Retraction

Retracted: Construction and Evaluation Method of Key Indicators of Moral Character and Political Concept Education of Undergraduate Pupils Based on CIPP Model

This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

1. Discrepancies in scope
2. Discrepancies in the description of the research reported
3. Discrepancies between the availability of data and the research described
4. Inappropriate citations
5. Incoherent, meaningless and/or irrelevant content included in the article
6. Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article’s content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

In addition, our investigation has also shown that one or more of the following human-subject reporting requirements has not been met in this article: ethical approval by an Institutional Review Board (IRB) committee or equivalent, patient/participant consent to participate, and/or agreement to publish patient/participant details (where relevant).

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

References

Research Article

Construction and Evaluation Method of Key Indicators of Moral Character and Political Concept Education of Undergraduate Pupils Based on CIPP Model

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It has always been our party’s fine tradition to focus on moral character and political concept education for undergraduate pupils. Since the founding of the Communist Party of China, the moral character and political concept education of undergraduate pupils has been attached great importance, no matter when the moral character and political concept education of undergraduate pupils in the primary position of education. With the development of modernization, the moral character and political concept education system of undergraduate pupils is quite different from the traditional system, so how to evaluate the moral character and political concept education of undergraduate pupils more accurately and fairly requires more suitable evaluation methods and key indicators. Today’s higher education is dominated by a pragmatic view, and one of its main goals is to produce pupils who contribute to society. The importance of which will need to practice, thus combining the domestic and foreign education view, and the specific ideological education present situation, we put forward the practice of the key indicators, based on the CIPP model built which is suitable for the modern undergraduate pupils’ ideological education evaluation system method; the results show that the presented evaluation method and undergraduate pupils’ ideological education level fit are 15% higher than the traditional methods, and it has stronger accuracy and fit degree.

1. Introduction

Moral character and political concept education of undergraduate pupils affects their world outlook, outlook on life, values, and political relations and is crucial to the development of a country. Ideological and political education is an important way to cultivate the humanistic quality of college students. From the current situation, the ideological and political education of college students in China is facing many new problems and challenges, and there are still many weak links, which require educators to carry out ideological and political education in combination with the characteristics of the times. Ideological and political education is the need of social progress. Therefore, successive Chinese leaders have clearly stated the importance of moral character and political concept education of undergraduate pupils [1]. Comrade Mao Zedong has clearly pointed out that ideological and political work is not only the work of one department, nor the work of a collective, but requires the coordination and cooperation of all departments, especially the moral character and political concept education of undergraduate pupils from top to bottom, which should be started from schools and education [2]. Comrade Deng Xiaoping has also pointed out that undergraduate ideological and political work is not only necessary for people in the education department to carry out publicity and implementation, but also for units and organs of each local government to conscientiously carry out work from the grassroots level [3]. General Secretary Xi Jinping once proposed at the National Undergraduate Ideological and Political Conference that the development of moral character and political concept education in undergraduates and universities is largely related to the ideological level of undergraduate pupils. He proposed that in the process of carrying out ideological education in undergraduates and universities, the most fundamental problem is to realize the key issues of
what kind of people moral character and political concept education can cultivate, how moral character and political concept education can cultivate people, and for whom moral character and political concept education is for cultivation [4]. It can be seen that the moral character and political concept education of undergraduate pupils has always been the key of undergraduate education in China. But in recent years, with the development of economic globalization and the Internet, social changes are subtly affecting people’s values, especially undergraduate pupils who have just gone through the undergraduate entrance examination and are curious about everything in the society. Without proper moral character and political concept education, undergraduate pupils are likely to fall into incorrect three views (Lu M et al. 2021) [5]. For example, the development of the Internet makes the whole society in a state of fast rhythm; people can easily find the gap between themselves and others and then have a state of anxiety, and this state of mind is easy to lead people to have a vicious circle of anxiety or the worship of money and other bad ideas and political views. This situation needs to be optimized and improved by our ideological and political workers. Therefore, the majority of ideological and political workers need to adjust the training ideas of ideological education, and put forward countermeasures to solve the measurement standard 1 [6].

Through consulting a large number of materials, we find that foreign scholars put forward studies on practical education as early as the mid-nineteenth century, and the American educationalist John Brubaker once pointed out clearly that the goal of higher education is to cultivate more useful people for the society [7]. As soon as this goal was put forward, it was widely accepted by the American educational community, and it also influenced the Japanese focus on achieving education. Similarly, a similar theory has been put forward in Britain, which focuses on pupils’ sociability and ability. There are no special reasons for countries to pay attention to practice. On the one hand, practice is the extension and sublimation of traditional classroom education; on the other hand, it is also the concrete embodiment and training mode of moral character and political concept education of undergraduate pupils. In the end, undergraduate pupils will go out of the society to carry out the transformation from theory to practice. In the process of concrete practice, their outlook on life, world outlook, values, and politics are reflected in detail. Therefore, the role of practice should also be taken into consideration when evaluating moral character and political concept education of undergraduate pupils [8]. Nowadays, China’s political and ideological ideas have always been guided by “people-oriented,” which has been reflected in the construction of major colleges and universities. The ideological and political education of college students must reflect the practical value and the significance of national construction and development. Therefore, it is necessary to make a systematic analysis of the research on the construction of ideological and political education of college students in China from the perspective of reality and guided by practical education. However, there is no practice in the key indicators or evaluation methods of moral character and political concept education of undergraduate pupils, so we believe that the existing evaluation system and methods are not suitable for modern moral character and political concept education of undergraduate pupils. Therefore, based on this background, this paper analyzes the main indicators and evaluation system status of moral character and political concept education for undergraduate pupils and builds an evaluation system for the key indicators (practices) of moral character and political concept education for undergraduate pupils based on CIPP model, so as to evaluate the top-notch talents who truly meet the standards of moral character and political concept education.

2. Related Work

The performance evaluation of moral education in colleges and universities refers to the comprehensive evaluation of the role of moral education and ideological and political work in improving the ideological and moral quality of college students and the degree of achievement of performance goals by using certain evaluation methods, quantitative indicators, and evaluation standards. In fact, some scholars have pointed out the shortcomings of the existing evaluation indexes and evaluation methods of moral character and political concept education for undergraduate pupils in China. In 2013, Professor Lu Tiecheng pointed out that the existing evaluation system of moral character and political concept education could not meet the needs of top-notch innovative talents in combination with China’s requirements for top-notch innovative talents. At the same time, it is suggested that both public and private schools should not only improve the teaching quality or school characteristics, but also devote more energy to moral character and political concept education, change education ideas, and cultivate pupils’ practical ability, so as to cultivate good ideological and political views from practice [9]. Similarly, in 2016, Professor Yang Deguang also systematically summarized the current situation of moral character and political concept education in China and put forward corresponding suggestions for improvement. Professor Yang first clearly pointed out that the current defects in talent cultivation in China are mainly reflected in the system and system of moral character and political concept education. Universities need to export top-notch innovative talents to society in all aspects, especially moral character and political concept education, which meet the standards. Therefore, we need to improve the existing moral character and political concept education evaluation system as soon as possible, so as to avoid it becoming a barrier for cultivating top-notch innovative talents [10]. Although the above professors found the key problems existing in the moral character and political concept education of undergraduate pupils in China, they only exposed the problems and did not give specific solutions to the problems. In 2020, Wang Lin et al. constructed an evaluation system of moral character and political concept education suitable for research universities in view of the special role of moral character and political concept education in innovative talents, which improved the evaluation quality of moral character and political concept education for
graduate pupils to a certain extent [11]. However, the algorithm is based on the evaluation of graduate pupils, who have a better understanding of life, social, and world outlook than undergraduate pupils. Therefore, the quality and depth of moral character and political concept education of graduate pupils are better than that of undergraduate pupils. In order to ensure the moral character and political concept education level of most undergraduate pupils who directly enter the society after graduation, we still need to build a set of moral character and political concept education evaluation model suitable for undergraduate pupils. However, we can get inspiration from the research algorithm of Wang Lin et al.; Wang Lin et al used analytic hierarchy process based on CIPP model to determine the weight of indicators, so as to ensure the evaluation quality of graduate moral character and political concept education to the greatest extent. Therefore, we can take this as a reference and improve the corresponding evaluation system and methods by constructing key indicators such as practice on this basis.

The CIPP evaluation model was put forward by the American scholar Stavelbeam in 1967 on the basis of Taylor’s reflection on behavioral goal model and is often called decision-oriented or ameliorative-oriented evaluation model. This model is a kind of evaluation model which is mainly used to define or improve certain performance in the evaluation process, and it changes the status of certain performance that is defined or improved in the evaluation process from “proof” to “improvement.” The three purposes of educational evaluation are as follows: (1) it can guide how to make decisions, provide records of teaching effectiveness verification, and increase the understanding of evaluation phenomena. (2) It is pointed out that evaluation is not an event, but a process, which includes four steps of delimitation, acquisition, provision, and application of information: (3) Both narrative and judgmental information are applicable to educational evaluation and help to improve the evaluation object.

The CIPP model consists of four core assessment activities: composition of context evaluation, input evaluation, process evaluation, and product evaluation (Liang R et al. 2022) [12]. The CIPP model takes its name from the initials of these four core assessment items. Stavelbeam proposed that the CIPP’s primary schools would be able to measure educational outcomes from a broader perspective, not just using static indicators to demonstrate achievement but using dynamic indicators to continuously improve programs. Similarly, although we have achieved the evaluation goal, the superior evaluation goal is in a process of dynamic change, so we cannot explain that this indicator is applicable to the field of education [13]. Chinese educators have also conducted relevant studies based on CIPP model. Chen Jie, Liu Qiuhua, and others have systematically expounded the advantages of CIPP model. Before this, Taylor evaluation model was still the most widely used evaluation model in the education industry. This systematic exposition makes more people know CIPP model which is better in data ductility, flexibility, and summability. Luo Zhe and Yi Yanling et al. introduced CIPP model into the training and management of civil servants in China, making the effectiveness and accuracy of the assessment of civil servant training evaluation results from various aspects and dimensions [14–16]. Lin Feng and Mao Naijia et al., based on CIPP evaluation model, introduced Cauchy’s inequality to evaluate teacher training results. On the basis of previous analysis, Jiang Guoyong et al. evaluated the current situation of talent cultivation for undergraduate pupils in China through CIPP model and provided directions for the improvement of major problems, which promoted the all-round development of talent cultivation in China. Liu Bei et al. constructed a set of evaluation system applicable to police academies based on CIPP model, which further proved the empirical research on undergraduate student education evaluation system and laid a theoretical foundation for the subsequent evaluation system [17, 18].

3. Method

Before using CIPP model to build the evaluation system of moral character and political concept education for undergraduate pupils, we need to understand the indicators involved in the evaluation. The main research methods used in this paper are literature research. Through sorting out the relevant literature of the evaluation method of moral character and political concept education of undergraduate pupils based on CIPP model, the current research status and progress are sorted out, and then the innovation points and research results of this paper are proposed on this basis. Model analysis is the main method to establish the evaluation system of moral character and political concept education for undergraduate pupils in this paper. The advantage of model analysis is that it can quickly simplify the complex problems and at the same time make the abstract problems concrete. Of course, modeling is not only applicable to large systems, even a very small application. We can model and benefit from modeling. However, the larger the software, the more complex the functions, the less clear the business, which hinders the thinking and efficiency of software developers. In this case, the more important is for us to use modeling. A very simple reason is that we cannot understand a very complex and huge software project, so we need to model it. In this paper, the CIPP model is used to simplify the evaluation of moral character and political concept education of undergraduate pupils. On the basis of analyzing the key index of practice, it is combined with the evaluation system of moral character and political concept education of undergraduate pupils. Further determine the weight, and finally determine the evaluation system. In the subsequent practical application of the model and the process of finding the final problem, the model analysis method always runs through the whole; interview method refers to the acquisition of data or output of results through specific interviews in the process of research. This paper adopts this method in the first and second parts, through interviews with experts in the industry, to understand the progress and status quo of moral character and political concept education of undergraduate pupils. The method of questionnaire survey is to obtain the survey results through the form of questionnaire. This paper mainly applies this method in the fourth part, by
issuing a questionnaire to teachers and pupils to investigate the construction and application of key indicators of undergraduate pupils’ ideological and political thinking based on CIPP model. Analytic hierarchy process (AHP) was conducted based on the undergraduate pupils’ ideological education key indicators as shown in the process of building method; because of the factors that affect undergraduate pupils’ political education not only practice, there are other such as history, values, and love of the party, which is how to determine what is a key index weights and their respective; here we have used the analytic hierarchy process (AHP); through qualitative and quantitative analysis, the two factors are compared in pairs, and finally the weight of each factor is sorted, and practice is determined as the key index. Fuzzy evaluation method can transform qualitative problems into quantitative estimation, which is of great help to the numerical quantification of the evaluation system. Therefore, this paper adopts fuzzy evaluation method in the quantification of the final evaluation system and finally establishes the evaluation system of moral character and political concept education of undergraduate pupils based on CIPP model with specific numerical values. The specific thinking diagram is shown in Figure 1.

Before establishing the evaluation method of the CIPP model for moral character and political concept education of undergraduate pupils, we need to confirm the key indicators and their weights of the evaluation system. This is because with the development of society, the existing evaluation indicators for moral character and political concept education of undergraduate pupils in China are relatively single, and the evaluation dimension is not enough to make a comprehensive judgment. Therefore, the construction of key indicators in this paper is not only judged from the comprehensive quality of pupils and ideological and political examination level. According to the nature of the problem and the overall goal to be achieved, the analytic hierarchy process decomposes the problem into different constituent factors and aggregates and combines the factors according to different levels according to the correlation and influence between the factors and the subordinate relationship, forming a multilevel analysis structure model. Thus, the problem is finally attributed to the determination of the relatively important weight of the lowest level (schemes and measures for decision-making) relative to the highest level (overall goal) or the arrangement of the relative advantages and disadvantages. Here we adopt the analytic hierarchy process, assuming that the influence index of each index on the ideological and political level of undergraduate pupils is from 1 to 9, and then we can quantify the influence coefficient of each index by constructing the matrix of the key index score of each two evaluation indexes. See Formula (1) for details.

\[
A = \begin{bmatrix}
    a_1 & a_2 & a_4 & a_5 \\
    b_1 & b_2 & b_3 & b_4 \\
    c_1 & c_2 & c_3 & c_4 \\
    \vdots & \vdots & \vdots & \vdots 
\end{bmatrix}.
\]  

After determining the influence weight of each index, the error factor of matrix calculation is considered. We need to test the consistency of the index weight matrix again, and normalize the above A matrix according to the matrix normalization Formula, as shown in Formula (2) and Formula (3)

\[
b_{ij} = \frac{a_{ij}}{\sum_{i=1}^{n} a_{ij}}, \quad i, j = 1, 2, 3, \ldots,
\]

\[
V_i = \sum_j b_{ij} i, j = 1, 2, 3, \ldots.
\]

Matrix consistency judgment index http://CI. is used to measure the error value caused by matrix calculation method, referred to as CI, and its specific expression is shown in the formula

\[
CI = \lambda \frac{\max - n}{n - 1}.
\]

When the number of indicators is different, the average random consistency index R.I. (that is, the random compliance ratio, especially the influence of error values caused by some irrelevant variables) as the cardinal number is also different. Therefore, we need to further determine the average random consistency index R.I., whose change with the number of matrices is shown in Figure 2.

As can be seen from Figure 2, the value of the average random consistency index R.L increased first and then gradually stabilized. The value increased first and then gradually stabilized. In order to ensure the average random consistency index value and discuss the index number as much as possible, we take R.I. The smaller critical value approaching the maximum, that is, \(N = 6\).

We can judge the consistency of the matrix through the consistency ratio C.R. (CR for short) expression, as shown in the formula

\[
CR = \frac{CI}{R.I}.
\]

When CR value is less than 0.1, we can judge that the matrix has relative consistency. On the contrary, we believe that the error value between matrices is large and the overall deviation from the consistency direction is serious. After adjusting the consistency deviation of the matrix, the error decreases significantly before and after the matrix construction, as shown in Figure 3.

As can be seen from Figure 3, after passing the matrix consistency test, the weight error value of the key index we refer to decreases significantly, which lays a data foundation for the accuracy of our subsequent evaluation system.

Finally, we put the index value into the formula and sorted it according to the weight, so as to obtain the key index of moral character and political concept education of undergraduate pupils—practice. The specific expression is shown in Formula (6), and the specific sorting result is
shown in Figure 4.

\[ CR = \frac{\sum_{i=1}^{n} b_i CI_i}{\sum_{i=1}^{n} b_i RI_i}. \]  

(6)

As can be seen from Figure 4, the evaluation weight of practice in moral character and political concept education of undergraduate pupils remains high for different weight systems. Due to the historical development of higher education in China, few people consider the role of practical factors in the evaluation index of moral character and political concept education. This paper first demonstrates the practical significance of practice and then starts to build an evaluation system for moral character and political concept education of undergraduate pupils with practice as the key evaluation index.

We take the index weight calculated above as an example to introduce the system construction process in detail, and the system matrix constructed is shown as Formulas (7)–(11). It should be noted that the evaluation system coefficients calculated by different weight values are also different. In order to ensure the accuracy of the system to the
Figure 3: After matrix consistency evaluation, the key indicators of undergraduate student evaluation method change before and after consistency.

Figure 4: Weight ranking of key indicators of moral character and political concept education of undergraduate pupils.
Practice educating people to carry out environmental assessment

Assessment of practical ideological and political education based on CIPP

Evaluation of practical education resources allocation

Practice education operation implementation evaluation

Results of evaluation

Background to evaluate

Figure 5: The evaluation model of moral character and political concept education of undergraduate pupils based on CIPP model with practice as the key index.

Figure 6: Evaluation method accuracy changes before and after optimization.
maximum extent, we need to look at each weight situation as a whole and make appropriate judgment in the actual calculation process.

\[
A = \begin{bmatrix}
1 & 1 & 3 & 2 \\
1 & 1 & 1 & 3 \\
\frac{1}{3} & 1 & 1 & 3 \\
\frac{2}{3} & \frac{1}{3} & \frac{1}{3} & 1
\end{bmatrix},
\]

(7)

\[
B1 = \begin{bmatrix}
1 & 1 & \frac{1}{7} & \frac{1}{9} & \frac{1}{5} \\
1 & 1 & 1 & 1 & \frac{1}{3} \\
7 & 6 & 1 & 4 & 3 \\
9 & 7 & \frac{1}{4} & 1 & 1 \\
5 & 3 & \frac{1}{3} & 1 & 1
\end{bmatrix},
\]

(8)

\[
B2 = \begin{bmatrix}
1 & 1 & \frac{1}{2} \\
5 & 1 & 5 \\
2 & \frac{1}{5} & 1
\end{bmatrix},
\]

(9)

\[
B3 = \begin{bmatrix}
1 & 1 & 1 & \frac{1}{5} & \frac{2}{3} \\
5 & 1 & 3 & 5 \\
2 & \frac{1}{3} & 1 & 3 \\
3 & 1 & \frac{1}{3} & 1
\end{bmatrix},
\]

(10)

\[
B4 = \begin{bmatrix}
1 & 1 & \frac{1}{5} \\
1 & 1 & \frac{1}{2} \\
5 & 2 & 1
\end{bmatrix},
\]

(11)

On behalf of the primary index of the judgment matrix of \(A\), \(B\) represents the secondary indexes of the judgment matrix; this is because even though we have certain practices for undergraduate pupils’ political education one of the key indicators of education evaluation and because the meaning of practice itself is more, in order for the evaluation system to be more careful, we based on the practice of the key indicators to make secondary drilling scene. MATLAB is used to calculate the maximum eigenvalue of the matrix and the corresponding eigenvector. Due to the length of this paper, it is not shown here. Finally, we confirm the evaluation system of undergraduate pupils’ moral character and political concept education based on CIPP model by fuzzy comprehensive evaluation principle. The secondary indicators in the first-level indicator scenario are sorted by weight and put into the fuzzy calculation formula as

\[
B1 = S1 \cdot B1.
\]

(12)

Therefore, the fuzzy evaluation index of undergraduate pupils. Moral character and political concept education based on CIPP model with one-level index and two-level index can be obtained, respectively. See Formula (13) and Formula (14) for details.

\[
S1 = \begin{bmatrix}
0.18 & 0.29 & 0.29 & 0.24 \\
0.29 & 0.47 & 0.21 & 0.03 \\
0.53 & 0.35 & 0.12 & 0 \\
0.12 & 0.32 & 0.38 & 0.18
\end{bmatrix},
\]

(13)

\[
B = \begin{bmatrix}
B1 \\
B2 \\
B3 \\
B4
\end{bmatrix} = \begin{bmatrix}
0.3326 & 0.3460 & 0.2245 & 0.0969 \\
0.3214 & 0.3484 & 0.1905 & 0.1377 \\
0.1189 & 0.4131 & 0.2565 & 0.2177 \\
0.1264 & 0.2984 & 0.3092 & 0.2634
\end{bmatrix}.
\]

(14)

The final evaluation result of moral character and political concept education of undergraduate pupils based on CIPP model can be obtained by valuating the two matrices of fuzzy vector. The specific expression is shown in the formula

\[
M = B \ast F.
\]

(15)

4. Result Analysis and Discussion

Moral character and political concept education is one of the important ways and training methods for undergraduate pupils to strengthen their cognition, expand their knowledge system, and improve their quality in the process of receiving higher education. At the same time, it is also one of the main ways for universities to improve their own training ability and connotation. In a sense, the evaluation process of moral character and political concept education of undergraduate pupils is also an evaluation of the quality of talent training, because if a undergraduate student belongs to the top talent training ranks, his moral character and political concept education evaluation performance must be better; on the contrary, if an undergraduate student’s moral character and political concept education evaluation is better, it does not mean that its top-notch talent training quality evaluation is also better. This is because the evaluation index of moral character and political concept education is less than that of the quality of top talents, so the evaluation range of moral character and political concept education is wider. However, as the evaluation caliber of moral character and political concept education is gradually systematized, the evaluation system of moral character and political concept education is gradually approaching the quality of top-notch talent
evaluation. The two are no longer simply included in the included relation, but gradually tend to be equal. The outstanding indicator element is practice. Therefore, under the four major frameworks of the CIPP model for the evaluation system of moral character and political concept education of undergraduate pupils, we need to add the influence of practice, a key indicator factor, into the background evaluation, input evaluation, process evaluation, and outcome evaluation, respectively. Similarly, for the established new evaluation system, we will measure and analyze the effectiveness of key indicators and the credibility of results from the above four aspects, respectively. The specific thinking of the model is shown in Figure 5.

After determining the evaluation method based on CIPP model, we need to verify the use of the model. Here, we randomly select 8 subjects, respectively, use the traditional evaluation method of moral character and political concept education and the evaluation method based on CIPP model proposed in this paper, and compare their final evaluation accuracy. The result is shown in Figure 6. As can be seen from Figure 6, after adding the key indicator of practice, the accuracy of the evaluation of moral character and political concept education of undergraduate pupils based on CIPP model in this paper is significantly higher than before optimization, and the accuracy can reach up to 97% after optimization, which is 15% higher than that of traditional evaluation methods on average. And in the traditional evaluation method only one or a few evaluations index, this paper proposed the CIPP model in determining the key evaluation index and then practiced this new drill, based on a layer of key indicators which are in the process of evaluation considering multiple secondary key indicators, so data can also be evident in this paper, and the proposed evaluation method is more stable. Staffbin believes that in the application of CIPP mode, the evaluator can adopt the evaluation strategy of no return according to needs, and various evaluations can be used both before and during the implementation of the scheme. One evaluation or several evaluations can be implemented. This depends entirely on the needs of evaluation and listening people. It is a very flexible model.

Although the evaluation method of undergraduate pupils’ moral character and political concept education proposed in this paper based on CIPP model has achieved good performance in practical application, there are still some areas for improvement due to various objective factors. For example, analytic hierarchy process (AHP) and fuzzy evaluation method are adopted in the construction of key indicators. Both of these algorithms are subjective weighting methods, which are subject to large subjective factors of researchers. Therefore, in order to objectively evaluate the algorithm in this paper and collect data support and feedback for further research, we randomly interviewed 100 teachers and pupils in universities and sorted out their views on key indicators other than practices based on this model. The specific results are shown in Figure 7.

Figure 7 shows the distribution of key indicators for the evaluation of moral character and political concept education of undergraduate pupils. In order to show more of your
views, we do not show one of the key factors of moral character and political concept education, which accounts for 100% of the total—the indicator of love for the motherland and the party. In addition, we can see that people’s evaluation indicators for moral character and political concept education are mainly focused on ideological and moral character and personal quality. The highest index was honesty, accounting for 41 percent; in addition, what is unexpected is that people generally attach high importance to the quality of “rationality” in moral character and political concept education. It is speculated that this is because the international situation has changed greatly in recent years, but it is more necessary for undergraduate pupils to be rational and patriotic. At the same time, with the development of society, we also need to keep rational and avoid impulsive forms in our daily life. In view of the above problems, it may be further explored in the follow-up research.

5. Conclusion

To sum up, the research idea of this paper is mainly based on the current situation of the evaluation system of moral character and political concept education of undergraduate pupils and the construction of key indicators first, laying a foundation for the subsequent establishment of the evaluation system of moral character and political concept education of undergraduate pupils based on CIPP model. The next step is the establishment of the specific evaluation system. Based on the feasibility analysis of CIPP model, we determined the indicators of different levels and then determined the specific weight values through the analytic hierarchy process. The evaluation results were recovered and optimized again by means of questionnaires. In this paper, based on previous studies, the CIPP model is used to construct key indicators and innovate evaluation methods from the perspective of moral character and political concept education of undergraduate pupils. The final results show that the evaluation system of undergraduate pupils’ moral character and political concept education based on CIPP model proposed in this paper is more comprehensive than the traditional evaluation method, and its accuracy is improved by 15%, showing good performance.

Data Availability

The figures used to support the findings of this study are included in the article.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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References

