



Research on the Evaluation of One stop Student Community Education Effectiveness Based on the "Five Education" Education System

Tan Li

Chongqing Three Gorges Vocational College,
Wanzhou, Chongqing, 404155, China

326608109@qq.com

Abstract. With the deepening of education reform, how to effectively integrate moral education, intellectual education, physical education, aesthetic education, and labor education has become an important issue in the education work of universities in the new era. This article aims to explore the effectiveness evaluation of the one-stop student community education model in universities under the "Five Education" education system. Based on relevant investigations and research, systematically analyze the evaluation criteria for the educational effectiveness of one-stop student communities in promoting the "Five Education" education system, and propose corresponding evaluation optimization strategies.

Keywords: "Five educations simultaneously" education system, one-stop student community education effectiveness evaluation.

1 Introduction

The report of the 20th National Congress of the Communist Party of China clearly proposes to implement the strategy of rejuvenating the country through science and education, and strengthen the support of talents for modernization construction, emphasizing the fundamental and strategic role of education, science and technology, and talents in the comprehensive construction of a socialist modernized country. As the main battlefield for cultivating high-quality talents, higher education must implement the fundamental task of cultivating morality and nurturing talents, build a comprehensive education system of "five educations simultaneously", and establish a long-term mechanism to promote students' physical and mental health and all-round development. With the development of higher education, student communities have become important places for students' daily life and learning. Reforming the traditional dormitory management model in universities,. By integrating resources and optimizing services to meet the diverse and personalized needs of students, we aim to create a one-stop student community as a bridge connecting school education and student life, providing students with a more convenient, efficient, and comprehensive growth en-

vironment. This demonstrates unique advantages and potential in promoting the "Five Education" education system.

2 The Importance of One stop Evaluation of Student Community Education Effectiveness under the "Five Education" Education System

2.1 The Necessity of Evaluating the Effectiveness of Education

At present, there are still problems in the field of education, such as emphasizing knowledge over ability, emphasizing intellectual education over moral education, which leads to low comprehensive quality and incomplete development of students. The evaluation of the effectiveness of the "Five Education and Development" education system is not only an important measure to respond to the national education strategy, but also a key path to solving current education problems and improving education quality.

2.2 The Significance of Evaluating the Effectiveness of Education

The one-stop evaluation of student community education effectiveness based on the "Five Education" system not only helps to improve students' quality of life, but also plays an important role in promoting the "Five Education" education system. By evaluating the effectiveness of education and building a comprehensive platform that integrates education, management, and service, we can more effectively promote the all-round development of students' morality, intelligence, physical fitness, aesthetics, and labor skills^[1].

3 Obstacles to the One-Stop Evaluation of Student Community Education under the "Five Education" Education System

Under the "Five Education" education system, the research on one-stop student community education evaluation faces multiple obstacles. These obstacles not only involve the complexity of the evaluation content, but also involve multiple aspects such as the establishment, implementation, and resource guarantee of the evaluation system.

3.1 The Complexity of the Evaluation Content

Multiple evaluation dimensions: "Five education simultaneously" requires a comprehensive evaluation of students' growth from five dimensions: moral education, intellectual education, physical education, aesthetic education, and labor education. However, the evaluation criteria for these five dimensions are not the same, and there are intersections and overlaps, making the evaluation content complex and diverse.

Non quantitative indicator evaluation: In some aspects, such as moral education, aesthetic education, and labor education, students' growth and progress are often difficult to measure with specific quantitative indicators, and require qualitative evaluation methods such as observation, interviews, and recording. The subjectivity and uncertainty of this qualitative evaluation increase the difficulty of the evaluation.

3.2 Difficulties in Establishing an Evaluation System

Lack of unified standards: Currently, the evaluation standards under the "Five Education" education system have not yet formed a unified system, and there are differences in evaluation standards between different regions and schools, which makes it difficult to horizontally compare and comprehensively evaluate the evaluation results.

Difficulty in constructing an evaluation system: Building a comprehensive, scientific, and operable evaluation system requires comprehensive consideration of multiple factors, including the selection of evaluation indicators, allocation of weights, and determination of evaluation methods. All of these require extensive theoretical and empirical research to support.

3.3 Problems Encountered during the Implementation Process

Difficulty in data collection and processing: In the evaluation process, it is necessary to collect and process a large amount of data and information, including students' performance, grades, activity participation, psychological assessment results, etc. The collection and processing of these data require a significant amount of manpower, resources, and time.

Limitations of evaluation subjects: Currently, the main subjects of student community education evaluation are teachers and administrators, who may be limited by their own ideas, experience, and abilities, resulting in subjective and one-sided evaluation results.

Low student participation: In the evaluation process, student participation is often low, and they are often seen as the evaluated objects rather than the evaluated subjects. This is not conducive to fully exerting students' subjectivity and enthusiasm, nor is it conducive to cultivating students' self-evaluation and self reflection abilities.

3.4 Insufficient Resource Guarantee

Shortage of human resources: Implementing a one-stop student community education evaluation requires a professional and efficient evaluation team. However, many schools currently lack sufficient evaluators, making it difficult to effectively carry out evaluation work.

Insufficient material resources: Various equipment and tools are required during the evaluation process, such as psychological assessment software, data analysis software, etc. However, some schools are unable to provide sufficient material support for evaluation work due to limited funding.

Insufficient policy support: Currently, although the country attaches great importance to the implementation of the "Five Education" education system, there are still shortcomings in policy support. For example, there is a lack of specific policy guidance and financial support for evaluation work.

4 Empirical Analysis of the Effectiveness Evaluation of One-Stop Student Community Education under the "Five pronged Education" Education System

4.1 Establish an Evaluation Standard Model for Educational Effectiveness

Overcoming the above obstacles, evaluation criteria covering five dimensions of morality, intelligence, physical fitness, aesthetics, and labor have been designed around the "Five Education Simultaneously" education system, including five types of questions: morality (morality and ethics), intelligence (intelligence and knowledge), physical fitness (sports and health), aesthetics and art, and labor (labor and practice), to solve the one-stop student community education evaluation problem based on this education system^[2].

Evaluation of Moral Education Effectiveness (Moral and Ethical). The effectiveness of moral education is mainly reflected in students' ideological and moral qualities, political literacy, and sense of social responsibility. By observing students' performance in ideological and political education activities, their enthusiasm for participating in social welfare activities, and their words and deeds in daily life, the effectiveness of their moral education can be comprehensively evaluated.

Evaluation of the Effectiveness of Intellectual Education (Intelligence and Knowledge). The effectiveness of intellectual education is mainly reflected in students' mastery of professional knowledge, innovative thinking ability, and practical ability. The effectiveness of students' intellectual education can be quantitatively evaluated through objective indicators such as exam scores, academic paper publications, subject competition awards, and completion of practical projects.

Evaluation of Sports Effectiveness (Sports and Health). The effectiveness of sports is mainly reflected in students' physical fitness, interest in sports, and exercise habits. Through indicators such as physical fitness tests, sports participation, sports competition results, and the development of exercise habits, students' sports performance can be comprehensively evaluated.

Evaluation of the Effectiveness of Aesthetic Education (Aesthetics and Art). The effectiveness of aesthetic education is mainly reflected in students' aesthetic literacy, artistic cultivation, and innovation ability. By observing students' performance in

artistic activities, their enthusiasm for participating in artistic creation and performance, as well as the quality and innovation of their artistic works, the effectiveness of their aesthetic education can be comprehensively evaluated.

Evaluation of Labor Education Effectiveness (Labor and Practice). The effectiveness of labor education is mainly reflected in students' labor concepts, labor skills, and labor habits. By observing students' performance in labor practice, their enthusiasm for participating in labor, and the quality and innovation of labor results, their labor education effectiveness can be comprehensively evaluated.

4.2 Empirical Analysis of Educational Effectiveness Evaluation

In order to quantify the effectiveness evaluation of one-stop student community education under the "Five Education and Development" education system, we are now conducting an education effectiveness evaluation for a certain class within a school's one-stop community. The participants in the evaluation should have a high understanding of the student management work and the main body of the education line, including counselors, one-stop community branch secretaries, full-time teachers, party affairs class teachers, roommates, class committee representatives, mass representatives, dormitory management teachers, student workers, and teaching teachers. A total of 10 people formed an evaluation team to evaluate the effectiveness of 49 students in a certain class in the one-stop community.

Collect effectiveness evaluation data through the distribution of questionnaires, specifically from the perspective of promoting the development of the five aspects of education. Including five aspects of primary indicators: morality, intelligence, physical fitness, aesthetics, and labor. The content of Q1-Q20, which involves 20 secondary indicators, is as follows:

Moral education includes Q1-Q4, representing integrity awareness, social responsibility, respect and tolerance, and teamwork.

Intellectual education includes Q5-Q8, which represent professional knowledge mastery, learning attitude, critical thinking, and innovation ability.

Sports include Q9-Q12, which represent physical exercise habits, physical fitness, sports competition performance, and healthy lifestyle.

Art education includes Q13-Q16, representing artistic cultivation, aesthetic ability, creative expression, and environmental plum blossom.

Labor education includes Q17-Q20, representing labor concept, practical ability, problem-solving ability, and labor skills respectively.

Figure 1: A one-stop community education effectiveness evaluation system that combines five aspects of education. For example, the evaluation score of Student 1 is based on the five level evaluation method, which includes 1-5 points, specifically represented as poor effectiveness, poor effectiveness, average effectiveness, good effectiveness, and good effectiveness. The evaluation scores of student 1 by ten evaluators are shown in the table 1.

Table 1. Evaluation scores of 10 evaluators for student 1 in the one-stop community

Eval uator	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 1 0	Q 1 1	Q 1 2	Q 1 3	Q 1 4	Q 1 5	Q 1 6	Q 1 7	Q 1 8	Q 1 9	Q 2 0
T1	4	3	4	4	4	4	4	4	4	1	4	4	4	3	3	2	3	4	3	4
T2	4	3	4	4	4	4	4	4	4	4	4	4	4	3	3	2	3	4	3	4
T3	4	4	3	4	4	2	4	4	4	4	4	4	4	3	4	4	4	4	3	4
T4	4	4	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5
T5	3	4	5	4	4	5	4	4	4	4	5	3	5	4	3	4	4	5	4	5
T6	4	5	5	5	4	5	4	5	4	5	3	4	5	3	4	4	5	4	5	3
T7	4	4	5	5	4	5	3	4	5	4	5	4	5	5	4	5	3	5	5	5
T8	4	3	5	3	4	5	4	5	5	5	5	4	4	4	3	5	4	4	5	5
T9	5	3	5	5	4	5	3	5	5	5	5	5	5	4	5	4	4	5	5	5
T10	4	5	4	5	4	4	5	4	5	5	5	5	4	5	4	4	4	4	4	3

Usually, questionnaire data should have a Cronbach's alpha coefficient greater than 0.75, and reliability analysis should be conducted on the above questionnaire data. By analyzing the Cronbach's alpha coefficient values using SPSS software, a reliability analysis value of $0.886 > 0.75$ was found, indicating that the questionnaire meets the reliability test. The specific SPSS software calculation results are shown in Table 2.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.886	20

Similarly, the remaining 48 students' evaluation questionnaires can be subjected to reliability testing, and all meet the basic requirement of greater than 0.75. Weigh the scores of the secondary evaluation content evaluated by the ten evaluators of each student to obtain the weighted score of 49 students, such as the weighted score table 3 for the secondary indicators of student S1.

Table 3. Weighted Score Table for S1 Level 2 Indicators of Students

s t u d e n t	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 2 0
S 1	4 0	3 8	4 5	4 4	4 1	4 4	4 0	4 3	4 5	41	45	42	45	39	38	39	39	44	42	4 3

Subsequently, the average score of each student's 20 secondary indicators will be taken as the overall comprehensive evaluation score for that student. In order to better evaluate the differences between individual and overall students, the score can be converted into a hundred point system. The evaluation scores of 49 students in a certain class were obtained through the average method, ranging from 63.5 to 83.7. The corresponding ranges for poor effectiveness, poor effectiveness, average effectiveness, good effectiveness, and good effectiveness were 0-20, 20-40, 40-60, 60-80, and 80-100, respectively. Finally, it was determined that the educational effectiveness evaluation was above the good level.

At the same time, in order to further evaluate the ranking of each student in a certain class and avoid situations where the scores are the same using the average method, the entropy method can be applied to quantify the effectiveness of student education. By using MATLAB software formulas to calculate, it is possible to visualize the evaluation results of each student's educational effectiveness, in order to facilitate differentiated cultivation and adjustment of students, as shown in Figure 1.

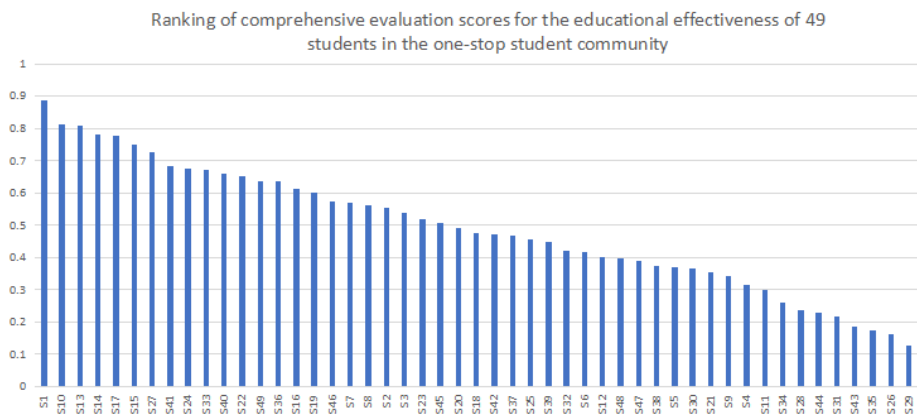


Fig. 1. Overall evaluation ranking of the effectiveness of one-stop student community education

In summary, empirical analysis has found that the overall performance of student education effectiveness evaluation in this one-stop community is good. At the same time, through scientific quantitative methods and qualitative indicators, the differences in student education effectiveness can be visualized, and precise and targeted adjustments and management can be made for students who rank lower in effectiveness ranking, forming a vivid education situation of "learning to catch up and helping to surpass". This provides feasible measures for the one-stop student community education effectiveness evaluation under the "five education simultaneously" education system.

5 Evaluation Strategy for Educational Effectiveness

5.1 Clear Guiding Ideology and Objectives

Guiding ideology: Deeply study and implement Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the spirit of the 20th National Congress of the Communist Party of China, comprehensively implement the fundamental task of cultivating morality and talents, adhere to student-centered approach and party building as the guide, and promote the deep integration of "five educations simultaneously" and one-stop student communities^[3].

Goal setting: Build a comprehensive, multi-level, and three-dimensional education system that integrates ideological education, teacher-student communication, cultural activities, and life services, and promote the all-round development of students' morality, intelligence, physical fitness, aesthetics, and labor skills^[4].

5.2 Develop Specific Implementation Plans

Institutional construction: Develop the "Implementation Plan for the 'Five Education Simultaneously' Education System" and the "One stop Student Community Construction Plan", clarify the specific tasks, responsibilities, and time nodes of each work.

Resource integration: Sort out and integrate educational resources both inside and outside the school, including teaching staff, teaching facilities, cultural activity venues, etc., to ensure the effective utilization and sharing of resources.

5.3 Strengthen Implementation Measures

Moral education first: Strengthen ideological and political education, guide students to establish correct worldviews, outlooks on life, and values through themed class meetings, party and youth activities, and other forms. Relying on a one-stop student community, we carry out a variety of moral education practice activities, such as volunteer service, social practice, etc., allowing students to experience the power of moral education in practice.

Intelligent Education and Enlightenment: Optimize curriculum design, create high-quality "golden courses", strengthen the application of intelligent education and teaching methods, and enhance teaching effectiveness. Set up a learning guidance area within a one-stop student community, providing professional course guidance, post-graduate entrance examination guidance, and other services to help students improve their academic performance.

Physical fitness: Strengthen the construction of sports facilities, improve the physical education curriculum system, and ensure that students have sufficient time for physical exercise. Organize sports festivals, sports events, and other activities to stimulate students' interest in sports and enhance their physical fitness.

Aesthetic education shaping: Offering aesthetic education courses such as music, art, dance, etc. to enhance students' aesthetic literacy. Set up an art education exhibition

area within a one-stop student community to showcase students' achievements in art education and create a strong artistic atmosphere.

Strengthening the foundation of labor education: Offering labor education courses to guide students to establish correct labor concepts. Organize students to participate in campus labor, community service and other activities, allowing them to experience life and learn gratitude through labor.

5.4 Strengthen Collaborative Cooperation

On campus and off campus cooperation: Strengthen cooperation with local governments, enterprises, communities, and other units, introduce external resources, and jointly promote the "Five Education" education system and one-stop student community construction.

Inter departmental collaboration: All departments within the school should strengthen communication and collaboration, form a working force, and jointly promote the implementation of various tasks.

5.5 Pay attention to Evaluating Feedback

Establish an evaluation mechanism: Regularly evaluate the "Five Education" education system and the construction of one-stop student communities, and promptly rectify any problems found.

Collect feedback: Collect opinions and suggestions from students, teachers, parents, and other parties through questionnaire surveys, symposiums, etc., and continuously improve the work plan. Through empirical analysis, the educational effectiveness score of each student can be differentiated, and targeted assistance and precise management can be carried out for those ranked lower. Those ranked higher in the exam can set a typical and exemplary example, leading the improvement and upgrading of the class's academic and class atmosphere, ensuring that the overall educational effectiveness of the class reaches a good level, and forming a good educational style of comprehensive development of the five educations.

6 Summary

In summary, the research on the evaluation of the effectiveness of one-stop student community education based on the "Five Education Simultaneously" education system is of great significance for promoting innovation and development of university education work. In the future, universities should continue to clarify their guiding ideology, formulate specific implementation plans, strengthen implementation measures, enhance collaborative cooperation, focus on evaluation and feedback, and draw on successful cases. They should pay more attention to the status of students as the main body and contribute to the cultivation of socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor^[5].

Acknowledgement

Project source: Research on the Quality Assurance System for the Development of Student Party Members in Vocational Colleges (22SKDJ049)

References

1. Gaochi. Practical exploration of improving the quality of independent talent cultivation through the integration of "five educations" [J]. China Higher Education, 2023 (21): 4-7.
2. Shi Zhongying, Dong Yuxie, Qiu Mengzhen. From "Five Education Simultaneously" to "Five Education Integration": Connotation, Rationality, and Implementation Path. Chinese Journal of Education, 2024 (02): 30-35.
3. Xu Ran, Gao Jianxiang. Research on Optimizing the Path of One stop Student Community Construction in Universities from the Perspective of Social Ecological System [J]. School Party Building and Ideological Education, 2024 (13): 80-83.
4. Li Zhengtao. Achievement evaluation enables the integration of the five educations to truly, comprehensively, and deeply occur in one school [J]. China Basic Education, 2023 (11): 1-12.
5. Dan Dewei, Qiang Biao. Inner Logic and Practical Path of One stop Student Community Construction in Colleges and Universities [J]. Jiangsu Higher Education, 2024 (05): 87-91.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

