

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University



Khuong Phi Dinh¹, Duong Lam Thuy²

¹Thai Nguyen University of Sciences, Vietnam

²Thai Nguyen University of Education, Faculty of Primary Education, Vietnam

ABSTRACT: This study investigates the factors influencing the quality of training programs at the University of Sciences – Thai Nguyen University (TNUS) by conducting a survey among final-year students to obtain feedback on their experiences. Data was collected from 242 TNUS students in Course 18 (cohort 2020-2024) and analyzed using SPSS 22.0 software. The findings identify six key factors impacting training quality at TNUS: (1) objectives, program learning outcomes, and training program contents; (2) teaching activities in the course; (3) assessment of learning outcomes; (4) student consulting and support services; (5) learning materials and facilities; and (6) General assessment of the course. These factors collectively affect the quality of graduates. Based on these results, the article offers recommendations for enhancing training programs to better meet current societal needs.

KEYWORDS: Training programs, quality, survey, feedback, final-year students

I. INTRODUCTION

Education and training are the top national policies and a collective endeavor of the Party, the State, and the entire population. Investment in education is prioritized within socio-economic development programs and plans as it is considered an investment in development. To align with the goal of education and training innovation, it is essential to clearly define and publicize the goals and program outcomes for each educational level, subject, program, industry, and major. This transparency serves as a commitment to ensuring the quality of the entire system and each educational institution, providing a foundation for monitoring and evaluating education and training quality. There is a need to innovate the mechanisms for receiving and processing information in education and training management, enabling mechanisms for learners to evaluate educational activities, teachers to assess administrators, and educational institutions to evaluate state management agencies [1]. Within this context, universities play a crucial role in training highly qualified human resources, fostering talents, and developing learners' qualities and capacities for self-study, knowledge acquisition, and creativity. To fulfill this role, universities must clearly define the development orientation of their higher education programs.

The project to reform Vietnam's Higher Education for the period 2006-2020, issued under Resolution No. 14/2005/NQ-CP, mandates the classification of Vietnamese universities into two groups: research-oriented and career-application-oriented [2]. This reform includes measures to regularly monitor and enhance the quality and efficiency of higher education activities, ensuring that all applicable standards and criteria are met by higher education institutions by 2025. Accountability for the quality and effectiveness of higher education activities is to be maintained through adherence to the established standards, with reporting to learners, state management agencies, and other relevant parties [3]. The specific goals include the development of both research-oriented and career-application-oriented higher education programs. Understanding and measuring factors that influence student satisfaction has been a longstanding concern for educational officials (Nguyen Hoang Diem Huong, 2014) [17].

In contemporary Vietnam, the overall quality of higher education at colleges and universities exhibits numerous deficiencies. Unlike in other countries where students are regarded as the primary and most crucial customers of higher education (Hill, 1995) [19], many Vietnamese institutions have yet to recognize themselves as service providers or customer-focused organizations. The quality of educational services can be evaluated through five dimensions: superiority (or excellence), perfection (flawless outcomes), fitness for purpose (meeting customer needs), value for money (assessment of investment), and transformation (transition from one state to another) (Green, 1993) [16]. Customer satisfaction reflects the extent to which an individual's feelings about a product or service result from comparing their expectations to the actual outcomes. When a customer feels satisfied with a product, it indicates that the actual satisfaction derived from using the product meets or exceeds their expected satisfaction. Customer satisfaction is determined

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University

by the disparity between actual and expected satisfaction; a larger gap results in higher satisfaction or dissatisfaction and vice versa (Philip Kotler, 2001) [19]. According to a World Bank survey assessing the quality of human resources in 12 Asian countries in 2014, Vietnam scored 3.79 points on a 10-point scale, ranking 11th. In comparison, Korea scored 6.91 points, India 5.76 points, and Malaysia 5.59 points (Vu Xuan Hung, 2016) [3]. The survey report indicates that countries with high scores in human resource quality tend to have made significant advances in educational development, offering many prestigious and high-quality training programs. The education systems in these high-ranking countries consistently prioritize the evaluation and improvement of training programs to adapt to societal needs and the context of global integration [3].

The quality of an educational institution refers to its ability to meet its established goals, adhere to the educational objectives outlined in the Law on Higher Education, and align with the requirements for training human resources to support local and national socio-economic development. *Evaluation on the quality of an educational institution* involves collecting and processing information and making judgments based on assessment standards for all institutional activities. This includes quality assurance in strategy, system quality, implementation functions, and operational outcomes of the institution [25]. According to Goldstein (1993), evaluating a training program is the process of systematically collecting descriptive and evaluative information to make informed decisions regarding the program. This includes selecting and applying, bringing value to the program, and making modifications during implementation to ensure its effectiveness. [5] According to the OECD (2009), program evaluation is a systematic and targeted assessment of ongoing or completed programs, considering three perspectives: program building, program implementation, and program results. The purpose of program evaluation is to determine the extent to which objectives have been achieved, the effectiveness of the program, and the level of its impact and sustainability [5]. Sanders and Worthen (2004) emphasize that training program evaluation must be conducted systematically and objectively to collect, analyze, and evaluate information related to the training program. McNamara (2000) describes training program evaluation as the process of gathering and documenting information about a specific program to assist in making informed decisions for each aspect of the training program. According to Posavac and Carey (2007), evaluating a training program involves selecting assessment methods and skills to determine if the program meets its objectives, is being implemented as intended, and is priced appropriately in line with customer needs. Scriven (1967) distinguishes between two levels of training program evaluation: formative and summative. Formative evaluation occurs continuously throughout the development and implementation stages of the training program, while summative evaluation takes place after the program has been fully developed and executed.

In essence, training program evaluation is an ongoing process aimed at measuring the achievement of the program's goals, enhancing implementation effectiveness, providing accountability to stakeholders, and supporting planning and decision-making processes related to the program.

Several widely recognized training program evaluation models are used globally today: CIPP Model (Context – Input – Process – Product), Kirkpatrick Model, and Kaufman's 5-level model. Introduced by Stufflebean in 1983, the CIPP model aims to provide evaluators with the necessary information to make informed decisions regarding the evaluation process. This model is highly popular because it assesses training programs at various stages, from design and implementation to post-completion [9]. (Stufflebean, 1983). Another well-known model for evaluating training programs is the Kirkpatrick model, introduced in 1959. This model assesses the effectiveness of training programs across four levels: Learner feedback (Reaction), learners' knowledge and skills (Learning), changes in behavior (Behaviour), and overall outcomes (Result) [8]. (Kirkpatrick, 2006).

Kaufman's 5-level training program evaluation model, developed from Kirkpatrick's 4-level model, introduces a division of Kirkpatrick's first level into two distinct stages: input and process. Kaufman's model emphasizes evaluating the impact of the training program on society, particularly regarding learners' contributions to society after completing the program. [7]

International integration has facilitated Vietnam's economic and social development, fostering the exchange of knowledge, the transfer of science and technology, and the sharing of experiences. In recent years, many Vietnamese universities have increasingly focused on enhancing their management, planning, design, teaching, and research capabilities. These efforts aim to improve the quality of training to meet the demands of both domestic and international human resources (Nguyen Thi Bao Chau, 2013) [13].

A training program at a specific level of a major encompasses several components: objectives, program learning outcomes; training contents, methods and activities; facility conditions; organizational structure; functions and tasks; and academic activities of the unit responsible for implementing training in that field of study [25]. University of Sciences consistently prioritizes enhancing the quality of training and services to create sustainable value for the community. Its training programs, research projects, and services are developed based on practical needs to best serve the community. The university has concentrated on enhancing its facilities and teaching staff to further improve the quality of its training programs at TNUS. In the context of training quality, students are considered both the customers and the primary "product" of the training process. Therefore, student feedback on their satisfaction with the training programs is crucial. This feedback serves as a scientific basis for the university to make appropriate adjustments to better meet the needs of both students and society.

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University

II. RESULTS

2.1. Survey Overview

- Survey Implementation Time duration: May 2024

- Survey Subjects: Final year full-time university students

- Scope of Survey: Students of course 18

- Total Survey Questionnaires Received: 242

- Survey Contents: The survey includes six main contents with a total of 39 criteria and one open-ended question: Objectives, Program learning outcomes, and Training Program Content (09 criteria); Teaching Activities in the Course (08 criteria); Assessment of Learning Outcomes (07 criteria); Student Consultation and Support (08 criteria); Materials and Facilities for Learning (05 criteria); General Assessment of the Course (02 criteria). In addition to the 39 criteria, there is an open-ended question allowing students to express their wishes or opinions to improve the quality of the university's training programs. [20][21]...[26]

- The survey instrument: A pre-designed questionnaire based on the quality assessment standards of the Ministry of Education and Training. This design ensured the validity, reliability, and logical coherence of the collected information. The criteria were evaluated on a 5-level scale, with level 1 being the lowest rating and level 5 being the highest rating, specifically: 1 - Very dissatisfied; 2 - Not satisfied; 3 - Neutral; 4 - Satisfied; 5 - Very satisfied.

After data collection, the information was processed using SPSS 22.0 and Microsoft Excel for statistical analysis.

The total number of feedback forms received from students at the end of the course was 242. The feedback rate from students from various faculties/ divisions is as follows:

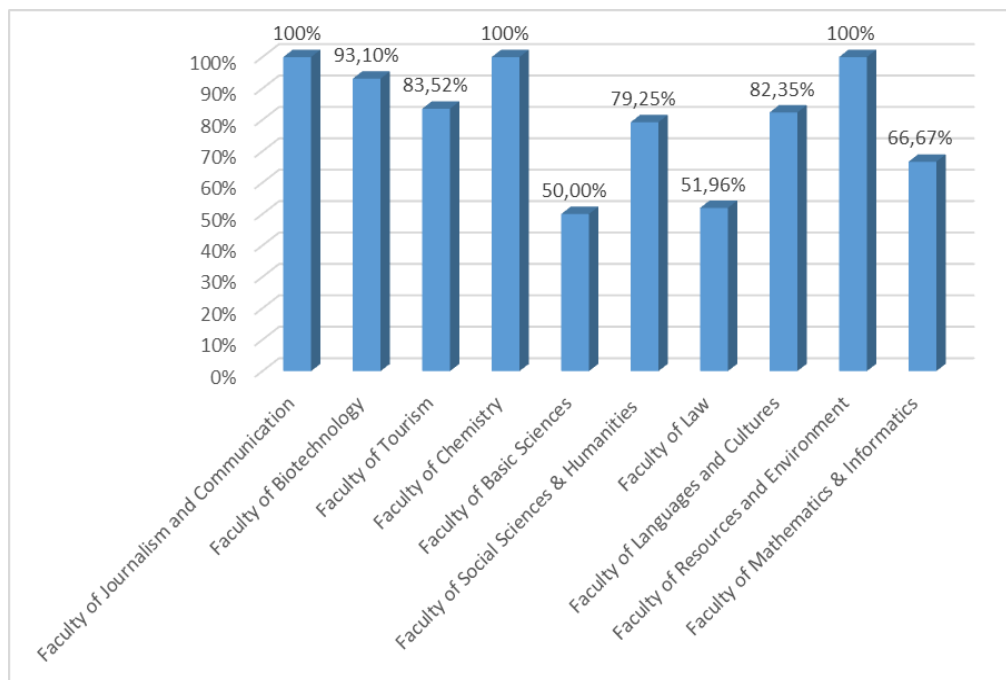


Figure 1: Feedback rate of final year students of Faculties/Divisions

According to the evaluation criteria, where the scale ranges from 1 (lowest) to 5 (highest), a rating of 4 or above is considered positive feedback from learners.

The overall feedback from 242 final-year students on the quality of the training program was deemed satisfactory, with an average score of 4.19 and 177 positive feedback responses, accounting for 73.14%. The detailed content evaluation scores closely matched the overall assessment, indicating that final-year students across all faculties and divisions responded relatively positively to the course. The highest ratings were given by students from the Faculty of Languages and Cultures (4.31) and the Faculty of Chemistry (4.27) while the lowest rating was from students of the Faculty of Mathematics and Informatics (3.50). However, due to the low number of graduates in this faculty, this value is not considered reliable.

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University

Table 2: Summary of student feedback results for each content

	Content 1: Objectives, program outcomes and training program content	Content 2: Teaching activities in the course	Content 3: Assessment of learning outcomes	Content 4: Student Consultation and Support	Content 5: Materials and facilities for learning	Content 6: General assessment of the course	Average value
FACULTY OF JOURNALISM AND COMMUNICATION	4,36	4,16	4,18	4,13	3,93	4,26	4,17
FACULTY OF BIOTECHNOLOGY	3,78	3,75	3,77	3,75	3,84	3,85	3,79
FACULTY OF TOURISM	4,2	4,21	4,27	4,18	4,16	4,18	4,20
FACULTY OF CHEMISTRY	4,26	4,58	4,43	4,04	4,27	4,03	4,27
FACULTY OF BASIC SCIENCES	4,00	4,00	4,00	4,00	4,00	4,00	4,00
FACULTY OF SOCIAL SCIENCES AND HUMANITIES	4,34	4,29	4,27	4,06	4,11	4,10	4,20
FACULTY OF LAW	4,21	4,21	4,15	4,13	4,22	4,24	4,19
FACULTY OF LANGUAGES AND CULTURES	4,15	4,41	4,45	4,25	4,26	4,32	4,31
FACULTY OF NATURAL RESOURCES AND ENVIRONMENT	4,08	4,00	4,00	4,19	3,90	4,00	4,03
FACULTY OF MATHEMATICS & INFORMATICS	3,50	3,50	3,50	3,50	3,50	3,50	3,50
AVERAGE VALUE	4,09	4,11	4,10	4,02	4,02	4,05	

The results collected from students at the end of the course indicate that, overall, students from the different faculties and divisions rated the school's criteria as meeting their requirements, with scores of 1.00 or higher. Notably, certain contents, such as "Teaching activities in the course" and "Assessment of learning outcomes," received particularly high ratings, with average values of 4.00 and 4.10, respectively. The others also had average scores above 4.10.

*** Specific Results**

+ *Content 1: Objectives, Program learning outcomes, and training program Contents (9 criteria)*

Student feedback for this content had an average score of 4.09. Within this category, the criteria "Materials and facilities for learning" and "Student consultation and support" received the lowest ratings (4.02), which is close to the positive feedback threshold (4.00). This suggests that there is a need for the university to invest more in learning materials and facilities. Additionally, student counseling and support from staff and lecturers also require improvement across the university.

Table 3. Summary of student feedback on content 1

Evaluation Criteria	1. The objectives of the training program are clearly defined and disseminated to students	2. The program learning outcomes (PLOs) are clearly defined, publicized, and disseminated to students.	3. The PLOs cover both general and specific requirements that students need to achieve after completing the program	4. Lecturers introduce, disseminate, and guide students in using the course syllabi	5. Students can easily access the curriculum description and course syllabi	6. The modules in the curriculum determine appropriate teaching and learning methods and assessment methods to ensure the achievement of PLOs	7. The modules in the training program are structured to ensure cohesion and continuity between general, fundamental, and specialized modules, helping the training program become a unified block.	8. The modules in the training program are arranged reasonably (Prerequisite modules; duration for each module; time/semester of implementation).	9. The training program ensures a balanced ratio between general knowledge, specialized knowledge, and soft skills.
Average value	4.27	4.14	4.23	4.26	4.01	4.11	4.13	4.11	4.26

+ Content 2: Teaching activities in the course (9 criteria)

Table 4: Summary of student feedback on content 2

Evaluation Criteria	10. Teaching and learning activities promote the development of students' skills to meet PLOs.	11. Students are satisfied with the teaching and learning methods used in the training program.	12. Teaching and learning activities designed to achieve PLOs are clearly shown in the syllabi and disseminated to students.	13. Lecturers guide students in developing learning strategies that clearly demonstrate learning activities aimed at achieving PLOs.	14. Lecturers use diverse teaching methods throughout the teaching process.	15. Lecturers and students have effective interactions on teaching and learning methods to achieve PLOs.	16. Learning activities such as projects, practical internships, practical exercises, and professional practice at local organizations and high schools are effectively designed and implemented within the training program.	17. Teaching and learning activities have an effective impact on improving students' lifelong learning abilities.
Average value	4.15	4.06	4.22	4.06	4.08	3.91	4.19	4.21

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University

The average value for the two criteria in this content was rated by students at 4.11. The highest-rated criterion was "Teaching and learning activities to achieve program learning outcomes (PLOs) are clearly shown in the syllabi and disseminated to students" with an average value of 4.22. Additionally, the criterion "Teaching and learning activities have an effective impact on improving for students' lifelong learning abilities" received a rating of 2.21. The lowest-rated criterion was "Lecturers and students have effective interactions on teaching and learning methods to achieve PLOs" with an average value of 3.91.

+ *Content 3: Assessment of learning outcomes (7 criteria)*

Table 5. Summary of student feedback on content 3

Evaluation Criteria	18. Student testing and assessment include continuous evaluation during the learning process, formative tests, and summative exams designed in accordance with the level of achievement of PLOs.	19. Testing and evaluating student learning outcomes are conducted using various methods that are compatible and consistent with PLOs.	20. Regulations on exam time allowance, exam formats, evaluation criteria, and score weights are specifically and clearly described in the syllabi.	21. Lecturers use different methods to evaluate student learning outcomes, such as group work, major assignments, presentations, seminars, and on-site evaluations.	22. Testing and assessment ensure fairness and objectivity.	23. Students have their academic results announced on time.	24. Students are fully informed of the regulations and procedures for reviewing their academic results after each semester.
Average value	4.29	4.08	4.19	3.93	4.22	4.09	4.21

The overall results indicate that the content "Assessment of learning outcomes" has met learners' requirements relatively well. However, the criterion "Testing and evaluating student learning outcomes is carried out using many methods that are compatible and consistent with the learning outcomes" was rated the lowest at 3.93. This suggests that specialized faculties and lecturers need to diversify testing and assessment methods.

+ *Content 4: Students consultation and support (8 criteria)*

Table 6. Summary of student feedback on content 4

Evaluation Criteria	25. Academic consulting activities, extracurricular activities, competitions, and other support services are provided to enhance student learning.	26. Employment support activities for students (practical internships, collaboration with businesses and employers, and the enhancement of soft skills) are offered to meet students' needs.	27. Students learn in a comfortable psychological, social, and environmental setting with adequate support for learning and research.	28. Faculty/Division staff and academic advisors – homeroom teachers actively support and guide students in their studies.	29. University administrative officers and staff maintain a courteous attitude, listen to, and address students' legitimate requests in a timely manner.	30. Regulations regarding student regimes and policies are addressed in a timely manner.	31. The University effectively meets students' needs for cultural, artistic, physical education, and sports activities.	32. Youth Union and Student Association activities within the School are practical and positively impact students' learning activities and soft skills development.
Average value	4.17	4.04	4.10	3.99	3.97	3.95	4.03	4.08

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University

The student feedback results reveal that the average value of the eight criteria is 3.04. The criteria "Regulations regarding student regimes and policies are addressed in a timely manner" and "University administrative officers and staff maintain a courteous attitude, listen to, and address students' legitimate requests in a timely manner" received the lowest ratings, at 3.95 and 3.97 respectively. Consequently, the school and relevant units need to ensure that student regimes and policies are implemented promptly and in accordance with regulations. Additionally, functional departments and centers should focus on improving the quality of service and the courteous behavior of staff to better handle student concerns.

+ Content 5: Materials and Facilities for Learning (5 criteria)

This content encompasses criteria related to classrooms, laboratories, libraries, information technology systems, and standards for the environment, landscape, health, and security. Most criteria for materials and facilities are rated as relatively good and meet learners' needs. However, the criterion "The library has appropriate learning resources to support training and research activities" received the lowest rating of 3.85, indicating that library learning resources require more attention and improvement.

The results are clearly illustrated in the data table below:

Table 7. Summary of Student Feedback on Content 5

Evaluation Criteria	33. Classrooms have appropriate facilities to support training and research activities.	34. Laboratories and practice facilities are equipped and updated to meet the needs of students.	35. The library has appropriate learning resources to support training and research activities.	36. An information technology system (including computer systems, hardware, software, communication networks, online meeting rooms, websites, etc.) is suitable to support the training programs.	37. Environmental, health, and safety standards are defined and implemented, taking into account the specific needs of people with disabilities.
Average value	3.97	4.08	3.86	4.13	4.05

+ Content 6: General assessment of the course (2 criteria)

Table 8. Summary of Student Feedback on Content 6

Evaluation Criteria	38. Graduates have sufficient knowledge and skills for the profession.	39. Students are satisfied with the training quality of the course.
Average value	4.20	4.22

The student feedback results show that both criteria are rated highly, with scores of 4.20 and 4.22, indicating that students respond positively to the training quality of the course.

2.2. Recommendations

The feedback results suggest that the criteria established in the final year student survey largely reflect the university's activities. When used appropriately, the scale provides results that fairly represent the reality of the school's overall operations. Feedback on the six main content areas shows that the majority of students are satisfied with their training programs. However, there are areas for improvement. The university needs to upgrade and invest in suitable facilities and equipment to better support students' learning, training, and research activities. Additionally, it is essential to enhance the role of homeroom teachers and academic advisors, who act as intermediaries to help students easily communicate their thoughts and aspirations regarding their studies. This support can encourage students' learning spirit and contribute to improving the university's training quality.

- *Objectives, Program learning outcomes, and Training Program Contents:* The university needs to review the training plan for final-year students to ensure they have enough credits to be considered for scholarships; Supplement, review, and update practical training programs to improve students' foreign language skills and soft skills; Increase the number of internship and practical credits to provide students with opportunities to enhance their knowledge; Regularly update training programs, especially by incorporating advanced training programs from foreign universities; develop training programs that align with learner requirements and meet the demands of the labor market and society; Organize training in specialized knowledge corresponding to each specialized division of the faculty and university, and develop a scientific timetable. What is more, the university should establish relationships with external businesses, creating opportunities for students to visit, practice, and interact with real-world environments. This relationship

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University

will also help the university understand employer needs and design learning programs that closely match the actual requirements of businesses.

- *Teaching Activities and Assessment of Learning outcomes*: Establish regulations or announcements specifying the times for disclosing exam scores and incorporating scientific research scores into student assessments. Lecturers should regularly innovate and apply engaging, effective, and scientific teaching methods to enhance students' autonomy in learning and research; implement lectures in interactive formats such as games and role-playing to improve lesson comprehension, maximize creativity, and develop soft skills during the learning process. Besides, they should maintain a close and friendly relationship with students to identify their strengths and weaknesses and provide tailored support to improve their learning outcomes.

- *Materials and Facilities for Learning*: Upgrade and invest in appropriate facilities to support students' learning, training, and research activities; Increase the availability of relevant learning resources to support students' academic and research needs; Invest effectively in facilities for practice classrooms in line with standards for specific majors; Regularly update and supplement textbooks and materials to enhance teaching and students' self-research experiences.

- *Student Consultation and Support*: The university should provide timely notifications regarding the resolution of policies, regimes, and social benefits for students; The Youth Union and Student Association should organize numerous practical activities to foster a healthy living environment for students. Furthermore, it is crucial to offer short-term courses focused on teaching and training essential communication skills. Besides, it is beneficial to increase the number of extracurricular activities and create diverse recreational spaces to help students develop teamwork, organizational, planning, communication, and problem-solving skills.

III. CONCLUSION

This research, grounded in theories of satisfaction and practical studies related to training program quality, developed an evaluation model for end-of-course student assessments at TNUS. The study, based on surveys of 242 students, identified six key factors influencing the training program. These factors were rigorously tested using statistical tools to ensure research reliability.

The strength of this evaluation model lies in its simplicity and ease of use, which provides evaluators with valuable insights to support decision-making regarding training programs. The model helps ensure effective implementation and high-quality delivery of the programs. The findings offer critical recommendations and form a foundation for developing solutions to enhance TNUS's training program quality. These insights also contribute to improving the quality of teaching and providing targeted, practical solutions to further elevate the quality of the School's training programs.

REFERENCES

- 1) Resolution No. 29-NQ/TW dated November 4, 2013 of the 8th Central Conference, session XI on fundamental and comprehensive innovation of education and training
- 2) Government of the Socialist Republic of Vietnam, 2005, Resolution No. 14/2005/NQ-CP dated November 2, 2005 on basic and comprehensive innovation of Vietnamese university education in the period 2006 - 2020
- 3) Ministry of Education and Training, No.: 01/2024/TT – BGDDT, Hanoi, February 5, 2024 *Circular promulgating standards for higher education institutions*
- 4) Vu Xuan Hung (2016), High quality human resources retrieved from the website address <http://www.nhandan.com.vn/cuoituan/item/29833602-nhan-luc-chat-luong-cao.html>.
- 5) Alvarez, K., Salas, E., and Garofano, C.M. (2004), *An integrated model of training evaluation and effectiveness*, Human Resource Development Review, 3, 385–407.
- 6) Areti, S. and Theodora, S. (2014), *Evaluation of Educational Programmes – the Contribution of History to Modern Evaluation Thinking*, Health Science Journal, Volume 8 (2014).
- 7) Austrian Development Cooperation (2009), *Guidelines for Project and Programme Evaluations*
- 8) Kaufman, R., Keller, J. and Watkins, R. (1996), *What works and what doesn't: Evaluation beyond Kirkpatrick*. Nonprofit Management Leadership, 35: 8–12. doi: 10.1002/pfi.4170350204.
- 9) KirkPatrick D.L (2006), *Evaluating training programs: The four levels*, Berett – Koehler Publishers.
- 10) Stufflebean, D.L (1983), *The CIPP model for Program evaluation*, Kluwer – Nijhpff Publishing, pp 117-141.
- 11) Victor C.X. (2009), *Assessing and evaluating adults learning in career and technical education*, Zhejiang University Press.
- 12) Hoang Trong, Chu Nguyen Mong Ngoc (2005). *Analysis of research data with SPSS*. Statistics Publishing House, Ho Chi Minh City.
- 13) Bui Ngoc Anh, Dao Thi Hong Van (2013). *Survey on student satisfaction with training quality at University of Economics - Vietnam National University, Hanoi*. Scientific research, University of Economics - Hanoi National University.
- 14) Nguyen Thi Bao Chau, Thai Thi Bao Chau (2013). *Evaluating the level of student satisfaction with the training quality of the Faculty of Economics and Business Administration, Can Tho University in the period 2012 - 2013*. Science Magazine, Can Tho University, No. 28, 117-123.

An Investigation into the Factors Influencing the Quality of Training Programs at University of Sciences – Thai Nguyen University

- 15) Nguyen Hoang Diem Huong (2014). *Factors affecting alumni satisfaction with the quality of undergraduate training at University of Economics Ho Chi Minh City*. Scientific Conference - New consumer behavior in the Asean community - Opportunities and challenges. Ho Chi Minh City National University Publishing House.
- 16) Nguyen Thi Hong Linh (2010). *Evaluating the satisfaction of college Course 1 students about the course at Nha Trang Vocational College*. Master's thesis, Nha Trang University.
- 17) Hill, FM. (1995). *Managing service quality in higher education: the role of the students as primary consumer*. Quality Assurance in Education, 3(3), 10-21.
- 18) Oliver, R. L., W. O. Bearden. (1985). *Disconfirmation Processes and Consumer Evaluations in Product Usage*. Journal of Business Research, 13, 235-246.
- 19) Parasuraman, A, Zeithaml, V.A. anh Berry, L.L.(1985). *A conceptual model of service quality and its implications for future research*. Journal of Marketing, 49, 41-50.
- 20) Philip Kotler (2001). *Marketing Management Milenium Edition*. Ten Edition, USA: Prentic Hall Inc, pp 239.
- 21) Ministry of Education and Training, Department of Quality Management, No. 166/QLCL – KĐCLGD, December 31, 2019 Regarding replacing the evaluation guideline issued with official dispatch No. 768/QLCL – KĐCLGD.
- 22) Ministry of Education and Training, Department of Quality Management. *Evaluation guidelines according to Circular No. 12/2017/TT-BGDĐT dated May 19, 2017 of the Minister of Education and Training promulgating Regulations on quality accreditation of higher education institutions (Attached to the Document No. 1668/QLCL-KĐCLGD dated December 31, 2019 of the Department of Quality Management, replacing the Evaluation Instructions issued with Document No. 768/QLCL-KĐCLGD dated April 20, 2018 of the Department of Quality Management)*
- 23) Ministry of Education and Training, Department of Quality Management. *Guidelines on evaluating the quality of training programs at all levels of higher education*. According to Circular No. 04/2016/TT-BGDĐT dated March 14, 2016 of the Minister of Education and Training promulgating Regulations on standards for evaluating the quality of training programs at all levels of higher education (Attached to Circular No. 1669/QLCL-KĐCLGD dated December 31, 2019 of the Department of Quality Management, replacing the Guidelines on assessing the quality of training programs at higher education levels issued together with Guidelines No. 769/QLCL-KĐCLGD dated April 20, 2018 of the Department of Quality Management)
- 24) Ministry of Education and Training, Department of Quality Management. No.: 768/QLCL-KĐCLGD, Hanoi, April 20, 2018 *Regarding assessment instructions according to the set of standards for assessing the quality of higher education institutions*
- 25) Ministry of Education and Training, No.: 12/2017/TT – BGDĐT, Hanoi, May 19, 2017 *Circular promulgating Regulations on quality accreditation of higher education institutions*
- 26) Ministry of Education and Training, Department of Quality Management. No.: 2085/QLCL-KĐCLGD, Hanoi, December 31, 2020 *Instructions for self-assessment and evaluation outside the training program*



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.