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**Training on
Education Quality Assurance and
Accreditation for
Vietnamese Higher Education Institutions
(AUN-QA's Learning Outcome Assessment)**

26 November 2024, 8am – 11.30am (Online)

**Mr. Johnson Ong Chee Bin
Founder & Principal Consultant, eqi
AUN Quality Master and AUN-QA Expert**

Outline

1 Introduction

2 State of Outcome Assessment

3 AAC&U and AUN-QA
Experience

4 Emerging and Future Trends

5 Moving Forward

Right Measure, Measure Right

"The fundamental principle of an effective measurement system is first to ensure the right measure and then to find ways to measure right, with the aim of seeking continuous improvement."

Johnson Ong Chee Bin, 22 November 2024



Right Measure, Measure Right

"Right measure" emphasizes the importance of validity in choosing the correct metric to assess what truly matters to stakeholders.

"Measure right" highlights the need for reliability in ensuring accuracy and consistency in how measurements are taken, reported and used for improvement.



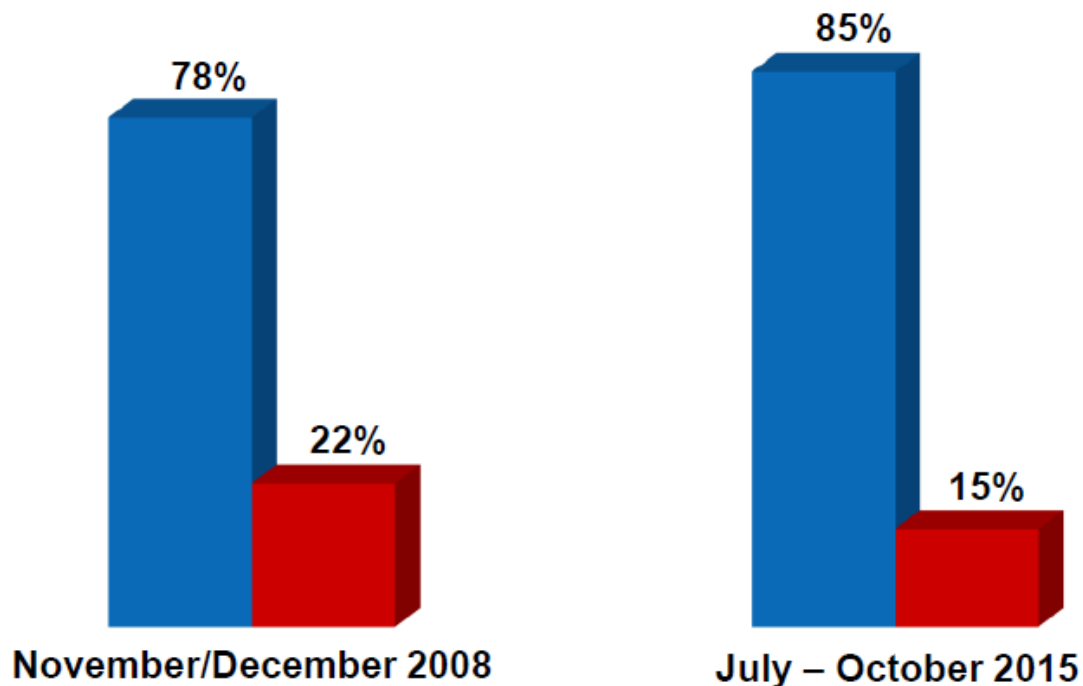
State of Outcome Assessment

EQA	ABET (2025-26)	ESG (2015)	AUN-QA (V4)
©Education Quality International			
Student Outcomes (SOs)/ Expected/ Intended Learning Outcomes (ELOs/ILOs)	Prescriptive (SOs 1 to 7)	Non-prescriptive	Non-prescriptive
Measurement of SOs/ELOs/ ILOs	Required and Non-prescriptive		
Approach	Objective and Subjective Measures		
Standards/ Criteria	1, 3 and 4	1.2, 1.3 and 1.4	1, 4 and 8

AAC&U Experience

Does your institution have a common set of intended learning goals or learning outcomes that apply to ALL undergraduate students?

■ Yes, have common set of intended learning goals/outcomes ■ No, do not have



AAC&U Experience

Proportion of Institutions That Have Learning Outcomes for All Students That Address Specific Skills and Knowledge Areas
(among institutions that have a common set of learning outcomes for all students)¹

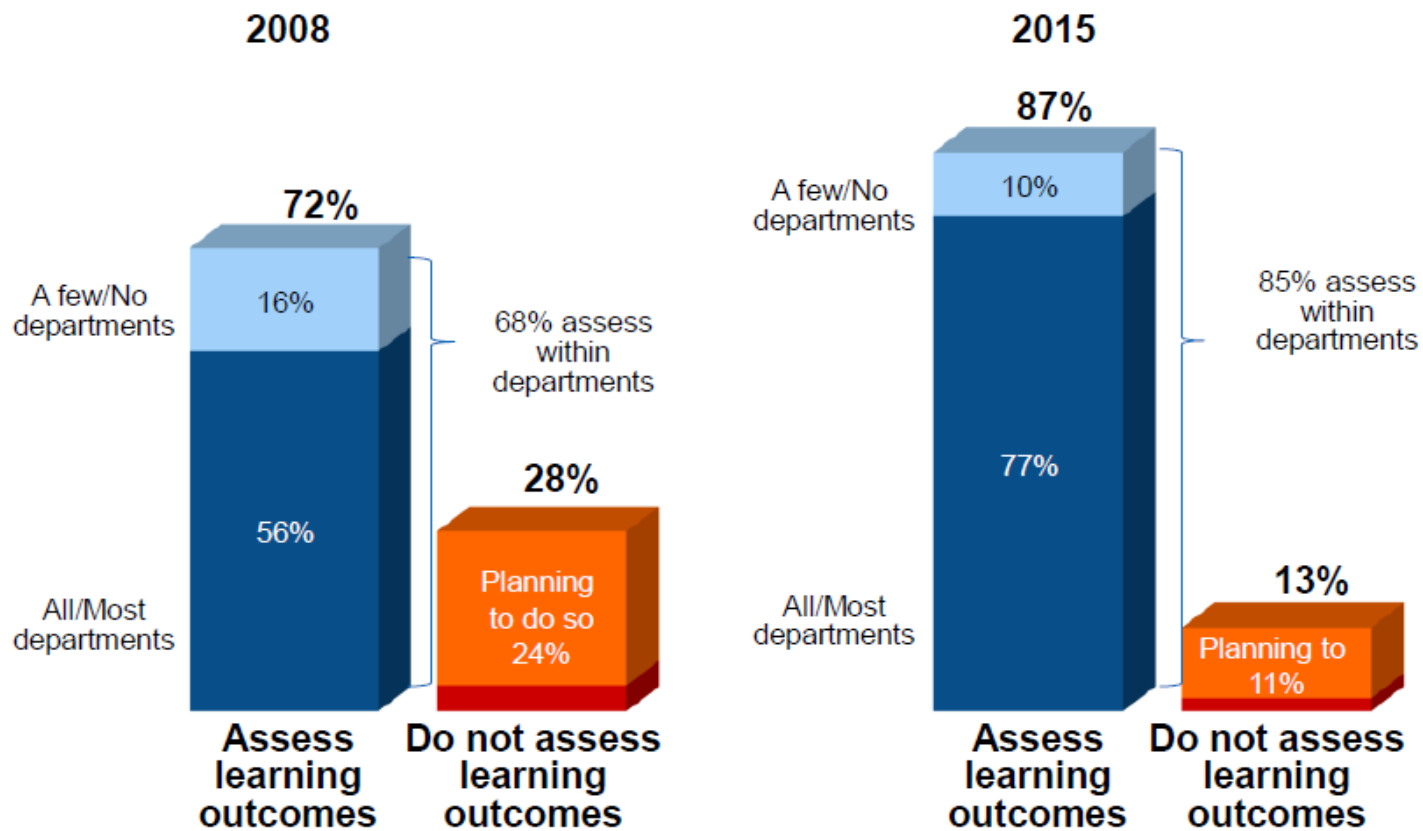
	<u>2008</u> %	<u>2015</u> %
Intellectual Skills		
Writing skills	99	99
Critical thinking and analytic reasoning skills	95	98
Quantitative reasoning skills	91	94
Oral communication skills	88	82
Intercultural skills and abilities	79	79
Information literacy skills	76	76
Ethical reasoning skills	75	75
Specific Areas of Knowledge		
Knowledge of science	91	92
Knowledge of mathematics	87	92
Knowledge of humanities	92	92
Knowledge of global world cultures	87	89
Knowledge of social sciences	90	89
Knowledge of the arts	N/A	85
Knowledge of diversity in the United States	73	73
Knowledge of technology	61	49
Knowledge of languages other than English	42	48
Knowledge of American history	49	47
Knowledge of sustainability	24	27
Integration and Application of Knowledge and Skills		
Research skills and projects	65	75
Integration of learning across disciplines	63	68
Application of learning beyond the classroom	66	65
Civic engagement and competence	68	63

Source: Trends in Learning Outcomes Assessment, Association of American Colleges & Universities (2015)

AAC&U Experience

Proportions of Member Institutions that Assess Learning Outcomes in Departments

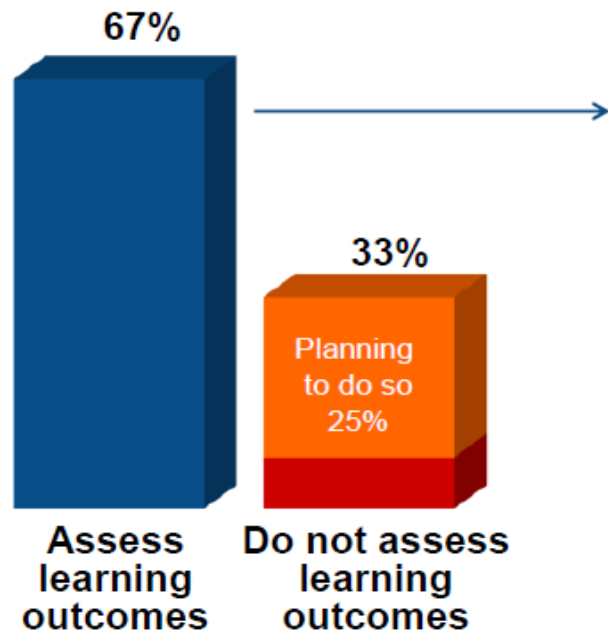
Does your institution assess learning outcomes across the curriculum? If it does, are students' cumulative learning outcomes assessed in departments?



AAC&U Experience

Member institutions use a variety of methods to assess student learning outcomes in general education.

Does your institution assess cumulative learning outcomes in general education across multiple courses?

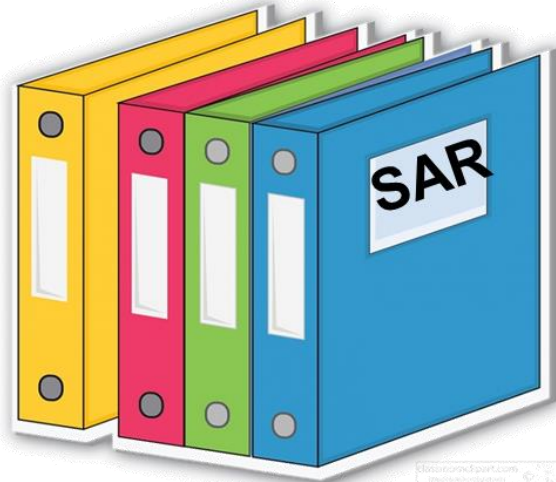


Which of these does your institution use?

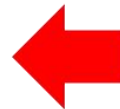
Institutionally created rubrics applied to samples of student work	87%
Culminating or capstone projects	78%
Student surveys and self-reports	64%
Locally developed common assignments in some courses	62%
Locally developed examinations	46%
AAC&U VALUE rubrics applied to samples of student work	42%
Standardized national tests of general skills, such as critical thinking	38%
Standardized national tests of general knowledge, such as science or humanities	33%

AUN-QA Experience

SAR & Document Review



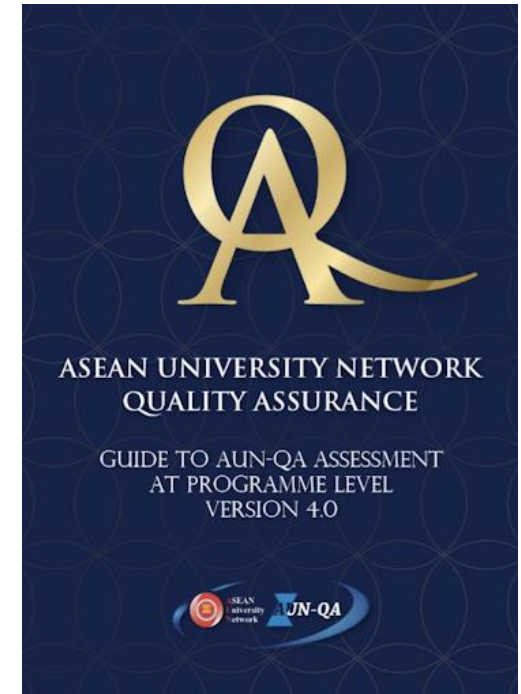
Desktop Planning



AUN-QA Programme Framework

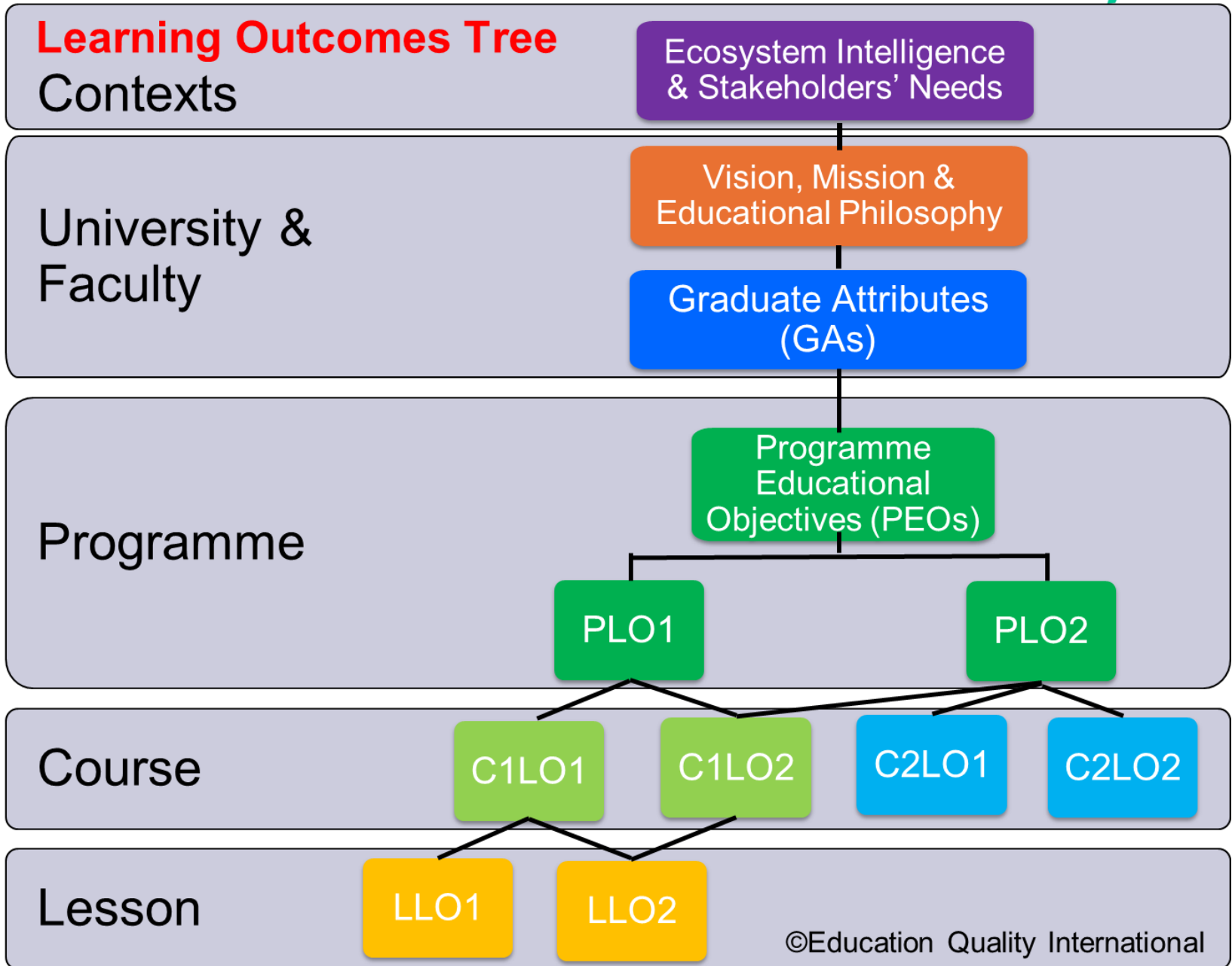
Officially launched on 29 June 2021

- OBE framework
- Principles-based
- Non-prescriptive
- Focus on improvement rather than solutions
- Contextualization rather than standardization



Principles-Based Assessment

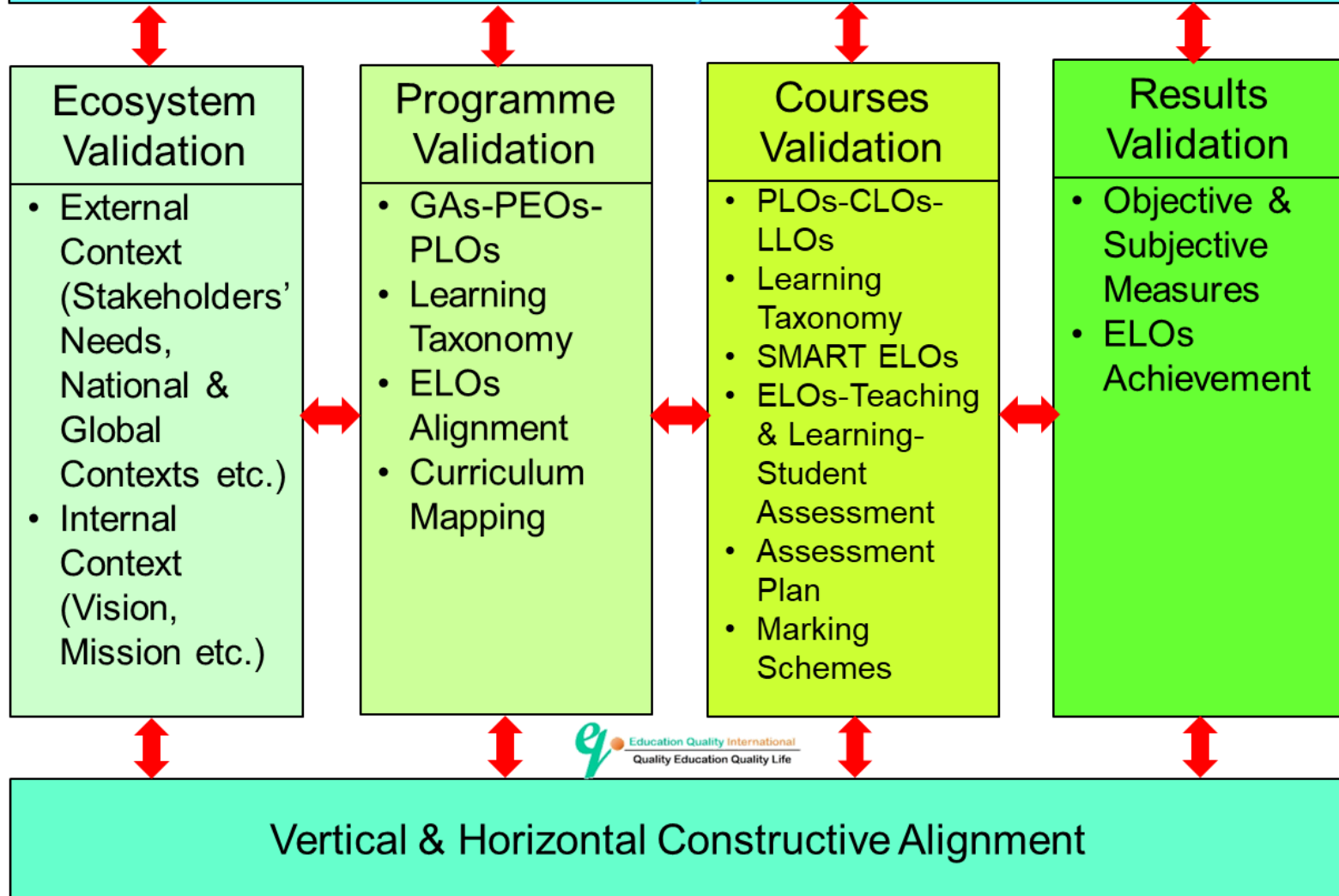
Characteristics	Rules-Based	Principles-Based
View of Assessment	Separate part of an ecosystem	Integral part of an ecosystem
Reference of Assessment	Standards	Contexts
Focus of Assessment	Compliance	Alignment
Sources of Evidence	Hard	Hard and soft
Interpretation of Data	Descriptive analytics and thresholds <small>©Education Quality International</small>	Descriptive, diagnostic, predictive and prescriptive analytics
Results of Assessment	Summative and feedback	Formative, summative and feedforward



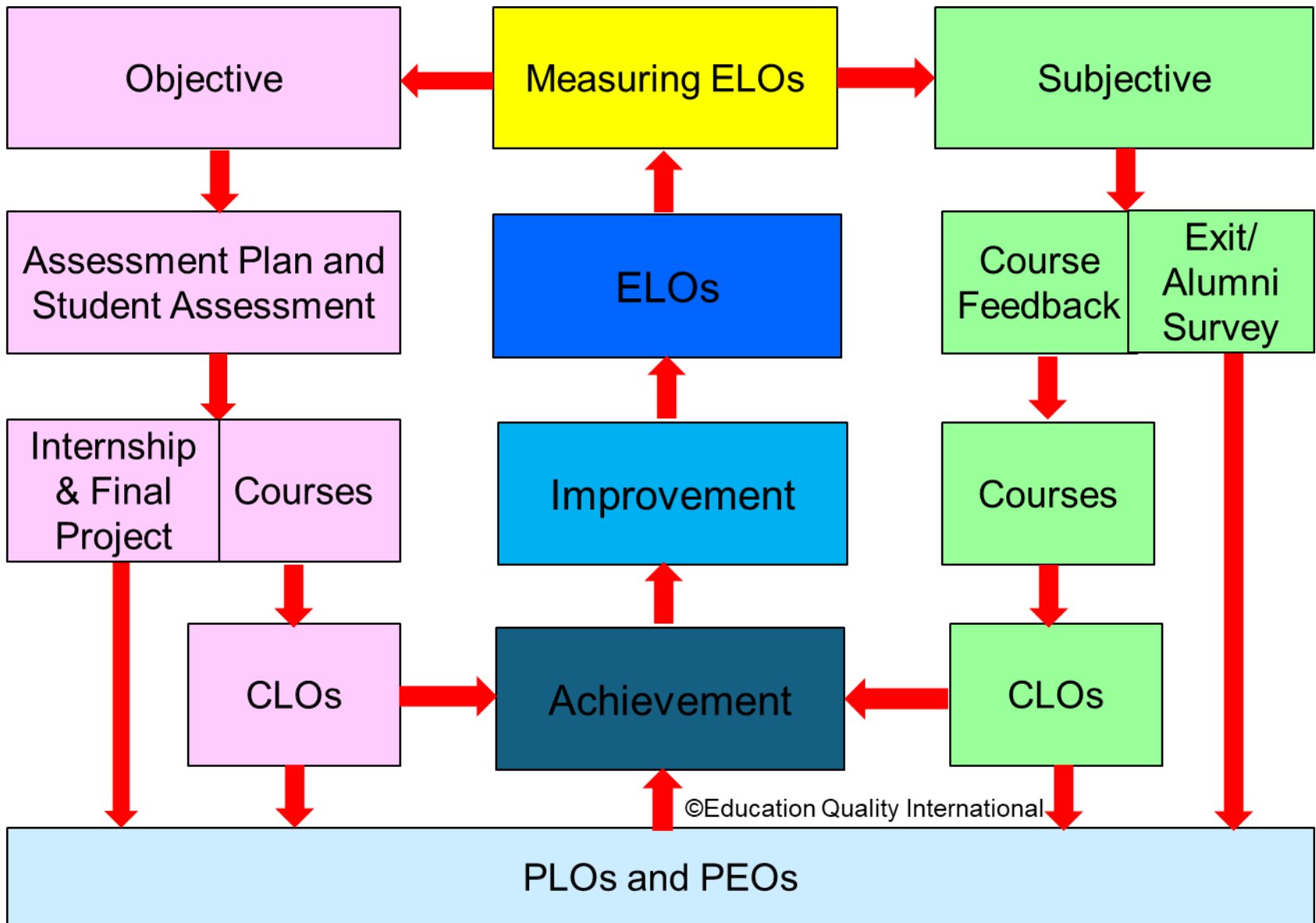
OBE Ecosystem Validation

Validation of a Study Programme

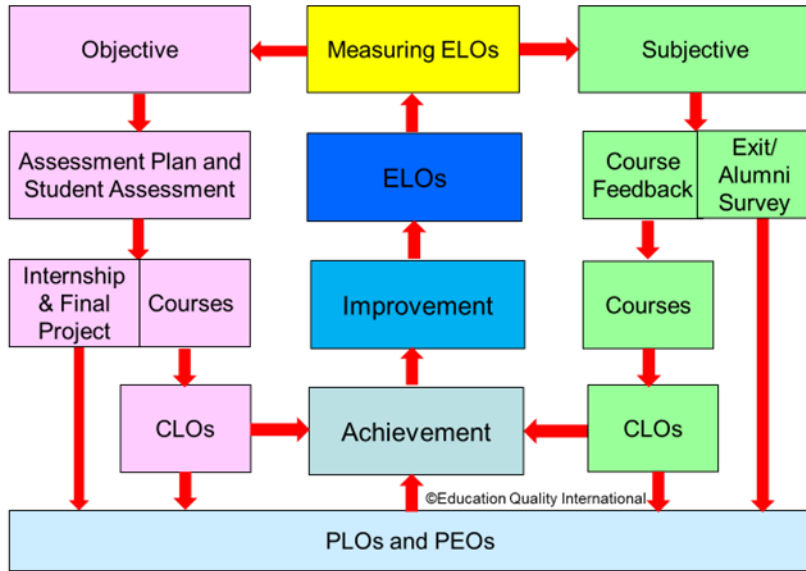
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ELO Measures



AUN-QA Requirements 1.5, 4.5 & 8.4 (Relational View)



AUN-QA Requirement 1.5

Course Assessment Plan (C1)					
Assessment Component	CLO1	CLO2	CLO3	CLO4	CLO5
Class Participation (10%)					Participation (Rubric)
Class Test (Individual) (20%)	MCQ 1-10	Essay Q1-2	Essay Q3		
Group Project (20%)				Research Rubric	Research Rubric
Final Examination (50%)	Written Test Q 1-2	Written Test Q 3-5	Written Test Q 6-8	Written Test Q 9-10	

Courses (C)	Programme Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C1	58%	75%		65%	80%		70%
C2	CLO1 CLO2		CLO3			CLO4	
C3		CLO1			CLO2		
C4			CLO1	CLO2			CLO3
C*	CLO3				CLO2		CLO1

Course Assessment Plan (C1)					
Assessment Component	CLO1	CLO2	CLO3	CLO4	CLO5
Class Participation (10%)					80%
Class Test (Individual) (20%)	60%	50%	70%		
Group Project (20%)				50%	80%
Final Examination (50%)	80%	70%	70%	60%	
Overall (Weighted Average %)	75%	65%	70%	58%	80%

Courses (C)	Programme Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C1	CLO4	CLO1		CLO2	CLO5		CLO3
C2	CLO1 CLO2		CLO3			CLO4	
C3		CLO1			CLO2		
C4			CLO1	CLO2			CLO3
C*	CLO3				CLO2		CLO1

AUN-QA Requirement 4.5

Achievement of CLOs

Course Assessment Plan (C1)					
Assessment Component	CLO1	CLO2	CLO3	CLO4	CLO5
Class Participation (10%)					80%
Class Test (Individual) (20%)	60%	50%	70%		
Group Project (20%)				50%	80%
Final Examination (50%)	80%	70%	70%	60%	
Overall (Weighted Average %)	75%	65%	70%	58%	80%

Achievement of PLOs

Courses (C)	Programme Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C1	58%	75%		65%	80%		70%
C2	70% (Av. 60% & 80%)		55%			60%	
C3		45%			60%		
C4			90%	95%			85%
Overall Average	64%	60%	73%	80%	70%	60%	78%

Achievement of CLOs (Course X) – Course Survey

Rate your agreement on the achievement of the following CLOs:					
Course X	1 Strong Disagree	2 Disagree	3 Agree	4 Strongly Agree	Total % (3 & 4)
CLO1	5%	5%	40%	50%	90%
CLO2	5%	10%	60%	25%	85%
CLO3	1%	24%	50%	25%	75%
CLO4			40%	60%	100%

Achievement of PLOs (Cohort 2017/18) – Exit Survey

Rate your agreement on the achievement of the following PLOs:					
PLOs Achievement	1 Strong Disagree	2 Disagree	3 Agree	4 Strongly Agree	Total % (3 & 4)
PLO1		10%	40%	50%	90%
PLO2		15%	60%	25%	85%
PLO3	11%	14%	50%	25%	75%
PLO4	10%	20%	30%	40%	70%
PLO5			40%	60%	100%
PLO6	5%	5%	50%	40%	90%

AUN-QA Requirement 8.4

Achievement of ELOs (Objective Measures)

Course Assessment Plan (C1)					
Assessment Component	CLO1	CLO2	CLO3	CLO4	CLO5
Class Participation (10%)					Participation (Rubric)
Class Test (Individual) (20%)	MCQ 1 -10	Essay Q1 -2	Essay Q3		
Group Project (20%)				Research Rubric	Research Rubric
Final Examination (50%)	Written Test Q 1 – 2	Written Test Q 3 - 5	Written Test Q 6 - 8	Written Test Q 9 - 10	



Course Assessment Plan (C1)					
Assessment Component	CLO1	CLO2	CLO3	CLO4	CLO5
Class Participation (10%)					80%
Class Test (Individual) (20%)	60%	50%	70%		
Group Project (20%)				50%	80%
Final Examination (50%)	80%	70%	70%	60%	
Overall (Weighted Average %)	75%	65%	70%	58%	80%

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	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
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Overall Average	64%	60%	73%	80%	70%	60%	78%



Courses (C)	Programme Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C1	CLO4	CLO1		CLO2	CLO5		CLO3
C2	CLO1 CLO2		CLO3			CLO4	
C3		CLO1			CLO2		
C4			CLO1	CLO2			CLO3
C ⁿ	CLO3				CLO2		CLO1

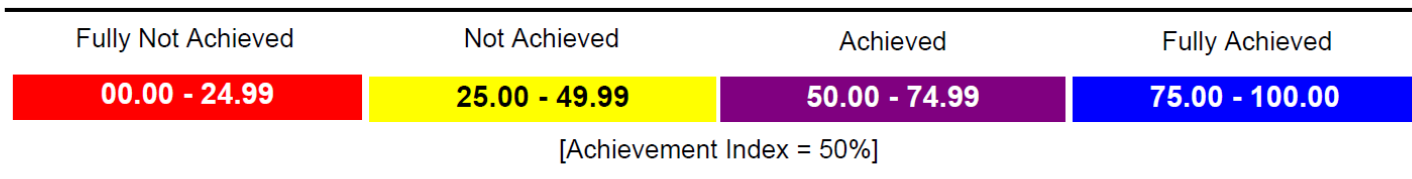
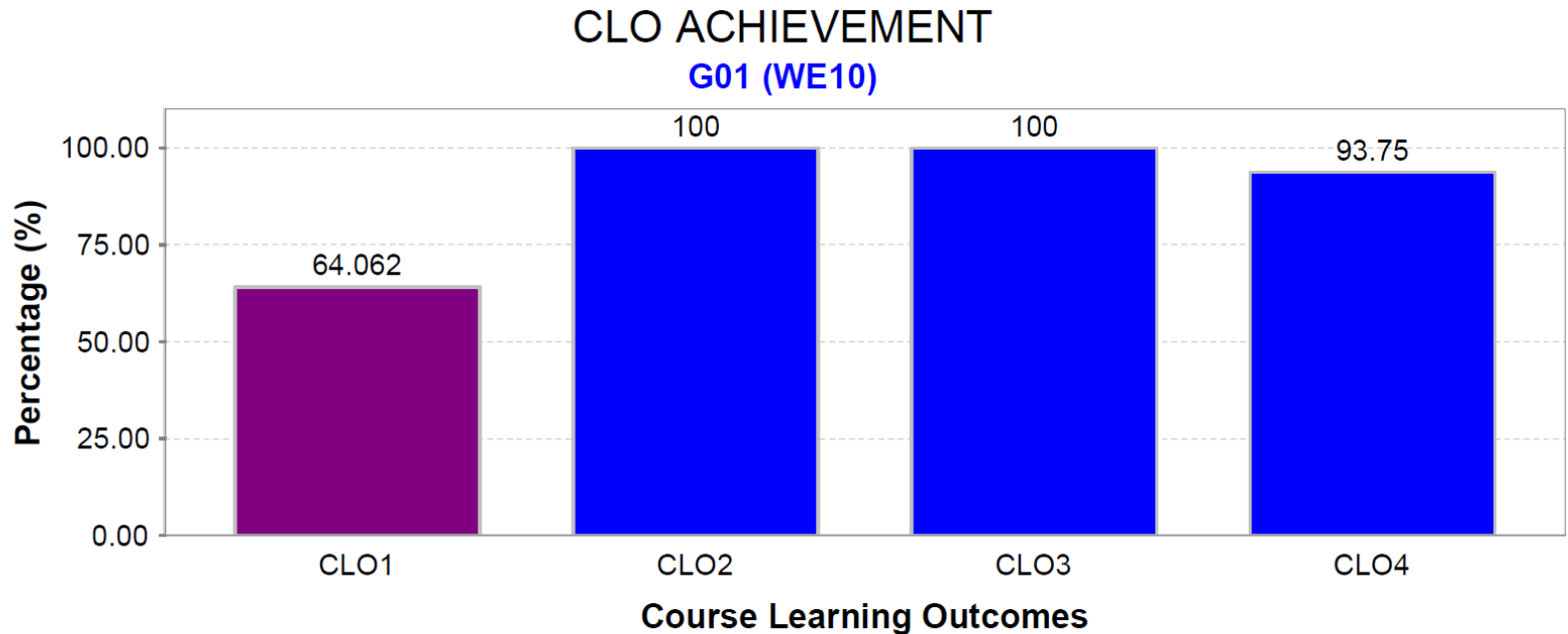
Achievement of ELOs (Objective Measures)

Achievement of CLOs

Course Assessment Plan (C1)					
Assessment Component	CLO1	CLO2	CLO3	CLO4	CLO5
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Group Project (20%)				50%	80%
Final Examination (50%)	80%	70%	70%	60%	
Overall (Weighted Average %)	75%	65%	70%	58%	80%

Graph: CLO Achievement

CLOs Achievement Levels



Courtesy of Universiti Malaysia
Sarawak

CLOs Achievement by Courses

FEB Achievement Summary > Course Learning Outcome

WE10 - Bachelor of Business Administration with Honours (Marketing) version 2.1 > Session Semester 2021/2022-1

Print CLO Summary (Achievement Below 50%)

1. EBE1063 - Principles of Microeconomics

320 registered 315 passed (98.44%) 5 failed (1.56%) [View more details.](#)

CLO Achievement Report by Course Coordinator

Question 1: Student's achievement of the Course Learning Outcomes

Overall OK

Question 2: Strengths of the Course (e.g Content, Delivery, Assessment etc)

Exposed student to economic theories & issues.

Question 3: Areas of concern (e.g Content, Delivery, Assessment etc)

Some of the students have internet issues.

Question 4: Strategies to address areas of concern to strengthen future Course Implementation (CQI)

N/A

— Fatihana binti Ismail



	CLO1	CLO2	CLO3	CLO4
ACHIEVED(%)	294 (91.68%)	315 (98.44%)	281 (87.81%)	303 (94.69%)
NOT ACHIEVED(%)	26 (8.13%)	5 (1.56%)	39 (12.19%)	17 (5.31%)

Course Evaluation Report by Students

Section 1: Course Instructor(s)

Instructional Skill and Professionalism 97%

Section 2: Learning Environment(s)

Physical Classroom 99%

Online Learning 99%

Section 3: Achievement of CLO

	CLO1	CLO2	CLO3	CLO4
Fully Not Achieved	0.00%	0.00%	0.00%	0.00%
Not Achieved	0.00%	0.00%	0.00%	0.00%
Uncertain	0.81%	2.42%	1.61%	1.61%
Achieved	12.10%	11.29%	12.90%	16.13%
Fully Achieved	87.10%	86.29%	85.48%	82.26%

Courtesy of Universiti Malaysia Sarawak

Table: CLO Achievement

CLOs Achievement by Students

Name of Student	CLO1 [20]	CLO2 [10]	CLO3 [30]	CLO4 [40]	Number of CLO Achieved
	13.01	10.00	25.31	37.33	4
	9.79	10.00	23.14	35.00	3
	11.96	10.00	27.19	35.83	4
	14.38	10.00	25.78	34.42	4
	12.76	10.00	23.48	34.16	4
	14.15	10.00	24.38	31.83	4
	11.22	10.00	23.14	35.00	4
	6.40	10.00	26.72	36.67	3
	13.38	10.00	25.31	31.58	4
	9.14	10.00	25.78	32.50	3
	15.02	10.00	26.72	36.17	4
	11.60	10.00	23.14	35.00	4
	9.31	10.00	26.25	33.50	3
	10.09	10.00	26.25	33.50	4

Courtesy of Universiti Malaysia
Sarawak

Achievement of ELOs (Subjective Measures)

Achievement of CLOs (Course X) – Course Survey

Rate your agreement on the achievement of the following CLOs:

Course X	1 Strong Disagree	2 Disagree	3 Agree	4 Strongly Agree	Total % (3 & 4)
CLO1	5%	5%	40%	50%	90%
CLO2	5%	10%	60%	25%	85%
CLO3	1%	24%	50%	25%	75%
CLO4			40%	60%	100%

Achievement of ELOs (Objective Measures)

Achievement of PLOs

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C2	70% (Av. 60% & 80%)		55%			60%	
C3		45%			60%		
C4			90%	95%			85%
Overall Average	64%	60%	73%	80%	70%	60%	78%

PLOs Achievement by Courses

Year/ Semester	Course(s)	Session Semester Offered	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	
1 / 1	EBE1063 - Principles of Microeconomics										
	EBE1063 (ver 1.1)	2017/2018-1	90/121 🟢 74%					104/121 🟢 86%			
	EBE1063 (ver 1.1)	2018/2019-1	10/10 🟢 100%					7/10 🟢 70%			
	EBE1063 (ver 1.1)	2019/2020-1	1/1 🟢 100%					1/1 🟢 100%			
	EBE1063 (ver 1.1)	2020/2021-1	1/4 🔴 25%					4/4 🟢 100%			
Total PLO Achieved			102/128 🟢 80%					115/128 🟢 90%			
1 / 1	EBF1303 - Business Communication										
	EBF1303 (ver 1)	2017/2018-1	98/122 🟢 80%	122/122 🟢 100%				122/122 🟢 100%			
	EBF1303 (ver 1)	2017/2018-2	5/6 🟢 83%	6/6 🟢 100%				6/6 🟢 100%			
	EBF1303 (ver 1)	2018/2019-1		1/1 🟢 100%				1/1 🟢 100%			
Total PLO Achieved			103/129 🟢 80%	129/129 🟢 100%				129/129 🟢 100%			

**90/121 - 90 students
 achieved PLO1 out of
 121 registered
 students**

Courtesy of Universiti Malaysia Sarawak

Other PLOs measures may include number, % or average marks

PLOs Achievement by Students

#	Student Name (Matric No)	Current Student Status/ Session Semester	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
1		GRADUATED 2020/2021-3	23/25	8/9	1/1	4/4	17/17	21/22	5/5	2/2
2		GRADUATED 2020/2021-3	24/25	7/9	4/5	4/4	17/17	18/20	5/5	2/2
3		GRADUATED 2020/2021-3	19/22	6/8	2/7	3/3	15/16	18/20	5/5	2/2
4		WITHDRAW FROM STUDIES 2020/2021-1	6/6	3/3	1/1	4/4	2/2	3/3		1/1
5		GRADUATED 2020/2021-3	22/25	9/9	4/4	4/4	17/17	21/22	5/5	2/2
6		GRADUATED 2020/2021-3	22/25	9/9	1/1	4/4	17/17	20/22	5/5	2/2
7		GRADUATED 2020/2021-3	22/25	9/9	1/1	4/4	17/17	22/22	5/5	2/2
8		GRADUATED 2020/2021-3	24/25	8/9	1/1	4/4	17/17	20/22	5/5	2/2
9		GRADUATED 2020/2021-3	24/25	8/9	1/1	4/4	17/17	20/22	5/5	2/2
10		WITHDRAW FROM STUDIES 2020/2021-1	9/16	1/2		1/1	8/9	10/12	2/2	1/1
11		ACTIVE 2021/2022-1	18/25	8/9	1/1	4/4	17/17	19/22	5/5	1/2
12		GRADUATED 2020/2021-3	20/25	9/9	1/1	4/4	17/17	18/22	5/5	2/2
13		GRADUATED 2020/2021-3	21/25	8/9	1/1	4/4	16/17	20/22	5/5	2/2
14		GRADUATED 2020/2021-3	25/25	9/9	1/1	4/4	17/17	20/22	5/5	2/2
15		GRADUATED 2020/2021-3	25/25	9/9	1/1	4/4	17/17	21/22	5/5	2/2
16		GRADUATED 2020/2021-3	23/25	9/9	1/1	3/4	17/17	22/22	5/5	2/2
17		GRADUATED 2020/2021-3	25/25	9/9	1/1	4/4	17/17	22/22	5/5	2/2

23/25 – 23 courses
 achieved PLO1 out
 of 25 courses
 registered

Courtesy of Universiti Malaysia Sarawak

Other PLOs measures may include number, % or average marks

Achievement of ELOs (Subjective Measures)

Achievement of PLOs (Cohort 2017/18) – Exit Survey

Rate your agreement on the achievement of the following PLOs:					
PLOs Achievement	1 Strong Disagree	2 Disagree	3 Agree	4 Strongly Agree	Total % (3 & 4)
PLO1		10%	40%	50%	90%
PLO2		15%	60%	25%	85%
PLO3	11%	14%	50%	25%	75%
PLO4	10%	20%	30%	40%	70%
PLO5			40%	60%	100%
PLO6	5%	5%	50%	40%	90%

Employer survey may be used to gather the achievement of PLOs
 Alumni survey may be used for measuring PEOs



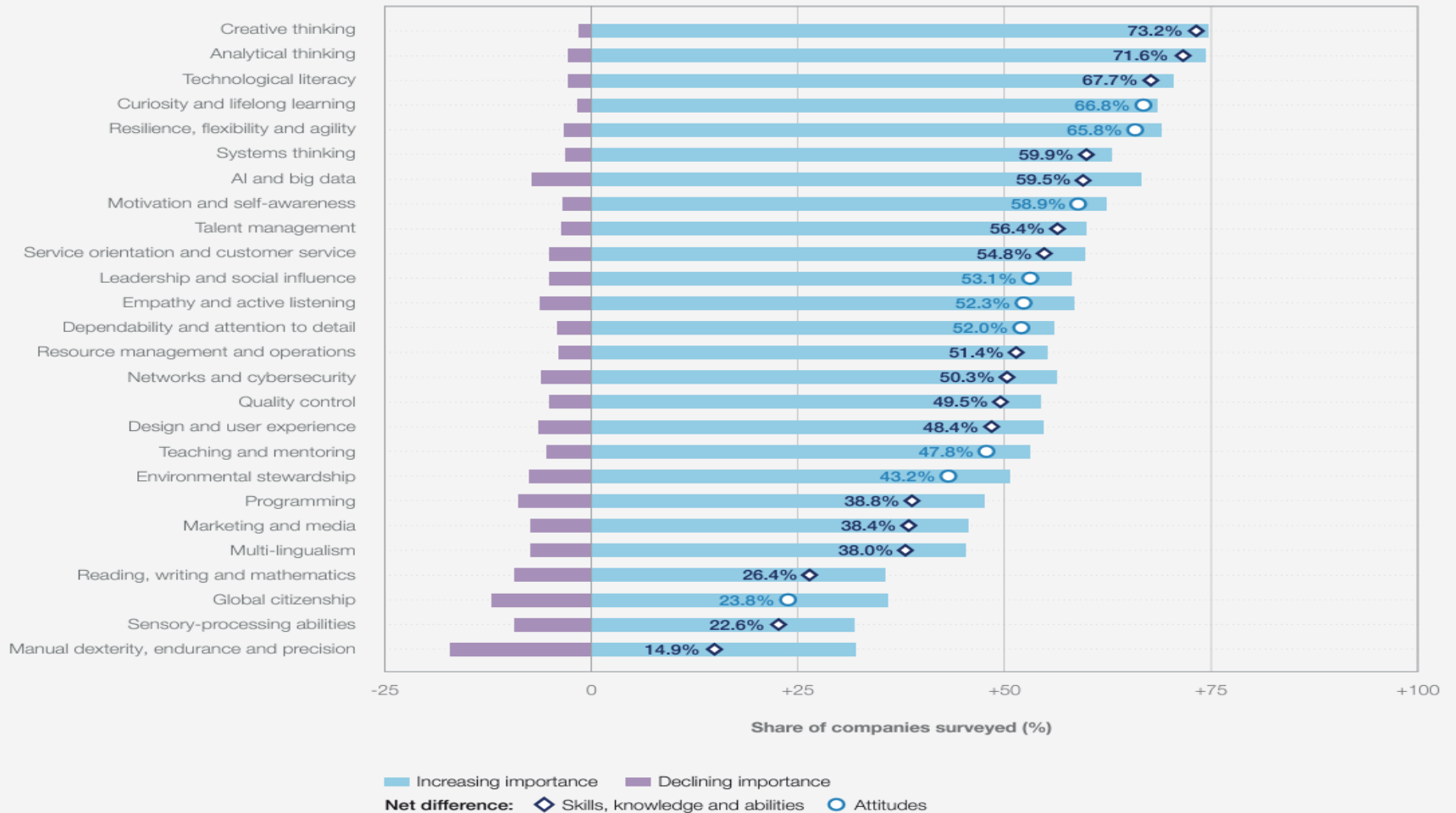
Emerging and Future Trends

Emerging & Future Skills

FIGURE 4.3

Skills on the rise

Share of organizations surveyed which consider skills to be increasing or decreasing in importance, ordered by the net difference.



Source

World Economic Forum, Future of Jobs Survey 2023.

Note

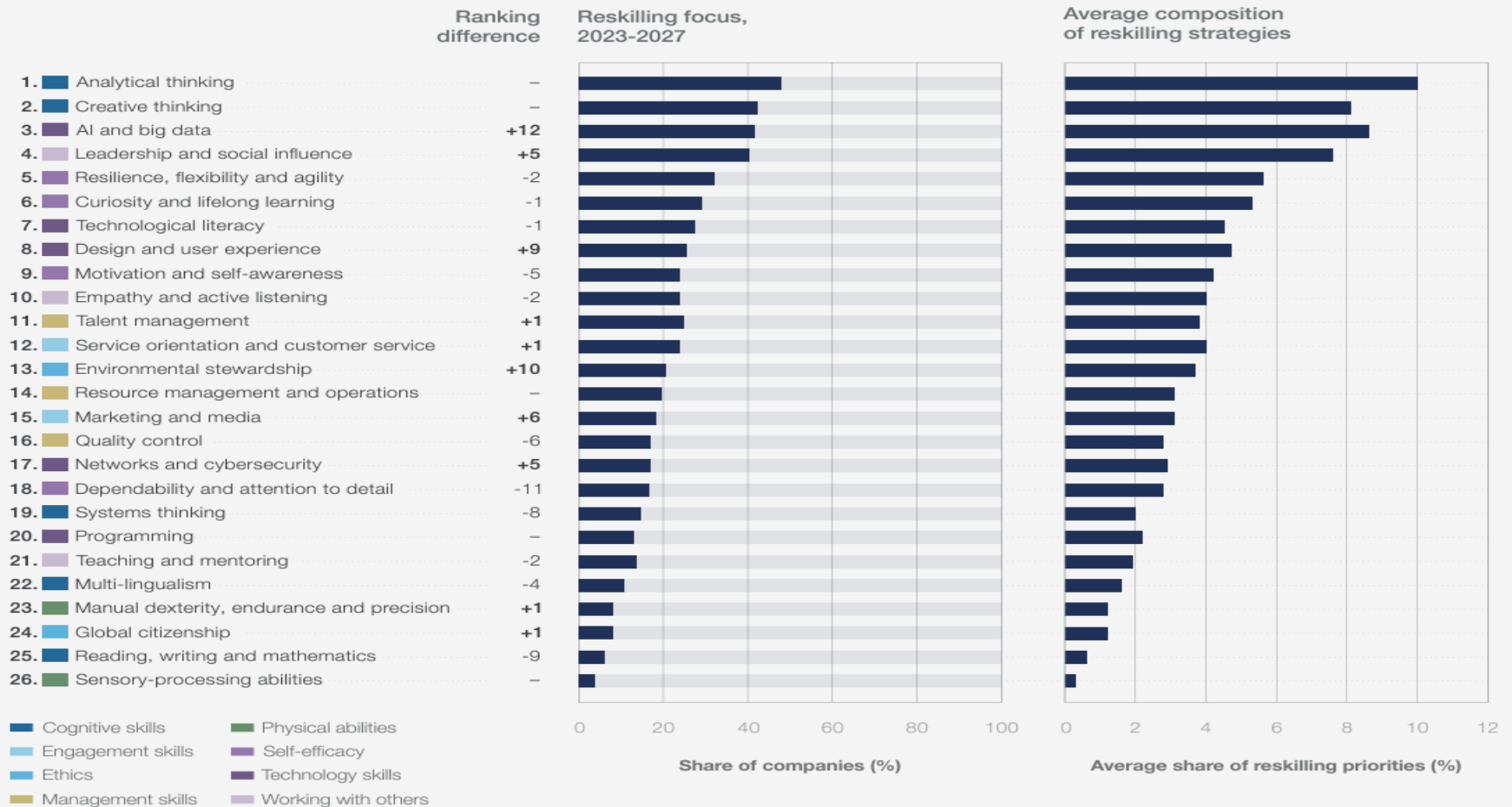
The Future of Jobs Survey uses the World Economic Forum's Global Skills Taxonomy. The share of companies which consider skills to be of stable importance to their workers is not plotted.

Emerging & Future Skills

FIGURE 4.5

Reskilling and upskilling, 2023-2027

Aggregated rankings of reskilling and upskilling priorities reported by surveyed organizations. Ranking differences relative to the ranking of skill importance in 2023, as denoted in Figure 4.2. (Positive ranking differences indicate strategic priorities.) Share of companies which include each skill in their reskilling and upskilling strategies for 2023 to 2027. Average composition of reskilling and upskilling initiatives of surveyed organizations.

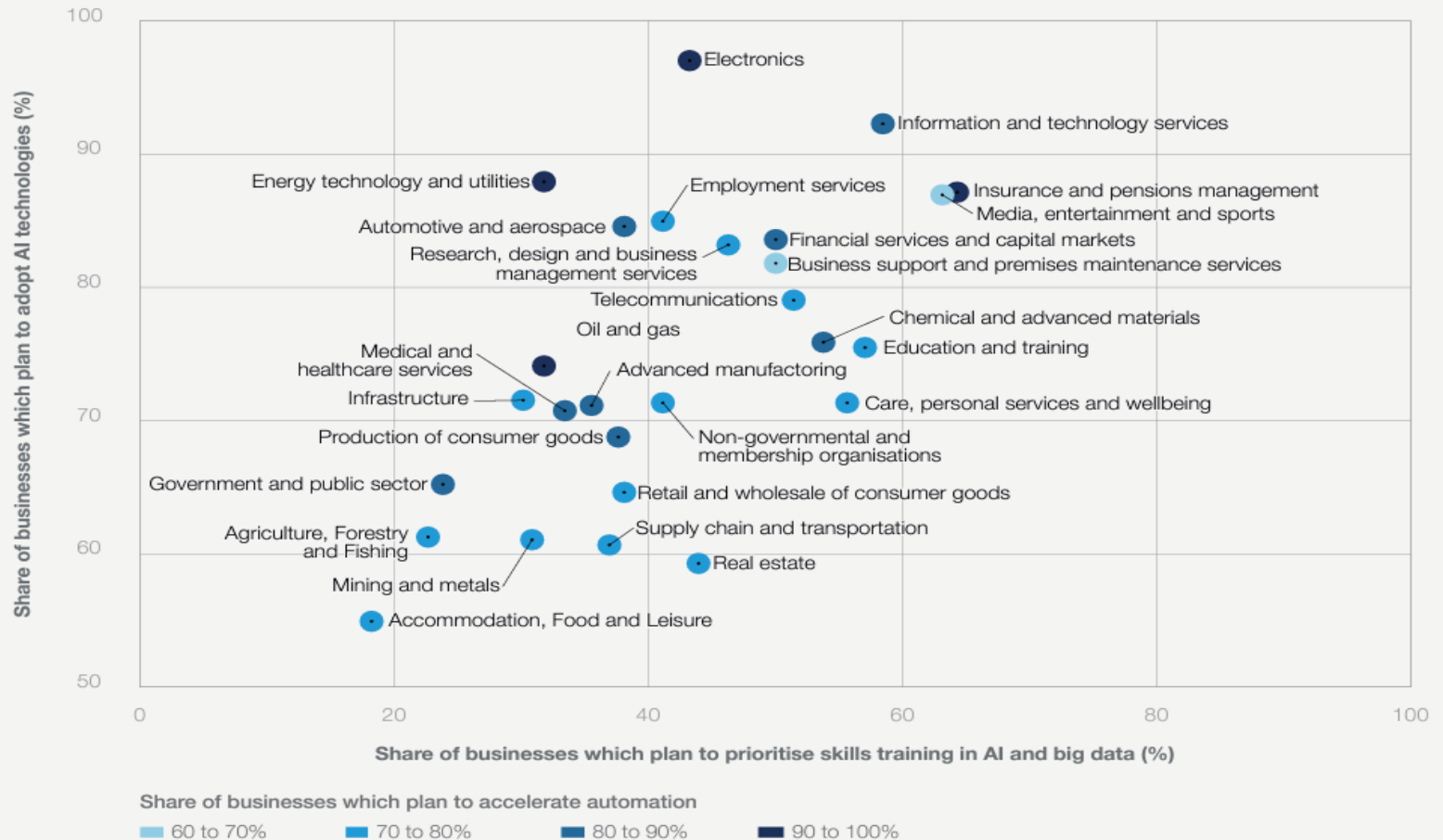


Emerging & Future Skills

FIGURE 4.7

Artificial intelligence strategies, 2023 to 2027

The probability that organizations surveyed will prioritise skills training in AI and big data versus the probability that they will adopt artificial-intelligence technologies and the likelihood of them pursuing automation as a business strategy



Source

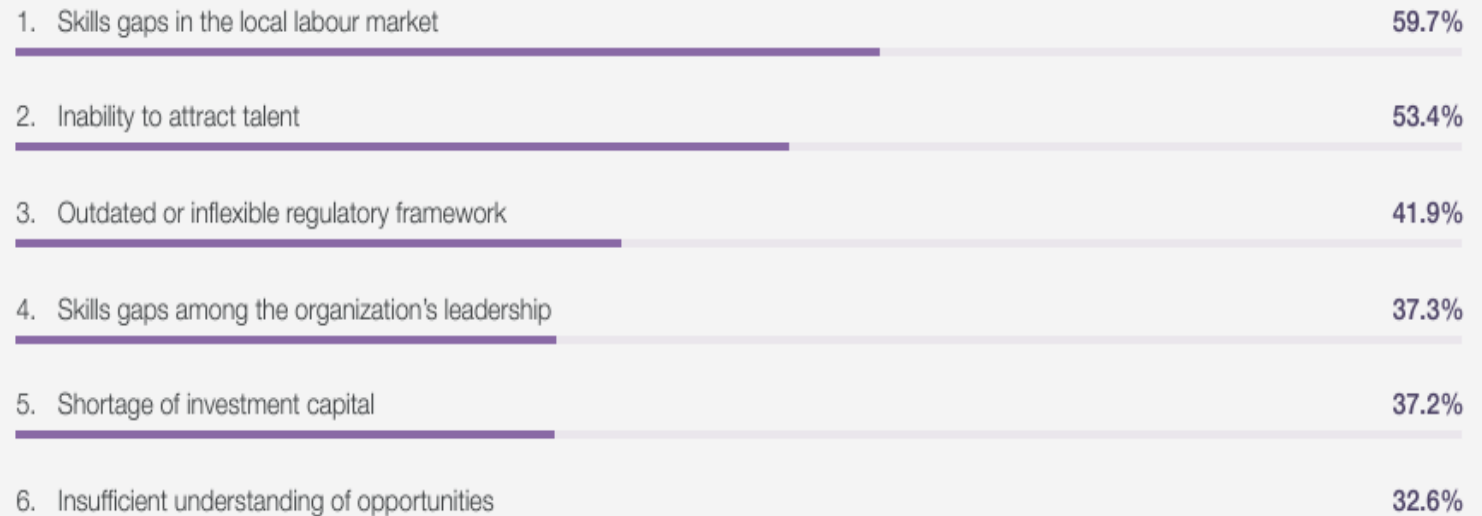
World Economic Forum, Future of Jobs Survey 2023.

Emerging & Future Skills

FIGURE 5.1

Barriers to business transformation, 2023-2027

Share of organizations surveyed expecting these factors will limit the transformation of their business



Source

World Economic Forum, Future of Jobs Survey 2023.

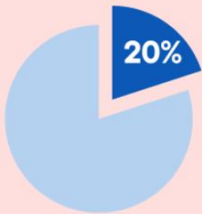
Rise of Skills-Based Hiring

Companies No Longer Requiring Degrees (* for most jobs)

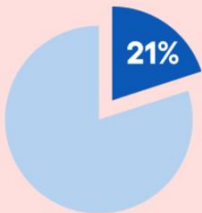
- **Apple** – iPhone buyers, Engineering Project Managers
- **Bank of America** – Admin Asst, Lending Associates, Investment Analysts
- **Chipotle** – District Manager, General Manager, AP Director
- **Costco Wholesale** – Pharmacy Tech, Stocker, Order Picker
- **CVS** – Entry level not requiring HS or GED or GPA requirements
- **Google** – Network Specialist, Software Engineer, Account Strategies
- **Hilton** – Even Manager, Front Office Manager
- **Home Depot** – Dept Supervisors, Assistant Store Manager, Product Manager
- **IBM** – Data scientists, Privacy Analysts, Software Engineers, Digital Marketing Managers
- **Lowe's** - Brand advocates, Sales Associates
- **Netflix** - Cloud, Platform, and Software Engineers
- **Nordstrom** - Site reliability Engineers, Loss Prevention Ambassadors, Strategy program managers
- **Penguin Random House** - Editorial and Marketing Assistants and Social Media Marketing Managers.
- **Publix** - ISTS Support Technicians, Retail Setup Coordinators, and Social Media Specialists.
- **Starbucks** - Baristas, Shift Supervisors
- **State Street** – Data Support Analyst, Assistant Manager
- **Tesla** - Systems Validation Engineer, Integration Engineer, Field Support Engineer, and Software engineer
- **Whole Foods** - Software development engineers, salesforce administrators, and team leaders

Rise of Skills-Based Hiring

The skills-based hiring movement



Since 2019, there's been a 20% increase in managers hired without a four-year degree.



In 2021, the US saw a 21% increase in job listings that advertised skills and responsibilities rather than qualifications.

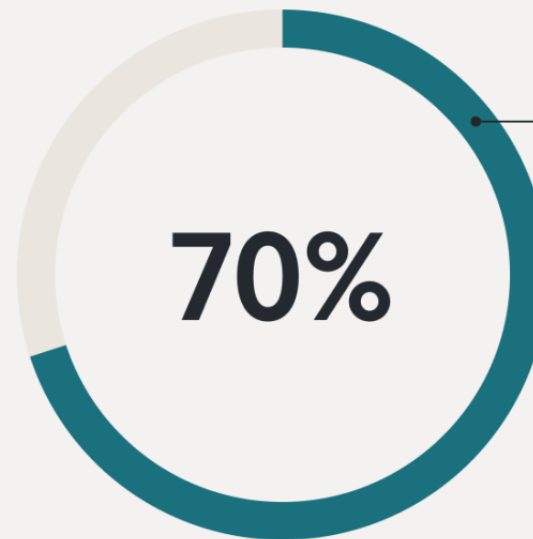


Many global organizations have transitioned to skills-based hiring, including Google, Apple, and IBM.

Source: LinkedIn, SHRM, Glassdoor



70% of paid job posts on LinkedIn call for specific skills



Compared with job posts that do not mention skills, skills-based job posts see a

↑ 19% uplift

in view-to-apply rate.

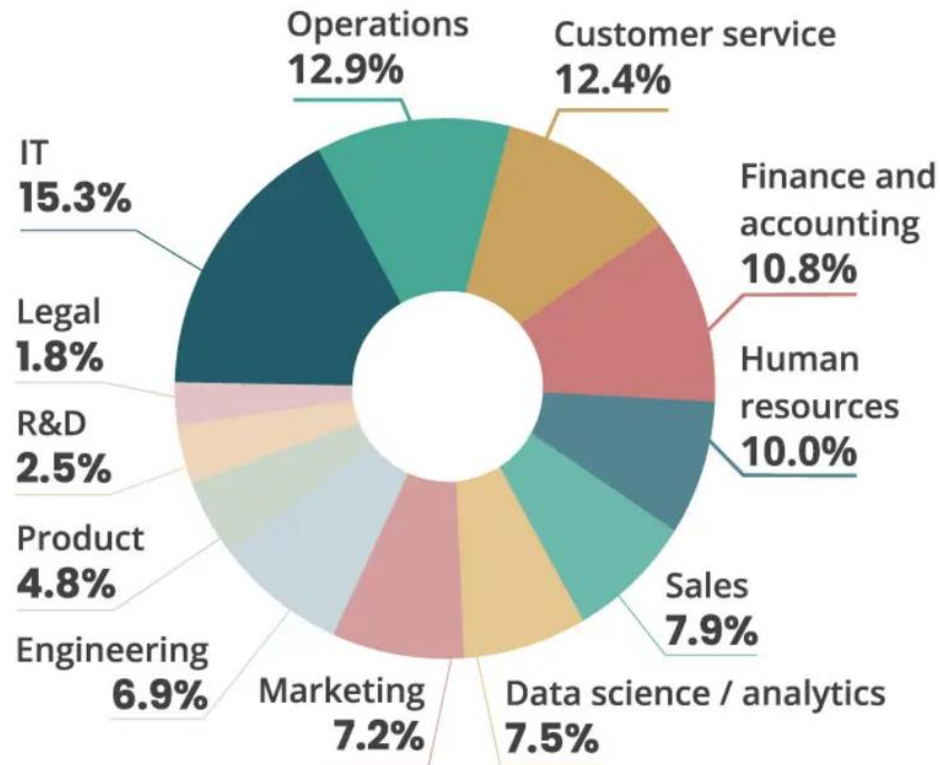
Based on global LinkedIn data, July 2023 – June 2024

Insights from LinkedIn



Rise of Skills-Based Hiring

Industry breakdown: Yes - plan to use skills-based hiring assessments more in the future



UNIVERSITY NAME AND LOGO HERE



Registrar's Office
School Street Address
City, State (Or Province), Zip Code

Graduation: Graduation Date
Date Issued: Issue Date
Record Of: Student Name
Student ID: Student ID
Date of Birth: Student Date of Birth
Degree Awarded: Degree and Major Awarded

Dept.	Course No.	Title	Units Attempted	Units Earned	GRADE	GRADE POINTS
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*** ACADEMIC TRANSCRIPT ***

FALL 1985

COM	101	Fundamentals of Speech Communication	3.0	3.0	A	12.0
CIS	101	Introduction to Computers	3.0	3.0	A-	11.1
ENG	101	English Composition	3.0	3.0	B	9.0
BUS	101	Introduction to Business Administration	3.0	3.0	A	12.0
MTH	105	College Algebra	3.0	3.0	B	9.0
PHY	121	University Physics	3.0	3.0	B-	8.1

SEMESTER TOTALS

18.0 18.0 3.40 61.2

SPRING 1986

ENG	102	Critical Writing and Reading	3.0	3.0	B	9.0
MGT	103	Principles in Mgt & Supervision	3.0	3.0	A	12.0
MTH	106	Precalculus Mathematics	3.0	3.0	B-	8.1
SOC	115	Introduction to Sociology	3.0	3.0	B+	9.9
PSY	101	General Psychology	3.0	3.0	A	12.0

SEMESTER TOTALS

15.0 15.0 3.40 51.0

CUMULATIVE TOTALS

33.0 33.0 3.40 112.2

FALL 1986

PHL	113	Foundations of Philosophy and Logic	3.0	3.0	A	12.0
ACC	212	Accounting Principles I - Financial	3.0	3.0	B	9.0
FIN	101	Principles of Finance	3.0	3.0	A-	11.1
ECO	115	Introduction to Microeconomics	3.0	3.0	B-	8.1
HIS	122	History of Western Civilization I	3.0	3.0	B+	9.9

SEMESTER TOTALS

15.0 15.0 3.34 50.1

SPRING 1987

ACC	213	Accounting Principles II - Managerial	3.0	3.0	A-	11.1
BIO	121	General Biology I	3.0	3.0	B	9.0
BIO	121L	Biology Lab	2.0	2.0	B	6.0
ECO	116	Introduction to Macroeconomics	3.0	3.0	B+	9.9
MKT	111	Essentials of Marketing	3.0	3.0	A	12.0
HIS	124	History of Western Civilization II	3.0	3.0	B+	9.9

SEMESTER TOTALS

17.0 17.0 3.41 57.9

CUMULATIVE TOTALS

65.0 65.0 3.39 220.2

ISSUED TO STUDENT

Memoranda & Footnotes: CD-Change of grade, IP-Incomplete removed, IC-Incomplete charged
EC-Repeat class, S-Substitution, BP-By petition, PM-Postgraduate credit toward Masters
PC-Postgraduate credit toward credential, TC-transfer credit, AD-audit only, no credit received
Student is in good standing unless otherwise indicated.

John J. Kulinski
Registrar



A BLACK AND WHITE COPY IS NOT OFFICIAL

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Skills Transcript

Publication: The Straits Times, pg A19

Date: 7 April 2023

Headline: SMU graduates from 2025 to get transcript of CCA and skills learnt

SMU graduates from 2025 to get transcript of CCA and skills learnt

Move a first among unis here; digital badges for those who show strong growth

Amelia Teng
Education Correspondent

Students from Singapore Management University (SMU) will soon have a transcript recording their co-curricular activities (CCA) and the skills they have learnt – a first among universities here – in a move to go beyond academic grades.

The graduating class of 2025 will be the first to receive this transcript, which was announced on Thursday at an SMU symposium on holistic education and skill sets employers are looking for.

At the event, SMU president Lily Kong said the transcript will indicate the extent to which graduates have demonstrated “learning outcomes”, or skills and knowledge, through their co-curricular activities.

The learning outcomes include intellectual and creative skills; interpersonal skills; global citizenship; and personal mastery.

Students who show strong growth in these areas will earn digital badges showcasing their achievements. The badges can be used on their social media platforms – for example, in their LinkedIn profiles.

Professor Kong said the aim was to promote a culture of meaningful reflection, and guide students in deepening and documenting their learning. “In so doing, we empower students to enhance their self-awareness, reflect on what it is they are learning and articulate areas of personal growth.”

Information for the transcript is drawn from the Integrated Co-Curricular Management System, an online platform SMU piloted two years ago for students to document their learning experiences and submit reflections, and for instructors to provide feedback.

SMU said feedback collected by its co-curriculum development unit in September 2022 from more than 200 second-year students showed that about 97.5 per cent strongly agreed or agreed that a



SMU president Lily Kong says the transcript will indicate the extent to which graduates have demonstrated “learning outcomes” through their co-curricular activities. The learning outcomes include intellectual and creative skills, interpersonal skills, global citizenship, and personal mastery. ST PHOTO: KUJ CHEE SONG

formal record documenting their co-curricular involvement should be issued by the university upon graduation.

Prof Kong said SMU has always encouraged students to engage in experiential learning.

“Often times, the really valuable lessons in life take place outside of the classroom,” she said.

“In fact, SMU was the first local university to introduce both internship and community service as graduation requirements – 23 years ago at our inception. All our undergraduates are required to complete at least 10 weeks of internship and a minimum of 80 hours of community service. The vast majority of our graduates do more than that.”

Beyond these mandatory requirements, SMU students can choose from opportunities like global exposure programmes or project-based learning, or join student organisations that span the arts, sports, student leadership and special interest areas.

“However, the learning from these experiences should not be

left to chance alone,” said Prof Kong.

“Rather, these experiences can be carefully and intentionally curated and aligned with clearly defined learning objectives.”

Education Minister Chan Chun

Sing, who was the guest of honour at Thursday’s event at the university’s campus in Bras Basah, said SMU’s co-curricular transcript is “a part of the manifestation of our belief in a world that celebrates multiple pathways of success”.

“It also emphasises to students the range of life skills and qualities needed to succeed in the future, beyond academic grades. It signals to future employers the diversity of experiences and exposures our students have gone through that

will add to their ability to learn and evolve at speed to be prepared for the future,” he added.

More than 200 industry partners, educators and students attended the symposium, which featured a panel discussion chaired by Prof Kong on the skill sets employers value.

The panel comprised Mr Chan, SMU chairman Piyush Gupta, Dr Michael Preston, executive director of Florida Consortium of Metropolitan Research Universities, and Ms Melissa Arastani Kwee, chief catalyst and former chief executive of the National Volunteer and Philanthropy Centre.

While recognising students’ co-curricular involvement and skills is a good move, Mr Gupta sounded a word of caution that institutions do not overdo it, as it may then become overly regimented.

Ms Kwee said one fear is that this exercise could become another source of stress for students, who may feel they have to do well in activities outside of the classroom on top of their academic performance. Speaking to reporters, she said: “What’s important is for the individual to see it as an invitation to make sense of your own experiences, not to do this or that, or to fit a certain mould. That’s not the intent of this transcript.”

Ms Kwee added that the co-curricular transcript could help employers better assess candidates. “At the end of the day, you’re hiring a human being... You want to know his or her relational skills.”

Second-year computing and information systems student Andrew Ng, 24, the president of SMU Caderas Latinas, a salsa dance club, said he hopes employers will look at co-curricular transcripts, which tell “another side of the story” and show students’ passion beyond academic areas.

“I don’t see it as another requirement to fulfil but about furthering your interest and growing as a person.”

ateng@sgp.com.sg



Co-Curricular Transcript

As part of SMU's commitment to developing the holistic graduate, this transcript documents the co-curricular activities that a graduate has participated in through his/her undergraduate years. More importantly, it offers an insight into the skillsets that s/he has developed through participating in these activities. This transcript complements the academic transcript, providing a more holistic understanding of each individual graduate.

Student name: SMOO SMOO
 Date of Enrolment: 29 Jul 2000
 Date of Birth: 29 Jul 2000

Student ID: 01234567
 Date of Issue: 17 Mar 2023
 Serial number: 36535638



INTELLECTUAL AND CREATIVE SKILLS

- a. Critical thinking & problem solving
- b. Innovation & enterprising skills

Transformation
 Integration ▶
 Exposure ▶▶▶▶▶▶▶▶

	Name	Start Date	End Date	Membership Type	Job Title/Appointment
Integration	CIRCLEs Bazaar	01 Sep 2022	02 Sep 2022	Leader	President
Exposure	SMU Sustainable Investment Club	01 Jan 2022	31 Dec 2022	Member	Member
Exposure	SMU Samba Masala	10 Jan 2022	17 Feb 2022	Participant	Performer
Exposure	Student Council of Discipline: Roll with Responsibility	11 Apr 2022	13 Apr 2022	Leader	Vice-President
Exposure	Marketing Club (Smarketing)	01 Aug 2021	30 Apr 2022	Member	Member
Exposure	Community Service: VIVACE 2022 (Organising Committees/Associates)	17 Jun 2022	13 Aug 2022		Member
Exposure	Community Service: Sparks in the Hearth II	15 Jun 2022	15 Jan 2023		Leader



INTERPERSONAL SKILLS

- a. Collaboration & leadership
- b. Communication

Transformation ▶
 Integration ▶
 Exposure ▶▶▶▶▶▶▶▶

	Name	Start Date	End Date	Membership Type	Job Title/Appointment
Transformation	Internship: Business Development Intern	01 Dec 2021	09 Jan 2022		
Integration	CIRCLEs Bazaar	01 Sep 2022	02 Sep 2022	Leader	President
Exposure	SMU Operations Management Society	01 Aug 2021	30 Apr 2022	Member	Member
Exposure	SMU Tchoukball	07 Feb 2022	06 Mar 2022	Leader	Vice-President
Exposure	SMU Samba Masala	10 Jan 2022	17 Feb 2022	Participant	Performer
Exposure	Student Council of Discipline: Roll with Responsibility	11 Apr 2022	13 Apr 2022	Leader	Vice-President
Exposure	Marketing Club (Smarketing)	01 Aug 2021	30 Apr 2022	Member	Member



GLOBAL CITIZENSHIP

- a. Intercultural understanding & sensitivity
- b. Understanding of the Asian context
- c. Ethics & social responsibility
- d. Understanding of sustainability issues

Transformation
 Integration ▶
 Exposure ▶▶▶▶▶▶▶▶

	Name	Start Date	End Date	Membership Type	Job Title/Appointment
Integration	Community Service: VIVACE 2022 (Organising Committees/Associates)	17 Jun 2022	13 Aug 2022		Member
Exposure	Internship: Business Development Intern	01 Dec 2021	09 Jan 2022		Performer
Exposure	SMU Samba Masala	10 Jan 2022	17 Feb 2022	Participant	Performer
Exposure	Student Council of Discipline: Roll with Responsibility	11 Apr 2022	13 Apr 2022	Leader	Vice-President
Exposure	Community Service: Sparks in the Hearth II	15 Jun 2022	15 Jan 2023		Leader



PERSONAL MASTERY

- a. Self-directed learning
- b. Resilience

Transformation
 Integration ▶
 Exposure ▶▶▶▶▶▶▶▶

	Name	Start Date	End Date	Membership Type	Job Title/Appointment
Integration	CIRCLEs Bazaar	01 Sep 2022	02 Sep 2022	Leader	President
Exposure	SMU Vivace 2022	11 Aug 2022	12 Sep 2022	Participant	CCA Representative
Exposure	SMU Operations Management Society	01 Aug 2021	30 Apr 2022	Member	Member
Exposure	SMU I-Sports 2021	01 Aug 2021	31 Dec 2021	Member	Member
Exposure	SMU AIESEC 2022	01 Jan 2022	31 Dec 2022	Member	Member
Exposure	SMU Tchoukball	07 Feb 2022	06 Mar 2022	Leader	Vice-President
Exposure	Community Service: VIVACE 2022 (Organising Committees/Associates)	17 Jun 2022	13 Aug 2022		Member
Exposure	Community Service: Sparks in the Hearth II	15 Jun 2022	15 Jan 2023		Leader

END OF TRANSCRIPT

Exposure:

The student displays a willingness to learn and grow by participating in the activity, has an awareness of their current perspectives related to the identified Graduate Learning Outcome (GLO) and is starting to develop an understanding of what the GLO entails.

Integration:

The student can clearly articulate an understanding of the learning as it relates to the identified GLO. The student is questioning, planning, or beginning to expand upon previously held understanding of self, community or behaviour in the GLO.

Transformation:

The student provides strong evidence of a learning experience that resulted in profound growth or a major shift in values, beliefs, or perspectives in the identified GLO and this may be evident through changes in behaviour, speech or ability.

Each ▶ represents one unique co-curricular experience

SIT Awards New Transcripts to Recognise Graduates' Transferable Skills



- *Class of 2024 graduates from two programmes are the first batch to receive the Record of Transferable Skills (RTS) transcripts.*
- *Convocation 2024 sees pioneer graduates from six programmes which contribute to Singapore's talent pipeline for critical healthcare and digital economies.*



More than 2,800 graduates received their degree scrolls this year. (Photo: SIT and Keng Photography)

For the first time, the Singapore Institute of Technology (SIT) is awarding the Record of Transferable Skills (RTS) transcripts to Class of 2024 graduates from two programmes – Digital Communications and Integrated Media (DCIM), and Nursing. From next year, the RTS will be awarded to all graduating students. This, together with their academic transcripts, showcases the

CATEGORIES

Press Releases

Education

MOST POPULAR

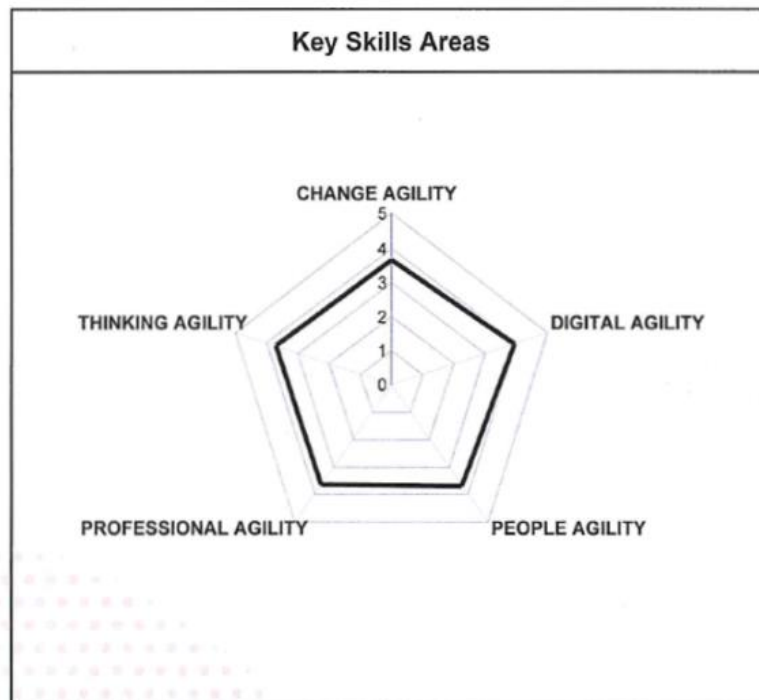
1. SIT Graduate Journeys: The Code, the Cloud, and the Cargo
2. SIT Launches Mangrove Conservatory with S\$680,000 Support from the Foundation of Rotary Clubs Singapore
3. Mapletree Empowers Aspiring Innovators with Fifth Year of Support for The Mapletree Challenge
4. SIT Launches First-of-its-kind Centre for AI in Collaboration with NVIDIA
5. Mentors help SIT Interns 'Mind-the-Gap' at SMRT



RECORD OF TRANSFERABLE SKILLS

NAME :
DATE OF BIRTH :

STUDENT ID :
ADMIT TERM :
DATE OF CONFERMENT :



Levels of Transferable Skills Demonstrated

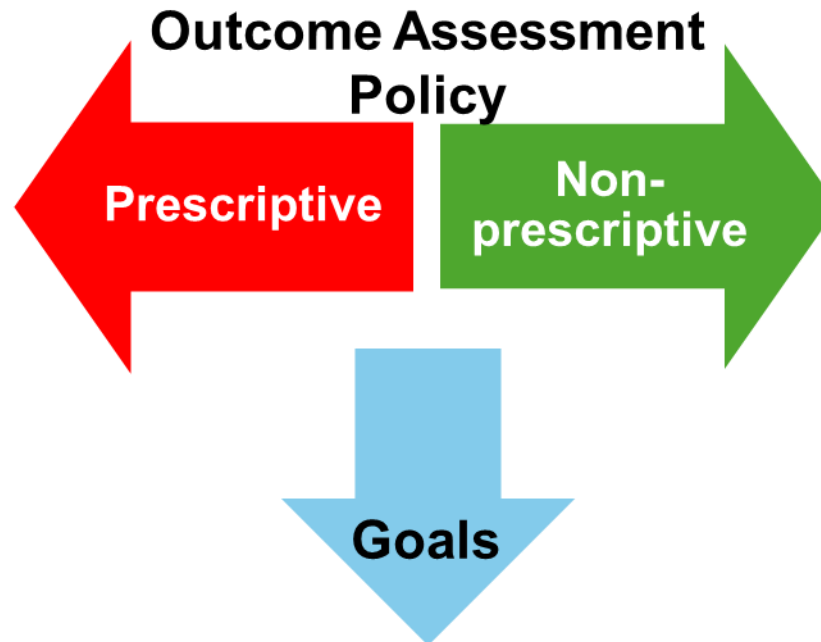
<u>HIGHLY PROFICIENT</u>	<u>PROFICIENT</u>	<u>EMERGING</u>
1 Adaptability	1 Career Management	
2 Building Inclusivity	2 Customer Orientation	
3 Collaboration	3 Decision Making	
4 Communication	4 Developing People	
5 Creative Thinking	5 Global Perspective	
6 Digital Fluency	6 Influence	
7 Learning Agility	7 Professionalism	
8 Problem Solving	8 Self-Management	
	9 Sense Making	
	10 Transdisciplinary Thinking	

Further explanatory notes on the reverse.



Moving Forward

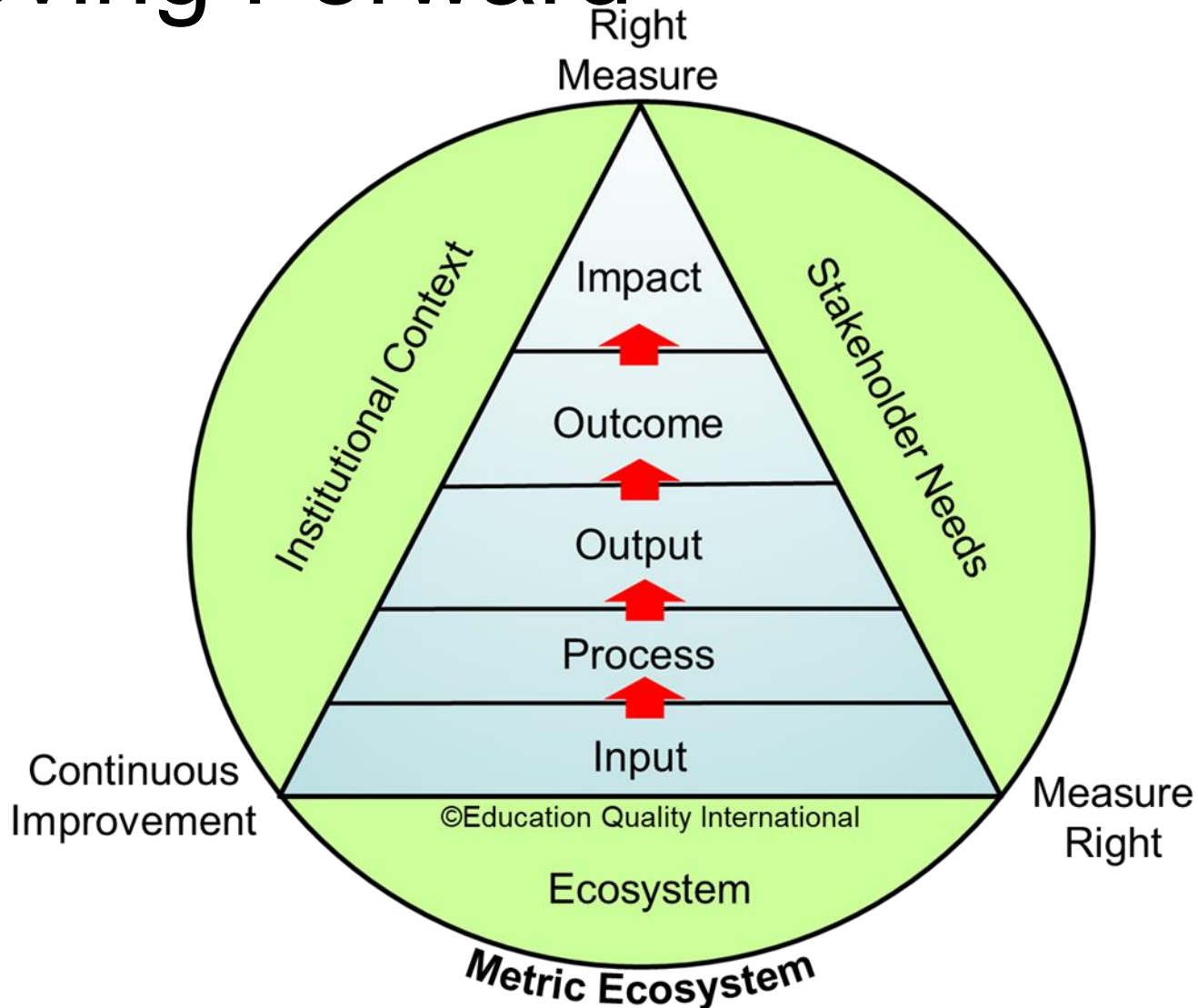
- Stifle creativity, entrepreneurship & innovation
- Cultivate compliance and dependent mindset



- Promote creativity, entrepreneurship & innovation
- Cultivate accountability and independent mindset

Vietnam's National Developmental Goals
Human Resource Strategy
Higher Education Reforms

Moving Forward



**Outcome is just one of the many metrics to measure a system effectiveness.
It is not the only metric.**

Future-Ready Education

Model	Traditional Education (Non-OBE)	Outcome-Based Education (OBE Fundamental)	Future-Ready Education (OBE Ecosystem)
Principles	<ul style="list-style-type: none"> • Input and content-focused • Teacher-centred 	<ul style="list-style-type: none"> • Output-focused • Student-centred 	<ul style="list-style-type: none"> • Future ready outcomes-focused • Ecosystem-focused • Stakeholders-centred
Management Strategy	<ul style="list-style-type: none"> • Attendance requirement • Calendar and content-defined programmes 	<ul style="list-style-type: none"> • Student learning outcomes-defined programmes 	<ul style="list-style-type: none"> • Ecosystem approach and future sensing • Stakeholder agency, collaboration and shared responsibility • Ecosystem defined programmes
Theoretical Basis	<ul style="list-style-type: none"> • Teachers as experts • Focused on teacher design • Norm referencing 	<ul style="list-style-type: none"> • Behavioural approach • Measurable student learning outcomes • Criterion referencing 	<ul style="list-style-type: none"> • Growth mindset, future skills and lifelong learning • Measurable WISER outcomes • Criterion referencing and integrated constructive alignment
Curriculum Content	<ul style="list-style-type: none"> • Segmented, may be handled in parts 	<ul style="list-style-type: none"> • Integrated, linking with learning objectives 	<ul style="list-style-type: none"> • Holistic, integrated and future-ready curriculum
Process of Education	<ul style="list-style-type: none"> • Highlight content and teaching resources 	<ul style="list-style-type: none"> • Highlight learning standards and student performance 	<ul style="list-style-type: none"> • Highlight student holistic development and wellbeing • Real-world learning
Organisational Mode	<ul style="list-style-type: none"> • Curriculum planning: teaching and assessment can be handled by separate unit 	<ul style="list-style-type: none"> • Handling curriculum planning, teaching and assessment in a coherent manner and aware of the focus of alignment 	<ul style="list-style-type: none"> • Curriculum planning is ecosystem, agile, holistic with integrated constructive alignment and future-ready
Curriculum Requirement	<ul style="list-style-type: none"> • Emphasizing contact time and student workload 	<ul style="list-style-type: none"> • Emphasizing student performance or clearly defined outcome indicators 	<ul style="list-style-type: none"> • Emphasizing future-readiness,, integrated curriculum, real-world learning and flexibility

©Education Quality International

Source: Traditional Education and Outcome-Based Education, Spady and Marshall (1991)

Source: Future-Ready Education, Johnson Ong, eqi (2024)

Thank You

