

The Effectiveness of "One-Stop" Student Community Education Management Model for Public Universities under Hubei Province

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Abstract

The objectives of this research were: (1) to explore the components of the effectiveness of "one-stop" student community education management for public universities under Hubei Province; (2) to propose the components of the effectiveness of "one-stop" student community education management model for public universities under Hubei Province; and (3) to propose the guidelines to improve the effectiveness of "one-stop" student community education management for public universities under Hubei Province. The research was a mixed methodology research. The population is consisted of administrators and teachers in 28 public universities in Hubei Province, total 42,875 people. The sample was 381 administrators and teachers. The researcher determined sample size with Krejcie and Morgan's table (1970), and obtained by the stratified random sampling technique. The instruments used for data collection were semi-structured interview form, item objective congruence, five-point rating scale questionnaires and Focus Group Discussion form. The response rate of questionnaires was 100%. The statistics used for data analysis were descriptive statistics, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

The research findings were: (1) There were 6 components of the effectiveness of "one-stop" student community education management model for public universities under Hubei Province, which consisted of Party Building Leadership, Technical and Information Support, Student Self-Governance and Development, Diversified Co Construction, Cultural Education, and Management Collaboration and Services; (2) Model validation of six components were founded and model fit with empirical data for all indicators; and (3) There were total 6 guidelines of the effectiveness of "one-stop" student community education management for public universities under Hubei Province.

Keywords: Effectiveness; "One-Stop" Student Community Educational Management Model; Public Universities under Hubei Province

Introduction

With the urgent need to develop higher education in our country and build a powerful country in higher education, universities, as the core subjects of higher education, must become the implementers of strategic management of higher education. How to focus on the strategic direction of national higher education development and implement the policy of cultivating moral character and cultivating talents in colleges and universities? The fundamental task is to use innovative talent training models and methods to promote the modernization of higher education governance systems and governance capabilities. In his important speech at the National Education Conference, Xi Jinping emphasized: “my country’s socialist education is to cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical education, art, and labor, accelerate the modernization of education, and build an educational power (Xi Jinping, 2017). In 2019, the Ministry of Education promoted the construction of a “one-stop” student community education management model, which became an important starting point and way to implement the reform of the student management model under the socialist university governance system with Chinese characteristics. (Lin Dongdong, 2023) The student community is not only the main place for college students to study, live, and rest during their time at school, but also the basic unit of educational management in colleges and universities. It has the dual attributes of life and management. Continuously strengthen the student-centered educational concept, further improve the quality of work around students, care for students, serve students, build the “one-stop” student community into an education and life garden that integrates students' ideological education, teacher-student exchanges, cultural activities, and life services. So, how to improve management and service efficiency? What factors affect the effectiveness of the “one-stop” student community education management model? How to improve the effectiveness of the “one-stop” student community education management model? This is a new topic under the new strategy for the development of higher education in my country in the new era.

The paper summarizes the effectiveness of “one-stop” student community education management in public universities under Hubei Province, analyzes its components, formulates a model, and proposes guidelines. This process has important practical significance and guiding value for university management departments and education policy makers. It provides a reference path for optimizing and improving the effectiveness of the “one-stop” student community education management model. It provides a strong guarantee for promoting the modernization of the educational governance system and governance capabilities of universities, running a social university with Chinese characteristics, and cultivating new people of the era who are worthy of the great responsibility of national rejuvenation.

Research Objectives

1. To explore the components of the effectiveness of “one-stop” student community education management for public universities under Hubei Province.
2. To propose the components of the effectiveness of “one-stop” student community education management model for public universities under Hubei Province.
3. To propose the guidelines to improve the effectiveness of “one-stop” student community education management for public universities under Hubei Province.

Research Methodology

1. Population and sample

Population consisted of 42,875 who were Administrators and Teachers. They came to 28 public universities of effectiveness "one-stop" student community education management in Hubei province. The sample size was 381 administrators and teachers with a stratified sampling technique. The key informants consisted of 9, who are administrators and teachers with more than 5 years of management experience from 28 public universities in Hubei Province. The key informants were 7 experts in a centralized group discussion to guide and confirm the model.

2. Research instruments

The researcher used a three-part questionnaire; Part 1: Demographic variables, general information (6 items), and Part 2: Variables on the effectiveness of "one-stop" student community education management model for public universities under Hubei Province (five-point rating scale) (71 items). Part III: Suggestions and additional comments.

The instrument starts from step (1) as a questionnaire. Content validity and reliability were used to evaluate the quality of the questionnaire. For content validity, it was checked by 5 experts and analyzed using index item objective congruence (IOC), and the item value between 0.60-1.00. For reliability, Cronbach's Alpha was used for analysis at 0.932.

3. Data collection

Data collection is done by researcher, make contact with key informants and identify themselves. Send the questionnaire by email. The steps of data collection are as follows:

Step 1: Applied to the BTU Faculty of Education for permission to continue research and to conduct research in accordance with the directed procedures and research plan.

Step 2: The sample has been directly informed of its content scope and research objectives, and has received a formal permission letter from the university to the sample, allowing them to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority.

Step 3: To distribute questionnaires online at the same time.

4. Data analysis

The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The variables of effectiveness of "one-stop" student community education management were analyzed by Exploratory Factor Analysis (EFA); skewness, kurtosis, mean and Standard Deviation (S.D.). The components of effectiveness of "one-stop" student community education management were analyzed by Confirmatory Factor Analysis (CFA).

Research Conceptual framework

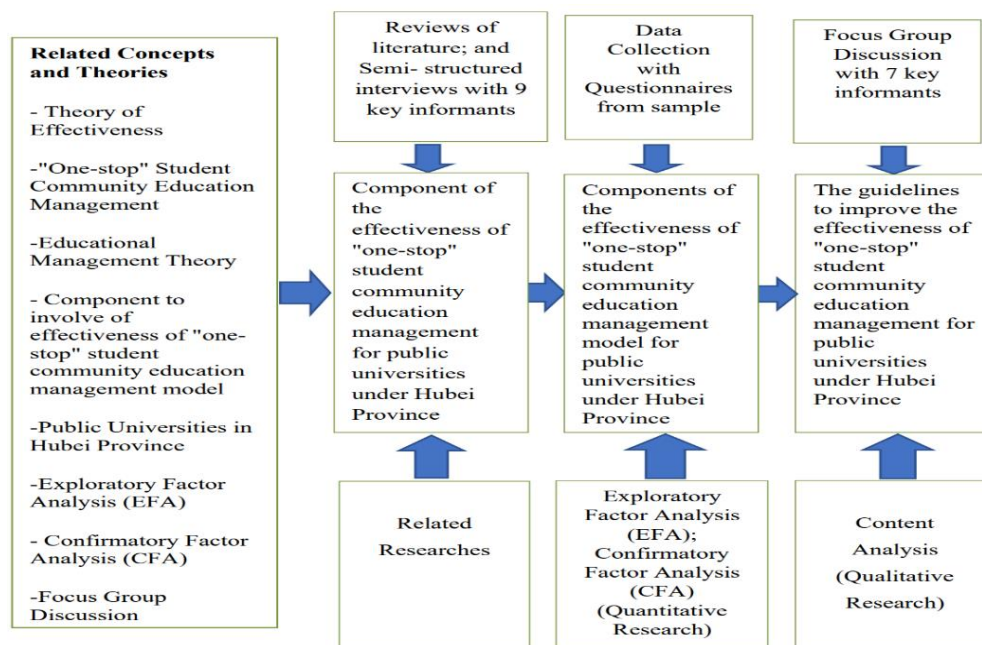


Figure 1 Research Conceptual Framework

Research Results

Section 1: Result of Content Analysis for Research Objective 1

The researcher reviews literature found 48 Sub Variables and there were 23 variables from the interview of key informants. The researcher was to combined the content analysis of the literature review and the analysis of semi-structured interviews with experts, a total of 71 variables are identified. After the expert IOC certification, variables with a score of less than 0.6 were removed, Finally, with 6 components and 66 variables, and 71 variables will be used for questionnaire distribution. And prepared a research instrument as a five-point rating scale questionnaire.

Section 2: Result of Data Analysis for Research Objective 2

According to statistics, there are about 42,875 administrators and teachers in 28 public universities under Hubei Province. In this survey, researcher distributed 381 questionnaires and recovered 381 questionnaires as the final questionnaire results.

Part I: Result of Data Analysis on Questionnaire: Demographic Information

By analyzing the distribution and structural characteristics of universities in Hubei Province, the researcher selected 381 personnel from 28 public universities in Hubei Province to conduct a questionnaire survey including 205 males (53.81%), 107 people aged 41-50 accounted for 28.08%, 192 had master's degrees, accounting for 50.39%, 99 people working experience have 11-20 years, accounted for 25.98%, 133 professors accounted for 34.91%.

Part II Result of Data Analysis on Questionnaire: Exploratory Factor Analysis and Confirmatory Factor Analysis

Table 1 Results of the coefficient of variation table of the questionnaire

Variables	Arithmetic Mean (\bar{x})	Standard Deviation (S.D.)	Skewness (Sk)	Kurtosis (Ku)	Level
V01	3.575	1.204	-0.618	-0.553	High
V02	3.646	1.176	-0.583	-0.588	High
V03	3.606	1.155	-0.539	-0.628	High
V04	3.646	1.176	-0.700	-0.395	High
V05	3.656	1.145	-0.610	-0.451	High
V06	3.635	1.229	-0.695	-0.468	High
V07	3.598	1.187	-0.596	-0.597	High
V08	3.630	1.200	-0.617	-0.604	High
V09	3.659	1.135	-0.549	-0.511	High
V10	3.664	1.097	-0.640	-0.212	High
V 11	3.669	1.124	-0.617	-0.368	High
V 12	3.596	1.160	-0.579	-0.475	High
V 13	3.659	1.123	-0.619	-0.455	High
V 14	3.612	1.177	-0.639	-0.414	High
V 15	3.680	1.141	-0.641	-0.388	High
V 16	3.685	1.145	-0.714	-0.241	High
V 17	3.661	1.153	-0.647	-0.392	High
V 18	3.724	1.083	-0.633	-0.311	High
V 19	3.635	1.197	-0.656	-0.504	High
V 20	3.546	1.238	-0.549	-0.715	High
V 21	3.593	1.203	-0.654	-0.506	High
V 22	3.559	1.252	-0.583	-0.701	High
V 23	3.598	1.187	-0.615	-0.558	High
V 24	3.627	1.151	-0.590	-0.451	High
V 25	3.627	1.211	-0.604	-0.573	High
V 26	3.472	1.264	-0.559	-0.704	High
V 27	3.627	1.230	-0.624	-0.626	High
V 28	3.633	1.197	-0.630	-0.552	High
V 29	3.591	1.208	-0.525	-0.723	High
V 30	3.556	1.190	-0.615	-0.479	High
V 31	3.633	1.232	-0.622	-0.627	High
V 32	3.661	1.171	-0.630	-0.491	High
V 33	3.614	1.238	-0.632	-0.565	High
V 34	3.585	1.274	-0.607	-0.703	High
V 35	3.564	1.222	-0.545	-0.672	High
V 36	3.517	1.254	-0.567	-0.648	High

Variables	Arithmetic Mean (\bar{x})	Standard Deviation (S.D.)	Skewness (Sk)	Kurtosis (Ku)	Level
V 37	3.606	1.193	-0.613	-0.513	High
V 38	3.601	1.228	-0.650	-0.504	High
V 39	3.575	1.204	-0.572	-0.595	High
V 40	3.570	1.271	-0.598	-0.641	High
V 41	3.612	1.182	-0.605	-0.483	High
V 42	3.635	1.206	-0.664	-0.511	High
V 43	3.554	1.248	-0.633	-0.577	High
V 44	3.638	1.185	-0.689	-0.364	High
V 45	3.591	1.252	-0.651	-0.558	High
V 46	3.648	1.238	-0.652	-0.596	High
V 47	3.535	1.236	-0.582	-0.610	High
V 48	3.604	1.260	-0.569	-0.703	High
V 49	3.575	1.230	-0.647	-0.529	High
V 50	3.651	1.230	-0.667	-0.488	High
V 51	3.567	1.211	-0.640	-0.476	High
V 52	3.669	1.195	-0.736	-0.341	High
V 53	3.570	1.226	-0.622	-0.523	High
V 54	3.619	1.205	-0.632	-0.515	High
V 55	3.619	1.192	-0.721	-0.349	High
V 56	3.564	1.244	-0.630	-0.589	High
V 57	3.541	1.238	-0.554	-0.669	High
V 58	3.646	1.142	-0.608	-0.373	High
V 59	3.606	1.208	-0.781	-0.286	High
V 60	3.638	1.271	-0.732	-0.470	High
V 61	3.572	1.202	-0.618	-0.485	High
V 62	3.619	1.246	-0.709	-0.486	High
V 63	3.617	1.246	-0.736	-0.402	High
V 64	3.612	1.217	-0.667	-0.481	High
V 65	3.588	1.278	-0.601	-0.719	High
V 66	3.635	1.244	-0.690	-0.488	High

From Table 1, it is found that overall, the 66 indicators of the effectiveness of "one-stop" student community education management model for public universities under Hubei Province were at high level, the mean score between 3.472 – 3.724 and the standard deviation between 1.083 – 1.278, this indicating that the respondents had opinions about the operational level of the indicator of the administrators were at a high level. Included the skewness and kurtosis value were in the range of normality (skewness and kurtosis were consistent with the standard criteria, the value not more than 2). This mean the data from sample size was representative of the population.

Table 2 The KMO test and the Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.961
Bartlett's Test of Sphericity	Approx. ChiSquare	16802.218
	df	2145
	Sig.	0.000

The results of KMO test in the following figure show that the value of KMO is 0.961. Meanwhile, the results of Bartlett spherical test show that the p-value of significance is 0.000 * * *, which is significant at the level, the null hypothesis is rejected, the correlation is variable, the factor analysis is effective, and the degree is suitable.

Table 3 The Principal Component Analysis

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Eigenvalues	% of Variance	Cumulative	Eigenvalues	% of Variance	Cumulative
1	25.146	38.099	38.099	11.570	17.530	17.530
2	4.091	6.199	44.298	6.699	10.150	27.680
3	3.007	4.556	48.854	6.147	9.313	36.993
4	2.448	3.709	52.564	5.500	8.334	45.327
5	2.218	3.361	55.925	5.100	7.728	53.055
6	1.719	2.604	58.528	3.612	5.473	58.528

Table 3 shows the number of constituent factors of "one-stop" student community education management model. It was found that the eigenvalues of 6 components were greater than 1. Component weight greater than 0.50 in multi components, the researcher will choose the highest weight in that component and when considering the above criteria, it was found that

there were only 6 components (the eigenvalue = 3.612 which greater than 1) and overall could explain the variance at 58.528%.

Table 4 Loading Factor after orthogonal rotation

Variable	Factor Loading value					
	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
V56	0.737					
V52	0.707					
V41	0.698					
V40	0.694					
V60	0.693					
V43	0.681					
V54	0.680					
V51	0.680					
V55	0.675					
V45	0.674					
V59	0.674					
V49	0.666					
V47	0.662					
V50	0.656					
V46	0.652					

V44	0.651					
V57	0.642					
V58	0.641					
V48	0.639					
V42	0.629					
V53	0.576					
V39		0.720				
V29		0.700				
V30		0.695				
V34		0.678				
V38		0.677				
V28		0.658				
V31		0.655				
V35		0.606				
V36		0.601				
V37		0.582				
V32		0.548				
V33		0.543				
V16			0.699			

Variable	Factor Loading value					
	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
V15			0.698			
V17			0.695			
V18			0.692			
V14			0.682			
V11			0.663			
V13			0.657			
V09			0.653			
V10			0.635			
V12			0.620			
V23				0.700		
V27				0.685		
V22				0.680		
V24				0.677		
V26				0.672		
V19				0.663		
V21				0.655		
V25				0.653		

V20				0.648		
V04					0.717	
V08					0.716	
V01					0.704	
V02					0.684	
V06					0.680	
V05					0.677	
V07					0.668	
V03					0.659	
V64						0.694
V62						0.681
V63						0.680
V65						0.657
V66						0.600
V61						0.596
Total (66)	21	12	10	9	8	6

From Table 4, it is found that there are 6 components 66 indicators of "one-stop" student community education management model for public universities under Hubei Province: Component 1 consists of 21 indicators, factor loading between 0.576-0.737. Component 2 consists of 12 indicators, factor loading between 0.543-0.720. Component 3 consists of 10 indicators with factor loading between 0.620-0.699. Component 4 consists of 9 indicators with factor loading between 0.648-0.700. Component 5 consists of 8 indicators with factor loading between 0.659-0.717. Component 6 consists of 6 indicators with factor loading between 0.596-0.694.

From the Exploratory Factor Analysis by factor extraction method, all 6 significant elements were obtained for the convenience of naming the components that meet the specified criteria. Researchers named each new component based on student community education management, as shown in Figure 1.

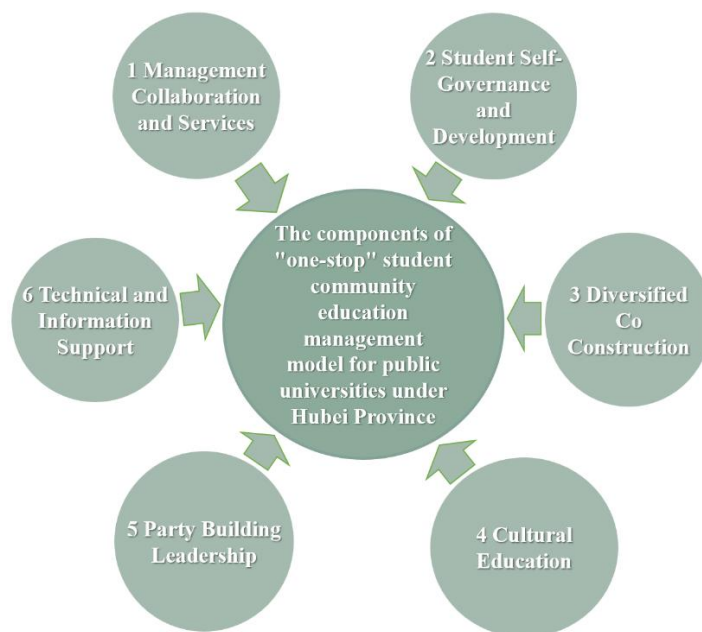
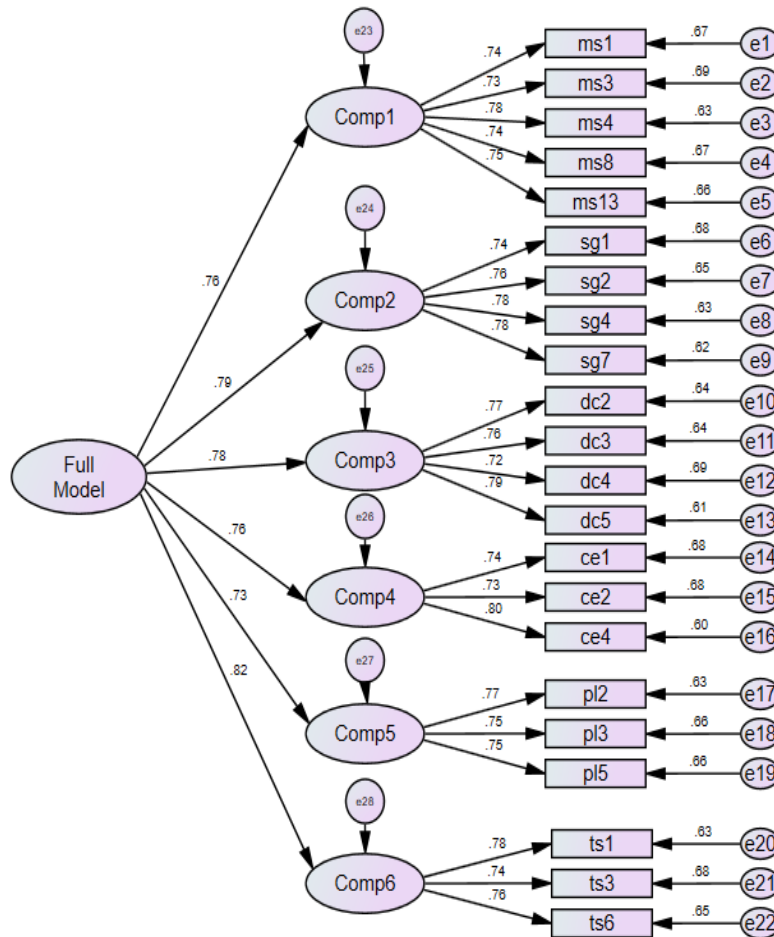


Figure 1 The Component of "one-stop" student community education management model for public universities under Hubei Province.

Confirmatory factor analysis is used to test whether the relationship between factors and test items conforms to the designed research model, so most empirical papers will use confirmatory factor analysis to test the fit of the data and the model.

By analyzing the Pearson Correlation Coefficient of the model. It is found that the correlation coefficient in each pair of components in this study was very low, this was showed that each component was independent of the other and the convergent varidity, CR. (Composite reliability) between 0.8 to 0.863, were more than 0.70, include AVE. (Average Variance Extraction) between 0.557 to 0.586 were more than 0.50. This was indicated that the variables or indicators within each measurement model in this study have a reliability and validity (Fornell & Larcker, 1981; Diamantopoulos & Siguaw, 2000; Graham, 2006; Hair, et.al. 2010; Kline (2016).

After measuring the initial model and modifying the structural model, the final model has a good fit and corresponding model fitting index are obtained as follows:



chi-square=231.052 df=203 cmin/df=1.138 p=.086 GFI=.948 AGFI=.936 CFI=.993 TLI=.992
 IFI=.993 PNFI=.830 Standardized RMR=0.032 RMSEA=.019

Table 5 Fitting index of confirmatory factor analysis model

Adaptation index	Standard	Model	Result
Chi-square (χ^2)	$P > 0.05$	$\chi^2=231.05$, $p=0.086$	fit
Relative Chi-square (χ^2/df)	≤ 2	1.138	fit
GFI	$0.90 < GFI \leq 1.00$	0.948	fit

AGFI	$0.90 \leq \text{AGFI} \leq 1.00$	0.936	fit
CFI	$0.95 \leq \text{CFI} \leq 1.00$	0.993	fit
TLI	$0.90 \leq \text{TLI} \leq 1.00$	0.992	fit
RMSEA	$0.00 \leq \text{RMSEA} \leq 0.08$	0.019	fit
Standardized RMR	< 0.05	0.032	fit

From the Table 5, that the Chi-squar/df value is 1.138, comply with data standards; chi-square value is 231.05, comply with data standards; GFI value is 0.948, comply with data standards; AGFI value is 0.936, comply with data standards; TLI(NNFI) value is 0.992, comply with data standards; CFI value is 0.993, comply with data standards; RMSEA value is 0.019, comply with data standards; SRMR value is 0.032, comply with data standards.

The effectiveness of "one-stop" student community education management model of Animation major in public universities under Hubei Province consist of six components and 22 key variables as follows:

Component 1: Management Collaboration and Services (ms) 5 variables.

Component 2: Student Self-Governance and Development (sg) 4 variables.

Component 2: Student Self-Governance and Development (sg) 4 variables.

Component 3: Diversified Co Construction (dc) 4 variables.

Component 4: Cultural Education (ce) 3 variables.

Component 5: Party Building Leadership (pl) 3 variables.

Component 6: Technical and Information Support (ts) 3 variables.

Based on the CFA analysis results, it can be concluded that the effectiveness of the "one-stop" student community education management model includes 6 components: (1) management collaboration and services, (2) student self-governance and development, (3) diversified co construction, (4) cultural education, (5) party building leadership, and (6) technical and information support. That is, these 6 components will improve the development of effectiveness of "one-stop" student community education management model in Hubei Province. Among them, technical and information support which has the greatest impact on management effectiveness, and party building leadership, which has the least impact on management effectiveness.

Section 3: Result of Data Analysis for Research Objective 3:

A content analysis of the data from focus group discussions was performed. Based on the principle of freedom and voluntariness, the experts spoke freely in the discussion and proposed the direction of goal 3. According to the research results of research objective 2, and set guidelines for goal 3 for improving the effectiveness of "one-stop" student community education management model for public universities under Hubei Province. Respectively, for component 1, component 2, component 3, component 4, component 5, component 6 and to discuss the guidelines.

The researcher sorted out and analyzed the discussions of 7 experts, 100% suggest adjusting "Party building leadership" to its primary position. And reached 6 guidelines, and the following conclusions: (1) Strengthen ideological and political guidance, and build a community of values. (2) Build a basic support platform, create offline physical spaces and online virtual communities, and improve the student management and service system. (3) Sort out and construct a "one-stop" student community education management organizational system. (4) Promote the construction of practical student communities and establish a long-term operational mechanism. (5) Guided by assessment, promote the construction and continuous operation optimization of a "one-stop" student community education management model. (6) Deepen the construction of a one-stop student community education management model and data application.

Discussion

Based on the research objectives, the discussion will be presented as follows:

Section 1 Discussion about major findings of objective 1:

In Section 1, Combined with literature review and semi-structured interviews with 9 key informants, through Exploratory Factor Analysis, the researcher constructs the dimensional framework of the effectiveness of the "one-stop" student community education management model for public universities under Hubei Province from six components: management collaboration and services, student self-governance and development, diversified co construction, cultural education, party building leadership, technical and information support. The six components of the research results are important elements in building the effectiveness of the "one-stop" student community education management model, and are also an important means of improving student affairs education management.

Component of Management Collaboration and Services. Chen Jun (2017) found that effective management collaboration requires the establishment of a reasonable organizational structure and collaboration mechanism to ensure collaboration among various management departments and form an organic work network. The research results are consistent with the research direction of Li Diao & Chen Zhi (2019). In addition, research by Chen Xiangmin & Zong Hejing (2014) found that building an information sharing platform allows various management departments to share student information and community dynamics in real time. Regularly conduct cross-department training and communication to ensure that each department understands each other's work priorities and needs. This helps enhance overall team cohesion and collaboration. Corresponding to the research of Dong Yinglong (2014). Research by Xu Hongye (2021) found that a good management collaboration mechanism can ensure the orderly operation of various services, and high-quality services require efficient management support. Together, they form a relatively complete management system to ensure that the "one-stop" student community can provide students with comprehensive, personalized, and efficient support and services. This component plays a key role in the effectiveness of the "one-stop" student community education management model.

Component of Student Self-Governance and Development. This research result is consistent with the theory or research of Jin Guo (2013), who implemented it through the establishment of student self-government organizations, such as student unions, autonomous committees, etc. These organizations can be responsible for organizing student activities, resolving internal disputes, feedback student opinions, etc., and promote students' self-

management and self-service. The research results are consistent with the research direction of Xiao Yuchang (2023). In addition, research by Shi Longping & Chen Jiajun (2021) found that effective student self-government requires students to play an active role in the decision-making and management of community affairs. Corresponding to the research of Zhao Wei & Zhang Keqin (2023). Research by Lin Dongdong & Xu Shuo (2023) found that the student community should provide a variety of activities and resources to support the development of students' personality and the cultivation of interests. Through the effective organization of student autonomy and development, the student community can better meet the individual needs of students and promote the overall growth of students. Student autonomy and development is a key component, involving students' participation in management decision-making, developing and enriching personality, and exercising leadership.

Component of Diversified Co Construction. This research result is consistent with the theory or research of Wang Yi (2022), who introduced professionals from different subject areas to promote interdisciplinary cooperation. Integrate social resources, including enterprises, industries, community organizations, etc., to provide students with support in internships, employment, entrepreneurship, etc. The research results are consistent with the research direction of Liu Run (2021). In addition, Ma Chengyao (2022) found that students' sense of identity and responsibility for student community affairs can be enhanced by organizing volunteer activities, community cultural festivals, student councils, etc. Research by Liu Wenbo (2021) found that the active participation of faculty and staff is the key to the construction of a "one-stop" student community. Corresponding to the research of Zhu Wei (2022). Through diversified co-construction, the student community can better bring together the strengths of all parties, promote resource sharing, smooth information flow, and achieve in-depth interaction and collaborative development among student community members. This model helps enrich students' learning experience and enhances community cohesion and vitality. The research focus, research field and research objectives of this study are different from those of this paper.

Component of Cultural Education. This research result is consistent with the theory or research of Zhao Jianping (2016). Zhao Jianping should focus on cultivating students' humanistic qualities, values and cultural tastes in a student community environment, highlighting the integration of political culture and strengthening academic Cultural guidance, improving the taste of entertainment culture, advocating people-oriented management culture, and transforming non-mainstream culture in the community. In addition, Li Min & Zhang Ke (2022) found that it is necessary to create a highly recognizable and distinctive student community culture, educate people with culture, and focus on exploring the geographical environment of colleges and universities, school history. The research of Hu Xuefeng (2022) found that carrying out active and healthy campus cultural activities and creating a good campus cultural atmosphere can enable teachers and students to be subtly influenced by spiritual culture. Corresponding to the research of Li Jingbing (2023). In the process of development and innovation from "knowledge education" to "cultural education", colleges and universities have put forward higher requirements for cultural education. The research focus, research field and research objectives of this study are different from those of this paper.

Component of Party Building Leadership. This research result is consistent with the theory or research of Wen Jun (2022). Wen Jun carries out party building work in the construction of "one-stop" student communities in colleges and universities, and must give full play to the political leadership of grassroots party organizations, The role of ideological leadership, organizational leadership, and institutional leadership in the student community should be integrated into the daily life of students through innovative institutional mechanisms, strengthening ideological and political learning, and strict disciplinary requirements to improve the quality of party building and broaden party building. The research results are consistent with the research direction of Yin Zhuojun (2017). In addition, Zhu Qin (2022) found that it is necessary to build a smart party building work system in colleges and universities, strengthen the construction of smart party building work platforms, improve the ability of party building staff to use intelligent and information-based equipment. Research by Chen Cheng & Li Yangfan (2023) found that constructing a party-building work system for college student communities in the new era will transform the party's organizational and institutional advantages into the governance advantages and governance effectiveness of the student community. Corresponding to the research of Mao Shiming (2022). Integrate the Party's guiding ideology into students' daily life and study to promote students' all-round development. The focus, research area, and research objectives of this study are different from those of this study.

Component of Technical and Information Support. This research result is consistent with the theory or research of Jiang Guxun (2022). Jiang Guxun has used Internet technology to make student community work more intelligent and Professional and safe. The research results are consistent with the research direction of Yin Zhuojun (2017). In addition, Tan Yiyin (2019) found that advanced digital platforms and information management systems can be used to standardize and integrate various management tasks in student communities and improve management efficiency. Li Shiyu & Ding Ding (2023) found that big data analysis technology can be used to study students' growth patterns and development trends, provide scientific basis for schools, and formulate personalized education plans and management strategies. It is a key component of the "one-stop" student community education management model, which enables the school governance system to adapt to the requirements of the new era and achieve useful exploration of high-quality development.

Section 2 Discussion about major findings of objective 2:

The components and indicators model of the effectiveness of "one-stop" student community education management model public universities under Hubei Province. Based on the major findings, studying from six components, that the development of effectiveness management model, the 22 key variables are founded and Model fit with empirical data for all indicators. Through these variables. The model was analyzed by confirmatory factor analysis, and good model results were obtained based on the data.

First, the research method is based on the valid data obtained by the analytical tools, with good validation results and good model results. The corresponding structural equation model was established by analyzing the model data by confirmatory factor analysis. Through model analysis, this study obtained a good model structure on the basis of available data analysis. However, in addition to the data itself, further research and analysis by experts in related fields are needed to better illustrate the validity of the model. Through the confirmatory factor analysis, six components of the effectiveness of "one-stop" student community education

management model public universities under Hubei Province will be discussed, the result consistent with Shi Longping (2021) and Yan Ming (2022).

Section 3 Discussion about major findings of objective 3:

There are a total of six guidelines: one for each component. The results of this study are the same as the components of Objective 1. Among them, the most important part of Party building leadership: Strengthen ideological and political guidance, and build a community of values. Continuously improve the working mechanism of adhering to and strengthening the Party's leadership in the "one-stop" student community, and form a pattern of Party building work in student communities where the Party's leadership is "vertical to the bottom, horizontal to the edges, and fully covered". Integrate the leadership and construction of the Party throughout all aspects of student community construction, and build a good political ecology in student communities. The result as the same with Xiao Yuchang (2023), Xia Xiaochen & Cao Yu (2022). Through the "one-stop" student community education management model, the student community forms a common value system under the leadership of party building, fully utilizes technological means to achieve information support, cultivates the ability of student autonomy and development, promotes diversified development and cultural inheritance of the student community, improves overall effectiveness through collaborative management, and forms a comprehensive student community education management system. Comprehensive suggestions have been provided for improving the effectiveness of the "one-stop" student community education management model in universities. Further deepen the research mechanism on the effectiveness of the "one-stop" student community education management model.

Recommendation

Part I: Recommend for Policies Formulation

1. Government: Policy support for the "one-stop" student community education management model in universities, providing technical and resource support, and creating a good management environment for universities.

2. University: Integrating the concept of student community management into campus cultural construction and advocating for student participation in community management.

3. Administrator: Build a student community management organization, clarify its functions, coordinate its operations, and promote the construction and long-term operation of student communities.

4. Teacher: Develop an assessment mechanism to link the implementation of student community education management models with teacher performance and stimulate enthusiasm.

Part II: Recommendation for Practical Applications

1. Strengthen student leadership training.

2. Comprehensive data analysis and mining.

3. Build an online resource platform.

4. Continuous training for counselors and mentors.

5. Strengthen cooperation with enterprises and society.

6. Establish an evaluation feedback mechanism.

7. Continuous improvement and innovation.

Part III: Recommend for Further Research

1. Research and development of Party Building Leadership

Optimize the leadership mechanism of party building, strengthen the combination of party building and discipline, strengthen party member training and incentives, and promote the collaborative cooperation between party building and student community governance. Promote the Party building leadership model to better adapt to the needs of student communities and enhance the overall level of educational management in schools.

2. Research and development of Technical and Information Support

Pay attention to intelligent technology integration, information security and privacy, digital learning environment, real-time feedback and adjustment, digital governance strategy, and other aspects.

3. Research and development of Student Self-Governance and Development

Self-management training, innovate self-service mechanisms, establish mentor systems, promote student self-service community construction, and improve student participation mechanisms.

4. Research and development of Diversified Co Construction

Explore diverse cooperation mechanisms among schools, communities, and enterprises, innovate forms of community activities, and enhance students' sense of mission and responsibility in community participation.

5. Research and development of Cultural Education

Cultural identity and values. Explore the cultural identity and core values of the university. Analyze how universities define and communicate their cultural values, such as academic excellence, diversity, inclusion, innovation, or community engagement. Explore how cultural values shape institutional policies, practices, and decision-making processes.

6. Research and development of Management Collaboration and Services

Communication: Investigate internal communication practices within universities. Explore the effectiveness of communication channels and platforms used to disseminate information among faculty, staff, and administrators. Assess the impact of internal communication on organizational culture, collaboration, and employee engagement.

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