

**IMPROVEMENT ACTIVITIES BASED ON AUN-QA ASSESSMENT RESULT
AT INSTITUTIONAL LEVEL**

DEPARTMENT OF CIVIL ENGINEERING

Criteria		Score	Strengths	Areas for Improvement	Improvement activities	Evidences
13. Student Recruitment and Admission	13.1 [P] Plans, policies and communication for student admission to various programmes are established	Criterion 13 Overall: 5	Plan and policies for student recruitment and admission guided by the regulation from the VNUHCM. The policies and procedures are being adhered to in the student recruitment and admission process. IU ensures diversity of recruitment through the 5 schemes; improvements have been made to these schemes for	There should be a policy for the improvement of foreign students admission and also graduate students; to give a truly international flavour to the IU and also to improve the UG:G student ratio. A rigorous marketing process and mechanism should be put in place for the above.	Foreign students admission: The overseas students or students from International Schools in Vietnam can apply to IU – VNU through several programs. The recruitment announcement is published on the IU website and several other channels (social media or recommendations) for applicants to refer. The CE department periodically holds and participates in	Recruitment activities (plan/brochure/picture...) IU Website/CE Website Recommendations

			example the Scholastics Aptitude Test (2017) and the test of competence (2018).		seminars between Faculties, Schools, and Universities to introduce our Program and boost recruitment activities.	
13. Student Recruitment and Admission	13.2 [P] Criteria to select quality students for each programme are established		<p>The system and criteria for student recruitment and admission is clearly guided by the regulation from the VNUHCM.</p> <p>As an international university, English language competency is also a requirement for admission.</p>	<p>Consider reviewing the entry requirements of students for especially the twinning programmes to ensure the quality of input to the programme and improve graduation rate, average time of graduate and reduce the drop-out rates of transfer (twinning programmes).</p> <p>The English competency requirements should also be thoroughly reviewed since</p>	<p>The CE department is developing the twinning programmes.</p> <p>The English competency requirements were reviewed to help increase the graduation rate.</p>	

				English competency is still one of the major factors for the low graduation rate.		
13. Student Recruitment and Admission	13.3 [D] Procedures to monitor the implementation of the recruitment and admission of students are in place		<p>The Office of UG and Graduate Academic Affairs plans and coordinate the admission process.</p> <p>There is a selection and admission committee involve in the process.</p> <p>The schools and departments play an active role in this process.</p>	<p>Monitoring of the student recruitment and admission process should be extended to foreign international students and also graduate studies students.</p> <p>Enhance the enrolment of international students – to facelift the reputation as an international university.</p>	The CE Department assigns a group of coordinators for monitoring the recruitment and admission process.	<p>Minh chứng:</p> <ul style="list-style-type: none"> - QĐ Thành lập Hội đồng tuyển sinh - Báo cáo tuyển sinh hàng năm
13. Student Recruitment and Admission	13.4 [C] Measures are established to monitor student		The student recruitment and admission process is also regularly monitored by an appointed	Monitoring of international students should be put under the purview of the international units not so much the	The students of the twinning programs are monitored and advised by the Office of International Academic	MC: QĐ thành lập và Quy định Chức năng-nhiệm vụ của Phòng Hợp tác Đào tạo Nước ngoài và Trung tâm Trao đổi giáo dục Quốc tế

	recruitment and admission		<p>committee who shall recommend improvement actions.</p> <p>This committee ensures the process conforms to the policies and procedures.</p>	<p>UG and Graduate Academic Centre.</p> <p>A more systematic and rigorous marketing strategy for graduate students to improve ratio of UG:G students so as to meet the requirements of a research- oriented university</p>	<p>Collaboration and Center for International Mobility (CIM)</p> <p>The CE Department is preparing the documents for opening the Master's Program with BS-MS to help the UG student have a chance to achieve higher education efficiently in terms of time and knowledge. Therefore, the UG: G students can meet the requirements of a research-oriented university</p>	<p>Documents for opening the Master's Program with BS-MS</p>
13. Student Recruitment and Admission	13.5 [A] Student recruitment and admission are improved to		<p>Over the recent years, various improvements have been made to the admissions path as well as the</p>	<p>Much of the improvement to the admission procedures were focused on the local/national students- should be</p>	<p>The university has applied the admission procedures for foreign students and students of the International Baccalaureate</p>	

	ensure that they remain relevant and effective		English requirement.	extended to international/foreign students.	Diploma Programme.	
14. Curriculum Design and Review	14.1 [P] System to design, develop, monitor, review and approve curricula for all study programmes and courses with input and feedback from stakeholders is established	Criterion 14 Overall: 4	Curriculum design and development processes are clear and implemented guided by regulations and procedures from VNUHCM. Inputs from stakeholders (surveys, tracers) have been improved over recent years for example the formulation and evaluation of ELOs.	IU to continuously review the curriculum design and review process. There should be a clear TOR and functions of parties involved for example the School/Department Scientific Research and Academic Committee. Greater role/involvement of CEQM in this process, especially in: - Enhancing understanding and meeting requirements of	The CE Department reviews curriculum and syllabi twice a year with Academic Committee and experts in industries.	MC: - Biên bản họp - Bảng thống kê sự thay đổi - QĐ ban hành CTĐT sửa đổi, bổ sung Decision of Syllabus Curriculum Modification

				<p>academic programmes to Outcome Based Education - ELOs, course LOs, constructive alignment etc.</p> <ul style="list-style-type: none"> - Streamlining to a certain extent the documentation of programmes and courses. - Facilitate QA processes and not accreditation and assessments only. 		
14. Curriculum Design and Review	14.2 [P] System to formulate and align expected		There is a system of formulating of programme ELOs with both a top down and bottom-up	Schools and departments should play a more rigorous role in the formulation of a programme ELOs. ELOs should be		

	learning outcomes of the programme and its courses to the stakeholders' needs is established		approach and involvement of both internal and external stakeholders.	stated in the context of a particular discipline. Integrate soft skills in the curriculum which should be reflected in the ELOs and courses and driven by the TnL and Assessment.	Skills for Communicating Information and Professional Ethics are added to the curriculum.	Revised curriculum.
14. Curriculum Design and Review	14.3 [D] Syllabi and delivery plans of the programme and its courses are documented, communicated and delivered based on the expected learning outcomes		Programme information is well documented and communicated in the programme specifications and the websites. Course information is well documented and communicated in the course syllabus. This information is	Programme specifications should be communicated to the industries/employers. Streamline information and format of course syllabus throughout the university.	The CE Department reviews curriculum and syllabi twice a year with Academic Committee.	

			also accessible to students via the learning system-blackboard.			
14. Curriculum Design and Review	14.4 [C] Review of the curriculum design and review process, and curricula is carried out		<p>Curriculum review processes are clear and implemented guided by regulations and procedures from VNUHCM.</p> <p>Input for curriculum review is obtained through various channels and feedbacks from internal and external stakeholders.</p> <p>The curriculum review is carried out both on short term and long term basis.</p>	Curriculum should be given a more international flavour.	The CE Department is developing a Twinning programs which are benchmarked with partner universities' programs. After issuing the twinning program, Department of Civil Engineering will modify curriculum and syllabi accordingly.	<p>MC:</p> <ul style="list-style-type: none"> - Bảng đối sánh CTĐT của CE với các CTĐT của các trường đối tác - Biên bản họp rà soát - Bảng thống kê sự thay đổi - QĐ ban hành CTĐT sửa đổi, bổ sung
14. Curriculum	14.5 [A] The		Inputs from stakeholders	Improve involvement of the	The CE Department sends	Survey from alumni

Design and Review	curriculum design and review process, and curricula are improved to ensure that they remain relevant and up-to-date to meet the changing needs of the stakeholders		(surveys, tracers) have been improved over recent years for example the formulation and evaluation of ELOs. A more structured and systematic mechanism of gathering and analyzing stakeholders input has been put in place with schools and departments involvement.	alumni in the curriculum review process. Enhance involvement of international voices/input in the curriculum design and review process.	survey to alumni to get feedback from them.	
15. Teaching and Learning	15.1 [P] System to select appropriate teaching and learning activities that are aligned to the	Criterion 15 Overall: 4	The educational philosophy of Comprehensive, Liberal- Global- is very aligned to the needs of 21 st century higher education and the status of an	The Educational Philosophy should be greater articulated and communicated to staff and students to enhance greater embracement in their teaching and learning activities.		

	educational philosophy and the achievement of the expected learning outcomes is established		international university. Student centred learning is acknowledged to be the driver to the achievement of the Educational Philosophy.	Student Centred Learning- the driver of the EP can be greatly enhanced and embraced- covers not only innovation in teaching and learning (new T&L paradigm, e-learning, use of technology in T&L but also infrastructure support, learning facilities and training)		
15. Teaching and Learning	15.2 [D] System to engage, assign and approve academic staff deployment based on merit, qualification, expertise and		Teaching staff that is qualified ensured teaching competencies (mentor, mock teaching and evaluation) before embarking on the teaching duty. Assignment of teaching is	Greater need for academic staff development in terms of enhancement their knowledge and skills in 21st century approaches. Lecturer career Development Training must be structured and developmental in		

	experience is implemented		<p>based on academic qualification and research orientation.</p> <p>Team teaching is also practiced.</p>	<p>nature. The training programme must cover domains of academia especially competency in teaching & learning, (OBE, SCL, TPACK) research and leadership.</p>		
15. Teaching and Learning	15.3 [D] Teaching and learning activities enhance life-long learning and are constructively aligned to the achievement of the expected learning outcomes		<p>A variety of Teaching and Learning activities are used in curriculum delivery- classroom teaching (lecture & laboratory), out of class learning (fieldwork and internship).</p> <p>Constructive Alignment is evidence in a very generic manner- based on the</p>	<p>New T&L paradigm, e-learning, use of technology in T&L but also infrastructure support, learning facilities and training) should be introduced.</p> <p>Constructive Alignment between Teaching and Learning activities and learning outcomes can be further enhanced/ refined.</p> <p>Formulate policies and guidelines for</p>		

			achievement of knowledge skills and attitude.	graduate supervision to ensure effective learning process.		
15. Teaching and Learning	15.4 [C] Teaching and learning activities are monitored and evaluated for quality and improvement		Teaching and Learning activities are documented in the lecturers' portfolios which compiled learning and assessment materials. Evaluation of teaching was carried out by students at the end of every course.	System for monitoring of programme implementation should be put in place for: - teaching activities of lecturers (accountability) - student progression and attrition rate.	The CE Department organizes meeting to discuss teaching and learning methods, share teaching experience, feedback on syllabi. The CE Department is utilizing data from the Edusoft to monitor student progression to effectively observe student performance and drop out rate.	Minh chứng: - Biên bản họp - Danh sách cố vấn học tập
15. Teaching and Learning	15.5 [A] The educational philosophy and teaching and		Improvement actions shall be taken based on feedbacks from students and other stakeholders.	Improve the English competency enhancement programme.		

	learning activities are improved to achieve the expected learning outcomes, quality of teaching and learning and lifelong learning			Consider mobility and exchange of graduate students. Consider redesigning/transforming learning spaces to align with student-centred learning.		
16. Student Assessment	16.1 [P] System to plan and select appropriate types of student assessment during the course of study is established	Criterion 16 Overall: 4	Assessment processes are clear and implemented guided by regulations and procedures. Every course lecturer has to prepare an assessment plan.			
16. Student Assessment	16.2 [D] The student assessment		There are diversity of assessment methods	Constructive Alignment of LOs to assessment	Each course has a syllabus to detail the course content, timeline, course	Syllabus and the score percentage of each course

	<p>is constructively aligned to the achievement of the expected learning outcomes</p>		<p>examination, projects, quizzes, field visit, internship reports and thesis.</p> <p>The assessment is both summative (assessment of learning) and formative (assessment for/as learning) & feedbacks are timely for improvement.</p> <p>Some aspects of criterion-referenced based assessment are visible especially in the engineering school and departments.</p>	<p>techniques needs to be improved.</p> <p>Move away from the conventional assessment methods to alternative/authentic assessment methods to ensure a holistic assessment of learning.</p> <p>Outcome-based Assessment (OBA) should be enhanced especially in terms of evaluation of the learning outcomes.</p> <p>Evaluation of course learning outcomes should be holistically practised.</p> <p>Evaluation of programmes expected learning outcome should be based on direct assessment not just</p>	<p>objectives, the LO, and the ELO relationship.</p> <p>Depending on the course program and LO, each course lecturer makes a suitable student assessment to follow up the student performance through the course timeline.</p> <p>To that extent, the student performance through the course can be evaluated holistically.</p>	
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				indirect measures through surveys on alumni and employers.		
16. Student Assessment	16.3 [C] The student assessment methods and the results of the assessment are reviewed to ensure validity, reliability and fairness and the achievement of the expected learning outcomes		Assessment methods are monitored and reviewed to ensure validity, reliability and fairness and the achievement of the expected learning outcomes			
16. Student Assessment	16.4 [A] The types of		Following the review actions are taken to	Outcome-based Assessment (OBA) should be	The course lecturer provides various types of student	Syllabus

	<p>student assessment and assessment methods are improved to ensure their validity and reliability towards the achievement of expected learning outcomes</p>		<p>improve the assessment methods.</p>	<p>enhanced especially in terms of evaluation of the learning outcomes.</p> <p>Evaluation of course learning outcomes should be holistically practised.</p> <p>Evaluation of programmes expected learning outcomes should be based on direct assessment not just indirect measures through surveys on alumni and employers.</p>	<p>assessment methods according to the characteristic of the course for being capable of holistically evaluate the student performance through the course and the expected LO.</p>	
<p>17. Student Services and Support</p>	<p>17.1 [P] Student services and support; and student monitoring system are planned</p>	<p>Criterion 17 Overall: 5</p>	<p>Student academic and non-academic support services are carried out by the various relevant bodies, - Office of Student Service (career orientation) extra-curricular and</p>			

			<p>sport facilities as well as welfare including accommodation, counseling etc.</p> <p>There are numerous student academic clubs to support their learning including the Heroes, IU Pass, IU Buddy (international students). Students and alumni acknowledge the importance of these clubs.</p>			
17. Student Services and Support	17.2 [D] Student services and support; and student monitoring system are implemented to meet the needs of stakeholders		Students are given merits for their involvement in these activities which are recorded in the Student Behavior System from which a certificate would be generated.	Not all students take the advantages of the services and support facilities provided.	Arrange a team of qualified support staff to systematically monitor the progress of students and provide the support quality in harmony with the students' demands.	Minh chứng: Kế hoạch/hoạt động/hình ảnh...

17. Student Services and Support	17.3 [C] Review of student services and support; and student monitoring system is carried out		A survey on the various support services are being carried out to solicited input for improvement.	An integrated monitoring system would be good in view of the involvement of various units in implementing student services.	Continue to coordinate with relevant departments to create favorable conditions for the most effective service and support activities for students. Regularly check the monitoring system to remind students' study progress and promptly handle unusual incidents to give them the best experience.	Minh chứng: Kế hoạch/hoạt động/kết quả thực hiện...
17. Student Services and Support	17.4 [A] Student services and support; and student monitoring system are improved to meet stakeholders' needs and to their satisfaction		-	Provide for more conducive open learning spaces for independent study. Alumni and students highlighted the need for such spaces.	Re-plan a number of room units to equip more multi-functional classrooms to meet the needs of independent study as well as group meetings of students.	
18. Research Management	18.1 [P] System to oversee, direct,	Criterion 18 Overall: 5	Regulations, i.e., Regulations on Internal Expenditure and	Despite the current systems that were set up to manage research activities, it	Establishing research groups in which Ph.D. and Assoc. Prof are	Minh chứng: - QĐ thành lập nhóm nghiên cứu mạnh (nếu có)

	<p>implement, monitor and review research activities, resources, research staff quality and research related activities is established</p>		<p>Registration & Protection of IP Property regulation, are used as system to oversee, direct, implement, and monitor research activities under the assistance of Office of Research and Development (ORD), the Center of Research and Technology Transfer, CRTT, (2013), the Center for Technology Incubator and Startups (2017), which are assistance units of Board of Rector in management of R&D activities. ORD acts as coordinator in collecting needs and requirements from external parties and administering the</p>	<p>is recommended that IU should enhance its research information system in terms of data collection for research data analytics to consider targeting cutting-edge research based on talent pools and niches.</p> <p>Research data collection in RADMAN should be expanded beyond records of publications and individual research KPI scoring which were used to monitor staff's R&D score or activities, but rather the research direction or trend of research activities to determine talent pools and possible R&D niches, including possible IPs, commercialisation of R&D product or</p>	<p>gathered to address current civil engineering problems, namely</p> <ol style="list-style-type: none"> 1. Numerical Methods 2. Dynamics of Structures 3. Water Resources and Climate Changes 4. Construction Management 5. Reinforced Concrete Structures 6. Construction Materials <p>Workload in lecturers' research is utilized for the election of the two best lecturers of the year of CE department</p>	<p>- Hồ sơ/đề tài do các nhóm nghiên cứu của Bộ môn thực hiện</p> <p>- Bảng thống kê tóm tắt kết quả nghiên cứu của Bộ môn giai đoạn 2018-2021</p>
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			<p>subsequent research activities, while CRTT handled the MOA/MOU. VNUHCM provides annual block research grants for IU. IU also acquires own funding and provides R&D grants for all academic staff ranging from entry to experienced level. Regulations on internal expenditure are used as a mechanism to calculate required R&D workload of academic staff. The R&D outputs of each academic staff is reviewed by the ORD and the R&D score of each academic staff is calculated automatically and managed in Research and</p>	<p>services, and start up opportunities.</p> <p>To achieve IU's vision in research as the top research university in Vietnam and to accomplish the mentioned recommendation, a person-in-charge of research and innovations, i.e., Vice Rector for Research may be necessary to alleviate the work load of BOR and spearhead the research management.</p>	
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			<p>Management (RADMAN) system. R&D budgeting system is in place. The budgets are annually proposed by the ORD, discussed with the Office of Finance and Planning, then presented to the BOR by the ORD, and finally approved by the BOR.</p> <p>Monetary incentive to publish in prestigious publications is successfully implemented and counted as academic staff R&D workload. R&D workload scoring Incentives was also established for co-authoring between staffs to encourage research</p>			
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			collaborations among disciplines			
18. Research Management	18.2 [D] Strategic approach to source for research funding and to promote research, innovation, collaboration, research excellence is implemented to achieve the vision and mission of the institution		<p>Range of research funding from various sources available for all academic staff. IU also set aside its own R&D budgets to encourage research activities of young staffs.</p> <p>External research funding includes:</p> <ul style="list-style-type: none"> - National R&D budgets granted by VNUHCM, - National Foundation of Science and Technology Development (NAFOSTED), Ministry of Science & Technology. - R&D budgets, sponsored by 	<p>See 18.1.</p> <p>Scheme to set up potential and/or inter-disciplinary research groups based on research data analytics. Research collaborations between Departments or Schools within IU and also between IU and VNUHCM or external organisation is recommended to advance research activities into the cutting-edge multi-disciplinary trend that answer to the country's needs and direction. R&D that answered to the immediate needs of the market would in turn sustain the research activities</p>	<p>NAFOSTECH and VNUHCM have played a key role in funding research budgets.</p>	<p>Minh chứng:</p> <ul style="list-style-type: none"> - QĐ giao kinh phí đề tài <i>(nếu có)</i> - Đề án tài trợ NCKH <i>(nếu có)</i>

		<p>provinces and companies which was a result from arranged visits of IU researchers, led by BOR, to showcase their R&D capabilities.</p> <p>Various research groups are formed within each Department and School in IU, (https://hcmiu.edu.vn/en/research/representative-research-groups/), along with research mentoring system among peers within the discipline. Mentoring and collaboration are encouraged through the research groups formed in each</p>	<p>and can put IU toward its top research university goal</p>		
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			School or Department.			
18. Research Management	18.3 [C] Key performance indicators are used to evaluate the quantity and quality of research		<p>Research KPIs for individuals and the University are established.</p> <p>Four KPIs at university level comprise of:</p> <ul style="list-style-type: none"> - The annual number of R&D projects - The annual amount of budget allocated to R&D projects - The average number of ISI journal articles annually published per PhD holder - The average number of international journal articles annually published per each PhD holder. 	<p>Additional or modified KPI for individuals to include additional R&D outputs beside ISI publications, e.g. citations, intellectual assets, commercialization of research products/services, startup opportunities, technology transfer and community services, are recommended.</p> <p>Perception of individual KPI regarding community service is currently not fully understood by staffs and thus related community service outputs of staff may not be properly</p>	<p>KPI in research for individuals was announced, and each of the members in CE department must be fulfilled. The results of CE are collected in SCIMAN accounts for each lecturer</p>	<p>Minh chứng:</p> <ul style="list-style-type: none"> - Quy chế chi tiêu nội bộ - SCIMAN system - Mẫu đánh giá CB-GV cuối mỗi học kỳ

			<p>Each staff has individual research KPIs to fulfil. The research score is calculated using weight point set for each R&D activity. The KPIs for individual - points aim to increase 1) publications and 2) technology transfer and community services. The individual research score calculated in Research and Management (RADMAN) website by ORD. This resulted in steady ISI/WoS publications output since 2014.</p>	<p>monitored and was not linked to staff R&D community services works. It is recommend to clarify type community service works that related to research works</p>		
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<p>18. Research Management</p>	<p>18.4 [A] Research management is improved to raise the level of research and innovation</p>		<p>Staff performance review is used as a tool to reinforce the related R&D regulations.</p> <p>The management of research is done via implementing the related regulations.</p> <p>Improvement of research contribute to current research management system resulted in:</p> <ul style="list-style-type: none"> - increasing number of research projects with larger scope and grant size - steady number of publications in ISI since 2014. 	<p>See 18.1 to 18.3.</p> <p>Evidences are showing that the research activities are growing in terms of quantity. However, this may not be sustainable or can be costly in a long run. It is suggested as indicated in 18.1, 18.2 and 18.3 to raise the level of research and innovation in other aspects alongside publications.</p>	<p>The number of ISI publications of CE has remained constant during the period of recently years. In 2021, CE achieved 9 ISI papers</p>	<p>Minh chứng: Bảng thống kê tóm tắt kết quả nghiên cứu của Bộ môn, giai đoạn 2018-2021</p>
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<p>22.Educational Results</p>	<p>22.1 The pass rates and dropout rates of all study programmes and courses are established, monitored and benchmarked for improvement</p>	<p>Criterion 22 Overall: 5</p>	<p>The pass rates and dropout rates of all study programmes are established.</p>	<p>The dropout rates of the regular programmes from 2010 to 2014 (except for 2012) are greater than or equal to 20%. We recommend a closer monitoring of the dropout rates which may best be done with a better data management system accessible to the concerned individuals or teams.</p> <p>A study of the real reason for the high dropout rate may help in keeping it low especially for the twinning programs.</p> <p>Benchmarking the dropout rates of the individual programmes with similar programs of other universities may</p>	<p>Every semester, both pass rates and dropout rates are monitored carefully via specific tools (e.g., edusoft and individual notes).</p> <p>Periodically, Meetings between students and academic advisors are held to closely follow up the student circumstances so that the students can be supported timely.</p> <p>Various program depending on the English levels has been provided.</p> <p>The meetings between students and Faculties of DCE are held at least once per semester. In addition, some oriented seminars (with stakeholders</p>	<p>Minh chứng:</p> <ul style="list-style-type: none"> - Bảng thống kê tỷ lệ “pass rates and dropout rates” của SV theo học các CTĐT của BM giai đoạn 2018-2021 - Biên bản họp Bộ môn - Biên bản họp giữa cố vấn học tập với SV
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				help in having a sense of the performance of the students and allow a better support system when necessary	and Alumni) are usually carried out to help the students further understand the industry as well as their potential jobs.	
22.Educational Results	22.2 The average time to graduate for all study programmes is established, monitored and benchmarked for improvement		The average time to graduate for all study programmes (both undergraduate and postgraduate) is established and monitored. The data for the undergraduate shows that the average time to graduate has improved steadily from the cohort of 2010 to the cohort of 2013.	Benchmarking the average time to graduate for each of the study programmes may allow for better information during the programme reviews.	The average time to graduate of students is monitored via various channels (e.g., Edusoft, academic advisor's notes). The academic advisor often holds meetings with his/her student to understand the student circumstance and support them timely. Biên bản họp giữa cố vấn học tập với SV
22.Educational Results	22.3 Employability of graduates		Feedback data from employers through surveys are regularly	Through benchmarking studies, one may learn more clearly		

	of all study programmes is established, monitored and benchmarked for improvement		<p>acquired, organised and analysed showing a close monitoring of the employability of the graduates.</p> <p>Data shows that well over 80% of the graduates are employed within a year and 2016 has exhibited a considerable increase in the employability rate of the graduates.</p>	about the benefits of having an international programme as compared to non-international programmes as well as how IU programmes may differ from other international programmes in terms of the employability of graduates not just locally but globally as well		
22.Educational Results	22.4 The satisfaction levels of stakeholders on the quality of graduates are established, monitored and		Feedback from employers is obtained one year after graduation with the aim to measure satisfaction/dissatisfaction of the employers about the programme.	The employers have much to contribute and some of them prove to be more than willing to give honest critiques of the quality of the students as well as the programmes. It	Annually, DCE has some activities to connect with the stakeholder, employer to collect their opinions regarding the quality of the graduated students. Also, the feedback of the stakeholder is collected	<p>Minh chứng:</p> <ul style="list-style-type: none"> - Kết quả Khảo sát Doanh nghiệp về chất lượng SV thực tập và chất lượng SV đã tốt nghiệp làm việc tại Doanh nghiệp - Hội thảo định hướng có sự tham gia của doanh nghiệp (<i>Kế hoạch tổ chức, chương trình, nội dung Hội thảo, danh sách tham dự...</i>)

	benchmark ed for improvement		<p>These surveys are done by each school or department.</p> <p>Feedback from employers is positive and the alumni exhibit good ability to communicate and have a global perspective showing that they can function well in both the local and the international environment.</p> <p>Employer satisfaction surveys consistently average around 4.35 in the last three years.</p>	may be good to involve them more	<p>through internship time.</p> <p>In addition, some oriented seminars (with stakeholders and Alumni) are usually carried out to help the students further understand the industry as well as their potential jobs.</p>	
23.Research Results	23.1 The type and volume of research	Criterion 23 Overall: 4	Research output of the staff is established and monitored at several levels	Since it has been mentioned quite often that ranking is important for IU in which case, it	Enhance projects for community service	Minh chứng về các dự án phục vụ cộng đồng (<i>tham khảo Dự thảo Quy định về</i>

	<p>activities by academic and research staff are established, monitored and benchmarked for improvement</p>		<p>especially since each one has a target.</p> <p>Research projects often cover both research and community service simultaneously. There are two key goals for research – publication and community service. To do this, research is classified as either basic or applied and projects range from state- level projects to university level projects and all those in between.</p> <p>The University has passed regulation to require research</p>	<p>may be good to monitor SCOPUS publications as well. It may even be good to make an effort to convert ISI/WoS output into SCOPUS output especially since both QS and THE rankings use SCOPUS.</p> <p>Upon looking at the data, (Slide 55 of presentation), one notes increase from 2011 but there appears to be a leveling in the last three years. It would be good to consider the possibility that the university has reached some sort of saturation point and that unless some form of structure or intervention is done, it would already be very difficult to</p>		<p><i>hoạt động kết nối và phục vụ cộng đồng)</i></p>
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			<p>activities as a mandatory part of the workload of for each academic/research staff.</p> <p>There is monitoring of ISI/WoS indexed papers and benchmarking with other universities within VNUHCM, where IU show very good performance on a per capita basis (0.9 ISI/WoS papers per faculty) as compared to the other VNUHCM universities.</p>	<p>increase from here. We therefore recommend that a clearer research agenda be formulated and niches be established so that there may be more collaborative projects without necessarily dampening the current independence of the staff in doing research.</p> <p>Benchmarking may be done beyond VNUHCM level.</p> <p>As research is quite expensive, it may be good to explore options to provide more funding for research projects and development of more high-end</p>	
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				laboratories and facilities.		
23. Research Results	23.2 The type and volume of research activities by students are established, monitored and benchmarked for improvement		<p>Research data of students are monitored and funding is provided for student research.</p> <p>The type and volume of research activities by students are established, monitored and benchmarked. There has been a steady increase in student-level projects from 2010 to 2017.</p> <p>Funding is provided by both the faculties and the University. IU funded student projects with</p>	<p>There is a need to strengthen the graduate programmes if research is to be improved. More scholarships for graduate students will help, and so as the gathering of more resources for these programs. It is almost given that graduate programs are cost centres and need to be heavily subsidised so resources must be sought for these.</p>	Incorporating industrial enterprises to raise funds for student projects along with IU budgets	Minh chứng về việc tài trợ cho các dự án của SV

			average 7 million VND.			
23.Research Results	23.3 The type and volume of research publications including citations are established, monitored and benchmarked for improvement		Research publications are established and monitored as well as benchmarked with other VNUHCM universities.	There is a need to begin documenting citations as well especially now that the university already monitors and benchmarks the publications.		
23.Research Results	23.4 The type and volume of intellectual property are established, monitored and benchmarked for		The Office of Research and Development facilitate researchers in drafting patent applications and registering for IP rights.	Patent applications may be further encouraged and documentation and monitoring systems may be set-up as well		

	improvement					
23. Research Results	23.5 The amount of research fund for each type of research activity is established, monitored and benchmarked for improvement		<p>Funded research and development (R&D) projects are classified as State-level, VNUHCM, IU, Overseas (Foreign), Province/City level, Student level.</p> <p>The amount of funding per year is established and monitored.</p>	<p>We recommend that targets for research funded projects be set and progress be monitored so that these projects may be increased and projects with much higher funding be obtained.</p> <p>Although data shows that there seems to be an increase in the total of such funding, the trend is still not too definite and may still be improved.</p> <p>We also recommend that the number of funded R&D projects and their amounts be benchmarked in order to have a better sense on what more can be</p>		

				done to increase the funding.		
23. Research Results	23.6 The result of research and innovation, including commercialization, incubation, establishment of start-ups, etc., is established, monitored and benchmarked for improvement		The Technology Incubator and Start-up Centre was established in 2017 to support research, innovation, and commercialization.	The Technology Incubator and Start-up Centre is almost brand new and will need to be supported and guided with a more concrete strategic plan which includes clear strategies and targets so as to strengthen this aspect.		