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Duy
Tân

A Case Study on Improving Students' Employability at DTU

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Overview

There are *almost 1 million college graduates* every year in Vietnam, will most of them find *the right jobs?*

- ✦ *Lessons learned at Duy Tan University*
- ✦ *The Industry to become the “True” Benefactor and Beneficiary*
- ✦ *Ways for the Government to Help*



What the Providers can provide...

Curriculum Development, Teaching & Learning Methodologies,...



Student's Employability

Students' Employability at Duy Tan University:

- ✱ Around 89% for Bachelor's Degree graduates within 6 months of graduation (from 2011).
- ✱ Much lower job placement rates for Associate's Degree programs of DTU.
 - *DTU's graduates are considered to be more pro-active than those of other schools in the same region.*
 - *DTU's instructors are considered to have more practical experiences than those of other schools in the same region.*



A CASE STUDY AT DTU

Hypothesis 1: Graduates from DTU get the right jobs with a satisfactory level of income.

Around 64% with the right job (failed test)

Around 83% with a perceived satisfactory level of income

Hypothesis 2: Graduates from DTU meet most (70% or more) of the requirements of businesses in the industry.

88% meeting the requirements (perceived by the graduates)

76% meeting the requirements (perceived by the employers)



What We Did Right...

- * *Curriculum Redesign:*
 - ★ *General Education: 30%-35%*
 - ★ *Core Knowledge: 45%-55%*
 - ★ *Concentration Knowledge: ~15%*
- * *Training of Soft Skills in support of Hard Skills;*
- * *Increase in the amount of practical training, lab hours, on-the-job training with businesses from the industry;*
- * *“Import” of Course Materials and Teaching Methodologies from overseas universities (e.g., Carnegie Mellon, Penn State, Cal Poly);*



What We Did Right...

- * *Fostering Student Exchange:*
 - ★ *Overseas exchange to Singapore and the U.S.,*
 - ★ *Domestic exchange between partnering universities and colleges,*
 - ★ *Not yet made as a curriculum requirement.*
- * *Adoption of innovative Teaching & Learning Models:*
 - ★ *CDIO (Conceive-Design-Implement-Operate) for Technology/Engineering,*
 - ★ *PBL (Problem-Based Learning) for other programs.*
- * *Setting outright standards for graduation (in terms of English, Computer skills, different career qualifications, etc.).*



What... Not So Right

- ✱ *Overemphasis of soft-skill development,*
- ✱ *Lack of an international learning environment,*
- ✱ *Dogmatic approach in entrepreneurship training,*
- ✱ *Full adoption of on-the-job training programs from certain companies in the industry.*



Values the
Industry can
recognize and
realize...

Curriculum Development, Teaching & Learning Methodologies,...



V values... To Recognize

- ✱ *Lack of skilled employees rather than lack of college graduates or employment opportunities,*
- ✱ *Opportunity in collaboration with universities and colleges for new recruits (at DTU through Job/Career Fair, “pre-ordered” employees, mock interviews,...),*
- ✱ *Talent identification through students’ competitions and tournaments (e.g., at DTU, **Social Venture Planning Competition, Startup Wheel, CDIO projects,...**),*
- ✱ *Importance in fostering entrepreneurship mindset.*



V values... To Realize

- ✱ *Inexpensive labor cost of Vietnam (through **internship**, **part-time jobs**, full-time positions),*
- ✱ *Strong growth rate of the markets in Vietnam,*
- ✱ *Joint projects between schools and businesses (even for SMEs).*



What the Government should govern...

Policies to give incentive to the students, providers, and industry.



Necessary Policies

- ✱ *Flexibility for schools in their curriculum and course-materials development,*
- ✱ *Practicing licenses* for certain professions or vocations,
- ✱ *(Minimum) Wage floor(s) in certain vocations,*
- ✱ *Tax exemption or refund* for investment of schools and businesses in projects for students' employment and joint research.



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THANK YOU!