

Course Context Evaluation of Career Planning and Employment Guidance Curriculum System for Chinese College Students

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Abstract: College graduates are important human resources. Their successful placement is not only related to personal development and value realization but also related to social politics, economy, and the development of culture. "Career planning and employment guidance curriculum system" in colleges and universities is an important bridge between graduates and the demand and allocation of social talents. Therefore, evaluating the curriculum may prove beneficial to identifying its effectiveness so that improvements may be made. This study aims to conduct a course context evaluation of the "College students' career planning and employment guidance curriculum system" in universities as to its course content, course structure, and course resources so as to provide a basis for optimizing the present curriculum system and try to explore possible reform of this curriculum.

Keywords: Career Planning and Employment Guidance; Evaluating; Course Context; Curriculum Reform.

1. Introduction

Career planning is planning one's career development direction, reflecting the ability to predict future potential, real-world conditions, and influencing factors. The main contents of career planning include career environment analysis, career goal, career orientation, career practice strategy, career ability analysis program, etc. College students' career planning and employment guidance is a process to help them determine, operate, and direct the action plan for their employment environment, employability, entrepreneurship, career selection, employment, and other related conditions. It can provide students with an understanding of their abilities and conditions comprehensive analysis of various factors on the premise of making a reasonable career orientation and career choice (Yuan, 2015).

Specifically in China, at the 2024 National College Graduates Employment And Entrepreneurship Conference by the Ministry of Human Resources and Social Security, Ministry of Education, it was said that the number of college graduates in China in 2024 is expected to reach 11.79 million, which is an increase of 210,000 people compared last year (China Education Network, 2023). With this rise, graduates face increased employment pressure due to mismatches between social needs and their employment preferences, vocational requirements and abilities, and the impact of COVID-19. Schools are responsible for assisting graduates in finding suitable jobs more efficiently (Hou, 2022).

In order to help college students make effective job choices and improve the probability of job success, Chinese universities have opened relevant courses. In 1923, China formally established the Career Guidance Committee, which opened the prelude to the employment guidance work in colleges and universities in China and gradually formed the "Career Planning and Employment Guidance Curriculum System" (CPEGCS) (Chinese General Office of the State Council, 2015). This course consists of two main components: (1) knowing oneself and effective career planning in college

(offered to college Freshmen); (2) job-hunting skills and career decision-making (for college Seniors).

For Chinese students, the CPEGCS is an important bridge between college graduates and societal talent demands, fostering students' professional abilities. It helps with career planning, enhances employment awareness, and is a primary way for students to make informed employment and career choices (Dong, 2008). Therefore, the effectiveness and relevance of the university's CPEGCS in aligning with graduates' career orientations and social needs are crucial for developing university curricula and career guidance programs.

Hence, an evaluation of the CPEGCS is deemed necessary. An in-depth analysis of student feedback on course context, specifically its course content, structure, and resources, may provide valuable insights into the strengths and weaknesses of the curriculum.

2. Research Background

2.1. The Definition of Career

"Occupation" is a group of similar positions in different industries and organizations. Whether it is a trade or a major, a profession exists in an industry or institution independent of the individual. "Career" refers to a purposeful and continuous life mode created by individuals through engaging in labor. This is the definition proposed by the American Career Development Association.

"Career" is different from "Occupation," "work," or "job." It is more than them. The French writer Albert Camus once said: "Without work, any life will deteriorate; but work without a soul, life will suffocate and die." So, finding a spiritual job has become the great ambition of our time.

2.2. The Theory of Career Planning

Western developed countries have always attached great importance to the design and planning of careers, and many countries have long had the course of "career design guidance" in school education. Regarding theory, career

development education started earlier in the United States. In 1909, an American professor, Frank Parsons, first proposed the concept of "vocational guidance." He organized the Vocational Guidance Bureau of Boston to provide advice and assistance to job seekers through systematic career counseling. Parsons is also considered one of the pioneers of career planning education. In 1915, the American theory of "vocational guidance" was translated into Japanese literature by Japanese scholars and gradually developed. In 1919, Harvard University became the first university in the world to offer a career coaching program. (Sang et al., 2009)

The theory and practice of career guidance in American universities have experienced five stages of development. In the first stage, the theory of career guidance is proposed, and the basic model is established. Represented by Parsons' characteristic-factor matching theory, it emphasizes the matching of students' characteristics with occupational factors. The second stage is to emphasize employment counseling for students. The third stage focuses on the individual development of students. With the publication of "Counseling and Psychotherapy" by Rothger in 1942, career guidance shifted from developing vocational quality testing techniques to focusing on career counseling methods. The fourth stage is to achieve person-job matching by grasping personality characteristics and choosing occupations. The representative figure is Holland, who founded the "personal-occupational type matching Theory" in 1959. The fifth stage is career guidance. In the 1950s, Ginsberg et al. proposed that "career development is a process consistent with people's physical and mental development." Moreover, it translated into practical occupations to meet individual needs while benefiting society. Thus began the popular Western college student career guidance. (Qiao et al.,2023)

In the mid-1990s, the theory of his career was introduced into China, and most universities now offer career planning courses (Dong, 2008). This is the origin theory of the CPEGCS discussed in this paper.

2.3. The Development History of the "Career Planning and Employment Guidance Curriculum System" in China

In 1923, China formally established the Career Guidance Committee, which opened the prelude to the employment guidance work in colleges and universities in China and gradually formed the CPEGCS with Chinese characteristics. In May 2015, China issued the Implementation Opinions of The General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of Higher Learning, which showed that in order to promote the organic integration of professional education and innovation and entrepreneurship education, all universities should adjust the education curriculum according to the talent training orientation and the objectives and requirements of innovation and entrepreneurship education. Providing compulsory courses and elective courses in employment and entrepreneurship guidance has become the main task for colleges and universities to implement innovation and entrepreneurship education policies (General Office of the State Council, 2015).

After more than 100 years of development, CPEGCS has formed a relatively complete guiding theory system and a

sustainable development model covering the concept, content, and teaching staff construction of vocational development education (Qiao et al., 2023).

3. Literature References

3.1. Course Content

The CPEGCS course is an important supplement to all kinds of ideological and political courses and specialized courses, as well as a very good carrier of ideological and political reform. It mainly includes two courses: College Students' Career Planning, Entrepreneurship Basis and Employment Guidance (Zhao et al.,2021).

Based on the syllabus of CPEGCS of Hanjiang Normal University, the first year is Career Planning Course, which is divided into 4 sub-modules: career cognition, career world exploration, career decision-making and career ability improvement. The objective is to guide college students to establish the active consciousness of career planning as early as possible, so as to avoid the lack of goals after they enter the university. Through the study of this course, every college student can rationally plan their college life and ultimately achieve better personal development. The senior year is Employment Guidance Course which is divided into 4 sub-modules: employment situation and policy, employment strategies and methods, employment psychology and employment view, role adaptation and development. At the same time, they will learn to write personal resumes, master job-hunting skills, and get ready for employment. It also aims to help college students understand the current employment situation, understand the relevant employment policies, and establish a correct view of employment. There is continuity in time and application between the contents of the two courses. Learning the contents of the Career Planning course first and then learning the contents of the Employment Guidance course will better meet the needs of students (Li et al.,2023).

3.2. Course Structure

3.2.1. Teaching Strategies

According to the subject nature and specialty characteristics of the course and students' acceptance, the teaching mode is class-style concentrated teaching, self-study after class, extracurricular practice and classroom discussion. In the specific teaching, multimedia teaching method, case teaching method, thematic discussion method, interactive teaching method, psychological test and guidance method can be used to organically unify the knowledge, interest and practice of the course, so as to improve the teaching quality and teaching effect of "Career Development and Employment Guidance for College students" on the basis of improving their learning interest (Li et al.,2023).

3.2.2. Evaluation Mechanism

The semester examination system is implemented. The course score consists of three parts: "final examination" is unified by the teaching and research office, accounting for 60%; "Normal score" and "mid-term examination" account for 20% and 20% respectively. According to the superior requirements and teaching content, student attendance, classroom performance, homework completion, small paper, social practice and research report (Li et al., 2023).

Table 1. The proportion of course grades

General evaluation composition	Assessment link	Assessment requirements	Assessment weight
Usual performance	Usually homework	High quality teacher assignments and score the number of assignments and accuracy.	10%
	Ask questions in class	Ability to answer the questions raised in the class well.	5%
	Attendance	No absence, absenteeism, late arrival, or leave early	5%
Mid-term results	Social practice and research report	According to the content learned, investigate the students' comprehensive grasp of the learned content of the course, and investigate whether the students can put forward their own views in connection with the reality.	20%
The result of the final exam	final	Comprehensively investigate the theoretical knowledge of this course, especially the key and difficult points in teaching.	60%
Total evaluation results			100%

3.2.3. Course Resources

Taking Baoshan University as an example, the classes are scheduled in the evenings from Monday and Friday, once a week. This schedule impairs students' digestion and absorption of the content. Currently, the relevant courses are often offered every Monday and Friday evening. During these times, all teachers are teaching and unable to observe each other's classes. The teaching staff lacks systematic learning and practical operation training, has insufficient experience in guiding students to participate in innovation and entrepreneurship competitions or other activities, and struggles to link theory with practice.

Since this course is not a professional course, but a general compulsory course, the source of teachers for this course is rather complicated and there is a lack of teachers. Teachers come from various departments, including counselors, recruitment and employment offices, party and government offices, and school Youth League committees. The sources of teachers are scattered, and their personal growth plans vary.

Mixed teaching in large classes lacks pertinence and has a single teaching format. With class sizes exceeding 100 students, it is challenging to carry out targeted teaching and activity organization. Teacher guidance struggles to address individual positions effectively, the impact of group activities is minimal, and there is a lack of supervision and guidance (Zhao et al., 2021).

3.3. Challenges in Career Planning and Employment Guidance Work

Universities in Guangxi have put forward some restrictive factors in the employment guidance of colleges and universities. First, colleges and universities need more top-level design of employment guidance. Currently, in colleges and universities, the departments related to employment work generally include the Student Affairs Office, the Youth League Committee, the Academic Affairs Office, and the Enrollment and Employment Center, among others. Based on different functions and attribution, each department has a different understanding of employment and employment guidance.

Second, the students do not understand the employment guidance work in place. Most students are vague about the future position status and employment target setting, and

many do not know the characteristics and development trends of the future position and occupation.

Third, the employment guidance work setting is not reasonable enough. On the one hand, it is reflected in the time arrangement, and there is a contradiction between the time lag of real employment guidance in colleges and universities and the advance of employment guidance requirements (Hui, 2022).

On the other hand, it is reflected in the employment guidance personnel. Most students are more inclined to work outside the school profession or employment consultants and the guidance of staff, who believe that the guidance content of such personnel is highly practical and targeted, and can help them find employment. This phenomenon shows that students' employment guidance need to pay attention to the personnel with professional knowledge and rich practical experience, which puts forward higher requirements for the employment guidance work setting (Li, 2020)

4. Conclusion

After analyzing references, it was found that many schools have common problems in this curriculum system. The main problems are the following: insufficient class hours, qualifications and skills of faculty members, differences and loose connection with curriculum, mixed teaching of large classes, loose curriculum management, and difficult final assessment. First, employment planning and career guidance content is relatively rare in the curriculum system of colleges and universities. Many college students do not understand the major they are studying and rarely design their employment plans. Second, due to policy reasons, some colleges and universities only pay attention to the "employment rate" but lack attention to the employment guidance education of college students during their school years, resulting in the lack of systematization and effectiveness of employment guidance courses.

However, most of the current studies focus on the current situation of career planning and career guidance courses in their own schools and put forward suggestions for improvement from different perspectives. Moreover, the investigation of curriculum course context evaluation is not specific enough. Lack of professional curriculum evaluation means for curriculum evaluation.

A comprehensive and detailed evaluation of the career development and career guidance course need to conduct , to identify areas for improvement and improve the overall curriculum quality.

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