

Exploratory Research Based on AGIL Model: Application Path Practice of "Fengqiao Experience" in Improving College Students' Mental Health in Zhejiang Universities' "One-Stop" Student Communities

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Abstract: In the new era, the "Fengqiao Experience", with the core essence of "no conflicts handed over to higher authorities, no safety incidents, and no gaps in services", provides local practical guidelines and value guidance for the innovation of university "one-stop" student community governance. Based on Talcott Parsons' AGIL functional model and combined with empirical survey data from multiple undergraduate and vocational colleges in Zhejiang Province, this study systematically analyzes the mechanism of each functional dimension of the "one-stop" student community on college students' mental health. The research shows that there is a structural mismatch between resource input and education effectiveness in the current community construction: although considerable resources are invested in life services and ideological and political education, their efficiency in alleviating students' psychological anxiety is limited; cultural activities and organizational systems are the core key factors to resolve students' conflicts and relieve psychological pressure. Accordingly, this paper proposes an integrated education path of cultural infiltration – organizational collaboration – service sinking – source governance, promoting the in-depth implementation and precise empowerment of the "Fengqiao Experience" in the governance of university "one-stop" student communities, and comprehensively improving the quality and efficiency of college students' mental health education.

Keywords: One-stop student community, AGIL model, Fengqiao Experience, College students' mental health, Education path.

1. Insights from One-Stop Community and the Fengqiao Experience

As the construction of university "one-stop" student communities has entered the deep-water zone of quality improvement, efficiency enhancement and connotation development, breaking through the dilemmas of fragmentation, insufficient collaboration and low service precision in traditional student management, and building a modern student community governance model consistent with China's national conditions and reflecting university characteristics have become important topics of university education [1]. Originating in Zhejiang, the "Fengqiao Experience" has always adhered to the core logic of relying on the masses, resolving conflicts on the spot, and preventing risks at the source through inheritance and innovation, which is highly consistent and deeply compatible with the concept of the "one-stop" student community: resolving conflicts at the grassroots level, providing services around, and covering education all the time [2].

However, current research on the "one-stop" community mostly focuses on macro policy interpretation and construction framework design, while quantitative empirical analysis on the correlation mechanism between internal functional factors of the community and college students' mental health is relatively weak. [3-4] This study introduces Parsons' AGIL model (Adaptation, Goal attainment, Integration, Latency), embeds the concepts of flexible governance, multi-stakeholder co-governance and source prevention and control of the "Fengqiao Experience" into the community function analysis framework, clarifies the influence weight of each dimensional factor on mental health

based on empirical data, and strives to solve the core problem of how to optimize the community function structure and maximize the effectiveness of mental education under limited resources, so as to provide theoretical support and practical solutions for mental health education in university "one-stop" student communities [5-6].

2. Empirical Findings: Mismatch Analysis Between Community Functional Factors and Mental Health

This study takes undergraduate colleges and vocational colleges in Zhejiang Province as the research scope, collects 600 valid samples, and conducts cross-statistics and correlation analysis using the SAS Anxiety Self-rating Scale and Community Satisfaction Questionnaire to accurately judge the practical correlation between community construction and students' mental health.

2.1. Overall Situation: "Low Peak" and "Concealment" of Anxiety Level

Table 1. Frequency Distribution of Anxiety Levels in Survey Samples

Mental Health Status	Number of Cases	Percentage
Healthy	516	96.99%
Mild Anxiety	12	2.26%
Moderate Anxiety	3	0.56%
Severe Anxiety	1	0.19%
Total	532	100%

The data shows that the overall mental health of college

students in Zhejiang universities is good, with 96.99% of students having no obvious anxiety symptoms. However, 3.01% of students still have varying degrees of anxiety (2.26% mild, 0.56% moderate, 0.19% severe). Although this proportion is not high, corresponding to the large student base, it means that a considerable number of "hidden crises" urgently need to be

detected, intervened and channeled early relying on the "one-stop" student community.

2.2. Key Relieving Factors: Culture and Organization

Table 2. Correlation Analysis Between Each Factor Variable of Student Community and Anxiety Score

		Correlation Coefficient					
		A	G	I	L	Overall Satisfaction	Anxiety Level
Kendall's tau_b	Overall Satisfaction	0.128	0.135**	0.148**	0.162**		
	Anxiety Score	-0.024	-0.013	-0.045	-0.070	-0.083*	0.255**
Spearman's Rho	Overall Satisfaction	0.137**	0.145**	0.158**	0.174**		
	Anxiety Score	-0.029	-0.015	-0.055	-0.084	-0.104*	

First, the cultural activities and organizational systems have the highest correlation with students' mental health, and play the most prominent role in relieving anxiety and improving mental resilience, confirming students' core needs for spiritual nourishment, emotional belonging and organizational support.

Secondly, the life services and ideological and political education: have large resource input but low marginal effect on directly relieving students' psychological anxiety; simple material guarantee and explicit education cannot accurately reach psychological pain points.

Generally speaking, empirical results reveal a deep-seated contradiction: the current construction of university "one-stop" student communities generally has problems such as emphasizing hardware investment over software empowerment, emphasizing explicit management over implicit education, and emphasizing centralized supply over precise adaptation. Resources are inclined to the improvement of living facilities and the development of ideological and political activities, while investment in students' rigid needs such as cultural atmosphere construction, organizational system sinking and peer support construction is insufficient, resulting in the disconnection between community services and psychological needs, and failing to fully release the governance effectiveness of the "Fengqiao Experience" – no gaps in services and early resolution of conflicts.

3. Integrated Governance Mechanism Based on the Integration of "Fengqiao Experience" and AGIL Model

Based on the empirical conclusion of mismatch between resource input and psychological demand, and prominent effectiveness of cultural and organizational factors, university "one-stop" student communities need to deeply integrate the governance wisdom of the "Fengqiao Experience" with the functional logic of the AGIL model, build an integrated mental education mechanism of Party building leadership, cultural infiltration, grid collaboration, data empowerment and source prevention and control, and realize the optimized coupling of community functions and the improvement of mental health quality and efficiency.

3.1. Remolding the "Latency – Cultural Infiltration" Mechanism to Eliminate Hidden Psychological Worries with "Rule of Virtue"

Empirical data shows that the cultural activity factor is the core variable to relieve college students' anxiety, which coincides with the emphasis on "moral education and silent influence" in the "Fengqiao Experience". Traditional mental health education often relies on "case treatment" in psychological counseling rooms, which is a "point-to-point case intervention" with prominent passivity and limitations. Based on the "one-stop" construction of the community, we should turn to "face-to-face" cultural infiltration, optimize the latency function in the AGIL model, build a latency pattern maintenance function, and create a warm and loving mental support ecosystem with no sense but proper degree.

3.1.1. Transformation from Disciplinary Space to Emotional Community

At present, university communities are often alienated into simple living spaces lacking emotional connection. Based on students' high demand for "cultural activities" in the survey, community construction should abandon rigid preaching, and instead meet students' sense of belonging through the creation of life aesthetics and the construction of a sense of ritual. For example, use community public spaces to carry out informal "community reading clubs", "art healing workshops" or "light food exchange corners", allowing students to release pressure in a relaxed atmosphere. This geographically based "emotional community" can effectively make up for the emotional deficiency of college students in an atomized living state and reduce the occurrence of psychological crises from the source.

3.1.2. Flexible Culture Construction in Place of Rigid Management

Universities should reduce rigid control over students and increase flexible cultural infiltration. By excavating school-based cultural resources, mental health education is implied in community cultural festivals, dormitory decoration competitions and other activities to realize "culture feeding back psychology". This governance model not only has low cost and wide coverage, but also improves students' mental resilience through subtle influence, which is precisely the governance essence of the "Fengqiao Experience" – "silent moisture".

3.2. Integration Function Optimization: Core-Grid Collaborative Governance

The survey finds that the organizational system factor has the second highest impact on mental health after cultural activities, but the current organizational construction often has the problem of "suspension" – that is, managers are in the community, but the organizational tentacles do not really go deep into students' lives. Drawing on the logic of "relying on the masses and multi-stakeholder co-governance" in the "Fengqiao Experience", it is necessary to reconstruct the integration function of the community and establish a collaborative governance system of "Party building core + grid nerves".

3.2.1. Party Building Leadership: Consolidation of Grassroots Governance Posts

The core of the "Fengqiao Experience" is Party building leadership. Promote the establishment of Party branches in buildings, Party groups on floors, and Party member posts in dormitories, and build a four-level organizational chain: University Party Committee – Community Working Committee – Building Party Group – Party Member Dormitory. This is not only political leadership, but also an organizational guarantee for mental services. By setting up "Party member psychological liaison officers", the Party's organizational advantages are transformed into governance effectiveness of mental education, ensuring that psychological crisis early warning information can be captured and reported at the first time to realize "no conflicts handed over to higher authorities".

3.2.2. Student Autonomy: Activation of Grid Governance Nerves

Break the barriers of traditional administrative classes and establish a "micro-governance grid" based on dormitory buildings. Cultivate community self-organizations such as dormitory management committees, student mutual aid societies and psychological volunteer teams, and endow students with the right to discuss community affairs, plan activities and mediate conflicts. Enhance students' sense of "ownership" by allowing them to participate in the formulation of community rules, planning of activities and mediation of conflicts. This "participatory governance" can not only effectively relieve students' anxiety, but also form a benign ecosystem of self-regulation and self-repair within the community, which is the best embodiment of the organizational integration function in the AGIL model.

3.3. Adaptive & Goal Attainment Improvement: Data-Driven Precise Services

In view of the structural mismatch found in the survey that "large investment in life services and ideological and political education but low marginal effect", it is necessary to introduce the "smart governance" means in the "Fengqiao Experience" to optimize the adaptation function and goal attainment function. That is, use big data technology to accurately match limited resources to the psychological support fields most needed by students.

3.3.1. "Precise Portrait" on the Demand Side

Change the past "flood irrigation" service supply, and use information means to establish electronic files of mental health in student communities. Combine SAS scale data with students' behavioral tracks in the community (such as work

and rest rules, access control data, consumption habits) to build a psychological crisis early warning model. Through data analysis, accurately identify student groups in a "hidden anxiety" state, and realize the transformation from "people looking for services" to "services looking for people".

3.3.2. "Targeted Intervention" on the Supply Side

Adjust resource investment strategies based on data portraits. Since data proves that simple hardware improvement has limited direct contribution to mental health, universities should shift the focus of resources from "repairing and mending" to "heart-to-heart connection". For example, convert part of the logistics funds into "peer counseling project funds" or "community mentor resident allowances", and promote the sinking of counselors, professional teachers and psychological counselors to the community. At the same time, use the digital platform to realize a closed-loop service of "students place orders – community receives orders – university dispatches orders", ensuring that every small demand of students can be responded to in a timely manner, and truly realizing "no gaps in services".

4. Conclusion

University "one-stop" student communities are the frontline positions for implementing the fundamental task of fostering morality and educating people and protecting college students' mental health. [7-8] The deep integration of the Zhejiang-local "Fengqiao Experience" with the AGIL functional model is essentially promoting the transformation of university student work from management-oriented to education-oriented, passive disposal to source governance, and extensive supply to precise services [9]. Practice has proved that only by closely following students' psychological needs, strengthening cultural infiltration and organizational collaboration, and promoting resource sinking and precise empowerment, can we truly resolve conflicts at the grassroots level, implement services around, and deliver warmth to the heart, and embark on an innovative path of integration of mental education and community governance with Chinese characteristics, Zhejiang recognition and university applicability.

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