

# Innovation and Practice of Community Work Mode for Private College Students

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**Abstract:** With the continuous development of China's higher education, private universities have played an increasingly important role in cultivating students' comprehensive qualities and enhancing campus culture. As an important component of private universities, student communities are not only places for students' daily lives but also important platforms for ideological and political education, cultural exchange, and social practice. This paper, based on the current actual situation of student communities in private universities, explores the innovation and practice of student community work models, aiming to provide references and insights for the management and development of student communities in private universities.

**Keywords:** private colleges and universities, student community, working mode, innovation, practice

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## 1. Introduction

In recent years, China's private higher education sector has experienced rapid growth, with the number of private universities and student enrollment expanding steadily. As a critical component of university management, student communities have garnered increasing attention from all sectors of society. The student population in private universities is highly diverse, characterized by varied backgrounds, high mobility, active thinking, and multifaceted needs. Traditional community management models have proven inadequate in addressing these evolving challenges, failing to meet the demands of modern education. Therefore, actively promoting innovation and reform in student community management is not only essential for enhancing students' comprehensive qualities and fostering their holistic development, but also a vital approach for private universities to improve overall management efficiency and achieve sustainable, high-quality growth.

## 2. Current Status of Student Community Work in Private Universities

### 2.1 Traditional characteristics of the student community work model

The traditional community work model in private universities typically exhibits pronounced administrative characteristics. This operational framework primarily focuses on regulating student conduct and providing basic living services, reflecting a strong administrative orientation. Specifically, community staff members often handle routine administrative tasks such as dormitory allocation, safety patrols, facility maintenance, and discipline supervision. These tasks tend to be repetitive and procedural, emphasizing administrative processing. In practice, this model demonstrates rigid proceduralization and a transactional approach, featuring fixed workflows, inflexible mechanisms, and limited service scope that lack flexibility and targeted solutions. Moreover, the educational philosophy and methods under this model remain inadequate. Its guidance and mentoring functions are relatively weak, with insufficient emphasis on personalized support and humanistic care. This makes it difficult to effectively address students' growing diverse and profound developmental needs during their growth process, thereby limiting the comprehensive educational potential of the community as a developmental platform.<sup>[1]</sup>

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## **2.2 Existing Issues and Challenges**

Currently, student community initiatives in private universities still face a series of structural issues and practical challenges that require urgent solutions. Firstly, ideological and political education shows significant gaps. The cultural development of student communities lacks systematic planning and in-depth expansion. The activities conducted tend to be monotonous in format and lack innovation in content, failing to align closely with the ideological trends and interests of contemporary college students. This results in the ideological education lacking in appeal, penetration, and practical effectiveness.<sup>[2]</sup>

Secondly, the traditional management model exhibits inherent rigidity, being overly reliant on administrative directives and institutional constraints. Its inflexible mechanisms fail to respond effectively to students' individual differences and evolving societal demands. This approach not only fails to foster students' initiative in self-management and self-service, but also limits their creative potential in activity design and organizational participation. As a result, students' role as key stakeholders in the community remains underutilized and inadequately recognized.

Ultimately, students generally demonstrate weak identification and sense of belonging to the community. Many view the community merely as a physical space for accommodation and daily life, rather than a vital platform for intellectual exchange and personal growth. This cognitive limitation, combined with a lack of vibrant cultural atmosphere and underdeveloped interaction mechanisms, results in low student engagement in community affairs and group activities. The overall community cohesion and collaborative development capacity still require substantial improvement. To address these issues, it is imperative to accelerate reforms and innovations in student community engagement models, aligning them with the developmental needs of contemporary youth and the long-term goals of educational advancement.

## **3. Innovation Direction of Community Work Mode for Private College Students**

### **3.1 Student-centered approach to enhance students' sense of participation**

Student communities should actively transition to a student-centered management model that fully respects students' autonomy and individual development needs, while cultivating their self-governance and self-management capabilities. By organizing diverse student club activities, holding regular student representative meetings, and establishing feedback channels, we can effectively enhance students' sense of participation and belonging in community affairs. This approach further stimulates their initiative and creativity, fostering a collaborative community atmosphere where everyone shares in the benefits of co-building, co-governing, and co-sharing.<sup>[3]</sup>

### **3.2 Innovating approaches to ideological and political work**

Student communities in private universities should proactively innovate ideological and political education models to continuously enhance students' moral standards and comprehensive competencies. For instance, they can leverage online platforms for virtual theoretical learning, thematic discussions, and interactive exchanges, while organizing offline flagship events such as cultural festivals, art exhibitions, and specialized lectures. This approach not only diversifies the formats and channels of ideological education but also strengthens the relevance and effectiveness of ideological guidance.

### **3.3 Building a diversified practical platform**

The student community serves not only as a vital space for daily learning and living, but also as a key platform for students to engage in diverse practical activities and enhance their comprehensive abilities. By actively organizing social research, volunteer services, public welfare projects, and innovation competitions, students can strengthen their sense of social responsibility, develop organizational and coordination skills, and gain hands-on experience—all of which contribute to their holistic development.

### **3.4 Strengthening mental health education and counseling**

In today's private higher education institutions, students' mental health issues are becoming increasingly prominent, demanding immediate and effective solutions. Student communities should accelerate the establishment of a multi-tiered, comprehensive mental health service system. This includes regularly organizing mental health seminars, group counseling sessions, and personalized consultations to ensure early detection and timely intervention. By providing continuous, professional psychological support, we can foster a positive and healthy environment for students' growth.

## **4. Implementation Suggestions for the Innovation of Community Work Mode of Private Colleges and Universities**

### **4.1 Improve the institutional development system**

Private universities should establish a comprehensive, scientific, and standardized management system and operational framework based on their institutional positioning and actual conditions, while aligning with current higher education reform trends and students' developmental needs. Specifically, they should develop robust regulations covering daily student community management, service standards, event planning and execution, and safety assurance. These regulations should clearly define responsibilities and operational standards for various tasks, ensuring all community operations are conducted in accordance with established protocols. This approach provides a solid institutional foundation and clear operational guidelines for continuously driving innovation in university operations.

### **4.2 Strengthening communication and collaboration mechanisms between teachers and students**

Schools should proactively establish a regular, multi-tiered, and two-way interactive communication platform between teachers and students, continuously expanding channels and formats for engagement. By organizing regular faculty-student forums, thematic workshops, online/offline feedback sessions, and surveys, schools can effectively gather students' authentic needs and suggestions regarding academic, daily life, and community activities. Meanwhile, school administrators and teachers should actively share management experiences and interim achievements to enhance transparency and build a robust feedback system. Through sustained efforts, mutual trust and collaborative spirit between teachers and students will be strengthened, fostering an environment of efficient collaboration, positive interaction, and shared growth.<sup>[4]</sup>

### **4.3 Increasing resource investment and ensuring necessary conditions**

Private universities should increase dedicated funding for student community development in their financial budgets to ensure sustainable and stable financial support. Key priorities include upgrading hardware facilities such as maintaining public activity spaces, optimizing accommodation and study environments, and enhancing digital and smart equipment. Equally important is improving the soft environment through cultural atmosphere cultivation and service resource integration. Through systematic resource allocation and infrastructure improvements, comprehensive material support and integrated assistance will be provided to facilitate diverse cultural and sports activities, academic exchanges, self-management services, and the establishment of long-term operational mechanisms within student communities.

## **Conclusion**

The innovation of student community work models in private universities serves as a vital approach to elevate institutional management standards and enhance students' holistic development. This student-centered framework prioritizes their needs and growth, optimizing resource allocation through meticulous services and management. In practice, innovative ideological education methods strengthen students' value alignment, while diversified practical platforms cultivate hands-on skills and social adaptability. Concurrently, enhanced mental health education effectively boosts psychological resilience and self-regulation abilities. The integrated implementation of these measures enables private universities to provide more comprehensive and efficient support for student development, significantly elevating their overall quality.

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