

Research on the Construction of Quality Evaluation Index System of Innovation and Entrepreneurship Education in Colleges and Universities-Based on Four Local Colleges and Universities in Shiyan City

Xuetao Li, Lihua Yang*, Baolin Li and Yingping He

*School of Economics and Management, Hubei University of Automotive Technology, Shiyan
442002, Hubei, China*

**corresponding author*

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Abstract: Based on the local universities in Shiyan City, we use the literature method to determine and construct the evaluation index system of local innovation and entrepreneurship quality in Shiyan City. The primary index is the quality of innovation and entrepreneurship education, the secondary index contains the innovation and entrepreneurship support and foundation link, the process and development link and the effect link, and the tertiary index is expanded in detail on the basis of the secondary index, mainly by the government, society, school and students. A total of sixteen levels are included. Based on the data of relevant indicators obtained from the questionnaire, the quality of innovation and entrepreneurship education in Shiyan city colleges and universities is analyzed empirically and objectively through simple descriptive analysis, from which problems are found, and corresponding suggestions and strategies are proposed for the problems.

1. Introduction

In 2016, the Chinese Ministry of Education published a notice on the national summary and promotion of innovation and entrepreneurship in colleges and universities[1]. As a potential force of innovation and entrepreneurship, the education and training of innovation and entrepreneurship received by college students has attracted great attention in various fields.

The theoretical and practical research on domestic entrepreneurship education and innovation quality evaluation is gradually maturing, and relevant professionals or scholars have constructed the innovation and entrepreneurship education evaluation index system on the basis of literature theory, and through the collection and review of relevant literature, it is found that the quality evaluation of innovation and entrepreneurship education in colleges and universities still has great differences. For

example, the subjectivity of college students is neglected in the evaluation of entrepreneurship education and innovation quality[2-4]. As an important subject of innovation and entrepreneurship education, the effect of students' innovation and entrepreneurship and their satisfaction reflect the quality of innovation and entrepreneurship education to a certain extent. However, in most studies, the evaluation indexes do not take into account the subjectivity of students, and do not pay sufficient attention to students' behavior and satisfaction, and there are no evaluation indexes of related aspects[5-8].

This paper focuses on the development of innovation and entrepreneurship education in local colleges and universities in Shiyuan in recent years, evaluates it according to the established education innovation and entrepreneurship quality evaluation system, and then finds out the problems that exist, so as to put forward corresponding suggestions and countermeasures to promote the development, which has important theoretical value and practical significance.

2. Evaluation Index Construction

Through sorting and analyzing the literature related to innovation and entrepreneurship education, we organize and establish the index system for evaluating the quality of innovation and entrepreneurship education. By reviewing materials on major academic platforms such as Knowledge.com and Academic.com, as well as reviewing related books on innovation and entrepreneurship education, it has a great reference role in studying the quality of innovation and entrepreneurship education nowadays, organizing and collecting the required materials, and comparing them with the results of the survey conducted by ourselves to make the conclusion more scientific.

The quality assessment system of innovation and entrepreneurship education in local universities in Shiyuan should include the first, second and third level indicators, mainly the basic indicators of government, school, society and students themselves, etc. Through the collation and analysis of literature, specific third level indicators about policy, course offering, teaching mode, student satisfaction and participation were obtained. The final indexes are more convincing and perfected by searching on the Internet - Innovation and Entrepreneurship Education Quality System Construction and then organizing the literature according to the number of citations.

The primary indicators are the quality of innovation and entrepreneurship education, the secondary indicators include innovation and entrepreneurship support and foundation, process and development, and effect, and the tertiary indicators are expanded in detail on the basis of the secondary indicators, mainly by the government, society, schools and students, including a total of sixteen.

2.1. Support and Foundation Links

First of all, local government supplies funds for colleges and universities, and colleges and universities deliver talents for local development, which promote each other and form a virtuous cycle system. As an important supporter and leader of innovation and entrepreneurship in local universities, the government plays a crucial role in financial support and policy support for innovation and entrepreneurship in universities. The accuracy and scientificity of the policy affect the results of the

implementation of innovation and entrepreneurship policy. As the driver of innovation and entrepreneurship, the government's financial investment in innovation and entrepreneurship in local universities greatly affects the final results and effects of innovation and entrepreneurship education. The government increases the financial investment in the innovation and entrepreneurship work of colleges and universities, which has a great role in promoting the incentive and development of its innovation and entrepreneurship education.

Secondly, policy support mainly refers to the policy support provided by the school as the main manager and guide of innovation and entrepreneurship education to promote students' participation in innovation and entrepreneurship activities, that is, the school makes students understand innovation and entrepreneurship education through various forms of publicity, understand the preferential and incentive policies related to innovation and entrepreneurship, stimulate students' enthusiasm to participate in innovation and entrepreneurship, and then promote the work of innovation and entrepreneurship education in colleges and universities. Colleges and universities are the executors of policy implementation, especially local colleges and universities, whose policy issuance needs to be fully integrated with the local situation, and the government needs to make it according to the local conditions so that colleges and universities can best play the advantages of the policy and thus promote the development of local innovation and entrepreneurship education. The innovative and entrepreneurial talents cultivated by colleges and universities provide talent reserves for enterprises in the society, and their innovative and entrepreneurial levels will be shown and tested in their work. Through the practical evaluation made by enterprises on entrepreneurs, their problems can be fully discovered and corresponding substantive suggestions can be given accordingly, which has an irreplaceable role in the improvement and development of innovation and entrepreneurship in colleges and universities.

Finally, the support of the society to a certain extent promotes the vigorous development of innovation and entrepreneurship, the social innovation and entrepreneurship atmosphere is good, some enterprises in the society can provide appropriate convenience and assistance to entrepreneurs, and provide channels for entrepreneurs, which not only makes the entrepreneurial process smoother and the entrepreneurial risk relatively lower, but also increases the local entrepreneurial rate, and its entrepreneurial effect and quality can be significantly improved.

2.2. Process and Development Sessions

Schools are the main institutions of innovation and entrepreneurship education and play an important role in the implementation of innovation and entrepreneurship. It mainly consists of the following aspects: firstly, the support of schools for innovation and entrepreneurship education; secondly, the platform construction of innovation and entrepreneurship education in colleges and universities, and the curriculum base is an effective prerequisite for innovation and entrepreneurship education to be carried out smoothly, thirdly, the sound curriculum system of innovation and entrepreneurship education, and fourthly, the reform of teaching mode and assessment methods.

2.3. Effect links

As the main body of innovation and entrepreneurship, students' performance directly shows the

level of their innovation and entrepreneurship, and students' background, performance and satisfaction affect the effect of innovation and entrepreneurship. Students' own understanding of innovation and entrepreneurship, as well as their own innovation and entrepreneurship consciousness and ability have an important influence on their final effect. Therefore, universities should pay more attention to the student level, adhere to the people-oriented, start from students, and control the influence of the student level on innovation and entrepreneurship.

3. Quality Evaluation of Innovation and Entrepreneurship Education

3.1. Questionnaire Distribution and Collection

By conducting questionnaires to students in four local colleges and universities in Shiyan, we were able to achieve freshmen, sophomores, juniors, and seniors in major universities because innovation and entrepreneurship education is open to all students. It was distributed to achieve a more comprehensive and effective coverage in terms of students' schools, grades, and genders, making it possible to improve the reliability of the sample.

In order to ensure the fairness and reasonableness of the evaluation, this study stipulates that the effective recovery of questionnaires for the four colleges and universities is basically the same, and the effective recovery is about 120 copies. The effective recovery rate was about 93.75%. 160 questionnaires were distributed to Hubei College of Automobile Industry, and 150 questionnaires were collected by excluding the invalid ones; 160 questionnaires were distributed to Hubei College of Medicine, and 146 questionnaires were collected by excluding the invalid ones, and the effective recovery rate was about 91.25%; 140 questionnaires were distributed to Hanjiang Normal College, and 115 questionnaires were collected by excluding the invalid ones, and the effective recovery rate was about 82.14%. The valid recovery rate was 82.14%, and the valid recovery rate was 81.42%. 140 questionnaires were distributed to Hubei Institute of Technology, and 114 questionnaires were collected by excluding the invalid ones.

3.2. Analysis of the Quality Evaluation Process of Innovation and Entrepreneurship Education

3.2.1. Analysis of Evaluation Results of Support and Foundation Links

The support and foundation of innovation and entrepreneurship education in Shiyan include government support, school support, social atmosphere, family factors and their own situation. According to the statistical results, students' understanding of "dual innovation" is (3.25) relatively good, their understanding of government and school policies to support "dual innovation" is (2.79) general, and their fear of social market is greater, reaching (60.19%). 60.19%, through the survey of the main factors affecting students' innovation and entrepreneurship, 72.57% of students chose family economic conditions (the highest ranking), which means that the most important factor for students to consider to carry out innovation and entrepreneurship is the economic foundation, combined with the previous survey of students' fear of the market, we can learn that the current social market is more competitive, and the risk and investment costs are higher, so students are afraid to try even if they have the intention of innovation and entrepreneurship. Most students do not have the conditions to implement innovation and entrepreneurship because of the high cost of innovation and

entrepreneurship. We can learn that whether or not to carry out innovation and entrepreneurship has a great relationship with their own willingness, those who think they have a higher awareness of innovation and entrepreneurship and are more capable will have a great motivation to carry out innovation and entrepreneurship. The indices of social environment influence and national innovation and entrepreneurship policy are 60.19% and 61.9% respectively, which are relatively close. The lowest index is the school's training and support for innovation and entrepreneurship, which is 40.95%. We can learn that most students think that innovation and entrepreneurship are not much related to the school's support and training, and according to the statistics of innovation and entrepreneurship process index, we can learn that the reasons for this situation are: there are not many or even no innovation and entrepreneurship courses in colleges and universities; the teaching methods of innovation and entrepreneurship courses in schools are not scientific, and most of them are based on classroom lectures; students are not interested in innovation and entrepreneurship. Students' satisfaction with the school's innovation and entrepreneurship courses and implementation platform is average (2.9); students do not know much about the school's innovation and entrepreneurship incentive policies, etc. Because of these factors, students think that their innovation and entrepreneurship is not much related to the school.

3.2.2. Analysis of Evaluation Results of Development and Process Links

The process and development links of innovation and entrepreneurship education in Shiyuan include institutional setting, curriculum design and teaching facilities. According to the statistical results, it can be seen that most schools have offered innovation and entrepreneurship courses and activities, and innovation and entrepreneurship are mainly carried out in the form of innovation and entrepreneurship courses, reaching 44.21%, followed by most students (40.04%) who have participated in innovation and entrepreneurship competitions, 26% who have applied for innovation and entrepreneurship projects, and only 25.05% who have not participated in anything or the school does not carry out innovation and entrepreneurship classes. Courses and activities. Through the survey on the frequency of innovation and entrepreneurship courses in colleges and universities, most students (62.95%) chose general for the frequency and number of courses conducted in colleges and universities, 19.67% chose more and 17.38% chose less, thus it can be seen that colleges and universities do not carry out many courses on innovation and entrepreneurship education, basically the frequency of courses is not high and colleges and universities do not pay special emphasis on innovation and entrepreneurship education. By collecting the assessment requirements of innovation and entrepreneurship courses in schools, we know that the assessment mainly focuses on submitting experiment and experiment report and reporting entrepreneurial plan, which reach 69.18% and 64.92% respectively, followed by submitting thesis and design works, which reach 63.77% and 49.51% respectively, which are relatively close to each other, and finally only 0.66% of students checked other. We can get that the arrangement of innovation and entrepreneurship courses in colleges and universities should be more diversified, so as to improve students' interest in innovation and entrepreneurship, and schools should hire more experts to give lectures, promote innovation and entrepreneurship education and answer questions. Students will also be more serious in their assignments, and their understanding of innovation and entrepreneurship will be further promoted. Through the survey on the teaching methods of innovation and entrepreneurship courses in schools, 70.82% of students chose classroom lectures, followed by group seminars, reaching 62.95%. The

case teaching and experimental teaching are 50.49% and 51.8% respectively, which are close to each other, and the least number of students choose other teaching methods is 0.98%. It is difficult to make students interested in innovation and entrepreneurship in such a single and traditional way, and without practical exercise or practice, it is difficult for students to really gain from innovation and entrepreneurship classes. For this reason, the training and support of the school is the lowest option when students evaluate the factors affecting innovation and entrepreneurship, and students think that the teaching of innovation and entrepreneurship at school does not have much practical help for them to implement innovation and entrepreneurship. Finally, we calculated the satisfaction level of students with the curriculum and practice platform of the school, and the average value was 2.9, which shows that students' satisfaction level is average.

3.2.3. Analysis of the Evaluation Results of the Effect Link

The effect link of innovation and entrepreneurship education in Shiyuan mainly includes students' satisfaction and results. Through the survey of students' own innovation and entrepreneurship awareness satisfaction, their satisfaction average is 2.36, which is average; the survey of students' own innovation and entrepreneurship ability satisfaction, their satisfaction average is 2.25, which is average. From the results of these two surveys, we can learn that students are not sufficiently aware of innovation and entrepreneurship and lack confidence to generate a certain sense of self-efficacy. Following that, we interviewed the students who had innovation and entrepreneurship experience, and through the survey of their entrepreneurial results, the vast majority of them thought their entrepreneurial results were average or even bad, and their proportions were 39.88% and 38.1%, respectively, while only 22.02% of them had very good entrepreneurial results. This indicates that students' satisfaction with the results of innovation and entrepreneurship is low, which has a great impact on the results of innovation and entrepreneurship.

4. Suggestions for Countermeasures

It mainly proposes countermeasures from three modules: innovation and entrepreneurship education support and foundation link, innovation and entrepreneurship education process and development link, and innovation and entrepreneurship education effect link.

4.1. Consolidate and Improve the Support and Foundation of Innovation and Entrepreneurship Education in Local Universities in Shiyuan

4.1.1. Increased Government and Social Support for Innovation and Entrepreneurship Education

The quality of innovation and entrepreneurship education is influenced by many aspects, and the support and foundation link is the most basic influence indicator and prerequisite. As the foundation of innovation and entrepreneurship education in schools, efforts should be made to consolidate and improve the construction of this link. Active policies and good social environment will promote students' innovation and entrepreneurship.

4.1.2. Schools Pay more Attention to Innovation and Entrepreneurship Education for Students

Schools are not only the main body for the implementation of innovation and entrepreneurship education, but also the theoretical and practical training place for innovation and entrepreneurship. Therefore, schools should develop active publicity plans for innovation and entrepreneurship education policies in order to increase the visibility of innovation and entrepreneurship education and the attention of students.

As students are the main part of the education, colleges and universities should pay attention to students' attention and understanding of the education of "dual innovation". Therefore, colleges and universities can provide and disseminate information to students about innovation and entrepreneurship education according to the current information channels. This can be done by disseminating information about innovation and entrepreneurship through school broadcasts and bulletin boards, organizing class meetings with school counselors, posting information in class groups, and finally organizing courses, forums, or salons related to innovation and education to stimulate students' interest in innovation and entrepreneurship.

4.2. Optimize the Process and Development Links of Innovation and Entrepreneurship Education in Local Universities in Shiyan

This paper mainly elaborates the process and development of innovation and entrepreneurship education from platform construction, curriculum design and teaching facilities. The school is the main force of innovation and entrepreneurship education, as well as the main institution of innovation and entrepreneurship education, and the teaching place of theory and practice. Therefore, schools should reasonably design and plan the scope of innovation and entrepreneurship education curriculum, and implement diversified education according to innovation and development rights and entrepreneurship education.

4.2.1. Vigorously Develop and Standardize Innovation and Entrepreneurship Curriculum and Teaching Settings

In the innovation and entrepreneurship process and development links, the development of the curriculum and teaching settings are particularly important, from the statistics can be obtained, most schools have carried out innovation and entrepreneurship education courses, but in general, the number and frequency of courses offered are general, and the course mode is mainly based on lecture courses innovation and entrepreneurship competition, the proportion of 44.21%, 40.04%, teaching methods are mainly based on classroom lectures and The teaching mode is mainly based on classroom lectures and group discussions. The teaching course mode is relatively single, although the course is oriented to make all students, but the teaching content basic, it is difficult to meet some students who are interested in innovation and entrepreneurship, mostly to teach theoretical knowledge, a single teaching mode can not stimulate students' interest in innovation and entrepreneurship, so the course design, based on a reasonable increase in the number of courses, should be provided to students in stages with detailed information about the course, and sent to the students before the course selection Students, so that students can fully understand the basic situation of the course, students with strong interest and ability to get more workshops should be provided with perfect practical conditions as much as possible to improve the implementability of the course. Experimental projects should control the difficulty and improve students' confidence in innovation and entrepreneurship. Secondly,

teaching methods in innovation and entrepreneurship courses should be diversified, and various teaching methods can be used across departments to activate the classroom, increase student interest, stimulate student learning initiatives, explain cases and conduct group discussions.

4.2.2. Enhance the Innovation and Entrepreneurship Practice Platform and Implement Diversified Assessment Methods

Through the satisfaction survey of the school's "dual innovation" courses and practice platform, the average satisfaction rate is 2.9, which is average, and the students' satisfaction rate is not high, which also shows that the school's infrastructure is not perfect. The assessment requirements of innovation and entrepreneurship courses in universities are mainly based on the submission of experiment reports or entrepreneurial plans, accounting for 69.18% and 64.92% respectively, followed by the submission of papers and design works. Secondly, the assessment methods should be diversified, not stuck to a fixed way, but flexible, and based on the teaching content to the facilities, so that the maximum value of the assessment, so that students can test the learned knowledge and make a reasonable assessment of themselves through the assessment.

4.3. Guaranteeing the Effect Link of Innovation and Entrepreneurship Education in Local Colleges and Universities in Shiyan

The quality of innovation and entrepreneurship education is influenced by many factors, and the effectiveness link is the touchstone of innovation and entrepreneurship.

4.3.1. Raising Students' Awareness of Innovation and Entrepreneurship

In the process of cultivating innovation and entrepreneurship, students must correctly establish the concept of innovation and entrepreneurship, understand the profound meaning of innovation and entrepreneurship, not only bravely innovate the current situation, but also prevent over-innovation and develop measures to respond to new situations and problems that may arise in the future with a developmental vision and mind. Therefore students can enhance their innovation and entrepreneurship awareness through multiple channels such as participating in innovation and entrepreneurship competitions or reading related books.

4.3.2. Enhance Students' Innovation and Entrepreneurship

Through the survey of students' own satisfaction level of innovation and entrepreneurship, their satisfaction value is 2.25, which is more average, indicating that students' confidence in themselves and the degree of self-assessment ability are insufficient. For the problem of improving students' innovation and entrepreneurship ability, it can be carried out in the following aspects: First, the school should set professional teachers to solve students' innovation and entrepreneurship problems in time, guide and help students to improve their ability and confidence. Secondly, it should organize lectures on innovation and entrepreneurship to motivate students to participate in the activities, so that they can have a deeper experience on innovation and entrepreneurship through sharing experiences and theories. Thirdly, schools should constantly update and develop innovation and entrepreneurship courses, practice platforms and incentives to provide a good foundation and support for cultivating students' innovation and entrepreneurship spirit and ability.

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