

# Research on the Status of College Students' Innovation and Entrepreneurship Zone in Changchun

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**Keywords:** Changchun University, College students' innovation and entrepreneurship zone, Status analysis

**Abstract:** The college students' innovation and entrepreneurship zone provides a good incubator platform for college students to start their own businesses. This paper expounds the current situation of college students' innovation and entrepreneurship zone in Changchun from the perspective of college students who have settled in the zone, analyzes the current problems, puts forward the development from five perspectives, such as clear functional positioning, establish competitive elimination mechanism, combine competition and practical teaching, regular training and teacher counseling, build a complete entrepreneurial ecological environment.

## 1. Introduction

In recent years, with the increase of college enrollment and employment pressure, the number of college students entrepreneurship increases year by year. At present, the entrepreneurship rate of college students in China has exceeded 3%, college student entrepreneurs reached 350,000 in 2019. In 2010, The Ministry of Education issued the “Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Institutions of Higher Learning and Self-Employment of College Students”. The guidelines point out that to strengthen the construction of entrepreneurial base, build a comprehensive entrepreneurship support platform. In 2011, The State Council issued the “Notice on Further Doing a Good Job in Employment for Graduates from Regular Colleges and Universities”, the notice proposes to fully develop the creation of college students' innovation and entrepreneurship zone. Universities across the country have created innovation and entrepreneurship zone for college students to support students' entrepreneurship. The school provides a complete set of supporting facilities, and the university students are high-tech people, but the success rate of entrepreneurship is extremely low. In order to analyze the reasons for the downturn in entrepreneurship and understand the current status of the college students' innovation and entrepreneurship zone (zone is briefly described below), the author selected Jilin University, Jilin Agricultural University, Jilin Animation College, Northeast Normal University College of Humanities, Changchun University of Technology, Changchun Guanghua College and other six zone as the research objects and designed the questionnaire, the purpose is to understand the current status from the perspective of the students entering the zone.

Table 1 Basic Information Of Zone in Six Universities

	Name of the park	Established Time
Jilin University	Jilin University i.Flame Maker Space	2015
Jilin Agricultural University	Jinon Jade Bird	2018
Jilin Animation College	Jilin Animation Game Original Industrial Zone	2009
Northeast Normal University College of Humanities	Makerspace	--
Changchun University of Technology	Changchun University of Technology Science Zone	2013
Changchun Guanghua College	Changchun Guanghua University Shuangchuang Technology Zone	2017

## **2. Analysis on the Current Situation of Zone in Changchun**

### **2.1 Basic Situation of College Students**

#### **(1) Analysis on entrepreneur situation**

In terms of the gender of entrepreneurs, the entrepreneurial rate of males is 52.5%, which is higher than that of females. Although the number of male entrepreneurs is higher than that of female students, it is not difficult to find that the numbers of the two are almost the same, and the innovation, autonomy and independence of female students are constantly highlighted. In terms of entrepreneurial grades, the proportion of sophomores is 47.5%, followed by juniors. This is mainly because freshmen just entered the school and they are still relatively unfamiliar with the school environment. After a year of adaptation, sophomores have their own goals and ideas, have the enthusiasm for entrepreneurship. The third and fourth grades will more time is devoted to studies and work.

#### **(2) Analysis on entrepreneurial projects**

In terms of entrepreneurial field selection, 47.5% of students choose projects that are related to their majors but are not very relevant. On the one hand, it shows that the students did not give full play to their professional strengths and did not deeply integrate the knowledge they learned into practice. On the other hand, it shows that the students' entrepreneurial projects tend to be conservative. In terms of entrepreneurial teams. It is still dominated by small and micro enterprises, with a small team of 2-3 people accounting for 32.5%. Since college students' entrepreneurship is basically at an early stage, the team has a small scale.

### **2.2 College Students' Entrepreneurial Motivation and Factors**

#### **(1) Entrepreneurial motivation**

In the survey and interview, 35% of students start their own business for the purpose of planning for employment, understand the society early, and accumulate more contacts for themselves, 32.5% of students to make money, hoping to have a sideline to reduce the burden of life, 20% of students to challenge yourself and realize their own value.

#### **(3) Entrepreneurship factors**

It is understood that the biggest problem faced by college students in the process of starting a business is still the problem of funding. Most students' initial funding is provided by their families. For some large projects, the school and government policy subsidies are not enough to support the student's entrepreneurial capital chain. Turnover, which indirectly leads to a lower success rate of students' entrepreneurship.

### **2.3 The Situation of Zone**

#### **(1) Supporting facilities in zone**

Among the universities visited, zone basically provide corresponding hardware and software facilities, almost covering office space, desks and chairs, water and electricity, etc., but the supporting measures for legal consultation, agency certification, financial consultation, project docking and other aspects are not perfect.

#### **(2) Policy support for the zone**

In the survey and interview, 37.5% of the students hope to provide entrepreneurship training, 25% hope to provide marketing guidance, but students do not make too much demand for product design and brand cultivation. This is mainly due to the fact that most of the students' projects are immature initial projects, and it is too early to say about the later marketing and brand building. At present, it is still hoped that the zone will provide entrepreneurship-related training, including taxation, financial management, risk, drainage, knowledge of customer acquisition.

## **3. Analysis on the Problems of Zone in Changchun**

### **3.1 Unclear Positioning and Low Space Utilization**

With the development of "mass entrepreneurship and innovation", many colleges have actively

responded to national policies and built mass zone one after another. However, after visits to many zone, it is found that some zone constructions are just a mere formality, and many entrepreneurial projects are closed, resulting in a low space utilization rate<sup>[1]</sup>; There are also unclear positioning of zone some universities. The establishment of zone is mainly to provide college students with a platform for innovation and entrepreneurship and to carry out entrepreneurial projects based on their own majors and interests. However, when visiting the zone, some entrepreneurial projects are too simple, such as printing, computer maintenance, dessert shops, etc. Because students are not familiar with the external market and cannot grasp the market demand, they can only choose some simple and reproducible projects. Failing to guide students to develop entrepreneurial projects based on their own school-running characteristics and advantages, leading to lack of features and gold content in the projects carried out by students.

### **3.2 Unbalanced Hardware and Software Supporting Facilities**

The zone basically provides students with free office space, office supplies and other hardware supporting facilities, but the software supporting services are not in place. One is that there is less financial support. Among the biggest problems faced by students in the process of starting a business, financial problems account for 35%, while colleges provide less in the introduction and support of funds. This is a cause for student entrepreneurs who have no income<sup>[2]</sup>. The second is the lack of professional guidance teachers tracking guidance. In some of the zone, some entrepreneurship projects are teacher-oriented and student-assisted, focusing on teachers' scientific research projects. Other entrepreneurial projects are student-oriented, lacking teachers' participation and professional entrepreneurship guidance, such as market risk assessment, financial management, brand promotion, etc., so students cannot solve problems in a timely and effective manner.

### **3.3 Insufficient Publicity and Support**

Among the zone visited in the city, a large proportion of students do not understand the specific geographical location and functions of zone. The construction of the zone is mainly about the universities making full use of and integrating the campus resource space, which leads to the construction of the zone in relatively remote and hidden places. The audience group is limited to some extent at present, due to the insufficient publicity of colleges, students in this school seldom know about the entrepreneurial project, which seriously affects the sustainable development of the entrepreneurial project.

### **3.4 Unreasonable Allocation of Team Members**

Since all the projects settled in the zone are selected based on the grading system, the projects supported by the university will be those with high scores through the writing of the project declaration and the road show selection. In order to complete the application of the project, some teams are gathered together temporarily, some students are to get credits for subsequent scholarship evaluation and research, and some students apply together with the trend, which indirectly leads to unreasonable allocation of team members. According to the survey, more than 80% of team members are from the same department. Due to their thinking styles and social experience are similar, which results in the lack of hierarchy and professionalism among the team members. The success of entrepreneurial projects requires not only strong professional technical knowledge, but also knowledge of finance, risk, investment, and financial management.

### **3.5 Weakness Entrepreneurship Education**

The weakness of entrepreneurship education is mainly reflected in two aspects. One is subjective reasons. Students lack innovative thinking, at the same time, they have low market insights. The entrepreneurial projects of college students basically revolve around eating, drinking, and shopping. They have a narrow vision and can't applied their expertise to the blue ocean field. The other is school reasons. Although the universities have opened courses related to innovation and entrepreneurship, but the teachers are still mainly teaching theories, and most of the teachers have no experience in entrepreneurship, as a result, students only learn theoretical knowledge from books,

which cannot be well applied in practice<sup>[3]</sup>.

#### **4. Development Strategy of Zone in Changchun**

##### **4.1 Clarify the Functional Positioning of the Zone**

Combining with the characteristics and resource advantages of colleges, clarify the functional positioning of the zone, Such as Jilin animation college's zone are basically designed and animation-based, and Jilin Agricultural University's zone are basically mainly fruits, vegetables and agricultural products. This type of zone has obvious professional characteristics, and the projects also have a certain potential and development space, coordinate with the students learned to cultivate the students' interest, and combine students' interests and majors to further develop students' careers. only in this way can students exert their due enthusiasm in the process of entrepreneurship.

##### **4.2 Establish a Competitive Elimination Mechanism**

Project selection is conducted monthly, quarterly, and annually to select the most influential, best-performing, and fastest-moving project teams. Dynamic assessment mechanism is realized through the quantified project operation report of the competition, and timely update and replace the projects with poor performance or unable to operate<sup>[4]</sup>. Appropriate rewards for well-run projects, and timely clean-up of poorly managed and closed-door projects, so as to facilitate better project teams to settle in, avoiding waste of resources in the zone and better improve the utilization rate of the zone.

##### **4.3 Combination of Competition and Practical Teaching**

Encourage students to participate in provincial and national innovation and entrepreneurship competitions such as "Internet +", "Three Innovation Competitions", and "Innovation and Entrepreneurship Training" to improve students' awareness of innovation, understand current social needs, and solve potential problems of target groups<sup>[5]</sup>. Before college students prepare to start a business, they should reserve comprehensive entrepreneurial knowledge and be able to truly solve the practical problems of the society with their knowledge.

##### **4.4 Regular Training and Teacher Guidance**

The zone basically has a roadshow area and a negotiation area to facilitate daily exchanges and related teaching on innovation and entrepreneurship. As for the zone visited, there are very few exchanges between the project teams. They basically operate independently, at the same time, there are relatively few corporate training and teacher guidance related to innovation and entrepreneurship. Carry out entrepreneurship salons, training, topics and other activities on a regular basis to exchange experiences and experience. At the same time, according to the marketing, financial, legal and other issues faced by different teams in the entrepreneurial stage, special corporate personnel and teacher teams are invited, based on the actual experience of professionals, help students solve problems in entrepreneurship and create a good entrepreneurial atmosphere.

##### **4.5 Build a Complete Entrepreneurial Ecological Environment**

At present, zone provides more convenience for students from policy preferences, such as providing free venues, free water, electricity and networks, and equipping with corresponding teachers, but it is far from enough for the establishment of entrepreneurial ecological environment. In a foreign entrepreneurial environment, if you have a good idea, the school will have a special service agency to help you put your idea into practice. In addition to providing entrepreneurial guidance, it will also help students raise corresponding funds, rent premises, and apply business licenses, etc., enable students' ideas to go to the market. So the zone in domestic colleges universities should also provide one-stop service, especially for college students who have insufficient social practical experience. It may take half a year for more cumbersome company applications, but complete supporting measures can effectively improve work efficiency,

entrepreneurs only need to play to their strengths.

## **5. Conclusion**

By visiting six zones in Changchun, the current situation is investigated on the spot, and the problems existing in the zone are analyzed. The construction of the zone not only needs the support of government policies and the supporting resources of colleges, but also the improvement of students' own quality. Through the above three dimensions, multi-level and comprehensive grasp of the benign development of zone, provide a practical platform and important guarantee for college students' innovation and entrepreneurship.

## **Acknowledgement**

Project Fund: Intramural Youth Research Fund Project of Changchun Guanghua University (QNJJZD2019006).

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