

Assessment of Final-Year Students' Satisfaction with the Training Quality of High-Quality Training Programs at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City

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ABSTRACT: This article presents and analyzes the results of a survey of 545 final-year students from seven high-quality training programs in 2025 at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City (USSH, VNU-HCM). The survey assessed final-year students' satisfaction in four main areas: (1) the training program and training regulations, (2) the organization of learning activities, (3) student life and activities throughout the course, and (4) overall satisfaction and assessment of the course. Based on these findings, the authors put forward recommendations and proposals for the University, faculties, and relevant offices/departments/centers to consider, acknowledge, and incorporate into improvement plans for management, teaching organization, and learner support.

KEYWORDS: satisfaction, whole-course survey, final-year students, high-quality programs

1. INTRODUCTION

In the context of Vietnamese higher education gradually integrating internationally and transforming toward a “learner-centered” approach (Dewey, 1916; Rogers, 1969), improving training quality has become a strategic objective of higher education institutions. For high-quality training programs, requirements concerning teaching quality, curricula, facilities, teaching staff, and student support services are receiving increasing attention in order to meet learners' needs and labor-market requirements. Therefore, assessing student satisfaction, especially among final-year students, is considered an important criterion reflecting the effectiveness of the training process and, at the same time, a basis for universities to adjust, improve, and enhance educational quality.

The University of Social Sciences and Humanities is one of the nine member universities of Vietnam National University Ho Chi Minh City (VNU-HCM, 2026), and is one of the leading institutions in Vietnam in the field of social sciences and humanities. It offers numerous high-quality training programs, now referred to as international-standard programs, designed to meet the demand for human resources with professional expertise, occupational skills, and international integration capacity (USSH, VNU-HCM, 2024). Final-year students are a group that has experienced most of the learning process and fully experienced the University's training activities and support services. Therefore, their assessments have high practical value in reflecting the extent to which training programs meet learners' expectations and needs.

The study “Assessment of Final-Year Students' Satisfaction with the Training Quality of High-Quality Training Programs at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City” was conducted to measure student satisfaction with aspects of training quality such as the curriculum, teaching staff, teaching methods, facilities, learning support activities, and career development opportunities. The research results not only provide a scientific basis for improving the University's training quality but also serve as useful reference information for educational management, strategy building, quality-improvement planning, and enhancement of students' learning experiences in the next stage.

2. LITERATURE REVIEW

2.1. Research on training quality in higher education

Training quality is one of the central topics in modern higher education. In this regard, the “transformation” perspective emphasizes the role of education in developing learners' competencies and changing their perceptions.

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Quality is an issue that all universities must address. Improving training quality is a top priority for every university, from public to private institutions. However, there are many different perspectives and definitions of training quality, as well as of quality in general. According to Harvey and Green (1993), quality in higher education is a multidimensional concept that can be approached from perspectives such as excellence, fitness for purpose, value-added, value for money, and transformation.

UNESCO (1998) states that the quality of higher education includes functions and activities related to curricula, teaching quality, scientific research, scholarship policies, and facilities. From this perspective, Cheng and Tam (1997) argue that training quality is characterized by a range of inputs, processes, and outputs of the education and training system, through which services are provided to satisfy learners' needs and society's training needs.

In addition, higher education today is shifting from a knowledge-transmission model to a learner-centered model. Dewey (1916) argued that learners should actively participate in the learning process through practical experience. Rogers (1969) further developed this view by emphasizing learners' roles in independently discovering knowledge and developing their own capabilities. From this approach, training quality is assessed not only through the curriculum or learning outcomes but also through the extent to which students' needs and expectations are met.

In an increasingly competitive higher education environment, many universities regard students as customers of educational services. Therefore, student satisfaction has become an important indicator reflecting training quality and the effectiveness of university governance.

2.2. Research on student satisfaction

The concept of satisfaction was inherited from the fields of marketing and consumer behavior. According to Oliver (1980), satisfaction is a psychological state formed when users compare the results received with their initial expectations. If actual results meet or exceed expectations, users will be satisfied; otherwise, dissatisfaction will arise. Kotler and Armstrong (2004) state that satisfaction is an individual's psychological state formed when they compare the benefits received from a product with their initial expectations.

In education, various perspectives on student satisfaction have also been proposed. Students are regarded as "customers" of universities and as the direct recipients of educational services (Kotler & Fox, 1995; Sallis, 2014). Elliott and Shin (2002) define student satisfaction as the degree of students' subjective evaluation of the educational experiences they receive throughout their studies. Satisfaction is influenced by many factors, including curriculum quality, teaching methods, teaching staff competence, facilities, learning support activities, and the learning environment. Therefore, student satisfaction surveys are regarded as an important tool for universities to improve training quality.

2.3. Empirical studies

Worldwide, many studies, including Elliott and Shin (2002), DeShields et al. (2005), Clemes et al. (2008), García-Aracil (2009), Sojkin et al. (2012), and De-Juan-Vigaray et al. (2024), consistently find that student satisfaction is influenced by key factors such as training programs; teaching staff; facilities; student support services; and the learning environment. However, the degree of impact of each factor differs across countries and types of education.

In Vietnam, research on student satisfaction has received increasing attention in the context of educational quality accreditation and university autonomy. Most studies show that teaching staff quality, curricula, facilities, training management, and student support services have positive effects on learner satisfaction (Tran Thi Thai Ha & Ngo Thi Thanh Tung, 2016; Tran Thi Kim Chi, 2019; Nguyen Hoang Viet & Vu Tuan Duong, 2022). Some studies also indicate that students in high-quality programs generally have higher expectations of training quality and support services than students in regular programs (Bui Ngoc Quang, 2025).

Although there have been many studies of student satisfaction at Vietnamese universities, most focus on all students or on a particular discipline. In-depth studies of final-year students in high-quality training programs remain relatively limited, particularly at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City.

3. RESEARCH METHODOLOGY

The author used a quantitative research method through a questionnaire survey employing a five-point Likert scale, ranging from 1 = completely disagree/dissatisfied to 5 = completely agree/satisfied (Likert, 1932), with 45 questions assessing final-year students' satisfaction/agreement concerning the following four basic areas: the training program and regulations; organization of learning activities; student activities and life; and overall satisfaction and assessment of the course.

A survey of 100% of final-year students enrolled in high-quality training programs at USSH, VNU-HCM in 2025 yielded 545 completed questionnaires, representing a response rate of 89.8%, as presented in Table 1 below:

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Table 1. Statistics on the number of survey questionnaires collected by discipline

No.	Discipline	Total final-year students	Number of respondents	Response rate
1	Chinese Linguistics and Literature	60	53	88.3%
2	English Linguistics and Literature	150	132	88.0%
3	German Linguistics and Literature	45	45	100.0%
4	International Relations	111	94	84.7%
5	Japan Studies	84	68	81.0%
6	Journalism and Communication	90	90	100.0%
7	Tourism	67	63	94.0%
	Total	607	545	89.8%

(Source: Compiled from statistical reports of USSH, VNU-HCM in the 2024-2025 academic year)

Based on the calculation of the mean score for students' agreement/satisfaction, students were classified as follows:

Students who disagree/are dissatisfied = Mean below 2.60;
 Students who somewhat agree/are somewhat satisfied = Mean from 2.60 to below 3.40;
 Students who fairly agree/are fairly satisfied = Mean from 3.40 to below 4.20;
 Students who strongly agree/are very satisfied = Mean from 4.20 to 5.00.

4. RESULTS AND DISCUSSION

4.1. Training program and training regulations of the course

The survey results show that students' overall assessment across the University of the training program and training regulations of the course was "strongly agree," with an overall mean score of 4.22 for all items related to this area. The mean scores for individual items ranged from 4.05 to 4.36. The highest-scoring items were: "Students clearly understand the objectives and expected learning outcomes of the training program" (4.36) and "Students clearly understand the student conduct regulations/University rules" (4.35). The lowest-scoring items were: "The training program has a logical structure and reasonable sequence (courses are arranged from basic knowledge to foundational and specialized knowledge)" (4.05) and "The amount of knowledge in the training program is appropriate for the training duration" (4.06), as detailed in Table 2 below.

Table 2. Survey results on the training program and training regulations of the course

No.	Content	Satisfaction level (%)					Mean	Std. Dev.	Rank
		1	2	3	4	5			
1	Students clearly understand the educational philosophy and core values of the University and faculty	0.2%	0.8%	9.4%	48.6%	41.0%	4.30	.682	3
2	Training activities reflect the educational philosophy and core values of the University and faculty	0.0%	1.7%	11.6%	49.4%	37.3%	4.22	.714	4
3	Students clearly understand the objectives and expected learning outcomes of the training program	0.0%	1.1%	7.6%	45.1%	46.2%	4.36	.672	1
4	Students clearly understand the training regulations (training program and study duration, forms and methods of training organization, teaching plans and organization, examinations/tests, review of results, graduation assessment)	0.4%	1.3%	7.6%	49.1%	41.6%	4.30	.698	3
5	Students clearly understand student conduct regulations/University rules	0.0%	0.6%	9.1%	45.1%	45.2%	4.35	.666	2
6	The training program has a logical structure and reasonable sequence (courses are arranged from basic knowledge to foundational and specialized knowledge)	0.4%	3.8%	19.8%	42.3%	33.7%	4.05	.850	7
7	The training program (including the number of elective/compulsory course credits) meets learners' learning needs	1.3%	1.7%	19.4%	38.5%	39.1%	4.12	.871	5
8	The amount of knowledge in the training program	1.3%	5.0%	17.3%	39.2%	37.2%	4.06	.929	6

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No.	Content	Satisfaction level (%)					Mean	Std. Dev.	Rank
		1	2	3	4	5			
	is appropriate for the training duration								
Overall average							4.22	.760	

In addition, there were 172 student comments on the training program and training regulations of the course in the open-ended questions. The largest number of comments concerned the need to shorten the time devoted to general education and increase the time devoted to specialized training (70 comments); add more practical/soft-skills courses (62 comments); and improve the quality of students' field/practical internships (41 comments).

4.2. Organization of learning activities of the course

Students' overall assessment across the University of the organization of learning activities of the course was "fairly agree," with an overall mean score of 4.01. The mean scores for individual items ranged from 3.47 to 4.35. The highest-scoring items were: "Students are provided with opportunities to participate in scientific research activities" (4.35) and "Class sizes are allocated appropriately according to the characteristics of the subject" (4.26). The lowest-scoring items were: "The information infrastructure system (internet, software, etc.) meets learning and research needs" (3.47) and "Facilities (lecture halls, classrooms, practice rooms, etc.) and equipment meet teaching and learning needs" (3.83). Table 3 below presents students' satisfaction with the organization of learning activities:

Table 3. Survey results on the organization of learning activities of the course

No.	Content	Satisfaction level (%)					Mean	Std. Dev.	Rank
		1	2	3	4	5			
1	Teaching methods promote students' active, proactive, and creative participation	1.1%	2.7%	18.4%	43.7%	34.1%	4.07	.854	7
2	Teaching methods promote lifelong learning	0.8%	2.1%	21.0%	41.6%	34.5%	4.07	.840	7
3	Methods of assessing courses are diverse and appropriate to the learning outcomes of the training program	1.3%	2.8%	18.2%	43.9%	33.8%	4.06	.866	8
4	Assessment methods (including assessment criteria, grading scales, and deadlines) are publicly disclosed and demonstrate fairness	2.1%	3.1%	14.0%	41.8%	39.0%	4.12	.911	6
5	Students are given opportunities to raise questions and receive satisfactory explanations regarding learning results	1.3%	3.8%	14.6%	39.8%	40.5%	4.14	.898	5
6	Practical internship activities meet the learning outcomes of the training program	1.4%	3.9%	13.2%	41.7%	39.8%	4.15	.890	4
7	Educational and training activities promote students' spirit of innovation and entrepreneurship	1.5%	4.1%	19.5%	42.6%	32.3%	4.00	.906	9
8	Students are provided with opportunities to participate in scientific research activities	0.8%	1.9%	7.5%	40.9%	48.9%	4.35	.767	1
9	The arrangement of the study timetable in each semester is reasonable	2.5%	7.6%	21.9%	37.9%	30.1%	3.85	1.016	
10	Class sizes are allocated appropriately according to the characteristics of the subject	1.4%	1.4%	11.5%	41.4%	44.3%	4.26	.818	2
11	The University and faculty send timely notices (scholarship information, social policies, etc.) to students	2.5%	9.1%	19.5%	38.0%	30.9%	3.86	1.039	12
12	The University and faculty library resources meet students' learning needs	3.1%	5.8%	21.5%	39.8%	29.8%	3.87	1.005	11
13	The University and faculty websites provide complete and timely necessary information to students	1.7%	3.5%	26.7%	41.0%	27.1%	3.88	.907	10
14	The University effectively applies information technology in training organization (management, course registration, score lookup, complaints, inquiries, etc.)	2.4%	5.9%	23.6%	41.4%	26.7%	3.84	.963	13

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No.	Content	Satisfaction level (%)					Mean	Std. Dev.	Rank
		1	2	3	4	5			
15	Facilities (lecture halls, classrooms, practice rooms, etc.) and equipment meet teaching and learning needs	1.9%	8.1%	23.8%	37.4%	28.8%	3.83	.999	14
16	The information infrastructure system (internet, software, etc.) meets learning and research needs	7.3%	14.6%	24.3%	31.4%	22.4%	3.47	1.195	15
17	Academic advisors and faculty homeroom/academic coordinators effectively support students	2.3%	2.1%	14.4%	38.5%	42.7%	4.17	.916	3
18	Leaders and staff of offices/departments/centers effectively support students	0.8%	2.9%	20.0%	40.8%	35.5%	4.07	.860	7
Overall average							4.01	.925	

Regarding the organization of learning activities of the course, there were 168 additional student comments through the open-ended questions, focusing on the following issues: greater investment in facilities for teaching and learning and more reasonable distribution of courses across semesters, avoiding situations in which too many courses are taken in a semester, specifically:

- More reasonable distribution of courses across semesters, avoiding too many courses in one semester (48 comments)
- More investment in facilities for teaching and learning (37 comments)
- Reference materials for students should be more diverse and more regularly updated (19 comments)
- Notices/information (scholarships, examination schedules, class schedules, exam results) should be sent to students earlier; lecturers should organize more and more diverse learning activities (student-centered teaching) (14 comments)
- More reasonable scheduling of classes (12 comments)
- More reasonable scheduling of examinations (11 comments)
- For listening and speaking courses in foreign-language disciplines, native-speaker lecturers should be invited to teach (9 comments)

4.3. Student activities and life throughout the course

Students fairly agreed with the student activities and life provided throughout the course, with an overall mean score of 4.15. Individual mean scores ranged from 3.91 to 4.31. The highest-scoring items were: "The University pays attention to cultivating students' ethics, sense of responsibility, respect for the law, and lifestyle" (4.31) and "Students are given opportunities to participate in cultural, sports, festival, competition, academic club, and volunteer activities" (4.24). The lowest-scoring items were: "Students receive healthcare in accordance with school-health regulations" (3.91) and "Activities of the Youth Union and Students' Association meet students' expectations" (4.05); see Table 4.

Table 4. Survey results on student activities and life throughout the course

No.	Content	Satisfaction level (%)					Mean	Std. Dev.	Rank
		1	2	3	4	5			
1	Students are given opportunities to participate in cultural, sports, festival, competition, academic club, and volunteer activities	1.1%	1.7%	12.0%	42.7%	42.5%	4.24	.813	2
2	Activities of the Youth Union and Students' Association meet students' expectations	2.2%	3.0%	18.4%	40.6%	35.8%	4.05	.929	6
3	Students receive healthcare in accordance with school-health regulations	1.9%	5.2%	24.8%	36.2%	31.9%	3.91	.967	7
4	Security on the University campus is ensured	1.4%	3.1%	13.0%	40.3%	42.2%	4.19	.873	4
5	Food hygiene and safety at the University are ensured	1.0%	2.0%	10.5%	47.4%	39.1%	4.22	.790	3
6	The University pays attention to cultivating students' ethics, sense of responsibility, respect for the law, and lifestyle	0.8%	0.8%	9.6%	44.2%	44.6%	4.31	.741	1
7	The University provides effective student support services (career guidance, learning support, job seeking, accommodation, etc.)	1.2%	3.7%	16.8%	41.1%	37.2%	4.09	.889	5
Overall average							4.15	.857	

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There were 142 student comments/proposals concerning student activities and life, with the following content: more and more diverse extracurricular activities should be provided for students, and career counseling sessions should be organized periodically.

4.4. Satisfaction and overall assessment of the course

Students were fairly satisfied with the extent to which the course met their expectations and with their overall assessment of the course, with overall mean scores of 4.03. In particular, students rated the development of “foreign-language proficiency” very highly (4.17). This is understandable because, under the regulations on high-quality training programs of the Ministry of Education and Training (2014), at least 20% of the credits of courses belonging to the foundational, disciplinary, and specialized knowledge blocks must be taught in the language of the foreign training program or in English. In the overall assessment of training quality and the quality and effectiveness of lecturers' teaching and guidance for learners' academic progress, students also gave very high ratings (both 4.21). This demonstrates the effectiveness delivered by the high-quality training program. Table 5 below clearly presents students' satisfaction and overall assessment of the course.

Table 5. Students' satisfaction and overall assessment of the course

No.	Content	Satisfaction level (%)					Mean	Std. Dev.	Rank
		1	2	3	4	5			
1	Regarding distribution of general education knowledge	1.2%	5.0%	25.4%	41.1%	27.3%	3.88	.905	9
2	Regarding distribution of foundational and specialized disciplinary knowledge	0.9%	4.2%	16.3%	43.4%	35.2%	4.08	.872	5
3	Regarding development of professional skills	1.9%	5.2%	19.7%	41.8%	31.4%	3.96	.944	7
4	Regarding development of foreign-language proficiency	0.2%	3.9%	16.1%	38.6%	41.2%	4.17	.848	2
5	Regarding development of information-technology application skills	2.0%	9.4%	22.2%	37.9%	28.5%	3.81	1.015	11
6	Regarding development of soft skills (communication, cooperation, etc.)	0.0%	1.5%	20.4%	38.2%	39.9%	4.16	.799	3
7	Regarding training quality (students' knowledge, competencies, and qualities) throughout the course	0.4%	1.2%	12.9%	47.8%	37.7%	4.21	.736	1
8	Regarding the quality and effectiveness of lecturers' teaching and guidance for learners' academic progress	0.2%	2.1%	11.4%	48.8%	37.5%	4.21	.739	1
9	Regarding the quality of student support services	1.4%	5.4%	24.4%	40.9%	27.9%	3.89	.922	8
10	Regarding facilities for teaching and learning	1.0%	9.0%	22.6%	40.2%	27.2%	3.84	.958	10
11	Regarding learning and research materials	0.6%	4.0%	18.3%	43.6%	33.5%	4.06	.852	6
12	Regarding the learning environment and students' experiences at the University	0.6%	2.9%	16.4%	42.7%	37.4%	4.14	.829	4
Overall average							4.03	.868	

5. CONCLUSION AND RECOMMENDATIONS

The overall assessment of the training quality of the high-quality program shows that students are fairly satisfied. The overall mean score for the training program and training regulations of the course was rated at the very satisfied level, the highest at 4.22. The remaining areas were all rated at the fairly satisfied level, with overall mean scores, from highest to lowest, as follows: Student activities and life (4.15); Satisfaction with the course (4.03); and Organization of learning activities (4.01).

Based on the research findings analyzed above, several recommendations and proposals are made to improve the quality of high-quality training programs at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City:

First, the University should continue reviewing and updating training programs toward greater interdisciplinarity and closer integration of theory and practice, while incorporating digital skills, foreign-language proficiency, research skills, and professional skills into the learning outcomes of each training discipline.

Second, it is necessary to promote innovation in teaching methods in order to develop students' critical thinking, problem-solving abilities, and active learning through Project-based Learning, Experiential Learning, and Blended Learning models.

Third, the University should strengthen cooperation with enterprises, professional organizations, and international educational institutions to expand opportunities for internships, academic exchange, scientific research, and the development of co-taught courses with practitioners.

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Fourth, investment in facilities, technological infrastructure, and modern learning equipment should be increased, and diverse online digital learning resources should be added.

Fifth, improving the quality of learner-support staff, as well as the professional competence, foreign-language proficiency, and technological application capacity in teaching of lecturers in high-quality training disciplines, should be regarded as fundamental conditions for ensuring the quality of these programs.

Finally, an internal quality-assurance system should be established in a data-driven manner to support continuous assessment and improvement through regular surveys of students, alumni, employers, and other stakeholders, thereby enabling timely adjustment of training programs, teaching methods, and learner-support services to continuously improve the effectiveness of high-quality training.

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