Annual Report on Graduate Employment Quality 2017

School of Urban Rail Transportation

September 28, 2017

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Part 1. Basic Information about Graduate Employment

1. Size of graduates

There are a total of 318 graduates in 2017 from the School of Urban Rail Transportation. The distribution of graduates by education level is shown in the figure below: 10 postgraduate students, 245 undergraduate students, and 63 vocational college students.

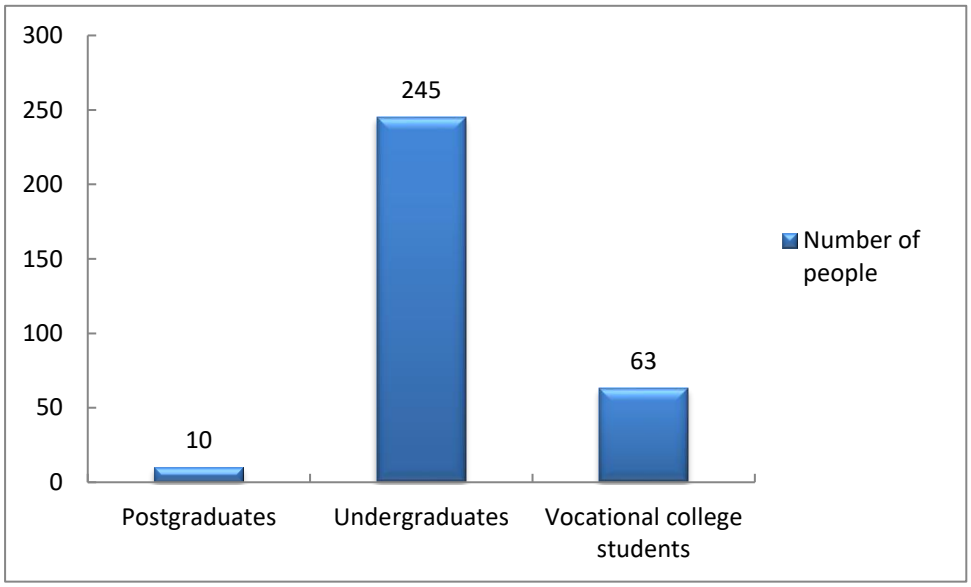

Figure 1-1. Distribution of 2017 graduates by education level

2. Graduate structure

(1) Distribution of graduates by program

The 2017 graduates from the School of Urban Rail Transportation of Shanghai University of Engineering Science are distributed in 7 programs. The distribution of graduates by program is shown in the table below. Among them, there are two programs with a relatively high number of graduates, namely: Transportation (urban rail transit operation management, accounting for 20.75% of total graduates) and

Vehicle Engineering (Rail Transit Vehicle, accounting for 21.70% of total graduates).

Table 1-1. Distribution of 2017 graduates by program

Program	Number of graduates	Proportion (%)
Vehicle Engineering (Rail Transit Vehicle) (postgraduate)	10	3.14%
Vehicle Engineering (Rail Transit Vehicle)	69	21.70%
Rail Transit Signals and Control	60	18.87%
Transportation (urban rail transit operation management)	66	20.75%
Traffic Engineering	50	15.72%
Urban Rail Transit Engineering Technology (communication signal) (vocational college)	34	10.69%
Urban Rail Transit Operation Management (vocational college)	29	9.12%
Total	**318**	**100.00%**

(2) Basic information about graduates

(i). Distribution of graduates by gender

Among the 318 graduates from the School of Urban Rail Transportation in 2017, 235 were males (accounting for 73.9% of total graduates) and 83 were females (accounting for 26.1% of total graduates). The male to female ratio was 2.83:1, which was a somewhat decline compared to last year. From the perspective of education level, there were more males than females at all levels of higher education. The male to female ratio was 9:1 in postgraduate students, 3.22:1 in undergraduate students, and 1.62:1 in vocational college students. The highest unemployment rate among female students was found in female vocational college graduates.

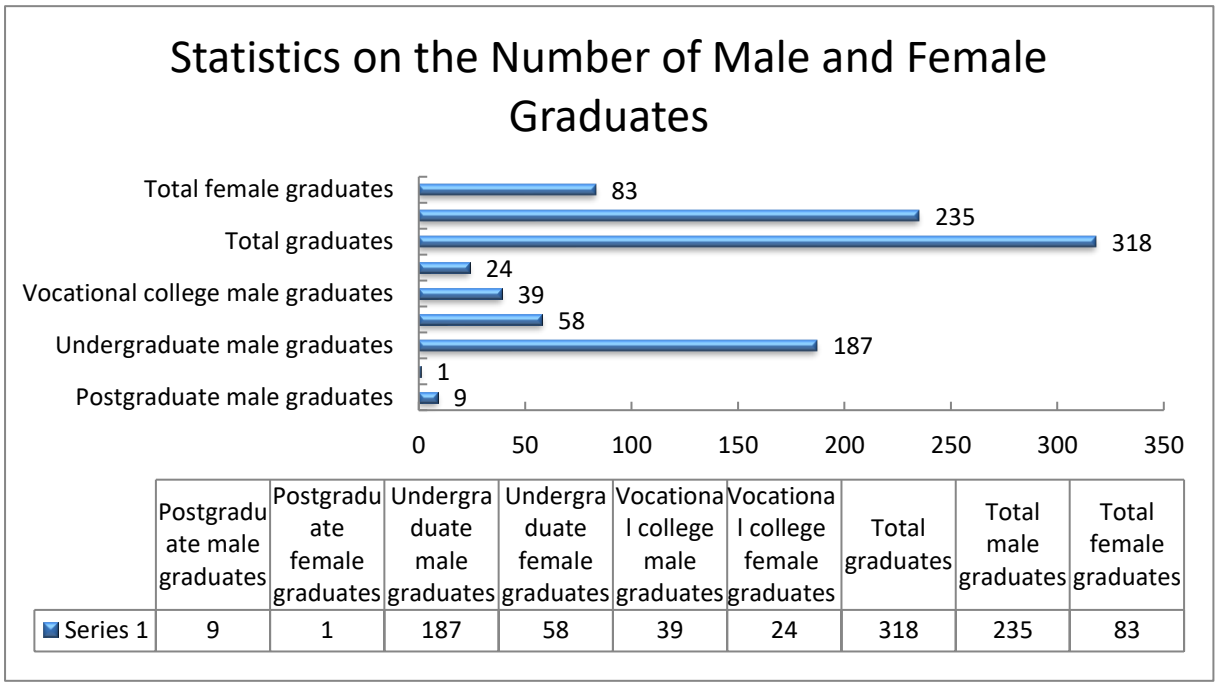

Figure 1-2. Distribution of graduates by education level and gender in 2017

(ii). Distribution of graduate training methods

The training method of postgraduate and undergraduate graduates from the School of Urban Rail Transportation in 2017 is non-directional (notes: directional graduates will be employed according to directional contracts signed prior to their admission). Among the postgraduate students, there were 10 non-directional graduates, accounting for 100% of the total number of postgraduate graduates. Among the undergraduates, there were 245 non-directional graduates, accounting for 100% of the total number of undergraduate graduates. Among the vocational college students, there were 63 non-directional graduates, accounting for 100% of the total number of vocational college graduates.

(iii). Distribution of graduates by origin of student

The 2017 graduates of the School were enrolled from 19 provinces, municipalities and autonomous regions. Among them, there were 104 local (Shanghai) students, accounting for 32.7% of total graduates. Zhejiang Province had a higher proportion of

non-local students (accounting for 21.07% of total graduates). Please see the figure below for the distribution of graduates by origin of student.

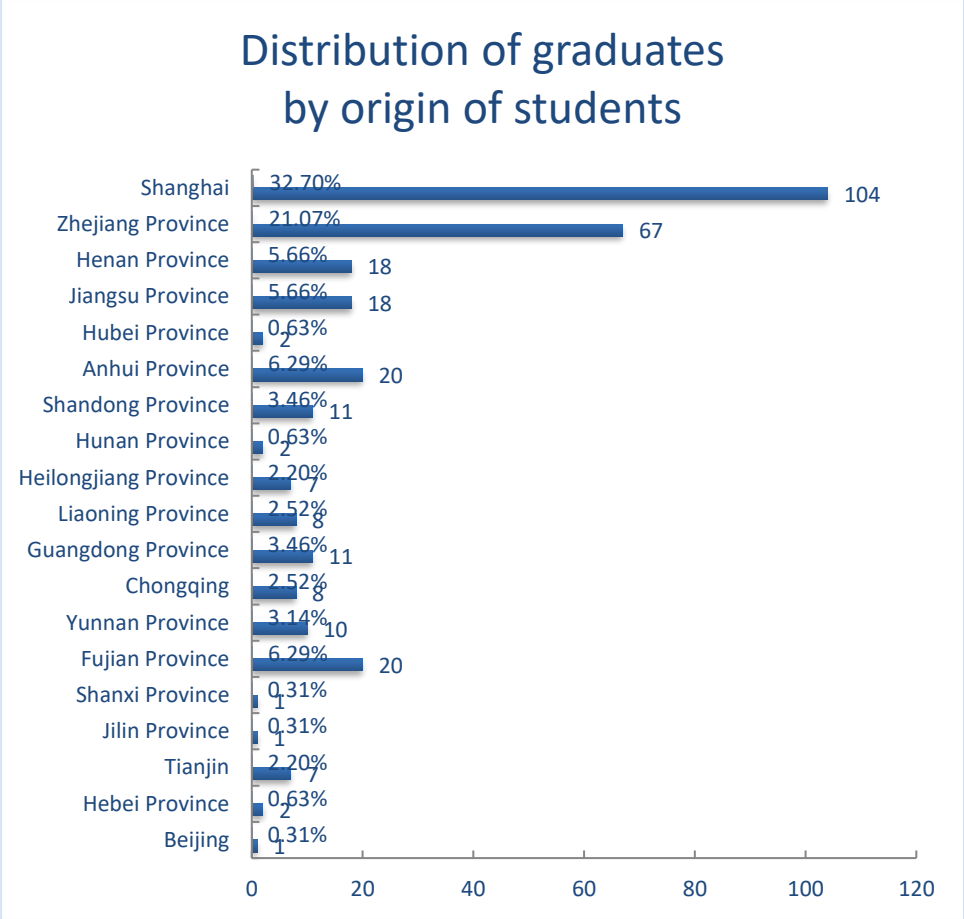

Figure 1-3. Distribution of 2017 graduates by origin of students

3. Contracting rate and placement rate

The formula for calculating the placement rate of graduates is: placement rate of graduates = (number of employed graduates ÷ total number of graduates) × 100%.

(1) Analysis of contracting rate and placement rate of overall graduates and graduates in each program

(i). Analysis of overall contracting rate and placement rate of graduates

As of August 25, 2017, the overall contracting rate of 2017 graduates from the School

of Urban Rail Transportation was 95.28%, up 2.02% year on year. Among them, the average contracting rate was 90% in postgraduate students, 95.92% in undergraduate students, and 93.65% in vocational college students.

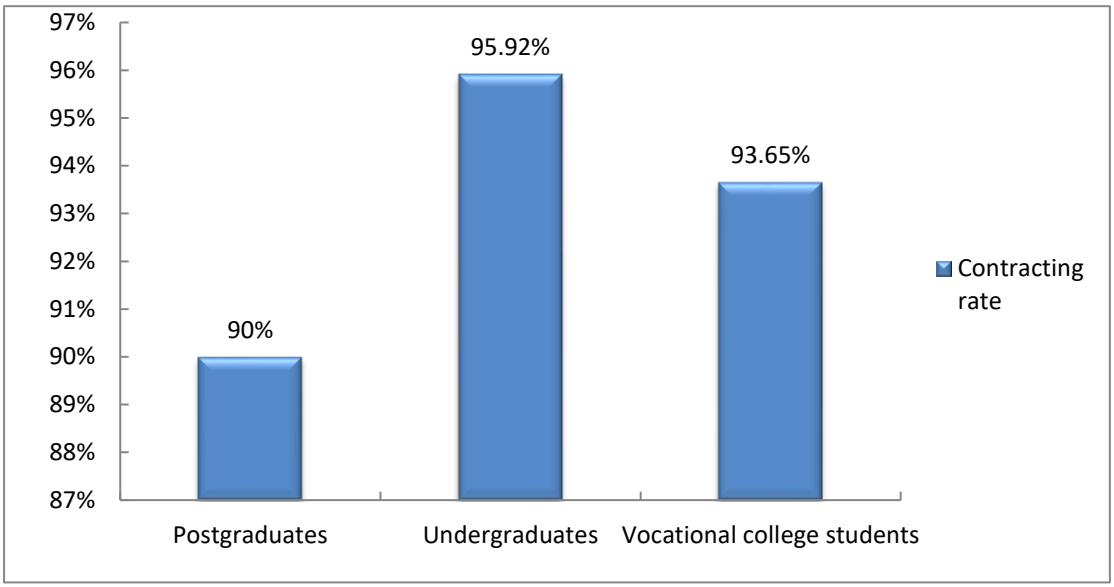

Figure 1-4. Distribution of contracting rate of 2017 graduates by education level

As of August 25, 2017, the overall placement rate of 2017 graduates of the School of Urban Rail Transportation was 100%.

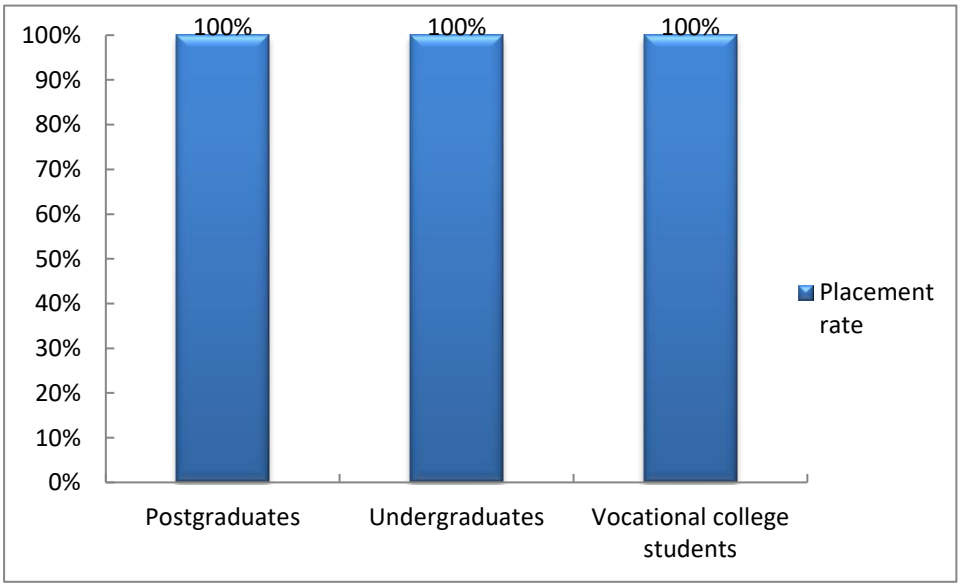

Figure 1-5. Distribution of placement rate of 2017 graduates by education level

(ii). Analysis of contracting rate and placement rate by program

As of August 25, 2017, the overall placement rate of 2017 graduates from School of Urban Rail Transportation was 100%.

Figure 1-5. Distribution of placement rate of 2017 graduates by program

Program	Number of employed graduates	Number of total graduates	Placement rate (%)
Vehicle Engineering (Rail Transit Vehicle) (postgraduate)	10	10	100%
Vehicle Engineering (Rail Transit Vehicle)	69	69	100%
Rail Transit Signals and Control	60	60	100%
Transportation (urban rail transit operation management)	66	66	100%
Traffic Engineering	50	50	100%
Urban Rail Transit Engineering Technology (communication signal) (vocational college)	34	34	100%
Urban Rail Transit Operation Management (vocational college)	29	29	100%
Total	**318**	**318**	**100 %**

As of August 25, 2017, the overall contracting rate of 2017 graduates from the School of Urban Rail Transportation was 95.28%. Please see the table below for contracting rate of 2017 graduates by program:

Figure 1-5. Distribution of contracting rate of 2017 graduates by program

Program	Number of contracted graduates	Number of total graduates	Contracting rate (%)
Vehicle Engineering (Rail Transit Vehicle) (postgraduate)	9	10	90.00%
Vehicle Engineering (Rail Transit Vehicle)	65	69	94.20%
Rail Transit Signals and Control	57	60	95.00%
Transportation (urban rail transit operation management)	64	66	96.97%
Traffic Engineering	49	50	98.00%
Urban Rail Transit Engineering Technology (communication signal) (vocational college)	30	34	88.24%
Urban Rail Transit Operation Management (vocational college)	29	29	100.00%
Total	**303**	**318**	**95.28/%**

(iii). Analysis of professional matchmaking rate

The 2017 graduates from the School of Urban Rail Transportation had different professional matchmaking rates in different programs, with an average professional matchmaking rate of 84.91%, remaining roughly the same as that of 2016 graduates. Among them, the matchmaking rate of graduates majoring in Rail Transit Signals and Control (undergraduate) and Traffic Engineering (undergraduate) were both over 90%. The matchmaking rate of graduates majoring in Urban Rail Transit Engineering Technology (communication signal) (vocational college) was relatively low at 67.65%. In the figure below, the program codes for Vehicle Engineering (Rail Transit Vehicle)

(postgraduate), Urban Rail Transit Operation Management, Urban Rail Transit Engineering Technology (communication signal), Traffic Engineering, Transportation (urban rail transit operation management), Rail Transit Signals and Control, Vehicle Engineering (Rail Transit Vehicle) are M1001, 1043, 1042, 1014, 1013, 1012 and 1011 respectively. The professional matchmaking rate of each program is shown in the figure below.

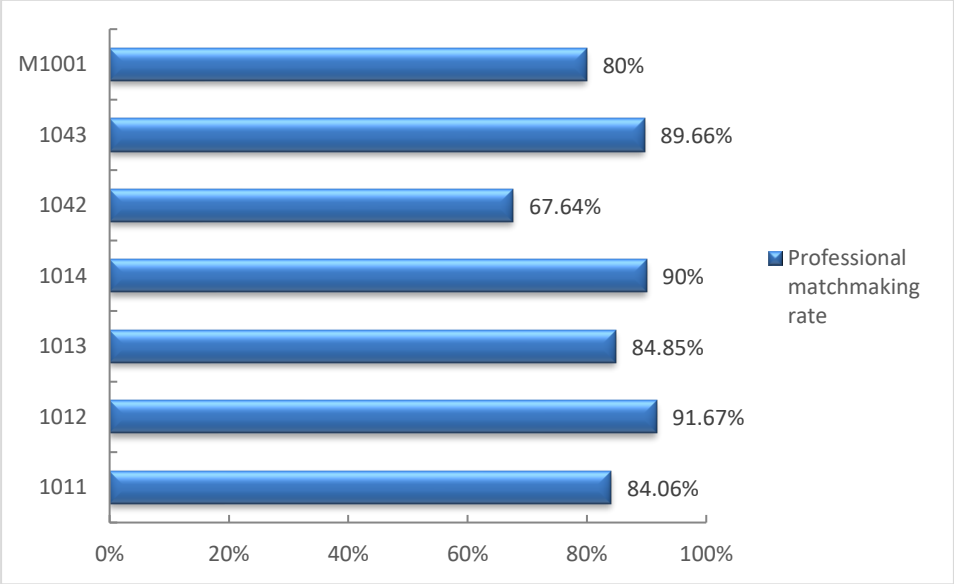

Figure 1-6. Distribution of professional matchmaking rate of 2017 graduates by program

(2) Comparative analysis of contracting rate and placement rate of graduates of different groups

(i). Comparative analysis of contracting rate and placement rate of male and female graduates

Among the 2017 graduates from the School of Urban Rail Transportation, 224 were male students with a contracting rate of 95.32%, and 79 were female students with a contracting rate of 95.18%.

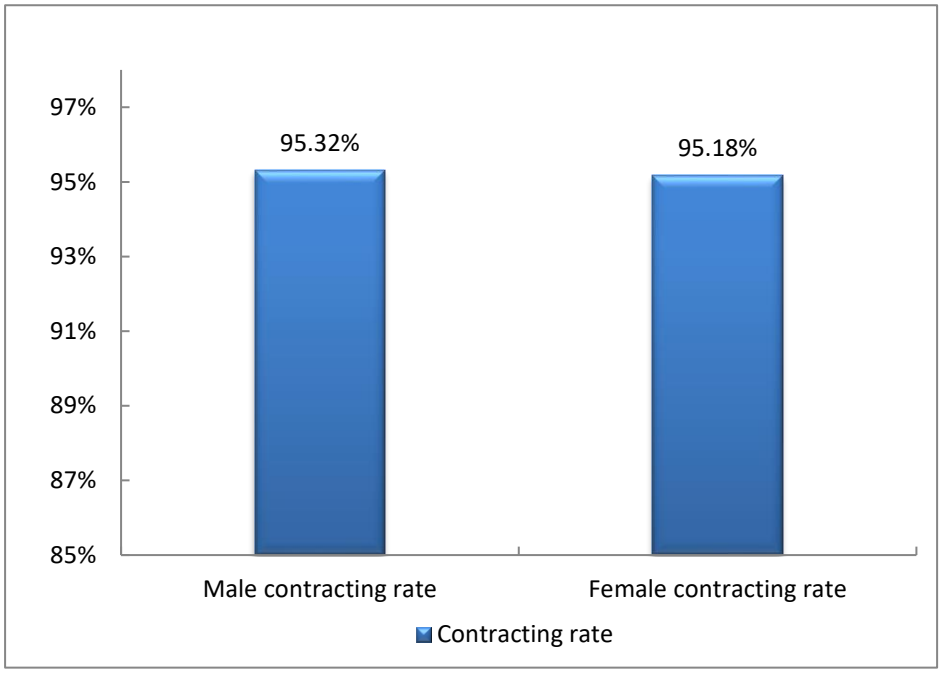

Figure 1-7. Analysis of contracting rate of male and female graduates in 2017

Among the 2017 graduates from the School of Urban Rail Transportation, the placement rates of male and female students were both 100%.

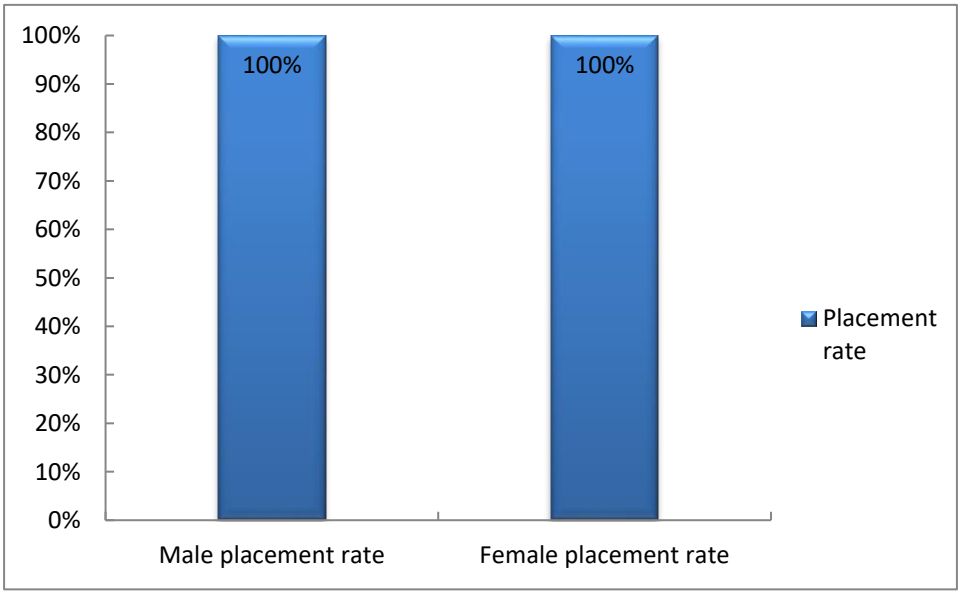

Figure 1-8. Analysis of placement rate of male and female graduates in 2017

(ii). Comparative analysis of contracting rate and placement rate of local and non-local graduates

Among the 2017 graduates from the School of Urban Rail Transportation, 214 non-local students signed a contract with their future employers (with a contracting rate of 95.79% and an placement rate of 100%), and 98 local students signed a contract with their future employers (with a contracting rate of 94.23% and an placement rate of 100%).

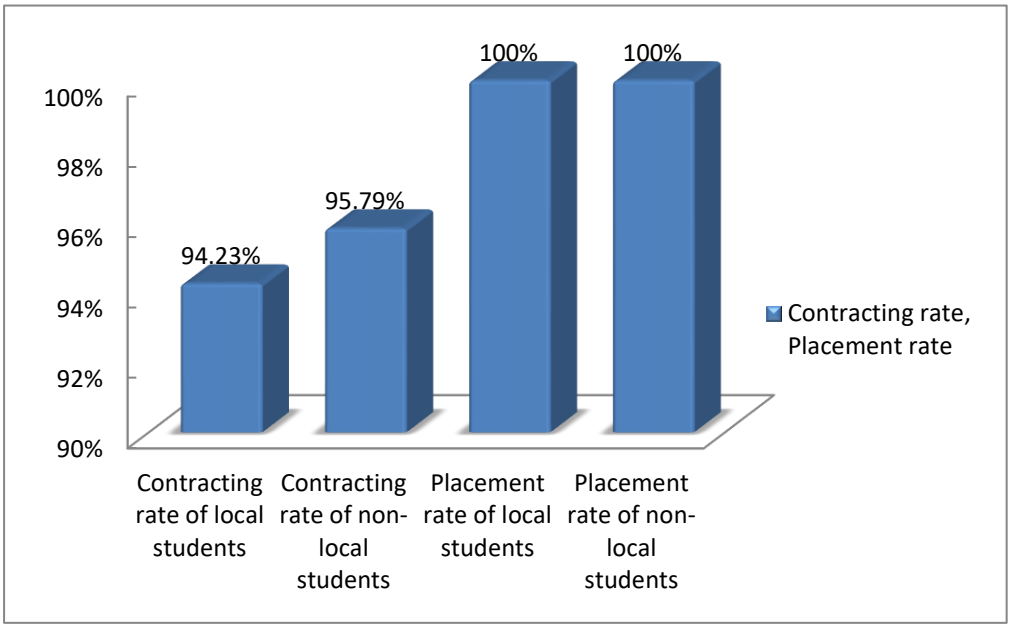

Figure 1-9. Comparative analysis of contracting rate and placement rate of local and non-local graduates in 2017

4. Choice after graduation of graduates

(1) Analysis of overall choice after graduation of graduates

The choices after graduation of graduates may include dispatch employment, flexible employment, further study in China (postgraduate study for undergraduate graduates, undergraduate study for vocational college graduates), and going abroad. As of August

25, 2017, the following analysis was concluded according to the data from the Form of Information on Graduates' Future Plans after Graduation of our university:

(i). Overview of choice after graduation of graduates

Among the 318 graduates from the School of Urban Rail Transportation in 2017, 277 chose dispatch employment (87.11%), 15 chose flexible employment (4.72%), 19 chose further study in China (5.97%), and 7 went abroad (2.2%).

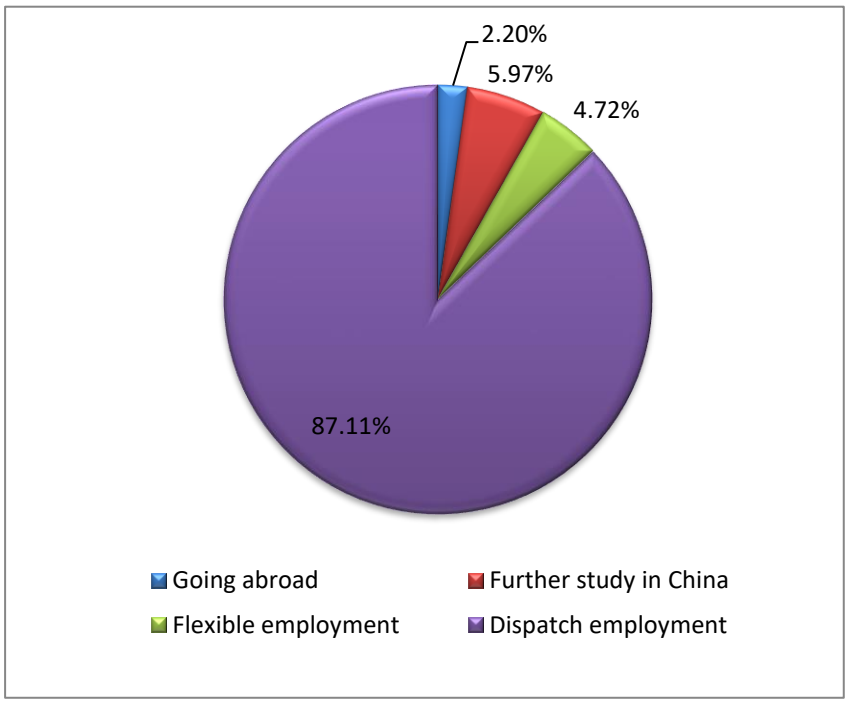

Figure 1-10. Distribution of choice after graduation of 2017 graduates

(ii). Statistics on dispatch employment among graduates

Among the 2017 graduates from the School of Urban Rail Transportation, 277 chose dispatch employment (accounting for 87.11% of total graduates). From the perspective of education level, most graduates at all education levels got a job mainly through dispatch employment. Among the graduates employed through dispatch employment, 9 were postgraduate students (accounting for 90%), 215 were undergraduate students (accounting for 87.76%), and 53 were vocational college

students (accounting for 84.13%). The proportions of students chose dispatch employment in postgraduates and undergraduates were larger than that of vocational college graduates. A large number of vocational college students chose to apply for undergraduate study.

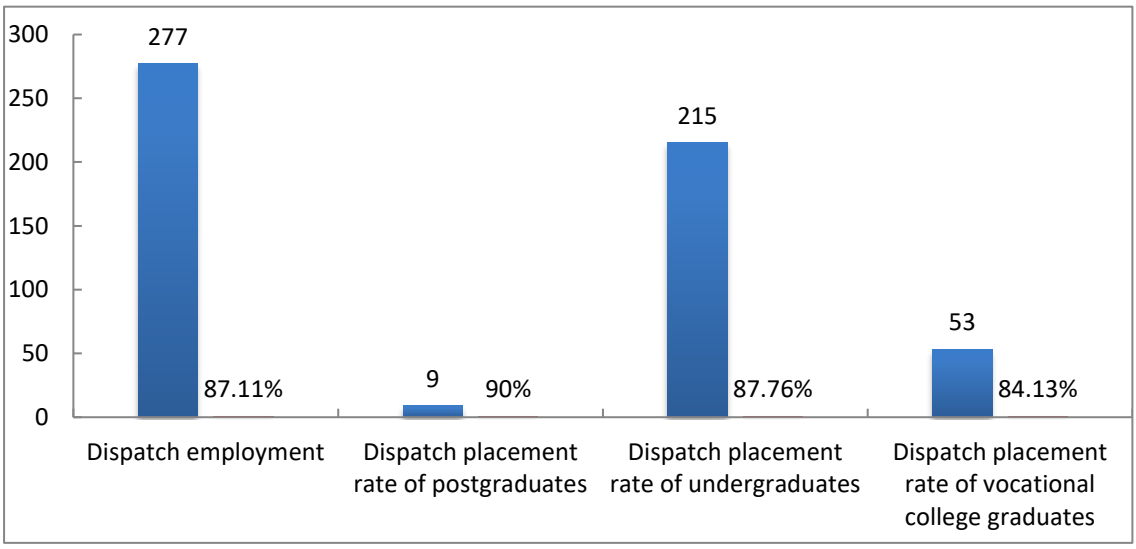

Figure 1-11. Distribution of dispatch placement rate of 2017 graduates by education level

(iii). Statistics on further study among graduates

Among the 2017 graduates, 13 got enrolled in a Masters course and 6 in an undergraduate course. According to the calculation formula of "enrolment rate in tertiary education among graduates = (number of graduates enrolled in tertiary education ÷ total number of graduates) × 100%", the enrollment rate of 2017 graduates in our School was 5.97%.

(iv). Statistics on going abroad among graduates

Among the 2017 graduates, 7 students went abroad. According to the calculation formula of "going abroad rate among graduates = (number of graduates going abroad ÷

total number of graduates) × 100%", the going abroad of 2017 graduates in our School was 2.2%.

(v). Statistics on flexible employment among graduates

Among the 2017 graduates from the School of Urban Rail Transportation, 15 chose flexible employment (accounting for 4.72% of total graduates). Among them, 1 was postgraduate students (accounting for 10% of total postgraduate graduates); 10 were undergraduate students (accounting for 4.49% of total undergraduate graduates); 4 were vocational college students (accounting for 6.35% of total vocational college graduates).

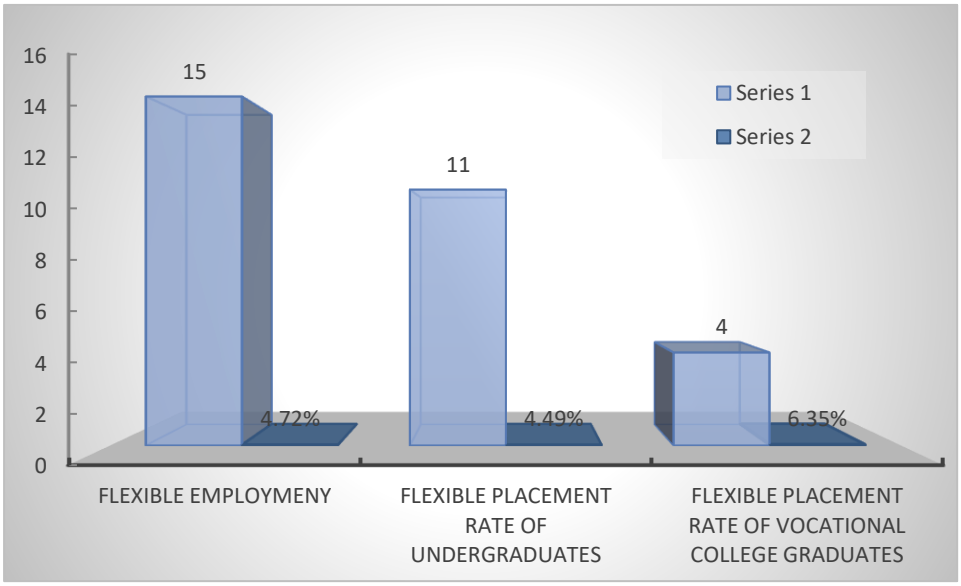

Figure 1-12. Distribution of flexible placement rate of 2017 graduates by education level

(2) Analysis of choice after graduation of graduates of different groups

(i). Analysis of choice after graduation of graduates with different education levels

Among the 2017 graduates, the proportion of graduates at all education levels who chose "employment in workplace" remained high ("employment in workplace" includes dispatch employment, contract employment, and employment in national/local project). The ratio of employment in workplace was 87.76% in undergraduates, and 90% in postgraduates, both higher than that of vocational college students.

Table 1-4. Distribution of choice after graduation of 2017 graduates by education level

Choice after graduation	Vocational college student (%)	Undergraduate student (%)	Postgraduate student (%)
Employment in workplace	84.13%	87.76 %	90%
Further study in China	9.52%	5.31%	S0
Going abroad	0	2.45%	0
Flexible employment	6.35%	4.08%	10%
Non-employment	0	0	0

(ii). Analysis of choice after graduation of male and female graduates

Among the 2017 graduates, the proportion of male graduates who chose employment in workplace was higher than that of female graduates. But the proportion of female graduates who chose flexible employment, going abroad and further study in China was higher than that of male graduates.

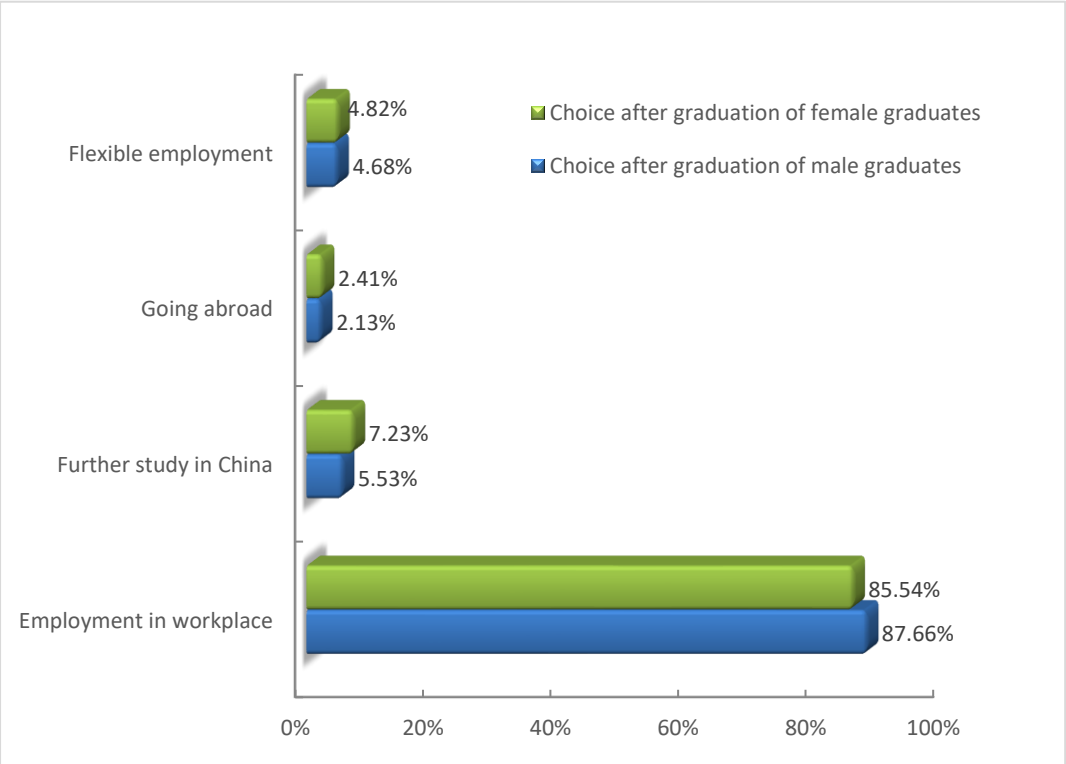

Figure 1-13. Choice after graduation of male and female graduates in 2017

(iii). Analysis of choice after graduation of local and non-local graduates

Among the 2017 graduates, the proportions of local graduates who chose employment in workplace and flexible employment (88.46% and 5.77% respectively) were slightly higher than those of non-local graduates. But the proportions of local graduates who chose further study in China and going abroad (3.85% and 1.92% respectively) were lower than those of non-local graduates.

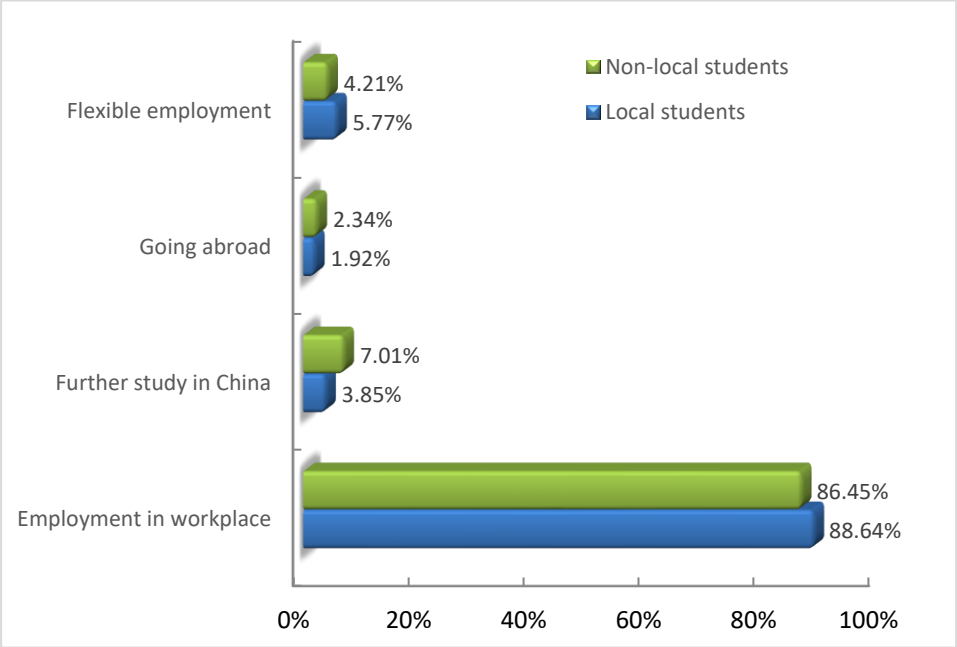

Figure 1-14. Choice after graduation of local and non-local graduates in 2017

Part 2: Analysis of Graduate Employment in School of Urban Rail Transportation

1. Distribution of graduate employment by location

(1) Analysis of distribution of graduate employment by location

(i). Distribution of graduate employment by area

The 2017 graduates from the School of Urban Rail Transportation obtained employment in all areas around China. Please refer to the figure below for distribution of graduate employment in East China, South China, North China, Southwest China, and Central China. Among them, East China had the largest number of our employed graduates (accounting for 82.39%), followed by Central China and South China (accounting for 4.09% and 5.03% respectively).

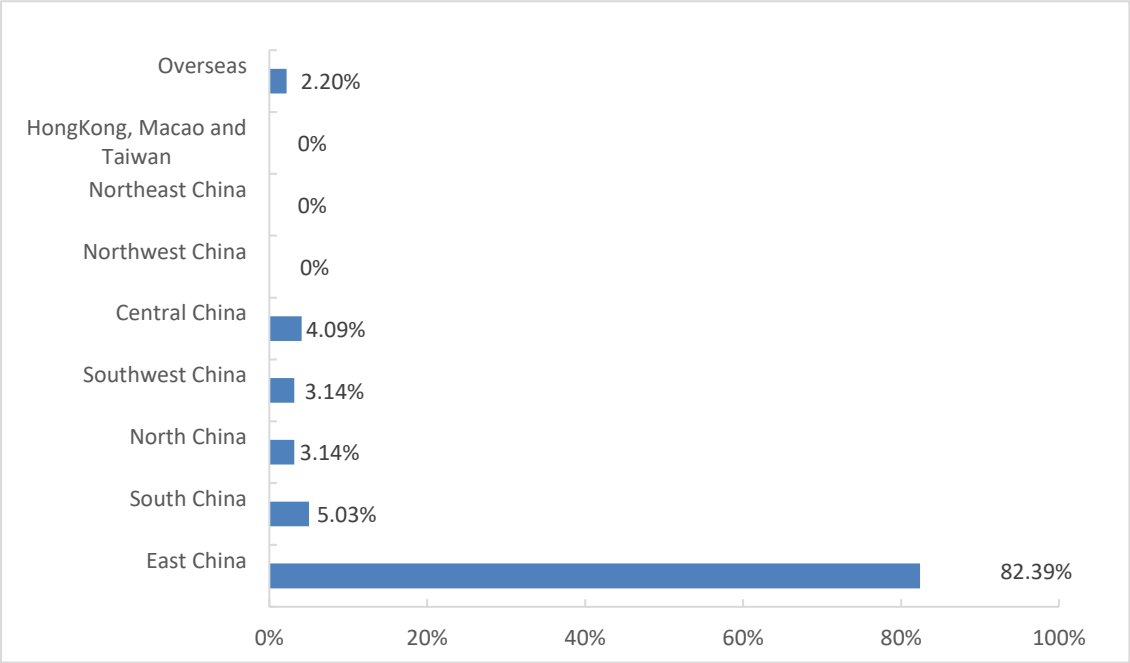

Figure 2-1. Distribution of graduate employment by area in 2017

(ii). Distribution of graduate employment by province

The 2017 graduates from the School of Urban Rail Transportation obtained employment in 16 provinces and municipalities across China along with overseas universities. Among them, Shanghai had the largest number of our employed graduates (accounting for 67.92%, somewhat increased compared to last year), followed by Zhejiang Province (accounting for 10.69%). Please refer to the figure below for the details in employment distribution.

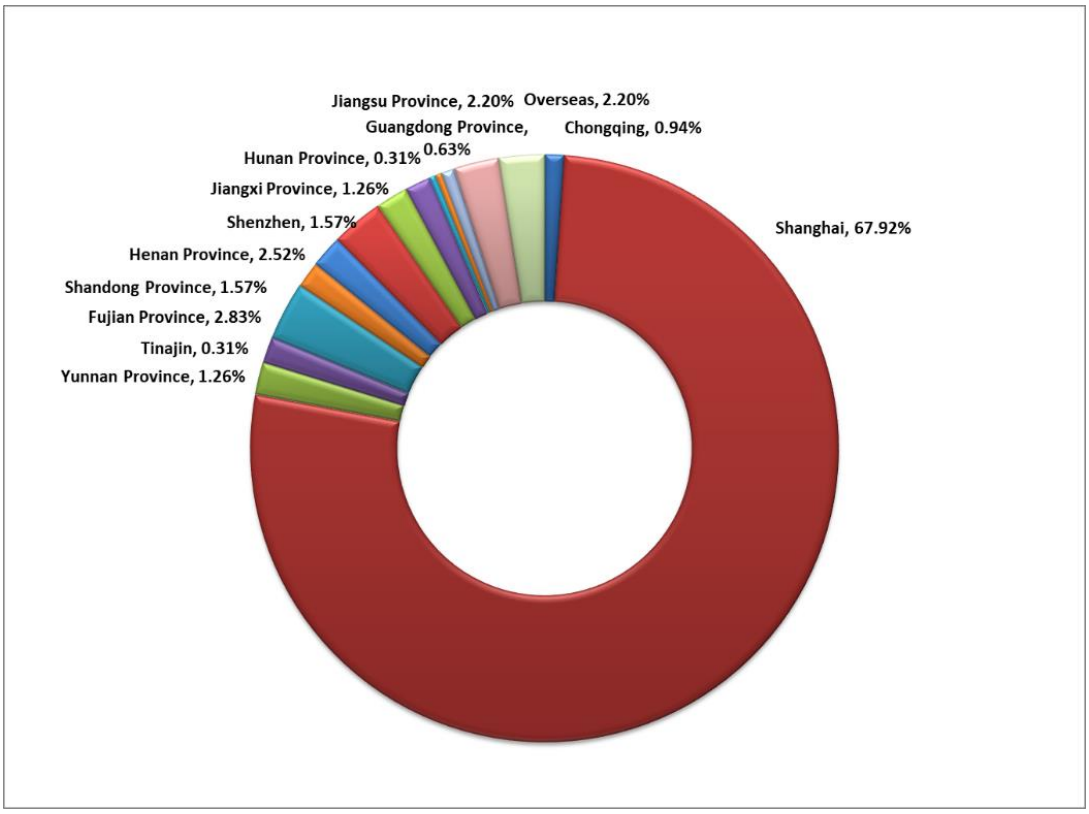

Figure 2-2. Distribution of graduate employment by province in 2017

2. Employers attended on-campus recruitment

(1). Distribution of employers attended on-campus recruitment

(i). Distribution of employers attended on-campus recruitment by area

Employers attended on-campus recruitment at the School of Urban Rail Transportation in 2017 mainly came from North China, Central China, Southwest China, South China and East China. Among them, East China had the largest number of employers attended on-campus recruitment at SUES (accounting for 62.5% of all on-campus recruiting employers).

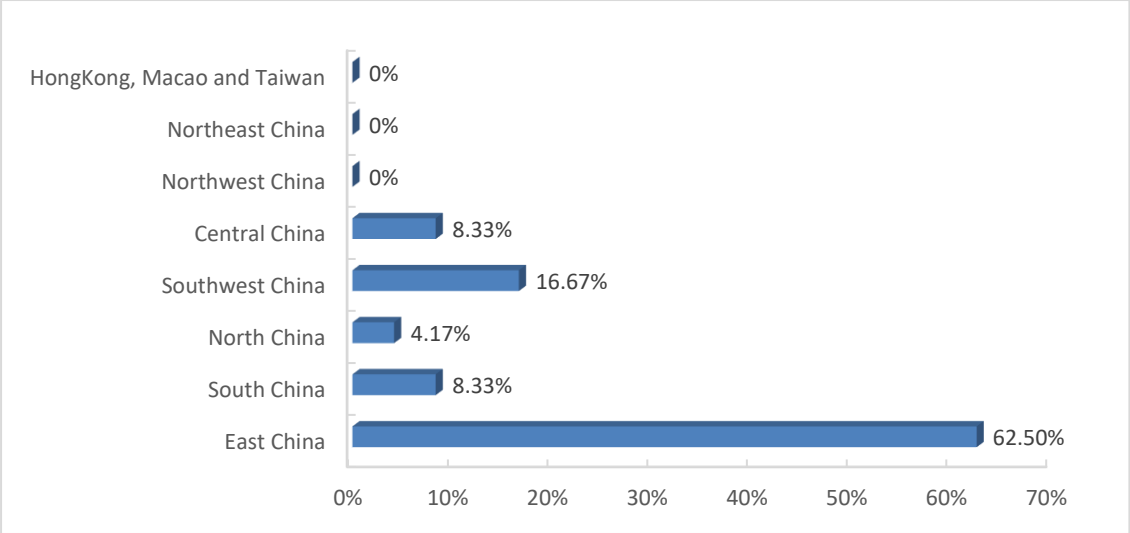

Figure 2-3. Distribution of employers attended on-campus recruitment in 2017 by area

(ii). Category of employers attended on-campus recruitment

State-owned enterprise is the largest category of employers attended on-campus recruitment at SUES, accounting for 75% of all on-campus recruiting employers. The other categories include public institutions, private enterprises, joint-equity enterprises, and foreign-invested enterprises.

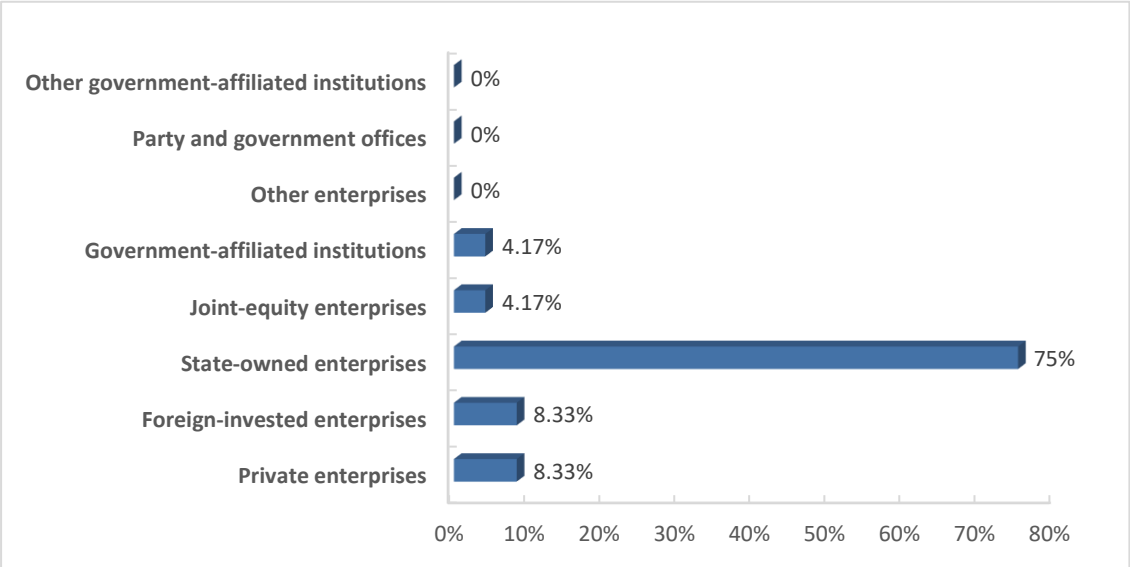

Figure 2-4. Distribution of employers attended on-campus recruitment by category

(iii). Distribution of employers attended on-campus recruitment by industry

Please refer to the figure below for distribution of employers attended on-campus recruitment by industry. Among them, the transportation industry had the largest number of such employers (accounting for 75% of all on-campus recruiting employers), followed by the computer information industry and the manufacturing industry (both accounting for 8.33%).

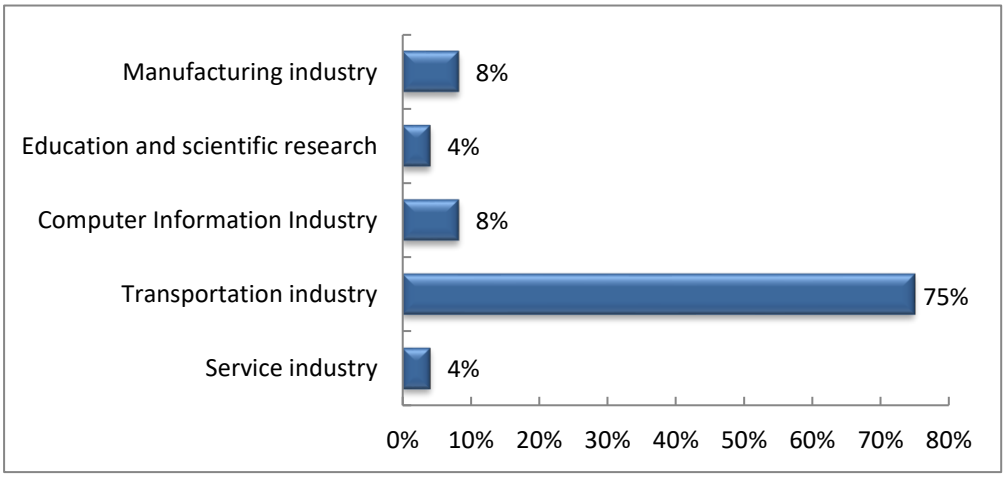

Figure 2-5. Distribution of employers attended on-campus recruitment by industry

(2) Analysis of demand of campus recruiting employers on graduates

According to the job description provided by on-campus recruiting employers in 2017, the education level of our 2017 graduates and the supply-demand ratio were analyzed. Please refer to the figure below for the details in distribution.

(i). Supply-demand ratio on education level[1]

As of August 25, 2017, the total number of graduates in our School was 318, whereas the number of jobs required by employers was 1029, resulting in an overall

[1]Supply-demand ratio on education level refers to the ratio of the actual total demand for graduates with a certain degree to the total number of graduates with such degree

supply-demand ratio of 1:3.24. The supply-demand ratio of postgraduates was higher than that of undergraduates and vocational college students. This year, the demand for vocational college students has dropped significantly. Most rail transit companies have raised their degree classification threshold for graduate recruitment to a bachelor degree.

Table 2-1. Distribution of supply-demand ratio of 2017 Graduates by degree

Required education level	Number of graduates	Number of people needed	Supply-demand ratio on education level
Vocational college students	63	186	1:2.95
Undergraduate students	245	806	1:3.29
Postgraduate students	10	37	1:3.70
Total	**318**	**1029**	**1:3.24**

(ii). Supply-demand ratio on program[2]

Among all jobs offered by employers, graduates in three programs were most in need, i.e., Vehicle Engineering (Rail Transit Vehicle), Transportation (urban rail transit operation management), and Transportation (urban rail transit operation management), with a supply-demand ratio of 1:4.03, 1:4.21, and 1:3.96 respectively.

(3) Analysis of key employers attended on-campus recruitment

(i). Distribution of key employers attended on-campus recruitment in 2017 by area

Adhering to the tradition and characteristics of SUES and in keeping with the central tasks of producing a galaxy of outstanding engineers, we have always been committed

[2]Supply-demand ratio on education level refers to the ratio of the actual total demand for graduates with a certain degree to the total number of graduates with such degree

to linking the discipline chain and the professional chain to the industrial chain and technology chain, and hence established a database of star-level employers. We rank employers based on assessment criteria including the number of students graduates recruited in the past years, and the existence of cooperative education bases and alumni branch associations. Our key on-campus recruiting employers are mostly from Shanghai, Hangzhou, Ningbo, Zhengzhou and other regions. Meanwhile, we have also been following closely the rail transit development in China to include a large number of employers from other cities into our employer database, including Suzhou, Wuxi, Xuzhou, Changzhou, Dongguan, Guiyang, Kunming, Changsha, Chongqing, Xiamen, Qingdao and Hefei.

(ii). Nature of our key employers

Due to the characteristics of our professionalism, state-owned enterprises are one of the key employers of our graduates, including Shanghai Shentong Metro Group, Shanghai Railway Bureau, Hangzhou Metro Group, Ningbo Metro Group, and Zhengzhou Metro Group. The key employers also include some foreign-invested enterprises and joint-equity enterprises, such as the Thales Saic Transport and CASCO. Additionally, the number of graduates of our School recruited by higher vocational and secondary vocational education institutions in the transportation industry is also increasing.

Part 3: Analysis of Employment Development Trend

With an aim to have an in-depth understanding of the employment development trend for our graduates, we analyzed the placement rate, choice of employment and salary level of graduates between 2015 and 2017.

1. Trend of change in contracting rate and placement rate

The employment of our graduates in recent years has shown that the overall employment outcomes of our graduates from 2015 to 2017 were satisfactory, with a

relatively high placement rate. This indicates that our training models that better cater to the industry and employment have ensured the successful employment of our graduates. In 2017, the contracting rate of our graduates reached 95.28%, an increase of about 2% over the previous year.

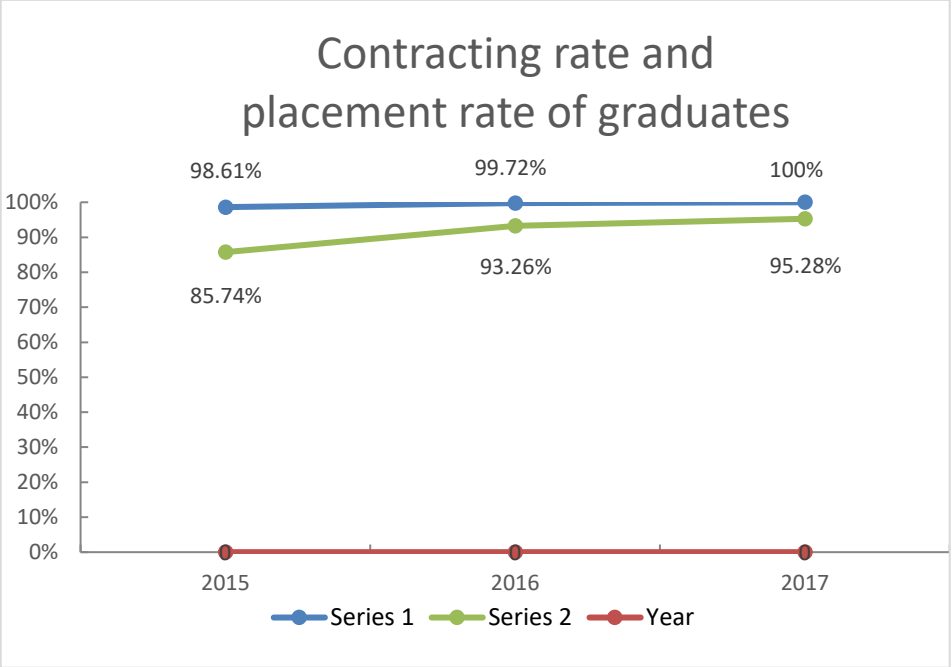

Figure 3-1. Changes in contracting rate and placement rate of graduates from the School of Urban Rail Transportation 2015-2017

2. Trend of change in number of employers for our graduates

The employment of our graduates in recent years has shown that the overall employment outcomes of our graduates from 2015 to 2017 were satisfactory, with a relatively high placement rate. The number of employers for graduates of the School of Urban Rail Transportation remains 100+ each year. In 2017, the number of employers reached 118, of which 79 were newly added.

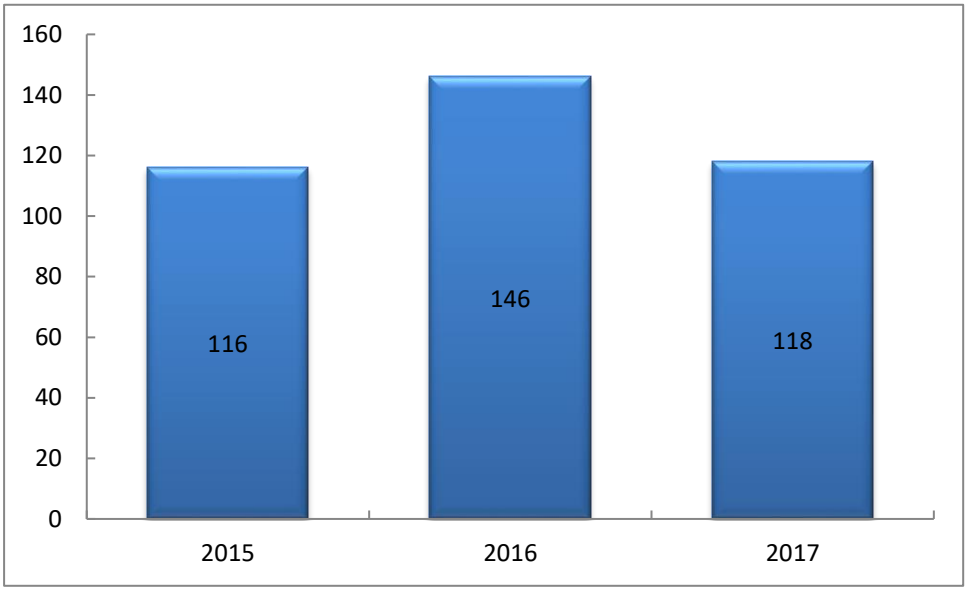

Figure 3-2. Changes in number of employers for graduates from the School of Urban Rail Transportation 2015-2017

3. Trend of change in number of star-level employers for our graduates

The overall employment outcomes of our graduates from 2015 to 2017 were satisfactory. Among our regular employers attended on-campus recruitment, we are committed to the expansion of star-level employers, with an aim to make good headway in building cooperative relationship between enterprises and university with industry enterprises, and improve graduate employment outcomes.

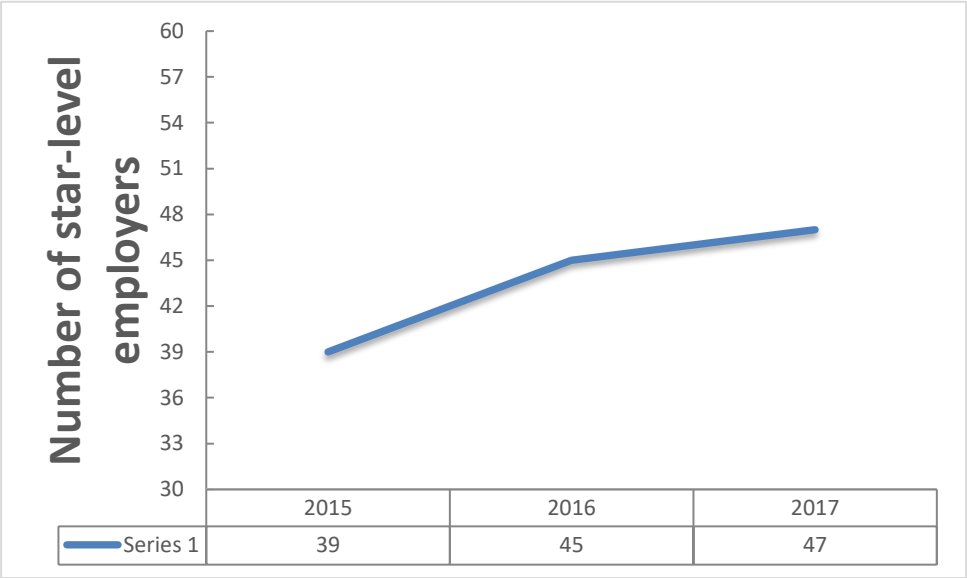

Figure 3-3. Changes in number of star-level number of star-level employers for graduates from the School of Urban Rail Transportation 2015-2017

4. Trend of change in graduate salaries

The salary level of graduates in the past three years has shown that the average monthly salary was RMB 3597 in 2015 graduates, RMB 3614 in 2016 graduates, and RMB 3609 in 2017 graduates (remaining roughly the same as that of 2016 graduates). This indicates that our graduates have relatively stable employment competitiveness in today's job market.

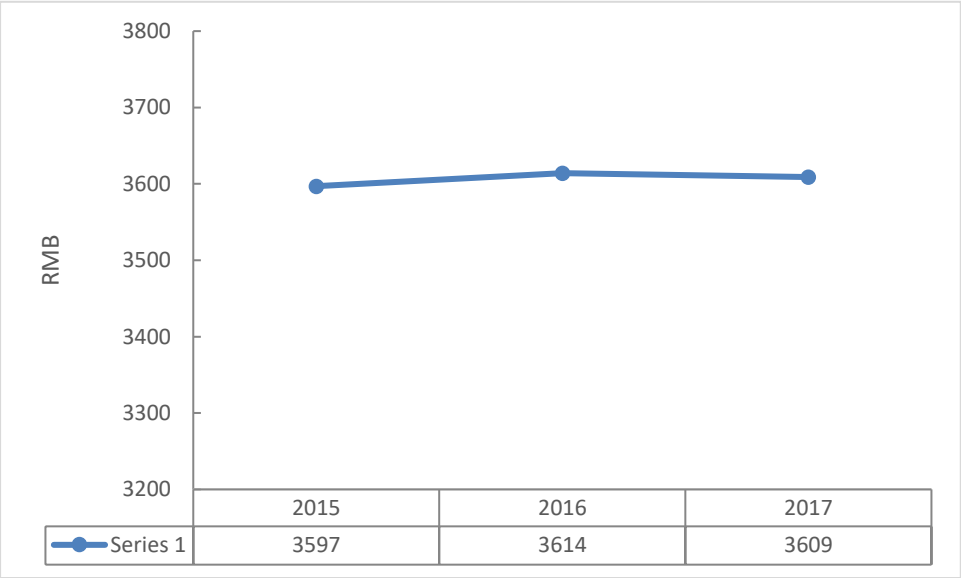

Figure 3-4. Changes in graduate salaries 2015-2017

Part 4: Feedback of Employment on Education and Teaching

1. Feedback on admissions and program setting

The placement rate of graduates is one of the main priorities to be taken into consideration for students and their parents. Therefore, timely feedback of contracting rate and placement rate of our 2017 graduate to relevant offices is of great significance, because such information can be used as one of the reference indicators for subsequent student enrollment and program settings. For undergraduate programs with a relatively high placement rate and professional matchmaking rate (such as Vehicle Engineering (Rail Transit Vehicle) and Transportation (urban rail transit operation management)), the number of students to be enrolled can be appropriately increased, and consideration can be given to the number of students to be enrolled in province with newly-built rail transit infrastructure. On the other hand, for vocational college programs, given the fact that the recruitment demands of most rail transit enterprises on vocational college students, it is recommended to cancel enrollment.

2. Feedback on talent training

In the process of promoting graduate enrollment in 2017, we found that students generally agreed that our industry-university cooperative education and professional practice are very helpful. Meanwhile, the employers also stated that our graduates have shown good professional knowledge and skills during interview and after coming onboard. They all agree with the practice that some students will sit in exam and obtain certificates for train maintenance worker of urban rail transit and senior station administrator of urban rail transit during their study at SUES. This helps to meet the needs of enterprises for talents and also helps employers to quickly determine posts for graduates in workplace.

In addition, some employers also offered some suggestions on curriculum planning. They wish we can offer fewer courses in the first semester 1 of Year 4, or end the course in the first half of Semester 1 of Year 4, with an aim to make it convenient for students to do internship program. This arrangement will not affect the student's studies and the school's teaching order, and will also allow students to have sufficient time to participate in corporate internships or to attend more interviews.

3. Feedback on SUES career guidance

The good appearance, manner and career-related knowledge of graduate as well as complete interview materials prepared by graduate will facilitate them to obtain a desired job. A number of surveys have shown that the career guidance courses we offer every year are well received by students, with a satisfaction rate of over 90%. Meanwhile, by offering career guidance courses, we have also provided timely assistance to students with unclear employment intentions and those who encounter difficulties in job hunting. Before the formal start of the course of "Career and Career Guidance for College Students", we will make use of the time of regular class meetings, theme class meetings and summer vacation to explain relevant requirements to students, including outfits for job interview, ID photos, resume preparation, and letter of

self-recommendation, with an aim to give students a sense of urgency and psychologically prepare them for their job interview.

Employment surveys have also shown that students generally want to have the course of "Career Development and Career Guidance for College Students" in the 2nd semester of Year 3. Given the fact that our employment promotion work is mainly conducted from September to October each year, it might be rational to move that course into the 2nd semester of Year 3. Graduates shall prepare their job resume and other materials during the summer vacation. After the official start of the course of "Career Development and Career Guidance for College Students", some students' materials need to be revised. And, given the fact that some students have already found their jobs or failed in some interview, it seems that we have not make the most of our career guidance courses.

It should also be emphasized that the SUES official account on career development is very helpful for graduate career guidance. In addition to the secondary market we have offered, students can obtain more employment information from other sources and participate in more career lectures.

Part 5: Measures for Graduate Employment Promotion

1. Policies and measures to promote graduate employment

(1) Engage staff at all levels to form a top-down employment promotion pattern

1. Leaders continue to give priority to support our work for graduate employment promotion. The leaders of our School follow closely and support our employment promotion work, and can therefore accurately analyze the overall employment situation. At the same time, they also organize and preside over a number of employment seminars and employment symposiums to actively engage staff at all levels in graduate employment promotion.

2. The leadership team actively cooperates and vigorously support graduates in job hunting. Relying on the close combination of production, scholarship, research and application, the leaders and teachers in our School actively expand employment channels and achieve a win-win progress for scientific research cooperation and talent

training. The leaders of our School also take the initiative to reach out and carry out friendly exchanges with the outside employers to expand the employer bank of our School, and actively sign strategic agreements on industry-university cooperation with entities that have long-term stable cooperation relationship with us.

3. As an active player of employment promotion work, the Student Office is committed to implementing the spirit and measures of various meetings. The career guidance staff prepares employment briefings on a regular basis according to current employment situation and sends them to the leaders and relevant teachers of our School to build a bridge and bond for employment promotion.

4. Teachers of our School actively participate to provide ongoing support to promote employment. Course teachers of our School make use of opportunities such as lectures, graduation design, and Q&A sessions to actively mobilize and guide students. Meanwhile, some teachers also actively help students to connect with employers and find internship placements.

(2) Build a practical training platform to enhance students' employment competitiveness

(i). We took the initiative to reach out and get in touch with Shanghai Shentong Metro Group. We also took the lead in connecting with Shanghai Metro No. 1 Operation Co., Ltd. (affiliated to Shentong Group) to implements the "pre-employment job practice plan", allowing students to work in a company and experience the corporate culture. This will help improve students' employability skills and promote the implementation of the "pre-employment project".

(ii). Relying on the platform of "College Students Self-Management Line", we incorporate the work of party building, league building, and industry-university cooperation into the platform. We actively encourage students to make use of this platform to carry out activities such as Metro volunteer services and professional internship practice to improve students' comprehensive quality and professional practical ability. By doing so, students will have better professional qualities for their career development.

2. Employment guidance services

(1) Strengthen pre-employment graduate counseling to improve students' employability skills

Our School offers the course of "Career Development and Career Guidance for College Students" for graduates. This course explains in detail the theory of career development planning, resume preparation, interview etiquette and skills, graduate employment data analysis and employment procedures, so as to help students prepare for starting their career. Meanwhile, our School also holds at least two career planning lectures every year along with psychology courses for all the students from Year 1 to Year 4, to provide guidance and assistance to students from the psychological and ideological aspects.

(2) Guarantee the smooth flow of information to improve the quality of employment services

Our School makes full use of online platforms to send employment information through QQ, WeChat, and other Apps. We also make use of weekly class meetings and league meetings to release periodic and predictive employment information, and make use of employment guidance courses to share and summarize typical employment cases. In 2017, our School released more than 600 employment information. In addition, our School has always been committed to improving the hardware facilities for employment guidance. We equipped the employment working group with specific equipment to facilitate graduate employment promotion work.

(3) Strengthen the student counseling services and keep abreast of ideological trends

Our career guidance teachers conduct surveys on the employment situation of our graduates. They pay great attention and provide tailor-made guidance to students with difficulties in job hunting, application for further master course study, going abroad,

and academic outcomes. At the end of the employment promotion work, they will also give unemployed students "one-on-one" guidance and personalized advice on job hunting. In addition, they also follow the development of unemployed students to help them stay on top of the job search process.

(4) Encourage teachers to participate in employment promotion and help students that are in a difficult situation

From the beginning of our employment promotion work, our School will make a list of graduates who have difficulties in employment, financial supports, and academic outcomes. We share relevant information with their graduation thesis advisors and class teachers, so as to give them timely support. We share their relevant information with their graduation thesis advisors and class teachers, so as to give these students timely attention. Especially for students with academic difficulties and employment difficulties, we will help them to conduct self-analysis, find their own advantages and find the reasons for their interview failure, with an aim to help them improve quickly. For students with academic difficulties, we provide guidance and Q&A sessions to help them successfully complete their studies. For students with financial difficulties, we also try our best to help them solve their issues by making use of SUES subsidies for students in need, work-study assistance, helping them find a part-time job, Metro scholarships and other resources. They can also get work compensation by participating in the projects of our teachers.