



ASSESSMENT RESULTS (PROGRAMME LEVEL)

Name of University/Address		Faculty/School	
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Programme Title			
BACHELOR OF ELECTRICAL ENGINEERING (ADVANCE PROGRAM)			
Assessor(s):			
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Criteria	Score
1. Expected Learning Outcomes	4
2. Programme Specification	4
3. Programme Structure and Content	4
4. Teaching and Learning Strategy	4
5. Student Assessment	4
6. Academic Staff Quality	5
7. Support Staff Quality	5
8. Student Quality	5
9. Student Advice and Support	5
10. Facilities and Infrastructure	5
11. Quality Assurance of Teaching and Learning Process	4
12. Staff Development Activities	4
13. Stakeholders Feedback	4
14. Output	4
15. Stakeholders Satisfaction	5
Overall Verdict	4.4

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Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and translated into the programme	<ul style="list-style-type: none"> There are 11 ELOs listed on page 29, seven of them aiming to equip graduates with different abilities. 	<ul style="list-style-type: none"> It is mentioned that curricula and syllabi are reproduced from the partner university. It might be necessary to formulate the ELOs to show the uniqueness of this Advanced Program. Level of proficiencies of each ELO could be introduced to determine clear competencies of the graduated. 	4	4
	1.2 The programme promotes life-long learning	<ul style="list-style-type: none"> The AP-EEE promotes life-long learning by equipping students with solid electrical engineering background and updated specialized modern knowledge and developing a spirit of self-learning. Also, training program, research, seminars and conferences are designed to improve readiness of students for life-long learning. 	<ul style="list-style-type: none"> It would be stated to emphasize which ELO is related directly to the life-long learning. 	4	
	1.3 The expected learning outcomes cover both generic and specialised skills and knowledge	<ul style="list-style-type: none"> The knowledge area consists of General and Core/Specialized knowledge which are related to the ELOs. 	<ul style="list-style-type: none"> The specific skills offered/taught to the AP-EEE students only should be made clearer 	4	
	1.4 The expected learning outcomes clearly reflect the requirements of the stakeholders	<ul style="list-style-type: none"> Feedbacks were collected from students, instructors, employers and MOET. Employers are satisfied with the performance of the graduates from the AP-EEE. 	<ul style="list-style-type: none"> During the interview with the employers, it was suggested that the AP-EEE should also include some courses in the curriculum such as Power System. 	4	

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Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
2. Programme Specification	2.1 The university uses programme specification	<ul style="list-style-type: none"> FEEE provides the program specification which is available on AP-EEE web site, OISP's web site and Student Handbook. 	<ul style="list-style-type: none"> The programme specification should be made more informative and easier to access, especially for the external stakeholders (non-Vietnamese). 	4	4
	2.2 The programme specification shows the expected learning outcomes and how these can be achieved	<ul style="list-style-type: none"> Program specification shows program objectives, ELOs, assessment methods and program structure. 	<ul style="list-style-type: none"> A system to ensure that all of the ELO's can be achieved by graduates should be indicated in the programme specification. 	4	
	2.3 The programme specification is informative, communicated, and made available to the stakeholders	<ul style="list-style-type: none"> Every student is given a Student handbook after registration. All other information are posted on web site and sent to all stakeholders. The handbook is updated once every 2 years. 	<ul style="list-style-type: none"> The programme specification should be up-dated regularly. As found out, the new curriculum (with 130 credits) has not been posted on the website although the curriculum is implemented in year 2015. 	4	
3. Programme Structure and Content	3.1 The programme content shows a good balance between generic and specialised skills and knowledge	<ul style="list-style-type: none"> The knowledge area of the AP-EEE is divided into 3: general (61 credits), core (46 credits) and specialized knowledge area (39-41 credits). This is balanced with the requirement of the Ministry of Education and Training and comparable with several top universities. The skills of the students are improved by requiring them to perform experiments, internships and design projects. 	<ul style="list-style-type: none"> Employers expect some specific skills/knowledge from the graduate of this AP-EEE, and not only the English Proficiency. 	4	4

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Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
3.2	The programme reflects the vision and mission of the university	<ul style="list-style-type: none"> The vision of the FEEE is derived from the vision of the university which is aiming to become one of the leading researched-oriented universities in the country. There are 5 training objectives (TO) which are claimed to be fit with the Vision and mission of the HCMUT and FEEE. There are 11 ELOs proposed for the AP-EEE. 	<ul style="list-style-type: none"> The correlation between the vision and mission of the HCMUT/FEEE and AP-EEE should be more clearly shown. 	4	
3.3	The contribution made by each course to achieving the learning outcomes is clear	<ul style="list-style-type: none"> The relationship between course outcomes and program learning outcomes is presented in Table 3.4. Most of the courses are related to several different ELOs. 	<ul style="list-style-type: none"> The relationship between each course and the PLO should be made clearer. All course learning outcomes must be aligned and measured to the ELO. 	4	
3.4	The programme is coherent and all subjects and courses have been integrated	<ul style="list-style-type: none"> The AP-EEE program is designed to offer courses in logical order, as shown in the diagram of the AP-EEE curriculum. During the first 6 semesters, all students have to take the same courses. In the 7th and 8 semester, the students can choose one of the System Area namely Power Energy, Control and Communication. 	<ul style="list-style-type: none"> There are 3 system areas, but some of the courses are offered for at least 2 different areas. So, it might be necessary to reconsider the division into 3 system areas. 	4	

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	3.5 The programme shows breadth and depth	<ul style="list-style-type: none"> The program is designed using T-shaped philosophy: the breadth is represented by general and core knowledge (103 credits) and the depth is represented by specialized knowledge (39 – 41 credits). 	<ul style="list-style-type: none"> As a special program called “Advanced Program”, the level of “breadth” and “depth” in the Programme Structure and Content should be considered. 	4	
	3.6 The programme clearly shows the basic courses, intermediate courses, specialised courses and the final project, thesis or dissertation	<ul style="list-style-type: none"> Programme is organized into General knowledge (61 credits), Core knowledge (46 credits) and Specialized knowledge (39 – 41 credits). 	<ul style="list-style-type: none"> Students and alumni expect that the internship program should be improved. 	5	
	3.7 The programme content is up-to-date	<ul style="list-style-type: none"> Since the establishment in 2006, the AP-EEE has been reviewed twice: in 2009 and 2013. The review carried out in August 2015 has resulted in the reduction of the number of credits to 130 credits, including 33 – 44 technical electives. 	<ul style="list-style-type: none"> The curriculum revisions in 2015 was carried out to reduce studying load and to add flexibility. It is necessary to show what revisions had been made to keep the content up-to-date. 	5	
4. Teaching and Learning Strategy	4.1 The faculty or department has a clear teaching and learning strategy	<ul style="list-style-type: none"> Teaching methods such as active teaching and reinforcing methods have been implemented. Some courses are covered by 2 professors, including one from UIUC to reinforce the knowledge and English proficiency. 	<ul style="list-style-type: none"> The relationship between ELOs and the learning strategies can be presented in matrix format to make it clearer. The definition of the active teaching method should be made explicit, possibly in written documents. 	4	4

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	<p>4.2 The teaching and learning strategy enables students to acquire and use knowledge academically</p>	<ul style="list-style-type: none"> • Several methods have been implemented to ensure that students can acquire knowledge, such as quizzes, discussion, projects, seminars, design contests. • The use of knowledge is made possible by the internship program (2 credits). 	<ul style="list-style-type: none"> • The involvement of the students in the active learning should be increased. • The current practice of internship program is considered by students and alumni as insufficient. They suggest to extent the internship program to 4 weeks. 	<p>4</p>	
	<p>4.3 The teaching and learning strategy is student oriented and stimulates quality learning</p>	<ul style="list-style-type: none"> • The teaching and learning methods are students-centred learning (SCL)through problem solving and implementing topics or projects. 	<ul style="list-style-type: none"> • Learning space for the students to have discussion may be required to promote SCL methods. Current arrangement of the class might need some adjustment as stated by students. 	<p>4</p>	
	<p>4.4 The teaching and learning strategy stimulates active learning and facilitates learning to learn</p>	<ul style="list-style-type: none"> • Teachers have attended HEEAP project and BKeL. In addition, the university has provided more facilities such as computers, books, e-learning system, and also opens small classes and recruiting Teaching Assistant (TA). • Students involve in research, publication of research findings, and design contests. These activities can stimulate active learning and facilitates learning to learn. • The assistance from TA and mentors are appreciated by students. 	<ul style="list-style-type: none"> • TA and mentors' system to help students should be maintained. 	<p>5</p>	

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5. Student Assessment	5.1 Student assessment covers student entrance, student progress and exit tests	<ul style="list-style-type: none"> The university has set the minimum score for admission to the AP-EEE Program in three subjects (Mathematics, Physics, Chemistry)., and also the level of English Proficiency. 	<ul style="list-style-type: none"> It should be made it clear whether the minimum TOEFL / IELTS score as stated in the Programme Specification serves as requirement for admission or after 2 years of attendance? The introduction of the exit test as part of the students assessment should be considered. 	4	4
	5.2 The assessment is criterion-referenced	<ul style="list-style-type: none"> Assessment criteria are listed in the course syllabi. The criteria have been setup by the university. 	<ul style="list-style-type: none"> It might be necessary to provide rubrics to measure all aspects of students' soft skills in order to avoid inconsistency and increase objectivity. 	4	
	5.3 Student assessment uses a variety of methods	<ul style="list-style-type: none"> As stated in the SAR, assessment methods used depend on the lecturers, the assessment basically based on the mid-term and final exam, assignments, presentations, teamwork exhibition, practices and projects. 	<ul style="list-style-type: none"> The assessment of students for courses delivered by 2 lecturers, including one from UIUC is determined by the average score from the both lecturers. This practice should be reconsidered due to different students' workloads. 	4	
	5.4 The assessment reflects the expected learning outcomes and the content of the programme		<ul style="list-style-type: none"> The assessment methods must be aligned with the ELOs, and not only the Courses Outcomes. 	3	
	5.5 The criteria for assessment are explicit and well-known	<ul style="list-style-type: none"> Courses syllabi are announced to all students using websites of FEEE, OISP and BKeL. The assessments methods are described in each syllabi and announced to students at the beginning of each class. 		5	

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	5.6	The assessment methods cover the objectives of the curriculum		<ul style="list-style-type: none"> Table 5.5 shows in general the relationship between assessment methods and program objectives, however, the assessment schemes implemented covered the objectives of the curriculum are not evident. 	3	
	5.7	The standards applied in the assessment are explicit and consistent	<ul style="list-style-type: none"> The examination organization and schedule are informed to all students and written in the academic regulations. Assessment methods are frequently reviewed and lecturers are advised to use the most suitable methods. 	<ul style="list-style-type: none"> It might be necessary to review the assessment methods to align with the improvement of teaching methods. 	5	
6. Academic Staff Quality	6.1	The staff are competent for their tasks	<ul style="list-style-type: none"> AP-EEE has 15 Associate Professors (all PhD holders), 37 Lecturers (21 PhD holders). Most of them (66.7 %) age between 40 – 59 years. Five fundamental courses are offered by UIUC Professor yearly. 	<ul style="list-style-type: none"> An encouragement the Associate Professors to obtain the full professorship at the AP-EEE should be considered. 	5	5
	6.2	The staff are sufficient to deliver the curriculum adequately	<ul style="list-style-type: none"> The total number of students in 2013-2014 is 343, served by 52 full-time academic staffs. Excellent academic staff to student ratio of 1 to 7 can be seen. 		5	
	6.3	Recruitment and promotion are based on academic merits	<ul style="list-style-type: none"> Recruitment and procedures of the university are fair and strict, as shown in Figure 6.1. Factors considered are education and academic activities, foreign language, research activities and interview. 		5	

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		<ul style="list-style-type: none"> University Teaching Awards are given to encourage lecturers in teaching and research. Salary increase is applied every 3 years, but this period can be shortened for staffs with excellent academic and research achievement. 			
6.4	The roles and relationship of staff members are well defined and understood	<ul style="list-style-type: none"> Roles and relationship of staff members are well defined in Education Laws of Vietnam and university regulation. 		5	
6.5	Duties allocated are appropriate to qualifications, experience and skills	<ul style="list-style-type: none"> Teaching courses are allocated based on degree, ability, experience and expectation. 		5	
6.6	Staff workload and incentive systems are designed to support the quality of teaching and learning	<ul style="list-style-type: none"> Academic year workload is approximately 500 hours. Apart from lecturers, teaching/research assistants are also involved in the academic activities. 	<ul style="list-style-type: none"> A clear roles and duties of the teaching/research assistant should be described. 	4	
6.7	Accountability of the staff members is well regulated	<ul style="list-style-type: none"> Roles and duties are regulated in Education Laws of Vietnam and HCMUT Regulations. Every lecturer is required to make a working plan and a self-evaluation annually. The report will be assessed by Head of Department (HoD) 	<ul style="list-style-type: none"> The follow up action after the HoD assessed the annual report of the lecturers would be necessary 	4	
6.8	There are provisions for review, consultation, and redeployment	<ul style="list-style-type: none"> HoD reviews teaching activities of lecturers based on the working plan, self-evaluation report and student feedback. 	<ul style="list-style-type: none"> It is necessary to have documented procedure for review, consultation and redeployment of academic staff. 	4	

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	6.9 Termination and retirement are planned and well implemented	<ul style="list-style-type: none"> Female employees retire at the age of 55 and 60 for male. PhD holders retire at 60 for female and 65 for male. If considered necessary, the Department can continue to 70 years and 65 years, for male and female Professors, Associate Professors and PhD holders. Retirement policies are also regulated by the government. 	<ul style="list-style-type: none"> The age profile of the academic staffs should be analyzed in order to prepare the recruitment of staffs in the coming years. 	4	
	6.10 There is an efficient appraisal system	<ul style="list-style-type: none"> Student assessment is implemented regularly to assess the teaching activities of staffs. Assessment by the Department is based on the Education Law, the university regulation and the self-evaluation report. In addition, an additional assessment system is implemented at the FEEE to check the specific contributions of the staffs. 	<ul style="list-style-type: none"> An efficient and effective appraisal system, which could maintain a good balance between teaching and research, was yet to be observed. On-line appraisal system is suggested to be developed. 	4	
7. Support Staff Quality	7.1 The library staff are competent and adequate in providing a satisfactory level of service	<ul style="list-style-type: none"> The university has 2 main libraries with 33 library staffs, including 16 bachelor degree holders in various subject disciplines. Results of the senior students' survey showed that 85.4 % of students are satisfied with the borrowing and returning book procedures while 83.8% students are happy with the service attitude of library staff. 		5	5

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	<p>7.2 The laboratory staff are competent and adequate in providing a satisfactory level of service</p>	<ul style="list-style-type: none"> • Four laboratories managed by the Faculty have in total 18 staffs, while seven laboratories managed by Department have in total 17 staffs. Some of the staffs hold Masters, Bachelors and Doctors degree. There are also 2 Associate Professors. • The performance of the laboratory staffs have been rated as "high" (0.3%) by the course evaluation and senior student surveys. 	<ul style="list-style-type: none"> • A lack of technicians to maintain equipment in the labs is noted. 	<p>4</p>	
	<p>7.3 The computer facility staff are competent and adequate in providing a satisfactory level of service</p>	<ul style="list-style-type: none"> • There are 12 computer labs with 5 technical staff at HCMUT. The backgrounds of the staffs are Computer Science and Engineering and Electrical-Electronics Engineering. • Survey results conducted in 2013 showed that 86.3 % of the students are satisfied with the capabilities and attitudes of staffs 	<ul style="list-style-type: none"> • With only 5 staffs to serve 12 computers laboratories, the university has to consider recruit more staffs. 	<p>3</p>	
	<p>7.4 The student services staff are competent and adequate in providing a satisfactory level of service</p>	<ul style="list-style-type: none"> • There are 137 staffs: 5 PhD, 71 Bachelor, 27 College and 21 Vocational degrees holders. They work at Academic Affairs Office, Student Activities Office, Students Services and Career Center and Office of FEEE. • Survey conducted in 2013 showed that 80 % of the students are satisfied with the quality and attitude of supporting staffs. 	<ul style="list-style-type: none"> • Support staffs express their needs to have more training in English communication. 	<p>5</p>	

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8. Student Quality	8.1 There is a clear student intake policy	<ul style="list-style-type: none"> A clear and admission policy for AP-EEE is set out by HCMUT, FEEE and OISP. The applicants should pass the National Higher Education Entrance Examination (NHEEE) with a high score and have English proficiency level. The number of applicants increases steadily during the last 5 years. 	<ul style="list-style-type: none"> The intake quota increase should be based on the capacity of the AP-EEE. It should not be based on the increased demand or increased cost. 	5	5
	8.2 The student admission process is adequate	<ul style="list-style-type: none"> Selection of students is organized by the OISP according to several steps such as Promotional Activities, Freshmen student reception and student quality assurance and freedom of choosing area. The AP-EEE does not ask candidates to apply before registering NHEEE, but it will receive candidates after the NHEEE scores published. 		5	
	8.3 The actual study load is in line with the prescribed load	<ul style="list-style-type: none"> The total credits for AP-EEE is 148, 146 and 147 credits for the areas of Power and Energy System, Communication System and Control System, respectively. In the 2015 Curriculum, the credits reduced to 130. The credits are distributed almost evenly between the 1st and the 6th semester namely between 17 – 20 credits. The internship program is scheduled between 2 semesters, while the Senior Design Project with 8 credits is carried out during semester 7 and 8. 	<ul style="list-style-type: none"> The study load in the 8th semester would be suggested to reduce so the students can concentrate more on the Senior Design Project. 	4	

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9. Student Advice and Support	9.1 There is an adequate student progress monitoring system	<ul style="list-style-type: none"> The system for monitoring student progress in the programme is systematic and structured through a university system. 	<ul style="list-style-type: none"> A regular and structured satisfaction survey should be performed regularly and used for improvement 	4	5
	9.2 Students get adequate academic advice, support and feedback on their performance	<ul style="list-style-type: none"> Students have a supervisor assigned to assist them to work with their designed and final projects. Students noted the faculty to provide students with good advise and feedback in order for the students to improve their performance. 		5	
	9.3 Mentoring for students is adequate	<ul style="list-style-type: none"> Mentors and TA is assigned to assist students in academic affairs and help students to plan their learning in the entire programme. 		5	
	9.4 The physical, social and psychological environment for the student is satisfactory	<ul style="list-style-type: none"> The university managed to provide quality service for the students to adapt with physical, social and psychological environment in the university. 	<ul style="list-style-type: none"> An atmosphere of openness should be encouraged to make it easier for students to seek advice. 	5	
10. Facilities and Infrastructure	10.1 The lecture facilities (lecture halls, small course rooms) are adequate	<ul style="list-style-type: none"> Classrooms with variety of capacities and teaching aid facilities involved are good. 		5	5
	10.2 The library is adequate and up-to-date	<ul style="list-style-type: none"> The library service at the main branch is good with well coordination with the faculty branch. 		5	

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	10.3 The laboratories are adequate and up-to-date	<ul style="list-style-type: none"> Most of the laboratory equipment and facilities were found to be good and adequately maintain to support effective learning. 	<ul style="list-style-type: none"> A solid plan for public-private partnerships in enhancing the lab equipment and facilities may be established. 	5	
	10.4 The computer facilities are adequate and up-to-date	<ul style="list-style-type: none"> Computer facilities are provided mostly from the university as a basic requirement for students and staff. 	<ul style="list-style-type: none"> Internet connection may be enhanced to accommodate the increasing needs of the academic community. 	4	
	10.5 Environmental health and safety standards meet requirements in all aspects	<ul style="list-style-type: none"> Students use the reading room at the college not only for library work but also as a study and discussion area. 	<ul style="list-style-type: none"> Customer satisfaction surveys for student facilities services should be continuously conducted. 	4	
11. Quality Assurance of Teaching and Learning Process	11.1 The curriculum is developed by all teaching staff members	<ul style="list-style-type: none"> The last curriculum review (2011, 2013) involved all faculty members. 		5	4
	11.2 The curriculum development involves students	<ul style="list-style-type: none"> The last curriculum development (2011, 2013) did consider students' feedback on the programme delivery. 		5	
	11.3 The curriculum development involves the labour market		<ul style="list-style-type: none"> A more structured mechanism would be established in order to capture needs from the labour market and ensure relevance of the curriculum. 	4	
	11.4 The curriculum is regularly evaluated at reasonable time periods	<ul style="list-style-type: none"> Curriculum review is performed every 5 years. 		5	
	11.5 Courses and curriculum are subject to structured student evaluation	<ul style="list-style-type: none"> At the end of the each semester, students are encouraged to answer online course evaluation conducted by QA office and feedback to staff and Board of Deans for improvement. 		4	

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	11.6 Feedback from various stakeholders is used for improvement	<ul style="list-style-type: none"> Feedback by students, alumni, faculties and employers are used in improving content and delivery. 	<ul style="list-style-type: none"> Improvement from stakeholders feedback sessions should be reported back them. 	4	
	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	<ul style="list-style-type: none"> The Educational Inspection Office monitors the time of th courses. The QA office conducts the course evaluation every semester and reports the results to Board of Deans. 	<ul style="list-style-type: none"> The assessment methods used in any levels should be evaluated for continuous improvement from time to time as necessary. 	4	
12. Staff Development Activities	12.1 There is a clear plan on the needs for training and development of both academic and support staff	<ul style="list-style-type: none"> The FEEE has a strategic plan (2012-2017) of faculty development. 	<ul style="list-style-type: none"> A support staff development plan based on their needs should be prepared. A solid action plan for academic staff development should be conducted. 	4	4
	12.2 The training and development activities for both academic and support staff are adequate to the identified needs	<ul style="list-style-type: none"> FEEE is continuously support the staff to enhance their academic qualification. 	<ul style="list-style-type: none"> As part of the mission in becoming the leading research-based university, it is suggested that the FEEE should consider more international exposed activities. 	4	
13. Stakeholders Feedback	13.1 There is adequate structured feedback from the labour market	<ul style="list-style-type: none"> The feedback from the stakeholders was gathered to ensure currency of the curriculum in 2013. 	<ul style="list-style-type: none"> FEEE should propose a more structured and regular mechanism for gathering direct feedback from the labour market. 	4	4

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	13.2 There is adequate structured feedback from the students and alumni		<ul style="list-style-type: none"> FEEE should propose a more structured and regular mechanism for gathering direct feedback from the alumni apart from the survey through University. 	4	
	13.3 There is adequate structured feedback from the staff	<ul style="list-style-type: none"> The feedback from staff were gathered through meeting at various levels and recorded in the meeting minutes. 		4	
14. Output	14.1 The pass rate is satisfactory and dropout rate is of acceptable level	<ul style="list-style-type: none"> The average pass rate in the last four years was 55 – 75%. 	<ul style="list-style-type: none"> The pass rate on-time in the last four years was about 30% and about 10% graduated more than 5 years. The dropout rate was about 30%. Action plan should be conducted to improve the average graduation time and dropout rate. 	3	4
	14.2 Average time to graduate is satisfactory		<ul style="list-style-type: none"> Students graduated in 4 years are about 30% and about 37% more than 4 up to 5 years. Root causes analysis and corrective action should be considered for improvement. 	3	
	14.3 Employability of graduates is satisfactory	<ul style="list-style-type: none"> From an alumni survey, result shows that 90% of graduated have found jobs and 10% has continued their study. 		4	
	14.4 The level of research activities by academic staff and students is satisfactory	<ul style="list-style-type: none"> The number of research publication of academic staff has been acceptable and tend to be increased. 		4	

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15. Stakeholders Satisfaction	15.1 The feedback from stakeholders is satisfactory	<ul style="list-style-type: none">• The stakeholders have expressed much appreciation for the program and its graduates.• The employers noted the graduates ability to learn on their own, and ability to adapt to work environment.• Alumni are also satisfied with the learning experience that they got from the FEEE.	<ul style="list-style-type: none">• Collaboration with industries, credit transfer, more subjects to choose, and team building are suggested.	5	5
Overall Verdict					4.4