

The 'Three-Comprehensive, Six-Precise' Model of Student Aid and Education in New Era Private Universities

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Keywords: Private Universities; Student Aid and Education; Three-Comprehensive Education; Precise Aid

Abstract: Private universities face the unique challenge of providing financial aid to a small but financially troubled student population. In the new era, student aid in private universities focuses on precision and education, adhering to a 'Three-Comprehensive' education philosophy. This involves constructing a student aid model that encompasses government, universities, society, and families ('all-member style'), covers the entire student journey from admission to employment ('whole-process style'), and utilizes various educational methods and platforms ('all-dimensional style'). The model implements 'six-precision' targets: precise identification of aid recipients, projects, funding, intensity, methods, and effectiveness. This approach uses aid as a means to educate, aiming for a diverse and integrated educational environment where measures are precise, guarantees are strong, and implementation is empathetic.

1. Introduction

China has achieved a comprehensive victory in its poverty alleviation efforts, moving into a post-poverty era focused on alleviating relative poverty. Education is a fundamental strategy for sustainable poverty reduction. Providing financial aid to economically disadvantaged university students is a crucial part of this strategy. Although private universities in China tend to have higher tuition fees than public ones, they face greater challenges in providing aid due to a smaller proportion of economically disadvantaged students. The student aid work in private universities still faces issues like inadequate assistance or ineffective poverty alleviation. Factors contributing to these challenges include imprecise allocation of aid resources and lack of effectiveness in the educational aspect of the aid system[1].

2. The Goal of Student Aid and Education in Private Universities in the New Era: From 'Guarantee-Based' to 'Sustainable Development-Oriented'

Traditionally, the goal of student aid in private universities has been to provide financial security. However, with the evolution of the times, the focus has shifted from merely addressing students' financial needs to promoting their overall development, moving towards a sustainable, development-oriented aid model. This involves cultivating students' sense of autonomy and responsibility, improving their overall quality through diverse aid methods like skill training and internships, and fostering their innovative spirit and practical abilities. Moreover, the new era emphasizes cooperation with families and society in creating personalized aid plans and diverse aid activities to ensure that every student receives the most suitable support[2-3].

In the new era, the student aid and education work in private universities has shifted from mere financial assistance to a holistic approach that includes material aid, moral education, motivational support, and skill development. This approach aims to precisely identify aid recipients, understand their needs, arrange suitable aid projects, allocate funds effectively, employ appropriate aid methods, and accurately evaluate the impact of aid, thus ensuring the comprehensive development and success of economically disadvantaged students.

3. Constructing a 'Three-Comprehensive' Student Aid Work Pattern in Private Universities to Strengthen the Purpose of Education

Embedding the 'Three-Comprehensive' education philosophy into the student aid and education work in private universities involves constructing a collaborative model among government, schools, society, and families ('all-member style'). This model spans from student admission, through their studies, to graduation and employment ('whole-process style'), employing a variety of educational methods and channels ('all-dimensional style'). This is a significant educational reform initiative aimed at achieving comprehensive support and education for students, enhancing their overall quality and development[4].

3.1. Joint Efforts of Government, Private Universities, Society, and Families: 'All-Member Style' Support for the Growth of Students from Economically Disadvantaged Families

In the new era, the main bodies of student aid and education in private universities include the government, schools, society, and families, forming a collaborative and participatory framework. This all-member approach not only expands the coverage of student aid and education but also enhances its effectiveness and quality.

The government plays a leading role in the student aid and education work. Through formulating policies, providing financial support, and strengthening supervision, the government promotes the smooth and orderly implementation of student aid and education in private universities. To support students, the government has introduced a series of policies, including scholarships, grants, and student loans, applicable to both public and private universities. Additionally, the government can attract and encourage social organizations and enterprises to participate in the student aid and education work in private universities, creating a diversified aid model including both government and corporate funding. With policy foundations in place, the government provides financial support to various aid projects, ensuring strong backing for the student aid and education work in private universities. Finally, through rigorous auditing and supervision, the government ensures that the aid reaches its intended recipients and is used effectively[5].

Schools play a central and leading role in student aid and education, acting as the primary implementers and coordinators. They are responsible for coordinating resources both within and outside the school, developing specific aid and education plans, and setting clear goals, methods, timelines, and standards to ensure effective implementation. Internally, various school departments and faculties organize professional teachers, class advisors, administrative staff, and counselors to participate in the student aid and education work, forming an 'all-member education' model. Counselors and class advisors implement and realize student aid and education work through daily care, educational guidance, and home visits during holidays. Teachers pay attention to the performance and homework completion of economically disadvantaged students in their classes, providing one-on-one guidance to those struggling with their studies and organizing study groups to assist them. Additionally, teachers and counselors participate in the evaluation of scholarships, grants, and outstanding student awards, directly contributing to the student aid and education work. Administrative staff in the school departments contribute by training students in communication skills, public speaking, official writing, computer skills, and instilling values like integrity, motivation, and responsibility through work-study positions. Externally, schools need to ensure coordination between government, schools, enterprises, and families, integrating resources from all parties to form a comprehensive, participatory aid and education framework. Schools should strengthen their connections with the government for policy support, collaborate with enterprises to facilitate internships, practical training, and employment for economically disadvantaged students, and communicate with parents to understand the growth, characteristics, and developmental needs of these students, seeking their support and cooperation for the school's educational plans[6].

Social organizations and enterprises play a promotional role in the student aid and education work. They provide support and assistance to economically disadvantaged students in private universities through various means, such as donating funds, offering internships or off-campus work-study opportunities, providing job placements, and conducting public welfare-oriented skill and capability

training. These actions not only demonstrate the social responsibility of these organizations and enterprises but also inject positive energy into societal development, fostering a social atmosphere that advocates for the participation of all members in student aid and education. Additionally, by establishing cooperative mechanisms with private universities, social organizations and enterprises launch targeted student aid and education projects, offering more support and opportunities to economically disadvantaged students. For example, some enterprises allow these students to visit their facilities, enabling them to understand the working environment, production processes, and interact with employees to learn about the operation models, corporate culture, and career experiences of the staff. This immersive and interactive learning approach not only broadens students' horizons but also helps them better contemplate their career plans and development. Moreover, some enterprises facilitate exchanges between corporate lecturers and university faculty, where professionals bring their expertise and practical skills to the classroom, while teachers can adjust their curriculum based on the latest industry trends and market demands, providing students with up-to-date and relevant professional knowledge. The participation of social organizations and enterprises in the student aid and education in private universities is a win-win educational model, aligning higher education with corporate needs. This not only enhances the quality of student aid and education but also benefits the progress and development of these organizations and enterprises[7].

Families play an indispensable role in the student aid and education work. As the primary supporters of students, families are an essential part of student aid and education in private universities. Apart from providing financial support for their children's education, parents can also support their academic endeavors through daily care and affection. On one hand, parents should pay close attention to their children's studies and life at school, be aware of their physical and mental health, understand their interests and career aspirations, and provide positive support, encouraging them to overcome difficulties and strive for improvement. On the other hand, parents maintain communication with the school through regular phone calls, online interactions, attending school meetings and events, and welcoming teacher home visits. Through such school-family interactions, parents can inform teachers about the students' home situations, allowing schools to gain a deeper understanding of the challenges faced by economically disadvantaged students, fully grasp their characteristics and developmental needs, and formulate tailored guidance and support. At the same time, parents can gain a clearer understanding of the school's aid and education plans and actively support and cooperate with the school's student development programs. Active family participation in the student aid and education work in private universities enhances the precision and effectiveness of these initiatives[8].

3.2. Aid and Assistance Covering the Entire Process from Pre-admission to Post-graduation Employment: 'Whole-Process Style' Support for Students from Economically Disadvantaged Families

Private universities' student aid and education encompass the entire university journey of economically disadvantaged students. This is achieved by implementing phase-specific aid measures at three key stages: pre-admission, during studies, and post-graduation, ensuring comprehensive support and assistance throughout their university education, thereby enhancing the targeted effectiveness of the student aid and education work.

Before new student admission, private universities gather detailed information and needs of economically disadvantaged students through multiple channels, moving the student aid and education efforts forward. Once the list of admitted students is confirmed, universities gather data on economically disadvantaged students from civil affairs departments and direct communication between faculty and students/parents. Before the new students' arrival, universities leverage both traditional and new media platforms to carry out pre-admission student aid and education. They use websites, WeChat, Weibo, and other new media platforms to introduce the school and its departments and promptly address inquiries through hotlines, new student QQ groups, and WeChat groups. Additionally, universities send financial aid policy materials with admission letters to alleviate students' financial concerns about enrollment and encourage them to understand the university and

their chosen major in various ways, encouraging social volunteer work and building confidence in their university studies and future development.

The university period is the key phase for student aid and education. Targeted support and assistance are provided based on the evolving needs of students. Post-enrollment, universities not only publicize national and school aid policies but also deeply understand the actual situations of economically disadvantaged students, adopting different aid methods tailored to each student's specific circumstances to ensure their successful completion of studies. Moreover, universities utilize the opportunity of new student education to match various needs of economically disadvantaged students, such as value guidance, career planning, academic and life skills, and overall character development, effectively enhancing the comprehensiveness of student aid and education.

During their studies, private universities integrate moral, intellectual, physical, aesthetic, and labor education into the student aid and education process. This is achieved through various activities like educational teaching activities for motivation, honesty, gratitude, and responsibility; professional learning and skill training for innovation and practice; sports and mental health education for physical and mental well-being; arts and cultural education for aesthetic development; and work-study programs, internships, and social practice for cultivating a sense of labor. These methods stimulate the potential and value of economically disadvantaged students, providing them with academic guidance, life assistance, and psychological support.

Upon graduation and employment, private universities conduct precise employment assistance for economically disadvantaged students. The Student Aid Center, Career Guidance Center, and Employment and Entrepreneurship Education Department form a special group for precise employment assistance, collaborating with various departments to develop specific measures. Additionally, experienced career planning advisors provide employment recommendations, guidance, and personalized assistance.

After graduation, private universities continue to track the employment of economically disadvantaged students, understanding their work, study, and life situations in the workplace, including their application of professional knowledge and skills, job adaptation, performance, and professional ethics. Based on this, universities provide employment guidance services to help graduates better adapt to the workplace, strengthen their professional integrity, guide them in setting realistic career goals and directions, and enhance their confidence in the workplace and future development, ultimately improving the quality of their employment.

3.3. Utilizing a Variety of Educational Methods and Platforms for 'All-Dimensional Style' Support to Help Students from Economically Disadvantaged Families Grow

Using classroom teaching as the main channel, student aid and education are integrated into the teaching process in a stage-wise manner according to grade levels. In the first year of university, the focus is on guiding economically disadvantaged students to establish career planning awareness and develop self-recognition and vocational exploration abilities. This helps students objectively understand their characteristics, strengths, and weaknesses, preventing them from feeling inferior due to their economic background. They are also informed about the current demands of society and various professions, guiding them to set suitable career development goals and clarify their direction of effort during their university years. In the second year, the emphasis is on developing management awareness and skills among these students, teaching them self-management, appropriate behavior, interpersonal skills, and time management to balance study, work, and life. In the third year, the focus shifts to enhancing their decision-making abilities, particularly in making informed choices in academics, career, and life, to avoid blindly following popular career trends. By the fourth year, the guidance is centered on correcting their employment and career choice perspectives, equipping them with skills in resume writing, job interviews, and professional etiquette to increase their chances of successful job placement.

Using extracurricular activities as a platform to enhance the comprehensive abilities and qualities of economically disadvantaged students. University students' comprehensive abilities include not only professional knowledge but also personal traits, basic and core skills. Utilizing various

extracurricular activities like project training, club activities, teaching internships, and social practice, tailored to the ability and developmental needs of economically disadvantaged students, is essential for their support.

The enhancement of comprehensive abilities and qualities of economically disadvantaged students can be divided into two categories: 'general ability and quality enhancement' and 'personalized ability and quality enhancement.' Both categories include motivational inspiration, skill training, and practical exercises. 'General ability and quality enhancement' is formulated based on the needs of economically disadvantaged students, including self-awareness training, honesty, motivation, gratitude education, office software training, English training, job-seeking skill training, and corporate internships for practical exercise. 'Personalized ability and quality enhancement' is based on the individual development needs of economically disadvantaged students, allowing them to choose activities that suit their interests and needs, including positive psychological training to boost confidence, etiquette training, official document writing, public speaking, innovation and entrepreneurship training for skill development, and work-study programs and corporate workplace experiences for practical exercise. The content of these enhancement programs is organized and implemented semester-wise, in accordance with the developmental stages and needs of the students.

4. Implementing Six Precise Student Aid Measures in Private Universities to Optimize the Quality of Education

4.1. Implementing Precise Identification of Aid Recipients Using a Quantitative and Qualitative 'Internet+' Approach

Identifying students from economically disadvantaged families is fundamental to the student aid and education work. To ensure accurate identification, private universities utilize the advantages of big data and internet technology, combining quantitative and qualitative methods. They refine their identification systems for economically disadvantaged students through various means such as counselors' regular interactions, telephone interviews, home visits during vacations, and system recognition. This approach accurately identifies these students, understanding each one's specific family economic situation, growth background, academic performance, and abilities, and precisely comprehends their characteristics and actual developmental needs. Based on this, a dynamic database of economically disadvantaged students is established and regularly updated to reflect their latest situations, providing robust data support for student aid and education work, enabling more effective allocation of aid funds and projects to better meet students' actual needs and growth requirements.

4.2. Implementing Precise Aid Projects: Ensuring Aid for All Who Need It, Matching the Needs of Economically Disadvantaged Students

On top of government aid, school aid, and social aid projects established in ordinary universities, private universities have set up additional aid projects like scholarships for new students, interest-free loans within the school, and temporary difficulty subsidies, aimed at effectively alleviating tuition pressure for economically disadvantaged students. Upon accurately identifying these students, the schools focus on communication and understanding of their actual needs and difficulties, thereby timely adjusting aid projects to ensure precise and sustainable aid effects. Based on the specific situations and developmental needs of these students, corresponding aid measures are implemented to achieve the goal of aiding all who need it, ensuring 100% coverage of aid for economically disadvantaged students. Additionally, tailored aid projects are developed according to students' specific needs, such as tuition support for students with financial difficulties, academic guidance for those struggling academically, psychological counseling for those with mental distress, and providing opportunities for practice, activities, and training to promote the comprehensive development of economically disadvantaged students.

4.3. Standardized Management and Full Process Supervision to Implement Precise Aid Fund Allocation

The main sources of student aid funds include allocations from national and local governments, funds extracted from school's operating income, and donations from society. Private universities set aside 5% of their tuition income for aid work as required by higher authorities, ensuring funding for various aid projects. The procedure for the use of student aid funds in private universities involves steps like advance application by the spending unit, reviews at various levels, school approval, public announcement, fund distribution, follow-up surveys, and monitoring to ensure fair, just, public, rational, and precise allocation of aid funds.

In strengthening the management of student aid funds, the roles of departments involved are clearly defined. The finance department ensures timely transfer of aid funds to the special fund for aid work, designated for specific purposes. The Student Aid Center is responsible for budgeting and planning the use of funds for various aid projects. Departments organize eligible students to apply and review their application materials. Based on the results of the evaluation of various aid projects, the finance department promptly transfers funds for scholarships and aid to the personal bank accounts of the awarded students. Departments guide students on the rational use of aid funds. The Student Aid Center and departments ensure efficient budget execution, meticulously develop and implement plans for the use of aid funds, ensuring they are genuinely used for aiding economically disadvantaged students and rewarding outstanding students. The use of aid funds undergoes inspection and supervision by financial, auditing, disciplinary inspection authorities, and higher-level supervisory agencies, ensuring that aid funds are used properly to help economically disadvantaged students and maintain educational equity.

4.4. Implementing Precise Aid Intensity through Categorization and Multi-Level Support

To ensure precision and effectiveness in aid and education in private universities, aid for economically disadvantaged students is categorized and graded. Students are classified into three categories based on their level of economic hardship: extremely difficult, difficult, and generally difficult, and aid is provided accordingly. Aid is also categorized by needs, including material, psychological, and capability support, to better meet students' educational and developmental requirements. Additionally, private universities implement multiple forms of aid, including direct, indirect, and other types of support, to ensure precise and effective implementation of aid intensity.

For students facing material hardship, private universities comprehensively implement national, provincial, and school aid policies, continually refining the 'seven-in-one' student aid system comprising scholarships, grants, loans, work-study, reductions, supplements, and deferrals. Aid is tailored to the specific needs of economically disadvantaged students, effectively addressing their practical difficulties. Aid amounts are determined based on the degree of family economic hardship. For students facing challenges in awareness or capability, private universities conduct various forms of education in honesty, gratitude, and motivation. Through campus culture, class construction, student clubs, social practice, and activities like lectures, exhibitions, knowledge competitions, stage plays, and speaking contests, they provide education in credit knowledge, financial fraud prevention, and encourage integrity, rational consumption, credit awareness, risk awareness, and gratitude. Schools select students who have received national scholarships and other motivational awards as role models and ambassadors for aid policy promotion. Furthermore, schools use new and traditional media to publicize the achievements of these students and advanced class collectives, conducting activities to encourage emulation of these role models, thus promoting the integration of moral education, capability enhancement, and motivational inspiration in a long-term effective student aid and education mechanism.

4.5. Ensuring Fairness, Protecting Privacy, Addressing General and Individual Issues for Precise Aid Methods

In their aid work, private universities consider the feelings of economically disadvantaged students, focusing on methods that ensure fairness in aid while protecting students' privacy. They balance

addressing general and individual student issues to build a warm and precise aid and education model. They emphasize fairness and privacy in aid and education. All aid projects are publicly announced before distribution to ensure fairness, justice, and transparency. To protect students' privacy and consider their feelings, aid projects are announced appropriately, avoiding improper evaluation methods like public speeches or competitions of hardship. The schools standardize aid information management, including timely maintenance of student status information, review and security management of aid information. Student records are kept confidential, with strict procedures for reviewing, accessing, and archiving electronic and paper materials to prevent information leaks and protect the dignity of aided students.

To implement precise aid methods, private universities use big data and internet technology to establish an 'Internet+' student aid information management service platform, promptly releasing aid policies and updates. They maintain and update a basic database of economically disadvantaged students, integrating information technology and student management, analyzing and assessing students' information and needs to develop more precise personalized aid plans and measures. Furthermore, schools explore and advance digital campus construction, effectively linking online student management information service platforms with offline self-service systems and student affairs service centers. This allows students to access important data like personal academic records, award evaluations, and economic hardship determinations online and offline, simplifying aid procedures and making aid management more precise and detailed.

4.6. Establishing a Scientific Evaluation Mechanism for Precise Aid Effectiveness

Private universities establish a scientific evaluation mechanism with clear indicators, standards, and methods. Based on evaluation results, they timely adjust aid plans and measures to ensure precision and effectiveness in aid and education work. First, they define indicators for evaluating the effectiveness of school aid and education, covering five main aspects: the ideological, academic, practical, research and innovation abilities, and employment competitiveness of economically disadvantaged students. Then, they set standards and methods for these indicators, ensuring they are operational and quantifiable. For example, ideological status is evaluated based on participation in public service and volunteer activities and party membership status; academic status is assessed by academic performance, class participation, and involvement in professional competitions and activities; practical abilities are evaluated through leadership experiences and participation in social practice activities; research and innovation abilities are assessed by involvement in research projects, publication of papers, and participation in innovation and entrepreneurship competitions; and employment competitiveness is evaluated based on employment rates, salaries, employer satisfaction, and job satisfaction of economically disadvantaged graduates. These multi-dimensional indicators collectively form a comprehensive assessment of the effectiveness of aid and education. Finally, based on the evaluation results, schools adjust their aid plans and measures to enhance the sustainability and effectiveness of their aid and education efforts.

5. Safeguarding the 'Three-Comprehensive, Six-Precise' Student Aid and Education Work in Private Universities in the New Era

The 'Three-Comprehensive, Six-Precise' student aid and education model is a new approach and method for student aid work in private universities in the new era. Private universities adopt a series of measures including strengthening organizational leadership, improving system construction, and enhancing team building, to ensure the smooth implementation of this model.

Firstly, private universities establish two-level work institutions, clarifying responsibilities and divisions of labor at each level to ensure orderly progress in aid and education work. Most universities have already set up school-level student aid work institutions according to higher department requirements. In private universities, these institutions are more flexible, with both school-level and department-level aid and education work institutions coexisting. The Student Aid Center, as the school-level institution, is responsible for coordinating and implementing various student aid and education works at the school, while department-level aid and education work groups establish

departmental aid and education work commissioners responsible for implementing aid and education work in their respective departments.

Secondly, private universities improve system construction, formulating scientific and reasonable aid policies and regulations to ensure standardized aid and education work. By establishing management methods for aid and education work institutions and clarifying the responsibilities of school-level and department-level institutions, a responsibility accountability system is established. This includes a series of supervision and management mechanisms like special inspections, audits, performance evaluations, and reporting systems to regulate the supervision and management of aid and education work.

Thirdly, private universities strengthen team building through enhancing team assessment and focusing on team capability enhancement, promoting the professionalization of the aid work team. In terms of team assessment, they optimize the monthly work assessment mechanism for student aid and education workers, regularly recognize outstanding workers, and integrate them into the teacher commendation system for more effective motivation during management. For capability enhancement, they rely on 'action learning camps' for pre-job and regular training of teachers and conduct annual business training for departmental aid workers both online and offline to improve their professional capabilities. To promote team professionalization, platforms like 'Counselor Workshops' are established, and special research projects for aid work are set up, supporting the professional and scientific development of student aid and education work.

In the new era, private universities should adhere to a student-centered approach, focusing on precise aid and detailed education as the main points of effort. They should continuously innovate in work methods, deepen the connotation of student aid work, solidly promote the quality cultivation of economically disadvantaged students, and fully integrate the concept of moral education into the entire process of student aid work, thus creating a new situation in long-term effective aid and education work.

6. Conclusion

Based on the comprehensive analysis presented in the article, it is clear that the 'Three-Comprehensive, Six-Precise' model significantly enhances student aid and education in private universities in the new era. This model, with its emphasis on collaboration between government, universities, society, and families, and its focus on covering the entire student journey, has proven effective in addressing the unique needs of economically disadvantaged students. By implementing precise identification of aid recipients, tailoring projects, funding, intensity, methods, and evaluating effectiveness, the model ensures targeted support that goes beyond financial aid, fostering overall student development. This innovative approach not only addresses immediate financial challenges but also equips students with the skills, knowledge, and resilience necessary for long-term success. As such, this model sets a precedent for future educational aid initiatives, demonstrating the importance of holistic and precise support in fostering sustainable development and academic excellence.

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