



SELF ASSESSMENT REPORT
FOR
AGRICULTURAL ECONOMICS PROGRAM

AGRICULTURAL ECONOMICS DEPARTMENT
SCHOOL OF ECONOMICS – BUSINESS ADMINISTRATION
CAN THO UNIVERSITY



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LIST OF ABBREVIATIONS

ACIAR	Australian Centre for International Agricultural Research
AY	Academic Year
CTU	Can Tho University
ELOS	Expected Learning Outcomes
IQA	Internal Quality Assurance
LO	Learning Outcome
LRC	Learning Resource Center
MD	Mekong Delta
MOET	Ministry of Education and Training
QATC	Quality Assurance and Testing Center
SEBA	School of Economics and Business Administration

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I. INTRODUCTION

1. Can Tho University (CTU)

Established in 1966, Can Tho University (CTU) is an important public higher education institution and a cultural, scientific and technical center of the MD and Viet Nam with about 41,346 undergraduate students, 2,341 Master students, and 124 Ph.D candidates. CTU has got 1,969 staff including 1,190 teaching staff and 779 supporting staff. From a university with a few fields of study at the beginning, it has developed into a multidisciplinary university. Currently, it has 87 undergraduate training programs (including 02 college programs), 33 Master and 09 Doctoral training programs. Every year CTU receives students on internship programs from the U.S, Belgium, Japan and so on, or under agreements between their universities and CTU.

1.1. Vision of the university

CTU's strategic vision to 2020 is to not only become the best university in Vietnam but to be recognized throughout Asia-Pacific as a leader in education, research, and development.

1.2. Mission of the university

By offering high quality educational programs, CTU focuses on training, conducting scientific research, and transferring technology to advance socio-economic development of the MD region.

2. School of Economics and Business Administration (SEBA)

SEBA is one of the largest schools of CTU. Since its founding on July 30th, 1979, it has been improving and developing itself. It has not stopped growing in size and improving the quality of training activities to meet the demand for human resources and research. It also provides advisory services to develop education, economic and social in the MD region.

2.1. Vision of SEBA

The Department of Agricultural Economics engaged in a visioning process to set its course for the future. The following vision describes how we should adjust our programs to respond to future challenges and maintain a high standard of excellence: The Department of Agricultural Economics strives to be a premier source of education, research, and leadership development.

2.2. Mission of SEBA

SEBA engages people in the use of economic analysis for making decisions involving international economics, agricultural economics, finance, business administration, natural resources, etc. and communities through the pursuit of learning, leadership, diversity, professional development, and excellence. The specific goals of SEBA are presented the followings as:

1. Respond to high-priority issues facing society in economics, business (including food, supplying inputs, processing products, finance, management, and marketing), natural resources, environmental quality, and communities.
2. Teach students how to use economic and business principles and develop their leadership and communication skills to prepare them for employment and to continue life-long learning.
3. Conduct applied research programs to analyze economics, business and public policy issues and respond to high-priority societal needs.
4. Enhance the use of economic principles and research methods in solving economic problems through disciplinary research and graduate education.
5. Develop targeted extension and outreach educational programs to deliver relevant information and teach the use of economic and business principles in making decisions.

6. Collaborate with scientists and educators in other disciplines to incorporate economic analysis into multi-disciplinary programs.
7. Develop a network with former students to enhance student learning experiences and placement and to facilitate achievement of Department goals.
8. Create a professional environment conducive to promoting teamwork among faculty, staff, and students as they strive for excellence in the pursuit of the School's goals.

2.3. Activities

*** Research**

Research and consulting areas: enterprise development, research of domestic and foreign markets, project management and evaluation, agricultural planning and rural development.

- Planning on development of socio-economic, agriculture, rural areas and restructuring crops and livestock.
- Improving the economic models of households in the Mekong Delta;
- Research of competitive advantage and comparative advantage in some important sectors in the Mekong Delta to establish data banks for enterprises;
- Assess business situation and propose solutions to support small and medium enterprises in the Mekong Delta
- Research of the finance - banking
- Supporting, consulting import-export business and trade promotion;
- Environmental economics project.

*** International cooperation**

International cooperation in training and scientific research

- SEBA has successfully cooperated with the Netherlands in MHO2 Program for the project "Upgrading teaching and research in Economics, Business and Law at Can Tho University".
- Cooperate with the Netherlands – Nuffic for the project "Enhancing the Capability of Teaching and Research, Assisting Small and Medium Sized Enterprises and Farming Households".
- The project "Distance Education for master degree in Economics" has been sponsored by VLIR Program (Belgium).
- Some following projects have been implemented such as project on Seed Component (DANIDA), Agricultural Management and Rural Development - Spain Cooperative, GTZ project on Small & Medium Enterprises Promotion (German), AUSAid (Australia); IDRC (Canada), and other projects collaborated with Hungary, Australia, and Canada.

*** Training activities and consulting, short-term training:**

(1) Training Activities

Undergraduate training programs:

- | | |
|----------------------------------|---|
| s Accounting | s Marketing |
| s Auditing | s Tourism and Service Management |
| s Finance and Banking | s Agricultural Economics |
| s Corporate Finance | s Commercial Management |
| s Business Administration | |

s Environmental and Resource Economics

s Foreign Trade Economics

Master programs:

- s Business Administration
- s Agricultural Economics
- s Finance – Banking

Short-term training courses: Accounting, Auditing, Finance, Banking, Business Management, Marketing and Trade Services, Brand Development and Management, Sales Management, Hotel - Restaurant Management, Stock Trading, Foreign Trade, Project Management, ...

From a school with one field of study at the beginning, it has developed into a multidisciplinary school. It has been improving and developing students and quality of education.

From its establishing, SEBA took in around 40 students each year. Currently SEBA has had more than 1,200 students every year.

SEBA is focusing on improving curriculum and teaching methods in order to improve the quality of training.

(2) Consultancy Activities, Short - Term Training:

- Production Management, Quality Management; Supply Chain Management, building strategic business, Project Management.
- The Enterprise Financial Analysis, Potential Market Analysis and Forecasting; Stock Market.
- Brand Development and Management; Marketing Strategy and Promotion Campaigns; Marketing Research and Method of Data Analysis; Communication and Negotiation Skills.

2.5. Organization of SEBA

* Personnel: SEBA has 118 staff, 12% have doctoral degrees, and more than 58% have master's degrees.

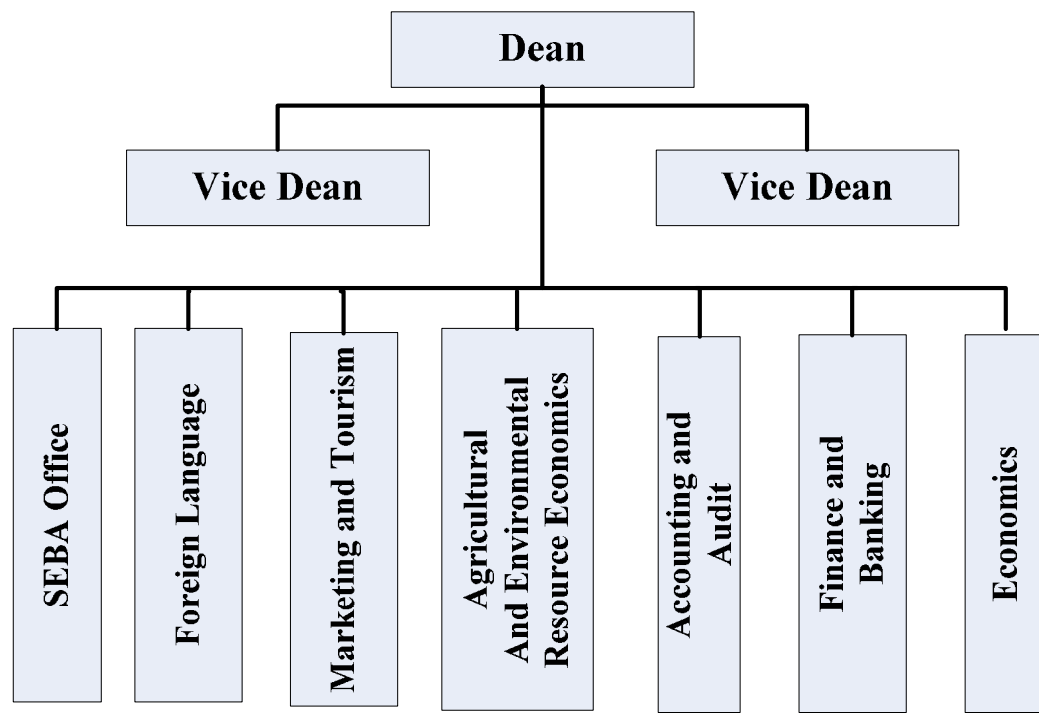


Figure 1. The structure of SEBA and its Department

* Department:

– SEBA Office: Administration Staff, Organization Staff, Ministry Staff, Clerical Staff, Library Staff, Computer Lab;

– The Foreign Language Department: the mission of The Foreign Language Department is to teach the foreign language subjects for students of SEBA.

– Marketing and Tourism - Service Department: offers these major fields: Marketing Management, Foreign Trade, and Tourism – Service. The Department provides students of SEBA in Marketing, Tourism – Service.

– Agricultural Economics and Environmental & Natural Resource Economics Department: offers these major fields: Agricultural Economics, Environmental & Natural Resource Economics. And it undertake teaching the subject of Agricultural Economics, Environmental & Natural Resource Economics, and Development Economics for other majors in agricultural Economics;

– Accounting - Auditing Department: Training majors: Accounting, Auditing and it undertake the teaching of basic subjects in accounting, auditing for other majors in economics;

– Finance - Banking Department: training courses: Corporate Finance, Finance Banking and to undertake the teaching of science subject in finance, banking for other majors in economics;

– Economics Department: includes: Economics, Foreign Trade and teaches the general economy;

2. Quality Assurance and Curriculum Self-Assessment (2 levels)**At CTU level:**

Quality Assurance activities begin in 2003. CTU and SEBA fulfill Mission and Vision, so it is very necessary to establish Internal Quality Assurance system at 2 levels. Total Results of External Accreditation (EA) at university level according to 10 standards of MOET in 2006.

	Pass level	Level 1	Level 2	Standards evaluation	no
Evaluate					
EA in 2006		9	44		0
%		17%	83%		0%

Table a: Results of External Accreditation, level 1&2, 2006

And Results of self-assessment of study programs from 2008 up to now

Academic year	Prog/2008	Prog/2009	Prog/2010	Prog/2011	Prog/2012
Standards of MOET	15	15	X	x	1 01External Ass.
AUN Criteria	x	12	16	11	110+2/AUN-DAAD

Table b: Total number of programs with self-assessment

- Under CTU Rector's Decision N^o 384/QĐ-ĐHCT, April 12, 2006 about setting up QAC and Rector's Decision, No: 42/QĐ/ĐBCL-ĐHCT, Oct. 8th 2008 for full autonomous power in QA activities at college level and Rector's Decision, No: 892/QĐ/ĐBCL-ĐHCT, March 28th

2012 for use of Internal Quality Assurance System of AUN Model **at college level**. In SEBA there is QA team. From 2008 up to now, SEBA implements internal self-assessments of 12 study programs under AUN standards.

Under Rector’s Decision, No: 3832/QĐ/ĐHCT, Nov. 28th 2011 for assessment of Electrical and Engineering Program under AUN-DIES-DAAD Project (attached list of Self-Assessment (SA) Committee, Members of SA Team, Members of SA Consultant Group, Internal Audit Group, Members of Secretary Group. PAP and SAR.

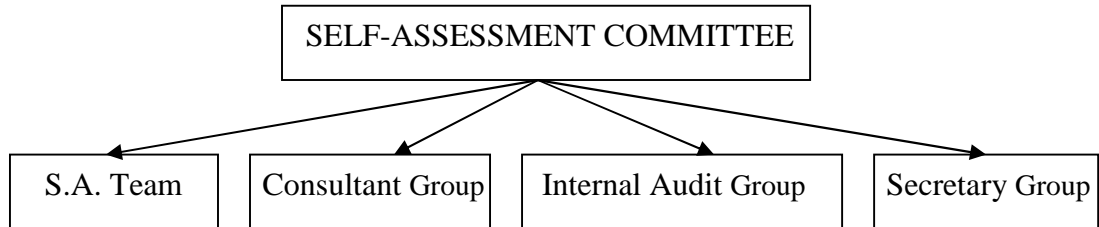


Figure 2: Self-Assessment Organ/Structure

At SEBA level:

The objectives: SEBA pays much attention to improve and develop the quality of education and training programs towards the national standards and trend of regional integration as well as the world. Hence, SEBA Quality Assurance Organization has established 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 Quality Assurance Organization, founded in 2005, is a unit of the Quality Assurance and Testing Center of CTU. The Quality Assurance Organization includes the courses assessment, teaching diary evaluation, curriculum self-assessment from 2008.

The Quality Assurance Organization sets the schedule and assigns groups to gather evidence, analyzes data and reports the results. For collaborators, the organization also conducts specific tasks to each staff to help and support to the process of collecting evidence and investigating data. Based on the reports from other departments, the organization evaluates the result, builds up the reports. Figure 1a show the structure and roles of SEBA Quality Assurance Organization in terms of quality assurance activities.

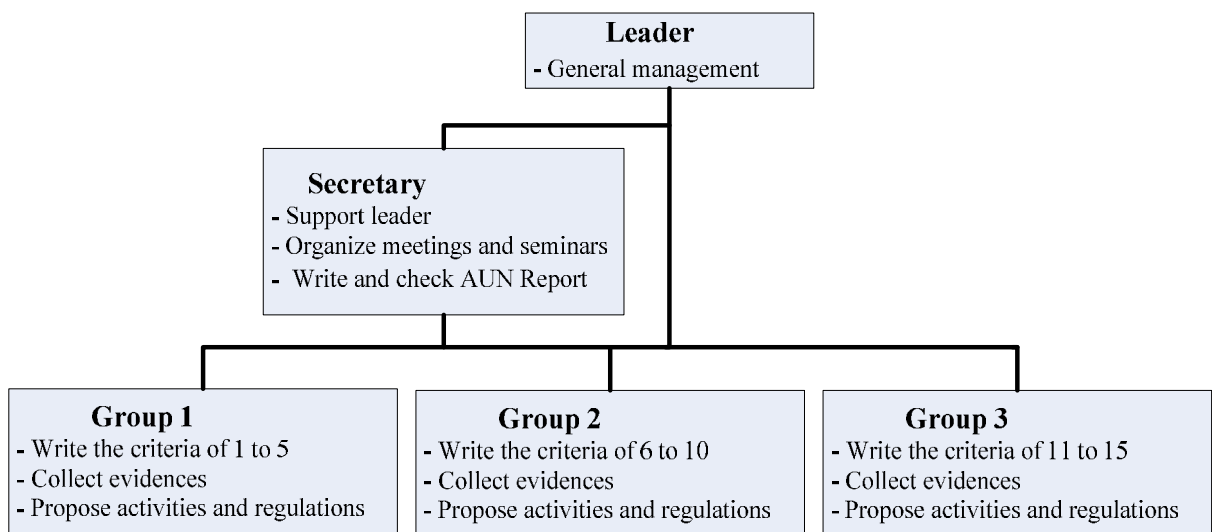


Figure 3 (1a). The Roles of SEBA Quality Assurance Organization

The information and evidence for self-evaluation process collected from the text stored of CTU, and SEBA. In addition, SEBA also collected evidence through interviews, discussions.

The members of the organization analyze and evaluate independently, then discuss and comment in writing and building up the text.

Resources: Facilities of Agricultural Economics under the SEBA. Department office located at Campus II of CTU, in 3/2 street, Ninh Kieu district, Can Tho city.

- SEBA also has a division of Quality Assurance for the members of this organization to work and store documents.

– Library: Library contains Vietnamese and foreign language books in order to support to students and teachers in reading, studying and researching.

II. AUN-QA CRITERIA AT PROGRAM LEVEL

1. EXPECTED LEARNING OUTCOMES

Can Tho University and Department of Agricultural Economics and Environmental & Natural Resources Economics, and then accepted by the Scientific Council of SEBA have established output standards and course specification for each training program (the same ELOs) (*Exh.01.01*). ELOs are obligated requirements that students have to achieve at graduated time by incremental attainment over duration of courses. Basing on mission, vision of Can Tho University and SEBA, and Program objectives, ELOs are clearly designed with feedback of stakeholder satisfactions. ELOs are popularized among the lecturers, students and different stakeholders via meetings at the department level and via websites

1.1. The expected learning outcomes have been clearly formulated and translated into the program

The learning outcomes are made by the department of agricultural economics and environmental & natural resources economics, and then accepted by the scientific council of SEBA and the University. The learning outcomes are included in the course specification, the program specification and output standard (*Exh.01.02*).

In order to meet the output standard of program, the specific outline of every course clearly provides skills, knowledge needed for graduate. In doing so, lecturers could clearly master and students could easily obtain the expected learning outcomes.

There are five learning outcomes that students of this program are expected to attain.

- LO1: To understand professional responsibility, ethics, and the current social states.
- LO2: To develop a basic understanding of microeconomics, macroeconomics, agricultural and environmental economics.
- LO3: To demonstrate the ability to apply quantitative methods to economic theory and practice.
- LO4: To develop an understanding of an area within economics.
- LO5: To utilize both oral and written communication skills to effectively communicate such understanding in a variety of formats.
- LO6: To teach students how to develop their leadership and soft-skills to prepare them for employment; and self-study to continue life-long learning.

The program specification and the learning outcomes are flexibly revised and updated to satisfy the requirement of output standard and society (*Exh.03.12, Exh.03.13*).

1.2 The programme promotes life-long learning

The program is constructed to promote students to life-long study, performed by the flexible program of credit-based system (*Exh.03.04*). For teaching in the lifelong learning, lecturers deliver to students relevant contents/methods in which students will understand own role, assessment methods and demonstrate planning skills, in which students can explain, identify and use them (*Exh.01.16*). Furthermore, graduates have to receive and integrate sustainable knowledge and skills that is necessary for lifelong learning in postgraduate levels.

In order to meet the requirement of permanent development of society, the credit-based system helps students update the current knowledge and economic development. The learners also understand learning approaches in the specialist area, plan learning session which meets the needs of individual learners, and justify selection of resources for a specific session.

Promoting the study: The program of composed a reasonable amount of knowledge, student support services, teaching and learning facilities, the services of psychological counseling, and the exciting environment of living and learning. Students could themselves find out learning research methods and experiences from scientists, books, internet and friends (*Exh.01.01, Exh.01.02, Exh.01.03*).

Study method: Study advisors obtained professional trainings and have experiences in working and teaching. They could give students deep knowledge comments and recommendations to help them self-study and find out the appropriate methods of study (*Exh.01.04, Exh.01.05, and Exh.01.06*).

Lifelong learning: the credit-based system helps students decide their study plan by themselves. They could choose suitable option subjects, order courses for semesters and decide when they want to graduate within the allowance of 7 years on their own. Thus, the credit-based system could make a solid foundation for establishing student orientation, the plan of long-term and lifelong study for updating the new knowledge of social development (*Exh.01.07*).

Personal development: group assignments, group discussions, practices through field trips, projects, thesis and scientific research help students develop a clear and logic personal thoughts (*Exh.01.08, Exh.01.09*).

1.3 The expected learning outcomes cover both generic and specialised skills and knowledge:

In order to meet the requirement of output standard, the outline of all courses contents the learning outcome and course description (*Exh.01.02*).

Students gain basic and specialized knowledge, the skills of job and management. The results of training must meet the requirements of society: The training of agricultural economics is relevant and linked to the strategies of socio-economic development in local communities as well as in whole Vietnam. To obtain these goals, SEBA try to promote training activities, scientific research, science and technology transfer in order to meet the requirements of agricultural activities (*Exh.01.02, Exh.01.03, and Exh.01.04*).

Students must understand laws and economic policies: such as the basic principles of circulars, decrees of government, an overview of the current laws related to domestic and international trade. The knowledge of philosophy, economics, socialism, Party's history, defense, physical and basic logic theory are also given in the program of agricultural economics (*Exh.01.01, Exh.01.02*).

The background knowledge of agricultural economics program: Students are equipped the theory of mathematical economics, basic concepts of farm managements as capable of planning, management and control administrative activities. Students could also master the methods of scientific research and information storage (*Exh.01.01, Exh.01.02, and Exh.02.01*).

Students must master specialized knowledge such as: agricultural economics, production economics, agricultural policy, development project management and so on. With these knowledge gained after graduating, students have capacities to analyze agricultural policies, construct plans, operate and control activities in the field of agricultural economics. They also have the ability to think positively and creatively, which help them successful in their jobs (*Exh.01.01, Exh.01.02, and Exh.02.01*).

Computer knowledge and foreign languages: Students are taught to use the applied software related to their professional activities such as Word, Excel, Stata, Eviews and so on. Moreover, they also are equipped with the knowledge of foreign languages such as communication and presentation in English (*Exh.01.01, Exh.01.02, and Exh.02.01*).

The program of agricultural economics is periodically reviewed and adjusted by scientific council. The scientific council adds and adjusts the program referenced from the programs of international standard university in the world and based on the feedbacks of employers by organizing workshops on innovative training programs, innovative teaching methods and the feedbacks of the quality assurance from agricultural economics students collected annually by the Quality Assurance and Testing Center (QATC) (Exh.01.03, Exh.01.04, and Exh.01.05).

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

In order to meet the requirements of stakeholders and in terms of output standard, the opinions of students, alumni, staffs, and employers are collected by the Quality Assurance and Testing center, meetings, workshops, and job fairs. These responses are used as the references for adjusting and improving the quality of program in order to meet the expectations of stakeholders (Exh.01.04, Exh.01.05, and Exh.01.06).

SEBA continues to collect the options and comments of stakeholders in order to improve and update the learning outcomes of the program.

Like provided points above the expected learning outcomes express:

a. Strengths:

- The expected learning outcomes of the program are clearly.
- The program is constructed to promote students life-long learning, performed by the flexible credit-based system.

b. Weaknesses:

- ELOs (course ELOs and Program ELOs) don't develop and evaluate periodically yet.
- Stakeholder feedback for ELOs is limited.

c. Act

- ELOs are evaluated and improved periodically.
- Stakeholder feedback system from for ELOs is increased

2. PROGRAM SPECIFICATION

The program specification of the Agricultural Economics is documented and available in the website of Can Tho University and School of Economics of Business and Administration (SEBA) (Exh.02.01, Exh.02.02). A clear PS is using and providing stakeholder general information and main points about EEP such as ELOs and how these can be achieved, made informative, communication, and available things.

2.1. The university uses programme specification

(1) Specialization: Agricultural economics (Exh.02.03).

Name of program: Agricultural economics Program code: 52310103

Type of training: Full-time regular system Training time: 4 years

Department: Agricultural and Environmental Resource Economics

Management unit: SEBA

(2) Entrance Exam: Complying with the admission regulation of Ministry of Education and Training.

(3) Name of awarding body: Can Tho University

(4) Program objectives are:

- Provide students the basic knowledge of microeconomics, macroeconomics, agricultural and environmental economics.

- Provide students a deeper understanding of laws, policies and national security.
- Train and develop the ability to apply theory to practice for students.
- Train and develop basic working skills for students such as the skills of business negotiation and business analysis.

(5) Learning outcomes are:

- LO1: To understand professional responsibility, ethics, and the current social states.
- LO2: To develop a basic understanding of microeconomics, macroeconomics, agricultural and environmental economics.
- LO3: To demonstrate the ability to apply quantitative methods to economic theory and practice.
- LO4: To develop an understanding of an area within economics.
- LO5: To utilize both oral and written communication skills to effectively communicate such understanding in a variety of formats.
- LO6: To teach students how to develop their leadership and soft-skills to prepare them for employment; and self-study to continue life-long learning.

(6) Program structure: The semester-based detailed syllabus provides the details of courses, numbers of the courses and the number of accumulated credits required for 4-year studying (*Exh.02.01*). Moreover, the program diagram of Figure 2 also demonstrates further information of relationship among knowledge blocks ranging from general knowledge to major knowledge and graduation knowledge.

(7) Criteria to choose students for agricultural economics: they are the ones who registered to the field of agricultural economics, passed the national entrance examination with 3 subjects Mathematics, Physics and Chemistry, and fulfill all the related documents for enrollment.

(8) Strategies for teaching and evaluation:

Use active learning strategy together with problem-based learning strategy. Syllabi, documents, resources, assignments, and requirements for each course are provided on the course website (*Exh.02.04*). Moreover, students are allowed to come in computer labs and a library equipped computer to do self-study in official class hours.

Evaluation is the measurement of the student’s comprehension during his or her study. The process of measurements uses different approaches and methods in order to cover the content and objectives of course. Each course has its detailed syllabus and metrics for measurement and requirements to complete the course. For example, group assignments, practical exercises, mid-term examination, seminars and final examination.

(9) The credit-based program of agricultural economics consists of 120 credits (applied since 2009 intake) including 91 compulsory credits and 29 elective ones. The flexible program helps students in self-learning and planning their study time by themselves. In the training program, the general knowledge consists of 39 credits (14 courses) taking 33%, for the first 2 semesters; the professional knowledge consists of 81 credits (28 courses and a thesis) taking 68%, for the next 6 semesters. The details are performed in Table 1.

Table 1: The credit distributing

Knowledge blocks		Credit	Percentage
1. General knowledge		39	33%
	Social sciences and humanities	20	17%
	Foreign language	10	8%

	Mathematical economics and statistics	6	5%
	Basic informatics	3	3%
2. Professional knowledge		81	67%
Fundamental knowledge	Fundamental compulsory courses	28	23%
	Fundamental elective courses	6	5%
Major knowledge	Basic compulsory courses	5	4%
	Advanced compulsory courses	21	18%
	Elective knowledge courses	11	9%
	Graduation	10	8%
Total		120	100%

The connection between knowledge blocks, from the general knowledge to the professional knowledge with detailed information about courses performed in the program diagram (Figure 2.1). The program diagram helps students to know what knowledge they have accumulated and what courses offered in the following semesters. From that view, it is easy for them to make their own learning plan to achieve the best results.

(9) The curriculum is designed based on the program specification and documents from the Ministry of Education and Training (MOET) (*Exh.02.05*), the credit-based university and college training regulations (*Exh.02.06*), the reference of well-known universities such as Groningen University, Wageningen University, especially the support of cooperative programs with foreign countries such as the MHO and NPT program of Netherlands; VLIR program of Belgium; CECI Program of Canada... The education program constructed with the participation of lecturers, managers, organization representatives, professional associations and employers and the feedback and comments from career employers, alumni and students (*Exh.01.04, Exh.15.01, Exh.15.02, Exh.15.03*).

(10) Support for students during their study

Students can use computer labs of the Faculty with total over 104 computers. All computers have internet access. In addition, within the campuses, free wireless connection is provided.

University and faculty libraries provide books and resources to students. Students are also allowed to access electronic books and get resources from subscribed international computer societies and digital libraries.

Students are provided learning forums and discussion boards to discuss, share information. Students are able to follow information about the course, discuss and submit assignments via the course website. Students have rights to give feedback via Feedback Collecting System for each course after each course (*Exh.01.14, Exh.02.04*).

The faculty often invites domestic and international professors to organize technical and professional seminars for the students (*Exh.02.07*).

The faculty also keeps a close contact and connection with companies and enterprises. The faculty also sends students to companies as interns to learn practical experience, be familiar with the real working environment in order to apply learning knowledge (*Exh.02.08*).

(11) Updating date for training program

The process of advising and helping students starts from the first date they enroll at the SEBA. The university and the faculty organize meeting ceremonies for the freshmen in order to inform students about the regulations and credit-based policies, and the training program (*Exh.02.09*).

At the end of the third semester, when students are about to transfer to the professional phase, the faculty organizes meetings to introduce the professional knowledge block to students to give them an overview of what will be taught in the professional phase. During their studying, if there is any problem, students could seek for help and advice from academic advisors or education service staff (*Exh.02.10*).

(12) The specification program providing information for stakeholders (authorities, lecturers, students, employers):

To help stakeholders understand more about the Agricultural Economics program, especially, to provide students with the direction of majors choices and learning process, SEBA has introduced the necessary information such as the target of specific training, professional skills, the general information of courses, the opportunities for future career and continuing to study at postgraduate level etc. on the website of Can Tho University (www.ctu.edu.vn) (*Exh.03.01, Exh.03.02*).

The specification program of Agricultural Economics provides the information of learning outcomes needed to achieve at the end of program. Students will be awarded the bachelor's degree of Agricultural Economics if they satisfy these learning outcomes (*Exh.03.03*). The specification program also provides what kind of jobs that students can work in after graduating from agricultural economics program. Students will be able to work in government institutions related to agricultural policy making, the institutes of agricultural research, agricultural enterprises or firms, commercial services related to agricultural sector (*Exh.03.01, Exh.03.02*).

The purpose of program specification is to help students be able to self- study and update current knowledge. Students are trained how to work in the group and propose new ideas. These skills are very necessary for them to succeed in the future jobs (*Exh.03.01, Exh.02.03*).

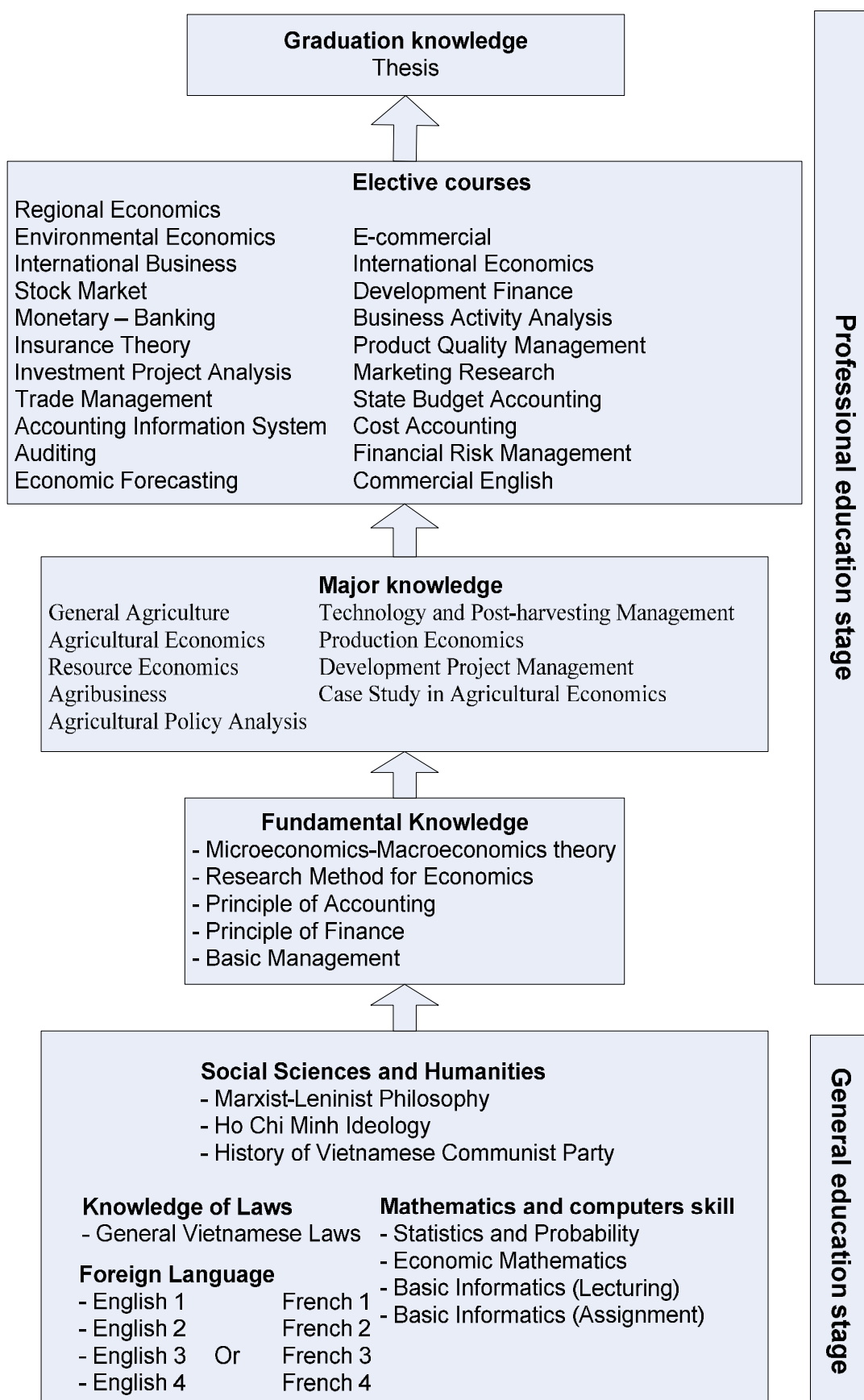


Figure 4: The diagram of Agricultural Economics Program

2.2 The programme specification shows the expected learning outcomes and how these can be achieved

There are five learning outcomes (*See in Criterion 1*) that students of this program are expected to attain. The assessment of these learning goals and the role of the program in helping students attain these outcomes are presented below:

Learning outcome 1 and 2: To understand professional responsibility, ethics, and the current social states and develop a basic understanding of microeconomics, macroeconomics, agricultural and environmental economics.

- Assessment of student achievement of outcome 1 and 2

+ Successful completion of core courses (e.g. microeconomics, macroeconomics, agricultural and environmental economics, econometrics, and research methods). Core courses impart competency in students' analytical abilities (*Exh.01.02*).

+ Minimum acceptable grade threshold, which is C or 2.0 in a 4.0 scale.

+ Meet prerequisites for elective courses within and outside department.

- Roles of the program in helping students to achieve outcome 1 and 2

+ Admission to program based on ability to succeed in core courses.

+ Examinations, assignments, and projects in each course (*See Course Outlines*).

+ Completing these course requirements.

+ Periodic review of student transcripts. Regular review of students' progress in their respective areas of interest by students' academic advisors, and providing timely feedback to the students so that appropriate action can be taken. Copy of such review is given to the Department Chair (*Exh.01.10, Exh.01.11*).

+ Periodic review and evaluation of core course content, including syllabi, and course offerings using Provide benchmark from comparable programs at other institutions (*Exh.01.12*).

+ Evaluate teaching effectiveness of instructors in relevant course(s); if effectiveness is below expectations, work with instructor to improve.

+ Periodic review of assessment tools. Establish a continuous feedback mechanism, such as an exit survey, to ensure that program goals and processes in place to achieve them (i.e., those listed under each goal) are regularly reviewed and adjusted as needed (*Exh.01.13 and Exh.01.14*).

Learning outcome 3: To demonstrate the ability to apply quantitative methods to economic theory and practice

- Assessment of student achievement of outcome 2

+ Successful completion of core courses in the theory of microeconomics, macroeconomics, agricultural and environmental economics, and econometrics. These core courses impart competency in students' analytical abilities (*Exh.02.01*).

+ Successful completion of undergraduate thesis where students utilize their knowledge of and ability in quantitative methods to economic theory and practice. A successful completion includes:

(1) Public defense of thesis by students. Such defense is assessed by the student's advisor and the research committee members (*Exh.01.15*).

(2) Critical reading and assessment of thesis by the student's advisor and research committee

(3) Presentation of research outputs in local conferences

(4) Publication of research outputs in refereed journals

(5) Acceptance for higher studies such as Master programs.

- Roles of the program in helping students to achieve outcome 3

- + Offering required core courses in quantitative methods and economic theory.
- + Provide early introduction to research methods and opportunities for research to students enrolled in the program. For instance, provide students with opportunity to work with faculty on applied issues, including those funded by grants.
- + Regular review of students' progress in their respective areas of interest by students' academic advisors, and providing timely feedback to the students so that appropriate action can be taken. Copy of such review is given to the Department Chair.
- + Regular interaction and advisement by student's academic advisor and research committee members in choosing the topic and in completing the thesis.
- + Periodic review of assessment tools. Establish a continuous feedback mechanism such as an exit survey, to ensure that program goals and processes in place to achieve them (i.e., those listed under each goal) are regularly reviewed and adjusted as needed.

Learning outcome 4: To develop an understanding of an area within economics

- Assessment of student achievement of outcome 4

- + Students obtain in elective courses in their respective areas of interest (there is no minimum credit requirement, but a student may take 29+ elective credits in his/her area of specialization).
- + Periodic and regular review of the student's progress in his/her area of interest by student's academic advisor and providing timely feedback to the student to take action needed.
- + Successful completion of undergraduate's thesis in student's area of interest. The quality of such original research is assessed through public defense of the thesis (*Exh.01.15*).
- + Critical reading of thesis by committee of faculty members.

- Roles of the program in helping students to achieve outcome 4

- + Timely determination of appropriate elective courses in student's area of interest and provide advice accordingly.
- + Partner students with faculty members who have matching areas of interest and expertise to a particular student's area of interest.
- + Provide opportunities to present research and receive feedback (e.g., department Seminars)
- + Establish a continuous feedback mechanism, such as an exit survey, to ensure that program goals and the processes in place to achieve them (i.e., those listed under each goal) are regularly reviewed and adjusted as needed.

Learning outcome 5 and 6: To utilize both oral and written communication skills to effectively communicate such understanding in a variety of formats and to teach students how to develop their leadership and soft-skills to prepare them for employment; and self-study to continue life-long learning.

- Assessment of student achievement of outcome 5 and 6

- + Students should know the standard structure of, and be able to communicate effectively in the following written and oral formats: research articles, research report for a client in business or government, short internal memorandum, newsletter article designed for a wider audience, effective oral presentation of research or extension reports in both academic and non-academic settings, such as research seminars, executive briefings, and internal training.

- + Evaluation and timely feedback from instructors in courses where written requirements is compulsory (such written requirements help synthesize topics taught in class)
- + Evaluation and feedback by students' thesis and oral presentation skills by the student's thesis.
- + Successful completion of undergraduate's thesis in student's area of interest.
- + Evidence of successful presentations made at courses

- Roles of the program in helping students to achieve outcome 5 and 6

- + Sharing examples of students' thesis from the past that were nominated for regional or national awards (*Exh.01.16*).
- + Teaching students to write research briefs in memorandum format as a part of written assignments in undergraduate courses.
- + Encouraging and facilitating students to present their research or give training to other students (both in-class and outside the classroom). Lecturers will then provide feedback on good and bad presentation skills.
- + Encouraging instructors to use high standards of communication skills (both oral and written).
- + Periodic review and evaluation of course content to ensure course offerings and syllabi are aligned with student learning goals in general.
- + When feasible, inviting guest speakers to courses so that students are familiar with different communication and presentation skills. This will complement those of the instructor.
- + Encouraging students to attend seminars hosted by the Department each semester
- + Period review of assessment tools through a continuous feedback mechanism, such as an exit survey, to ensure that program goals and processes in place to achieve them are regularly reviewed and adjusted as needed (*Exh.01.13 and Exh.01.14*).

Like provided points above Program Specification express:

a. Strengths

- The program specification shows ELOs & useful information about the program.
- There is the program specification that is communicated to stakeholders.

b. Weaknesses

- SEBA doesn't evaluate relation between ELOs and Program Specification and how to achieve yet.
- Communication of Program Specification to stakeholders is limited.

c. Act

- SEBA evaluates relation between ELOs and Program Specification.
- The communication of program specification will be opened to all stakeholders.

3. PROGRAM STRUCTURE AND CONTENT (PSC)

PSC base on Program framework and Statute of MOET n° 43/2007. Programme describes a good balance of 3 blocks, the vision and mission, achievements of ELOs, integrated courses, showing breadth and depth, course levels or thesis, and is up to date.

3.1. The program content shows a good balance between generic and specialized skills and knowledge

Agriculture Economics is one of the 12 current majors of the School of Economics - Business Administration (SEBA).

The program was constructed based on the framework of the Ministry of Education and Training (MOET) and requirements of the credit-based system: Total number of courses: 64; Total number of credits: 120 (including 91 compulsory credits and 29 option ones). The program is designed with two blocks of knowledge: the general knowledge (39 credits in the first 2 semesters) and the professional knowledge of major Agricultural economics (71 credits in the next 5 semesters, and the graduation with 10 credits in the last semester). Based on the results of feedback from stakeholders, the training objectives and the expected learning outcomes, the Scientific Committee of university who designed this program highly paid attention to the balance between theoretical knowledge and practical skills

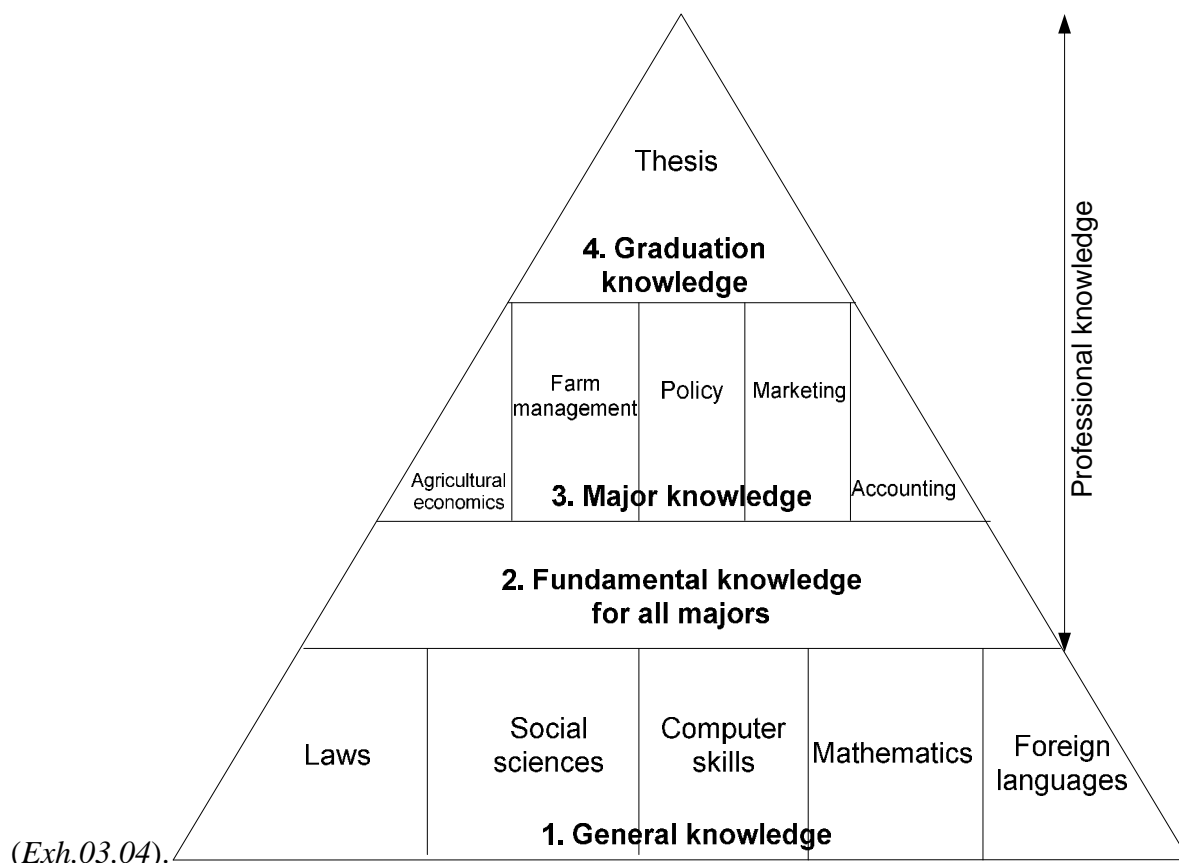


Figure 5: Program knowledge diagram

Figure 3 performs the diagram of program knowledge. The general knowledge (39 credits) concentrates on providing background knowledge of laws, social sciences, computer skills, mathematics, and foreign language. Moreover, students have to participate in extra-curricular courses, such as physical training course and national defense course. These are the necessary condition to transfer from the general phase to the professional phase (*Exh.03.04, Exh.03.05, Exh.03.06, Exh.03.07, and Exh.02.06*).

In the professional phase (81 credits), firstly students are trained with fundamental economic courses (34 credits). Then, students could choose the major that he or she would like to follow. In each major, there are basic compulsory courses (5 credits), advanced compulsory courses (21 credits), and elective courses (11 credits). In their last semester, students have to achieve the last 10 credits by doing a thesis (*Exh.03.08, Exh. 03.04*).

3.2. The program reflects the vision and mission of university

The Agricultural Economics program is appropriate and linked to the mission and general objectives of the university. The objectives of the Agricultural Economics program are:

- 1) Having responsibilities in the profession and the community and respecting the law.
- 2) Meeting the human resources for society: professional performance, management and so on.
- 3) Having sufficient knowledge and ability in the blocks of knowledge was educated, trained and development capabilities.

Thereby, the program also reflects:

(1) Purposes (missions) of the University/School: Providing human resources capable of teaching and research within the scope of the University to society. Obviously, the organization and teaching programs (2 blocks of knowledge) answered the question: Which careers needed to educate? How to educate and train? How the quality and oriented objects are determined clearly? (*Exh.02.03, Exh.03.01*).

(2) Orientation (vision) of the University/School: educating and providing human resources to meet the national standards and will be directed to international standards. SEBA is evaluating quality of the program according to quality standards AUN. This will help the University try to become one of the high ranking Asian universities in the next 15 years.

3.3. The contribution made by each course to achieving the learning outcomes is clear

The Agriculture Economics program is designed based on study system of credits which includes modules arranged in each semester (first semester, second semester and summer semester) and divided into several blocks of knowledge (*Exh.02.01*). The prerequisite courses are required to ensure enough necessary knowledge for advanced courses; the diversified elective courses to ensure the continuity of different programs of economic fields. The courses of military training, physical education, foreign language are regarded as the condition courses only, in order to create flexibility for the learners (*Exh.02.01*). All of the subjects have general and specific objectives, reasonable structures, which designed systematically according to the framework program of the MOET and to be appropriate to professional needs of the labor markets (*Exh.01.04, Exh.01.05, and Exh.01.06*). Each course is evaluated the course's quality and learning outcomes, so that achieving the goals of each course reflects the learning expected outcomes (*Exh.01.14*). Table 1a shows the relationships of the courses and the program outcomes in agricultural economics major.

Table 1a: Relationships of courses and program outcomes

N o	Subject code	Name of Subject	Credit s	LO1	LO2	LO3	LO 4	LO 5	LO 6
1.	QP001	National Defense Education(*)	6	4					
2.	TC100	Basic Athletics 1+2 (*)	1+1	4					
3.	CN801	Non-major English 1 (*)	4					4	3
4.	CN802	Non-major English 2 (*)	3					4	3
5.	CN803	Non-major English 3 (*)	3					4	3
6.	XH004	Basic French 1 (*)	3					4	3
7.	XH005	Basic French 2 (*)	3					4	3
8.	XH006	Basic French 3 (*)	4					4	3
9.	ML009	Marxist-Leninist Philosophy 1	2	4					
10.	ML010	Marxist-Leninist Philosophy 2	3	4					
11.	ML006	Ho Chi Minh Ideology	2	4					
12.	ML011	History of Vietnamese Communist Party	3	4					
13	TN010	Statistics and Probability	3			4			4

N o	Subject code	Name of Subject	Credit s	LO1	LO2	LO3	LO 4	LO 5	LO 6
14	KT105	Economic Mathematics	3		2	4			3
15	KL001	Basic Informatics (Lecturing)	1						4
16	ML007	Basic Informatics (Assignment)	2						4
17	KL001	General Vietnamese Laws	2	4					
18.	KT101	Microeconomics 1	3		4		3		2
19.	KT102	Macroeconomics 1	3		4		3		2
20.	KT108	Principles of Economic Statistics	3	2		4			
21.	KT109	Research Method for Economics	2			4			
22.	KL369	Economic Laws	2				4		
23.	KT103	Basic Management	3				4	3	
24.	KT106	Principles of Accounting	3				4		
25.	KT113	Econometrics	3	2		4			4
26.	KT104	Basic Marketing	3				4	3	
27.	KT115	Development Economics	3		X			2	4
28.	KT111	Finance – Money	3				4		3
29.	KT330	Taxation	3				4		
30.	KT341	Management Accounting 1	3				4		
31.	KT339	Finance Accounting 1	3				4		
32.	KT360	Production Management	3				4		
33.	KT346	Strategic Management	3				4		
34	NN385	General Agriculture	3		4				
35	KT414	Technology and Post-harvesting Management	2		4				
36	KT318	Agricultural Economics	3		4			2	2
37	KT304	Production Economics	3		4			2	2

SAR-Agricultural Economics Program

N o	Subject code	Name of Subject	Credit s	LO1	LO2	LO3	LO 4	LO 5	LO 6
38	KT319	Resource Economics	3		4			2	2
39	KT351	Development Project Management	3		4			2	2
40	KT379	Agribusiness	3		4			2	2
41	KT439	Case Study in Agricultural Economics	2		4		4	2	4
42	KT411	Agricultural Policy Analysis	3		4			2	2
43	KT413	Regional Economics	3		4			2	
44	KT305	Environmental Economics	3		4			2	2
45	KT337	E-commercial	3				4		
46	KT316	International Business	3				4		
47	KT303	International Economics	3	2			4		3
48	KT329	Stock Market	3				4		
49	KT327	Development Finance	3				4		
50	KT364	Monetary - Banking	3		3		4		
51	KT393	Business Activity Analysis	3				4		
52	KT405	Insurance Theory	3				4		
53	KT345	Product Quality Management	3				4		
54	KT322	Investment Project Analysis	3				4	2	
55	KT321	Marketing Research	3				4	2	
56	KT362	Trade Management	3				4		
57	KT424	State Budget Accounting	3				4		
58	KT370	Accounting Information System 1	3				4		
59	KT372	Cost Accounting	3				4		
60	KT376	Auditing 1	3				4		

No	Subject code	Name of Subject	Credits	LO1	LO2	LO3	LO 4	LO 5	LO 6
61	KT359	Financial Risk Management	3				4		
62	KT420	Economic Forecasting	3	2		4			3
63	KT425	Commercial English	3					3	4
64	KT415	Graduation Thesis	10	2	4	4	4	4	4

Each course in the program has a detailed outline and references include: Course code, course name, course structure, prerequisites, objectives, brief description of the course, chapters in the details, references, assessment methods (*Exh.03.01*).

3.4. The program is coherent and all subjects and courses have been integrated

The program is designed reasonably in the relation of compulsory and elective courses. The elective courses are designed to achieve one of two purposes: to direct students to go into a narrow specialization; and to direct students to expand their knowledge by selecting the courses in a near program. At the same time, the program structure also provides the continuity among the different majors to enable students to learn a parallel major (*Exh.03.09*, *Exh.03.10*).

The courses are integrated by defining the prerequisite courses required for a number of courses, especially the courses of specialized knowledge; the relevant content is integrated as well as strengthening the knowledge in the previous courses in the program.

The determination of prerequisite courses in credit education system is necessary for a number of courses to regulate the order of accumulation of knowledge of students appropriately and strictly in the program. The determination of the prerequisite course is always carefully considered, and requirement must not exceed 2 other previous courses for a course in order to avoid excessive bounds which create difficulties for students in registration courses (*Exh.03.11*).

3.5. The program shows breadth and depth

The program design and construction focused on both breadth and depth of knowledge, from the general knowledge, to basic knowledge and specialized knowledge. All of courses have general and specific objectives and reasonable structures which designed systematically, rigorous and organized (*Exh.02.01*).

3.6. The program clearly shows the basic courses, intermediate courses, specialized courses and the final project, thesis or dissertation

The blocks of basic and professional knowledge were designed and constructed through the specific steps for developing of the program by the Board of Science of SEBA who have much expertise and mostly studied in foreign countries, and the participation of the lecturers, administrators and consultant of employers' professional needs (*Exh.02.01*, *Exh.01.04*).

In the blocks of basic knowledge and specialized knowledge, courses are divided into specific groups, in which group 2 includes the general knowledge educated for all majors in Economics and Business Administration, group 3 includes the courses of the basic knowledge

block for the similar majors and group 4 includes the intensive courses that educated for specialized major only (*Exh.02.01*).

3.7. The program content is up-to-date

The program of agricultural economics is often reviewed regularly and has been updated once in every 5 years based on the requirements from the Ministry of Education and training as well as the recommendations from companies. The Quality Assurance and Testing Center of university often collaborates with SEBA Quality Assurance Organization to organize the seminars and interview the employers of government departments or companies needed the labors majoring agricultural economics. The interview could be done by face-to-face or online. The employers' contributions and feedbacks could be collected and summarized by SEBA Quality Assurance Organization. Based on these feedbacks, the adjustments of program could be done by the academic scientific board. The update or changing of training program depends on many factors, such as the constraints of the program frame of the Ministry of Education and Training, external impacts such as the management process of training, credit-based policies, and the teaching capacity of lecturers (*Exh.03.05, Exh.03.06, and Exh.03.11*).

The latest update was in 2010. The Scientific Board is responsible for considering and approving the updated training program (*Exh.03.12, Exh.03.13, and Exh.03.11*). The purpose of updating is to improve the program quality. The update is based on the feedback from recruitment companies and other stakeholders to catch up with the development trend of economy. It is a part of quality assurance process to provide qualified graduates for a labor market (*Exh.01.05, Exh.15.01, Exh.15.02, Exh.15.03*).

In 2010, the program has been changed to the new 120-credit system, in which students' workload reduces dramatically and the learning plan is more flexible. Students have more options in choosing their own learning plan. They can choose different elective courses in which they are interested in both general and professional phases to obtain the graduation degree. Personal skills and professional attitudes are also considered and integrated into training program (*Exh.03.14*).

Like provided points above Program Structure and Content express:

(1) Strengths (S)

- The program specification shows ELOs & useful information about the program.
- There is the program specification that is communicated to stakeholders.

(2) Weaknesses (W)

- SEBA doesn't evaluate relation between ELOs and Program Specification and how to achieve yet.
- Communication of Program Specification to stakeholders is limited.

(3) Act (A)

- SEBA evaluates relation between ELOs and Program Structure and Content.
- Expression of Program Structure and Content on mission and vision will be evaluated.

4. TEACHING AND LEARNING STRATEGY (TLS)

CTU and SEBA use TLS. It enables students to achieve and use knowledge. It helps student to have private directions for quality learning, stimulates action learning and facility for learning basing on CTU's, SEBA's vision, Statute No 43/2007 of MOET, Academic Regulation of CTU, Training Plan, a student-centered approach to education, Handbook for lecturers and others.

4.1. The faculty or department has a clear teaching and learning strategy

To become a lecturer in the faculty, a candidate has to meet all of the recruitment requirements including passing the university teaching methodology course. All lecturers are trained very carefully about teaching methods and how to prepare courses, syllabi and teaching plans (*Exh.04.01*).

Teachers are provided with the information of the university’s mission and vision as well as the purpose and detailed content of curriculum. By participation in training courses of training tasks, teaching quality assessment and innovation of teaching methods conferences allows the lecturers to plan teaching strategies including the teaching targets, the amount of fundamental knowledge; to updated knowledge, teaching methods and techniques and to use teaching equipment, classroom control techniques, assessment techniques following inspection regulations and expected results (*Exh.04.02, and Exh.04.03*).

CTU and SEBA use TLS. It enables students to achieve and use knowledge. It helps student to have private directions for quality learning, stimulates action learning and facility for learning basing on CTU’s, SEBA’s vision, Statute No 43/2007 of MOET, Academic Regulation of CTU, Training Plan, a student-centered approach to education, Handbook for lecturers and others.

Each lecturer has his or her own strategies to convey the content of course, knowledge, skills and attitudes in the best and most efficient manner. In each course, the methods are specified clearly in the course syllabus (*Exh.04.04*).

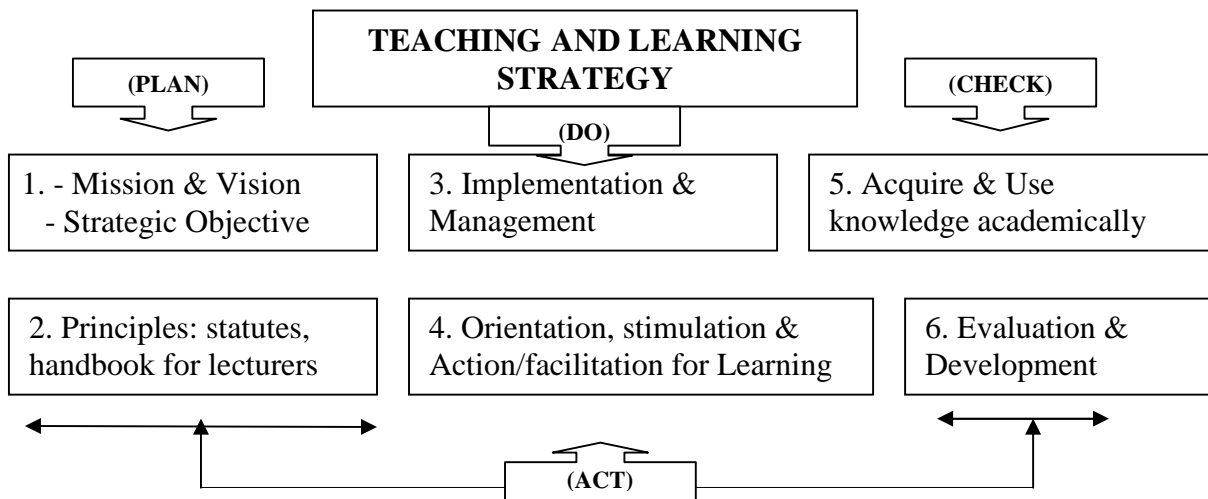


Figure 6: Teaching and Learning Strategy

4.1.1. Introduction: CTU’s Teaching and Learning Strategy for 2012-2017 supports the University’s mission, vision and educational objectives. Its aim is to ensure the high standards of teaching and learning approaches.

4.1.2. Principles: a) SEBA will implement adequately mission, vision, educational objectives, educational plans and support services, b) will comply with Educational Law, Statutes, Regulations.

4.1.3. Implementation and management of educational process

4.1.4 Teaching objectives: lecturers deliver students a) orientation, b) stimulation, c) action learning, d) facilitation for learning.

4.1.5. Results of Teaching and Learning Strategy: Learners will acquire and use knowledge academically.

4.1.6. Evaluation and development: CTU uses PDCA cycle to implement Teaching and Learning Strategy

Besides, Specialized teaching staffs have good professional knowledge, enthusiasm and most of them are skilled in computers and foreign languages. Staff training plan in period

2008-2015 was publicized. Lecturers are well trained both specialized knowledge and pedagogy and have abilities to manage the large numbers of students or group in some courses.

Ø The techniques often include:

- Delivering lectures in class
- Organizing group discussions
- Organizing students' presentations on particular topics to allow other students discuss, comment and give feedback under lecturer's guidance.
- Handing out projects, case studies to groups of students.
- Asking students to evaluate or write reports, essays.
- Inviting guest lecturers from companies to share practical experience.

In the next time, SEBA will continue applying and improving these above method.

4.2. The teaching and learning strategy enables students to acquire and use knowledge academically

Teachers announce some basic points in his or her plan/strategy to students on the first class of the course. Therefore, students could generalize about the studying process in specific courses. Consequently, the role of teachers is clearly identified and students awake to their responsibilities to handle positive learning methods which relate to understanding and using new knowledge. (For instance, the lecturers inform some main features of lessons and introduce assignments, reference materials, etc. and students find out the answers. Moreover, the students can analyze and summarize lessons' content to propose new ideas or feedback to solve problems) (*Exh.04.05*).

First-year students are taught the basic skills of computer to guide them to perform lab work and gradually build up the students' problem-solving abilities by computer. In the following years, students are required to use computer for researching and finding documents/information by themselves or under the guidance of lecturers. Computer rooms are open freely for students. They can go into computer rooms at any time to do assignments, or searching for documents from the internet (*Exh.04.06, Exh.04.07, and Exh.04.08*).

Each class has an academic advisor. He or she is available to help and consult students in registering courses or studying problems. Students are always encouraged to ask questions about learning contents, research problems to their advisor via email or meet in person in departmental offices (*Exh.04.09*).

In order to support the teaching and learning activities, multimedia equipment such as projectors, microphones and speakers are available in all classrooms. Moreover, we have used E-learning system for managing our courses over the internet (*Exh.04.10*).

Beside teaching and learning activities, students' research is also considered seriously. Lecturers start forming up student research groups from their second year at school. Students are also encouraged to look for available research groups to participate. In those groups, lecturers guide students to study and solver bigger or real-world problems. The problems often lead to thesis topics later. Students who are active in research with good results can participate in annual research contests at different levels from university to nationwide (*Exh.04.11, Exh.04.12*).

4.3. The teaching and learning strategy is student oriented and stimulates quality learning

Teachers not only well organize courses, but also play a crucial role, like a leader of an orchestra, to help learners delight in self-studying and doing necessary activities for their

learning. As a result, students know how to share knowledge with lecturers and other students. Lecturers who have ability to widen knowledge deeply create lively classrooms and have good pedagogical skills as well as good communication techniques, can easily make the friendly academic environment in the university (*Exh.04.13*). This encourages students to love their learning and to improve the quality of learning.

Many positive learning methods such as self-study, team work, and so on are used in SEBA before applying credit-based system. Based on the requirements of group assignments, the scores can be divided into some kinds of different ratio, like 5:5; 6:4; 7:3. Diversity of teaching methods is announced by official documents. Hence, most subjects which handled by Agricultural Economics Department implement these teaching and learning activities easily because the students were familiar with these positive learning methods when change in training system happens (*Exh.04.04, Exh.04.05*).

To improve learning and teaching quality, SEBA has annually organized workshops of enhancing teaching quality. In the workshops, SEBA lecturers give presentations on analyzing and evaluating the difficulties of current teaching, scientific research. Lecturers have discussed and shared their experiences, teaching techniques and strategies to improve the methods (*Exh.04.13, Exh.04.14*).

For final-year student, internship is a compulsory course which helps students to get used to real-world environments in companies. The internship program provides students practical job experiences such as they can analyze the real data. Companies send internship evaluations of each intern back to SEBA. Only students who received good feedbacks from companies could present thesis (*Exh.04.15*).

4.4. The teaching and learning strategy stimulates action learning and facilitates learning to learn

It is no longer the teaching methods in which teacher reads and learner writes, instead of new teaching method concentrating on learners. It means the learners become the center of teaching via doing case studies. This method, therefore, forces students have to brainstorm, operate by themselves and have to choose a new learning method which is appropriate for requirements of the new teaching method. Thus, students are required to separate into small different groups in order to discuss the lessons. As a result, students could have much more feedback and they can find out the best answer in comparison with other answers. Lecturers are consultants and examiners to help students obtain their goals with supporting of some modern facilities such as laptop, overhead, projector and computer room. By this way, teachers can observe the attitude of learners as well as learners' contribution to team work (*Exh.04.05*). Lecturers have to usually take part in teaching and learning seminars to exchange and improve the teaching methods (*Exh.04.13*).

Based on the course syllabus, lecturers plan learning schedule and provide necessary materials, suggestions for students on the course website. Beside available books, documents in English, SEBA is building up the list of textbooks to support students in their learning process (*Exh.04.10*). With a good source of books and documents, students can study actively, do assignments, and conduct relevant research by themselves under lecturer's guidance. In class hours, lecturers concentrate on important points of the content, organize group discussions or solve exercises. Group work is the collaborating learning method, which allows students to understand the importance of responsibility, leadership, as well as to enhance working quality.

Economic and specialized projects are required for second-year and third-year students to allow them to form up their self-researching, analyzing and synthesizing abilities. In the final year, in order to finish the thesis, students have to research and analyze documents relating to the thesis topic. These requirements train students the method of searching information,

understanding and selecting important knowledge. Moreover, knowledge from previous courses also need to be analyzed and integrated into the thesis (*Exh.04.16, Exh.04.15*).

Like provided points above Teaching and Learning Strategy express:

a. Strengths

- The department has teaching and learning strategies that students acquire and use it.
- Teaching and learning strategies stimulate action and facilitates how to learn.

b. Weaknesses

- Teaching and Learning Strategy are affected by the large number of students/groups (over 80 students per course)
- Teaching and Learning Strategy are affected by background of students and ability of their self-studying.

c. Act

- SEBA will adjust the large number of students/groups (under 80 per course).
- Department will consider background and ability of their self-studying and research.

5. STUDENTS ASSESSMENT (SA)

CTU and SEBA comply with the Statute No 43/2007/MOET and the Academic Regulation of CTU with different ways/methods. The student assessment includes entrance assessment, learning progress and exit test assessment

5.1 Student assessment covers student entrance, student progress and exit tests

(1) *Student entrance assessment*: thanks to a good relationship with high schools, training school and employers, the SEBA can have a good view of training trends and needs. Student entrance assessment is carried out through the National University Entrance Exam with the admission regulations of Ministry of Education and Training-MOET (www.ctu.edu.vn) for regular training mode, based on the *floor-grade*¹ of the MOET and the *admission grade*² of the university with suitable policies regarding various candidates. The entrance exam evaluates students' ability on Mathematics, Physics, and Chemistry (*Exh.05.01, Exh.05.02, and Exh.05.03*).

(2) *Student progress assessment*: Department of Academic Affairs, academic advisors, School Committee, Department of Student Assistance are assigned to perform student discipline assessment and course evaluation by the decision of the Rector on December 05, 2008. The assessments, which are observed by the examination inspectors, Quality Assurance System, are carried out seriously, in accordance with a clear assessment process of the university and SEBA, which was publicly promulgated (*Exh.05.04, Exh.05.05*).

(3) *At the end of the training period*, students of Agricultural Economics do the graduation thesis with an instructing teacher. Students must choose a research topic to study and form up solutions under the supervision of a lecturer or professor through 4,5 months of internship in companies. Finally, students could defend their graduation thesis in front of the Committee (*Exh.05.06*).

5.2 The assessment is criterion-referenced.

SEBA establishes the assessment criterions for every course based on the general assessment regulation of University. Lecturers could select the suitable way of assessment for their course based on the assessment criterions of SEBA:

(1) *Training result*: a) *Learninng consciousness*: learning attitude and results; b) Scientific research computing and language competence; c) Exam results.

¹ Basement-grade: the lowest grade required for each major/program/ology (assigned by the MOET)

² Admission grade: the passing grade to a university for each major/program/ology (assigned by the university)

(2) *Regulations of course assessment and graduation: From articles 19-28, regulations related to training mission.*

The assessment of the students' work is also implemented by a range of techniques that are suitable to features of learning subjects. Techniques that are often used are mid-term and final exams, presentation, group and individual homework and assignment. On-paper exam is the most popular techniques used in teaching. Assessment of the learning outcomes of each subject involves at least 2 components (*Exh.09.05, Exh.09.08*).

5.3 Student assessment uses a variety of methods

(1) *Assessment methods:* Academic affairs store and offer students to progress through course assessment results by many methods: pre-test of the courses, group or individual assignments, presentation and discussion, exercises, homework, mid-term exam, course project and the final exam. Since 2007, the university has completely applied the credit-based system, so the teachers can decide the assessment methods themselves and they must be responsible for accuracy of the results. In at most two weeks after the final exam, the teachers have to publicize the exam results, meet the students in classroom and answer students' complaints if any. Each course has at least two types of mark, in that the final exam must make up more than 50% of the total grade. The assessment is informed at least two weeks in advance to students. The assessment methods are appropriate to teaching and learning methods, in accordance with assessment processes that are defined in Academic Regulations published in 2007, 2008 for regular and non-regular training modes (*Exh.05.07, Exh.05.08, and Exh.05.05*).

The final score of any test or exam is given under the 10-point and 4-point scales. The 10-point scale is the referent scale while the 4-point scale is officially used. The classification of learning results based on grade scales is shown in *Table 2*.

Table 2: The classification of learning results based on grade scales

Category	reference 10-point scale	4-point scale (Official)	
		Value	Grade
Excellent	From 8.5 to 10.0	4.0	A
Very Good	From 8.0 to below 8.5	3.5	B+
Good	From 7.0 to below 8.0	3.0	B
Average	From 6.5 to below 7.0	2.5	C+
Fair	From 5.5 to below 6.5	2	C
Poor	From 5.0 to below 5.5	1.5	D+
Very poor	From 4.0 to below 5.0	1	D
Fall	Below 4.0	0,0	F

5.4 Student assessment reflects the expected learning outcomes and the content of the program

The results of the courses and the graduation thesis achieved reflect the expected learning outcomes and the content of the program. Final-year students are required to collect, use the knowledge cumulated during the training program to analyze the real data of companies, and then write a thesis or reports. The University Committee appraises and recognizes students as graduates if they complete two blocks of knowledge as defined and defend their thesis successfully (*Exh.05.09*).

5.5 The criteria for assessment are explicit and well-known

Student assessment is one of the most important factors in higher education. The assessment results will significantly affect to the career of the students. Therefore, the assessment of students is performed obviously and reflects the true capacity of students. The assessment criteria are publicized on websites, Course Specification, Teachers Handbook, documents on Students Assistance, and some criteria defined in:

- (1) Admission Regulations *Exh.05.01, Exh.05.10, Exh.05.11, Exh.05.12, Exh.05.13, Exh.05.14*).
- (2) Guide on Student Discipline Assessment (*Document 1780/QĐ-ĐHCT, date 05/12/2008, documents on Student Assistance*)
- (3) Assessment Regulations (*Chapter 3, Article 19, page 109-112, Teacher Handbook*)
- (4) Graduation Appraisal and Recognition (*Chapter 5, Article 24, page 112, Teacher Handbook*) (*Exh.05.15*).

5.6 The assessment methods cover the objectives of the curriculum

Summary of training objectives:

- (1) Graduates will have a sense of responsibility about their career and the community, abide by the laws.
- (2) Graduates will meet the human resources requirement of the society in management and implementation
- (3) Graduates will have wide knowledge and strong professional capacity.

Student assessments are carried out in 3 aspects: discipline assessment, courses assessment with a variety of assessment methods, (the courses are about three blocks of knowledge: general, fundamental and specialized knowledge) and the final thesis (*Exh.04.04, Exh.05.07, Exh.05.08, and Exh.05.09*).

5.7 The standards applied in the assessment are explicit and consistent

Beside the above assessment standards, the university has applied explicitly and consistently the MOET standards about learners and the AUN criteria for students assessment (*Exh.05.16*).

Like provided points above Students Assessment express:

a. Strengths

- CTU and SEBA use MOET' Regulation for student assessment and CTU' Academic Statute with adequate criteria and methods and are communicated to students and related members in SEBA.
- Student assessment reflects ELOs and all contents of program with breadth and depth.

b. Weaknesses

- The mid-term and final exams are not inspected carefully. Some invigilators did not strictly handle some cases of examination Statute violations. The marking grades of examinations are depended on lecturers.

b. Act

- The mid-term and final exams are inspected carefully. Using MOET and CTU's Academic Assessment Statutes for invigilators and students will be better.
- The marking grades of the mid-term and final examinations are controlled adequately.

6. STAFF QUALITY

Currently, the number of staff is quickly increasing to meet the requirement of the increasingly heavy work-load in terms of teaching and researching. In addition, the number of

staff with master and Ph.D. degree is growing, enabling the School to offer courses with high quality following international standards. To meet the requirements of the Ministry of Education and Training, all lecturers of the School have to obtain post-graduate degrees in 2014.

6.1. The staff are competent for their tasks

The lecturers with the Ph.D degree of the School account for 11.8% and 57.6% for the Master degree. Among the lecturers with post-graduate degrees, 73% are trained oversea from: The Netherlands, Germany, Australia, The Philippines, Thailand and so forth. All staff is motivated to upgrade their degrees at universities in developed countries (*Table 3, Table 4, Exh.06.36*). The lecturers are also equipped with courses on university teaching methods (*Exh.06.08, Exh.06.87, and Exh.06.88*) and hence they are able to design the curriculum and implement it. The lecturers are responsible for self-assessing, reviewing and delivering the curriculum to the students (*Exh.06.89, Exh.06.90*). In addition to professional skill, all lecturers have to take at least one course on teaching method (*Exh.06.99*). Given high professional and teaching skills, the School's staff has high capacity to undertake teaching and researching activities.

Moreover, the teaching work of the lecturers is evaluated by a questionnaire designed by the Quality Assurance and Testing Center. The students are requested to fulfill the questionnaire as the schooling semester is coming to the end (*Exh.06.15, Exh.06.22, and Exh.06.23*). Through the feedbacks from students, the lecturers make improvement in their teaching skills and build up continuous development plan. The lecturers also set up plans for their training and enhancing capacity to meet the increasing demand for learning of the students (*Exh.06.97*).

Research is also considered a main activity of a lecturer (*Exh.06.33, Exh.06.49*). This is one of the most efficient channels to help lecturers apply the reality knowledge into the lectures. Annually, there are more than 50 papers of the lecturers published on local and international academic journals (*Table 16*). Some are published on top journals in economics such as: Journal of Population Economics and Economics of Transition. Around 20 seminars are given to exchange scientific information and disseminate research findings every year. In addition, around a half of lecturers participate in research projects funded by domestic and international sources. Areas of research largely focus on failures of agricultural markets, development of farm household economy, poverty reduction, rural production structure shifting, agricultural efficient production organization and climate change (*Exh.06.100*).

6.2. The staff are sufficient to deliver the curriculum adequately

The school's staff is sufficient to deliver the curriculum adequately. Currently, the School has 118 lecturers, of those nearly 70% having post-graduate degrees. Among them, 73% are trained oversea. The School has 5 Associate Professors, accounting for 4,2% of the lecturers. The lecturers with less than 10 years of teaching experiences account for around 60%, with 10 to 20 years of teaching experiences represent 17%. 55,4% of the staff age less than 30, 28,7% age from 31 to 40 and, 8% from 41 to 50. Few staff have age older than 50. The age structure shows that the young staff and lecturers are large in number and they are active and enthusiastic in their works. They are likely to inherit working experience from older people (*Appendix 1*). Such academic staff has sufficient capacity to deliver the curriculum and suitable in terms of the mix of qualifications, experience, aptitudes and age. However, due to small number of lecturers relative to the number of students (*Table 5*), the teaching workload over each staff is heavy, reducing the time allocated to improving their lectures and to other activities. According to the Decision no. 09/2005/QĐ-TTg of the Prime Minister, the ratio of number students to the number of lecturers in a university should be 20 (*Exh.06.102*). To be in accordance with this figure, the School is going to recruit quickly a large number of lecturers in coming years.

6.3. Recruitment and promotion are based on academic merit system

The School has a clear, transparent plan, process and criteria of recruitment which are officially announced on the websites of the School and the University (*Exh.06.65, Exh.06.27, Exh.06.29, Exh.06.30, and Exh.06.60*). The recruitment policy of the School has to ensure sufficient lecturers to undertake core subjects of the training curriculum. Moreover, each core subject should be undertaken by at least two lecturers to ensure the provision against the leave of a lecturer (*Exh.06.35, Exh.06.67*). Annually, each Department has to estimate its teaching workload based on the number of courses offered, newly developed courses and the existing number of lecturers and then, determine the shortage of qualified staff. Plans for recruitment of the Department, then, are submitted to the Board of Dean. Subsequently, the School plans for recruitment new staff based on the suggestion from the departments of personnel at the beginning of schooling semester. Then, the plan should be approved by the Rectorate Board. 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 School's and the University's website. The School 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 CTU. Besides, there are also some other requirements for the candidates as follow:

- Very good graduate, Master is preferable.
- English competency: TOEFL (450-PBT or 50-IBT), IELTS (4.5),
- Clear career orientation.

(*See Exh.06.25, Exh.06.26, Exh.06.27, Exh.06.28, Exh.06.29, Exh.06.30, Exh.06.31, Exh.06.32, and Exh.06.33*).

Given such recruitment policy, the number of new lecturers recruited is increasing recently. In particular, this figure was 14 in 2011 and 11 in 2012 and is expected to be increasing in coming years (*Exh.12.02*).

Staff appointment to management positions is in accordance with their capacity and the School's long term staff programming. Appointment has to be approved by the Rectorate Board of the university. The recruitment and appointment strictly follow the process and criteria regulated in the document named "Process and criteria for staff recruitment" of the CTU. The process and criteria are open to public so that the candidates clearly understand their situation (*Exh.06.25, Exh.06.26, Exh.06.27, Exh.06.28, Exh.06.29, Exh.06.30, Exh.06.31, Exh.06.32, and Exh.06.33*). As a consequence, the School's staff has high capacity to undertake teaching and researching activities.

Every five year, all staff vote for the truly leaders of the School and Departments. Criteria for the leadership are regulated by the MOET and the University (*Exh.06.40, Exh.06.62*). According to the regulation, leaders should be one who has a Ph.D degree, high prestige, and experiences in education, research and management. Based on the vote, the University and the School will make decision on the appointment (*Exh.06.39, Exh.06.40, Exh.06.42, and Exh.06.62*).

6.4. The roles and relationship of staff members are well defined and understood

Teaching and research experience of the staff are extensively conveyed from consecutive generations. Senior staffs usually deliver their experiences to the junior ones (*Appendix 1*). The Dean of the School clearly assigns tasks for the members of the Board of Dean and the staff to cover all activities of the School. The task assignment is then informed to all staff through weekly meeting, annual staff congress and official documents such as Decision on appointment, Direction of Dean, Resolution of the School and so forth (*Exh.06.34*). The Board of Dean ensures that task assignment has to be well defined and understood by the concerned people. All staff understand their responsibility and mission and make efforts to finish their assigned tasks. Annually, they write report on their works and submit to the Board of Dean (*Exh.06.45, Exh.06.46*).

The task assignment is also implemented at the department level. The Head of the Department is responsible for allocating jobs to their department members. The Head of the Department of Agricultural, Resource and Environmental Economics assigns scientific disciplines to the staff according to their training specialization in order to ensure that the assignment is transparent and fair and is agreed by all lecturers, who are responsible for teaching and evaluating the learning outcomes (*Exh.06.33, Exh.06.34, Exh.06.35, Exh.06.37, and Exh.06.38*).

6.5. Duties allocated are appropriate to qualifications, experience and skill

The staff's duties are appropriately allocated according to their qualifications, learning outcomes and experiences. The lecturers are able to select the disciplines upon their qualifications, experiences and preferences with the approval of the SEBA's Scientific Council. The lecturers have to achieve grade A for the discipline that they are assigned teaching (*Exh.06.39, Exh.06.40, Exh.06.41, Exh.06.42, Exh.06.43, Exh.06.61, Exh.06.62, and Exh.06.67*).

6.6. Staff workload and incentive systems are designed to support the quality of teaching and learning.

In addition to working regulations of the MOET, the University and School issue supplemental documents on working hours for the staff who give lectures for other schools (*Exh.06.49, Exh.06.55*); on working hours at the School (*Exh.06.94*); on time to report learning plan and outcomes for those who are following training courses. Those who are studying abroad have to report their studying activities on the 6 month basis (*Exh.06.83*).

The incentive system are also interested and well implemented to support for quality of teaching and learning (*Exh.06.37, Exh.06.38*). Annually, according to the staff evaluation sheet made by the department and School, the Council Scientific of the Shcool suggests the appropriate reward for each staff (*Exh.06.16, Exh.06.17*). Several staff and departments of the School are commended for their contribution to and achievement in education by the National State, the University and the School (*Exh.06.44, Exh.06.46, Exh.06.47, Exh.06.48, Exh.06.50, Exh.06.51, Exh.06.52, and Exh.06.53*).

Adding to the commendation of the University is the reward given by the School for those who contribute to the development of the School (*Exh.06.95*).

6.7. Accountability of the staff members is well regulated

The Ministry and the University have issued regulations on the personnel and management of the professional activities of the lecturers. Accordingly, the lecturers independently build up, deliver and evaluate their lectures. Based on the disciplines issued of the University Scientific Council, the feedback from the learners, the lecturers deliver and improve their lecturers more efficiently (*Exh.07.89, Exh.08.04*). They are accountable to the Board of Dean of the School, the representative of the university at the School (*Exh.06.49*). As a result, the learners have achieved good knowledge meanwhile the lectures have still had an independently chance to express their abilities and individual aptitudes.

6.8. There are provisions for review, consultation and redeployment

Due to the considerable teaching and research work load, the School has the provision plan for personnel. The School has sufficient backup staff in cases of leaving jobs due to child-bearing, retirement, studying abroad, long term mission, new curriculum and so forth. Staff planning is a continual mission of the School to ensure the sufficient in number of human resources to undertake well with the increasing of teaching and research work load (*Exh.06.70, Exh.06.96, and Exh.06.97*). According to the estimated work-load, the School sets up recruitment plans every year so that there are enough lecturers to undertake new disciplines and that each disciplines is undertaken by at least two lecturers (*Exh.06.60, Exh.06.62, Exh.06.63, Exh.06.64, Exh.06.65, Exh.06.68, and Exh.06.69*).

6.9. Termination and retirement are planned and well implemented

Termination and retirement are planned and well implemented (*Exh.06.77*). The Personnel Department of the University is responsible for informing staff as they are coming to the retirement age (60 for men and 55 for women). The university will issue the Decision of retirement to those at the retirement age (*Exh.06.71, Exh.06.73 and Exh.06.74*). Especially, if someone who wants to continue to give their contribution for the university and the school, he/she will be considered for signing a contract of visiting lecturer (*Exh.07.100*). Based on the Decision, the School will rearrange duties for the staff and implement social policies to them according to regulations of concerned authorities (*Exh.06.72 and Exh.06.75*). The labor union of the School implement well the social policies to the School's staff. Members of the union frequently visit, help staff as they are sick and have problems in family (*Exh.06.78, and Exh.06.79*).

Every summer holiday, the School organizes trips for all staff to recover energy (*Exh.06.76*). From those supporting, the young staffs will have an effort to serve permanently because of many long-term benefits shown above.

6.10. There is an efficient appraisal system

The staff evaluation system is annually designed and implemented (*Exh.06.85*). All regulations and policies related to the development of the university, the School, to the interests as well as obligations of the staff are built up in line with the contribution of the staff to make sure that they are given all good conditions for working in long-term with the School and the University. At the beginning of the schooling year, all staff set up a working plan for the whole year and submits it to the Board of Dean. The plan provides the background for staff evaluation at the end of the year (*Exh.06.83 and Exh.06.85*). In order to ensure the fairness and objectiveness in the appraisal, the School set up a process of evaluation and a Reward Council to undertake this task (*Exh.06.50 to Exh.06.53*).

Thus, the Board of Dean also pays much attention and listens to the suggestions and expectations from the staff and takes appropriate actions to solve queries from them (*Exh.07.46, Exh.09.36*).

Table 3: Size and qualification of the staff

Category	Male	Female	Total		Percentage of Ph.D (%)
			People	FTEs	
Associate professors	6	0	6	6	
Full-time teachers	49	69	118*	118	11.8
Part-time teachers	0	0	0	0	
Visiting lecturers	19	2	21	7	38.1
Support staff	2	3	5	5	
Total	58	66	124	125	13.3

Table 4: Size and qualification of the staff by academic year (from 2007 to 2012)

Year	Full-time teachers				Visiting lecturers		
	Total	Ph.D	Master	Bachelor	Ph.D	Master	Bachelor
2007-2008	102	7	52	43	15	5	10
2008-2009	107	7	65	35	13	7	6
2009-2010	109	8	67	34	10	6	4
2010-2011	111	12	72	27	13	6	7
2011-2012	118	14	68	36	8	13	0

Source: *Exh.06.44, Exh.06.45 and Exh.06.46*

Table 5: Number of students and staff from 2007 – 2012

Year	FTE	Number of student	Number of graduate student	Student/ Staff	Graduate student /Staff
2007–2008	94	4574	305	48.6	3.24
2008-2009	99	4942	503	49.9	5.08
2009–2010	101	5214	356	51.62	3.52
2010–2011	106	5096	423	48.07	3.99
2011-2012	125	4780	664	38.24	5.31

Source: *Exh.06.44, Exh.06.45 and Exh.06.46*

a. Strengths

– A great part of lecturers were trained oversea. In coming years, staff being trained from abroad graduate and come back to the school, adding to the staff resource of high quality of the School.

– The lecturers apply several modern teaching methods to improve the quality of the lectures.

– The School has clear, transparent plan for improving training quality in short, middle and long term to meet the requirement of the development of the School.

b. Weaknesses

- Academic Staff Quality is affected by rate of number of students/lecturer (too high).
- Each lecturer has to undertake a heavy teaching workload due to the small number of lecturers relative to the large number of students.
- Lecturers without post-graduate degrees are still large in number and they are not qualified for giving lecture in 2014 according to the Law of Higher Education 2012.
- A great part of lecturers are involved in several activities other than teaching and researching. As a result, time allocated to improving the quality of lectures and researches is limited.

c. Act

- The School has built up a plan for recruitment to meet the requirements of the Ministry of Education and Training. It is estimated that about 10 lecturers will be recruited annually. Among them, 1 should belong to the Department of Agricultural, Environmental and Resource Economics.
- As the number of lecturers is sufficiently large, job assignment will be based on the lecturers' qualification, skill and experience. Each lecturer will specialize in their teaching and researching according to their qualification.
- The School continuously motivates the staff to upgrade their degrees at well-known universities in the country and around the world.

7. SUPPORT STAFF QUALITY

The number of support staff of the School as of August/2012 is nine, of those one is library staff, one is computer room staff and 7 other are office staff. The support staff is functioning as the assistance of Board of Dean in academic activities, administrative works and student affairs. All staff has at least a bachelor degree. The statistics of their professional, informatics,

foreign language levels and working years is presented at (*Exh.07.01, Exh.07.02, Exh.07.03, Exh.07.04*, Table 3, 4 – Appendix 1).

7.1. The library staff is competent and adequate in providing a satisfactory level of service

The School's librarian is a full-time support staff with bachelor degree in a foreign language and trained in library profession. She also obtains level A of informatics with more than 10 year working and permanently supported by two full-time staff coming from the Learning Resource Center (LRC) of the University. The library is open to readers from 7:00 am to 17:00 pm every working day (Monday to Friday). Readers at the library can search for, read reference books, scientific journals and surfing internet. Each year, the library serves more than 24,000 turns of students coming to the library for reference information (*Exh.09.08, Exh.10.11, Exh.10.13, Exh.10.14, and Exh.10.18*). These facilities have ensured for fully approaching the knowledge to learners and coping up with their desires.

7.2. The computer facility staff is competent and adequate in providing a satisfactory level of service

The School has got one competent staff for its computer room (*Exh.09.09, Exh.10.26*). The staff has got a bachelor degree of Information Technology and is now in charge of overseeing 259 computers, of which 205 for the students' use for the week days; 44 for the professional offices' use. These are used for practicing virtual stock market, accounting, econometrics and statistics. Almost all of the computers are connected to the Internet for finding information, teaching and research. The staff is working as a repairer in case of computer and internet connection deterioration. She also takes charge of developing the School's website. As a result, the computer system has been working smoothly and copes with the requirements from the learning and teaching, also satisfies the demand of updating the new information and skills of learners from the World Wide Web.

7.3. The student services staff is competent and adequate in providing a satisfactory level of service

The student support staff is sufficient and competent for their job. These staff is in charge of helping students fulfill the admission documents, compose studying plan, and monitor studying process and so forth (*Exh.06.01*). Now, there is 8 staff working at the office of the School, of which there are 2 people working as cleaners and plant cares, and 6 staff taking charge of professions. Of the 6 professional staff, 4 have got university degrees, 2 masters; 2 of them have got special foreign language degrees, 2 have got level B and 1 level A (*Exh.06.01*). They all took short training courses on administrative works from either local or international programs.

Adding to the support staff in implementing student affairs are the lecturer force. Each lecturer is also working as a studying advisor for a class of around 50 students (*Exh.06.101*). They help students organize studying plan, select appropriate subjects, consult studying activities and so forth. Doing so is able to significant ease the work-load of the support staff (*Exh.06.66*).

a. Strengths

– The support staffs in secretariat office, library and lab room are all well-educated and obtain at least a bachelor degree. They all took training courses on their works that help them handle well their job assignment.

– The support staffs are young but have long experience on their works since they have embedded on the job for several years. Youth and job embedding results in the enthusiasm in their works.

b. Weaknesses

- Due to the large number of students and classes, the administrative works are overloaded.
- The working place is narrow that is uncomfortable for the support staff to receive students and guests. This may results in inefficient works.
- The salary of the support staff is quite low relative to that of the lecturer staff. Low salary may reduce their enthusiasm about their works.

c. Act

- The School is going to recruit more support staff in the schooling semester 2012 - 2013 to ensure an adequate job division among the support staff.
- The School is seeking for mechanisms and policies to improve the income of the support staff by encouraging them to involve in income-creating activities.
- The secretariat office is going to be rearranged so that each staff has sufficient area for their works. The university and the School need to arrange better working places for the office staff, assuring of good working condition.

8. STUDENT QUALITY

In the academic year of 2011 – 2012, the school recruited 1,178 new regular students, of which 91 were of Agricultural Economics (*Table 6*). The total number of regular students being in the school in 2011 was 4,780. The number of regular and non-regular students in Agricultural Economics for each academic year is indicated at *Table 7*. To be qualified for the bachelor program, candidates must pass a strict entrance examination. The selection process is to ensure that the School is able to select students good enough for the training courses.

Looking at the statistic figure, we recognize that the number of students to the school is increasing year after year, due to the ever-increasing of society. The rapid increase in the number of students versus the slow growth of the number of lecturers has caused the increased volume of teaching for each teacher. In 2009, the Prime Minister issued the Decision No 09/2005/QD-Ttg on the ratio of the number of students to the number of lecturers; the quota for recruitment was cut back. As a result, the number of new students in recent schooling years is decreasing.

8.1. There is a clear student intake policy

The university has clear student intake policy complying with the intake policy of MOET. The information on the student intake of the department is made in written document and put in the student intake website of the University to ensure the transparency of the intake policy (*Exh.08.01*).

For the intake of the regular students for the first year, the School refers to the Ministry approved quotas, opinions from other specialized schools, to set up the quota for each academic year (*Table 8*). In fact, the quota for the first year student intake is determined following 3 steps. First, the School submits the proposal on the number of new students to be recruited to get the University’s approval according to the training capacity of the School. Second, the Board of Rector of the university gives approval for the proposal with the consideration of the demand of the community and then, submits the quota to the Ministry. Finally, based on the quota submitted, the Ministry allocates the quota to the University and the School (*Exh.08.25, Exh.08.66*).

For the non-regular students, the school refers to the practical local needs, to the needs of linked education institutions (*Exh.08.01*), and the responsible teaching capability, to decide and then issue notices on the non-regular student intake to the provinces (*Exh.08.01, Exh.08.03, Exh.08.25, Exh.08.26, Exh.08.27, Exh.08.28, Exh.08.29, Exh.08.30, Exh.08.31, Exh.08.32, Exh.08.33, and Exh.08.34*). To be a student of the SEBA, all students must pass a strict entrance examination. In general, the student selection for the School complies strictly

with the regulations of the Ministry on student recruitment. The selection process is published in Student Candidate Guide books that are distributed to the applicants when they apply to the university with the field of study that they are interested in (*Exh.08.01, Exh.08.25, and Exh.08.26*). The candidates, then, are short-listed upon their scores following the top-down basis. In addition, the passing score for each specialization course must at least be at the floor standard set up by the MOET. The numbers of top students are selected until it meets the quota that the University has registered with the Ministry. The qualified candidate list is announced to public through the University's website, daily newspapers and mails to the students' addresses (*Exh.08.66*).

Every year, the School receives a large number of applications from student candidates. Then, the ratio of qualified students to the total applications is quite low and hence students at the School are most selective of the University (*Table 8*).

Table 6: The new intake of first year students

Academic years	Full-time	Part-time
2011-2012	91	-
2010-2011	134	49
2009–2010	142	-
2008–2009	202	-
2007–2008	218	-
2006–2007	165	35

Table 7: Total of students (for the last 5 academic years)

Academic years	Full-time			Part-time
	Male	Female	Total	Total
2011-2012	180	381	561	-
2010-2011	187	414	601	84
2009–2010	168	398	566	-
2008–2009	203	421	624	-
2007–2008	223	430	653	-
2006–2007	225	359	584	35

Table 8: Applications and qualified students (for the last 5 academic years)

Academic years	Quota (1)	Number of applicants (2)	Passing score (3)	Qualified student (4)	Competitive ratio (5) = (4)/(2)
2011-2012	100	1,743	15.0	91	17.4
2010-2011	120	1,329	14.0	132	11.07
2009–2010	120	1,785	13.5	140	14.87
2008–2009	210	1,920	13.0	198	9.14
2007–2008	200	961	15.0	131	4.81

8.2. The student admission process is adequate

The student admission process is adequate, complying with the regulations of the MOET in order to ensure the transparency and to facilitate the new students to get used to the new studying environment at the university. The University has to inform the qualified students no later than the beginning of September so that the students are able to complete the enrolment procedures at early September and their schooling year is able to start in September. Required documents for the enrolment of the first year students are followed the regulations of the Ministry (*Exh.08.66*). These documents are to ensure that the enrolled students are qualified for the training course at the university (*Exh.08.25, Exh.08.26, and Exh.08.29*).

8.3 The actual study load is in line with the prescribed load

The actual study load, which is stated in the studying plan, is in line with the curriculum of the Agricultural Economics (*Exh.08.18, Exh.08.20*). As such, once the learning plan for the whole course is set up, the students would learn accurately and fully the training program, and at the same time the learning components would be logically allocated for each semester. The making of the learning plan by the students is guided specifically by the learning advisors. The learning plan is estimated to be finished in 3.5 - 4 years. Students are allowed to register to the maximum of 20 credit points in every main semester. Each subject consists of 1 - 3 credit points. Each credit point consists of 15 in-class hours and 30 self-study hours. This regulation is to ensure that the students' workload is not overloaded and that the students are able to follow the rule "one-hour-in-class and two-hour-self-study". The University also offers the third semester in the summer time for students who would like to shorten their studying time (*Exh.06.89, Exh.06.90*).

According to the University's education regulation, after completing 120 credit points, including compulsory and optional credit points, the computer system of the training bureau automatically announces the list of qualified students for graduation. The list is produced after every schooling semester. The School, then, establishes the Committee of Graduation Examination, including members of the Board of Dean, Heads of Departments, learning advisors and the school's training secretary. The Committee is responsible for checking up whether the students follow strictly the training curriculum and finish other students' duty regulated by the university. If yes, the students are awarded the Decision of and the Certificate of Completion. The Bachelor Degree is award to students in every March and August (*Exh.08.42, Exh.08.57, and Exh.08.65*). Since the 120-credit-point system started in the 2010-2011 schooling year, no student following this course has finished yet. However, for student following 138-credit-point system, the ratio of the in-time graduated students to the enrolled is estimated at over 90% (*Exh.08.36*), indicating the actual learning is matched with the prescribed one.

a. Strengths

– The source of students for recruitment is abundant, spreading over the whole country. Therefore, the university usually recruits enough regular and non-regular students for training plan. The abundant source of students also ensures the university to recruit enough good students that qualifies for the training programs.

– The entrance exam for every training program is strictly organized so that the university is able to select outstanding high school students that are prerequisite for producing university students of high quality.

– The regular students are young, creative and very active in following training programs, resulting in satisfactory studying outcomes.

b. Weaknesses

- Passing grades and QA activities for teaching and learning are not actually high.

- “The actual load is in line with the prescribed load” that is monitored, but not periodically.

c. Act

- In 2012 and later, SEBA will consider passing grades and QA activities for teaching and learning.
- In 2012 and later, SEBA will increase more and more for monitoring activities to protect the actual load is in line with the prescribed load better.

9. STUDENT ADVICE AND SUPPORT

At CTU and in SEBA student advice and support are adequately with student progress monitoring system, academic advice and environment for students’ life and studying.

9.1. There is an adequate student progress monitoring system

The student learning progression is fully and scientifically monitored by using the learning plan management system of the university (*Exh.09.02, Exh.09.17*). Each class at the School is consulted by a learning advisor whose duty and responsibility are regulated at the Decision No.2067/QD-DHCT in 2007 (*Exh.06.101*). In general, the learning advisors are in charge of consulting and monitoring the student’s learning progression and results through using the available data from the management program, the learning advisors can access to the learning situation of the student being monitored at any time (*Exh.09.02*). For example, the learning advisors must have at least 3 meetings with the class assigned at the beginning, middle and end of every semester to give immediately supports for students when they have any problems in their learning. Every month, the learning advisor reports the learning situation of students in class to the Secretariat Office via email (*Exh.06.66, and Exh.06.67*).

In case a student gets poor marks, at the end of the semester, the university will send the learning result to that student’s family. There are two treatments for the poor learning – at a lower case being “learning warning”; at a higher case “dismissal”. After getting the poor student list, the Departments organize the meetings among the leaders of the departments, the student’s advisors and the students’ families to discuss the solutions or to give notices of dismissals to the students’ families involved. Those students who get the “learning warnings” have to learn fewer credits than those of the normal students in the next semester and be under the stricter supervision of the students’ advisors and their families (*Exh.06.01, Exh.08.62, and Exh.09.03 to Exh.09.05, Exh.09.18*).

In coming years, the University has a plan to fully computerize learning plan management system of the university to ensure the automation of the system and better access for all related partners.

9.2. Students get adequate academic advice, support and feedback on their performance

Students directly get adequate academic advice, support and feedback on their performance from learning advisors, Student Services Division, and other supporting systems (*Exh.09.16*). The performance of all actors in the system is to provide best conditions for students to follow the training programs at the university. In particular, students receive following supports during the studying period:

1/ Academic support: Each student is monitored by a learning advisor who frequently keeps track of the students' progress. The learning advisor is responsible for advising students on learning, helping them with setting up learning plans for the whole course, selecting appropriate learning components for each semester, using the school’s facilities, and getting to know the learning regulations (*Exh.06.101*).

2/ Financial and Scholarship support: To encourage the students to learn well, basing on the learning results of each semester, the university grants its scholarships to excellent students which normally occupy around 15% of the number of the students each class. Beside the scholarships granted by the university, the departments also have their own scholarships to encourage their own students (*Exh.09.11, Exh.09.12, Exh.09.20, Exh.09.21, Exh.09.22, and*

Exh.09.23). Moreover, the School frequently calls for the financial support of the enterprises located in the region to offer extra scholarships for outstanding and socio-economically disadvantaged students (*Exh.09.12, Exh.09.21, and Exh.09.22*).

3/ Career & Employment: For the final year students, the departments will help them to find and choose appropriate organizations or businesses for their internship thanks to good relationship of the School with them, support them a part of expenses for transportation, graduation thesis preparation and other organizational services for their graduation reports (*Exh.09.13*). During the internship and thesis writing, the students are supervised by a lecturer from the department they are studying. In addition, the School regularly cooperates with local organizations or businesses to celebrate employment fairs in provide a link between students with firms that helps student better access labor market.

4/ Student Services: in addition to the help from the School and the learning advisor for academic issues, students largely receive supports from the Student Services Division of the University for their studying Life. The Student Services Division is the unit which gives recommendations to the Board of Rector to implement student policies on social issues, scholarship and tuition fee, reward and discipline, consultation on studying, life, accommodation, employment, health care, and management of on- and out-campus students (*Exh.10.53*).

5/ Housing support: the university's dormitory offers accommodation for about 4,000 students. This figure is expected to increase in coming years since the university puts aside a large land reserve for building up new dormitories in the campus to ensure enough accommodation for students. In addition, the Student Services Division negotiates with out-campus hostels to offer cheap accommodation for students who are not able to book a place in the in-campus dormitory due to the limited capacity (*Exh.10.54*).

6/ Medical Care: all first-year students are offered a general medical check-up at the beginning of the schooling year. The check-up is to provide information on the health status of the students and then, to give consultation to students to take care of themselves so that they are in good conditions following the training programs at the university. All students are requested to purchase health care insurance to guarantee the out-of-pocket expenditures on health care in cases of illness (*Exh.08.23*). In addition, the Student Services Division often provides information on epidemic diseases and consults protection methods (*Exh.10.55*).

In creating better and better studying and living conditions for students, the university and the School plan to intensify the financial supports from enterprises in the regions.

9.3. Mentoring for students is adequate

Students get adequate mentoring support from the university and the School. At the beginning of the first year, each student is assigned to a class based on their field of study. Each class is managed by a learning advisor who is in charge of advising students on learning, helping them with setting up learning plans for the whole course, selecting appropriate learning components for each semester, using the school's facilities, and getting to know the learning regulations so that they will be soon accustomed to the new learning environment of university (*Exh.09.16*). At the beginning of the schooling year, there should be a meeting between the learning advisor and the class. Thereby, the learning advisor gives consultation to the students on learning activities and votes for the Board of Monitor of the class. Members of the Board, then, frequently contact the learning advisor to convey queries from students in class to ensure every problem in learning activities is solved adequately and timely (*Exh.06.45, Exh.08.66, Exh.09.15*). The Youth Union also plays a key role in mentoring and counseling the students. Most of the students are members of the Youth Union and so mutually benefit from activities of the Union (*Exh.08.23*). The School plans to enhance the role of the Youth Union in mentoring the students.

9.4. The physical, social and psychological environment for the student is satisfactory

To create enjoyment and entertainment environment for the students, every year, SEBA organizes musical festivals, sporting competitions, and camping and at the same time creates favorable conditions for every class to organize their own musical, sporting exchanges among the departments. Those students who participate in the events are awarded (*Exh.09.14*).

Especially, to in time master the student situation, each semester, the School organizes a meeting for the leaders of the School and the students. Through the meeting, besides giving the answers to the students' questions, the School also quickly provides the solutions to problems raised by the students to create best environment for the students to learn (*Exh.09.15*). In addition to official meetings, students are able to send their queries to the Board of Dean through email, mail to the Secretariat office.

a. Strengths

– Through the computerized management of studying plan and result, the progression of the students is fully and closely monitored that helps the learning advisor and the student support service give timely consultancy if necessary.

– The learning warning helps the students' families and the School together pay attention to poor students. Then, timely actions will be taken on misleading students to help them follow better the subsequent schooling semesters.

– Supply of learning materials is abundant. Students are able to access a large number of reference books and scientific journals from the Center of Learning Resources of the university and the School's library that are open 6 days every week.

– The School makes use of its relationship with enterprises in the region to offer a great number of scholarships to poor and outstanding students. This generates a strong motivation for students to finish the training programs.

b. Weaknesses

The students are too large in number that induces overloaded works for the student support service.

c. Act

The University and the School will rearrange the support service and increase staff for student services.

10. FACILITIES AND INFRASTRUCTURE

As a part of CTU, the School of Business and Administration is able to share most of the facilities of the university such as classrooms, lecture halls, seminar rooms, projectors, computers, the LRC and so forth (*Exh.10.45*). CTU is a long-standing and well-established school in the region and hence it is well-equipped with all necessary facilities for supporting of learning and researching activities. At the school level, facilities and infrastructure are described as follows. CTU and SEBA as always pay so much attention to the quality of training, so CTU and SEBA try to invests modern resources and upgrade them. Facilities and infrastructure strongly and appropriately meet the needs of teaching and learning. Every year, they are also updated, cared and regular repaired. There are enough rooms for teaching and learning and the room size is suitable for large and small classes or study groups.

10.1. The lecture facilities (lecture halls, small course rooms) are adequate

The physical resources of the School are sufficient and meet the needs of training and learning. At present, the School has 2 multimedia classrooms equipped with 60 computers with internet connection to support for studying in Econometrics, Virtual Stock Market, Research Methodology and E-Commerce. The School's library has 6 computers to help their lecturers and students with teaching, learning and researching. Add to this is two lab rooms

with 110 computers. The School has been equipped with 10 classrooms with the capacity of 1,500 students, 1 main hall with the area of 120 squared meter (200 seats) for annual plenary meetings, workshops, conference and also for teaching, 1 seminar room (50m²), 1 visiting lecturer room and 1 post-graduate room with 12 internet-connection computers in order to help them look for information and do their research. The School has been also equipped with furniture and teaching aids such as 17 projectors, 9 laptops, 2 LCDs, 3 cassette players, 2 portable overheads, 20 printers, 1 scanner and other audio-visual media and so forth. Especially, the wireless Internet system covers a wide area for people to search and update information. Despite being completely equipped, the facilities are frequently overused. Therefore, the School has to set up plan to purchase new facilities annually by using funds from all sources to meet the increasing needs in teaching, learning and researching (*Exh.10.01, Exh.10.02, Exh.10.03, Exh.10.04, Exh.10.05, Exh.10.06, Exh.10.21, Exh.10.22, Exh.10.23, Exh.10.24, Exh.10.25, Exh.10.26, Exh.10.48, and Exh.10.29*).

10.2. The library is adequate and up-to-date

The library for serving the teaching and learning is adequate and meets the requirements of teachers and learners. Students are able to access to the library of the School which has 3,489 Vietnamese book titles and 5,216 foreign language ones. Most of textbooks for all courses offered by the lecturers of the School are available at the library so that the lecturers can urge students to use library more efficiently (*Exh.10.17, Exh.10.18, Exh.10.19, and Exh.10.46*). The library also subscribes most of related local scientific journals for staff and students' references (*Exh.10.17, Exh.10.18, and Exh.10.19*). Besides, the LRC plays the role as the central library of Can Tho University equipped with 400 computers, live stream TV broadcasting system and many modern facilities to facilitate learning, teaching and researching activities of students and staff of the whole university (*Exh.10.47*).

Currently, the School's library has got 12 computer rooms for the students to surf the net for learning materials (*Exh.10.03 and Exh.10.21*). The electronic library helps students with quick accessibility to the learning resources available in the library. Students can search the materials using the system of computer of the library.

Library is the first and most important resources of the school for the students. For Can Tho University's students, beside the LRC "the central library" of the school, all the departments have their own specialized library. At the first year, the students are guided to use the materials and granted library card (the student card) to the LRC and to the specialized libraries (*Exh.09.08*). Particularly, the library of SEBA at present has 8,705 book's titles (*Exh.10.17*).

10.3. The computer facilities are adequate and up-to-date

Beside the libraries, computers for the students' use are in the focus. At present, Can Tho University is deploying 1000 computers for student's use (*Exh.09.09*). In addition, 259 computers are provided for the students of Economics for their own learning and research. During the learning component registration, all the computers at the LRC and other public computers are always ready for the student's registration (*Exh.09.10*).

The computer facilities are relatively adequate for the teaching, learning and research tasks. At present, the School has 2 computer rooms with a total of 110 computers, of which 150 for the student's use during the week days; 44 for the specialized offices' use as of virtual stock market, accounting practice...Such a number of computer is enough for the need of learning, research of the students and of the School of Economics and Business Administration (free for students) (*Exh.10.03, Exh.10.21*). Besides the computer rooms at the School, the students can use a variety of computers at 34 computer rooms of the University for supporting the search of materials, research and registration of learning subjects and so forth (*Exh.10.47 and Exh.10.50*). Furthermore, at the University's Learning Resource Center, there is a system of more than 500 computers is linked with the Internet so that students can freely use it during

the week days (from Monday to Saturday and from 7:00 am to 21:00 pm every day) and students can use the computer system during the working time (*Exh.10.47*). The computer and the Internet allow the university community to exploit the information technology for teaching, researching and developing services and management. Resorting to the financial aids of the international projects like NPT, TRIG, the School buys and updates the computer system frequently to meet the need of training, research of the staff and students. Beside, the School also assigns staff to take charge of running the computer system. This staff is responsible to update software serving the tasks of teaching, learning and research (*Exh.10.07, Exh.10.52*).

The facilities of the SEBA are always updated and used effectively. Annually, all departments of the school propose a plan of asset purchasing to the School's Equipment Assistance. Then, the Assistance reports the need of purchasing of the whole School to the Board of Dean. Referring to the purchase requisitions of the departments and offices, the School forwards a purchasing plan of properties and equipment to the University to timely meet the School's training needs. Based on the budget allocated to the school, the university decides to purchase necessary assets. Normally, the purchased assets do not meet the proposed purchased due to limited budget. In addition to the purchase made by the national budget, the School makes use the funds from international cooperation projects such as MHO, NPT and TRIG to update and better equip facilities of the school (*Exh.10.22, Exh.10.23, Exh.10.24, and Exh.10.25*). As usual, the purchases of properties are derived from the demand for teaching and researching. Then, all the properties have been used effectively. Those facilities that are out of order are mended in time.

The School continues to use effectively the computer-aid facilities, to upgrade and better arrange offices for the departments, to increase the investment in physical facilities for the School/Departments using funds from all sources, and continues maintain the safety, security at high level (*Exh.10.21 to Exh.10.26*).

10.4 Environmental health and safety standards meet the local requirements in all aspects

The University and the School make every effort to guarantee a safety standards and good environment for studying and teaching in SEBA. As shown in Criterion 9 - Section 9.2, the university offers the first-year students a medical check-up to ensure their health is good enough for following the studying programs. All students as well as staff are provided health insurance to reduce the burden of out-of-pocket expenditures on health care, In addition, the university often implements sanitary activities to create a clean and green environment in studying campus such as: campaigns on a clean and clean university, planting for world Environment Day, Non-smoking Day, and so forth (*Exh.08.23*).

Add to this, the system of fire prevention and extinguishment has been equipped permanently maintained at the school and the task of safeguarding the school is maintained round the clock all year round (*Exh.10.11, Exh.10.31, Exh.10.35, Exh.10.48, and Exh.10.49*). The school has set up the management and use process of its properties, stipulated the registration of working off time. The School also makes reports on the security checks monthly and annually.

a. Strengths

- The School has sufficient lecture halls and equipments for studying, teaching and researching due to the assistance of international cooperation projects, such as MHO, NPT and TRIG2.
- Area of classrooms is appropriate to ensure the quality of the studying and teaching.
- The School has 3 lab rooms with internet connection supporting the studying, teaching and researching of the staff and the students. In addition, wireless network covers all

parts of the School to ensure everybody to access internet for studying and teaching at all time.

b. Weaknesses

- Due to the increased number of students, classrooms and equipments become short.
- Area of working place of the staff is insufficient for efficiently working. Most of the staff do not have enough private rooms for working and placing their belongings.
- Office equipment is not sufficient for all staff to work permanently at their offices. Most of the staff are not equipped with desktops at their offices.
- The School does not have sufficient budget to purchase professional softwares for studying, teaching and researching.

c. Act

- In coming years, the School is going to ask the university for allocating more classrooms to the School to meet the requirements of the increasing demand for teaching.
- The School keeps exploiting the funds from international cooperation projects as well as from national budget to provide more equipment for studying, teaching and researching activities.

11. QUALITY ASSURANCE OF TEACHING AND LEARNING PROCESS

From 2003 up to now at CTU and in SEBA Internal Quality Assurance System are working and developing, beside of Quality Assurance management; CTU and SEBA pay so much attention to accreditation and improvement of courses and curriculum.

11.1 The curriculum is developed by all teaching staff members

Basing on helpful opinions from all teaching staff Scientific and Training Committees (at School and Institution levels) make decision for the curriculum development and improvement. It is the regulation of school/institution. Teaching staff with professional knowledge, who implement teaching in practice, are experts on the curriculum evaluation as well as its strengths and weaknesses. In step 1, Structure, contents and needs are delivered to all teaching staff in meetings or workshops at the Department, School, on improving teaching methods, curriculum review and improvement and annual review of teaching and training activities. In step 2, committee discusses and evaluates contributed opinions (results feedback to teaching staff again). In step 3, Committee decides to develop curriculum. The curriculum in plan is proposed, developed, reviewed and improved basing on these information and opinions from all teaching staff members (*Exh.11.01 to Exh.11.11*).

11.2 The curriculum development involves graduates and students

Graduate and students are requested to express their opinions about the contents and quality of their courses and curriculum that they enrolled (*Exh.11.12 and Exh.11.13*). In fact, all course evaluations are collected at the end of the semester since 2006 (*Exh.11.14*) and curriculum evaluation has been implemented since AY 2009-2010 (*Exh.11.15 and Exh.11.16*). The curriculum evaluation from alumni were conducted in 2012 for alumni in Agricultural Economics from C23-C33 (graduated from 2001-2011) (*Exh.11.17 and Exh.11.18*). These feedback are the base for course and curriculum improvement and development. Besides, their feedback is gathered from meetings between students and teachers/advisors, SEBA and CTU, alumni anniversary celebrations and workshops about curriculum evaluation from different stakeholders (*Exh.11.01*).

11.3 The curriculum development involves the labor market

In developing the curriculum, school and department attend to receive employers' contributed opinions. For example, some of members of Scientific and Training Committee

at school/institution level are employers (*Exh.11.01*). The labor market will be the place to receive and use the graduates with achieving competences, skills and others from institution after each program. The labor market can well recognize and evaluate educational quality for helping the institution to improve it quality of training (*Exh.11.01*). The opinions of the representatives of departments (Departments of Agriculture and Rural Development, Department of Planning and Investment) and enterprises in the MD have been collected through workshops on curriculum evaluation and annual scientific research and training, alumni meetings, surveys and informal and personal contacts with SEBA staff (*Exh.11.01, Exh.11.03, Exh.11.19 and Exh.20*). These opinions from labor market were periodically considered, evaluated and incorporated for the curriculum improvement (*Exh.11.01, Exh.11.20 and Exh.11.22*).

11.4. The curriculum is regularly evaluated at reasonable time periods

The curriculum is regularly evaluated by stakeholders (students, graduate student, alumni, academic staff, and labor market) and implemented at reasonable time periods (*Exh.11.01 to Exh.11.22*). Expected Learning Outcomes (ELOs) of courses or programs that students want to learn/achieve to serve labor market. The satisfactions from labor market usually change, so the curriculum is regularly evaluated (*Exh.11.01*). There are about 4 times that the curriculum has been improved in SEBA for the last 13 years (*Table 9*). The curriculum has been reviewed and improved every 3-5 years based on the feedback of stakeholders and related regulations. From C25-C32, the curriculum followed the academic year and credit-based system. There were more fundamental and quantitative courses added (research methodologies in economics, econometrics, economic mathematics) and major courses for the curriculum improvement between C30-C32 and C25-C29. From C33 to present, the credit-based system has been applied and there is no academic system existed. There are two stages to transfer to the credit-based system and decrease the total number of credits (from 228 to 138 credits (C33-35) and 120 credits (C36 to present) (*Exh.11.23 to Exh.11.26*).

Table 9: Curriculum change from 1999 to present

Academic year	Cohort code	Total no. of credits	Remarks
2010-2011 to present	C36 to present	120	Follow the credit-based system
2007-2008 to 2009-2010	C33-35	138	
2004-2005 to 2009-2010	C30-32	227	Follow academic year and credit system-based
1999-2000 to 2003-2004	C25-29	208	

The curriculum evaluation is necessary and important, so the university has a good quality assurance system with criteria and evaluation is implemented under 4 or 5 year circle and reasonable time periods (*Exh.11.23 to Exh.11.26*).

11.5 Courses and curriculum are subjects to structured student evaluation

ELOs cover both generic and specialised skills and knowledge, so parts of student evaluation consist of courses and curriculum (*Criterion 1*). Courses and curriculum are modules/components of program, if quality results of courses were good, they lead to successful points of curriculum and of program. Course evaluation has been officially collected at the end of each course by Quality Assurance and Testing Center (QATC) since 2006. Besides, from AY2009-2010 to present, annual curriculum evaluations from graduates have been conducted by QATC (*Exh.11.15 and Exh.11.16*). The results of course and curriculum evaluation are sent to lecturers (personal), the departments, SEBA, CTU and announced in the website of QATC (*Exh.11.27*). These are the base on improvement of course and curriculum performance (*Exh.11.27*).

11.6 Feedback from various stakeholders is used for improvement

Deploying teaching and learning process relates/combines with various stakeholders to implement it. Expected Learning Outcomes are transferred into the program, so satisfactions feedback of various stakeholders makes basic total-complete data for this process (*Exh.11.01 to Exh.11.29*). Students receive the results and teachers are some of the stakeholders who implement this teaching and learning process and others clearly understand their responsibility in every task and their feedbacks are very adequate. Feedback from students, graduates, alumni, academic staff and labor market (*Exh.11.01 to Exh.11.29*) are reviewed and incorporated for the improvement of course and curriculum by the Scientific and Training Committee of the SEBA (*Exh.11.19*) with the regulation considerations of CTU and MOET in curriculum development in higher education (*Exh.11.02 and Exh.11.03*). CTU has a system to get feedback from various stakeholders and its quality has to be reformed and enhanced in the next years.

11.7 The teaching and learning process, assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and continuous improvement

The activities of Educational Quality Assurance (QA) of Schools/Colleges in CTU base on the structural-internal QA (IQA) system and always maintained and regularly improved. The improvements of teaching methods, assessment schemes are strongly implemented by the teaching staff in their teaching activities. Besides, annual workshops about sharing and improving teaching and assessment activities at SEBA and CTU are continuously organized and supported. The quality assurance activities (course and curriculum evaluation of students, graduate students, teaching agenda) hold by QATC are periodically collected and step by step accepted by students, academic staff and strongly supported by SEBA and CTU administrators. The activities above applied in order to construct a good processes, adequate plans and clear methods and step by step they will become complete tools of the system.

Like provided points above the quality assurance of teaching and learning process express:

- a. Strengths
 - The quality assurance of teaching and learning process is recognized and supported from CTU to SEBA through Quality Assurance and Testing Center (QATC) under CTU and SEBA Board of Dean and Office of Quality Assurance of SEBA.
 - Courses and curriculum are developed, reviewed and revised periodically basing on stakeholders feedback (teaching staff, students, alumni and labor market).
 - The feedback of course evaluation from students, curriculum evaluation from graduation students, alumni and labor market are conducted gradually systematically.
- b. Weaknesses
 - The course evaluation by students has only been conducted since 2007 and curriculum evaluation from graduate student has only been conducted since AY2009-2010 up to present.
 - The feedback from alumni and labor market is still under pilot investigation period or only included from other activities (personal channels or alumni anniversary).
 - Feedback from teaching staff is collected through different channels (from teaching staff to departments, school and university, workshops, etc.). Lack of separate form to get feedback from teaching staff.
 - The curriculum development and improvement is conducted under the consideration of regulations of MOET and CTU which require heavy load in general knowledge courses while students, alumni and labor markets prefer professional knowledge and soft skills (communication, computer, problem solving) in practice.
- a. Act

- Improving evaluation forms (courses, curriculum evaluation forms of graduate students, alumni and labor markets), methods of data collection (survey approach, online survey and data analysis).
- Develop evaluation form for teaching staff and collect feedback from teaching staff.
- Launch results of stakeholders feedback to appropriate decision makers and the public to incorporate feedback to the curriculum improvement and inform results of quality assurance of learning and teaching.

12. STAFF DEVELOPMENT ACTIVITIES

Staff development activities are one of the strongest activities in SEBA. It helps SEBA to maintain and enlarge its trainings at the present and also in the future. They comprise to identify the number of recruitment every year, upgrade the quality of academic and support staff and how to allocate and use them efficiently.

12.1 There is a clear plan on the needs for training and development of both academic and support staff

Basing on educational objectives (mission and vision) and needs of labor market, CTU and SEBA have to set up adequate policies and clear plans on training and development for both academic and support staff (*Exh.12.01 to Exh.12.04*). SEBA and CTU always consider that quantity and quality of staff. SEBA and CTU have to achieve necessary criteria for staff in the present and in the future. SEBA has commitment to training and development, implement plans and follow-on development activities. SEBA is required to prepare five-year (mid-term) and annual (short-term) plans in training and development of academic and support staff and approved by CTU. Basing these plans, SEBA presents its circumstances and development strategies in training and regulations about the number of academic students/academic staff (*Exh.12.01 to Exh.12.04 and Exh.11.28 to Exh.11.29*).

12.2 The training and development activities for both academic and support staff are adequate to the identified needs

SEBA identifies the needs of annual recruitment. Then the procedure of recruitment is adequate and implemented by the Department of Personnel (*Exh12.02*). Like 12.1. SEBA considers the balance between conditions, resources and the identified needs to make sure the training and development activities are implemented well. SEBA staff are required to take pedagogical knowledge (*Exh.12.02*), upgrade English skills and professional skill by participating in workshops and meetings in training and research activities (*Exh.11.01, Exh.11.21 and Exh.11.22*). Here SEBA should be done to upgrade the academic and support staff to meet the training development of SEBA at the present and in the future (*Exh.11.5 to Exh.11.7 and Exh.11.21*). These policies and plans also specify how to upgrade the staff quality such as what types of training, when the staff will be trained, where and which sources of budget (*Exh.11.10, Exh.11.13, and Exh.11.15*).

Like provided points above the staff development activities express:

a. Strengths:

- There are policies and long-term and short –term plans in recruiting and developing teaching and supporting staff.
- Teaching and supporting staff have good opportunities to improve their skills (pedagogic skills, English proficiency and professional skills).

b. Weakness

- There has no a clear budget plan for teaching and supporting staff at SEBA. However, staff can take advantages of upgrading their skills by funding from the MOET (322 program), collaboration between SEBA/CTU (NPT, TRIG, VLIR)

with other programs or NGOs (IRRI, SEARCA, JICA). Staff also need to search for scholarship or financial support by themselves.

- Percentage of staff's qualifications (Ph.D. staff) does not meet as the strategy shown.
- Supporting staff are recruited from different graduation major and they are not trained at adequate level.

c. Action

- Plan to send more staff for Ph.D. based on the collaboration between SEBA/CTU with development/capacity building programs.
- Send supporting staff to appropriate trainings in education management and logistics.
- Plan to support new recruited staff to improve their skills and get master degree after two years appointed in SEBA to meet with the new requirements of teaching staff quality of MOET and CTU.

13. STAKEHOLDERS FEEDBACK

Stakeholder feedback are collected from students, graduate, staff, alumni and labor market in order to improve the course, curriculum and stakeholders satisfaction.

13.1 There is adequate structured feedback from the labor market

CTU has its QATC in 2003-2005 and in 2005-2012 in which feedback system for stakeholders (labor market) is established. At the same time SEBA has its QA team and step by step in this system, feedback activities of SEBA and CTU become better and better (*Exh.13.01*). Feedback from the labor market is an important part of activities for development and improvement of courses, curriculum and others (*Exh.11.20 and Exh.11.22*). The feedback from labor market collected by SEBA in workshops on program evaluation (2004 and 2012) (*Exh.11.01 and Exh.11.22*), and surveys on labor market feedback implemented to improve the undergraduate program of Agricultural Economics (*Exh.11.20*). The representative of the labor market are directly contacted or invited to the SEBA to give feedback. Their feedbacks are incorporated in the course and curriculum improvement. In general the curriculum of the Agricultural Economics Program got positive evaluations from the labor market. Labor market provides information about the graduation students/alumni. Alumni have wide and strong background and knowledge in Agricultural Economics and different contents and they also give suggestions to improve the curriculum to adapt with the change of the labor market (*Exh.11.01 and Exh.11.18*). Feedback system for labor market in the first step has necessary results. However, this system has to add some better ways into structure for getting higher feedback rates.

13.2 There is adequate structured feedback from the students, graduates and alumni

For students, graduates and alumni CTU and SEBA have an adequate structured feedback. CTU's QATC consults SEBA about feedback activities with every step to deploy self evaluation course for students, program for graduates and alumni. To enhance common quality of courses and curriculums/programs Internal Quality Assurance must have unitive and adequate feedback system/structure with plan and periodicity.

13.2.1 For students:

The course evaluation (only six questions) was first implemented by the Department of Academic Affair in 2001. The results of the course evaluation were sent to the School, Departments and teaching staff for improving the training activities. However, it was not supported by the teaching staff and stopped getting course evaluation in 2003. In 2006 the

QATC under the University was established and course evaluation form and activities was developed and conducted by this center (*Exh.13.02*). The course evaluation form was improved in 2008 and followed AUN standard (18 criteria) (*Exh.13.03*). From 2010 the course evaluation was strictly and regularly collected in all courses taught by the full-time program of Can Tho University (*Exh.13.04*) has regularly given feedback on their courses through the evaluation forms in each of their course attendance since 2008 and teaching staff also submit teaching agenda to QATC. The course evaluation results are announced in the website of QATC and personally informed to the teaching staff and Departments to help Departments and teaching staff improve their teaching activities. Besides, there are other channels to give feedback from students such as phone, email, meetings between students and advisors and the Board of Dean.

13.2.2 For Graduates

Graduates have regularly given program evaluation since second semester AY2009-2010 by QATC. Then, these feedbacks are regularly sent to SEBA that help SEBA improve their curriculum. The program evaluations of the graduates in AY2009-2010 and AY2010-2011 show that graduates achieved their expected learning outcomes, structure and content of the program, inputs, quality assurance and outputs (*Exh.11.15 and Exh.11.16*). However, there are feedbacks that the program should need to improve students' practice in the courses and internship and publish more handbooks for reference (*Exh.11.01*). The program evaluation form of the graduates was first developed and collected feedback from graduation in AY2009-2010 and regularly collected by this period (*Exh.11.01, Exh.11.15, Exh.11.16 and Exh.13.05*). SEBA maintain contact with graduates well with different relations.

+ The alumni of agricultural economics gave their feedback through questionnaires in the workshops on program evaluation, scientific research and training every year and alumni survey conducted by SEBA in 2012. The alumni feedback shows that they satisfied the programs that they attained. The alumni are also contacted directly or invited to the School of Economics and Business Administration to get feedback for course and curriculum improvement (*Exh.11.01 and Exh.11.18*). The program evaluation forms of the alumni and employees were developed (*Exh.13.06 and Exh.13.07*). SEBA also has Alumni Association (part of alumni association of CTU) and its own website to give feedback or update information about their activities (*Exh.13.08*). However, there is still lack of regularly feedback collection program of alumni and labor market done by the quality assurance and testing center. The feedback of the alumni and labor market are presently collected by SEBA through workshops, alumni meetings and informal feedback.

For feedback from students about courses, graduates and alumni/labor market program so far QATC uses questionnaires. In the future, QATC will replace/change it into the "online" way to get feedbacks from students (2012-2013) for some courses.

13.3 There is adequate structured feedback from the (teaching and support) staff

Feedbacks from teaching staff and support staff is helpful in the process of courses and curriculum development and improvement. The feedback activities from the staff (teaching and support staff) are structured adequate through different sources at University and School level. The feedback from staff is also collected regularly through the Departments, annual School and University meetings (*Exh.11.28 and 11.29*). These are establishment to improve the course and curriculum as well as to understand the expectation of teaching and support staff (*Exh.11.01*). However, it is lack of a comprehensive form of staff evaluation like collecting feedback from students, graduates alumni and labor market. It will help to improve the method to collect feedback from teaching and support staff.

Like provided points above the stakeholder feedback express:

a. Strengths:

- Feedback from stakeholder are gradually and systematically collected as part of quality assurance at CTU and SEBA.
- These activities are supported by decision makers of CTU and SEBA while the stakeholders gradually understand their importance in contributing their feedback.
- Good collaboration between CTU and SEBA and stakeholders strengthen the process of feedback collection, especially alumni and labor market.

b. Weakness

- Process of collecting feedback is still new for both the assurance team as well as stakeholders. Thus, it is difficult to implement to collect feedback at the beginning while some of stakeholders have not recognized their important roles in these activities.
- Lack of evaluation form for teaching and supporting staff to get feedback directly from this stakeholder.

c. Action

- Continue to get feedback from stakeholders (students, graduates, alumni, staff and labor market).
- Assess the process and method of getting feedback from stakeholders in order to increase the effectiveness of these activities.
- Design evaluation form for teaching and supporting staff.

14. OUTPUT

CTU and SEBA well have an efficient monitoring system for process and output and or How do student and lecturers' research?

14.1 The pass rate is satisfactory and dropout rate is of acceptable level

Under Statutes, No 43/2007/QĐ-BGDĐT, 15/8/2007 (*Exh.14.01*) in which pass rate and dropout rate are guided as standards. An Academic Affair Assistant of SEBA/Department and CTU's Department of Academic Affairs by digitalize-information system for process and output management and Department of Administration and Planning collects data for statistic information under every 3 months. Students well know about their past status/studying results from Department of Academic Affairs and Department of Student Assistance. If students' learning fell into permitted-limited bad status, students and their family are received "warned learning quality status" to improve beside the student assessment in class, self evaluation course and following daily for teaching and learning activities of courses. This good thing helps students achieves ELOs. So the pass rate is satisfactory and dropout rate is of acceptable level.

To achieve educational objectives (CTU Mission and Vision), CTU educational plan and needs of labor market, quantity and quality of the pass rate is satisfactory and dropout rate is of acceptable level that CTU and SEBA always consider their educational plan.

+ For every course there are expected results-objectives, for program there is ELOs and the pass rate is calculated cumulatively from the percentage of student graduation over time. It is applied only for the cohorts exceeding the maximum allowed time for the completion the first degree (C23-C30). The pass rate is more than 85%. The pass rate is fluctuated and decreases over time.

+ The dropout rate is calculated cumulatively from the percentage of student dropout over time. It is applied only for the cohorts exceeding the maximum allowed time for the completion the first degree (C23-30). The dropout rate is less than 10% except C29 and C30. The dropout rate is fluctuated and increases over time. The reasons of dropout mostly are exceed maximum allowed time for graduation, students' health, own and family problems.

Table 10: The pass rate and dropout of the various years (cohorts)

Academic Year	Cohort code	Size cohort	% first degree after			% dropout after			
			<4 years	4 years	>4 years	1 year	2 years	3 years	>3 years
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
2008-2009	C34	202	28.2	28.2	28.2	0.5	0.5	1.5	1.5
2007-2008	C33	78	20.5	60.3	76.9	0.0	10.3	12.8	15.4
2006-2007	C32	76	0.0	76.3	89.5	2.6	5.3	6.6	6.6
2005-2006	C31	91	2.2	64.8	71.4	3.3	6.6	11.0	25.3
2004-2005	C30	52	0.0	80.8	88.5	1.9	3.8	5.8	11.5
2003-2004	C29	81	0.0	51.9	86.4	3.7	6.2	8.6	13.6
2002-2003	C28	87	0.0	63.2	90.8	0.0	2.3	4.6	9.2
2001-2002	C27	61	0.0	82.0	93.4	0.0	1.6	1.6	6.6
2000-2001	C26	100	0.0	75.0	93.0	3.0	5.0	5.0	7.0
1999-2000	C25	84	0.0	77.4	97.6	0.0	2.4	2.4	2.4
1998-1999	C24	83	0.0	77.1	96.4	0.0	2.4	3.6	3.6
1997-1998	C23	72	0.0	87.5	95.8	0.0	0.0	0.0	4.2

Source: Department of Student Assistance, First Semester, 2011-2012

Note: Percentage is cumulative in column 5, 6, 8, 9 and 10. The maximum time allowed for the completion of the bachelor degree of agricultural economics is eight years. Thus, from C23 to C30, column 6 plus column 10 is equal to 100% and less than 100% from C31 to 34.

14.2 Average time to graduate is satisfactory

Under Statutes, No.43/2007/QĐ-BGDĐT, 15/8/2007 at Article 6, at item 1&3: maximum learning time is 8 years (*Exh.14.01*). Preeminent of credit-based system at CTU also helps students can graduate sooner basing on their ability and their condition. Basing on the needs of labor market, students' condition and their employability, MOET, CTU and SEBA deploy the credit system: Average time to graduate is satisfactory.

The average time to graduate was four years (eight semesters) for the bachelor program of Agricultural Economics applied for students before C33 (AY2007-2008). The credit-based system has been applied from C33. From this period, students can graduate when they complete their required credits program. More than 50% students graduated on time (four years). The percentage of soon graduation (less than four years) is improved due to the applied credit-based system and reduced number of credits (208 credits in C25-C29, 227 credits in C30-C32, 138 credits in C33-C35 and 120 credits from C36) (*Exh.14.02-Exh.14.05*).

CTU and SEBA should maintain right flexibility in credit-based system, teaching and learning strategy to help students in their study and policy "warned learning quality status" applied to help student to balance and improve on average time to graduate is satisfactory.

14.3 Employability of graduates is satisfactory

Achieving the target of quality assurance for study program including Expected Learning Outcomes, program specification, structure and content and others is a right trend to reach satisfactory of labor market and other stakeholders that means employability of graduates is at satisfactory rates. Employability of graduates is very necessary and paid much attention. To assist graduates to look for jobs after graduation, there are many various activities to

support job vacancy services through the Department of Student Assistance, Youth Union, Job Association. From the survey of alumni, 2012, about 76% alumni gained job after six months of graduation (Table 11). The reasons to find job are based on their professional capability, Can Tho University prestige, their flexibility, experience, and good relationships with the recruitment, employment demand, during internship period and good communication and computer skills (Table 12). About 71% graduates worked in the government or state-own enterprises (Table 13). Graduate gained jobs that require their right field of study (30%) and close their field of study (47%). About 18% of graduates had to work differently with their field of study (Table 14) (See details of the survey results of alumni of Agricultural Economics in Exh.11.18).

Table 11: Time gained jobs after graduation

Time gained jobs after graduation	Frequency	Percentage
Six months	93	75.6
12 months	17	13.8
24 months	6	4.9
36 months	4	3.3
Still unemployed	3	2.4
Total	123	100

Source: Survey Alumni of Agricultural Economics, September 2012 (n=123)

Table 12: Reasons helped alumni gain jobs

Reasons helped alumni finding jogs	Frequency	Percentage
Capacity	61	49.6
Experience	13	10.6
CTU prestige	39	31.7
Adaptability	54	43.9
Alumni relationship	13	10.6
Others (Enterprise demand, internship and good soft skills)	27	22.0

Source: Survey Alumni of Agricultural Economics, September 2012 (n=123)

Table 13: Place of work of alumni (type of institutions/companies)

Place of work of alumni	Frequency	Percentage
A government agency	88	71.0
A private company	14	11.3
A foreign company	2	1.6
A joint venture company	1	0.8
Others	19	15.3
Total	124	100

Source: Survey Alumni of Agricultural Economics, September 2012

Table 14: Relationship between work requirements and field of study

Relationship between work requirements and field of study	Frequency	Percentage
Right	38	30.2
Close	59	46.8
Re-educated	3	3.4
Advanced	3	3.4
Different field of study	23	18.2
Total	126	100

Source: Survey Alumni of Agricultural Economics, September 2012

14.4 The level of research activities by academic staff and students is satisfactory

Research is one of the most important activities for both the academic staff and students. Thus, research activities are extremely supported by the school and the university. They are also a bridge between the school and the university and the labor market at provincial and central levels. Doing research helps teaching staff improving their knowledge and teaching skills. It also helps students practicing their self-learning and research skills. There are different decisions and regulations aiming to encourage, guide, comment and reward staff and students to do research (*Exh.14.05 to Exh.14.09*).

The workshop on scientific research and training of SEBA in 2011 summarized the results of training and doing research of SEBA in the last five years. The results show that SEBA took the advantages of different sources of funds from the University, the provincial and central levels as well as international collaborations (NPT project) to upgrade research skills of staff. The number of research done and journals published by SEBA staff is presented in *Table 15* and *Table 16* respectively.

Table 15: Number of research done by SEBA staff

Sources of fund	Number of research done by SEBA staff				
	2008	2009	2010	2011	2012
University	1	2	8	5	-
Department of Science and Technology and Department of Agriculture and Rural Development (Provincial)	1	3	3	2	-
Ministry of Education and Training and Ministry of Science and Technology (Central)	6	3	2	0	0
International project (NPT, IDRC, ACIAR, DANIDA, etc.)	20	1	2	1	1
Total	28	8	13	7	1

See details in *Exh.11.21*

Table 16: Number of journals published by SEBA staff in 2009 - 2011

Places to publish	2009	2010	2011
Journals published at Vietnamese publishers	31	35	45
Journals published at foreign publishers	2	3	5
Total	33	38	50

See details in *Exh.11.21*

Research done by students has been encouraged and supported by the course requirements, curriculum, teaching staff, SEBA and university. Only one proposal approved per year from 2008 to 2011 while there are about five proposals approved in other colleges/schools/institutions in Can Tho University (Biotechnology Development & Research Institute, College of Technology and School of Education). To cope with this problem, in 2009 the Department of Scientific affairs of CTU issued a guideline to assist students doing research (*Exh.14.06*). Besides, there are other policies to encourage students doing research such as give students doing research bonus grade to cumulative grade and student discipline grade, increase two deadlines instead of only one deadline per year for student to apply proposal. The school helps students to do research by reminding them the deadline to apply proposals, include the course of research methodologies in economics (from C30) and advisors. The number of student proposals approved in 2012 is four and expected increasing in the coming years (*Exh.11.21*). However, the number of research done by SEBA students was very limited, so according to the figures above, CTU and SEBA should reform and enhance research activities.

Like provided points above the outputs express:

a. Strengths:

- The passing and dropout rates are acceptable.
- The level of research activities by academic staff and students is improved and satisfactory.

b. Weakness

- The pass rate is fluctuated and decrease over time while the dropout rate is increasing.
- Some graduates complained that it is difficult to get the right job of this program, especially in private and foreign enterprises.
- The number of proposals applied and approved of academic staff and students are not appropriate to their capacity.

c. Action

- Monitor the pass rate and dropout rate as well as their causes in order to have appropriate intervention when needed.
- Improve the curriculum in term of strengthen the major knowledge (adding appropriate courses and incorporating theories and practice) and soft skills to help students upgrade their adaptability in practice.
- Strengthen research capacity of academic staff and students and supporting services to encourage academic staff and students doing research.

15. STAKEHOLDERS SATISFACTION

Beside of some complaints, the feedback from stakeholders is satisfactory. In general graduates, students, alumni, labor market and staff are satisfactory with the Agricultural Economics Program. Specific stakeholders feedback is clearly explained below. The alumni and labor market presented their satisfaction through the alumni and labor market surveys and workshops on curriculum evaluation and self-assessment. The teaching and support staff gave their opinions through their departments and annual staff meetings and evaluations (*Exh.15.01 to Exh.15.03*).

15.1. Students satisfaction (Course evaluation)

Students, who receive the results of teaching and learning process in concrete courses, show what they want to know, to do and how to achieve those results, clearly successes of study program including the success of courses. Students, who use good training products, are satisfactory. In order to get feedback from student satisfaction, CTU and SEBA have collected course evaluation feedback in all courses since 2006 (*Exh.15.01 and Exh.15.04*).

Collecting feedback from students done in two main semesters of an academic year through the Course Evaluation Form designed to systematically collect feedback from students with 11 items which reflect different criteria on the quality of a course, such as the course structure, lecturers, teaching content and teaching methods. The results of data analysis on students' feedback show that in general students are highly satisfied with the quality of the courses.

Data analysis results of one of two latest semesters are presented as examples of students' satisfaction.

For one of courses

In semester 1 (from August to December) of the schooling year of 2011-2012, the department got 209 feedback/2 credits from students on the courses of the program with about 96% of

students confirm that they find the courses satisfied, very satisfied or excellent (in which more than 50% of students state that the courses are very satisfied). Only about 2% of students are dissatisfied.

Table 17: Results of students' satisfaction of course evaluation, semester I, year of 2011-2012

Module Title: Methods of Economic Research (KT109)

Number of credit: 2

Number of questionnaires scanned: 128

No	Items	Dissatisfied		Satisfied		Very Satisfied		Excellent	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
1	Your level of satisfaction when registering this course (selected lecturers, schedule...)	2	1,56	37	28,90	65	50,78	24	18,75
2	Reasonability of the course structure (theory, practice, assignments, projects...)	1	0,78	41	32,03	61	47,65	25	19,53
3	Sources of learning materials, teaching and learning aids (books, magazines, laboratories, computers...)	4	3,12	42	32,81	69	53,90	13	10,15
4	Lecturers explain completely the learning requirements, ways of assessment, major contents...	3	2,34	34	26,56	56	43,75	34	26,56
5	Lecturers determine knowledge, skills and qualifications obtained after completing the course?	4	3,12	35	27,34	65	50,78	24	18,75
6	Teaching content meets the course outline published?	1	0,78	35	27,34	60	46,87	30	23,43
7	Level of assurance on the teaching plan (enough time, on schedule...)	2	1,56	30	23,43	67	52,34	29	22,65
8	Active teaching methods help students understand and develop knowledge easily?	5	3,90	41	32,03	51	39,84	31	24,21
9	Learning intensity (classroom activities, homework, use of the internet and library, group discussion...)	1	0,78	41	32,03	68	53,12	18	14,06
10	Level of result achievement in comparison with section 5?	3	2,34	40	31,25	55	42,96	30	23,43
11	Your level of satisfaction of teaching and learning this course?	2	1,56	38	29,68	59	46,09	29	22,65

Number of class: 2

No	Items	Dissatisfied	Satisfied	Very Satisfied	Excellent
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SAR-Agricultural Economics Program

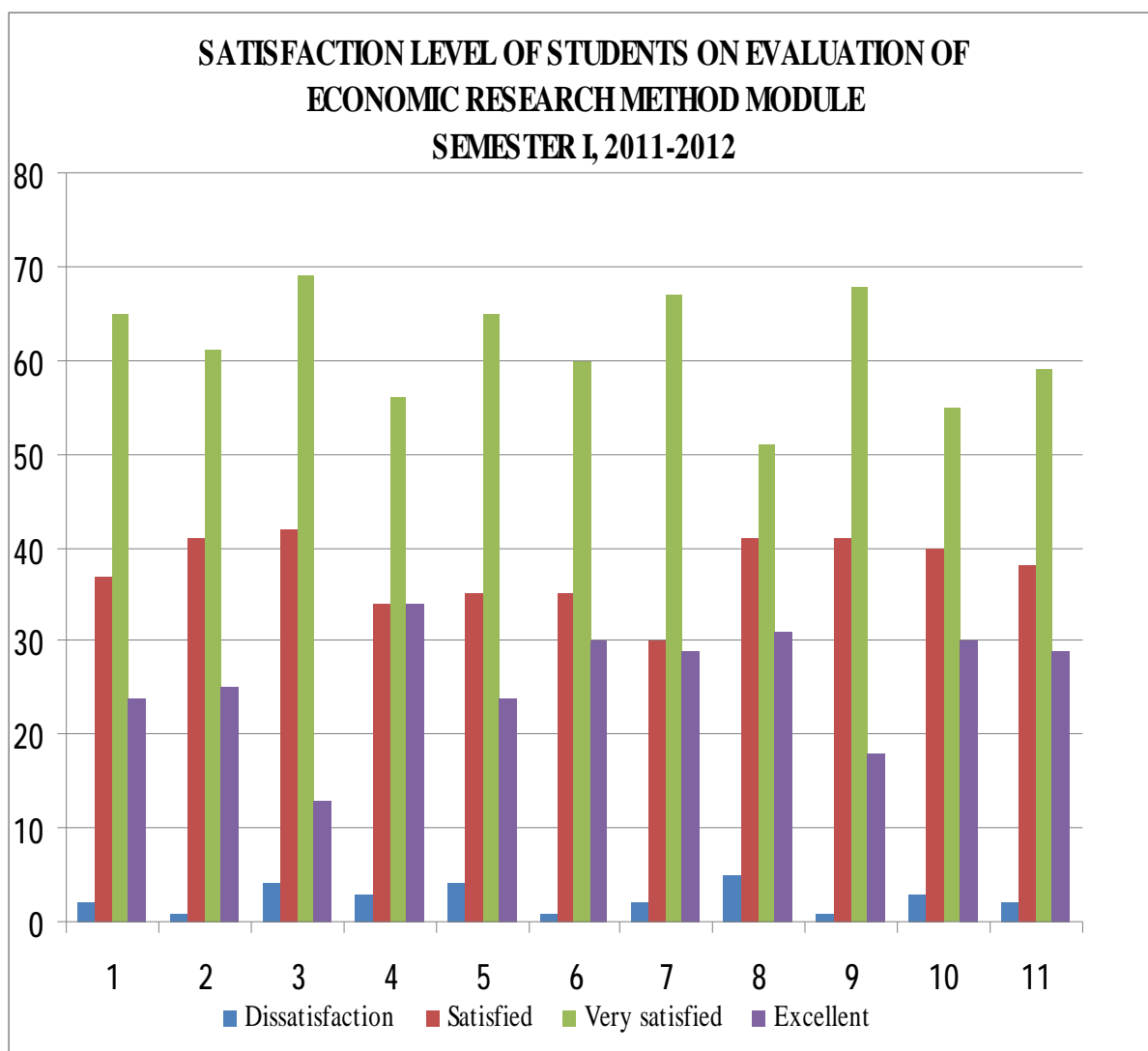


Figure 6: Satisfaction level of students on course evaluation year of 2011-2012

Table 18: Results of students' satisfaction of course evaluation, semester II, year of 2011-2012

**SATISFACTION LEVEL OF STUDENTS ON MODULE EVALUATION
SEMESTER II, 2011-2012**

Module Title: Methods of Economic Research (KT109)

Number of credit: 2

Number of questionnaires scanned: 1517

Number of class: 13

		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
1	Your level of satisfaction when registering this course (selected lecturers, schedule...)	172	11,33	861	56,75	403	26,56	75	4,94
2	Reasonability of the course structure (theory, practice, assignments, projects...)	148	9,75	840	55,37	435	28,67	94	6,19

3	Sources of learning materials, teaching and learning aids (books, magazines, laboratories, computers...)	158	10,41	835	55,04	434	28,60	89	5,86
4	Lecturers explain completely the learning requirements, ways of assessment, major contents...	127	8,37	709	46,73	530	34,93	148	9,75
5	Lecturers determine knowledge, skills and qualifications obtained after completing the course?	129	8,50	748	49,30	521	34,34	117	7,71
6	Teaching content meets the course outline published?	110	7,25	789	52,01	513	33,81	100	6,59
7	Level of assurance on the teaching plan (enough time, on schedule...)	68	4,48	705	46,47	539	35,53	204	13,44
8	Active teaching methods help students understand and develop knowledge easily?	265	17,46	715	47,13	427	28,14	108	7,11
9	Learning intensity (classroom activities, homework, use of the internet and library, group discussion...)	104	6,85	841	55,43	467	30,78	98	6,46
10	Level of result achievement in comparison with section 5?	173	11,40	830	54,71	429	28,27	76	5,00
11	Your level of satisfaction of teaching and learning this course?	177	11,66	788	51,94	450	29,66	99	6,52

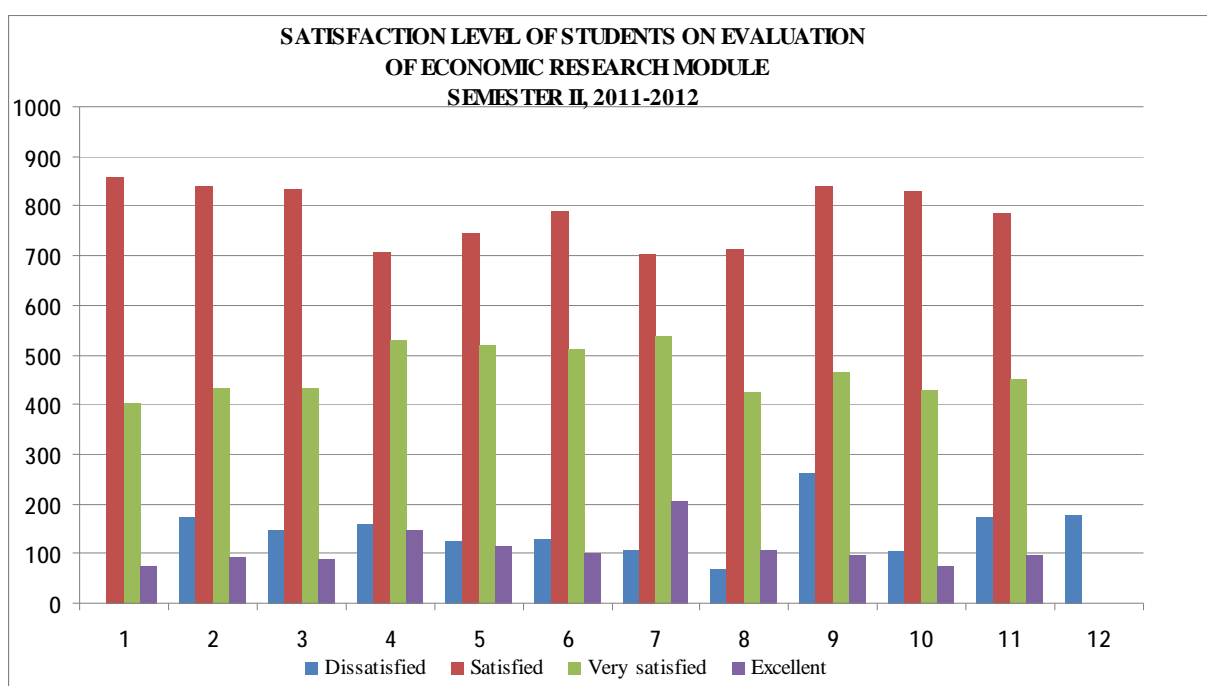


Figure 7: Satisfaction level of students on course evaluation year of 2011-2012

For School and Department level (Total data)

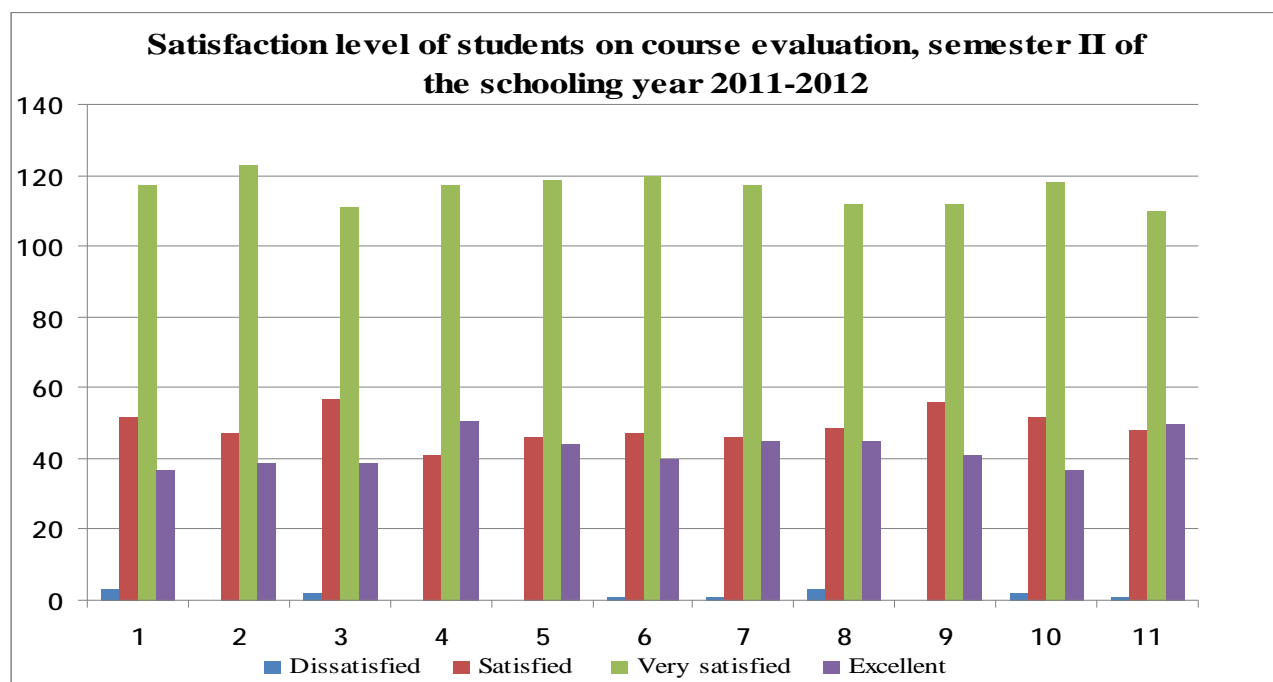
In semester I (from January to May) of the schooling year of 2010 – 2011, the department got **5034** feedbacks/almost courses from students. About 95% of students state that the courses are satisfied, very satisfied or excellent (about 50% students find the courses are very satisfied). Less than 5% of students said that they do not satisfy about the courses.

Table 19: Total results of course evaluation, semester I, year of 2011-2012 in Depart. level

School of Economics Business Administration										
Department: General Economics										
Number of questionnaires scanned: 5034										
Number of course classes: 68										
No	Items	Dissatisfied		Satisfied		Very satisfied		Excellent		Average
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	
1	Your level of satisfaction when registering this course (selected lecturers, schedule...)	88	1,74	1482	29,43	2482	49,30	976	19,38	2.86
2	Reasonability of the course structure (theory, practice, assignments, projects...)	63	1,25	1447	28,74	2648	52,60	866	17,20	2.85
3	Sources of learning materials, teaching and learning aids (books, magazines, laboratories, computers...)	119	2,36	1896	37,66	2310	45,88	697	13,84	2.71
4	Lecturers explain completely the learning requirements, ways of assessment,	64	1,27	1165	23,14	2538	50,41	1258	24,99	2.99

	major contents...									
5	Lecturers determine knowledge, skills and qualifications obtained after completing the course?	71	1,41	1445	28,70	2478	49,22	1036	20,58	2.89
6	Teaching content meets the course outline published?	56	1,11	1449	28,78	2551	50,67	969	19,24	2.88
7	Level of assurance on the teaching plan (enough time, on schedule...)	86	1,70	1392	27,65	2377	47,21	1163	23,10	2.91
8	Active teaching methods help students understand and develop knowledge easily?	152	3,01	1562	31,02	2279	45,27	1036	20,58	2.83
9	Learning intensity (classroom activities, homework, use of the internet and library, group discussion...)	73	1,45	1821	36,17	2408	47,83	715	14,20	2.74
10	Level of result achievement in comparison with section 5?	94	1,86	1724	34,24	2392	47,51	798	15,85	2.76
11	Your level of satisfaction of teaching and learning this course?	76	1,50	1488	29,55	2461	48,88	994	19,74	2.86

Figure 8: Satisfaction level of students on course evaluation year of 2011-2012, at depart. Level.



**SATISFACTION LEVEL OF STUDENTS ON MODULE EVALUATION
SEMESTER II, 2011-2012**

Department: General Economics

Number of questionnaires scanned: 9644

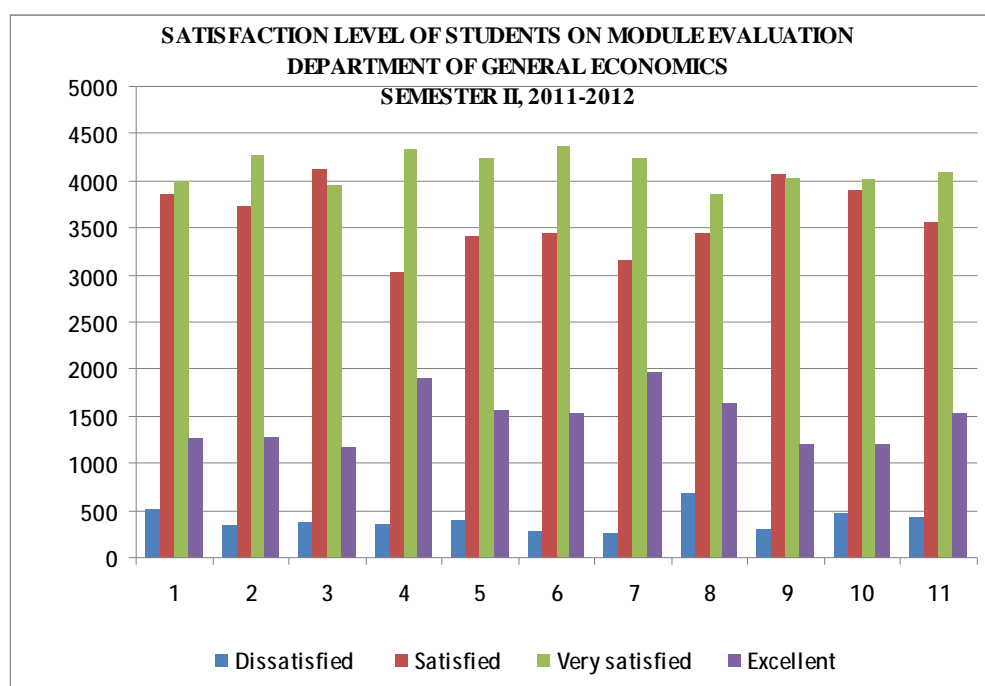
Number of class: 110

No	Items	Dissatisfied		Satisfied		Very Satisfied		Excellent		Average
		Number	Rate (%)	Number	Rate (%)	2.67	Rate (%)	Number	Rate (%)	
1	Your level of satisfaction when registering this course (selected lecturers, schedule...)	505	5,23	3865	40,07	2.61	41,38	1268	13,14	2.62
2	Reasonability of the course structure (theory, practice, assignments, projects...)	349	3,61	3723	38,60	2.81	44,42	1287	13,34	2.67
3	Sources of learning materials, teaching and learning aids (books, magazines, laboratories, computers...)	370	3,83	4128	42,80	2.73	41,13	1167	12,10	2.61
4	Lecturers explain completely the learning requirements, ways of assessment, major contents...	360	3,73	3035	31,47	2.74	44,91	1910	19,80	2.81

5	Lecturers determine knowledge, skills and qualifications obtained after completing the course?	390	4,04	3417	35,43	2.82	44,06	1580	16,38	2.73
6	Teaching content meets the course	286	2,96	3445	35,72	2.67	45,34	1526	15,82	2.74
	outline published?									
7	Level of assurance on the teaching plan (enough time, on schedule...)	266	2,75	3157	32,73	2.63	44,07	1965	20,37	2.82
8	Active teaching methods help students understand and develop knowledge easily?	673	6,97	3447	35,74	2.61	40,01	1656	17,17	2.67
9	Learning intensity (classroom activities, homework, use of the internet and library, group discussion...)	310	3,21	4072	42,22	2.69	41,80	1207	12,51	2.63
10	Level of result achievement in comparison with section 5?	467	4,84	3906	40,50	4019	41,67	1212	12,56	2.61
11	Your level of satisfaction of teaching and learning this course?	435	4,51	3553	36,84	4088	42,38	1534	15,90	2.69

Table 20: Total results of course evaluation, semester II, year of 2011-2012 in Depart. Level

Figure 9: Satisfaction level of students on course evaluation, semester II, year of 2011-2012, at depart. Level.



15.2. Graduate and Alumni satisfaction

15.2.1 Graduate satisfaction

Graduates, who have just achieved expected learning outcomes of whole study program and finished their studies, provide their adequate opinions. Their satisfaction is very necessary for improving program. Thus, CTU and SEBA want to have rates of Students satisfaction to how to improve courses and study program. Satisfaction feedbacks from the graduate students have been collected in the program evaluation since AY2009-2010 by QATC (*Exh.11.15 and Exh.11.16*). The students gave their satisfaction through the course evaluation and program evaluation forms & the qualitative feedback of graduate students was also gathered in the AUN-QA Workshop on Self-assessment of the Agricultural Economics Program in 2012. The program evaluation results show that graduate students are satisfied the agricultural economic program (*Exh.11.16*). Graduate students satisfied their expected learning outcome, the training program, input policies, quality assurance and outputs. The program has clear expected outputs and students also achieved their expectation. They satisfied the curriculum because the structure of basis, core and specified courses are balance, the teaching methods were introduced in each courses. However, students still lack of practice (*Exh.15.01, Exh.15.15 and Exh.11.16*). The department gets feedback from graduates by the Program Evaluation Form. The form includes 32 items which are divided into 6 groups (e.g. Objectives and expected learning outcome, curriculum, input, quality assurance, output and graduates' satisfaction on the program in general). The 29 items are measured via Likert Scale, from one for very dissatisfied to five for excellent. Three items are yes/no questions.

The results of the data analysis from the recent schooling years (2009-2010 and 2011-2012) show that the graduates in general are satisfied with the program. Means of the item about the overall evaluation of the program in two school years are above three (three stands for satisfied). Means of other Likert Scale items are also above three (*Exh.11.15 and 15.16*).

15.2.2 Alumni satisfaction

Alumni, who completed their study program and work for labor market brings their skills, knowledge to deploy educational objectives. They apply what they learned in theory to practice. Clearly, their contributed opinions reflect appropriate relation between theory and practice needs of labor market (*Exh.15.01 and Exh.15.02*).

Satisfactions feedback from alumni is collected through the alumni surveys in 2012. Besides, qualitative feedback from alumni is summarized in the minutes of AUN-QA Workshop on Self-assessment of the Agricultural Economics Program (*Exh.15.01 and Exh.15.02*). There is a lack of systematic and periodical evaluation of alumni from both CTU and SEBA.

The number of surveyed alumni is summarized in *Table 17* (by change of curriculum) and *Table 18* (place of work by locations in Mekong Delta and Vietnam) and *Table 13* (place of work by institutions/enterprises). In detail, 28% alumni in the course of 30-33, 53% alumni in C25-29 and 19% alumni belonging to C24 and prior were gathered. They also came from different provinces in the Mekong Delta and working in both state-own and private institutions/enterprises. The method to collect information in the alumni survey is snowball sampling technique. The criteria to choose the alumni is that they came from different courses and working places in the Mekong Delta in order to see the whole picture how the curriculums and work places (location and type of enterprise/institutions) affected their feedback. Curriculum evaluation form for the alumni was designed by QATC of CTU and revised assurance team of SEBA following AUN criteria. Alumni satisfaction is measured

by a Likert scale (1= very dissatisfied, 2= dissatisfied, 3 = satisfied, 4 very satisfied and 5 = excellent).

From the alumni survey 2012, alumni satisfied with the agricultural economics program (79% of alumni satisfied, very satisfied and excellent). However, there are 21% of alumni does not satisfied with their study program. The percentage of dissatisfaction is high in student consulting services (42%) and learning materials, teaching aids, library (37%) (*Table 19 and Exh.15.02*). Moreover, they are not much satisfactory with their ability to apply their knowledge in practice. The structure of the basis, core and specified courses are not balance. The basis is very heavy. The program has broad job orientation (*Exh.11.05*) (*See details of feedbacks from alumni in Exh.15.01 and Exh.15.02*).

The alumni identified three problems on the curriculum of Agricultural Economics (bachelor degree). They also recommended directions to solve them and to improve the curriculum. About 14% of alumni pointed out that the general knowledge load is heavy and suggested to reduce this block (reduce the credits of Marxist – Leninist Philosophy, Ho Chi Minh Ideology and History of Vietnamese Communist Party; foreign language and computer skills should be conditional courses). For the major courses, about 56% of alumni suggested to increase the major courses in term of incorporating the theories and practice, improving internship activities. Alumni had problems in applying what they learned to their work when they just received job. Lastly, 77% of employers stated that alumni lack of soft skill, namely computer skills, English proficiency, communication skill, solving problems skills (*Table 21*).

Table 21 . Number of surveyed alumni divided by the change of curriculum

Curriculum	No.	Percentage (%)
C34	4	3.2
C30-33	31	24.6
C25-29	67	53.2
Before C25	24	19.0
Total	126	100.0

Source: Survey Alumni of Agricultural Economics, September 2012

Note: Group of alumni by the change of the curriculum of Agricultural Economics

Table 22 . Place of work of alumni (locations)

Code	Place of work	No.	Percentage (%)
1	Can Tho	35	27.8
2	Vinh Long, An Giang, Soc Trang, Hau Giang, Tien Giang, Dong Thap	52	41.3
3	Long An, Tra Vinh, Ben Tre, Kien Giang, Bac Lieu, Ca Mau	37	29.4
4	Ho Chi Minh and Nha Trang	2	1.6
	Total	126	100.0

Source: Survey Alumni of Agricultural Economics, September 2012

Note: Code 1, 2 and 3 are cities/provinces in the Mekong Delta.

Code 2 are cities/provinces border to Can Tho City,

Code 3 are the rest of cities/provinces (furthest to Can Tho City),

Code 4 are cities/provinces outside Mekong Delta.

Table 23: Alumni satisfaction

Alumni satisfaction	n	Percentage of alumni satisfaction					Average grade of satisfaction
		Very dissatisfied [1]	Dis-satisfied [2]	Satisfied [3]	very satisfied [4]	Excellent [5]	
Satisfied with the credit-based system	121	1.7	12.4	54.5	25.6	5.8	3.21
You are satisfied with student consulting and supporting system	126	3.2	38.8	39.7	15.1	3.2	2.76
Satisfied with learning materials, learning and teaching aids/laboratories	126	1.6	36.5	48.4	12.7	0.8	2.75
Satisfied when participating in designing the training program	124	0.8	16.1	58.9	20.2	4.0	3.10
Satisfied when participating in vocational guidance for students	124	2.4	21.8	51.6	16.9	7.3	3.05
Satisfied when participating in broadcasting for Can Tho University	125	0.8	15.2	48.0	28.0	8.0	3.27
Satisfied with alumni current relationship to CTU	125	5.6	25.6	48.0	17.6	3.2	2.87
Overall comment of all above contents	124	1.6	19.4	63.7	13.7	1.6	2.94

Source: Survey Alumni of Agricultural Economics, September 2012

Note: Details of results of Survey Alumni of Agricultural Economics, 2012 is presented in (Exh.15.02).

Five levels of satisfaction are 1= very dissatisfied, 2= dissatisfied, 3 = satisfied, 4 very satisfied and 5 = excellent

[6] = average grade from [1] to [5]

Table 24. Recommendations of alumni on curriculum improvement

Recommendations on curriculum	No.	Percentage (%)
General knowledge	14	14.0
Professional knowledge	68	56.2
Soft skills (ability to apply theory to practice, computer, English, communication skills)	88	77.2

Source: Survey Alumni of Agricultural Economics, September 2012 (n=121) (multiple replies)

15.3 (Teaching & support) staff satisfaction

15.3.1 Teaching staff satisfaction

In developed and operated process of study program with courses that teaching staff directly study their structure, contents, goals, then find out/choose appropriate methods and use related services to support for their teaching activities. Feedback provided by teaching staff with rates of satisfaction is very necessary for study program with courses to improve (Exh.15.01).

Feedback form teaching staff is gathered through surveys, meetings, workshops and others forms. Results of student assessments for each course, students achievements of expected learning outcomes, pass rates and dropout rates, rates of students' employability all reflect *Teaching staff satisfaction* (Exh.15.01). CTU and SEBA have periodical system for quality assurance of in getting feedback from lecturers, but the result is not high, so next time it should be reformed (Exh.15.01).

15.3.2 Support staff satisfaction

Managing staff are experts on courses or study program in their developed and operated process. They are main responsibility for quality results of courses of study program. They provide feedback to reflect their satisfaction rates with different satisfaction from stakeholders to improve (Exh.15.01).

Support staff (supervisors, consultants, staff in lab and in library...) are participants to help the whole operated/and teaching and learning process of course or study program to run well/smoothly. They stand before, inside and behind the process and play an important role. The rate of their satisfaction gathered through meetings, workshop of CTU/SEBA helps managers, lecturers to have a good chance to improve both curriculum and teaching methods (Exh.15.01).

Support staff stand before, inside and behind process are sometimes not recognized their very important ideas. CTU and SEBA will more than pay attention to develop and improve (Exh.15.01).

15.4. Labor market satisfaction

In developed and operated program, managing and teaching staff always need helpful feedback from labor market. They provide adequate needs from labor market. Base on these managing staff set up educational objectives, expected learning outcomes, structure and contents of program, educational or teaching and learning strategies...They receive CTU's graduates with output and provide employability them. Labor market plays an important role in process of working and promoting graduates long-life learning. Clearly, institution connects closely with labor market (Exh.15.01 and Exh.15.03).

Feedback of the labor market satisfaction was collected the labor market survey in 2012. Besides, qualitative feedback from the labor market was also gathered in workshop of curriculum evaluation and improvement (*Exh.15.01 and Exh.15.04*). There is lack of systematic and periodical evaluation of alumni from both the university and the school.

The labor market survey in 2012 was conducted by AUN quality assurance team of SEBA. Collecting data of the labor market was based on snowball sampling technique tracing from their employees. There were 52 employers who are direct boss of the alumni in the alumni survey in 2012, answering the curriculum evaluation for the labor market. Thus, their opinions and feedback directly replied to their employees performance. Among 52 employers, 56% of them work in research institutions (CTU and other universities and research institutes, departments in the Mekong Delta), 25% of them work at commercial banks in the Mekong Delta and the rest of 19% work at other enterprises (*Table 21*). In their institutions/enterprises, the number of their employees who graduated in CTU is 1 – 20 employees (about 77%), 21 – 40 employees (14%) and more than 40 employees (9%) (*Table 22*).

Labor market satisfaction is measured by a Likert scale (1= very dissatisfied, 2= dissatisfied, 3 = satisfied, 4 very satisfied and 5 = excellent). Curriculum evaluation form for the labor market was designed by QATC of CTU and revised assurance team of SEBA following AUN criteria. Labor market satisfied with the Agricultural Economics program (3.17 points/5 points) and employees' responsibilities in their professional field and for colleagues, their working style, their progressive spirit in professional field (3.63 - 3.77 points). They graded highest score for their employees' conduct (4.15 points). However, their employees has low foreign language proficiency, do not have deep and wide knowledge and not good in practice, low orientation in their professional career (2.50-2.85 points) (*Table 23*).

The employer identified three problems on the curriculum of Agricultural Economics (bachelor degree). They also recommended directions to solve them and to improve the curriculum. About nine (9) percentage of employers pointed out that the general knowledge load is heavy and suggested to reduce this block (reduce the credits of Marxist – Leninist Philosophy, Ho Chi Minh Ideology and History of Vietnamese Communist Party; foreign language and computer skills should be conditional courses). For the major courses, about 44% of employers suggested to increase the major courses in term of incorporating the theories and practice, improving internship activities. Lastly, 74% of employers stated that alumni lack of soft skill, namely computer skills, English proficiency, communication skill, solving problems skills (*Table 21*). These recommendations are corresponding with the recommendations in the workshops of curriculum evaluation (*Exh.15.01*) (*It is noted that recommendations in the employer survey basing on their employees who graduated in Agricultural Economics from course 34 and before while curriculum evaluation in the workshop for the curriculum applied for C36 (curriculum applied and before C36)*). The recommendations of alumni and employers are correlation interm of areas and methods to improve the curriculum (*Table 20 and Table 24*).

These employers also expressed their willingness to cooperate with CTU and SEBA. In other words, CTU and SEBA should have deep understanding on the needs of labor market, so it would help to improve the curriculum of Agricultural Economics.

Details of feedback of employer survey are presented in *Exh.15.03* and qualitative feedback of employers is in *Exh.15.01 and Exh.15.04*.

Like provided points above the stakeholder satisfaction express:

- a. Strengths

- The rate of stakeholders is acceptable.
- There are appropriate process of collecting satisfaction of stakeholders, especially the alumni and labor market.
- b. Weaknesses
 - There are still dissatisfied in some points in all stakeholders, especially the alumni and labor market.
 - The feedback of stakeholders have just collected recently. Thus, data is not rich enough to make any conclusion or compare level of satisfaction among the curriculums (before C24, C25-29, C30-33, C34-35, C36 to present)
 - Lack of separate form to get feedback from teaching and supporting staff.
- c. Act
 - Improving evaluation forms (courses, curriculum evaluation forms of graduate students, alumni and labor markets), methods of data collection (survey approach, online survey and data analysis)
 - Develop evaluation form for teaching and supporting staff and collect feedback from teaching and supporting staff (at SEBA and CTU).
 - Improve the curriculum basing on the feedback of stakeholders (especially focusing on the dissatisfaction points, e.i. more practice in the major courses and soft skills for students).
 - Maintain and improve the satisfaction rate and average satisfaction grade through focusing on the on the strengths.

Table 25. Institutions of employees

Institutions	No.	Percentage (%)
Institutions/departments	29	55.8
Commercial banks	13	25.0
Enterprises	10	19.2
Total	52	100

Table 26. Number of CTU graduates working at employers' organization

Number of CTU graduates	No.	Percentage (%)
1-20	40	76.9
21-40	7	13.5
41-60	3	5.8
61-80	1	1.9
More than 80	1	1.9
Total	52	100

Source: Survey Employers of Alumni in Agricultural Economics, September 2012 (n= 52)

Table 27. Labor market satisfaction

Content	n	Percentage employer satisfaction (%)					Average grade of satisfaction
		Very dis-satisfied	Dis-satisfied	Satisfied	very satisfied	Excellent	
		[1]	[2]	[3]	[4]	[5]	[6]
1. Ability to apply general knowledge in work.	52	1.9	9.6	59.7	26.9	1.9	3.17
2. Ability to work	52	0.0	7.7	61.6	26.9	3.8	3.27

Content	n	Percentage employer satisfaction (%)					Average grade of satisfaction [6]
		Very dissatisfied [1]	Dissatisfied [2]	Satisfied [3]	very satisfied [4]	Excellent [5]	
independently.							
3. Ability to work in teams.	52	0.0	19.2	44.3	32.7	3.8	3.21
4. Ability to plan schedule for specialized activities.	52	0.0	15.4	48.1	28.8	7.7	3.29
5. Ability to communicate (negotiate).	52	0.0	13.5	51.9	26.9	7.7	3.29
6. Sensitive to work environment changes.	52	0.0	7.7	55.8	32.7	3.8	3.33
7. Fundamental knowledge and major knowledge are balanced.	52	0.0	21.2	57.7	17.3	3.8	3.04
8. Capacity of computer knowledge.	52	1.9	11.5	38.5	38.5	9.6	3.42
9. Capacity of foreign languages.	52	5.8	26.9	50.0	15.4	1.9	2.81
10. Capacity of doing research (improvement – initiative).	52	1.9	26.9	48.1	15.4	7.7	3.00
11. Ability to study at higher level.	52	0.0	17.3	42.3	30.8	9.6	3.33
12. Employee's conduct.	52	0.0	0.0	17.3	50.0	32.7	4.15
13. Responsibilities in professional field.	52	0.0	3.8	42.3	40.4	13.5	3.63
14. Progressive spirit in professional field.	52	0.0	1.9	42.3	40.4	15.4	3.69
15. Working style.	52	0.0	1.9	40.4	46.2	11.5	3.67
16. Responsibilities for colleagues.	52	0.0	3.8	38.5	48.1	9.6	3.63
17. Compliance with policies and laws of the State.	52	0.0	3.8	32.7	46.2	17.3	3.77
18. Number of CTU graduates working at your organization (see table 19)							
19. Employees are oriented in career.	52	1.9	30.8	53.8	7.7	5.8	2.85
20. The quality of training program meets the requirements of your organization.	52	1.9	21.2	57.7	15.4	3.8	2.98
21. Employees have	52	1.9	32.7	50.1	11.5	3.8	2.83

Content	n	Percentage employer satisfaction (%)					Average grade of satisfaction [6]
		Very dis-satisfied [1]	Dis-satisfied [2]	Satisfied [3]	very satisfied [4]	Excellent [5]	
deep and wide knowledge.							
22. Employees have a thorough understanding of theory.	52	0.0	11.5	71.2	11.5	5.8	3.12
23. Employees are good at practice.	52	1.9	28.8	55.9	9.6	3.8	2.85
24. Employees have good working solving skills.	52	0.0	9.6	65.4	21.2	3.8	3.19
25. Employees build prestige for CTU students.	52	0.0	5.8	51.9	32.7	9.6	3.46
26. You are satisfied when CTU students do internship at your organization.	48	2.1	4.2	66.6	18.8	8.3	3.27
27. You are satisfied when invited to design the training program.	49	2.0	4.1	57.2	24.5	12.2	3.41
28. You are satisfied when participating in vocational guidance for students.	50	2.0	8.0	66.0	18.0	6.0	3.18
29. You become experts in the training fields.	49	6.1	24.5	49.0	14.3	6.1	2.90
30. You are members of Employers' Union.	47	4.3	27.7	51.0	10.6	6.4	2.87
31. CTU links with your organization.	47	4.3	27.7	36.1	21.3	10.6	3.06
32. Your overall comment of all above contents	52	1.9	3.8	71.2	21.2	1.9	3.17

Table 28. Recommendations of employers on curriculum improvement

Recommendations on curriculum	No.	Percentage (%)
General knowledge	4	9.3
Professional knowledge	19	44.2
Soft skills (ability to apply theory to practice, computer, English, communication skills)	32	74.4

Source: Survey Employers of Alumni in Agricultural Economics, September 2012 (n= 43) (multiple replies)

III. STRENGTHS AND WEAKNESSES ANALYSIS

1. Strengths

1.1. *Expected Learning Outcomes (ELOs)*

§ The expected learning outcomes of the program are clearly and promote life-long study and others. There are six learning outcomes that students of this program are expected to attain. The specific outline of every course clearly provides as standards: knowledge, skills, knowledge needed for graduate. In doing so, lecturers could clearly master and students could easily obtain the ELOs. The program is constructed to provide foundation students' life-long learning and performed by the flexible program of credit-based system. ELOs always strengthen the learners in their self-study and promotes their awareness in learning.

1.2. *Program Specification*

§ The program specification shows ELOs & useful information about the program. The program specification clearly describes the general information of expected learning outcomes and how these can be achieved. It helps stakeholders to know general information about program, as necessary skills, how to learn, helps lectures know adequate teaching methods, and labor market or students' parents clearly know/evaluate quality of program via website or meetings to choose subject their children.

§ There is the program specification that is communicated to stakeholders. The program specification provides the general information enough to stakeholders.

1.3. *Program structure and content*

§ Program structure and content shows balance, coherent of knowledge & skills blocks. Program structure covers the three blocks of knowledge. The general knowledge provides background knowledge of laws, social sciences, computers skills, mathematics, and foreign language. The fundamental knowledge equips students the needed skills of all economic majors while the major knowledge trains them the applied economics in agricultural economics.

§ Program structure and content shows breadth & depth and is communicated to stakeholders.

The update of program structure is based on the feedbacks and recommendations of companies or departments which demand agricultural economics labors.

1.4. *Teaching and Learning Strategy*

§ The department has teaching and learning strategies that students acquire and use it. SEBA encourage lecturers apply the new teaching method via doing case studies. Almost all lecturers are now applying this new method.

§ Teaching and learning strategies stimulate action and facilitates how to learn.

The teaching method via doing case studies helps students brainstorm, invent the new ideas, and develop the communications skills and soft-skills.

1.5. *Student Assessment*

§ CTU and SEBA use MOET' Regulation for student assessment and CTU' Academic Statute with adequate criteria and methods and are communicated to students and related members in SEBA. The assessment methods are appropriate to teaching and learning methods. Since the university applied the credit-based system, lecturers can decide the assessment methods themselves and they must be responsible for accuracy of the results.

§ Student assessment reflects ELOs and all contents of program with breadth and depth. Final-year students are required to collect, use the knowledge cumulated during the training program to analyze the real data of companies, and then write a thesis or reports. The University Committee appraises and recognizes students as graduates if they complete two blocks of knowledge as defined and defend their thesis successfully.

1.6. *Academic Staff Quality*

§ Most of the academic staff are young and so are active in applying modern teaching methods and technology. The staff's duties are appropriately allocated according to

their qualifications, learning outcomes and experiences. The lecturers are able to select the disciplines upon their qualifications, experiences and preferences with the approval of the SEBA's Scientific Council. They are well trained in the nation: bachelor and oversea: master and Ph.D degree.

- § The staff is competent, has high capacity and positive virtue basing on MOET and CTU' Recruited Statute and in plan to update under policies for academic staff. The school's staff is sufficient to deliver the curriculum adequately. Currently, the School has 118 lecturers, of those nearly 70% having post-graduate degrees. Among them, 73% are trained oversea. The School has 5 Associate Professors, accounting for 4,2% of the lecturers. The lecturers with less than 10 years of teaching experiences account for around 60%, with 10 to 20 years of teaching experiences represent 17%. 55,4% of the staff age less than 30, 28,7% age from 31 to 40 and, 8% from 41 to 50. Few staff have age older than 50.

1.7. Support Staff Quality

- § The support staffs in secretariat office, library and lab room are all well-educated and obtain at least a bachelor degree. They all took training courses on their works that help them handle well their job assignment. The student support staff is sufficient and competent for their job. These staff is in charge of helping students fulfill the admission documents, compose studying plan, and monitor studying process.
- § The support staffs are young but have long experience on their works since they have embedded on the job for several years. Youth and job embeddedness results in the enthusiasm in their works. All staff has at least a bachelor degree. The statistics of their professional, informatics, foreign language levels and working years

1.8. Student Quality

- § MOET' Statute, CTU and SEBA's intake policy, student progress and exit assessment is carefully considered. CTU has QA system in teaching and learning process. The regular students are young, creative and very active in following training programs, resulting in satisfactory studying outcomes. The entrance exam for every training program is strictly organized so that the university is able to select outstanding high school students that are prerequisite for producing university students of high quality. The source of students for recruitment is abundant, spreading over the whole country. Therefore, the university usually recruits enough regular and non-regular students for training plan. The abundant source of students also ensures the university to recruit enough good students that qualifies for the training programs.
- § Via ELOs, Program Specification, Program structure and contents, stakeholder satisfaction, students clearly understand, what/how do they do to achieve. As such, once the learning plan for the whole course is set up, the students would learn accurately and fully the training program, and at the same time the learning components would be logically allocated for each semester. The making of the learning plan by the students is guided specifically by the learning advisors.

1.9. Student Advice and Support

- § Via management software, CTU and SEBA deploy their monitoring system for student progress. System consists of SEBA, Department of Academic Affairs, Department of Student Services, Department of Finance and Department of Administration and Computer Network and others. In general, the learning advisors are in charge of consulting and monitoring the student's learning progression and results through using the available data from the management program, the learning advisors can access to the learning situation of the student being monitored at any time.

§ Quality services are satisfaction by stakeholder's feedback. Students directly get adequate academic advice, support and feedback on their performance from learning advisors, Student Services Division, and other supporting systems. The performance of all actors in the system is to provide best conditions for students to follow the training programs at the university.

1.10. Facilities and Infrastructure

§ Beside of using SEBA's Facilities and Infrastructure, School uses common Facilities and infrastructure, such as classrooms, halls, dormitory, stadium, mean of transportation. They are adequate and are periodically updated. The School has sufficient lecture halls and equipments for studying, teaching and researching due to the assistance of international cooperation projects, such as MHO, NPT and TRIG2. Area of classrooms is appropriate to ensure the quality of the studying and teaching.

– Facilities and Infrastructure satisfy needs for health, safety and learning. Office equipment is not sufficient for all staff to work permanently at their offices. Most of the staff are not equipped with desktops at their offices. The School does not have sufficient budget to purchase professional softwares for studying, teaching and researching

1.11. Quality Assurance of Teaching and Learning Process

§ From criterion 1 to 10 contents express QA activities of Teaching and Learning Process. ELOs and how to achieve are very important. The curriculum (courses) is developed, reviewed and revised periodically. They are sure to reach to ELOs. Specially, lecturers deliver students directions and foundations of knowledge for lifelong learning. One of very important ELOs.

§ Monitoring progress system and student assessment are expressed via the feedback of course evaluation from students, curriculum evaluation from graduation students, alumni and labor market are conducted gradually systematically.

1.12. Staff Development Activities

§ There are policies and long-term and short-term plans in recruiting and developing staffs. SEBA and CTU always consider that quantity and quality of staff. SEBA and CTU have to achieve necessary criteria for staff in the present and in the future. SEBA has commitment to training and development, implement plans and follow-on development activities. SEBA is required to prepare five-year (mid-term) and annual (short-term) plans in training and development of academic and support staff.

§ Staff are made good conditions to develop and improve their skills. SEBA considers the balance between conditions, resources and the identified needs to make sure the training and development activities are implemented well. SEBA staff are required to take pedagogical knowledge, upgrade English skills and professional skill by participating in workshops and meetings in training and research activities

1.13. Stakeholders Feedback

§ CTU and SEBA have feedback system and periodically implement. CTU has its QATC in 2003-2005 and in 2005-2012 in which feedback system for stakeholders (labor market) is established. At the same time SEBA has its QA team and step by step in this system, feedback activities of SEBA and CTU become better and better. Feedback from the labor market is an important part of activities for development and improvement of courses, curriculum and others. For students, graduates and alumni CTU and SEBA have an adequate structured feedback. CTU's QATC consults SEBA about feedback activities with every step to deploy self evaluation course for students, program for graduates and alumni. To enhance common quality of courses and curriculums/programs Internal Quality Assurance must have unitive and adequate feedback system/structure with plan and periodicity.

§ SEBA has a good relationship with the companies where many students work. Feedback from the labor market is an important part of activities for development and improvement of courses, curriculum and others. The feedback from labor market collected by SEBA in workshops on program evaluation (2004 and 2012), and surveys on labor market feedback implemented to improve the undergraduate program of Agricultural Economics. The representative of the labor market are directly contacted or invited to the SEBA to give feedback. Their feedbacks are incorporated in the course and curriculum improvement

1.14. Output

§ The passing and dropout rates are acceptable. Students well know about their past status/studying results from Department of Academic Affairs and Department of Student Assistance. If students' learning fell into permitted-limited bad status, students and their family are received "warned learning quality status" to improve beside the student assessment in class, self evaluation course and following daily for teaching and learning activities of courses. This good thing helps students achieves ELOs. So the pass rate is satisfactory and dropout rate is of acceptable level.

§ Teaching and learning strategy helps students know how to research and graduate adequately. It also helps students practicing their self-learning and research skills. There are different decisions and regulations aiming to encourage, guide, comment and reward staff and students to do research. The workshop on scientific research and training of SEBA in 2011 summarized the results of training and doing research of SEBA in the last five years. The results show that SEBA took the advantages of different sources of funds from the University, the provincial and central levels as well as international collaborations (NPT project) to upgrade research skills of staff.

1.15. Stakeholders Satisfaction

§ Satisfactions from stakeholders at high levels and satisfactory. Specific stakeholders feedback is clearly explained below. The alumni and labor market presented their satisfaction through the alumni and labor market surveys and workshops on curriculum evaluation and self-assessment. The teaching and support staff gave their opinions through their departments and annual staff meetings and evaluations.

- Collecting feedback from students done in two main semesters of an academic year through the Course Evaluation Form designed to systematically collect feedback from students with 11 items which reflect different criteria on the quality of a course, such as the course structure, lecturers, teaching content and teaching methods.
- The results of the data analysis from the recent schooling years (2009-2010 and 2011-2012) show that the graduates in general are satisfied with the program. Means of the item about the overall evaluation of the program in two school years are above three
- From the alumni survey 2012, alumni satisfied with the agricultural economics program (79% of alumni satisfied, very satisfied and excellent). However, there are 21% of alumni does not satisfied with their study program. The percentage of dissatisfaction is high in student consulting services (42%) and learning materials, teaching aids, library (37%)



2. Weaknesses

2.1. Expected Learning Outcome

§ The programme promotes life-long learning like description in 1.2 for theory, it very good, however, how do lecturers deliver/teach ways that students understand and can do that? Now we don't survey to check results for students' lifelong learning. Although CTU and SEBA (writers), basing on actual conditions, describe: *Promoting*

the study, Study method, Lifelong learning, Personal development, its results are a big problems.

§ ELOs (course ELOs and Program ELOs) aren't developed and evaluated completely and periodically yet. Because concept of ELOs is very new. They have been just gathered from course specification, output standards, program objectives basing on mission and vision.

§ The work to get the feedback of stakeholder for ELOs is paid attention to neglected points because the limitation of budget. Therefore, the results of stakeholder feedback may not exactly reflect the requirement of the stakeholders.

2.2. Program Specification

§ SEBA doesn't evaluate some impacts of Program Specification to and program how to achieve yet. Now, we have just begun to pay attention to and have some ideas to evaluate the relationship between ELOs and Program Specification.

§ Communication of Program Specification to stakeholders is limited. Since it takes time and money to get the feedbacks of stakeholders about Program Specification, this work is neglected. Although The program specification is informed via website and some different ways, maybe, number of stakeholders are interesting in one still low.

2.3. Program structure and content

§ SEBA doesn't evaluate relation between ELOs and Program structure and content and how to achieve yet, because it is difficult to collect feedback from employers/alumni/graduates with different reasons as shortage of money or QA officers for survey activities. Besides, employers' awareness of importance of feedback are not clearly, so receiving rate of samples is low.

§ Expression between Program structure and content and mission and vision is not evaluated.

Like the above criteria of Program Specification, now we have also begun to pay attention to and have some ideas to evaluate the relationship between ELOs and Program structure as well as the relationship between Program structure and content and mission and vision.

2.4. Teaching and Learning Strategy

§ Teaching and Learning Strategy are affected by the large number of students/groups (over 80 students per course). Since it is not enough lecturers, the student number of a class is normal over 80 students. It makes decrease the quality of teaching.

§ Teaching and Learning Strategy are affected by background of students and ability of their self-studying. Although SEBA have computers with internet access, library with books and academic journals, it is not enough, especially, foreign languages books and journals.

2.5. Student Assessment

§ The mid-term and final exams are not inspected carefully. Some invigilators did not strictly handle some cases of examination Statute violations. the marking grades of examinations are depended on lecturers. Since Can Tho University has just applied the credit-based system, some young lecturers are lack of experiences to organize the mid-term and final exams by themselves. Because the regulation of marking grades is not so clear, the marking grades of the mid-term and final examinations are depended on lecturers. In recent years, the results of the examinations are high. However. There are opinions that this is a serious problem and should be adjusted because the results might be not objective.

2.6. Academic Staff Quality

§ Academic Staff Quality is affected by rate of number of students/lecturer (too high). Lecturers undertake main tasks and in charge of heavy workload in different positions. Each lecturer has to undertake a heavy teaching workload due to the small number of lecturers relative to the large number of students.

§ Lecturers without post-graduate degrees are still large in number and they are not qualified for giving lecture in 2014 according to the Law of Higher Education 2012. A great part of lecturers are involved in several activities other than teaching and researching. As a result, time allocated to improving the quality of lectures and researches is limited.

2.7. Support Staff Quality

§ In the office, there are not private working environment for each staff. The support staff receives students and guests at their narrow working place that is uncomfortable for their works. In addition, the support staff have to domany different tasks that are “no-name”. The support staff in implementing student affairs are the lecturer force. Each lecturer is also working as a studying advisor for a class of around 50 students.

§ Policy on benefits for support staff with a lot of tasks is limited, so is affected their qualification. The salary of the support staff is quite low relative to that of the lecturer staff. Low salary may reduce their enthusiasm about their works.

2.8. Student Quality

§ Passing grades and QA activities for teaching and learning are not actually high with many reasons. “The rapid increase in the number of students versus the slow growth of the number of lecturers has caused the increased volume of teaching for each teacher. In 2009, the Prime Minister issued the Decision No 09/2005/QD-Ttg on the ratio of the number of students to the number of lecturers; the quota for recruitment was cut back. As a result, the number of new students in recent schooling years is decreasing”.

§ “The actual load is in line with the prescribed load” that is monitored, but not periodically.

2.9. Student Advice and Support

§ The different student advice and supports have still limited qualification. In At CTU and SEBA, beside of the teaching activity, each lecturer will be responsible for each class as a learning advisor to support students when they need any help in study and their life as well. However, not almost students could be received a continuous support from their academic advisors who are overloaded with teaching and research. Moreover, academic supervisors are also teaching staffs, who are also busy with teaching and doing research; there is limited attention to their class.

§ The titles of the books are not “adequate and sufficient” in library system of CTU and SEBA.

2.10. Facilities and Infrastructure

§ The library floor area for students is still limited. The number of the old classrooms has not met the respective number of students as required. The equipment, sometimes, are broken in classroom. Allocating the infrastructure for teaching and learning is still not adequate. Despite of being provided full of classrooms and halls for teaching and learning, the numbers of students in some course classes still exceed their own capacity

§ Working places of teaching and support staff don’t met with the needs for working yet. The teaching support devices used at large frequency have degraded and damaged so it affects to some extent the improvement of teaching methods.

2.11. Quality Assurance of Teaching and Learning Process

§ Course and curriculum after evaluation are improved, but this process quality is not checked yet. The course evaluation by students has only been conducted since 2007 and curriculum evaluation from graduate student has only been conducted since AY2009-2010 up to present. Students feedback for the courses are collected in every semester by the Quality Assurance and Testing Center of the university. The results from the feedback which show the satisfaction of students on the activities related to

the courses are sent to the teaching staff of those courses. Basing on the results, teaching staffs have adjustment on the course in terms of teaching methods, learning materials, assessment methods... However, that step uses the result was not carried out well and some teaching staffs ignore the results. This activity costs a big amount of money every year, but the effectiveness is not appreciated.

- § The curriculum is development involves the labor market and to improve is not high, because the feedback from labor market is still under pilot investigation period or only included from other activities (personal channels or alumni anniversary).

§

2.12. Staff Development Activities

- § Percentage of staff's qualifications (Ph.D staff) does not meet as the strategy shown. The achieved results of plan have not fully met the expectation because of long study time. Some of academic staff don't finish their studies according to plan on time/not rate of progress.
- § Support staff is recruited from different graduation major and they are not trained yet at adequate level and in charge with many jobs "non-name".

2.13. Stakeholders Feedback

- § No funding for implementation of alumni and labor market survey. Besides, feedback from labor market considered as one of important information channels has a great contribution to the development and improvement of training programs at any higher institutions around the world and Can Tho University as well. However, the number of survey questionnaires collected is not very much because most of companies locate very far from CTU. Currently, the university and the college have no private fund for this activity.
- § The results of surveys from the alumni and labor market are not high. In general, effect of feedback system is not high with some different reasons: 1) leadership for stakeholder feedback is not strong yet; 2) structure is still not coherent, 3) lack of money, 4) quality culture is not high, 5) policy for responsibility and benefits of QA officers are not satisfaction. So *Stakeholders Feedback is not* periodically.

2.14. Output

- § In management student progress system, database is very different between schools/departments, so it is difficult to trace their information when needed. In the system of student progress management, database is still very different between schools/departments, so it is difficult to trace their information when needed. Because, so far many times CTU changes/replaces software of manage/monitoring system, so it is very difficult for statistic.
- § Research of students is just recently promoted and still limited. In Can Tho University, the research activities of staff, lecturers and students get a great concern from the Rectorate Board. There are many research works and journals annually implemented and published on national and international magazines. However, the research of students in SEBA is still limited because they have to spend most of time learning well for their subjects so that they can get a good job in a more and more competitive market economy.

2.15. Stakeholders Satisfaction

- § Stakeholders Satisfaction is not balanced, because number of returned forms of alumni and labor market is very low. Although at CTU and SEBA have labor market feedback system that belongs to IQA system and different ways as forum of Alumni Association on CTU's Website, co-operations between CTU and companies, number of collected samples is not high, because for labor markets do not consider program QA-qualification of employees yet and IQA system doesn't have enough money for survey activities

- § QA team staff in charge is in school, so they only collect opinions from stakeholders when needed.

v

Opportunities

1. The Vietnamese government has launched out policies to reform comprehensively the Higher Education, giving more self-governance to universities. As a result, the university is able to: i) attract more students through offering dual major system that allow student to study simultaneously two branches of learning; ii) improve training curriculum with more optional learning subjects to meet increasing demand for education of the society; and iii) increase income sources and investment from international cooperation projects.
2. Increased demand for skilled- labor results in increased demand for higher education. Given the agricultural-based economy of the Mekong Delta, the demand for bachelors in Agricultural Economics is among the top ones.
3. The increased international integration and cooperation facilitate the Cantho University (CTU) as well as the School of Economics and Business Administration (SEBA) to expand relationships with international organizations. The increased relationships help the School offer courses and conduct researches of international quality.
4. CTU and SEBA has established the Quality Assurance and Testing Center to ensure the training curriculum to meet the standard of the ASEAN University Network - Quality Assurance (AUN-QA). The practice of AUN-QA is to improve the prestige of CTU and SEBA among the public around the country and the ASEAN region.

Threats

1. The labor market steadily requires increased quality of teaching and research. In the context of the very limited resources, the CTU is likely to place priority on certain activities rather than on the whole process, resulting in certain gaps between the social needs and the performance. Although the government has been giving more liberalization to universities, the tuition fees have been still regulated at low rates for the public universities causing the limited financial capacity.
2. Given the high economic growth, income of the labor is steadily increasing while the lecturers' income is not proportionally improved. This causes the lack of economic incentives for the School to attract highly-talented people for lecturer positions.
3. The reform of education at universal levels has not been formulated a clear orientation that poses great challenges to the design of training curriculum appropriate with the student intake.
4. The reduction of the agriculture sector induces the unattractiveness of the Agricultural Economics courses relative to Finance, Banking, Accounting, International Trade and so forth. This is likely to result in the decrease in quality of the student intake. In addition, the students in Agricultural Economics are likely to get more problems in seeking for jobs in the reduced sector, resulting in the decreased number of enrolment in the course.

3. Self-assessment at Program level

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and translated into the program						x	

1.2	The program promotes life-long learning							X	
1.3	The expected learning outcomes cover both generic and specialised skills and knowledge							X	
1.4	The expected learning outcomes clearly reflect the requirements of the stakeholders							X	
	Overall opinion							X	
2	Program Specification							X	
2.1	The university uses program specification							X	
2.2	The program specification shows the expected learning outcomes and how these can be achieved							X	
2.3	The program specification is informative, communicated, and made available to the stakeholders							X	
	Overall opinion							X	
3	Program Structure and Content								
3.1	The program content shows a good balance between generic and specialised skills and knowledge						X		
3.2	The program reflects the vision and mission of the university							X	
3.3	The contribution made by each course to achieving the learning outcomes is clear						X		
3.4	The program is coherent and all subjects and courses have been integrated						X		
3.5	The program shows breadth and depth						X		
3.6	The program clearly shows the basic courses, intermediate courses, specialised courses and the final project, thesis or dissertation							X	
3.7	The program content is up-to-date							X	
	Overall opinion							X	
4	Teaching and Learning Strategy								
4.1	The faculty or department has a clear teaching and learning strategy							X	
4.2	The teaching and learning strategy enables students to acquire and use knowledge academically						X		
4.3	The teaching and learning strategy is student oriented and stimulates quality learning							X	
4.4	The teaching and learning strategy stimulates action learning and facilitates learning to learn						X		
	Overall opinion							X	
5	Student Assessment								
5.1	Student assessment covers student entrance, student							X	

	progress and exit tests							
5.2	The assessment is criterion-referenced						X	
5.3	Student assessment uses a variety of methods						X	
5.4	Student assessment reflects the expected learning outcomes and the content of the program						X	
5.5	The criteria for assessment are explicit and well-known						X	
5.6	The assessment methods cover the objectives of the curriculum						X	
5.7	The standards applied in the assessment are explicit and consistent						X	
	Overall opinion						X	
6	Academic Staff Quality							
6.1	The staff are competent for their tasks						X	
6.2	The staff are sufficient to deliver the curriculum adequately						X	
6.3	Recruitment and promotion are based on academic merits						X	
6.4	The roles and relationship of staff members are well defined and understood						X	
6.5	Duties allocated are appropriate to qualifications, experience and skills						X	
6.6	Staff workload and incentive systems are designed to support the quality of teaching and learning						X	
6.7	Accountability of the staff members is well regulated						X	
6.8	There are provisions for review, consultation and redeployment						X	
6.9	Termination and retirement are planned and well implemented						X	
6.10	There is an efficient appraisal system						X	
	Overall opinion						X	
7	Support Staff Quality							
7.1	The library staff are competent and adequate in providing a satisfactory level of service						X	
7.2	The laboratory staff are competent and adequate in providing a satisfactory level of service				X			
7.3	The computer facility staff are competent and adequate in providing a satisfactory level of service						X	
7.4	The student services staff are competent and adequate in providing a satisfactory level of service						X	
	Overall opinion						X	
8	Student Quality							

8.1	There is a clear student intake policy				X		
8.2	The student admission process is adequate					X	
8.3	The actual study load is in line with the prescribed load					X	
	Overall opinion					X	
9	Student Advice and Support						
9.1	There is an adequate student progress monitoring system						X
9.2	Students get adequate academic advice, support and feedback on their performance				X		
9.3	Mentoring for students is adequate					X	
9.4	The physical, social and psychological environment for the student is satisfactory						X
	Overall opinion						X
10	Facilities and Infrastructure						
10.1	The lecture facilities (lecture halls, small course rooms) are adequate					X	
10.2	The library is adequate and up-to-date					X	
10.3	The laboratories are adequate and up-to-date					X	
10.4	The computer facilities are adequate and up-to-date					X	
10.5	Environmental health and safety standards meet requirements in all aspects					X	
	Overall opinion					X	
11	Quality Assurance of Teaching and Learning Process						
11.1	The curriculum is developed by all teaching staff members						X
11.2	The curriculum development involves students					X	
11.3	The curriculum development involves the labor market					X	
11.4	The curriculum is regularly evaluated at reasonable time periods					X	
11.5	Courses and curriculum are subject to structured student evaluation					X	
11.6	Feedback from various stakeholders is used for improvement					X	
11.7	The teaching and learning process, assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and continuous improvement					X	
	Overall opinion					X	
12	Staff Development Activities						
12.1	There is a clear plan on the needs for training and development of both academic and support staff						X

12.2	The training and development activities for both academic and support staff are adequate to the identified needs					X		
	Overall opinion					X		
13	Stakeholders Feedback							
13.1	There is adequate structured feedback from the labor market					X		
13.2	There is adequate structured feedback from the students and alumni				X			
13.3	There is adequate structured feedback from the staff						X	
	Overall opinion					X		
14	Output							
14.1	The pass rate is satisfactory and dropout rate is of acceptable level					X		
14.2	Average time to graduate is satisfactory					X		
14.3	Employability of graduates is satisfactory					X		
14.4	The level of research activities by academic staff and students is satisfactory					X		
	Overall opinion					X		
15	Stakeholders Satisfaction							
15.1	The feedback from stakeholders is satisfactory					X		
	Overall opinion					X		
Overall verdict								

4. Plans

4.1. Expected Learning Outcome (ELOs)

§ In 2012 and later, to have plan to check check results for students' lifelong learning.. how do lecturers deliver/teach ways that students understand and can do that? ELOs will be evaluated and improved periodically. The department collaborates with SEBA to evaluate and improve ELOs periodically based on the requirements of labor market. Scientific and Training Committee of CTU and College of Engineering Technology make decision "on necessary time" to adjust ELOs, basing on the feedback from labor market, teaching and support staff, students and training objectives of CTU in the next years.

§ In 2012 and later, Stakeholder feedback system from for ELOs is increased. SEBA promotes and develop a system to get the stakeholder feedbacks about ELOs with different ways. The low-cost interviews via website are especially encouraged.

4.2. Program Specification (PS)

§ From 2012 to 2014, SEBA will evaluate evaluate some impacts of Program Specification to and program how to achieve. SEBA Quality Assurance Organization will interview lecturers, current students, alumni students and their employers to get the recommendations and the feedbacks about ELOs and Program Specification.

§ In 2012 and later, communication of *PS* will be opened/informed to all stakeholders. With the low-cost interviews via website, SEBA could get the feedbacks from the distant stakeholders.

4.3. Program Structure and Content

§ From 2012 to 2014, SEBA evaluates relation between ELOs and Program Structure and Content. Like the action in the criteria of Program Specification, SEBA Quality Assurance Organization will interview all stakeholders such as lecturers, current students, alumni students and their employers to get the recommendations and the feedbacks about ELOs and Program Structure.

§ From 2012 to 2014, Expression of Program Structure and Content on mission and vision will be evaluated. SEBA will annually organize seminars to get the recommendations and feedbacks from lecturers for the adjustments and evaluation of Program Structure and Content.

4.4. Teaching and Learning Strategy

§ In 2012 & 2013 SEBA will adjust the large number of students/groups (under 80 per course).

SEBA annually recruits and trains more lecturers to decrease the student numbers fewer than 80 per a class as soon as possible.

§ In 2013 Department will consider background and ability of their self-studying and research.

SEBA will create the good conditions to encourage students to self-study. We will equip more computers with internet access, improve the library and buy more new books and academic journals.

4.5. Student Assessment (SA)

§ In 2012 and later, the mid-term and final exams are inspected carefully. Using MOET and CTU's Academic Assessment Statutes for invigilators and students will be better.

SEBA will organize the seminars, collecting the recommendations of lecturers and then proposes the regulation of the mid-term and final exams. We also ask for more financial supports from the University for Invigilators. That helps them more responsible in their jobs.

§ In 2012 and later, the marking grades of the mid-term and final examinations are controlled adequately. SEBA Quality Assurance Organization will also propose the regulation of marking grades based on the feedbacks of lecturers.

4.6. Academic Staff Quality

§ In 2012 and 2015 CTU and SEBA will recruit a large number of academic staff. The School has built up a plan for recruitment to meet the requirements of the Ministry of Education and Training. It is estimated that about 10 lecturers will be recruited annually. Among them, 1 should belong to the Department of Agricultural, Environmental and Resource Economics. Staff development activities are one of the strongest activities in SEBA. It helps SEBA to maintain and enlarge its trainings at the present and also in the future. They comprise to identify the number of recruitment every year, upgrade the quality of academic and support staff and how to allocate and use them efficiently.

§ In 2012 and later, Academic staff will undertake only main tasks according to their specialization. As the number of lecturers is sufficiently large, job assignment will be based on the lecturers' qualification, skill and experience. Each lecturer will specialize in their teaching and researching according to their qualification.

§ The School continuously motivates the staff to upgrade their degrees at well-known universities in the country and around the world.

4.7. Support Staff Quality

§ In 2012 and 2013, The School is going to recruit more support staff in the schooling semester 2012 - 2013 to ensure an adequate job division among the support staff.

§ The secretariat office is going to be rearranged so that each staff has sufficient area for their works. The School is seeking for mechanisms and policies to improve the income of the support staff by encouraging them to involve in income-creating activities.

4.8. Student Quality

- § In 2012 and later, SEBA will consider passing grades and QA activities for teaching and learning. The university and college as well will have strategies to attract good students from high schools; pass grades are more high into AEP.
- § In 2012 and later, SEBA will increase more and more for monitoring activities to protect the actual load is in line with the prescribed load better. The university and college will enhance the support for students in learning and teaching major courses.

4.9. Student Advice and Support

- § In 2012 and 2013, CTU and SEBA will add the titles of the books in libraries and reading rooms.
- § In 2012, CTU and SEBA will improve student advices and supports. In Can Tho University, the College of Technology and other units, beside of the teaching activity, each lecturer will be responsible for each class as a learning advisor to support students when they need any help in study and their life as well. However, not almost students could be received a continuous support from their academic advisors who are overloaded with teaching and research.

4.10. Facilities and Infrastructure

- § In 2012 and later, CTU and SEBA will improve the library floor area field classrooms for students. Invest and upgrade periodically modern support devices to meet the need for improvement of teaching methods. In coming years, the School is going to ask the university for allocating more classrooms to the School to meet the requirements of the increasing demand for teaching.
- § In 2012 and 2013, CTU and SEBA will open working places of teaching and support staff. The School keeps exploiting the funds from international cooperation projects as well as from national budget to provide more equipment for studying, teaching and researching activities

4.11. Quality Assurance of Teaching and Learning Process

- § In 2012 and later, CTU strengthen feedback activities in SEBA to involve the labor market, alumni, graduate and student to develop the curriculum. Basing on helpful opinions from all teaching staff Scientific and Training Committees (at School and Institution levels) make decision for the curriculum development and improvement. It is the regulation of school/institution. Teaching staff with professional knowledge, who implement teaching in practice, are experts on the curriculum evaluation as well as its strengths and weaknesses. Graduate and students are also requested to express their opinions about the contents and quality of their courses and curriculum that they enrolled. SEBA will adjust policies to attract the involvement of the labor market in giving their feedbacks for curriculum improvement.
- § In 2013 and later, SEBA will accredit/evaluate courses and curriculum regularly. SEBA proposes to the Rectorate Board to publicize the results of course assessment of students to promote the enhancement and improvement the teaching strategies of lecturer. Improving evaluation forms (courses, curriculum evaluation forms of graduate students, alumni and labor markets), methods of data collection (survey approach, online survey and data analysis). Develop evaluation form for teaching staff and collect feedback from teaching staff.

4.12. Staff Development Activities

- § From 2012 to 2015: CTU and SEBA set a plan to send 5 staffs per year for Ph.D degree based on the collaboration between SEBA/CTU with development/capacity building programs. SEBA will adjust the plan to develop resources according to the actual situation. It is very necessary to reduce rate of students over one lecturer is too high that is too high. Plan to support new recruited staff to improve their skills and

get master degree after two years appointed in SEBA to meet with the new requirements of teaching staff quality of MOET and CTU.

§ In 2013, Support staff will recruited under CTU' Statute and having a plan to upgrade. CTU and SEBA must strongly provide an adequate policy for support staff development. Send supporting staff to appropriate trainings in education management and logistics.

§ In 2012 and later, the department will design a forum to receive more feedbacks from stakeholders.

4.13. Stakeholders Feedback

§ In 2012 and later, CTU and SEBA Continue to get feedback from stakeholders (students, graduates, alumni, staff and labor market), will provide funding to survey for labor market and alumni. Assess the process and method of getting feedback from stakeholders in order to increase the effectiveness of these activities. These are establishment to improve the course and curriculum as well as to understand the expectation of teaching and support staff. However, it is lack of a comprehensive form of staff evaluation, so evaluation form for teaching and supporting staff will be designed. It is very necessary.

§ In 2012 and later, CTU and SEBA will have different ways: website, online, meeting, workshop...to enhance high efficiency of feedback from stakeholders. Supports for QA will be increasing: money, people and policy.

4.14. Output

§ From 2012 to 2014, CTU and SEBA (as different units) will improve the database management of student information and will support strongly advices for students about employability. CTU and SEBA will build up and update the database system to collect information when needed easier. Opportunely, for 4 last years there is CTU regulation about every 3 months Department of General Affair receives report under the same form from different units (facultie/colleges/departments), step by step for improvement we have official useful databases. Monitor the pass rate and dropout rate as well as their causes in order to have appropriate intervention when needed.

§ From 2012 and later, CTU and SEBA will add contents of policy for research of students and strengthen research capacity of academic staff and students and supporting services to encourage academic staff and students doing research.

4.15. Stakeholders Satisfaction

§ In 2012 and later, SS will be balanced, because QA team and QAC will use different ways to survey. CTU and SEBA have reformed a labor market feedback system for collecting opinions form labor market and alumni (Related tables). The data collection will be performed annually via traditional ways and online in the next years. SEBA will provide more money, officers, the best conditions for these activities. Clearly one of 4 main points of ELOs is ELOs reflect the requirements of the stakeholders. If this point is too weak, results of educational activities do not reach to targets/objectives. Improving evaluation forms (courses, curriculum evaluation forms of graduate students, alumni and labor markets), methods of data collection (survey approach, online survey and data analysis) must implement.

§ In 2012 and later, staff of QA team will work full-time in SEBA to improve QA activities.

IV. APPENDICES

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2. List of Evidence

No	Name of evidence	Code	Remarks Date of issue
1	The program curriculum on the website of SEBA	Exh.01.01	
2	Course specifications of major courses for Agricultural Economics Program.	Exh.01.02	
3	Documents about education program adjustment	Exh.01.03	8/2009
4	Minutes of Program Improvement Workshop.	Exh.01.04	26/05/2004
5	Documents about organizing the teaching methods innovation workshop	Exh.01.05	15/10/2005
6	Minutes of workshop about teaching methods.	Exh.01.06	26/01/2007

7	Studying plan	Exh.01.07	
8	Scientific researches of students	Exh.01.08	
9	Theses of the last year students	Exh.01.09	
10	Regulations about mission of students' academic advisors	Exh.01.10	4/12/2007
11	Function, authority and responsibility of School, Department and students' academic advisors in supporting students in their register courses	Exh.01.11	05/10/2011
12	Comparable programs of Agricultural Economics Program at other institutions	Exh.01.12	
13	Document 65/KT, Regulations of course teaching and assessment.	Exh.01.13	23/8/2012
14	Course Evaluation Form	Exh.01.14	
15	Decision on establishing the council for graduation consideration and graduation theses grading.	Exh.01.15	29/11/2011
16	Theses which are highly appreciated.	Exh.01.16	
17	Program curriculum of Agricultural Economics Program.	Exh.02.01	
18	Course specifications	Exh.02.02	
19	Promulgating the program and training plan for the courses of SEBA on the website http://seba.ctu.edu.vn/	Exh.02.03	
20	E-learning website	Exh.02.04	
21	Decision No. 23/2004/QĐ-BGD&ĐT of the Ministry of Training and Education on promulgation of the curriculum framework of the Economics & Business Administration major from college to university degree.	Exh.02.05	29/7/2004
22	Decision on promulgation of regulations about university education training and college education training within the credit-based system.	Exh.02.06	15/8/2007
23	Documents about inviting the domestic and international professors to organize technical and professional seminars for the students	Exh.02.07	
24	Documents about directing students to companies for practicing and doing theses	Exh.02.08	
25	The plan for meeting with students at the beginning of an academic year.	Exh.02.09	7/2009
26	The plan for operating the meeting between steering committee of SEBA and students	Exh.02.10	
27	Course specifications	Exh.03.01	
28	Introduction of education programs belonging to Economics and Business Administration	Exh.03.02	

	http://seba.ctu.edu.vn/		
29	University degree	Exh.03.03	
30	The No. 43/2007/QĐ-BGDĐT regulations of credit-based system	Exh.03.04	15/8/2007
31	No. 1411/ĐHCT.ĐT, Documents on carrying out transferring to credit-based system	Exh.03.05	07/8/2007
32	Minutes about carrying out the second stage of the plan to transfer to credit-based system.	Exh.03.06	12/06/2007
33	Decision on promulgation of regulations about higher education training and college education training within the credit-based system.	Exh.03.07	15/08/2007
34	Academic regulations	Exh.03.08	27/8/2010
35	Announcement about offering distance learning programs.	Exh.03.09	4/8/2009
36	Regulations about management of training in the second degree.	Exh.03.10	26/06/2001
37	Documents about finalizing the education program.	Exh.03.11	30/9/2007
38	Documents about program adjustment.	Exh.03.12	09/03/2004
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43	Minutes No. 799/KT of the education program improvement workshop.	Exh.4.03	26/05/2004
44	Course specifications	Exh.4.04	
45	Regulations of case-based teaching.	Exh.4.05	03/4/2006
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47	53/TTHL.2006, announcement about opening the program to guide using e-library (Basic Level)	Exh.4.07	15/06/2006
48	1115/TB-ĐHCT, announcement about deployment of 1000 public computers to serve students	Exh.4.08	13/08/2008
49	Document No. 87/KT about counselor assignment on semester 2 (2008-2009)	Exh.4.09	24/02/2009
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51	Document about the guidance of registering to carry out scientific research for students in 3/2012	Exh.4.11	09/03/2012
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53	Documents about organizing the teaching methods innovation workshop	Exh.4.13	15/10/2005
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55	Plan for internship for higher education (regular mode)	Exh.4.15	02/01/2012
56	Plan for writing of Economic Essay and Major Essay	Exh.4.16	06/01/2012
57	Announcement about university admission, Can Tho university, 2012 http://www.ctu.edu.vn/tuyensinh/thongtints/tts_2012/index_tts2012.html	Exh.5.01	
58	Documents related to university admission plan in 2010	Exh.5.02	17/3/2010
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60	Decision on promulgating about extracurricular activities assessment form	Exh.5.04	05/12/2008
61	Announcement about course teaching and assessment for higher education (regular mode)	Exh.5.05	12/02/2009
62	Decision on establishing the council for graduation dissertation marking.	Exh.5.06	03/05/2012
63	Academic Regulations Academic Year 2011-2012	Exh.5.07	8/2011
64	Academic Regulations Academic Year 2010-2011	Exh.5.08	8/2010
65	The process of graduation consideration and graduation recognition	Exh.5.09	19/12/2008
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74	Document No 29/DHCT-DT on regulations of fixed	Exh.06.02	03/03/2009

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75	Document No 45/DHCT-DT on redesign of fixed training framework for the first year students.	Exh.06.03	19/03/2009
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78	Document No 492/DHCT-DT on change of the number of credit of Basic English course.	Exh.06.06	31/03/2009
79	Document No 712/DHCT-DT on sending the training program and checking the progress of off-campus training in second semester of the schooling year 2008-2009.	Exh.06.07	07/05/2009
80	Document No 859/DHCT-DT on training program evaluation and design workshop.	Exh.06.08	02/06/2009
81	Document No 9368/DHCT-DT on development of electronics textbooks.	Exh.06.09	07/10/2008
82	Document No 17/DHCT-DT, reports on the renovation of teaching methods.	Exh.06.10	08/01/2009
83	Document No 35/DHCT-DT on development of electronics textbooks.	Exh.06.11	12/01/2009
84	Document No 35/TTHL, plan on enhancing and completing the materials for serving teaching activities.	Exh.06.12	14/04/2009
85	Document No 15/TTHL on online training of using Pro-quest database.	Exh.06.13	27/02/2009
86	Document No 22/TTHL-HC on using guides of Pro-quest database.	Exh.06.14	30/03/2009
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88	Decision No 535/KT on setting up the reward and emulation council in 2008.	Exh.06.16	06/10/2008
89	Decision No 551/KT, meeting minutes of the reward and emulation council in the schooling year 2007-2008.	Exh.06.17	06/10/2008
90	Document No 300/KT, the responsibility of the units in setting up the reward and emulation council in 2008.	Exh.06.18	27/02/2009
91	Document No.141/KT on regulations of responsibilities of the units in teaching and visiting management for off-campus training system.	Exh.06.19	19/03/2009
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93	Announcement No 250/KT on implementation of	Exh.06.21	01/06/2009

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94	Document on registration to participate in course evaluation.	Exh.06.22	22/04/2008
95	Document on registration to participate in course evaluation.	Exh.06.23	31/10/2006
96	Report form of subject evaluation results in the first semester of the schooling year 2006-2007.	Exh.06.24	2007
97	Announcement No 289/KT, plan on development of lecturers.	Exh.06.25	16/06/2008
98	Announcement No 139/KT on staff recruitment examination at the lecturer scale.	Exh.06.26	19/03/2009
99	Decision No. 2171/QD-DHCT on promulgating recruitment regulations and requirements on striving process to improve the qualifications for lecturers.	Exh.06.27	25/12/2007
100	Announcement No. 863/TB-DHCT, June 3, 2009 on labor recruitment.	Exh.06.28	29/04/2009
101	Document No. 377/KH-DHCT, plan on officer recruitment at the lecturer scale.	Exh.06.29	12/3/2009.
102	Announcement No. 138/KT on officer recruitment at the lecturer scale in 2009.	Exh.06.30	19/03/2009
103	Announcement No. 537/TB-DHCT on organization of officer recruitment examination at the lecturer scale in 2009.	Exh.06.31	10/4/2009
104	Announcement No. 341/DHCT-TCCB on registration and pre-selection of the profiles of lecturers who want to move to the professional lecturers.	Exh.06.32	19/03/2009
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114	Decision on promulgating the process to appoint,	Exh.06.42	

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119	Decision on title recognition for emulation fighters at grassroots level in the schooling year of 2006-2007.	Exh.06.47	
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121	Document No.648/BGDDT on regulations of working regime for lecturers (Draft).	Exh.06.49	03/11/2008
122	Announcement No.682/TB-DHCT on implementation of preferential allowance regime in 2009.	Exh.06.50	29/04/2009
123	Document No.737/KH-DHCT, Plan for consideration to award the Medal for Education in 2009.	Exh.06.51	12/05/2009
124	Decision No.8526/QD-BGĐT on salary scale increase and excessive seniority allowances for staff in 2008.	Exh.06.52	22/12/2008
125	Document No.926/TB-DHCT, conclusions of Can Tho University salary raising Council on approving the preferential allowance regime for teachers in 2009.	Exh.06.53	16/06/2009
126	Document No.65/KT on the organization of course teaching and assessment for regular students.	Exh.06.54	12/02/2009
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129	Decision No.794/QD-DHCT on promulgating regulations for implementing democracy in operation of Can Tho University.	Exh.06.57	09/06/2009
130	Document No.690/TB-DHCT, Announcement on open of philosophy certificate training classes in 2009.	Exh.06.58	04/05/2009
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132	Document No.11/TB-DHCT on reassigning duties for members of the Rectorate Board.	Exh.06.60	07/01/2008

133	Document No.96/DHCT-KHTH on reassigning duties for members of the Rectorate Board.	Exh.06.61	18/01/2008
134	Document No.863/TB-DHCT, Announcement on labour recruitment.	Exh.06.62	05/02/2009
135	Request form for additional staff recruitment for the Department of Business Administration.	Exh.06.63	21/04/2007
136	Document No.863/TB-DHCT, Announcement on labour recruitment.	Exh.06.64	03/06/2009
137	Document No.377/KH-DHCT on recruitment exam for staff at the lecturer scale.	Exh.06.65	12/03/2009
138	Document No.87/KT on assigning the learning advisors in the second semester of the schooling year of 2008-2009.	Exh.06.66	24/02/2009
139	Document No.974/KT, general list in teaching assigning.	Exh.06.67	14/12/2007
140	Decision No.250/QD-DHCT on staff dismissal.	Exh.06.68	20/02/2009
141	Decision No.248/QD-DHCT, No.249/QD-DHCT and No.251/QD-DHCT on staff appointment.	Exh.06.69	20/02/2009
142	Decision No.1888/QD-DHCT on approving the lecturer development plan of Can Tho University and the schools/colleges, institutes, centers and departments in the period of 2008-2015.	Exh.06.70	26/12/2008
143	Decision No.204/QD-BGDDT on being off work enjoyed the social insurance of Ms. Nguyen Thanh Nguyet.	Exh.06.71	14/01/2008
144	Document No.17/DHCT-PTV to pay additional comprehensive premiums in 2008.	Exh.06.72	02/07/2008
145	Decision No.1072/DHCT on acceptance for staff to be off work enjoyed the social insurance of Ms. Vo Thi Lang.	Exh.06.73	14/08/2008
146	Decision No.2332/QD-BGDDT on being off work enjoyed the social insurance of Ms. Do Thi Tuyet.	Exh.06.74	16/03/2009
147	Document No.01/CV-CD to introduce the staff who have the most difficult circumstances in the unit to be visited and given gifts.	Exh.06.75	05/01/2009
148	Document No.07/TB-CD on organization of convalescence vacation for staff in the first stage in 2005.	Exh.06.76	10/03/2009
149	Document No.682/TB-DHCT on implementation of the preferential allowance regime for teachers in 2009.	Exh.06.77	29/04/2009
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153	Decision No.16/2008/QD-BGĐT on promulgating regulations of teacher ethics.	Exh.06.81	5/05/2008
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155	Document No.345/KT to call staffs who are studying and working abroad to report their learning plan and progress.	Exh.06.83	18/07/2008
156	Document No.482/KT, Announcement on guidance of emulation approval in the schooling of 2008-2009.	Exh.06.84	22/09/2008
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160	Document No.299/KT, Conference minutes on training program improvement.	Exh.06.88	26.05.2004
161	Academic regulations of the schooling year of 2008-2009.	Exh.06.89	10.2008
162	Academic regulations of the schooling year of 2007-2008.	Exh.06.90	09.2007
163	Document No.65/KT, Regulations on course teaching and assessment.	Exh.06.91	12.02.2009
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165	Announcement on staff nomination to participate in the NPT short-term training program at the Netherlands.	Exh.06.93	24/08/2005
166	Working regulations at the unit.	Exh.06.94	
167	Decision on rewarding for staff who participate in the Quality Assurance work.	Exh.06.95	19/08/2008
168	Medium-term plan of the School of Economics Business and Administration in the period of 2005-2010.	Exh.06.96	31/1/2005
169	Plan for development of lecturers in the period of 2008-2015.	Exh.06.97	16/6/2005
170	Decision on the establishment of Quality Assurance group of the School of Economics Business and	Exh.06.98	02/02/2010

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172	Report “Summary of scientific and technology activities and the orientation of the SEBA” in the Scientific Research and Training Conference of the SEBA in 2011.	Exh.06.100	12/2011
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175	Statistics of teaching supporting staff.	Exh.07.01	
176	Registration on compiling textbooks in 2011	Exh.07.02	2011
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178	Regulations on management of professional work for lecturers of Can Tho University.	Exh.07.04	26/11/2010
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185	Document on transferring to the credit-based system.	Exh.08.07	09/08/2007
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188	Document No.167/BB-DHCT, Meeting minutes of the Rectorate Board with the supporting units and academic units in collecting the learning materials for serving the credit-based training system.	Exh.08.10	14/08/2008
189	Document No.63/BB-DHCT, Meeting minutes of the Rectorate Board, the Department of Academic Affairs, the Learning Resource Center and the Center of Information and Network Management in	Exh.08.11	17/03/2009

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191	Document No.29/DHCT-DT, Regulations on designing fixed training program for the first year students.	Exh.08.13	03/03/2009
192	Form of studying plan.	Exh.08.14	
193	Document No.1248/DHCT-DT on class organization for entering the studying plan.	Exh.08.15	09/04/2008
194	Document No.446/KT, Announcement about the entry of studying plan.	Exh.08.16	09/08/2008
195	Document No.461/KT to explain more about the entry of studying plan.	Exh.08.17	09/11/2008
196	Document No.296/DHCT-DT, Process for planning and setting up the full course studying plan in the semesters.	Exh.08.18	19/12/2008
197	Document No.290/DHCT-DT, Plan for online course registration in the second semester of the schooling year of 2008-2009.	Exh.08.19	12/09/2008
198	Document No.119/KT, Process for application consideration in changing the studying plan applied from the first semester of the schooling year of 2009-2010.	Exh.08.20	03/10/2009
199	Document No.295/DHCT-DT, Process for consideration and recognition of M grade for students.	Exh.08.21	12/19/2008
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201	Document No.366/KT, Plan for activities at the new academic year of 2008	Exh.08.23	08/05/2008
202	Decision No. 1521/DHCT-DT, Regulations of educational affairs for regular undergraduate and college students, applied since 2007-2008	Exh.08.24	27/08/2007
203	Documents related to student enrollment plan in 2010	Exh.08.25	3/2010
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209	Announcement about enrollment of in-service training mode – phase 2	Exh.08.31	8/2009
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223	Document on allowing students who belong to the remission beneficiaries but still owe the school fee to be attended in the second semester exam of the schooling year of 2010-2011.	Exh.08.45	05/05/2011
224	Training plan for in-service learning in 2011	Exh.08.47	28/04/2011
225	Curriculum of regular undergraduate program http://websrv.ctu.edu.vn/program.php?mn=5&pr=dh	Exh.08.48	2011
226	Curriculum of in-service training undergraduate program http://www.ctu.edu.vn/departments/daa/kdvtlvh/	Exh.08.49	2011
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228	Decision about promulgating the regulations of Scholarship Fund for Study Encouragement and Student Reward in Can Tho University.	Exh.08.51	29/12/2009
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247	Document No. 72/KT, Invitation to student parents and academic supervisors.	Exh.09.04	17/02/2009
248	Document No. 21/ĐHCT-ĐT to assign the maximum credits to register in semester 2, 2008-2009, for students in academic warning list.	Exh.09.05	16/02/2009
249	Document No. 111/TB-CTSV, Announcement about student discipline assessment in semester 2, 2008-2009.	Exh.09.06	28/04/2008

250	Document No. 290/TB-ĐHCT, Announcement about clarifying the information that students did not have discipline assessment results and did not register the courses.	Exh.09.07	11/03/2008
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252	Document No. 1115/TB-ĐHCT, Announcement of deploying 1000 public computers for students.	Exh.09.09	13/08/2008
253	Document No. 94/TTHL-HC, about using computer to register studying plan.	Exh.09.10	11/05/2008
254	Document No. 292/QĐ-ĐHCT, Decision of offer scholarship of studying encouragement of semester 2 in 2008.	Exh.09.11	29/09/2008
255	Statistics of scholarships for students in regular training, in 2007-2008.	Exh.09.12	
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257	Document No. 30/KT, Decision about student commendation.	Exh.09.14	01/10/2007
258	Document No. 200/KT, Meeting minutes of gathering students' feedback in semester 2, 2006-2007.	Exh.09.15	21/03/2007
259	Decision of assigning staff to be academic supervisors, 2009-2010.	Exh.09.16	12/2009
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