

Investigation and Analysis on the Career Education of Branch-campus Art Colleges and the Countermeasures

A Case Study of Dunhuang College of Northwest Normal University

Junde Gao

Dunhuang College
Northwest Normal University
Dunhuang, China 736102

Abstract—As a form of higher education development in our country, the Branch Campuses of school has its uniqueness, which is combined with the particularity of art education to makes the educational work of the Branch-campus art colleges have its own characteristics. Due to the special reasons of school attributes, professional characteristics and regional culture, the way and content of their career education are different from those of ordinary colleges and universities. This paper analyzes the problems and causes of career education in branch-campus art colleges and universities, and then puts forward systemic, practical, leading and featured implementation solution, which has a certain reference for the career planning education of branch-campus art colleges.

Keywords—branch-campus; art college; career education; problem; investigation; Countermeasures

I. INTRODUCTION

At present, the career education in colleges and universities has been regarded as an important means to promote the sustainable development of individual career of college students and realize the full, reasonable and effective employment of college students. The core of career education is the development of individual career, and its purpose is to develop individual career development ability and quality through career planning course study, career counseling and practical activities, etc., so as to achieve the career development according to the social career needs and serve the society.

II. THE CONNOTATION AND DEVELOPMENT OF CAREER EDUCATION

In 1971, the director general of U.S. Department of Education Dr. MarLand, put forward the concept of "career education", which marked the beginning of the American modern career education campaign [1]. He believes that Career Education is an purposeful, planned, organized activity to develop the awareness and skills of individual self-career planning and train the individual integrated professional ability and promote the development of individual career, and as a

comprehensive educational activity, its main way is to guide the individual and implement the career planning, including curriculum, guidance and counseling as well as practices [2]. This discipline is developed with the development of the American career guide (counseling) movement in the 1970s. Career guidance is a process that helps individuals acquire the knowledge they need at work and adjust their minds according to the needs of the labor market. In 1909, Frank Parsons, a professor of the University of Boston, published the book "Career Choice", which marked the creation of career guidance theory. After World War II, the rapid development of psychological test, career counseling developed into a scientific and operational discipline, which applies mental health, psychological and personal development theory, and uses cognitive and emotional methods and system and other intervention strategies to help individuals to enhance the degree of satisfaction and get access to personal growth and career development. The United States, Germany, Japan, Switzerland and other countries earlier carry out the career counseling in the schools. Germany has a clear need for specific ways, measures and qualifications of career counseling, and has contributed significantly to its economic development. In Germany, many colleges and universities specially set up the student career service organization as a bridge between the school and society, to provide students with a large number of practical services for career preparation, so that the unemployment rate of college students in Germany is much lower than the average unemployment rate; Japanese career education runs through the lifetime of a person that is its most notable feature. In Japan, everyone has to be mentally prepared for career development and to continuously raise the knowledge base of professional skills, which runs through the whole process of all school education and systemically links school education with adult education [3]. The career counseling in Switzerland is aimed at cultivating and helping the counselors, especially developing the ability of teenagers to learn to make awareness, learn to do things, learn to live together and learn to survive [4]. In the United States, career education has formed a relatively complete theoretical system, the career coaching and counseling at the stage of US higher education is the continuation and expansion of that at the basic

education stage and the secondary education stage. Most of the universities in the United States have established professional career education institutions such as professional career centers, of which the staffs are professional, special and high-quality and all the instructors are required to have a training qualification certificate or meet the examination standard. After nearly a few decades of development, the focus of career guidance in American colleges and universities has been gradually transferred from the employment information, message offering, job placement, and other career counseling into a whole-person lifelong career development counseling based on the multi-factor analysis of individual intrinsic characteristics, major, external occupational conditions and others. In China, Mr. Zhou Jimei first applied the psychological test in the student's career choice in 1916, which marked the establishment of career guidance in our country. In 1927, the Shanghai Vocational Guidance Center was established, which made the career guidance developed from theory into practice. Before the 1980s, the state implemented the plan of "completely responsible for job placement" in the field of employment, to make career guidance in a standstill. Since the reform and opening up, the employment service has gone through three stages: start-up, formation of system and establishment of public employment service system. In 2008, the Ministry of Education requested colleges and universities to organize the implementation of career development and employment guidance courses for college students, and actively promote the employment of college graduates, thus the career education system for college students based as a curriculum is established.

In contrast, the development of career education in China is poor, which is manifested in little attention of the social and school to career education, incomplete theory and curriculum system, single way of career education means, little exploration of localization theory, incipient professional career counseling system, low-quality career consulting practitioners and so on.

III. THE CHARACTERISTICS OF CAREER EDUCATION IN ART COLLEGES AND UNIVERSITIES

Compared with the ordinary colleges and universities, the career education of art colleges and universities has its own characteristics in addition to the common point. Its characteristics is the important basis to develop career education, which is mainly embodied in the following aspects: In the personality traits, art students generally show a strong sense of self, high sensitivity to the outside world, have weak consciousness of the order and the rules, but have high creativity and pioneering; in the subject setting, some art colleges pay high attention to professional training but little attention to theory learning, high attention to professional practice but little attention to career guidance, so that the comprehensive ability and quality structure of art students is imbalanced, not conducive to the career development of art students; in employment, as shown in the graduate employment statistics in recent years, art students expand their attention to the employment in the relevant industry and even in the industry sector beyond the art rather than only in the counterpart industry fitting in with their major, showing a clear employment characteristics, reflected in the selectivity of

employment area, the relative concentration of employment industry, the freedom of employment choice and the mobility of occupation [5].

IV. THE EXPLORATION OF CAREER EDUCATION IN BRANCH-CAMPUS IN OTHER CITY

The branch-campus of college and university in other city refers to the another school established by the college and university in the city outside its alma mater (or the headquarters, the main campus), which achieves the combination of institution of higher learning and local resources in virtue of university brand and intellectual advantages, to provide various educational services in urgent need of the social and economic development [6]. The branch campuses are generally initiated by the local government, and the well-known colleges and universities are invited to improve their cultural quality and level, to cultivate local excellent talents, occupying the important place of technology research and development and the center of knowledge economy and cultural communication. Through the establishment of a branch in economically developed cities, colleges and universities extend their own space to the leading city of reform and opening up and the booming land of high-tech economic development, and take the branch campus as a window or bridge of colleges and universities to make technical exchanges with the local government and enterprises for talent training.

In this paper, the case school fully takes advantage of the humanities and social sciences of main campus and the profound historical and cultural heritage of Dunhuang City to cooperatively found the art school as secondary college of NWNNU. The school is more than a thousand kilometers far from main campus in Lanzhou while the distance determines the difference of teaching resources distribution and other aspects between the branch campus and main campus. In the social and economic environment, cultural and historical background, higher education atmosphere, personal psychological structure and other aspects, the campus has quite difference from the main campus and other branches in the eastern coastal city, so students face employment pressure and have a urgent demand for career education. To this end, the campus makes a active research on the cultivation of professional skills quality in the practice, combines professional career courses, consulting and practice, actively builds a teachers team with certain employment guidance experience, and takes the successful alumni in entrepreneurship and employment as the supplementary career counseling team and take the scholars with profound management theory as the main career counseling team, to form the joint forces among teams to impart career ideas to students and guide the practice of employment; builds the volunteer instructor teaching practice platform of Dunhuang Mogao Grottoes, the volunteer service platform of Silk Road (Dunhuang) International Cultural Exposition and the performance platform of Dunhuang Culture Theme Exhibition, to train students' professional quality by use of the platforms, and to carry out cultural and creative product design research and development and other practical projects, so as to enhance the professional competence in the practices and provide a strong career education guarantee for students.

V. THE INVESTIGATION ON CAREER EDUCATION IN THE CASE COLLEGE

In order to accurately understand the status quo of career education in the college, and profoundly reveal the problem, the author implemented a questionnaire survey.

A. The Object and Tool of Investigation

In this study, four specialized courses of art, animation, dance and tourism management were randomly sampled in the college, and 315 questionnaires were issued (if the number of samples was less than 20 persons, the lower limit was 15 persons), and 294 questionnaires were responded, of which 277 questionnaires were valid, and the recovery efficiency reached 88%, so the samples had a certain representativeness. In order to improve the validity of the survey, the author first compiled an interview outline based on the relevant research results and the current situation, randomly selected 10 students for interview, and then adapted the "questionnaire of career education in the art college" on the basis of the interview results, the content mainly includes six aspects: the puzzle of college students for career, reliable object of counseling, desirable information from consultation and its form, and the harvest from practical activity.

B. The Survey Results and Analysis

The 5-level scale Table (1 to 5 levels respectively represent inconformity to very conformity) is made, students can make a choice according to their own situation, so that an investigation is made for the puzzles of the college students in their career planning, the results are shown in "Table I".

TABLE I. THE PUZZLES OF COLLEGE STUDENTS IN THEIR CAREER PLANNING

No.	Item	Number of valid responds	Average point	Total point
1	Have no clear development goal	277	2.88	231
2	Not have adequate preparation of employment capacity	270	3.25	254
3	Not understand self-interest, career orientation	277	3.25	254
4	Not determine their career criteria	273	2.63	208
5	Feel confused and helpless for the future	277	2.87	230
6	Unable to obtain sufficient employment information in a timely manner	277	3.45	276
7	Not have adequate understanding of job search and skills	277	3.71	297
8	Not know how to choose the right job	277	3.05	238
9	Not know the employment policy	266	3.55	274

TABLE II. THE MOST RELIABLE OBJECT OF COUNSELING (MULTIPLE CHOICE)

No.	Item	Number of persons	Proportion
1	Parents and relatives	162	68%
2	Teacher	189	80%
3	Boy/girl friend	36	15%
4	Class mate	51	22%
5	School mate	45	19%
6	Career Guidance Center	87	37%
7	Employment website	30	13%

Through the survey, it is found that students do not have enough job skills (the average point is 3.71 for this item, the same below), students don't know the employment policy

(3.55), students are unable to obtain sufficient employment information in a timely manner (3.45), all of which are the most prominent objective difficulties for the students among the college students' puzzles of career planning. This shows that a lot of work should be done for the career education of this college, and the college is obliged to provide students with sufficient information and to guide students to improve job skills and professional awareness. Students have no enough employment ability (3.25), do not know their own interest, characteristics and career orientation (3.25), and do not know how to choose the appropriate work for them (3.05), all of which is the three major individual subjective factors of career puzzles for students with larger proportion. According to the theory of career development stage proposed by Saber (1950), the stage of career development of college students belongs to the exploratory period (15-24 years old), so students should make self-exploration in various opportunities, gradually determine their career preferences, and start up from the field selected by them[7]. However, due to the lack of systematic career education in China, students often have not completed their task in the growth period (0-14 years old) before they enter the institutions of higher learning, so that they have a large blindness when they fill the college wish, besides they have no constant professional goals and professional awareness in the "transition period" of four-year university study, leading to a weak self-knowledge. "Table II" shows the most trusted counselors of the college students, who respectively are teacher (the proportion of students number for this option is 80%, the same below), parents and relatives (68%) and employment guidance center (37%). By this, we can see in the branch campus running process, there is a little psychological space between students and teacher due to a large geographic space, and students have a stronger sense of trust in their teachers; the traditional relationship is also the main way for students to make a consultation of career orientation; additionally, the employment guidance center has a wealth of employment information, so it can provide students with scientific and authoritative guidance.

TABLE III. THE JOB INFORMATION THAT COLLEGE STUDENTS WANT (MULTIPLE CHOICE)

No.	Item	Number of persons	Proportion
1	Information of relative trades	130	47%
2	Job information suitable for their development	186	67%
3	Assessment of occupational interests, personal competence, personality type, career orientation	182	66%
4	Quality requirements of the employers for graduates	70	25%
5	Information of several well-known enterprises	28	10%
6	Resume and application skills for employment	70	25%
7	Job desire and professional match	151	54%

TABLE IV. THE CAREER EDUCATION FORM THAT INDIVIDUALS WANT (MULTIPLE CHOICE)

No.	Item	Number of persons	Proportion
1	Career planning class	63	23%
2	Career seminar	63	23%
3	One-on-one career counseling	123	44%
4	Training activities of group psychology counseling	32	11%
5	Pre-employment simulation training activities	70	25%
6	Collgest student entrepreneurship training and competition	88	32%
7	Social part-time job after school	119	43%
8	Social /teaching practice activities	154	56%
9	Interview of successful entrepreneurship advisor	67	24%

From "Table III", it is clear that the information about industries suitable for their development (the proportion of this option is 67%, with the same below), the assessment of occupational interest and career orientation (66%) and the relevant industry information (47%) are that students most want. In the era of high-speed information exchange, timely access to accurate knowledge of information means success. The information for students must be quick, multi-aspect, complete, reliable and open. The content includes job application skills, agency information, industry analysis, employment information, successful cases, employment of students in similar colleges and universities. Through professional psychological assessment, awareness of own professional interests, abilities, personality traits and career orientation, is the inherent needs of students, which can help them improve their career adaptability and determine their career. "Table IV" shows that college students' favorite career mode of education is social teaching practice (56%) and part-time job after school (43%), which indicates that college students have a high recognition of practice of career education. Through their practice, college students can objectively understand the occupation and have a real experience for their potential career choice. This side indicates the single way of our career education and the disadvantage of emphasis on mechanical theoretical teaching. One-on-one professional counseling (44%) has strong pertinence and privacy, so it has become a favorite form of career education for students. The setting of career courses and seminars is an important way to help students accumulate relevant knowledge, which is concerned by everyone. It can be seen that the rich and diversified career education methods and ways are the prerequisites for attracting students in participation and it is also the international experience of practically effective career [8]. Among these, the practice is particularly important. This result is consistent with the findings of researcher Chen Xin (2009).

TABLE V. COLLEGE STUDENTS' PRACTICAL ACTIVITIES (MULTIPLE CHOICE)

No.	Item	Number	Proportion
1	Commentator of the Mogao Grottoes	84	30%
2	Dance performance practice	88	32%
3	The cartoon and original painting depicting	14	5%
4	Mogao Grottoes fresco cartoon making	18	6%
5	Art course teaching	49	18%
6	Hotel travel service	18	6%
7	ICIF volunteer service	123	44%
8	Tourist attraction volunteers	70	25%

TABLE VI. COLLEGE STUDENTS' HARVEST AFTER PRACTICE (MULTIPLE CHOICE)

No.	Item	Number	proportion
1	Communication and cooperation ability	140	51%
2	Language express ability	67	24%
3	Self - management planning ability	56	20%
4	Dunhuang historical and cultural literacy	60	22%
5	Artistic and painting modeling ability	21	8%
6	Animation producing and rendering ability	7	3%
7	Compiling and creating ability of dance performance	84	30%
8	Tourism management service ability	14	5%

As shown in "Table V", due to the rapid development of cultural tourism in Dunhuang City and the large talent gap, Dunhuang College sets up a relatively large proportion of practical courses, to make students have more opportunities to participate in practical activities. Among these, the students who participated in the Dunhuang-culture-themed practice activities (as the commentators of ICIF volunteer service, dance teaching practice and Mogao Grottoes) are the most, reaching 44%, 32% and 30% respectively. In the era of knowledge economy, there are higher requirements for the knowledge structure of talents, and the comprehensive ability and knowledge of college students are the important basis for the employers to select college students. Employers not only examine their professional knowledge and skills, but also check their professional quality. As shown in "Table VI", in the course of practice teaching, the students who think that they have improved their communication ability, language expression ability and self-management planning ability account for 51%, 24% and 20% respectively, and the students who think they have improved their dance performance compiling and creating ability, art sketch modeling ability, tourism management service ability and animation drawing ability account for 31%, 8%, 5% and 3% respectively, which indicates that the professional accomplishment of students in practice is obviously faster than professional ability, because students' social practice mainly includes repetitive explication, simple performance, copying and tracing that can effectively improve the proficiency of knowledge and skills, but can not inspire the professional creativity. In contrast, a member of a group must have make communication, consultation and decision, self-examination and self-discipline when completing a job, so students can quickly improve their communication, expression and management ability, and these are important ways to improve professional ethics and professional awareness, and also the staff quality was more

valued by employers. It is gratifying that students are unconsciously influenced in the practice, their literacy in Dunhuang history and culture has been greatly improved.

C. *The Findings of Survey*

After survey, it is found that the art students of this college have more practice platforms matching with their major during the study, so their artistic literacy and professional ability are rapidly improved. But the college's career education is not systematic, pertinent or characteristic, is lack of external support such as relative professional counseling, career evaluation tools and professional information service platform, has few professional career education teachers, and lower professional level, hard to meet the needs of individual students, so as to cause indifferent career planning awareness of some students, wrong self-awareness and weak career decision-making ability and other problems [9].

VI. IDEAS AND COUNTERMEASURES

The latest knowledge, comprehensive ability, physical and mental quality integration has become standards of the comprehensive talents for knowledge-based economy and social development. To achieve the comprehensive improvement of the professional ability of college students, we must give full play to the advantages of art skills and the regional advantages of Dunhuang city, make full use of local rich historical and cultural resources and the broad development opportunities brought by the unique geographical location on the Silk Road and the spiritual survival, so as to realize the systemic, practical, leading and characterized career education, for which we should do well the following:

A. *Focus on the Whole Process of Career Education, Develop Phased Employment Education*

The career planning mode proposed by Swain, a professor of the University of Illinois (US), includes the individual traits (career interests, competencies, values) that are understood through self-assessment, psychological measurement, etc., and the awareness of professional world that is got through lectures, field visits and career information collection and so on. The branch campus has little educational resources from the main campus and the students have weak awareness of career, so we should guide the students in awareness of career development once they enter the campus, to make them select the development way suitable for themselves on the base of study of their trait and professional characteristics[10], which can be carried out in the four stages:

At the first stage, make a clear personal career interest, personality type and professional values. Famous career theorist Holland (1971) proposed that career choice is a manifestation of personality, the individual may form a different personality orientation as affected by innate genetic factors and acquired life experience, while the career choice is the manifestation of individual personality orientation in the professional world. Therefore, the choice of individual career should be based on their personality orientation, only the career that meets the individual personality-oriented can attract the individual and make the individuals become

effective workers. We can use Holland's career index to examine and assess the adaptability between career and personal interest, so as to improve job satisfaction, career stability and sense of professional accomplishment. The correct understanding of skills can help individuals break the narrow understanding of the ability and establish self-confidence, more win the chance in job employment and work [11]; explore the deep motives behind the behavior, clarify the important incentive and influence of values on the individual career choice and development, avoid the blindness and herd mentality in career choice. At the second stage, accurately grasp of the policy, collect rich career information, and understand the relationship between individuals and the environment. Policy is the regulatory requirements of career choice, and a wide range of policy guidance and counseling can help students to establish confidence, reduce the detours, and correct the misunderstanding in career choice. Obtaining rich career information is a key link for graduates to choose their job. Make full use of the individual and surrounding relationship, including family members' and teachers' opinions, individual knowledge, material and interpersonal resources, helping individual to make a career decision. At the third stage, train decision-making ability, integrate professional resources, and make a career decision. Career choice is a matching process of individual and career, which is based on the systemic integration of self-awareness and understanding of career. The main difficulty in career decision-making is inadequate self-awareness or unclear career orientation [12]. Career decision-making is a process of students to accurately analyze their personality characteristics, actively participate in teaching and social practice, improve their quality and ability, give consideration to the needs of society and their personality characteristics, independently and rationally choose their career development orientation. In the process of popularization of higher education, all college students will face the down-shift trend of job-hunting, so students should overcome the bad psychology of dependence and hesitation, adjust the employment expectations according to the market supply and demand, arrange the existing information, and train the ability of making scientific career decision. At the fourth stage, make clear the career goal and promote the career preparation training in category. To carry out assessment and test of employment resources and entrepreneurial resources, balance and make clear the career development goals in combination with career decision-making, formulate classified training program. For the students who apply employment by their professional skills, we should guide them to prepare job application, train them for interview skills, carry out skills training for job application, guide them to sign labor contracts; for the students who wish to engage in administrative work, we should guide them to read extensive knowledge of all aspects, organize teachers to carry out the teaching and training of administrative ability; for the students who wish to further study, we should guide them to make an early preparation of course, academic and foreign language conditions, develop their logical thinking and academic literacy; for the students who prepare a startup, we should carry out entrepreneurial courses and practice, improve their business quality and ability, actively guide them to

participate in entrepreneurs competitions at all levels, so as to make them get the appropriate site and financial support.

The first three of the four stages should be a ascending process, students should adjust their career goals in the process of continuous understanding of their own and professional needs and then make the best decision-making, which also meet our goals to help and guide the object of counseling to make self development, understand working world, eliminate career choice puzzles, make career decisions, and achieve career development goals.

B. Improve the Career Education System, and Cultivate Professional Quality and Ability in Practice

Under the background of information society, cultivation and perfection of the comprehensive professional quality and ability in practice has become the focus of career education. Practice is an important factor to affect career education. It is an organic part of individual improvement and that of internalization of knowledge and experience, and also a necessary stage of sublimation of individual emotion, attitude and values [13]. Practice is also an interactive carrier between branch campus and local communities. It can promote students' adaptation to local economic and social activities, their internalization of professional consciousness and acquirement of professional experience. First, set up practical courses and encourage social practice. In various social practice, take curriculum as the carrier and make input and output of culture, knowledge, experience and skills to effectively improve the individual comprehensive professional ability and quality of students, which has great benefit in forming a correct professional values; second, make a school-enterprise cooperation to provide students with full vocational internship opportunities. Internship is the most effective way to quickly understand career. In the internship, students can truly participate in professional activities, adapt to the group culture atmosphere, so as to assess their professional competence and preferences [14]. Make a long-term cooperation with the enterprises and institutions with good reputation, strong corporate culture, strong sense of social responsibility, high professional counterparts, providing students more changes of professional internships and training, strengthening their real-time awareness of profession and industry, effectively enhancing their actual professional ability and necessary professional quality. Finally, we should actuate students to participate in the teaching practice activities as the volunteers of Silk Road (Dunhuang) International Cultural Expo and the instructors of Dunhuang Mogao Grottoes, to cultivate their individual professional quality and practical professional ability. In practice, the students will improve their understanding and recognition of Dunhuang culture, fully and really train and promote their professional ability and professional quality, so that there will be a great help for their individual smooth employment and the sustainable development of career.

C. Cultivate College Students' Entrepreneurial Quality and Make the Startup Education Lead the Career Education

The career education in colleges and universities should include career planning, information and psychological

counseling, career decision-making ability training, entrepreneurial quality training [15]. Startup education is an effective way to play the advantages of school discipline and make full use of regional advantages of different places. The essence of startup education is to cultivate the overall quality of individual entrepreneurship, enhance the individual entrepreneurial ability. Compared with the traditional employment guidance, startup education is more focused on the full and free implementation of individual potential, so as to make them becomes creators on the professional positions, and further promote their professional ability through the cultivation of entrepreneurial quality. As a result of prominent professional skills and strong sense of entrepreneurship, art students have a good advantage in innovation and entrepreneurship. We should help art students learn to do career planning, playing solid foundation for student startup in idea, psychology and cognition. According to the needs of Dunhuang City in the development of regional economy and cultural and creative industries, cultivate the startup and innovative talent and carry out entrepreneurship education. First, set up a popular and systematic entrepreneurial education courses. Entrepreneurship course is the direct way to implement the concept of entrepreneurship education, so we can add the entrepreneurial philosophy in many disciplines and carry out interdisciplinary courses; second, the content of entrepreneurship education must be accurate and detailed. In view of the actual situation of students, entrepreneurship education curriculum should involve entrepreneurial thinking, project establishment, financing management and many other aspects, and use simulation, role experience, case analysis and other methods to make students master the entrepreneurial knowledge and skills. Finally, we should focus on entrepreneurial practice. We should hold student startup project competition, establish the support fund for excellent project, and arrange the simulation of startup and the interview of successful entrepreneurs to promote the individual entrepreneurship practice of students. Colleges and universities should make rational use of cooperative school-running conditions, ask for guidance and support of the government and the relevant departments where the school is located in the policy, to provide a favorable policy support for college students to begin a career.

D. Highlight the Characteristics of Branch Campus in Different Places, and Cultivate Students' Local Cultural and Artistic Quality

Off-campus colleges and universities attach great importance to highlight the characteristics of disciplines and cultivate comprehensive ability. Under the background of the popularization of higher education, the professionalization of professional disciplines is obvious, the school should be oriented to employment and combine with specialized education, to cultivate the professional applied talents. Facing the increasingly serious employment of college students, schools should pay attention to the career education from the survival and development of the school. Adjust the content and methods of education and teaching for the needs of employment, provide a high level of professional teachers, and carry out career education courses, which is the foundation to help students build a good career development. According to

the internal links between major and Dunhuang art and culture, future combine the major of fine arts, dance and animation with the Dunhuang art, to create professional features. On the basis of the completion of professional learning, and according to students' personal hobbies and characteristics, pertinently add the elements of Dunhuang art in the practice of science and technology, recreation and sports, community and society with rich content and diverse forms, to enhance students' understanding of Dunhuang history and culture, cultivate their feelings for Dunhuang cultural and add their life fun. guide students to obtain a large number of potential information of employment from the library, the mass media and other social resources, organize career design competition and recruitment simulation and other activities, to maintain students' high attention and participation to and in career, train students' practical ability to work and their adaptation to the community, and further to comprehensively improve their overall quality. On this basis, carry out domestic and international art practice exchange among different schools, cultivate students' intercultural awareness, and expand their international perspective.

VII. CONCLUSION

In short, with the policy support of the local government for running school in different places, we should play the advantages of art, create the "feature" advantage of career education in art colleges. Innovation of career education is an effective way to meet the common demands of students, schools and society, which has the signification of thinking guiding value and benchmark in the practice. The branch-campus art colleges and universities should pay attention to career education of college students, guide students to form a correct career views during school, improve the overall professional quality of students, promote the quality of employment and accelerate the full employment.

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