



CAN THO UNIVERSITY

**SELF-ASSESSMENT REPORT
FOR AUN-QA**



**PROGRAMME: INTERNATIONAL BUSINESS
COLLEGE OF ECONOMICS**

2018



The 115th AUN-QA Quality Assessment at Programme level
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AUN-QA SELF-ASSESSMENT REPORT
for the Bachelor Study Programme in International Business

We hereby confirm to approve this AUN-QA Self-Assessment Report of the Bachelor of International Business programme for assessment according to AUN-QA Criteria (V3.0).

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| AUN-QA | : ASEAN University Network-Quality Assurance |
| CE | : College of Economics |
| CTU | : Can Tho University |
| ELOs | : Expected Learning Outcomes |
| IB | : International Business |
| LO | : Learning Outcomes |
| LRC | : Learning Resources Center |
| MDR | : Mekong Delta Region |
| MOET | : Ministry of Education and Training |
| PEOs | : Programme Educational Objectives |
| QA | : Quality Assurance |
| QATC | : Quality Assurance and Testing Center |

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PART 1: INTRODUCTION

I. INTRODUCTION

1.1 Can Tho University (CTU)

Located in the heart of the Mekong Delta in Viet Nam, the Institute of Can Tho (*Viện Đại học Cần Thơ*) was established on March 31, 1966. In its early years, the Institute offered educational programmes in sciences, law, social sciences, literature, teacher education, and agriculture. After 1975, it was renamed as Can Tho University (CTU) and focused on training teacher education, agriculture (mainly crops production and animal husbandry), and mechanical engineering.

Over 50 years, CTU has now become a multi-disciplinary university and a key university in Vietnam. As of June 2017, the University has offered 97 university programmes, 43 master programmes, 16 doctoral programmes, and two college programmes. The organizational structure of CTU is shown in Figure 1.

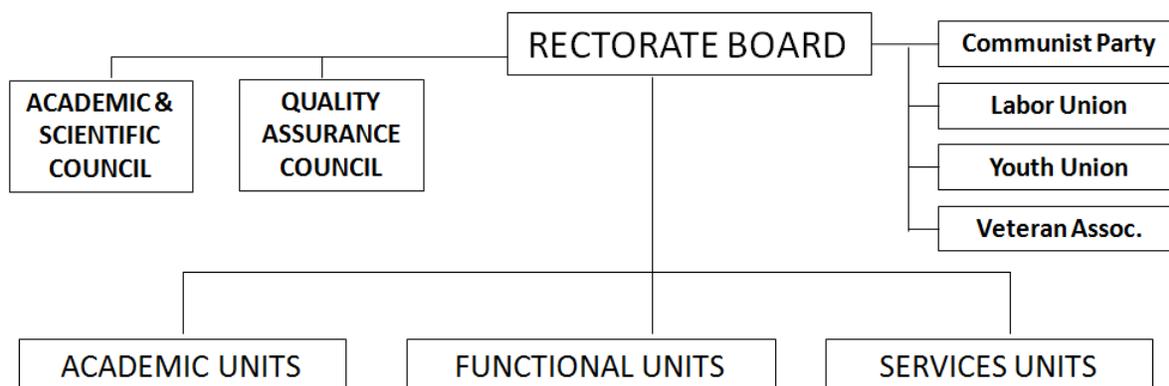


Figure 1: The organizational structure of CTU

CTU has set its mission, vision, and core values as follows.

1.1.1 Mission

The Mission of CTU is to become a leading national institution for education, research and technology transfer, making significant contributions to the development of high quality human resources, fostering the talents and the advancement of science and technology for the socio-economic development of the Mekong Delta and the country.

1.1.2 Vision

CTU aims to become one of the leading higher educational institutions in Vietnam and be recognized as one of the top universities in Asia-Pacific in training and research by 2022.

1.1.3 Core values

The core values of CTU are Consensus, Devotion, Quality, and Innovation.

1.2 College of Economics (CE)

The CE is one of the largest colleges of CTU in terms of scope/volume. Since its establishment on March 31st, 1966, the CE has continuously developed a great number of economics-related programmes to meet the requirements of human resources for the Mekong Delta. As of June 2017, the CE has offered twelve undergraduate programmes, four master programmes, and three doctoral programmes. In addition, the CE has also successfully organized a number of short-term training courses in the fields of Economics and Business. With such important roles and resources, the CE has identified its mission and vision as follows.

1.2.1 Mission

The CE is a training center for high-quality human resources in the area of economy and business in the region, meeting Vietnamese and international standards. The CE is also a research and consultancy

center for economic and business issues, solving problems in the development of business and management organizations and the socio-economic development.

1.2.2 Vision

CE strives to become one of the top colleges of CTU in particular and of Vietnam in general and strives to become a college with intensive curriculum and scientific research in quality in the Mekong Delta, Vietnam and Asia-Pacific by 2022.

1.2.3 Organizational structure

** Human resources*

As of the academic year of 2017-2018, CE had 131 full-time faculty members, 124 of whom were full-time lecturers. The proportion of faculty members who have postgraduate qualifications is 97.58%, including 27 Doctors (21.77%) and 94 Masters (75.81%). The number of Doctoral degree staff nearly tripled from 2010 to 2017.

** Structure of CE and Departments*

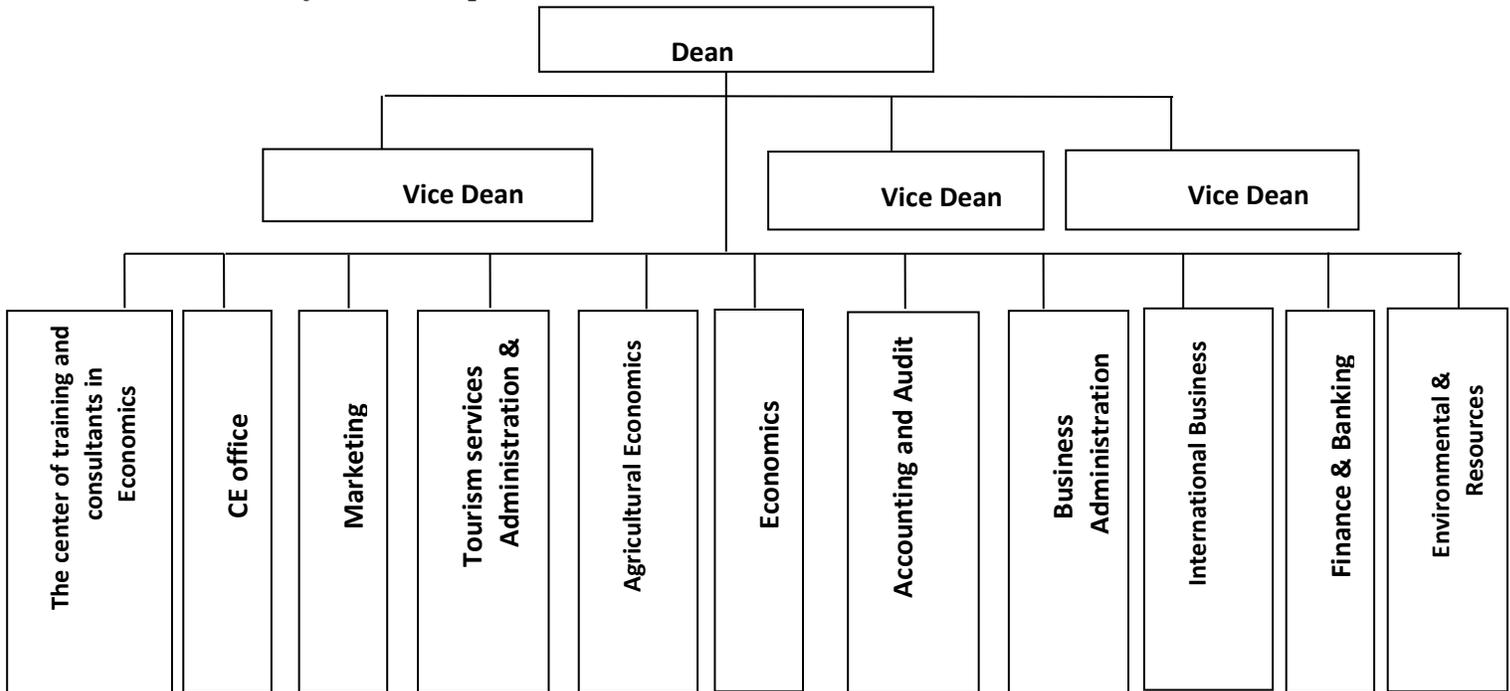


Figure 2: The orgnizational structure of CE and departments

In June 2017, CE has 09 departments, and 01 office under the direct management of the Dean. The functions of each department are detailed on the CE’s website (<http://ce.ctu.edu.vn>).

1.2.4 Training activities, consultancy, international cooperation, scientific research

1.2.4.1 Training activities

Starting with just one discipline, the CE has now become to be a multidisciplinary college, with an increasing number of students enrolled and improved training quality. In the early years of its establishment, the CE trained about 40 students per year on average; however, the scale has grown up to 1,200 students per year currently. So far, the CE has already graduated more than 9,500 full-time students and more than 7,000 part-time students for Mekong Delta cities and provinces. With a commitment to improving the curriculum and applying innovative teaching methods in order to improve the quality of training, the CE has been offering 12 undergraduate majors, 04 master majors, and 03 doctoral majors as well as a variety of short training courses (See Table 1).

Table 1. Programmes and training activities offered by CE (as of June 2017)

| No | Programmes/courses | Number | Names |
|----|-----------------------------|--------|--|
| 1 | Doctoral programmes | 03 | <i>Business Administration, Agricultural Economics, and Finance-Banking</i> |
| 2 | Master's programmes | 04 | <i>Business Administration, Finance and Banking, Agricultural Economics, and Economics</i> |
| 3 | Undergraduate programmes | 12 | <i>Economics and Business Administration, Accounting-Auditing, Finance-Credit, General Business Administration, Marketing, Tourism and Services Business Administration, Economics, Agricultural Economics, Natural Resources and Environmental Economics, IB, and High-quality International Business</i> |
| 4 | Short-term training courses | | <i>Accounting, Auditing, Finance, Banking, Cooperate Finance, Marketing and Trade Services, Brand Development and Management, Sales Management, Hotel - Restaurant Management, Stock Trading, Foreign Trade, Projects Management, ...</i> |

1.2.4.2 Consultancy and research activities

* The CE has been conducting research in the following fields:

- a) socio-economic development planning, and rural and agricultural restructuring
- b) human resources development and capacity building in the Mekong Delta;
- c) models of household economic development in the Mekong Delta;
- d) competitive and comparative advantages in some important industries in the Mekong Delta (to set up a data bank for enterprises);
- e) Evaluation of business situation (to propose solutions to develop small and medium enterprises in the Mekong Delta);
- f) Finance and Banking;
- g) brand development and building, consumer behavior and marketing;
- h) Supporting, consulting import-export business and trade promotion; and,
- i) environmental and resources economics.

* The CE has been providing consultancy activities as well as short-term training in: Production Management, Quality Management; Supply Chain Management, Building Strategic Business, Project Management, Sales Management, Financial Analysis, Stock Trading, Brand Development and Building, Potential Analysis and Forecast Market, Marketing Strategy and Business Promotion activities, Marketing Research and Data Analysis Methods, Communication skills, and Negotiation in business.

1.2.4.3 International cooperation activities

The CE has a strong international cooperation in training and research. We have had cooperation with universities in the Netherlands in the framework of MHO2 program, and the NPT program; with universities in Belgium in the framework of VLIR program; with Spain, Germany, Switzerland, Singapore, AUSAid program in cooperation with Australia, AGROPOP program in cooperation with the University of Copenhagen, Denmark, Indonesia, Thailand and Cambodia. The effective implementation of international cooperation has increased the lecturers' ability to conduct research and

teaching. This improved quality of teaching and scientific research has helped serve better for the development of the Mekong Delta in particular and Vietnam in general.

1.3 Department of International Business

The International Business Department (IBD) was established on August 29th, 2013 with 12 lecturers (14 lecturers now), who were originally tenured lecturers of the Department of Economics. We are young, dedicated, and enthusiastic lecturers sharing the same interest in updating new teaching approaches, curricula and research trends.

Among these 14 lecturers are 02 Doctor degree holders, 08 Master degree holders, 02 PhD student at Antwerp University (Belgium), 02 PhD students at universities in Australia, 01 PhD student at Auckland University (New Zealand), 01 PhD student at Yuan Ze University (Taiwan), and 01 PhD student at CTU. Comprised of such highly qualified lecturers, the Department of IB is in charge of managing 01 Bachelor programme in IB taught in Vietnamese, 01 high-quality Bachelor programme in IB taught in English and 01 Master's programme in Economics Management taught in Vietnamese.

Our main objective is to develop the skills of our staff, in order that they become highly-qualified, dedicated and highly responsible lecturers. As a result, we are able to provide world-class educational programs that meet international standards. In doing so, we can greatly contribute to the social and economic development of local regions in Vietnam.

1.4 A brief overview of the International Business Programme

The IB programme is a newly open programme. Referred to as Foreign Trade Economics prior to Cohort 35, the new programme commenced in the academic year 2011-2012 with annual intake of about 90 - 120 students. From Cohort 35 to Cohort 39, to be eligible for graduation, students had to complete 120 credits within 3.5 - 4 years and could extend up to 8 years. However, since Cohort 40, new regulation on graduation eligibility has been applied. Accordingly, to be eligible for graduation, students must complete 140 credits. Table 2 presents a brief overview of the IB Program.

Table 2. Brief overview on IB Programme

| | |
|-----------------------------------|---|
| <i>Programme name</i> | International Business |
| <i>Administration unit</i> | College of Economics |
| <i>Award</i> | Bachelor Degree in Economics |
| <i>Opening year</i> | School year 2011-2012 (Intake No.35) |
| <i>Mode of study</i> | Full-time, Regular |
| <i>Training time</i> | 4 years (maximum 8 years) |
| <i>Eligibility for graduation</i> | Students must complete 140 credits, including 100 compulsory credits and 40 elective credits. |

1.5 Quality Assurance and Curriculum Self-Assessment

1.5.1 At CTU level:

Quality Assurance activities began in 2003. CTU and CE fulfilled a Mission and Vision, so it is necessary to establish an Internal Quality Assurance system at two levels. Official documents on the establishment of a quality assurance system include:

- CTU Rector's Decision No. 384/QĐ-ĐHCT, April 12th 2006 about setting up QATC;
- CTU Rector's Decision No. 42/QĐ/ĐBCL-ĐHCT, October 8th 2008 for full autonomous power in QA activities at college level;
- CTU Rector's Decision No. 892/QĐ/ĐBCL-ĐHCT, March 28th 2012 for use of an Internal Quality Assurance System of AUN Model at college/school level;
- CTU Rector's Decision No.192/QĐ/ĐHCT, January 26th 2015 for conducting internal assessment of learning program and self-assessment team including Self-assessment Committee Members of SA

Team, Members of SA Consultant Group, Internal Audit Group, Members of Secretary Group, PAP and SAR);

- Letter of CE’s QA Director No.69, December 08th 2014 for self-assessment confirmation based on AUN-QA standards and committing an assessment team in 2015.

Following such Decisions and Letter, CE has carried out internal self-assessments for 12 study programs in accordance with AUN-QA standards.

1.5.2 At the CE level:

The CE pays much attention to improving and developing the quality of education and training programs towards the national standards and international trends. Hence, the Quality Assurance Organization (QAO) of CE has established processes in order to check and evaluate the quality of education and training programs regularly; and to take responsible for long-term quality and effective operation.

The QAO was formed in 2005 and is a unit of the Quality Assurance and Testing Center (QATC) of CTU. It is responsible for such activities as course assessments, teaching diary evaluation, and curriculum self-assessment in CE. Furthermore, self-assessment groups were formed in every Department to assure regular evaluation of courses that are in command. These self-assessment groups are frequently consulted by CE’s QA Committee and QATC.

The members and task divisions in the AUN-QA team of IBD are presented in Table 3.

Table 3. List of AUN self-assessment team of IBD

| No | Name | Position | Email | Roles |
|----|----------------------|--------------|--|-----------|
| 1 | Truong Dong Loc | Vice-dean | tdloc@ctu.edu.vn | Leader |
| 2 | Phan Anh Tu | HoD | patu@ctu.edu.vn | Secretary |
| 3 | Phan Thi Ngoc Khuyen | Deputy HoD | ptnkhuyen@ctu.edu.vn | Member |
| 4 | Vo Van Dut | Deputy HoD | vvdut@ctu.edu.vn | Member |
| 5 | Tran Thi Bach Yen | Lecturer | ttbyen@ctu.edu.vn | Member |
| 6 | Nguyen Thi Lan Anh | Lecturer | lananhnguyen@ctu.edu.vn | Member |
| 7 | Tran Thu Huong | Lecturer | huongtran@ctu.edu.vn | Member |
| 8 | Nguyen Kim Hanh | Lecturer | nkhanh@ctu.edu.vn | Member |
| 9 | Le Tran Thien Y | Lecturer | ltty@ctu.edu.vn | Member |
| 10 | Le Thi Ngoc Van | CE secretary | ltnvan@ctu.edu.vn | Member |

The QAO sets the schedule and assigns groups to gather evidence, analyzes data and reports the results. For intensive collaboration, the QAO also conducts specific tasks to each staff to help and support the process of collecting evidence and investigating data. Based on the reports from other departments, the QAO evaluates the results and builds up the Self-Assessment Report (SAR).

1.6 Executive Summary of the Self-Assessment of the IB Programme

The information and evidence for the self-evaluation process are collected from the documents stored at CTU, CE, and IBD. In addition, CE has also collected evidence through interviews, discussions in seminars/workshops and conferences. The members of the QAO analyze and evaluate data and evidence independently, then meet to discuss and comment in writing and building up the SAR.

Figure 3 shows the structure and roles of the SAR Team.

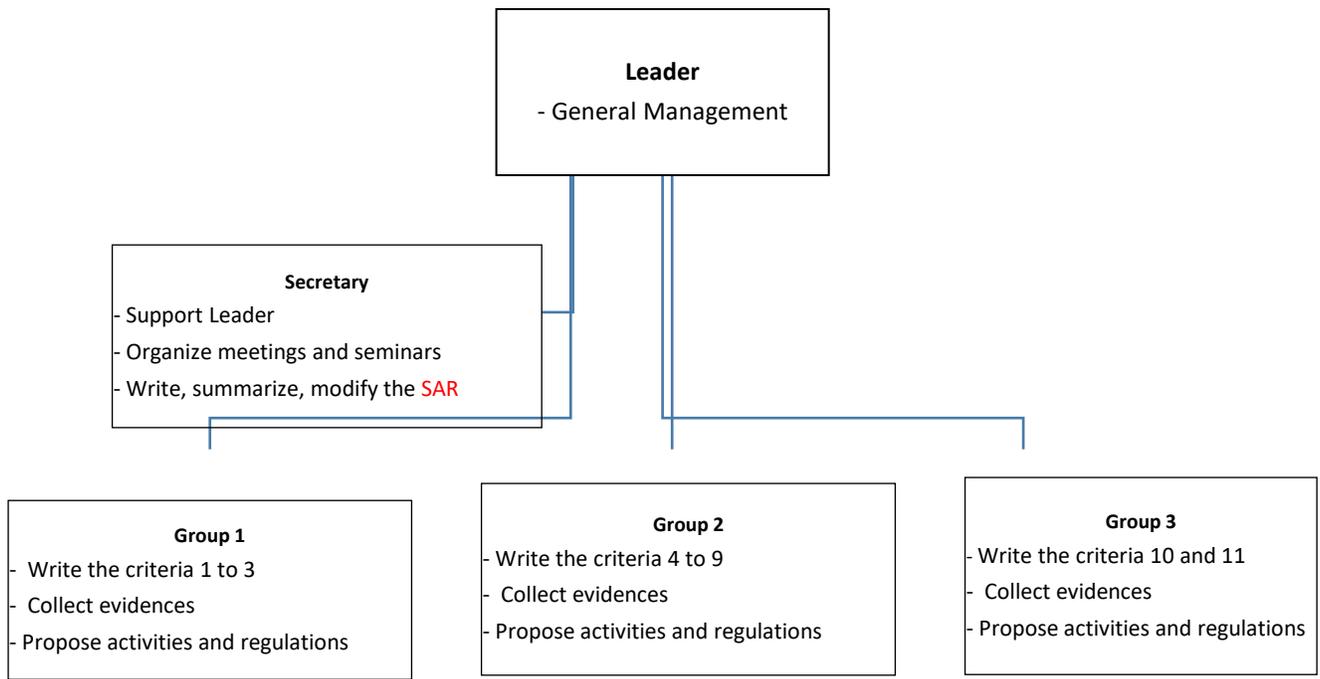


Figure 3: The Structure and Roles of the SAR Team

PART 2: AUN-QA CRITERIA

1. Criterion 1. Expected Learning Outcomes

1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university

Based on Vietnam’s Law on Higher Education and the Master Plan for Socio-Economic Development 2020 of Can Tho City and the Mekong Delta Region with a vision for the city’s future in 2030, CTU has developed its mission and vision to comply with the socio-economic development of the region [See Table 1.1] [*Exh.1.1-01: CTU vision and mission*]. In alignment with the mission and vision of CTU and the CE, the undergraduate programme of IB has been developed to offer students with knowledge, skills and attitudes that aim to meet the requirement of society in general and of businesses in particular in the globalization context [Table 1.2]. The objectives of the programme are as follows:

- PO1: Train students to possess politically correct attitudes, be professionally ethical, responsible, self-disciplined, professional, well-mannered, and be aware of staying healthy to serve the job.
- PO2: Train students to have a basic understanding of the market mechanism, obey the laws and policies of the Communist Party and the Government, especially those related to foreign trade.
- PO3: Train students to develop a basic understanding of IB arena and in-depth knowledge of import-export activities in various kinds of businesses and organisations in the context of globalization.
- PO4: Train students to conduct lifelong learning and self-directed learning skills, communicate effectively [including in English] and attain computer skills, and more importantly, have the ability to adapt to changes in life and work environments.

Table 1.1. Aligement with CTU’s vision and missions, Can Tho’s and Mekong Delta provinces’ socio-economic development plans and Vietnamese Higher Education Law

| Targets of higher education ¹ | MDR socio-economic development plans to 2020 | CTU’s Vision and Mission |
|---|---|--|
| <p>a)training human resources, enhancing people’s intelligence; doing science and technology researches in order to create knowledge and new products serving the socio-economic development, assure National defense and security and international integration;</p> <p>b) Training students that possess political quality, ethics; possess knowledge and professional practical skills, possess capability of researching and applying</p> | <p>The Master Plan develops Can Tho City to be...a socio-economic, educational, scientific and technological, medical, cultural, and sports centre of the Mekong Delta</p> <p><i>[Exh.1.1-03: Mekong Delta provinces’ socio-economic development plans to 2020]</i></p> | <p>Vision Can Tho University targets to be one of the leading higher education institutions in Vietnam and recognized as one of the top universities in Asia-Pacific in training and research in 2022.</p> <p>Mission Can Tho University operates its resources to be the leading national institution for education, research and technology transfer, making significant contributions to the development of high quality human resources,</p> |

¹ Article 5 of Vietnam Law on Higher Education dated June 18 2012 by Vietnam National Assembly

| | | |
|---|--|---|
| <p>science and technology corresponding to their grade; possess creativity, professional responsibility and adaptability to the working conditions; aware of serving the people <i>[Exh.1.1-02: Law on Higher Education]</i></p> | | <p>fostering the talents and the advancement of science and technology to cater for the regional and national socio-economic development. Can Tho University is the crucial driving force for the development of the Mekong Delta region.</p> |
|---|--|---|

The alignment with CTU’s missions, the CE’s mission and the program education objectives is shown in Table 1.2.

Table 1.2. Alignment with CTU’s missions, the faculty’s missions and the PEOs

| CTU’s mission | CE’s mission | Program Education Objectives |
|---|---|--|
| <p>Operating its resources to be the leading national institution for education, research and technology transfer</p> <p>Making significant contributions to the development of high quality human resources</p> <p>Fostering the talents and the advancement of science and technology to cater for the regional and national socio-economic development.</p> <p>Being the crucial driving force for the development of the Mekong Delta region.</p> | <p>- Providing high-quality human resources in the area of economy and business in the region, meeting Vietnamese and international standards via short-term training and long-term training programmes in economics and business.</p> <p>- Offering research services and consultancy, technological transfer, and domestic/international cooperation in education, making contribution to the socio-economic development of the Mekong Delta</p> <p><i>[Exh.1.1-04: CE Mission]</i></p> | <ul style="list-style-type: none"> • PO1: Train students to possess politically correct attitudes, be professionally ethical, responsible, self-disciplined, professional, well-mannered, and be aware of staying healthy to serve the job. • PO2: Train students to have a basic understanding of the market mechanism, obey the laws and policies of the Communist Party and the Government, especially those related to foreign trade. • PO3: Train students to develop a basic understanding of IB arena and in-depth knowledge of import-export activities in various kinds of businesses and organisations in the context of globalization. • PO4: Train students to conduct lifelong learning and self-directed learning skills, communicate effectively [including in English] and attain computer skills, and more importantly, have the ability to adapt to changes in life and work environments. |

After completing the programme, graduates will be able to:

| | |
|------------------------------|---|
| <i>General Knowledge</i> | <p><i>ELO1:</i> Develop a basic level of understanding of Marxism, philosophy, policies of Vietnamese Communist Party, and national defense for country building and defense</p> <p><i>ELO2:</i> Apply basic knowledge of Vietnamese laws, social sciences and humanities, and natural sciences in pursuing further professional education</p> <p><i>ELO3:</i> Develop an intermediate level of English or French</p> <p><i>ELO4:</i> Apply computer skills, office software, and commonly used powerful data analysis software at work</p> |
| <i>Fundamental Knowledge</i> | <p><i>ELO5:</i> Identify basic principles in economics and use them in the analysis process and explanation of macroeconomic and microeconomic issues</p> <p><i>ELO6:</i> Apply basic principles of probability and research methodology in IB research</p> <p><i>ELO7:</i> Explain principles of international economics</p> <p><i>ELO8:</i> Apply basic knowledge in economic laws, principles of accounting, finance and marketing in organizing and joining business activities</p> |
| <i>Specialized Knowledge</i> | <p><i>ELO9:</i> Analyze business operations, including those in multi-national co-operations and joint ventures</p> <p><i>ELO10:</i> Organize IB and finance activities in multi-national co-operations, and logistics in foreign trade</p> <p><i>ELO11:</i> Describe cross-border transportation and insurance, and foreign direct investment; exhibit a basic level of understanding of human resources management, international marketing management, and e-commerce transactions; and be aware of cultural diversity in multi-national co-operations</p> <p><i>ELO12:</i> Describe techniques in foreign trade and IB negotiation; use English in negotiating, signing import-export contracts, and promoting international trade and investment</p> |
| <i>Hard Skills</i> | <p><i>ELO13:</i> Apply knowledge of import-export business, international payment, and logistics in foreign trade</p> <p><i>ELO14:</i> Apply knowledge of natural sciences in solving economic/business problems</p> <p><i>ELO15:</i> Develop IB strategies in various kinds of businesses, especially foreign direct investment companies</p> <p><i>ELO16:</i> Analyze data on import/export, logistics, domestic and international market research; utilize softwares commonly used in such fields; and make proposals for foreign trade policies</p> <p><i>ELO17:</i> Apply knowledge of international commerce and investment laws, and import/export laws in making and performing companies' policies and strategies and composing foreign trade contracts</p> |
| <i>Soft Skills</i> | <p><i>ELO18:</i> Apply knowledge of online-marketing in IB operations and social networks</p> <p><i>ELO19:</i> Develop teamwork and leadership skills</p> <p><i>ELO20:</i> Develop written and spoken communication skills</p> <p><i>ELO21:</i> Develop organizational skills, critical thinking, and analytical skills necessary to make effective business decisions</p> <p><i>ELO22:</i> Demonstrate the ability to judge alternatives, think creatively, and conduct research to find new knowledge of IB</p> <p><i>ELO23:</i> Be able to communicate well in English in business negotiation and be able to interpret business terminologies [equivalent to B2 European standard], be skillful in Microsoft office [equivalent to A national standard], and be able to employ a few probability and statistics software to serve for professional career</p> |

| | |
|------------------|---|
| <i>Attitudes</i> | <i>ELO24:</i> Exhibit an awareness of political correctness, and obey the laws and policies of the Communist Party and the Government <i>ELO25:</i> Possess personal skills (self-disciplined, self-motivated, reliable, responsible, loyal, independent-working, self-esteemed) <i>ELO26:</i> Possess professional ethics <i>ELO27:</i> Possess social ethics |
|------------------|---|

The ELO-designing process

The ELO design process is a part of programme procedure which is a multi-step, on-going and cyclical process. The procedure followed the Circular No.07/2015/TT-BGDĐT dated 16/4/2015 by MOET [Exh.1.1-05], and CTU regulation on launching a new undergraduate and graduate programme [https://daa.ctu.edu.vn/images/upload/QuyTrinh/qt_mo_nganh_Dh_Sdh.pdf]. First, it started with surveying the needs of various stakeholders, including employers, high-school students, undergraduate students, instructors, and academic managers in multiple ways [seminars, conferences, and online surveys] [Exh.1.1-07: *Stakeholder surveys to revise the IB curriculum*] [Exh.1.1-08: *Summary/Analysis of stakeholders' feedback*]. Second, the stakeholders' feedback was collected and analyzed by the programme developers who began to write the POs and ELOs. These POs and ELOs were written based on different elements: the needs analysis, the MOET's required amount of university-level knowledge, skills, and attitudes, reference to two internationally-recognized IB curriculum [from Australian RMIT, and the University of Groningen in the Netherlands], and AUN assessment criteria. After that, these tentative ELOs were sent again to the stakeholders for constructive feedback, and then amended before being submitted to CE's scientific board for further comments. Following the board's comments, the tentative ELOs were amended and then sent to the CTU scientific board for final approval [Exh.1.1-10: *Cover letter ELO*] before being widely announced to the college lecturers, current students and other stakeholders in various forms such as professional workshops, departmental meetings, university website, and college website [https://www.ctu.edu.vn/ctdt/k40/39_CDR_52340120_KinhDoanhQuocTe.pdf].

The programme developers are experienced lecturers; some were trained in developing an educational programme curriculum by domestic and international quality assurance/accreditation organisation. They were also involved in several conferences, workshops, exchange programmes in quality assurance topics [Exh.1.1-11: *Tu's attendace at 12th AUN-QA workshop*].

Table 1.3. Matrix of relationship between POs, knowledge, skills, and attitudes and ELOs

| (POs) | Programme ELOs | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|----------------|------|------|------|-------------|------|------|------|-------------|-------|-------|-------|-------------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|---|
| | (Knowledge) | | | | | | | | | | | | Skills | | | | | | | | | | Attitudes | | | | | |
| | General | | | | Fundamental | | | | Specialised | | | | Hard Skills | | | | | Soft Skills | | | | | | | | | | |
| | ELO1 | ELO2 | ELO3 | ELO4 | ELO5 | ELO6 | ELO7 | ELO8 | ELO9 | ELO10 | ELO11 | ELO12 | ELO13 | ELO14 | ELO15 | ELO16 | ELO17 | ELO18 | ELO19 | ELO20 | ELO21 | ELO22 | ELO23 | ELO24 | ELO25 | ELO26 | ELO27 | |
| PO1 | X | | | | | | | | | | | | | | | | | | | | | | | | X | X | X | X |
| PO2 | X | X | | | X | X | X | X | | | | | | | | | X | | | | | | | | | | | |
| PO3 | | | | | | | X | | X | X | X | X | X | | X | X | X | X | | | | | | | | | | |
| PO4 | | | X | X | | | X | | | | | | | X | | X | | | X | X | X | X | X | X | X | | | |

X implies high relation, while blank cell indicates low relation.

1.2 The expected learning outcomes cover both subject specific and generic learning outcomes

The expected learning outcomes cover both subject specific and generic learning outcomes [Table 1.4] [Appendix 1; Exh.1.2-01: Curriculum Matrix]. In order to attain ELOs, students should regularly attend classes and participate in a wide range of extra-curriculum activities, including academic and career-oriented seminars, field trips, and research projects, which help students achieve the ELOs at different levels: Low [L] – Medium [M] – High [H]. [Table 1.5].

Table 1.4. The relationship between ELOs and knowledge, skills and attitudes offered by the programme

| | Knowledge, skills and attitudes | ELOs |
|------------------------------|--|------------------|
| <i>General knowledge</i> | Mathematics, politics, national defence, social science, foreign language, and computer technology | ELO1, ELO2, ELO4 |
| <i>Fundamental knowledge</i> | Macroeconomics, microeconomics, international economics, accounting, marketing, probability and statistics, laws in economics, international financial management, research methodology, | ELO5 - ELO12 |
| <i>Specialized knowledge</i> | Analyse IB- related issues , apply academic knowledge and skills into conducting academic research | ELO13 - ELO18 |
| <i>Skills and ethics</i> | personal skills (self-disciplined, self-motivated, reliable, responsible, loyal, independent-working, self-esteemed), | ELO19- ELO23 |
| <i>Attitudes</i> | professional and social ethics/ responsibility | ELO24-ELO27 |

Table 1.5. Matrix of correlation between extra-curriculum activities and ELOs

| Extra-curricular activities | Expected learning outcomes (ELOs) | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | ELO 1 | ELO 2 | ELO 3 | ELO 4 | ELO 5 | ELO 6 | ELO 7 | ELO 8 | ELO 9 | ELO 10 | ELO 11 | ELO 12 | ELO 13 | ELO 14 | ELO 15 | ELO 16 | ELO 17 | ELO 18 | ELO 19 | ELO 20 | ELO 21 | ELO 22 | ELO 23 | ELO 24 | ELO 25 | ELO 26 | ELO 27 |
| Activities held by Youth Union and student associations | H | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | H | H | H | M | M | H | H | H | H |
| Site visits | L | L | L | L | L | L | M | M | H | H | H | H | H | L | H | H | H | H | M | H | M | M | L | L | L | L | L |
| Social activities | M | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | H | H | H | M | L | H | H | H | H |
| Internship | M | L | L | L | L | L | L | L | H | H | H | H | H | L | H | H | H | H | H | H | H | H | M | H | H | H | H |

1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders

The ELOs were formulated based on constructive opinions and feedback from several stakeholders, including managers from various business fields, CTU lecturers, and QATC. For example, in early 2013 the lecturers in charge of teaching two mathematics-based courses agreed that these courses to some extent were overlapped and research-oriented. In order to solve this problem, one of these two compulsory courses was changed to elective one. At the same year, Applied Mathematics in Business was added to the curriculum as compulsory course to help students develop the ability to apply mathematical models for practical uses. [Exh.1.3-01: 2013 Minutes of meeting w.r.t revising curriculum]. Furthermore, in the meeting with representatives of businesses, some representatives reported that graduates lacked knowledge in economic relation. Therefore, additional knowledge such as regional free trade agreements were added to the course Economic Relation in order to enable students to keep updated with the latest trends in IB [Exh.1.3-02: Minutes of meeting with representatives of businesses]. Graduates were also reported to lack skills in composing, negotiating a business contract, and communicating in English. Therefore, IB lecturers took action in filling this gap.

Based on the feedbacks received from the stakeholders, the lecturers of the IB Department revise the programme curriculum regularly. For example, three course syllabi (English for International Business, Critical Thinking and Problem-solving Skills, and Communication Skills) were added to the curriculum in 2013 to enhance students' soft skills, thus enabling them to be work-ready after graduation. [Exh.1.3.-03: Minute of CE meeting w.r.t adding courses to programme intake no.40]. In the same year 2013, basing on feedback collected from businesses, IB lecturers agreed to add a session of contract negotiation to the course Negotiation in IB [Exh.1.3.-04: Minute of IB meeting w.r.t adding courses to programme intake no.40]. Following the internal quality assessment in 2015, the ELOs were also re-defined to be in line with the AUN-QA criteria [Exh.1.3.-05: Report on 2015 internal quality assessment by QATC, Exh.1.3.-06: ELOs before and after the assessment].

2. Criterion 2. Programme Specification

2.1 The information in the programme specification is comprehensive and up-to-date

Before 2015, the programme specification followed CDIO standard [Conceive – Design – Implement – Operate]. After that it has followed Circular No.07/2015/TT-BGDĐT dated 16/4/2015 by MOET and Regulation No.2196/BGDĐT-GDDH dated 22/4/2010 [Exh.2.1-01], AUN-QA criteria and CTU QA Handbook [Exh.2.1-02]

The current programme specification displays 21 contents [Exh.1.2-01: Programme specification], and it is scheduled to be revised every four years. However, minor changes, such as updating or removing section[s] of a few courses, and altering course credits can be made earlier whenever necessary in order to keep the curriculum updated and responsive to social needs.

The programme specification were made available on CTU website [Exh.2.1-03], and incorporated in CTU undergraduate programme brochure [Exh.2.1-04] or leaflets and student handbook [Exh.2.1-05]. In 2015, the programme was internally assessed following AUN-QA standards for the first time with the result being at 4.4/7 [Exh.2.1-06: Certificate of Internal quality assessment]. This result provides an important evidence for us to prove that the IB programme has met AUN-QA criteria in terms of programme structure and teaching quality, and has satisfied stakeholders' demands.

2.2 The information in the course specification is comprehensive and up-to-date

Creating syllabi was a part of the programme developing procedure. Based on the PEOs, and the ELOs at the programme level, each lecturer or a group of informed lecturers designed an assigned course syllabus or specification, then presented it in an assessment workshop that involved all lecturers of the IB Department for comments. Following the colleagues' comments, the lecturer[s] amended the course specification before putting it into practice.

A course specification consists of the following sections: The course name, prerequisite, expected learning outcomes of the course, summary of course content, structure of the course, teaching method, assessment method, study materials, and guidance on self-study. An example of syllabus is illustrated in the appendix [Appendix - Syllabus of International Business]

Each lecturer is obliged to review the course syllabus with his or her students on the first day of the class, and to follow the course specification during the course. Importantly, the lecturer[s] has to make sure that he/she informs students of the assessment method applied in the course. The chosen assessment methods must be aligned with the ELOs of the course, and comply with *Decision No 43/2007/QĐ-BGDĐT* by MOET [Exh.2.2-01] and CTU QA Handbook [Exh.2.1-02]

2.3 The programme and course specifications are communicated and made available to the stakeholders

The programme and course specifications are made available on the CTU website (*CTU Recruitment Project for 2017*), the CE website [Exh.2.1-04-], CTU undergraduate programme leaflets/brochures [Exh.2.1-05] and student's handbooks [Exh.2.1-06], which are very helpful for several stakeholders. IB lecturers base on these official documents to prepare for their lectures and devise their teaching plan while students employ them to plan their study and select appropriate courses for each semester. In the meantime, prospective employers refer to them for recruitment purposes, and high school students refer to them for their major orientation. Finally, the availability of the documents is also required for the purpose of accreditation and/or quality assurance process by regulatory groups or accrediting bodies.

3. Criterion 3. Programme Structure and Content

3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes

The IB curriculum was designed in alignment with the credit-based system and to ensure ELOs of each course in terms of knowledge, skills, and attitudes were in alignment with those of the programme, the mission and vision of the CE and CTU. The curriculum design procedure followed the Circular No.07/2015/TT-BGDĐT dated 16/4/2015 by MOET, and CTU regulation on procedures to operate a new undergraduate and graduate programme. [https://daa.ctu.edu.vn/images/upload/QuyTrinh/qt_mo_nganh_Dh_Sdh.pdf].

The procedures start with surveying the needs of various stakeholders in multiple ways [seminars, conferences, and online surveys] that are then analyzed by the programme developers to write the POs and the ELOs taking into consideration of the MOET's requirements for the amount of knowledge, skills and attitudes as well as referring to 2 internationally-recognized IB curricula (that of Australian RMIT and that of the University of Groningen in the Netherlands), and AUN assessment criteria. Based on the resulting POs and ELOs, the developers designed the programme structure and identified the amount of knowledge and skills, the number of credits of the programme, the number of courses to be taught, and the number of credits of each of the course. Then, groups of informed instructors are involved in the design of course syllabi. Later, the tentative curriculum and the course syllabi are presented to the stakeholders in a formal conference for constructive feedback, to be revised accordingly, and submitted to the Council of the CE for approval. Following the approval and/or suggestions for improvement of the CE Council, the draft of the whole curriculum and course syllabi is then sent to the CTU Scientific Board for approval, and then to the MOET for final approval before implementation. Once put into practice, the curriculum is scheduled to be re-defined after every 4 years. However, whenever necessary, it could be modified earlier along the way to be more responsive to the [updated] needs of students, instructors, enterprises, recruiters, and other stakeholders.

For the students' and study advisors' sake, academic advisor always assist students on time in constructing a comprehensive study plan for each semester. [Exh.3.1-01: *An example of a student's study plan-Curriculum mapping*]

In order to align between ELOs at the programme level and ELOs at the course level, IB lecturers employ appropriate teaching approaches, namely student-centered ones and instruct learners to apply appropriate self-study methods. [Refer to Criteria No.4 for detailed information]. Teaching approaches vary by courses, with lecture and case study being common types. Lately, IB lecturers have been in the process of employing simulation software in teaching 2 courses: Techniques of Foreign Trade and Logistics in Foreign Trade, thus enabling the students to have practical experiences and to develop a firm level of understanding in their majors [Exh.3.1-02a: *MOU between Tan Cang STC and IB, Exh.3.1-*

02b: Proposal for cooperation between Tân Cảng- STC Company and IB. Along with face to face instruction mode, the lecturers also employ e-learning, a learning management system which offers students multiples advantages, for examples, accessing to study materials at anytime, contacting with the lecturers via messages and discussing with classmates online. [<https://elearning.ctu.edu.vn/login/index.php>].

3.2 The contribution made by each course to achieve the expected learning outcome is clear

The expected learning outcomes at the course level are derived from those at the programme level, thus undoubtedly contributing to the achievement of the program outcomes [*Exh.3.2-01: Matrix of correlation between programme ELOs and course ELOs*]. Based on course and programme specification, academic advisors advice their students on how to plan their 4-year study in a logical manner so that the knowledge and skills gained in preceding semesters are prerequisites for subsequent semesters [*Exh.3.2-02: Decision No.2067/QD-DHCT dated December 4th, 2017 w.r.t codes of practice for CTU academic advisor*]. They make sure their students complete all foundation and prerequisite courses before enrolling advanced courses by checking each of their students' study plan in the CTU's management system. For examples, in order to be able to study IB course, students must complete Macroeconomic and Microeconomic courses beforehand. Moreover, the well-designed curriculum has offered a wide range of elective courses to meet the needs of students of different interest in future career or research [*Exh.1.2-01: Programme specification*].

3.3. The curriculum is logically structured, sequenced, integrated and up-to-date

The curriculum is comprised of 140 credits that are taught in 99 courses. Among the 140 credits, 100 ones are allocated to 41 compulsory courses and the other 40 ones to a group of 58 elective courses, which aims to offer students enough knowledge necessary for future professional development, and life-long study. These 99 courses are categorized in three knowledge groups: general, fundamental and specialized. General courses account for 46 credits [33%], fundamental courses 38 credits [27%], and specialized courses 56 credits [40%]. According to the tentative or suggested study plan for IB students, the students have to complete the general knowledge in their first two semesters before proceeding to the next two knowledge categories which take supposedly five-semester time to complete. The one remaining semester is allocated to thesis research.

As shown in Appendix 2, the curriculum organizes courses in a logical sequence, starting from basic to advanced knowledge. The general courses cover basic knowledge in law, social sciences, politics, computer skills, mathematics in economics, and national defense. This general education category also includes Physical Training courses with many electives to meet the diverse physical activity needs and/or preference of the students.

The fundamental courses offer entry-level knowledge in economics and management, laying a foundation for students to pursue the following courses in IB, and even another minor discipline in economics and management. This category includes 38 credits.

The IB curriculum has been re-defined and modified every four years as required by the MOET and the arising needs of the soeity. Since the implementation of the credit-based system in 2006, the IB curriculum has been modified three times. Each modified curriculum has been used for four cohorts of students. The latest modifications were carried out in early 2014 and in the academic year 2016-2017. In the 2014 modification, the number of credits was increased from 120 credits to 140 credits, adding some more specialized courses [*Exh.3.3-02: Minutes of IB meeting re increasing programme credits*] and soft skills courses [communication skills, intensive English, and analytical skills]. In the 2016 modification, we double-checked the prerequisites, amended and/or added new courses to the curriculum.

In order to enhance course satisfaction, QATC asks students to evaluate lecturers' teaching activities at the end of each semester. The results are sent to lecturers and every lecturer can access their students' evaluation on their own courses via the CTU online survey system [*Exh.2.2-03: Online Stakeholder Survery System*]. This valuable information can be used as an important reference for the lecturer[s] to adjust their teaching activities including teaching methods, course assessment, teaching materials, and etc. to ensure teaching quality.

Besides adjusting their teaching method on the basis of the students' course evaluation, lecturers of the IB department also improve their teaching activities on the basis of employers' [new] needs that are articulated in conferences organised by QATC to listen to stakeholders' feedback for the IB curriculum. For example, when modifying the course Foreign Trade Techniques, we added a session of field trip to the course content and for the course Logistics in Foreign Trade, we invited a guest speaker who was a senior manager of a logistics enterprise to come and share practicality of logistics to the students.

In addition, the CE organises a firm network of alumni to receive alumni's regular opinions and feedback to improve its curricular of various disciplines.

4. Criterion 4. Teaching and Learning Approaches

4.1. The educational philosophy is well articulated and communicated to all stakeholders

The IB programme is designed based on Can Tho University's educational philosophy of Vietnam Education Law (Chapter 1, Article 3), which is "*Educational activities must be conducted on the principles of learning coupled with practice, education linked to production, theories connected to practicability, and education at school combined with education in the family and in the society*". Also, CTU's mission is to operate its resources to be a leading national institution for education, research and technology transfer, making significant contributions to the development of high quality human resources, and fostering the talents and the advancement of science and technology to cater for the regional and national socio-economic development. Therefore, CTU and CE have developed the IB programme with a view to fulfilling the needs of society, employers, students, lecturers and other relevant stakeholders.

In terms of teaching and learning approaches, CTU adopts student-centered approaches. CTU has applied the credit-based system in its training since the academic year 2007-2008 based on the MOET's "Regulations for Universities and Colleges' Credit-based Training System" issued in 2007. The system, which is "student-centered," has allowed learners to construct their own knowledge through active and flexible learning methods and increase their autonomy and creativity.

Both the educational philosophy of the four core values and the student-centered teaching approaches have been well articulated to all relevant stakeholders of the IB programme. Regular meetings with stakeholders such as students, teaching staff and enterprises have been conducted to inform everyone of the core values, the credit-based system, and the recommended teaching and learning methods. At these meetings, instructors are encouraged to guide students through "experimental learning," thus facilitating students' self-discovery of knowledge and skills via theoretical and practical learning activities. Similarly, learners are encouraged to become active and independent learners, being responsible for their self-study and taking initiatives in internship to become not only a knowledge receiver but also a knowledge creator to meet the new requirement of society and to become a life-long learner/researcher.

Besides the student-centered approaches, most of the lecturers of the IB programme apply active teaching and learning strategies in their lectures. In order to implement this teaching approach, all lecturers have been trained in an intensive training course on pedagogical skills and active learning and teaching techniques [*Exh.4.1-01: CTU professional pedagogic course document*]. In addition, CTU has published the "Lecturer Handbook" with a view to supporting this teaching innovation by clarifying the vision and mission of CTU, articulating the credit based training system, suggesting active teaching methodologies, and providing information on available teaching aids [*Exh.4.1-02: Lecturer Handbook*]. Here are some active teaching methodologies used in the IB programme:

- Students are encouraged to collaborate in groups in class to analyze business situations, discuss alternative solutions to real-life problems of companies, and visit enterprises [*Exh.4.1-03: Photos of field trip*]. Such active learning activities are intended to develop students' independent thinking and critical thinking skills by giving them an opportunity to apply theories into solving real-life situations.
- Lecturers are invited to attend various workshops on teaching methodologies and professional conferences. This helps update their teaching methods and expertise, and then benefits their learners

the most. Besides, instructors have a relative freedom in using different teaching techniques to teach their courses as long as they can effectively deliver the contents of the courses.

The teaching methods of IB programme are clearly explained in detailed curriculum. The courses' syllabi can be easily accessed on CTU official website so that all stakeholders can keep up with the most updated one (<https://www.ctu.edu.vn/program.php?mn=5&pr=dh>).

4.2. Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes

The PLOs are specified in a correlation matrix showing the relationship between the ELOs and the courses (shown in Table 1.3). Based on such matrix, teaching and learning activities must fulfill the ELOs of each course. For doing that, lecturers are well aware of and responsible for designing and choosing the most effective teaching methods to meet the demands of either learners or society.

The role of the designed courses and learning and teaching methods is to help learners in achieving ELOs. For the methods, our motto is "learning by doing," so students are expected to be able to understand and apply knowledge to solving practical problems. Hence, the constructed teaching and learning methods are always combinations of theoretical lectures, computer practice sessions, problem-solving situations, group discussions, simulations, assignments, and visiting trips at local enterprises. Furthermore, IB programme includes many courses which are designed to guide students to apply theoretical knowledge into conducting specialized research and solving practical issues such as Research Methodology for Business (KT120), Problem-Solving Skills and Critical Thinking Skills (KT119), IB Seminar (KT228), Internships about Foreign Trade (KT225) [*Appendix 1; Exh.4.2-01: Plans about internships of FT Technique course; Exh.4.1-03: Photos of field trip*]. These courses will equip students to gain specialized knowledge to be ready for future career requirements. Also, senior students have to conduct a thesis, which would be a scientific research showcasing analysis of a company after an internship. Again, such experimental practices at firms would enable students to gain more real-life experience, accessibility and opportunities to their future careers after graduation (ELOs 13, 14, 17, and 18). Besides, for students who love to conduct scientific research, they are encouraged to sign up for research with self-chosen topics or collaborate on a scientific research of a CE lecturer. Likewise, students have many opportunities to work under the supervision of lecturers in the process of making scientific research in which lecturers play the role of supervisors. Conducting scientific research allows students to understand and apply their knowledge into real-life situations, as well as equip themselves with the ability to self-study and conduct practical research. All of thesis and students' works will be evaluated by a manager of company and Dean of CE before submitting and coming to the final defense made by CE Scientific Board which has fulfilled ELOs 22 - 25 of the IB programme [*Exh.4.2-02: Thesis defense document*]. In brief, such various and flexible teaching methods are utilized and selected depending on course's characteristics which would allow students to successfully achieve ELOs about generalizing learners' ability of applying theories to reality effectively, sharpening their soft skills and developing the capacity of doing scientific research. To ensure and enhance students' learning quality towards "learning by doing" focus, along with theoretical knowledge and internships, specialized courses designed to encourage students to participate in academic staffs' seminars about economics and business issues. In which lecturers invite experts to share on business-related problems and experiences helping students are able to construct an active and innovative learning strategy through discussions within these seminars (fulfilled ELOs 08, 13, 14, and 17).

IB learners also benefit a great deal from participating in internships. As interns, they learn to equip themselves with practical knowledge, increase their capacity to analyze IB-related issues, and apply academic knowledge and skills into conducting academic research (ELOs 13-18). To ensure that students learn the most from their internships, the IB department has maintained strong links with local companies and MNCs in conducting a lot of projects offering internships [*Exh.3.1-2a: MOU with Tan Cang STC*]. Such internships make it easier for learners to enter into logistics industry and master in import and export techniques after graduation since they have had chances to practice and apply theories in reality. The fact is that graduates of IB program have been recruited by the companies where they did

their internships such as STC, TMC and commercial banks (Vietcombank, Eximbank and Maritimebank).

In terms of developing students' ability of self-study, students are able to conduct academic research and make their own study plans under the guidance of a supervisor and consultation of an academic advisor. In details, every class its own academic advisor, who is responsible for giving students advice on how to create a decent study plan for the whole course and for each semester, as well as providing solutions to their academic problems and bridging the gap between students and CE and CTU [Exh.4.2-05: *Academic Advisor Handbook*]. Such action would promote students the sense of responsibility and activeness in learning. Additionally, students are encouraged to conduct their own scientific research, funded by CTU's budget, which helps develop their academic understanding and knowledge and personal capacity of lifelong learning as mentioned in the ELOs (ELO 4) [Exh.4.2-03: *Announcements of scientific research registration for students*].

In order to evaluate the programme and related issues (especially the ELOs and current practice), the evaluating activities to all stakeholders are conducted frequently. For students, to enhance students' course satisfaction, CTU launches a teaching assessment survey on students at conclusion of every semester through online system (<https://oss.ctu.edu.vn/>). Then, the result of the survey will be sent to the lecturer via CTU stakeholder survey system for college lecturers correction/response [if any] and/or quality improvement. Later, the result can be also used as an important reference for the lecturer[s] to refine/amend the course specification. Additionally, CE usually holds annual conferences, workshops, and trainings for lectures, aiming to increase the teaching quality. In these occasions, lecturers are able to bring about sharing sessions concerning difficulties in teaching [Exh.4.2-06: *Photos and information on workshops*]. Finally, it is critical that annual workshops collecting employers, alumni, and company representatives' ideas about essential academic levels and skills students must satisfy in their future jobs [Exh.4.2-07: *Online Stakeholder Survey System*]. Also, the feedback and comments are utilized to make suitable adjustments to the course syllabi, as well as the teaching and learning methods (See Appendices - Table 10.3).

Developing teaching materials and building qualified lecturers are also important to ensure teaching and learning quality of IB programme to achieve the ELOs. Writing teaching materials such as textbooks is a compulsory task in each course, guaranteeing that learners can self-study and catch up with the lessons in more active and effective ways. So far, the IB Department has published a great number of specialized textbooks and reference books, contributing to the overall teaching and learning quality [Exh.4.2-04: *Textbooks written by IB staff*] and meet the ELOs (ELO 19, 20, 21, 22). About human resources, IB lecturers usually attend short-term training courses in which they are capable of updating practical understanding in order to improve their teaching quality thus letting students have chance to approach up-to-date information. Successively, learners are encouraged to be fond of learning activities, thereby enhancing their academic results. Also, academic staff keeps on attending further education to improve their knowledge and understanding [Exh.4.1-04: *List of CE staff doing higher education*].

4.3. Teaching and learning activities enhance life-long learning

Course syllabi have been designed with a view to enhance the sense of life-long learning skills among students, which is clearly demonstrated through the credit-based training system [Exh.4.3-01: *Regulations on credit-based training system*]. Particularly, students are capable of choosing specific courses and organizing their own study plans in any way that fits their capacity and time slots as long as it follows the initial rules set by that curriculum [Exh.4.3-01]. There are available short courses that equip students with learning and research methodologies, promoting the sense of self-learning and life-long learning such as Critical Thinking Skills, Research Methodologies for Business, Foreign Languages, etc. organized by CE and LRC. Lecturers take responsibility for guiding students through the course's content, along with suitable learning and assessment methods in order to help them understand their roles, develop their inner potentials, identify the problems, and apply theoretical knowledge into solving real-life issues. As a result, students can take advantage of their knowledge and skills for further education after graduating from CTU.

Besides, the act of enhancing the sense of life-long learning among students has been conducted through these platforms:

First, self-study encouragement: IB programme curriculum provides students with an appropriate amount of knowledge in alignment with the training time. According to the regulations for the credit-based training system, each credit requires students to self-study for 30 hours [Exh.4.3-02: *University and College Regulation*]. Self-study activities let students actively construct new knowledge, as well as become aware of possible difficulties so that they can actively figure out solutions to those problems or ask for feedback from lecturers. Additionally, students can also self-study and conduct research to gain experience by discussing with scientists in CTU and in the community both in Vietnam and in other countries; by scanning through materials in the library; by googling on the Internet via provided reliable links from LRC. A lot of domestic and international conferences, seminars, scientific workshops are hosted by CTU and CE to encourage students' attendances and make presentations [Exh.4.3-02: *University and College Regulation*].

Second, active learning methods: Lecturers are intensively trained about teaching skills through professional trainings [Exh.4.3-02: *University and College Regulation*]. Hence, they have the ability to deliver specialized knowledge, assess and evaluate students' capacity. Lecturers are also supposed to introduce references and assist students in self-studying so that they can achieve every course's ELOs. According to the credit-based training system operation, each single hour in lectures demands students to spend another 2 hours for self-study [Exh.4.3-01: *Regulations on credit-based training system*]. Such activities help students develop capacity of independent learning and conducting scientific research by themselves and enhancing their life-long learning autonomy.

Life-long learning: The credit-based training system requires students to organize their own study plans which are suitable for their capacity and training duration. Students can select appropriate optional courses, construct study schedules and choose the time of graduation [Exh.4.3-01]. These activities improve students' independent learning, from which they can continue building life-long plans for future learning in response to the development of economy and society. Furthermore, to enhance the sense of life-long learning, course syllabi are designed so that graduates can take further higher education such as Master's degree and Doctoral degree, or they are also able to study another major at CTU (Appendix 4.1- further education of IB). As a result, students can significantly develop the sense of life-long learning. Lastly, CE lecturers are ideal examples for IB students in life-long learning illustration. In fact, lecturers play role of inspirers to IB students in non-stop learning and doing research by motivating learners to participate in academic research with lecturers. Lecturers also shows their desire of pursuing further education both in Vietnam and abroad, which will instill the thoughts and practice of lifelong learning from learners (Exh.4.1-06). Therefore, when learning and working with lecturers, learners are encouraged to study and to attempt to be lecturers, PhDs, Associate Professors and so on.

5. Criterion 5. Student Assessment

5.1. The student assessment is constructively aligned to the achievement of the expected learning outcomes

Student assessments include three major phases: entrance, progress and exit. In terms of the entrance examination, by the year 2014, high school students need to pass the national entrance exam held by the MOET in order to be admitted to CTU [Exh.5.1-01: *TT14/2010 of MOET*]. Then they have to reach a standard score set out by CTU to be accepted to study IB at the CE. Entrance examinations are tested in blocks of subjects: Block A - Mathematics, Physics and Chemistry, Block A1: Mathematics, English and Physics, and Block D1: Mathematics, Literature and English. Passing the entrance examination based on the blocks proves that students are capable to study in the CE. From 2015, the MOET has initiated some innovations regarding student enrollment by combining the high school graduating examination with the university entrance examination as one single examination [Exh.5.1-02: *MOET Document-3538/QĐ-BGDĐT*]. Therefore, entrance opportunities for IB programme has been widened since 2015 with the additions of some more eligible subject blocks, including Mathematics, Physics, Chemistry; Literature, Mathematics, English; Mathematics, Physics, English; Literature, Mathematics, Chemistry [Exh.5.1-03: *Combination of IB entrance subjects*].

More importantly, in terms of university assessments during the training duration at the CE, students have to participate in many exams including foreign language test and course related tests. The foreign language placement test allows students to skip some levels of English class or to be classified into correct classes which are relevant to their proficiency [Exh 5.1-04: List and announcement of English Test for first year students]. Such tests also help them recognize their capacity and adjust (if any) the learning methods in the programme later.

In terms of course completion assessment, it is divided into two types of evaluations namely formative and summative assessments, and graduation thesis.

Formative assessment is carried out to ensure students achieve the course ELOs. Typically, formative assessment constitutes a maximum of 50 percent and includes multiple parts such as conducting projects, group assignments, individual midterm exams and presentation, is depending on contents of the course and lecturer's decision.

Summative assessment accounts for 50 to 70 percent consisting of final examination taken in class. There is a wide variety of assessment methods which are suitable for each course to properly evaluate the ability of students based on its ELOs (the details of assessments within a course are displayed in 5.2). Assessment methods are presented clearly in course curricula and guaranteed for constructive alignment. Also, the methods are aligned with ELOs, content, teaching methods [Exh.5.1-08: Sample of 3 different courses syllabuses]. The summative assessments are held in various forms such as written exam, essays and internship reports. In the examination, the ELOs of the course are presented in accordance to the exam questions and follow CE testing and examination procedure [Exh.5.1-09: Final examination procedure of CE].

Finally, prior to their graduation, students have to choose either conducting a graduation thesis or writing a minor thesis (5 credits) along with the completion of some elective courses in their last semester (listed in the course curriculum) [Exh.5.1-05: IB programme curriculum]. Students may carry out their graduation theses or minor theses after accumulating at least 130 credits of both compulsory and elective courses (which are clearly explained in the curriculum of IB). If selecting doing a graduation thesis after taking internship at companies, students will receive a recommendation letter from the CE and have four months to practice and finish their thesis on a relevant topic [Exh.5.1-06: Sample CE of recommendation letter]. Knowledge, attitudes, and professional skills showcased during the internship are verified by the enterprise managers and are written in the official version of the thesis [Exh.5.1-07: Sample of student's performance of internship]. Another option of finishing thesis is either participating to lecturers' research projects or their own chosen topics, in which they will conduct a part of such projects and write their own thesis. Then, all theses must be defended in front of the CE scientific board. Students, who choose to do a minor thesis, are advised to do an internship at an enterprise or another agent and nominated a supervisor to help them finish it. These students are not required to defend their thesis. They are marked by CE scientific board. Both graduation theses and minor these are overseen by the CE in order to ensure that those theses and topics must meet the ELOs before approvals. The graduation thesis would be evaluated in terms of new approaches in both content and research methods, content, performance and Q&A at defense. Students who have not satisfied the requirements of thesis completion would repeat their thesis in the next semester. The assessment procedure and requirements are clearly articulated in the program curriculum, which are aligned with the ELOs.

5.2. The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students

For the assessment effectiveness, the syllabi of IB programme are designed to show all types of assessments such as timelines, methods, regulations, weight distribution, rubrics and grading and these assessments are communicated to all students through the websites of CE and CTU (<https://www.ctu.edu.vn/program.php?mn=5&pr=dh>). Information on assessments and exams is clearly announced to all students at the first week of the semester, and the teaching and exam organizing are planned and managed by the CE following CTU regulations (*CTU Regulations on academic affairs 2017*).

Every course is assessed using at least 2 components, in which final examination is the compulsory component that accounts for at least 50% in the weight distribution [Exh.5.1-05: *IB programme curriculum*] [Exh.5.2-01:181/KT *Announcement about Examination*].

For the graduation thesis, students will be provided with a clear schedule at the beginning of the semester. Also, an assigned supervisor will be specifically nominated in order to give students feedbacks and corrections in alignment with every time slot, which allows them to be able to make timely adjustments [Exh.5.2-02-*Plan of thesis scheme*]. Hence, students will be able to perfect their thesis in terms of both methodology and content, which will help students dealing with the issues that might minimize them from achieving the assessment requirements. In the final defense, if there is any correction from CE Scientific Board, students will be notified immediately after the defense, and they will have up to a week to make appropriate adjustments and complete the graduation thesis. The thesis's grade will be confidentially announced by the CE officers within 3 days to students' account hence they can speedily respond in necessary.

At the beginning of each course, lecturers will publicly announce all ELOs and relevant assessment methods. In fact, the ELOs are organized in the order of the Bloom's taxonomy for cognitive levels. The higher level the students achieve, the better results they will get. An example of the assessment methods for the course IB (KT136) is clearly clarified within *Table 5.1 (See Appendices 5.1)*

The relationships among grades in number, grades in letter and final results follow the Regulations on academic affairs as indicated in *Table 5.2 (See Appendices 5.2- Evaluation results and classifications)*.

Before finishing the IB programme, students have to take part in an internship in a professional agency in order to conduct scientific research, analyze data and write their graduation thesis. After submission, the thesis will be assessed by the Academic Board, with the students publicly defending their projects. Students will graduate after having completed all of the units included in the curriculum if their grade is 2.0 and above (*Table 5.3- Appendix 5.3- IB graduation classification*). Graduates are considered to have fulfilled the ELOs to a certain extent. The graduation grade is aligned with the entire curriculum's GPA which is explained in *Table 5.3 [See Appendix 5.3: IB graduation classification]*.

The grading scale in all courses and graduation thesis are clearly regulated in curricula and on each exam booklet and question grading scale is indicated [Exh.5.2-03-*sample of exam questions*]. Also, such information is transparent and clear to all lecturers and students who are well-informed and aware of how to conduct and take the assessment.

In brief, based on the general regulations of MOET and CTU, in which any course evaluations, grading scales, and marking rubrics are widely published and communicated to students, lecturers and other stakeholders via the Handbook on Regulations on academic affairs which is updated annually through both printed and virtual copies on CTU's website [Exh.2.1-05-*Regulation on Academic Affairs*] in order to promote a sense of publicity, fairness and transparency.

5.3. Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment

Methods of assessment are always ensured to be valid, reliable and fair during semester. Student assessment methods and weight distribution are proposed by the lecturers after being accepted by the CE and IB Department and will be clearly written in the course curriculum [Exh.5.1-05: *IB programme curriculum*]. Lecturers have to explain all components included in the assessment process including formative assessments such as assignments, midterm examinations, experimental tests, cognitive evaluation, discussion participation, regular attendance and final examinations deemed as summative assessment. Lecturers are able to choose an appropriate assessment method for the course they are lecturing in order to precisely reflect the extent to which objectives and ELOs are fulfilled. These information is explicitly listed and stated in the course curriculum searchtool which is published by CTU. The choice of assessment could be:

- **Oral presentations in group:** students are assigned course topics for doing group work and finishing them within the first six week, submitting a written report and making and taking turns to

present their power point presentation in class. This task accounts for 20 to 30 percent of formative assessment.

- **Class discussion:** Students are given several relevant cases in the course field and allowed to work in weekly random groups assigned by lecturers. They must spend time for finding solutions for such cases and having a brief speech in class. Every speech is constituted for maximum of 5 percent for the first six week (the sum of 30 percent).
- **Homeworks:** Students are allowed to do the task at home and submit it to lecturer two weeks after. It often takes about 10 – 20 percent.
- **Paper examination in class in four exam weeks:** This task is often to test students about ability of explaining, analyzing and summarizing the lectures and some essential chapters. It could be multiple-choice or short-answer exam questions. Final exam questions are closely related to the course's ELOs with a view to accurately test students' understanding of the course content [*Exh.5.1-05: IB programme curriculum*]. It takes maximum of 50 percent of a course assessment.

For the first two types of assessments, lecturers will directly give the feedback and comments to students after they have finished their presentations and speeches, and mark their reports or paper using designed marking rubrics with point details [*Exh. 5.3-01: Sample of Marking rubrics*]. For the exam written on paper and homework, lecturers can grade student papers directly on the exam booklets based on their own point scale decided by group of lecturers of the same courses.

Assessment methods are required to be clearly presented in the classroom or on the E-learning system of the University to all enrolled participants. Publicly announced criteria and assessment methods help students acknowledge the skills and knowledge they need to satisfy, thereby planning their own learning on the right track. Students who have queries about the assessment procedure and results may communicate explicitly with the lecturer in order to reach a mutual agreement in making and giving feedback [*Exh.4.1-02: Lecturer Handbook and Exh.1.1-02: ELOs*].

To make sure the reliability and fairness of grading processes, all assignments and end-of-course assessments are monitored under close supervision of the IB Department and CE regarding professional content, as well as the relevance of the assessments to each course's ELOs. In particular, the final exam would be held and facilitate exam booklets by the CE and every 20 students would be managed by an examiner. The CE applies student assessment standards issued by the MOET in a clear and appropriate way [*Exh.4.3-02: University and College Regulation*]. For instance, final examinations are scheduled according to the individual and departmental timetable of the College, so the students will be notified with the exact dates at least two weeks prior to the exam, while the rest is scheduled based on the agreed time slots between the lecturer and the students announced at the beginning of the course. On the examination date, the CE and CTU QA Team will inspect the examination and supervision of lecturers if the exam arranged in alignment with CTU regulations [*Exh.5.3-04: CE and CTU exam inspection forms*].

The exam questions will be generated in detailed tasks, then transferred to the Head of IB Department for saving and storing before the examination is held. In addition, the group of lecturers who are in charge of teaching the same course must ensure that the CE's regulations about the assessments (both during and after the semester) are consistent with the published curriculum, ELOs, not to mention that the questions for all classes must be similar [*Exh.5.3-03: Announcement of CE about evaluating allocations*]. The answers and grades of final exam would be presented in class no later than two weeks after exam taken [*Exh.4.1-02: Lecturer Handbook*] when students are allowed to directly request for re-grading paper. All student list with signatures, exam questions, answer sheet, answers, feedback and syllabus would be collected and stored in a portfolio and kept in IB department and Department of Academic Affairs.

Besides testing students' specialized knowledge, CTU also evaluates students' results in attitudes and skills through taking voluntary tasks and other social activities such as participating clubs to share experience and living in accordance with CTU regulations and Vietnam Law, being class leaders board, being members of CE Youth Union and getting extra certificates in English and IT [*Exh.5.3-05: MOET Circular No. 07/2015 / TT-BGDDT*]. These activities are evaluated based on the grading rubrics and classification of CTU (<http://www.cit.ctu.edu.vn/training/bangdanhgiaDRL.pdf>)

and are considered as an important criterion for awarding yearly scholarships for students in the combination of academic grade [Exh.5.3-06: *Non-academic rubric-DRL*]

5.4. Feedback of student assessment is timely and helps to improve learning

The assessment process is conducted in a way that sparks off two-way feedbacks, helping students to adjust their methods and learning styles in the most appropriate way to achieve ELOs by using the lecturers' consultations. Simultaneously, the comments and questions of the students during the learning and assessment process from Online Stakeholder Survey System, taking place every semester, are also a standard for the lecturers to capture and improve the evaluation and teaching methods. As a result, they will be capable of fulfilling the objectives of the IB courses and improving students' learning activities.

In terms of lecturers' feedback to students, the IB programme has different courses and assessment methods depending on types of courses and lecturers' decision such as theory, internships, graduation thesis. Therefore, they ways of giving feedback are various based on each type. For theory courses, assessment is usually divided into formative and summative assessments; the immediate feedback of the formative one is applied in class after students finished their evaluations (i.e. making presentation, oral defense and class discussion). Based on the feedback and comments, students are allowed to double check, adjust their learning methods and prepare better for achieving better scores in the next assessments during the semester. The grades, suggested solutions and comments of the summative one would be directly and timely released a week after the written exam, which allows students to acknowledge the mistakes, gain experience in order to familiarize to the university assessment. It is very important for students in improving learning methods, especially for freshmen. In addition, timely grade release allows students to adjust their study plans in CTU system for better enrollment in the next semesters.

For the internship of students, the comments and feedback from the firms and agents would be conducted via a designed form of CE and quick tests (grading included) from the firms [Exh.5.1-07: *Sample of student's performance of internship*]. Based of such comments, CE and IB department would adjust and communicate to students for the next better internship practices. Students would benefit and have chances to improve their performances of internship courses as well as academic results. The comments would be a value criterion for CE to assess student's fulfillment of attitudes and skills components of the university.

For graduation thesis, the timelines are clear from the beginning to final defense which both students and lecturers need to follow. Lecturers as the roles of assigned supervisors are encouraged to give feedback on students' paper weekly or given CE schedules [Exh.5.2-02: *Plan of thesis scheme*]. Supervisor could directly give feedback and recommendations on current thesis papers when discussing with students during the given procedure. Hence, students would have enough time to do more search, analyze and punctually revise their papers in good manners. In the final defense, if there is any correction from CE Scientific Board, students will be immediately notified after the defense, and they will have up to a week to make appropriate adjustments. The revised thesis would be remarked based on thesis grading rubrics and recorded in the thesis board minutes in 3 days later [Exh.5.4-01: *Thesis grading rubric and Exh.5.4.-02: Minute of CE scientific board*].

5.5. Students have ready access to appeal procedure

According to the Learning Regulations of CTU, the Dean Board will handle all complaints related to the academic performance of the course administered by the CE and is only conducted within 1 week from the announcement date [Exh.5.5-01: *CTU QD 3324-Learning Regulations*]. In order to ensure objectivity and fairness, the revalidation process will be conducted by another lecturer who is teaching the same course. Final results will be announced to the student within a week, and if the students are still unsatisfied with the markup, they can request to see their exam paper and directly discuss with the examiners.

6. Criterion 6. Academic Staff Quality

6.1 Academic staff planning (succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and service

Academic staff planning is a permanent task of the CE ensuring sufficient human resources for an increasing number of teaching and research activities. The College has enough reserve staff in case of maternity leave, retirement or short and long-term professional development [*Exh. 6.1-01: Regulations on management of training, upgrading professional*]. To this end, based on the overall workload, the College has annual recruitment plans and makes sure that every course is taught by at least two lecturers [*Exh.6.1-02: Recruitment plan of CE in 2018*]. Every year, the CE checks the list of retiring lecturers, then builds a plan to recruit new staff so as to replace and ensure the workload will be carried out steadily.

The academic staff of the CE is kept in a wide range of teaching years and age. Lecturers with 10 years of teaching or more accounts for 69.35%, and lecturers with less than 10 years of teaching 30.65%. There are 9.84% of lecturers under 30 years old, 59.84% between the age of 31 and 40, 25.02% between the age of 41 and 50 and the rest (5.3%) between the age of 50 or over. This age structure shows that more than 50% of the staff is young lecturers in the age of 30 to 40. These lecturers, full of energy and enthusiasm, are academically and professionally mature, which has greatly helped increase the effectiveness of the teaching and research activities at CE.

Contract termination and retirements are well planned and implemented by CTU. Every six months, the Department of Personnel of CTU openly announces termination and retirement plans for eligible staff (60 years old for males and 55 years old for females) [*Exh. 6.1-03: Plan on the arrangement for officials, laborers eligible for retirement*]. After the CE gives feedback on the list of retirees-to-be (if any), CTU will officially promulgate a retirement decision [*Exh. 6.1-04: Regulations for staff to retire and receive social insurance*]. In case a CTU retired lecturer wishes to continue working at CTU and CE, he/she will be considered to sign a visiting lecturer contract as guided by the MOET [*Exh. 6.1-05: Dispatch on guidance of the implementation of MOET's circular on visiting lecturers*]. With regards to retired lecturers with high professional qualifications and working experience (ie., Professors, Associate Professors, and PhDs), their working time will be extended up to five years [*Exh. 6.1-06: Dispatch on prolonging professional working time for Professors, Associate Professors*]. Six month before retirement age, the Department of Personnel is responsible for announcing to all units report the needs, competency, performance effectiveness, health of each Professors, Associate Professors by documents. Based on the report of the Department of Personnel, the CTU's Advisory Council will conclude for each case whether they will be prolonged the working time or not.

Annually, each Head of Department has to estimate the teaching workload based on the number of courses offered, newly developed courses, number of students registered these courses and the existing number of lecturers and then, determine the shortage of qualified staff and plan for recruitment of the Department; then, submit to the Dean Board. Subsequently, CE plans for recruitment of new staff based on the suggestions from each Department at the beginning of each semester. Then, the plan should be summarized by the Department of Personnel and approved by the Rectorate Board.

As for the Department of IB, we are a newly established department with an initial number of 12 faculty members in 2013 and currently 14 faculty members (including 2 PhDs graduating from the Netherlands, 12 masters graduating from Ireland, Australia, New Zealand and Japan). The management structure of the Department is clearly built with the Head of Department responsible for the overall management of all activities of the department with the assistance of two Vice Heads with training and curriculum development, international cooperation, student-related activities, research, and facility. The IB lecturers are in charge of teaching courses on import, export, e-commerce, international trade, logistics, international investment IB, and etc. The Department has always strived to become a department offering training programmes in accordance with output standards recognized by prestigious national, regional and international education institutes. To achieve these objectives, all the Department staff members constantly attempt to enhance their professional development expecting to contribute their cutting-edge knowledge and skills in teaching and conducting research on such economic areas as international trade, IB, international trade policies, import, and export. At the moment, we already

have 01 Associate Professor, 02 PhDs, and 07 Masters working on their PhD programmes in developed countries [Exh. 6.1-07: Curriculum Vitae of IB staff].

6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service

The human resources of CE is presented in Table 6.1..

Table 6.1. Number of lecturers, visiting lecturers and administrative staff of CE in school-year 2016-2017

| Category | Male | Female | Total | | Percentage of PhDs |
|----------------------|-----------|-----------|------------|---------------------|--------------------|
| | | | Headcounts | FTEs ⁽²⁾ | |
| Associate Professors | 9 | 0 | 9 | | |
| Full-time lecturers | 50 | 74 | 124 | 124*1= 124 | 21.77 |
| Visiting Lecturers | 19 | 2 | 21 | 21*0.2= 4.2 | 38.10 |
| Support staff | 2 | 5 | 7 | 7 * 1 = 7 | |
| Total | 71 | 84 | 161 | 135.2 | |

Source: *The final reports of academic years 2016-2017*

In terms of quality, the CE's faculty members have fully met the Master/PhD degree requirements as regulated by the MOET. However, in terms of quantity, we are still in short of lecturers compared to the great number of students. As regulated by the MOET, the ratio of students to faculty in a university during the period 2006-2020 is 20 [Exh.6.2-01: Resolution on comprehensive and fundamental reform of Vietnam education in the period 2006-2020]. Each lecturer must have to devote their time to fulfill duties in both research and teaching activities based on "Regulations on professional management for lecturers of CTU" [Exh. 6.2-02: Decision No. 6288/QĐ-ĐHCT promulgating regulations on professional management] and complete the required standard hours which depend on titles, degrees, wage coefficients (Table 6.2). The units, departments and individuals that do not complete the duty hours, must write reports to explain and submit to the Department of Personnel [Exh. 6.2-03: Explain the performance of professional works].

Table 6.2. The standard hours of CTU lectures

| Degree and wage coefficients | Standard teaching hours | Standard research hours | Total of standard hours |
|--|-------------------------|-------------------------|-------------------------|
| Professors | 270 | 240 | 510 |
| Associate Professors | 270 | 190 | 460 |
| Senior lecturers with wage coefficient ≥ 5.76 | 270 | 170 | 440 |
| Senior lecturers with wage coefficient ≥ 4.4 and ≤ 5.42 and PhDs | 270 | 150 | 420 |
| Lecturers with wage coefficient ≥ 4.32 | 270 | 110 | 380 |
| Lecturers with wage coefficient ≥ 3.3 and ≤ 3.99 and Masters | 270 | 60 | 330 |
| Lecturers with wage coefficient ≥ 2.34 and ≤ 3.00 | 270 | 10 | 280 |
| Trainee lecturers | 50 | 10 | 60 |

Source: *Regulations No. 4412 on working time in CTU*

At present, an average lecturer is compelled to undertake around 34-40 students (Table 6.3).

⁽²⁾ FTE stands for Full Time Equivalent. If 1 FTE is equal to 40 hours per week (full-time employment), then the FTE of an academic staff member with a teaching load of 8 hours per week will be 0.2 (i.e. 8/40).

Table 6.3. Student-to-staff ratio in the period 2012-2017

| Academic Year | Total FTEs of Academic Staff | Total FTEs of students | Student-to-staff Ratio |
|---------------|------------------------------|------------------------|------------------------|
| 2012-2013 | 126 | 4,780 | 38.24 |
| 2013-2014 | 126 | 4,805 | 38.13 |
| 2014-2015 | 126 | 4,944 | 39.24 |
| 2015-2016 | 126 | 4,376 | 34.73 |
| 2016-2017 | 124 | 4,466 | 36.02 |

Source: The final reports of academic years 2012-2017

As for the IB program, the current number of lecturers is 14 and the current number of full-time students is 372. The ratio between a teacher and students is 1:26.57.

6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated

In terms of recruitment, CTU and CE always have transparent recruitment plans, procedures, criteria [Exh.6.3-01: Document No. 1508/DHCT-TCCB on checking plan of development of teaching staff; Exh. 6.3-02: The list of development plan of CE's staff in 2017]. The process of recruitment is strictly in compliance with the process and standards in "Regulations on recruitment and requirements of striving process to enhance the professional of CTU's teaching staff" [Exh. 6.3-03: Decision No. 5870/QĐ-DHCT on recruitment and requirements of striving process of CTU's teaching staff, recruitment announcement]. The process and criteria of recruitment and promotion are clearly regulated in the book "Process and criteria of recruitment" promulgated by the Rectorate Board of CTU. These criteria are officially informed to all candidates through an announcement in the College's and the University's website. The College establishes the recruitment council to assess the candidates' file and interview them at the date stated in the announcement. Candidates who are outstanding and talented in their professional skills will be chosen to work at CE. The teaching assignments must be approved by the Dean Board and the Rectorate Board.

In terms of appointment, every five years, all staff and officials vote for the Rector of CTU and subordinate units. The standard for each leader is regulated by MOET and CTU [Exh. 6.3-04: Decision on promulgating the process of appointment and re-appointment administrative leaders, Exh. 6.3-05: The working regulations of the Rectorate Board]. As a rule, leaders must have PhD degrees, high prestige, ethics and experience in research, education and management [Exh. 6.3-06: Decision no 79/QĐ-DHCT promulgating on moral standards of CTU]. At the College scope, the Dean of the CE assigns the specific tasks for members of the Dean Board and staff to coordinate all the activities in CE.

Task assignment is also done at the Department level. The Head of Department is in charge of assigning duties for IB faculty members, including teaching activities and other activities; assigning teaching modules to staff in line with staff's trained disciplines and aspirations, preferences before submitting to the CE Scientific Board. The results of assignment are public and feedback is recorded to ensure that the assignment is transparent, fair and consistent with all faculty members [Exh. 6.3-07: List of course assignments of the IB department]. Before the beginning of the semester, based on the enrollment database of students, the Head of Department publicly assigns and arranges lecturers to teach the courses which are proper their professional, balances the teaching hours and collective consensus [Exh. 6.3-08: List of course assignment of the IB department, semester 1, academic year 20017-2018]. The Head of Department is responsible for assigning equally among IB staff, in such a way that the number of overtime hours (if any) corresponds to the individual duty hours, the overtime hour rates of individual must correspond to the overtime hour rates of Department, the deviation in teaching assignment between the person who has the highest overtime hours and the person who has the lowest overtime hours does not exceed 500 hours/year (not including trainees and tutors). The duties of staff are appropriately assigned based on their academic level, academic result, and teaching experience. Lecturers are able to choose the courses based on their level, experience and interests with the approval of the CE Scientific Board. Lecturers have to achieve Grade A for the course which they want to undertake. For lecturers who have just completed their advanced studies, especially PhD, CE will assign

them to work in the appropriate Department and subjects [Exh. 6.3-09: *Decision on re-appointment Dr. Dut*]. The volume of teaching conducted exceeding office hours will be calculated as overtime hours, and will be paid under internal spending rules [Exh. 6.3-10: *CTU Internal spending rules*].

In terms of promotion, based on the Ministry of Home Affairs' circular about guiding the implementation of regular wage rise and wage rise ahead of time, and the implementation of the seniority allowance out of frame for officials, officers, employees and laborers; the Rectorate Board annually deploys to CTU's units implementing wage rise and seniority allowance out of frame. Based on these guidelines, IB Department conducts meeting to approve regular wage rise, wage rise ahead of time, and seniority allowance. Consideration and suggestion of wage rise officials will be based on seniority, academic achievements, researches, teaching and contribution to team activities. On the basis of the minutes of the Department, CE will synthesize and propose to Rectorate Board so as to have the basis for salary raising decision [Exh. 6.3-11: *Plan No. 3282/KH-ĐHCT to consider raising salary and seniority allowance*; Exh. 6.3-12: *The minutes of IB department about considering wage rise*]. The wage rise of lecturers is also carried out when they participate in an exam to upgrade their lecturer title, from lecturer to senior lecturer. In case, lecturer has a salary coefficient of 3.66, if he passes the test, the salary coefficient will increase to 4.4. The standard of senior lecturer is regulated higher than that of lecturer in degrees, research works, articles and textbooks,...Currently, according to the Joint Circular 36/2014/TTLT-BGDĐT-BNV between MOET and Ministry of Home Affairs, the examination of upgrading from lecturer to main lecturer will be the competition "Promotion of lecturer titles" from class III lecturer to class II lecturer. CTU is gradually deploying the ranking of lecturers under this circular [Exh. 6.3-13: *Joint Circular 36/2014/TTLT-BGDĐT-BNV on codes and title standards for lecturers in public universities*]. Academic staff has PhD degree can be promoted to obtain Associate Professor title if they satisfy some mandatory requirements of MOET such as number of international and national published papers, scientific research scores, experience in teaching and instructing students doing theses. This title will be examined by the State Professors Council for proposed candidates [Exh. 6.3-14: *Examination procedure for Associate Professors and Professors*].

CTU has clearly regulated the specific document which determines the rights, duties and responsibilities of all academic staff [Exh. 6.3-15: *CTU regulations 2014*]. These rights and duties are clearly defined in Higher Education Law, issued by Vietnam Congress [Exh. 1.1-02: *Law on Higher Education*]. According to the law, lecturers are responsible for teaching contents, academic freedom and conducting scientific research. In this law, it also strictly regulates the conduct and ethics of staff, lecturers are protected by intellectual property law, copyright, and are required to be honest, professional ethics in teaching and researching activities. In this aspect, CE has strictly implemented since the academic year of 2017-2018 by regulation on using data, theses contents of students to publish scientific paper [Exh. 6.3-16: *Regulation on using data, theses contents of students to publish scientific paper of the CE*].

6.4 Competences of academic staff are identified and evaluated

Presently, CE's lecturers and staff have increasingly expressed the tight relationship and support each other in teaching and research activities. The newly recruited lecturers will be trained by their seniors, since then young lecturers are consulted about specialized knowledge and supported in teaching and pedagogic skills [Exh.6.4-01: *Decision No. 1402/QĐ-ĐHCT recommendation of trainee instructors*].

In order to participate in teaching, not only specialized skills but also pedagogic skills are a mandatory requirement with lecturers, they have to be equipped with a course on teaching methodology so that they could design and implement teaching programs [Exh. 6.4-02: *Announcements of opening pedagogic professional class 2018*]. The lecturers are responsible for self-assessment, review and provision of teaching programs for students. With specialized and teaching skills, lecturers of CE in general and lecturers of IB department in particular have sufficient capacity to teach and research well. Moreover, since semester 2 of academic year 2013-2014, the teaching work of the lecturers is annually evaluated through the online survey questionnaire designed by QATC. Students are required to complete the questionnaire after finishing the courses [Exh. 6.4-03: *Plan No. 02/DBCL&KT on collecting feedback from students about teaching activities* ; Exh. 6.4-04: *Student survey questionnaire about*

teaching activities]. Through feedback from students, staff members significantly innovates teaching skills, supplement or adjust subject contents and build professional development plans. Annually, CTU usually organizes English courses for staff who have needs in improving English skills; while IT qualifications of lecturers are also ensured in order to apply IT in teaching and research because all applicants when applying for the lecturer position are required submitting Certificate of Informatics level B. During the working time, lecturers self-improve computer skills to apply effectively into their professional work.

Table 6.4. The number of lecturers and titles in CE in the period 2012-2017

| Academic years | Full-time lecturers | | | | Visiting lecturers | | |
|----------------|---------------------|-----|--------|----------|--------------------|--------|----------|
| | Total | PhD | Master | Bachelor | PhD | Master | Bachelor |
| 2012-2013 | 126 | 21 | 74 | 31 | 8 | 13 | 0 |
| 2013-2014 | 126 | 21 | 76 | 29 | 8 | 13 | 0 |
| 2014-2015 | 126 | 22 | 81 | 23 | 8 | 13 | 0 |
| 2015-2016 | 126 | 23 | 92 | 11 | 8 | 13 | 0 |
| 2016-2017 | 124 | 27 | 94 | 3 | 8 | 13 | 0 |

Source: The final reports of academic years 2012-2017

6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfill them

The socio-economic sector is an ever-changing field, thus, teaching in this area requires lecturers to always keep in touch with the real world, update information and knowledge. To improve the quality of teaching, CTU sets out the process of striving to enhance lecturers' level, specifically, lecturer who has bachelor's degree, within 3 years since the date of starting works must complete or pursuing a master's degree, within 5 years since the date obtaining master's degree must complete or pursuing PhD program [*Exh.6.5-01: Decision No. 5870/QĐ-ĐHCT promulgating the process of striving to enhance the qualifications*].

Academic staff always plans, enrolls, and implements their own plan for professional development (such as training, practicing, improving professional skills, foreign language capacity, pedagogical skills) in comply with the developmental plans of the IB Department and the CE. Every year, CTU deducts a part of fund for training and further-training. Staff who need to study and improve their professional skills will be registered with the Department of Personnel, based on the number of registrations, the Department of Personnel will decide on the number of opened classes and schedules as well as widely announce to staff at all the Colleges [*Exh. 6.5-02: Training and re-training plan for staff of CTU in 2018; The list of training registration of CE staff in 2017*].

To satisfy the demand of upgrading staff's level, CE always creates chances so that they are likely to participate in domestic and international conferences, workshops, short-term training course and have plans to nominate lecturers to study short-term and long-term courses in Vietnam and abroad (pursing Master and PhD programmes) [*Exh. 6.5-03: Decision nominate lecturer attend conferences and workshops*].

As for the IB Department, we always encourage staff to attend short courses, seminars, workshops and conferences to improve their professional skills, especially through cooperative programs and field trips to import-export enterprises, ports in Can Tho and Ho Chi Minh City, Customs offices; or through conferences held by the VCCI on antidumping, Trans-Pacific Partner Agreement (TPP), IB's staff has considerably accumulated wide knowledge and practical experience, contributed to enhance the teaching quality of specialized subjects.

6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service

In order to encourage the quality of teaching and learning, MOET has plenty of mechanisms to award staff who have positively contributed to the development of CTU and CE, such as the title of people's teacher, the title of meritorious teacher, certificate of Merit from MOET Minister [*Exh.6.6-01: Circular*

12/2012 *guiding the work of emulation and commendation*]. At the end of the academic year, CTU and CE organize the emulation and award evaluation on the basis of individual self-assessment and the collective election in each department [Exh. 6.6-02: *The minutes of IB department on emulation*]. For individuals and teams having excellent achievements which contribute to the development of CE, the Dean Board will make an unexpected award and periodically commend at the end of the year [Exh. 6.6-03: *Decision commendation of CE*]. Moreover, concerned by CTU, research activities of students and young staff have been promoted, through specific activities such as the conference "Young Scientific Research" annually held to celebrate the outstanding achievements of lecturers and students in scientific research. All activities which relate to scientific research such as publishing scientific papers (institutional, national and international level), compiling textbooks, reporting successfully scientific research topics, are converted into standard hours for lecturers.

CTU and the CE design and promulgate the annual staff assessment system [Exh. 6.6-04: *Evaluation form*]. To ensure the fairness and objectivity in assessments, CE sets up an assessment process for this activity [Exh. 6.6-05: *The vote summary table*]. At the end of academic year, if a lecturer completes his duties excellently, he is ranked as Progressive Laborer, Grassroots-Level Emulation Fighter, Ministerial-level Emulation Fighter. In addition to rewarding professional activities, the CE Labor Union annually considers and proposes awards for individuals and collectives that have excellent contributions to CE's activities such as arts, sports, social works, community activities, [Exh. 6.6-06: *Award decision of the CE Trade Union*]. Each summer vacation, CTU's and CE's Labor Union organizes vacations for staff so that they can have relaxed days and ensure long-term health.

6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement

Scientific research is considered as one of the key activities of one lecturer [Exh.6.2-02]. This is one of the most effective ways to make effective interaction between faculty's practical and theoretical knowledge, contributing to improve the quality of lecturers and their lectures. Scientific research activity is concerned and promoted by CTU through specific activities such as conference "Young Scientific Research" annually organized to commend the excellent achievements of lecturers and students in scientific research. Moreover, CTU organizes proposing scientific research topics at institutional level which is conducted by faculty. Priority is given to young lecturers, female lecturers, high quality and applicable topics. According to the self-assessment report, CTU spends around 5.2 billion VND for scientific research activities. Every year, there are more than 50 articles of CE staff published in national and international scientific journals [Exh.6.7-01: *The list of scientific research articles*], about 20 workshops are conducted to exchange scientific research information and publish research results, approximately a half of the CE's staff participating in research projects funded by domestic and international sources. Scientific research activities in the CE in the period 2014-2017 are summarized in Table 6.5.

Table 6.5. Scientific research activities in CE 2014-2017

| Academic years | Types of publication | | | Total |
|----------------|----------------------|----------|---------------|-------|
| | Institutional | National | International | |
| 2014-2015 | 5 | 3 | 3 | 11 |
| 2015-2016 | 7 | 5 | 4 | 16 |
| 2016-2017 | 6 | 3 | 4 | 13 |

Source: *The final reports of academic years 2014-2017*

Academic staff's scientific research capacity has also been improved through the work of guiding students to write essays, theses for full-time, part-time and distance learning students. To be able to instruct students well, requiring lecturers need to learn through books, domestic and international journals, as well as learn from their colleagues; thereby, this will help improve staff's instruction and scientific research capacity better [Exh.6.7-02: *The list of assignment of instructing theses in CE*].

For the Department of IB, research fields are mainly focused on import, export activities of Multinational Companies, the linkages between domestic enterprises and foreign investment enterprises and the relationship between the negotiator's perception about partner's culture and the outcome of negotiation. These research activities are in sync with the vision and mission of the CE and CTU. In the academic year of 2016-2017, IB staff conducted 1 research project at the university level, published 11 articles with ISSN index, 7 papers in the proceedings of national and international conferences and 1 research project at national level which is funded by Nafosted and is in progress now.

7. Criterion 7. Support Staff Quality

7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfill the needs for education, research and service

Support staff planning is a regular task of CTU and CE ensuring sufficient human resources for an increasing number of teaching and research activities. Through the final report of each academic year, CTU has presented its strategic development plans, which focus on the development of the support staff (library personnel, IT personnel, administrative personnel, student services personnel). Annually, based on the demands and development strategies, the Dean in each unit will propose the number of support staff to be recruited to the Department of Personnel, and then this plan will be carefully considered and approved by the Rectorate Board. CTU also builds a procedure for training and developing the support staff as well as supports them to enhance their professional qualifications, computer skills, language skills and post-graduate education.

The number of support staff members in CE in 2017 includes 7 employees, with 1 library personnel, 1 IT personnel, 1 student-support services personnel, 4 administrative personnel. All support staff hold bachelor's degree (except lecture hall administrator and housekeeper). Most of these employees have a lot of experience, and tackle flexibly in emergent cases. They facilitate all study programmes in CE, including the IB study programme.

Table 7.1. Number of Support Staff in CE (as of December 2017)

| Support Staff | Highest Educational Attainment | | | | Total |
|----------------------------|--------------------------------|------------|----------|----------|-------|
| | High school | Bachelor's | Master's | Doctoral | |
| Library Personnel | - | 1 | - | - | 1 |
| IT personnel | - | 1 | - | - | 1 |
| Administrative Personnel | - | 3 | 1 | - | 4 |
| Student Services Personnel | 1 | - | - | - | 1 |
| Total | 1 | 5 | 1 | | 7 |

CE Dean Board has made the recruitment plan in 2018 so that the support staff can better fulfill the demands in education, research and services [\[Exh.6.1-02\]](#).

IB students can also benefit from services provided by the Department of Student Assistance, Center for Student Support and Consulting, Department of Academic Affairs, Ho Chi Minh Communist Youth Union,...

7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated

At CTU, the support staff recruitment procedure basically undergoes main steps, including planning recruitment at sub-units in CTU, submitting plans to the Department of Personnel, getting the approval of the Rectorate Board, announcing the recruitment scheme, establish the recruitment council, testing applicants' professional expertise (computer skills, language skills), interviewing the candidates, announcing the results, signing the labor contract [\[Exh.7.2-01: The recruitment procedure at CTU\]](#). Such recruitment information is widely announced on CTU's and CE's websites. The recruitment

criteria for support staff are not similar to those for lecturers because support staff is not required teaching ability or research ability or obtain a Master's degree. They are only required to meet the professional competence and working experience as well as computer skills and language competency. However, the support staff must hold Bachelor's degree at least. Once they are employed, they have to spend 1 year getting familiar with the tasks, known as probation phase. After completing the probation phase, if they totally satisfy the requirements of the CE, they will be officially appointed to their position by the Dean of CE. Support staff who has enough experience and seniority is considered to be promoted to Specialist or Senior Specialist.

7.3 Competences of support staff are identified and evaluated

The tasks of CE's support staff are clearly assigned by the Dean Board in briefings, and posted publicly on the CE's website [*Exh.7.3-01: Task assignment table of CE's support staff*].

In CE's library, an employee who has a bachelor's degree in library major, is assigned to work full time. She also attains a Certificate of Computer level A with more than 15 years of experience and is supported regularly by two full-time staff members from LRC. Library has approached the essential resources for learners. The librarian work assessment is mainly based on the evaluation of students and the evaluation of Management Office through the completion level of the works. The feedback box is placed in front of the library so that students can express their opinions about the staff activities. Subsequently, comments are sent to the Dean of CE if necessary.

CE also assigns an employee who is in charge of managing computer rooms and information technology works [*Exh. 7.3-01: Task assignment table of CE; Exh. 7.3-02: Bachelor's degree of IT employee*]. This employee has a Bachelor's degree in Information Technology and currently is responsible for managing 259 computers, of which 259 computers are available for students to use weekdays, 44 computers are in all of departments, offices, CE's center. Most computers are connected to the internet seeking for information, teaching and research. Computer officer also designs and updates information on CE's website, thanks to good maintenance, the computer system is always in good condition to meet the demand of learning, teaching, updating new information.

Administrative officers are in charge of providing students with documents on training regulations, building learning plans and monitoring learning process. All of administrative officers participate in short-term training course about administrative management. The Dean Board assigns duties for each officer, specifically for each type of training such as full-time, part-time, distance learning, graduate, doctoral. Each type of training has an officer to take responsibilities so as to avoid the situations of overlapping because the number of CE students is quite big in comparison with those of other training units. The lecturers-to-support staff ratio is currently 1.7/1.

It is necessary to mention the support staff from the Department of Student Affairs, Center for Student Support and Consulting, Department of Academic Affairs, Ho Chi Minh Communist Youth Union,...

7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfill them

CTU and the CE always have plans to train and further-train the support staff on professional specialization, language competence, computer skills as well as encourage them to study and develop themselves to meet the increasing work demands. Every year, the Department of Personnel announces to all sub-units on registration of training and further-training for officers and laborers. Based on the training demands from all sub-units, CTU will have plan to estimate the budget and decide how many courses to be opened in each year. Officers, laborers will receive certificates after completing the courses according to the State's regulations.

Support staff is periodically trained in specialties and professional skills based on real demand such as training courses for State management of specialized and key specialized programs, library professional, ... [*Exh.6.5-02: Announcement on registration of training and re-training for officers and laborers*]. Simultaneously, some of the support staff is sent to study short-term and long-term in Vietnam and other countries to enhance the service quality.

CE is in need of recruiting more support staff members to ensure the quality of teaching and teaching serve. CE is seeking mechanisms and policies to increase the support staff income by encourage them to participate in income generating activities such as doing academic advisor, monitoring final terms or other examinations, to name a few.

7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service

At CTU and the CE, the procedure of the performance assessment has been regulated clearly, transparently and openly to improve work efficiency as well as motivate and support the activities related to teaching, research and service. To ensure the fairness and objectivity, CTU sets up a set of criteria for assessment, including (1) Executing the State policies and law; (2) Work results; (3) Discipline spirit; (4) Collaboration spirit; (5) Honesty; (6) Ethical lifestyle; (7) Learning spirit; (8) Attitudes in work [Exh. 6.6-05: *The vote summary table*]. Additionally, the tasks of CE's support staff are clearly assigned by the Dean Board in briefings, and posted publicly on the CE's website [Exh.7.3-01: *Task assignment table of CE's support staff*]. Based on the level of the support staff's task fulfillment in the task assignment table and the set of criteria for assessment, the support staff must have to complete the Evaluation form as well as peer review by their colleagues as well as vote for the best individuals for such titles as Progressive Laborer, Grassroots-Level Emulation Fighter, Ministerial-level Emulation Fighter.

Then, these titles will be re-checked by the Dean Board, Rectorate Board and MOET. Those who receive these titles will be rewarded the Certificate of Merit together with a bonus. Additionally, support staff who has enough experience and seniority, is considered to be promoted to Specialist or Senior Specialist.

The quality of the CE's support staff is enhanced and improved based on the opinions and feedback from teaching staff and students through channels such as letter of recommendation box in front of the CE office, or email systems of the Dean Board. CTU regularly requires students to give feedbacks on the services provided [Exh.7.5-01: *Questionnaire for feedbacks from students on support services*]. The quality of the support staff has a great importance and influence on the academic and research work of lecturers and students.

8. Criterion 8. Student Quality and Support

8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date

The student intake policies and admission criteria of CTU are in compliance with MOET's regulations and guidelines. The quality of students in CTU is ensured thanks to transparent policies and admission procedures as well as the training process is suitably built and adjusted. Annually, CTU plans admission for all majors and this will be approved by MOET. CTU's admission plan will be posted on the CTU's website and shared on social network such as facebook, student forums after being approved by MOET [Exh.8.1-01: *Admission information page on CTU' website*] [CTU Recruitment Project for 2017].

About admission procedures, every year, MOET organizes the national high school graduation exam to ensure the fairness and transparency [Exh. 8.1-02: *Regulations about national high school exam*]. All candidates need to satisfy requirements from CTU such as they must have to graduate from high school or equivalent; however, CTU has no restriction on enrollment area. All students who are eligible to study at CTU are required to pass the national high school graduation exam. The rules of this examination are specifically instructed in the Admission Guide books which are given to students when they enroll. Then, based on the total score of all the exam subjects, CTU will choose the eligible students who are in the top-down scores with the amount as the initial tentative targets and the scores must be higher or equal to the floor scores set by the MOET. Finally, the list of eligible students will be posted on the CTU's website, newspapers and letters sent to students' address.

After receiving the "Certificate of Exam results", the candidates will select a university to apply for admission (aspiration 1, only for a university, maximum is 4 majors). For CTU, the total score of three subjects of candidates in the combination group is not lower than the floor score regulated by

MOET and none of the three subjects is lower than 1. Candidates are ranked in the list of admitted candidates in each major corresponding to the top-down results [CTU Recruitment Project for 2017].

8.2 The methods and criteria for the selection of students are determined and evaluated

According to the final report of the academic year 2017, the number of CTU's admission students is 8,063 students, in which IB students is 130 students. In comply with the MOET and CTU admission policies, IB students must meet the requirements of admission rules. Specifically, the subject combination groups for IB major is Maths, Physics, English, Literature or Literature, Maths, Chemistry. The cut-off scores of all majors in CE are presented in Table 8.1 (Appendices). In addition to the input score of the national high school graduation exam, IB students are selected and granted direct admission based on the following criteria such as (1) Candidates who won the first, second and third prizes in the National Excellent Student Contest; (2) Candidates are selected to compete in the International Olympic Contests; (3) Candidates who won the first, second and third prizes in the National Science and Technology Competition.

Besides, IB programme was renamed since Cohort 35 (the previous name was Foreign Trade), the number of students enrolls in this discipline is relatively high, especially in Cohort 35 and 36. The decline in intake students from Cohort 37 onwards can be explained by the change of the major's name, due to new brand, fewer students registered for the programme than they did in the past (Table 8.2). Nevertheless, after 6 years of training with the new brand, IB has increasingly enhanced its prestige and quality, and so the new name has gradually become new brand that attracts students who are eager to follow the economic sectors.

Table 8.2. The total number of IB students in the period 2013-2017

| Academic Years | Cohorts | Number of Students | Percentage of increasing (%) |
|----------------|---------|--------------------|------------------------------|
| 2013-2014 | 39 | 99 | - |
| 2014-2015 | 40 | 59 | -40.40 |
| 2015-2016 | 41 | 126 | 113.56 |
| 2016-2017 | 42 | 131 | 3.97 |
| 2017-2018 | 43 | 130 | 0.76 |

Source: The final reports of the academic years 2013-2017

IB students' academic results are usually examined by CTU, the CE and the IB Department. It can be seen from Table 11.1 that the dropout rates of IB students in recent years have not much fluctuated. Regarding the quality of graduate students, the number of IB's excellent and good-ranked students accounted for the highest proportion in comparison with the other majors in CE. Students who ranked excellent and good, have gradually increased over the years, accounting for 60% while the average students only have constituted a low rate. From the positive results, this proves not only the effectiveness of CTU's admission policies and criteria, but also the increasing quality of IB programme.

8.3 There is an adequate monitoring system for student progress, academic performance, and workload

IB's curriculum is designed in line with the credit system of the MOET and being changed over the years. When the studying plan is completely established, students will be able to take credit courses appropriately and adequately, at the same time all subjects will be reasonably allocated for each semester. The students' studying plans will be specifically instructed by academic advisors [Exh.8.3-01: The studying plan example]. The studying plan is expected to complete within 3.5-4 years. Students are allowed to register up to 20 credits, equivalent to 6-7 subjects per semester and at least 8 credits, equivalent to 3 subjects. Therefore, an average student can follow this curriculum because the maximum training time of credit system is 8 years. Each subject accumulates 1-3 credits, each credit consists of 15 hours of classroom and 30 hours of self-study. This regulation is to ensure that the workload of students is not overloaded and students are likely to carry out under principle "one hour in class and two hours self-study". In addition to two main semesters in an academic year, CTU also offers a third

semester (also known as the Summer semester) for students who want to shorten their study period [CTU Regulations on academic affairs]. Particularly for IB major, due to the features of specialized subjects focused on 3rd or 4th year of the course, these subjects have a great amount of studying volume (presentation group, field trip,...). Thus, the role of academic advisors is very important. IB classes always have academic advisor (IB staff) who understands clearly the nature of curriculum and can consult students about the studying plan at the best possible way [Exh. 8.3-02: Decision No. 2067/QĐ-DHCT on the work of the academic advisor].

CE has no regulations for tutoring bad students. Average students are able to complete the curriculum within 4-4.5 years. If students have special or difficult circumstances, they can stop their studying or they can apply for Grade I to stop temporarily [Exh. 8.3-03: Application form for Grade I].

CTU has used a software to manage teaching and learning for years. It creates many advantages for students to register online their courses; to monitor the progress of their learning rationally. The regulations on academic affairs clearly regulate about the implementation of the studying plan, courses registration, courses evaluation, as well as the responsibility of academic advisors and lecturers. Currently, these management software has been quite good, pointing out students who are warned to the studying situations or who are not eligible to graduate,...[Exh. 8.3-04: Online Management system on CTU's website]. By using the available data from management program, academic advisors can access their students' studying situation at any time. In order to create chances for academic advisor and their students to communicate with each other, Department of Academic Affairs has officially arranged the schedules for academic advisor to keep in touch with their students [Exh. 8.3-05: The schedule of academic advisor].

8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability

The first-year student will have chances to approach many activities, such as meeting with Rector, the Dean Board, learning how to use database and computers in LRC as well as contacting with the Dean Board, academic advisor, and participating in labor activities [Exh.8.4-01: Plans for first-year student]. For IB programme, since Cohort 40, IB staff organize a first-year student welcome as an annual activity. This meeting takes place intimately among staff and students with the targets of introducing IB staff, student life, scholarships, and answering their questions,... Each student is assigned to a class based on his or her academic discipline. Each class is managed by an academic advisor. The academic advisor is responsible for consulting students on academic issues, supporting them in building the studying plans for the whole course, selecting suitable subjects for each semester, using CTU's facilities and learning about the studying rules. The studying plan will be approved by academic advisor, Department and the Dean Board in the first year. Students are self-control in registering all courses in the studying plans. In case students would like to add or delete any course in the studying plans, they need to apply a form and must be approved by their academic advisor [CTU Regulations on academic affairs].

Students' attendance in class are also supervised by lecturer in a variety of methods such as checking attendance, recording the contribution to the content of lessons by giving points to students who raise their hands. Students who absent from class more than 20% of total class hours will be banned from participating in the final exam and must repeat that course in the next semester. In the case of student with a cumulative GPA lower than 0.8, he or she will be warned and CTU will send the result to the student's family at the end of semester. In the next term, if student gets a cumulative GPA lower than 1.0, student will be dismissed [Exh. 8.4-02: List of students who are warned studying].

To ensure the health of students, CTU annually organizes Health Examination for the first-year students [Exh. 8.4-03: Announcement of Health Examination for Cohort 43]. Since 2017, CTU has offered health care service for students, especially for those who have clinical signs that need to be consulted. Together with checking students' health, CTU also tests English proficiency for first-year students so as to help them have adequate plans to improve their language skills [Exh. 8.4-04: English test for Cohort 43].

Apart from the support of academic advisor, students also receive support from administrative officers, Department of Student Assistance, Youth Union,...in providing information, guiding and

encouraging them to join CTU and CE's activities. The Department of Student Affairs is a unit that offers recommendations to Rector to implement student policies about social issues, scholarships, tuition fees, emulation, discipline, academic counseling, livings, accommodation, jobs, health, and student management in and out of dormitories [*Exh. 8.4-05: The website of the Department of Student Affairs*].

CTU and CE usually hold meetings between industries and students to help them have more practical knowledge. Job vacancies and recruitment from employers are provided in details on CE's website [*Exh. 8.4-06: Announcement of recruitment from companies, banks on CE's website*]. Simultaneously, the Youth Union, CTU and industries celebrate many useful competitions for students to create healthy playgrounds, enhance social knowledge, communication skills, languages skills, and life skills for students such as English Student Contest, WILMAR CLV AWARDS Contest – a shining talent organized by CTU in collaboration with Wilmar CLV Group; Dynamic Contest organized by HCMC University of Economics, CTU and Suntory PepsiCo Vietnam Co., Ltd. About the Department of IB, there is IB show programme which is annually undertaken by IB students. This is a self-organized art show by IB students, a self-seeking sponsor sources that becomes an own-brand for IB students and helps develop soft skills among them [*Exh. 8.4-07: Images of IB show 2018*].

8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being

We see CTU is one of the best learning environments in the Southern Vietnam. CTU has a modern library system and standards for teaching, learning and research (including LRC, 14 specialized libraries). The LRC is one of four centers funded by the Atlantic Philanthropy Foundation (USA) with functional areas, from borrowing, return, document renewal, card transactions; academic information consultancy; audiovisual services. Additionally, dormitories which provide accommodation for approximately 10,243 students, built and repaired every year to ensure the studying environment for students. The campus is green, airy, having various green trees, and is an ideal place for students to study, work in groups, exercise sports, participate in extracurricular activities.

To create a healthy recreational environment for students, CE regularly organizes art shows and sport competitions to select outstanding students to participate in the arts and sport competitions at CTU level. The students who achieve high prizes will be awarded by CE [*Exh.8.5-01: Decision No. 1780/QĐ-ĐHCT promulgating the evaluation of training score*]. Moreover, student associations also play an important role in creating a psychological, material and social environment for students. The "Green Summer Volunteer Campaign" is designed to help students participate in social work and increase their social skills, life skills and other meaningful community activities such as volunteer blood donation. At present, CE has built a sheltered outdoor stage in front of the Youth Union Office to create a more comfortable playground for students. In particular, in each semester, CE organizes a meeting between the Dean Board and students. Through the meetings, the Dean Board not only answers questions from students, but also quickly provides solutions to create the best environment for students to study [*Exh. 8.5-02: Announcement of the first meeting between the Dean Board and students*]. Besides the official meetings, students are able to send opinions or requests to the Dean Board through email or contact directly at the CE office.

To provide financial support for poor students, and students who are exempted from tuition fees or reduced of tuition fees, CTU has announced to all of students through email, website or academic advisors so that they can receive this support timely [*Exh. 8.5-03: Announcement of student's exemption and reduction of tuition fee*]. To encourage students to study well, based on the academic results of each semester, CTU offers scholarships to students. The scholarships consists of 3 types: excellent, very good, good. In addition to the above scholarships, CTU also offers unscheduled scholarships for students [*Exh. 8.5-04: Decision No. 2736/ĐHCT promulgating Regulations on academic affairs*] and scholarships from enterprises or other organizations award to students.

As for the CE, we have the Golden Heart Fund, funded by businesses and alumni, to help students with challenges in learning and life, and it is now being used very effectively [*Exh. 8.5-05: Application form of the Golden Heart Fund of CE*]. Furthermore, students who have disadvantaged situations can

borrow loans from the Social Policy Bank to support for their studying in CTU [*Exh. 8.5-06: Decision no 157/2007/QĐ-TTg on credit for students*].

9. Criterion 9. Facilities and Infrastructure

9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research

At the CE, there is 01 main hall with an area of 120 m² (200 seats) for annual faculty meetings, seminars, conferences and also for teaching; 01 conference room (50 m²); 01 lecture room and 01 postgraduate room with wireless network to support searching information and researching. The CE faculty has also been equipped with teaching and learning equipment such as 17 projectors, 9 laptops, 2 LCD screens, 3 cassettes, 22 printers, 02 scanners and other audio-visual media [*Exh.09.01-01: The minutes of CE's asset inventory 2017*]. CE has completely built 03 simulation rooms, including Banking Finance, Accounting & Auditing, and Business Techniques. The Behavioral Economics Simulation Room is in process to meet the practical demand of CE students. CE also completed building the Thematic rooms, classrooms 201, 202 and High Quality Lecturer room for High Quality IB programme training.

In order to ensure that all facilities are in good working condition, CE has contracted with service providers to provide maintenance services for computers, photocopiers, printers, fire extinguishers,... In the event of an incident, service providers must process and repair as soon as possible. The annual budget for facility maintenance is estimated at more than 200 million VND (approximately \$ 10,000) [*Exh.09.01-02: The maintenance contracts of service providers*]. CE has appealed to sponsors for building a green park with a volleyball court, outdoor playground for recreation activities of students and faculty members [*Exh.09.01-03: Images illustrate facilities in CE*].

9.2 The library and its resources are adequate and updated to support education and research

First-year students are given time to visit the LRC, physical facilities, equipment as well as how to use, look up documents, how to borrow books before entering official admission [*Exh.9.2-01: The instruction of how to use LRC for the first-year students*]. Apart from the self-built electronic resources of LRC from 2008 until now, LRC has cooperated with other units to purchase electronic databases that cover almost all fields of CTU such as ProQuest, Springer link, IEEE (Institute of Electrical and Electronic Technology), Law of Vietnam ... Besides researching materials from the LRC, the library "center" of CTU, all colleges have their own specialized library.

At CE, students can access the CE's library with 3,489 books in Vietnamese and 5,216 foreign books. Most textbooks for all courses offered by faculty members are available at the library so faculty can encourage students to use the library more effectively. The library also has almost of the relevant domestic and foreign scientific journals for staff and reference materials for students. The library opens to the students between 07:00-17:00 every working day (from Monday to Friday). Readers can search for specialized books, references books, scientific journals and electronic versions (internet access). Each year, library serves more than 24,000 students, with 9,122 titles, including Economics journals of 839 volumes, 829 Master theses and more than 5,000 Bachelor theses.

CE moved the library to room 205/KT and prepared to expand the space to renovate into modern reading room. Some specialized books will be transferred to the each department to self-manage, the rest will be moved to the LRC.

9.3 The IT facilities including e-learning infrastructure are adequate and updated to support education and research

Currently, CTU has 34 computer labs serving to the needs of students studying and researching. CTU has full of the computers which connected to the local area network (LAN) and high-speed Internet (120Mbps domestically/500Mbps internationally), well-meet for teaching and learning activities, research and management. The University has the integrated management software systems that help computerize most of the management activities [*Exh.8.3-04: CTU integrated management software systems*]. The University has a total of 3,314 computer sets, 90% of which of computers serve teaching, learning and research, the rest serves management activities [*Exh.9.3.01: Self assessment report of CTU*].

in the period 2012-2016]. Studying plan, teaching plan, course registration, entry scores, view scores, keep track of students's study, graduation registration ... are carried out online. Lecturers can also prepare electronic lectures, exchange information with students, access and supplement online learning resources [*Exh.9.3.02: E-learning systems in CTU*]. Staff and students use their email and computer accounts which are provided by CTU to use the online applications and services. Information security is guaranteed by a dedicated firewall and anti-virus programmes installed on each computer. During the course enrollment process, all LRC computers and other public computers are available to students for registration.

Students use computers not only in CE's computer system, but also in 658 public computers of CTU, consist of 3 floors in LRC an 6 rooms in the Information and Network Management Center. The Information and Network Management Center has 14 employees, including 1 PhD, 3 Masters, 10 Bachelors. The Center has the main function is building, managing, and developing the computer system infrastructure as well as building, managing and developing services, applications on network and other functions. Wifi system covers all of the campus, with about 78 places in 26 areas in campus 2, to ensure that wifi network has signals to all of units, departments, dormitories, and students' self-study places. Simultaneously, the network management system still ensures to manage the authentication of internet access of users [*Exh. 7.3-03: Project covers wifi in CTU*]. Therefore, the staff and students can access internet whenever and wherever in campus to support teaching and learning, however, wifi still relatively weak and flicker.

Currently, CE has 01 multimedia classroom equipped with 48 computers to support research in statistics, economics, virtual stock market, research methods and e-commerce. Each department in CE is equipped with computers and printers and is regularly maintained for the daily work of the staff. Due to the features of CE, most of the computers are utilized to practice virtual stock markets, accounting, economics, econometrics, statistics,...currently, CE has built a computer room simulating business cases with modern computers and software to serve better all teaching activities of CE. The Wifi system covers all of the campus of CE to ensure that wifi network has signals to all of departments, classrooms, office and students' self-study places, thanks to these amenities, teaching staff are likely to share resources, lectures, and lessons online immediately.

CE uses financial aid from international projects such as the NPT Project, TRIG, to purchase and update computer systems regularly to meet the researching and training needs of faculty members and students. Every year, all departments propose plans to purchase equipment assets. After that, the support staff reports the demand of the entire faculty to the Dean Board. Then, CE will transfer plans to purchase assets and equipment to CTU to timely meet the training needs of CE's staff. Based on the budget allocated to each department, the Dean Board will decide to purchase necessary assets.

9.4 The standards for environment, health and safety; and access for people with special needs are defined and implemented

On campus 2, CTU dormitory is capable of accommodating up to 10,243 full-time undergraduate students (Table 8.3 in Appendices). The facilities are mainly invested by the provinces in the Mekong Delta region over the years and have been built and repaired regularly in the past years to ensure the students' living conditions. Information on registration and selection is updated on the website of the Department of Student Affairs. There is also a parking system for students, canteens, kiosks, supermarkets serving for students, ATMs, fences, to ensure the safety for students. In order to continuously improve the quality of service for students, CTU invests in modern equipment and uses information technology in management (access control system in dormitories, camera) and uses management software (online), service facilities (wifi). The full-time guards of CTU consist of 50 persons who are thoroughly trained professionals, fully equipped with uniforms, support tools, and be available 24/24 hours at areas in the university.

The CE and the departments strive to ensure that the student's health and safety standards are met during the time they study and research at CE and CTU. CTU requires all first-year students to undergo a health examination to ensure their health is good enough and can attend throughout the courses. All students as well as staff are required to complete medical insurance to reduce the burden of

medical expenses. In addition, CTU regularly conducts hygienic activities to create a clean and green environment around campuses such as a clean, green campus, planting trees on World Environment Day, no smoking in CTU campus and study areas.

In addition, the fire prevention and fighting system was permanently equipped at CE and each department was installed to defense 24/7. Fire fighting equipment, such as fire extinguishers, fountains are arranged in a convenient place, easy to see, easy to take. The technical condition and the operation quality of the fire alarm system is regularly checked and maintained by maintenance staff. Every year, CTU cooperates with Can Tho Fire Prevention and Fighting Department to conduct fire prevention and fighting training courses for staff and students and also includes regulations on the implementation of this work in CTU.

CE toilet system is installed with sensory lights and has been maintained on a daily basis.

10. Criterion 10. Quality Enhancement

10.1. Stakeholders' needs and feedback serve as input to curriculum design and development

Since 2004, the teaching and learning quality of both lecturers and students of the CE of CTU has been continuously improved and developed with a view to enhancing the quality of the program. Particularly, the syllabus of IB has been adjusted and updated regularly to meet stakeholders' needs.

The curriculum is designed based on synthesis of academic staff's feedback

Based on the academic staff's feedback, the IB department conducts meetings in which the curriculum is reviewed and adjusted before being submitted to the CE Scientific Board for consideration. After that, they will come to the final decision whether or not to approve the improvement or adjustments. The specific progress is presented in Figure 10.1 below.

In summary, the curriculum is proposed, developed, reviewed and improved on the basis of all lecturers' feedback who have been working in the College. Particularly, the lecturers who are mainly responsible for courses' opinions, who are experienced and opinionated on behalf of the group of lecturers take responsibility for designing the syllabus.

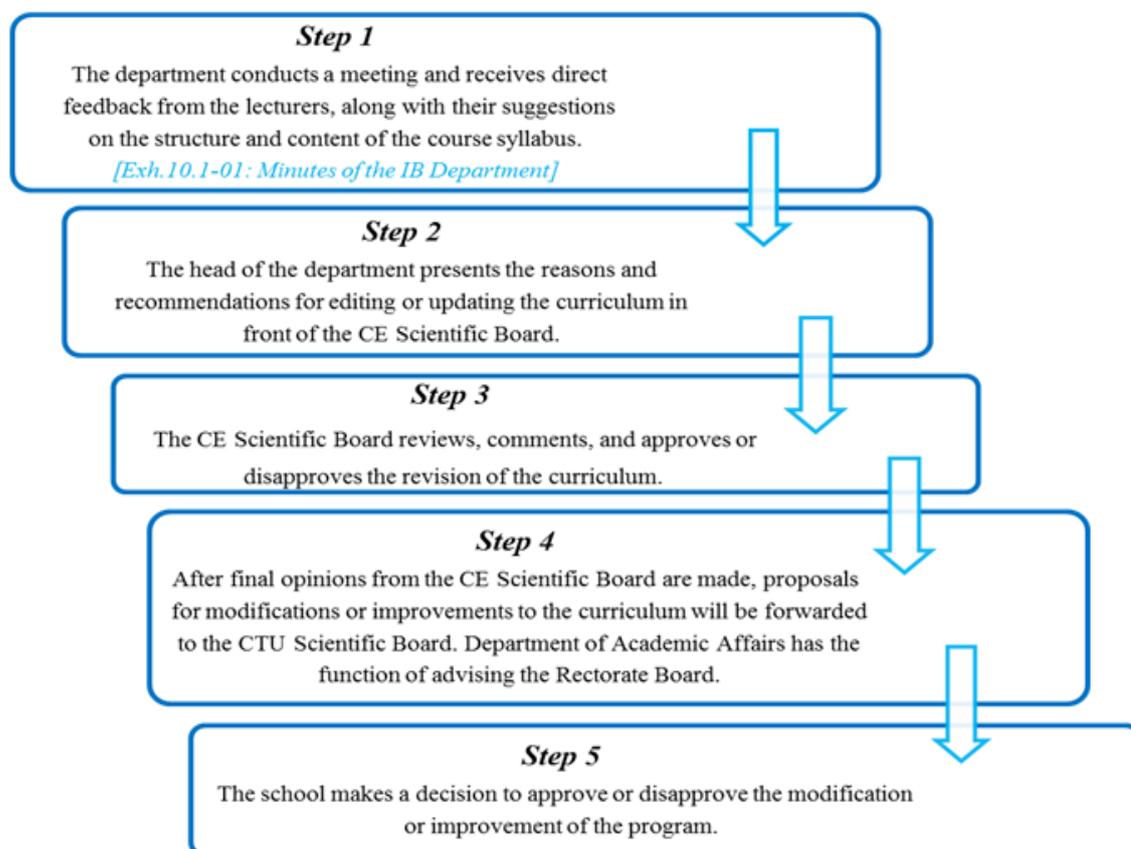


Figure 10.1: Process of designing curriculum

Students participate in designing the program.

Before 2013, feedback collection was conducted at the end of each course using the paper questionnaires. However, since 2013 CTU has designed an online feedback system (<http://oss.ctu.edu.vn>) on which students' feedback is recorded and can be accessed at anytime. From the second semester of the academic year 2013 - 2014, the student feedback collection has been conducted online [Exh.10.1-02: *Student's Questionnaire*]. In addition, evaluations from graduates and alumni are also excellent additions to the adjustment of the curriculum. That is also collected from students and CTU's lecturers/College meetings, as well as alumni commemorative meetings and assessment workshops in which curricula are thoroughly evaluated by various stakeholders [Exh.10.1-03: *Alumni's Questionnaire*].

Labor workforce influences the design of the program

Opinions from representatives of departments and enterprises in the Mekong Delta were collected through surveys in the form of questionnaires (which is provided by the QATC and is adjusted by the Department) regarding the level of satisfaction of the IB program [Exh.11.5-09: *Survey inputs from employers*].

The curriculum is regularly evaluated by stakeholders and is implemented at appropriate intervals. For students, this task is done at the end of each semester, students will automatically log in the system using their own code, then fill in the assessment questionnaire. After 7 years of credit system implementation (from Cohort 33 to Cohort 39), the curriculum is updated on a regular basis. Since 2004, the program has been updated three times. From the academic year 2007 - 2008, the university has implemented the credit training system and adjusted the program to 227 credits (Cohorts 31 - 32); 138 credits (Cohorts 34 - 35). From 2010 - 2013 (Cohorts 36-39), the curriculum is reduced to 120 credits. In 2013, the Department and CE continued with the feedback collection, thus reaching an agreement to apply the latest curricula starting from Cohort 40 (2014 - 2015), which consist of 140 credits (Table 10.1) [Exh.10.1-04: *The Cohort 33-35 curricula*; [Exh.10.1-05: *Cohort 36-39 curricula*]; [Exh.5.1-05: *Cohort 40 up to date*].

Table 10.1. Changes of IB curriculum over the years

| Year | Cohorts | Number of Credits | Note |
|----------------|-------------------------|-------------------|--|
| 2014 - to date | Starting from Cohort 40 | 140 | Aligned to the credit - based training system |
| 2010 - 2013 | Cohorts 36 - 39 | 120 | |
| 2007 - 2008 | Cohorts 33 - 35 | 138 | |
| 2004 - 2005 | Cohorts 30 - 32 | 227 | Aligned to the former year-based training system |

Source: Department of Academic Affairs, CTU

Table 10.2 indicates the change in the IB's course in the academic year 2010 - 2013 and 2014 up to date (See Appendices). Obvious changes of the program follow the process of gathering feedback from stakeholders on the limitations of IB graduates in the extent to which they fulfill job requirements. Thereby, CTU, CE, and the Department are able to adjust additional courses such as communication skills, foreign language skills, practical visits at business units, etc. to meet the recruitment demands of the labor workforce.

10.2. The curriculum design and development process is established and subjected to evaluation and enhancement

The curriculum design is presented in Figure 10.1, and the curriculum is reviewed and modified every 2 years. The collection of feedback from stakeholders plays a critical role in promoting innovations in the curriculum in response to the society's needs.

Based on the prepared questionnaire provided by the QATC, the Department adjusts and adds appropriate questions to the questionnaire. Then, the survey is conducted online by sending a link to the employers, as well as through face-to-face interviews using the questionnaire at the workshop. Based on the feedback of the employers about the IB program, Department of IB conducted data processing; reviewing and adjusting with reference and matching homologous programs in terms of duration, structure and content of the module; supplement and update or complete the module and the syllabus. The final step is to submit to the College (Faculty Council) and the University for review and approval.

Based on the input of the employers on the IB curriculum, CTU and the CE have increased the number of prerequisite courses in order to support the improvement of students' knowledge in all majors and in all the three blocks of knowledge required. Specifically, given that the foreign language ability of students was limited, CE has added two more courses, which are English for IB 1 & 2 to the curriculum. Additionally, in order to improve the students' adaptability to the work environment, CTU has proposed that all the training units design internship courses to bridge the gap between theories and real-life contexts with the common goal to improve the professional competency for students.

10.3. The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment

The QA activities have always been maintained and improved. The focal point is the QATC, followed by the QA teams of each unit and ultimately the Department. For the QATC, activities such as training on knowledge of QA activities are regularly carried out, along with the collection of stakeholders' feedback each semester.

Regarding this aspect, CTU has specific regulations on lecturers' behaviors such as punctuality, proper communication with students [*Exh.10.3-01: Academic staff regulations*]. In addition, CE formed the Quality Assurance and Testing Team in 2013 [*Exh.11.5-01: Establishment decision*]. Previously, when the curriculum unit system was operating, the teaching quality was monitored in the form of teaching diaries, but as of February 2014, the teaching diaries were replaced by the unexpected class inspection of the QA Team. This mission has become more effective and overcome many disadvantages that previous methods had to encounter. All feedback from students to each course is communicated to the head of the department in charge of that course. [*Exh.10.3-02: Results of Student's Assessment*].

On monitoring and evaluating student learning outcomes, apart from the individual accounts that the supervisor uses to keep track of the whole class's results [*Exh.10.3-03: Academic Advisor's Screen*], the Student Affairs Department also continuously updates the information, as well as forward alert students' information to the supervisor so that he/she can come up with suitable solutions [*Exh.10.3-04: 11/CTSV Announcement*]. The head of the department in charge of each course takes responsibility for making sure that examinations are precise and able to classify different groups of students [*Exh.10.3-05: Decision No.372/KT*]. This action is maintained regularly prior to the examinations, the general secretary of the department has a record of the examination, along with all the minutes showcasing signatures of the head of the department or the head of each module course. [*Exh.10.3-06: Minutes of handing-over and taking-over test at the IB Department*]

For improvement of assessment methods, there are two ways of getting feedback and comments from relevant stakeholders namely online survey system for students and alumni (<https://oss.ctu.edu.vn/>) and yearly workshops organized by CE and IB department [*Exh.4.2-08*]. Such channels allow learners, recruiters, alumnus and lecturers opportunities to give opinions and recommendations of enhancing either teaching and learning methods or assessing procedure improvement about the programme and courses included. In particular, there are instructions of conducting survey, timeline, questionnaires and forms are designed, guided and analyzed by CTU QATC [*Exh.5.3-07: TB488/ĐBCL&KT*]. The results would be transferred to CE dean board, lecturers and other relevant groups in order to improve and adjust (if any) to ensure assessments and grading activities are fair, valid and reliable. Also, it is expected that the IB program's assessment methods and examination organizations must be diverse and relevant with the course content and ELOs. Likewise, making sure that students are provided with necessary and transparent information on the assessment methods and marking rubrics and clear procedure.

10.4. Research output is used to enhance teaching and learning

CTU always encourages its staff to participate in scientific research to support their teaching mission. Therefore, to this end, CTU clearly requires the time every academic staff needs to spend on conducting scientific research besides class hours [Exh.10.3-01: *Academic staff regulations*]. Moreover, the research papers have been applied to reality, contributing to the socio-economic development of some fields which are the strengths of CTU such as agriculture, aquaculture, biotechnology, etc. [Exh.10.4-01: *Scientific research in the 2014 annual report*]; [Exh.10.4-02: *Scientific research in the 2015 annual report*] and [Exh.10.4-03: *Scientific research in the 2016 annual report*]

In order to focus on the main research areas, CE directly proposed to the Department of IB to assign lecturers to form small working groups to study in-depth materials, update information, etc. about the assigned research [Exh.10.4-04: *Minutes of the IB Department regarding group divisions*]. In addition, the Department regularly organizes seminars and workshops with the participation of experienced reporters to deliver practical knowledge in academic profession and conducting practical scientific research. [Exh.11.4-07: *List of seminars*]; [Exh.11.4-09: *Pictures of the "Research methodologies in business" course*]

Research outcomes from many scientific research projects and scientific articles of the lecturers have directly supported the teaching work. For example, research on the business activities of multinational companies, internationalization of small and medium enterprises, research on foreign direct investment, such as IB, International Economics, Foreign Direct Investment, E-Commerce [Exh.11.4-01: <https://ce.ctu.edu.vn/>]. Moreover, according to the CTU regulations, in order to create conditions the students of the following courses to inherit and develop the scientific research of the previous course, after each graduation thesis, students must submit the papers which have been edited based on the recommendation of the Council to CE library for references.

In addition, the lecturers of the Department also participate in guiding students to carry out scientific research projects at the foundation level, thereby helping to formulate students' scientific research skills and consolidate their knowledge after theoretical sessions. [Exh.11.4-02: *Student's scientific research project*]; [Exh.11.4-03: *Student's scientific research project*]; [Exh.11.4-04: *Student's scientific research project*]. [Exh.11.4-05: *Student's scientific research project*]. Research outcomes also allow lecturers to update, edit, and publish curricula that serve teaching as well as future publication [Exh.4.2-05: *IB Curriculum*]; [Exh.4.2-05: *International Economics Curriculum*]. To supply the fundamental knowledge of scientific for students, IB staff with some of the foreign lecturers have composed reference books about research methodology. [Exh.10.4-05: *"Main Problem in research methodology"*]

10.5. Quality of support services and facilities (at the library, laboratory, IT facilities and student services) is subjected to evaluation and enhancement

Every year, CTU in cooperation with its subordinate departments holds a meeting between the Rectorate Board and the students to listen to students' feedback or complaints so that the University and the CE can evaluate the quality of facilities and support services at the University to come up with improvement solutions, and install new equipment necessary for teaching and learning activities [Exh.10.5-01: *Minutes of the meeting between the Rectorate Board and students in 2016 and in 2017*].

In addition, in order to meet the demand for teaching and scientific research, the CE prepares a plan to enhance the infrastructure and equipment management activities at the Faculty. [Exh.10.5-02: *The CE's annual report of the 2014-2015 academic year*]; [Exh.10.5-03: *The CE's annual report of the academic year 2015-2016*]; [Exh.10.5-04: *The CE's annual report of the academic year 2016-2017*].

Simulation rooms: In 2017, the CE repaired and updated old classrooms into 3 new simulation rooms regarding the fields of banking, accounting & auditing, and sales. Moreover, the CE is trying to complete another simulation room for behavioral economics research in order to meet the needs for internships of the students [Exh.10.5-05: *Illustration of the Banking simulation room*]; [Exh.10.5-06: *Illustration of the Accounting & Auditing simulation room*]; [Exh.10.5-07: *Illustration of the Sales simulation room*]. At the same time, the CE has completed the renovation and put up 2 new lecture

rooms 201/KDQT, 202/KDQT, along with a new series of class room for high-quality IB program in the CE's campus [Exh.10.5-08: *New classrooms for IB advance*]

Computer laboratory: The internet system has been installed in the entire area of CE, not just in the computer laboratory. Since 2014, with the approval of CTU, the CE has added 60 new computers to serve practical teaching modules.

The Library: To expand the reading room space, the CE has moved the library to a more open, modern space. The library is a place to store monographs, graduation theses, etc. which students can use for references.

The Campus: To ensure security and facility maintenance, the CE has installed the camera system in the building blocks and in the interior of the CE's park. In addition, thanks to the close connection with the business units, the CE has been supported with the cost of building a performance stage (in 2016) in order to serve the extracurricular activities of both the CE and the Youth Union.

10.6. The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement

Since 2014, the feedback system has been operating online via the website of the QATC via the link <http://oss.ctu.edu.vn>. As a result, the synthesis and information management will be centrally handled at focal points assigned by the University in order to facilitate the sharing of such information to the CE or other Departments at CTU as needed, as well as to ensure the security and consistency of data.

In addition to the survey templates provided by QATC, the CE and Department of IB have revised some questionnaire information so that it suits the survey objectives. The process of developing and adjusting the curriculum always involves the contributions of relevant parties. Their feedback and opinions are not only aimed at improving the quality of the program but also their level of satisfaction with the program (Table 10.5).

Student feedback collection: Using the online survey software <http://oss.ctu.edu.vn>, QATC sends a survey link to the students' e-mails after the semester ends. Simultaneously, there is a notice of the deadline for students to be aware [Exh.10.6-01: *QATC's Announcement*]. Evaluation criteria related to the teaching and learning activities of each course that the student enrolled in the two primary semesters (teaching methods, lecture content, assessment methods, etc.). The results of the survey are aggregated by the QATC, and at the same time, reports are sent to affiliated CE and lecturers who are responsible for teaching that course. The feedback is received, followed by subsequent changes made by the instructor. If there are special cases such as conflicts in the assessment results, personal conflicts in communication, etc. the meeting will be held among stakeholders to solve that issue.

Lecturer feedback collection: CTU and the CE always organize the annual staff meetings. The purpose of this gathering is to summarize what has been achieved to support the development directions for the next year. This is a great opportunity for lecturers and the Executive Board to listen and share ideas on issues arising while teaching: curriculum improvement, support services' quality enhancement, internal recreation activities, etc. [Exh.10.6-02: *Summary report of the staff meeting*]; [Exh.10.6-03: *Conference photos*]; [Exh.10.6-04: *University sports competition*]; and [Exh.10.6-05: *Photo of a tour organized by the CE*].

Alumni feedback collection: For keeping in touch with the supervisors through social channels, the CE and the IB Department hold a list of alumni throughout different training durations in order to maintain life-long connections with them [Exh.11.5-09: *List of former students of the CE*] and [Exh.11.5-10: *List of former students of the Department*]. In addition, the CE organizes meetings on many special occasions such as the establishment anniversary of the CE, the Teacher's Day of Vietnam on November 20, etc. They are also opportunities to exchange ideas on improving practical teaching approach. Positive feedbacks are recorded and considered to make adjustments to the IB programme.

Employer feedback collection: Every year, the CE organizes a career day for students, which is a place where students can exchange experiences on how to successfully apply for a job. Employers also have a chance to showcase their ideas about the training process, as well as their level of satisfaction of the way their employees, who are former students of CTU [Exh.10.6-06: *Photo of Career Day organized by CTU in 2016*] [Exh.10.6 - 07: *Photo of Career Day organized by CE in 2017*], [Exh.10.6-

08: List of Enterprises joining Career Days organized by the CE]. Furthermore, the CE is also regularly associated with prestigious enterprises such as Nestle, Suntory Pepsico, Saigon Commercial Joint Stock Bank, Ocean Bank, etc. in order to organize recruiting sessions for some fields such as banking, sales, etc. [Exh.10.6-09: Photo of Nestle intern recruitment session] and [Exh.10.6-10: Photo of OCBank intern recruitment session]. Thereby, the CE and the IB Department will synthesize the feedback received and make adjustments to the syllabus, teaching methods, etc. to improve the program quality.

11. Criterion 11. Output

11.1. The pass rates and dropout rates are established, monitored and benchmarked for improvement.

Decision No. 2742/QD-DHCT on August 15, 2017 regarding CTU's Regulations on academic affairs cites the criteria of student pass rate and dropout rate. Specifically, Article 18 of Chapter II and Article 31 of Chapter IV provide detailed guidance on how to evaluate students' academic performance and graduation requirements [Exh.5.5-01: Academic learning regulations for formal undergraduate students]. Assistants of the College/University will make a plan to collect statistical data every three months using the student database through the student management system account provided by the University [Exh.11.1-01: Screen for the College Assistant in Management of System]. In addition, supervisors and students themselves can fully understand the learning process/academic results from the beginning of the student's training via a personal computer account [Exh.10.3-03: Academic Advisor's Screen in Management of System] which is updated on a regular basis by the Department of Academic Affairs. Table 11.1 shows the graduation and dropout rates of IB students over the last five years.

Table 11.1. Pass rate and dropout rate of IB students of the last 5 cohorts

Unit of measurement: Student

| Academic year | Total # of student | Total # of student graduating after | | | Total # of student dropout during | | | |
|---------------|--------------------|-------------------------------------|---------|---------------|-----------------------------------|-------------|------------|-----------------------|
| | | 3.5 years | 4 years | After 4 years | First year | Second year | Third year | Fourth year and later |
| 2012-2013 | 115 | 71 | 24 | 20 | 4 | - | - | - |
| 2013-2014 | 99 | 45 | 25 | 7 | 4 | - | - | - |
| 2014-2015 | 59 | 27 | - | - | 4 | 2 | 3 | - |
| 2015-2016 | 126 | - | - | - | - | 2 | 2 | 5 |
| 2016-2017 | 154 | - | - | - | - | - | 3 | 12 |

Source: Student Affairs Department, CTU

The statistics in the table show that the total number of IB students has increased over time, and that most students graduated earlier than 4 years with a percentage of over 50%, in which the early graduation rate has been increased thanks to the credit system implementation starting from the academic year 2007 - 2008. The proportion of students who graduated after 4 years of study is very low (2-5%) and these students are primarily those taking two university degrees at the same time where IB is their second degree. For the academic years 2015 - 2016 and 2016 - 2017, students are still in their second and third year, so no data is provided yet.

Students' study plans are always reviewed by the University/the CE/the IB Department. Therefore, if the students' performance is poor, the students will be alerted so that they can focus on improving their academic results [Exh.11.1-02: List of Academic Alert]. The University will also inform academic advisors of the list of students who get poor academic results in a semester or two consecutive semesters so that academic advisors can catch up with students' academic performance, thereby helping students improve their academic results and graduate in time as stated in the university regulations.

Statistical data on total dropout rates for the entire IB program and for every course are clearly presented in Table 11.2. The results show that the general fluctuations in terms of the whole College in

general and in IB program in particular are 14.7% and 16.7%, respectively. Moreover, if this ratio is considered annually, it is fluctuated about 3-3.3% - quite a low rate. This is an encouraging proof of the attractiveness of the students who are following the economic majors. What's more, the proportion of the IB program is not much different when compared with other majors.

Table 11.2. Dropout rates of the College of Economics' majors from 2012 to 2017

| Major | Total number of students | Number of dropout | Percentage (%) |
|-------------------------------|--------------------------|-------------------|----------------|
| Accounting | 362 | 85 | 23.48 |
| Auditing | 336 | 35 | 10.41 |
| International Business | 372 | 62 | 16.67 |
| Commercial business | 322 | 41 | 12.73 |
| Economics | 292 | 24 | 8.21 |
| Natural resources economics | 322 | 41 | 12.73 |
| Marketing | 269 | 27 | 10.03 |
| Tourism and travel management | 347 | 42 | 12.10 |
| Business administration | 407 | 94 | 23.09 |
| Finance and banking | 546 | 93 | 17.03 |
| Agricultural economics | 435 | 46 | 10.57 |
| Total | 4,010 | 590 | 14.71 |

Source: Department of Student Affairs, CTU

In general, students cannot continue their studies for a number of different reasons, which will be discussed in details in Table 11.3 (*see Appendices*). Regarding every dropout case, the academic advisor and the class' management board will try to find out the reasons, opinions from their families and the local government's verification (if applicable). After that, the University and the College will examine each specific case, and then the University and the College coordinate with the Department of Student Affairs in order to propose solutions to help students overcome difficulty, making sure that the support is timely [*Exh.11.1-03: Application for temporary absences*] and [*Exh.11.1-04: Application for termination*].

11.2. The average time to graduate is established, monitored and benchmarked for improvement

According to the regulations of the MOET and CTU, students in the economic sectors are trained for 4 years (8 semesters) and the maximum duration at school for a student is 8 years. Thus, the average time to graduate is 4 years for the Bachelor of IB program, applied for students in Cohort 33 and earlier (academic year 2007-2008). Based on the MOET's regulations, the needs of the labor workforce and the students' personal capacity, CTU and the CE have implemented the credit training system starting from Cohort 33 up to now. The credit training system at CTU allows students to graduate earlier than 4 years depending on their competency and conditions and their own study plans.

Table 11.4 shows the percentage of IB graduates over time, indicating that about 60% of graduates are ahead of their training duration (3.5 years). The early graduation rate (less than 4 years) is significantly improved upon the application of the credit training system and credit reduction (227 credits applied for Cohorts 30-32, 138 credits for Cohorts 33-35 and 120 credits starting from Cohort 36). The rate of graduates after 4 years fluctuates over the years, in which the figure for 2015 is over 20%. The reasons students who graduate after four years are as follows: academic results (not completing the four-year required credits), health problems, financial problems preventing them from pursuing 8 continuous semesters. During the training duration, students are assisted by an academic

Table 11.4. Total number of IB graduates from 2013 to 2017

| Years | Total number of graduates | Total number of graduates | | |
|----------------|---------------------------|---------------------------|---------|---------------|
| | | 3 – 3,5 years | 4 years | After 4 years |
| 06/2017 | 98 | 46 | 24 | 28 |
| 2016 | 127 | 72 | 25 | 30 |
| 2015 | 178 | 104 | 23 | 51 |
| 2014 | 205 | 142 | 21 | 42 |
| 2013 | 184 | 82 | 68 | 34 |

Source: Department of Academic Affairs, CTU

In addition, the CE maintains flexibility in the credit system, teaching and learning across all courses and major in order to ensure a consistent and balanced graduation rate among different groups of majors, aiming at the significant development of quality human resources in the Mekong Delta. *Table 11.5* summarizes the graduation information of all students of CE recently. It can be seen that IB students have a priority to choose to complete their studies from 3 to 3.5 years, accounting for over 55% to 60% over the last few years.

Table 11.5. Pass rate of the CE’s students from 2015 to 2017

| Major | 2015 | | 2016 | | 2017 | |
|-------------------------------|------------|---------------|-----------|---------------|-----------|---------------|
| | 4 years | After 4 years | 4 years | After 4 years | 4 years | After 4 years |
| Accounting | 335 | 35 | 109 | 26 | 100 | 28 |
| Auditing | 3 | 1 | 76 | 2 | 83 | 21 |
| International Business | 127 | 51 | 98 | 29 | 70 | 28 |
| Commercial Business | 63 | 7 | 80 | 15 | 69 | 9 |
| Economics | 55 | 8 | 66 | 4 | 50 | 5 |
| Natural resources economics | 73 | 4 | 76 | 12 | 66 | 9 |
| Marketing | 61 | 14 | 64 | 14 | 64 | 13 |
| Tourism and travel management | 58 | 4 | 68 | 11 | 65 | 12 |
| Business administration | 126 | 48 | 112 | 48 | 97 | 38 |
| Finance and banking | - | - | 201 | 83 | 177 | 55 |
| Agricultural economy | 79 | 6 | 126 | 4 | 93 | 12 |

Source: Department of Academic Affairs, CTU

In order to increase the on-time or early graduation rate, the University, the College, and the Department of IB have organized activities to collect feedback from stakeholders on recruitment’s demands, requirements of the labor workforce and student capacity, thus proposing effective and timely solutions (*Table 11.6 – see Appendices*)

11.3. Employability of graduates is established, monitored and benchmarked for improvement

Based on CTU's Regulations on academic affairs, the method of graduation assessment of students is stipulated in Article 31 of Chapter IV [Exh.5.5-01: Academic learning regulations for formal university students]. The university's management system will automatically update the results after the student selects the graduation assessment function [Exh.11.3-01: Screen photo of the student management system]. Also, the CE assistants have to take the responsibility for carrying out statistics on graduation grades of the entire College in all majors, then send reports to the CE’s Scientific Board so that they can easily monitor and update [Exh.11.3-02: Student graduation report by semester].

Table 11.7. IB graduation grades

| Graduation time | 1/2015 | 9/2015 | 1/2016 | 9/2016 | 1/2017 | 9/2017 |
|-----------------|------------|-----------|-----------|-----------|-----------|-----------|
| Excellent | 13 | - | 5 | 1 | 3 | - |
| Good | 49 | 10 | 31 | 7 | 11 | 8 |
| Fair | 61 | 36 | 54 | 22 | 44 | 29 |
| Average | 2 | 7 | 2 | 4 | - | 3 |
| Total | 124 | 53 | 92 | 35 | 58 | 40 |

Source: Department of Academic Affairs, CTU

Table 11.7 shows that the number of IB graduates who achieve a Fair diploma is over 80%, which is a good factor for them to find suitable jobs after graduation. In addition, the total number of IB provides the labor workforce with an additional 100 employees per year to meet the needs of different economic groups in general.

Therefore, there are many activities to assist students in finding job vacancies through student associations, Youth Unions and the CE's website [*Exh.11.3-03: Photo of the recruitment page on the CE's Website*]. According to the 2016 annual report of CTU, students of the CE have a very high rate of employment after graduation (95.47%), which is a positive figure reflecting the efforts of the University and the CE to train professional staff for the city in particular and the Mekong Delta in general.

According to survey data [*Exh.11.3-04: Alumni Survey Results*], the majority of graduates acquire their first job within 6 months (over 90%) while the rest take more time. The specific data are described in the following table.

Table 11.8. Employability rate upon graduation

| The time it takes to find the first job | Frequency | Proportion (%) |
|---|-----------|----------------|
| Less than 6 months | 45 | 93,75 |
| From 6 to 12 months | 2 | 4,17 |
| After 12 months | 1 | 2,08 |
| Total | 48 | 100,0 |

Source: IB department's survey, College of Economics, CTU

In the same survey, among graduates who can find a job after graduation, the percentage of those finding a job suitable with their IB degree and that of those having jobs that are not [*Exh.11.3-04: Alumni Survey Results*] are almost equal (50%) (Table 11.9). This may stem from a variety of factors: the increasingly competitive labor workforce, the demanding requirements of the recruiting process, the still limited skills of students, and so forth. Finding a suitable job is not an easy task for our new IB graduates. Yet, as shown in Table 11.8, most newly graduated IB students were capable of finding a job after six months of job search, which indicates that the programme has done a good job in providing them necessary skills for work force.

Table 11.9. The connection between job requirements with and specialized knowledge

| The connection between job requirements with and specialized knowledge | Frequency | Proportion (%) |
|--|-----------|----------------|
| Not suitable | 24 | 50,0 |
| Suitable | 24 | 50,0 |
| Total | 48 | 100,0 |

Source: IB department's survey, College of Economics, CTU

Although the number of graduates who are able to find a job after 6 months accounts for a very high proportion, CTU and the CE strive to increase this proportion as much as possible by proposing to the supervisors of the all majors to conduct the survey immediately after their students graduate, then send a consolidated report to CTU and the CE [*Exh.11.3-05: Contact List of graduated students*] and [*Exh.11.3-06: Decision No 717*]. The results will figure out the reasons that affect the students' ability

to find a job, as well as point out the current strengths and offer solutions to the existing limitations (Table 11.10 in Appendices)

11.4. The types and quantity of research activities by students are established, monitored and benchmarked for improvement.

Scientific research has always received special attention from the University, CE and Department because the process of participating in scientific research will help students gain access to the opportunity to obtain in-depth knowledge and construct a more academic environment in the student community. CTU has designed detailed guidelines and regulations for students who take part in scientific research activities so that the management processes are controlled quickly and conveniently [Exh.4.2-04: *Implementation and management guidelines regarding scientific research*]. The number of scientific research projects depends on the major, lecturers who are in charge of guidance, project descriptions and implementation budget. Orientations of the CE and Department of IB are both geared towards practical applications of the research projects. The number of scientific research projects conducted by the CE is described in Table 11.11.

Table 11.11. The number of scientific research projects conducted by CE's students in the last 5 years

| Levels of research | Number of scientific research projects | | | | |
|----------------------|--|------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 |
| Can Tho University | 62 | 90 | 76 | 87 | 105 |
| College of Economics | 6 | 4 | 5 | 7 | 9 |
| Department of IB | 2 | 1 | 2 | 1 | 1 |

Source: Department of Scientific Research Affairs, CTU

The number of student projects presented in the table above is the result from a wide selection of student project presentations. Table 11.11 shows that the scientific research activities of students in CTU in general and the CE in particular is increasing in number, including the participation of students from the Department of IB. Research projects by IB students are considered to be highly practical and modern that suitable for the economic development of the Mekong Delta region and that of the nation [Exh.11.4-01: <https://ce.ctu.edu.vn/>]; [Exh.11.4-02: *Student's scientific research project*]; [Exh.11.4-03: *Student's scientific research project*]; [Exh.11.4-04: *Student's scientific research project*]; [Exh.11.4-05: *Student's scientific research project*]. Furthermore, students in the Department of IB also take part in a lot of large-scale competitions held for students nationwide and achieve high prizes such as "DYNAMIC-Students as future entrepreneurs", Wilmar Agro Viet Nam Award, debating contest among universities [Exh.11.4-06: *Wilmar Prize*].

The results of scientific research also help IB staff to update, edit, and publish curricula that serve teaching and future publication [Exh.4.2-05: *IB Curriculum*]; [Exh.4.2-05: *International Economics Curriculum*].

In addition, seminars and workshops are held on a regular during the students' training duration. With the involvement of external businesses and overseas lecturers, students can absorb practical experience from research methodologies, as well as practical knowledge [Exh.11.4-07: *List of seminars*]; [Exh.11.4-08: *Pictures of the "Communication Skill" course*]; [Exh.11.4-09: *Pictures of the "Research methodologies in business" course*]. Thus, level of students are able to improve, from which they are capable of finding new ideas for their innovation of scientific research projects, also for their worklife.

11.5. The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement

Collecting feedback from stakeholders in order to improve the curriculum and satisfy stakeholders is an essential step to continue building and improving the program. For this important objective, in 2006, CTU established QATC with a view to implementing the QA activities related to training and examinations. [Exh.11.5-01: *Decision to establish QATC*]. To perfectly complete the feedback

collection from stakeholders, on the basis of the self-assessment plan in accordance with the AUN-QA standards [Exh.11.5-02: CTU Implementation Plan for AUN-QA]. CTU has decided to set up a Self-evaluation Panel, the Secretariat, and smaller self-evaluation groups to carry out this task [Exh.11.5-03: Decision on the Board and the Self-evaluation Panel establishment]. In addition, the University has always provided detailed guidelines on the implementation of the internal audit program in alignment with the AUN standards [Exh.11.5-04: CTU handbook on organizing AUN-QA assessment]. Following the internal evaluation registration in alignment with the AUN-QA standards, the Department of IB holds meetings, plans, and assigns specific tasks to each participant [Exh.11.5-05: CE meeting minutes for plan implementation schedule] and [Exh.11.5-06: Task Delegation at IB department] so that they are suitable for the general plan of the University's QATC.

To carry out the survey concerning relevant parties, the department utilizes the online survey forms. The questionnaire is based on the sample questionnaire provided by QATC, except for some inevitable changes to match the survey's objectives of IB. The process of obtaining feedback from stakeholders is described in Figure 11.1 below:

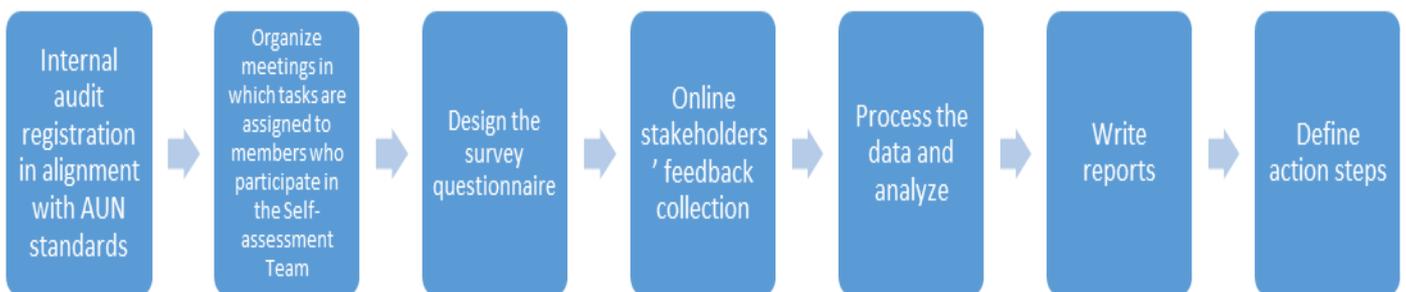


Figure 11.1: Process of obtaining feedback from stakeholders

Labor workforce (employers): The surveys are carried out online based on the questionnaire developed by QATC, Department of IB is specifically designed to suit the industry. After having collected opinions from each *employer*, the Department of IB conducts a description and analysis of the data from the employers' feedback. The total number of observations of the sample size is 18, 100% of which has good quality. Most feedback was assessed through the respondent's satisfaction level and was measured using the Likert's scale - 5 levels (from 1 - Very dissatisfied to 5 - Very satisfied). Characteristics of the employers' operation fields are also very diverse such as banking sector, rice import-export company, Thai Minh freight forwarding company, Coca-Cola Vietnam, and so on.

The majority of employers (77.78%) feels satisfied with the professional competence of IB graduates, whereas only 50% of the employers think that graduates have decent foreign language skills. The satisfaction levels with other types of skills were communication skills (66.6%), problem-solving skills (83.3%), computer skills (42.9%), disciplinary (61.1%), disciplinary and marketableness equivalent to the rate of evaluation (72.2%). In general, the satisfaction level of the IB program is 83.3% [Exh.11.5-07: Employer Survey Results].

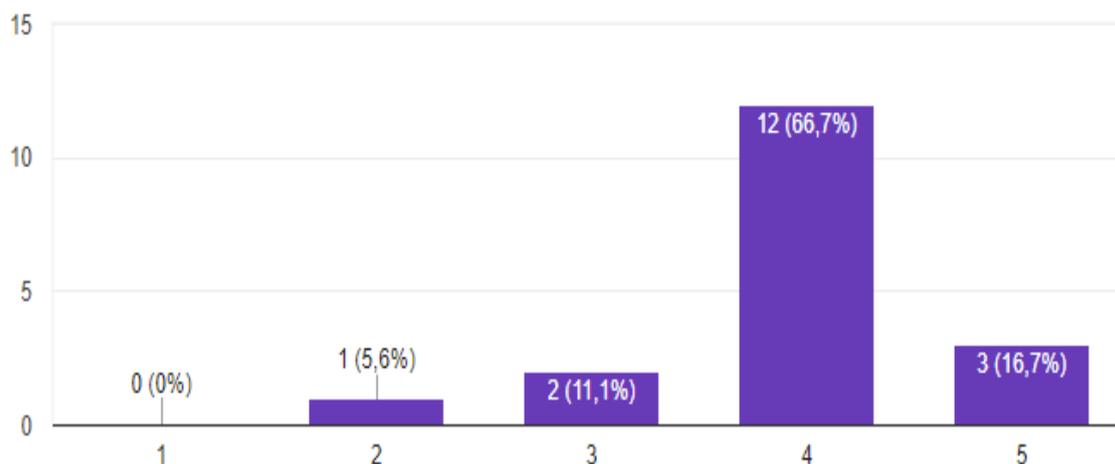


Figure 11.2: Employers' satisfaction levels about the IB programme

On the other hand, employers also believe that students need to plan their own development paths after graduating from university, as well as improve additional skills such as presentation skills, listening skills, and the ability to flexibly apply theories to real-life contexts.

In addition, according to the curriculum, CTU and the CE have encouraged the addition of internship courses in enterprises for 4-5 days so that students are able to practice dealing with economic events that are related to the specialized knowledge they have learnt. At the same time, it can be a great way to create intimate connections among CTU, the CE and local businesses [Exh.11.5-08a: Photo of Internship]; [Exh.11.5-08b: Photo of Internship]; and [Exh.11.5-08c: Photo of Internship].

Alumni: In January 2018, the Department of IB conducted a series of feedback sessions for alumni using online surveys. The sample size is expected to be 42 observations; however, the actual number of observations was higher than expected (48 observations). 83% of the respondents were satisfied with the knowledge required for their future jobs that they equipped for the students. The results were measured using the Likert's scale of 1 to 4 from very dissatisfied to very satisfied [Exh.11.3-04: Alumni Survey Results]. This rate is quite high, showing that the reform of the curriculum has been implemented in the right direction, which is suitable with the requirements of social reality. At the same time, 52.10% of respondents said that foreign language teaching did not meet the requirements of their jobs, suggesting that the need to improve this weakness was necessary and urgent because Vietnam is becoming more and more deeply integrated, and the Mekong Delta region in particular will gradually develop. Therefore, if equipped with high foreign language proficiency, students will be able to find it easier to look for job opportunities, along with higher salary, etc.

In addition, CTU, the CE and the Department of IB received feedback from alumni on their willingness to participate in their major's activities (95.8%). This is an evidence to the close connection between the management staff to the alumni. To maintain and promote this strength, the Faculty of Economics creates a list of contact details of alumni and learners from different courses [Exh.11.5-9: Alumni list of CE]. Additionally, the Department stores the list of email addresses provided by the Faculty Office and the academic advisors to keep in touch with IB students [Exh.11.5-10: Alumni of the IB Department]. What's more, academic advisors regularly maintain contact with graduates via their personal Facebook accounts.

Students: In order to obtain feedback regarding satisfaction, this activity has been conducted twice a year at the end of each semester via the University's official website <https://oss.ctu.edu.vn/>. Moreover, based on the QATC questionnaire, the Department of IB collects feedback via online surveys by sending emails to of all courses' IB students, ranging from Cohort 40 to Cohort 43 in January 2018. Finally, the number of feedback received was higher than expected (58 observations). With the Likert's scale of 1 to 4 from very dissatisfied with very satisfied, the survey results show that the satisfaction

level of the IB program was 84.0% [Exh.11.5-11: Student survey results on the program], which is shown in Figure 11.3 below.

Besides, to ensure that student feedback is processed quickly and effectively, CTU organizes regular meetings with the supervisors in the two main semesters. Particularly, scheduled meetings that last one period will be held every four weeks, and students will have the opportunity to share their opinions, aspirations and difficulties to ask for support from academic advisors [Exh.11.5-12: Students' schedule].

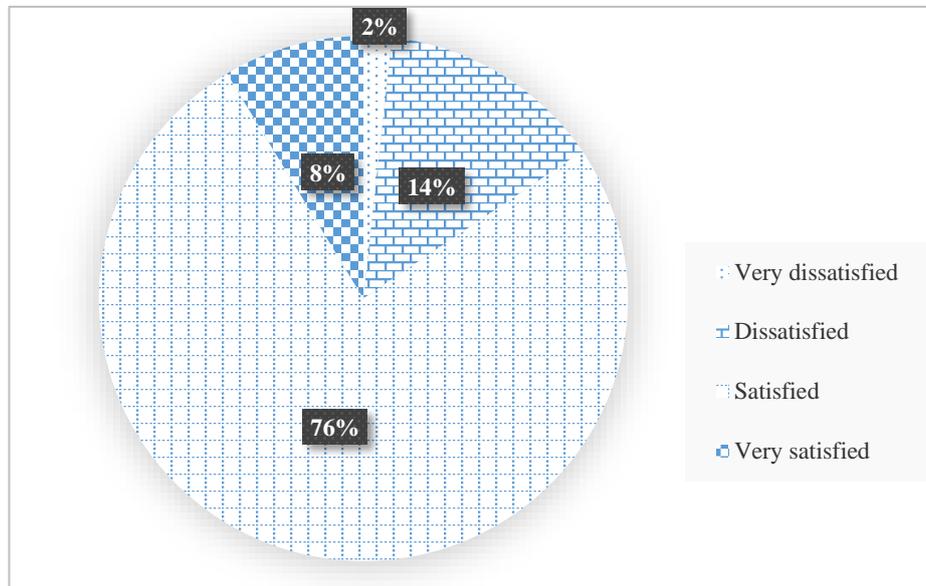


Figure 11.3: Students' satisfaction levels on the IB programme

Lecturers: Based on the plan and guidelines to collect stakeholders' feedback provided by the University, the Department of IB starts implementing this module in order to gather input from lecturers and facilitators based on the questionnaire provided from QATC [Exh.11.5-13: Questionnaire for feedbacks from academic staff]. The sample size is expected to include 42 staff and lecturers. However, the full response rate was 78.6% (33/42). The Likert's scale that measures satisfaction levels is utilized similarly to the upper section.

The survey found out that 78.8% of the respondents (26/33) are generally satisfied with the service and support provided by the University. 63.6% of respondents rate the facility as satisfactory. 81.8% are satisfied with teaching tools and materials while 78.8% are satisfied with scientific research activities. Moreover, 60.6% of the respondents are satisfied with academic exchanges and professional development. In addition, 60.6% are satisfied with their healthcare activities, and 66.6% are satisfied with the safe work environment. 60.6% were satisfied with the class organization. Finally, 78.7% of the respondents were satisfied with their feedback on teaching activities.

PART 3: STRENGTH AND WEAKNESS ANALYSIS

1. Criterion 1. Expected Learning Outcomes

Strengths:

- The ELOs are clearly described, and constructively aligned with PO. ELOs are also based on stakeholders' needs and feedback to quickly meet arising demands of the labor market.
- The programme, which follows a credit-based system, is designed to offer students lifelong self-study and self-directed skills, and to help students pursue higher education.
- The program provides generic and advanced professional knowledge and skills for students to help students quickly adapt to their jobs after graduation and to enter the labor market successfully.

Possibilities for improvement:

- Establish and manage the alumni network and employers to enhance the exchange of information.
- Invite consultants to assess the level of achievement of ELOs when students graduate.

2. Criterion 2. Programme Specification

Strengths:

- The format of the program specification clearly outlines the learning outcomes, and presents all the useful information of the program and the study plan to the students.
- The format of the program specification clearly outlines the criteria needed to achieve the ELOs. These procedures are detailed in the syllabus of each module and the program.
- It is publicly available to all related parties including employers (enterprises, banks, port authorities, public service units, public agencies, etc.), students, alumni, and lecturers through the media such as the internet, emails, brochures, libraries, catalogs, and school and CE websites.

Possibilities for improvement:

- The CE will send a number of academic staffs to training courses in educational programme development and the methodologies to evaluate course and programme expected learning outcomes
- The CE will promote availability of the programme specification through websites, brochures leaflets to prospective and current students and stakeholders.
- The Faculty will promote the activities of the Alumni's network to enhance the exchange of information about the programme.

3. Criterion 3. Programme structure content

Strengths:

- The programme structure exhibits a balance between general knowledge, foundation knowledge, and specialized knowledge. It also shows a balance between basic courses and specialized courses.
- The program is structured in a logical and inter-connected manner to ensure that the general knowledge, the basic major knowledge, and the specialized knowledge are continuous, linked and complement to each other.
- The courses in the programme are built based on the vision, and mission of the University and aim to meet stakeholders' needs. Therefore, the programme ensures its width and depth to create the best conditions for students to receive and acquire the necessary knowledge to achieve ELOs.
- The program is updated and revised with the participation of the related parties to meet their arising demands

Possibilities for improvement

- The CE will need to appoint trainers to develop the program, assess the programme and course ELOs develop it in accordance with AUN and international standards.

- A number of courses on soft skills, and practical teaching methods such as practical experience, field trips, simulation software will be included to enhance the students vocational skills and work-ready.

4. Criterion 4. Teaching and Learning Approaches

Strengths:

- The “student-centered” approach enables students to have an active attitude toward learning;
- Lecturers apply a variety of active teaching methods which encourages students to be able to learn actively and pro-actively;
- “Learning by doing” strategy allows learners to have opportunities to gain practical knowledge and skills which would be useful to their future careers;
- Some specialized courses provide learners chances to make internships at local firms and attend some training workshops;
- Soft skills training courses are now available in the IB curriculum that allows students to gain basic skills such as communication skills, problem-solving skills and foundation of skills.

Possibilities for improvement:

- The faculty plans to reallocate the class size of courses in appropriate ways, especially for specialized units;
- The CE and IB Department will organize training courses on active teaching and learning for all lecturers and improve facilities to support self-study process of students;
- The CE will develop more practical and soft skills courses into IB programme to equip learners to meet demands of their future workplaces;
- The CE will organize more workshops about IB curriculum improvement in which recruiters, lecturers, alumni and students would give their opinions to the programme;
- The CE would tighten the relationship between school and businesses to get more chances of internships enhancing students’ practical knowledge.

5. Criterion 5. Student Assessment

Strengths:

- Students assessments are precisely proceeded with the regulations of the MOET, CTU and the CE have ensured that all assessments are done in fairness and transparency ways;
- Various methods of assessment are applied appropriately to the characteristics and content of each courses;
- Students are well informed about all assessments, allowed to give feedback in time and have chances to see paper if necessary in any assignments.

Possibilities for improvement:

- The CE will arrange training courses to on AUN assessment standards to ensure that all examiners are able to clear acknowledge and apply fair and systematic evaluations;
- The IB department will plan and unify of organizing all final examinations and other assessments for each course.

6. Criterion 6. Academic Staff Quality

Strengths:

- More than 50% of the IB’s lecturers are trained in developed countries with specialized knowledge that is suitable for the training of IB programme. In addition, in the up-coming years, highly qualified lecturers from Australia, Belgium, New Zealand, Taiwan will return to enhance the professional competence of the Department.
- With a focus on training to improve the professional of staff, the proportion of CE’s staff with postgraduate degrees has significantly improved in recent years, from achieving a rate lower

than the University's average, in 2017, this percentage was 97.85% of the total number of teaching staff.

- CTU / CE / Department has a clear, transparent and well-defined work plan that improves the quality of training in the short, medium and long-term to meet the needs of the institution's development.
- The regulations on the tasks, rights and powers of individuals, lecturers, leaders are clearly expressed in the documents; moreover, being checked and monitored will increase the sense of responsibility and job performance.
- The process of recruitment, training, and appointment has a clear plan, implemented democratically, publicly and transparently.

Possibilities for improvement:

- The CE will constantly plans and creates favorable conditions for teaching staff to improve their qualifications by participating in conferences, workshops, short and long-term training courses. CE and IB staff will connect and maintain the relationship with enterprises through the alumni network. The CE continues encouraging staff members to give their expert advice on organizations and businesses or to, based on their personal and professional network, establish new relationships with organizations and institutions for the professional development of their own and their colleagues.

7. Criterion 7. Support Staff Quality

Strengths:

- The staff serves at the office, library and computer labs have a Bachelor's degree. Thanks to being well-trained in specialized skills, the support staff can handle their tasks professionally.
- The support staff is not only young, enthusiastic, energetic but also gain a lot of work experience and try to fulfill their tasks smoothly and efficiently to support academic activities of learners and lecturers

Possibilities for improvement

- Due to the pressure of workload, the CE has plans to recruit more support staff to ensure the volume of work to be undertaken effectively and efficiently
- The CE is seeking mechanisms and policies to increase the income of its support staff by encouraging them to participate in income generating activities.

8. Criterion 8. Student Quality and Support

Strengths:

- The quantity and quality of applicants applying to CTU is relatively high, thanks to the advantage of a prestigious and long-standing university in the region and appropriate admission procedures and policies.
- The admissions process is well-planned and thoughtful, facilitating students to quickly get acquainted with the university environment.
- The student learning results are assessed and monitored carefully, updated timely, supports the CTU and the CE to help students improve their academic performance. The management system enables academic advisor gives advice and assists their students promptly.
- CTU and the CE use their relationships to find more scholarships for poor students who are over-performing. This creates a strong motivation for students to complete the programme.
- The physical, social and psychological environment is helpful for students to promote their own abilities in studying and participating extra-curriculum.

Possibilities for improvement:

- The number of students currently has been still so large compared to the number of teaching and support staff that causes overloading of student support activities. The university and the college will rearrange support staff and supplement support staff for student support departments.

9. Criterion 9. Facilities and Infrastructures

Strengths:

- The CE has adequate facilities and infrastructures for research and teaching, supported by international cooperation projects, such as MHO, NPT and TRIG2.
- Suitable classrooms, computer labs, lecture halls space ensure the quality of teaching and learning.

Possibilities for improvement:

- CTU will allocate more reasonable classes to meet the demands of the increasing demand for teaching activities
- The IB Department strives to maintain the relationships and utilize funds from international cooperation projects as well as from the national budget to provide more equipment for research and teaching.

10. Criterion 10. Quality Enhancement

Strengths:

- Transition and dropout rates are kept within the acceptable range
- The level of research activities of lecturers and students is improved considerably.

Possibilities for improvement:

- Improve the curriculum by enhancing understanding (adding appropriate courses, and combining theories with practice) and teaching soft skills in order to help students enhance their adaptability in real-life contexts.
- Enhance research capacity for lecturers and students and provide financial and spritual support to encourage students to conduct research.

11. Criterion 11. Output

Strengths:

- Feedback from stakeholders is collected step by step and systematically by CTU, the CE, and and IB department. In particular, feedback from current students continues to be collected, and the feedback collection will be expanded to other subjects in the future.
- CTU, the CE, and the IB department are always aware of the fact that training quality improvement is a top priority, thus helping stakeholders to further understand their importance in mutual contributions regarding frequent feedback. As a result, we are able to build, improve and renovate the curriculum with the aim of bridging the gap between theories and real circumstances.
- Effective co-operation among CTU, the CE, and the IB department, and other stakeholders is the best way to connect and promote the feedback collection process, especially from alumni and employers.
- Last but not least, although the CE in general and the Department of IB in particular has just been established, but it consists of a youthful lecturer who is full of enthusiasm, talent and dedication. More importantly, they are highly aware of the importance of the consensus and the continuous improvement of the IB program's curriculum in response to the need of local human resource development in the context of economic integration.

Possibilities for improvement:

- Organize workshops and meetings with relevant stakeholders to communicate the details of the program's improvement and updates in order to raise awareness about the importance and practical significance of the curriculum innovation in alignment with the new circumstances.
- Although the satisfaction measurement method utilizes the Likert scale to measure stakeholder assessments, a set of qualitative and quantitative criteria is needed to specify more thorough assessments, from which key solutions are proposed.

- The timing of gathering feedback from stakeholders generally depends on when the needs arise.
- Despite the ever-changing social needs in the new context, the design of the curriculum framework for each major is usually stable for a few years, so the changes in the curriculum do not always meet the society's needs.