Approach to Developing Employment Guidance for the Art Design

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Abstract: Employment guidance has a significant impact on the quality of career development for college graduates. The Art and Design major at Mianyang City University is facing employment challenges upon graduation,. The purpose of this study is to: (1). To analyze the current state and desired state for the development ofemployment guidance for the art design major at Mianyang City College. (2).To propose appropriate approaches for the development of employment guidance for the art design major at Mianyang City College.

This study used descriptive research methods and selected 214 students, 50 teachers and employment managers, and 30 enterprise human resources experts as research subjects through stratified random sampling. Data was collected through questionnaire surveys and expert evaluations of appropriateness and possibilities, and analyzed using PNI. The results show that the overall level of employment guidance is above average, and the employment rate (PNImodified=0.064) and school enterprise cooperation (PNImodified=0.025) are the most urgent areas for improvement. Based on this, two development approach for employment guidance in the art and design major of Mianyang City University are proposed: enterprise oriented and school oriented. The former focuses on accurately matching industry demand through industry university research cooperation to improve students' employment quality and job matching, while the latter emphasizes strengthening communication and feedback mechanisms between schools and enterprises to achieve two-way training goals. These two draft approaches have been evaluated by experts from both enterprises and universities, and the appropriateness and possibilities of the evaluation results are high. This provides a feasible direction for improving the quality of employment guidance in universities.

Keywords: Employment Guidance; Art Design Major; School-Enterprise Cooperation

1. Background and Problem Statement

Against the backdrop of the contemporary information age, the rapid development of internet technology, artificial intelligence, and emerging media has profoundly transformed people's lifestyles and career patterns. As an integral part of the cultural and creative industries, the art and design field continues to upgrade amid this transformation. Universities, as key institutions for cultivating art and design talents, play a particularly vital role in employment guidance (Liu and Zhang, 2020) [1]. China emphasized that "employment is the most fundamental aspect of people's well-being," and proposed to "strengthen employment-first policies, improve employment promotion mechanisms, and promote high-quality and full employment" (Tong, 2024) [2]. The 2023 Government Work Report also highlighted the employment of key groups such as college graduates (Wang et al., 2023), providing policy guidance for university employment guidance efforts [3].

Currently, the number of art graduates continues to grow, while the growth in market demand is relatively slow, exacerbating the supply-demand imbalance (Huang, 2023) [4]. Changes in the economic landscape and industrial structure have led to a reduction in traditional positions, while emerging roles demand higher comprehensive competencies. Coupled with the development of artificial intelligence and the rise of flexible employment models, art and design graduates are facing increased employment pressure (Liu, 2023) [5]. Although university employment guidance has achieved some results, issues such as unclear talent training objectives and a disconnect between curriculum content and

enterprise needs persist. Taking Mianyang City College as an example, there is still room for improvement in areas such as curriculum design, industry-education integration, and employment management models. Measures such as innovative curriculum design and strengthened university-enterprise cooperation are needed to promote high-quality employment for students.

2. Research Questions
The study had two research objectives:
(1) What are the current state and desired state of the development of employment guidance for the art design major at Mianyang City College?
(2) What are appropriate approaches for developing employment guidance for the art design major at Mianyang City College?

3. Research Objectives
(1) To analyze the current state and desired state for the development of employment guidance for the art design major at Mianyang City College.
(2) To propose appropriate approaches for the development of employment guidance for the art design major at Mianyang City College.

4. Research Benefits
(1) Teachers with the ability to provide employment guidance and career counseling can not only better support students but also improve their own teaching quality and professional development.
(2) Students are able to clarify their career interests and goals, master job-seeking skills, enhance employability and professional ethics, and build greater self-confidence.
(3) Schools and enterprises can optimize the management process of employment guidance, improve the efficiency and quality of employment services, and strengthen students' ability to analyze and respond to labor market demands.

5. Research Methodology
(1) To analyze the current state and desired state for the development of employment guidance for the art design major at Mianyang City College.
This study selected 464 students, 50 teachers/managers, and 30 human resources professionals as research subjects. Using the Yamamoto Taro formula (1973), 214 students, 50 teachers (managers), and 30 enterprise human resources personnel were selected through stratified random sampling. We analyzed the current situation and expected status of employment guidance for art and design majors at Mianyang City University by setting questionnaire questions in the conceptual framework. The questionnaire development followed a systematic eight-step process including literature review, expert validation (IOC > 0.67), and pilot testing, ultimately demonstrating high reliability with Cronbach's alpha coefficients of 0.947 and 0.906 for different versions. After collecting data through online surveys, we are conducting a comprehensive analysis of demographic information using descriptive statistical methods. Specifically, we are calculating the mean, standard deviation, and the Modified Priority Needs Index (PNImodified), with the formula defined as PNImodified = (I - D) / D. I" represents the desired state and "D" represents the current state.
(2) To propose appropriate approaches for the development of employment guidance for the art design major at Mianyang City College.
Based on collected data, a preliminary career guidance development approach for the Art Design major at Mianyang City College was formulated. Through purposive sampling, three educational management experts and three corporate specialists evaluated the approach's appropriateness and feasibility using a specifically developed assessment scale. After obtaining institutional approval, the draft approach as distributed to these evaluators, with collected feedback analyzed through descriptive statistics (mode and percentage) against a five-level scale. The analytical results directly guided the revision process.

6. Research Results

6.1 Data Analysis of Career Guidance for Art and Design Majors in Mianyang City College
Table 1 presents the means, standard deviations, and PNImodified values for comparing the actual and expected states of work remuneration. The current overall state of work remuneration is at a high level, with specific items like tangible and intangible reward balance, sufficiency of tangible rewards, and importance of intangible rewards also scoring high. The overall desired state is moderate, with similar items scoring moderately high. All PNImodified values are negative, indicating the current state surpasses the desired one, with the balance between

tangible and intangible rewards showing the least excess, followed by the importance of

intangible rewards and sufficiency of tangible rewards.

Table 1. Comparison between the Actual State and the Expected State of Remuneration for Work

No	Remuneration For Work	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	Do you think the rewards employees receive in their work are enough to make up for the time and effort invested in the organization?	3.800	1.297	High	3.467	1.137	Moderate	-0.088	3
2	How important are intangible rewards in your work?	3.600	0.894	High	3.400	1.133	Moderate	-0.056	2
3	Do you think tangible and intangible rewards are reasonable in your organization's compensation system?	3.667	1.061	High	3.533	1.332	High	-0.037	1
	Total	3.689	0.857	High	3.467	0.977	Moderate	-0.060	

Table 2. Comparison between the Actual State and the Expected State of Satisfication

No	Satisfaction	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	Do you believe that effective career guidance can meet your requirements?	3.600	1.248	High	3.333	1.295	Moderate	-0.074	3
2	Are you satisfied with the career guidance courses provided by the Career Guidance Center?	3.467	1.196	Moderate	3.667	1.028	High	0.058	1
3	Are you very satisfied with your understanding of the professional knowledge related to the position of school teacher?	3.900	1.296	High	3.733	1.230	High	-0.043	2
	Total	3.656	0.992	High	3.578	0.934	Moderate	-0.021	

Table 2 compares the actual and expected states of satisfaction using means, standard deviations, and PNImodified values. The overall current satisfaction level is high, with the highest mean for satisfaction with understanding professional knowledge for teaching, followed by belief in effective career guidance meeting requirements, and satisfaction with career guidance courses. The overall desired satisfaction level is moderate, with the highest mean for satisfaction with career guidance courses, followed by understanding professional knowledge and belief in effective career guidance. The PNImodified values reveal that only satisfaction with career guidance courses needs improvement (desired state exceeds current), while understanding professional knowledge and belief in career guidance show higher current satisfaction levels compared to desired ones.

Table 3 compares the actual and expected states of working stability through means, standard deviations, and PNImodified values. The overall current working stability is at a high level, with the highest mean for confidence in stable jobs contributing to career growth, followed by the perceived importance of employee stability and belief in stable careers bringing long-term development. The overall desired state is also high, with belief in long-term development from stable careers having the highest mean, followed by confidence in job stability for career growth and perceived employee stability importance. PNImodified values reveal that only belief in long-term development from stable careers needs improvement (desired state exceeds current), while the other two items show higher current stability levels compared to desired ones.

Table 3. Comparison between the Actual State and the Expected State of Working Stability

No.	Working stability	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	I think the stability of	3.733	1.311	High	3.400	1.221	Moderate	-0.089	3

	employees is very important.							
2	I believe that a stable career can bring long-term development.	3.333	0.844	Moderate	3.700	1.022	High	0.110	1
3	I am confident that a stable job will contribute to career growth	3.867	1.074	High	3.767	1.040	High	-0.026	2
	Total	3.644	0.802	High	3.622	0.777	High	-0.006	

Table 4. Comparison between the Actual staTe and the Expected State of Career Prospects

No.	Career prospects	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	Has the company developed training and employee development plans to adapt to market changes and improve feasibility?	3.633	1.245	High	3.400	1.248	Moderate	-0.064	3
2	The company must develop a human resource management and development plan.	3.600	1.003	High	3.667	1.124	High	0.019	1
3	Do you believe that career prospects are crucial for future career development?	3.800	1.243	High	3.733	1.112	High	-0.018	2
	Total	3.678	0.895	High	3.600	0.841	High	-0.021	

Table 5. Comparison between Actual State and Expected State of Rate of Employment

No.	Rate Of Employment	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	Does the employment rate of art and design graduates in related industries truly reflect their employment quality and career development status?	3.267	1.159	Moderate	3.567	1.223	High	0.091	2
2	How much importance does the school attach to the issue of employment rate?	3.236	1.105	Moderate	3.767	1.040	High	0.164	1
3	Does the employment rate contribute to promoting effective employment?	3.900	1.322	High	3.733	1.202	High	-0.043	3
	Total	3.467	0.975	Moderate	3.689	0.835	High	0.064	

Table 4 compares the actual and expected states of career prospects using means, standard deviations, and PNImodified values. The overall current state of career prospects is at a high level, with the highest mean for the belief in the importance of career prospects for future development, followed by the company's development of training plans and a human resource management plan. The overall desired state is also high, with the highest mean for the necessity of a human resource management plan, followed by the importance of career prospects and the development of training plans. The PNImodified values indicate that only the human resource management plan needs improvement , while the other items show higher current satisfaction levels compared to desired ones.

Table 5 compares the actual and expected states of the employment rate using means, standard deviations, and PNImodified values. The overall current state of the employment rate is moderate, with the highest mean for the contribution of the employment rate to promoting effective employment, followed by the school's emphasis on the employment rate and whether it reflects employment quality and career development for art and design graduates. The overall desired state is high, with the highest mean for the reflection of employment quality and career development, followed by the school's emphasis on the employment rate and its contribution to effective employment. The PNImodified values reveal that two items need improvement, particularly regarding the reflection of employment quality and the school's emphasis, while one item shows higher current satisfaction

compared to the desired state.

The following is the data analysis of the company questionnaire, focusing on the current States, Desired States and PNImodified demand index of employment guidance for the Art and Design major at Mianyang City College.

Table 6. Art and Design Major at Mianyang City College Employment Data Analysis

No.	Student employment	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	Remuneration For Work	3.689	0.857	High	3.467	0.977	Moderate	-0.060	4
2	Satisfaction	3.656	0.992	High	3.578	0.934	High	-0.021	3
3	Working stability	3.644	0.802	High	3.622	0.777	High	-0.006	2
4	Career prospects	3.678	0.895	High	3.600	0.841	High	-0.021	3
5	Rate of Employment	3.467	0.975	Moderate	3.689	0.835	High	0.064	1

Table 6 reveals that the overall current states of all aspects are at a high level, with Remuneration For Work having the highest mean ($\bar{x}$ = 3.689, SD = 0.857), followed by Career Prospects, Satisfaction, and tied Working Stability and Rate of Employment. Most overall desired states are high, except Remuneration For Work (moderate, $\bar{x}$ = 3.467, SD = 0.977), with Rate of Employment having the highest desired mean ($\bar{x}$ = 3.689, SD = 0.835). Regarding PNImodified, only Rate of Employment shows a positive value (PNImodified = 0.012), indicating a need for improvement, while Working Stability (PNImodified = -0.006), Satisfaction and Career Prospects (tied at PNImodified = -0.021), and Remuneration For Work (PNImodified = -0.060) show higher current states relative to desired ones, with Rate of Employment prioritized for improvement and Remuneration For Work least urgent.

Table 7 indicates that the overall current and desired states of employment guidance courses are both at a moderate level. Among specific items, "The vocational course guide's help in understanding the job market" had the highest current and desired means. The PNImodified values show that three items need improvement, with "interview skills courses" (PNImodified = 0.029) having the highest need, followed by "preparation for employment" (PNImodified = 0.023) and "teaching modes suitability" (PNImodified = 0.003). Conversely, "content improvement in career planning" (PNImodified = -0.019) and "job market understanding" (PNImodified = -0.034) show higher current satisfaction relative to desired levels.

Table 7. Comparison between Actual State and Expected State of Employment Guidance Courses

No.	Employment guidance courses	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	The vocational course guide has greatly helped me understand the job market and industry demands.	3.655	1.284	High	3.530	1.233	High	-0.034	5
2	The most practical interview skills courses in career guidance include specific skills such as effective communication and self promotion.	3.246	1.207	Moderate	3.341	1.244	Moderate	0.029	1
3	I hope to add or improve the content, practical analysis, trends, etc. of career guidance courses in specific areas such as career planning.	3.572	1.246	High	3.504	1.290	High	-0.019	4
4	I believe that the teaching modes of career guidance courses are suitable for my learning needs.	3.413	1.236	Moderate	3.424	1.209	Moderate	0.003	3
5	Career guidance courses have greatly helped me prepare for employment.	3.356	1.237	Moderate	3.432	1.265	Moderate	0.023	2

Total		3.448	0.974	Moderate	3.446	0.985	Moderate	-0.001

Table 8 reveals that both the overall current and desired states of career planning and consultation are at a moderate level. Among specific items, "being provided with career planning and guidance for the future" has the highest mean in both current and desired states. The PNImodified values indicate that three items require improvement, with "assistance in career path selection and skill enhancement" (PNImodified = 0.017) showing a notable need, followed by "being provided with career planning and guidance" (PNImodified = 0.005) and "willingness to recommend services" (PNImodified = 0.002). Conversely, "clarification of career goals" (PNImodified = -0.019) and "perceived reasonableness of service prices" (PNImodified = -0.011) exhibit higher current satisfaction compared to desired levels.

Table 8. Comparison between Actual State and Expected State of Career Planning and Consultation

No.	Career planning and consultation	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	I should be provided with career planning and guidance for my future.	3.564	1.203	High	3.583	1.264	High	0.005	1
2	I believe that career planning counseling has greatly helped me clarify my career goals and direction.	3.364	1.262	Moderate	3.299	1.235	Moderate	-0.019	5
3	In career planning consulting, I most hope to receive assistance in career path selection and skill enhancement.	3.439	1.295	Moderate	3.496	1.264	Moderate	0.017	4
4	I believe that the price of career planning consulting services is reasonable.	3.500	1.189	High	3.462	1.176	Moderate	-0.011	3
5	I am willing to recommend career planning services to others.	3.439	1.344	Moderate	3.447	1.254	Moderate	0.002	2
	Total	3.461	0.99	Moderate	3.458	0.958	Moderate	-0.001	

Table 9. Comparison between Actual State and Expected State of School-Enterprise Cooperation

No	School-enterprise cooperation	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	Our school has collaborated with enterprises to carry out multiple projects.	3.519	1.270	High	3.530	1.248	High	0.011	3
2	I believe that cooperation projects between schools and enterprises are very helpful in enhancing my vocational skills and job competitivenes.	3.367	1.175	Moderate	3.643	1.283	High	0.081	1
3	In these collaborative projects, I believe the most important gains are practical operational experience and the improvement of professional ethics.	3.496	1.334	Moderate	3.504	1.345	High	0.002	4
4	I think there is still room for improvement in the integration of course content with practical work needs and the diversity of internship opportunities.	3.500	1.124	High	3.436	1.165	Moderate	-0.018	5

| 5 | I am willing to continue participating in the school's corporate cooperation projects or similar activities. | 3.367 | 1.214 | Moderate | 3.573 | 1.324 | High | 0.061 | 2 |
| | Total | 3.449 | 0.941 | Moderate | 3.537 | 1.363 | High | 0.025 | |

Table 10. Mean, Standard Deviation, and Comparison Data of PNI Adjusted Values Across Different Employment-Related Dimensions

No.	Employment guidance	Current States			Desired States			PNImodified	Order
		Means	SD	Level	Means	SD	Level		
1	Employment guidance courses	3.448	0.974	Moderate	3.446	0.985	Moderate	-0.001	2
2	Career planning and consultation	3.461	0.99	Moderate	3.458	0.958	Moderate	-0.001	2
3	School-enterprise cooperation	3.449	0.941	Moderate	3.537	1.363	High	0.025	1

Table 9 shows that the overall current and desired states of school-enterprise cooperation are both at a moderate level. Among specific items, "Our school has collaborated with enterprises on multiple projects" and "room for improvement in course integration and internship diversity" have the highest current means (high level), while "willingness to continue participation" has the highest desired mean (moderate level). The PNImodified values reveal that four items require improvement, with "enhancing vocational skills and job competitiveness" (PNImodified = 0.081) showing the greatest need, followed by "willingness to continue participation" (PNImodified = 0.061), "school-enterprise collaboration projects" (PNImodified = 0.011), and "gains from collaborative projects" (PNImodified = 0.002). Conversely, "course integration and internship diversity" (PNImodified = -0.018) indicates higher current satisfaction compared to desired levels.

The following is a questionnaire analysis of school student, teacher,and management personnel, Current States, desired States and PNImodified of employment guidance for art design majors at Mianyang City University. Means, standard deviations, and PNlmodified for employment guidance sub-dimensions.

From Table 10 displaying means, standard deviations, and PNImodified for the comparison of PNImodified values across different employment-related aspects. The result showed that the overall current state of all aspects was at a moderate level, with the highest mean observed in "Career planning and consultation" ($\bar{x}$ = 3.461, SD = 0.99), followed by "School-enterprise cooperation" ($\bar{x}$ = 3.449, SD = 0.941), and "Employment guidance courses" ($\bar{x}$ = 3.448, SD = 0.974) respectively.

In terms of the overall desired state for these aspects, the overall desired state of all aspects was also at a moderate level. The highest mean for desired states was found in "School-enterprise cooperation" ($\bar{x}$ = 3.537, SD = 0.963), followed by "Career planning and consultation" ($\bar{x}$ = 3.458, SD = 0.958), and "Employment guidance courses" ($\bar{x}$ = 3.446, SD = 0.985) respectively.

In terms of the Modified Priority Needs Index (PNImodified) for these aspects, one item showed a positive value while the others showed negative values. The aspect "School-enterprise cooperation" (PNImodified = 0.025) indicated a need for improvement as the desired state exceeded the current state. In contrast, the aspects with the current state exceeding the desired state were "Employment guidance courses" and "Career planning and consultation" (both with PNImodified = -0.001), showing an equal level of relative satisfaction. The Order column reflects this ranking, with "School-enterprise cooperation" being the top priority for improvement (Order = 1) and the other two aspects tied in terms of lower urgency for adjustment (Order = 2).

The analyzing the data in Table 9 and Table 10, it is concluded that the overall employment guidance situation of the art design major at Mianyang City Vocational and Technical College is at a medium to upper level, but still in an ideal state. Further improvement is needed to better meet the career development needs of graduates. Among the various dimensions of employment guidance, the highest demand is for school–enterprise cooperation, whereas the current and desirable states of employment guidance courses and career planning and consultation are relatively close, indicating no need for improvement. In terms of student employment dimensions, the highest demand is for the employment rate, while the current and desirable states of remuneration for work, satisfaction, working stability, and career prospects are relatively close, showing no need for improvement.

6.2 Approaches for the Development of Employment Guidance for the Art Design Major at Mianyang City College

The researchers introduced the draft employment guidance program for the art design major of Mianyang City College to three corporate executive experts, and then they used the majority method and percentage method to evaluate the appropriateness and possibilities of the draft employment guidance program for the art design major of Mianyang City College.

Table 11 shows the appropriateness and possibilities of the development approaches for the Art Design major at Mianyang City college. The results show that the plan has the highest overall appropriateness (mode = 5) and the highest overall possibilities (mode = 5). The appropriateness and possibilities levels for each dimension are as follows:

The three experts' assessment of the draft employment guidance appropriateness for the art design major at Mianyang City college reached the highest level (mode = 5).

The three experts' assessment of the possibilities of the draft employment guidance approaches for the Art Design major at Mianyang City college reached the highest level (mode = 5).

The researchers presented the draft employment guidance approaches for the Art Design major at Mianyang City College to three university experts. The experts then evaluated the appropriateness and possibilities of the draft approaches using both the majority and percentage methods.

Table 12 shows the appropriateness and possibilities of the development approaches for employment guidance for the art design major at Mianyang City College. The results show that the approaches has the highest overall appropriateness (mode = 5) and the highest overall possibilities (mode = 5). the appropriateness and possibilities levels for each dimension are as follows:

The three experts' assessment of the draft employment guidance appropriateness for the Art Design major at Mianyang City college reached the highest level (mode = 5).

The three experts' assessment of the possibilities of the draft employment guidance approaches for the Art Design major at Mianyang City college reached the highest level (mode = 5).

Table 11. Appropriateness and Possibilities of the Drafted Expert Evaluation Approaches for Employment Guidance in the Art and Design Major at Mianyang City College

No.	Drafted approaches for development of employment guidance at Mianyang city college.	Levels of Appropriateness		Levels of Possibilities	
		Mode (n=3)	Percentage	Mode (n=3)	Percentage
1	Approach: Through industry-university collaboration, we can precisely match industry needs, improve the employment quality and job matching of art and design students, and thus increase their employment rate.	5	100.00 extremely	5	100.00
2	The company's HR management team is responsible for analyzing design job demand, including current and future 1-3-year job requirements, including number, skill requirements, and project types.	5	66.66	5	66.66
3	Clarify the skills, software proficiency, portfolio level, and professional ethics standards required of graduates.	5	100.00	5	100.00
4	The company and the school sign a long-term cooperation agreement, clarifying internship, employment, and training arrangements.	5	66.66	5	66.66
5	The company sends professional designers and experts to participate in course lectures, project reviews, and career guidance to align the curriculum with job requirements. The school will cover the cost of these experts' training.	5	100.00	5	100.00
6	Paid internships and real-world commercial projects will be established to allow students to gain practical experience while on campus.	5	100.00	5	100.00
7	The school will arrange for one-on-one mentorship during internships to enhance students' skills.	5	66.66	5	66.66

| 8 | Students receive portfolio reviews, mock interviews, and short-term skills development training during their job search. | 5 | 100.00 | 5 | 100.00 |
| 9 | Establish employment files for graduates and regularly provide employment data and employment quality to the school for adjusting cooperation strategies. | 5 | 66.66 | 5 | 66.66 |

Table 12 Appropriateness and Possibilities of the Drafted Expert Evaluation Approaches for Employment Guidance in the Art and Design Major at Mianyang City College

No.	Drafted approaches for development of employment guidance at Mianyang city college.	Levels of Appropriateness		Levels of Possibilities	
		Mode (n=3)	Percentage	Mode (n=3)	Percentage
1	Approach: Improve the connection between schools and enterprises, provide real-time feedback, and achieve the goal of two-way training.	5	100.00	5	100.00
1	The school's employment workers are responsible for collecting corporate recruitment data and job skill requirements, and providing regular feedback to the professional leaders	5	100.00	5	100.00
2	Teachers integrate real corporate design projects into classroom teaching and strengthen professional ethics education during the teaching process to ensure that students' class assignments meet corporate recruitment	5	100.00	5	100.00
3	Each student participating in a collaborative project will be jointly mentored by one on-campus faculty member and one corporate designer.	5	66.66	5	66.66
4	Participation in school-enterprise cooperation projects or activities will be counted as graduation credits, and companies will give priority	5	100.00	5	100.00
5	employment staff will monitor graduates' performance within companies and provide feedback to faculty and course teams.	5	100.00	5	100.00

A Finalization of approaches for development of employment guidance for art design majors at Mianyang City College.

Approach 1: Through industry-university collaboration, we can precisely match industry needs, improve the employment quality and job matching of art and design students, and thus increase their employment rate.

(1)The company's HR management team is responsible for analyzing design job demand, including current and future 1-3-year job requirements, including number, skill requirements, and project types.

(2)larify the skills, software proficiency, portfolio level, and professional ethics standards required of graduates.

(3)The company and the school sign a long-term cooperation agreement, clarifying internship, employment, and training arrangements.

(4)The company sends professional designers and experts to participate in course lectures, project reviews, and career guidance to align the curriculum with job requirements. The school will cover the cost of these experts' training.

(5)Paid internships and real-world commercial projects will be established to allow students to gain practical experience while on campus.

(6)The school will arrange for one-on-one mentorship during internships to enhance students' skills.

(7)Students receive portfolio reviews, mock interviews, and short-term skills development training during their job search.

(8)Establish employment files for graduates and regularly provide employment data and employment quality to the school for adjusting cooperation strategies.

Approach 2: Improve the connection between schools and enterprises, provide real-time feedback, and achieve the goal of two-way training.

(1) The school's employment workers are responsible for collecting corporate recruitment data and job skill requirements, and providing regular feedback to the professional leaders.

(2) Teachers integrate real corporate design projects into classroom teaching and strengthen professional ethics education during the teaching

process to ensure that students' class assignments meet corporate recruitment standards.

(3) Each student participating in a collaborative project will be jointly mentored by one on-campus faculty member and one corporate designer.

(4) Participation in school-enterprise cooperation projects or activities will be counted as graduation credits, and companies will give priority to hiring students with high participation and outstanding performance.

(5) University employment staff will monitor graduates' performance within companies and provide feedback to faculty and course teams.

7. The Approach to School-Enterprise Cooperation
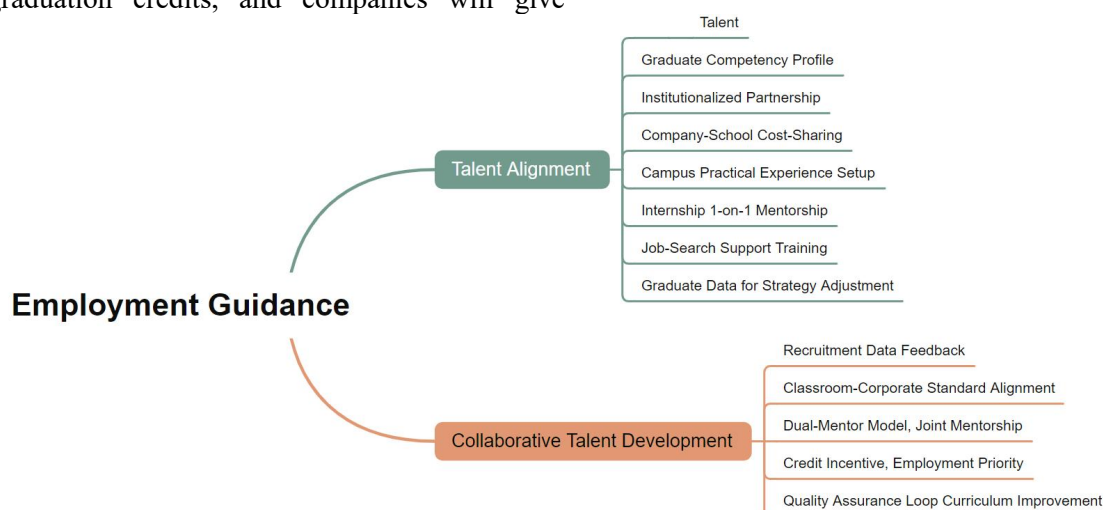
Figure 1. Career Guidance Framework Structure Diagram

From the perspective of companies, there's a strong emphasis on industry-university collaboration to precisely align with industry demands, thereby enhancing the employment quality and rate of art and design students through procedures like job demand analysis by the HR department, defining graduate requirements, signing cooperation agreements, involving experts in teaching, offering paid internships, implementing mentorship, providing job search support, and establishing graduate employment files; meanwhile, from the school's standpoint, the aim is to improve school-enterprise connections and achieve bidirectional training by having employment personnel collect and feedback recruitment data, integrate real-world projects into teaching, provide joint mentorship, regard participation in cooperative projects as contributing to graduation credits with company priority, and monitor graduate performance for feedback, as shown in Figure 1.

8. Research Recommendation

8.1 Policy Recommendation

This study found that it is recommended that education authorities develop and promote employment guidance standards that integrate industry and education, incorporate school enterprise cooperation into the quality evaluation system of universities, encourage universities and enterprises to jointly build "employment oriented courses", and provide tax incentives, project subsidies, or talent training subsidies to enterprises that actively participate in school enterprise cooperation. At the same time, we should promote the establishment of a regional employment data sharing platform to achieve information exchange among universities, enterprises, and governments, accurately connect talent supply and demand, and improve the quality of employment and job matching for graduates.

8.2 Implementation Suggestions

Universities should prioritize promoting employment guidance reform through four aspects: curriculum embedding, project driven, mentor collaboration, and evaluation feedback. Specifically, it includes incorporating real enterprise projects into the curriculum teaching system and establishing a dual mentor system of "on campus teachers+enterprise mentors"; Establish a credit incentive mechanism to encourage students to participate in corporate internships and project collaborations; Establish employment records and tracking feedback mechanisms for graduates, regularly evaluate the

matching degree between courses and employment, and dynamically adjust teaching content. In addition, a quality evaluation team for employment guidance should be established, with the participation of representatives from the academic affairs office, employment guidance center, and enterprises, to ensure the implementation and continuous optimization of reform measures, and to achieve a two-way response between talent cultivation and industry demand.

8.3 Suggestions for Further Studies

We will focus on integrating art and technology, align with the domestic digitalization trend by incorporating AI, VR, and other technologies into employment guidance to cultivate compound design talents. Meanwhile, we will dynamically update the curriculum by adding cutting-edge courses like "Interaction Design" in line with industry trends, eliminating outdated content, and ensuring skills match market demands. Additionally, we will enhance teachers' practical abilities through enterprise internships and inviting industry experts to campus, optimizing the professionalism of employment guidance.

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