

# Research on the Reform of College Students' Career Planning and Employment and Entrepreneurship Courses

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**Abstract:** With the continuous expansion of enrollment in Chinese universities and colleges in recent years, the employment situation for college graduates has become increasingly challenging. As such, it is of paramount importance to advance the reform of career planning and employment and entrepreneurship courses. Based on this premise, this paper first analyzes the significance of reforming college students' career planning and employment and entrepreneurship courses, and subsequently identifies the existing issues within these courses. Finally, the paper focuses on analyzing and discussing measures to promote the reform of college students' career planning and employment and entrepreneurship courses, aiming to provide reference professionals.

**Keywords:** College students; Career planning; Reform of employment and entrepreneurship Courses; Research

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As higher education becomes increasingly accessible, the importance of career planning and education on employment and entrepreneurship has been prominently highlighted. However, the traditional teaching models and qualities often fall short in catering to students' individual development needs and aligning with societal demands. Consequently, it is imperative for universities to actively drive forward the process of curriculum reform, comprehensively enhancing the quality of teaching, and thereby providing more effective employment guidance and career planning services for students.

## 1. Significance of the Reform in College Students' Career Planning and Employment and Entrepreneurship Courses

### (1) Promoting comprehensive personal development and enhancing employment competitiveness

Under the influence of traditional educational models, universities primarily focus on imparting professional knowledge to students during teaching activities, neglecting the cultivation of their career planning, employment, and entrepreneurship abilities. This has adversely impacted students' comprehensive development and overall quality enhancement, rendering them less competitive in the job market<sup>[1]</sup>. By implementing reforms in career planning and employment and entrepreneurship courses, universities can guide students to gain a comprehensive understanding of themselves and prepare well-defined career plans. During the course of reform, universities can strengthen students' theoretical knowledge of career planning and, through simulated exercises, case studies, and other activities, enable them to experience the entire process of career planning firsthand, thereby enhancing their adaptability to the future professional or career world. Furthermore, the reform emphasizes fostering students'

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innovative thinking, teamwork, collaboration, and entrepreneurship skills, which not only boosts their employment competitiveness but also better prepares them for the challenges of the future workplace.

### **(2) Driving the reform and development of higher education, enhancing educational quality**

As international competition intensifies, higher education must prioritize the cultivation of students' practical abilities and innovative thinking in its curriculum reforms, help establish the right values. By continuously optimizing and adjusting course offerings and teaching content, effective student development can be achieved. By carrying out curriculum reform initiatives, universities can promote the individualized development and comprehensive quality enhancement of students. Additionally, these reforms stimulate the implementation of innovation and entrepreneurship education as well as practical teaching activities. In doing so, they not only ensure the overall quality of higher education but also meet the societal demand for high-quality talent.

## **2. Main Issues Existing in College Students' Career Planning and Employment and Entrepreneurship Courses**

### **(1) Course content is out of step with actual needs**

Currently, the content of career planning and employment and entrepreneurship courses in universities suffers from a notable disconnection from actual needs. Specifically, the course content fails to closely integrate with market demands and practical applications, and the updates to the curriculum are not timely enough. The persistent use of outdated materials fails to reflect the latest trends and developments in the job market and respective industries. This disconnection hinders the effective cultivation of students' professional skills, significantly reducing their employment competitiveness<sup>[2]</sup>. Furthermore, universities lack sufficient personalization and targeted approach in designing these courses. Students from different grades and majors have varying needs and concerns regarding career planning, yet the "one-size-fits-all" teaching method adopted by universities fails to cater to their individual requirements. This not only dampens students' interest in learning but also undermines their motivation to participate actively in class, leaving many students still feeling lost and confused about their career paths.

### **(2) Insufficient faculty resources and uneven teaching levels**

A strong faculty is crucial for the successful implementation of career planning and employment and entrepreneurship courses in universities, significantly influencing the ultimate quality and effectiveness of teaching. Most of the teachers who serve as course instructors are counselors. However, currently, universities face a shortage of qualified teachers in these courses, particularly those with extensive professional knowledge and practical experience. Many instructors possess theoretical teaching abilities but lack necessary work experience and industry insights, making it difficult for them to provide efficient career guidance to students. Additionally, the teaching standards vary widely among teachers, with some continuing to rely on traditional teaching methods that fail to stimulate students' interests. Furthermore, in practical teaching activities, teachers often overlook individual differences among students, making it challenging to provide tailored guidance and support based on their unique situations. These issues collectively undermine the overall effectiveness of career planning and employment and entrepreneurship courses.

### **(3) Weak practical teaching procedures and lack of practical opportunities**

Career planning and employment and entrepreneurship courses emphasize fostering students' innovative and practical abilities, yet many universities overlook the significance of practical teaching when offering these courses. Specifically, many institutions fail to establish close collaborations with industries and expedite the development of internship and training bases, thereby limiting students' access to sufficient practical opportunities. While some universities maintain partnerships with businesses, inadequate management and resource constraints hinder the

enhancement of student' hands-on experience and professional skills. Additionally, practical teaching is often treated merely as a supplement or extension of classroom instruction, without being conducted independently. This results in a lack of necessary guidance for students during practical activities, preventing them from applying their learned knowledge effectively. Moreover, the evaluation system for practical teaching is incomplete, unable to objectively and comprehensively reflect students' practical abilities.

#### **(4) Students' low attention and engagement**

Despite the significant importance of career planning and employment and entrepreneurship courses in promoting students' personal growth, the majority of students fail to recognize their value, unaware of the connection between these courses and their major studies. Furthermore, under the pressure of employment and negative societal influences, most students prioritize learning their majors over engaging in related career planning and entrepreneurship courses. This manifests in various ways: some students possess weak self-awareness and career planning consciousness, unable to clarify their career goals and directions; others lack independent thinking and self-study abilities, failing to unleash their initiative and creativity in course activities. These issues ultimately compromise the learning outcomes of career planning and employment and entrepreneurship courses.

### **3. Measures for the Reform of College Students' Career Planning and Employment and Entrepreneurship Courses**

#### **(1) Optimize the curriculum system and teaching content**

In the process of advancing reforms to career planning and employment and entrepreneurship courses, universities' primary task is to establish a comprehensive curriculum system. Continuously enriching and expanding the teaching content is essential to improve its practicality, effectiveness, and relevance. This should be done by taking into full consideration the actual needs and characteristics of students from different grades and majors, and selecting different teaching content accordingly<sup>[3]</sup>. Specifically, for freshman students, the focus should be on imparting knowledge of career planning theories, self-awareness, and career environments. For sophomores, emphasis should be placed on strengthening their grasp of fundamental professional knowledge and enhancing their skill levels. For juniors, the learning focus should shift to employment processes, job-seeking techniques, and entrepreneurship and career selection analysis. Lastly, for seniors, the emphasis should be on strengthening career guidance, imparting knowledge on employment policies, written and interview skills, and resume writing techniques.

#### **(2) Strengthen the construction of the teaching faculty**

In advancing the reform of career planning and employment and entrepreneurship courses in universities, building an efficient teaching faculty is of paramount importance. In the past, career planning and employment guidance were primarily undertaken by administrative staff and counselors, which made it difficult to ensure the professionalism of these services. Therefore, it is imperative for universities to strengthen the construction of their teaching faculty. To achieve this, universities should actively recruit teachers with rich professional backgrounds and sufficient practical experience to undertake teaching tasks. Regular training and education should be provided to these teachers to comprehensively improve their professional skills and teaching abilities. Additionally, universities can invite industry experts or corporate executives as part-time teachers to provide students with the most practical employment guidance. Furthermore, universities should actively encourage teachers to engage in corporate practices, thereby enhancing their professional qualities and continuously enriching their practical experience. This will enable them to provide more professional employment guidance to students. It is evident that building a professional teaching faculty is not only the key to advancing the reform of career planning and employment and entrepreneurship courses but also an important means of enhancing the overall quality of course teaching.

### **(3) Innovate teaching methods and approaches**

Constrained by traditional educational concepts, universities have primarily relied on “spoon-feeding” teaching methods, primarily oral presentations, in their career planning and employment and entrepreneurship courses. This approach fails to ignite students’ interest, mobilize their enthusiasm for participation, and can even lead to boredom towards the course. Therefore, innovating teaching methods and approaches is crucial to advancing curriculum reform. Experiential teaching is very important. For instance, teachers can organize various activities such as group discussion, role-playing, and case analyses in career planning and employment and entrepreneurship courses, encouraging student participation and thereby ensuring the quality of teaching. Furthermore, in the context of modern informatization, emphasis should be placed on utilizing information technology tools like online courses, video open courses, and MOOCs (Massive Open Online Courses), making course learning more convenient and flexible. By combining online and offline methods, we can promote the sharing and optimal allocation of teaching resources. Teachers should also consider students’ actual needs and developmental characteristics when conducting teaching or activities, providing personalized teaching plans and guidance schemes to meet individual needs and address diverse issues in students’ career development. Additionally, it is essential to expedite the establishment of an efficient consultation and counseling mechanism to fulfill students’ needs for professional career planning and employment and entrepreneurship guidance services.

### **(4) Improve teaching infrastructures**

In advancing the reform of career planning and employment and entrepreneurship courses in universities, enhancing and improving teaching facilities is vital. Universities should increase necessary investments in this area to continuously perfect relevant facilities. Specifically, universities should expedite the establishment of career guidance centers and promote the construction of training bases to provide students with professional employment guidance services. Additionally, universities should comprehensively advance their informationization process, actively build an employment information service platform, and improve their employment information database to meet students’ needs for accurate and convenient employment information. Concurrently, universities should collaborate with enterprises, governments, and other sectors to accelerate the construction of an employment and entrepreneurship cooperation network. Apart from emphasizing the improvement of teaching infrastructure, universities should also optimize the allocation of teaching resources by establishing course teams and learning network organizations to promote the sharing of teaching resources and achieve complementary advantages. Furthermore, universities should conduct rigorous monitoring and evaluation of teaching quality to enhance the overall quality and effectiveness of teaching.

### **(5) Drive the reforms of curriculum and policy support**

During the reform process of career planning and employment and entrepreneurship courses, many universities confront the issue of inadequate course curriculum. To advance these reforms, universities must establish relevant course management systems and improve evaluation mechanisms, ensuring standardized and institutionalized management of course teaching activities. Moreover, universities should collaborate with governments, enterprises, and industry organizations to secure sufficient resource investments and policy support. For instance, governments can formulate policies and measures to motivate enterprises’ active participation in universities’ career planning and employment guidance efforts. Universities should work with enterprises to build various practical platforms, such as internship bases and business incubators, while industry organizations can provide universities with the latest trends in industry development and information on talent demands. Additionally, universities must offer crucial guidance and assistance to students in career planning, employment, and entrepreneurship by organizing diverse activities like entrepreneurship salons, career planning competitions, and job-seeking skills workshops. These initiatives can comprehensively enhance students’ career planning awareness and improve their employment and entrepreneurship capabilities. Furthermore, it is essential to prioritize establishing and improving an employment

assistance system to provide personalized guidance and help to students facing difficulties in employment.

#### **4. Conclusion**

The advancement of college students' career planning, employment, and entrepreneurship reforms necessitates concerted efforts from universities, teachers, students, and all sectors of society. By optimizing course content, improving course structures, strengthening faculty development, and increasing practical teaching, a comprehensive curriculum system can be established to enhance students' career planning abilities, boost their employment competitiveness, and foster their innovative and entrepreneurial capabilities. Looking forward to the future, universities should actively explore new teaching concepts and methodologies, drive reforms in the curriculum for career planning, employment, and entrepreneurship education, and cultivate more outstanding innovative talents for social development.

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