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| MINISTRY OF EDUCATION AND TRAINING | **SOCIALIST REPUBLIC OF VIETNAM** |
| **LAC HONG UNIVERSITY** | **Independence – Freedom – Happiness** |
| No.: 295/QĐ-ĐHLH | *Dong Nai, April 19, 2022* |

## DECISION

## On the Issuance of the Lac Hong University Quality Manual

*Pursuant to Decision No. 790/TTg dated September 24, 1997, of the Prime Minister on the establishment of Lac Hong People's University;*

*Pursuant to Decision No. 1801/QĐ-TTg dated October 22, 2015, of the Prime Minister on the conversion of Lac Hong People's University's operational model;*

*Pursuant to the Regulations on the Organization and Operation of Lac Hong University;*

*Pursuant to Decision No. 05/QĐ-ĐHLH.K2 dated August 6, 2021, of the Investor's Meeting on the recognition of the Rector's position of Lac Hong Private University for the 2020-2025 term;*

*Considering the proposal of the Head of the Department of Examination and Quality Assurance,*

**DECISION**

**Article 1:** To issue the Quality Manual of Lac Hong University as per the attached document.

**Article 2:** This Decision shall take effect from the date of its signing.

**Article 3:** The leaders of all units directly under Lac Hong University, along with relevant organizations and individuals, are responsible for implementing this Decision./.

***Recipients:* RECTOR**

* As per Article 3;
* Archive: VT, OETQA, (289).

**Dr. Lam Thanh Hien**

**FOREWORD**

Quality assurance (QA) is currently and increasingly becoming one of the key tasks of higher education institutions (HEIs). Internal QA plays a crucial role, serving as the foundation for maintaining, improving, and enhancing quality across all aspects of each HEI. Lac Hong University has set a vision to become a leading application-oriented university in Vietnam by 2030, with the goal of providing high-quality human resources equipped with professional knowledge, vocational skills, management abilities, and soft skills such as IT, foreign languages, communication, teamwork, etc. These human resources must possess political virtues, ethics, creativity, professional responsibility, and good health to contribute significantly to social development. The university creates a favorable environment for nurturing talents, enabling them to expand their knowledge, conduct research, and pursue postgraduate studies both domestically and internationally. To achieve the aforementioned requirements, one of the university's important tasks is to establish a robust internal quality assurance system, thereby fostering a consistent quality culture throughout the institution.

To achieve its quality objectives, the Department of Testing and Quality Assurance is responsible for developing the Quality Manual to disseminate and implement all contents and procedures of the internal quality assurance system to all staff, lecturers, employees, and students throughout the university. Any feedback related to the content and format of the Quality Manual is welcome and should be sent to: qa@lhu.edu.vn.

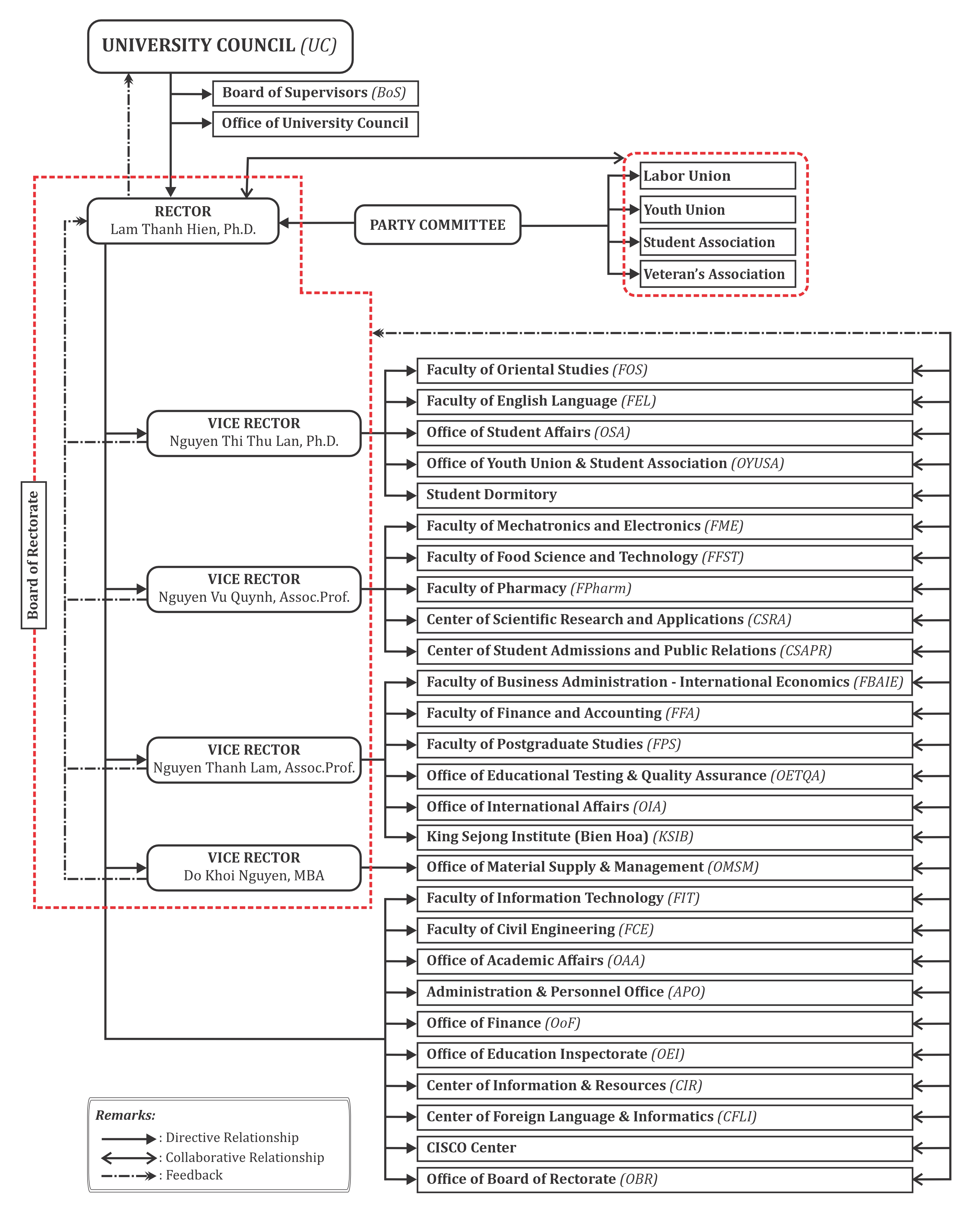
*Thank you very much!*

**PART 1: GENERAL INFORMATION ABOUT LAC HONG UNIVERSITY**

1. **History of Establishment and Development**On September 24, 1997, Prime Minister Vo Van Kiet signed Decision No. 790/TTg, officially establishing Lac Hong Private University in Bien Hoa City, Dong Nai Province. On October 17, 1997, Minister of Education and Training GS.TS Nguyen Minh Hien signed Decision No. 3261/GD-DT, recognizing the University's Board of Trustees, chaired by Mr. Nguyen Trung Phuong. On October 31, 1997, the Minister also signed Decision No. 3463/GD-DT, appointing PGS.TS Doan Van Dien as the Rector of the University.  
   On November 13, 1997, in Decision No. 3678/GD-DT, the Ministry of Education and Training allowed the University to organize its first enrollment for the following majors: Information Technology, Electronics and Telecommunications, Civil Engineering, and Economics (with 3 specializations: Business Administration, Financial Accounting, Tourism and Commerce). Gradually, new majors were added in subsequent years. To date, the University offers 22 undergraduate majors, 06 master's programs, and 02 doctoral programs.  
   Lac Hong University is a multi-disciplinary, multi-level educational institution; it integrates training with scientific research and technology transfer in the fields of engineering, economics, and social sciences. The University ensures the provision of quality learning conditions for everyone with training and retraining needs; it also ensures the provision of highly skilled human resources with professional expertise and political understanding for the labor market in Dong Nai province in particular and the whole country in general.  
   In addition to training human resources, the University focuses on nurturing talents. Students with good academic performance or higher are responsible for their grades and must participate in scientific research. The University firmly believes that every student has potential, and the University's mission is to unleash that potential through scientific research activities. With such a training program, students will quickly find employment after graduation.  
   The University tends to bring the school closer to industrial parks and export processing zones, creating opportunities for staff and employees to further their professional knowledge and serve the lifelong learning needs of lecturers, staff, and students within the university.
2. **Mission, Vision, Objectives, and Educational Philosophy  
   Mission:**  
   Lac Hong University is an institution for training, applied scientific research, technology transfer, and community service, meeting social needs. The university provides human resources, fosters talents with competence and qualities to serve the cause of industrialization and modernization of the country during the period of international integration.  
   **Vision:**By 2030, to become a leading application-oriented university in Vietnam.  
   **Objectives:**  
   Lac Hong University provides high-quality human resources with specialized knowledge, professional skills, management abilities, and soft skills such as informatics, foreign languages, communication, teamwork, etc. These human resources possess political, ethical, and social qualities, creative capacity, professional responsibility, and health to contribute significantly to social development. The university creates a favorable environment for nurturing talents, enabling them to expand their knowledge, conduct research, and pursue postgraduate studies both domestically and internationally.

**Educational Philosophy:** Ethics – Intelligence – Creativity

1. **Organizational Structure**



*Figure 1.1. Organizational structure of Lac Hong University*

**PART 2: INTERNAL QUALITY ASSURANCE SYSTEM OF LAC HONG UNIVERSITY**

1. **Principles of Internal Quality Assurance (According to AQAF)**

* The educational institution is primarily responsible for quality issues.
* Quality assurance aims to promote a balance between institutional autonomy and accountability to the community.
* Quality assurance is a participatory and collaborative process across all levels, involving educational staff, students, and other stakeholders.
* A culture of quality will strengthen all institutional activities, including teaching, learning, services, and management.
* Establish a systematic and effective quality assurance system with clearly defined responsibilities.
* The quality system is enacted and supported by a top-down management system to ensure effective implementation and maintenance.
* Adequate resources must be provided for the establishment and maintenance of an effective quality system within the educational institution.
* Educational institutions need to have formal mechanisms for reviewing, periodically inspecting, and monitoring programs and awards.
* Quality is continuously monitored and reviewed for continuous improvement at all levels.
* Publicize relevant information about the educational institution, programs, achievements of the educational institution, and quality processes.

1. **Quality Policy**

* Training human resources to meet the employment needs of the labor market with the participation of relevant stakeholders.
* Graduates meet the learning outcomes corresponding to their qualifications and majors, capable of finding employment or creating their own jobs, with the ability to continue learning and researching for self-development.
* Continuously develop a team with professional qualifications to meet the objectives of training, scientific research, community service, and international integration.
* Long-term and continuous investment in facilities and equipment ensures the modernity and continuous updating throughout the operation; ensuring full, specialized, and timely provision of equipment for achieving quality objectives in training, scientific research, and community service.

1. **Quality Assurance System at Lac Hong University**

The quality assurance system of Lac Hong University is built to achieve a thorough understanding of quality assurance throughout the entire system and sets the goal of continuous development according to the PDCA cycle (Figure 2.1). The university's Quality Steering Committee will rely on internal evaluation analyses, improvement recommendations from external accreditation systems, and analyses from departments and offices to set quality objectives consistent with the university's mission and vision. Accordingly, the quality assurance system of Lac Hong University is built with two main objectives:

* Measure, analyze, evaluate, and improve the quality of the university's activities to continuously improve and enhance the quality of the university's operations.
* Meet domestic and international accreditation requirements such as AUN-QA, ABET... to move towards international integration in line with the university's long-term strategy.

QUALITY STEERING COMMITTEE

QUALITY OBJECTIVES

QUALITY POLICY

FACULTIES,

OFFICES

MEASUREMENT

ANALYSIS

OFFICE OF EDUCATIONAL TESTING & QUALITY ASSURANCE

MEASUREMENT TOOLS

OBJECTIVES

ANALYSIS TOOLS

IMPROVEMENT

*Figure 2.1. Quality assurance system at LHU*

The Office of Educational Testing and Quality Assurance (OETQA) is the focal point for managing the university's quality assurance (QA) activities. It coordinates with faculties, departments, and research centers to develop monitoring tools, conduct statistics, measurements, analyses, and propose improvement plans to meet domestic and international accreditation standards, contributing to the achievement of the university's goals, mission, and long-term strategy.  
For Faculties: Responsible for the quality of training, scientific research, and student services within the Faculty; developing the Faculty's/Department's QA plan; reviewing training programs according to regulations; directing the implementation of QA activities and quality improvement within the Faculty/Department; organizing reports on the situation and results of the Faculty's/Department's plan implementation.  
For Office, Divisions, and Centers: Responsible for the quality of assigned activities, and for reviewing and improving core professional procedures, updating, and storing data evidence for QA activities; self-evaluating and incorporating feedback to improve quality. In addition, participating in activities to enhance capacity in quality assurance and educational quality accreditation as required by the unit.

1. **Internal quality assurance model**

The internal quality assurance model of Lac Hong University is built based on the university's quality assurance system and the internal quality assurance model according to AUN-QA, while also benchmarking against domestic universities. Accordingly, the internal QA model includes monitoring tools, evaluation tools, quality assurance processes, and quality assurance tools, which are presented in detail as in Figure 2.1:

**INTERNAL QUALITY ASSURANCE SYSTEM**

Student Progress

Dropout Rate, Graduation,

Employment

Feedback from

Labor Market and Alumni

Effectiveness of Scientific Research Activities

MONITORING TOOLS

Student Assessment

Course and Program Assessment

Research Activity Assessment

Community activities assessment

ASSESSMENT TOOLS

Student Assessment Assurance

Staff Quality Assurance

Facilities Quality Assurance

Student Support Quality Assurance

QUALITY ASSURANCE PROCESSES

SWOT Analysis

Accreditation Assessment

Stakeholder Feedback Survey System

Stakeholder Feedback Survey System

QUALITY ASSURANCE TOOLS

**MONITORING AND IMPROVEMENT**

*Figure 2.2. Internal quality assurance model of Lac Hong University*

**4.1. Monitoring tools**

**Table 1. Monitoring Tools**

|  |  |  |
| --- | --- | --- |
| **Task** | **Tool** | **Responsible Unit** |
| Monitoring student progress from enrollment to graduation | - Score viewing software  - Training assessment system | - Office of Academic Affairs  - Faculties  - Academic Advisor |
| Monitoring student dropout rate, graduation, employment rate for each cohort | Executive reporting system (Dashboard) | - Center of Information and Resources  - Office of Academic Affairs  - Faculties  - Academic Advisor |
| Monitoring employer and alumni feedback | - Survey forms  - Feedback from employers and alumni during meetings | - Office of Academic Affairs  - Faculties |
| Monitoring the effectiveness of student, lecturer, and staff scientific research | Statistics of quantity over the years | - Center of Scientific Research and Application  - Other units |

**Student Progress**  
Each faculty in the university has a team of staff to monitor and supervise the academic progress of students from enrollment to graduation. Among them, the homeroom teacher/academic advisor directly monitors students' attendance and academic status to report to the faculty periodically and take timely improvement measures to ensure students keep up with their studies. The homeroom teacher/academic advisor also has the task of advising students on how to make up for missed courses appropriately to ensure effective academic progress.  
On the other hand, students' academic and training progress in each semester will be shown through the online grading system and the online training assessment system. Accordingly, students can monitor their academic program completion progress by tracking the courses they have registered for each semester, the number of unachieved courses (if any) on the grading system using their unique student ID issued in the first year.  
The results of student progress monitoring and improvement plans are kept by the homeroom teacher in the student management file, and are used as one of the bases for evaluating students at the end of the year, considering commendation, disciplinary action, or scholarship awards for students.

**Dropout Rate, Graduation, Employment**  
Each faculty has staff responsible (Student Affairs, Homeroom Teacher, Academic Affairs) for compiling statistics on student dropout/withdrawal rates, early, on-time, and late graduation rates compared to the deadline, and providing comparative reports between years to propose improvement measures to ensure that training activities comply with university regulations and protect student rights. Statistical and improvement reports are sent by the faculty to the Board of Directors annually for management and to plan appropriate improvements.  
The Center of Information and Resources cooperates with the Department of Corporate Relations and Student Support, and the Faculty to build an Executive Reporting System (Dashboard). This software helps faculties monitor student dropout rates, graduation rates, and employment rates to promptly warn, prevent, and propose appropriate improvement plans for student academic progress at the university.

**Feedback from the Labor Market and Alumni**  
With the goal of improving the quality of training to meet the requirements of employers, the university collects feedback from employers and alumni.  
Each faculty has a staff member responsible for corporate relations to find internship and employment opportunities for graduates, and to receive feedback from businesses on the quality of the faculty's students.  
*Feedback from employers:*The Department of Corporate Relations and Student Support, under the Office of Academic Affairs, and the faculty staff responsible for enterprise relations directly conduct surveys of labor market feedback once a year. The content of the survey is the quality of the university's graduates. After obtaining data, the Office of Educational Testing and Quality Assurance will process the survey results, send them to the university leadership and relevant parties for adjustment and improvement planning.  
*Feedback from alumni:*The Department of Corporate Relations and Student Support, under the Office of Academic Affairs, and the faculty staff responsible for enterprise relations collect feedback from alumni on training programs and the ability of graduates to meet job requirements. Surveys are conducted annually from August to December. Survey data is sent to the Office of Educational Testing and Quality Assurance for processing. The survey results and alumni feedback are categorized by the Office of Educational Testing and Quality Assurance and sent to each faculty for use as a basis for evaluating and improving the quality of training programs.  
In addition, the university also collects feedback from employers and alumni through meetings between faculty leaders and employers, and alumni annually.

**Effectiveness of Scientific Research Activities**  
The department in charge of scientific research is the staff responsible for scientific research (SR) in the Faculties and the Center for Scientific Research and Application. Annually, the Center for Scientific Research and Application compiles statistics on the number of SR projects, technology transfer, SR awards, and articles by lecturers from all units in the university. At the end of the academic year, the center will evaluate SR activities based on indicators such as: the number of articles published in domestic and international scientific journals, the number of SR projects approved, the number of technology transfer projects approved.... The Center for Scientific Research and Application will evaluate the number of lecturers who complete SR tasks based on the conversion principle of SR hours (see SR regulations). If the task is not met, the Center will send a report to the faculty for the faculty to meet and plan improvements for this activity in the following academic year. If there are excess SR hours, the Center will notify the faculty, and the lecturer will have the SR hours accumulated and deducted from SR tasks in future years, but not for more than 2 years.

**4.2. Assessment tools  
Table 2. Assessment Tools**

|  |  |  |
| --- | --- | --- |
| **Purpose** | **Tool** | **Responsible Unit** |
| Student assessment | Process scores/Exams/Quizzes according to regulations  Training outcome assessment system | Academic units  Office of Academic Affairs |
| Course and program assessment | Survey forms for students, lecturers, alumni, employer | Academic units  Office of Educational Testing and Quality Assurance  Office of Academic Affairs  Center of Information and Resources |
| Lecturer assessment | Evaluation forms, statistics | Academic units  Office of Educational Testing and Quality Assurance  Office of Academic Affairs  Center of Information and Resources |
| Staff/Employee assessment | Evaluation forms, statistics | Units within the university |
| Service assessment | Survey forms for students, lecturers, and staff | Administration – Organization Personnel  Office of Educational Testing and Quality Assurance |

**Student Assessment**

Student academic results are assessed after each semester or academic year, based on the results of courses required by the training program that students have taken and received grades for. For each course, students are assessed through at least 02 component scores; for courses with less than 02 credits, only 01 assessment score may be used. Component scores are graded on a 10-point scale. The assessment methods, forms, and weights of each component score are specified in the detailed course syllabus. The total course assessment score, called the course score, consists of 03 component scores: Process score accounts for 30% (failing score is 0 points), Mid-term score accounts for 30% (failing score is 0 points), Final-term score accounts for 40% (failing score is 0 points).  
For each training program, faculties develop an assessment method matrix appropriate to the learning outcomes. Depending on the requirements of each course, instructors choose different assessment forms such as: multiple-choice, essay, reports, projects, oral exams... to ensure the measurement of learning outcomes.  
Assessment of student training outcomes: Currently, the assessment of student training outcomes is carried out according to the Training Outcome Assessment Plan issued by the university president for each semester. On renluyen.lhu.edu.vn, students assess their training scores based on their academic results, compliance with the university's disciplinary framework, social activities, class, faculty, and university movements, ... When the deadline for student self-assessment passes, the homeroom teacher/academic advisor logs into the system, and with the class collective, assesses each student and holds a class meeting to unify student scores by voting, with a summary table and meeting minutes sent to the faculty. Then, the Assessment Council evaluates the student training outcomes at the faculty level, conducts a meeting to unify the results by voting, with a summary table and meeting minutes of the faculty. The faculty's student training outcome assessment results and unified meeting results will be summarized by the faculty and sent to the University-level Student Training Outcome Assessment Council (Department of Student Affairs - Standing Committee of the Council). The University-level Student Training Outcome Assessment Council holds a meeting, votes, and recommends to the Rector to recognize the student training outcome assessment scores. The student training outcome assessment results for each semester and academic year are stored in the student management files of the university, and are used for scholarship consideration, commendation - disciplinary action, dismissal, suspension, dormitory residency consideration, and other priorities according to university regulations.

**Course and Program Assessment**  
At the end of each semester, university students conduct a course assessment including: lecturer's teaching quality, teaching and learning activities, and course assessment methods, textbooks, course content, facilities for teaching. After the Department of Academic Affairs develops an assessment plan, the Information and Library Center will create an assessment template on the system. Faculties implement instructions for students on how to conduct surveys, create assessment periods by uploading class lists and lecturer names to the survey software. After the survey period ends, the Department of Testing and Quality Assurance will analyze the survey results data sent by the Information and Library Center and compile a survey results report to be sent to the Board of Directors and each faculty. Based on the survey report, the faculty will develop an improvement plan to be sent to the Department of Testing and Quality Assurance for synthesis and submission to the Board of Directors for direction.  
Currently, the university has issued numerous regulations on the development and adjustment of training programs. These regulations serve as the legal basis for faculties and departments to develop and enhance undergraduate, postgraduate, and transfer associate degree programs that meet the learning outcomes specified in the national qualifications framework, and serve as the basis for departments and faculties to develop operational plans and coordinate activities between units according to their functions and tasks.

**Assessment of Research Activities**

Annually, the Center for Scientific Research and Application (CSRA) compiles statistics on the number of scientific research projects, technology transfers, scientific research awards, and articles by lecturers from all units in the university. At the end of the academic year, the center will evaluate SR activities based on indicators such as: the number of articles published in domestic and international scientific journals, the number of SR projects approved, the number of technology transfer projects approved.... The CSRA will evaluate the number of lecturers who complete SR tasks based on the conversion principle of SR hours (see SR regulations). If the task is not met, the Center will send a report to the faculty for the faculty to meet and plan improvements for this activity in the following academic year. If there are excess SR hours, the Center will notify the faculty, and the lecturer will have the SR hours accumulated and deducted from SR tasks in future years, but not for more than 2 years. Scientific research projects that win national or provincial awards will be considered for commendation according to the university's policies.

**Assessment of Community Service Activities**

The Department of Student Affairs is responsible for compiling statistics on community service activities in terms of quantity, types of activities, and feedback from stakeholders on the effectiveness of community service activities... The assessment results serve as a basis for the university to plan improvements and enhance the quality of community service activities in the following academic year.

**4.3. Quality Assurance Procedures**  
The purpose of promulgating management procedures is to ensure transparency and consistency in management work and smooth operation in practice of all Faculties/Departments/Divisions throughout the university.

**Table 3. Quality Assurance Procedures**

|  |  |  |
| --- | --- | --- |
| **Procedure Type** | **Procedure Name** | **Responsible Unit** |
| **Ensuring student assessment activities** | 1. Student admission procedure. | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Faculties |
| 2. Training program development and adjustment procedure. |
| 3. Exam question generation procedure. |
| 4. Exam paper shuffling and printing procedure. |
| 5. Exam grading procedure. |
| 6. Data backup procedure. |
| 7. Academic progress processing procedure. |
| 8. Graduation review procedure. |
| **Ensuring staff quality** | 9. Human resource planning procedure. | Administration – Organization Personnel |
| 10. Staff and lecturer recruitment and selection procedure. |
| 11. Staff, lecturer, and employee performance appraisal procedure and criteria. |
| 12. Lecturer accreditation procedure. |
| 13. Lecturer and staff competency assessment procedure. |
| 14. Scientific research project, thesis, and lecturer/staff innovation implementation and reward procedure. |
| **Ensuring facility quality** | 15. Procurement and repair/replacement of materials and equipment procedure. | Office of Material Supply and Management |
| 16. Facility sponsorship acceptance procedure. |
| **Ensuring student support quality** | 17. Student policy document resolution procedure. | Office of Student Affairs |
| 18. Student administrative procedure processing procedure (tuition payment at Office of Finance, student status certification, academic transcript issuance, etc.) | Office of Academic Affairs |
| 19. Student employment support procedure. |
| 20. Student survey procedure on: courses (subjects and lecturers), service quality (information provision, administrative procedures, university facilities, training environment, training outcomes, homeroom teachers). | - Office of Educational Testing & Quality Assurance  - Office of Academic Affairs  - Center of Information and Resources  - Faculties |

**5. Quality Assurance Tools**  
**5.1. SWOT Analysis**  
SWOT analysis aims to identify the university's strengths and weaknesses, from which action plans are developed to leverage strengths and overcome weaknesses. Accordingly, units, based on the university's long-term, medium-term, and annual plans, propose the implementation of objectives, indicators, and action plans based on an analysis of existing strengths, weaknesses, opportunities, and threats.  
**5.2. Evaluation/Accreditation**  
The Inspectorate is responsible for conducting internal evaluation activities to ensure that units comply fully with their functions/tasks and the university's operating regulations.  
In addition, the university also conducts self-assessment and external assessment of training programs and educational institutions according to national and international assessment standards. Based on independent analyses and evaluations from quality accreditation experts, the university develops specific action plans aimed at improving and enhancing the quality of training programs and other activities of the university.  
**5.3. Stakeholder Feedback Survey System**  
Annually, the university conducts surveys to gather feedback from stakeholders and uses the survey results to improve the quality of its operations.  
**Table 4. Stakeholder Feedback Survey System**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Survey Name** | **Stakeholders** | **Survey Content** | **Responsible Unit** |
| 1 | New Student Survey | Students | - Difficulties during enrollment  - Reasons for choosing the university  - Needs and expectations | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Center of Information & Resources  - Faculties |
| 2 | Student Survey on Lecturer Teaching Activities | Students | - Schedule, teaching materials  - Lecturer knowledge, skills  - Student satisfaction with various aspects | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Center of Information & Resources  - Faculties |
| 3 | Student Psychological Survey | Students | - Student feelings during the past week | - Office of Student Affairs  - Office of Educational Testing & Quality Assurance  - Center Information & Resources  - Faculties |
| 4 | Student Satisfaction Survey on Support Services | Students | - Types of student support services at the university | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Center of Information & Resources  - Faculties |
| 5 | Homeroom Activities Survey | Students | - Information dissemination by homeroom teachers/ academic advisor  - Homeroom teacher monitoring, advising, guiding  - Homeroom teacher attitude | - Office of Student Affairs  - Office of Educational Testing & Quality Assurance  - Center Information & Resources  - Faculties |
| 6 | Library Service Quality Survey | Lecturers, Students | - Assessment of facilities, equipment, library resources  - Assessment of staff attitude, service spirit | - Center Information & Resources  - Office of Educational Testing & Quality Assurance  - Faculties  - Office of Student Affairs |
| 7 | Satisfaction Survey on Connection and Community Service Activities | - Appropriateness of policies  - Plans, programs  - Coordination between the university and units |
| 8 | Graduate Survey before Graduation | Pre-graduating students | - Academic program  - Facilities and  - Training  - Student satisfaction with training programs, academic staff, teaching methods, assessment of learning outcomes, support activities... | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Center Information & Resources  - Faculties |
| 9 | Alumni Survey | Alumni | - Employment  - Income  - Job search  - Current job fit with major  - Knowledge application  - Skills application | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Faculties |
| 10 | Employer Survey | Employers | - Student competence assessment | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Faculties |
| 11 | Employee Satisfaction Survey | Employees | - Job characteristics  - Working  - Salary and benefits  - Training and promotion opportunities  - Unit's management practices  - Interaction with other units | - Administration – Organization Personnel  - Office of Educational Testing & Quality Assurance  - Center Information & Resources  - Units |
| 12 | Lecturer Survey | Lecturers | - Academic program  - Teaching and support activities  - Scientific  - Intellectual property  - Facilities  - Satisfaction with various aspects | - Office of Academic Affairs  - Office of Educational Testing & Quality Assurance  - Center of Information & Resources  - Faculties |

**Appendix: Operating Procedures at Lac Hong University**

|  |  |  |
| --- | --- | --- |
| **Responsible Unit** | **No.** | **Document Content** |
| **Center for Scientific Research and Application** | 1 | Procedure for implementing grassroots-level scientific research projects |
| 2 | Procedure for submitting and reviewing articles published in Lac Hong Scientific Journal |
| 3 | Procedure for technology transfer at Lac Hong University |
| 4 | Procedure for special consideration of points for students participating in scientific and technological competitions |
| 5 | Procedure for special consideration of points for students participating in scientific research |
| 6 | Procedure for registering, implementing, and evaluating innovative solutions |
| **Office of Academic Affairs** | 1 | Academic progress processing procedure |
| 2 | Procedure for adjusting and developing undergraduate training programs at Lac Hong University |
| 3 | Regulations on compiling, selecting, evaluating, approving, and using teaching materials, higher education textbooks |
| 4 | Procedure for opening new majors |
| 5 | Procedure for assessing and storing student learning outcomes |
| 6 | Regulations on online training at Lac Hong University |
| 7 | Regulations on undergraduate and college-level regular training under the credit system for the 2018-2023 cohort |
| 8 | Regulations on undergraduate and college-level regular training under the credit system for the 2019-2024 cohort |
| 9 | Regulations on undergraduate and college-level regular training under the credit system for the 2020-2025 cohort |
| 10 | Regulations on undergraduate, second-degree, and liên thông regular training under the credit system for the 2021-2026 cohort |
| 11 | Regulations on undergraduate, second-degree, and liên thông regular training under the credit system for the 2022-2027 cohort |
| 12 | Decision on issuing regulations for assessing and storing student learning outcomes |
| 13 | Decision on issuing regulations for credit transfer for courses/subjects, tuition fees for credit transfer courses/subjects, and tuition fees for students withdrawing credits/subjects, taking extra credits at Lac Hong University |
| 14 | Decision on issuing regulations for exam re-evaluation |
| 15 | Decision on issuing regulations for improving exam scores |
| 16 | Decision on issuing the credit-based training regulations of Lac Hong University for the following programs: Undergraduate, Second Bachelor's Degree, and Part-time University-Level Transfer Programs |
| 17 | Decision on issuing regulations on minimum knowledge volume, competency requirements for graduates at each level of higher education, and procedures for developing, evaluating, and issuing academic programmes, programme learning outcomes at college and university levels. |
| 18 | Decision on issuing the regulations on the organization and management of University-level Part-time Joint Training at Lac Hong University. |
| **Office of Student Affairs** | 1 | Procedure for resolving student policy documents at Lac Hong University |
| 2 | Regulations on organizing connection and community service activities |
| **Office of Educational Testing and Quality Assurance** | 1 | Procedure for planning university activities |
| 2 | Procedure for surveying stakeholder feedback |
| **Administration and Organization Personnel** | 1 | Procedure for university recruitment and selection of personnel |
| 2 | Procedure for evaluating job performance and classifying permanent (full-time) staff, lecturers, and employees of the university. |
| 3 | Regulations on criteria and procedures for considering lecturer titles (attached procedure). |
| 4 | Regulations on internal transfer within the university (attached procedure). |
| 5 | Procedure for signing ordinary internal documents. |
| 6 | Procedure for determining training and development needs for staff, lecturers, and employees. |
| 7 | Plan for consolidating and supplementing the management staff of units at Lac Hong University for the 2020-2025 term (attached procedure). |
| **Office of Material Supply and Management** | 1 | Procedure for procuring and repairing equipment and supplies. |
| 2 | Procedure for receiving facility sponsorship. |
| 3 | Procedure for reporting equipment repairs on the asset management software system. |
| **Office of Finance** | 1 | Procedure for paying fees, procurement, repairs, management, and use of university assets. |
| 2 | Guidance on tuition payment methods |
| **Center of Information and Resources** | 1 | Teaching assessment survey guide |
| 2 | Course Registration Guide |
| 3 | Guide to Viewing Class and Exam Schedules |
| 4 | Guide to Assessing Student Performance Scores |
| 5 | Graduation Application Guide |
| 6 | Instructions for Applying for a Certificate |
| 7 | Exam Score Lookup Guide |
| 8 | Information Lookup System Guide |
| 9 | Guide to the Library System |
| 10 | User guide for multiple-choice test system - organizing tests and creating exam questions. |
| 11 | User guide for multiple-choice test system - appendix of exam question samples |
| 12 | User guide for multiple-choice test system - managing exam questions |
| 13 | User guide for online submission system for essay exams |
| 14 | User guide for document management software |
| **Office of Education Inspectorate** | 1 | Inspection procedure of Lac Hong University |

|  |  |
| --- | --- |
| **RECTOR** | **HEAD OF OFFICE OF**  **EDUCATIONAL TESTING &**  **QUALITY ASSURANCE** |
|  |  |
| **Lam Thanh Hien** | **Le Phuong Truong** |