Research on the Relationship between Higher Education Employment Evaluation and Innovation and Entrepreneurship

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Abstract Employment assessment and innovation and entrepreneurship education have become a crucial measure for evaluating the quality of university education. This paper analyzes the current state of employment assessment and innovation and entrepreneurship education in Chinese higher education institutions. It points out that the current employment assessment system is overly simplistic, that innovation and entrepreneurship education is disconnected from actual needs, and that policy incentives have not been fully implemented. Through data analysis, the paper explores the intrinsic relationship between innovation and employment assessment in higher education. The study finds that strengthening innovation and entrepreneurship education can effectively enhance employment assessment in higher education. Based on these findings, the paper proposes optimization strategies. It recommends constructing a multidimensional employment assessment system, integrating innovation and entrepreneurship education into the entire process of talent cultivation, strengthening institutional safeguard mechanisms, and achieving synchronous improvement in high-quality employment and educational quality.

Keywords: • higher education • employment evaluation • innovation and entrepreneurship

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1 Introduction

In recent years, with the continuous expansion of the scale of higher education in China. The quality of talent cultivation in universities and the employment status of graduates have increasingly become key issues of high concern for universities themselves. Employment is a direct reflection of the achievements of higher education. Employment evaluation and innovation education have become key links in measuring the quality of talent cultivation in universities. This is a micro feedback mechanism for the effectiveness of the national macro development strategy. The country promotes the policy orientation of "promoting education through employment and leading employment through entrepreneurship". We need to scientifically construct a university employment evaluation system. This can promote higher quality and more comprehensive employment for college graduates. At this moment, innovation education, as an important component of higher education reform, is gradually moving towards having a system to rely on. From the slogan of "mass entrepreneurship and innovation" to the successive introduction of various policy documents by the government. This clearly requires universities to integrate innovation education into the entire process of talent cultivation. Various innovation competitions and maker spaces are constantly emerging. This provides students with a practical platform and growth channel.

Innovation is a key driving force for economic growth, social progress, and individual success. In today's rapidly changing world, technological progress and global competition require constant innovation to maintain competitiveness. Innovation transforms creativity into tangible business, promoting job creation and economic development. Start ups and small businesses often introduce disruptive technologies and business models to revitalize industries and improve efficiency. Innovation cultivates basic skills such as problem-solving, critical thinking, and adaptability. They encourage a proactive mindset that enables individuals to identify opportunities and overcome challenges. For students and young professionals, receiving entrepreneurship education can enhance their employability by providing them with practical skills beyond traditional academic knowledge. In society, innovative solutions have addressed urgent issues such as environmental sustainability, healthcare, and education. Entrepreneurs often create socially impactful businesses that contribute to inclusive growth. Governments and educational institutions are increasingly recognizing the importance of incorporating entrepreneurship into their curricula and supporting the entrepreneurial ecosystem.From the actual operational situation, there is still no effective linkage between employment evaluation and innovation education in higher education. The current employment evaluation system in universities mostly relies on the key indicator of "initial employment rate". This lacks a comprehensive consideration of multidimensional factors such as the quality of innovation , job satisfaction, and career development potential of graduates. This leads to one-sided evaluation results. This weakens the initiative of universities in promoting diversified development of students. Universities are actively promoting innovation education, and some courses have become mere formalities.

Entrepreneurial projects are disconnected from the market, and there is a gap between students' enthusiasm for participation and actual output. Undoubtedly, the achievements of innovation cannot be quantified or given due weight in the existing employment evaluation system. This leads to universities still being guided by traditional employment indicators in resource allocation and talent incentives. This restricts the deep development of innovation education. The mismatch between evaluation, motivation, and investment. This reinforces the disconnect between educational practice and market demand. There is an urgent need to re-examine the employment evaluation mechanism in higher education and explore feasible paths to incorporate the effectiveness of innovation education into the evaluation system. This can break the phenomenon of "two skins" and achieve a positive interaction of "promoting reform through evaluation and employment through innovation". Conduct a systematic study on the relationship between higher education employment evaluation and innovation . This can promote the transformation of higher education concepts. This can optimize the allocation of educational resources for the country and improve the quality of youth employment.

2 Research significance

China's higher education is moving from popularization to high-quality development. The single employment evaluation method that used to focus on employment rate cannot fully reflect the quality of talent cultivation and the development potential of graduates in universities. In the new era, innovation education is a key way to promote the transformation and upgrading of universities, enhance students' comprehensive literacy and social adaptability. This has gradually become a key focus of higher education reform. Conduct in-depth research on the relationship between higher education employment evaluation and innovation . In theory, current research on employment evaluation and innovation education is mostly conducted separately. This lacks systematic logical correlation analysis. Employment evaluation emphasizes result orientation, while innovation education focuses more on process development and ability enhancement. The two have not yet achieved organic integration in terms of educational goals, assessment mechanisms, and data caliber. This study attempts to bridge the internal logic between the two. This reveals how innovation education plays a role in enhancing students' employability and expanding their career paths. This can make up for the current problems of fragmented research and insufficient correlation. This can expand the theoretical framework of the higher education evaluation system. In fact, employment has become one of the key indicators for measuring the achievements of higher education, and society, government, students, and parents are increasingly concerned about the employment status of graduates. There is a tension between the uncertainty, structural imbalance, and student employment expectations in the current job market. In addition, the frequent emergence of new trends such as "slow employment" and "flexible employment" among young people has forced universities to optimize their talent training models. Studying the interactive

mechanism between employment evaluation and innovation can help universities make systematic adjustments to their curriculum and practical platforms. This can promote the implementation of the educational philosophy based on 'ability'. In recent years, the government has introduced a series of policies to support college students' innovation . These policies face difficulties in implementation and weak evaluation in the actual implementation process. The key reason is that innovation achievements cannot be included in the existing employment evaluation index system. This leads to a deviation between policy guidance and the actual operation of universities. Studying the relationship between employment evaluation and innovation can improve the policy evaluation system. This can establish a scientific, comprehensive, and quantifiable collaborative assessment mechanism for employment and entrepreneurship, and improve the pertinence and effectiveness of policies. This can promote universities to more actively implement the task of innovation education reform. Studying the linkage between employment evaluation and innovation can guide students to establish more diverse career values. Compared to the traditional path of "stable employment", entrepreneurship provides more opportunities for ambitious young people to develop independently. If universities can guide students to use entrepreneurship as an effective employment path through a scientific evaluation system. This can alleviate the structural employment pressure on graduates. This helps to unleash the innovative potential of young talents.

3 The current characteristics of employment evaluation and innovation in higher education

3.1 Unifying the employment evaluation system

In the overall construction and practical implementation of China's higher education employment evaluation system, there is a common problem of singularity. This cannot fully reflect the quality of talent cultivation in universities and the comprehensive development potential of graduates. Undoubtedly, the single dimensional evaluation method based on the implementation rate of graduation destinations as a key indicator has its drawbacks. The employment rate has the advantages of convenient and intuitive statistics, but its limitations are becoming increasingly prominent. This can no longer meet the diverse needs of quality assessment in higher education in the new era. The employment rate is currently a hard indicator of concern for most universities, regulatory authorities, and public opinion. This has a strong administrative orientation effect. In order to pursue the perfection of employment data, some universities often increase the pressure of filling in employment data during the graduation season. There is a phenomenon of false signing here. This seriously affects the authenticity and reference value of employment data. Undoubtedly, the employment rate emphasizes whether there is employment rather than the quality of employment. This fails to reflect the key variables of job matching and career stability for graduates. This weakens its effectiveness as an evaluation of talent development outcomes.

The current employment evaluation system mostly ignores the development of diversified employment trends. With the adjustment of economic and social structure and the rise of digital economy, flexible employment and freelance forms are increasing day by day. When encouraging students to participate in diverse development paths such as scientific research, further education, going abroad, and entrepreneurship in universities, the development status of all graduates should be included in the single caliber of "employment rate". This cannot fully cover the diversity of their career choices. This often suppresses students' enthusiasm for diversified development. Undoubtedly, some students who choose to start their own businesses are classified as' unemployed 'due to their inability to generate stable income in the short term. This leads to the marginalization of entrepreneurial behavior in the evaluation system. The employment evaluation is too static and lacks long-term tracking of graduates' development. The ultimate value of higher education lies in its ability to find employment in the year of graduation, and should be reflected in its career growth five or ten years later. Most of the employment evaluation systems in our country lack a medium - to long-term tracking mechanism and a survey on the career development of graduates. This leads to a loss of focus in the evaluation indicators. This cannot provide feedback basis for improving the quality of higher education. We can find that some foreign universities have established a "Graduate Career Development Tracking System", which investigates their career paths, job promotions, salary changes, and career satisfaction indicators. This dynamically adjusts the quality of education. This is worth learning from for our country. The current evaluation system lacks integration with innovation education. Undoubtedly, universities attach great importance to innovation education, encouraging students to participate in entrepreneurial projects, innovation competitions, and maker incubation platforms. However, these achievements cannot be effectively quantified and recognized in the employment evaluation system. Many students who participate in start-up companies or self initiated projects are not included in the category of "employed" because they have not yet registered the company or signed a labor contract. This leads to universities suffering losses in employment statistics, which in turn affects their enthusiasm for supporting innovation .

3.2 The disconnect between innovation education and reality

In recent years, the strategy of "mass entrepreneurship and innovation" has been deeply implemented. The status of innovation education in China's higher education system is increasingly elevated. Various policy documents emphasize the integration of innovation education into the entire process of talent cultivation. Various universities have also established innovation colleges, incubation bases, entrepreneurship courses, and organized various innovation competitions and practical activities. In terms of actual operation, there is still a significant degree of "disconnection from reality" in the concept, system, content, and effectiveness of innovation education in Chinese universities. This cannot fulfill its intended educational and employment promotion functions. There is a deviation between

educational philosophy and market demand. Many universities still treat innovation education as short-term tasks or "bonus projects" to cope with various evaluation indicators, rather than systematically building an innovative talent training system based on student growth and social needs. The course content mostly stays at the level of "theoretical lectures". There is a problem of emphasizing policy explanation over project practice, focusing on concept stacking over ability training. This kind of 'hollowing out' education cannot stimulate students' interest in entrepreneurship. This cannot enhance its practical combat capability. This leads to a lack of comprehensive competence among graduates to deal with complex problems when facing real market environments. Innovation courses are still regarded as "general elective courses" rather than a key component of professional talent cultivation in most universities. This leads to fragmented and repetitive curriculum design, lacking systematicity. Some course content is disconnected from the students' majors. This cannot effectively connect with students' knowledge structure and ability needs. At this time, most of the teachers in charge are theoretical scholars who lack practical entrepreneurial experience. This cannot provide students with real case guidance and resource docking. Some universities have introduced part-time mentors for entrepreneurs and investors, but due to institutional deficiencies and low participation. This hinders the formation of a sustained and effective guidance mechanism.

The practice platform and resource support system are not sound. Although various universities have built physical platforms for college student entrepreneurship incubation parks, many platforms lack clear positioning and professional management. There are issues with inefficient resource allocation, insufficient project support, and poor operational mechanisms. Some incubation platforms are more like exhibition venues than entrepreneurial workshops. This cannot provide students with real financial, technological, and market resource support. At this moment, the project screening and exit mechanism is not sound, causing some "nominal entrepreneurship" or "replication projects" to occupy a large amount of resources. This affects the development space of truly promising projects. The achievements of innovation cannot be integrated with the evaluation system of universities. The recognition of student entrepreneurship projects in the employment evaluation system is limited, and some universities consider entrepreneurship projects that have not yet been registered or profitable as unemployed in employment statistics. This leads to insufficient motivation from schools to promote students' entrepreneurship, and students cannot receive policy incentives and recognition. In this situation, many students, although having entrepreneurial intentions, ultimately choose to give up entrepreneurship and pursue a more secure employment path considering risks, resources, and evaluation recognition. There is a gap between student participation and actual effectiveness. In the process of promoting innovation , some universities have a phenomenon of being hot at the top and cold at the bottom. Students' enthusiasm for participating in innovation courses and activities is not high, and project participation is mostly aimed at winning awards and awards. This is not truly dedicated to market-oriented entrepreneurship. In the absence of systematic

guidance, financial support, and follow-up services, the phenomenon of project "flash in the pan" frequently occurs. This reduces the sustained impact and conversion value.

3.3 Bottlenecks in innovation in universities under policy incentives

In recent years, the national level has continuously issued policy documents to support the development of innovation education in universities, such as the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation Education in Higher Education Institutions". This clearly indicates the need to improve the innovation education system, strengthen the construction of innovation platforms in universities, and integrate innovation education into the entire process of talent cultivation. Local governments and universities have also actively responded by setting up start-up funds, organizing competition activities, and building incubation platforms to create a good atmosphere for innovation. Under the background of policy promotion, innovation work in universities has achieved rapid development in form. There are still many bottlenecks in the implementation and internal mechanism construction. This has led to a prominent phenomenon of policy enthusiasm and grassroots coldness. There are issues of suspension and fragmentation in policy implementation. Policies are frequently introduced with clear guidance, but in the specific implementation process, there are often cases of inadequate execution or unsatisfactory results. Many universities regard policy documents as timely responses and formulate a large number of provisions and institutional plans. This lacks effective implementation guidelines and evaluation standards, resulting in policies at the top but no action at the bottom. The policy content lacks systematic coordination. There is a phenomenon of redundant construction and resource waste. Some universities build multiple innovation platforms in a short period of time. This lacks a unified planning and operational mechanism. The result is that there are too many platforms with low popularity, which cannot form substantial support.

The internal incentive mechanism of universities has not yet been established and improved. This affects the enthusiasm of teachers and managers to participate. Undoubtedly, university teachers are a key force in promoting innovation education. Under the existing personnel assessment and professional title evaluation mechanism, teachers often prioritize scientific research publications and project applications as their main objectives. This lacks the intrinsic motivation to carry out innovation education. Although some teachers have rich theoretical knowledge, they lack entrepreneurial experience. It cannot provide practical guidance for students, and part-time mentors with practical experience have unstable status and low treatment in the school, leading to serious talent loss. At this moment, the management of universities still attaches great importance to academic research in resource allocation and functional coordination. This is insufficient investment in innovation . This lacks a cross departmental collaborative management mechanism. This leads to the marginalization and

isolation of entrepreneurship education. The student entrepreneurship support system is not perfect. The efficiency of resource conversion is low. Many universities have established student entrepreneurship funds and provided venue support. There are still significant shortcomings in project screening, financing docking, policy services, legal guidance, and subsequent incubation processes. Entrepreneurial projects are hindered by high funding barriers and lack of market experience. This cannot complete the transformation from conception to implementation. Ultimately, it falls into paper-based entrepreneurship or classroom assignments. Current policies tend to focus more on the initial stages of projects. This lacks sustained support for mid to late stage growth enterprises. Undoubtedly, this cannot form a complete entrepreneurial full cycle support chain. University entrepreneurship projects are disconnected from local economic development and lack regional linkage mechanisms. In practical operation, many innovation projects in universities focus more on technological ideals and academic orientation, neglecting the close integration with local economic industries and market environment, resulting in poor project feasibility and low degree of marketization. The lack of a tripartite linkage mechanism between government, universities, and enterprises also prevents college student entrepreneurship projects from accessing real markets and expanding customer resources. Although some local governments have supportive policies, they lack a platform to connect with universities, and policy resources cannot be accurately allocated to entrepreneurial projects, resulting in an awkward situation where policy walls are hot and market walls are cold. The unclear evaluation mechanism for entrepreneurial achievements affects the construction of innovation atmosphere in universities. Currently, universities are evaluating the achievements of innovation . This remains a superficial indicator of project quantity competition awards, lacking in-depth evaluation of project sustainability, economic benefits, and social impact dimensions. Innovation activities cannot be closely linked to student academic evaluation, teacher promotion, and school performance. This affects its educational status and resource allocation priorities. This evaluation method emphasizes quantity over quality, form over value. This weakens the long-term planning of universities in promoting substantive entrepreneurial projects.

4 Research on the relationship between higher education employment evaluation and innovation

4.1 Data sources

To explore the relationship between higher education employment evaluation and innovation in depth, this study used questionnaire survey as the main data collection method and conducted research on college students and fresh graduates from multiple universities. The questionnaire design focuses on the key dimensions of employment evaluation, cognitive innovation participation, cognitive association between employment and entrepreneurship, perceived support from universities, and personal development expectations, aiming to

comprehensively understand students' cognitive status and practical experience of the relationship between innovation and employment quality under the current education system. The questionnaire is divided into closed ended question types, with a total of 20 questions, including multiple choice questions and scale questions. To ensure the breadth and representativeness of the data, this survey selected a total of 6 universities, including comprehensive universities, science and engineering universities, and applied undergraduate colleges. The questionnaires were distributed simultaneously through online platforms and offline paper forms, and a total of 823 valid questionnaires were collected. The surveyed subjects cover freshmen to seniors, with over 60% having experience participating in innovation courses, projects, or competitions, and possessing a certain level of comparative foundation. In the process of data processing, this study conducted statistical analysis on the questionnaire results to explore the potential relationship between participation in innovation education and students' perception of employment quality. The survey results provide reliable data support for the analysis of the relationship between innovation and employment evaluation.

4.2 Analysis of the relationship between employment evaluation and innovation

From the perspective of student participation in innovation education, a high level of participation is positively correlated with higher education employment evaluation. According to survey data, 62.3% of surveyed students stated that they have participated in at least one innovation activity on or off campus, such as entrepreneurship competitions, project incubation, maker practice, and entrepreneurship course learning. Among this group, nearly 71.4% of students reported improving their career adaptability through these practices, 69.7% of students reported enhancing their career direction judgment, and only 33.8% of non participating students believed they had clear career path planning. Further cross analysis shows that 78.2% of students who participated in innovation education successfully obtained interview opportunities during the job search process, which is 15.6 percentage points higher than students who did not participate. This preliminarily reflects the positive impact of innovation education on employment preparation. There are significant differences in employment quality indicators between students who participate and those who do not participate in innovation education. In the data analysis of graduating students, we selected three key employment quality indicators, namely job matching degree, job satisfaction, starting salary level, for comparison. Data display. Among graduates who have participated in innovation education, 67.5% reported that their job positions are more suitable for their majors, which is higher than that of non participants (49.1%); In terms of job satisfaction, the proportion of respondents who expressed relatively satisfied or very satisfied was 72.6% (participants) and 54.3% (non participants), respectively. These data indicate that innovation education enhances students' ability to choose positions, promotes their bargaining power and stability in job hunting, and thus improves the key indicators of overall employment evaluation performance. There is a high degree of consistency in

students' understanding of the relationship between innovation abilities and employment outcomes. 76.4% of students believe that innovation experience can add points to their resume or interview, further indicating that students generally agree that this education model has a positive impact on employment. From the perspective of universities, there is a positive correlation between the support for innovation education and the results of employment evaluation. We selected employment quality reports from some universities and publicly available data from the National College Graduates Employment and Entrepreneurship Database of the Ministry of Education. Through comparative analysis, we found that universities with national or provincial college student entrepreneurship incubation platforms had an average employment rate of 92.8% in the past three years, which was 4.3 percentage points higher than similar universities without incubation platforms (88.5%); In the job satisfaction survey, these universities also showed higher scores (with an average score of 4.23/5, compared to an average score of 3.86 for non platform universities). These data indicate that an institutionalized and platform based innovation support system can effectively improve the performance of graduates in the job market, thereby enhancing the overall employment evaluation level of schools.

We can clearly see that active participation in innovation education significantly improves students' employment readiness and employment quality indicators, and also has a promoting effect on the overall employment evaluation results of universities. From the perspective of individual student development and university management performance, systematic innovation education has become a key lever for improving the evaluation level of higher education employment. In the future, universities should further expand the coverage of innovation education, optimize the curriculum system and practical platforms, and fully integrate their achievements into the employment evaluation system through data-driven tracking and scientific evaluation, truly achieving the goal of promoting employment through innovation and improving quality through entrepreneurship, and promoting more comprehensive, in-depth, and sustainable development of higher education.

5 Optimization strategies for higher education employment evaluation and innovation

5.1 Constructing multidimensional evaluation indicators for employment assessment

The current employment evaluation system for higher education in China still relies on a static and single indicator of initial employment rate and contract signing rate in practice. This ignores the dimensions of employment quality, career development potential, entrepreneurial effectiveness, and industry contribution that are more meaningful and dynamic. This employment evaluation method is mainly quantity oriented. This cannot fully reflect the effectiveness of talent cultivation in universities. Undoubtedly, this is not conducive to guiding

students' diversified development, nor can it truly present the actual contributions of universities in serving economic and social development. Build a scientific, comprehensive, and operable multidimensional employment evaluation index system. This has become a key measure to promote high-quality employment and promote the connotative development of higher education. The employment evaluation indicators should shift from employment status to employment quality. The traditional binary classification of employment status can no longer reflect the true employment situation of graduates. The new evaluation system should focus on the job type, industry attributes, employment matching degree, job stability, career development space, and salary and benefits of graduates. It is possible to set a job promotion rate within three years related to the major studied, an average salary within one year after joining, and a career satisfaction index within five years to dynamically evaluate the long-term development ability and education quality of college graduates' career path. Diversified forms of employment should be included in the statistical category. In the current booming development of the digital economy and platform economy, emerging forms of employment such as flexible employment, self employment, freelance work, and remote work are constantly emerging. This has become a key channel for graduates to find employment. Traditional statistics often consider non employment without contracts or units, seriously underestimating the effectiveness of universities in expanding students' diverse development paths. This article believes that the statistical scope should be expanded to scientifically classify non-traditional employment. This recognizes the employment opportunities of students in the fields of content creation, e-commerce live streaming, and technical services. This can include the signing certificate of the freelance registration and entrepreneurship filing platform as a statistical basis. This can enhance the comprehensiveness of the data.

This article believes that innovation achievements should be included as key components of the employment evaluation system. Entrepreneurial projects, innovative practices, and incubation of enterprises in universities are key criteria for measuring the practical ability of talents and the quality of school education. Undoubtedly, although many universities have entrepreneurship platforms and courses, their achievement value cannot be reflected in employment evaluation. It is suggested to establish indicators for the contribution of innovation to employment, covering dimensions such as the duration of entrepreneurial projects, the number of people employed by the projects, the cumulative financing amount, intellectual property output, and social influence. For early-stage student entrepreneurship projects, reasonable transitional indicators should be set. Clear entrepreneurial intention, completion of seed round product development, participation in incubation platform, so that innovation are no longer ignored in employment evaluation. We should strengthen the mechanism for tracking and providing feedback on the development of graduates. Employment is not the moment of graduation. This is a continuously evolving process. Scientific employment evaluation should combine short-term and medium to long-term indicators to reflect the career development trajectory of graduates in 3, 5, and 10

years. A database of graduate growth can be established through alumni follow-up, third-party research, and big data tracking, and indicators for career development satisfaction, job matching, changes in entrepreneurial and sustainable operation years can be set up to dynamically feedback the quality of talent cultivation. This type of long-term data provides accurate basis for the reform of higher education. This can become a key support for enrollment promotion and social reputation building. Attention should be paid to the introduction of employer evaluation and social recognition. The evaluation of employment in universities should not only rely on subjective feedback from graduates, but also include comprehensive evaluations of graduates by employers, including job competence, innovation ability, team collaboration ability, communication and expression ability dimensions. This type of data can be collected through regular enterprise questionnaires, employer discussions, and post recruitment performance feedback. This provides a practical basis for universities to further optimize their curriculum, career guidance, and practical teaching. At this time, third-party institutions can also be introduced to conduct employment evaluations in universities, in order to enhance the authority and objectivity of the data and avoid distortion of self-evaluation and self praise data. An information sharing and public release mechanism should be established. Build a national unified or regional linkage platform for evaluating the employment of college graduates, achieving data exchange and result sharing among education departments, universities, enterprises, and society. This helps to promote employment evaluation from on campus assessment to social consensus. Through an open and transparent employment quality reporting system. This guides universities to establish a quality oriented concept, strengthen endogenous motivation, and form a good educational ecology.

5.2 Integration of innovation education into the talent training system

In the new stage of China's higher education transitioning from scale expansion to high-quality development, the talent cultivation model urgently needs to shift from traditional knowledge imparting to ability oriented. Innovation education, as a key means to enhance students' comprehensive quality, stimulate their creative potential, and broaden their career paths, has been widely valued by national policies and universities. At present, innovation education in Chinese universities is still mostly a subsidiary and peripheral existence, and has not truly integrated into the main system of talent cultivation. This results in limited effectiveness in improving employment quality and stimulating student vitality. This article believes that it is necessary to systematically embed innovation education into the entire process of talent cultivation, which is a key path to promoting educational structural reform, achieving high-quality employment, and high-level education. We need to start with top-level design and build a systematic mechanism for nurturing talents. Universities should incorporate innovation education into their overall talent development strategy, alongside professional education, general education, and practical education, forming a systematic pattern of comprehensive

education. This requires systematic design from multiple levels, including training objectives, curriculum system, evaluation mechanism, and resource allocation. Clearly incorporate the spirit of innovation and entrepreneurial ability into the talent training programs of various majors, and establish corresponding course modules and practical projects. This makes it a rigid requirement for students' academic development, rather than an optional or additional item. Ensure its educational status at the institutional level. We should promote the integration and development of innovation curriculum system with professional courses. The current innovation courses are mostly elective courses in general education, which are detached from the actual professional content and cannot stimulate students' intrinsic learning motivation. Universities should rely on their professional characteristics to build a composite curriculum system that combines disciplines and innovation . This will embed innovative thinking, business models, entrepreneurial management, and market analysis content into various key professional courses. Science and engineering majors can offer courses on engineering innovation and technology transfer in conjunction with project development, while art and design majors can include modules on creative design and entrepreneurial practice. This can achieve a deep alignment between course objectives and industry applications. This opens up the path of academic practice market transformation. Currently, many universities are shaping the image of innovative talent destinations through promoting typical entrepreneurial examples among college students, showcasing entrepreneurial project achievements, and connecting with regional economies. This enhances society's recognition of its graduates and employer loyalty. Research has found that some universities with mature innovation mechanisms, such as those with national innovation demonstration bases, have graduates who are evaluated by employers as daring to explore, flexible in thinking, and strong in learning ability, significantly better than the national average level. This promotes the improvement of students' employment competitiveness and enhances the educational brand influence of universities in society. This has received higher recognition in employment evaluation. By establishing entrepreneurship courses, building incubation platforms, and providing guidance for entrepreneurial projects, universities have organically integrated course teaching with employment ability cultivation, promoting education supply side reform. This ability oriented+practice driven model. This injects new connotations into the quality of employment in universities and helps students build a growth path of learning practice application. According to the research results, over 70% of universities have steadily improved their employment satisfaction indicators and evaluation dimensions of graduates' career development matching after systematically promoting innovation education. This indicates that the structural adjustment of educational content is gradually being reflected in employment evaluation results.

Strengthening interdisciplinary practice platforms and resource integration mechanisms is urgently needed. The essence of innovation education is cross-border integration, team collaboration, and problem-solving. Universities should take project-based teaching as the starting point and build a comprehensive

practical platform covering technology, management, finance, and marketing elements. Innovation workshops and on campus incubators can encourage students to form interdisciplinary teams around practical problems. This involves innovative design and entrepreneurial exploration. At this moment, we need to strengthen cooperation with enterprises, industry associations, and government agencies, introduce real projects and external mentor resources, and achieve a deep integration of educational resources and industry needs. This can enhance the feasibility and feasibility of student entrepreneurship projects. We need to improve the evaluation and incentive mechanism for innovative and entrepreneurial talents. The current academic evaluation, scholarship assessment, and graduation recognition system in universities still rely mainly on academic performance. This fails to fully reflect the efforts and achievements of students in innovation . We should explore incorporating the achievements of innovation projects into the credit recognition and ability evaluation system. This gives it the same educational value as classroom learning through various forms such as project application, achievement display, patent application, and market verification. At this moment, establish a diversified incentive mechanism. This pair of students who participate in innovation will be given entrepreneurial practice credits, bonus points for competition results, and weighted support measures for recommendation for postgraduate studies, which will stimulate students' intrinsic motivation to actively participate in innovation . We need to strengthen the construction of the teaching staff and improve the quality of education supply. Innovation education requires teachers to have a composite ability of understanding theory, practical skills, and guidance. Universities should build a dual qualified team. This encourages professional teachers to participate in entrepreneurship training and enterprise practice, enhancing their practical abilities. At this moment, it attracts entrepreneurs, investors, and industry experts to serve as part-time mentors or project coaches, participating in course teaching and project guidance. This can build a development path for teachers' innovation abilities through the establishment of special projects, teaching competitions, and workshops. This can enhance the overall innovation education level of the teaching staff. Colleges and universities should create a positive, innovative, and tolerant educational atmosphere through publicity and guidance, campus activities, and typical tree selection methods, and change the narrow orientation of only academic and employment oriented education. This makes innovation a campus culture and value pursuit. An innovation season maker carnival, principal cup entrepreneurship competition brand activity can be established. This can create an innovative practice ecosystem for teachers and students to participate together, and enhance the school's recognition of innovation education.

5.3 Institutional safeguards for innovation, entrepreneurship, and educational evaluation

In the process of promoting high-quality development of higher education, institutional guarantees are the fundamental support to ensure the deep integration and coordinated promotion of innovation education and employment evaluation.

Although China has issued a series of policies to support innovation in universities in recent years, there are still problems in the actual implementation process, such as incomplete mechanisms, lack of supporting systems, and unclear operational paths. This cannot form a sustained and effective reform synergy. This article believes that building a systematic, scientific, and coordinated institutional guarantee system is a key path to promoting the embedded talent cultivation and optimizing the employment evaluation system in innovation education in universities. At the same time, it is urgent to improve the top-level institutional design of innovation education in universities. Universities should clarify the key position of innovation education in their school level development strategies and educational positioning, and incorporate it into their development plans, annual key tasks, and performance evaluation systems. This establishes a specialized institution for innovation education management. The Innovation Education Center or the School Enterprise Collaboration Office is responsible for coordinating curriculum development, practical guidance, resource integration, and policy implementation. Schools should develop and refine supporting documents such as the "Implementation Rules for Innovation Education" and the "Credit Recognition Measures for Innovation Achievements" to provide clear institutional support for educational practice. This can avoid the phenomenon of idling with policies but no path, activities but no system. We need to establish a sound mechanism for recognizing innovation achievements in educational evaluation. Currently, many universities still use whether to sign a contract as a measurement standard in employment evaluation. This ignores the value of student entrepreneurship and flexible employment as new forms of employment. This leads to distorted evaluations and squeezes the space for innovation in reverse. This article believes that it is necessary to establish a diversified achievement recognition system, which includes students' project incubation, achievement transformation, competition awards, patent applications, and business model design in innovation activities into the academic evaluation and employment quality evaluation system. This can be achieved through a project performance system based on achievement points. This provides students with diverse paths for academic completion. This enables its innovative practical achievements to be linked to key aspects of graduation, evaluation, award assistance, and student status management education, forming a positive incentive mechanism.

This article believes that it is necessary to establish an innovation support system that covers the entire process, ensuring that students have every link from initial conception to implementation. Universities should establish special entrepreneurship funds. This provides seed funding support for students, and is accompanied by improved mechanisms for evaluating entrepreneurial projects, recommending mentors, and supervising funds to prevent resource waste. We should encourage cooperation with local governments, industrial parks, and venture capital institutions to establish incubation platforms and achievement transformation channels jointly built by schools and local governments. This provides students with full chain services including business registration, tax

preparation, intellectual property protection, and market integration, building a complete ecosystem of on campus incubation, off campus acceleration, and market landing. At this time, entrepreneurial students can be allowed to enjoy flexible academic systems, leave to start businesses, and academic extension rewards in student enrollment management, enhancing their sense of entrepreneurial security and institutional guarantee. Teachers are the main implementers of innovation education. Undoubtedly, many universities still prioritize scientific research achievements and paper publications in teacher assessment, and lack clear assessment indicators for their participation in entrepreneurship education and guidance of entrepreneurship projects. Universities should explore the construction of a diversified teacher evaluation system, incorporating their contributions in innovation teaching, project guidance, enterprise cooperation, and achievement transformation into the scope of job promotion, professional title evaluation, and year-end assessment. Encourage the establishment of an expert database for innovation guidance, select external mentors with practical experience in enterprises to participate in educational activities, and establish a collaborative teaching mechanism between university teachers and enterprise mentors. At this time, a teacher entrepreneurship practice base is established to encourage teachers to bring projects to the incubation platform, promote the transformation of knowledge achievements and the improvement of practical abilities, and achieve the two-way empowerment of teachers and institutions. To promote the linkage and upgrading of data governance and employment evaluation system. Establish an integrated management platform for innovation, entrepreneurship, and employment data covering the entire school and across departments, to achieve full process data collection and dynamic analysis of student entrepreneurial behavior, project outcomes, and employment trends. Based on big data technology and artificial intelligence analysis tools, establish a student ability portrait growth profile to provide intelligent support for personalized guidance and curriculum design. Universities should also include the results of entrepreneurial projects in their annual employment quality reports and fully present them in their enrollment brochures and employment bulletins, promoting social recognition of diverse employment and entrepreneurial achievements and enhancing the overall reputation of universities. It is essential to promote the vertical linkage between national and local policies and the university system. The construction of the university system cannot be promoted in isolation, and should be organically integrated with the national innovation driven development strategy, regional industrial layout, and local talent policies. The government should introduce more operational support policies in terms of financial support, tax reduction, venue rental, loan interest subsidies, and talent settlement. Through the selection of local employment policy coordination platforms for university entrepreneurship projects, the government should strengthen the precise matching and tracking services of policy resources, and form a virtuous institutional loop of policy promotion, school implementation, and student benefits.

6 Conclusion

As China's higher education enters the stage of popularization and high-quality development, employment evaluation and innovation and entrepreneurship education have become key links in measuring the quality of talent cultivation in universities. This article analyzes the current employment evaluation system and the current situation of innovation and entrepreneurship education in universities, and finds a significant disconnect between the two. It is obvious that the current employment evaluation system still focuses on employment rate. This ignores the diverse development paths and innovation and entrepreneurship achievements of graduates. Innovation and entrepreneurship education faces practical problems such as insufficient platforms, incomplete curriculum systems, and limited policy implementation. This article relies on data analysis to verify that innovation and entrepreneurship practices in higher education have a positive effect on employment evaluation. Innovation and entrepreneurship have broadened the employment channels for graduates, as well as enhanced their comprehensive qualities and social adaptability. This has a feedback effect on the employment evaluation system of universities in terms of employment quality and job matching. Undoubtedly, a scientifically diverse employment evaluation system can also guide universities to pay more attention to cultivating students' innovative abilities and form a positive interaction. This article believes that in order to achieve the dual goals of high-quality employment and high-quality education, efforts should be made to optimize the employment evaluation system, promote the deep integration of innovation and entrepreneurship education into talent cultivation, and build institutional guarantee mechanisms. A diversified evaluation system guided by abilities and with development as the key should be established. This can guide universities to transform their educational philosophy from employment oriented to innovation oriented.

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