Analysis of the Methods for Cultivating and Evaluating High-Quality Employability of University Students

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Abstract: Under the background of the popularization of tertiary education, the employment situation of university students is concerned, and it is of great significance to realize their high-quality employment. This article focuses on the cultivation of university students' high-quality employability and the construction of assessment system. Through in-depth analysis of the relevant theoretical basis, and closely combining with the problems presented by the current situation of the cultivation and assessment of university students' employability, this article puts forward the cultivation strategy from three dimensions: professional knowledge and skills, general ability and professional accomplishment by comprehensively applying the methods of theoretical analysis and practical experience summary. Futhermore, a set of assessment system is carefully designed, which follows the principles of scientificity, comprehensiveness, feasibility and dynamics. Specifically, the weight of each index is set by AHP and expert scoring method, and then a detailed assessment index system is formed. This system aims at providing practical reference for improving the employment quality of university students, helping universities to further improve education and teaching, and promoting university students to better meet the needs of social and economic development for talents.

1. Introduction

With the acceleration of the popularization of tertiary education, the employment situation of university students has attracted much attention from all walks of life. Achieving high-quality employment for university students is related to individual career development and the realization of life value, and it is also a key factor to measure the effectiveness of tertiary education and affect the stable development of social economy [1-2]. Under this background, it is of great practical significance to discuss the cultivation and assessment system of university students' high-quality employability.

From a macro perspective, with the transformation and upgrading of the economic structure, the demand for talents in society is diversified and high-level [3]. The rise of emerging industries, such as artificial intelligence, big data, new energy and other fields, put forward higher requirements for university students' professional knowledge, innovation ability and practical skills. The optimization and transformation of traditional industries also requires university students to have interdisciplinary knowledge and continuous learning ability to adapt to the post changes brought about by industrial changes [4]. In this situation, cultivating university students' high-quality employability has become an inevitable choice for tertiary education to meet the needs of social and economic development. From the microscopic point of view, individual university students are facing increasingly fierce employment competition. Whether they can get high-quality employment opportunities directly affects their quality of life and future development [5]. High-quality employment means getting a stable job, and it also means being able to achieve personal growth, good career development space and higher salary at work [6]. Therefore, improving their employability is the key for university students to stand out in the job market.

There are still many problems in the cultivation and assessment of university students'

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employability. In terms of training, the curriculum of some universities is out of touch with social needs, and the practical teaching link is weak, which makes it difficult for students to transform what they have learned into practical work ability [7]. In the aspect of assessment, the assessment index is single, lacking in scientificity and systematicness, and can not comprehensively and accurately reflect the employability of university students. These problems seriously restrict the realization of university students' high-quality employment. In view of this, it is urgent to deeply study the methods of cultivating and evaluating the high-quality employability of university students. This article aims to put forward scientific and reasonable training strategies and assessment system construction methods through combing relevant theories and summarizing practical experience, so as to provide useful reference for improving the employment quality of university students.

2. University students' high-quality employment ability

The formation and development of university students' high-quality employability depend on a series of solid theoretical foundations. The theory of human capital emphasizes that investing in human resources through education and training can enhance individual knowledge, skills and abilities, and then improve their competitiveness in the labor market [8]. In the process of cultivating university students, professional education, practical training and various vocational training in universities are all investments in university students' human capital, aiming at improving their employability and laying the foundation for high-quality employment in the future.

Career development theory is of great guiding significance to the cultivation of university students' high-quality employment ability. The theory holds that an individual's career is a process of continuous development, including growth, exploration, establishment, maintenance and decline. University students are in the stage of career exploration and establishment. By understanding their own interests, abilities and values, and combining with the external professional environment, reasonable career planning will help to clarify the direction of learning and development and cultivate their employability in a targeted manner [9]. Through career exploration activities, university students can know the skills and qualities needed for the target career in advance, so as to improve themselves in a planned way during college.

The theory of educational goal classification provides a theoretical basis for the assessment of university students' high-quality employment ability. The classification theory of educational goals divides educational goals into three areas: cognition, emotion and motor skills, and each area is further subdivided into different levels. Drawing lessons from this theory, when constructing the assessment system of university students' high-quality employability, we can consider it from multiple dimensions such as knowledge, skills and attitude to ensure the comprehensiveness and scientificity of the assessment. When evaluating university students' professional ability, we should examine their cognitive level of professional knowledge, and evaluate their skills in solving practical problems with professional knowledge and their attitude towards professional learning.

3. University students' high-quality employability training strategies

The cultivation of university students' high-quality employment ability needs to start from multiple dimensions in order to adapt to the complex and changeable employment market demand. Professional knowledge is the cornerstone of university students' employment, and solid professional skills are the key to high-quality employment [10]. Colleges and universities should dynamically adjust professional courses according to market demand. For example, in computer science and technology, with the rapid development of artificial intelligence and big data technology, relevant professional courses should be added to the curriculum system in a timely manner. Furthermore, practical teaching links should be strengthened by building a multi-level practical teaching system. Taking engineering major as an example, junior students consolidate theoretical knowledge and master basic experimental skills through basic experimental courses; Senior students participate in professional comprehensive practice projects and enterprise

internships to improve their ability to solve practical engineering problems. Figure 1 shows in detail the objectives and contents of practical teaching in each stage:

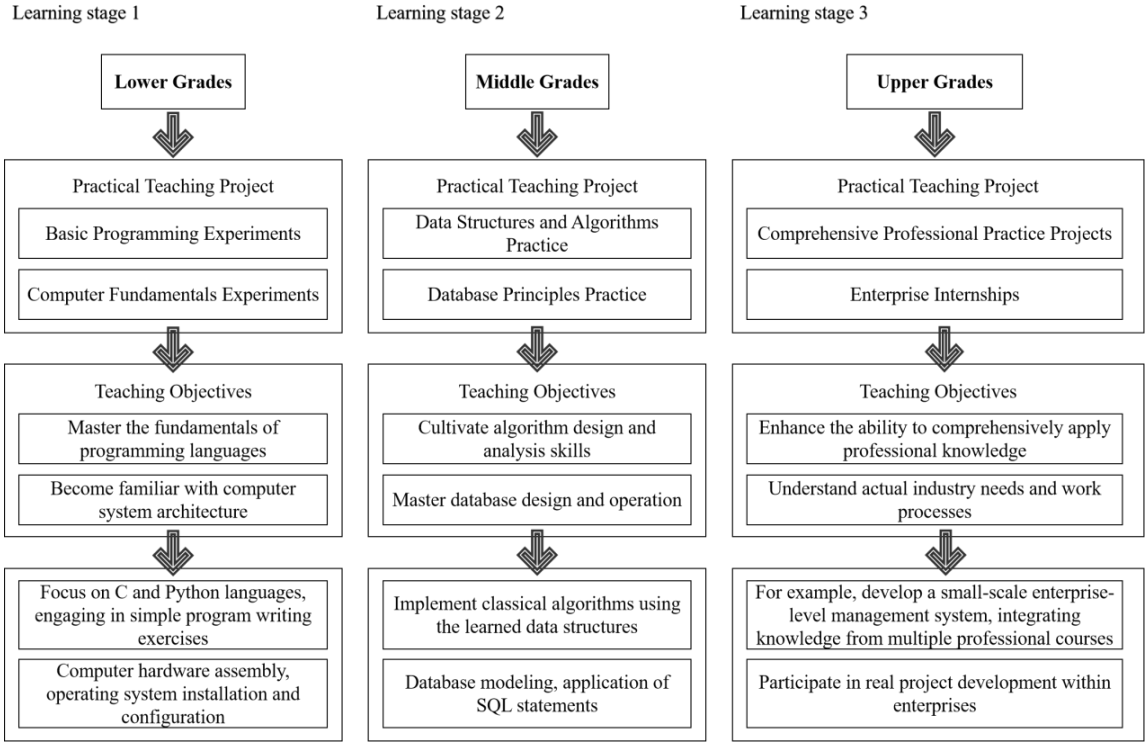

Figure 1 Practical Teaching System for Computer Science and Technology Major

General ability is an indispensable ability for university students in different professional fields. The cultivation of communication ability is very important. Colleges and universities can offer communication skills courses, and improve students' oral expression and listening ability through activities such as classroom simulation business negotiation and group discussion. In terms of teamwork ability, universities can organize students to participate in various team projects, such as academic competitions and community activities. Taking the subject competition as an example, students take different roles in the team, complete the project tasks together, and learn to work together and solve team conflicts in practice. To cultivate innovative ability, universities can set up innovative practice platforms to encourage students to participate in scientific research projects and innovation and entrepreneurship competitions. Professional accomplishment is an important guarantee for university students' high-quality employment. The cultivation of professional ethics should be integrated into daily teaching, and students can deeply understand professional ethics through case analysis, special lectures and other forms. For example, in business majors, business ethics cases are introduced to guide students to analyze and discuss moral dilemmas in business operations. To cultivate professional awareness, universities can invite senior enterprises to give lectures on career planning, and organize students to participate in enterprise visits, so that students can understand the workplace environment and professional requirements in advance. The shaping of professional mentality can not be ignored. Colleges and universities should strengthen mental health education, provide psychological consultation and counseling services for students' anxiety and frustration that may occur in the process of employment, and help students establish a positive and optimistic professional mentality.

4. University students' high-quality employability assessment system construction

Constructing a scientific and reasonable assessment system of university students' high-quality employability is of great significance for accurately evaluating university students' employability, providing direction for the reform of tertiary education and teaching, and helping students to clarify their own development direction. The construction of this system should follow certain principles

and cover multiple dimensions of indicators. The first is the scientific principle, and the assessment index should be based on solid theoretical foundation and practical investigation, which can accurately reflect the connotation and characteristics of university students' high-quality employment ability. Secondly, the principle of comprehensiveness, the assessment system needs to cover professional knowledge and skills, general ability, professionalism and other aspects to avoid one-sided assessment. Furthermore, the principle of feasibility, the selected assessment index should be easy to obtain data, and the assessment method should be simple and practical. Finally, the dynamic principle, with the development of social economy and the change of job market demand, the assessment system should be adjusted and updated in a timely manner. Based on the above principles, Table 1 is constructed. The system is mainly divided into three first-level indicators, and each first-level indicator is subdivided into several second-level indicators.

Table 1 Assessment Index System for High-Quality Employability of University Students

First-level Indicator	Second-level Indicator	Indicator Description
Professional Knowledge and Skills (40%)	Professional Course Grades (20%)	Reflects students' mastery of professional foundational knowledge, calculated based on the average grade point of all professional courses during college.
	Professional Skill Certificates (10%)	Such as professional qualification certificates and industry skill certifications related to the major. Values are assigned based on the certificate's prestige and relevance to the major.
	Practical Project Achievements (10%)	Achievements obtained from participating in professional practical projects, including assessments of project report quality and the ability to solve practical problems.
General Competencies (35%)	Communication Skills (10%)	Evaluated through classroom performance, communication in group assignments, and specialized communication skills tests, considering oral expression, written expression, and listening skills.
	Team Collaboration Skills (10%)	Assesses students' collaboration, leadership, and coordination abilities in teams based on the roles they undertake in team projects and assessments from team members.
	Innovation Ability (10%)	Refers to students' ability to generate new ideas and solve new problems, evaluated by their performance in scientific research projects and innovation and entrepreneurship competitions.
	Learning Ability (5%)	Observes the speed and effectiveness of students' self-directed learning of new knowledge and skills, which can be measured through test scores after learning new knowledge.
Professional Qualities (25%)	Professional Ethics (10%)	Evaluated based on students' behavior during internships and practical activities, as well as their understanding and application of professional ethics case analyses.
	Professional Awareness (10%)	Assesses students' professional awareness from aspects such as the clarity of their career planning and their understanding of industry development trends.
	Professional Mindset (5%)	Evaluates students' psychological adjustment abilities by assessing their attitudes and coping mechanisms when facing setbacks and pressure.

The index weight is set by combining analytic hierarchy process with expert scoring method. First of all, an expert group should be formed by inviting college employment guidance experts,

enterprise human resources experts, and scholars in the field of education. The relative importance of each first-level index is determined by analytic hierarchy process, and the judgment matrix is constructed. For the three first-class indicators, namely, professional knowledge and skills, general ability and professional accomplishment, the expert group compares and scores the importance of each two indicators according to the actual demand of the job market and the degree of influence on the future development of university students. Then, the consistency of the judgment matrix is checked to ensure that the result is reasonable. On this basis, the expert group scored the second-level indicators under each first-level indicator according to their contribution to the first-level indicators, and finally determined the weight of each second-level indicator. Through this method, not only the hierarchical relationship between indicators is considered, but also the experience and professional knowledge of experts are fully utilized, making the weight setting more scientific and reasonable.

5. Conclusions

This study focuses on the cultivation of university students' high-quality employability and the construction of assessment system, and has achieved a series of results. On the theoretical basis, it is clear that human capital theory, career development theory and educational goal classification theory play an important guiding role in the cultivation and assessment of university students' high-quality employability. These theories provide a solid basis for the subsequent strategy formulation and system construction.

In terms of training strategies, the article proposes to improve the employability of university students from three aspects: professional knowledge and skills, general ability and professional accomplishment. The cultivation of professional knowledge and skills emphasizes that the curriculum should meet the market demand and strengthen practical teaching; The cultivation of general ability pays attention to the improvement of communication, teamwork and innovation; The cultivation of professional quality focuses on the shaping of professional ethics, professional consciousness and professional mentality. Through these strategies, it is expected to comprehensively enhance the employment competitiveness of university students.

In the construction of assessment system, this article establishes the principles of scientificity, comprehensiveness, feasibility and dynamics, and designs an assessment system that includes three first-level indicators and multiple second-level indicators: professional knowledge and skills, general ability and professional accomplishment. The index weight is determined by combining analytic hierarchy process with expert scoring method. This assessment system can comprehensively and scientifically evaluate university students' high-quality employability.

This study also has some limitations. For example, in the process of determining the index weight, although scientific methods are adopted, the subjective judgment of experts may still be biased. Future research can further explore a more objective and accurate way to determine the weight. With the rapid development of social economy and the acceleration of technological changes, the requirements of the job market for university students' abilities are constantly changing. It is necessary to keep track of the research and dynamically adjust the training strategy and assessment system in order to better serve the high-quality employment of university students.

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