



Research Article

HOLISTIC EDUCATIONAL ADMINISTRATION FOR STUDENTS' EMPLOYABILITY ENHANCEMENT FOR UNIVERSITIES IN DALIAN UNDER LIAONING PROVINCE

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Abstract

The objectives of this research were to propose holistic educational administration guidelines aimed at enhancing students' employability in universities located in Dalian, Liaoning Province. Qualitative research methods were employed, including focus group discussions based on data collected through semi-structured interviews and questionnaires for exploratory factor analysis. A focus group of experts verified that both the components and indicators were valid. The study identified six key components: Course Management, Student Activity Management, Teacher Management, Educational Policy and Institutional Management, Educational Investment Management, and Educational Administration. From these six components, a total of 14 guidelines were developed: five guidelines for Course Management, two for Student Activity Management, two for Teacher Management, two for Educational Management, two for Educational Policy and System Management, and one for Educational Investment Management.

Keywords: Holistic Educational Administration, Students' Employability, Enhancement, Universities in Dalian, Liaoning Province

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Introduction

The outbreak of COVID-19 in 2020 has brought great impact and challenges to higher education all over the world. At present, it is still in the "post epidemic era". "Post epidemic era" refers to an era in which the epidemic situation does not completely disappear, and everything recovers as before, but the epidemic situation rises and falls from time to time, may break out in a small scale at any time, return from foreign countries and seasonal attacks, and postpone for a long time, which has a far-reaching impact on all aspects (Wang Zhuli, 2023). In the post epidemic era, due to the layoffs of a large number of companies and enterprises and the reduction of recruitment demand, higher requirements are put forward for the overall quality and employability of college students (Wu Hui, 2023). Before the outbreak of the epidemic, take 2019 as an example, there were 8.6 million college students in China, and the employment rate was 91.5%; In 2021, there were 9.09 million college students, and the employment rate was only 34%. Not only in China, but also in the world, the employment of college students is facing greater challenges because of the epidemic. The employment of college students is related to the well-being of people's livelihood, social stability, and high-quality development. In the case of uncertainty in the domestic and international environment and epidemic changes, improving the quality of talent training and improving the employability of college students has become the core work of China's higher education. (Ma luting, Zhang Wei, Ju Guangyu, Liu Chengbo.2023) in the face of the employment pressure brought by the post epidemic era, it is urgent to improve the employability of college students.

At present, most existing research has explored ways to improve students' employability from the perspective of career guidance courses, but improving students' employability should be comprehensive education management. Therefore, the focus of this study is to construct comprehensive education management guidelines for enhancing students' employability based on the concept of holistic education.

Research Objective

To propose holistic educational administration guidelines for students' employability enhancement of Universities in Dalian under Liaoning Province.

Review of Literature

Holistic educational administration

According to the research of the British Higher Education Quality administration Council, the employability of college students should have: professional ethics, form relevant awareness according to different majors, constantly reflect and gradually improve; Ability to analyze problems; Lifelong learning and ability to solve problems independently; Team cooperation ability, team cooperation consciousness; Language expression and interpersonal communication skills, good written writing skills; Use your major to solve practical problems and be able to apply it to other knowledge fields to penetrate each other. Scholar Chen Jin pointed out in "first-class universities should have an innovative vision" that the future world-class universities should cultivate talents with a global vision, family and country feelings and pay attention to the dialogue between civilizations; Cultivate students' enterprising spirit and creative ability; Cultivate interdisciplinary scientific research and teaching ability and the ability to deal with the digital revolution. (Chen Jin, 2020) John L. Hennessy, who was the president of Stanford University for 16 years, believes that the future society needs three types of people. The first type is T-type talents, which have both professional depth and cooperation ability, mind and learning ability; The second category is talents with innovation and self-confidence, which means that they have the courage to constantly try new things and the



willingness to think in different ways; The third category is lifelong learners, who can constantly explore and master new fields (John hannis, 2023)

From the connotation of College Students' employability, the educational concept advocated by holistic education fits these abilities. Holistic education refers to promoting the all-round development of students based on sound personality, emphasizing the subjectivity and comprehensiveness of education, and paying attention to not only social value, but also personal value. "holistic" is a person with real all-round development, sound personality, harmony and unity, who has subjectivity and can grasp his own destiny, who is a person rather than a tool, who is mentally and psychologically complete rather than incomplete (Wen Xu, Xia Yun, 2014). Nava also pointed out that the concept of holistic education is the fundamental way to realize education in the 21st century, which confirms that the concept of holistic education meets the requirements of higher talent training in the world today.

How to integrate holistic education into the improvement of employability? Based on the vision of holistic education, Liu Zhili explored ways to integrate integrity education into college students' employment and entrepreneurship guidance (Liu Zhili, 2022); Fu Yuan once discussed the ways of integrating holistic education into employment guidance from the perspectives of integrity, connectivity and existence (Fu Yuan, 2023); Huang Bin and others explored the way to build the higher vocational employment education system with the basic concept of "holistic education", the basic idea of "three industry linkage" and the method and strategy of "three guidance" (Huang Bin, 2022)

Research Method

Qualitative research included Literature materials related to holistic education and employment enhancement, in depth interview, and A focus group discussion. Data analysis with content analysis of data collected from the literature and receipts collected from semi-structured interviews with key informants, and the components from exploratory factor analysis (EFA) to set up focus groups to discuss the results to propose guidelines.

Conclusion Results and Discussion

Conclusion Results

Content analysis from reviewed 100 literatures and get 60 variables. Using variables collected from literature, researchers developed a conceptual framework and conducted semi-structured interviews with 7 experts in higher education and student employment management. After the interviews, 8 additional variables were added, resulting in a total of 68 variables. Researchers sent them to 5 research experts for goal consistency verification, as shown below:

Table 1: Variables

NO.	Variables
Component 1. Course management	
1	The course content focuses on the teaching of professional knowledge
2	Professional knowledge is inspired by classroom teaching
3	the course content imparts interdisciplinary knowledge
4	The teaching method adopts the interdisciplinary knowledge association practice
5	Curriculum teaching focuses on knowledge experience
6	Course arrangement to increase practical training opportunities
7	The course content focuses on open question training



NO.	Variables
8	The course focuses on the combination with practical work to exercise students' ability to solve practical problems
9	The course is arranged for group learning and team learning
10	The curriculum encourages student-student interaction
11	Course encourages speeches
12	Course assignments include writing assignments
13	Curriculum design project-based learning
14	Course arrangement self-study before class, in-class guidance, self-test after class and other independent learning content
15	The curriculum creates a democratic and equal atmosphere and encourages active initiative
16	The course advocates teaching students according to their aptitude and individualized tutoring
17	Courses can stimulate individual potential
18	The curriculum is deeply integrated with ideological and political education, stimulate students 'sense of responsibility and mission, and cultivate students' good professional ethics and civic morality
19	Career planning courses are set up to help students explore their career orientation and have a clear understanding and planning of career development
Component 2. Student activity management	
20	Cultivate students' teamwork ability and collective consciousness
21	Establish employment student clubs to provide specialized employment services
22	Arrange a variety of club activities to cultivate students' ability to deal with people and work in teams
23	Arrange job search lectures (including job search information, career benefits information, career development space information, etc.)
24	Invite enterprises to conduct simulated job-hunting activities (teach students to write resume, interview skills, etc.)
25	Organize employment survey activities, focus on tracking information of students after employment, understand student employment trends, and provide guidance for new employment policies
26	Increase the enterprise practice and practical training opportunities
27	Students can be guided to learn image management through activities such as student clubs
28	Students can be guided to learn health management through activities such as student clubs
29	Through practical training, cultivate students' ability to dare to respond to crises
30	Through practical activities, cultivate students' self-awareness and enthusiasm
Component 3. Teacher management	
31	Enhance professional training, enhance the level of professional knowledge
32	Interdisciplinary lesson preparation promotes the integration and expansion of interdisciplinary knowledge
33	Organize raining for improve teaching, master the group-talking, project, doing, speech-learning and other novel teaching methods
34	Continuously offering teacher development projects, updating teachers' educational concepts, and making them more focused on the comprehensive growth of students rather than just grades



NO.	Variables
35	Strengthen the selection of corporate mentors, select outstanding corporate managers or technical backbones, and provide students with more practical practical knowledge and skills guidance
36	Strengthen cooperation between on campus teachers and off campus mentors, learn from each other, and improve together
37	Strengthen the management of off campus practical mentors to ensure the effectiveness of practical guidance
38	Promote the formation of a comprehensive education guideline for all staff, with the joint participation of all school staff to promote the comprehensive growth of students
39	Include employment satisfaction in teacher evaluations (including the satisfaction of enterprises with students and the satisfaction of students with their own employment situation)
Component 4. Education Policy and Institutional Management	
40	Improve the student evaluation system and highlight the comprehensive quality assessment of students
41	Improve the formative evaluation system and pay more attention to the entire learning process of students
42	Improve the management system of teachers, and highlight the investigation of teachers' ethics
43	Implement a flat, human culture management system to establish a harmonious campus
44	Improve the Course management system and integrate holistic education elements into the setting of teaching objectives and content
45	Improve student management regulations and cultivate students civilized and appropriate behaviors.
Component 5. Educational investment management	
46	Establish a campus student practice training base
47	Provide intelligent classrooms and places suitable for project-type discussion
48	Strengthening the construction of campus cultural facilities and creating an atmosphere of cultural education
49	Set up funding for holistic education awards, encourage teachers to learn holistic education concepts, and integrate them into teaching work
50	Invest in teaching staff and set up pre job training
Component 6. Educational Management	
51	The concept of educational management highlights the knowledge experience
52	The concept of educational management highlights the knowledge creation
53	Set up the idea that knowledge focuses on the application
54	Pay attention to the innovative educational concept
55	Establish the educational goal of the comprehensive development of morality, intelligence, physique, beauty and labor
56	Student centered educational philosophy
57	Emphasize student autonomy and stimulate their internal drive
58	Emphasize lifelong learning for students
59	Education should serve social development, national and ethnic progress
60	The educational philosophy of cultivating virtue and nurturing talents



NO.	Variables
61	The educational philosophy of managers should be constantly updated, and managers should master the concept of holistic education
62	Managers should have the ability to conduct educational research, adjust educational policies and systems in a timely manner, and better serve teachers and students
63	Strengthen the assessment and supervision of managers, and teachers and students have the right to report and provide suggestions to better supervise management work.

Summary the 14 guidelines of six components from focus group discussion as below:

1. Course management:

(1) Course content setting: Emphasize the teaching and inspiration of professional knowledge and interdisciplinary knowledge; Integrate course content with ideological and political education.

(2) Classroom organization method: setting up knowledge experience and learning by doing; Combining practice, doing while learning, and enhancing students' problem-solving abilities; Set up brainstorming to stimulate knowledge association; Project based learning and group learning enhance interaction among students.

(3) Course evaluation setting: Full process evaluation, including pre class preview, classroom discussion, post class assessment, or homework, is included in the evaluation process; Set up oral and written expression assignments to present student learning outcomes through expression; Assessment not only focuses on understanding students' knowledge mastery, but also emphasizes their deep and personalized understanding of knowledge, as well as their practical and innovative abilities; Establish a comprehensive quality evaluation mechanism for students to promote their comprehensive development.

(4) Classroom atmosphere creation: To create a democratic and equal classroom atmosphere, teachers focus on teaching according to individual needs, stimulate students' personal potential, and cultivate their enthusiasm and initiative in learning.

(5) Job seeking course setting: Set up specialized career planning courses to lead students in career exploration, understand their career orientation, and master the methods to obtain their ideal career.

2. Student activity management

(1) Student activity settings and incentives: Set up a variety of student club activities and motivate students to participate, in order to enhance their ability to interact with people and teamwork.

(2) Vocational training settings: Invite representatives of successful entrepreneurs and outstanding students to share their job seeking and career development experiences and set up training activities such as simulated job seeking.

3. Teacher management

(1) Teacher training: professional knowledge training to enhance professional level; Teaching skill training to enhance teaching level; Interdisciplinary salon to enhance the ability to apply interdisciplinary knowledge.

(2) Teacher management: strengthening the assessment of teacher ethics and conduct; Implementing comprehensive evaluation, through multiple channels such as student evaluation of teachers, peer evaluation of teachers, and expert evaluation, to comprehensively evaluate the teaching and educational level of teachers and use this as one of the basis for teacher advancement.



4. Education Policy and Institutional Management

(1) Education policy and institutional management: In the formulation of education policies, the concept of moral education is highlighted, and the goal of comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor is set, with a focus on application and innovation.

(2) Foreign cooperation management: Strengthen school enterprise cooperation. Based on the development needs of the industry and the work content of the enterprise, improve the talent training plan, continuously improve the rules and regulations of school enterprise cooperation, innovate cooperation models, expand cooperation content, and carry out talent training models such as order based training and modern apprenticeship system. Establish a specialized management organization for school enterprise cooperation, facilitate communication channels, hold regular meetings, and establish a problem-solving mechanism. Establish a resource sharing mechanism to share resources such as technology, equipment, and human resources, and promote two-way personnel mobility; Cooperate in the construction of production training bases and virtual simulation training bases and provide technical training and services to the society; Explore ways to distribute income based on mutual benefit; Establish a dual mentor system to promote communication and sharing between corporate mentors and on campus teachers.

5. Educational investment management

Education investment management: Funding investment, setting bonuses, and other incentives to encourage teachers to practice the concept of holistic education; Investment in venues, strengthening the construction of student practice bases, establishing modern industrial colleges, and creating more practical opportunities for students; Investment in facilities, improvement of smart classroom construction, construction of digital resources, smart classrooms, virtual simulation training bases, and other forms to promote the digital transformation of education; Strengthen the construction of campus culture, create a positive and innovative learning atmosphere; Build an information management platform that integrates teaching, student, internship, and employment management to improve management efficiency.

6. Educational Manager Management

(1) Education management reform: Implement flat management and humanistic management, stimulate the enthusiasm of all staff to work and start businesses, and establish a harmonious campus atmosphere.

(2) Improvement of educational management personnel: Strengthen training for management personnel, update educational concepts, and enhance the level of educational management; Pay attention to research, adjust education policies and systems in a timely manner, and better serve teachers and students; Strengthen assessment and supervision, and teachers and students have the right to report and make suggestions to better supervise the work of management.

These guidelines consist of six parts. Each part will influence and be related to each other. Its core components include curriculum management, student activity management, teacher management, and education manager management. Among them, the educational philosophy and level of educational management of educational managers will directly affect the formulation of educational policies and systems, as well as the management of educational investment. These will directly or indirectly affect curriculum management, student activity management, and teacher management, so this is the first core element. The level of teachers will directly affect curriculum management, which directly affects the level of student employment ability improvement. So, teacher management is the second core element.

Discussion

1. Through methods such as literature review, in-depth interviews, and questionnaire surveys, this study summarizes the overall educational management elements of universities in Dalian City,



Liaoning Province to improve students' employability, including curriculum management, student activity management, teacher management, educational policy and system management, educational philosophy management, educational investment management, and educational manager management, with a total of 7 parts and 63 variables. These variables have been explored from different perspectives in previous studies, but the core of their exploration is similar. Some scholars have explored ways to improve students' entrepreneurial abilities from aspects such as student club activities, curriculum evaluation systems, school enterprise cooperation, integration of industry, academia and research, and ideological and political education. for example. Li Li (2023) analyzed the promoting effect of club activities on improving the employment ability of vocational college students. The research results indicate that club activities can provide students with more opportunities for exercise, improve their comprehensive quality and employment ability, including organizational planning ability, communication and expression ability, knowledge reserve, practical ability, problem-solving ability, etc. Zhou Jiejie et al. (Zhou Jiejie, Xi Fang, Gao Yanli, Guo Yun, Bai Yong, 2024) established a model based on fuzzy comprehensive evaluation method to evaluate and analyze the employment ability of students, in order to improve their employment level, meet the needs of employers, and achieve an organic combination of work, curriculum, competition, and certification. Zhang Suqian (2023) believes that school enterprise cooperation can help students establish correct career plans, reshape employment concepts, improve professional skills and comprehensive qualities. Lei Zhengxiang et al. (Lei Zhengxiang, Li Yueyun, Qu Yi, Yang Wenfei, 2023) conducted a study on improving the employment ability of college students from the perspective of ideological and political education.

2. Through methods such as literature review, in-depth interviews, questionnaire surveys, and thematic group discussions, this study developed comprehensive educational management guidance suggestions for improving students' employability in Dalian City, Liaoning Province. The content includes 6 parts and 14 projects. Some of these guiding suggestions have been mentioned in previous studies, and their expressions are not the same, but their practical guidance significance is similar. Li Zhenjiang and Wan Yangyang (2024) explored the path of first-class curriculum construction to enhance students' employability, proposing five core employability abilities: professional knowledge, learning ability, self-awareness and management ability, communication and cooperation ability, and problem-solving ability. They also proposed curriculum content restructuring, teaching method reform, and curriculum evaluation setting strategies to enhance employability, including theoretical content restructuring, practical content restructuring, blended online and offline teaching, innovative teaching case exploration, and project teaching exploration. Li Xuanrong (2023) conducted a study on the strategies for cultivating the employability of vocational college students based on market demand orientation. These measures include establishing an employment training system, focusing on improving students' employability during the teaching process, attaching importance to conducting psychological counseling for students, and effectively carrying out employment training for students; Enhance professional practicality, set majors according to market demand, strengthen school enterprise cooperation with social enterprises, and achieve seamless integration between student school learning and social employment. Wu Yue et al. (Wu Yue, Deng Ying, Zhou Qing, Li Hao, 2023) used the science major at H University as an example to analyze the factors that affect the employment competitiveness of science students and proposed targeted strategies to improve their employment competitiveness. Li Yichong (2023) studied measures to improve the employability of college students under the concept of "three comprehensive education". He believes that in order to improve the employment ability of college students, it is necessary to involve all staff, implement the entire process, and cultivate them comprehensively. The fundamental task is to cultivate morality and promote the comprehensive development of students in ideological and moral education, cultural education, social practice, and other aspects. Chen Meifang et al. (Chen Meifang, Chen Junfu, Chen Yufeng, 2023) proposed effective strategies to enhance the cultivation of students' employability

from three aspects: strengthening practical teaching, cultivating comprehensive qualities, and strengthening career planning.

Based on the current research on strategies to enhance students' employability, some scholars have explored comprehensively from the perspective of "comprehensive education" or from the perspectives of schools, curriculum, and teachers, while others have conducted in-depth discussions from the perspective of curriculum construction or market demand. These studies have certain practical significance for improving the employment ability of college students, but compared to others, this study explores more comprehensive suggestions from six aspects: curriculum management, student activity management, teacher management, education policy and system management, education manager management, and education investment management.

New Knowledge, or Originality

Focus group discussions of 12 experts. After sorting and integrating similar opinions, this article proposes guidelines for the holistic education management of students in universities in Dalian under Liaoning Province, through literature research, in-depth interview analysis, questionnaire data analysis, and expert focus group discussions to enhance students' employability. Finally, there are 14 comprehensive education management guidelines that were proposed to enhance the employability of students in universities in Dalian under Liaoning Province which include 6 parts. (As shown in figure 1)

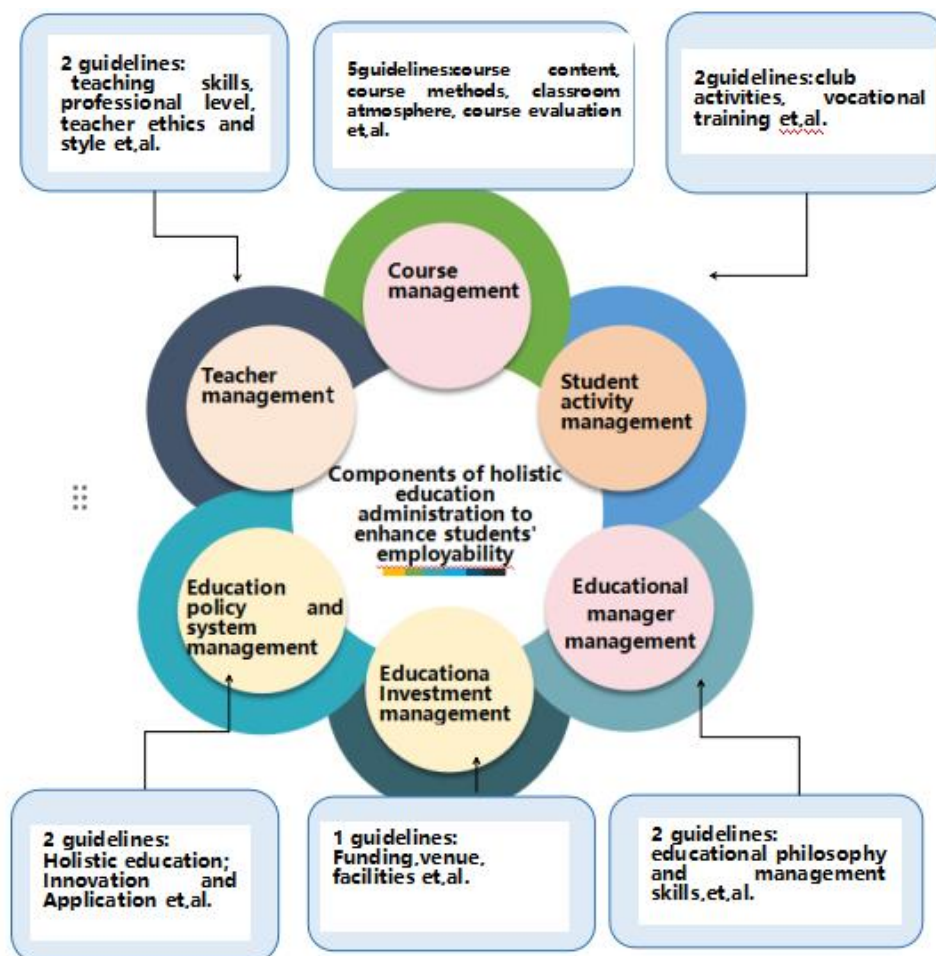


Figure 1 Holistic Education Management guidelines for Enhancing Students' employability in universities in Dalian under Liaoning Province



Recommendations

Recommendation for Policy Formulation

(1) The government should actively incorporate the solution to the employment problem of local college students into its work plan, combine with the characteristics of regional development, clarify development positioning, clarify job responsibilities, transform job functions, provide more government resources and social services, and solve the employment problem of local college students.

(2) The University should play a bridging role of cooperation with all stakeholder included local governments, community, enterprise, between universities by introducing specific policies; On the other hand, it is necessary to build a platform, establish a school enterprise cooperation alliance, guide universities, enterprises, and the government to establish long-term and stable cooperative relationships, and achieve a win-win situation of education serving economic and social development, and economic and social development supporting educational innovation.

Recommendation for Practical Application

(1) In terms of course management: enrich course content, innovate classroom organization methods, improve course evaluation, establish a comprehensive quality evaluation mechanism for students, promote their comprehensive development, create a harmonious classroom atmosphere, cultivate their learning enthusiasm and initiative, and offer professional career planning courses.

(2) In terms of student activity management: set up a variety of student club activities, incentivize students to participate through the inclusion of scholarship reward mechanisms, and enable students to improve their comprehensive quality through various forms of club activities.

(3) In terms of teacher management, strengthen talent introduction work. Pay attention to the assessment of the comprehensive quality of teachers. Strengthen teacher training and enhance assessment of professional ethics and conduct.

(4) In terms of education management: Strengthen the training of management personnel, attach importance to research, adjust education policies and systems in a timely manner, and better serve teachers and students.

(5) Education policies and institutional management: Emphasize the concept of moral education when formulating education policies, and set educational goals for the comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor; Emphasize the application and innovation of knowledge, strengthen school enterprise cooperation, improve school enterprise cooperation rules and regulations, innovate cooperation models, expand cooperation content, and establish resource sharing mechanisms.

(6) Education investment management: funding investment, setting bonuses and other incentive measures, investing in venues, strengthening the construction of student practice bases, and establishing modern industrial colleges; Promote the digital transformation of education through forms such as facility investment, smart classroom construction improvement, digital resource construction, smart classrooms, virtual simulation training bases, etc.

Recommendation for Future Research

(1) Explore how universities can collaborate with all stakeholders such as enterprise, government, community to enhance students' employability.

(2) Based on the concept of holistic education, explore how to improve the organizational form of the curriculum, enrich the content of the curriculum, improve the process evaluation of the curriculum, and promote the comprehensive development of students.



(3) Explore the construction of modern industrial colleges and practical internship bases in universities, in order to more directly improve students' employability. This includes the talent training program, curriculum design, and quality assurance mechanism of the Modern Industry College.

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