



**Babeş-Bolyai University**  
**Assessment of student satisfaction**  
**2023**  
**- summary report -**

**Q**  
Centrul  
Qualitas

August, 2024

## TABLE OF CONTENTS

	<b>Page</b>
<b>METHODOLOGY</b>	5
SURVEY INSTRUMENT	5
SURVEY POPULATION AND SAMPLING	5
DATA PROCESSING	6
<b>RESULTS</b>	7
BACHELOR AND MASTER LEVELS	7
DOCTORAL LEVEL	18
<i>Annexes</i>	23

## Assessment of student satisfaction, 2024, summary report

List of figures	Page
<b>Figure 1.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> between them, bachelor's and master's levels	7
<b>Figure 2.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> between them, foreign students, bachelor's and master's levels	7
<b>Figure 3.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> between them, by section / language of study, bachelor's and master's levels	8
<b>Figure 4.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> between them, by level of studies, bachelor's and master's levels	9
<b>Figure 5.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> between them, by form of studies, bachelor's and master's levels	9
<b>Figure 6.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> between them, by year of study, bachelor's and master's levels	10
<b>Figure 7.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> for the items of the <i>Teaching - Learning</i> dimension, bachelor's and master's levels	12
<b>Figure 8.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> for the items of the <i>Material Resources</i> dimension, bachelor's and master's levels	12
<b>Figure 9.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> for the items of the <i>Facilities and Services</i> dimension, bachelor's and master's levels	13
<b>Figure 10.</b> Average scores for the general satisfaction, bachelor's and master's levels	14
<b>Figure 11.</b> The average scores regarding the willingness to recommend enrollment within BBU, by faculty, respectively by followed study program, bachelor's and master's levels	14
<b>Figure 12.</b> Average scores for the general satisfaction by section / language of study, bachelor's and master's levels	15
<b>Figure 13.</b> The average scores regarding the willingness to recommend enrollment within BBU, by faculty, respectively by followed study program, by section / language of study, bachelor's and master's levels	15
<b>Figure 14.</b> Average scores for the general satisfaction by year of study, bachelor's and master's levels	16
<b>Figure 15.</b> The average scores regarding the willingness to recommend enrollment within BBU, by faculty, respectively by followed study program, by year of study, bachelor's and master's levels	16
<b>Figure 16.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> between them, doctoral level	18
<b>Figure 17.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> , for the items of the <i>Teaching - Learning - Research</i> dimension, doctoral level	20
<b>Figure 18.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> , for the items of the <i>Material Resources</i> dimension, doctoral level	20
<b>Figure 19.</b> Average scores for general satisfaction, assigned importance, and the <i>gap</i> , for the items of the <i>Facilities and Services</i> dimension, doctoral level	21
<b>Figure 20.</b> Average scores for the general satisfaction, doctoral level	21
<b>Figure 21.</b> The average scores regarding the willingness to recommend enrollment within BBU, by faculty, respectively by doctoral school	22

<b>List of annexes</b>	<b>Page</b>
<b>Annex 1.</b> Questionnaire to assess the satisfaction of bachelor and master students at BBU	23
<b>Annex 2.</b> Questionnaire to assess the satisfaction of BBU doctoral students	27
<b>Annex 3.</b> Study population characteristics	30
<b>Annex 4.</b> Average scores for satisfaction, assigned importance, and <i>gap values</i> by <i>Teaching - Learning</i> dimension, <i>on site</i>	31
<b>Annex 5.</b> Average scores for satisfaction, assigned importance, and <i>gap values</i> by <i>Teaching - Learning</i> dimension, <i>online</i>	32
<b>Annex 6.</b> Average scores for satisfaction, assigned importance, and <i>gap values</i> by <i>Material Resources</i> dimension, <i>on site</i>	33
<b>Annex 7.</b> Average scores for satisfaction, assigned importance, and <i>gap values</i> by <i>Material Resources</i> dimension, <i>online</i>	34
<b>Annex 8.</b> Average scores for satisfaction, assigned importance, and <i>gap values</i> by <i>Facilities and Services</i> dimension, <i>on site</i>	35
<b>Annex 9.</b> Average scores for satisfaction, assigned importance, and <i>gap values</i> by <i>Facilities and Services</i> dimension, <i>online</i>	36

## METHODOLOGY

### SURVEY INSTRUMENT

The process of assessing students' satisfaction with the services offered by BBU is regulated by a dedicated operational procedure developed in 2014 and revised in 2019 and 2021.

The structure of the questionnaire revised in 2021 is similar to the one used for the *Student Satisfaction Inventory (SSI)*<sup>1</sup>. It investigates **students' satisfaction** with different services offered by BBU, like the importance they give to certain aspects of: (1) Teaching – Learning activities, (2) Material Resources and (3) Facilities and Services. In addition, new items on *online learning* activities have been introduced in 2019-2020 (2nd semester) and 2020-2021 in line with the measures imposed by the SARS-COV-2 pandemic.

The questionnaires, addressed to bachelor and master level students (Annex 1), as well as to doctoral level students (Annex 2), were available in four languages (Romanian, Hungarian, German and English) and were completed online between March and April 2023.

### SURVEY AND SAMPLE POPULATION

A total of 1,347 questionnaires were completed, including 1,044 at the undergraduate level (response rate: 3.4%), 262 at the master's level (response rate: 3.3%), and 41 at the doctoral level (response rate: 3.7%).<sup>2</sup>

The number of completed questionnaires allowed for convenience sampling, by weighting (Annex 3), to replicate the weights of the sub-populations of students considered in the study, according to the following variables at undergraduate and master level: level, year, form and language of study, as well as citizenship (Romanian or other). At the doctoral level, the number of completed questionnaires allowed the data to be processed in relation to the form of study.

Concerning the citizenship of respondents, at bachelor and master level, 96.5% declared Romanian citizenship, 0.8% (11 students) declared dual Romanian-Hungarian citizenship and 2.6%, other citizenship (35 students, of which 19 from the Republic of Moldova and one from Ukraine). At doctoral level no other citizenship than Romanian was declared.

---

<sup>1</sup> <https://www.ruffalonl.com/enrollment-management-solutions/student-success/student-satisfaction-assessment/student-satisfaction-inventory/>

<sup>2</sup> It should be noted that the response rate did not consider students and doctoral students on study extension or doctoral students in the grace period.

The average age of bachelor and master students who responded to the questionnaire is 25 years (with a distribution between 18 and 63); 12.9% are aged 35 years or older. In the case of doctoral students, the average age of respondents is 30 years old and one month (distribution between 24 and 54 years old); 22% are aged 35 years or older.

#### **DATA PROCESSING**

For each item assessed on the Lickert scale, the average 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). For the satisfaction and importance items, the difference between these means (*gap*) was also determined.

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.

## RESULTS

### BACHELOR’S AND MASTER’S LEVELS

The population of bachelor and master students is homogeneous, with no significant variations in relation to academic or socio-demographic variables (Figure 1). The 35 foreign students report a slightly higher level of general satisfaction (Figure 2).

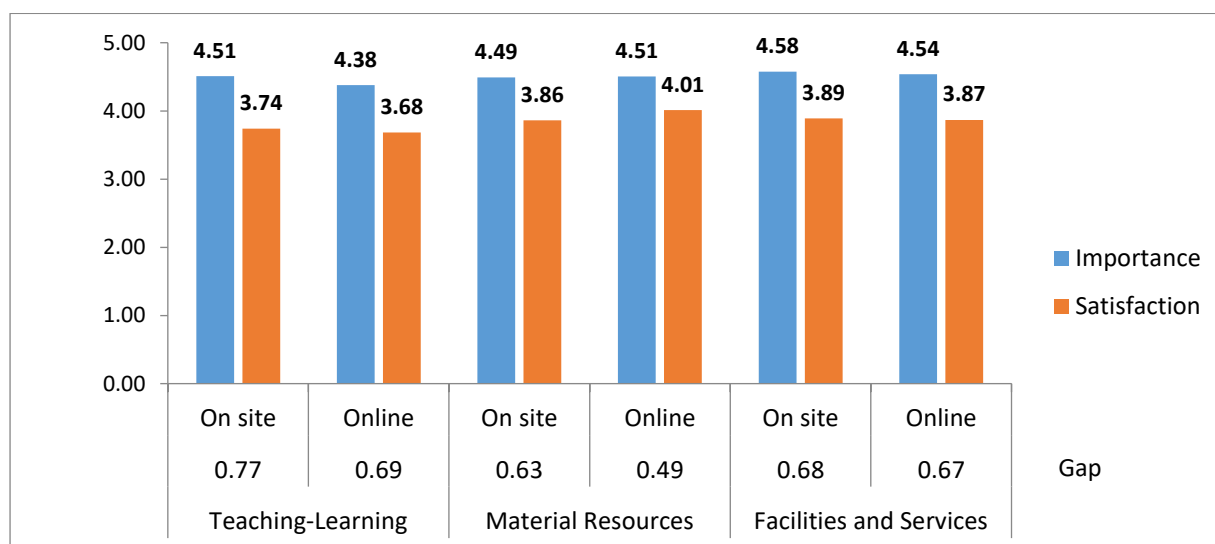


Figure 1 Average scores for general satisfaction, assigned importance, and the *gap* between them, bachelor’s and master’s levels

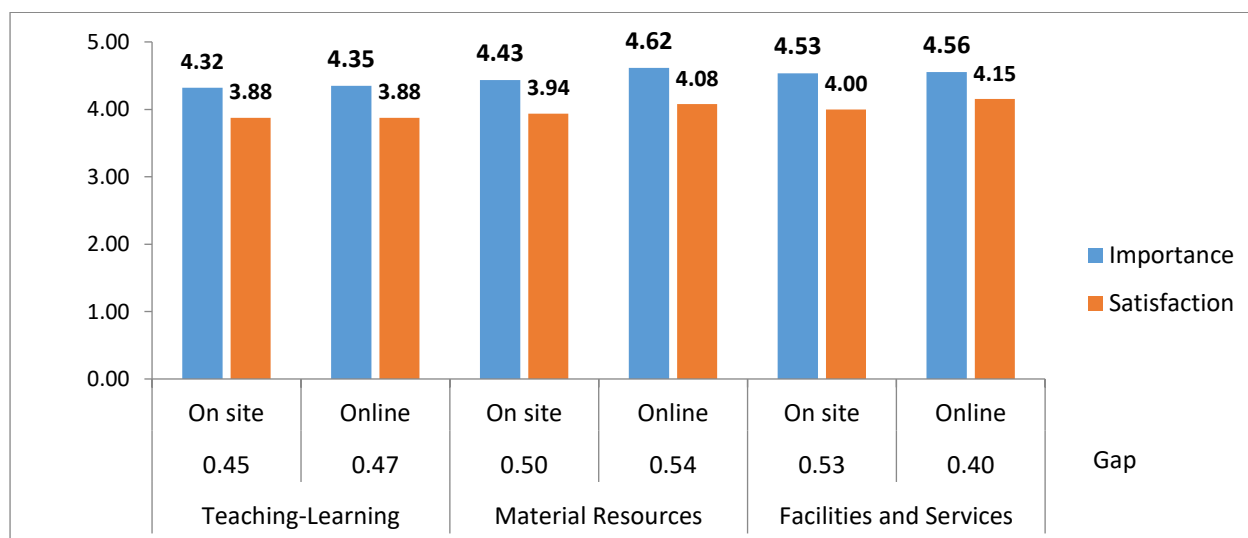


Figure 2. Average scores for general satisfaction, assigned importance, and the *gap* between them, foreign students, bachelor’s and master’s levels

By section<sup>3</sup> / language of study, German language students generally gave slightly higher satisfaction scores, while respondents studying in English and French gave the lowest scores, followed by Hungarian language students (Figure 3).

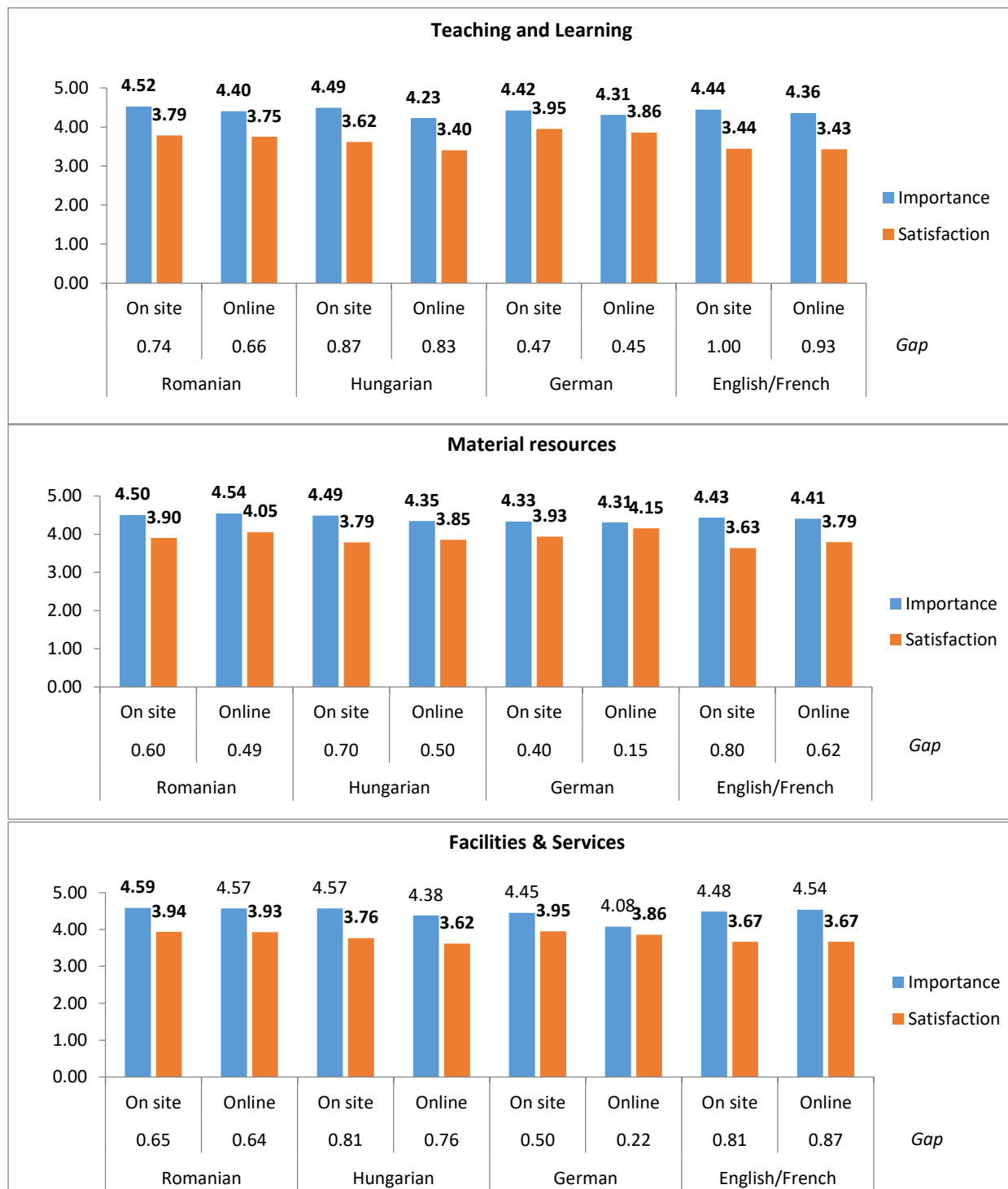


Figure 3. Average scores for general satisfaction, assigned importance, and the *gap* between them, by section / language of study, bachelor’s and master’s levels

<sup>3</sup> 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.



## Assessment of student satisfaction, 2024, summary report

By level of study, the scores of master's respondents are slightly higher than those of bachelor's respondents (Figure 4). By form of study, students following distance learning studies (ID) – partial time learning studies (IFR) programs scored slightly higher than those following full-time (IF) programs (Figure 5).

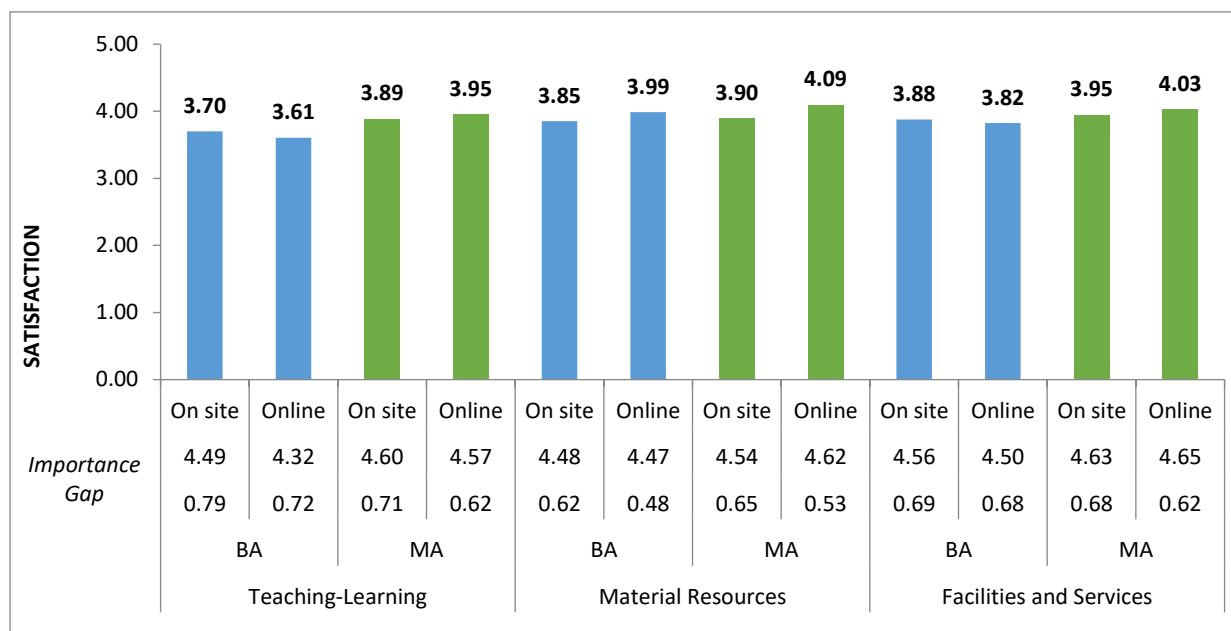


Figure 4. Average scores for general satisfaction, assigned importance, and the *gap* between them, by level of studies, bachelor's and master's levels

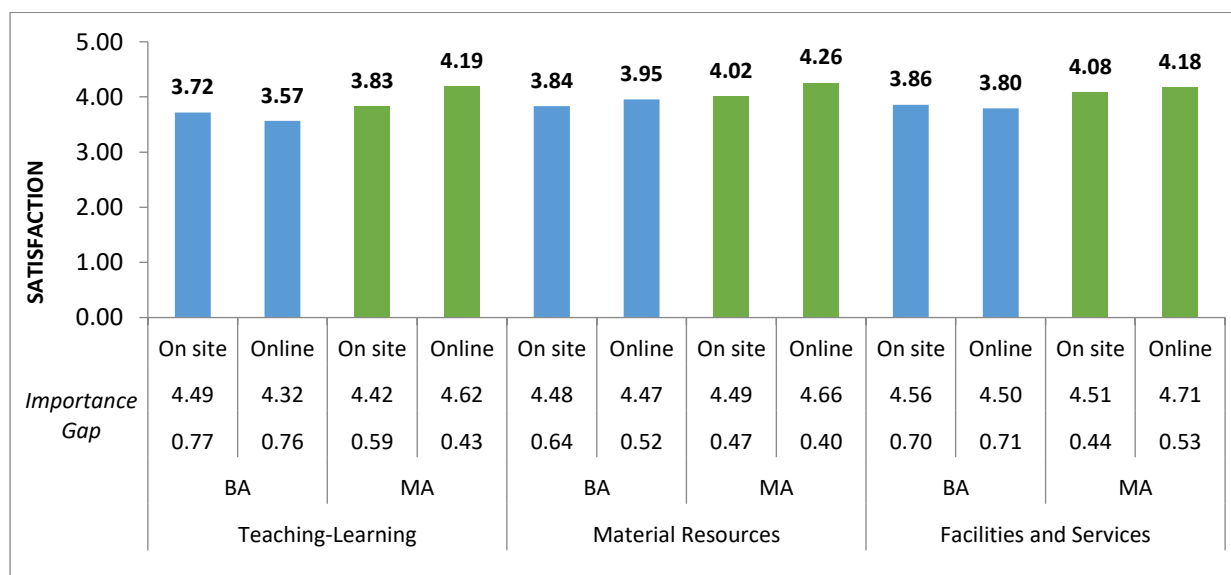


Figure 5. Average scores for general satisfaction, assigned importance, and the *gap* between them, by form of studies, bachelor's and master's levels

By year of study (Figure 6), at both bachelor and master level, the satisfaction scores generally decrease slightly from one year of study to another. Across all years of study, the level of satisfaction with Material Resources for *online* is slightly higher than that available *on site*.

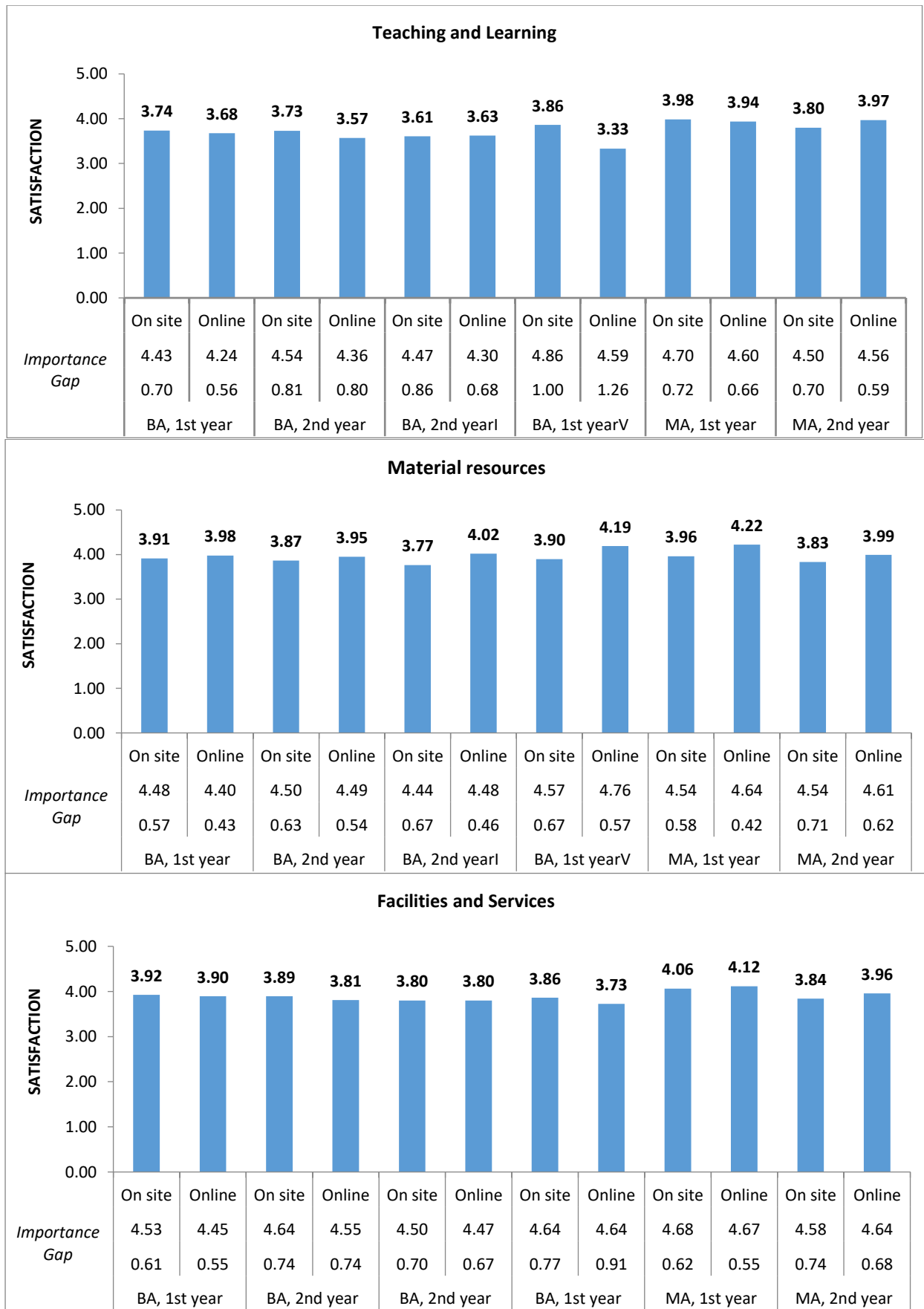


Figure 6. Average scores for general satisfaction, assigned importance, and the gap between them, by year of study, bachelor's and master's levels

## Assessment of student satisfaction, 2024, summary report

The data shows that, in general, master students from the German section<sup>4</sup> and partial-time master students are more satisfied than their peers at BBU. In contrast, English and French students, particularly those in the fourth year of the bachelor program, are less satisfied. A summary of the data for the sub-populations considered can be found in Annexes 4 to 9.

The aspects for which bachelor and master students gave the highest and lowest scores respectively are as follows:

High scores	Low scores
<b><u>Teaching - Learning</u></b>	
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
<b><u>Material Resources</u></b>	
Equipping libraries	Spaces for teaching activities
Dedicated library spaces	Classroom/seminar/lab equipment
<b><u>Facilities and Services</u></b>	
The level of safety and protection provided on BBU premises (inside and outside University buildings) - <i>item introduced in 2023</i>	Career guidance and counseling services for students
Services offered by the Social Service	Accommodation conditions in student dormitories
Information provided by the faculties on their websites and notice boards about study programs	Access to accommodation in student dormitories

The average values of the scores given by bachelor and master students for each of the items included in the three dimensions are shown in Figures 7 – 9.

---

<sup>4</sup> 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.

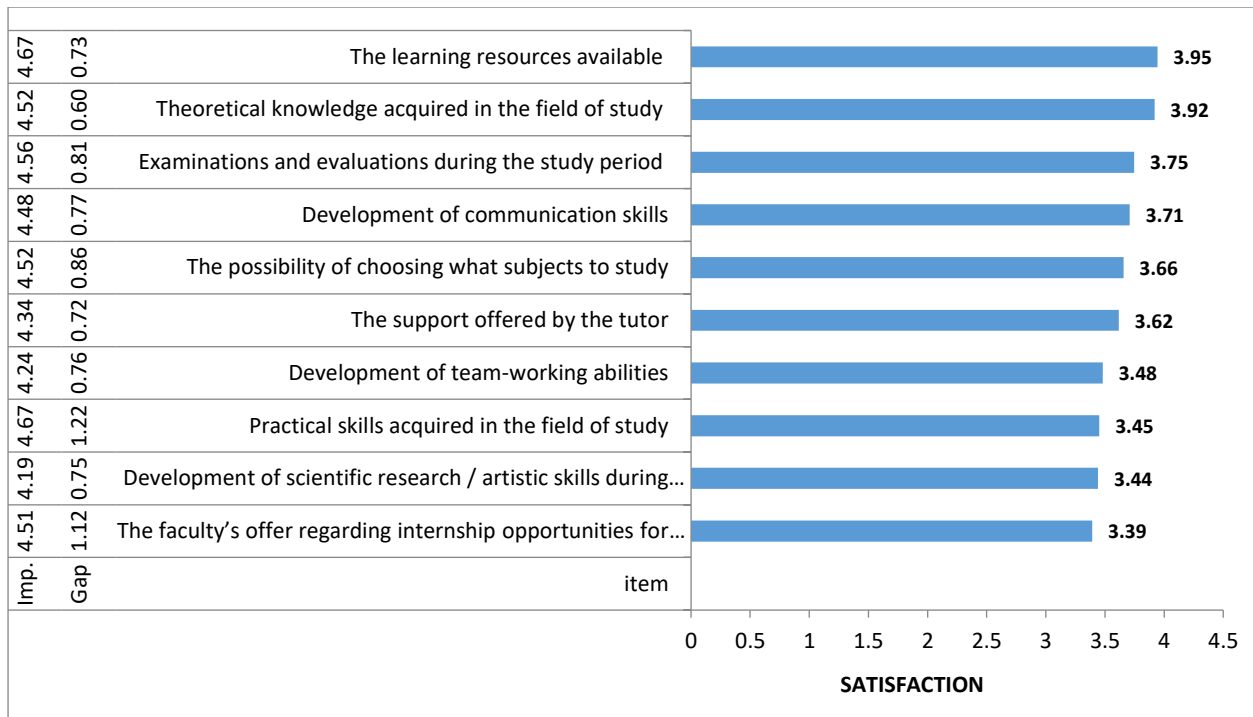


Figure 7. Average scores for general satisfaction, assigned importance, and the *gap* for the items of the *Teaching - Learning* dimension, bachelor's and master's levels

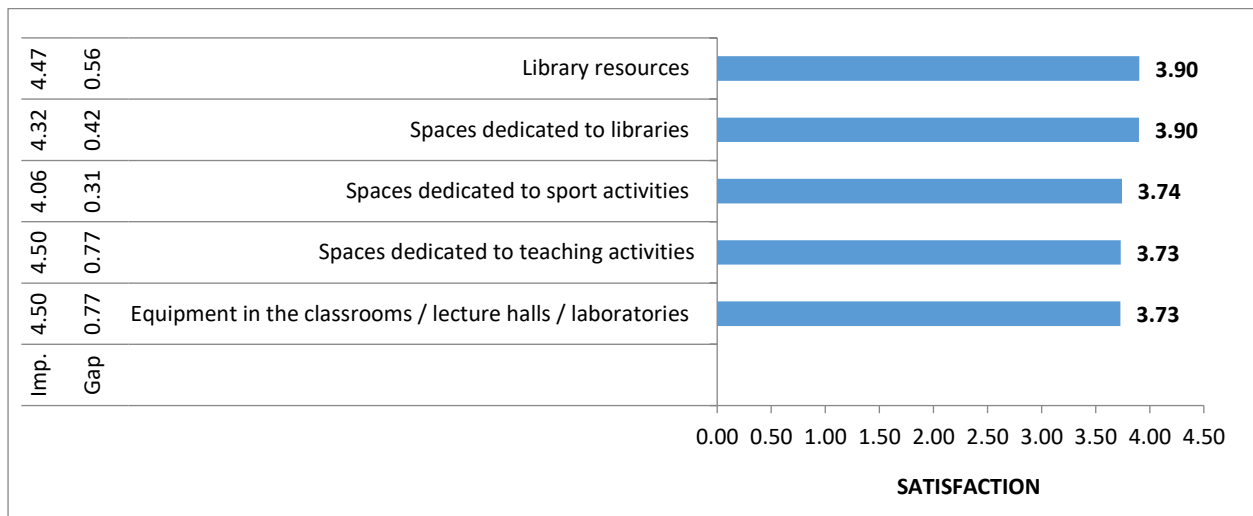


Figure 8. Average scores for general satisfaction, assigned importance, and the *gap* for the items of the *Material Resources* dimension, bachelor's and master's levels

## Assessment of student satisfaction, 2024, summary report

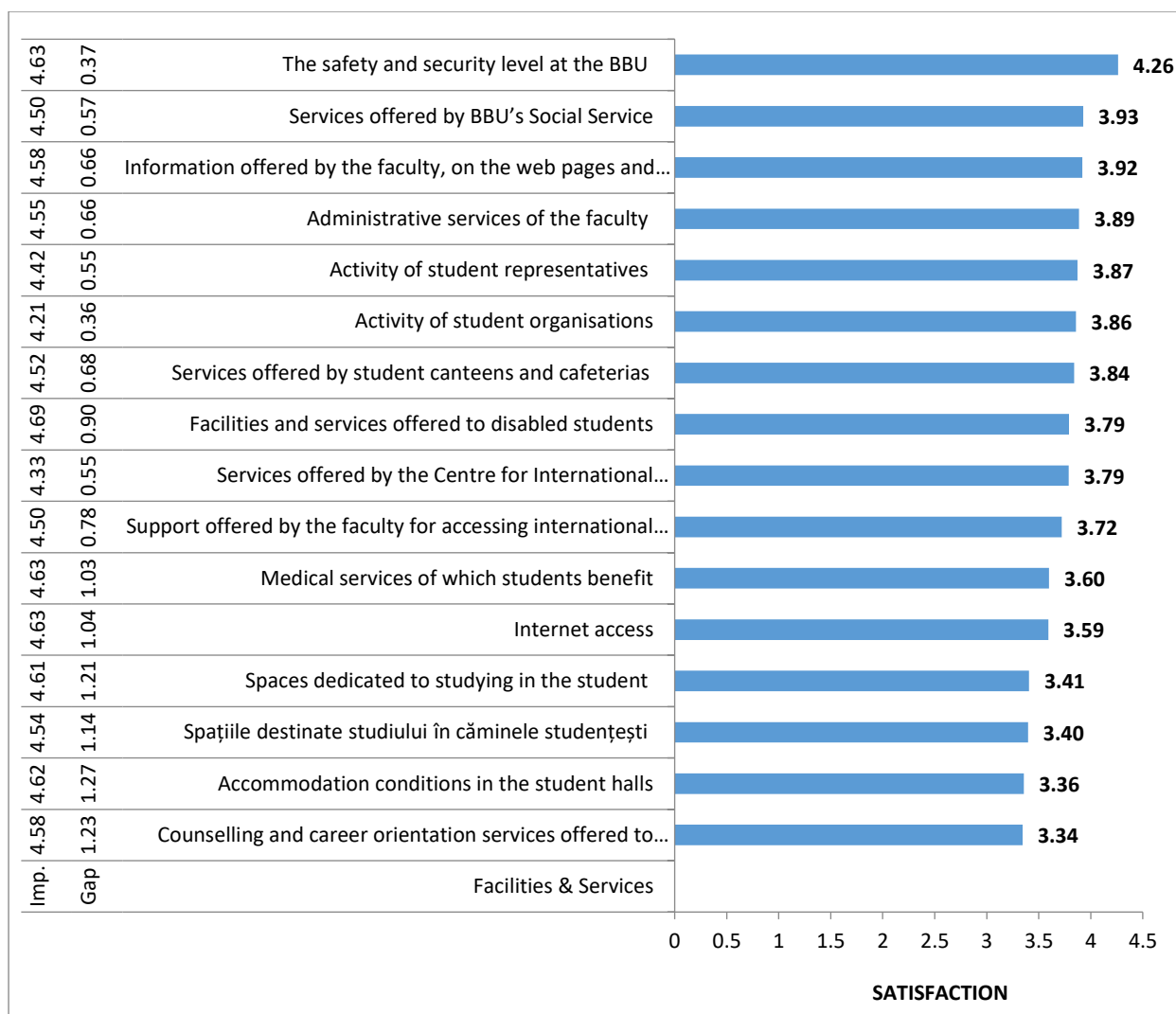


Figure 9. Average scores for general satisfaction, assigned importance, and the *gap* for the items of the *Facilities and Services* dimensions, bachelor's and master's levels

The general level of satisfaction of bachelor and master students is represented by a general score of 3.77 (64.6% of respondents were *satisfied* or *very satisfied*) regarding the services they received during the period when the academic activity was carried out *online* and is very close to those related to *on-site* (average score is 3.91; 72.2% of respondents were *satisfied* or *very satisfied*), even slightly higher in the case of foreign students, respectively those enrolled in distance-learning - partial frequency study programs (Figure 10).

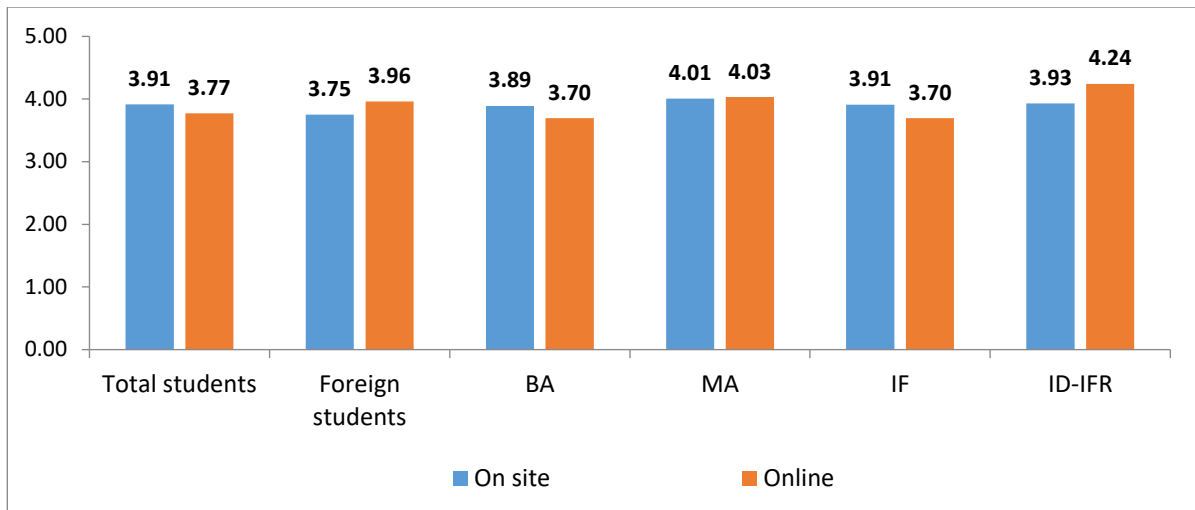


Figure 10. Average scores for the general satisfaction, bachelor’s and master’s levels

In terms of willingness to recommend other people to enroll at BBU / faculty / study program, the values recorded are above 4.00, the highest values being for BBU (Figure 11).

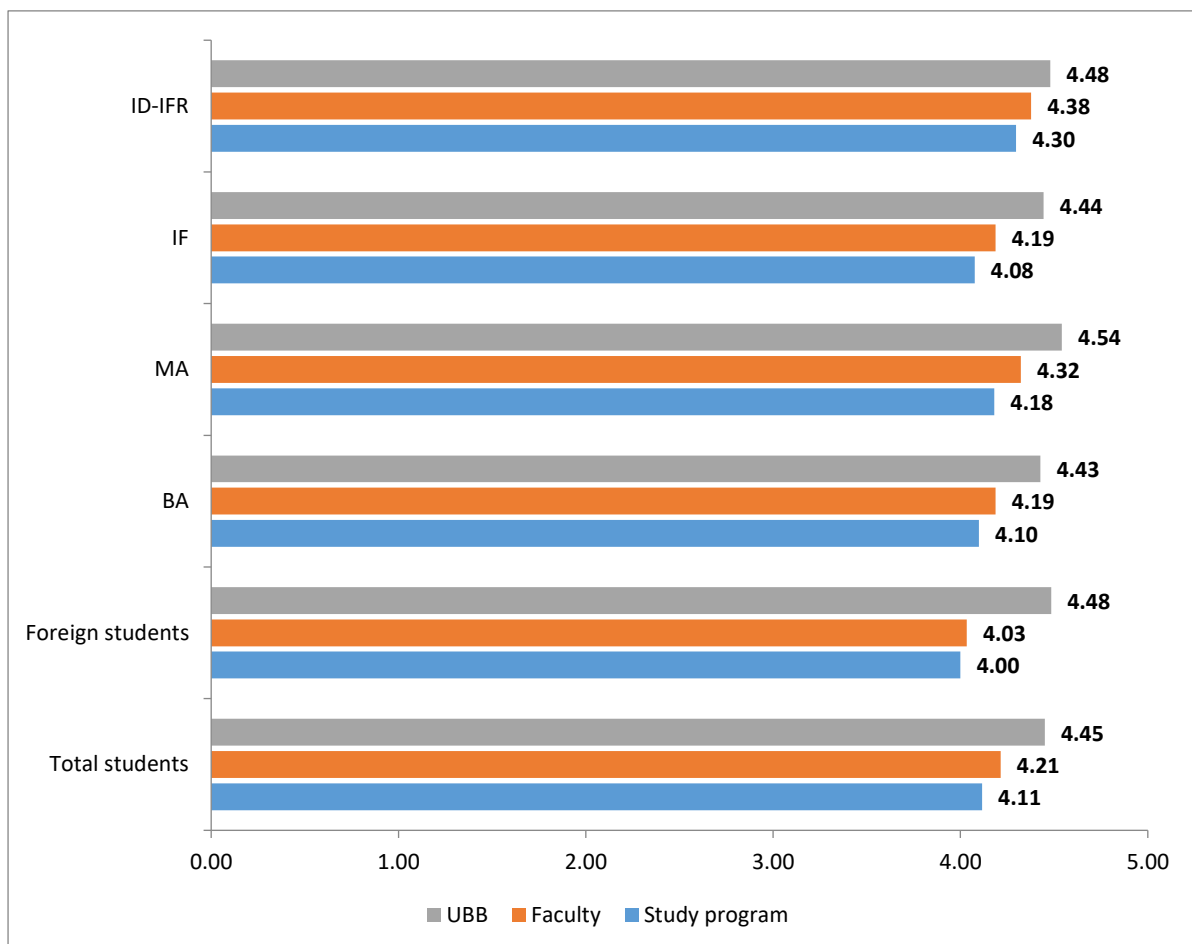


Figure 11. The average scores regarding the willingness to recommend enrollment within BBU, by faculty, respectively by followed study program, bachelor’s and master’s levels

## Assessment of student satisfaction, 2024, summary report

Regarding the language of study, Figure 12 displays the values for general student satisfaction, while the values for willingness to recommend are shown in Figure 13.

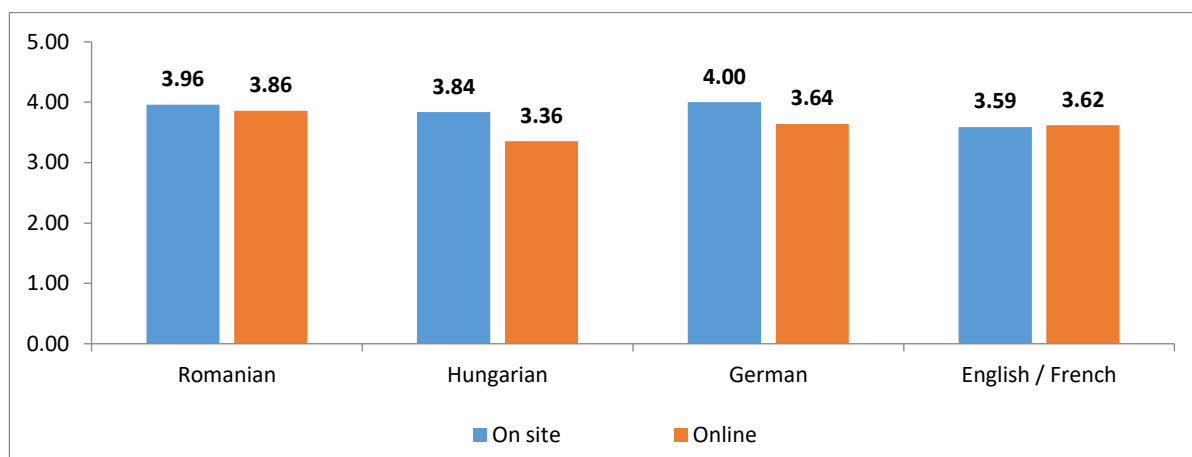


Figure 12. Average scores for the general satisfaction by section / language of study, bachelor's and master's levels

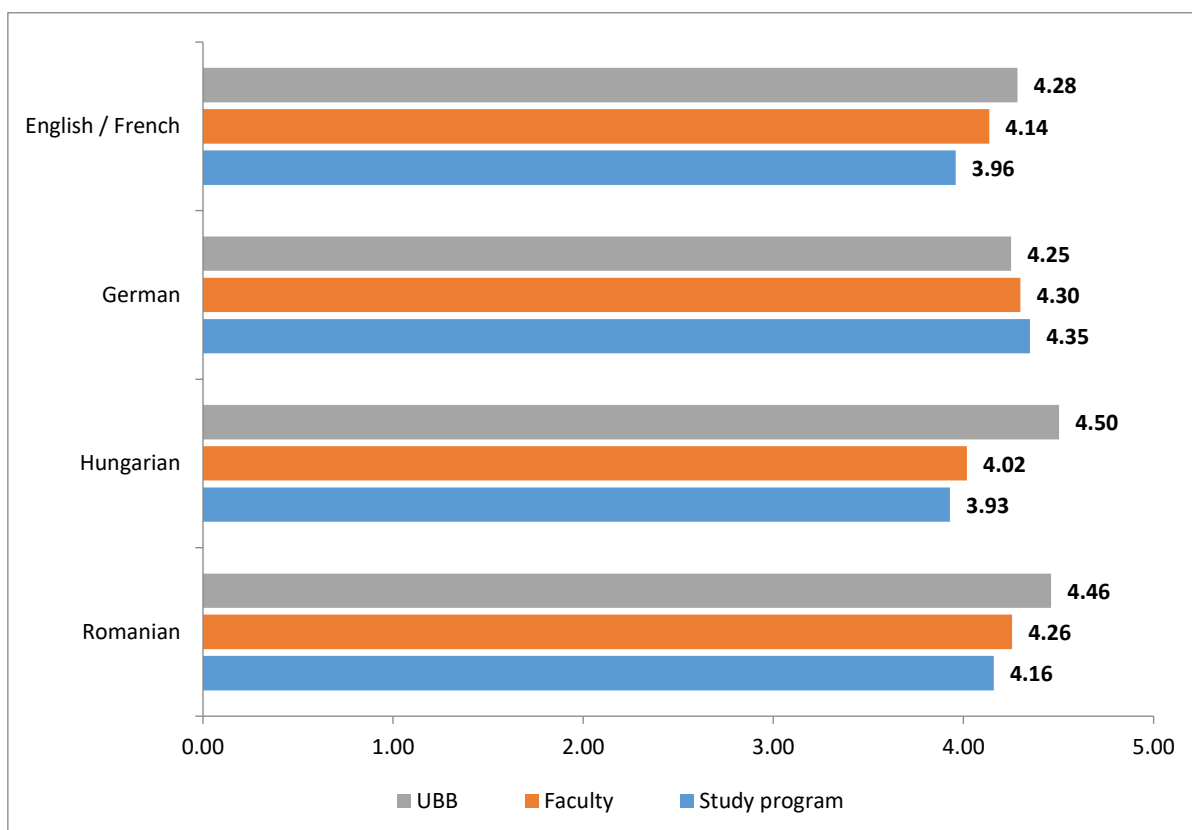


Figure 13. The average scores regarding the willingness to recommend enrollment within BBU, by faculty, respectively by followed study program, by section / language of study, bachelor's and master's levels

Regarding the year of study, the general level of satisfaction decreases slightly from year to year within the same level of study (Figure 14), as well as the scores on willingness to recommend enrolling at BBU/ faculty / program to others (Figure 15).

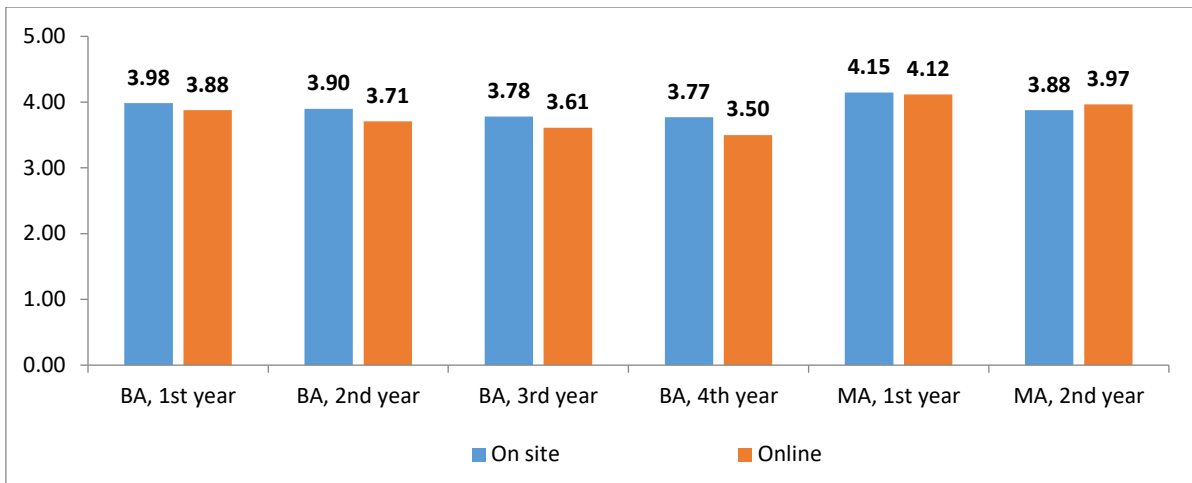


Figure 14. Average scores for the general satisfaction by year of study, bachelor's and master's levels

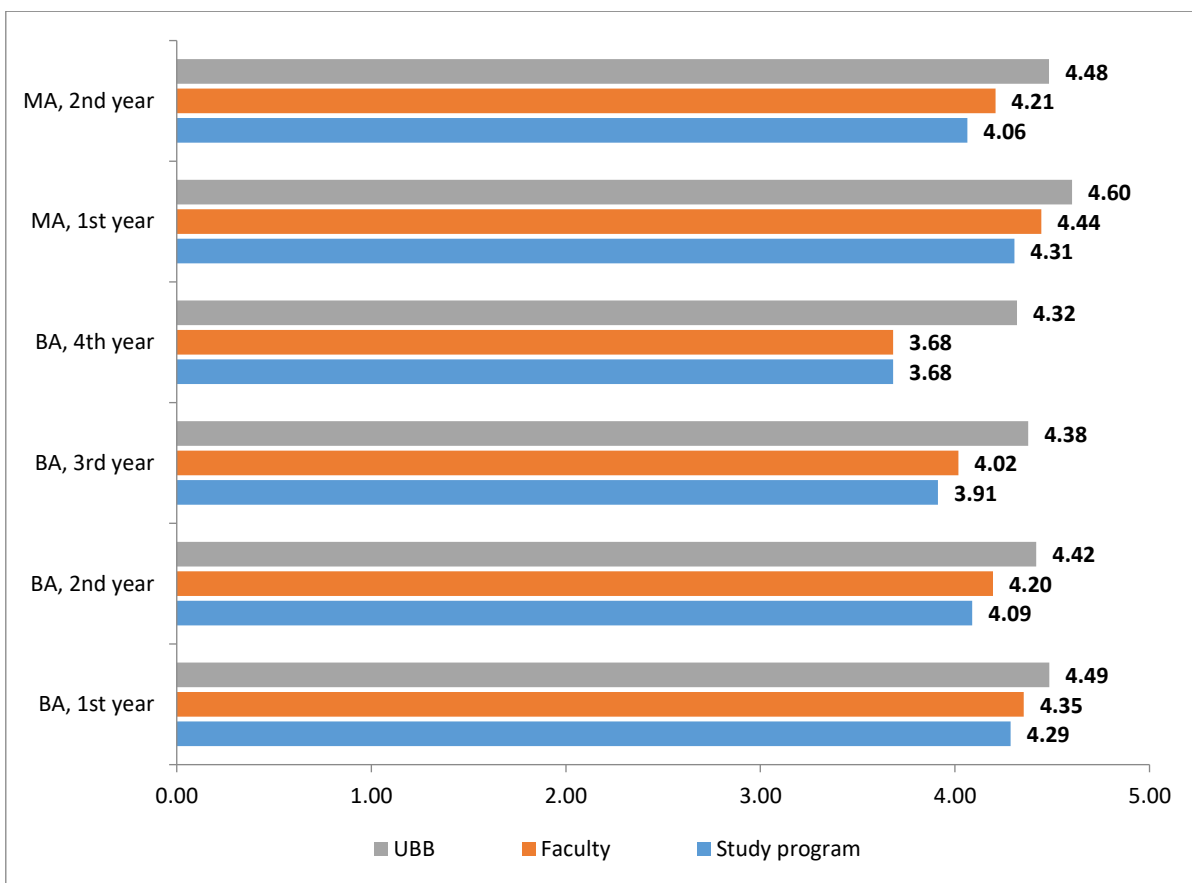


Figure 15. The average scores regarding the willingness to recommend enrollment within BBU, by faculty, respectively by followed study program, by year of study, bachelor's and master's levels

Open-ended responses from bachelor's and master's students highlight the following:

Most frequently mentioned satisfactory aspects are:

- ✓ Theoretical knowledge acquired;
- ✓ Teaching staff professionalism and the relationship with students.



## Assessment of student satisfaction, 2024, summary report

Less appreciated aspects:

- ✓ Teaching and learning facilities;
- ✓ Teachers' professionalism (including outdated teaching methods, lack of up-to-date course materials, and unfair practices in examinations and assessments)

Less than 10% of undergraduate and master students wish to return to *online-only* teaching, and less than 30% prefer a full return to *on-site* teaching. The majority (over 60%) favor a hybrid model (combining *on-site* and *online* learning), provided that the facilities (both *hardware* and *software*) are upgraded, and teachers receive better training in using dedicated platforms. Students are also interested in the use of a single platform, particularly for courses and seminars within the same subject, as well as the recording and posting of classes for permanent access.

DOCTORAL LEVEL

The population of doctoral student respondents is homogeneous, both in terms of the importance given and the general level of satisfaction with each of the three dimensions investigated - *Teaching - Learning - Research, Material Resources* and *Facilities and Services*, no statistically significant correlations were found regarding the form of study (Figure 16).

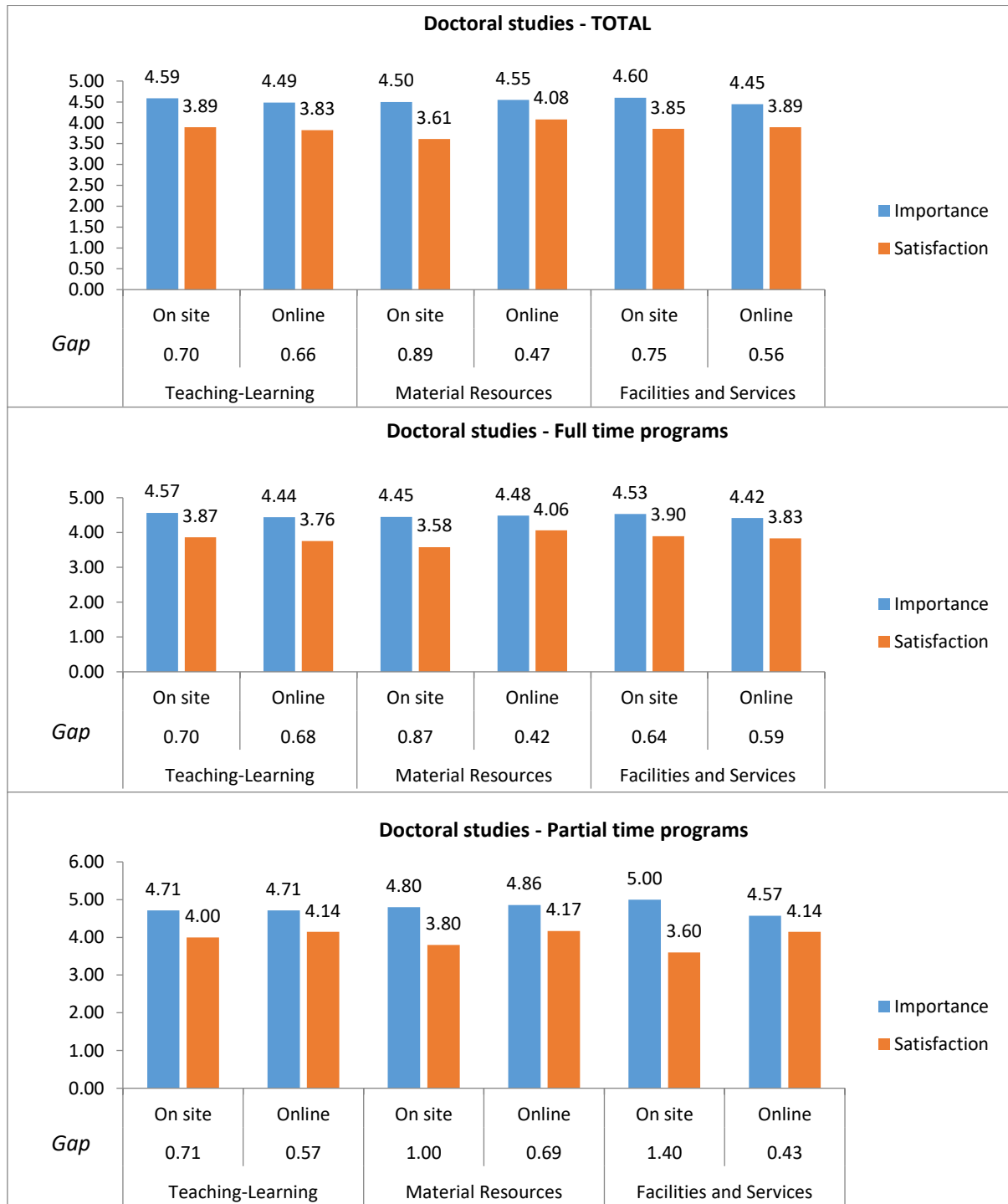


Figure 16. Average scores for general satisfaction, assigned importance, and the gap between them, doctoral level, doctoral level

## Assessment of student satisfaction, 2024, summary report

The aspects for which doctoral students gave the highest and the lowest scores respectively are as follows:

### 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

The opportunity to work in scientific research teams and projects

Aligning the content of doctoral courses with the training needs of doctoral students

#### 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)

#### Facilities and Services

The level of safety and protection provided on BBU premises (inside and outside University buildings)

International Cooperation Center Services

Services offered in student canteens and cafeterias (menu, service, opening hours)

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

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

Existing accommodation conditions in student dormitories

The mean values of the scores given by doctoral students for each of the items included in the three dimensions are shown in Figures 17 to 19.

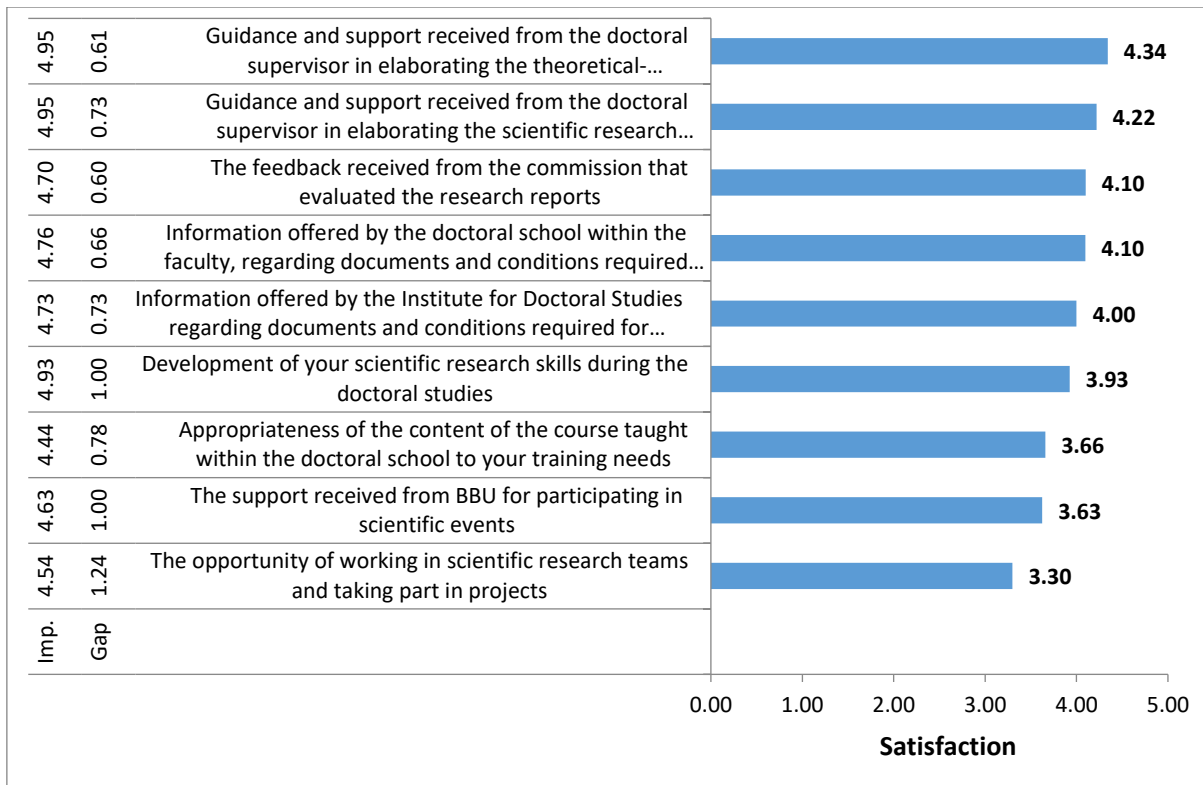


Figure 17. Average scores for general satisfaction, assigned importance, and the *gap*, for the items of the *Teaching - Learning – Research dimension*, doctoral level

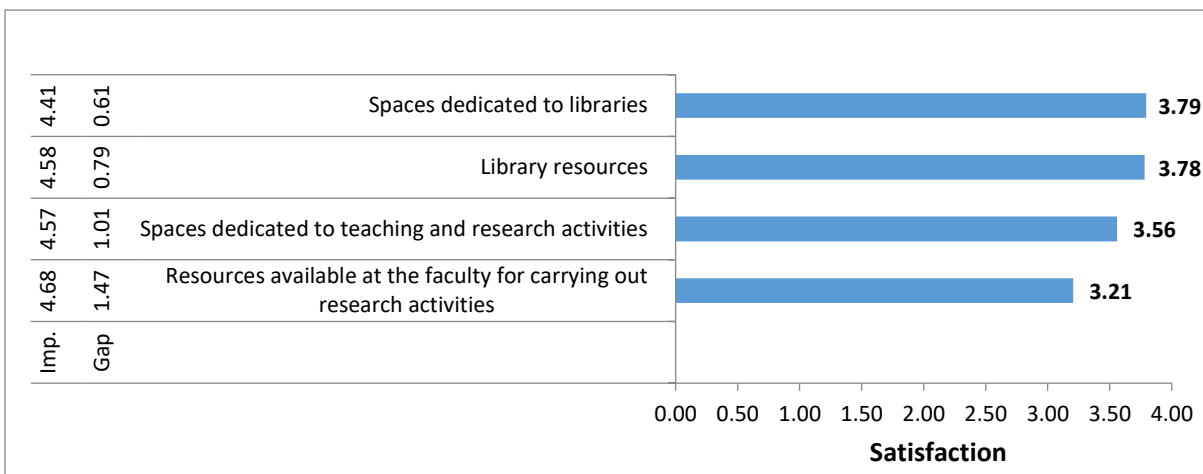


Figure 18. Average scores for general satisfaction, assigned importance, and the *gap*, for the items of the *Material Resources* dimension, doctoral level

## Assessment of student satisfaction, 2024, summary report

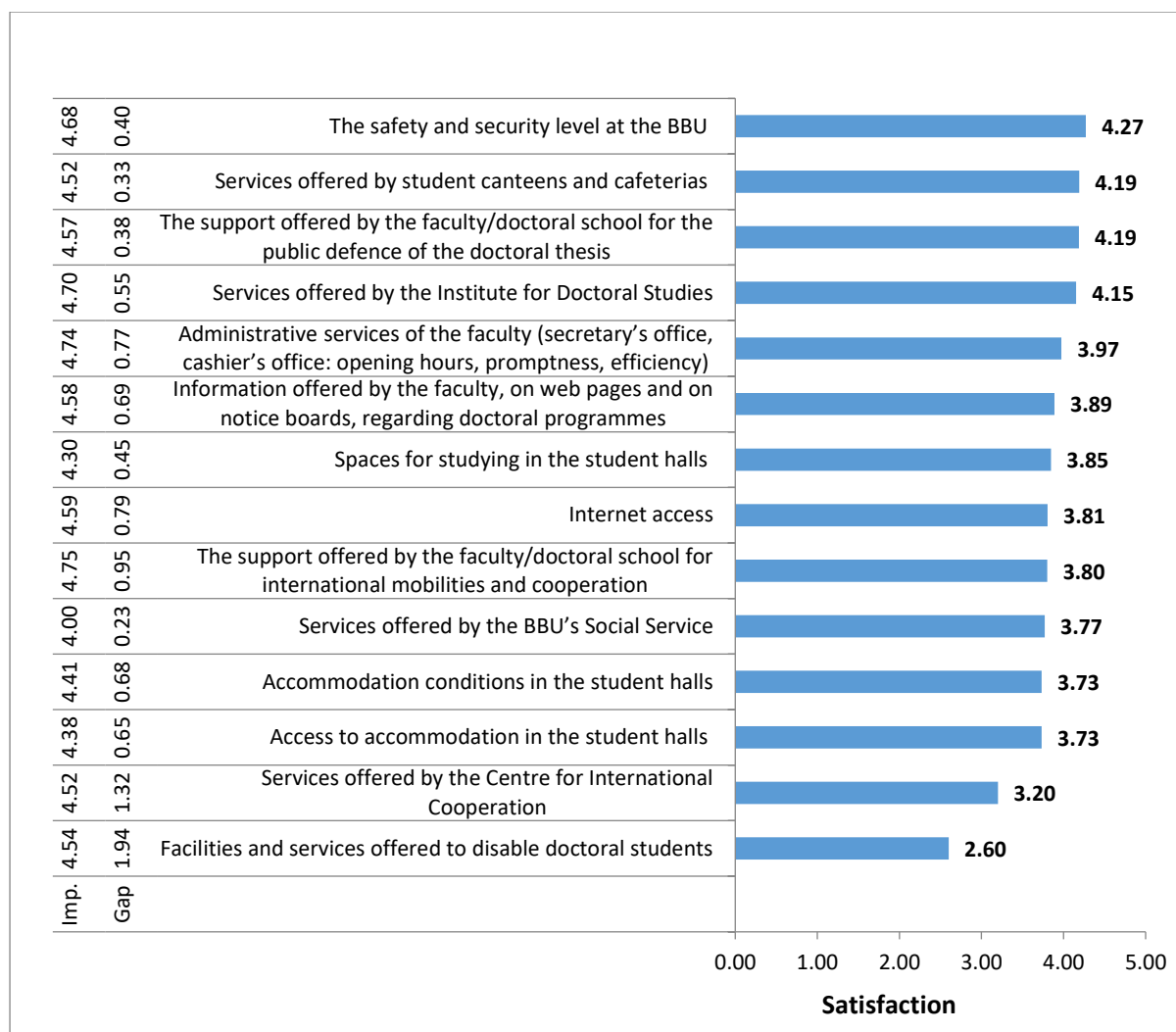


Figure 19. Average scores for general satisfaction, assigned importance, and the *gap*, for the items of the *Facilities and Services* dimension, doctoral level

The general level of satisfaction of doctoral students is represented by a general score of 4.09 for the teaching and research activities carried out *on site*, respectively 4.00 (even 4.57 in the case of those attending partial-time study programs) for the activities carried out *online* (Figure 20).

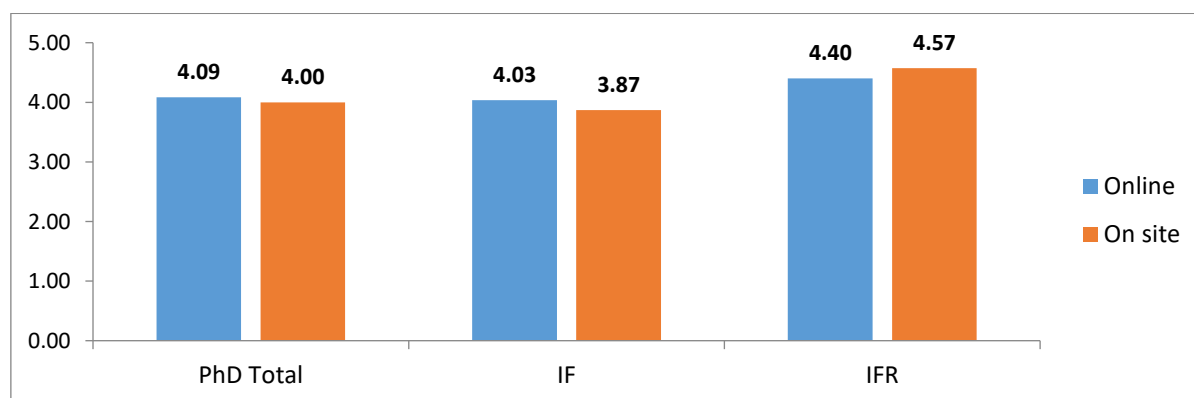


Figure 20. Average scores for the general satisfaction, doctoral level

Regarding the willingness to recommend to other people to enroll at BBU / faculty / doctoral school, the averages obtained are very close to each other, above 4.00 in the case of doctoral students who attend full-time study programs, even above 4.50 in the case of those who attend part-time study programs (Figure 21).

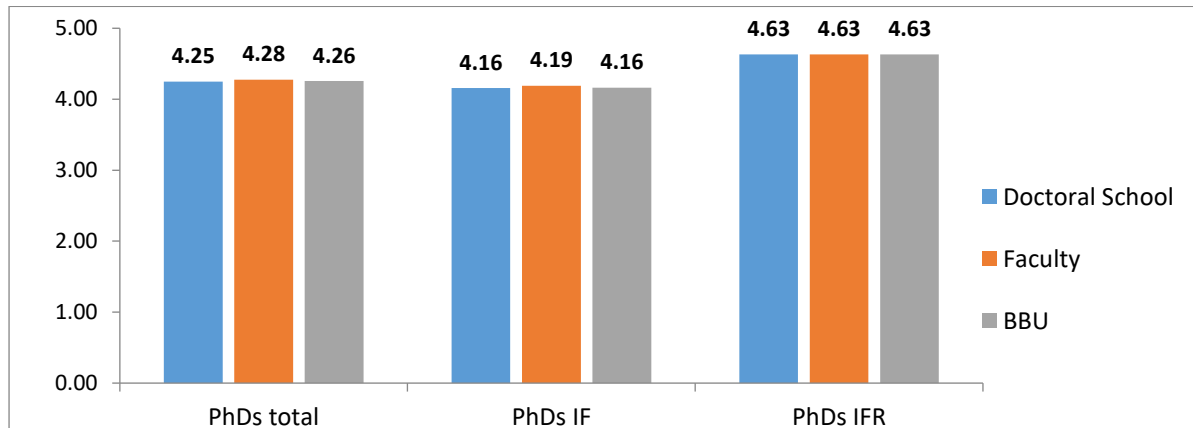


Figure 21. The average scores regarding the willingness to recommend enrollment within UBB, by faculty, respectively by doctoral school

The responses to the open-ended questions on the doctoral student experience at BBU show that the most common satisfactory aspects relate to:

- ✓ teaching staff professionalism (26.0%);
- ✓ professional development and gained theoretical knowledge (14%);
- ✓ good relations with teachers (12%).

Most mentions of less satisfactory aspects refer to:

- ✓ facilities for Teaching - Learning - Research;
- ✓ access to scientific information and databases (22%);
- ✓ organizational and bureaucratic aspects (19%);
- ✓ the financial aspects of doctoral training (15%).

As suggestions for improvement, doctoral students refer more frequently to:

- ✓ equipment for *on-site* and *online* activities;
- ✓ strengthening multidisciplinary and interdisciplinary collaborations, both within BBU and with external partners at the national and international levels.

Like bachelor and master students, doctoral students also propose creating a platform to store all materials related to their doctoral studies. They have identified training needs including access to relevant databases, academic writing, and the publication of research results.

## Assessment of student satisfaction, 2024, summary report

### Annex 1. Questionnaire to assess the satisfaction level of bachelor and master 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, 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 <b>NOT</b> 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	
<b>TEACHING - LEARNING</b>												
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.	General, the quality of the traditional teaching – learning process	1	2	3	4	5	1	2	3	4	5	
12.	General, the quality of the online teaching – learning process (during the SARS-COV-2 pandemic)	1	2	3	4	5	1	2	3	4	5	
<b>MATERIAL RESOURCES</b>												
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.	General, the quality of material resources offered for traditional education	1	2	3	4	5	1	2	3	4	5	
19.	General, 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	

FACILITIES AND SERVICES														
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.	General, the facilities and services offered by BBU for traditional education	1	2	3	4	5		1	2	3	4	5		
37.	General, the facilities and services offered for online 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		

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 higher education at...	Definitely NO					Definitely YES					No answer	
1. the study programme you have chosen	1	2	3	4	5							
2. the faculty you have chosen	1	2	3	4	5							
3. BBU	1	2	3	4	5							



## Assessment of student satisfaction, 2024, summary report

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: 1.  Female 2.  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.

## Assessment of student satisfaction, 2024, summary report

### 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	
<b>TEACHING - LEARNING - RESEARCH</b>												
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.	General, the quality of the traditional teaching-learning-research process	1	2	3	4	5	1	2	3	4	5	
11.	General, 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	
<b>MATERIAL RESOURCES</b>												
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.	General, the quality of the material resources offered by BBU for traditional education	1	2	3	4	5	1	2	3	4	5	
17.	General, 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.	General, the facilities and services offered by BBU for traditional education	1	2	3	4	5		1	2	3	4	5	
33.	General, 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						

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

## Assessment of student satisfaction, 2024, summary report

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.

**Annex 3. Study population characteristics**

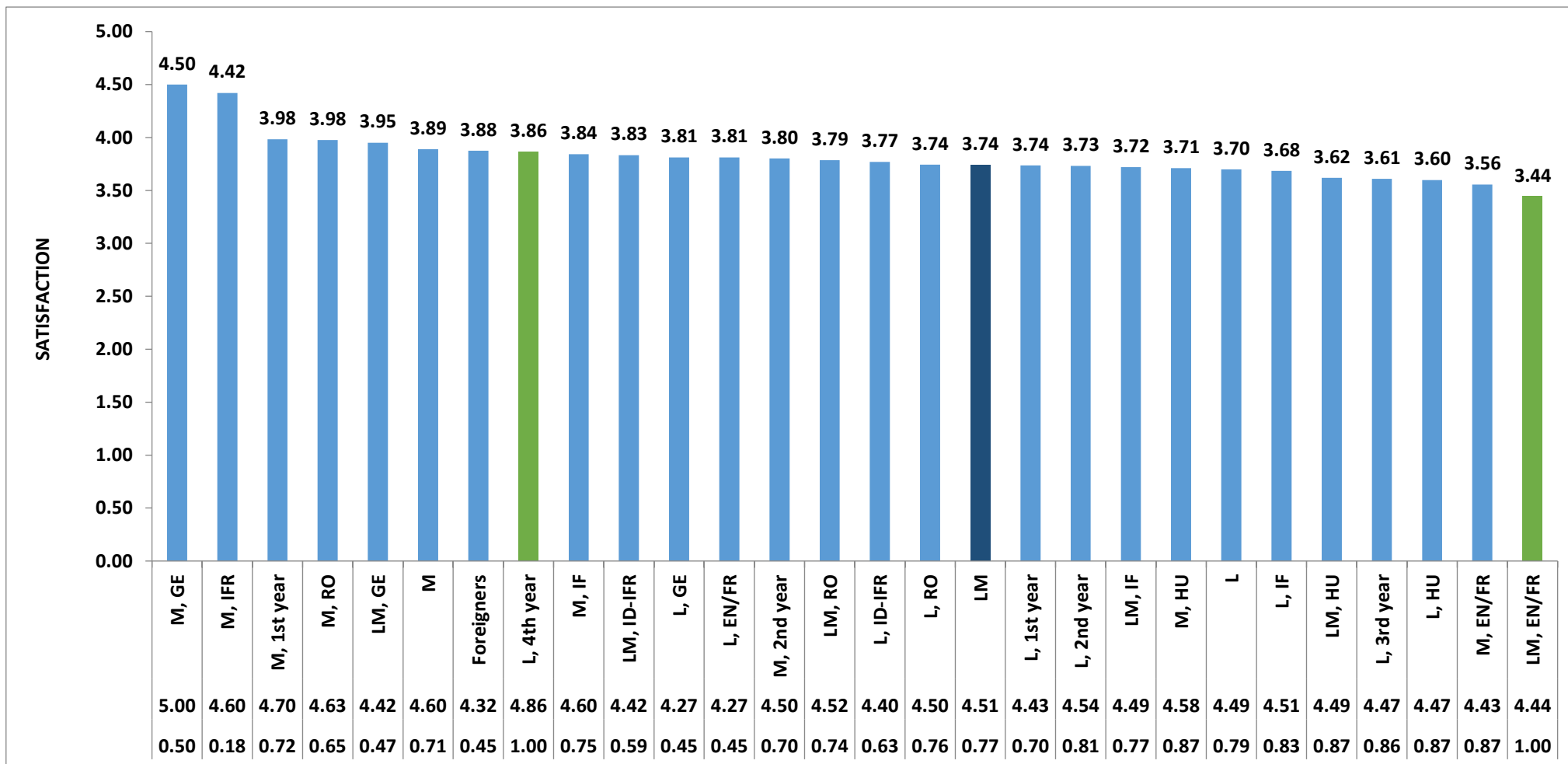
	Bachelor level		Master level		Doctoral level	
	No. of questionnaires	% of BBU population	No. of questionnaires	% of BBU population	No. of questionnaires	% of BBU population
<b>Total</b>	992	3,3%	246	3,1%	41	3,6%
<b>Full time study programs</b>	796	3,2%	223	3,0%	33	3,7%
<b>Long distance - Partial time study programs</b>	196	3,5%	23	3,4%	8	3,4%
<b>Romanian section</b>	776	3,3%	175	3,0%	-	-
<b>Hungarian section</b>	139	3,4%	31	3,2%	-	-
<b>German section</b>	16	3,1%	36	3,6%	-	-
<b>English / French</b>	61	3,3%	4	2,9%	-	-
<b>1<sup>st</sup> year</b>	350	3,0%	118	2,8%	-	-
<b>2<sup>nd</sup> year</b>	329	3,6%	128	3,3%	-	-
<b>3<sup>rd</sup> year</b>	291	3,2%	-	-	-	-
<b>4<sup>th</sup> year</b>	22	3,1%	-	-	-	-

Foreign students	Bachelor & Master levels	
	No. of questionnaires	% of BBU population
	35	3,0%

*Note. When calculating the weights, students on extended study, doctoral students on extended study, and those in the grace period were excluded from the total population of BBU students and doctoral students.*

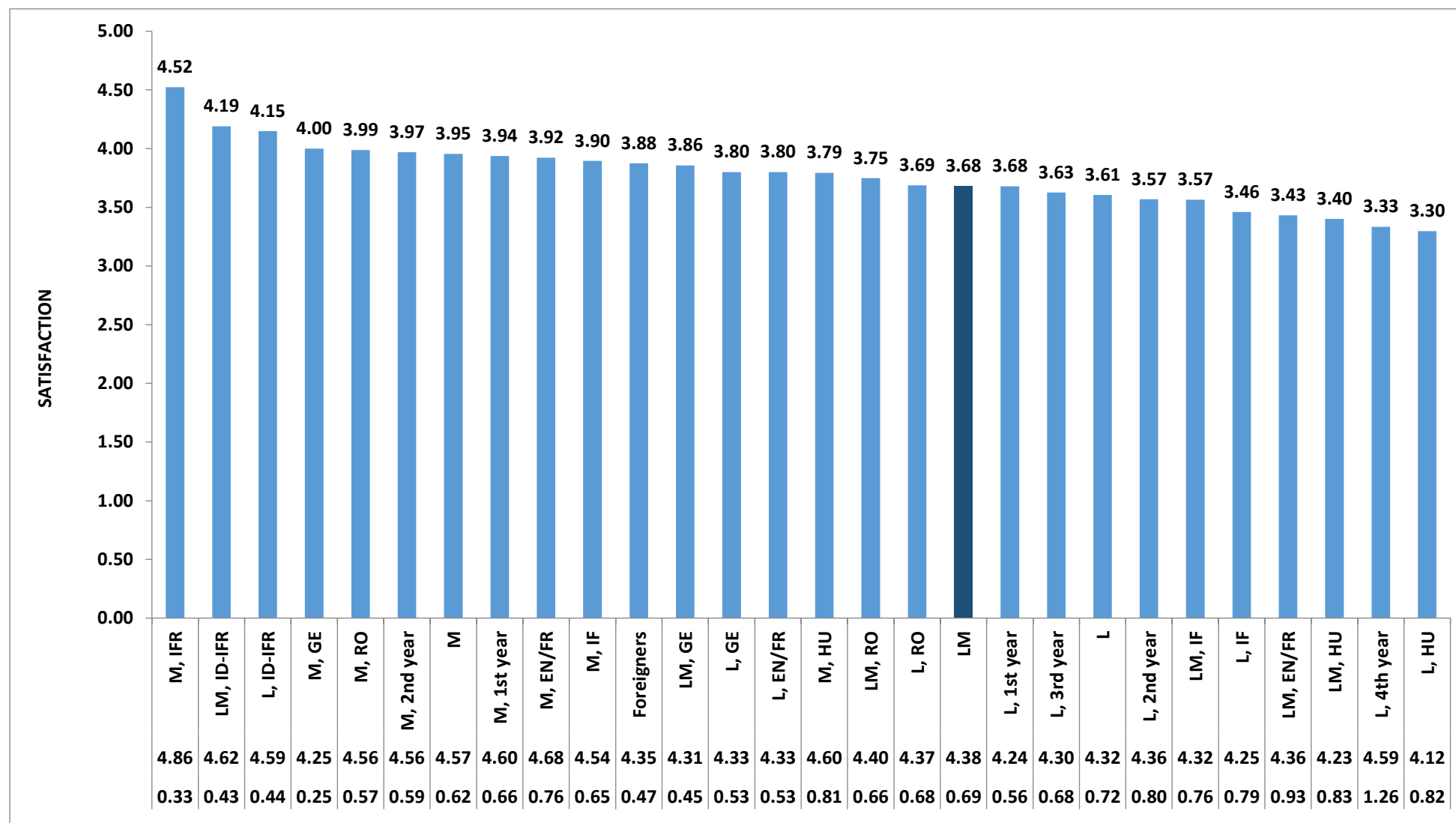
Sinteză privind evaluarea nivelului de satisfacție al studenților - 2023

Annex 4. Average satisfaction scores, averages for importance given and gap values, Teaching - Learning dimension, on site



Legend. L – BA; M - MA; STR – Foreign students; IF - students enrolled in full-time study programs; Long distance - Partial time study programs  
 RO – Romanian section; HU – Hungarian section; GE – German section; EN & FR – English and French study languages

**Annex 5.** Average scores for satisfaction, assigned importance, and *gap values* by *Teaching – Learning* dimension, *online*

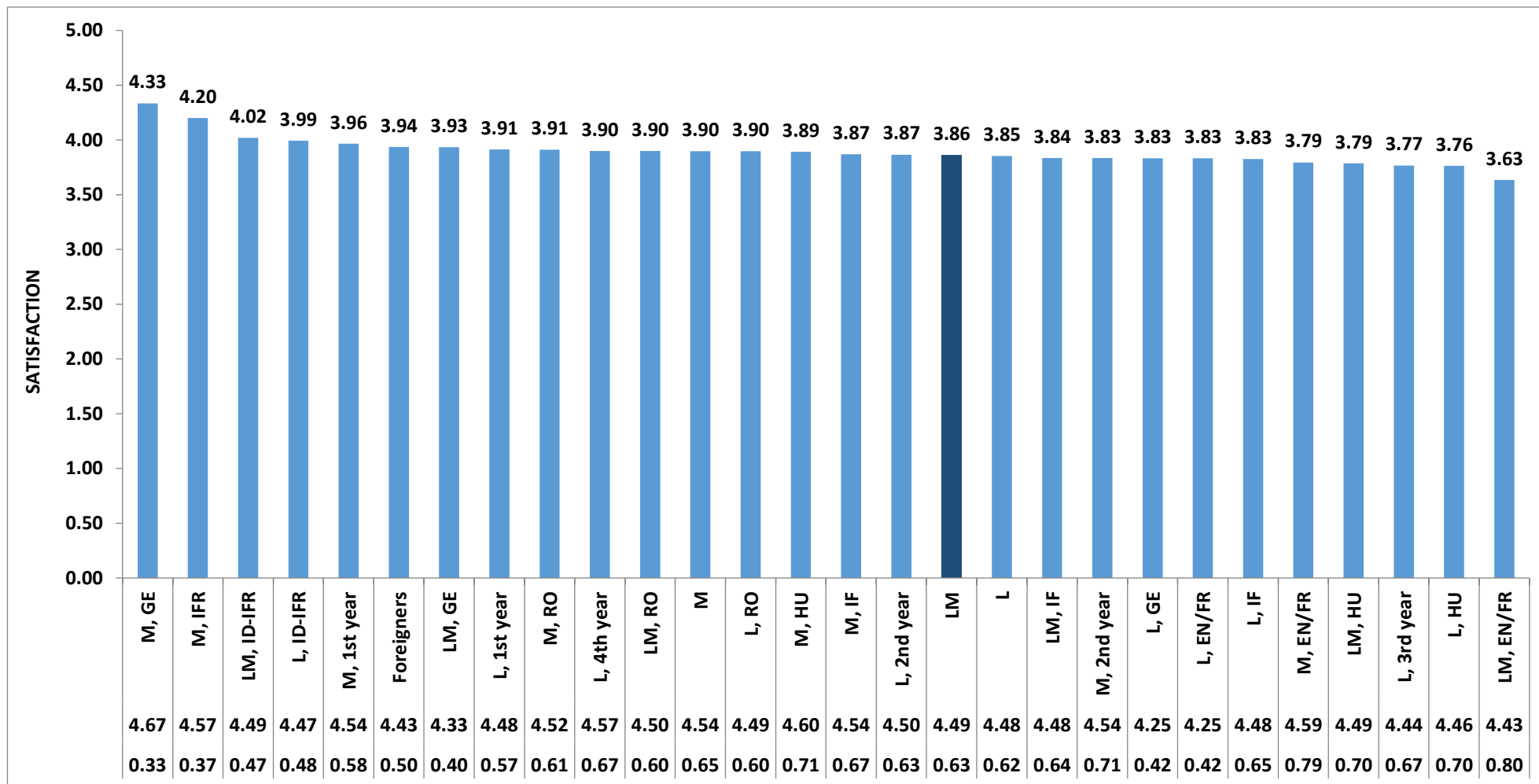


Legend. *L* – BA; *M* – MA; *STR* – Foreign students; *IF* – students enrolled in full-time study programs; *Long distance* – Partial time study programs  
*RO* – Romanian section; *HU* – Hungarian section; *GE* – German section; *EN & FR* – English and French study languages



### Sinteză privind evaluarea nivelului de satisfacție al studenților - 2023

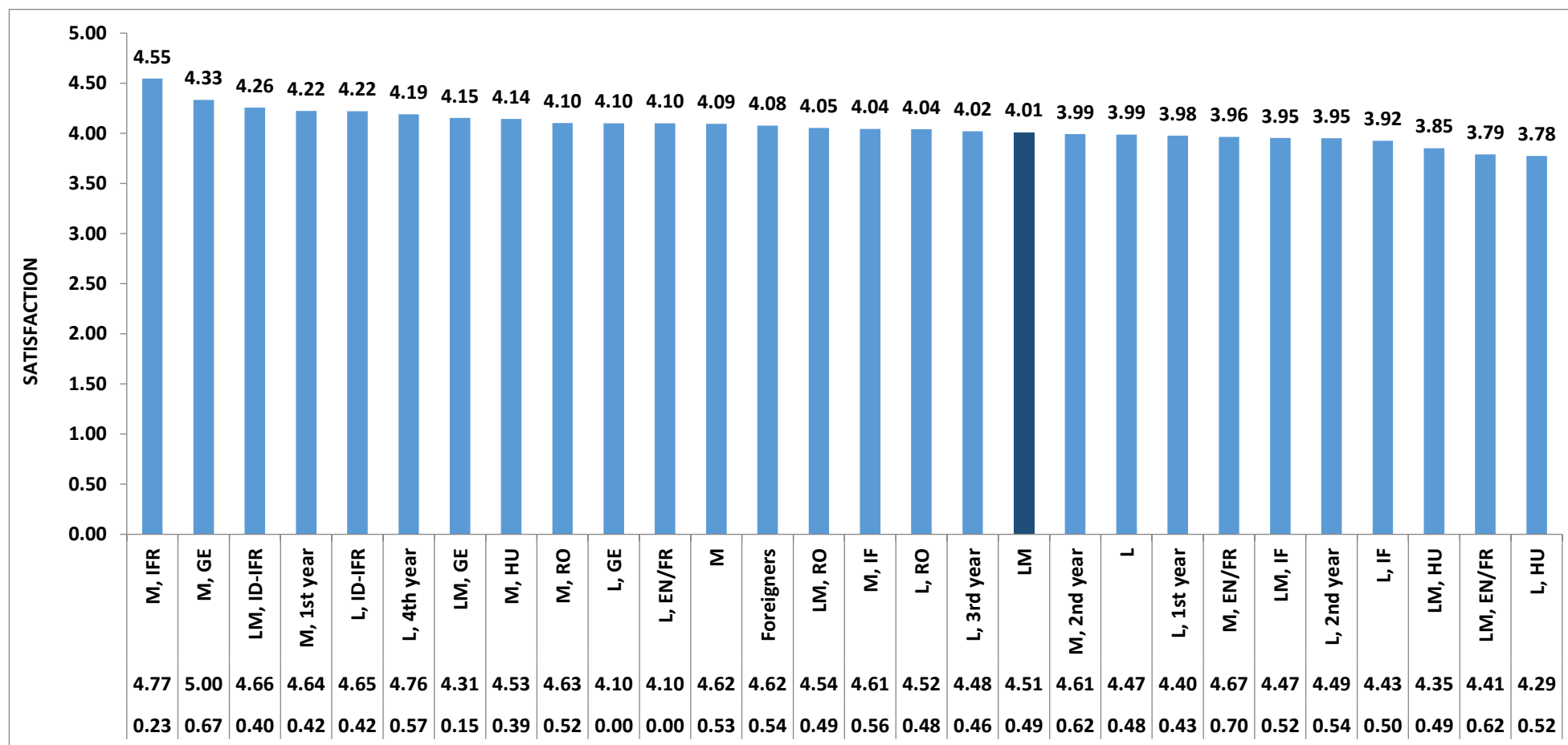
**Annex 6.** Average scores for satisfaction, assigned importance, and *gap values* by *Material Resources* dimension, *on site*



*Legend.* L – BA; M - MA; STR – Foreign students; IF - students enrolled in full-time study programs; Long distance - Partial time study programs

RO – Romanian section; HU – Hungarian section; GE – German section; EN & FR – English and French study languages

**Annex 7.** Average scores for satisfaction, assigned importance, and *gap values* by *Material Resources* dimension, *online*

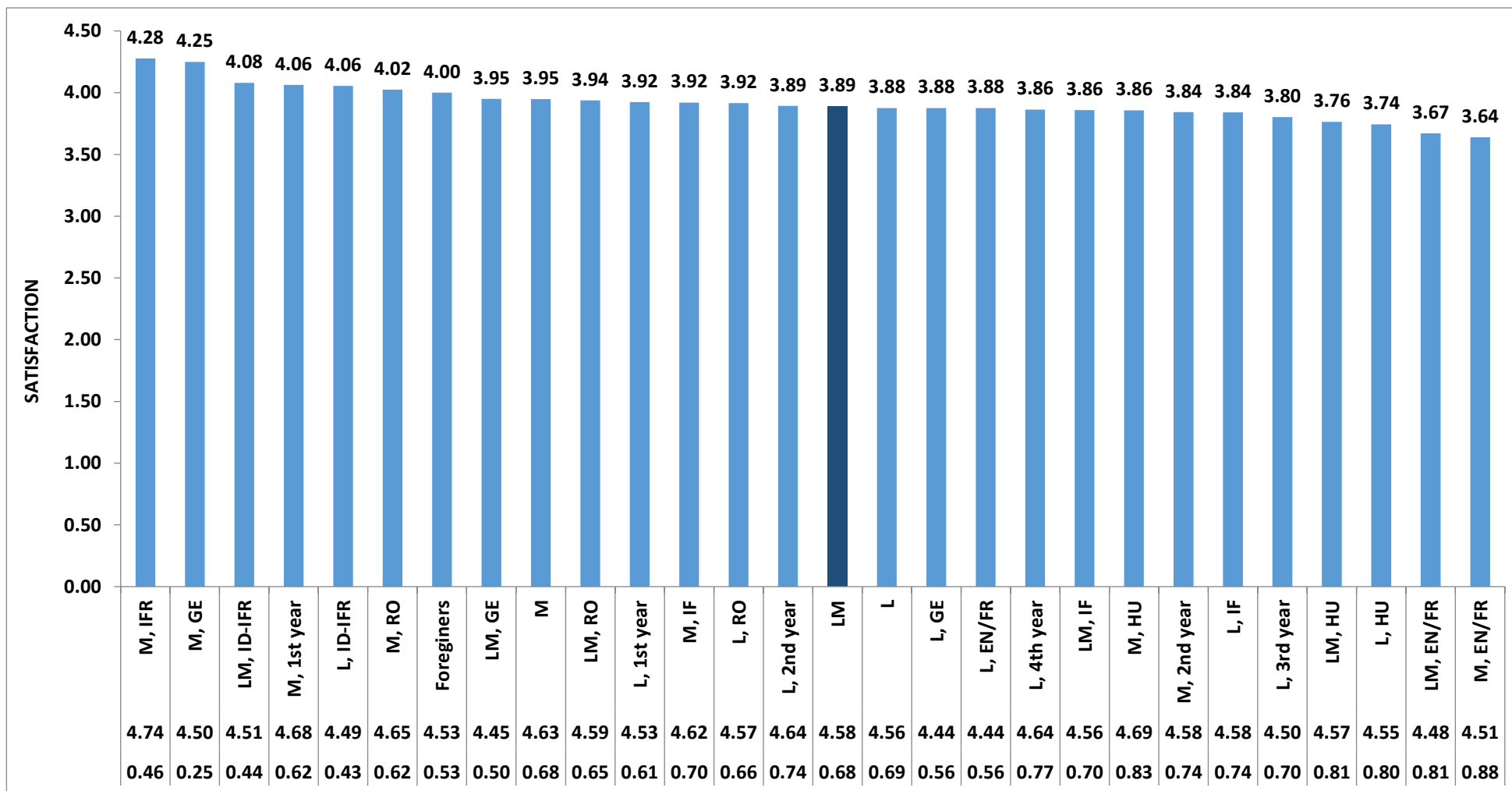


*Legend.* L – BA; M - MA; STR – Foreign students; IF - students enrolled in full-time study programs; Long distance - Partial time study programs

RO – Romanian section; HU – Hungarian section; GE – German section; EN & FR – English and French study languages

### Sinteza privind evaluarea nivelului de satisfacție al studenților - 2023

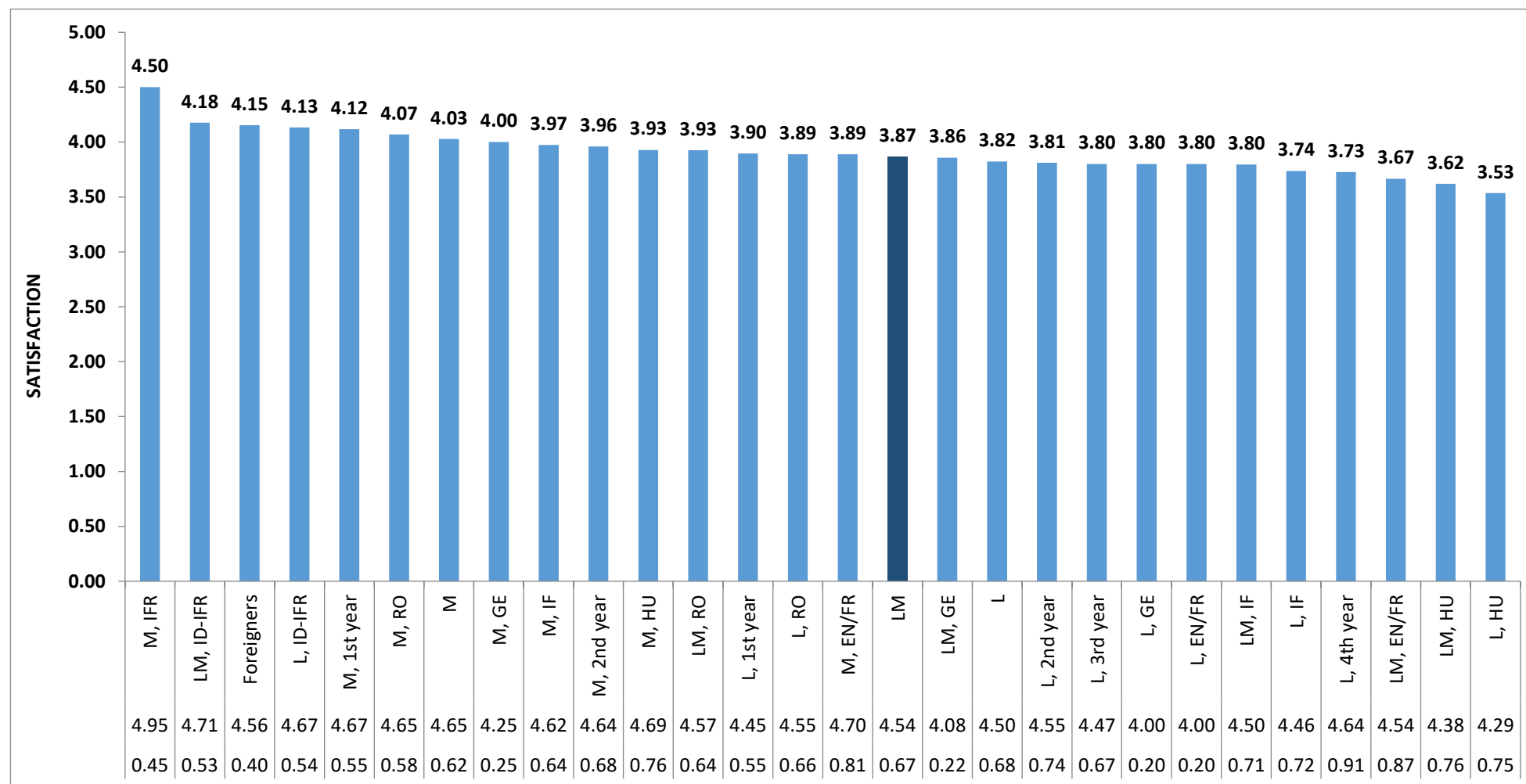
**Annex 8.** Average scores for satisfaction, assigned importance, and *gap values* by *Facilities and Services* dimension, *on site*



*Legend.* L – BA; M – MA; STR – Foreign students; IF – students enrolled in full-time study programs; Long distance – Partial time study programs

RO – Romanian section; HU – Hungarian section; GE – German section; EN & FR – English and French study languages

**Annex 9.** Average scores for satisfaction, assigned importance, and gap values by *Facilities and Services* dimension, *online*



Legend. *L* – BA; *M* - MA; *STR* – Foreign students; *IF* - students enrolled in full-time study programs; Long distance - Partial time study programs

*RO* – Romanian section; *HU* – Hungarian section; *GE* – German section; *EN & FR* – English and French study languages