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Student Outcomes

Report - 2018

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Reported by: David Loi
Director – Quality Assurance & Special Duties

Approved by: Mark chay
Chief Executive Officer

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A. Objective

The objective of the measuring the Student Outcomes is:

1. To identify, track and improve student's academic performance and progression to improve the quality of courses by Coleman College

B. Target Audience & Methodology

(I) Target Audience:

Coleman College tracks the performance of the selected indicators of all students studying in the various courses offered by the college.

(II) Methodology:

The management team determined that the student and graduate outcomes applied to all active courses (Full-time and Part-time) offered by Coleman College which are registered with the Committee for Private Education (CPE). These courses included:

- a. Preparatory courses
- b. Certificate in English for Foreigners courses
- c. Hospitality and Tourism courses
- d. Engineering courses

The management team determined that the student and graduate outcomes does not apply to the following courses due to its short duration or the course not on offer:

- a. Certificate in Special Short Courses for Foreign Students
- b. Non-active courses, referring to courses that are offered by Coleman College but failed to commence with reason(s).

Coleman College conducts the measurement of student outcomes in 4 stages:

Stage1: Identification and selection of performance outcomes

1.1 The management team identified and selected the following indicators (performance outcomes) pertaining to the student outcomes:

a. Attrition Rate

Attrition refers to students premature leaving the course they are studying in, such as withdrawal, termination and transfer-out cases.

b. Graduation Rate

Graduation refers to students who have successfully completed the course and qualify for issuance of Certificate of Completion.

c. Progression Rate

Progression refers to students who are qualified for progress to the next level of the programme or to the next higher education level within the College.

d. Completion Rate

Completion refers to students who have completed the course they have enrolled in but have not passed the qualifying examination. Tracking of the Completion Rate is applicable only to Preparatory Courses where the students are deemed to complete the course based on the course end date in the PEI-Student contract.

1.2 The Director, Quality Assurance and Special Duties shall develop appropriate 'Tracking of Student Outcomes' templates for recording raw data to be collected by assigned staff (by management).

1.3 The assigned staff shall collect and record raw data pertaining to student and graduate outcomes into the 'Tracking of Student Outcomes' template to be submitted to Director, Quality Assurance for tabulation

Stage 2: Identification and selection of the benchmark

The management uses both the internal and external benchmarks as reference standards for the purpose of comparing the performance outcomes of student. These will enable the college to:

- a. Continuously improve the quality of its offered courses; and
- b. Continuously improve its processes relating to the performance of student outcomes

2.1 Internal Benchmarks

The College adopted the internal benchmarks for comparison and setting of selected indicator targets pertaining to Student Outcomes at course level, discipline level and college level

2.2 External Benchmarks

The College adopted the external benchmarks for comparison and setting of selected indicators pertaining to Graduate Outcomes.

Refer to Graduate Employability Survey for more details.

Stage 3: Selection of benchmark targets

3.1 Internal Benchmark Targets for Selected Indicators

The College adopted the internal benchmark targets for setting of indicator's targets for Student Outcomes in the following sequence:

- a. Moving average of 3 years results if available;
- b. Moving average of 2 years results if 3-years results are not available;
- c. Previous year results if results from past 2 years or more are not available;
- d. Current year results will be used as the base if no other previous year results are available.

Stage 4: Evaluation of the student outcome performances

4.1 The Director, Quality Assurance and Special Duties shall chart the performance of the student outcomes in a trend data format as follows:

a. Performance of Student Outcomes

- i. Course level
- ii. Discipline level
- iii. College level

4.2 The Director, Quality Assurance and Special Duties shall analyze the results (performance outcomes of students) to identify areas of strength and weakness where recommendations to:

- a. Leverage on the areas of strength; and
- b. Address the gaps in areas of weakness

This will be documented in the Performance of Student Outcomes Report shall be submitted to the management for approval:

4.3 Sharing of approved results with stakeholders

The approved results (performance outcomes of students) shall be made available to stakeholders through Listing in College's website.

4.4 Uses of Performance of Student Outcomes Report and Graduate Employability Survey Report

The respective teams shall use the above reports as 'inputs' in the review of the below listed processes and for improving the quality of courses.

- a. Course reviews (C5.1.2) – Academic Review Team
- b. Course design and development (C5.1.1) – Academic Team
- c. Course delivery (C5.2.2) – Academic team
- d. Course assessment (C5.5.1) – Academic Team
- e. Course admission requirements (C5.1.1) – Academic Team
- f. Student conduct (C5.4.1) – Student Management Team
- g. Student learning (C5.4.2) – Academic Team
- h. Student support services (C4.5.1) – Student Support Service Team
- i. Strategic Plan's Performance Indicators (C1.2.1) – Management Team

C. Results & Analysis

a. Tracking of Student Outcomes - Attrition Rate by Course

School / Year: High School / 2018

Courses	2017 (%)	2018 (%)	Average (%)
<u>Preparatory Courses</u>			
A. Preparatory 'O' Level	23.1	33.3	28.2
B. AEIS - Lower Primary	14.3	7.7	11.2
C. AEIS - Upper Primary	23.1	22.7	22.9
D. AEIS - Secondary 1	23.5	23.5	23.5
E. AEIS - Secondary 2	20.0	28.9	24.5
F. AEIS - Secondary 3	12.5	33.3	22.9
G. IGCSE	NA	23.1	23.1
<u>English Language Courses</u>			
A. EFL - Basic	15.8	NA	15.8
B. EFL - Elementary (Including Pre-intermediate)	8.9	8.0	8.5
C. EFL - Intermediate (Including Higher Intermediate)	8.0	1.8	4.9
D. EFL - Advanced (1 & 2)	NA	NA	NA

Please take note: There is no AEIS-Sec 3 students, the above students reported under AEIS Sec 3 are under GCE 'O' Level (1st Year).

Analysis of Attrition Rate for Preparatory Courses

The attrition rate achieved for 2018 range from a low of 7.7% for Lower Primary to 33.3% for GCE 'O' Level. The average was 24.34. The above results failed to achieve the 2018 target of 10%. The attrition rate for 2018 seem to be higher for students studying in the secondary level which is not consistent compared with year2017.

Possible reasons for the higher attrition rate were:

- a. 45.5% (15 nos. out of 33 nos.) transferred to another school signalling the drop in confident level that their parents have with Coleman College;
- b. 54.5% (18 nos. out of 33 nos.) withdrew pre-maturely to return to their home country due to various reasons;
- c. Declining numbers of students in the High School

Recommendations for considerations:

- a. Academic Department
 1. To review the course curriculum to ensure relevance and for continual improvement.
 2. To review the delivery process including teachers to ensure quality delivery
- b. Marketing Department (Admission)
 1. To improve on the nos. of enrolment.

Analysis of Attrition Rate for English Language Courses

The English Language courses achieved an average of 6.3% meeting the 12% target set for 2018 target. Elementary level achieved 8.0% and Intermediate level achieved 1.8% with 90 nos. and 56 nos. of students respectively for 2018.

The no. of students had declined from 63 nos. of students in Jan 2018 to 28 nos. in Dec 2018. These declined could pose a risk of higher attrition rate in 2019.

Recommendations for considerations:

- a. Marketing Department
 1. To improve on the nos. of enrolment.

b.Tracking of Student Outcomes - By Course - Attrition Rate

School / Year: Tourism & Hospitality and Business Management

Courses	Student Outcome	2017	2018
<u>HOSPITALITY & TOURISM COURSES</u>			
A. CIFBO	Attrition Rate	NA	NA
B. CTHM	Attrition Rate	7.0%	5.13%
C. DIHM	Attrition Rate	3.3%	4.76%
D. DTHM	Attrition Rate	NA	5.78%
E. DITM	Attrition Rate	2.4%	10.34%
F. ADTHM	Attrition Rate	1.9%	2.95%
G. DHM	Attrition Rate	0%	NA
<u>BUSINESS COURSES</u>			
A. BTEC L3	Attrition Rate	NA	10.00%
B. BTEC L5 (QCF)	Attrition Rate	2.4%	19.23%
C. BTEC L5 (RQF)	Attrition Rate	5.1%	13.64%
D. DIBM	Attrition Rate	0%	21.43%

Analysis of Attrition Rate for Tourism & Hospitality Courses

The attrition rate for Hospitality & tourism courses was 3.6% overall, lowest of 2.95% for ADTHM to a highest of 10.34% for DITM. The attrition rate met the 2018 set target of 12%. DITM experienced the highest attrition rate of 10.34% due to the low no. of students (29 nos.). Another reason contributing to higher attrition rate was due to termination of 10 nos. of student for poor attendance. Academic Department had since implemented ad-hoc attendance checking for all classes. These resulted in the nos. of student's names reported to ICA from a high of about 200 students in the 4th Quarter of 2017 to a low of 29 nos. In Dec 2018.

Recommendation for considerations

1. The academic department shall continue to conduct ad-hoc checking of student attendance for all classes to enhance the student's awareness to the important of attendance.
2. Student Support Service Staff and Academic Staff shall continue to re-iterate students on the important of good attendance pertaining to effective learning and easier renewal of student's pass renewal.

Tracking of Student Outcomes - By Course - Attrition Rate

School / Year: Engineering / 2018

Courses	2018
<u>ENGINEERING COURSES</u>	
<u>Diploma Level 3</u>	
Diploma in Civil Engineering	0.00%
Diploma in Electrical Engineering	0.00%
Diploma in Facilities Management	0.00%
Diploma in Mechanical Engineering	0.00%
<u>Diploma Level 4</u>	
Diploma in Construction and Building Engineering	0.00%
Diploma in Construction and Quantity Surveying	0.00%
Diploma in Engineering (Electronics & Electrical)	0.00%
Diploma in Mechanical and Electrical Engineering	0.00%
Diploma in Sustainable Facilities Management	0.00%
<u>Diploma Level 5</u>	
Higher Diploma in construction and Civil Engineering	0.00%
Higher Diploma in Electronic and Electrical Engineering	0.00%
Higher Diploma in Facilities Management	0.00%
Higher Diploma in Mechanical and Electrical Engineering	33.33%
Higher Diploma in Mechanical Engineering	0.00%
Higher Diploma in Quantity Surveying	0.00%

Analysis of attrition rate for Engineering courses

All Engineering courses achieved 0% attrition rate except Higher Diploma in Mechanical and Electrical Engineering (HDMEE) achieved 33.33% attrition rate. Majority of the engineering courses were run on part-time basis. As for HDMEE, the 3 nos. of attrition is due to students failure to pay course fees which were subsequently terminated. Another contributor factor to attrition rate is due to small nos. of students as in the case of HDMEE where there are only 9 students.

Recommendation for consideration:

1. Continue to perform ad-hoc attendance checking for all classes to raise student's awareness.
2. Marketing Department to recruit more students to increase the student base.

Tracking of Student Outcomes - Completion Rate by Course

School / Year: High School / 2018

Courses	Student Outcome	2017	2018
<u>Preparatory Courses</u>			
A. Preparatory 'O' Level	Completion Rate	81.30%	57.14%
B. AEIS - Lower Primary	Completion Rate	87.50%	91.67%
C. AEIS - Upper Primary	Completion Rate	81.30%	64.29%
D. AEIS - Secondary 1	Completion Rate	81.00%	72.00%
E. AEIS - Secondary 2	Completion Rate	83.30%	70.27%
F. AEIS - Secondary 3	Completion Rate	88.90%	0.00%
G. IGCSE	Completion Rate	NA	0.00%

Analysis of completion rate for completion rate

The completion rate of 67% experienced in 2018 as relatively lower the 83% achieved in 2017. The reason being the higher nos. of attrition rate of 24.44% experienced in 2018 as compared to 20.5% experienced in 2017.

Tracking of Student Outcomes - Graduation Rate by Course

School / Year: High School / 2018

Courses	Student Outcome	2017	2018
<u>English Language Courses</u>			
A. EFL - Basic	Graduation Rate	94.00%	NA
B. EFL - Elementary (Including Pre-intermediate)	Graduation Rate	96.90%	83.58%
C. EFL - Intermediate (Including Higher Intermediate)	Graduation Rate	94.30%	97.62%
D. EFL - Advanced (1 & 2)	Graduation Rate	NA	NA

Analysis of graduation rate for high School

The EFL -Elementary classes achieved 83.58% graduation rate which does not meet the target of 85% for 2018 due to higher attrition rate and lower student counts. Overall, the EFL students achieved 89% for discipline level.

Recommendation for consideration

1. Continue to raise the student's awareness on good attendance through ah-hoc classroom checking to reduce the attrition rate.

Tracking of Student Outcomes - By Course - Graduation Rate

School / Year: Higher Education/ 2018

Courses	Student Outcome	2017	2018
<u>HOSPITALITY & TOURISM COURSES</u>			
A. CIFBO	Graduation Rate	100.00%	100.00%
B. CTHM	Graduation Rate	33.3%	85.71%
C. DIHM	Graduation Rate	79.73%	97.08%
D. DTHM	Graduation Rate	NA	NA
E. DITM	Graduation Rate	0%	72.73%
F. ADTHM	Graduation Rate	80.95%	95.09%
G. DHM	Graduation Rate	NA	100.00%
<u>BUSINESS COURSES</u>			
A. BTEC L3	Graduation Rate	NA	NA
B. BTEC L5 (QCF)	Graduation Rate	0%	37.50%
C. BTEC L5 (RQF)	Graduation Rate	0%	NA
D. DIBM	Graduation Rate	NA	60.00%

Analysis of Graduation Rate for Hospitality & Tourism Courses

Hospitality & Tourism courses experienced higher graduation rate ranging from 72.7% (DITM) to 100% (CIFBO & DHM). Overall, the H&T experienced graduation rate of 95.4% which met the 2018 set target of 85%. The main reason for the low graduation rate experienced by DITM was due to the high attrition rate (3.6% in 2018 as compared to 2.6% in 2017). The business courses experienced the same fate as DITM where the high attrition rate brought down the graduation rate.

Recommendation for consideration

1. To focus on reducing the attrition rate for business courses in order to increase graduation rate. Academic staff shall implement ad-hoc checking of student attendance.

Tracking of Student Outcomes - By Course - Graduation Rate

School / Year: Engineering / 2018 -

Courses	2018
ENGINEERING COURSES	
Diploma Level 3	
Diploma in Civil Engineering	100.0%
Diploma in Electrical Engineering	100.0%
Diploma in Facilities Management	100.0%
Diploma in Mechanical Engineering	NA
Diploma Level 4	
Diploma in Construction and Building Engineering	100.0%
Diploma in Construction and Quantity Surveying	100.0%
Diploma in Engineering (Electronics & Electrical)	100.0%
Diploma in Mechanical and Electrical Engineering	100.0%
Diploma in Sustainable Facilities Management	100.0%
Diploma Level 5	
Higher Diploma in Construction and Civil Engineering	NA
Higher Diploma in Electronic and Electrical Engineering	NA
Higher Diploma in Facilities Management	NA
Higher Diploma in Mechanical and Electrical Engineering	NA
Higher Diploma in Mechanical Engineering	NA
Higher Diploma in Quantity Surveying	NA

Analysis of graduation rate for Engineering Courses

1. All 8 nos. of courses (Level 3 and Level 4 Diploma) offered by Engineering experienced 100% graduation rate which met the 2018 set target of 85%.. Higher Diploma courses are yet to yield any graduate.

3 Tracking of Student Outcomes -No. of Progression by Course

School / Year: High School / 2018

Courses	Student Outcome	2017	2018
<u>Preparatory Courses</u>			
A. Preparatory 'O' Level	Progression Rate	100.00%	0.00%
B. AEIS - Lower Primary	Progression Rate	12.50%	18.18%
C. AEIS - Upper Primary	Progression Rate	0.00%	0.00%
D. AEIS - Secondary 1	Progression Rate	4.76%	11.76%
E. AEIS - Secondary 2	Progression Rate	5.56%	4.76%
F. AEIS - Secondary 3	Progression Rate	0.00%	0.00%
G. IGCSE	Progression Rate	NA	NA
<u>English Language Courses</u>			
A. EFL - Basic	Progression Rate	10.42%	NA
B. EFL - Elementary (Including Pre-intermediate)	Progression Rate	33.96%	10.71%
C. EFL - Intermediate (Including Higher Intermediate)	Progression Rate	24.24%	17.14%
D. EFL - Advanced (1 & 2)	Progression Rate	NA	NA

Analysis of progression rate by Preparatory courses

Preparatory courses experienced progression rate from low of 0% to 18.18% due to most students who are successful in the AEIS tests progressed to public schools instead of internal progression. The overall progression rate achieved was 7.94% which does not meet the 2018 set target of 12%.

Recommendation for consideration:

1. Academic should consider to include those students who successfully make it to public school as progression students.

Analysis of progression rate by English Language courses

Overall, English Language courses achieved 13.19% progression rate which meet the 2018 set target of 12%. This is mainly contributed from students progressing from English Language courses to Diploma courses contributing 17.14%.

Recommendation for consideration:

1. The College should continue to leverage on the English Language courses as a feeder to other Diploma courses.

School / Year: Higher Education / 2018

Courses	Student Outcome	2018
<u>HOSPITALITY & TOURISM COURSES</u>		
A. CIFBO	Progression Rate	NA
B. CTHM	Progression Rate	8.33%
C. DIHM	Progression Rate	9.01%
D. DTHM	Progression Rate	38.46%
E. DITM	Progression Rate	12.50%
F. ADTHM	Progression Rate	NA
G. DHM	Progression Rate	NA
<u>BUSINESS COURSES</u>		
A. BTEC L3	Progression Rate	NA
B. BTEC L5 (QCF)	Progression Rate	NA
C. BTEC L5 (RQF)	Progression Rate	NA
D. DIBM	Progression Rate	33.33%

Analysis of progression rate for Hospitality and Tourism courses

The overall progression rate achieved by Hospitality and Tourism courses was 10.41% which failed to meet the 2018 set target of 12%. On the bright side, DTHM had seen a 38.46% progression rate to ADTHM and Higher Diploma in Engineering courses. Coleman do not plan to offer both CTHM and DIHM (before revision) in the near future.

Recommendation for consideration:

1. To collaborate with external university to offer degree courses in Coleman to make our Diploma and Advanced diploma courses more attractive.
2. Coleman should consider accreditation of its Hosp. & tourism Diploma and Advanced Diploma with a reputable academic organization to make the courses more attractive to students.

Analysis of progression rate for Business courses

Currently, DIBM is the only course that offer student progression to BTEC L5 HND in Business. The students studying BTEC L3 Diploma in Business has yet to graduate.

DIBM achieved 33.33% progression rate which meet the 2018 set target of 12%. The high progression rate was contributed from the small no. of 6 students.

Recommendation for consideration:

1. Coleman should consider accrediting the Diploma in Business Management and Advance Diploma in Business Management with a recognized academic organization to make it courses more attractive to international students.

School / Year: Engineering / 2018
Progression Rate

Courses	2018
<u>ENGINEERING COURSES</u>	
<u>Diploma Level 3</u>	
Diploma in Civil Engineering	0.0%
Diploma in Electrical Engineering	0.0%
Diploma in Facilities Management	0.0%
Diploma in Mechanical Engineering	NA
<u>Diploma Level 4</u>	
Diploma in Construction and Building Engineering	0.0%
Diploma in Construction and Quantity Surveying	0.0%
Diploma in Engineering (Electronics & Electrical)	50.0%
Diploma in Mechanical and Electrical Engineering	18.8%
Diploma in Sustainable Facilities Management	16.7%
<u>Diploma Level 5</u>	
Higher Diploma in construction and Civil Engineering	NA
Higher Diploma in Electronic and Electrical Engineering	NA
Higher Diploma in Facilities Management	NA
Higher Diploma in Mechanical and Electrical Engineering	NA
Higher diploma in Mechanical Engineering	NA
Higher Diploma in Quantity Surveying	NA

Analysis of progression rate for Engineering courses

There was no progression from the 12 nos. of students graduated from the Level 3 Diploma courses. There were 5 out of 32 graduates from the L4 Diploma progressed to Higher Level Diploma (Level 5) which resulted in 15.63% progression rate. Higher Diploma students are yet to graduate. Overall, the Engineering achieved 11.36% which just missed the 2018 target set at 12%. Moving forward, we would expect more students from L4 Diploma to progressed to Higher Diploma or even ADTHM.

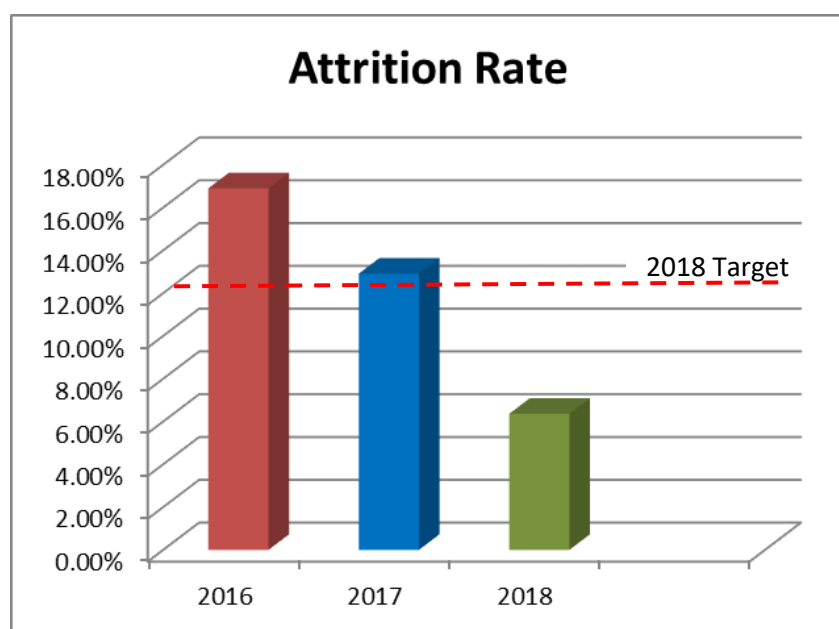
Recommendation for consideration:

1. Coleman should consider collaborating with external university to offer degree programme at Coleman. This will make our programmes more attractive to both local and international students.

Analysis of results at College Level

Year / Indicators	Attrition Rate (%)	Graduation Rate (%)	Progression Rate (%)
2016	16.9	83.4	NA
2017	12.91	72.84	11.09
2018	6.36	93.11	10.99
Average (3 years)	12.05	83.12	11.04

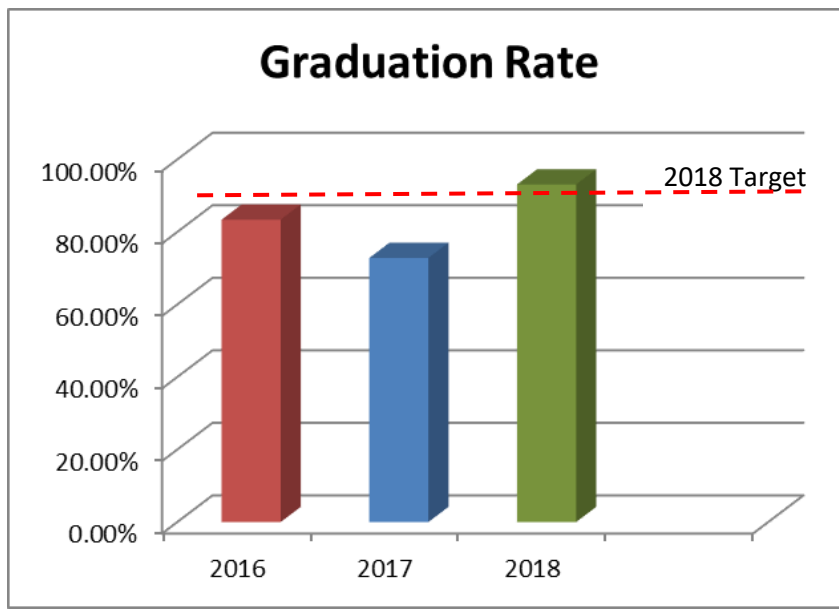
A. Attrition Rate



The college achieved the 2018 overall attrition rate at 6.36%. These met the target of 12% set for year 2018. If compared with 2017, the 2018 results (12.91%) improved by 51%. The good results were mainly contributed by the achievements from the Higher Education (Hosp. & Tourism courses) where the student numbers were bigger as compare to other departments. Another contribution factor was the checking of student attendance in class and continuous talks on the important of 'Attendance' by the academic support staff to students. These efforts effectively raised the awareness of the most students resulting in lower attrition rate.

The average readings over 3-years (2016 to 2018) of 12.05% shall be used as the guideline for setting the 2019 attrition rate during the Corporate/Strategic Planning

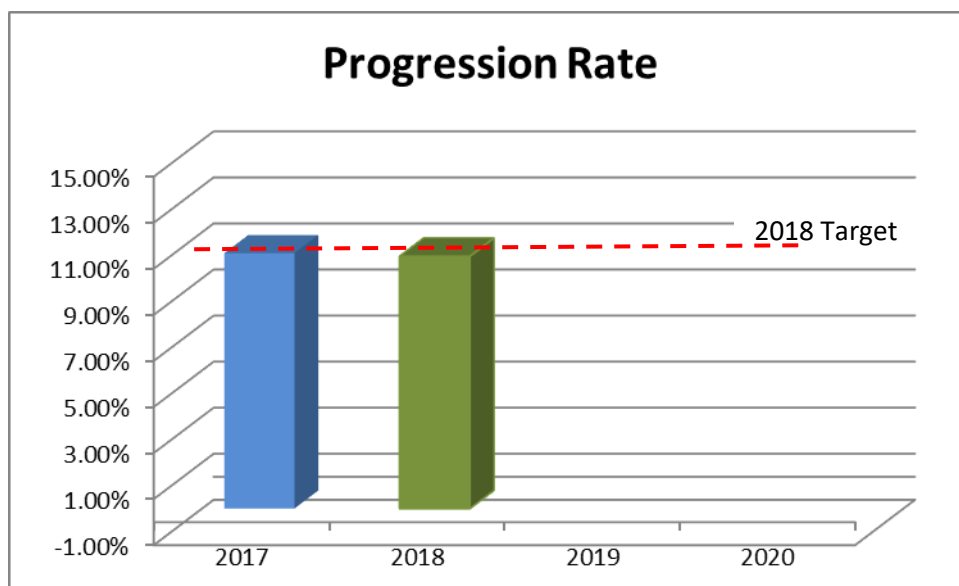
B. Graduation Rate



The graduate rate had improved significantly in 2018 as shown by the achievement of 93.11% at college level. These met the 2018 target set at 85%. If compared with 2017, it showed an improvement of about 28%. The graduation rate for 2018 improved significantly due to the lower attrition rate achieved in 2018.

The average readings over 3-years (2016 to 2019) of 83.12% shall be used as the guideline for setting 2019 Graduation Rate during the Corporate/Strategic Planning.

C. Progression Rate



For 2018, the progression rate achieved was 10.99%. There was no reading taken in 2016. These failed to meet the target of 12% set during the 2018 Corporate/Strategic Planning Meeting. The 2018 results was almost the same of the 2017 results (11.09).

In line with the procedure CC-EDT-PRO-C6.1.1 & 6.2.1 Student & Graduate Outcomes, where average readings for 3-years is not available, Coleman shall use the average readings for 2-years (2017 & 2018) of 11.04 % as the guideline for setting 2019 Progression Rate during the Corporate/Strategic Planning Meeting.