

Research on the Optimization Path of "One-Stop" Student Community Ideological and Political Activities in Universities based on the ACSI Model

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Abstract: Based on the framework of the American Customer Satisfaction Index (ACSI) model, this study focuses on the "one-stop" student community ideological and political activities in universities. Through a survey of 264 students who participated in the "one-stop" community ideological and political activities at a certain university, and structural equation modeling (SEM) analysis, the study explores the optimization pathways for "one-stop" student community activities. The results reveal that the community atmosphere significantly positively influences perceived value ($\beta = 0.59, p < 0.001$), perceived value enhances activity satisfaction ($\beta = 0.93, p < 0.001$), satisfaction further strengthens student loyalty ($\beta = 0.65, p < 0.001$), while loyalty reciprocates by reinforcing the community atmosphere ($\beta = 0.43, p < 0.01$), forming a "community atmosphere - value - satisfaction - loyalty" chain feedback mechanism. Based on these findings, optimization strategies are proposed: strengthening the community atmosphere's driving effect through the "community space co-governance" plan, constructing a "career-competency" dual-track activity system to enhance perceived value of activities, developing a "one-stop community application" to activate closed-loop loyalty feedback, and establishing an "activity quality monitoring-improvement" closed-loop process to optimize activity design. These strategies provide a theoretical basis and practical reference for enhancing the effectiveness of ideological and political education in "one-stop" student community activities.

Keywords: "One-Stop" Student Community, Ideological and Political Education, ACSI Model, Community Atmosphere, Student Loyalty.

1. Introduction

The "one-stop" student community in universities serves as a critical platform for implementing the "Three Comprehensive Education" (comprehensive education, all-round education, and whole process education), serving the dual functions of providing life services and ideological and political education. In 2021, the Department of Ideological and Political Work of the Ministry of Education of the People's Republic of China issued the "Notice on Deepening the Pilot Work of the Comprehensive Management Mode of 'One-Stop' Student Communities", emphasizing the educational goals and functions of the "one-stop" student community. Focusing on the fundamental task of cultivating virtue and fostering people, the notice promotes the in-depth reform of the comprehensive management model. The "one-stop" student community has become an important platform for promoting the overall development of students. However, existing community construction faces two major dilemmas: First, the traditional class management model has weakened due to the reform of the "credit system", and the community has gradually become the main platform for student interaction, but ideological and political education has struggled to penetrate effectively; Second, low student participation and insufficient activity satisfaction have led to limited effectiveness in community education[1]. Existing research mostly focuses on the "one-stop" community management model[2-4], with insufficient attention to the driving mechanisms of activity quality. In response to these issues, this study innovatively introduces the American Customer Satisfaction Index (ACSI) model[5] to construct a

theoretical framework of "community atmosphere - perceived value - satisfaction - loyalty" (Fig. 1), and empirically tests it using structural equation modeling (SEM). The ACSI model, which quantifies the chain effects of "perceived characteristics" on satisfaction, has already demonstrated explanatory power in the field of educational services[6-7]. By breaking through its traditional application scenarios and treating "community atmosphere" as a precursor variable, this study reveals how environmental factors drive the effectiveness of ideological and political activities through the "value perception - satisfaction - loyalty" path. This provides an optimization plan for university community construction that combines theoretical depth with practical feasibility.

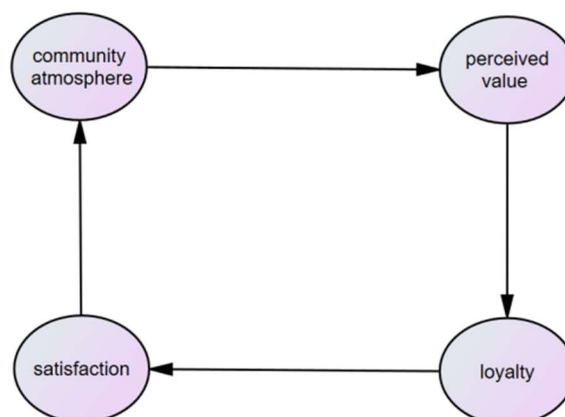


Fig. 1 Research Model

2. Theoretical Model and Data Analysis

2.1. Research Model

Based on the American Customer Satisfaction Index (ACSI) model and in consideration of the characteristics of the "one-stop" student community activities in universities, a theoretical framework of "community atmosphere - perceived value - satisfaction - loyalty" is constructed (Fig. 1). The ACSI model quantifies the impact of service characteristics on student attitudes through a chain logic of "expectation - perceived quality - satisfaction - loyalty". For the special context of "one-stop" student community activities, "community atmosphere" is introduced as a precursor variable: it includes dimensions such as dormitory member interaction (CA2) and community environment (CA3), reflecting the overall evaluation of students' sense of belonging to the community. Perceived value (PV) is redefined to include utility assessments such as the matching degree between activity time investment and skill enhancement (PV2), and the benefits for future development (PV3). The design of the chain feedback mechanism adds a feedback path from "student loyalty (SL) → community atmosphere (CA)", forming a closed-loop mechanism of "environment-driven - value perception - satisfaction - loyalty". Unlike the linear logic of the traditional ACSI model, this closed-loop design reveals the chain-driven effect of environmental factors on student attitudes and behaviors, offering a new perspective for optimizing university community activities.

2.2. Hypotheses

The following hypotheses are proposed:

H1: Community atmosphere positively affects perceived value (CA→PV).

H2: Perceived value positively affects activity satisfaction (PV→AS).

H3: Activity satisfaction positively affects student loyalty (AS→SL).

H4: Student loyalty positively feeds back into community atmosphere (SL→CA).

2.3. Questionnaire Design

To test the hypotheses, the questionnaire design includes specific questions covering relevant dimensions to comprehensively assess students' perceptions and experiences of the "one-stop" student community activities. The questionnaire items are measured using a five-point Likert scale, where 1 represents "strongly agree" and 5 represents "strongly disagree". It includes 4 dimensions, with a total of 24 measurement items. The specific measurement of each variable is shown in Table 1.

In the actual research process, a questionnaire survey was conducted with students who participated in ten sessions of the "one-stop" student community ideological and political cultural activities organized by a certain university. A total of 264 students participated in the activities, with 56 students attending the activities more than twice. Among them, 142 students participated in the survey, and ultimately, 113 valid questionnaires were returned, yielding a response rate of 79.58%.

Table 1. latent variables and measurement items

Latent Variable	Measurement Items
Community Atmosphere (CA)	CA1: Degree of community harmony
	CA2: Dormitory member interactions
	CA3: Community environment
Perceived Value (PV)	PV1: Time cost-effectiveness
	PV2: Personal skill improvement
	PV3: perceived future development utility
Activity Satisfaction (AS)	AS1: Instructor quality
	AS2: Interactive sessions
	AS3: Overall satisfaction
Student Loyalty (SL)	SL1: Re-participation willingness
	SL2: Peer recommendation willingness

2.4. Reliability and Validity Tests

The suitability of each dimension was tested using SPSS 16.0 software. The results showed that the KMO test value was 0.921 (> 0.7), indicating that the data is suitable for factor analysis. The significance probability of Bartlett's spherical test χ^2 statistic was 0.000, indicating that the data is highly suitable for principal component analysis. Reliability testing was conducted using the widely accepted Cronbach's alpha coefficient standard in academia, and the results are shown in Table 2. The coefficients for the four latent variables-"community atmosphere", "perceived value", "activity satisfaction", and "student loyalty"-were all greater than 0.8, exceeding the 0.7 threshold, indicating that the questionnaire has high reliability. A confirmatory factor analysis was conducted using AMOS software. According to the data in Table 2, the standardized factor loadings for all latent variables were greater than 0.7 and statistically significant. The composite reliability (CR) for each latent variable was above 0.8, and the average variance extracted (AVE) was also greater than 0.5, indicating that the model has good convergent validity.

Table 2. standardized loadings, cronbach's α , CR, and AVE

Latent Variable	Indicator	Loading	Cronbach's α	CR	AVE
Community Atmosphere	CA1	0.758	0.828	0.832	0.624
	CA2	0.749			
	CA3	0.858			
Perceived Value	PV1	0.809	0.893	0.895	0.741
	PV2	0.907			
	PV3	0.863			
Activity Satisfaction	AS4	0.778	0.873	0.879	0.709
	AS5	0.904			
	AS6	0.840			
Student Loyalty	SL1	0.821	0.807	0.809	0.680
	SL2	0.828			

2.5. Reliability and Validity Tests

After conducting the model fit analysis using AMOS software, the results are shown in Table 3. By comparing with the recommended values, we found that the fit values for all the adaptation indices fall within the recommended range,

indicating that the theoretical model setup is reasonable.

Table 3. model fit indices

Fit Index	Value	Recommended Threshold
χ^2	50.011	$p > 0.05$
df	28	-
χ^2/df	1.1316	< 3.0
IFI	0.986	> 0.90
CFI	0.986	> 0.90
TLI	0.980	> 0.90
RMSEA	0.053	< 0.08
GFI	0.922	> 0.90

Table 4 lists the structural relationships between the latent variables, along with their estimated standardized path coefficients, T-values, and hypothesis test results. The results show that all hypotheses passed the T-test, and the path coefficients were significant at the confidence levels of $\alpha = 0.001$ and $\alpha = 0.01$.

Table 4. testing results

Hypothesis	Path	β	T-value	Result
H1	CA \rightarrow PV	0.59***	4.964	Supported
H2	PV \rightarrow AS	0.93***	8.621	Supported
H3	AS \rightarrow SL	0.65***	5.534	Supported
H4	SL \rightarrow CA	0.43**	2.736	Supported
*** $p < 0.001$, ** $p < 0.01$				

3. Conclusion and Policy Recommendations

3.1. Research Conclusion

Through structural equation modeling analysis, the "community atmosphere - perceived value - satisfaction - loyalty" closed-loop driving mechanism in the "one-stop" student community ideological and political activities in universities was verified. The main conclusions are as follows:

Community atmosphere significantly and positively influences perceived value ($\beta = 0.59$, $p < 0.001$), with dormitory member interaction (CA2) and community environment (CA3) being key driving factors.

Perceived value has the strongest explanatory power for activity satisfaction ($\beta = 0.93$, $p < 0.001$), with the relevance of activity content to personal development (PV3) being a core indicator.

Satisfaction significantly enhances student loyalty ($\beta = 0.65$, $p < 0.001$), with Instructor quality (AS1) and Interactive sessions (AS2) being the main influencing factors.

Loyalty reciprocates and reinforces community atmosphere, forming a closed-loop ($\beta = 0.43$, $p < 0.01$), with student re-participation willingness (SL1) and peer recommendation willingness (SL2) being important feedback paths.

3.2. Countermeasures and Suggestions

Based on the above conclusions and the closed-loop mechanism of the ACSI model, the following differentiated optimization strategies are proposed:

(1) Deepening Environment-Driven Impact: Focusing on Community Atmosphere Construction to Enhance Perceived

Value

Given that community atmosphere has a significant positive impact on perceived value ($\beta = 0.59$), and "dormitory member interaction (CA2)" and "community environment (CA3)" are key driving factors, it is essential to strengthen the educational function of the community's physical and cultural environment. This should be seen as the foundational project for enhancing the perceived value of activities. A "community space empowerment and co-governance" plan is recommended, with the core objective being to increase students' sense of belonging and autonomy within the community. For example, establish periodic "micro-space renovation" projects, led by students to design and renovate specific public areas (such as shared study corners or cultural display walls), with university resources and platforms provided for support. Regular informal activities, such as "peer growth salons" or "teacher-student afternoon teas", should be organized to institutionalize deep interactions between students and teachers (strengthening CA2). An "immersive" community support network should be built, including the "advisor community building system", ensuring that advisors are deeply integrated into students' daily lives and provide timely guidance and emotional support. Efficient online-offline feedback channels (such as community discussion forums or online suggestion boxes) should be established to ensure that students' concerns are addressed promptly. Professional community mediation and mental health support mechanisms should also be introduced to create a safe, inclusive, and supportive psychological environment (enhancing CA3 and Degree of community harmony CA1).

(2) Reconstructing the Core of Value: Building a "Academic-Career Dual-Track" Activity System to Amplify Perceived Value

Implement a "Skills-Development" dual-track certification system: Design a "Student Community Growth Passport" or electronic record that maps participation and performance in ideological and political activities to transferable skills (such as communication, collaboration, critical thinking, and leadership) and career skills (such as office software and project planning). Activities should clearly indicate the "skill points" or "badges" that can be earned and tie them to real incentives such as awards, internships, or recommendations (significantly improving PV2 and PV3). Establish a "demand-driven" activity generation and evaluation loop: Use big data analysis (such as application behavior data) and targeted surveys (such as electronic questionnaires and focus group interviews at the start of each semester) to dynamically capture students' core needs in areas like academic development, career planning, and interest cultivation. Based on these insights, activities should be designed and evaluated using standardized surveys (e.g., assessing instructor quality AS1), with results fed back into the next round of activity design (ensuring PV1 time value ratio and improving overall PV).

(3) Activating the Closed-Loop Engine: Using Digital Tools to Strengthen Loyalty Conversion and Community Atmosphere Reinforcement

Student loyalty has a significant feedback effect on community atmosphere ($\beta = 0.43$), manifested primarily in "willingness to participate again (SL1)" and "willingness to recommend (SL2)". An effective incentive mechanism should be designed to convert loyalty into sustained participation and positive forces for community atmosphere development. A

"one-stop community intelligent platform" (application/mini-program) should be developed, integrating features such as activity information dissemination, online registration, feedback collection, points management, and interactive community functions. Participation behaviors (e.g., timely participation, active interaction, completing feedback) should automatically accumulate "community contribution points". A "contribution points-driven growth incentive and social fission" mechanism should be designed, where contribution points can be exchanged for tangible benefits (e.g., priority access to activities, study room reservation privileges, small prizes). A dynamic "community leaderboard" should visually display contributions, and an "invitation rewards" system should offer additional incentives for both new and referring participants. High-contribution students should be granted honorary titles such as "Community Ambassador/Promoter" and given partial authority in activity planning or community management (strongly incentivizing SL1 and SL2, promoting the conversion of loyalty into behavior, and enhancing community vitality and atmosphere CA).

(4) Building an Iteration Mechanism: Establishing a Data-Driven Process for Continuous Activity Quality Improvement

Instructor quality (AS1) and interactive sessions (AS2) are the main factors influencing satisfaction. A rapid response and continuous improvement mechanism based on student feedback should be established to ensure steady improvement in activity quality. Implement "agile" satisfaction monitoring and response: A standardized electronic evaluation questionnaire should be pushed out within 24 hours after each activity (with mandatory or high incentives). Core indicators should cover dimensions such as instructor performance (AS1), interaction design (AS2), content value (PV), and organizational smoothness. Minimum thresholds for key indicators (e.g., average satisfaction, recommendation willingness SL2) should be set (e.g., $\geq 4.2/5$). A cross-departmental (student affairs, student union, college) feedback data sharing and time-limited response improvement mechanism should be established. Deepen the "student co-governance" participation model: Establish a "Student Community Activity Committee" composed of students from different years and majors, giving them substantial decision-making and execution power in activity

planning (e.g., theme selection, format suggestions), process supervision (e.g., serving as activity assistants), and effect evaluation and improvement (e.g., 30% theme decision-making power). Regular joint meetings should be held between the committee and management departments (enhancing AS1, AS2, ensuring activities align with student needs).

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