

Study on the Construction of Assessment System for the Effectiveness of Civic and Political Education of College Students Based on Regression Analysis

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Abstract: Curriculum Civics has had a great impact on the ideological and political education work of Chinese college students, and with the development of economy and network, the ideological and political education of college students is also facing unprecedented opportunities and challenges. This paper draws on the method of disciplinary assessment of colleges and universities, combines qualified evaluation and typical evaluation methods, and collects the evaluation of the effectiveness of college students' ideological and political education work at the macro level. At the same time, the evaluation is specific to a single evaluation of college students' ideological and political work, and the evaluation index system of ideological and political education work is constructed. Through the least squares regression method, the influence of each variable in the index system on the effectiveness of college students' ideological and political education work is examined. The indicators of ideological and political literacy of college students, learning and working ability of college students, professional ability of counselors, self-adjustment ability of counselors, and value recognition of counselors are significantly positive at 1% level, and the indicators of physiological and mental health development of college students are significantly positive at 5% level, indicating that these variables have a significant impact on the effectiveness of the work of college students' civic and political education. Compared with 2020, the evaluation value of a university's work on college students' civic and political education in 2022 increased by about 10.18%, indicating that the quality of the university's work on civic and political education has steadily improved.

Keywords: typical evaluation; least squares regression; civic and political education work; work effectiveness assessment

1. Introduction

Education is the most basic livelihood cause in society, which is related to the prosperous development of the country and the nation at present and the long-term development in the future, and in the new ecology of education with the fundamental task of establishing moral character, Civic and political education, as a key link in the implementation of the fundamental task of establishing moral character, has the importance that can not be ignored and is irreplaceable [1-3]. Evaluation of the effectiveness of Civic and Political Education can not only effectively assess its organization and implementation, but also provide a guiding path to improve its effectiveness [4-5]. Regression analysis is a statistical method to deal with the interdependence between two or more variables, through regression analysis can get some kind of functional relationship between variables, so that the optimal solution of equilibrium can be calculated [6-7]. This method can help researchers to deeply explore the key factors affecting the effectiveness of the work of Civic and Political Education, study how to improve the learning effect, classroom interactivity and ideological and political identity of students in the teaching process, and provide theoretical support and practical paths for colleges and universities to improve the teaching of Civic and Political Classes and enhance the ideological and political identity of students [8]. Introducing data analysis into the evaluation of educational effect can make up for the shortcomings of



traditional educational effect evaluation, improve the accuracy of evaluation, meet the needs of personalized education in the new era, and conform to the development trend of educational reform [9-10].

In the last two decades, the development of regression analysis has been gradually systematized and its application to the evaluation of educational work has become more and more widespread [11-12]. Al-Maamari, in order to investigate whether the factors of teachers, courses and students influence students' evaluation of teachers' teaching quality, conducted a multiple regression analysis in two large-scale foreign language courses in the Sultanate of Oman, and the study found that the proposed factors on the ratings of the quality of teaching and the rate of response showed very low bias [13]. Ramackers et al. investigated data on teacher performance, student self-perception, and organizational structure in pathology bedside teaching, and identified relevant factors affecting teaching effectiveness through multiple regression analysis to provide targeted advice for optimizing pathology bedside teaching [14]. Ma et al. designed a multimodal teaching quality evaluation method for hybrid education based on stepwise regression analysis, which is highly sensitive and specific to the relevant data and improves the accuracy of the evaluation of teaching quality, and the evaluation data obtained from the resulting model can be used as a reference basis for the adjustment of school curricula [15]. Using a linear regression analysis model, Baran et al. concluded that teacher education strategies showed positive correlation with pedagogical content knowledge, and that the quality of teaching could be improved through the positive effect of educational strategies such as modeling quality teaching and reflecting on teaching on teachers' pedagogical content knowledge transfer [16]. Zhao et al.'s study explored how virtual reality technology can improve the teaching effect of anatomy, and they crawled five databases of relevant information and constructed a meta regression model based on the indicators of students' test scores and satisfaction as a way to get the correlation between data indicators [17]. In addition, Sun et al. established a predictive regression model for physical education test score evaluation, and quantified the test score indicators through the multiple linear regression method, which can be used to predict the ranking of students' performance, and at the same time explored the teaching path based on the students' learning effect [18].

There is still a lack of in-depth empirical research on the specific application of regression analysis method in the Civics class and its impact on teaching effect, and the evaluation about the effectiveness of Civics education is mostly unfolded by using the fuzzy evaluation and multilevel analysis methods [19-20]. Li obtains the Civics classroom's teaching situation through random sampling, integrates the evaluation indexes with the effect similarity to the information, and then utilizes the probability density feature to carry out the Civics theoretical classroom effect evaluation, and this method effectively improves the accuracy of teaching effect [21]. Shuang designed an evaluation index system based on the quality of Civic and political education, and for the problems existing in the evaluation of the quality of Civic and political education, the fuzzy comprehensive evaluation method was used to solve them perfectly, and the effectiveness of the method used in the teaching evaluation experiment was verified [22]. Wan explored the evaluation method of the teaching effect of online Civic and political education, and the evaluation of the online learning atmosphere and the teaching effect by using the hierarchical analysis method revealed that Most of the students were satisfied with the online classroom's interactivity, classroom discipline and other indicators, which accurately obtained the students' attitudes towards the online classroom of Civics and Politics [23]. Xue used particle swarm optimization algorithm to build a group consciousness behavior model for college students, and introduced positive and negative incentives into the model to prompt college students to enter the best state of consciousness, which can put the overall process and effect of the work of Civic and Political Education through the analysis of students' consciousness [24]. Ren et al. designed a set of assessment scales about teaching quality and student satisfaction, and explored the relationship between them with structural equation modeling and qualitative interviews, and they found that the quality of Civic Education directly affects student satisfaction and teaching effectiveness [25]. Tian proposed a teaching evaluation model based on supervised learning, and established a relevant database for real-time updating of the evaluation model, which proved the effectiveness of the model in evaluating the teaching effect of Civics and Political Science through simulation tests, and met the real demand for evaluable Civics and Political Science teaching content in colleges and universities [26].

This paper is oriented to solving practical problems and evaluating the effectiveness of college students' civic education work in a hierarchical way based on the actual situation of civic education in colleges and universities, starting from both macro and micro aspects. It clarifies the evaluation principles, determines the constituent elements, selects the primary and secondary indicators, and amplifies the weights of each indicator to construct a complete evaluation index system of the effectiveness of college students' civic and political education. The correlation between the indicators is analyzed first, and then the least squares regression is used to more accurately test the influence of each

variable on the effectiveness of college students' civic and political education work. The results of the data from the actual research and the expert rating method were synthesized, and based on these data, in-depth analyses were conducted to obtain the results of the effectiveness and satisfaction of students' civic and political work.

2. Ways and means of evaluating the work of university students in civic and political education

The evaluation of the work of college students' civic education is a huge systematic project, which is not an assessment of the work of a certain group or a certain department in the university, but an overall evaluation of the implementation of the work of civic education in the whole university, involving different groups and departments in the university. Since the young students trained in colleges and universities are ultimately going to be scored by the society, the evaluation of the social work of ideological and political work in colleges and universities is also very important, and the introduction of a social third party to actively participate in the evaluation can increase the objectivity of the evaluation.

Based on the above analysis, this paper argues that the ways and means of evaluating the work of college students' civic and political education should not be done in one go, but should be evaluated in a hierarchical manner according to the actual situation and oriented to solving the actual problems.

2.1. Macro level

As far as the macro level is concerned, it is necessary to combine the regular process evaluation with the final comprehensive evaluation, to combine the self-evaluation and mutual evaluation within the departments and lines, to combine the internal evaluation of the universities with the external evaluation (the external evaluation here includes the evaluation from the higher authorities as well as the evaluation from the third party of the society), and also to draw on the ways and means of the disciplinary evaluation of the universities, to combine the qualified evaluation with the typical evaluation, and to combine the evaluation with the typical evaluation of the universities. At the same time, it also draws on the ways and means of university discipline evaluation to combine qualified evaluation with typical evaluation.

2.2. Micro level

Specifically for a specific single evaluation of the work of ideological and political education of college students, on the basis of sorting out the relevant elements affecting the effectiveness of the work of ideological and political education of college students in this evaluation system, we should screen the key factors, condense the effective impact indicators, and construct the evaluation index system for the work of ideological and political education of college students in this evaluation system.

2.2.1. Designing an evaluation indicator system

Existing studies generally believe that the basic factors affecting the effectiveness of civic education are “three elements”, “four elements”, “six elements”, etc. This paper chooses the more commonly used “four elements”. In this paper, we choose the “four elements” which is more commonly used at present, and we think that the factors affecting the effectiveness of college students' civic education mainly come from four aspects: the main body of civic education, the object of civic education, the medium of civic education and the environment of civic education. Accordingly, the evaluation index system of college students' civic education work is constructed, as shown in Figure 1.

The evaluation index system in Figure 1 is a two-layer evaluation structure: the first layer is the target layer, i.e., the effectiveness of college students' civic education, which is represented by A. The second layer is the criterion layer, which includes the influence of the students' civic education. The second layer is the criterion layer, including four indicators affecting the effectiveness of college students' civic education work: the subject of civic education, the object of civic education, the medium of civic education, and the environment of civic education, which are indicated by B1, B2, B3 and B4 respectively. In specific practice, the third layer can also be continued to be constructed according to the actual situation, which is composed of various elements affecting the subject of civic education B1, the object of civic education B2, the medium of civic education B3 and the environment of civic education B4, respectively. By analogy, the construction of the fourth layer can also be involved.

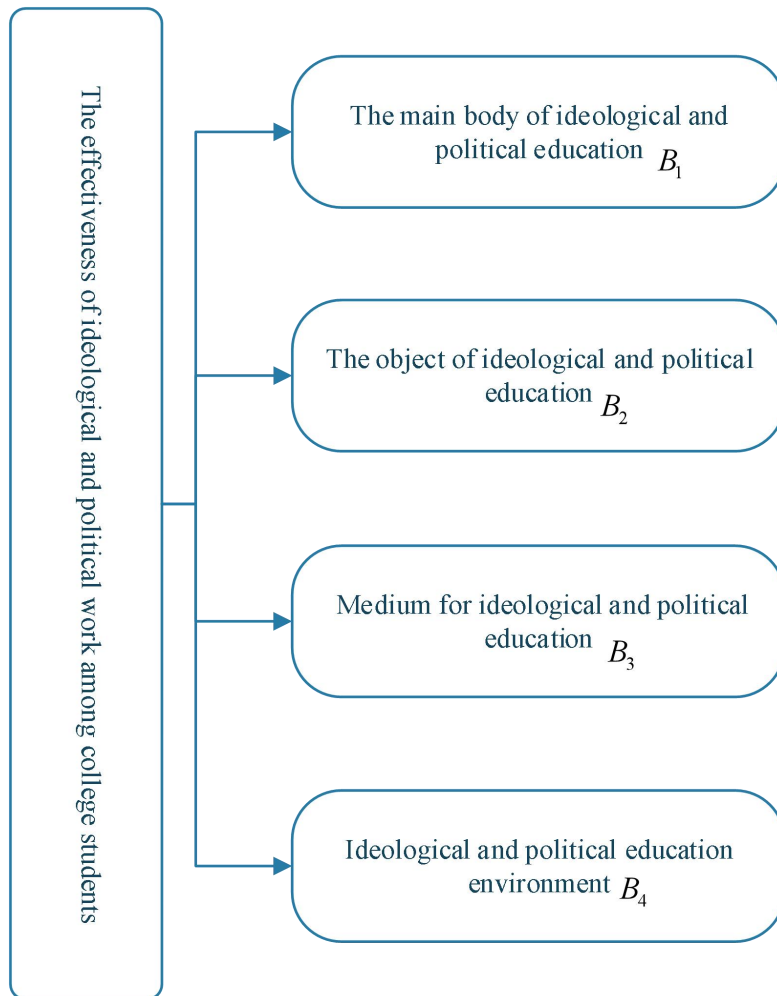


Figure 1. Evaluation Index System for Ideological and Political Education of college students.

2.2.2. Treatment of evaluation indicators

In accordance with the requirements of the comprehensive evaluation of multiple indicators, the treatment of the actual values of the evaluation indicators should be routinely categorized according to the attributes of the indicators: quantitative indicators are processed dimensionlessly to facilitate comparison, and qualitative indicators are first processed quantitatively.

2.2.3. Determination of indicator weights

Each evaluation index reflects different perspectives and contributes differently to the effectiveness of college students' ideological work, so it has different importance in the evaluation system, and it is necessary to give greater weight to the relatively important indexes. At the same time, it is necessary to give greater weight to the relatively important indicators. At the same time, the indicators that can reflect the superiority or failure of the effectiveness of the work in a more intuitive and clearer way should be emphasized and given a greater weight.

2.3. Evaluation of the effectiveness of university students' civic and political education work

2.3.1. Indicator system for assessing the effectiveness of university students' civic and political education work

The process of constructing the index system for evaluating the effectiveness of college students' work can be divided into four steps: the first step is to clarify the evaluation principles and determine the constituent elements; the second step is to select the primary and secondary indexes based on the actual work; the third step is to assign the weights to the indexes; and the fourth step is to form the complete

index system, and apply it and test it in the work.

2.3.2. Design of estimated indicators

This study divides the indicators of college students' work effectiveness into two levels, with six first-level indicators, and under each first-level indicator, 19 second-level indicators are subdivided into 19 second-level indicators in combination with the actual content of the work, in order to constitute the college students' work effectiveness indicator system.

2.3.3. Determination of indicator weights

There are various methods for calculating the weights of indicators, such as AHP (hierarchical analysis method), Delphi (Delphi method) and so on. In this paper, we choose the expert scoring method, which is characterized by simple operation, strong intuition, and can take into account the quantitative calculation and qualitative analysis, and is applicable to any indicators. The process of determining the weights of the indicators based on the expert scoring method is as follows: firstly, a number of experienced managers are selected from the human resource department of the university to act as scoring experts. Secondly, based on the full understanding of the work content of college students, the expert group comprehensively grasps the specific meaning and practical significance of the 19 indicators. Based on the degree of influence of each indicator on the effectiveness of students' ideological education, each expert determined the weights of the indicators, and then publicized the results and made comparisons between them. For the indicators with large differences in weights, the experts exchanged opinions and made readjustments. Finally, a final indicator result is obtained. The index design of the evaluation system of the effectiveness of college students' ideological education is shown in Table 1.

Table 1. Indicators of the performance evaluation system of college students.

Target layer	Primary indicator	Secondary indicator
University college students thinking about the work of education (A)	College students' ideological and political accomplishment (B1)	Political literacy (C1)
		Ideal belief (C2)
		Patriotism (C3)
		Moral sentiment (C4)
	College students' ability to study and work (B2)	Knowledge system construction (C5)
		Literacy (C6)
		Innovative entrepreneurial ability (C7)
		Social practice ability (C8)
	College students' physical and mental health development (B3)	Physical development (C9)
		Psycho developmental maturity (C10)
	Counselor's career ability (B4)	The ability of ideological and political education (C11)
		Department of affairs (C12)
		New media ability (C13)
		Theoretical research ability (C14)
	The instructor's ability to adjust (B5)	Career planning (C15)
		Occupational burnout induction (C16)
	The value of the counselor is recognized (B6)	Professional identity (C17)
		Sense of employment (C18)
		Sense of belonging (C19)

3. Empirical analysis of the indicator system for assessing the effectiveness of university students' civic and political education work

3.1. Determination of Factors Influencing the Effectiveness of University Students' Civic and Political Education Work

3.1.1. Descriptive statistics

The survey object of this paper is for the party members of college students' party branches under the party committees and general branches of each college of a university. A total of 280 questionnaires were distributed, and 278 questionnaires were valid, with a recovery rate of 99.29%. In order to ensure the

comparability of the indicators, this paper standardizes the scores of the corresponding measurement items of each variable before adding them up. Table 2 shows the descriptive statistics of each variable. According to Table 2, it can be seen that the reasonable average value of the proportion of male and female students in the sample is 0.28, and overall, this survey sample is reasonable in the distribution of demographic characteristics.

Table 2. Descriptive statistics of variables.

/	Sample size	Minimum value	The 25% quantile	Median	Average	The 75% quantile	Maximum value	Standard
Effect	278	-21.43	-1.36	0.86	0	2.64	4.95	3.46
College students' ideological and political accomplishment	278	-6.46	-1.58	0.26	0	1.49	7.31	2.24
College students' ability to study and work	278	-16.61	-0.99	0.98	0	2.19	2.42	2.78
College students' physical and mental health development	278	-23.89	-1.48	0.95	0	2.16	3.93	3.68
Counselor's career ability	278	-8.63	-1.23	0.88	0	2.05	2.36	2.16
The instructor's ability to adjust	278	-6.85	-1.08	0.41	0	1.36	5.49	2.18
The value of the counselor is recognized	278	-5.54	-1.32	0.45	0	2.59	4.62	1.68
Gender	278	0	0	0	0.28	0	1	0.46
Professional category	278	0	0	0	0.35	1	1	0.45
Grade	278	1	1	2	1.87	2	3	0.68

3.1.2. Correlation analysis

After that, this paper uses R software to analyze the correlation of the samples, and Figure 2 shows the results of the correlation analysis, which demonstrates the correlation between the indicators. College students' ideological and political literacy, college students' learning and working ability, college students' physiological and psychological health development, counselors' professional ability, counselors' self-adjustment ability, and counselors' value identity are positively correlated with the effectiveness of college students' civic and political education construction, with correlation intervals ranging from 0.438 to 0.655, and the other demographic indicators do not show any obvious correlation with the effectiveness of civic and political education work.

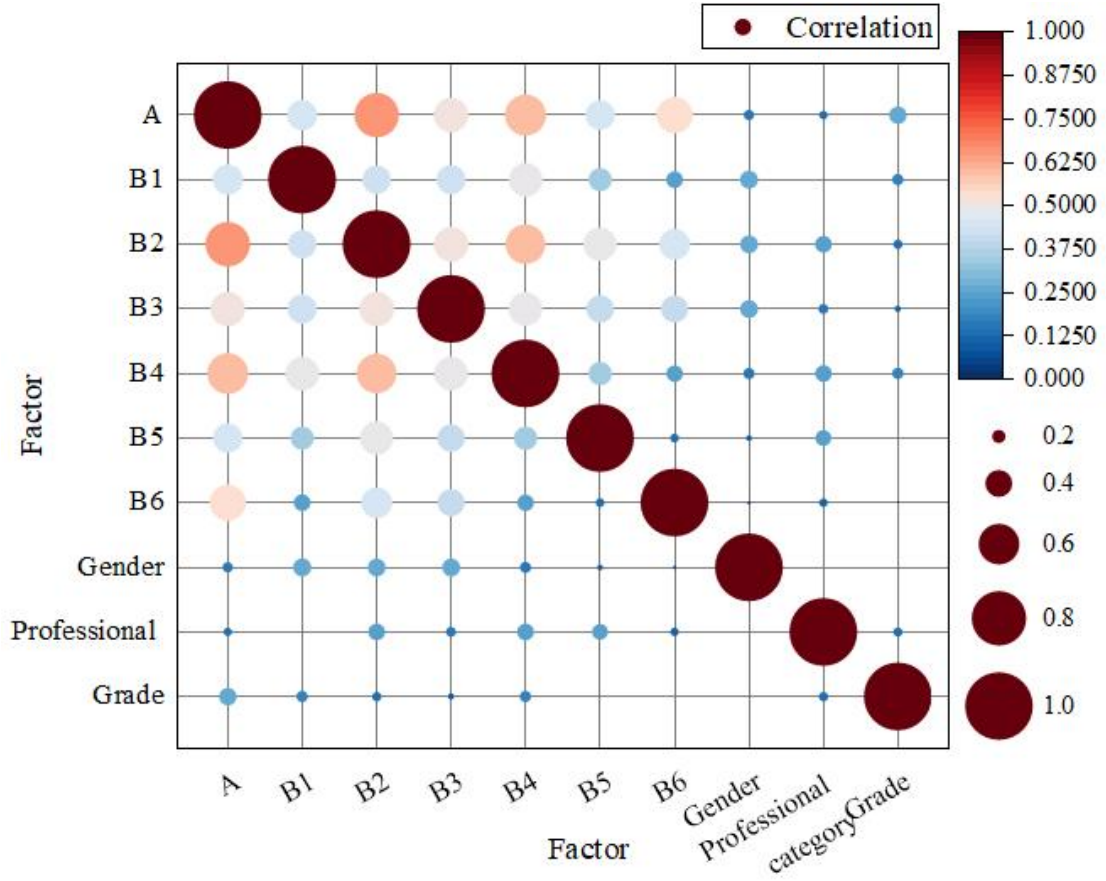


Figure 2. Correlation analysis results.

3.1.3. Regression analysis

In order to more accurately test the influence of each variable on the effectiveness of college students' civic education work, this paper sets the following model:

$$y = \alpha + \sum_{i=1}^9 \beta_i x_i + \varepsilon_i \quad (1)$$

where, y is the effectiveness of the construction of college students' ideological education, x_i is the first i level indicator, β_i is the regression coefficient of the first level indicator, α is the intercept term, and ε_i is the residual term. Least squares regression was used for estimation and the regression results are shown in Table 3 [27].

In column (1) of Table 3, demographic characteristics are not added, and the results show that the indicators of college students' ideological and political literacy, college students' ability to study and work, tutors' professional ability, tutors' self-adjustment ability, and tutors' value identity are significantly positive at the 1% level, and the indicators of college students' physiological and psychological health development are significantly positive at the 5% level, such results indicate that college students' ideological and political literacy, college students' learning and working ability, counselors' professional ability, counselors' self-adjustment ability, and counselors' value identity all have a significant impact on the effectiveness of college students' ideological and political education work, but the impact of college students' physiological and psychological health development is relatively weak. After adding demographic characteristics in column (2) of Table 3, it did not affect the above conclusions, the regression coefficient is small, and the P value is >0.05 , not significant. That is, college students' ideological and political literacy, college students' learning and working ability, counselors' professional ability, counselors' self-adjustment ability, counselors' value identity and college students' physiological and psychological health development still have a significant impact on the effectiveness of college students' ideological and political education work.

Table 3. The least squares regression analysis results.

/	Dependent variables: results (1)	Dependent variables: results (2)
Intercept term	0 (0.00)	0.215 (0.458)
College students' ideological and political accomplishment	0.325** (3.836)	0.348** (4.458)
College students' ability to study and work	0.421** (5.075)	0.428** (5.869)
College students' physical and mental health development	0.154* (2.495)	0.158* (2.344)
Counselor's career ability	0.496** (5.348)	0.448** (4.748)
The instructor's ability to adjust	0.248** (3.248)	0.269** (3.148)
The value of the counselor is recognized	0.269** (5.469)	0.369 (2.848)
Gender		-0.548 (-1.485)
Professional category		0.378 (0.012)
Grade		0 (0.012)
Observed value	280	280
AdjustR ²	54.254%	56.648%

Note: * P < 0.1, ** P < 0.05.

3.1.4. Impact factor covariance test

In order to verify the linear relationship between the dependent variable and multiple independent variables, the decision rule quoted by M arquardt, which is $VIF(1/tolerance)$, is used in this study. It is generally considered that when $VIF \geq 10$, multicollinearity between data can be recognized. The specific validation process is as follows, after processing the influence of basic data variables, this study established a model with the effectiveness of college students' ideological and political education as the dependent variable, and six variables such as college students' ideological and political literacy, college students' ability to study and work, college students' physiological and psychological health development, counselors' professional competence, counselor's self-adjustment ability, and counselor's value identity as the independent variables, and Table 4 shows the influence factor covariance test, the VIF values of the model's independent variables were 4.748, 5.593, 6.342, 5.299, 3.645, 5.269, all less than 10, it can be initially recognized that the problem of multivariate covariance between the data within the regression equation can be basically ignored.

Table 4. Linear test of influencing factors.

Model	Nonnormalized coefficient <i>B</i>	Common linear statistics <i>VIF</i>
Constants	3.048	/
Factor 1	0.248	4.748
Factor 2	0.048	5.593
Factor 3	0.086	6.342
Factor 4	0.318	5.299
Factor 5	0.189	3.645
Factor 6	0.248	5.269

3.2. Evaluation of the Effectiveness of Civic and Political Education for University Students

3.2.1. Robustness Tests

Since the selection of pilot majors is not random, there may be differences in student samples between different majors and classes, leading to the endogeneity problem of sample self-selection, in order to ensure the robustness of the empirical results, this study adopts the Propensity Score Matching (PSM) method, selecting students majoring in media marketing as the experimental group, and e-commerce majors as the control group, and making the control group and the experimental group individuals similar in terms of all characteristics except the independent variables, as a way to mitigate the bias caused by sample self-selection [28]. Firstly, we analyze the inter-group differences of the matched control variables to determine whether the matched data are suitable for the PSM method, and the results are shown in Table 5, except for the differences in college students' learning and working ability and college students' physiological and mental health development, the significance level of which is 0.018 and 0.039 respectively, there is no significant difference in other control variables, so the data can be tested for robustness based on the matched sample data. After the sample data for robustness analysis.

Table 5. Analysis of the differences between groups of control variables after matching.

Type	Mean		T test	
	Experimental group	Control group	Standard deviation	P
College students' ideological and political accomplishment	19.528	19.245	3.185	0.948
College students' ability to study and work	60.415	6.018	3.248	0.018
College students' physical and mental health development	1.2496	1.248	0.468	0.039
Counselor's career ability	1.458	1.625	1.196	0.087
The instructor's ability to adjust	3.846	3.596	0.084	0.269
The value of the counselor is recognized	1.118	1.148	0.348	0.569

The double difference model was used again for the matched variables to test the impact of the Civic and Political Education work on students' learning effectiveness, measuring both the Civic and Business points. The robustness test of the impact of the Civic and Political work on students' learning effectiveness is shown in Table 6, Model (2) reports the regression results of the matched samples, and it was found that students after the implementation of the curriculum's Civic and Political education work still have a significant increase in the quality of their political ideology ($\beta=3.744$, $P<0.05$), and the results are robust. Similarly, model (4) shows that there is still a significant positive effect of curriculum ideological education work on students' business quality ($\beta=5.632$, $P<0.01$), further verifying the reliability of the results.

Table 6. Robustness test.

Type	Business integral			
	Model 1	Speculative integration	Business integral	Business integral
College students' ideological and political accomplishment	0.042** (0.068)	0.085 (0.078)	0.125 (0.119)	0.378** (0.158)
College students' ability to study and work	1.798** (1.859)	-0.844 (1.798)	2.932 (3.248)	3.248 (3.069)
College students' physical and mental health development	0.958** (0.439)	0.569 (0.458)	-1.836** (0.798)	-1.895** (0.725)
Counselor's career ability	0.458** (0.184)	0.096 (0.248)	0.518* (0.348)	0.924** (0.426)

The instructor's ability to adjust	0.165**	-0.485*	0.348	0.486
	(0.322)	(0.248)	(0.532)	(0.569)
The value of the counselor is recognized	0.526**	0.139	1.648	1.245
	(0.548)	(0.544)	(1.042)	(0.935)
T		-0.155		-4.136**
		(0.748)		(1.245)
D		-0.254		-5.748**
		(0.565)		(0.969)
D*T		3.744**		5.632**
		(0.815)		(1.439)
cons	1.155	18.136	31.598	26.425
	(12.093)	(11.196)	(21.096)	(20.169)
N	280	280	280	280
R ²	0.083	0.345	0.039	0.299

Note: * P < 0.1, ** P < 0.05.

3.2.2. Evaluation of Civic Education Work

The comprehensive use of actual research and expert scoring methods to obtain detailed basic data, and based on these data for in-depth analysis, Figure 3 shows the results of the calculation of the data of the evaluation index of the ideological and political education work. Using the normalization model $S = Z_i W_i$, the evaluation value of a university's ideological and political education work in the three years of 2020-2022 was calculated and obtained, which was 0.708, 0.7599, 0.7801, respectively, and the results showed a trend of increasing year by year. In particular, compared with 2020, the evaluation value in 2022 increased by about 10.18%, which indicates that the quality of the ideological and political work of the college has been steadily improving and the work has been effective.

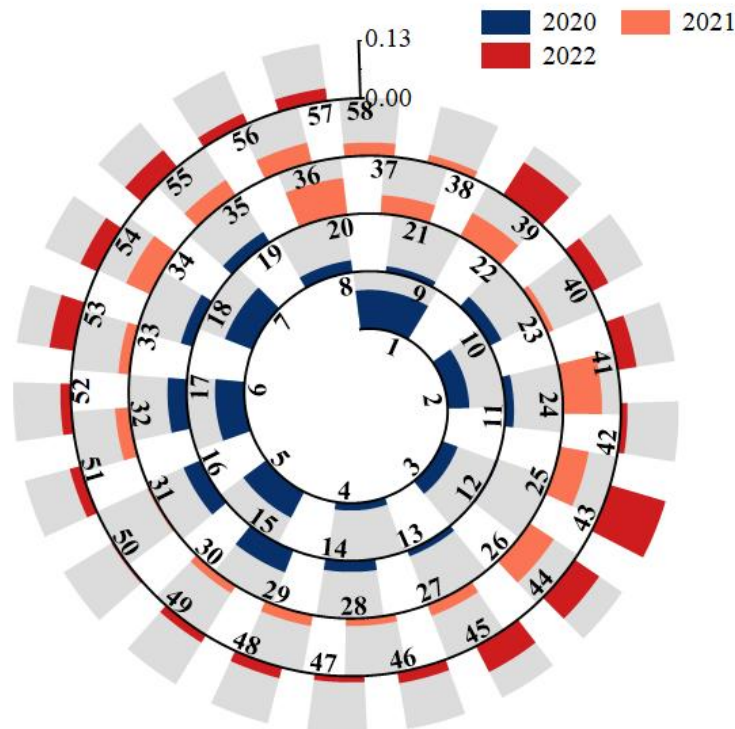


Figure 3. The results of the evaluation index of the education work evaluation index.

3.2.3. Satisfaction with evaluation results

Figure 4 shows the evaluation results of work quality, however, although the evaluation value of a university in 2 aspects of ideological and political work management system and work satisfaction increased during 2020-2022, the increment is relatively small, the increment of the two is 0.0633 and 0.104 respectively. this indicates that the college should further strengthen the management and system innovation of ideological and political education work, and Increase efforts to improve the professional ability and service level of the ideological and political workforce. Therefore, in order to better meet the needs of students, in the future, colleges should take students' perspectives as the starting point, stimulate students' interest in learning, and pay more attention to the improvement of service quality while doing a good job in students' ideological and political education work, so as to improve the satisfaction of ideological and political work.

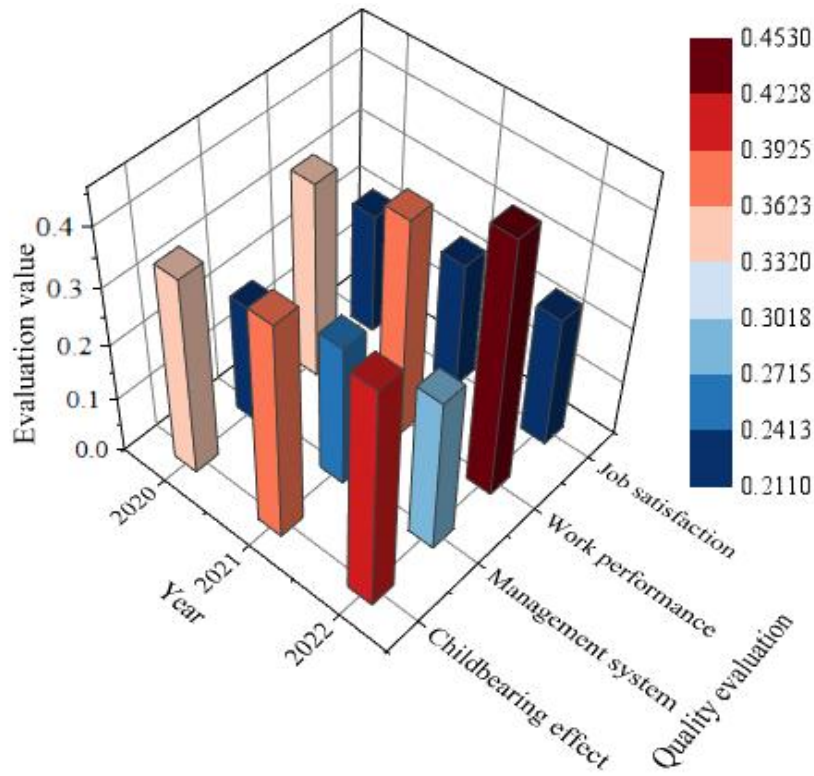


Figure 4. Evaluation of work quality.

4. Conclusion and outlook

4.1. Conclusion

In this paper, the key elements affecting the effectiveness of college students' civic education are sorted out from the macro and micro levels, and the assessment system of the effectiveness of college students' civic education is constructed based on the expert scoring method. Least squares regression analysis is used to test each index element, and then the evaluation value of the work of civic and political education is calculated through the normalization model to assess the satisfaction of the work of civic and political education.

The six elements of the model for evaluating the effectiveness of civic education constructed in this paper are all significantly positive at the 5% level, indicating that all six elements have a significant impact on the effectiveness of college students' civic education. The evaluation values of a university's civic education work in 2020-2022 are 0.708, 0.7599, 0.7801, respectively, and the results show a yearly increasing trend, with the rate of increase in the three-year period reaching 10.18%, indicating that the quality of the work of college students' ideology and politics is steadily improving, and the work is effective.

4.2. Outlook

However, the evaluation value of the two aspects of the management system and job satisfaction of the Civic and Political work of a university during the period of 2020-2022 increased by 0.0633 and 0.104 respectively, which is a relatively small increment, therefore, the college should make more efforts to improve the professional competence and service level of the political workforce, and to further improve the students' satisfaction with Civic and Political learning. Meanwhile, the data in this paper are all from a certain university, which has certain limitations, and the level of students' Civic and Political education and cognitive level of different colleges and universities differ to a certain extent. In addition, Civic and political education is a continuous work, but also a regular task with the times, and its evaluation indexes and influencing factors will change with the changes of the external environment, so it needs to be paid attention to continuously. The improvement of the effectiveness of the implementation of Civic Politics in the curriculum requires the strengthening of the evaluation of the effectiveness of the implementation of Civic Politics in the curriculum and the construction of the evaluation index system. In addition to constructing an evaluation index system from the perspectives of schools, teachers, majors, and courses, as the main recipients of ideological and political education in courses, it is more credible and constructive to build an evaluation index system from the perspective of students. From the lowest reaction level to the highest result level, it progresses from simple to complex, with both paths and goals, ensuring that ideological and political education in courses does not merely remain at the level of perception and understanding. More importantly, it should influence students' thoughts and behaviors, enabling them to truly grow into builders and successors of socialism. And students' classroom engagement, sense of learning goals, learning self-regulatory behaviors, learning interactive behaviors, and self-efficacy provide more targeted solutions to improve the quality of the construction of course civics.

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