

Research on the Evaluation System of College Students' Ideological Education Supporting Smoking Ban on Campus in the AI Era-Based on the Analysis Framework of AGIL

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Objectives: Artificial intelligence has profoundly changed the way of university education. The tobacco ban on university campuses has become a consensus among people. The public smoking ban among university students requires both external constraints and internal ideological education. The evaluation system construction of college students' ideological education is an effective way to improve the quality of college students' ideological education, and it has a guiding role in promoting the ideological education of college students. The evaluation system is a whole, so we should start from structural function, and pursue the system construction and implementation path from the inside to the outside. Parsons Structural Function Analysis Framework (AGIL) is a systematic analysis method to study the structural function of social action. Using AGIL for analysis, the evaluation subject, evaluation objective, evaluation organization and evaluation system constitute the functional structure of the evaluation. To build an ideological education evaluation system for college students, the implementation path involves optimizing evaluation subject and promoting result evaluation; focusing on evaluation objectives and enhancing process evaluation; strengthening evaluation organization and breaking through value-added evaluation; improving evaluation system and perfecting comprehensive evaluation.

Key words: ideological education evaluation; AGIL analysis model; campus smoking ban; artificial intelligence

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Artificial intelligence has profoundly changed the educational model of universities. Universities are getting more intelligent and open, and students are having a wider range of information sources and more diversified thinkin

g and understanding. University campus is a densely populated public place and an ivory tower that is highly concerned by the society. The use of tobacco in public places not only affects the health of the group, but also harms the social image of the group of college students. It will cause other students to

follow suit and bring safety hazards of fire and explosion. Therefore, more and more people support the prohibition of tobacco on campus.

At present, many universities have explicitly banned the use of tobacco on university campuses, but it is very difficult to implement. University students are individuals who act independently. It is difficult to solve the problem fundamentally by relying on supervision and inspection and it is necessary to solve the problem of ideological understanding through internal ideological education and to cultivate their public spirit. To solve the problem of college students' ideological education, we must start with the evaluation of ideological education. Artificial intelligence not only provides new ways and methods for ideological education evaluation, but also profoundly changes the way people connect, and it puts forward new requirements for the establishment of ideological education evaluation system, functional structure optimization and collaborative work. The smoking ban on university campuses can only be achieved if the problem of ideological understanding of college students is solved.

In the practice of ideological education for college students, there are still problems that the evaluation elements are not fully grasped and the evaluation system is not sound enough.¹ To construct a "four-dimensional integrated" evaluation system of ideological education, which involves result evaluation, process evaluation, value-added evaluation and comprehensive evaluation, is an inevitable requirement for establishing a scientific, standardized and fair education evaluation system. Exploring the construction of the system should start from the internal structure of the system, looking for the necessary connection among internal structural functions, so as to infer the system construction and implementation path.

PROPOSE THE PROBLEMS

A system is an organic whole with a specific function formed by the interconnection of

several related things². Professor Xiang Jiuyu believes that, according to system theory, any social awareness or social activity, regardless of its level, must be included in a larger system and examined, so as to determine its boundary, extension and peripheral relations.³ Educational evaluation refers to the process in which the evaluation subject formulates the evaluation content based on the evaluation objectives, and makes value judgments on the process and results of educational activities using evaluation methods.⁴ The university ideological education "four-dimensional integrated" evaluation system is an organic whole where in the large system of university education, the evaluation subject of ideological education formulates evaluation content based on evaluation goals, and uses evaluation methods to conduct result evaluation, process evaluation, value-added evaluation and comprehensive evaluation, so as to realize the "four-dimensional integrated", interconnected and closely coordinated value judgments.⁵

In recent years, the research on the evaluation system of ideological education in colleges and universities has been mainly reflected in ideological and political education in China. With gradual recognition and deepening understanding, the research on the evaluation system of ideological education in colleges and universities has gradually been promoted to a hot issue. Relevant research mainly focuses on the following aspects: from the perspective of implementation path, scholars research on evaluation methods, evaluation process, assessment methods and index system construction of the ideological education evaluation system in colleges and universities; selecting a specific field, some scholars study the existing problems and countermeasures of the evaluation of ideological education in colleges and universities based on course teaching, while some scholars reflect on the optimization path from the level of daily ideological education; from the perspective of specific education subjects, some scholars study the system to evaluate the competence of teachers and some scholars study the evaluation system of the work quality of student staff. Macroscopically, the research on the evaluation system of university ideological education is still a weak link. The very limited existing relevant researches focus mainly on constructing evaluation

index system from the perspective of education authority, without a systematic and scientific analysis framework.

In summary, the existing research on the construction and implementation of the evaluation system of ideological education in universities has not yet clearly explained the structure of the evaluation system and the research is not systematic, which however, are the theoretical premise and cognitive basis of the evaluation system of ideological education in colleges and universities. Therefore, on the basis of comprehensive systematic research, exploring the “four-dimensional integrated” evaluation system of ideological education in colleges and universities is still an important academic research proposition. Marx always regarded human society as an “organism that can change and is constantly in the process of change”⁶. Based on the evaluation of students' ideological education within universities and guided by the basic spirit of Marxist theory, this research will apply relevant philosophical, pedagogical and management knowledge, ecological thinking and Parsons' structural function analysis framework, start with internal structural analysis and explore the “four-dimensional integrated” evaluation system of ideological education in colleges and universities.

AGIL ANALYSIS OF “FOUR-DIMENSIONAL INTEGRATED” EVALUATION SYSTEM

American sociologist Talcott Parsons proposed the “AGIL functional model” structural analysis framework to establish a connection between the specific structure and function of the social system or action system to complete the structural construction analysis.⁷ “Structure” refers to the way of interconnection and interaction between the various components in the system, and “function” is shown by the interaction between the internal components and the external environment of the structure.⁸ The existence and development of any social system must have certain social functions. Parsons proposed that Adaptation, Goal attainment, Integra

tion and Latency pattern maintenance are the premise of the existence of social systems⁹, which provides a scientific analysis framework for the exploration of “four-dimensional integrated” evaluation system of ideological education (Figure 1).

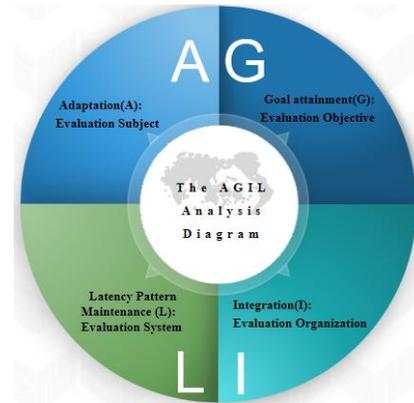


Figure 1: The AGIL Analysis Diagram of “Four-Dimensional Integrated” Evaluation System of Ideological Education

Adaptation(A): Evaluation Subject

Adaptation is to extract the material energy needed for survival from the external environment to maintain the survival and development of the system. The adaptation function mainly depends on the behavioral organism, and for the “four-dimensional integrated” evaluation system of ideological education, it will be the evaluation subject. It reflects the subjectivity. The evaluation subject of ideological education is pluralistic, and it is a subject system. The state, society, school, secondary school units, teachers, students and parents respectively assume different subject roles. Dong Yahua believes that there are two basic conditions for the formation of a social community: one is that all parties in the system have common interests, goals and value foundations; the other is that people in the system have good communication, harmonious feelings and deep understanding with each other.¹⁰ Ideological education is political, scientific, and educational. As a substantial educator, the state should play a leading role in the formulation of educational policies, curriculum systems and teaching materials to ensure the political nature of ideological education. The society must promote positive energy to create a good environment for the evaluation of ideological education. Colleges and universities should respect the laws of education and the growth of students, use

academics to interpret politics, and unify politics, science and education in educational practice. There are three types of evaluation subjects in universities--macro, meso and micro. The macro subject refers to the school; the mesosubject refers to the school's relevant departments and secondary teaching units; and the micro subject refers to teachers, counselors, students and parents. For example, the prohibition of tobacco use requires the joint efforts of schools, colleges, teachers, students and parents. In the community of evaluation subjects, the evaluation object is also an important part. The evaluation of ideological education should not only pay attention to the subjectivity of the evaluation subject, but that of the evaluation object. Marx pointed out that "The main shortcoming of all former materialism (including Feuerbach's) is that objects, reality and sensibility are understood only in the form of objects or intuitions, rather than as perceptual human activities or practices, rather than as subjects."¹¹ The evaluation of ideological education should pay attention to the subjectivity of the object. Only by transforming educational activities into self-education activities for educational objects, can the effect of ideological education be effectively improved. The process of ideological education is not only a process in which educators organize and implement education according to social requirements, but also a process in which educational objects conduct self-education based on their own cognitive level and internal needs, and in which self-identity and value consensus are formed. From the perspective of quality structure of the students, the socialist education system with Chinese characteristics requires all around development of moral, intellectual, physical, aesthetics and labor education. The "realistic individual" has natural, social, spiritual and practical attributes. Ideological education is the foundation of the education system and practicality is the fundamental attributes of ideological education. Evaluation of ideological education is a practical activity from theory to practice and the internal value logic organically penetrates within the quality of people. Figure 2 represents the status of moral education in talent training.

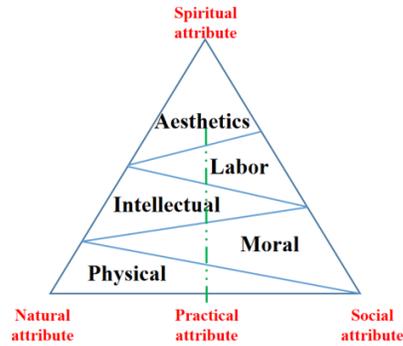


Figure 2: Role of Moral Education in Human Quality

Goal attainment(G): Evaluation Objective

The goal achievement function is the process of establishing suitable goals, mobilizing resources, achieving coordinated interaction, so that the relationship between the system and the environment could reach expectations. The goal achievement function is mainly undertaken by evaluation objectives, and it reflects the value. The setting of the evaluation objectives determines the implementation of the evaluation process. The evaluation goal should not only look up at the stars, but also be down-to-earth. Ideological education integrates a high degree of politics, theory, ideology and practice. It is essentially different from general knowledge education and skill education. The difference lies in its value, which is embodied in ideology, or politics. Therefore, the setting of the evaluation objectives should reflect the value, stress the all-round development of people, coordinate all links, and realize the unity of social value and individual value. Reflecting the fundamental issues in the evaluation of ideological education from the perspective of axiology helps us to systematically grasp the evaluation of ideological education. Value refers to the meaning of an object with a specific attribute to the subject's needs, and it is a relational category. In terms of the philosophical concept of ideological education evaluation, the academic circles generally focus on three viewpoints: the value concept of Marx and Engels, the isomorphism concept of social value and individual value and the developmental evaluation concept.³ Marxism is based on its practical philosophy, starts from the relationship between subject and object, analyzes the nature of human beings in social material production, thereby establishes value relationships, studies values as an important form of social consciousness, explains changes in values from the perspective of changes in

social material life and emphasizes the counter-effects of values. He criticized the capitalist concept of fairness and justice from the realistic production relations and the specific historical background, and revealed the universal value of fairness and justice. Starting from the interests of the majority of human beings, he regarded democracy and equality as the principles of the proletariat and the universal society, and pointed out the basic dimension of human social development, as well as the basic dimension of human development. Therefore, freedom and liberation are the value pursuits of ideological education, and fairness, justice, democracy and equality are the basic principles of ideological education. The individual value of ideological education is expressed as cultivating people and promoting human development; the social value is expressed as political value, economic value and social value. The essence of ideological education is the indoctrination of proletarian ideology. The indoctrination here refers to the interaction of principled advanced theories, not the specific operation that mechanically ignores the subjectivity of the object. Ideological education must take into account both the goal of social requirements and that of "free development".¹² The main purpose of ideological education is to improve people's ideological and moral quality, promote people's free and comprehensive development, and encourage people to strive for the realization of human happiness. Insisting on combining personal development with social needs, Marxist educational values represent the most advanced educational value orientation of mankind. In a socialist country, the needs of society and the needs of individuals are unified. The core values of socialism are the very values of "realistic individuals", and its highest value orientation and ultimate goal is to promote the full and free development of people.¹³ Marx pointed out that whether human thinking has objective truth is not a theoretical issue, but a practical one. Therefore, ecological system of evaluation objectives for the ideological education must not only meet the needs of the society, but also meet the needs of the individual's free and comprehensive development, and it must pay attention to fully stimulating and enhancing the subject consciousness, subject spirit, subject ability and

subject personality. Banning the use of tobacco on campus is a requirement for achieving social goals and an inherent need for achieving individual students' goals, two of which are organically unified.

Integration(I): Evaluation Organization

The integration function is to promote the coordination of various parts of the system and integrate them into a large operating system. Structural functionalism believes that it mainly depends on strength and power to operate. To the field of ideological education evaluation, specifically, it is the evaluation organization and it reflects the synergy. Engels pointed out that "all differences merge in the intermediate stage, and all oppositions transit through the intermediate links"¹⁴. Evaluating organization leadership and organization implementation, and strengthening process management are the key links to ensure the realization of ideological education evaluation goals. Strengthening the leadership of ideological education is a key link. In universities, the evaluation of ideological education is presented in various forms such as general education curriculum scores, second-class scores and moral education scores. Each evaluation is completed by different internal departments. Since departmental barriers may block information linkage, information may become fragmented and interrelationships among various links get mechanized. To solve these problems, strengthening leadership is the key. Focusing on the goal of ideological education, choosing scientific evaluation methods, and systematically organizing and implementing the process evaluation of ideological education, it is necessary to further highlight the synergy, development, openness and subjectivity of evaluation. The implementation of evaluation organization must adhere to the student-centered approach and use scientific evaluation methods. "Student-centered" means taking the development of students and the whole of students as the center. The evaluation organization and implementation are students centered and involved, and the selected evaluation methods serve the development of students. In the "Internet Plus" era, ideological education evaluation should focus on building an evaluation ecosystem that combines quality and benefit, playing the evaluation functions of unification of accompanying and developing, and returning back to a "student-oriented" evaluation method.¹⁵ The process of realizing the value of ideological education is to satisfy the needs of value

subjects through ideological education and turn the needs into reality, which is a dynamic practical process.¹⁶ If ideological education ignores the satisfaction of individual needs and the perfection of personal self-development, the education objects will lose their internal motivation to accept the influence of external ideological education. The new technology provides a lot of convenience for the implementation of process evaluation. Based on data mining, it is possible to construct a multi-value orientation evaluation model that can evaluate all ideological and political behaviors in an all-round way.¹⁷ The development of emerging technologies such as the Internet, big data and artificial intelligence has created a good technical environment for the evaluation of ideological education, and the informatization construction of colleges and universities provides an objective source for data acquisition, mining and storage. The evaluation of ideological education can learn from management knowledge and the scale used in the evaluation of learning organizations could also be borrowed.¹⁸ Ideological education should be based on the fundamental mission of strengthening morality education, take the "realistic individual" as the unity of what to be and what ought to be, aim at realizing the comprehensive and free development of people, implement and evaluate ideological education, and have result evaluation, process evaluation, value-added evaluation and comprehensive evaluation their own "prominence": result evaluation highlights the subjectivity, the Management by Objective method selected; process evaluation highlights the value, the KPI key indicator method selected; value-added evaluation highlights the development, the OKR method selected; and comprehensive evaluation emphasizes the systematic nature, the comprehensive fuzzy evaluation method selected. The ban on tobacco use on campus also requires organizational optimization, method selection, and application of the technical convenience of artificial intelligence, to improve the ability to do a good job in collaboration.

Latency Pattern Maintenance (L): Evaluation System

The latency pattern maintenance function is to ensure that the system can maintain the stability of the entire operation when the system restarts, and it mainly depends on the institutionalized value system. Ideological education evaluation has multiple subjects and multiple links, and it is purposeful, systematic and dynamic. Therefore, the design of evaluation system is a complex and systematic work that requires systematic thinking, and it must take into account both the content of evaluation indicators and the content structure of the evaluation itself. The core of the evaluation system design is to construct an evaluation index system: Evaluation should draw on the research results at home and abroad, construct a scientific evaluation index content system, pay attention to its systemicity at the same time, take goals of national education and ideological education as the core, follow laws of student growth, assess the content system design from the two dimensions of social requirements and individual development, based on the current academic research results, insist on problem orientation, try to turn one-way evaluation into interactive evaluation, and combine comprehensiveness and openness. Countries in the world attach great importance to ideological education and carry out educational evaluation in different forms. Some developed countries carry out civic education evaluation in a special way, paying special attention to the integrity of evaluation. For example, in the US the civic education evaluation is based on the performance system, by which the content of civic education is clarified as responsibility of society, schools, teachers, parents and other educational subjects, and evaluation is regarded as an instrumental function to obtain student's academic information. The whole performance system is the establishment of a set of evaluation systems. The Australian civic education evaluation has three levels: Level One includes two key operation indicators (cognition and understanding, tendency and skill); Level Two is description of the scope of each key operation index; and Level Three is the professional elaboration.¹⁹ The closed-loop management is the core issue of the evaluation system. Result evaluation, process evaluation, value-added evaluation and comprehensive evaluation constitute the four dimensions of evaluation. Having inherent unity, goal consistency, interrelationship and self-improvement, they are interlocked to form a "joint force" and a

closely connected ecosystem. The ecological system of ideological education evaluation should also be connected to other systems. In addition to the connection of subject, goal, and process, the connection of evaluation results also matters. Zhang Zhi believes that to establish a third-party evaluation mechanism for ideological education in colleges and universities, questions such as who evaluates, what to evaluate, how to evaluate and how to apply must first be answered.²⁰ Marx said: "Everything people fight for is related to their interests"²¹. Engels said: "The economic relationship of every established society first manifests itself as interest"²². The results of the comprehensive evaluation should be combined with policies and value orientation of higher authorities, with the mobilization of spiritual motivation and enthusiasm, and with the actual material and spiritual benefits. Evaluation directly serves for education subjects to set and achieve goals, and also for education objects. Evaluation is one of the basic ways of information feedback, which is to promote achievements, summarize experience and overcome mistakes. Only by feedback can evaluation form a closed loop and a cyclical ecosystem. The purpose of evaluation is not only to evaluate, but more importantly, to summarize the feedback on ideological education activities, to help educators improve educational activities, to help the educated find gaps and deficiencies, and to help them realize self-improvement.

IMPROVEMENT STRATEGIES OF "FOUR-DIMENSIONAL INTEGRATED" EVALUATION SYSTEM

Based on the analysis of AGIL structural function model, the "four-dimensional integrated" evaluation system of ideological education in colleges and universities requires four structures to play the functions of adaptation, goal achievement, integration and latency pattern maintenance, and by closely cooperating to construct a "four-dimensional integrated" evaluation system, in which result evaluation, process evaluation, value-added evaluation and comprehensive evaluation are interconnected to form a PDCA cycle system, and the four structures are interacted to form an organic whole. The construction and implementation of the

evaluation system can effectively improve the ideological and moral quality of college students and fundamentally support the smoking ban on campus.

Optimizing Evaluation Subject & Promoting Result Evaluation

Optimizing evaluation subject means that the school uniformly leads the macro, meso, and micro evaluation "community". Firstly, the macro-level "community" suggests that schools should set up an ideological education evaluation committee to be responsible for the research and decision-making of ideological education evaluation. Secondly, the meso-level "community" at the refers to the establishment of an evaluation committee in secondary school units, which is responsible for the specific implementation of evaluation. Third, the micro-level "community" is that teachers, parents, individual students, etc., strengthen communication and cooperation with each other. The result evaluation should highlight the subjectivity, and the Management by Objective method should be used to construct the result evaluation from two dimensions of educator subject and educatee subject. This study starts from the fundamental task of ideological education, which not only meets the requirements of the society, but also promotes the full and free development of people. The design provides a set of indicators: horizontally, from the perspective of social requirements, propose ideal and belief, value development and cultural inheritance as the first-level indicator; and vertically from the perspective of personal development, propose cognition and understanding (feeling, perception, memory, thinking, imagination), tendency and skill (identification, selection, behavioral ability), and personality development (school-based characteristics and open space) as the second-level indicator. According to national requirements and the cutting-edge research results on ideological education, schools can design the third-level indicators by the combination of first and second indicators (Figure 3). The specific observation points, evaluation standards, weights and other evaluation systems are designed according to the actual situation by team of the university ideological education evaluation committee. The design process is to unify ideology and understanding, and to sort out work and promote the "three-wide education" process. After the design, it is necessary to listen to the opinions of experts and the public, conduct extensive demonstrations, and carry out reliability and validity tests. Then after trial

implementation and revision, it could be formally implemented. The ideological education evaluation should penetrate students' whole university life and be conducted every academic year. College is the stage where students' rational cognition gradually develops. If ideological education only stays at the perceptual level, it goes against the formation of students' rational cognition.²³ The ban on the use of tobacco in public places in universities is inherently consistent with the development of students' personality. People are the unity of individuality and sociality, which is not to obliterate the personality of students. The publicity of personality cannot be at the expense of harming public order or endangering public health.

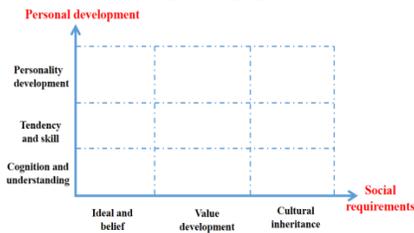


Figure 3: Construction Framework of Evaluation Index System for University Ideological and Political Education

Focusing on Evaluation Objectives & Enhancing Process Evaluation

The evaluation should focus on the objectives and enhance the dominance of the objectives. The ideological education evaluation system in colleges and universities should satisfy both requirements of the nation and free and full development of students. Focusing on the objectives, the KPI method could be applied in the immediate evaluation and phased evaluation to construct process evaluation. As process evaluation, the purpose is not merely to evaluate, but to promote ideological education and students' personal development.²⁴ Therefore, we must periodically evaluate the proposed result evaluation plan, provide timely feedback on the evaluation, help college students keep abreast of the situation and provide targeted help and guidance. Process evaluation can take the form of a combination of immediate evaluation and phased evaluation.²⁵ First, immediate evaluation: Based on the result evaluation objective system, to apply new information technology to develop

an ideological education evaluation system and quantify the observable, quantifiable, recordable and describable KPI indicators selected in the observation points; to apply artificial intelligence technology and big data technology, such as intelligent perception, thought and behavior data collection, data mining, data prediction and so on, to detect illegal tobacco use on campuses, to finish data collection, storage, cleaning, mining and analysis, and to form the database and conduct data processing, factor analysis, visual display and dynamic adjustment to complete the immediate evaluation. Second, phased evaluation: college students are evaluated every semester based on the result evaluation plan, and the evaluation results are recorded in the evaluation system, by which students can check their evaluation results. Process evaluation is a useful supplement to result evaluation and also the key link in the process management of ideological education, so it must be objective, comprehensive and data-sharing.²⁶ The evaluation results could help the educated realize self-examination, self-alert and self-encouragement, and help educators implement precise policies, adjust education strategies in time, and coordinate and control the laws that various influencing factors interact. Under the condition of artificial intelligence, the university could realize real-time dynamic monitoring. Regarding the phenomenon of illegal use of tobacco on campus, the university must notify in a timely manner and report within an appropriate range.

Strengthening Evaluation Organization & Breaking Through Value-added Evaluation

The established ideological education evaluation committee under the administrative leadership of the school and secondary school units has laid an organizational foundation for the organization and implementation of evaluation. The evaluation organization should strengthen the overall leadership of the evaluation work, take students as the center, optimize the organization and implementation of evaluation, break the main barriers, and achieve synergy and unity in the development of students. The organization could also explore value-added evaluation by the application of OKR method from three aspects of self-awareness, self-objective design and objective evaluation. The effect of ideological education depends not only on the output of the educator, but also on the input of the educated. Only by transforming the education of the educator into the self-education of the educated can the effectiveness of

the ideological education be guaranteed. Therefore, value-added evaluation must adhere to the combination of education and self-education, always maintain a moderate tension between the setting of educational goals and the ideological and political quality of the educated, respect the subjectivity and personality of students, give full play to students' self-behaving, initiative and self-consciousness, highlight the growth assessment, and leave blank for the individualized development of students.²⁷ OKR method is an evaluation method in management for value-added evaluation and self-driven development, and it is often used by learning organizations. There are three important links in value-added evaluation.²⁸ First, self-awareness: students can learn about themselves through the process evaluation in ideological education and the feedback from parents, teachers, and classmates. They can also use Schwartz's Values Survey (SVS) to measure and understand their current values. SVS is by far the most used value scale in the world that has been tested for validity and reliability. Second, self-objective design: set OKR growth objectives with open space, then college students design their own objectives according to their own circumstances and the college students' ideological education OKR growth goal system (Table 1). In the formulation process college students could

communicate with parents and counselors, and after defense and multiple rounds of revision and improvement, the target design is completed. Third, objective evaluation: value-added evaluation has two links--goal setting evaluation and goal achievement evaluation, both of which are evaluated by stakeholders such as student themselves, parents and counselors, and the two scores are weighted to calculate the total score. Based on the previous analysis of the subject-object relationship, in the process of ideological education, the educator is the subject and the educated is the object. Therefore, the educator is supposed to play a leading role while respecting the equal status of the educated. In the process of goal setting, the following three issues we should be noticed: first, to guide students to conduct values education throughout goal setting and run through it to practice in real life; second, to guide students to design goals following the principle of SMART (Specific, Measurable, Attainable, Relevant and Time-based); third, to guide students to incorporate the professional ethics they have learned into goal setting, and as a strategic focus, to master the professional ethical requirements through independent study and research. During the university, students form the habit of banning tobacco use in public places, which is of positive significance for consciously maintaining order in public places after taking up the job in the future.

Table 1
The College Students' Ideological Education OKR Growth Goal System

Strategic Direction/Focus					
Practice of Professional Ethics					
Number	Key Project/Indicator	Weight	Goal/Result	Action Plan	Time

Improving Evaluation System & Perfecting Comprehensive Evaluation

We will improve the evaluation system, establish an integrated system of result evaluation, process evaluation, value-added evaluation and comprehensive evaluation, and promote the standard

ization and legalization of ideological education evaluation. Improving the evaluation system should reflect systemicity, and establish integrated evaluation organization system, conference system, assessment system, and reward and punishment system.²⁹The four dimensions of result evaluation, process evaluation, value-added

evaluation and comprehensive evaluation should also be included in the improvement of evaluation system. Under the system, to construct and implement comprehensive evaluation, it is necessary to apply the comprehensive fuzzy method from the aspects of evaluation unity, result application, and result feedback. Comprehensive evaluation is to associate and apply the results of result evaluation, process evaluation and value-added evaluation, so the comprehensive fuzzy method is very suitable. There are three key steps in comprehensive evaluation. First, the premise of association is the unity of various evaluations. To achieve the unity, the following operations need to be carried out: using the comprehensive fuzzy method to get the equivalent conversion and normalization of the scores. For the lack of uniformity of the scores of different types of measurements, the key to this step is the nondimensionalized processing of original value of the data ($X_{i,j} = \frac{Y_{i,j} - Y_{i,\min}}{Y_{i,\max} - Y_{i,\min}}$); then

using Delphi method to determine the weight of the above three evaluation scores.³⁰ These two tasks are the prerequisites for comprehensive evaluation. The school will test the validity and reliability after determining the plan based on the above methods, try it out and improve it year by year. Second, a very important part of comprehensive evaluation is the use of results. Benefits are the main content of the purpose, and it is the use that counts. Therefore, the evaluation results must be closely connected to the students' immediate interests. They should be archived as transcripts of student's ideological education, as an important part of student's comprehensive quality evaluation, as the reference basis for student's excellence selection, priority evaluation and party admission, and as the basis for recommending exemption graduates. At the same time, the evaluation results shall be used as an important basis for the school's improvement of the ideological education program and as a basis for the evaluation of students' personal self-improvement. Third, the education subject conducts feedback interviews on the evaluation results. After comprehensive evaluation, teachers and other education subjects should conduct feedback exchanges with students, feed back students' evaluations, analyze gaps, listen to students' expectations, help students correct their

wrong ideas and establish the developmental thinking of self-improvement, and help students grow for the future. In this way, the ecological evaluation system will be constituted. In the process of evaluation and feedback, we can take the implementation of tobacco prohibition on campus as an important content and focus on it. Cigarette butts are pollution-carrying.³¹ Even if students smoke in private places in the future, they should be educated to properly handle cigarette butts.

MAIN CONCLUSION

Banning the use of tobacco on campus is a key measure for the construction of a civilized campus. The key to the smoking ban on campus lies in the internal cause, which needs to fundamentally solve the ideological understanding problems of college students. Based on the essence of the university campus audience, the university should prohibit tobacco publicity, including e-cigarettes.³² Solving the ideological and cognitive problems depends on ideological education, and the key of ideological education lies in the construction of ideological education evaluation system, and the construction of the evaluation system lies in the structure and function. Only when the internal causes are solved, can the smoking ban on campus be effectively implemented. Artificial intelligence is profoundly changing the form of education, and the subject, goal, organization and system of ideological education are undergoing new changes. The construction and implementation of the "four-dimensional integrated" evaluation system for university ideological education is an important way to improve morality cultivation in universities, which directly affects the direction of ideological education reform. Through analysis and research, the following conclusions are drawn. First, based on the AGIL structural function analysis framework, "four-dimensional integrated" evaluation system is composed of four structures: evaluation subject, evaluation objective, evaluation organization, and evaluation system. The evaluation subject is presented in the form of a community, focusing on the subjectivity of the education object; the evaluation objective must be sociality and individuality unified, emphasizing the development; the evaluation organization must strengthen leadership and scientifically select evaluation methods; the evaluation system must

build a closed-loop evaluation system, ensuring continuity of the evaluation. Second, the evaluation subject, evaluation objective, evaluation organization and evaluation system interact with result evaluation, process evaluation, value-added evaluation and comprehensive evaluation to form a dynamic balanced system. The dynamic is embodied in the oriented development of the evaluation subject and the evaluation objectives, the balance in the coordination and unity of the evaluation organization and the evaluation system, and the system in the overall connection of the horizontal structure and the vertical links. Third, to build an ideological education evaluation system, we must optimize evaluation subject and promote result evaluation; focus on evaluation objectives and enhance process evaluation; strengthen evaluation organization and break through value-added evaluation; improve evaluation system and perfect comprehensive evaluation. Fourth, the research on the construction of the evaluation system of public education for college students has certain reference value for improving university evaluation of ideological education and promoting the improvement of quality. Of course, any analysis method has its limitations, and it is hard to comprehensively cover all aspects of ideological education evaluation, but it undoubtedly provides a research perspective. The evaluation system of university ideological education is a systematic, developmental, open and dynamic system. In-depth practical investigation and model optimization will be the focus of follow-up research. Only by changing from time to time, and changing in accordance with the situation, can we promote the development of spiritual education evaluations scientifically and contemporarily. If things go on like this, it can effectively improve the ideological quality of college students and lay a good ideological foundation for the implementation of smoking ban on campus.

Author Declaration

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