

# The Construction of Evaluation System of Innovation and Entrepreneurship Education in Applied Undergraduate Colleges and Universities Based on the Concept of OBE

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**Abstract:** “With the implementation of the policy of "upgraded mass entrepreneurship and innovation", the way of education in colleges and universities has also changed. How to improve the quality of talent training has become the focus of attention. Evaluation system is the key link to test the innovation and entrepreneurship education work, and the traditional evaluation method can not meet the current demand, so colleges and universities need to think deeply and adopt new ways to enhance the education effect. Therefore, colleges and universities need to think deeply and adopt new ways to enhance the educational effect, and the emergence and application of OBE concept brings new ideas to the educational activities and is conducive to the standardization of innovation and entrepreneurship education. Therefore, this paper mainly explores the effective ways to construct the evaluation system of innovation and entrepreneurship education in applied undergraduate colleges based on the OBE concept, hoping to provide some reference.

**Keywords:** OBE; Higher education; Innovation and entrepreneurship; Education evaluation system

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## Introduction

The continuous progress of society, in order to stimulate market vitality, China has increased the innovation and entrepreneurship support for college students, and then want to realize the goal of expanding employment opportunities and promoting the healthy development of the economy. Colleges and universities, as the main base for talent cultivation, have opened corresponding innovation and entrepreneurship education courses to provide guidance services to students in this context. Accelerating the pace of integration of the evaluation system and the OBE concept is conducive to objectively recognizing the learning situation of students and facilitating the scientific adjustment of the teaching direction of colleges and universities. Therefore, colleges and universities need to pay more attention to give full play to the advantages of this educational concept, and then cultivate a batch of outstanding talents.

## 1. The current situation of the construction of evaluation system of innovation and entrepreneurship education in colleges and universities

Combined with the actual educational activities, the work of innovation and entrepreneurship education in colleges and universities is basically in the exploratory stage, failing to establish a systematic evaluation system. And most colleges and universities are subject to the traditional education concept is deeper, the content of the evaluation system of this educational activity, can not do an effective analysis, or choose to take the results as the main standard, belittling the analysis of other thinking qualities<sup>[1]</sup>. At the same time, the evaluation methods of colleges and universities are relatively single, most of them are qualitative evaluation, practicability is not high, and it is difficult to get effective feedback information. This leads to the bias of students' ideological cognition, insufficient understanding of innovation and entrepreneurship education, and the course can not be carried out effectively. In addition, some colleges and universities are not clear about the positioning of innovation and entrepreneurship education, and in the process of development, there is the phenomenon of “teaching without evaluation”, which affects the enthusiasm of students' innovation and entrepreneurship. These are common problems at present, and colleges and universities can comprehensively sort out and analyze the reasons for the problems, and then develop a systematic education evaluation system.

## **2. Effective ways of constructing evaluation system of innovation and entrepreneurship education in colleges and universities under the concept of OBE**

Innovation and entrepreneurship education activities in colleges and universities have many contents, and the construction of the evaluation system based on the OBE concept should be clear indicators and adhere to the results-oriented, so as to provide more valuable information for the subsequent construction activities. At the same time, the innovation and entrepreneurship education project is relatively complex, and in the construction work, it is necessary to focus on the comprehensive combination of qualitative and quantitative evaluation. In this way, the subjective and objective factors can be comprehensively covered to improve the scientific nature of the adaptability of the construction work. The specific construction content is shown below:

### **2.1 Teaching objectives**

Teaching objectives are an important prerequisite for the development of course teaching, and they are also the basis that teachers need to refer to in their subsequent evaluation work. From the viewpoint of the content of innovation and entrepreneurship education activities in joint colleges and universities, the teaching objectives can be roughly divided into two parts: ability objectives and quality objectives. The former generally includes measurement information such as students' ability to bear entrepreneurial risks, independent inquiry ability, logical ability to solve practical problems, practical ability and market insight. The quality objectives, on the other hand, cover measurements such as the degree of development of students' innovative thinking, personalized development, and willingness to learn.

### **2.2 Curriculum System**

Curriculum system is the main form of innovation and entrepreneurship education activities, which is divided into teaching content design and course arrangement in the same way as other courses are constructed. When colleges and universities clarify the evaluation indexes, they can be specific based on the nature of the curriculum. Like the curriculum design measurement index, it should focus on evaluating the reasonableness of the curriculum setting, with specific contents such as the type of innovation and entrepreneurship education courses, the coverage of course teaching, teaching hours, etc., and assessment methods. These measurements can reflect the knowledge of colleges and universities about innovation and entrepreneurship education courses<sup>[2]</sup>. There is a certain difference between course teaching and course arrangement, which mainly contains the teaching of content teaching, problem exploration hours, practical activities hours, and simulation hours. This section then reflects the current teaching course structure of the university, and facilitates the understanding of the proportion of practical teaching and theoretical teaching within the university.

### **2.3 Teaching Effect**

This link, in simple terms, is the purpose of universities to realize entrepreneurship education activities, which is mainly divided into direct and indirect effects. The former's external manifestation is the actual effect obtained in the current development of universities, such as the number of student awards, the number of incubation of entrepreneurial enterprises, the number of patent declarations, etc., which directly demonstrates the quality of the overall development of innovation and entrepreneurship in colleges and universities. The indirect effects are the educational knowledge learning, the proportion of competitions carried out, the percentage of clubs and the growth rate of projects. This part expresses the effect of innovation and entrepreneurship consciousness cultivation and highlights the degree of atmosphere construction within the university.

The above is the relevant content of the construction of the evaluation system of innovation and entrepreneurship education in colleges and universities, and in order to ensure that the system can be scientifically applied to practical teaching activities, colleges and universities can also choose some advanced calculation methods. Promote quantitative evaluation and qualitative evaluation, can play a role at the same time. For example, colleges and universities can use the hierarchical analysis method according to the existing research results of the OBE concept to calculate the existing evaluation and measurement indexes in colleges and universities. Throughout the process, pay attention to in-depth communication with experts, establish a complete judgment matrix, unified data processing, strictly prohibit the phenomenon of arbitrary calculation, and maximize the educational value of the evaluation system.

## **3. Countermeasures for the Future Development of Innovation and Entrepreneurship Education in Colleges and Universities under the Concept of OBE**

### **3.1 Enhancing the comprehensive quality of teachers and creating an advanced talent pool**

If colleges and universities want to develop innovation and entrepreneurship education courses in a sustainable way and make the education evaluation system keep pace with the development of the times, they need to pay attention to the cultivation of teachers' strength. This is an important factor in the high quality of teaching activities, for applied undergraduate colleges and universities,

in addition to selecting excellent economic and management teachers and science and technology teachers, can also supplement the liberal arts teachers, and constantly optimize the structure of teachers. Promote the teachers can complement each other, and jointly play out the advantages, to provide guidance services to students of different specialties. Not only can they meet the various challenges brought about by the development of education, but also contribute to the improvement of the education evaluation system to ensure that innovation and entrepreneurship education activities are carried out in an orderly manner. In order to achieve this goal, colleges and universities can strengthen the training efforts, combined with the current comprehensive quality of teachers, design regular training programs for them, so that teachers can improve their comprehensive teaching ability. At the same time, colleges and universities can also introduce some advanced enterprise talents to lay a solid teacher foundation for innovation and entrepreneurship education in colleges and universities.

### **3.2 Building a practical platform for in-depth cooperation between schools and enterprises**

The special nature of the innovation and entrepreneurship education program requires colleges and universities to change the current development ideas in the future education, comprehensively strengthen the financial investment, and pass more practice opportunities for students. On the one hand, it can let them deeply understand the deeper connotation of innovation and entrepreneurship education, stimulate students' entrepreneurship and entrepreneurship enthusiasm, and actively cooperate with teachers to carry out their work. On the other hand, it can improve the incubation rate of entrepreneurial enterprises, establish a new innovation and entrepreneurship education model, and create a strong teaching atmosphere on campus. In addition, colleges and universities can rely on their own advantages, in-depth cooperation with enterprises, invite well-known enterprise personnel to enter the campus, communicate with students, recognize the current market development environment, so that students with entrepreneurial ideas can have a clear understanding of the future direction of entrepreneurial development, so as to reasonably plan the study time, to make up for the shortcomings of traditional teaching. Finally, colleges and universities can summarize and reflect on the problems in the current innovation and entrepreneurship education courses around the results-oriented. According to the feedback information of students and the overall cultivation effect, it can check the shortcomings and make up for the omissions, reasonably allocate resources and further improve the education system.

### **Conclusion**

From the above, if colleges and universities want to comprehensively build an evaluation system for innovation and entrepreneurship education under the new environment, they need to change their previous teaching ideas, recognize the value of the OBE education concept, and optimize the teaching process. Actively analyze the shortcomings of the current educational activities, integrate educational resources, detail the evaluation content, so as to establish a systematic evaluation program. In addition, colleges and universities need to constantly innovate evaluation forms, think about the direction of educational development, strengthen financial investment, and provide students with a suitable teaching environment. Through these initiatives, we can better improve the evaluation of innovation and entrepreneurship education and promote the sustainable development of China's higher education.

### **References:**

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