

The Studies on Business Department's Professional Diversion Scheme after General Enrollment of Xuancheng Campus of Hefei University of Technology *

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ABSTRACT: In order to meet the requirements of the development of students' personality, and achieve the goal of "wide caliber, thick foundation, strong ability and high-quality", we develop a scheme called "2012 business department's professional diversion scheme of Xuancheng campus of Hefei University of Technology", which is under the guidance of the concept of "strengthening basic, desalination of major, encouraging innovation and individualized development". Finally, we analyze the results of the scheme, point out the shortcomings and make some recommendations.

KEYWORDS: General Enrollment; Professional Diversion; Personnel Training

1 INTRODUCTION

In recent years, "General Enrollment, Professional Diversion" has become an innovation when universities implement personnel training mode of "General Education", which can avoid students choosing their specialties blindly to some extent before they enter school, and meet the requirements of students' personality development at the same time.

"General Enrollment, Professional Diversion" has two phases actually: the first phase is general education, students from different specialties will be trained in general classes, this phase can improve students' comprehensive qualities, develop their scientific thinking skills and thinking ways; the second phase focusing on professional education, students will be trained according to their professional after professional diversion, it enable students to fully understand their specialties and know the requirement of society for talents, to mobilize the enthusiasm of students.

Business department's personnel training mode of Xuancheng campus of Hefei University of Technology should adapt to the popular demands, and pay attention to students with different characteristics and personalities, namely we should taking the training of innovative talents into account on the basis of popular education. Let students to learn, to think, to do, to use; and then become advanced applicable talents with thick engineering

foundation, solid work style, advanced talents in innovation and entrepreneurship ability, achieve the personnel training goal of "wide caliber, thick foundation, strong ability and high-quality". For this reason, business department's of Xuancheng campus of Hefei University of Technology adopt "2+2" personnel training mode of general enrollment and professional diversion.

2 THE INTRODUCTION OF 2012 BUSINESS DEPARTMENT'S PROFESSIONAL DIVERSION SCHEME OF XUANCHENG CAMPUS OF HEFEI UNIVERSITY OF TECHNOLOGY

Professional diversion is the key of "General Enrollment, Professional Diversion" personnel training mode, it affects the quality of personnel training and professional development of universities directly. In order to complete the professional diversion work successfully, business department divided the work into three parts. First, develop the professional diversion measures which can provide the basis for the work. Then, establish a leadership team, to preach the policy and guide the professional diversion. Finally, implement the professional diversion based on the measures and under the guidance of the leadership team.

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2.1 Implementation measures of the professional diversion

Professional diversion measures for business department include five parts: guiding ideology, diversion principles, diversion basis, organization and implementation, and other management works, more details is as follows:

2.1.1 Guiding ideology

Adhere to the personnel training philosophy of "thick engineering foundation, solid work style, advanced talents in innovation and entrepreneurship ability", reform the personnel training mode, encourage students to learn independently and do well in self-management. Set flexible subject direction on the basis of general training, according to the market demands for talents and requirements of personalities, inspire students' learning enthusiasm, and improve the quality of personnel training.

2.1.2 Diversion principles

First, giving consideration to both development of universities' professional discipline and development of students' personality.

Professional diversion should be beneficial not only to the stable development of professional disciplines, but also to take the individual needs of students into account as much as possible. On the basis of respecting students' volunteer, in accordance with their performance during school, grade of university entrance examination, and the situation of participating in academic competitions, etc., to determine the student's choice of professional comprehensively.

Second, fair, just and open.

The diversion basis should take consideration of many aspects, such as the examinee source, students' performance during school; diversion rules, calculation basis and operation process should be public, to enhance the transparency of professional diversion work.

Third, using teaching resources effectively, considering the construction of teaching condition, comprehensively.

The professional setting and layout of business department of Xuancheng campus integrated national economic construction and social development needs, as well as the running accumulation of universities, development of discipline professional, rational allocation of teaching resources, organization and implementation of teaching activities. Therefore, professional diversion should be conducive to using educational resources effectively.

Forth, adapting to the social demand for talents, and making for students' employment.

In consideration of the running situation of professional, requirement of society and employment trends of graduates, business department of Xuancheng campus set different scales for different, which is conducive to students' employment.

2.1.3 Diversion basis

Rank student's comprehensive score from high to low, and divert student to different specialties based on their volunteer and comprehensive score. In the process of professional diversion, give priority to students' first choice, if the number of voluntary exceed the plan, students who have a higher comprehensive score will be enrolled; the rest of the students will be diverted to another specialty, which the voluntary is less than the plan, in accordance with their second choice; if the second choice still can't meet, they will be diverted according the third choice, and so on.

The top 20% students in the university entrance examination of Xuancheng campus will have a preference in the specialty choosing if they don't violate discipline. Students who have a preference shouldn't exceed 30% of the planed number of every professional, if it exceed, enroll students from high comprehensive score to low.

Comprehensive score depends on their performance during school, grade of university entrance examination, and participation in academic competitions. The calculation method is as follows:

Comprehensive score = average score of courses in the first three semesters \times 70% + grade of university entrance examination \times 30% + bonus point in academic competitions

Among them: average score of courses = Σ (course credit \times course score) / Σ (course credit); scores of public elective courses are not included.

Grade of university entrance examination = score of university entrance examination \div Ti Dangxian \times 100;

The score in academic competition is as Table 1:

Table 1. Score acquired in academic competition.

Level	Grand prize	First prize	Second prize	Third prize
International level	5	4	3	2
National level	4	3	2	1
Provincial level	3	2	1	0.6
School level	0.6	0.4	0.2	0.1

Notes: (1) if several people win the competition as a team, bonus point will decrease 0.2 points per participant according to their ranking in the academic competitions of provincial level and above; in the school level competition, score of all participants will be halved except the person who ranked first. (2) If someone participates in several competitions which are the same nature, considering the highest score only.

2.1.4 Organization and implementation

First, organizations for the implement work. Establish a leadership team of the professional diversion work; the team is in charge of guidance, implementation and supervision work.

Second, frame structure of the working arrangements. The departments determine the relevant rules, specialties and their scales of the professional diversion work first, and then report to the school for approval. Students choose their favorite specialties; think about students' volunteer, diversion basis, diversion principles, determine the student's professional finally.

2.1.5 Other management works of the professional diversion

First, relevant preparatory work should be done before the professional diversion begins, ensuring that foundation courses which are needed in the specialty training are offered, linking up the general enrollment and professional diversion.

Second, the leadership team should provide professional advice and policy interpretation to students.

Third, changing specialty is not allowed after their specialties are confirmed.

Forth, after students enter the professional diversion stage, they must complete all the courses included in the training program, and get the required credits. The graduate qualification and bachelor's degree should be given in accordance with the standards of professional strictly.

Fifth, if students can't participate in the professional diversion for their grade for the reason like dropping out or studying abroad, their will choose their specialties based on the actual conditions of the talents training of the year they return.

2.2 Guidance of the professional diversion

Guidance is an important work in the process of professional diversion, which can ensure the success. The leadership team should do the work of mobilization well, provide professional advice and policy interpretation, answer students' questions, strengthen the professional introduction, let students know more about their specialties and the needs of the society, avoid students worshipping certain "hot" majors blindly. After students have a fully understand about the specialties, they can fill the application form of professional diversion better.

2.3 Implementation of the professional diversion

The subjects which students have chosen in the diversion, will affect their enthusiasm, initiative and their subsequent learning directly, influence every student's further study in the future and the vital interests. Therefore, the professional diversion must be implemented in accordance with the program, based on the application form completed by students, follow the principle of fairness, impartiality and openness, do the work seriously and responsibly.

3 THE RESULTS OF IMPLEMENTATION OF BUSINESS DEPARTMENT'S PROFESSIONAL DIVERSION SCHEME OF XUANCHENG CAMPUS OF HEFEI UNIVERSITY OF TECHNOLOGY

The 2012 business department offers 6 undergraduate majors including economics, international economy and trade, e-commerce, information management and information systems, marketing and finance, which total enrollment is 506. Because of the fewer students of finance according to three surveys, the department decides to remove this major. So the specific professional diversion scheme is as follows.

Table 2. Business Department's Professional Diversion Scheme.

Professional Name	Enrollment Plan	Top Student's Enrollment Plan	The proportion of the top student's enrollment plan to total
Economics	102	≤ 30	29.41% (the largest proportion)
International Economy and Trade	102	≤ 30	29.41% (the largest proportion)
E-commerce	102	≤ 30	29.41% (the largest proportion)
Marketing	100	≤ 30	30.00% (the largest proportion)
Information Management and Information System	100	≤ 30	30.00% (the largest proportion)
Total	506	74	14.62%

Notes: (1)The maximum of each major's number of the top student's enrollment plan is 30, but this does not mean that the total number of the top student's enrollment plan is 150 because of that the total number of the top student is 74; (2) The total number of the top student's enrollment plan is 74 and these top students' college entrance examination scores are in the first 20%;(3) The proportion of the top student's enrollment plan to total is 14.62% except the number of violations.

And then, according to their own preferences and expertise, students select majors among the five specialties and complete their five volunteer. Finally, the professional leadership team accepts students by

priority level according to the application forms and business department's professional diversion scheme. The 2012 business department's student volunteer summary is as follows.

Table 3. The 2012 Business Department's Student Volunteer Summary

Professional name	E-commerce	Economics	Information Management and Information System	Marketing	International Economy and Trade	Total
Enrollment Plan	102	102	100	100	102	506
Top Student's Enrollment Numbers	21	14	22	7	7	71
The remaining indicators	81	88	78	93	95	435
The first volunteer numbers	115	98	102	43	77	435
Volunteer balance	Super 34	Super 10	Super 24	50 people still missing	18 people still missing	

Note: There are 74 top students in business department. As 3 students are disciplined, they were canceled the qualification.

And the final results of implementation of business department's professional diversion scheme of Xuancheng Campus of Hefei University of Technology are as follows.

3.1 E-Commerce Professional

The number of the enrollment plan of e-commerce is 102, which includes 21 top students. And the remaining indicators is 81. As the first volunteer numbers is 115, according to the comprehensive scores of professional diversion, there are 81 students admitted to the department and more than 34 students are not admitted.

3.2 Economics Professional

The number of the enrollment plan of economics is 102, which includes 14 top students. And the remaining indicators is 88. As the first volunteer numbers is 98, according to the comprehensive scores of professional diversion, there are 88 students admitted to the department and more than 10 students are not admitted.

3.3 Information Management and Information System Professional

The number of the enrollment plan of information management and information system is 100, which includes 22 top students. And the remaining indicators is 78. As the first volunteer numbers is 102, according to the comprehensive scores of professional diversion, there are 78 students admitted to the department and more than 24 students are not admitted.

3.4 Marketing Professional

The number of the enrollment plan of marketing is 100, which includes 7 top students. And the remaining indicator is 93. As the first volunteer numbers is 43, according to the comprehensive scores of professional diversion, there are 43 students admitted to the department through the first volunteer and more than 50 indicators are still missing. So the department accepts another 29、6、8、6 students though the second volunteer、the third volunteer、the fourth volunteer and the fifth volunteer. Besides, the department accepts 1 student through voluntary compliance.

3.5 International Economy and Trade Professional

The number of the enrollment plan of international economy and trade is 102, which includes 7 top students. And the remaining indicator is 95. As the first volunteer numbers is 77, according to the comprehensive scores of professional diversion, there are 77 students admitted to the department through the first volunteer and more than 18 indicators are still missing. So the department accepts another 18 students though the second volunteer.

The results of implementation show that: (1) Among the 506 application forms of 2012 business department's students, there are 71 top students and the remaining indicators is 435. And among the remaining indicators, there are 367 students admitted to their first choice, and the other 68 students are not admitted to their most interesting specialties. (2) The number of e-commerce, international economy and trade, information management and information systems, marketing and economics is respectively 81,95,78,93,88 and the average comprehensive

scores is respectively 86.86,80.79,88.13,78.99,84.37 among the 435 non-priority enrolled students. Because many students are transferred to specialties of marketing and international economy and trade, the average comprehensive scores is relatively low and this has a certain impact on the growth and quality of personnel training.

4 THE PROBLEMS AND SUGGESTIONS OF THE PROFESSIONAL DIVERSION SCHEME

4.1 *The time of professional diversion is unreasonable*

The Xuancheng campus of Hefei university of technology uses the personnel training model of "2+2", which means in the first four semesters the students are training by general enrollment and in the last four semesters the students are training by different specialties. But at work of business department's professional diversion, the calculation of comprehensive scores only includes the first three semesters' courses and does not include the last four semesters' courses, which will directly affect the students' overall performance and their professional choice.

In order to ensure the basis of professional diversion reasonable, it is recommended that the shunt time will be delayed in the fourth semester after the end of the summer vacation. So the new calculation method of comprehensive scores is as follows:

the Comprehensive Scores = the average score of the first four semesters' courses $\times 70\%$ + the college entrance examination score $\times 30\%$ + the score of academic competitions.

4.2 *Professional enrollment plan do not give sufficient weight to the students' wishes*

The results of implementation show that the first volunteer numbers of information management and information systems, e-commerce and economics exceed the previous plan and the numbers of e-commerce exceed 34 students. And the first volunteer numbers of marketing and international economy and trade is below the previous plan, in which the shortage numbers of marketing is up to 50 students, accounting for 50% of the number of previous plan, namely the vacancy rate is as high as 50%. Thus, the difference of the numbers of previous plan of each specialty is too small and can not adequately meet the needs of the students' application. In addition, because the professional diversion is only carried out by the comprehensive scores, the difference between each specialties is serious, which will directly affect the growth and quality of personnel training.

In order to accommodate teachers to the needs of students, we advise to increase or decrease each specialty's plan numbers to widen the gap between each specialty under the comprehensive consideration of the critical factors of long-term social needs, employment status, teachers and so on. For example, round the numbers of marketing and international economy and trade down to 80, 90 and round the numbers of e-commerce and information management and information systems up to 132,110. This measure not only reduces the low scores' negative effect on the growth and quality of personnel training, but also takes the student's interests and hobbies into account to satisfy their professional learning needs.

4.3 *The scoring method needs further improvement*

Table 2 shows that the proportion of the top student's enrollment plan to total of 2012 business department's professional diversion scheme of Xuancheng Campus of Hefei University of Technology is less than 30%. And this rate fell to 14.62% on the condition of the college entrance examination sorting in 20 % among the province(city) and no disciplinary phenomenon, which fails to play the role of giving priority to attract talent.

In practice, the higher proportion of the top student's enrollment plan to total will attract more outstanding students to Xuancheng campus, which helps improve the quality and quantity of Xuancheng campus students and has a positive effect on the professional development. Of course, if this proportion is too high it will affect the students learning initiative and increase students' lazy nature. So taking the principle of balance into account, the proportion will be adjusted to 40% -50%.

4.4 *The score of academic competitions needs further improvement*

As table 1 shows that the gap between different academic competitions' score is small. For example, the scores of international, national and provincial competitions is respectively 5 points, 4 points and 3 points. But in practice, different levels of competition vary greatly in difficulty. So this small difference of scores will finally affect the enthusiasm of students to participate in high-scale competition.

For this reason, the scores of academic competitions needs to be adjusted in order to reflect the differences in the different levels of the game, stimulate students' spirit of challenge and to maximize the students' advantage. For example, change the scores of international, national and provincial competitions respectively to 7 points, 5 points and 3 points.

4.5 *The subjective initiative of professional choice is not active*

As the subjective initiative of professional choice is not active, students are vulnerable to the impact of previous students' employment situation and only consider a single short-term employment situation. Thus the situation of each specialty is not balanced. For this reason, it is recommended to further enhance professional education and enrich the information source of professional diversion.

The practical methods are as follows:(1)Widely open the professional introduction courses in order to arouse students' interest; (2)Organize the report of the analysis of employment situation, the experience from which is provided by previous students, regularly publish the recent statistics of employment situation on the internet and hold meeting where we answer students' questions. These acts enable the students to fully understand the employment situation and are good for their voluntary reporting; (3) Provide short-term professional consultation and policy interpretation services at the end of the third semester.

5 CONCLUSIONS

Currently, the personnel training model of "general enrollment and professional diversion" has been carried out for many years in part of the university in China. But it is still a new model, which need to be improved and completed through the acceptance of other universities.

This paper studies on the results of implementation and existing problems of the 2012

business department's professional diversion scheme of Xuancheng campus of Hefei University of Technology and make some improvement suggestions by learning from other universities' experience in order to improve the quality of personnel training and promote professional growth.

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