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Under the Perspective of New-Quality Productive Forces: The Logic, Dilemmas, and Pathways of Digital-Intellectual Empowerment in Student Management

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Abstract: The advancement of new quality productive forces is fundamentally dependent on digital intelligence technologies. Empowering student management through digital intelligence enables the cultivation of high-quality, skilled talents better aligned with the demands of this new productive paradigm. Building on an analysis of the inherent logic and practical challenges for innovating student management via digital intelligence within the framework of new quality productive forces, this study proposes six integrated innovation pathways: innovating mindsets and reshaping philosophies; strengthening top-level design to fortify institutional foundations; bridging the digital divide while optimizing resource allocation; enhancing digital intelligence literacy alongside collaborative education models; innovating carrier forms to reconstruct multi-scenario ecosystems; and reinforcing data safeguards to precisely mitigate risks. Ultimately, this framework aims to provide theoretical and practical guidance for advancing the quality of student management in higher vocational institutions, thereby promoting effective alignment between educational administration and the evolving requirements of new quality productive forces.

Keywords: Higher vocational institutions; New quality productive forces; Digital intelligence; Student management

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1. Introduction

As a pivotal force enabling the development of new quality productive forces, digital intelligence (DI) technologies enhance the openness and inclusiveness of development by optimizing resource allocation and service efficiency. The advancement of new quality productive forces is inherently reliant on DI technologies, whose application has substantially elevated production efficiency. Seizing the opportunity to advance educational digitalization, it is imperative to fully leverage the enabling role of DI technologies and resources in driving the transformation and innovation of higher vocational education. This constitutes an essential pathway

for achieving high-quality development in China's higher vocational education within the digital intelligence era [1]. Realistically, the advent of the digital intelligence era has generated numerous new opportunities for student management. However, constrained by traditional work paradigms and practices, the DI transformation has concurrently introduced challenges such as the widening digital divide, data silos, and concerns regarding data security and privacy protection. These issues have, to some extent, impeded the high-quality development of student management. As the primary base for cultivating skilled talent, higher vocational institutions urgently need to develop a large workforce proficient in integrating professional knowledge, technical skills, and innovative capabilities. This necessitates broader and deeper integration of DI technologies to accelerate the digital-intelligent transformation of student management, thereby realizing its high-quality development and continuously empowering the growth of new quality productive forces [2]. Realistically, the advent of the digital intelligence era has generated numerous new opportunities for student management. However, constrained by traditional work paradigms and practices, the DI transformation has concurrently introduced challenges such as the widening digital divide, data silos, and concerns regarding data security and privacy protection. These issues have, to some extent, impeded the high-quality development of student management. As the primary base for cultivating skilled talent, higher vocational institutions urgently need to develop a large workforce proficient in integrating professional knowledge, technical skills, and innovative capabilities. This necessitates broader and deeper integration of DI technologies to accelerate the digital-intelligent transformation of student management, thereby realizing its high-quality development and continuously empowering the growth of new quality productive forces [2]. In light of current educational predicaments, exploring innovative pathways for DI-enabled student management innovation from the perspective of new quality productive forces holds significant practical and theoretical significance.

2. Intrinsic logic of digital intelligence-enabled innovation in student management: A perspective of new quality productive forces

The concept of new quality productive forces originates in Marxist political economy. It has evolved amidst the transformations of the digital era and continues to innovate through practices of digital production. Within the digital intelligence (DI) context, laborers, as the most dynamic component of productive forces, constitute a pivotal element in accelerating the formation of new quality productive forces. Concurrently, DI transformation, with its rapid advancement, infuses new dimensions and momentum into these forces [3].

2.1. High-quality laborers: The primary element of new quality productive forces

Laborers represent the sole agent possessing dynamic agency, perpetually occupying a dominant position and exercising decisive influence. The development of new quality productive forces necessitates a new generation of laborers adapted to the era. These individuals must achieve proficiency in utilizing new means of production and actively integrate emerging factors of production. Higher vocational institutions maintain extensive student management teams. These teams must embody both a craftsman spirit and humanistic care, as their competencies and qualities directly determine the overall efficacy and developmental trajectory of student management. They play a critical guiding role in students' growth and development [4]. Therefore, within the digital intelligence (DI) era, it is paramount to cultivate student management personnel equipped with: DI technologies and data analytics capabilities, innovative thinking and cross-disciplinary literacy. Through innovative working methodologies, optimized task processes, and enhanced operational efficiency, such teams will inject a continuous stream of

momentum into the advancement of new quality productive forces.

2.2. Digital intelligence technologies: The dynamic source of new quality productive forces

Advanced digital intelligence (DI) production relations provide robust support for developing new quality productive forces. They serve as crucial drivers for guiding DI technologies to actively empower student management and propel the advancement of new quality productive forces. The student body in higher vocational institutions expects DI service platforms to: Recommend personalized learning resources based on individual professional knowledge levels and interests; Provide functions for online learning, interaction, and learning progress tracking with outcome assessment [4]. Regarding campus life, students seek integrated DI platforms encompassing: Campus life services, Career planning guidance, Innovation and entrepreneurship support, Student management personnel require data intelligence (DI) management platforms to centralize data on student information management and queries, ideological education and guidance, mental health education and counseling, as well as daily management and services. Enable precise analysis and dynamic monitoring of student profiles through data analytics; Provide decision-making references for enhancing their DI literacy, institutional development planning, and resource allocation optimization. Fulfilling these demands necessitates deep integration of DI technologies with traditional working methods. This requires the creative transformation and innovative development of conventional production factors, thereby advancing the formation of new quality productive forces underpinned by the novel value of data elements.

2.3. New production relations: Adapting to the development requirements of new quality productive forces

Innovations in allocating production factors drive the renewal of traditional allocation models, subsequently prompting the restructuring of new production relations to fully align with the developmental demands of new quality productive forces. As technological capabilities advance and industrial structures upgrade, the competency requirements for laborers intensify.

First, enhancing laborers' literacy and skills through education, training, and skill development is imperative to optimize labor allocation and better adapt to new quality productive forces. Given that DI literacy has become a core competency for student management personnel's holistic development, higher vocational institutions must strengthen interoperability and synergy across platforms to establish a comprehensive, multi-tiered educational ecosystem. Second, reinforcing the supportive role of DI technologies and data infrastructure is essential. In the DI era, institutions must: Establish robust data-sharing mechanisms to enhance resource utilization efficiency; Mitigate the digital divide; Strengthen data security protection to ensure lawful and secure data circulation; Deepen the application of advanced DI technologies in workflows to provide solid support for student management decision-making [5]. Finally, intensifying policy guidance and service safeguards while deepening capital factor allocation reforms is critical. Infrastructure development constitutes the foundational cornerstone for successful DI transformation in higher education institutions, necessitating increased internal funding allocations for such initiatives.

By promoting the deep integration of these production factors, institutions can reshape new production relations, drive comprehensive innovation in student management, achieve their high-quality development, and further unleash and advance new quality productive forces.

3. Realistic dilemmas of digital intelligence-enabled student management from the perspective of new quality productive forces

Digital Intelligence (DI) has instigated profound transformations in student management within higher vocational institutions. However, entrenched traditional work philosophies and models have constrained the application of DI technologies to some extent. Some student administrators remain accustomed to work methods and management patterns that heavily rely on interpersonal rapport, exhibiting low trust and recognition toward objective DI technology adoption. Conversely, other administrators lack foundational DI awareness while over-relying on DI tools, thereby diluting the educational essence of student management. These phenomena not only impede the restructuring of production relations in higher vocational institutions under the framework of new quality productive forces but also pose severe challenges to constructing a cohesive DI-enabled student management matrix system. Concretely, numerous areas require urgent strengthening and refinement across multiple dimensions-from the scientific rigor of top-level design and the completeness of institutional frameworks, to the effective allocation of data resources and robust data protection mechanisms, and further extending to optimizing collaborative education models between faculty and student management teams while enhancing multi-stakeholder synergy. This continuum encompasses the targeted development of platforms and scenarios alongside expanding the breadth and depth of innovative practices in student management within higher vocational institutions.

3.1. Labor force perspective

Firstly, management philosophies and models require innovation. While education empowers new quality productive forces, this does not entail discarding traditional productive forces. Rather, it involves identifying innovative factors for high-quality development in student management by building upon existing efficiencies and resource allocation. Traditional approaches often confine student management to in-person interactions. In the digital intelligence (DI) era, students encounter increasingly diverse information streams. Those with limited discernment tend to over-rely on algorithm-driven functions of DI platforms, continuously receiving personalized content that reinforces biases and fosters fragmented perspectives. Confronted with this new reality of diversified information access, student management teams lack innovative DI-enabled strategies for an effective response. Moreover, management models remain under-optimized. Facing increasingly complex demands, administrators often prioritize immediate problem-solving over developing innovative frameworks that enhance operational efficacy [6].

Secondly, DI literacy demands urgent enhancement. The absence of DI literacy metrics in performance evaluation systems at some institutions has resulted in insufficient DI awareness among student management teams. Many administrators fail to actively integrate students, DI platforms, and their professional roles holistically due to perceived technological complexity and limited applicability. This perception diminishes motivation for substantive upskilling, leading to superficial DI knowledge acquisition and inadequate skill internalization. Furthermore, while certain personnel possess basic DI competencies, their skills remain rudimentary-insufficient for flexibly embedding DI technologies into core management workflows. Ultimately, fragmented DI training programs for administrators, though occasionally provided, prove ineffective in systematically elevating comprehensive DI literacy across teams [7].

3.2. Digital intelligence technology perspective

First, challenges persist in data security and privacy protection. While big data technologies enable extensive mining and monitoring of student data, the heightened value of such resources amplifies potential security

risks. Higher vocational institutions face inherent difficulties in centralizing data due to fragmented storage across multilayered governance structures. Concurrently, insufficient data security literacy among faculty and students-compounded by institutional and technological gaps despite the promulgation of China's Draft Data Security Law-creates systemic vulnerabilities. These challenges introduce significant risks to DI-enabled student management, particularly concerning the protection of vast quantities of sensitive personal information during digital transformation processes.

Second, the digital divide and resource misalignment dilemmas are increasingly pronounced. Despite the apparent richness of DI-based management platforms, limited user literacy and systemic flaws hinder effective implementation. This manifests through: A usage divide among students who passively consume DI technologies rather than actively developing competencies, impeding management efficiency [8]; A design divide among administrators lacking temporal and cognitive capacity to integrate shared resources into educational practices; An access divide reflected in uneven network connectivity, DI device distribution, and low digital health/safety literacy amid inadequate sharing mechanisms [9]. Furthermore, platform resources exhibit poor alignment with actual management workflows, especially regarding specialized student populations where resource depth proves insufficient. Many institutions suffer from underdeveloped DI software systems, lagging hardware infrastructure [9], and resource libraries dominated by disciplinary content rather than management applications. This deficiency in operational guidance for learning, administration, and evaluation ultimately undermines DI literacy advancement and workflow optimization.

3.3. New production relations perspective

First, inadequate scenario development manifests through passive construction. Certain students exhibit limited awareness and acceptance of digital intelligence (DI) technologies, impeding their adaptation to contemporary developmental demands. This deficiency in recognition and trust toward DI applications hinders the establishment of contextually appropriate student management scenarios. When shared resources fail to align with students' academic and daily life requirements, the efficacy of DI platforms remains constrained. Moreover, effective DI-enabled student management necessitates proactive empowerment by students themselves. While administrators must clarify their ethical obligations as DI facilitators, students should authorize the sharing of non-sensitive information to refine DI systems. Consequently, students' active utilization of DI technologies proves fundamental to advancing management practices [10].

Second, deficient top-level design and systemic planning impede progress. Many higher vocational institutions lack comprehensive strategic frameworks for DI innovation leadership, underestimating its critical role in institutional reform. Failure to integrate informatization into educational management innovation strategies reflects an absence of interoperable operational approaches[11]. Influenced by traditional paradigms, faculty, administrators, and students demonstrate insufficient DI comprehension, preventing synergistic integration of formal curricular activities and complementary experiential programs through DI-driven methodologies. This cognitive gap regarding DI's transformative potential in educational modernization-coupled with a misaligned management interface-severely constrains the maturation of DI-enabled student management systems.

4. Under the perspective of new quality productive forces, the empowerment of student management through digital intelligence charts an innovative path

Leveraging artificial intelligence to enhance the quality of student management has become a prevailing

trend. Many higher vocational colleges have begun adopting intelligent management systems, utilizing online student platforms, AI-powered virtual counselors, and similar tools to provide students with more flexible and enriched developmental experiences. From the viewpoint of new quality productive forces, empowering student management innovation through digital intelligence is not only an essential choice for improving work efficiency and service quality, but also a crucial pathway to meet the educational demands of the new era. To address the series of practical challenges faced by student administrators, they in higher vocational institutions need to foster a collaborative synergy in education, stimulate the potential of digital intelligence education, cultivate the mindset and philosophy of digital intelligence-aided education, fully construct scenarios for digital intelligence-driven student development, deeply advance data productivity, and ultimately propel education to empower new quality productive forces.

4.1. Innovative thinking and conceptual reshaping

The rise of new quality productive forces represents an innovation and evolution beyond traditional productive forces. Unlike traditional models, new quality productive forces rely more heavily on cutting-edge technologies like artificial intelligence, big data, and cloud computing. Therefore, student management in the digital intelligence era requires administrators to innovate their thinking and reshape their philosophies, building upon traditional management practices. Against this backdrop of rapid technological advancement, higher vocational institutions must accelerate their efforts to integrate digital intelligence technologies with student management, transforming them into vital tools for enhancing management quality. First, institutions should cultivate a digital intelligence mindset among administrators through incentive and recognition mechanisms, encouraging active participation in the digital transformation. Under the dual imperatives of new quality productive forces and digital-driven development, integrating digital intelligence thinking necessitates redesigning the entire landscape of student management-changing work settings, methods, and patterns. Second, student management philosophies must shift from traditional approaches to the concepts of “holistic development encompassing moral, intellectual, physical, aesthetic, and labor education” and “all-round, whole-process, and all-encompassing education.” This transition moves from a “managerial function” to an “educational function,” embedding digital intelligence tools within this new educational philosophy. Cultivating digital intelligence thinking does not mean uncritically adopting resources; administrators must abandon a “take-ism” approach. Instead, they should dialectically learn and utilize digital intelligence resources, strengthen value-based rational judgment, avoid emotional dependence on AI, and advance digital intelligence technology to solidify the ideological foundation of campus networks. Ultimately, this builds a harmonious digital intelligence education ecosystem that is both warm and effective.

4.2. Strengthening top-level design and fortifying institutional foundations

Higher vocational institutions currently face numerous systemic challenges in advancing education’s empowerment of new quality productive forces-challenges beyond the resolution of traditional information management systems. Addressing these requires institutional safeguards implemented through “top-level design. ” To this end, institutions must prioritize cultivating the digital intelligence literacy of both teachers and students, reinforce awareness of green and sustainable development, and enhance their proactive engagement with digital intelligence technologies. Furthermore, leveraging their resource-rich advantages, institutions should proactively establish specialized resource repositories and content systems tailored for student development. Adopting a people-centered approach, they must actively focus on data interconnections. Led by the IT

department, institutions need to dynamically monitor the operation of network platforms, data processing, and big data network information platforms, actively uncovering the value orientation behind student management work through the analysis of data correlations. Simultaneously, in terms of data governance, clear institutional standards, delineated responsibilities, and defined processes must be established for every stage-from data collection and manual management to digital intelligence empowerment of student management. Additionally, institutions should build a robust system of institutional safeguards and evaluation frameworks. This includes integrating digital competence into the evaluation system for student management work and establishing quantifiable assessment metrics. Through performance evaluation, feedback and incentive measures, student administrators can be encouraged to continuously and persistently.

4.3. Enhance their digital intelligence literacy and capabilities

To bridge the digital divide and optimize the resource allocation framework, targeted improvements are needed to address the digital gaps between teachers and students, as well as the environmental barriers to digital access within student management. This begins by effectively closing the digital divide. Student cultivation programs should explicitly incorporate requirements for students' digital intelligence literacy, guiding them to actively employ digital intelligence technologies to develop their capabilities, engage in critical thinking, and create digital content. Simultaneously, student administrators must be provided with dedicated time and space to enhance their own digital intelligence proficiency. Furthermore, resource allocation must be optimized. This involves strengthening platform development, improving the infrastructure for digital intelligence education, and fostering an environment conducive to digital intelligence-based education. Currently, specialized resource repositories specifically supporting student management tasks are relatively underdeveloped in terms of both platform carriers and content. It is essential to conduct thorough research and analysis of student management workflows to build robust digital intelligence platforms, thereby establishing diverse and systematic digital intelligence resource libraries. Integrating internal and external network resources is crucial to constructing a matrix of online educational platforms, forming a comprehensive, multi-tiered online education ecosystem. Establishing a unified content management system (CMS) will enable seamless content sharing across these different platforms.

4.4. Enhancing digital intelligence literacy and strengthening collaborative digital intelligence education

Amidst the sweeping wave of digital intelligence, the digital intelligence literacy of student administrators has become a crucial factor in elevating student management standards. Higher vocational institutions must strengthen interconnectivity between platforms to forge a comprehensive, multi-tiered educational ecosystem. As the backbone of undergraduate education, student administrators need to continuously enhance their digital intelligence literacy and explore innovative approaches to their work.

First, cross-functional teams should be established to provide professional training and development opportunities. Teams comprising student administrators, full-time faculty, and IT professionals should collaboratively assess needs, select appropriate technologies, and implement digital solutions. This team should offer ongoing training and professional development to help faculty and administrators cultivate digital intelligence literacy and skills. Through workshops and webinars, digital intelligence competencies should be continually upgraded, ensuring alignment on the path to empowering new quality productive forces through education. Second, the functional modules for collaborative digital intelligence education must be strengthened. Digital intelligence education platforms should incorporate the "Three Comprehensives Education" modules

at the functional level, enabling student management through multi-role, multi-channel, and whole-process approaches to enhance openness and inclusivity. Specifically, this includes:

(1) The Whole-Person Participation Module: Facilitating interaction between subject instructors, student administrators, and students, enabling deep resource sharing while improving management coordination and data precision.

(2) The Whole-Process Education Module: Covering students' on-campus development metrics and early warning mechanisms to comprehensively track their entire growth journey. Students and designated roles are configured as warning targets, enabling multi-role identification of potential issues in student development [12].

(3) The All-Aspect Development Module: Encompassing all dimensions of student development-systematically recording and tracking physical-mental health, ideological-political development, core competencies, career readiness, and innovation capabilities.

4.5. Innovating platform formats and reconstructing a multi-dimensional ecosystem of scenarios

Artificial intelligence charts the course for high-quality student management development. Building upon digital intelligence platforms and scenarios, efforts should focus on creating production tools integrated with digital intelligence technologies. This will shape new "Digital Intelligence + Education" scenarios empowered by AI, big data, and cloud computing, driving student management toward more precise and intelligent innovation. Leveraging digital intelligence platform resources enables diversified student evaluations while maintaining student-centered principles, thereby supporting holistic development and achieving the educational goals of "student-focused approaches" and "cultivating virtue through education." Compared to traditional educational platforms, student educators can now utilize digital intelligence technologies for content creation and management.

First, integrating class meetings and class construction scenarios combines community culture with big data. Short videos, a highly popular information medium among young students, leverage the centralized nature of class group chats. Students can form grade-specific "content creator teams" to present ideological education, mental health guidance, career planning, innovation training, and daily affairs management through short videos, enhancing engagement and impact. Additionally, automated group assistants can send scheduled reminders to prompt members to complete tasks promptly. Applications like DingTalk's cloud-based class meetings, virtual study sessions, and online mobilization effectively diversify management models, boost efficiency, and enable real-time monitoring of students' academic progress and daily routines. Data from class cloud albums and videos serve as vital references for management, allowing work quantification through analytics. Performance reports can visually showcase administrators' efforts to the class, while incentive mechanisms encourage members to identify gaps and improve collectively. Advances in AI increasingly highlight education's shift toward personalization and intelligence. Big data analytics empower student managers to precisely understand academic performance and ideological trends, rapidly detect individual learning needs, autonomously diagnose challenges, provide instant solutions, and offer personalized scaffolding support-further enabling tailored teaching and improving efficiency. These innovations will significantly enhance educational resource utilization, profoundly impacting overall educational outcomes.

(1) Mental health education

Leveraging advanced computing technologies, mental health assessment platforms now integrate

internet, big data, and AI capabilities. Through human-machine interaction and standardized measurement tools grounded in psychological principles, these platforms conduct comprehensive quantitative evaluations of individuals' mental health statuses.

(2) Career planning

This scenario utilizes internet and mobile technologies to enable resource sharing. Through personalized online assessments ("one-to-one" or group-based), tailored to students' characteristics, needs, and goals, digital profiles are generated. These profiles provide precise career planning and guidance, helping students prepare effectively for future career paths.

(3) Daily student management

This approach harnesses the advantages of grid-based management to build predictive early-warning systems. By enabling precise data analysis and transforming traditional workflows, it addresses challenges arising from students' diverse interests. Deep integration with platforms like DingTalk and other smart technologies facilitates efficient, intelligent connectivity and management. Resources within the DingTalk ecosystem infrastructure are matched to the specific needs of teachers and students, enabling deep utilization of pre-configured scenarios. These cover a wide spectrum of management areas: ideological education, campus administration, competency development, career planning, smart office operations, campus safety, growth records, academic tracking, and logistical support. Continuous innovation in student management practices through DingTalk promotes increasingly scientific and efficient workflows.

4.6. Strengthening data safeguards to precisely mitigate risks

In student management, the focus of data governance is shifting from maintaining data asset catalogs toward the centralized integration of information. This transformation is evident across critical stages, including identity authentication, data collection, classification, sharing, querying, and output. When utilizing digital intelligence technologies for student management, institutional data stewards must establish protocols for data storage and management while ensuring compliance with regulations to protect student information security. Key measures include: encrypting data to prevent unauthorized access; implementing permission controls to restrict sensitive data exclusively to authorized personnel; establishing data backup and recovery systems to address potential data loss; and deploying network security technologies to monitor and defend against cyber threats while promptly addressing anomalies. Regular security audits and assessments further ensure all data processing remains within legal frameworks.

5. Conclusion

In the context of new quality productive forces, the exploration and practice of innovative paths for empowering student management through digital intelligence have brought new development opportunities for student management in higher vocational colleges. Through multi-dimensional measures such as reshaping concepts with innovative thinking, strengthening top-level design to solidify the foundation of institutional guarantees, bridging the digital divide to optimize the allocation of resources, enhancing digital intelligence literacy to strengthen collaborative education, innovating carrier forms to reconstruct diverse scenario ecosystems, and strengthening data security to accurately reduce risks and hidden dangers, higher vocational colleges can effectively improve the quality and efficiency of student management and better adapt to the educational needs of the new era.

This not only helps student managers break through the limitations of traditional work models and achieve a transformation from "management functions" to "educational functions," but also provides students with richer, more diverse, and personalized growth experiences, promoting their comprehensive development. Meanwhile, the deep integration and application of digital intelligence technologies have laid a solid foundation for higher vocational colleges to build a warm and effective digital intelligence education ecosystem, empowering new quality productive forces in education and ushering in a new chapter of innovative development in student management.

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