

The Evaluation System of the Education of Innovative Entrepreneurship in Local Colleges

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ABSTRACT

Innovative entrepreneurship education has achieved gratifying achievements since it was firstly put forward by Tsinghua University. However, how to objectively evaluate the quality of innovative entrepreneurship education in different levels universities has not yet formed a unified standard and general evaluation system, the paper put forward a new quality evaluation system for innovative entrepreneurship education. The paper builds the innovative entrepreneurship education quality evaluation system composed of 4 first-level indicators, 10 second-level indicators and 26 third-level indicators, which provides a methodological reference for the quality evaluation, the direction of innovative talent training mode and teaching reform, a subsystem to evaluate the running level of local colleges.

Keywords: local colleges; innovative entrepreneurship education; evaluation system

1. INTRODUCTION

Since the enrollment expansion of higher education in 1998, the gross enrollment rate of higher education has leapt from 9.8% in 1998 to 42.7% in 2016, and the total number of undergraduates increased quickly from 8.54 million to 36.99 million in all kinds of higher education. Higher education has been steadily moving towards the stage of popularization^[1]. In order to improve the employment skills of undergraduates and the quality of employment, Chinese government at all levels issued some preferential policies to support innovative entrepreneurial practice, and many universities also focused on innovative entrepreneurial education.

Chinese practice of innovative entrepreneurship education started in April 2002, initiated by Tsinghua University and Beijing University of Aeronautics and Astronautics. The idea of innovative entrepreneurship has gone deeply into all kinds of universities for 15 years, and the practical activities and skills competitions of innovative entrepreneurship education has been enriched^[2]. However, how to objectively evaluate the quality of innovative entrepreneurship education in different levels universities has not yet formed a unified standard and general evaluation system, a scientific quality evaluation system of innovative entrepreneurship is of great significance to promoting educational reform, enhancing the comprehensive

quality of undergraduates, and improving the success rate of entrepreneurship and employability. The paper builds the innovative entrepreneurship education quality evaluation system composed of 4 first-level indicators, 10 second-level indicators and 26 third-level indicators, which provides a methodological reference for the quality evaluation, the direction of innovative talent training mode and teaching reform, a subsystem to evaluate the running level of local colleges.

2. THE IMPORTANCE OF INNOVATIVE ENTREPRENEURSHIP EDUCATION EVALUATION SYSTEM FOR LOCAL COLLEGES^[3]

2.1. Improving the quality evaluation system of innovative entrepreneurship education has been an inevitable demand for the high-quality development of higher education.

History has proved that talents is the unremittingly driving force of national development, and it is the mission and responsibility for universities to cultivate talents. Compared with western developed countries, the accumulation of theoretical research and practice of entrepreneurship education in Chinese universities is still in its infancy stage, the satisfaction of innovative entrepreneurship education is relatively low in China, the abilities of international competitiveness is not

strong, innovative ability education structure is simple, the innovative entrepreneurship education quality evaluation system is not sound and other issues is still outstanding. In particular, universities lack in-depth understanding of the quality evaluation of entrepreneurship education, and has not formed a complete and systematic quality evaluation system of entrepreneurship education. It could be seen that improving the evaluation system of entrepreneurship education has become a common goal.

2.2. Improving the quality evaluation system of entrepreneurship education has been the practical need to solve the difficulties in employment and entrepreneurship of undergraduates.

Since the 21st century, the popularization of higher education has become an irreversible trend, the number of college graduates has been increasing year after year, and the difficulty of regional and structural employment of undergraduates has gradually become a social focus. Undergraduates entrepreneurship is an effective means to increase employment opportunities, relieve employment pressure and promote economic and social development. Carrying out innovative entrepreneurship education in universities is conducive to realizing the employment driven by entrepreneurship and solving the employment contradiction of undergraduates. At present, the entrepreneurship of undergraduates in Chinese universities is not optimistic. The number of undergraduates starting entrepreneurship is less than 10% of the graduates, and the success rate of entrepreneurship is less than 2%, both of which are far lower than developed countries. The low independent innovative ability and lack of entrepreneurial experience of Chinese undergraduates are the superficial reasons, the most fundamental and profound reasons are the low quality of entrepreneurship education and the unreasonable quality evaluation system of entrepreneurship education. Therefore, it is an urgent task for local colleges to establish a quality evaluation system for entrepreneurship education and improve the quality of entrepreneurship education.

2.3. Improving the quality evaluation system of entrepreneurship education has been the strategic need of local colleges to better serve the local economy.

Except for teaching and scientific research, local colleges are also responsible for serving regional economic development. According to statistics, the proportion of local colleges in the total number of national universities, and the undergraduates proportion of local colleges in the total number of national universities are more than 90%. The implementation of innovative entrepreneurship education in local colleges and the improvement of its quality are conducive to the cultivation of entrepreneurial talents and the acceleration of the transformation of entrepreneurial knowledge and skills. The quality evaluation system of entrepreneurship education in local colleges is of great importance to improve the quality of education and teaching, promote comprehensive quality of undergraduates, serve regional economic and social development, and promote economic transformation and upgrading.

3. INFLUENCING FACTORS OF INNOVATIVE ENTREPRENEURSHIP EDUCATION QUALITY IN LOCAL COLLEGES^[4]

Quality evaluation of innovative entrepreneurship education is an indispensable part of innovative entrepreneurship education teaching activities. A good quality evaluation system of innovative entrepreneurship education could effectively monitor and evaluate the implementation process and effectiveness of innovative entrepreneurship education, guide the teaching behavior of teachers, and motivate learning and practice of undergraduates. Combining the indicators from the Ministry of Education, education quality influence factors of innovative entrepreneurship is shown in table 1 and table 2.

Table 1. Basic Requirements for Entrepreneurship Education and Teaching in Ordinary Undergraduate Universities

Basic Requirements	Cotents
Teaching Objectives	Entrepreneurship; Employment
Teaching Principles	Facing all teachers and undergraduates; Focusing on guidance; Teaching by classification;Combining majors; Strengthening practice
Teaching Contents	Entrepreneurial knowledge; Entrepreneurial ability; Entrepreneurial spirit
Teaching Methods	Classroom teaching; Extracurricular activities; Social practice
Teaching Management	Course; Teaching conditions; Team; Teaching effect

Table 2. Evaluation Index of Undergraduate Teaching Level in Ordinary Colleges

First index	Secondary index
Guiding Ideology	School-running orientation; School-running ideology
Faculty	Number and Structure; Stability
Teaching Conditions	Teaching infrastructure; Teaching funds
Specialty & Teaching Reform	Specialty; Course; Practice
Teaching Management	Management team; Quality control
Style of Study	Professional ethics of teachers; Climate for learning
Teaching Effect	Basic theory and skills; Thesis; Ideological and Moral cultivation; Sports; Social reputation; Employment

“Basic Requirements for Entrepreneurship Education and Teaching in Ordinary Undergraduate Universities(Trial)” and “Undergraduate Teaching Level Assessment Scheme in Ordinary Colleges(Trial)” are the basis for the evaluation of entrepreneurship education and undergraduate teaching by the Ministry of Education, and have the guidance for the teaching of entrepreneurship education and undergraduate teaching in local colleges. It could provide the guidance and reference for analyzing the relevant factors affecting the quality of entrepreneurship education in local colleges.

Relevant literatures on the quality evaluation of innovative entrepreneurship education also provide a large number of factors, mainly including management operation, education practice and education effect. Among them, management operation usually refers to the rules and regulations, organizational guarantee, platform construction and funding input, educational practice usually refers to training program, teaching experiment system, participation, educational effect usually refers to social reputation, entrepreneurship and employment, competition awards.

4.DESIGN OF QUALITY EVALUATION INDEX OF ENTREPRENEURSHIP EDUCATION IN LOCAL COLLEGES^[5]

Interviewing universities administrators and teachers of innovative entrepreneurship, combining with the literatures, focusing on the integration of process and result evaluation, teaching and practice evaluation, objective and subjective evaluation, the paper built the innovative entrepreneurship education quality evaluation system for local colleges, including 4 first-level indicators, 10 second-level indicators and 26 third-level indicators, shown in Table 3.

The education quality of innovative entrepreneurship is determined by the soundness of the management system, which could guide teachers and undergraduates actively participate in innovative entrepreneurship activities, and ensure the standardized operation of innovative entrepreneurship. The management system of innovative entrepreneurship education should be evaluated from two aspects: institutional setting and organizational support. Institutional setting refers to the establishment of full-time institutions for innovative entrepreneurship, which is responsible for overall planning and coordination of innovative entrepreneurship education and practice activities, provides entrepreneurial information and opportunities, entrepreneurial knowledge and consulting services. Organizational support refers to the material, policy and financial assistance provided by the university, finally stimulates the enthusiasm and initiative of teachers, undergraduates and secondary colleges.

Table3. Quality evaluation system for innovative entrepreneurship education of local colleges

First-level indicators	Second-level indicators	Third-level indicators
Management	Institutions Setting	Set a department responsible for innovative entrepreneurship
		Set a leading group for innovative entrepreneurship
	Organize support	Set incentive mechanism for teachers
		Set special fund for innovative entrepreneurship
Teaching	Faculty	Proportion of teachers with training experience
		Proportion of teachers with entrepreneurial experience
	Course	Number of entrepreneurship courses
		Number of interdisciplinary courses
	Teaching method	Entrepreneurship Seminar from Entrepreneurs
		Proportion of courses assessed by business plans, research reports
Environment	Teaching management	Quality monitoring for entrepreneurship courses
		Training for entrepreneurship teachers
	Bases	Opening rate of entrepreneurial base
		Size of entrepreneurial base
	Culture	Number of entrepreneurial associations
		Innovative entrepreneurship information platform
		Number of undergraduates received by entrepreneurial internship base

Performance		Number of school-enterprise cooperation
		Number of entrepreneurship activities and lectures each year
		Number of entrepreneurship competitions held each year
	Student level	Success rate of entrepreneurship
		Employment rate
		Awards number of entrepreneurship competition(Province and above)
	College level	Regional influence
		Recommend the entrepreneurship model of our school
		Number of entrepreneurship courses awards(Province and above)
		Conversion rate of entrepreneurial achievements

Innovative entrepreneurship is a practical activity involving interdisciplinary and integration of various knowledge and technologies, which requires high comprehensive ability for teachers and undergraduates. Therefore, the enterprise experience and various professional training are key factors. The curriculum of innovative entrepreneurship education could cultivate innovative spirit of undergraduates and improve their entrepreneurial knowledge and skills. The teaching methods of innovative entrepreneurship must be centered around undergraduates, experience, skills, creative consciousness, subjective initiative. All requires us to carry out abundant experimental and practical teaching, and increases teaching contents of entrepreneur lectures, field and entrepreneurial simulation training, finally stimulates innovative consciousness of undergraduates and develops their entrepreneurial potential. The mechanism of teaching effect evaluation is very important for colleges, teachers, undergraduates, and helps colleges focus on innovative entrepreneurship, teaching quality and reform, and helps undergraduates understand teaching level of each teacher, finally improves the entrepreneurial skills.

The quality of talent training is often affected by the campus environment. A good entrepreneurial environment helps universities carry forward entrepreneurial culture, improve the quality of education and cultivate high-quality talents. Two secondary indicators, "entrepreneurial bases" and "entrepreneurial culture", are important indicators to evaluate "entrepreneurial environment". Entrepreneurship bases are an institutional and intelligent service platform set up by colleges for innovative and entrepreneurial undergraduates, and also provide a service environment and space environment conducive to the development of entrepreneurship projects. Entrepreneurial culture is the entrepreneurial atmosphere and environment constructed by colleges through corresponding policies and measures. The entrepreneurial environment encourages innovation, promotes entrepreneurship and tolerates failure, which not only exerts a subtle influence on teachers and undergraduates, but also has a direct impact on the quality of entrepreneurship education.

The performance evaluation of innovative entrepreneurship education is the evaluation of the status. By analyzing the implementation effects of

innovative entrepreneurship education programs, colleges could understand the achievements of innovative entrepreneurship education and practice, analyze the problems of innovative entrepreneurship education and practice, and continuously improve the quality of innovative entrepreneurship education. This paper interpretes the quality of entrepreneurship education in local colleges from two secondary indicators, namely "undergraduates" and "universities".

5.CONCLUSION

The quality evaluation system of innovative entrepreneurship education of local colleges in this paper provides a methodological reference for the quality evaluation, which would be used as the direction of innovative talent training mode and teaching reform, and would also be used as a subsystem to evaluate the running level of local colleges. However, the quality evaluation system of innovative entrepreneurship education in local colleges still would be further improved and perfected. On the one hand, the construction of a scientific and objective evaluation system is a complex and tedious thing, which would be constantly optimized in the specific operation and application. On the other hand, it is difficult to obtain statistical data of the education quality of innovative entrepreneurship, which requires in-depth study on actual cases.

Projects

Innovative Entrepreneurship Education Teaching Research Project of Longdong University "Exploration and Practice of Quality Evaluation System of Universities Entrepreneurship in Gansu "; Higher Education Teaching Achievements Cultivation Project of Gansu "Construction and Practice of Collaborative Cultivation System for Innovative and Entrepreneurial Talents of 'One Engine, Four Wheels and Six Subjects' in Applied Undergraduate Universities"; Innovative Entrepreneurship Education Reform Project of Gansu "Study on the Mechanism of School-enterprise Cooperative Innovative Entrepreneurship Education"

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