

# The Root Causes and Reflections on the “Employment Difficulty” Phenomenon among College Students: The Fit between the Curriculum System and Job Requirements

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**Abstract:** Against the backdrop of a new round of scientific and technological revolution and industrial transformation, the contradiction between “employment difficulty” among college students and “labor shortage” in enterprises reflects the problem that university education and teaching lag behind industry development and market changes. This paper deeply analyzes the causes of the low fit between talents and jobs in light of the actual situation of the authors’ university, proposes to update the talent training objectives to “integration and innovation, professional proficiency with multiple skills, adaptability to changes, and comprehensiveness”, and presents the main countermeasures to improve the fit between the curriculum system, knowledge and skills, and job requirements. Through the reform practice of curriculum system construction and disciplinary self-renewal in pilot majors, this paper explores a new model for cultivating innovative and application-oriented talents that meets the needs of innovation-driven development and high-quality full employment.

**Keywords:** Employment; Jobs; Fit; Talent training

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## 1. Introduction

Employment is the top priority for people’s livelihood. The “Notice of the Ministry of Education on Doing a Good Job in the Employment and Entrepreneurship of Graduates from National Regular Institutions of Higher Education in the Class of 2025” clearly states that it is necessary to promote the matching between talent cultivation and the supply and demand of economic and social development. Local governments, universities, and industry-specific employment guidance committees should regularly conduct surveys on the employment market demand for college graduates. Through methods such as visiting enterprises for research and entrusting specialized institutions

to conduct surveys, they should widely collect information on the supply and demand of talents in industries and regions, keep abreast of changes in employment market demand in a timely manner. In line with the actual development of their respective regions, guided by scientific and technological development and national strategic needs, they should take the initiative to plan for emerging disciplines and majors, expand the distribution of majors in urgent need and short supply, improve the responsiveness of the discipline and major settings in universities to high-quality development, and better promote the matching between supply and demand <sup>[1]</sup>.

At present, the industry development and the employment market have presented a new situation. On the one hand, against the backdrop of a new round of scientific and technological revolution and industrial transformation, society has higher requirements for the innovative application ability of talents. On the other hand, the contradiction between the employment difficulty of college students and the labor shortage in enterprises has become increasingly prominent. The contrast between college students “becoming unemployed upon graduation” and enterprises “finding it difficult to recruit talents” vividly reflects the social phenomenon of “structural unemployment”, that is, unemployment caused by a decline in the fit between talents and jobs.

## **2. Causes and countermeasures**

### **2.1. Causes of the problem**

The main reasons for the current low fit between the supply and demand of talents and jobs and the employment difficulty of college students can be attributed to three aspects: changes in the times, employment concepts, and employment capabilities. Since the expansion of college enrollment, the number of students admitted to universities has surged from 1.6 million in 1999 to 10.42 million in 2023 within 25 years. The number of graduates has been increasing year by year. Due to the development of the times and industrial transformation, many traditional industries are facing great pressure to transform and upgrade, with reduced efficiency and a tightened demand for talents. This has led to a shortage of employment positions and intense competition, which is the reason related to changes in the times <sup>[2]</sup>. High family financial support, weak employment awareness among students, insufficient employment motivation, vague career planning, self-perception biases, and blind conformity in employment choices are the reasons related to employment concepts. The long-standing exam-oriented education system has resulted in insufficient comprehensive qualities and innovative awareness among students. The knowledge system in universities seriously lags behind industry development; teaching methods and content are outdated, and the students cultivated have relatively low comprehensive qualities and a psychological fear of entering society. This is the reason related to employment capabilities and also the internal reason that is based on universities themselves and plays a leading role.

### **2.2. Countermeasures**

Although there are many uncertainties due to technological innovation and industrial transformation, and traditional industries are facing transformation difficulties, opportunities and challenges coexist, and emerging industries are beginning to take shape. Industries such as artificial intelligence, new energy, ecological environmental protection, big health, low-altitude economy, and virtual reality urgently need a large number of top-notch technical talents and innovative application talents.

Based on the school’s educational characteristics and development advantages, taking the landscape architecture major, an application-oriented and interdisciplinary major, as a pilot for reform, and actively

integrating into the development of the times and industry trends, aiming to cultivate students with professional qualities and employment capabilities of integration and innovation, professional proficiency with multiple skills, adaptability to changes, and comprehensiveness, and continuously improving the fit between the curriculum system, knowledge and skills, and industry changes and job requirements is the key to the reform and transformation of universities and their healthy development. It is also the fundamental way to solve the imbalance between the supply and demand of talents and jobs. At the specific operational level, it mainly includes industry visits and market research, top-level design of talent training programs, renewal of teaching content, reform of teaching methods, optimization of the structure of the teaching staff, career planning and entrepreneurship education, and employment psychological counseling. It covers all aspects of university education and teaching and students' comprehensive abilities, such as training models, curriculum systems, knowledge structures, the proportion of practice, teaching staff strength, comprehensive qualities, career awareness, and employment mentality. Only in this way can educators gradually promote the fit between talent cultivation and social jobs and fundamentally solve the "employment difficulty" problem of college students.

### **3. Curriculum system construction for the landscape architecture major**

#### **3.1. Data analysis and market research**

According to the employment destination data of graduates from 2021–2023 statistics by the College's Employment Office, among the 2021 graduates of the landscape architecture major, 7.7% were admitted to postgraduate programs, 7.7% signed contracts with state-owned enterprises, 23.1% signed contracts with private enterprises, and 61.5% were in flexible employment. Among them, 38% continued to work or study in the industry. Among the 2022 graduates, 10% were admitted to postgraduate programs, 0% signed contracts with state-owned enterprises, 10% signed contracts with private enterprises, and 80% were in flexible employment, with 35% continuing to work or study in the industry. Among the 2023 graduates, 9.4% were admitted to postgraduate programs, 6.3% were admitted to civil service positions (township management positions), 0% signed contracts with state-owned enterprises, 62.5% signed contracts with private enterprises, and 21.8% were in flexible employment, with 28% continuing to work or study in the industry (**Figure 1**). It can be seen that the proportion of graduates from this major admitted to postgraduate programs is relatively stable and higher than the school average. The proportion of employment in private enterprises and flexible employment is large. Various planning and design, garden maintenance, and garden construction enterprises, as well as education and training, agriculture, forestry, animal husbandry and fishery, community management, and other institutions are the main channels for students' employment. Township comprehensive management is a civil service or selective transfer student application position that is in line with the knowledge and abilities of students majoring in this field and has certain advantages.

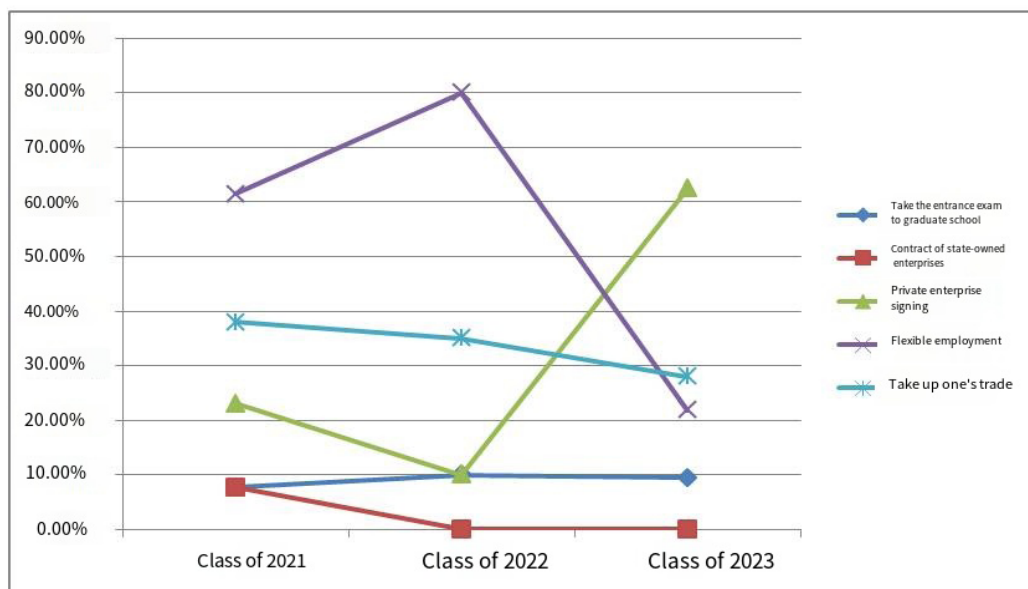


Figure 1 Employment destination data of landscape architecture graduates from 2021–2023.

**Figure 1.** Employment destination data of landscape architecture graduates from 2021–2023

The market research was completed through two forms: online questionnaires and offline visits. The sampling objects of the survey mainly included local enterprises and public institutions in Yichang, consisting of 5 private enterprises and 1 public institution. Their business scope comprehensively covered urban and rural planning, landscape design, garden construction, brand planning, seedling cultivation, and garden management. It also included 1 landscape design and community service enterprise in Wuhan and 1 landscape design and construction enterprise in Shenzhen. The market research mainly focused on aspects such as industry trends, emerging business forms, students' abilities, employment requirements, and teaching cooperation. Regarding whether the real estate industry will continue to decline, 55.6% of the enterprises believed that it might continue to decline, 33.3% believed that the current state represented the real market demand, and 11.1% were unsure. Regarding the current and future development trends and talent requirements of the garden industry, 88.9% of the enterprises were optimistic about the construction of beautiful countryside, 66.7% were optimistic about cultural and tourism planning and scenic area renewal, urban micro-renewal, 55.6% were optimistic about garden engineering construction and maintenance, and 33.3% were optimistic about garden health care and plant therapy. In terms of job requirements and students' abilities, 66.7% of the enterprises valued students' organizational coordination, communication, and continuous learning abilities more, 22.2% valued students' practical application and project management abilities more, and 11.1% valued students' professional identity and career planning abilities more. In terms of school-enterprise cooperation and the integration of industry and education, nearly 80% of the enterprises said they were willing to accept graduates from this major for internships and employment at any time, and nearly 70% of the enterprises were very willing to participate in the construction of industrial colleges (**Figure 2**).



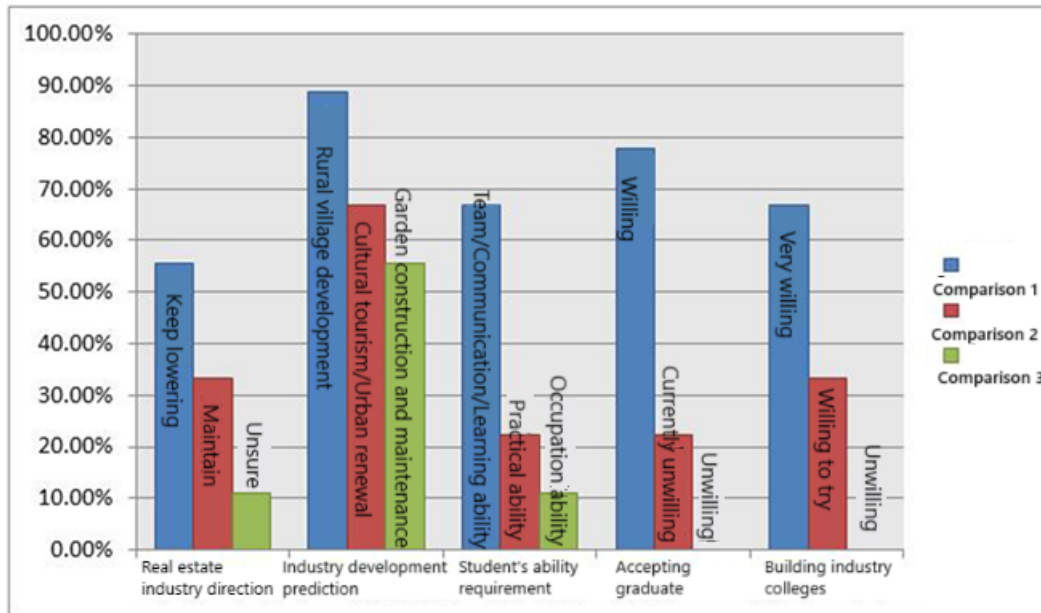


Figure 2. Industry survey market data

The conclusions of the employment data and market research have strong guiding significance for adjusting the training direction of graduates from this major and improving their employment capabilities. In terms of employment goals, deeply influenced by market changes and industry transformations, the number of employees recruited by state-owned enterprises in civil engineering and architecture has been continuously decreasing, and their recruitment requirements have been continuously increasing. The trend of cross-border integration of industries and majors is becoming more and more obvious. The talent mobility of various private enterprises is high, and the demand for fresh graduates is also relatively large. The proportion of students graduating and working in the professional field has been decreasing year by year, while the proportion of employment in service, sales, and management positions has been increasing. Students have obvious advantages in taking the postgraduate entrance examination in this major and related majors and in taking the civil service examination for township management positions. In terms of employment capabilities, due to the rapid development of the times and the in-depth transformation of the industry, enterprises have increasingly higher requirements for graduates' abilities in independent learning, communication and coordination, organization and management, and innovative thinking, even ranking these abilities above professional qualities. At the same time, the requirements for career planning abilities related to talent loyalty, industry identity, as well as students' technical application abilities and engineering practical experience have not decreased. In terms of industry trends, emerging industries such as artificial intelligence, biotechnology, big health, and new energy are leading the development of new-quality productive forces and are deeply integrated with various industries. Design industries and digital industries, such as spatial design, visual design, brand planning, cultural and tourism planning, cultural and creative design, interactive design, virtual reality, and new media, are infiltrating each other. The construction of beautiful countryside, urban renewal, cultural tourism, and greening maintenance are new development tracks in the landscape architecture industry that receive high attention.

Therefore, with the concept of green development as the connotation and ecological restoration and landscape design as the basis, timely adjusting the training objectives and updating the teaching content, deeply

integrating into local development undertakings such as the construction of urban and rural livable environments, the construction of a model city for the protection of the Yangtze River, cultural tourism and forest health care, and ecological landscapes and green buildings, and comprehensively improving students' innovative, learning, adaptable, and communicative abilities have become the breakthrough points and focus of this major's adaptation to the industry and transformation and development.

### **3.2. Optimization of the knowledge structure**

Based on the original cross-integration of multiple disciplines such as engineering, design, agriculture, sociology, and management, adjustments have been made in aspects such as the curriculum system, teaching content, credit proportion, and sequence. The knowledge structure of this major has been optimized and guided by the development of the times and industry requirements.

According to the market research and feedback from teachers and students, the in-class teaching hours of courses such as art foundation, garden history and theory, design foundation, and engineering construction have been streamlined, and some basic professional courses have been merged. The out-of-class learning and practical teaching hours have been strengthened. The deficiencies in knowledge and abilities have been compensated by adding general education compulsory courses such as Introduction to Artificial Intelligence, Art Education, and Innovation and Entrepreneurship Education. Professional core courses such as Fast Sketch Performance, New Building Materials, Cultural Tourism and Cultural and Creative Design, and Landscape Construction Drawing Training have been added. Social Etiquette, Speech and Eloquence, Network and New Media Production, and Practical Writing have been listed as compulsory quality-enhancing courses. The comprehensive qualities of students have been comprehensively improved from aspects such as emerging technologies, innovative thinking, industry frontiers, humanistic qualities, social skills, and application abilities. Attention has also been paid to the cultivation of students' abilities in professional proficiency with multiple skills, adaptability to changes, knowledge transfer, and lifelong learning.

### **3.3. Update of curriculum content**

In addition to improving the knowledge structure, timely adjusting the training direction and updating the curriculum content according to industry development and changes in the times is equally important for the curriculum system to meet job requirements. It is the key to professional self-renewal and keeping up with the times<sup>[3]</sup>.

"Landscape Comprehensive Design 1 (Urban Squares and Small Gardens)" has been updated to "Landscape Comprehensive Design 1 (Pocket Parks and Dynamic Spaces)", "Landscape Comprehensive Design 2 (Residential Area Landscapes)" has been updated to "Landscape Comprehensive Design 2 (Urban Renewal and Green Communities)", "Landscape Comprehensive Design 3 (Tourist Resorts)" has been updated to "Landscape Comprehensive Design 3 (Eco-tourism and Health Care Resorts)". These updates highlight industry hotspots that are in line with national development strategies and local regional economies, such as urban public space and community micro-renewal, the concept of green development, community comprehensive governance, and eco-tourism and forest health care. "Local Culture and New Rural Landscape Design" has been updated to "Beautiful Countryside Design", guiding students to pay attention to the symbiotic relationship between the "harmony" culture of China and the integration of the external and internal beauty of the countryside and understand the construction goals of "harmonious, beautiful, livable, and business-friendly" countryside. "Scenic Area Planning" has been updated to "Scenic Area Development and Management", which, together with the newly added "Cultural

Tourism and Cultural and Creative Design”, forms a complete knowledge system for new tourism business forms such as global tourism planning, scenic area renewal and upgrading, tourism management and services, cultural tourism planning, and cultural and creative design. It gives full play to the cross-integration advantages of the landscape architecture major and the tourism management major to cultivate new-type talents with contemporary cultural and tourism qualities, serving the regional construction and development goal of Yichang to build a world-class tourism destination. In the courses such as “Introduction to Architecture”, “Landscape Architecture Design 1”, “Landscape Architecture Design 2”, and “New Building Materials”, relevant chapters on green buildings and intelligent construction have been added. Relying on the practical teaching bases of related enterprises, on-site teaching has been carried out. Industry new technologies such as 3D-printed buildings, prefabricated buildings, and energy-saving and consumption-reducing buildings have been introduced into the classroom. At the same time, the concepts of digital technologies such as brand design, virtual reality, and digital twins have been integrated into the classroom teaching, in-class practice, and curriculum assessment of software-related and design-related courses, so that the content and names of professional courses can keep up with the times and be in line with the market.

### **3.4. Optimization of the teaching staff**

Students are the main body of learning and growth, but teachers are their guides and companions. The vision and mindset of teachers have a subtle impact on students. A teaching staff that takes into account both internal and external factors, integrates schools and enterprises, and crosses disciplines is conducive to teachers and students expanding their horizons, maintaining learning, keeping in line with the market, and strengthening practice. It is also an important guarantee for the timely update of training directions, curriculum content, and teaching methods <sup>[4]</sup>.

In recent years, the landscape architecture major has continuously strengthened the cooperation between schools and local governments. By using the industry platform resources of the Landscape Architecture Society, it has continuously recruited technical experts from relevant enterprises and public institutions and young scholars who pay attention to new technologies and new business forms to join the team of part-time teachers. They undertake teaching tasks such as professional core courses, internship practices, and graduation projects, and participate in professional construction work such as the review of training programs, teaching reform and innovation, application for teaching and research projects, and student employment guidance, providing guarantee for the self-renewal and healthy development of this major. At present, among the teaching staff undertaking professional courses, the proportion of part-time teachers has exceeded 60%, with industry mentors accounting for 40%. It covers multiple fields, such as garden management, plant cultivation, garden construction, brand design, and tourism planning, injecting the vitality of the times into the dynamic adjustment and teaching innovation of this major.

### **3.5. Strengthening practical abilities**

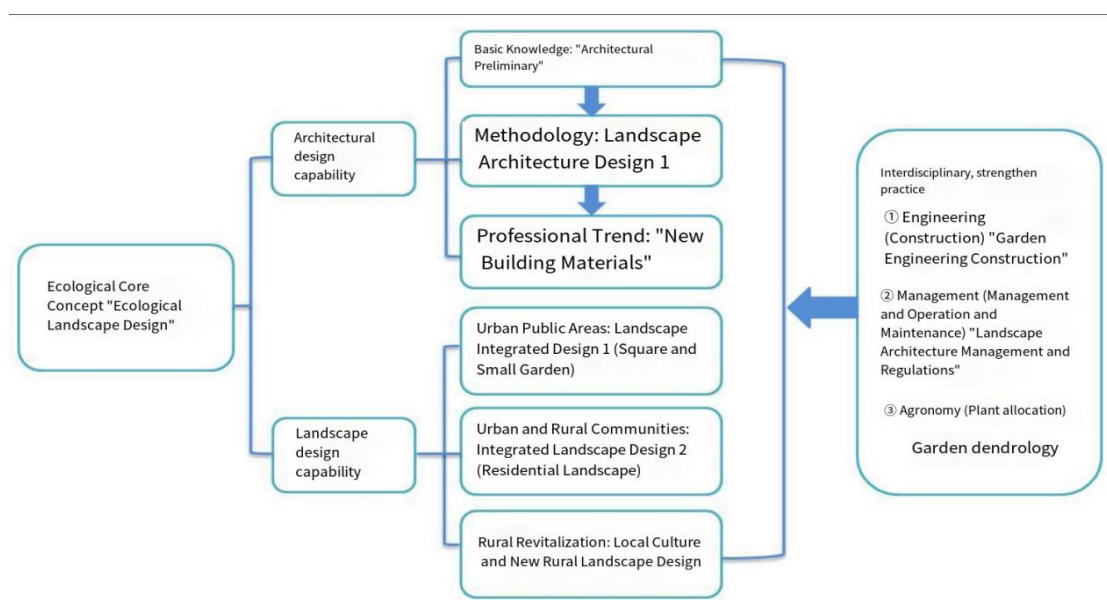
Identifying the orientation of application-oriented universities, complementing talent cultivation with research-oriented universities, strengthening practical application abilities, and taking a differential development path are in line with national policies, the needs of the times, and educational laws. It is also one of the most valued abilities of talents by enterprises <sup>[5-6]</sup>.

As one of the first pilot majors for reform in the school, the landscape architecture major has taken “integration of industry and education, serving local areas, improving quality, and promoting employment” as the goal orientation of curriculum construction and teaching reform and carried out a one-year reform practice. After successfully completing the phased summary and assessment, the main tasks at present and in the future are to

consolidate the achievements, deepen the reform, and strengthen practice. Based on the original training plan, professional practice courses such as “Introduction to Architecture Course Design”, “Landscape Construction Drawing Training”, and “Beautiful Countryside Social Practice” have been added. The proportion of theoretical and practical links in professional courses such as “Fundamentals of Design Skills”, “Landscape Architecture Design 1”, “Garden Plant Landscape Design”, “Beautiful Countryside Design”, and “Landscape Comprehensive Design” has been adjusted, and the in-class practical teaching hours have been increased. The assessment methods of professional courses such as “Introduction to Landscape Architecture Discipline”, “Dendrology”, “Floriculture”, and “Landscape Architecture Management and Regulations” have been optimized. Diversified assessment forms, such as short essays, research reports, academic seminars, drawings, and design plans, have replaced traditional closed-book exams. The teaching practice bases in local communities, townships, enterprises, and public institutions have been further expanded, and a full-corresponding system for the integration of industry and education in professional core courses has been gradually formed. After the adjustment and optimization, the proportion of practical teaching in this major has increased significantly, from 32.9% to 42.87%.

### 3.6. Teaching method reform

The teaching team has clarified the internal logic of the pilot courses, with the reform goals of comprehensively improving students’ employment abilities, serving local areas, and integrating into the industry. Before class, they connect with enterprises and sort out knowledge points, and set the projects, goals, and teaching steps for on-site case-based teaching. During class, theory and practice are interspersed, focusing on the digestion, understanding, and practical application of knowledge points and conducting field investigations, on-site lectures, and case-based teaching. After class, timely summaries and practices are carried out. The courses are assessed through diversified assessment forms such as visiting and investigating, architectural sketching, project design, paper writing, and plant transplantation. A series of practical achievements such as research reports, design plans, academic papers, drawing exhibitions, and potted flowers have been formed, which have greatly stimulated students’ learning interests and enhanced their professional pride, highlighting the teaching and education concept centered on students and aiming at cultivating innovative and application-oriented talents (**Figure 3**).



**Figure 3.** Logical relation of knowledge of reform pilot course

For example, the “Local Culture and New Rural Landscape Design” course is connected to the rural area supported by the school. Relying on the project of the landscape design of the entrance node of the second-group community in Hongjia Village, Jiuxian Town, Yuan’an County, it corresponds to the four-part knowledge points of this course: “What aspects does the nostalgia culture include and how to condense it; the continuation of the rural ecological base and settlement texture in the design; the control of rural architectural styles and the innovative inheritance of traditional culture; the ideas of new rural business forms and rural leisure tourism.” In the “Introduction to Architecture” course, the content of “architectural structure, building materials, intelligent construction, green buildings, architectural culture, and architectural representation” in the theoretical part is connected to the 3D printing technology of Xiaonan Intelligent Technology Co., Ltd. and the building renovation project of Zigui Huawei E-commerce Logistics Park of Ruichen Brand Planning Co., Ltd., and enterprise experts are invited to teach together. The teaching team of the “Garden Engineering Construction” course inspected the renovation and upgrading project of the riverside farmhouse catering space in Aijia Town in advance. It corresponds to the five-part knowledge points of the course: “Problems existing in the functional zoning of the proposed construction project design, the planning problems and optimization plans of the existing roads, the problems and countermeasures of the paving projects of squares and parking lots, the basic methods in the construction process of landscape terraces and garden buildings, and the construction process, techniques, and organization of garden engineering.” They led students to conduct project investigations and interdisciplinary teaching together with the supervision experts. The “Dendrology” course makes full use of the resource advantages of local industries, contacts and visits multiple units such as Yichang Landscape Architecture Engineering Quality Supervision and Management Station, Yichang Landscape Architecture Plant Research Institute, Three Gorges Botanical Garden, and Yichang Riverside Park Management Office, and implements the curriculum construction and teaching reform locally. The on-site teaching activities are jointly carried out by the course teachers and technical personnel of relevant units. Students visit and study the content of “local plant varieties, planting and maintenance techniques, endangered plant protection, and plant landscape application” and conduct practical operations such as plant maintenance and transplantation in groups. The “Landscape Architecture Management and Regulations” course extracts important knowledge points such as the strategic development plan of “Yichang Park City and the Protection of the Yangtze River”, “daily management measures and methods of parks”, and “management and practical experience of park greening projects”, and organizes students to visit and observe in the park and listen to the explanations of technical personnel, so that students have a clear and intuitive understanding of the development orientation and ecological construction concept of the city where the university is located.

### **3.7. Career planning education**

Strengthening career planning education is conducive to students establishing self-development awareness as early as possible, clarifying career goals, improving self-awareness, and enhancing social responsibility so that they can accurately position themselves and be calm when looking for jobs after graduation.

On the one hand, based on the general education compulsory course “Career Development and Employment Guidance”, educators should strengthen curriculum construction and improve teaching effectiveness. With full-time teachers from the employment guidance center as responsible persons, educators should strengthen the connection and cooperation with teaching units of various secondary colleges, form cross-department teaching teams, and encourage professional teachers to participate in teaching. With the core concept of “collective lesson



preparation, teaching innovation, strengthening majors, and improving abilities”, fully considering teaching laws and students’ conditions, the two parts of the course, “career development” and “employment guidance”, are arranged in the first and sixth semesters, respectively. Practical exercises such as mock group interviews without leaders, resume writing, and career planning essays are promoted both in and out of class. The National College Students’ Career Planning Competition and the interview and signing in campus recruitment are linked to the curriculum assessment to achieve “promoting learning through competitions and promoting application through learning.” On the other hand, schools should strengthen the joint construction of professional courses, and comprehensively integrate curriculum ideology and politics knowledge points such as “high-quality full employment, shouldering social responsibilities in the new era, and establishing a correct employment concept” into the teaching content of professional basic courses and professional core courses, continuously strengthening professional identity and career planning awareness, and forming a long-term teaching synergy with the “Career Development and Employment Guidance” course <sup>[7]</sup>.

### **3.8. Innovation and entrepreneurship education**

Schools should deeply understand the national policy of implementing the innovation-driven development strategy and encouraging college students to innovate and start businesses. During their time at school, educators should strengthen innovation and entrepreneurship education for college students and provide them with an entrepreneurial incubation platform. Taking the China International College Students’ Innovation Competition, the “Challenge Cup” China College Students’ Entrepreneurship Plan Competition and other events on the Ministry of Education’s innovation and entrepreneurship ranking list as the starting point, schools organize students to sign up and cooperate with enterprises to provide competition guidance, promoting students to exercise their innovation abilities and cultivate their entrepreneurial awareness during their school years, and discovering students with strong innovation and entrepreneurship abilities and projects with great potential in the process, preparing for subsequent entrepreneurial incubation and project implementation <sup>[8-9]</sup>.

Taking the industrial college as a bridge, educators build a university-level service platform for the college students’ innovation and entrepreneurship incubation center, form a tutor team composed of full-time teachers on campus and part-time teachers from the industry, and provide students with on-campus entrepreneurial services such as entrepreneurial training, policy consultation, legal aid, resource docking, financial support, venue facilities, and achievement transformation, improving the success rate of college students’ entrepreneurship and actively driving classmates to find jobs, providing guarantee and opening up new paths for innovation-driven development and high-quality employment.

### **3.9. Employment psychological counseling**

To help students establish a correct employment concept and possess comprehensive employment abilities, in addition to career planning and professional skills, psychological qualities and social skills such as correct self-awareness, stress management and emotion regulation, and good interpersonal relationships and communication skills are also particularly important.

Relying on the College Students’ Mental Health Guidance Center, schools jointly strengthen the research on college students’ employment-related psychological problems and coping strategies and jointly carry out special lectures and characteristic campus activities with the Student Affairs Department and the Employment Guidance Center. At the same time, schools promote the training and cooperation of graduate counselors, class teachers, and



full-time teachers, do a good job in employment assistance and psychological counseling for graduates, and form a full-staff, whole-process, and all-around employment service system<sup>[10-11]</sup>.

#### **4. Summary and prospect**

After the first-stage curriculum construction and teaching reform, the landscape architecture major has formed a new curriculum system that adapts to the changes of the times and meets job requirements, as well as an effective implementation plan, laying a foundation for the deepening of reform and teaching innovation in the next stage. It can also provide a reference for the reform and construction of other majors in the school. In terms of system construction, the compilation of the talent training plan with “demand-orientation, integration of industry and education, school-enterprise cooperation, interdisciplinary integration, practical education, and dynamic adjustment” has been completed. In terms of teaching staff, a reasonably structured, complementary, interdisciplinary, and school-enterprise-joint teaching and research team has been established, and a youth talent introduction plan for the next four years has been developed. In terms of the integration of industry and education, relying on the Landscape Architecture Society, good cooperative and co-construction relationships have been established with relevant garden management departments and enterprises and public institutions, and more than ten internship, employment, and practical education bases have been added. In terms of teaching and scientific research, highly consistent teaching goals and research synergy have been achieved. Teachers conduct curriculum construction based on their own disciplinary backgrounds and teaching practices, resulting in diverse and rich teaching and scientific research achievements.

At present, teachers and students in universities should recognize the development needs of the times and industrial changes and the fact that undergraduate education in universities has become mass education. They should put aside their pride, take the initiative to change, and renew themselves. To cultivate application-oriented and innovative talents, and with the direction of proficient professional skills and diversified development, they should improve students’ employment abilities and lifelong learning abilities from the aspects of the curriculum system, training model, and teaching methods, achieving a high-degree of fit between talents and jobs. At the same time, they should give full play to the advantages of emerging business forms and the potential of individual economy, encourage college students to combine employment and entrepreneurship, seize the opportunities of the digital economy era, and comprehensively promote high-quality full employment<sup>[12]</sup>.

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## Disclosure statement

The authors declare no conflict of interest.

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