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HIGH-QUALITY EMPLOYMENT INDEX CONSTRUCTION BY SECOND CLASSROOM EMPOWERMENT
(Based On Survey Data From Zhanjiang University Of Science And Technology)

Xiaojuan Yang[1] ,Qinghua Xie[2]
China West Normal University[12]
29505018@qq.com[1] , xieqinghua1983@163.com[2]

ABSTRACT
The transfer of independent colleges has intensified the competition for talent training among ordinary colleges and universities. The "invisible hand" guides the transformation of independent colleges from basic survival to conscious, high-quality development. According to the three shifts from survival to a successful transformation of high-quality development, from extensive expansion to exemplary management, from improving the initial employment rate of students to High-quality Employment（HQE） of graduates of Zhanjiang University of Science and Technology, this paper analyzes the methods of improving high-quality employment through Second Classroom by questionnaires. It constructs a high-quality employment index using the second class index, ability index, and employment index from the principal component analysis and structural equations to provide empirical evidence and exploration for the qualitative development of applicative undergraduate institutions. Finally, some suggestions for optimizing the activities of the second classroom have been put forward.

Keywords:
High-quality Employment; Second Classroom; Structural Equations; High-quality Employment Index

INTRODUCTION

The second classroom is a compound of learning from extracurricular learning, programs, and practice to obtain practical knowledge and skills. It originated from American colleges and universities. However, it plays a more and more critical part in the administration of Chinese colleges and universities. The Ministry of Education in China evaluates the employment rate of college students in each school year to decide the amount of fund-supporting. Moreover, high school graduate students choose colleges and universities based on these indicators. China is the second-largest globally, which requires China to change from a high-speed growth stage to a high-quality development stage of better lives.

Meanwhile, colleges and universities have to educate the undergraduate student in a more effective way to match the needs of society. The builders and leading forces of a better life should be the young people with a creative entrepreneurial ability (such as college students), and "high-quality employment of college students→ harmonious socio-economic development→ the pursuit of a better life" constitutes a virtuous circle system. Other countries have vocational education-related courses, credits, and

programs in university teaching to improve students' professionalism (Steven G. Brint, Mark Riddle, Lori Turk-Bicakci, Charles S. Levy 2005, Michael Tomlinson 2008, Yi-Hsuan Wang2020, etc.). At the same time, some Chinese ministries and departments have also carried out many measures to encourage colleges and universities to form employment and enrollment plans, improve talent training mechanisms, and encourage college graduates to achieve higher quality Employment. For example, the Ministry of Education has issued guidance on promoting employment and enrollment (Document No. 8 in 2017).

There is a gap between the desire for suitable employment and the learning attitude, knowledge structure, practical experience, adaptability, innovative spirit, and comprehensive quality of most college students. Moreover, this leads to no difference between the migrant workers and graduates in their salaries, social status, job contents, the essence of work, and respect from others. Therefore, more college students choose unemployment, further study, or "slow employment." Based on China Comprehensive Social Survey Data, Yu Huayi and Hou Yuxuan (2019) found that although the enrollment expansion policy of higher education has increased the years and probability of higher education, but has not exerted an effective influence on the individual incomes. Jiang Liping and Liu Yuwen (2020) believed that the overall improvement of material living standards, rational cognition of college students' career development, insufficient and imbalanced employment services in colleges and universities, and other factors together stimulate the emergence and spread of slow employment. In 2020, the number of graduate students enrolled in the postgraduate entrance examination was more than 3 million, up to 3.41 million. After graduation, college students do not rush to find a job but wait for work by thinking about life, waiting for the opportunity, entrepreneurial inspection, repeated trying for postgraduate study and other ways. The emergence of these problems has proved a contradiction between the university graduates' good life and the development imbalance of the entire society which means practical significance for the study of the causes. Most of the current research results focus on the macro-level, from the national policy level and enterprise level to the student training level, which may be challenging to apply to guide the development model of specific colleges and universities. Therefore, based on the questionnaire research method, this paper will use the primary component analysis method to build the second classroom index, ability index, and employment index, establish a High-quality Employment Index(HQEI) from the supply aspect and use the structural equation model for path testing.

The selection of Zhanjiang University of Science and Technology as sample research will be representative. First of all, its development process represents the general development of independent colleges. Secondly, student training is a typical example of high-quality employment, the formation of student ability, and classroom teaching. Third, the successful transformation of the college, the participation of famous teachers, and graduates' employment and development prospects have

proved that it is the leading example for further reference.

Theoretical Basis

Zhanjiang University of Science and Technology has undergone more than 20 years of rapid development and achieved fruitful results related to its teaching and scientific research, personnel training, employment quality, and serving society. This paper will summarize its second classroom activities and high-quality employment to supply theoretical support for the related questions of the questionnaire and study the answers deeply based on the years' working experience at independent colleges. Because of the severe homogenization of the first classroom in colleges and universities, this paper chooses the second classroom with distinctive features as an example to study the relationship between the second classroom, the ability training of students, and employment quality.

The study of the second classroom

The second classroom of colleges and universities complements academic associations' activities, and the second classroom's research results are abundant. In exploring the innovative integration platform of the second classroom of higher education, Chen Nina (2015) put forward the construction of four platforms of entrepreneurship in the classroom, practice, competition, and entrepreneurial organization. She studied how to cultivate talents with innovative consciousness, healthy personality, ability, and knowledge structure from the second classroom platform with a talent training program, student growth, and activity integration. Zhu Ping and Chen Jing (2012)stated that the second classroom management mechanism should link the actual characteristics and resources of education, design education ideas with the current trend, and carry out research from the evaluation mechanism. Qiu Ajun (2014) refined the second classroom teaching into training, internship, competition, scientific research, and other modules from the perspective of classroom settings. Based on these results, this paper sets the second classroom index with four questions in the questionnaire: enhance professional knowledge and improve their professional skills (class 1); take part in professional competitions (class 2); participate in professional qualification examinations, grade examination (class 3); relevant participation in the second classroom activity with the significant (class 4).

The research on the cultivation of college students' ability

The importance of education lies in the fact that it bears the task of cultivating the most active factor in productivity- the labor force. Chen Chen (2019) believed that high-quality employment is achieved in terms of deepening the reform of the education system, implementing action to upgrade vocational skills, and eliminating the disadvantages of the institutional mechanisms that hindered the social mobility of the labor force. Liu Qi (2016) studied the importance of the second classroom in improving the employability of college students, including professional competence (professional knowledge and technical skills) and comprehensive ability (innovation, insight, analysis, communication, etc.). All the above studies consider the importance of comprehensive ability, innovation ability, and social ability. So this paper constructs

the ability index focusing on the following four questions: First, whether it is conducive to improving their overall quality (ability 1); the second is whether it is conducive to improving social skills (ability 2); third, whether it is conducive to improving innovation capacity (ability 3); fourth, whether it is conducive to the forming team spirit (ability 4).

The study of HQE (high-quality employment)

The study of HQE is mainly on the connotation of HQE, the factors affecting HQE, and the path of HQE. Ma Yonghong et al. (2018) believed that its connotation should be balanced based on achieving a high employment rate considering benefits from graduates, colleges and universities, society, and country. Zhang Shihu and Gu Haiying (2020) selected rural residents as the subjects to assess the impact of promoting rural residents' diversified HEQ through the increasingly widespread internet as a new information access channel using the China Household Tracking Survey data. Based on the survey of 2352 college students in Jiangsu, Zhou Rongrong (2019) concluded that the employment of college students in Jiangsu is suitable. However, there are still problems of high competitive pressure, structural dislocation of supply and demand, and deviation of employment. Based on the employment quality from students' perspective, Yu Miao, Ma Yonghong, and Liu Xianwei (2018)took employment satisfaction and starting salary as an index to measure the HEQ of professional degree students, then examined the impact of the training path, the employment service path of colleges and universities and the social demand path on HQE of professional degree students. Therefore, this paper selects four items for the employment index. The first is whether it is conducive to improving entrepreneurial ability (employment 1). The second is whether to enrich practical activities (employment 2). The third is whether it is conducive to improving operational and practical capabilities (employment 3). Fourth is whether participating in the second classroom activity helps improve employability and future career development (employment 4).

Through the research of the literature mentioned above, there is relatively little comprehensive research on the relationship between second class, ability development, and employment. Although the research level is extensive, the research on the independent colleges and their transformation is still in the blank. Therefore, it is of great theoretical and practical significance to choose Zhanjiang University of Science and Technology as the research object to explore in-depth the HQE promoted by the second classroom of the independent college and construct the HQE index of the independent college.

Data, Variables and Models

Data Sources

The program team collected data from the second class's students at Zhanjiang University of Science and Technology in 2019 with 2846 valid questionnaires. The questionnaire aims at students who participate in the second class covering the four grades with different majors. The counselor guides the students in filling in the questionnaire to ensure the accuracy and relevance of the questionnaire data. The

contents of the questionnaire mainly include basic information, four related questions about the second classroom, four related questions on competency development, and four related questions on employment. After the collation of the questionnaire and its data checking, the overall reliability and validity are pretty good, with the scale of Cronbach α coefficient of 0.7624, in line with the standard (the α coefficient is at 0.7 to 0.8 quite good).

The set of variables

According to the words above, this paper will build a High-quality Employment Index (HQEI) based on the Second Classroom Index (SCI), Ability Index (AI), and Employment Index (EI). Each index has four sub-questions. The specific structure is shown in Figure 1 below.

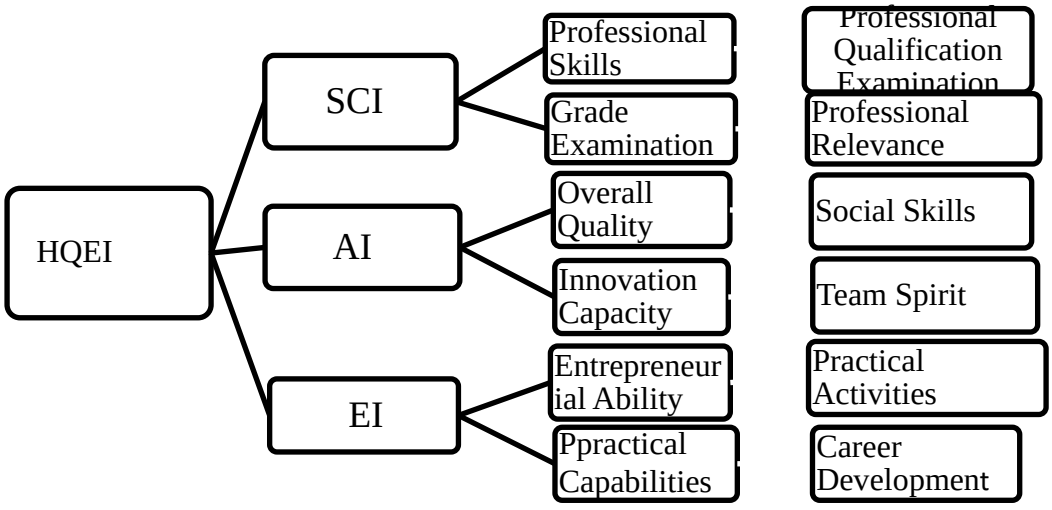

Figure 1. The group of HQEI

The descriptive statistical results of the main variables are shown in Table 1. It can be found that the mean values of professional skills (class 1), professional competitions (class 2), grade examinations (class 3), and professional relevance (class 4) in the second classroom index are 0.6680, 0.1472, 0.3507, and 2.0861 respectively. The second classroom pays more attention to professional skills and professional relevance related to the low professional level of independent college students. Colleges need to carry out more professional auxiliary teaching to improve students' professional skills to improve the level of employment. Professional competitions and grade examinations have comparatively low indexes, which are related to the independent college's emphasis on cultivating students' hands-on ability and what they will do instead of cultivating research talents who do so. In the ability index, the cultivation of the four abilities is in the middle and above, which is consistent with the independent college's policy of cultivating students with employee orientation. Meanwhile, the average value of the rich practice activities (employment 2) in the employment index is 0.3408, which is lower than the middle level and related to the scarcity of educational resources in independent colleges. Therefore, the rigidity of college undergraduate evaluation and independent college transfer

orientation requires increasing the input of college software and hardware infrastructures.

Table 1 .Descriptive statistics of sample univariate

stats	Class1	Class 2	Class 3	Class 4	Ability 1	Ability 2	Ability 3	Ability 4	Employment 1	Employment2	Employment3	Employment4
N	2846	2846	2846	2846	2846	2846	2846	2846	2846	2846	2846	2846
Mean	0.6680	01472	0.3506	2.0861	0.6121	0.4933	0.6760	0.6862	0.4789	0.3408	0.7182	1.7614
P50	1	0	0	2	1	0	1	1	0	0	1	2
sd	0.4710	0.3544	0.4773	0.7689	0.4874	0.5000	0.4681	0.4641	0.4996	0.4741	0.4500	0.5110
Min	0	0	0	1	0	0	0	0	0	0	0	1
max	1	1	1	4	1	1	1	1	1	1	1	3

Note: This table shows the descriptive statistical results of the variables involved in this paper, including the sample number (N), mean (Mean), median (p50), standard deviation (sd), minimum (min), and maximum (max) of each variable.

The model construction

The four questions in the questionnaire about SCI, AI, and EI are mutually influencing and restricting each other. Using the traditional single-question to measure an indicator will reduce the representativeness and persuasiveness of indicators. It needs to use the "dimension reduction "method to extract the main components from the 12 questions, construct indicators, and improve the effectiveness of the indicators. Therefore, this paper uses the following steps to construct a composite HQEI: First, use the statistical software Stata16.0 to extract the main components of the 12 questions and select the feature variable value greater than 1 as the main component; Second, determine the weight of each component according to the factor loading coefficient and the variance interpretation ratio of each principal component; Finally, calculate the composite index according to the main components and weights. The specific process is:

Step 1, refine the ingredients

$Y_{SCI}=\mu_{11} X_1+\mu_{21} X_2+\ldots+\mu_{121} X_{12}$

$Y_{AI}=\mu_{12} X_1+\mu_{22} X_2+\ldots+\mu_{122} X_{12}$

$Y_{EI}x=\mu_{13} X_1+\mu_{23} X_2+\ldots+\mu_{123} X_{12}$

Step 2, get the comprehensive index through rotation

$F1=\theta_{11}Y_{SCI}+\theta_{21}Y_{AI}+\theta_{31} Y_{EI}$

$F2=\theta_{12}Y_{SCI}+\theta_{22}Y_{AI}+\theta_{32}Y_{EI}$

$F3=\theta_{13}Y_{SCI}+\theta_{23}Y_{AI}+\theta_{33} Y_{EI}$

Step 3, obtain the total index according to the contribution value of the composite index:

$F_{HQEI}=\lambda_1F_1+\lambda_2F_2+\lambda_3F_3$

In the above equations, μ is the factor loading, X is the 12 questions in the questionnaire, θ is the factor loading after rotation, and λ is the contribution value of the variance explanation ratio of each principal component.

Indicator construction and interpretation

Ingredient extraction

The questionnaire survey set 4 questions in each aspect of the second classroom, ability, and employment, totaling 12 questions. The answers to the qualitative questions were transformed into quantitative data in the questionnaire to avoid the non-stationarity of data, which are answered with 0 and 1. In principal component analysis, judging the relevance of the questions is the first step in the research. The KMO and Bartlett tests are used to test whether the 12 questions are suitable for principal component analysis. In the KMO test, KMO=0.856, which exceeds the acceptable minimum of 0.5; in the Bartlett test, Chi-square=7571.596, p-value=0.000, there is no collinearity in rejection variables. So the 12 problems studied are suitable for further principal component analysis. The structure of the components extracted by principal component analysis and the loading of each component are shown in Table 2 and Table 3.

Table 2. Interpretation of eigenvalues and variance of principal component analysis

Factor	Eigenvalue	difference	proportion	cumulative
Factor 1	3.8000	2.5892	0.3167	0.3167
Factor 2	1.2108	0.0369	0.1009	0.4176
Factor 3	1.1739	0.2221	0.0978	0.5154
Factor 4	0.9518	0.0672	0.0793	0.5947
Factor 5	0.8846	0.0813	0.0737	0.6684
Factor 6	0.8034	0.1042	0.0669	0.7354
Factor 7	0.6991	0.0817	0.0583	0.7936
Factor 8	0.6175	0.0642	0.0515	0.8451
Factor 9	0.5532	0.0359	0.0461	0.8912
Factor 10	0.5173	0.0863	0.0431	0.9343
Factor 11	0.4311	0.0736	0.0359	0.9
Factor 12	0.3574	-	0.0298	1

Note: Factor, Eigenvalue, Difference, Promotion, and Cumulative represent the extracted principal components, eigenvalues, eigenvalue differences, variance explanation ratio, and cumulative variance explanation ratio.

From Table 2, the eigenvalues of Factor1, Factor2, and Factor3 are more significant than 1, and the cumulative explanation is 51.54%. Therefore, the three main components of Factor1, Factor2, and Factor3 are selected, and the other components are discarded. From Table 3, the load distribution of the first three components is uneven, and rotation is needed to make the representative

components of the principal components clearer. From the perspective of the unexplained parts, class 2=0.6303, employment 3=0.5965, and ability 3=0.5619, their unexplained values are too high and will be discarded in the research. Because from the perspective of employment practice, professional competition, innovation ability, and practical ability, the relationship between the depth of employment and employment is not significant. These abilities need to be employed for some time and reach a certain level before they become more critical.

Table 3. Principal component loading coefficient matrix

Variables	Factor 1	Factor 2	Factor 3	Unexplained part
class 1	0.6886	-0.1328	-0.0334	0.507
calss 2	0.1555	0.5405	-0.231	0.6303
calss 3	0.2126	0.6897	-0.044	0.4771
calss 4	-0.3701	0.008	0.7014	0.3709
ability 1	0.7323	-0.1117	0.1718	0.4217
ability 2	0.7354	-0.0708	0.2292	0.4016
ability 3	0.6561	-0.0871	0.0066	0.5619
ability 4	0.6765	0.0211	0.0799	0.5356
employment 1	0.7619	-0.1287	0.1426	0.3826
employment 2	0.277	0.5978	0.1433	0.5454
employment 3	0.6294	0.0358	0.0779	0.5965
employment 4	-0.3174	0.1562	0.7001	0.3848

Delete the significant unexplained variables, and get Tables 4 and 5 after rotation. The cumulative variance explanation ratio increases to 60.03%, and each component's representativeness is clear. Factor1 is better than Factor2 and Factor3 in the explanatory ability index than Factor2 and Factor3 in the explanatory ability index. Factor1 is the ability index. Factor2 is better than Factor1 and Factor3 in explaining the second classroom index. Factor2 is the second classroom index. Meanwhile, Factor 3 is the employment index. Factor3 is superior to Factor1 and Factor2 in explaining the employment index.

Y_{SCI}=-0.2513X_1-0.087X_2 +…+0.4883X_{12}

Y_{AI} =0.6943X_1+0.0205X_2 +…-0.0983X_{12}

Y_{EI} =0.0197X_1+0.1828X_2 +…+0.0527X_{12}

F_1=0.1774Y_{SCI} +0.923Y_{AI}+0.3415 Y_{EI}

F_2 =0.8516Y_{SCI} -0.3179Y_{AI}+0.4169Y_{EI}

F_3=0.4933Y_{SCI} +0.2169Y_{AI}-0.8424Y_{EI}

F_{HQEI}=0.3134 F_1+0.1512 F2+0.1357F_3

Then calculate the relevant index according to Table 4, Table 5 and Table 6.

Table 4. Interpretation of eigenvalues and variance of principal component analysis after rotation

Factor	Eigenvalue	Difference	Proportion	Cumulative
Factor 1	2.8206	1.4595	0.3134	0.3134
Factor 2	1.3611	0.1401	0.1512	0.4646
Factor 3	1.2211	-	0.1357	0.6003

Note: Factor, Eigenvalue, Difference, Promotion, and Cumulative represent the extracted principal components, eigenvalues, eigenvalue differences, variance explanation ratio, and cumulative variance explanation ratio.

Table 5. Principal component load coefficient matrix after orthogonal rotation

variables	factor 1	factor 2	factor 3	Unexplained part
class 1	0.6943	-0.2513	0.0197	0.4543
calss 3	0.0205	-0.087	0.1828	0.3793
calss 4	-0.1185	0.7944	-0.0997	0.345
ability 1	0.8051	-0.0762	0.0585	0.3427
ability 2	0.8012	-0.0177	0.0975	0.3482
ability 4	0.5916	-0.1419	0.1805	0.5972
employment 1	0.8079	-0.0965	0.0368	0.3367
employment 2	0.1472	0.048	0.7405	0.4276
employment 4	-0.0983	0.4883	0.0527	0.3661

Table 6. the load coefficient of the principal component after rotation

After rotating	factor 1	factor 2	factor 3
load coefficient	0.923	-0.3179	0.2169
	0.1774	0.8516	0.4933
	0.3415	0.4169	-0.8424

Interpretation of results

HQEI

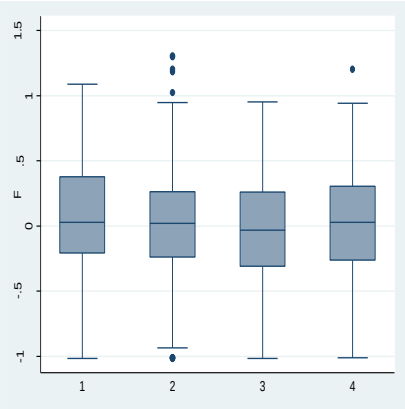

Figure 2 Distribution of HQEI by grade

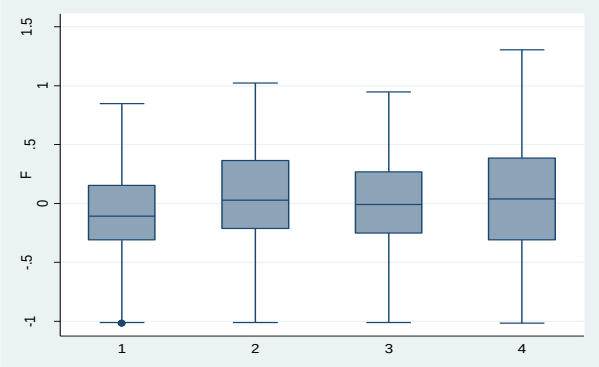

Figure 3 HQEI distribution of the number of times to participate in the second classroom

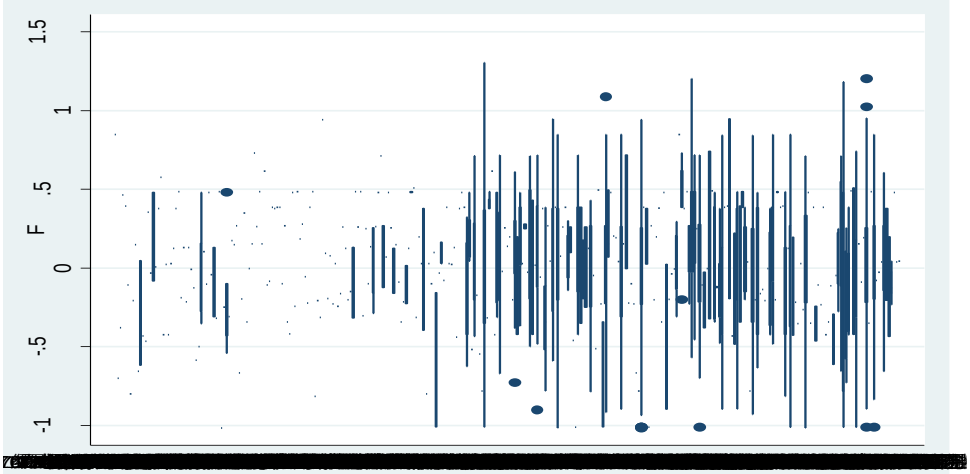

Figure 4 The distribution of the HQEI by major

Figure 2 reports the distribution of the HQEI by grade. The composite index of freshmen and seniors is higher than that of sophomores and juniors. The main reason is that freshmen have just stepped onto campus and are highly motivated and curious,

full of longing for the future and so on, then actively participate in the second classroom activities, so the total score is higher. Meanwhile, some senior students who have lost three years of time work hard in the last year, hoping to find a better job and catch the last chance of second classroom;therefore, they also perform HQEI scores.

Figure 3 shows the influence of the number of participants in the second classroom on the HQEI. The more the times, the higher the total score. The comprehensive ability is related to the participation in the SC, which can broaden the knowledge, experience more practical aspects, and cultivate more social adaptation.

Figure 4 shows the HQEI scores of different majors. The significant differences are enormous. The possible explanation is that classroom teaching, employability training, and high-quality science and engineering employment are more closely related. Wang Ting (2020) selected two dimensions of education and learning status and participation in social practice to measure the human capital of college students and verified that human capital could have a significant positive impact on the employment quality of college students.

Sub-index

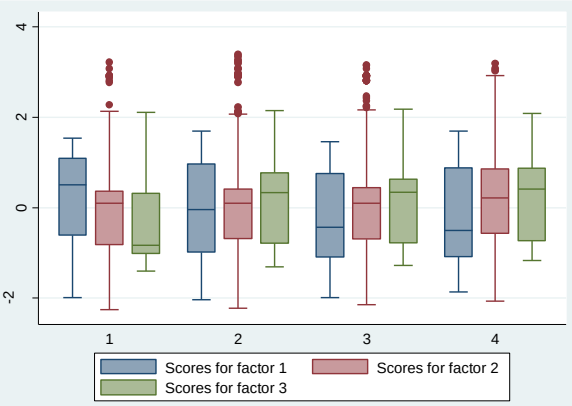

Figure 5 Distribution of sub-indices by grade

Figure 5 visually shows the different grades' SCI, AI, and EI distribution. The SCI and AI of freshman students are distributed more below the average, while the EI is above the average. The EI for sophomores, juniors, and seniors was below the average, while the SCI and AI rose to near the average or exceed the average. It shows that the independent college's second classroom has enabled senior students to feel the lack of knowledge when hunting for jobs quickly is approaching, and they need to pay more attention to classroom learning. In combination with the characteristics of independent colleges, students have solid hands-on ability and poor employability compared to students in non-independent colleges. Therefore, the lower grades tend to cultivate employability, and the higher grades weaken the cultivation of employability and strengthen the mastery of professional knowledge. Therefore, they all realize the importance of 45 minutes in class. The priority of college students is to learn professional knowledge well to improve their

comprehensive employability. This also verifies the high correlation between the quality of the SC and HQE.

Path test of HQE

This paper uses questionnaire survey data to construct a structural equation model to analyze the path of the interaction between SCI, AI and EI, which helps independent colleges straighten out the relationship between SCI, AI and EI in the SA, optimize the second classroom ,and achieve HQE for graduates. The specific path and results are shown in Figure 6 below.

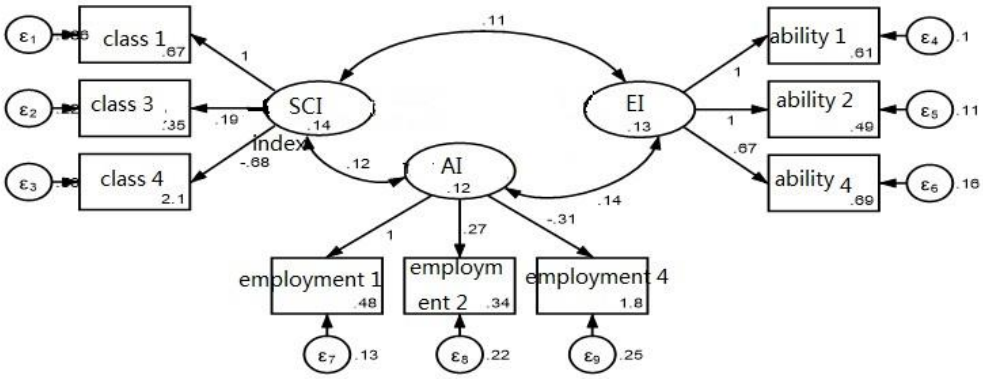

Figure 6 Parameter estimation results of structural equation model

In Figure 6, three latent variables, including SCI, AI, and EI are set, and each one is measured by an explicit variable composed of three questionnaires. The constructed result equation is the LR test of model vs. saturated: chi2(24)=423.59, Prob> chi2=0.0000, indicating that the structural equation is desirable. The respective regression coefficients of class 1, class 3, and class 4 are 0.67, 0.35, and 2.1, which are significant at the 1% level; the respective regression coefficients of ability 1, ability 2, and ability 4 are 0.61, 0.49, and 0.69, significant at the 1% level; the respective regression coefficients of employment 1, employment 2, and employment 4 are 0.48, 0.34, and 1.8, which are all significant at the 1% level. All these outcomes show the goal and practical path of the SC training offered by the Zhanjiang University of Science and Technology and effectively achieve the requirements of HQE. The development of the college graduates in the past 20 years is consistent with the research conclusions, which verify the stable relationship between the SC and HQE.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The transfer of independent colleges has intensified the competition for talent training among ordinary colleges and universities and guided the transformation of independent colleges from basic survival to conscious HQD. Combining the three shifts from survival to the successful transformation of HQD, from extensive expansion to exemplary management, from improving the initial employment rate of students to HQD of graduates in Zhanjiang University of Science and Technology, this

paper analyzes the methods of improving HQE through SC by questionnaires. It constructs HQEI using the SCI, AI, and EI from the primary component analysis and structural equations to provide empirical evidence and exploration for the qualitative development of applicative undergraduate institutions.

Suggestions

1. Popularize the belief of second classroom education and build the foundation for high-quality employment

First, from the manager's and all teachers' perspectives, the school-running philosophy of colleges and universities is to "build morality and cultivate people." They should publicize the purpose and significance of the second classroom, define the critical responsibilities of managers and teachers in the second classroom education, and improve managers' and all teachers' recognition of the second classroom. It integrates the second classroom with the theory of running a school with cutting-edge concepts and delivers high-quality talents to society.

Secondly, from the students' perspective, correctly guide students to participate in the SC and eliminate their misunderstandings about it. By broadening publicity channels and strengthening publicity, students will rise from perceptual knowledge to rational knowledge of the second classroom, continuously stimulate their interests in practice, cultivate their lack of abilities, and forge the core competitiveness of future employment.

Finally, in the second classroom activity planning aspect, in addition to precise activity preparations, it is more critical to form an activity brand and strengthen media publicity. When constructing and carrying out second classroom activities, it is necessary to cultivate high-quality activities that students can see, understand, and learn, and continue to attract students to participate. Maximize the value of the event. At the same time, through various media channels of the colleges to report the successful cases of the second classroom and share the experiences.

2. Focus on gradient education in the second classroom, and inject vitality into high-quality employment

When carrying out programs, it is student-oriented and pays attention to students' learning status. The activities should be oriented towards high-quality employment, clear the carrier of cultivating students' employability, and carry out gradient education according to students' abilities and qualities:

The first gradient (the enlightenment stage) is for freshmen. After three years of test-oriented education in high school, their characteristic of entering university is that they are full of curiosity about everything. Professional lectures, club activities, and others will stimulate their interest in the profession and cultivate innovative thinking and ideas.

In the second gradient (development stage), the training target is sophomores.

Based on interest, let them understand that the second classroom can cultivate employability that cannot obtain in the first classroom, allow students to contact the society, forge students' practical ability and analyze specific problems.

The training target is juniors in the third gradient (growth stage). At this time, students have a relatively professional solid knowledge reserve. Students will cultivate their comprehensive professional strategic capabilities through academic research and professional competitions, expand their knowledge, and improve their comprehensive quality ability.

The fourth gradient (mature stage) is for seniors. Through employment guidance, entrepreneurship training, and analysis of the situation of entering higher education, students can understand the needs of the job market, the current market situation, and future development trends. It can cultivate students' information acquisition, innovation and creation, analysis and decision-making, and other employability and achieve high-quality employment.

3. Ensure the adaptability of the second classroom and provide practical talents for high-quality employment

For example, in the times of big data, traditional accounting is transitioning to date analysis and management application. In the future, accountants should not only have IQ (Intelligence Quotient) and EQ (Emotional Quotient) but also have a "Digital Quotient" to achieve high-quality employment. With the help of the SC, based on the knowledge of finance and accounting, deeply integrate the powerful functions of computers to cultivate students' knowledge integration, analysis, processing, creativity, and insight into new things. By integrating internal and external resources, a practical platform is built for teachers and students so that the sc can keep pace with the times and cultivate practical and high-quality talents.

One way is the establishment of inter-professional civil society organizations, like the integrated financial and accounting associations, which bridge the financial and accounting and computer majors on campus and guide the professional leaders of both parties to reach a consensus. Regularly conduct extensive data accounting analysis, cloud accounting and cloud sharing, artificial intelligence accounting, internet + accounting, and other learning experience conversations activities such as meetings, small classes in programming technology. Induce students to transform into compound talents, create innovative thinking, and cultivate innovative and creative abilities.

The other way is to strengthen "university plus" cooperation. Through in-depth cooperation with the government, enterprises, and accounting firms, the college builds a solid off-campus practice platform, promotes the integration of theory and practice, and enables students to match society's needs truly. The university and government cooperation allow students to contact the government's macro plan, cultivate the abilities to have the overall version, consider the present, and face the future. Through university + office cooperation, let students understand the commonality and individuality of different industries and forge students in a complex

environment. The ability to respond to changes in complex data can be organized, processed, and analyzed orderly. The "order" training model can adopt in university and enterprise cooperation.

4. Strengthen the professional guidance of second classroom and provide guidance for high-quality employment

"Famous teachers make good students." In the construction of the second classroom, it is necessary to ensure its quality. Only a team of innovative teachers with a deep academic foundation, strong practical ability, and in-depth exploration of the past and present in related fields can realize the cultivation of high-level application-oriented talents with innovative capabilities. On the one hand, it is necessary to strengthen the guidance of teachers themselves: to help teachers establish the teaching concept of teaching and educating people, to teach students whether they are different, and to teach students following their aptitude; to provide teachers with opportunities for re-learning, improve teachers' comprehensive ability and quality, and strengthen their awareness of significant data transformation; strengthen the conversion of teachers to "dual teacher," strengthen their practical social experience and at the same time introduce senior corporate talents with rich work experience and experience. On the other hand, it is necessary to strengthen the guidance to students: normalize financial forum lectures, allow teachers with substantial academic achievements to start professional forums, and introduce cutting-edge knowledge; strengthen teacher-student cooperation, let students participate in teachers' research, and cultivate students' scientific research creativity.

5. Improve the system and mechanism of the second classroom to improve the guarantee for high-quality employment

"Random does not make a circle." In the construction of the second classroom, a sound system is indispensable for achieving high-quality employment with its help. Colleges need to improve the top-level design of the second classroom and strengthen the supervision of second classroom. First, incorporate the construction of the second classroom into the school's talent training plan to increase its importance. Secondly, after applying the second classroom, the organizer should summarize the activity process and, promptly commend and motivate the outstanding instructor, incorporate the teacher's guidance results into the teaching hours, year-end assessment, and professional title review to establish a sense of righteousness.

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