

# SOLUTIONS FOR IMPROVING THE QUALITY OF UNIVERSITY ENROLLMENT AT VIETNAM ACADEMY FOR ETHNIC MINORITIES IN THE CURRENT PERIOD\*

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*In the training process, enrollment will be the first and key period that directly affects the quality of training. The current situation of the traditional enrollment thinkings in the past years has not met the changes and requirements for autonomy in enrollment in the current period. Therefore, renewing the enrollment mechanism, building enrollment plans, offering solutions to implement in the current period will help Vietnam Academy for Ethnic Minorities enroll enough for the full-time university system. In the scope of this article, the authors boldly propose a number of solutions to improve the enrollment quality at the university level of Vietnam Academy for Ethnic Minorities in the school year of 2021-2022 as a basis for related units to refer, comment and coordinate implementation in the school year of 2021.*

**Keywords:** University enrollment; Solutions; Vietnam Academy for Ethnic Minorities; The school year of 2021-2022.

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## 1. Introduction

Implementation of Resolution No.52/NQ-CP dated June 15<sup>th</sup>, 2016 of the Government on promoting the development of human resources of ethnic minorities in 2016-2030 period, with a vision to 2030, dated August 8<sup>th</sup>, 2016, The Prime Minister issued Decision No. 1562/QĐ-TTg on the establishment of Vietnam Academy for Ethnic Minorities, under the Committee on Ethnic Minorities Affairs, on the basis of the reorganization of the Institute for Ethnic Minorities and the Cadre School of Ethnic Affairs. Vietnam Academy for Ethnic Minorities is a center for public science, education, research on ethnic groups, strategies and ethnic policies; training at university and post-graduate levels, contributing to the development of highly qualified human resources; fostering ethnic knowledge for domestic and international cadres, civil servants and public employees. With a vision to 2030, Vietnam Academy for Ethnic Minorities is a key training institution on research of strategy and ethnic policy, training and retraining for cadres engaged in ethnic affairs from central to local levels in Vietnam and other countries in the region and

all over the world. Specific targets in the school year of 2021-2022, Vietnam Academy for Ethnic Minorities will enroll 200 full-time students of the economics education in ethnic minorities area. To achieve the above goal, the enrollment work needs to be paid special attention by the Academy. The advisory units of the Academy quickly completed the project, the enrollment plan and the system of documents and regulations as a basis for submission to the Academy's leaders for consideration, signing, promulgating and implementing enrollment for the school year of 2021-2022.

## 2. Research overview

Through researching existing documents, we divide the factors affecting enrollment at training institutions into the following specific content as follows:

### \* The factors affecting enrollment

Personal aspirations: According to Carpenter and Fleishman (1987), Gilmour and associates (1981), Jackson (1978) discovered the aspiration to study professions that students themselves enjoy and think that they will be successful in the future,

\* The article is part of the research results of a scientific theme at the grassroots level, "Solution for university enrollment at Vietnam Academy for Ethnic Minorities, in the 2021-2025 period".

with a great influence on the decision to choose a training institution with these majors. The aspiration to study majors according to personal interests and future career plans are important factors for students to have a more general view when choosing their school.

**Employment opportunities:** According to Sevier (1998), students are often attracted by factors of career opportunities after graduation. According to Paulsen (1990), there is a tendency for students to choose a training institution based on job opportunities for graduates. Therefore, job opportunities are a prediction element that has a significant influence on students' decisions to choose universities.

**Gender:** According to the research of Ruth E. Kallio (1995), gender also influences the decision to choose a university. The degree of influence of direct factor groups will be significantly affected by the gender characteristics of the students. According to R. E. Kallio, different genders will have different degrees of indirect influence on their decision to choose a university.

**Advice from family, teachers and friends:** According to D. W. Chapman (1981), in the process of choosing a training institution, students are often strongly influenced by the persuasion and advice of family and friends. According to Hossler and Gallagher (1987) once again affirmed that in addition to the influence of parents, friends are also one of the factors that have a strong influence on students' decisions to choose university. In addition, Hossler and Gallagher also said that apart from parents, siblings, teachers and friends at school, they also have a significant influence on this decision. In Vietnam, the individuals who have a great influence on the decision to choose schools to be their teachers, the roles of students and parents are overlooked, they are always passive objects when the enrollment regulations change. On the other hand, they have not updated their enrollment knowledge fully, so it is difficult to choose universities for their children.

**Economic environment:** The family economy has a great influence on a family's choice of school when deciding to choose a school for their children. According to Joseph (2000), the issue of the cost of learning has a great influence in making decisions about choosing a training institution. Jackson (1986) concluded that the cost of education is a negative factor affecting the choice of training institutions while financial assistance to reduce costs is a positive effect. Therefore, the cost of study plays a very important role and determines a student's ability to choose a training institution.

**Geographical environment:** According to Sevier (1986), through his research, showed that the geographical location of the training institution can be an important factor in determining the ability of high school students to choose universities. Some students may look for a training institution close to home for convenience or one located in major political or economic centers for growth opportunities.

**Reputation of training institutions:** There is a great influence on the enrollment of training institutions. Students highly value a institution's brand and see it as a factor that has a certain influence on school choice (Lay & Maguire, 1981; Murphy, 1981; Sevier, 1986; Keling, 2006). Keling (2007) argued that the biggest influencing factor students would evaluate in their choice of an organization to be the reputation of the institution. There exists a proportional relationship between the reputation of the university and the student's decision to choose an university.

**Training curriculum:** A study conducted in Kuala Lumpur and Selangor, Malaysia Yusof et al (2008) showed that the learning curriculum in accordance with social needs is one of the factors that strongly influence the decision to choose student's training institutions.

**Facilities:** According to Absher & Crawford (1996), educational facilities such as classrooms, laboratories and libraries... playing a very important role in the student's selection process for a training institution.

In general, these studies have focused on analyzing quite clearly the factors affecting the enrollment in higher education institutions. A picture system is quite comprehensive for the author to study about the research topic.

\* Researches on factors related to student quality

Rosemary Win and Paul W. Miller (2001), Center for Labor Market Research at the University of Western Australia said: "The impact of personal factors and school on the educational activities of university students". The author performed two research methods in first year students including the in-out approach and using the random coefficient model. However, the key issue is to find the effect of high school educational activities on university students on their individual characteristics. The question is "What factors determine first year student's research results?". There are many answers about competencies, motivation, aspirations,... and university managers say that the factor of competency is the most important factor affecting the learning results of first year students from the learning environment at the end of the grade level

(grade 12). In this article, the author has pointed out the relationship between the orientation and selection of the major with the student's learning results.

Jeffrey H.D Cornelius-White, Aida C. Garza and Ann T. Hoey (2004): "Personal factors, family consent and demographics help Mexican students in the US succeed in education", *Journal of Education Spanish and Portuguese Higher Education*, Vol. 3, No. 3, p270-283. The research aims to explore the investigation of the relationship between educational achievement and personal factors, family consent and demographic. In general, the results showed that the upbringing of the teachers, father and the sincerity of their personal experience were as good as expected. The important factor in choosing a career from high school between family, school and society.

Ram Chandra Pokharel (2008), *Factors affecting exam results students to optimize regulations and improve student pass rates, by testing department, Tribhuvan University, Nepal*. One of the eight questions posed to solve the problem of how to improve the rate of students achieving good results in exams of Tribhuvan University to be the factors related to the entrance of students (Second Factor). The research conducted surveys by exchanging opinions on 4 groups: students, parents, teachers and managers.

These researchs have shown the main factors that affect the quality of students at the university. In particular, the factors of learning outcomes in high school play an important role in addition to other factors such as family orientation, teachers, friends...

In Vietnam, in the research works "Educational management and school management", Thai Van Thanh pointed out the issues related to choosing a career, choosing to enter university, career forms in high schools and the orientation for students to enter the education levels is as follows:

*Firstly*, career guidance through subjects. The natural and social science subjects are both capable of doing this work well.

*Secondly*, career guidance through learning technical and productive labor.

*Thirdly*, career guidance through career activities: Career introduction, guidance of career choice, way of future career choice, situation and requirements of national and local economic and career development, requirement characteristics of mind - physiology of the vocational system, the system of central and local vocational training schools and the direction of students after

graduation.

*Fourthly*, career guidance through extracurricular activities: Visiting production facilities, meeting and exchanging jobs with economists, good workers, coordinating with the delegation, the team to organize seminars, listening to the radio, reading newspaper,...

*Fifthly*, career guidance is often closely linked to the local economic direction; to be suitable for age, educational level; ensuring the scientific and educational properties.

Le Van Hong with the research works "The enrollment situation of vocational colleges in Hanoi (2011) has a system of factors affecting vocational college enrollment. These factors include a strong and well-ventilated legal basis as one of the prerequisites for the development of education and training institutions; psychological factors have a significant impact on high enrollment, economic factors in investment in career training and student's ability to pay (Hong, 2011).

Nguyen Thi Anh Duong with the research works "Characteristics of enrollment methods for undergraduate and graduate students in the United States (2013) showed us that the US university and graduate enrollment methods are characterized by diversity and abundance in enrollment standards, creating a distinctive identity for American education. The US method of enrolment through standardized exams and tests such as the ACT, SAT (for university) and the GRE or GMAT (for post-graduate enrollment). Standardized entrance exams are elaborately built, based on the theory of examinations and to be highly objective, evaluating different aspects of the candidate's competencies and abilities... Candidates can take standardized entrance exams at any time of the year at many test-licensed agencies across the United States and even in many other countries. This reduces the pressure on test takers and also reduces the cost of organizing exams in large batches like in Vietnam (Duong, 2013).

In addition to scores on standardized tests, US universities and colleges use many other criteria for enrollment such as high school GPA, and rankings for candidate's high school level, candidate's essay, achievements of extracurricular activities, achievements in community activities, letter of teacher recommendation, learning adviser, through face-to-face interviews... the harmonious combination of enrollment standards has helped schools comprehensively evaluate the qualities and competencies of candidates, at the same time help universities and colleges somewhat understand future students, having a reasonable education and

training orientation to help them perform well in their research tasks at their chosen school.

Tran Van Quy, Cao Hao Thi with the research works “Factors affecting the decision of high school students to choose a university (2009) found 7 groups of factors that influence their decision to choose a university: Personal factors that influence the student’s decision-making; Characteristic factors of universities; Factors about the individual student himself; Factor of higher learning opportunities in the future; Factors about future job opportunities; Factors about the university’s efforts to communicate with students; Gender characteristics of students.

The research has built and tested a model of factors affecting student’s decisions to choose universities with 5 representative factors from strong to weak influence factors in future employment opportunities; the information available factor of the universities; factors about the individual student; a personal factor influences a student’s decision-making and a permanent character factor of university.

The research works “Some solutions to attract students to study at Ho Chi Minh City University of Teaching and Technology” (2012) by Nguyen Thi Hong based on learning the theory of educational marketing and analyzing creative marketing activities that has given out the factors affecting the attraction of students: Macro environment includes economic environment, political-legal environment, socio-cultural environment, population environment, technology environment; the micro environment includes industry competitors, potential competitors, suppliers, learners/distributors, substitute products; the internal environment includes human resources, finance, management information systems and organizational culture (Hong, 2012).

Do Dinh Thai with the research works “Researching on some effects of factors on university enrollment score (2011) found the direct effects of factors on university enrollment scores such as learning achievement at high school, motivation for taking university entrance exam, individual effort investment, personal environment (Thai, 2007).

Nguyen Phuong Dung in her master’s thesis “Full-time university enrollment management at the Vietnam Academy of Agriculture (2016), pointed out the limitations of traditional enrollment, especially since 2015. The Ministry of Education and Training implemented reforms in the organization of examinations, using the results of the national high school exam for graduation, enrollment of

university and college along with a new enrollment methods require university and college enrollment to be improved (Dung, 2016).

Through surveying existing documents of domestic and foreign authors, we find that some researchs have mentioned the impact of factors affecting enrollment. In general, researchs have shown the situations of enrollment in the current educational context in the world in general and in Vietnam in particular. In addition, the researchs have analyzed the factors affecting the enrollment and the quality of students as well as proposing some measures to improve the quality of training and management of enrollment, career guidance, career selection for high school students. Those comments and analyzes are the basis for us to inherit, promote and propose a number of university-level enrollment solutions at Vietnam Academy for Ethnic Minorities in the school year of 2021-2022.

### **3. Research method**

In the process of implementing this article, we have approached secondary documents such as references, monographs, research articles in specialized journals... Since then we have used the quadratic group of theoretical research methods and specialized practical research methods in which the methods of analyzing, synthesizing, comparing the above documents to have an overview of the research problem.

### **4. Research content**

#### **4.1. Some terms related to enrollment**

##### *4.1.1. Enrollment*

Enrollment is a process of selecting learners who meet certain conditions of the training institution and to be selected by the training institution, including: preparation, examination, admission. In the scope of the article, we aim to 2 main issues: entrance examination and entrance examination scores.

\* Entrance examination, admission in enrollment

Selection of candidates meeting the standards required by a selected organization in an exam. Every year, the Ministry of Education and Training coordinates with higher education institutions to organize the national high school exam, universities and colleges to use the test results of the test clusters provided by the educational institutions for annual university and college admission.

In addition, depending on the enrollment method of each school, you can either use the admission method through the form of a transcript admission test or organize a separate entrance exam and use a separate admission result for university and college admission.



## \* Admission score

Admission score is the threshold point that an educational and training institution gives to select candidates for admission to their school. Admission scores are the sum of the combined scores of the selection subjects offered by an institution, the bonus and priority points for different subjects and regions.

4.1.2. *Admission affair*

The enrollment affair is a collection of many stages, many different activities with a close connection, methodical, logical, ensuring the science in order to adequately recruit and ensure the quality of enrollment quota. In order for the enrollment to be done effectively, flexibly, smoothly and in accordance with the guaranteed regulations, the educational institution must ensure the good implementation of the following contents:

1. Determine enrollment criteria
2. Communication, promotion in enrollment
3. Announce the enrollment and receive, manage the registration documents
4. Consulting, career guidance to choose majors in enrollment
5. Enrollment method and examination organization
6. Admission for successful candidates
7. The affairs of inspection and examination in enrollment

Currently, the enrollment affair is an extremely fierce competition between universities and academies. Especially, the competition of the top universities and academies has similar training programs. So in order for the enrollment to be effective, the schools must have a strategic plan in enrollment affair.

4.1.3. *Enrollment plan*

Usually a plan is understood as a time for intentions to take action and through which a specific goal will be achieved. Thus, plans are action programs or any lists, diagrams, tables arranged according to schedule, with a deadline, with allocation of resources, divided into stages, implementation steps, set specific objectives and determine measures, preparation and implementation to achieve a set target or target just sets out.

The enrollment plan is an action program that is specifically arranged with a time limit, divided into several steps to be taken to achieve the goal of recruiting a sufficient number of students in the enrollment affairs of the educational institution.

4.2. *Situation of enrollment affair at Vietnam Academy for Ethnic Minorities*

The Vietnam Academy for Ethnic Minorities is the only university in Vietnam that has the function of researching ethnic affairs, strategies and policies, training at university and postgraduate level, contributing to the training of cadres of ethnic minorities and cadres for ethnic minority and mountainous areas. At the same time, retraining knowledge of ethnic affairs for the contingent of cadres, civil servants and public employees in the political system and reputable people among the ethnic minorities.

However, since it was just established in 2016, the current enrollment affairs at the Academy just stops at organizing retraining and capacity building for ethnic minority cadres in regions and localities in all the country. With the functions and duties of the Academy, looking at the development trend of higher education in Vietnam in general and the Academy in particular in the coming years, we need to objectively evaluate the achievements and limitations in enrollment, training and retraining to be able to come up with specific solutions to overcome the shortcomings; to bring the enrollment of Vietnam Academy for Ethnic Minorities to strong development, ensuring the requirements in the new situation.

## \* Achievements:

- The Vietnam Academy for Ethnic Minorities has brought into play its role not only in scientific research but also in the affairs of fostering cadres, civil servants and public employees. Over the past years, Vietnam Academy for Ethnic Minorities has organized retraining courses for cadres working in many localities across all the country.

+ Organized 03 retraining courses on state management knowledge of main specialist program with nearly 60 turns of trainees; 02 retraining courses on state management knowledge of specialist program with more than 30 turns of trainees; 02 leadership retraining courses at room level with more than 40 turns of trainees. Organized retraining courses for more than 300 ethnic minority cadres and civil servants working in the Ethnic Affairs Committees at province level and centrally-run cities, the Department of Ethnic Minorities at the district level and non-officials and civil servants responsible for the commune level under the Ethnic minority Cadres retraining Program under Joint Circular No. 02/2014/TTLT-BNV-UBDT and Decree No. 05/2011/ND-CP dated January 14<sup>th</sup>/2011 of the Government. In addition, the Academy also organized about 20 retraining

courses on knowledge of ethnic affair skills at the Academy with more than 600 trainees.

+ From 2018, implementing Decision No.771/QĐ-TTg of the Prime Minister of Government on approving the project “Retraining ethnic knowledge for cadres, civil servants and public employees in 2018 – 2025 period”, Vietnam Academy for Ethnic Minorities has cooperated with localities to open classes of retraining knowledge for trainers and reporters, object group 3 and object group 4 with thousands of trainees.

Organize the training of trainers, reporters of the ministries, central branches and localities:

In 2019, organized in 16 provinces and cities nationwide with 21 training classes. In 2020, organized in 33 provinces and cities nationwide with 33 training courses. By the end of 2020, almost 51 provinces will be trained with 01 class of teaching ethnic knowledge for lecturers and reporters; there is a great need to train lecturers and reporters in localities and training should be continued for the coming years.

The organization of ethnic knowledge retraining for cadres, civil servants and public employees of object group 3 and object group 4 in localities:

In 2019, Vietnam Academy for Ethnic Minorities organized retraining in 21 provinces and cities with a total of 43 classes (02 classes/province, city; only Ho Chi Minh City held 03 classes); the number of learners participating in retraining and certificate eligibility to be 1,205 learners. In 2020, the total number of classes of retraining ethnic knowledge in localities will be 51 classes, of which object group 3 is 20 classes; object group 4 is 31 classes, number of learners: 30 people/class. The number of learners participating in retraining is 1,530 turns of people. By the end of 2020, most of 51 provinces will be retrained on ethnic knowledge for object groups 3, object group 4; the need for retraining ethnic knowledge for 4 object groups in localities to be very great, it is necessary to continue to organize retraining of ethnic knowledge for 4 object groups according to Decision No.771/QĐ-TTg of the Prime Minister of Government for the following years.

- Successfully opened the majors code of Education Economics of the full-time university training program, starting from the school year of 2021-2022. In addition, the two majors codes of Social affairs in the ethnic minority area and Public Management were also promoted to ensure admission and teaching conditions in the school year of 2021-2022.

- Brand development for the Journal of Ethnic Minorities Research, the journal has been scored

by 13 State Council for the title of professors in 13 fields. This contributes to affirm the brand and prestige in scientific research affairs of Vietnam Academy for Ethnic Minorities.

\* The shortcomings and limitations:

- Not many training programs have yet been built, especially the training codes at the university level.

- The content and methods of university enrollment have not been built in the period of 2021-2025.

- It has not yet built the brand of Vietnam Academy for Ethnic Minorities to a wide range of localities, the high schools, provincial boarding schools for ethnic minorities, the inter-level high schools and high schools across all the country, to the parents and students of ethnic minorities.

- The communication, dissemination and propaganda of the ethnic policies of the Party and State to students who are ethnic minorities in mountainous areas in Vietnam has not been done well.

- The facilities have many limitations, greatly affecting the process of determining the training targets and training scale of the Academy at different levels.

- There is no specialized department for enrollment; there is no specific enrollment plan; methodology to ensure communication, consultation, career guidance and popularization of ethnic policies of the Party and State.

Through the above achievements and limitations, we see that the task of enrolling university training system in the period of 2021-2025 will be a huge opportunity and challenge for Vietnam Academy for Ethnic Minorities. Although it is the only university in the country that has the strength of research and training of human resources for ethnic affairs, but in reality, the Academy is still stopping at retraining for those who are cadres working in the localities. In order to successfully enroll the university training system in the school year of 2021-2022 and the whole period of 2021-2025, it is necessary to speed up the enrollment affairs, overcome the above mentioned limitations; improve the enrollment capacity and quality to ensure the full recruitment of the criteria, to be the learners who love the school, love the majors and have the capacity suitable to the training branch.

### ***4.3. Solutions on student enrollment at the university level in the current period of Vietnam Academy for Ethnic Minorities***

Based on the enrollment situation of Vietnam

Academy for Ethnic Minorities, we propose a number of solutions to improve the quality of university enrollment for the school year of 2021-2022 of Vietnam Academy for Ethnic Minorities as follows:

#### 4.3.1. *Develop a team to do enrollment affairs*

The enrollment team plays a very important role, directly affecting the effectiveness of the enrollment affairs, so it is necessary to develop a very diverse team including the following objects:

- Specialized department for enrollment affairs: This department plays a very important role that directly affects the efficiency and quality of the Academy's enrollment affairs. This department will develop and implement a plan to promote, advise and enroll all the training systems in the school.

- Cadre department: Enrollment affair is a school activity, all members of the school have the responsibility to participate, in order to do this, each cadres, civil servants must first be aware that their participation in enrollment has a direct impact on the survival and development of the school because without students mean that the school will not function and as a result staffs, lecturers will be reduced. To do this, the school must have encouragement measures, such as assigning the bonus rate on each profile when the students mobilized by cadres, lecturers have actually entered or commended timely rewards in holidays, summation occasions... in order to create an atmosphere of emulation and striving in each cadre and employee in enrollment activities.

- Department of pupils and students: Mobilizing the force of students to participate in enrollment affairs by encouraging them to promote their training occupations and the quality of the school's training to relatives and friends. At the same time, there is a reward mode for students who can mobilize many people to study at the school.

- Department of continuing education centers, vocational training centers: Enrollment affairs, although it is the mission of the school, but if we rely on the school's human resources, it is not enough that we need to know how to take advantage of outside forces. On the one hand, they are the people who are in direct contact with students and parents everyday; on the other hand, their voice will have a quite strong impact on the decisions of students or parents to choose the learning path after their children graduate from middle school or high school. Therefore, the school needs to coordinate with the centers in the enrollment announcement and application collection for the school.

#### 4.3.2. *Develop a communication strategy,*

#### *Marketing, brand promotion*

- Develop communication, promotion and marketing strategies in various aspects such as: Ethnic policies of the Party and State for students in ethnic minority and mountainous areas, products, tuition fees... In particular, the dissemination of ethnic policies, increasing counseling and career guidance for students to be the focus of the marketing strategy, communication innovation and brand promotion of Vietnam Academy for Ethnic Minorities. It will become a solid fulcrum for counseling, enrollment and career guidance for students in ethnic minority and mountainous areas.

- Develop a strategy suitable for the training sector such as: Education economics in ethnic minority areas, social affairs,... specific groups of branches on ethnic affairs.

- Promote communication and advertising in enrollment.

- Disseminate widely the policies and priorities of the Party and State that ethnic minority students will receive when studying at Vietnam Academy for Ethnic Minorities.

- Improve working processes, solve scientific affairs quickly and methodically.

- In the trend of anticipating the human resource requirements of the 4.0 revolution, continuing to innovate the communication, service and enrollment consulting affairs. The admissions specialist should be an expert in career counseling and direction, rather than providing information to candidates. Each cadre, employee in Vietnam Academy for Ethnic Minorities must consider learners as customers to regularly and proactively improve service quality in units such as academic counseling quality, career counseling and simplification of administrative procedures, student management...

- Continuing to improve the qualifications of the contingent of lecturers and service staff, especially the team in charge of enrollment.

#### 4.3.3. *Strengthen the propaganda and dissemination of ethnic policies of the Party and State to raise awareness of ethnic minority students on the priorities in education and training*

- Focus on propagating and disseminating basic views, goals and tasks of the ethnic affair strategy of the Party and State in the field of education and training to raise awareness for ethnic minority students. Specifically, the system of Documents, Decrees, Circulars, Decisions... of the Government on ethnic affairs in the field of education and training that the Vietnam Academy for Ethnic Minorities is currently implementing. Enrollment cadres need to carefully study documents, filter the contents and

regulations on priority policies for ethnic minority students to be able to propagate, disseminate and advise in a timely accurate way.

#### *4.3.4. Increase investment in material foundations and application of information technology to enrollment activities*

Applying information technology to enrollment management will help in stages of the enrollment affairs such as quota determination, enrollment announcement, communication, advertisement in enrollment, receiving and managing records, especially the selection process is accurate. The contents of this measure include:

- Evaluate resources and content of application for information technology in enrollment management as well as training management.
- Develop a project of applying information technology to the process of enrollment management, education management, school management and training management in the Academy.
- Set up a steering committee for application for information technology in the Academy.

Develop software for enrollment management: determining enrollment quotas from infrastructure resources, organic cadres of each faculty, managing enrollment dossiers, classifying, storing, constructing exam questions, multiple-choice scoring, pocket consolidation, admission scores, admission, filter candidates for admission, calling admission candidates.

Organize training courses for administrators and teachers to improve their computer skills to meet the need to computerize enrollment management as well as training management activities.

#### *4.3.5. Strengthen supervision and evaluation of enrollment*

- On the basis of the inspection and examination regulations of the concerned ministries and branches, to develop and update inspection regulations related to the enrollment to concretize the conditions of the Academy.

- Develop specific plans for annual inspection and examination.

- Develop a strict and detailed inspection, examination and supervision process for each stage in the inspection affairs.

- Continue to improve the professional qualifications of the team performing inspection affairs.

### **5. Discussion**

Enrollment is an annual task for any educational institution. Currently, the enrollment work is facing

many difficulties, challenged by objective and subjective factors. Through analyzing the situation of enrollment work at Vietnam Academy for Ethnic Minorities, we found that it enhances the autonomy, self-discipline and creativity of the enrollment work so that the staff, lecturers and employees of the Academy, comply with the enrollment plan of the years, thereby achieving high efficiency, meeting the requirements of education and training in the new situation.

Besides, it is necessary to invest in human resources as well as finance for enrollment. The short-term solution is to invest in communication activities, promote the image and brand name to help students and their parents know about Vietnam Academy for Ethnic Minorities. At the same time, continue to promote the construction and completion of regulations related to enrollment affairs; organize regular training, training and retraining of professional qualifications, information technology, foreign languages and ethnic languages for cadre directly participating in the enrollment affairs. Not only that, the Academy also has to organize training courses on enrollment counseling, career guidance and dissemination of the Party and State's ethnic policies in the field of education and training, ensuring consultancy, providing accurate information according to regulations. At the same time, step by step develop a plan to invest in teaching facilities and infrastructure to improve training capacity, training quality as well as enrollment affairs.

### **6. Conclusion**

The work of cadres in mountainous and ethnic minority areas is still an essential matter that our Party and State pay special attention. Training cadres for mountainous and ethnic minority areas is the number one task of Vietnam Academy for Ethnic Minorities. From the school year of 2021-2022, the Academy began to enroll train students at university level for majors related to the fields of affairs in mountainous and ethnic minority areas. These are new majors with subjects, scope and enrollment methods. Therefore, it is very necessary to propose some solutions to improve the quality of students' enrollment at the university level for the school year of 2021-2022 of Vietnam Academy for Ethnic Minorities, which is vital for the Academy in particular, the field of ethnic affairs in general. Therefore, it is necessary to promote the enrollment, brand promotion and quality of Vietnam Academy for Ethnic Minorities according to the enrollment plan so that learners can understand enrollment information and register for admission.



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TRONG GIAI ĐOẠN HIỆN NAY**

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**Tóm tắt**

Trong quá trình đào tạo, tuyển sinh sẽ là khâu đầu tiên và then chốt có ảnh hưởng trực tiếp đến chất lượng đào tạo. Thực trạng lỗi mòn của tư duy tuyển sinh truyền thống trong thời gian qua chưa đáp ứng được những thay đổi và yêu cầu về tự chủ trong tuyển sinh trong giai đoạn hiện nay. Chính vì thế, đổi mới cơ chế tuyển sinh, xây dựng kế hoạch tuyển sinh, đưa ra những giải pháp để triển khai trong giai đoạn hiện nay sẽ giúp Học viện Dân tộc tuyển sinh đủ chỉ tiêu hệ đại học chính quy. Trong phạm vi bài viết này, nhóm tác giả mạnh dạn đề xuất một số giải pháp nâng cao chất lượng tuyển sinh trình độ đại học của Học viện Dân tộc năm học 2021-2022 làm cơ sở để các đơn vị liên quan tham khảo, góp ý, phối hợp triển khai trong năm 2021.

**Từ khóa**

Tuyển sinh đại học; Giải pháp; Học viện Dân tộc; Năm học 2021-2022