

An Exploration of the Role Positioning and Function Exertion of College Counselors in the Construction of “One-Stop” Student Communities

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Abstract

The construction of a “one-stop” student community is an important carrier for colleges and universities to promote “three-all education” in the new era and an innovative practice of implementing the “Fengqiao Experience” in university governance. As the core force in student community governance, counselors play a key role in promoting community construction, serving student growth, and maintaining campus stability. Currently, counselors face three practical challenges in community construction: ambiguous role perception, lack of a collaborative mechanism, and lagging evaluation system. To address these issues, it is necessary to deepen cognitive reconstruction and strengthen the mission of education; promote digital empowerment and build an intelligent service platform; improve collaborative

1Fund Project: Special Open Project for Ideological and Political Work Team (2024) Sponsored by Training and Research Center for Ideological and Political Work Teams in Higher Education

(Zhengzhou University) : Theoretical Logic and Practical Pathways of Constructing a “One-Stop”

Student Community Comprehensive Management Model in Universities(Project number: ZZUKFZD202408);Special subject of the counselor work research committee of Jiangsu Higher

Education Association : Research on the Education Orientation and Practice Path of College Counselors’ Education under the Background of “Three Full-Education” (Project number:

21FYHZD011); Research subject of higher education reform in Jiangsu University : Research on the Function Positioning and Practice Path of College Counselors under the Background of “Three Full-education” (project number: 2021JGZD019); Jiangsu Province Education Science “14th Five-Year” planning subject Research on Developmental Fund Educational Modes in Colleges and Universities under the Concept “Three Full-education” (project number: X-b/2021/03).

governance and establish a cross-departmental linkage mechanism; and innovate the evaluation system and design a “four-dimensional integration” assessment model.

Key words: counselor; “one-stop” student community; role positioning; role play

With the continuous advancement of higher education reforms, the traditional functions of classes have gradually weakened, and student communities have become the main arena for daily communication and interaction among college students. In January 2024, the National Development and Reform Commission, the Ministry of Education, and other seven departments jointly issued the “Guiding Opinions on Strengthening the Construction of College Students’ Dormitories”, clearly stating that it is necessary to promote the transformation of student dormitories from a single residential function to a comprehensive educational function. Against this backdrop, the “one-stop” student community, with its “three one-stops” characteristics - integrated hardware facilities, centralized service resources, and intelligent digital platforms, is gradually developing into a new type of educational space that integrates learning, living, and growth. As the backbone force of college ideological and political work, counselors play a key role in the construction of “one-stop” student communities ^[1]. How to fully leverage their professional advantages and promote the high-quality development of community educational work has become an important issue in current college ideological and political work.

1. The Role Positioning of Counselors in the “One-Stop” Student Community

The establishment of a “one-stop” student community in universities is an important practical exploration in the reform and innovation of ideological and political education in the new era. This model, through resource integration, service optimization, and function enhancement, aims to create a comprehensive educational platform that integrates learning, living, and communication functions. During this process, the counselor, as the key connector between the school management entity and the student group, plays a crucial role in terms of role positioning and function performance, which holds significant theoretical value and practical significance. From the perspective of practical principles, the counselor needs to achieve unity in three dimensions: in the value dimension, achieving the dialectical unity of ideological guidance and student autonomy; in the method dimension, realizing the organic combination of management education and service education; and in the goal dimension, achieving a coordinated emphasis on positive guidance and meeting of needs. This practical requirement is not only an innovation breakthrough of the traditional working model but also a comprehensive improvement of the counselor's professional quality. Based on the nine functional frameworks stipulated in the “Regulations on the Construction of Counselors in Ordinary Higher Education

Institutions”, counselors in the “one-stop” student community mainly undertake the following core roles: first, as the leader of ideological and political education, responsible for shaping and disseminating values; second, as the executor of grid-based management, ensuring the orderly operation of community governance; third, as the promoter of individualized cultivation, promoting the all-round development of students; fourth, as the promoter of grassroots governance, optimizing the organizational efficiency of the community; finally, as the practitioner of the service education concept, realizing the infiltration of educational goals in daily life. These role positioning jointly constitute the key role mechanism of counselors in the comprehensive management model of the “one-stop” student community.

1.1 The leader of ideological and political education

The “Regulations on the Construction of the Counselor Team in Regular Institutions of Higher Learning” issued by the Ministry of Education in September 2017 established the core functional positioning of counselors at the institutional level, explicitly listing “ideological and theoretical education and value guidance” as the primary responsibility. This regulation has set the basic paradigm for counselors' work from a policy perspective - integrating ideological and theoretical education and value guidance throughout the entire process of student education, management, and service. As a special educational subject with dual identities of both teacher and cadre, counselors have multi-dimensional role characteristics: they are not only the organizers and implementers of students' daily ideological and political education and management, but also the mentors for students' growth and success and the confidants of their healthy lives. This unique identity attribute enables them to deeply engage with the student community, accurately grasp students' ideological trends, and provide a subject-based guarantee for targeted ideological and political education work^[2]. The “one-stop” student community, as a new field for ideological and political education, its spatial characteristics provide significant support for enhancing educational effectiveness. Through organizing and implementing diverse ideological and political education activities within this field, counselors have established an efficient educational transmission mechanism. This education model based on the living field not only shortens the psychological distance between educators and the educated, but also significantly enhances the penetration and influence of ideological and political education through daily and life-oriented educational methods.

1.2 The executor of grid-based management

The grid-based management model of the “one-stop” student community provides an effective path for achieving refined governance. This model, by establishing an online and offline collaborative grid system, has formed a scientific and reasonable governance structure. Specifically, its governance effectiveness is mainly reflected in

the following three aspects: Firstly, in the organizational structure, a hierarchical four-level management unit (community - building - floor - dormitory) and a three-dimensional network of “three verticals and three horizontals” have been established. Vertically, it realizes the connection of school - college - class - dormitory, and horizontally, it integrates the efforts of counselors, student cadres, and Party members, constructing an all-encompassing management system. Secondly, in the operation mechanism, by clearly defining the responsibilities of each grid member, a management chain with clear responsibilities assigned to individuals has been formed. The counselor, as the core manager, not only is responsible for overall coordination but also directly participates in the daily management of the dormitory area, including daily schedule management, safety checks, and behavior guidance, etc. Finally, in terms of function realization, the grid-based management has dual advantages: On the one hand, through a regular inspection mechanism, it can promptly discover and handle various safety hazards; on the other hand, by leveraging the grid-based communication channels, it can accurately grasp the dynamics of students and provide data support for ideological and political work. Practice has shown that this management model not only ensures community order but also enhances the targeted and effectiveness of ideological and political work

1.3 The promoter of personalized student development

As a crucial link connecting the school's education system and the students' growth needs, the counselor plays a significant role in the “one-stop” student community construction. The innovative practices of the counselor mainly lie in the following three aspects: First, the transformation of the work mode through technological empowerment. By deeply applying intelligent platforms, the counselor breaks through the time and space limitations of the traditional work mode and can rely on the integrated digital platform and AI student profiling system of the community to achieve dynamic tracking and intelligent analysis of students' academic performance, psychological state, interests, and specialties, and build a precise student growth archive. This data-driven identification mechanism provides a scientific basis for precise services. Second, the innovation of the educational mechanism for precise services. Based on the analysis results of the digital platform, the counselor can quickly identify the differentiated needs of students and implement classified guidance. For students with academic difficulties, personalized learning plans are formulated, and targeted guidance is carried out in collaboration with professional teachers; through the early warning mechanism, students with psychological distress are promptly identified, and professional counselors are coordinated for precise psychological intervention; for students with career confusion, industry mentors are connected to provide personalized development plans. Third, the expansion of the role function of resource integration. In the educational practice, the counselor fully

leverages the role advantage of resource integrator, and intelligently matches educational resources and service plans according to students' development needs. This precise policy work method not only reflects the educational essence of individualized teaching but also demonstrates the innovative breakthrough of ideological and political work under the empowerment of technology. Through the organic combination of intelligent platforms and humanized services, the counselor is becoming an important engine for promoting personalized student cultivation, effectively enhancing the targeted and practical nature of the educational work.

1.4 The builder of the modernized student community governance system

The strategic deployment proposed by the Ideological and Political Work Department of the Ministry of Education in 2023 to transform university “one-stop” student communities into a practical model of the “Fengqiao Experience” in the new era reflects the innovative thinking for the modernization of student community governance in universities. The core feature of this governance model lies in the construction of a three-in-one modern governance system of “source prevention - front-end resolution - grassroots governance”, and its theoretical connotation mainly manifests in three dimensions: the flattening of governance levels, the diversified participation of governance subjects, and the collaborative innovation of governance mechanisms. In this governance system, counselors, as the key actors of grassroots governance science, play a significant practical value in their functions. Specifically, counselors mainly enhance governance efficiency through the following paths: Firstly, at the technical governance level, relying on the data analysis function of intelligent digital platforms, a risk early warning system based on big data is constructed. Through real-time monitoring of key indicators such as academic warnings, psychological abnormalities, and behavioral deviations, a closed-loop management mechanism of “monitoring - warning - intervention - feedback” is established, achieving the transformation from passive response to proactive prevention in the governance model. Secondly, at the collaborative governance level, they exert organizational coordination functions, integrate resources from various entities such as student affairs, teaching, logistics, and security, and build a linkage mechanism of “information exchange - problem discussion - action coordination”. Through the establishment of institutionalized joint meetings and rapid response channels, cross-departmental governance synergy is formed. Thirdly, at the preventive governance level, they lead the construction of a three-dimensional defense system including ideological guidance, safety guarantee, and legal education. Through regular safety education, organizing emergency drills, holding legal lectures, etc, the risk prevention ability of students is enhanced; at the same time, a three-level monitoring network of “grid members - information officers - counselors” is established to improve the safety hazard investigation mechanism. Finally, at the

participation governance level, they guide the innovation of democratic consultation platforms of student self-governance organizations and implement the participatory governance model of “issue collection - democratic consultation - collaborative resolution”. Through the cultivation of student cadres and the construction of volunteer service mechanisms, students’ subject consciousness and self-governance ability are cultivated, achieving the endogenous improvement of governance efficiency^[3].

The “one-stop” student community integrates life services and educational management, precisely aligning with the growth needs of students. It provides a full-chain service in aspects such as ideological guidance, academic guidance, and psychological support, achieving the educational goal of “centering on students, caring for students, and serving students”. This model uses service as the carrier, integrating educational goals into the service process, meeting students’ needs while guiding them to form correct values and comprehensive qualities, ultimately fulfilling the fundamental task of “cultivating people with virtue”, and cultivating new era individuals with all-round development in terms of morality, intelligence, physical fitness, aesthetics, and labor. As the front-line main body of ideological and political work in universities, counselors’ responsibilities cover ideological guidance, growth services, and value shaping, which are highly consistent with the concept of “service as education, management as education” of the “one-stop” student community. The service-oriented educational concept emphasizes achieving implicit educational goals by addressing students’ actual needs. Counselors integrate into the student’s life environment (dormitories, communities) and transform educational goals into service actions, constructing a closed-loop mechanism of “demand response - service supply - value infiltration”. Specifically, the service-oriented educational practice of counselors in the “one-stop” student community is to promote the transformation of ideological and political work from “floating” to “embedded” through reconfiguring educational space, innovating interaction mechanisms, and deepening value infiltration. This practice is not only an answer to the fundamental questions of “what to cultivate, how to cultivate, and for whom to cultivate” in the era, but also reflects the profound transformation of higher education from a “management-oriented” to an “education-oriented” position.

2. The practical challenges faced by counselors in their role within the “one-stop” student community construction process

Currently, in the practice of promoting “one-stop” student community education in colleges and universities, college counselors mostly conduct independent exploration based on the beneficial experiences of pilot institutions. There is no unified standard model yet, and many practical difficulties exist. These difficulties not only manifest in

the complexity and uncertainty of the operational level, but also deeply affect the role identity, professional happiness, and work enthusiasm of counselors.

2.1 The ambiguity of role perception leads to a deviation in educational orientation

University counselors encounter significant cognitive difficulties during the process of participating in the construction of “one-stop” student communities. These difficulties are manifested in three dimensions: understanding of the educational connotation of “one-stop” communities, role positioning, and work methods. Specifically, some counselors have misunderstandings regarding the educational content of “one-stop” communities, still remaining at the level of traditional dormitory management, have a fragmented understanding of the “three-all education” concept, and have not fully grasped the organic unity of management, service, and education. In terms of role cognition, there are problems such as unclear dual roles of managers and service providers, insufficient recognition of the role of ideological leadership, and weak awareness of grassroots governance promotion. In terms of work methods, there are characteristics such as insufficient innovation and lack of information-based governance capabilities. The formation of this cognitive difficulty is influenced by various institutional factors such as imperfect policy training mechanisms, blurred responsibility boundaries, and biased assessment and evaluation orientations. It is also related to internal factors such as insufficient theoretical literacy, lack of innovation consciousness, and limited role adaptation ability of counselors. This cognitive difficulty directly leads to the deviation of work focus from the essence of education, restricts the exertion of the educational function of the community, and hinders the improvement of counselors’ professional capabilities and innovative development. Therefore, it is necessary to further explore the dynamic mechanism of cognitive transformation and its impact path on work performance, in order to provide more in-depth theoretical guidance for improving the educational effectiveness of “one-stop” student communities.

2.2 The absence of a collaborative mechanism leads to difficulties in resource integration

During the process of promoting the “one-stop” student community construction, the inadequacy of the departmental collaboration mechanism has become a key bottleneck restricting the improvement of educational effectiveness. Specifically, there is a clear phenomenon of blurred responsibility boundaries among various functional departments. The work interfaces of departments such as student affairs, logistics, and security are both overlapping and leave responsibility gaps. This unclear division of authority and responsibility directly weakens the formation of educational synergy. The imbalance in the structure of educational subjects is particularly

prominent. The single mode of overly relying on counselors leads to the overloading of professional tasks such as mental health screening and conflict mediation being concentrated on individual counselors. Meanwhile, the diverse subject forces such as student cadres, academic mentors, and enterprise mentors have not been effectively integrated, and high-quality educational resources such as professional teachers and peer volunteers lack institutionalized participation channels, resulting in low utilization rates of community functional rooms and waste of resources^[4]. What is more concerning is that there is a serious “island effect” in cross-departmental collaboration. Due to the lack of effective communication and coordination mechanisms, counselors are often forced to undertake the heavy burden of coordinating cross-departmental affairs. This fragmented management approach exposes the systematic defects in the collaborative process. Institutional and mechanism obstacles not only trap counselors in the quagmire of routine tasks but also fundamentally restrict the in-depth implementation of the “total education” concept at the practical level. Systematic measures such as clarifying departmental responsibilities, establishing communication platforms, and constructing a diversified participation system are urgently needed to address these issues.

2.3 The lagging evaluation system leads to insufficient work motivation

The counselors face the practical predicament of an outdated evaluation system in the construction of the “one-stop” student community. The underlying contradiction stems from the structural mismatch between the traditional management model and the modern educational needs. At the level of assessment indicators, the mechanized quantitative standards are severely disconnected from the complex characteristics of community education. They fail to capture the professional contributions of counselors in aspects such as the cultivation of building autonomous organizations in buildings, the shaping of community cultural brands, and the early warning and intervention in mental health, nor can they reflect their continuous efforts in promoting the integration of student communities and cultivating public spirit. The current evaluation mechanism falls into the rut of “emphasizing form over substance”, with the assessment focus overly tilted towards surface indicators such as record filling and activity frequency, while seriously neglecting core dimensions that reflect the effectiveness of education, such as the community cohesion index, student participation activity level, and satisfaction with problem-solving. This imbalance in indicators leads to the transformation of counselors’ substantial efforts in emotional labor, value guidance, and relationship coordination into “invisible labor”. The singularity of the evaluation subject further exacerbates the distortion of assessment. The vertical evaluation model dominated by administration excludes the diverse voices of students, professional teachers, and other stakeholders, preventing the counselor’s hub functions in resource integration and demand alignment from

receiving institutional recognition. The backwardness of technical means has formed an evaluation bottleneck. The manual recording method cannot track the full-dimensional interactions of counselors on the smart community platform in real time, nor can it objectively record very routine services such as night patrols and crisis handling. Eventually, it gives rise to an abnormal incentive orientation of “emphasizing immediate performance over long-term cultivation” [5]. This systematic evaluation bias not only causes a negative correlation break between the counselors' professional satisfaction and community commitment, but also leads them to experience role confusion and professional identity anxiety. When the community innovation achievements cannot be transformed into development capital such as professional title promotion and performance distribution, it will inevitably induce “negative security” work strategies. In the long run, this will fundamentally undermine the institutional vitality and innovation momentum of the “one-stop” community construction and create an institutional barrier for the improvement of educational quality.

3.The role-playing path of the counselor in the “one-stop” student community

The “one-stop” student community is a new moral education platform that integrates ideological education, academic guidance, life management, and comprehensive services in colleges and universities. It marks a profound interpretation and active practice of the three-all education concept by colleges and universities in the new era, following the reform of curriculum-based ideological education [6]. Under the background of the “three-all” education reform in modern universities, enhancing the effectiveness of “one-stop” student community construction requires the establishment of a systematic mechanism for the exertion of counselors' roles. Specifically, first, the cognitive reconstruction of counselors should be deepened through a hierarchical training system and a practical ability improvement plan, strengthening their mission of education and professional qualities; second, digital empowerment should be promoted, an intelligent management platform should be constructed, and digital training should be carried out to achieve precise educational services; third, a collaborative governance mechanism should be improved, integrating the efforts of multiple entities and stimulating the vitality of student self-governance, forming a pattern of joint construction, governance and sharing; finally, an evaluation system should be innovated, establishing a “four-dimensional integrated” assessment model and a closed-loop management mechanism to promote continuous improvement of work. These four dimensions support and integrate each other: cognitive reconstruction is the prerequisite foundation, digital empowerment is the technical support, collaborative governance is the mechanism guarantee, evaluation innovation is the driving force source, and together they constitute a complete path system for counselors to participate in community construction.

Through the implementation of this system, it can effectively solve the current practical problems faced by counselors, such as unclear cognition, insufficient collaboration, and lagging evaluation, and can also promote the transformation of the “one-stop” student community from a traditional management model to a modern educational community, ultimately achieving a comprehensive improvement in the quality and efficiency of university ideological and political work.

3.1 Deepen cognitive restructuring and strengthen the educational mission through hierarchical training and case-based teaching

Deepening the counselors’ understanding of the “one-stop” student community is an inevitable requirement and key breakthrough point for enhancing the quality of education and training in universities in the new era. As the backbone of educational work, counselors must systematically improve themselves from both the theoretical and practical perspectives: At the theoretical level, a hierarchical and categorized training system should be established. Through organizing “three-all education” special training sessions, conducting site visits and learning at exemplary points, etc., counselors can be helped to deeply understand the dialectical relationship between management, service and education. At the same time, “activity design templates” should be developed, requiring that activity applications must be accompanied by education plans, and a “grid-based + ideological guidance” dual assessment mechanism should be established, incorporating the students’ ideological dynamics into the evaluation system. At the practical ability level, a comprehensive support system should be constructed: Establish a “community counselor ability development center” to provide qualification certification training for psychological counselors and career guidance counselors; Develop an “emergency response simulation training system” to restore scenarios of handling public opinion events, psychological crises, etc. through VR technology; Create a practical training platform and establish a cross-departmental rotation and exchange mechanism, arranging counselors for short-term temporary positions in departments such as academic affairs and logistics; Establish “community governance innovation projects” to fund counselors to conduct practical research in cross-disciplinary fields. Form a “community work expert database” to provide 24-hour online professional support for counselors. These measures will effectively enhance the professional quality of counselors, ensure the effectiveness of the “one-stop” student community construction, and ultimately achieve an overall improvement in the level of ideological and political work.

3.2 Promote digital empowerment, build an intelligent service platform to enhance the ability of precise education

Further promote digital education to provide effective support for personalized learning, lifelong learning, expanding the coverage of high-quality educational

resources, and educational modernization. With the extensive penetration and expansion of digital technology in various fields, efforts should be made to build digital service platforms to broaden the mechanism for educating through services, and thereby promote deeper application and development of these platforms in the field of education. In the context of digital transformation, the construction of a “one-stop” student community urgently requires the establishment of an intelligent service platform, leveraging digital technology to empower the innovation of the service education mechanism. Specifically, first, establish an integrated digital management system by integrating multi-dimensional data such as academic, psychological, and behavioral data to construct an individualized growth profile and achieve precise service provision; second, regularly conduct specialized digital skills training for educators such as counselors, focusing on enhancing their digital governance capabilities in data analysis and application of intelligent tools; third, deepen the innovative application of technologies such as big data and artificial intelligence in educational scenarios, including using AI to assist in conversations, building automated learning assessment systems, and conducting virtual community activities in the metaverse. These digital practices not only can break through the limitations of traditional education in terms of time and space, but also enhance the precision and coverage of educational work, and strengthen the attractiveness and impact of the educational process through intelligent interaction methods. As the key implementation entity, counselors need to actively adapt to the requirements of digital transformation, combine technological advantages with the laws of education, and promote the “one-stop” student community to develop in an intelligent, precise, and personalized direction.

3.3 Improve collaborative governance, establish cross-departmental linkage mechanisms to stimulate the joint efforts of multiple stakeholders

The core characteristics of the collaborative governance theory are as follows: it emphasizes the diversity of governance entities, focuses on the collaboration and coordination among subsystems, and values the effective coordination within self-organizing systems^[7]. Based on the core essence of the collaborative governance theory, the “one-stop” student community construction requires the establishment of a governance system where multiple entities collaborate and participate. This system has three significant features: first, the governance entities are diversified, integrating administrative forces such as the student affairs department, the academic affairs department, and the logistics service center; second, the subsystems are coordinated, achieving organic connection through regular joint meetings, joint project promotion, and resource sharing platforms; third, the self-organization is coordinated, with a focus on cultivating functional organizations such as the student union and the student self-management committee. In this system, counselors play a crucial hub role: on the one hand, they need to coordinate and integrate various resources and establish

cross-departmental collaboration mechanisms; on the other hand, they should strive to stimulate the autonomy of students, by selecting and training key personnel such as party members and student cadres, expanding the coverage and service depth of student organizations in the community, deepening the penetration of student organizations at the grassroots level, and forming a new governance pattern that combines “external support and internal drive”. This collaborative governance model not only focuses on the systematic nature of top-level design but also emphasizes the innovation of grassroots practice. Through the organic unity of goal orientation and problem orientation, it ultimately achieves a comprehensive improvement in students’ self-management, self-education, and self-service capabilities [8].

3.4 Establish an innovative evaluation system and design a “four-dimensional integrated” assessment model to promote work improvement

Under the background of “one-stop” student community construction, the establishment of a scientific performance assessment system for counselors requires the construction of a “four-dimensional integrated evaluation model”, including the dimensions of ideological leadership, resource collaboration, student empowerment, and cultural infiltration. The ideological leadership dimension focuses on evaluating the quality of party building coverage and the effectiveness of theme education innovation; the resource collaboration dimension quantifies the duration of professional teachers’ presence in the community and the conversion rate of school-enterprise resources; the student empowerment dimension monitors the activity level of self-governing organizations and the completion status of student proposals; the cultural infiltration dimension assesses the influence of brand activities and the educational effect of space. In the implementation process, a “three-stage progressive” assessment method is adopted: the basic data layer automatically collects behavioral data through the intelligent platform; the process evaluation layer conducts quarterly tripartite evaluations by student representatives (30%), business departments (30%), and external experts (40%); the result application layer conducts an annual 360-degree comprehensive assessment. A “three-dimensional incentive” mechanism is also established, integrating performance rewards (60%), honorary recognition (20%), and growth empowerment (20%), and setting up a special reward fund. At the same time, the PDCA quality improvement cycle is run, generating personalized development diagnosis reports through the intelligent system, implementing the “leading swallow plan” for paired assistance of outstanding counselors, and directly linking the assessment results with community funding allocation and equipment configuration, forming a “assessment-feedback-improvement-upgrade” closed-loop management mechanism and a “promotion through assessment and improvement through examination” virtuous development ecosystem.

The “one-stop” student community in universities is not only the main venue for students’ daily study and life, but also an indispensable important educational platform for their healthy growth and success. At the same time, it is also a key spatial carrier for universities to carry out ideological and political work and cultivate talents. On this platform, students can enjoy comprehensive and multi-level learning and life services, promoting the overall improvement of their personal comprehensive qualities. In the future, with the continuous development of higher education and the continuous deepening of the construction of “one-stop” student communities, the role positioning of counselors will become more diversified, and their working methods will also become more flexible and efficient. They will play a more active role in guiding students’ ideological growth, academic progress, and life guidance, and make more significant contributions to further improving the quality of university ideological and political work.

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