

GUIDELINES FOR EFFECTIVE MANAGEMENT OF STUDENT  
AFFAIRS IN UNDERGRADUATE UNIVERSITIES IN GUANGXI

LYU JIE

A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Educational Administration

Academic Year 2025

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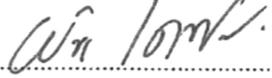
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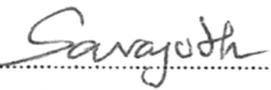
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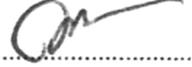
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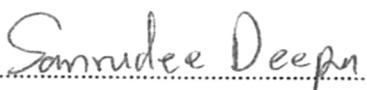
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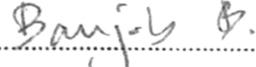
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Thesis	Guidelines for effective management of student affairs in undergraduate universities in Guangxi
Author	Lyu Jie
Program	Educational Administration
Major Advisor	Associate Professor Dr.Niran Sutheeniran
Co-advisor	Assistant Professor Dr.Patchara Dechhome
Co-advisor	Assistant Professor Dr.Sarayuth Sethakhajorn
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### ABSTRACT

The objectives of this research were: 1) to study the current situation, 2) to develop guidelines, and 3) to evaluate the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi. The sample was 265 student affairs administrators from 8 undergraduate universities in Guangxi. Research instruments included: 1) questionnaire, 2) structured interview, and 3) evaluation forms. Data analysis by using percentage, mean, standard deviation and content analysis.

The research results found that: 1) the current situation of effective management of student affairs in undergraduate universities in Guangxi was at high level in four aspects. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was party-building leadership, followed by team deployment, and support conditions was the lowest mean. 2) The guidelines for effective management of student affairs in four aspects, with a total of 42 measures: 1) Party-building leadership (12 measures), 2) Team deployment (10 measures), 3) Student participation (10 measures), and 4) Support conditions (10 measures). 3) The suitability and feasibility of guidelines for effective management of student affairs was at highest level.

**Keywords:** Guidelines, Effective Management of Student Affairs, Undergraduate Universities

ชื่อเรื่อง	แนวทางการบริหารงานกิจการนักศึกษาอย่างมีประสิทธิภาพ ของมหาวิทยาลัยระดับปริญญาตรีในมณฑลกวางสี
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สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร
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### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบัน 2) เพื่อพัฒนาแนวทาง และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักศึกษาอย่างมีประสิทธิภาพของมหาวิทยาลัยระดับปริญญาตรีในมณฑลกวางสี กลุ่มตัวอย่างในการวิจัย ได้แก่ ผู้บริหารงานกิจการนักศึกษาของมหาวิทยาลัยระดับปริญญาตรีในมณฑลกวางสี จำนวน 8 แห่ง รวมทั้งสิ้น 265 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมินผล สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของการบริหารงานกิจการนักศึกษาอย่างมีประสิทธิภาพของมหาวิทยาลัยระดับปริญญาตรีในมณฑลกวางสี โดยภาพรวมอยู่ในระดับสูง เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านความเป็นผู้นำในการสร้างทีม มีค่าเฉลี่ยสูงสุด รองลงมาคือด้านการพัฒนาทีม ส่วนด้านเงื่อนไขการสนับสนุน มีค่าเฉลี่ยต่ำสุด 2) แนวทางการบริหารงานกิจการนักศึกษาอย่างมีประสิทธิภาพของมหาวิทยาลัยระดับปริญญาตรีในมณฑลกวางสี ประกอบด้วย 4 ด้าน รวมทั้งสิ้น 42 มาตรการ ได้แก่ ด้านความเป็นผู้นำในการสร้างทีม ประกอบด้วย 12 มาตรการ ด้านการพัฒนาทีม ประกอบด้วย 10 มาตรการ ด้านการมีส่วนร่วมของนักศึกษา ประกอบด้วย 10 มาตรการ และด้านเงื่อนไขการสนับสนุน ประกอบด้วย 10 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักศึกษาอย่างมีประสิทธิภาพ อยู่ในระดับสูงสุด

**คำสำคัญ:** แนวทาง การบริหารงานกิจการนักศึกษาอย่างมีประสิทธิภาพ มหาวิทยาลัยระดับปริญญาตรี

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Lyu Jie

# Contents

	Page
Abstract.....	i
Acknowledgements.....	iii
Contents.....	iv
List of Figures.....	vi
List of Tables.....	vii
Chapter	
<b>1 Introduction.....</b>	<b>1</b>
Rationale.....	1
Research Questions.....	3
Research Objectives.....	3
Scope of Research.....	3
Advantages.....	4
Definition of Terms.....	5
Research Framework.....	6
<b>2 Literature Review.....</b>	<b>7</b>
Theories and Concepts of Educational Administration.....	7
Theories and Concepts of Student Affairs Management.....	16
Contextual Overview of Undergraduate Universities in Guangxi.....	39
Related Research.....	47
<b>3 Research Methodology.....</b>	<b>53</b>
<b>Phase 1.....</b>	<b>53</b>
The Population.....	53
Research Instruments .....	54
Data Collection.....	56
Data Analysis.....	56
<b>Phase 2.....</b>	<b>56</b>
Key Informants.....	56
Research Instruments .....	57
Data Collection.....	57
Data Analysis.....	58

## Contents (Continued)

	Page
<b>Phase 3</b> .....	58
Key Informants.....	58
Research Instruments .....	58
Data Collection.....	59
Data Analysis.....	59
<b>4 Results of Analysis</b> .....	<b>60</b>
Symbol and Abbreviations.....	60
Presentation of Data Analysis.....	60
Result of Data analysis.....	61
<b>5 Conclusion Discussion and Recommendations</b> .....	<b>99</b>
Conclusion.....	99
Discussion.....	102
Recommendations.....	120
Future Researches.....	121
<b>References</b> .....	<b>123</b>
<b>Appendixes</b> .....	<b>135</b>
A List of Specialists and Letters of Specialists Invitation for IOC Verification.....	136
B Official Letter.....	138
C Research Instrument.....	154
D The Results of the Quality Analysis of Research Instruments.....	213
E Certificate of English.....	220
F The Document for Accept Research.....	222
<b>Research Profile</b> .....	<b>224</b>

## List of Figures

Figure		Page
1.1	Research Framework.....	6
4.1	Guilelines for Party-building Leadership.....	85
4.2	Guilelines for Team Deployment.....	86
4.3	Guilelines for Student Participation.....	87
4.4	Guilelines for Support Conditions.....	88
4.5	Guilelines for effective management of student affairs in undergraduate universities in Guangxi.....	89

## List of Tables

Table		Page
3.1	Lists of university and sample size.....	54
4.1	Personal Information.....	61
4.2	The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in four aspects.....	62
4.3	The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in Party-building Leadership.....	63
4.4	The mean and standard deviation of the situation of effective management of student affairs in Guangxi undergraduate universities in team deployment.....	65
4.5	The mean and standard deviation of the situation of effective management of student affairs in Guangxi undergraduate universities in student participation.....	67
4.6	The mean and standard deviation of the situation of effective management of student affairs in Guangxi undergraduate universities in support conditions.....	69
4.7	Personal information of the interviewee.....	71
4.8	Guilelines for effective management of student affairs in undergraduate universities in Guangxi.....	78
4.9	The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi.....	90
4.10	The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for party-building leadership in twelve aspects.....	91
4.11	The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for team deployment in ten aspects.....	93

## List of Tables (Continued)

Table		Page
4.12	The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for student participation in ten aspects.....	95
4.13	The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for support conditions in ten aspects.....	97

# Chapter 1

## Introduction

### Rationale

The rapid development of globalization and the deepening of cooperation and exchange between nations have placed high requirements and standards on both the quantity and quality of "talent." Improving higher education quality has become an important international matter, presenting both opportunities and challenges for the development of higher education (Zhuang Qi, 2024, p.13-19). The open and diverse environment of the new era has prompted changes in educational concepts. Universities must closely follow the trends and developments of the times, effectively explore, innovate, and improve student management and service mechanisms, and enhance the contemporary relevance, professionalism, and scientific nature of university talent cultivation.

As Chinese higher education enters the stage of popularization, increasingly diverse students are entering universities. College students' lifestyles, ways of thinking, and development patterns are changing, transitioning from dependent development to self-constructed development (Pan Yi, 2024). Against the backdrop of accelerating higher education reform, how to conduct affairs management according to students' growth patterns and development needs has become an urgent issue for university student affairs management to address (Shao Chen, 2024, p.141). Faced with college students' diverse development patterns and needs, university student affairs management must change its development concepts. It cannot use rigid models to measure and constrain college students' development, but must emphasize college students' individualized needs, enabling each college student to achieve maximum development (Liu Yang, 2022, p.123-127).

Against the backdrop of educational and teaching reforms in Chinese universities, traditional student affairs management approaches face increasing challenges. In recent years, the state has issued a series of important policy documents to strengthen and improve student affairs management in the new era. In 2017, the Ministry of Education issued the "Regulations on Student Management in Regular Higher Education Institutions" (Ministry of Education Order No.41), which set standardized requirements for student affairs management in universities. In 2019, China's Ministry of Education released "Opinions on Deepening Undergraduate Education and Teaching Reform to Comprehensively Improve Talent Training Quality," requiring universities to

innovate student affairs management models and promote comprehensive reform of "Three-All Education." In 2020, the Ministry of Education and seven other departments issued "Opinions on Accelerating the Construction of Ideological and Political Work System in Universities," which clarified specific pathways for student affairs management reform and emphasized the importance of improving the "Three-All Education" work pattern. In 2022, the Ministry of Education and five other departments released "Guiding Opinions on Promoting the Construction of New Educational Infrastructure to Build a High-Quality Education Support System," further emphasizing the need to innovate student development support systems. The introduction and implementation of these policies have provided direction for universities to advance student affairs management reform and innovation, carrying significant implications for promoting high-quality development of university student affairs management.

In recent years, undergraduate universities in Guangxi have actively responded to national policies by exploring new student affairs management models with regional characteristics through various measures, including establishing and improving management systems, innovating management methods, and integrating educational resources. The Guangxi Education Department has successively issued documents such as "Opinions on Constructing a High-Quality and Balanced Basic Public Education Service System" and "Guangxi Education Information '14th Five-Year Plan' (Draft for Comments)," which set clear requirements for student affairs management in universities across the region. Under policy guidance, undergraduate universities in Guangxi have continuously deepened reform and innovation, improved management service systems, and promoted students' comprehensive development.

The researcher has been engaged in student affairs management since 2014. During management practice, several issues were identified, including outdated educational concepts, incomplete management systems, insufficient professional staff, and inadequate resource support. The researcher began to consider effective strategies to address these challenges, how to substantially improve the quality of student affairs management, and help student affairs managers enhance work efficiency. Through years of practical exploration, the researcher believes it is necessary to conduct systematic research on student affairs management in undergraduate universities in Guangxi.

Therefore, based on literature review and theoretical research, this study selected student affairs administrators from eight undergraduate universities in Guangxi as research subjects to analyze the current status of student affairs management in Guangxi's undergraduate universities in depth, explore key factors affecting

management effectiveness, propose strategies and methods to promote student affairs management, and construct management guidelines with regional characteristics, aiming to provide valuable reference for improving student affairs management levels in universities across Guangxi and nationwide.

### **Research Questions**

1. What is the current situation of effective management of student affairs in undergraduate universities in Guangxi?
2. What are the guidelines for effective management of student affairs in undergraduate universities in Guangxi?
3. Are the guidelines for the effective management of student affairs in undergraduate universities in Guangxi suitability and feasibility?

### **Research Objectives**

1. To study the current situation of effective management of student affairs in undergraduate universities in Guangxi.
2. To develop the guidelines for effective management of student affairs in undergraduate universities in Guangxi.
3. To evaluate the suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

### **Scope of Research**

#### **Population and the Sample Group**

##### **The Population**

The population of this research was 847 student affairs administrators from 8 undergraduate universities in Guangxi that were among the first batch to construct "one-stop" student communities.

##### **The Sample Group**

Based on Krejcie and Morgan's sampling table (1970), using systematic random sampling method, 265 were selected as samples from 847 student affairs administrators.

The 8 undergraduate universities in this research are as follows: Guangxi University, Guangxi Normal University, Guangxi University of Science and Technology, Beibu Gulf University, Yulin Normal University, Hechi University, Guangxi Normal University for Nationalities, and Wuzhou University.

### **The Interviewee**

The interviewees in this research were 16 middle-level administrators from undergraduate universities in Guangxi, with the following qualifications: 1) at least 3 years of middle-level management experience in undergraduate universities; 2) extensive leadership experience in student affairs management; 3) master's degree or higher education.

### **Expert Group**

The experts for evaluating the suitability and feasibility of guidelines for effective management of student affairs were 15 administrators from undergraduate universities in Guangxi. The qualifications of the experts are as follows: 1) at least 5 years of work experience in mid-level and above administrator in undergraduate universities, 2) have extensive experience in student affairs management, 3) academic title is associate professor or above.

### **The Variable**

According to the relevant policy documents issued by the Ministry of Education of the People's Republic of China and the Guangxi Department of Education, guidelines for effective management of student affairs in undergraduate universities in Guangxi involves four variables:

1. Party-building Leadership
2. Team Deployment
3. Student Participation
4. Support Conditions

### **Advantages**

1. To improve the guidelines for effective management of student affairs in undergraduate universities in Guangxi, further enhance the management level and capability of student affairs management personnel in Guangxi's undergraduate universities and enrich the theory and practice of university student affairs management.

2. Constructing a scientific system of university student affairs management adapted to the new era, which is conducive to promoting students' comprehensive development and driving the connotative, high-quality development of student affairs management in Guangxi's undergraduate universities.

3. This research adopts a combination of quantitative and qualitative research methods, systematically analyzing the status of student affairs management in Guangxi's undergraduate universities, providing new research perspectives and methodological references for university student affairs management researchers.

## Definition of Terms

**Effective Management of Student Affairs** refers to a management model that takes "student-centered comprehensive development" as the core, and achieves the three major values of "student growth needs met, school education goals achieved, and educational and teaching order maintained" at the lowest management cost through the four dimensions of party building leadership, team deployment, student participation, and condition support.

**Party-Building Leadership** refers to the coordinated efforts of the university Party Committee and the collaboration of multiple departments, leveraging a grid-based system to achieve effective student affairs management. In practice, online and offline responsibility zones function well, with pioneer posts and workshops playing a prominent role. Comprehensive coverage has been achieved, forming a distinctive model that ensures efficient student affairs management, and achieving significant results in ideological education and value guidance. Simultaneously, improvements have been made to systems and innovative measures to strengthen the role of grassroots Party organizations and members, resulting in positive overall performance evaluations.

**Team Deployment** refers to improving the mechanisms for selecting, recruiting, developing, training, and assessing management teams, and scientifically deploying a multi-layered team consisting of Party committee leaders, cadres from multiple departments, leaders of secondary colleges, counselors, class teachers, and academic advisors. These teams collaborate effectively, cadres provide on-site guidance, and high-quality logistical services are provided. This enhances the quality of service and education, the innovative capabilities of personnel, and the professionalism of the team, resulting in significant improvements in overall management effectiveness.

**Student Participation** refers to achieving student self-management through multiple channels, relying on the Student Union and self-management committees, through participation in campus activities and services such as work-study programs, volunteer services, student life services, ideological education, specialized learning, cultural and sports activities, and dormitory culture development. This has broadened

student participation in student affairs management, enhanced service awareness and governance capabilities, and achieved significant results in participation evaluations.

**Support Conditions** refers to improving infrastructure and functional layout, equipping students with sufficient high-quality hardware, establishing learning and exchange spaces, ensuring comprehensive living facilities, and ensuring the rational use of activity venues. Regarding intelligence, the service hall operates efficiently, the online platform is fully functional and easy to use, information technology is widely used, and technical support is strong. Furthermore, a sound demand-based response mechanism is implemented, processes and resource allocation are optimized, and the guaranteed system is improved, resulting in high satisfaction among teachers and students regarding guaranteed work.

**Undergraduate Universities** refer to educational institutions that primarily provide undergraduate education, cultivating high-level professionals with a solid professional foundation, practical skills, and a strong sense of innovation. In this study, these institutions specifically refer to the first wave of "one-stop" student community development in Guangxi. Based on their own specific realities and regional cultural characteristics, these institutions actively explore effective student affairs management strategies, optimize student management effectiveness, and promote high-quality development.

**Student Affairs Administrator** refers to professionals responsible for coordinating, implementing, and optimizing student affairs management and education work in colleges and universities. They include university Party committee leaders, heads of student affairs offices, leaders of secondary colleges, counselors, and class teachers.

## Research Framework

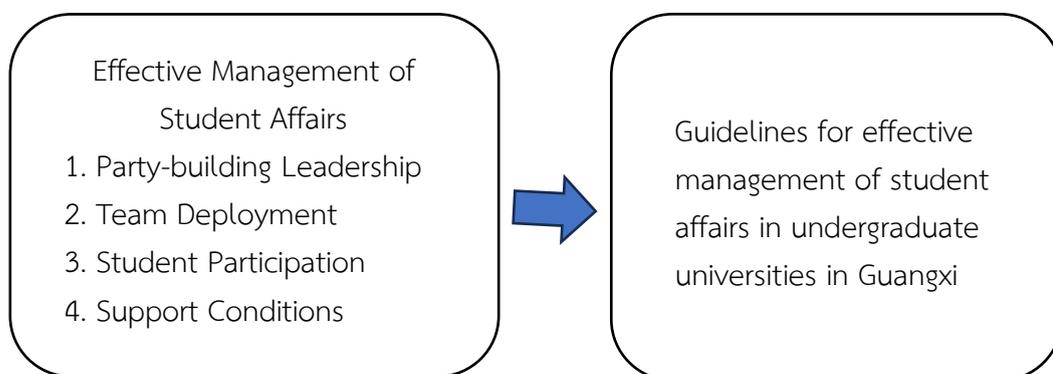


Figure 1.1 Research Framework

## Chapter 2

### Literature Review

This chapter reviewed the literature, concepts, management theories, and related research on student affairs management, laying the theoretical foundation for this study, and provides a brief commentary on the above theories. It mainly includes the following aspects:

1. Theories and Concepts of Educational Administration
2. Theories and Concepts of Student Affairs Management
3. Contextual Overview of Undergraduate Universities in Guangxi
4. Related Research

The details are as follows.

#### **Theories and Concept of Educational Administration**

##### **Educational Management**

Internationally, there seems to be little distinction between educational administration and educational management, with the term "educational management" rarely appearing in Western scholars' writings.

Baulfer (1987, p.7) defined educational management from the perspective of educational administration's purpose, arguing that the core of educational administration lies in achieving optimal allocation of educational resources. Specifically, it means ensuring that "appropriate students receive appropriate education from appropriate teachers under appropriate circumstances." While this definition is simple, it actually encompasses four key elements of educational management: First, the establishment and implementation of student selection criteria; Second, the planning and creation of teaching environments; Third, the construction and management of teaching staff; Fourth, the design and implementation of educational content. Baulfer particularly emphasized the principle of "appropriateness" in educational management, indicating that educational management is not simple administrative management, but requires consideration of the compatibility between educational objects, subjects, environment, and content. This view reflects the systematic characteristics of educational management while also implying its complexity. This is because achieving such multi-dimensional "appropriateness" requires educational managers to possess professional judgment capabilities and rich management experience and necessitates the establishment of scientific evaluation systems and flexible adjustment mechanisms.

Gubrie (1987, p.7) provided a hierarchical definition of educational administration from the perspective of management subjects, dividing educational administration into three levels: classroom, school, and educational administrative agency levels. At the classroom level, teachers serve as front-line managers, responsible for organizing and implementing classroom teaching activities, including curriculum design, teaching method selection, classroom order maintenance, and student learning assessment. At the school level, principals serve as the highest managers of schools, responsible for overall school operations, including teaching management, personnel management, financial management, and logistics management. At the educational administrative agency level, administrative officers serve as regional education managers, responsible for supervising and guiding multiple schools, including educational policy making, resource allocation, quality control, and other macro-management affairs. This hierarchical definition not only clarifies the different levels of educational management and the management responsibilities at each level but also reveals the internal structure and operating mechanisms of the educational management system, reflecting the hierarchical, systematic, and holistic characteristics of educational management. Gubrie's perspective provides important reference for understanding the organizational structure of educational management.

Du Zuozhou (1930, p.3) presented his unique insights in "Principles of Education and School Administration." He defined educational administration from the perspective of scope, arguing that it encompasses five aspects: organization of educational administration and specification of school systems, supervision and management of educational administration, inspection and guidance of educational matters, school administration and management, and classroom management. This definition reflects a comprehensive management philosophy, including not only the administrative functions of educational administrative agencies but also the internal administrative management of schools. In Du Zuozhou's view, educational administration and educational management form an organic whole, with the two being interdependent and mutually supportive. He particularly emphasized the systematic nature of educational administration, believing that overall management effectiveness can only be achieved by organically combining macro and micro management. This broad understanding laid an important foundation for later scholars' research on educational management and influenced the development direction of Chinese educational management theory. Du Zuozhou's perspective effectively pioneered a research paradigm for educational management theory with

Chinese characteristics, providing important guidance for understanding and grasping the characteristics of Chinese educational management.

Lei Guoding (1985, p.1) defined educational administration more specifically from a functional perspective. He argued that educational administration refers to the planning, implementation, and supervision of educational activities conducted by central and local educational administrative agencies based on their position and authority. This definition clarifies three core elements of educational administration: first, the subject, namely the educational administrative agencies; second, the basis, namely the legal status and administrative power of the institutions; and finally, the content, namely specific work including planning, implementation, and supervision. Compared to other scholars, Lei Guoding's definition emphasizes more on the official and authoritative characteristics of educational administration, considering it as a management activity with binding force. This perspective effectively distinguishes between broad educational management and narrow educational administration, providing a new perspective for understanding the hierarchical structure of the educational management system. Lei Guoding's theory has important practical guiding significance for standardizing educational administrative behavior and improving educational management efficiency.

Hiratsuka Masunori (1989, p.225) viewed educational administration from a dynamic and relative perspective, proposing innovative viewpoints. He argued that the concept of educational administration is not fixed but changes with different countries and eras. This perspective reflects the temporal and practical nature of educational management research while also revealing the complex challenges facing educational management. Hiratsuka particularly pointed out that contemporary educational management needs to address several pairs of contradictions: first, the contradiction between centralization and autonomy; second, the contradiction between specialization and integration; and third, the contradiction between standardization and diversification. These contradictions constitute common challenges in educational management reform across countries. Hiratsuka's viewpoint provides important insights for understanding the evolution of educational management, emphasizing that educational management must keep pace with the times, maintaining necessary stability while possessing flexibility to adapt to social changes. This dynamic management perspective has important theoretical and practical value for contemporary educational reform.

George Baron (2006, p.115) is considered one of the earliest scholars to distinguish between the concepts of "educational administration" and "educational management." His core viewpoint suggests that educational management, as an academic field, has extremely unclear disciplinary boundaries. This lack of clarity is manifested in two aspects: first, the ambiguity of disciplinary content, as educational management involves multiple disciplines including education, management, and psychology; second, the mixed use of concepts, as different countries and regions vary in their use of educational management-related terminology. Baron's viewpoint essentially reveals the complexity and multidimensionality of educational management as a discipline while also suggesting that educational management research requires interdisciplinary research methods. His research provides an important theoretical foundation for subsequent scholars to deeply explore the connotation and extension of educational management concepts, and offers new perspectives for understanding the manifestations of educational management in different cultural contexts.

Glate agreed with Baron's viewpoint (2006, p.115), noting that there has long been debate over whether the two professional terms "educational administration" and "educational management" should be adopted simultaneously to express the same category of matters. He further pointed out that both concepts encompass the correct decision-making processes undertaken for the normal conduct of activities within organizations, while also ensuring the normal operation of organizations through the allocation of human and material resources. Glate's viewpoint essentially reveals the essential characteristics of educational management: first, the scientific nature of decision-making, emphasizing the importance of correct decisions in the educational management process; second, the optimal allocation of resources, emphasizing the rational distribution of human and material resources; and third, the effective operation of organizations, emphasizing the normal functioning of educational organizations. This perspective provides important reference for understanding the core elements of educational management while also indicating that educational management is a systematic and complex process.

Hodgkinson (1991, p.63) provided an in-depth exposition of educational management from a philosophical height. He considered management as a philosophy of action built upon two processes: first, the Administrative Process, which has abstract, philosophical, qualitative, strategic, and humanistic characteristics; and second, the Managerial process, which has concrete, practical, quantitative, and technical characteristics. In terms of terminology choice, Hodgkinson preferred to use

'administration' because he believed this concept was broader and encompassed 'management,' while 'management' served as a foil to 'administration.' Meanwhile, he also noted the differences in usage habits of these two concepts across regions: in Britain, people treat "management" as a higher-level function, while in North America and other regions, "administration" is used as the higher-level function.

Professor Tony Bush (2002, p.66) from the Institute of Education and Community Studies at the University of Reading, UK, elaborated on educational management from the perspective of purpose and effectiveness. He pointed out that in Britain and some other countries, educational administration is viewed as a specialized field within educational management. Bush believed that the primary task of educational management is to support teaching in primary, secondary schools and higher education institutions, with its effectiveness mainly measured by its degree of contribution to improving student learning, and its purpose being to provide a theoretical framework or structure for effective teaching. This viewpoint emphasizes the practice-oriented nature of educational management, highlighting the core objective of improving teaching quality. Bush's perspective effectively clarified the hierarchical relationship in educational management, where management is the broader category and administration is a specialized field within it, providing new insights for understanding the internal structure of educational management.

In the field of international educational management, Robbins (2006, p.116) conducted an in-depth review of the evolution of educational management concepts from a historical development perspective. He pointed out that in the past, people were more inclined to use "educational administration" to express their research purposes, while today they are beginning to shift towards using "educational leadership." This viewpoint reflects three important transformations in educational management concepts: First, from emphasizing administrative management to stressing leadership art, reflecting the elevation of educational management from a technical level to an artistic level; Second, from focusing on rules and regulations to concerning human development, reflecting the humanization trend in educational management; Third, from focusing on management efficiency to emphasizing educational quality, reflecting changes in the value orientation of educational management. Robbins particularly emphasized that this transformation is not merely a change in terminology usage but reflects profound changes in educational management practice. In his view, the rise of educational leadership marks educational management's entry into a new development stage, characterized by

greater emphasis on educational leaders' strategic thinking, innovation capability, and humanistic care.

To sum up, educational management refers to a process in which colleges and universities allocate their educational resources, according to the purpose and development law of education, adjust various relationships inside and outside the college education system, and plan, organize, lead and control them, so as to achieve the established educational goals.

### **Higher Education Management**

Wang Duanqing (1994, p.73) systematically expounded on the connotations of higher education management in "A Brief Study on Overall Higher Education Management." The research indicated that higher education management is an interdisciplinary field between education science and management science, with distinct characteristics of a marginal discipline. From a management level perspective, higher education management includes macro and micro dimensions: the macro dimension mainly studies the development planning, departmental coordination, and macro-control of national higher education undertakings; the micro dimension focuses on educational management practices within individual institutions. Regarding theoretical foundations, the research emphasized that higher education management needs to be based simultaneously on higher education theory and modern management science principles, pointing out that the current integration level of higher education management theory still needs improvement. Concerning management content, the research considered that the core of higher education management is the scientific allocation of human and material resources in the educational system, achieving optimization of educational effects through the implementation of management functions such as planning, coordination, control, and decision-making. The research proposed the concept of "educational technology process," emphasizing that teachers, teaching materials, and students should be planned and optimized as a system, providing an important analytical framework for theoretical research and practical application of higher education management.

Wang Yapu's (1984, p.42) pointed out that higher education management is a marginal discipline combining education science and management science, with distinct composite characteristics. From a disciplinary positioning perspective, it is both a branch of higher education studies and educational management studies, requiring theoretical foundations from both disciplines. Regarding research scope, the article emphasized that higher education management encompasses multiple levels, including higher education administration from central to local levels, management

of regular higher education institutions and various adult higher education institutions, and management of other educational institutions. Concerning management laws, the research considered higher education management as a large system with multiple factors and levels, with inherent necessary connections between various elements. This systematic characteristic requires managers to proceed from reality to understand and grasp its inherent laws. Additionally, the research indicated that the theoretical system of higher education management should include three aspects: Marxist management theory, theoretical summaries from Chinese higher education management practical experience, and applicable modern management science theories. This theoretical construction reflects both the systematic characteristics of the discipline and its practical orientation.

Zhang Qunyu (1985, p.2) elaborated on the connotations of higher education management from three dimensions: management importance, guiding ideology, and management characteristics. The research indicated that the importance of higher education management is reflected in several aspects: First, school management work occupies an important position in running schools effectively, with excellent management talent and management work being key to completing educational tasks; Second, distance education has special characteristics in terms of teaching objects, teaching means, and learning forms, and this complexity makes management work more important than in other forms of education. Regarding guiding ideology, the research emphasized that management work should be guided by Marxism-Leninism and Mao Zedong Thought, implement the Party and state's educational policies, while possessing the spirit of reform and innovation to adapt to China's socialist modernization needs. Concerning management characteristics, the research proposed adapting to social needs in setting up specialties and course categories, adopting a teaching management system of "unified planning, hierarchical management, and three-level course offering," and focusing intensively on quality management to ensure talent cultivation quality. These management characteristics reflect the systematic and practical features of higher education management, providing important reference for improving management levels.

Zhang Shixun (1991, p.90) systematically elaborated on the connotations of higher education management from three dimensions: management objectives, content, and implementation paths. The research pointed out that the fundamental objective of higher education management is to cultivate students to become qualified socialist cause builders and successors who are comprehensively developed in moral, intellectual, and physical aspects, with ideals, morality, culture, and

discipline. Regarding management content, the article emphasized handling well the relationship between first classroom education and second classroom education, combining the two organically. First classroom education focuses on teachers as the key, emphasizing the implementation of teaching plans and organization of teaching activities; second classroom education includes multiple aspects such as political, knowledge-based, health-related, recreational, and public welfare content, requiring systematic management and comprehensive arrangement. Concerning management implementation paths, the research proposed adopting management methods based on reward and punishment mechanisms, using a combination of spiritual and material motivation to mobilize students' initiative. Meanwhile, it also emphasized improving the collection and organization of various levels and types of documents, archives, and materials, implementing quantitative management to ensure the scientific nature and standardization of management work. The effective implementation of these management measures has important significance for cultivating qualified socialist builders and successors.

Xue Tianxiang and Fang Jiansen (1996, p.18) deeply explored the basic connotations of educational management from three dimensions: concept, essence, and laws. The research indicated that educational management is the process of consciously regulating various relationships and resources within and outside the educational system to maximize the achievement of educational system objectives. From essential characteristics, educational management has unique goals, composition, and functions: its goal is an educational objective, focusing on how to cultivate talent; its composition is dominated by teacher groups, reflecting the characteristics of knowledge groups; its activities mainly involve knowledge transmission and creation. Regarding management laws, the research emphasized that educational management exhibits laws of unity of opposites between natural and social attributes, as well as between closure and openness. Natural attributes are reflected in the universality and commonality of management activities, while social attributes reflect the special characteristics of different countries and historical periods; closure ensures stable operation of the educational system, while openness guarantees the exchange of material, energy, and information between the educational system and the external environment. Understanding and grasping these laws has important guiding significance for improving the scientific nature and effectiveness of educational management.

Sun Xiaolin (2001, p.14) discussed the connotations of higher education management from three dimensions: necessity, content, and implementation paths of higher education management innovation. The research pointed out that in the knowledge economy era, innovation in higher education management is an important guarantee for implementing innovative talent cultivation. From management content perspective, it mainly includes three aspects: First is innovation in university teaching management systems, requiring the establishment of scientific management systems such as flexible academic year and credit systems, optimizing resource allocation, and fully mobilizing the initiative in teaching and learning; Second is innovation in management methods, emphasizing the introduction of modern concepts such as total quality management and creating a classroom culture atmosphere conducive to students' creative development; Third is innovation in university faculty management, updating teachers' knowledge structure through training and enhancing teaching ability and innovation awareness. Regarding implementation paths, the research emphasized reforming universities' traditional administrative management models, establishing competition and incentive mechanisms, while emphasizing university culture construction to provide a good institutional environment for innovative talent cultivation. The systematic implementation of these management innovation measures has important significance for improving higher education quality and cultivating innovative talents.

Qin Jing (2015, p.28) deeply explored the basic connotations of higher education management. Through examination of management principles, the research indicated that modern university educational management needs to break through traditional institutional management models and organically integrate humanistic care concepts throughout the management process. This management should adhere to three basic principles: maintaining fairness and justice to eliminate favoritism and corruption in interest distribution and management processes; implementing democratic management to respect the principal status and democratic rights of teachers and students, ensuring management transparency; and adhering to people-oriented principles to address teachers' and students' development needs at both spiritual and material levels. Regarding specific implementation paths, the research emphasized the importance of humanistic care for both teachers and students: stimulating teachers' work enthusiasm by addressing their emotional needs and reducing management compulsion; achieving organic combination by attending to both theoretical education and humanistic aspects in student education. This university educational management concept integrating humanistic care has

important significance for comprehensively improving education quality and promoting talent cultivation.

Zhao Xiaoyu and Ding Wen (2024,p.161) proposed that higher education management are reflected in several dimensions: From management objectives, it focuses on achieving optimal allocation of educational resources and improving education quality, with particular attention to cultivating students' innovation ability and critical thinking; From management content, it encompasses teaching management, resource allocation, information technology application, and evaluation systems, emphasizing the establishment of resource-sharing mechanisms and diversified evaluation standards; From management paths, it needs to be achieved through management concept innovation, resource integration and sharing, technology training enhancement, and evaluation system reform; From management effects, it must not only improve management efficiency and teaching quality but also promote educational equity and assist students' comprehensive development. This modern higher education management concept reflects the requirements of the smart education era for management systematization, scientific nature, and innovation, providing institutional guarantees for universities to cultivate innovative talents.

To sum up, higher education management refers to the activity process of reasonably allocating and effectively utilizing human, material, financial, information and other resources in the higher education system in accordance with the development laws of higher education, through certain institutions and systems, and by means of planning, organizing, coordinating, controlling, etc., so as to achieve the goals of higher education.

## **Theories and Concept of Student Affairs Management**

### **Conceptual Definition and Theoretical Foundation of Student Affairs Management**

Student affairs management in China's higher education sector has undergone extensive theoretical exploration and practical development through the years. Within Guangxi's undergraduate institutions, the current framework encompasses four theoretical dimensions: Party-building leadership theory, team building theory, student participation theory, and support conditions theory. At the core of this framework lies Party-building leadership theory, which articulates the fundamental role of Party organizations in student affairs management while

emphasizing how Party construction drives improvements in management quality, thereby establishing a crucial foundation for the development of other dimensions.

Fan Yi (2018, p.45-68) conceptualizes "effective student affairs management" as "a systematic project that promotes students' comprehensive development through scientific management mechanisms and comprehensive support systems under Party leadership." His definition underscores the integration of Party building work throughout the student affairs management process, advocating for the establishment and refinement of various systems to achieve standardized and scientific management practices.

Xiao Zhihui (2018, p.76-92) introduced the "Four-Dimensional Synergy" theory specifically addressing student affairs management in higher education institutions. This theoretical framework emphasizes the organic unity of four dimensions: Party building leadership, team building, student participation, and support conditions. By providing both theoretical guidance and practical foundations for advancing student affairs management in Guangxi's undergraduate universities, this comprehensive approach has proven instrumental in enhancing management quality across institutions.

Liu Yang (2022, p.123-127) established a "Comprehensive Education" theoretical framework that envisions university student affairs management as an integrated system encompassing all personnel, processes, and dimensions. By advocating for the synthesis of diverse educational resources into a multidimensional educational pattern, this framework seamlessly unifies management education, service education, and cultural education. His work particularly emphasizes the integration of ideological and political education throughout all aspects of student affairs management, advocating innovative methodologies to enhance educational effectiveness.

Dong Yazhi (2022, p.19-22) proposed the "precision management" theory, which starts from students' needs and emphasizes that management work should focus on precision and effectiveness. They argue that student affairs management in colleges and universities should establish a scientific needs analysis mechanism, and formulate targeted management service plans according to the characteristics of students from different groups and levels. This theory provides important guidance for improving the precision and effectiveness of management work.

Xu Hui and Yu Xingye (2018, p.189-193) systematically expounded the "intelligent management" theory, pointing out that student affairs management in the information age must make full use of modern technical means. The theory

emphasizes improving management efficiency through information construction, and suggests building an intelligent management platform to achieve the digital transformation of management services. This provides theoretical support for universities to promote the modernization of management work.

Su Tiancong (2016, p.167-171) proposed the "collaborative development" theory, which expounds the interactive relationships among various elements in student affairs management from the perspective of systems theory. The theory argues that effective management must achieve collaborative development of elements such as Party building leadership, institutional construction, team management, and condition support. The study particularly emphasizes the need to establish a sound collaborative mechanism, form a management synergy through resource integration and complementary advantages, and enhance work efficiency.

Zhong Qingwen (2019, p.34-38) constructed a theoretical framework of "quality improvement," which deeply explores the internal mechanism of improving the quality of student affairs management. Starting from the perspective of quality management, the theory proposes establishing a complete quality standard system, including elements such as work specifications, evaluation indicators, and supervision mechanisms. It emphasizes the need to continuously improve management service quality through a sustainable improvement mechanism.

Ji Peipei (2021, p. 45-49) expounded the "innovative development" theory, which focuses on the innovation of student affairs management and proposes achieving innovative breakthroughs in concepts, mechanisms, methods, etc. The theory holds that innovation is an important way to improve management efficiency, and it is necessary to promote the innovative development of management work through various means such as institutional innovation, model innovation, and technological innovation.

Guo Xiaoming (2019, p.122-123) proposed the "dynamic management" theory, which deeply explores the development laws of student affairs management. The theory argues that student affairs management is a dynamically developing process, requiring continuous adjustment of management strategies according to the development of the times and students' needs. The study emphasizes establishing a dynamic evaluation mechanism for management work, timely identifying problems and making adjustments to ensure that management work always maintains vitality and effectiveness.

Wang Qi (2017, p.56-60) constructed a theoretical framework of "service-oriented," which re-examines student affairs management from the perspective of service. The theory points out that the essence of management is service, and it is necessary to establish a student-centered service concept to promote student development through providing high-quality services. The study particularly emphasizes innovating service methods, improving service quality, and achieving the organic unity of management and service.

Song Chuansheng and Xie Shoucheng (2020, p.63-65) proposed the "culture-led" theory, which deeply studies the role of cultural construction in student affairs management. The theory emphasizes giving play to the educational function of culture by creating a good campus cultural atmosphere. They believe that excellent campus culture can have a subtle influence on students and is an important way to achieve the goal of fostering virtue through education.

### **Historical Development of Student Affairs Management in Chinese Universities**

The evolution of student affairs management in Chinese higher education institutions mirrors the broader trajectory of the nation's educational development, progressing through distinct phases that reflect changing social priorities and educational philosophies. Beginning with a politically-oriented phase in the early years of the People's Republic, the field transformed during the Reform and Opening-up period to balance management with service delivery, before advancing into a comprehensive education phase at the turn of the millennium, and ultimately reaching today's high-quality development stage. Each of these developmental periods, shaped by its unique historical context, management characteristics, and development priorities, has contributed to forging a distinctively Chinese pathway in university student affairs management.

#### **The Politically-Oriented Phase of Student Affairs Management**

The politically-oriented phase in student affairs management's evolution was characterized by a comprehensive emphasis on political and ideological education. Universities established comprehensive political education systems under the unified leadership of Party committees, with grassroots Party organizations permeating every department to conduct thorough ideological and political education. Perhaps the most emblematic development during this period was the establishment of the political counselor system, which shouldered crucial responsibilities in students' ideological and political education, emerging as a defining feature of this era. Additionally, the formation of student unions and Youth League

committees facilitated diverse themed activities, guiding students toward meaningful participation in politically educational practices. Management work during this phase particularly excelled in ideological guidance, value formation, and political literacy enhancement, providing students with systematic education in Marxist theory.

During this transformative period, the Ministry of Education explicitly articulated the guiding principle that "education must serve politics," catalyzing the systematic development of university student affairs management. This fundamental concept prompted all management departments and personnel to prioritize political education, weaving ideological and political instruction throughout every aspect of student management. In terms of team building, the cultivation and development of political counselors established a crucial foundation for universities' ideological and political education work. Through establishing robust organizational systems, refining operational procedures, and innovating activity formats, universities continuously strengthened the effectiveness of political education. The politically-oriented phase laid essential groundwork for subsequent development, fostering a distinctively Chinese tradition of political education within student affairs management. The characteristic management approaches and work priorities of this period have profoundly influenced the evolution of university student affairs management.

### **The Balanced Management-Service Phase of Student Affairs Management**

Following the Reform and Opening-up policy, the evolution of higher education prompted a transformation in student affairs management from its solely political orientation toward a balanced approach integrating both management and service functions. Universities systematically developed comprehensive student management service systems, establishing dedicated student affairs departments and appointing full-time counselors across all departments to oversee daily management and service provision. A landmark development during this period was the establishment of Student Affairs Offices (Departments), which assumed overall responsibility for university-wide student affairs management, emerging as a defining characteristic of this era. Complementing these structural changes, universities established student service centers offering career guidance, psychological counseling, and academic support, thereby elevating the overall quality of management services. This phase distinctively emphasized standardized management, humanized service delivery, and comprehensive development, focusing intently on cultivating students' all-round qualities.

The Ministry of Education's introduction of the concept "education through management and service" during this period marked a pivotal shift toward standardized development in university student affairs management. While maintaining rigorous daily management practices, administrative departments and personnel increasingly prioritized the delivery of high-quality student services. The professional development of full-time counselors and specialized management personnel significantly enhanced the sophistication of management services. Through multiple initiatives - including refined regulatory systems, streamlined operational processes, and innovative service approaches - universities continuously elevated their management service quality. This balanced phase inaugurated a new era in student affairs management, establishing an integrated model of management and service delivery. The transformative changes during this period substantially influenced the modernization of university student affairs management, creating a robust foundation for future development.

#### **The Comprehensive Education Phase of Student Affairs Management**

With the dawn of the new millennium, deepening higher education reforms and increasingly diverse student needs catalyzed a transformation in university student affairs management toward a comprehensive educational model. Distinguishing itself markedly from earlier management-service approaches, this phase's most distinctive characteristic lay in its construction of an all-encompassing educational system spanning all personnel, processes, and dimensions. The scope of student affairs work expanded dramatically, encompassing not only ideological and political education, academic guidance, and employment services, but extending into psychological health education, innovation and entrepreneurship guidance, and social practice, thereby forming a multidimensional educational framework. Responding to emerging student development needs, universities actively integrated educational resources and pioneered innovative methodologies, fostering comprehensive student development through diverse themed activities and multifaceted practical platforms.

In advancing comprehensive education, universities vigorously constructed collaborative educational mechanisms integrating teachers, counselors, and administrative staff, generating powerful educational synergy. All initiatives closely aligned with the fundamental task of "moral education and talent cultivation," leveraging multiple educational vehicles including classroom teaching, social practice, and campus culture. Particularly notable was the widespread application of new media technologies, which introduced unprecedented flexibility into educational approaches while significantly enhancing educational outcomes. The practical

experiences gained during this transformative phase have contributed substantially to the innovative development of university student affairs management.

### **The High-Quality Development Phase of Student Affairs Management**

As China embarks on its new journey toward comprehensive socialist modernization, university student affairs management has entered an unprecedented phase of high-quality development. Contemporary management practices emphasize precision and refinement, leveraging information technology to establish intelligent management service platforms that enable scientific decision-making and targeted policy implementation. Universities actively explore expanded frameworks for ideological and political work, weaving such initiatives throughout the entire educational process while fostering new paradigms of collaborative education that engage all personnel in scientific approaches to student development.

In this high-quality development phase, student affairs management has pivoted toward enhancing service quality and optimizing student experiences. Through the establishment of "one-stop" comprehensive student service centers, universities have consolidated diverse service resources to deliver increasingly efficient and accessible support. The pace of professional development among management teams has accelerated markedly, accompanied by continuous innovations in working philosophies and methodologies that steadily elevate service standards. Most notably, the integration of big data, artificial intelligence, and other emerging technologies has dramatically enhanced the precision and effectiveness of management services, substantially strengthening students' sense of benefit and satisfaction. These distinctive developmental characteristics signal university student affairs management's entry into an unprecedented era of advanced progress.

In summary, effective management of student affairs refers to the concept of "student-centered", which improves the effectiveness of student affairs management through four dimensions: party-building leadership, team deployment, student participation, and support conditions. Party-building leadership establishes and improves a grid-based management system, forming online and offline responsibility areas, pioneer posts, and workshop mechanisms. Team deployment improves the selection, training, and development mechanisms for management teams, promoting collaborative education among counselors, class advisors, academic tutors, and other teams. Student participation relies on student unions and student self-management committees to conduct ideological learning, cultural, and sports activities, strengthening student governance capabilities. Support conditions involve building online and offline service platforms and equipping software and hardware

facilities to meet student needs. The management process emphasizes the role of professional teams, constructs an integrated service system, promotes standardized, institutionalized, and scientific development of management work, and creates a favorable environment for student growth and success.

## **The Policy Documents of Student Affairs Management in Chinese Higher Education Institutions**

### **Policy Documents at the National Level**

China has formulated a series of policy documents on the management of student affairs in colleges and universities. In 2017, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation". This document emphasizes the necessity to bolster the Party's leadership over colleges and universities, integrate ideological and political work throughout the entire process of education and teaching, and nurture socialist builders and successors with all-round development in morality, intelligence, physique, aesthetics, and labor. The "Regulations on Building Counselor Teams in Regular Higher Education Institutions," issued in 2017, not only delineated the core responsibilities and qualifications for counselors but also standardized the fundamental principles for team development, thereby establishing crucial guidelines for strengthening student affairs personnel in universities.

In 2018, eight departments, including the Ministry of Education, jointly released the "Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities". This policy advocates for the establishment of a "three-pronged education" mechanism and the creation of a comprehensive, whole-process, and all-around education pattern.

In 2019, the Notice of the General Office of the Ministry of Education on Carrying out the Pilot Work of Building a "One-Stop" Student Community Integrated Management Model proposed integrating educational, management, and service resources in student communities, centralizing student affairs scattered across departments such as academic affairs, student affairs, and logistics onto a community platform to provide "one-stop" handling. At the same time, it required counselors to reside permanently in the community and directly participate in daily student management.

In 2020, the Opinions of the Ministry of Education and Eight Other Departments on Accelerating the Construction of an Ideological and Political Work System in Colleges and Universities explicitly proposed "promoting the construction

of 'one-stop' student communities" as an important carrier for ideological and political work in colleges and universities. It advocates extending student affairs management to student communities, establishing "one-stop" service windows, and simplifying administrative procedures.

In 2021, the Notice of the Department of Ideological and Political Work of the Ministry of Education on Deepening the Construction of the "One-Stop" Student Community Integrated Management Model required colleges and universities to deploy Party leadership, ideological and political forces, and management services to student communities. It encourages student self-governance, the establishment of community student committees to participate in dormitory management, activity organization, rights feedback, and other affairs, and strengthens self-education.

In 2023, the Department of Ideological and Political Work of China's Ministry of Education released the Guidelines for Building the "One-Stop" Student Community Integrated Management Model in Colleges and Universities. The document states that the integrated management of college student communities involves four aspects: Party-building leadership, team deployment, student participation, and support conditions. It puts forward systematic and refined requirements for student affairs management, emphasizing the organic integration of student education, management, and services through resource integration, service deployment to grassroots levels, and information technology.

#### **Relevant documents in Guangxi**

To thoroughly implement the policy requirements of the national government and the Ministry of Education, Guangxi has introduced a series of specific implementation documents tailored to the regional characteristics. The "14th Five-Year Plan for the Development of Education in Guangxi" explicitly proposes the comprehensive enhancement of higher education quality, the strengthening of ideological and political education, mental health education, and employment and entrepreneurship work for college students. The "14th Five-Year Plan for the Revitalization and Development of Higher Education in Guangxi" calls for the advancement of "first-class undergraduate" construction and the reinforcement of students' comprehensive quality cultivation.

In 2020, the Pilot Work Plan for the "One-Stop" Student Community Construction in Guangxi Colleges and Universities was issued, selecting colleges and universities such as Guangxi University and Guangxi Normal University as the first batch of pilot institutions. In 2021, the Implementation Opinions of the Education Department of Guangxi Zhuang Autonomous Region on Deepening the Construction

of the "One-Stop" Student Community Integrated Management Model in Colleges and Universities was released, requiring Guangxi colleges and universities to promote the construction of "one-stop" student communities with reference to the requirements of the Ministry of Education. It emphasizes integrating service resources such as student affairs management, ideological and political education, and mental health to create a practical garden for "three full educations" (education throughout the process, in all aspects, and by all personnel). The list of pilot colleges and universities and phased construction objectives were put forward.

In 2022, the Guangxi Education Department announced the first batch of "one-stop" student community construction units in colleges and universities across the region, including 14 undergraduate universities: Guangxi University, Guangxi Normal University, Guangxi Medical University, Guilin University of Electronic Technology, Guilin University of Technology, Guangxi University of Science and Technology, Nanning Normal University, Beibu Gulf University, Guangxi University of Chinese Medicine, Yulin Normal University, Hechi University, Guangxi Normal University for Nationalities, Guilin University of Aerospace Technology, and Wuzhou University. This paper selects student affairs administrators from 8 of these undergraduate universities as the research subjects.

According to the relevant policy documents issued by the Ministry of Education of the People's Republic of China and the Guangxi Department of Education, combined with the current situation of student affairs management in the student community of undergraduate universities, the "Guidelines for Effective Management of Student Affairs in Undergraduate Universities in Guangxi" explores the following four aspects: 1) party-building leadership, 2) team deployment, 3) student participation, 4) support conditions.

#### **Party-Building Leadership**

Huang Ruiyu (2019, p.156-162) proposed that innovative approaches in university Party building work through several interconnected strategies. At the foundation lies the establishment of a sophisticated grid management system designed to achieve comprehensive coverage across all operational areas. This framework is enhanced by the optimization of integrated online and offline working mechanisms, which significantly amplifies operational effectiveness. The model further emphasizes the exemplary role of Party members, whose leadership serves to catalyze student enthusiasm and participation. Through the strategic integration of educational resources, the framework facilitates the development of distinctive activities tailored to student needs. Additionally, the implementation of precision-

matching mechanisms elevates service quality to new heights. These multifaceted initiatives, working in concert, have demonstrated remarkable effectiveness in translating Party leadership principles into tangible outcomes within the educational environment.

Tan Tongdan (2021, p.119-122) proposed that how Party building initiatives in higher education must emphasize practical effectiveness while seamlessly integrating ideological and political education throughout the student affairs management process. Through strengthened institutional frameworks, innovative methodologies, and enhanced operational standards, Party building can effectively fulfill its fundamental role in fostering comprehensive student development. The research further emphasizes the critical importance of strengthening workforce development, enhancing the capabilities of Party affairs personnel, and optimizing resource allocation to provide robust support for Party leadership initiatives. This systematic and standardized approach to Party building has demonstrated significant potential in elevating both the quality and sophistication of student affairs management.

Zhou Junxiao and Wu Keyu (2023, p.75-77) proposed that the foundational role of Party-building leadership in university student affairs management, noting how strengthened Party building activities substantially enhance management effectiveness and educational outcomes. Their research advocates for student affairs professionals to thoroughly implement Party educational guidelines by integrating Party building work into every aspect of daily management and services, thereby facilitating a comprehensive educational framework.

Chen Yuanlin and Zhong Qiwan (2023, p.136-140) proposed that while Party building must maintain its political function, it should simultaneously explore innovative pathways to organically integrate Party educational theory with student affairs management practices. Their empirical research demonstrates that scientifically sound Party leadership not only significantly enhances management effectiveness but also subtly strengthens students' ideological alignment and value recognition, fostering a sense of mission among contemporary university students. Within the context of the new era, they argue that university Party building work should place particular emphasis on cultivating students' patriotic sentiments and guiding them to closely align their personal aspirations with national development, thereby achieving genuine unity between knowledge and action.

Zhu Lin (2020, p.18-20) proposed that how the rapid advancement of modern information technology has furnished new platforms and methodologies for Party building initiatives. Universities are encouraged to harness the potential of big data, artificial intelligence, and other technological tools through the creation of smart Party building platforms, development of digital curriculum resources, and establishment of cloud-based educational foundations, thereby achieving profound integration between Party building work and information technology. This innovative model not only enhances the contemporary relevance and appeal of Party building work but also enables precision-oriented education, effectively expanding both the reach and influence of Party building initiatives.

Yao Yu (2023, p.45-49) proposed that effectively leveraging Party leadership necessitates the construction of a comprehensive and systematic working framework. Their findings emphasize that this framework must encompass four dimensional systems: organizational, institutional, operational, and support mechanisms, which should function collaboratively to produce holistic effects in practice. The research particularly underscores that only through the organic unification and coordinated operation of these elements can the powerful cohesive force of Party leadership be formed, propelling student affairs management toward qualitative advancement.

Chen Qiang (2018, p.35-40) proposed that university Party building work must transcend the constraints of traditional models and actively explore thematic educational activities that reflect contemporary characteristics. Through the implementation of diverse initiatives such as "Youth Learning" and "Party History Education," educational methodologies can be continuously innovated to enhance educational effectiveness. The research particularly emphasizes the importance of prioritizing student engagement and sense of achievement in activity design, advocating for project-based and contextualized approaches that enable students to deepen their theoretical understanding and elevate their ideological consciousness through direct participation.

Huang Yan (2012, p.135-139) proposed that ideological guidance should emphasize value orientation, assisting students in establishing correct worldviews, life philosophies, and value systems. Additionally, capability enhancement should focus on the comprehensive development of students' overall qualities while cultivating their sense of responsibility. The construction of work style, meanwhile, must maintain strict standards and practicality to substantively strengthen the actual effectiveness of Party building work. This multidimensional approach has opened new developmental pathways for Party leadership in higher education institutions.

Geng Qiuying (2022, p.112-123) proposed that Party leadership work must maintain a problem-oriented focus while thoroughly analyzing key challenges in student affairs management. Their research emphasizes the importance of effectively utilizing the political and organizational advantages inherent in Party building work to innovate working methods, overcome developmental bottlenecks, and drive management innovation. Particularly within the context of the new era, they highlight the crucial role of Party organizations in building consensus and integrating resources.

Zhao Xiaodan (2017, p.88-92) proposed that following systematic research into Party building mechanism innovation, emphasized the significance of establishing a "four-in-one" working pattern. Their research advocates for the creation of a working mechanism characterized by unified Party committee leadership, joint administration between Party and government bodies, hierarchical responsibility at the departmental level, and collaborative participation between faculty and students. Through institutional innovation, this approach promotes the standardized and scientific development of Party building work. The study particularly underscores the importance of maximizing the foundational role of grassroots Party organizations, achieving deep integration between Party building and student affairs management to create a comprehensive educational synergy.

Zhu Guopeng (2023, p.183-186) proposed that the innovative concept of "Internet + Party Building." Their empirical research demonstrates that implementing Party building work through new media technologies not only enhances operational efficiency but also strengthens its contemporary relevance and appeal. They particularly emphasize the importance of integrating online and offline approaches to establish a multi-layered, three-dimensional Party building framework that facilitates innovative development.

Lin Huiling (2019, p.45-49) proposed that delves into practical pathways for Party leadership implementation. Their findings reveal the necessity of incorporating Party building work into various aspects including educational instruction, management services, and cultural development. Through mechanisms such as establishing Party member service connections, organizing themed Party day activities, and coordinating volunteer services, the practical effectiveness of Party building work can be substantially enhanced. The research emphasizes that only by transforming Party building advantages into educational benefits can the fundamental task of moral education be truly accomplished.

Ren Yanping (2014, p.76-80) discovered the crucial significance of establishing scientific assessment and evaluation systems for improving Party building work quality. The implementation of evaluation indicators combining qualitative and quantitative measures not only objectively reflects Party building achievements but also effectively promotes deep integration between Party building and student affairs management. Their research particularly emphasizes that evaluation system design must prioritize practical effectiveness while avoiding formalism, thereby genuinely fulfilling the incentive and guidance functions of assessment and evaluation.

Tan Qiu hao (2016, p.34-38) proposed that university Party building work should emphasize the cultivation of distinctive characteristics through the creation of compelling Party building brands that enhance the influence and cohesive power of Party building initiatives. Their findings demonstrate that well-crafted Party building brands not only improve operational effectiveness but also generate demonstrative ripple effects that elevate the overall standard of Party building work across institutions.

Cheng Jianping and Li Xiaobing (2022, p.156-160) discovered that effective Party leadership significantly enhances students' ideological consciousness and comprehensive qualities, through longitudinal research examining the relationship between Party leadership and student development. Their research emphasizes the importance of closely aligning Party building work with students' developmental needs through educational initiatives focused on ideals and beliefs, revolutionary traditions, and socialist core values, thereby guiding students toward establishing proper life philosophies and value systems.

In summary, party-building leadership refers to the coordination and cooperation of all departments to carry out the management of student affairs under the overall leadership of the party committee of the school, and realize the scientific and standardized management services through the establishment of a sound grid management system. In the process of specific practice, the work of online and offline responsibility areas is in good condition, and the pioneer post construction and workshop mechanism have played an important role to ensure that student affairs can be handled in a timely and efficient manner. This management service model has been achieved. All-round coverage has formed a management model with the school's own characteristics, and achieved remarkable results in ideological education and value guidance. At the same time, by continuing to improve the construction of relevant systems, focusing on innovative measures in work, and

promoting the scientific development of various tasks, the overall work evaluation results are relatively good.

### **Team Deployment**

Xu Danyang (2016, p.25-29) proposed that scientific selection criteria and standardized recruitment processes not only facilitate the identification of exceptional talent but also ensure sustainable team development. The research particularly emphasizes the importance of unifying political qualities with professional capabilities during talent selection, considering both academic credentials and practical experience. Furthermore, they advocate for establishing dynamic adjustment mechanisms that enable timely reinforcement and optimization of team structure based on operational requirements, thereby fostering a well-structured talent pipeline that provides solid human resource support for student affairs management.

Shen Jie and Xie Wen (2021, p.81-88) discovered that establishing a stratified and categorized training system serves as a crucial pathway for enhancing management team professionalization. Their research proposes the development of differentiated training programs tailored to management personnel of varying types and levels, comprehensively improving team competencies through diverse approaches including specialized training sessions, practical exercises, and interactive discussions. The study particularly emphasizes that training content must align with contemporary developments while maintaining a balance between theoretical knowledge and practical application. Additionally, they advocate for the implementation of training effectiveness evaluation mechanisms that utilize questionnaires, group discussions, interviews, and practical assessments to gauge training outcomes promptly and continuously refine both content and methodologies, thereby ensuring training effectiveness.

Zhou Zijing (2016, p.98-102) discovered that a scientifically designed performance assessment system effectively stimulates management team vitality. Their study emphasizes that evaluation indicators should highlight practical effectiveness by incorporating elements such as ideological and political work outcomes, student satisfaction levels, and management innovation into the assessment framework, thereby establishing a mechanism that combines incentives with accountability. The research particularly underscores the importance of linking evaluation results with awards selection, professional title advancement, and position appointments to fully leverage the guiding role of performance assessment. Furthermore, they advocate for establishing feedback mechanisms that help

management personnel identify issues promptly, address shortcomings, and drive continuous improvement in overall team quality.

Bai Yuting, Yuan Shanghui, and Liu Weihua (2019, p.110-115) proposed that multiple approaches including professional training programs, practical platforms, and research systems to continuously elevate counselors' theoretical understanding and practical competencies. The study emphasizes the importance of creating conditions conducive to counselors' professional development by supporting their theoretical research and practical innovation endeavors. Additionally, they stress the necessity of addressing counselors' career development needs through improved promotion pathways and enhanced occupational appeal and security mechanisms.

Zhao Xuan (2013, p.78-82) reveals the critical importance of clearly defined responsibilities and standardized work processes in enhancing class advisor effectiveness. Through field investigations, they discovered that exceptional class advisors consistently achieve organic integration between educational instruction and classroom management while emphasizing students' comprehensive development in their daily work. The research particularly emphasizes establishing platforms for class advisor communication, organizing regular discussion sessions to facilitate experience sharing and problem exploration, while simultaneously perfecting evaluation and incentive mechanisms that recognize and commend outstanding class advisors' achievements.

Bei Jinghong (2016, p.212-216) advocates for refined selection and evaluation mechanisms for tutors. Their research demonstrates that effective academic guidance not only enhances student learning outcomes but also promotes positive teacher-student relationship development. The study recommends establishing regular training programs to strengthen tutors' guidance capabilities and educational awareness. Particular emphasis is placed on innovating guidance methods through the integration of information technology for combined online and offline instruction, while maintaining comprehensive documentation of tutoring processes for regular assessment and evaluation to ensure effectiveness.

Zhang Wenlong (2017, p.67-71) proposed that the organic integration of classroom teaching with student affairs management through specialized courses, academic activities, and innovation practice guidance to promote comprehensive student development. The study proposes establishing incentive mechanisms for faculty participation in student affairs, incorporating educational outcomes into teacher evaluation systems to foster an atmosphere of collective responsibility for student development.

Cao Haijia, Li Fang, and Qin Lei (2024) proposed that officials who regularly immerse themselves in student-facing roles develop superior understanding of student needs while identifying and resolving issues promptly. The researchers advocate for establishing normalized mechanisms for departmental official-student interaction through various approaches including regular visits, discussion forums, and themed activities to bridge the communication gap. They particularly emphasize the importance of meaningful engagement by implementing feedback and resolution mechanisms that effectively address students' practical concerns.

Cao Xiaoxi's research (2017, p.43-47) proposed that strengthening professional ethics education and skills training for logistics staff while establishing service standards and protocols to elevate service quality. Notable emphasis is placed on cultivating the humanitarian qualities of logistics personnel and developing their educational consciousness, thereby transforming them into significant contributors to the educational mission. The research recommends implementing service quality evaluation systems with regular satisfaction surveys.

Yu Guanhua (2013, p.56-60) proposed that the importance of developing a multi-faceted, complementary working framework. The study proposes establishing regular consultation mechanisms for addressing key challenges while implementing collaborative education evaluation systems that incorporate synergistic outcomes into departmental assessments, thereby fostering collective operational effectiveness.

Sun Yuwei and Han Ruiping (2022, p.53-58) reveal the profound significance of systematic career development planning in enhancing overall team quality. Their longitudinal investigation demonstrates that well-defined career advancement pathways not only strengthen professional identity among management personnel but also substantially elevate workplace motivation. The research particularly emphasizes establishing stratified career development channels that provide diverse advancement opportunities for different categories of management personnel.

Dong Jie and Yan Guohua (2023, p.70-76) proposed that the importance of cultivating innovative thinking and practical capabilities among management personnel. Their research reveals that managers possessing innovative mindsets demonstrate superior ability in addressing the challenges of student affairs work in the new era. The study recommends stimulating management team innovation through various initiatives including innovative project establishment, research undertakings, and innovation competitions. Particular emphasis is placed on fostering an innovation-encouraging atmosphere through incentive mechanisms that recognize and promote outstanding innovative achievements.

Wang Wenjie and Shen Qianfan (2017, p.123-127) proposed that elevating managers' political literacy through thematic education sessions, theoretical study groups, and specialized lectures. The study particularly emphasizes the necessity of integrating political standards throughout the team-building process, maintaining strict oversight during selection, training, and deployment phases to ensure the political reliability of management teams.

Ren Kanglei (2020, p.178-182) discovered the pivotal role of scientific assessment mechanisms in promoting high-quality team development. Their research proposes establishing multidimensional evaluation criteria encompassing ideological and political qualities, work performance, innovative capabilities, and student satisfaction levels. The study particularly emphasizes process-oriented evaluation through various approaches including daily assessments, annual reviews, and specialized evaluations to comprehensively understand management personnel performance. Additionally, they advocate for implementing mechanisms that closely link evaluation outcomes with awards selection and career advancement opportunities.

Zhang Yuying (2018, p.45-49) proposed that how incorporating new technological approaches significantly enhances training effectiveness. Their research recommends developing a hybrid training model that integrates online and offline methodologies while establishing digital training resources and intelligent training platforms. The study particularly emphasizes designing personalized training programs based on management personnel's practical needs, while enhancing training effectiveness through case analyses, scenario simulations, and field investigations to strengthen practical application.

Xu Lili (2012, p.56-60) proposed that advocates for strengthening young management personnel development through mentorship programs and experienced-to-novice guidance systems. The research emphasizes creating practical platforms and growth opportunities for young administrators while fostering effective knowledge transfer mechanisms to establish sustainable talent development cycles.

In summary, team deployment refers to the establishment of a professional team responsible for student affairs such as ideological education, daily management, behavioral guidance, and life services through improving the recruitment mechanism of the management team, perfecting the team cultivation and development mechanism, carrying out professional training, and constructing a scientific evaluation system. The management team includes multiple levels, such as leaders of the university Party committee, heads of the Student Affairs Office, Logistics Office and

other departments, leaders of secondary colleges, counselors, class teachers, academic tutors, etc. Department cadres often go deep into the front line to guide student work. Logistics personnel maintain a good service attitude with high work efficiency. Multiple teams achieve collaborative cooperation and carry out effective work. Through the hierarchical and classified training mechanism, good operation is realized, the professional level of the management team is continuously improved, the quality guarantee measures for service-oriented education are effectively implemented, the innovation ability of staff is significantly enhanced, and the overall team management effectiveness is significantly improved.

### **Student Participation**

ZhaoYan(2017, p.25-29) proposed that well-established student unions not only effectively execute various initiatives but also cultivate students' self-management abilities and leadership potential. The research particularly emphasizes innovating working methods through new media technologies to enhance operational efficiency and influence. Additionally, they advocate for establishing organizational assessment mechanisms with regular performance evaluations to promote standardized development of student unions.

Huang Ruiyu (2020, p.67-71) proposed that the importance of granting self-management committees greater autonomy to facilitate genuine student participation in management decisions. The study recommends stimulating student engagement through institutional innovation, platform establishment, and project guidance. Particular emphasis is placed on strengthening training and guidance for committee officers to enhance their operational capabilities and sense of responsibility, thereby fostering an atmosphere conducive to self-management.

Kong Meng (2015, p.98-102) proposed that high-quality volunteer services not only benefit recipients but also facilitate the personal growth of participants. The study proposes establishing a volunteer service project database and developing specialized service initiatives that reflect professional characteristics, while implementing incentive mechanisms to recognize outstanding volunteers and cultivate students' spirit of dedication.

Yan Jiayu (2021, p.56-60) proposed that the necessity of establishing diverse position types based on student characteristics and operational requirements, while providing corresponding pre-job training and ongoing guidance. The research particularly underscores developing comprehensive evaluation mechanisms for regular performance assessment, while cultivating students' professional qualities and

work capabilities to transform work-study programs into effective pathways for student development.

Li Peng (2015, p.78-82) proposed that leveraging new media technologies to conduct integrated online and offline educational activities that heighten appeal and emotional resonance. The study recommends enriching educational content through various approaches including thematic education, social practice, and cultural arts activities to enhance educational effectiveness. Particular emphasis is placed on scientific activity design to ensure students derive genuine benefits from their participation.

Yang Liuqun (2019, p.67-71) reveals that creating an effective learning atmosphere requires coordinated efforts from multiple stakeholders. Their research proposes stimulating student interest and enhancing learning outcomes through academic lectures, reading exchanges, and learning experience sharing sessions. The study particularly emphasizes leveraging exemplary students' leadership roles through establishing study groups and academic support systems to foster a positive learning environment.

Zhou Qian and Hu Zhixia (2024, p.73-90) proposed that involving students in service design and implementation not only enhances service quality but also cultivates their sense of responsibility and service consciousness. The research advocates for establishing "Student Service Centers" managed and operated by students to develop capabilities through practical experience. Particular emphasis is placed on implementing service evaluation mechanisms for regular feedback collection while continuously improving service quality, with special attention to the educational function of service provision.

Wang Yunxiao (2012, p.89-93) proposed that how diverse campus cultural activities effectively promote students' comprehensive development. Their findings emphasize the importance of activity diversity and stratification in meeting varied student interests and needs. The study recommends fostering rich campus cultural atmospheres through major events such as cultural festivals, arts festivals, and sports competitions. Additionally, they stress the educational function of these activities by incorporating ideological education elements into activity design, thereby achieving educational outcomes through recreational engagement.

Ren Lixing (2020, p.8-12) proposed that granting students greater autonomy in dormitory management, academic atmosphere building, and campus culture development to cultivate democratic awareness and management abilities. The study particularly underscores the establishment of comprehensive student

participation mechanisms that institutionally guarantee students' participatory rights while providing guidance to ensure healthy development throughout the engagement process.

Sha Lianwei (2011, p.45-49) proposed that diversified activity forms and standardized management systems are the key to enhancing the influence of associations. After a large amount of field research, they pointed out that we should pay attention to the innovation and effectiveness of activities. In order to make club activities better serve the growth of students, the study recommends promoting the healthy development of associations by improving system construction, strengthening training guidance, and innovating activity forms.

In summary, student participation refers to carry out diversified campus activities and providing related services through the improvement of the organizational structure of the Student Union and the improvement of the working mechanism of the self-management committee. This includes innovative forms of volunteer service activities and reasonable work-study positions, as well as innovative forms of ideological education activities and special learning activities. In life service work, students actively participated and achieved relatively obvious results. They enriched campus cultural life through rich and diverse cultural activities and extensive and in-depth sports activities, and promoted physical and mental health development. The scope of students 'participation in affairs management continues to expand, and the construction of dormitory culture has formed very distinctive characteristics. By participating in practical activities, students 'independent management capabilities have been continuously improved, their service awareness has been continuously enhanced, their governance capabilities have been significantly improved, and the quality of services has also been continuously improved. The overall participation evaluation results are ideal and the results are obvious.

### **Support Conditions**

Ding Yunxia (2011, p.23-27) proposed that infrastructure development should be guided by educational needs while comprehensively planning various functional zones. The study particularly underscores the importance of humanized spatial design in creating nurturing educational environments. Additionally, they advocate for establishing facility utilization assessment mechanisms that regularly collect feedback from faculty and students to ensure optimal infrastructure effectiveness through timely adjustments.

Luo Zhennan (2014, p.67-71) proposed that the scientific allocation of various equipment based on practical requirements while ensuring performance meets operational needs. The study recommends establishing equipment management and maintenance protocols for regular inspection and upkeep to guarantee stable operation. Particular attention is directed toward embracing new technologies through smart equipment deployment to enhance management efficiency, while strengthening user training to maximize equipment utilization.

Wang Xia and Guo Yuelan's research (2019, p. 89-93) proposed that the crucial role of well-designed learning environments in enhancing educational outcomes. Their study advocates for establishing diverse functional spaces including individual study areas, group discussion zones, and project research sections based on varied learning requirements. The research particularly emphasizes creating conducive learning atmospheres through thoughtful layout design and cultural decoration, while implementing usage management systems to ensure optimal space utilization.

Lu Jiayi (2018, p.78-82) proposed that the significant impact of well-developed service infrastructure on enhancing student satisfaction. Their research advocates for scientific planning of service facility layouts and functions based on student needs. The study recommends establishing operational maintenance mechanisms for service facilities with regular inspections and evaluations to identify and resolve issues promptly. Particular emphasis is placed on smart service upgrades through the introduction of self-service equipment and mobile payment systems to enhance service accessibility.

Gong Chunlei (2011, p.67-71) proposed that improving operational efficiency requires both scientific process design and advanced technological support. Field investigations across multiple university service halls reveal that highly automated facilities significantly enhance the service experience for both faculty and students. The research particularly underscores process optimization through self-service areas and intelligent navigation systems to reduce waiting times. Additionally, they advocate for establishing service quality evaluation mechanisms to continuously improve service standards.

Ju Fasheng and Zhou Qian (2019, p.34-38) proposed that achieving one-stop service requires comprehensive functional design and robust system support. Their study proposes integrating various service resources to create a unified information service portal. The research recommends establishing platform maintenance teams to ensure system stability and prompt technical issue resolution. Special attention is

directed toward user experience enhancement through simplified operational procedures and optimized interface design to improve platform usability and friendliness.

Gao Jia (2023, p.187-189) proposed that leveraging modern technologies to enhance management service standards. Following an analysis of the current state of university information systems, their research advocates for establishing unified information management platforms that facilitate data sharing and operational collaboration. The study particularly recommends implementing information security safeguard mechanisms to ensure both system and data protection. Additionally, they emphasize strengthening information technology training to enhance digital literacy among faculty and students.

Peng Xiaolin and Chen Jun (2017, p.34-38) proposed that timely upgrading of equipment plays an important role in ensuring teaching quality. After conducting research on many colleges and universities, they pointed out that it is necessary to establish an equipment update evaluation mechanism and update teaching equipment in a timely manner based on use effects and technological development. The research particularly emphasizes the need to pay attention to the applicability of new equipment to ensure that actual teaching needs are met. At the same time, it is recommended to strengthen training in equipment use to improve teachers' equipment application capabilities.

Chen Chunlian (2013, p.56-60) conducted in-depth research on laboratory construction issues, and found that scientific and reasonable functional layout and sound management systems are key factors in improving the efficiency of laboratory use. After analyzing a large number of related cases, they proposed that laboratory space should be rationally planned based on subject characteristics and teaching needs.

Huang Ruiyu (2020, p.78-82) proposed that digital transformation work requires overall planning and systematic promotion. Through on-site inspections, we can find that building a unified data center station can realize the interconnection of various information systems. Interconnection, the study particularly emphasizes the need to focus on user experience, and the ease of use of the system can be improved by optimizing the application interface and simplifying the operating process. At the same time, it is suggested to establish an operation and maintenance guarantee mechanism to ensure stable operation of the system.

In summary, support conditions refer to the construction of a standardized and orderly learning space and a complete communication venue through complete and complete infrastructure construction and scientific and reasonable functional layout to equip sufficient hardware facilities and equipment with good performance. The types of living service facilities must be complete, and the operation and maintenance must be in place. The layout of the event venue needs to be scientific and reasonable, and at the same time, the space must be fully utilized. In terms of intelligent construction, the service hall must operate in an orderly manner and have high efficiency, the online service platform should have complete functions and convenient operation, the information construction must be widely used and the technical support must be strong, and the level of intelligent services must be continuously improved and Reflect innovative applications. At the same time, it is necessary to establish and improve the demand matching mechanism to achieve timely and rapid response, continuously optimize the service processing process to improve efficiency, continuously optimize and adjust resource allocation to improve use efficiency, continuously improve the construction of the security system and ensure that the system is implemented in place, so that teachers and students can provide overall security. Satisfaction with work evaluations remains at a high level.

### **Contextual Overview of Undergraduate Universities in Guangxi**

In 2021, the Guangxi Education Department announced the first batch of pilot units for the comprehensive "one-stop" student community management model in universities across the region. The undergraduate university representatives from various cities include: Guangxi University, Guangxi Normal University, Guangxi University of Science and Technology, Beibu Gulf University, Yulin Normal University, Hechi University, Guangxi Normal University for Nationalities, and Wuzhou University. These eight universities have actively explored the integrated management model for student communities, sorted out measures that meet student needs in student affairs management, and achieved remarkable results. The improvement in the quality of talent cultivation has provided talent support for local economic development.

#### **Guangxi University**

Guangxi University is located in Nanning, the capital of Guangxi known as the "Green City of China." It is Guangxi's only university included in the national "Project 211," "Double First-Class" initiative, and jointly built by the Ministry of Education and the People's Government of Guangxi Zhuang Autonomous Region. With a history of

nearly 100 years, the university currently has 25 colleges and has 23,419 full-time undergraduate students, 16,131 full-time graduate students, 2,645 part-time graduate students, and 1,302 international students.

Guangxi University adheres to the tenet of "rejuvenating China and developing Guangxi", the spirit of the school motto of "diligence, simplicity and sincerity, and learning for innovation", and adheres to the fundamental task of establishing morality and cultivating people. The university actively builds a new pattern of opening up to the outside world, establishes cooperative relations with more than 280 universities in 48 countries and regions around the world, and strives to build a "double first-class" university with Chinese characteristics rooted in the land of Bagui, and makes new and greater contributions to national development and national rejuvenation. In terms of student affairs management: "one-stop" student community: build a "smart service hall" and integrate more than 20 services such as academic affairs, finance, and logistics to handle online; Set up an offline "Student Community Service Center" to provide one-stop services such as party and league building, academic counseling, and psychological counseling. Digital platform: Develop the "Xida Micro Service" APP, which integrates more than 20 functions such as leave request, repair application, score inquiry, and payment to achieve "one network for all". Academic early warning system: Through big data analysis of student performance, attendance, consumption and other data, the early warning is automatically triggered for students with high failure and absenteeism rate, and counselors intervene to help. College system management: In some colleges, the dual-guidance system of "academic tutor and life tutor" is piloted, and the tutor is stationed in the student community to provide personalized guidance. Student participation in governance: Hold regular "student affairs hearings" to allow student representatives to participate in decision-making on matters such as canteen prices and dormitory adjustments.

#### **Guangxi Normal University**

Guangxi Normal University is located in Guilin, a world-class tourist city and a national historical and cultural city, and is a university jointly established by the Ministry of Education of the People's Republic of China and the People's Government of Guangxi Zhuang Autonomous Region. The school has a history of more than 80 years and has nearly 38,000 full-time students.

In recent years, the school has actively promoted the construction and innovation of the student community, and built the community into a new space of "co-construction, sharing, co-governance, co-education and co-development" that

students really love. Set up a party member activity room, a "pioneer" counselor studio, and a "pioneer" community party member volunteer service team and a functional party branch in the community, and regularly carry out party building leading activities. Through the establishment of a comprehensive service desk, intelligent service "all-in-one machine", etc., to provide convenient services for students. In 2022, it was awarded the first batch of Class A construction units of the "one-stop" student community comprehensive management model in Guangxi, and in 2023, it was awarded the "one-stop" student community comprehensive management innovation base of Guangxi universities.

The school has built a model of "four integrations and four commons", building a community of responsibility for the student community by strengthening institutional integration, building an educational community through organizational integration, building a governance community through resource integration, and building a growth community through cultural integration. The school has independently developed a "one-stop" student daily management service system to realize "one-click handling" of student affairs, providing more than 30 online services, with a cumulative number of visits of more than 70 million. Build a community of "five education integration", set up a comprehensive service station of "Duxiu Home", and integrate functions such as party and league building, employment guidance, and financial support services; Red education is integrated into management, and red culture education is embedded in the student affairs process to create a characteristic brand of "red culture community".

### **Guangxi University of Science and Technology**

Guangxi University of Science and Technology is located in Liuzhou, a national historical and cultural city and a major industrial center, transportation hub, and commercial logistics center in Southwest China. It is a regular higher education institution directly under the administration of the People's Government of Guangxi Zhuang Autonomous Region. The university adheres to the educational philosophy of "People-oriented, Faculty and Students First" and the motto "Seek Truth and Follow the Way, Cultivate Virtue and Pursue Innovation." It currently has over 22,000 full-time students.

In recent years, the university has promoted student affairs management innovation through the "Four New" work concept, pushing the "Four Forces" - leadership, management, ideological and political education, and service forces - into student communities, achieving the implementation of eight aspects including "organizational leadership, Party leadership, management coordination, team

presence, service penetration, cultural immersion, self-governance, and support assurance" in student communities. In student affairs management, the university has established a "one-stop" student community comprehensive management service system, setting up one main center and five sub-centers for psychological health, daily affairs, employment and entrepreneurship, logistics services, and student big data.

By building a complete student affairs management system, the University provides students with a full range of services, promotes the all-round development of students, and continuously improves the effectiveness of management and education. Establish a student big data center: Relying on the technical strength of enterprises, integrate multiple information platforms such as the teaching affairs system, face recognition system, and student consumption monitoring system. Implement the "student assistant" system: participate in the management of student affairs through student organizations and student workstations to improve management efficiency. The establishment of the "Liudong Campus Affairs Center": centralized handling of student status certificates, medical insurance reimbursement and other businesses, and the implementation of "one-window acceptance, time-limited processing". Provide entrepreneurship and entrepreneurship services: Provide a "green channel" for students participating in innovation and entrepreneurship, and simplify the process of venue application and credit recognition.

#### **Beibu Gulf University**

Beibu Gulf University is located in Qinzhou, a crucial hub city of the New Western Land-Sea Corridor and a coastal city in the Beibu Gulf Economic Zone. It is a comprehensive full-time regular higher education institution focusing on engineering, science, and management, with coordinated development across multiple disciplines. The university adheres to the educational philosophy of "Demand-oriented, Differentiated Development, Distinctive Education." It currently has 24,700 full-time students.

In recent years, the university has emphasized innovation in student affairs management and achieved significant results in constructing a "one-stop" student community management service system, earning recognition as a Class A construction unit in the third batch of Guangxi universities' "one-stop" student communities. In student affairs management, the university has established a Student Affairs Management Center with seven major departments: Secretariat, Affairs, Learning, Supervision, Publicity, Information, and Awards & Recognition. These departments have clear divisions of responsibilities and collaborate to provide comprehensive

services through academic atmosphere construction, campus patrol, activity planning, and awards recognition. The university is committed to transforming "one-stop" student communities into intelligent, convenient, and humanized learning and living environments, with facilities including counselor workstations, Learning Cottages, and Party Member Homes.

The University Student Affairs Management Center operates under the mission of "Close to Teachers and Students, Heart-warming Service" and advocates a work philosophy of "Serious, Conscientious, Civilized, and Friendly." Through the integration of information technology, it provides students with rich online learning resources and efficient interactive platforms, promoting communication and cooperation among students. The center emphasizes personalized service, consistently adhering to the student-centered principle and using data analysis to precisely meet students' needs in various aspects, including psychological health and career planning. Meanwhile, the center undertakes some functions of the university's student work-related departments, serving as a bridge connecting teachers and students, dedicated to promoting academic and campus culture construction, and creating a beautiful, clean, quiet, and upward-striving environment for college students' success.

#### **Yulin Normal University**

Yulin Normal University is located in Yulin City, an excellent tourist city and nationally renowned overseas Chinese hometown. It is a full-time regular undergraduate institution directly under the Guangxi Zhuang Autonomous Region. It has a history of nearly 80 years and has 21,671 full-time students.

In recent years, the university has placed high emphasis on student affairs management innovation, promoting Party building leadership, Party and League construction, and cultural education among students through the construction of "one-stop" student communities. In student affairs management, the university has formed a comprehensive educational pattern of "leadership cadres entering communities, Party and League construction entering communities, cultural education entering communities, aesthetic education entering communities, psychological education entering communities, and labor education entering communities." Regular activities like "Meeting with the President" are organized, inviting university leaders to communicate face-to-face with students; red book clubs and "Reading Classics, Understanding Principles" series forums and other ideological and political activities are organized; cultural and artistic activities such as lacquer fan making and film

watching are conducted; and labor education is promoted through forms like farming-reading classrooms and volunteer services.

The university emphasizes the educational function of communities, promoting students' comprehensive development through diverse activities. In terms of Party and League construction, regular red book clubs are held to guide students in learning revolutionary spirit and strengthening their ideals and beliefs. In cultural education, experts and scholars are invited to conduct series of lectures covering traditional culture, philosophical thought, and educational theory. In psychological education, a mental health education and counseling center is established to provide psychological support for students. In labor education, students are organized to participate in campus environment maintenance to cultivate labor awareness. Through these measures, the university's "one-stop" student community has become an educational platform integrating Party building leadership, capability cultivation, and quality improvement, effectively promoting students' comprehensive growth.

#### **Hechi University**

Hechi University is located in Hechi City, founded in 1951 and approved by the Ministry of Education in 2003. The university adheres to the service orientation of "Rooted in Hechi, Serving the Local Community, Facing the Grassroots" and upholds the motto "Cultivate Virtue, Persevere, Work Diligently, Pursue Excellence." It currently has over 16,400 full-time students.

The university places high emphasis on the informationization of student affairs management, focusing on advancing "Three-All Education" and establishing cross-departmental management systems serving students' learning, life, ideological and political education, and employment needs, relying on platforms such as unified identity authentication, unified information portal, and university-level data center. This specifically includes business modules such as freshman orientation system, dormitory management system, attendance system, and student work system, achieving digital and informational management of student affairs. Through the integration of academic affairs, campus card, library lending, and other system data, a complete student information management system has been formed. The university's "one-stop" student community conducts rich cultural activities, organizing 110 community education activities in 2024, with student participation exceeding 20,000 person-times.

The university's student work informationization construction emphasizes effectiveness and convenience. The freshman orientation system achieves one-stop processing of new student enrollment procedures; the dormitory management system provides convenient accommodation adjustment and inquiry services; the attendance system achieves intelligent classroom attendance through campus cards and mobile apps; the student work system provides multiple functions including basic information management, leave management, work-study programs, scholarships and grants, and identification of students with financial difficulties. Through these informatiionization measures, the university has achieved refined and intelligent student affairs management, improving management efficiency and service quality, receiving widespread praise from teachers and students. This project won the "2021 Guangxi Education Informationization Application Excellence Case."

#### **Guangxi Normal University for Nationalities**

Guangxi Normal University for Nationalities is located in Chongzuo City, a key node city in the southbound channel of the "Belt and Road Initiative." It is a public full-time undergraduate institution run by the People's Government of Guangxi Zhuang Autonomous Region. Over its 85-year history, the university has upheld the motto "Advance Virtue and Learning, Pursue Excellence in Studies" and maintained the "Cornerstone" spirit of "Rooting in the Grassroots, Dedicated to Service." Currently, it has 13 secondary colleges, 49 undergraduate programs covering 11 major disciplines, and 20,000 full-time students, with ethnic minority students accounting for over 51%.

The university places high emphasis on student affairs management and actively promotes comprehensive reform of "Three-All Education." In 2024, the university was recognized as a demonstration college for "Three-All Education" among regional universities and successfully created the "Qinxin Station" one-stop student community, promoting students' comprehensive development through Party building leadership and cultural education activities. In student work team building, counselor Lan Guanqin received the national "University Counselor of the Year Nomination" title, and Xie Weiling won first prize in the 13th Guangxi University Counselors' Quality and Ability Competition. The university innovatively conducts online ideological and political work, ranking among the top regional universities in awards at the 10th Regional University Student Network Culture Festival.

Through various measures, the university realizes the organic combination of student affairs management and talent training, and effectively promotes the all-round development of students. The "Green Channel for Border Students" has been set up to simplify the visa extension and cross-border internship approval procedures for students from border areas (such as Vietnamese students). Implement the management of "national education", and incorporate patriotic education and border security laws and regulations into the daily behavior evaluation system of students. Implement the "Pair Assistance Program", in which Han students and ethnic minority students are paired with "1 1" to participate in the management of community affairs.

### **Wuzhou University**

Wuzhou University, located in Wuzhou City, is a multi-disciplinary public undergraduate institution run by the Autonomous Region's People's Government. It has 13 teaching units, 17,644 full-time students. The university adheres to education as its foundation and teaching as its center, dedicated to building a high-level application-oriented university with distinctive characteristics.

The university places high emphasis on student affairs management and was selected as a pilot institution in the first batch of regional universities' "one-stop" student community comprehensive management model construction in 2021, and successfully selected as a Class A construction unit for regional universities' "one-stop" student communities in 2023. The university adopts a grid management model, appointing 3 community directors, 13 area directors, 27 building directors, and 182 floor directors, establishing 33 function rooms covering approximately 6,500 square meters. These function rooms include the "one-stop" student affairs service center, Party and League service center, psychological counseling room, master teacher workstation, and university student career service station, conducting nearly 500 various activities including Party and League construction, course discussions, psychological services, and employment and entrepreneurship guidance.

The university advances student affairs management through the work approach of "all-staff education, whole-process education, and all-round education." In terms of all-staff education, the university has formulated the "Implementation Plan for Leadership Cadres to Reach Grassroots and Connect with Student Work," promoting leadership cadres, counselors, and professional teachers to engage deeply in communities. In whole-process education, comprehensive services are provided from freshman adaptation and academic improvement to graduation and employment stages. In all-round education, internal and external resources are integrated to expand educational space through various means such as Party building

leadership, cultural construction, and digital platform construction. The university has also established a student dormitory self-governance management committee, appointing 3,286 dormitory leaders, fully leveraging students' principal role in community management, and continuously enhancing students' capabilities in self-education, self-management, and self-service.

### **Related Research**

Zhou Junxiao and Wu Keyu (2023, p.75-77) proposed that in the management of college students' affairs, the leadership of Party building plays a fundamental role. Strengthening Party building can effectively improve the management level and enhance the effectiveness of education. College student workers should thoroughly implement the Party's education policy and integrate Party building work into all aspects of daily management and service, which helps to build an all-round education pattern.

Tan Tongdan (2021, p.119-122) proposed that the leadership of Party building in colleges and universities should focus on effectiveness, and ideological and political education should be integrated into the whole process of student affairs management. By strengthening institutional construction, innovating working methods, and improving work standards, the leading role of Party building in promoting students' all-round development should be effectively exerted. At the same time, it is necessary to strengthen the management of the work team, improve the capabilities of Party affairs workers, optimize resource allocation, and provide a solid guarantee for the leadership of Party building. This systematic and standardized Party building work model can effectively improve the quality and level of student affairs management.

Chen Yuanlin and Zhong Qiwan (2023, p.136-140) proposed that scientific and effective Party building leadership can not only significantly improve management efficiency but also imperceptibly enhance students' ideological identity and values cognition, and cultivate the sense of mission of contemporary college students. Especially in the context of the new era, the Party building work in colleges and universities should pay more attention to cultivating students' feelings for family and country, guide them to closely combine their personal ideals with national development, and truly achieve the unity of knowledge and action.

Zhu Lin (2020, p.18-20) proposed that establishing an education management concept centered on student development, improving an education management system characterized by student participation, building an information management platform featuring interactive integration, and forming a work pattern of integrated leadership, collaborative education, emphasis on student participation, and strong information support are practical paths to promote the professionalization of college student affairs management.

Yao Yu (2023, p.45-49) proposed that only by organically unifying and coordinating elements such as the organizational system, institutional system, operational system, and guarantee system can a strong joint force led by Party building be formed to promote a qualitative improvement in student affairs management.

Shen Jie and Xie Wen (2021, p.81-88) proposed that artificial intelligence has brought new thinking and methods to college student affairs management. The compatibility in technical logic is the basis for artificial intelligence to empower student affairs management, and realizing the empowering role of artificial intelligence requires the deep integration of digital technology and student affairs. College student affairs management should rely on building a high-quality database platform, be assisted by creating a human-machine collaborative professional team, focus on building a professional knowledge graph, and embed three intelligent forms into the whole process of student affairs management to truly realize the empowering role of artificial intelligence.

Sun Yuwei and Han Ruiping (2022, p.53-58) proposed that a clear career development path can not only enhance the professional identity of managers but also effectively improve work enthusiasm. The study particularly emphasizes the need to establish a hierarchical career development channel to provide diversified development opportunities for different types of managers. At the same time, it is recommended to set up special research funds to support managers in carrying out theoretical research and practical innovation and promote the improvement of professionalization levels.

Dong Jie and Yan Guohua (2023, p.70-76) proposed that through the empowerment of big data, the coordination, accuracy, efficiency, and meticulousness of college student affairs management have been improved. By building a big data multi-coordination governance system, establishing a scientific and rational big data application concept, cultivating composite talents who both master big data technology and student affairs management, and standardizing data collection and

management, the effectiveness of big data in empowering college student affairs management and education can be enhanced.

Cao Haijia, Li Fang, and Qin Lei (2024, p.467-470) proposed that the daily management of student affairs should adhere to the student-centered service concept, respect students' innovation and practice, strengthen prevention and early warning mechanisms, promote student autonomy and self-management, timely feedback and adjust work methods, enhance multi-party collaboration and communication, and maintain the mindset of continuous learning and professional development. Further strengthening the construction of the counselor team, improving the relevant institutional system, and enhancing professional literacy and capabilities are crucial to better addressing the new challenges and requirements of student daily affairs management under the new situation.

Bai Yuting, Yuan Shanghui, and Liu Weihua (2019, p.110-115) put forward seven suggestions for improving the professional level of student affairs managers: introducing professional standards for counselors, establishing a reserve force training system, clarifying the identity and role of counselors, implementing classified post settings for counselors, promoting a counselor qualification certificate system, increasing on-the-job training efforts, and building a professional group of counselors.

Zhao Yan (2017, p.39) proposed suggestions for the construction of college management teams, including strengthening the construction of political work cadres, improving the counselor management system, and enhancing the comprehensive quality and capabilities of the overall management team; for the management of student financial aid in colleges and universities, she suggested improving the qualification recognition system for poor students, perfecting the implementation of the national student loan system, building a legal guarantee system, and enhancing the integrity of poor students; for improving the level of campus culture construction, centering on promoting the diversified development of campus cultural activities, she proposed improving the management system related to campus cultural activities, fostering the concept of full participation, improving the material foundation of campus culture, expanding the space for campus culture construction, and strengthening the guidance and management of student associations.

Huang Ruiyu (2020, p.125-128) proposed that colleges and universities should establish the concept of "professional development," implement hierarchical training plans, pay attention to the needs of the team, provide a diversified training system, and transform the management of the management team from extensive to

refined management to improve the scientificity and effectiveness of team management.

Yang Liuqun (2019, p.67-71) proposed that the humanized management concept attaches importance to the internal management of student affairs, that is, the importance of students' self-organization capabilities. College student management work needs to shift from external management to internal management, fully tap, develop, and rely on students' self-discipline, and advocate students to carry out self-management.

Zhou Qian and Hu Zhixia (2024, p.73-90) proposed that involving students in the design and implementation of service plans can not only improve service quality but also cultivate students' sense of responsibility and service. It is recommended to establish a "Student Service Center" managed and operated by students to enhance their capabilities in practice. It particularly emphasizes the need to establish a service evaluation mechanism, regularly collect feedback, continuously improve service quality, and pay attention to the role of service education.

Ren Lixing (2020, p.8-12) proposed that it is necessary to promote student participation in management by building multiple platforms. Students should be given more autonomy in dormitory management, academic style construction, campus culture, etc., to cultivate their democratic awareness and management capabilities. It is stated that a sound student participation mechanism should be established, student participation rights should be guaranteed through institutional design, and guidance should be strengthened to ensure the healthy growth of students during the participation process.

Wang Xia and Guo Yuelan (2019, p.412-425) proposed that the student affairs management approach of world-class universities: adopting a flat and few-level organizational structure to achieve efficient operation of the management mechanism; using practical activities and services as platforms to promote the integration of student affairs and academic affairs; guiding with humanistic care to optimize students' daily lives and community organizations; providing full-process services as a guarantee to broaden students' high-quality employment channels; taking Empathy management as a path to improve students' physical and mental health; focusing on professional team building to promote the sustainable development of the management team; and introducing information management models to help modernize management methods.

Lu Jiayi (2018, p.78-82) proposed that establishing an operation and maintenance mechanism for service facilities, conducting regular inspections and evaluations, and timely identifying and solving problems; paying attention to the intelligent upgrading of services, introducing self-service equipment, mobile payment, and other methods to improve the convenience of student services.

Ju Fasheng and Zhou Qian (2019, p.34-38) proposed that focusing on "professionalization and sustainability of student affairs management." To improve the retention rate and satisfaction of student affairs personnel, system and management service adjustments should be made by collecting suggestions through "employee work experience surveys."

Peng Xiaolin and Chen Jun (2017, p.58-93) proposed that practical paths: improving service quality by establishing a "Student Development Service Center," developing a "Student Service APP," formulating service lists, setting up "Service Stations" in dormitory areas, and establishing a "Student Experience Officer" system. Resource guarantee mechanisms include tilting budget funds toward frontline services, developing "service leadership" training courses for management cadres, and building a "school-enterprise-community" service resource pool.

Gao Jia (2023, p.187-189) proposed that building a "Smart Student Affairs System" to integrate modules such as academic affairs, dormitory management, and psychological counseling, involve students in governance, establish a "Student Affairs Hearing" system, and set up a "Management Service Satisfaction Evaluation" to improve the level of student affairs management.

### **Conclusion**

The above research demonstrates that research on student affairs management in Chinese universities has yielded fruitful results in areas such as Party-building leadership, team deployment, student participation, and support conditions.

In terms of Party-building leadership, many universities are exploring "Party-building + N" models, such as "Party-building + Studio," "Party-building + Internet," and "Party-building + Base." These models deeply integrate Party-building with student affairs, effectively promoting educational practice and highlighting the central role of Party-building in ideological guidance and organizational development.

In terms of team deployment, these efforts adhere to a diversified approach to team building, selecting and strengthening the best, standardizing management to strengthen operational capabilities, promoting growth and professionalization to drive development, and branding to highlight distinctive features. These efforts provide a

model for building a high-quality student affairs team and emphasize the importance of scientific management and continuous training.

In the area of student participation, despite policy encouragement, relevant theoretical research has declined. The phenomenon of "online school governance" reflects flaws in student engagement mechanisms. There is an urgent need to improve the mechanisms for initiating, implementing, and providing feedback on student participation in university governance, and to guide students in expressing their concerns appropriately.

In terms of support conditions, universities are prioritizing the development of "one-stop" student communities. Schools clarify the responsibilities of various departments, collaborate on student education, and improve mechanisms for Party-building leadership and responding to student demands, integrating online and offline channels to provide support for student growth.

Overall, it is necessary to deepen practical exploration in the four aspects of party-building leadership, team deployment, student participation, and support conditions, develop guidelines for the effective management of student affairs, and improve the overall effectiveness of student affairs management.

## Chapter 3

# Research Methodology

This research focuses on guidelines for effective management of student affairs in undergraduate universities in Guangxi. To study and research the current situation of effective management of student affairs, formulate and evaluate the guidelines for effective management of student affairs in undergraduate universities in Guangxi. The researcher has the following procedures.

1. Population and Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

**Phase 1:** To study the current situation of effective management of student affairs in undergraduate universities in Guangxi.

### **Population and Sample Group**

#### **The Population**

The population of this research was 847 student affairs administrators from 8 undergraduate universities in Guangxi that were among the first batch to construct "one-stop" student communities.

#### **The Sample Group**

Based on Krejcie and Morgan's sampling table (1970), using systematic random sampling method, 265 were selected as samples from 847 student affairs administrators.

The 8 undergraduate universities in this research are as follows: Guangxi University, Guangxi Normal University, Guangxi University of Science and Technology, Beibu Gulf University, Yulin Normal University, Hechi University, Guangxi Normal University for Nationalities, and Wuzhou University.

**Table 3.1** List of Universities and Sample Size

No	Undergraduate Universities in Guangxi	Population	Sample Group
1	Guangxi University	125	39
2	Guangxi Normal University	116	36
3	Guangxi University of Science and Technology	112	35
4	Beibu Gulf University	108	34
5	Yulin Normal University	111	35
6	Hechi University	89	28
7	Guangxi Normal University for Nationalities	96	30
8	Wuzhou University	90	28
<b>Total</b>		<b>847</b>	<b>265</b>

According to table 3.1, it showed that 8 undergraduate universities from various cities in Guangxi, which are the first batch of pilot construction units of the "one-stop" student community comprehensive management model announced by the Guangxi Department of Education were selected in this research, the total population was 847, sample total was 265.

### **Research Instruments**

#### **Questionnaire**

Objective One: To use the questionnaire to study the current situation of effective management of student affairs in undergraduate universities in Guangxi. The questionnaire was designed based on student affairs management in four aspects: 1) party-building leadership, 2) team deployment, 3) student participation, and 4) support conditions.

The questionnaire was divided into two parts:

Part 1: This research surveyed respondents' personal information, including: workplace, gender, age, educational background, professional title, and years of work experience.

Part 2: Survey on the current situation of effective management of student affairs in undergraduate universities in Guangxi. There were 15 questions for party-building leadership, 15 questions for team deployment, 15 questions for student participation, and 15 questions for support conditions. The criteria for interpreting the data of this study were based on a five-point Likert scale as detailed below:

5 express the level of effective management of student affairs at the highest level

4 express the level of effective management of student affairs at the high level

3 express the level of effective management of student affairs at the medium level

2 express the level of effective management of student affairs at a low level

1 express the level of student affairs management at the lowest level

The data for the means were interpreted using the Rensis Likert (1932) five-point scale. The details are as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing a Questionnaire Process**

The questionnaire was created in the following steps:

Step 1: Sorting out and analyzing literature, concepts, theories, and research related to student affairs management in colleges and universities.

Step 2: Compile a questionnaire on the current situation of effective management of student affairs in undergraduate universities in Guangxi, an outline of the questionnaire is then sent to the thesis supervisor, who reviews and revises the outline.

Step 3: The index of objective congruence (IOC) of the questionnaire was tested by five experts. The index of IOC was 1.00.

Step 4: Revision of the questionnaire based on the recommendations of the experts.

Step 5: The questionnaire was distributed to 30 student affairs administrators from 8 undergraduate universities in Guangxi for try-out. The reliability of the questionnaire was 0.967, which was obtained by Cronbach's Alpha Coefficient.

Step 6: The questionnaire was distributed to 265 student affairs administrators from 8 undergraduate universities in Guangxi.

### **Data Collection**

The data collection for objective one: to study the current situation of effective management of student affairs in undergraduate universities in Guangxi, with a two-step data collection process:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 265 student affairs administrators in undergraduate universities in Guangxi .

Step 2: The researcher distributed the questionnaire to 265 student affairs administrators. A total of 265 questionnaire.

### **Data Analysis**

In the data analysis of this study, the researcher analyzed the data as per the SPSS software program in the following steps:

Step 1: Personal information of respondents was analyzed by frequency and percentage, classified by workplace, gender, age, educational background, professional title, and years of work experience.

Step 2: The current situation of effective management of student affairs in undergraduate universities in Guangxi in four following aspects: 1) Party-building leadership, 2) team deployment, 3) student participation, and 4) support conditions, was analyzed by Mean and standard deviation.

**Phase 2:** To develop guidelines for effective management of student affairs in undergraduate universities in Guangxi.

According to the results of questionnaire data analysis, the questions with the lowest mean in each variable were selected to design interview questions, and the relevant interview content was collected and organized to extract the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

### **Key Informants**

#### **The Interviewees**

The interviewees in this research were 16 middle-level administrators from undergraduate universities in Guangxi, with the following qualifications: 1) at least 3 years of middle-level management experience in undergraduate universities; 2) extensive leadership experience in student affairs management; 3) master's degree or higher education.

## **Research Instruments**

### **Structured Interview**

The instrument to collect the data for objective two, to formulate the guidelines for effective management of student affairs in undergraduate universities in Guangxi. The structured interview designed based on the current situation of effective management of student affairs in undergraduate universities in Guangxi in four following aspects: 1) party-building leadership, 2) team deployment, 3) student participation, and 4) support conditions.

The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, education background, age, work experience, titl, and duties.

Part 2: the questions about suggestion for developing the current situation of effective management of student affairs base on four aspects: 1) party-building leadership, 2) team deployment, 3) student participation, and 4) support conditions, for middle-level administrators in undergraduate universities in Guangxi.

### **Constructing a Structured Interview Process**

The procedure for structured interviews is as follows:

Step 1: Develop an interview outline based on the results of questionnaire data analysis.

Step 2: Interview content design. The collection of interviews involving verbal data and non-oral data should be achieved through the direct interaction between researchers and researchers.

Step 3: Interview implementation process and analysis. Conduct the interview according to the structured interview process and accurately record the content of the interview. Supplement and refine the results of the questionnaire survey.

### **Data Collection**

The data collection for objective two: to formulate the guidelines for effective management of student affairs in undergraduate universities in Guangxi, as follows:

Step 1: The researcher requested requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview the mid-level administrators from 8 undergraduate universities in Guangxi.

Step 2: The researcher interviews the mid-level administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience.

### **Data Analysis**

The structured interview about the guidelines for effective management of student affairs in undergraduate universities in Guangxi was analyzed by content analysis.

**Phase 3:** To evaluate the suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

### **Key Informants**

#### **Expert Group**

The experts for evaluating the suitability and feasibility of guidelines for effective management of student affairs was 15 high-level and above administrators in Guangxi. The qualifications of the experts are as follows: 1) at least 5 years of work experience in mid-level and above administrator in undergraduate universities, 2) have extensive experience in student affairs management, 3) academic title is associate professor or above.

### **Research Instruments**

#### **Evaluation Form**

The instrument to collect the data for objective three, to evaluate the suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi. The evaluation form designed based on guidelines for effective management of student affairs in undergraduate universities in four following aspects: 1) party-building leadership, 2) team deployment, 3) student participation, and 4) support conditions, for middle-level administrators in undergraduate universities in Guangxi.

The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for effective management of student affairs in undergraduate universities in Guangxi. The criteria for analyzing the data in this study were based on a five-point Likert scale as follows:

5 refers to the suitability and feasibility of the guidelines at the highest level

4 refers to the suitability and feasibility of the guidelines at a high level

3 refers to the suitability and feasibility of the guidelines at a medium level

2 refers to the suitability and feasibility of the guidelines at a low level

1 refers to the suitability and feasibility of the guidelines at the lowest level

The data interpretation for mean value based on Rensis Likert (1932). The data interpretation are as follows:

4.50 – 5.00 refers to highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to lowest level

### **Constructing a Evaluation form Process**

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

Step 2: The evaluation form was applied to 15 high-level and above administrators in undergraduate universities in Guangxi .

### **Data Collection**

The data collection for objective three: to evaluate the suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi, as following procedure:

Step 1: The researcher requested requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guidelines.

Step 2: The researcher distributed the evaluation form to high-level administrators. A total of 15 evaluation form.

### **Data Analysis**

The data analysis in this research, the researcher analyze the data by package program, as follows:

The evaluation of the adaptability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi is analyzed by mean and standard deviation.

# Chapter 4

## Data Analysis Results

This research was to study guidelines for effective management of student affairs in undergraduate universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of Data Analysis
3. Results of Data Analysis

The details are as follows.

### Symbol and Abbreviations

- N refers to Population
- n refers to Sample group
- $\bar{X}$  refers to Mean
- S.D. refers to Standard deviation

### Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by gender and education background and work unit and age and title and years of experience. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of student affairs management in undergraduate universities in Guangxi. Presented the data in the form of average value and standard deviation.

Part 3: The analysis result about the interview contents about the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

Part 4: The analysis result about the evaluation of the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi. Presented the data in the form of average value and standard deviation.

## Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

**Part 1: The analysis result about workplace, gender, age, educational background, title, and years of work experience. Presented the data in the form of frequency and percentage.**

**Table 4.1** Personal Information

		(n = 265)	
Personal Information		Frequency	Percentage
Gender	Male	61	23.02
	Female	204	76.98
	<b>Total</b>	<b>265</b>	<b>100.00</b>
Educational background	Bachelor's Degree	45	16.98
	Master's Degree	198	74.72
	Doctor's Degree	22	8.30
	<b>Total</b>	<b>265</b>	<b>100.00</b>
Age	Under 30 years old	82	30.94
	30-39 years old	145	54.72
	40-49 years old	38	14.34
	<b>Total</b>	<b>265</b>	<b>100.00</b>
Title	Junior and Below	65	24.53
	Intermediate	175	66.04
	Associate Senior	23	8.68
	Senior	2	0.75
	<b>Total</b>	<b>265</b>	<b>100.00</b>
Years of work experience	5 years and below	35	13.21
	5-10 years	165	62.26
	11-15 years	52	19.62
	16-20 years	11	4.15
	Above 20 years	2	0.76
<b>Total</b>	<b>265</b>	<b>100.00</b>	

According to Table 4.1, the majority of respondents were female (204 people, 76.98%), while males accounted for 61 people (23.02%). Regarding educational background, most respondents held master's degrees (198 people, 74.72%), followed by bachelor's degrees (45 people, 16.98%), and doctor's degrees (22 people, 8.30%). The age distribution was primarily concentrated in the 30-39 range (145 people, 54.72%), followed by under 30 (82 people, 30.94%), and 40-49 (38 people, 14.34%). For titles, the majority held intermediate titles (175 people, 66.04%), followed by junior and below (65 people, 24.53%), associate senior (23 people, 8.68%), with senior titles being the least common (2 people, 0.75%). Regarding years of work experience, 5-10 years was the most common (165 people, 62.26%), followed by 11-15 years (52 people, 19.62%), 5 years and below (35 people, 13.21%), 16-20 years (11 people, 4.15%), with above 20 years being the least common (2 people, 0.76%).

**Part 2: The analysis result about the current situation of effective management of student affairs in undergraduate universities in Guangxi. Presented the data in the form of mean and standard deviation.**

**Table 4.2** The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in four aspects.

(n = 265)

Student Affairs Management in Guangxi Undergraduate Universities		$\bar{X}$	S.D.	Level	Order
1	Party-building leadership	3.82	0.92	High	1
2	Team deployment	3.74	0.96	High	2
3	Student participation	3.65	0.98	High	3
4	Support conditions	3.58	1.02	High	4
<b>Total</b>		<b>3.70</b>	<b>0.72</b>	<b>High</b>	

According to table 4.2, found that the current situation of effective management of student affairs in Guangxi undergraduate universities in four aspects was at high level ( $\bar{X} = 3.70$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was party-building leadership ( $\bar{X} = 3.82$ ), followed by team deployment ( $\bar{X} = 3.74$ ), and support conditions was the lowest mean ( $\bar{X} = 3.58$ ).

**Table 4.3** The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in Party-building Leadership.

(n = 265)

	Party-building Leadership	$\bar{X}$	S.D.	Level	Order
1	Student affairs administrators acknowledge that the university Party committee provides centralized leadership and overall coordination for student affairs management.	3.89	1.18	High	2
2	Student affairs administrators confirm that all departments effectively collaborate under the Party committee's leadership to conduct student affairs management.	3.85	1.20	High	3
3	Student affairs administrators have established a comprehensive grid-based management system.	3.92	1.15	High	1
4	Student affairs administrators maintain smooth operations in online responsibility zones.	3.76	1.22	High	8
5	Student affairs administrators demonstrate effective implementation in offline responsibility zones.	3.78	1.24	High	7
6	Student affairs administrators have achieved outstanding results in pioneer post development.	3.75	1.25	High	9
7	Student affairs administrators operate a workshop mechanism with high efficiency.	3.82	1.21	High	5
8	Student affairs administrators handle student affairs promptly and effectively.	3.84	1.19	High	4
9	Student affairs administrators have achieved full coverage in management services.	3.80	1.23	High	6

Table 4.3 (Continued)

		(n = 265)			
	Party-building Leadership	$\bar{X}$	S.D.	Level	Order
10	Student affairs administrators have developed an institutional distinctive management model.	3.74	1.26	High	10
11	Student affairs administrators have achieved notable outcomes in ideological education.	3.72	1.28	High	11
12	Student affairs administrators have implemented solid and effective value guidance initiatives.	3.70	1.27	High	12
13	Student affairs administrators consider the relevant institutional framework well-established.	3.68	1.25	High	13
14	Student affairs administrators have made significant achievements in work innovation.	3.65	1.30	High	14
15	Student affairs administrators have received excellent overall performance evaluations.	3.62	1.32	High	15
<b>Total</b>		<b>3.82</b>	<b>0.92</b>	<b>High</b>	

According to table 4.3, found that the current situation of effective management of student affairs in party-building leadership was at a high level ( $\bar{X} = 3.82$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student affairs administrators have established a comprehensive grid-based management system ( $\bar{X} = 3.92$ ), followed by Student affairs administrators acknowledge that the university Party committee provides centralized leadership and overall coordination for student affairs management. ( $\bar{X} = 3.89$ , S.D. = 1.18), and Student affairs administrators have received excellent overall performance evaluations was the lowest mean ( $\bar{X} = 3.62$ ).

**Table 4.4** The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in team deployment.

(n = 265)

	<b>Team Deployment</b>	$\bar{X}$	S.D.	Level	Order
1	Student affairs administrators have established sound recruitment mechanisms for management teams.	3.85	1.22	High	1
2	Student affairs administrators have improved professional development systems and conducted specialized training.	3.83	1.24	High	2
3	Student affairs administrators have built scientific evaluation systems with performance-oriented approaches.	3.82	1.25	High	3
4	Counselors have demonstrated remarkable effectiveness in ideological education work.	3.78	1.26	High	4
5	Class advisors maintain standardized and orderly daily management practices.	3.75	1.28	High	5
6	Academic advisors provide substantial guidance for students' academic development.	3.73	1.27	High	6
7	Secondary college leaders actively participate in student affairs management.	3.71	1.29	High	7
8	Departmental administrators regularly engage in frontline guidance for student work.	3.70	1.30	High	8
9	Support staff maintain excellent service attitudes and high work efficiency.	3.69	1.28	High	9
10	Different teams demonstrate effective coordination and collaboration.	3.68	1.31	High	10

Table 4.4 (Continued)

		(n = 265)			
	Team Deployment	$\bar{X}$	S.D.	Level	Order
11	The professional competence of student affairs teams continues to improve.	3.67	1.32	High	11
12	Student affairs administrators ensure full implementation of quality assurance measures for service education.	3.66	1.33	High	12
13	Student affairs administrators show significantly enhanced innovation capabilities.	3.65	1.34	High	13
14	The tiered training mechanism for student affairs administrators functions effectively.	3.64	1.35	High	14
15	The overall management effectiveness of student affairs teams has markedly improved.	3.63	1.36	High	15
<b>Total</b>		<b>3.74</b>	<b>0.96</b>	<b>High</b>	

According to Table 4.4, found that the current situation of effective management of student affairs in team deployment was at a high level ( $\bar{X} = 3.74$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student affairs administrators have established sound recruitment mechanisms for management teams ( $\bar{X} = 3.85$ ), followed by Student affairs administrators have improved professional development systems and conducted specialized training ( $\bar{X} = 3.83$ , S.D. = 1.24), and The overall management effectiveness of student affairs teams has markedly improved was the lowest mean ( $\bar{X} = 3.63$ ).

**Table 4.5** The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in student participation.

(n = 265)

	<b>Student Participation</b>	$\bar{X}$	S.D.	Level	Order
1	Student affairs administrators guide student unions to optimize organizational structures with clear division of responsibilities.	3.82	1.22	High	1
2	Student affairs administrators assist self-governance committees in improving working mechanisms for effective student autonomy.	3.78	1.24	High	2
3	Student affairs administrators organize expanding volunteer services across various fields.	3.75	1.26	High	3
4	Student affairs administrators establish reasonable work-study positions with standardized training.	3.71	1.28	High	4
5	Student affairs administrators conduct innovative ideological education activities with high student participation.	3.68	1.27	High	5
6	Student affairs administrators frequently organize distinctive learning activities to foster academic atmosphere.	3.65	1.29	High	6
7	Student affairs administrators implement life services with noticeable student engagement effects.	3.63	1.30	High	7
8	Student affairs administrators host diverse cultural activities to enrich campus life.	3.61	1.31	High	8
9	Student affairs administrators extensively develop sports programs to promote physical and mental health.	3.59	1.32	High	9

Table 4.5 (Continued)

		(n = 265)			
	Student Participation	$\bar{X}$	S.D.	Level	Order
10	Student affairs administrators guide students in active participation with expanding involvement scope.	3.57	1.33	High	10
11	Student affairs administrators develop distinctive dormitory culture with notable educational outcomes.	3.55	1.34	High	11
12	Student affairs administrators focus on enhancing students' self-management capabilities with visible results.	3.53	1.35	High	12
13	Student affairs administrators emphasize service awareness cultivation and service quality improvement.	3.51	1.36	High	13
14	Student affairs administrators strengthen student governance capacity with positive participation outcomes.	3.49	1.37	Medium	14
15	Student affairs administrators conduct comprehensive evaluations of student engagement with significant results.	3.47	1.38	Medium	15
<b>Total</b>		<b>3.65</b>	<b>0.98</b>	<b>High</b>	

According to Table 4.5, found that the current situation of effective management of student affairs in student participation was at a high level ( $\bar{X} = 3.65$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student affairs administrators guide student unions to optimize organizational structures with clear division of responsibilities ( $\bar{X} = 3.82$ ), followed by Student affairs administrators assist self-governance committees in improving working mechanisms for effective student autonomy ( $\bar{X} = 3.78$ ,  $SD = 1.24$ ), and Student affairs administrators conduct comprehensive evaluations of student engagement with significant results was the lowest mean value ( $\bar{X} = 3.47$ ).

**Table 4.6** The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in support conditions.

(n = 265)

	Support Conditions	$\bar{X}$	S.D.	Level	Order
1	Student affairs administrators confirm that student communities have complete infrastructure with scientific functional layouts.	3.75	1.12	High	2
2	Student affairs administrators verify adequate hardware facilities with optimal performance in student communities.	3.72	1.15	High	3
3	Student affairs administrators acknowledge standardized learning space construction with conducive environments.	3.70	1.16	High	1
4	Student affairs administrators recognize well-equipped communication areas with comprehensive functional zoning.	3.68	1.18	High	8
5	Student affairs administrators confirm complete life service facilities with proper maintenance.	3.65	1.20	High	7
6	Student affairs administrators validate scientifically designed activity venues with efficient space utilization.	3.62	1.22	High	9
7	Student affairs administrators report orderly operations of smart service centers with high efficiency.	3.60	1.24	High	5
8	Student affairs administrators confirm fully functional online service platforms with user-friendly operations.	3.58	1.25	High	4
9	Student affairs administrators recognize extensive application of information technology with strong technical support.	3.55	1.26	High	6

Table 4.6 (Continued)

		(n = 265)			
	Support Conditions	$\bar{X}$	S.D.	Level	Order
10	Student affairs administrators observe continuous improvement in smart services with innovative applications.	3.52	1.28	High	10
11	Student affairs administrators verify sound demand-response mechanisms with timely reactions.	3.50	1.30	High	11
12	Student affairs administrators note significantly improved service efficiency with optimized processes.	3.48	1.32	Medium	12
13	Student affairs administrators confirm ongoing resource allocation optimization with enhanced utilization.	3.45	1.34	Medium	13
14	Student affairs administrators acknowledge continuous improvement of support systems with proper policy implementation.	3.42	1.36	Medium	14
15	Student affairs administrators report high satisfaction rates regarding overall support services from both faculty and students.	3.40	1.38	Medium	15
<b>Total</b>		<b>3.58</b>	<b>1.02</b>	<b>High</b>	

According to Table 4.6, found that the current situation of effective management of student affairs in support conditions was at a high level ( $\bar{X} = 3.58$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student affairs administrators confirm that student communities have complete infrastructure with scientific functional layouts ( $\bar{X} = 3.75$ ), followed by Student affairs administrators verify adequate hardware facilities with optimal performance in student communities ( $\bar{X} = 3.72$ , SD = 1.15), and Student affairs administrators report high satisfaction rates regarding overall support services from both faculty and students was the lowest mean value ( $\bar{X} = 3.40$ ).

**Part 3: The analysis result about the interview contents about the guilelines for effective management of student affairs in undergraduate universities in Guangxi.**

The interviewees in this research were 16 middle-level administrators from undergraduate universities in Guangxi, with the following qualifications: 1) at least 3 years of middle-level management experience in undergraduate universities; 2) extensive leadership experience in student affairs management; 3) master's degree or higher education.

**Table 4.7** Personal information of the interviewee

Interviewee	Age	Education	Title	Position
Interviewee 1	46	Ph.D.	Professor	Director of Student Affairs Office
Interviewee 2	44	Ph.D.	Professor	Party Secretary of College
Interviewee 3	43	Master's	Associate Professor	Deputy Director of Student Affairs Office
Interviewee 4	42	Master's	Associate Professor	Deputy Party Secretary of College
Interviewee 5	41	Ph.D.	Professor	Director of Student Affairs Office
Interviewee 6	40	Master's	Associate Professor	Deputy Party Secretary of College
Interviewee 7	40	Master's	Associate Professor	Deputy Director of Student Affairs Office
Interviewee 8	39	Master's	Associate Professor	Deputy Party Secretary of College
Interviewee 9	38	Ph.D.	Associate Professor	Deputy Director of Student Affairs Office
Interviewee 10	38	Master's	Associate Professor	Deputy Party Secretary of College
Interviewee 11	37	Master's	Associate Professor	Deputy Director of Student Affairs Office
Interviewee 12	37	Ph.D.	Associate Professor	Deputy Party Secretary of College

Table 4.7 (Continued)

Interviewee	Age	Education	Title	Position
Interviewee 13	36	Master's	Associate Professor	Deputy Director of Student Affairs Office
Interviewee 14	36	Master's	Associate Professor	Deputy Party Secretary of College
Interviewee 15	35	Master's	Associate Professor	Deputy Director of Student Affairs Office
Interviewee 16	35	Master's	Associate Professor	Deputy Party Secretary of College

The research team conducted one-on-one in-depth interviews with 16 middle-level administrators through a combination of online and offline methods.

### Interview Results

1. What do you think about how to improve the overall evaluation effect of party-building leadership work by student affairs administrators? And what suggestions do you have for Party-building Leadership in the effective management of student affairs in undergraduate universities in Guangxi?

The guidelines for Party-building leadership following results are obtained.

1) Construct a "3+3+3" assessment indicator system: Basic indicators (Party Committee leadership, system construction, and team building, 20% each), Key indicators (work innovation, education effectiveness, and service quality, 10% each), Characteristic indicators (grid management, pioneer post creation, and workshop construction, 10% each).

2) Establish a three-level joint assessment mechanism: University Party Committee focuses on political construction and system implementation assessment, college-level Party organizations are responsible for daily work assessment, and Party branches focus on teacher and student satisfaction surveys, forming a top-down assessment system.

3) Develop a Party building leadership assessment module based on existing campus information portals, achieving automatic monthly data collection and quarterly analysis report generation.

4) Establish assessment groups at both university and college levels: university-level led by Party Committee Deputy Secretary in charge of student work, college-level led by Party Secretary, with clear division of responsibilities and at least one on-site inspection per month.

5) Implement "1+2+3" dynamic assessment: monthly departmental self-inspection, bi-quarterly cross-examination, and three comprehensive annual evaluations to ensure timely problem identification and resolution.

6) Design a unified assessment scale, including 15 primary indicators and 45 secondary indicators, using a hundred-point scoring system, with full-staff evaluation conducted once per semester.

7) Establish monthly work meeting system where units report assessment situations, exchange work experiences, study and solve common problems, forming a closed work loop.

8) Incorporate assessment results into secondary unit annual evaluations (30%) and individual annual evaluations (20%), directly linking to excellence selection.

9) Implement a "monthly report, quarterly summary, annual archive" work mechanism, establish assessment data analysis models to provide basis for decision-making.

10) Conduct assessment business training once per semester, organize assessment standard learning, practical assessment skills, and typical case analysis to improve assessment team capabilities.

11) Optimize assessment work processes, simplify assessment procedures, reduce formalism, and improve assessment quality.

12) Construct regional assessment collaboration mechanism, promote unified assessment standards among Guangxi undergraduate colleges, and facilitate experience exchange and sharing.

These measures emphasize practicality and measurability, effectively enhancing Party-building leadership assessment through specific quantitative indicators and clear work mechanisms. Meanwhile, it is suggested that Guangxi colleges establish an assessment community and hold annual assessment work seminars to achieve assessment standard interconnection and experience sharing.

2. What do you think about how to improve the overall effectiveness of team deployment by student affairs administrators? And what suggestions do you have for team deployment in the effective management of student affairs in undergraduate universities in Guangxi ?

The guidelines for team deployment following results are obtained.

1) By establishing a comprehensive position evaluation system that incorporates a three-tier assessment mechanism spanning monthly, quarterly, and annual evaluations, the assessment indicators will encompass work performance, student feedback, and innovative achievements.

2) Through the implementation of a stratified training program targeting three distinct levels - new employees, core staff, and management - the initiative will facilitate specialized training sessions, practical exercises, and experience exchange activities.

3) With the establishment of an "Educational Pioneer" selection system that recognizes and commends outstanding management personnel each semester, an incentive mechanism will be created to provide appropriate material and spiritual rewards.

4) By implementing a "mentorship system" where experienced staff members are assigned as instructors for new employees, this mechanism will accelerate professional development and knowledge transfer.

5) Through the organization of regular business seminars focusing on hot topics and challenges in student work, these discussions will enhance the ability to solve practical problems through collaborative exchange.

6) By developing inter-institutional exchange programs and establishing regular communication mechanisms with universities both within and outside the region, this initiative will facilitate learning from advanced experiences and practices.

7) Through the implementation of project-based management that encourages personnel to take on specialized work tasks, staff members will enhance their capabilities and professional levels through practical experience.

8) By establishing a comprehensive work archive system that meticulously documents staff members' work achievements, training experiences, and innovative outcomes, these records will serve as a foundation for evaluation.

9) Through the promotion of specialized research projects that support management personnel in conducting investigative research based on practical work experience, this measure will enhance theoretical understanding and application.

10) By implementing a rotation system that facilitates appropriate transfers between different positions, this approach will broaden work perspectives and accumulate diverse management experience.

These measures, grounded in practical work requirements, effectively enhance overall team management effectiveness through establishing scientific evaluation mechanisms, strengthening training practices, and innovating incentive methods, while simultaneously considering the actual circumstances of undergraduate colleges in Guangxi to promote the development of region-specific team management assessment standards that facilitate the professional and career development of management teams.

3. What do you think about how to improve the overall effectiveness of student participation in affairs management? what suggestions do you have for student participation in the effective management of student affairs in undergraduate universities in Guangxi ?

The guidelines for student participation following results are obtained.

1) Through the establishment of a student participation incentive mechanism that incorporates management involvement into comprehensive evaluations, this system will create honorary titles such as "Outstanding Student Cadre" while providing appropriate credit recognition for participation.

2) By conducting monthly specialized training sessions for student cadres where experienced teachers are invited to provide guidance, these regular capacity-building initiatives will enhance the working capabilities of student leaders.

3) Through the implementation of a "Student Suggestion Week" system that regularly collects student feedback on management work each semester, this mechanism ensures timely response and improvements based on student input.

4) By adopting a "project-based" management model that supports student organizations in independently planning and implementing campus cultural activities and volunteer services, while assigning guidance teachers to provide support and oversight.

5) Through the establishment of "Student Participation Workshops" where student representatives are involved in formulating management policies affecting their direct interests, this approach ensures that policies are more closely aligned with student needs.

6) By creating "Student Service Stations" with fixed service points in dormitory and teaching areas, this system enables students to provide rotational consultation and assistance to their peers.

7) Through the development of "Student Self-governance Demonstration Zones" that promote student autonomous management in dormitories and learning spaces, this initiative cultivates self-management capabilities.

8) By implementing a "Student Mentor System" where outstanding senior students are selected to serve as academic counselors, this program facilitates the adaptation of junior students to university studies.

9) Through the establishment of "Innovation and Entrepreneurship Studios" that provide venue and funding support, this initiative encourages students to undertake innovative practical projects.

10) By organizing "Management Work Experience Days" that allow student representatives to participate in various departmental daily operations, this program enhances students' understanding of management work.

These measures, emphasizing effectiveness and operability, substantially improve the overall impact of student participation in management work through establishing incentive mechanisms, innovating participation methods, and strengthening capacity building, while simultaneously considering the actual circumstances of undergraduate colleges in Guangxi to promote the development of a scientific and reasonable student participation assessment system that facilitates the enhancement of students' self-management abilities.

4. What do you think about how to improve teachers' and students' satisfaction of support conditions? And what suggestions do you have for support condition in the effective management of student affairs in undergraduate universities in Guangxi ?

The guidelines for support conditions following results are obtained.

1) Through the establishment of a "Facility Repair Quick Response System" featuring a mobile APP for online repair requests, this system commits to responding within 24 hours and completing repairs within 72 hours, thereby ensuring normal facility operation.

2) By implementing a "Learning Space Upgrade Plan" that involves adding study rooms and discussion areas in libraries and teaching buildings while equipping them with air conditioning, lighting, and other basic infrastructure, this initiative significantly improves the learning environment.

3) Through the development of "Smart Service Engineering" that incorporates self-service terminals in service halls, this system enables automated handling of common affairs, thereby reducing waiting time for teachers and students.

4) By promoting an "Online Service Hall" that digitizes common business processes, this platform achieves comprehensive online processing including application submission, progress tracking, and result feedback.

5) Through the establishment of a "Facility Reservation System" that enables online booking of activity venues and meeting rooms, this system enhances resource utilization efficiency.

6) By setting up a "Feedback Collection Platform" that conducts monthly questionnaire surveys to gather opinions from teachers and students regarding facility usage, this mechanism ensures timely service quality improvements.

7) Through the implementation of "Dormitory Facility Renovation" that systematically updates basic infrastructure including water, electricity, and network systems, this program improves student living conditions.

8) By establishing a "Service Evaluation System" with satisfaction rating devices at various service windows, this mechanism enables real-time collection of feedback.

9) Through the execution of a "Facility Opening Plan" that extends operational hours of libraries and study rooms, this initiative meets students' learning needs more effectively.

10) By implementing "Smart Transformation" through the installation of access control systems and smart utility meters in teaching and living areas, this upgrade enhances management efficiency.

These measures, grounded in practical needs, substantially improve teacher and student satisfaction with support conditions through enhancing hardware facilities, optimizing service processes, and innovating service methods, while simultaneously considering the actual circumstances of undergraduate colleges in Guangxi to establish a scientific evaluation system that conducts regular satisfaction surveys and promotes continuous improvement in support conditions.

**Table 4.8** Guidelines for effective management of student affairs in undergraduate universities in Guangxi

Guidelines	How to
<b>Party-building Leadership</b>	<ol style="list-style-type: none"> <li data-bbox="603 495 1406 864">1 Through constructing a "3+3+3" assessment indicator system, this framework encompasses basic indicators (Party Committee leadership, system construction, and team building at 20% each), key indicators (work innovation, educational effectiveness, and service quality at 10% each), and characteristic indicators (grid management, pioneer post creation, and workshop construction at 10% each).</li> <li data-bbox="603 875 1406 1245">2 By establishing a three-level joint assessment mechanism where the University Party Committee focuses on political construction and system implementation assessment, college-level Party organizations handle daily work evaluation, and Party branches concentrate on teacher and student satisfaction surveys, this creates a comprehensive top-down assessment system.</li> <li data-bbox="603 1256 1406 1435">3 Through leveraging existing campus information portals to develop a Party building leadership assessment module, this system achieves automated monthly data collection and quarterly analysis report generation.</li> <li data-bbox="603 1447 1406 1727">4 By establishing assessment groups at both university and college levels, with university-level groups led by the Party Committee Deputy Secretary in charge of student work and college-level groups led by Party Secretaries, this structure ensures clear responsibility division and mandates at least one on-site inspection monthly.</li> <li data-bbox="603 1738 1406 1966">5 Through implementing a "1+2+3" dynamic assessment framework that includes monthly departmental self-inspections, bi-quarterly cross-examinations, and three comprehensive annual evaluations, this system ensures timely problem identification and resolution.</li> </ol>

Table 4.8 (Continued)

Guidelines	How to
6	By designing a unified assessment scale containing 15 primary indicators and 45 secondary indicators using a hundred-point scoring system, this framework facilitates full-staff evaluation once per semester.
7	Through establishing a monthly work meeting system where units report assessment situations, exchange work experiences, and address common issues, this mechanism creates a closed-loop work process.
8	By incorporating assessment results into secondary unit annual evaluations (30%) and individual annual evaluations (20%), this system directly links outcomes to excellence selection processes.
9	Through implementing a "monthly report, quarterly summary, annual archive" work mechanism, this system establishes assessment data analysis models to provide foundation for decision-making.
10	By conducting assessment business training once per semester that includes assessment standard learning, practical skills training, and typical case analysis, this program enhances the assessment team's capabilities.
11	Through optimizing assessment work processes, simplifying procedures, reducing formalism, and improving assessment quality, this initiative streamlines the evaluation system.
12	By constructing a regional assessment collaboration mechanism, this framework promotes unified assessment standards among Guangxi undergraduate colleges while facilitating experience exchange and sharing.

Table 4.8 (Continued)

Guidelines	How to
<b>Team Deployment</b>	<ol style="list-style-type: none"> <li data-bbox="603 439 1410 719">1 Through perfecting the position evaluation system by establishing a three-tier assessment mechanism spanning monthly, quarterly, and annual evaluations, this comprehensive framework incorporates work performance, student feedback, and innovative achievements into the assessment indicators.</li> <li data-bbox="603 730 1410 965">2 By implementing a stratified training program that targets three distinct levels - new employees, core staff, and management - this initiative facilitates specialized training sessions, practical exercises, and experience exchange activities tailored to each group's needs.</li> <li data-bbox="603 976 1410 1200">3 Through establishing an "Educational Pioneer" selection system that recognizes and commends outstanding management personnel each semester, this mechanism creates an incentive structure offering appropriate material and spiritual rewards.</li> <li data-bbox="603 1211 1410 1435">4 By implementing a "mentorship system" where experienced staff members are carefully selected to serve as instructors for new employees, this mechanism accelerates professional development and ensures effective knowledge transfer.</li> <li data-bbox="603 1447 1410 1637">5 Through organizing regular business seminars focused on addressing key challenges and hot topics in student work, these collaborative discussions enhance the ability to solve practical problems through shared expertise.</li> <li data-bbox="603 1648 1410 1870">6 By developing comprehensive inter-institutional exchange programs and establishing regular communication mechanisms with universities both within and outside the region, this initiative facilitates learning from advanced experiences and practices.</li> </ol>

Table 4.8 (Continued)

Guidelines	How to	
7	Through implementing project-based management that encourages personnel to take on specialized work assignments, this approach enables staff to enhance their capabilities and professional levels through hands-on experience.	
8	By establishing a comprehensive work archive system that meticulously documents staff members' work achievements, training experiences, and innovative outcomes, this framework provides a solid foundation for evaluation purposes.	
9	Through promoting specialized research projects that support management personnel in conducting investigative research based on practical work experience, this measure enhances theoretical understanding and application.	
10	By implementing a rotation system that facilitates appropriate transfers between different positions, this approach enables staff to broaden their work perspectives and accumulate diverse management experience through varied role exposure.	
<b>Student Participation</b>	1	Through establishing a student participation incentive mechanism that incorporates involvement in student work into comprehensive evaluations, this system creates honorary titles such as "Outstanding Student Cadre" while providing appropriate academic credit recognition for participation.
	2	By conducting monthly specialized capacity-building training sessions for student cadres that feature guidance from experienced teachers, this continuous development program enhances the working capabilities and leadership skills of student leaders.

Table 4.8 (Continued)

Guidelines	How to
3	Through implementing a "Student Suggestion Week" system that regularly collects student feedback on management work each semester, this mechanism ensures timely response and improvements based on comprehensive student input.
4	By adopting a "project-based" management model that empowers student organizations to independently plan and implement campus cultural activities and volunteer services, this approach provides guidance teachers while fostering student autonomy in project execution.
5	Through establishing "Student Participation Workshops" where student representatives are actively involved in formulating management policies affecting their direct interests, this collaborative approach ensures policies are more closely aligned with actual student needs.
6	By creating "Student Service Stations" with fixed service points strategically located in dormitory and teaching areas, this system enables students to provide rotational consultation and assistance to their peers through organized shifts.
7	Through developing "Student Self-governance Demonstration Zones" that promote autonomous management in dormitories and learning spaces, this initiative cultivates students' self-management capabilities through practical experience.
8	By implementing a "Student Mentor System" that selects outstanding senior students to serve as academic counselors, this program facilitates junior students' adaptation to university studies through peer guidance and support.

Table 4.8 (Continued)

Guidelines	How to
9	Through establishing "Innovation and Entrepreneurship Studios" that provide both physical space and financial support, this initiative encourages students to undertake innovative practical projects while developing entrepreneurial skills.
10	By organizing "Management Work Experience Days" that enable student representatives to actively participate in various departmental daily operations, this immersive program enhances students' comprehensive understanding of administrative work and management processes.
<b>Support Conditions</b>	<p>1 Through establishing a "Facility Repair Quick Response System" with a mobile APP for online repair requests, this comprehensive system commits to responding within 24 hours and completing repairs within 72 hours, thereby ensuring continuous normal operation of facilities through efficient digital management.</p> <p>2 By implementing a "Learning Space Upgrade Plan" that strategically adds study rooms and discussion areas in libraries and teaching buildings while equipping them with essential infrastructure including air conditioning and lighting systems, this initiative significantly enhances the overall learning environment.</p> <p>3 Through developing "Smart Service Engineering" that incorporates self-service terminals in service halls, this system enables automated handling of common affairs, thereby substantially reducing waiting time for both teachers and students.</p> <p>4 By promoting an "Online Service Hall" that systematically digitizes common business processes, this platform achieves comprehensive online processing including application submission, progress tracking, and result feedback, creating a seamless digital service experience.</p>

Table 4.8 (Continued)

Guidelines	How to
5	Through establishing a "Facility Reservation System" that enables efficient online booking of activity venues and meeting rooms, this digital platform significantly enhances resource utilization and accessibility.
6	By implementing a "Feedback Collection Platform" that conducts monthly questionnaire surveys to gather comprehensive feedback from teachers and students regarding facility usage, this mechanism ensures continuous service quality improvement.
7	Through executing "Dormitory Facility Renovation" that systematically updates basic infrastructure including water, electricity, and network systems in phases, this program substantially improves student living conditions.
8	By establishing a "Service Evaluation System" with satisfaction rating devices strategically placed at various service windows, this mechanism enables real-time collection and analysis of user feedback.
9	Through implementing a "Facility Opening Plan" that extends operational hours of libraries and study rooms, this initiative comprehensively addresses students' learning needs through enhanced facility accessibility.
10	By executing "Smart Transformation" through the installation of access control systems and smart utility meters in teaching and living areas, this upgrade significantly enhances management efficiency through automated monitoring and control.

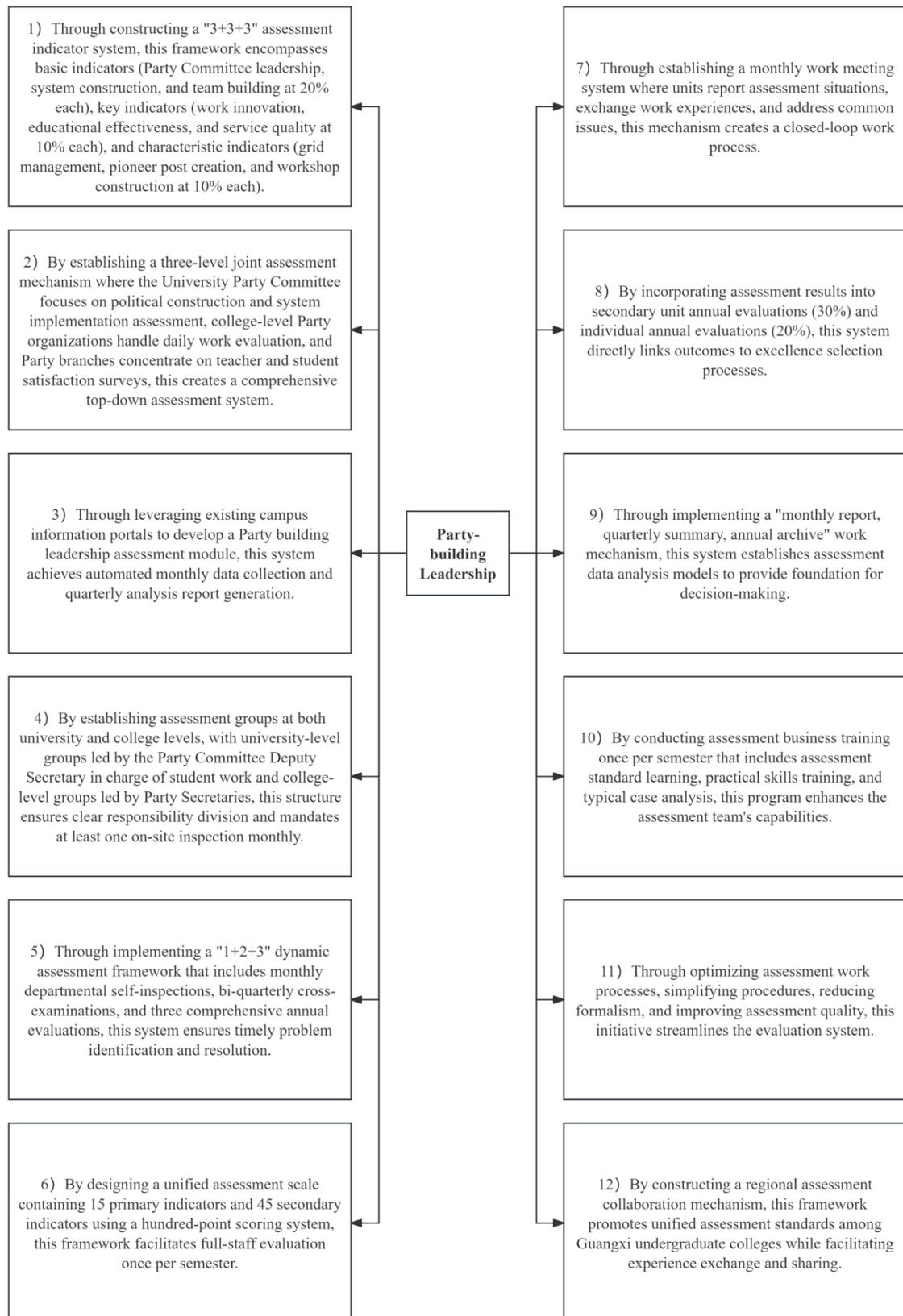


Figure 4.1 Guidelines for Party-building Leadership

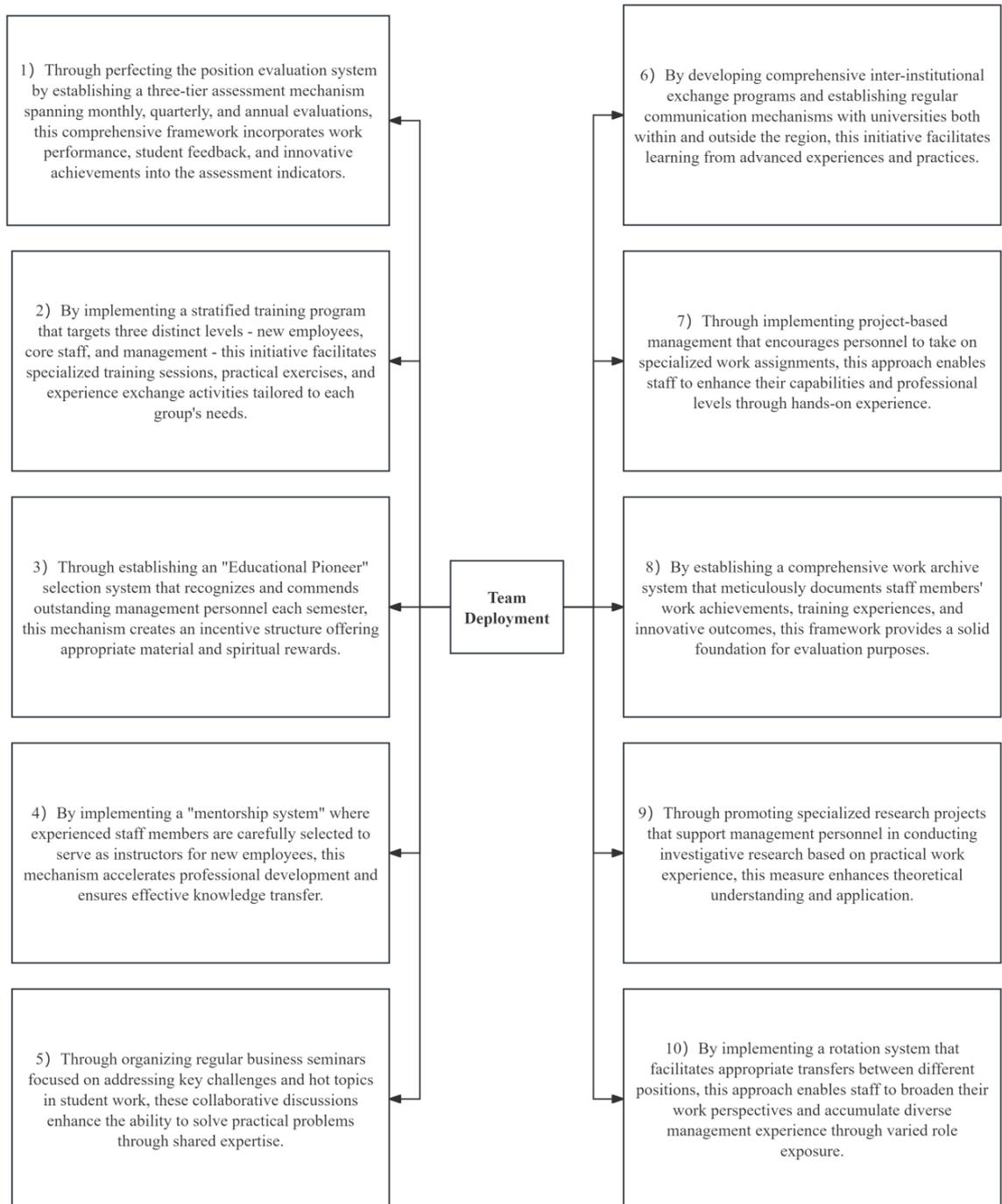


Figure 4.2 Guidelines for Team Deployment



Figure 4.3 Guidelines for Student Participation

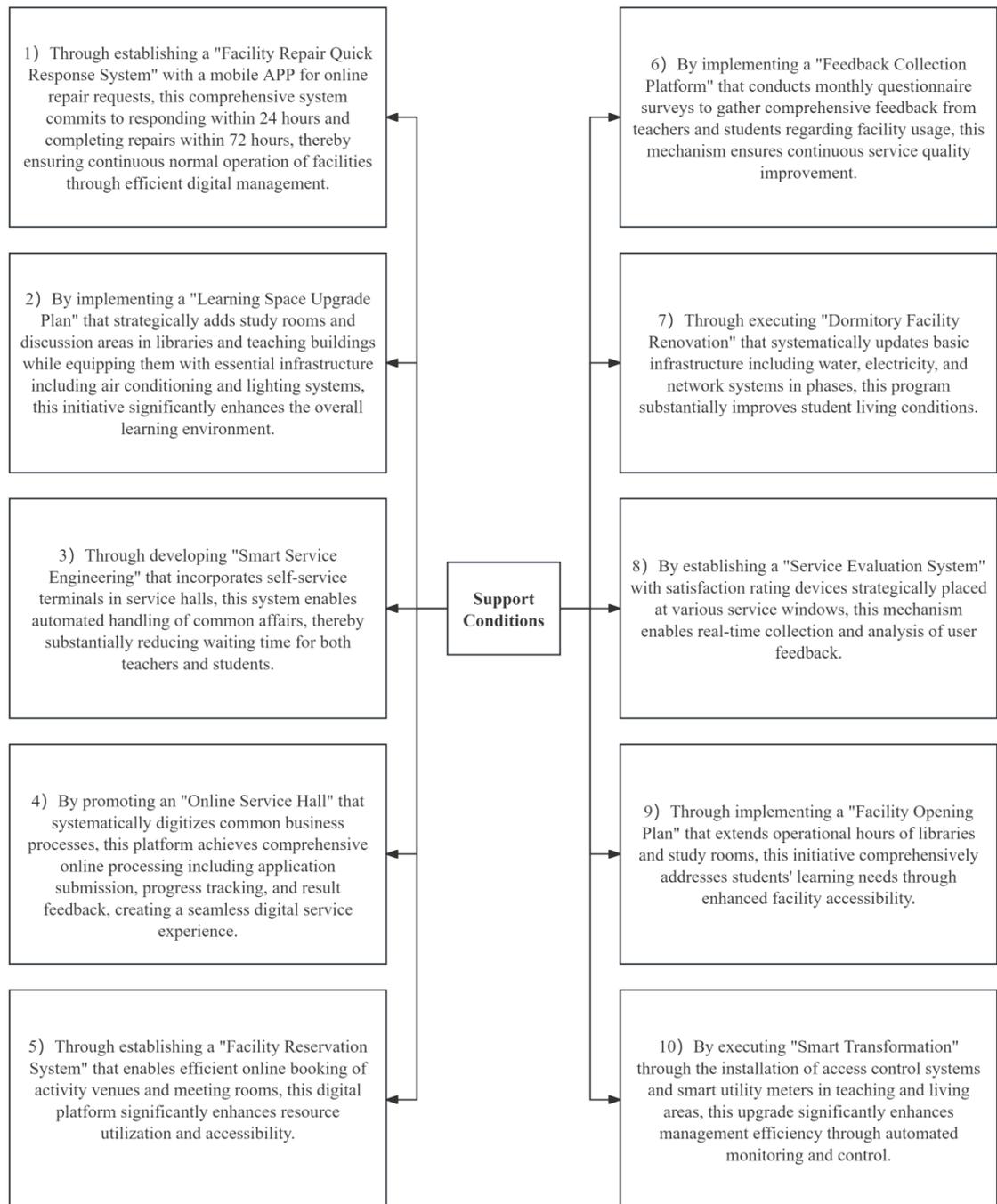
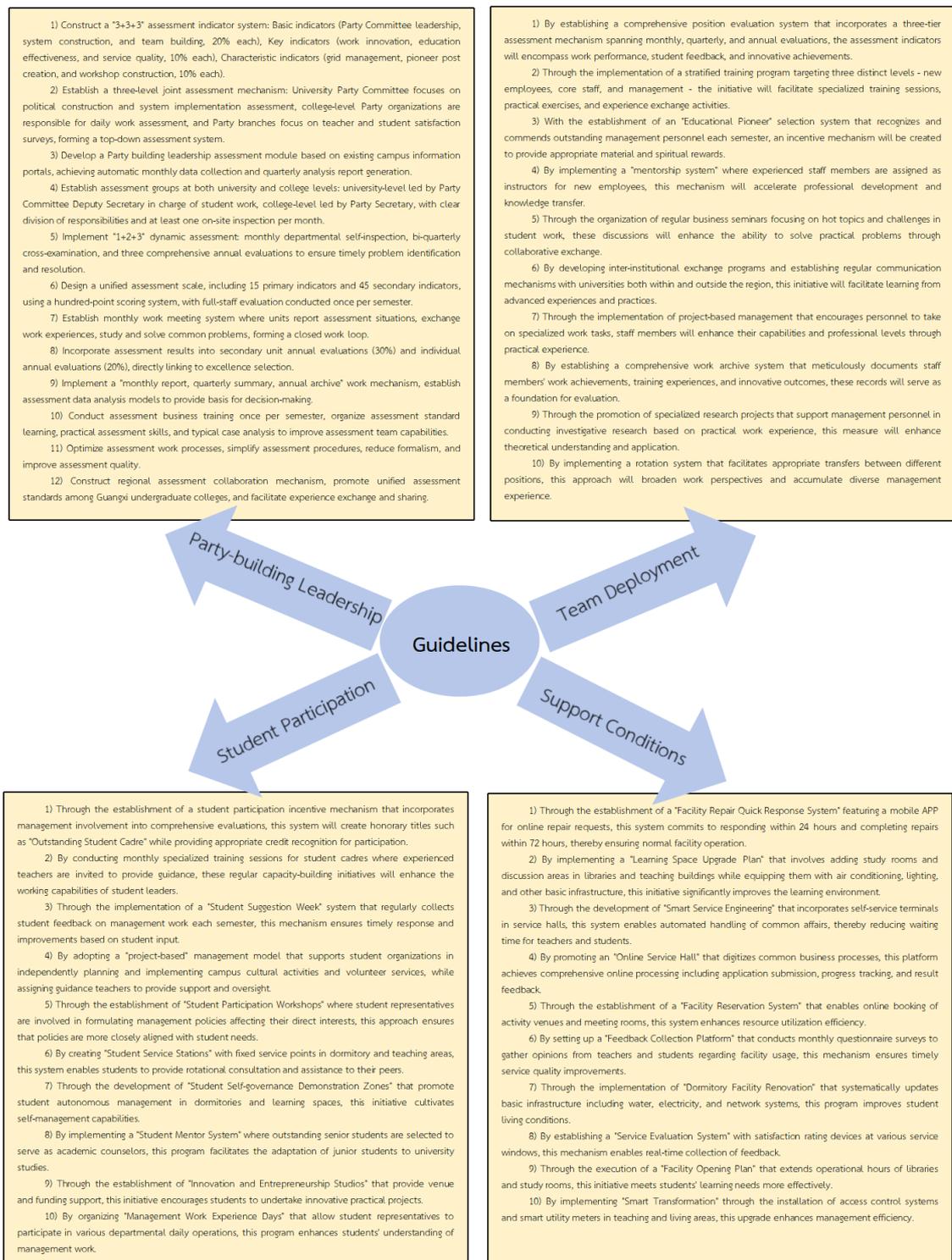


Figure 4.4 Guidelines for Support Conditions



**Figure 4.5** Guidelines for effective management of student affairs in undergraduate universities in Guangxi

**Part 4: The analysis results of the evaluation of the suitability and feasibility of the Guidelines for effective management of student affairs in undergraduate universities in Guangxi. The researcher presented the data by Mean and standard deviation.**

This section aims to evaluate the suitability and feasibility of student affairs management guidelines in undergraduate universities in Guangxi. For this purpose, 15 experts from universities in Guangxi were invited to participate in the assessment. A 5-level rating scale was used (Highest; High; Average; Low; Lowest). Respondents could only select one level. The calculation results are shown in the following tables:

**Table 4.9** The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi.

(N = 15)

Guidelines for effective management of student affairs in undergraduate universities in Guangxi	Suitability			Feasibility		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1 Party-building Leadership	4.75	0.35	Highest	4.68	0.42	Highest
2 Team Deployment	4.72	0.38	Highest	4.65	0.45	Highest
3 Student Participation	4.69	0.41	Highest	4.62	0.48	Highest
4 Support Conditions	4.66	0.44	Highest	4.60	0.50	Highest
<b>Total</b>	<b>4.71</b>	<b>0.36</b>	<b>Highest</b>	<b>4.64</b>	<b>0.42</b>	<b>Highest</b>

According to Table 4.9, found that the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi were at the high level with values between 4.00 and 5.00, which means guidelines for effective management of student affairs is suitability and feasibility.

The suitability of guidelines for effective management of student affairs in undergraduate universities in Guangxi, the levels from the highest to lowest mean were as follow: the highest mean was party-building leadership ( $\bar{X} = 4.75$ ), followed by team deployment ( $\bar{X} = 4.72$ ), and support conditions was the lowest mean ( $\bar{X} = 4.66$ ).

The feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi, the levels from the highest to lowest mean were as follow: the highest mean was party-building ( $\bar{X} = 4.68$ ), followed by team deployment ( $\bar{X} = 4.65$ ), Student Participation ( $\bar{X} = 4.62$ ), and support conditions was the lowest mean( $\bar{X} = 4.60$ ).

**Table 4.10** The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for party-building leadership in twelve aspects.

(N = 15)

Guidelines for effective management of student affairs in undergraduate universities in Guangxi		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
<b>Party-building leadership</b>							
1	Establish multi-dimensional assessment indicator system	4.87	0.35	Highest	4.80	0.41	Highest
2	Implement stratified assessment mechanism	4.80	0.41	Highest	4.73	0.46	Highest
3	Develop online assessment system platform	4.80	0.41	Highest	4.73	0.46	Highest
4	Establish specialized assessment working group	4.73	0.46	Highest	4.67	0.49	Highest
5	Establish routine assessment mechanism	4.73	0.46	Highest	4.67	0.49	Highest
6	Design assessment feedback forms	4.73	0.46	Highest	4.67	0.49	Highest
7	Conduct assessment results analysis meetings	4.73	0.46	Highest	4.67	0.49	Highest
8	Establish assessment results application mechanism	4.73	0.46	Highest	4.67	0.49	Highest
9	Improve assessment work archives	4.67	0.49	Highest	4.60	0.51	Highest
10	Organize assessment work training	4.67	0.49	Highest	4.60	0.51	Highest
11	Optimize assessment work processes	4.67	0.49	Highest	4.60	0.51	Highest
12	Construct regional assessment coordination mechanism	4.67	0.49	Highest	4.60	0.51	Highest
<b>Total</b>		<b>4.75</b>	<b>0.35</b>	<b>Highest</b>	<b>4.68</b>	<b>0.42</b>	<b>Highest</b>

According to Table 4.10, found that the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in party-building leadership were at the high level with values between 4.00 and 5.00, which means the guidelines for effective management of student affairs is suitability and feasibility.

The suitability of guidelines for party-building leadership, the levels from the highest to lowest mean were as follow: The highest mean was "Establish multi-dimensional assessment indicator system" ( $\bar{X} = 4.87$ ), followed by "Implement stratified assessment mechanism" and "Develop online assessment system platform" ( $\bar{X} = 4.80$ ), then "Establish specialized assessment working group," "Establish routine assessment mechanism," "Design assessment feedback forms," "Conduct assessment results analysis meetings," and "Establish assessment results application mechanism" ( $\bar{X} = 4.73$ ), while "Improve assessment work archives," "Organize assessment work training," "Optimize assessment work processes," and the lowest mean was "Construct regional assessment coordination mechanism" ( $\bar{X} = 4.67$ ).

The feasibility of guidelines for party-building leadership, the levels from the highest to lowest mean were as follow: The highest mean was "Establish multi-dimensional assessment indicator system" ( $\bar{X} = 4.80$ ), followed by "Implement stratified assessment mechanism" and "Develop online assessment system platform" ( $\bar{X} = 4.73$ ), then "Establish specialized assessment working group," "Establish routine assessment mechanism," "Design assessment feedback forms," "Conduct assessment results analysis meetings," and "Establish assessment results application mechanism" ( $\bar{X} = 4.67$ ), while "Improve assessment work archives," "Organize assessment work training," "Optimize assessment work processes," and the lowest mean was "Construct regional assessment coordination mechanism" ( $\bar{X} = 4.60$ ). This indicates that all measures possess strong operability and implementation possibility in practical work.

**Table 4.11** The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for team deployment in ten aspects.

(N = 15)

Guidelines for effective management of student affairs in undergraduate universities in Guangxi		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
<b>Team Deployment</b>							
1	Perfect position evaluation system	4.87	0.35	Highest	4.80	0.41	Highest
2	Implement stratified training plan	4.80	0.41	Highest	4.73	0.46	Highest
3	Establish "Educational Pioneer" selection system	4.80	0.41	Highest	4.73	0.46	Highest
4	Establish mentorship support mechanism	4.73	0.46	Highest	4.67	0.49	Highest
5	Organize regular business seminars	4.73	0.46	Highest	4.67	0.49	Highest
6	Conduct inter-institutional exchange learning	4.67	0.49	Highest	4.60	0.51	Highest
7	Implement project-based management	4.67	0.49	Highest	4.60	0.51	Highest
8	Establish work archive system	4.67	0.49	Highest	4.60	0.51	Highest
9	Conduct specialized research projects	4.67	0.49	Highest	4.60	0.51	Highest
10	Implement position rotation system	4.67	0.49	Highest	4.60	0.51	Highest
<b>Total</b>		<b>4.72</b>	<b>0.38</b>	<b>Highest</b>	<b>4.65</b>	<b>0.45</b>	<b>Highest</b>

According to Table 4.11, found that the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in team deployment were at the high level with values between 4.00 and 5.00, which means the guidelines for effective management of student affairs is suitability and feasibility.

The suitability of guidelines for team deployment, the levels from the highest to lowest mean were as follow: The highest mean was "Perfect position evaluation system" ( $\bar{X} = 4.87$ ), followed by "Implement stratified training plan" and "Establish 'Educational Pioneer' selection system" ( $\bar{X} = 4.80$ ), then "Establish mentorship support mechanism" and "Organize regular business seminars" ( $\bar{X} = 4.73$ ), while "Conduct inter-institutional exchange learning," "Implement project-based management," "Establish work archive system," "Conduct specialized research projects," and "Implement position rotation system" have the lowest mean values ( $\bar{X} = 4.67$ ).

The feasibility of guidelines for team deployment, the levels from the highest to lowest mean were as follow: The highest mean was "Perfect position evaluation system" ( $\bar{X} = 4.80$ ), followed by "Implement stratified training plan" and "Establish 'Educational Pioneer' selection system" ( $\bar{X} = 4.73$ ), then "Establish mentorship support mechanism" and "Organize regular business seminars" ( $\bar{X} = 4.67$ ), while "Conduct inter-institutional exchange learning," "Implement project-based management," "Establish work archive system," "Conduct specialized research projects," and "Implement position rotation system" have the lowest mean values ( $\bar{X} = 4.60$ ). This indicates that all measures possess strong operability and implementation possibility in practical work.

**Table 4.12** The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for student participation in ten aspects.

(N = 15)

Guidelines for effective management of student affairs in undergraduate universities in Guangxi		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
<b>Student Participation</b>							
1	Establish student participation incentive mechanism	4.87	0.35	Highest	4.80	0.41	Highest
2	Conduct student cadre capacity training	4.80	0.41	Highest	4.73	0.46	Highest
3	Establish "Student Suggestion Week" system	4.73	0.46	Highest	4.67	0.49	Highest
4	Implement "Project-based" management model	4.73	0.46	Highest	4.67	0.49	Highest
5	Implement "Student Participation Workshop"	4.67	0.49	Highest	4.60	0.51	Highest
6	Establish "Student Service Station"	4.60	0.51	Highest	4.53	0.64	Highest
7	Develop "Student Self-governance Demonstration Zone"	4.53	0.52	Highest	4.47	0.74	High
8	Implement "Student Mentor System"	4.53	0.52	Highest	4.47	0.74	High
9	Establish "Innovation and Entrepreneurship Studio"	4.53	0.52	Highest	4.47	0.74	High
10	Organize "Management Work Experience Day"	4.53	0.52	Highest	4.47	0.74	High
<b>Total</b>		<b>4.69</b>	<b>0.41</b>	<b>Highest</b>	<b>4.62</b>	<b>0.48</b>	<b>Highest</b>

According to Table 4.12, found that the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in student participation were at the high level with values between 4.00 and 5.00, which means the guidelines for effective management of student affairs is suitability and feasibility.

The suitability of guidelines for student participation, the levels from the highest to lowest mean were as follow: The highest mean was "Establish student participation incentive mechanism" ( $\bar{X} = 4.87$ ), followed by "Conduct student cadre capacity training" ( $\bar{X} = 4.80$ ), then "Establish 'Student Suggestion Week' system" and "Implement 'Project-based' management model" ( $\bar{X} = 4.73$ ), followed by "Implement 'Student Participation Workshop'" ( $\bar{X} = 4.67$ ) and "Establish 'Student Service Station'" ( $\bar{X} = 4.60$ ), while "Develop 'Student Self-governance Demonstration Zone'," "Implement 'Student Mentor System'," "Establish 'Innovation and Entrepreneurship Studio'," and "Organize 'Management Work Experience Day'" have the lowest mean values ( $\bar{X} = 4.53$ ).

The feasibility of guidelines for student participation, the levels from the highest to lowest mean were as follow: the highest mean was "Establish student participation incentive mechanism" ( $\bar{X} = 4.80$ ), followed by "Conduct student cadre capacity training" ( $\bar{X} = 4.73$ ), then "Establish 'Student Suggestion Week' system" and "Implement 'Project-based' management model" ( $\bar{X} = 4.67$ ), followed by "Implement 'Student Participation Workshop'" ( $\bar{X} = 4.60$ ) and "Establish 'Student Service Station'" ( $\bar{X} = 4.53$ ), while "Develop 'Student Self-governance Demonstration Zone'," "Implement 'Student Mentor System'," "Establish 'Innovation and Entrepreneurship Studio'," and "Organize 'Management Work Experience Day'" have the lowest mean values ( $\bar{X} = 4.47$ ). This indicates that all measures possess strong operability and implementation possibility in practical work.

The expert evaluation demonstrates that the Student Participation Guidelines received high ratings in both suitability and feasibility dimensions, indicating that these guidelines align well with the actual conditions of university student affairs management, possess strong guiding significance and practical value, and contain measures that are both scientifically reasonable and practically feasible, helping to promote the development of student participation work towards standardization and institutionalization.

**Table 4.13** The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for support conditions in ten aspects.

(N = 15)

Guidelines for effective management of student affairs in undergraduate universities in Guangxi		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
<b>Support Conditions</b>							
1	Establish "Facility Repair Quick Response System"	4.87	0.35	Highest	4.73	0.46	Highest
2	Implement "Learning Space Upgrade Plan"	4.80	0.41	Highest	4.73	0.46	Highest
3	Develop "Smart Service Engineering"	4.73	0.46	Highest	4.67	0.49	Highest
4	Promote "Online Service Hall"	4.73	0.46	Highest	4.67	0.49	Highest
5	Establish "Facility Reservation System"	4.67	0.49	Highest	4.60	0.51	Highest
6	Set up "Feedback Collection Platform"	4.67	0.49	Highest	4.60	0.51	Highest
7	Implement "Dormitory Facility Renovation"	4.60	0.51	Highest	4.53	0.64	Highest
8	Establish "Service Evaluation System"	4.60	0.51	Highest	4.53	0.64	Highest
9	Develop "Facility Opening Plan"	4.53	0.52	Highest	4.47	0.74	High
10	Implement "Smart Transformation"	4.53	0.52	Highest	4.47	0.74	High
<b>Total</b>		<b>4.66</b>	<b>0.44</b>	<b>Highest</b>	<b>4.60</b>	<b>0.50</b>	<b>Highest</b>

According to Table 4.13, found that the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in support conditions were at the high level with values between 4.00 and 5.00, which means the guidelines for effective management of student affairs is suitability and feasibility.

The suitability of guidelines for support conditions, the levels from the highest to lowest mean were as follow: The highest mean was "Establish 'Facility Repair Quick Response System'" ( $\bar{X} = 4.87$ ), followed by "Implement 'Learning Space Upgrade Plan'" ( $\bar{X} = 4.80$ ), then "Develop 'Smart Service Engineering'" and "Promote 'Online Service Hall'" ( $\bar{X} = 4.73$ ), followed by "Establish 'Facility Reservation System'" and "Set up 'Feedback Collection Platform'" ( $\bar{X} = 4.67$ ), "Implement 'Dormitory Facility Renovation'" and "Establish 'Service Evaluation System'" ( $\bar{X} = 4.60$ ), while "Develop 'Facility Opening Plan'" and "Implement 'Smart Transformation'" have the lowest mean values ( $\bar{X} = 4.53$ ).

The feasibility of guidelines for student participation, the levels from the highest to lowest mean were as follow: the highest mean was "Establish 'Facility Repair Quick Response System'" and "Implement 'Learning Space Upgrade Plan'" ( $\bar{X} = 4.73$ ), followed by "Develop 'Smart Service Engineering'" and "Promote 'Online Service Hall'" ( $\bar{X} = 4.67$ ), then "Establish 'Facility Reservation System'" and "Set up 'Feedback Collection Platform'" ( $\bar{X} = 4.60$ ), followed by "Implement 'Dormitory Facility Renovation'" and "Establish 'Service Evaluation System'" ( $\bar{X} = 4.53$ ), while "Develop 'Facility Opening Plan'" and "Implement 'Smart Transformation'" have the lowest mean values ( $\bar{X} = 4.47$ ). This indicates that all measures possess strong operability and implementation possibility in practical work.

## Chapter 5

### Conclusion Discussion and Recommendations

The objectives of the present research include: 1) To study the current situation of effective management of student affairs in undergraduate universities in Guangxi; 2) To develop the guidelines for effective management of student affairs in undergraduate universities in Guangxi; 3) To evaluate the adaptability and feasibility of the Guidelines for effective management of student affairs in undergraduate universities in Guangxi were including 4 following aspects: 1) Party-building Leadership, 2) Team Deployment, 3) Student Participation, 4) Support Conditions. The sample population for this study consists of student affairs administrators from 8 undergraduate universities in Guangxi. The interviewees were 16 middle-level administrators. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, mean, and standard deviation.

The details are as follows.

#### Conclusion

The research in the guidelines for effective management of student affairs in undergraduate universities in Guangxi. The researcher summarizes the conclusion into three parts, details as follows:

Part 1: The current situation of effective management of student affairs in undergraduate universities in Guangxi.

Part 2: The guilelines for effective management of student affairs in undergraduate universities in Guangxi.

Part 3: The suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

**Part 1: The current situation of effective management of student affairs in undergraduate universities in Guangxi.**

The current situation of effective management of student affairs in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was party-building leadership, followed by team deployment, and support conditions was the lowest level.

Party-building leadership was at high level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Establishing grid management system, followed by Party Committee's coordinated work, and Work innovation and effectiveness evaluation was the lowest mean. This reflects strong overall progress in ideological leadership work, but innovation development needs strengthening.

Team deployment was at high level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Team selection and recruitment mechanism is most standardized, followed by Development system is relatively complete, and Full-time teacher participation was the lowest mean. This indicates systematic overall team building, but collaborative education still needs improvement.

Student Participation was at high level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student union organization building is standardized and orderly, followed by Self-management committee operates well, and Cultural and sports activities was the lowest mean. This reflects high institutionalization of student participation, but room for improvement in activity content diversity.

Support Conditions was at high level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Infrastructure construction, followed by hardware facility equipment, and intelligence level was the lowest mean. This indicates good basic support conditions, but intelligent construction still needs strengthening.

## **Part 2: The guidelines for effective management of student affairs in undergraduate universities in Guangxi.**

The guidelines for effective management of student affairs in four aspects, which contain 42 measures. There are 12 measures for party-building leadership, 10 measures for team deployment, 10 measures for student participation, and 10 measures for support conditions.

### **Party-Building Leadership**

The guidelines for Party-building leadership include 12 items: 1) Establish a "3+3+3" evaluation indicator system. 2) Establish a three-level linkage evaluation mechanism: a coordinated evaluation system involving the university Party Committee, college-level Party organizations, and Party branches. 3) Develop a Party-building leadership evaluation module. 4) Establish evaluation teams at both the university and college levels. 5) Implement a "1+2+3" dynamic evaluation system:

monthly, quarterly, and annual. 6) Design a unified evaluation scale. 7) Establish a monthly work meeting system. 8) Incorporate evaluation results into performance appraisals, directly linking them to awards and commendations. 9) Implement a "monthly report, quarterly summary, and annual archive" work mechanism, and establish an evaluation data analysis model. 10) Conduct evaluation training every semester. 11) Optimize evaluation workflows. 12) Establish a regional evaluation coordination mechanism.

### **Team Deployment**

The guidelines for team deployment include 10 items: 1) Improve the job evaluation system, establishing a three-level evaluation system: monthly, quarterly, and annual. 2) Implement a tiered and categorized training plan. 3) Establish a "Role Model Educator" selection system. 4) Establish a mentoring system. 5) Organize regular professional seminars. 6) Conduct cross-campus exchange and learning. 7) Implement project-based management. 8) Establish a work archive system. 9) Conduct special research projects. 10) Implement a rotation exchange system.

### **Student Participation**

The guidelines for student participation include 10 items: 1) Establish an incentive mechanism for student participation. 2) Conduct capacity building training for student leaders to enhance their work capabilities. 3) Establish a "Student Suggestion Week" system to regularly collect student opinions and suggestions on management work. 4) Promote a "project-based" management model to support student organizations in planning and implementing relevant projects. 5) Implement "Student Participation Workshops." 6) Establish a "Student Service Station" where students will rotate to provide consultation and assistance to their classmates. 7) Create a "Student Self-Governance Demonstration Zone." 8) Implement a "mentor system" to select outstanding senior students to serve as academic counselors. 9) Establish an "Innovation and Entrepreneurship Studio." 10) Organize "Management Work Experience Days."

### **Support Conditions**

The guidelines for support conditions include 10 items: 1) Establish a "Facilities Repair Quick Response System" and develop a mobile app to facilitate online repair reporting. 2) Implement a "Learning Space Upgrade Plan." 3) Launch a "Smart Service Project" to enable self-service for common tasks. 4) Promote an "Online Service Hall." 5) Establish a "Facility Use Reservation System." 6) Set up a "Feedback Collection Platform." 7) Implement "Dormitory Facility Renovation."

- 8) Establish a "Service Evaluation System." 9) Implement a "Facility Opening Plan."  
10) Implement "Intelligent Renovation" to achieve a smart campus.

**Part 3: The suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi.**

The suitability and feasibility of guidelines for effective management of student affairs in four aspects were at highest level with the values between 4.50 and 5.00, which means the guidelines for effective management of student affairs are suitability and feasibility.

The suitability and feasibility of party-building leadership was highest level, indicating the high suitability and feasibility of the guideline.

The suitability and feasibility of team deployment was highest level, indicating the high suitability and feasibility of the guideline.

The suitability and feasibility of student participation was highest level, indicating the high suitability and feasibility of the guideline.

The suitability and feasibility of support conditions was highest level, indicating the high suitability and feasibility of the guideline.

Overall, the expert evaluation results indicate that the guidelines are scientifically reasonable, practically feasible, and have strong guiding significance and practical value. Among the four dimensions, Party Building Leadership received the highest overall evaluation, followed by Team Deployment and Student Participation, while Support Conditions received relatively lower evaluations but still maintained the highest level, which also provides reference basis for future work priorities.

## **Discussion**

The research in the guidelines for effective management of student affairs in undergraduate universities in Guangxi. The researcher summarizes the discussion into three parts, details as follows:

Part 1: The current situation of effective management of student affairs in undergraduate universities in Guangxi.

Part 2: The guidelines for effective management of student affairs in undergraduate universities in Guangxi.

Part 3: The suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

### **Part 1: The current situation of effective management of student affairs in undergraduate universities in Guangxi.**

The current situation of effective management of student affairs in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was party-building leadership, followed by team deployment, and support conditions was the lowest level. This is because the institutional mechanisms for student affairs management still need to be improved, and team management needs to be strengthened. Therefore, administrators need to further enhance their professional standards and service quality in student affairs management.

According to Xie Yazhuo (2022), university student affairs management teams still need improvement in professional development. Currently, most universities' student affairs management work still faces issues of low standardization and systematization, with management personnel lacking professional training and struggling to provide precise, personalized service guidance, affecting overall management effectiveness. Meanwhile, university student affairs management models also face transformation and upgrade challenges (Tu Jiayan, 2024), requiring systematic reform in party-building leadership, team deployment, student participation, and support conditions.

#### **Party-Building Leadership**

Party-building Leadership was at high level. Although party-building leadership has achieved certain results, there is still room for improvement in professional level and information technology application. Chen Yuanlin and Zhong Qiwan (2023) emphasized that Party building leadership should highlight political functions while deeply exploring innovative paths for organically integrating Party educational theory with student affairs management practice, as scientific and effective Party building leadership can not only significantly improve management efficiency but also subtly enhance students' ideological identification and value cognition. Zhu Guopeng (2023) proposed the innovative concept of "Internet + Party Building" based on the characteristics of university Party building work in the new era, demonstrating through empirical research that using new media technology for Party building work can not only improve work efficiency but also enhance the contemporary appeal and attractiveness of Party building work. In terms of working system construction, Yao Yu (2023) found through extensive survey research that effectively leveraging Party building leadership requires constructing a systematic and complete working system containing four dimensions: organizational system,

institutional system, operational system, and guarantee system, with only organic unity and coordinated operation of these elements forming the powerful synergy of Party building leadership. Geng Qiuying (2022) discovered through comparative research of multiple universities that Party building leadership work must adhere to problem orientation, deeply analyze key and difficult problems in student affairs management, and skillfully utilize the political and organizational advantages of Party building work to innovate working methods and break through development bottlenecks. In terms of team professional development, Cheng Jianping and Li Xiaobing (2022) focused on the relationship between Party building leadership and student growth, finding through tracking survey research that effective Party building leadership can significantly improve students' ideological realm and comprehensive quality, requiring close integration of Party building work with student growth needs through conducting ideological and belief education, revolutionary tradition education, and socialist core values education to guide students in establishing correct worldviews and values. Zhou Junxiao and Wu Keyu (2023) pointed out that in university student affairs management, Party building leadership plays a fundamental role, and university student workers should deeply implement the Party's educational policies, integrating Party building work into all aspects of daily management services, which helps construct a comprehensive educational pattern.

#### **Team Deployment**

Team Deployment was at high level. This is because the student affairs management team building system is relatively complete, but work professionalization and training mechanisms need further strengthening, and the management team's assessment and evaluation system needs further optimization. Sun Yuwei and Han Ruiping (2022) found through in-depth research that establishing systematic career development planning is of great significance for improving overall team quality, as clear career development paths can not only enhance management personnel's professional identity but also effectively improve work enthusiasm, requiring the establishment of multi-level career development channels to provide diversified development opportunities for different types of management personnel. Dong Jie and Yan Guohua (2023) pointed out from the perspective of management team capacity building that attention should be paid to cultivating management personnel's innovative consciousness and practical abilities, as managers with innovative thinking can often better respond to the challenges of student work in the new era, suggesting stimulating the innovative vitality of management teams through organizing innovative project establishment, conducting research projects, and holding innovation

competitions. Cao Haijia, Li Fang, and Qin Lei (2024) conducted in-depth research on the system of department cadres maintaining contact with students, pointing out that this system is of great significance for strengthening communication between school management departments and students, as cadres who regularly go deep into student front lines can better understand student needs and timely discover and solve problems, suggesting the establishment of a normalized mechanism for department cadres to maintain contact with students through regular visits, symposiums, and themed activities to close the distance with students. Ren Kanglei (2020) found in studying management team assessment and evaluation systems that scientific evaluation mechanisms play an important guiding role in promoting high-quality team development, requiring the establishment of multi-dimensional evaluation indicator systems including ideological and political quality, work performance, innovation ability, and student satisfaction, with emphasis on process evaluation through daily assessments, annual evaluations, and special assessments to comprehensively understand management personnel's work performance. Shen Jie and Xie Wen (2021) found through extensive survey research that constructing a stratified and classified training system is an important path for improving management team professionalization, requiring the development of differentiated training programs for different types and levels of management personnel through specialized training, practical exercises, and exchange discussions to comprehensively improve team comprehensive quality, with training content keeping pace with the times and emphasizing the combination of theory and practice. Zhang Yuying (2018) explored innovation issues in management team training systems, showing that using new technological means for training can significantly improve training effectiveness, suggesting the construction of blended training modes combining online and offline approaches, developing digital training resources, and building intelligent training platforms. Bai Yuting, Yuan Shanghui, and Liu Weihua (2019) pointed out from the perspective of counselor team management that strengthening counselors' ideological and political work capabilities is key to improving student work effectiveness, suggesting continuously improving counselors' theoretical level and practical abilities through professional training, building practice platforms, and establishing study systems. Wang Wenjie and Shen Qianfan (2017) focused on improving management teams' ideological and political quality, showing that strengthening ideological and belief education is crucial for building politically reliable management teams, requiring political standards to be integrated throughout the

entire process of team management with strict control in selection, training, and employment to ensure the political reliability of management teams.

### **Student Participation**

Student participation was at high level. This is because student affairs management personnel need to strengthen guidance and services in promoting student participation, there is insufficient coordination with student organizations, and work methods need innovation. Zhou Qian and Hu Zhixia (2024) pointed out in their research on innovation in life service work that it is essential to fully leverage students' subjective role in service work, as involving students in service plan design and implementation can not only improve service quality but also cultivate students' sense of responsibility and service consciousness. In terms of organizational construction and team development, participation forms need to avoid becoming singular and formulaic. Students have diverse needs in management participation, and Yan Jiayu (2021) pointed out in systematic research on work-study management that different types of positions should be set according to student characteristics and work requirements, reflecting the importance of precise understanding of needs and personalized design. Currently, student participation in universities lacks systematicity, mainly manifested in schools' failure to effectively integrate participation pathways at different levels, leading to deviations in participation effectiveness (Zhou Jiabin, 2024, p.17-19). Schools should scientifically plan student participation work, fully utilize various educational resources, strengthen student organization construction, and Ren Lixing (2020) emphasized in exploring issues of improving students' autonomous management capabilities that comprehensive guidance should be provided for the cultivation of student cadre teams to improve the standardization and scientificization level of student participation. Meanwhile, attention should be paid to leveraging students' subjective role, innovating participation methods, expanding participation channels, and enhancing students' enthusiasm and initiative in participation (Chen Jing and Wei Yingli, 2023, p.273-275). Additionally, it is necessary to strengthen evaluation and feedback on student participation effectiveness, establish scientific evaluation mechanisms, timely understand students' participation experiences and suggestions, continuously improve work methods, and enhance participation effectiveness. Information technology means should be fully utilized to build combined online and offline participation platforms, providing students with more convenient and diversified participation pathways.

### Support Conditions

Support conditions was at high level. This is because service facility construction needs improvement in systematization and intelligence, and the degree of integration with information technology is insufficient. According to the views of Zhou Gu et al. (Zhou Gu, Pan Jia, Gu Wei, Qiao Mei, 2024, p.185-188), student affairs management departments face challenges of diverse infrastructure types, complex service demands, and diversified guarantee requirements, but there are still deficiencies in integrating various resources to provide precise services. Zhu Ping and Zhu Songgui (2022, p.26-30) found that the current university condition guarantee system has structural contradictions, with insufficient resource sharing among various platforms. Gao Jia (2023, p.188-190) conducted systematic research on informatization construction, emphasizing the need to fully utilize modern technology to improve management service levels. Through analyzing the current status of university informatization construction, she proposed building a unified information management platform to achieve data sharing and business collaboration. Zhu Guopeng (2023, p.184-187) proposed the innovative concept of "Internet + Party Building" based on the characteristics of university Party building work in the new era. Through empirical research, he demonstrated that using new media technology for Party building work can not only improve work efficiency but also enhance the contemporary appeal and attractiveness of Party building work. Yao Yu (2023, p.46-50) found through extensive survey research that effectively leveraging Party building leadership requires constructing a systematic and complete working system containing four dimensions: organizational system, institutional system, operational system, and guarantee system. Only by organically unifying and coordinating these elements can the powerful synergy of Party building leadership be formed. Geng Qiuying (2022, p.113-124) discovered through comparative research of multiple universities that Party building leadership work must adhere to problem orientation, deeply analyze key and difficult problems in student affairs management, and skillfully utilize the political and organizational advantages of Party building work to innovate working methods and break through development bottlenecks. Cheng Jianping and Li Xiaobing (2022, p.157-161) focused on the relationship between Party building leadership and student growth. Through tracking survey research, they found that effective Party building leadership can significantly improve students' ideological realm and comprehensive quality. Party building work should be closely integrated with student growth needs through conducting ideological and belief education, revolutionary tradition education, and socialist core values education to guide

students in establishing correct worldviews and values. Sun Yuwei and Han Ruiping (2022, p.54-59) found through in-depth research that establishing systematic career development planning is of great significance for improving overall team quality. Clear career development paths can not only enhance management personnel's professional identity but also effectively improve work enthusiasm.

The universities should strengthen research and evaluation of condition guarantee, timely understand students' usage experiences and actual needs, and on this basis adjust hardware construction and service directions to provide more comprehensive facility support and platform services. Meanwhile, attention should be paid to informatization construction and promoting smart campus construction to enhance service convenience and precision. It is necessary to establish and improve guarantee mechanisms, optimize resource allocation, and improve usage efficiency. Additionally, condition guarantee work needs to strengthen overall planning, do well in top-level design, and construct a systematic and complete guarantee system. Modern technological means should be fully utilized to promote service model innovation and improve management efficiency. At the same time, attention should be paid to resource integration, strengthening departmental collaboration, forming guarantee synergy, and providing strong support for student affairs management.

## **Part 2: The guidelines for effective management of student affairs in undergraduate universities in Guangxi.**

The guidelines for effective management of student affairs in four aspects were at highest level, which contain 42 guidelines. There are 12 guidelines for party-building leadership, 10 guidelines for team deployment, 10 guidelines for student participation, and 10 guidelines for support conditions.

### **Party-Building Leadership**

Party-building leadership includes 12 guidelines: 1) Construct a "3+3+3" assessment indicator system: Basic indicators (Party Committee leadership, system construction, and team building at 20% each), Key indicators (work innovation, education effectiveness, and service quality at 10% each), Characteristic indicators (grid management, pioneer post creation, and workshop construction at 10% each). 2) Establish a three-level joint assessment mechanism: University Party Committee focuses on political construction and system implementation assessment, college-level Party organizations are responsible for daily work evaluation, and Party branches concentrate on teacher and student satisfaction surveys, forming a top-down assessment system. 3) Develop a Party building leadership assessment module based on existing campus information portals, achieving automatic monthly data collection

and quarterly analysis report generation. 4) Establish assessment groups at both university and college levels: university-level led by Party Committee Deputy Secretary in charge of student work, college-level led by Party Secretary, with clear division of responsibilities and at least one on-site inspection monthly. 5) Implement "1+2+3" dynamic assessment: monthly departmental self-inspection, bi-quarterly cross-examination, and three comprehensive annual evaluations to ensure timely problem identification and resolution. 6) Design a unified assessment scale, including 15 primary indicators and 45 secondary indicators, using a hundred-point scoring system, with full-staff evaluation conducted once per semester. 7) Establish monthly work meeting system where units report assessment situations, exchange work experiences, study and solve common problems, forming a closed work loop. 8) Incorporate assessment results into secondary unit annual evaluations (30%) and individual annual evaluations (20%), directly linking to excellence selection. 9) Implement a "monthly report, quarterly summary, annual archive" work mechanism, establish assessment data analysis models to provide basis for decision-making. 10) Conduct assessment business training once per semester, organize assessment standard learning, practical assessment skills, and typical case analysis to improve assessment team capabilities. 11) Optimize assessment work processes, simplify assessment procedures, reduce formalism, and improve assessment quality. 12) Construct regional assessment collaboration mechanism, promote unified assessment standards among Guangxi undergraduate colleges, and facilitate experience exchange and sharing.

The guidelines were summarized based on interviewees' suggestions, which align with findings from various research studies. Regarding the construction of assessment indicator systems, research indicates that a multi-level, multi-dimensional evaluation system should be established, focusing on both basic and characteristic indicators (Wang Linqing, Ma Yanzhou, Zhang Jianji, 2014, p.81-83). In terms of assessment mechanism construction, a two-level linkage mechanism between university and college should be established to form a complete top-down evaluation chain, while fully utilizing information technology to enhance assessment efficiency (Cai Jinchi, 2025, p.42-45). For assessment organization and implementation, research suggests establishing specialized assessment institutions, establishing standardized work systems, and conducting regular evaluation inspections (Liu Yang, 2022, p.25-28). In designing assessment content, evaluation indicators should be scientifically set, combining quantitative and qualitative assessment methods to ensure scientific validity and operability (Xiao Ke, 2017, p.77-81). Additionally,

emphasis should be placed on applying assessment results, linking them to departmental evaluations and individual performance to leverage the incentive role of assessments. The assessment team's capacity should be strengthened through professional training to enhance their expertise (Dong Dongming, Wu Dan, 2018, p.16-21). Meanwhile, regional collaboration should be emphasized to promote unified assessment standards and facilitate experience sharing among universities.

### **Team Deployment**

Team Deployment includes 10 guidelines: 1) Perfect the position evaluation system by establishing a three-tier assessment mechanism spanning monthly, quarterly, and annual evaluations, incorporating work performance, student feedback, and innovative achievements into assessment indicators. 2) Implement a stratified training program targeting three levels - new employees, core staff, and management - through specialized training sessions, practical exercises, and experience exchange activities. 3) Establish an "Educational Pioneer" selection system that recognizes and commends outstanding management personnel each semester, creating an incentive mechanism with appropriate material and spiritual rewards. 4) Establish a mentorship system where experienced staff members are selected to serve as instructors for new employees, promoting rapid professional development. 5) Organize regular business seminars focusing on key challenges and hot topics in student work, enhancing the ability to solve practical problems through collaborative exchange. 6) Develop inter-institutional exchange programs with universities both within and outside the region, establishing regular communication mechanisms to learn from advanced experiences and practices. 7) Implement project-based management encouraging personnel to take on specialized work tasks, enhancing capabilities and professional levels through practical experience. 8) Establish a work archive system meticulously documenting staff members' work achievements, training experiences, and innovative outcomes as evaluation basis. 9) Conduct specialized research projects supporting management personnel in conducting investigative research based on practical work experience, enhancing theoretical understanding. 10) Implement a rotation system facilitating appropriate transfers between different positions, broadening work perspectives and accumulating diverse management experience.

The guidelines were summarized based on interviewees' suggestions, which align with findings from various research studies. Regarding the assessment and evaluation system, research indicates that a multi-level assessment system should be established, incorporating work performance and student feedback into evaluation indicators (Song Jingshu, Yan Guohua, 2023, p.21-26). In terms of training and

development, classified training should be implemented for different levels of personnel, conducting specialized training and practical exercises (Chen Huayun, 2023, p.121-124). Concerning incentive mechanisms, research suggests establishing excellence recognition systems providing both material and spiritual incentives (Ding Yonghua, 2020, p.67-72). For talent development, mentorship systems and regular seminar mechanisms should be established to help newcomers grow rapidly and enhance problem-solving abilities (Li Sijia, 2024, p.204-211). Universities should conduct inter-institutional exchanges and project-based management to expand management personnel's perspective and practical capabilities (Tang Xiaoxiao, 2023, p.51-53). Regarding management mechanisms, comprehensive work archive systems should be established to record management personnel's achievements and growth trajectories (Wang Tianli, Xiang Meng, 2024, p.168-172). Meanwhile, management personnel should be supported in conducting specialized research to enhance theoretical understanding (Liu Zhuping, Wei Guangzhong, 2024, p.5-8). Additionally, research recommends implementing rotation systems to expand work experience through position rotation, promoting comprehensive development of management personnel (Xu Wenjing, 2024). Team building should be emphasized, enhancing the management team's professional level and working capabilities through various approaches.

### **Student Participation**

Student Participation includes 10 guidelines: 1) Establish student participation incentive mechanism that incorporates involvement in student work into comprehensive evaluations, creates honorary titles such as "Outstanding Student Cadre" while providing appropriate academic credit recognition. 2) Conduct monthly specialized capacity-building training sessions for student cadres, inviting experienced teachers to provide guidance and enhance student cadres' working capabilities. 3) Establish "Student Suggestion Week" system that regularly collects student feedback on management work each semester, ensuring timely response and improvements. 4) Implement "Project-based" management model supporting student organizations to independently plan and implement campus cultural activities and volunteer services, while providing guidance teachers. 5) Implement "Student Participation Workshop" where student representatives participate in formulating management policies affecting their direct interests, ensuring policies align with student needs. 6) Establish "Student Service Station" with fixed service points in dormitory and teaching areas, enabling students to provide rotational consultation and assistance to peers. 7) Develop "Student Self-governance Demonstration Zone"

promoting autonomous management in dormitories and learning spaces to cultivate self-management capabilities. 8) Implement "Student Mentor System" selecting outstanding senior students to serve as academic counselors, helping junior students adapt to university studies. 9) Establish "Innovation and Entrepreneurship Studio" supporting students in innovative practical projects by providing venue and funding support. 10) Organize "Management Work Experience Day" enabling student representatives to participate in various departmental daily operations, enhancing understanding of management work.

The guidelines were summarized based on interviewees' suggestions, which align with findings from various research studies. Regarding student participation incentive mechanisms, research indicates that participation should be incorporated into comprehensive evaluations and honor recognition systems should be established (Zhu Xunkun, Tang Yanan, 2024). For student cadre development, systematic capacity training should be conducted through specialized sessions to enhance working capabilities (Zhang Xueying, 2019). Concerning feedback mechanisms, research suggests regularly collecting student opinions and suggestions for timely management improvements (Jiang Shan, 2021). For participation model innovation, project-based management should be implemented to support student-led activities, while establishing student participation workshops for involvement in policy-making (Li Yang, Chang Yan, Wang Zifei, Yang Ling, 2022, p.23-27). Regarding service platform construction, student service stations should be established on campus, creating self-governance demonstration zones to cultivate students' autonomous management abilities (Jiang Renfu, 2017). In terms of academic support, the student mentor system should be implemented to leverage outstanding students' tutoring roles. Meanwhile, innovation and entrepreneurship platforms should be built to provide students with practical opportunities and resource support. Additionally, research recommends organizing management work experience activities to enhance students' understanding of management work. Emphasis should be placed on leveraging student organizations' roles, innovating participation methods, and utilizing new media technologies to enhance participation appeal.

### **Support Conditions**

Support Conditions includes 10 guidelines: 1) Establish "Facility Repair Quick Response System" with mobile APP for online repair requests, committing to 24-hour response and 72-hour repair completion to ensure normal facility operation. 2) Implement "Learning Space Upgrade Plan" adding study rooms and discussion areas in libraries and teaching buildings, equipped with air conditioning, lighting, and

other basic infrastructure to improve learning environment. 3) Develop "Smart Service Engineering" incorporating self-service terminals in service halls to enable automated handling of common affairs, reducing waiting time for teachers and students. 4) Promote "Online Service Hall" digitizing common business processes to achieve comprehensive online processing including application submission, progress tracking, and result feedback. 5) Establish "Facility Reservation System" enabling online booking of activity venues and meeting rooms to enhance resource utilization efficiency. 6) Set up "Feedback Collection Platform" conducting monthly questionnaire surveys to gather opinions from teachers and students regarding facility usage, ensuring timely service quality improvement. 7) Implement "Dormitory Facility Renovation" updating basic infrastructure including water, electricity, and network systems in phases to improve student living conditions. 8) Establish "Service Evaluation System" with satisfaction rating devices at various service windows for real-time feedback collection. 9) Develop "Facility Opening Plan" extending operational hours of libraries and study rooms to meet students' learning needs. 10) Implement "Smart Transformation" installing access control systems and smart utility meters in teaching and living areas to enhance management efficiency.

The guidelines were summarized based on interviewees' suggestions, which align with findings from various research studies. Current research on university support conditions system construction primarily focuses on smart services and resource integration, with scholars emphasizing the use of information technology to enhance service efficiency. In smart campus construction, the development and application of mobile applications have brought new opportunities and challenges to facility management, transforming traditional repair and reservation services toward intelligence and convenience (Wang Yuzhu, 2018). The planning and utilization of university service spaces have also attracted widespread scholarly attention, with research finding that scientifically reasonable spatial layouts can effectively enhance learning outcomes and satisfaction among teachers and students, particularly accumulating rich experience in functional upgrades of key venues such as libraries and teaching buildings (Wang Xin, 2023, p.181-183). The construction of smart service systems has become key to improving management effectiveness, achieving service process optimization and efficiency enhancement through self-service terminals and online service halls, a transformation that not only saves time for teachers and students but also reduces administrative workload (Yang Weichang, 2012, p.38-41). In basic infrastructure construction, scholars generally believe precise planning should be based on teacher and student needs, especially emphasizing improvements to

student living environments and learning spaces (Zhong Binglin, 2013, p.17-19). Monitoring and evaluation of service quality have also gained increasing attention, with establishing timely and effective feedback mechanisms becoming an important means of improving service levels (Wang Xia, Guo Yuelan, 2019, p.156-160). In recent years, university support conditions work has shown a clear trend toward intelligence, from access control systems to smart utility meters, reflecting the deep integration of modern technology in management (Li Luo, 2023, p.111-117). Scholars have also widely focused on improving resource utilization efficiency, achieving optimized resource allocation through establishing reservation systems and open management policies (Li Chong, 2024, p.131-133). Scholars believe that support conditions work should always center on the core goal of education, continuously improving service quality and support levels through scientific planning, refined management, and continuous improvement.

### **Part 3: The suitability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi.**

The suitability and feasibility of the guidelines for effective management of student affairs in four aspects were at highest level with the values between 4.50 and 5.00, which means the guidelines for effective management of student affairs are suitability and feasibility.

#### **Party-Building Leadership**

The suitability and feasibility of the guidelines for party-building leadership were highest level, indicating the high suitability and feasibility of the guideline. This is because these guidelines were summarized based on survey interviews and derived through mean value and standard deviation analysis. In the suitability evaluation of the Party Building Leadership Guidelines, "establishing a multi-dimensional assessment indicator system" received the highest score, reflecting the importance of a scientific evaluation system. In terms of feasibility evaluation, "implementing stratified assessment mechanism" and "developing online assessment system platform" scored high, reflecting practical pathways for assessment mechanism innovation.

The high recognition of the Party-building Leadership Guidelines stems from their significant value demonstrated in practice. Through constructing a multi-level assessment indicator system that organically combines basic indicators, key indicators, and characteristic indicators, the evaluation work achieves both comprehensiveness and emphasis on priorities. The establishment of university and college-level assessment institutions has proven helpful in deepening evaluation work, particularly in grassroots Party organizations, where regular assessment activities have enhanced

the effectiveness of Party building work. The automatic collection of assessment data and intelligent generation of analysis reports have greatly improved work efficiency, liberating grassroots workers from tedious data processing. The scientific assessment system requires information technology support, which has been fully verified in recent years' research. Wen Shuyue (2024) found through empirical research that the informatization of assessment work not only improved work efficiency but also enhanced the objectivity and credibility of assessment results. The development of assessment modules should fully consider user experience, ensuring simple operation, accurate data, and timely analysis. Research by Zhou Qian and Shi Yaoyue (2020, p.61-74) shows that information technology has played a significant role in improving assessment work quality, particularly highlighting the increasing application value in big data analysis and real-time monitoring. The establishment of dynamic assessment mechanisms has provided strong support for work improvement. Through the "1+2+3" assessment model, monthly self-inspection, quarterly cross-examination, and annual evaluation have achieved organic unity, with assessment work progressively deepening from points to surfaces and from superficial to substantive levels. The unified assessment scale design ensures both consistency in assessment standards and enables horizontal comparison. Notably, the mechanism linking assessment results with departmental performance and individual evaluations has greatly motivated work enthusiasm. Research by Nurgul Muslim (2022, p.143-145) also confirms that scientific assessment incentive mechanisms can effectively promote work quality improvement. The construction of regional assessment collaboration mechanisms reflects a broader development vision. Through establishing regional assessment alliances, undergraduate colleges in Guangxi have formed positive interactions and experience sharing situations. The standardization and normalization of assessment work have not only improved individual schools' work levels but also promoted the overall development of regional higher education. The systematic management of assessment archives and establishment of data analysis models have provided important bases for scientific decision-making, as assessment work transforms from traditional inspection and evaluation toward serving decision-making purposes.

### **Team Deployment**

The suitability and feasibility of the guidelines for team deployment were highest level, indicating the high suitability and feasibility of the guideline. This is because these guidelines were summarized based on survey interviews and derived through mean value and standard deviation analysis. In the suitability evaluation of

the Team Management Guidelines, "perfecting the position evaluation system" received the highest score, reflecting the importance of a scientific assessment mechanism. In terms of feasibility evaluation, "implementing stratified training program" and "establishing 'Educational Pioneer' selection system" scored high, reflecting practical pathways for team development and incentive mechanisms.

Current innovative practices in team management are continuously deepening. The establishment of a "three-tier assessment system" incorporating work performance, student feedback, and innovative achievements into evaluation indicators has made assessments more comprehensive and objective. The stratified training program addresses different needs of three levels - new employees, core staff, and management - through designing specialized training and practical exercise activities, enhancing training precision and effectiveness. The establishment of the "Educational Pioneer" selection system not only provides material and spiritual incentives but also sets development benchmarks for management personnel. Practical research has provided theoretical support for these measures. Zhang Zhaoqing's (2019) research validated the positive impact of the mentorship mechanism on new employees' growth. Liu Mengyue (2019) found that regular business seminars and inter-institutional exchange learning effectively enhance the management team's professional level. Luo Yinan and Li Yongnan (2014, p.15-22) demonstrated the important role of project-based management in improving management personnel's practical capabilities. Specific measures such as establishing work archive systems, conducting specialized research projects, and implementing rotation systems are highly operable and contribute to management personnel's professional development. The high recognition of these management measures indicates that the guidelines align with university management work realities and can effectively promote team building. Overall, the Team Management Guidelines' measures are scientifically reasonable and practically feasible, providing strong support for enhancing management team professionalization. Strengthening management team building is key to improving university management effectiveness. Through establishing diversified training systems, training content becomes more aligned with practical work needs; through innovating management methods, management personnel enhance capabilities in practice; through improving assessment mechanisms, work effectiveness is scientifically evaluated, forming a positive development atmosphere. Special attention should be paid to leveraging exemplary management personnel's demonstrative role, expanding management perspectives through project-based management and rotation exchanges, and

enhancing practical problem-solving abilities. Meanwhile, emphasis should be placed on improving the management team's theoretical understanding, supporting practical research, and promoting innovation in management concepts and methods.

### **Student Participation**

The suitability and feasibility of the guidelines for student participation were highest level, indicating the high suitability and feasibility of the guideline. This is because these guidelines were summarized based on survey interviews and derived through mean value and standard deviation analysis. In the suitability evaluation of the Student Participation Guidelines, "establishing student participation incentive mechanism" received the highest score, reflecting the important role of incentive systems in enhancing student participation enthusiasm. In terms of feasibility evaluation, "conducting student cadre capacity training" scored high, reflecting the importance of systematic training in enhancing participation effectiveness. The next highest was "establishing 'Student Suggestion Week' system", indicating that establishing feedback mechanisms is an effective approach to promoting student participation. Expert evaluation results show that all student participation measures both align with practical work and possess strong operability. Among them, implementing "project-based" management model and "Student Participation Workshop" received high evaluations, reflecting experts' recognition of innovative participation methods. Particularly, establishing "Student Service Station" and developing "Student Self-governance Demonstration Zone" received positive evaluations, demonstrating the emphasis on cultivating students' autonomous management abilities. Meanwhile, implementing "Student Mentor System," establishing "Innovation and Entrepreneurship Studio," and organizing "Management Work Experience Day" also received positive evaluations, indicating that diversified participation methods can effectively enhance the breadth and depth of student participation. The high recognition of these measures indicates that the guidelines align with student development needs and can effectively guide practical work implementation. Overall, the Student Participation Guidelines' measures are scientifically reasonable and practically feasible, providing important guarantees for enhancing student participation enthusiasm and effectiveness.

In current university student affairs management practice, the depth and breadth of student participation still need improvement. Research has found that establishing effective incentive mechanisms and training systems are key pathways to improving student participation quality. Through empirical research, Duan Changyuan and Zhao Guofeng (2008, p.75-78) pointed out that insufficient student participation

capability has become the main bottleneck constraining participation effectiveness, suggesting the construction of systematic participation guidance systems and targeted cultivation mechanisms, stimulating participation motivation through establishing honorary titles like "Outstanding Student Cadre" combined with comprehensive evaluation methods. This viewpoint has been verified in practice, especially in student cadre training, where conducting monthly specialized training and inviting experienced teachers for guidance has achieved significant results. In recent years, student participation forms and content have continuously innovated. Chen Zhao (2024, p.11-15) found through research that establishing dedicated student affairs participation centers and methods such as setting up student service stations and creating self-governance demonstration zones can effectively enhance students' autonomous management abilities. The research particularly emphasized the importance of "project-based" management models, finding that supporting student organizations in independently planning activities not only cultivates innovation capabilities but also strengthens participation initiative. Through establishing "Student Suggestion Week" systems for regular opinion collection and implementing student participation workshops for student involvement in policy-making, positive interaction mechanisms have formed. Regarding the diversified development of participation methods, Qiu Qingfang (2024, p.191-193) found through long-term tracking research that personalized participation guidance targeting different student group characteristics proved most effective. The research suggests implementing "Student Mentor System" to leverage exemplary students' demonstrative roles, establishing innovation and entrepreneurship studios to provide practical platforms, and organizing management work experience days to enhance understanding of management work. This multi-level, comprehensive participation system not only expands participation depth and breadth but also provides rich practical opportunities for student growth. Current research also indicates that student participation should focus on institutional and standardized construction. Through improving organizational structures and work mechanisms, institutional guarantees for student participation are provided; through innovating service forms and expanding participation fields, students' diverse development needs are met; through establishing feedback mechanisms and optimizing guidance methods, participation effectiveness is continuously enhanced. Researchers generally believe that student participation should be integrated into daily management, promoting student participation development to higher levels through building diverse platforms, innovating participation methods, and strengthening capability development.

### Support Conditions

The suitability and feasibility of the guidelines for support conditions were highest level, indicating the high suitability and feasibility of the guideline. This is because these guidelines were summarized based on survey interviews and derived through mean value and standard deviation analysis. In the suitability evaluation of the Support Conditions Guidelines, "establishing 'Facility Repair Quick Response System'" received the highest score, reflecting the important role of rapid response mechanisms in ensuring service quality. In terms of feasibility evaluation, "implementing 'Learning Space Upgrade Plan'" scored high, reflecting the operability of improving learning environments. The next highest was "developing 'Smart Service Engineering'", indicating that intelligent services are an effective approach to enhancing support levels. Expert evaluation results show that all support conditions measures both align with practical work and possess strong implementation foundations. Among them, promoting "Online Service Hall" and establishing "Facility Reservation System" received high evaluations, reflecting experts' recognition of information technology construction. Particularly, setting up "Feedback Collection Platform" and implementing "Dormitory Facility Renovation" received positive evaluations, demonstrating the emphasis on improving service quality. Meanwhile, developing "Facility Opening Plan" and implementing "Smart Transformation" also received positive evaluations, indicating that diversified support methods can effectively enhance service convenience and intelligence levels. The high recognition of these measures indicates that the guidelines align with university development needs and can effectively guide practical work implementation. Overall, the Support Conditions Guidelines' measures are scientifically reasonable and practically feasible, providing important support for improving support work levels.

In university support conditions work practice, rapid response mechanisms and smart services have become important pathways to improving service quality. Through empirical research, Li Qingrui and Xiao Zhuolei (2017, p.52-60) found that establishing facility repair quick response systems can significantly improve service efficiency, particularly the practice of promising 24-hour response and 72-hour repair completion has gained widespread recognition. This finding echoes the research of Ying Peili and Zou Rong (2017, p.123-125), who pointed out in their study of learning space construction that effective improvement of educational environments can be achieved through systematic upgrades and reasonable functional layouts. The research particularly emphasized the importance of smart service engineering, finding that measures such as installing self-service terminals in service halls and promoting

online service halls not only improved processing efficiency but also reduced waiting time for teachers and students. Yang Conglin et al. (2017, p.123-130) further validated this view, finding that establishing facility reservation systems and feedback collection platforms effectively enhanced resource utilization efficiency and service quality. Regarding infrastructure renovation, Wang Wei et al. (2024) found through long-term tracking research that practices such as phased updates of water, electricity, and network infrastructure and establishing service evaluation systems showed significant effects. The research suggests continuously enhancing service convenience and intelligence levels through measures such as extending library opening hours and implementing smart transformations. Huang Shuang's (2018) research takes a holistic perspective, emphasizing that support conditions should form systematic service systems, providing comprehensive support and guarantees for students through integrating various resources and innovating service methods.

## **Recommendations**

### **Implications**

The research results showed that the recommendations about guidelines for effective management of student affairs in undergraduate universities in Guangxi are as follows:

#### **Party-Building Leadership**

Regarding party-building leadership, survey results indicate that assessment systems, evaluation mechanisms, and assessment application still need strengthening. It is recommended to improve the "3+3+3" assessment indicator system, optimize the three-level joint assessment mechanism, and strengthen assessment result application. Student affairs administrators should enhance assessment work informatization, standardize assessment processes, innovate assessment methods, and improve assessment effectiveness.

#### **Team Deployment**

Regarding team deployment, survey results show that evaluation systems, training systems, and incentive mechanisms need improvement. It is recommended to perfect the position evaluation system, implement stratified training programs, and establish "Educational Pioneer" selection system. Student affairs administrators should strengthen mentorship support, conduct business seminars, promote inter-institutional exchanges, implement project-based management, establish work archives, conduct specialized research, and implement position rotation.

### **Student Participation**

Regarding student participation, survey results indicate that participation incentives, capability development, and feedback mechanisms need improvement. It is recommended to establish student participation incentive mechanisms, conduct student cadre capacity training, and establish "Student Suggestion Week" system. Student affairs administrators should implement "project-based" management, conduct "Student Participation Workshops," establish "Student Service Stations," develop "Student Self-governance Demonstration Zones," implement "Student Mentor System," establish "Innovation and Entrepreneurship Studios," and organize "Management Work Experience Days."

### **Support Conditions**

Regarding support conditions, survey results show that facility maintenance, service intelligence, and feedback mechanisms still need strengthening. It is recommended to establish "Facility Repair Quick Response System," implement "Learning Space Upgrade Plan," and develop "Smart Service Engineering." Student affairs administrators should promote "Online Service Hall," establish "Facility Reservation System," set up "Feedback Collection Platform," implement "Dormitory Facility Renovation," establish "Service Evaluation System," develop "Facility Opening Plan," and implement "Smart Transformation."

### **Future Researches**

Based on an exploration of effective student affairs management in Guangxi's undergraduate universities, this study, to further deepen research in this area, recommends further exploration along the following dimensions:

1. Expand research dimensions and improve management systems. Key areas such as academic development, safety management, and cultural development will be incorporated into the research scope. Based on multi-dimensional research findings, a more comprehensive student affairs management system for Guangxi's undergraduate universities will be constructed.

2. Focus on regional characteristics and conduct strategic research. Integrating Guangxi's local characteristics, such as regional economic development, industrial layout, and cultural characteristics, we will specifically explore student affairs management strategies and paths that are adapted to Guangxi's local development, thereby developing a management plan with regional identity.

3. Expand domestic research perspectives and draw on advanced experience. Conduct a nationwide comparative study of student affairs management in undergraduate universities to identify innovative models and proven practices within domestic institutions.

4. Strengthen international comparative research and explore distinctive Chinese models. Systematically review the outstanding practices of international universities in student affairs management and explore student affairs management models that combine an international perspective with Chinese characteristics.

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## Appendix

Appendix A  
List of Specialists and Letters of Specialists Invitation  
for IOC Verification

**List of Specialists and Letters of Specialists Invitation for IOC Verification**

No.	Name(Title)	Workplace
1	Professor Dr.Ou Yangxiujun	Guangxi Normal University
2	Professor Dr.Gao Chaomin	Baise University
3	Professor Dr.Chen Yuan	Guangxi Minzu University
4	Professor Dr.Zhang Qingling	Nanning Normal University
5	Professor Dr.Jiang Zhihua	Guangxi University of Science and Technology

Appendix B  
Official Letter



Ref.No. MHESI 0643.14/562

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Ou Yangxiujun, Guangxi Normal University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/563

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Gao Chaomin, Baise University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/564

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Chen Yuan, Guangxi Minzu University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/565

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Zhang Qingling, Nanning Normal University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/566

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Jiang Zhihua, Guangxi University of Science and Technology

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/581

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Sir or Madam

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)

<b>No</b>	<b>University and College</b>
1.	Guangxi University
2.	Guangxi Normal University
3.	Guangxi University of Science and Technology
4.	Beibu Gulf University
5.	Yulin Normal University
6.	Hechi University
7.	Guangxi Normal University for Nationalities
8.	Wuzhou University



Ref.No. MHESI 0643.14/567

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Guangxi University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/568

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Guangxi Normal University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



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Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/572

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Guangxi University of Science and Technology

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/574

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Yulin Normal University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

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Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/575

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Beibu Gulf University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

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Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/577

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Hechi University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/578

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Guangxi Normal University for Nationalities

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

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[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/580

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear President of Wuzhou University

Mrs.Lyu Jie is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for the Effective Management of Student Affairs in Undergraduate Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)

Appendix C  
Research Instrument

## Survey questionnaire on Guidelines for Effective Management of Student Affairs in Undergraduate Universities in Guangxi

Dear Student Affairs Administrator:

We are conducting this survey to understand the current situation of effective management of student affairs in undergraduate universities in Guangxi and to propose guidelines conducive to development. Thank you for taking your valuable time to complete this questionnaire. The authenticity and completeness of the questionnaire data are crucial to the results of this study. Except for the basic information section, this questionnaire uses a five-level rating system: 1 point represents "lowest level" 2 points represent "low level" 3 points represent "medium level" 4 points represent "high level" 5 points represent "highest level". Please make your choices based on your actual work situation. This survey is conducted anonymously, and there are no right or wrong answers. The collected data will be used for academic research purposes only, and none of your personal information will be disclosed.

Thank you very much for your support!

### Part 1: Personal Information

1. Workplace:

- Guangxi University
- Guangxi Normal University
- Guangxi University of Science and Technology
- Beibu Gulf University
- Yulin Normal University
- Hechi University
- Guangxi Normal University for Nationalities
- Wuzhou University

2. Gender:

- Male
- Female

3. Age:

- Under 30
- 30-39
- 40-49

## 4. Educational Background:

 Bachelor's Degree Master's Degree Doctor's Degree

## 5. Title:

 Junior and below Intermediate Associate Senior Senior

## 6. Years of Work Experience:

 5 years and below 5-10 years 11-15 years 16-20 years More than 20 years

**Part 2: the current situation of effective management of student affairs in undergraduate universities in Guangxi**

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	5	4	3	2	1
<b>Party-building Leadership</b>						
1	Student affairs administrators acknowledge that the university Party committee provides centralized leadership and overall coordination for student affairs management.					
2	Student affairs administrators confirm that all departments effectively collaborate under the Party committee's leadership to conduct student affairs management.					
3	Student affairs administrators have established a comprehensive grid-based management system.					
4	Student affairs administrators maintain smooth operations in online responsibility zones.					
5	Student affairs administrators demonstrate effective implementation in offline responsibility zones.					

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	5	4	3	2	1
6	Student affairs administrators have achieved outstanding results in pioneer post development.					
7	Student affairs administrators operate a workshop mechanism with high efficiency.					
8	Student affairs administrators handle student affairs promptly and effectively.					
9	Student affairs administrators have achieved full coverage in management services.					
10	Student affairs administrators have developed an institutional distinctive management model.					
11	Student affairs administrators have achieved notable outcomes in ideological education.					
12	Student affairs administrators have implemented solid and effective value guidance initiatives.					
13	Student affairs administrators consider the relevant institutional framework well-established.					
14	Student affairs administrators have made significant achievements in work innovation.					
15	Student affairs administrators have received excellent overall performance evaluations.					
<b>Team Deployment</b>						
1	Student affairs administrators guide student unions to optimize organizational structures with clear division of responsibilities.					
2	Student affairs administrators assist self-governance committees in improving working mechanisms for effective student autonomy.					
3	Student affairs administrators organize expanding volunteer services across various fields.					
4	Student affairs administrators establish reasonable work-study positions with standardized training.					

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	5	4	3	2	1
5	Student affairs administrators conduct innovative ideological education activities with high student participation.					
6	Student affairs administrators frequently organize distinctive learning activities to foster academic atmosphere.					
7	Student affairs administrators implement life services with noticeable student engagement effects.					
8	Student affairs administrators host diverse cultural activities to enrich campus life.					
9	Student affairs administrators extensively develop sports programs to promote physical and mental health.					
10	Student affairs administrators guide students in active participation with expanding involvement scope.					
11	Student affairs administrators develop distinctive dormitory culture with notable educational outcomes.					
12	Student affairs administrators focus on enhancing students' self-management capabilities with visible results.					
13	Student affairs administrators emphasize service awareness cultivation and service quality improvement.					
14	Student affairs administrators strengthen student governance capacity with positive participation outcomes.					
15	Student affairs administrators conduct comprehensive evaluations of student engagement with significant results.					
<b>Student Participation</b>						
1	Student affairs administrators assist self-governance committees in improving working mechanisms for effective student autonomy.					

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	5	4	3	2	1
2	Student affairs administrators organize expanding volunteer services across various fields.					
3	Student affairs administrators establish reasonable work-study positions with standardized training.					
4	Student affairs administrators conduct innovative ideological education activities with high student participation.					
5	Student affairs administrators frequently organize distinctive learning activities to foster academic atmosphere.					
6	Student affairs administrators implement life services with noticeable student engagement effects.					
<b>Student Participation</b>						
7	Student affairs administrators host diverse cultural activities to enrich campus life.					
8	Student affairs administrators extensively develop sports programs to promote physical and mental health.					
9	Student affairs administrators guide students in active participation with expanding involvement scope.					
10	Student affairs administrators develop distinctive dormitory culture with notable educational outcomes.					
11	Student affairs administrators focus on enhancing students' self-management capabilities with visible results.					
12	Student affairs administrators emphasize service awareness cultivation and service quality improvement.					

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	5	4	3	2	1
13	Student affairs administrators strengthen student governance capacity with positive participation outcomes.					
14	Student affairs administrators conduct comprehensive evaluations of student engagement with significant results.					
15	Student affairs administrators guide student unions to optimize organizational structures with clear division of responsibilities.					
<b>Support Conditions</b>						
1	Student affairs administrators confirm that student communities have complete infrastructure with scientific functional layouts.					
2	Student affairs administrators verify adequate hardware facilities with optimal performance in student communities.					
3	Student affairs administrators acknowledge standardized learning space construction with conducive environments.					
4	Student affairs administrators recognize well-equipped communication areas with comprehensive functional zoning.					
5	Student affairs administrators confirm complete life service facilities with proper maintenance.					
6	Student affairs administrators validate scientifically designed activity venues with efficient space utilization.					
7	Student affairs administrators report orderly operations of smart service centers with high efficiency.					

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	5	4	3	2	1
8	Student affairs administrators confirm fully functional online service platforms with user-friendly operations.					
9	Student affairs administrators recognize extensive application of information technology with strong technical support.					
10	Student affairs administrators observe continuous improvement in smart services with innovative applications.					
11	Student affairs administrators verify sound demand-response mechanisms with timely reactions.					
12	Student affairs administrators note significantly improved service efficiency with optimized processes.					
13	Student affairs administrators confirm ongoing resource allocation optimization with enhanced utilization.					
14	Student affairs administrators acknowledge continuous improvement of support systems with proper policy implementation.					
15	Student affairs administrators report high satisfaction rates regarding overall support services from both faculty and students.					

## Structured Interview

### Guidelines for effective management of student affairs in undergraduate universities in Guangxi

#### Instructions:

The interviewees for this study were 16 middle-level administrators from undergraduate universities in Guangxi. Their qualification requirements are: 1) At least 3 years of middle-level management experience in undergraduate universities; 2) Rich leadership experience in student affairs management; 3) Master's degree or above.

#### Part 1: Personal Information

1. Name(interviewee):
2. Position:
3. School:
4. Date of Interview:
5. Length of interview:

#### Part 2: Interview outline

Content	Question
Party-building Leadership	1. What do you think about how to improve the overall evaluation effect of party-building leadership work by student affairs administrators? And what suggestions do you have for Party-building leadership in the effective management of student affairs in undergraduate universities in Guangxi ?
Team Deployment	2. What do you think about how to improve the overall effectiveness of team deployment by student affairs administrators? And what suggestions do you have for team deployment in the effective management of student affairs in undergraduate universities in Guangxi ?
Student Participation	3. What do you think about how to improve the overall effectiveness of student participation in affairs management? what suggestions do you have for student participation in the effective management of student affairs in undergraduate universities in Guangxi ?

Content	Question
Support Conditions	4. What do you think about how to improve teachers' and students' satisfaction of support conditions? And what suggestions do you have for support condition in the effective management of student affairs in undergraduate universities in Guangxi ?

Note: The suggested response time for each question is 15-20 minutes. Please provide detailed explanations based on your practical work experience and thoughts. The interview adopts a semi-structured approach, and questions may be adjusted and supplemented appropriately during the interview process. Your opinions are very important to this research. Thank you for your support.

### Interview Content

**1. What do you think about how to improve the overall evaluation effect of party-building leadership work by student affairs administrators? And what suggestions do you have for Party-building leadership in the effective management of student affairs in undergraduate universities in Guangxi ?**

#### Interviewee 1:

Based on years of student work management experience, I suggest starting improvements from the scientific validity and effectiveness of the assessment system. Through establishing a "3+3+3" assessment indicator system, organically combining basic indicators (Party Committee leadership, system construction, team building), key indicators (work innovation, education effectiveness, service quality), and characteristic indicators (grid management, pioneer post creation, workshop construction). Meanwhile, establish a three-level joint assessment mechanism, forming an assessment system where university Party Committee, college-level Party organizations, and Party branches each fulfill their respective duties. We should rely on existing campus information portals to develop Party building leadership assessment modules, achieving automatic data collection and analysis report generation.

Considering the actual circumstances of undergraduate colleges in Guangxi, I suggest constructing assessment standards with local characteristics. Through implementing "1+2+3" dynamic assessment, comprising monthly departmental self-inspection, quarterly cross-examination, and annual comprehensive evaluation, ensure timely problem identification and resolution. It is recommended to design a

unified assessment scale, including 15 primary indicators and 45 secondary indicators, using a hundred-point scoring system. We should establish monthly work meeting systems where units regularly report assessment situations and study solutions to common problems. Meanwhile, assessment results should be incorporated into evaluations, implementing a "monthly report, quarterly summary, annual archive" work mechanism, establishing assessment data analysis models to provide scientific basis for decision-making. Additionally, we should strengthen assessment business training, emphasize assessment experience exchange, and promote regional assessment collaborative development.

**Interviewee 2:**

Based on years of Party building work experience, I believe assessment system construction should emphasize the fundamental role of political leadership. I suggest incorporating political theory learning and ideological education effectiveness as important components of basic indicators, occupying a central position in the "3+3+3" assessment system. Party building leadership should permeate the entire assessment process, especially establishing joint assessment mechanisms between college-level Party organizations and grassroots Party branches to ensure assessment work reaches the grassroots level. Through conducting specialized discussions and exchange forums, we can deeply understand actual conditions of grassroots Party building work and improve assessment targeting.

I propose the following specific suggestions for assessment work: First, improve Party branch assessment indicators, incorporating organizational life and themed education into evaluation scope; Second, establish Party member demonstration post assessment system, leveraging Party members' exemplary leading role in student work; Third, focus on assessment result application, combining assessment results with Party member development and excellence selection; Fourth, explore "Party building + student affairs" assessment model, achieving deep integration of Party building work and operational work. Meanwhile, strengthen process monitoring through information technology means, establish routine assessment mechanisms, and promote institutionalized and standardized assessment work development. I suggest Guangxi universities strengthen regional assessment collaboration, form assessment work synergy, and achieve resource sharing.

**Interviewee 3:**

Based on years of student work practical experience, I suggest strengthening process management and effectiveness evaluation in the assessment system. I recommend improving the "3+3+3" assessment indicator system, particularly emphasizing the evaluation weight of ideological and political work effectiveness. In assessment module settings, we should establish Party building work responsibility area evaluation content, refine work responsibilities, and strengthen process management. Meanwhile, fully utilize new media technology to innovate assessment methods, achieving instant assessment and feedback through online platforms. I suggest regularly organizing assessment personnel training and exchange discussions to enhance assessment work capabilities.

Regarding assessment system construction, I suggest focusing on the following aspects: First, establish whole-process assessment mechanisms, making Party building work effectiveness the core evaluation indicator; Second, integrate various assessment resources to form collaborative assessment patterns; Third, strengthen assessment experience summarization and theoretical research to enhance work scientification level; Fourth, establish "one-stop" assessment work stations to achieve centralized data management. Meanwhile, establish quarterly assessment research systems to timely identify and solve problems, continuously improving assessment methods. We should focus on establishing assessment work contact networks to achieve optimized allocation and sharing of assessment resources.

**Interviewee 4:**

Based on grassroots Party building work experience, I suggest establishing a student-centered assessment system. Within the "3+3+3" assessment indicator system, we should emphasize the evaluation of student Party member education and management effectiveness. I recommend including student satisfaction assessment as an important indicator, comprehensively reflecting Party building leadership effectiveness through evaluating specific work such as Party members' connection with dormitories. Meanwhile, we should innovate assessment forms, incorporating themed educational activities and Party-Youth League joint construction work into the assessment scope, enhancing assessment targeting.

Regarding assessment mechanism construction, I suggest establishing routine assessment systems. Regular assessment work meetings should be held to analyze assessment data and study solutions to practical problems. I recommend strengthening cross-departmental assessment collaboration, especially strengthening

assessment linkage between colleges and student work departments. We should improve Party branch assessment standards and advance the evaluation of branch standardization and normalization construction. Meanwhile, establish assessment information feedback mechanisms to timely grasp work dynamics. We should incorporate the cultivation and selection of outstanding students and Party member development work into the assessment system, forming a complete assessment chain.

**Interviewee 5:**

As a front-line manager, I suggest strengthening the leading role of ideological and political education in the assessment system. When constructing the "3+3+3" assessment indicator system, we should emphasize "three-all education" effectiveness evaluation, incorporating ideological and political education, study style construction, and daily management work into the assessment scope. I recommend adding effectiveness assessment of "one-stop" student community Party-masses service center construction in the assessment module, focusing on evaluating platforms' roles in student learning exchange and growth services. Meanwhile, strengthen smart Party building platform assessment, innovating assessment methods through "Internet + Party building."

In specific assessment work, I suggest focusing on advancing the "Party building+" project assessment system construction. Establish special assessment indicators for Party building leading study style construction, civilization creation, and social practice, forming comprehensive assessment patterns. We should incorporate the creation of Party member demonstration posts and responsibility areas into evaluation content, establishing quantified evaluation standards. Meanwhile, strengthen assessment theory research, regularly conduct assessment work training, establish supervision mechanisms, ensuring assessment work proceeds standardly and orderly. I suggest scientifically evaluating Party building work effectiveness through big data analysis, continuously exploring new approaches to assessment work.

**Interviewee 6:**

Based on management practice, I suggest incorporating practical education effectiveness as important content in the assessment system. When designing assessment indicators, we should focus on evaluating the implementation of Party theory and policies in student affairs management. I recommend establishing project-based assessment mechanisms, achieving precise evaluation through establishing specific assessment projects. Regarding assessment content, we should strengthen

the evaluation of Party branch standardization construction, especially assessing organizational life quality and featured themed Party day activities. Meanwhile, establish effectiveness assessment indicators for Party member teachers' student contact system.

Regarding assessment mechanism improvement, I suggest constructing multi-dimensional evaluation systems. Besides regular indicators, we should add evaluation content for grassroots Party organization secretaries' work effectiveness. I recommend innovating assessment methods, utilizing new media technology to conduct online assessments. We should establish experience exchange platforms to promote assessment work innovation. Particular attention should be paid to incentive mechanism construction, linking assessment results with excellence recognition. I suggest strengthening regional assessment collaboration, establishing cross-institutional assessment exchange mechanisms to promote high-quality assessment work development.

**Interviewee 7:**

Based on student work practice, I suggest reflecting the "three-all education" concept in the assessment system. In designing the "3+3+3" assessment indicator system, we should focus on evaluating the operational effectiveness of Party Committee coordination mechanisms, especially how various levels of Party organizations fulfill their political core role in student affairs management. I recommend incorporating grassroots Party branch standardization and normalization construction as important assessment indicators, while innovating assessment methods by adding evaluation of new media technology application effectiveness. We should establish Party member contact service assessment mechanisms, focusing on evaluating Party member cadres' engagement with students and problem-solving situations.

Regarding assessment mechanism construction, I suggest establishing "Party building+" series assessment standards, incorporating work brands such as "Party building + ideological and political education," "Party building + service," and "Party building + activities" into the evaluation scope. We should make "one-stop" student community Party-masses service center construction effectiveness an important assessment content. Meanwhile, implement project-based assessment management, conducting key evaluations through establishing featured Party building projects. We should strengthen assessment theory research, establish data analysis models, and form replicable assessment patterns. Focus on the incentive role of assessment results, combining assessment results with the selection of advanced models.

**Interviewee 8:**

Drawing from assessment work experience, I suggest the assessment system should closely align with the characteristics of ideological and political work in universities in the new era. When designing "3+3+3" assessment indicators, we should emphasize evaluation of student work systems and mechanisms under Party Committee leadership, strengthening assessment of political training and professional development effectiveness. I recommend innovating assessment methods, incorporating the effectiveness of new media technology application in Party building work into the evaluation scope. We should establish coordinated assessment mechanisms, focusing on the effectiveness of departmental joint assessments.

Regarding assessment work implementation, I suggest improving supervision and inspection systems, establishing classified assessment standards for secondary college Party organizations. We should incorporate "one-stop" service quality and featured Party building activity implementation into the assessment system. Special attention should be paid to evaluating the effectiveness of innovative projects such as "micro Party lessons" and "Party member demonstration posts." I recommend establishing Party member contact service assessment systems, making the effectiveness of solving students' practical problems an important indicator. We should strengthen assessment data analysis and research, forming assessment work characteristics. Meanwhile, promote inter-institutional assessment work exchange to facilitate assessment method innovation.

**Interviewee 9:**

Based on rich student work experience, I suggest emphasizing college characteristics in the assessment system. The "3+3+3" assessment indicator system should primarily reflect professional characteristics. I recommend establishing "profession + Party building" assessment modules, incorporating the integration of professional education and Party building work into the evaluation scope. We should establish effectiveness assessment mechanisms for Party member teachers' student contact, making ideological and political education effectiveness an important indicator. Assessment content should emphasize effectiveness evaluation of featured activities such as "Teacher Ideological and Political Lecture Hall," while also assessing student Party members' exemplary role in study style construction and volunteer services.

Regarding college Party building assessment, I suggest establishing featured brand assessment systems. We should incorporate featured activities such as "Party building + profession," "Party building + practice," and "Party building + innovation" as key evaluation points. I recommend establishing Party member demonstration post assessment standards, making "Party Member Pioneer Project" implementation effectiveness an important indicator. We should strengthen assessment of student Party branch organizational life quality, establishing quantified Party building work evaluation mechanisms. Meanwhile, establish assessment experience exchange systems, regularly conduct data analysis, and timely identify and solve problems.

**Interviewee 10:**

I suggest constructing the assessment system from a systematic perspective. Within the "3+3+3" assessment indicators, we should emphasize departmental collaborative assessment mechanisms, incorporating the integration of work among student affairs, Youth League, and psychological health education departments into evaluation. I recommend making information platform application effectiveness an important assessment indicator, focusing on evaluating the integration between Party building work and daily management. We should incorporate the "one-stop" student community comprehensive management model into the assessment scope, particularly focusing on the extension effect of Party building work in student living areas.

Regarding assessment mechanism construction, I suggest establishing "Party building+" series assessment standards, focusing on evaluating the implementation effectiveness of work models such as "Party building + psychology," "Party building + financial aid," and "Party building + employment." We should establish Party member demonstration post assessment systems, set up supervision and inspection mechanisms, and regularly conduct assessment work. I recommend strengthening assessment informatization construction, incorporating network ideological and political platform usage effectiveness into the evaluation scope. We should establish assessment incentive mechanisms, promoting the formation of characteristic assessment models. Meanwhile, strengthen regional assessment exchange to promote assessment work innovation.

**Interviewee 11:**

From the perspective of professional education integration, Party building leadership assessment should emphasize professional characteristics. I suggest making the degree of integration between professional education and Party building work an important assessment dimension, focusing on evaluating the implementation

effectiveness of the "Party building + professional education" work model. In assessment indicator settings, we should focus on the implementation of teacher Party members' student contact system, especially the effectiveness of activities like "Professional Tutor Ideological and Political Classroom." I recommend incorporating the "dual leader" cultivation mechanism into the evaluation scope, while assessing the role of Party member workrooms in conducting professionally featured Party building activities.

I suggest establishing industry-characteristic assessment mechanisms, incorporating Party building work development in school-enterprise cooperation into evaluation. We should make the effectiveness of "Party building + practice," "Party building + innovation," and "Party building + employment" important assessment indicators. For student Party branches, we should focus on evaluating their leading role in professional learning and innovative practice. Meanwhile, establish assessment and evaluation mechanisms that align with professional characteristics, forming distinctive assessment systems. Regularly conduct Party building work research under professional backgrounds to promote assessment work innovation.

**Interviewee 12:**

Drawing from practical work experience, I believe Party building assessment should emphasize effectiveness orientation through constructing a "grand ideological and political" work assessment framework, wherein the integration effectiveness of student work department resources serves as a crucial evaluation indicator. While focusing on evaluating the effectiveness of "one-stop" student community Party building work, particular attention should be paid to assessing the role of information platforms in enhancing Party building work efficiency, alongside establishing quantified assessment standards for themed educational activities such as "Youth Learning Program" to evaluate ideological and political education effectiveness through data analysis.

Regarding work mechanism assessment, I suggest establishing a dynamic evaluation system centered on students' sense of achievement as a core indicator, which particularly examines the effectiveness of initiatives such as "Party building + service," "Party building + management," and "Party building + activities," while regularly collecting student feedback for timely work direction adjustment. Through innovative assessment methods that fully utilize new media technology, we should establish distinctive evaluation systems that avoid uniformity across institutions, while strengthening the application of assessment results as crucial reference points for work improvement.

**Interviewee 13:**

From a student development perspective, Party building assessment should encompass the entire process of student growth and talent cultivation by establishing layered and classified education mechanisms as key assessment indicators, with particular focus on evaluating the implementation effectiveness of "Party building + study style" featured activities. The assessment of student Party members' education and management should emphasize their exemplary leading role among the student body, especially examining the effectiveness of student Party branches in conducting themed educational activities, while incorporating the implementation of Party member teachers' class contact system and the service quality of student affairs Party building work stations as important indicators within the assessment mechanism.

In terms of work innovation, I recommend focusing on evaluating the implementation of initiatives such as "Party building + culture," "Party building + practice," and "Party building + student associations" through establishing a multi-dimensional evaluation system that particularly attends to the quality of class Party branch organizational life and student Party members' leadership roles in student organizations. The assessment work should emphasize effectiveness through regular research and timely feedback mechanisms to promote work improvement, while establishing resource allocation assessment mechanisms to ensure adequate support for Party building work.

**Interviewee 14:**

Drawing from student work practice, I believe Party building assessment should reflect systematic thinking by incorporating departmental resource integration effectiveness and work collaboration mechanisms as crucial assessment dimensions, while including "one-stop" student community Party building work within the evaluation scope with particular emphasis on assessing the effectiveness of new Party building position construction. The cultivation and brand building of "Student Party Building Demonstration Project" should serve as distinctive assessment indicators, alongside establishing Party member cadre student contact assessment mechanisms that prioritize understanding and addressing student needs as important evaluation content.

Regarding work mechanism assessment, I recommend focusing on the integration level of initiatives such as "Party building + ideological and political education," "Party building + service," and "Party building + management," while establishing Party member demonstration post assessment standards that emphasize the demonstration of pioneering exemplary roles, innovating assessment methods

through comprehensive utilization of new media technology, and establishing incentive-based assessment mechanisms that closely link evaluation results with work improvement and team building.

**Interviewee 15:**

From the perspective of college professional characteristics, I believe Party building assessment should emphasize educational effectiveness by incorporating regular college Party Committee research on student work into key evaluation points, with particular attention to the implementation of "Party building + profession" featured work. The effectiveness of transforming professional advantages into educational resources should serve as an important assessment indicator, while in the integration of curriculum ideological and political education with Party building, particular emphasis should be placed on evaluating teacher Party members' incorporation of Party theory into classroom teaching, alongside establishing a layered training assessment system for student Party member cultivation.

Concerning work mechanism assessment, I suggest emphasizing distinctive indicators such as "Party building + study style," "Party building + culture," and "Party building + innovation," while incorporating the construction effectiveness of Party member demonstration posts and "Party Member Pioneer Project" into the evaluation scope, establishing specialized assessment mechanisms with particular attention to student Party members' leading role in professional studies, conducting regular assessment research for timely problem identification and resolution, and strengthening assessment experience exchange among departments to promote assessment work innovation.

**Interviewee 16:**

Based on practical work experience, I suggest Party building assessment should emphasize innovation orientation by focusing on evaluating student work department resource integration effectiveness, particularly the construction effectiveness of "one-stop" student community Party building positions, while recommending information platform application status as a key assessment focus through analyzing work efficiency improvement via data analysis. Effectiveness assessment indicators should be established for themed educational activities such as "Youth Learning Program," while incorporating Party member cadres' student contact and heart-to-heart conversations into the evaluation system.

In terms of assessment mechanism innovation, particular attention should be paid to the integration level of work such as "Party building + service" and "Party building + management," while developing new media assessment tools to innovate evaluation methods, establishing multi-dimensional evaluation systems that incorporate work supervision results and innovation effectiveness into the assessment scope, strengthening the application of assessment results by combining evaluation with incentive mechanisms, and emphasizing cross-institutional assessment exchange to learn from advanced experiences and continuously optimize the assessment system.

**2. What do you think about how to improve the overall effectiveness of team deployment by student affairs administrators? And what suggestions do you have for team deployment in the effective management of student affairs in undergraduate universities in Guangxi ?**

**Interviewee 1:**

I believe improving team management effectiveness requires building a systematic training mechanism. The primary task is to perfect the personnel selection and appointment mechanism. We should recruit excellent talent through standardized open recruitment and strict assessment. For new employees, we should implement a "mentorship system" where experienced staff serve as instructors to help newcomers grow quickly. For current staff, we should establish a layered training system. We should conduct specialized training case studies and experience exchange activities for different levels to enhance professional quality. For assessment and evaluation, we should establish monthly, quarterly, and annual three-tier assessment systems. The evaluation indicators should include ideological and political performance, professional ability, and work effectiveness. We should also encourage management staff to improve their educational qualifications through methods like pursuing degrees while working.

We have taken several specific measures to promote team professionalization. First, we established an "Educational Pioneer" selection system and regularly commend outstanding management personnel. Second, we established counselor workrooms to build learning exchange platforms. Third, we organize professional competitions to stimulate team vitality. We particularly emphasize management personnel's theoretical improvement. We support them in conducting specialized research projects and regularly organize research activities. To build collaborative education mechanisms, we focus on leveraging the roles of professional teachers and academic advisors. Additionally, we established exchange mechanisms

with universities both within and outside the region and regularly organize cross-institutional learning to learn from advanced experiences. Regarding incentive mechanisms, we provide policy preferences in professional title evaluation and excellence selection to motivate management personnel.

**Interviewee 2:**

I believe we should start from overall planning and system construction to improve team management effectiveness. First, we need to develop a complete training plan and establish a layered training system. We should conduct targeted training for management personnel at different positions and levels. For full-time counselors, we implement monthly, quarterly, and annual three-tier assessment systems. We established the "Educational Pioneer" selection to encourage growth through excellence recognition. For recruitment mechanisms, we established standardized selection procedures. We focus on selecting excellent talent with educational philosophy and work enthusiasm to enrich the management team. We regularly organize specialized training and practical exercises to continuously enhance management personnel's professional quality and work ability.

We have taken several innovative measures to promote team professionalization. First, we established a "mentorship system" to promote experience inheritance between new and old teams. Second, we implement project-based management to encourage management personnel to take on specialized work tasks and enhance capabilities through practice. Third, we implement rotation systems to expand work perspectives and accumulate management experience. We particularly emphasize research work and regularly conduct specialized research projects to understand management team's actual needs. For work method innovation, we focus on using information technology to improve management efficiency. We also established comprehensive work archive systems to record management personnel's work achievements, training experiences, and innovative outcomes. For incentive mechanisms, we focus on both material and spiritual incentives and provide broad space for management personnel's career development. We also strengthen humanistic care and actively help solve practical difficulties to promote stable team development.

**Interviewee 3:**

I believe improving management team effectiveness requires focus on both professional training and career development dimensions. For professional training, establishing a comprehensive layered training system is key. We conduct regular training activities for three levels: new employees, core staff, and management. We

implement a "mentorship system." Experienced staff are selected as instructors for new employees. This fully leverages the role of experience transfer and guidance. We also regularly organize business seminars. These focus on discussing hot topics and challenges in student work to enhance problem-solving abilities. For assessment, we established a three-tier evaluation system covering monthly, quarterly, and annual periods. The evaluation indicators include work performance, student feedback, and innovative achievements.

For career development advancement, we have implemented systematic measures. We first established clear career development paths and promotion mechanisms. We strengthen theoretical research. Management personnel are supported in conducting research projects based on practical work. We implement project-based management. Staff are encouraged to take on specialized tasks to enhance capabilities through practice. We maintain detailed work archives recording staff achievements, training experiences, and innovations. We established inter-institutional exchange mechanisms. Regular exchange activities are organized with universities within and outside the region. For incentives, we established an "Educational Pioneer" selection system. Outstanding management personnel are recognized each semester with appropriate material and spiritual rewards.

**Interviewee 4:**

Team management should be treated as fundamental work. Management departments must first standardize recruitment procedures. Staff selection should focus on strong political quality and professional ability. For training mechanisms, we need a layered training system. Personalized development plans should be created for three levels: new employees, core staff, and management. We enhance professional quality through specialized training, practical exercises, and experience exchange activities. We also established a "mentorship system." Experienced staff serve as instructors for new employees to promote rapid growth. For evaluation, we implemented a three-tier assessment system covering monthly, quarterly, and annual periods. The indicators include work performance, student feedback, and innovative achievements.

Several measures are needed to enhance team professional quality. First, we build learning exchange platforms and regularly organize business seminars. These focus on student work challenges. Second, we support specialized research projects based on practical work. Third, we implement project-based management. Staff are encouraged to take on specialized tasks to enhance capabilities through practice. Fourth, we maintain detailed work archives recording achievements, training, and

innovations. We also conduct inter-institutional exchanges. Regular exchange mechanisms are established with universities within and outside the region. For incentives, we established an "Educational Pioneer" selection system. Outstanding management personnel are recognized each semester with appropriate rewards.

**Interviewee 5:**

As the primary manager of the administrative department, I believe we should persistently advance team management professionalization through establishing a comprehensive layered training mechanism that provides diverse training opportunities for management personnel at different levels, while regularly organizing specialized discussions and professional training that delve into theoretical challenges and practical hot topics in student work, simultaneously focusing on enhancing management personnel's problem-handling capabilities through case analysis organization to strengthen practical response abilities, alongside implementing a three-tier assessment system spanning monthly, quarterly, and annual evaluations that incorporates work performance into the evaluation indicator system.

From a career development planning perspective, we should construct clear promotion channels and perfect career development systems while strengthening research guidance for management personnel to enhance theoretical research levels through specialized project research, enriching management personnel's work experience through establishing project systems, optimizing work mechanisms and processes to advance information construction and improve management efficiency, strengthening team building with emphasis on leveraging core personnel's exemplary leading roles to drive overall work level improvement, establishing "Educational Pioneer" selection to regularly commend advanced models and create favorable growth environments, maintaining comprehensive work archives to record management personnel achievements as important evaluation references, and establishing regular exchange mechanisms with universities both within and outside the region to broaden management personnel's perspectives and promote mutual improvement.

**Interviewee 6:**

As a grassroots Party affairs manager, I believe team management should strengthen systematic design by addressing both political leadership and professional guidance dimensions, establishing layered training mechanisms that organically combine political theory learning with professional skills training, conducting specialized training, case studies, and experience exchange activities to continuously

enhance management personnel's ideological and political qualities alongside professional capabilities, strengthening practical exercises through organizing management personnel participation in key work, and implementing a three-tier assessment system that incorporates ideological performance, work achievements, and innovative outcomes into evaluation indicators.

The key to advancing team professionalization lies in constructing clear career development channels through providing policy support in professional title evaluation and excellence selection while perfecting promotion mechanisms, supporting management personnel in conducting specialized research projects to enhance theoretical research levels, establishing mentorship systems that leverage experienced colleagues' important roles in experience transfer, building learning exchange platforms with regular business seminars focusing on work challenges and hot topics, organizing cross-institutional learning activities to draw from advanced experiences of universities both within and outside the region, establishing work archive systems that maintain detailed records of management personnel's work achievements, training experiences, and innovative outcomes, focusing on development echelon construction through project-based management and rotation exchanges to cultivate reserve talent, and strengthening humanistic care while helping solve practical difficulties to create favorable development environments that inspire management personnel's work enthusiasm.

**Interviewee 7:**

As the department head in charge of student affairs, I believe enhancing team management effectiveness requires addressing both professional quality improvement and career development planning, wherein we must standardize recruitment procedures to select excellent talent with strong political qualities and professional abilities through rigorous assessment, while establishing a layered training system that develops personalized cultivation plans for three levels - new employees, core staff, and management - through organizing specialized training, case studies, and experience exchange activities to enhance management personnel's professional quality, alongside implementing a three-tier assessment system spanning monthly, quarterly, and annual evaluations that incorporates work performance, student feedback, and innovative achievements into evaluation indicators.

Regarding career development planning advancement, we should implement diverse measures through building learning exchange platforms and regularly organizing business seminars focusing on student work challenges, supporting management personnel in conducting specialized research projects to

enhance theoretical research levels, implementing project-based management to encourage personnel to undertake specialized tasks for capability enhancement through practice, establishing work archive systems to maintain detailed records of work achievements, training experiences, and innovative outcomes, while developing regular exchange mechanisms with universities both within and outside the region to learn from advanced experiences, establishing "Educational Pioneer" selection systems to recognize outstanding management personnel each semester with appropriate material and spiritual rewards, and strengthening humanistic care by focusing on management personnel's physical and mental health and helping solve practical difficulties to create favorable growth environments.

**Interviewee 8:**

As a front-line student affairs manager, I believe team management should emphasize political leadership and student work characteristics through strengthening ideological and political education in grassroots management team building by regularly organizing theoretical learning and themed discussions to enhance team ideals, beliefs, and political qualities, while conducting field visits and discussion exchanges to deeply understand students' actual needs for improving management work targeting and effectiveness, alongside establishing multi-level classified training systems focusing on enhancing management personnel's ideological education abilities, psychological counseling levels, and crisis handling capabilities.

The key to promoting grassroots team professionalization lies in strengthening practical exercises through establishing student workshops where experienced management personnel lead case analyses and themed discussions to enhance practical problem-solving abilities, innovating work methods through effective utilization of new media technology to strengthen student communication and connection, establishing mentorship and project group systems that divide grassroots management personnel into several working groups to promote collective growth through group discussions and experience exchanges, emphasizing Party building leadership role by integrating ideological and political work into daily management aspects, strengthening humanistic care for grassroots management personnel by providing policy support in professional title evaluation and excellence selection while helping solve practical difficulties, and establishing regular research systems to timely understand grassroots management team's work needs and career development aspirations for targeted improvement of support mechanisms.

**Interviewee 9:**

As a department leader in charge of student affairs, I believe we should strengthen team building through scientific management concepts by focusing on the integration of theory and practice in training system construction, establishing data analysis-oriented assessment mechanisms, regularly conducting evidence-based needs assessments, designing targeted training courses addressing management personnel's practical issues, emphasizing data technology application in student work through information technology to improve management efficiency, establishing scientific quantitative indicator systems that incorporate work performance and innovative achievements into evaluation scope, while focusing on building digital management platforms to promote management work towards precision and intelligence.

In professional team building, we should emphasize research capability development by encouraging management personnel to conduct themed research based on practical work to form theoretical achievements that enhance student work scientification, establishing academic discussion systems for regular research experience exchange and outcome sharing, supporting management personnel research on student development patterns through specialized research platforms, constructing scientific data collection and analysis systems to provide basis for management decisions, strengthening cooperation with high-level institutions through exchange programs to enhance management team's research capabilities and professional levels, building exchange platforms through specialized forums and seminars to promote collective improvement in research capabilities, while focusing on sustainable development through establishing core-staff-centered echelon training mechanisms.

**Interviewee 10:**

As a grassroots Party affairs worker, I believe student ideological and political education should serve as an important lever for team management by designing training programs that align with grassroots realities while emphasizing ideological guidance and value shaping, integrating ideal and belief education throughout the process through theoretical learning and themed education to enhance management personnel's sense of mission and responsibility, establishing evaluation systems oriented towards educational effectiveness with ideological and political performance as key indicators, leveraging Party building work advantages to closely combine Party construction with student work while fully mobilizing grassroots Party organizations and Party member cadres' initiative through themed Party day activities and

organizational life meetings to promote team ideological exchange and work discussion.

In advancing team professionalization, we should establish mentorship mechanisms based on grassroots work realities where experienced Party affairs workers demonstrate exemplary leadership, integrate ideological and political work into all aspects of daily management to enhance management personnel's ideological education abilities and work levels, summarize and promote grassroots work experiences through Party building innovation projects and typical case studies, strengthen exchange learning with sister institutions' Party building work while drawing from their advanced practices, innovate organizational methods through joint branch building and project co-construction to enhance team cohesion, while focusing on leveraging grassroots Party organizations' role in talent cultivation by establishing Party building workrooms and Party member pioneer posts as platforms for management personnel growth.

**Interviewee 11:**

The college Party Committee should systematically plan team management through improving training systems to enhance professional quality, strengthening political learning to raise ideological awareness, emphasizing practical exercises to enhance work capabilities, perfecting assessment mechanisms to standardize work requirements, establishing exchange platforms to promote experience sharing, innovating work methods to improve management efficiency, strengthening research investigation to understand development needs, establishing incentive systems to encourage growth and progress, emphasizing theoretical guidance to enhance work levels, and standardizing selection procedures to appoint talented personnel based on merit.

Regarding professional team building advancement, the college should focus on planning development channels to clarify development directions, establishing evaluation systems for scientific work assessment, emphasizing team building to enhance overall strength, perfecting support mechanisms to solve practical problems, strengthening external exchanges to learn from advanced experiences, cultivating reserve forces to ensure team stability, innovating training models to improve training effectiveness, creating development atmosphere to inspire work enthusiasm, and paying attention to physical and mental health to promote comprehensive development.

**Interviewee 12:**

As the primary manager of student affairs department, I believe information technology and data analysis should serve as important means for enhancing team management levels through fully utilizing new technology to establish online-offline combined training models in training system construction, developing intelligent learning platforms that utilize big data analysis to understand management personnel's capability gaps for precise training plan formulation, establishing intelligent assessment systems that achieve automatic collection and analysis of management personnel work data to improve assessment scientific validity and accuracy, while promoting mobile office platform usage and establishing efficient information sharing mechanisms to enhance management efficiency in daily operations, alongside utilizing data analysis technology to timely identify and resolve existing work problems.

In advancing team professionalization, we should construct digital growth support systems through establishing electronic work archives that comprehensively record management personnel's work trajectories and growth processes, developing intelligent evaluation systems that analyze management personnel's work effectiveness and development potential through data models, skillfully utilizing information technology to build efficiently collaborative work teams, achieving effective accumulation and inheritance of work experience through management work database construction, utilizing intelligent platforms to conduct cross-institutional exchanges that break geographical limitations and broaden management personnel's perspectives, while establishing quantified assessment indicator systems that incorporate information technology application levels as important evaluation indicators to guide management teams in enhancing modernized management capabilities.

**Interviewee 13:**

As a grassroots student affairs manager, team building should emphasize practicality and targeting through establishing feasible work mechanisms based on front-line work realities, focusing training on practical problem-solving through case teaching methods to enhance management personnel's practical abilities, optimizing work procedures to establish standardized work standards for improved efficiency, conducting practical exercises and work discussions to strengthen management personnel's capabilities in handling emergencies and complex situations, while constructing scientific assessment and evaluation systems that prioritize actual work effectiveness as important indicators.

Regarding professional development, we should emphasize grassroots work characteristics through establishing specialized training systems focused on key aspects of student work to enhance professional skills such as psychological counseling, building experience exchange platforms through workshops to promote management personnel's collective progress, organizing management personnel to undertake specialized tasks for accumulating work experience through practice, establishing workrooms to encourage student work innovation, organizing management personnel exchanges with sister institutions to absorb excellent grassroots work experiences, while focusing on development guarantees through providing support in work conditions and treatment improvements.

**Interviewee 14:**

As a grassroots Party affairs worker, I believe team building should emphasize ideological leadership and practical orientation through organically combining Party building with student work in grassroots operations, designing layered and classified training systems that prioritize ideological and political learning through Party lectures and themed activities to enhance management personnel's political qualities, while fully leveraging Party organizations' fortress role in work practice through effectively combining Party member cultivation with professional capability enhancement, implementing "dual cultivation and dual leadership" activities to demonstrate Party members' exemplary leadership, alongside establishing branch work project systems that focus assessment on practical effectiveness.

In advancing professionalization, we should establish Party building-led team building mechanisms based on grassroots work characteristics, setting up Party member pioneer posts at different levels to provide growth space for management personnel's better development, organizing themed Party day activities to enhance Party organization cohesion for greater positive impact, strengthening institutional exchanges through Party building joint construction and pairing programs, emphasizing veteran Party members' mentoring roles through establishing Party member mentorship systems to help young Party members achieve better and faster growth, linking Party building effectiveness with excellence selection in incentive mechanisms to motivate Party member cadres' initiative in work engagement, while strengthening humanistic care for Party members through providing work and life support.

**Interviewee 15:**

As a supervisor of student affairs, I believe that team building should be strengthened through data-driven management and efficiency enhancement, whereby an information management platform should be established to guide team

development through data analysis, while collecting and analyzing key data from student work to provide a foundation for management decisions, whereas in terms of assessment and evaluation, a quantitative indicator system should be established that takes into account work effectiveness and student satisfaction as important references, while developing intelligent work platforms to improve the efficiency of daily management work, and simultaneously emphasizing the use of new media technologies to innovate work methods and thereby enhance the timeliness and targeting of management.

Regarding professional development, it is essential to emphasize refined management concepts by constructing digital growth archives to track and record management personnel's work performance and development trajectory continuously, while establishing a data-supported evaluation system to scientifically assess the effectiveness of management personnel's work, and in terms of team building, specialized work groups should be formed through project-based management methods to improve work quality, while building a management work database to achieve effective accumulation and sharing of work experience, utilizing information technology to conduct inter-school exchanges to broaden management personnel's horizons, and in terms of incentive mechanisms, quantitative assessment standards should be established that incorporate management innovation and work effectiveness as important indicators to guide the management team in improving modern management levels, while simultaneously strengthening resource support by providing necessary information technology tools for management personnel.

**Interviewee 16:**

As a grassroots student work administrator, I believe that team management should be strengthened from both institutional construction and practical training dimensions, whereby in terms of institutional construction, it is necessary to improve the position evaluation system by establishing monthly, quarterly, and annual three-tier assessment systems that incorporate work performance, student evaluations, and innovative achievements into assessment indicators, while implementing hierarchical and classified training plans that conduct specialized training and practical exercises for three levels: new employees, backbone staff, and management, and simultaneously establishing an "Education Pioneer" selection system that recognizes and commends outstanding management personnel each semester to establish an incentive mechanism.

In terms of practical training, diverse measures should be adopted by establishing a "mentor system" mechanism where experienced colleagues are

appointed as instructors for new employees, while regularly organizing business seminars to conduct exchanges and discussions on hot topics and difficulties in student work, and establishing regular exchange mechanisms with universities both within and outside the district through cross-school exchanges and learning to study and draw upon advanced experiences, while implementing project-based management to encourage management personnel to take on special work tasks to enhance their capabilities through practice, establishing a work archive system to record in detail the work achievements, training experiences, and innovative results of management personnel, and supporting management personnel in conducting special topic research to improve their theoretical level through research projects.

**3. What do you think about how to improve the overall effectiveness of student participation in affairs management? what suggestions do you have for student participation in the effective management of student affairs in undergraduate universities in Guangxi ?**

**Interviewee 1:**

As a department head in charge of student affairs, through my extensive experience in student management practices, I have deeply realized that improving student participation effectiveness requires the organic integration of systematic institutional construction and diversified practical training, whereby it is recommended to incorporate student participation in management work into the comprehensive evaluation indicator system based on the actual circumstances of higher education institutions, while stimulating student participation enthusiasm through the establishment of "Outstanding Student Cadre" honorary titles and credit recognition methods. It is noteworthy that student cadre capacity building should permeate the entire process, with monthly specialized training sessions that emphasize both theoretical guidance and practical exercises, while fully involving students in the formulation of management systems through the establishment of "Student Suggestion Week" to regularly gather opinions, thereby making management systems more aligned with student needs.

Making student work more concrete and detailed requires innovative work carriers and methods, whereby supporting student teams to independently plan campus cultural activities using project-based models and conduct volunteer services under teacher guidance allows students to develop their capabilities through practice, while establishing "Student Service Stations" in dormitory and teaching areas where students take turns providing consultation and assistance to their peers helps cultivate service awareness, and through the creation of student self-governance

demonstration zones in dormitories and learning spaces to enhance self-management abilities, while selecting outstanding upper-class students to serve as academic tutors for lower-grade students promotes mutual progress through teaching and learning. It is recommended to establish innovation and entrepreneurship workshops to provide support for student practical projects and organize student representatives to experience work in management departments, thereby deepening their understanding of management work through participation, as these measures can effectively enhance the overall effectiveness of student participation in management work.

**Interviewee 2:**

As a college party committee leader, I deeply understand the importance of strengthening grassroots student organizations in enhancing the effectiveness of student participation in management work, whereby through our grassroots party building work, we have found that incorporating student participation into the comprehensive evaluation system and establishing honorary titles for outstanding student cadres can effectively motivate student participation enthusiasm, while monthly student cadre specialized training sessions should not be monotonous but rather combine ideological guidance with practical exercises to cultivate a student cadre team with both "red spirit" and "real capabilities."

The innovation of methods for collecting student opinions should also be emphasized through establishing "Student Suggestion Week" to fully express grassroots voices and incorporate reasonable student demands into management systems, whereas to enable students to grow through practice, it is necessary to build diverse participation platforms through grassroots party building work that plays a leading role by closely combining student organization-initiated projects with party building work, thereby allowing party building to drive the comprehensive development of student work. The implementation of student self-governance demonstrations in dormitory areas should leverage the exemplary role of party members in driving student self-management, self-education, and self-service, while upper-class student party members can serve as academic tutors to share both learning experiences and life insights, forming a positive peer support atmosphere, whereby grassroots party organizations should support students in conducting innovation and entrepreneurship practices and implement party building work in detail, allowing students to enhance their sense of responsibility and comprehensive qualities through participation in management, as student participation in management work under party building guidance must both emphasize educational effectiveness and address students' comprehensive development needs.

**Interviewee 3:**

As a supervisor in charge of student affairs, I have engaged in deep reflection regarding student participation in management work, whereby since the vitality of student work lies in stimulating students' initiative and creativity, establishing a scientific participation incentive mechanism becomes particularly important, while incorporating student participation as a crucial indicator in comprehensive evaluation, establishing distinctive honorary titles such as "Student Management Pacesetter," complemented by reasonable credit recognition, can effectively motivate students' enthusiasm for participating in management, whereas the monthly specialized training for student cadres should focus on developing practical abilities through case analysis, scenario simulation, and other methods to enhance student cadres' capability in solving practical problems.

Rather than engaging in empty talk about participation, it is more beneficial to build practical and effective platforms, whereby establishing student service stations enables students to develop through rotational service duties, while the institutionalized operation of Student Suggestion Week helps to extensively collect opinions and suggestions, and guiding students to implement project-based management encourages them to independently plan campus cultural activities and volunteer service projects, whereas student participation workshops allow peers to directly participate in formulating management systems, making these systems more grounded and dynamic, while implementing student self-governance demonstrations in dormitory areas helps cultivate self-management abilities, and selecting outstanding upper-class students as academic tutors can exemplify role model influence, whereas the establishment of innovation and entrepreneurship workshops provides students with an important platform for practical innovation, and organizing management work experience days allows students to gain in-depth understanding of management work processes, as these measures, which closely align with students' practical needs, can effectively enhance the effectiveness of student participation.

**Interviewee 4:**

As a grassroots party affairs worker, I deeply understand the crucial role of party building leadership in enhancing the effectiveness of student participation in management work, whereby student work must maintain consistent ideological guidance, emphasizing political performance in comprehensive evaluation while taking student participation in management work as an important indicator, whereas the monthly student cadre training must closely follow current policy trends, organically combining ideal and belief education with practical exercises, while

Student Suggestion Week should become an important vehicle for party organizations to connect with and serve the masses, promptly understanding and responding to student demands, and transforming party building advantages into management effectiveness.

The implementation of detailed party building work must be reflected in specific measures, whereby supporting students to carry out project-based management under party building guidance closely combines party organization activities with student work, while student service stations established in dormitory and teaching areas should become party member pioneer posts demonstrating exemplary leadership, whereas the creation of student self-governance demonstration zones should center around party branches, organically unifying self-education, self-management, and self-service, while selecting party member backbones as academic tutors enables both the sharing of learning experiences and ideological guidance, whereas innovation and entrepreneurship workshops should emphasize party building characteristics by combining innovative practices with ideal and belief education, while party member cadres take the lead in experiencing management work to deepen their understanding of school operations, as these measures must all reflect the distinctive characteristics of party building leadership while enhancing the effectiveness of student participation in management work through ideological and political work.

**Interviewee 5:**

Drawing from my extensive experience overseeing student affairs as a department head, the enhancement of student participation in management work necessitates innovative approaches through information technology, whereby establishing quantitative indicators for student participation in management within the comprehensive evaluation system enables dynamic assessment of participation effectiveness through data analysis, while student cadre training should effectively utilize online platforms to conduct hybrid training that integrates online learning with practical exercises, and Student Suggestion Week can leverage mobile terminals to collect opinions and suggestions, establishing rapid response mechanisms to improve the targeting and timeliness of management work.

The implementation of student participation in management work should emphasize precision and intelligence, whereby project-based management can be tracked throughout its entirety through management information systems to monitor project progress in real-time, while student service stations should be equipped with intelligent service devices to enhance service efficiency, and smart management

systems should be applied in student self-governance demonstration zones to achieve visualization and digitalization of management processes, whereas the tutorial system can utilize learning analytics systems to precisely identify students with academic difficulties and provide personalized assistance, while innovation and entrepreneurship workshops should establish digital platforms to provide technical support for student innovation practices, and management work experience should effectively utilize new media technologies to enhance the interactivity and engagement of the experience process, as these information technology measures enhance management effectiveness and make student participation in management work more efficient and convenient.

**Interviewee 6:**

Through my role as a grassroots party affairs worker, I have come to understand that enhancing the effectiveness of student participation in management work requires implementing detailed and concrete party building work, whereby integrating student participation in management work throughout the ideological and political education process while emphasizing political performance and participation effectiveness in comprehensive evaluation indicators, whereas outstanding student cadre selection should focus on examining ideals, beliefs, and practical contributions to fully leverage the exemplary leadership role of honorary titles, while party member cadres should regularly participate in student cadre training classes to help student cadres enhance their political literacy and work capabilities, and Student Suggestion Week should serve as an important vehicle for party organizations to connect with and serve the masses, promptly reflecting and implementing reasonable student demands.

Grassroots party building work must establish broad platforms for student participation, whereby project-based management enables deep integration of party building with student work to leverage the fighting fortress role of party organizations, while student service stations should establish party member pioneer posts that combine serving teachers and students with party spirit training, and student self-governance demonstration zones should center around party branches to organically unify self-education and self-management, whereas selecting outstanding student party members as academic tutors allows them to play exemplary leading roles in teaching and instruction, while innovation and entrepreneurship workshops should emphasize party building leadership by integrating innovative practices with ideals and beliefs education, and organizing party members to participate in management work experience enhances understanding of school operations, as these measures

must all reflect the characteristics of party building leadership while closely combining party construction with enhancing the effectiveness of student participation in management work.

**Interviewee 7:**

In my capacity of supervising student affairs, the focus must be directed towards ensuring both effectiveness and operability in student participation management, whereby when incorporating student participation into the comprehensive evaluation system, scientifically sound evaluation indicators must be designed while stimulating participation enthusiasm through honorary title selection and credit recognition, whereas student cadre training should adopt a "theory + practice" model by inviting experienced teachers to provide practical guidance and conduct case analysis and work discussions, while the collection of student suggestions requires establishing normalized mechanisms through the Student Suggestion Week system to promptly sort, categorize, and address issues raised by students.

The promotion of student participation requires innovative work carriers and forms, whereby supporting students to independently carry out work through project-based approaches requires equipped guidance teachers for professional direction during activity planning and organization, while establishing student service stations makes management services more grounded and personalized, whereas implementing self-governance demonstrations in dormitories and learning spaces cultivates students' autonomous management abilities, while outstanding upper-class students serving as academic tutors can both help lower-grade students adapt to their studies and enhance their own capabilities, whereas innovation and entrepreneurship workshops provide students with practical platforms for growth through projects, while management work experience deepens students' understanding of management work and enhances their enthusiasm for participation in management.

**Interviewee 8:**

Through extensive grassroots work practice as a college party affairs director, the paramount importance of ideological guidance in enhancing student participation in management work has become increasingly evident, whereby incorporating student participation in management work into ideological and political performance assessment requires setting corresponding score weights in comprehensive evaluation and providing credit recognition, while student cadre training must organically integrate ideological and political elements through monthly specialized training that

emphasizes both political positioning and practical exercises, whereas the established Student Suggestion Week should serve as an effective vehicle for party organizations to connect with and serve the masses by extensively collecting opinions and suggestions while providing timely feedback on improvements.

Grassroots party building work must establish diverse platforms for student participation, whereby the project-based management model should incorporate party building elements while supporting students to conduct campus cultural activities and volunteer services under party organization guidance, whereas student service stations should establish party member pioneer posts organizing student party members to provide services to peers on a rotational basis, while student self-governance demonstration zone creation should emphasize party branch leadership roles in implementing party building-driven self-governance management in dormitory buildings and learning spaces, whereas selecting outstanding party member backbones as academic tutors enables both the sharing of learning experiences and ideological guidance, while innovation and entrepreneurship workshops should leverage grassroots party organizations to combine innovative practices with ideals and beliefs education, and organizing student party members to participate in management work experience provides deep insights into grassroots work practices.

**Interviewee 9:**

Effective utilization of data analysis methods stands paramount in enhancing student participation management outcomes, based on my oversight role in student affairs, whereby establishing a student participation database enables quantitative analysis of comprehensive evaluation indicators through intelligent systems while scientifically connecting student participation with honorary title assessment and credit recognition, whereas developing online training platforms for organizing student cadre training utilizes big data analysis to precisely identify training focuses and specifically enhance student cadres' management capabilities, while Student Suggestion Week should build an intelligent opinion collection platform to accurately grasp students' concerns and difficulties through data mining.

The construction of a digital student participation management system must emphasize practical effectiveness, whereby project-based management should establish whole-process tracking systems for digitally recording and evaluating student-initiated campus cultural activities, while utilizing intelligent equipment to enhance service efficiency at student service stations enables real-time collection and analysis of service data, whereas implementing smart management systems in student self-governance demonstration zones digitalizes and visualizes the student

self-management process, while precisely matching outstanding students as academic tutors through learning analysis systems achieves targeted assistance, whereas innovation and entrepreneurship workshops should be equipped with digital devices to provide technical support for students' innovative practices, while management work experience should effectively utilize digital tools to enhance the interactivity and engagement of the experience process, as information technology methods help solve difficult issues in student participation management and elevate the scientific level of management work.

**Interviewee 10:**

Deeply rooted in my experience as a grassroots party affairs worker lies the understanding that enhancing student participation in management work must begin with ideological guidance, whereby student participation in management work should deeply integrate with ideological and political education while taking ideological performance and work effectiveness as important indicators in comprehensive evaluation and establishing honorary titles such as "Education Pacesetter" to encourage student growth, whereas student cadre training must maintain consistent political theory learning through monthly specialized training discussions focusing on current policy trends, while establishing Student Suggestion Week enables students' voices to directly reach grassroots party organizations, achieving normalized and institutionalized party organization connection and service to the masses.

Grassroots party building work must create diverse participation platforms for students, whereby implementing project-based management under party building guidance enables students to strengthen their sense of responsibility through organizing and planning activities, while student service stations should establish party member pioneer posts that combine serving peers with party spirit training, whereas student self-governance demonstration zones should be led by party branches to enhance students' ideological awareness through self-management, while selecting outstanding student party members as academic tutors enables both the sharing of learning methods and party membership experiences, whereas innovation and entrepreneurship workshops should emphasize party building characteristics by unifying innovative practices with ideals and beliefs education, while management work experience should organize party member students to participate first in gaining deep understanding of grassroots work practices, as party building leadership promotes effective student participation in management work and truly transforms the party's political advantages into educational advantages.

**Interviewee 11:**

My leadership role in student affairs has led me to recognize that enhancing the effectiveness of student participation in management work requires innovative approaches through information technology, whereby incorporating quantitative indicators of student participation in management into the comprehensive evaluation system enables real-time understanding of participation effectiveness through big data analysis, while student cadre training necessitates the development of online learning platforms that organically combine online training with field exercises to enhance the targeting and effectiveness of training, whereas Student Suggestion Week should establish mobile opinion collection platforms utilizing data analysis technology to promptly identify and solve problems, thereby improving the timeliness of management work.

The construction of an intelligent student participation management system must emphasize precise service delivery, whereby project-based management should establish whole-process tracking systems for digitally recording and evaluating student-initiated activities, while student service stations should be equipped with intelligent service devices to enhance service efficiency and quality, whereas smart management platforms should be applied in student self-governance demonstration zones to digitally present the student self-management process, while precisely matching outstanding students as academic tutors through learning analysis systems provides personalized assistance, whereas innovation and entrepreneurship workshops should be equipped with digital devices to provide technical support for students, while management work experience should utilize new media technologies to enhance the interactivity of the experience process, as these information technology approaches help solve difficult issues in student participation management, making management services more intelligent and efficient.

**Interviewee 12:**

Having extensively engaged in grassroots party affairs work, I have developed several insights regarding the enhancement of student participation in management effectiveness, whereby student participation in management work must be based on the perspective of ideological and political education, combining comprehensive evaluation systems with patterns of student growth to establish scientific evaluation indicators, while monthly student cadre training should emphasize ideological guidance that addresses both political awareness and practical exercises, whereas Student Suggestion Week should become an important platform for party organizations to connect with and serve teachers and students by extensively

collecting opinions and suggestions about school work and promoting solutions to practical problems.

Grassroots party building must play a leading role in establishing diverse participation platforms for students, whereby project-based management should incorporate party building elements while supporting students to conduct campus cultural activities under party organization guidance, whereas student service stations should establish party member demonstration posts organizing student party members to provide services to peers on a rotational basis, while student self-governance demonstration zone construction should center around party branches to implement self-management in dormitories and learning spaces, whereas selecting outstanding party members as academic tutors enables both the sharing of learning experiences and ideological guidance, while innovation and entrepreneurship workshops should emphasize party building characteristics by organically combining innovative practices with ideals and beliefs education, and organizing outstanding student party members to participate in management work experience provides deep insights into grassroots work practices.

**Interviewee 13:**

The pivotal role of strengthening practical innovation in enhancing student participation in management work has become increasingly evident through my supervision of student affairs, whereby incorporating student participation in management into the comprehensive evaluation system should emphasize practice orientation through establishing distinctive honorary titles such as "Student Management Pacesetter" with corresponding credit recognition, while student cadre training must focus on practical matters through monthly specialized training in forms of case teaching and scenario simulation, whereas the establishment of Student Suggestion Week system should extensively collect opinions through symposiums and questionnaires, with collected issues being categorized and addressed through targeted solutions.

Student participation in management work must emphasize practicality and innovation, whereby through project-based management approaches, student teams are encouraged to independently plan campus cultural activities and volunteer service projects to enhance organizational capabilities through practice, while the establishment of student service stations should reflect student characteristics through rotational peer consultation services for academic and daily life matters, whereas implementing student self-governance in dormitory areas and learning spaces enables students to develop capabilities through self-management, while

selecting outstanding upper-class students as academic tutors both helps lower-grade students and provides self-development opportunities, whereas innovation and entrepreneurship workshops should provide venue and resource support for students' practical innovation, while organizing management work experience activities enables students to gain deep understanding of departmental work processes and enhance their comprehension of management work.

**Interviewee 14:**

Years of engagement in grassroots party affairs have crystallized the importance of organically combining party building leadership with student development needs to enhance the effectiveness of student participation in management work, whereby incorporating student participation into the comprehensive evaluation system must emphasize ideological and political performance while selecting students with outstanding management work performance for the "Education Pacesetter" honorary title with supporting credit recognition mechanisms, whereas monthly student cadre training should maintain consistent ideals and beliefs education while combining political theory learning with practical exercises, while Student Suggestion Week should serve as an important platform for party organizations to connect with and serve the masses, ensuring timely reflection and implementation of reasonable student demands.

Grassroots party building work must establish broad platforms for student participation, whereby project-based management should deeply integrate party building with student work to leverage the exemplary leadership role of party organizations, while student service stations should establish party member pioneer posts that unify serving peers with party spirit training, whereas student self-governance demonstration zones should center around party branches to implement self-management in dormitory buildings and learning spaces, while selecting upper-class party members with good political quality and excellent academic performance as academic tutors enables both teaching and ideological guidance, whereas innovation and entrepreneurship workshops should emphasize party building characteristics by integrating innovative practices with ideals and beliefs education, while organizing student party members to participate in management work experience enhances understanding of grassroots work.

**Interviewee 15:**

The transformation of work models through information technology emerges as a critical strategy in enhancing student participation management effectiveness, based on my supervisory role in student affairs, whereby establishing an intelligent

comprehensive evaluation system enables precise assessment of student participation through big data analysis while connecting participation performance with incentive measures such as "Education Pacesetter" selection and credit recognition, whereas developing online learning platforms for organizing student cadre training utilizes data analysis to precisely identify training focuses and enhance training targeting and effectiveness, while Student Suggestion Week should establish mobile opinion collection platforms utilizing intelligent technology to promptly identify and solve problems.

The construction of a digital student participation management system must emphasize precise service delivery, whereby project-based management should establish whole-process tracking systems for digitally recording and evaluating student-initiated campus cultural activities, while student service stations should be equipped with intelligent service devices to enhance service efficiency and quality, whereas smart management systems should be applied in student self-governance demonstration zones to digitally present the student self-management process, while precisely matching outstanding students as academic tutors through learning analysis systems achieves targeted assistance, whereas innovation and entrepreneurship workshops should be equipped with digital devices to provide technical support for students' innovative practices, while management work experience should effectively utilize new media technologies to enhance the interactivity and engagement of the experience process, as these information technology approaches help solve difficult issues in student participation management, making management services more intelligent and efficient.

**Interviewee 16:**

Through years of engagement with grassroots party affairs, maintaining consistent ideological guidance has proven essential in enhancing student participation in management work, whereby incorporating student participation in management into the comprehensive evaluation system must emphasize ideological and political performance while encouraging excellence through "Education Pacesetter" honorary titles with appropriate credit recognition, whereas monthly student cadre training should combine ideals and beliefs education with practical exercises through guidance from experienced teachers, while Student Suggestion Week should serve as an important platform for party organizations to connect with and serve the masses by extensively collecting opinions and suggestions and promoting solutions to practical problems.

Grassroots party building work must establish diverse platforms for student

participation, whereby implementing project-based management should incorporate party building elements while supporting students to conduct campus cultural activities and volunteer services under party organization guidance, whereas student service stations should establish party member demonstration posts organizing student party members to provide services to peers on a rotational basis, while student self-governance demonstration zones should center around party branches to implement self-management in dormitories and learning spaces, whereas selecting outstanding party members as academic tutors enables both the sharing of learning experiences and ideological guidance, while innovation and entrepreneurship workshops should emphasize party building characteristics by organically combining innovative practices with ideals and beliefs education, and organizing outstanding student party members to participate in management work experience provides deep insights into grassroots work practices.

**4. What do you think about how to improve teachers' and students' satisfaction of support conditions? And what suggestions do you have for support condition in the effective management of student affairs in undergraduate universities in Guangxi ?**

**Interviewee 1:**

From my extensive experience overseeing student affairs as a department head, the enhancement of satisfaction with support conditions must begin with information technology infrastructure, whereby developing a mobile APP for facility repair quick-response system enables the fulfillment of service commitments including 24-hour response and 72-hour repair completion while allowing teachers and students to conveniently report issues and track progress, whereas deploying intelligent self-service terminals in service halls enables self-processing of common affairs, while implementing online service halls moves student affairs processing procedures online for anytime application and progress inquiry, and establishing facility usage reservation systems enables intelligent management of resources such as activity venues and conference rooms.

The improvement of hardware facilities must emphasize practicality and user experience, whereby adding study rooms and discussion spaces in libraries and teaching buildings equipped with modern learning facilities enhances the learning environment, while batch-updating dormitory infrastructure including water, electricity, and network systems comprehensively improves accommodation conditions, whereas installing electronic evaluation devices at various service windows enables real-time collection of feedback from teachers and students, while

extending operating hours of libraries and study rooms meets diverse learning needs, and installing intelligent access control systems and smart utility meters in teaching and living areas enhances management intelligence, whereas conducting monthly questionnaire surveys extensively collects suggestions from teachers and students regarding facility usage, enabling timely rectification of reported issues for continuous service quality improvement.

**Interviewee 2:**

Drawing from my role as a college party committee leader, the enhancement of support conditions satisfaction requires consistent ideological guidance throughout the process, whereby developing facility repair quick-response systems should embody the concept of serving teachers and students through commitments to 24-hour response and 72-hour repair completion, implementing the ideology of caring for teachers and students in concrete work, while information technology construction in support conditions should both add self-service terminals to improve efficiency and maintain traditional service windows to meet diverse needs of teachers and students, whereas moving procedures online should emphasize process simplification to reduce visits and facilitate easier handling of affairs.

The college must integrate the concept of educational service into hardware construction, whereby creating favorable learning environments through additional study spaces such as study rooms and discussion areas, while extensively soliciting student opinions during dormitory renovation and batch-updating basic infrastructure including water, electricity, and network systems, whereas installing satisfaction evaluation devices at service windows demonstrates attention to feedback from teachers and students, while extending operating hours of libraries and study rooms into evenings and weekends meets students' learning needs, and installing access control systems and smart utility meters in teaching and living areas should emphasize convenience to ensure intelligent systems truly serve teachers and students, whereas monthly questionnaire surveys should reach the grassroots level to understand genuine needs of teachers and students and implement support services meticulously, as support work under party building leadership must consistently embody the concept of educational service.

**Interviewee 3:**

The imperative of enhancing support conditions satisfaction lies in emphasizing the concept of educational service through support work, whereby rather than simply implementing a repair reporting system, transforming repair services into an educational platform encourages student participation in facility

management and cultivates their sense of responsibility, while establishing student volunteer service teams enables their involvement in coordinating and supervising simple maintenance work, whereas deploying student guides at self-service terminals both resolves operational issues for teachers and students and develops students' service capabilities, while online service procedures should fully incorporate student feedback to make processing procedures more practical.

Hardware facility construction must serve as a carrier for educational service, whereby newly added study rooms and discussion spaces can be autonomously managed by students who establish usage conventions and develop self-management abilities, while dormitory facility renovation should mobilize student participation in planning and supervision to strengthen their sense of ownership through involvement, whereas service evaluation should extend beyond simply installing evaluation devices to organizing regular visits and surveys by student representatives to collect genuine feedback, while facilities with extended operating hours can involve student volunteers in oversight duties to both address management challenges and develop student capabilities, and intelligent upgrades should emphasize educational functions enabling student growth through participation in usage and management, whereas regular questionnaire surveys should mobilize active student participation to transform evaluation into a driving force for work improvement, thereby organically combining service with education.

**Interviewee 4:**

The path to enhancing support conditions satisfaction emerges through transforming party building work advantages into service effectiveness, whereby the facility repair quick-response system can rely on party member pioneer posts with party members taking the lead in service coordination to ensure 24-hour response and 72-hour repair completion, while smart service engineering establishes party member demonstration windows to exemplify party members' model role in guiding self-service terminal usage, whereas online service procedures should highlight party organizations' characteristics in serving teachers and students through establishing party member duty systems to help resolve difficult issues.

Grassroots party building must play a leading role in support conditions, whereby learning space upgrades can establish party building cultural areas that integrate ideals and beliefs education into environmental construction, while party branches play active roles in dormitory facility renovation by organizing party members to participate in renovation plan consultation and construction supervision, whereas service windows establish party member demonstration posts to provide

heartfelt service to teachers and students, while party branches organize key party members to conduct facility inspections for timely problem identification and resolution, and intelligent upgrades should reflect the concept of serving the people with party members taking the lead in mastering new equipment usage methods and guiding others, whereas monthly questionnaire surveys should mobilize party members to visit and connect with teachers and students to understand genuine needs, thereby implementing party building leadership requirements throughout all aspects of support conditions and demonstrating party organizations' service consciousness through practical actions.

**Interviewee 5:**

The enhancement of support conditions satisfaction demands a sophisticated integration of big data and artificial intelligence technologies, whereby the facility repair quick-response system can combine big data analysis to predict facility failures through historical maintenance data, achieving preventive maintenance, while smart service engineering should introduce facial recognition and intelligent voice technology to make self-service terminals more intelligent and convenient, whereas the online service hall system should employ process robots to optimize procedures and achieve intelligent approval.

Intelligent management must permeate the entire process of support conditions, whereby learning space upgrades can introduce IoT technology to achieve intelligent seat reservation and automatic environmental adjustment, while dormitory facility renovation should deploy smart sensors to achieve remote monitoring and intelligent regulation of water, electricity, and air conditioning equipment, whereas service window evaluation can utilize voice recognition technology to automatically analyze feedback from teachers and students, while libraries and study rooms should apply AI vision technology to achieve real-time monitoring of seat usage, and intelligent access control systems should incorporate facial recognition to enhance passage efficiency and security, whereas smart utility meters should connect to IoT platforms to achieve usage monitoring and intelligent payment, while questionnaire surveys can introduce intelligent text analysis to extract valuable suggestions from massive feedback, thereby enhancing the intelligence level of support conditions through technology empowerment to achieve more precise management and efficient service.

**Interviewee 6:**

Through extensive engagement in grassroots party affairs, maximizing the fighting fortress role of grassroots party organizations emerges as the key to improving support conditions satisfaction, whereby the facility repair system must combine with party member pioneer posts by establishing party member service stations in each dormitory building to ensure 24-hour response to repair requests, while self-service terminals in service halls should be equipped with party member volunteers providing hands-on guidance to teachers and students, whereas online service platforms should establish party member consultation posts for immediate online consultation with key party members regarding operational issues.

Party building leadership must be integrated into hardware facility construction and renovation, whereby learning space upgrades should emphasize party building cultural atmosphere through establishing party building bookshelves and party history learning corners in study rooms, while dormitory facility renovation should organize party branches to conduct in-depth visits and extensively solicit opinions and suggestions, whereas service window evaluation should leverage party members' leading role in guiding student participation in satisfaction assessment and problem supervision, while party branches should organize members to participate in inspections and conduct regular safety checks in teaching and living areas, and property service stations should establish party member demonstration posts for party members to serve as role models in guiding the use of intelligent equipment, whereas monthly questionnaire surveys should be led by party branches to understand genuine needs through party members' connection with teachers and students, thereby transforming the party's political advantages into service advantages and implementing party building leadership throughout the entire process of support conditions work.

**Interviewee 7:**

The foundation for enhancing support conditions satisfaction lies in optimizing the educational environment, whereby the design of facility repair systems must reflect humanistic care through user-friendly repair interfaces while maintenance personnel focus on communication with students, whereas service windows should become warm stations with waiting areas full of humanistic atmosphere and equipped with rest facilities and drinking water, while online service systems should feature humanized reminders and thoughtful guidance to ensure easy operation for every student.

The educational philosophy must be integrated into every detail of environmental construction, whereby newly added learning spaces should emphasize comfort through ergonomically designed chairs and appropriate lighting conditions, while dormitory facility renovation should proceed from students' practical living needs by adding storage, clothes-drying, and other living support facilities, whereas service evaluation should establish psychological counseling mechanisms to understand students' emotional states in a timely manner, while extended-hour facilities should be equipped with rest areas and basic medical supplies, and regional intelligent transformation should consider special group needs by setting up barrier-free access and emergency help buttons, whereas monthly questionnaire surveys should include open-ended questions allowing students to freely express their thoughts, as humanistic care permeates all aspects of support conditions work to make the campus a warm home for student growth through the creation of a humanized service environment that promotes students' physical and mental health development.

**Interviewee 8:**

Party building leadership and clean governance emerge as foundational elements in improving support conditions satisfaction, whereby facility repair systems must establish transparent supervision mechanisms with every maintenance expense subject to public scrutiny and maintenance processes fully recorded and disclosed, while service hall self-service terminals should set up special areas for promoting clean culture to create an honest service atmosphere, whereas online service platforms should achieve full-process tracking and whole-chain supervision to prevent behind-the-scenes manipulation.

Party conduct and clean governance requirements must be integrated into all aspects of support conditions, whereby learning space upgrades should adhere to principles of diligence and economy through scientific demonstration of the necessity and rationality of each facility investment, while dormitory facility renovation should establish "three importance and one large" decision-making mechanisms with major projects subject to collective research, whereas service evaluation should incorporate party conduct and clean governance assessment indicators subject to supervision by teachers and students, while extended facility opening hours should establish special fund usage accounts to ensure dedicated use of funds, and intelligent equipment procurement must strictly follow bidding procedures with three-supplier comparison, whereas monthly questionnaire surveys should add clean governance supervision sections for timely discovery and correction of improper practices, thereby ensuring

support conditions work withstands scrutiny through strict supervision systems and clean governance requirements.

**Interviewee 9:**

Sustainable development and green, low-carbon initiatives must serve as cornerstones in enhancing support conditions satisfaction, as demonstrated through my oversight of student affairs, whereby the facility repair system should incorporate environmental protection concepts by prioritizing repairable and renewable solutions to reduce resource waste from equipment replacement, while smart service engineering should emphasize energy conservation through low-power design of self-service terminals with automatic sleep mode during idle times, whereas the online service hall should promote paperless operations to achieve electronic archiving of materials.

The concept of green development must permeate hardware facility construction, whereby newly added learning spaces should adopt natural lighting and energy-efficient illumination equipped with smart fresh air systems, while dormitory facility renovation should introduce energy-saving technologies through installation of solar water heating and rainwater recycling systems, whereas facility usage should establish energy consumption monitoring platforms to track water and electricity consumption in real-time, while extended-hour venues should implement zone lighting and intelligent temperature control to avoid energy waste, and access control and utility meter systems should add energy analysis functions to guide teachers and students in developing conservation habits, whereas monthly questionnaire surveys should include environmental protection suggestion collection to encourage teachers and students to contribute ideas for green campus construction, thereby integrating environmental protection requirements into all aspects of support conditions to make the campus a demonstration zone for practicing sustainable development.

**Interviewee 10:**

The comprehensive integration of safety prevention and emergency management emerges as a critical foundation in improving support conditions satisfaction through grassroots party work, whereby the facility repair system must establish rapid response mechanisms for safety hazards with priority processing for safety-related repairs ensuring 24-hour response, while smart service engineering should add safety monitoring modules with emergency help buttons and one-click alarm functions on self-service terminals, whereas online service platforms must establish data security protection systems to protect teachers' and students' information security.

Safety management requirements must be integrated into all support work, whereby learning space upgrades should strengthen fire safety design through additional emergency lighting and escape indicators, while dormitory facility renovation should emphasize fire and theft prevention through installation of smoke alarms and smart lock systems, whereas service windows should establish emergency response plans for sudden incidents equipped with emergency rescue supplies, while extended-hour venues should implement security duty and establish patrol record systems, and intelligent access control systems should add facial recognition and abnormal behavior early warning functions, whereas smart utility meters should possess leakage protection and automatic power-off functions, while monthly questionnaire surveys should add safety hazard investigation items to mobilize teachers and students in jointly maintaining campus safety, thereby creating a secure and reassuring environment through the construction of a comprehensive safety prevention system.

**Interviewee 11:**

Intelligence and convenience emerge as paramount factors in enhancing support conditions satisfaction, based on extensive experience in student affairs supervision, whereby transforming the online service hall into a "palm service center" enables 100% online processing of student affairs with full query capabilities from application to approval, while setting up intelligent self-service terminals in teaching buildings and dormitory areas allows students to independently print certificates and pay fees, whereas building a unified facility reservation platform enables online booking and usage reminders for resources such as activity venues and conference rooms.

In terms of improving hardware facility levels, intelligent means must be fully utilized, whereby developing a facility repair APP with commitments to 24-hour response and 72-hour repair completion allows students to check repair progress at any time, while conducting intelligent transformation of dormitories through installation of smart access control and utility meters enables online fee payment, whereas adding intelligent learning spaces in libraries and teaching buildings equipped with modern devices enhances the learning environment, while service windows equipped with electronic evaluation devices enable real-time monitoring of service quality, and monthly satisfaction surveys promptly identify issues through establishing problem feedback and rectification accounts, whereas extended-hour venues require additional smart access control and monitoring systems to ensure usage safety, as this complete intelligent management system enables teachers and students to

enjoy efficient and convenient support services.

**Interviewee 12:**

The practical needs at the grassroots level should drive the enhancement of facility support efficiency, whereby the facility repair quick-response system should establish mobile maintenance service stations with 24-hour dedicated staff ensuring completion within 72 hours, while optimizing and upgrading learning space layouts focuses on adding small discussion rooms and study areas in various teaching buildings to meet students' diverse learning needs, whereas service halls should set up intelligent self-service terminals enabling teachers and students to quickly process common business.

Comprehensive hardware support requires convenient reservation and usage mechanisms, whereby fully expanding online service hall functions achieves online application, progress inquiry, and result feedback for student affairs, while establishing a unified facility usage reservation platform enables full utilization of activity venues and conference room resources, whereas monthly questionnaire surveys understand teachers' and students' needs through setting up suggestion boxes to extensively collect recommendations, while conducting infrastructure renovation of water, electricity, and networks in dormitory areas provides comprehensive living service functions, and service windows equipped with electronic evaluators enable immediate feedback from teachers and students, whereas extending library and study room opening hours creates favorable learning environments for students, while installing smart access control and utility meters in teaching and living areas improves management efficiency, as these basic support works must be grounded in teachers' and students' needs to implement services meticulously and practically.

**Interviewee 13:**

Service process optimization and information technology construction stand as critical pillars in enhancing support conditions efficiency from my perspective as Deputy Director of Student Affairs, whereby the facility repair APP should simplify operation processes enabling teachers and students to report repairs through mobile phone scanning while automatically dispatching maintenance personnel to ensure 24-hour response, whereas learning space renovation should be guided by actual teaching needs through adding group discussion rooms and study spaces in teaching areas equipped with modern learning equipment, while service halls should introduce self-service terminals to achieve self-processing of common affairs.

Hardware supporting facilities must keep pace with information technology development, whereby the online service hall should achieve full-process online handling allowing teachers and students to check processing progress at any time, while various venue facilities should establish intelligent reservation systems to improve venue utilization efficiency, whereas dormitory facilities including water, electricity, and networks should undergo intelligent transformation to make student accommodation more comfortable and convenient, while service windows should be equipped with electronic evaluators to collect real-time feedback, and monthly questionnaire surveys should promptly understand teachers' and students' needs through strengthening opinion collection and feedback, whereas libraries and study rooms should implement intelligent management with extended opening hours, while access control and utility meter systems should adopt intelligent equipment to enhance management efficiency, as these measures must proceed from the perspective of improving service efficiency to allow teachers and students to truly experience convenience.

**Interviewee 14:**

The pursuit of standardized management and standardized construction emerges as the cornerstone of enhancing support conditions effectiveness through grassroots party work, whereby the facility repair system should establish standardized work processes clearly specifying 24-hour response and 72-hour repair time limits while formulating maintenance quality acceptance standards, whereas learning space upgrades should develop functional layout standards with specific requirements for discussion room and study area dimensions and facility configurations, while smart service windows should standardize business processing procedures through establishing standardized service guidelines.

Institutionalized management must permeate all support work, whereby the online service hall should formulate business processing specifications clearly defining processing time limits and work requirements for each link, while venue reservation systems should establish usage management systems standardizing reservation and usage processes, whereas monthly questionnaire surveys should form working systems establishing opinion collection and feedback mechanisms, while dormitory facility renovation should establish project acceptance standards ensuring construction quality, and service windows should establish evaluation and assessment systems standardizing service quality evaluation, whereas library and study room extended hours should establish safety management systems clarifying personnel responsibilities, while intelligent transformation should establish

equipment management systems standardizing usage and maintenance processes, as these institutional specifications must proceed from practical work needs to make management more standardized and orderly.

**Interviewee 15:**

The integration of data analysis and intelligent assessment stands paramount in elevating support conditions, drawing from extensive experience supervising student affairs, whereby developing facility repair systems requires incorporating data analysis modules that utilize big data to predict facility failures, achieving a transformation from passive response to proactive prevention, while learning space upgrades should rely on utilization rate analysis for scientific planning of study room and discussion room layouts, whereas smart service halls should introduce artificial intelligence technology to achieve precise distribution and intelligent processing.

Digital management must permeate the entire support work process, whereby online service platforms should establish data portrait systems analyzing teachers' and students' handling habits to optimize processing procedures, while facility reservation systems should achieve resource usage data visualization to improve venue utilization efficiency, whereas questionnaire surveys should employ text analysis technology to extract valuable information from massive feedback, while dormitory facility renovation should master utility usage patterns through sensor data analysis, and service window evaluation should establish data analysis models for scientific assessment of service quality, whereas extended-hour venues should adopt intelligent monitoring systems for real-time usage tracking, while intelligent access control and utility meters should connect to IoT platforms to achieve usage analysis and intelligent control.

**Interviewee 16:**

Long-term engagement in grassroots party affairs reveals that enhancing support conditions satisfaction requires combining institutional construction with humanistic care, whereby facility repair systems must reflect the concept of serving teachers and students through maintenance personnel achieving 24-hour response times to let teachers and students experience the warmth of service, while learning space upgrades should add warm and comfortable discussion rooms and study areas in teaching buildings to create positive learning atmospheres, whereas service halls should be equipped with enthusiastic staff to help teachers and students operate self-service terminal equipment.

Support conditions work must enhance teachers' and students' sense of gain, whereby online service halls should simplify processing procedures to reduce physical visits while increasing efficiency, while venue reservation systems should facilitate teacher and student operation through providing humanized booking services, whereas monthly questionnaire surveys should deeply understand teachers' and students' needs with timely responses to concerns, while dormitory facility renovation should proceed from students' practical living needs to provide thoughtful living services, and service window evaluation should establish timely feedback mechanisms to ensure teachers' and students' suggestions receive attention, whereas libraries and study rooms should appropriately extend opening hours according to students' learning patterns, while access control and utility meter systems should consider usage convenience to make intelligent transformation more practical and grounded.









Guidelines for Effective Management of Student Affairs in Undergraduate Universities in Guangxi	Suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
6) Improving activity venue layouts, coordinating resource allocation										
7) Building intelligent service halls, improving operational efficiency										
8) Creating online service platforms, achieving one-stop services										
9) Advancing information construction, utilizing modern technology										
10) Enhancing intelligent service levels, innovating service models										

Note: Please mark "v" in the corresponding box to provide your rating.

Appendix D  
The Results of the Quality Analysis of Research  
Instruments

### The index of objective congruence (IOC)

#### Guidelines for Effective Management of Student Affairs in Undergraduate Universities in Guangxi

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
<b>Party-building Leadership</b>								
1	Overall coordination and leadership of student affairs management work by the university party committee	1	1	1	1	1	1.00	Effective
2	Coordination among departments under party leadership in conducting student affairs management	1	1	1	1	0	0.80	Effective
3	Establishment of a comprehensive grid management system	1	1	1	1	1	1.00	Effective
4	Good operation of online responsibility areas	1	0	1	1	1	0.80	Effective
5	Effective implementation of offline responsibility areas	1	1	1	1	1	1.00	Effective
6	Significant achievements in vanguard post construction	1	1	0	1	1	0.80	Effective
7	Smooth operation of workshop mechanisms	1	1	1	1	1	1.00	Effective
8	Timely and efficient handling of student affairs	1	1	1	1	0	0.80	Effective
9	Comprehensive coverage of management services	1	1	1	1	1	1.00	Effective
10	Formation of a management model with university characteristics	1	1	1	1	1	1.00	Effective
11	Evident effects of ideological education	1	1	1	0	1	0.80	Effective
12	Solid and effective value guidance work	1	1	1	1	1	1.00	Effective

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
13	Comprehensive related system construction	1	0	1	1	1	0.80	Effective
14	Significant innovation effectiveness	1	1	1	1	1	1.00	Effective
15	Good overall work evaluation results	1	1	1	1	0	0.80	Effective
<b>Team Deployment</b>								
1	Establishment of sound management team recruitment mechanisms with standardized hiring processes	1	1	1	1	1	1.00	Effective
2	Improved team development mechanisms with strengthened professional training	1	1	1	1	0	0.80	Effective
3	Construction of scientific evaluation systems focused on performance	1	1	1	1	1	1.00	Effective
4	Significant effectiveness of ideological and political work by counselors	1	0	1	1	1	0.80	Effective
5	Standardized and orderly daily management work by head teachers	1	1	1	1	1	1.00	Effective
6	Solid academic guidance work by academic advisors	1	1	0	1	1	0.80	Effective
7	Active participation of full-time teachers in student affairs management	1	1	1	1	1	1.00	Effective
8	Department leaders frequently going to the front lines to guide student work	1	1	1	1	0	0.80	Effective
9	Good service attitude and high work efficiency of logistics personnel	1	1	1	1	1	1.00	Effective

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
10	Effective collaborative work among multiple teams	1	0	1	1	1	0.80	Effective
11	Continuous improvement in the professionalization level of management teams	1	1	1	1	1	1.00	Effective
12	Implementation of service-oriented education quality assurance measures	1	1	1	0	1	0.80	Effective
13	Significantly enhanced innovation capacity of staff	1	1	1	1	1	1.00	Effective
14	Good operation of layered and classified training mechanisms	1	1	0	1	1	0.80	Effective
15	Evident improvement in overall team building effectiveness	1	1	1	1	1	1.00	Effective
<b>Student Participation</b>								
1	Comprehensive student union organizational structure with clear departmental divisions and orderly operations	1	1	1	1	1	1.00	Effective
2	Sound self-management committee work mechanisms exercising autonomous management roles	1	1	1	1	0	0.80	Effective
3	Innovative and diverse forms of volunteer services with continuously expanding service areas	1	1	1	1	1	1.00	Effective
4	Reasonable work-study position settings with standardized training and guidance	1	0	1	1	1	0.80	Effective
5	Novel forms of ideological education activities with high	1	1	1	1	1	1.00	Effective

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
	student participation							
6	Frequent distinctive learning activities creating a good learning atmosphere	1	1	0	1	1	0.80	Effective
7	Well-implemented life service work with evident student participation effects	1	1	1	1	1	1.00	Effective
8	Rich and diverse cultural activities enriching campus cultural life	1	1	1	1	0	0.80	Effective
9	Extensive and in-depth sports activities promoting physical and mental health development	1	1	1	1	1	1.00	Effective
10	Active student participation in affairs management with continuously expanding scope	1	0	1	1	1	0.80	Effective
11	Distinctive dormitory cultural construction with significant educational effects	1	1	1	1	1	1.00	Effective
12	Continuous improvement in students' autonomous management abilities with evident work effectiveness	1	1	1	0	1	0.80	Effective
13	Continuously strengthened student service awareness with improved service quality	1	1	1	1	1	1.00	Effective
14	Significantly enhanced student governance capabilities with good participation effects	1	1	0	1	1	0.80	Effective
15	Ideal overall assessment results of student participation with evident effectiveness	1	1	1	1	1	1.00	Effective

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
<b>Support Conditions</b>								
1	Complete and comprehensive infrastructure construction with scientific and reasonable functional layout	1	1	1	1	1	1.00	Effective
2	Adequate quantity of hardware facilities with good equipment performance	1	1	1	1	0	0.80	Effective
3	Standardized and orderly learning space construction with good environmental atmosphere	1	1	1	1	1	1.00	Effective
4	Complete functional zoning of communication venues with comprehensive supporting facilities	1	0	1	1	1	0.80	Effective
5	Comprehensive varieties of life service facilities with proper operation and maintenance	1	1	1	1	1	1.00	Effective
6	Scientific and reasonable layout of activity venues with full space utilization	1	1	0	1	1	0.80	Effective
7	Orderly operation of intelligent service halls with high efficiency	1	1	1	1	1	1.00	Effective
8	Comprehensive online service platform functions with convenient and efficient operation	1	1	1	1	0	0.80	Effective
9	Widespread application of information technology with strong technical support	1	1	1	1	1	1.00	Effective
10	Continuously improved intelligent service levels with evident innovative applications	1	0	1	1	1	0.80	Effective

No.	Effective Management of Student Affairs in Undergraduate Universities in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
11	Sound and comprehensive demand matching mechanisms with rapid response	1	1	1	1	1	1.00	Effective
12	Significantly improved service processing efficiency with continuously optimized procedures	1	1	1	0	1	0.80	Effective
13	Continuously optimized resource allocation with improved utilization efficiency	1	1	1	1	1	1.00	Effective
14	Continuously improved assurance system construction with implemented systems	1	1	0	1	1	0.80	Effective
15	High satisfaction ratings from faculty and students on overall assurance work	1	1	1	1	1	1.00	Effective

### Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach' Alpha Coefficient
60	30	0.967

From the table above, it can be seen that the reliability coefficient value is 0.967, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the "a" coefficient with deleted items," the reliability coefficient does not significantly increase when any item is deleted. Therefore, It indicates that the items should not be deleted. Regarding the "CITC value," the CITC values for all analyzed items are above 0.2, indicating that there is a good correlation between the analyzed items, which also indicates a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates high data reliability quality and can be used for further analysis.

Appendix E  
Certificate of English



This is to certify that

***Ms. Lyu Jie***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C1**

Given on 25<sup>th</sup> January 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F  
The Document for Accept Research

DATE: 19-09-2025  
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## LETTER OF ACCEPTANCE

Dear Author's:

**Lyu Jie, Niran Suteeniran, Pachara Dechome, Sarayuth Sethakhajom**

Email: [pachara.de@bsru.ac.th](mailto:pachara.de@bsru.ac.th)

It is a great pleasure to inform that, after the peer review, your article titled “**GUIDELINES FOR EFFECTIVE MANAGEMENT OF STUDENT AFFAIRS IN UNDERGRADUATE UNIVERSITIES IN GUANGXI**” has been accepted to publish in the journal of *Utilitas Mathematica*.

**Comments from the Editorial Board:**

Article plagiarism is below 10%.

Article perfectly fits in the scope.

Article is well written.

No more corrections are needed.

Hence, the article is accepted to be published in the upcoming Regular issue 2025. **Utilitas Mathematica** is a scientific journal. For any enquires/complaints, please email to [editor@utilitasmathematica.com](mailto:editor@utilitasmathematica.com).

Note: The Journal index in the Scopus Database Category Quartile, Scopus Q4.

*Olivia Wilson*

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## Research Profile

**Name-Surname:** Lyu Jie  
**Birthday:** 29 May 1987  
**Place of Birth:** Yu'lin, Guangxi, China

### **Educational Background:**

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2021
- Curriculum and Instruction, Guangxi Normal University, in 2014
- Elementary education, Yulin Normal University, in 2007

### **Work Experience:**

- Since July 2014, I have been working in Baise University as a student affairs administrator

### **Office Location:**

- Guangxi, Baise, Youjiang District

### **Current Contact Location:**

- 21 Panbai Road, Youjiang District, Baise, Guangxi, China