

GUIDELINES FOR STUDENT AFFAIRS MANAGEMENT
IN APPLIED UNDERGRADUATE CAMPUS
GUANGXI UNIVERSITIES

DENG LILI

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

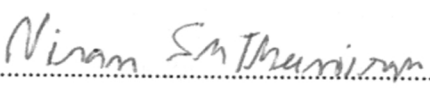
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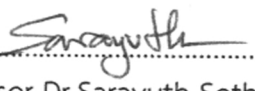
Thesis Title Guidelines for Student Affairs Management in Applied Undergraduate Campus Guangxi Universities

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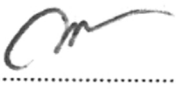
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ABSTRACT

The objectives of this research were: 1) to study the current situation, 2) to develop guidelines, and 3) to evaluate suitability and feasibility of guidelines of student affairs management in applied undergraduate campus Guangxi universities. The sample group of this research included 254 student affairs administrators from 7 applied undergraduate universities in Guangxi. Research instruments included: 1) questionnaire, 2) structured interview, and 3) evaluation form. The data were analyzed by percentage, average value, standard deviation, and content analysis.

The research results show that: The current situation of student affairs management in applied undergraduate campus Guangxi universities in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was employment guidance, followed by mental health education, and academic guidance was the lowest mean. Guidelines for student affairs management in applied undergraduate campus Guangxi universities included four aspects with a total 36 measures. There are: 1) mental health education included 10 measures, 2) grants management included 8 measures, 3) academic guidance included 10 measures, and 4) employment guidance included 8 measures. The suitability and feasibility evaluation results of guidelines were at high level.

Keyword: Guidelines, Student Affairs Management, applied undergraduate universities.

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการบริหารงานกิจการนักศึกษาในมหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้ในมณฑลกวาสี 2) เพื่อพัฒนาแนวทางการบริหารงานกิจการนักศึกษาในมหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้ในมณฑลกวาสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักศึกษาในมหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้ในมณฑลกวาสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารกองกิจการนักศึกษาในมหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้ในมณฑลกวาสี จำนวน 7 แห่ง รวมทั้งสิ้น 254 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า สภาพปัจจุบันของการบริหารงานกิจการนักศึกษาในมหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้ในมณฑลกวาสี โดยภาพรวมทั้ง 4 ด้าน อยู่ในระดับสูง เมื่อพิจารณาเป็นรายด้าน พบว่า การแนะแนวบุคลากร มีค่าเฉลี่ยสูงสุด รองลงมาคือ การศึกษาด้านสุขภาพจิต ส่วนการแนะแนวทางวิชาการ มีค่าเฉลี่ยต่ำสุด แนวทางการบริหารงานกิจการนักศึกษาในมหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้ในมณฑลกวาสี ประกอบด้วย 4 ด้าน รวมทั้งสิ้น 36 มาตรการ ได้แก่ 1) การศึกษาด้านสุขภาพจิต จำนวน 10 มาตรการ 2) การจัดการทุนสนับสนุน จำนวน 8 มาตรการ 3) การแนะแนวทางวิชาการ จำนวน 10 มาตรการ 4) การแนะแนวบุคลากร จำนวน 8 มาตรการ ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักศึกษาในมหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้ในมณฑลกวาสี อยู่ในระดับสูงสุด

คำสำคัญ: แนวทาง การบริหารงานกิจการนักศึกษา มหาวิทยาลัยระดับปริญญาตรีที่เน้นการประยุกต์ใช้

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Chapter 1

Introduction

Rationale

With the advancement of the globalization of the world economy, all countries in the world are committed to promoting their own higher education to enhance the international competitiveness of education. Student affairs management is an important part of higher education in all countries in the world, and it has made outstanding contributions to the performance of national talent training, social services, cultural inheritance and innovation, science and technology research and other functions of colleges and universities. In the new era of promoting the construction of high-level universities, based on the importance attached to the quality of talent training in colleges and universities, the management of student affairs in colleges and universities has received unprecedented attention, and is moving towards the goal of connotative development and modernization transformation and development. (Wang Xia and Guo Yuelan, 2019, p.5-10)

The management of student affairs is of increasing importance. It is committed to promoting the holistic development of students, including physical and mental health, academic achievement, and social adjustment. By providing a variety of support services, such as psychological counseling, academic tutoring, life guidance, etc., student affairs administration helps to enhance students' learning experience and success. Its importance is reflected in the enhancement of student development, strengthening of school competitiveness, and promotion of student participation in campus life and social activities. As a result, schools in all countries are placing increasing emphasis on student affairs management and are continuously strengthening their efforts to meet students' needs and expectations.

In China, student work in colleges and universities is an important part of the management of higher education, which is related to the realization of the fundamental task of establishing moral education in colleges and universities, and is also a key part of implementing the state's education policy and cultivating socialist builders and successors who are all-rounded in the development of morality, intelligence, physical fitness, and aesthetics (Li Jiachao & Chu Zuwang, 2019, p.81-83).

The government attaches great importance to the management of student affairs, and has issued many documents on the management of student affairs, such as “the Regulations on the Management of Students in Ordinary Colleges and Universities”, and “the Regulations on the Management of Counselors in Ordinary Colleges and Universities”, which provide good conditions for the reform of the modernization of student affairs management. In the post-epidemic era, the arduousness, complexity, and variability of college students' work, as well as the individualization and diversification of student development, have led to great changes in their way of thinking, psychological state, behavior habits, etc., which have put forward higher requirements for student affairs management. For example, students' mental health is a major issue facing schools in the post epidemic era, and schools need to strengthen mental health education from multiple levels and dimensions to effectively adjust students' psychological state. (Wu Chuangzheng, Zhu Jinbang & Liu Zilong. 2023, p.402-404). Therefore, it is an important and urgent task of higher education given by the times to analyze the problems existing in the mental health education of college students in colleges and universities nowadays, to explore the education law, to optimize the education mode, and to improve the effectiveness of education (Wang Xiaoxiao, 2023, p.92-95). In recent years, the number of college graduates has been increasing year by year, and the employment situation of college students has become exceptionally severe due to the impact of the New Crown Epidemic and the fact that China's economy has entered into the stage of medium-low growth (Zhang Gangsheng, 2023, p.51-58). These above problems are exactly the problems that student affairs administrators in universities have to solve.

Zhou Zuoyu (2021, p.1-7), Vice President of Beijing Normal University, also suggested that perfect management of student affairs is one of the important guarantees for the level and quality of education in higher education institutions, and has an irreplaceable role in responding to global challenges, meeting the world's demand for high-level talents with good character, deepening international educational cooperation and building a community of human destiny.

Located in the southwest of China, Guangxi is an underdeveloped region, and its economic level and educational resources are lower than the national average (Zhu Wenwei & Chen Leilan. 2023, p.48-57; Qin Yang. 2023, p.1-3). In the new era, in

order to better promote the high-quality development and management innovation of student work in Guangxi applied undergraduate colleges and universities. Therefore, as a student affairs manager of Guangxi colleges and universities, it is necessary to deeply analyze the weak links existing in the current management of student affairs in Guangxi applied undergraduate colleges and universities, find an effective guide to further improve the management of student affairs in Guangxi applied undergraduate colleges and universities, and improve the management of student affairs in all aspects of work. At the same time, in line with the sense of responsibility and sense of mission for the healthy growth and comprehensive development of students, we make efforts to put forward optimized working guidelines for the management of student affairs in our university, so that the student work of our university can get high-quality development and management innovation, and the talents cultivated by the university can better serve the local economic and social development.

Research Questions

1. What is the current situation of student affairs management in applied undergraduate campus Guangxi universities?
2. What are the guidelines of student affairs management in applied undergraduate campus Guangxi universities?
3. What level of suitability and feasibility student affairs management guidelines in applied undergraduate campus Guangxi universities?

Objectives

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

Scope of the Research

Population and the Sample Group

The Population

The population of this phase was 726 student affairs administrators from 7 applied undergraduate universities in Guangxi.

The Sample Group

This research used stratified sampling and simple random sampling based on Krejcie and Morgan sampling table (1970), using systematic sampling method to draw a sample of 254 student affairs administrators.

The 7 applied undergraduate Guangxi universities in this research are as follows: Wuzhou University, Beibu Gulf University, Baise University, Yulin Teachers' University, Hezhou University, Hechi University, Guangxi Nationalities Teachers' University.

The Variable

Guileines for student affairs management in applied undergraduate campus Guangxi universities four aspects:

1. Mental health education
2. Grants management
3. Academic guidance
4. Employment guidance

Advantages

1. To guilelines for student affairs management in applied undergraduate campus Guangxi universities, further improve the management level and ability of student affairs managers in Guangxi application-oriented undergraduate universities.

2. Constructing a scientific student affairs management system of colleges and universities adapted to the new era is conducive to the cultivation of applied talents adapted to the development of the new era and the promotion of the connotative and high-quality development of student affairs management work in applied undergraduate campus Guangxi universities.

3. This study was innovative in its research methodology by using both quantitative and qualitative research methods. It provides a reference for scholars studying the management of student affairs in colleges and universities.

Definition of Terms

Student affairs management refers to the management of students' non-academic or extracurricular activities in colleges and universities, which is combined with the theory of student development to provide students with precise and personalized services, to pay attention to special groups of students, and to promote the physical and mental health and comprehensive development of all students. Its management broadly includes: "all non-academic affairs such as student enrollment, new student acclimatization, registration and arrival, residential life, grants management, extracurricular activities, employment guidance, academic guidance, mental health education, disciplinary handling, crisis management, etc."

Mental health education refers to incorporating elements of mental health education into physical education, aesthetic education, labor education and civic education for university students, adequate counseling services for students, mental health education through online and offline means, paying attention to the psychological needs of special groups of students, emphasis on peer tutoring team building, effectively preventing and intervening in the occurrence of psychological crisis incidents, actively carrying out psychological drama activities, and effectively carrying out home-school linkage parenting work, administrators receive professional training and exchanges, have a very clear understanding of the boundaries and positioning of responsibilities in mental health education work, and have adequate counseling space and equipment.

Grants management refers to providing "precise" assistance to students from economically disadvantaged families through diversified means, organic integration of "helping the poor", "helping the will" and "helping the intellect", and the use of an indicator system combining quantitative and qualitative indicators to carry out accurate identification work, it pays attention to the psychological needs of students, protects their privacy, follows up the situation continuously, carries out dynamic management, emphasizes publicity work and innovative forms and carriers, works according to the developmental financial assistance system, actively explores new modes of financial assistance for the education of human beings, carries out its work with the help of new media technology, and receives regular training in its operations.

Academic guidance refers to according to the refined academic management plan, we urge students to make good academic development plans and help them understand the policies and systems. Understand the academic situation and the needs of academic counseling, stimulate learning motivation and guide the initiative to seek help, establish mutual help organizations, guide the use of resources, build a platform for counseling and support, provide personalized guidance and help students with academic difficulties. Participate in regular work seminars and exchanges, and have good communication with classroom teachers.

Employment guidance refers to Provide students with whole-process, personalized and long-term employment guidance services, guide the formulation of employment goals, provide precise management for students, do a good job of guiding the outlook on employment, use the employment platform to push out information and introduce preferential policies, integrate labor literacy education into employment guidance work, integrate the goals and connotation of the strategy of rural revitalization into the curriculum, care for students with difficulties in employment and students from special groups, attach importance to employment autonomy cultivation, open channels of communication, and integrate innovation and entrepreneurship education and employment guidance work organically.

Research Framework

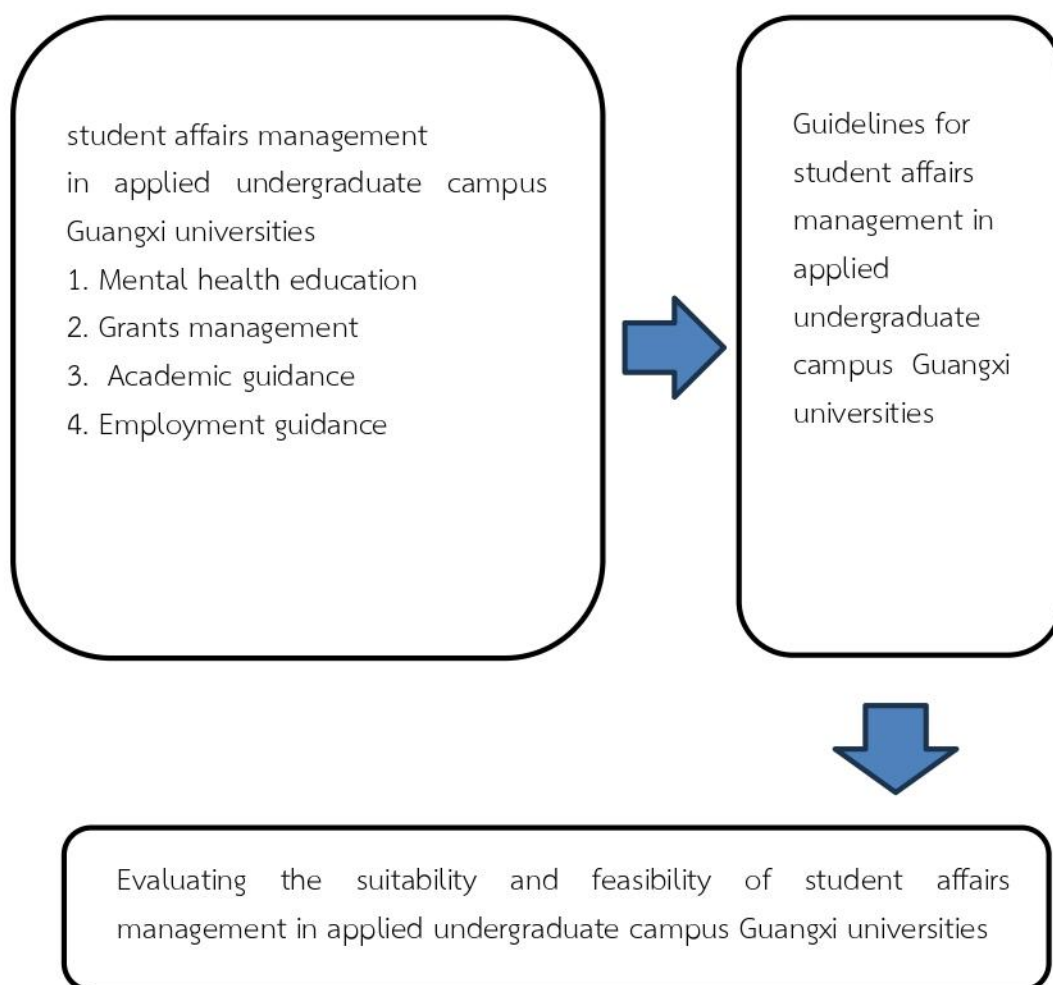


Figure 1.1 Research Framework

Chapter 2

Literature Review

In the research on student affairs management in applied undergraduate universities, the researchers deeply analyzed the relevant literature, concepts, management theories and related research in this field of student affairs management in Chinese and foreign universities. It mainly includes the following aspects:

1. Concept of educational administration
2. Theories and Concepts of student affairs management
3. Context of applied undergraduate Guangxi universities
4. Related Research

The details are as follows.

Concept of Educational Administration

Educational Administration

Koontz, H. D., & O'Donnell, C. (1955, p.20-30) propose to divide the process of education management into five steps: 1) Planning; 2) Organizing; 3) Staffing; 4) Directing; 5) Controlling. Their philosophy of educational management emphasizes the basic principles and methods of management. They believed that educational management should focus on organization and planning in order to achieve educational goals. Their proposed management theory includes the core concepts of planning, organizing, leading and controlling, which are important for educational management. They emphasized that managers should have good planning and organizing skills, be able to lead teams effectively, and ensure the effectiveness and continuous improvement of the educational process through control and feedback mechanisms. In addition, they emphasized the importance of communication and collaboration in management, arguing that managers should maintain good communication and cooperative relationships with all parties in the educational institution. Overall, Koontz and O'Donnell's philosophy of educational management emphasizes the basic principles and methods of management and provides important theoretical support for educational management.

Fayol, H. (1949, p.20-90) proposes five functions of educational management and educational concept management: 1) Planning; 2) Organizing; 3) Commanding; 4) Communicating; 5) Controlling. He proposed 14 principles of management: division of labor, authority and responsibility, discipline, unity of command, subordination of individual interests to the general interest, compensation of personnel, centralization, hierarchy, order, fairness, stability of personnel, innovation and teamwork. His general management theory condensed the universal principles of management.

In *Papers on the Science of Administration*, published by Luther H. Gulick and Lyndall Urwick in 1937, Gulick systematized classical management theory and proposed the famous seven functions of management, which are summarized as POSDCORB, namely 1) Planning, 2) Organizing, 3) Staffing, 4) Directing, 5) Co-ordinating, 6) Reporting, and 7) Budgeting. That is: 1) Planning, 2) Organizing, 3) Staffing, 4) Directing, 5) Co-ordinating, 6) Reporting, 7) Budgeting. These seven management functions together constitute the core content of Gulick's management theory, which provides a systematic management framework and ideas for managers. These seven management functions together constitute the core content of Gulick's management theory, providing managers with a systematic management framework and ideas. These functions are not only applicable to business management, but also widely used in other fields, including education management. Through the use of planning, organizing, personnel, directing, coordinating, reporting and budgeting, managers can effectively promote the progress and development of their organizations.

Deming, W.E. (1993, p.20-100) proposes that the management process is divided into 4 steps: 1) Planning; 2) Do; 3) Check; 4) Action. His philosophy of educational management emphasizes the importance of continuous improvement and full participation. Deming developed the concept of systematic quality management, which advocates continuous quality improvement to enhance organizational performance. In the context of educational management, he believes that educational institutions should focus on continuously improving the quality of educational processes and services to meet the needs of students and society. Deming emphasizes the leadership role of administrators and encourages them to establish a good organizational culture and incentives to stimulate innovation and

enthusiasm for work among faculty and staff. He also advocates teamwork and full participation, believing that every member should be actively involved in quality improvement activities and advocating the establishment of a working atmosphere of mutual trust and cooperation. Overall, Deming's philosophy of educational management emphasizes the importance of quality management, advocates continuous improvement and full participation, and provides guidance and inspiration for educational administrators.

Guo Bingwen (1922, p.369) advocates that education should be based on the needs and characteristics of students and emphasize the cultivation of students' creative thinking and practical abilities rather than simply instilling knowledge. Guo Bingwen emphasizes the cultivation of students' emotional factors and moral literacy, and believes that education should pay attention to students' mental health and emotional development. He advocated the democratization and diversification of education, as well as the close connection between school and society, in order to cultivate talents to meet the needs of society. Taken together, Guo Bingwen's educational thought focuses on personality development, practical ability, emotional cultivation and social adaptation, reflecting the concept of human-centered education.

Taylor's *Principles of Scientific Management* (Taylor, F. W. 1911, p.50-60), a landmark work in the history of management, marked the dawn of a new era of management. The main theories of *Principles of Scientific Management* cover a wide range of aspects such as the improvement of labour productivity, the scientific formulation of work quotas, the adaptation of competence to work, standardized operations, differential piece-rate pay systems, the separation of the planning function from the executive function, the principle of management by exception, and the cooperation between workers and employers, which together constitute the complete framework of Taylor's scientific management. It is an important reference value for management practice in the field of education.

In his book *The Theory of Social and Economic Organization*, Weber (1922, p.20-150) emphasized institutionalized management, a clear division of responsibilities, a rational power structure, and a selection mechanism based on competence and skills. These principles help to enhance the efficiency, stability and fairness of educational organizations and promote the achievement of educational

goals. Its theoretical contribution remains an important reference value for management practices in the field of education.

Christopher Hodgkinson (1983, p.195) first drew a distinction between administration and management. He argues that the former is more concerned with the formation of purposes, value loads and human aspects, while the latter is more concerned with issues that are more routine, material, planned and subject to quantitative methods of analysis. Administrators should formulate policy by focusing on philosophy, planning and politics (P3), while managers are responsible for its implementation through the functions of mobilizing, managing and monitoring (M3).

See Thomas (1993, p.216-220) suggests that scientific theories of educational management view organizations as external, objective entities; instead, he argues that there is no ontological reality to organizations; organizations are merely social realities created and invented by human beings, and that organizations are constructed partly out of the representations that we make about them, including how others interpret those representations, and how we then interpret others' understandings (dual interpretation). (double interpretation). It is people who are responsible for organizations, and it is people who change organizations. Organizations exist in and through people. Organizations gain reality (authenticity) only through human activity.

Xu Lili (2020, p.135-136) suggests that educational management has emerged and developed along with the development of educational activities, and is a practical activity involved in the daily operation of educational work. She summarized a variety of perspectives on the definition of the concept of "educational management" in the field of educational management, the first of which originates from the study of educational management, which is to look at the laws of education itself; the second is to study it according to the principles of social management; and the third is to observe and analyze it from the perspective of the two "organic combination" and "interpenetration". The third is to observe and analyze from the perspective of "organic combination" and "mutual penetration". Define education management in a broad and narrow sense respectively.

Bie Dunrong (2021, p.10-15) proposes modernization of higher education governance is an indispensable part of the modernization of higher education system, and modernization of governance capacity is an important guarantee for the

realization of higher education modernization. In China's higher education environment, the modernization of governance system and governance capacity plays a key role in supporting and guiding the modernization of higher education. It is also proposed that university academic management is an important link in the development of universities, and its scientific, standardized and innovative practice is crucial to improving academic standards and promoting academic progress.

To sum up, education management refers to the use of scientific methods and methods to plan, organize, guide, supervise and coordinate educational institutions and organizations at all levels under the guidance of educational leaders, so as to achieve the rational allocation of limited educational resources and achieve the goals of improving the quality of education, improving the efficiency of school-running, stabilizing teaching order, and improving school-running conditions, so as to promote the development of education.

Higher education management

Shen Yanting (2021, p.1-10) proposed according to the definition of management that higher education management refers to the management covering the entire field of higher education, including the comprehensive management of higher education administration and ordinary university management. She defines higher education management from both macro and micro aspects. In the macro aspect, it refers to proposing tasks, formulating plans, providing conditions, promulgating laws and regulations, and issuing instructions according to the needs of the country; The micro aspect refers to the direct organization of talent training and scientific research according to the requirements of the superior. At the same time, she analyzes the relationship between higher education, educational management and higher education management: higher education is the object of higher education management, which in turn is subordinate to the practical activities in the field of education (it refers specifically to the various types of educational management carried out after the completion of secondary education).

Higher education management refers to the whole process in which people consciously and consciously regulate various resources and relationships inside and outside the higher education system according to the purpose and development law of higher education, so as to achieve the original established purpose of the higher education system. There are three meanings here: first, it indicates that the purpose

and development law of higher education are the basis for higher education management activities; Second, it points out that consciously and consciously regulating the internal and external relations of the higher education system and the relevant higher education resources available to it to echo the objective law of the development of the higher education system is the unique task of higher education management; Third, the result of higher education management is the need to continuously promote the effective realization of the purpose of its higher education system (2022, from Baidu Encyclopedia).

Higher education management mainly refers to the internal management behavior implemented by institutions of higher learning. According to the different management systems, it can be divided into macro higher education management and micro higher education management. The former is also known as higher education administration or external management of higher education, and the latter is called higher education management or higher education internal management (2022, from Baidu Encyclopedia).

Guo Bingwen (2007, p.369) argues that higher education as a system, with the goal of building a modern school system, reforming the school's administration, teaching management, academic system, university services, logistics management, etc.; and the scientific nature of this higher education management idea is manifested in the fact that he combines his own educational experience with his dedication to integrating the advanced management ideas of U.S. higher education into the educational management practice of the National Southeast University. The scientific nature of this higher education management idea is shown in his commitment to integrate the advanced management ideas in American higher education into the educational management practice of the National Southeast University.

Gu Mingyuan and Lu Jie (2012, p.5-8) proposed that the management of higher education mainly includes policy formulation, personnel appointment and dismissal, and performance evaluation of institutions of higher education; it also includes the internal management of institutions of higher education, which covers the internal organization of universities and colleges, the employment of talents, finance, capital construction, enrollment, teaching, scientific research, and social services, and so on.

Tang Hanqi (2014, p.10-14) proposes that higher education management is the process of coordinating higher education institutions with the government, society and higher education institutions as well as between its internal subjects, i.e., administrators, teachers and students.

Lubo (2006, p.25-27) proposes that centralization of power in education means that the decision-making power or final decision-making power in educational administrative affairs is centralized in the higher authorities, and that the lower authorities can only exercise the functions of administration according to the regulations, orders and instructions of the higher authorities, and are responsible to the higher authorities. Centralization and decentralization in the management of higher education address such issues as the power structure between the Government and higher education institutions, between the central and local levels, and the division of power between academia and administration within schools.

Pan Maoyuan (2007, p.369) educational ideology advocates "moral education first, intellectual education first, and physical education as a supplement". He emphasized the cultivation of students' all-round development in morality, intellect and physical fitness, and believed that moral education is the primary task of education, which promotes students' all-round growth by cultivating their moral qualities and character qualities. Intellectual education, on the other hand, is to cultivate students' knowledge and intelligence, focusing on cultivating their creative thinking and problem-solving abilities. For physical education, he believed that sports exercise was vital to students' physical and mental health, and could promote the harmonious development of students' body and mind. In addition, he advocates focusing on the practical and adaptive nature of education and advocates combining education with social practice to develop students' social adaptability and practical ability.

Tong Yan (2021, p.135) suggests that higher education management plays an important role in improving the quality of higher education and promoting the overall development of students, therefore, it is necessary to actively explore effective solution paths for the problems existing in the current education management, so as to improve the quality of higher education management and promote the healthy development of higher education in China.

To sum up, higher education management refers to the actions made by education administrators to optimize the allocation of various elements within colleges and universities, ensure the order and efficiency of daily management work, and achieve the goals of higher education, improve the efficiency of running schools, stabilize teaching order, improve school running conditions, and improve education quality.

Theories and Concepts of student affairs management

Student Development Theory

Student development theory first originated from the American college career guidance movement in the 1920s. There are four types of student development theories that are commonly used in the United States in student affairs management: individual and environmental theory, social psychology theory, cognitive and value theory, and integrated theory. The theory of individuals and the environment explains that the environment can affect the individual, the individual can also affect the environment in turn, and how the individual and the environment affect each other. This theory explains the impact of the university campus environment on students' values and social psychology, while also laying the theoretical foundation for other student theories.

Rodgers (1969, p.22-68) defines "student development" as "the way in which students continue to grow, improve, and improve their abilities in higher education institutions." His view is "focusing on the holistic development of the person" and the planned use of student development theory by student affairs administrators to promote student development.

Arthur Chickering (1969, p.80-100) proposed Chickering's Developmental Theories (CDT) for college students that emphasizes the holistic development of students in the areas of academic, social, emotional, and personal growth. The theory provides important theoretical guidance and practical support for student affairs management and program design in American colleges and universities.

Feng Pei (2009, p.29-31) proposed that the theory of student development is the theoretical basis of student affairs management, which describes the process of student development and five important theoretical dimensions: intellectual development, moral development, psychological development, career

development, and self-development. From the perspective of discourse, he divided the theory of student development into social psychology theory, cognitive structure theory, typology theory, and human-environment interaction theory.

Fan Yi (2018, p.12) Through services and guidance to students, colleges and universities can improve students' adaptability, help students adapt and cope with more complex learning activities and help them enter the society. Student workers should strengthen the improvement of their own literacy, constantly adopt new methods and concepts to guide their student management, and provide new impetus for the comprehensive and healthy development of students. Student workers should adhere to the belief that everything is for the development of students, constantly practice it in practical work, pay attention to various problems encountered by students in the process of growth, patiently help students take the initiative to overcome and solve these problems, and make progress and development in constantly overcoming difficulties.

To sum up, the theory of student development should correctly understand the development of college students, so that college students can be perfected in social development, intellectual development, physical development, moral development, emotional development, career development and spiritual development. Every college student has different personality characteristics, and its development also needs to be studied and follow certain laws. The school environment has a significant impact on the individual development of college students, and the school's academic philosophy, school purpose, teaching and curriculum design, teacher quality, learning atmosphere, group relations, student activities, campus culture and living environment have a significant impact on students, creating a good development environment, which is particularly important for the development of college students.

Concepts of student affairs management in universities

Student affairs

The concept of "student affairs" emerged and developed from the field of higher education in the United States in the early 20th century. In the United States, higher education activities are generally divided into "student affairs" and "academic affairs": "academic affairs" usually involve students' classroom activities, classroom learning, curriculum and cognitive development, etc., and "student affairs" involves

auxiliary courses, residential life, student activities, emotional or personal development, etc.

Theodore, K., & Miller (1991, p.20) proposed that student affairs is used to describe the organizational structure or unit on campus that is responsible for students' extracurricular education, including classroom education.

James W. Guthrie (2003, p.15-20) defines "student affairs as" student affairs" for the holistic development of students, including their intellectual, emotional, physical, social activities, career guidance, moral and religious beliefs, and aesthetic appreciation. " This definition expounds the rich connotation of student affairs from a macro level, emphasizing the balanced development of students in all aspects.

Fang Wei (1994, p.51-52) proposed that "student affairs is a non-academic or extracurricular activity", and he was one of the earliest scholars in China to propose a definition of student affairs.

Cai Guochun (2000, p.56-59) proposed that "student affairs refers to the organizational activities of colleges and universities to exert educational influence on students and students through non-academic affairs and extracurricular activities, so as to standardize, guide and serve students, enrich students' campus life, and promote students' growth and talents". He was also one of the first scholars in China to define student affairs.

Zhao Ping (1995, p.43-44) translated the terms "student affairs" and "student services" as "student work" because the object, nature, content and scope of work are similar to college student work in China. Student affairs are specific and cumbersome, involve a wide range, and run through all aspects of students' campus life, which is a general summary and summary of non-academic affairs and students' extracurricular activities in colleges and universities.

You Minhui (2008, p.58) proposed "student work", that is, universities exert long-term and subtle influence on students through non-academic affairs such as students' after-school activities and intramural club activities, so as to achieve the purpose of standardizing student management. Moral, intellectual, physical, and aesthetic education is an important component of school education, and at the same time, school education also pays attention to ideological and political education, that is, moral education.

Wang Xiuyan et al. (2011, p.34-35) proposed that student affairs in colleges and universities is the whole process of education, management and service of non-academic activities in the process of student development and growth by student affairs administrators under established norms.

Chen Yuhua et al. (2016, p.40-42) proposed that the scope of student affairs management covers students' personality education, administrative management, growth counseling, life services, quality development, etc.

Wei Fang (2020, p.127-129) proposed that students' academic affairs are mainly students' classroom learning activities, internship training, and major-related practical teaching activities, while non-academic affairs cover all other activities of students except professional learning activities, collectively referred to as student affairs.

Zhang Xiaojing (2010, p.30-40) proposed that around the three links of entrance-process-exit, Harvard University's student affairs management system runs through the whole process of talent training, from the entrance education of new students, to academic support and non-academic support in the process of student development, and then to students' life planning and guidance, providing comprehensive services and support for students' growth and development.

Feng Pei (2009, p.29-31) proposed that student affairs include the following three aspects: (1) student growth counseling. Including students' correct outlook on life, values, the establishment of world view, the formation of healthy psychology and personality, career planning and employability preparation, personality quality optimization, etc. (2) Daily campus behavior management of students. Including campus order maintenance, student learning environment management and extracurricular learning organization, learning effect evaluation and reward and punishment, student class and club leadership and organization, student activity organization and coordination, etc. (3) Student life services. Including student academic financial aid and student assistance activity organization, student accommodation management and student community service, etc.

Chang Yu (2022, p.85-87) Student affairs is often referred to as "student work". Student work is an educational management activity that is engaged by a special person/institution to improve students' ideological, political, psychological, and character qualities in a targeted, planned and organized manner.

In summary, student affairs refers to the organizational activities of colleges and universities to promote students' academic success and whole-person development through educational activities and developmental educational guidance. Generally speaking, student affairs refers to a series of work carried out by schools to protect the rights and interests of students in learning, life and development. College student affairs can roughly include: "all non-academic affairs such as student enrolment, new student orientation, counseling services, residential life, grants management, extracurricular activities, employment guidance, academic guidance, student mental health education, and disciplinary handling".

Student Affairs Management

The Historical Development of Student Affairs Management in Chinese Universities

The management of student affairs in colleges and universities has always been highly valued by the Chinese government, and according to the different values of each period, we divide the management of student affairs in colleges and universities in China into four periods: politics-oriented student affairs management, economic construction-oriented student affairs management, social development-oriented student affairs management, and student development-oriented student affairs management.

1. Management of student affairs based on political education

The most important feature of the political education-oriented student affairs in the early years of the founding of New China was that it was "politically oriented", with the aim of strengthening the ideological and political education of students in Marxism-Leninism. At that time, in order to meet the demand for political education, all colleges and universities successively set up party committees, and each faculty set up a general branch of the party to meet the demands of political education, and the most influential political counseling office was set up to take charge of the whole university. The establishment of the most influential Political Counseling Office, which undertook the ideological and political education of the whole university, became a distinctive symbol of the political-oriented period. At the same time, all colleges and universities established Communist Youth League organizations and student unions, thus guiding and organizing students to carry out politically-charged practical activities when they were able to do so.

In the Instruction on Educational Work of September 1958, it was pointed out that "education is for the service of proletarian politics." During this period, the student management organizations of higher education institutions had just started their work. The establishment of all the institutions and the education staff carried out their work on the premise of political management. In terms of the student affairs management workforce, the introduction of the political counselor system laid a solid foundation for ideological and political education in colleges and universities.

2. Management of student affairs based on the construction of the economy

In the early years of reform and opening up, student affairs, which were characterized by the coexistence of education and management, have been enriched to some extent by the spring winds of reform and opening up and by the truth line of "Seek truth from facts", which serves the construction of the socialist economy. In the past, the politics-based management of student affairs was out of place in the development of the market economy, and the goal of cultivating professional and technical talents who can meet the demands of the socialist market has led the management of student affairs in this stage. At this stage, the work content still insists on ideological and political education as the leading role, and starts to enrich the campus culture construction work, the work content of student affairs management can be developed. Fully utilizing the two important carriers of student union and party organization, the campus culture platform of rich and colorful extracurricular practice, culture and sports and club activities is built. It can be seen that the development of various campus cultural activities has a positive impact on the growth and success of students, and colleges and universities have begun to pay attention to the development of students' personalities.

The Party and the Government of this period realized the importance of regulating the conduct of students in colleges and universities after the resumption of the college entrance examination system. Relevant administrative regulations were successively promulgated, which led to the gradual improvement of the norms governing student affairs in colleges and universities, the strengthening of management functions, and the beginning of the pilot implementation of the scholarship system and the student loan system, among other things.

3. Social development-oriented management of student affairs

The 21st century economic globalization of education, management and service and heavy type of student affairs is the formation of student affairs in the situation of adapting to the development of society, play good college and university functions to serve the community. Compared with the student affairs in the previous period, the biggest characteristic is to serve students. "Social development-oriented" is the requirement of the development of the times, the connotation of student affairs has been expanded even more, the concept of service-oriented increased employment guidance, mental health education, logistics and accommodation management, work-study and other aspects of the work for the students to carry out a full range of services and counseling. In order to solve the problem of poor students who are unable to enter the university for knowledge due to economic difficulties, the introduction of national and government policies on academic financial assistance has prompted the management of student affairs in colleges and universities to include student financial assistance as part of their work. The scope of work is constantly expanding, prompting the construction of the national college counselor team is also gradually moving towards standardization and professionalization of the road.

At this time, student affairs take student services as the starting point, based on meeting the reasonable needs of students, changing the rigid situation in the traditional model centered on educators and management systems. This kind of student affairs management is the mainstream model of many colleges and universities at present.

4. Student affairs management with a focus on student development

Under the harmonious and innovative development of socialism and the promotion of supply-side reform, the national government began to pay great attention to the ideological and political work of colleges and universities, which makes colleges and universities explore the innovative path of scientific, humanized and refined management of college and university student affairs under the guidance of the concept of student development. The concept of student development-oriented can provide better services for cultivating students' comprehensive quality and healthy growth and success.

In this period, the content of student affairs management work can promote the development of students in practical ability and innovation ability, and enhance the creativity of colleges and universities. With the help of new media technology and big data analysis platform, colleges and universities gather the backbone of colleges and universities to create a relatively relaxed, healthy, active and positive environment for students to grow up.

Scholarly definitions of student affairs administration

James W. Guthrie, *Encyclopedia of Education* (2003, p.15-20) Student affairs administration originated in the United States, and Streit, C. (1993. p.39-45) argues that the trajectory of student affairs administration is steeped in history. In the transmutation of the connotations of "alternative parenting", discipline management, student personnel, student services, student development, and student learning.

Chu Zuwang and Jiang Hongchi (2009, p.10) proposed that the management of activities other than academic affairs in colleges and universities is collectively called student affairs management, which specifically refers to the specialized organizations and student affairs administrators in colleges and universities based on national laws, policies and talent cultivation goals, guided by certain values of student affairs, the use of relevant professional knowledge and skills, the rational allocation of resources, and the provision of student affairs necessary for the promotion of the all-around development of students. The whole process of organizing activities.

Cai Guochun (2000, p.56-59) proposes that student affairs management is an organizational activity of colleges and universities that exerts educational influence on students through non-academic affairs and extracurricular activities in order to regulate, guide and serve students, enrich students' campus life, and promote students' growth and success. He believes that student affairs management is one of the important carriers of high-quality talent cultivation in countries all over the world, and is an important part of the development of higher education that cannot be ignored.

Fang Wei (1994, p.91-94) defined student affairs management as the management of students' non-academic or extracurricular activities in colleges and universities.

Feng Pei (2009, p.29-31) proposed that "management of student affairs in colleges and universities" mainly includes three aspects: first, the implementation of education for students. The first is to educate students. Organize activities, provide counseling, and create an atmosphere to promote the growth and success of students. The second is to manage students. It is mainly through the management of students' behavior outside the campus classroom. The third is to provide services for students. Define "management of student affairs in colleges and universities" as the organizational activities that influence students outside the classroom activities on campus to promote the overall development of students in terms of morality, intelligence, physicality and aesthetics, as opposed to the management of academic affairs in colleges and universities.

Chen Yuanlin and Zhong Qiwan (2023, p.136) suggest that student affairs management is a practical process of affairs activities provided by the management organizations and managers of college and university students in accordance with certain laws, regulations and policies, focusing on the objectives of talent cultivation, applying specific management skills and means, and carrying out targeted management activities through the rational allocation of management resources for the promotion of the overall development of students.

According to Ji Peipei (2022, p.89) student affairs management refers to the educational activities that combine school education, service and management into one in accordance with the current cultivation objectives of national higher education and the promotion of the comprehensive development of all students, with study guidance, financial aid management, psychological counseling, career guidance and growth counseling as the core content.

According to Hu Zhixia (2021, p.57) student affairs management refers to the extracurricular and non-academic management activities of higher education institutions that promote the comprehensive, balanced, and sustainable development of students by guiding, regulating, and serving their growth process. Organizational activities of higher education institutions that exert influence on students outside of classroom activities in order to promote the overall development of students' moral, intellectual, physical, social and aesthetic development.

Wang Yaqiong (2020, p.16-19) suggested that student affairs management is characterized by three main properties: it is both a transactional work and a nurturing activity, as well as a field of study.

Zhang Qin (2010, p.144-146) concluded that helping students to achieve academic success, develop leadership skills, improve practical skills, enhance spirituality, and safeguard the needs of student life are defined as student affairs.

Chen Chunlian (2013, p.5-10) proposed that the work content of student affairs management in colleges and universities includes: the leadership of students' ideals and morals, the guidance of students' vocational ability development, the guidance and assistance of students' study, and the service and counseling of students' life.

Li Xiangping and Hong Chengwen (2012, p.71-76) proposed that the management of student affairs in colleges and universities includes all non-academic affairs such as study guidance and management of social practice activities, organization of clubs and management of daily life, mental health counseling and services, career development and employment management.

According to Xia Yuqin (2017, p.69-72) ,Student affairs management in colleges and universities is an organizational activity that regulates, guides and serves students through non-academic affairs and extracurricular activities to promote their growth and success.

Wang Yuju (2019, p.5-7) proposed that student affairs management is the process of regulating, guiding and serving students as a way to enrich their campus life, enhance the value system, realize the school's cultivation of talents, and promote their growth and development.

According to Liu Jie and Li Huashu (2012, p.48-49) student affairs management in higher education is the process of providing students with education, management and services such as psychological counseling and career guidance in addition to teaching.

Dong Yazhi and Li Dayong (2022, p.19-22) proposed that student affairs management is mainly to exert educational influence on students through non-academic affairs and extracurricular activities, with the purpose of promoting students' growth and success. Student affairs management should focus on both groups and individuals to provide comprehensive, professional and personalized

services for students, especially effective services for international students, students with disabilities, students with psychological problems and students with learning difficulties.

Hu Zhixia (2021, p.57) suggests that the management of student affairs in colleges and universities should pay attention to the needs of special groups; administrators need to think about the context of the increase in stress, anxiety, depression and other mental illnesses among college students, and how student affairs in colleges and universities should provide services in them.

In summary, Student affairs management refers to the management of students' non-academic or extracurricular activities in colleges and universities, which is combined with the theory of student development to provide students with precise and personalized services, to pay attention to special groups of students, and to promote the physical and mental health and comprehensive development of all students. Its management broadly includes: "all non-academic affairs such as student enrollment, new student acclimatization, registration and arrival, residential life, grants management, extracurricular activities, employment guidance, academic guidance, mental health education, disciplinary handling, crisis management, etc.".

Background of China's introduction of relevant documents on the management of student affairs in higher education institutions

"Mental health is the theme of health in the 21st century, and the promotion of mental health education for college students has gradually become an important part of quality education practiced by educators in colleges and universities. In recent years, China's Ministry of Education has issued a number of documents, such as "Opinions of the Ministry of Education on Strengthening the Mental Health Education of College Students in General Colleges and Universities" and "Implementation Outline of the Mental Health Education of College Students in General Colleges and Universities", etc., which point out that mental health education is not only an important measure to implement the Party's education policy and practice quality education, but also an effective way to promote the all-round development of college students, and should be incorporated into the important agenda of each college and university. Mental health education for college students should be incorporated into the important agenda of each university.

In July 2018, the Party Group of the Ministry of Education of the Communist Party of China issued the Guideline for Mental Health Education of Students in Colleges and Universities (dangjiao[2018] No.41), which puts forward, "Mental health education is an education that improves the psychological quality of college students and promotes the harmonious development of their physical and mental health, and it is an important part of the talent cultivation system of colleges and universities and an important content of the ideological and political work of colleges and universities. It is also an important part of the ideological and political work of colleges and universities." In the Letter of the Office of Education, Thinking and Politics [2021] No. 10 issued in July 2021, the Ministry of Education of China attaches great importance to the mental health of students in colleges and universities. It is imperative for colleges and universities to strengthen the mental health education of college students, which is also an important part of the comprehensive quality education of college students.

Student financial aid is an important part of talent cultivation, and the Ministry of Education emphasized at the 2019 National Student Financial Aid Work Conference (2019.02) that the new era has given a new mission to student financial aid work, and that student financial aid work should adhere to the development idea of "strengthening itself, mapping out the bottom line, precisely applying policies, and strengthening the cultivation of human beings", and deal with the relationship between broad coverage and accurate drip irrigation, and change from rough management to precise management; deal with the relationship between financial aid and cultivation. The relationship between broad coverage and precise drip irrigation, from rough management to precise management; deal with the relationship between financial aid and education. The Ministry of Education and Guangxi Education Department have issued a lot of circulars and documents on financial aid management of colleges and universities, which provide guidance for better financial aid management. The document "Notice of the General Office of the Ministry of Education on Effectively Doing a Good Job in Financing Students in Colleges and Universities in the Autumn Semester of 2023" (Letter of the Office of Education and Finance [2023] No.13) requires that it is necessary to ensure that every student from economically disadvantaged families can enroll in school smoothly and attend school without fear. It is necessary to strengthen the identification of students

with family economic difficulties, the publicity of financial aid policies, and the level of financial aid management.

Due to factors such as geographical location, level of local economic development and the structure of the student population, universities in Guangxi have a larger number of students from economically disadvantaged families, and the task of financial assistance has become more onerous. When the national administrative departments formulate all kinds of financial aid policies, there is a certain inclination to Guangxi and other nationalities, which is also the need of the state to promote the development of higher education in difficult areas and optimize the education structure. Therefore, the study of financial aid management work in Guangxi colleges and universities is more representative and practical significance.

Academic guidance is an important work to promote the academic development of college students and improve the quality of talent cultivation in higher education. The Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Cultivation (gaojiao[2019] No.6) document requires that colleges and universities should effectively strengthen the construction of the academic style, enhance the degree of academic challenge, strengthen the talent cultivation program, educate and guide the students to love their studies, study hard, and successfully complete their studies. The current college students' academic guidance work has attracted enough attention and attention from Chinese colleges and universities.

The document "Implementation Opinions of Guangxi on Accelerating the Construction of High-level Undergraduate Education to Comprehensively Improve Talent Cultivation Capability" (Gui Education Norms [2019] No.1) proposes that colleges and universities should further improve the awareness of quality standards for talent cultivation, strengthen the teaching infrastructure in accordance with the index system of qualified assessment of undergraduate teaching and auditing and evaluation, and strengthen physical education, aesthetics, and labor education to improve the Students should strengthen physical education, aesthetic education and labor education to improve the quality of health and aesthetic ability, enhance labor awareness, and develop labor habits. It is required to strengthen students' academic

guidance and services. Improve the student academic counseling system, and actively guide students to self-management and active learning. Colleges and universities should introduce practical measures to solve the problem of insufficient guidance for students by teachers in multi-campus operation. The establishment of "counselor-student-parent-teacher" as one of the academic early warning system. For students who have difficulties in specialized learning, they should be reminded and guided to switch to a suitable major in time to continue their studies.

Career guidance for college students helps students plan their careers, provides necessary job skills training, facilitates job matching, enhances the reputation of the university, and promotes economic development. It not only affects the growth and success of individuals, but is also directly related to the economic prosperity and stability of society as a whole.

The General Office of the Ministry of Education of China on the implementation of the 2023 session of college graduates employment "100 days sprint" action notice (Teaching Office letter [2023] No.10) and other documents, mentioned that colleges and universities should pay attention to the employment guidance of students, to help college students successfully employment. The "Notice of the Department of Education of the Autonomous Region on Carrying Out the 2023 "Building Dreams and Helping to Fly Innovation Guangxi" Entrepreneurship Support Competition for College Students" (Gui Education Financial Aid [2023] No.18) requires that more care and assistance be given to special groups of students in terms of their physical and mental development, moral quality cultivation, academic support, and guidance on employment and entrepreneurship. Therefore, the school and the society should work together to strengthen the employment guidance for college students to ensure that students are smoothly integrated into the workplace and prepared for the future.

Table 2.1 Elements of Student Affairs Administration in universities

| Researcher Elements Of Student Affairs dministration | Ji Pei Pei | Willow Herd | Si, Jinpeng | Yang, Yang | Wang Xia, GuoYueh-Lan | QUXiaoping, TANG Yan | ChuZuwang,Jia Hongchi | ChenYuanlin,ZhoQjwan | Chen Chunlian | Hong Chengwen | Jiang Shan | Total |
|---|------------|-------------|-------------|------------|-----------------------|----------------------|-----------------------|----------------------|---------------|---------------|------------|-------|
| Study Guides (Academic guidance) | √ | | | √ | √ | | | √ | √ | √ | √ | 7 |
| Life Services (grants Management) | √ | | √ | √ | √ | √ | | | √ | √ | √ | 8 |
| Psychological Counseling (Mental Health education) | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | 9 |
| Employment Guidance | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | 10 |
| Disciplinary Management | | √ | √ | | | √ | | √ | | | | 4 |
| Event Management | | √ | √ | | √ | √ | | | | √ | | 5 |
| Admission Guidance | | √ | | | | | √ | | | √ | | 3 |
| Growth Counseling | √ | | | | √ | | | | | | | 2 |
| enroll new students | | √ | √ | | | | | | | √ | | 3 |
| Health Services | | | √ | | √ | | | | | | √ | 3 |
| Management of student organizations | | | | | √ | | | | | √ | | 3 |
| School Registration | | | | | | | √ | | | | | 1 |
| Thought Leadership | | | | | | | √ | √ | √ | | | 3 |

The table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to student affairs management in applied undergraduate campus universities, which consisted of Tipepe (2021); Li Zhen (2019);

Willow Herd (2019); Si, Jinpeng (2008); Zhou Zijing (2017); Yang, Yang (2012); Chu Zuwang, Jia Hongchi (2009); Chen Yuanlin, Zho Qiwan (2023); Chen Chunlian (2013); Hong Chengwen (2012); Jiang Shan (2021).

According to the current situation of student affairs management in China and the problems that exist among students, combined with the spirit of the relevant documents issued by the Chinese Ministry of Education and the Guangxi Education Department, as well as drawing on the research content of some Chinese scholars (table 2.1), the guidebook on student affairs management in Guangxi's applied undergraduate colleges and universities is researched in the following four aspects: 1) Mental health education, 2) Grants management, 3) Academic guidance, 4) Employment guidance.

Mental health education

Wilson, Mason, & Ewing (1997, p.316-320) proposed student affairs officers can play an important role in educating administrators about the "importance and value" (Stone & Archer, 1990, p.600) of counseling services and their role in serving the mission of the university to retain students and help them meet their academic and personal goals

Daulay, N., Harahap, A. C. P., & Sinaga, M. H. P (2022, p.78-86) points out Individual Counseling Service, is a service that is carried out by a school counselor to a client in the context of alleviating a client's personal problem; 6) Group Guidance Service, is a service that utilizes group dynamics to discuss various current/currently hot topics that are being discussed which are useful for the selfdevelopment of students/clients; 7) Group Counseling Services, is a group process that has special value for diagnostic and therapeutic aspects in solving problems; 8) Consulting Services, are services provided by counselors to clients that enable clients to gain insight, understanding and ways to deal with third party conditions and/or problems; 9) Mediation Services, services in assisting students/clients/service targets in solving problems and improving relations with other parties.

Chen Xiao gan (2023, p.1766-1767) points out that there is a close connection between physical education and mental health education in colleges and universities, which can promote students' physical health and improve their physical fitness through sports exercise. Physical health and mental health are inextricably linked as a whole, and counselors should guide students to pay attention to

personal mental health problems in physical exercise, which helps to improve students' mental quality.

Zhou Liang (2022, p.608) proposes that mental health education in colleges and universities should be carried out by utilizing the Internet platform, such as creating student psychological profiles, focusing on the monitoring and regular assessment of students with abnormal mental health conditions, as a way to guarantee the safety of the mental health of students in colleges and universities and to promote the healthy and stable development of their bodies and minds. Through the Internet platform to carry out targeted guidance on mental health issues, to give full play to the effective role of network mental health education.

Wang Weiqing, Wang Yongli et al. (2020, p.71-73) suggested that student affairs administrators should pay attention to special groups of students, pay attention to the special conditions and special psychological needs in them, and carry out mental health education in a targeted manner.

Zhao Shan, Bai Zhongqi (2020, p.107-112) proposed that in students' mental health education, it is necessary to strengthen the synergy between the school and the family, the school and the society, as well as the departments within the school, and to carry out the crisis intervention work in an all-embracing manner.

Han Xinhai and Li Jianmin. (2019, p.82) suggests that physical activity has a positive effect on students' mental health, and student affairs administrators should guide different students to participate in different types of physical activities to improve their mental quality according to their characteristics.

Ma Xiting, Liu Lixin (2017, p.107-110) proposed that based on the specific legal articles of the Mental Health Law of the People's Republic of China, it is necessary to clarify the boundaries of the work of mental health education for students in colleges and universities and the positioning of responsibilities, so as to make the work of mental health education in colleges and universities more standardized and scientific.

Yu GuoLiang (2023, p.42-45) proposes to expand and extend the mental health education workforce by strengthening the training of peer counselors and making full use of students' motivation and autonomy.

Li Jianxun; Lu Hang (2023, p.643-644.) argued that art education has an important positive role and significance for the mental health education of students

in colleges and universities, and that the combination of art education with psychoeducation helps students in colleges and universities to establish a correct view of the world, values, and outlook on life, so as to keep a positive and optimistic attitude in their learning and experiencing, as well as in their lives.

Pang Xueru (2021, p.28-29) believes that strengthening the professional training of counselors and classroom teachers in mental health education and improving their professional ability and level of mental health education are the key conditions to effectively guarantee the smooth implementation of mental health education in colleges and universities.

Wang Wenbo (2023, p.68-70) puts forward the suggestion that psychological counseling in colleges and universities should be incorporated into the construction of information technology in order to build a comprehensive system of counseling services, so as to provide higher-quality services for college students.

Wang Wenyan; Gu Shuangyan et al. (2023, p.19-23) proposed to make full use of big data and artificial intelligence technology on the basis of the existing psychological crisis interventions in colleges and universities in order to support regular monitoring, crisis early warning and disposal, trend prediction and research, resource deployment, effective intervention and follow-up.

Huang Jiechang; Wang Jingyuan et al. (2020, p.102-103) College students' mental health education should optimize the synergistic approach of offline and online education in order to meet the actual needs of college students in the new media situation and better enhance the effectiveness of mental health education in colleges and universities.

Wang Li. (2021, p.94) suggests that colleges and universities can organically combine music education with mental health education, play the psychotherapeutic intervention value of music, channel students' negative emotions, and escort the realization of personal and social values.

In summary, Mental health education refers to incorporating elements of mental health education into physical education, aesthetic education, labor education and civic education for university students, adequate counseling services for students, mental health education through online and offline means, paying attention to the psychological needs of special groups of students, emphasis on peer tutoring team building, effectively preventing and intervening in the occurrence of

psychological crisis incidents, actively carrying out psychological drama activities, and effectively carrying out home-school linkage parenting work, administrators receive professional training and exchanges, have a very clear understanding of the boundaries and positioning of responsibilities in mental health education work, and have adequate counseling space and equipment.

Grants management

Dynarski, S., & Scott-Clayton, J. (2013, p.67-91) review the current state of student financial aid policies in the U.S. and find that financial aid that links economic conditions to academic performance appears to be more likely to increase retention and graduation rates among college students.

Benjamin Castleman and Joshua Goodman (2015, p.78) proposed to improving college access and success for economically-disadvantaged students has emerged as a top policy priority at the federal level. Much attention has been devoted to lowcost, easily-scaled strategies to improve college entry and success for lower-income students and the Enrollment and Persistence of Low Income Students.

Chen Xiaolin. (2021, p.1239-1240) proposes that the two-way integration of financial support and ideological education is an important attempt to comprehensively improve the level of the counselor's ideological work at present, and is also a vivid embodiment of actively following the law of integrating and educating people. Subsidized parenting is a kind of parenting method that penetrates into the needs of students, and the counselors, by adopting the sincere and genuine way of ideological education, fully protect the rights and interests of the students concerned, and also create a new space for ideological parenting.

Li Hongtao (2020, p.71) suggests that the management of student financial aid in colleges and universities needs to take advantage of new media technology and application, so as to achieve the expansion of the scope of cultivation and the enhancement of the quality and effectiveness.

Bai Xiaobin (2020, p.59-64) proposes the implementation of dynamic consideration of student poverty and the continuous improvement of a dynamic information database.

Wang Xu (2022, p.30.35) proposed to construct a quantitative and qualitative identification index system to identify students with family economic difficulties.

Chen Xiaolin (2021, p.1239-1240) proposes to introduce the power of ideology and politics to innovate the work of financial aid and human cultivation. From the perspective of counselors, to give full play to the function of college financial aid nurturing, counselors should take advantage of the special opportunities of financial aid activities, and introduce the concept of ideological and political nurturing into the nurturing work by taking the financial aid application and issuance as a carrier, so as to fully practice the concept of two-way integration of ideological and political nurturing and financial aid nurturing.

Xuan Ling (2021, p.5-15) suggests that in the specific work process of financial aid, "nurturing" should be integrated into the overall education program, "nurturing" and "financial aid" should be integrated, "helping the needy" and "helping the wise", "helping the needy" and "helping the will" should be combined, and "helping the needy" and "helping the will" should be promoted. and financial assistance, combining "helping the needy" with "helping the wise" and "helping the needy" with "helping their aspirations", promoting students' healthy physical and mental growth and good development, and realizing the goals of "helping the needy" and "helping their aspirations". And good development, to realize the "relief - education - success - return" virtuous cycle. We should focus on innovative forms and carriers of publicity, so that the publicity of financial aid policies and financial aid and human development can be closer to students.

He Ben, Zhang Xuliang et al. (2021, p.116-120) proposed that colleges and universities "relief, nurturing, success, return" developmental financial aid system of each link step by step, requiring financial aid workers to work strictly in accordance with the four links, from the economic pressure to personal success to get a comprehensive solution. It has formed a long-term mechanism of financial support and education that effectively integrates material help, moral enrichment, capacity expansion and spiritual incentives, and helps to cultivate the all-round and high-quality development of the financial aid recipients.

Cai Li (2023, p.3-4) proposes that administrators should continuously track information about the situation of sponsored students to achieve dynamic management of financial aid and dynamic support, including follow-up after graduation.

Chen Zi. (2020, p.20-25) proposes that administrators should strengthen the awareness of nurturing and enhance the concept of financial aid, insist on the combination of material assistance and spiritual help, insist on the combination of developmental nurturing and educational fairness, insist on the combination of comprehensive development and individual development, and insist on the combination of universal education and individual education. Emphasis is placed on the protection of students' privacy and the cultivation of their interpersonal skills, the expansion of financial assistance and education programs that are conducive to the overall development of students, and the strengthening of the organic combination of students' ideological education and financial assistance and education.

Wu Wenhao, Pan Yan et al. (2023, p.16-17) proposed that administrators improve the concept of financial aid, enrich the mode of financial aid, strengthen publicity and education, and improve the mechanism of financial aid, so as to promote the healthy growth and development of poor students.

Tu Cairong, Xie Yanshi, et al. (2023. p.52-55) Using the means of Internet big data to establish the concept of "accurate financial aid"; combining the solution of the needs of poor students, and actively exploring new modes of financial aid and education; strengthening the positive guidance, and increasing the cultivation of self-reliance and self-reliance, diligence and hard work of students with financial difficulties in the family to enhance the self-help confidence of the poor students. Enhance the confidence of poor students in self-help.

Xirengu Abuti, Abdulkaimu Aihaiti (2020, p.20-21) proposed that in the work of precision financing, it is necessary to strengthen the integrity education of students, enrich the content and methods of financing and educating people, standardize the standards and procedures of precision financing, address the individual needs of different individuals in a targeted manner, and organically combine financing and educating people.

In summary, Grants management refers to providing "precise" assistance to students from economically disadvantaged families through diversified means, organic integration of "helping the poor", "helping the will" and "helping the intellect", and the use of an indicator system combining quantitative and qualitative indicators to carry out accurate identification work, it pays attention to the psychological needs

of students, protects their privacy, follows up the situation continuously, carries out dynamic management, emphasizes publicity work and innovative forms and carriers, works according to the developmental financial assistance system, actively explores new modes of financial assistance for the education of human beings, carries out its work with the help of new media technology, and receives regular training in its operations.

Academic Guidance

Beatty, J. D. (1991, p.5-25) suggests that the term “academic advising” is derived from the term “academic advising” in American universities, which was introduced at Harvard University in the 1870s in the United States, giving students the autonomy to choose their own courses. At the same time, students were faced with the problem of how to adapt and how to select courses.

Winston, R. B. (1984, p.1-30) summarized the concept of academic advising proposed by American College Testing (ACT), firstly, academic advising can help students to develop academic goals and academic plans. Second, the interaction and communication between teachers and students through the academic advising process can maximize their potential. It helps students to understand themselves, establish and clarify their academic and career goals, and helps and guides them to develop educational plans and programs.

Crookston (1972, p.12-17) suggests that academic advising is viewed as an instructional activity, arguing that it is not only “concerned with specific personal and vocational choices, but it also promotes the development of rationality in the student, enhances environmental integration, improves interpersonal communication, raises behavioral awareness, and improves problem-solving, decision-making, and evaluative skills. And academic guidance is an integral part of teaching and learning.”

Zhong Zurong (2005, p.33-40) believes that academic guidance refers to the teaching process of teachers, through various channels to impart learning knowledge to students, guide learning methods, mobilize students' enthusiasm for learning, so as to enable students to form a correct outlook on learning, strong motivation and learning ability.

According to O' Banion (1994, p.10-16), "academic advising is a process by which the advisor enters into a dynamic relationship with the student that honors

the student's concerns and, ideally, serves to enhance the student's self-awareness and self-actualization by serving as a teacher and guide during the interaction. "

In the Glossary of China's Higher Education Evaluation, compiled by the Center for Higher Education (2010, p.89) Teaching Evaluation of the Ministry of Education, the term "academic guidance for college students" refers to "guidance provided by institutions of higher education for all learning activities, including academic and non-academic activities, in-class and out-of-class activities, university and lifelong learning activities, and even career planning activities". Guidance. The contents of study guidance include study ideas and concepts, study goals and contents, study methods and means, and study psychology and ethics.

NACADA (2009): National Academic Advising Association has developed an official, standardized description of academic advising: "Academic advising is a series of planned interactions that encompasses curriculum, instruction, and many of the learning outcomes of college students, based on the mission of higher education to teach and learn. It integrates the student's educational experience within the framework of the student's aspirations, abilities, and life to extend learning beyond graduation."

Zhang Luwen (2016, p.72-73) believes that academic guidance is a new mode to realize the ideological education, and suggests that counselors combine academic guidance and ideological education work, adhere to the combination of education and management, and effectively guide student college students to establish a correct view of learning.

Wang Xunbing (2015, p.44-45) further clarified the new way for counselors to carry out academic guidance work, and put forward the synergistic mode of "counselor-academic tutor", which realized the information intercommunication among counselors, academic tutors, students and parents, so as to understand the ideological condition of college students more comprehensively and carry out academic guidance work in a more targeted way. Guidance work.

Tao Min (2017, p.29-32) suggests guiding students to make academic development plans, helping students to understand school policies and systems related to teaching and learning, guiding students to make full use of the learning resources provided by the school, training students' learning skills, and helping

students with learning difficulties to overcome barriers to learning in a number of ways.

Feng Chao, Li Hengbao (2021, p.55-57) proposed the development of a refined student academic management plan that warns students before they fail academically, thus effectively reducing student academic problems. Under the concept of refined management, student affairs administrators can accurately understand the students' academic situation and the need for academic counseling.

Sun Sun (2017, p.70-72) guides students in academic planning and supervises its implementation, as well as channels students' academic confusion, guides students to construct professional knowledge and skills, stimulates students' motivation to learn, and enhances and strengthens their learning ability and perseverance. Administrators regularly participate in seminars and exchange activities on student academic guidance. Individualized academic guidance is provided according to the needs of different groups of students.

Shang Hang, Zhang Dexiang (2019, p.119-123) proposed that academic guidance refers to the school to students individually or as a group, through the beneficial interaction between teachers and students to provide guidance services for students, to take a variety of ways to students to carry out in order to improve the students' academic performance and conducive to the future development of the students oriented to the scientific guidance and counseling work.

Wei Dongpo Zhang Lifeng et al. (2021, p.54-59) Precision of academic guidance refers to the school's precise guidance for different students' academic needs and personalized development, helping students to choose their goals and directions quickly, accurately, and efficiently, and at the same time, helping students to establish their academic development goals and formulate their academic development plans through the precision of guidance.

In summary, Academic guidance refers to according to the refined academic management plan, we urge students to make good academic development plans and help them understand the policies and systems. Understand the academic situation and the needs of academic counseling, stimulate learning motivation and guide the initiative to seek help, establish mutual help organizations, guide the use of resources, build a platform for counseling and support, provide personalized

guidance and help students with academic difficulties. Participate in regular work seminars and exchanges, and have good communication with classroom teachers.

Employment guidance

The Ministry of Education of China (2023) has proposed that administrators should make full use of the job resources of the "Internet + Employment" platform to provide graduates who have not yet decided on their employment destinations with information on matching jobs. Screening for suitable jobs and accurately pushing them to graduates who need them. Focus on publicizing grassroots service programs such as the "Special Post Program", "Three Supports and One Support" and "Western Program", focusing on preferential policies for college graduates to work at the grassroots level, and mobilizing graduates to actively participate in the program. The program focuses on the preferential policies for college graduates to work at the grassroots level and mobilizes graduates to actively enroll and participate. Smooth communication channels between graduates and schools about their employment trends. The focus is on providing employment assistance to graduates who are hindered in their job search and those from families with difficulties.

Li Meixia (2023, p.330) Colleges and universities should actively explore and innovate the content and form of employment guidance, do a good job of guiding and cultivating the employment view of college students, and implement the employment guidance of college students, so that students can contribute to the construction of modernization.

Li Weijuan (2023, p.165) Colleges and universities should incorporate the goals and connotations of the rural revitalization strategy into existing employment guidance courses, guide students to pay attention to and actively participate in rural construction through policy explanations while learning professional skills and theoretical knowledge, and avoid the constraints imposed by the traditional social employment concepts on college students returning to their hometowns for employment.

Gao Yaoyuan (2023, p.241-242) believes that to improve the quality of college students' employment, we should comply with the development trend of employment, create a new education model that integrates and communicates employment guidance and curriculum ideology and politics, maximize their respective advantages and roles, and enhance the effect of cultivating talents.

Xue Lei (2023, p.261) The implementation of entrepreneurship and employment guidance to college students, the core is to stimulate the entrepreneurial awareness of college students, employment ideas, shaping the correct entrepreneurial values and employment ideological outlook of college students.

Lin Jingping, Chen Meng (2022, p.85-91) Labor literacy formed by labor education plays a positive role in college students' career planning and employment guidance.

Huang Jiechang;Wang Jingyuan et al. (2020, p.101-111). Precision employment guidance service work in colleges and universities is to adhere to the "precision" as the working concept, to fully promote students' employment and comprehensive development as the working goal, through the implementation of hierarchical, stage-by-stage and category-by-category precise employment guidance work, to carry out precise employment services and employment assistance work, and to realize the precise management of college students' employment guidance service work. And carry out precise employment services and employment assistance work, so as to realize the precise management and ultimately achieve higher-quality employment guidance service work in colleges and universities.

Ma Jizheng. (2022, p.114-119) suggests that employment guidance in Japan covers career choice, employment experience, and career planning. The Japanese government enhances the autonomous career planning of university students by establishing diversified employment guidance and counseling channels.

Ma Tianxiao. (2022, p.83) suggests colleges and universities carry out employment guidance work for college students, which should be combined with the professional characteristics of college students, their own ability level, strengths and advantages, and future development planning, to help college students establish reasonable employment goals and create a career development plan in line with the actual career development plan of college students.

Chen, Zhaojun and Guo, Jianpeng. (2022, p.71-80) guided college students to accurately evaluate their own career abilities as well as their interests and values, so that college students can "develop the habit of actively taking action to collect career information and plan their career goals.

He Meiling. (2021, p.87) proposes employment guidance work and innovation and entrepreneurship education, builds a reasonable education model that is suitable for social development and supports the lifelong development of college students, and promotes the organic integration of innovation and entrepreneurship education and college students' employment guidance work.

Wang Yijie, Zeng Qidan et al. (2021, p.1550-1555) proposed to strengthen the investigation on the employment emotions and feelings of college students with disabilities, so as to timely detect the undesirable problems such as blind employment and dependence on employment, and then give personalized employment guidance in a timely manner.

Shi Li, Li Jizhen. (2021, p.100-104) suggests that student affairs administrators need systematic and specialized knowledge of innovation and entrepreneurship theories, as well as innovation and entrepreneurship teacher training accredited by professional institutions, to guarantee the effectiveness of the implementation of innovation and entrepreneurship education in colleges and universities.

In summary, Employment guidance refers to Provide students with whole-process, personalized and long-term employment guidance services, guide the formulation of employment goals, provide precise management for students, do a good job of guiding the outlook on employment, use the employment platform to push out information and introduce preferential policies, integrate labor literacy education into employment guidance work, integrate the goals and connotation of the strategy of rural revitalization into the curriculum, care for students with difficulties in employment and students from special groups, attach importance to employment autonomy cultivation, open channels of communication, and integrate innovation and entrepreneurship education and employment guidance work organically.

Context of Applied Undergraduate Guangxi universities

Applied university refers to undergraduate institutions of higher education with application-oriented orientation, focusing on undergraduate education, as opposed to the concept of academic university (Liu Yanjun, 2017, p.8-11). Applied undergraduate education has played a positive role in promoting to meet the economic and social development, the need for high-level applied talents as well as

promoting the process of massification of higher education (Ministry of Education of China, 2018).

In Guangxi, there were seven applied undergraduate colleges and universities that were upgraded from the specialized education level to the undergraduate education level during the period of 2000-2009. These 7 colleges and universities have similarities in education quality, scientific research level, and the scale of students in running conditions. After upgrading, they have developed so far, actively providing intellectual support and talent support for the rapid economic and social development and transformation and upgrading of Guangxi and the region, and serving Guangxi to build a moderately prosperous society in all aspects. Guangxi applied undergraduate colleges and universities attach importance to vocational education and practical skills training for students, focusing on providing students with work-related skills and knowledge to help them better adapt to social and market demand, and better serve the development of local economic and social development in Guangxi.

Beibu Gulf University is located in Qinzhou City, an important hub city of the western new land and sea corridor and a coastal city in the Beibu Gulf Economic Zone. It is a comprehensive, full-time general institution of higher education focusing on engineering, science, and management, with the coordinated development of multidisciplinary subjects, and a university with the qualification of national seafarers' training. There are 22,500 full-time students, including 537 master's degree students and more than 300 international students.

Positioning of school running. The university adheres to the schooling philosophy of "facing the demand, staggered development, and running a school with characteristics", adheres to the schooling orientation of "based on the Beibu Gulf, serving the needs of the national strategy, facing the whole country, and radiating to ASEAN", and continues to show its characteristics of "oceanic, application-oriented, and internationalization", Application-oriented, internationalization" schooling characteristics, in-depth implementation of the "quality, talent, characteristics of the university, science and technology to promote the university" development strategy, towards a distinctive marine characteristics of the grand goal of a high-level applied university continue to forge ahead.

School Vision. The university will be guided by Xi Jinping's thought of socialism with Chinese characteristics in the new era, deeply implement the spirit of the 20th CPC National Congress, adhere to the direction of socialism in running schools, implement the fundamental task of establishing moral character, vigorously promote the connotative development, push forward the construction of China-ASEAN Shipping Talent Base with all-out efforts, and actively build a new highland of marine science and technology talents in order to build a high level applied university with distinctive marine characteristics and international influence at an early date. We will strive to build a high-level applied university with distinctive features and international influence! Contribute to the power of Bay University to help write the chapter of Chinese-style modernization in Guangxi!

Baise University is based on the unique "revolutionary, ethnic, frontier" advantageous resources in the old Baise area, and has come out of a hard-working development road; it has a history of more than 80 years of schooling, and has more than 24,000 students.

Positioning of school running. We have condensed the positioning of building a high-level applied university with the spirit of Baise and the positioning of cultivating high-level applied talents with the spirit of Baise, and constructed the "three-whole-parenting" system of the spirit of Baise casting the red soul and the "dual-system + dual-park system" applied Talent cultivation system of "dual-system-driven" nurturing model.

School vision. With the implementation of national strategies such as "One Belt and One Road", Western Land and Sea New Channel and Guangxi Baise Key Development and Opening Pilot Zone, the university has ushered in the historical opportunity of leapfrog development, and it is making great strides on the road of "Rooted in Baise, Serving Guangxi, Facing the Nation, Docking to ASEAN, and Constructing High-level Applied Universities with the Spirit of Baise". University".

Wuzhou University covers an area of about 853,000 square meters, and the existing building area is about 475,000 square meters. Wuzhou College currently has 14 teaching units, 7 teaching and supporting units, and 19 party and government organizations. It enrolls students from 27 provinces, autonomous regions and municipalities directly under the central government, with 17,743 students enrolled.

Positioning of school running. The college adheres to the principle of educating people, centering on teaching, supporting by talents and seeking development by service, and builds a high-level applied university with distinctive features. In accordance with the requirements of "moral character, solid foundation, appropriate caliber, ability and innovation", the college cultivates applied talents with good humanistic qualities, solid professional foundation, reasonable knowledge structure, adapting to the needs of the society, and rich in the spirit of practical work and strong sense of innovation.

School vision. Wuzhou College will adhere to the school motto of "Virtue, Knowledge, Seek Righteousness and Innovation", carry forward the school spirit of "Generosity, Open-mindedness, Practicality and Meticulousness", and take the initiative to serve the implementation of national major strategies such as "One Belt, One Road", "Beibu Gulf We will take the initiative to serve the implementation of major national strategies such as "One Belt, One Road", Beibu Gulf Economic Zone, "Pearl River-West River Economic Belt, Guangdong-Guangdong Cooperation Special Pilot Zone, Guangdong-Hong Kong-Macao Bay Area Construction, etc., and serve the development of electronic and information engineering, machinery, chemical industry and other industries in Guangxi and Wuzhou, etc., and endeavor to build Wuzhou College into a distinctive application-oriented high-level university.

Hezhou University is located in Hezhou City, a regional transportation hub at the junction of Gui, Xiang and Yue provinces (regions), the first prefectural-level city of longevity in China and the world's long-life city. There are 20,282 full-time students and 1,570 teaching staff.

Positioning of school running. The school insists on basing on the local area, vigorously implements the cross-fusion of disciplines, actively integrates into the national and regional development strategy, and the strength of disciplines and scientific research to serve the local high-quality development has been significantly strengthened. The school adheres to open cooperation, continues to deepen the integration of industry and education, school-government-enterprise cooperation, and the role of collaborative education platform in the cultivation of applied talents has been fully highlighted.

School Vision. school philosophy, adhering to the school motto of "self-improvement, self-reliance, knowledge and truth", strengthening the central position

of talent cultivation, concentrating on efforts, striving for strength, accelerating the establishment of a high-level local applied university with distinctive features, making new and greater contributions to writing a chapter of Chinese modernization of Guangxi, building a strong educational country and comprehensively advancing the great rejuvenation of the Chinese nation! Contribute greatly!

Hechi University covers an area of more than 3,000 acres (including 578 acres of Longjiang Campus and 2,450 acres of Jinshan Lake New Campus under construction). The school has 916 staff members, including 712 full-time teachers, and nearly 17,000 full-time students.

School orientation. The school adheres to the service-oriented orientation of "rooted in Hechi, serving the local community and facing the grassroots", fully implements the fundamental task of establishing moral education, always adheres to the original mission of educating people for the Party and the country, and devotes itself to exploring and researching on transformation and development, innovation and entrepreneurship, serving the society and cultivating talents, and takes the initiative in serving the local economy, society and the development of educational undertakings. The university is committed to the development of transformation, innovation and entrepreneurship, service to society and talent cultivation.

School vision. The school adheres to the fundamental task of cultivating morality, adheres to the concept of running a school rooted in the local community, closely focuses on the local economic and social development, and formulates the disciplinary development road of "promoting industry, thick literature, strong teachers and expanding the new", and strives to do something new in the integration of industry and education, school-enterprise cooperation, and the integration of industry-university-research and research and cultivate high-quality application-oriented talents who are solid in foundation, strong in practical ability, innovative and pragmatic and dedicated. We are striving to cultivate high-quality applied talents with solid foundation, strong practical ability, innovative spirit, and pragmatic and professionalism.

Guangxi Normal University for Nationalities has 20,000 full-time students, including students from 30 ethnic minorities including Zhuang, Yao, Miao, Dong, Yi and Mulao. It builds a practical teaching system with the concept of student-centered, industry-oriented and continuous improvement, and continues to deepen

collaborative education and take the cultivation mode of industry-teaching integration and school-enterprise cooperation.

Positioning of the school. The school actively serves the local economic and social development. Deepening the integration of industry and education, school and local integration, attaching great importance to the collaborative cultivation of applied undergraduate talents in the integration of industry and education, actively promoting the cross-border e-commerce industry college, artificial intelligence industry college, Gui Southwest High-end Home Design Industry College, the construction of Red Culture Education and Training College, Guangxi Cloud Fusion Media Industry College, and cultivating applied talents.

School Vision. Based on Chongzuo, serving Guangxi, facing the whole country and radiating to ASEAN, the school is oriented towards the goal of building "Guangxi National Teacher Training University", and strives to build the school into a high level applied university with the characteristics of teacher training, nationalities and borders, which is rooted in the southern border of the country, dedicated to the old revolutionary areas, devoted to the teacher education, developing the non-teacher education and serving the nationalities areas. The university will strive to become a high-level applied university with the characteristics of teacher training, ethnicity and border area!

Yulin Teachers University is an important pivot point for the linkage development of Guangdong, Hong Kong and Macao Bay Area and Beibu Gulf Economic Zone, an important logistics node city of the western land and sea new corridor, and a full-time ordinary undergraduate institution of higher education under the Guangxi Zhuang Autonomous Region. The existing full-time enrollment of 20,195 students.

Positioning of the school. Adhering to the orientation of "teacher training, localization and application", the school takes the initiative to integrate into and serve the national "Belt and Road" construction, and has established cooperative relationships with 21 institutions in 6 countries, including Russia, Belarus, Thailand, Vietnam, Japan and South Korea, and 5 institutions and research institutes in Hong Kong, Macao and Taiwan. It has established cooperative relations with 21 institutions in 6 countries, including Russia, Belarus, Thailand, Japan and South Korea, and 5 institutions and research organizations in Hong Kong, Macao and Taiwan.

School vision. Adhering to the positioning of "teacher education, localization and application", the university will steadily promote the "three-step" development strategy, focusing on the development goals of "strengthening teacher education, emphasizing application, optimizing the team, laying a solid foundation, raising the level, and building a university" and making unremitting efforts to build a "domestically renowned, leading local applied university in the region with the characteristics of teacher education". With the development goal of "strengthening teacher education, emphasizing application, improving the team, laying a solid foundation, raising the level, and building a university", the university is striving to become a "nationally renowned, regionally leading, high-level local applied university featuring teacher education".

Related Research

Huang Jiechang; Wang Jingyuan et al. (2020, p.101-111) suggest that under the impact of the rapid development of new media, mental health education in colleges and universities suffers from the problems of insufficient systematic education courses, insufficient integration with college students, and great dispersion of platforms. In this regard, according to the psychological characteristics and learning interests of college students, the author utilizes the resources and advantages of network platforms to create a new education model of "online courses for college students' mental health education", "counseling for college students' mental health" and "monitoring of college students' mental health" on network software.

Wang Weiqing, Wang Yongli et al. (2020, p.71-73) suggested that based on the perspective of moral education in schools, there is consistency between students' mental health education and teaching content and objectives, and the consistency between the two also lays the foundation for the innovative development of students' mental health education. In order to effectively improve the effect of students' mental health education, it is necessary to improve the quality of educators, focus on the psychological needs of special student groups, improve the content of moral education and mental health education, and build a good campus cultural environment.

Wang Wenbo (2023, p.68-70) suggested that, with the development of science and technology, mobile Internet penetrates into people's daily life and influences

the mental health and values of contemporary college students, bringing both positive impacts and problems, such as emotional apathy and strong network dependence, which are not conducive to the healthy growth and development of college students. Therefore, in the new era, it is necessary to build a health service system for college students. The author mainly discusses and researches the construction of college students' mental health service system based on the mobile Internet, analyzes the problems of the construction of college students' mental health service system, and puts forward some measures for the construction of college students' mental health education system based on the mobile Internet, so as to create a good educational environment for college students and promote the formation of college students' healthy psychology.

Wang Xu (2023, p.1-2) suggests that, as the scale of college students in private colleges and universities continues to expand, the number of students with family economic difficulties also increases year by year, and the state's financial support for students with family economic difficulties continues to increase, the surface of the subsidized students is becoming more and more extensive, the standard of financial support continues to improve, and the channels of financial support are also diversified gradually. The author takes College P, a representative private university, as the research object, and starts from the actual problem of the implementation of the financial aid policy for students with family economic difficulties in College P. The purpose is to analyze the problems in the implementation of the financial aid policy for students with family economic difficulties in College P as a private university, explore the scientific identification criteria for students with family economic difficulties in private universities, improve the mechanism of identifying students with family economic difficulties and standardize the organization and management of the identification. organization and management. The author firstly analyzes the current situation at home and abroad by reviewing the relevant research literature at home and abroad. Then I designed a questionnaire and conducted a sample survey on students to analyze the problems and explore the reasons for the problems in the implementation of financial aid policy in College P. Interviews were conducted with the economically disadvantaged students and some staff members of College P. The quantitative and qualitative evaluation indexes were clarified. Finally, with the help of Smith's theory of policy

implementation, the implementation of financial aid policy in College P is optimized, so that the policy can play the most valuable role in helping students with financial difficulties to grow up and become successful.

Yu Guoliang (2023, p.42-45) proposes that peer counseling, as a form of mental health education that "comes from the students and goes to the students", improves the pertinence, effectiveness and scientificity of college students' mental health education, and further expands and extends the workforce of mental health education and improves the mental health work system. With regard to strengthening the construction of the peer team, the author proposes to carry out continuous practice and supervision measures for them. Professional supervision can help peer counselors see their own deficiencies in practice, avoid harm to themselves, and achieve self-growth, thus improving the quality of peer mental health education work.

Li Jianxun & Lu Hang. (2023, p.643-644) proposed that art education in colleges and universities has an important positive role and significance for students' mental health education, among which, the combination of intangible cultural heritage dance art education with psychological education helps college and university students to establish a correct world view, values, and outlook on life, so as to maintain a positive and optimistic attitude in learning and experience and in life, which improves the level of mental health of college and university students to a certain extent.

Cai Li (2023, p.3-4) suggests that college financial aid is a people's livelihood project to promote educational equity, not only to help students economically, but also a nurturing work. The author to "adhere to the people-centered development of education, accelerate the construction of a high-quality education system, the development of quality education, and promote educational equity" spirit as a guide, combined with the current situation of college financial aid, based on the development of financial aid perspective, to explore the operation of the mechanism of financial aid education in colleges and universities, and strive to implement the implementation of financial aid for the needy, to protect the material needs of students, while focusing on the "three full". At the same time, it focuses on the "three-pronged education", promotes the long-term development of students,

truly cultivates moral character, and effectively improves the effectiveness of the work of financial support for human development in colleges and universities.

Chen Zi. (2020, p.1-5) comprehensively utilizes a variety of methods, including literature research method, historical analysis method, interview method and case study method, to study the mechanism of accurate financial aid and nurturing in colleges and universities. It is proposed that the concept of financial aid should be upgraded by strengthening the awareness of human education, insisting on the combination of material assistance and spiritual help, the combination of development and education equity, the combination of comprehensive development and personality development, and the combination of universal education and individual education; expanding financial aid and education programs that are conducive to the all-around development of students, strengthening the organic combination of students' ideological education and financial aid, and exploring the mechanism of identifying the precise financial aid with the support of big data, and so on Opinions.

Wu Wenhao, Pan Yan et al. (2023, p.16-17) suggest that the current implementation of accurate financial aid policies in colleges and universities is faced with the reality of lagging behind in the development of financial aid concepts, relatively single funding model, insufficient publicity and education of the policy, and the funding mechanism is not yet sound and other dilemmas. It is necessary to combine the actual situation of colleges and universities to promote the healthy growth and development of impoverished students by improving the funding concept, enriching the funding mode, strengthening publicity and education, and improving the funding mechanism and other countermeasures.

Feng Chao, Li Hengbao (2021, p.55-57) think that there are still many problems in the implementation of refined management of student work in colleges and universities, mainly including the lack of refined management motivation, imperfect configurations and mechanisms, and the lack of adaptation of refined management. The author puts forward the concept of refined management of college student work and its significance, and points out that the refined management of college student work includes refined formulation of rules and regulations, refined working mechanism, refined teaching management, refined

resource management, etc., and puts forward corresponding strategies for each aspect respectively.

Sun Sun (2017, p.70-72) proposed that the educational concept of "student-centered" provides theoretical support for the construction of the academic guidance system in colleges and universities, on this basis, the author discusses the construction of the academic guidance system in colleges and universities and the direction of the efforts from the purpose of academic guidance in colleges and universities, the organizational framework, the operation mechanism, the specific content of the work, and the measures. Especially in the academic guidance of special groups of students, according to the needs of different groups of students, to carry out individualized academic guidance with different focuses and objectives.

Wei Dongpo, Zhang Lifeng et al. (2021, p.54-59), analyzed the problems faced by the precision of academic guidance in vocational and technical universities. The concept of precise academic guidance is proposed, and suggestions such as the need to explore methodology from the dimensions of system construction, team construction, ideology construction, platform construction, curriculum construction, etc., not only to solve the current confusions faced, but also to innovate the form of research to form a precise model of academic guidance are put forward.

Huang Jie (2022, p.108-111), on the basis of elaborating the basic connotation of precise college employment guidance service work, believes that precise employment guidance service work in colleges and universities is the inherent requirement of improving the quality of talent cultivation, the inevitable choice of realizing students' full employment, and the effective path to improve the level of employment guidance service. In this regard, she puts forward four implementation paths of precise ideological understanding, precise employment guidance, precise employment service, and precise employment assistance, in order to help the employment guidance work in colleges and universities.

Ma Jizheng (2022, p.114-119) Focusing on the policy changes related to college students' employment during the early decade of Japan's popularization, starting from the policy issues, policy environment, and policy objectives, and based on the analytical framework of labor demand, labor supply, and labor supply-demand matching, we explore the linkage of multiple actors in the course of the policy changes among the government, industry, colleges and universities, and social

institutions in promoting college students' employment in order to achieve the harmonious development of the individual and the society.

Ma Tianxiao (2022, p.83) suggests the new media, with its instantaneous, interactive, open and other significant features, has brought great convenience to the communication and exchange of information in the Internet environment, effectively enhanced the diversity and richness of information resources, and has brought about various impacts on human life. The new media era brings employment opportunities for college students. The visualization of employment information in the new media environment has broadened the career paths and made it easier for college students to understand the market situation and enterprise information, which has greatly improved the success rate of employment. Therefore, in the context of the new media era, high schools need to strengthen the research and evaluation of the employment situation of students, do a good job of employment guidance, and improve the employment rate and quality of employment.

Han Xinhai and Li Jianmin (2019, p.82) argues that students with insufficient life experience and immaturity are prone to psychological problems in the face of the complex and changing social environment. In recent years, the social environment has changed dramatically, and students are unable to adapt well to these changes, resulting in more and more serious mental health problems. Physical activities have a positive effect on students' mental health, and there are several ways to improve students' mental health through physical activities. First, to pay more attention to physical education teaching and to optimize the teaching environment. Second, to develop mental health education in physical education. Third, to improve the quality of physical education teachers. Fourth, to provide targeted guidance for students to participate in sports activities.

Xirengu Abuti, Abdulkaimu Aihaiti (2020, p.20-21) proposed that, in order to understand the degree of students' awareness of the school's financial aid work and the degree of satisfaction, the author through the existing financial aid work experience, and actively visit the students to improve the financial aid work with their feedback, so that the effect of financial aid work to make a significant increase in the effect of educating people, in view of the new situation faced by the work of student financial aid in colleges and universities, new problems, the operation of the process of the emergence of students' sense of gratitude needs to be improved, the

identification of students with financial difficulties in the family needs to be standardized, the financial aid file and system needs to be improved and a series of problems. In view of the new situation and new problems faced by the university student financial aid work, students' sense of gratitude needs to be improved, the identification of students with family financial difficulties needs to be standardized, and the financial aid file and system needs to be improved, a series of problems are proposed: strengthening students' honesty education, enriching the content and ways of financial aid, and standardizing the precise financial aid standards and procedures.

Tao Min (2017, p.29-32) suggested that, at present, China's municipal undergraduate colleges and universities have successively begun the transformation from the academic year system or the academic year credit system to the full credit system. As an auxiliary of the credit system, the significance of academic advising in this change process is becoming more and more prominent. These universities are different from provincial and ministerial-level universities in terms of students' origin and school orientation, so their academic guidance work should fully respect these characteristics and be adapted to the local conditions, so as to explore the mode and method of academic guidance that conforms to the development trend of municipal undergraduate colleges and meets the needs of students. It is suggested that students should be guided to make academic development plans, be helped to understand school policies and systems related to teaching, be guided to make full use of the learning resources provided by the school, be trained in study skills, and be helped to overcome barriers to learning, and so on.

Shang Hang & Zhang Dexiang (2019, p.119-123) suggested that the academic guidance of Cambridge University is at the leading level among British universities, which has undergone many centuries of development and evolution, and finally formed a system based on the guidance of faculty tutors, supplemented by the guidance of school academic guidance agencies and student organizations. The system is characterized by humanization, specialization and scientificization. Exploring and studying the academic guidance system of Cambridge University is an important reference value for the development of academic guidance in Chinese universities and the construction of the future system.

Gao Yaoyuan & Yan Wen. (2019, p.55-57) by combing the innovative development of the employment situation of civil engineering college students since the reform and opening up, we analyze the new problems of employment guidance education for civil engineering majors in colleges and universities in the context of the new era. Based on the perspective of school-enterprise cooperation and collaborative education, we try to provide new guidance ideas for the employment of civil engineering college students, serving to improve the comprehensive quality of students through refined employment guidance, building a complete market of information, establishing students' professional self-confidence and industry self-confidence, focusing on the development of practical ability, and promoting the fusion of professional theory and enterprise practice. In order to build a school-enterprise cooperation perspective of "theoretical lectures, professional lectures, skills training" three-in-one employment guidance model, to promote the civil engineering students high quality and full employment.

Lin Jingping, Chen Meng et al. (2022, p.85-91) suggested that college students' labor education is closely related to talent cultivation and employment, and has become an important part of educational practice and research. The author used labor literacy as a mediating variable to study the influence of college students' labor education on career maturity, and through data analysis, the results show that: college students' labor education has a significant positive influence on labor literacy; both college students' labor education and labor literacy have a significant positive influence on career maturity; and labor literacy plays a fully mediating role in the role model. The labor literacy formed by labor education plays a positive role in college students' career planning and employment guidance, and well-designed and well-implemented labor education courses can help the formation of labor literacy, improve the level of career maturity, and then be able to make career choices more accurately, and improve the quality of employment of college talents.

Chen Zhaojun, Guo Jianpeng et al. (2022, p.71-80) concluded that college students' career decision-making self-efficacy affects their employability and relates to the quality of applied talent training. The overall performance of internship experience, internship input, and career decision self-efficacy was positive, but there were deficiencies in communication with industry experts, repetitive practice, and social relationship support; internship experience and input significantly and

positively affected career decision self-efficacy; internship input had a significant mediating effect between internship experience and career decision self-efficacy; and internship input had a significant mediating effect between internship experience and career decision self-efficacy. The effect of internship experience and investment on career decision-making self-efficacy Therefore, colleges and universities should create a favorable environment for internship training, improve students' experience of internship training, enhance the effective input of internship training, and strengthen the support of diversified social relationships in order to increase the confidence of college students in accomplishing their future career choices.

The above is a relevant study of guideline for student affairs management in applied undergraduate campus Guangxi universities.

Chapter 3

Research Methodology

This research focuses on guileines for student affairs management in applied undergraduate campus Guangxi universities. In order to study and research the current state of student affairs management, formulate and evaluate the guileines for student affairs management in applied undergraduate campus Guangxi universities. The research consisting of the following four components.

1. Population and the sample group
2. Research Instruments
3. Data Collection
4. Data Analysis

Phase 1: The objective of this phase is to study and research the current state of student affairs management in applied undergraduate campus Guangxi universities.

Population and Sample Group

The Population

The population of this phase was 726 student affairs administrators from 7 applied undergraduate universities in Guangxi.

The Sample Group

This research used stratified sampling and simple random sampling based on Krejcie and Morgan sampling table (1970), using systematic sampling method to draw a sample of 254 student affairs administrators.

The 7 applied undergraduate Guangxi universities in this research are as follows: Wuzhou University, Beibu Gulf University, Baise University, Yulin Normal University, Hezhou University, Hechi University, Guangxi Science & Technology Normal University.

The specific sampling data are detailed in Table 3.1:

Table 3.1 Lists of university and sample size

| No | Private university in Guangxi | Population | Sample group |
|--------------|--|------------|--------------|
| 1 | Beibu Gulf University | 115 | 40 |
| 2 | Baise University | 110 | 39 |
| 3 | Guangxi Nationalities Teachers' University | 103 | 36 |
| 4 | Hechi University | 89 | 31 |
| 5 | Hezhou University | 105 | 37 |
| 6 | Wuzhou University | 92 | 32 |
| 7 | Yulin Normal University | 112 | 39 |
| Total | | 726 | 254 |

According to table 3.1, it showed that 7 applied undergraduate universities in Guangxi, which upgraded from vocational education to undergraduate education between 2000 and 2009 were selected in this research, the total population was 726, sample total was 254.

Research Instruments

Questionnaire

Objective 1: To use the questionnaire to study the current situation of student affairs management in applied undergraduate campus Guangxi universities. The questionnaire was designed based on student affairs management in four aspects: 1) Mental health education, 2) Grants management, 3) Academic guidance, and 4) Employment guidance.

This questionnaire was divided into two parts:

Part 1: This study entailed a survey of respondents' personal information, including the following: job title, age, gender, workplace classification, education, and years of service.

Part 2: Survey about the current situation of student affairs management in applied undergraduate campus Guangxi universities. There were 16 questions for mental health education, 14 questions for grants management, 15 questions for academic guidance, 15 questions for employment guidance. 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 student affairs management at the highest level
- 4 express the level of student affairs management at the high level
- 3 express the level of student affairs management at the medium level
- 2 express the level of student affairs management 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 student affairs management in Guangxi application-oriented undergraduate universities, an outline of the questionnaire is then sent to the thesis supervisor, who reviews and revises the outline.

Step 3: The objective consistency index (IOC) of the questionnaire will be tested by five experts. The objective consistency index (IOC) will be 0.80-1.00.

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 7 applied undergraduate universities in Guangxi for try-out. The reliability of the questionnaire was derived from Conbach's Alpha Coefficient (Conbach's Alpha Coefficient) with a reliability of 0.962.

Step 6: The official questionnaire was distributed to 254 student affairs administrators from 7 applied undergraduate universities in Guangxi.

Data Collection

Objective 1: To study the current situation of student affairs management in applied undergraduate campus Guangxi universities, 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 254 student affairs management administrators in applied undergraduate campus Guangxi universities.

Step 2: The researcher distributed the questionnaire to 254 student affairs management administrators. A total of 254 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, disaggregated by gender and educational background.

Step 2: The current situation of student affairs management in applied undergraduate campus Guangxi universities in four following aspects: 1) mental health education, 2) grants management, 3) academic guidance, 4) employment guidance, was analyzed by Mean and standard deviation.

Phase 2: the objective of this phase is to to develop the guilelines for student affairs management in applied undergraduate campus Guangxi universities.

Key informants

The interviewees in this research was 14 mid-level administrators in private universities in Guangxi. The qualifications of interviewees are as follows: 1) At least 3 years of experience as a middle manager in an applied undergraduate college or university; 2) Extensive leadership experience in student affairs management; 3) Master's degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two, to formulate the guidelines for student affairs management in applied undergraduate campus Guangxi universities. The structured interview designed based on the current situation of student affairs management in applied undergraduate campus Guangxi universities in four following aspects: 1) Mental health education, 2) Grants management, 3) Academic guidance, 4) Employment guidance.

The structured interview provide into two parts:

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

Part 2: the questions about suggestion for developing the current situation of student affairs management base on four aspects: 1) mental health education, 2) grants management, 3) academic guidance, 4) employment guidance, for middle-level administrators in applied 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-verbal data should be achieved through the direct interaction between researchers and interviewees.

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

Objective 2: The data collection to formulate the guidelines for student affairs management in applied undergraduate campus Guangxi universities, as following procedures:

Step 1: The researcher requested requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview the mid-level administrators from 7 applied undergraduate Guangxi universities.

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 student affairs management in applied undergraduate campus Guangxi universities was analyzed by content analysis.

Phase 3: the objective of this phase is to evaluate the suitability and feasibility of the guidelines for student affairs management in applied undergraduate campus Guangxi universities.

Key informants

The experts for evaluating the suitability and feasibility of guidelines for student affairs management 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 applied 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, assessment of the suitability and feasibility of the guidelines for student affairs management in applied undergraduate campus Guangxi universities. The evaluation form designed based on guidelines for student affairs management in applied undergraduate universities in four following aspects: 1) Mental health education, 2) Grants management, 3) Academic guidance, 4) Employment guidance.

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 student affairs management in applied undergraduate campus Guangxi universities. 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 model at the highest level
- 4 refers to the suitability and feasibility of the model at a high level
- 3 refers to the suitability and feasibility of the model at a medium level
- 2 refers to the suitability and feasibility of the model at a low level
- 1 refers to the suitability and feasibility of the model 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 guilelines for student affairs management in applied undergraduate campus Guangxi universities.

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

Data Collection

Objective 3 : Data were collected to assess the suitability and feasibility of the guilelines for student affairs management in applied undergraduate campus Guangxi universities,as following procedured:

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

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 guilelines for student affairs management in applied undergraduate campus Guangxi universities is analyzed by mean and standard deviation.

Chapter 4

Results of Analysis

This research was to study Guidelines for student affairs management in applied undergraduate campus Guangxi universities. 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 average value |
| 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 applied undergraduate campus Guangxi universities. 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 student affairs management in applied undergraduate campus Guangxi universities.

Part 4: The analysis result about the evaluation of the suitability and feasibility of guidelines for student affairs management in applied undergraduate campus Guangxi universities. 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 personal work unit, gender, age, education, title, and years of service. Presented the data in the form of frequency and percentage.

Table 4.1 Personal Information

| (n = 254) | | | |
|----------------------|----------------------------|------------|---------------|
| | Personal Information | Frequency | Percentage |
| Gender | Male | 56 | 22.04 |
| | Femal | 198 | 77.96 |
| | Total | 254 | 100.00 |
| Education Background | Bachelor's degree | 48 | 18.90 |
| | Master' degree | 188 | 74.02 |
| | Doctot's degree | 18 | 7.08 |
| | Total | 254 | 100.00 |
| Age | Under 30 years old | 78 | 30.71 |
| | 30-39 years old | 139 | 54.72 |
| | 40-49 years old | 37 | 14.57 |
| | Total | 254 | 100.00 |
| Title | Junior title and below | 60 | 23.62 |
| | Middle title | 170 | 66.93 |
| | Deputy high official title | 22 | 8.66 |
| | High ranking title | 2 | 0.79 |
| | Total | 254 | 100.00 |
| Years of experience | 5 years and under | 33 | 12.99 |
| | 5-10 years | 158 | 62.20 |
| | 11-15 years | 50 | 19.69 |
| | 16-20 years | 11 | 4.33 |
| | over 20 years | 2 | 0.79 |
| | Total | 254 | 100.00 |

According to Table 4.1, showed that the majority respondents were 198 females, accounting for 77.96%, and 56 males, accounting for 22.04%. The education background of respondents was mainly master's degree for 188 people, accounting for 74.02%, followed by doctor's degree, and bachelor's degree was the lowest level for 48 people, accounting for 18.90%. The age of respondents was mainly 30-39 years old for 139 people, accounting for 54.72%, followed by under 30 years old, and 40-49 years old was the lowest level for 37 people, accounting for 14.57%. The title of respondents was mainly middle title for 170 people, accounting for 66.93%, followed by Junior title and below, and high ranking title was the lowest level for 2 people, accounting for 0.79%. The title of respondents was 5-10 years for 158 people, accounting for 62.20%, followed by 11-15 years, and over 20 years was the lowest level for 2 people, accounting for 0.79%.

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

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

(n = 254)

| student affairs management in applied undergraduate campus Guangxi universities | | \bar{X} | S.D. | level | Order |
|---|-------------------------|-----------|------|-------|-------|
| 1 | Mental health education | 3.69 | .96 | high | 2 |
| 2 | Grants management | 3.61 | .98 | high | 3 |
| 3 | Academic guidance | 3.56 | 1.02 | high | 4 |
| 4 | Employment guidance | 3.92 | .81 | high | 1 |
| Total | | 3.70 | .68 | high | |

According to table 4.2, found that the current situation of student affairs management in applied undergraduate campus Guangxi 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 employment guidance ($\bar{X}=3.92$), followed by mental health education ($\bar{X}=3.69$), and academic guidance was the lowest mean ($\bar{X}=3.56$).

Table 4.3 The mean and standard deviation of the situation of student affairs management in applied undergraduate campus Guangxi universities in mental health education

(n = 254)

| | Mental Health Education | \bar{X} | S.D. | level | Order |
|---|---|-----------|------|-------|-------|
| 1 | Student affairs administrators integrate mental health education into physical activities to promote students' mental health. | 3.66 | 1.24 | high | 12 |
| 2 | Student affairs administrators integrate mental health education into aesthetic activities to promote students' mental health. | 3.65 | 1.20 | high | 13 |
| 3 | Student affairs administrators integrate mental health education into labor education to promote student mental health. | 3.76 | 1.21 | high | 3 |
| 4 | Student affairs administrators are integrating mental health education into civic education to promote students' mental health. | 3.67 | 1.25 | high | 10 |
| 5 | Student Affairs Administrator provides students with adequate counseling services, including individual and group counseling. | 3.72 | 1.27 | high | 6 |

Table 4.3 (Continued)

(n = 254)

| | Mental Health Education | \bar{X} | S.D. | level | Order |
|----|---|-----------|------|-------|-------|
| 6 | Student affairs administrators are adept at coordinating online and offline approaches to mental health education to enhance the effectiveness of their efforts. | 3.81 | 1.17 | high | 1 |
| 7 | Student affairs administrators have always paid special attention to the psychological needs of special groups, and targeted psychological counseling and humanistic care work. | 3.67 | 1.28 | high | 11 |
| 8 | Student affairs administrators emphasize peer tutoring team building and conduct regular training activities. | 3.70 | 1.28 | high | 8 |
| 9 | Student affairs administrators make full use of peer counseling team members to assist with mental health education activities. | 3.62 | 1.26 | high | 15 |
| 10 | Student affairs administrators are effective in preventing and intervening in student psychological crisis events. | 3.63 | 1.25 | high | 14 |
| 11 | Student affairs administrators are actively engaged in psychological sitcom activities to provide students with self-practice avenues for mental health education. | 3.72 | 1.23 | high | 5 |
| 12 | Student affairs administrators are able to communicate positively with parents and effectively conduct home-school mental health programs. | 3.71 | 1.25 | high | 7 |
| 13 | Student affairs administrators have regular access to specialized training in mental health education. | 3.68 | 1.22 | high | 9 |

Table 4.3 (Continued)

(n = 254)

| | Mental Health Education | \bar{X} | S.D. | level | Order |
|--------------|--|-------------|------------|-------------|-------|
| 14 | Student affairs administrators are able to communicate regularly with the school's full-time mental health team. | 3.76 | 1.20 | high | 2 |
| 15 | Student affairs administrators have a very clear understanding of the boundaries and positioning of responsibilities in mental health education. | 3.74 | 1.30 | high | 4 |
| 16 | Student affairs administrators have the necessary working space and equipment for mental health education. | 3.59 | 1.22 | high | 16 |
| Total | | 3.69 | .96 | high | |

According to table 4.3, found that the current situation of Student affairs administrators in mental health education was at high level ($\bar{X}=3.69$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student affairs administrators are adept at coordinating online and offline approaches to mental health education to enhance the effectiveness of their efforts ($\bar{X}=3.81$), followed by Student affairs administrators are able to communicate regularly with the school's full-time mental health team ($\bar{X}=3.76$, S.D.=1.20), and Student affairs administrators have the necessary working space and equipment for mental health education was the lowest mean ($\bar{X}=3.59$).

Table 4.4 The mean and standard deviation of the situation of student affairs management in applied undergraduate campus Guangxi universities in grants management

(n = 254)

| | Grants Management | \bar{X} | S.D. | level | Order |
|---|---|-----------|------|-------|-------|
| 1 | Student affairs administrators implement "precise" financial assistance to students with financial difficulties through a variety of means, such as awards, loans, grants, attendance, subsidies, exemptions, and green channels. | 3.59 | 1.29 | high | 10 |
| 2 | Student affairs administrators combine "helping the needy" with "helping the ambitious" to give full play to the function of financial aid to educate people. | 3.69 | 1.22 | high | 2 |
| 3 | Student affairs administrators combine "helping the needy" with "helping the wise" to give full play to the function of financial aid to educate people. | 3.59 | 1.26 | high | 9 |
| 4 | Student affairs administrators use a combination of quantitative and qualitative indicator systems to carry out accurate identification of students with financial difficulties. | 3.65 | 1.30 | high | 3 |
| 5 | Student affairs administrators pay attention to the psychological needs of sponsored students and provide targeted psychological counseling and humanistic care. | 3.61 | 1.35 | high | 7 |
| 6 | Student affairs administrators focus on the privacy of voucher students. | 3.58 | 1.27 | high | 11 |

Table 4.4 (Continued)

(n = 254)

| | Grants Management | \bar{X} | S.D. | level | Order |
|--------------|--|-------------|------------|-------------|-------|
| 7 | Student affairs administrators follow up with voucher students on an ongoing basis to learn about the situation, including post-graduation follow-up. | 3.60 | 1.33 | high | 8 |
| 8 | Student affairs administrators are able to manage voucher students dynamically. | 3.58 | 1.28 | high | 12 |
| 9 | The Student Affairs Administrator regularly informs parents about financial aid policies and programs. | 3.63 | 1.25 | high | 5 |
| 10 | Student affairs administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students. | 3.55 | 1.28 | high | 14 |
| 11 | Student affairs administrators work in accordance with the developmental financial aid system of "Relieve, Nurture, Succeed, and Give Back." | 3.61 | 1.28 | high | 6 |
| 12 | Student affairs administrators are actively exploring new models of financial aid support. | 3.56 | 1.24 | high | 13 |
| 13 | Student affairs administrators are adept at leveraging new media technologies and applications for student financial aid administration. | 3.64 | 1.25 | high | 4 |
| 14 | Student affairs administrators receive regular training in student financial aid administration. | 3.71 | 1.23 | high | 1 |
| Total | | 3.61 | .98 | high | |

According to table 4.4, found that the current situation of Student affairs administrators in grants management was at high level ($\bar{X}=3.61$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student affairs administrators receive regular training in student financial aid administration ($\bar{X}=3.71$), followed by Student affairs administrators combine "helping the needy" with "helping the ambitious" to give full play to the function of financial aid to educate people ($\bar{X}=3.69$), and Student affairs administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students was the lowest mean ($\bar{X}=3.55$).

Table 4.5 The mean and standard deviation of the situation of student affairs management in applied undergraduate campus Guangxi universities in academic guidance

(n = 254)

| | Academic Guidance | \bar{X} | S.D. | level | Order |
|---|---|-----------|------|--------|-------|
| 1 | student affairs administrator has a refined plan for managing student academics. | 3.51 | 1.28 | high | 13 |
| 2 | Student affairs administrators guide students in academic development planning and supervise its implementation. | 3.53 | 1.27 | high | 8 |
| 3 | Student Affairs Administrator helps students understand the university's policies and systems related to teaching and learning. | 3.49 | 1.35 | medium | 15 |
| 4 | Student affairs administrators get an accurate picture of student academics. | 3.51 | 1.25 | high | 12 |
| 5 | Student affairs administrators have an accurate understanding of student academic advising needs. | 3.59 | 1.27 | high | 4 |

Table 4.5 (Continued)

(n = 254)

| | Academic Guidance | \bar{X} | S.D. | level | Order |
|----|---|-----------|------|--------|-------|
| 6 | Student affairs administrators focus on motivating students to learn and helping them become more effective. | 3.63 | 1.28 | high | 3 |
| 7 | Student affairs administrators focus on guiding students to proactively seek academic guidance and helping them develop a proper perspective on learning. | 3.59 | 1.30 | high | 5 |
| 8 | Student affairs administrators establish student academic support organizations to take full advantage of the self-governing power of the student body. | 3.52 | 1.34 | high | 11 |
| 9 | Student Affairs Administrator guides students to effectively utilize the learning resources provided by the school to enhance learning. | 3.52 | 1.28 | high | 9 |
| 10 | Student affairs administrators have set up a counseling and support platform for students to make appointments with academic advisors to give them academic guidance. | 3.65 | 1.24 | high | 1 |
| 11 | Student affairs administrators develop individualized academic planning guides that address the needs of diverse student populations. | 3.64 | 1.28 | high | 2 |
| 12 | Student Affairs Administrator is able to provide specialized tutorial support for students who are struggling academically. | 3.52 | 1.33 | high | 10 |
| 13 | Student affairs administrators is effective in improving student academic performance. | 3.49 | 1.32 | medium | 14 |

Table 4.5 (Continued)

(n = 254)

| | Academic Guidance | \bar{X} | S.D. | level | Order |
|--------------|--|-------------|--------------|-------------|-------|
| 14 | Student affairs administrators regularly participate in student academic advising workshops and networking events. | 3.58 | 1.28 | high | 6 |
| 15 | student affairs administrator has good collaboration and communication with classroom faculty. | 3.55 | 1.25 | high | 7 |
| Total | | 3.56 | 1.023 | high | |

According to table 4.5, found that the current situation of Student affairs administrators in grants management was at high level ($\bar{X}=3.56$). 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 set up a counseling and support platform for students to make appointments with academic advisors to give them academic guidance. Guidance ($\bar{X}=3.65$), followed by Student affairs administrators develop individualized academic planning guides that address the needs of diverse student populations ($\bar{X}=3.64$), and Student Affairs Administrator helps students understand the university's policies and systems related to teaching and learning was the lowest mean ($\bar{X}=3.49$).

Table 4.6 The mean and standard deviation of the situation of student affairs management in applied undergraduate campus Guangxi universities in Employment guidance

(n = 254)

| | Employment Guidance | \bar{x} | S.D. | level | Order |
|---|---|-----------|------|-------|-------|
| 1 | Student affairs administrators provide graduates with services for the entire employment process, including career planning, interviewing skills, and cover letter writing. | 3.97 | 1.06 | high | 4 |
| 2 | Student affairs administrators provide students with individualized career guidance to promote accurate employment. | 3.93 | 1.13 | high | 7 |
| 3 | Student affairs administrators provide students with long-term career development guidance, not just pre-graduation. | 3.90 | 1.10 | high | 11 |
| 4 | Student affairs administrators guide students in setting reasonable employment goals and developing a proper outlook on employment. | 3.95 | 1.12 | high | 5 |
| 5 | Student affairs administrators are able to achieve precision in the management of career guidance services for college students. | 3.86 | 1.10 | high | 13 |
| 6 | Student affairs administrators actively explore and innovate the content and form of career guidance, and do a good job of guiding and cultivating students' outlook on employment. | 3.91 | 1.18 | high | 9 |
| 7 | Student affairs administrators leverage the resources of the employment platform and accurately push matching job postings to students. | 3.85 | 1.10 | high | 15 |

Table 4.6 (Continued)

(n = 254)

| | Employment Guidance | \bar{x} | S.D. | level | Order |
|----|---|-----------|------|-------|-------|
| 8 | Student affairs administrators introduce the preferential policies for graduates to work at the grassroots level and mobilize graduates to actively apply for participation. | 3.86 | 1.16 | high | 14 |
| 9 | Student affairs administrators are able to integrate labor literacy education into career planning and career guidance for college students. | 3.98 | 1.09 | high | 3 |
| 10 | Student affairs administrators are able to incorporate the goals and connotations of the rural revitalization strategy in their career guidance courses, encouraging students to take the initiative to participate in rural development. | 4.01 | 1.05 | high | 1 |
| 11 | Student affairs administrators take the initiative to care about students' employment progress and difficulties, and guide them to adjust their mindset and enhance their confidence in employment. | 3.95 | 1.12 | high | 6 |
| 12 | Student affairs administrators provide targeted career guidance to special groups of students (students with disabilities, economically disadvantaged students, etc.). | 4.00 | 1.09 | high | 2 |
| 13 | Student affairs administrators emphasize the development of student career autonomy by guiding students to proactively gather career information and plan career goals. | 3.87 | 1.14 | high | 12 |

Table 4.6 (Continued)

(n = 254)

| | Employment Guidance | \bar{X} | S.D. | level | Order |
|--------------|--|-------------|------------|-------------|-------|
| 14 | Student affairs administrators actively open lines of communication between graduates and the university. | 3.90 | 1.12 | high | 10 |
| 15 | Student affairs administrators are able to integrate innovation and entrepreneurship education with college career guidance. | 3.92 | 1.08 | high | 8 |
| Total | | 3.92 | .81 | high | |

According to table 4.6, found that the current situation of Student affairs administrators in grants management was at high level ($\bar{X}=3.92$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was Student affairs administrators are able to incorporate the goals and connotations of the rural revitalization strategy in their career guidance courses, encouraging students to take the initiative to participate in rural development ($\bar{X}=4.01$), followed by Student affairs administrators provide targeted career guidance to special groups of students (students with disabilities, economically disadvantaged students, etc.) ($\bar{X}=4.00$), and Student affairs administrators leverage the resources of the employment platform and accurately push matching job postings to students was the lowest mean ($\bar{X}=3.85$).

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

Table 4.7 Personal information of interviewee

| Interviewee | Age | Education | Title | Duties |
|----------------|-----|-----------------|---------------------|------------------|
| Interviewee 1 | 45 | Master's degree | professor | registrar |
| Interviewee 2 | 42 | Master's degree | associate professor | deputy director |
| Interviewee 3 | 40 | Master's degree | professor | registrar |
| Interviewee 4 | 38 | Master's degree | associate professor | deputy secretary |
| Interviewee 5 | 41 | Master's degree | professor | registrar |
| Interviewee 6 | 44 | Master's degree | associate professor | deputy secretary |
| Interviewee 7 | 46 | Master's degree | associate professor | registrar |
| Interviewee 8 | 40 | Master's degree | associate professor | deputy secretary |
| Interviewee 9 | 40 | Doctor's degree | associate professor | registrar |
| Interviewee 10 | 44 | Master's degree | associate professor | deputy secretary |
| Interviewee 11 | 39 | Master's degree | associate professor | registrar |
| Interviewee 12 | 43 | Doctor's degree | associate professor | deputy director |
| Interviewee 13 | 42 | Master's degree | associate professor | registrar |
| Interviewee 14 | 35 | Master's degree | associate professor | deputy secretary |

The research team conducted 14 one-on-one interviews via WeChat.

Interview results

1. In your opinion, how to improve the ability of Student affairs administrators have the necessary working space and equipment for mental health education, and how about your suggestion in Mental health education for student affairs management in applied undergraduate campus Guangxi universities?

The guilelines for Mental health education following results are obtained.

1) Further improve the assessment system for mental health services and enhance the effectiveness and quality of services.

2) Strengthening the peer team to equip them with basic psychological support and guidance.

3) Enhancing the creation of a friendly and inclusive campus environment, encourage students to reach out for help, and reduce the sense of social exclusion for mental health issues.

4) Strengthening the use of information technology as well as the Internet platform, and explore the working mode of mental health education in line with the characteristics of the new media era.

5) Strengthening the integration of aesthetic education, physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era.

6) Strengthening efforts to provide humanistic care and psychological assistance to special groups, and formulating specialized support programmes to meet their special needs.

7) Expanding the online approach to provide adequate combined offline and online counseling services.

8) Enhancing effective communication with students' parents to form a linked system for effective crisis intervention.

9) Strengthening systematic training in mental health education to further improve the level of education and response capacity.

10) Optimize the hardware and software facilities of the counseling place to provide a better experience and a higher level of comfort to the visiting students.

2. In your opinion, how to improve the ability of Student affairs administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students, and how about your suggestion in Grants management for student affairs management in applied undergraduate campus Guangxi universities?

The guidelines for Grants management following results are obtained.

1) Strengthening the precision of identification to ensure the accuracy of the identification of poor students.

2) Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students.

3) Strengthening the tracking of students' development on an ongoing basis, implementing dynamic management of financial assistance recipients, and improving the accuracy and effectiveness of financial assistance.

4) Strengthening the construction of a precise education and developmental financial assistance system, and focusing on the in-depth integration of moral education and financial assistance.

5) Enhancing personalized support and services to meet the specific needs and assistance of financial aid recipients.

6) To further improve the multi-dimensional, comprehensive and objective assessment criteria, so as to accurately assess the students receiving assistance.

7) Strengthening the construction of a funding diversification mechanism to safeguard the various expenditures for accurate funding.

8) Strengthening the study of policies and regulations as well as business training, so as to enhance the professionalization of the work of precision financial assistance.

3. In your opinion, how to improve the ability of Student Affairs Administrator helps students understand the university's policies and systems related to teaching and learning ,and how about your suggestion in Academic guidance for student affairs management in applied undergraduate campus Guangxi universities?

The guilelines for Academic guidance following results are obtained.

1) Strengthening guidance to students in formulating scientific academic development plans and helping them to develop a correct outlook on learning.

2) Enhancing regular tracking of students' learning progress, pay attention to students' learning experience and needs, and give precise and stage-by-stage guidance.

3) Strengthening the platform for academic assistance and policy counseling to help students access learning resources and academic assistance support.

4) Strengthening academic activity guidance efforts to help students better improve their learning.

5) Strengthening attention to the learning needs of special groups of students, such as struggling students and students living in poverty, and providing targeted academic guidance and support.

6) Strengthening psychological counseling services to help students regulate academic stress.

7) Enhancing linkages with academic administrators to provide feedback and support for academic alerts.

8) Strengthening the linkage between home and school to focus on students' learning situation and problems, and providing necessary support and guidance.

9) Expanding administrators' academic advising knowledge and skills to enhance academic advising and competence.

10) Enhancing research on academic advising practices and evaluating the effectiveness of their work.

4. **In your opinion**, how to improve the ability of Student affairs administrators leverage the resources of the employment platform and accurately push matching job postings to students ,and how about your suggestion in Employment guidance for student affairs management in applied undergraduate campus Guangxi universities?

The guilelines for Employment guidance following results are obtained.

1) Strengthening personalized career planning guidance to help students develop scientific career goals.

2) Strengthening the whole process and personalized career guidance services to promote accurate employment of students.

3) Strengthening innovation and entrepreneurship support and assistance and guidance to help students realize their innovation and entrepreneurship dreams.

4) Strengthening the integration of the contents of Civic and Political Education in the curriculum of career guidance education, and cultivating students' correct outlook on careers and moral qualities.

5) Strengthening support for the career development of students from special groups and providing targeted supportive guidance.

6) Continuously improve the data in the student record system to track students' progress and growth in employment and provide ongoing support and guidance.

7) To further open up the channels of communication between graduates and schools, and to provide timely feedback on students' employment skills and information needs.

8) Continuously optimize the matching algorithm of the employment platform to improve the accuracy and matching degree of job push.

Table 4.8 Guidelines for student affairs management in applied undergraduate campus Guangxi universities

| Content | Guidelines |
|-------------------------|--|
| Mental Health Education | <ol style="list-style-type: none"> 1) Further improve the assessment system for mental health services and enhance the effectiveness and quality of services. 2) Strengthening the peer team to equip them with basic psychological support and guidance. 3) Enhancing the creation of a friendly and inclusive campus environment, encourage students to reach out for help, and reduce the sense of social exclusion for mental health issues. 4) Strengthening the use of information technology as well as the Internet platform, and explore the working mode of mental health education in line with the characteristics of the new media era. 5) Strengthening the integration of aesthetic education, physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era. 6) Strengthening efforts to provide humanistic care and psychological assistance to special groups, and Formulating specialized support programmes to meet their special needs. 7) Expanding the online approach to provide adequate combined offline and online counseling services. 8) Enhancing effective communication with students' parents to form a linked system for effective crisis intervention. |

Table 4.8 (Continued)

| Content | Guidelines |
|-------------------|---|
| Grants Management | <p>9) Strengthening systematic training in mental health education to further improve the level of education and response capacity.</p> <p>10) Optimize the hardware and software facilities of the counseling place to provide a better experience and a higher level of comfort to the visiting students.</p> |
| | <p>1) Strengthening the precision of identification to ensure the accuracy of the identification of poor students.</p> <p>2) Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students.</p> |
| | <p>3) Strengthening the tracking of students' development on an ongoing basis, implementing dynamic management of financial assistance recipients, and improving the accuracy and effectiveness of financial assistance.</p> |
| | <p>4) Strengthening the construction of a precise education and developmental financial assistance system, and focusing on the in-depth integration of moral education and financial assistance.</p> |
| | <p>5) Enhancing personalized support and services to meet the specific needs and assistance of financial aid recipients.</p> |
| | <p>6) To further improve the multi-dimensional, comprehensive and objective assessment criteria, so as to accurately assess the students receiving assistance.</p> |
| | <p>7) Strengthening the construction of a funding diversification mechanism to safeguard the various expenditures for accurate funding.</p> |
| | <p>8) Strengthening the study of policies and regulations as well as business training, so as to enhance the professionalization of the work of precision financial assistance.</p> |

Table 4.8 (Continued)

| Content | Guidelines |
|-------------------|---|
| Academic Guidance | 1) Strengthening guidance to students in formulating scientific academic development plans and helping them to develop a correct outlook on learning. |
| | 2) Enhancing regular tracking of students' learning progress, pay attention to students' learning experience and needs, and give precise and stage-by-stage guidance. |
| | 3) Strengthening the platform for academic assistance and policy counseling to help students access learning resources and academic assistance support. |
| | 4) Strengthening academic activity guidance efforts to help students better improve their learning. |
| | 5) Strengthening attention to the learning needs of special groups of students, such as struggling students and students living in poverty, and providing targeted academic guidance and support. |
| | 6) Strengthening psychological counseling services to help students regulate academic stress. |
| | 7) Enhancing linkages with academic administrators to provide feedback and support for academic alerts. |
| | 8) Strengthening the linkage between home and school to focus on students' learning situation and problems, and providing necessary support and guidance. |
| | 9) Expanding administrators' academic advising knowledge and skills to enhance academic advising and competence. |
| | 10) Enhancing research on academic advising practices and evaluating the effectiveness of their work. |

Table 4.8 (Continued)

| Content | Guidelines |
|---------------------|---|
| Employment Guidance | 1) Strengthening personalized career planning guidance to help students develop scientific career goals. |
| | 2) Strengthening the whole process and personalized career guidance services to promote accurate employment of students. |
| | 3) Strengthening innovation and entrepreneurship support and assistance and guidance to help students realize their innovation and entrepreneurship dreams. |
| | 4) Strengthening the integration of the contents of Civic and Political Education in the curriculum of career guidance education, and cultivating students' correct outlook on careers and moral qualities. |
| | 5) Strengthening support for the career development of students from special groups and providing targeted supportive guidance. |
| | 6) Continuously improve the data in the student record system to track students' progress and growth in employment and provide ongoing support and guidance. |
| | 7) To further open up the channels of communication between graduates and schools, and to provide timely feedback on students' employment skills and information needs. |
| | 8) Continuously optimize the matching algorithm of the employment platform to improve the accuracy and matching degree of job push. |

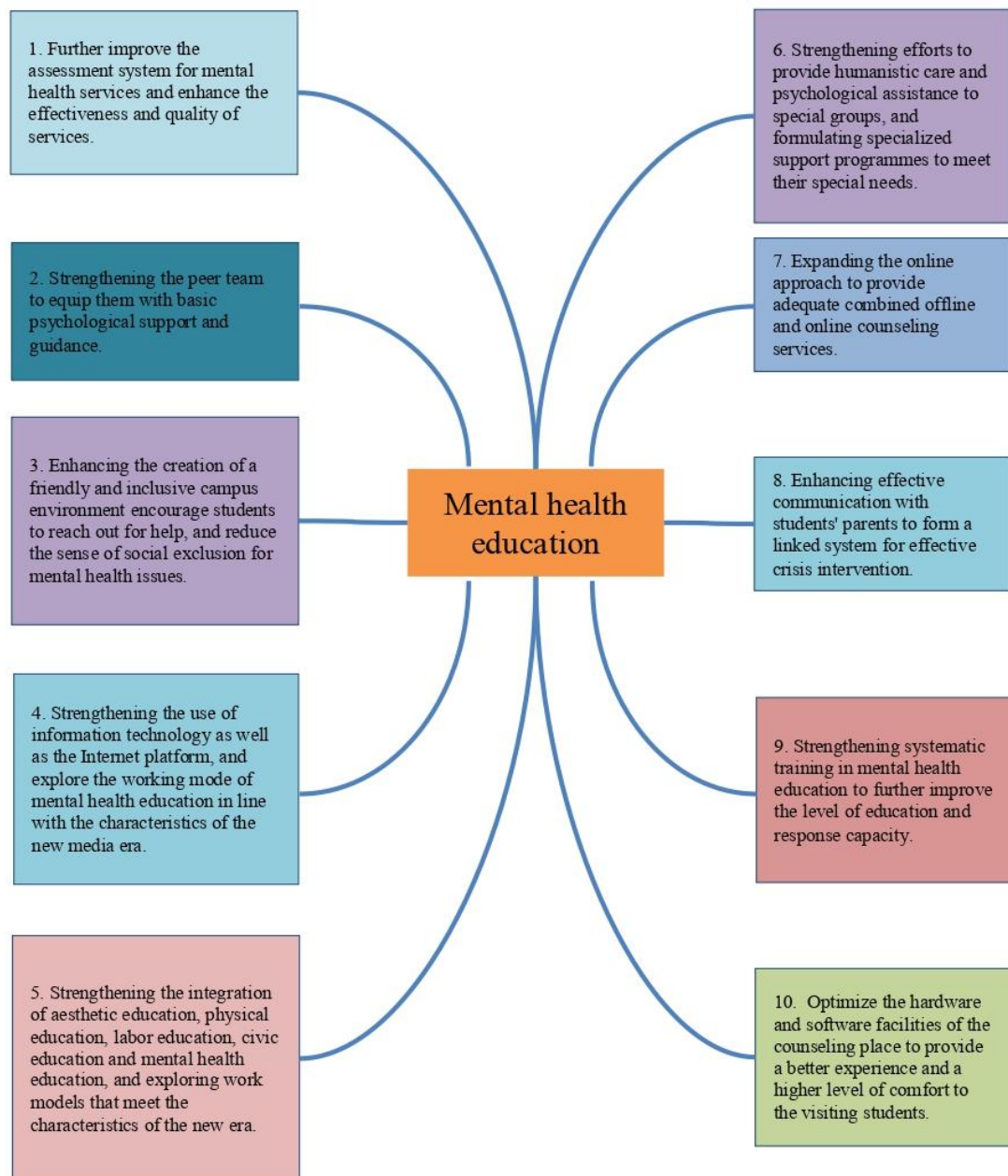


Figure 4.1 Guidelines for Mental health education

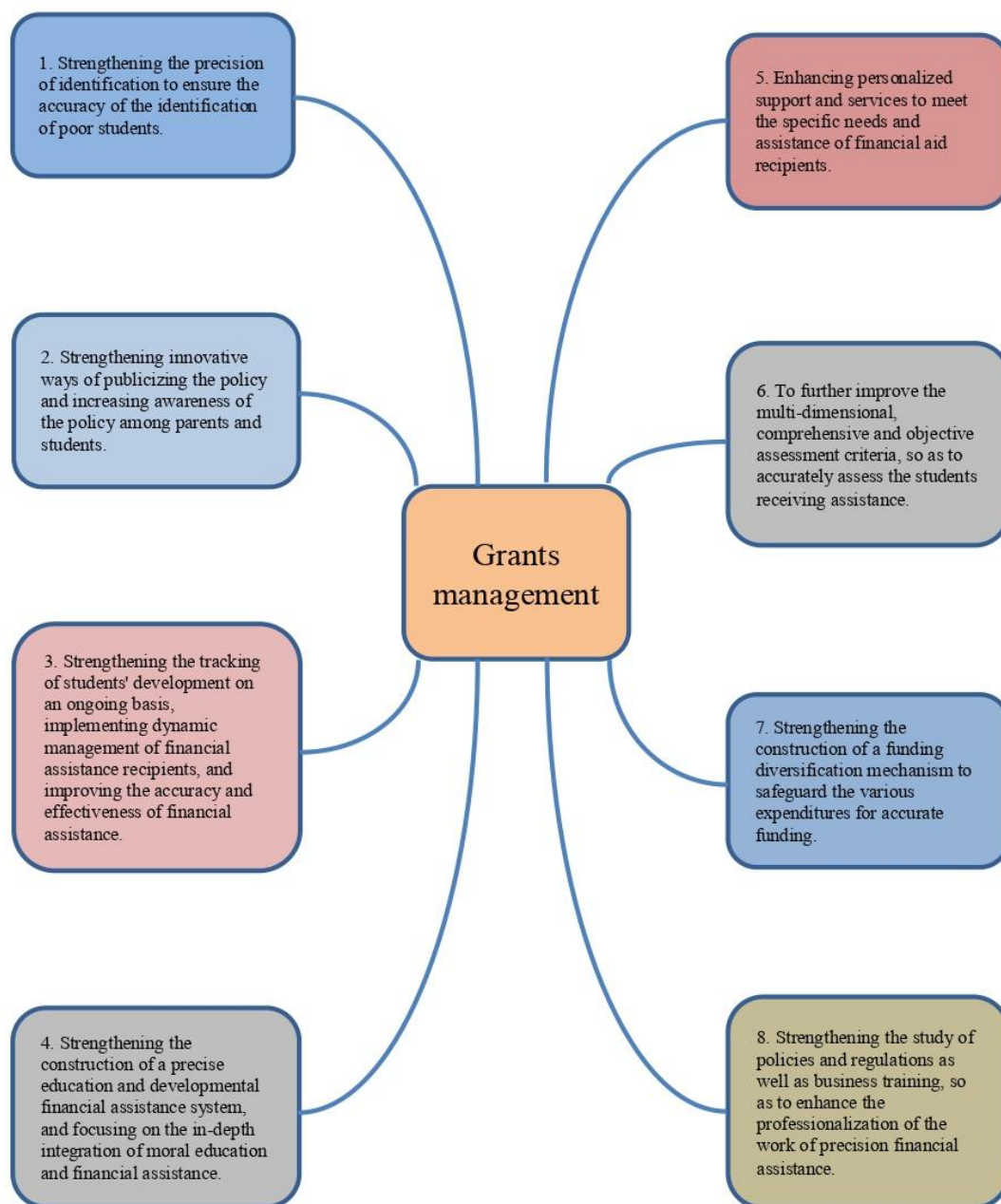


Figure 4.2 Guidelines for Grants management

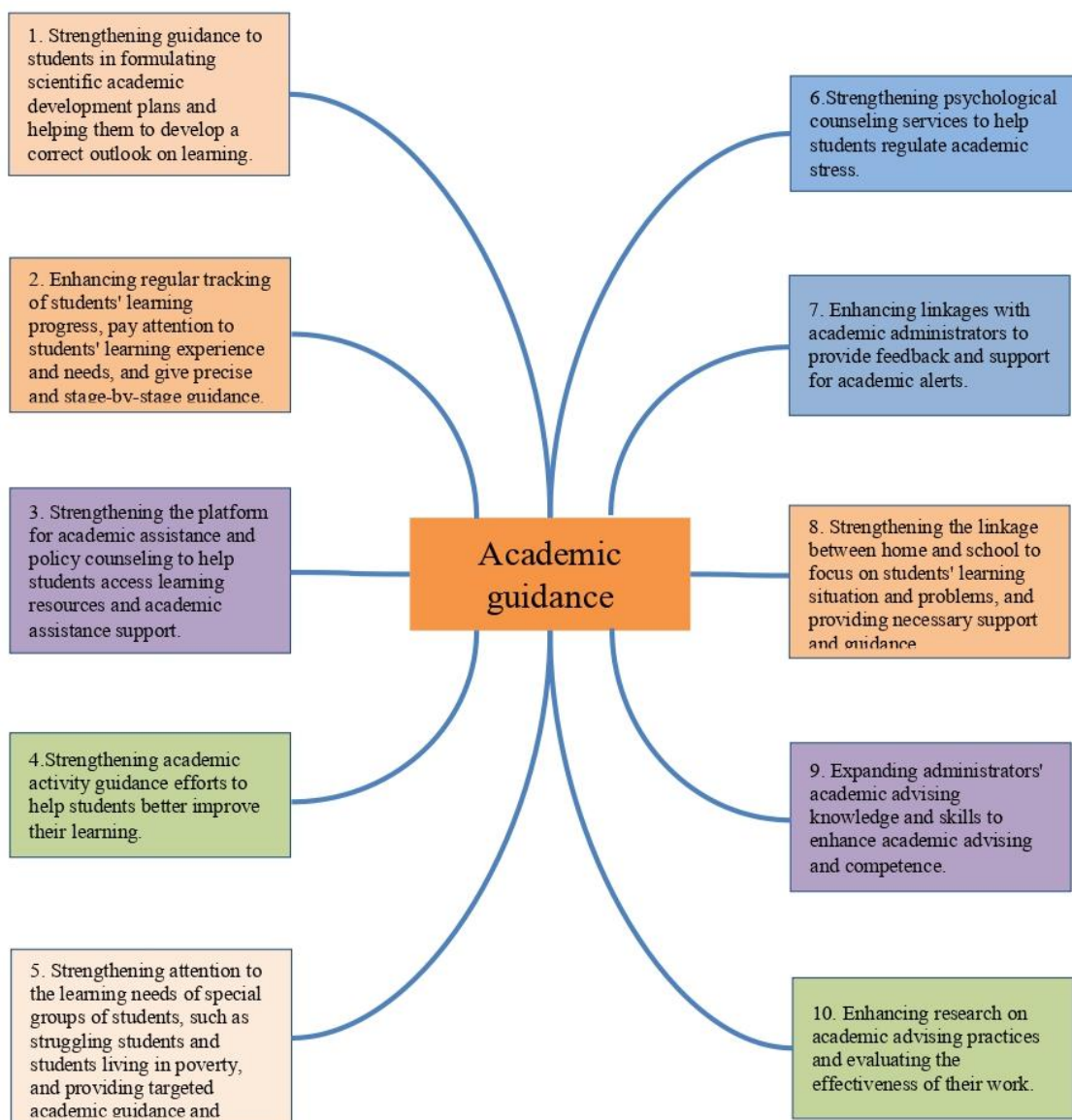


Figure 4.3 Guidelines for Academic guidance

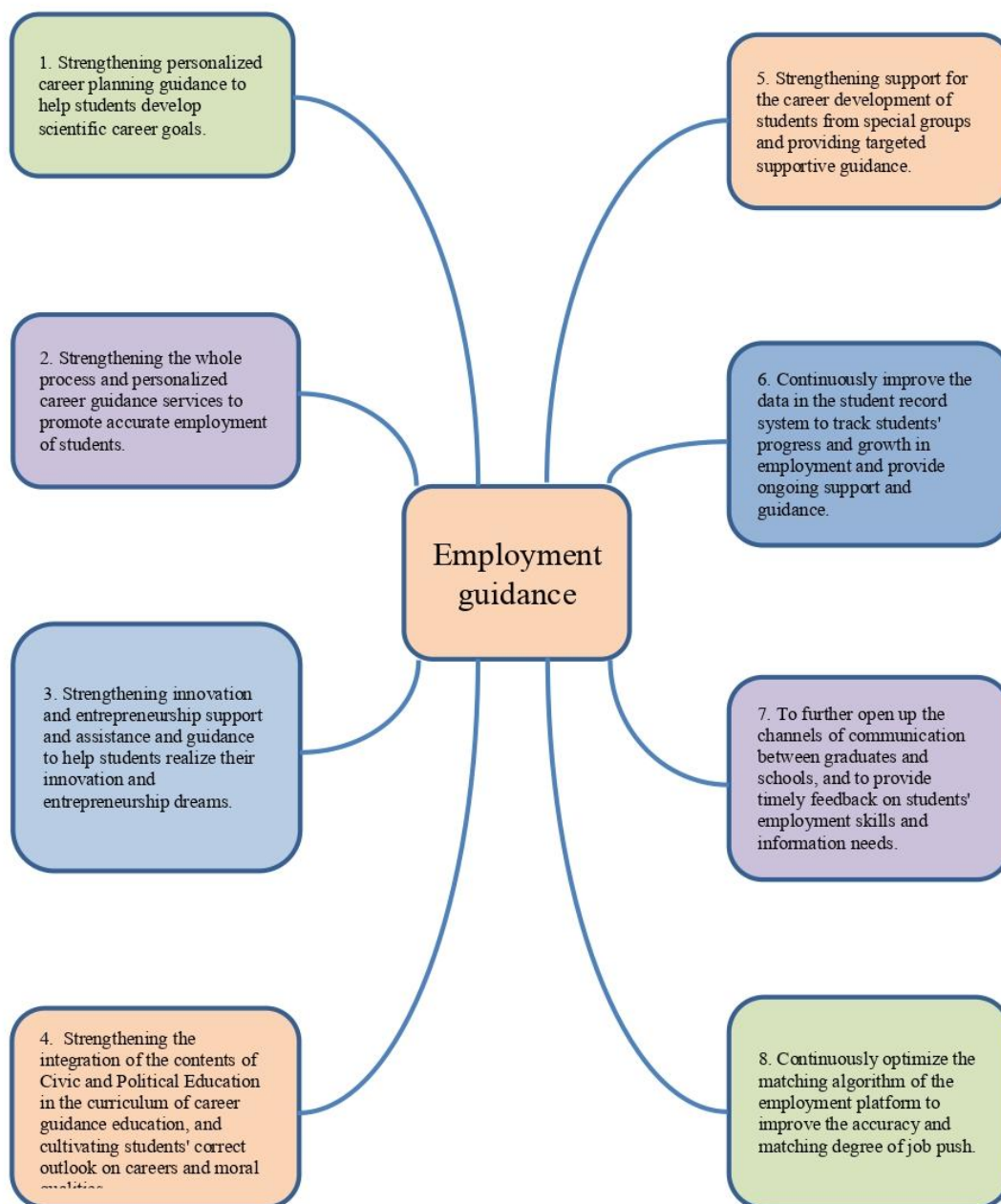


Figure 4.4 Guidelines for Employment guidance

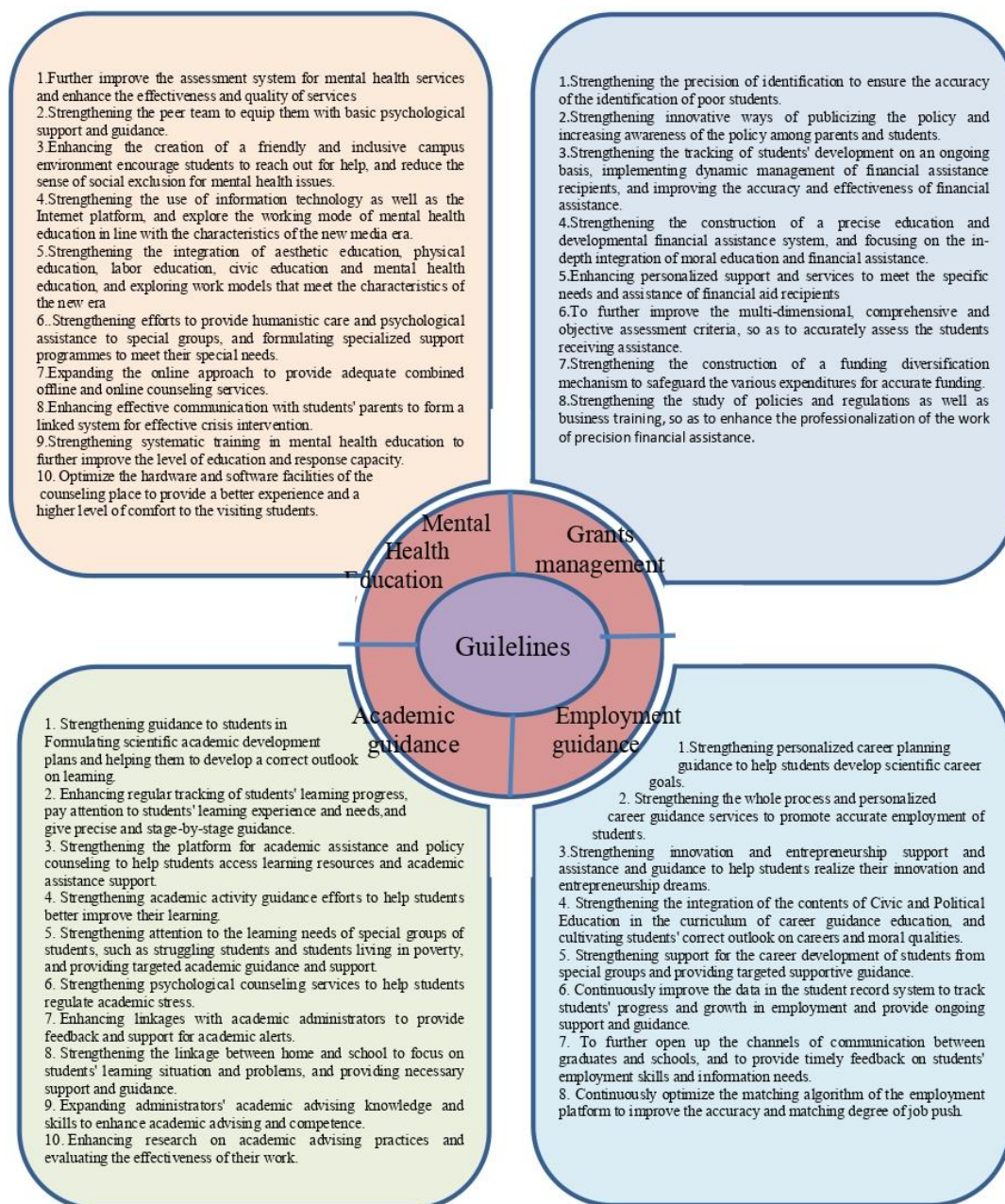


Figure 4.5 Guidelines for student affairs management in applied undergraduate campus Guangxi universities

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

This part aims to evaluate the suitability and feasibility of guidelines for student affairs management in applied undergraduate campus Guangxi universities. To this end, 15 experts from 15 Guangxi universities were invited to conduct an evaluation. They took the form of a 5-level rating scale, namely, the highest, high, average, low, and lowest. Respondents could only choose from one level. The calculation results are shown in the following table:

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

(N = 15)

| Guidelines for Student Affairs Management | Suitability | | | Feasibility | | |
|---|-------------|------------|----------------|-------------|------------|----------------|
| | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 1. Mental health education | 4.73 | .37 | Highest | 4.65 | .48 | Highest |
| 2. Grants management | 4.67 | .41 | Highest | 4.67 | .42 | Highest |
| 3. Academic guidance | 4.68 | .30 | Highest | 4.61 | .36 | Highest |
| 4. Employment guidance | 4.70 | .34 | Highest | 4.66 | .40 | Highest |
| Total | 4.69 | .32 | Highest | 4.65 | .34 | Highest |

According to table 4.9, the data show that the overall expert evaluation of the suitability and feasibility of the guideline is at the highest level ($\bar{X}=4.69$, $\bar{X}=4.65$), indicating the high suitability and feasibility of the guideline.

The suitability of guidelines for student affairs management in applied undergraduate campus Guangxi universities, the levels from the highest to lowest mean were as follow: the highest mean was mental health education ($\bar{X}=4.73$), followed by employment guidance ($\bar{X}=4.70$), and grants management was the lowest mean ($\bar{X}=4.67$).

The feasibility of guidelines for student affairs management in applied undergraduate campus Guangxi universities, the levels from the highest to lowest mean were as follow: the highest mean was grants management ($\bar{X}=4.67$), followed by employment guidance ($\bar{X}=4.66$), and academic guidance was the lowest mean ($\bar{X}=4.61$).

Table 4.10 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for mental health education in ten aspects.

(N = 15)

| Mental Health Education | | Suitability | | | Feasibility | | |
|-------------------------|--|-------------|------|---------|-------------|------|---------|
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 1 | Further improve the assessment system for mental health services and enhance the effectiveness and quality of services. | 4.67 | .49 | Highest | 4.67 | .49 | Highest |
| 2 | Strengthening the peer team to equip them with basic psychological support and guidance. | 4.67 | .49 | Highest | 4.60 | .63 | Highest |
| 3 | Enhancing the creation of a friendly and inclusive campus environment, encourage students to reach out for help, and reduce the sense of social exclusion for mental health issues. | 4.73 | .46 | Highest | 4.53 | .92 | Highest |
| 4 | Strengthening the use of information technology as well as the Internet platform, and explore the working mode of mental health education in line with the characteristics of the new media era. | 4.73 | .46 | Highest | 4.73 | .46 | Highest |

Table 4.10 (Continued)

| | | (N = 15) | | | | | |
|-------------------------|---|-------------|------|---------|-------------|------|---------|
| Mental Health Education | | Suitability | | | Feasibility | | |
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 5 | Strengthening the integration of aesthetic education, Physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era. | 4.80 | .41 | Highest | 4.80 | .41 | Highest |
| 6 | Strengthening efforts to provide humanistic care and Psychological assistance to special groups, and formulating specialized Support programmes to meet their special needs. | 4.73 | .46 | Highest | 4.60 | .74 | Highest |
| 7 | Expanding the online approach to provide adequate combined offline and online counsellor services. | 4.87 | .35 | Highest | 4.67 | .62 | Highest |
| 8 | Enhancing effective communication with students' parents to form a linked system for effective crisis intervention. | 4.67 | .49 | Highest | 4.67 | .62 | Highest |
| 9 | Strengthening systematic training in mental health education to further improve the level of education and response capacity. | 4.67 | .49 | Highest | 4.60 | .74 | Highest |

Table 4.10 (Continued)

| | | (N = 15) | | | | | |
|-------------------------|--|-------------|------------|----------------|-------------|------------|----------------|
| Mental Health Education | | Suitability | | | Feasibility | | |
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 9 | Strengthening systematic training in mental health education to further improve the level of education and response capacity. | 4.67 | .49 | Highest | 4.60 | .74 | Highest |
| 10 | Optimize the hardware and software facilities of the counseling place to provide a Better experience and a higher level of comfort to the visiting students. | 4.73 | .46 | Highest | 4.67 | .62 | Highest |
| Total | | 4.73 | .37 | Highest | 4.65 | .48 | Highest |

According to table 4.10, the data show that the overall expert evaluation of the suitability and feasibility of the guideline for Mental health education is at the highest level ($\bar{X}=4.73$, $\bar{X}=4.65$), indicating the high suitability and feasibility of the guideline.

The suitability of guidelines for mental health education, the levels from the highest to lowest mean were as follow: the highest mean was “7.Expanding the online approach to provide adequate combined offline and online counseling services.” ($\bar{X}=4.87$), followed by “5.Strengthening the integration of aesthetic education, physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era.”($\bar{X}=4.80$), and “1.Further improve the assessment system for mental health services and enhance the effectiveness and quality of services.” “2.Strengthening the peer team to equip them with basic psychological support and guidance.” “8.Enhancing effective communication with students' parents to form a linked system for effective crisis intervention.” “9. Strengthening systematic training in

mental health education to further improve the level of education and response capacity.” was the lowest mean ($\bar{X}=4.67$).

The feasibility of guidelines for mental health education, the levels from the highest to lowest mean were as follow: the highest mean was “5.Strengthening the integration of aesthetic education, physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era.” ($\bar{X}=4.80$), followed by” “4.Strengthening the use of information technology as well as the Internet platform, and explore the working mode of mental health education in line with the characteristics of the new media era.” ($\bar{X}=4.73$), and “3.Enhancing the creation of a friendly and inclusive campus environment, encourage students to reach out for help, and reduce the sense of social exclusion for mental health issues.” was the lowest mean ($\bar{X}=4.61$).

Table 4.11 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for grants management in eight aspects.

(N = 15)

| Grants Management | | Suitability | | | Feasibility | | |
|-------------------|---|-------------|------|---------|-------------|------|---------|
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 1 | Strengthening the precision of identification to ensure the accuracy of the identification of poor students. | 4.73 | .46 | Highest | 4.67 | .62 | Highest |
| 2 | Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students. | 4.80 | .41 | Highest | 4.73 | .59 | Highest |
| 3 | Strengthening the tracking of students' development on an ongoing basis, implementing dynamic management of financial assistance recipients, and improving the accuracy | 4.73 | .46 | Highest | 4.73 | .59 | Highest |

Table 4.11 (Continued)

| | | (N = 15) | | | | | |
|-------------------|--|-------------|------|---------|-------------|------|---------|
| Grants Management | | Suitability | | | Feasibility | | |
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| | and effectiveness of financial assistance. | | | | | | |
| 4 | Strengthening the construction of a precise education and developmental financial assistance system, and focusing on the in-depth integration of moral education and financial assistance. | 4.73 | .46 | Highest | 4.53 | .74 | Highest |
| 5 | Enhancing personalized support and services to meet the specific needs and assistance of financial aid recipients. | 4.60 | .63 | Highest | 4.53 | .74 | Highest |
| 6 | To further improve the multidimensional, comprehensive and objective assessment criteria, so as to accurately assess the students receiving assistance. | 4.53 | .64 | Highest | 4.80 | .41 | Highest |
| 7 | Strengthening the construction of a funding diversification mechanism to safeguard the various expenditures for accurate funding. | 4.60 | .63 | Highest | 4.67 | .49 | Highest |

Table 4.11 (Continued)

(N = 15)

| Grants Management | | Suitability | | | Feasibility | | |
|-------------------|---|-------------|------------|----------------|-------------|------------|----------------|
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 8 | Strengthening the study of policies and regulations as well as business training, so as to enhance the professionalization of the work of precision financial assistance. | 4.60 | .50 | Highest | 4.67 | .62 | Highest |
| Total | | 4.67 | .41 | Highest | 4.67 | .42 | Highest |

According to table 4.11, the data show that the overall expert evaluation of the suitability and feasibility of the guideline for Grants management is at the highest level ($\bar{X}=4.67$, $\bar{X}=4.67$), indicating the high suitability and feasibility of the guideline.

The suitability of guidelines for grants management, the levels from the highest to lowest mean were as follow: the highest mean was “2.Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students.” ($\bar{X}=4.80$), followed by “1.Strengthening the precision of identification to ensure the accuracy of the identification of poor students.” “3.Strengthening the tracking of students' development on an ongoing basis, implementing dynamic management of financial assistance recipients, and improving the accuracy and effectiveness of financial assistance.” “4.Strengthening the construction of a precise education and developmental financial assistance system, and focusing on the in-depth integration of moral education and financial assistance.” ($\bar{X}=4.73$), and “6.To further improve the multi-dimensional, comprehensive and objective assessment criteria, so as to accurately assess the students receiving assistance.” was the lowest mean ($\bar{X}=4.53$).

The feasibility of guidelines for grants management, the levels from the highest to lowest mean were as follow: the highest mean was “6.To further improve the multi-dimensional, comprehensive and objective assessment criteria, so as to accurately assess the students receiving assistance.” ($\bar{X}=4.80$), followed by

“2.Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students.” “3.Strengthening the tracking of students' development on an ongoing basis, implementing dynamic management of financial assistance recipients, and improving the accuracy and effectiveness of financial assistance.” (\bar{X} =4.73), and “4.Strengthening the construction of a precise education and developmental financial assistance system, and focusing on the in-depth integration of moral education and financial assistance.” “5.Enhancing personalized support and services to meet the specific needs and assistance of financial aid recipients.” was the lowest mean (\bar{X} =4.53).

Table 4.12 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for academic guidance in ten aspects.

(N = 15)

| Academic Guidance | | Suitability | | | Feasibility | | |
|-------------------|--|-------------|------|---------|-------------|------|---------|
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 1 | Strengthening guidance to students in formulating scientific academic development plans and helping them to develop a correct outlook on learning. | 4.73 | .46 | Highest | 4.73 | .46 | Highest |
| 2 | Enhancing regular tracking of students' learning progress, pay attention to students' learning experience and needs, and give precise and stage-by-stage guidance. | 4.73 | .46 | Highest | 4.60 | .63 | Highest |
| 3 | Strengthening the platform for academic assistance and policy counseling to help students access learning resources and academic assistance support. | 4.60 | .51 | Highest | 4.80 | .41 | Highest |

Table 4.12 (Continued)

(N = 15)

| Academic Guidance | | Suitability | | | Feasibility | | |
|-------------------|--|-------------|------|---------|-------------|------|---------|
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 4 | Strengthening academic activity guidance efforts to help students better improve their learning. | 4.60 | .51 | Highest | 4.60 | .63 | Highest |
| 5 | Strengthening attention to the learning needs of special groups of students, such as struggling students and students living in poverty, and providing targeted academic guidance and support. | 4.87 | .35 | Highest | 4.53 | .83 | Highest |
| 6 | Strengthening psychological counseling services to help students regulate academic stress. | 4.73 | .46 | Highest | 4.53 | .74 | Highest |
| 7 | Enhancing linkages with academic administrators to provide feedback and support for academic alerts. | 4.73 | .46 | Highest | 4.67 | .49 | Highest |
| 8 | Strengthening the linkage between home and school to focus on students' learning situation and problems, and providing necessary support and guidance. | 4.67 | .62 | Highest | 4.47 | .74 | High |
| 9 | Expanding administrators' academic advising knowledge and skills to enhance academic advising and competence. | 4.53 | .52 | Highest | 4.53 | .74 | Highest |

Table 4.12 (Continued)

| | | (N = 15) | | | | | |
|-------------------|---|-------------|------------|----------------|-------------|------------|----------------|
| Academic Guidance | | Suitability | | | Feasibility | | |
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 10 | Enhancing research on academic advising practices and evaluating the effectiveness of their work. | 4.60 | .51 | Highest | 4.67 | .62 | Highest |
| Total | | 4.68 | .30 | Highest | 4.61 | .36 | Highest |

According to table 4.12, the data show that the overall expert evaluation of the suitability and feasibility of the guideline for Academic guidance is at the highest level ($\bar{X}=4.68$, $\bar{X}=4.61$), indicating the high suitability and feasibility of the guideline.

The suitability of guidelines for academic guidance, the levels from the highest to lowest mean were as follow: the highest mean was “5.Strengthening attention to the learning needs of special groups of students, such as struggling students and students living in poverty, and providing targeted academic guidance and support.” ($\bar{X}=4.87$), followed by “1.Strengthening guidance to students in formulating scientific academic development plans and helping them to develop a correct outlook on learning.” “2.Enhancing regular tracking of students' learning progress, pay attention to students' learning experience and needs, and give precise and stage-by-stage guidance.” “6.Strengthening psychological counseling services to help students regulate academic stress.” ($\bar{X}=4.73$), and “9.Expanding administrators' academic advising knowledge and skills to enhance academic advising and competence.” was the lowest mean ($\bar{X}=4.53$).

The feasibility of guidelines for academic guidance, the levels from the highest to lowest mean were as follow: the highest mean was “3.Strengthening the platform for academic assistance and policy counseling to help students access learning resources and academic assistance support.” ($\bar{X}=4.80$), followed by “1.Strengthening guidance to students in formulating scientific academic development plans and helping them to develop a correct outlook on learning.” ($\bar{X}=4.73$), and “8.Strengthening the linkage between home and school to focus on

students' learning situation and problems, and providing necessary support and guidance.” was the lowest mean ($\bar{X}=4.47$).

Table 4.13 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for employment guidance in eight aspects.

(N=15)

| Employment Guidance | | Suitability | | | Feasibility | | |
|---------------------|--|-------------|------|---------|-------------|------|---------|
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 1 | Strengthening personalized career planning guidance to help students develop scientific career goals. | 4.80 | .41 | Highest | 4.67 | .49 | Highest |
| 2 | Strengthening the whole process and personalized career guidance services to promote accurate employment of students. | 4.60 | .63 | Highest | 4.80 | .41 | Highest |
| 3 | Strengthening innovation and entrepreneurship support and assistance and guidance to help students realize their innovation and entrepreneurship dreams. | 4.67 | .49 | Highest | 4.53 | .64 | Highest |
| 4 | Strengthening the integration of the contents of Civic and Political Education in the curriculum of career guidance education, and cultivating students' correct outlook on careers and moral qualities. | 4.67 | .49 | Highest | 4.73 | .46 | Highest |
| 5 | Strengthening support for the career development of students from special groups and providing targeted supportive guidance. | 4.87 | .35 | Highest | 4.73 | .46 | Highest |

Table 4.13 (Continued)

| | | (N=15) | | | | | |
|---------------------|--|-------------|------------|----------------|-------------|------------|----------------|
| Employment Guidance | | Suitability | | | Feasibility | | |
| | | \bar{X} | S.D. | Level | \bar{X} | S.D. | Level |
| 6 | Continuously improve the data in the student record system to track students' progress and growth in employment and provide ongoing support and guidance. | 4.73 | .46 | Highest | 4.67 | .62 | Highest |
| 7 | To further open up the channels of communication between graduates and schools, and to provide timely feedback on students' employment skills and information needs. | 4.67 | .49 | Highest | 4.53 | .64 | Highest |
| 8 | Continuously optimize the matching algorithm of the employment platform to improve the accuracy and matching degree of job push. | 4.60 | .51 | Highest | 4.60 | .51 | Highest |
| Total | | 4.70 | .34 | Highest | 4.66 | .40 | Highest |

According to table 4.13, the data show that the overall expert evaluation of the suitability and feasibility of the guideline for Employment guidance is at the highest level (\bar{X} =4.70, \bar{X} =4.66), indicating the high suitability and feasibility of the guideline.

The suitability of guidelines for employment guidance, the levels from the highest to lowest mean were as follow: the highest mean was “5.Strengthening support for the career development of students from special groups and providing targeted supportive guidance.” (\bar{X} =4.87), followed by “1.Strengthening personalized career planning guidance to help students develop scientific career goals.” (\bar{X} =4.80),

and “2.Strengthening the whole process and personalized career guidance services to promote accurate employment of students.” “8.Continuously optimize the matching algorithm of the employment platform to improve the accuracy and matching degree of job push.” was the lowest mean ($\bar{X}=4.60$).

The feasibility of guidelines for employment guidance, the levels from the highest to lowest mean were as follow: the highest mean was “2.Strengthening the whole process and personalized career guidance services to promote accurate employment of students.” ($\bar{X}=4.80$), followed by “4.Strengthening the integration of the contents of Civic and Political Education in the curriculum of career guidance education, and cultivating students' correct outlook on careers and moral qualities.” “5.Strengthening support for the career development of students from special groups and providing targeted supportive guidance.” ($\bar{X}=4.73$), and “3.Strengthening innovation and entrepreneurship support and assistance and guidance to help students realize their innovation and entrepreneurship dreams.” “7.To further open up the channels of communication between graduates and schools, and to provide timely feedback on students' employment skills and information needs. “was the lowest mean ($\bar{X}=4.53$).

Chapter 5

Conclusion Discussion and Recommendations

The aims of the present study include 1) To study the current situation of student affairs management in applied undergraduate campus Guangxi universities, 2) To develop the guidelines for student affairs management in applied undergraduate campus Guangxi universities, and 3) To evaluate the adaptability and feasibility of the guidelines for student affairs management in applied undergraduate campus Guangxi universities were including 4 following aspects: 1) Mental health education, 2) Grants management, 3) Academic guidance, and 4) Employment guidance. The sample group in this research were student affairs administrators in applied undergraduate campus Guangxi universities of Upgrading to Bachelor's Degree for the period 2000-2009. The Interview group was 14 Mid-level administrators. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

The details are as follows.

Conclusion

The research in the guidelines for student affairs management in applied undergraduate campus Guangxi universities. The researcher summarizes the conclusion into 3 parts, details as follows:

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

Part 2: The guidelines for student affairs management in applied undergraduate campus Guangxi universities.

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

Part 1: the current situation of student affairs management in applied undergraduate campus Guangxi universities.

The current situation of student affairs management 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 employment guidance, followed by mental health education, and academic guidance was the lowest level.

Mental health education 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 affairs administrators are adept at coordinating online and offline approaches to mental health education to enhance the effectiveness of their efforts, followed by Student affairs administrators are able to communicate regularly with the school's full-time mental health team, and Student affairs administrators have the necessary working space and equipment for mental health education was the lowest mean.

Grants management 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 affairs administrators receive regular training in student financial aid administration, followed by Student affairs administrators combine "helping the needy" with "helping the ambitious" to give full play to the function of financial aid to educate people, and Student affairs administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students was the lowest mean.

Academic guidance 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 affairs administrators have set up a counseling and support platform for students to make appointments with academic advisors to give them academic guidance. guidance, followed by Student affairs administrators develop individualized academic planning guides that address the needs of diverse student populations, and Student Affairs Administrator helps students understand the university's policies and systems related to teaching and learning was the lowest mean.

Employment guidance 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 affairs administrators are able to incorporate the goals and connotations of the rural revitalization strategy in their career guidance courses, encouraging students to take the initiative to participate in rural development, followed by Student affairs administrators provide targeted career guidance to special groups of students (students with disabilities, economically disadvantaged students, etc.) and Student affairs administrators leverage the resources of the employment platform and accurately push matching job postings to students was the lowest mean.

Part 2 : The guilelines for student affairs management in applied undergraduate campus Guangxi universities.

The guidelines for student affairs management in four aspects, which contain 36 measures. There are 10 measures for mental health education, 8 measures for grants management, 10 measures for academic guidance, and 8 measures for employment guidance.

Mental health education consisted of 10 measures: 1) Further improve the assessment system for mental health services and enhance the effectiveness and quality of services. 2) Strengthening the peer team to equip them with basic psychological support and guidance. 3) Enhancing the creation of a friendly and inclusive campus environment, encourage students to reach out for help, and reduce the sense of social exclusion for mental health issues. 4) Strengthening the use of information technology as well as the Internet platform, and explore the working mode of mental health education in line with the characteristics of the new media era. 5) Strengthening the integration of aesthetic education, physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era. 6) Strengthening efforts to provide humanistic care and psychological assistance to special groups, and formulating specialized support programmes to meet their special needs. 7) Expanding the online approach to provide adequate combined offline and online counseling services. 8) Enhancing effective communication with students' parents to form a linked system for effective crisis intervention; 9) Strengthening systematic training in mental health education to further improve the level of education and response capacity.

10) Optimize the hardware and software facilities of the counseling place to provide a better experience and a higher level of comfort to the visiting students.

Grants management education consisted of 8 measures: 1) Strengthening the precision of identification to ensure the accuracy of the identification of poor students; 2) Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students; 3) Strengthening the tracking of students' development on an ongoing basis, implementing dynamic management of financial assistance recipients, and improving the accuracy and effectiveness of financial assistance. 4) Strengthening the construction of a precise education and developmental financial assistance system, and focusing on the in-depth integration of moral education and financial assistance. 5) Enhancing personalized support and services to meet the specific needs and assistance of financial aid recipients. 6) To further improve the multi-dimensional, comprehensive and objective assessment criteria, so as to accurately assess the students receiving assistance. 7) Strengthening the construction of a funding diversification mechanism to safeguard the various expenditures for accurate funding. 8) Strengthening the study of policies and regulations as well as business training, so as to enhance the professionalization of the work of precision financial assistance.

Academic guidance education consisted of 10 measures: 1) Strengthening guidance to students in formulating scientific academic development plans and helping them to develop a correct outlook on learning. 2) Enhancing regular tracking of students' learning progress, pay attention to students' learning experience and needs, and give precise and stage-by-stage guidance. 3) Strengthening the platform for academic assistance and policy counseling to help students access learning resources and academic assistance support. 4) Strengthening academic activity guidance efforts to help students better improve their learning. 5) Strengthening attention to the learning needs of special groups of students, such as struggling students and students living in poverty, and providing targeted academic guidance and support. 6) Strengthening psychological counseling services to help students regulate academic stress. 7) Enhancing linkages with academic administrators to provide feedback and support for academic alerts. 8) Strengthening the linkage between home and school to focus on students' learning situation and problems, and providing necessary support and guidance. 9) Expanding administrators' academic

advising knowledge and skills to enhance academic advising and competence.
10) Enhancing research on academic advising practices and evaluating the effectiveness of their work.

Employment guidance education consisted of 8 measures: 1) Strengthening personalized career planning guidance to help students develop scientific career goals. 2) Strengthening the whole process and personalized career guidance services to promote accurate employment of students. 3) Strengthening innovation and entrepreneurship support and assistance and guidance to help students realize their innovation and entrepreneurship dreams. 4) Strengthening the integration of the contents of Civic and Political Education in the curriculum of career guidance education, and cultivating students' correct outlook on careers and moral qualities. 5) Strengthening support for the career development of students from special groups and providing targeted supportive guidance. 6) Continuously improve the data in the student record system to track students' progress and growth in employment and provide ongoing support and guidance. 7) To further open up the channels of communication between graduates and schools, and to provide timely feedback on students' employment skills and information needs. 8) Continuously optimize the matching algorithm of the employment platform to improve the accuracy and matching degree of job push.

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

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

The suitability and feasibility of mental health education was highest level, indicating the high suitability and feasibility of the guideline.

The suitability and feasibility of grants management was highest level, indicating the high suitability and feasibility of the guideline.

The suitability and feasibility of academic guidance was highest level, indicating the high suitability and feasibility of the guideline.

The suitability and feasibility of employment guidance was highest level, indicating the high suitability and feasibility of the guideline.

Discussion

The research in the guidelines for student affairs management in applied undergraduate campus Guangxi universities. The researcher summarizes the discussion into 3 parts, details as follows:

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

Part 2 : The guilelines for student affairs management in applied undergraduate campus Guangxi universities.

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

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

The curruent of student affairs management in four aspetcts was at high level. Including mental health education, grants management, academic guidance, employment guidance. The results of this research aspects ranged from the highest to lowest level were as follow: the highest level was employment guidance, followed by mental health education, and academic guidance was the lowest level. This is because the institutional mechanism for the management of student affairs is not perfect, and the construction of the team of administrators needs to be strengthened, so the counselors need to further improve the precision and professionalism of their work in the management and service of student affairs. Related to Li Ziliang concept (Li Ziliang. 2022, p.74-79) the professionalization of student affairs management services by counselors needs to be further enhanced. At present, the degree of specialization of student affairs management in most Chinese universities is low, and many practitioners have not received standardized, systematic, and professional training, making it difficult to provide comprehensive, systematic, and targeted counseling to students, which all affect the improvement of the level of student affairs management in Chinese universities (Chen Qing, 2020, p.110).

Mental health education was at high level. This is because although student affairs administrators are able to carry out mental health education better, their level of specialization and informatization has yet to be improved, and due to the large

number of student affairs, they are not able to provide students with very adequate psychological counseling services, while in the development of activities, there is not enough integration with other education, such as sports. Related to Zuo Xia concept (Zuo Xia. 2023, p.109-113) student affairs administrators are professions that require some knowledge of counseling and pedagogy; however, many part-time counselors have not been trained in the relevant professions, and therefore lack the practical experience and expertise to provide professional counseling and assistance. Student affairs administrators need to integrate mental health education with the work of ideological and political education, and explore the path of integrating parenting from the theory of curriculum ideology, which opens up new research horizons for the promotion of the development of college students' mental health. In order to further improve the mental health of college students, mental health education in colleges and universities needs to innovate and explore the nurturing pathway and strengthen the guidance of healthy psychology for college students (Zhu Junyan. 2023, p.254). Han Xinhai and Li Jianmin. (2019, p.82) suggests that physical activity has a positive effect on students' mental health, and requires student affairs administrators to address the characteristics of different students and guide them to participate in different types of physical activities to improve their psychological quality.

Grants management was at high level. This is because The student financial assistance system is relatively complete, but the continuity of work and humane work needs to be further improved, and the mechanism of financial assistance precision needs to be further improved. Related to Xu Mei, Peng Ying et al. concept (Xu Mei, Peng Ying et al.. 2022, p.56-61) although colleges and universities have established a relatively complete financial aid system, there are still problems such as a weak concept of financial aid for human development and an inadequate supervisory mechanism. Universities still have problems such as insufficient understanding of "precision funding", inadequate measures, unclear paths to carry out precision funding, and deficiencies in the mechanism and system(Liu Xu Liang, Chai San (2020, p.40-44). Colleges and universities should set up the concept of "accurate financial aid", implement the developmental financial aid action plan, focus on the needs of students, provide different financial aid menus, and change the water-flooding type of financial aid to the precise drip-feeding type of financial

aid, so as to improve the accuracy and satisfaction of financial aid and human development (Liu Run & Wang Xiaoli, 2020, p.115-118). In the precise financing work, the education about students' integrity still needs to be strengthened, and it is necessary to enrich the content and ways of financing and educating people, to address the individual needs of different individuals in a targeted manner, and to organically combine financing and educating people (Xirengu Abutia, Abdulkaimu Aihaiti, 2020, p.20-21).

Academic guidance was at high level. This is because student affairs administrators' precise services regarding student academic advising need to be strengthened, communication with classroom faculty is insufficient, and advising skills need to be improved. Related to Tsai Hui-Fei & Yu Xiu-Lan. concept (Tsai Hui-Fei & Yu Xiu-Lan. 2022, p.31-37) in terms of the organization and operation of academic guidance, there are differences in the establishment of institutions and professional teams, and there is a narrowing and homogenization of academic guidance services. Student needs in academic advising have a wide range of variation, and there is currently a lack of responsiveness to needs and a lack of individualized services (Liu Feng and Li Diao. 2022, p.79-81). At present, academic guidance in colleges and universities has the situation of stage fault, which is mainly manifested in the failure of schools to realize the effective articulation of different semesters of academic guidance work, resulting in the content of academic guidance fault (Gao Hongmei. 2023, p.145-147). Schools should rationally plan the work of academic guidance, maximize the use of hardware and software resources, strengthen the publicity of academic guidance, and supervise the work of all kinds of personnel in the academic guidance team in the whole process, so as to enhance the standardization of academic guidance (Gao Yuehan & Zhang Yu, 2021, p.169-176).

Employment guidance was at high level. This is because career guidance needs to be improved in terms of continuity and precision, and is not sufficiently integrated with Civic and Political Education. Related to Wang Peishi concept (Wang Peishi. 2023, p.50-53) employment guidance departments are faced with the problems of a large number of student specializations, a wide range of career choices, and a wide range of employment sectors, and there are still shortcomings in the employment guidance work in terms of convening professionals to provide guidance on a categorical basis. Ma Kun & Feng Wengang. (2021, p.1-10) found that

the current structural contradiction in the supply of jobs for college students is prominent, and there is insufficient resource sharing among employment platforms. Schools should strengthen the investigation and tracking of graduates' employment and follow up the employment situation and career development of graduates in a timely manner, on the basis of which they can adjust the direction of teaching and career guidance in order to provide better professional education and career guidance (Yin Xiaoyong & Luo Xiaoqiong, 2023, p.254).

Part 2 : The guilelines for student affairs management in applied undergraduate campus Guangxi universities.

The guilelines for student affairs management in four aspetcts were at highest level., which contain 36 guidelines. there are 10 guidelines for mental health education, 8 guidelines for grants management, 10 guidelines for academic guidance, 8 guidelines for employment guidance.

Mental health education consisted of 10 guidelines: 1) Further improve the assessment system for mental health services and enhance the effectiveness and quality of services. 2) Strengthening the peer team to equip them with basic psychological support and guidance. 3) Enhancing the creation of a friendly and inclusive campus environment, encourage students to reach out for help, and reduce the sense of social exclusion for mental health issues. 4) Strengthening the use of information technology as well as the Internet platform, and explore the working mode of mental health education in line with the characteristics of the new media era. 5) Strengthening the integration of aesthetic education, physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era. 6) Strengthening efforts to provide humanistic care and psychological assistance to special groups, and formulating specialized support programmes to meet their special needs. 7) Expanding the online approach to provide adequate combined offline and online counseling services. 8) Enhancing effective communication with students' parents to form a linked system for effective crisis intervention; 9) Strengthening systematic training in mental health education to further improve the level of education and response capacity. 10) Optimize the hardware and software facilities of the counseling place to provide a better experience and a higher level of comfort to the visiting students.

There guidelines were summarized based on the respondents' recommendations, this is consistent with the results of some studies. Response strategies for mental health services for college students in the United States include enhancing the accessibility of services, focusing on students with special status, strengthening the construction of the team of student affairs administrators, and reinforcing the training of peer counseling organizations to improve their service capacity (Li Jiachao, & Chu Zuwang. 2021, p.81-83). The traditional mental health education model has been unable to meet the needs of students' mental health education in the information age, so how to use the Internet technology to carry out college students' mental health education work concepts and work methods of innovation and transformation, is the current development of student mental health education in colleges and universities need to face the key issues (Zhou Liang. 2022, p.608). Home-school linkage is an important part of psychological crisis intervention, and counselors should actively communicate and contact parents (Ellis, G., Morgan, N. S., & Reid, K. 2013, p.10-13). Strengthen the construction of campus spiritual culture under the guidance of moral education, create a healthy cultural environment for students, and at the same time. Improve the content of moral education and help students develop good psychological quality (Wang Weiqing Wang Yongli Chen Charm. 2020, p.71-73). Mental health service venues, upgrading and optimizing existing professional equipment such as psychological sand trays, emotional catharsis equipment, psychological assessment software, etc (Li Guyu Zhang Li. 2022, p.91-93).

Grants management consisted of 8 guidelines: 1) Strengthening the precision of identification to ensure the accuracy of the identification of poor students; 2) Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students; 3) Strengthening the tracking of students' development on an ongoing basis, implementing dynamic management of financial assistance recipients, and improving the accuracy and effectiveness of financial assistance. 4) Strengthening the construction of a precise education and developmental financial assistance system, and focusing on the in-depth integration of moral education and financial assistance. 5) Enhancing personalized support and services to meet the specific needs and assistance of financial aid recipients. 6) To further improve the multi-dimensional, comprehensive and objective assessment

criteria, so as to accurately assess the students receiving assistance. 7) Strengthening the construction of a funding diversification mechanism to safeguard the various expenditures for accurate funding. 8) Strengthening the study of policies and regulations as well as business training, so as to enhance the professionalization of the work of precision financial assistance.

There guidelines were summarized based on the respondents' recommendations, this is consistent with the results of some studies. With the advent of the big data era, the requirements for the identification of students with financial difficulties are getting higher and higher, and accurate identification is the foundation of accurate financial assistance (Dong Bo. 2021, p.34-37). Widely publicize various financial assistance policies through online and offline publicity displays, etc (Tang Zhiwen. 2021, p.101-111). Fully utilizing information technology to improve the efficiency of financial assistance, achieve accurate identification and dynamic management, and formulate individualized financial assistance programmes to ensure that each poor student receives continuous financial assistance from the time of enrolment to the time of graduation (Xu Mei, Peng Ying Lang Lumi. 2022, p.56-61). Expanding the connotation of student financial aid in colleges and universities, defining and expanding the functions of student financial aid with the concept of developmental financial aid, and highlighting the humanistic care of student financial aid (Ma Junfeng Luo Zhimin. 2020, p.95-102). Financial support and education in colleges and universities is an educational work centered on the four dimensions of material help, moral immersion, ability expansion and spiritual incentive to meet the different developmental needs of students, and to establish an order-based mechanism for financial support and education in colleges and universities to achieve success (Ma Xiaoyan. 2020, p.176-182). Diversification of funding sources for student financial aid in higher education (Qu Yinjiao, Yue Changjun Qu Shaowei. 2019, p.28-30). Colleges and universities should focus on in-depth training of the professional knowledge of the student financial aid management team, but also to further clarify the work responsibilities and improve the evaluation and reward and punishment mechanisms (Lan Haitao, Tu Mingzhong Yu Yanqing. 2021, p.48-51). Chinese colleges and universities need to further optimize the management of financial aid, strengthen the construction of related management institutions and the training of management personnel, and adopt more accurate and scientific methods

and procedures for the identification of financial aid recipients, evaluation and identification, selection of financial aid standards and types, and process supervision and evaluation, so as to make the management of postgraduate financial aid more standardized, systematic, and humane (Chen Cuirong, Lu Zhidan & Feng Yali, 2019, p.44-50).

Academic guidance consisted of 10 guidelines: 1) Strengthening guidance to students in formulating scientific academic development plans and helping them to develop a correct outlook on learning. 2) Enhancing regular tracking of students' learning progress, pay attention to students' learning experience and needs, and give precise and stage-by-stage guidance. 3) Strengthening the platform for academic assistance and policy counseling to help students access learning resources and academic assistance support. 4) Strengthening academic activity guidance efforts to help students better improve their learning. 5) Strengthening attention to the learning needs of special groups of students, such as struggling students and students living in poverty, and providing targeted academic guidance and support. 6) Strengthening psychological counseling services to help students regulate academic stress. 7) Enhancing linkages with academic administrators to provide feedback and support for academic alerts. 8) Strengthening the linkage between home and school to focus on students' learning situation and problems, and providing necessary support and guidance. 9) Expanding administrators' academic advising knowledge and skills to enhance academic advising and competence. 10) Enhancing research on academic advising practices and evaluating the effectiveness of their work.

There guidelines were summarized based on the respondents' recommendations, this is consistent with the results of some studies. Understand the student's situation and create a personalized academic development plan for them (Wang Yiyan, and Zheng Yonghe. 2021, p.15-23). The school provides precise guidance for the academic needs and personalized development of different students, and helps students to establish academic development goals and formulate academic development plans through precise guidance (Wei Dongpo, Zhang Lifeng Zhao Hongxia. 2021, p.54-59). It was found that research related to the urgency of counseling guidance services was found. Several studies have proven the important role of counseling guidance services in being able to bring out positive

things in themselves, because the purpose of counseling is to help each individual in developing themselves optimally and according to the stage of development. Overcoming the difficulties encountered in the study, and being able to adapt according to the positive demands of the environment in which they live (Evi, T. 2020, p.72-75). The urgency of counseling guidance services which are generally carried out by school counselor in educational institutions strive together to help clients, especially students, find their strengths and potential, minimizing the problems they experience. Various positive impacts of this counseling guidance service in bringing out student strengths, especially helping in the academic field, (Daulay, N., Harahap, A. C. P., & Sinaga, M. H. P. 2022, p.84). The important role of school counselor in developing guidance and counseling service practices to improve the quality or potential of students in anticipating the emergence of student academic stress by accommodating factors from academic stressors (Barseli et al, 2020, p.95-99). The development of the professionalization process of college counselors inevitably includes the improvement of college counselors' academic advising skills (Xu Zhi. 2021. p.50-70). The establishment of independent academic guidance centers in colleges and universities, the establishment of a perfect organizational structure and a relatively perfect guidance system can fully coordinate the mobilization of educational resources in all aspects, guide the learning and development of students, meet the needs of students in various aspects of their development, and provide a basic guarantee for improving students' learning ability, especially their independent learning ability (Wang Leihua, Xie Beibei & Shen Zepeng, 2022, p.1-6).

Employment guidance consisted of 8 guidelines: 1) Strengthening personalized career planning guidance to help students develop scientific career goals. 2) Strengthening the whole process and personalized career guidance services to promote accurate employment of students. 3) Strengthening innovation and entrepreneurship support and assistance and guidance to help students realize their innovation and entrepreneurship dreams. 4) Strengthening the integration of the contents of Civic and Political Education in the curriculum of career guidance education, and cultivating students' correct outlook on careers and moral qualities. 5) Strengthening support for the career development of students from special groups and providing targeted supportive guidance. 6) Continuously improve the data in the

student record system to track students' progress and growth in employment and provide ongoing support and guidance. 7) To further open up the channels of communication between graduates and schools, and to provide timely feedback on students' employment skills and information needs. 8) Continuously optimize the matching algorithm of the employment platform to improve the accuracy and matching degree of job push.

There guidelines were summarized based on the respondents' recommendations, this is consistent with the results of some studies. Employment guidance for college graduates should be categorized in accordance with the development of different students, and should keep abreast of the times and introduce ways of education and guidance that are pleasing to students (Zhang Tao, Liu Quanzhen, 2023, p.101-105). Colleges and universities, according to the objectives of talent cultivation, should offer college students innovation and entrepreneurship foundation, innovation and entrepreneurship practice, college students' career development and employment guidance, etc (Jiang Fei Guo Miaolei. 2023, p.76-84). Student affairs administrators should integrate psychological counseling, civic education and employment guidance to alleviate students' employment anxiety and cultivate students' scientific employment concepts and psychological quality (Zheng Hangyue. 2023. p.91). We carry out employment guidance services in conjunction with the employment progress of graduates, carefully organize employment lectures and recruitment activities, take the initiative to explore employment positions, accurately push job information, and broaden students' employment channels (Wang Yongzhen. 2021, p.98-102). Through precise feedback, a closed-loop system of precise employment guidance with multiple feedbacks and vertical tracking in universities is formed to provide services for students' employment (Wang, Yong. Zhen. 2021, p.98-102). Docking and information integration between the employment service platforms of colleges and universities and the social service platforms, and promoting the employment information platforms to continuously improve the level of employment services (Wang Yiliang. 2023, p.106-111). Schools should integrate educational resources for career guidance based on the overall perspective of talent cultivation, strengthen the integration of career guidance with Civic and Political Education, form educational synergy, and improve the quality of career guidance work. At the same time, it promotes the communication and cooperation between

teachers of ideology and politics and teachers of employment guidance, and carries out comprehensive employment guidance work around what they have learned in their majors and the market demand (Sharong, 2023, p.88).

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

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

The suitability and feasibility of the guidelines for mental health education were highest level, indicating the high suitability and feasibility of the guideline. This is because of the guidelines were summarized from the current surveys and interviews and analyzed using the mean and standard deviation, which showed the highest level of suitability and feasibility. Of these, the highest scores for the suitability of the guidelines for mental health education are “7) Expanding the online approach to provide adequate combined offline and online counseling services.” and the highest scores for the feasibility of the guidelines for mental health education are “5) Strengthening the integration of aesthetic education, physical education, labor education, civic education and mental health education, and exploring work models that meet the characteristics of the new era.”

This is because physical education, aesthetic education, labor education and ideological education have an important positive role and significance in cultivating students' psychological quality. These four types of education all help to help college and university students establish a correct worldview, values and outlook on life, which can help students maintain a positive and optimistic attitude in life. Moreover, the integration of these four types of education and mental health education can also make the form of mental health education more diversified and more attractive to students. At present, from the survey questionnaire, some student affairs administrators still need to further improve the integration of these four types of education and mental health education, therefore, for the sake of students' physical and mental health and all-round development, it is necessary to further strengthen the integration of physical education, aesthetic education, labor education, and civic education and mental health education as a way to innovate

the way of college students' mental health education. With the development of the Internet, the new media is more attractive to students, and with the increasing number of students' psychological problems, the traditional offline counseling services can no longer meet the needs of students, and in order to better serve the students, it is necessary to expand the online mode. Related to Yu GuoLiang; Jin Juanjuan (2022, p.189-196) argued that moral education is the value orientation of mental health education, intellectual education is the prerequisite of mental health education, physical education is the physical foundation of mental health education, aesthetic education is the basic connotation of mental health education, and labor education is an important way of mental health education. With the increasing importance of mental health education in colleges and universities, in the face of the increasingly serious mental health problems of college and university students, in order to ensure the healthy development of students' body and mind and to have a positive impact on them, the constant application of information technology teaching means to the process of mental health education in colleges and universities is the first teaching means optimization in modern college and university education (Xie Qing, 2023, p.101). Wang Wenbo (2023, p.68-70) suggests that psychological counseling in colleges and universities should be incorporated into the informationization construction in order to build a comprehensive counseling service system, so as to provide higher-quality services for college students.

The suitability and feasibility of the guidelines for grants management was highest level, indicating the high suitability and feasibility of the guideline. This is because of the guidelines were summarized from the current surveys and interviews and analyzed using the mean and standard deviation, which showed the highest level of suitability and feasibility. Of these, the highest scores for the suitability of the guidelines for grants management are “2) Strengthening innovative ways of publicizing the policy and increasing awareness of the policy among parents and students.” and the highest scores for the feasibility of the guidelines for grants management are “6) To further improve the multi-dimensional, comprehensive and objective assessment criteria, so as to accurately assess the students receiving assistance.”

Because in reality, many administrators only through the organization of class meetings or lectures, to students to convey or interpret the relevant financial assistance policies, a single form of publicity, resulting in poor publicity, students do not understand, do not know deeply. Therefore, it is necessary to further strengthen the innovative ways of policy propaganda, the state, the government, the school's various financial assistance policies through a variety of forms of publicity in place, and effectively put the financial assistance policies into effect, so that the majority of students understand the relevant financial assistance policies in a timely manner, and strive to get the understanding and strong support of parents. Currently, for the assessment of subsidized students, some administrators use students' self-assessment to carry out, the form is relatively single, can not be more comprehensive, objective and comprehensive evaluation of subsidized students. It is necessary to build a multi-dimensional, comprehensive and objective assessment mechanism to accurately assess sponsored students. Related to Chen Bin (2023, p.106-109) argued that the establishment of a multi-dimensional feedback evaluation mechanism is conducive to assessing the effectiveness of financial support and parenting, and provides an effective basis for the subsequent improvement of precise parenting work. The way to build a precise financial aid system for college students from ethnic minority families with financial difficulties Under the perspective of "precise poverty alleviation", the financial aid work should take the students' healthy growth and success as the starting and ending point, set up the concept of "precise development aid", pay attention to the growth and development of individuals, and deeply grasp the contemporary characteristics and practical requirements of precise financial aid work for college students from ethnic minority families with financial difficulties (Li Lipeng & Bian Duchengp. 2018, p.77-79). The growth and development of the individual, deeply grasp the characteristics and practical requirements of the times of the precise financial support work of college students from ethnic minority families with economic difficulties (Li Lipeng & Bian Du Cheng. 2018, p.77-79). Wang Xu (2023, p.10-18) believes that in the identification of students with family economic difficulties, it is necessary to build a quantitative and qualitative identification index system to accurately identify and assess students with family economic difficulties.

The suitability and feasibility of the guidelines for academic guidance was highest level, indicating the high suitability and feasibility of the guideline. This is because of the guidelines were summarized from the current surveys and interviews and analyzed using the mean and standard deviation, which showed the highest level of suitability and feasibility. Of these, the highest scores for the suitability of the guidelines for academic guidance are “5) Strengthening attention to the learning needs of special groups of students, such as struggling students and students living in poverty, and providing targeted academic guidance and support.” and the highest scores for the feasibility of the guidelines for academic guidance are “3) Strengthening the platform for academic assistance and policy counseling to help students access learning resources and academic assistance support.”

This is because it is found in daily work that special groups of students, who generally have less initiative, need administrators to pay more attention to them, for example, to help them improve their academic level, professional skills, and so on. Some administrators, there is still room for improvement in their attention to students with academic difficulties and students from economically disadvantaged families. In order to provide better academic support and guidance to students, it is necessary for administrators to build a platform for support, so that it can become a bridge between full-time teachers and students. Through this bridge, students can have better interaction with their teachers and get more learning resources and academic support. Related to Wei Wei. (2022, p.85-88) proposed that the weakness of personal comprehensive ability is a common short board of poor students, and colleges and universities should establish the academic guidance system for poor students and targeted academic support mechanism to improve the academic level and professional skills of poor students. Colleges and universities should establish special academic and development support centers, improve the academic guidance system system colleges and universities to set up independent academic guidance centers, the establishment of a sound organizational structure and a relatively perfect guidance system, can fully coordinate the mobilization of all aspects of educational resources to guide the learning and development of students in schools, to meet the needs of students in many aspects of development, to improve students' learning ability, especially the ability to learn independently, to provide a basic guarantee (Wang Leihua, Xie Beibei & Shen Zepeng, 2022, p.1-6). Sunsun

(2017, p.70-72) argued that in the process of academic guidance, individualized academic guidance with respective focuses and objectives should be carried out according to the needs of different groups of students.

The suitability and feasibility of the guidelines for employment guidance was highest level, indicating the high adaptability and feasibility of the guideline. This is because of the guidelines were summarized from the current surveys and interviews and analyzed using the mean and standard deviation, which showed the highest level of adaptability and feasibility. Of these, the highest scores for the suitability of the guidelines for employment guidance are “5) Strengthening support for the career development of students from special groups and providing targeted supportive guidance.” and the highest scores for the feasibility of the guidelines for employment guidance are “2) Strengthening the whole process and personalized career guidance services to promote accurate employment of students.

This is because in the daily workers found that the employment development of special groups due to their own conditions of lack, indeed than other students of the employment development pressure and resistance is a little more, so administrators of the career development of special groups of students to help a little more, so that they can also be as smooth as other students employment. Students' career development ability is not a short-term cultivation, but a long-term, whole-process cultivation, administrators should start from the students' personal characteristics, strengths, and give personalized guidance to help them better employment. Related to Gao Xiaoxu & Wang Taoye (2023, p.76-81) argued that colleges and universities should provide all-round employment guidance and job recommendation for the employment of special groups through various ways such as employment lecture halls and employment exchanges. Chen Shuo. (2022, p.133-135) suggests that colleges and universities should provide vocational skills training for special groups of students through skills upgrading classes, employment guidance courses, one-on-one guidance, etc., so as to enhance job-seeking self-confidence and improve core competitiveness. Mental health education can provide theoretical direction for employment guidance, and colleges and universities can provide psychological guidance to college students on employment issues based on important theories in mental health education, so as to enhance the correctness and advancement of employment guidance in human education, and to

ensure that college students receive good guidance on psychology and behavior in employment guidance (Zhang Shuyan, 2023, p.149). Huang Jie. (2022, p.108-111) suggests that the precise employment guidance service work in colleges and universities should provide students with precise employment guidance at different levels, stages, and classifications, and realize the precise management of employment guidance service work for college students.

Recommendations

Implications

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

1. In terms of mental health education, the survey results showed that: the lowest scores were “Student affairs administrators have the necessary working space and equipment for mental health education” “Student affairs administrators make full use of peer counseling team members to assist with mental health education activities” “Student affairs administrators are effective in preventing and intervening in student psychological crisis events”. student affairs administrators should be in conjunction with the concept of "student-centeredness" and in accordance with the developmental needs of students in the new era, personalized and precise mental health services are provided to promote the physical and mental health of students.

2. In terms of grants management, the survey results showed that: the lowest scores were “Student affairs administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students” “Student affairs administrators are actively exploring new models of financial aid support” “Student affairs administrators are able to manage voucher students dynamically”. student affairs administrators should be in conjunction with the concept of " student-oriented" and in accordance with the developmental needs of students in the new era, we provide precise financial assistance to promote the all-round development of students under the conditions of solving financial difficulties.

3. In terms of academic guidance, the survey results showed that: the lowest scores were “Student Affairs Administrator helps students understand the university's policies and systems related to teaching and learning” “student affairs administrators is effective in improving student academic performance” “student affairs administrator has a refined plan for managing student academics”. student affairs administrators should be in conjunction with the concept of "student-centeredness", we provide personalized and precise academic guidance in accordance with the developmental needs of students in the new era, and promote students' academic success.

4. In terms of employment guidance, the survey results showed that: the lowest scores were “Student affairs administrators leverage the resources of the employment platform and accurately push matching job postings to students” “Student affairs administrators introduce the preferential policies for graduates to work at the grassroots level and mobilize graduates to actively apply for participation” “Student affairs administrators are able to achieve precision in the management of career guidance services for college students”. student affairs administrators should be Combined with the concept of "student-oriented", we provide personalized and precise career guidance in accordance with the development needs of students in the new era, so as to promote the smooth employment of students.

Future Researches

The management of student affairs encompasses many aspects that will continue and be studied in depth in the future, such as accommodation management, reward and punishment management, as well as club management.

The next step can also be considered to carry out the research of Strategies for student affairs management in applied undergraduate campus Guangxi universities and models for student affairs management in applied undergraduate campus Guangxi universities. It is also possible to expand the scope of guidelines for student affairs management in applied undergraduate campus Chinese universities.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

| Terial number | Name(Title) | The sample group |
|--------------------------|-----------------------------|--|
| 1 | Professor Dr.Ma Huanling | Guangxi Normal University |
| 2 | Professor Dr.Liu Hongyu | Guangxi University of Finance and Economics |
| 3 | Professor Dr.Zhang Xiaofeng | Shanghai Normal University |
| 4 | Professor Dr.Zhou Haiming | Shandong University of Science and Technology |
| 5 | Professor Dr.Yang Suping | Nanning Normal University |

Appendix B

Official Letter



Ref.No. MHESI 0643.14/026

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Yang Suping, Nanning Normal University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

www.bsru.ac.th

E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/1๐85

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Zhou Haiming, Shandong University of Science and Technology

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University

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Ref.No. MHESI 0643.14/1084

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Zhang Xiaofeng, Shanghai Normal University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University

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Ref.No. MHESI 0643.14/ 1083

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Liu Hongyu, Guangxi University of Finance and Economics

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

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Ref.No. MHESI 0643.14/072

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Ma Huanling, Guangxi Normal University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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| No | University and College |
|----|--|
| 1. | Beibu Gulf University |
| 2. | Baise University |
| 3. | Hezhou University |
| 4. | Hechi University |
| 5. | Guangxi Nationalities Teachers' University |
| 6. | Wuzhou University |
| 7. | Yulin Teachers' University |

Sincerely,



(Assistant Professor Akaranun Asavarutpokin)
Vice Dean of Graduate School



Ref.No. MHESI 0643.14/ |๐๘|

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Request for Data Collection

Dear Sir or Madam

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universitiesi"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ |๐๓๐

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Li Guanghai, Guangxi Normal University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universitiesi"

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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Ref.No. MHESI 0643.14/๑๗

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Ou zhihua, Hezhou University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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.

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Ref.No. MHESI 0643.14/ 1078

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Zhu Sihua, Guilin Medical University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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.

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Ref.No. MHESI 0643.14/ 107

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Lin Zhengbai, Yulin Teachers' University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universitiesi"

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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Ref.No. MHESI 0643.14/ 1076

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Zhang Huadong, Guilin University of Electronic Science and Technology

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for student affairs management in applied undergraduate campus Guangxi universities"

The thesis advisory 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.

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Ref.No. MHESI 0643.14/ 1075

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Dong Hailiang, Beibu Gulf University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universitiesi"

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.

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Ref.No. MHESI 0643.14/ 1074

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Liao Jian, Guangxi Medical University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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.

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Ref.No. MHESI 0643.14/ 1073

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Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Liang Xuming, Youjiang Medical College for Nationalities

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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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Ref.No. MHESI 0643.14/ 1072

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Tan Qianlin, Hechi University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for student affairs management in applied undergraduate campus Guangxi universities"

The thesis advisory 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. We would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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Ref.No.MHESI 0643.14/|๗|

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Yu Zhaowen, Baise University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universitiesi"

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.

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Ref.No. MHESI 0643.14/ 1070

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Huang Bichun, Guangxi University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universitiesi"

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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Ref.No. MHESI 0643.14/ 1069

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Chen Kewen, Guangxi University of Science and Technology

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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.

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Ref.No. MHESI 0643.14/1068

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Li Dehua, Wuzhou University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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.

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Ref.No. MHESI 0643.14/ 1067

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr.Deng Junbiao, Nanning Normal University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guileines for student affairs management in applied undergraduate campus Guangxi universities"

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 Akaranun Asavarutpokin)
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Ref.No. MHESI 0643.14/1066

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Xu Kuifeng, Baise University

Mrs. Deng Lili is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for student affairs management in applied undergraduate campus Guangxi universities"

The thesis advisory 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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

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E-mail: grad@bsru.ac.th

Appendix C

Research Instrument

1. Survey questionnaire

Survey questionnaire on Guidelines for student affairs management in applied undergraduate campus Guangxi universities

Cher professeur:

In order to understand the current situation of student affairs management in applied undergraduate campus Guangxi universities of Passage au niveau licence entre 2000 et 2009 and put forward development guidelines conducive. Thank you for taking the time out of your busy schedule to fill out this questionnaire. The authenticity and completeness of the questionnaire data are crucial to the results of this study. In addition to the basic information section, this questionnaire uses a 5-level rating system: 1 point represents 'very inconsistent', 2 points represent 'not meet', 3 points represent 'average', 4 points represent 'meet', 5 points represent 'exceed'. Please choose based on your actual work situation. The survey is anonymous and the options have no right or wrong answers. The data collected in this survey is only for academic research purposes and will not disclose any of your personal information.

Thank you very much for your support!

Wishing you good health, smooth work, auspicious Year of the Dragon, and everything goes well!

Part 1: Personal Basic Information

1. school:

- ☐ Beibu Gulf University
- ☐ Baise College
- ☐ Guangxi University for Nationalities
- ☐ Hechi College
- ☐ Hezhou College
- ☐ Wuzhou University
- ☐ Yulin Normal University

2. Gender

- ☐ Male
- ☐ female

3. Age

- ☐ 30 years old or below
- ☐ 30 to 39
- ☐ 40 to 49

4. Education

- ☐ Bachelor's degree
- ☐ Master' degree
- ☐ Doctot's degree

5. Position

- ☐ Junior title and below
- ☐ Middle title
- ☐ deputy high official title
- ☐ High ranking title

6. Experience

- ☐ Within 5 年 year
- ☐ 5 to 10 years
- ☐ 11 to 15 years
- ☐ 16 to 20 years
- ☐ more than 20 years

Part 2: Questionnaire

| No | student affairs management in applied undergraduate campus Guangxi universities | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| | Mental health education | | | | | |
| 1 | Administrators integrate mental health education into physical activities to promote students' mental health. | | | | | |
| 2 | Administrators integrate mental health education into aesthetic activities to promote students' mental health. | | | | | |
| 3 | Administrators integrate mental health education into labor education to promote student mental health. | | | | | |
| 4 | Administrators are integrating mental health education into civic education to promote students' mental health. | | | | | |
| 5 | Administrator provides students with adequate counseling services, including individual and group counseling. | | | | | |
| 6 | Administrators are adept at coordinating online and offline approaches to mental health education to enhance the effectiveness of their efforts. | | | | | |
| 7 | Administrators have always paid special attention to the psychological needs of special groups, and targeted psychological counseling and humanistic care work. | | | | | |
| 8 | Administrators emphasize peer tutoring team building and conduct regular training activities. | | | | | |
| 9 | Administrators make full use of peer counseling team members to assist with mental health education activities. | | | | | |
| 10 | Administrators are effective in preventing and intervening in student psychological crisis events. | | | | | |
| 11 | Administrators are actively engaged in psychological sitcom activities to provide students | | | | | |

| No | student affairs management in applied undergraduate campus Guangxi universities | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| | with self-practice avenues for mental health education. | | | | | |
| 12 | Administrators are able to communicate positively with parents and effectively conduct home-school mental health programs. | | | | | |
| 13 | Administrators have regular access to specialized training in mental health education. | | | | | |
| 14 | administrators are able to communicate regularly with the school's full-time mental health team. | | | | | |
| 15 | Administrators have a very clear understanding of the boundaries and positioning of responsibilities in mental health education. | | | | | |
| 16 | Administrators have the necessary working space and equipment for mental health education. | | | | | |
| | Grants management | | | | | |
| 1 | Administrators implement "precise" financial assistance to students with financial difficulties through a variety of means, such as awards, loans, grants, attendance, subsidies, exemptions, and green channels. | | | | | |
| 2 | Administrators combine "helping the needy" with "helping the ambitious" to give full play to the function of financial aid to educate people. | | | | | |
| 3 | Administrators combine "helping the needy" with "helping the wise" to give full play to the function of financial aid to educate people. | | | | | |
| 4 | Administrators use a combination of quantitative and qualitative indicator systems to carry out accurate identification of students with financial difficulties. | | | | | |
| 5 | Administrators pay attention to the psychological needs of sponsored students and provide targeted psychological counseling and humanistic care. | | | | | |
| 6 | administrators focus on the privacy of voucher | | | | | |

| No | student affairs management in applied undergraduate campus Guangxi universities | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| | students. | | | | | |
| 7 | Administrators follow up with voucher students on an ongoing basis to learn about the situation, including post-graduation follow-up. | | | | | |
| 8 | Administrators are able to manage voucher students dynamically. | | | | | |
| 9 | Administrator regularly informs parents about financial aid policies and programs. | | | | | |
| 10 | Administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students. | | | | | |
| 11 | Administrators work in accordance with the developmental financial aid system of "Relieve, Nurture, Succeed, and Give Back." | | | | | |
| 12 | Administrators are actively exploring new models of financial aid support. | | | | | |
| 13 | Administrators are adept at leveraging new media technologies and applications for student financial aid administration. | | | | | |
| 14 | Administrators receive regular training in student financial aid administration. | | | | | |
| | Academic guidance | | | | | |
| 1 | Administrator has a refined plan for managing student academics. | | | | | |
| 2 | Administrators guide students in academic development planning and supervise its implementation. | | | | | |
| 3 | Administrator helps students understand the university's policies and systems related to teaching and learning. | | | | | |
| 4 | Administrators get an accurate picture of student academics. | | | | | |
| 5 | Administrators have an accurate understanding of | | | | | |

| No | student affairs management in applied undergraduate campus Guangxi universities | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| | student academic advising needs. | | | | | |
| 6 | Administrators focus on motivating students to learn and helping them become more effective. | | | | | |
| 7 | Administrators focus on guiding students to proactively seek academic guidance and helping them develop a proper perspective on learning. | | | | | |
| 8 | Administrators establish student academic support organizations to take full advantage of the self-governing power of the student body. | | | | | |
| 9 | Administrator guides students to effectively utilize the learning resources provided by the school to enhance learning. | | | | | |
| 10 | Administrators have set up a counseling and support platform for students to make appointments with academic advisors to give them academic guidance. guidance. | | | | | |
| 11 | Administrators develop individualized academic planning guides that address the needs of diverse student populations. | | | | | |
| 12 | Administrator is able to provide specialized tutorial support for students who are struggling academically. | | | | | |
| 13 | administrators is effective in improving student academic performance. | | | | | |
| 14 | administrators regularly participate in student academic advising workshops and networking events. | | | | | |
| 15 | Administrator has good collaboration and communication with classroom faculty. | | | | | |
| | Employment guidance | | | | | |
| 1 | Administrators provide graduates with services for the entire employment process, including career planning, interviewing skills, and cover letter writing. | | | | | |

| No | student affairs management in applied undergraduate campus Guangxi universities | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 2 | Administrators provide students with individualized career guidance to promote accurate employment. | | | | | |
| 3 | Administrators provide students with long-term career development guidance, not just pre-graduation. | | | | | |
| 4 | Administrators guide students in setting reasonable employment goals and developing a proper outlook on employment. | | | | | |
| 5 | Administrators are able to achieve precision in the management of career guidance services for college students. | | | | | |
| 6 | Administrators actively explore and innovate the content and form of career guidance, and do a good job of guiding and cultivating students' outlook on employment. | | | | | |
| 7 | Administrators leverage the resources of the employment platform and accurately push matching job postings to students. | | | | | |
| 8 | Administrators introduce the preferential policies for graduates to work at the grassroots level and mobilize graduates to actively apply for participation. | | | | | |
| 9 | Administrators are able to integrate labor literacy education into career planning and career guidance for college students. | | | | | |
| 10 | Administrators are able to incorporate the goals and connotations of the rural revitalization strategy in their career guidance courses, encouraging students to take the initiative to participate in rural development. | | | | | |
| 11 | Administrators take the initiative to care about students' employment progress and difficulties, and guide them to adjust their mindset and enhance their confidence in employment. | | | | | |

| No | student affairs management in applied undergraduate campus Guangxi universities | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 12 | Administrators provide targeted career guidance to special groups of students (students with disabilities, economically disadvantaged students, etc.). | | | | | |
| 13 | Administrators emphasize the development of student career autonomy by guiding students to proactively gather career information and plan career goals. | | | | | |
| 14 | administrators actively open lines of communication between graduates and the university. | | | | | |
| 15 | Administrators are able to integrate innovation and entrepreneurship education with college career guidance. | | | | | |

2. Interview outline

Interview outline of Guidelines for student affairs management in applied undergraduate campus Guangxi universities

Instructions:

The interviewees in this study are 14 mid-level administrators in applied undergraduate Guangxi universities, who were 1) more than 3 years of working experience in middle-level managers in colleges and universities; 2) Rich experience in student work ; 3) Associate Professor or above.

Part1: Respondent status (personal information)

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

Part2: Interview outline

| Content | Question |
|-------------------------|--|
| Mental health education | 1. In your opinion, how to improve the ability of Student affairs administrators have the necessary working space and equipment for mental health education, and how about your suggestion in Mental health education for student affairs management in applied undergraduate campus Guangxi universities? |
| Grants management | 2. In your opinion, how to improve the ability of Student affairs administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students, and how about your suggestion in Grants management for student affairs management in applied undergraduate campus Guangxi universities? |
| Academic guidance | 3.In your opinion, how to improve the ability of Student Affairs Administrator helps students understand the university's policies and systems related to teaching and learning ,and how about your suggestion in Academic guidance for student affairs management in applied undergraduate campus Guangxi universities? |
| Employment guidance | 4.In your opinion, how to improve the ability of Student affairs administrators leverage the resources of the employment platform and accurately push matching job postings to students, and how about your suggestion in Employment guidance for student affairs management in applied undergraduate campus Guangxi universities? |

1. In your opinion, how to improve the ability of Student affairs administrators have the necessary working space and equipment for mental health education, and how about your suggestion in Mental health education for student affairs management in applied undergraduate campus Guangxi universities?

Interviewee 1

The Student Affairs Administrator provides painting and craft supplies such as paints, brushes, and craft materials to encourage students to express their feelings through art. Provide adjustable temperature control to ensure the room is at the right temperature to increase students' comfort. Establish a feedback mechanism to encourage students to provide feedback and suggestions for continuous improvement of the quality of counseling room services. Lay out a comfortable waiting area with comfortable seating, books and magazines, etc.

Student affairs administrators should integrate the elements of ideology and politics into mental health education, broaden the direction of mental health leadership, so that they can gradually get rid of pathological psychology. Make good use of new media to carry out students' psychological guidance work. Regularly organize diversified mental health education activities covering different themes to raise students' awareness of mental health. Promote students' healthy growth through psychological empowerment, emphasize the construction of peer counseling teams and use them to assist in mental health education activities, and have a very clear understanding of the boundaries and positioning of responsibilities in mental health education work. Effectively using the new media platform to optimize the synergistic approach of offline and online education. Organic combination of music education and mental health education. Focus on humanistic care and psychological support for special groups.

Interviewee 2

Student affairs administrators introduce natural elements, such as plants or natural light, into counseling spaces to create a relaxing and soothing atmosphere. Provide good lighting to ensure rooms are bright but not harsh to promote comfort. Create quiet lounge areas for students to be alone or meditate when needed. Install

comfortable furniture, including comfy chairs and sofas, to provide space for students to relax.

Student affairs administrators actively create a friendly and inclusive campus environment, encourage students to seek psychological counseling services on their own initiative, and reduce the sense of social exclusion for mental health problems. They promote students' healthy growth through psychological empowerment, emphasize the construction of peer counseling teams and use them to assist in mental health education activities, have a clear understanding of the boundaries and responsibilities of mental health education, optimize the synergy between offline and online education, and organically combine music education and mental health education. Jaeger combines the characteristics of the Internet era and actively explores the new mode of mental health education for college students. Focus on the humanistic care and psychological support for special groups. Guiding students to actively participate in "online and offline" mental practice education activities. Enhance our own competence in the management of college students' mental health. Make full use of information and communication technology and the Internet platform to build a new model of "Internet + Mental Health Education", and comprehensively promote big data-enabled mental health education.

Interviewee 3

Student affairs administrators introduce natural elements, such as plants or natural light, to create a relaxing and soothing atmosphere. Provide good lighting to ensure rooms are bright but not harsh to promote comfort. Create quiet lounge areas for students to be alone or meditate when needed.

Student affairs administrators emphasize the building of peer counseling teams, encourage students to participate in mental health clubs or societies, provide support and advice, and promote mutual help and support among peers. Targeted guidance is given to students to participate in different types of sports activities, targeted guidance on mental health issues is provided through the Internet platform, attention is paid to the psychological needs of special groups, and crisis intervention can be carried out in collaboration with the whole team (school, family and society). Focus on the improvement of mental health education capacity. Good at integrating the concept of positive psychology into students' mental health education work.

Good at constructing a multi-level mental health interaction model between teachers and students and a peer mental health interaction model. Establish an information communication mechanism with parents to strengthen effective communication between schools, students and families. Make full use of information and communication technology and the Internet platform to build a new model of "Internet + mental health education", and comprehensively promote big data-enabled mental health education.

Interviewee 4

Student affairs administrators install air purifiers to keep the air fresh and help improve students' psychological state. Provide music therapy equipment, such as light music players or headphones, to help students relax and relieve stress. Set up relaxation areas, such as massage chairs or yoga mats, for students to practice relaxation.

To fully integrate the technology of Internet big data, skilled in mental health management software, students' psychological problems, a good census, the establishment of a complete college student mental health file, increase the number of channels for student counseling. Regularly participate in the learning of mental health knowledge and related regulations and policies, and have a very clear understanding of the boundaries and responsibilities of the positioning of mental health education work. Organic combination of music education and mental health education. Effectively use the new media platform to optimize the synergy between offline and online education. Pay special attention to the psychological needs of special groups of students, such as students with financial difficulties, students with learning difficulties, orphans, and students with disabilities, and formulate specialized support plans. Adept at stimulating students' sense of active participation. Improve the psychological professional ability and quality, and innovate the working methods. Make full use of information and communication technology and the Internet platform to build a new model of "Internet + Mental Health Education" and comprehensively promote big data-enabled mental health education. Actively develop and explore the mode and method of mental health education based on network information technology, and utilize the extensibility of network technology to closely contact and strengthen the interaction between teachers and students.

Interviewee 5

Student affairs administrators provide painting and craft supplies such as paints, brushes, and craft materials to encourage students to express their feelings through art. Install whiteboards or chalkboards for students to record thoughts, feelings, and goals to promote self-reflection and goal-setting. Introduce instruction in meditation and relaxation and provide audio or video materials to help students learn meditation and relaxation techniques.

Student affairs administrators are proficient in the school's psychological crisis intervention process and are able to provide timely and effective crisis intervention services for psychological difficulties and crises. They should be good at collaborating with the school, family and society to form a linkage system to effectively carry out crisis intervention work. Optimize the synergistic approach of offline and online education to effectively carry out mental health education. Organic integration of music education in mental health education, give full play to the psychotherapeutic intervention value of music. Integrate physical education with mental health education, and give full play to the positive effects of sports on mental health. Strive to improve the refinement level of mental health education. Focus on humanistic care and psychological help for special groups. Attach great importance to the construction of peer counseling teams. To be good at stimulating students' sense of participation. Make full use of information and communication technology and the Internet platform to build a new mode of "Internet + Mental Health Education", and comprehensively promote big data-enabled mental health education.

Interviewee 6

Student affairs administrators provide physical activity equipment, such as gym equipment or yoga mats, to promote the connection between physical activity and mental health. Set up quiet areas for students to engage in solitary or focused study. Provide a welcoming atmosphere, such as decorating walls, hanging pictures, or placing decorations to create a welcoming atmosphere.

To pay continuous attention to and follow up on students' mental health status, identify and solve mental health problems in a timely manner, and ensure that students receive timely and effective support and assistance. The Internet

platform should be fully utilized for targeted guidance on mental health issues, giving full play to the effective role of online mental health education. Be adept at better promoting students' healthy growth through psychological empowerment. In view of the characteristics of different students, guide them to participate in different types of physical activities to improve their psychological quality. Receive regular and systematic training in mental health education to improve the level of mental health education and coping skills. Strive to improve the refinement level of mental health education. Establish a precise grading management system. Actively participate in scientific research programs on mental health education, publish relevant papers, and improve professional competence. Mental health education should be constructed in a two-way manner with the "moral, intellectual, physical, social, aesthetic and laborious" five education to build a complete education system together. Pay attention to special groups of students and provide targeted mental health education.

Interviewee 7

The Student Services Manager provides hot drinks facilities such as kettles and tea sets to provide comfort and warmth for students. Maintain tidiness and cleanliness by regularly cleaning and disinfecting work areas to ensure a comfortable and hygienic environment. Introduce natural elements such as plants or natural light to create a relaxing and soothing atmosphere.

Student affairs administrators should guide different students to participate in individualized physical activities to improve their mental fitness. They should be good at collaborating with schools, families and society to form a linkage system for effective crisis intervention. Optimize the synergistic approach of offline and online education to effectively carry out mental health education. Regularly receive systematic training in mental health education to improve the level of mental health education and coping ability. Actively explore the "family-school-society (hospital)" intervention system. Endeavoring to improve the refinement of mental health education. Focus on the forward movement of mental health education. Integrate mental health education with ideological education. Adept at building a multi-level interactive model of mental health. Attach great importance to the construction of

peer counseling team. Pay attention to special groups among students and carry out mental health education in a targeted manner.

Interviewee 8

Provide online resources and support, such as an online counseling service or resource library, to make it easy for students to access help at any time. Set up multi-purpose spaces that can be used for mental health workshops, group activities or lectures. Establish partnerships and work with local mental health organizations or professionals to provide more comprehensive support and services to students

To further enhance the humanistic care and support for students and establish a positive atmosphere for learning and living. To participate in regular training to continuously improve and refine their counseling service skills to provide better psychological support and services to students. To continuously improve and perfect the work of mental health education by learning from the advanced experiences and practices of mental health education at home and abroad and combining them with the actual situation of the school. We should be good at collaborating with schools, families and society to form a linkage system and effectively carry out crisis intervention work. Strengthen the organic integration of physical education, aesthetic education, labor education, and ideological education. Focus on the forward movement of mental health education. Explore experiential student mental health education methods. Focus on humanistic care and psychological support for special groups. Actively develop and explore the mode and method of mental health education based on network information technology, and utilize the extensibility of network technology to closely contact and strengthen the interaction between teachers and students.

Interviewee 9

Student affairs administrators provide tablets or computers for students to access online resources, apps, or self-help tools. Set up a safe emergency route to ensure that students have access to timely support and assistance in the event of an emergency. Conduct regular mental health activities such as self-care days, relaxation workshops, or social events to promote communication and support among students.

Student affairs administrators should focus on building a team of peer counselors and establishing student mental health support groups so that students can support and communicate with each other and work together to address mental health issues. Utilize modern technological means. Strengthen the cooperation between schools and families, so that parents can understand the school's mental health education work, and pay attention to and support students' mental health growth together. Make good use of advanced experiences and practices of mental health education at home and abroad, and combine them with the actual situation of the school to constantly improve and perfect the work of mental health education. Creatively carry out mental health knowledge propaganda and mental health practice activities, for example, psychological situational drama and psychological micro-video production. Explore experiential student mental health education methods. Strengthen the organic integration with moral education. Pay attention to special groups of students and carry out mental health education in a targeted manner.

Interviewee 10

Student affairs administrators provide adjustable temperature control to ensure that the room temperature is appropriate to increase student comfort. A feedback mechanism is established to encourage students to provide feedback and suggestions to continuously improve the quality of counseling room services.

Student affairs administrators conduct regular evaluations of their own mental health education work, and make timely adjustments to educational programs and measures based on the evaluation results to ensure their continued effectiveness. Receive regular training on mental health education to improve their level of mental health education and their ability to intervene in psychological crises, so as to better serve the mental health growth of students. Cultivate students' leadership and teamwork spirit so that they can become active participants and promoters of mental health education. Effectively play the role of the new media platform and optimize the synergistic approach between offline and online education. Strengthen the integration practice of physical education, aesthetic education, labor education and ideological education. Explore experiential student mental health education methods. Establish an information communication

mechanism with parents to strengthen effective communication between schools, students and families.

Interviewee 11

The Student Affairs Administrator provides a dedicated place for counseling and support. Provide mental health information and resources, such as brochures, flyers, or posters, so that students can access the information on their own. Install comfortable furniture, including comfy chairs and couches, to provide a space for students to relax.

Student affairs administrators create a positive and supportive school climate that encourages students to be proactive about mental health issues and provides them with appropriate support and assistance, so that students can feel that their teachers care about and value their mental health. Establish a close partnership with parents to share concerns about students' mental health issues, and through home-school communication and cooperation, work together to develop effective mental health support programs to provide students with more comprehensive help and support. Regularly receive systematic training on mental health education, improve the level of mental health education and coping skills, better support students' mental health growth, and focus on humanistic care and psychological help for special groups. Make full use of information and communication technology and the Internet platform to build a new model of "Internet + mental health education" and comprehensively promote big data-enabled mental health education. It actively develops and explores mental health education models and methods based on network information technology, and utilizes the extensibility of network technology to closely contact and strengthen interaction between teachers and students.

Interviewee 12

The Student Affairs Administrator provides private counseling rooms to ensure that students can interact with mental health professionals in a confidential setting. Comfortably furnished waiting areas with comfortable seating, books, magazines, etc. Quiet environment to keep the counseling area quiet and minimize distractions.

Student affairs administrators conduct regular evaluations of self-mental health education efforts, collect feedback from students and parents, and make timely adjustments to educational programs and measures based on evaluation results to ensure their continued effectiveness. Provide personalized psychological support for specific groups (e.g., students in academic difficulties, students with financial difficulties, students with disabilities, etc.). Interdisciplinary cooperation with experts in psychology, education and other related disciplines to discuss the theoretical and practical issues of mental health education and to promote their own professional growth and development. Strive to improve the refinement of mental health education. To further enhance the competence of mental health education. To establish an information communication mechanism with parents and strengthen effective communication between schools, students and families. To attach great importance to the construction of peer counseling teams. To actively develop and explore the mode and methods of mental health education based on network information technology, and to utilize the extensibility of network technology to closely contact and strengthen the interaction between teachers and students.

Interviewee 13

Student affairs administrators install air purifiers to keep the air fresh and help improve students' mental state. Introduce instruction in meditation and relaxation by providing audio or video materials to help students learn meditation and relaxation techniques. Provide physical activity equipment, such as gym equipment or yoga mats, to promote the connection between physical activity and mental health.

Student affairs administrators regularly participate in training and workshops related to mental health education to learn the latest theoretical knowledge and practical experience. Form regular study groups with professional counseling workers to exchange theoretical and practical experiences in mental health education with full-time staff. Strengthen the integration practice of physical education, aesthetic education, labor education, and civic education. Attaching great importance to the construction of peer counseling teams and making full use of student cadres to assist in mental health education activities. Student affairs administrators conduct regular evaluation of their own mental health education work to continuously improve their

work capacity. Actively exploring the "home-school" intervention system. A mechanism for communication with parents is established to strengthen effective communication between schools, students and families. Make full use of information and communication technology and the Internet platform to build a new model of "Internet + Mental Health Education", and comprehensively promote big data-enabled mental health education.

Interviewee 14

Quiet areas are set up by the Student Affairs Administrator for students to engage in solitary or focused study. Provide hot beverage facilities such as coffee makers, kettles and tea sets to provide comfort and warmth for students. Maintain tidiness and cleanliness by regularly cleaning and disinfecting work areas to ensure a comfortable and hygienic environment.

Student affairs administrators receive regular training in mental health education knowledge and professional skills. Regularly able to communicate with the school's full-time mental health team, share crisis intervention cases, and improve psychological crisis intervention skills. Student affairs administrators should further strengthen humanistic care and support for students and establish a positive learning and living atmosphere. Organic integration of music education in mental health education, giving full play to the psychotherapeutic intervention value of music. Ensure the organic integration and mutual penetration of ideological education and mental health education. Strive to improve the refinement level of mental health education. Focus on the forward movement of mental health education. Make good use of music education, physical education and labor education to improve students' psychological literacy. Make full use of information and communication technology and the Internet platform to build a new mode of "Internet + Mental Health Education", and comprehensively promote big data-enabled mental health education.

2. In your opinion, how to improve the ability of Student affairs administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students ,and how about your suggestion in Grants management for student affairs management in applied undergraduate campus Guangxi universities?

Interviewee 1

Student affairs administrators produce a promotional video that describes the specifics and application process for financial aid policies and financial aid and parenting resources. Organize financial aid policy briefing sessions and invite students to attend and have face-to-face communication with them. Design illustrated posters and post them at various locations on campus to raise students' awareness of the financial aid policy.

Student affairs administrators establish comprehensive student records to provide data support for accurate financial assistance. Refine the assessment criteria and formulate multi-dimensional, comprehensive and objective assessment criteria to ensure the accuracy of financial assistance recipients. Continuously update student records to reflect changes in students' family economic status and ensure dynamic management of financial aid recipients. Improve data management capacity to ensure the security and integrity of student information, and effectively support the implementation of precise financial assistance. Strengthen policy publicity, so that students and parents can fully understand the precise financial assistance policy and increase the enthusiasm of application. To do a good job in the construction of the workforce for precision financial assistance, responsible for the assessment, tracking and management of financial assistance recipients, and to improve the professionalization of financial assistance work. Strive to improve the scientific level of student financial assistance.

Interviewee 2

Student affairs administrators conduct webcasts in order to discuss and answer students' questions about financial aid policies. Set up an online counseling platform to facilitate students' access to information about financial aid policies at any time. Campus radio programs are produced to introduce financial aid policies and success stories to increase students' understanding of the policies.

Student affairs administrators to strengthen policy publicity so that students and parents can fully understand the precision financial assistance policy and increase the motivation to apply. Set up a special team for precision financial aid work, responsible for the assessment, tracking and management of financial aid

recipients, and improve the professionalization of financial aid work. Promote the comprehensive integration of ideological education and financial aid education. It is necessary to achieve precision in the identification of poor students, precision in financial aid, precision in helping aspirations, precision in helping wisdom, and precision in evaluation. Strive to improve the scientific level of student financial aid. Establish precise financial aid files and collect detailed information about students so as to more accurately identify financial aid recipients. Refine the evaluation criteria and formulate multi-dimensional, comprehensive and objective evaluation criteria to ensure the accuracy of the selection of financial assistance recipients and the amount of financial assistance. Implementing dynamic management, reflecting in a timely manner changes in the financial situation of students' families and their ideological and psychological conditions, and ensuring the dynamic management of financial assistance recipients.

Interviewee 3

Student affairs administrators organize financial aid policy awareness exhibits to showcase past financial aid success stories and student benefit experiences. Organize financial aid policy advisory groups with student leadership and participation to discuss policy details and application tips. Utilize social media platforms to post information about the financial aid policy and success stories to draw students' attention.

Student affairs administrators strengthen home visits to understand the real situation of students' families and ensure the accuracy of financial aid recipients. Establish an academic monitoring mechanism to supervise the studies of financial aid recipients. Evaluating the effect of financial aid, regularly assessing the academic performance and living conditions of financial aid recipients, and adjusting the financial aid program in a timely manner. To establish an incentive mechanism to recognize and reward the outstanding performance of financial aid recipients, and to stimulate their motivation for learning and self-development. Precise financial assistance should be implemented, so as to achieve precise identification, precise financial assistance, precise education and precise evaluation. Effectively implement developmental financial aid. Refine the assessment criteria and formulate multi-dimensional, comprehensive and objective assessment criteria to ensure the accuracy

of the selection of financial assistance recipients and the amount of financial assistance. Continuously update student records to ensure the dynamic management of subsidized students. Strengthening data management and improving data management capacity to support accurate subsidization. Enhance the publicity of the precise financial assistance policy to improve students' and parents' understanding and motivation to apply. Establish a special financial aid team to improve the professionalization of the work.

Interviewee 4

Student affairs administrators develop mobile app to provide easy access to financial aid policy inquiries and applications. Invite alumni to share their experiences on how they have benefited and succeeded with the financial aid policy. Organize special lectures and invite financial aid experts to introduce the implementation and impact of financial aid policies.

Student affairs administrators strengthen family education guidance to enhance parents' educational awareness and capacity. Establishing off-campus support networks to provide more support and assistance to financial aid recipients. Strengthen mental health care and provide psychological counseling and psychological support services. Set up a special team for precision financial aid work to improve the professionalism of financial aid work. Implementing developmental financial assistance. Strive to improve the scientific level of student financial assistance. Strengthen data management and improve data management capacity to provide support for precision financial aid. Enhance the publicity of the policy of precise financial assistance, and increase the understanding and enthusiasm of students and parents in applying for it. To establish a special financial aid team to improve the professionalism of the work. Provide personalized support and services for different types of financial assistance recipients to meet their specific needs and assistance.

Interviewee 5

The Student Affairs Administrator launched a special report on financial aid policies, which is posted on the campus website so that students can access it at any time. Set up a financial aid policy hotline to provide telephone counseling services to

answer students' questions. Utilize the campus electronic screens to broadcast financial aid policy promotion videos and related information. Collaborate with student associations to organize financial aid policy publicity activities to increase attractiveness and participation.

Student affairs administrators set up a mentor system, assigning a mentor to financial aid recipients to be responsible for their study and life guidance, and providing them with personalized help and support. Strengthening student participation and encouraging them to take an active part in the financial assistance work. Establish special financial assistance programs for different types of financial assistance recipients to more precisely meet their needs and assistance. Provide employment counseling and career planning services. Poor students should be accurately identified, financially assisted, educated and evaluated. Strive to improve the scientific level of student financial assistance. Improve data management capability. Strengthen the publicity of the precise financial aid policy. Improve the professionalization of the workforce.

Interviewee 6

Student affairs administrators place brochures in the student cafeteria so that students can learn about financial aid policies while eating. Invite outstanding students to give speeches to share their growth and insights. Designing T-shirts to publicize the financial aid policy to increase the cultural atmosphere of the campus and at the same time publicize the policy.

Student affairs administrators strengthen mental health care, pay attention to the mental health problems of financial aid recipients, and provide psychological counseling and psychological support services. Establishing an off-campus support network and joining hands with social forces to provide more support and assistance to financial aid recipients. Provide more support and assistance to the financial aid recipients through the resource sharing platform on campus. Enhance career guidance and provide graduating students with career guidance and career planning services to help them find employment. To set up a special team for accurate financial support work, responsible for the assessment, tracking and management of financial aid recipients, and to improve the professional level of financial support work. Implementing precise identification and determination. Strive to improve the scientific

level of student financial assistance. Provide personalized support and services to different types of financial aid recipients to meet their specific needs and assistance.

Interviewee 7

Student affairs administrators create online courses on financial aid policies so that students can learn and understand the policies at any time. Organize on-campus tours and invite students to visit the financial aid program to increase transparency and trust. Conduct student volunteer advocacy teams responsible for publicizing financial aid policies and resources on campus.

Student affairs administrators carry out volunteer activities and encourage financial assistance recipients to participate in social service activities to develop their sense of social responsibility and teamwork spirit, and enhance their social adaptability. Strengthening course counseling to help them solve difficulties and problems encountered in their studies and improve their academic performance. Strengthening follow-up services, continuously tracking the situation of the financial assistance recipients, and carrying out dynamic management of the financial assistance recipients. Implementing precise financial assistance. Strive to improve the scientific level of student financial assistance. Strengthen the publicity of the precise financial aid policy, and improve the understanding and application enthusiasm of students and parents. Establish a special financial aid work team to improve the professionalization of the work. Implementing accurate identification to ensure the accuracy of the identification of poor students. Provide personalized support and services to different types of financial assistance recipients to meet their specific needs and assistance.

Interviewee 8

Student affairs administrators make use of campus television stations to produce financial aid policy awareness programs to reach a wider student population. Organize financial assistance policy salon activities to provide a platform for easy communication and interaction to enhance students' understanding of the policy. Set up publicity corners on financial assistance policies and set up booths at major school venues to introduce the policies to students. Produce pamphlets on financial

assistance policies, including detailed policy explanations and application procedures, for easy reference by students.

Student affairs administrators establish special financial assistance programs for different types of financial assistance recipients to meet their needs and assistance more precisely. Strengthen family education guidance to enhance parents' educational awareness and ability. Establish extracurricular support programs to enhance comprehensive quality. Strengthen online learning support to meet students' personalized learning needs. Implementing precise education. Strive to improve the scientific level of student financial assistance. Strengthen the publicity of the precise financial aid policy to enhance students' and parents' understanding and motivation to apply. Establish a special financial aid work team to improve the professionalization of the work. Implementing accurate identification to ensure the accuracy of the identification of poor students. Provide personalized support and services to different types of financial assistance recipients to meet their specific needs and assistance.

Interviewee 9

Student affairs administrators create an informational video that describes the specifics and application process for financial aid policies and financial aid support resources. Invite alumni to share their experiences on how they benefited from the financial aid policy and were successful. Organize financial aid policy briefings and invite students to attend and meet with them face-to-face.

Student Affairs Administrators Establish special financial aid programs for different types of financial aid recipients to more precisely meet their needs and assistance. Establish a multi-level standing scholarship system to stimulate their learning motivation and creativity. Provide personalized support and services for different types of financial aid recipients to meet their specific needs and assistance. Continuously follow up the situation of the financial assistance recipients to realize dynamic management. To set up an innovation and entrepreneurship fund to promote their innovation ability and entrepreneurship. Conducting precise evaluation of poor students. Strengthen the publicity of the precise financial assistance policy to enhance students' and parents' understanding and motivation to apply. Improve the

professionalization of the workforce. Implementing precision determination to ensure the accuracy of the determination of poor students.

Interviewee 10

Student affairs administrators design illustrated publicity posters and post them at various locations on campus to raise students' awareness of the financial assistance policy. Utilize electronic screens on campus to broadcast videos and information on financial aid policies. Conduct webcasts to discuss and answer students' questions about the financial aid policy.

Student affairs administrators enhance student participation by listening to the opinions and suggestions of financial aid recipients, encouraging them to actively participate in the financial aid work, and jointly promoting the improvement and enhancement of the financial aid work. Continuously follow up the situation of financial assistance recipients to realize dynamic management. Organize sponsored students to participate in school activities and gain a deeper understanding of their needs and feedback through interactive activities. Strengthen the guidance of family education, improve parents' education awareness and education ability, and promote the all-round development of students. Setting up a special team for precision financial aid work, responsible for the assessment, tracking and management of financial aid recipients, and improving the professionalization of financial aid work. Conducting diversified and precise evaluations of poor students. Strive to improve the scientific level of student financial assistance. Provide personalized support and services to different types of financial aid recipients to meet their specific needs and assistance.

Interviewee 11

Student affairs administrators set up an online counseling platform to facilitate students' ready access to information on financial aid policies. Organize on-campus tours and invite students to visit the implementation of financial assistance programs to increase transparency and trust. Launch special reports on financial aid policies and publish them on the campus website so that students can access them at any time.

Student affairs administrators should actively promote volunteer activities and encourage financial aid recipients to participate in social services. Organize and encourage students to actively participate in campus cultural activities, and understand their needs and feedback through interaction with them. Strengthen the operational training of the workforce and enhance the professionalization of the precision financial assistance work. Implement precise identification to ensure the accuracy of the identification of poor students. Regularly evaluate the academic performance and living conditions of the financial assistance recipients and adjust the financial assistance program in a timely manner. Provide personalized support and services to different types of financial assistance recipients to meet their specific needs and assistance.

Interviewee 12

Student affairs administrators conduct student volunteer advocacy teams that are responsible for publicizing financial aid policies and resources on campus. Create an online course on financial aid policies so that students can learn and understand the policies at any time. Create a financial aid policy awareness corner and set up booths in key school locations to inform students about the policy.

Student affairs administrators should establish and continuously update a dynamic management mechanism to enhance the efficiency and accuracy of financial aid administration. Enhance data management capacity to improve efficiency and data accuracy. Enhance policy publicity work to increase the motivation of application. Strengthen the operational training of the workforce to enhance the professionalism of the precision financial assistance work. Implementing precision identification to ensure the accuracy of identification of needy students. Regularly evaluate the academic performance and living conditions of financial assistance recipients, adjust the financial assistance program in a timely manner, and implement dynamic management. Personalized support and services are provided to different types of financial assistance recipients to meet their specific needs and assistance.

Interviewee 13

Student affairs administrators organize financial aid policy salons to provide a platform for easy communication and interaction to enhance students' understanding

of the policies. Invite outstanding sponsored students to give speeches and share their growth and insights. Organize publicity exhibitions on financial aid policies to showcase past successful financial aid cases and students' beneficiary experiences. Organize financial aid policy advisory groups, led and participated by students, to discuss policy details and application techniques.

Student affairs administrators establish an accurate identification mechanism to strengthen accurate identification, assistance, aspiration, intelligence and evaluation. Learning skills training is conducted to help students improve their learning efficiency and learning ability. For students with special difficulties, special financial assistance programs are set up to provide personalized support and help. Establish a family interview mechanism to regularly understand their real needs and difficulties and provide them with more targeted financial assistance. Effectively exert the efficacy of student financial aid in educating people. Endeavoring to improve the scientific level of student financial assistance. Establish precise financial aid files to more accurately identify financial aid recipients. Refine the assessment criteria and formulate multi-dimensional, comprehensive and objective assessment criteria to ensure the accuracy of the selection of financial assistance recipients and the amount of financial assistance.

Interviewee 14

Student affairs administrators utilize social media platforms to post information about financial aid policies and success stories to get students' attention. Develop mobile apps to provide easy access to financial aid policy inquiries and applications. Collaborate with student associations to organize financial aid policy promotion activities to increase attraction and participation.

Student affairs administrators develop differentiated financial aid policies to achieve more accurate financial aid. Establish a multi-dimensional academic scholarship system. Provide flexible financial assistance to meet the different needs of students. Strengthen the management of financial aid recipients, establish a sound file management system for financial aid recipients, and update student information in a timely manner to ensure the accuracy and timeliness of financial aid recipients. Develop mental health services, provide mental health counseling and support services, and help students solve psychological problems. Effectively exert the

efficacy of student financial aid in educating people. Endeavoring to improve the scientific level of student financial assistance. Strengthening data management to support accurate financial assistance. Enhance the publicity of the policy on accurate financial assistance.

3. In your opinion, how to improve the ability of Student Affairs Administrator helps students understand the university's policies and systems related to teaching and learning ,and how about your suggestion in Academic guidance for student affairs management in applied undergraduate campus Guangxi universities?

Interviewee 1

Student affairs administrators organize regular policy briefings on the school's instructional policies and systems. Production of brochures or pamphlets explaining in detail the school's teaching policies and systems for distribution to students. Setting up an online platform to provide detailed information on teaching and learning policies and systems for students to access at any time.

Student affairs administrators establish better connections with students to understand their academic goals and needs. Help students to develop feasible study plans, including time management and goal setting. Provide subject tutoring to help students resolve academic difficulties and problems. Continuously evaluate the effectiveness of academic guidance, adjust and improve the work measures in a timely manner, and improve the quality and effectiveness of academic guidance. Pay attention to the learning needs of special groups of students and provide targeted academic guidance and support. Continuously learn and update the knowledge and skills of academic guidance. Carry out fine-tuned academic management for students. Provide psychological counseling to help students regulate their academic stress. To liaise with parents on a regular basis for home-school co-ordination.

Interviewee 2

Produce a promotional video that briefly summarizes the school's instructional policies and systems for the convenience of students. Create a special program on the school's radio station to introduce important aspects of the teaching

and learning policy and system. Provide counseling services to answer students' queries on teaching and learning policies and systems.

To establish better contact with students to understand their academic goals and needs. To help students develop feasible study plans, including time management and goal setting. Provide subject tutoring to help students resolve academic difficulties and problems. Continuously study and update academic guidance knowledge and skills to improve their own guidance level and ability. Provide career guidance and career planning services. Provide psychological counseling to help students regulate academic stress. Continuously evaluate the effectiveness of the academic guidance work, adjust and improve the work measures in a timely manner, and improve the quality and effectiveness of the academic guidance. Pay attention to the learning needs of special groups of students, such as international students and poor students, and provide targeted academic guidance and support. To carry out academic early warning work.

Interviewee 3

Organize regular knowledge competitions on teaching policies to engage students and increase their knowledge of the policies. Utilize social media platforms to disseminate information and explanations on teaching policies and systems. Conduct thematic lectures or class meetings on teaching policies and systems and invite academic experts to share their knowledge.

Establish better connections with students to understand their academic goals and needs. Help students to develop feasible study plans, including time management and goal setting. Provide subject tutorials to help students solve their learning difficulties and problems. Encourage students to take the initiative to participate in learning and develop their independent learning and problem solving skills. Pay attention to students' academic stress and provide mental health support and counseling services to help them relieve stress and anxiety. Build a platform to enable academic tutors to better provide personalized academic guidance and support to students. Provide diversified guidance methods to meet the needs of different students. Provide students with accurate academic development planning. Do a good job of linking home and school. Do a good job of academic early warning.

Interviewee 4

Publish campus announcements to keep students informed of updates or changes to instructional policies and systems. Produce stickers or posters highlighting some important contents of teaching policies and systems. Through student leaders, organize discussion activities on teaching policies and systems to promote communication.

Provide guidance to students on academic activities. Help students to develop feasible study plans, including time management and goal setting. To guide study skills and help students learn to utilize scientific study methods. Continuously evaluate the effectiveness of academic guidance, adjust and improve the work measures in a timely manner, and improve the quality and effectiveness of academic guidance. Pay attention to the learning needs of special groups of students and provide targeted academic guidance and support. To do a good job of academic early warning. Establish student mutual aid organizations to maximize the self-governing power of student groups. Develop a personalized academic guidance plan for each student. Give students accurate academic development planning. Provide psychological counseling to help students regulate academic stress.

Interviewee 5

Organize student representatives to participate in the development or review of instructional policies and systems to increase student involvement. Produce a Q&A booklet on teaching and learning policies and systems in conjunction with faculty members of the Academic Affairs Office to answer frequently asked questions from students. Produce a series of articles or blogs to provide in-depth explanations of the school's teaching policies and systems to increase understanding.

Regularly follow up on students' learning progress to identify and resolve problems in a timely manner. Encourage students to provide feedback on their learning to understand their learning experience and needs. Provide psychological counseling to help students regulate their academic stress. Continuously learn and update the knowledge and skills of academic advising to improve their own advising level and ability. Build a platform for academic advisors to provide personalized academic guidance and support to students. Provide guidance on academic activities

to help students improve their learning efficiency. Strengthen communication and cooperation with parents and provide necessary support and guidance. To establish students' academic files to record the learning situation, guidance process and achievements, and to provide reference basis for subsequent guidance. Provide students with accurate academic development planning.

Interviewee 6

Distribute a letter to parents about the school's instructional policies and systems. Utilize emails or text messages to inform students of important information and changes in instructional policies and systems. Collaborate with teachers to utilize class time to present relevant instructional policy and system content.

Student affairs administrators provide academic guidance to expand students' academic horizons. Focus on students' motivation to learn and help them develop a proper outlook on learning. Solve students' learning confusion and provide targeted help and advice. Encourage students to learn independently and develop their independent thinking and problem-solving skills. To build a platform for academic tutors to better provide students with personalized academic guidance and support. Promote the building of a school learning environment to provide students with favorable learning conditions. Strengthen communication and cooperation with parents to jointly focus on students' learning situation and problems and provide necessary support and guidance. To carry out fine-tuned academic management for students.

Interviewee 7

Create a display board to show the content of the school's instructional policies and systems. Include a brief introduction and explanation of the teaching and learning policies and systems in the student handbook. Regular announcements and reminders on teaching and learning policies and systems are broadcasted through the school's public address system.

Pay attention to students from special groups and provide special academic guidance and support. Provide career planning guidance to help students clarify their career development goals and pathways. Build platforms so that students can have better communication channels with course teachers. Organize various learning

activities to provide students with a platform for learning exchange and cooperation. Provide precise guidance for different students' academic needs and personalized development. Help students establish academic development goals and make academic development plans through precise guidance. Guiding students to make long-term learning plans, and clarifying learning goals and paths. To do a good job of linking home and school. Provide psychological counseling to help students regulate academic stress.

Interviewee 8

Setting up an Advisory Group on Teaching Policies and Systems to provide personalized counseling services to students. To make use of the campus broadcasting system to broadcast publicity content on teaching and learning policies and systems. Organize thematic activities on teaching policies and systems, such as forums or symposiums, and invite students to participate in the discussions.

Guide students in planning for the future and help them set long-term academic and career goals. Help students to establish learning networks, keep in touch with peers, teachers and experts, and obtain learning resources and support. Continuously learn to update academic advising knowledge and skills, and improve their own advising level and competence. Guide students to make long-term learning plans and help them improve the effectiveness and efficiency of their learning. Pay attention to students' learning dynamics, conduct regular tracking and assessment of learning, and identify problems and provide guidance in a timely manner. Provide guidance on academic activities to help students improve their learning efficiency. Carry out fine-tuned academic management for students.

Interviewee 9

Create a column using the school website or student platform to post articles and explanations of teaching policies and systems. Create an easy-to-use guide to teaching policies and systems in conjunction with faculty members in the Academic Affairs Office to provide students with quick access to important content. Conduct surveys or questionnaires on teaching policies and systems to understand students' understanding of the policies and their needs.

Provide guidance on academic activities to help students better improve their learning efficiency. To pay attention to students' physical and mental health and provide health education and guidance. To guide students in planning for the future and help them set long-term academic and career goals. Encourage students to take the initiative to participate in learning and develop their independent learning and problem solving skills. Pay attention to students' academic stress and provide mental health support and counseling services to help them relieve stress and anxiety. To build a platform to enable academic tutors to better provide personalized academic guidance and support to students. Promote the construction of school learning environment to provide students with favorable learning conditions. Strengthen communication and cooperation with parents to pay joint attention to students' learning situation and problems, and provide necessary support and guidance.

Interviewee 10

Conducting thematic class meetings on teaching and learning policies and systems to encourage students to communicate and share their experiences with each other. Produce pamphlets or brochures explaining in detail the school's teaching and learning policies and systems for distribution to students. Setting up an online platform with detailed information on teaching and learning policies and systems for students to access at any time. Produce a promotional video to briefly summarize the school's teaching and learning policies and systems for students' easy understanding.

Encourage students to provide feedback on their learning to understand their learning experiences and needs. Introduce students to the school's learning resources and utilize them effectively. Organize study groups to encourage students to learn from and support each other. Provide practical opportunities for students to apply their theoretical knowledge. Establish student academic records to document learning, guidance process and outcomes. Establish student mutual aid organizations to maximize the power of self-governance of student groups. Organize various learning activities to provide students with a platform for learning exchange and cooperation. Provide personalized academic management for students. Regular contact with parents to report on their studies. Provide guidance on academic activities to help students improve their learning efficiency.

Interviewee 11

Organize regular policy briefings on the school's teaching policies and systems. Provide counseling services to answer students' queries on teaching policies and systems. Organize regular competitions on teaching and learning policies to attract students' participation and increase their understanding of the policies.

Introduce study skills and help students learn to apply scientific learning methods. Regularly follow up on students' learning progress and identify and solve problems in a timely manner. Pay attention to students' learning environment and provide a favorable learning atmosphere and conditions. Encourage students to explore different fields and methods of learning and expand their horizons. To establish a comprehensive academic guidance system to ensure that the academic guidance work is carried out in an orderly manner. Provide diversified guidance methods to meet the needs of different students. To develop a personalized academic guidance plan for each student, setting specific guidance goals and measures according to his/her learning situation and goals. Provide students with accurate academic development planning. Provide academic alerts.

Interviewee 12

Utilize social media platforms to post information and explanations about instructional policies and systems. Incorporate a brief description and explanation of the teaching and learning policies and systems in the student handbook. Create a special program on the campus radio station to introduce the important contents of the teaching policies and systems.

Pay attention to special groups of students, such as international students and poor students, and provide special academic guidance and support. Provide career planning guidance to help students clarify their career development goals and paths. Build a platform so that students can have better communication channels with course instructors. Stimulate students' interest in learning and help them develop a correct outlook on learning. To give students accurate academic development planning. Help students establish learning networks and access learning resources and support. Provide guidance on academic activities to help students

better improve their learning efficiency. Enhance communication and cooperation with parents. Personalized academic management for students.

Interviewee 13

Notify students of important information and changes in instructional policies and systems using email or text messages. Conduct surveys or questionnaires on teaching and learning policies and systems to find out students' understanding of the policies and their needs. Broadcast notices and reminders about teaching policies and systems regularly through the school's broadcasting system.

Provide psychological support and counseling services to help students cope with academic stress and emotional problems. Regularly assess students' academic performance and make timely adjustments to study plans and guidance strategies. Pay attention to special groups of students, such as international students and poor students. Guide students to make long-term study plans and help them improve the efficiency of their studies. Provide guidance on academic activities to help students improve their learning efficiency. Provide career planning guidance to help students clarify their career development goals and paths. Build a platform so that students can have better communication channels with course instructors. Pay attention to the learning needs of special groups of students. Carry out refined academic management for students.

Interviewee 14

Through student leaders, organize discussion events on teaching and learning policies and systems to promote communication. Produce a series of articles or blogs to provide in-depth explanations of the school's teaching and learning policies and systems to increase understanding. Distribute a letter to parents about the school's teaching and learning policies and systems.

Learn to reward and incentivize students with outstanding academic performance and encourage them to sustain their efforts. To guide students to participate in extra-curricular activities to develop their overall qualities and leadership skills. To stimulate students' interest in learning and help them develop a correct outlook on learning. Provide guidance on academic activities to help students better improve their learning efficiency. Maintain contact with peers, teachers and

experts for learning resources and support. Develop personalized academic guidance plans for students. Establish student academic files to record learning, guidance process and achievements, etc. Carry out fine-tuned academic management for students.

4. In your opinion, how to improve the ability of Student affairs administrators leverage the resources of the employment platform and accurately push matching job postings to students, and how about your suggestion in Employment guidance for student affairs management in applied undergraduate campus Guangxi universities?

Interviewee 1

Setting up a personalized push function on the employment platform to allow students to set up filters based on their interests, majors and skills to receive job information that matches theirs. Conduct student surveys to understand their preferences and needs for job information push to better meet their needs. Continuously optimize the matching algorithm of the employment platform to improve the accuracy and match of job push.

Provide personalized career guidance services for each student's characteristics and needs. Set up a student profile system to track students' employment progress and provide continuous support and guidance. Encourage students to accumulate relevant work experience such as internships, part-time jobs or volunteer services to enhance their competitiveness in employment. Incorporate the concept of ideological education in the employment guidance education program for college students. Implementing personalized employment guidance work for college students using modern smart mobile devices as a carrier. Integration of college students' employment guidance work with Civic and political education.

Interviewee 2

To establish friendly relationships with various enterprises so that they can provide more detailed and accurate job information to better match students. Organize campus recruitment activities and invite representatives of enterprises to campus to give talks and release recruitment information, so that students can directly understand and obtain the latest job information.

Carry out skills training that meets the needs of the job market. Integrate college students' career guidance work with the ideological and political education. Help students expand their network and establish a good social network. Guiding students to establish the concept of serving rural revitalization and grassroots. Provide entrepreneurial guidance and support for students who wish to start their own business, including entrepreneurship courses and entrepreneurship competitions. Encourage cooperation and exchanges between students of different majors to promote interdisciplinary employment opportunities. Accurately push matching job information to students.

Interviewee 3

Provide career guidance counseling services to help students clarify their personal orientation and career planning so as to better match them with suitable positions. Provide targeted push to improve matching based on the characteristics of specific groups of students, such as their grades, majors and interests.

Ensure timely updating of job information on the employment platform to prevent students from acquiring outdated or invalid information. Encourage students to accumulate relevant work experience such as internships, part-time jobs or volunteer services to enhance their competitiveness in employment. Provide training on employment skills, such as resume writing, interviewing skills and career planning. To establish solid and maintain linkage with enterprises to provide opportunities for internships, campus recruitment and career talks. Provide professional career counseling services to provide students with personalized career planning advice and counseling. Guiding students to establish the concept of serving rural revitalization and grassroots. Incorporate the concept of Civic and Political Education in the career guidance education program for college students.

Interviewee 4

Provide not only job information, but also information on the development trend and career prospects of the relevant industries to help students better understand the industry dynamics. Teach students how to effectively utilize the resources of the employment platform to improve the matching degree and success rate.

Pay attention to students' mental health problems and provide psychological counseling and support services to reduce employment pressure. Integrate employment guidance into the curriculum and provide employment-related educational resources and courses. Make full use of the employment information platform to precisely push matching job information, recruitment information and resources to students. Organize the sharing of employment success cases and stories to motivate students to face challenges positively and strive to achieve their career goals. Incorporate the concept of Civic and Political Education in the employment guidance education courses for college students.

Interviewee 5

Set up a mentor system, with instructors or alumni serving as mentors, to provide students with personalized career guidance and job recommendations. Provide career assessment services to help students understand their career interests and abilities so that they can better choose suitable positions.

Utilize a comprehensive employment information platform to precisely push matching job information to students. Organize alumni to share cases and stories of employment success to motivate students to face challenges positively and strive to achieve their career goals. Organize social practice projects to enable students to solve practical problems and enhance their employment competitiveness through actual projects. Regularly evaluate the effectiveness of the career guidance services and continuously improve and optimize the services. To guide students to establish the concept of serving rural revitalization and grassroots. Providing whole-process and personalized career guidance services.

Interviewee 6

Information is released through the student information management platform so that students can check the latest job information anytime, anywhere and set push alerts according to their personal needs. Establish an alumni network and provide students with more employment opportunities and recommendations with the help of alumni resources.

Pay attention to students' mental health problems and provide psychological counseling and support services. Integrate education and employment,

integrate employment guidance into the curriculum, and provide employment-related educational resources and courses. Make full use of the comprehensive employment information platform to provide students with employment information, recruitment information and resources. Guiding students to establish the concept of serving rural revitalization and grassroots. Organize the sharing of employment success stories and strive to achieve their career goals. Accurately push matching job information to students.

Interviewee 7

Track students' employment situation and feedback, and adjust the strategy of pushing job information according to the actual situation. Match students with internship positions according to their characteristics and needs, and provide them with more practice opportunities.

Make full use of the establishment of a comprehensive employment information platform to precisely push matching job information to students. Organize outstanding alumni to carry out sharing of employment success cases and stories to motivate students to work hard to achieve their career goals. Organize social practice projects so that students can solve practical problems and enhance their employment competitiveness through actual projects. Continuous improvement and feedback to continuously optimize services. Instruct students to establish the concept of serving rural revitalization and grassroots.

Interviewee 8

Push job information and provide pre-employment guidance services to help students understand job requirements and application skills. Organize regular industry job fairs and invite various enterprises to recruit to provide students with more choices.

Invite industry experts and successful alumni to conduct career talks and seminars. Help students expand their network, build up a good social network and improve their employment opportunities. Provide innovative and entrepreneurial guidance and support to students who are willing to innovate and start their own business, including innovative and entrepreneurial courses and innovative and entrepreneurial competitions. Encourage cooperation and exchanges among students

of different majors to promote interdisciplinary employment opportunities. Guiding students to establish the concept of serving rural revitalization and grassroots. Accurately push matching job information to students.

Interviewee 9

Establish an online communication platform for students to share their employment experience and job recommendations, and promote information sharing and mutual assistance. Provide resume guidance services: Provide resume production and optimization guidance services to help students create more attractive resumes.

Encourage cooperation and exchanges among students of different majors to promote interdisciplinary employment opportunities. Perform employment data analysis, help students analyze employment market trends and data, provide guidance on employment prospects and industry dynamics, and accurately push matching job information to students. Promote contact and cooperation between students and alumni to provide students with more employment opportunities and resources. Pay attention to students' mental health problems. Guide students to establish the concept of serving rural revitalization and grassroots. Provide whole process and personalized career guidance services .

Interviewee 10

Establish a job matching database to automatically push matching job information based on students' personal information and needs. Offer industry practice courses to expose students to actual job requirements and work content during course study.

Realize the integration of education and employment, integrate employment guidance into the curriculum, and provide employment-related educational resources and courses. Fully rationalize the comprehensive employment information platform to precisely push matching job information to students. Organize the sharing of employment success stories and motivate students to face challenges positively and strive to achieve their career goals through the inspirational deeds of alumni. Organize regular social practice projects, so that students can solve practical problems and enhance their employment competitiveness through actual projects. Guiding students to establish the concept of serving rural revitalization and grassroots.

Interviewee 11

Provide one-on-one employment consulting services to customize employment programs and recommend positions for students. Provide career guidance counseling services to help students clarify their personal positioning and career planning so as to better match with suitable positions. Teach students how to effectively utilize the resources of the employment platform to improve matching and success rates.

Encourage students to accumulate relevant work experience such as internships, part-time jobs or volunteer services to enhance their competitiveness in employment. Provide skills training tailored to the needs of the employment market, such as resume writing, interviewing skills and career planning. Strengthen communication with enterprises and provide students with opportunities for internships, campus recruitment and career talks. Provide career counseling services to provide students with personalized advice and counseling on career planning. Accurately push matching job information to students. Guide students to establish the concept of serving rural revitalization and grassroots.

Interviewee 12

Provide not only job information, but also information on the development trend and career prospects of related industries to help students better understand the industry dynamics. Track students' employment situation and feedback, and adjust the strategy of pushing job information according to the actual situation. Match students with internship positions according to their characteristics and needs, and provide them with more practice opportunities.

Provide students with personalized, whole-process career planning advice and counseling through a professional career counseling center. Regularly invite industry experts and successful alumni to conduct career talks and seminars to share employment experience and industry dynamics. Help students expand their network, build up a good social network and improve their employment opportunities. Provide guidance and support on innovation and entrepreneurship for students who are willing to do so. Accurately push matching job information to students. Guide students to establish the concept of serving rural revitalization and grassroots.

Interviewee 13

Provide career assessment services to help students understand their career interests and abilities so that they can better choose suitable positions.

Release information through the student information management platform so that students can check the latest job information anytime, anywhere and set push alerts according to their personal needs. Establish an alumni network to provide students with more job opportunities and recommendations with the help of alumni resources. Push job information and provide pre-employment guidance services to help students understand job requirements and application skills. Provide personalized, whole-process career guidance tailored to the unique needs of each student. Continuously update job market information and resources in order to provide timely and up-to-date career development information to students. Help students develop clear career goals and development plans through career planning courses or workshops. To assist students in obtaining internships, voluntary services and part-time jobs in order to accumulate practical experience and enhance competitiveness. To guide students to develop a correct outlook on employment and the concept of serving the grassroots.

Interviewee 14

Establish an online communication platform to promote information sharing and mutual assistance. Provide resume guidance services: Provide resume production and optimization guidance services to help students create more attractive resumes. Set up a job-matching database to automatically push matching job information according to students' personal information and needs.

Provide employment-related skills training. Encourage students to participate in campus recruitment activities so that they can obtain more employment opportunities. Make full use of alumni network resources to provide students with mentor support, career advice and opportunities to join the alumni circle. Create and track student profiles and provide ongoing support and guidance until students are successfully employed.

[illegible]

Appendix D

The Results of the Quality Analysis of Research Instruments

**Guileines for student affairs management in applied undergraduate campus
Guangxi universities**

| NO | student affairs management in applied undergraduate campus Guangxi universities | Experts | | | | | IOC | Validity |
|-------------------------|--|---------|---|---|---|---|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| Mental Health Education | | | | | | | | |
| 1 | administrators integrate mental health education into physical activities to promote students' mental health. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 2 | administrators integrate mental health education into aesthetic activities to promote students' mental health. | 0 | 1 | 1 | 1 | 1 | 0.80 | valid |
| 3 | administrators integrate mental health education into labor education to promote student mental health. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 4 | administrators are integrating mental health education into civic education to promote students' mental health. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 5 | Administrator provides students with adequate counseling services, including individual and group counseling. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 6 | administrators are adept at coordinating online and offline approaches to mental health education to enhance the effectiveness of their efforts. | 1 | 0 | 1 | 1 | 1 | 0.8 | valid |
| 7 | administrators have always paid special attention to the psychological needs of special groups,and targeted psychological counseling and humanistic care work. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 8 | administrators emphasize peer tutoring team building and conduct regular training activities. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 9 | administrators make full use of peer counseling team members to assist with mental health education activities. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |

| NO | student affairs management in applied undergraduate campus Guangxi universities | Experts | | | | | IOC | Validity |
|--------------------------|---|---------|---|---|---|---|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 10 | administrators are effective in preventing and intervening in student psychological crisis events. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 11 | administrators are actively engaged in psychological sitcom activities to provide students with self-practice avenues for mental health education. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 12 | administrators are able to communicate positively with parents and effectively conduct home-school mental health programs. | 1 | 1 | 1 | 1 | 0 | 0.80 | valid |
| 13 | administrators have regular access to specialized training in mental health education. | 1 | 1 | 1 | 1 | 0 | 0.80 | valid |
| 14 | administrators are able to communicate regularly with the school's full-time mental health team. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 15 | administrators have a very clear understanding of the boundaries and positioning of responsibilities in mental health education. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 16 | administrators have the necessary working space and equipment for mental health education. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| Grants management | | | | | | | | |
| 1 | administrators implement "precise" financial assistance to students with financial difficulties through a variety of means, such as awards, loans, grants, attendance, subsidies, exemptions, and green channels. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 2 | administrators combine "helping the needy" with "helping the ambitious" to give full play to the function of financial aid to educate | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |

| NO | student affairs management in applied undergraduate campus Guangxi universities | Experts | | | | | IOC | Validity |
|----|--|---------|---|---|---|---|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| | people. | | | | | | | |
| 3 | administrators combine "helping the needy" with "helping the wise" to give full play to the function of financial aid to educate people. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 4 | administrators use a combination of quantitative and qualitative indicator systems to carry out accurate identification of students with financial difficulties. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 5 | administrators pay attention to the psychological needs of sponsored students and provide targeted psychological counseling and humanistic care. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 6 | administrators focus on the privacy of voucher students. | 1 | 0 | 1 | 1 | 1 | 0.80 | valid |
| 7 | administrators follow up with voucher students on an ongoing basis to learn about the situation, including post-graduation follow-up. | 1 | 1 | 1 | 1 | 0 | 0.80 | valid |
| 8 | administrators are able to manage voucher students dynamically. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 9 | Administrator regularly informs parents about financial aid policies and programs. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 10 | administrators focus on innovative forms and vehicles for publicizing financial aid policies and financial aid and human resources in ways that are more relevant to students. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 11 | administrators work in accordance with the developmental financial aid system of "Relieve, Nurture, Succeed, and Give Back." | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 12 | administrators are actively exploring new models of financial aid support. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 13 | administrators are adept at leveraging new media technologies and applications for | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |

| NO | student affairs management in applied undergraduate campus Guangxi universities | Experts | | | | | IOC | Validity |
|--------------------------|---|---------|---|---|---|---|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| | student financial aid administration. | | | | | | | |
| 14 | administrators receive regular training in student financial aid administration. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| Academic guidance | | | | | | | | |
| 1 | administrator has a refined plan for managing student academics. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 2 | administrators guide students in academic development planning and supervise its implementation. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 3 | Administrator helps students understand the university's policies and systems related to teaching and learning. | 1 | 0 | 1 | 1 | 1 | 0.80 | valid |
| 4 | administrators get an accurate picture of student academics. | 1 | 1 | 0 | 1 | 1 | 0.80 | valid |
| 5 | administrators have an accurate understanding of student academic advising needs. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 6 | administrators focus on motivating students to learn and helping them become more effective. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 7 | administrators focus on guiding students to proactively seek academic guidance and helping them develop a proper perspective on learning. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 8 | administrators establish student academic support organizations to take full advantage of the self-governing power of the student body. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 9 | Administrator guides students to effectively utilize the learning resources provided by the school to enhance learning. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 10 | administrators have set up a counseling and support platform for students to make | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |

| NO | student affairs management in applied undergraduate campus Guangxi universities | Experts | | | | | IOC | Validity |
|----------------------------|---|---------|---|---|---|---|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| | appointments with academic advisors to give them academic guidance. guidance. | | | | | | | |
| 11 | administrators develop individualized academic planning guides that address the needs of diverse student populations. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 12 | Administrator is able to provide specialized tutorial support for students who are struggling academically. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 13 | administrators is effective in improving student academic performance. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 14 | administrators regularly participate in student academic advising workshops and networking events. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 15 | administrator has good collaboration and communication with classroom faculty. | 1 | 1 | 1 | 1 | 0 | 0.80 | valid |
| Employment guidance | | | | | | | | |
| 1 | administrators provide graduates with services for the entire employment process, including career planning, interviewing skills, and cover letter writing. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 2 | administrators provide students with individualized career guidance to promote accurate employment. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 3 | administrators provide students with long-term career development guidance, not just pre-graduation. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 4 | administrators guide students in setting reasonable employment goals and developing a proper outlook on employment. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 5 | administrators are able to achieve precision in the management of career guidance services for college students. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |

| NO | student affairs management in applied undergraduate campus Guangxi universities | Experts | | | | | IOC | Validity |
|----|---|---------|---|---|---|---|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 6 | administrators actively explore and innovate the content and form of career guidance, and do a good job of guiding and cultivating students' outlook on employment. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 7 | administrators leverage the resources of the employment platform and accurately push matching job postings to students. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 8 | administrators introduce the preferential policies for graduates to work at the grassroots level and mobilize graduates to actively apply for participation. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 9 | administrators are able to integrate labor literacy education into career planning and career guidance for college students. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 10 | administrators are able to incorporate the goals and connotations of the rural revitalization strategy in their career guidance courses, encouraging students to take the initiative to participate in rural development. | 0 | 1 | 1 | 1 | 1 | 0.80 | valid |
| 11 | administrators take the initiative to care about students' employment progress and difficulties, and guide them to adjust their mindset and enhance their confidence in employment. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 12 | administrators provide targeted career guidance to special groups of students (students with disabilities, economically disadvantaged students, etc.). | 0 | 1 | 1 | 1 | 1 | 0.80 | valid |
| 13 | administrators emphasize the development of student career autonomy by guiding students to proactively gather career information and plan career goals. | 1 | 0 | 1 | 1 | 1 | 0.80 | valid |

| NO | student affairs management in applied undergraduate campus Guangxi universities | Experts | | | | | IOC | Validity |
|----|--|---------|---|---|---|---|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 14 | administrators actively open lines of communication between graduates and the university. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |
| 15 | administrators are able to integrate innovation and entrepreneurship education with college career guidance. | 1 | 1 | 1 | 1 | 1 | 1.00 | valid |

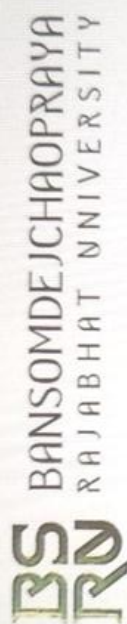
Reliability Analysis

| Simplified Format of Cronbach's Reliability Analysis | | |
|--|-------------|-----------------------------|
| Number of Items | Sample Size | Cronbach' Alpha Coefficient |
| 60 | 30 | 0.962 |

From the table above, it can be seen that the reliability coefficient value is 0.962, 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

Mrs. Deng Lili

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 25th January 2021

A handwritten signature in black ink, appearing to read 'K. A.', is positioned above the official title of the Director.

(Assistant Professor Dr Kulsirin Aphiratoradei)

Director

Appendix F

The Document for Acceptance Research

อว.๘๐๒๗/ ๑๐๖



มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๓๕-๓๔๒๘๙๘ โทรสาร ๐๓๕-๓๔๕๘๖๒

๘ พฤษภาคม ๒๕๖๓

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครธรรม

เรียน นางเตียง หลี่ลี่

ตามที่ นางเตียง หลี่ลี่ และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโสม และผู้ช่วยศาสตราจารย์ ดร.สรยุทธ์ เศรษฐสุข ได้ส่งบทความวิจัยเรื่อง “แนวทางการจัดการกิจการนักศึกษาประยุกต์ระดับปริญญาตรีมหาวิทยาลัยกวาสี” เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครธรรม มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพ กลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๓ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตาม ระยะเวลาที่กำหนดไว้ และวารสารมหาจุฬานาครธรรม ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหาจุฬานาครธรรม มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์ เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๗ (กรกฎาคม ๒๕๖๓) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบ ความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสาร และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

๒/๓๖๓๓

(นางสาวปัทมา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครธรรม

มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

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