Construction of Student Cadres Competency Assessment System in Universities and Colleges Based on Structural Equation Model in the New Era of China

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Abstract. Objective: To analyze the competency characteristics of student cadres, derive a model of the competency of student cadres in the new era, test the model before, and provide new ideas for the assessment of the competency of student cadres in colleges and universities. **Methods:** Based on the documentary analysis and the survey on the elements of competency characteristics, the study initially derived the competency characteristics of student cadres in the new era and conducted EFA to verify the data obtained by the questionnaire survey method, and also constructed the student cadres competency model with the help of R for CFA. **Results:** The student cadres competency model includes 7 dimensions and 31 measurable indicators consisting of professional ethics, political cultivation, professional knowledge, business ability, management skills, social skills, and personality traits. The overall Cronbach's alpha of the questionnaire was 0.912, and the fitted indicators of the model were: $\chi^2/df=1.03<3$, NFI=0.917＞0.9, RMSE=0.010<0.05, GFI=0.916＞0.9, thus the model fitting effect was ideal. **Conclusion:** The constructed student cadre competency model has satisfactory fitting results and can provide quality standards and assessment basis for the selection of student cadres.

Keywords: New Era of China, Structural Equation Model (SEM), Competency Assessment, Higher Education

1. Introduction

Said President Xi Jinping in the Speech at Commemorating the 100th Anniversary of the May Fourth Movement Meeting in 2019, "In the current era, updating of knowledge is accelerating, division of labor is increasingly refined, and new technologies and patterns abound." The youth have the ability and necessity to show their talents and rise to prominence on the vast world stage. At the same time, the world set higher requirements for their abilities and qualities, however. Student cadre of universities and colleges are supposed to demand themselves with higher standards and make effort to broaden themselves under such a background. Therefore, assessment of student cadres' competency is of much importance overall.

Our research is based on the social background of the New Era of China and the structural equation model, and studies the competency of student cadres in universities and colleges, then we systematically construct the competency model and test it. Based on the model constructed, the student cadre competency assessment system can select and evaluate student cadres reasonably, make the election of student cadres and future work more efficient, have a deeper and targeted understanding of student cadre ability, and make the student work more efficiently.

2. Related Notion

2.1. Structural Equation Model (SEM)

Structural Equation Model is a research methodology based on statistical analysis techniques that can be used to deal with the investigation and analysis of complex multivariate research data. One of

the important aspects of structural equation modeling is its ability to estimate complex independent or dependent variable prediction models along with the estimation of latent variables. Structural equation models generally include unmeasured endogenous latent variables as well as measurable exogenous latent variables. Structural equation modeling can replace multiple regression, pass-through analysis, factor analysis, and analysis of covariance to analyze the role of individual indicators on the aggregate and the interrelationships among individual indicators.

2.2. Competency Model

Competency model is a framework for defining the skill and knowledge requirements of a job. It is a collection of competencies that jointly define successful job performance. Various kinds of competency models are widely used in business for defining and assessing competencies within organizations in both hard and soft skills. They represent a key component of recruitment and hiring, as well as talent and performance management activities of HR departments.

Competency assessments often help form the basis for training programs and learning content, both formal and informal. Competency model can be used for targeted training of incumbent staff, especially student cadres in our research, as well as for effective screening of potentially competent individuals, which helps to efficiently select employees and student cadres.

3. Research Method

3.1. Texture Analysis

We review a large number of papers on student cadres' competency characteristics and competency model and combine the expectations and requirements of President Xi Jinping for contemporary university and college students in the New Era. Then, a total of 7 student cadre competency characteristics and 31 student cadre competency measurement indexes are derived, and the establishment of an alternative archive of student cadre competency elements is completed.

3.2. Questionnaire Survey

Based on the conclusion of texture analysis, the obtained competency characteristics are organized and the relevant questionnaire was developed. The questionnaire consists of basic personal information, including gender, grade, diploma, and position, and measures of student cadre competency characteristics, which contains 31 questions covering 7 relevant competency characteristics, including professional ethics, political cultivation, professional knowledge, business ability, management skills, social skills, and personality traits. The questions were rated on a 5-point Likert scale, i.e., the answers to the questions were designed to be "very unlikely", "basically unlikely", "uncertain", "basically unlikely", and "basically likely", with scores from 1 to 5 respectively.

4. Design Questionnaire

4.1. Reliability Test

As the competency of student cadres cannot be measured directly, we try to measure the competency of student cadres through the data of measurable variables collected by the questionnaire. The reliability test is used here to ensure the credibility of the questionnaire, with the criterion of Cronbach's alpha.

Generally, we believe that the reliability of the questionnaire is satisfactory if Cronbach's alpha is between 0.7 and 0.9. If Cronbach's alpha is below 0.7, it indicates a higher degree of inconsistency in the various items of the scale and the scale needs to be modified. The formula for Cronbach's alpha is as Equation (1).

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\Sigma S_i^2}{S_T^2}\right) \quad (1)$$

where *K* stands for the number of items in the student cadre competency questionnaire.

With the help of SPSS, the Cronbach's alpha of the scale composed of the measurable items is 0.912, which is greater than 0.9, indicating that the internal consistency of the scale is satisfactory and the reliability of this questionnaire is high. The internal reliability of the scale corresponds to each competency characteristic, and the internal consistency of the questionnaire is quite good as well. The output results are shown in Table 1.

Table 1. Cronbach's Alpha

Political Cultivation	Professional Knowledge	Professional Ethics	Business Ability	Management Skills	Social Skills	Personality Traits	Whole Model
0.896	0.823	0.873	0.790	0.910	0.828	0.855	0.912

4.2. Validity Test

After the reliability test, we still need to determine the energy efficiency of each question in the questionnaire, thus we use SPSS to conduct the factor analysis. Kaiser-Meyer-Olkin's measure of sampling adequacy (KMO) and Bartlett's test of sphericity are used here to make the determination.

Generally speaking, KMO's numerical value of 0.9 or above means it is very suitable to conduct the factor analysis, while 0.8-0.9 means very suitable, 0.7-0.8 means suitable, and 0.6-0.7 means barely suitable. And if the value is below 0.6, the factor analysis will not be considered.

After calculation, KMO for this questionnaire is 0.89, and the approximate chi-square of Bartlett's test of sphericity is 5493.652. The P-value is less than 0.01, which means abundant significance.

In conclusion, the results above indicate it is suitable for factor analysis, and the test results are presented in Table 2.

Table 2. KMO and Bartlett's Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.89
Bartlett's Test of Sphericity	Approximate Chi-square	5493.652
	df	561
	Sig.	0.000

Principal component analysis (PCA) is used to conduct exploratory factor analysis (EFA) on the 31 items of the competency characteristics questionnaire for college student cadres, and the independent factor HOs of all 31 factors are greater than 0.5. The results of the factor loading table show that the 7 extracted factors with eigenvalues greater than 1 can explain 69.827% of the total variance. The factor he-existence table, eigenvalues, and variance explained are shown in Table 3.

Table 3. Factor Loading Matrix, Eigenvalues, and Variance Explained after Rotation

		Personality Traits	Management Skills	Professional Knowledge	Social Skills	Professional Ethics	Political Cultivation	Business Ability
Personality Traits	Self-control	0.784						
	Emotion Control	0.78						
	Ambition	0.725						
	Independence	0.724						

		Personality Traits	Management Skills	Professional Knowledge	Social Skills	Professional Ethics	Political Cultivation	Business Ability
	Optimistic Tendency	0.686						
	Confidence	0.684						
	Self-perception	0.675						
	Organization		0.843					
Management Skills	Control		0.842					
	Planning		0.815					
	Leading		0.812					
	Crisis Management		0.767					
	Others			0.834				
	Management			0.825				
Professional Knowledge	Humanity & Social Science			0.822				
	Major Profession			0.815				
	Basic Computer			0.801				
	Interpersonal Communication				0.816			
Social Skills	Personality Charm				0.801			
	Expression				0.79			
	Coordination				0.786			
	Integrity					0.799		
	Responsibility					0.796		
Professional Ethics	Value Orientation					0.783		
	Commitment					0.782		
	Political Theory						0.814	
Political Cultivation	Understanding Degree of President Xi's Expectations for						0.84	

		Personality Traits	Management Skills	Professional Knowledge	Social Skills	Professional Ethics	Political Cultivation	Business Ability
	College Students							
Political Cultivation	Practice President Xi's Expectations for College Students Actively						0.818	
Business Ability	Learning							0.83
	Data Processing							0.822
	Official Documents Writing							0.807
Characteristic Root		4.092	3.733	3.636	2.874	2.869	2.267	2.175
VAR%		13.199	12.041	11.728	9.272	9.256	7.314	7.017
Cumulative VAR%		13.199	25.24	36.968	46.24	55.496	62.81	69.827

5. Construction and Modification of Assessment Model

5.1. Variances of the Competency Model

The model obtained from the exploratory factor analysis (EFA) is used as a preliminary statistical model. Among the variables, student cadre competency is an endogenous latent variable, while political cultivation, professional knowledge, professional ethics, business ability, management skills, social skills, and personality traits are exogenous latent variables. The variables are shown in Table 4.

Table 4. Student Cadre Competency Model Variables

Latent Variable		Symbol	Observed Variable Name
Endogenous Latent Variable	Student Cadre Competency	Y1	Professional Ethics
		Y2	Political Cultivation
		Y3	Professional Knowledge
		Y4	Business Ability
		Y5	Management Skills
		Y6	Social Skills
		Y7	Personality Traits
Exogenous Latent Variable	Professional Ethics	X1	Integrity
		X2	Commitment
		X3	Responsibility
		X4	Value Orientation

Latent Variable		Observed Variable	
		Symbol	Name
Exogenous Latent Variable	Political Cultivation	X5	Political Theory
		X6	Understanding Degree of President Xi's Expectations for College Students
		X7	Practice President Xi's Expectations for College Students Actively
	Professional Knowledge	X8	Management
		X9	Humanity & Social Science
		X10	Basic Computer
		X11	Major Profession
		X12	Others
	Business Ability	X13	Data Processing
		X14	Official Documents Writing
		X15	Learning
		X16	Planning
	Management Skills	X17	Organization
		X18	Leading
		X19	Control
		X20	Crisis Management
	Social Skills	X21	Personality Charm
		X22	Interpersonal Communication
		X23	Expression
		X24	Coordination
	Personality Traits	X25	Ambition
		X26	Self-control
		X27	Emotion Control
		X28	Optimistic Tendency
		X29	Independence
		X30	Self-perception
		X31	Confidence

We then can calculate the path coefficients of the competency model by using R, and conduct the path analysis by drawing the model diagram Figure 1.

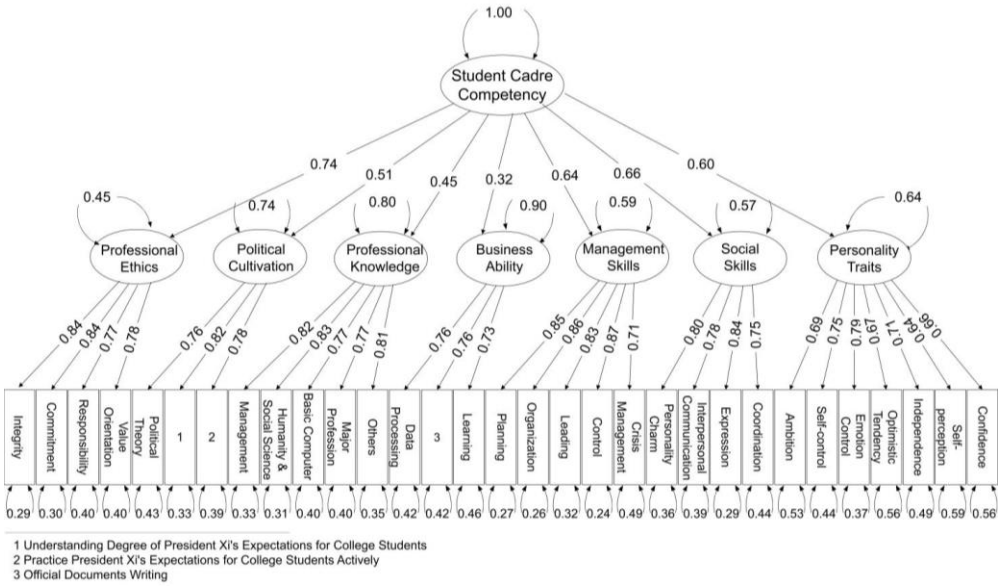


Figure 1. Model Diagram

5.2. Parameters of the Competency Model

Let *Z* denote the degree of student cadre competency, then we can conduct the model by Entropy Weight Method (EWM) with SPSS. The results are shown in Table 5 and Equation (2).

Table 5. Weight of Variables of the Competency Model

Symbol	Variable	Entropy	Utility Value	Weight
X1	Integrity	0.879	0.121	0.056
X2	Commitment	0.894	0.106	0.050
X3	Responsibility	0.846	0.154	0.072
X4	Value Orientation	0.935	0.065	0.031
X5	Political Theory	0.971	0.029	0.014
X6	Understanding Degree of President Xi's Expectations for College Students	0.907	0.093	0.043
X7	Practice President Xi's Expectations for College Students Actively	0.932	0.068	0.032
X8	Management	0.940	0.060	0.028
X9	Humanity & Social Science	0.947	0.053	0.025
X10	Basic Computer	0.953	0.047	0.022
X11	Major Profession	0.819	0.181	0.085
X12	Others	0.862	0.138	0.064
X13	Data Processing	0.987	0.013	0.006
X14	Official Documents Writing	0.934	0.066	0.031
X15	Learning	0.976	0.024	0.011
X16	Planning	0.958	0.042	0.020
X17	Organization	0.959	0.041	0.019
X18	Leading	0.976	0.024	0.011
X19	Control	0.968	0.032	0.015
X20	Crisis Management	0.950	0.050	0.023
X21	Personality Charm	0.969	0.031	0.014
X22	Interpersonal Communication	0.962	0.038	0.018
X23	Expression	0.960	0.040	0.019
X24	Coordination	0.950	0.050	0.023
X25	Ambition	0.924	0.076	0.035
X26	Self-control	0.967	0.033	0.015
X27	Emotion Control	0.907	0.093	0.044
X28	Optimistic Tendency	0.939	0.061	0.029
X29	Independence	0.948	0.052	0.024
X30	Self-perception	0.941	0.059	0.027
X31	Confidence	0.932	0.068	0.032

$$\begin{aligned} Z = {} & 0.056X_1 + 0.050X_2 + 0.072X_3 + 0.031X_4 + 0.014X_5 + 0.043X_6 + 0.032X_7 + ... \\ & 0.028X_8 + 0.025X_9 + 0.022X_{10} + 0.085X_{11} + 0.064X_{12} + 0.006X_{13} + 0.031X_{14} + ... \\ & 0.011X_{15} + 0.020X_{16} + 0.019X_{17} + 0.011X_{18} + 0.015X_{19} + 0.023X_{20} + 0.014X_{21} + ... \\ & 0.018X_{22} + 0.019X_{23} + 0.023X_{24} + 0.035X_{25} + 0.015X_{26} + 0.044X_{27} + 0.029X_{28} + ... \\ & 0.024X_{29} + 0.027X_{30} + 0.032X_{31} \end{aligned} \quad (2)$$

5.3. Model Goodness of Fit Test

The “lavaan” of R contains a variety of model fit indexes, and we choose the chi-square test to measure the fitness between the theoretical model and the observed model. The incremental fitness indexes include NFI, NNFI, CFI, IFI, and the absolute fitness indexes include RMR, GFI, RMSE, etc.

Then we use them to test the fitness of the student cadre competency model, and the output results are shown in Table 6.

Table 6. Model Fitting Indexes

Indicators	χ^2	df	P-value	NFI	NNFI	CFI	IFI	GFI	RMR	RMSE
Results	440.025	427.000	0.321	0.917	0.997	0.997	0.997	0.916	0.051	0.010

From the results in Table 6, the P-value that χ^2 corresponds to is greater than 0.05, and $\chi^2/df=1.0305<2$, which indicates that the model has a good explanatory ability. The normed fit index (NFI) and non-normed fit index (NNFI) are both greater than 0.9, the comparative fit index (CFI) is greater than 0.95, and the incremental fit index (IFI) and goodness of fit index (GFI) are both greater than 0.9, which all indicates that the model fits well. The root mean square residual (RMR) and root mean square error of approximation (RMSE) are less than 0.1, indicating that the model has a high degree of fit and stability.

5.4. Parameter Estimation of the Competency Model

The parameter estimation method in the "lavaan" package of R for the structural equation model is maximum likelihood estimation (MLE), and its parameter results are shown in Table 7.

Table 7. Maximum Likelihood Estimation Results

	Cause & Effect		Standardized Coefficients	Std. Error	Z-score	P-value
Student Cadre Competence	→	Professional Ethics	0.74	0.000	NA	NA
	→	Political Cultivation	0.51	0.102	6.26	3.78E-10
	→	Professional Knowledge	0.45	0.096	6.12	9.48E-10
	→	Business Ability	0.32	0.086	4.48	7.47E-06
	→	Management Skills	0.64	0.099	7.66	1.84E-14
	→	Social Skills	0.66	0.090	7.63	2.35E-14
	→	Personality Traits	0.60	0.086	6.77	1.30E-11
Professional Ethics	←	Integrity	0.84	0.000	NA	NA
	←	Commitment	0.84	0.053	16.87	0
	←	Responsibility	0.77	0.042	15.21	0
	←	Value Orientation	0.77	0.065	15.26	0
Political Cultivation	←	Political Theory	0.76	0.000	NA	NA
	←	Understanding Degree of President Xi's Expectations for College Students	0.82	0.075	12.61	0
	←	Practice President Xi's Expectations for College Students Actively	0.78	0.066	12.39	0
	←	Management	0.82	0.000	NA	NA

	Cause & Effect		Standardized Coefficients	Std. Error	Z-score	P-value
Professional Knowledge	←	Humanity & Social Science	0.83	0.063	16.42	0
	←	Basic Computer	0.77	0.063	15.01	0
	←	Major Profession	0.77	0.051	15.02	0
	←	Others	0.81	0.048	15.86	0
Business Ability	←	Data Processing	0.76	0.000	NA	NA
	←	Official Documents Writing	0.77	0.087	10.85	0
	←	Learning	0.73	0.067	10.75	0
Management Skills	←	Planning	0.85	0.000	NA	NA
	←	Organization	0.86	0.064	18.96	0
	←	Leading	0.83	0.064	17.80	0
	←	Control	0.87	0.054	19.35	0
	←	Crisis Management	0.71	0.070	14.24	0
Social Skills	←	Personality Charm	0.80	0.000	NA	NA
	←	Interpersonal Communication	0.78	0.070	14.31	0
	←	Expression	0.84	0.087	15.56	0
	←	Coordination	0.75	0.083	13.57	0
Personality Traits	←	Ambition	0.69	0.000	NA	NA
	←	Self-control	0.75	0.093	11.53	0
	←	Emotion Control	0.79	0.099	12.15	0
	←	Optimistic Tendency	0.67	0.104	10.44	0
	←	Independence	0.71	0.097	11.05	0
	←	Self-perception	0.64	0.083	10.06	0
	←	Confidence	0.66	0.095	10.37	0

5.5. Analysis on Results of the Competency Model

After observing the data in Table 7, it can be discovered that professional ethics, political cultivation, professional knowledge, business ability, management skills, social skills, and personality traits have significant and direct positive effects on student cadres competency, where the influence coefficients are 0.74, 0.51, 0.45, 0.32, 0.64, 0.66, and 0.60, respectively. This indicates that professional integrity has the greatest impact on competency and business ability has the least impact on competency. And among the factors of professional ethics, integrity and commitment are the most important factors affecting the professional ethics of student cadres, followed by responsibility and value orientation, i.e., the higher the integrity and commitment of student cadres, the higher the professional ethics of student cadres, and the higher the overall competency of student cadres, all other things being equal.

Among the observed variables of political cultivation, the most important factor influencing the political cultivation of student cadres is “understanding degree of President Xi's expectations for college students”, followed by “actively practice the expectations of President Xi’s for college students”, and the influence coefficient of political cultivation on the competency of student cadres is 0.51, which means that "understanding degree of President Xi's expectations for college students" is an indispensable factor to assess the competency of student cadres.

In addition, here we give the calculation and results of the external load of each measurement index on the competency of student cadres so that the importance of the measurement index and the

degree of influence can be judged directly according to the external load, and the results are shown inTable 8.

Table 8. External Load of each Observed Variable on Student Cadre Competency

Cause & Effect			Standardized Coefficients
Student Cadre Competency	←	Integrity	0.84×0.74
	←	Commitment	0.84×0.74
	←	Responsibility	0.77×0.74
	←	Value Orientation	0.77×0.74
	←	Political Theory	0.76×0.51
	←	Understanding Degree of President Xi's Expectations for College Students	0.82×0.51
	←	Practice President Xi's Expectations for College Students Actively	0.78×0.51
	←	Management	0.82×0.45
	←	Humanity & Social Science	0.83×0.45
	←	Basic Computer	0.77×0.45
	←	Major Profession	0.77×0.45
	←	Others	0.81×0.45
	←	Data Processing	0.76×0.32
	←	Official Documents Writing	0.77×0.32
	←	Learning	0.73×0.32
	←	Planning	0.85×0.64
	←	Organization	0.86×0.64
	←	Leading	0.83×0.64
	←	Control	0.87×0.64
	←	Crisis Management	0.71×0.64
	←	Personality Charm	0.80×0.66
	←	Interpersonal Communication	0.78×0.66
	←	Expression	0.84×0.66
	←	Coordination	0.75×0.66
	←	Ambition	0.69×0.60
	←	Self-control	0.75×0.60
	←	Emotion Control	0.79×0.60
	←	Optimistic Tendency	0.67×0.60
	←	Independence	0.71×0.60
	←	Self-perception	0.64×0.60
	←	Confidence	0.66×0.60

5.6. Modification of the Competency Model Based on the New Era of China

With the continuous advancement of higher education reform and remarkable changes in students' ideology, thinking, and behavior, student management in colleges and universities is supposed to make a new leap led by new ideas.

In daily student management (including the selection and promotion of student cadres, etc.), we should focus on ideological leadership, build the foundation of ideals and beliefs, and lead all cadres to listen to and follow the CPC. Meanwhile, pay attention to enhancing service consciousness and the perfection of demand-oriented mechanisms. Therefore, we can enhance the weight of moral

cultivation and other parts in the model, to achieve the purpose of selecting and appointing suitable student cadres, and making a connection among the youth to unite and serve the youth better.

6. Conclusion

6.1. Value of Studying Student Cadres Competency Model

In this paper, the competency model of student cadres in colleges and universities is constructed in the research process, and the relationship of the influencing factors of competency is sorted out through a combination of various ways, which has a broad application prospect in the selection, training, and assessment of student cadres, and also can continue to expand and collect data, and then apply this competency model to different fields and usage scenarios.

(1) Based on this model, the training system and training methods can be designed in a targeted manner starting from the influencing factors of competency, and the training courses can be set and optimized according to the cause-effect relationship between the influencing factors, and the articulation can be done well.

(2) This model is based on the New Era of China, focusing on the requirements of President Xi for college students, student cadres, and even youth cadres in the New Era, and satisfies the demand for the selection and improvement of the above-mentioned objects.

(3) Based on the structural equation model, this model provides an effective and direct quantification method for the indicators and evaluation criteria that are difficult to be measured objectively, and calculates the qualitative indicators and potential indicators through the listed measurable indicators and factor weights, to weaken or even avoid the negative influence of subjective evaluation in the selection of student cadres in colleges and universities, and thus achieve the purpose of objective evaluation and effective selection.

(4) The system of student cadre competency assessment based on the principle of statistics can reasonably select and evaluate student cadres, make the election and future work of student cadres more efficient, have a more in-depth and targeted understanding of student cadres' ability, and make student management run more efficiently.

(5) The competency of student cadres is closely related to students' study, work, and life, and the results of the assessment can be used to cultivate or search for corresponding abilities in a more directional way, which can effectively improve the work enthusiasm and work innovation ability of student cadres, so that they can play a radiant and driving role to promote the growth and success of college students, and also play a key role in the implementation of the national policy of nurturing people.

6.2. Application of Student Cadres Competency Model

6.2.1 Establish a Training System Based on the Competency Model

According to the competency model constructed above, social skills and management skills positively influence student cadres' competency with coefficients of 0.66 and 0.64 respectively, so in addition to the normal basic training for recruited student cadres, we can also strengthen the training in these two aspects.

Firstly, the influence of personality charm, interpersonal communication, expression, and coordination on social skills is higher than 0.7, respectively. Therefore, in the training of student cadres, the training of language expression and communication coordination can also be strengthened while teaching experience, for example, by giving reasonable and appropriate communication templates, so that student cadres can show a more positive, progressive, and moderate style when communicating online.

Secondly, the influence of planning, organization, leading, control, and crisis management on management skills are all higher than 0.7, so when training student cadres, relevant training should

be given to the abilities mentioned above. For example, the extraordinary student cadres before can be invited to share and summarize their experiences.

6.2.2 Establish a Selection Mechanism Based on the Competency Model

During the selection of student cadres, the previous performance assessment often relies on the subjective judgment of leaders, which is kind of inadequate in terms of quantitative scoring, and there is no focus on the selection of relevant competencies. Therefore, this student cadre competency model can be applied to the selection of student cadres, and a systematic quantitative scoring of student cadres can be conducted. In the process of implementation, the indicators of the above model can be transformed into measurable indicators, and the final scores can be weighted with their corresponding influence coefficients to make the performance evaluation results more objective and biased, instead of simply taking the average. For example, in performance appraisal, competency indicators such as “self-confidence”, “optimistic tendency” and “independence” can be assessed on a scale of 1-5, and the scores are combined with their corresponding impact coefficients for the final evaluation, to achieve the performance management of student cadres.

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