

Research on the Improvement of University Career Counseling Service Quality Based on Student Satisfaction

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Abstract: This study focuses on student satisfaction to explore the quality improvement of university career counseling services. By analyzing the characteristics, existing issues, and key satisfaction metrics of current career counseling services, it was found that these services often lack personalization, have a single service approach, and suffer from insufficient interactivity. Additionally, the feedback mechanism is inadequate, making it difficult to improve service quality. This paper proposes optimization strategies such as enhancing personalized counseling services, introducing diversified service methods, and improving feedback and improvement mechanisms, aiming to enhance the effectiveness of university career counseling services and student satisfaction. The research findings provide valuable references for universities to optimize their career counseling services.

Keywords: Student Satisfaction; University Career Counseling Services; Service Quality; Personalized Services.

1. Introduction

With the increasingly complex employment situation and the diverse career development needs of college students, university career counseling services have become increasingly important in the higher education system. Career counseling services not only help students clarify their career goals and enhance their professional skills but also play a guiding and supportive role in the critical stages of student employment and career development. Student satisfaction is a crucial indicator of the effectiveness of career counseling services and is also an important basis for universities to improve service quality. The key issue for improving the quality of university career counseling services is how to enhance student satisfaction by improving the personalization and diversity of services, increasing interactivity, and refining feedback and improvement mechanisms. This study centers on student satisfaction to deeply explore the characteristics and issues of current university career counseling services and proposes targeted optimization strategies, aiming to provide theoretical basis and practical guidance for universities to enhance the quality of career counseling services.

2. Characteristics of University Career Counseling Service Quality in Student Satisfaction

2.1. Basic Functions of University Career Counseling Services

University career counseling services play an indispensable role in the higher education system. Their basic functions are not only to assist students in developing career plans but also to guide students in fully understanding themselves, comprehending market demands, and enhancing professional skills, thereby enabling them to smoothly transition into the workplace and achieve their career goals after graduation[1]. Career counseling services utilize professional assessment tools and methods to help students gain self-awareness in areas such as career interests, abilities,

and personality. Through one-on-one counseling or group guidance, students can gain a clearer understanding of their career inclinations, leading to more rational career choices.

University career counseling services also have the responsibility of providing students with market information and employment trend analysis. In today's rapidly changing job market, students often lack sufficient information on industry dynamics, job requirements, and salary levels, and career counseling services can provide timely information to help them seize employment opportunities. By offering insights into employment trends and industry development forecasts, career counseling services help students make more forward-looking decisions in their career planning, enabling them to better face future employment challenges[2].

Career counseling services also include the enhancement of professional skills. Universities are not only sanctuaries of academic knowledge but also crucial venues for developing professional competencies. Career counseling services offer training in job skills, resume writing, and interview techniques to help students improve their employability. These skills are not only "stepping stones" in the job search process but also core competencies for students' future career development. Additionally, career counseling services focus on cultivating students' professional qualities and ethics. Professional qualities include work attitudes, communication skills, and teamwork spirit, all of which play a crucial role in students' future careers. Through career counseling, students can recognize the importance of these "soft skills" and work on improving them in their daily lives and studies.

2.2. Main Criteria for Measuring Student Satisfaction

Student satisfaction is a critical indicator when assessing the effectiveness of university career counseling services. It reflects not only students' direct experiences with the services but also indirectly influences their career choices and future development paths. The richness and relevance of the service content are among the core criteria for measuring student satisfaction. A rich service offering means that career

counseling services can address various career needs, including career planning, job guidance, market information, and professional skills training. Students require different counseling content at different stages of their career development. The diversity and convenience of service delivery methods are also important factors affecting student satisfaction. While traditional face-to-face counseling is direct and effective, the growing demand for online counseling and remote guidance with the advancement of information technology needs to be addressed. Career counseling services should combine multiple channels, both offline and online, to provide students with a more convenient service experience[3].

The practicality of the counseling outcomes and the feedback mechanism are also key criteria for measuring student satisfaction. The ultimate goal of career counseling is to help students achieve their career objectives, making the practicality of the services crucial. It is important to assess whether students are able to clarify their career direction and receive tangible assistance in their job search after receiving counseling. To ensure the effectiveness of counseling, career counseling services should establish a comprehensive feedback mechanism to collect students' opinions and suggestions, and continuously optimize the service content based on the feedback[4]. The professional competence and service attitude of the counseling staff directly influence student satisfaction. The professional abilities, communication skills, and level of care demonstrated by career counselors affect students' experiences and evaluations. Students expect to feel the professionalism and support of the counselors during the sessions, and a high-quality counseling team is the foundational guarantee for improving student satisfaction.

2.3. Current State of University Career Counseling Services

The overall state of university career counseling services varies significantly among different institutions, reflecting the diverse choices and development stages of each university in terms of resource allocation, service content, and service models. Although most universities have recognized the importance of career counseling services and have established dedicated career development centers or similar institutions, there are still some common issues in implementation and effectiveness. Many universities' career counseling services are still in the early stages of development, with relatively limited service content. While these institutions offer basic career planning and job guidance, the content is often focused on fundamental aspects such as resume writing and interview skills, lacking in-depth career development counseling and personalized career planning services[5].

The innovation and interactivity of service methods are insufficient. Traditional face-to-face counseling remains the primary service method in most universities; however, this approach is limited by time and space, making it difficult to meet the diverse needs of modern students. Although some universities have begun to explore online counseling and remote guidance, the popularity and acceptance of these new models are still limited. The lack of a well-developed feedback mechanism results in slow service quality improvement. In many universities, effective feedback channels are not established during the career counseling process, and students' opinions and suggestions are often not collected or addressed in a timely manner. This lack of

feedback mechanisms directly leads to stagnation in service quality improvement.

3. Issues in the Quality of University Career Counseling Services in Relation to Student Satisfaction

3.1. Lack of Personalization in Service Content

One of the primary tasks of university career counseling services is to provide guidance and support for students' career development. However, in practice, the service content often lacks sufficient personalization, which significantly affects service quality and student satisfaction. Many universities continue to use standardized models for career counseling services, lacking in-depth analysis of individual student needs and targeted guidance. Although schools may offer counseling services tailored to different grades or majors, these services often remain at a general level, failing to effectively consider individual differences.

The content of career counseling services tends to focus on basic guidance such as resume writing and interview skills, while neglecting personalized factors such as students' personal backgrounds, interests, and career goals. Since students' career development paths vary widely, some students may require highly targeted career development planning, while others may be more concerned with industry prospects or the possibilities of cross-field career transitions.

The lack of personalized services is also evident in the insufficient attention given to special groups, such as international students, minority students, and students with specific interest areas. These groups often face different career challenges and needs compared to mainstream students. If career counseling services do not provide specialized counseling and resource support for these groups, their career development may be somewhat restricted. The lack of personalization in service content is a significant issue in current university career counseling services. This situation not only limits the effectiveness of career counseling services but also affects students' satisfaction and trust in the services. To address this issue, universities need to pay more attention to students' personalized needs, offer more flexible and diverse counseling content, and enhance respect and understanding of individual differences during the service process.

3.2. Limited Service Methods and Lack of Interactivity

In the current landscape of university career counseling services, the limited variety of service methods and lack of interactivity are also common issues. This situation not only reduces students' motivation to participate in career counseling but also impacts the effectiveness of the services. Traditional career counseling methods primarily involve face-to-face one-on-one or group counseling. Although this approach provides direct guidance and feedback, it is significantly constrained by time and location, making it difficult to meet all students' needs. Many students, due to scheduling conflicts or inconvenient locations, cannot attend counseling sessions on time, which greatly diminishes the effectiveness of the counseling.

With the development of information technology, online counseling and remote guidance have gradually become possible. However, many universities are still in the early

stages of exploring this area, and the prevalence and functionality of online services remain limited. Existing online counseling platforms are mostly simple text exchanges or video calls, lacking interactivity and innovation, and failing to fully leverage the advantages of modern technology to enhance the service experience.

The lack of interactivity in career counseling services is also reflected in the one-way nature of the counseling process. In most cases, the counselor takes the lead, while the student primarily plays the role of a listener, with few opportunities for active expression and participation. This one-way interaction model makes it difficult for students to fully engage in the counseling process and for counselors to thoroughly understand the students' needs and thoughts, thus hindering the provision of more effective guidance. To resolve the issues of limited service methods and lack of interactivity, universities need to innovate in their approach to career counseling. This can be achieved by introducing online interactive platforms, enhancing the use of multimedia tools, and organizing more engaging interactive activities. Encouraging students to actively participate in the counseling process, express their needs and concerns, and increasing the two-way interaction in counseling can improve the overall effectiveness of career counseling services.

3.3. Inadequate Feedback Mechanisms and Insufficient Improvement

The inadequacy of feedback mechanisms and the lack of service improvement are further significant issues facing current university career counseling services. An effective feedback mechanism is crucial for ensuring the enhancement of service quality, but in practice, many universities lack systematic feedback channels and the motivation for continuous improvement, which directly affects the overall effectiveness of the services and student satisfaction.

Many universities' career counseling services lack formal channels for collecting feedback. After receiving career counseling, students often have no opportunity or means to evaluate the services they have received. In such cases, service providers find it difficult to promptly understand students' actual needs and satisfaction levels, making it impossible to make targeted adjustments and optimizations. Even when some universities establish feedback mechanisms, they are often superficial, and students' feedback is not adequately valued or applied.

The low utilization of feedback also leads to insufficient service improvement. Even if universities manage to collect some student feedback, it may not be effectively utilized. The career counseling service department may ignore or delay addressing feedback due to limited resources or lack of motivation, resulting in slow or stagnant service improvement. The lack of a continuous service improvement mechanism makes it difficult for career counseling services to keep pace with changing student needs and the dynamic development of the job market. Career counseling services need to continuously adapt to new situations and demands, but without effective feedback and improvement mechanisms, the content and methods of services may remain stuck in a fixed pattern, failing to meet the diverse needs of students. This lack of dynamic adjustment not only fails to effectively support students' career development but also impacts the overall reputation of university career counseling services.

4. Strategies for Optimizing University Career Counseling Service Quality in Student Satisfaction

4.1. Enhancing Personalized Counseling Services

To address the lack of personalization in university career counseling services, universities should take measures to strengthen personalized counseling. Career counseling services need to gain a deeper understanding of students' personal backgrounds, career interests, and development needs to provide more customized guidance. This can be achieved by using career assessment tools, surveys, and other methods to collect detailed information from students, creating individualized career profiles for each student. These profiles can then be used to tailor career planning advice to each student's unique situation.

Universities should also focus on improving the professional training of counselors to enhance their ability to deliver personalized services. Counselors should possess a broad knowledge base across disciplines and the ability to adapt flexibly, so they can adjust counseling content and methods according to individual needs during their interactions with students. Counselors should collaborate closely with academic advisors and industry mentors to provide comprehensive career guidance, helping students find the optimal balance between academic development and career planning.

Moreover, universities can offer more personalized service channels, such as one-on-one coaching and specialized consulting workshops, allowing students to choose the service formats that best suit their individual circumstances. By implementing these measures, universities can better meet the diverse career development needs of students, thereby improving the effectiveness of career counseling services and increasing student satisfaction.

4.2. Introducing Diversified Service Methods

To enhance the flexibility and interactivity of career counseling services, universities should actively introduce diversified service methods. By leveraging modern information technology, universities can develop online career counseling platforms that offer remote counseling, online assessments, and access to career resource databases, enabling students to obtain career guidance anytime, anywhere. This not only increases the accessibility of services but also provides students with a more convenient counseling experience.

Universities should encourage the diversification of counseling service formats. In addition to traditional one-on-one counseling, universities can enrich counseling content by organizing career development lectures, mock interview workshops, and guest speaker sessions from various industries, thereby increasing student engagement and interaction. Through tools such as social media and mobile apps, universities can provide real-time career information updates and interactive communities, helping students build career development networks and expanding the reach and impact of the services.

Diversified service methods should also include a seamless integration of online and offline channels, ensuring that students receive multi-channel support and resources when accessing career counseling services. By implementing these

strategies, universities can better cater to students' personalized needs and improve the overall quality of career counseling services.

4.3. Improving Feedback and Improvement Mechanisms

To enhance the continuous improvement of university career counseling services, universities must establish comprehensive feedback and improvement mechanisms. A systematic student feedback channel should be created, allowing students to provide feedback at any time after receiving career counseling services. Universities can collect feedback data through online surveys, evaluation forms, and interviews, ensuring that every student's voice is heard.

Universities should regularly analyze the collected feedback to identify common issues and opportunities for improvement. To this end, career counseling departments can establish dedicated feedback analysis teams responsible for regularly summarizing student feedback and translating it into specific improvement measures. Establishing a continuous service improvement mechanism is crucial to ensuring that career counseling services can dynamically adapt to changing student needs and market conditions. Universities should periodically adjust and optimize service content and methods based on feedback results and changes in the job market. By implementing these measures, career counseling services can not only better meet the current needs of students but also continuously enhance their service quality and influence in the future.

5. Conclusion

This study, from the perspective of student satisfaction, systematically analyzed the current state of university career counseling services and identified the existing issues. The prevalent lack of personalization, the limited and non-interactive service methods, and the inadequate feedback

mechanisms have led to services that fail to meet the diverse needs of students. To address these challenges, this paper proposed strategies such as enhancing personalized counseling services, introducing diversified service methods, and improving feedback and improvement mechanisms. The conclusions and recommendations provided by this study offer a theoretical foundation for improving university career counseling services and practical pathways for implementation. These strategies lay a solid foundation for enhancing the employability and career development capabilities of university graduates. Future research could further explore the application of new technologies in career counseling and how to better integrate resources to improve the overall quality of career counseling services.

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