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# Optimization Measures for University Education Management Based on Employment Service Quality

**Qimin Wei**
Hainan Vocational University of Science and Technology, Haikou 571126, Hainan, China



**Abstract**

Against the backdrop of increasingly fierce competition in the job market, the connection between university education management and employment service quality has become closer. Optimizing university education management to improve employment service quality has emerged as a crucial issue in the development of higher education. Focusing on the goal of enhancing employment service quality, this paper analyzes the practical necessity of optimizing university education management and examines the existing problems in universities regarding program setup, practical teaching, career guidance, and feedback mechanisms. It proposes specific optimization strategies from four dimensions: dynamic program adjustment, deepening integration of production and education, precise career education, and a closed-loop evaluation and feedback system. This study provides a practical path for universities to achieve accurate alignment between talent cultivation and social needs, promote high-quality employment of students, and enhance core competitiveness.

**Keywords**

Employment service quality; University education management; Optimization measures; Talent cultivation; Integration of production and education; Precise career guidance

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## 1. Introduction

The core mission of higher education is to cultivate high-quality talents who meet the needs of social development. Employment serves as an important carrier for realizing the value of talents and a key indicator for evaluating the quality of university teaching. Currently, China's economic structure is undergoing continuous transformation and upgrading, with the emergence of new technologies, industries, and business models, leading to profound changes in the demand structure for talents in the job market [1]. Meanwhile, the scale of university graduates is expanding year by year, intensifying competition in the job market, and the structural contradiction of coexisting employment difficulties and labor shortages has become increasingly prominent [2]. In this context, the traditional university education management model faces severe challenges. Problems such as rigid program setup, weak practical teaching, and extensive career guidance have gradually emerged, making it difficult to meet the diverse employment needs of students and the social demand for high-quality talents. As the main front

for talent cultivation, universities must take employment service quality as the orientation, systematically optimize the education management system, and open up channels connecting talent cultivation with the job market [3]. This will effectively transform the achievements of education management reform into improved employment competitiveness of students, inject sustained momentum into the connotative development of universities, and provide talent support for the high-quality development of the social economy.

## 2. Necessity of optimizing university education management based on employment service quality

### 2.1. Aligning with social needs to improve talent adaptability

The rapid development of the social economy drives the continuous upgrading of industrial structure, and emerging industries put forward new requirements for the knowledge structure and skill level of talents. By establishing a market demand perception mechanism, the optimization of university education management can timely capture industry development trends and changes in talent demand. In terms of program setup, it keeps pace with industrial layout adjustments and integrates new technologies and standards into curriculum content, ensuring that talent cultivation programs resonate with social needs [4]. This targeted adjustment avoids the blindness of talent cultivation, reduces the disconnect between what is learned and what is applied, and makes graduates' knowledge reserves and ability structures more in line with enterprise job requirements. Thus, it improves the adaptability between talent supply and market demand, alleviates the structural contradiction in the job market, and transports more usable talents to society.

### 2.2. Promoting student development to achieve high-quality employment

For students, one of the core demands of receiving higher education is to obtain ideal career development. Focusing on the core employment needs of students, the optimization of university education management constructs a comprehensive cultivation system from the beginning of enrollment [5]. It consolidates professional foundations through a scientific curriculum setup, improves practical skills through rich practical platforms, and clarifies career directions relying on precise career guidance. These initiatives help students comprehensively enhance their overall quality, not only mastering professional knowledge but also possessing core workplace abilities such as communication and collaboration, innovation, and adaptability. Meanwhile, personalized career planning guidance can help students identify their career positions, reduce job search confusion, improve employment success rate and satisfaction, and ultimately achieve a smooth transition from campus to workplace, fulfilling the goal of high-quality employment [6].

### 2.3. Driving university reform to enhance core competitiveness

Employment service quality is an important reflection of a university's running level and a key reference factor for candidates and parents in choosing universities. The optimization of education management oriented towards employment can force universities to break through traditional school-running thinking and focus on connotative development [7]. In the process of optimization, universities need to continuously improve the talent cultivation model, strengthen the construction of teaching staff, and deepen university-enterprise cooperation. These reform measures can comprehensively improve the university's running quality and management level. High-quality employment service achievements will form a good social reputation, enhance the university's visibility and popularity, and attract more high-quality students and teaching resources. This virtuous cycle of promoting reform through employment and improving quality through reform enables universities to gain an advantage in the fierce educational competition, enhance core competitiveness, and achieve sustainable development [8].

## 3. Current situation of university education management

### 3.1. Disconnection between program and curriculum setup and market demand

The program setup of some universities lacks forward-looking and flexibility. Affected by factors such as school-running traditions and faculty structure, the adjustment

cycle is long, and the process is cumbersome, making it difficult to keep up with changes in market demand. Some programs still use curriculum systems designed many years ago, with outdated teaching materials and knowledge updates lagging behind industry development, and the lack of curriculum modules related to emerging industries [9]. For example, against the backdrop of accelerated digital transformation, some traditional programs have not timely integrated relevant content such as big data and artificial intelligence, resulting in a gap between what students learn and the actual application in enterprises [10]. This disconnection forces graduates to re-learn after entering the workplace, increasing employment difficulty and reducing the effectiveness of talent cultivation.

### 3.2. Weak practical teaching system and insufficient student abilities

Practical teaching is a key link connecting theory and practice, but current practical teaching in some universities has many shortcomings. The construction of internship bases is superficial, with insufficient quantity and uneven quality, making it difficult to provide real working scenarios and practical opportunities. University-enterprise cooperation mostly remains at a shallow level, with enterprises showing low enthusiasm for participating in talent cultivation and lacking mechanisms for in-depth participation in curriculum design and practical guidance. The construction of a dual-qualified faculty team is lagging behind. Most teachers lack work experience in enterprises, have insufficient practical teaching capabilities, and cannot effectively guide students' practical training [11]. These problems lead to weak practical operation abilities, innovation abilities, and problem-solving abilities of students, which are significantly different from enterprise job requirements and affect employment competitiveness.

### 3.3. Extensive career guidance services lacking precision

Current career guidance services in universities generally have problems of homogenization and superficiality. The guidance content mainly focuses on basic aspects such as employment policy promotion, resume writing skills, and interview etiquette training, lacking in-depth interpretation of industry development trends, career path planning, and job ability requirements [12]. The forms of career guidance are mainly centralized lectures and themed class meetings, lacking personalized services targeting individual differences of students. Due to the failure to fully understand students' career interests, personality traits, and ability shortcomings, it is difficult to provide customized career planning and professional consulting. For students with special employment needs, such as cross-professional employment and independent entrepreneurship, targeted guidance cannot be obtained, making it difficult to meet their diverse and personalized employment needs.

### 3.4. Employment feedback failing to effectively feed back into teaching

The follow-up surveys on graduates' employment status by universities are mostly short-term and formalistic, lacking a long-term and systematic follow-up mechanism. The survey content mainly focuses on surface data such as employment rate and salary level, with insufficient excavation of in-depth information such as graduates' career development status, job adaptability, and employer evaluations. The ability of data analysis and application is weak, failing to conduct scientific analysis of the information fed back by the job market and establish an effective information transmission mechanism [13]. The formulation of enrollment plans, adjustment of program setup, and update of curriculum content have not fully referred to the results of employment feedback, leading to the disconnection between job market information and education and teaching reform. A closed-loop management of enrollment, cultivation, employment, and feedback cannot be formed, affecting the continuous improvement of education management quality.

## 4. Optimization strategies for university education management based on employment service quality

### 4.1. Constructing a market demand-oriented dynamic program adjustment mechanism

Establish a program setup evaluation system with in-depth participation of industries and enterprises, and form a professional evaluation committee composed of representatives from industry associations, corporate human resource experts, technical backbones, and

university teaching experts. The committee regularly conducts market research, analyzes industrial development trends and changes in talent demand, and comprehensively evaluates the employment quality and market demand compliance of each program in the university every academic year [14]. Based on the evaluation results, a program adjustment plan is formulated. For programs with employment quality lower than the average level for three consecutive years and shrinking market demand, the enrollment plan is reduced, or enrollment is suspended. For fields in line with the development direction of emerging industries and with strong market demand, new programs or program directions are added in a timely manner.

In terms of curriculum content, establish a rapid iteration and update mechanism, keep up with industry technical standards and vocational qualification requirements, and integrate new technologies, processes, and specifications into the curriculum system. Implement a curriculum structure consisting of core courses and module courses, where core courses ensure professional foundations and module courses are flexibly adjusted according to market demand. For example, add an artificial intelligence application module in computer majors and a live e-commerce operation module in marketing majors [15]. Encourage teachers to cooperate with enterprises in developing school-based textbooks and practical training projects to ensure that curriculum content is in line with actual enterprise applications. Meanwhile, establish a curriculum quality evaluation system, taking students' employment performance and employer feedback as important indicators for curriculum quality evaluation, and promote the continuous optimization of curriculum teaching.

## 4.2. Deepening integration of production and education to build a collaborative talent cultivation practice platform

Driven by industrial needs, deepen cooperation with leading enterprises and backbone enterprises in the industry to jointly build collaborative talent cultivation platforms such as industrial colleges, joint laboratories, and practical training bases. In accordance with the principles of resource sharing, complementary advantages, and mutual benefit, jointly formulate talent cultivation plans with enterprises, set up customized training classes, and realize "enrollment is employment and admission is entry into the factory." Introduce real enterprise projects into the classroom, allowing students to master professional skills and accumulate practical experience in the process of completing projects [16]. For example, software engineering majors cooperate with technology enterprises to use enterprise software development projects as students' curriculum design and graduation design topics, improving their practical operation abilities.

Strengthen the construction of a dual-qualified faculty team, and formulate identification standards and training plans for dual-qualified teachers. Encourage university teachers to engage in practical training in front-line enterprises, participate in enterprise project research and development, and accumulate industry experience. At the same time, hire enterprise technical backbones and industry experts as part-time teachers to undertake practical course teaching and guide students' internship and practical training. Implement the enterprise tutor system, assigning each student an enterprise tutor and a school tutor. The school tutor is responsible for theoretical teaching and academic guidance, while the enterprise tutor is responsible for practical guidance and career guidance, forming an all-round talent cultivation pattern. Improve the practical teaching assessment and evaluation system, incorporating students' practical performance in enterprises and project completion quality into the assessment to ensure the quality and depth of practical teaching.

## 4.3. Implementing precise career education throughout the university period

Construct a phased and comprehensive career education system, integrating career education throughout the four years of university. In the first year, carry out career cognition education through industry lectures, enterprise visits, and vocational assessments to help students understand the professional development prospects and career paths and establish a correct view of occupations. In the second year, conduct vocational literacy improvement education, offering courses on communication skills, team collaboration, and time management to cultivate students' general vocational abilities [17]. In the third year, carry out vocational orientation education, providing professional skill enhancement training and vocational

qualification certificate training for different majors and career directions. In the fourth year, focus on job search and employment guidance, offering precise services such as resume optimization, interview simulation, and job search psychological counseling.

Establish an electronic career file for each student, recording information such as vocational assessment results, academic performance, practical experience, and career planning goals, to achieve full-cycle tracking of students' career development. Build a professional team of career guidance teachers, inviting professional career consultants, corporate human resource experts, and outstanding alumni to serve as instructors, providing one-on-one personalized consulting services for students. Regularly hold vocational skills competitions, famous enterprise workshops, and alumni sharing sessions to build a bridge between students and enterprises, allowing students to gain an in-depth understanding of industry trends and job requirements. Use big data technology to analyze students' career development needs and employment trends, recommend suitable job positions and training resources for students, and improve the accuracy of job search.

### 4.4. Establishing a data-driven closed-loop of evaluation, feedback, and improvement

Construct a full-cycle follow-up survey system for graduates' employment, adopting various forms such as online questionnaires, telephone interviews, enterprise visits, and alumni forums to conduct follow-up surveys on graduates for 3–5 years. The survey content not only includes basic data such as employment rate and salary level, but also covers in-depth information such as graduates' career development paths, job adaptability, application of professional skills, and employer satisfaction. Establish an employment big data management platform to systematically sort out and analyze survey data, and explore key information such as changes in job market demand and shortcomings in talent cultivation quality.

Establish an employment feedback information transmission mechanism to timely feed back data analysis results to relevant departments, such as enrollment, teaching, and management. The enrollment department adjusts the enrollment plan of each major according to employment quality data, tilting towards majors with high employment quality and strong market demand. The teaching department optimizes program and curriculum setup, updates teaching content, and improves teaching methods based on market demand and graduate feedback. The management department improves the career guidance service system in response to problems existing in employment services. Establish an evaluation mechanism for the effectiveness of education management optimization, regularly assess the implementation effect of reform measures driven by employment feedback, and continuously adjust and optimize strategies based on evaluation results, forming a closed-loop management and promoting the continuous improvement of university education management level.

## 5. Conclusion

Optimizing university education management based on employment service quality is an inevitable choice to respond to changes in the job market, meet students' development needs, and promote the connotative development of universities. The current problems existing in university education management in terms of program setup, practical teaching, career guidance, and feedback mechanisms restrict the improvement of employment service quality and talent cultivation quality. Only by constructing a market demand-oriented dynamic program adjustment mechanism, a collaborative talent cultivation practice platform deepening the integration of production and education, a full-cycle precise career education system, and a data-driven closed-loop of evaluation and feedback can universities achieve accurate alignment between talent cultivation and social needs, promote high-quality employment of students, enhance core competitiveness, and provide solid support for the high-quality development of higher education and the transformation and upgrading of social economy.

**Disclosure statement**

The author declares no conflict of interest.

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