



AUDIENCE RECEPTION AND EVALUATION OF UNIVERSITY COMMUNICATION: EVIDENCE FROM TRADE UNION UNIVERSITY, VIETNAM

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ABSTRACT

University communication has become increasingly important as higher education institutions operate in a multi-channel and increasingly digital information environment. However, the effectiveness of institutional communication cannot be assessed solely from the perspective of the communicating organization; it also depends on how different audiences access, receive, evaluate, and respond to institutional information. This study examines audience reception and evaluation of university communication through a case study of Trade Union University, Vietnam. The study employs a mixed-method design combining a structured survey of 400 university staff, employees, graduate learners, and undergraduate students with in-depth interviews and observation. The quantitative data were analyzed using descriptive statistics and comparative tests to examine patterns of information reception, information needs, content evaluation, satisfaction, and perceived communication effectiveness across different communication channels. The findings indicate that the university's official website and Facebook fanpage are the most frequently accessed communication channels, while newer social media platforms such as YouTube, TikTok, and Instagram receive comparatively lower levels of audience attention. Audience evaluations of communication content are generally positive, particularly with respect to content and visual design, while satisfaction is highest with the Fanpage ($M = 4.06$) and website ($M = 4.01$). Digital and social-media-based communication is also perceived as relatively effective for student recruitment, with online consultation through the university's social media channels receiving the highest effectiveness rating ($M = 3.91$). The findings further indicate differences in information access patterns across audience groups, suggesting that university communication is not a homogeneous process but varies according to audience characteristics and information needs. Overall, the study demonstrates that effective university communication requires an audience-oriented approach that connects channel selection, information relevance, content quality, timing, and audience satisfaction rather than simply expanding the number of communication platforms.

KEYWORDS: *University Communication; Audience Reception; Communication Evaluation; Higher Education; Social Media; Digital Communication; Vietnam.*

1. INTRODUCTION

In the context of digital transformation and the rapid development of online media platforms, communication is increasingly becoming an important component of the governance of higher education institutions. If in the past university communication was mainly seen as an activity to provide information, promote image and support admissions, now its function has expanded significantly, associated with branding, developing relationships with public groups, etc strengthen internal connections, build credibility and support the implementation of the university's strategic goals. The rise of websites, social media, video platforms, and online interactions has dramatically changed the way universities produce, distribute, and consume information. In this multi-channel media environment, the university's public is no longer passive recipients of information, but is increasingly able to choose channels, choose times, evaluate content, give feedback, and participate in the process of creating the university's image. Therefore, the evaluation of university communication activities cannot be based solely on the amount of information broadcast or the number of communication channels used, but rather on how public groups actually receive and evaluate that information.

In Vietnam, the requirement to innovate content and communication methods in education has been set in the process of fundamental and comprehensive reform of education and training. The development of information technology, social networks and digital communication methods has also created changes in the information reception behavior of learners, officials and public groups related to educational institutions. Universities are increasingly using multiple media channels, from websites, emails, message boards, and direct publications to Facebook, YouTube, TikTok, Instagram, newspapers and television. The research report on the University of Trade Union shows that the university has gradually expanded the system of communication channels and combined many media in the same activity to convey information to different groups of the public. The Center for Communication and Public Relations was established in 2021 with the function of advising and organizing the implementation of communication activities, brand development, public relations,



organizing events and attracting sponsorship, thereby marking a shift in the direction of professionalizing the school's communication activities. The studies compiled in the report show that university communication has been approached from a variety of angles. One direction of research focuses on brand communication and building the university's image, emphasizing the role of communication in building reputation, improving competitiveness and attracting learners. Another direction is interested in marketing communications, digital marketing and the use of social media in admissions. Some studies have focused on internal communication, seeing it as a mechanism to build cohesion among members and support the implementation of the organization's goals. These studies have helped to clarify the growing role of media in higher education governance, but most approach the problem from the institutional side, i.e. focusing on the university's communication strategy, tools, content or solutions. The report also points out that studies on media activities at universities are still relatively limited, especially those that systematically look at how different groups of the public receive and evaluate university communications. This gap is particularly noticeable because the effectiveness of communication is not only decided on the part of the transmitter. A well-designed message, distributed across multiple channels, and updated regularly is unlikely to be effective if the information is not relevant to the needs of the public, received at the wrong time, or does not generate interest and satisfaction. From this perspective, research on university communication needs to shift its focus from the question of "how did the university communicate" to the question of "how did the public receive and evaluate the media". This approach allows to consider communication as an interactive process, in which the effectiveness of information is shaped through the relationship between the communication channel, the content of the information, the characteristics of the public group, and the receptive experience of the recipients. It is also the basis for distinguishing between the presence of a media channel and its true ability to reach, engage, and generate satisfaction among the public.

The Trade Union University is a significant case study in this context. In recent years, the university has expanded and diversified its communication system, while paying more attention to the quality of content, images and organization of communication activities. The university's internal public groups include officials, employees, trainees, and students, while admissions, brand promotion, and public relations activities are geared towards a variety of external public groups. It is the diversity of these target groups that creates different information needs and ways of reception. The questionnaire of the study was designed to measure not only the level of information reception through different channels, but also the need to find out information, the timing of information updates, the evaluation of the content and form of communication, the level of satisfaction as well as the assessment of the effectiveness of the communication of enrollment and the organization of events, seminars and conferences.

Survey data shows notable differences between media channels. In the group of digital platforms, the Fanpage of the University of Trade Union, 47.3% of respondents said that they receive information at a "very frequent" level, while the corresponding rate of YouTube is 32.5%, TikTok 33.5% and Instagram 32.3%. Channels belonging to the Youth Union, Student Union, departments, departments and centers reached 37.0% at the "very frequent" level. These results show that expanding the number of media platforms does not mean the same level of adoption between channels. The public tends to focus on certain channels, thereby raising the issue of the compatibility between the characteristics of the media channel, the content provided, and the needs of each group of the public. The difference is not only in the level of reception, but also in the evaluation and satisfaction level. The survey results show that Fanpages have the highest average satisfaction rate ($M = 4.06$), followed by Website ($M = 4.00$), channels of the Youth Union, Student Union and Student Affairs Office ($M = 3.95$), while YouTube, TikTok and Instagram have satisfaction levels of 3.68, respectively; 3.67 and 3.65. These results suggest an important problem: communication effectiveness may not lie in the school's presence on as many platforms as possible, but in its ability to select and operate channels that are relevant to the public's receptive behavior. Similarly, in admissions communication, online counseling through the school's social media channels achieved an average score of 3.91, higher than promotion through newspapers, television and external partners ($M = 3.73$) and direct admissions counseling at high schools ($M = 3.83$). These results show the increasingly clear role of digital media methods in the process of reaching potential learners.

Besides the communication channel, the quality and form of information are also important factors in the public's reception experience. The survey results showed that the content of the post, photographs, design images, icons, and videos were all rated at a relatively positive level; in which the design images and post content are the components that receive a relatively high rate of "attractive" and "very attractive" reviews. This shows that the process of receiving information depends not only on the ability of information to reach the public, but also on how information is presented, visualized, and organized on each platform. At the same time, the difference in the timing of information reception between target groups also suggests that university communication needs to be viewed in relation to the characteristics and rhythm of public life, rather than assuming that all audience groups receive information in the same way.

From the above issues, this study approaches university communication from the perspective of **audience reception**, focusing on the process of the public accessing, receiving, and evaluating information transmitted through different channels. Rather than just describing a university's communication system or proposing media management solutions, the study aims to clarify the relationship between communication channels, information uptake, information needs, content evaluation, satisfaction and perception of communication effectiveness. This approach allows for a shift in the focus of analysis from "communication provision" to "audience experience", thereby providing a more complete view of the effectiveness of communication in higher education settings. On that basis, the study uses the



case of the University of Trade Union to answer three main questions: through which channels and to what extent; how they rate the content and quality of the media and whether the level of satisfaction with the media channels is different; and how public groups perceive the effectiveness of communication, especially in enrollment and the organization of events, seminars, and conferences. The study used survey data from 400 officials, employees, trainees and students, combined with in-depth interview and observational data to provide empirical evidence of media reception experiences in a higher education institution in Vietnam. Thereby, the study not only contributes to the addition of empirical evidence on higher education communication in Vietnam, but also emphasizes the need for a public-centered approach in the design and evaluation of communication activities of higher education institutions.

2. RESEARCH METHODS AND ANALYTICAL FRAMEWORK

The study was carried out according to the design of a case study, combining quantitative and qualitative methods to examine the communication activities of the University of Trade Union from the perspective of reception and evaluation of public groups in the university. This approach stems from the notion that communication effectiveness is not only formed on the part of the broadcaster but is also reflected through accessibility, receptivity, information demand, content evaluation, and recipient satisfaction. Therefore, rather than just describing the school's communication systems and methods, the study focused on analysing the public's experience of the media channels and content provided.

Quantitative data were collected through a structured questionnaire at the University of Trade Union with a sample capacity of 400 people, including officials, employees and learners of the university. The determination of sample capacity is carried out according to Robert V. Krejcie's sample table, and the sample selection method is determined to be simple random. The sample structure includes 50.0% of public employees and employees; 43.5% of students and 6.5% of students, thereby allowing the research to reach a relatively diverse range of the university's direct public groups. The questionnaire is designed to collect information on the characteristics of respondents, the level of information reception through different communication channels, the demand for different types of information, the time of receiving information, the evaluation of the content and form of communication, the level of satisfaction as well as the assessment of the effectiveness of communication in admissions and the organization of events, etc. seminars and conferences. These are groups of variables that directly serve to analyze the process of public media reception and evaluation.

In addition to survey data, the study used qualitative data from 10 in-depth interviews with groups of subjects directly related to the school's communication activities, including 02 school leaders, 02 unit managers, 02 representatives of mass organizations, etc 01 young officer and lecturer, 01 senior staff and lecturer and 02 students who are members of the class personnel committee. The study also used an observational method that did not attend at some conferences and events held at the university. Qualitative data is mainly used to supplement and clarify survey results, especially for issues related to the operation of communication channels, coordination between units and mass organizations, as well as the opinions of subjects directly involved in communication activities. This combination helps to limit the view of media from quantitative indicators and facilitates a deeper interpretation of trends reflected in survey data.

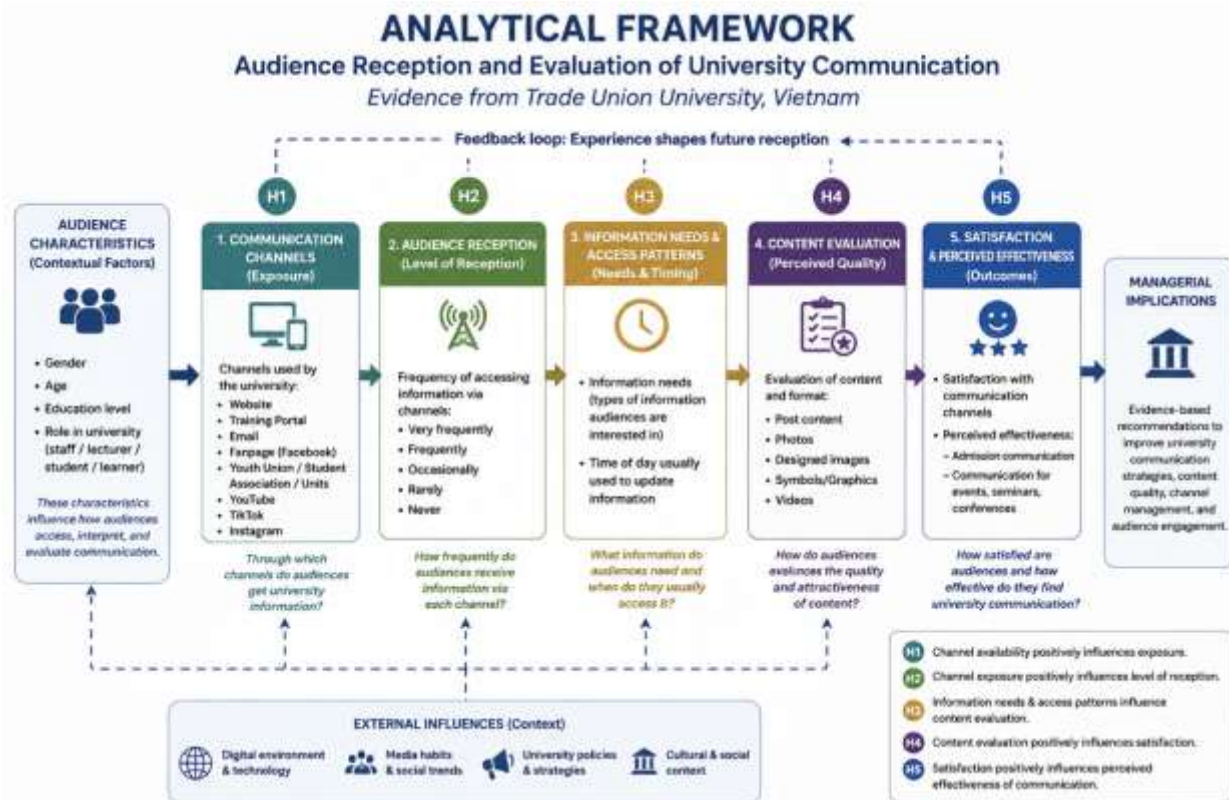
Quantitative data is processed using SPSS 26.0 software. Statistical analysis primarily uses descriptive statistical procedures, including frequency, percentage, mean, median, and standard deviation to describe respondents' level of reception, evaluation, and satisfaction with media channels and content. Besides descriptive statistics, a number of comparative tests are used as necessary to look at differences between population groups. In the available research data, the Welch ANOVA test was used to look at differences in the timing of information updates between groups of subjects. The combination of frequency, percentage, mean and comparative testing allows the results to not only reflect the prevalence of a phenomenon but also identify notable differences between groups of the public.

In terms of measurement content, the study focuses on five main groups of information related to the process of media reception and evaluation. The first group reflects the characteristics of the general public, including gender, age, education level, and target groups in the school. The second group reflects the level of information reception through communication channels, including websites, training portals, emails, Fanpages, channels of the Youth Union, Student Union, departments, departments and centers, and social media platforms such as YouTube, TikTok and Instagram. The third group reflects the needs and conditions for receiving information, including what types of information the public are interested in and when of day they typically update new information. The fourth group reflects the evaluation of content and forms of communication, focusing on post content, images, designs, icons, and videos. The fifth group reflects satisfaction and perceived effectiveness, including satisfaction with communication channels and evaluation of the effectiveness of enrollment communication as well as communication for events, workshops and conferences. This measurement structure is built on the basis of the groups of variables used in the questionnaire of the original study, thereby ensuring consistency between the study design and the data system analyzed.

On the basis of the research variables and the objectives of the article, the analytical framework is built towards an audience reception approach, in which communication is considered as a linkage process between the provision of information by the school and the experience of the reception of the public. Accordingly, communication channels are the starting point of the process of accessing information; thereby forming the level of information reception of public groups. This reception process is associated with information

needs and conditions for reception, including the type of information of interest and when the public regularly accesses it. On that basis, the public forms an assessment of the content and form of communication, before generating satisfaction levels and judgments about media effectiveness. Communication Channels → Audience Reception → Information Needs and Access Patterns → Content Evaluation → Satisfaction → Perceived Communication Effectiveness can be summarized: Communication Channels Audience Reception Information Needs and Access Patterns.

The framework allows the study to shift its focus from simply looking at what media a school is using to analyzing how those media are received and evaluated by the public. Accordingly, a communication channel is considered meaningful not only because of its presence in the school's communication system but also because of its ability to reach the right group of the public, meet information needs, create a positive experience and be considered effective. This approach also allows to explain cases in which media platforms have a relatively large presence, but the level of public reception or satisfaction is not commensurate. At the same time, the analysis by target group helps to identify the possibility of differences in needs, timing and methods of receiving information between officials, employees, students and trainees.



This analytical framework also inherits the theoretical orientation of the original research, in particular the two-step communication model of the process by which information is transmitted to groups of the public and produces different reactions in the recipients. The original research identified the two-step model theory and the social functional theory as the two theoretical bases applied to the study of the communication activities of the Trade Union University. However, in this article, theories are not presented as independent theories but are used at the level of orientation for explaining the process of receiving and evaluating information. In particular, the approach from the public is placed at the center to ensure consistency between the research question, the variable system, the analysis method and the experimental results presented in the next section. With this design, the research results are organized according to a unified analysis circuit, starting from the characteristics of the research sample and the level of information reception through channels, followed by the needs and conditions of reception, evaluation of media content, satisfaction level and finally assessment of communication effectiveness. Such an analytical structure allows for the simultaneous exploitation of data on frequency, percentage, mean and differences between groups, thereby shifting the tabulation system of the original study from a status quo description to empirical evidence for the interpretation of media reception and evaluation behavior in a university setting.

3. RESEARCH RESULTS

3.1. Characteristics of the study sample

The study surveyed 400 people from the direct public groups of the University of Trade Unions, including officials, employees, students and students. Selecting a wide range of audiences rather than focusing solely on students allows the study to approach university media



from a broader public level, where each group has different locations, information needs, and receptive contexts. The sample structure by gender, target group, age and education level is presented in Table 1.

Table 1. Characteristics of the study sample (N=400)

Characteristics	Quantity(n)	Rate (%)
Gender		
Male	173	43,3
Female	227	56,7
Target Groups		
Public employees and employees	200	50,0*
Students	26	6,5
Students	174	43,5*
Age		
18-<25 years old	232	58,0
25-<35 years old	76	19,0
35-<50 years old	76	19,0
≥50 years old	16	4,0
Education		
Professor/Associate Professor	3	0,8
Doctor	44	11,0
Master's	103	25,8
Bachelor's degree	76	19,0
Others	174	43,5

Note: The ratios of the two groups of "public employees" and "students" are recalculated according to the actual number in the sample (200/400 = 50.0%; 174/400 = 43.5%). In the original table, these two ratios are reversed. Source: Survey of the topic.

The sample structure showed that women accounted for a higher proportion than men, 56.7% and 43.3%, respectively. However, the gender gap is not too large, allowing the data to reflect a relatively diverse group of respondents rather than focusing excessively on one gender. More notable is the structure by audience group, because this is a variable that has direct implications for the study's audience reception approach. Officials and employees accounted for half of those surveyed, while students accounted for 43.5% and students accounted for 6.5%. As such, the data not only reflects the learner's media experience, but also significantly covers the internal public group that is working and participating in the school's activities. The presence of these three groups facilitates the examination of whether the patterns of information acquisition are homogeneous across groups or differ according to the individual's position in the university setting. In terms of age, the sample tended to be young, with 58.0% of respondents being between 18 and under 25 years old. The two groups from 25 to under 35 years old and from 35 to under 50 years old together accounted for 19.0%, while the group aged 50 years and over accounted for only 4.0%. This structure significantly reflects the characteristics of a university environment with a large student population, and shows that the data are clearly present for age groups with varying degrees of engagement with digital media. However, age should not be understood as an automatic determinant of communication behavior; The meaning of this variable is only really clarified when placed in relation to the audience group, the type of information of interest, and the channels used. This is the basis for subsequent analyses to look at differences in information reception between groups of the public rather than assuming a uniform reception pattern for the entire school.

The structure of educational attainment also shows relatively clear diversity. The group with a master's degree accounted for 25.8%, followed by bachelor's degree with 19.0% and doctoral degree with 11.0%; the group of professors and associate professors accounted for 0.8%. The group classified as "other" accounted for 43.5%, corresponding mainly to learners who were not in the educational level groups listed in the questionnaire. Thus, the education level variable in the study is significant primarily as a background characteristic of the respondents, while the subject group variable is likely to more directly explain differences in information reception needs and behaviors. This distribution also shows that the research sample does not only represent an academic class but also includes individuals with different positions in the school's organizational and educational systems.

Overall, the sample characteristics suggest that the study has a relatively diverse public structure, with the simultaneous presence of a group of officials, workers, students, and trainees, of which the under-25 group accounts for a large proportion. This is particularly consistent with the study's objectives when considering university communication on the recipient's side. Instead of treating the "school public" as a homogeneous group, subsequent analyses will look at the level of information reception by each channel, the need for information and the timing of reception, thereby identifying differences in the communication experience between target groups. This is also a step from describing the characteristics of respondents to analyzing the essence of the audience reception process of university media.



3.2. The level of information reception through communication channels

One of the first aspects that reflects the public's experience of university media is the extent to which they actually receive information through the channels that the university is using. In this study, receptivity was measured on a five-level scale, from "never" to "very often", for official media channels and communication channels managed by units and organizations within the university. The results show that the level of uptake is not evenly distributed between channels. Some of the school's official channels have a relatively high public outreach, while some new social media platforms have a lower percentage of regular recipients. This shows that the presence of a channel in the communication system does not mean that the channel has an equivalent position in the public's information reception behavior.

Table 2. The level of information reception through communication channels of the Trade Union University (%)

Communication Channels	Never	Occasionally	Normal	Regular	Very often
Email	8,3	13,0	18,8	26,0	34,0
Campus bulletin board	5,8	14,5	24,8	26,5	28,5
Training Portal	0,0	5,5	1,0	32,5	46,0
Brochures	6,3	13,8	22,3	26,0	31,8
School Website	1,5	5,8	21,3	24,3	47,3
Fanpage of the University of Trade Union	0,3	6,3	16,8	29,5	47,3
YouTube	17,8	11,3	21,5	17,0	32,5
TikTok	19,0	11,8	19,3	16,5	33,5
Instagram	22,8	9,0	19,5	16,5	32,3
Youth Union Channel – Student Association/Department/Department/Center	6,3	10,5	25,0	21,3	37,0
Press/Television	9,0	12,8	25,0	21,3	32,0

Source: Survey of the topic, N = 400.

The most outstanding result was that the Website and Fanpage of the University of Trade Union both achieved a rate of 47.3% at the "very often" level, the highest among all channels surveyed. For the Website, only 1.5% of respondents said they "never" received information and 5.8% said they only received "occasionally". Similarly, Fanpage has a "never" rate of only 0.3% and "sometimes" of 6.3%. Thus, these two channels not only have a very high rate of recipients at a very high level, but also have a relatively low non-reach rate. That shows that the Website and Fanpage are holding a central position in the information reception system of the school public. This result is also consistent with the data in the original study, when the Website was identified as the official channel for providing information of the school, while the Fanpage had the ability to update and spread information quickly to the public. The training portal also had a prominent position with 46.0% of respondents saying receiving information at a "very frequent" level and 32.5% at a "regular" level. Notably, none of the respondents chose "never" for this channel. However, unlike the Website and Fanpage, the meaning of the training portal is closely associated with the needs of learners to use learning information and manage training. This is a channel that provides highly functional information such as academic registration, class schedules, exam schedules, and academic results. Therefore, the high level of receptivity of this channel not only reflects the effectiveness of communication in the sense of promotion, but also shows a fairly clear form of information utility: the public, especially learners, tend to regularly receive information directly associated with their needs and activities. The data in the original study also noted the high adoption rate of the training portal and explained this from the need to track information directly related to student learning.

Channels belonging to the Youth Union, Student Union, departments, departments and centers reached 37.0% at the "very frequent" level and 21.3% at the "regular" level. Thus, if the two highest levels of reception are combined, up to 58.3% of respondents said that they often or very often receive information from this group of channels. This result shows that the university's communication system not only operates in a centralized model from official channels, but also has a distributed communication network at the unit level. These channels are capable of bringing information to public groups associated with each specific faculty, department, organization or activity, thereby creating information touchpoints close to the daily life of learners and officials and employees. This is a remarkable feature if we consider university communication as a multi-center system, in which the university is both the official media subject and has the participation of many intermediaries. Email had 34.0% of respondents receiving information at the "very frequently" level and 26.0% at the "regular" level, which is a total of 60.0% at the top two levels. Although the "very often" rate is lower than websites, fanpages and training portals, email still maintains a significant role in the communication system. This can be explained by the characteristics of Email as a direct, formal and suitable channel for information to be conveyed to a specific group of audiences. However, the rates of 8.3% "never" and 13.0% "occasionally" indicate uneven levels of email reception, which may reflect differences in needs and usage habits among groups of the public.



3.3. Public evaluation of the content and form of communication

The level of information receptivity reflects the ability of media channels to reach the public, but does not indicate whether the information creates a positive experience for the recipient. Therefore, the study continues to look at how the public evaluates the components that make up a school's media product, including the general interface, post content, photographs, design images, icons, and videos. The criteria are evaluated on a five-level scale from "unattractive" to "very attractive". The results show that in general, the public has a positive evaluation of the communication products of the Trade Union University, but the level of evaluation has certain differences between components.

Table 3. Public Assessment of the Content and Form of Information and Communication (%)

Ingredients	Unattractive	Less attractive	Normal	Attractive	Very attractive
General Interface	2,3	7,3	31,8	27,5	31,3
The content of the post	0,3	5,0	33,5	35,0	26,3
Photos	0,8	4,3	34,8	27,0	33,3
Design Images	1,0	5,0	32,0	26,8	35,3
Icon	1,0	4,0	37,3	23,3	34,5
Video	1,5	6,0	34,5	24,8	33,3

Source: Survey of the topic, N = 400.

The first highlight is the relatively low rate of negative reviews for media components. In all six criteria, the percentage of "unattractive" choices ranged from only 0.3% to 2.3%, while the "less attractive" rate ranged from 4.0% to 7.3%. This means that the majority of respondents do not view their media products as unattractive. school in a negative direction. On the contrary, if you combine the two levels of "attractive" and "very attractive", the rate of positive reviews ranges from 50.8% for the general interface to 62.1% for the design image. As such, while there is still a portion of respondents who rate products as "normal," the overall trend of the data is positive. Among the surveyed components, design images received the highest positive reviews, with 26.8% of respondents choosing "attractive" and 35.3% choosing "very attractive", or 62.1% of positive reviews. The content of the post came in next with 35.0% of the ratings "attractive" and 26.3% "very attractive", or 61.3%. Photos and videos both scored 60.3% in the two positive ratings, while the icon reached 57.8%. This result shows that the public relatively appreciates both the quality of the content and the visual aspects of the media product. Notably, the design image achieved the highest rate of "very attractive" among the six criteria, indicating that the visual element is playing a significant position in the public's information reception experience.

As for the content of the post, only 0.3% of respondents rated it as "unattractive" and 5.0% rated it "less attractive", while 61.3% rated it as "attractive" and "very attractive". This is a remarkable result because content is a direct component that determines the information value of the media. However, the rate of 33.5% of "normal" reviews also shows that the attractiveness of the content is not completely uniform to the public. In other words, the fact that the information is fully provided does not necessarily mean that it always attracts attention or high attraction. The gap between the positive review group and the "normal" review group suggests that content quality is still a space that can continue to improve, especially if the goal of communication is not only to provide information but also to generate interest and engagement.

A similar trend emerges for design images and photographs. Design images had 62.1% of respondents rating "attractive" or "very attractive", while photos scored 60.3%. In particular, 35.3% rated the design image as "very attractive", the highest among all criteria. This result shows that the shift from text-oriented media to visual communication has been relatively positively recorded by the public. Qualitative data also reinforces this statement. A school leader said that since the establishment of the Center for Communication and Public Relations, the school's publications, post designs and images have received more attention, the quality of the design has been improved, and the images are informative and creative, thereby contributing to creating a more professional appearance for communication activities and events.

The video also received relatively positive feedback, with 24.8% rating it as "engaging" and 33.3% "very engaging", for a total of 58.1%. However, the "normal" review rate is still at 34.5%, which is higher than the post content and design images. This shows that the use of video formats has generated a certain amount of interest but has not created a clear advantage over other forms of content. This result is remarkable when placed next to the reception of YouTube and TikTok in the previous section. Although videos are quite positive in terms of appearance, video platforms are not the ones with the highest reception. As such, the appeal of a content format and the level of use of a media channel are not completely identical. The public can judge videos as attractive but still prioritize receiving information through websites or fanpages, where they can search and update many different types of information. The general interface was the component with the lowest positive rating rate in the six criteria, with 27.5% "attractive" and 31.3% "very attractive", or 58.8%. Although this is still a relatively positive rating, 31.8% of respondents chose "normal" and 9.6% rated it "unattractive" or "less attractive". This



result suggests that the interface experience may not yet make as much of a difference as content elements and design images. This also suggests that the public's assessment of the media depends not only on the overall form of presentation, but also on the value and relevance of the information conveyed.

Overall, the results show that the public evaluates the communication products of the Trade Union University in a relatively positive direction but is not uniform at a high level. The two most prominent components are the design image and the post content, while the general interface and icon have a relatively high rate of "normal" reviews. Notably, none of the components achieved a "compelling" and "very attractive" ratio that exceeded two-thirds of the respondents. This shows that the school's communication has created a positive evaluation base, but there is still a gap between "receptive" and "really attractive". This is a significant finding for the audience reception approach: access to information doesn't equate to the quality of the reception experience, and the fact that the public regularly visits a channel doesn't mean that every content on that channel is equally engaging.

Putting this result in relation to the previous section, it is possible to notice a fairly consistent structure. Website and Fanpage are the two channels with the highest level of reception, and the content and image elements of the media product also receive positive reviews. This suggests that the public's media experience is shaped by a combination of the accessibility of the channel and the quality of the content offered on that channel. However, the available data do not allow to confirm the causal relationship between these two factors; Therefore, the results should only be interpreted in the direction of description and relatable, rather than concluding that the quality of the content directly produces a higher level of reception.

The findings lead to another question that has more important implications for evaluating media effectiveness: if the public is relatively satisfied with the content and form of communication, is their satisfaction with each particular channel corresponding? Moving from a "compelling" rating of a media product to a "satisfactory" rating for each form and channel will allow the study to better identify which channels are creating the most positive experience for the public. This is the content analyzed in the next section.

3.4. Public satisfaction with forms of communication

If the content and form assessment reflects the public's perception of each media product, the satisfaction level allows for a broader consideration of their experience of the forms of communication the school is using. The survey results showed that overall satisfaction levels were relatively positive, with the average scores of all forms of communication being higher than the middle of the scale. However, the level of satisfaction is uneven between channels, thereby showing the difference between channels that are creating a more positive experience and those that have not really met the expectations of the public.

Table 4. The level of public satisfaction with the forms of communication of the Trade Union University

Form/Communication Channel	Mean	SD
Fan page	4,06	0,89
Website	4,01	0,99
Channels of the Youth Union- Student Union/Student Affairs Office	3,95	0,99
Events/Seminars/Conferences	3,97	—
News Feed	3,87	0,99
Advertising Publications	3,84	1,03
Email	3,73	1,03
YouTube	3,68	1,16
TikTok	3,67	1,15
Instagram	3,65	1,18

Source: Survey of the topic, N = 400.

The results show that Fanpage is the form of communication with the highest level of satisfaction, with an average score of 4.06, followed by Website with 4.01. These two channels are also the channels with the highest level of reception in the previous analysis, when they both reached 47.3% of respondents at the "very often" level. The similarity between the two groups of indicators is a striking finding: the channels used more frequently by the public are also the ones that generate higher levels of satisfaction. However, the current data only allow for the identification of covariation between receptivity and satisfaction, which is not sufficient basis to conclude that the frequency of direct reception produces satisfaction.

The website achieved an average satisfaction level of 4.01, only 0.05 points lower than the Fanpage. This shows that the Website still holds a very important place in the public's media experience, although the original research also noted some limitations regarding the Website's interface and updating. The report said that the school's website has been designed in advance, some content has not been updated and refreshed regularly, and there is no online Q&A function. The fact that the website remains highly satisfying in this context



shows that its value to the public may lie not only in its form, but also in its formality, reliability, and ability to provide information that is difficult for other platforms to replace. This is especially consistent with the previous results, when the website had the highest level of "very frequent" reception along with the Fanpage. Channels belonging to the Youth Union, Student Union, and Office of Student Affairs have an average score of 3.95, while events, seminars, and conferences score 3.97. These two results show that the public's media experience is not only formed through digital platforms but also through direct touchpoints and channels associated with the organizational life of the school. In particular, the satisfaction level of nearly 4 points for events, seminars and conferences shows that direct communication and event communication still play a significant role in the university media ecosystem. This is also consistent with the interview data, in which the management officer assessed that after the establishment of the Center for Communication and Public Relations, events, seminars and conferences were more and more professionally organized, and the update of information on the Website and Fanpage became faster and more accurate.

In the group of media forms with average satisfaction, News Feed scored 3.87, while advertising publications scored 3.84 and Email scored 3.73. The gap between Email and Website/Fanpage is quite clear, showing that using an official channel does not mean that the public has an equivalent experience on all channels. Email has the advantage of directness and the ability to deliver information to a specific group of recipients, but has significantly lower satisfaction rates than channels that allow the public to actively access and select content. These results suggest that the media experience may be influenced not only by the formality of the channel, but also by the convenience and ability of the recipient to actively select information.

The most obvious differences appear in the three platforms , YouTube, TikTok and Instagram, with average scores of 3.68, 3.67 and 3.65, respectively. These are also the three channels with significantly lower reception than Fanpages in the previous analysis. Instagram had the lowest satisfaction rate in all forms surveyed, and had a standard deviation of 1.18, the highest among the channels surveyed, indicating a relatively large level of dispersion in respondents' reviews. This result is particularly remarkable because the university has expanded its communication system to many social media platforms, but the expansion of the number of platforms has not generated a corresponding level of satisfaction. Thus, the diversification of communication channels should be distinguished from improving the quality of the public experience on each channel.

Placing the results in the same frame of reference shows a relatively clear pattern: Fanpages and websites simultaneously have high levels of receptivity and satisfaction; YouTube, TikTok and Instagram both had lower levels of reception and satisfaction. This is one of the most important findings of the study because it shows that the effectiveness of the communication system cannot be measured by the number of platforms a school is using. An omnichannel system only really makes sense when those channels create a level of access, use, and satisfaction that corresponds to the needs of the public. However, the differences between channels also need to be interpreted with caution. Fanpage can have an advantage because this is a commonly used platform and has the ability to quickly update school activities; The website has the advantage of formality and the ability to centralize a wide range of information; while YouTube, TikTok, and Instagram require different types of content and ways of interacting. Therefore, the lower satisfaction levels of these platforms do not necessarily reflect lower quality of media in all respects, but may reflect incompatibilities between platform characteristics, the content offered, and the public's reception habits.

The results of in-depth interviews somewhat reinforce the positive trend reflected in quantitative data. A lecturer assessed that after the establishment of the Center for Communication and Public Relations, communication activities have made significant progress, news is updated quickly, and events are organized more professionally. A management official also said that the information on the Website and Fanpage is updated faster, more accurate and more to the point than before. These comments help explain why the school's central channels receive a relatively high level of satisfaction, and show that the improvement in the organization and professionalization of communication activities has been noted by a segment of the public.

In general, the level of public satisfaction with the communication of the Trade Union University is relatively positive, but there is a clear differentiation between channels. Fanpages and websites create the most satisfying experience, while social media platforms such as YouTube, TikTok and Instagram have not reached the equivalent level. Notably, this result is relatively consistent with the reception pattern identified in the previous sections, thereby reinforcing the notion that audience reception not only reflects whether the public has access to information but also relates to the quality of their experience with the media channel. From here, the analysis needs to move to a higher level: not only whether the public is satisfied with the media channels, but also whether they evaluate the school's ability to achieve specific communication objectives, especially enrollment and events. seminars and conferences.

3.5. Overall evaluation of communication effectiveness

After considering the level of information reception, needs and timing of reception, evaluation of content and satisfaction level for each channel, it is possible to identify a relatively consistent trend in communication effectiveness of the Trade Union University. In general, the public rated the school's communication activities at a fairly positive level, as shown by the relatively high average scores for most forms of communication and specific media activities. However, the effectiveness is not evenly distributed across channels and methods,



suggesting that the relevance between communication channels, content and communication objectives is important for the public experience.

Group/Evaluation Criteria	GPA
Admissions Communications	
Propaganda through the school's media channels	3,86
Promote enrollment through newspapers/television/partners	3,73
Designing enrollment brochures	3,86
Direct enrollment counseling at high school	3,83
Online enrollment counseling via the school's social network	3,91
Communication of events, seminars, conferences	
Script content	3,88
LED Display Design	3,91
Sound and image quality	3,91
MC	3,95
Brochures	3,90

Source: Survey of the topic, N = 400.

The first notable point is that all performance evaluation criteria scored an average of 3.73 or higher on a five-level scale. This shows that the public's assessment of communication effectiveness is generally above average, and there is no appearance of a single method being rated at a low level. This result is consistent with the pattern identified in the previous sections: the public not only receives information from the school's main channels quite often, but also evaluates relatively positively the content, form and level of satisfaction with the communication activities. In enrollment communication, online counseling through the school's social media channels achieved the highest average score ($M = 3.91$). Next is propaganda through the school's media channels and the design of enrollment advertising publications, which together reached about 3.86; direct counseling at high school reached 3.83. Meanwhile, enrollment promotion through newspapers, television and agency partners had the lowest score, 3.73. This distribution shows a remarkable trend in public evaluation behavior: direct forms of communication on the university's digital ecosystem are being appreciated relatively higher than forms of communication based on external intermediaries. In particular, Online counseling via social networks with the highest score shows that social networks not only play a role in disseminating information but have become an interactive space between schools and the public. This result is consistent with the high level of receptivity and satisfaction of the Fanpage analyzed in the previous sections, thereby strengthening the position of direct digital channels in the school's communication system. However, the results do not show a complete replacement of traditional communication methods. Direct counseling at high schools still scored 3.83, while promotion through newspapers, television and agencies reached 3.73. This shows that the effectiveness of enrollment communication tends to be formed from a combination of multiple methods, rather than depending on a single channel. The difference in the mean between the forms is relatively small, so it should not be interpreted that one method completely outperforms or substitutes for others. Instead, the results suggest that digital media is holding an increasingly important place in a multi-channel enrollment communication system.

For the communication of events, seminars and conferences, the criteria also received a relatively high rating. MC scored the highest average ($M = 3.95$), followed by LED screen design and sound and image quality both scored 3.91; advertising publications scored 3.90 and script content scored 3.88. Thus, not only digital media channels but also the elements that directly constitute the experience at the event are positively evaluated by the public. This shows that the school's communication activities have shifted from simply covering the event to focusing more on the entire media experience of the event, including the content, images, sound, design and way of leading the program.

These quantitative results are also supported by in-depth interview data. Some participants in the study commented that after the establishment of the Center for Communication and Public Relations, the university's communication activities have undergone significant changes; Events are more invested, image and sound quality is improved, while enrollment is organized more methodically both in person at educational institutions and online on school channels. These qualitative observations are not a substitute for the survey results but help to explain the context of positive reviews, especially in relation to the professionalization of communication activities after the establishment of the Center. However, when placing all the results side by side, it can be seen that the school's communication effectiveness is still uneven between channels and goals. Websites and Fanpages have both a high level of reception and a high level of satisfaction; Online enrollment counseling via social networks is also considered the most effective form in the group of enrollment activities. In contrast, YouTube, TikTok, and Instagram have lower levels of reception and satisfaction. This shows that the expansion of the digital media system has not automatically created corresponding efficiency on all platforms. The value of each channel depends on how well it matches the characteristics of the platform, content, needs, and habits of the audience that the channel is aimed at.



On a broader level, the survey's findings on priorities for improving engagement and media quality also provide further evidence for this statement. 62.5% of respondents prioritize multi-dimensional information, targeting a wide range of audiences; 61.3% value information that is updated quickly and accurately; 55.8% choose to design vivid and attractive images/videos. For improving the quality of communication, 61.0% chose to continue building a professional communication department, 56.3% proposed to design professional publications according to brand identity, and 54.3% chose to use digital marketing tools. These choices are notable because they reflect not only the current assessment but also the public's own expectations for the direction of the university's communication development. In particular, the fact that "multi-dimensional, multi-dimensional information" and "fast-updated, accurate information" are selected at the highest rate shows that the public cares first of all about the historical value and the ability to meet information needs, not just the form of communication. The results show that the communication activities of the Trade Union University have formed a relatively diverse communication system and have a fairly positive level of reception, satisfaction and perceptual effectiveness, in which the Website and Fanpage hold the central position, while digital media plays a prominent role in enrollment activities. However, the differences between platforms show that communication efficiency is not created simply by increasing the number of channels. More important is the ability to connect to the right channels – the right content – the right group of people – at the right time. This is the research findings and the basis for moving from describing the results to discussing the implications of these findings in the context of research on university communication.

4. DISCUSSION

The results of the study show that university communication at the University of Trade Union is shifting from an information-oriented communication model to a multi-channel communication system, in which public experience and feedback are increasingly becoming an important component of communication effectiveness. The study's striking findings were not in how many media channels the school used, but in the differences in reception, evaluation and satisfaction between channels. Websites and Fanpages have emerged as two central touchpoints, while YouTube, TikTok and Instagram have not created the same level of reception. At the same time, the public evaluates the content and form of communication relatively positively, but this level of positivity is not completely uniform between components. These results suggest that university communication effectiveness should be seen as an interaction between media channels, public demand, content quality, and reception experience, rather than being measured merely by the level of presence or the number of platforms the university uses. A notable finding is the simultaneous superiority of websites and fanpages in both reception and satisfaction. These two channels both scored 47.3% of respondents at the "very often" level, while the average satisfaction score reached 4.01 and 4.06, respectively. The similarity between the two indicators suggests that channels that have the potential to become "regular touchpoints" of the public also tend to produce a more positive experience. However, what is more important is that these two channels perform relatively different functions in the media ecosystem. The website has the advantage of formality, the ability to centralize and store information; while Fanpages have the ability to update quickly, create attention and bring information to the public in an environment where they have formed a habit of using it. Therefore, the central position of the Website and Fanpage not only reflects the popularity of the two platforms but also shows the compatibility between the characteristics of the channel and the needs of the public. This is also consistent with the assessment in the qualitative data that updating information on the Website and Fanpage has become faster, more accurate and more focused after the professionalization of the school's communication activities.

The above findings also pose an important problem for the trend of digital media diversification in higher education. The results of the study show that not all digital media channels are equally effective. YouTube, TikTok, and Instagram all have significantly lower "very often" rates than Fanpages, and the average satisfaction rate only ranges from 3.65 to 3.68. This shows that the presence on multiple platforms does not automatically translate into high levels of reception or satisfaction. A logical explanation is that each platform has its own characteristics in terms of user behavior, content format, and interaction mechanisms; As a result, putting the same content logic across multiple platforms may not generate the same level of relevance. The original research data also shows some limitations in digital media activities, such as not fully exploiting digital marketing tools, content is not really rich and different between channels, while media human resources are still limited in experience. This helps explain why expanding the number of platforms does not mean expanding the corresponding scope of the actual reception of the public.

From the perspective of audience reception, this result is important because it shows that the public does not take media passively. They choose channels that better meet their needs and habits, and form different reviews for each channel. In other words, the communication process does not end at the time the school releases the information. Information only truly becomes part of the communication process when it is noticed, received, and valued by the public as valuable. This is also where a public-centric approach can complement the traditional approach that often evaluates media from the organization's side. In the case of the Trade Union University, the high level of adoption of websites and fanpages shows that channels that have become part of the public's information habits are capable of creating a more stable effect than simply expanding their presence to new platforms.

Another finding that should be noted is the value of content and visual form in the receptive experience. Design images and post content were the two most positively rated components, reaching 62.1% and 61.3% respectively at "attractive" and "very attractive" levels. This shows that the public is not only interested in whether or not information is provided, but also in how information is organized and



presented. In particular, the results of the interview showed that the changes in the design of publications, images and the way the event was organized after the establishment of the Center for Communication and Public Relations were recognized by some subjects in the university in a positive way. Thus, the professionalization of communication is not only meaningful in terms of organizational apparatus but also directly reflected in the media products that the public sees and experiences.

However, the results also showed a noticeable gap between "receptive" and "rated attractive". Although websites and fanpages have a very high level of reception, not all content components reach the corresponding level of appreciation. The percentage of people who choose the "normal" level for content, images, videos, and interfaces is still relatively large. That suggests that maintaining the frequency of information appears is not enough to create a standout media experience. The public may form the habit of visiting a channel because it's a place to provide formal and useful information, but the level of attention or appeal of each piece of content depends on its quality, presentation, and relevance to specific needs. This is an important point for interpreting the results: audience reception and content evaluation are conceptually closely related but should not be measurably identical.

Differences in the timing of reception between public groups reinforce this argument. Students tend to update more information around 19:00–23:00, while students are more prominent at around 15:00–19:00; The research data also used Welch ANOVA to look at differences between groups. This shows that the public of a university is not a homogeneous set. The same information, but the time and method of receipt may vary depending on the individual's position in the school, class schedule, work schedule, and information needs. Therefore, an effective communication strategy does not necessarily have to create the same experience for all groups, but needs to be aimed at the ability to segment the public and tailor the channel, content, and timing of communication to each group. This is an important implication drawn directly from research data rather than just from management requirements. media management.

The admissions results provide further evidence for the changing role of digital media. The university's online counselling via social media scored an average score of 3.91, the highest among the forms of enrollment communication surveyed, while promotion through newspapers, television and external partners reached 3.73. However, the gap between the forms is not too large, showing that enrollment communication still operates in a multi-channel structure instead of completely shifting to the digital environment. Face-to-face counseling at high schools still scored 3.83, indicating that face-to-face communication methods continue to be valuable in the admissions process. This implies that the problem is not to choose between digital and traditional media, but to determine the complementary role of each channel in a learner's journey of receiving information. Social networks can create initial awareness and interaction, websites provide more formal and complete information, while one-on-one consultations can address the needs of in-depth and personalized communication.

For event communication, criteria such as MC, LED design, audio-visual and publication all received relatively high ratings, with an average score of 3.88 to 3.95. This result shows that the communication effectiveness of an event lies not only in the content communicated, but also in the entire media experience at the event. In other words, event communication has shifted from the function of "event announcement" to an experience-based form of communication, in which images, sound, design, and the way the program is led participate in the process of creating public perception. This is in line with the qualitative perception that school events are increasingly professionally invested in terms of visual, sound and organization after the communication activities are specialized.

Another significant point is the priorities that the public itself proposes for improving the quality of communication. The highest proportion focuses on multi-dimensional information, targeting a wide range of audiences (62.5%) and fast, accurate information (61.3%), followed by building a professional communication department (61.0%), designing vivid images and videos (55.8%) and using digital marketing tools (54.3%). These results show that public expectations are not only towards "more communication", but mainly towards more relevant communication. Relevance here includes both the breadth of the audience, the timeliness and accuracy of the information, the professionalism of the communication product, and the ability to leverage digital tools. This reinforces the central thesis of the study that communication effectiveness should be judged from the experience and needs of the public, rather than just from an organization's ability to provide information.

From a theoretical perspective, the findings suggest that the audience reception approach has the potential to significantly complement the study of communication in higher education institutions. The original study used the two-step communication model and social functional theory as the theoretical basis. Within the scope of this study, the empirical results show that the communication process is not simply the transmission of information from the school to the public through one or more channels. The information is received in different contexts, selected according to the needs and habits of the recipients, and then evaluated based on the content and form before forming a satisfaction or judgment about the effectiveness. Thus, the communication process can be better understood as a series of public experiences, in which channel exposure, reception, content evaluation, satisfaction, and perceived effectiveness are logically related to each other.



From all the results, a general thesis can be drawn: the challenge of university communication in the digital environment is no longer so much how to get more media channels for the university, but how to make those channels meaningful to specific groups of the public. In case the Trade Union University shows that the Website and Fanpage have an advantage because it has formed a relatively stable position in the public's reception behavior; while other platforms still need a higher level of relevance between content, form and user group. At the same time, the public increasingly expects information to be fast, accurate, multi-dimensional and attractively presented. Therefore, effective university communication needs to be organized in the direction of audience-oriented communication, where decisions about channel, content, and timing come not only from the school's capabilities, but also from data on public behavior, needs, and experiences.

However, the study also needs to be interpreted within the confines of the case study design. The data was collected at a university and most of the indicators reflect the respondents' self-reported statements, so it is not possible to generalize directly to all higher education institutions in Vietnam. Moreover, the current analyses mainly show patterns and differences in reception, evaluation and satisfaction, which do not yet allow the establishment of causal relationships between the components of the communication process. These limitations also open up the next direction of research, which can be expanded to many universities, comparing between public groups, and further examining the relationship between media channel characteristics, content quality, reception, satisfaction, and public engagement behavior.

5. CONCLUSION

This study approaches university communication from the perspective of public reception and evaluation, through the case of the Trade Union University, rather than only looking at the communication from the subject of information. On the basis of a survey of 400 officials, employees, students and students, combined with in-depth interview data and observations, the study shows that the university's communication activities have formed a relatively complete multi-channel system, in which digital channels play an increasingly important role. However, the effectiveness of channels is uneven and is markedly influenced by the relevance of communication channels, content, needs, and characteristics of each group of the public. The most outstanding result is that Website and Fanpage hold a central position in the process of receiving information from the public. These are the two channels with the highest regular reception rate, and also receive the highest level of satisfaction. Meanwhile, YouTube, TikTok, and Instagram have lower levels of reception and satisfaction. This result shows that expanding the school's presence on multiple digital platforms does not automatically create a corresponding communication effect. What is more important is the ability of each channel to meet information needs and form public reception habits. Therefore, multi-channel communication only really makes sense when it is organized on the basis of understanding the usage characteristics and needs of each group of the public. The study also found that the public rated the content and appearance of media products relatively positively, especially for post content and design images. However, the rating rate at the "normal" level is still relatively large in most criteria. This shows the gap between the information being received and the information actually creating appeal to the public. In other words, maintaining a regular presence on media channels is not enough to create a positive media experience; The quality of the content, the way it is presented, and the ability to meet the needs of new information determine the level of value perceived by the public.

Another finding is that the needs and contexts for receiving information differ among groups of the public. Students tend to take in more information in the evening, while the group of students has a different time pattern; at the same time, public groups also have different needs for training information, enrollment, school activities, scientific research, scholarships, employment and union activities. This shows that the public of a university is not a homogeneous group. Communication effectiveness therefore needs to be approached in the direction of public segmentation, in which the selection of channels, content and time of communication must take into account the characteristics and needs of each group. In terms of perceived effectiveness, digital media, especially online counseling via social networks, has emerged as a method that plays a significant role in admissions. However, forms of direct communication and communication through the press and television still maintain a certain value. This shows that the development of digital media does not mean a complete replacement of traditional communication methods, but is creating a system in which channels can complement each other at different stages of the process of receiving information. Similarly, for events, seminars, and conferences, communication effectiveness is formed from the overall experience, including content, MC, design, audio, images, and accompanying publications. Overall, the study shows that the effectiveness of university communication should not be judged by the number of channels or the frequency of broadcasting information alone. An effective communication system must simultaneously ensure accessibility, relevance of information, quality of content, attractiveness of form and public satisfaction. From the case of the Trade Union University, it can be seen that the appropriate development direction is to shift more strongly from a communication-oriented approach to audience-oriented communication, in which data on reception behavior, information needs and feedback of the public become the basis for channel selection. develop content and determine the timing of communication. This is also in line with the priorities suggested by the respondents themselves, highlighting multi-dimensional information, fast and accurate updates, a professional communication team, visual content, and the effective use of digital marketing tools. Academically, the study contributes to the empirical evidence on university communication in Vietnam by placing audience reception at the center of the analysis process. Rather than just looking at how the school communicates, the study shows that attention should be paid to how the public actually receives, evaluates and forms



satisfaction with media activities. This approach opens up the possibility of further studying the relationship between the characteristics of the communication channel, information needs, content quality, reception, satisfaction, and behavior of public interaction in the higher education environment.

In practical terms, the findings suggest that universities do not necessarily need to continue to expand the number of media platforms in a widespread way, but should prioritize the optimization of channels that are capable of creating real value for each group of the public. Websites and Fanpages can continue to play the role of central channels, while other platforms need to be developed on the basis of content and interaction methods suitable for their own characteristics. More importantly, communication activities need to be organized in the direction of integrating data about the public into the decision-making process, from identifying needs, segmenting audiences, selecting channels, designing content to evaluating results. In this direction, communication is not only a tool to support admissions or promote its image, but also become a part of the management of relations between the university and its public groups. Because the study was conducted at a university and was primarily based on participants' self-reported data, the results need to be interpreted within the scope of a case study. Further studies could expand the scope of the survey to more higher education institutions, conduct comparisons between public groups, and combine survey data with real-world behavioral indicators on digital platforms. This will be the basis for further testing of the Communication Channels → Audience Reception → Content Evaluation → Satisfaction → Perceived Effectiveness model, and at the same time clarify how university communication can adapt to the rapid changes of the digital media environment.

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