Evaluation of Career Guidance Course in BaoShan University Yunnan Province, China
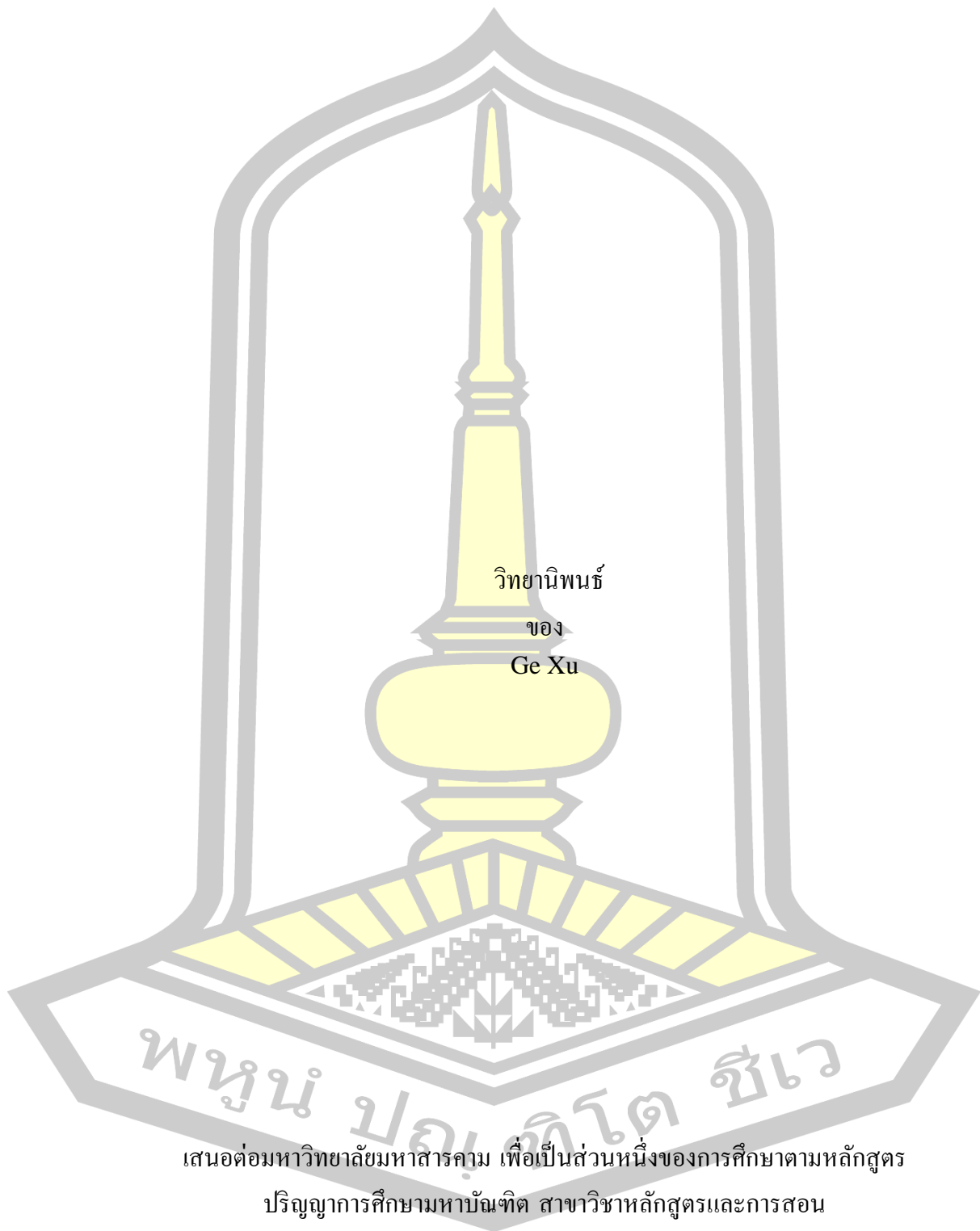
Ge Xu

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in Curriculum and Instruction

October 2023

การประเมินหลักสูตรแนะแนวอาชีพมหาวิทยาลัยเปาซานมณฑลยูนนาน ประเทศจีน

วิทยานิพนธ์
ของ
Ge Xu
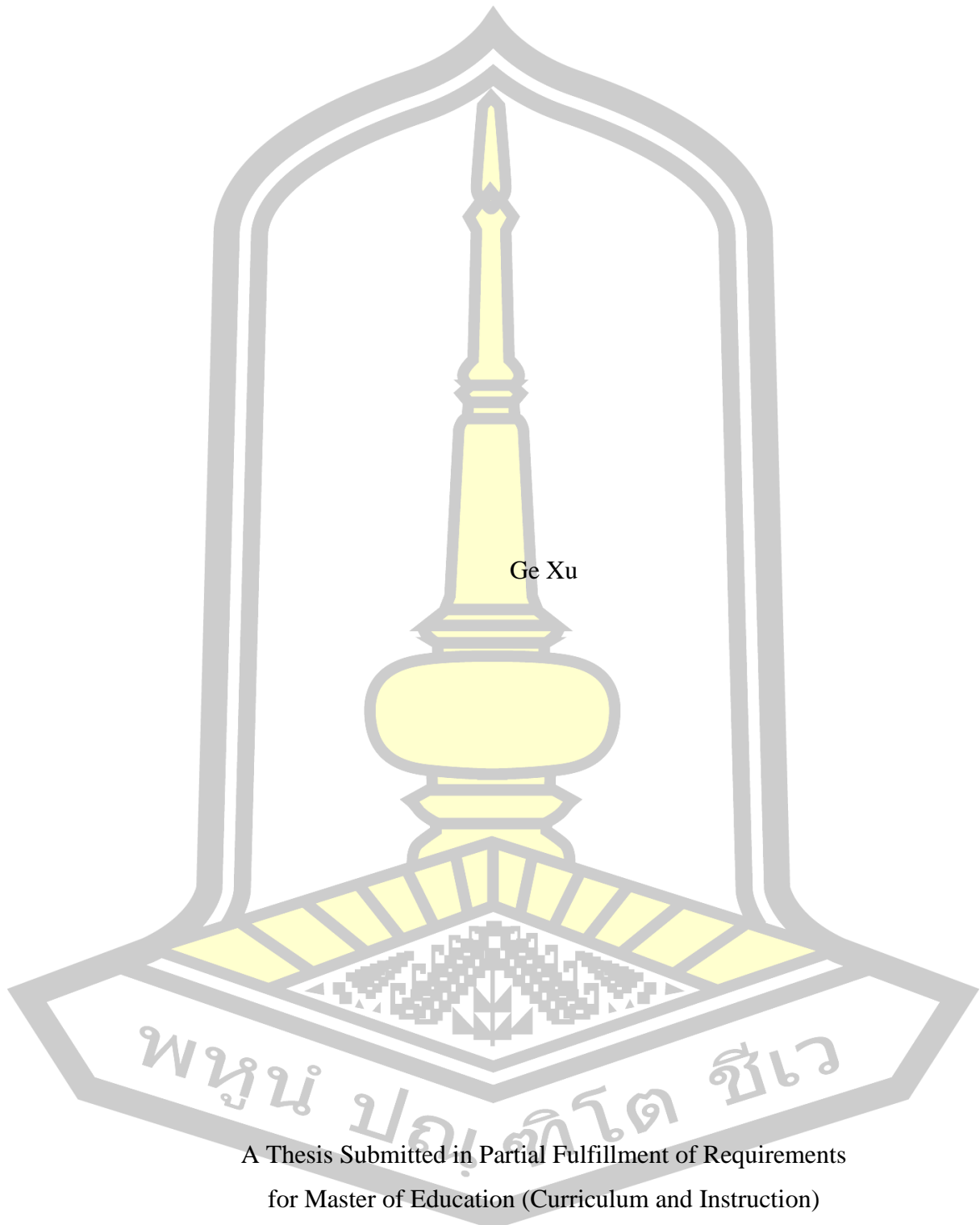
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ตุลาคม 2566

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The examining committee has unanimously approved this Thesis, submitted by Ms. Ge Xu , as a partial fulfillment of the requirements for the Master of Education Curriculum and Instruction at Mahasarakham University

Examining Committee

....Chairman
(Asst. Prof. Tipaporn Sujaree , Ph.D.)

....Advisor
(Asst. Prof. Prasong Saihong , Ph.D.)

....Committee
(Surachet Noirid , Ph.D.)

....Committee
(Assoc. Prof. Prasert Ruannakarn , Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education Curriculum and Instruction

....
(Assoc. Prof. Chowwalit   (Assoc. Prof. Krit Chaimoon , Ph.D.)
Chookhampaeng , Ed.D.)   Dean of Graduate School
Dean of The Faculty of Education

TITLE	Evaluation of Career Guidance Course in BaoShan University Yunnan Province, China		
AUTHOR	Ge Xu		
ADVISORS	Assistant Professor Prasong Saihong , Ph.D.		
DEGREE	Master of Education	**MAJOR**	Curriculum and Instruction
UNIVERSITY	Mahasarakham University	**YEAR**	2023

ABSTRACT

This study takes the evaluation of Baoshan University's career guidance course as the research object, uses the CIPPI model as the evaluation framework, and uses qualitative and quantitative methods to conduct research. The tool for collecting quantitative data is questionnaire, and the tool for collecting qualitative data is interview form to obtain in-depth data. The sample of this study is: 400 students, 100 first-year students, 100 second-year students, 100 third-year students, 100 fourth-year students; 30 teachers, including 10 teaching managers and 10 leaders 10 people and 10 course teachers. The statistics used to analyze the collected data were percentage, mean and standard deviation. The research results are as follows:

Context:

The Context evaluation generally shows that the evaluation of the curriculum concept is relatively high. Through the analysis of various items, the evaluation of the guidance concept and overall positioning of the career guidance course is relatively high, but the suitability and popularity of the curriculum objectives are not strong enough. The teaching objectives and Misalignment between course objectives and student needs. It is recommended to strengthen the understanding of the teaching objectives of career guidance courses, the setting of teaching objectives should be in line with the actual situation of students, and the teaching of subjects with large differences in students' learning should be divided into classes.

Input:

The input evaluation has the lowest score among the four first-level dimensions, and the lowest score among the course teachers, course support, and course management is course management. In order to further understand the specific problems of course management, through the statistical analysis of relevant items of course management and the collation of interview materials, it is found that the class hours of this course are relatively short, the time is relatively concentrated, the teaching resources are single, and the structure of the course teaching staff is

unreasonable. At present, it is still concentrated in the classroom. In terms of practice, there is a lack of practical training, and the school does not pay enough attention to it. It is suggested to improve the management system of career guidance courses.

Process:

The process evaluation scores relatively high in the four first-level dimensions, including course content, course teaching, and assessment mechanism evaluation. Through the analysis of each item, the relatively low score is the course content. The main problem is that the teaching in the classroom teaching The content is not closely related to the current employment trend, and the teaching is still mainly based on theory, with insufficient practical knowledge. Suggest overall planning, whole-process guidance, and hierarchical organization of teaching.

Product:

It is generally at a medium level, including the degree of achievement of course objectives and course satisfaction. Through statistical analysis of related items, it is found that the main problem is that students evaluate what they have learned after class. The practicality of the knowledge learned is not strong, and it is impossible to apply what you have learned. It is recommended to improve teaching methods and innovate teaching models. Schools and teachers should pay attention to evaluation feedback, incentive functions, and conduct multiple evaluations.

Keyword : Career Guidance Course, CIPP
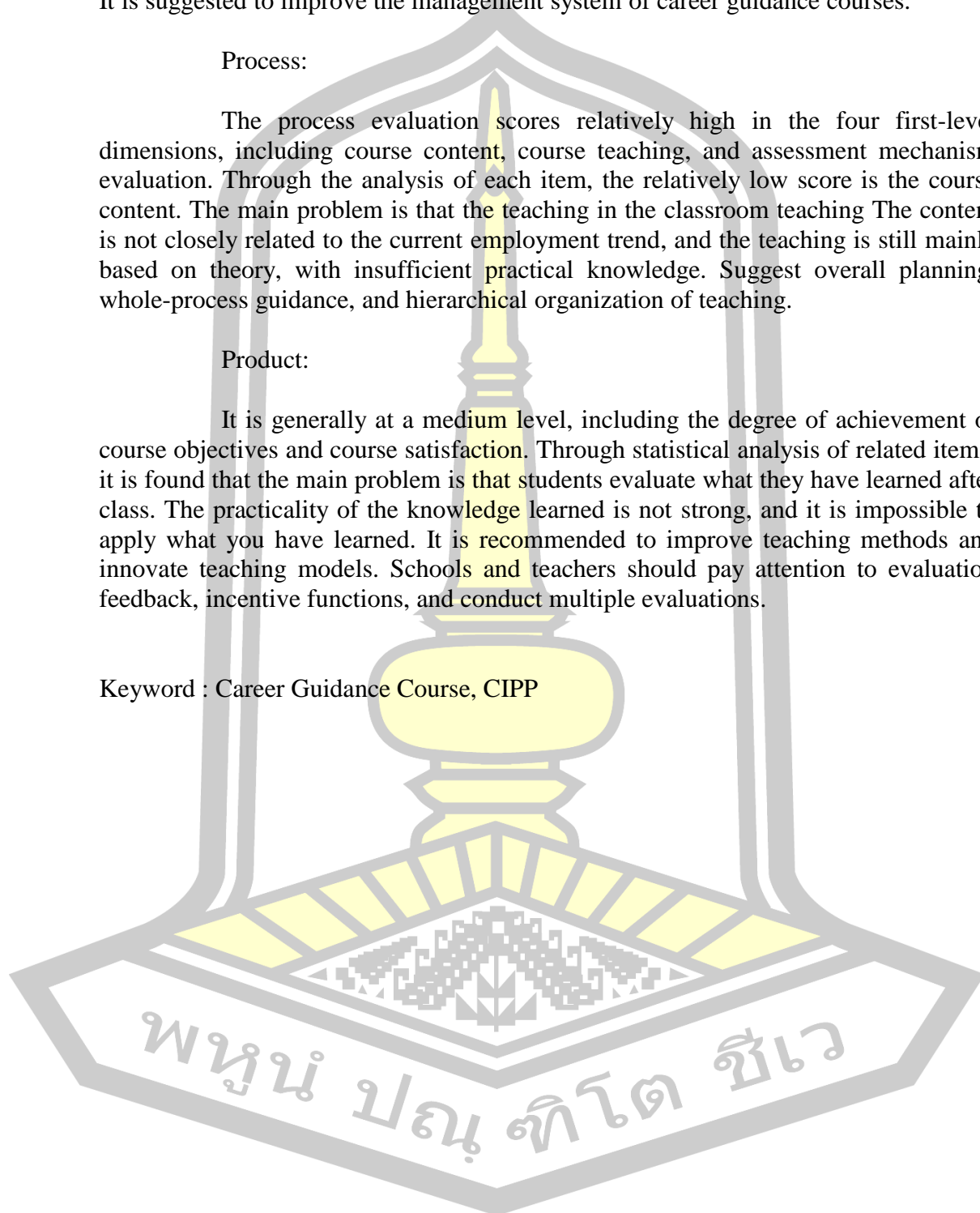
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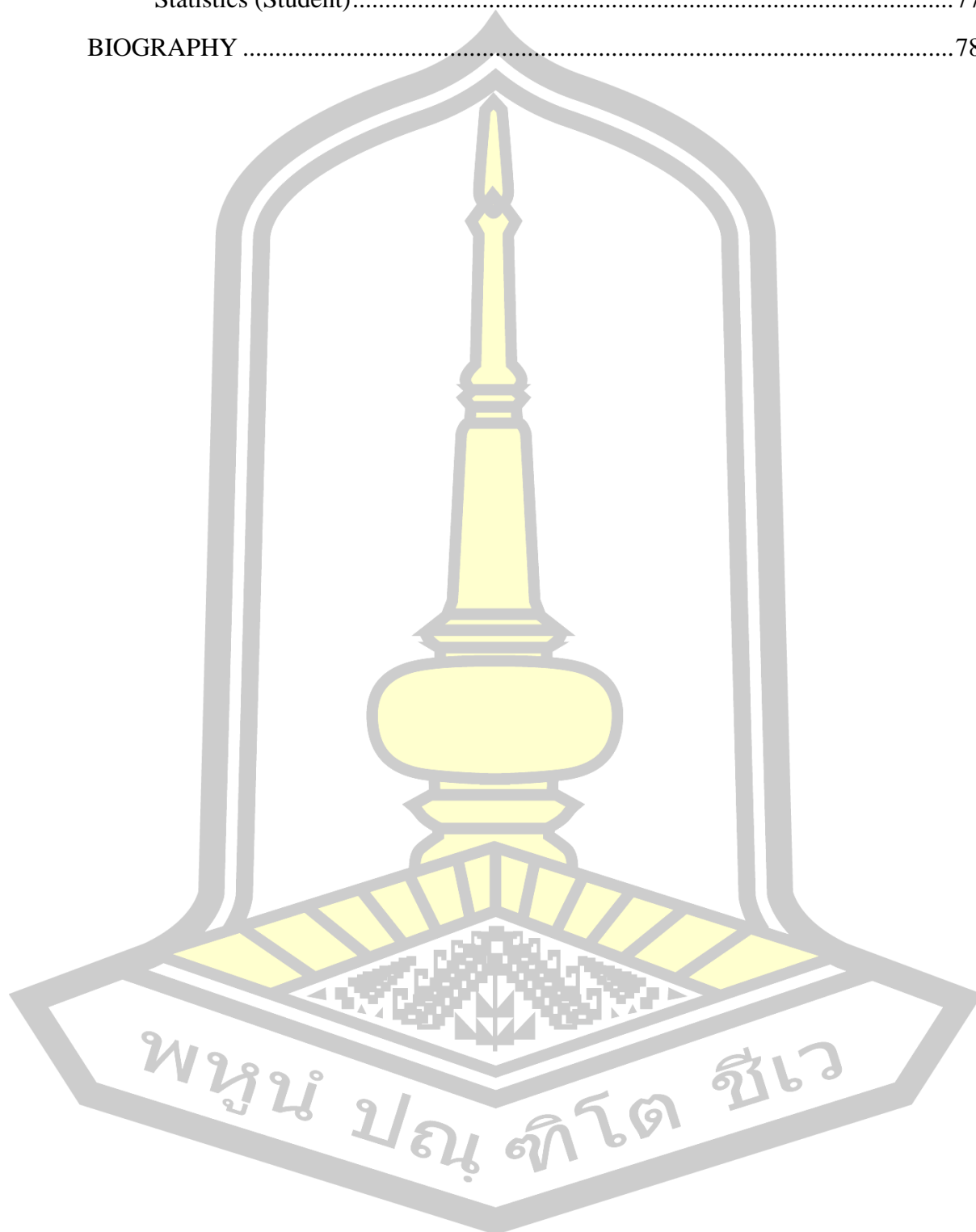
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Ge Xu

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CHAPTER I

INTRODUCTION

1.1 Background

With the rapid development of higher education in our country, the number of college graduates has increased year by year, and the employment problem of college students has become more and more prominent in front of people and has received more and more attention. According to the authoritative statistics of the Ministry of Education and the Ministry of Human Resources and Social Security, the number of domestic college graduates will reach 10.78 million in 2022, and the number of domestic college graduates will reach 11.58 million in 2023, an increase of 800,000 compared to the number of graduates in 2022. College graduates are no longer the "arrogant" sons of heaven, but the "hot" sons of heaven, and the problem of college students' employment difficulties has become increasingly prominent. As the main position of the country to promote the employment guidance of college students, the career guidance course in colleges and universities is a decisive indicator to determine whether college students can succeed in employment.

The importance of career guidance courses is mainly reflected in the following two aspects:

first, to help college students establish a correct outlook on employment. As we all know, in recent years, the employment problem of college students in our country has become more and more serious, and even severely restricted the development of our country's social economy. Units and enterprises worry about finding low-quality talents. At present, most of the students in vocational colleges are post-00s. This generation is not clear enough about their own positioning, so in the process of employment, there is a phenomenon of not being able to achieve high levels of achievement but not achieving low levels of achievement. （Peng, B.,Zhao, Z. K., 2017） The career guidance courses for college students not only teach college students how to cultivate a correct outlook on life and career, but also include the analysis of the needs of current social and economic development, which can help college students better understand their own advantages and disadvantages, and make

more reasonable contributions. Self-positioning, so as to lay a solid foundation for college students' employment and entrepreneurship.

second, to point out the development direction for college students' entrepreneurship. Entrepreneurship is not only difficult, but also has a high risk factor. It is undoubtedly more difficult for college students without any social experience. Therefore, it is necessary to point out the development direction for college students to start a business, and reduce the detours that college students take in the process of starting a business. Employment guidance can provide necessary material resources and social needs for college students to start a business, and it is more directional on the road of starting a business.

At present, quite a number of college graduates are far from being able to meet the needs of social development and market demand. The connotation, purpose, tasks and functions of career guidance courses have not formed a clear and reasonable definition, the overall positioning is not clear, and the necessary consensus has not been reached; the course foundation is weak, the subject attributes are unclear, and a complete theoretical system is lacking; It is only aimed at graduates, lacks strong guidance for early career planning and design for junior students, and the curriculum system does not form a comprehensive curriculum; in terms of curriculum content, it is slow to update, focuses on theory, lacks pertinence, and ignores students' learning in school The cultivation of comprehensive professional quality during the period; in the teaching method of the course, the form is rigid, the method is single, the teaching is emphasized, and the practice is neglected, and there is a lack of communication and communication with the employer and the society; in the course teaching personnel, there is a lack of professional teachers. , Most of them are part-time jobs by those engaged in employment or student work, with low stability, lack of systematic theoretical study and special training, and insufficient research on courses, so it is difficult to guarantee the actual effect of employment guidance courses.

Therefore, scientific evaluation of career guidance courses in colleges and universities will not only help teachers improve their teaching level, but also further promote students' professional development, which has strong practical research value. Through the study of related course evaluation materials, it is found that the CIPP evaluation model not only pays attention to the evaluation of the results, but

also pays attention to the evaluation of the overall process of education quality from input to output in the entire educational evaluation activity. The overall effect of the classroom teaching can be optimized, and students, teachers and schools can also see where they have problems, so as to make improvements to achieve common development and progress, and provide guidance for practical work.

1.2 Research purposes

1) To evaluate the career guidance course By using CIPP Model.

2) To provide career guidance course of Baoshan University.

1.3 Research ideas

Firstly, it conducts a text analysis on the objectives, content, implementation process and effect of Baoshan University's career guidance course.

Secondly, through the evaluation of career guidance courses, sort out the status quo of career guidance course evaluation and existing related problems.

Finally, the improvement measures are put forward to improve the career guidance course.

| Text analysis | → | The current situation of career guidance courses was investigated | → | The present situation and related problems of course evaluation of career guidance are analyzed | → | The improvement measures and suggestions are put forward |
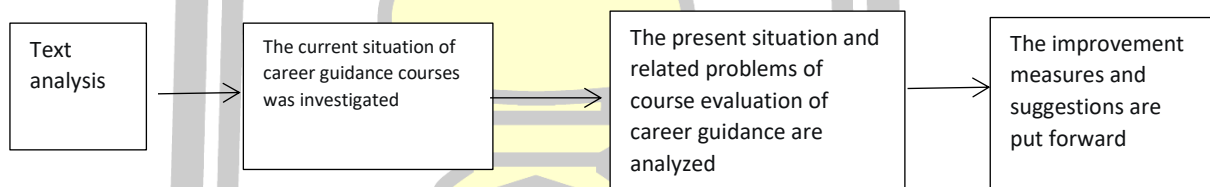
Figure 1. Research idea

1.4 Scope of the Research

1.4.1 Population

There are 12,073 students in Baoshan College, including 3,050 freshmen, 2,936 sophomores, 2,847 juniors, 3,240 seniors, and 697 teachers. 400 students and 30 teachers were selected as sampling objects by random sampling.

1.4.2 Sampling

400 students and 30 teachers were selected as sampling objects by simple random sampling. The 400 students are 100 first-year students, 100 second-year students, 100 third-year students, and 100 fourth-year students; 30 teachers, including

10 teaching managers, 10 leaders, and course teachers 10 people. According to the student's student number, select the student number ending in 3 as the start, and go down in order until it is full.

1.4.3 Research variable

1) Independent variable:

a. Objectives of Career Guidance Courses

b. Career Guidance Courses content

c. Implementation process of Career Guidance Courses

d. Implementation effect of Career Guidance Courses

2) Dependent variable:The quality of career guidance courses

1.4.4 Research content

a. Career guidance course objectives.

b. Contents of Career guidance course.

c. The implementation process of the career guidance course.

d. The effect of the implementation of career guidance courses.

1.4.5 Research instrument

1) Questionnaire

This study is based on the CIPP evaluation model, and the questionnaire is designed according to the "Qualification Evaluation Index System for Undergraduate Teaching Work in Ordinary Universities", "Teaching Requirements for College Students' Career Development and Career Guidance Course", and "Classroom Teaching Quality Evaluation System of Baoshan University". The questionnaire is divided into a teacher version and a student version. The first part is personal information, and the second part is the questionnaire to evaluate the career guidance course in the form of a five-level scale. The questionnaire uses a five-level Likert scale to score: 1 is very inconsistent, 2 is incompatible, 3 is generally meet, 4 is Compatible, and 5 is fits very well. Based on the CIPP evaluation model, all aspects of the course are evaluated, including four dimensions: background evaluation, input evaluation, process evaluation, and achievement evaluation. The questionnaire sets 4 first-level indicators, 10 second-level indicators, and 36 third-level indicators, with a total of 36 items.

2) Interview outline

Write an outline for interviews on the status quo of the career guidance course. The outline is divided into a teacher's version and a student's version, each with 7 questions. The content of the outline involves the objectives, content, implementation process and evaluation of the career guidance course.

1.5 Duration Time

1) January 2022-March 2022: Draw up a research plan, collect relevant research materials from CNKI and the library of Baoshan University, mainly sorting out the literature, and do some preliminary research work.

2) From April 2022 to June 2022, review and sort out the talent training programs of Baoshan University's career guidance courses in recent years to provide theoretical and practical basis for this study.

3) May 2022-August 2022: Sorting out the opening of career guidance courses in Baoshan University, including goals, content, development process, and effects, and textually sorting out this.

4) August 2022-November 2022: Write the first three chapters and send them to the instructor for revision, prepare materials for opening questions, and apply for opening questions and defenses.

5) November 2022-February 2023: Revise and complete the first three chapters of the thesis.

6) February 2023-May 2023: Use questionnaires and interviews to understand the current situation of career guidance courses in Baoshan University, and conduct questionnaire surveys.

7) May 2023-August 2023: Analyze the survey results, propose optimization countermeasures, and enrich the career guidance course system.

8) August 2023-November 2023: Organize and analyze research materials; write a graduation thesis and apply for a defense examination.

1.6 Definitions

1.6.1 Career guidance course

Career guidance course refers to the quality improvement courses for college students to choose occupations, prepare for employment, and obtain occupations according to social needs and their own characteristics under the premise of being included in the teaching plan and the curriculum system of colleges and universities. In this study, courses involving "career development planning", "employment guidance", "career development and employment", "career planning and employment" and other contents are uniformly defined as "career guidance courses".

1.6.2 CIPP

The CIPP model is an integrated curriculum evaluation model proposed by American scholar Daniel L. Stufflebeam. Stufflebeam believes that evaluation should not only be limited to the goal, nor should it only focus on the implementation results, but should Coherent in the whole process of the entire curriculum plan, committed to improving and developing the curriculum, not just evaluating for evaluation. CIPP is the acronym for the English acronyms of the four evaluation types, namely Context, Input, Process, and Product. The CIPP evaluation model includes four links of course background evaluation, input evaluation, process evaluation, and result evaluation, which correspond to different decision-making types.

1) Context

Context evaluation is to evaluate and judge the curriculum background and educational objectives, from the overall objectives to the sub-objectives of the curriculum objectives or teaching objectives, the setting of objectives requires a full understanding of the students' wishes and needs, and the environment in which the curriculum is implemented. After educating the beneficiaries, it is necessary to evaluate the actual background of the curriculum or teaching. The evaluation of the curriculum background is mainly to confirm the implementation environment of the curriculum, understand the characteristics and needs of the students, and judge the adequacy of the curriculum objectives. Context evaluation is based on the degree of realization of the goal and the impact or gap of various factors in the process of achieving the goal on the realization of the original goal. It provides basic information

for adjusting the goal of the plan and determines the direction of improvement of the plan. It is equivalent to a diagnostic evaluation.

2) Input

The input evaluation is to select and design the best course implementation plan according to the situation of the background evaluation, and to evaluate the implementation plan of the course development. The choice of input program content is very important, which determines the degree of student participation and harvest and the gap with the realization of the goal. The focus of the input evaluation is whether the course design meets the target requirements, that is, whether the course plan is reasonable, feasible and effective, mainly including the evaluation of the course content, external conditions, and course resources needed to achieve the goal, so as to help course developers Make a relatively objective decision on the organization and arrangement of the content and the design of the implementation strategy to develop an applicable implementation plan and avoid wasting time and resources.

3) Process

Process evaluation is the evaluation of the implementation process of the determined course program. In order to detect whether the implementation of the curriculum plan is implemented smoothly, the problems in the implementation process, and a series of behaviors of educators and educational objects, etc., the whole process of curriculum plan implementation is supervised and tracked, and the implementation process is recorded. The performance of each link, and feedback information to continuously adjust and improve the implementation process. The process evaluation link is a place where the CIPP evaluation model differs from Taylor's objective evaluation model. It describes the real process of course implementation, and an important part is to record the performance evaluation of participating objects such as teachers and students into the evaluation results. Process evaluation is formative evaluation in essence. It aims to improve the problems existing in the implementation of the course plan. The real process records are an important reference for explaining the implementation results in the future.

4) Product

Product evaluation is the last link in the CIPP evaluation model. It is the interpretation and judgment of the achievement of the course. The purpose is to judge the degree to which the course meets the needs, to comprehensively examine the implementation effect of the course, and to test the degree of achievement of the goal. Curriculum implementation effect includes expected effect and unexpected effect, positive effect and negative effect. Through the comparison and analysis of background, input, and process evaluation information, judge the gap between the actual result and the original expected goal, so as to judge the degree of achievement of the course goal and the degree of benefit of the personnel related to the course. Staffelbeam's later research added the evaluation of sustainability and scalability to the evaluation of results. The essence of achievement evaluation is summative evaluation, which analyzes the results qualitatively and quantitatively. Its purpose is to adjust the focus of the course program and its implementation plan, and also to prepare for the next evaluation.
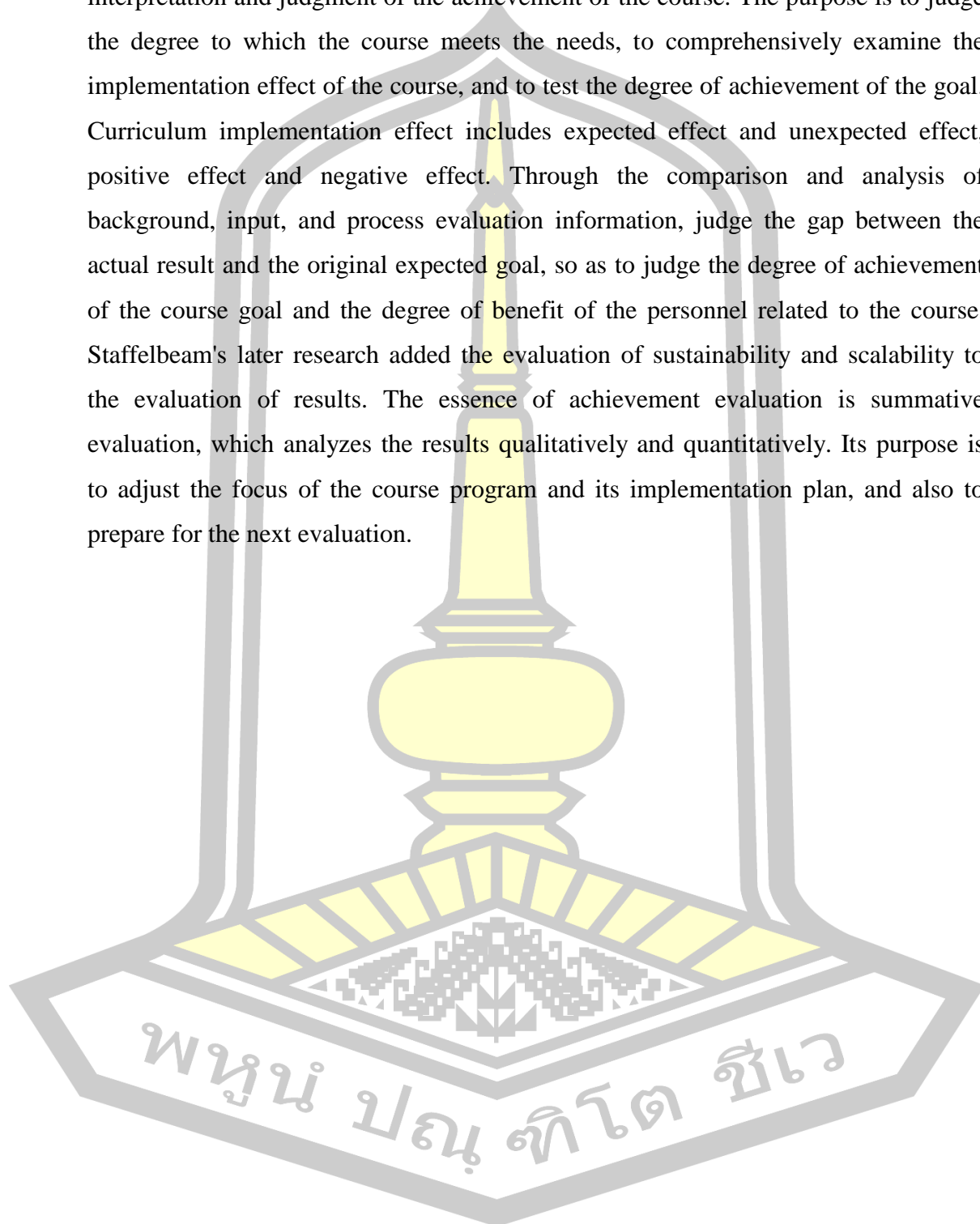
CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The research content of this chapter is as follows:

1. Career Guidance Courses of Baoshan University

2. CIPP

3. Literature review at home and abroad

2.1 Career Guidance Courses of Baoshan University

Baoshan University is one of the applied talents cultivation in yunnan province demonstration schools, schools with undergraduate course education is given priority to, the school to meet the needs of local economic and social development, in order to improve the students' comprehensive quality as the goal, constantly improve the students' employment rate and employment level, cultivate students to become capable to adapt to socialist market economy and the competition ability, Application-oriented talents with innovative spirit and practical ability to serve local development. The University has 12 secondary colleges and 48 undergradute programs. Combining the reality of individual work, as a first-line manager, teaching for college courses, students in class is to understand, therefore, the author mastered more relevant information, the easier organization questionnaire survey and data collection, so choose baoshan universityas an example, analyzing the status quo of the career guidance course, optimize the quality of undergraduate career guidance.

2.1.1 Career Guidance course objectives

Attitude level: through the teaching of the course, college students should set up independent consciousness of career development, sets up the correct outlook on life, values and employment concept, the combination of personal development and national needs, social development, establishing career concept and awareness, and is willing to pay for personal career development and social development of the initiative positive efforts.(Jiao, Y. B. 2007)

Knowledge level: Through the teaching of this course, college students should have a basic understanding of the characteristics of career development stages; A

clear understanding of their own characteristics, professional characteristics and social environment; Understand the employment situation, policies and regulations; Master basic labor market information, relevant knowledge of job classification and basic knowledge of starting a business.(Jiao, Y. B. 2007)

Skill level: Through the teaching of this course, college students should master self-exploration skills, information search and management skills, career decision-making skills, job hunting skills and so on. They should also improve various general skills, such as communication skills, problem solving skills, self-management skills and interpersonal skills.(Jiao, Y. B. 2007)

2.1.2 Career guidance course content

The career guidance courses of Baoshan University mainly include career planning, job search process guidance, entrepreneurship education, etc. The specific contents are shown in the table1

Table 1. Career guidance course content

	Main content	Specific content
The first part	Build career and professional awareness	Career development and planning; Factors affecting career planning
The second part	Career Development Planning	Know yourself; Know the profession; Understand the environment; Career Development Decisions
The third part	Job Search Process Guide	Collect employment information; Resume writing and interview skills; Psychological adjustment; Protection of employment rights
The fourth part	Entrepreneurship education	The connotation and significance of entrepreneurship; Entrepreneurial spirit and entrepreneurial quality; The fundamentals of a successful business; Entrepreneurial preparation and general entrepreneurial process; Common problems and countermeasures should be paid attention to in

		the process of entrepreneurship; The relevant policies and regulations of college students' entrepreneurship.

2.1.3 Career guidance course implementation process

Career Guidance Course of Baoshan University is included in the teaching plan as a compulsory course, and the teaching object is all students. It is arranged in the first semester of the fourth year of the university, 1 credit, 16 class hours, and the class is the unit of intensive teaching.

2.1.4 Implementation effect of career guidance course

The teaching quality is evaluated by students, fellow teachers, experts and leaders, and the result information should be fed back to the relevant leaders of the college first, which is convenient to master the specific classroom teaching situation of teachers, and can be used as the basis for the guidance and adjustment of teachers' classroom teaching work, and also provide the basis for the decision of rewards and punishments. After that, the evaluation results are fed back to the teachers themselves to maintain teachers' self-esteem and promote teachers to make up for the deficiencies of classroom teaching consciously. Finally, the publication of the result information. In this way, teachers can understand the situation of classroom teaching between themselves and other teachers, as well as the differences in classroom teaching level between them, which can form a certain pressure of public opinion on teachers and urge them to strengthen the improvement of classroom teaching quality.

The weight of teaching quality evaluation results is as follows: student evaluation accounts for 45%, peer evaluation accounts for 30%, expert evaluation accounts for 20%, and leader evaluation accounts for 5%. If the same teacher offers more than one course in the same semester, the final comprehensive score of the teacher is the average score of the course. (Bao S. U, 2013)

The career guidance courses of Baoshan University are based on talent training and subject positioning, combined with the needs of local economic and social development, adhere to the practical, innovative and diversified talent training system oriented by employment needs and quality cultivation, and cultivate socially responsible, High-quality applied talents with innovative spirit, practical ability and international vision.

2.2 CIPP

The CIPP model is an integrated course evaluation model proposed by American scholar Staffel Beam. He believes that evaluation is not the purpose, and the most important purpose of evaluation is not to prove any conclusions, but to improve the course itself. As a tool, evaluation is a process of providing information to decision makers, and then a continuous process of updating information(Stufflebeam D.L 1983).The team led by Staffelbeam followed Taylor's goal-oriented model when evaluating the education programs of Columbus public schools, and found that the setting of a single evaluation goal was difficult to meet the needs and degrees of students in different environments and regions, as well as students' emotional attitudes and influencing factors. Furthermore, the goal evaluation model focuses on the evaluation of the results of course implementation and the evaluation of student behavior, and only pays attention to the expected goal setting, and it is easy to ignore the generative goals and other related factors in the course implementation process. Therefore, based on Taylor's goal-oriented evaluation model, combined with the questions found in the practice process, the CIPP evaluation model came into being. Staffelbeam believes that evaluation is not limited to the goals, nor should it only focus on the implementation results, but should be integrated into the entire process of the curriculum plan, and be committed to improving and developing the curriculum, not just for evaluation. CIPP is the acronym for the English acronyms of the four evaluation types, namely Context, Input, Process, and Product. The CIPP evaluation model includes four links of course background evaluation, input evaluation, process evaluation, and result evaluation, which correspond to different decision-making types.

2.2.1 Context

Context evaluation is based on the evaluation and judgment of the curriculum background and educational objectives. From the overall objective to the sub-objectives of the curriculum objectives or teaching objectives, the setting of objectives requires a full understanding of the students' wishes and needs, and the environment in which the curriculum is implemented. Therefore, after the beneficiaries of education are identified, it is necessary to evaluate the actual background of the curriculum or teaching. The evaluation of the curriculum background is mainly to

confirm the implementation environment of the curriculum, understand the characteristics and needs of students, and judge the adequacy of the curriculum objectives. Context evaluation is based on the degree of realization of the goal and the impact or gap of various factors in the process of achieving the goal on the realization of the original goal. It provides basic information for adjusting the goal of the plan and determines the direction of improvement of the plan. It is equivalent to a diagnostic evaluation(Jiang, H. Y.,2021).

The course context evaluation under the CIPP model is to evaluate the rationality of the course and the problems, needs, resources, advantages and disadvantages, etc. Mainly consider the following issues: whether it is necessary to open the course, which students the course is suitable for, where the course is in the entire curriculum system, what is the overall purpose and specific goal of the course, what is the existing foundation of the course, etc. According to the methods of CIPP context evaluation, interviews, questionnaires, literature, symposiums and other forms can be used to investigate the environment of colleges and universities, the needs of students and teachers, and then sort out useful information to determine the rationality of course offerings.

2.2.2 Input

The input evaluation is to select and design the best course implementation plan according to the situation of the background evaluation, and to evaluate the implementation plan of the course development. The choice of input program content is very important, which determines the degree of student participation and harvest and the gap with the realization of the goal. The focus of the input evaluation is whether the course plan design meets the target requirements, that is, whether the course plan is reasonable, feasible and effective, mainly including the evaluation of the course content, external conditions, and course resources required to achieve the goal, so as to help course developers make relatively objective decisions on the organization and arrangement of content and the design of implementation strategies, so as to develop an applicable implementation plan and avoid waste of time and resources.(Jiang, H. Y.,2021)

After the course input evaluation under the CIPP model confirms the rationality of the course offering, it is necessary to determine the resources, programs,

teachers, equipment, and materials required for the course. The input evaluation using the CIPP model mainly considers the following issues: whether the equipment and materials for the course are available, whether the course teaching plan is well designed, whether the teacher has been determined, whether the class hours are reasonable, and whether the funds for the course are in place, etc. Finally, a suitable course plan is formulated, and then comparative analysis, interview method and literature research method are adopted to comprehensively analyze the advantages and disadvantages of the course plan and put forward suggestions for improvement.

2.2.3 Process

Process evaluation is the evaluation of the implementation process of the determined course program. In order to detect whether the implementation of the curriculum plan is implemented smoothly, the problems in the implementation process, and a series of behaviors and activities of educators and educational objects, etc., the whole process of curriculum plan implementation is supervised and tracked, and the implementation process is recorded. The performance of each link, and feedback information to continuously adjust and improve the implementation process. The process evaluation link is a place where the CIPP evaluation model is different from the Taylor objective evaluation model. It describes the real process of course implementation. An important part is to record the performance evaluation of participating objects such as teachers and students into the evaluation results(Jiang, H. Y.,2021).

The course process evaluation under the CIPP mode is the evaluation of the course teaching implementation, that is, it emphasizes the use of formative evaluation in the course implementation. The main issues to be considered include: implementation, student attendance, enthusiasm and participation, teachers' teaching style, language and enthusiasm, factors affecting course implementation, classroom assessment, facilities and equipment usage, etc. Through the observation of the overall situation of the course implementation to form a certain amount of feedback, and then improve the course implementation effect according to the feedback, the interview method and observation method can be used to fully grasp the course teaching situation and make detailed records.

2.2.4 Product

Product evaluation is the last link in the CIPP evaluation model. It is the interpretation and judgment of the achievement of the course. The purpose is to judge the degree to which the course meets the needs, to comprehensively examine the implementation effect of the course, and to test the degree of achievement of the goal. Curriculum implementation effect includes expected effect and unexpected effect, positive effect and negative effect. By comparing and analyzing the background, input, and process evaluation information, judge the gap between the actual result and the original expected goal, so as to judge the achievement of the course goal and the benefit of the personnel related to the course. Staffelbeam's later research added the evaluation of sustainability and scalability to the evaluation of results(Stufflebeam D. 2003).The essence of achievement evaluation is summative evaluation, which analyzes the results qualitatively and quantitatively. Its purpose is to adjust the focus of the course program and its implementation plan, and also to prepare for the next evaluation.

The evaluation of course product under the CIPP model includes influence, effectiveness, sustainability and promotion. The main considerations include: what students have gained through this course, what impact the course has on students, what effect the course has produced, and What have teachers learned, whether the course can continue to be offered, what are the advantages and disadvantages of the course, and the impact of the course on other courses. The interview method and survey method can be used to take students, teachers and relevant management personnel as the survey objects, and the achievement evaluation can also be carried out through the method of student evaluation and teaching, and finally record the information with a comprehensive evaluation report for decision makers and teaching teachers. refer to.

2.3 Literature review

2.3.1 Review of foreign literature

In foreign countries, Parsons was the expert who put forward the concept of "career guidance" relatively early. The first to teach "career guidance" as a course was

the "career guidance course" opened by Harvard University in 1911. Since then, countries around the world Experts and scholars began to explore a series of career education guidance theories and practice models. Some scholars in Europe and the United States reached a peak in the early 20th century on career guidance research. Western countries had already proposed the existence of this topic more than 100 years ago. Therefore, it already has a relatively complete theoretical system and practical operability.

1) Career Guidance course objectives

correctly understand themselves, to develop their own skills in all aspects, to plan their own careers, to improve the quality of employment, and to provide students with effective job hunting methods and technical guidance(Huang, G., 2012).

2) Content of career guidance course.

The career guidance courses in the United States include compulsory courses and elective courses. Students can choose different courses according to their majors, grades, genders, etc. Most of the courses include personal career planning, professional guidance in psychology, and preparation of job search folders. , Basic career development, specific student majors. Some scholars pointed out that the content of the guidance course should include: the screening of career information, the improvement of job skills(Jiang, Y., 2010).

3) Career guidance course implementation process

In developed countries in the West, it has been proposed that the setting of career guidance courses in American colleges and universities is oriented towards the actual needs of students, and career guidance courses have been offered from freshman to graduation, in the form of electives and compulsory courses. When British colleges and universities set up this course, they all centered on students' "employment needs", and also focused on cultivating students' employability, connecting the job market, society and students. They also set up courses related to entrepreneurship, combining entrepreneurship with majors, looking for more employment opportunities, and setting up practical links for fixed-job internships in the courses.(Zhao, L. X.,2006)

4) Career guidance course implementation effect

Set up guidance courses for college students, provide career guidance for students, provide employment-related information and guidance for college students, help students grasp higher-quality career or employment opportunities, help them prepare for entering the society, and successfully carry out school and education. connection between societies.

Overall foreign countries have explored the concept and practice mode of career guidance courses relatively early, and already have a relatively complete theoretical system and practical operability.

2.3.2 Domestic Literature Review

Career guidance in colleges and universities in my country started late. In 1916, Tsinghua University hired famous experts to give career speeches to tell students about career problems and guide students to choose a career, which marked the beginning of my country's employment guidance activities. In 1925, Professor Zhuang Zexuan, a professor of Tsinghua University, wrote the book "Implementation of Vocational Guidance", summarizing the experience of Tsinghua Vocational Guidance. Schools all over the country followed suit to establish vocational guidance institutions and promote vocational guidance education. After the founding of New China, the state implemented a unified employment policy for college students, and employment guidance education was mainly ideological education. In 1995, the General Office of the State Education Commission promulgated the "Notice on Opening Career Guidance Elective Courses in Higher Education Institutions". In order to meet the needs of the reform and the development of the situation, it was required to "open employment guidance elective courses for third-year or fourth-year students in colleges and universities", which began to promote the construction of career guidance courses from the policy level. In 2003, the Ministry of Education promulgated the No. 6 document "Several Opinions of the Ministry of Education on Further Deepening Educational Reform and Promoting the Employment of College Graduates", which clearly requires "strengthening employment guidance for graduates, making employment guidance an important part of students' ideological and political education, and incorporating it into daily teaching."(Jiao, Y. B. 2007).In 2007, the Ministry of Education issued the "Teaching Requirements for College Students' Career Development and Career Guidance Courses" (hereinafter referred to

as the "Teaching Requirements"), requiring local colleges and universities to include career guidance courses in their teaching plans, and to specify the content, teaching and curriculum of career guidance courses in colleges and universities. settings etc. make specific requirements.

1) Career Guidance course objectives

The "Teaching Requirements for College Students' Career and Career Guidance Course" clearly stated that the effect that college students should achieve through this course is to improve their professional skills, mentality adjustment, and learning attitude. Scholars from all walks of life in my country hold different opinions on related research in this area. Du Pengjuan and others believe that the significance of career guidance courses in colleges and universities lies in the early education of students' future workplace cognition. The ultimate educational purpose of this course is that students should put employment awareness and employment skills in the same position, which is conducive to improving their comprehensive competitiveness(Du, P. J., Zhao, A. Y...etc.2011).Mou Yongnian and Zhao Yongfang put forward a similar view of goals in "Some Thoughts on Strengthening the Construction of Career Guidance Courses in Colleges and Universities", and pointed out that career guidance courses are to help students learn, master knowledge, skills, and experience, and lay the foundation for better employment(Mou, Y. N.,Zhao, Y. f. 2013).Zhuang Xinhao pointed out in "Research on the Curriculum Setting of Employment Guidance in Colleges and Universities under the New Situation" that through the study of this course, the understanding of the national employment policy and the analysis of the current employment situation, strengthen the learning and training of job-seeking skills and knowledge, and improve their professional quality, so as to do a good job in employment planning(Zhuang, X. H.2019).

2) Content of career guidance course.

Based on the retrieved information resources and summarizing the views of scholars, the course content mainly includes: understanding of employment policy and employment information; career planning for college students, effective relief of employment psychological pressure, cultivation of entrepreneurial awareness for college students, etc. However, due to the bias in the actual situation of various universities and educators, there are different teaching emphases in the setting of

course content. For example, Wang Xin proposed in "Research on College Students' Career guidance course" that the course content setting should mainly focus on the cultivation of students' employability and self-management of careers, the correct face of employment psychological pressure, and the cultivation of students' entrepreneurial awareness(Wang, X. 2011).

3) Career guidance course implementation process

The time for colleges and universities in my country to set up employment and entrepreneurship guidance courses is relatively short. Career guidance courses are included in the teaching plan as compulsory courses, and related courses on entrepreneurship have been opened to combine entrepreneurship with employment to find more employment opportunities, and set up practical courses for internships in the courses. In addition, different colleges and universities attach different importance to this course, and there are many problems in the construction of career guidance courses: the opening time of courses is lagging behind, and most of them are opened in the senior year; most of the teachers in charge of the courses are non-professionals who have not received systematic training, and the teaching staff is weak.

4) Career guidance course implementation effect

Set up guidance courses for college students, provide employment and entrepreneurship guidance for students, provide employment-related information and guidance for college students, help students grasp higher-quality career or employment opportunities, help them prepare for entering society, and successfully carry out Link between school and society.

Domestic career guidance courses started late. In 1995, the construction of career guidance courses was promoted from the policy level. In 2007, career guidance was included in the daily teaching plan, and the teaching requirements for career guidance were only clarified in 2007. Therefore, regardless of the needs of social and economic development, or the positioning of college students themselves, it is imperative to improve the quality of career guidance courses.

CHAPTER III
RESEARCH METHODS

Through the analysis of the objectives, content, implementation and effect of the career guidance courses of Baoshan University, the questionnaire of the career guidance courses is designed based on the CIPP model, the career guidance courses are evaluated, and the collected data are analyzed.

The next steps are as follows:

1. population and sample

2. Instruments for collecting data

3.Instrument construction and quality

4. Data collection

5.Data analysis

6. Statistics used to analyze data

3.1 population and sample

3.1.1 Population

There are 12,073 students in Baoshan College, including 3,050 freshmen, 2,936 sophomores, 2,847 juniors, 3,240 seniors, and 697 teachers. 400 students and 30 teachers were selected as sampling objects by random sampling.

3.1.2 Sampling

400 students and 30 teachers were selected as sampling objects by simple random sampling. The 400 students are 100 first-year students, 100 second-year students, 100 third-year students, and 100 fourth-year students; 30 teachers, including 10 teaching managers, 10 leaders, and course teachers 10 people. According to the student's student number, select the student number ending in 3 as the start, and go down in order until it is full.

Table 2. Sampling design

Identity	Sample	Number
Students	first-year students	One hundred
	second-year students	One hundred
	third year in university	One hundred
	fourth-year students	One hundred
Teachers'	teaching administrator	Ten
	The teacher	Ten
	leader	Ten

3.2 Instruments for collecting data

3.2.1 Questionnaire

This study is based on the CIPP evaluation model, and the questionnaire is designed according to the "Qualification Evaluation Index System for Undergraduate Teaching Work in Ordinary Universities", "Teaching Requirements for College Students' Career Development and Career Guidance Course", and "Classroom Teaching Quality Evaluation System of Baoshan University". The questionnaire is divided into a teacher version and a student version. The first part is personal information, and the second part is the questionnaire to evaluate the career guidance course in the form of a five-level scale. The questionnaire uses a five-level Likert scale to score: 1 is very inconsistent, 2 is incompatible, 3 is generally meet, 4 is Compatible, and 5 is fits very well. Based on the CIPP evaluation model, all aspects of the course are evaluated, including four dimensions: background evaluation, input evaluation, process evaluation, and achievement evaluation. The questionnaire sets 4 first-level indicators, 10 second-level indicators, and 36 third-level indicators, with a total of 36 items.

3.2.2 Interview outline

Write an outline for interviews on the status quo of the career guidance course. The outline is divided into a teacher's version and a student's version, each with 7

questions. The content of the outline involves the objectives, content, implementation process and evaluation of the career guidance course.

3.3 Instrument construction and quality

3.3.1 Preparation of questionnaire

This study is based on the CIPP evaluation model, and the questionnaire is designed according to the "Quality Evaluation Index System for Undergraduate Teaching Work in Ordinary Colleges and Universities", "Teaching Requirements for College Students' Career Development and Career Guidance Course", and "Classroom Teaching Quality Evaluation System of Baoshan University". The questionnaire is divided into Teacher Edition and Student Edition. The first part is personal information, and the second part is the questionnaire to evaluate the career guidance course in the form of a five-level scale. The questionnaire uses a five-level Likert scale to score:

1. very inconsistent
2. incompatible
3. generally meet
4. Compatible
5. fits very well

The questionnaire has 4 first-level indicators, 10 second-level indicators, and 36 third-level indicators, with a total of 36 items.

Table 3. Design of Evaluation Questionnaire for career guidance course

NO	Title	fits very well	Compatible	generally	incompatibleh	very inconsistent
1	I think the guiding concept of our career guidance course is scientific and clear					
2	I think the overall orientation of our career guidance course is reasonable and clear					
3	I understand the goals of the career program					
4	I think the objectives of the career guidance course are clearly stated					
5	I think the objectives of the career guidance course are in line with the actual level of teaching					
6	The level of the teachers of the career guidance course meets the requirements of the whole career guidance course					

7	The size of the teaching staff of career guidance course can meet the demand of teaching					
8	The teaching staff of career guidance course has reasonable educational background, professional title and age structure, clear division of labor and good cooperation					
9	The school has set up perfect and targeted training for the teachers of employment guidance					
10	The funds of career guidance courses are reasonable and sufficient, which can stimulate teachers' teaching					
11	Career guidance course teaching hardware facilities are perfect, can meet the teaching needs					
12	The materials used in career guidance courses are highly applicable to students					
13	The network teaching resources of career guidance courses in our school are sufficient, which can well assist students' learning					
14	For this major, I think the number of career guidance courses is generally reasonable					
15	A scientific teaching work plan has been formulated and a standard course teaching management system has been formed					
16	The course selection system is perfect					
17	The school will regularly or irregularly supervise, check, collect course opinions and improve the course of career guidance					
18	I think the content of career guidance courses meets the needs of teaching					
19	In my opinion, the content of the career guidance course is moderate and in line with students' practical level					
20	I think the content of career guidance course is practical					
21	Career guidance course teacher, positive enthusiasm in class, correct attitude					
22	Teachers are enthusiastic and positive in class					
23	The teaching content is closely related to the course objectives, has the corresponding breadth and depth, suitable for the actual level of students					
24	Able to adopt flexible teaching methods, active and effective auxiliary classroom teaching					
25	The number of students in the class is reasonable, and the interaction between teachers and students is sufficient					
26	The students have a positive and enthusiastic attitude towards the course of career guidance					
27	Curriculum assessment methods are diverse, scientific and reasonable					

28	For the teaching of career guidance course, the school has a special teaching evaluation system					
29	Through the course of employment guidance, students master the relevant knowledge of employment					
30	Students' employability is enhanced by taking career guidance courses					
31	Through the course of career guidance, students' communication and employment thinking has been improved					
32	After learning the career guidance course, students have a deeper understanding and recognition of diversified employment					
33	Through the course of career guidance, students gain a deeper understanding and love for their major					
34	I am generally satisfied with the placement course					
35	I am generally satisfied with the implementation of the career guidance course					
36	I am generally satisfied with the results of the career guidance course					

3.3.2 Validity of the questionnaire

This study is based on the CIPP evaluation model, and the questionnaire is designed according to the evaluation guidance documents such as "General College Undergraduate Teaching Work Qualification Evaluation Index System", "College Students' Career Development and Career Guidance Course Teaching Requirements", "Baoshan University Classroom Teaching Quality Evaluation System", and then Experts in the field of education from Baoshan University are invited to conduct guidance and evaluation. They have rich experience in higher education research and can provide professional revision opinions for the evaluation questionnaire from a theoretical perspective; secondly, teachers of career guidance courses are invited to conduct guidance and evaluation. They have valuable front-line teaching experience and can provide advice on the revision and improvement of the evaluation questionnaire from a practical point of view. Finally, the feasibility of the content of the questionnaire is tested by the project goal consistency index (IOC). When the IOC value ranges from 0.5 to 1.00, it shows that the questionnaire made is feasible.

The review experts are as follows:

Li Guangzhou:Deputy Dean of School of Art Design and Jewelry, Baoshan University.professor

He Kui:Director of the teaching and research section of the School of Art Design and Jewelry, Baoshan University.professor

Yao Lihua:Director of the Teaching and Research Office of the School of Art Design and Jewelry, Baoshan University.Associate Professor

Lin Libin:Baoshan University Career Guidance Center,Career Guidance Course Teacher.teaching assistant.

Yang Caizhu:Baoshan University Academic Affairs Office,Career Guidance Course Teacher.teaching assistant.

3.4 Data collection

Step 1: analyze the goal, content, implementation process and effect of Baoshan University's career guidance course.

Step 2: A questionnaire for career guidance courses was designed based on the CIPP model, and the questionnaire was scored using a five-point Likert scale.

Step 3: Experts are invited to evaluate the questionnaires and interview syllabus of career guidance courses, and use the IOC standard for evaluation.

Step 4:The revised question paper will be released and the sample will be filled in.

Step 5: Interview the sample.

Step 6: Recover the data, analyze the survey results, sort out the problems existing in the career guidance courses of Baoshan University, and put forward suggestions for improvement.

3.5 Data analysis

1) Design the assessment questionnaire based on the CIPP model, and use the five-level Likert scale to score the questionnaire.1 very inconsistent;2 incompatible;3 generally meet; 4 Compatible; 5 fits very well.

2) Experts are invited to evaluate the questionnaires and interview syllabus of career guidance courses, and use the IOC standard for evaluation. When the range of IOC value is between 0.5-1.00, it means that the questionnaire made is feasible.

The criteria are as follows:

+1 When determining that the item can measure the intended purpose

0   When not sure if the item can measure the intended purpose

-1 When it is determined that the item does not measure the intended

3) Analyze the scores of the questionnaire and calculate the percentage, mean and standard deviation.

4) Recover survey data and give descriptive analysis results.

3.6 Statistics used to analyze data

3.6.1 Use basic statistical analysis: percentages, means and standard deviations to present findings

Percentages are expressed with the following formula (Frederick J. Gravetter, 2008)

$$P(100) = \frac{f}{N}(100)$$

P is the percentage value

F is frequency

N is the total number of individuals.

The mean value is represented by the following formula(Frederick J. Gravetter, 2008)

$$\mu = \frac{\sum X}{N}$$

μ is the mean value.

ΣX represents the sum of all data.

N   stands for the number of students.

The standard deviation is represented by the following formula(Frederick J. Gravetter, 2008)

$$\sigma = \sqrt{\frac{\sum (X - \mu)^2}{N}}$$

σ is the standard deviation.

X   represents individual data.

μ represents the mean value.

N   stands for the number of students

3.6.2 Cronbach's α was used to test the reliability of the data

$$a = \frac{k}{k-1}(1 - \frac{\sum \sigma_i^2}{\sigma^2})$$

K   represents the number of questions in the questionnaire

σ_i^2 is the variance of the survey results of the i-th question

σ^2 is the variance of all survey results

3.6.3 Principal component factor validity analysis

CHAPTER IV

RESULTS

The research in this chapter is as follows:

1. Research purpose

2. Symbols used in data analysis results

3. Steps for data analysis results

4. Analysis of research results

4.1 Research purpose

1.To evaluate the career guidance course By using CIPP Model.

2.To provide career guidance course of Baoshan University.

4.2 Symbols used in data analysis results

P is the percentage value

N is the total number of individuals.

X is the mean value.

SD is the standard deviation.

4.3 Steps for data analysis results

1.Sample data analysis

2.Reliability and validity analysis

3.Analysis of Questionnaire

4. Analysis of interview results

4.4 Analysis of research results

4.4.1 Sample data analysis

A total of 430 valid sample data were obtained from the questionnaire survey, including 400 student data and 30 teacher data, including 100 freshmen to senior four students, 10 teaching management personnel, 10 classroom teachers, and 10 school leaders, as shown in Table 4.

Table 4. Sample basic information

	Classification variables	Number	Percentage of total
Students	first-year students	One hundred	25 percent
	second-year students	One hundred	25 percent
	third year in university	One hundred	25 percent
	fourth-year students	One hundred	25 percent
Teachers'	Teaching management staff	Ten	33 percent
	The teacher	Ten	34 percent
	Leadership	Ten	33 percent

4.4.2 Reliability test

According to the inspection principle, SPSS24.0 software was used to calculate the reliability value of the scale. Among them, the overall reliability of the scale reached 0.964, and the reliability of each dimension was above 0.7. The item-total correlation (CITC) parameters are all above 0.4, and the α value (CAID) after deleting items is not higher than the overall reliability value, so all indicators can be retained for further analysis.

Table 5. Scale reliability test

Level indicators	Secondary indicators	Three indicators	CITC	CAID	Reliability
Context evaluate（Curriculum background）	Curriculum idea	Course guiding Philosophy	0.565	0.963	0.887
		Overall orientation	0.597	0.963	
	Course objectives	Appropriateness	0.597	0.963	0.899
		Specificity	0.577	0.963	
		Universality	0.603	0.963	
Input evaluate（The curriculum）	Course teachers'	The teachers level	0.739	0.962	0.923
		Teachers' size	0.672	0.963	
		The teachers structure	0.682	0.963	
		Teacher training	0.668	0.963	

	Curriculum support	Course funds	0.714	0.963	0.911
		Teaching facilities	0.650	0.963	
		Course material	0.678	0.963	
		Network resource	0.669	0.963	
	Course management	Course arrangement	0.754	0.962	0.905
		Teaching plan management	0.683	0.963	
		Course selection management	0.630	0.963	
		Course quality control	0.639	0.963	
Process evaluate （Curriculum implementation）	Course content	Applicability	0.708	0.963	0.924
		Difficulty degree	0.638	0.963	
		Practical	0.655	0.963	
		characteristic	0.634	0.963	
	Course teaching	Teaching attitude	0.730	0.962	0.931
		The teaching content	0.629	0.963	
		Teaching method and means	0.648	0.963	
		Teaching organization form	0.655	0.963	
		Students' learning initiative	0.643	0.963	
	The evaluation mechanism	Course assessment method	0.515	0.964	0.879
		Curriculum evaluation and teaching methods	0.466	0.964	
Product evaluate （Effect of course）	Achievement of course objectives	Knowledge objective	0.713	0.963	0.930
		Ability target	0.605	0.963	
		Cultural goal	0.651	0.963	
		attitude goal	0.597	0.963	

	Emotional goal	0.675	0.963	
Course satisfaction	Curriculum satisfaction	0.632	0.963	0.895
	Curriculum implementation satisfaction	0.596	0.963	
	Course effect satisfaction	0.603	0.963	

4.4.3 Validity Analysis

In the index of the total variance explanation rate of the scale, there are ten factors whose initial eigenvalues are higher than 1, and there are obvious differences in the eigenvalues between the tenth and eleventh factors. Starting from the eleventh factor, the eigenvalues of Changes have flattened out. Therefore, after a comprehensive comparison, ten independent principal component factors can be extracted from the questionnaire, and the cumulative variance explanation rate reaches 82.090%>70%, which can represent most of the variance variation. In addition, since the data used in this analysis all come from questionnaires, in order to avoid systematic errors caused by the same data acquisition method, it is necessary to test whether there is common method bias in the questionnaires, mainly using Harman single factor analysis. All Likert scale items in the questionnaire were included in the factor analysis. When the explanation rate of the first factor was higher than 50%, the data results could be considered to have common method bias (Chen, J. W., Guo, Y. Y. Hu, X. Y. 2015). In this factor analysis, the explanation rate of the first factor of the scale was 44.681%, slightly higher than 40%, but less than the 50% recommended by Hair et al. (Hair, J. F., Anderson, R. E....etc.1998). Judgment criteria, indicating that the common method bias in this study is not serious.

Table 6. Total variance interpretation

composition	Initial eigenvalue			Extract the sum of loads squared			Sum of the squares of rotating loads		
	Total	Percentage of variance	accumulation %	Total	Percentage of variance	accumulation %	Total	Percentage of variance	accumulation %
1	16.085	44.681	44.681	16.085	44.681	44.681	4.206	11.683	11.683
2	2.045	5.680	50.361	2.045	5.680	50.361	4.163	11.563	23.246
3	1.969	5.468	55.829	1.969	5.468	55.829	3.333	9.259	32.505
4	1.750	4.860	60.689	1.750	4.860	60.689	3.112	8.645	41.150
5	1.623	4.507	65.196	1.623	4.507	65.196	3.112	8.643	49.794
6	1.424	3.957	69.153	1.424	3.957	69.153	2.988	8.300	58.093
7	1.353	3.757	72.910	1.353	3.757	72.910	2.592	7.200	65.293
8	1.260	3.500	76.410	1.260	3.500	76.410	2.510	6.973	72.266
9	1.039	2.886	79.296	1.039	2.886	79.296	1.826	5.072	77.338
10	1.006	2.794	82.090	1.006	2.794	82.090	1.711	4.752	82.090
11	.461	1.281	83.371						
12	.443	1.231	84.602						
13	.428	1.188	85.790						
14	.377	1.047	86.837						
15	.355	.987	87.823						
16	.345	.959	88.782						
17	.335	.931	89.713						
18	.324	.899	90.612						
19	.312	.866	91.478						
20	.308	.855	92.333						
21	.301	.836	93.169						
22	.275	.764	93.932						
23	.266	.738	94.671						

24	.253	.702	95.373						
25	.241	.668	96.041						
26	.224	.622	96.664						
27	.196	.545	97.208						
28	.186	.515	97.724						
29	.141	.391	98.114						
30	.126	.349	98.464						
31	.116	.323	98.787						
32	.109	.303	99.091						
33	.101	.281	99.372						
34	.087	.242	99.614						
35	.075	.208	99.821						
36	.064	.179	100.000						

In the common degree parameters of factor analysis, the extraction variance of each index is above 0.7, so the factor is more representative of the observed index and can effectively represent the information contained in the index data. The validity parameters of the questionnaire results meet the analysis requirements.

Table 7. Common degree of factor analysis

Level indicators	Secondary indicators	Three indicators	Initial	Extract
Context evaluate （Curriculum background）	Curriculum idea	Course guiding Philosophy	1.000	0.906
		Overall orientation	1.000	0.895
	Course objectives	Appropriateness	1.000	0.914
		Specificity	1.000	0.806
		Universality	1.000	0.805
Input evaluate （The curriculum）	Course teachers'	The teachers level	1.000	0.916
		Teachers' size	1.000	0.794
		The teachers structure	1.000	0.788
		Teacher training	1.000	0.797

	Curriculum support	Course funds	1.000	0.924
		Teaching facilities	1.000	0.773
		Course material	1.000	0.765
		Network resource	1.000	0.742
	Course management	Course arrangement	1.000	0.918
		Teaching plan management	1.000	0.713
		Course selection management	1.000	0.773
		Course quality control	1.000	0.775
Process evaluate （Curriculum implementation）	Course content	Applicability	1.000	0.924
		Difficulty degree	1.000	0.786
		international	1.000	0.805
		characteristic	1.000	0.789
	Course teaching	Teaching attitude	1.000	0.927
		The teaching content	1.000	0.758
		Teaching method and means	1.000	0.765
		Teaching organization form	1.000	0.783
		Students' learning initiative	1.000	0.732
	The evaluation mechanism	Course assessment method	1.000	0.895
		Curriculum evaluation and teaching methods	1.000	0.900
Product evaluate （Effect of course）	Achievement of course objectives	Knowledge objective	1.000	0.930
		Language goal	1.000	0.768
		Cultural goal	1.000	0.751
		Capability objective	1.000	0.746
		Emotional goal	1.000	0.781
	Course satisfaction	Curriculum satisfaction	1.000	0.913
		Curriculum implementation satisfaction	1.000	0.811
		Course effect satisfaction	1.000	0.786

4.4.4 Analysis of questionnaires

Design the assessment questionnaire based on the CIPP model, and use the five-level Likert scale to score the questionnaire.1 very inconsistent;2 incompatible;3 generally meet; 4 Compatible; 5 fits very well.

Table 8. Questionnaire score descriptive statistics

NO	Title	X	overall sort	SD
1	I think the guiding concept of our career guidance course is scientific and clear	3.32	2	1.11
2	I think the overall orientation of our career guidance course is reasonable and clear	3.26	9	1.26
3	I understand the goals of the career program	3.27	8	1.16
4	I think the objectives of the career guidance course are clearly stated	3.26	9	1.28
5	I think the objectives of the career guidance course are in line with the actual level of teaching	3.23	21	1.29
6	The level of the teachers of the career guidance course meets the requirements of the whole career guidance course	3.21	27	1.17
7	The size of the teaching staff of career guidance course can meet the demand of teaching	3.17	33	1.35
8	The teaching staff of career guidance course has reasonable educational background, professional title and age structure, clear division of labor and good cooperation	3.23	21	1.32
9	The school has set up perfect and targeted training for the teachers of employment guidance	3.26	9	1.31
10	The funds of career guidance courses are reasonable and sufficient, which can stimulate teachers' teaching	3.25	15	1.15
11	Career guidance course teaching hardware facilities are perfect, can meet the teaching needs	3.17	33	1.27
12	The materials used in career guidance courses are highly applicable to students	3.20	28	1.30
13	The network teaching resources of career guidance courses in our school are sufficient, which can well assist students' learning	3.26	9	1.25
14	For this major, I think the number of career guidance courses is generally reasonable	3.18	31	1.11
15	A scientific teaching work plan has been formulated and a standard course teaching management system has been formed	3.16	35	1.26
16	The course selection system is perfect	3.20	28	1.28
17	The school will regularly or irregularly supervise, check, collect course opinions and improve the course of career guidance	3.10	36	1.28

18	I think the content of career guidance courses meets the needs of teaching	3.24	17	1.18
19	In my opinion, the content of the career guidance course is moderate and in line with students' practical level	3.25	15	1.33
20	I think the content of career guidance course is practical	3.19	30	1.31
21	Career guidance course teacher, positive enthusiasm in class, correct attitude	3.29	5	1.29
22	Teachers are enthusiastic and positive in class	3.28	6	1.18
23	The teaching content is closely related to the course objectives, has the corresponding breadth and depth, suitable for the actual level of students	3.23	21	1.30
24	Able to adopt flexible teaching methods, active and effective auxiliary classroom teaching	3.30	3	1.27
25	The number of students in the class is reasonable, and the interaction between teachers and students is sufficient	3.24	17	1.34
26	The students have a positive and enthusiastic attitude towards the course of career guidance	3.23	21	1.29
27	Curriculum assessment methods are diverse, scientific and reasonable	3.30	3	1.06
28	For the teaching of career guidance course, the school has a special teaching evaluation system	3.36	1	1.23
29	Through the course of employment guidance, students master the relevant knowledge of employment	3.24	17	1.17
30	Students' employability is enhanced by taking career guidance courses	3.18	31	1.31
31	Through the course of career guidance, students' communication and employment thinking has been improved	3.26	9	1.25
32	After learning the career guidance course, students have a deeper understanding and recognition of diversified employment	3.24	17	1.33
33	Through the course of career guidance, students gain a deeper understanding and love for their major	3.28	6	1.33
34	I am generally satisfied with the placement course	3.26	9	1.11
35	I am generally satisfied with the implementation of the career guidance course	3.23	21	1.27
36	I am generally satisfied with the results of the career guidance course	3.23	21	1.27

Table 8 shows the detailed information of each item, including the average, standard deviation, and sorting. From this table, we can see that the highest average value is 3.36, which is located in question 28 "For the teaching of career guidance

courses, the school has a special evaluation teaching system". The minimum value is 3.1, located in question 17 "The school will regularly or irregularly monitor, inspect, collect course opinions and improve the career guidance courses". This shows that schools need to strengthen quality monitoring and teaching feedback on career guidance courses.Through descriptive statistics, the overall situation of the quality of employment guidance courses in Baoshan University is preliminarily analyzed.

Through descriptive statistics, a preliminary analysis was made of the overall quality of Baoshan University's career guidance courses. As shown in Table 3, overall, the average score of the background evaluation is 3.27, the average score of the input evaluation is 3.21, the average score of the process evaluation is 3.27, and the average score of the outcome evaluation is 3.24. The averages are all around 3 points, which shows that the differences in the scores among the four dimensions are not obvious, so the scores can show that the overall quality of Baoshan University's career guidance courses is at a medium level.

Table 9. Overall situation of descriptive statistics

Level 1 indicators	μ	σ	Secondary indicators	μ	σ
Context evaluate	3.27	1.13	Curriculum idea	3.29	1.13
			Course objectives	3.25	1.13
Input evaluate	3.21	1.11	Course teachers'	3.22	1.16
			Curriculum support	3.22	1.10
			Course management	3.16	1.09
Process evaluate	3.27	1.12	Course content	3.24	1.15
			Course teaching	3.25	1.13
			The evaluation mechanism	3.33	1.08
Product evaluate	3.24	1.12	Achievement of course objectives	3.24	1.13
			Course satisfaction	3.24	1.11

From the data, we can see that the average score of curriculum objectives in the background evaluation is the lowest, indicating that the most important problem in the background evaluation of career guidance courses is the curriculum objectives. Through the statistical analysis of the three items related to the curriculum objectives, it is found that the main problem is that the suitability and popularity of the

curriculum objectives are not strong enough, and the second is that the teaching objectives are not compatible with the curriculum objectives and the needs of students.

The input evaluation has the lowest score in the four first-level dimensions, which indicates that the students' input evaluation on the career guidance course is low. Among course teachers, course support and course management, the course management has the lowest score. In order to further understand the specific problems of curriculum management, through the statistical analysis of relevant items of curriculum management and the collation of interview materials, it is found that the curriculum is concentrated in the senior year, the class hours are short, and there is a lack of professional teachers to teach.

The process evaluation has a high score in the four first-level dimensions, and the lower score in the three second-level dimensions is the course content. Through the statistical analysis of the four items related to the course content, it is found that the main problem is that the classroom The teaching content in teaching is not closely related to the current employment trend, and the content is not updated in time, which leads to the derailment of teaching content and society. Secondly, teaching is still based on theory, lack of practical knowledge, and cannot apply what has been learned.

The Product evaluation score is in the middle and lower. Through the statistical analysis of related items, it is found that the main problem is that the things students learn after class cannot be well adapted to the various work needs in the future. The scope of employment is not wide enough, so the employment will be restricted by the profession, and the employment area is not wide enough.

4.4.5 Analysis of interview results

The following is the collated interview material:

Context :

I don't know much about the objectives of the career guidance course. The content taught by the teacher is not very integrated with the knowledge related to our major. I don't know what the use of learning it is.

The course objectives of career guidance courses should be set according to the actual situation of our school students, combined with training objectives and society's demand for talents.

The course goal of the career guidance course should be that students put employment awareness and employment skills in the same position, which is conducive to improving their comprehensive competitiveness.

The course objectives of career guidance courses should be publicized and educated from the moment students enter the school, so that students can make a career plan, and arrange courses according to local conditions according to students' career goals and actual conditions.

Input:

The career guidance course was offered in the first semester of the senior year. There are two classes a week for eight weeks. I can only learn that some employment policy courses are almost over.

I think career guidance courses should be started from the freshman year. The senior year is facing graduation and employment. The time is relatively tight, but the awareness and concept of employment are still relatively conservative, and the concept of employment in the face of the new situation has not been formed.

There is no designated teaching material for career guidance courses, and the class hours are relatively short, mostly in the classroom, with very little time for practice.

Most of the teachers in career guidance courses are teachers who are in management positions or do student work. They are not professional and lack practical experience.

The biggest difficulty encountered in the implementation of career guidance courses is insufficient teaching time. There are 16 classes in total. Part of the theory is taught, and students are given job hunting and entrepreneurship simulation exercises, and then comments are given. For a class with a large number of people, time control is not good. , Some students have no chance to practice in time, so the time is quite tight.

Process:

Every class is taught by the teacher. About some policy information and practices, you will forget it after listening. It would be great if the teacher can combine case analysis.

The teachers of the career guidance class read the content according to the PPT in class, and felt that the teaching was not carried out according to our actual situation.

The course is over, and there is no more communication with the teacher. The teacher has very little comment on us. Our evaluation of the teacher is mainly through the school's educational administration system. The teacher's evaluation of us is based on the mid-term homework and the final exam test.

I think career guidance courses should also add content about employment psychology and stress relief, and help students establish a correct outlook on employment and entrepreneurship through ideological and psychological guidance.

Career guidance courses are all held in classrooms, and there are few practical activities in a single format. They are basically lectures and job fairs. After the epidemic, it is basically recommended to participate in online job fairs.

I don't communicate much with the teacher after class, unlike in high school where I gather around the teacher to ask questions. If I don't know anything, I check the information on the Internet. The teacher speaks according to his own progress, and we follow along.

I often interact with students during the course of career guidance. The evaluation of students is only individual, not universal. There is no way for everyone to comment on the homework of the students, and there is not enough time for simulation exercises.

Product:

Now I'm doing an internship, and when I got to a specific position, I realized that I don't know anything. I learned it all by myself. I really don't know what I learned before.

I think the content of this course is helpful for internship or future work by giving me an understanding of the current employment form. It stays at the classroom level, so it is not very helpful because we lack practical experience.

In my opinion, the overall implementation effect of the current career guidance courses is at a moderate level, and the college does not pay much attention to it.

The development of career guidance courses can be combined with bringing in and going out, inviting some students who have successfully employed and started businesses into the classroom, invited some well-known enterprises, excellent enterprises, and internship units to the school to give lectures, and then arrange our students to the front line Go for practice exercises.

According to the analysis of the interview results, the following aspects of career guidance courses are more prominent:

1) In terms of curriculum objectives, the teaching objectives do not take into account the differences in majors of students, the different learning backgrounds and levels of students, the large differences in students' learning abilities, and the different mastery conditions, which cannot fully meet the needs of students.

2) In terms of curriculum arrangement in course management, the number of courses is relatively small, the time is relatively concentrated, the class hours are short, the teaching resources are single, and the structure of course teachers is unreasonable. not enough.

3) In terms of course content, the teaching content is mainly based on theoretical knowledge, with a lot of explanation content and not strong practicality. The main manifestations are that the teaching materials of the career guidance course cover a wide range of materials, but they seldom expand the combination of the current enterprises' demand for talents, but most of the explanations still stay in the classroom theory, and the connection with the current social employment hotspots is not timely. Not wide enough. Teachers of career guidance courses focus on the source, content, and meaning of theoretical knowledge, overemphasizing the systematic and classic nature of knowledge points, and lack of relevance to students' professional content, resulting in students' lack of sensitivity to theoretical knowledge Cognition, learning interest is not strong. In class, students only accept knowledge passively. This traditional teaching method is difficult to mobilize students' enthusiasm for learning, so some students feel that this course is not very helpful for practice or future work.

4) In terms of the effect of the career guidance course, the learning effect is poor, and it is not very helpful to improve the employability of students, and it cannot be used for finding a job or taking a job. Although students have learned relevant

knowledge about employment and entrepreneurship, they find that the knowledge they have learned is not practical after the internship, and they cannot apply what they have learned.
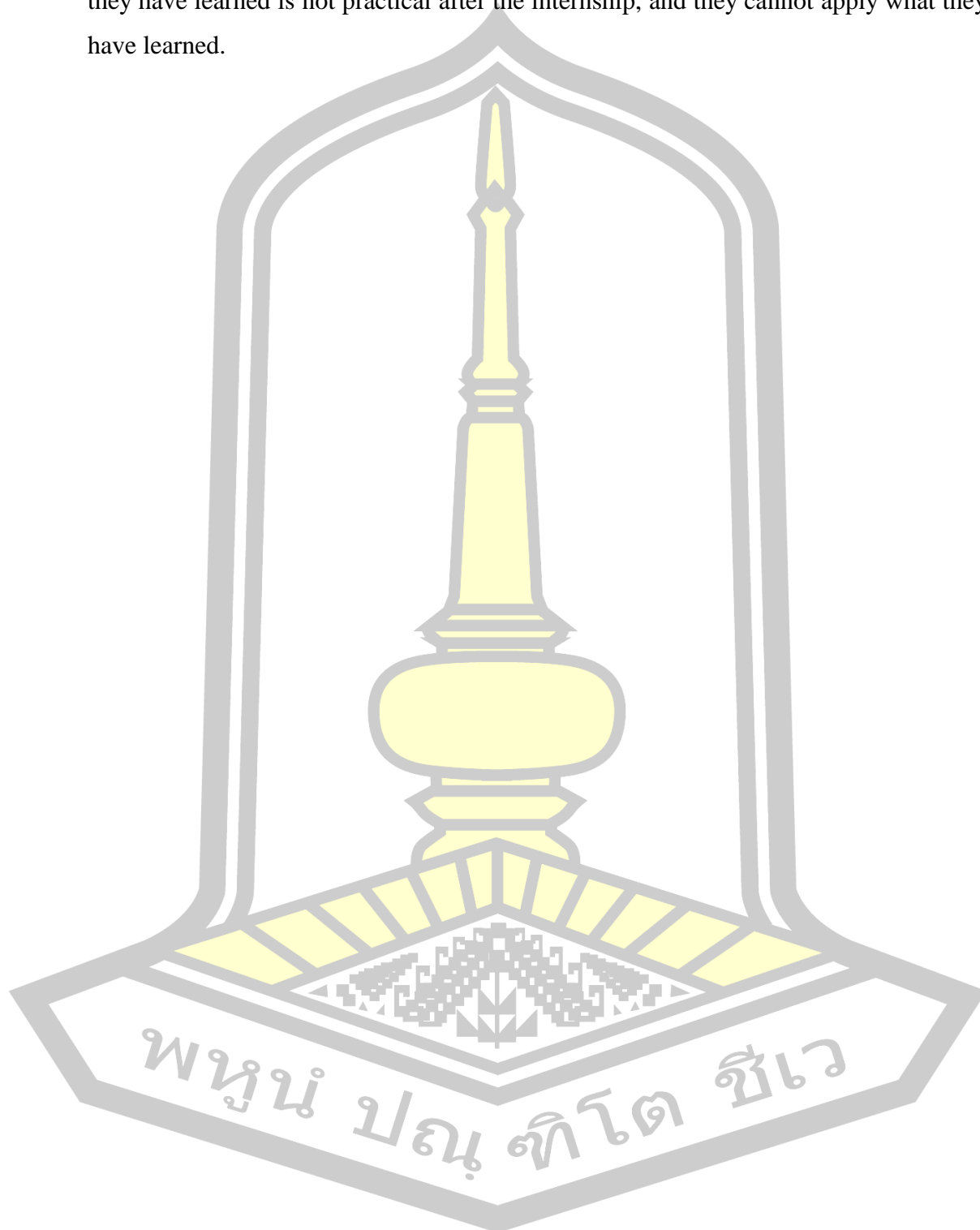
CHAPTER V

CONCLUSION AND DISCUSSION

The research in this chapter is as follows:

1. Research purpose

2. Conclusion

3. Discussion

4. Suggestion

5.1 Research purpose

1. To evaluate the career guidance course By using CIPP Model.

2. To provide career guidance course of Baoshan University.

5.2 Conclusion

The career guidance course is a compulsory course for cultivating college students' awareness of employment and entrepreneurship and guiding students to find a job correctly. It plays a vital role in solving the difficulties encountered by graduates in employment and entrepreneurship. The continuous improvement of the quality of employment guidance courses will comprehensively improve students' professional quality and employment and entrepreneurial ability, and promote the all-round development of graduates, which is also the need for education to adapt to economic and social development.

Through the evaluation and investigation and analysis of Baoshan University's career guidance courses, the quality of career guidance courses is at a medium level, and the following research conclusions are drawn:

Context:

The Context evaluation generally shows that the evaluation of the curriculum concept is relatively high. Through the analysis of various items, the evaluation of the guidance concept and overall positioning of the career guidance course is relatively high, but the suitability and popularity of the curriculum objectives are not strong enough. The teaching objectives and Misalignment between course objectives and student needs. It is recommended to strengthen the understanding of the teaching objectives of career guidance courses, the setting of teaching objectives should be in

line with the actual situation of students, and the teaching of subjects with large differences in students' learning should be divided into classes.

Input:

The input evaluation has the lowest score among the four first-level dimensions, and the lowest score among the course teachers, course support, and course management is course management. In order to further understand the specific problems of course management, through the statistical analysis of relevant items of course management and the collation of interview materials, it is found that the class hours of this course are relatively short, the time is relatively concentrated, the teaching resources are single, and the structure of the course teaching staff is unreasonable. At present, it is still concentrated in the classroom. In terms of practice, there is a lack of practical training, and the school does not pay enough attention to it. It is suggested to improve the management system of career guidance courses.

Process:

The process evaluation scores relatively high in the four first-level dimensions, including course content, course teaching, and assessment mechanism evaluation. Through the analysis of each item, the relatively low score is the course content. The main problem is that the teaching in the classroom teaching The content is not closely related to the current employment trend, and the teaching is still mainly based on theory, with insufficient practical knowledge. Suggest overall planning, whole-process guidance, and hierarchical organization of teaching.

Product:

It is generally at a medium level, including the degree of achievement of course objectives and course satisfaction. Through statistical analysis of related items, it is found that the main problem is that students evaluate what they have learned after class. The practicality of the knowledge learned is not strong, and it is impossible to apply what you have learned. It is recommended to improve teaching methods and innovate teaching models. Schools and teachers should pay attention to evaluation feedback, incentive functions, and conduct multiple evaluations.

The innovation of this study lies in the evaluation of career guidance courses, which is not limited to the goals, nor only pays attention to the implementation results, but is integrated into the whole process of the courses. It is proposed that the

teaching content should be fully guided, implement different teaching content according to different grades, and construct a practical teaching system, which is more in line with Baoshan College to cultivate students to be able to adapt and compete in the socialist market economy, and have innovative spirit and practical ability. The purpose of running a school for applied talents.

This research is a preliminary research on the development of Baoshan University's career guidance course. Due to the limitation of personal ability and level in the research, there are still many deficiencies in the article.

First, the sample size is small, with 430 questionnaires. Therefore, the results of the data survey may not be able to be fully and effectively extended to the general population. In further research, it is necessary to expand the sample and verify it accordingly.

The second is to analyze the factors that affect the effectiveness of Baoshan University's career guidance courses from the aspects of course objectives, course content, course implementation and effects, but does not analyze other external influencing factors, because it is in investigation and theoretical research The conclusions drawn on the basis of the above will inevitably appear incomplete.

5.3 Discussion

To evaluate the career guidance course of Baoshan University, the CIPPI model is used as the evaluation framework and a combination of qualitative and quantitative methods are used for research. The tool for collecting quantitative data is questionnaire, and the tool for collecting qualitative data is interview form to obtain in-depth data. For the reliability of the data, Cronbach's α is used to represent the consistency reliability in the scale. The overall reliability of the scale reaches 0.964, and the reliability of each dimension is above 0.7. Factor analysis statistical validity was adopted, and the validity parameters of this questionnaire survey met the analysis requirements.

Through the evaluation and investigation and analysis of the career guidance courses of Baoshan University, the overall quality of the career guidance courses of Baoshan University belongs to the middle level, and the courses have the following problems:

5.3.1 Course objectives are not clear

The overall positioning of the curriculum objectives is not clear, and no necessary consensus has been reached. According to the feedback of the survey results, some students are not clear about the course objectives of the career guidance course, and some teachers' answers are relatively vague. They think that the career guidance course is to solve students' ideological education problems. Better serve the society. The employment awareness and employment skills are not promoted simultaneously, and the training goals are not set in combination with the actual situation of students.

5.3.2 Insufficient emphasis on courses

5.3.2.1 Curriculum settings are optional

The career guidance course is a public compulsory course, the class schedule is relatively short, the time is relatively concentrated, the teaching progress is slow, the content is heavily theoretical and not practical, and the teaching assessment is not standardized and not strict. Colleges and universities pay more attention to trying their best to improve the employment rate of their own schools. As long as students can find a job before graduation and ensure the employment rate, everything will be fine. However, colleges and universities do not mainly consider whether this job matches the graduates' own situation, whether the graduates can maximize their strengths and avoid weaknesses according to their own advantages and disadvantages, and whether they can have positive significance for the long-term development of graduates. The career guidance course is to teach students to plan their own life, establish a correct outlook on employment and career choice, master job hunting skills, understand the current employment policy, etc., which can effectively give graduates a long-term positive impact. Like many colleges and universities, Baoshan University did not realize or pay little attention to the long-term significance of career guidance courses.

5.3.2.2 Teachers are weak

According to the survey, most of the career guidance teachers have no teaching experience and are not professional, and most of them are political counselors and administrative personnel, and few full-time career guidance teachers are employed. The theory in the teaching process is not systematic and innovative.

Immature, let alone entrepreneurial experience, can't do enough in the process of practical teaching. This has led to the lag in the teaching staff of career guidance courses.

5.3.3 Course content lacks system and pertinence

Through the statistical and analysis results of the questionnaire, it was found that more than 55% of the students scored low on the four questions in the evaluation of the course content. However, the statistics of the corresponding items found that there are problems in the applicability, difficulty, and characteristics of the course. From the current point of view, the career guidance courses of Baoshan University still focus on employment policy, employment information and temporary employment skills. Basically, the traditional classroom teaching mode is adopted. Teachers are the main body of the classroom, lacking students' independent exploration and teacher-student interaction. Can not reflect. Career guidance courses are mostly set up in junior and senior years, which means that the majority of students miss the opportunity to obtain relevant career guidance at the beginning of enrollment, and there is no targeted and comprehensive career guidance. Schools use career guidance courses as an auxiliary measure for career guidance, so they often implement large-class learning methods, allowing hundreds of students to sit in classrooms and give career guidance in the form of large-scale lectures or lectures, so that college students who are about to graduate can "eat a big pot of rice" together. . The result of this is to implement "one size fits all" in the teaching methods and knowledge content of career guidance courses, and to provide untargeted career guidance to students on the basis of not really understanding the needs of students.

5.3.4 Teaching quality monitoring is not in place

According to the survey, teachers lack communication with students after class, and through communication with students after class, teachers can keep abreast of students' learning situation and analyze their own teaching deficiencies, which is one of the ways for teachers to collect evaluation feedback. This shows that teachers do not pay attention to evaluation feedback, which leads to teachers not being able to adjust their teaching after understanding the shortcomings of themselves and students in classroom teaching. It is impossible for students to understand their own

deficiencies and what abilities need to be improved and perfected, resulting in the original career choice, career planning goals and career planning route cannot be revised in time, and even deviations occur, which ultimately leads to low plan execution intensity. Implementation measures have not worked well. Due to the inability to obtain feedback information, the course setting, teaching content and teaching methods cannot be adjusted in time according to the results of course evaluation, thus ignoring the feedback and motivation functions of course evaluation.

In addition, the study also found that the teaching evaluation form of Baoshan University's craeer guidance course is single, and the teaching evaluation of teachers is generally done after the semester courses are over, and students are asked to enter the teaching administration system to evaluate teaching; the evaluation of students' learning effects is a mid-term homework Evaluation and end-of-term exams; the number of leaders and peer evaluations of teaching is 6 times a semester, which has become task-oriented lectures. Such evaluation first ignores the teaching process and hinders the improvement of teaching quality; second, the evaluation method is too single, and the quality of evaluation feedback is not good.

5.5.5 Baoshan University career guidance course quality improvement strategy

5.5.5.1 Strengthen the understanding of the teaching objectives of career guidance courses

The purpose of the employment guidance class is to enable students to establish and strengthen correct workplace values, outlook on life and society in their future careers. The teaching goal of the career guidance course in colleges and universities should be based on the value orientation of the human subject education. Pay attention to the people-oriented teaching concept, regard students as the main body of learning, pay attention to the active role of students in the teaching process, rather than blindly instilling them, and help students form independent personality thoughts. The main responsibility of teachers is to allow students to understand themselves and position themselves with an objective attitude and standpoint while acquiring professional knowledge and skills. Guide students to pay attention to the important role of career in a person, so that students can change their attitudes and concepts, help students establish a sense of career planning, establish clear and positive workplace values and understand the importance of learning for themselves,

and help college students adapt to society as soon as possible And complete the heart-to-heart switch from student to staff（Tian, C. L.,Ruan, M. J.2015）.

The setting of teaching objectives should be in line with the actual situation of students. First of all, when designing the teaching plan, it is necessary to carefully understand and study the teaching objects and find out the needs of students. After fully understanding the training objectives and curriculum objectives, analyze the students' cognitive structure, intelligence level, and various factors of related majors, combine the existing teaching experience, aim at the differences in students' learning levels, and take into account the development needs of students of different majors. Students develop instructional goals to ensure that instruction maximizes the development of each student. Secondly, for subjects with large differences in students' learning, class teaching is implemented. In the same class, different students have different learning foundations and development progress. Under the existing fixed class teaching system, it is difficult for teachers to design teaching objectives to meet the needs of all students. Therefore, implementing layered teaching and formulating individualized learning objectives is very necessary.

5.5.2 Improve the management system of career guidance courses

5.5.2.1 Raise awareness, strengthen leadership, and further improve the career guidance system

Establish a dynamic management mechanism for courses, and improve the linkage and cooperation mechanism of the Academic Affairs Office, Career Guidance Center, counselors, and teachers. Increase the managers of career guidance courses to ensure the effective implementation of each job. The Academic Affairs Office and the Career Guidance Center should play a leading role and lead the construction of career guidance courses to develop in a good direction. Managers should go out to learn more, communicate with school managements that have good career guidance courses, and learn from them. The development of the school's career guidance course formulates detailed, reasonable, practical and manipulable rules and regulations and management rules.

5.5.2.2 Reasonably arrange the implementation methods and class hours of career guidance courses

Comprehensively promote the whole process of career development education, and integrate career development and employment guidance throughout the entire process of talent training. Career guidance courses are included in the talent training plan, with a total class time of no less than 32 hours, and are included in credit management in the form of compulsory courses and elective courses, and are taught to all students in different grades. To implement classified teaching and promote the curriculum model as a whole, it is necessary to make full use of "Internet +" technology, mobile phones and other mobile terminals to meet the needs of graduates for employment and entrepreneurship, and to realize personalized, informatized, and precise employment and entrepreneurship guidance.

5.5.2.3 Pay attention to team building and increase training

To improve the teaching quality of career guidance courses, building a high-quality professional teaching team is the basic guarantee. First of all, schools should improve the theoretical level of career guidance teachers. It is necessary to regularly formulate advanced studies and training plans, organize these teachers to participate in advanced studies and related course training, arrange for them to conduct advanced studies and systematic studies, and provide them with learning opportunities in the form of various exchange meetings, seminars, special lectures and forums, so that they can Master the professional knowledge related to employment guidance work, grasp the employment policy and situation, and improve the theoretical level.

Secondly, we must pay attention to improving the practical ability of career guidance teachers. Teachers of career guidance courses are regularly arranged to participate in social practice, so that teachers can experience various social environments and job requirements, so as to cultivate new concepts of teachers' employment education. Organize teachers to go deep into enterprises and institutions in batches to practice on the job. To enable them to fully understand the standards and requirements for the selection of college students by enterprises, understand the basic procedures of employment work, the basic methods of dealing with various problems in the employment process, and put some basic principles in employment guidance into practice.

Thirdly, we must constantly optimize the structure of career guidance teachers. Encourage career guidance teachers to participate in the research and certification of career guidance teachers, and carry out research and education on employment guidance work, so that this team will gradually stabilize in the process of development. It is also possible to hire relevant experts from local labor departments, enterprises and institutions as part-time teachers, and organize them to come to the school to hold lectures or forums on a regular basis. These experts often have rich work experience in employment, and their interpretation of policies is also very authoritative. They can not only provide a good reference for the majority of students, but also have positive significance for the improvement and improvement of the school's own career guidance work.

5.5.3 Overall planning, whole-process guidance, and hierarchical organization of teaching

5.5.3.1 Standardize the teaching content and strive to achieve full guidance

Carrying out career guidance work must have a complete teaching content and theoretical system. Teachers must develop the concept of full-scale career guidance for students after enrollment, and carry out employment and entrepreneurship guidance throughout students' entire university study life. Starting from the freshman stage, it runs through to the students' university study life in stages and in key points. According to different stages, the content of entrepreneurship and career guidance needs to have its own focus. In freshmen and sophomores, it is necessary to focus on professional education and career planning combined with one's own major. In juniors, it is necessary to guide students to form a correct outlook on career selection and guide skills training, self-employment, going abroad, and testing, etc. Employment form is the key content. In the senior year, guidance and practical training such as entrepreneurial employment policy, analysis of entrepreneurial employment form, employment information collection, job selection skills, knowledge preparation, career assessment, psychological adjustment, etc. are the key content.

At the same time, it is necessary to construct a perfect career guidance practice teaching system. After establishing a perfect service system, colleges and

universities should also fully integrate social resources, increase students' practice opportunities, provide students with a real career practice environment as much as possible, and promote theoretical guidance and education. combined with practical education. The teaching content of the career guidance course must also fully integrate the knowledge characteristics of the major and the needs of the social industry. In order to make the course go smoothly, college teachers should combine the professional characteristics of their own courses and choose the appropriate teaching method, so that the goal can be achieved. Teaching must also meet the needs of the industry. According to the current industry characteristics, comprehensively consider the demand for talents in today's society, and focus on students' employment and entrepreneurship as the center of all work, so as to improve their comprehensive quality and competitive status. In addition, after the teaching course is over, teachers need to integrate theoretical knowledge into school activities so that students' abilities can be improved rapidly.

5.5.3.2 Make use of every opportunity and create all conditions for students to experience employment and entrepreneurship

Career guidance course is a theoretical course, but also a practical course. In the process of teaching career guidance courses, teachers must pay attention to the practice link. In practice, they can further understand the degree of students' mastery of professional knowledge, continuously obtain information, increase employment experience, and expand their overall quality. Lead the students to the local talent market in their freshman year, let them understand the society, the market, and the employment status of various industries, let the students actively participate in various recruitment activities organized by the school, and let them truly experience the "double election meeting" on campus Only by knowing the development status of this major and knowing what kind of people the employer needs, can we cultivate our own ability and quality according to the professional requirements. Let students make full use of laboratories, training rooms, and innovation and entrepreneurship incubation bases, actively recruit students to participate in scientific research projects, vigorously cultivate students' scientific research capabilities and innovation and entrepreneurship capabilities, make the professional knowledge learned by students adapt to social needs, and accelerate the transformation of scientific and technological

achievements. Let students find employment and start a business in the transformation of achievements.

        5.5.3.3 Improve teaching methods and innovate teaching models

        The career guidance course is a course with strong practicality and practicality. Therefore, teachers who teach this course are required not only to have rich theoretical knowledge, but also to have rich practical experience and the ability to grasp the information of the times. Otherwise, teachers will only Staying in oral preaching, staying on paper, can't achieve the expected effect. In the choice of teaching methods, we adhere to the combination of subject-based teaching methods and applied teaching methods. The survey found that although some teachers occasionally use other teaching methods other than the lecture method, such as discussion method, revelation method, demonstration method, etc., the classroom teaching methods of career guidance courses in Baoshan University are single and the effect is not satisfactory. While adopting various teaching methods, the teaching effect should be observed and fed back in time to make appropriate adjustments to the classroom teaching methods. In the career planning class, the lecture method and case analysis method can be used to help students solidify the theoretical foundation, and then the theoretical knowledge can be consolidated by using the experimental method and cooperative learning method. In the teaching of highly practical courses such as job hunting process guidance courses, the teaching concept of "learning by doing" can be adopted, and teaching methods such as project teaching methods, experimental training methods, situational teaching, and simulation exercises can be used to combine with practice. Let students through continuous training, inspire and induce students to apply what they have learned, so as to improve students' sense of learning achievement.

        5.5.4 Emphasis on evaluation feedback, incentive function, and multi-evaluation Schools can systematically collect course teaching information during the teaching implementation process on a regular basis. Teachers collect information on students'learning effects through formal feedback and informal feedback during teaching. Schools and teachers jointly establish evaluation files. The multi-evaluation subject in the evaluation evaluates the feedback information to help teachers reflect on the deficiencies in teaching, discover teaching problems, and improve the problems.

Establish an effective driving mechanism to stimulate teachers to actively participate in career guidance education. Certain material rewards can be given to teachers who have made outstanding contributions to employment education and to teachers who have achieved certain results in self-employment, and link the achievements with performance evaluation and professional title evaluation; It also organizes teachers to exchange and inspect peers in similar colleges and universities, and encourages teachers to participate in consulting management and technical services of enterprises; provides pre-employment and post-employment training for teachers engaged in employment education.

5.4 Suggestion

5.4.1 General advice

5.4.1.1 This article analyzes the problems found in the research and gives corresponding improvement measures. Whether these measures have guiding and improving value and significance should be tested in practice.

5.4.1.2 The implementation effect of Baoshan University's career guidance course should be studied in a variety of ways, and should not be limited to the school.

5.4.1.3 Conduct in-depth qualitative research on the content and implementation of career guidance courses in Baoshan University.

5.4.1.4 For the collected information and data, knowledge tables should be prepared and stored in categories, so that learners can collect theories and organize data completely.

5.4.2 Suggestions for further research

5.4.2.1 Comprehensive research should be carried out on the evaluation of career guidance courses, and the factors affecting the effectiveness of career guidance courses in Baoshan University and other external influencing factors should be analyzed to provide higher quality guidelines for improving courses.

5.4.2.2 The use of the curriculum should be followed up with research. Classify by target group between current students and graduates, and by student and alumni status.

5.4.2.3 Courses should be evaluated prior to completion to understand deficiencies or points that need to be improved to improve course quality before completing the course cycle.

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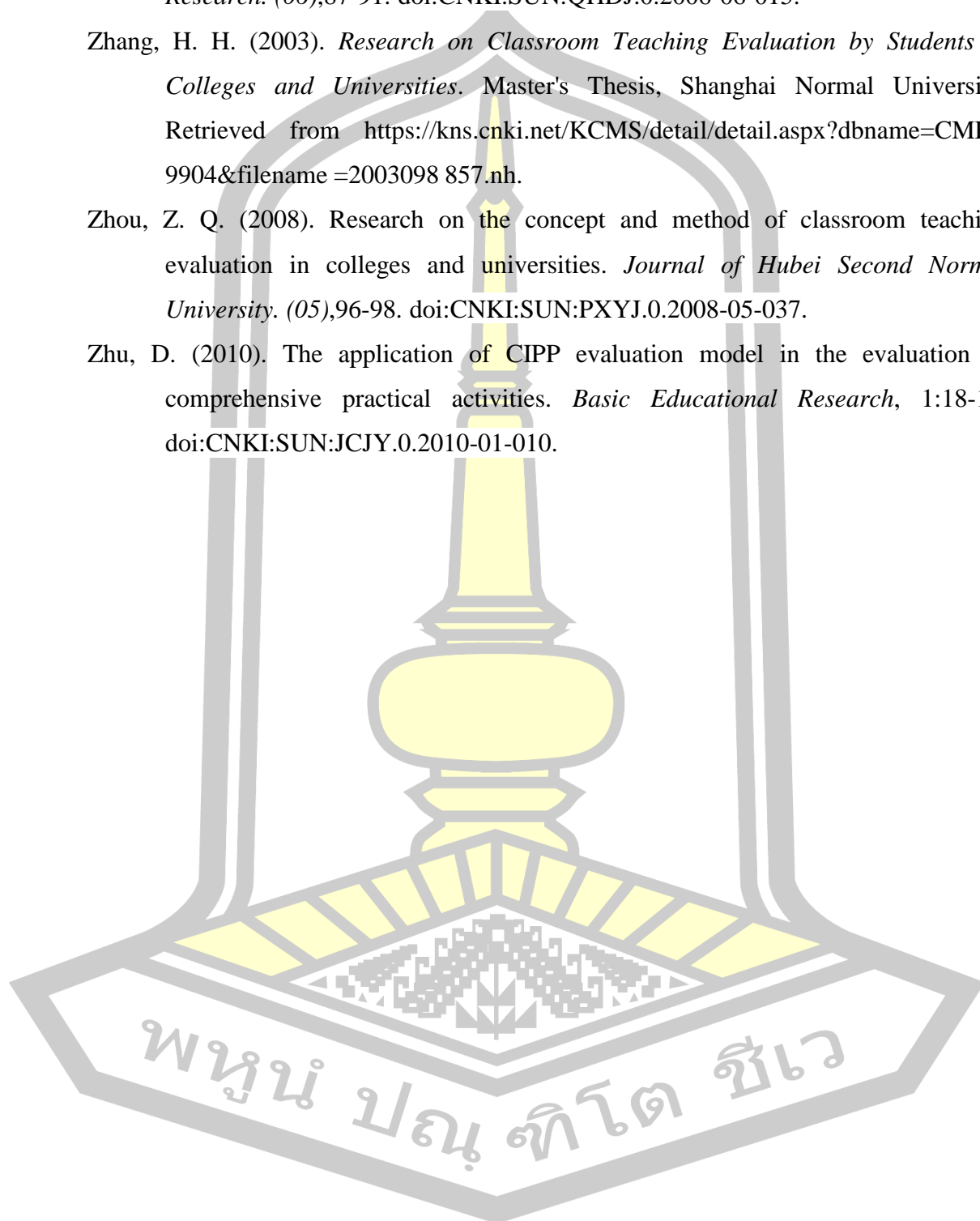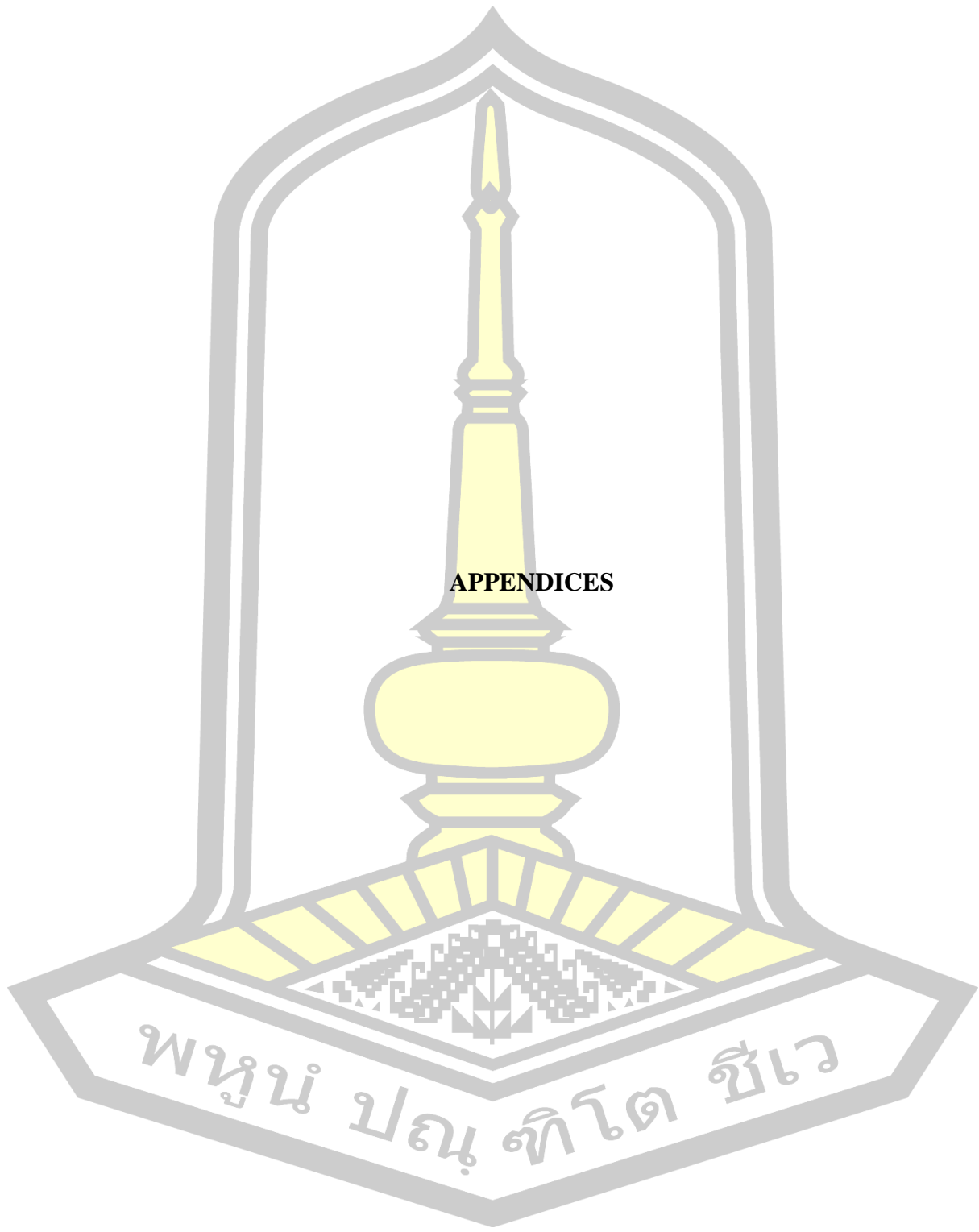
APPENDICES

APPENDIX A Career Guidance Course Questionnaire (Teacher Questionnaire)

Dear Teachers,

Hello!

     Career guidance course is an important part of the undergraduate curriculum system. The purpose of this survey is to understand the setting and implementation of the career guidance course, and to provide decision-making basis for our university to optimize the undergraduate career guidance course. This survey is anonymously filled out for research purposes only. There is no right or wrong answer. Please answer according to your actual situation without any concerns. Thank you for your support and cooperation!

I. Basic personal information

Your gender :(1) male and (2) female
Your position belongs to :(1) doctor (2) master (3) bachelor

2. Investigation on the implementation of employment guidance course

     Here are some basic information about the Career guidance program at Baoshan College. Please read each question carefully and tick the number that best matches your actual situation. There is no right or wrong answer, please feel free to answer! All questions are single choice, please do not miss the questions, thank you.

NO	Describe	fits very well	Compatible	Generally	incompatibleh	very inconsistent
1	I think the guiding concept of our career guidance course is scientific and clear					
2	I think the overall orientation of our career guidance course is reasonable and clear					
3	I understand the goals of the career program					
4	I think the objectives of the career guidance course are clearly stated					

5	I think the objectives of the career guidance course are in line with the actual level of teaching					
6	The level of the teachers of the career guidance course meets the requirements of the whole career guidance course					
7	The size of the teaching staff of career guidance course can meet the demand of teaching					
8	The teaching staff of employment guidance course has reasonable educational background, professional title and age structure, clear division of labor and good cooperation					
9	The school has set up perfect and targeted training for the teachers of employment guidance					
10	The funds of career guidance courses are reasonable and sufficient, which can stimulate teachers' teaching					
11	Career guidance course teaching hardware facilities are perfect, can meet the teaching needs					
12	The materials used in career guidance courses are highly applicable to students					
13	The network teaching resources of career guidance courses in our school are sufficient, which can well assist students' learning					
14	For this major, I think the number of career guidance courses is generally reasonable					
15	A scientific teaching work plan has been formulated and a standard course teaching management system has been formed					
16	The course selection system is perfect					
17	The school will regularly or irregularly supervise, check, collect opinions and improve the course of career guidance					
18	I think the content of career guidance courses meets the needs of teaching					
19	In my opinion, the content of the career guidance course is moderate and in line with students' practical level					

20	I think the content of career guidance course is practical					
21	Career guidance course teacher, positive enthusiasm in class, correct attitude					
22	Teachers are enthusiastic and positive in class					
23	The teaching content is closely related to the course objectives, has the corresponding breadth and depth, suitable for the actual level of students					
24	Able to adopt flexible teaching methods, active and effective auxiliary classroom teaching					
25	The number of students in the class is reasonable, and the interaction between teachers and students is sufficient					
26	The students have a positive and enthusiastic attitude towards the course of career guidance					
27	Curriculum assessment methods are diverse, scientific and reasonable					
28	For the teaching of career guidance course, the school has a special teaching evaluation system					
29	Through the course of employment guidance, students master the relevant knowledge of employment					
30	Students' employability is enhanced by taking career guidance courses					
31	Through the course of career guidance, students' communication and employment thinking has been improved					
32	After learning the career guidance course, students have a deeper understanding and recognition of diversified employment					
33	Through the course of career guidance, students gain a deeper understanding and love for their major					
34	I am generally satisfied with the placement course					
35	I am generally satisfied with the implementation of the career guidance course					
36	I am generally satisfied with the results of the					

	career guidance course					

APPENDIX B Career Guidance Course Questionnaire (Student Questionnaire)

Dear students,

How do you do!

Career guidance course is an important part of the undergraduate course system. The purpose of this survey is to understand the establishment and implementation of the research-based career guidance course, and to provide a decision basis for our school to optimize the career guidance course. This survey is filled in anonymously for research purposes only. There is no right or wrong answer. Please answer according to your actual situation without any concern. Thank you for your support and cooperation!

I. Basic personal information

Gender :(1) male and (2) female
Grade :(1) freshman (2) sophomore (3) junior (4) senior

2. Investigation on the implementation of employment guidance course

Qid	Describe	fits very well	Compatible	Generally	incompatibleh	very inconsistent
1	I think the guiding concept of our career guidance course is scientific and clear					
2	I think the overall orientation of our career guidance course is reasonable and clear					
3	I understand the goals of the career program					
4	I think the objectives of the career guidance course are clearly stated					
5	I think the objectives of the career guidance course are in line with the actual level of teaching					
6	The level of the teachers of the career guidance course meets the requirements of the					

	whole career guidance course				
7	The size of the teaching staff of career guidance course can meet the demand of teaching				
8	The teaching staff of career guidance course has reasonable educational background, professional title and age structure, clear division of labor and good cooperation				
9	The school has set up perfect and targeted training for the teachers of employment guidance				
10	The funds of career guidance courses are reasonable and sufficient, which can stimulate teachers' teaching				
11	Career guidance course teaching hardware facilities are perfect, can meet the teaching needs				
12	The materials used in career guidance courses are highly applicable to students				
13	The network teaching resources of career guidance courses in our school are sufficient, which can well assist students' learning				
14	For this major, I think the number of career guidance courses is generally reasonable				
15	A scientific teaching work plan has been formulated and a standard course teaching management system has been formed				
16	The course selection system is perfect				

17	The school will regularly or irregularly supervise, check, collect course opinions and improve the course of career guidance					
18	I think the content of career guidance courses meets the needs of teaching					
19	In my opinion, the content of the career guidance course is moderate and in line with students' practical level					
20	I think the content of career guidance course is practical					
21	Career guidance course teacher, positive enthusiasm in class, correct attitude					
22	Teachers are enthusiastic and positive in class					
23	The teaching content is closely related to the course objectives, has the corresponding breadth and depth, suitable for the actual level of students					
24	Able to adopt flexible teaching methods, active and effective auxiliary classroom teaching					
25	The number of students in the class is reasonable, and the interaction between teachers and students is sufficient					
26	The students have a positive and enthusiastic attitude towards the course of career guidance					
27	Curriculum assessment methods are diverse, scientific and reasonable					
28	For the teaching of career guidance course, the school					

	has a special teaching evaluation system					
29	Through the course of employment guidance, students master the relevant knowledge of employment					
30	Students' employability is enhanced by taking career guidance courses					
31	Through the course of career guidance, students' communication and employment thinking has been improved					
32	After learning the career guidance course, students have a deeper understanding and recognition of diversified employment					
33	Through the course of career guidance, students gain a deeper understanding and love for their major					
34	I am generally satisfied with the placement course					
35	I am generally satisfied with the implementation of the career guidance course					
36	I am generally satisfied with the results of the career guidance course					

——The questionnaire is completed. Thank you again for your support and cooperation!——

APPENDIX C Interview Outline of Career Guidance Course Status (Teacher)

1. What goals do you think the career guidance course should achieve?

2. What are the main contents of the school's career guidance courses? Is there a special textbook? What else do you think could be added to the career guidance course?

3. Could you tell me whether students will be evaluated after the career guidance course? How do you comment?

4. What do you think is the effect of the school's career guidance course?

5. What difficulties have you encountered in the implementation process? How to overcome it?

6. What are your suggestions for the implementation of the school's career guidance course?

7. For better career guidance, do you have any suggestions or ideas on the evaluation of career guidance courses?

APPENDIX D Interview Outline of Career Guidance Course Status(Student)

1. Do you understand the objective (learning task) of this course? Can you make a few brief statements?

2. How do you think the content of this course will help you in your internship or future work? Do you think you can adapt to the internship or future work based on what you have learned?

3. How many career courses do you have a week?

4. Do you think the teacher's teaching methods have any influence on the study of this course? Is there anything wrong with the teacher's current teaching? How can it be improved?

5. What activities are organized by the school for career guidance?

6. Will you be reviewed after each career guidance class? How is it evaluated?

7. Do you have any suggestions or ideas for the career guidance course in order to provide better career guidance?

APPENDIX E Career Guidance Course Questionnaire IOC Statistics

No	Title	Expert Opinion					total	average	result
		1	2	3	4	5			
1	I think the guiding concept of our career guidance course is scientific and clear	1	1	1	1	1	5	1	Very good
2	I think the overall orientation of our career guidance course is reasonable and clear	1	1	1	1	1	5	1	Very good
3	I understand the goals of the career program	1	1	1	1	1	5	1	Very good
4	I think the objectives of the career guidance course are clearly stated	0	1	1	1	1	4	0.8	Good
5	I think the objectives of the career guidance course are in line with the actual level of teaching	0	1	1	1	1	4	0.8	Good
6	The level of the teachers of the career guidance course meets the requirements of the whole career guidance course	1	1	1	1	0	4	0.8	Good
7	The size of the teaching staff of career guidance course can meet the demand of teaching	1	1	1	1	1	5	1	Very good
8	The teaching staff of employment guidance course has reasonable educational background, professional title and age structure, clear division of labor and good cooperation	1	1	1	0	1	4	0.8	Good
9	The school has set up perfect and targeted training for the teachers of employment guidance	1	1	1	1	0	4	0.8	Good
10	The funds of career guidance courses are reasonable and sufficient, which can stimulate teachers' teaching	1	1	1	0	0	3	0.6	Good
11	Employment guidance course teaching hardware facilities are perfect, can meet the teaching needs	1	1	1	1	1	5	1	Very good
12	The materials used in career guidance courses are highly applicable to students	1	0	0	1	1	3	0.6	Good
13	The network teaching resources of career guidance courses in our school are sufficient, which can well assist students' learning	1	1	1	1	1	5	1	Very good

14	For this major, I think the number of career guidance courses is generally reasonable	1	1	0	1	1	4	0.8	Good
15	A scientific teaching work plan has been formulated and a standard course teaching management system has been formed	1	1	1	1	1	5	1	Very good
16	The course selection system is perfect	1	1	1	1	1	5	1	Very good
17	The school will regularly or irregularly supervise, check, collect course opinions and improve the course of career guidance	1	1	1	1	1	5	1	Very good
18	I think the content of career guidance courses meets the needs of teaching	1	1	1	0	1	4	0.8	Good
19	In my opinion, the content of the career guidance course is moderate and in line with students' practical level	1	1	1	1	1	5	1	Very good
20	I think the content of career guidance course is practical	1	1	1	1	0	4	0.8	Good
21	Career guidance course teacher, positive enthusiasm in class, correct attitude	1	1	1	1	1	5	1	Very good
22	Teachers are enthusiastic and positive in class	1	1	0	1	1	4	0.8	Good
23	The teaching content is closely related to the course objectives, has the corresponding breadth and depth, suitable for the actual level of students	0	1	1	1	1	4	0.8	Good
24	Able to adopt flexible teaching methods, active and effective auxiliary classroom teaching	1	1	1	1	1	5	1	Very good
25	The number of students in the class is reasonable, and the interaction between teachers and students is sufficient	0	1	1	1	1	4	0.8	Good
26	The students have a positive and enthusiastic attitude towards the course of career guidance	1	1	1	1	1	5	1	Very good
27	Curriculum assessment methods are diverse, scientific and reasonable	1	1	1	1	1	5	1	Very good

28	For the teaching of career guidance course, the school has a special teaching evaluation system	1	0	1	1	1	4	0.8	Good
29	Through the course of employment guidance, students master the relevant knowledge of employment	1	1	1	1	1	5	1	Very good
30	Students' employability is enhanced by taking career guidance courses	1	1	1	0	1	4	0.8	Good
31	Through the course of employment guidance, students' communication and employment thinking ability has been improved	1	1	1	1	1	5	1	Very good
32	After learning the career guidance course, students have a deeper understanding and recognition of diversified employment	1	1	1	1	1	5	1	Very good
33	Through the course of career guidance, students gain a deeper understanding and love for their major	1	1	1	1	1	5	1	Very good
34	I am generally satisfied with the placement course	1	1	1	1	1	5	1	Very good
35	I am generally satisfied with the implementation of the career guidance course	1	1	1	1	1	5	1	Very good
36	I am generally satisfied with the results of the career guidance course	1	1	1	1	1	5	1	Very good

0.91
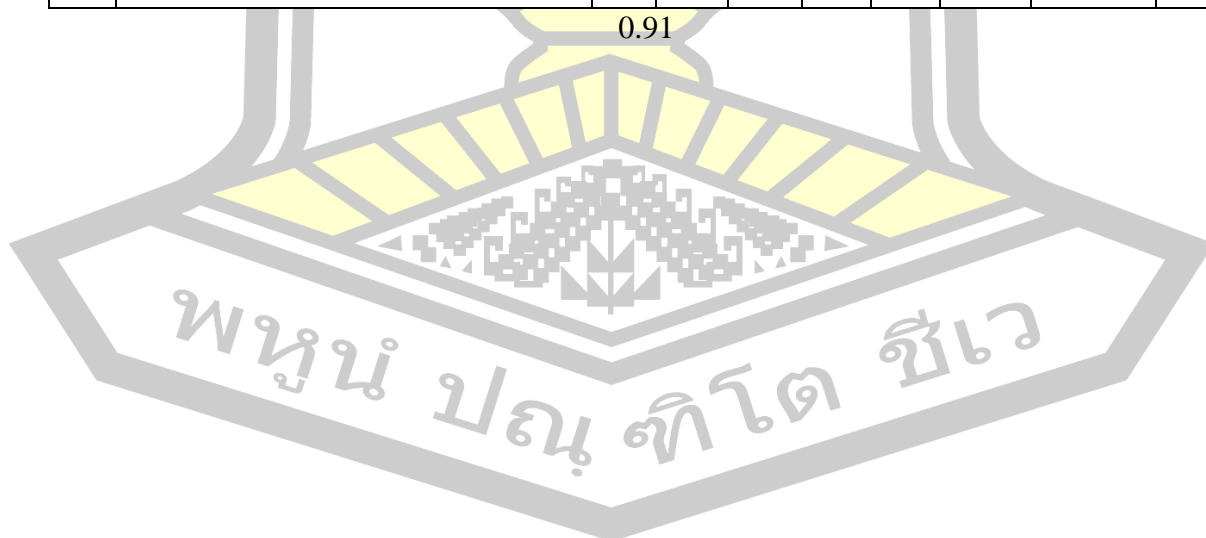
APPENDIX F Career Guidance Course Status Interview Outline IOC Test Statistics (Teacher)

No	Title	Expert Opinion					total	average	result
		1	2	3	4	5			
1	What goals do you think the career guidance course should achieve?	1	1	1	1	1	5	1	Very good
2	What are the main contents of the school's career guidance courses? Is there a special textbook? What else do you think could be added to the career guidance course?	0	1	1	1	0	3	0.6	Good
3	Could you tell me whether students will be evaluated after the career guidance course? How do you comment?	1	1	1	1	1	5	1	Very good
4	What do you think is the effect of the school's career guidance course?	1	1	0	1	1	4	0.8	Good
5	What difficulties have you encountered in the implementation process? How to overcome it?	0	1	1	1	1	3	0.6	Good
6	What are your suggestions for the implementation of the school's career guidance course?	1	1	1	0	1	4	0.8	Good
7	For better career guidance, do you have any suggestions or ideas on the evaluation of career guidance courses?	1	1	1	1	1	5	1	Very good

0.82

APPENDIX G Career Guidance Course Status Interview Outline IOC Test Statistics (Student)

No	Title	Expert Opinion					total	average	result
		1	2	3	4	5			
1	Do you understand the objective (learning task) of this course? Can you make a few brief statements?	1	0	1	1	1	4	0.8	Good
2	How do you think the content of this course will help you in your internship or future work? Do you think you can adapt to the internship or future work based on what you have learned?	0	1	1	1	0	3	0.6	Good
3	How many career courses do you have a week?	1	1	1	1	1	5	1	Very good
4	Do you think the teacher's teaching methods have any influence on the study of this course? Is there anything wrong with the teacher's current teaching? How can it be improved?	1	1	0	1	1	4	0.8	Good
5	What activities are organized by the school for career guidance?	0	1	1	1	1	4	0.8	Good
6	Will you be reviewed after each career guidance class? How is it evaluated?	1	1	1	0	1	4	0.8	Good
7	Do you have any suggestions or ideas for the career guidance course in order to provide better career guidance?	1	1	1	1	1	5	1	Very good

0.80

BIOGRAPHY

NAME	Ge Xu
DATE OF BIRTH	21 September 1990
PLACE OF BIRTH	Baoshan City, Yunnan Province, China
ADDRESS	Baoshan City, Yunnan Province, China
POSITION	Baoshan City, Yunnan Province, China
PLACE OF WORK	Baoshan University of China
EDUCATION	2006-2009 Baoshan Experimental High School, Yunnan, China 2009-2013 China Yuxi Normal University, Ideological and Political Education major, bachelor 2021-2023 (M.Ed.) Curriculum and Instruction The Faculty of Education Mahasarakham University.