

**VIETNAM NATIONAL UNIVERSITY – HCMC  
UNIVERSITY OF INFORMATION TECHNOLOGY**

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**REPORT SURVEY ABOUT  
LECTURERS' ACTIVITIES IN THE  
1<sup>st</sup> SEMESTER OF THE SCHOOL  
YEAR 2022- 2023**

*Ho Chi Minh City, April 2023*

## **I. OVERVIEW**

### **1. Purpose of the survey**

- Create information channels for learners to help lecturers self-adjust their teaching activities in order to continuously improve their sense of responsibility and professional qualifications in realizing the University's training goals.
- Contribute to building a team of teachers with moral qualities, professional conscience, and high professional qualifications, utilizing advanced and modern teaching methods and styles.
- Strengthen learners' sense of responsibility for their own rights and obligations in studying and training. Create conditions for learners to express their thoughts, aspirations, and opinions regarding teachers' teaching activities.
- Assist school and faculty/department managers in having a basis for commenting on, evaluating, and developing plans for fostering, organizing work, and enforcing discipline for teachers

### **2. Survey process**

#### **2.1. Subjects and scope of application**

Students at the University of Information Technology, VNU-HCM, fall into various categories, including those in formal training, talented bachelors, talented engineers, and advanced programs. They engage in high-quality studies encompassing theoretical subjects (LT), practical methods (PT), as well as levels 1 and 2.

#### **2.2. Form**

The online survey system sends the survey link (<https://survey.uit.edu.vn>) to students' email addresses, based on the registered subject list. Students then complete the survey following the provided instructions.

#### **2.3. Implementation time**

- Survey period: 12/01/2023 – 12/03/2023
- Data processing and data separation: 13/03/2023- 25/03/2023
- Write reporting: 26/03/2023 – 06/04/2023

## 2.4. Survey Tools

The Department of Information and Technology will collect students' opinions through an approved survey. The subject questionnaire includes 19 questions/criteria for LT subjects, 19 questions/criteria for PT1 practical subjects, and 9 questions/criteria for PT2 practical subjects.

The questionnaire covers the following topics: the organization of subjects, teaching activities of instructors, methods of testing and evaluating learning outcomes, and the overall satisfaction with the subjects

The questions in the questionnaire are based on a Likert scale with four levels:

- *Level 1:* Not at all good/Not satisfied                      1 point
- *Level 2:* Not Good/Satisfied                                      2 points
- *Level 3:* Good/Satisfied    3 points
- *Level 4:* Very Good/Satisfied                                      4 points

## II. SURVEY RESULTS

### 1. Number of surveyed students

Compliance with the regulations regarding the number of courses that students are required to survey, including LT courses, practical HT1, and practical HT2 courses, is as follows:

SV registering for  $\leq 4$  courses should survey all the registered courses.

SV registering for  $>4$  courses should survey at least 50% of the registered courses.

Out of 3806 students, 3089 participated in the survey, achieving a rate of 81.2% (excluding students who have completed all the courses in their training program and have no registered course). Specifically, more than 85% of students conducted a 100% survey of their registered courses, as follows:

Percentage of subjects taken	Students register $\leq 4$ subjects (N= 431)		Students register $> 4$ subjects (N= 2245)	
	Number	Percentage (%)	Number	Percentage (%)
<b>Less than 50%</b>	3	<b>0.7</b>	178	<b>7.4</b>

<b>50% - less than 100%</b>	12	<b>2.8</b>	132	<b>5.3</b>
<b>100%</b>	416	<b>96.5</b>	2348	<b>87.3</b>
Total	431	<b>100.0</b>	2658	<b>100.0</b>

Table 1. Number of Students Surveying Courses in Semester 1/Academic Year 2022-2023

Overall, the participation rate of students in surveying theoretical courses is quite high, with a particularly high rate of students conducting a 100% survey of their courses ranging from 87.3% to 96.5%, which has been consistently maintained throughout each survey cycle.

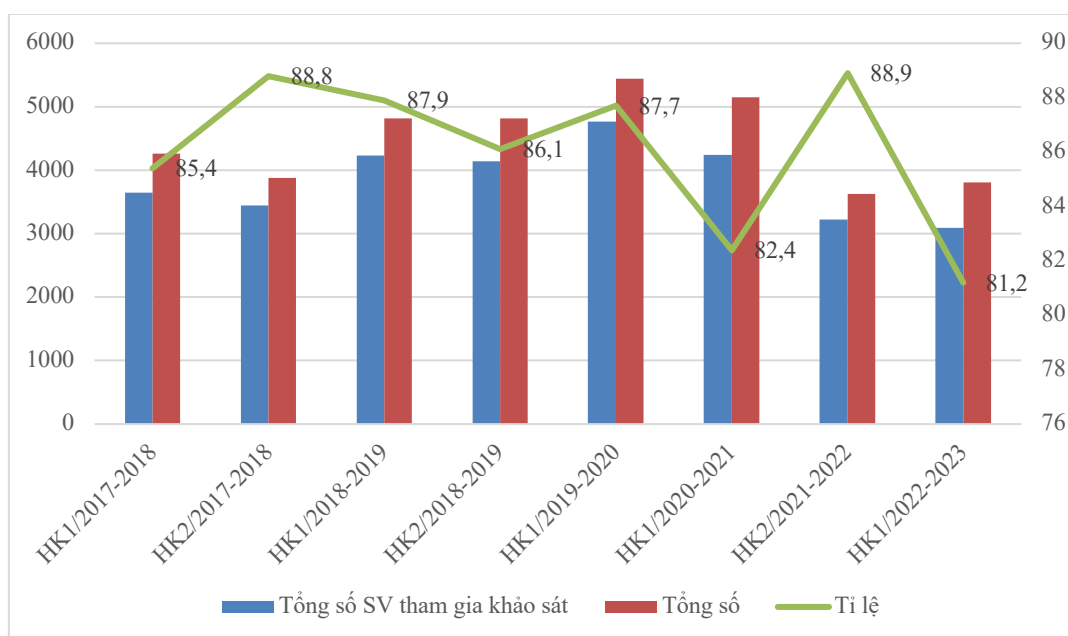


Chart 1. The number of students conducting course surveys over the years

## 2. General survey information

Statistics from the University Training Office, Semester 1/Academic Year 2022-2023, reveal that the entire university has 649 theoretical lecture classes, 407 practical HT1 classes, and 118 practical HT2 classes. The specific survey forms completed in each academic unit are shown in the table below:

Table 2. The number of students participating in surveys in various academic units

Management units	Theoretical subjects	HT1 Practical Subject	HT2 Practical Subjects
Department of Maths and Physics	1518	-	-
Faculty of Software Engineering (SE)	1196	169	671

Management units	Theoretical subjects	HT1 Practical Subject	HT2 Practical Subjects
Faculty of Information Systems (IS)	2756	1484	206
Faculty of Computer Science (CS)	1594	618	692
Faculty of Computer Engineering (CE)	1486	1001	125
Faculty of Information Science and Engineering (IS&E)	818	287	369
Faculty of Computer networks & Communications (CN&C)	1846	1338	282
Department of Academic Affairs	3309	138	-
Center of foreign languages	341	-	-
<b>Total</b>	<b>14864</b>	<b>5035</b>	<b>2345</b>

The statistics presented in Table 3 demonstrate that the majority of students attended theoretical lecture classes quite regularly, with attendance rates ranging from 50% to over 80% of the total class sessions, achieving an average rate of 98.6% (higher than in the 2021-2022 academic year). Furthermore, when considering attendance of over 80% of class sessions, the student participation rate remains relatively high, ranging from 83.2% (KTMT) to 88.2% (KH&KTTT), consistently across departments, with an average rate of 85.8% (compared to over 86% in the previous academic year; previously, the rates fluctuated around 70% - 80%). The Student Affairs Department encourages academic departments, particularly instructors, to continue improving teaching methods and applying pedagogical skills to ensure full student participation in classes according to the schedule, thus achieving the highest quality education.

**Time for student attendance in theoretical lecture courses:**

**Table 3.** Duration of study for theoretical subjects by faculty students

Faculty/Programs	Class time					
	<50%		50-80%		>80%	
	Number	Percentage	Number	Percentage	Number	Percentage

SE	46	1.6	381	13.7	2361	84.7
IS	36	1.0	448	12.5	3098	86.5
CS	31	1.5	252	12.5	1735	86.0
CE	20	1.6	188	15.2	1029	83.2
IS&E	26	1.2	238	10.6	1975	88.2
CN&C	43	1.4	373	12.5	2571	86.1

Likewise, the class durations for practical courses, which encompass HT1 and HT2, are documented in Table 4 as follows:

**Class durations for HT1 & HT2 practical subjects:**

**Table 4.** Class durations for HT1 & HT2 practical courses

Management Faculty	TH HT1			TH HT2		
	<50%	50-80%	>80%	<50%	50-80%	>80%
SE	1.0	9.6	89.4	2.2	17.2	80.6
IS	1.2	12.4	86.3	0.8	18.0	81.1
CS	1.9	7.4	90.7	2.1	20.1	95.8
CE	2.9	11.5	85.5	3.2	14.2	82.6
IS&E	0.6	8.1	91.3	1.5	10.7	87.8
CN&C	2.0	9.2	88.8	1.5	14.4	84.0

Based on the statistical data, the Faculties of IS&E and the Faculty of CS are notable for having a significant percentage of students attending extensive practical sessions for both HT1 and HT2. Among these, the Faculty of IS&E has consistently maintained its ranking over several semesters.

**3. Results of the university-wide survey**

**3.1. Theoretical subjects**

Out of the total 655 classes, 471 had participation from 50% or more of the students, ensuring sufficient reliability for subsequent analysis and evaluation.

The survey questionnaire for theoretical subjects comprises 19 questions (criteria) aimed at assessing the teaching activities of the lecturers. The survey results are presented in the form of a breakdown of the percentage of students who responded to each criterion, as displayed in the following table:

No.	Criteria	Very Poor/ Very dissatisfied	Poor/ Dissatisfied	Good/ Satisfie	Very good/ Very satisfied
1	Learning outcome, requirement and content of subjects often are introduced in the first lesson and repeated frequently in subsequent sessions	0.6	2.1	22.1	75.3
2	The content of subjects are taught exactly, updated and connected to real life	0.6	3.2	24	72.1
3	Classroom/Laboratory and equipment adapted the requirements of teaching and learning.	0.7	3.7	25.6	70.1
4	Curriculum, lesson plans and documentary serve for learning and teaching activities, which are supplied sufficiently and updated on the Moodle system	0.9	3.6	23.7	71.9
5	Lecturers' teaching methods help students to understand and apply for practice.	1.2	4.5	26.1	68.3
6	Lecturers instruct their student to active learning methods and create motivation for studying long-life.	1	4	25.4	69.6
7	Lecturers have a good transaction ability	1.2	4.6	23.7	70.5
8	Lecturers are enthusiastic and devoted.	0.8	3.2	21.2	74.8
9	Teachers guarantee classroom on time.	0.8	3.4	21.4	74.5

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Good/Satisfie	Very good/Very satisfied
10	Teachers use the time at class effectively.	0.8	3.4	22.5	73.2
11	Lecturers teach seriously follow to the Syllabus.	0.7	2.5	22.5	74.3
12	Lecturers use equipment, teaching and learning tools logically and effectively.	0.8	3	24.4	71.8
13	Lecturers use the software/tools to discuss and support the student on the learning process	1.3	4.3	24.7	69.7
14	Lecturers used a variety of assessment formality to record students' learning outcomes	0.8	3.4	24.1	71.8
15	The testing has synthesized the knowledge and skills of subjects.	0.7	3.1	24.6	71.6
16	The results of testing reflected correctly and fairly about students' potentia	0.9	2.9	25.7	70.5
17	The results are published on time that helps students modifying learning activities themselve	1.1	3.9	24.3	70.7
18	At the end of the lesson, students supplied knowledge and skills adapted learning outcome.	0.8	3.2	26.1	69.9
19	Students evaluate satisfaction about lecturers' teaching quality	1	3.6	24.9	70.5

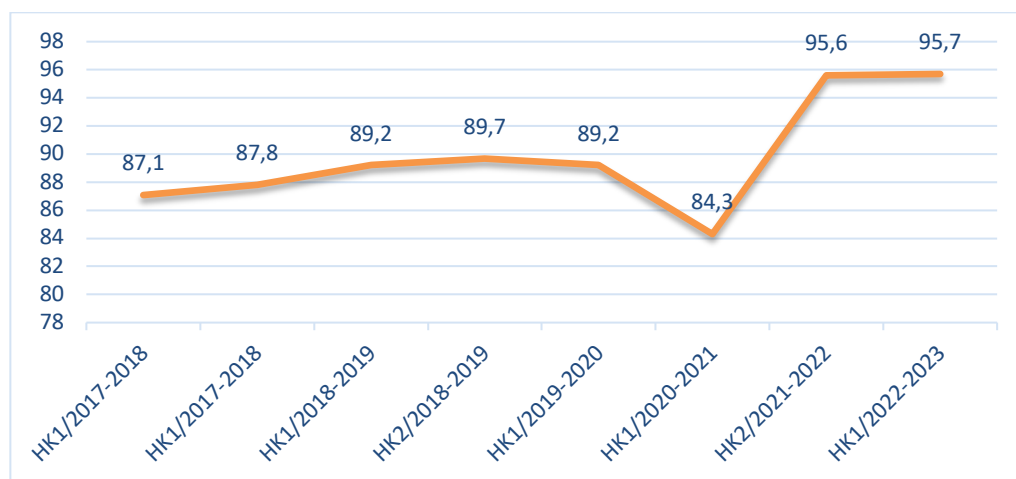
Table 5. Percentage of Student Evaluation of Theoretical Course Criteria (%)

The results indicate that students have expressed satisfaction and high satisfaction (collectively referred to as satisfaction) with respect to 19 criteria, with an average satisfaction rate of 95.7% (achieving 95.6% in the 2021-2022 academic year). There is no significant variation in the evaluation rates across the criteria, and the rate of high satisfaction is twice as high as the rate of satisfaction on average.



In the second semester of the 2021-2022 academic year, the criteria related to course content introduction and course requirements received the highest level of satisfaction. Following that, students expressed high satisfaction with faculty compliance with the course outline, the effective use of teaching materials, and the synthesis of knowledge and skills in the course's assessments. The results of the assessments accurately and objectively reflect the competencies and qualities of the instructors. The Department of Inspection, Legislation and Quality Assurance recommends that departments and academic units continue to maintain student satisfaction levels in the upcoming academic terms.

Below are the average satisfaction rates of students with various criteria in theoretical courses over the most recent semesters:



*Chart 2. Average satisfaction rates of criteria across semesters (%)*

In the first semester of the 2022-2023 academic year, there was a notable increase in positive feedback regarding the teaching style and competence of instructors. The number of dissatisfied comments decreased significantly compared to previous academic years, and students also used appropriate language when contributing their opinions. General courses like Philosophy, and Marxist-Leninist Studies received constructive criticism from students. The Department of Inspection, Legislation and Quality Assurance acknowledges the efforts made by the Departments and Offices/Boards in improving the quality of education.

### **Assessment of Achieving Learning Outcomes (LOs)**

Students self-assess the level achieved after each subject and after completing the course.

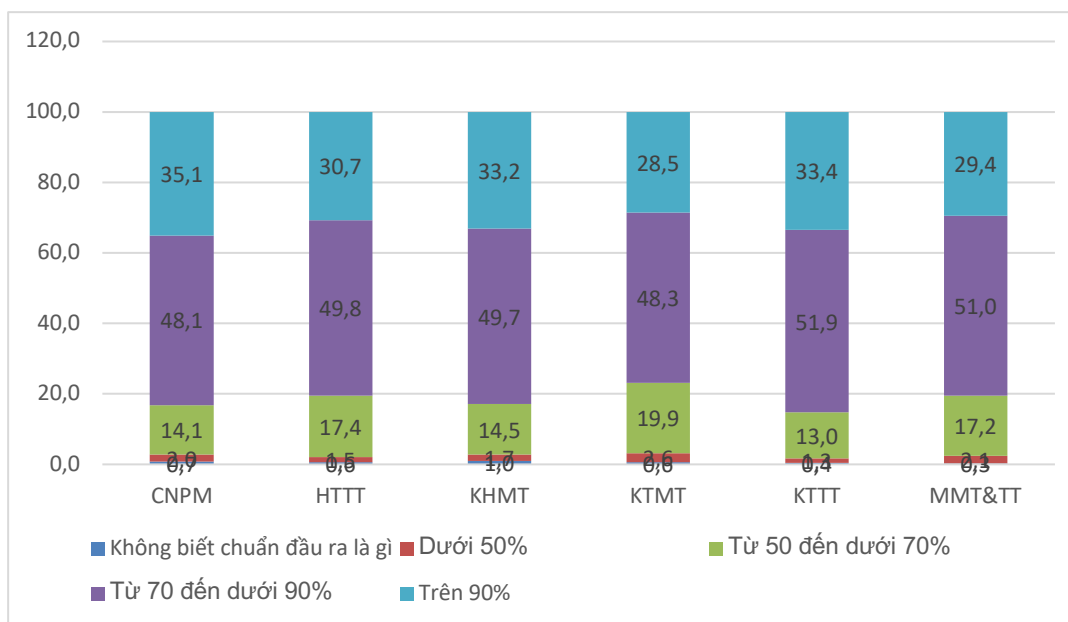


Chart 3. Self-evaluation of student attainment of course learning outcomes (clo) in various faculties

According to the survey results, the average percentage of students self-assessing their attainment of CLOs ranging from 70% to below 90% in comparison to the course's CLOs stands at 49.8%. This represents an increase from the 2019-2020 academic year (46.9%), the 2020-2021 academic year (47.9%), and the 2021-2022 academic year (49.5%). Students who self-assess their attainment of CLOs as above 90% make up an average of 31.7%, which is a slight decrease from the 2021-2022 academic year (32.1%) but a significant increase from the second semester of the 2018-2019 academic year, with a rate of 16.8%. The 2019-2020 academic year recorded a rate of 17.3%, and the 2020-2021 academic year reported a rate of 24.1%. Overall, students assess their attainment of CLOs from 50% to above 90% as quite high, maintaining an average of 97.5%. This result aligns with students' previous evaluations of receiving essential information related to the course and having instructors introduce CLOs.

A detailed analysis reveals that the Faculty of CE has the lowest percentage of students self-assessing their attainment of CLOs from 70% to above 90% compared to other departments (76.9%), with 1% of students in the Faculty of CS stating that they "do not know anything about CLOs" (other departments range from 0.3% to 0.7%). The Department of Inspection, Legislation and Quality Assurance recommends that departments, especially

faculty members, continue to disseminate and provide information to ensure students have a full understanding of CLOs and their role in the curriculum through courses and programs.

Furthermore, students also provide feedback that reflects their satisfaction or dissatisfaction with the teaching activities of instructors. Students commend some instructors for their strong pedagogical skills, dedication, and positive energy transmission. However, there are also many unsatisfactory opinions regarding the teaching activities of instructors, such as fast-paced teaching, failure to upload lecture materials to the Moodle system, delayed grade announcements, and a persistent issue of instructors arriving late, affecting students' study plans (Appendix for feedback).

### 3.2. HT1 Practical Subject

In the second semester of the 2021-2022 academic year, a total of 407 practical classes were offered. The questionnaire for the first practical course (HT1) comprises 19 questions/criteria. The survey results are presented as a breakdown of the percentage of student responses for each criterion, as outlined in Table 6 below.

**Table 6.** Percentage of student evaluation of practical course HT1 by each criterion (%)

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Good/Satisfied	Very good/Very satisfied
1	You are provided with sufficient information of syllabus/laboratory plans	0.6	1.8	18.1	79.5
2	Syllabus explicitly states the knowledge, skills that students need to achieve after each laboratory meeting	0.5	2.6	20.6	76.3
3	The content of practices to help students reviewing a theory knowledge	0.5	2.9	19.7	76.9
4	Assignments practising are suitable with students' abilities	0.8	2.8	22.3	74.1
5	Timestable practising is arranged logically and consistently with theories subjects	0.7	2.6	20.2	76.5

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Good/Satisfied	Very good/Very satisfied
6	Equipment, labs are well supplied and adapted to the students' requirements into the practice process.	0.9	3.1	20.8	75.3
7	Labs guarantee the safety conditions	0.6	1.7	19.5	78.2
8	Students are divided into groups suitable.	0.6	2.3	20.5	76.7
9	You are supplied with sufficient learning resources/hands-on exercises	0.8	2.1	18.5	78.6
10	Students are announced about test formality before taking part in courses.	0.6	2.7	18.1	78.6
11	Lecturers observed and watched the whole of students' practice process	0.8	3.3	19.6	76.4
12	Lecturers instructed the lesson content, described the steps before conducting the practice process.	1.1	3.5	19.2	76.3
13	Lecturers have many professional experiences while instructing and answering the questions of students.	0.9	3.2	19.4	76.5
14	Students are satisfied with teachers' answers related to the lessons.	1	3.5	19.8	75.7
15	Lecturers ensured and used the time effectively.	0.8	2.5	19.4	77.4
16	Lecturers evaluate accurately and fairly to the practice results of learners.	0.9	1.8	20.6	76.7
17	Examination/learning assessment methods are matched appropriately with the laboratory subjects	0.8	2.5	20	76.7

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Good/Satisfied	Very good/Very satisfied
18	The knowledge and skills gained through the subject help you meet the outcome standards	0.5	2.4	21.1	75.9
19	Students are satisfied with lecturers' teaching and learning activities	0.9	3	19.1	77

The results reveal that students' satisfaction and high satisfaction levels are notably high for the criteria in the practical course HT1, ranging from 95.7% to 97.7%, with no criterion falling below 80%. This marks the highest percentage in the past six semesters, with rates varying between 85.2% and 89.6% and 94.4% and 97.2% in the 2021-2022 academic year. Students express high satisfaction with criteria such as: Laboratory/practical conditions ensuring safety (97.7%); Receiving detailed information from the instructor regarding the syllabus/practical plan (97.6%); The knowledge and skills acquired in the course aiding them in meeting the learning outcomes (97%),...

Additionally, students evaluate their satisfaction or dissatisfaction with the teaching activities of instructors in the HT1 practical course (Appendix for feedback).

### 3.3. HT2 Practical Subject

A total of 118 HT2 practical classes were offered in the first semester of the 2022-2023 academic year. For HT2, instructors will arrange concentrated practice sessions, with a minimum of three sessions as per regulations, to provide support and guidance on the subjects/issues students may find challenging in the course.

The questionnaire for the HT2 practical course comprises 9 questions (criteria). The survey results for each criterion are presented in Table 7 below.

**Table 7.** Percentage of student assessment of ht2 practical courses by each criterion (%)

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Good/Satisfied	Very good/Very satisfied
1	Lecturers met their students (at least 3 times) as prescribed.	0.4	2.2	19.6	77.7

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Good/Satisfied	Very good/Very satisfied
2	Lecturers answered their students' questions very fast (within 24 hours).	1.3	3.8	24.6	70.3
3	Exercises, projects aligned with lesson content.	1.2	4.5	25	69.4
4	Lecturers supplied documents sufficiently in doing practice process, exercise lessons.	1.7	4.4	24	69.9
5	Lecturers always use the Moodle, emails, forums or personal website to discuss with students about the projects, assignments.	1.7	4.5	23.7	70.2
6	Lecturers set the rule for students about the deadline to finish projects, reports and lessons.	1	2.3	22.8	73.9
7	Students are satisfied with teachers' methods in the practice process	2.2	5.7	23.1	68.9
8	Teachers evaluated accurately, fairly to the results of students through projects, lessons	1.6	3.6	24.7	70.1
9	The results of the project/practice exercises are objective, fair and reflect the learning capacity of students	1.4	2.7	26.7	69.2

Students have expressed high satisfaction with the criteria of HT2 practical courses, with an average satisfaction rate of 94.9%. Similar to HT1, the percentage of students satisfied in the context of HT2 is notably high, with no criterion falling below 90%. The Department of Inspection, Legality and Quality Assurance recommends that the faculties continue to maintain these positive results in the upcoming semesters.

Furthermore, some dissatisfied opinions of students with this course include the following: The instructions for practical work are too fast and lack depth; The course syllabus

is not sufficiently detailed; The instructor responds slowly to student inquiries; The knowledge provided is limited to basic concepts such as import and export, whereas the project-related knowledge is extensive and in-depth (Appendix for HT2). These concerns should be taken into account in the teaching of HT2 practical courses.

### 3.4. Teacher's grade point average

Based on student satisfaction levels for each criterion in each course, the Department of Inspection, Legality and Quality Assurance has processed the data to calculate the average grade for each instructor by course. The conventions used are as follows:

- GPA < 3 points: Unsatisfactory/Needs improvement;
- GPA 3–4 points: Satisfactory/Good

Below is a summary of the average scores for courses with a participation rate of  $\geq 50\%$  of students in the survey, categorized by course type (detailed average scores for specific courses are provided in the appendix):

Table 8. Summary of instructor average ratings

No.	Scale	Theoretical subjects		HT1		HT2	
		(Total class: 184)		(Total class: 112)		(Total class: 112)	
		Number	Percentage (%)	Number	Percentage (%)	Number	Percentage (%)
1	GPA < 3.0	-	-	1	0.90%	-	-
2	GPA between 3.0 and 4.0	184	100%	111	99.10%	41	100%
3	Highest GPA	4		4		3.1	
4	Lowest GPA	3.0		2.9		3.9	

Table 8 illustrates that a nearly absolute majority of instructors have received average ratings between 3.0 and 4.0. Department of Inspection, Legality and Quality Assurance recommends that departments and instructors carefully review the evaluation results and student feedback to leverage their strengths and address any remaining limitations.

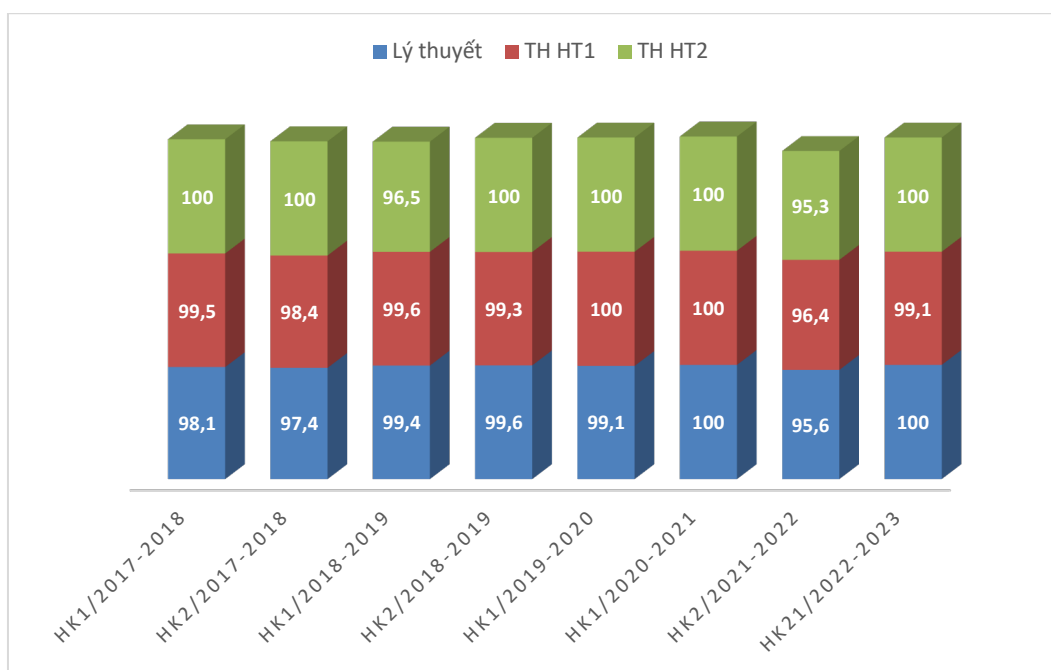


Figure 7. Percentage of teachers with GPA greater than 3.0 over semesters (%)

### III. CONCLUSIONS AND RECOMMENDATIONS

#### 1. Conclusions

In the first semester of the 2022-2023 academic year, the Department of Inspection, Legality and Quality Assurance, in collaboration with the Office of IT & Data Resource Management, conducted a survey and processed the results for 100% of courses, with the participation of 81.2% of students at the University. In summary:

- 98.6% of students consistently attend classes between 50% and  $\geq 80\%$  for theoretical courses, a trend maintained over the past three semesters.
- All survey criteria received student satisfaction ratings above 90%.
- 99% of instructors involved in teaching were rated by students as meeting the requirements for teaching quality, with an average score of 3 or higher for both theoretical and practical courses (HT1 and HT2).
- 81.5% of students assessed their level of attainment of learning outcomes from 70% to above 90%, which is quite high (1st semester/ 2019-2020: 64%; 1st semester/2020-2021: 72%; school year of 2021-2022: 72.6%).

#### 2. Recommendations

The level of student satisfaction with instructor teaching activities in the first semester of the 2020-2021 academic year was rated as good. The Department of Inspection, Legality



and Quality Assurance recommends that the University, departments, and administrative units continue to implement activities to achieve even better results, and suggests the following:

- Instructors should review the survey results to self-assess and adjust their teaching activities, particularly considering student feedback on teaching methods, content, and pedagogical skills.

- Departments, offices, and faculty members should continue to collaborate with the Department of Inspection, Legality and Quality Assurance to gather student feedback on teaching activities, ensuring reliability and effectiveness.

- The Department of Academic Affairs, the Office of Excellent Program, Department of Student Affairs, and faculty members should help students understand the importance of the survey activities and encourage active participation.

- The Department of Academic Affairs, the Office of Excellent Program, and Center of foreign language should continue to monitor faculty evaluations for political science and foreign language courses and make appropriate recommendations that are in line with the specific needs of UIT students.

- Departments and administrative units should use survey results to enhance the quality of teaching. Simultaneously, they should develop plans to maintain and build on the achieved results.

- Instructors should provide timely support and answers to student inquiries.

- Departments and administrative units should communicate the use of survey results to all students.

- The Department for Student Affairs, the Department of Academic Affairs, and the Office of Excellent program should remind students to use appropriate and respectful language when providing feedback on instructor teaching activities.

**HEAD OF DEPARTMENT OF  
INSPECTION, LEGALITY AND  
QUALITY ASSURANCE**

*(signed)*

**Trinh Thi My Hien**