

A black and white photograph of a building facade, likely a university building, featuring a large, ornate spherical light fixture hanging from a metal bracket. The building has a classical architectural style with visible stone or brickwork and decorative elements.

Babeş-Bolyai University
Summary of the Report on the Assessment
of Student Satisfaction Levels
- Bachelor's and master's Degree Levels-
-2026-

Q
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Qualitas

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Executive Summary

This report presents the results of the assessment of students' satisfaction with the services provided by Babeş-Bolyai University (UBB). Its objective is to monitor students' perceptions of the quality of the educational process and university services, as well as to identify the main directions for institutional development.

The questionnaire used in the survey (Annex 1) investigated the level of students' satisfaction with the services provided by UBB across the following dimensions: **(1) Teaching–Learning–Assessment, (2) Material Resources, and (3) Facilities and Services**. Student satisfaction was assessed using a set of items corresponding to these three dimensions, rated on a six-point Likert scale (1 – Very Dissatisfied; 6 – Very Satisfied).

The questionnaire also assessed respondents' willingness to recommend enrollment at UBB, as well as at their faculty and study program, to others. At the end of the questionnaire, two open-ended questions are included to identify the main positive aspects of the student experience at UBB and the aspects that require improvement.

The number of respondents is 2,151, of whom 1,702 are bachelor's students (response rate: 5.72%) and 449 are master's students (response rate: 5.24%).

The analysis, based on the responses of 2,151 bachelor's and master's students enrolled in both full-time education (IF) and distance learning or part-time education (ID/IFR), indicates a **high** overall level of satisfaction with the university experience, with mean scores of 4.63 and 4.71, respectively (on a scale from 1 to 6). The highest ratings were given to the university's facilities and services. In addition, students demonstrated a high willingness to recommend studying at UBB to others.

The results obtained for each of the three dimensions indicate that **the highest scores** were awarded as follows:

- Dimension (1) Teaching-Learning-Assessment (Bachelor's: 4.30; Master's: 4.42)- theoretical knowledge acquired and the learning resources available;
- Dimension (2) Material Resources (Bachelor's: 4.54; Master's: 4.62)- library equipment and library spaces, respectively;
- Dimension (3) Facilities and Services (Bachelor's: 4.77; Master's: 4.84)- the faculty registrar's office's compliance with the deadlines for issuing academic documents.

The results also identify several areas that could be improved. **The lowest levels of satisfaction** are associated with:

- the development of entrepreneurial skills;
- spaces dedicated to sports activities;
- accommodation conditions in student residence halls.

Regarding **students' willingness to recommend** enrollment in their study program, faculty, or university to others, respondents indicated that they were most willing to recommend UBB (mean scores: IF – Bachelor's: **4.86**; Master's: **5.02**; ID/IFR – Bachelor's: **5.34**; Master's: **5.11**).

The analysis of the **open-ended responses** confirms these findings and highlights that the aspects students found **most satisfying** are:

- the professionalism of the teaching staff;
- the quality of the academic environment;
- opportunities for professional development.

Based on the results obtained, there is a **need to strengthen institutional efforts**, particularly in the following areas:

- improving educational infrastructure and accommodation facilities;
- strengthening the practical component of study programs;
- expanding counseling and career guidance services;
- continuously monitoring the quality of the services provided to students.

Description of the respondent sample

The response rates by level of study and form of study are presented in Table 1, while the distribution by year of study is presented in Table 2.

Table 1. Response rate by level of study and form of study

	No. of respondents	UBB student population*	Response rate
Full-time education (IF)			
Bachelor's	1,284	23,325	5.50%
Master's	413	8,775	4.71%
Distance learning or part-time education (ID/IFR)			
Bachelor's	418	6,443	6.49%
Master's	36	742	4.85%
Total			
Bachelor's	1,702	29,768	5.72%
Master's	449	9,517	5.24%

Note: The student population does not include students whose period of study has been extended. Response rates (percentages) were calculated by dividing the number of respondents in the sample by the UBB student population enrolled at the corresponding level of study and form of study.

Table 2. Sample distribution by year of study, form of study, and level of study

Full-time education (IF)				
	Bachelor's		Master's	
Year of study	No. of respondents	%	No. of respondents	%
1	444	34.58%	231	55.93%
2	457	35.59%	182	44.07%
3	347	27.02%	-	-
4	36	2.80%	-	-
Total	1,284	100%	413	100%
Distance learning or part-time education (ID/IFR)				
	Bachelor's		Bachelor's	
Year of study	No. of respondents	%	No. of respondents	%
1	176	42.11%	20	55.56%
2	133	31.82%	16	44.44%
3	106	25.36%	-	-
4	3	0.72%	-	-
Total	418	100%	36	100%

Sample of respondents enrolled in full-time education (IF)

The sample of respondents enrolled in full-time education (IF) consists of 1,697 respondents (response rate: 5.29%), including 1,284 bachelor's students (response rate: 5.50%) and 413 master's students (response rate: 4.71%) (see Table 1). The respondents are predominantly female and belong primarily to the 18–24 age group. In addition, most respondents are enrolled in state-funded places (Tables 3, 4, and 5).

Table 3. Distribution of respondents by level of study and sociodemographic characteristics (IF)

		Level of study			
		Bachelor's		Master's	
		N	%	N	%
Funding	State-funded	868	67.6%	323	78.2%
	Tuition-paying	416	32.4%	90	21.8%
Age	18-24	1,112	86.6%	268	64.9%
	25-29	58	4.5%	47	11.4%
	30-34	25	1.9%	17	4.1%
	35+	60	4.7%	68	16.5%
	No response	29	2.3%	13	3.1%
Gender	Female	799	62.2%	274	66.3%
	Male	443	34.5%	123	29.8%
	Other response	42	3.3%	16	3.9%
Citizenship	Romanian	1,200	93.5%	386	93.5%
	Hungarian	12	0.9%	5	1.2%
	Moldovan	22	1.7%	2	0.5%
	Other citizenship	13	1.0%	8	1.9%
	No response	37	2.9%	12	2.9%
Ethnicity	Romanian	1,005	78.3%	319	77.2%
	Hungarian	221	17.2%	72	17.4%
	German	3	0.2%	0	0.0%
	Roma	0	0.0%	0	0.0%
	Other ethnicity	20	1.6%	13	3.1%
	No response	35	2.7%	9	2.2%
Disability status	Yes	40	3.1%	8	1.9%
	No	1,244	96.9%	405	98.1%

Note: Percentages were calculated based on the total number of respondents at each level of study.

Table 4. Distribution of UBB students by level of study and sociodemographic characteristics (IF)

		Level of study			
		Bachelor's		Master's	
		N	%	N	%
Funding	State-funded	16,761	71.9%	7,029	80.1%
	Tuition-paying	6,564	28.1%	1,746	19.9%
Sex	Female	14,461	62.0%	5,636	64.2%
	Male	8,864	38.0%	3,139	35.8%
Citizenship	Romanian	22,610	96.9%	8,482	96.7%
Ethnicity	Romanian	18,913	83.6%	7,149	84.3%
	Hungarian	3,586	15.9%	1,299	15.3%
	German	38	0.2%	16	0.2%
	Roma	42	0.2%	7	0.1%
	Other ethnicity	31	0.1%	11	0.1%
Disability status	Yes	215	0.9%	66	0.8%
	No	23,091	99.1%	8,706	99.2%

Note: Percentages were calculated based on the total number of students at each level of study. Percentages for ethnicity were calculated based on the total number of declared/reported ethnicities (Bachelor's: 22,610; Master's: 8,482), rather than the total number of students.

Table 5. Distribution of respondents with citizenship other than Romanian, by form of funding and level of study (IF)

	Self-funded		Scholarship/Other situation	
	N	%	N	%
Bachelor's	44	93.60%	3	6.40%
Master's	11	78.60%	3	21.40%

Sample of respondents enrolled in distance learning and part-time forms of study (ID/IFR)

The sample of respondents enrolled in distance learning or part-time education (ID/IFR) consists of 454 respondents (response rate: 6.32%), including 418 bachelor's students (response rate: 6.49%) and 36 master's students (response rate: 4.85%). The respondents are predominantly female and belong primarily to the over-35 age group (Tables 6 and 7).

Table 6. Distribution of respondents enrolled in distance learning and part-time education (ID/IFR), by level of study and sociodemographic characteristics

		Level of study			
		Bachelor's		Master's	
		N	%	N	%
Age	18-24	126	30.1%	11	30.6%
	25-29	54	12.9%	7	19.4%
	30-34	68	16.3%	3	8.3%
	35+	161	38.5%	14	38.9%
	No response	9	2.2%	1	2.8%
Gender	Female	303	72.5%	24	66.7%
	Male	110	26.3%	11	30.6%
	Other response	5	1.2%	1	2.8%
Citizenship	Romanian	390	93.3%	35	97.2%
	Hungarian	18	4.3%	0	0.0%
	Moldovan	1	0.2%	0	0.0%
	Other citizenship	1	0.2%	0	0.0%
	No response	8	1.9%	1	2.8%
Ethnicity	Romanian	330	78.9%	27	75.0%
	Hungarian	72	17.2%	7	19.4%
	German	3	0.7%	1	2.8%
	Roma	0	0.0%	0	0.0%
	Other ethnicity	4	1.0%	0	0.0%
	No response	9	2.2%	1	2.8%
Disability status	Yes	5	1.2%	0	0.0%
	No	413	98.8%	36	100.0%

Note: Percentages were calculated based on the total number of respondents at each level of study.

Table 7. Distribution of UBB students enrolled in distance learning and part-time education (ID/IFR), by level of study and sociodemographic characteristics

		Level of study			
		Bachelor's		Master's	
		N	%	N	%
Sex	Female	4,523	70.2%	561	75.6%
	Male	1,920	29.8%	181	24.4%
Citizenship	Romanian	6,170	95.8%	737	99.3%
Ethnicity	Romanian	5,630	89.2%	715	97.0%
	Hungarian	661	10.5%	19	2.6%
	German	4	0.1%	1	0.1%
	Roma	3	0.0%	2	0.3%
	Other ethnicity	13	0.2%	0	0%
Disability status	Yes	19	0.3%	4	0.5%
	No	6,424	99.7%	738	99.5%

Note: Percentages were calculated based on the total number of respondents at each level of study. Percentages for ethnicity were calculated based on the total number of declared/reported ethnicities (Bachelor's: 6,311; Master's: 737), rather than the total number of students.

Among respondents with citizenship other than Romanian who are enrolled in the ID/IFR form of study, all students included in the sample (20 respondents) are enrolled at the bachelor's level and are studying on a tuition-paying basis, using their own funds.

Data weighting

For analyses at the UBB level and those conducted by gender, statistical weighting was applied based on the faculty in which the respondents are enrolled, calculated separately for the bachelor's and master's levels and for the IF and ID/IFR forms of study (see Annex 3). Weighting was based on the distribution of students across faculties, while for categories not represented in the sample, the weighting was redistributed to faculties with similar academic profiles. The results presented in the analysis section of the report are based on the weighted data.

Institutional-level satisfaction analysis

Bachelor's

Bachelor's students (1,702 respondents, response rate: 5.72%) report a relatively high level of satisfaction, with the highest ratings given to aspects related to the *Facilities and Services* (4.77) provided by UBB. The mean score for overall satisfaction with the *UBB student experience* is 4.63 (Figure 1).

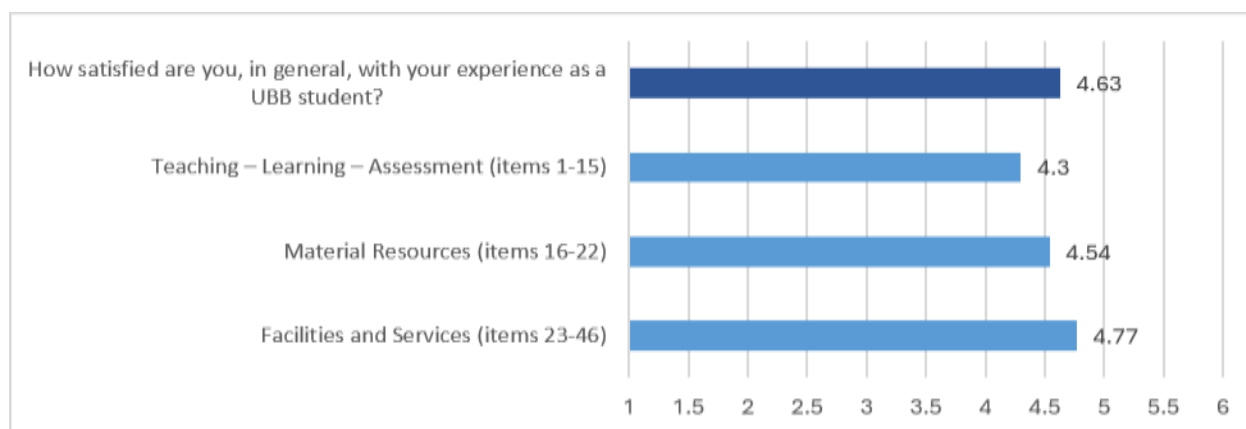


Figure 1. Average student satisfaction among bachelor's students overall and by dimension

Master's

Master's students (449 respondents, response rate: 5.24%) report a relatively high level of satisfaction, with the highest ratings given to aspects related to the *Facilities and Services* (4.84) provided by UBB. The mean score for overall satisfaction with the *UBB student experience* is 4.71 (Figure 2).



Figure 2. Average student satisfaction among master's students overall and by dimension

Full-time education (IF)

Analysis by dimensions and items (IF)

Bachelor's

The mean score for overall satisfaction with the *UBB student experience* is 4.51 (Figure 3).

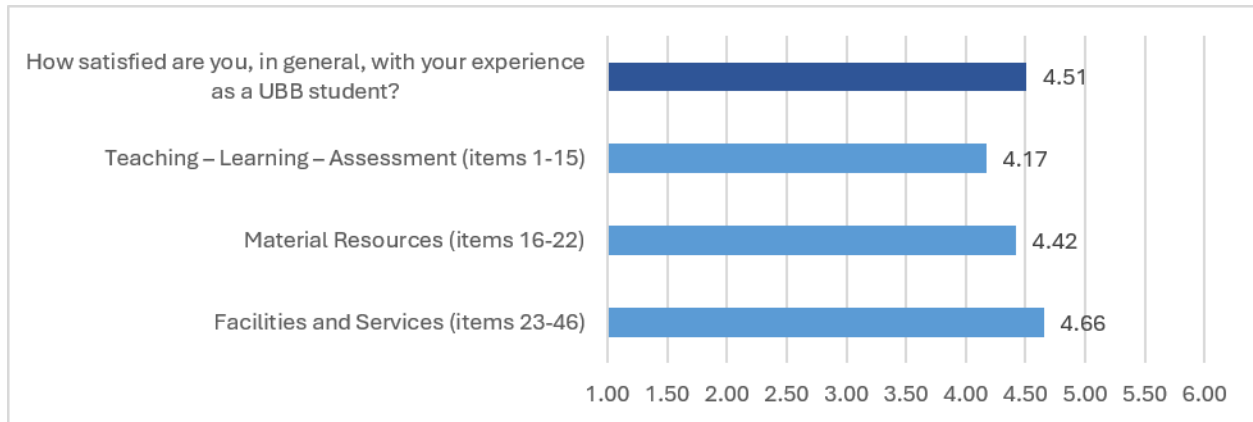


Figure 3. Average student satisfaction among bachelor's students overall and by dimension (IF)

Master's

The mean score for overall satisfaction with the *UBB student experience* is 4.68 (Figure 4).

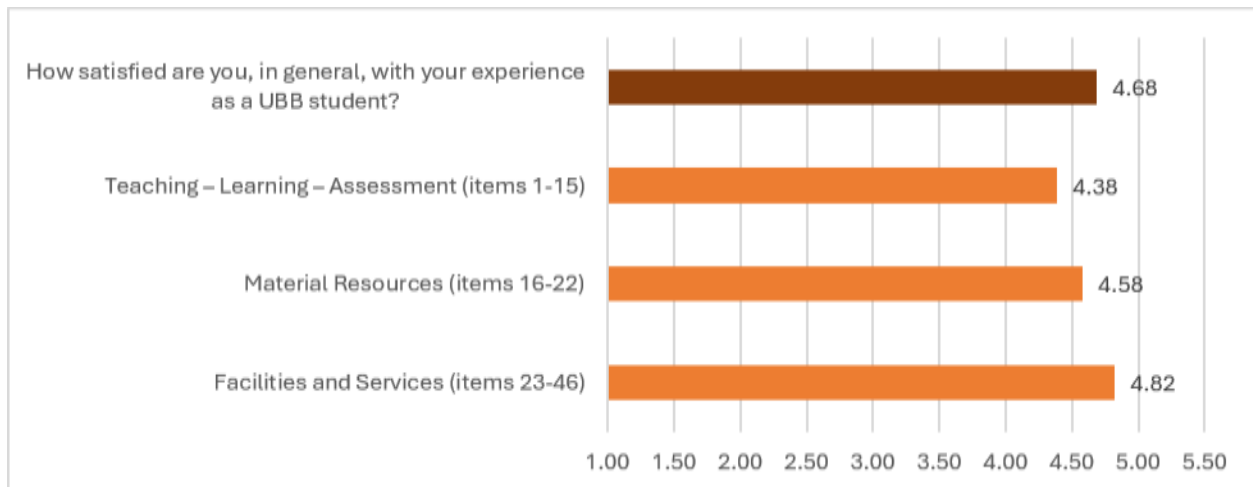


Figure 4. Average student satisfaction among master's students overall and by dimension (IF)

Analysis by dimensions and gender (IF)

When analyzing satisfaction levels by gender, level of study, and the dimensions evaluated, the highest scores are associated with the *Facilities and Services* dimension (Figure 5).

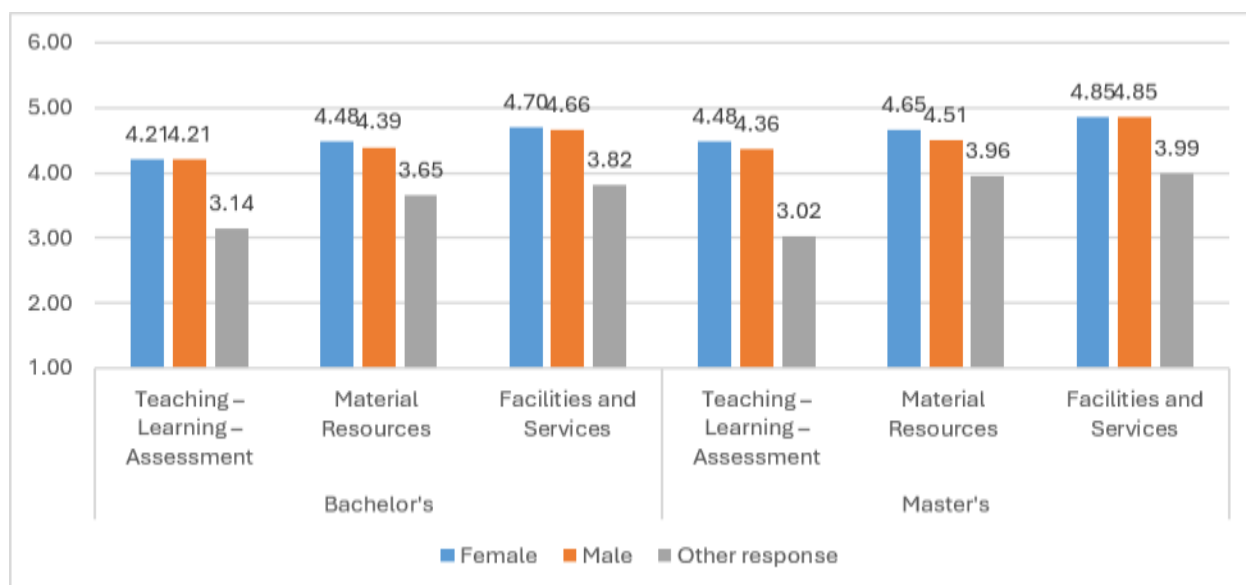


Figure 5. Average satisfaction scores of respondents with UBB services by dimension and gender (IF)

Analysis of student satisfaction by faculty and language of study (IF)

In general, regardless of faculty, the *Facilities and Services* dimension records the highest levels of satisfaction, both among bachelor's and master's students (Figures 6 and 7).

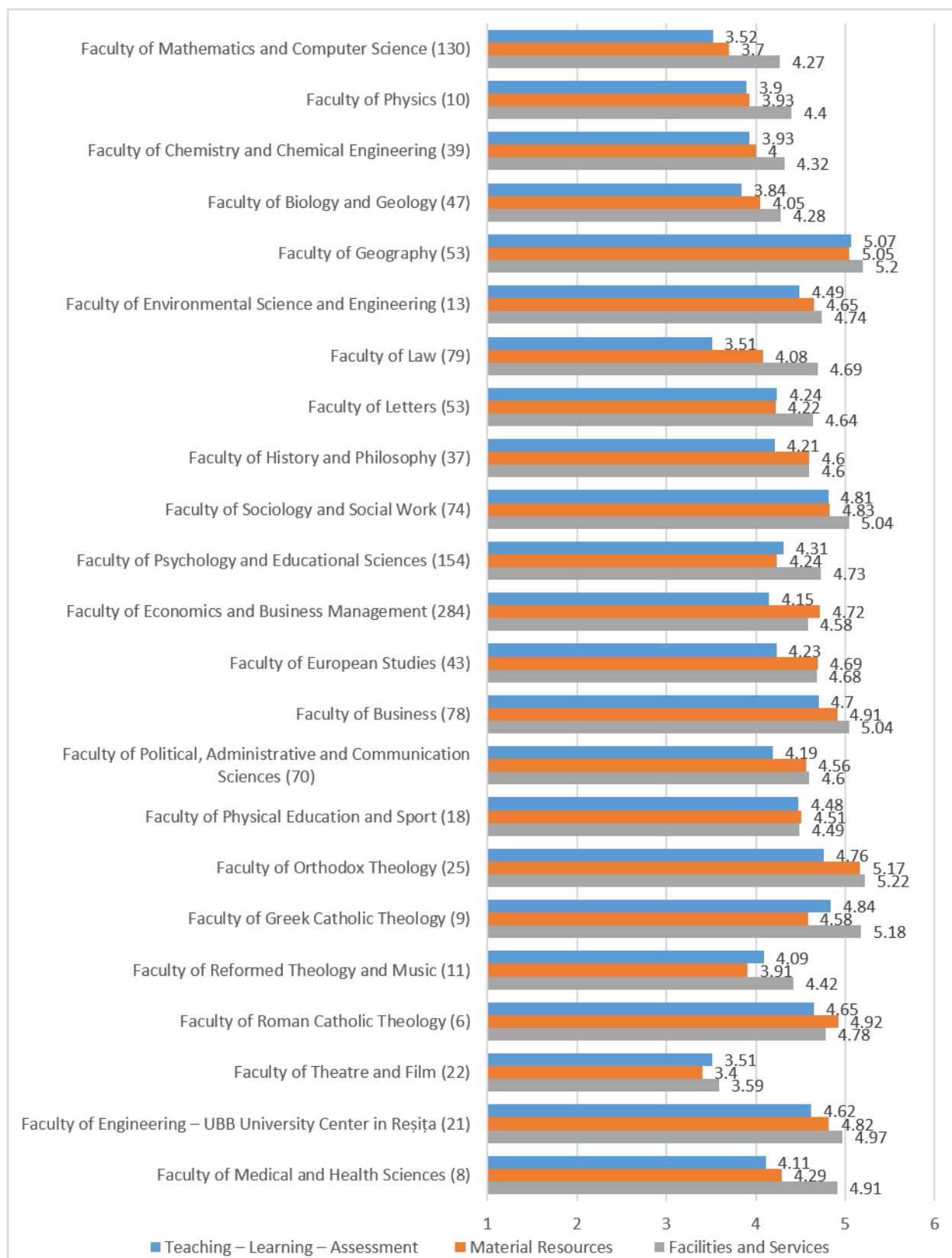


Figure 6. Average satisfaction scores of respondents by dimension and faculty, bachelor's level (IF)

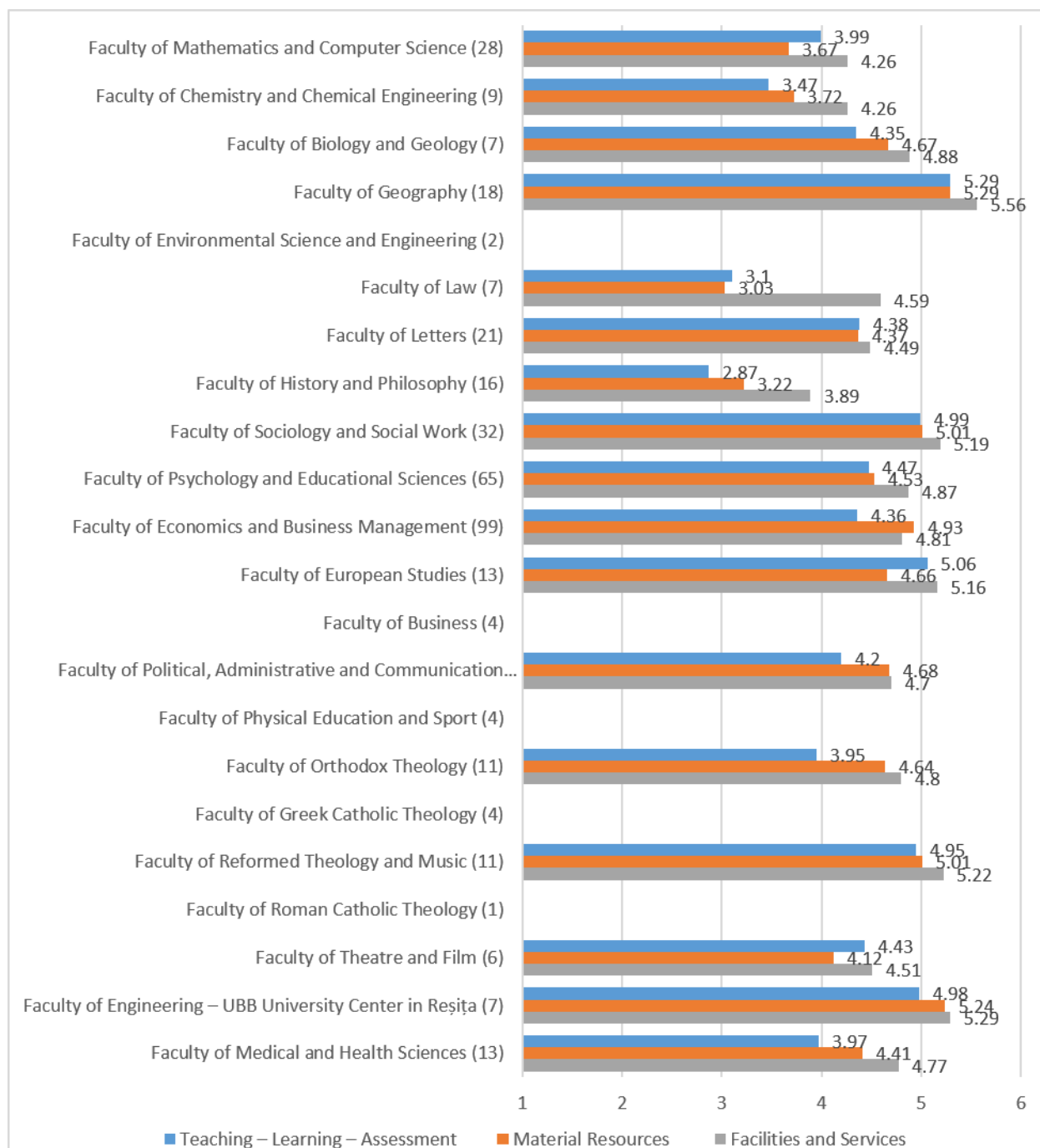


Figure 7. Average satisfaction scores of respondents by dimension and faculty, master's level (IF)
Note: For faculties with fewer than 5 respondents, the data was considered inconclusive and omitted from the graph.

In general, regardless of the language of study, master's students tend to report slightly higher levels of satisfaction than bachelor's students across all dimensions analyzed. The highest mean scores are recorded for the *Facilities and Services* dimension (Figure 8).

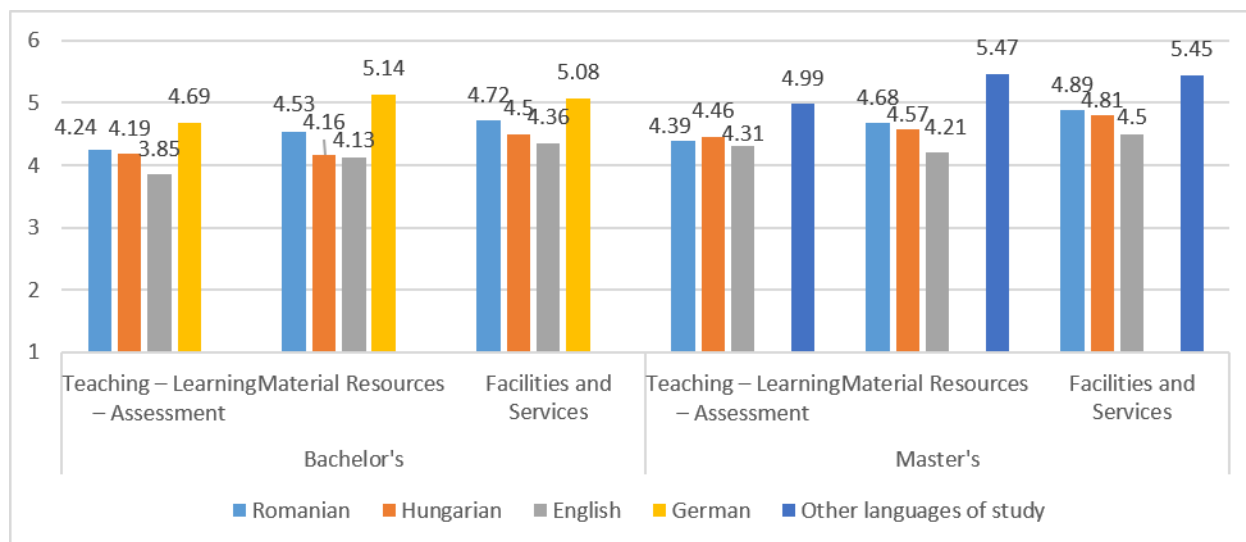


Figure 8. Average student satisfaction by dimension, language of study, and level of study (IF)

Note: For categories with fewer than 5 respondents, the data was considered inconclusive and omitted from the graph.

In addition to assessing student satisfaction in relation to the specific dimensions analyzed, the questionnaire also includes respondents' willingness to recommend the *study program, faculty, and university*. The highest scores are recorded for willingness to recommend UBB, particularly among master's students (Figure 9).

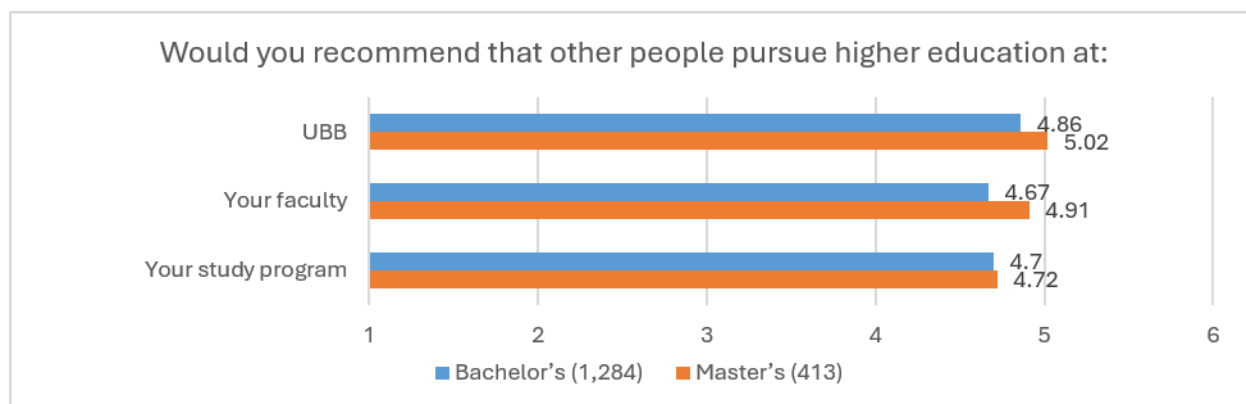


Figure 9. Willingness to recommend the study program, faculty, and university (IF)

Analysis of open-ended responses (IF)

Each student had the opportunity to mention up to three positive aspects and up to three negative aspects. The total number of respondents in full-time education (IF) was 974. In total, these respondents mentioned 2,268 positive aspects (Figure 10) and 1,805 aspects requiring improvement (Figure 11).

More than 50% of the responses concerning positive aspects were attributed to the following categories (Figure 10).

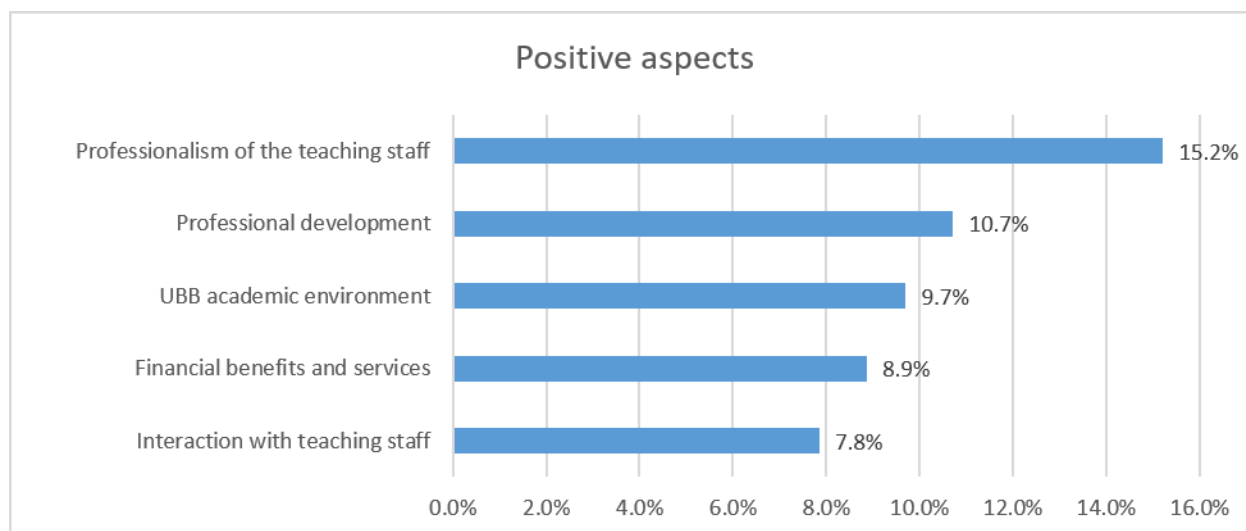


Figure 10. Distribution of positive aspects reported by bachelor's and master's respondents enrolled in full-time education (IF)

More than 50% of the responses related to aspects identified requiring improvement were attributed to the following categories (Figure 11).

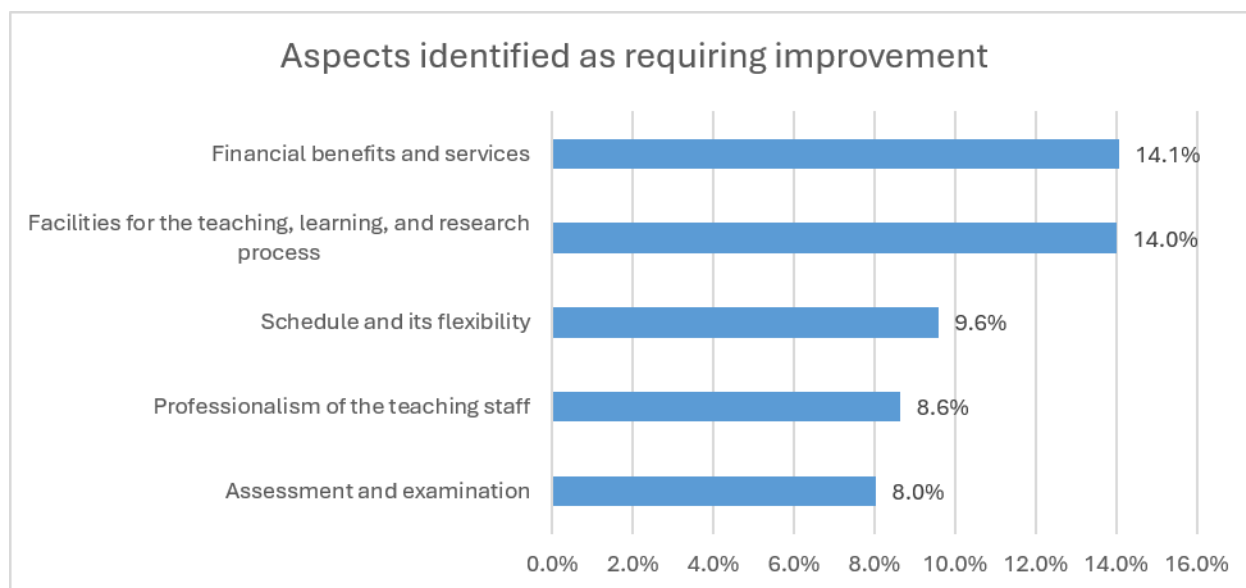


Figure 11. Distribution of aspects identified as requiring improvement among respondents enrolled at the bachelor's and master's levels in full-time education (IF)

Distance learning and part-time education

Analysis by dimensions and items (ID/IFR)

Bachelor's

The mean score for overall satisfaction with the *UBB student experience* is 5.00 (Figure 12).

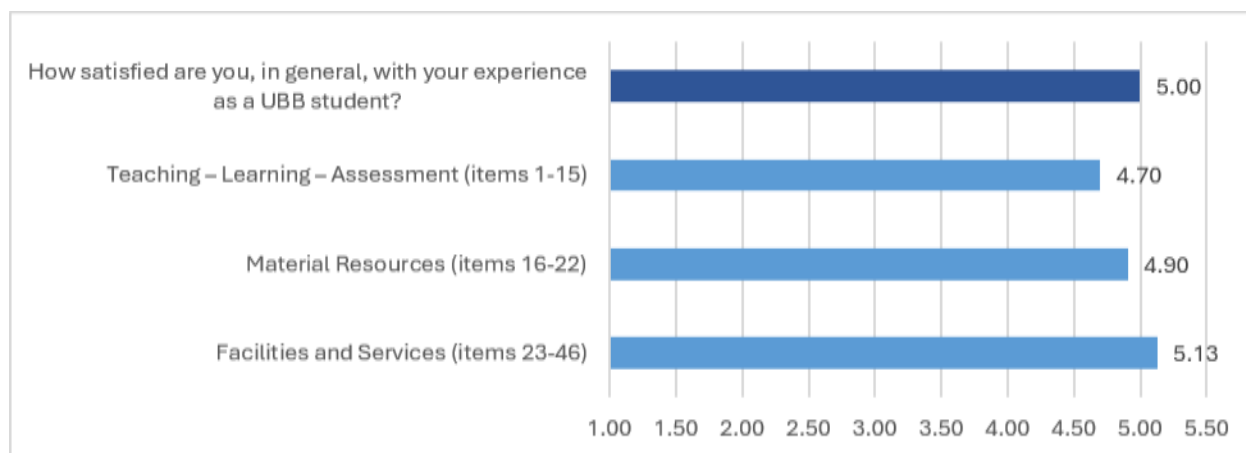


Figure 12. Average student satisfaction among bachelor's students overall and by dimension (ID/IFR)

Master's

The mean score for overall satisfaction with the *UBB student experience* is 5.00, equal to the score given by bachelor's students enrolled in ID/IFR (Figure 13).

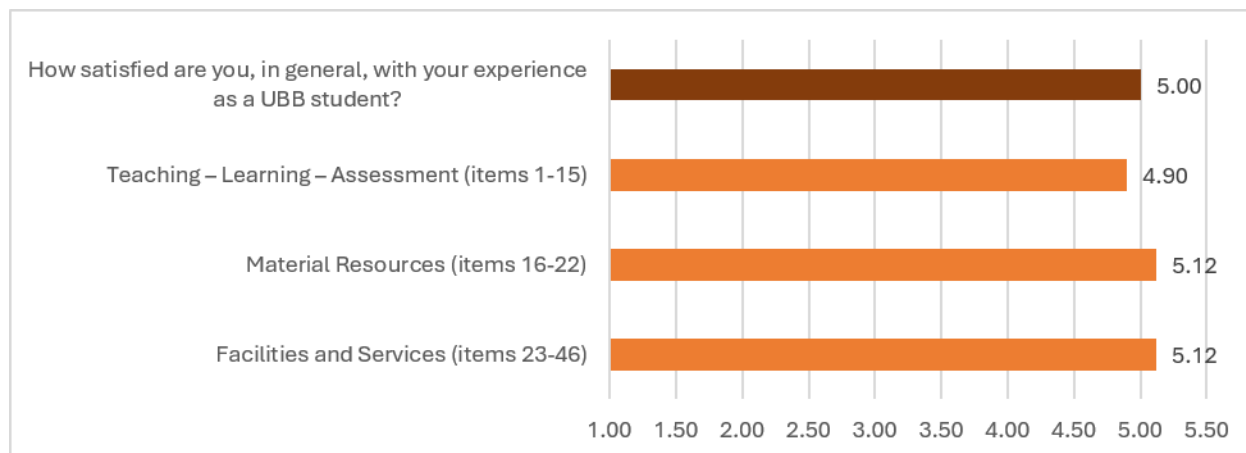


Figure 13. Average student satisfaction among master's students overall and by dimension (ID/IFR)

Analysis by dimensions and gender (ID/IFR)

When analyzing satisfaction levels by gender, level of study, and the dimensions evaluated, the highest scores are associated with the *Facilities and Services* dimension (Figure 14).

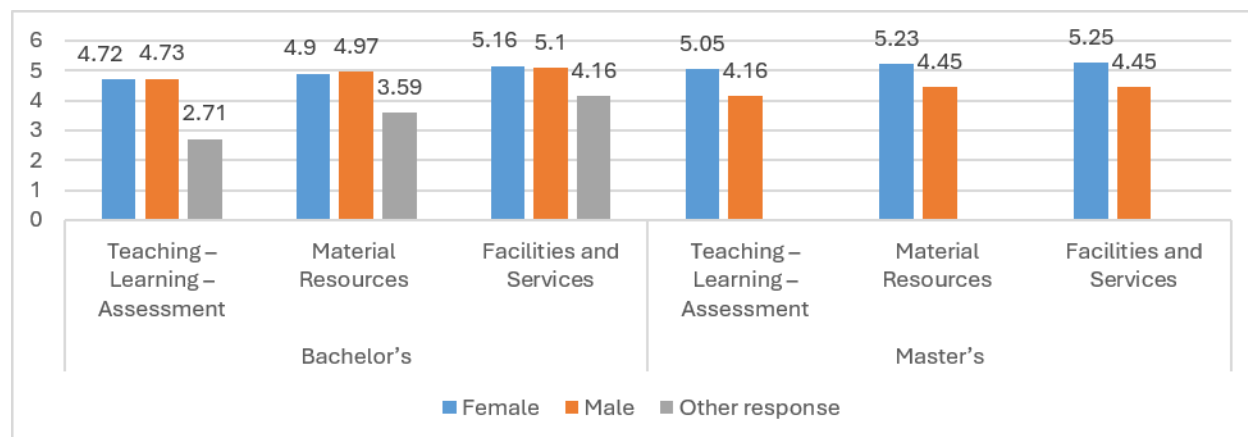


Figure 14. Average satisfaction scores of respondents with UBB services by dimension and gender (ID/IFR)

Analysis of student satisfaction by faculty and language of study (ID/IFR)

For most faculties, the *Facilities and Services* dimension records the highest levels of satisfaction, both among bachelor's and master's students (Figures 15 and 16).

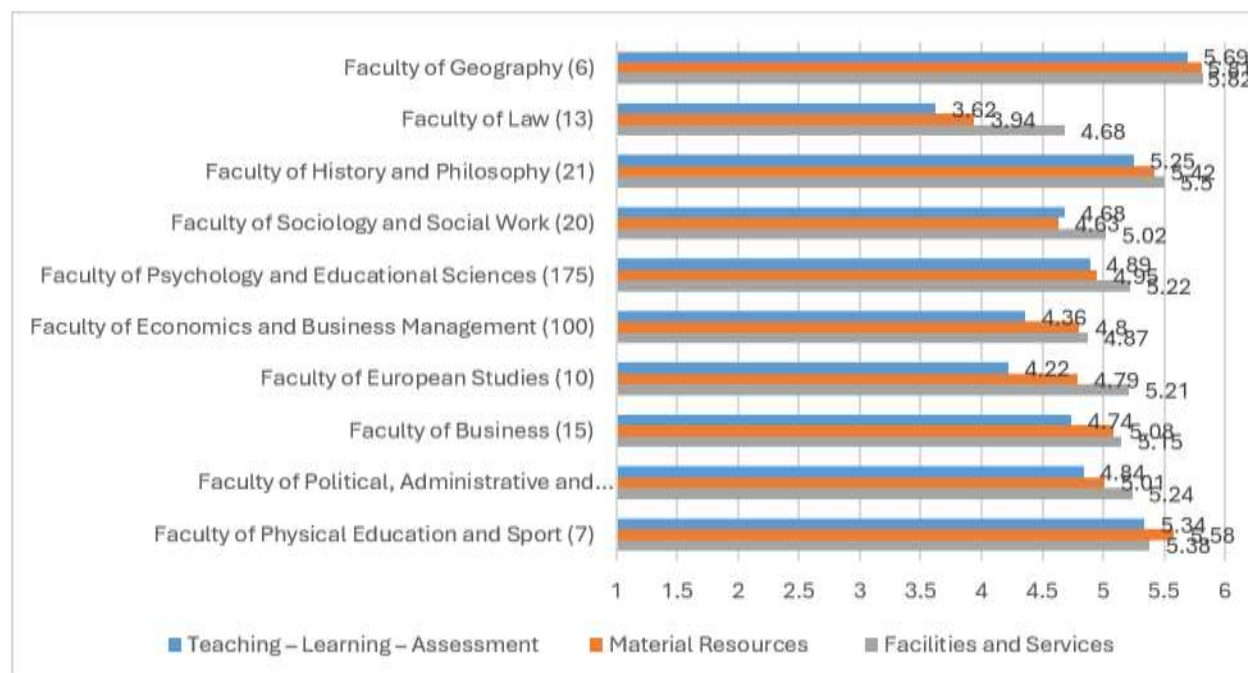


Figure 15. Average satisfaction scores of respondents by dimension and faculty, bachelor's level (ID/IFR)

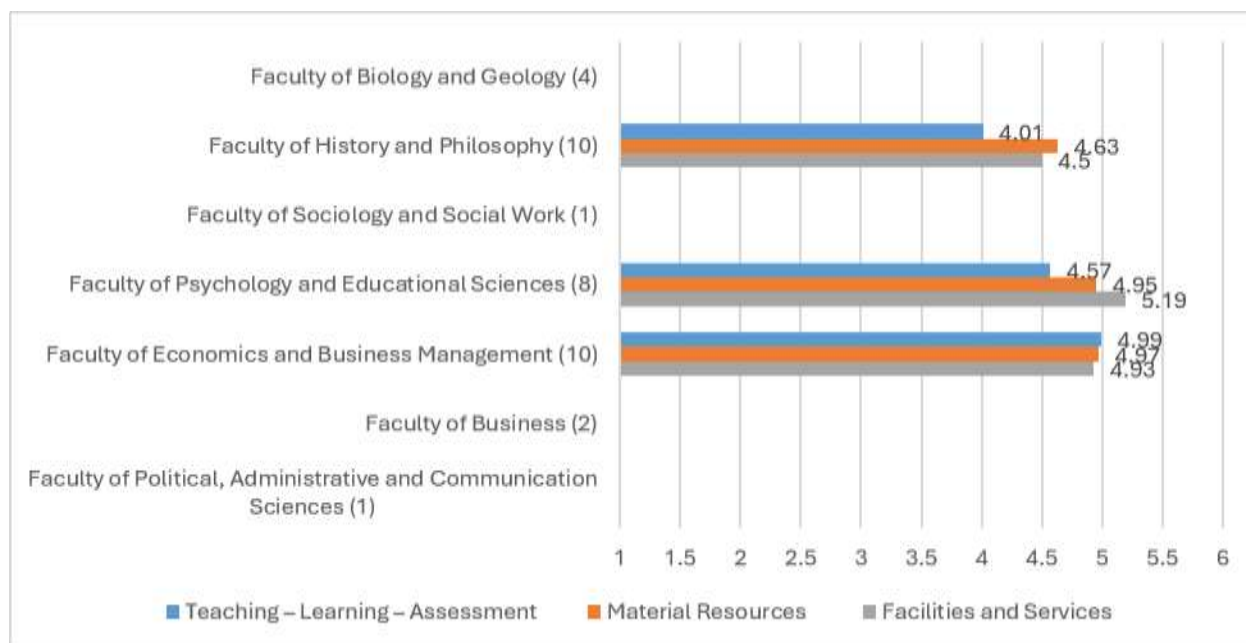


Figure 16. Average satisfaction scores of respondents by dimension and faculty, master's level (ID/IFR)

In general, bachelor's students tend to report slightly higher levels of satisfaction than master's students. The highest mean scores are recorded for the *Facilities and Services* dimension among bachelor's students (Figure 17).

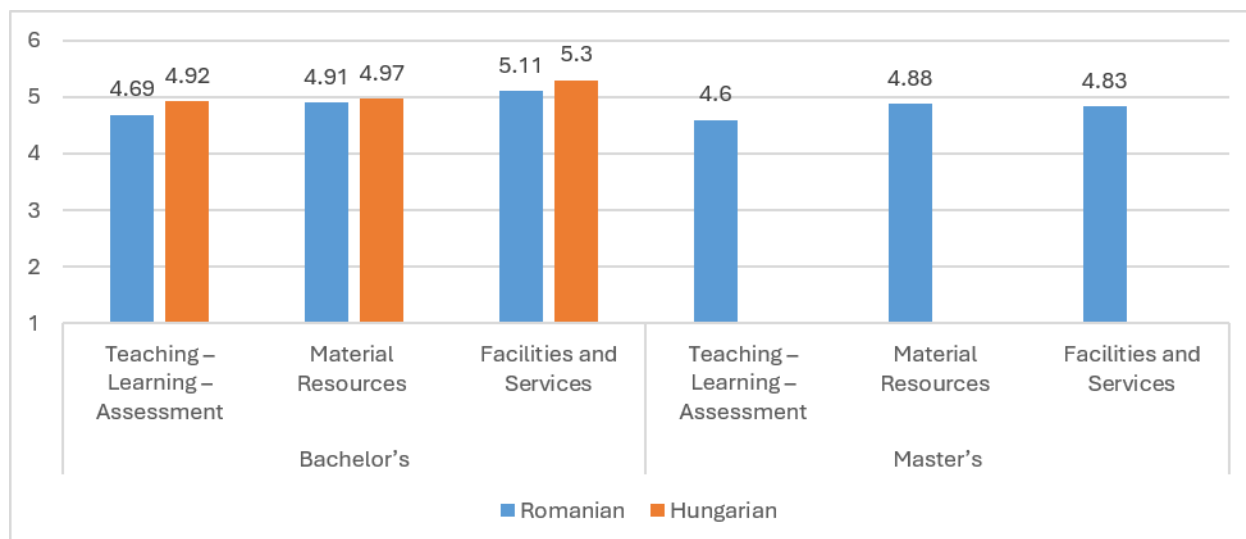


Figure 17. Average student satisfaction by dimension, language of study, and level of study (ID/IFR)

Note: At the master's level, 7 respondents of Hungarian ethnicity were identified who are enrolled in study programs taught in Romanian.

In addition to assessing student satisfaction in relation to the specific dimensions analyzed, the questionnaire also includes respondents' willingness to recommend the *study program*, *faculty*, and *university*. The highest scores are recorded for willingness to recommend *UBB*, particularly among bachelor's students (Figure 18).

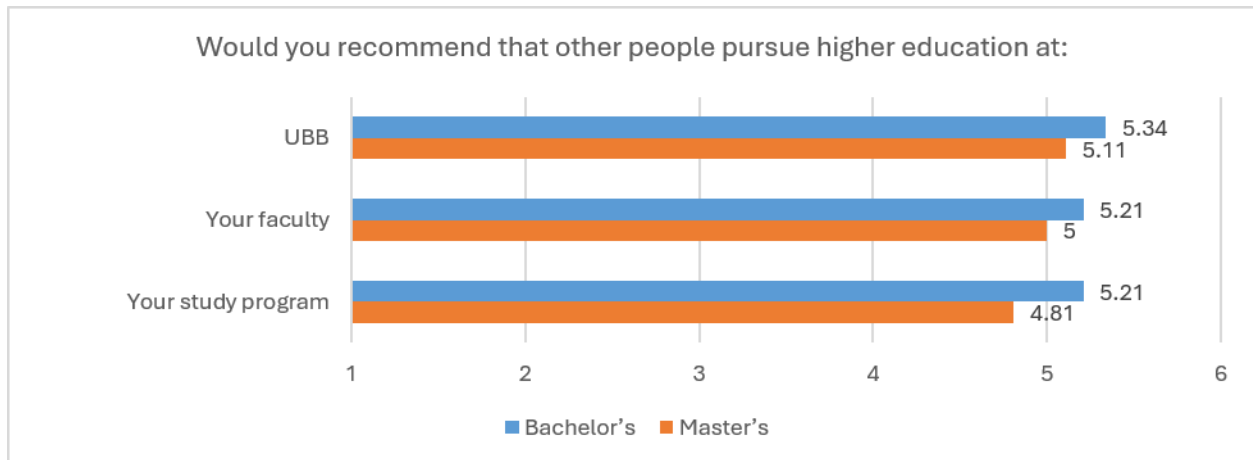


Figure 18. Overall satisfaction level and willingness to recommend the study program, faculty, and university (ID/IFR)

Analysis of open-ended responses (ID/IFR)

Each student had the opportunity to mention up to three positive aspects and up to three negative aspects. The total number of respondents in distance learning or part-time education (ID/IFR) was 264. In total, the respondents mentioned 602 positive aspects (Figure 19) and 354 aspects identified as requiring improvement (Figure 20).

More than 50% of the responses related to positive aspects were attributed to the following categories (Figure 19).

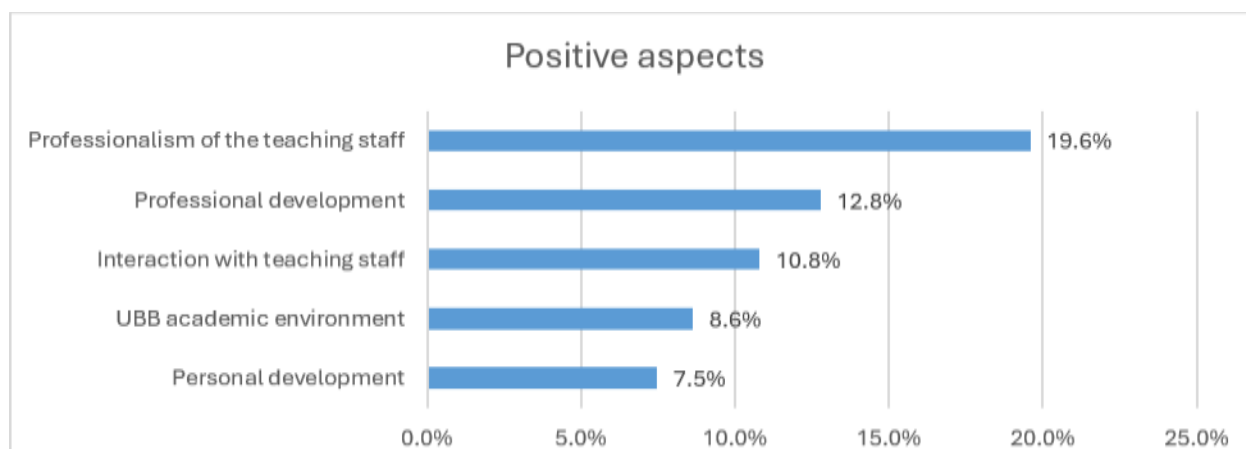


Figure 19. Distribution of positive aspects reported by bachelor's and master's respondents enrolled in distance learning or part-time education (ID/IFR)

More than 50% of the responses related to aspects identified as requiring improvement were attributed to the following categories (Figure 20).

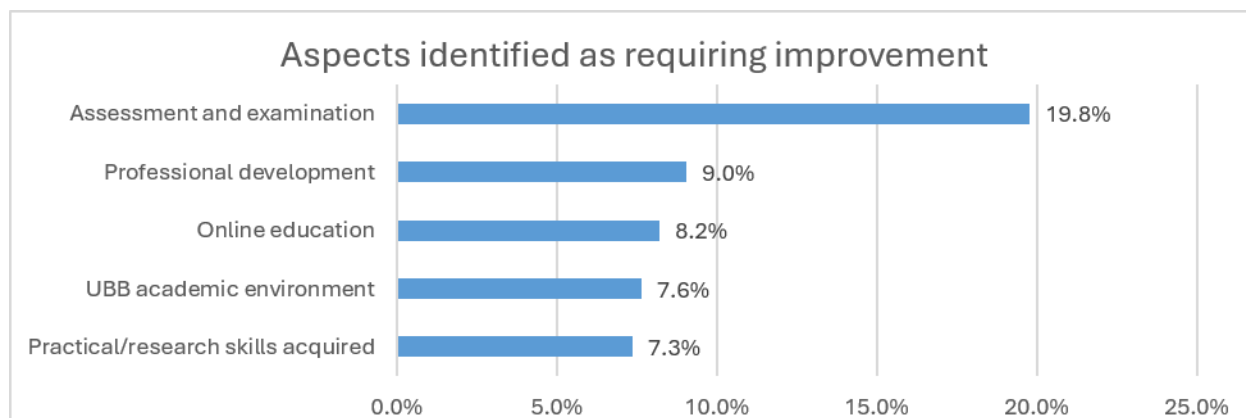


Figure 20. Distribution of aspects identified as requiring improvement among respondents enrolled at the bachelor's and master's levels in distance learning or part-time education (ID/IFR)

Annexes

Annex 1. Questionnaire

Questionnaire to assess the satisfaction level of bachelor and master students at BBU

QUESTIONNAIRE

This questionnaire addresses your experience as a BBU student. The aim of the study is to identify and analyse 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.

As a student in the <value item 44> year at <value item 45>, study program <value item 46>, language of study <value item XX>, please evaluate how satisfied you are regarding the items presented in the table below, by choosing one of the following options:

1 – Vey dissatisfied

2 – Dissatisfied

3 – Somewhat dissatisfied

4 – Somewhat satisfied

5 – Satisfied

6 – Very satisfied

		LEVEL OF SATISFACTION						Don't know / No answer
		Very dissatisfied			Very satisfied			
		1	2	3	4	5	6	
TEACHING – LEARNING – ASSESSMENT								
1.	The possibility of choosing what subjects to study	1	2	3	4	5	6	
2.	Theoretical knowledge acquired in the field of study	1	2	3	4	5	6	
3.	Practical skills acquired in the field of study	1	2	3	4	5	6	
4.	Development of team-working abilities	1	2	3	4	5	6	
5.	Development of communication skills	1	2	3	4	5	6	
6.	Development of scientific research / artistic skills during the study period	1	2	3	4	5	6	
7.	Development of digital skills	1	2	3	4	5	6	
8.	Development of skills international languages	1	2	3	4	5	6	
9.	Development of entrepreneurial skills	1	2	3	4	5	6	
10.	The support offered by the tutor	1	2	3	4	5	6	
11.	The learning resources available (printed materials, electronic materials, audio-video materials)	1	2	3	4	5	6	
12.	The faculty's offer regarding internship opportunities for students	1	2	3	4	5	6	
13.	Examinations and evaluations during the study period (objectivity, evaluation criteria, quality of feedback)	1	2	3	4	5	6	
14.	Online teaching-learning activity	1	2	3	4	5	6	
15.	Overall, the quality of the teaching – learning process	1	2	3	4	5	6	
MATERIAL RESOURCES								
16.	Spaces dedicated to teaching activities (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5	6	
17.	Equipment in the classrooms / lecture halls / laboratories (range of equipment, functionality)	1	2	3	4	5	6	

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18.	Spaces dedicated to libraries (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5	6		
19.	Library resources (variety, relevance and accessibility of publications, access to online databases)	1	2	3	4	5	6		
20.	Spaces dedicated to sport activities (sport halls and fields, swimming pool)	1	2	3	4	5	6		
21.	The infrastructure and resources provided by BBU for online education	1	2	3	4	5	6		
22.	Overall, the quality of the facilities and resources provided by BBU	1	2	3	4	5	6		
FACILITIES AND SERVICES									
23.	Services provided by the faculty administration office (office hours, promptness, efficiency)	1	2	3	4	5	6		
24.	Adherence of the faculty office staff to the student service hours	1	2	3	4	5	6		
25.	Communication methods of the faculty office staff (in-person, by phone, via email)	1	2	3	4	5	6		
26.	Compliance by the faculty office with the deadlines for issuing study documents (certificates, student ID, card, etc.)	1	2	3	4	5	6		
27.	Accessibility of information related to study programs, scholarships, accommodation, etc.	1	2	3	4	5	6		
28.	Efficiency in publishing information relevant to you (via notice boards, faculty website, platforms, or email)	1	2	3	4	5	6		
29.	Services provided by the cashiers	1	2	3	4	5	6		
30.	Online payment services for various fees	1	2	3	4	5	6		
31.	Services offered by BBU's Social Service	1	2	3	4	5	6		
32.	Services offered by the Centre for International Cooperation	1	2	3	4	5	6		
33.	Internet access	1	2	3	4	5	6		
34.	Activity of student organisations	1	2	3	4	5	6		
35.	Activity of student representatives (year representative, student-chancellor, student-senator)	1	2	3	4	5	6		
36.	Access to accommodation in the student halls (number of places, their distribution)	1	2	3	4	5	6		
37.	Accommodation conditions in the student halls	1	2	3	4	5	6		
38.	Spaces dedicated to studying in the student halls (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5	6		
39.	The safety and security level at the BBU (interior and exterior spaces of the university)	1	2	3	4	5	6		
40.	Services offered by student canteens and cafeterias (menu, service, opening hours)	1	2	3	4	5	6		
41.	Medical services of which students benefit	1	2	3	4	5	6		
42.	Facilities and services offered to disabled students	1	2	3	4	5	6		
43.	Counselling and career orientation services offered to students	1	2	3	4	5	6		
44.	Support offered by the faculty for accessing international mobilities	1	2	3	4	5	6		
45.	Facilities and services provided by BBU for online education	1	2	3	4	5	6		
46.	Overall, the facilities and services offered by BBU	1	2	3	4	5	6		

47. How satisfied are you with your experience as a BBU student, in general?

Very dissatisfied		Very satisfied				No answer	
1	2	3	4	5	6		

48. Would you recommend that others choose:

	<u>Definitely</u> <u>NO</u>		<u>Definitely</u> <u>YES</u>				No answer	
<u>1. the study programme you have chosen</u>	1	2	3	4	5	6		

<u>2. the faculty you have chosen</u>	1	2	3	4	5	6		
<u>3. BBU</u>	1	2	3	4	5	6		

49. You are a student studying at a: ☐ Bachelor level ☐ Master level
 50. You study on a: ☐ Budget-funded place ☐ Fee-paying place
 51. You study: ☐ Full time ☐ Reduced frequency ☐ Distance learning
 52. You are in your ____ year of study.
 53. 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

54. The study programme you are enrolled in: _____
 55. Your age: ____ years old ☐ Prefer not to answer
 56. Your gender: 1. ☐ Female 2. ☐ Male 3. ☐ Prefer not to answer
 57. Citizenship: 1. ☐ Romanian 2. ☐ Other: _____ 3. ☐ Prefer not to answer
 58. Ethnicity: 1. ☐ Romanian 2. ☐ Hungarian 3. ☐ German 4. ☐ Roma 5. ☐ Other: _____ 6. ☐ Prefer not to answer
 59. Do you have a disability certificate? (regardless of whether you were admitted to a place reserved for candidates with disabilities):
 1. ☐ YES 2. ☐ NO 3. ☐ Prefer not to answer
 60. 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: _____

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

THANK YOU FOR YOUR TIME.

Annex 2. Methodological Annex

The assessment of student satisfaction with the services provided by Babeş-Bolyai University represents an institutional initiative aimed at monitoring and continuously improving the quality of the academic environment and the student experience. The process is provided for in the Quality and competitiveness assurance programme for the academic year 2025-2026 and is regulated by the operational procedure Organization and Implementation of the Student Satisfaction Assessment Process for Bachelor's, Master's, and Doctoral Students at Babeş-Bolyai University, which stipulates that the assessment be conducted once every three years. The results obtained provide a basis for institutional development processes and help identify the main directions for improving the student experience.

The research was conducted as an online sociological survey addressed to the entire population of bachelor's and master's students at Babeş-Bolyai University. Participation was voluntary and anonymous, and data were collected between March and April 2026 through the AcademicInfo platform.

The questionnaire assessed students' satisfaction with the services provided by UBB across three dimensions: (1) teaching–learning–assessment activities, (2) Material Resources, and (3) Facilities and Services. Items were rated on a six-point Likert scale (1 – Very Dissatisfied; 6 – Very Satisfied). The questionnaire also included questions regarding respondents' willingness to recommend their study program, faculty, and Babeş-Bolyai University, as well as two open-ended questions concerning the main positive aspects and aspects identified as requiring improvement in the student experience.

The analyses were conducted separately for full-time education (IF) and distance learning and part-time education (ID/IFR), as well as for the bachelor's and master's levels. For each item and dimension, the average values of the scores assigned were calculated, with “I don't know/I do not wish to answer” responses excluded from the calculation of the averages. Responses to the open-ended questions were coded into thematic categories, and their frequency was analyzed based on the positive aspects reported and the aspects identified as requiring improvement.

Annex 3. Weighting of scores by faculty

Given the differences between the distribution of questionnaire respondents across faculties and the corresponding distribution of the UBB student population, the respondent sample was weighted to ensure a closer alignment with the faculty-level distribution of students enrolled in full-time education and distance learning or part-time education, at both the bachelor's and master's levels.

Statistical indicators at the UBB level, including those disaggregated by form of study and level of study (bachelor's or master's), were calculated using the weights presented in Tables B.1–B.4. The weighting coefficients were calculated as the ratio between the percentage of students enrolled in a particular faculty (student population) and the percentage of respondents from that faculty (respondents in the sample). In cases where there were no respondents in the sample for a particular category (faculty, level of study, and form of study), cases with a similar academic profile were assigned higher weights (see the footnotes to the tables).

Table B.1 Weighting of cases in the sample for full-time education, bachelor's level

	Distribution of students across faculties for full-time education, bachelor's level	Bachelor's IF		
		Population	Sample	Weighting of sample cases
1	Faculty of Mathematics and Computer Science	9,00%	10,10%	0,89
2	Faculty of Physics	0,57%	0,80%	0,71
3	Faculty of Chemistry and Chemical Engineering	1,80%	3,00%	0,60
4	Faculty of Biology and Geology	2,66%	3,70%	0,72
5	Faculty of Geography	3,88%	4,10%	0,95
6	Faculty of Environmental Science and Engineering	0,83%	1,00%	0,83
7	Faculty of Law	8,74%	6,20%	1,41
8	Faculty of Letters	6,24%	4,10%	1,52
9	Faculty of History and Philosophy	4,63%	2,90%	1,60
10	Faculty of Sociology and Social Work	3,94%	5,80%	0,68
11	Faculty of Psychology and Educational Sciences	14,48%	12,00%	1,21
12	Faculty of Economics and Business Management	18,42%	22,10%	0,83
13	Faculty of European Studies	3,02%	3,30%	0,91
14	Faculty of Business	3,44%	6,10%	0,56
15	Faculty of Political, Administrative and Communication Sciences	8,93%	5,50%	1,62
16	Faculty of Physical Education and Sport	2,94%	1,40%	2,10
17	Faculty of Orthodox Theology	1,42%	1,90%	0,75
18	Faculty of Greek Catholic Theology	0,75%	0,70%	1,08
19	Faculty of Reformed Theology and Music	0,48%	0,90%	0,54
20	Faculty of Roman Catholic Theology	0,34%	0,50%	0,67
21	Faculty of Engineering	0,57%	1,70%	0,34
22	Faculty of Theatre and Film	1,08%	1,60%	0,68
23	Faculty of Medical and Health Sciences	1,83%	0,60%	3,06
	Total	100%	100%	

Note: The weighting coefficients were calculated as the ratio between the percentage of students enrolled in a particular faculty (student population) and the percentage of respondents from that faculty (respondents in the sample).

Table B.2 Weighting of cases in the sample for full-time education, master's level

	Distribution of students across faculties for full-time education, master's level	Master's IF		
		Population	Sample	Weighting of sample cases
1	Faculty of Mathematics and Computer Science	11,43%	6,80%	1,68
2	Faculty of Physics	0,65%	0,00%	-
3	Faculty of Chemistry and Chemical Engineering	1,96%	2,20%	1,05
4	Faculty of Biology and Geology	1,38%	1,70%	1,00
5	Faculty of Geography	4,76%	4,40%	1,08
6	Faculty of Environmental Science and Engineering	0,94%	0,50%	1,88
7	Faculty of Law	1,35%	1,70%	0,79
8	Faculty of Letters	4,40%	5,10%	0,86
9	Faculty of History and Philosophy	4,71%	3,90%	1,21
10	Faculty of Sociology and Social Work	4,51%	7,70%	0,59
11	Faculty of Psychology and Educational Sciences	15,15%	15,70%	0,96
12	Faculty of Economics and Business Management	20,17%	24,00%	0,84
13	Faculty of European Studies	3,87%	3,10%	1,25
14	Faculty of Business	2,50%	1,00%	2,50
15	Faculty of Political, Administrative and Communication Sciences	8,99%	8,50%	1,06
16	Faculty of Physical Education and Sport	4,81%	1,00%	4,81
17	Faculty of Orthodox Theology	1,60%	2,70%	0,59
18	Faculty of Greek Catholic Theology	1,42%	1,00%	1,42
19	Faculty of Reformed Theology and Music	1,00%	2,70%	0,37
20	Faculty of Roman Catholic Theology	0,37%	0,20%	1,85
21	Faculty of Engineering	0,58%	1,50%	0,39
22	Faculty of Theatre and Film	1,17%	1,70%	0,69
23	Faculty of Medical and Health Sciences	2,26%	3,10%	0,73
	Total	100%	100%	

Note: The weighting coefficients were calculated as the ratio between the percentage of students enrolled in a particular faculty (student population) and the percentage of respondents from that faculty (respondents in the sample). Since there were no respondents from the Faculty of Physics at the master's level, students from faculties with similar academic profiles, namely the Faculty of Chemistry and Chemical Engineering and the Faculty of Biology and Geology, were assigned higher weights in the sample.

Table B.3 Weighting of cases in the sample for distance learning or part-time education, bachelor's level

	Distribution of students across faculties for distance learning or part-time education, bachelor's level	Bachelor's ID/ IFR		
		Population	Sample	Weighting of sample cases
1	Faculty of Mathematics and Computer Science	-	-	-
2	Faculty of Physics	-	-	-
3	Faculty of Chemistry and Chemical Engineering	-	-	-
4	Faculty of Biology and Geology	-	-	-
5	Faculty of Geography	1,25%	1,40%	0,89
6	Faculty of Environmental Science and Engineering	-	-	-
7	Faculty of Law	5,26%	3,10%	1,70
8	Faculty of Letters	-	-	-
9	Faculty of History and Philosophy	4,65%	5,00%	0,93
10	Faculty of Sociology and Social Work	5,76%	4,80%	1,20
11	Faculty of Psychology and Educational Sciences	34,59%	41,90%	0,83
12	Faculty of Economics and Business Management	22,13%	23,90%	0,93
13	Faculty of European Studies	2,36%	2,40%	0,98
14	Faculty of Business	6,55%	3,60%	1,82
15	Faculty of Political, Administrative and Communication Sciences	14,92%	12,20%	1,22
16	Faculty of Physical Education and Sport	2,54%	1,70%	1,49
17	Faculty of Orthodox Theology	-	-	-
18	Faculty of Greek Catholic Theology	-	-	-
19	Faculty of Reformed Theology and Music	-	-	-
20	Faculty of Roman Catholic Theology	-	-	-
21	Faculty of Engineering	-	-	-
22	Faculty of Theatre and Film	-	-	-
23	Faculty of Medical and Health Sciences	-	-	-
	Total	100%	100%	

Note: The weighting coefficients were calculated as the ratio between the percentage of students enrolled in a particular faculty (student population) and the percentage of respondents from that faculty (respondents in the sample).

Table B.4 Weighting of cases in the sample for distance learning or part-time education, master's level

	Distribution of students across faculties for distance learning or part-time education, master's level	Master's ID/ IFR		
		Population	Sample	Weighting of sample cases
1	Faculty of Mathematics and Computer Science	-	-	-
2	Faculty of Physics	-	-	-
3	Faculty of Chemistry and Chemical Engineering	-	-	-
4	Faculty of Biology and Geology	3,31%	11,10%	0,55
5	Faculty of Geography	-	-	-
6	Faculty of Environmental Science and Engineering	-	-	-
7	Faculty of Law	-	-	-
8	Faculty of Letters	-	-	-
9	Faculty of History and Philosophy	12,85%	27,80%	0,46
10	Faculty of Sociology and Social Work	1,65%	2,80%	0,59
11	Faculty of Psychology and Educational Sciences	32,32%	22,20%	1,46
12	Faculty of Economics and Business Management	23,66%	27,80%	0,85
13	Faculty of European Studies	-	-	-
14	Faculty of Business	5,22%	5,60%	0,93
15	Faculty of Political, Administrative and Communication Sciences	18,19%	2,80%	6,50
16	Faculty of Physical Education and Sport	-	-	-
17	Faculty of Orthodox Theology	-	-	-
18	Faculty of Greek Catholic Theology	-	-	-
19	Faculty of Reformed Theology and Music	-	-	-
20	Faculty of Roman Catholic Theology	-	-	-
21	Faculty of Engineering	-	-	-
22	Faculty of Theatre and Film	-	-	-
23	Faculty of Medical and Health Sciences	2,80%	0,00%	
	Total	100%	100%	

Note: The weighting coefficients were calculated as the ratio between the percentage of students enrolled in a particular faculty (student population) and the percentage of respondents from that faculty (respondents in the sample). Since there were no respondents from the Faculty of Medical and Health Sciences at the master's level, students from the Faculty of Biology and Geology, which has a more similar academic profile, were assigned higher weights in the sample.