



DEVELOPMENT OF PROTOTYPE CURRICULUM "EMPLOYMENT GUIDANCE FOR
STUDENTS" ACCORDING TO THE STANDARDS OF THE MINISTRY OF EDUCATION OF
CHINA

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CHINA



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THE THESIS TITLED
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This study employed a comprehensive approach, combining qualitative and quantitative methods, aimed at analyzing the content structure of the "Career Guidance Course for College Students" in China's current higher education system. Focusing on the course at Xi'jing University, the study explored its teaching content and shortcomings. Through student questionnaire surveys, expert interviews, and content analysis, the researcher optimized the course design, proposed feasible curriculum models, and discussed related issues. A total of 104 teachers and students from Xi'jing University participated in the study, including 3 administrators/professors (2.9%), 47 graduates of 2023 (45.2%), and 54 graduates of 2024 (51.9%). Findings indicate that while the overall course content aligns with national curriculum standards, it still requires improvement in the following areas: 1) career development requirements, 2) content related to innovation, entrepreneurship, and employment, 3) mental health and stress management, 4) interdisciplinary and innovative talent training, and 5) practical training exchange and construction. Using Taylor's model, a "practice-focused" model was developed to enhance course objectives and integrate theory with practice through new modules. Evaluation from experts and stakeholders confirmed that, despite meeting national standards, the curriculum would benefit from further enhancement in innovation, mental health, interdisciplinary skills, and practical components. This proposed model has proven effective and offers valuable insights for curriculum reform and staff development in career guidance education.

Keyword : Employment Guidance Course, Prototype curriculum, Curriculum Content Design, Practice-Oriented Teaching, Employability

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

As the social employment environment evolves, college students have transitioned from an elite group to a mass group. According to data released by the Ministry of Education, since 1999, the scale of higher education enrollment has continued to expand, leading to a steady increase in the number of graduates each year. In 2024, the number of college graduates is projected to reach 11.79 million, marking an increase of 210,000 compared to the previous year (Yue, Yin, 2024). This growing trend has created a complex and challenging employment landscape for college graduates, with an estimated demand for 6.94 million jobs that currently face shortages.

In the context of contemporary social and economic development, the issue of student employment holds paramount significance. Sun Hongying et al. emphasized that student employment not only affects the realization of expected returns on higher education investment but also influences individuals' decisions regarding higher education investments. Furthermore, it plays a critical role in the rational allocation of human resources and the sustainable development of the economy and society (Sun Hongying, Wei Yong, Dong Guimei, Yang Renjie, 2018). Consequently, the question of how college graduates can effectively adapt to the job market has garnered increasing attention.

From a macro-policy perspective, the State Council's Notice on Printing and Distributing the "14th Five-Year Plan" Employment Promotion Plan explicitly states that China remains in a crucial period of strategic opportunity for development, both now and in the foreseeable future. Achieving more sufficient and higher-quality employment is not only an inherent requirement for promoting high-quality development and comprehensively building a modern socialist country but also a fundamental aspect of practicing people-centered development philosophies and advancing common prosperity. Against this backdrop, the employment of college graduates has become

increasingly significant and urgent, drawing focus from both the academic community and society at large. This situation also provides a vital practical foundation and research context for related studies.

1.1.1 An overview of the domestic college graduates' employment market from 2018 to 2024

The demand for higher levels of graduate education is steadily rising. Currently, there is a significant shortage of high-caliber talent in society, and the need for advanced, versatile, outward-focused, and innovative individuals is becoming increasingly pressing. In recent years, the overall demand for college graduates has shown a gradual decline. Additionally, there remains a considerable gap between the skills and qualities of graduates and the expectations of employers.

Employers today are placing increasingly higher demands on graduates' professionalism, work ethics, ideological integrity, and overall capability levels. There is a growing emphasis on both character and competence, while relatively less focus is placed solely on specific professional qualifications. This shift highlights the importance of well-rounded development among graduates to better align with workforce requirements.

Under the premise of the overall balance of supply and demand situation, there are many unbalanced phenomena. The gap between the hot and cold demands of different specialties is quite obvious. The supply and demand ratio for short-term majors can reach 1:30, while for some long-term majors, the demand is almost zero. The lag of the adjustment of major structure also affects the employment of college students. The employment of college graduates has been market-oriented, but the reform of college education system is slow, which is reflected in the dislocation between the major structure and the market supply and demand after the adjustment of major setting, which is the most prominent reason restricting the employment of college graduates. The lack of scientific demand forecasting and planning in the professional and curriculum Settings of universities has great blindness, the output of professional talents

is out of proportion to the job demand, and the supply is seriously greater than the demand. (Ge Yue, Jiang Peng. 2021).

Investigation and analysis of the current situation of employment guidance courses for college students in China.

1.1.2 The employment guidance service is not perfect

Schools lack career guidance services and teacher resources. Many colleges and universities have small career guidance offices with insufficient teachers, resources and practical employment experience. In addition, students' demand for career guidance is not clear. They can usually only proactively seek career guidance before graduation.

1.1.3 Career planning education is lacking

Most educational institutions only focus on teaching professional knowledge and neglect to provide students with career planning guidance and guidance. Educational institutions should focus on cultivating students' comprehensive qualities and career planning abilities, and provide students with support and guidance to help them set personal career development goals.

1.1.4 Information on the job market is asymmetrical and not timely

Many college students do not know how to choose a career direction, understand the job market and understand the needs of employers. The employment information of most schools only provides basic employment information, lacking in-depth analysis of career planning and information such as the current situation and future development trend of the industry.

1.1.5 Career guidance is reduced to temporary job training

In order to cope with the pressure of employment rate, some colleges and universities have adopted more "training" employment guidance measures. Graduating students receive some brief training, including interview skills and resume writing, but it doesn't have a long-term impact. This training-style employment guidance lacks systematicness and continuity, and neglects the cultivation of students' professional quality and comprehensive ability.

1.1.6 The employment concept fails to keep pace with The Times

Due to changes in the social environment and economic conditions, some students' and parents' views on employment are misleading or lagging behind. Some students and parents are too superstitious about famous universities and majors. They fail to choose a major and find a job according to their own circumstances; Some students do not understand the current situation of entrepreneurship and employment, only seek security, unwilling to take risks. Due to this lagging concept, students have a narrow view of employment, and they are blind to employment practice.

1.2 Purposes of the Study

By consulting the curriculum guidelines released by the Ministry of Education and examining the teaching plan of the existing Program for Employment Guidance of Higher Education Students at Xi'jing College in Xi'an, Shaanxi Province, this study identified and summarized the problems existing in the school's course content design.

2. Based on the curriculum standards, this paper puts forward practical and feasible strategies to enrich the course content and proposes a framework for the "College Students' Employment Guidance Course." This provides meaningful and applicable design ideas for the advancement of similar courses.

1.3 Research Questions

By referencing the curriculum standard notification document released by the Ministry of Education, this study examines whether there are any deficiencies in the course content design of the existing Program for Employment Guidance of Higher Education Students at Xi'jing University.

How can improvement suggestions for the "College Students' Employment Guidance Course" and the design concepts for the course model be proposed?

This paper presents a model design for the "College Students' Employment Guidance Course," which holds significant reference value for similar programs.

1.4 Significance of the Study

1. It is beneficial to the future career development of college students

The course can help students to carry out effective career development planning, awaken their awareness of career planning and change their concept of choosing a career. Students can understand their own character, interests, hobbies and ability advantages, and then reasonably plan their career path to realize the organic combination of personal value and social needs. Solve the "four determinations" in career -- orientation, fixed point, positioning and centering, and determine their career goals as soon as possible to clarify their career goals. Broaden the employment channels and increase the chances of finding the ideal job through training and coaching.

2.Enhance the employment competitiveness and social adaptability of college students

Employment guidance courses offer students more than just job-seeking skills and employment information. More significantly, they focus on developing students' professional qualities and overall capabilities, assisting them in transitioning smoothly into the workplace. These courses also help students adapt to workplace environments, enhance their professional competencies and communication abilities, and increase their competitiveness in the highly competitive job market. From a broader perspective, such courses contribute to the refinement of the talent market and help alleviate the current challenging employment conditions faced by college graduates.

3.Help to promote higher education reform and talent training model innovation

Institutions of higher learning should adopt a career education approach centered on "student-oriented planning" (Cheng Guilin, 2016), offering proactive and effective development recommendations. They should also fully leverage both internal and external resources to create diverse employment opportunities for college students. By fostering a positive academic environment, career guidance courses can effectively implement educational policies, enhance the overall educational standards of universities, and drive reforms in higher education.

Simultaneously, through analyzing the outcomes and feedback of vocational guidance courses, educational issues and deficiencies can be promptly identified. This

process enables continuous improvement and upgrading of the higher education curriculum system, facilitates the development of a more advanced teaching faculty, and provides valuable insights for the reform of higher education.

1.5 Scope of the Study

School of Education, Xi'jing University, Xi 'an, Shaanxi Province. Sample composition: 117 graduates of the College of Education in 2024, 94 graduates of the College of Education in 2023, 3 career guidance course teachers and course leaders. According to the weighted ratio of 50%, all the graduates of the College of Education in 2024 and 2023 were sampled, and the sample numbers were 59 and 47 respectively. All the three career guidance course teachers and course leaders were studied.

1.6 Definition of Terms

Course Model for College Students' Employment Guidance: Based on the "Teaching Requirements for Career Development and Employment Guidance Course for College Students" issued by the Ministry of Education, this paper proposes a course model aimed at enhancing college students' future career growth, employability, and social adaptability. This is achieved by incorporating practical teaching components and other relevant courses into the curriculum.

"Practice-oriented" classroom: Teaching method that combines theory and practice, takes practical problems as guidance, and cultivates students' ability to solve problems and apply knowledge. Build classes that include job search drills and interactive practices, enabling students to apply their acquired knowledge to actual job hunting scenarios and continuously enhance their practical skills through reflection and general application.

Gradual Employment: This concept refers to a situation in which some college graduates opt to delay entering the workforce after finishing their education, but choose to temporarily slow down or delay employment.

CHAPTER 2

LITERATURE REVIEW

As higher education becomes more widespread, the employment of college graduates has become a significant concern for the international community. UNESCO has emphasized that: "Higher education institutions must respond proactively and adaptively to the demands of the labor market and the emergence of new employment sectors and formats. It is crucial to monitor key market trends and adjust curricula and study programs accordingly, ensuring that they align with the evolving environment. This will enable graduates to access a broader range of employment prospects." (UNESCO-1995)

2.1 Analysis of Chinese college students' job market

2.1.1 Macro-analysis of social environment

Decline in employment rate

In recent years, the employment rate of college graduates has shown a general downward trend. This decline can be attributed to two main factors. First, the growing number of graduates resulting from the expansion of university enrollment has intensified competition in the job market. Second, many employers place high emphasis on work experience and overall qualifications, creating a challenge for some graduates to fulfill these expectations (Guo & Guintu, 2024).

Changes in employment structure

As the economy develops and the industrial structure undergoes adjustments, the employment landscape for college students has also undergone changes. Traditionally, college students mostly enter state-owned enterprises or public institutions after graduation, however, now more and more graduates choose to enter private enterprises, foreign-funded enterprises or self-employment.

Diversification of employment concepts

Compared with the past, college students have more diversified employment concepts. They pay more attention to personal interests, career

development and quality of life, rather than just pursuing stability and treatment. This diversified employment concept provides college students with more choices and opportunities.

Employment Industry Differentiation

College students have great differences in employment industries. Some popular industries, such as Internet and finance, attract a large number of graduates. (Han, 2022) While some traditional industries such as manufacturing and agriculture are facing a shortage of talents. This uneven distribution of talents among industries further aggravates the difficulty of finding jobs.

Employment wages are low

In terms of employment salary, college students generally report a low salary level. On the one hand, because of intense market competition, even outstanding graduates find it challenging to secure high-paying jobs; On the other hand, some students are not qualified for high-paying jobs due to their lack of abilities.

2.1.2 Micro analysis of individual students

Increasing employment pressure

As a result of the expansion in university enrollments and the increasingly competitive job market, college students are experiencing greater employment pressure. Some graduates are facing the dilemma of being unemployed as soon as they graduate, which brings them great psychological and economic pressure.

Lack of professional quality

Certain college students exhibit shortcomings in professional qualities, including inadequate communication skills, teamwork abilities, and problem-solving capabilities, among others. These deficiencies make it challenging for them to satisfy employer expectations during the job search and also impact their long-term career advancement.

Lack of career planning

A significant number of college students do not have a well-defined career plan, which leads to a lack of clarity and purpose in both their studies and job search. This not only affects their learning results, but also their career development.

2.2 Factors affecting college students' employment

2.2.1 Social and environmental factors

Adjustment of economic structure and change of talent demand

Economic transformation has led to high requirements for college students, especially many enterprises prefer graduates from famous universities, while ignoring ordinary college students. In addition, the 2008 world financial crisis has further intensified the employment pressure, leading to challenges in employment for college students.

The imbalance between supply and demand caused by excessive industry supply. Causing graduates to struggle in finding appropriate job opportunities in certain fields. This imbalance primarily originates from the mismatch between market supply and demand.

Talent is in oversupply and jobs are scarce

Due to the large population in our country, although there is no shortage of people, jobs have become a scarce resource. There used to be a shortage of college students, but now there is a shortage of college students. This phenomenon shows that the supply of jobs exceeds the demand.

Industry structure transformations

Industry structure transformation refers to the adjustment of specific industries in response to technological advancements and market requirements. This can result in a decrease in traditional job opportunities while simultaneously creating potential for new sectors to emerge and grow.

Regional employment disparity

Geography influences graduates' choice of employment. Employment opportunities are abundant in some areas, such as prosperous areas where graduates are willing to work, while they may be limited in others.

2.2.2 Economic and political factors

Economic factors

Economic growth has a direct impact on the skill levels required of graduates, which in turn influences society's overall expectations for college graduates. Additionally, the uneven development of economies across regions can result in varied or diversified employment patterns among college students, thereby intensifying the pressure of employment competition.

Political factors

Covers laws, regulations, decrees, policies, government educational planning and major strategic decisions of the government. These decisions offer precise direction for the nation's development over the next five years.

2.2.3 Factors of teaching mechanism

Industrial technology

Since the implementation of reform and opening-up, China has witnessed the concurrent occurrence of skill substitution and technological advancement. Among these, skill-biased technological progress has been a primary driver of employment challenges in our country. Additionally, labor-intensive technological and industrial development policies, a segmented market system, as well as the disconnect between education, training, and market demands, have also played significant roles in contributing to the difficulties faced by college graduates in securing employment.

Educational background factor

It significantly influences the employment of college students. In situations where the population is large and job opportunities are limited, competition becomes more intense, causing the market to reach a high-density state. Employers not only require a bachelor's degree but also place greater emphasis on prestigious 985 and 211 university degrees. This is because many college graduates struggle to find employment due to a lack of work experience, coupled with the higher training costs for businesses (Huang, 2023).

Teaching Skills

Skills mismatch refers to the mismatch between the education system and the needs of the market. This mismatch may result in graduates having difficulty

finding positions that match their abilities when applying for jobs. The education system is not developing as fast as the market, thus affecting graduates' job opportunities.

2.2.4 Individual factors of students

Students' self-awareness

The reinforcement of self-awareness education for college students should be integrated throughout the entire employment guidance course. This approach aids in developing teaching reform strategies, addressing students' cognitive biases, and fostering high-quality skilled and applied talents. Additionally, instructors should consider students' individual circumstances while nurturing a sense of responsibility among them (M., T., Tran., Jisu, Jung., Lisa, Unangst., Stephen, Marshall, 2023).

Insufficient professional experience

Lack of work experience pertains to the absence of practical skills or relevant exposure that align with the demands of a job as students transition from college to the workforce. This lack may hinder their job opportunities. (Hu & Li, 2022) During the job search process, companies often ask candidates to provide relevant experience to evaluate their abilities and experience, which may affect their chances of being admitted.

2.3 Recommendations for employment of college graduates

Implement targeted strategies

Higher education institutions need to strengthen vocational education and employment guidance, prioritize students' career planning instruction, and support them in establishing realistic employment attitudes. In curriculum development, additional courses centered on career planning should be introduced to assist students in outlining their professional trajectories sooner. Moreover, universities and colleges should enhance psychological counseling and employment advisory services to help students overcome mental challenges and practical hurdles encountered during their job search. This approach will enable students to develop a rational employment outlook, improve

their job readiness, and effectively address the difficulties faced by post-00s graduates in finding employment after the pandemic.

Provide support programs and initiatives

For example, the government should promote economic development and create more jobs through policy support and guidance. Simultaneously, companies should proactively assume their social responsibilities by offering additional employment opportunities, thereby enhancing the employability of college graduates and alleviating the strain of heightened competition within the job market.

Continue to evaluate and adjust policies

We aim to enhance teaching quality and cultivate more talents with innovative capabilities and practical expertise. Additionally, universities should foster stronger collaboration with businesses to offer increased internship opportunities and employment resources. Ensuring effective promotion of graduates' job opportunities in the changing economic landscape.

Encourage positive interaction with industry partners

The government, universities and society should strengthen cooperation to jointly broaden employment channels for college students. The government could introduce incentive policies to encourage college students to pursue employment opportunities in grassroots roles and at small to medium-sized enterprises. Universities and colleges may strengthen their partnerships with businesses, providing students with a broader range of internship possibilities. Additionally, all sectors of society should concentrate on resolving the employment issues faced by graduates by offering them enhanced access to job-related resources and support services. We should create more job opportunities and internship opportunities for college students, cultivate practical skills and experience, and broaden employment channels. (Weifeng, Wu., Shenggang, Qu.2022).

Emphasize ideological and political instruction

We have strengthened the cultivation of political literacy among college students, supported them in enhancing their comprehensive employment and entrepreneurial capabilities, and motivated them to adapt to the intricate landscape of

employment and entrepreneurship. (Jinxin Chen, 2019) In alignment with the requirements outlined in the 20th National Congress report, we have integrated the theoretical guidance of ideological and political education with the practical skills of digitally intelligent employment and entrepreneurship, thereby promoting high-quality employment and entrepreneurial endeavors for college students.

Simultaneously, as colleges and universities provide employment guidance services, they can focus on developing a digital intelligence platform for ideological and political education. Additionally, incorporating education on moral awareness and the rule of law is highly essential.

Cultivate students' employment and entrepreneurship concepts

In the new era of university numerical intelligence, college students must establish a clear understanding of how to approach employment and entrepreneurship appropriately. Institutions of higher education should focus on enhancing precision in employment and entrepreneurship guidance, reinforcing training in practical entrepreneurial and employment skills, and broadening entrepreneurial and employment avenues through diverse channels. (Yilong, Wang., Chen, Yang., A.T., He. 2023) Students should adopt proper employment perspectives and adjust their mental attitudes toward job-seeking. During the job search process, it is essential not to aim for perfection or expect immediate success; starting from entry-level positions can also be a viable option. Additionally, the government and businesses should offer more employment opportunities and supportive policies for grassroots entrepreneurship.

2.4 Course Standards for the Instructional Requirements of College Students' Career Development and Employment Guidance Courses

2.4.1 College Students' Career Guidance Course — Teaching Requirements

Strengthen leadership

The development of career development and employment guidance courses plays a crucial role in the talent cultivation efforts and graduate employment initiatives within higher education institutions. It is necessary to earnestly implement the

requirement of "incorporating the course of employment guidance into the teaching plan" in document No. 26 of Guoshuofa [2007], attach great importance to it and strengthen the leadership. Local competent departments should make clear arrangements and deployments, Universities and colleges should diligently integrate the development of career guidance courses into their talent cultivation programs and incorporate them into the employment "leader" initiative to ensure effective implementation. Additionally, the development and outcomes of employment guidance courses should be considered as part of the evaluation criteria for employment-related work.

It should be explicitly incorporated into the teaching plan

Since 2008, colleges and universities have been encouraged to provide career development and employment guidance courses, which have been integrated into their teaching plans as a general education course and implemented throughout the entire student training process, from enrollment to graduation. Currently, these courses are offered either as required or elective courses in higher education institutions. After 3-5 years of refinement, all such courses will transition to mandatory offerings. Each university or college should develop detailed teaching plans based on its specific circumstances.

Enhance the development of teaching staff

Constructing a relatively stable, specialized, and professional teaching team is essential to ensuring the quality of career development and employment guidance courses for college students. It is crucial to enhance the training of employment guidance instructors, emphasize practical experience, and elevate their skills and qualifications, thereby improving the effectiveness of employment guidance. Full-time instructors for employment guidance courses should be entitled to the corresponding benefits afforded to regular faculty members within the institution.

Enhance the teaching content and approaches

The teaching content should be practical, scientific, and systematic, focusing on the integration of theory and practice to enhance its relevance and emphasize outcomes. While adhering to the curriculum framework and classroom

teaching principles, a range of teaching methods should be incorporated to effectively engage students' initiative and participation in learning, thereby improving the overall effectiveness of instruction.

Ensure funding

All colleges and universities should ensure the funding input for college students' career development and career guidance courses, and ensure the funding for curriculum development research and teacher training. All colleges and universities should develop their own teaching syllabuses and plans for the Career Development and Employment Guidance Courses based on the Teaching Requirements for College Students' Career Development and Employment Guidance Courses.

2.4.2 College Students' Employment Guidance course -- Course content

Understanding the job market

The primary objective of the Student Career Guidance course is to assist students in grasping the trends and present status of the job market. By introducing students to the employment situation, salary level and development prospects of various industries, students can choose the industry and career direction they are interested in in a targeted way. Furthermore, by presenting relevant statistics and survey findings on enterprise requirements, students can gain a clearer insight into the competitive landscape of the job market, enabling them to make more informed decisions for their career plans.

Career design and placement

Student career counseling courses should include career planning and positioning. Since students are often confused about their future career path and direction of development, schools need to provide specialized guidance and counseling. In these courses, students can learn about their interests, strengths and weaknesses, and use professional tests and personal interviews to determine which career direction they are best suited to. Schools can also organize some classmates who have been successfully employed to share their work experiences together to enhance students' enthusiasm and confidence in career development.

Resume and cover letter writing

The interview is among the most crucial components of the college student employment process. Within the college career guidance course, schools can arrange some lectures and practical courses on interview skills, teaching students how to prepare for interviews, how to answer typical questions and how to show their strengths. In addition, through mock interviews, students can feel real interview scenarios and receive professional interview feedback, thus improving their performance ability and coping ability.

In the job search process, resumes and cover letters are the most critical materials for college students. Courses on career guidance should instruct students on how to create and refine their resumes and cover letters. By guiding students to choose the appropriate content and format, as well as emphasizing their strengths and practical experience, students can increase their competitiveness in job hunting. Schools can also organize mock interviews and job board discussions to assist students in enhancing their job search skills and addressing issues.

Professional literacy Training

College student employment demands not only specialized knowledge and skills but also professional qualities. Professionalism includes the ability to innovate, work in teams, communicate and manage oneself. Career guidance courses for college students can improve students' professional literacy. These courses can teach students knowledge about theories, help them organize team projects, and teach them practical operations.

Entrepreneurship and Employment

Entrepreneurship serves as a solution to address college students' employment challenges. Within the context of college students' employment guidance courses, the school can arrange some courses related to entrepreneurship, such as entrepreneurial theory, entrepreneurial case sharing, entrepreneurial plan writing and so on. By teaching students the basic knowledge and skills of starting a business, as well as providing related resources and support, schools can train more entrepreneurs and offer students a wider range of employment opportunities.

Socialize and network

Building social connections and networking are crucial in the employment process for college students. Within the framework of college employment guidance programs, schools may organize various social events, such as career salons and corporate job fairs, offering students the chance to engage with potential employers. In addition, schools can strengthen cooperation with social enterprises to create more internship and job opportunities to help students build a broad network of contacts.

Internships and practical opportunities

The college students' career counseling course should provide internship and practical opportunities for students to improve their employment competitiveness. Schools can cooperate with enterprises to carry out internship programs and provide students with internship guidance to improve their ability to apply in real work. The school also motivates students to engage in social practice activities, such as volunteer work and community research. This offers them additional chances to develop and demonstrate their skills.

Interdisciplinary and innovative ability cultivation

As society continues to evolve, the demand for interdisciplinary and innovative skills has emerged as a new requirement for college students in the job market. Therefore, college employment guidance courses should focus on nurturing students' capabilities in interdisciplinary thinking and innovation. They should stimulate their creativity and innovation potential through innovative and entrepreneurial projects and interdisciplinary courses.

Mental health and stress management

Career guidance courses for college students should focus on students' mental health as they face employment, academic and life pressures. Schools can offer mental health and stress management courses to help students understand and cope with stress and maintain physical and mental health.

2.4.3 Career Guidance courses for college students - Course features

Strong practicability

Career guidance courses emphasize practical application, enabling students to utilize their knowledge and skills in the real job search process(Fang &

Wang, 2024). Through these courses, students enhance their job-hunting abilities through activities such as mock interviews and resume writing(Gao, 2017).

Personalized Tutoring

Career guidance programs focus on personalized tutoring, providing individualized guidance and advice to students according to their different needs and circumstances. Students can select the courses and training content that best fit their individual circumstances based on their own situations.

Abundant resources

Career guidance programs often have a wealth of resources, including career information, career mentors, alumni networks, and more. Students can use these resources for additional career opportunities and career development advice.

High engagement

By fully considering the central role of students and encouraging their participation, methods such as case analysis and scenario simulation can be incorporated into the course to stimulate student enthusiasm. This ensures that the knowledge and skills students acquire are genuinely rooted in practical experience.

2.4.4 College Students' Career Guidance Course – Course Goals

Improve the competitiveness of employment

By means of training and counseling, employment guidance courses assist college students in gaining a more comprehensive understanding of themselves, recognizing their strengths and weaknesses. This enables students to enhance their professional skills and overall qualities in a focused manner. Additionally, the course instructs students on how to effectively showcase themselves, refine their communication abilities, and strengthen their interview and job-hunting techniques, thereby distinguishing themselves in the highly competitive job market. Ultimately, this boosts their employability and increases the likelihood of securing their desired positions.

Promote future career development

Career guidance courses offer college students advice and resources to support their professional development. These courses encourage students to reflect on

their interests, abilities, and values, helping them identify the career path and growth trajectory that aligns with their personal attributes. A key objective of career guidance is to assist students in defining their career development plans, including the establishment of realistic goals and the strategies needed to achieve them, thereby establishing a strong foundation for their future professional endeavors.

Improve the capacity to adjust to the work environment

Career guidance courses not only help students enter the workforce smoothly, but also help them adapt better to the working environment. Through the course, students will understand workplace culture, master workplace communication skills, and learn how to deal with workplace challenges and pressures. It will help students improve their work efficiency and achieve a harmonious personal and professional development.

Broaden the employment horizon and resources

Courses will introduce various employment channels and opportunities, including but not limited to traditional recruitment, self-employment, social practice, etc. (Qiaobin Lin, 2023) Students will gain exposure to a broader spectrum of industries and roles, acquiring knowledge about various career progression paths and trends. Simultaneously, the course will equip students with the skills to efficiently utilize diverse employment resources, thereby enhancing their chances of successful job placement.

In conclusion, the aim of providing employment guidance courses for college students is to enhance their overall employability, define their career development plans, increase their workplace adaptability, expand their job prospects and resources, and facilitate the harmonious growth of both individuals and society. This will enable students to successfully adjust to workplace settings, accomplish their professional objectives, and simultaneously contribute to societal advancement.

2.5 Summary of the Evolution of Career Guidance Courses for College Students in China

2.5.1 Introduction of western vocational guidance education concept

Connotation of students' career development education The relevant concepts of career development education were first introduced from the West, but in China, there has been new development and has been endowed with increasingly rich connotation. For example, some researchers put forward: "College career education is to promote students' all-round career development as the goal, to cultivate career development consciousness as the core, to improve career development ability as the key, to career counseling and mental health education as the carrier, professional education as the extension of all educational activities and training."

2.5.2 The employment guidance agency was founded in the early 20th century

The origins of career guidance courses for college students in China date back to the early 20th century. During this period, institutions in some developed nations started establishing career guidance centers to offer students career counseling and employment support. The employment guidance and counseling theories currently utilized in China are primarily derived from Europe and the United States, with a significant influx occurring since 1990. Notably, Tsinghua University initiated work in this area as early as 1916 and formed its Employment Guidance Committee in 1923, marking the inception of employment guidance in China (Liu, 2006).

2.5.3 The phase of employment guidance development spanning from the mid-to-late 20th century through to the early 21st century

The employment system for college graduates has undergone a gradual process of evolution. During the past 40 years of reform and opening up, this system, characterized by the transition from a planned economy to a market economy, has transformed significantly, has gone through three main stages of development, namely, unified management and division, two-way selection and independent job selection. Each stage focuses on a different theme, namely, graduation distribution, employment guidance and career education.

The monorail stage of unified employment system

After the national unified examination and enrollment system was restored in 1977, The State Council clearly stipulated that colleges and universities should implement unified enrollment and the graduates should be uniformly distributed by the state, thus establishing a "unified and unified" distribution system for college graduates.

Colleges and universities all over the country have set up graduate distribution offices, which are responsible for the distribution of graduates and the formalities. At this stage, college graduates are assigned work by the state, which is an inevitable requirement under the background of China's highly centralized planned economy system at that time.

Under this system, however, individuals lack the opportunity to choose their own careers, which hinders the nurturing and growth of an innovative spirit. Consequently, with the advancement of society, a new employment system is needed to align with both societal progress and individual development.

2.5.4 The development of career development and employment guidance courses for college students commences

In 2007, the Ministry of Education released the Teaching Requirements for Career Development and Employment Guidance Courses for College Students. It suggested that all institutions of higher learning should, based on these teaching requirements and considering their own specific circumstances, formulate scientific, systematic and distinctive teaching syllabi, organize and implement the construction and teaching activities of career development and employment guidance courses for college students, and actively promote the employment of college graduates.

The improvement in the educational and employment quality of college students' career development has become a focal point. Currently, there are several notable perspectives on assessing the employment quality of college graduates. First, multidimensional construction and exploratory evaluation have been emphasized. Since 2008, universities nationwide have been mandated to offer the course "Career Development and Employment Guidance for College Students." Unlike conventional theoretical courses, this course integrates theory with practice to enhance assessment

methods. (Wu Baoshan, 2016. Research on Course Design for College Students' Career Development and Employment Guidance in Higher Vocational Colleges.)

2.5.5 The Program for Employment Guidance of Higher Education Students is progressively becoming more systematic and standardized

In 2021, the General Office of the Ministry of Education released the announcement for the inaugural National College Students' Career Planning Competition, titled "Teaching Track Plan for College Students' Career Development and Employment Guidance Courses." This document explicitly stated that starting from 2021, all general colleges and universities nationwide must include career development and employment guidance courses in their teaching programs as a mandatory public course. These courses should span the entire duration of students' education, from enrollment to graduation, with a recommended minimum of 38 class hours dedicated to career guidance. (Source: "Teaching Track Plan for Career Development and Employment Guidance Courses" issued by the General Office of the Ministry of Education in 2021.)

In recent years, driven by the country's rapid progress, the demand for employment guidance has surged significantly. At the national level, new policies have been continuously introduced and enforced, leading to an increase in vocational training opportunities for instructors and a marked rise in the number of textbooks published for employment guidance courses.

Over time, employment guidance and consulting services have developed into a structured curriculum—namely, the college students' career guidance course. Although the establishment of career guidance courses in our country began relatively late, they have garnered increasing attention and importance in recent years.

2.6 Current state of research on career guidance courses for college students in China

Currently, the research on career guidance courses for college students primarily concentrates on several dimensions, including course content, teaching method and teaching effect. In the section of course content, many researchers agree that it should cover career planning, employment skills and psychological quality.

Regarding teaching methods, the curriculum should emphasize practicality and interactivity to inspire students' interest and enthusiasm for learning. In terms of teaching effectiveness, most studies indicate that career guidance courses for college students play a substantial role in enhancing their employability and psychological well-being.

2.7 Challenges faced by employment guidance courses for college students in China

2.7.1 The quality of classroom teaching has significant potential for enhancement

High-quality career guidance has the potential to shift students' attitudes from "I want to learn" to "I am motivated to learn," helping them develop a proper perspective on employment and careers while fostering their professional growth. (Xiaofang, 2024) Currently, many career guidance initiatives in higher education institutions are superficial, lacking substance. Although such activities are organized, few students attend seminars or lectures, and those who do often report that these events offer little practical benefit. In essence, the effectiveness of these career guidance efforts remains low.

Single teaching content

At present, the classroom teaching of college students' career career mainly focuses on career introduction and job-hunting skills, while many schools' career guidance is limited to teaching students how to make a resume and sign an employment agreement. The comprehensive guidance on college students' career planning is neglected. In classroom teaching, most of the content focuses on teaching job-hunting skills such as resume making and interview skills, while the guidance on college students' self-cognition and career development planning is ignored, resulting in students' unclear career positioning and inability to effectively plan their career.

Insufficient teaching resources

In the realm of career education for college students, teaching resources tend to be relatively limited. Given the insufficient emphasis placed on career-

related instruction, many institutions allocate minimal resources toward this area, which in turn makes it challenging for classroom teaching to achieve the desired outcomes.

2.7.2 Career guidance courses lack specificity

At present, many colleges and universities use the methods of making reports, holding lectures and setting up publicity boards when carrying out employment guidance work, but ignore the individual differences of students and career planning education. This kind of guidance method that ignores individual differences leads to a mere formality of employment guidance. This results in two subjective issues for students and significantly undermines the teaching effectiveness.

Currently, employment guidance in many colleges and universities primarily targets students who are set to graduate, and its guidance content is more limited to employment choice and employment skills, both the coverage and content of the guidance are extremely limited.

2.7.3 The methods of employment guidance are limited, and the employment guidance model lacks completeness

During the actual implementation of employment guidance, vocational colleges typically focus on employment situation updates as part of their guidance education, graduate employment mobilization meeting and lecture as the main forms. (Yaqi, 2023) Employment management departments only provide graduates with employment policies, regulations and forms of employment and other aspects of information, no career planning education for students, nor according to the characteristics of graduates to provide specific and effective guidance, ignoring the potential of graduates and innovation ability training.

2.7.4 Students' subjective problems

Students are not highly motivated

Many students experience confusion and hold misconceptions regarding the school's career guidance courses. A survey indicates that most graduates are preoccupied with the question of "how to secure a good job" and do not fully embrace the lectures provided by their institutions. While there are numerous lectures, their quality is insufficient to address internship-related issues. Additionally,

teachers' instruction tends to be monotonous and lacks practical application, with the content failing to provoke deeper thought. The interest shown by college students in employment information from educational consulting agencies suggests that job-seeking students require guidance from teachers who possess real-world experience. Students think the course is unnecessary and their enthusiasm in class is low. Most schools set it as a large class or elective course, mainly theoretical guidance, lack of interaction, ignore students' subjectivity, and students' participation is not high. There is no systematic examination method of the course, students pay less attention to it, learn less content, and the significance of the course is buried.

Students are not well prepared for their careers

Many students are decided by their parents when filling out the application, and they do not know much about their major. This results in a lack of clear insight into their future careers and insufficient targeted career planning. This situation is very unfavorable to students' study in the university, and even affects their future development (Yilong Wang, 2023).

Students' self-cognition is not clear

Wang et al. examined a questionnaire gathered based on Campbell's self-cognitive characteristics and evaluated the data obtained from the questionnaire. The basic status of Chinese college students' self-knowledge in the emerging stage can be obtained: college students' self-awareness is becoming more and more mature, but their self-awareness is high; Average ability of emotion management, poor expression of emotion and mood fluctuation; Undergraduate students possess clear learning objectives but often feel uncertain about the pathways to self-actualization. While they have developed their own value systems, these values remain underdeveloped and immature. To address these issues, suggested strategies include enhancing self-awareness, providing career guidance, and offering education focused on mood regulation and self-improvement. (Jinxin, Chen., Decheng, Zhang. (2019).)

Students lack confidence in employment

"During the graduation season, there are many students vacillating between getting a job, taking the entrance exam to graduate school and going abroad."

(Yilong Wang,2023). Cui said career guidance can help students who are confused about their career plans develop a correct view of employment. In recent years, a growing number of college graduates have exhibited reluctance and sluggishness when it comes to job hunting. Many employment guidance teachers said that the slow employment of some students is actually an "escape type of slow employment". The root cause is that employment is difficult, and employment guidance is needed to help them improve their skills and build up confidence.

2.7.5 The academic qualifications of the teaching staff vary significantly

Changes in the job market have raised the requirements for employment guidance, which needs to be refined, standardized, scientific and information-based. However, many college employment guidance work has some problems: some emphasis on the form, activities but ignore the effect; Some pursue specialization excessively, and are not used in practice after training, which also makes some steps cumbersome and counterproductive.

The Ministry of Education mandates that the ratio of college career guidance teachers and full-time staff to new graduates should be no less than 1:500, but many higher vocational colleges fail to meet the standard, often make up for part-time personnel, mostly composed of relevant leaders or counselors of secondary colleges. However, most of the part-time staff lack relevant professional knowledge, which affects the employment guidance work.

Educational policies should focus on integrity and career guidance, and educators should encourage students' self-concept, self-learning skills and metacognitive abilities to contribute to healthy self-perception and academic success.

In addition, the employment management department is concerned about the quantity of students' employment, but considers the quality of students' employment less; More emphasis on the importance of employment to school and professional development, but less consideration of how to improve school and professional construction according to the feedback of employment information.

2.7.6 In most Chinese universities, there is a lack of advanced career guidance and counseling services for students

Due to the lack of teaching materials designed for China's employment environment, reliance on models from other countries, insufficient number of career guidance professionals, lack of a clear concept of "career planning", the research and practice remain in the initial phase of development, lack of solid theoretical foundation, and rely heavily on Western methods and foreign experience. (Yun, Hee, Han. 2022)

2.8 Related Research

2.8.1 New progress and enlightenment of foreign college students' employment guidance research

Foreign employment guidance research focuses on assisting college students' career decision making (including employment guidance), career adjustment and career development. By drawing on the latest research findings from abroad, domestic colleges and universities can enhance the quality of employment guidance in the following three areas: First, by advancing studies on the factors that influence the effectiveness of career guidance activities; Second, by increasing the level of personalization in individual career counseling; Third, by innovating the formats of group career guidance sessions.

For instance, in terms of group guidance, universities can increase the number of hours and credits allocated to career development courses, provide more chances for students to engage with professional environments, and leverage the combined efforts of various stakeholders, including government, community, enterprises, and families, to implement comprehensive career guidance programs. In terms of individual guidance, traditional methods such as specialized course teaching, psychological tests, mock interviews, special lectures and individual counseling are being transformed into methods such as multi-course infiltration of vocational knowledge, human-computer dialogue and network guidance, peer assistance and establishment of vocational libraries.

Learning from the research methods and latest achievements of foreign vocational guidance can promote the research and practice of vocational guidance in our country from the following aspects.

2.8.2 Promote the research affecting the validity of career guidance activities

By combining qualitative and quantitative research methods, an exploration should be conducted into the factors that influence the quality of career guidance activities, as well as the interrelationships among these factors. (Xiaoyu Chu*, 2024)It specifically covers: the difference between successful and unsuccessful career guidance activities in organizational form, activity content and implementation process; Analyze the functions and role positioning of the participants in the career guidance activities (including but not limited to universities, college students, enterprise experts and industry associations, etc.); To study the influence of internal factors (such as vocational skills, academic confidence, etc.) and external factors (such as family expectation, employment pressure, industry development trend, etc.) regarding college students' inclination to accept career guidance and the corresponding outcomes. From the viewpoint of functional effectiveness, this paper provides reflections on career guidance activities, and then sums up the common forms, core contents, detailed processes and points for attention of effective career guidance activities.

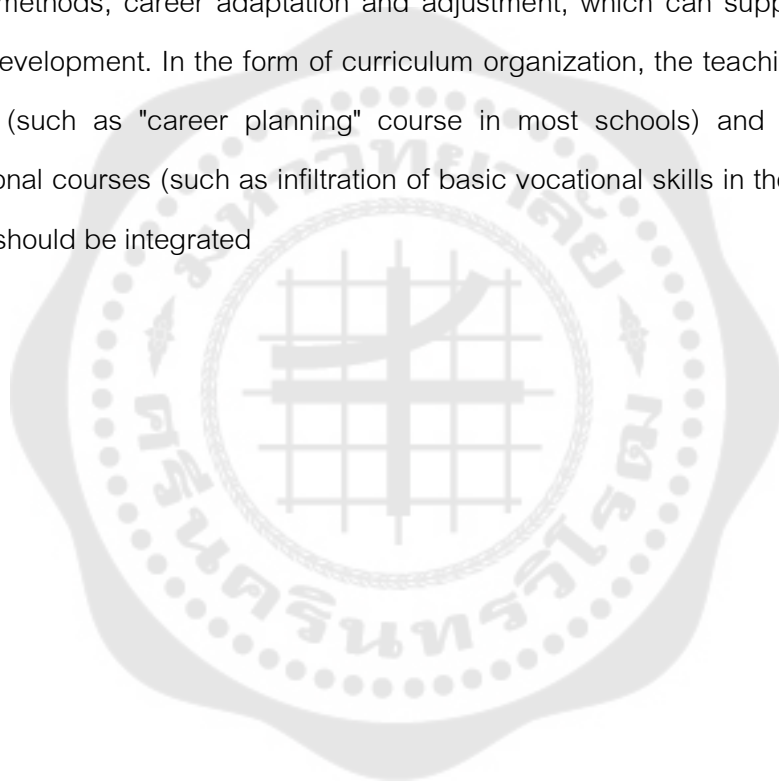
2.8.3 Improve the degree of individuation of individual employment guidance

Career guidance teachers should first attach importance to using various questionnaires to measure career interest, ability and development potential to obtain personal career readiness, and provide career guidance suggestions for individuals based on the gap between occupational position requirements and personal career readiness. Secondly, career guidance teachers should guide individuals to comprehensively consider their own characteristics, family expectations, person-job matching and career development and other factors to make career decisions, correctly view the relationship between survival and development.

2.8.4 Innovative group career guidance forms

Considering the internal and external factors that impact the efficiency of career guidance activities, and combined with advanced vocational guidance concepts

at home and abroad, employment guidance service organizations such as college students' employment guidance center should construct new career guidance activities that can effectively improve the comprehensive professional competence of college students, and test the effectiveness of new career guidance activities in practice. The curriculum setting of employment guidance should be reformed: the curriculum setting time should be advanced to the freshman year; In the course content, it should cover the teaching content of vocational ability development, career planning, career decision-making methods, career adaptation and adjustment, which can support the students' career development. In the form of curriculum organization, the teaching of specialized courses (such as "career planning" course in most schools) and the infiltration of professional courses (such as infiltration of basic vocational skills in the core courses of majors) should be integrated



CHAPTER 3

METHODOLOGY

3.1 Research Design

This study is a comprehensive investigation that integrates both qualitative and quantitative approaches, focusing on analyzing the content structure of "Career Guidance Courses for College Students" (or similar titles) within the context of China's current higher education system. It is grounded in the guidelines outlined in the "Teaching Requirements for Career Development and Career Guidance Courses for College Students," issued by the General Office of the Ministry of Education of China. Using Xi'jing University in Xi'an, Shaanxi Province as a case example, and drawing on samples from students in the university's School of Education, this paper conducts a comparative evaluation of the institution's course content design against the curriculum standards set by the Ministry of Education. By employing literature review and questionnaires as research tools, the study identifies gaps in the university's career guidance course content and proposes optimized course designs, presenting concrete and feasible ideas for an improved course model. Data is collected and reported in tabular form to improve readability and facilitate access by a wider audience. At the same time, relevant course teachers were invited to form focus groups and conduct semi-structured interviews to discuss the design of the curriculum model for this study and collect suggestions.

3.2 Participants

This study takes Xi'jing University as a case study. The target participants of this study include three parts: 107 graduates of the School of Education of Xi'jing University in 2024, all of whom are around 22-23 years old, have the same educational background, and have successfully completed career guidance courses during their undergraduate years; There are 94 graduates of the School of Education in 2023, most of whom have started to work, some of whom continue to receive education, and have

successfully completed the career guidance course during the undergraduate period. There are 3 career guidance course teachers and course leaders, among whom 2 are career guidance course teachers of Xi'jing University, and 1 is responsible for course teaching and course management.

The Taro Yamane formula is used (this formula is only applicable to random sampling, Total participants: $107+94+3=204$ participants, $n=N/(1+N(e^2))$ N, $e=0.05$ (fixed), sample size obtained through formula calculation: $n=N/(1+N(e^2))$ $N=135.0993$, so the sample size needs 136 participants. The obtained sample size is too large, and the samples are not representative, which is not convenient for data collection and follow-up course design.

Therefore, it is decided to adopt proportional sampling, which does not have to consider the size of sample variability, and is sampled according to a uniform proportion. A total of 107 graduates from the School of Education at Xi'jing University in 2024 and 94 graduates from the School of Education in 2023 were selected for sampling, resulting in a sample size that included 54 graduates from 2024, 47 graduates from 2023, as well as 3 teachers and course instructors responsible for the career guidance course. Analysis and evaluation of the University's "Program for Employment Guidance of Higher Education Students" (objective question), interview on questions related to the "Program for Employment Guidance of Higher Education Students" (subjective question) Analysis and evaluation of the content setting of the "Program for Employment Guidance of Higher Education Students" : Does the current content setting of the "Program for Employment Guidance of Higher Education Students" meet the curriculum notification standards and cover the teaching content of the course notification? (According to the curriculum standard notice 9 contents)

3.3 Research Instruments

Evaluation questionnaire on the course

Gather the course plans for the "Program for Employment Guidance of Higher Education Students" (or its equivalent) at Xi'jing University in Xi'an, Shaanxi Province, and identify the areas of improvement within the course content of the "Career Development and Program for Employment Guidance of Higher Education Students" issued by the General Office of the Ministry of Education, using this as the research benchmark. The questionnaire is structured into two sections: personal information and an analysis and assessment of the university's Career Guidance Course (objective questions).

Objective question part: Does the current content setting of 'College Students' Career Counseling Course meet the following standards and cover the following teaching contents? (Notice 10 course contents according to the course standards)

The questionnaire used a five-point scale, ranging from one (never applies to me) to five (always applies to me). The options are presented as follows:

1. Trends and status of the job market.

1.1 It is evident that graduates are presented with an overview of the prevailing trends in the job market for those with a background in education.

1.2 The course provides an in-depth examination of the professional curriculum and the actual market demand, offering insights into potential coping strategies and suggestions.

2. Career Planning and Orientation.

2.1 The objective is to assist students in comprehending their own interests, strengths, and market demand, as well as establishing a coherent career planning structure.

2.2 Career planning is designed with the introduction of: specific characteristics of the occupational region, such as special policies and environmental features of the region. The development of the professional role and the development of the industry in which the career takes place.

2.3 The course provides instruction on the development of a scientifically sound career plan, with an emphasis on the individual student's willingness to seek employment.

3. Resume and cover letter writing.

3.1 The text provides a detailed explanation of the methodology and process involved in the construction of a curriculum vitae, based on the principle of "one centre". It also offers guidance on how to enhance the credibility and readability of a curriculum vitae (Chen, 2024).

3.2 Cover letter writing template explained, knowledge intake cover letter writing structure, writing style and writing requirements.

4. Professional development.

4.1 Students are made to recognize the importance of professionalism as an important goal for personal development and to enhance their sense of responsibility, teamwork, service and innovation.

4.2 Introducing specific paths to enhance professionalism and ways to develop professional ethics: observing the code of professional ethics, being honest and trustworthy, keeping secrets, respecting others, and building a good professional image.

5. Innovation, entrepreneurship and employment.

5.1 Theoretical knowledge content such as the concept of innovation and entrepreneurship, the connotation of innovation and entrepreneurship, and the importance of establishing innovation and entrepreneurship (Cui, 2022).

5.2 The addition of practical project teaching modules ensures that students are provided with practical, hands-on opportunities as they learn the theoretical knowledge.

5.3 Furthermore, educators may implement practical projects, such as innovative design and scientific research experiments, with the objective of situating theoretical knowledge within a practical context and fostering students' capacity to address practical challenges.

6. Socialising and networking.

6.1 The curriculum encompasses the instruction of social skills, as well as the utilisation of social media, gatherings, events, and other avenues for the purpose of establishing contact with others, optimising interactions with them, and fostering more robust social relationships.

6.2 A fundamental aspect of social relationships is the comprehension of one's network of contacts. This understanding is essential for fostering awareness and the development of robust social relationships among students.

6.3 The objective is to provide training that will enhance personal cultivation and personal grooming. This will include knowledge of etiquette, proper grooming, social etiquette and business etiquette.

7. Internship practice exchange and construction.

7.1 It is recommended that students be given the opportunity to simulate or set up real platforms or exchanges that combine the knowledge gained in the classroom with actual work scenarios. This will enable students to gain a realistic understanding of the practical teaching atmosphere of the course.

7.2 Theory is linked to practice with the objective of enhancing students' understanding of society, national conditions and professional background; enabling students to consolidate and broaden the theoretical knowledge acquired through internships; and cultivating the ability to analyse and solve problems, as well as the capacity for innovation.

8. Interdisciplinarity and Creative Capacity Development.

8.1 A comprehensive elaboration of the 'six degrees' theory. One degree is trans-objective, entailing the establishment of an awareness of the objective of interdisciplinary learning, and the cultivation of students' awareness of the unknown objective of learning knowledge, the adventure objective of learning practice, and the constructive objective of learning literacy.

8.2 A comprehensive elaboration of the 'six degrees' theory. One degree is trans-objective, entailing the establishment of an awareness of the objective of interdisciplinary learning, and the cultivation of students' awareness of the unknown

objective of learning knowledge, the adventure objective of learning practice, and the constructive objective of learning literacy.

8.3 It is recommended that dialogue and collaboration among teachers of different disciplines be encouraged with a view to designing and implementing cross-disciplinary teaching and learning programmes. Furthermore, a series of integrated learning activities should be designed around cross-disciplinary themes.

9. Mental Health and Stress Management.

9.1 The impact of stress on mental health was elucidated, with particular emphasis on the detrimental effects of excessive stress on mental well-being, including the development of anxiety, depression, insomnia and other mental health issues. Additionally, the presentation addressed the scientific management of stress and the strategies for maintaining and restoring mental health.

9.2 Teaching focuses on psychological counselling and guidance work for students, providing timely and effective psychological support for students.

Three experts from the Faculty of Education at Srinakharinwirot University reviewed the content validity and language accuracy of each item in the questionnaire. The experts evaluated each item by assigning a rating of 1 (clearly measures), -1 (clearly does not measure), or 0 (unclear) for each objective (Turner, Mulvenon, Thomas, & Balkin, 2002). Subsequently, the Index of Item-Objective Congruence (IOC) formula was applied to assess the content validity. Items with a value of 0.50 or higher were deemed acceptable.

$$IOC = \frac{\sum R}{N}$$

A Semi-Structured Interview

Based on the research data collected from the questionnaire in the initial phase of the study, and considering the deficiencies in the course content design of our

university's "Program for Employment Guidance of Higher Education Students," Mainly focus on "Innovation", entrepreneurship and employment, Internship practice exchange and construction. Interdisciplinarity and Creative Capacity Development., Mental Health and Stress Management. "The design of this curriculum model is based on the setting of curriculum education objectives emphasized by Ralph W. Tyler in the Taylor model, and the curriculum content is adjusted and added. Design a new version of the "College student Employment guidance course" model. Focus on the introduction in the fourth chapter (see table "College Student Career Guidance Course" model design)

Then 6 experts were invited to set up a focus group, composed of college career guidance course teachers, relevant career guidance directors and scholars, to design semi-structured interviews for the model design of the "Program for Employment Guidance of Higher Education Students", and freely express their opinions on the design scheme of the course. According to the questionnaire survey results of the design of the course model, using the interview method can be a comprehensive evaluation of it, the interview method also allows the members to discuss collectively, freely express their views, and provides reliable qualitative data.

Preparation for the interview

Determine the interview experts: select the course lecturers and course leaders, teachers with rich teaching experience in the field of college students' employment guidance or scholars with in-depth research, a total of 6 people.

Design interview outline: Design 10 interview questions outline based on the course model, covering key issues such as course objectives, content modules, teaching methods and practical teaching. (The content can be slightly adjusted according to the interview situation)

Online meeting interview process

1. Opening Introduction (5 minutes)
2. Main body interview (30-60 minutes)
3. Interactive (15 minutes)
4. Interview Summary Review

3.4 Data Collection

This study uses Xi' jing University in Xi'an, Shaanxi Province as a case example and refers to the guidelines of the "Program for Employment Guidance of Higher Education Students" issued by China's Ministry of Education as the benchmark. Through comparative analysis, it conducts a comprehensive assessment of the current teaching content of the university's "Program for Employment Guidance of Higher Education Students" and designs a questionnaire based on the course requirements. The data is then organized, and areas requiring improvement in the course content are identified. The experimental samples were determined through proportional sampling and included 54 graduates from the School of Education in 2024, 47 graduates from the School of Education in 2023, and 3 teachers and course leaders responsible for career guidance at Xi' jing University. Following the approval of the research plan, the researchers commenced data collection and analyzed the issues present in college students' career guidance courses. The data collection process was as follows:

Research Phase 1

1. Designed an online questionnaire. The participants in the study consist of 54 graduates from Xi' jing University's School of Education in 2024, 47 graduates from the same school in 2023, 3 instructors who teach career guidance courses, and the head of the course.

2. After collecting the questionnaires, the researchers used statistical analysis program to analyze the collected data to determine the answer results of each research question.

3. The gathered data were examined using the statistical analysis program to identify the response outcomes for each research question.

4. Lastly, upon completing data collection and data processing, the researchers analyze the findings and present them in the research report.

Research Phase 2

In accordance with the curriculum standards and questionnaire survey results, this curriculum model is designed based on Ralph W. Tyler's emphasis on curriculum educational objectives within the Taylor model. It proposes specific and practical curriculum improvement plans for the "College Student Employment Guidance Course," develops a model for this course, and aims to provide valuable and actionable teaching insights for the "College Student Employment Guidance Course."

Six experts were invited to form a focus group to design semi-structured interviews for the "College Student Employment Guidance Course" model. They were encouraged to freely share their opinions on the course design during online meetings. Following the interviews, the records were transcribed and organized for further analysis.

3.5 Data Analysis

Research Phase 1

By referring to the notice document of curriculum standards issued by the Ministry of Education and taking its 9 curriculum contents as standards, this paper compares the career guidance courses of Xi'jing University to analyze the differences among them.

In this research on the evaluation of the career guidance course content of our university, "Questionnaire star" is used as an online questionnaire survey tool; The questionnaire scale is mainly derived from the classical scale of course evaluation in related education fields, and A five-point Likert scale (1932) is adopted for evaluation to achieve the research purpose. The questionnaire data were processed and analyzed by SPSS27.0, mainly using the following analysis methods: reliability and validity test, descriptive statistical analysis (frequency, percentage, average score). In addition, the questionnaire was optimized based on the actual situation of the career guidance course of the university, which covers multiple dimensions such as the rationality evaluation of the course goal setting, the integrity evaluation of the course knowledge system, the effectiveness evaluation of teaching methods and the practicability

evaluation of practical links, so as to comprehensively and deeply understand the college students' real views and feedback on the career guidance course content. To provide a strong basis for the improvement of the follow-up courses.

Research Phase 2

Put forward the improvement idea of "college student employment guidance course" and design the course model.

Subsequently, 6 experts were invited to set up a focus group, design semi-structured interviews for the model design of this "College Student Employment Guidance course", freely express their opinions on the design scheme of this course, and set up an online meeting. Centering on the design of the course model and covering key issues such as course objectives, content modules, teaching methods, and practical teaching, the outline of 10 interview questions was designed. The interview records were sorted out to provide a basis for the subsequent analysis of the course model design. Summarize the discussion results in the interview, extract the key words of each question frame answer for summary, and make a table to count the number of high-frequency words.

CHAPTER 4

FINDINGS

This study is a comprehensive investigation that integrates both qualitative and quantitative approaches. Its objective is to examine and analyze the content structure of "Career Guidance Courses for College Students" (or similarly named courses) within the current landscape of higher education in China. The research is grounded in the document titled "Teaching Requirements for Career Development and Career Guidance Courses for College Students," issued by the General Office of the Ministry of Education of China. Using Xi'jing University in Xi'an, Shaanxi Province as a case study, and focusing on students from its School of Education, this paper conducts a comparative evaluation of the university's course content design against the curriculum standards set

by the Ministry of Education. By employing literature review and questionnaires as research tools, the study identifies areas in the university's "Program for Employment Guidance of Higher Education Students" that require enhancement. Data is systematically gathered and presented in tabular format to enhance clarity and accessibility for a broader audience. After data collection and analysis, the course design is optimized, and the concrete and feasible course model design ideas are put forward. At the same time, relevant course teachers or experts were invited to form focus groups and conduct semi-structured interviews to discuss the design of the curriculum model for this study and collect suggestions.

This chapter focuses on presenting the outcomes of data collection and the steps involved in analyzing the data to address the research questions.

4.1 Questionnaire data analysis

4.1.1 Reliability and validity test

The questionnaire data were analyzed using SPSS27.0, employing the following primary analysis methods: reliability and validity testing, as well as descriptive statistical analysis (including frequency, percentage, and average score).

The initial section focuses on assessing the reliability and validity of the scale employed in this survey, which consists of a total of 22 questions.

Table 1 Reliability Analysis Result

N of item	Cronbach's Alpha
22	0.896

From Table 1, it is evident that a reliability test of the scale was performed and the Klonbach coefficient was 0.896, indicating that the data collected from the questionnaire had good reliability and could be further analyzed.

Table 2 KMO and Bartlett sphericity test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.865
Bartlett's Test of Sphericity	Approx. Chi-Square	709.698
	df	231
	Sig.	0.000

From Table 2, it can be observed that the KMO value is 0.865, and the significance level of Bartlett's sphericity test is $P < 0.001$, indicating that the basic validity of the questionnaire data is satisfactory.

4.1.2 Demographic Data

The second part involves conducting a statistical analysis of the participants' basic information. Two demographic variables were collected: identity and education level. These data will be displayed in terms of frequency and percentage, with detailed results presented in the table below.

Table 3 Demographic Features of the Participants

Category	Frequency	Percentage
Position:		
Administrator /Instructor	3	2.9
Graduates of the Class of 2023	47	45.2
Graduates of the Class of 2024	54	51.9
Educational Qualification:		
Above Undergraduate Level	32	30.8
Undergraduate Level	72	69.2

Category	Frequency	Percentage
Total	104	100

As shown in Table 3, A total of 104 teachers and students from Xi' jing College took part in this research. Participants included three Xi' jing College administrators/lecturers (2.9%), 47 graduates of 2023 (45.2%), and 54 graduates of 2024 (5.19%). The table also shows the educational level of the participants, of which 32 participants have a bachelor's degree or above (30.8 percent) and 72 have a bachelor's degree (69.2 percent).

4.1.3 Overall evaluation of the content setting of "Program for Employment Guidance of Higher Education Students"

The third part is the overall evaluation results of each part in the content setting of "Program for Employment Guidance of Higher Education Students" of Xi'jing University. The table includes the average score (\bar{x}), standard deviation (S.D.) and rating level of each scoring question.

Table 4 The overall evaluation of the content setting of "Program for Employment Guidance of Higher Education Students"

Item	\bar{x}	S.D.	Degree of Score
1. Trends and current conditions in the job market	3.91	0.98	Usually
2. Career planning and positioning	3.73	0.89	Usually
3. Resume and cover letter writing	3.88	1.04	Usually
4 Develop professional literacy	3.86	1.04	Usually
5 Innovation, entrepreneurship and employment	3.60	0.79	Usually
6 Networking and networking	3.97	0.87	Usually
7. Practice exchange and construction	3.61	0.99	Usually

Item	\bar{x}	S.D.	Degree of Score
8. Cultivate interdisciplinary and innovative ability	3.72	0.84	Usually
9 Mental health and stress management	3.68	1.00	Usually
Overall evaluation	3.77	0.69	Usually

From Table 4, it is evident that the average score for the content structure of Xi' jing College's nine-module Career Guidance Course... is 3.91 (S.D. = 0.98) for the trend and current situation of the job market and 3.73 (S.D. = 0.89) for career planning and positioning. The average score of resume and cover letter writing is 3.88 (S.D. = 1.04), the average score of professional quality training is 3.86 (S.D. = 1.04), and the average score of innovation, entrepreneurship and employment is 3.60 (S.D. = 0.79). The average score was 3.97 (S.D. = 0.87) for social networking and networking, 3.61 (S.D. = 0.99) for internship communication and construction, 3.72 (S.D. = 0.84) for interdisciplinary and innovative ability cultivation. The average score for mental health and stress management was 3.68 (S.D. = 1.00) and the average score for overall content setting evaluation was 3.77 (S.D. = 0.69).

To sum up, the evaluation of "Program for Employment Guidance of Higher Education Students" at Xi'jing College was above average ($\bar{x} = 3.77$), with a mean standard deviation of 0.69.

The average scores from the tabular data can be presented in chart form, clearly illustrating the scoring levels for each section, as depicted in Figure 1 :

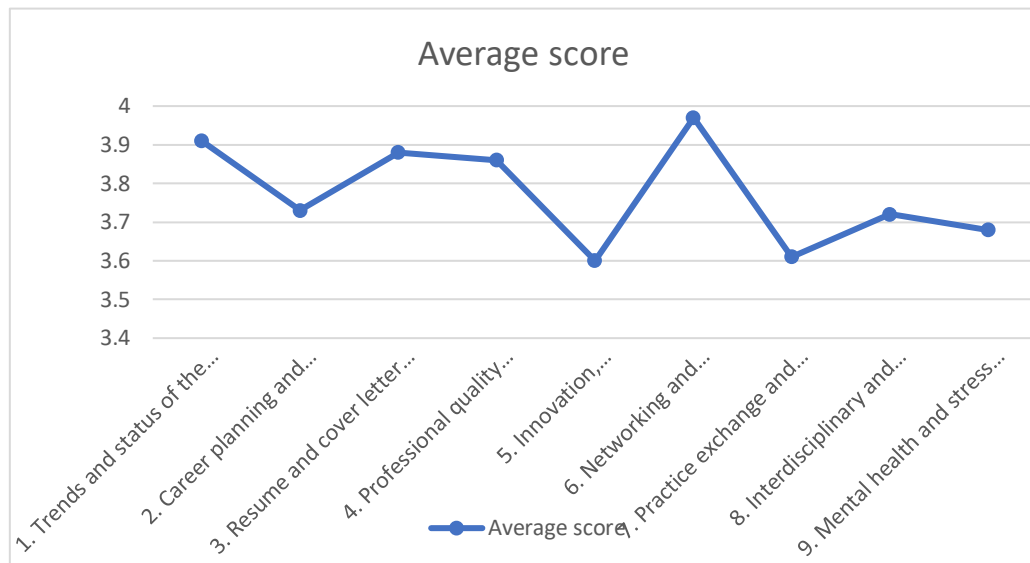


Chart 1: The overall evaluation of the content setting of "Program for Employment Guidance of Higher Education Students" in Xi 'jing University

As illustrated in Figure 1, among the nine components of the content structure for the "Program for Employment Guidance of Higher Education Students" at Xi' jing University, the average scores of innovation, entrepreneurship and employment ($x = 3.60$) and internship exchange and construction ($x = 3.61$) are the lowest, while the average scores of social networking and networking are the highest ($x = 3.97$).

4.1.4 Overall evaluation of the content setting of "Program for Employment Guidance of Higher Education Students"

The fourth part is the subdivided evaluation results of each part in the content setting of "Program for Employment Guidance of Higher Education Students" of Xi'jing University. The table includes the average score (x), standard deviation (S.D.) and rating level of each scoring question.

Table 5 Subdivision evaluation of the content setting of "Program for Employment Guidance of Higher Education Students"

Item		\bar{x}	S.D.	Degree of Score
1. Trends and current conditions in the job market	1.1 Clearly introduce graduates to general trends in the job market for education majors.	4.24	1.22	Always
	1.2 The course specifically analyzes the professional curriculum and the actual market demand, and puts forward certain coping strategies and suggestions.	3.58	1.13	Usually
2. Career planning and positioning	2.1 Assist students in recognizing their own interests, strengths, and market demands while defining the framework for career planning.	3.98	1.43	Usually
	2.2 Introduction in the design of career planning: the unique features of the career field,, such as the special policies and environmental characteristics of the area. The development of occupational role and the development of the industry in which the occupation is located.	3.60	1.16	Usually
	2.3 Teaching the methods of making scientific and reasonable career planning, emphasizing the individual student's desire to find a job.	3.63	1.18	Usually
3. Resume and cover	3.1 Provide a detailed explanation of the "one center" principle in resume	3.87	1.36	Usually

	Item	\bar{x}	S.D.	Degree of Score
letter writing	writing methods and procedures, and describe how to enhance the credibility and readability of the resume.			
	3.2 Cover letter writing template explanation, knowledge intake cover letter writing structure, writing style and writing requirements.	3.88	1.36	Usually
4. Develop professional literacy	4.1 Let students realize the importance of professional quality, regard it as an important goal of personal development, and enhance the sense of responsibility, team consciousness, service consciousness and innovation consciousness.	4.05	1.35	Usually
	4.2 Introduce specific paths to improve professional quality and methods to cultivate professional ethics: abide by professional ethics, be honest and trustworthy, keep secrets, respect others, and establish a good professional image.	3.67	1.12	Usually
5. Innovation, entrepreneurship and	5.1 Presenting the concept of innovation and entrepreneurship, the meaning of innovation and entrepreneurship, and the	4.10	1.19	Usually

	Item	\bar{x}	S.D.	Degree of Score
employment	significance of establishing an innovative and entrepreneurial mindset, among other theoretical knowledge topics.			
	5.2 Add practical project teaching modules to ensure that students get practical hands-on opportunities while learning theoretical knowledge.	3.21	1.18	Occasionally
	5.3 Teachers may also set up practical projects such as innovative design and scientific research experiments to Apply theoretical knowledge to practical scenarios and develop students' problem-solving skills.	3.48	1.10	Usually
6. Networking and networking	6.1 Instruction on social skills and the utilization of social media, parties, activities and other ways to get in touch with others, strengthen interaction with them, and establish a closer social relationship.	4.12	1.26	Usually
	6.2 Knowing your network is the foundation of networking. Build students' awareness of building strong social relationships.	4.07	1.29	Usually
	6.3 Provide training content to improve personal cultivation and	3.71	1.04	Usually

	Item	\bar{x}	S.D.	Degree of Score
	personal manners, mainly including etiquette knowledge, good manners, social etiquette, business etiquette, etc.			
7.Practice exchange and construction	7.1 Simulate or establish a real platform or exchange meeting that combines classroom knowledge with actual work scenes, enabling students to genuinely experience the practical teaching environment of this course.	3.55	1.16	Usually
	7.2 Combine theory with practice to enhance students' understanding of society, national conditions and professional background; Allow students to reinforce and expand on the theoretical knowledge they have acquired through practical application, while developing their skills in analyzing and solving problems as well as their capacity for innovation.	3.66	1.20	Usually
8.Cultivate interdisciplin	8.1 In-depth explanation of the "six spans" theory. Once it was cross-goal, that is, establishing the goal consciousness of interdisciplinary learning, cultivating the unknown	4.04	1.33	Usually

	Item	\bar{x}	S.D.	Degree of Score
ary and innovative ability	goal consciousness of learning knowledge, the exploration goal consciousness of learning practice, and the construction goal consciousness of learning literacy.			
	8.2 Contemporary technology offers a vast array of resources and tools to support interdisciplinary teaching. For instance, online collaboration platforms enable students to jointly engage in research projects, while virtual reality (VR) technology allows students to explore various teaching scenarios through immersive experiences. students to experience different teaching scenarios.	3.45	1.23	Usually
	8.3 Encourage dialogue and collaboration among teachers of different disciplines to jointly design and implement interdisciplinary teaching plans; And to design a series of integrated learning activities around interdisciplinary themes.	3.68	1.07	Usually
	9.1 It discusses the effects of stress on mental well-being: excessive stress may result in anxiety, depression, insomnia, and other	3.96	1.37	Usually

Item		\bar{x}	S.D.	Degree of Score
9.Mental health and stress management	mental health issues, as well as provides insights into how to manage stress effectively and preserve or recover mental health through scientific approaches.			
	9.2 Pay attention to students' psychological counseling and counseling in teaching, and provide students with timely and effective psychological support.	3.40	1.11	Occasionally
Overall review		3.77	0.69	Usually

As can be seen from Table 5, Xi'jing University participants' evaluation of the "Program for Employment Guidance of Higher Education Students" is as follows:

In the part about the trend and current situation of the job market, the course always gives a clear introduction to the trend of the job market ($x = 4.24$), and often analyzes the current situation of the professional curriculum setting and the actual market demand to students ($x = 3.58$). In the part about career planning and positioning, the courses often help students to understand and clarify the career planning structure ($x = 3.98$), introduce the characteristics of career areas and career development ($x = 3.60$), and teach the methods of making career planning and emphasize the individual willingness of students ($x = 3.63$). In the section on resume and cover letter writing, the course often explains the methods and procedures of resume writing ($x = 3.87$), as well as templates and requirements for cover letter writing ($x = 3.88$). In the part of professional literacy training, the course often makes students realize the importance of professional literacy ($x = 4.05$), and also introduces the methods to improve professional literacy and cultivate professional ethics ($x = 3.67$). In the section on innovation,

entrepreneurship, and employment, the course frequently covers the related theoretical knowledge of innovation and entrepreneurship. ($x = 4.10$), and the teaching module of practical projects is occasionally added ($X = 3.21$). Teachers often set up innovative practical projects to cultivate students' ability to solve practical problems ($X = 3.48$). In the section on social interaction and network building, social skills are often taught to build closer social relationships ($X = 4.12$), awareness of building solid social relationships ($X = 4.07$), and training content to improve personal cultivation and personal manners ($X = 3.71$). As for the part of communication and construction of practice, the course often simulates or sets up a real platform or exchange meeting that combines classroom knowledge with actual work scenes ($X = 3.55$), and combines theory with practice to enhance students' understanding of society, national conditions and professional background ($X = 3.66$). As for the cultivation of interdisciplinary and innovative ability, courses often explain the "six spans" theory in depth ($X = 4.04$), use modern technology to provide rich resources and tools for interdisciplinary teaching ($X = 3.45$), and encourage dialogue and cooperation among teachers of different disciplines to jointly design and implement interdisciplinary teaching plans ($X = 3.68$). For the section on mental health and stress management, the course frequently discusses how stress affects mental well-being ($X = 3.96$), and occasionally emphasizes psychological guidance and support for students ($X = 3.40$).

Rank the scores in Table 5, select the top 5 items with the lowest scores, and rank the scores from lowest to highest.

Table 6 The top 5 items with the lowest subdivision evaluation in the content setting of "Program for Employment Guidance of Higher Education Students"

Item	\bar{x}	S.D.	Degree of Score
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5. Innovation, entrepreneurship and employment	5.2 Add practical project teaching modules to ensure that students get practical hands-on opportunities while learning theoretical knowledge.	3.21	1.18	Occasionally
9. Mental health and stress management	9.2 Pay attention to students' psychological counseling and counseling in teaching, and provide students with timely and effective psychological support.	3.40	1.11	Occasionally
8. Interdisciplinary and innovative ability training	8.2 Contemporary technology offers a vast array of resources and tools to support interdisciplinary teaching. For instance, online collaboration platforms enable students to jointly engage in research projects, while virtual reality (VR) technology allows students to explore various teaching scenarios through immersive experiences. students to experience different teaching scenarios.	3.45	1.23	Usually
5. Innovation, entrepreneurship and employment	5.3 Teachers can also set up practical projects such as innovative design and scientific research experiments to Apply theoretical knowledge to practical scenarios and develop students' problem-solving skills.	3.48	1.10	Usually

7.Practice exchange and construction	7.1 Simulate or establish a real platform or exchange meeting that combines classroom knowledge with actual work scenes, enabling students to genuinely experience the practical teaching environment of this course.	3.55	1.16	Usually
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As shown in Table 6, among the top five items with the lowest scores in the content evaluation of the "Higher Education Students' Employment Guidance Program" at Xi'jing University, two items pertain to innovation, entrepreneurship, and employment, while one item each relates to mental health and stress management, interdisciplinary and innovation skills training, and internship exchange and development.

In conclusion, the "Higher Education Students' Employment Guidance Program" at Xi'jing University is rated above average. The course content generally aligns with the curriculum standards outlined in the "Teaching Requirements for Career Development and Employment Guidance Programs for Higher Education Students." However, there is a need to enhance the teaching content related to innovation and entrepreneurship, employment, mental health and stress management, interdisciplinary and innovation skill development, as well as practical exchange and construction. Additionally, further optimization of the course content structure is recommended.

4.2 Model design of "College Student Employment Guidance Course"

The development of this course model is based on the focus on educational objectives for courses as described by Ralph W. Tyler in the Taylor model. Based on the research data collected from the questionnaire in the initial phase of the study, Mainly focus on "Innovation, entrepreneurship and employment, Internship practice exchange

and construction 、 Interdisciplinarity and Creative Capacity Development, Mental Health and Stress Management.

"The curriculum content in the four main teaching components has certain shortcomings that require optimization. In accordance with the Ministry of Education's curriculum standard notification document, the objective for setting curriculum content is well-defined, thereby facilitating the design of the curriculum model.

Table 7 The design of the vocational guidance course model for college students

The design of the vocational guidance course model for college students	
Course name	
"Program for Employment Guidance of Higher Education Students"	
Nature of course	
<p>"Program for Employment Guidance of Higher Education Students" is a public required course designed in accordance with the guidelines of the relevant notice from the General Office of the Ministry of Education [Education High Office [2007] No. 7], and it carries substantial importance. The course aims to incorporate career development and employment guidance throughout the entire training period for college students, aligning closely with both societal requirements and individual student development needs. By integrating theory and practice, it offers college students comprehensive vocational knowledge and skills training while assisting them in developing an appropriate career and employment perspective.</p>	
The course objective	
<p>Assist college students in understanding the fundamental concepts and theories of career development, as well as grasp the methods and procedures for career planning, guide students to plan their career scientifically, improve professional</p>	

The design of the vocational guidance course model for college students

quality and employment competitiveness. Make students familiar with employment policies and laws and regulations, understand the current situation and trend of the job market, and enhance students' cognition and adaptability to the employment environment. Through course teaching, to stimulate students' career interest and career potential, cultivate students' career awareness and professional ethics, promote students' all-round development, and realize a smooth transition from campus to the workplace.

Curriculum tasks

Knowledge transfer

Systematically explain career development theories, career planning methods, employment policies and regulations, professional quality requirements and other related knowledge to ensure that students have a solid career basic knowledge system. The characteristics and development prospects of different industries and occupations will be introduced to broaden students' career horizon.

Ability Development

Focus on cultivating students' self-cognition ability, help students accurately evaluate their own interests, abilities, values, etc., and provide a basis for reasonable career planning. Strengthen the training of students' career decision-making ability, and guide students to comprehensively consider various factors and make wise decisions when facing career choices. Improve students' job-hunting skills, including resume making, interview skills, workplace communication, etc., so that students can better cope with job competition.

Concept Guidance

Guide students to establish correct professional values, emphasize professional ethics and social responsibility, and cultivate students' professionalism and sense of teamwork. Help students overcome employment anxiety and fear, establish a positive and optimistic employment mentality, and encourage students to explore and try different career development paths.

The design of the vocational guidance course model for college students

Teaching requirements

1. Emphasize the integration of theory and practice, as well as the connection between classroom and extracurricular activities, traditional means and modern means, pursue practical, scientific and systematic unity, and highlight the connection between theory and practice and pay attention to results.

2. According to the characteristics of the curriculum unified planning, phased implementation, multi-channel. The integration of career development and employment guidance into the entire process of college education enables students to recognize the importance of career planning, learn its methods and procedures, create their own plans, and develop the correct outlook on life, values, and career.

3. By utilizing vocational assessment, counseling, lecture reports, and other methods., to help students clarify the relationship between their own characteristics and careers, reasonable positioning, and establish preliminary career goals.

4. Through systematic teaching, let students understand the employment situation, policies, procedures, acquire methods and skills, enhance overall quality, boost employment capabilities as well as innovation and entrepreneurship skills, and strengthen the awareness of rights protection.

5. Arrange for students to take part in recruitment events, practical training, and extension activities both within and outside the school, improve their ability to apply for jobs and social adaptation, and promote full employment.

6. Gather students' feedback on a regular basis and promptly adjust the teaching content and methods to ensure the continuous enhancement of teaching effectiveness.

The design of the vocational guidance course model for college students

Teaching content

Teaching Unit: Professional introduction

Teaching nature: Theoretical teaching

Teaching objective:

1. Help students gain insights into the career growth opportunities and job market trends within the education sector, while offering guidance on related enterprises, organizations, or academic institutions.

2. Guide students to grasp the fundamental components of innovation skills and their development approaches, as well as recognize their practical importance and critical function in cross-disciplinary contexts.

3. Help students broaden their disciplinary horizon, understand interdisciplinary knowledge system and cross-fusion points, and learn interdisciplinary research methods and results.

Teaching content:

1. Professional employment orientation and direction: Analyze the current situation of the education industry and the job market environment, and report the employment situation; The course leader recommended some well-known enterprises/institutions/schools related to the major.

2. Theory of fostering innovation capability: This section elucidates the key components and development approaches for enhancing innovation skills, including the encouragement of innovative awareness, the cultivation of creative thinking, and the advancement of practical innovation. By incorporating real-world examples, the discussion examines how innovation capabilities are applied and their significance in interdisciplinary contexts.

3. Interdisciplinary knowledge system: Introduce the basic knowledge and frontier trends of different subject fields, help students broaden their disciplinary horizons, and understand the cross-fusion points between disciplines. Through

The design of the vocational guidance course model for college students

special lectures and academic reports, experts and scholars from different disciplines will be invited to explain the methods and results of interdisciplinary research to students.

Teaching Unit: Career planning

Teaching nature: Theoretical teaching

Teaching objective:

1. Acquire the competence to create career planning documents and outline career growth trajectories.
2. Obtain the capabilities for personal evaluation and maintaining psychological well-being.
3. Build awareness of career preferences and the capacity to investigate potential career directions.
4. Strengthen professional adaptability and the overall advancement of integrated personal qualities.

Teaching content:

1. Career Planning: By outlining the methods and phases associated with career planning, students will better understand how their college experiences relate to their future professional development. Moreover, guidance will be provided on creating an effective "career development roadmap."
 2. Self-awareness and Career Exploration: Students will be encouraged to explore their strengths, weaknesses, values, and career interests using tools like personality tests (e.g., MBTI), interest assessments, and skill evaluations. This process will help them identify suitable career paths.
 3. Industry Analysis and Career Alignment: Experts from various industries or successful alumni will be invited to discuss the current trends and future outlooks of popular fields. Through real-world examples, typical career progressions will be examined, focusing on required skills, educational backgrounds, and advancement
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The design of the vocational guidance course model for college students

opportunities.

4. Mental Health Basics: The principles of mental wellness, as well as common psychological issues and their symptoms—such as stress, depression, and self-esteem concerns—will be addressed. Students will learn about the importance of maintaining mental health and develop techniques for self-assessment.

5. Psychological Evaluation and Support: Students will engage in mental health assessments, followed by personalized counseling and recommendations based on individual outcomes. Additionally, personal mental health profiles will be created to track psychological well-being over time, ensuring early detection and resolution of potential challenges.

Teaching Unit: Job Search Preparation

Teaching nature: Theoretical /Practical teaching

Teaching objective:

1. Acquire expertise in job searching, such as crafting effective resumes and honing skills for assessments and interviews, to improve both professional appearance and self-assurance.

2. Gain insights into labor rights protection and relevant legal principles to enhance the capacity to defend personal entitlements.

3. Engage in hands-on entrepreneurship projects by participating fully in all stages of the startup journey to gather valuable entrepreneurial insights.

4. Study techniques for psychological well-being and develop a system for managing mental health; foster the ability to proactively seek assistance while supporting others, thereby refining interpersonal dynamics to manage stress effectively.

Teaching content:

1. Instruction on job application techniques and resume writing: Focus on preparation for written exams and interviews.

The design of the vocational guidance course model for college students

2. Professional demeanor training program: This includes guidance on proper standing, sitting, and walking postures, the effective use of eye contact and smiling expressions, control of body language, and simulation exercises for interview scenarios to improve candidates' overall presentation and confidence.

3. Education on employment rights protection and legal knowledge: Cover topics such as preventing employment discrimination, key aspects of labor contracts, salary and benefits entitlements, etc. Use case studies to explain relevant laws and emphasize methods for rights protection, thereby strengthening students' understanding of employment-related legal issues and safeguarding their legitimate interests.

4. Entrepreneurship project practice: Arrange group activities for students to engage in entrepreneurship projects, from selecting ideas, conducting market research, drafting business plans, to implementing and managing the projects. Each team will be assigned an entrepreneurship mentor to provide professional support and recommendations throughout the process.

5. Training in psychological adjustment techniques: Introduce fundamental principles and strategies for mental health management, including cognitive-behavioral therapy, emotional regulation, and relaxation exercises. Equip students with the ability to manage their mindset under employment stress and maintain a positive and optimistic attitude.

Teaching Unit: Industry Communication

Teaching nature: Theoretical /Practical teaching

Teaching objective:

1. Expand disciplinary perspectives, explore interdisciplinary integration points, and acquire skills in cross-disciplinary research methodologies.

2. Strengthen capabilities in academic communication while fostering critical thinking and innovative capacity.

The design of the vocational guidance course model for college students

3. Boost practical skills and innovative competence, gaining hands-on experience through applied activities.

4. Provide students with a clear understanding of the real-world scenarios in various sectors, broaden their professional outlook, define industry-specific talent requirements, and deepen their awareness of potential career paths.

Teaching content:

1. Industry Expert Presentations: Specialists provide insights into the current state, future directions, essential skill requirements, and professional growth pathways within their respective fields.

2. Academic Interaction Events: These events facilitate interactions between students and professionals, including experts, scholars, and peers from diverse disciplines. During these sessions, participants are encouraged to engage in discussions, pose questions, and broaden their scholarly perspectives while nurturing critical thinking and creative problem-solving skills.

3. Applied Project Collaborations: Students are motivated to collaborate on real-world projects with businesses or research institutions, enhancing their hands-on expertise and innovative capabilities through active involvement in project development. Throughout this process, dedicated project mentors support students by guiding their research efforts and practical tasks.

Teaching Unit: Mock job application

Teaching nature: Practical teaching

Teaching objective:

1. Exercise students' interview skills, so that they can improve their ability and get guidance and feedback in simulated recruitment.

2. Promote experience sharing and mutual learning among students through internship exchange activities.

3. Let students understand the entrepreneurial environment and policies and

The design of the vocational guidance course model for college students

feel the entrepreneurial atmosphere.

4. With the help of education enterprise representative speeches and related links, to solve the problem of students' job search.

Teaching content:

1. Simulated Recruitment Event: Organize students to take part in a mock recruitment conference, including simulated interview sessions. This allows participants to practice their interview techniques in a realistic setting while receiving immediate guidance and feedback from instructors.

2. Internship Sharing Sessions: Conduct internship exchange activities where past interns share their experiences and insights, providing valuable references for students preparing for their own internships. Additionally, facilitate group discussions and reflection sessions among current interns to encourage peer learning and communication.

3. Startup Park Tour: Arrange visits to local startup parks and innovation hubs, enabling students to explore the entrepreneurial environment and learn about supportive policies. Students will also have the opportunity for direct interaction with entrepreneurs, gaining firsthand exposure to the energy and dynamism of the startup ecosystem.

4. Industry Partner Presentations: Representatives from educational enterprises collaborating with the university will deliver talks and establish connections to address students' job-seeking challenges and provide practical solutions.

Design of course exercises assessment

To fulfill the fundamental teaching requirements of this course, instructors may assign reflective questions for both in-class and out-of-class consideration, based on the course characteristics and teaching content, and organize students to engage in discussions on relevant topics.

The following outlines the exercise and discussion design for the Higher Education Student Employment Guidance Program:

The design of the vocational guidance course model for college students

Self-cognition class

Topic: Conduct a comprehensive self-assessment, including personal skills, interests, personality traits, values, etc., and analyze the impact of these factors on career choice.

Requirements: A written report of no less than 800 words, supported by specific examples.

Career Exploration category

Topic: Choose a career field of interest and gain an in-depth understanding of the current state of development, future trends, required skills and qualities, and typical career paths in that field.

Requirements: Prepare a PPT, including career overview, industry analysis, career skill requirements, career development cases, etc., the PPT is required to be no less than 10 pages.

Resume making class

Title: Create a targeted resume according to your own situation and target occupation.

Requirements: The resume should include basic personal information, education background, internship experience, project experience, skills certificates, self-evaluation and other contents, in a standardized format, prominent, concise and clear.

At the same time, submit a resume making instructions, provide an in-depth explanation of the conceptual approach behind the resume design and elaborate on why certain sections are emphasized, ensuring the explanation is at least 500 words long.

Interview Skills

Title: Simulate an interview scenario, prepare for the questions that may be asked about the target occupation, and record an interview video of no more than 10 minutes.

Requirements: Show good appearance, clear language expression,

The design of the vocational guidance course model for college students

reasonable answers and deep understanding of the questions in the video. At the same time, prepare a detailed submission of interview questions along with corresponding answer guidelines, ensuring the content is no fewer than 600 words.

Design the course discussion process

By incorporating the design of extracurricular activities and course discussions, college students can be better equipped to grasp the essential knowledge and skills related to employment guidance, ultimately enhancing their employability.

Grouping and topic selection

Divide the students into groups of 5-7 at the beginning of the class.

Each group chooses a topic from the extracurricular exercises as the focus of the group's discussion, such as the first group chooses self-cognition, the second group chooses career exploration, etc.

Group discussion and data collection

Each group will arrange time after class for focused discussion and in-depth communication around the selected topic.

Group members collected relevant materials, including academic literature, industry reports, case studies, etc., to prepare for further discussion and presentation of results.

Class presentation and communication

Each group has 15-20 minutes in class to present. The presentation includes the main ideas of the group discussion, the important materials collected, the solutions to the exercises and the research conclusions of the group, etc.

Display forms can be diversified, such as PPT presentation, video playback, role playing, etc., to enhance the display effect and attraction.

Interactive questions and comments

After each group presentation, arrange a 5-10 minute interactive question session. Students from other groups can ask questions about the content of the

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presentation, and the presentation group will answer them.

Teachers commented on each group's presentation, gave evaluation and guidance in terms of content integrity, depth of analysis, display effect, teamwork, etc., and guided students to further think about relevant issues.

Summary and feedback

After the presentation and comments of all groups, the teacher will summarize the discussion of this course, sort out the main viewpoints and research results of each group, and emphasize the key and difficult issues.

Students are encouraged to give feedback on the course discussion process and put forward their opinions and suggestions so that teachers can continuously optimize the course design and teaching methods.

Assessment Methods

Theoretical knowledge assessment (40%)

Closed book test (30%)

Question types include multiple choice, fill-in-the-blank, short-answer, and essay questions. Multiple-choice questions and fill-in-the-blank questions mainly test students' grasp of basic knowledge such as employment-related concepts, policies and regulations; The short-answer questions ask students to briefly answer the key knowledge in the career guidance, such as the essentials of resume preparation and interview skills; Essay questions focus on students' ability to analyze the employment situation and think about their career plans.

Homework (10%)

Assign assignments related to the course content, such as analyzing the employment prospects of a certain industry, writing the first draft of a personal career plan, etc. Teachers grade assignments based on the quality of their completion, how well they understand and use the knowledge, and how well they are submitted on time.

Practical ability assessment (60%)

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Mock Interview (30%)

Organize mock interview activities and let students play roles in groups to simulate recruitment scenarios. Students need to prepare resumes and demonstrate their communication skills, adaptability and professionalism during the interview. Teachers evaluate students on interview performance, the quality of their resumes, and summary reflections on the interview process.

Career Exploration Report (30%)

Students are asked to choose a career of interest for in-depth exploration and write a career exploration report. The report covers the job content of the profession, the skills and qualities required, the career development path, the current situation and prospects of the industry, etc. Teachers grade the reports based on their completeness, accuracy and depth, as well as the students' ability to study independently and research during their explorations.

Recommend textbooks and teaching reference books

Career Selection and Employment, Shanghai University Graduates Employment Guidance Center, 2001

Employment Guidance for College Graduates, Shanghai Jiaotong University University Press, 2009

Consulting Case of College Students' Career Planning, edited by Fang Wei, Peking University Press, 2010

Career Development and Employment Guidance for College Students, edited by Wang Xiaohong, Nanjing University Press, 2013

Life Design Lessons, Citic Press (US) Bill Burnett, (US) Dave: Evans, 2017

College Graduates Applying for a Job, Posts and Telecommunications Press, 2023

4.3 Summary of semi-structured interview results

Designed around the curriculum model, covering key issues such as curriculum objectives, content modules, teaching methods, and practical teaching, and designed 10 interview question Outlines. (The content can be slightly adjusted according to the interview situation)

1. Are the educational goals of this course clearly outlined and closely tied to the employment demands of college students and the current market environment? If yes, please provide examples illustrating how the course objectives align with these employment needs and market trends. If not, which aspects of the course objectives seem unclear or impractical, and what improvements would you recommend?

2. In your view, which factors play a crucial role in graduates' job search processes (e.g., academic qualifications, competencies, personal branding, professional networks, certifications, etc.)? With regard to the career counseling and guidance provided by the institution, which areas do you believe require the most attention, and what specific knowledge should students acquire?

3. Do you think the existing career guidance course framework is sufficiently responsive to the dynamic changes and evolving requirements of the job market? Is the curriculum regularly updated in terms of content and teaching methodologies? What suggestions do you have for enhancing the adaptability of the course content to meet market demands?

4. Does the course comprehensively address employment-related knowledge and skills? Are there any key areas or competencies that you feel are overlooked? If so, which topics would you suggest adding, such as career planning strategies, job application techniques, workplace etiquette, or insights into industry trends?

5. How would you assess the systematic organization and logical flow of the course content? Do you believe the connections between different concepts are well-structured and conducive to helping students develop a coherent understanding of employment-related knowledge?

6. Is the current emphasis on practical teaching within career guidance courses appropriately balanced? If not, how would you propose adjusting the allocation of practical components to enhance their effectiveness?

7. What approaches would you recommend to improve student engagement and participation in career guidance courses? Additionally, do you have any feedback or expectations regarding the instructors responsible for delivering these courses?

8. From your perspective, does the course successfully bridge the gap between theoretical knowledge and real-world employment scenarios? If not, what steps would you suggest to strengthen this integration? Furthermore, how impactful are practical activities in enhancing students' employability, and what enhancements would you recommend for these activities?

9. What future trends do you anticipate in the development of career guidance course models? What are your expectations for such courses? Please share your insights based on the current state of domestic education systems.

10. What is your overall evaluation of the current career guidance course model designed for college students? Do you believe it effectively prepares students for the workforce? If so, please highlight its strengths. If not, please identify its limitations and propose recommendations for improvement. The interview records will be organized to serve as a foundation for analyzing the course model design.

Summarize the discussion results in the interview, extract the key words of each question frame answer for summary, and make a table to count the number of high-frequency words.

Some questions are relevant. If the contents of multiple questions involved in the interview with experts are summarized into one question frame and the interview results are summarized.(Refer to Table 8.)

Table 8 Keywords statistics of interview results

Question	Experts	Summary	High-frequency Words
1-3	1	Courses should focus on and teach new industries and skills.	Curriculum objectives Employment needs Market conditions Curriculum model Teaching methods Emerging Industries Targeted Practical teaching Updates
	2	Enhance the pertinence of the curriculum to the employment of students in different majors and the flexibility of teaching methods.	
	3	Courses that focus on regional differences in the job market and integrate into teaching.	
	4	Strengthen the practical teaching of the course and adjust the course model flexibly.	
	5	Clarify and accelerate the updating of curriculum learning outcomes assessment criteria.	
	6	In-depth study of industry niche skill needs and integration into teaching.	
	1	Courses should strengthen the content of career planning and optimize the connection of knowledge points.	Career planning Link up knowledge points
	2	Dive into industry dynamics and tease out the logic of the course.	Industry dynamics Job Search Tips

Question	Experts	Summary	High-frequency Words
2	3	Refine job-hunting skills and connect knowledge points closely.	Workplace etiquette Systematic Logical
	4	Complement planning and etiquette to enhance system logic.	
	5	Update industry dynamics and reinforce course logic.	
	6	Perfect planning and interview, optimize knowledge connection.	
4-5	1	Competence plays a central role in job hunting, and career guidance should focus on career planning and workplace communication and collaboration knowledge.	Ability Academic qualifications Relationships Career guidance Knowledge Self image Qualifications
	2	Education and ability should be equal, and employment guidance should cover industry demand analysis and job interview knowledge.	
	3	Ability is the key to finding a job, and career guidance should focus on self-awareness and competitive knowledge.	

Question	Experts	Summary	High-frequency Words
	4	Skills and relationships are important to job hunting. Career guidance should include knowledge of networking and workplace etiquette.	
	5	Education and ability should be equally important. Career guidance should include resume preparation and knowledge of industry trends.	
	6	Ability is the key to a job search, and career guidance should cover study methods and time management knowledge.	
6-8	1	Career guidance courses need to optimize practical teaching Settings, enhance teachers' practical experience, and diversify teaching methods to improve student participation and the combination of theory and practice.	Practical teaching Combining theory and practice Faculty Student
	2	Strengthen the proportion of practical teaching, stimulate students' enthusiasm through	

Question	Experts	Summary	High-frequency Words
		competitions, teachers keep up with the market, and strengthen school-enterprise cooperation to promote the combination of theory and practice.	motivation Practical activities Employability School-enterprise cooperation
	3	Improve practical teaching Settings, improve teachers' guiding ability through role-playing teaching, and establish a practical tutorial system to strengthen the combination of theory and practice.	Mock interview Case study Group discussion Competition mechanics Role play Multimedia
	4	Increase the proportion of practical teaching, make use of multimedia and interdisciplinary teacher teaching, and strengthen the combination of theory and practice through club activities.	resources Project-driven approach Practice mentor system Professional development training
	5	Adjust the proportion of practical teaching, project-driven teaching, enhance teachers' industry insight, and strengthen the combination of theory and practice through in-	Blended teaching Practice feedback mechanism

Question	Experts	Summary	High-frequency Words
		depth school-enterprise cooperation.	
	6	Optimize practical teaching Settings, hybrid teaching improves student participation, establish feedback mechanisms to strengthen the combination of theory and practice, and teachers have online and offline capabilities.	
9	1	Career guidance courses should be personalized and resourced with the help of technology.	Personalization School-enterprise cooperation Practical teaching Diverse evaluation Innovation ability International integration
	2	Strengthen school-enterprise cooperation to make the curriculum fit the actual industry.	
	3	Strengthen practical teaching and improve the conditions of practical teaching.	
	4	Construct a diversified evaluation system to promote the all-round development of students.	
	5	Cultivate the ability of innovation and	

Question	Experts	Summary	High-frequency Words
		entrepreneurship, and strengthen the investment of relevant educational resources.	
	6	Connect with the international community and enhance students' international vision.	
10	1	Career guidance courses should be closely linked to the actual needs of the industry to enhance practical operability.	Industry demand
	2	We should pay attention to the individuation of career guidance courses and combine professional characteristics.	Personalization Hands-on operation Teaching methods
	3	Innovative teaching methods to stimulate students' career interest and innovative thinking.	Career Planning Course content Assessment system
	4	Career guidance should run through all four years of college, with career planning in stages.	Professionalism Innovative thinking
	5	Broaden the content of the course to increase workplace relationships and professional	Career interests

Question	Experts	Summary	High-frequency Words
		literacy development	
	6	Establish a diversified assessment system to reasonably assess students' employability.	

The interview results are summarized as follows:

Questions 1 and 3 Summary of expert interview results: The curriculum should place greater emphasis on emerging industries and skills in its instruction. Additionally, it should enhance the relevance of course content to the employment needs of students from various majors while incorporating more flexible teaching approaches. The courses ought to consider regional variations in the job market and integrate these factors into the teaching process. Furthermore, practical components of the curriculum should be reinforced, and the course structure should be adaptable to allow for flexible adjustments as needed. Clarify the evaluation standards of curriculum learning results and accelerate the update; In-depth study of skill needs in industry segments and integration into teaching.

Questions 4 and 5 Summary of expert interview results: The curriculum should enhance the focus on career planning and improve the integration of knowledge points to create a more cohesive learning experience. Go deep into industry dynamics and sort out curriculum logic; Refine the job search skills, closely related knowledge points; Supplement planning and etiquette to enhance the logic of the system; Update industry trends and strengthen curriculum logic; Improve planning and interview, optimize knowledge connection.

Question 2 Summary of expert interview results: Employment guidance should focus on career planning and the knowledge of workplace communication and collaboration, as these abilities are essential and play a central role in the job search process. Education and ability are equally important, employment guidance should cover industry demand analysis and job interview knowledge; Ability is the key to job hunting, so employment guidance should focus on self-cognition and knowledge to improve competitiveness; Ability and interpersonal relationship are important to job search, employment guidance should include interpersonal relationship establishment and workplace etiquette knowledge; Education and ability should be paid equal attention, employment guidance should include resume production and industry dynamics knowledge; Ability is the foundation of job search, employment guidance should cover learning methods and time management knowledge.

Questions 6, 7, 8 Summary of expert interview results: Career guidance courses should focus on refining practical teaching arrangements, enriching instructors' hands-on experience, and adopting varied teaching approaches to boost student engagement and integrate theory with practice. Additionally, the emphasis on practical instruction should be enhanced, motivating students through competitions while ensuring teachers remain updated with market trends and fostering school-enterprise collaboration to reinforce the connection between theoretical knowledge and real-world application. The design of practical teaching can be improved by incorporating role-playing exercises, which enhance instructors' mentoring capabilities and establish a practical tutoring system to further bridge theory and practice. Increasing the share of practical teaching and utilizing multimedia tools along with interdisciplinary educators can also strengthen this integration, particularly through community-based activities. Adjusting the balance of practical teaching components and adopting project-driven methodologies can deepen instructors' industry insights and promote stronger ties between educational institutions and businesses.

Finally, practical teaching structures should be optimized by leveraging blended learning strategies to improve student involvement, establishing feedback mechanisms to support the integration of theory and practice, and equipping teachers with both online and offline competencies.

Question 9 Summary of expert interview results: Career guidance courses should leverage technology to achieve personalization and resource equilibrium; enhance collaboration between schools and enterprises to align the curriculum with industry realities; reinforce practical teaching and upgrade the conditions for hands-on instruction. Additionally, a diversified assessment system should be established to facilitate students' holistic development. There is also a need to foster innovation and entrepreneurship skills while increasing investment in relevant educational resources. Finally, adherence to international standards should be promoted to broaden students' global perspectives.

Question 10 Summary of expert interview results: Career guidance courses should be closely aligned with the practical demands of industries to strengthen hands-on skills; consideration should also be given to personalizing these courses based on the unique characteristics of specific professions. Teaching approaches should be innovated to ignite students' interest in their careers and encourage creative thinking. Career guidance should be integrated throughout the four years of college, with phased career planning implemented at different stages. The scope of course content should be expanded to include training in workplace interpersonal skills and professional competence. Furthermore, a multifaceted evaluation system should be established to effectively assess students' employment capabilities.

CHAPTER 5

DISCUSSION AND CONCLUSION

This study investigated the content structure of the "Program for Employment Guidance of Higher Education Students" within the context of China's current higher education landscape. Drawing on the relevant guidelines issued by the General Office of the Ministry of Education, the study evaluated the teaching content of this course at Xi' jing University and identified its limitations. By conducting questionnaires among college students, interviewing experts, and analyzing course materials, the study optimized the course design, proposed practical ideas for course model development, and addressed related issues.

This research not only examines the effectiveness of the course content but also highlights the significance of teaching method innovation in enhancing students' employment preparedness. The paper offers some insightful suggestions regarding the model design of the "College Students' Employment Guidance Course" and provides a deeper understanding of the current state, challenges, and impact of this course on college students' employability and career development.

This chapter further outlines the research content and key findings of the "Program for Employment Guidance of Higher Education Students" while engaging in a detailed discussion. Additionally, it elaborates on the study's implications, constraints, and recommendations for future research directions, emphasizing potential areas for continued exploration.

5.1 Conclusion of the Results

The evaluation of "Program for Employment Guidance of Higher Education Students" in Xi' jing University is above the average level ($\bar{x} = 3.77$), and the mean standard deviation is 0.69. According to the questionnaire analysis, among the top five items with the lowest scores in content setting evaluation, there are two items in innovation, entrepreneurship and employment, and one item each in mental health and stress management, interdisciplinary and innovation ability training, and internship exchange and construction. Therefore, the conclusion is drawn that the "Program for Employment Guidance of Higher Education Students" in Xi'jing University is above average in the survey and evaluation, and basically meets the course standards. However, some teaching contents such as innovation, entrepreneurship and employment, mental health and stress management, interdisciplinary and innovative ability training, internship exchange and construction need to be strengthened and optimized.

The curriculum framework is developed based on the Taylor model, with an emphasis on refining content settings through additions and enhancements in form to align with students' career requirements. This approach facilitates a comprehensive and developmental process where students can engage in classes and utilize available resources to prepare for their future careers. The primary objective is to assist students in gaining self-awareness, understanding the workplace environment, strengthening their employability, cultivating professional competence, and ultimately securing appropriate employment opportunities.

Refine the course objectives according to the course requirements

Most of the career guidance courses in colleges and universities have broad objectives and lack detailed and measurable objectives closely combined with the career development path of college students. In this study, the model design of "Program for Employment Guidance of Higher Education Students" includes five

teaching sections: professional introduction, career planning, job preparation, industry communication, and simulated recruitment teaching stage, aiming to refine teaching objectives.

Practical teaching mode is added to the Curriculum content

The content of the course covers career planning, job-hunting skills, employment policies, practical teaching and other areas. Through the review and analysis of relevant literature on the Program for Employment Guidance of Higher Education Students, this paper believes that the study of this course is of great significance in helping students improve their employability, clarify their career planning, and enhance their comprehensive quality of job hunting.

Curriculum model design optimization highlights

System integration and upgrading: build a three-step progressive model of "professional cognition - career planning - job hunting practice"; Innovative integration of interdisciplinary education (lectures on cutting-edge disciplines) and industry practice (school-enterprise cooperation projects); Add mental health dual modules: basic theory + dynamic tracking system

Full cycle entrepreneurial cultivation: Business plan → project roadshow → park incubation (with guidance from entrepreneurial mentors)

Immersive job training: AI simulated interview + on-site comments from industry experts (covering 8 popular fields)

Dynamic internship management: experience sharing → post matching → process supervision → result defense four-dimensional system

5.2 Discussion of the Results

According to the "Program for Employment Guidance of Higher Education Students" model designed in this study, combined with the current course status and experimental investigation results, this paper puts forward some interesting views, summarized as follows:

Taylor model of curriculum model innovation reconstruction

This research moves beyond the traditional linear design approach of vocational guidance courses by integrating the "goal-oriented" core of the Taylor principle with a dynamic demand adaptation mechanism. A four-dimensional modular diagnostic framework is introduced, emphasizing innovation and entrepreneurship practice alongside interdisciplinary skill development. This leads to the establishment of a tripartite interconnected course objective model that links policy, market, and individual needs. As a result, the study successfully addresses the balance between national policy priorities and regional employment market requirements, culminating in a course design theoretical framework with robust dynamic feedback capabilities.

The systematic breakthrough of professional competency model

This paper draws upon contemporary career development theory to construct a three-pronged interactive model encompassing the "value dimension, competency dimension, and growth dimension." It introduces an innovative combination of vocational typology instruments, school-enterprise cooperative teaching methodologies, and an interdisciplinary case-based instructional framework. At the curriculum execution level, this model supports the holistic development of professional ethics, career decision-making abilities, and creative thinking. Consequently, it provides a fresh theoretical foundation for the competency-building system within employment guidance courses.

Structural innovation of practice teaching paradigm

The "production-education integration" practical teaching system is proposed, which includes: industry dynamic scenario simulation mechanism; regional job market analysis module; embedded teaching of enterprise real projects, and digital job-hunting skills training system. This paradigm breaks through the limitation of single scene of traditional practice teaching and forms a teaching implementation path of multi-subject cooperation and multi-dimensional linkage. Through the introduction of career assessment tool (MBTI/Holland), school-enterprise collaborative project-based learning (PBL) and the construction of interdisciplinary case base, students' career decision effectiveness is significantly improved.

Intelligent support system for personalized development

A smart diagnostic system utilizing educational big data has been designed to fulfill three primary functions: dynamic profiling of career interests, adaptive creation of learning pathways, and intelligent alignment with local employment opportunities. Through the application of machine learning techniques, the system improves service precision and constructs a personalized educational support loop of "assessment-planning-evaluation." This provides a technological approach to tackle the challenge of homogenization in career guidance courses.

Theoretical expansion of curriculum dynamic adjustment mechanism

This paper designs a three-spiral feedback system encompassing market warning, academic tracking, and teaching evaluation, thereby establishing a theoretical model for the dynamic optimization of vocational guidance courses. Using the Delphi method, a multi-dimensional curriculum evaluation index system is developed to create a structured coupling mechanism linking educational objectives with labor market demands. This offers a novel methodological framework for the theoretical exploration of vocational education curricula.

Course content setting and market employment demand

Present career guidance courses often fail to keep pace with market transformations, particularly in emerging sectors, resulting in a mismatch between what students learn and the demands of the job market. Higher education institutions should enhance their collaboration with businesses, stay informed about industry developments to adapt course content and objectives, and boost students' employability. Studies indicate that most college career guidance courses focus on foundational topics like career planning, resume writing, and interview techniques, while neglecting coverage of trends in emerging industries and the nurturing of an entrepreneurial mindset.

Innovation of teaching methods and practical teaching

Conventional teaching approaches often struggle to engage students' interest and initiative, which hinders the development of their practical skills. To address this, it is essential to adopt advanced teaching philosophies and techniques, incorporating more interactive and experiential elements such as case studies, group debates, and role-playing activities. Additionally, leveraging modern educational technologies like online learning platforms and virtual simulation labs can effectively enhance students' motivation and enthusiasm for learning, ultimately leading to improved educational outcomes.

Optimization and combination of educational resources

Leverage both in-school and external teaching resources, including textbooks and courseware, to establish a case repository, practical training base, and entrepreneurial park. These initiatives aim to supply students with extensive learning materials and hands-on practice opportunities. The findings of this study indicate that although career guidance programs yield beneficial outcomes, certain challenges remain. These include harmonizing general skills development with industry-specific requirements, as well as ensuring that students from varied backgrounds and those facing unique challenges fully benefit from the programs.

Implications of the Study

This research suggests that higher education institutions should align with the vocational needs of college students by implementing comprehensive, developmental, and practical employment guidance to ensure their successful job placement. Additionally, universities should reinforce the link between academia and industry, broaden employment opportunities, and create diverse employment platforms to meet societal demands. This includes facilitating the balanced allocation of talent within the market. The ultimate goal is to advance personalized and specialized employment counseling for students, assist in establishing realistic career objectives, and offer valuable insights for employment guidance practices in colleges and universities across Shaanxi Province.

Limitations of the Study

Although this study discusses relevant topics to some extent, and course model design also has some reference value, it should not be ignored that there are many limitations.

In terms of research scope

This research does not explore in detail the regional variations in the employment landscape for post-00s college graduates, which could offer significant perspectives for analyzing the job market. Additionally, there is limited examination of the potential challenges encountered by various disciplines in securing employment opportunities, resulting in a lack of comprehensiveness within the disciplinary context.

Sample coverage

Although an attempt has been made to include a diverse sample, limitations in resources hinder the ability to fully capture the actual circumstances of all institution types. Additionally, given the limited time frame, the study falls short in

examining long-term impacts, necessitating further follow-up observations to reach more precise conclusions.

In terms of research content

The process of employment guidance for college students involves several critical challenges. Firstly, it often fails to adequately account for the distinct requirements of students from various majors, lacking specialized courses tailored to specific fields. Given the significant differences among students in terms of career paths and skill demands, the absence of targeted curricula limits the effectiveness of employment guidance in addressing their unique needs.

Educational tools

Research on the innovation of educational tools is scarce. With the development of educational technology, the update of teaching tools is the key to improving the teaching effect. However, this study did not discuss the application of virtual reality and online simulation training platform in career guidance courses, did not pay attention to their adaptation to the characteristics and needs of students of different majors, and the application trend of artificial intelligence in the field of education only stayed on the surface. The specific application mode and potential impact of artificial intelligence in employment guidance courses are not deeply explored. We Can develop career development digital platform: job radar/ability assessment/legal advice intelligent system, etc.

The core elements of the curriculum system

For example, the updating of course content, the optimization and upgrading of teaching methods, the innovation of teaching concepts and the assessment methods of teachers' teaching qualifications, etc., have been mentioned, but lack of in-depth analysis and discussion. All these limitations point out the direction for future research, which needs to be further improved and deepened in the follow-up

research. The establishment of inter-school academic community (annual academic exchange week + interdisciplinary forum) deserves attention in recent years.

Recommendations for Future Studies

Expanding the research sample

Future studies should cover more universities of different types, levels and regions, including junior colleges and private universities, to obtain more comprehensive and representative research results.

Improving Research methods

Integrate a range of research approaches, for instance, employing experimental studies to contrast the outcomes of various teaching methods or utilizing longitudinal tracking studies to monitor graduates' career progression over extended periods. This enhances the precision and reliability of the research findings. During questionnaire surveys and interviews, emphasize data quality control by implementing techniques such as multiple verification and cross-verification to ensure data accuracy and validity.

Pay attention to dynamic changes

Maintain ongoing attention to the dynamic shifts in both the job market and college career guidance programs, conducting timely research to align with emerging situations and requirements. For instance, as technology continues to advance, exploring ways to effectively integrate artificial intelligence, big data, and other technological tools into employment guidance instruction could be a valuable area of study.

Optimize course assessment

Student Satisfaction Surveys: Implement periodic surveys to collect students' feedback and recommendations on course materials, instructional strategies, and overall teaching efficiency. Use the insights gathered to promptly update and enhance the course content and pedagogical techniques.

Teaching Effectiveness Assessment: Design an evaluation framework to measure teaching performance by focusing on students' entrepreneurial skills, innovative thinking, psychological development, cross-disciplinary innovation competencies, and practical problem-solving abilities. This assessment will help pinpoint the advantages and areas for improvement in the course delivery, thereby supporting continuous optimization and enhancement of the curriculum.

In summary, the challenge of college graduate employment is a multifaceted social issue that demands collaborative efforts from the government, universities, enterprises, and individuals. All stakeholders should proactively seek innovative solutions. The government needs to enhance policy support and safeguards, while universities should refine their talent cultivation models. Enterprises must assume social responsibility by expanding job opportunities, and individuals should focus on improving their overall competence and professional skills. By working in unison, these parties can achieve the objective of full and high-quality employment for college graduates, thereby fulfilling societal needs and driving long-term economic growth.

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