VIETNAM NATIONAL UNIVERSITY – HCMC
UNIVERSITY OF INFORMATION TECHNOLOGY

REPORT ON THE SURVEY RESULTS OF FORMER STUDENTS IN 2022

Ho Chi Minh City, December 2022

I. SURVEY OVERVIEW

1. Survey purpose

- Understand the employment status of students after graduating from the University of Information Technology.
- Assess the extent to which the training program, knowledge, and skills acquired by graduating students (Alumni) at the University are applicable to their current jobs.
- Serve as a basis for the University to update its learning outcomes, program content, teaching methods, and enhance conditions to improve the quality of education and the employment rate of its graduates.
- Provide data on the employment status of Alumni to report to the Ministry of Education and Training, as a basis for approving the annual enrollment quota of the University.

2. Survey organization

- Target audience: Alumni from faculties who graduated from the regular training program within five years up to the 3rd quarter of 2021.
- Survey methods: Direct surveys or online surveys through the University's survey system at www.survey.uit.edu.vn, or Google Form and email.
- Survey timeline:
    - Survey: July 1, 2022 – October 31, 2022
    - Data compilation and processing: November 1, 2022 – December 18, 2022
    - Report writing: December 19, 2022 – December 31, 2022
- Duration:
    - Survey: 01/07/2022– 31/10/2022
    - Data synthesis and processing: 1/11/2022 – 18/12/2022
    - Report writing: 19/12/2022 – 31/12/2022

3. Survey Tools

The survey tools used to collect the opinions of Alumni are survey questionnaires updated and perfected by the Office of Testing, Inspection, and Educational Quality Assurance after being agreed upon by the Working Group and the University's Board

of Management.

The survey questionnaire for gathering Alumni opinions consists of 11 questions, including 4 questions about the employment information of students after graduation, 5 questions assessing the satisfaction of Alumni with the quality of education, the support of Alumni with the University, and other opinions

II. ANALYSIS OF SURVEY RESULTS

1. Number of alumni participating in the survey

In 2022, the survey received feedback from 1038 out of 3341 Alumni from 2015 to the present, with a response rate of 31.07% (compared to 27.72% in 2021, 31.7% in 2020, 26.1% in 2019, and 25.3% in 2018). This number meets the minimum response rate requirements specified by the Ministry of Education and Training in Official Letter No. 2919/BGDĐT-GDĐH dated July 10, 2017 (educational institutions with over 1000 Alumni must ensure feedback from at least 25% of Alumni).

The table below provides a detailed breakdown of the number of Alumni who participated in the survey by faculty in 2022:

Table 1. Number of Alumni Participating in the Survey by Faculty (*Unit: individuals*)

Year of graduation	Faculty						Total
	SE	IS	IS&E	CS	CE	CN&C	
2018	7	38	10	63	10	74	202
2019	3	32	3	31	3	21	93
2020	19	26	13	27	5	36	126
2021	15	35	13	34	33	31	161
2022	81	75	96	82	45	77	456
Total	**125**	**206**	**135**	**237**	**96**	**239**	**1038**

Note: SE: Software Engineering; IS: Information Systems; IS&E: Information Science and Engineering; CS: Computer Science; CE: Computer Engineering; CN&C: Computer networks and communications

Table 1 shows that the number of participating Alumni in 2022 is the highest among all the years, followed by the number of Alumni from 2021. The number of Alumni who provided survey feedback in 2022 has shown improvement compared to previous survey rounds. The Department of Inspection, Legislation and Quality Assurance recommends that the working group members, faculties, and units continue to implement various initiatives to engage with Alumni in the coming academic years

to collect more feedback from Alumni.

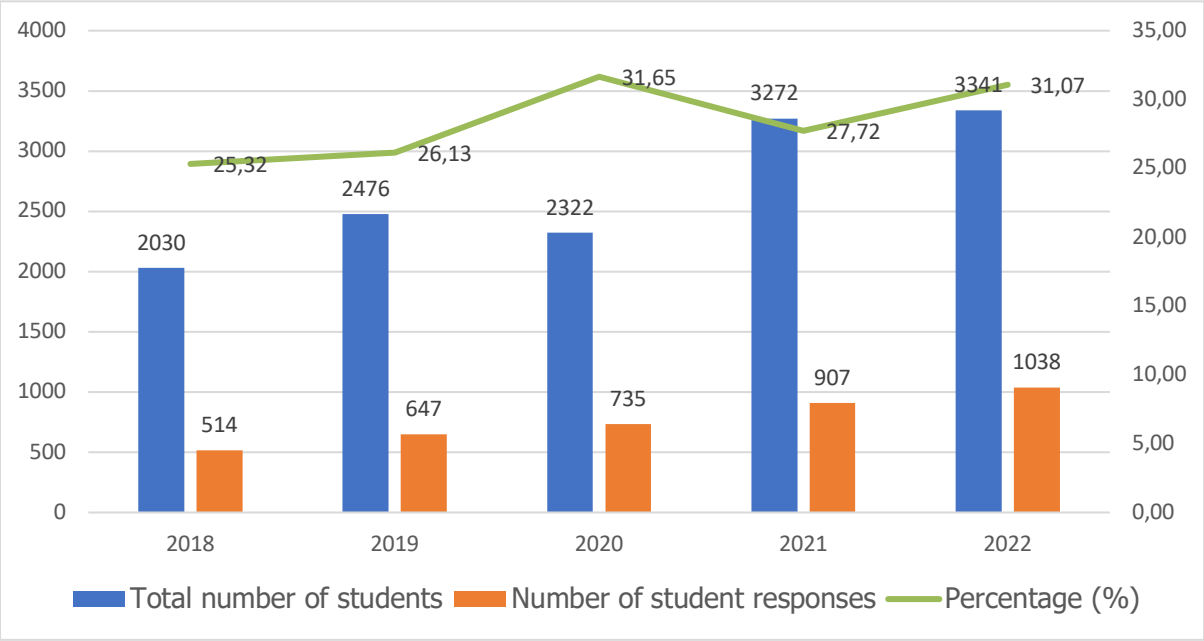


Chart 1: The number of graduating students responding over the years 2018-2022

2. Post-graduation information

2.1. Employment Status of Graduating Students

As of the survey period, 969 out of 1,038 responding graduating students were employed, accounting for 93.35% (compared to 90.4% in 2021). There were 69 graduating students (6.65%) without employment, which was a decrease from 9.6% in 2021. Additionally, in 2022, the number of graduating students pursuing further education at the postgraduate level or in different specializations increased from 20 students in 2021 to 44 students. Furthermore, 27 graduating students remained without employment due to either a lack of intent to seek employment (10 students) and/or unsuccessful job searching due to personal reasons (17 students). These two groups of graduating students without employment, primarily from the recent graduating cohort, did not seek employment either due to a lack of intent or because their job search was not successful.

Below is a detailed table outlining the current employment status of graduating students in 2022 and the reasons for graduating students not being employed.

Table 2. Employment status of graduating students by field of study

No.	Field of Study	Number of Graduating Students	Number of Responding Students	Employed			No job yet	Do not provide information	Employment Rate Relative to Responding Students
				Get hired	Self-employment	Continue learning			
1	CE	401	96	77	**1**	9	4	5	90.63%
2	IS	613	177	147	6	10	8	6	92.09%
3	IS&E	337	124	110	1	3	3	7	91.94%
4	Information Security	286	42	35	1	2	0	4	90.48%
5	CN&C	438	195	180	3	5	1	6	96.41%
6	CS	556	239	219	2	5	6	7	94.56%
7	SE	651	125	99	8	8	4	6	92.00%
8	Data Science	30	11	10	0	0	1	0	90.91%
9	E-commerce	29	29	25	1	2		1	96.55%
Total		**3341**	**1038**	**902**	**23**	**44**	**27**	**42**	**93.35%**

The results in Table 2 indicate that the number of employed graduating students (SVTN) across various fields of study does not exhibit significant variations. The field of Information Technology (TMĐT) has the highest employment rate, followed by Multimedia Technology and Telecommunications (MMT&TT), Computer Science (KHMT), Information Systems (HTTT), Software Engineering (KTPM), and others. Concurrently, the results also suggest a trend where graduating students are inclined to pursue further education at a higher academic level post-graduation. The University and its academic departments should pay attention to this characteristic to develop undergraduate programs that align with the requirements for lateral progression to postgraduate studies, thus providing opportunities for students to pursue higher-level programs immediately after graduation.

2.2. Employment Duration of Graduating Students

Among the 969 employed graduating students, the time taken for them to secure employment is illustrated in the following table:

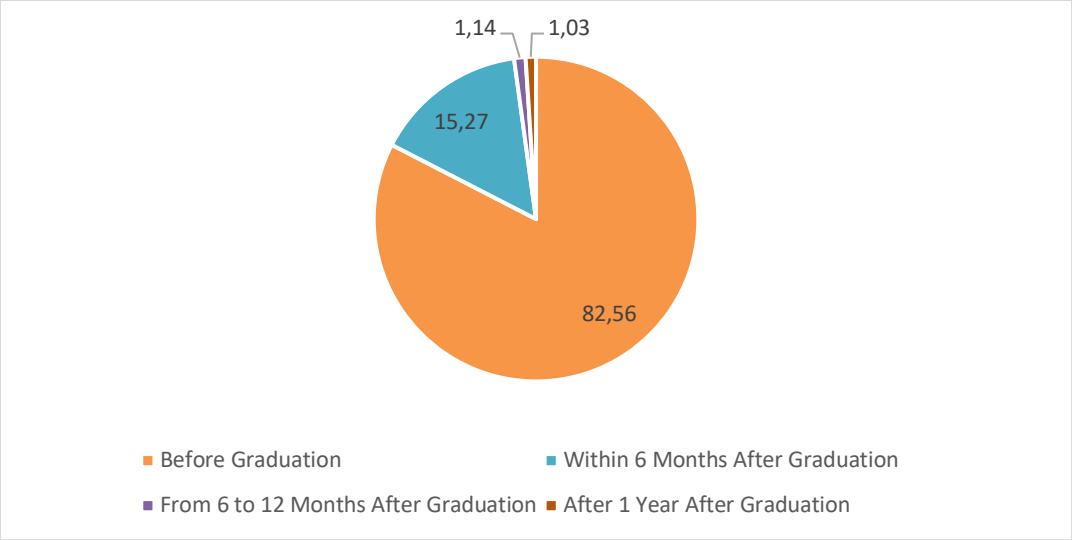


Figure 1: Employment duration of graduating students

In Figure 1, the following data is presented:

- 800 graduating students (82.56%) secured employment before their graduation.
- 148 graduating students (15.27%) found employment within six months after graduation.
- 11 graduating students (1.14%) obtained employment between 6 to 12 months after graduation.
- 10 graduating students (1.03%) acquired employment one year after graduation.

Consequently, the proportion of graduating students who found employment prior to graduation in 2022 is relatively high, at 82.56%. (In 2021, it was 86.6%; in 2020, it reached 90.1%; in 2019, it was 84.2%; and in 2018, it stood at 79.1%). This outcome has consistently been maintained over the years.

Figure 2 below illustrates the employment duration percentages of graduating students categorized by their respective academic majors:

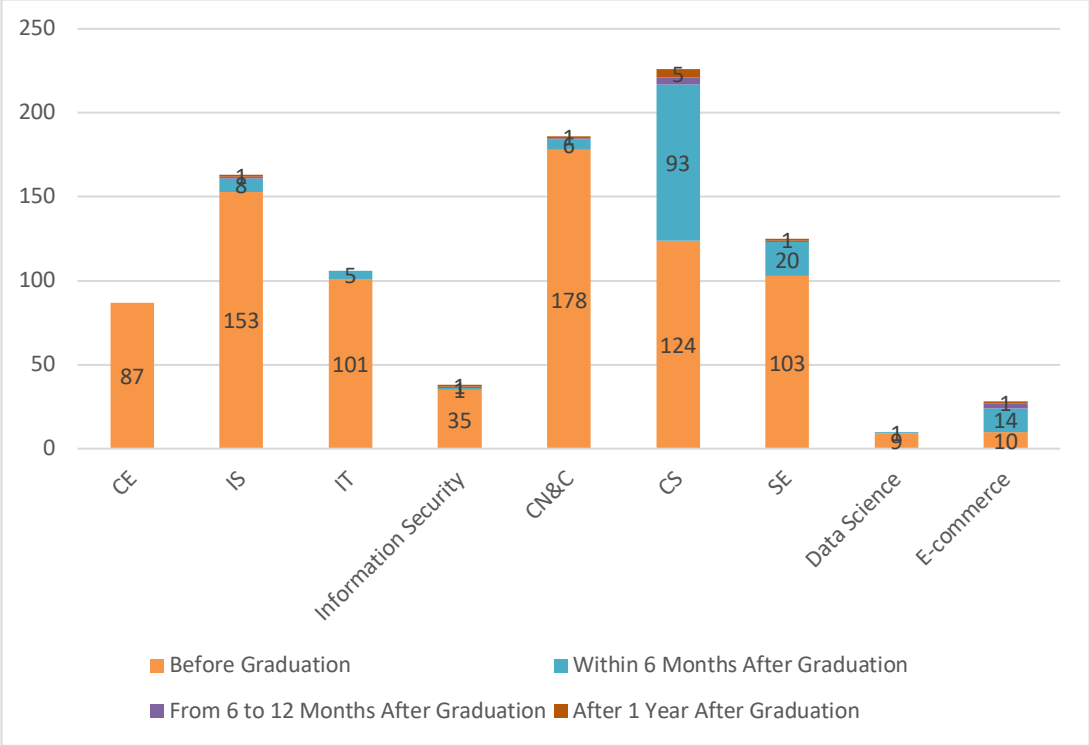


Figure 2: Employment duration of graduating students by major

For two time frames, before graduation and within six months after graduation, the majority of graduating students from the university have consistently found employment rather early, with percentages consistently exceeding 97% over the years.

Employment Duration	2018	2019	2020	2021	2022
Before graduation	79.10%	84.20%	90.10%	86.6%	82.56%
Within 6 months after graduation	18.50%	14.20%	9.50%	11.8%	15.27%
Total	**97.60%**	**98.30%**	99.60%	98.4%	97.83%

Table 3: Percentage of graduating students employed before and within 6 months after graduation

2.3. Alignment of current employment with field of study

Based on program learning outcomes and career prospects in their respective fields of study, the majority of graduating students indicated that their current jobs are highly relevant and aligned with the expertise they acquired at the university, accounting for 81.8% (in 2021, it was 81%; in 2020, 82.8%; in 2019, the percentage was 79.2%). There were 150 graduating students (15.5%) who considered their jobs to be moderately relevant to their field of study (in 2021, 14.1%; in 2019, the percentage was 18%), while 2.7% of graduating students stated that their jobs were not aligned with

their academic background (in 2021, the percentage was 4.4%; in 2020, 3.1%). Based on the information gathered from the survey, the University recommends that academic departments consider student feedback to update the curriculum and meet the demands of the labor market.

In general, the proportion of the university's graduating students working in their field of study has experienced fluctuations over the years. In 2018, it was 78.5%, which increased to 79.2% in 2019 and saw a significant rise to 82.8% in 2020. There was a slight decrease in 2021, with the percentage remaining stable in 2022. Additionally, the percentage of students working in positions unrelated to their field of study has also varied, increasing from 3.1% to 4.4% and then declining to 2.7% in 2022 (Figure 4).

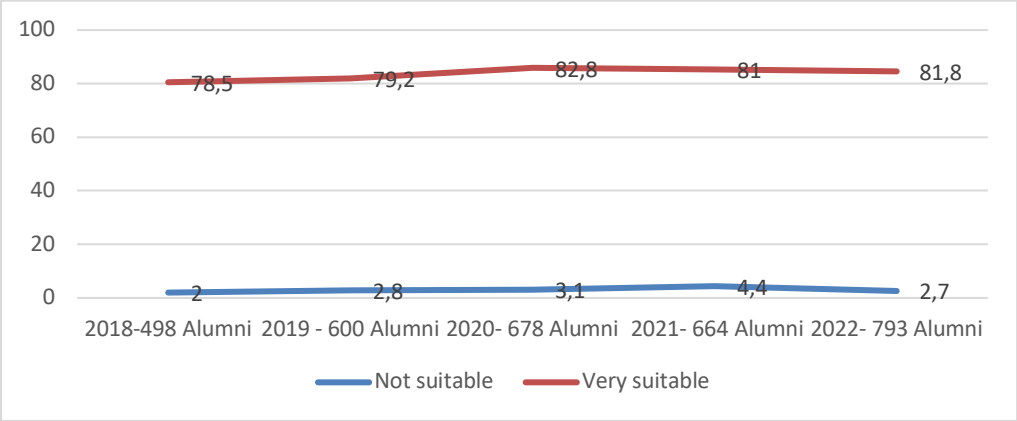


Figure 4. Percentage of graduates employed in their field of study over the years (%)

Below are the percentages of graduates employed in their field of study by each department:

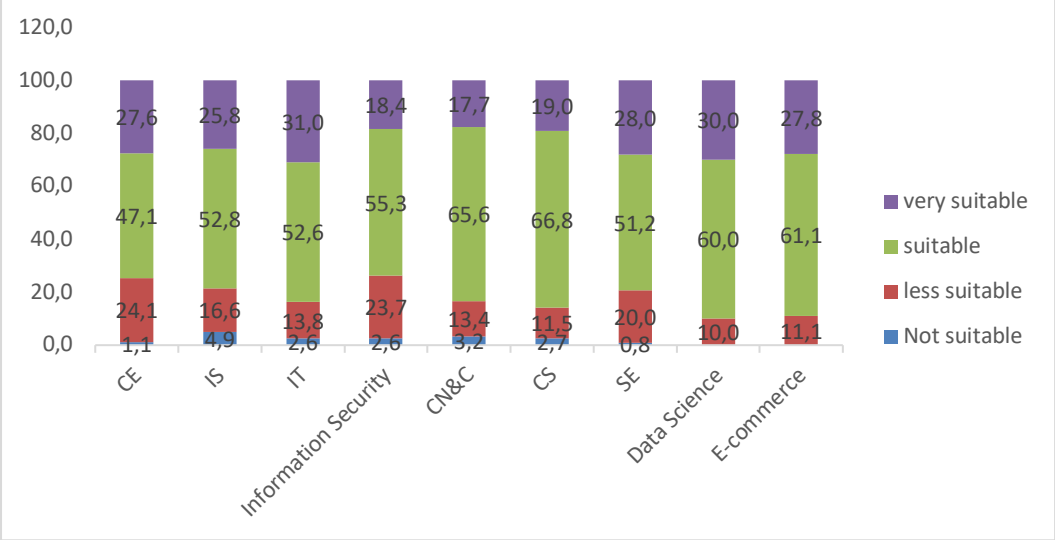


Figure 5. Number of graduates employed in their field of study by each Faculty

2.1. Type of organization and job positions for graduates

The 2022 survey results indicate that the university's graduates are currently employed in various organizations and diverse industries. The majority of our graduates work for private enterprises, accounting for 79.05% (2021: 59.6%; 2020: 65.7%; 2019: 60.9%; 2018: 55.7%), and foreign/non-governmental-invested enterprises with a rate of 16.31% (2021: 32.8%; 2020: 28.6%; 2019: 30%). Graduates employed in state agencies in 2023 make up 4.13% (with no changes from 2020 and 2021, which both had a rate of 5.4%; in 2019, the rate was 5.8%), while other forms represent 0.52% (2021: 2.2%; 2020: 0.3%; 2019: 0.8%).

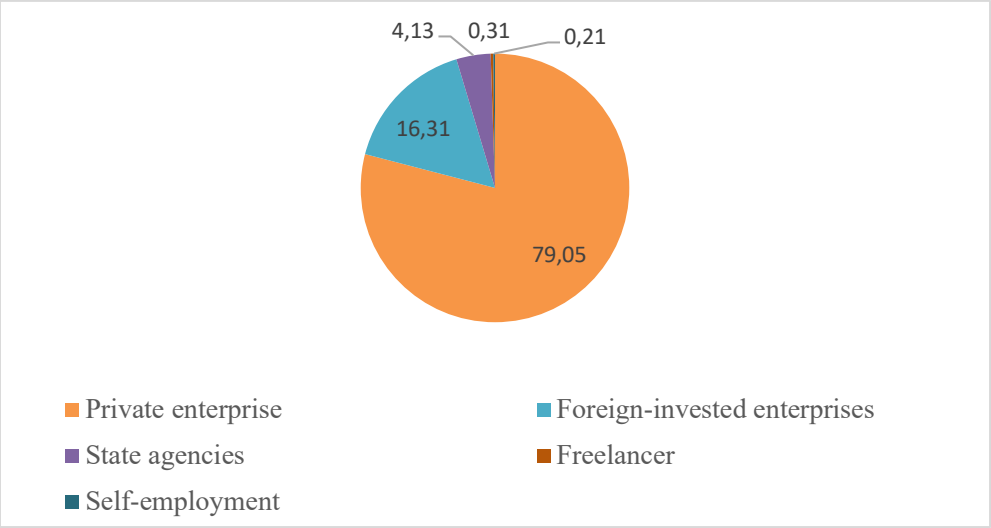


Figure 6. Types of organizations where graduates are currently employed (%)

Compared to the previous survey rounds, the results of the 2022 survey show no significant differences in the distribution of types of organizations where graduates are employed. The majority of graduates continue to be primarily employed in two categories: private enterprises and foreign-invested enterprises. Additionally, since 2019, graduates of the institution have been increasingly involved in creating their own employment opportunities or pursuing freelance careers, aligning with the prevailing societal trend.

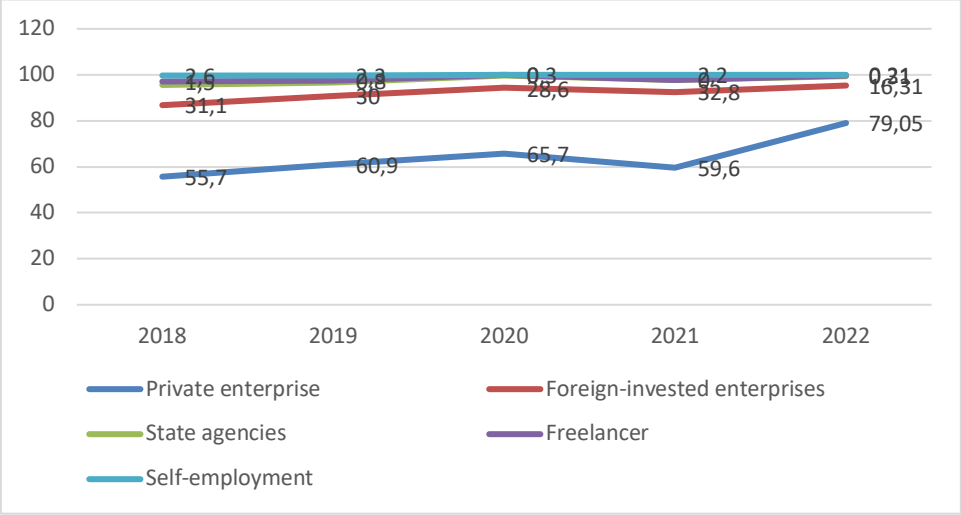


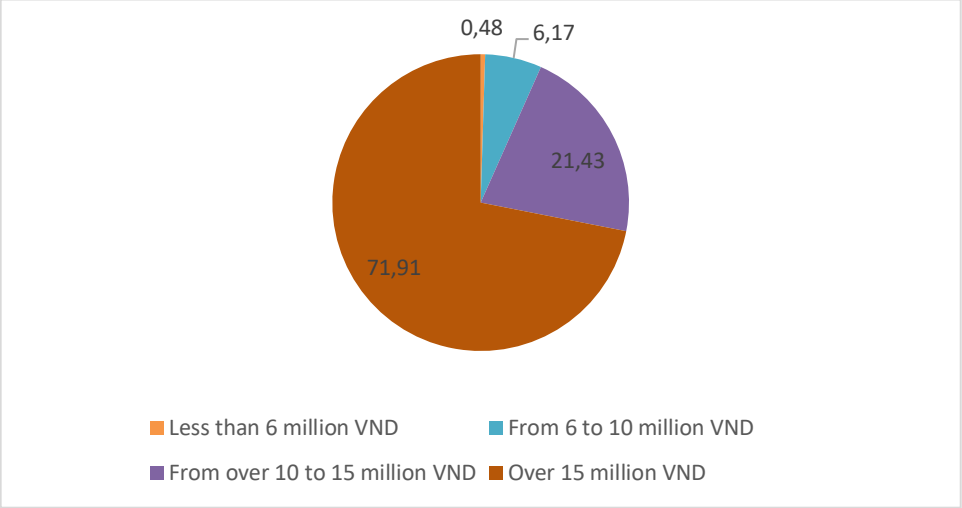
Chart 7. Types of organizations graduates are employed in over the years

Furthermore, the Department of Ispection, Legalisation and Quality Assurance has compiled a list of the high-frequency job roles that graduates are currently performing in various organizations. These roles include:

- Developer (.NET, AI, Android, Front-End, Game, Android, Full stack, Software, iOS, Java, etc.)
- Engineer (Software, Data, Embedded Software, Hardware Engineer, etc.)
- Specialist/Employee
- Engineer/Programmer/Programming Officer
- Lecturer/Researcher/Teaching Assistant
- Leader/Manager/Executive/CEO
- Tester/Coder
- ...

2.2. Income of graduates from employment

Almost all of the institution's graduates earn a monthly income of 6 million VND or more, with specific statistics as follows: those earning over 15 million VND account for 43.7% (in 2021: 32.9%; in 2020: 31.5%; in 2019: 31.3%; in 2018: 28.9%). Those earning between 10-15 million VND represent 21.43% (in 2021: 33.1%; in 2020: 34.2%; in 2019: 31.3%), and those earning between 6-10 million VND are at 6.17%.



About 0.48% (4 SVTN) income *is less than 6 million VND*/month. These cases are mainly newly graduated students working as teaching assistants, researchers, in state agencies.

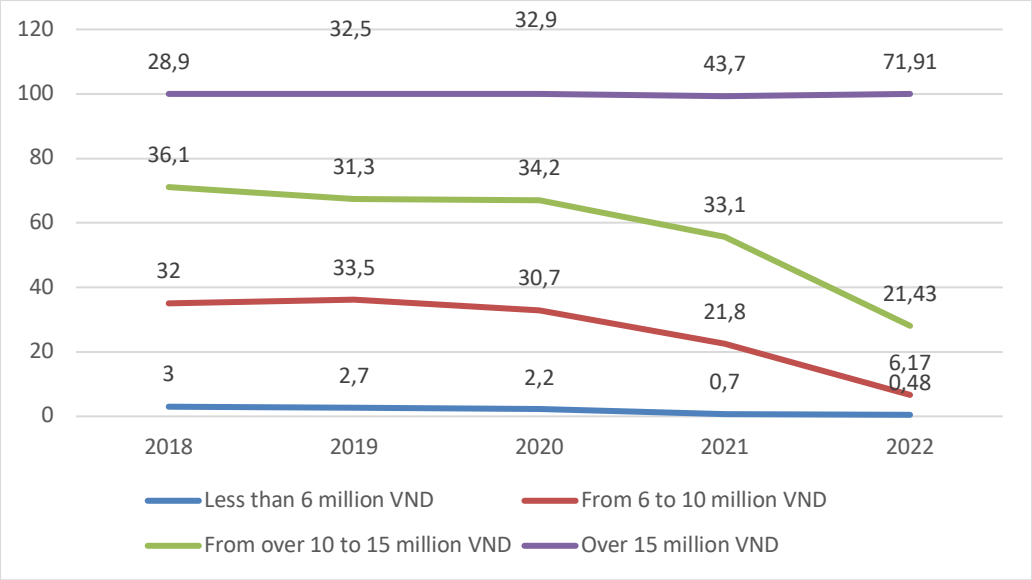


Chart 8. Graduating student income levels (%)

Comparing graduating student income levels over the years (Chart 8), it can be observed that the percentage of graduating students earning less than 6 million VND continuously decreased over the years, reaching 0.48%. Meanwhile, the percentage of graduating students earning over 15 million VND saw a significant increase. Below are the income levels of graduating students by field of study:

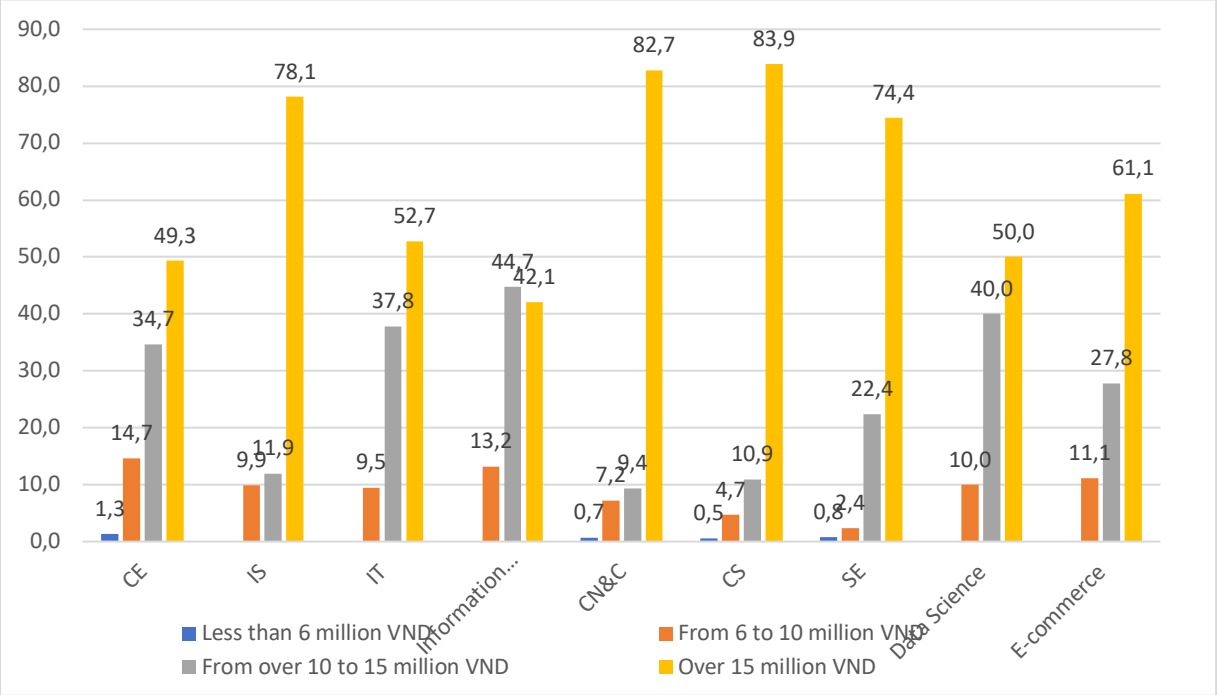


Chart 9. Graduating student income levels by field of study (%)

2.3. Graduating Student Satisfaction Levels

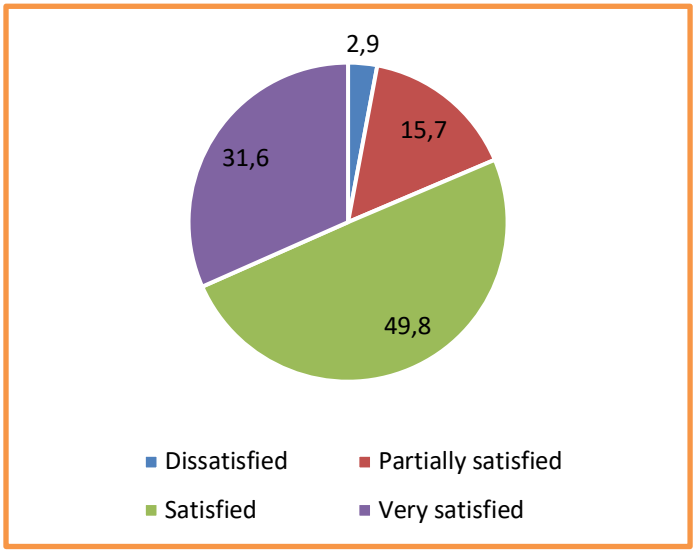


Chart 10. Satisfaction with Current Job (%)

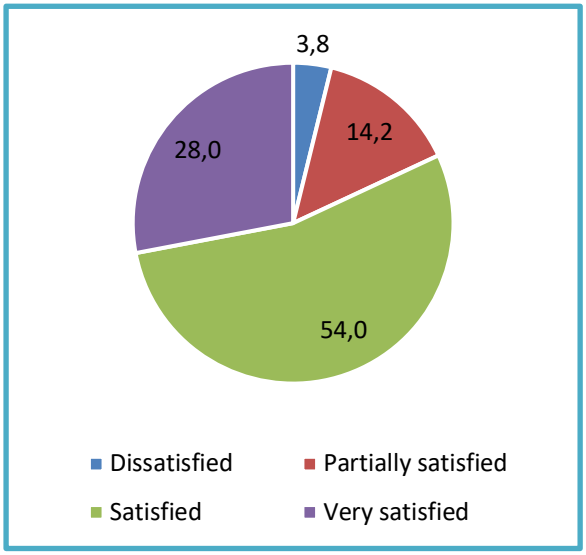


Figure 11. Chart 11. Satisfaction with Monthly Income (%)

Charts 10 and 11 demonstrate a correlation between job satisfaction and income levels. Specifically, in the 2022 survey of graduating students' opinions, students expressed moderate satisfaction with both their current jobs and income. This result aligns with the students' attachment to their organizations, with 60.7% (2021: 67.6%) indicating they plan to continue working at their current positions, 13.1% (2021: 18.1%) remaining undecided, and 26.3% (2021: 14.3%) planning to change jobs.

2.4. Factors highly valued by employers

Similar to 2021 and 2022, the factors that employers value in graduating students include: specialized knowledge at a rate of 82.9% (2021: 80.2%; 2020: 77.8%; 2019: 75%, 2018: 57.0%), professional skills at 68.1% (2021: 67.5%; 2020: 65.4%; 2019: 64.5%, 2018: 73.9%), practical experience at a rate of 70.4% (2021: 70.3%; 2020: 68.3%; 2019: 42.9%, 2018: 32.1%), soft skills at 45.5% (2021: 44.1%; 2020: 43.8%; 2019: 37.5%, 2018: 36.1%), foreign language skills at 50.7% (2021: 49.8%; 2020: 47.1%; 2019: 37.7%, 2018: 31.9%), and other personal attributes (flexibility, diligence), accounting for an insignificant 1.8%. The Office of Testing and Quality Assurance recommends that the units continue to maintain and leverage these results in the coming years.

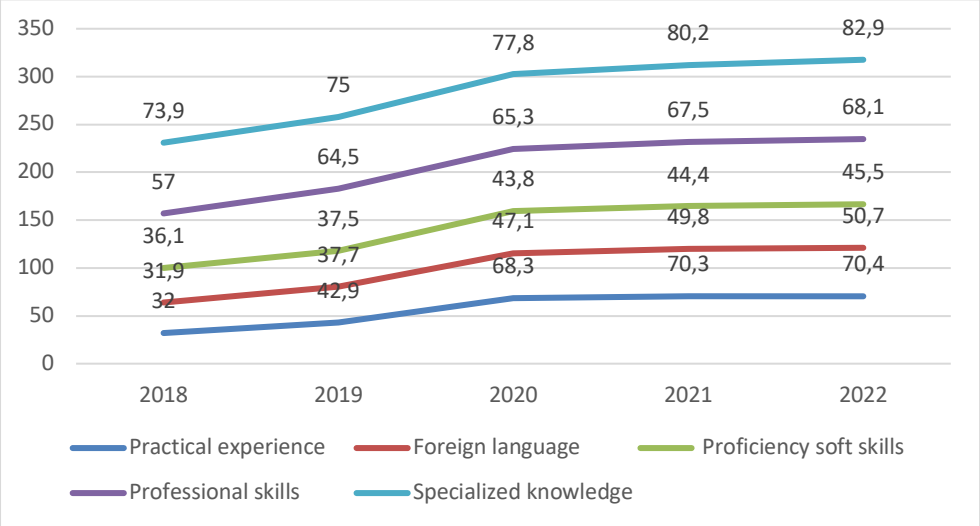


Chart 12. Factors Highly Rated by Employers from 2018-2022 (%/round)

2.5. Participation in postgraduate courses or additional training

According to the survey, 251 out of 722 graduating students reported participating in postgraduate courses and additional training after graduation, accounting for a rate of 34.8%. Compared to the rates from surveys conducted before 2018 (45.5%) and in 2019 (44.7%), the rate in 2020 (22.4%) and 2021 (43.6%) has decreased significantly.

The content of the postgraduate courses and additional training that graduating students from the University have participated in according to the 2022 survey includes: Further language learning; specialized courses in their field such as data scientist, machine learning SAP, Swift Stanford, Scrum project management model, iOS,

Android, Business Analyst,...; other specialized courses; and postgraduate programs.

3. Assessment of the University's Education Quality

3.1. The utility of knowledge, skills and subject projects

- *Regarding knowledge:* The average proportion of graduating students who find the knowledge acquired at the University useful (including very useful and useful) is 85.6%. This percentage is higher than in previous years (2019 and 2020 were 80.7 and 81.5%, and 2021 was 74.2%).

Table 4. The utility of acquired knowledge (%)

Year	Not useful	Less useful	Useful	Very useful
2018	1.1	19.2	68.3	11.4
2019	1.5	17.8	67.9	12.8
2020	0.1	17.7	48.2	34
2021	17.3	8.5	61.9	12.3
2022	2.3	12.1	61.4	24.2

- *Regarding skills:* The rate of usefulness (including useful and very useful) for acquired skills is 79% (compared to 68.4% in 2021, 85.7% in 2020, and 61.3% - 75.8% in 2015-2019). Therefore, the University has made significant improvements in emphasizing skill development for learners compared to 2021. However, the emphasis has not been evenly developed over the years. The Office of Testing and Quality Assurance recommends that the management units review teaching activities to enhance the usefulness of skill-oriented courses for students.

Table 5. How useful the skills learned are (%)

Year	Not useful	Less useful	Useful	Very useful
2018	1.1	19.2	68.3	11.4
2019	1.5	17.8	67.9	12.8
2020	0.1	17.7	48.2	34
2021	17.3	8.5	61.9	12.3
2022	5.6	15.4	60.0	19.0

- *Regarding course projects:* For students in the engineering field in general, and particularly in the field of Information Technology (IT), the coursework projects play a

vital role in providing students with the experience and skills necessary for their future work. In general, about 72.9% of students (compared to 68.4% in 2021, 85.7% in 2020, and 61.3% to 75.8% from 2015 to 2019) assess the coursework projects conducted at the University as useful (including both useful and very useful) for their post-graduation employment. Approximately 22.2% of students consider these projects to be relatively useful.

Table 6. The usefulness of subject projects (%)

Year	Not useful	Less useful	Useful	Very useful
2018	14.8	23.5	8.2	53.5
2019	4.9	18.8	9.1	67.2
2020	3.7	6.4	17.8	72.1
2021	17.1	11.6	54.7	16.6
2022	4.9	22.2	51.3	21.6

Below are the evaluation rates of graduate students in response to the knowledge, skills, and course projects surveyed in 2022 in each field:

Table 7. The usefulness of the knowledge, skills, and course projects learned by field (%)

No.	Major	Content	Not helpful	Less useful	Useful	Very useful
1	**SE**	Knowledge	-	3.6	75.0	21.4
		Skill	-	14.3	73.2	12.5
		Subject projects	3.6	19.6	57.1	19.6
2	**IS**	Knowledge	10.3	32.8	36.2	20.7
		Skill	13.8	27.6	39.7	19.0
		Subject projects	17.2	20.7	41.4	20.7
3	**IT**	Knowledge	-	-	72.7	27.3
		Skill	-	9.1	77.3	13.6
		Subject projects	-	9.1	68.2	22.7
4	**CS**	Knowledge	1.4	9.7	65.3	23.6
		Skill	1.4	21.1	63.4	14.1
		Subject projects	2.8	29.2	54.2	10.0
5	**CE**	Knowledge	-	5.0	40.0	55.0
		Skill	-	-	45.0	55.0
		Subject projects	-	10.0	55.0	35.0

6	**CN&C**	Knowledge	-	10.3	69.2	20.5
		Skill	-	17.9	61.5	20.5
		Subject projects	1.3	25.6	46.2	26.9
7	**Information Security**	Knowledge	4.3	13.0	60.9	21.7
		Skill	8.7	4.3	69.6	17.4
		Subject projects	-	8.7	73.9	17.4
8	**Data Science**	Knowledge	-	10.0	70.0	20.0
		Skill	-	20.0	50.0	30.0
		Subject projects	-	30.0	60.0	10.0
9	**E-commerce**	Knowledge	-	3.6	50.0	46.4
		Skill	3.6	3.6	53.6	39.3
		Subject projects	7.1	3.6	57.1	32.1

3.2. Evaluation of language proficiency meeting job requirements

Out of 969 graduate students, 581 provided feedback on their language proficiency after graduation, indicating that it met the job requirements. The results showed that 94.2% of graduate students believed that their English language proficiency met the job requirements (in 2021: 69.4%; in 2020: 98.2%; in 2019: 93%; in 2018: 83.1% of graduate students). However, among this 94.2%, 41.7% of graduate students believed that their language proficiency only partially met job requirements.

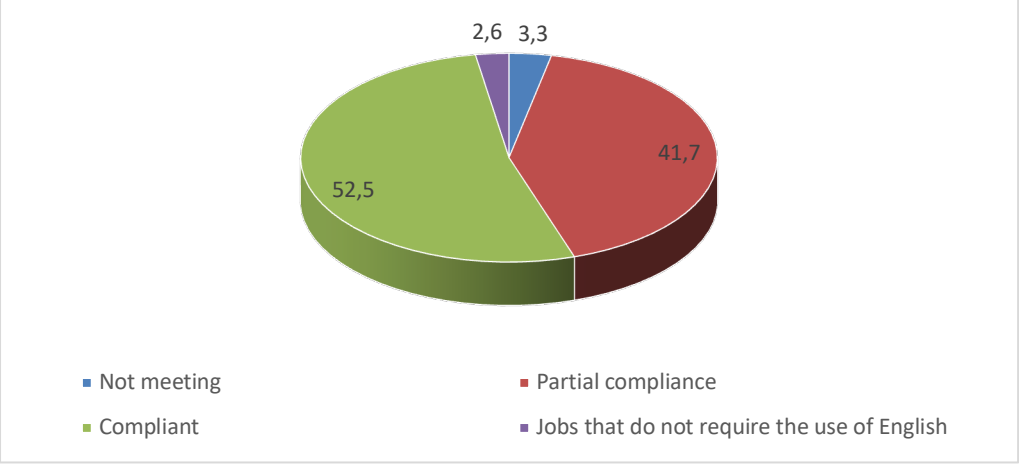


Figure 13. Language proficiency of graduate students compared to job requirements (%)

3.3. Graduate student support for the university

Here are the percentages of various activities that graduate students can engage in to support the university's educational efforts. Among them, two activities consistently reported to be most ready to support are: Sharing academic and professional experiences (40.5%) and Contributing to the curriculum design of their department (30.2%). This result does not differ from previous surveys.

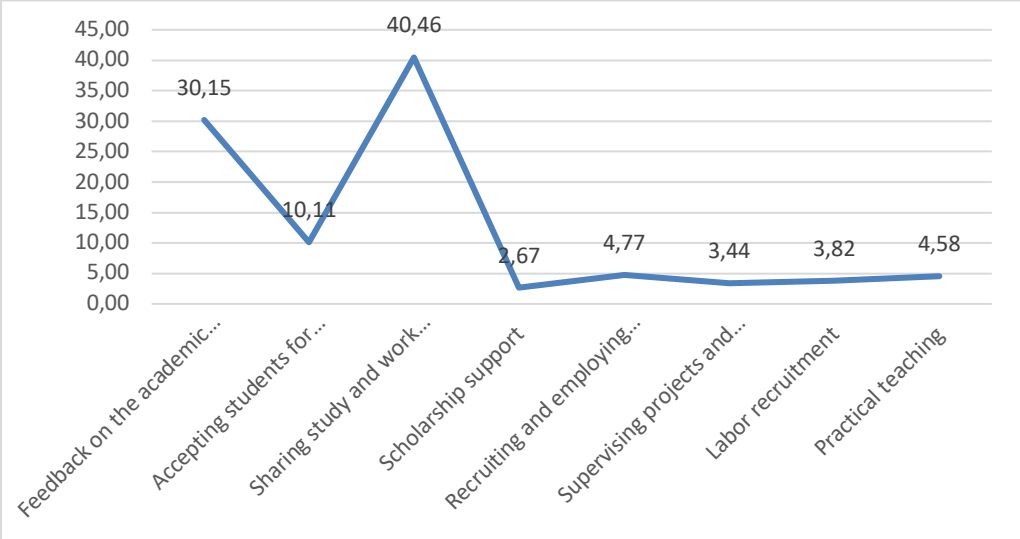


Figure 14. Graduate student support activities for the university (%)

4. Other opinions

Graduate students have shared their views on what the University and Departments should improve (263 opinions) and current career trends in the field of Information Technology (195 opinions). Most of the opinions expressed by alumni are related to:

Things the University/Departments should improve:

- Enhance the curriculum: focus on specialized courses, increase practical credits, regularly update the curriculum, reduce general courses, and unrelated subjects, etc.
- Strengthen business partnerships, support students in finding internships.
- Improve the quality of foreign language skills for students.
- Enhance professional skills and soft skills for students.
- Provide more career counseling activities and career orientation for students.
- Enhance students' practical work capabilities through course projects, academic competitions, business visits, internships, etc.
- Increase practical training, focusing on specialized courses.

- Establish clubs, teams, and encourage student participation.
- Improve infrastructure, teaching equipment, libraries, classrooms.
- Invest in curriculum development, learning environments, research facilities, and create a conducive learning environment.

Current career trends in the field of Information Technology: AI, Automatical network operation, Big Data, IOT, Machine learning, Payment, ML, Big Data, Cloud, Distributed System, Malware in IoT devices, DevOps, Bug Bounty Hunter + SOC Analyst + DFIR + Pentester (for ANM)... Specific opinions from each department are reflected in Appendix 1 of the report.

III. SUMMARY

1. Conclusion

In 2022, the University of Information Technology received feedback from 1,038 out of 3,341 recent graduates (comprising 31.07% of all recent graduates) over the past five academic years, indicating an increase compared to previous years.

The feedback provided by former students serves as the foundation for the University to evaluate the quality of education, thereby allowing for timely adjustments and solutions to enhance the effectiveness of activities within the institution in the coming academic years.

Furthermore, the constructive contributions from recent graduates will serve as a channel of information for the University, facilitating the process of updating the curriculum and organizing more effective teaching activities.

2. Recommendations

The Department of Inspection, Legalisation and Quality Assurance should continue to collaborate closely with various units to collect feedback from recent graduates more effectively.

Faculties should diversify the methods of collecting feedback, including surveys and organizing meetings between recent graduates and the University, as well as sharing experiences between recent graduates and current students.

Invest in infrastructure and teaching facilities, particularly in expanding study spaces for students.

Faculties should intensify their cooperation with businesses to create opportunities

for students to engage in internships and gain professional experience.

Academic faculties should review the survey results, especially the additional contributions from recent graduates, to have the basis for updating and adjusting the curriculum, innovating teaching activities, and improving support activities to help students find suitable employment upon graduation.

Faculties and faculty members should continue to build upon the achievements made in teaching and education.

HEAD OF DEPARTMENT
INSPECTION, LEGALISATION
AND QUALITY ASSURANCE

(Signed)

Trinh Thi My Hien