

CURRENT STATUS AND MEASURES FOR MANAGING THE ASSESSMENT OF LEARNING OUTCOMES IN COLLEGES IN NGHE AN PROVINCE

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This article analyzes and evaluates the current status of managing the assessment of students' learning outcomes in colleges (within the vocational education sector) in Nghe An province. The survey and analysis are conducted based on the essential functions of management activities: planning, organizing, directing, and evaluating. Additionally, factors affecting the management of the assessment of students' learning outcomes are surveyed according to their levels of impact and influence. The findings on the effectiveness of implementing these management functions reveal the current status of managing the assessment of learning outcomes in colleges in Nghe An province. These findings form the basis for proposing measures to improve the effectiveness of managing learning outcome assessment activities in colleges across the province.

Keywords: Management of assessment activities; learning outcomes; colleges; Nghe An province.

1. Introduction

In the context of the Fourth Industrial Revolution, international integration, and globalization across various fields, the consistent guiding principles of our Party and State emphasize continuous innovation, development, and quality enhancement in vocational education. The goal is to rapidly develop vocational education to meet the diverse needs of the labor market, address the demands of society, and cater to the increasing quantity, structure, and quality of skilled human resources essential for national development in each period.

To achieve this goal, one critical task involves "...innovating and diversifying testing and assessment methods, with the participation and recognition of employers, as well as implementing the recognition of skills and qualifications acquired through formal education and practical work experience at home and abroad..." (Prime Minister, 2021a). Furthermore, this

involves “...innovating the assessment of learners' knowledge and skills, and developing a system for assessing and evaluating the quality of vocational education...” (Central Party Executive Committee, 2023).

Testing and evaluating learners' learning outcomes is a pivotal step in the education and training process, as well as in the management of educational institutions. The information obtained through testing and evaluation serves as feedback to help managers and teachers make timely adjustments to educational and training activities, thereby enhancing the quality of education and training. For these evaluations to be objective, accurate, systematic, and scientific, educational institutions must continuously improve the effectiveness of managing this activity.

Although colleges in the vocational education sector in Nghe An province (hereafter referred to as “colleges in Nghe An”) have followed the general regulations set by the Ministry of Labor, Invalids, and Social Affairs, limitations and shortcomings remain. Thus, studying and proposing measures to enhance the effectiveness of assessing students' learning outcomes is necessary.

2. Research content

2.1. Fundamental concepts

2.1.1. Testing

Testing is an integral part of the teaching and learning process, aimed at gathering information about students' current learning status, identifying the causes of challenges, and finding solutions to address gaps. At the same time, testing helps consolidate and enhance the effectiveness of teaching and learning activities (D. K. Tran, 2016). In education and training, testing refers to measuring and collecting data to determine how much knowledge, skills, attitudes, or abilities each learner has acquired after studying. Testing also provides feedback to refine teaching and learning processes.

2.1.2. Assessment

Assessment involves collecting information and evidence about the subject being evaluated to determine the level of achievement based on predefined criteria and standards. Assessment can be either quantitative or qualitative (Dictionary of Education, 2001). In essence, the assessment of learning outcomes compares and contrasts learners' actual achievements - such as knowledge, skills, and attitudes - with expected results, as defined in teaching objectives.

2.1.3. Managing the activities of testing and assessment of students' learning outcomes

Managing the testing and assessment of students' learning outcomes refers to the deliberate and planned efforts by management to oversee the processes of testing and evaluation. The goal is to ensure accuracy, objectivity, and transparency, thereby reflecting the true state of teaching and learning quality. Effective management also identifies causes of issues and proposes measures to improve teaching quality and overall educational outcomes (L. Tran *et al.*, 2023).

2.2. Organization of survey implementation

2.2.1. Survey purpose

The survey aims to evaluate the current status of managing the testing and assessment of students' learning outcomes, focusing on the four essential management functions: planning, organizing, directing, and evaluating. It also examines factors influencing the management of these activities, providing a basis for proposing measures to improve their effectiveness at colleges in Nghe An province.

2.2.2. Survey content

The survey focuses on the following key aspects: (1) Awareness of the processes for testing and evaluating students' learning outcomes. (2) Planning activities related to testing and evaluation. (3) Organizing and implementing testing and evaluation activities. (4) Supervising and directing these activities as per the delegation of authority. (5) Evaluating the current practices in testing and assessment. (6) Examining the resources and conditions supporting testing and evaluation activities.

2.2.3. Survey subjects and locations

The survey focuses on the following groups: **Management personnel (MP)**: This includes principals, vice-principals (school boards), heads of departments and faculties, and subject group leaders (key management staff). **Lecturers (L)**: These are teaching staff from colleges in Nghe An province. Details about the surveyed subjects are outlined in Table 1.

Table 1: Details about the surveyed subjects

No.	Public college	Surveyed subjects			Total
		L	MP		
			School Board	Key staff	
1	Central College of Transport and Communications (Central College of Transport IV)	12	2	12	26
2	Vietnam - Korea Industrial Technical College Nghe An	32	2	14	48
3	Nghe An Vietnamese - German College	36	2	16	54
4	Nghe An College of Commerce and Tourism	24	2	12	38
5	Nghe An College of Economics and Technology No. 1	16	2	14	32
6	Vocational College No. 4 (Ministry of National Defense)	20	2	14	36
7	Nghe An College of Culture and Arts	12	2	12	26
	Total	152	14	94	260

Survey locations: The survey is conducted at public colleges in Nghe An province that belong to the vocational education system. These institutions share common

characteristics in terms of establishment and development, training levels, scale, staff quality, and physical facilities, as detailed below:

Establishment and development: Most colleges were upgraded from vocational or secondary professional schools after 2007. They provide training for skilled human resources at college, intermediate, and primary levels, as well as continuous education programs, in compliance with the Vocational Education Law (Ministry of Labor, Invalids and Social Affairs, 2007a, 2007b, 2008, 2011a, 2011b, 2017a, 2017b, 2017c; Ministry of Education and Training, 2004, 2008).

Policy support: These colleges benefit from certain advantages such as policy mechanisms and financial support from local governments and managing ministries. With low tuition fees subsidized by the state, students pay minimal contributions (Ministry of Labor, Invalids and Social Affairs, 2023; Prime Minister, 2021b, 2023). Most colleges focus on technical fields of study, and their graduates are highly sought after by employers, ensuring favorable employment opportunities (Nghe An Provincial Party Committee, 2022).

Enrollment challenges: The primary recruitment base for these colleges consists of students graduating from secondary and high schools in Nghe An province and neighboring districts in Ha Tinh province. However, there is a prevailing mindset among students and parents that prioritizes university education as the first choice. This creates significant enrollment challenges, resulting in low-quality student intake. Such challenges affect most colleges, except for institutions with a strong history in vocational training and investment from national and international funding sources, such as the Vietnamese-German College and the Vietnam-Korea Industrial Technical College (Department of Labor, Invalids and Social Affairs of Nghe An, 2021, 2022, 2023; Nghe An Provincial Party Committee, 2022).

Infrastructure and resources: Despite recent state investments in infrastructure, equipment, and facilities for these colleges, they remain insufficient to meet the demands of technological advancement and real-world production. Financial constraints, low salaries for staff and lecturers, and inconsistencies in policy frameworks significantly impact motivation, work efficiency, and contributions to institutional development. Furthermore, institutional governance remains ineffective, with various shortcomings and limitations (Nghe An Provincial Party Committee, 2022).

2.2.4. Survey methods and data processing

The survey was conducted through opinion collection, with respondents randomly selected. Data was gathered using questionnaires designed on Google Forms, with survey links shared online via email or Zalo. To clarify certain points, the authors also employed direct interviews and sought expert opinions.

Survey data were entered and processed using IBM SPSS 27.0 and Excel to create tables and analyze the mean scores (M) and standard deviations (SD). Higher mean scores indicate that the corresponding content was evaluated more positively. Results from the survey responses were processed using quantitative statistical methods. The authors applied two evaluation methods: percentage-based quantitative assessment and mean score analysis for the evaluated contents. The study used a 5-point Likert scale to assess the suitability of each surveyed content. Specific conventions for the scale are outlined in Table 2.

Table 2: Specific conventions for the scale

M	1.0 <M≤ 1.8	1.8 <M≤ 2.6	2.6 <M≤ 3.4	3.4 <M≤ 4.2	4.2<N≤ 5.0
Level of assessment	Poor (disagree / ineffective)	Weak (little agreement / little effectiveness)	Average (agree / effective)	Fair (quite agree/quite effective)	Good (strongly agree/very effective)

2.2.5. Data reliability

The reliability of the data in this study was assessed using Cronbach’s Alpha analysis. Specifically:

- A scale is considered reliable when its Cronbach’s Alpha value is 0.60 or higher (Hoang & Chu, 2008).
- Observed variables within each scale are accepted when the corrected item-total correlation is 0.30 or higher (Nunnally, 1978; Slater, 1995).

The Cronbach’s Alpha reliability coefficients for the data are presented in Table 3.

Table 3: Cronbach's Alpha reliability coefficient analysis results

Scale	Total variable correlation coefficient	Cronbach's Alpha if variables are deleted	Cornbach’s Alpha
The school board's awareness of testing and assessment activities of students	0.633 - 0.924	0.786 - 0.900	0.889
Managers' awareness of assessment activities of students' learning outcomes	0.632 - 0.809	0.802 - 0.872	0.872
Teachers' awareness of testing activities to assess students' learning outcomes	0.715 - 0.868	0.857 - 0.911	0.910
Manage planning and testing activities to evaluate students' learning outcomes	0.416 - 0.782	0.757 - 0.855	0.854
Manage activities to organize and implement inspection and evaluation activity plans.	0.442 - 0.819	0.755 - 0.871	0.850
Manage activities to direct the implementation of inspection and evaluation activity plans.	0.373 - 0.779	0.705 - 0.829	0.805
Managing testing and evaluation activities	0.469 - 0.804	0.775 - 0.864	0.848
Management of supporting conditions to ensure assessment and inspection activities	0.480 - 0.672	0.676 - 0.718	0.778

The statistical analysis reveals that all observed variables within each component scale have a total correlation coefficient greater than 0.30. Additionally, the Cronbach's Alpha values for the scales range from 0.8 to nearly 1, indicating excellent measurement reliability. This demonstrates that all component scales meet the required reliability criteria. Furthermore, the observed variables in each scale exhibit strong correlations with the overall scale and were therefore retained for subsequent analyses and statistical evaluations.

3. Results and discussion

3.1. Current perceptions of the need to manage assessment activities in vocational colleges in Nghe An province

The perception of assessment activities for learning outcomes among students is measured using four observed variables:

- **NT01:** Awareness of the role and significance of assessment activities for learning outcomes.
- **NT02:** Awareness of the content of assessment activities for learning outcomes.
- **NT03:** Awareness of the process of assessment activities for learning outcomes.
- **NT04:** Awareness of the conditions ensuring effective assessment activities for learning outcomes.

Surveying 14 school board members from vocational colleges in Nghe An Province revealed that the leadership's perception of assessment activities for learning outcomes is rated as good, with an average score of 4.8 (Table 4).

Table 4: Board of directors' awareness of testing and evaluating students' learning outcomes

No.	Variables	Level of awareness					Mean
		Poor	Weak	Average	Fair	Good	
1	NT01	0	0	0	2/14 (14.29%)	12/14 (85.71%)	4.87
2	NT02	0	0	0	4/14 (28.57%)	10/14 (71.43%)	4.73
3	NT03	0	0	0	3/14 (21.43%)	11/14 (78.57%)	4.80
4	NT04	0	0	0	3/14 (21.43%)	11/14 (78.57%)	4.80

Similarly, a survey of 94 department heads and deputies in these colleges indicated that their perceptions are also rated as good, with an average score of 4.08 (Table 5).

Table 5: Managers' awareness of testing and evaluating students' learning outcomes

No.	Variables	Level of awareness					Mean
		Poor	Weak	Average	Fair	Good	
1	NT01	0	2/94 (2.13%)	10/94 (10.64%)	33/94 (35.11%)	49/94 (52.13%)	4.37
2	NT02	0	2/94 (2.13%)	18/94 (19.15%)	25/94 (26.60%)	49/94 (52.13%)	4.29
3	NT03	0	3/94 (3.19%)	39/94 (41.49%)	23/94 (24.47%)	29/94 (30.85%)	3.83
4	NT04	0	2/94 (2.13%)	38/94 (40.43%)	28/94 (29.79%)	26/94 (27.66%)	3.83

For faculty members, the survey of 152 lecturers from these colleges showed that their perception is rated as fair, with an average score of 3.67 (Table 6).

Table 6: Faculty members' awareness of testing and evaluating students' learning outcomes

No.	Variables	Level of awareness					Mean
		Poor	Weak	Average	Fair	Good	
1	NT01	0	26/152 (17.1%)	29/152 (19.1%)	53/152 (34.9%)	44/152 (28.9%)	3.76
2	NT02	0	25/152 (16.45%)	52/152 (34.21%)	38/152 (25.0%)	37/152 (24.34%)	3.57
3	NT03	0	30/152 (19.7%)	53/152 (34.9%)	33/152 (21.7%)	36/152 (23.7%)	3.49
4	NT04	0	24/152 (15.8%)	27/152 (17.8%)	48/152 (31.6%)	53/152 (34.9%)	3,86

In summary, the perception of school board members, key administrative staff, and lecturers regarding assessment activities for learning outcomes ranges from fair to good. Among these groups, lecturers' perceptions were rated lower than those of school leaders and key administrative staff, with average scores of 3.67 compared to 4.08 and 4.8, respectively.

In terms of specific variables, the NT03 variable - awareness of the process of assessment activities for learning outcomes - received the lowest rating among lecturers, with 83 out of 152 responses (54.6%) rated as weak or average. Interviews with some lecturers revealed that they pay little attention to assessment processes, primarily fulfilling assigned tasks without attending training or professional development workshops. Most respondents reported improving their skills independently and relying on experience.

3.2. Current status of planning for learning outcome assessment in vocational colleges in Nghe An province

The management of planning for learning outcome assessment is measured using five observed variables:

- **LapKH01:** Developing plans for learning outcome assessment.
- **LapKH02:** Defining assessment objectives aligned with the institution's training program.
- **LapKH03:** Scientifically and feasibly defining assessment content that aligns with reality.
- **LapKH04:** Determining specific and reasonable methods for conducting assessments (e.g., management, test design, grading).
- **LapKH05:** Organizing implementation, allocating resources, and ensuring conditions for executing the plan.

A survey of 258 participants, including school principals, vice principals, department heads, and lecturers from vocational colleges, shows that the management of planning for learning outcome assessment is rated as fair, with an overall average score of 3.44 (Table 7).

Table 7: Current status of planning for learning outcome assessment

No.	Variables	Level of implementation					Mean
		Poor	Weak	Average	Fair	Good	
1	LapKH01	4/258	28/258	92/258	84/258	50/258	3.57
2	LapKH02	6/258	69/258	74/258	64/258	45/258	3.28
3	LapKH03	5/258	36/258	92/258	83/258	42/258	3.47
4	LapKH04	5/258	54/258	106/258	51/258	42/258	3.28
5	LapKH05	8/258	42/258	60/258	87/258	61/258	3.59

The survey results regarding planning for learning outcome assessment activities show that two variables received lower average ratings:

- **LapKH02:** Defining assessment objectives aligned with the institution's training program.

- **LapKH04:** Determining specific and reasonable methods for conducting assessments (e.g., management, test design, grading).

Both variables were rated as average, with an identical mean score of 3.28. Specifically, **LapKH02** received 149 out of 258 responses (57.75%) rated as poor, weak, or average, while **LapKH04** received 165 out of 258 responses (63.96%) rated similarly (Figure 1).

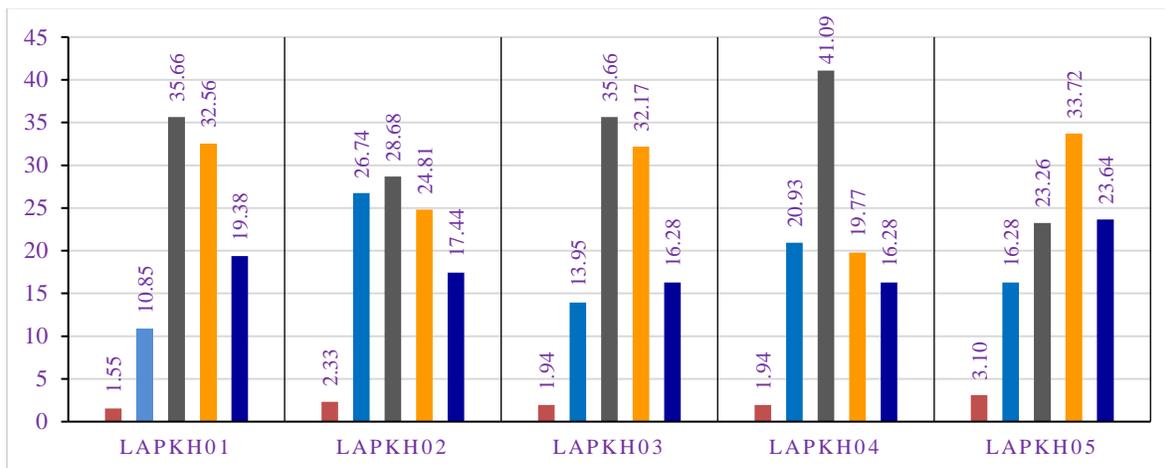


Figure 1: Current status of management of planning, testing and evaluating students' learning outcomes

To better understand these results, the author conducted direct interviews with several administrators and faculty members and reviewed institutional plans. The findings indicate that all surveyed colleges develop learning outcome assessment plans at the beginning of each academic term and year for the entire program. However, most plans focus on verifying students' learning outcomes without emphasizing objectives that serve as a basis for improving teaching and learning processes.

3.3. Current organization of learning outcome assessment activities

The organizing learning outcome assessment activities was measured using five variables:

- **TCTH01:** Delegating and decentralizing the management of learning outcome assessments with reasonable structures.
- **TCTH02:** Scientifically and effectively implementing assessment plans (e.g., test design, test management, grading, result announcement).
- **TCTH03:** Arranging and assigning specific tasks in assessment activities.
- **TCTH04:** Defining detailed roles, responsibilities, and benefits for faculty and staff involved in assessment activities.
- **TCTH05:** Organizing training and guidance for faculty on conducting assessment activities.

The survey of 258 respondents, including school principals, vice principals, department heads, and faculty members, indicates that the organization of Learning Outcome Assessment Activities is rated as average, with an overall mean score of 3.36 (Table 8). Among the variables, TCTH02, TCTH04, and TCTH05 were rated the lowest, with mean scores of 3.22, 3.28, and 3.26, respectively. Specifically:

- **TCTH02:** 161 out of 258 responses (62.4%) rated as poor, weak, or average.
- **TCTH04:** 161 out of 258 responses (62.4%) rated similarly.
- **TCTH05:** 157 out of 258 responses (60.85%) rated similarly (Figure 2).

Table 8: Current status of organizing and implementing activities to test and evaluate students' learning outcomes

No.	Variables	Level of implementation					Mean
		Poor	Weak	Average	Fair	Good	
1	TCTH01	3/258	25/258	93/258	96/258	41/258	3.57
2	TCTH02	5/258	65/258	91/258	62/258	35/258	3.22
3	TCTH03	5/258	33/258	92/258	86/258	42/258	3.49
4	TCTH04	5/258	50/258	106/258	61/258	36/258	3.28
5	TCTH05	8/258	45/258	104/258	75/258	26/258	3.26

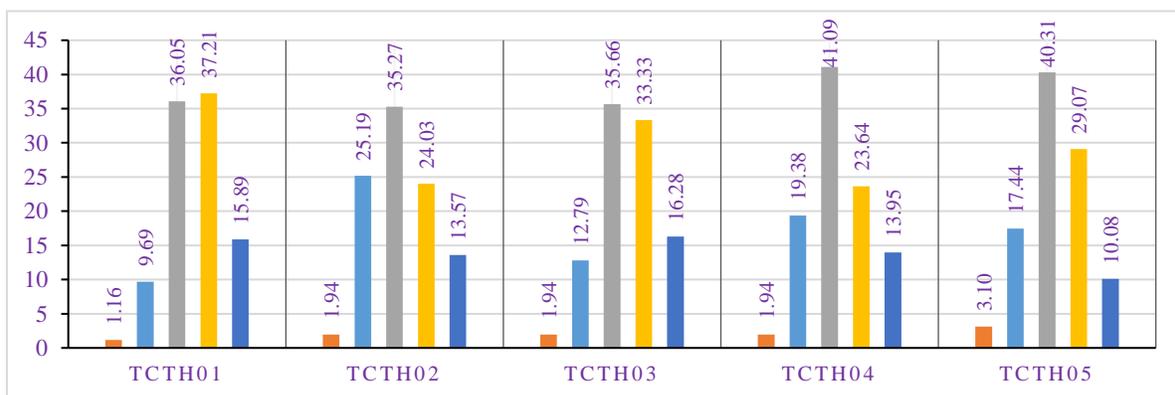


Figure 2: Current status of organization and implementation of plans to test and evaluate students' learning outcomes

Direct discussions revealed several issues:

- Test and exam formats are rarely updated, with most institutions relying on a static question bank reused across multiple cohorts.

- For periodic or final course/module assessments, tests are often designed solely by teaching faculty, leading to a “teach what you test” approach. Consequently, the results may not accurately reflect the quality of teaching and learning, nor are they reliable for inter-class comparisons.

- Faculty and staff benefits for participating in assessment activities are calculated per the workload policies for educational staff but remain disproportionately low. For example:

- Designing final exam questions, including answer keys, is only credited between 0.25 and 1.5 standard hours, depending on the type of test.
- Supervising one test hour is credited as 0.3 standard hours.
- Grading is credited between 0.1 and 0.2 standard hours per paper.
- Graduation exams offer slightly higher credits: 0.5 to 2.5 hours per test for design, 0.5 standard hours for supervision, and 0.2 to 0.4 standard hours per paper for grading.

Training sessions to guide faculty on conducting assessment activities are infrequent. These limitations highlight areas that colleges must address and improve.

3.4. Management of learning outcome assessment plans

The managing the implementation of learning outcome assessment plans was measured using five variables:

- **CDTH01:** School leadership's direction in implementing the assessment plans.
- **CDTH02:** Departments and faculty teams' direction in implementing the assessment plans.
- **CDTH03:** Promoting faculty roles in assessment activities.
- **CDTH04:** Encouraging and motivating faculty, staff, and students to participate in assessment activities (e.g., rewards and penalties).
- **CDTH05:** Developing, improving, and issuing regulations and guidelines for assessment activities.

The survey results indicate that the management of implementing learning outcome assessment plans is rated as fair, with an overall mean score of 3.48 (Table 9).

Table 9: *Current status of management and direction of implementation of plans to test and evaluate students' learning outcomes*

No.	Variables	Level of implementation					Mean
		Poor	Weak	Average	Fair	Good	
1	CDTH01	3/258	28/258	87/258	84/258	56/258	3.63
2	CDTH02	4/258	33/258	80/258	86/258	55/258	3.60
3	CDTH03	5/258	45/258	105/258	70/258	33/258	3.31
4	CDTH04	5/258	54/258	106/258	51/258	42/258	3.28
5	CDTH05	8/258	30/258	86/258	76/258	58/258	3.57

Considering the detailed contents of CDTH03 and CDTH04, these aspects were rated lower, with a significant percentage of opinions evaluating them as poorly executed, weak, or average. Specifically, the rates were as follows: CDTH03: 59.45%, and CDTH04: 63.96% (Figure 3). To clarify these findings, the author conducted direct interviews with school leaders and key staff members. The interviews revealed that schools are attentive

to directing innovations and diversifying forms and methods of assessment for students' academic results.

However, in practice, the assessment methods predominantly focus on essay-based evaluations. Classroom assessment conducted by teaching staff is not consistent, and the test content heavily relies on question banks. Updating, revising, and supplementing these question banks remains slow and irregular. Some staff and teachers supervising exams are not stringent in enforcing rules; grading often shows leniency due to a “sympathetic” approach toward students. Additionally, some teachers reportedly approach assessments as a formality, fulfilling school requirements without genuine engagement, and conduct tests merely to complete grading quotas.

As for CÐTH04, its lower rating is attributed to the following reasons: the benefits afforded to staff and teachers participating in student assessment activities are not commensurate with their efforts (e.g., the conversion of assessment activities into standardized teaching hours is undervalued). Furthermore, achievements in assessment activities are not adequately considered in the annual performance evaluation criteria of schools.

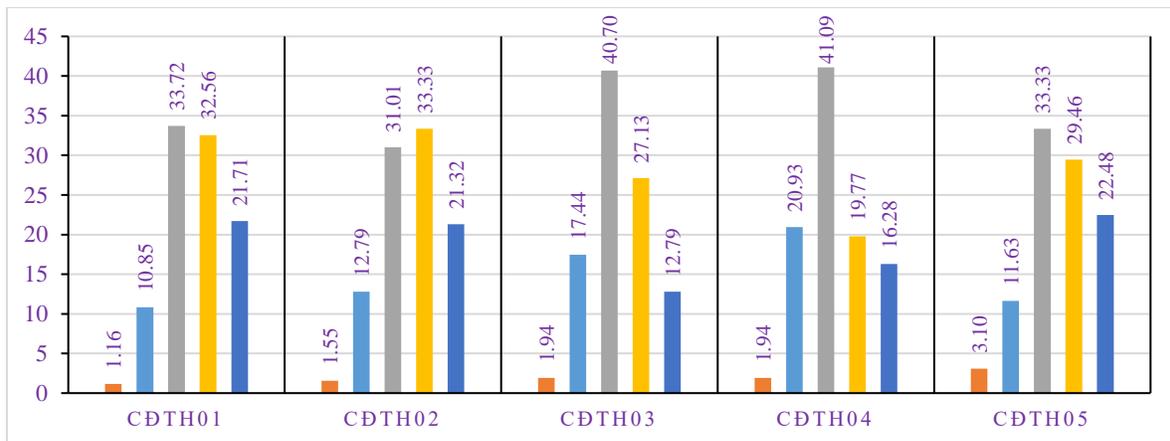


Figure 3: Current status of directing the implementation of the plan to test and evaluate students' learning outcomes

3.5. Current status of assessment and evaluation practices in Nghe An colleges

Findings indicate that colleges have made efforts to innovate and diversify assessment methods and formats. However, assessment practices predominantly focus on written tests. Classroom assessments by lecturers remain infrequent, with test content relying heavily on question banks, which are updated irregularly. Some invigilators lack strict adherence to protocols, while grading often reflects a lenient approach, influenced by personal bias or “sympathy” for students. There are also reports of lecturers conducting assessments perfunctorily, fulfilling only administrative requirements. This leads to issues like insufficient effort in aligning assessments with actual student performance.

Notably, the modest evaluation of Indicator CÐTH04 is attributed to discrepancies between the efforts of faculty involved in assessments and the benefits they receive (e.g., low conversion rates to standard hours). Moreover, the contribution of assessment practices to annual performance evaluations remains overlooked in many institutions.

Table 10: Current status of inspection, examination and assessment activities of students' learning outcomes

No.	Variables	Level of implementation					Mean
		Poor	Weak	Average	Fair	Good	
1	TTKT01	3/258	28/258	101/258	81/258	45/258	3.53
2	TTKT02	4/258	30/258	110/258	70/258	44/258	3.47
3	TTKT03	5/258	69/258	106/258	52/258	26/258	3.10
4	TTKT04	5/258	60/258	106/258	51/258	36/258	3.21
5	TTKT05	5/258	30/258	100/258	76/258	47/258	3.50

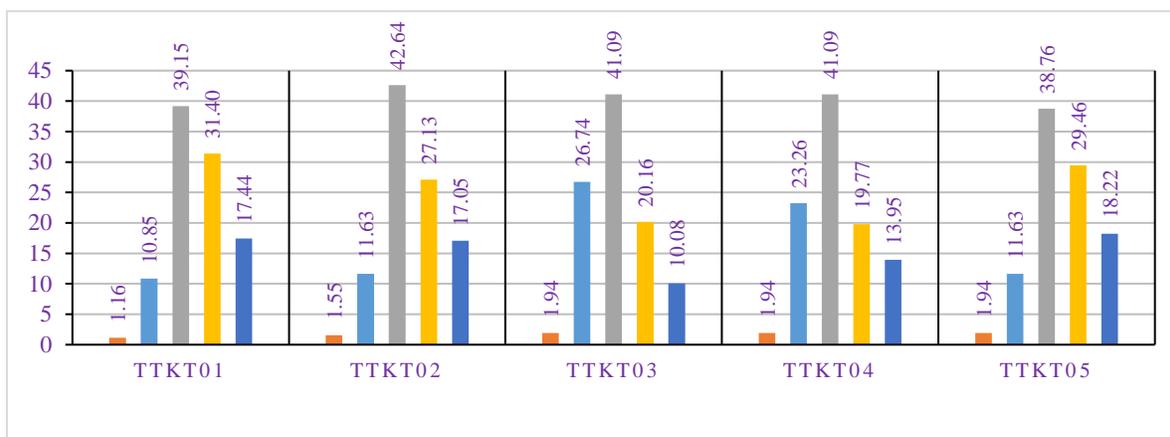


Figure 4: Current status of inspection, examination and assessment activities of students' learning outcomes

3.6. Current management of support systems for assessment practices in Nghe An colleges

The supporting conditions for effective assessment was measured using four indicators:

- **Support mechanisms (ĐKĐBHD01):** Including policies, laws, and regulations on assessment.
- **Organizational and human resources (ĐKĐBHD02):** Personnel involved in assessments.
- **Financial and physical resources (ĐKĐBHD03):** Infrastructure and funding allocated for assessments.
- **Information systems and environment (ĐKĐBHD04):** Supporting digital tools and the surrounding environment for assessments.

Survey results reveal a moderate performance level with an average score of 3.46. However, Indicator ĐKĐBHD04 received the lowest ratings, with 21.32% of responses rating it as poor or weak. Discussions with school leaders and field observations highlighted the lack of comprehensive IT systems. Most colleges utilize basic management software for student profiles and fee collection but lack advanced tools like automated exam generation software, test banks, or computer-based assessment systems. This hampers digital transformation efforts in assessment practices.

Table 11: Current status of management of supporting conditions to ensure testing and assessment of students' learning outcomes

No.	Variables	Level of implementation					Mean
		Poor	Weak	Average	Fair	Good	
1	ĐKĐBHĐ01	3/258	25/258	96/258	96/258	38/258	3.55
2	ĐKĐBHĐ02	5/258	58/258	82/258	71/258	42/258	3.34
3	ĐKĐBHĐ03	5/258	26/258	85/258	93/258	49/258	3.60
4	ĐKĐBHĐ04	5/258	50/258	81/258	96/258	26/258	3.34



Figure 5: Current status of management of supporting conditions to ensure testing and assessment of students' learning outcomes

4. Proposed measures to enhance assessment management in Nghe An colleges

4.1. Raising awareness among administrators and lecturers

The aim is to foster a thorough understanding of the objectives, roles, and importance of assessment practices among administrators and lecturers. Activities include:

- Organizing workshops, forums, and professional training sessions on innovative teaching and assessment methods.
- Incorporating assessment-related criteria into performance evaluation frameworks and workload regulations to motivate active participation in assessment activities.

4.2. Innovating assessment planning processes

The objective is to improve the effectiveness of planning for assessment activities. Key actions include:

- Setting clear objectives aligned with competency-based education.
- Diversifying content and methods to promote critical thinking, creativity, and professional skills among students.

4.3. Enhancing competency of administrators and lecturers

This measure seeks to improve the technical and professional skills of faculty members in assessment. Initiatives include:

- Conducting training on assessment techniques, software usage, and digital tools.

- Regularly reviewing assessment practices to exchange knowledge and refine processes.

4.4. Strengthening monitoring and evaluation

The goal is to ensure accurate, timely feedback on assessment practices to guide improvement. Actions include:

- Implementing regular and ad-hoc inspections of assessment activities.
- Establishing clear evaluation criteria and providing feedback mechanisms for continual improvement.

4.5. Investing in infrastructure and resources

To enhance the quality and fairness of assessments, it is crucial to:

- Develop IT systems for managing exams, question banks, and automated grading.
- Ensure adequate funding and regular maintenance of facilities and equipment.

5. Conclusion

The current management of assessment practices in Nghe An colleges has achieved moderate effectiveness, with average scores ranging from 3.36 to 3.48. While significant efforts have been made, challenges such as limited infrastructure, outdated practices, and inconsistent planning persist. These findings provide a basis for proposing actionable measures to enhance the quality and effectiveness of assessment management in these institutions. Each college should adapt the proposed measures to its specific context for optimal results.

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TÓM TẮT

THỰC TRẠNG VÀ BIỆN PHÁP QUẢN LÝ HOẠT ĐỘNG KIỂM TRA ĐÁNH GIÁ KẾT QUẢ HỌC TẬP Ở CÁC TRƯỜNG CAO ĐẲNG TỈNH NGHỆ AN

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Bài viết phân tích, đánh giá về thực trạng quản lý hoạt động kiểm tra đánh giá kết quả học tập của học sinh, sinh viên ở các trường cao đẳng (thuộc khối giáo dục nghề nghiệp) công lập tỉnh Nghệ An. Nội dung khảo sát, phân tích được thực hiện theo các chức năng cơ bản của hoạt động quản lý (lập kế hoạch, tổ chức thực hiện, chỉ đạo thực hiện và kiểm tra đánh giá). Bên cạnh đó, các yếu tố ảnh hưởng đến quản lý hoạt động kiểm tra đánh giá kết quả học tập của học sinh sinh viên cũng được khảo sát theo những mức độ tác động và ảnh hưởng khác nhau. Việc khảo sát, phân tích hiệu quả thực hiện các chức năng quản lý nêu trên đã xác định được thực trạng quản lý hoạt động kiểm tra đánh giá kết quả học tập ở các trường cao đẳng tỉnh Nghệ An hiện nay. Đó sẽ là cơ sở cho việc đề xuất các biện pháp quản lý nhằm nâng cao hiệu quả quản lý hoạt động kiểm tra đánh giá kết quả học tập ở các trường cao đẳng tỉnh Nghệ An.

Từ khóa: Quản lý hoạt động kiểm tra đánh giá; kết quả học tập; trường cao đẳng; tỉnh Nghệ An.