

Research on Existing Dilemmas and Innovative Paths of University Student Management in the New Era

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ABSTRACT

Student management acts as the core carrier for universities to fulfill the fundamental task of fostering virtue through education and cultivate all-round developed talents. Against the backdrop of the new era, digital transformation, diversified youth value orientations and the construction of the "Three-Full Education" system have raised higher standards for university student management. This paper elaborates on the core connotation and educational value of modern university student management, sorts out three prominent practical dilemmas including backward management concepts, fragmented collaborative governance systems and insufficient capacity for digital precise management. Furthermore, it constructs systematic innovative paths from three dimensions: renewal of educational concepts, optimization of collaborative operation mechanisms and digital intelligent empowerment. The research aims to promote the transformation of student management from "regulation-oriented" to "student-centered service education", optimize the full-chain growth support system for students, and provide theoretical references for universities to realize the modernization of student governance.

KEYWORDS

New Era; University Student Management; Three-Full Education; Smart Student Affairs; One-Stop Student Community; Governance Innovation.

1. INTRODUCTION

University student management covers daily behavioral standardization, ideological guidance, psychological counseling, academic development, rights protection and comprehensive quality cultivation, running through the whole process of talent training. In the new era, contemporary college students are characterized by personalized value pursuits, strong digital identity and diversified growth demands. Meanwhile, the state has comprehensively promoted the construction of "one-stop" student communities and digital campuses, requiring student management to break away from the traditional single regulatory model and organically integrate education, management and service.

In recent years, domestic scholars have carried out abundant researches on the reform of student management. Some researchers focus on the transformation of educational concepts, pointing out that many universities still adhere to the rigid management logic of "control first", ignore students' dominant position and lead to insufficient educational warmth in management work [1]. Other scholars analyze institutional barriers to collaborative education, arguing that the separation of teaching, student affairs, logistics and ideological and political departments disconnects educational links and makes it difficult to form joint educational forces [2]. A number of studies discuss the application of digital technology in student management, yet most only put forward technical suggestions from a single informatization perspective, lacking multi-dimensional systematic research integrating concepts, systems and technologies [3]. On this basis, this paper takes the practical

operation of university student management as the starting point, sorts out realistic dilemmas in current work, and puts forward targeted innovative paths combining ideological guidance, institutional optimization and digital empowerment, so as to enrich the research system of modern university student governance.

2. CONNOTATION AND EDUCATIONAL VALUE OF UNIVERSITY STUDENT MANAGEMENT IN THE NEW ERA

2.1. Core Connotation of Modern Student Management

Student management in the new era abandons the single administrative supervision mode of traditional student affairs, taking "student-centeredness" as the core logic and integrating three core dimensions: education, management and service. Education is the fundamental goal, which takes value guidance and moral cultivation as core tasks to shape students' correct world outlook, life outlook and values. Management serves as the basic guarantee, standardizing students' study and daily behaviors through standardized systems to maintain campus operation order. Service is the implementation carrier, responding to students' practical demands in study, psychology, employment and rights protection, and providing all-round growth support for students.

In terms of internal logical relations among the three dimensions, education runs through all management links, management provides normative guarantee for educational work, and service realizes emotional communication between schools and students. The three are interdependent and mutually integrated, forming a complete student governance system. For college students in the critical period of value formation, high-quality student management can realize implicit education in daily affairs, eliminate the separation between "ideological education and daily management", and help students achieve self-management, self-education and self-service [1]. If universities merely regard student management as routine administrative work and separate educational attributes from management behaviors, they can hardly give full play to the fundamental role of management in fostering virtue through education.

2.2. Practical Educational Value of Optimizing Student Management

First, it helps universities fulfill the fundamental task of fostering virtue through education. Daily student management constitutes the most frequent and closest ideological and political classroom for students. Restricted by teaching forms and time-space limits, traditional classroom ideological teaching tends to be abstract for students, while student management covers dormitory life, reward and punishment evaluation, volunteer practice, mental health and other daily scenarios. It transforms abstract value theories into tangible personal experience and greatly improves the penetration of moral education [1].

Second, it boosts the construction of the "Three-Full Education" pattern. Optimized student management can break the barrier that student affairs departments alone undertake educational work, mobilize professional teachers, logistics staff, counselors, parents and social resources to participate in students' growth guidance, and realize full-staff participation, whole-process coverage and all-round penetration of education, solving the dilemma of "everyone bears responsibility yet no one takes real charge" in educational work [2].

Third, it delivers precise and individualized growth support for students. Contemporary college students have obvious differences in academic foundation, psychological status, family background and career planning. Scientific student management can classify and label student groups via dynamic data tracking, carry out differentiated tutoring for impoverished students, students with psychological confusion, academically challenged students and student cadres, effectively solve the problem of

"one-size-fits-all" management in traditional modes, and meet personalized development demands of youth groups.

Fourth, it promotes the modernization of campus governance in universities. Standardized, intelligent and humanized student management can reduce campus management risks such as student disciplinary disputes, mental health emergencies and abnormal online speech, improve the efficiency of campus public services, and lay a solid foundation for building safe, harmonious and civilized campuses [4].

3. PROMINENT DILEMMAS IN CURRENT UNIVERSITY STUDENT MANAGEMENT

3.1. Backward Management Concepts: Dominated by Regulatory Thinking with Weak Awareness of Service Education

Many universities still retain the traditional management concept centered on campus order, taking standardized constraints as the primary goal of student management and lacking the awareness of "student-dominant and service-oriented". In daily work, managers focus more on attendance checking, disciplinary punishment and completing administrative assessment tasks, while ignoring the in-depth ideological and psychological demands behind students' behaviors [1].

From the perspective of practical operation, the management logic of "punishment prior to guidance" prevails. When students encounter academic failure, online misconduct or interpersonal conflicts, most managers adopt single criticism and punishment measures without long-term tracking education and psychological intervention. The student work evaluation system mainly takes the completion of routine administrative tasks as core assessment standards, excluding students' growth changes and feedback satisfaction from key indicators, which drives student managers to prioritize procedural work over educational effects. In addition, the equal communication mechanism between managers and students is inadequate; students lack smooth channels to put forward reasonable suggestions on campus management, resulting in low sense of participation and identity in campus construction [5].

3.2. Fragmented Collaborative Governance: Inter-Departmental Barriers and Imperfect Full-Staff Education Mechanism

The current student management system features obvious segmented operation, and the full-staff collaborative education mechanism has not been fully established. On one hand, functional departments including student affairs, academic affairs, logistics, mental health centers and security offices operate independently without a unified student information sharing platform. When handling complex student problems such as academic failure accompanied by psychological anxiety, cross-departmental joint consultation is often delayed due to information isolation, leading to delayed intervention [2].

On the other hand, full-staff educational responsibilities fail to be fully implemented. Professional teachers generally tend to "value teaching over education", only completing classroom teaching tasks while paying little attention to students' ideological dynamics and daily behaviors. Logistics, library and administrative staff lack clear educational responsibility requirements and fail to integrate value guidance into service links such as dormitory management and campus services. Meanwhile, the linkage mechanism among schools, families and society remains formalized. Parents are rarely involved in students' daily growth guidance, and social practice bases, volunteer institutions and other social resources cannot form long-term collaborative educational forces with universities. The separation of multiple educational subjects disperses educational strength and hinders the formation of joint governance effects [7].

3.3. Insufficient Digital Precise Governance: Superficial Application of Technology and Lack of Intelligent Education Logic

With the comprehensive construction of digital campuses, most universities have built student management information platforms, yet digital technology is mostly limited to simple business processing such as sign-in and form submission, failing to realize data-driven precise management [3]. First, student data are scattered in independent systems covering academic performance, campus access control, mental health assessment and volunteer services, without an integrated data middle platform. It is impossible to form complete student growth portraits or identify hidden risks such as long-term internet addiction and emotional depression in advance.

Second, the informatization literacy of student management teams varies greatly. Some senior counselors and administrative staff lack the capacity to analyze student behavior data and cannot dig out hidden ideological and psychological information behind online data. Intelligent equipment only stays at the level of tool replacement, unable to realize early warning and intervention functions. Third, the construction of "one-stop" student communities is incomplete. Many universities only set up physical service halls without online intelligent service channels, and the integration of ideological education, psychological counseling, employment guidance and rights protection services is insufficient, failing to form an integrated online-offline service model [4]. Besides, the construction of online student management positions lags behind, lacking professional online counselors to guide students' online speech and resist harmful online trends.

4. SYSTEMATIC INNOVATIVE PATHS FOR UNIVERSITY STUDENT MANAGEMENT IN THE NEW ERA

4.1. Renew Educational Concepts: Shift from Regulatory Management to Humanistic Service Education

Firstly, establish a student-centered educational value orientation. Take fostering virtue through education as the fundamental standard to adjust the work logic of student management, integrate educational guidance into all service links, and replace rigid single constraints with "guidance + service + standardization". Organize regular training for counselors and student managers, take excellent student service cases as teaching materials, and enhance the humanized education awareness of management teams [1].

Secondly, build a two-way communication and feedback mechanism between schools and students. Set up student representative forums, online suggestion boxes and dormitory reception days, regularly collect students' demands on study, life and campus management, and publicly feed back the handling progress of suggestions within a time limit. Optimize the student reward and punishment system, add educational guidance links before and after disciplinary disposal, and carry out regular heart-to-heart talks for punished students to realize the transformation from "punishment for mistakes" to "education for correction" [5].

Thirdly, take students' growth effects as core assessment standards. Reconstruct the evaluation system of student management work, reduce the weight of routine administrative indicators, increase the proportion of student satisfaction, ideological progress of students, risk intervention success rate and other process and result indicators, and guide managers to focus on long-term educational effects rather than short-term task completion[6].

4.2. Improve Collaborative Governance Mechanisms: Build a Full-Staff and Whole-Process Collaborative Education System

Firstly, break inter-departmental institutional barriers and establish a leading group for joint student governance led by school leaders. Formulate cross-departmental joint work systems, clarify the responsibility division of student affairs, academic affairs, psychology, logistics and other departments, and set up a monthly joint consultation mechanism for special student groups to realize real-time information sharing and joint disposal of complex student problems [2]. Build a unified student information sharing database to realize synchronous circulation of students' academic, psychological, daily behavioral, reward and punishment data among various departments.

Secondly, implement the full-staff education responsibility system. Clarify the student education responsibilities of professional teachers, incorporate curriculum ideological and political performance and student growth guidance into annual teacher assessments; formulate educational codes for logistics, library and security staff, and integrate civilized cultivation and value guidance into daily campus services. Establish a full-student tutor system, matching each student with professional tutors and life counselors to realize simultaneous guidance on academic study and daily growth [7].

Thirdly, optimize the three-party linkage mechanism of schools, families and society. Set up regular home-school communication channels through online parent meetings and holiday growth reports; sign long-term collaborative education agreements with community volunteer stations, enterprises and social psychological service institutions, carry out off-campus practice, social public welfare and joint mental health counseling activities, and introduce social resources to supplement the student management service system[8].

4.3. Empower Digital Intelligence: Build a Precise Smart Student Management Platform

Firstly, construct an integrated smart student affairs data middle platform. Integrate scattered data including academic performance, campus access control, online learning, mental health assessment and volunteer services, automatically generate dynamic student growth portraits, set up intelligent early warning models for academic difficulties, psychological risks and abnormal online behaviors, and push risk reminders to counselors in real time to realize forward-looking precise intervention [3].

Secondly, strengthen digital capacity training for management teams. Carry out special training on data analysis, online public opinion guidance and intelligent platform operation for counselors and administrative staff every semester, set up professional online counselor teams to manage student online communities, and guide students to distinguish online information and resist wrong ideological trends. Standardize the application of student data and formulate strict information security management systems to protect students' personal privacy.

Thirdly, comprehensively upgrade the integrated service model of "one-stop" student communities. Integrate offline physical service halls and online intelligent mini-programs, realize one-stop online handling of student affairs such as scholarship application, leave application, psychological appointment and employment consultation; integrate ideological education positions, mental health studios, volunteer service stations and employment guidance rooms into student dormitory communities, move management service resources to the front line of student life, and realize "education in communities, services at hand" [4].

Table 1. Comparative Analysis of Three Types of Student Management Modes

Number	Traditional Regulation-Oriented Management Mode	Single Informatization Tool Mode	Systematic Intelligent Collaborative Education Mode
1	Core goal: Maintain campus operation order	Core goal: Improve administrative processing efficiency	Core goal: Realize all-round healthy growth of students
2	Management logic: Focus on restriction and punishment	Management logic: Replace offline procedures with online operation	Management logic: Integrate education, management and service organically
3	Operation feature: Independent departmental operation, isolated information	Operation feature: Independent information systems without data interconnection	Operation feature: Cross-department joint governance, unified data sharing platform
4	Student participation: Passive acceptance of management rules	Student participation: Simple online business submission	Student participation: Two-way equal communication, independent participation in campus governance
5	Long-term effect: High student resistance, weak educational penetration	Long-term effect: Improved work efficiency, lack of precise risk early warning	Long-term effect: Strong humanistic care, full coverage of whole-process education

Through the comparative analysis of the three management modes in Table 1, it can be seen that the first two modes only solve superficial problems of campus order and administrative efficiency, failing to achieve the core goal of fostering virtue through education. Only the systematic intelligent collaborative education mode centered on concept renewal, institutional coordination and digital empowerment can fundamentally break multiple dilemmas of current student management, realize the transformation from extensive management to precise governance, and continuously improve the talent training quality of universities [3,4].

5. CONCLUSION

The optimization and innovation of university student management constitutes a long-term systematic project of university governance under the new era. Faced with prominent contradictions including backward management concepts, fragmented collaborative systems and superficial digital application, universities must take "student-centered service education" as the core orientation, start from three dimensions of concept renewal, institutional optimization and digital empowerment, break the shackles of the traditional single regulatory model, and build a full-staff, whole-process and all-round collaborative student governance system integrating online and offline resources as well as school and family forces.

In the long-term construction of student management work, universities should not only pursue the improvement of administrative operation efficiency, but take students' all-round growth as the fundamental evaluation standard. By updating humanistic educational concepts, improving multi-subject collaborative governance mechanisms and building intelligent precise management platforms, universities can internalize moral guidance into every link of daily student affairs, effectively resolve various campus management risks, and cultivate college youth with firm ideals, sound personalities and a strong sense of social responsibility that meet the requirements of the new era.

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