

Exploration and Practice of the Linkage Mechanism for Enrollment, Cultivation, and Employment in Higher Education: A Case Study of South China Business College

Zhihong Zheng*

South China Business College of Guangdong University of Foreign Studies, Guangzhou, China

**corresponding author*

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Abstract: By establishing a linkage mechanism between employment and enrollment plans, as well as talent cultivation, higher education institutions can promote multi-channel employment and entrepreneurship for graduates, achieving higher quality and more adequate employment. This is an important task for higher education to proactively adapt to national economic and social development needs and improve the quality of talent cultivation. This paper uses South China Business College of Guangdong University of Foreign Studies (hereinafter referred to as South China Business College) as a case study to illustrate how the school has formed a distinctive linkage mechanism for enrollment, cultivation, and employment through scientific analysis of talent market demand, precise adjustment of professional layout, and implementation of the "Four Major Projects" for professional construction.

1. Introduction

In recent years, South China Business College has closely monitored the supply and demand trends in the talent market. Based on scientific analysis and accurate expectations of enrolment and employment conditions, the school has timely adjusted its professional layout and key areas of professional construction, implementing classified guidance and dynamic management of professional construction. South China Business College continuously explores and innovates, forming an effective linkage mechanism for enrolment, cultivation, and employment. This paper will comprehensively discuss the linkage mechanism of South China Business College from the aspects of market demand analysis, professional adjustment mechanisms, the "Four Major Projects" for professional construction, and innovation in talent cultivation models.

2. Market Demand Analysis and Professional Layout

2.1 Market Demand Analysis and Policy Research

South China Business College closely monitors the supply and demand trends in the talent market and predicts the future demand for various majors through scientific analysis of enrollment and employment conditions. Specific practices include:

Data Collection and Analysis: The school regularly collects and analyzes various employment data, including graduate employment rates, job distribution, salary levels, etc., to fully understand the market demand for different majors. Through regular surveys, detailed data on graduate employment rates, job types, and salary levels are collected. Statistical software and data analysis tools are used to conduct in-depth analysis of the collected data, identifying employment trends and market demand changes for different majors. Additionally, an annual employment quality report is compiled to summarize the employment situation of each major, providing a basis for professional adjustments and curriculum settings.

Industry Research: The school establishes close ties with industry associations and enterprises, collecting specific talent demand information through questionnaires, interviews, and other methods to ensure that professional settings align with market demands. Long-term cooperation is established with industry associations and enterprises, and regular seminars and symposiums are organized to understand industry trends and enterprise needs. Industry demand survey questionnaires are designed and distributed to collect information on the skills and qualities required by enterprises. In addition, in-depth interviews are conducted with industry experts and corporate executives to obtain more detailed industry demand information, providing references for professional settings and curriculum adjustments.

Policy Research: The school pays attention to policy orientations at the national and local government levels, such as the innovation-driven development strategy and industrial structure adjustment, and adjusts professional settings based on policy backgrounds to ensure that the direction of professional development aligns with national and social development needs. A dedicated team is set up to regularly track policies issued by the national and local governments, especially those related to education, economy, and technology. Experts interpret the policies, analyzing their impact on talent demand to ensure that professional settings align with policy orientations. According to policy directions, the school adjusts its professional settings and development priorities, adding new majors that meet the strategic needs of the country, such as data science and technology, artificial intelligence, and other emerging majors.

2.2 Professional Adjustment Mechanism

South China Business College has established a flexible professional adjustment mechanism to ensure the effective use of educational resources and meet the actual demand for talent in the market. Specific measures include:

Dynamic Adjustment: For majors where the first-choice enrollment ratio has been below 30% for three consecutive years or where the employment rate remains low, the school promptly makes adjustments or mergers to avoid resource wastage and ensure the efficient use of educational resources.

Adding New Majors: Based on market demand and the school's development plan, new majors are added in a timely manner to adapt to the rapidly changing market demand. For example, in recent years, the school has added new majors such as intelligent science and technology.

Professional Optimization: Existing majors are optimized by updating course content and introducing the latest teaching methods and technologies to enhance the competitiveness of the

majors and ensure that students acquire the latest knowledge and skills.

3. Talent Cultivation and the "Four Major Projects" for Professional Construction

3.1 Foreign Language Major Group "Soaring Project"

By strengthening the English major, the school promotes the coordinated development of other foreign language majors, enhancing the overall strength and influence of foreign language majors. Specific goals include:

Enhancing Discipline Advantages: Making the discipline advantages of foreign language majors more prominent and the professional characteristics more distinct, setting them as benchmarks among similar majors.

Striving for High-Level Platforms: Striving to reach national and provincial professional construction platforms to enhance the reputation and influence of the majors.[1]

Specific measures include:

Faculty Development: Attracting high-level foreign language teachers, strengthening teacher training, and enhancing teachers' teaching and research capabilities to ensure continuous improvement in teaching quality.

Teaching Facilities Improvement: Building top-tier laboratories and practical bases, equipping them with advanced teaching equipment and software, to provide students with an excellent learning environment and enhance the effectiveness of practical teaching.

International Exchange and Cooperation: Establishing cooperative relationships with foreign universities and institutions, conducting faculty and student exchanges, joint cultivation projects, and other activities to broaden students' international horizons and enhance their international competitiveness.

Practical Activities: Organizing various foreign language competitions, cultural exchange activities, and other events to enhance students' language application abilities and cross-cultural communication skills, improving their overall quality.

South China Business College's English Language and Literature has been rated as a provincial characteristic key discipline, and the Japanese major is a national first-class undergraduate major construction point. Translation, English, Korean, and several other foreign language majors are provincial first-class undergraduate major construction points.

3.2 Economics and Management Major Group "Climbing Project"

By strengthening the integration of international economics and trade, finance, accounting, and foreign language teaching, the school promotes the development of the economics and management major group to a higher level. Specific goals include:

Enhancing Professional Level: Under the lead of international economics and trade, finance, and accounting, enhancing the overall construction level and quality of the economics and management majors to ensure that students have solid professional foundations and strong practical skills.[2]

Reaching High-Level Platforms: Enhancing the social recognition and competitiveness of the majors to provide more development opportunities for students.

Specific measures include:

Curriculum System Optimization: Optimizing the curriculum system, increasing practical teaching components, and reinforcing students' professional literacy and practical skills to ensure they can handle future job positions.

School-Enterprise Cooperation: Establishing internships with enterprises, inviting industry experts to teach, and providing students with real-world practice opportunities to enhance their

practical operational skills.

Research Projects: Encouraging teachers and students to participate in research projects and publish high-quality academic papers to enhance the academic influence of the majors and promote the integration of academia and practice.

In recent years, the school has focused on research and policy services in areas such as economic documents and public governance in polar regions, international trade rules and standards, coordinated development and innovation in the Greater Bay Area's air transport economy, and digitalization and management innovation in service industries. The school has built high-level research platforms and think tank systems to serve local economic and social development. The International Trade major has been rated as a provincial characteristic key discipline, and the Accounting major is a national first-class undergraduate major construction point. International Economics and Trade, Finance, and International Business have been selected as provincial comprehensive reform pilot majors.

3.3 Innovative Engineering Major Group "Enhancement Project"

With computer science and technology at its core, the school combines digital media technology, software engineering, network engineering, and Internet of Things engineering to serve Guangdong's innovation-driven development strategy and industrial upgrading. Specific goals include:

Enhancing Innovation Ability: Cultivating students' innovative spirit and practical skills to support Guangdong's innovation-driven development strategy and promote local economic development.

Enhancing Comprehensive Service Ability: Enhancing the comprehensive service ability of innovative engineering majors to serve the economic and social development of Guangdong, providing technical and intellectual support to local enterprises.[3]

Specific measures include:

School-Enterprise Cooperation: Collaborating with high-tech enterprises to build research centers and laboratories, conducting project-based teaching, and providing students with practical platforms to enhance their practical operational skills.

Research Projects: Encouraging students to participate in research projects and innovation and entrepreneurship activities to cultivate their research and innovation abilities, enhancing their overall quality.

Curriculum Reform: Updating the course content of engineering majors and introducing the latest technologies and methods to enhance students' professional skills and ensure they can adapt to the rapidly developing technological environment.

South China Business College has established the "Guangdong Provincial Object Digitization Research Center," which aims to become a leading base in China for new technology research, experimentation, talent cultivation, scientific cooperation and exchange, and application promotion in the field of digitization technology.

3.4 Support for Other Humanities and Social Science Majors and New Majors

In recent years, South China Business College has opened new majors such as Network and New Media and Early Childhood Education based on social needs. The school provides support to these relatively underdeveloped humanities and social science majors and new majors to help them overcome difficulties and achieve healthy growth. Specific goals include:

Promoting the Growth of New Majors: Helping new majors grow and develop, standardizing professional construction, and improving teaching quality to ensure the healthy development of new

majors.

Enhancing the Overall Level of Other Humanities and Social Science Majors: Enhancing the overall construction level and quality of other humanities and social science majors to promote interdisciplinary development and improve the school's overall educational level.[4]

As of 2024, South China Business College has established 10 Guangdong Provincial Social Science Popularization Bases, including the Guangdong Red Culture Popularization Base, the Greater Bay Area Polar Research Popularization Base, the Children's Picture Book Education Popularization Base, the South China Symbolic Science Popularization Base, the Rural Revitalization Cultural Popularization Base, the World Language Virtual Museum, the Greater Bay Area Language Service Base, the Psychological Education Activity Base, the Youth Information Literacy Popularization Education Base, and the Greater Bay Area Digital Economy Popularization Base. The school provides more development resources and support to these bases and majors, including funding, faculty, and equipment, to ensure they receive sufficient support and development space. The school also offers favorable development conditions to create a good development environment, encouraging teachers and students to actively participate in professional construction.

4. Practice of the Linkage Mechanism for Enrollment, Cultivation, and Employment

4.1 Precise Alignment of Enrollment with Market Demand

South China Business College scientifically analyzes market demand and precisely adjusts enrollment policies to ensure a high degree of alignment between enrollment and market demand. In 2024, South China Business College optimized the setting of major groups by discipline categories, setting up 16 major groups. Subdividing major groups helps candidates lock onto their preferred major groups, better aligning with their interests and strengths, and addressing concerns about major selection. The school attracts high-quality students through multiple channels, enhancing the school's reputation and appeal. For example, to cultivate much-needed foreign language talent for the Belt and Road Initiative, students who score 100 or above (out of 150) in the foreign language section and apply for majors such as Korean, Arabic, Thai, German, Russian, and Portuguese can receive a 20,000 RMB "Belt and Road" special scholarship.

4.2 Optimizing the Curriculum System to Cultivate Multi-disciplinary Talents

South China Business College ensures the close alignment of talent cultivation with market demand through optimizing the curriculum system, strengthening practical teaching, and enhancing foreign language application abilities. To leverage the school's disciplinary advantages and cultivate multi-disciplinary and interdisciplinary talents, South China Business College offers multiple micro-majors and minor programs, including Japanese, Korean, Thai, Finance, E-commerce, Human Resource Management, Network and New Media, and Digital Media Technology. These minor programs and micro-majors focus on specific academic research and application areas, industrial development needs, and offer a series of core courses. Students with spare capacity are encouraged to pursue these programs alongside their main major based on their interests and strengths. In 2024, South China Business College collaborates with top universities in Australia, the United States, and the United Kingdom to offer joint cultivation programs in seven majors: Finance, Early Childhood Education, English, Business English, International Economics and Trade, Accounting, and Computer Science and Technology. Students in these programs spend the first two or three years at our school and the last two or one year at the partner university. Both schools recognize credits, and students who meet the graduation and degree requirements of both

institutions will receive a bachelor's degree from South China Business College and a bachelor's degree from the overseas partner institution.

4.3 Effective Alignment of Employment with Market Demand

South China Business College promotes graduate employment through various means, ensuring effective alignment between employment and market demand. The school has established an employment guidance center to provide employment guidance and consulting services, helping students develop reasonable career plans and enhance their employment competitiveness. The school emphasizes cooperation with government, industry, and enterprises. Through these collaborations, the school can promptly understand market demand and industry trends, adjusting professional settings and curriculum content to ensure that educational content aligns with market demand. In 2024, South China Business College added six new majors: Intelligent Science and Technology, Digital Media Technology, Financial Management, Music Education, Accounting (Joint Cultivation Program), and Computer Science and Technology (Joint Cultivation Program). The addition of these majors reflects the school's keen insight into market demand and industry trends, as well as its emphasis on diversified education and career development for students.

5. Conclusion

Through scientific analysis of market demand, precise adjustment of professional layout, and implementation of the "Four Major Projects" for professional construction, South China Business College has formed a distinctive linkage mechanism for enrollment, cultivation, and employment. This linkage mechanism not only enhances students' overall quality and employment competitiveness but also supplies a large number of high-quality, applied, innovative, and interdisciplinary talents to the Greater Bay Area.

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