

ENHANCING THE EFFICIENCY OF COMMUNICATION PROGRAMS FOR STUDENT ENROLLMENT AT UNIVERSITIES THROUGH RECIPIENT FEEDBACK (SURVEY OF STUDENTS AT DALAT UNIVERSITY IN 2021)

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Abstract

Researching recipient feedback is one of the important actions to enhance the quality of the communication process. This study was conducted to provide some solutions to improve the effectiveness of Dalat University's enrollment communication process by analyzing student feedback. A survey was conducted in 2021 with a sample of 655 students from Dalat University. The results showed that students mainly knew about Dalat University through word of mouth and the Facebook channel, and that tuition fees, the benchmark, and geographical location were the main reasons students chose the university. In addition, most students showed an interest in receiving content in the form of short videos. The research results can be applied by the communication department of Dalat University and can contribute to the field of university communication research, which has not received much attention in Vietnam.

Keywords: Communication; Feedback; Public Relations; Recipients; Student; University.

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1. INTRODUCTION

The role of the media is now clearly emphasized by many universities around the world in building brands, promoting images, increasing the prestige of the school, and contributing to the development of educational institutions. According to Hanover Research (2014, p. 3), as universities compete to attract promising students and secure funding, many have identified a need to create a recognizable “brand.” University communication activities are aimed at a diverse audience that includes educators (lecturers, institutions of higher learning), learners (high school students, university students, alumni), and employers (social communities, businesses, organizations, state agencies) and use many different communication channels, including newspapers, social networks, and events.

Many of the 237 public and private universities in Vietnam (Bộ Giáo dục và Đào tạo, 2020) offer the same majors, so prospective students have many choices when applying for admission. In such an increasingly competitive *environmentt*, universities must devote serious professional attention to investing in communication activities to attract learners.

Dalat University (DLU) is no exception to the general trend in recent years when it comes to promotional communication, especially communication for student enrollment. From 2020 through 2021, DLU made many important changes when establishing the Journalism and Communication department (Phòng Tạp chí và Truyền thông), appointing staff in each department to take charge of communication work. According to a 2021 report from the Journal and Communication department, communication activities in the 2020–2021 school year have been strongly enhanced on many platforms (website, fan page, Zalo OA, Youtube). The school’s fan page achieved a green tick in August 2021, becoming one of the most effective communication channels of the university, with 17,395 page likes as of August 31, 2021, and 18,591 followers. The total number of published news stories, articles, announcements, banners, posters, infographics, clips, and internal newsletters is 518 items, of which 337 are from the Journal and Communication department and 181 are from other sources. Forming a group of students as collaborators for communication enrollment worked effectively from the start. Communication training conferences for collaborators at all units were also held. In particular, DLU has created and put into use a multimedia room in collaboration with other units for online admissions and enrollment counseling and career orientation for students with 26 broadcast programs.

However, the current communication effort of the university still has certain limitations. At the Journal and Communication department, which was just established in 2020, the number of staff in charge of communication work is still small, with only two staff members (one in charge of content and one in charge of engineering and design) and four students as collaborators. In addition, according to Ms. Ho Thuy Minh, communications specialist of the Journal and Communication department, the current situation of the school’s communication “lack[s] initiative and connection with the other units in the school. The level of investment in communication funding, as well as the

professional qualifications and communication experience of the department and the units, is still limited” (T. M. Ho, personal communication, 2021). For the above reasons, the current number of communication products is still small, averaging one post every two days. The communication content is mainly focused on training. Other activities still cannot be considered implemented, or implemented effectively. The appearance some products is not really attractive, and the brand identity has not been established. Therefore, studying student feedback regarding their interests and needs when receiving communication content is needed by the communication department of Dalat University to improve messaging.

In communication research, one way to improve the effectiveness of communication activities is to survey recipient feedback. Therefore, this study surveyed student feedback on factors such as communication channels, messages, methods, forms of communication, needs and habits of using communication facilities, student interests, and enrollment activities of other universities to suggest some future enrollment communication activities for Dalat University.

2. LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND RESEARCH METHODS

2.1. Literature review

2.1.1. Research on improving communication effectiveness at universities

Based on the theoretical background of Hatch and Schultz (1997) on the relationships linking image, identity, and culture, and research by Youdell (2010) about identity, power, and politics in education, Nguyễn and Nguyễn (2014) proposed four methods of brand promotion in the field of higher education: advertising, enrollment consulting activities, promotion during student learning at the university, and word of mouth. These four methods influence students’ perception of the university’s image and reputation.

Nguyễn (2016) analyzed the communication activities of Hanoi University of Home Affairs regarding event organization, press relations, and internal and community public relations (PR). Among the proposed solutions, the author suggested that the school first needs to enhance the awareness of staff, lecturers, and students about the role of communication activities. The school should consider students as important partners, as well as the subject, taking the communication process from one-way to two-way.

Maresova et al. (2020) analyzed and compared Facebook activity and content created by the world’s top ten universities in four categories: number of fans, content, style, and post promotion. Their results showed that each of the selected universities upload a post every day, and often more than once a day. Therefore, all of the selected universities believe that consistency is a key to success on social media. The studied universities also create engaging posts and motivate page visitors to share. Such posts often consist of institution accomplishments, stories regarding well-known individuals,

and new ideas, inventions, and studies. Unlike most consumer brands, the studied universities prefer to publish links that drive traffic to their websites instead of publishing more engaging content in the form of photos or videos.

2.1.2. Research on improving communication effectiveness in university enrollment activities

Nguyễn (2018) studied the enrollment communication activities of the FPT education system in terms of advertising (online and offline), public relations, and event organization. FPT has a Publicity and Community Development department with five staff members solely in charge of brand development. Enrollment communication activities are the responsibility of the enrollment committee (including four departments and one division).

Lê et al. (2020) researched the application of digital marketing tools in enrollment activities, including social media, mass media communication, and telephone-based enrollment counseling. Their recommendations for enrollment activities are market research and online behaviours of learners, optimizing digital marketing attributes to attract potential learners, and using appropriate metrics.

Nguyễn et al. (2021) surveyed the role of social networks in the enrollment strategies of universities in Vietnam in a study of 29 public schools in Hanoi. Their research shows that variables in the number of videos, video lengths, and enrollment criteria have an impact on the number of views universities receive on social networks. Some suggestions that university administrators can consider are improving the reputation of the university by several methods, describing the structure of the training programs, and explaining the skills and knowledge clearly so that learners can better relate to student life.

2.1.3. Research on improving communication effectiveness in university enrollment through recipient feedback

Troy Johnson, vice president for enrollment management at the University of Texas at Arlington and Mitch Warren, director of admissions at Purdue University, shared tips for building the connections that bring students to campus (Sutton, 2018). Of those surveyed, more than 70 percent of respondents visiting institutions said they would feel comfortable giving negative feedback if asked to do so. Essentially, most campuses do not ask for negative feedback regarding their campus.

The article also proposes solutions to utilize resources at the school to participate in the recruiting process. Johnson suggested giving all prospective students red folders. All students (particularly student tour guides), staff, and faculty should be instructed that, when they see someone with a red folder, they should go out of their way to help him or her, as needed.

Ajilore and Suleiman (2020) surveyed 313,391 undergraduates from 18 universities in Nigeria. Their results showed that corporate identity and image significantly predicted student enrollment. They recommended that universities should emphasize strategic formulation and project a distinct corporate identity as academic centers of excellence to attract students and increase enrollment figures.

Dei and Anane-Donkor (2021) noted that institutions of higher learning around the world have experienced sluggish growth in applications in recent years and are therefore struggling to stay in business. Many of these institutions are facing increasing competitive pressure from existing and new entrants in the global higher education marketplace. Dei and Anane-Donkor (2021) focused on seven marketing mix elements (7Ps) in a survey of 350 students about the product (programs/courses), price (fees/charges), place (location/environment), promotion (advertisement), process (admissions/procedures), physical evidence (facilities/ infrastructure), and people (staff/faculty).

Their study established that the choice of an institution is influenced by the type of program students are undertaking, and whether the individual universities have unique programs. Also, concerning pricing, the students considered the tuition fee before they chose from the various programs at their respective universities, and they compared the tuition to that of other institutions before enrolling. In addition, various media were used to promote universities. These include Facebook, websites, newspapers, exhibitions, radio, trade fairs, Twitter, Instagram, open day programs, television, flyers, and WhatsApp. The staff (teaching and nonteaching) should be involved in the promotion and admission drive since 45% of the students said they had contact with some staff members before choosing a university.

Research on enrollment communication through recipient feedback is not new worldwide, but there has not been much work on this topic in Vietnam. Studies have mainly focused on aspects of public relations, marketing, or corporate management. Thus, an urgent reason exists for the authors to carry out this study.

2.2. The concept of recipient or audience in the university's communication activities

According to Trần (2015, p. 24), references to the public mean a complex group of people consisting of both sexes and many different groups and social classes. However, this diversity is only relative, individuals cannot escape their social connections, such as attending the same school and watching TV together in the same family.

For professional PR, the public is a defined group of people who have a relationship with the client. The public can be customers or potential customers, employees, shareholders, officials, government officials, or the press (Đinh, 2015, p. 44). The recipients, or media audience, are “individuals or communities or groups of people who are directly or indirectly affected by the activities of a specific individual or organization” (Nguyễn, 2014, p. 32). Hoàng (2015, p. 27) considers the public of an organization to be the group of people that the organization needs to communicate with.

The nature of these groups and individuals will vary from organization to organization.

There are many different definitions of the public, but all focus on the notion that it is a diverse group of people. In mass communication and public relations, this group of people is the audience that a news agency or organization targets.

This article uniformly uses the concept of the public according to Nguyễn (2014) when referring specifically to the educational media environment. Based on the theory of Frank Jefkins and analysis of many other researchers, Nguyễn (2014) argues that the basic group of recipients of a university includes internal and external recipients, each of which often defines additional target audiences to establish priority plans to save both financial and human resources.

According to the above definition, students of a university will belong to the group of internal recipients. The same students before entering the university (high school students) and after graduation (former students) belong to the group of external recipients. Depending on the purpose of the communication, students are considered to be the target audience/recipients or not. Thus, prospective students are the university's target public in the enrollment communication process. After admission, they become the target audience of the internal communication process and simultaneously contribute to promoting the image of the university to external recipients and alumni.

2.3. The theory of recipient feedback in the media model

Although the communication model has been supplemented and modified with many different versions, feedback is a component of mathematical communication theory proposed in 1948 by Claude Shannon and Warren Weaver (Okezie et al., 2016). However, Pierce et al. (2009) point out that this model assumes that communication only goes in one direction. Hence, in the model, a person can be a sender or a recipient, but not both. Therefore, feedback, is a model of interaction between two channels in the communication between sender and recipient, which can help senders know if their message was received and understood.

According to Okezie et al. (2016), the recipient on receiving information evaluates or applies it, and feeds back information to the source on the fidelity or accuracy of the information. Therefore, feedback provides a process or avenue for control, assessment, and evaluation within the given setting. Feedback portrays communication as a series of actions and reactions in which interaction flourishes and allows for an adequate response from the recipient back to the sender, thus providing an opportunity for the source to improve upon in the further generation of information for onward transmission to the recipient. The process is repeated until the recipient is satisfied.

With a flexible two-way mass communication model, the role of the recipients is revealed as one of the determining factors in the communication process; the recipients not only choose the information to receive, express their wishes and request information, but also participate directly in the process (Tạ, 2004, p. 23).

According to Đính (2015, p. 31), in the process of communication, we always want the recipients to act (to respond). The message we send must compete with many other messages directed to the recipients, so we must know what will attract attention, and draw that person into the process of receiving, understanding, accepting, and acting on the message.

Based on the theoretical framework of the communication process of Shannon and Laswell (Ta, 2004, p. 21), a model of enrollment communication at DLU has been built (Figure 1).

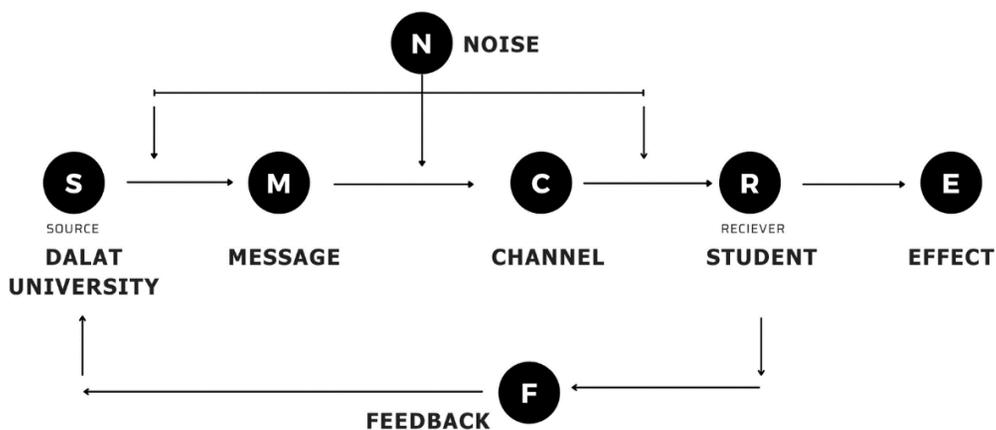


Figure 1. The model of enrollment communication at Dalat University

Note: Based on the theoretical framework of the communication process of Shannon and Laswell.

Source: Lê (2021).

2.4. Research Methods

This study used quantitative research methods. The sample was selected by the method of convenience sampling (nonrandom), and questionnaires were sent by the classroom staff to Dalat University students, who ranged from first year (Class 45) to fourth year (Class 42) (Table 1). The number of responses received was 655, and all met the requirements.

Table 1. Class distribution of students participating in the survey

Class	Total number of students	Percentage (%)
45 – First-year students	206	31.5
44 – Second-year students	96	14.7
43 – Third-year students	149	22.7
42 – Fourth-year students	204	31.1

Source: Data processing results of Lê (2021).

3. RESULTS

3.1. Feedback on enrollment communication activities at Dalat University

3.1.1. Feedback about the channel

The university's enrollment communication channel is a means to transmit messages from the sender (DLU) to the recipients (candidates or students), including the official website of the university, offline and online counseling and career guidance events, information from the press, and word-of-mouth channels.

The survey results (Figure 2) show that students know about DLU mainly through word of mouth, that DLU's website and Facebook page are known more than the faculty/department page, and that a local career counseling program is more effective than a "one day to be a student" program. As follows:

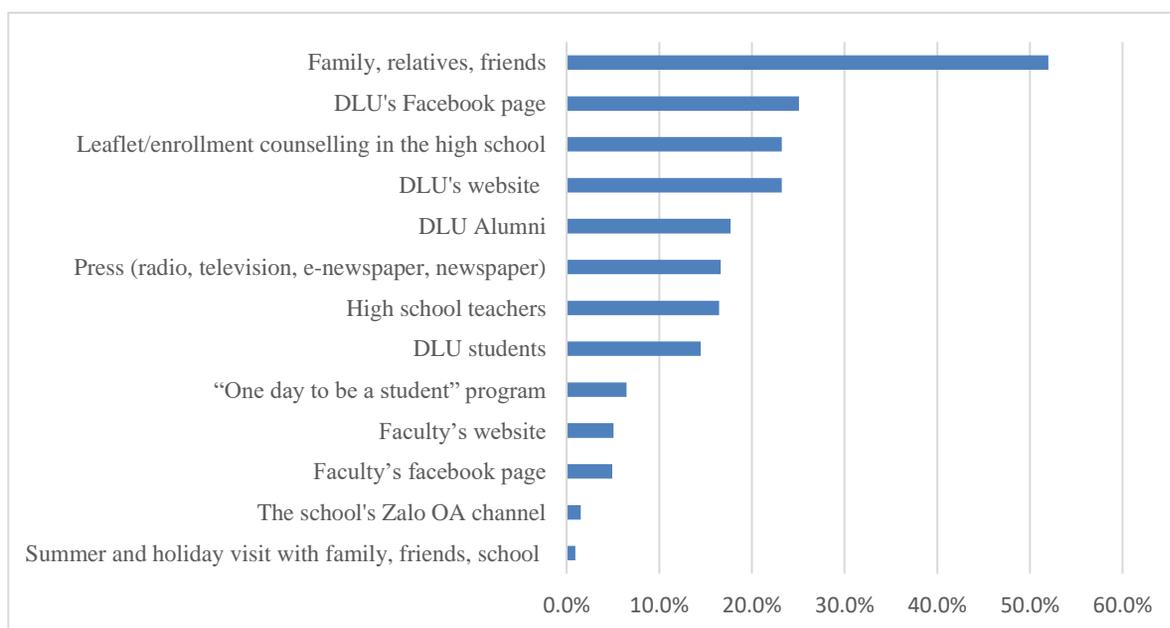


Figure 2. Channels to help candidates know about Dalat University

Source: Lê (2021).

- Official information sites

DLU's website and Facebook page are interesting to candidates, accounting for more than 23%. As of September 2021, the school's Facebook page has 20,129 followers. Meanwhile, the faculty/department information page only helps about 5% of candidates know about DLU. This shows that students are more interested in DLU's communication channels than the faculty pages. DLU's Zalo OA channel has only been available since March 2021, so only 2% of the surveyed students know about it. Newspapers also help candidates find information about DLU, accounting for more than 16%.

- Word-of-mouth channels

The survey results show that students mainly know about DLU through their family, relatives, and friends (accounting for 52%). Information from teachers and alumni channels also helps to promote the image of DLU to the recipients (accounting for more than 16% of each channel). The word-of-mouth channel can be considered in this case as a “natural” channel because there is not much active influence from the university.

- Events

In the 2020-2021 academic year, DLU organized direct career counseling groups in the provinces of Lam Dong, Ninh Thuan, Gia Lai, and Dak Lak (Dalat University, 2021). Admission or enrollment counseling at high schools has shown its effectiveness in helping more people know about the university (23.2%). The online enrollment counseling program also received the attention of candidates, but the survey was conducted before the event, so it was not included in the questionnaire.

In addition, some students and candidates said that they knew about DLU through trips, visits with family, school, or friends. This is a potential communication channel that can be exploited when Vietnam reopens tourism activities after the Covid-19 epidemic.

3.1.2. Feedback on the reason for choosing the school

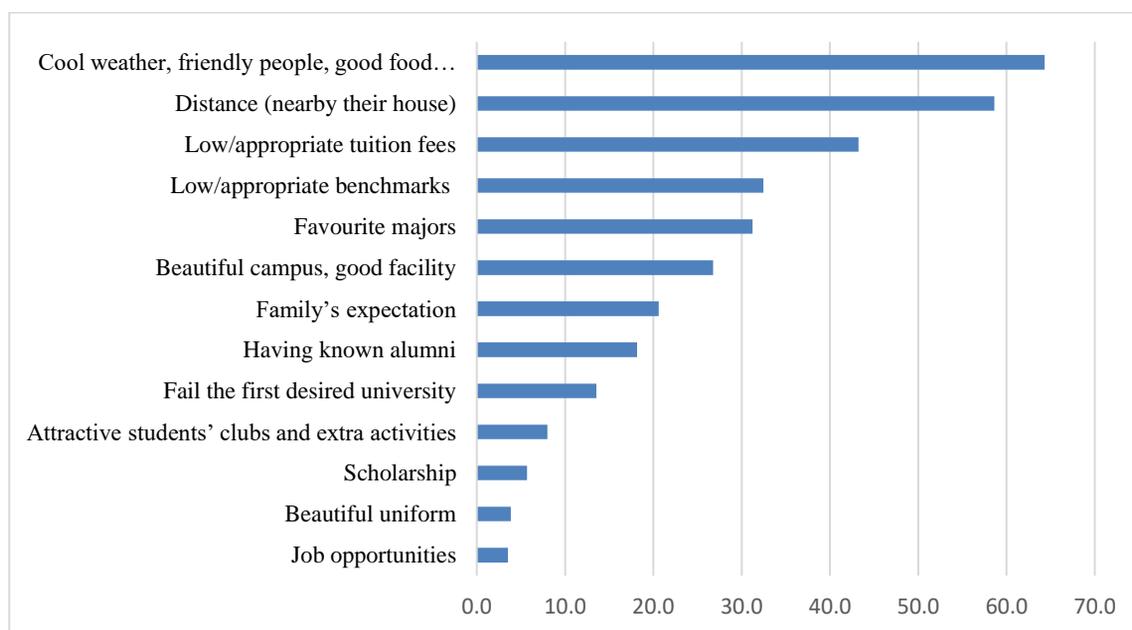


Figure 3. Reasons to choose Dalat University

Note: Unit: %

Source: Lê (2021).

Based on the factors that make students or candidates decide to choose DLU over other universities, communication staff will have a fundamental background to focus on

the existing advantages of the university. The survey results show that students often choose to study at this school for reasons related to the living environment, geographical distance, tuition fees, and benchmarks; students often choose to study elsewhere because of factors related to scholarships, career opportunities, and extracurricular student activities (Figure 3).

However, when compared with the messages displayed on DLU's website or social network, the article related to the living environment in Dalat, the life of students, the school's campus, and tuition and living expenses has not been effectively exploited. Currently, the content of admissions counseling mainly focuses on benchmarks, introducing majors, and career opportunities.

Based on the order of the reasons given by the learners for choosing a school, the communication department can consider and balance the structure of the message content to suit the candidate's study purposes, thereby contributing to strengthening their opinions and changing their attitudes in choosing a university. According to Đinh (2015, p. 21), messages are sent for the purpose of being recognized by the recipients, helping to change their attitudes or adjust their behavior.

3.1.3. Feedback on information content

In the process of choosing a major and university to apply for admission, candidates have the habit of searching for information on the official channels of the university. According to feedback on enrollment communication activities, 68.2% of students said that the necessary information was provided by DLU. This shows the efforts and success of the school's communication team.

The remaining 31.8% of students disagreed with the above opinion; they said that they had difficulty finding certain information.

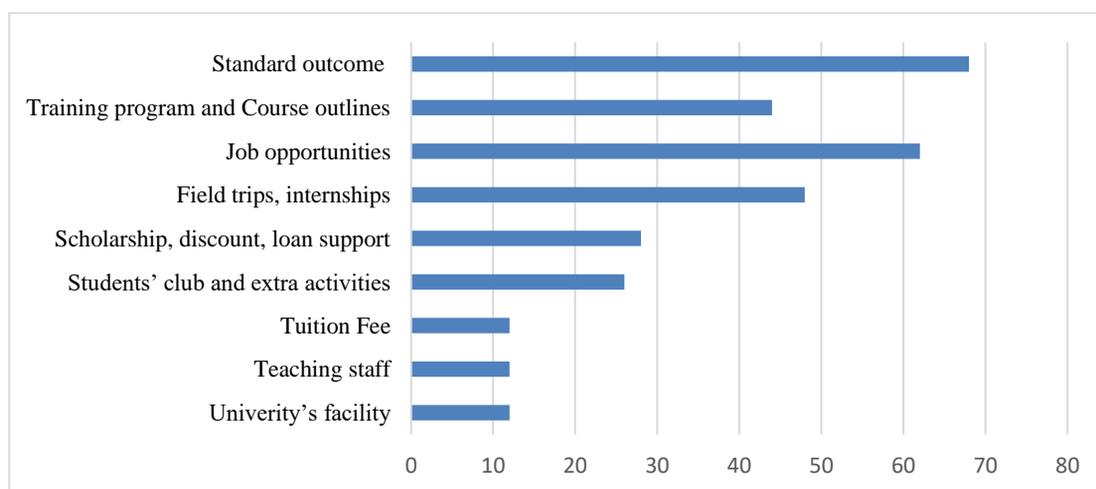


Figure 4. Feedback on missing information

Note: Unit: Persons.

Source: Lê (2021).

Figure 4 shows that the number of students who cannot find the necessary information is low. However, it is necessary to consider the above factors to find out the causes and thereby improve the quality of communication.

Information about training programs, course outlines, standard outcomes for the level of English or foreign language and information technology, scholarships, internships, teaching staff, job opportunities, etc., are often posted on the website or poster of the university or faculty, or disseminated after students enter the university. Therefore, some candidates cannot find this content when they go to the school’s website.

Regarding tuition fees, DLU’s Facebook has set up automatic answers to questions displayed on the homepage. However, due to Facebook’s design, students will not see these questions if they are using a mobile phone. They need to use a laptop, desktop computer, or to click on the private message section.

The rest of the information about the DLU’s facilities, campus, typical lecturers, extracurricular activities of clubs, etc., appears on the university’s website, but there is still little information. In addition, some comments said that the information was complete, but not attractive, and that it was necessary to add more attractive instructional content.

3.1.4. Feedback in the form of news, posts, and articles

Each generation of recipients typically has the habit of receiving information in a different media format. According to a Cisco (2020) study, videos with attractive form and content will soon dominate social networks, whether as short-form videos on TikTok or Facebook, or as long-form videos on YouTube. In addition, livestream will become an indispensable format in the future (Thùy, 2021).

Consistent with this trend, the survey shows that this is also the habit and demand of DLU students when receiving information (Figure 5).

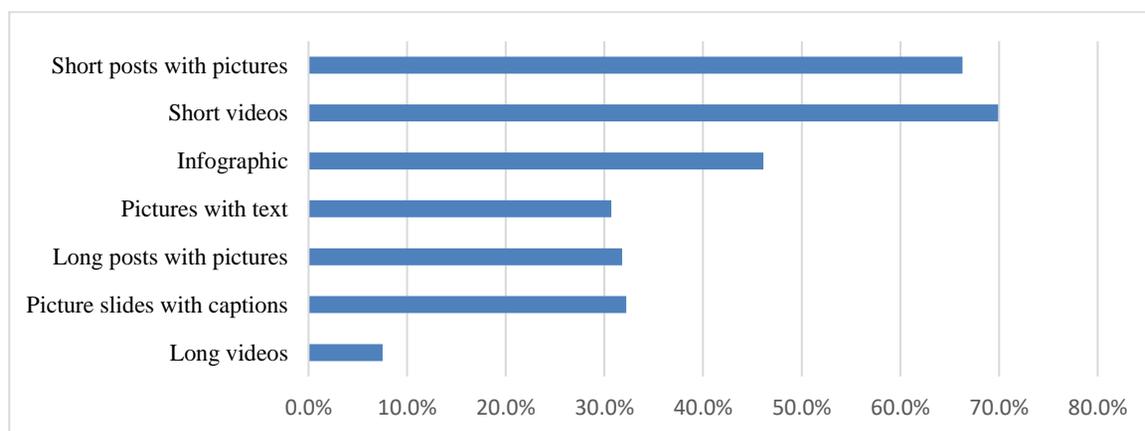


Figure 5. Students’ habits of receiving news and information

Source: Lê (2021).

The results show that 66.3% of surveyed students have the habit of reading short captioned articles or watching short videos (66.9%) and that 46.1% of students like to read infographics (graphic information). Students do not like to watch long videos (less than 10%).

For the fan page of DLU, the university increased its infographics (27.6%) and videos (3.4%) in the 2020-2021 academic year. Admissions articles with longer content are designed with a cover photo and a graphic title. However, short videos are still limited, being not much produced.

3.2. Feedback on the enrollment communication model of other universities

In the process of searching for admissions information across the country, the surveyed students said that some universities have attractive communication methods. Based on these data (Figure 6), DLU can research, select, and modify its communication activities in the near future.

Enrollment communication activities of universities in Ho Chi Minh City and other metropolitan areas were highly appreciated by prospective students. Leading the way are Van Lang University, Ton Duc Thang University, University of Technology (HUTECH), University of Social Sciences and Humanities, and University of Economics. In Lam Dong Province, Yersin University's enrollment communication also has advantages mentioned by students.

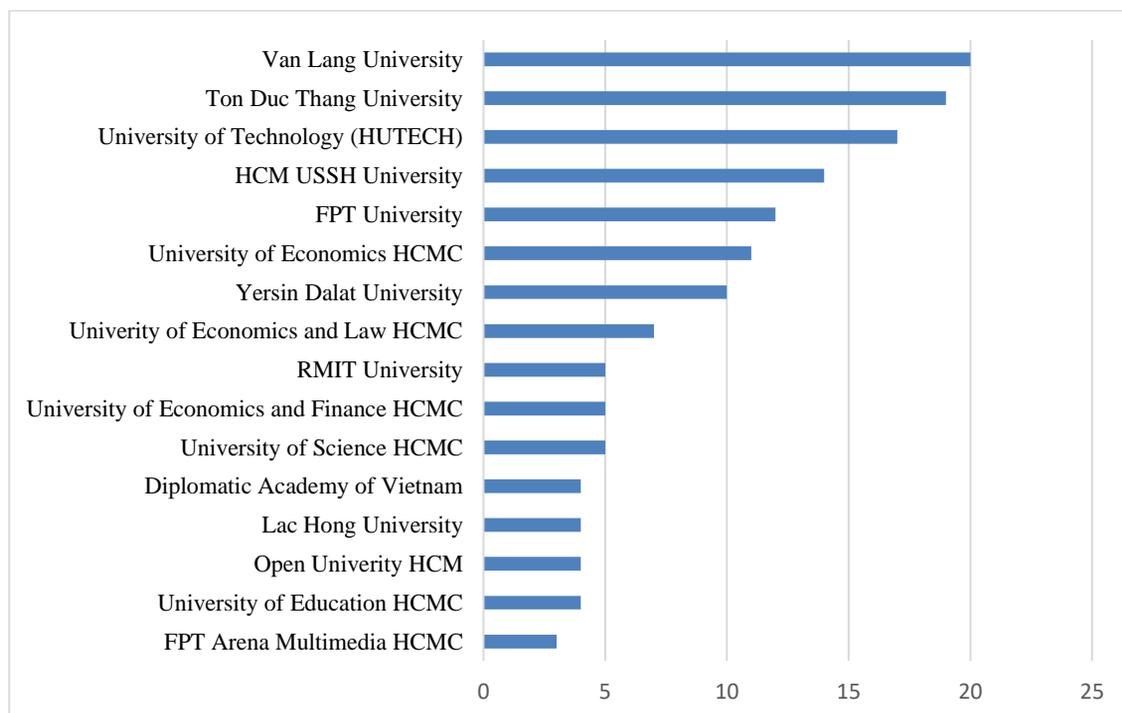


Figure 6. Universities with engaging communication activities

Source: Lê (2021).

From the survey results, it is possible to group the enrollment communication activities that help attract students to other universities, as follows:

- **Enthusiastic, dynamic, young, and highly persuasive recruitment consultant team:** In addition to communication staff, the consulting work of many universities also includes the participation of core students. High school students like to listen to university students or young staff sharing their experiences because it creates a feeling of authenticity and a fun atmosphere. For example, at Arena School, students shared their outstanding achievements in language close to Gen Z. Some universities sent staff to answer questions via Facebook messages or phone calls quickly and in an enthusiastic, friendly manner. Yersin University has a team of counselors who regularly call to advise prospective students. Fulbright University had a talk using games and letters that made prospective students feel excited.
- **Diverse counseling channels:** In addition to face-to-face counseling, universities make good use of social networks for enrollment information. Besides the official fan page, some universities also set up question-answer groups, review groups, and freshmen groups. The groups are all official pages managed by the Communication department with the support of students and lecturers (University of Social Sciences and Humanities, University of Economics – Law, etc.)
- **Easy and complete information searching:** Some universities have a pinned post at the top of their Facebook page that aggregates links to issues students are interested in, such as tuition fees, scholarships, training programs, and entry links to pages of faculties and clubs. This helps students find information conveniently and reduces the pressure of answering questions for consultants (Saigon University, University of Social Sciences and Humanities, Ho Chi Minh City).
- **Highly persuasive communication messages:** Many students choose universities that post pictures and content showing modern school facilities and a beautiful campus, active clubs, affordable tuition fees, ensure output for students, many job opportunities, many opportunities to work while a student, interesting study programs with associated internships, curriculum that gives priority to practice over theory, posts shared by lecturers on social networks that are enthusiastic and useful, enrollment information that is posted regularly, and short programs of 3.0 to 3.5 years. In particular, prospective students like to read articles in the form of instructions, brief summaries, funny-but-still-useful items such as tips for new students, things you did not know until you entered the university, etc.
- **Creative flyers and quality gifts:** During the counseling process at the university, prospective students are given publications and gifts bearing the logos of each university, such as beautifully designed, magazine-like

brochures (Hoa Sen University, Yersin University), quality design books/notebooks with good quality paper and a page providing introductory information about the university (Ho Chi Minh City University of Economics and Finance, Van Lang University, Lac Hong University), there are booths displaying student-made products (Arena School). The university's brand identity is beautifully designed and featured on a variety of items, including t-shirts, helmets, caps, backpacks, etc. (University of Social Sciences and Humanities, Ho Chi Minh City).

- Youthful language, beautiful, professionally designed, creative images suited to students' interests rather than boring or stereotyped in traditional ways: The above universities are highly appreciated by students when they focus on images and posted videos, demonstrating the strengths and quality of the departments and faculties at the university through the students' practical experiences. The University of Social Sciences and Humanities also has its own Tiktok channel. Diplomatic Academy has quality social media products that psychologically match the viewers.
- Leverage KOLs/Influencers: To promote their images, many of the above universities have taken advantage of influencers, who have many followers. Case 1, invite famous, successful singers to attend school events. If these people are former students of the school, the communication effect is higher. Case 2, coordinate with students studying at the school to implement content on social networking platforms – they are students with large followers on Facebook, Instagram, or Tiktok. When these students make and share short videos on their personal page, following the trends of young people, to introduce the campus, canteen, practice rooms, uniforms, disciplines, etc., it helps many prospective students know more about the university.

3.3. Feedback on brand identity products

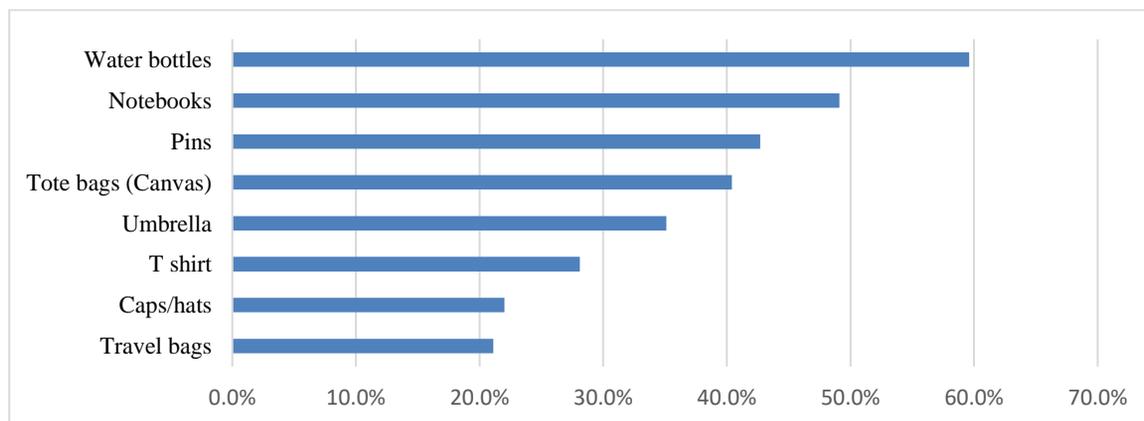


Figure 7. Student recommendations for brand identity products

Source: Lê (2021).

Starting from the end of 2021, DLU will review, complete, and implement the university's brand identity system and design core media publications for the school's communication activities, including enrollment communication. In the survey, 100% of students agree that the most important factors when designing brand identity products are a beautiful design and good quality. Other factors are creativity, convenience, and suitability for students' needs (over 92%). Student recommendations are indicated in Figure 7.

In addition, students have other suggestions for school-branded products, such as canvas bags for water bottles, raincoats, stickers, backpacks, teddy bears wearing university uniforms, plant pots, masks, jackets, laptop shockproof bags, woolen scarves, calendars, self-made mini paper models of school buildings, school maps, keychains, wooden pen cases, highlighter pens, bracelets, lip balm, etc.

Students also think it advisable to organize contests to design brand identity products for university students and to have shops display and sell these products for personal use and as gifts.

4. CONCLUSION

From the survey of DLU students, an initial assessment has been made to evaluate the effectiveness of the school's enrollment communication activities in 2021. The enrollment information has been fully provided to students. However, because some content has not been shown much, the format has not properly met the needs and preferences of the recipients. Hence, several suggestions are made to improve the quality of the university's communication activities.

Regarding channels, the university should continue to make effective use of word-of-mouth channels, events, and direct and online enrollment counseling programs. It should explore the link to tourism and school visits for students from other provinces to promote the image of the university. It should also continue to develop the school's website and Facebook channel, expand other channels such as Youtube, Tiktok, and Instagram, and collaborate with students to produce media products tailored to the needs and preferences of prospective students.

About the message, the university should enhance the content by showing modern facilities, beautiful campus and the learning environment in Dalat, which has a fresh, cool climate, and a low cost of living with cheap and spacious dormitories. It should supplement promotional materials with messages on its website or faculty fan page about the teaching staff, especially those who have made achievements in national and international scientific research. It should increase the content about research activities, cooperation, and technology transfer of lecturers and scientists. It should also emphasize that the school has a tuition fee that is suitable for learners and that the quality of training is still guaranteed, which is a factor worth considering when choosing a school. It should point out that some faculties have their own uniforms with beautiful designs, and that

diverse and vibrant extracurricular activities exist, with many clubs, interesting practical programs. There are many scholarships, exchange programs, and links with many businesses.

About the form of expression, there should be an article that provides links to answer questions about tuition fees, training programs, output standards for the level of English and other foreign languages, information technology, number of credits, etc. There should be an article that provides links to all faculties, student unions, and clubs. Enhance short videos with an engaging presentation, youthful written language, beautiful, professional graphic design and photos with suitable trends, interests, and psychology of students.

About brand identity products, the university needs to determine who is the target of the product. Products for partners and guests will be different from products for students. Products serving enrollment communication activities need to be suitable for students' ages with youthful colors and designs. Essential products include notebooks, water bottles, cloth bags, and badges designed according to user preferences. The university can organize design contests, or let the students vote for products designed by the school. The university should research and refer to the brand identity sets of other schools, domestic and foreign, so that the products achieve their intended purpose and students use them regularly, thereby prompting the brand of the university.

Thus, the article has given several habits, needs, and preferences in receiving enrollment communication content and activities of students of Dalat University. On that basis, several solutions have been proposed (above) to improve the effectiveness of the university's future enrollment communications.

Besides its contributions, this study also has certain limitations. Firstly, the survey had a small sample size and only focused on students studying at one school. Secondly, only a limited number of factors about the effectiveness of communication were analyzed. Therefore, expanding the research with the addition of new variables, such as the communication status of the source, expanding the number of survey subjects, and expanding the survey scale to more universities are directions for future research.

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