Evaluation of Career Guidance Course in Baoshan University Yunnan Province, China

*Ge Xu

Faculty of Education, Mahasarakham University, Mahasarakham, Thailand

*Corresponding author, E-mail: 1315495184@qq.com

Abstract

This research taken the evaluation of the career guidance course of Baoshan University as the research object, uses the CIPP model as the evaluation framework, and uses a combination of qualitative and quantitative methods to conduct research. The purpose is to evaluate the career guidance course by using CIPP model. 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 from four grades; There are 30 teachers from 10 secondary colleges of Baoshan University. The statistics used to analyze the collected data were percentage, mean and standard deviation. The evaluation of vocational guidance courses in Baoshan University was as follows: the total score of background evaluation was 3.27, the average score of input evaluation was 3.21, the average score of process evaluation was 3.27, and the average score of result evaluation was 3.24. The average score is about 3 points, and the score difference between the four dimensions is not obvious. The research results show that the quality of career guidance courses in Baoshan University is at a medium level.

Keywords : Career guidance course, CIPP Model Evaluation

_____

1. Introduction

In recent years, the employment situation of college students has become increasingly severe and has become a social problem. Career Guidance courses can help college students establish a correct viwe of employment (Hao, 2007). As we all know, in recent years, the employment problem of college students in our country has become increasingly serious, and has even seriously restricted the development of our country's social economy. The reason is that college students lack a correct and scientific view of employment. This not only makes college students think that there are few employment opportunities after graduation, but also makes employers and companies

worry about finding low-quality talents. At present, most college students do not have a clear positioning for themselves, making it difficult to find their favorite job during the employment process (Peng, B., Zhao, Z. K., 2017). The career guidance courses for college students is 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.

Career guidance courses point out the development direction for college students to start their own businesses. Starting a business is not only difficult, but also carries a high-risk factor. It is undoubtedly even more difficult for college students who have no social experience. Therefore, it is necessary to point out the development direction for college students' entrepreneurship and reduce the detours that college students take in the process of starting a business. Career 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.

2. Theoretical Framework

2.1 Context

Context evaluation is to evaluate and judge the course background and educational goals. From the overall goal to the sub-goals of the course goals or teaching goals, the setting of goals requires a full understanding of the students' wishes and needs, and the environment in which the course 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. Background evaluation is based on the degree of achievement of the goal and the impact or gap caused by various factors in the process of achieving the goal on the realization of the original goal. It provides basic information for adjusting the program goals and determines the direction of improvement of the program. It is equivalent to a diagnostic evaluation.

2.2 Input

Input evaluation is to select and design the best course implementation plan based on background assessment, and to evaluate the implementation plan of curriculum development. The choice of input program content is very important, as it determines the extent to which students participate in the collective harvest and the gap between achieving the goals. 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.

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 differs from Taylor's 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. Process evaluation is formative evaluation in essence. It aims to improve the problems existing in the implementation of the curriculum plan. The real process record is an important reference for explaining the implementation results in the future.

2.4 Product

Product evaluation is the last link in the CIPP evaluation model. It is the explanation and judgment of the achievements of the course. The purpose is to judge the degree to which the course meets the needs, comprehensively examine the implementation effect of the course, and test the degree of achievement of the goals. 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. Staffel beam'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.

3. Objectives

To evaluate the career guidance course by using CIPP model.

4. Methodology

4.1 Population

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

4.2 Sampling

400 students and 30 teachers from Baoshan University were selected as sample by simple random sampling method. The 400 students come from four grades, according to the student number, starting with the student number ending in 3, and decreasing until the number is full. There are 30 teachers, including 10 teaching managers, 10 leaders and 10 course teachers. One person was selected from each of the 10 secondary colleges of Baoshan University.

4.3 Instruments for collecting data

4.3.1 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.

4.3.2 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 duration of each interview outline was 10 minutes and was conducted on-site. The content of the outline involves the objectives, content, implementation process and evaluation of the career guidance course.

5. 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

Step 5: Interviewed the sample. The duration of each interview outline was 10 minutes and was conducted on-site.

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.

6. Data analysis

6.1 Designed 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.

6.2 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

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

6.4 Recover survey data and give descriptive analysis results.

7. Results

7.1 Analysis of questionnaire

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. The questionnaire data analyzed the mean, standard deviation and ranking. The highest mean value was 3.36, located in question 28 "For the teaching of career guidance courses, the school has a special teaching evaluation system." The lowest value is 3.1, located in question 17, "The school will regularly or irregularly supervise, inspect, collect course opinions and make improvements to the career

guidance courses." This shows that schools need to strengthen quality monitoring and teaching feedback on career guidance courses.

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.

The average score of course objectives in the background evaluation is the lowest, indicating that the most important issue in the background evaluation of employment guidance courses is the course objectives. Through statistical analysis of three items related to the curriculum objectives, it was found that the main problems are that the suitability and popularity of the curriculum objectives are not strong enough, and the teaching objectives are not compatible with the curriculum. goals and student needs.

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.

7.2 Analysis of interview results

According to the analysis of the interview results from interviewing 400 students and 30 teachers, 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

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.

8. Discussions

This study takes the evaluation of the career guidance course of Baoshan University as the research object, uses the CIPPI model as the evaluation framework, and uses a combination of qualitative and quantitative methods to conduct research. The purpose is to evaluate the career guidance course by using CIPP model. The tool used to collect quantitative data is a questionnaire and the tool used to collect qualitative data is an interview form to obtain in-depth data (Guo, 2010). Through the evaluation and investigation analysis of the career guidance courses of Baoshan University, the overall quality of the career guidance courses of Baoshan University is at a medium
level. It is found that the construction of the objectives and content of the career guidance courses cannot meet the needs of students, and the construction of the courses is in line with the society's demand for talents. The degree of fit is not high; in terms of course

management, the arrangement of class hours and teachers is unreasonable; the school does not pay high attention to it.In view of the problems existing in career guidance courses, it is proposed to strengthen the understanding of the teaching objectives of career guidance courses; improve the management system of career

guidance courses; overall plan full guidance and organize teaching at different levels; attach importance to evaluation feedback, incentive functions, and conduct multiple evaluations. To provide references for improving the quality of career guidance courses in Baoshan University.

Overall, this study evaluates the career guidance courses of Baoshan University based on the CIPP model. It not only evaluates the target but also evaluates the entire process. Each dimension of CIPP emphasizes the importance of career guidance courses in teaching. Improve the quality of career guidance courses and promote more effective teaching by providing the necessary resources, management, and faculty to create a more successful employment environment.

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 (Ma, 2020).

This study is a preliminary study on the development of career guidance courses at Baoshan University. Due to the limitations of personal abilities and levels in the study, there are still many shortcomings in the article. First, the sample size is small, with 430 questionnaires. Therefore, the results of the data survey may not be completely and effectively generalized to the entire population. In further research, the sample needs to be expanded and verified 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. It does not analyze other external influencing factors because it is a survey and theoretical research.
The conclusions drawn on this basis will inevitably be incomplete.

9. Conclusion

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

9.1 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.

9.2 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.

9.3 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.

9.4 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.

10. Suggestions

This study also has some research insights and recommendations:

1. This paper 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.

2. A comprehensive study should be conducted on the evaluation of career guidance courses, and the factors affecting the effectiveness of Baoshan University's career guidance courses and other external influencing factors should be analyzed to provide higher-quality guidelines for improving the courses.

3. Research and follow-up on the use of the course should be conducted, classified by target groups between current students and graduates, and classified according to the status of students and alumni.

4. The course should be evaluated before it starts to understand the deficiencies or key points that need to be improved to improve the quality of the course before completing the course cycle.

11. New knowledge and the effects on society and communities

In recent years, the employment situation of college students has become increasingly severe and has become a social problem. Career guidance courses can help college students establish a correct outlook on employment, analyze the current social and economic development needs, help college students better understand their own advantages and disadvantages, and position themselves more reasonably, thus laying a solid foundation for college students' employment and entrepreneurship. Therefore, it has become the demand of the society, the school and the students themselves to pay attention to and strengthen the development of career guidance courses.

Through the evaluation of the career guidance course of Baoshan University, a series of problems were found. For the school, it is beneficial for the school to adjust the course objectives in time, improve the management system, and better serve the course teaching; for the teachers themselves, it is beneficial for the teachers. Update teaching content in time, strengthen communication with students, and pay attention to evaluation feedback; for students, they can learn employment knowledge more clearly, understand themselves more clearly, make reasonable self-positioning, and analyze social and economic needs. Laying the foundation for future employment and entrepreneurship and reduce detours in the process of employment and entrepreneurship.

12. References

Chen, L. J. (2004). A Comparative Study of Chinese and American College Stu dents'
    Evaluation of Teachers' Classroom Teaching. Master's thesis, Shanghai Normal
    University. Retrieved from https://kns.cnki.net/KCMS/detail/detail. aspx
    ?dbname=CMFD9904&filename=2004060892.nh.

Du, P. J.,& Pei, Y. L. (2011). The Practice of Construction of High-quality Courses of
    Employment Guidance for College Students. Journal of Zhengzhou Animal
    Husbandry Engineering College, (02), 46-47. doi:CNKI:SUN:MYGC.0.2011-02-
    016.

Guo, S. P. (2010). A Study on the Achievement Degree of College Students' Employment
    Guidance Course Objectives. Master's Thesis, Southwest University. Retrieved
    fromhttps://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2011&filename=
    2010095124.nh.

Hao, L.J. (2007). Research on Theory and Practice of Curriculum Evaluation and
    Curriculum Evaluation in Colleges and Universities (Master's Dissertation,
    Lanzhou University). Retrieved from
    https://kns.cnki.net/KCMS/detail/detail.aspxdbname=CMFD2007&filename=20071
    15274.nh.

Huang, G. (2012). Research on Career Guidance Curriculum in Chinese Colleges and
    Universities. Master's Thesis, Capital Normal University. Retrieved from
    https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2012&filename=1012
    351051.nh.

Jiao, G. T. (2011). Qualified evaluation index system for undergraduate teaching work in
    colleges and universities. 2. General Office of the Ministry of Education.

Jiao, Y. B. (2003). Several opinions on further deepening education reform and
    promoting the employment of college graduates. Ministry of Education, 6.

Jiao, Y. B. (2007). Teaching Requirements for College Students' Career Development and
    Employment Guidance Course.General Office of the Ministry of Education. 7.
    Ministry of Education

Liu, H. (2004). Research on College Students' Evaluation of Teachers' Classroom
    Teaching Effect. Master's Thesis, Huazhong Agricultural University. Retrieved
    from
    https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD0506&filename=2004
    138367.nh

Liu, P. P., & Sun, W. G. (2007). Research on the Dilemma of School Curriculum
    Evaluation and Its Surpassing Path. Liaoning Education Research. Retrieved from
    https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2012&filename=0122
    94742.nh

Liu, Q. D. (2016). Theoretical and Practical Exploration of Curriculum Teaching
    Evaluation- Comment on the Academic Symposium on Curriculum Teaching

Evaluation across the Taiwan Strait. Curriculum. Textbook. Teaching method. (06),9-13+17. doi:10.19877/j.cnki.kcjcjf.2006.06.003.

Liu, Q. H. (2015). Research on Evaluation of Subject Classroom Teaching. Master's Thesis, Minzu University of China. Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201601&filename=1015633649.nh.

Liu, Y. (2011). Research on the development theory of curriculum evaluation model. Contemporary Educational Theory and Practice (12),26-29. doi:CNKI:SUN:DDYY.O.2011-12-013.

Lu, F. Y., & Leng, Y. L. (2008). Some Thoughts on Online Evaluation of Classroom Teaching Quality in Colleges and Universities under the New Situation. Business Culture (Academic Edition), (01), 223-224. doi:CNKI:SUN:SYWX.0.2008-01-177.

Ma, Q. L. (2020). Research on Classroom Teaching of Preschool Education Majors in Colleges and Universities Based on CIPP Evaluation Model. Master's Thesis, Tibet University. Retrieved from https://kns.cnki.net/KCMS/detai/detail.aspx?dbname=CMFD202201&filename=1020319385.nh.

Mou, Y. N., & Zhao, Y. F. (2013). Some Thoughts on Strengthening the Curriculum Construction of Employment Guidance in Colleges and Universities.Academic Theory, (30), 336-337. doi:CNKI:SUN:LBYT.0.2013-30-150.

Shi, X. Y. (2003). Using CIPP Model to Carry Out Developmental Classroom Teaching Evaluation. Educational Theory and Practice. (17),61-63. doi:CNKI:SUN:JYLL.0.2003-17-014.

Tian, C. L., & Ruan, M. J. (2015). How to use employment guidance courses to carryout full-course vocational education for college students to improve the quality of employment. Curriculum Education Research, 17(40), doi:CNKI:SUN:KCJY.0.2015-17-046.

Wang, H. (2008). Application of developmental curriculum evaluation in college curriculum evaluation. Heilongjiang Education (Higher Education Research and Evaluation) (03), 81-83. doi:CNKI:SUN:HLLJ.0.2008-03-038.

Wang, X. (2011). Research on the Construction of College Students' Employment Guidance Course. Master's Thesis, Northeast Normal University. Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2012&filename=1012294742.nh.

Wang, Y., Li, P. (2009).Application of CIPP model in the evaluation of cultural quality education courses in colleges and universities. Journal of Ningbo University (Educational Science Edition) (03), 1-6. doi:CNKI:SUN:LBJY.0.2009-03-002.

Wu, F. (2007). The application of CIPP model in the course evaluation of colleges and universities. Evaluation of Higher Education in China, (2) :53-55

Xu, C. (2010). A Study on Classroom Teaching Evaluation of Liberal Arts. Master's Thesis, Liaoning Normal University. Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2011&filename=1011 023631.nh.

Xu, X. Y. (2020). Talking about the Current Situation and Improvement Measures of Employment Guidance Courses in Colleges and Universities. Journal of Liaoning Teachers College (Social Science Edition) (05), 64-65. doi:CNKI:SUN:SZXB.0.2020-05-026.

Xu, Y. W. (2008). Research on the Construction of College Students' Employment Guidance Course. Master's Thesis, East China Normal University. Retrieved fromhttps://kns.cnki.net/KCMS/detail/detail.aspxdbname=CMFD2009&filename=2 009082953.nh.

Yang, D. W. (2011). Research on the Construction of College Students' Employment Guidance Course. Master's Thesis, Liaoning Normal University. Retrievedfromhttps://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2012& filename=1011152563.nh.

Yuan, D. H. (2009). Research on the Effectiveness of Classroom Teaching Evaluation of University Teachers. Heilongjiang Education (Higher Education Research and Evaluation) (Z2), 44-45. doi:CNKI:SUN:HLLJ.0.2009-Z2-019.

Zhang, H. H. (2003). Research on Classroom Teaching Evaluation by Students in Colleges and Universities. Master's Thesis, Shanghai Normal University. Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD9904&filename=2003 098857.nh

Zhang, Q. (2006). The Reform of Teaching Evaluation Mode Oriented to Promote the Professional Development of College Teachers. Tsinghua University Education Research. (06),87-91. doi:CNKI:SUN:QHDJ.0.2006-06-015.

Zhao, L. X. (2006). Employment Guidance for College Students Abroad and Its Enlightenment. Master's Thesis, Fujian Normal University. Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2007&filename=2007 063148.nh

Zhou, Z. Q. (2008). Research on the concept and method of classroom teaching evaluation in colleges and universities. Journal of Hubei Second Normal University. (05),96-98. doi:CNKI:SUN:PXYJ.0.2008-05-037.

Zhu, D. (2010). The application of CIPP evaluation model in the evaluation of comprehensive practical activities. Basic Educational Research, 1:18-19. doi:CNKI:SUN:JCJY.0.2010-01-010.