

# **Feasible Methods for the Construction of High Quality Employment Education System in Local Application Oriented Universities**

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**Abstract:** Under the background of the continuous growth of the scale of college graduates and the prominent employment structural contradictions, the drawbacks of the traditional employment and education mode of Local Application-oriented Colleges and universities are increasingly apparent. Based on the theory of "three complete education" and "practical education", combined with the questionnaire survey data, this paper analyzes the practical pain points of such colleges and universities in talent training, school enterprise cooperation, coordination mechanism, Employment Evaluation and other aspects, and demonstrates the feasibility of constructing a high-quality employment education system from the aspects of industry and school resources. The research proposed implementation methods from the four dimensions of top-level design, education path, coordination mechanism and evaluation guarantee: build a three-dimensional top-level structure of goal structure responsibility, create a double main line education path of value guidance and ability improvement, improve the four-level linkage and school enterprise industry coordination mechanism within the school, and establish a multi-dimensional evaluation index, long-term tracking and PDCA cycle improvement system. The system can realize the precise docking of talent training and regional industry, not only improve the employment quality and career development ability of graduates, but also help local application-oriented colleges and universities to perform the school running function of serving the regional economy, and provide replicable practical reference for the employment and education work of similar colleges and universities.

**Keywords:** Local Applied Universities; High Quality Employment; Employment Education System; Integration of Production and Education; Collaborative Education

## **1. Introduction**

Employment is related to the well-being of people's livelihood and the stable operation of society. It is the key support to ensure the development of youth and maintain social stability. At present, the supply of domestic college graduates continues to be at a high level. In 2026, the number of college graduates nationwide reached 12.7 million. At the same time, the employment market is facing the dual pressures of large total supply, mismatched job supply and demand structure, fluctuations in industry employment demand, and insufficient matching between students' job expectations and the market. The overall job competition is increasingly fierce.

Under the background of building an education power, colleges and universities need to straighten out the internal relationship between talent training and social needs, and break the traditional education thinking of emphasizing theory and ignoring practice, emphasizing graduation placement and ignoring long-term development. The Ministry of education, the national development and Reform Commission and the Ministry of Finance jointly issued a document to clearly guide the transformation of some local ordinary undergraduate colleges and universities into application-oriented ones, requiring colleges and universities to be based on the regional economy, deepen the integration of production and education, strengthen the cultivation of technical and skilled talents, and strive to enhance students' employment and entrepreneurship ability.

At present, there are many practical problems in Local Application-oriented Universities, such as the disconnection between talent training and

industrial demand, fragmentation of employment services, imperfect collaborative education mechanism, and single employment evaluation. How to build a scientific, perfect, landing and iterative high-quality employment and education system based on its own school running orientation, and realize the two-way empowerment of graduates' high-quality full employment and serving the development of local industries has become an important issue to be solved in Local Application-oriented Universities [1] Nanchang University of Aeronautics and Astronautics has built a "big employment" education system to realize the integration of employment work with disciplines, teaching, scientific research and student management, and promote the transformation of employment work to focusing on education and effectiveness [2] Based on this, this paper, based on the actual situation of Local Application-oriented Colleges and universities, combined with the questionnaire survey data, systematically analyzes the pain points and construction feasibility of the current situation of employment and education, and puts forward the replicable and operable implementation path from the dimensions of top-level design, education path, coordination mechanism, evaluation and guarantee.

## **2. Core Concepts and Research Design**

### **2.1 Definition of Core Concepts**

High quality employment is not simply equal to high employment rate, but a comprehensive employment form covering both macro and micro dimensions. The macro level includes the balance of employment opportunities, the efficient matching of people and posts, and the fair employment environment; at the micro level, the salary is reasonable, the security is perfect, the position is stable, and there is room for sustainable development. At the social level, high-quality employment is reflected in the optimal allocation of labor and other factors of production [3] Referring to the connotation of "decent work" proposed by the international labor organization, it emphasizes reasonable income, workplace safety, human dignity and career development [4] In this paper, high-quality employment is defined as a sustainable employment form in which graduates' professional ability is highly compatible with regional industrial posts, and

personal career ideals and local development needs are taken into account.

Employment education is an important carrier of moral education in Colleges and universities in the new era. It is a systematic project running through the whole chain of enrollment, training and employment. Its core includes three dimensions: value guidance, ability improvement and multi-dimensional coordination, focusing on the transformation of employment guidance from "post resettlement" to "whole process education" [5].

Local Application-oriented Colleges and universities take serving the regional economy as the purpose of running a school, and cultivating application-oriented and technical skilled talents as the core task. They adhere to the integration of production and education, school enterprise cooperation, closely connect the professional settings with the local industrial chain, and focus on the cultivation of practical ability and post adaptation.

### **2.2 Research Ideas**

This paper takes "status quo diagnosis feasibility demonstration system modeling path design evaluation guarantee" as the main research line. Based on policy guidance and practical research, this paper combs the prominent problems of employment education in Local Application-oriented Universities, carries out feasibility study and judgment from the external industry, internal resources and practical constraints, and finally establishes a complete education system and long-term operation mechanism.

### **2.3 Research Methods**

In this study, 500 questionnaires were distributed to students, teachers, employment guidance teachers and representatives of employers in Local Application-oriented Colleges and universities, and 439 valid questionnaires were recovered. The sample covers different majors, grades and industry subjects, and collects data from employment services, internship practice, school enterprise cooperation and other dimensions to provide empirical support for problem diagnosis and path design.

### **2.4 Theoretical Basis**

This study is supported by the three complete education concept, practical education theory and innovation and entrepreneurship education

theory. The concept of "three complete education" requires the whole staff, the whole process and all-round collaborative education, which provides a theoretical basis for the employment education framework; The theory of practical education emphasizes the training of students' practical ability with real projects and real posts, which is in line with the orientation of Application-oriented Colleges and universities; The innovation and entrepreneurship education adopts the "embedding coupling" mode, integrates innovative thinking into the whole process of employment, and widens the development path of graduates.

### **3. The Current Situation and Feasibility of Employment Education in Local Application Oriented Universities**

#### **3.1 Current Pain Point Diagnosis**

From the demand side, taking Gansu, Lanzhou and other central and western regions as examples, local industries mostly rely on traditional resource-based industries such as coal and petrochemical. The development of high-tech and modern service industry lags behind, the supply of high-quality jobs is insufficient, and the level of talent demand is low, forming an obvious structural employment contradiction.

From the supply side, the specialty setting of some colleges and universities lags behind the development of local industries, and the curriculum content is biased towards theory and practice, and the links are weak. The survey shows that 60% of the respondents believe that talent training is out of touch with the job demand of enterprises. At the same time, there is a shortage of double qualified teachers and teachers' lack of front-line practical experience in enterprises, which is difficult to meet the requirements of applied talents training.

From the process point of view, the employment work in the university is mostly carried out by the employment department alone, the linkage of educational administration, students and workers and secondary colleges is insufficient, and the chain of enrollment, training and employment is fragmented. School enterprise cooperation mostly stays at the shallow level of holding job fairs and short-term internships, and enterprises rarely participate in talent scheme formulation and curriculum development. Nearly 20% of the students have never participated in formal school

enterprise internships, and the supply of personalized employment guidance is seriously insufficient.

From the result side, colleges and universities have long relied on a single employment rate evaluation, ignoring quality indicators such as professional matching, salary level and career stability [6] Lack of a 1-year, 3-year and 5-year long cycle tracking mechanism after graduation, unable to reverse optimize the talent training program with employment feedback, and difficult to form a closed loop of education [7].

#### **3.2 Feasibility Condition Analysis**

##### **3.2.1 External policies and industrial conditions**

The national high-quality employment service system construction, application-oriented transformation, production and education integration and other policies have been issued one after another, providing policy support for the construction of employment and education system in local colleges and universities. Local governments continue to promote industrial upgrading and the docking of school and local talents. Emerging industries continue to expand, providing more high-quality jobs for graduates.

##### **3.2.2 School resource base**

Local Application-oriented Colleges and universities have formed a relatively complete professional layout, on campus training bases and off campus cooperative enterprise resources. The double qualified team has continued to grow, and the employment guidance service system has gradually matured. They have the hardware and software foundation to build a full employment and education system.

##### **3.2.3 Constraints and risks**

The total number of high-quality posts in the region is limited; The shallow school enterprise cooperation is difficult to break through in the short term; Lack of specialization of employment guidance team; Some students' Utilitarian Outlook on employment, slow employment and wait-and-see employment are prominent, which brings practical constraints to the implementation of education.

#### **3.3 Feasibility Criteria**

This paper establishes three feasibility criteria: First, the availability of resources: policies, enterprises, platforms and teacher funding can guarantee the implementation of the system [8]. Second, the mechanism can be embedded: the system can be embedded into the existing talent

training and teaching management system;  
Third, process operability: clear rights and responsibilities, quantitative indicators, monitoring and rechecking.

#### **4. Construction Method and Implementation Path of High Quality Employment Education System**

##### **4.1 Top Level Design: Goal Structure Responsibility 3D Modeling**

###### **4.1.1 Target positioning**

Abandon the single employment rate orientation, take high-quality full employment as the core, take into account the matching of people and posts, salary and welfare, career stability, development potential and social contribution, and realize the synchronous improvement of the number and quality of employment.

###### **4.1.2 Organizational structure**

We will build an educational community of students and workers, educational administration, employment centers, and secondary colleges, break down departmental barriers, and form a pattern of employment and education in which all staff participate and work together.

###### **4.1.3 Responsibility closed loop**

Create a closed-loop governance of the whole chain of enrollment training internship employment development. Enrollment docking industry optimization major; Cultivate and reconstruct the curriculum and practice system; The internship relies on the real post experience of the school and enterprise; Carry out accurate employment recommendation and career guidance; Long term follow-up feedback after graduation, multidimensional analysis, and reverse calibration of talent training program [9].

##### **4.2 Core Education Path: Value Guidance and Ability Improvement**

###### **4.2.1 Value guidance**

Integrate the concept of employment, industry and grass-roots into the ideological and political education and career education, guide students to integrate personal development into regional and national needs, and establish a rational concept of career selection and grass-roots service awareness. Carry out demonstration education relying on alumni's examples and industry models, and strengthen the cultivation of professional ethics and family and country feelings.

###### **4.2.2 Capacity improvement**

Promote practical education with real tasks and projects, and promote project-based teaching and post based training. Aiming at the problems of students' lack of practical experience and weak professional skills, we should deepen the co construction of courses and training projects between schools and enterprises, promote the precise docking of teaching content and industry job standards, and comprehensively improve job competency.

###### **4.2.3 Innovation and entrepreneurship empowerment**

The "embedding coupling" mode is adopted to connect the innovation and entrepreneurship education and employment education in depth. Through entrepreneurship competition, project incubation and Industrial Park training, cultivate students' innovative thinking and problem-solving ability, and broaden the multiple paths of independent entrepreneurship, flexible employment and new type of employment.

##### **4.3 Synergy Mechanism: Intra School Linkage and Isomorphism of Government, School, Enterprise and Bank**

###### **4.3.1 Four level collaboration within the school**

Establish a four-level linkage mechanism of college major class tutor, integrate academic, practical training and employment data resources, and realize information sharing and precise counseling [10]. Professional teachers should pay attention to professional ability, counselors should pay attention to career and psychological guidance, and academic tutors should make one-to-one planning to form a hierarchical and classified education pattern.

###### **4.3.2 Cooperation between off campus government, school, enterprise and bank**

Build a collaborative education platform for government, universities, enterprises and industry associations. Enterprises are deeply involved in the revision of talent training programs, curriculum development, and practical teaching, shifting from shallow recruitment cooperation to in-depth integration of industry and education, and realizing the effective connection of education chain, talent chain, and industry chain.

##### **4.4 Evaluation and Guarantee System Construction**

###### **4.4.1 Multi dimensional indicator system**

The evaluation of high-quality employment

should not only rely on a single employment rate, but should be combined with multi-dimensional employment quality indicators to comprehensively evaluate the effect of employment education. The traditional employment evaluation system usually measures the employment performance of colleges and universities only based on the employment rate. However, this single index does not fully reflect the quality of students' employment and its future development potential. High quality employment is not only a problem for students to find a job, but also a problem about how to realize their self-worth in the workplace and how

to achieve considerable career development in their work. Abandon the single employment rate and build six evaluation indicators, including professional matching, salary and welfare, career stability, development, satisfaction and social contribution. See Table 1 for details. This multi-dimensional index evaluation system can comprehensively reflect the actual effect of employment education in Local Application-oriented Universities, help schools better adjust employment strategies, improve the quality of students' employment, and cultivate high-quality talents that meet the needs of the industry for the society.

**Table 1. Employment Indicators**

Indicator	Description	Measurement standard
Matching degree	Degree of fit between job and major	Professional matching score
Developmental	Career development potential and promotion space	Promotion opportunities and salary growth
Salary and welfare	Salary level and welfare after employment	Starting salary and welfare
Stability	Career stability, including job continuity and workplace safety	Turnover rate and job stability
Satisfaction	Graduates' satisfaction with their work content and environment	Graduate satisfaction survey
Social contribution	Graduates' contribution to society and economy in work	Social value assessment and industry contribution

4.4.2 Long term dynamic tracking

In order to ensure the continuous improvement of the employment and education system, Local Application-oriented Colleges and universities must establish a long-term and systematic graduate tracking mechanism. The traditional employment rate is often unable to fully reflect the actual development of students after employment, especially unable to deeply evaluate the adaptability of students in the workplace, career development potential and the fit between their major and employment. Through the establishment of a dynamic graduate tracking and evaluation system and a phased return visit mechanism for one, three and five years after graduation, focusing on job adaptation, salary promotion, career stability and social contribution, the school can truly understand the students' career development after graduation, so as to adjust and optimize the talent training program, practice system and employment service according to the actual feedback, and ensure the synchronization of education content and career development trend.

4.4.3 Pdca continuous improvement

PDCA cycle management is introduced to realize dynamic adjustment and long-term optimization through the four link continuous iterative employment and education system of plan - Implementation - Inspection - action. In this process, the school first defines the

objectives and Strategies of employment and education through the "plan" stage. This goal should be set according to the needs of the industry, regional economic development and the specific situation of students, so as to ensure that the students trained have the ability to adapt to the changes of the future employment market. For example, the school can set the core competence and quality requirements that students should have according to the changes of the job market, the technical updates of the industry and the professional needs of the society. At this stage, schools should not only consider the traditional employment rate, but also incorporate multi-dimensional indicators such as employment quality, job matching, and salary level into the goal setting, so as to more comprehensively evaluate the effect of employment and education. The goal of employment education in schools should be changed from "solving employment problems" to "improving the quality of employment and career development". After entering the "implementation" stage, the school will implement specific employment and education measures according to the established goals, including curriculum setting, practical teaching, employment guidance, etc. Through in-depth cooperation with enterprises and industries, the school can ensure that the course content is connected with the market demand, and provide

students with targeted training and practice opportunities. At this time, the school should ensure that the implementation of the curriculum and practice is targeted at the actual needs of students, especially in Local Application-oriented Universities, how to improve students' practical ability and job adaptability through school enterprise cooperation, project-based teaching and other means has become the key link. In this process, the school needs to pay attention to the connection between the practice link and the actual post ability, so as to ensure that students can obtain the necessary professional ability through practice courses and off campus internships, and improve their competitiveness after entering the workplace. The "inspection" stage is an important link in the PDCA cycle. At this stage, the school needs to collect and analyze the dynamic data of graduates' employment situation, and timely check the implementation effect. By monitoring the employment situation, employment quality, job fitness, salary and welfare of graduates, the school can find the deficiencies and problems in the current employment and education system. This data-driven inspection can not only find the deficiencies of the existing system, but also provide the basis for further improvement for schools. Finally, in the "action" stage, the school will take corresponding improvement measures according to the problems found in the inspection stage and the feedback results. These improvement measures can include adjusting the curriculum, updating practical projects, increasing employment guidance, etc. The school needs to revise the talent training program and employment service content in time according to the changes of market demand and graduates' employment feedback. For example, if the skill needs of graduates in some industries change, the school can ensure the connection between students' professional ability and industry needs by optimizing the course content and increasing relevant skill training. The employment and education system of schools must be able to respond quickly to changes in the employment market and social needs. Only through continuous adjustment and improvement can the quality of education be continuously improved. The flow chart is shown in Figure 1. With the rapid change of the employment market, the employment and education work of the school must be flexible and adaptive.

Through continuous feedback and improvement, it is necessary to constantly improve the training program, optimize the teaching content, and improve the quality of employment guidance and service, so as to provide better employment support for students and promote the realization of high-quality employment.

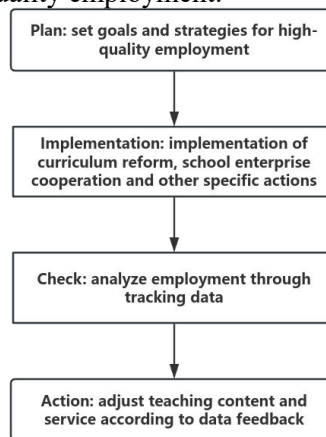


Figure 1. PDCA Cycle Diagram

## 5. Conclusion

Under the background of high graduate scale and accelerated transformation of industrial structure, Local Application-oriented Colleges and universities must jump out of the traditional idea of shock guidance and employment rate only in the graduation season, and build a high-quality employment and education system that is whole process, collaborative, evaluable and iterative.

At present, Local Application-oriented Colleges and universities have prominent pain points such as insufficient industry matching, lagging specialty setting, fragmented coordination mechanism, weak practical teaching, and single employment evaluation. At the same time, they have good construction foundation such as policy, industry, and campus resources. Through the top-level design, we can reshape the educational objectives and responsibility chain, build a solid ideological foundation with value guidance, improve the post ability with practical training, broaden the development path with innovation and entrepreneurship, rely on the multiple collaborative efforts of education inside and outside the school, and combine the multi-dimensional evaluation, long-term tracking and PDCA improvement mechanism to form a complete set of implementation schemes that can be implemented.

The system can not only improve the job adaptability, job competitiveness and career

development toughness of graduates, but also promote the precise connection between college talent training and local industries, and strengthen the mission of serving the regional economy. In the future, Local Application-oriented Colleges and universities can continue to optimize in combination with professional characteristics and regional industrial characteristics, deepen the integration of production and education, and provide more high-quality application-oriented talents for the local.

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