construction of one-stop student communities in universities from a macro and holistic perspective, with research objects mostly focused on all universities across the country, ignoring the existence of personalized characteristics. As a result, general and common conclusions are drawn, and there is a lack of research on student communities with school characteristics. In the research of one-stop student community construction, although the "Internet+" element has been introduced to build a new platform for student community management, which has greatly improved the management efficiency and level of student communities, there are still problems such as the mismatch between traditional thinking and Internet thinking, professional service level and technical level in the process of integrating student community management and "Internet+", and there are relatively few studies on solutions to such problems in the existing literature. Based on this, this article takes Anhui University of Finance and Economics as an example to conduct in-depth research on the problems and solutions in the construction of one-stop student communities.

2. The Current Situation of One-Stop Student Community Construction at Anhui University of Finance and Economics

On May 23, 2022, Anhui University of Finance and Economics was successfully selected as an independent pilot unit for the construction of the "one-stop" student comprehensive management model by the Ministry of Education. Anhui University of Finance and Economics attaches great importance to the construction of a comprehensive management model for "one-stop" student communities. It has established a leading group for the construction of "one-stop" student communities to coordinate and promote the construction of student communities. On this basis, this project comprehensively and deeply understands the implementation status of Anhui University of Finance and Economics in the construction of a one-stop Juesheng community through methods such as interviews and questionnaire surveys, summarizes successful experiences, and analyzes existing problems.

2.1. Construction process

In the initial stage of the school's "one-stop" student community construction process, Ancai always adhered to the principle of "taking the comprehensive development of students as the leading factor" and practiced "frontline rules" to strengthen cooperation between colleges. As a core step, it implemented the "one-stop" student community comprehensive management pilot project, committed to deeply integrating decision-makers, managers, ideological and political education workers, and service providers into the student group, with a special focus on improving the six aspects of "party building guidance, cultural infiltration, management coordination, service sinking, team entry, self-management", etc., creating a living area with the characteristics of the school, meeting the standards of ideological and political education, and adapting to the needs of students' lives, thereby promoting the development of all students. The establishment of an education system that involves both teachers and students; At the same time, we have been striving to continuously promote the "four forces to the front line" in order to establish a comprehensive training mechanism that covers all teaching activities and learning experiences, and to help students' physical and mental health progress and career development.

On April 19, 2023, the school held a "one-stop" coordination meeting for promoting student community work. All participants watched a promotional video about the establishment of the "one-stop" student community comprehensive management model at Huazhong University of Science and Technology. The liaison officers for the "one-stop" student community work of each college and leading department, based on their actual work situation, compared with our

school's "one-stop" student community construction and development plan, discussed strategies to promote the development of the "one-stop" student community, and provided their opinions and viewpoints. The meeting emphasized that in the future, the school will implement this project with clearer goals, refined responsibility allocation, and strengthened execution efforts. It will be regarded as a key part of building a new ecological environment for ideological and political education in universities, continuously improving students' sense of community experience and effectiveness, and striving to build the student community into a forefront of student party building, a practice area for "three pronged education", and a model highland for a safe campus.

On May 18, 2023, Wu Yongduo, Secretary of the Party Committee of the institution, Deng Yue, Deputy Director of the Student Affairs Office, and a delegation of four people went to Hubei University of Technology and Huazhong University of Science and Technology to conduct research on the construction of "one-stop" student communities. Wu Yongdou and his delegation successively investigated the student public service center of Hubei University of Technology and some secondary college community stations, and learned about the hardware construction, operation mode, management mechanism and educational effect of student communities in detail, focusing on the "Five Ones" project of integrating party building into student communities. Moreover, we gained a detailed understanding of the construction of its "Five Integration and Five Type 'One Stop'" student community, and visited various learning and living service facilities such as the Party Member Activity Center, the Ethnic Unity and Moral Education Activity Room, and the Academic Development Multi functional Room on site, as well as their hardware construction, organizational composition, service modules, data fusion, and other aspects. Both sides also conducted in-depth discussions on the operation mode, functional positioning, management mechanism, and management system of the "one-stop" student community, as well as the integration of government party building into the management system of the "one-stop" student community.

2.2. There is already successful experience

2.2.1. Build a comprehensive service hall for "one-stop acceptance, comprehensive processing, and integrated services"

In order to better adapt to the needs of students' progress and development, and to connect the "last mile" of serving students, the one-stop comprehensive service hall of Longhu West Campus has been comprehensively upgraded, and the "one-stop online service hall" is also running smoothly. Its main characteristics are as follows:

(1) Online and offline synchronous docking, comprehensive integrated service for students

The one-stop comprehensive service hall of the West Campus adheres to the principle of "putting students first and serving them". Starting from the needs of students, it integrates and optimizes the business processes of student work, builds and improves two platforms: offline service center and online processing system, and integrates the daily business needs of students into the one-stop comprehensive service hall of the West Campus, achieving "one-stop acceptance, comprehensive processing, and integrated services", and efficiently and conveniently serving students.

(2) Breaking down departmental business boundaries, accepting student business in a "one-stop" manner

After the upgrade service of the one-stop comprehensive service hall in the West Campus was launched, the Party Committee of the organization sorted out the student service matters of the departments, promoted the separation of service matters and management matters, broke down departmental business boundaries, organized various Party branches of the organization to enter the hall to provide services, received, coordinated, and classified various problems

reported by students, and "one-stop" accepted various service needs of students, achieving "one-stop acceptance, one-stop".

(3) Develop an online service platform to handle student affairs in a "one-stop" manner

Through business integration and process reengineering, relying on the school management service platform, develop and design an online "one-stop service hall". On October 20th, the Party Committee of the organization held a training session for liaison officers of the "one-stop service hall" online platform department. Wen Shuai, Deputy Director of the Book and Information Center, and the staff gave a detailed explanation of the operation process of the online platform. Through the "one-stop service hall" of the school management platform, offline duty personnel can transfer various problems reported by students online to the corresponding departments for processing and solving, achieving online integration of service matters, allowing business to run more online and students to run less errands offline.

2.2.2. Focus on carrying out activities such as employment guidance, academic guidance, and heart to heart talks.

Teachers help students in their third and fourth year who are about to find employment or take the postgraduate entrance examination to solve their problems and ease their worries. Teachers have face-to-face conversations with students to better listen to their practical experiences, patiently communicate and answer questions about individual students' difficulties in daily life, interpersonal relationships, academic and personal development, and help them better cope with the challenges and difficulties ahead.

2.2.3. Organize a face-to-face exchange meeting between school leaders and students

School leaders attended the exchange meeting, listened carefully to the speeches of student representatives, and had cordial exchanges with them. Based on previous research and surveys, student representatives have provided many useful suggestions and opinions on education and teaching, public facilities, living environment, campus culture, and many other aspects. This type of meeting helps the management better collect the problems that students face in their daily lives and studies, and propose solutions.

2.2.4. 'One stop' student community warm companionship helps with postgraduate entrance examination

In order to help students smoothly pass the "last mile" of the postgraduate entrance examination, send warmth and blessings to students preparing for the exam, relieve the pressure of the exam, and enhance confidence, the school's "one-stop" student community will organize a volunteer service team composed of students who have successfully recommended graduate students to assist teachers in sending warmth and good luck to every postgraduate entrance examination student. The construction of a "one-stop" student community is more conducive to implementing these schools' measures of caring for and caring for students.

2.2.5. Convene a research symposium

The school or college leaders and relevant department heads provided detailed explanations to the attendees on the service system mechanism of the "one-stop" comprehensive student community and thoughts on improving service effectiveness from four aspects: construction background, mode exploration, existing problems, and effectiveness enhancement. Subsequently, the attending counselors and teachers actively spoke up and provided suggestions around the research theme of improving the effectiveness of "one-stop" services. Help the management team unify goals from top to bottom and better improve the efficiency of the "one-stop" student community.

3. Problems in the Construction of One stop Student Community at Anhui University of Finance and Economics

3.1. The construction of one-stop student communities and the insufficient sinking of educational strength

In the early days of the founding of the People's Republic of China, most universities in China borrowed the education and teaching model reform of the Soviet Union, which involved several students living together in the same dormitory and implementing a closed management mode. Anhui University of Finance and Economics was founded in Hefei in 1959. In the past, educational management personnel in universities focused more on the education of students in the first classroom, cultivating students' ability to think independently and noble moral qualities in daily classroom activities. The management of student communities relied solely on dormitory management personnel. Therefore, at that time, the student community only had a single function of accommodation and did not have the function of educating people. In the early stages of reform and opening up, with rapid economic development, students' accommodation conditions were greatly improved. This makes students' spiritual needs even stronger.

In order to further stimulate the educational function of the student community, our school is facing the problem of insufficient sinking of educational strength. At present, the management staff of the student community are mainly responsible for logistics management and support personnel, who mainly manage the property hygiene and personal safety of the student community. Our school's logistics management personnel, due to their own educational limitations and scope of work responsibilities, have neglected the education of students, which has led to a serious weakening of the educational function of the student community. Logistics management personnel are limited in their thinking, and they have not yet formed a recognition of the educational function of student communities. Most of them only focus on their own work. In addition, the number of logistics management personnel is relatively small and their workload is heavy. One logistics management personnel needs to manage the affairs of an entire dormitory building. Facing a large number of students, relying solely on logistics management personnel is not enough.

In this regard, our school also relies on the sinking of the management and service capabilities of the party and youth league team and excellent management personnel. However, there are educational barriers between the excellent team and the logistics management personnel team, resulting in ideological inconsistency and the failure to form a joint force for education, which greatly undermines the education construction of the student community. In addition, during the implementation of activities, attention was not paid to the subject status of students, resulting in a lack of participation from the student group, low student identification, and little gain.

3.2. Unreasonable allocation of resources for one-stop student community construction

In addition to insufficient educational resources, the student community also faces the problem of unreasonable resource allocation. Optimizing resource integration and allocation is an indispensable condition for the development of student community construction. The construction of a "one-stop" student community requires us to deliver resources to students wherever they are.

In our school's "one-stop" student community management, a large amount of human resources, material resources, financial resources, and spatial resources are transferred to the student community: for example, counselors are integrated into student community management; Excellent teacher teams and student cadres engaged in party affairs work

together to participate in the division of various activity spaces and the allocation of network resources in the student community. All relevant departments actively participate in forming a joint force to ensure the excellent construction of the student community.

However, some problems have also been exposed during the gradual construction process. The "one-stop" student community has established relevant management departments, but due to limited functions of each department and weak awareness of student community concepts, resources between departments have not been fully utilized and allocated in a timely manner, resulting in a lack of scientific and rational allocation of educational resources with students as the main body in the student community. In addition, the construction of "one-stop" student communities with new technologies is insufficient, the utilization of big data for accurate identification and analysis of information is insufficient, the allocation of resources in student communities is unreasonable, and the overall linkage is poor.

3.3. Low level of specialized services for one-stop student community construction

To promote the reform of the "one-stop" student community management model in the new era, it is necessary to achieve professional and standardized management. This requires the professional level of student community managers and the establishment of a sound system of rules and regulations for standardized management.

At present, our school lacks the professional mentor force to enter the student community and has not yet established a resident mentor workstation. The management of the work system is not comprehensive, and there is no vertical management from the college to the major to the class, and horizontal management from the college to the community to the dormitory, achieving a grid based work system that combines vertical and horizontal management. In terms of activity formats, there are relatively few activities such as student community lectures and academic seminars. The above three aspects have led to a low level of professional services for our school's "one-stop" student community.

The student community is an important place for carrying out student work in the new era, which requires focusing on the fundamental task of cultivating morality and talents, establishing and improving the management rules and regulations of the student community, and building the student community into a strong battlefield for the Party's ideological and political work. Our school regards students as the masters of student community construction, and the implementation of various activities requires students to follow relevant regulations and establish sound rules and regulations for student community management around them.

However, our school lacks standardized management and the student community lacks a scientific and standardized work assessment and evaluation mechanism. The evaluation results are particularly crucial for the construction of student communities. The scientific and standardized evaluation criteria and evaluation mechanism system are also important guidance for testing the effectiveness of student community work, to incorporate the student community evaluation mechanism system into departmental assessments and truly enhance the professionalization and standardization of student communities.

3.4. The development of one-stop student community construction and innovative educational concepts is insufficient

In the construction of a new model of collaborative education in student communities, universities should continuously strengthen the teaching concepts of "student-centered", "comprehensive education", and "five pronged education", and carry out a series of work around core contents such as student life, learning, entrepreneurship, and employment, to build a forefront of student moral education.

Our school's management personnel are mainly composed of community management personnel, without the injection of other educational forces such as counselors and professional teachers. The basic management mode of student communities remains at the level of "management" as the main focus, with management services mainly focused on ensuring the living environment and service facilities. Lack of a spiritual home with rich educational concepts that integrates student teacher communication, scientific research, academic exploration, and life services. The traditional model of student community development and management is no longer applicable. In addition to strengthening the concept of student community education by relevant management personnel, students as the main body also need to enhance their recognition and support for the concept of student community education in order to achieve multi-party cooperation, unify the concept of student community education, and work together to build a student community for education.

4. Optimization Measures for One-stop student Community Construction

4.1. Guided by Party building work, strengthen the Party's leadership role

The construction of one-stop student communities aims to provide convenient and comprehensive services and a good living environment for students, while promoting their all-round development. Guided by party building work, it can ensure that the construction of student communities adheres to the correct political direction, and enhance students' ideological and moral level, social responsibility, and service awareness through party organizations and activities. Colleges and universities should firmly grasp the opportunity of educating students, enhance the influence of party ideological and political content among teachers and students, achieve full coverage of community party building guidance, and build student communities into the forefront of student party building.

One is to strengthen the leadership role of party organizations and lower the level of party building work to the front line. Establish party branches or groups in student communities, regularly hold party meetings and activities, and ensure the implementation of party policies and guidelines. By organizing activities such as life meetings, party classes, and themed party days, we aim to strengthen the party spirit and ideological and political education of party members, and enhance their sense of responsibility and mission.

The second is to innovate the methods of party building activities. Utilize modern information technology, such as social media and mobile applications, to attract more students to participate in party building activities. Encourage party members to play a pioneering and exemplary role in student communities, participate in various activities such as volunteer service, learning guidance, and cultural construction.

The third is to create a good atmosphere of party building culture. Through forms such as posters, exhibitions, and lectures, promote the theoretical and practical achievements of the Party, and enhance students' experience of Party building culture.

4.2. Give full play to the linkage between various entities and unite the power of the community and people

The construction of a "one-stop" student service community is to strengthen the educational philosophy of "student-centered", put people first, and serve the people, ensuring that all activities and service projects are centered around the needs of students, improve service quality, and achieve comprehensive care and service for students. Building a one-stop service community involves multiple departments within the school and requires collaboration from multiple departments^[16]. To optimize the construction of a one-stop student community and leverage the linkage between various stakeholders, it is necessary to establish a multi-party collaborative education model. By integrating educational resources both inside and outside

the school, we can bridge the "last mile" of education, achieve a comprehensive and all-round education force, encourage teachers and students to participate in community construction and management, and enhance the cohesion and sense of belonging of the community.

4.2.1. College counselors and homeroom teachers

As personnel who have a good understanding of the actual situation of students during their school years, college counselors and homeroom teachers are important members of building a student service community and the backbone of providing guidance and services for student workers. A service group composed of counselors, teachers, and other members can better leverage the advantages of the group, improve team cohesion, and efficiently carry out service work.

4.2.2. Student

In the Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students, the Central Committee of the CPC and the State Council pointed out that combining education with students' self-education is one of the main ways to strengthen the ideological construction of college students in China, so the education department needs to attach importance to and implement the self-education, self-management and self service of college students in education. Only by truly bringing students into the construction of a "one-stop" student service community, transforming their ideological concepts, can we cultivate their awareness and improve their ability to learn and create independently.

4.2.3. University administrative personnel

As a school manager, it is reasonable to participate in the construction of the service community. By proposing leadership style suggestions and establishing a sound supervision system mechanism, it can help the "one-stop" student service community to be built faster, better, and more comprehensively, thereby serving all students and improving the educational function of universities.

4.3. Establishing a student community support and security system to expand community functions

Throughout the history of the development of Chinese universities, in the early days, the systematic management of students in universities often adopted mandatory systems, which had a restraining effect on students. However, this behavior also limited students' growth and had endless consequences. A sound and comprehensive system is an important guarantee for universities to better serve students. Therefore, formulating and improving various systems to provide legal and systematic services for university students is an important prerequisite and foundation for universities to smoothly serve students.

4.3.1. Develop and optimize the selection system for student community work teams

In order to ensure the smooth operation of the "one-stop" student community construction and further improve the level of student service, it is required to select personnel with outstanding business abilities, passion and love, good communication skills, a focus on serving students, compliance with national school rules and regulations, and the ability to adapt to relevant situations when forming the student service function work team. In accordance with the "Recruitment System for Student Community Hall Staff" and other regulations, it is necessary to clarify the responsibilities and requirements of the job positions in order to formulate and improve the selection system. In order to ensure transparency and fairness in the selection process, the selection process includes registration, qualification review, written/interview, practical assessment, formulas, etc., which need to be designed to be standardized and rationalized. Multiple methods are used for talent selection, such as internal recommendation, open recruitment, and competition for positions.

4.3.2. Develop and improve the training system for student community work teams

Unidirectional cultivation. The team training system is an important part of ensuring the quality of community services and improving the professional abilities of staff. Various training methods are adopted, including lectures, seminars, case studies, simulation exercises, etc., to further enhance the staff's understanding of the community service process and functional work content. By establishing a mentorship system, designing vertical training at the top level, and establishing work groups in each department, experienced employees can guide newcomers, impart experience and professional knowledge, cultivate new workers, and train service workers in each department from top to bottom.

Cross cultivation. In order to improve the participation and interaction of all parties and enhance the work ability of employees in all aspects, it is necessary to clarify the management responsibilities and interdependent relationships of each department through relevant systems, adopt regular cross training, encourage mutual learning and communication between different departments, form linkage, strengthen work exchange and cooperation between departments, so that staff can have a wider range of skills and better teamwork ability, and form an efficient team with close connections and unity.

4.3.3. Develop and improve the student community evaluation and assessment system

Deepening the reform of education evaluation in the new era is an important driving force for universities to implement the fundamental task of cultivating morality and talents. The primary goal of the assessment system is to stimulate employees' enthusiasm and autonomy, and explore their potential abilities. Through a series of assessment systems, it can further enhance the overall awareness of staff, clarify responsibilities and positions, standardize service work, and improve the service cohesion of the work team through material incentives, goal incentives, honor incentives, etc.

Carry out supervision and guarantee work between departments. During the work process, each staff member should not only conscientiously complete their own job duties, but also supervise the completion of work by workers in other departments, ensuring that everyone is both a worker and a leader. Carry out service satisfaction evaluation. After the service is completed, students can provide real feedback to the workers based on their service experience and processing results. Students can choose real name or anonymous evaluation through the community service platform and display the evaluation results in real time. A comprehensive evaluation is conducted from multiple perspectives, including self-evaluation, peer evaluation, leadership evaluation, and customer (student) feedback. Regular assessments are conducted to continuously track progress and provide timely feedback. Based on the assessment results, outstanding performers can be given appropriate policy incentives and material rewards in terms of job recruitment, training, and job title evaluation. Members who violate regulations should also be punished appropriately.

4.3.4. Develop systems to improve student community service windows

Develop service standards: clarify the job responsibilities and service standards of the service window, including service time, service process, service attitude, etc., to ensure the professionalism and consistency of the service.

Develop an information disclosure system: Ensure transparency and openness of service content, workflow, and service guidelines, allowing students to easily access the necessary information. Staff should be familiar with the various processes and contents of the service, and be able to answer questions, provide enthusiastic service, and be open and fair.

Establish a feedback and complaint mechanism: Establish effective channels for feedback and complaints, encourage students to provide suggestions and dissatisfaction, and ensure that every feedback is promptly and appropriately responded to. Make a monthly summary and truthfully report the situation to the student service work leadership group and relevant

functional departments. Construction service quality monitoring: Through regular service quality inspections, satisfaction surveys, and data statistical analysis, evaluate service effectiveness, promptly identify problems, and make improvements.

Establish an emergency handling system: Hall staff must follow the prescribed procedures for handling various affairs and handle them properly within the specified time, without exceeding the time limit without reason; Establish a special handling process for emergency situations to ensure prompt response to student needs in special circumstances.

4.4. Developing innovation and exploring new models of digital empowerment governance in student communities

In the era of big data and cloud computing, universities should not only focus on the physical construction of student communities, but also strengthen the development of online community management service platforms, further promote the comprehensive application of big data technology in student communities, and achieve digital empowerment of student service communities.

4.4.1. Strengthen the construction of digital platforms

Utilize digital information technology to establish an intelligent management and service platform to achieve efficient governance of student communities. This includes various aspects such as student scholarship evaluation, student party building, accommodation management, and relevant document processing. By establishing clear data standards, establishing cross departmental data centers, and building data networks, students can access the necessary services and information anytime and anywhere; Diversified design platform functions, involving various knowledge required by students, providing different services for community students and staff

4.4.2. Promote the application of intelligent facilities and achieve digital monitoring

Deploy intelligent devices in student communities, such as smart access control, monitoring systems, automatic repair reporting, etc., to improve the security and management efficiency of the community, and analyze student demands through data uploaded by intelligent devices. In this regard, the student community needs to improve the school community's data sensing system, network communication system, etc., quickly build a data network, do a good job in identifying and screening data, and conduct comprehensive analysis to further develop the service community.

4.4.3. Encourage innovative practices

Encourage students to participate in community digital construction, stimulate their innovation ability and practical spirit through project competitions, innovation laboratories, and other forms, and inject new impetus into the development of community construction.

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