The Analysis and Improvement Strategies on College Students' Employment and Entrepreneurship Measures - Taking Universities in Hebei Province as an Example

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ABSTRACT

Since the enrollment expansion of colleges and universities, University graduates have proliferated in China, the employment of college graduates is becoming more and more difficult. Real situation requires colleges and universities must spend big strength in starting a business to promote graduates employment. Based on colleges and universities to promote university students' employment entrepreneurship support measures as the research content, with in 5 colleges and universities in hebei province as the research object, through the investigation and study and literature analysis, the paper analyzes the problems existing in the guidance of employment and entrepreneurship, entrepreneurship education, school enterprise cooperation, employment. At the same time reference to the United Kingdom and the United States of college students employment experience, the paper put forward the improvement measures of the colleges and universities in the current stage to promote the employment and Entrepreneurship of College Students: equal emphasis on service and development in the field of employment guidance, the unity of theory and practice in the aspect of entrepreneurship education, in the aspect of school enterprise cooperation to achieve win-win.

Keywords: Employment; Entrepreneurship; college student

The problem, employment difficulty, has become a heated issue again in recent years which attracted social attention. Statistics show that continuously increasing graduates Chinese colleges, 7.49 million in 2015, 7.7 million in 2016, will reach a record of the number of graduates. As for regions, for example, the number of graduates in Hebei province was 351000 in 2015, decreased by 15000 compared with last years, but the overall trend has been increasing by years. A problem both government and colleges facing now is that how to let such a large number of graduates be employed successfully. Colleges, a subject of higher education and a cradle of cultivating talents, bear unshakable responsibility in fostering employment of the graduates, each colleges and universities should take various measures positively to improve the employment of its’ graduates. Local economic development and local college education is an interactive relation, and it is the employment and entrepreneurship of College Students that kinks the two subjects. With the fast amalgamation and development of Jing-Jin-Ji area, local colleges in hebei province, as a basement of cultivating talents, gradually exposed some prominent problems in how to help and foster the employment and entrepreneurship of College Students. This paper takes five universities, Hebei GEO University, Hebei University of Economics and business, Hebei University of Science&Technology, Shijiazhuang Tiedao University, and Hebei Normal University, as study sample, focusing on the instruction of employment and entrepreneurship, innovation and entrepreneurship education and school- enterprise cooperation to
investigate the situation of colleges assistance in employment and Entrepreneurship. We interviewed the entrepreneurial employment guidance institutions of the 5 colleges, graduates and employers, and we also distributed the questionnaire to 460 graduates selected randomly in the 5 colleges, we distributed 460 questionnaires and returned 444 questionnaires, which accounted for 96.5%. Among the effective samples, there were 136 graduate students, 308 undergraduates; 176 males and 268 females. The research contents include the policies of employment and entrepreneurship, supporting measures, the training of employment and entrepreneurship, the factors of effecting employment and entrepreneurship, the problems and the difficulties and etc. Among the 444 questionnaires, the share of graduates is showed in Figure 1, 86 graduates choose to enter a higher education or study abroad, or 19.37%, 358 graduates prepare to work, or 80.63%. Among the 358 graduates who prepare to work, 77 men have signed a contract or reach an employment agreement, or 17.34%, 126 graduates prepare to be self-employed, accounted for 28.38%, there are 29.73% graduates still hunting for a job, and others account for 5.18%.

From the result of research, there are some deficiencies in the aspects of institution construction, faculties, continuity and practicability, ideas, patterns and systematic extent of employment and entrepreneurship, the form of school-enterprise cooperation as well as the attitudes of employment and entrepreneurship. I will analyze in detail below.

ANALYSIS ON THE CURRENT PROBLEMS OF HELPING COLLEGE STUDENTS TO EMPLOY AND START OWN BUSINESS

Analysis on the problems in instruction of employment and enterprising

The instruction of employment and enterprising means that we should base on the students’ characters and social demands to help students to plan their job development, improve their job ability and choose their suitable occupation, which can promote students being coherence with society and implement a organized and systematic activities. Although Hebei province has made a great progress in the aspect of employment and entrepreneurship, there are still some problems existing, for instance, lack of competence and communication. From the whole level of the 5 colleges, the work of the instruction in employment and entrepreneurship is still at the primary period at present, apparently, compared with same level colleges abroad, domestic colleges spend fewer fund, staffing, and hardware facilities. There are 4 points in detail:

First of all, the construction of guiding institutions is asthenia. The guiding institutions play a important role in instructing graduates to find a profession, but currently, our country lacks power to build and develop the guiding institutions. It is mainly shown in two aspects: one is the low position of guiding institutions. The guiding institutions usually set a guiding center under the students’ affairs office, a vice-minister or minister level department, takes charge of the curriculum and activities of employment and entrepreneurship. Under the environment of “stressing on enrollment but overlooking on employment”, it is hard for the institutions getting equal position of teaching and researching. The other is that the functions of the institution are simplified. The institutions only do serve work of some big, middle or small job fairs and sometimes release the recruitment information of some enterprises. Actually, they are too short of information of labor market to provide useful help for graduates.

In addition, teaching staff of employment entrepreneurship is in shortage and with low level. Teachers are the executor of the guiding work, whose professional level and knowledge would directly connect with result of the works. Although there are expressly requirements by Ministry of Education that the staff of guiding institution should proportionate to graduates and some colleges basically reach this requirement, but actually, the teachers are counselors and some teaching assistants who take charge of the administration, who lack of professional knowledge and teach students with personal feelings. Data show, in Figure 2, that there are 20.27% fresh graduates who think the skills which they learn from their professors can’t meet the demands of employment and entrepreneurship, 71.62% is not clear about that, only 8.11% believes that it can satisfy.
Furthermore, the guiding process lacks of continuity (even 91% investigated students agree with this opinion). For example, Hebei GEO University often adopts such a mode: freshmen are offered a career planning curriculum to guide students plan their own career. Colleges set up an entrepreneurial guidance course to guide students design their own entrepreneurial project in sophomore year. Setting up a job-hunting guiding curriculum, teachers will teach students the skills of delivering a resume, interviewing, signing a contract. Such ways divide the employing and entrepreneurial guidance curriculum into three independent parts without any organic integration. And graduates forget what they learned in the past three years, which finally leads to fail.

To end up, the employing and entrepreneurial guidance lacks of personalization and practicability (there are 85% students supporting this idea). Confucius emphasized on the idea-- to teach students according to their aptitude, however, the guiding curriculum pays little attention on it. Basically, there are two types of graduates: one is the graduates who are busy with various tests, such as postgraduate examinations, civil servants exam and village official examination. The other is the graduates who are busy with delivering a resume, interviewing and being employed. Chinese colleges use same way to teach students no matter where they would be after graduation, and usually students have little interests in such courses, almost of them go to class for the pressure of roll call.

Analysis on the problems existing in the innovative entrepreneurial education

Innovative entrepreneurial education is aimed at cultivating the talents with basic entrepreneurial qualities and pioneering personality, not only to develop the entrepreneurial awareness, entrepreneurial spirits, and the innovative entrepreneurial competence in college students, but also the entrepreneurial group in society. Colleges innovative entrepreneurial education pays much attention on develop college students’ innovation, creation and practical ability. Samples show that 26.58% graduates in Hebei province have experience of starting their own business, such as physical store, online store or agency, and 63.96% graduates have little knowledge about the preferential policy of entrepreneurship. Considering from the whole situation of the 5 universities, there are generally several troubles existing below:

Firstly, the idea of innovative entrepreneurial education needs to be updated. From the result of our researches, 85% students think that the innovative entrepreneurial education provided in current colleges simply teaches students the entrepreneurial knowledge and skills, and cannot connect with their professional knowledge. Thus it can be seen that the success earned by students under such a pattern would be low-level and transient, such a mode almost depends on the competence of students, which lacks of innovative abilities and supports of intellectual properties and is out of time. The innovative entrepreneurial education do not stand on the aspects of developing high-level innovative entrepreneurial talents, but exists the situation of merely emphasizing on speed and quantities, and being away from the main stream of high-level professional education and innovative entrepreneurial education.

Secondly, the educational mode needs to be improved. China have started the innovative entrepreneurial education for many years, we still haven’t gotten rid of the fetters of test-oriented education. We found that during the innovative entrepreneurial education, students passively accept what teachers say and few of them participate in the instruction. Final exam mainly grades with papers and daily performance, but few chances let students to practice. Such an innovative entrepreneurial education is only a continuity of test-oriented exam. Students under such a mode usually face a dilemma that they know the theories but cannot use it in reality, which greatly reduces the enthusiasm of taking part to the innovative entrepreneurial practice.

Thirdly, the quality of staffs needs to be improved. The teaching staff with a high quality is an important guarantee for starting an innovative entrepreneurial education; qualified teachers should be a person with both theory and practice. However, students who were investigated said that there are few innovative entrepreneurial teachers, minorities are the teachers who take charge of administration who are with low theories level and lack of entrepreneurial experiences, and they lack of the organized connection.
Fourthly, systematic extent needs to be improved. An innovative entrepreneurial education requires a support of scientific and reasonable curriculum systems. From the result of interviewing, the curriculum always shows with a form such as second classroom, optional courses and lectures. Colleges are satisfied with that, students also only listen and look sometimes, which do not rise into a systematic, theoretical and practical education, do not reach the aim that let students improve their innovative entrepreneurial abilities. Such a curriculum discounts the effect of innovative entrepreneurial education, as well as hurt the enthusiasm both of students and teachers. The data show that 38.01% college students hope to have a course about entrepreneurial chances and environmental analysis, 37.53% are interpersonal communication and skills, 23.12% are marketing. It is shown in figure 3. Actually, colleges do set up these curriculums, however it’s with strong theories, does not suit to reality and connect with the demands of students in different periods.

Analysis in the problems of school-enterprise cooperation

School-enterprise cooperation, cooperation between school and enterprises, focus on providing talents for enterprises and pay attention on the practicability and utility of talents. School-enterprise cooperation is a kind of practice paying attention on quality, learning in school and enterprise practice, it is a win-win mode for sharing resources and information both of school and enterprises. School-enterprise cooperation satisfies the demands of society, integrates with market, cooperates with enterprises, and reaches the new idea of linking theory with reality, which brings spring to the field of education. But from the whole situation of the 5 colleges, there are still many defects, mainly two below:

Firstly, college students’ awareness of School-enterprise cooperation is uneven enough. From the result of our research, colleges think that School-enterprise cooperation is a matter of high-level talents or some students in career colleges, so they always put college students out of the range, and college students are tied within the theoretical education. Such a situation is normal in economy and management specialty. Although the process of practical teaching is formal but it still put its’ key point in theoretical learning, finally it ends with indifference of colleges, low passion of students and terrible effect of practical teaching.

Secondly, School-enterprise cooperation only go through the motions. From the result of research, 79% college students know little about the function in employment and entrepreneurship. Although colleges are willing to take part in School-enterprise cooperation, such like: Cooperative education, developing the basement of social practice and educational practice, it almost aims in dealing with the requirement of superiors and appraisal. In addition, social practice only goes through the motions, it organizes a group of students into enterprise in a short time, but they are trained rarely, and the enterprises also won’t arrange the substantive works to students.

EXTRAORDINARY MEASURES OF HELPING STUDENTS BEING EMPLOYED IN FOREIGN COLLEGES

The Aid—support measures of employment and entrepreneurship to Britain college students

Although Britain is an advanced countries in western country, its’ unemployment rate has been over 20% for many years. There are some measures below to help college students being employed:

Firstly, colleges cooperate with employer in curriculum design, development and implement. Colleges invite employers into campus to put forward some opinions in their curriculum design, development and implement, which is aimed in improving the ability of college students’ employment and entrepreneurship. Meanwhile, colleges in the UK also invite employers giving a lesson to students regularly, the spots can be classroom, or some enterprises, and the contents become the quality of professional attitudes instead of rigid theories. At the same time, the
employers will give students some homework about enterprise works to improve students’ abilities in handle real problems.

Secondly, colleges stress on what students earn in work experience. British colleges will add some practical courses when they make a curriculum planning. Many communities will provide specially a pre-job straining service and plenty of colleges support and encourage student to do some part-time jobs which is benefit to their occupation in their spare time. In addition, British colleges emphasize on the voluntary services, and a lot of fund is used to support voluntary activities in annul year, employers also pay attention on the voluntary experience, most of employers believe that voluntary works are more valuable than a paid work.

Thirdly, British colleges perfect the innovative entrepreneurial education system. Colleges particularly stress on developing students’ innovative entrepreneurial competences. Colleges have increased the proportion of innovative entrepreneurial curriculum. According to the researches, there are 130000 college students taking part in innovative entrepreneurial education in 2013, or 7% in total.

The Aid—support measures of employment and entrepreneurship to American college students

American colleges and universities play a significant role in the employment and entrepreneurship. As long as they need, these schools will provide optimal employment guidance and service for both graduates and non-graduates. Specifically, there are mainly four points as follows:

First, we should strength the importance of liberal education and interdisciplinary education as well as make personalized training plans. American colleges not only stress liberal education but also encourage interdisciplinary education. It means school to aim to promote students’ all-round development if students are professional in their majors. At the beginning two years of colleges, each student is required to learn a considerable volume of curriculum of liberal education and focus on comprehending interdisciplinary education between art and science. These colleges emphasise cultivate students’ science quality and humanistic quality. Moreover, they value students’ personalized options and training and provide broad development space for students’ career plans.

Facing the increasingly international competition on employment, the American colleges keep pace with the international training programs tightly. In addition, they try to break the barrier of the institute department from the aspect of the whole school and integrate teaching resources. To make more personalized curriculum plans, American colleges also proceed from respecting students’ special interest and individual development.

Second, American colleges aim to strengthen the cultivation of student’s practical ability and creative ability, which could realize the connection between knowledge and social application. When American colleges revise their training programs, they set ability cultivation and quality improvement as a goal. Through improving practical teaching and combining with employers to hold some creative and practical activities, they hope to reinforce practical teaching and help students have a better understanding about substantial contents of comprehensive courses. These enable students to apply their wisdom to social demands and to achieve seamless connection between the knowledge learned and social applications.

Third, build and complete the organizations of employment service as well as to do the entire guiding work of obtaining employment and starting a business. American employment guidance is a whole-process employment guidance, which is connected with practice closely. Generally, American colleges issue some employment information to encourage college students to earn money by doing a job and make them accumulate work experience through getting touch with a job during the freshman. They make students test their characteristics which can be taken into account to choose the appropriate professions during sophomore year. During the third year, schools and teachers can hire a enterprise experts to come into the classrooms and set up lectures to help students understand employers' real demands. They also organize students take part in job fairs to make them directly feel the atmosphere. In the senior, schools focus on the fact that they teach students the essentials and the techniques of job-searching.
Fourth, integrate the source of internal and external school and build a surrounding of obtaining employment and starting a business for all members. American colleges regard schoolfellows and parents of students as an important way to improve the abilities of searching jobs for internal students to find a job. Besides, schools are good at building some channels with employers making a conversation and cooperation. Employers take part in all kinds of activities held by schools actively. For example, employers can hold a job fair to employ college students and they can provide some additional jobs for students to practice. Nearly each college has its relatively stable network for employers. And it's second to none for American business circles’ donate and provide to high education.

**Our improvement measure on the current employment and entrepreneurship**

From the passage, we can see the help in hiring employment and creating employment is limited for Chinese colleges. We still have lots of disadvantages in guiding hiring and creating employments, the education in innovating employments, education in cooperation with other schools. Based on the American experience of helping students obtain employment and start a business, our team takes the specific situation for our colleges to help students in hiring employments and starting a business into account. Then, we will give some suggestions that can improve employment in Chinese colleges.

**The guidance of employment and entrepreneurship — balance between service and development**

First, strengthen the institution-building of employment in college. Our college can organize a group of guiding employment which regards college leaders as the center and many representatives join together. According to specific situation, this group can reform and adjust government offices and educational organizations timely. It can change the situation that the organization designing is filled with chaos and the responsibility of the organization isn't clear. To begin with, we should take apart the responsibilities between the teachers who guide the lesson of employment and the teacher who is in charge of clerical works. We are also bound to start employment teaching and search office which can specially be responsible for the guiding of employment to students and doing some theoretical research. Second, we should start administration apartments and external liaison departments. Administration apartment are in charge of the daily administration jobs and some other daily service jobs for students. External liaison departments are responsible for making a good conversation between schools, companies and governments. It should try its best to build a two-way choice platform between students and companies, which can provide basic service jobs for student to find a job successfully and for companies to choose talents rightly. Last, we should build a supervisor and incentive mechanism for staffs to do the employment guiding jobs. Not only can it supervise staffs to finish guiding work efficiently but also it can make staffs provide better jobs services by improving activity of stuffs.

Second, the employment guiding of colleges should combine diversification with individuations. With the increasing demands of diversifications of colleges, students for guiding employment, the guiding techniques should increase. We should create cubic atmosphere for guiding employment. For Chinese high colleges, on the one hand, the main part of the guiding should be diverse which can increase the attentions about the lessons. At the meantime, we should strengthen the strength of the teachers and improve their teaching qualities and drive them to change traditional teaching partners. It can make students have more abilities to do the automatic and innovative operations. It also can gradually create a pattern of learning by oneself and speaking by oneself, which can improve the enthusiasm and efficiency of study. On the other hand, we should carry out all kinds of guiding patterns to achieve the diversities of guiding. For example, our colleges can invite the HR manager to come to school to do a guiding lecture or invite school fellows to share experience with students, which can make interaction between schools and companies. This can make students truly feel the atmosphere of the workplace and make full use of inner and external sources in schools to achieve the useful sources largely used in a more big range.
Third, increase the fund and improve the professional levels of the guiding teachers. Government should increase the force of financial investment. Based on the guiding of the government and the cooperation of schools, schools should build a group of qualified and a considerable scale teachers. And gradually build a set way of systematic, theoretical and scientific reference systems for evaluating guiding jobs. This can solve the worries of stuffs and make them attentively do the guiding job. We hold they can take these factors into account as follows: on the one hand, high colleges should always organize the guiding teachers to get together to cultivate their abilities and improve their professions. On the other hand, schools should employ experts to come to schools to guide members, which can provide the latest information and experience.

Forth, we can build the evaluation feedback mechanism of the college employment and self-employment. We should set up with a set of whole-term evaluation feedback mechanism on college employment and self-employment. Thus we can check its’ achievement timely. It can include three main aspects: one is to make a staging scale. It is used as to evaluate the effect of every stage in time and precisely find the advantages and enhance advantages and avoid disadvantages. The other one is to promote the establishment of assessment program of its curriculum. Aiming at it and evaluate it at the same condition, we can realize the whole attachment between employment, self-employment and the needs of market. Besides, when we evaluate it, we can stress the quality of employment and the tracing investigation, and clearly know all the reasons that influence the employment. By analyzing this, we can get the direction of the market and improve the effectiveness of the guidance.

The innovation and entrepreneurship education ---- unification of theory and practice

Firstly, completing the entrepreneurship education, we can enhance the support dynamics on the innovation and entrepreneurship education of students. For colleges and universities, on one hand, they should complete they present curriculum design as soon as possible. Putting the innovation and entrepreneurship practice classes into the current curriculum design. According to the psychological characteristics and actual requirements of from freshman to senior in different grades, we can correspondingly set up a new program of interpersonal and communication skills. Offering courses about Marketing, entrepreneurial opportunity and Environment analysis to junior and senior students, we can guide students positively participate in the practice of simulating activities. On the other hand, colleges and universities should speed the construction of high-quality teaching groups that have their own characters. Besides, we can make full use of the school as a talent highland and offer an all-round service to students' entrepreneurial activities. They can take advantage of all kinds of approaches and means to strengthen public opinions. By the media including poster, school magazine, network and so on, we can establish a favorable atmosphere that teachers guide and students positively start business. Organizing some successful students who have achieved their achievement in self-employment share their successful experience in ways of sharing session and symposium and so on, we can fully take advantage of their resources and promote the employment of college students.

Second, we can actively establish the training platform of extracurricular entrepreneurship and create the positive environment for self-employment. One is that colleges can positively preferential policy that country enlarges the present or the newly-built startups, specially serve for the students who participate in the practice who pay attention to the innovation entrepreneurship. Meanwhile, the introduction of entrepreneurial practice project. Second, schools should make full use of the power of student clubs guiding students establish several influenced communing organizations of innovation and self-employment in a planned way. On the basis of these community organizations, we can regularly hold the innovation and entrepreneurship competition. Besides, these places can have their own special found. For the superior and self-employment projects, after they are passed the relevant audit, they can be given the supportive found. Then, we can make the wonderful projects grow rapidly in order to put more students into the practice of self-employment.
The employment and entrepreneurship of college-enterprise cooperation - common successes and co-existence

First, increase the intensity the cooperation of college and enterprise linking it together with employment and enterprise, in the meantime, they should enter the enterprises positively. We need highly stress the cooperation we should establish the long-term and stable cooperation with them. Meanwhile, to strike while the iron is hot, we can establish a set of strict faculty evaluation institution of employment and self-employment. On the other hand, the teachers should vigorously upgrade their own specialty level and stress the professional skills training. They can positively get the current market needs and dynamic employment. Besides, they can improve teaching quality. What's more, enterprises give more opportunities of creating the field work and learning the key point is increasing employment.

Second, we can invent a pattern of multiplied college-enterprise cooperation. On one hand, we can adopt the pattern combing teaching practice graduation design with study. Teaching plans can not only be only limited in the schools' practice bases, we need set our sights higher. Stressing the pattern of college-enterprise cooperation, colleges make the internship programs combined with enterprises' production and management, in order to assure students can apply what they have learned. On the other hand, the problems that enterprises production and management performance have is viewed as the main study direction, in order to assure the design or the achievements on research are enable to be applied into the process of enterprises production and management performance and make their graduation thesis or design more realistic.

Thirdly, we should stress the pattern of operating classes by joint hands of colleges and ventures. We can combine the characteristics of professional courses with the needs of companies. They can set up classes and both teachers and professionals teach students classes. Enterprises are responsible for the student internship program and their specific implementations. The practice of developing each others’ advantages and learning from e others strong points to offset respective weaknesses ,making full use of positive interactions between them and realizing colleges promote employment of college graduate let them into enterprises stimulate employment to make students connect with actual work as soon as possible while they learn in colleges and know their shortcomings. With the thirsty for knowledge, in the process of study, they can change from passive acceptance to active seeking knowledge to promote the employment and ability.

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