

Career Planning Education in Universities and Strategies for Improving Students' Employability

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Abstract: This article expounds the grim situation of the current job market and the significance of career planning education for students' personal development and social progress. Then, by systematically analyzing the theoretical basis, current situation, existing problems and challenges of career planning education, the paper makes clear the necessity and urgency of the research. In terms of methods, this article constructs the theoretical framework of career planning education by combing relevant theories; Through questionnaires, interviews and other means, the opinions and suggestions of students, teachers, enterprises and other parties on career planning education are collected, which provides solid data support for the formulation of strategies. Research shows that a perfect career planning education system, strengthened School-enterprise cooperation (SEC), and improved students' self-awareness and career planning ability are all effective ways to improve students' employability. The establishment of effect assessment and continuous improvement mechanism is the key to ensure the long-term effective operation of the strategy. It is hoped that this research can improve the education system and better serve students' career development.

1. Introduction

In today's society, tertiary education has been popularized, the number of university graduates is increasing year by year, and the competition in the job market is becoming increasingly fierce [1]. This trend is reflected in the relative scarcity of jobs, and also in the continuous improvement of employers' requirements for graduates' comprehensive quality and professional skills [2]. Many students face the problem of "difficult employment" when they graduate, not only because of fierce job competition, but also because their career plans are unclear and they lack adequate career preparation and competitiveness [3]. Based on this, it is of great practical significance to deeply analyze the current employment situation of university graduates and explore how to effectively improve students' employability.

As an important part of tertiary education, career planning education aims at helping students to define their career goals, improve their professional quality and enhance their employment competitiveness [4-5]. Through systematic career planning education, students can better understand their interests, abilities and advantages, so as to further make reasonable career choices and make implementation plans [6]. It is helpful for students' personal growth and development, and improves the employment quality and human resource allocation efficiency of the whole society.

The purpose of this study is to find out the existing problems and deficiencies through in-depth analysis of the current situation of career planning education in universities, and put forward targeted improvement strategies. By optimizing the career planning education system, students' employability can be improved and effective solutions can be provided for the employment difficulties of university graduates. This study will also provide theoretical guidance for the practice of career planning education in universities and provide reference for the formulation of relevant policies.

2. Theoretical basis and current situation analysis of career planning education in universities

2.1. The theoretical basis of career planning education

The theoretical basis of career planning education is profound and diverse. It combines the theoretical essence of psychology, pedagogy, sociology and other disciplines [7]. Career development theory provides a core framework for career planning education. It emphasizes the stage, continuity and dynamics of individual career development, and encourages students to explore themselves, position their careers and set goals in different life stages [8]. The theory of job matching focuses on helping individuals find jobs that match their interests and abilities, and achieve the best fit between individuals and occupations. Social cognitive career theory further points out that individual's career choice and behavior are influenced by internal factors, as well as external factors such as social environment and work experience.

2.2. Analysis of the current situation of career planning education in universities

At present, university career planning education has gradually become an important part of the tertiary education system [9]. Many universities have set up special career planning courses, equipped with professional career planning teachers to provide students with career planning consultation, employment guidance and other services. These courses and services cover self-awareness, career exploration, resume writing, interview skills and other aspects, aiming at comprehensively improving students' professional quality and employment competitiveness. Universities also actively cooperate with enterprises, industry associations and other external institutions to provide students with internship opportunities and enhance their professional practical experience. Although remarkable achievements have been made, there are still some deficiencies and areas to be improved in university career planning education, such as Table 1:

Table 1 Current Deficiencies and Areas for Improvement in Career Planning Education in Universities

Area of Deficiency/Improvement	Concrete Embodiment
Curriculum Content Disconnected from Market Demands	Outdated curriculum content, not updated with industry trends; Lack of introduction to emerging professions and technologies; Failure to adequately reflect actual recruitment needs and skill requirements of businesses
Insufficient Career Planning Faculty	Inadequate number of full-time teachers to meet large-scale teaching demands; Some teachers lack industry practical experience, limiting guidance effectiveness; Inadequate teacher training mechanisms for continuous improvement of teaching skills
Lack of Personalized Career Planning Services	Insufficient understanding of individual student differences; Failure to provide targeted career assessments and planning suggestions; Limited consultation hours, unable to meet the needs of all students
Uneven Distribution of Internship and Practical Training Opportunities	Limited internship resources, unable to cover all majors; Unfair distribution of internship opportunities, some students left out; Varying quality of internships, some providing limited benefit to career development
Late Start of Career Planning Education	Career planning education concentrated in upper years, lacking early guidance; Students lack sufficient time for career exploration and practice; Failure to utilize the university period for systematic career planning
Lack of Long-Term Career Development Tracking and Guidance	Employment guidance services focused mainly on pre-graduation, lacking follow-up; No guidance and support provided for different career stages; Insufficient assistance for career transitions and promotions
Inadequate Assessment and Feedback Mechanisms	Lack of an effective assessment system to measure teaching effectiveness; Incomplete student feedback mechanisms, difficult to gather improvement suggestions; Failure to adjust teaching strategies and content based on assessment results

How to further optimize the career planning education system and improve students'

employability has become an important challenge for universities at present.

3. Strategies for improving students' employability

3.1. Improve the career planning education system

In order to effectively improve students' employability, universities must first improve the education system of career planning. This includes optimizing the curriculum to ensure that the curriculum content not only covers the basic theory of career planning, but also closely fits the market demand and industry development trend. Universities should introduce more lecturers with practical experience. They can impart theoretical knowledge, share cutting-edge information and practical experience in the industry, and help students establish an intuitive understanding of the workplace. Universities should also strengthen practical teaching, so that students can learn and grow in practice and turn theoretical knowledge into practical skills. It is also very important to establish a holistic and personalized career planning guidance system. Teachers provide customized career planning advice to students through one-on-one consultation and group discussion, helping them to define their career goals and formulate feasible career development paths.

3.2. Strengthen SEC and broaden employment channels

SEC is an effective way to improve students' employability. Universities should actively establish cooperative relations with enterprises, jointly build internship and training bases, and provide students with a real professional environment, so that they can accumulate experience in practice and improve their professional quality. Through SEC, universities can timely understand the employment needs of enterprises, adjust the teaching content and methods, and ensure that the educational output is highly compatible with the market demand. Enterprises can also use this platform to lock in outstanding talents in advance and achieve a win-win situation. Universities should also actively expand employment channels, use alumni resources, industry associations and other forces to build a broader employment platform for students and provide more diversified employment opportunities.

3.3. Improve students' self-awareness and career planning ability

Universities should carry out activities such as career assessment and interest test to help students understand their own advantages such as personality, interest and ability, and provide scientific basis for career planning. Universities can also hold career planning competitions, career development lectures and other activities to stimulate students' awareness of career planning, guide them to actively think about the future and formulate clear career goals. In this process, universities should also pay attention to cultivating students' general professional qualities such as autonomous learning ability, teamwork ability and innovation ability, which are indispensable for any occupation. Improving students' self-awareness and career planning ability can not only help them better adapt to the changes in the workplace, but also stimulate their career potential and maximize their personal value.

4. Implementation effect assessment and continuous improvement mechanism

4.1. Effect assessment index system construction

In order to comprehensively and objectively evaluate the implementation effect of the strategy of improving students' employability, it is very important to construct a scientific and reasonable assessment index system. This system should cover multiple dimensions, as shown in Table 2. These indicators together constitute a comprehensive and multi-dimensional assessment system, which provides a solid foundation for accurately measuring the effect of the strategy.

Table 2 Assessment Indicator System for Student Employability Enhancement Strategies

Assessment Dimension	Specific Indicators
Employment Rate	Overall employment rate of graduates; Employment rate by major; Year-on-year growth rate of employment rate
Employment Quality	Average monthly salary of graduates; Distribution of employment unit types; Distribution of employment regions; Employment satisfaction
Career Planning Ability	Participation rate in career planning courses; Clarity of career planning; Achievement of career planning
Vocational Skills Enhancement	Acquisition rate of skill certificates; Richness of internship experiences; Awards won in skill competitions
Entrepreneurial Ability	Number of entrepreneurial projects; Success rate of entrepreneurship; Assessment of innovation and market potential of entrepreneurial projects
Depth of SEC	Number of SEC projects; Degree of enterprise participation; Development of SEC courses and practical training bases
Career Guidance Services	Satisfaction with career guidance courses; Participation rate in career guidance activities; Professionalism and satisfaction with career guidance teachers
Utilization of Alumni Resources	Activity level of alumni network; Sharing of alumni resources; Alumni donations and cooperation
Student Feedback and Satisfaction	Overall satisfaction with employability enhancement strategies; Satisfaction with specific strategies; Collection and adoption of improvement suggestions
Long-term Career Development	Career advancement of graduates; Job stability of graduates; Career achievements of graduates

4.2. Data collection and analysis methods

Universities should collect data through various channels, as follows: ① Questionnaire survey is an important means to obtain students' subjective feelings and self-assessment, which can cover a large sample size and improve the representativeness of assessment. ② Interviews can deeply understand students' specific experiences and feelings, and provide more abundant and detailed information for assessment. ③ Employment information system can track students' employment situation and provide objective employment data. ④ Corporate feedback directly reflects students' performance in the workplace and is an important reference for evaluating the effectiveness of strategies.

On the basis of data collection, statistical analysis and text analysis are used to process and analyze the data, and key information is extracted, which provides scientific basis for the formation of the assessment conclusion.

4.3. Continuous improvement mechanism design

Based on the results of effect assessment, designing a set of continuous improvement mechanism is the key to ensure the long-term effective operation of the strategy. First of all, universities can establish a regular assessment feedback mechanism to ensure the timely communication and discussion of assessment results. By organizing assessment meetings and issuing assessment reports, relevant personnel can fully understand the assessment results and make clear the improvement direction. Secondly, according to the assessment results, we can adjust and optimize the career planning education system, SEC mode, students' self-awareness and career planning ability training. For the links with poor results, the reasons are deeply analyzed and targeted improvement measures are formulated. Finally, universities should establish a tracking and assessment mechanism to continuously track and evaluate the implementation effect of improvement measures, form a closed-loop management, and ensure the continuous improvement and optimization of strategies.

5. Conclusions

After in-depth analysis and discussion, this study clearly reveals the indispensability of career planning education in improving students' employability. It is found that a perfect and systematic

career planning education system can not only help students to know themselves more accurately and define their career goals, but also effectively improve their professional quality and employment competitiveness. By strengthening SEC and broadening employment channels, students can deepen their understanding of careers in practice and enhance their adaptability to the workplace. At the same time, improve students' self-awareness and career planning ability, so that they can plan their career more actively and pertinently and make full preparations for future employment. These findings further confirm the important position of career planning education in tertiary education and its positive role in promoting students' personal development and social progress.

In the future, we will pay more attention to the long-term effect of career planning education, explore its continuous influence on students' career development, and how to help students achieve sustainable career development through continuous education and support. Through these studies, we can constantly improve the education system of career planning and contribute more to the all-round development of students and the sustained progress of society.

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