

SOLUTIONS TO IMPROVE THE QUALITY OF RECRUITMENT FOR UNIVERSITY PREPARATION SYSTEMS AT UNIVERSITY PREPARATION EDUCATION INSTITUTIONS

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Abstract: Enrollment is the first and critical step in fostering the university preparatory system at pre-university educational establishments across the country. It directly affects the quality of training and fostering. However, the current state of traditional admissions thinking still needs to meet the changes and requirements for autonomy in admissions. Therefore, innovating the enrollment mechanism, building enrollment plans, and implementing future solutions will help pre-university institutions enroll enough students for the pre-university program. In this article, we boldly propose some solutions to enhance the quality of the admission process for pre-university preparatory programs at pre-university institutions nationwide. These proposals serve as a basis for relevant units to consider, provide feedback on, and implement to meet the requirements of general education, preparatory education, and university education in the coming time.

Keywords: Solutions, University preparatory educational institutions, University preparatory, University preparatory enrollment.

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1. INTRODUCTION

Identifying the importance of ethnic minority human resource development, on June 15, 2016, the Government issued Resolution 52/NQ-CP on promoting the development of ethnic minority human resources 2016 - 2020, orientation to 2030 emphasizes: "Consolidate and expand university preparatory schools (faculties), improve the quality of pre-university training for ethnic minority students to ensure quality". University training for ethnic minorities... [1]. The above requirements pose urgent problems for university preparatory educational institutions, which create highly qualified human resources for universities, in changing content, training programs, and methods, training methods... to improve the quality of student training, meeting the requirements of educational practice in the new situation and the increasing requirements of higher education institutions. However, it must be frankly admitted that it is not easy for pre-university educational institutions because, in the immediate future, schools face many difficulties and challenges in all aspects, from school development strategies at the macro level to the specific implementation of training and fostering programs... in which enrollment is one of the essential tasks for university preparatory institutions. This complex issue requires pre-university educational institutions to find a path suitable to each school's development conditions in order to effectively fulfill their mission and achieve the objectives assigned by the Party and State.

2. CONTENT

2.1. Current status of enrollment at university preparatory institutions

Currently, there are 4 ethnic university preparatory schools nationwide, including National Ethnic University on Probation (Viet Tri, Phu Tho), Sam Son University Preparatory School for Ethnic Minorities (Thanh Hoa), Nha Trang Central University for Ethnic Minorities Preparatory School (Khanh Hoa), Ho Chi Minh-Pre-University; 01 ethnic boarding high school under the Ministry of Education and Training with an ethnic university preparatory system is Viet Bac Highland High School; 03 ethnic university preparatory departments of Universities and Institutes: Tay Nguyen University, Can Tho University and Tra Vinh University with a total training scale of over 5,000 students/year. It can be said that enrollment at preparatory educational institutions is a critical task, a "vital" task for schools. Surveying the enrollment results of 05 pre-university educational institutions from 2017 to 2022, the research team obtained the following results:

Table 1. *Current status of enrollment work of pre-university education institutions in the period 2017-2022*

Ordinal	University preparatory educational institutions	Enrollment targets	Enrollment results	
			Quantity	Ratio (%)
1	National Ethnic University on Probation	4.700	4.869	104
2	Sam Son University Preparatory School for Ethnic Minorities	3.450	2.002	58,03
3	Nha Trang Central University for Ethnic Minorities Preparatory School	2.800	1.814	64,79
4	Ho Chi Minh-Pre-University	3.080	2.035	66,07
5	Viet Bac Highland High School	1.750	1.618	92,46
	TOTAL	15.780	12.338	78,19

From the enrollment results of 05 preparatory educational establishments in 2017-2022, it can be seen that the National Ethnic University on Probation (Viet Tri City, Phu Tho Province) is a university preparatory institution. The only one in the group of preparatory schools that meets and exceeds the university preparatory enrollment target. The total enrollment target of the National Ethnic University on Probation accounts for the highest number and rate compared to other educational institutions. Specifically, out of 4,700 targets (2017-2022), for the school years 2017-2018, 2018-2019, and 2019-2020, the enrollment target for each year is 900 students; in the years 2020-2021, 2021-2022, the Ministry of Education and Training increased the enrollment target to 1,000 targets. Although enrollment in preparatory schools and universities in particular faces many difficulties, the National Ethnic University on Probation still enrolls enough students and exceeds the assigned target. Statistical results show that the school's enrollment rate in 5 years (2017-2022) reached 104%.

Standing in second place is Viet Bac Highland High School with 1,618 students/1,750 targets, accounting for 92.46%. Among the 05 university preparatory facilities, the difference between Viet Bac Highlands High School and other facilities is that the school has a high school system, so the university preparatory system in the school, annual target allowed by the Ministry of Education and Training to enroll not as many students as 04 university preparatory schools, about 350 students/year. In addition, many favorable factors such as geographical location and the number of high school students studying at the school mean that every year the school recruits nearly enough students compared to the assigned target.

In third place is Ho Chi Minh-Pre-University. In the 5 years from 2017 to 2022, the school is assigned 3,080 enrollment quotas. Statistical results show that 2,035 students were admitted, accounting for 66.07%. Notably, in 2021 and 2022, the number of admitted students is only equal to and below 50% of the target. In 2021, the school is assigned 640 students but can only recruit 285 students, accounting for 44.53% of the school year's enrollment target. In 2022, in response to the serious decline in the number of students applying for admission to the school, the Ministry of

Education and Training has adjusted the enrollment target for the school year of the Ho Chi Minh-Pre-University to 570 targets. However, at the end of enrollment, the school could only enroll 321 students, accounting for 56.31% of the enrollment target for the school year.

As well as Ho Chi Minh-Pre-University, the two remaining educational institutions are Nha Trang Central University Preparatory School for Ethnic Minorities and Sam Son Ethnic University Preparatory School, the number of students admitted and admitted has not yet met the annual target. Ranked fourth is Nha Trang University Preparatory School for Ethnic Minorities with a total target in 5 years (2017-2022) of 2,800 targets. However, the enrollment results, through the investigation, showed that the achievement rate was only 64.79% with 1,814 students. At Sam Son Ethnic University Preparatory School, in the period 2017-2022, enrollment also faces many difficulties, as the rate of students admitted to the school tends to decrease compared to previous school years. The school's total enrollment target for 5 years is 3,450 students, but in reality, it can only enroll 2,002 students, accounting for 58.03%.

Thus, from the results of investigations and surveys, we see that out of a total of 15,780 targets assigned to 05 pre-university educational institutions in the period 2017-2022, the enrollment rate reached 78.19% with 12,338 students participated in the process of fostering university preparatory knowledge. Of which, the number of ethnic minority students from communes in extremely difficult areas (Area 3) is 1664 students, accounting for 13.49%. There are very few ethnic minority students, 44 students, accounting for 0.28%. Going deeper into the current state of enrollment at each school, we found that many reasons are leading to the decline in enrollment (except in the case of the National Ethnic University on Probation).

Compared to universities nationwide, the number of ethnic preparatory schools and faculties is few. However, ethnic university preparatory schools face many difficulties in recruiting students. Currently, 3/4 of ethnic university preparatory schools do not fully recruit their quota, including some schools that only recruit 50% of students, even though students of university preparatory schools enjoy many incentives such as: a scholarship equal to 80% of the general minimum salary/student/month, 12 months/year; free tuition; receive train and car support for summer or Tet holidays; School supplies, electricity, water, health insurance...

According to Mr. Le Nhu Xuyen, Deputy Director of the Department of Ethnic Education (Ministry of Education and Training), the reason why ethnic university preparatory schools currently have many difficulties in recruiting students is "due to some communes are particularly difficult, meaning the enrollment area of these schools is decreasing. The quality of general education in ethnic minority areas has been improved, especially the quality of boarding schools for ethnic minorities, so the rate of students passing directly into universities has reached about 55%, with some schools reaching over 90%" [2]. Therefore, in recent years, ethnic minority students have had many favorable conditions in choosing majors when applying for university admission.

Not only that, universities, especially the average and lower-ranked universities, use all forms to recruit enough quotas, such as: lowering the standard score to equal to the floor score of the Ministry of Education and Training, considering student admission, transcripts... Therefore, most of the ethnic minority students who have not yet passed their 1st choice admission to key universities choose the path of training through the university preparatory system.

The National Ethnic University on Probation is the only pre-university educational facility in the country that enrolls enough students to meet the annual quota assigned by the Ministry of Education and Training, but the student structure is skewed. Ethnic minorities are recruited to study. In the last 13 school years, the school has had 10,399 students trained through the university preparatory system. Among them, Tay ethnic students are 5,287, accounting for 51%; Nung ethnic students are 2,345 students, accounting for 23%; There are 22 ethnic minorities with less than 10 students have been studying at the school, including 13 ethnic groups with only 1-2 students. Some ethnic groups are tiny, in areas with harsh socio-economic conditions but no students have been recruited to school, including Chut, Mang, Cong, Si La, O Du, Lu, and La Hu. Although the Central Ethnic University Preparatory School as of the 2022-2023 school year still ensures more than 100% of its enrollment target, it has also forecast difficulties in the next 3-5 years, each year the school Enrollment may decrease by 20% to 50% compared to the present.

Ensuring the annual target of preparatory courses in ethnographic studies has both strategic and tactical significance in improving the quality of human resources for ethnic minorities and mountainous areas. However, student demand for university preparatory courses is increasingly decreasing due to the influence of factors such as geographical distance, family economic

conditions, and changes in the labor market, which need more workers than teachers... These are difficulties and challenges that urgently need leaders at all levels from central to local levels, and pre-university educational institutions to find ways to solve them and have breakthrough directions to both ensure annual enrollment targets as well as improve the quality of training to create human resources, especially high-quality human resources for ethnic minority and mountainous areas in the period 2021-2030.

Through the above achievements and limitations, recruiting university preparatory students in the coming period will be a huge opportunity and challenge for university preparatory schools. To successfully enroll students in the university preparatory system in the coming years, it is necessary to promote enrollment and quickly overcome the limitations mentioned above. Improve the capacity and quality of admission to ensure full recruitment; students love the school and the industry and have abilities suitable for the training major at the university level.

2.2. Some solutions to improve the quality of university preparatory enrollment

Based on the current enrollment situation of pre-university educational institutions, we propose several solutions to improve the quality of pre-university enrollment, as follows:

2.2.1. Build a team to work on recruitment

The admissions team plays a significant role, directly affecting the effectiveness of the admissions process, so it is necessary to build a very diverse team including the following subjects:

- Department specialized in recruiting: This department plays a vital role, directly affecting the efficiency and quality of the school's enrollment work. This department will develop and implement a plan to promote, consult, and communicate issues related to the school's enrollment work.

- Department of Officials and Employees: Admissions work is an activity of the whole school; every school member must be responsible for participating. To do this, each officer and employee must first be aware that their work in recruiting students directly impacts the school's existence and development because students must be able to operate. As a result, officials and teachers will have to cut. To accomplish this, the school must have measures to encourage officials and teachers to create an atmosphere of competition and striving in each officer and employee in enrollment activities.

- Student department: Mobilize students to participate in enrollment work by encouraging them to promote the school's enrollment work and the quality of training and fostering of the school to relatives and friends. At the same time, there is a reward system for students to mobilize more people to study at school.

- Departments of local Departments of Education and Training in ethnic minority and mountainous areas, general education establishments, continuing education centers...: Enrollment work, although it is the task of the school, is we just rely on the school's human resources, it is not enough, we must know how to take advantage of outside forces. On the one hand, they are the people who deal directly with students and parents every day; on the other hand, their voice will strongly impact on the decision of students or parents to choose a learning path after their children graduate from high school. Therefore, the school needs to coordinate with departments of education, high schools, continuing education centers... in announcing admission and receiving documents for the school.

2.2.2. Develop a communication strategy and promote the school brand

- Develop communication, promotion, and marketing strategies on aspects such as: Ethnicity policies of the Party and State for students in ethnic minority areas, products, tuition... Popularizing ethnic policies and ethnic groups and strengthening counseling and career guidance for students are the focus of the marketing strategy, as well as innovative communication to promote the brand of university preparatory schools. It will become a solid fulcrum for the consulting, enrollment, and career guidance process for students in ethnic minority areas.

- Develop strategies for education, training, and creating high-quality human resources training suitable to the capacity and needs of society, such as Doctors, pharmacists, information technology, engineers, culture, tourism... and specific industry groups related to ethnic affairs.

- Promote communication and promotion in enrollment.

- Widely disseminate the Party and State's policies and priorities that ethnic minority students will receive when studying at ethnic university preparatory schools.

- Improve working processes, and solve tasks scientifically, quickly, and methodically.

- In the trend of anticipating human resource requirements of the 4.0 revolution, continue to innovate communication, service, and enrollment consulting. Admissions specialists must be

experts in career counseling and guidance instead of just providing information to candidates. Each employee at pre-university educational institutions must consider learners as customers to regularly and proactively improve the quality of service at units such as the quality of academic counseling and career counseling, simplifying administrative procedures and student management...

- Continue to improve the qualifications of teachers and service staff, especially the team in charge of enrollment.

2.2.3. Strengthen propaganda and dissemination of ethnic policies of the Party and State to raise awareness of ethnic minority students about priorities in education and training through the university preparatory system

- Focus on propagating and disseminating the viewpoints, goals, and basic tasks of the Party and State's ethnic work strategy in education and training to raise awareness for the number of ethnic minority students. Specifically, the system of documents, Decrees, Circulars, and Decisions... of the Government on ethnic affairs in the field of education and training that university preparatory schools are currently implementing. Admissions officers need to carefully study documents, filter content, and regulations on priority policies for ethnic minority students to be able to propagate, disseminate, and advise accurately and properly.

2.2.4. Increase investment in facilities and application of information technology in enrollment work

Applying information technology to enrollment management will help with admission steps such as determining quotas, announcing enrollment, communication, advertising in enrollment, and receiving and managing special applications. Especially the recruitment process is accurate. The contents of this measure include:

- Evaluate resources and content of information technology applications in enrollment management as well as training and fostering management.

- Develop a project to apply information technology to the process of enrollment management, educational management, school management, and training activities management in university preparatory facilities;

- Establish a steering committee for applying of information technology in university preparatory schools.

Building software for enrollment management: determining enrollment quotas from physical resources, managing enrollment records, classifying, storing, creating exam questions, marking multiple-choice exams, saving money, entering admission scores, reviewing admission, filtering admitted candidates, and calling candidates for admission.

Organize training for administrators and teachers to improve computer skills to meet the need for computerization of enrollment management as well as management of training and fostering activities.

2.2.5. Strengthen supervision and evaluation of enrollment work

- Based on inspection and examination regulations of relevant ministries and branches, develop and update inspection regulations related to enrollment work to concretize prospective educational institutions' university conditions.

- Develop specific plans for annual inspection and examination;

- Develop a strict and detailed inspection, examination, and supervision process for each stage of the inspection work;

- Continue to improve the professional qualifications of the inspection collaboration team.

3. CONCLUSION

Developing human resources in ethnic minority areas has always received special attention from our Party and State. Resolution No. 29-NQ/TW on fundamental and comprehensive innovation in Education and Training has set the goal: "Create fundamental and strong changes in the quality and effectiveness of education and training; increasingly meet the work of building and protecting the Fatherland and the learning needs of the people. Educating Vietnamese people to develop comprehensively and best promote the potential and creativity of each individual; love family, love Fatherland, love fellow citizens; live well and work effectively; Building an open education system, real learning, practice, good teaching, good learning, good management; have reasonable educational structures and methods, associated with building a learning society; ensure conditions for improving quality; standardization, modernization, democratization, socialization and international integration of the education and training system; maintain socialist orientation and national identity. Striving by 2030, Vietnam's education system will reach an advanced level in the

region" [3]. Therefore, recruiting, fostering, and creating human resources for ethnic minority areas through the university preparatory system is one of the essential tasks of pre-university educational institutions. Proposing solutions to improve the quality of pre-university admission at pre-university educational institutions across the country is necessary for schools. Therefore, in the coming time, pre-university educational institutions need to promote enrollment, promote the brand and quality of the school according to the enrollment plan so that learners can understand enrollment information and register for admission.

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GIẢI PHÁP NÂNG CAO CHẤT LƯỢNG CÔNG TÁC TUYỂN SINH HỆ DỰ BỊ ĐẠI HỌC TẠI CÁC CƠ SỞ GIÁO DỤC DỰ BỊ ĐẠI HỌC

Tóm tắt: Đối với quá trình bồi dưỡng hệ dự bị đại học tại các cơ sở giáo dục dự bị đại học trên cả nước thì công tác tuyển sinh là khâu đầu tiên, then chốt và ảnh hưởng trực tiếp đến chất lượng đào tạo, bồi dưỡng. Tuy nhiên, thực trạng lối mòn của tư duy tuyển sinh truyền thống chưa đáp ứng được những thay đổi và yêu cầu về tự chủ trong tuyển sinh 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 thời gian tới góp phần giúp các cơ sở dự bị đại học có thể tuyển sinh đủ chỉ tiêu hệ dự bị đại học. Trong phạm vi bài viết, chúng tôi mạnh dạn đề xuất một số giải pháp nâng cao chất lượng công tác tuyển sinh hệ dự bị đại học tại các cơ sở dự bị đại học trên cả nước làm cơ sở để các đơn vị liên quan tham khảo, góp ý, triển khai, đáp ứng yêu cầu của thực tiễn giáo dục phổ thông, giáo dục dự bị và giáo dục đại học trong thời gian tới.

Từ khóa: Cơ sở giáo dục dự bị đại học, hệ dự bị đại học, giải pháp, tuyển sinh hệ dự bị đại học.