

Research on the construction and application effect of online and offline mixed management mode in college student management

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Abstract: This paper aims to explore the construction and application effect of online and offline mixed management mode in college student management. With the rapid development of information technology, the traditional student management mode faces many challenges. As an innovative management mode, the online and offline mixed management mode has important application value. This paper constructs the basic framework of mixed management mode, analyzes the key elements such as online platform, offline activities and information circulation mechanism, and expounds the functions and functions of online management and offline management. Through empirical analysis, this paper studies the application effect of this model in students' academic performance, mental health and social adaptability, and proves its advantages in improving students' management efficiency and all-round development.

Keywords: college student management; Online and offline mixed management mode; Academic performance; Mental health; Social adaptability

Introduction

The management of college students is an important part of the management system of higher education. The traditional student management mode mostly relies on offline management means. Counselors communicate with students regularly, organize students to participate in extracurricular activities, and carry out student evaluation and psychological counseling. These management methods are people-centered and pay attention to students' ideological and political education, behavior standard management and academic development guidance. However, the traditional offline management has promoted students' physical and mental development to a certain

extent, but it also has certain limitations.

1 A Review of Related Theories and Literature

1.1 A Traditional Study on the Management Mode of College Students

The traditional college student management mode mainly relies on offline face-to-face management, focusing on the daily interaction between teachers and students such as class teachers and counselors to educate and manage students^[1]. In this mode, the relationship between teachers and students is usually relatively direct, and the management mode is based on rules and regulations, emphasizing the control and supervision of students' behavior norms, discipline requirements and academic

performance. However, this traditional model also has some limitations. Management methods are relatively simple, and students' problems can only be solved through interviews, meetings and other forms, lacking flexibility and personalization. Due to the limitation of information circulation, the management under the traditional mode can only rely on paper or telephone, and the information transmission speed is slow and inefficient^[2].

1.2 Development and Application of Online Management Mode

With the rapid development of information technology, especially the popularity of Internet technology, online management mode has gradually entered the field of college student management. The core advantage of online management mode lies in its high efficiency and convenience. By constructing various digital platforms, schools can grasp students' academic, behavioral and psychological information in real time, and then provide targeted support and management. In terms of academic support, the school can track and feedback students' learning progress, achievements and learning attitude through learning management system (LMS) and other platforms, and provide personalized learning resources and counseling services. In the aspect of psychological counseling, many colleges and universities have gradually launched a mental health management platform, where students can conduct psychological evaluation, emotional communication and even remote psychological counseling through online platforms, which has remarkable effects in alleviating the shortage of psychological counseling resources^[3].

1.3 Theoretical basis of mixed management mode

Hybrid management mode is an innovative management mode that combines online and offline management methods, aiming at exerting the efficiency of online management and the emotional support of offline management. Its core lies in improving the personalization, convenience and interactivity of management through the technical advantages of online platform, and at the same time, making up for the shortcomings of online management mode in emotional communication and social interaction through offline teacher-student interaction, group activities and emotional support. The theoretical basis of mixed management mode mainly includes online education management theory and behavior management theory. Online education management theory emphasizes the use of Internet and information technology to educate and manage students, attaches importance to the design of personalized and customized learning paths and counseling programs, and supports students to learn independently without time and space constraints^[4].

1.4 Research status and trend at home and abroad

The research on the management mode of college students at home and abroad has experienced a gradual transition from the traditional management mode to the online management mode, especially in recent years, the online and offline mixed management mode has been widely concerned by the academic and practical circles. Many foreign universities have built a comprehensive online student management platform through information

technology, covering academic support, mental health, student club activities and other aspects. Foreign research mainly focuses on the effectiveness, application scenarios and implementation strategies of the mixed management model. Through the combination of big data and artificial intelligence technology, some universities in Europe and America have carried out personalized counseling and behavior prediction analysis of students, which has achieved remarkable management results. However, foreign studies also pointed out that how to maintain students' online participation, ensure data security and privacy protection during the implementation process is still the focus of academic research.

With the rapid development of information technology in China, colleges and universities gradually promote the implementation of online and offline mixed management mode. In recent years, some domestic universities have built a complete online student management platform, covering courses, psychological counseling, career planning and other aspects, but overall, the online management mode of domestic universities is still in the development stage and has not yet formed a mature management system. The focus of domestic research mainly focuses on the construction framework, implementation effect and challenges of mixed management model. Domestic scholars generally believe that the combination of online and offline management can make up for the deficiency of single management mode, improve management efficiency and students' sense of participation, but it also faces problems such as how to balance the relationship between online and offline and improve students' online

participation^[5].

2 Construction of online and offline mixed management mode

2.1 Basic framework of mixed management mode

Online and offline mixed management mode is an innovative management mode that introduces online technical means on the basis of traditional offline management. Its main components include online platform, offline activities and information circulation mechanism. The application of some online platform technologies is the basis of this model, including learning management system (LMS), social platform and student management system (SMS). These online platforms provide students with convenient services such as academic management, curriculum resources, information exchange and social interaction, and promote instant communication and feedback between students, teachers and classmates. Online platform can not only provide academic support for students, such as downloading course materials, online discussion, homework submission and academic performance inquiry, but also provide teachers with real-time information on students' academic progress and behavior performance through data analysis, which is helpful to find problems in advance and carry out personalized intervention.

Offline activities focus on the traditional face-to-face management. Teachers directly interact with students through offline classes, counseling and extracurricular activities, and carry out ideological and political education, psychological counseling, career planning and other work. These activities help students gain emotional support, social identity and team

belonging, which is an irreplaceable part of online management mode. By organizing rich extracurricular activities and community management, students can gain emotional resonance and recognition in practice, thus enhancing their self-management ability and social adaptability. The function of offline activities is not limited to academic and professional development, but also helps students to enhance their sense of emotional identity and campus belonging, which are of great significance to students' long-term growth.

2.2 Key elements and functions of online management

Online management, as an important part of the mixed management mode, has its unique advantages and functions relying on the technical platform. Learning Management System (LMS) is one of the important tools for online management, which can provide functions such as course management, homework submission, grade inquiry, online discussion and so on, and help students manage their academic progress effectively in the process of distance learning. Through LMS platform, students can check their learning tasks, obtain teaching resources and participate in online interaction at any time, thus promoting the improvement of learning efficiency.

Social platform and student management system (SMS) also play an important role in online management. Social platforms, such as online forums, WeChat groups and academic exchange platforms, provide a space for students to interact, help students build learning communities and promote communication and information sharing among students. Through these platforms, students can not only discuss

academic issues, but also participate in the organization of campus activities and enhance their sense of collective honor and teamwork ability. The student management system provides personalized management suggestions for counselors and teachers by collecting and analyzing students' personal information, academic performance, participation in activities and other data. Through the analysis of these data, teachers can find students' problems in time and make targeted interventions.

2.3 Key elements and functions of offline management

Although online management has many advantages, offline management still occupies an indispensable position in college student management. The core of offline management lies in the direct interaction between people, which can provide emotional support and social adaptation help that cannot be completely replaced online. Face to face communication between teachers and students is one of the important functions of offline management. The interaction between counselors, class teachers and students can help students solve their academic doubts, provide psychological comfort, and help students make personal growth plans through one-on-one counseling. Although online platforms can provide information and resources, emotional support often needs to be completed through offline communication and companionship.

Another important function of offline management is the organization of student associations and extracurricular activities. Colleges and universities provide a platform for students to show themselves and exercise their social skills through various cultural activities,

social practice and voluntary service. These activities not only promote the interaction between students, classmates and teachers, but also help students improve their teamwork ability, leadership and public service awareness. Offline management helps students to enhance their sense of belonging and collective honor by organizing collective activities and class meetings, and provides a complete socialization process for them during their school days.

2.4 Collaborative mechanism of online and offline integration

To achieve effective online and offline collaboration, it is necessary to establish a set of information sharing and feedback mechanisms. When students conduct academic management, psychological counseling and other activities through the online platform, all their behavior data, learning data and psychological state should be shared with offline counselors, class teachers and other managers to ensure that managers can understand the students' learning situation and emotional changes at the first time, so as to provide timely personalized guidance and support. At the same time, the data analysis results of online platform can provide a basis for offline counseling and activity design, and help managers identify which students need more attention and counseling, and which activities can stimulate students' participation enthusiasm to the greatest extent.

3 Application effect of online and offline mixed management mode

3.1 Evaluation index of management effect

It is very important to evaluate the application effect of online and offline mixed management mode. Only through scientific

evaluation indicators can we fully understand the actual effect of this mode in college student management. These evaluation indicators can be considered from multiple dimensions, including students' academic performance, mental health, social adaptability and participation.

The combination of online learning and offline tutoring can provide personalized learning support and help improve students' academic performance. Through the online platform, students can get learning materials at any time and participate in online discussion and counseling, thus enhancing their academic ability. Offline tutoring and course interaction can also help students answer questions in time and improve their learning effect. Therefore, the change of students' academic performance, especially their test scores and homework performance after class, is an important basis to measure the effect of the mixed management model.

3.2 Advantages of mixed management mode

The mixed management mode shows many unique advantages in the management of college students, which are not only reflected in students' academic performance, but also have a positive impact on emotional support, social adaptability and participation.

Table 1 Advantages of Hybrid Management

Mode	
superiority	explain
Improve management efficiency	Real-time feedback from online platform helps managers to understand students' needs and problems efficiently.
Enhance students' sense of participation	Students learn independently through online platforms, and

	offline activities enhance their emotional identity and sense of belonging. Data-driven learning progress analysis, and	ment	score)	score)	points
Personalized tutoring	counselors provide customized learning suggestions.	Mental health level	medium	better	Remarkable improvement
	Offline activities help students build teamwork and interpersonal relationships.	Student participation	62%	85%	Increase by 23%
Social adaptability improvement		Participation in social activities	58%	79%	Increase by 21%

Table 1 summarizes the advantages of mixed management mode in improving management efficiency, enhancing students' sense of participation, providing personalized counseling and promoting social adaptability, and illustrates the wide applicability of this mode in student management.

3.3 Empirical analysis of application effect

In the application effect of mixed management mode, many colleges and universities have carried out preliminary practice and achieved remarkable results. Through the analysis of actual cases, we can see the application effect of this model in academic support and psychological counseling. Taking a university as an example, after the implementation of the mixed management model, students' academic performance and participation have been significantly improved.

Table 2 Empirical Analysis of Application Effect

project	Before implement ation	After implement ation	Change situation
school achieve	75.5 (average	81.2 (average	Increase by 5.7

Table 2 shows the remarkable improvement of students' academic performance, mental health level, participation and social activities before and after the implementation of the mixed management model, which proves the effect of the management model. Through the online learning platform, students can flexibly arrange their study time, complete their homework and online tests, and their learning efficiency has been improved. At the same time, students can get timely academic feedback on the platform to help them better understand their own learning progress and problems, and then make targeted improvements.

3.4 Problems and challenges

Although the online and offline mixed management mode has shown good results in improving management efficiency and enhancing students' sense of participation, there are also some problems and challenges in practical application. The technical adaptation problem may affect the management effect. Some students may not be able to make full use of the online platform due to network conditions, equipment problems or unskilled technical operation. This requires colleges and universities to provide technical support to ensure that students can participate in online learning and

management smoothly.

Although the online platform provides rich learning and communication functions, some students may have low participation due to lack of learning motivation, social desire or inconvenient operation of the platform. Therefore, how to improve students' online participation and increase their initiative has become a major challenge in implementing this model.

Table 3 Analysis of Problems and Challenges

question	influencing factor	Solution strategy
Technical adaptation problem	Network environment, equipment problems, and unskilled operation technology.	Provide technical training and equipment support.
Low online participation	Students lack motivation and the platform is inconvenient to use.	Increase online interaction and incentive mechanism
Information island problem	Online and offline information is not effectively combined.	Constructing information circulation and feedback mechanism

Table 3 lists the main problems and challenges encountered in the implementation of the online and offline mixed management mode, and puts forward the solutions, which provides a reference for colleges and universities in the implementation process.

4 The Optimization Path of College Student Management Mode

According to the application effect of

online and offline mixed management mode in college student management, this study puts forward some optimization strategies, aiming at improving the efficiency and effect of student management and promoting the all-round development of students. These optimization paths include not only the innovative adjustment of the existing management mode, but also how to integrate traditional management methods with modern information technology means, so as to build a management system that is more suitable for the needs of the times.

In view of the implementation of mixed management mode, how to enhance students' online participation is also a content that needs to be optimized. Although the online platform provides convenient management and learning functions, some students may not make full use of this tool because of lack of initiative or inconvenient operation of the online platform. Therefore, schools can enhance students' participation motivation through various incentive mechanisms. Conduct academic competitions and voluntary activities in combination with online platforms to stimulate students' interest in learning and enthusiasm for participation. You can also use the online platform for real-time evaluation and feedback to increase the interaction between students and the platform and improve their enthusiasm for online participation.

Table 4: Optimization Path of College Student Management Mode

Optimized path	Specific measures	anticipated/desired/intended effect
Improve the online platform	Improve the stability and interactivity of the	Improve the efficiency and effect of students' learning

Online and offline integration	platform, add personalized modules, and combine big data analysis. Encourage students to participate in offline activities	management
	online and offline seminars and academic lectures. Use online platform to feedback students' learning situation in time, and offline counseling to improve personalized service. Set up incentive mechanism, hold online academic competitions and social activities to increase interactivity.	Enhance students' social adaptability and sense of participation
Strengthen teacher-student interaction and counseling		Improve students' academic performance and mental health.
Improve online participation		Improve the enthusiasm and interaction of students' online participation

Table 4 shows four main paths and specific measures to optimize the management mode of college students. By improving the online platform, strengthening online and offline integration, strengthening teacher-student interaction and counseling, and increasing online

participation, the overall effect of student management can be effectively improved, and more scientific and humanized management schemes can be provided for colleges and universities.

Conclusion

This paper focuses on the construction and application effect of online and offline mixed management mode in college student management, and analyzes the basic framework, implementation elements and practical application effect of this mode. It is found that the online and offline mixed management mode not only effectively makes up for the shortcomings of the traditional management mode, but also makes full use of the advantages of information technology to improve the efficiency and quality of student management.

Based on the analysis of online management platform, offline activities and information circulation mechanism, this paper makes clear the basic elements of mixed management model. The online management platform provides students with diversified services such as academic counseling, behavior monitoring and information sharing, helping students to manage and develop themselves better; Offline activities provide opportunities for emotional support and social adaptation, and enhance students' sense of belonging and collective consciousness. The effective integration of the two forms a synergistic effect and provides students with more comprehensive and personalized management services.

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