



Babeş-Bolyai University
Dynamics of student satisfaction
results, 2015 - 2023
- trending report -



Centrul
Qualitas

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METHODOLOGY

SURVEY INSTRUMENT

The process of assessing the satisfaction level of students and doctoral students with the services offered by UBB (Teaching - Learning, Material Resources, Facilities and Services) is regulated by the operational procedure *Organization and conduct of the evaluation process of student satisfaction at bachelor, master and doctoral level at the Babeş-Bolyai University*¹, which stipulates for a periodicity of evaluation every two years. The series of studies carried out in 2015, 2017 and 2019 was interrupted in 2021, during the period of restrictions imposed by the SARS-COV-2 pandemic, when various topics specific to the development of *online learning* were investigated.

The structure of the questionnaire has been revised in 2021, being similar to the one used for the *Student Satisfaction Inventory (SSI)*². Thus, along with the satisfaction level, the importance level that students attach to the respective aspects of the UBB student experience was identified as well. Also, new items on the general level of satisfaction have been introduced, as well as questions regarding the level of satisfaction and the importance that students attach to the services, they have benefited from in the *online learning* environment.

The questionnaires for Bachelor's and Master's students (Annex 1) and doctoral students (Annex 2) were available in four languages (Romanian, Hungarian, German and English).

DATA PROCESSING

For each item assessed on the Lickert scale, the mean scores were calculated at the BBU level, as well as in relation to academic variables (level, year, form and language of study) and socio-demographic variables (age, citizenship - Romanian or other).

The open-ended responses were grouped into thematic categories which were assigned codes. The share of each code was calculated in relation to the total positive and negative mentions, as well as the total mentions of suggestions for improvement.

¹ https://qa.ubbcluj.ro/documents/satisfactia_studentilor/PO_AC07_Evaluare_satisfactie_studenti.pdf

² <https://www.ruffalonl.com/enrollment-management-solutions/student-success/student-satisfaction-assessment/student-satisfaction-inventory/>

RESULTS

BACHELOR'S AND MASTER'S LEVELS

The data on the satisfaction level of UBB students and PhD students obtained from the surveys conducted in 2015, 2017, 2019 and 2023 have, in general, close values and show that the investigated population is homogeneous in relation to the elements analyzed, with no statistically significant correlations being recorded according to the academic and socio-demographic variables taken into account: level, year, form and line/language of study, as well as citizenship (Romanian or other).

In 2023, we note the close value between the mean scores (both in terms of overall satisfaction and for each item investigated) for the academic activity carried out *on site* and that carried out *online*.

We also note that the following aspects of the general picture regarding the satisfaction level of UBB students were preserved in the period 2015 - 2023 (Annex 3):

- ✓ The scores awarded by master's level students are generally slightly higher than those awarded by Bachelor's level students.
- ✓ Students and PhD students enrolled in long-distance studies (ID), or partial time studies (IFR) programs declare themselves slightly more satisfied than those who attend full time study (IF) programs.
- ✓ Students in the German sections³, especially those at Master's level, awarded the highest scores (up steadily from 2015, when these students awarded the lowest scores), and the lowest scores were awarded by students studying in English and/or French (scores awarded are slightly decreased compared to 2015).
- ✓ At both Bachelor's and Master's levels, satisfaction scores decrease slightly from one year of study to the next for each of the three dimensions investigated.
- ✓ Regarding the willingness to recommend to other people to enroll at UBB/ faculty/ study program/ doctoral school, the values are high, the maximum values being referring to UBB in the case of Bachelor's and Master's students, respectively to the chosen faculty in the case of PhD students.

³ BBU offers a diverse array of teaching programs that cater to three main linguistic and ethnic communities (Romanian, Hungarian, and German), as well as specialized international programs taught in various international languages. The main three languages are also utilized in official administrative work, allowing BBU to provide a comprehensive and inclusive education.

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The average scores given by Bachelor’s and Master’s students for the overall level of satisfaction, as well as for each of the three dimensions - *Teaching-Learning, Material Resources, Facilities and Services* - are slightly higher in 2023 compared to the values given in the previous assessments (Figures 1-4).

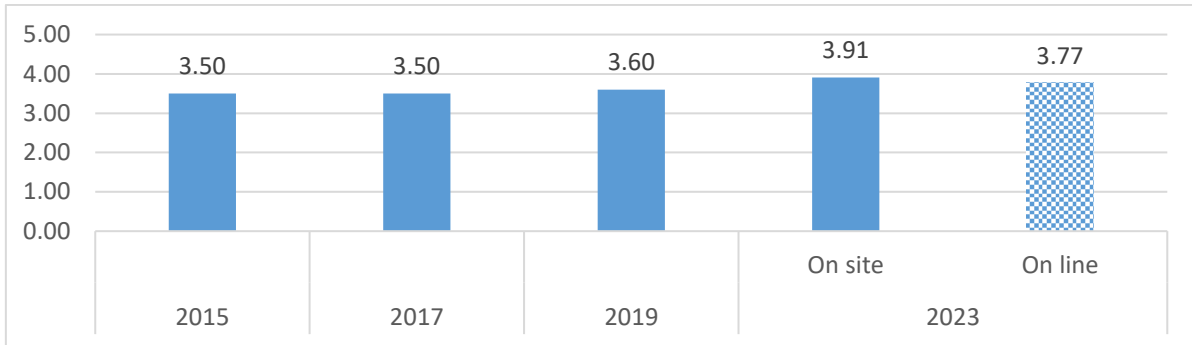


Figure 1. Overall level of satisfaction, Bachelor’s and Master’s level

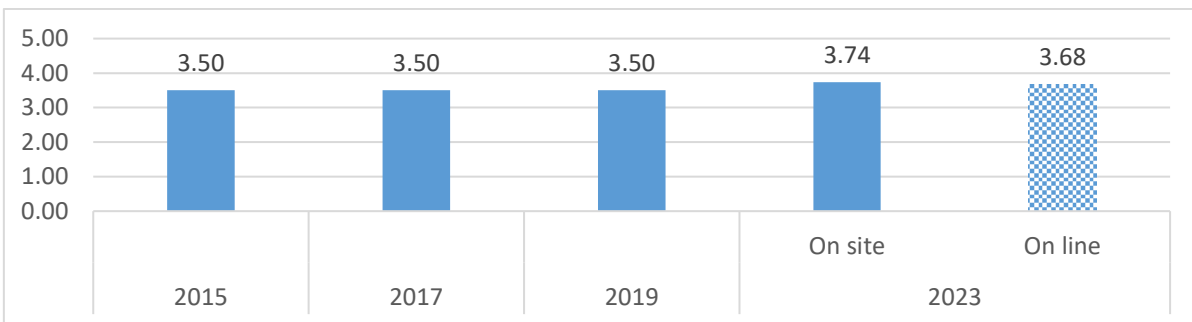


Figure 2. Level of satisfaction with the *Teaching-Learning* dimension, Bachelor’s and Master’s level

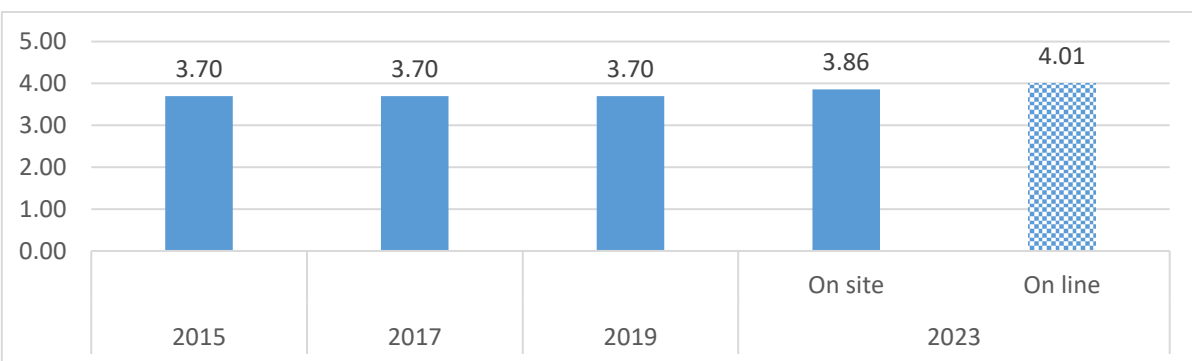


Figure 3. Level of satisfaction for the *Material Resources* dimension, Bachelor’s and Master’s level

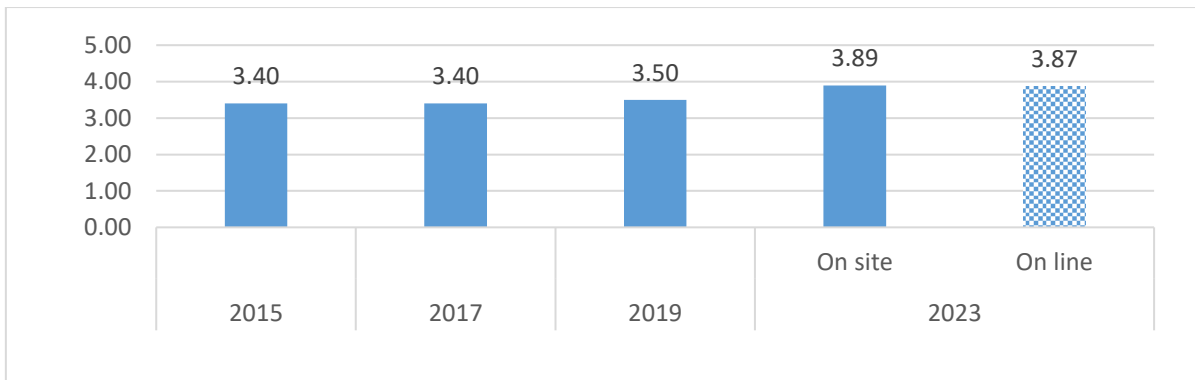


Figure 4. Level of satisfaction for the *Facilities and Services* dimension, Bachelor’s and Master’s level

Regarding the willingness to recommend to other people to enroll in the university, faculty or study program, the share of positive responses in 2015, 2017 and 2019 was over 80%, with the highest values (over 95%) referring to UBB (Figure 5). In 2023, after the revision of the questionnaire, the response to this item was measured on the Lickert scale from 1 to 5 (1 - definitely NO; 5 - definitely YES), with values recorded above 4.00, the highest of them referring to UBB (Figure 6).

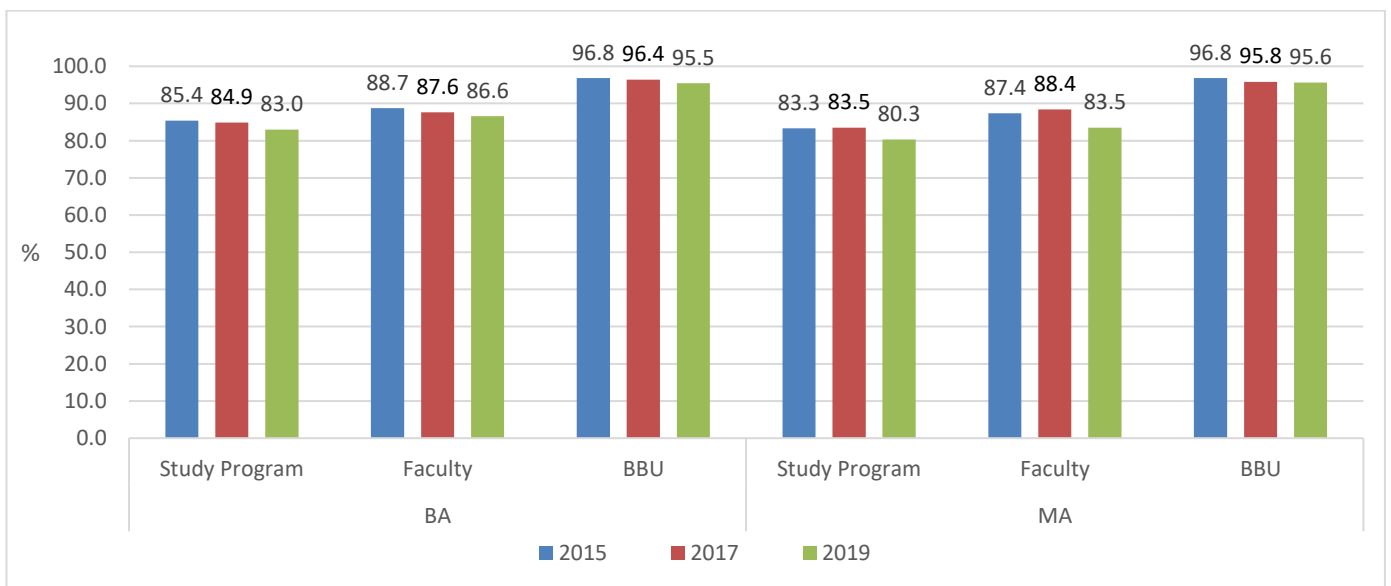


Figure 5. Share of positive answers regarding the willingness to recommend enrollment within UBB, by faculty, respectively by followed study program, Bachelor’s and Master’s level, 2015, 2017, 2019

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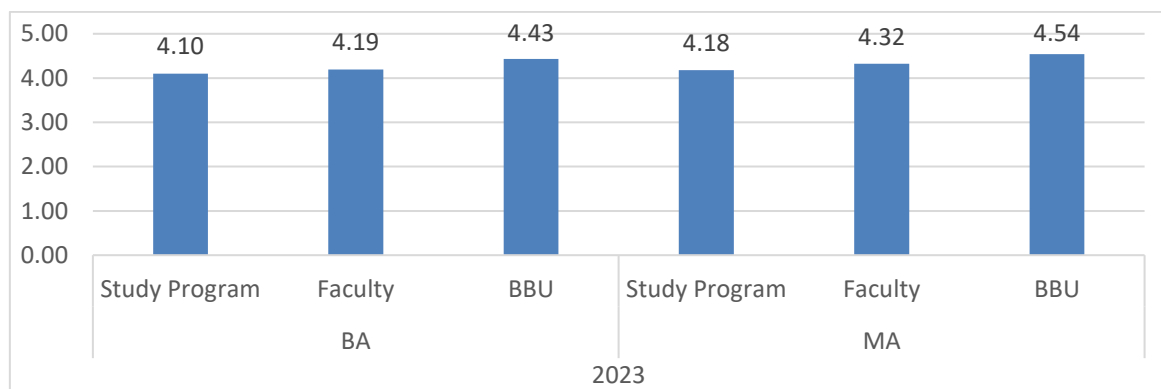


Figure 6. The average scores regarding the willingness to recommend enrollment within UBB, by faculty, respectively by followed study program, Bachelor's and Master's level, 2023

The aspects for which Bachelor's and Master's level students gave the highest and lowest scores respectively are mostly maintained, with minor changes in scores:

High scores

Low scores

Teaching-Learning

Learning resources

Faculty offer for students' participation in internships

Theoretical knowledge acquired in the field of study

Practical skills acquired in the field of study

Developing scientific research/artistic creation skills

Material Resources

Equipping libraries

Classroom/seminar/lab equipment

Dedicated library spaces

Spaces for teaching activities

Spaces for teaching activities (2023)

Facilities and services

The level of safety and protection provided on UBB premises (inside and outside University buildings) - *item introduced in 2023*

Career guidance and counseling services for students

Information provided by the faculties on their websites and notice boards about study programs

Accommodation conditions in student dormitories

Activity of student representatives (year representative, student chancellors, senators)

Access to accommodation in student dormitories

Activity of student organizations

Medical services available to students

Access to internet (2017)

The most frequently mentioned satisfactory and unsatisfactory aspects in the open-ended questions are mostly maintained, with small differences in the percentage of total mentions.

	2015	2017	2019	2023
Total number of mentions of satisfactory aspects	3215	3341	3621	1677
Teaching staff professionalism	20.1%	31.4%	20.9%	20.4%
Theory-based professional development - gained theoretical knowledge, career prospects	20.2%	26.0%	15.4%	12.7%
The academic environment, including its quality, organization, and the overall student experience within it	9.4%	17.9%	18.6%	10.9%
The relationship with teaching staff and their attitude toward students	8.7%	11.1%	7.9%	10.3%
Total number of mentions of unsatisfactory aspects	2035	2537	2934	1274
Teaching and learning facilities	10.5%	17.9%	13.5%	14.1%
Theory-based professional development - gained theoretical knowledge, curricula and career prospects	14.1%	13.2%	11.1%	13.0%
Teaching staff professionalism - outdated teaching methods, non-attendance or lateness, out-of-date or non-existent course materials	14.5%	12.0%	12.9%	11.8%
Practical professional development - insufficient practical skills acquired	9.8%	8.4%	7.3%	5.5%
The academic environment, including its quality, organization, and the overall student experience within it			12.3%	9.0%
Dormitory capacity - the provided conditions, the distribution method, and the shortage of available spaces	8.8%	7.8%	11.2%	7.0%
Performance assessment - subjective grading, unfair practices	5.2%	8.2%	7.9%	7.7%

The proposals for improvement made by students in 2015, 2017 and 2019 refer to the aspects mentioned as unsatisfactory. In 2023, these proposals mainly concerned the conduct of academic activity online (19.0%), followed by facilities for the teaching-learning process (13.7%), most of the latter being related to the conduct of *online* activities. More than 50% of the students expressed the wish to carry out the teaching activity in a hybrid format (*on site* and *on-line*), 28.4% wish for the teaching activity to be carried out entirely *on site*, and 9.1% for the didactic activity to be carried out entirely *on-line*.

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DOCTORAL LEVEL

Data on UBB doctoral students' level of satisfaction gathered from surveys conducted in 2015, 2017, 2019 and 2023 show that the population under investigation is homogeneous, with no statistically significant correlations recorded according to the academic and socio-demographic variables included in the study. However, we note that doctoral students enrolled in non-full-time / partial-time study programs were found to score slightly higher than those enrolled in full-time studies (Annex 4).

In 2023, we note the close value between the averages of the scores awarded for the academic activity carried out on site and that carried out online, both in terms of the overall level of satisfaction and those related to each dimension investigated – *Teaching-Learning-Research, Material Resources, Facilities and Services* (Figures 7-10).

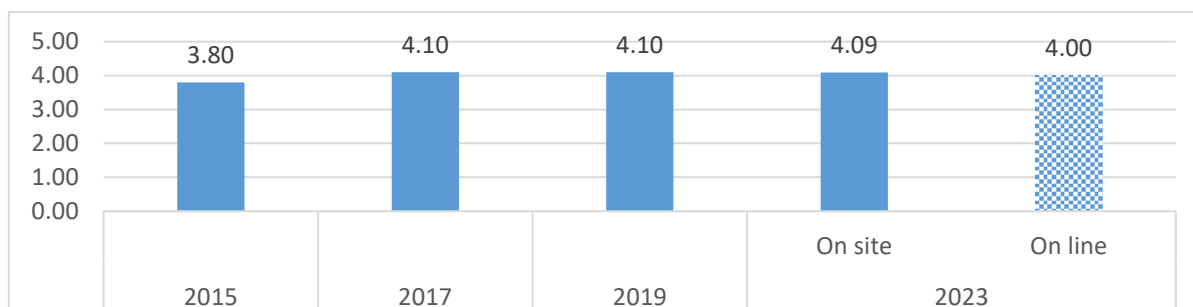


Figure 7. Overall level of satisfaction, Doctoral level

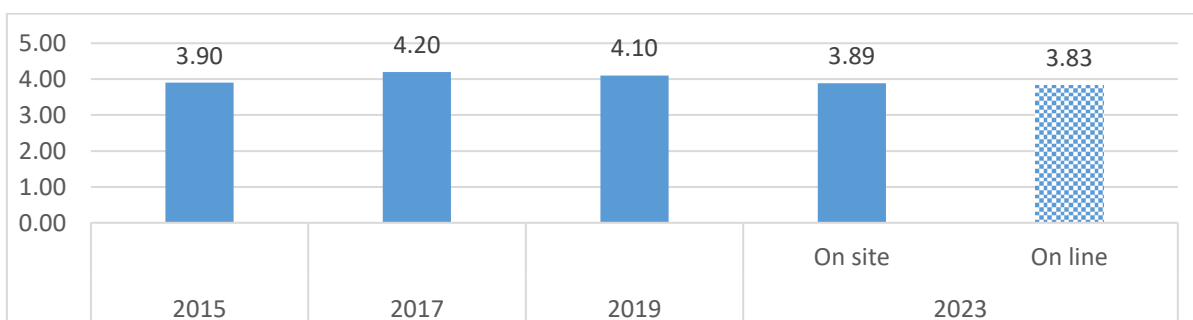


Figure 8. Level of satisfaction with the *Teaching-Learning-Reserch* dimension, Doctoral level

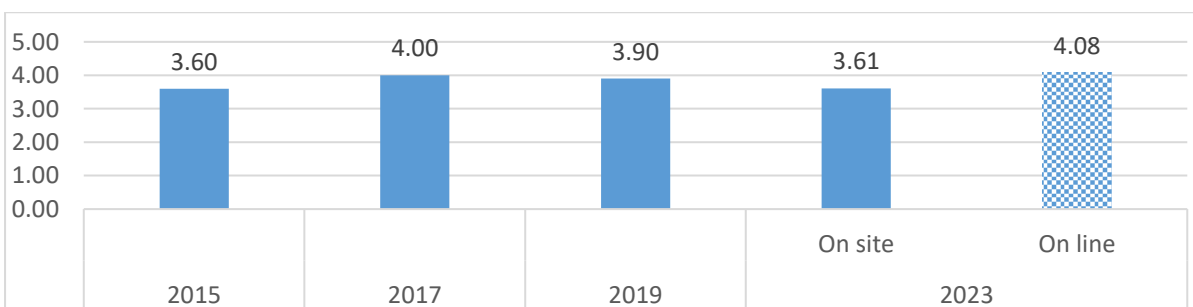


Figure 9. Level of satisfaction for the *Material Resources* dimension, Doctoral level

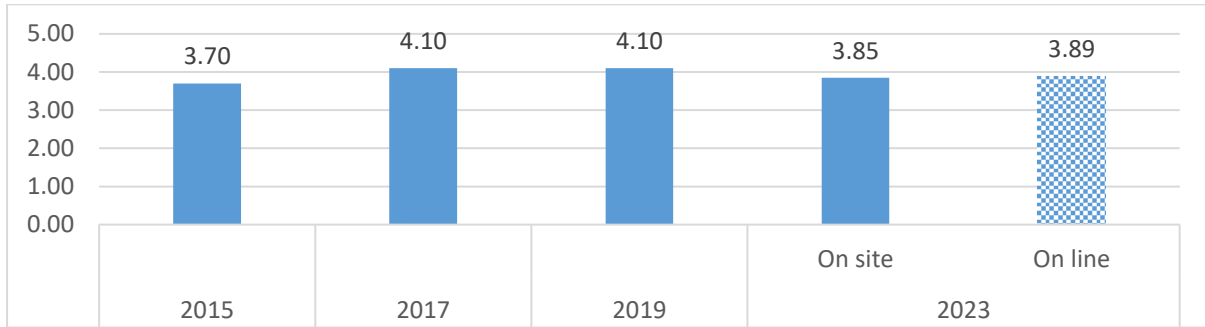


Figure 10. Level of satisfaction for the *Facilities and Services* dimension, Doctoral level

In terms of willingness to recommend enrollment in the university, faculty, or doctoral school to others, the share of positive responses in 2015, 2017, and 2019 was generally above 90% (Figure 11). In 2023, by revising the questionnaire, the response to this item was measured on the Lickert scale from 1 to 5 (1 - definitely NO; 5 - definitely YES), with values recorded above 4.00 (Figure 12).

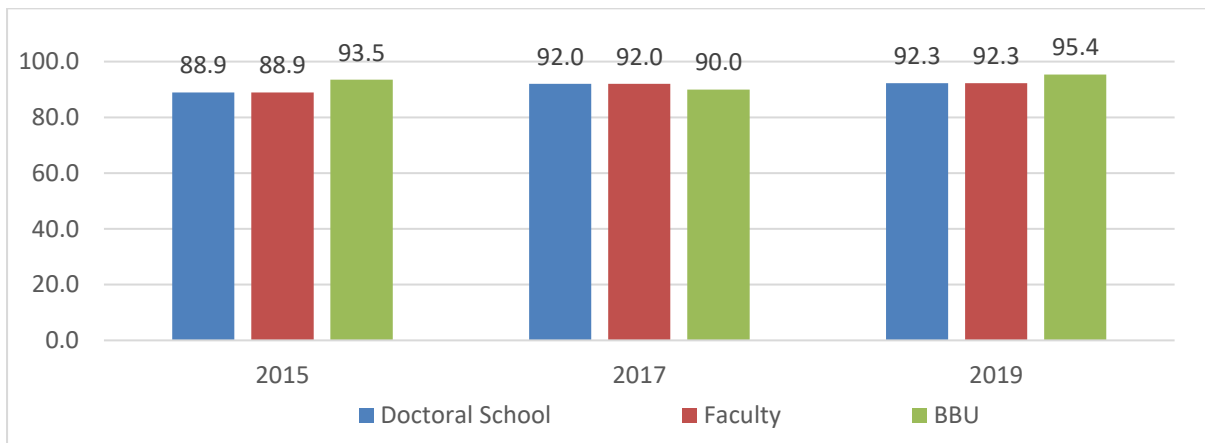


Figure 11. Share of positive answers regarding the willingness to recommend enrollment within UBB, by faculty, respectively by followed study program, Doctoral level, 2015, 2017, 2019

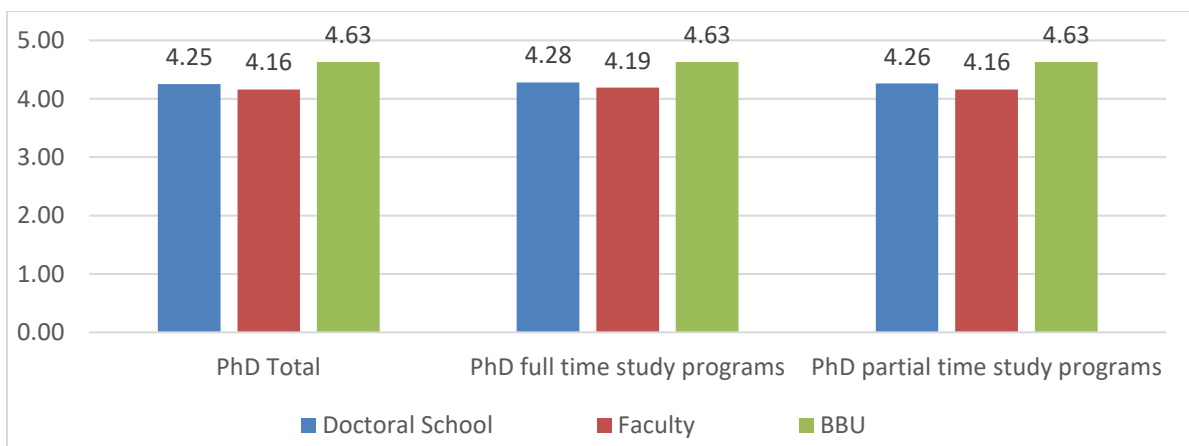


Figure 12. The average scores regarding the willingness to recommend enrollment within UBB, by faculty, respectively by followed study program, Doctoral level, 2023

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The aspects for which doctoral students gave the highest and lowest scores respectively are mostly maintained, with minor changes in scores:

High scores

Low scores

Teaching-Learning

The guidance and support provided by the PhD coordinator in developing the theoretical and methodological components of the thesis

The opportunity to work in scientific research teams and projects

The guidance and support provided by the PhD coordinator in conducting the scientific research component of the thesis

Support received through UBB for participation in scientific events (conferences, workshops, etc.)

Aligning the content of doctoral courses with the training needs of doctoral students (2015 and 2017)

Material Resources

Dedicated library spaces (no. of seats, thermal and acoustic conditions, brightness)

Faculty resources available for research activities (the required equipment and its technical condition)

Equipping libraries (the diversity, timeliness, and accessibility of publications, as well as access to *online* databases) (2023)

Equipping libraries (the diversity, timeliness, and accessibility of publications, as well as access to *online* databases) (2019)

Facilities and Services

The level of safety and protection provided on UBB premises (inside and outside University buildings) - *item introduced in 2023*

International Cooperation Center Services

Support provided by the faculty/doctoral school for the public defense of the doctoral thesis

Faculty/doctoral school support for international mobilities and collaborations

Institute for Doctoral Studies Services

Access to accommodation in student dormitories (number of seats and their distribution)

Existing accommodation conditions in student dormitories

The most frequently mentioned satisfactory and unsatisfactory aspects respectively in the open-ended questions are below:

	2015	2017	2019	2023
<i>Total number of mentions of satisfactory aspects</i>	330	162	169	81
Teaching staff professionalism	12.0%	44.0%	15.4%	26.0%
Professional development - research opportunities, participation in scientific events	26.4%	32.0%	18.3%	
Professional development - gained theoretical knowledge, curricula, career prospects	32.0%	28.0%		14.0%
Professional development - research and practical skills acquired		18.0%		
The relationship with the PhD coordinator	18.6%	16.0%	10.7%	12.0%
The academic environment, including its quality, the opportunity to meet specialists in the field, the UBB PhD student experience			22.5%	
<i>Total number of mentions of unsatisfactory aspects</i>	195	105	85	59
Material Resources (PhD scholarships), funding for scientific events	17.0%	13.0%	15.3%	15.0%
Enhancing the material resources for research	14.9%	19.0%	9.4%	12.2%
Inadequate theoretical foundation of doctoral studies	14.9%			
Access to scientific information and databases, and the enhancement of library resources	14.2%			22.0%
Professional development - gained theoretical knowledge, curricula, career prospects		9.0%	15.3%	
Professional development - research and practical skills acquired		8.0%		
Bureaucracy, lack of administrative organization at faculty / doctoral school level	12.5%	10.0%	36.5%	19.0%
Interactions with non-teaching and administrative staff across various levels and departments	10.6%			
The relationship with the PhD coordinator			8.2%	

Students' suggestions for improvement address the aspects identified as unsatisfactory. In 2023, many of these suggestions focus on creating opportunities for interdisciplinary research.

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Annex 1. Questionnaire to assess the satisfaction level of Bachelor's and Master's students at BBU

This questionnaire addresses your experience as a BBU student. The aim of the study is to identify and analyze your satisfaction regarding your experience and your expectations as a student of our institution, in order to adopt appropriate measures meant to increase the quality of education at this university. Your answers are confidential and will not be processed, presented or associated with the names or any other identifying data of the respondents.

Please evaluate how satisfied you are regarding the items presented in the table below and indicate the importance of these items for you, by choosing one of the following options:

- 1 – Vey dissatisfied
- 2 – Dissatisfied
- 3 – Neither dissatisfied, nor satisfied
- 4 – Satisfied
- 5 – Very satisfied

- 1 – Not important
- 2 – Somewhat important
- 3 – Quite important
- 4 – Important
- 5 – Very important

CLARIFICATION. The term <i>traditional</i> refers to the period that was NOT affected by the restrictions imposed by the SARS-COV-2 pandemic.		LEVEL OF SATISFACTION					IMPORTANCE					Don't know / No answer
		Very dissatisfied			Very satisfied		Not important			Very important		
		1	2	3	4	5	1	2	3	4	5	
TEACHING - LEARNING												
1.	The possibility of choosing what subjects to study	1	2	3	4	5	1	2	3	4	5	
2.	Theoretical knowledge acquired in the field of study	1	2	3	4	5	1	2	3	4	5	
3.	Practical skills acquired in the field of study	1	2	3	4	5	1	2	3	4	5	
4.	Development of team-working abilities	1	2	3	4	5	1	2	3	4	5	
5.	Development of communication skills	1	2	3	4	5	1	2	3	4	5	
6.	Development of scientific research / artistic skills during the study period	1	2	3	4	5	1	2	3	4	5	
7.	The support offered by the tutor	1	2	3	4	5	1	2	3	4	5	
8.	The learning resources available (printed materials, electronic materials, audio-video materials)	1	2	3	4	5	1	2	3	4	5	
9.	The faculty's offer regarding internship opportunities for students	1	2	3	4	5	1	2	3	4	5	
10.	Examinations and evaluations during the study period (objectivity, evaluation criteria, quality of feedback)	1	2	3	4	5	1	2	3	4	5	
11.	Overall, the quality of the traditional teaching – learning process	1	2	3	4	5	1	2	3	4	5	
12.	Overall, the quality of the online teaching – learning process (during the SARS-COV-2 pandemic)	1	2	3	4	5	1	2	3	4	5	
MATERIAL RESOURCES												

13.	Spaces dedicated to teaching activities (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5		1	2	3	4	5	
14.	Equipment in the classrooms / lecture halls / laboratories (range of equipment, functionality)	1	2	3	4	5		1	2	3	4	5	
15.	Spaces dedicated to libraries (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5		1	2	3	4	5	
16.	Library resources (variety, relevance and accessibility of publications, access to online databases)	1	2	3	4	5		1	2	3	4	5	
17.	Spaces dedicated to sport activities (sport halls and fields, swimming pool)	1	2	3	4	5		1	2	3	4	5	
18.	Overall, the quality of material resources offered for traditional education	1	2	3	4	5		1	2	3	4	5	
19.	Overall, the quality of material resources offered for online education (during the SARS-COV-2 pandemic) – institutional e-mail address, online platforms (MS Teams, Moodle)	1	2	3	4	5		1	2	3	4	5	
FACILITĂȚI ȘI SERVICII													
20.	Administrative services of the faculty (secretary's office, cashier's office: opening hours, promptness, efficiency)	1	2	3	4	5		1	2	3	4	5	
21.	Services offered by BBU's Social Service	1	2	3	4	5		1	2	3	4	5	
22.	Services offered by the Centre for International Cooperation	1	2	3	4	5		1	2	3	4	5	
23.	Information offered by the faculty, on the web pages and notice boards, regarding study programs	1	2	3	4	5		1	2	3	4	5	
24.	Internet access	1	2	3	4	5		1	2	3	4	5	
25.	Activity of student organizations	1	2	3	4	5		1	2	3	4	5	
26.	Activity of student representatives (year representative, student-chancellor, student-senator)	1	2	3	4	5		1	2	3	4	5	
27.	Access to accommodation in the student halls (number of places, their distribution)	1	2	3	4	5		1	2	3	4	5	
28.	Accommodation conditions in the student halls	1	2	3	4	5		1	2	3	4	5	
29.	Spaces dedicated to studying in the student halls (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5		1	2	3	4	5	
30.	The safety and security level at the BBU (interior and exterior spaces of the university)	1	2	3	4	5		1	2	3	4	5	
31.	Services offered by student canteens and cafeterias (menu, service, opening hours)	1	2	3	4	5		1	2	3	4	5	
32.	Medical services of which students benefit	1	2	3	4	5		1	2	3	4	5	
33.	Facilities and services offered to disabled students	1	2	3	4	5		1	2	3	4	5	
34.	Counselling and career orientation services offered to students	1	2	3	4	5		1	2	3	4	5	
35.	Support offered by the faculty for accessing international mobilities	1	2	3	4	5		1	2	3	4	5	
36.	Overall, the facilities and services offered by BBU for traditional education	1	2	3	4	5		1	2	3	4	5	
37.	Overall, the facilities and services offered for on-line education (during the SARS-COV-2 pandemic)	1	2	3	4	5		1	2	3	4	5	

38. Regarding the period of traditional education, how satisfied are you with your experience as a BBU student, in general?

Very dissatisfied

Very satisfied

**Don't know /
No answer**

1	2	3	4	5	
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39. Regarding the period of online education (during the SARS-COV-2 pandemic), how satisfied are you with your experience as a BBU student, in general?

Very dissatisfied			Very satisfied			Don't know / No answer	
1	2	3	4	5			

40. Would you recommend that others choose:

	Definitely NO			Definitely YES		No answer	
	1	2	3	4	5		
1. the study program you have chosen							
2. the faculty you have chosen							
3. BBU							

41. You are a student enrolled in a:

Bachelor program

Master program

42. You study on a:

Budget-funded place

Fee-paying place

43. You study:

Full time

Reduced frequency

Distance learning

44. You are in your ____ year of study: ____

45. You are a student at the Faculty of ...

1	Mathematics and Computer Science	12	Economics and Business Administration
2	Physics	13	Physical Education and Sport
3	Chemistry and Chemical Engineering	14	European Studies
4	Biology and Geology	15	Sociology and Social Work
5	Geography	16	Business
6	Environmental Sciences	17	Orthodox Theology
7	History and Philosophy	18	Greek Catholic Theology
8	Psychology and Educational Sciences	19	Roman Catholic Theology
9	Political, Administrative and Communication Sciences	20	Reformed Theology and Music
10	Letters	21	Theatre and Television
11	Law	22	Engineering

46. The study program you are enrolled in: _____

47. Your age: ____ years old

48. Your gender: Female Male

49. Nationality: 1. Romanian 2. Other (which): _____

50. Ethnicity: 1. Romanian 2. Hungarian 3. German 4. Roma 5. Other (which): _____

51. Your residence during your studies:
 Permanent in Cluj-Napoca Temporary resident in Cluj-Napoca In another town/city, namely _____

52. **THIS QUESTION IS ONLY ADDRESSED TO STUDENTS WHO HAVE A NATIONALITY OTHER THAN ROMANIAN.** You study at BBU through:
 ERASMUS CEEPUS Independently Another situation, namely _____

53. What are the most positive aspects of your experience as a BBU student?

1. _____
2. _____
3. _____

54. What are the most important aspects that displeased you during your experience as a BBU student?

1. _____
2. _____
3. _____

55. What are your suggestions for improving the quality of online education at BBU?

1. _____
2. _____
3. _____

THANK YOU FOR YOUR TIME.

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Annex 2. Questionnaire to assess the satisfaction level of PhD students at BBU

This questionnaire addresses your experience as a BBU doctoral student. The aim of the study is to identify and analyze your satisfaction regarding your experience and your expectations as a doctoral student of our institution, in order to adopt appropriate measures meant to increase the quality of education at this university. Your answers are confidential and will not be processed, presented or associated with the names or any other identifying data of the respondents.

Please evaluate how satisfied you are regarding the items presented in the table below and indicate the importance of these items for you, by choosing one of the following options:

- 1 – Vey dissatisfied
- 2 – Dissatisfied
- 3 – Neither dissatisfied, nor satisfied
- 4 – Satisfied
- 5 – Very satisfied

- 1 – Not important
- 2 – Somewhat important
- 3 – Quite important
- 4 – Important
- 5 – Very important

CLARIFICATION. The term **traditional** refers to the period that was **NOT** affected by the restrictions imposed by the SARS-COV-2 pandemic.

		LEVEL OF SATISFACTION					IMPORTANCE					Don't know / No answer
		Very dissatisfied		Very satisfied			Not important		Very important			
		1	2	3	4	5	1	2	3	4	5	
TEACHING - LEARNING - RESEARCH												
1.	Information offered by the Institute for Doctoral Studies regarding documents and conditions required for admission and completion of the doctoral studies	1	2	3	4	5	1	2	3	4	5	
2.	Information offered by the doctoral school within the faculty, regarding documents and conditions required for conducting and completing the doctoral program	1	2	3	4	5	1	2	3	4	5	
3.	Appropriateness of the content of the course taught within the doctoral school to your training needs	1	2	3	4	5	1	2	3	4	5	
4.	Development of your scientific research skills during the doctoral studies	1	2	3	4	5	1	2	3	4	5	
5.	Guidance and support received from the doctoral supervisor in elaborating the theoretical-methodological component of the thesis	1	2	3	4	5	1	2	3	4	5	
6.	Guidance and support received from the doctoral supervisor in elaborating the scientific research component of the thesis	1	2	3	4	5	1	2	3	4	5	
7.	The opportunity of working in scientific research teams and taking part in projects	1	2	3	4	5	1	2	3	4	5	
8.	The feedback received from the commission that evaluated the research reports	1	2	3	4	5	1	2	3	4	5	
9.	The support received from BBU for participating in scientific events (conferences, workshops, etc.)	1	2	3	4	5	1	2	3	4	5	

10.	Overall, the quality of the traditional teaching-learning-research process	1	2	3	4	5		1	2	3	4	5	
11.	Overall, the quality of the online teaching-learning-research process (during the SARS-COV-2 pandemic)	1	2	3	4	5		1	2	3	4	5	
MATERIAL RESOURCES													
12.	Spaces dedicated to teaching and research activities (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5		1	2	3	4	5	
13.	Resources available at the faculty for carrying out research activities (required equipment, technical state)	1	2	3	4	5		1	2	3	4	5	
14.	Spaces dedicated to libraries (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5		1	2	3	4	5	
15.	Library resources (the variety, relevance and accessibility of the publications, access to online databases)	1	2	3	4	5		1	2	3	4	5	
16.	Overall, the quality of the material resources offered by BBU for traditional education	1	2	3	4	5		1	2	3	4	5	
17.	Overall, the quality of the material resources offered by BBU for the online education (during the SARS-COV-2 pandemic) – institutional e-mail address, online platforms (MS Teams, Moodle)	1	2	3	4	5		1	2	3	4	5	
FACILITIES AND SERVICES													
18.	Administrative services of the faculty (secretary's office, cashier's office: opening hours, promptness, efficiency)	1	2	3	4	5		1	2	3	4	5	
19.	Services offered by the Institute for Doctoral Studies	1	2	3	4	5		1	2	3	4	5	
20.	Services offered by the Centre for International Cooperation	1	2	3	4	5		1	2	3	4	5	
21.	The support offered by the faculty/doctoral school for international mobilities and cooperation	1	2	3	4	5		1	2	3	4	5	
22.	The support offered by the faculty/doctoral school for the public defense of the doctoral thesis	1	2	3	4	5		1	2	3	4	5	
23.	Information offered by the faculty, on web pages and on notice boards, regarding doctoral programs	1	2	3	4	5		1	2	3	4	5	
24.	Internet access	1	2	3	4	5		1	2	3	4	5	
25.	Services offered by the BBU's Social Service	1	2	3	4	5		1	2	3	4	5	
26.	Access to accommodation in the student halls (number of places, their distribution)	1	2	3	4	5		1	2	3	4	5	
27.	Accommodation conditions in the student halls	1	2	3	4	5		1	2	3	4	5	
28.	Spaces for studying in the student halls (number of places, thermal and acoustic conditions, illumination)	1	2	3	4	5		1	2	3	4	5	
29.	The safety and security level at the BBU (interior and exterior spaces of the university)	1	2	3	4	5		1	2	3	4	5	
30.	Services offered by student canteens and cafeterias (menu, service, opening hours)	1	2	3	4	5		1	2	3	4	5	
31.	Facilities and services offered to disable doctoral students	1	2	3	4	5		1	2	3	4	5	
32.	Overall, the facilities and services offered by BBU for traditional education	1	2	3	4	5		1	2	3	4	5	
33.	Overall, the facilities and services offered by BBU for online education (during the SARS-COV-2 pandemic)	1	2	3	4	5		1	2	3	4	5	

34. Regarding the period of traditional education, how satisfied are you with your experience as a BBU doctoral student, in general?

Very dissatisfied					Very satisfied		Don't know / No answer
1	2	3	4	5			

Dynamics of student satisfaction results, 2015 - 2023

- trending report -

35. Regarding the period of online education (during the SARS-COV-2 pandemic), how satisfied are you with your experience as a BBU doctoral student, in general?

Very dissatisfied					Very satisfied	Don't know / No answer
1	2	3	4	5		

36. Would you recommend that others studied at doctoral level at:

	Definitely NO			Definitely YES		No answer
	1	2	3	4	5	
1. the doctoral school you have chosen						
2. the faculty you have chosen						
3. BBU						

37. You are studying: 1. on a fee-paying place 2. on a non-fee-paying place
 38. You are studying: 1. full time 2. reduced frequency 3. no frequency
 39. You are a doctoral student in your _____ year of study

40. You are a doctoral student at the Faculty of ...

1	Mathematics and Computer Science	12	Economics and Business Administration
2	Physics	13	Physical Education and Sport
3	Chemistry and Chemical Engineering	14	European Studies
4	Biology and Geology	15	Sociology and Social Work
5	Geography	16	Business
6	Environmental Sciences	17	Orthodox Theology
7	History and Philosophy	18	Greek Catholic Theology
8	Psychology and Educational Sciences	19	Roman Catholic Theology
9	Political, Administrative and Communication Sciences	20	Reformed Theology and Music
10	Letters	21	Theatre and Television
11	Law	22	Engineering

41. Doctoral school: _____
 42. Your age: _____ years old
 43. Your gender: 1. Female 2. Male

44. Citizenship: 1. Romanian 2. Other: _____
45. Ethnicity: 1. Romanian 2. Hungarian 3. German 4. Roma 5. Other: _____

46. Your residence during your doctoral studies:
1. Permanent in Cluj-Napoca 2. Temporary resident in Cluj-Napoca 3. In another town/city, namely _____

47. **THIS QUESTION IS ONLY ADDRESSED TO STUDENTS WHO HAVE A CITIZENSHIP OTHER THAN ROMANIAN:** You study at BBU through:

1. The ERASMUS PLUS program 2. Independently 3. Another situation, namely: _____

48. Which are the main positive aspects of your experience as a BBU doctoral student?

1. _____
2. _____
3. _____

49. Which are the main aspects that displeased you during your experience as a BBU doctoral student?

1. _____
2. _____
3. _____

50. What are your suggestions for improving the quality of the online doctoral education at BBU?

1. _____
2. _____
3. _____

THANK YOU FOR YOUR TIME.

Dynamics of student satisfaction results, 2015 - 2023 - trending report -

Annex 3. Average scores for undergraduate and master's student subpopulations

	S	L	M	STR	IF	IDFR	RO	HU	GE	EN & FR	L I	L II	L III	L IV	M I	M II	
TEACHING - LEARNING																	
2015	3.5	3.5	3.5	3.5	3.4	3.6	3.5	3.5	3.2	3.4	3.6	3.4	3.3	3.5	3.5	3.4	
2017	3.5	3.5	3.6	3.5	3.5	3.7	3.5	3.5	3.4	3.3	3.6	3.4	3.3	3.0	3.6	3.6	
2019	3.5	3.5	3.6	3.6	3.5	3.7	3.6	3.5	3.5	3.4	3.7	3.5	3.4	3.1	3.6	3.5	
2023	on site	3.74	3.70	3.89	3.88	3.72	3.83	3.79	3.62	3.95	3.44	3.74	3.73	3.61	3.86	3.98	3.80
	on line	3.68	3.61	3.95	3.88	3.57	4.19	3.75	3.40	3.86	3.43	3.68	3.57	3.63	3.33	3.94	3.97
MATERIAL RESOURCES																	
2015	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.6	3.7	3.8	3.7	3.6	3.6	3.7	3.7	
2017	3.7	3.6	3.8	3.7	3.6	3.9	3.7	3.6	3.6	3.6	3.8	3.6	3.5	3.0	3.8	3.7	
2019	3.7	3.7	3.6	3.5	3.6	3.9	3.7	3.6	3.6	3.6	3.9	3.7	3.5	3.3	3.7	3.5	
2023	on site	3.86	3.85	3.90	3.94	3.84	4.02	3.90	3.79	3.93	3.63	3.91	3.87	3.77	3.90	3.96	3.83
	on line	4.01	3.99	4.09	4.08	3.95	4.26	4.05	3.85	4.15	3.79	3.98	3.95	4.02	4.19	4.22	3.99
FACILITIES and SERVICES																	
2015	3.4	3.4	3.4	3.4	3.4	3.5	3.4	3.4	3.3	3.4	3.5	3.4	3.3	3.6	3.7	3.4	
2017	3.4	3.4	3.5	3.2	3.4	3.7	3.5	3.3	3.6	3.4	3.6	3.3	3.3	3.1	3.5	3.5	
2019	3.5	3.5	3.5	3.4	3.5	3.7	3.6	3.3	3.5	3.5	3.7	3.5	3.3	3.4	3.5	3.4	
2023	on site	3.89	3.88	3.95	4.00	3.86	4.08	3.94	3.76	3.95	3.67	3.92	3.89	3.80	3.86	4.06	3.84
	on line	3.87	3.82	4.03	4.15	3.80	4.18	3.93	3.62	3.86	3.67	3.90	3.81	3.80	3.73	4.12	3.96
GENERAL LEVEL OF SATISFACTION																	
2015	3.5	3.5	3.5	3.5	3.5	3.6	3.5	3.5	3.3	3.5	3.6	3.4	3.4	3.5	3.5	3.5	
2017	3.5	3.5	3.6	3.4	3.5	3.7	3.5	3.4	3.5	3.4	3.6	3.4	3.4	3.0	3.6	3.5	
2019	3.6	3.5	3.5	3.5	3.5	3.7	3.6	3.4	3.5	3.5	3.7	3.5	3.4	3.3	3.6	3.5	
2023	on site	3.91	3.89	4.01	3.75	3.91	3.93	3.96	3.84	4.00	3.59	3.98	3.90	3.78	3.77	4.15	3.88
	on line	3.77	3.70	4.03	3.96	3.70	4.24	3.86	3.36	3.64	3.62	3.88	3.71	3.61	3.50	4.12	3.97

Note. The values for **General level of satisfaction** in 2015,2017 and 2019 are the average of the values obtained for the three dimensions. In 2023, it represents the value obtained for the item introduced to determine the overall satisfaction

Legend: S – all students; L – BA; M - MA; STR – Foreign students;
 RO – Romanian; HU – Hungarian; GE – German; EN & FR – English and French;
 L I – BA, 1st year; L II – BA, 2nd year; L III – BA, 3rd year; L IV – BA, 4th year;
 M I – MA, 1st year; M II – MA, 2nd year;
 IF – Full-time study programs; IDFR – Partial time and distance learning study programs.

Annex 4. Average scores for doctoral student sub-populations

		D	IF	IFR+IFF	B	T
2015		3.9	3.9	4.3	3.9	4.1
2017		4.2	4.1	4.3	4.2	4.3
2019		4.1	4.0	4.4	4.1	4.1
2023	on site	3.89	3.87	4.00	-	-
	on line	3.83	3.76	4.14	-	-
2015		3.6	3.6	3.9	3.6	4.0
2017		4.0	4.0	4.1	4.0	4.1
2019		3.9	3.7	4.4	3.9	3.9
2023	on site	3.61	3.58	3.80	-	-
	on line	4.08	4.06	4.17	-	-
2015		3.7	3.7	3.7	3.7	3.7
2017		4.1	4.0	4.2	4.0	4.3
2019		4.1	3.9	4.3	4.1	3.8
2023	on site	3.85	3.90	3.60	-	-
	on line	3.89	3.83	4.14	-	-
2015		3.8	3.7	4.0	3.7	3.9
2017		4.1	4.0	4.2	4.0	4.2
2019		4.1	3.9	4.4	4.1	3.9
2023	on site	4.00	3.87	4.57	-	-
	on line	4.09	4.03	4.40	-	-

*Notes. The values for **General level of satisfaction** in 2015,2017 and 2019 represent the average of the values obtained for the three dimensions. In 2023, it represents the value obtained for the item introduced to determine the overall satisfaction.*

" - " Insufficient questionnaires completed to obtain statistically significant data for a certain sub-population.

*Legend: D - total PhD students; B - PhD students not paying taxes; T - PhD students paying taxes;
IF - PhD students enrolled in full-time study programs;
IFR - PhD students enrolled in partial-time study programs;
IFF - PhD students enrolled in non-full-time study programs.*