

Construction of an Evaluation Index System for College Teachers' Competence in Ideological and Political Education Within the Curriculum

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ABSTRACT

With the deepening of the fundamental task of "cultivating virtue and educating people" in higher education in the new era, the incorporation of ideological and political values into curricular content has emerged as a central focus and strategic objective in higher education reform efforts. As the core implementers of such reforms, university teachers' proficiency in value-based instructional practices plays a decisive role in achieving curriculum-related ideological objectives and enhancing instructional quality. To scientifically evaluate the comprehensive ability of university teachers in ideological and political education, this article constructs an ideological and political education ability evaluation index system based on the teaching process logic of "before course, during course, and after course", consisting of 6 primary indicators and 17 secondary indicators. Expert consultation and revision were conducted on the initial indicator system using the Delphi method, and the weights of each indicator were calculated using the Analytic Hierarchy Process (AHP) to determine the relative importance of each capability dimension in the overall evaluation system. The research results indicate that the "Competence in Identifying Ideological and Political Elements in the Curriculum", the "Capacity for Developing Resources for Ideological and Political Education", and the "Capability for Continuous Improvement in Ideological and Political Teaching" are key dimensions of ideological-political teaching competence in higher education, and have high practical value and guiding significance. This study can provide theoretical support and methodological references for evaluating and improving the ideological and political teaching abilities of university teachers, optimizing teaching management mechanisms, and informing subsequent empirical research.

Keywords: Curriculum ideological and political education, Teaching competence of teachers, Evaluation index system, Delphi method, Analytic Hierarchy Process (AHP).

1. INTRODUCTION

Curriculum-based ideological and political education is a crucial path to implementing the fundamental task of cultivating students' moral character in higher education institutions. Since the concept of "curriculum ideology and politics" was first proposed at the 2016 National Conference on Ideological and Political Work in Higher Education Institutions, the Ministry of Education has successively issued policy documents such as the "Opinions on Accelerating the Construction of a High level Undergraduate Education System and Improving Talent Training Capacity" and the "Guiding Outline for Curriculum Ideology and Politics Construction in Higher Education

Institutions", emphasizing the need to promote ideological and political education across all stages and aspects of higher education, and to achieve that all courses and ideological and political theory courses are in the same direction and work together to cultivate talents. In May 2020, China's Ministry of Education released the "Guidelines on Strengthening Ideological and Political Education within University Curricula", which clearly stated that "a multi-dimensional and multi-level evaluation and supervision mechanism for the impact of curriculum-based ideological-political integration should be established." It proposed that "teachers play a pivotal role in embedding ideological and political values in classroom instruction", highlighting the attention and

importance paid to the teaching ability of teachers in ideological and political education in courses. College teachers are practitioners of ideological and political concepts in the curriculum and the main body of teaching behavior. Integrating ideological and political content into curriculum delivery is not only reflected in the internalization of ideological and political consciousness and the ability to guide values, but also involves the systematic expression of multi-dimensional abilities, such as teaching design, resource integration, classroom organization, evaluation, and reflection. Therefore, building a practical, scientific, and systematic evaluation index system for the ideological and political teaching ability of university teachers is one of the core issues in advancing the quality assurance of ideological and political courses. However, existing research has primarily focused on interpreting the connotations of ideological and political concepts in courses, summarizing teaching cases, and evaluating the effectiveness of teaching in some courses. There is still a lack of systematic and quantitative evaluation of teachers' ideological and political teaching abilities in courses. Previous journal studies have shown that the construction of an evaluation system for ideological and political teaching abilities in university courses should reflect the basic principles of "scientificity, systematicity, guidance, operability, and development". At the same time, attention should also be paid to the diversity of teachers' teaching behavior and the disciplinary variation in how ideological-political themes are incorporated, ensuring that evaluation indicators have both universality and applicability, as well as professionalism and hierarchy. In this context, this article aims to develop a practical, scientific, and systematic evaluation index system for the ideological and political teaching abilities of university teachers, based on national policy guidance, previous research results, and expert consensus. The methods employed include literature reviews, the Delphi method, and the Analytic Hierarchy Process. This will provide theoretical support and practical reference for subsequent teacher training, teaching improvement, and performance evaluation.

2. THE CURRENT RESEARCH STATUS OF IDEOLOGICAL AND POLITICAL EDUCATION IN COURSES

The purpose of "Course Ideology and Politics" lies in embedding ideological-political principles

into discipline-specific teaching, thereby achieving the coordinated unity of "knowledge imparting" and "value guidance." Researchers generally believe that the presence of ideological-political dimensions in coursework should not be seen as subordinate to designated ideological-political classes, but as an inherent manifestation of the moral education function of each course, and an essential lever for achieving the fundamental task of cultivating morality and talents in universities. Gao Yuxia and Wang Shanshan (2022) [1] noted that ideological and political education courses should generate ideological functions within professional courses and achieve the educational goal of "moistening things silently" through the deep integration of course content and value elements. Mu Linlin et al. (2024) proposed that a collaborative institutional mechanism should be developed to support the seamless integration of ideological and political components into curricula, emphasizing the importance of the closed-loop operation of the four links: "teaching, evaluation, training motivation." Although there is no corresponding expression for "curriculum ideology and politics" in foreign research, there is a certain degree of compatibility between it and China's curriculum ideology and teaching design in terms of "general education," "character education," "civic education," and other aspects.

Teachers are the primary agents responsible for advancing ideological and political instruction within course content, and their capacity to deliver such education directly affects the achievement of teaching objectives and the realization of educational functions. Previous studies have shown that teachers' ideological and political abilities in curriculum usually include cognitive abilities, instructional design abilities, classroom organization abilities, and teaching reflection abilities. Feng Xiaoting (2023) [3] found, through a questionnaire survey, that there are differences in the abilities of teachers in different subjects in terms of curriculum ideological and political cognition, as well as teaching implementation. It is suggested to improve the overall ability level in terms of team building, teaching, research activities, and experience sharing.

In the context of enhancing the curricular system for ideological and political education, teaching evaluation as a "feedback regulation mechanism" has become a research focus. Researchers generally construct evaluation dimensions and levels from the perspectives of the CIPP model, OBE concept, and AHP weight

analysis, among others. Zhang Huicong (2022) [4] emphasized that the indicator system should focus on key abilities such as teachers' curriculum ideological and political awareness, teaching design, classroom organization, and method application. Wu Qinyuan (2025) [5] constructed a three-level progressive evaluation mechanism based on the CIPP model, advocating the formation of a "continuous optimization" virtuous cycle evaluation mechanism, which significantly enhances the system's adaptability and effectiveness. Zhuang Zhenmin et al. (2023) [6] pointed out that the construction of an evaluation index system should be based on the core structural logic of "concept goal process result", and dynamically adjusted in combination with feedback from teachers and students.

3. PRINCIPLES FOR CONSTRUCTING THE EVALUATION INDEX SYSTEM OF IDEOLOGICAL AND POLITICAL TEACHING ABILITY IN COURSES

The first is the principle of scientificity. The construction of an indicator system should be based on the theories of education and ideological and political education, combined with the inherent logic of curriculum ideological and political education, to ensure that the logic between indicators at all levels is rigorous, the content is reasonable, and the methods are standardized. Wei Jizong and Wu Xuan (2023) [7] noted that the evaluation system should be based on scientificity and objectivity, ensuring the rationality of the indicator structure and consistency of the data through the use of the Delphi method and the Analytic Hierarchy Process. The second is the principle of systematicity. The evaluation system should encompass the entire process of ideological and political education in the curriculum, reflecting the organic unity of teaching preparation, implementation, feedback, and effectiveness, thereby forming a closed-loop system of "concept process effectiveness". The theoretical course evaluation system for physical education majors in universities constructed by Sun Yunfang (2023) includes five dimensions: goal concept, teacher competence, curriculum resources, teaching implementation, and teaching effectiveness, reflecting systematicity and hierarchy. The third is the guiding principle. The indicator system is not only a tool for measuring teachers' current ideological and political abilities in the curriculum,

but also should play a guiding role in promoting the construction and teaching through evaluation. Sun Yunfang (2023) [8] pointed out that through evaluation, the shortcomings of physical education teachers in creating ideological and political resources, as well as educational methods, were identified, and targeted improvement suggestions were proposed, demonstrating the leading role of curriculum ideological and political evaluation. Fourth, the principle of operability. Evaluation indicators should be expressed in a specific and transparent manner, facilitating practical measurement and operation, and supporting the participation of diverse evaluation subjects (such as teacher self-evaluation, student evaluation, management evaluation, etc.). Wei Jizong and Wu Xuan (2023) [7] ensured the feasibility of the evaluation system by constructing 6 primary indicators and 21 secondary indicators, supplemented by weight measurement and structural validity analysis. Fifth, the principle of development. The evaluation system should have a dynamic adjustment mechanism that can be continuously revised and optimized in response to educational policies, curriculum reforms, and teacher development realities. Sun Yunfang (2023) [8] emphasized that the evaluation of ideological and political education in courses should be linked to teaching feedback and ability enhancement, forming a sustainable feedback mechanism for improvement and transitioning from static evaluation to dynamic development.

4. CONSTRUCTION OF THE EVALUATION MODEL AND INDICATORS FOR TEACHERS' CAPACITY FOR DELIVERING IDEOLOGICAL AND POLITICAL CONTENT THROUGH THE CURRICULUM

4.1 Design Ideas for Evaluation Models

This study takes the "entire teaching process" as the logical mainline, focusing on the key behavioral manifestations of teachers in integrating ideological and political content throughout curriculum instruction. Beginning with the three stages of "pre course, in course, and post course", it sorts out their ability requirements in conceptual cognition, resource utilization, teaching organization, feedback and reflection, and designs six primary indicator dimensions, namely: first, fundamental literacy in ideological and political teaching within

the curriculum. Paying attention to teachers' understanding of ideological and political concepts in the curriculum, their theoretical foundation in politics, and their ability to guide values is the foundational ideological cognition and disciplinary knowledge base required for delivering ideological and political content. Secondly, competence in identifying ideological and political elements in the curriculum. Assessing teachers' ability to discover and extract elements of value-based educational significance from subject-matter expertise, reflecting their ability to integrate teaching content design. Thirdly, the capacity to develop resources for ideological and political education. Focusing on the ability of teachers to develop teaching materials independently, integrate online and offline resources, and build case and material libraries is a guaranteed link for teaching preparation. Fourthly, the ability to organize and deliver ideological and political instruction. Evaluate how teachers naturally integrate ideological and political elements into teaching contexts such as course lectures, classroom interactions, and practical experiments during the implementation of teaching.

Fifth, the capability for continuous improvement in ideological and political teaching. Reflecting teachers' awareness of teaching reflection, continuous learning ability, and teaching innovation, highlighting their professional growth and educational adaptability. Sixth, the competence in evaluating ideological and political education in teaching. Examine how teachers design, apply, and provide feedback on the mechanisms for assessing outcomes in ideological and political education, and whether these mechanisms focus on the development of students' cognitive, emotional, and value-based aspects.

4.2 Results of Indicator System Construction

Based on the above six primary indicators, 17 secondary indicator dimensions are further refined and constructed, encompassing aspects such as teachers' ideological literacy, teaching cognition, content processing, method selection, evaluation feedback, and growth mechanisms. The specific content is shown in "Table 1":

Table 1. Evaluation indicators for course ideological and political teaching ability

Primary indicators	Secondary indicators
Fundamental Literacy in Ideological and Political Teaching within the Curriculum	Ideological leadership literacy Knowledge integration literacy Innovative teaching literacy Emotional communication literacy
Competence in Identifying Ideological and Political Elements in the Curriculum	Ideological-Political Extraction Ability Ideological-Political Integration Ability
Capacity for Developing Resources for Ideological and Political Education	Textbook selection and development Curriculum design and development Teaching resource development and utilization
Ability to Organize and Deliver Ideological and Political Instruction	Instructional design competence Classroom implementation competence Teaching monitoring ability
Capability for Continuous Improvement in Ideological and Political Teaching	Lifelong learning competence Teaching competence Research competence
Competence in Evaluating Ideological and Political Education in Teaching	Self-evaluation of professional development Teacher evaluation of student development

5. OPTIMIZATION OF THE EVALUATION INDEX SYSTEM BASED ON THE DELPHI METHOD

5.1 Statistical Analysis and Results

This study employed the Delphi method of expert consultation to refine and enhance the initial indicator framework, designed to evaluate university teachers' capabilities in delivering ideological and political content through their courses. Organize two rounds of expert consultations through email and the WeChat platform, inviting experts in relevant fields to evaluate the scientificity, appropriateness, and importance of various indicators. Experts use the Likert scoring method to assign values to the importance of each indicator, with higher scores indicating a higher level of importance in the system. To ensure the scientific and representative nature of the consultation results, SPSS software was used to organize and statistically analyze the collected questionnaire data, calculate the mean, standard deviation, and coefficient of variation of each indicator, and evaluate the coordination, participation, and authority of expert opinions.

According to the actual questionnaire collection results, it was found that the effective response rate of the consultation questionnaire was 100%, and the expert positivity coefficient was 100%, indicating that the experts had a high enthusiasm for participation and attached great importance to the research content. In terms of authoritative evaluation, the expert authority coefficient (Cr) is calculated based on the judgment criteria (Ca) and familiarity level (Cs), $Cr = (Ca + Cs)/2$. The results are all greater than 0.80, indicating that the experts have high judgment foundation and domain cognition in the scoring process. The four types of judgment criteria (theoretical analysis, practical experience, references, and intuition) constitute the primary sources of expert ratings, further enhancing the reliability of data results.

5.2 Expert Consultation Results and Indicator Adjustments

Based on the revision suggestions proposed by the experts and following discussions within the research team, adjustments were made to the indicator system. The original first-level indicator, "Basic Literacy in Ideological and Political

Teaching within the Curriculum," originally included four second-level indicators: "Knowledge Related to Ideological and Political Teaching," "Literacy in Moral and Political Education," "Literacy in Applying Modern Information Technology," and "Language Expression and Communication Skills." These were respectively revised as "Ideological Leadership Literacy," "Knowledge Integration Literacy," "Innovative Teaching Literacy," and "Emotional Communication Literacy." In addition, the second-level indicators "Ideological-Political Extraction Ability" and "Ability to Grasp and Disseminate Cutting-Edge Research in Ideological and Political Teaching" were removed. A new second-level indicator, "Ideological-Political Integration Ability," was added.

6. DETERMINATION OF INDICATOR WEIGHTS BASED ON THE ANALYTIC HIERARCHY PROCESS

To further clarify the relative importance of each indicator in the evaluation system for the ideological and political teaching ability of university teachers, this article employs the Analytic Hierarchy Process (AHP) to calculate the weights of six primary indicators and seventeen secondary indicators. Through expert assignment, consistency testing, and matrix normalization, the weight distribution of each level indicator is finally obtained, as shown in "Table 2".

Table 2. Evaluation indicators and weights for ideological and political teaching competence

Goal Level	Criterion Level	Weight	Alternative Level	Weight
Ideological- Political Teaching Competence within the Curriculum	Fundamental Literacy in	0.1456	Ideological leadership literacy	0.1441
	Ideological and Political		Knowledge integration literacy	0.3770
	Teaching within the		Innovative teaching literacy	0.1312
	Curriculum		Emotional communication literacy	0.3478
	Competence in Identifying	0.3374	Ideological-Political Extraction Ability	0.5209
	Ideological and Political		Ideological-Political Integration Ability	0.4791
	Elements in the Curriculum		Textbook selection and development	0.1192
	Capacity for Developing	0.1827	Curriculum design and development	0.4871
	Resources for Ideological and		Teaching resource development and	0.3937
	Political Education		utilization	
	Ability to Organize and Deliver		Instructional design competence	0.5467
	Ideological and Political	0.1013	Classroom implementation competence	0.3034
	Instruction		Teaching monitoring ability	0.1499
	Capability for Continuous		Lifelong learning competence	0.5046
	Improvement in Ideological		Teaching competence	0.2853
	and Political Teaching	0.0780	Research competence	0.2101
	Competence in Evaluating		Self-evaluation of professional development	0.6753
	Ideological and Political		Teacher evaluation of student development	0.3247
	Education in Teaching			

7. WEIGHT ANALYSIS OF THE EVALUATION INDICATORS FOR TEACHING COMPETENCE IN IDEOLOGICAL AND POLITICAL EDUCATION WITHIN THE CURRICULUM

From the perspective of the goal level, "Competence in Identifying Ideological and Political Elements in the Curriculum" serves as the highest-level objective of the evaluation system. To achieve this objective, six first-level indicators have been established. Among them, "Competence in Identifying Ideological and Political Elements in the Curriculum" holds the highest weight (0.3374), indicating that, in the experts' view, this dimension is the most critical in teachers' ideological and political teaching. Within this dimension, the sub-indicators "Ideological-Political Extraction Ability" (0.5209) and "Ideological-Political Integration Ability" (0.4791) are relatively well-balanced in terms of weight. This suggests that teachers' abilities to both identify and integrate value points related to ideological and political education during content design are of great importance.

Next in importance are "Capacity for Developing Resources for Ideological and Political Education" (0.1827) and "Capability for

Continuous Development in Ideological and Political Teaching" (0.1550). The former emphasizes teachers' abilities in organizing teaching resources, developing case studies, and integrating digital materials. At the same time, the latter focuses on teachers' ongoing learning, as well as their competence in teaching research and academic inquiry. Among the sub-indicators, "Curriculum Design and Development" (0.4871) and "Teaching Resource Development and Utilization" (0.3937) are regarded as key components within the domain of resource development.

The weight of "Fundamental Literacy in Ideological and Political Teaching" is 0.1456. Among its sub-dimensions, "Ideological Leadership Literacy" (0.3770) and "Emotional Communication Literacy" (0.3478) together account for more than 70% of the total, indicating that the teacher's role in value transmission—both in terms of political-ideological stance and teacher-student interaction—is highly emphasized.

The weight of "Ability to Organize and Deliver Ideological and Political Instruction" is 0.1013. Although relatively lower compared to other dimensions, its internal structure remains practically significant. Notably, "Instructional Design Competence" ranks highest within this

category (0.5467), highlighting the importance of systematic planning in instructional design.

"Competence in Evaluating Ideological and Political Education in Teaching" has the lowest overall weight (0.0780). However, within this dimension, "Self-Evaluation of Professional Development" holds a significantly higher weight (0.6753) compared to "Evaluation of Student Development" (0.3247), reflecting a greater emphasis in current teaching practice on the formative assessment of teachers' professional growth.

Overall, this evaluation system encompasses the entire process, from teaching philosophy to teaching behavior, from teaching resources to reflective evaluation, in terms of indicator setting. It reflects the experts' judgments and consensus on the core competencies of ideological and political education through the allocation of weights. It has strong explanatory power and practical guidance value.

8. CONCLUSION

As an essential path to achieve the fundamental task of cultivating morality and talents, ideological and political education in courses has become a core issue in the reform of higher education and teaching in the new era. As a central driver in the implementation of ideological and political education within the curriculum, teachers' instructional competence plays a pivotal role in shaping the quality and effectiveness of such educational initiatives. To systematically and scientifically evaluate the ability performance of university teachers in ideological and political education, this article takes the entire teaching process as the logical mainline, constructs a curriculum ideological and political education ability evaluation index system that includes 6 primary indicators and 17 secondary indicators, and uses Delphi method and Analytic Hierarchy Process to optimize and confirm the weight of the indicators, forming a clear structure, rigorous logic, and comprehensive content evaluation system.

The research findings indicate that "Competence in Identifying Ideological and Political Elements", "Capacity for Developing Resources for Ideological and Political Education", and "Capability for Continuous Improvement in Ideological and Political Teaching" constitute the core dimensions of college teachers' ideological and political teaching competence. This reflects the

high priority placed on content integration and value-oriented guidance in current educational practice. Moreover, the established indicator system provides a practical reference for universities in areas such as teacher training, performance evaluation, and monitoring teaching quality. It also provides a theoretical foundation for future studies in empirical applications, dynamic indicator updates, and interdisciplinary adaptations.

Future research could conduct empirical validation across a broader range of academic disciplines and teacher samples, and further enrich the evaluation methods and application scenarios by integrating approaches such as big data analysis and student-centered assessments. This would contribute to the continuous improvement of quality assurance mechanisms for ideological and political education in universities, promoting a shift from "concept implementation" to "effectiveness enhancement."

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