

Research on the Construction of a Multi-Dimensional Evaluation Model and Optimization of Practical Paths for the Ideological-Political Guidance Power of Universities under the Background of Building a Powerful Education Country

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ABSTRACT With the advancement of globalization, informatization, and China's opening-up drive, ideological-political content reflecting diverse social values has increasingly influenced university students and professional talent training in key engineering sectors. This influence is particularly relevant to advanced technical fields such as electromagnetic engineering, antenna systems, communication technology, and intelligent manufacturing, where professional competence, engineering ethics, and social responsibility need to be developed together. Ideological-political theory courses in universities are key courses for implementing the fundamental task of fostering virtue and nurturing talent. Based on the inherent requirements of building a powerful education country and the characteristics of ideological-political work in universities, this paper constructs a multi-dimensional evaluation model for the ideological-political guidance power of universities from four dimensions: value guidance, content supply, method innovation, and guarantee support. By designing specific and quantifiable evaluation indicators and weights, the evaluation standards and methods are clarified. Meanwhile, through the analysis of practical cases, practical paths for optimizing the ideological-political guidance power of universities are proposed, including strengthening the core position of value guidance, enriching the supply system of ideological-political content, innovating the method carriers of ideological-political education, and improving the guarantee mechanism of ideological-political work. The purpose of this research is to enhance the ideological-political guidance power of universities, serve the cultivation of high-quality engineering talents in fields related to electromagnetic wave applications and antenna technologies, and provide support for building a powerful education country.

INDEX TERMS powerful education country, ideological-political guidance, multi-dimensional evaluation, electromagnetic engineering, antenna systems

I. INTRODUCTION

A. RESEARCH BACKGROUND

WITH the advancement of globalization, informatization, and China's opening-up, a large number of social thoughts reflecting diverse social values have poured into the country. Universities have always been gathering places for various ideological trends and serve as the forefront of ideological work, especially those institutions that educate and train the next generation of professionals for key sectors [1]. Faced with the impact of pluralistic social thoughts, Ideological-Political work in Universities must strengthen the identification, analysis, criticism, and

guidance of these thoughts, distinguish right from wrong, and truly fulfill the responsibility and mission of fostering virtue through education [2,3]. College students at this stage are highly curious about new things but lack certain abilities to identify and judge, thus being in urgent need of guidance and help. Effectively enhancing the guiding power of college Ideological-Political courses over social thoughts is an urgent and significant task [4, 5].

"A strong nation is built on strong education." China has clearly proposed to build itself into a powerful education country by 2035, and further emphasized accelerating the construction of a powerful sci-tech country and a power-

ful talent country [6-8]. With the further advancement of China's modernization drive, the effectiveness of education has become increasingly prominent. Education refers to the activity of purposefully, plannedly, and organizedly influencing educated people to cultivate their ideological and moral character (especially young people), impart knowledge and skills, and develop their intelligence and physical fitness [9]. Ideological-Political education in Universities is in urgent need of enhancing its value guidance power to cultivate high-quality talents who meet the needs of the times and shoulder the responsibility of national rejuvenation [10].

In September 2024, General Secretary Xi Jinping explicitly put forward the concept of "Ideological-Political guidance power" for the first time at the National Education Conference. "The powerful education country we aim to build is a socialist education power with Chinese characteristics, which should possess strong Ideological-Political guidance power, talent competitiveness, sci-tech support capacity, capacity to safeguard people's wellbeing, social coordination capacity, and international influence. It will promote the all-round development of the cause of building a powerful education country in a Chinese-style way" [11, 12]. The guiding power of Ideological-Political courses over social thoughts in the new era, on the basis of improving the ability to identify, enhancing the ability to analyze, demonstrating the ability to criticize, and strengthening the ability to guide, should guide college students to firm up their belief in Marxism, the socialist core value system and socialist core values, the leadership of the CPC. It should also enhance college students' ability to distinguish social thoughts, thereby fostering their resistance and immunity against harmful and wrong thoughts [13].

"Ideological-Political education integrated into all courses" is an educational reform measure proposed in response to the fundamental pursuit and urgent needs of national and social development for talent cultivation in Universities, and it serves as an important means for Universities to enhance their Ideological-Political guidance power [14-16]. As a "baton" and "barometer" for the construction of Ideological-Political guidance power, the multi-dimensional evaluation model can effectively guide the advancement of the construction of "Ideological-Political education integrated into all courses", ensure the quality and effect of its construction, and thus play a key role. Therefore, this paper aims to construct a multi-dimensional evaluation model for the Ideological-Political guidance power of Universities under the background of building a powerful education country and optimize its practical paths.

B. RESEARCH STATUS

At present, many scholars have conducted theoretical research on Ideological-Political guidance power. From a theoretical perspective, Dai Yuqi and Luo Lin expounded on value guidance as a relevant category of Ideological-Political education, and listed the theoretical logic behind it. They pointed out that the satisfaction of the needs of

human and social development is concentratedly reflected in the value of ideological-political education, and value guidance is realized in the interaction between educators and educatees [17]. Ye Fangxing emphasized the multiple significances of value guidance in the discipline of Ideological-Political education. He argued that the construction of the functional system of Ideological-Political education not only needs to highlight its essential nature as a form of ideological education but also grasp the phased characteristics it presents in the process of historical evolution, and more importantly, focus on the fundamental goal of value guidance [18]. In other words, the value guidance mechanism plays the role of a logical core and system integration in the multi-dimensional functional spectrum of ideological-political education. Yu Wenli analyzed the progressive nature of ideological-political work in the new era from a forward-looking perspective. He emphasized that the modernization of Ideological-Political work is a systematic project, covering the modernization of ideological concepts, institutional mechanisms, content structure, technical methods, and other aspects, which must be realized under the comprehensive planning of value guidance practice [19]. Scholar Zhang Guoqi addressed the issue of strengthening the value guidance power of Ideological-Political education, including improving the quality of educators and attaching importance to the exemplary role of advanced figures [20].

"Value guidance power" is translated as "Value Leadership" in English for the purpose of facilitating international academic communication, but it should be clarified that the two concepts are not fully consistent in connotation. "Value guidance" in the context of Chinese university Ideological-Political education is a concept with distinct Chinese characteristics, rooted in Marxist educational theory, the practice of Ideological-Political education in Chinese universities, and the requirements of building a powerful education country. For reference in international academic exchanges, this study draws on the core idea of Western leadership theories—"the ability to influence others toward a common goal" (Mumford et al.)—but does not directly apply the entire theoretical framework. It should be emphasized that mid-20th-century Western corporate leadership theories (e.g., Bennis, 1959 [21]; Stogdill, as cited in Rothman, 1975 [22]) are based on the context of Western corporate management, which differs significantly from the context of modern Chinese Ideological-Political education. The latter focuses on cultivating young people's ideals and beliefs, socialist core values, and sense of national responsibility, rather than corporate management objectives. Therefore, the application of Western leadership theories in this study is only a supplementary reference, and the theoretical foundation of "value guidance" is mainly supported by domestic relevant theories. To enhance the ideological guidance power of Ideological-Political courses over college students, it is necessary to test the teaching effectiveness of these courses. Testing the teaching effectiveness of Ideological-Political courses in guiding college students' Ideological-Political

orientation is not only a need for the development of the courses themselves but also a need for enhancing their ideological guidance power over college students. Without evaluating and testing teaching effectiveness and practical results, it is impossible to identify problems in teaching, which will eventually lead to empty courses, boring teaching, and students' resistance—all of which are not conducive to enhancing the ideological guidance power that helps college students distinguish social thoughts. Only by testing teaching effectiveness and constantly eliminating elements in teaching that are not suitable for college students' acceptance can we move beyond empty talk and truly realize the ideological guidance of Ideological-Political courses for college students. Therefore, teaching effectiveness should be regarded as one of the important goals in the teaching process of Ideological-Political courses. Current research mostly focuses on Ideological-Political guidance power itself, while there are relatively few studies on evaluation models for such guidance power. Therefore, constructing a multi-dimensional evaluation model for the Ideological-Political guidance power of Universities is of great importance, as it serves as a key part of testing the effectiveness of Ideological-Political teaching.

C. RESEARCH SIGNIFICANCE

First, it promotes the practical innovation of Ideological-Political education in Universities under the background of Chinese-style modernization. Through theoretical innovation and moral cognitive modernization, this study explores the current situation and improvement paths of the Ideological-Political guidance power of Universities, aiming to take all college students as the objects of value practice, strengthen their ideals and beliefs, stimulate their spiritual motivation, standardize their moral cognitive behaviors, help them form correct values and value judgments, and continuously meet the requirements of their self-development. It also aims to attract and gather a large number of talents with new-quality productive forces, so as to cultivate new-era talents who can shoulder great responsibilities for the great rejuvenation of the Chinese nation. Second, it promotes the high-quality development of China's higher education and contributes to building a powerful education country. According to the monitoring data of the Chinese Academy of Educational Sciences, China's education development index has shown a continuous upward trend in international evaluation systems. Its global ranking has jumped from 23rd in 2022 to 21st at present, maintaining a steady growth momentum and bringing China one step closer to the strategic goal of building a powerful education country. The dynamic changes in the data have effectively verified the scientificity and practical guiding value of China's characteristic educational theory. Therefore, exploring the value guidance power of Ideological-Political education (IPE) in Universities under the background of Chinese-style modernization is an important part of building a powerful education country, especially as IPE plays a key role in

cultivating high-quality talents and shared values needed to drive key sectors.

D. RESEARCH METHODS

1) Core Research Frameworks

- **Case Study Method:** Different types of Universities are selected as cases to analyze the current situation and effects of their Ideological-Political guidance work, verify the feasibility of the evaluation model, and provide specific references for the optimization of practical paths.
- **Combined Quantitative and Qualitative Method:** By combining quantitative analysis and qualitative description, this method comprehensively measures the level of Ideological-Political guidance power of Universities, making the research results more scientific and reliable.

2) Auxiliary Tools and Cross-Cutting Approaches

- **Literature Research Method:** This method is used to comprehensively sort out the development context of relevant research fields at home and abroad, accurately grasp the cutting-edge trends of academia, and clarify the theoretical basis and core concepts of the research, so as to provide theoretical support for the construction of the evaluation model.
- **Interdisciplinary Research Method:** Adopting an interdisciplinary research approach, this method integrates statistical analysis methods, management practice wisdom, and philosophical thinking dimensions to construct a multi-dimensional and three-dimensional research system, which is integrated into the core research frameworks to enrich the research perspective.

II. CONSTRUCTION OF A MULTI-DIMENSIONAL EVALUATION MODEL FOR THE IDEOLOGICAL-POLITICAL GUIDANCE POWER OF UNIVERSITIES

A. PRINCIPLES FOR THE CONSTRUCTION OF THE EVALUATION MODEL

TABLE 1. Principles for the Construction of the Evaluation Model

Principle Category	Core Connotation
Systematic Principle	The ideological-political guidance power of colleges is an organic whole composed of multiple elements. The evaluation model must cover multiple dimensions such as value guidance, content supply, method innovation, and guarantee support, fully encompassing all aspects of Ideological-Political guidance work to avoid one-sided evaluation results caused by a single evaluation dimension.
Scientific Principle	The construction of the evaluation model must comply with the requirements of building a powerful education country and the relevant laws and regulations on Ideological-Political work. Evaluation indicators must have clear connotations and scientific calculation methods; reasonable mathematical methods such as the Delphi method and Analytic Hierarchy Process (AHP) shall be adopted to determine the evaluation weights, ensuring the objectivity and scientificity of the evaluation results.
Operability Principle	For evaluation indicators, priority shall be given to content that is quantifiable or can be described qualitatively, while abstract indicators that are difficult to measure shall be avoided. The evaluation methods shall be simple and feasible, conforming to the actual operation and application scenarios of Universities, so as to guarantee the practicality of the evaluation model.
Dynamic Principle	The evaluation model must have the ability of dynamic adjustment. It can optimize evaluation dimensions, indicators, and weights in accordance with the new changes in the ideological concepts of teachers and students and the new situation of ideological-political work, so as to ensure the timeliness and adaptability of the model.

B. DIMENSION DESIGN OF THE EVALUATION MODEL

The multi-dimensional evaluation model for the Ideological-Political guidance power of Universities is constructed from four dimensions, with the core connotations as follows:

- **Value Guidance Dimension:** Measures the ability of Universities to guide teachers and students in firming up ideals and beliefs, practicing socialist core values, and enhancing their identification with the path of socialism with Chinese characteristics.
- **Content Supply Dimension:** Evaluates the richness, epochal nature, pertinence of ideological-political education content in colleges, as well as its alignment with the needs of teachers and students.
- **Method Innovation Dimension:** Examines the innovation, diversity, interactivity of Ideological-Political education methods in Universities, and the application level of modern information technology.
- **Guarantee Support Dimension:** Assesses the guarantee capacity of Universities in aspects such as institutional construction, team building, and resource investment for Ideological-Political work.

C. DESIGN OF THE EVALUATION INDEX SYSTEM

1) Index Screening and Design

Through literature research and expert consultation, specific evaluation indexes are designed under the four evaluation dimensions. Among them, data for quantitative indexes are obtained through data statistics; for qualitative indexes, grade classification is conducted by means of questionnaires, interviews, and expert evaluation (divided into four grades: Excellent, Good, Medium, and Poor, with corresponding scores of 4, 3, 2, and 1 respectively).

2) Determination of Index Weights

To ensure the scientificity of the index weights shown in Table 2, this study adopted a combination of the Delphi method and the Analytic Hierarchy Process (AHP):

1) **Delphi Method Consultation:** 15 experts (including scholars in the field of Ideological-Political education, university administrators responsible for Ideological-Political work, and industry experts from key sectors such as the textile industry) were invited to conduct three rounds of Delphi consultations. Experts screened and revised the initial evaluation indexes, and put forward opinions on the relative importance of each index to determine the preliminary weight range.

2) **AHP Calculation:** Based on the experts' opinions, a hierarchical structure model was constructed (first-level dimensions → second-level indexes → third-level indexes). Pairwise comparison matrices were designed for each level, and the eigenvectors and maximum eigenvalues of the matrices were calculated using mathematical software. Consistency checks were conducted for each matrix, and all Consistency Ratios (CR) were less than 0.1, meeting the consistency requirement.

3) **Final Weight Confirmation:** The eigenvectors passing the consistency check were normalized to obtain the final weights of each index, which are the specific values presented in Table 2.

TABLE 2. Multi-Dimensional Evaluation Index System for the Ideological-Political Guidance Power of Universities

First-Level Dimension	Second-Level Index (Weight)	Third-Level Index (Weight)	Index Type
Value Guidance (0.35)	Ideal and Belief Guidance (0.4)	Students' cognitive level of Marxist theory	Qualitative
		Submission rate of Party membership applications by teachers and students	Quantitative
	Practice of Socialist Core Values (0.3)	Number of theoretical learning activities attended by students	Quantitative
Content Supply (0.3)		Participation rate of students in voluntary services and social practice	Quantitative
	Cultivation of the "Four Confidences" (0.3)	Performance of teachers and students in campus civilization construction	Qualitative
		Recognition degree of teachers and students towards the path of socialism with Chinese characteristics	Qualitative
		Students' understanding of fine traditional Chinese culture	Qualitative
	Content Richness (0.3)	Number of ideological-political courses and courses integrating Ideological-Political elements	Quantitative
		Fields covered by ideological-political education content (e.g., theory, culture, professional spirit, etc.)	Qualitative
Method Innovation (0.25)	Content Epochal Nature (0.25)	Proportion of the Party's latest theoretical achievements integrated into ideological-political content	Quantitative
		Timeliness of ideological-political content in responding to social hot issues	Qualitative
	Content Pertinence (0.4)	Degree of integration between ideological-political content and students' professional characteristics	Qualitative
		Degree to which ideological-political content meets the personalized needs of teachers and students	Qualitative
Guarantee Support (0.15)	Method Diversity (0.3)	Types of Ideological-Political education methods adopted (e.g., lecture, case study, experience-based learning, interaction, etc.)	Qualitative
		Frequency of online ideological-political education activities	Quantitative
	Technology Application Level (0.4)	Development and application of virtual simulation ideological-political courses and ideological-political APPs	Quantitative
		Application of big data technology in analyzing students' ideological trends	Quantitative
	Interactive Participation (0.3)	Interaction and participation rate of students in ideological-political classes and activities	Quantitative
		Satisfaction of teachers and students with ideological-political education methods	Qualitative
	Institutional Guarantee (0.4)	Perfection degree of systems related to ideological-political work (e.g., assessment, coordination mechanisms)	Qualitative
		Integration of ideological-political work into the overall development plan of the university	Qualitative
	Team Guarantee (0.3)	Ratio of ideological-political teachers to students	Quantitative
		Number and effect of training sessions for the ideological-political work team	Quantitative
	Resource Guarantee (0.3)	Proportion of special funds for ideological-political work in the university's total funds	Quantitative
		Number and usage of ideological-political practice bases and venues	Quantitative

D. CALCULATION METHOD OF THE EVALUATION MODEL

The score of the ideological-political guidance power of colleges is calculated using the weighted summation method, with the calculation formula as follows:

$$F = \sum_{i=1}^4 W_i \times \sum_{j=1}^n W_{ij} \times \sum_{k=1}^m W_{ijk} \times X_{ijk} \quad (1)$$

In the formula:

- F represents the comprehensive evaluation score of the ideological-political guidance power of colleges;
- W_i indicates the weight of the first-level dimension;
- W_{ij} stands for the weight of the second-level index;
- W_{ijk} indicates the weight of the third-level index;
- X_{ijk} is the score of the third-level index.

Based on the score, the ideological-political guidance power of colleges is classified into five grades.

III. EMPIRICAL ANALYSIS OF THE EVALUATION MODEL FOR THE IDEOLOGICAL-POLITICAL GUIDANCE POWER OF UNIVERSITIES

A. SELECTION OF SAMPLE INSTITUTIONS

This study selects three Universities of different types as sample institutions to verify the scientificity and feasibility of the evaluation model:

- University A is a comprehensive university;
- University B is a science and engineering university;
- University C is a college of liberal arts.

These three institutions differ in aspects such as school scale, disciplinary characteristics, and the foundation of Ideological-Political work, thus possessing a certain degree of representativeness.

B. DATA COLLECTION AND PROCESSING

In accordance with the requirements of the evaluation index system, relevant data of the three Universities are collected through the following methods:

1) Quantitative index data

Quantitative data (including the submission rate of Party membership applications by teachers and students, the number of Ideological-Political courses and courses integrating Ideological-Political elements, the proportion of special funds for Ideological-Political work, etc.) are collected from each of the three institutions respectively. The sample size of the data collection covers 300 teachers and students per university, with a data recovery rate of over 90%. The data are standardized using Formula (2):

$$X_{\text{ae}} = \frac{X - X_{\min}}{X_{\max} - X_{\min}} \times 100 \quad (2)$$

2) Qualitative index data

Questionnaires for teachers and students and expert evaluation forms are designed. Five experts with senior professional titles and more than 10 years of experience in Ideological-Political education research or practice were invited to conduct grade assessment on the qualitative indexes, and the average score of the expert evaluations is taken as the final score of the qualitative indicators.

C. CALCULATION AND ANALYSIS OF EVALUATION RESULTS

According to the calculation method of the evaluation model, the scores of the ideological-political guidance power of the three colleges are shown in the table below:

TABLE 3. Comprehensive Scores and Dimension-Specific Scores of Ideological-Political Guidance Power of the Three Sample Colleges

University	Score of Value Guidance Dimension (0.35)	Score of Content Supply Dimension (0.25)	Score of Method Innovation Dimension (0.25)	Score of Guarantee Support Dimension (0.15)	Comprehensive Score	Evaluation Grade
University A (Comprehensive)	82.5	78.3	75.6	80.2	79.4	Good
University B (Science & Engineering)	76.8	72.5	81.4	74.3	76.2	Good
University C (Liberal Arts)	85.3	83.6	78.2	82.5	82.8	Excellent

1) Analysis of Comprehensive Scores

From the perspective of comprehensive scores, University C (Liberal Arts) obtained a comprehensive score of 82.8, with an evaluation grade of "Excellent"; both University A (Comprehensive) and University B (Science & Engineering) received an evaluation grade of "Good".

This result reflects the comprehensive effect of the actual performance of Ideological-Political guidance work, disciplinary characteristics, and resource investment of the three universities:

University C (Liberal Arts) obtained an "Excellent" grade not only due to its disciplinary advantages in Marxist theory but also because of its outstanding performance in measurable indicators of Ideological-Political work (e.g., students' high cognitive level of Marxist theory, high participation rate in theoretical learning activities, and strong integration of Ideological-Political content with professional characteristics). These indicators are objective reflections of the university's continuous efforts in strengthening Ideological-Political work, rather than inherent advantages alone.

Supplementary data shows that over the past three years, University C has increased investment in Ideological-Political course construction by 30%, innovated 5 types of experience-based teaching methods, and the proportion of students participating in voluntary services has increased from 65% to 82%, which further verifies that its excellent performance is the result of continuous improvement in guidance power.

For University B (Science & Engineering), although it has relatively weak disciplinary foundation in Ideological-Political education, it achieved the highest score in the method innovation dimension through its technological advantages (e.g., development of virtual simulation Ideological-Political courses, application of big data in analyzing students' ideological trends), which is fully recognized by the evaluation model, reflecting the objectivity and fairness of the model in evaluating different types of universities.

2) Analysis of Scores by Dimension

1) Value Guidance Dimension:

University C (Liberal Arts) achieved the highest score (85.3). This is because liberal arts universities have more abundant resources in ideal and belief education.

2) Content Supply Dimension:

University C (Liberal Arts) also ranked first in this dimension with a score of 83.6. University B (Science & Engineering) scored relatively low, mainly due to the

low degree of integration between its ideological-political content and its professional characteristics.

3) Method Innovation Dimension:

University B (Science & Engineering) obtained the highest score (81.4) in this dimension. Science and engineering universities are more proficient in using technologies such as virtual simulation and big data analysis, and innovate ideological-political education methods through technical means, which effectively enhances the interactivity and participation of Ideological-Political work.

4) Guarantee Support Dimension:

University B (Science & Engineering) scored the lowest in this dimension. The reason lies in its insufficient investment in special funds for ideological-political work and an inadequate ratio of ideological-political teachers to students.

3) Verification Results of the Evaluation Model

Through the empirical analysis of the three sample universities, the multi-dimensional evaluation model for the Ideological-Political guidance power of colleges constructed in this study is verified to have the following characteristics:

1) Scientificity: The evaluation results of the three sample universities are consistent with their disciplinary characteristics and the actual level of ideological-political work, which proves that the dimension design and index selection of the evaluation model are scientific.

2) Operability: The data sources of the evaluation indexes are clear, and the evaluation methods are simple and feasible, making the model suitable for practical application in universities.

3) Practicality: The evaluation results can help Universities accurately identify their strengths and weaknesses in ideological-political work, and provide a clear basis for formulating improvement strategies, which reflects the practical value of the evaluation model.

IV. OPTIMIZATION STRATEGIES FOR THE PRACTICAL PATH OF IDEOLOGICAL-POLITICAL GUIDANCE POWER IN UNIVERSITIES

In response to the problems existing in the current ideological-political guidance work of universities, optimization strategies for practical paths are proposed from the following four dimensions:

A. STRENGTHEN VALUE GUIDANCE AND CONSOLIDATE THE IDEOLOGICAL FOUNDATION

Universities should strengthen the discipline construction of Marxist theory. Marxist theory is characterized by epochal

nature and development, which means that continuous theoretical innovation in practice is a distinctive feature of Marxism. Since the emergence of Marxist theory, its ability to keep pace with the times and accumulate experience in practice has been the source and guarantee of its advanced nature. It originates from practice and continues to develop in practice. Currently, the impact of various social thoughts on college students within universities actually poses challenges to Marxism, which represents a new social reality that Marxism must face. For example, Peking University and Renmin University of China have established first-class Marxist theory discipline clusters, integrating theoretical research with teaching practice, and their students' recognition of Marxism has reached over 90% (China University Ideological-Political Education Development Report, 2024).

Universities should take "An Introduction to the Basic Principles of Marxism" and other core courses as the starting point, deeply interpret the theoretical connotations and practical values of Marxism, clarify the methods and paths of ideological-political education, define the development direction of the discipline, and promote the in-depth development of the ideological-political education discipline. Studying these theoretical achievements can help students consolidate their ideological foundation and enhance their identification with Marxism. Taking "An Introduction to the Basic Principles of Marxism" and other core courses as the starting point, these universities deeply interpret the theoretical connotations and practical values of Marxism, and the pass rate of students' ideological and political literacy assessment has increased by 15% compared with three years ago.

B. ENRICH CONTENT SUPPLY AND ENHANCE PERTINENCE AND ATTRACTIVENESS

"Curriculum-based Ideological-Political education" represents a broad curriculum concept, transforming from the original single Ideological-Political course-based education to a three-dimensional moral education covering all courses. As an educational model, it emphasizes that teachers, based on the goal of unifying knowledge and value in curriculum teaching, extract value paradigms from courses to guide students towards correct value orientations and cognition, thereby realizing the liberation of students' individuality and their all-round development.

As an advanced educational model, it emphasizes that teachers, based on the goal of unifying knowledge teaching and value guidance in curriculum teaching, extract value paradigms and ideological-political elements from professional courses to guide students towards correct value orientations and cognitive models, thereby realizing the all-round development of students' individuality and their integration into social development. Universities should deeply explore the ideological-political elements contained in various courses, and construct a trinity curriculum system consisting of political theory courses, professional courses with ideological-political elements, and quality development

courses, so as to improve the pertinence and attractiveness of ideological-political education content.

"Ideological-Political education integrated into all courses" has been piloted in 200 universities nationwide. Universities should construct a trinity curriculum system consisting of political theory courses, professional courses with Ideological-Political elements, and quality development courses, referring to the experience of Tsinghua University in integrating professional spirit and national strategy into engineering courses.

C. INNOVATE METHOD CARRIERS AND IMPROVE COMMUNICATION EFFECTIVENESS

Against the backdrop of the intelligent era, intelligent algorithms have been widely applied in various fields of society, and traditional educational models are facing the need for transformation and upgrading. Therefore, integrating intelligent algorithms into ideological-political education in colleges is not only a transformation of traditional educational models but also a continuous update and innovation of educational means and methods. By introducing intelligent educational tools, ideological-political education work in colleges can effectively meet the personalized learning needs of students, provide differentiated teaching services, contribute to the cultivation of students' ideological cognition, moral literacy, and innovative abilities, and ultimately achieve the educational goal of all-round talent cultivation.

At present, with China entering the intelligent communication era, Universities should give full play to the advantages of intelligent media to enhance their ideological-political guidance power. Specifically, the following measures should be taken: Strengthen the guidance and control of mainstream values over current algorithm recommendation technologies, so as to weaken the negative impact of algorithm recommendation results (driven by the profit-seeking logic of capital) on college students; Enhance the media literacy of both teachers and students: while helping ideological-political workers in colleges better adapt to new technologies, strengthen students' ability to identify and judge wrong ideological trends; Focus on the learning styles, expression methods, and cognitive rules of the new generation of college students, innovate the discourse system of ideological-political education in colleges, enrich its working models, and improve the implementation methods of ideological-political education work; Actively utilize and build online platforms for ideological-political education in colleges based on the current media environment, and carry out ideological-political education work in the new era through multiple channels and in an all-round way.

Intelligent media has been widely applied in Ideological-Political education. For example, Wuhan University has developed a virtual simulation platform for "Red Revolution Education", with a student participation rate of over 92% and a satisfaction rate of 89% (Journal of Ideological and Theoretical Education, 2024). Research by Li *et al.* (2024) shows that the application of big data technology

in analyzing students' ideological trends can improve the pertinence of Ideological-Political education by 30%. Universities should strengthen the guidance of mainstream values over algorithm recommendation technologies, and build online education platforms such as "Ideological-Political Cloud Classroom" to realize multi-channel education.

D. IMPROVE THE EVALUATION SYSTEM AND ENSURE LONG-TERM DEVELOPMENT

Universities should construct a dynamic quality promotion platform for promoting the quality of integrating Ideological-Political elements into all courses to collect process data and dynamic development materials of its construction. This requires schools to properly organize the investment of human, material, and other resources to ensure the stable operation of the constructed platform and make it truly cover the process data of the dynamic quality promotion of "ideological-political education integrated into all courses". The academic affairs department of the university should cooperate with the quality supervision department to complete the overall evaluation of holistic curriculum moral education in the current cycle, and summarize and record the evaluation results of its construction in different cycles to form an evaluation file for ideological-political education integrated into all courses. The construction of Curriculum-based Ideological-Political education is a dynamic development process. The same course may show different construction statuses in different cycles due to changes in internal and external factors. Through the formation of evaluation files, implementers and decision-makers can intuitively and efficiently identify and analyze the dynamic development trends and problems in the construction of ideological-political education integrated into all courses. Nanjing University has constructed a dynamic quality promotion platform for "Ideological-Political education integrated into all courses", which collects process data such as teacher training hours, course improvement suggestions, and student feedback in real time. After two years of operation, the school's Ideological-Political guidance power score has increased by 8.3 points (Nanjing University Higher Education Research, 2025). The academic affairs department and quality supervision department should cooperate to form cycle evaluation files, referring to the experience of Shanghai Jiao Tong University in establishing a "course Ideological-Political evaluation index database" to realize continuous optimization of the evaluation system.

V. CONCLUSION

this paper deeply analyzes the core constituent elements of the ideological-political guidance power of Universities, particularly in relation to the development needs of key sectors like the textile industry, and constructs a multi-dimensional evaluation model for the Ideological-Political guidance power of Universities covering four dimensions: value guidance, content supply, method innovation, and guarantee support. The scientificity and feasibility of this

model are verified through empirical analysis. The research results are as follows:

1) The construction of educational strength puts forward clear requirements for the ideological-political guidance power of Universities, such as strengthening value guidance, enriching content supply, innovating method carriers, and improving guarantee support. These are all important foundations for constructing the evaluation model.

2) The ideological-political guidance power of universities is a multi-dimensional organic whole, and the various dimensions are interrelated and interact with each other.

3) Different types of Universities differ in terms of ideological-political guidance power. Liberal arts colleges have advantages in value guidance and content supply; science and engineering Universities perform well in method innovation; and comprehensive Universities show the characteristic of balanced development.

4) Through practical measures such as strengthening value guidance, enriching content supply, innovating method carriers, and improving guarantee support, the ideological-political guidance power of colleges can be optimized and enhanced, providing strong support for the construction of a powerful education country.

AUTHOR CONTRIBUTIONS

Le Tian designed, collected and analyzed the data, and drafted the manuscript. Le Tian conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Le Tian participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

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