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Enhancing College Students' Employability in Higher Education: Exploring the Issues of Applying Project-Based Learning in Training Courses

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Abstract. With the rapid development of the social economy and the advent of the knowledge economy, enhancing college students' employability has become a critical focus in higher education. Employability not only influences students' personal and career development but also impacts the national innovation system and economic growth. This study examines the employability of students at Liuzhou Vocational and Technical College, with a specific focus on the implementation of project-based learning (PBL) in training courses. Using a mixed-methods approach, the study surveyed 300 2024 Graduaes and 200 alumni from various majors, and engaged 10 companies that employ the college's graduates through an online questionnaire. Additionally, in-depth interviews were conducted with 7 companies to explore their perspectives on the employability of graduates. The findings indicate that while students demonstrate strong theoretical knowledge, they often lack critical soft skills such as teamwork, problem-solving, interpersonal communication, and coordination. This paper proposes the integration of project-based learning into training courses as a practical solution to bridge these gaps and improve students' employability by fostering real-world problem-solving and collaborative skills.

Keywords: College Students' Employability, Project-Based Learning, Training Courses.

1. INTRODUCTION

Higher education is undergoing a transformative phase, with the employability of college students becoming a key focus of societal and educational discourse. As the primary driver of societal and technological progress, employability is essential not only for students' personal and career development but also for advancing national innovation and economic growth. In light of increasing competition in the job market, enhancing the employability of graduates is more crucial than ever. This study examines the employability of students at Liuzhou Vocational and Technical College, using random sampling surveys and interviews to gain a comprehensive understanding of the current employability landscape. The findings reveal that while students demonstrate a solid foundation in theoretical knowledge, they often lack essential soft skills, such as teamwork, problem-solving, interpersonal communication, and coordination (Smith, A., & Smith, B., 2019). This skills gap highlights a misalignment between higher education curricula and the evolving demands of the job market, revealing deficiencies in students' practical abilities and professional qualities (Johnson, C., 2020). To address these issues, this study proposes the integration of project-based learning (PBL) into training courses as a practical solution. PBL, which emphasizes real-world problem-solving and collaborative skills, can help bridge the gap between theoretical knowledge and the practical skills needed in the workplace. In addition, the study identifies specific skill gaps in students' employability and offers targeted strategies for improvement, focusing on three key areas: curriculum design, skills development, and career guidance. The conclusions of this study will provide valuable insights for higher education institutions aiming to enhance educational quality, implement effective teaching reforms, and better equip students for success in the workforce.

1.1. Objectives

The main objective of this study is to conduct a comprehensive analysis of the employability of college students through systematic surveys and in-depth interviews. We will focus particularly on the development of cognitive skills, professional knowledge, social skills, and innovative thinking, while also exploring how these abilities interact with the demands of the actual job market. By collecting and analyzing a large amount of questionnaire data and employer perspectives, our goal is to reveal the structural characteristics of college students' employability and the alignment of these characteristics with market demands. This will help identify potential challenges and improvement pathways, thereby providing empirical evidence for optimizing college students' job readiness.

(1) Investigate the current state of employability among students at Liuzhou Vocational and Technical College.
(2) Analyze the main factors influencing college students' employability.
(3) Propose strategies and recommendations to enhance the employability of college students.

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2. LITERATURE REVIEW

With the rapid development of the global economy and technology, enhancing the employability of college students has become a central topic in higher education research. Studies on employability typically focus on students' theoretical knowledge, practical skills, professional qualities, and the alignment between these attributes and societal demands. Both domestic and international scholars have conducted extensive research in this area, particularly regarding how educational reforms can improve students' overall competence.

1. The Concept and Importance of Employability Employability refers not only to students' competitiveness in the labor market but also to their ability to meet workplace demands, solve real-world problems, and collaborate effectively. Shao, Xuefeng, et al. (2018) identified four dimensions of employability: cognitive ability, professional skills, social adaptability, and innovation capacity. Among these, soft skills such as teamwork, communication, and problem-solving are crucial for students during the job search (Shao, X., 2018). Furthermore, Liu, Dan (2019) argued that enhancing employability should focus on improving students' comprehensive abilities, rather than just delivering disciplinary knowledge.

2. The Disconnect Between Higher Education and the Job Market Although higher education in China has made significant strides in cultivating students' professional knowledge and skills, there is a growing concern that there is a disconnect between what is taught in universities and the demands of the job market. According to Li, Ming, and Zhou, Jie (2020), many university graduates, while possessing strong theoretical foundations, often lack practical problem-solving abilities, innovative thinking, and teamwork skills, which are essential in the workplace. This soft skills gap highlights the inadequacy of current educational models in meeting labor market needs (Li, M., & Zhou, J., 2020; Baradaran et al, 2024)

3. Project-Based Learning (PBL) and its Impact on Employability In recent years, project-based learning (PBL) has gained attention as an innovative educational approach. PBL emphasizes real-world problem-solving and collaboration, aiming to improve students' comprehensive skills through hands-on experiences. Wang, Tingting (2021) found that PBL effectively enhances students' teamwork, communication, and creative thinking skills, which are often the soft skills most lacking among university students. By engaging in real-world projects, students can develop practical problem-solving skills, which significantly improve their employability (Wang, T., 2021). Additionally, PBL can strengthen students' ability to apply theoretical knowledge in real-world situations. Zhou, Hao (2020) argued that PBL not only improves students' professional skills but also cultivates positive professional attitudes and work ethics, which are essential for enhancing employability. Studies have shown that incorporating PBL into course designs can significantly improve students' work capabilities and innovative thinking, equipping them with stronger competitive skills in the job market (Zhou, H., 2020).

4. Directions for Higher Education Curriculum Reform As the demand for high-quality talent grows, many scholars and education experts believe that the curriculum design in higher education should shift from pure knowledge transmission to fostering comprehensive abilities. Zhang, Xiaofang (2020) suggested that course content should focus on enhancing students' innovation, teamwork, and practical abilities, and that such a shift requires educational reforms. In particular, vocational education should aim to improve students' practical capabilities and social adaptability, better aligning with the evolving needs of the job market (Zhang, X., 2020; Zahedi Moghadam and 2024).

5. Conclusion In conclusion, while higher education has made notable progress in providing theoretical knowledge, challenges remain in enhancing students' employability. Specifically, the lack of soft skills and practical experience remains a significant barrier for many graduates entering the job market. Project-based learning, as an innovative pedagogical model, has been proven to effectively bridge these gaps by improving teamwork, problem-solving, and innovation skills. Therefore, future higher education reforms should focus on innovating curriculum design and teaching methods, particularly by integrating PBL to improve students' overall employability.

2.1. Conceptual Framework

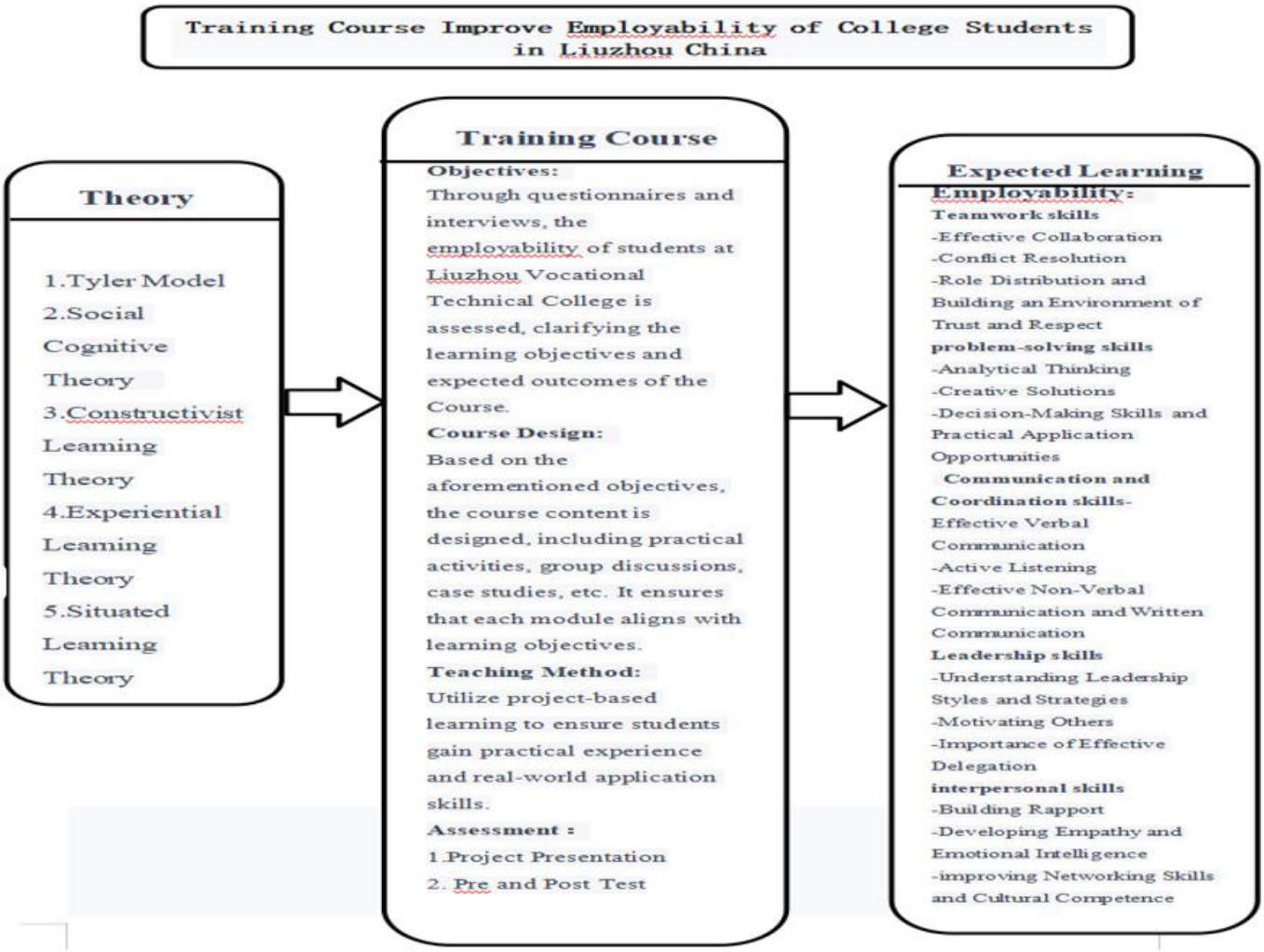


Figure 1: Conceptual Framework Used in the Study.

3. METHODOLOGY

To comprehensively analyze the current state of college students' employability and propose effective strategies, this study adopts a mixed-methods approach combining both quantitative and qualitative research methods.

3.1. Research Sample

1.A random sample of 300 current students from each major at Liuzhou Vocational and Technical College will be surveyed.

2.A random sample of 200 graduates from each major at Liuzhou Vocational and Technical College will be surveyed.

3.A random sample of 10 companies that hire graduates from Liuzhou Vocational and Technical College will be surveyed. These companies include:

SAIC-GM-Wuling Automobile Co., Ltd. (SGMW)
Liuzhou Iron and Steel Co., Ltd.
Guangzhou Baiyun International Airport
Shenzhen Metro Group Co., Ltd.
Hsu Fu Chi International Group
Fujian Jinjiang Lilanz (China) Co., Ltd.
Shunde District Furniture E-commerce Industrial Park, Foshan
Youzan (Guangzhou) E-commerce Co., Ltd.
Liuzhou Avocado Culture Communication Co., Ltd.

4.A random sample of 5 companies that hire graduates from Liuzhou Vocational and Technical College will be interviewed, including:

Guilin Fuda Co., Ltd.
Liuzhou Bailian Airport
Guangxi Liugong Group Co., Ltd.

Shangri-La Hotel
Walmart Supermarket (Liuzhou)

3.2. Instrument

1.Questionnaire for Current and Former Graduates of Liuzhou Vocational and Technical CollegeThis is a 5-point Likert scale student opinion questionnaire covering various genders and majors. Conducted online, it includes 26 items: personal traits, employment traits, career management skills, career identity, teamwork abilities, basic office skills, interpersonal skills, independent work abilities, problem-solving skills, execution skills, innovation and entrepreneurship skills, practical skills, personal management skills, job-seeking abilities, adaptability, learning abilities, resource integration and utilization skills, information management skills, reasoning and judgment abilities, organizational leadership abilities, communication and coordination skills, social capital (such as graduate schools and social relationships), socioeconomic factors, academic human capital (such as academic performance and social relationships), professional skills, and professional knowledge. The questionnaire requirements and online survey link were forwarded to graduates from different majors at Liuzhou Vocational and Technical College.

The survey questionnaire mainly includes two parts. The first part collects basic information about the respondents, including gender and major type. The second part identifies whether the sample includes 2024 Graduaes. Respondents are asked to evaluate their personal situation based on the above 26 abilities with the question, "How do you rate yourself on the following abilities? 1 = very dissatisfied, 5 = very satisfied." This question aims to understand the subjective evaluation of college students regarding their own employability levels and to explore which employability they are satisfied with.

2.Employer Questionnaire on College Students' Employability.To align with students' perceptions and evaluations, this study also incorporates the comprehensive analysis results of previous domestic and international research on the components of college students' employability. Using these insights, an employer version of the questionnaire was developed to understand the importance of various employability from the perspective of employers and to assess their evaluation of college students' employability. This approach indirectly gauges employer satisfaction with and demand for graduates' employability.

The employer survey questionnaire is a 5-point Likert scale opinion survey and consists of two main parts:

Basic Information: This section collects basic information about the respondents, including gender, type of organization, and location.

Employability Assessment: Respondents are asked to evaluate and rate the current state of the 26 employability of college students within their organization. The question is, "How do you rate the following employability of college students in your organization? 1 = very dissatisfied, 5 = very satisfied."

This question helps us understand employer satisfaction with the current employability levels of college graduates. On the one hand, it reveals the strengths and weaknesses of students' employability. On the other hand, it identifies the skills that employers value but find lacking in graduates.

3.Semi-Structured Interview on Factors Influencing Employers' Demand for the Employability of Graduates from Liuzhou Higher Education Institutions

The interview is divided into four parts:

General Information about the Interviewee: This section contains 2 questions.

Impressions and Experiences with Graduates from Liuzhou Vocational and Technical College: This section contains 2 questions.

Employer's Demand for the Employability of Graduates from Liuzhou Vocational and Technical College: This section contains 2 questions.

Suggestions and Expectations for the School: This section contains 1 question.

Measurement and Data Collection

1.The survey link was distributed on June 1, 2023, and closed on June 20, 2023. A total of 300 questionnaires were sent to current graduates, with 276 valid responses received, yielding a response rate of 92.00%. For 2023 Graduaes, 200 questionnaires were distributed, with 190 valid responses received, resulting in a response rate of 95%. Ten questionnaires were sent to companies, all of which were returned with valid responses, achieving a response rate of 100.00%. Questionnaires were filtered based on the criterion of complete information.

2.The researcher conducted interviews with HR managers from 5 companies between June 12 and 18, 2023.

4. RESULTS

1.This paper employs a questionnaire survey method to delineate 26 key indicators that reflect the structure of university students' employability. Based on this indicator framework, a self-assessment questionnaire for university students' employability was developed. Using SPSS software, the relevant data were analyzed, and descriptions and analyses were conducted on the data's mean, standard deviation, and correlations with various factors:

2024 Graduaes:

Table 1: Ranking of the perceived employability of higher vocational students.

Level	Average Score
Execution skills	4.86
Professional skills	4.8
Personal character traits	4.76
Learning skills	4.76
Professional knowledge	4.76
Information management skills	4.72
Comprehension and judgment skills	4.46
Adapt skills	4.14
Employment personality traits	4.12
Career management skills	4.11
Professional identity	4.05
Innovation and Entrepreneurship skills	4.05
Practical skills	4.05
Job-hunting skills	4.05
Communication and Coordination	4.03
Interpersonal skills	4.03
Problem-solving skills	4.03
Teamwork skills	4.03
Leadership skills	4.03
Basic office skills	4.02
Independent working skills	4.02
Socio-economic factors	4.01
Personal management skills	4
Resource integration and utilization skills	4
Social capital (graduate school, social relations, etc.)	4
Academic human capital (academic grades, certificates, etc.)	4

The statistical results show that vocational college students rated the importance of all 26 employability above 4.00, with an overall average of 4.13, indicating a high level of perceived importance. As seen in Figure 3, the top five factors considered most important by vocational college students for employability are execution skills, problem-solving skills, teamwork abilities, adaptability, and learning abilities, with scores ranging from 4.18 to 4.30. The skills ranked lower are communication and coordination skills, job-seeking abilities, career management skills, and practical skills, with scores between 4.02 and 4.17. The bottom three skills are social capital (such as graduate schools and social relationships), academic human capital (such as academic performance and certificates), and innovation and entrepreneurship abilities, with scores ranging from 4.00 to 4.01, significantly lower than the other employability.

2023 Graduaes:

Table 2: Ranking of the perceived employability of higher vocational students.

Level	Average Score
Execution skills	4.92
Professional skills	4.88
Personal character traits	4.85
Learning skills	4.82
Professional knowledge	4.8
Information management skills	4.78
Comprehension and judgment skills	4.75
Adapt skills	4.73
Employment personality traits	4.71
Career management skills	4.68
Professional identity	4.65
Innovation and Entrepreneurship skills	4.62
Practical skills	4.6
Job-hunting skills	4.57
Communication and Coordination	4.55
Interpersonal skills	4.52
Problem-solving skills	4.5
Teamwork skills	4.48
Leadership skills	4.46
Basic office skills	4.44
Independent working skills	4.42
Socio-economic factors	4.4
Personal management skills	4.38
Resource integration and utilization skills	4.36
Social capital (graduate school, social relations, etc.)	4.34
Academic human capital (academic grades, certificates, etc.)	4.32

The survey results from both current and 2023 Graduaes of Liuzhou Vocational and Technical College indicate notable weaknesses in certain employability. The detailed analysis is as follows:

Theoretical Knowledge: Most students are confident in their theoretical knowledge, with an average score of 4.25 (out of 5). This reflects their solid foundational knowledge accumulated through coursework during their studies.

Teamwork Abilities: Students rated themselves lower in teamwork abilities, with an average score of 3.75. Many students indicated that effectively collaborating with team members remains a challenge in actual work settings.

Problem-Solving Skills: Students generally feel they lack sufficient experience and skills in solving practical problems, scoring 3.60. This result suggests a gap between the education they received in school and the problem-solving demands of real-world work.

Interpersonal Skills: Interpersonal skills received one of the lowest self-assessment scores, at 3.45. Many students reported feeling insecure in communication with colleagues and supervisors and not knowing how to establish and maintain good interpersonal relationships.

Communication and Coordination Skills: This skill also scored relatively low, at 3.50. Students commonly reported deficiencies in effectively communicating and coordinating tasks, especially when handling multiple tasks simultaneously.

Enterprise:

Table 3: Employer perceived employability importance ranking.

Level	Average Score
Execution skills	4.8
Communication and Coordination	4.6
Interpersonal skills	4.6
Problem-solving skills	4.5
Teamwork skills	4.5
Leadership skills	4.5
Comprehension and judgment skills	4.5
Adapt skills	4.5
Employment personality traits	4.4
Career management skills	4.4
Professional identity	4.4
Innovation and Entrepreneurship skills	4.3
Practical skills	4.3
Job-hunting skills	4.1
Professional skills	4.1
Personal character traits	4
Learning skills	4
Professional knowledge	4
Information management skills	3.9
Basic office skills	3.9
Independent working skills	3.8
Socio-economic factors	3.8
Personal management skills	3.8
Resource integration and utilization skills	3.7
Social capital (graduate school, social relations, etc.)	3.7
Academic human capital (academic grades, certificates, etc.)	3.7

According to the statistical results, employers rated the importance of the 26 employability between 3.32 and 4.62, with an overall average score of 4.06, indicating a high level of importance. The top five skills that employers value in college graduates are execution skills, learning abilities, teamwork abilities, interpersonal skills, and personal traits.

Execution Skills: Employers place the highest value on execution skills, which is the ability to complete work with quality and efficiency. They consider execution skills to be one of the most crucial abilities in graduates, with a score of 4.50. Employers expect employees to complete assigned tasks on time and with high quality.

Learning Abilities: Employers rate graduates' learning abilities highly, with a score of 4.40. Many companies believe that while graduates may lack practical experience initially, they can quickly adapt to job requirements if they possess strong learning abilities.

Teamwork Abilities: Employers gave a lower evaluation of graduates' teamwork abilities, with a score of 3.70. This aligns with the students' self-assessment, indicating that this is an area in need of improvement.

Interpersonal Skills: Employers rated graduates' interpersonal skills as average, with a score of 3.65. Many employers pointed out that graduates often seem inexperienced in managing complex interpersonal relationships.

It is evident that college students must exhibit strong learning abilities to adapt to the challenges and

problems they will encounter in their future careers.

2.Employ the Content Analysis method to scrutinize the data from interviews with enterprises regarding the employability of graduates from Liuzhou Vocational and Technical College. Enterprises believe that college students lack teamwork and problem-solving abilities in employment, and suggest enhancing these aspects in training courses.

In summary, students from Liuzhou Vocational and Technical College exhibit certain weaknesses in their employability, particularly in teamwork, problem-solving, interpersonal communication, and coordination skills. Higher education institutions should adjust their curriculum design according to the needs of enterprises, focus on cultivating students' practical abilities and professional literacy, and enhance their competitiveness in the job market.

5. DISCUSSION

5.1. The Disconnection Between Theory and Practice

The findings of this study underline a critical gap in the employability of students from Liuzhou Vocational and Technical College: the disconnection between theoretical knowledge and practical skills. Although students excel in theoretical understanding, many struggle with applying this knowledge in real-world scenarios. This disconnect is especially evident in fields that require hands-on experience, such as engineering, healthcare, and technology. Despite the importance of theoretical knowledge, employers increasingly demand employees who can solve practical problems, adapt quickly, and perform tasks with minimal supervision. To address this issue, higher education institutions should place a greater emphasis on the practical application of knowledge. This can be achieved by integrating more project-based learning (PBL) into curricula. PBL, which focuses on solving real-world problems through collaboration and applied skills, is an effective approach for bridging the gap between theory and practice. Additionally, schools should collaborate more closely with local industries to provide students with internships, apprenticeships, and other experiential learning opportunities. These partnerships not only enhance students' problem-solving skills but also give them a chance to apply their knowledge in professional settings, thus improving their employability.

5.2. Cultivating Teamwork Skills

Teamwork is universally recognized as an essential skill in the workplace, and its importance is reflected in the study's findings. Both students and employers rated teamwork skills as inadequate, suggesting that students are not sufficiently prepared to work in team-oriented environments. In the modern job market, the ability to collaborate, communicate effectively, and resolve conflicts within teams is highly valued, as it directly impacts organizational efficiency and innovation. To cultivate teamwork skills, higher education institutions should incorporate more collaborative projects into their teaching methods. This could include interdisciplinary projects where students from different academic backgrounds work together to solve complex problems. Furthermore, educational institutions should simulate workplace environments through group activities, role-playing, and conflict-resolution exercises. These activities can help students practice teamwork skills in a controlled setting, preparing them for real-world scenarios. Involving industry professionals in the teaching process is also crucial. By incorporating guest speakers, mentors, or even team collaboration exercises led by professionals, students can gain insights into the expectations of teamwork in the workplace. These experts can provide valuable feedback, help students understand the dynamics of workplace collaboration, and guide them in developing the necessary skills to work effectively in teams.

5.3. Interpersonal Communication and Coordination Skills

Strong interpersonal communication and coordination are vital soft skills that significantly impact students' ability to succeed in the workplace. The study reveals that these skills are often underdeveloped in students, and both students and employers acknowledge this weakness. The ability to communicate effectively with colleagues, clients, and superiors, as well as to coordinate tasks and projects, is essential in nearly every profession. Poor communication can lead to misunderstandings, conflicts, and inefficiencies, which can ultimately hinder career advancement. Higher education institutions need to prioritize the development of students' communication and coordination abilities. This can be achieved by offering specific courses on communication skills, including public speaking, active listening, and professional writing. Additionally, workshops on conflict resolution, negotiation, and intercultural communication can help students navigate diverse workplace environments. Another effective strategy is to simulate real-life communication scenarios through mock interviews, presentations, and team coordination exercises. These activities can help students build confidence in their ability to communicate and coordinate in professional settings. Furthermore, feedback from instructors and peers during these exercises can provide valuable insights into areas of improvement, helping students refine their skills before entering the workforce.

5.4. Deepening Industry-Academia Cooperation

Industry-academia cooperation is critical for enhancing the employability of students. The study highlights

the need for a closer alignment between the skills taught in higher education and the demands of the job market. Strong industry partnerships enable institutions to gain direct insights into employer needs, which can inform curriculum design and teaching strategies. Universities should collaborate with local businesses to create opportunities for students to engage in internships, co-op programs, and real-world projects. These experiences give students a chance to apply their academic knowledge in professional environments, helping them gain practical experience and build a network of professional contacts. Industry partnerships can also provide students with exposure to cutting-edge technologies, industry trends, and best practices that are often not covered in traditional academic settings.

In summary, the study highlights several key areas that impact the employability of students at Liuzhou Vocational and Technical College. First, there is a significant gap between theoretical knowledge and practical skills, with students excelling in theory but struggling to apply it in real-world situations. To address this, institutions should emphasize project-based learning (PBL) and foster closer ties with local industries to provide practical learning experiences. Second, teamwork skills, though essential in modern workplaces, are underdeveloped in students, suggesting a need for more collaborative projects and real-world simulations. Third, interpersonal communication and coordination skills, crucial for professional success, are often lacking and should be prioritized through targeted courses and practical exercises. Lastly, strengthening industry-academia cooperation is vital to ensure that curricula align with job market demands, offering students opportunities for internships, co-op programs, and exposure to industry trends. By focusing on these areas, institutions can better prepare students for the demands of the workforce, enhancing their competitiveness and career success.

6. CONCLUSION

In conclusion, the study reveals that the employability of students from Liuzhou Vocational and Technical College faces several significant challenges, including a disconnection between theoretical knowledge and practical skills, a lack of teamwork abilities, and deficiencies in interpersonal communication and coordination skills. These gaps highlight the need for higher education institutions to adopt a more holistic and integrated approach to training students, one that goes beyond theoretical knowledge and incorporates the development of essential soft skills.

To address these challenges, several targeted measures must be implemented.

First, the integration of project-based learning (PBL) into the curriculum is essential. PBL provides students with the opportunity to solve real-world problems, collaborate with peers, and apply their theoretical knowledge in practical contexts. This approach not only helps bridge the gap between theory and practice but also enhances critical skills such as problem-solving, creativity, and adaptability.

Second, higher education institutions should place greater emphasis on the development of teamwork and communication skills. Collaborative projects, simulations, and role-playing exercises can help students practice working in teams, resolving conflicts, and communicating effectively in diverse environments. Involving industry professionals in the teaching process can also help students gain a deeper understanding of the expectations of the workplace.

Third, a strong focus on industry-academia cooperation is necessary to ensure that students are equipped with the skills that employers value most. Through internships, co-op programs, and industry-led projects, students can gain hands-on experience and build valuable professional networks. At the same time, universities should work with industries to develop customized training programs that address specific skill gaps, ensuring that students are prepared to meet the demands of the job market. In the long term, higher education institutions should focus on creating a comprehensive, long-term strategy for improving students' employability.

This strategy should involve continuous feedback from employers, close collaboration with industries, and ongoing reforms to curriculum and teaching methods. By adopting these measures, institutions can better equip students for success in the workforce, enhance their competitiveness in the job market, and contribute to the overall economic development of the region and beyond.

7. RECOMMENDATION

Based on the findings from this study, the following recommendations are made to improve the employability of students at Liuzhou Vocational and Technical College and address the identified gaps:

7.1. Enhance the Integration of Practical Learning

To bridge the gap between theoretical knowledge and practical skills, the college should prioritize integrating project-based learning (PBL) into its curriculum. PBL allows students to work on real-world problems and develop practical skills through hands-on experience. This approach should be implemented across all disciplines, especially in fields that require technical skills, such as engineering, healthcare, and information technology. In addition, the college should collaborate with local businesses and industries to offer more internships, apprenticeships, and work-study programs. These experiential learning opportunities will help students apply their classroom knowledge in professional settings, improve their problem-solving abilities, and increase their employability.

7.2. Strengthen Teamwork and Collaboration Skills

Given the importance of teamwork in modern workplaces, the college should incorporate more collaborative projects and group-based assignments into its courses. These projects should encourage students from different academic backgrounds to work together on complex, interdisciplinary problems, fostering cross-disciplinary collaboration. The college can also simulate workplace environments by organizing role-playing exercises, conflict resolution workshops, and team-building activities. Furthermore, bringing in industry professionals to guide and mentor students during group projects can provide valuable insights into the real-world dynamics of teamwork, enabling students to better understand the expectations and best practices in collaborative work environments.

7.3. Develop Interpersonal Communication and Coordination Skills

To improve students' communication and coordination abilities, the college should offer targeted courses focused on effective communication, including public speaking, professional writing, and active listening. Workshops on conflict resolution, negotiation, and intercultural communication should also be integrated into the curriculum to prepare students for diverse workplace environments. In addition, practical exercises such as mock interviews, presentations, and team coordination tasks can provide students with opportunities to refine their communication and collaboration skills in a controlled setting. These activities will help students build confidence and competence in professional communication, allowing them to perform more effectively in the workplace.

7.4. Strengthen Industry-Academia Collaboration

To ensure that students acquire the skills required by the job market, the college should deepen its cooperation with local and national industries. Establishing stronger partnerships with businesses will allow the institution to better align its curricula with industry needs. Collaborative efforts can include developing customized training programs that address specific skill gaps, organizing industry-led workshops and guest lectures, and offering more internship and co-op programs. These partnerships can also provide students with access to cutting-edge technologies, industry trends, and best practices that are often not covered in traditional academic settings. By creating a more dynamic relationship between academia and industry, the college can enhance students' job readiness and create a more seamless transition into the workforce.

7.5. Foster a Culture of Continuous Improvement

Finally, to ensure long-term improvements in students' employability, the college should establish a system of continuous feedback from both students and employers. This feedback can help the institution evaluate the effectiveness of its curriculum, teaching methods, and extracurricular programs. Regular consultations with industry partners can also provide up-to-date insights into emerging trends and skills needed in the job market. Based on this feedback, the college should make iterative adjustments to its teaching methods, ensuring that students are continuously equipped with relevant skills throughout their academic journey.

By implementing these recommendations, Liuzhou Vocational and Technical College can better prepare its students for the challenges of the modern workforce, significantly improving their employability and overall career success.

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