

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

**REPORT SURVEY ABOUT LECTURERS’
ACTIVITIES IN THE 1ST SEMESTER OF
THE SCHOOL YEAR 2020- 2021**

Ho Chi Minh City, March 05, 2021

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 of formal training, talented bachelors, talented engineers, advanced programs, high quality studying theoretical subjects (LT), practical methods (PT) 1 and 2 at University of Information Technology, VNU-HCM.

2.2. Form

Online survey, the survey system sends the <https://survey.uit.edu.vn>. The survey link is sent to student's email according to the registered subject list, students complete the survey according to the instructions.

2.3. Implementation time

- Survey period: 03/02/2021 – 20/04/2021
- Data processing and data separation: 01/05/2021- 20/05/2021
- Writing report: 25/05/2021 – 10/06/2021

2.4. Survey Tools

The Department of Inspection – Legislation – Quality Assurance collect student opinions through an approved survey. The questionnaire consists of 19 questions/criteria for theoretical subjects (LT), 19 questions/criteria for practical subjects number 1 (TH HT1), and 9 questions/criteria for another subjects ((TH HT1).

The questionnaire covers the following aspects: the organization of subjects, teaching activities of teachers, methods of testing and evaluating learning results, and overall satisfaction with the subject.

The questions in the questionnaire are built on the Likert scale with 5 levels:

- *Level 1*: Totally not good/satisfied 1 point
- *Level 1*: Not Good/Satisfied 2 points
- *Level 2*: Normal 3 points
- *Level 3*: Good/Satisfied 4 points
- *Level 4*: Very Good/Satisfied 5 points

II. SURVEY RESULTS

1. The number of students conducting the survey

Follow the regulations regarding the number of subjects students need to survey, including LT subjects, HT1 practice, and HT2 practice, as follows:

- If students register ≤ 4 subjects, they should conduct a survey of all registered subjects;
- For students registered in >4 subjects, they should survey at least 50% of their registered subjects.

The results obtained from theoretical subjects showed 27,227 student responses out of 33,060 student registrations (82.4%), with over 90% of students surveying 100% of their registered subjects. Specifically:

Percentage of subjects taken	Students who register for four or fewer subjects (N= 1062)		Students who register for more than four subjects (N= 4087)	
	Amount	Percentage (%)	Percentage	Rate (%)
Less than 50%	12	1,1	117	2,9
50% - less than 100%	12	1,1	162	4
100%	1038	97,7	3808	93,2

Table 1. Number of students conducting the subject survey in the 1st semester of the school year 2019-2020

In general, the participation rate of students in surveys for theoretical subjects is quite high, with a significant percentage of students participating in all subjects, ranging

from 93.2% to 97.7%. However, there are still some students who have not participated in the survey. Therefore, the Department of Inspection, Legislation, and Quality Assurance has proposed to Student Affairs that they provide students with the necessary information to ensure compliance with regulations.

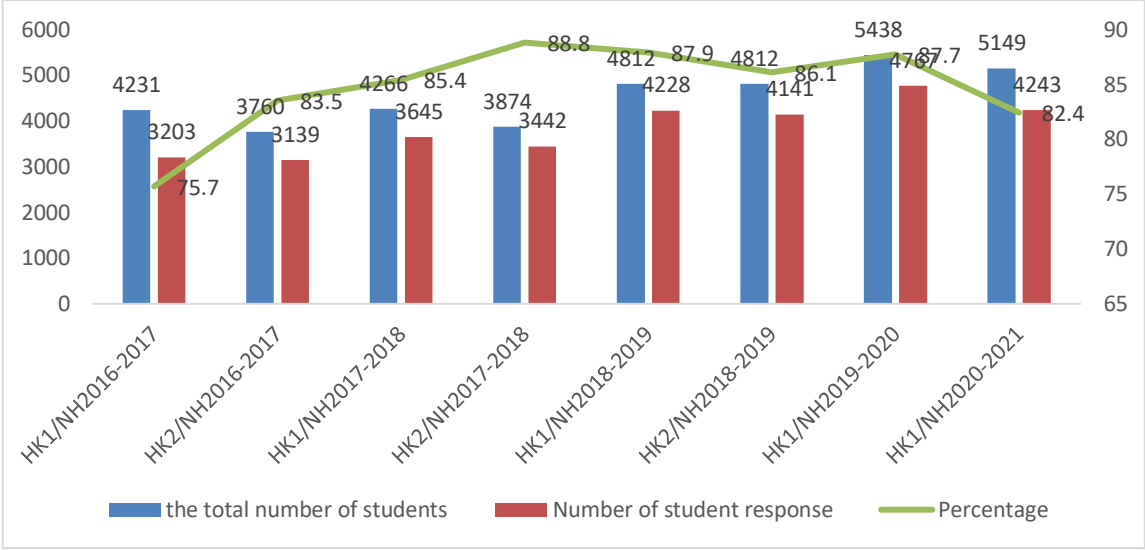


Figure 1. Number of students conducting the theoretical subjects from 2016 to 2020

2. Number of surveys and general survey information

In the 1st semester of the school year 2020-2021 (HKI/NH2020-2021), the Department of Inspection, Legislation, and Quality Assurance collected statistics for the entire university. There were 669 theoretical classes, 397 HT TH1 classes, and 52 HT TH2 classes. Notably, there was an increase in theory and practice classes in modality 1 compared to previous semesters. Conversely, the number of practice classes under modality 2 decreased due to a change in the practice format within the Faculty of Computer Sciences.

The Department of Inspection, Legislation, and Quality Assurance conducted a comprehensive survey, gathering results from 100% of the classes. The specific number of surveys conducted in each management unit is provided in the following table

Units	Theoretical subjects			HT1 Practical Subject			HT2 Practical Subjects		
	Number students according to timetable	Number of respondents	Percentage	Number students according to timetable	Number of respondents	Percentage	Number students according to timetable	Number of respondents	Percentage

Department of Maths and Physics	4090	3387	82,8						
Faculty of Software Engineering: SE	2588	2095	81	413	307	74,3	1489	1187	79,7
Faculty of Information Systems: IS	5155	4219	81,8	3069	2367	77,1	488	395	80,9
Faculty of Computer Science: CS	4164	3451	82,9	1755	1394	79,4	1356	1104	81,4
Faculty of Computer Engineering: CE	3045	2545	83,6	2272	1871	82,4	-	-	
Faculty of Information Science and Engineering: ISE	1918	1638	85,4	690	591	85,7	935	814	87,1
Faculty of Computer networks and communication s: CN&C	3821	3223	84,3	2882	2333	81	815	686	84,2
Department of Training	6780	5389	79,5	591	451	76,3			
UIT Language Center	1499	1280	85,4						
Total	33060	27227	82,4	11672	9314	79,8	5083	4186	82,4

Table 2. Statistics on the current status of survey

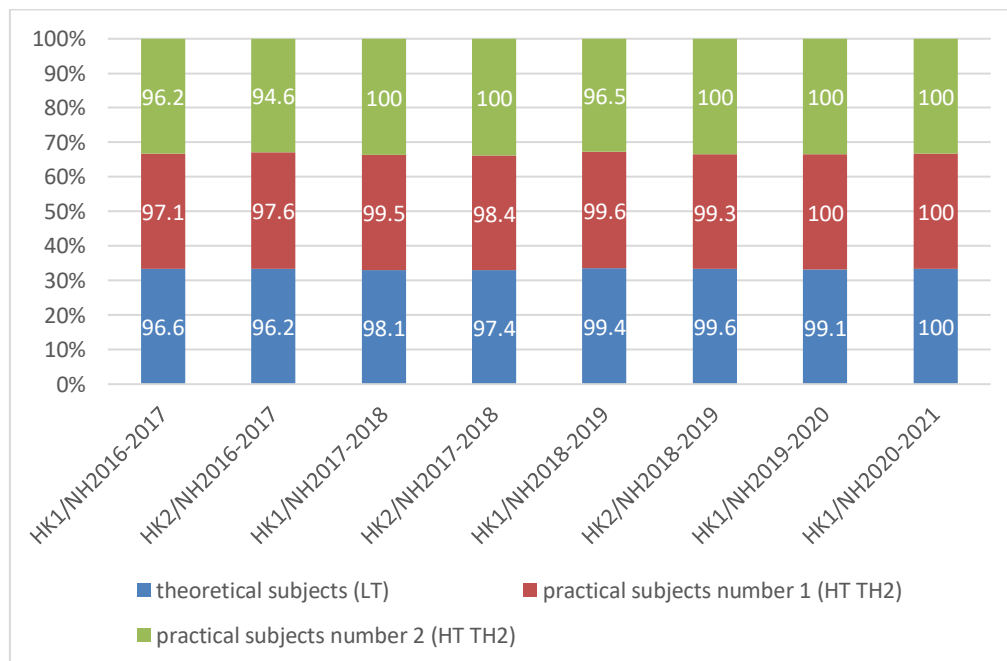


Figure 2. The percentage of students participating in surveys in different types of subjects over the years

From 2017 until the present day, the participation rate of students in surveys has consistently been $\geq 80\%$ for theoretical subjects, as well as for practical HT1 and HT2 subjects. The Department of Inspection, Legislation, and Quality Assurance will continue to collaborate with departments and faculties to further encourage student participation in future semesters.

Time spent studying theoretical subjects:

Faculties	Time					
	<50%	Percentage	50-80%	Percentage	>80%	Percentage
SE	133	3,3	915	22,9	2945	73,8
IS	116	2	1201	20,4	4576	77,7
CS	116	2,8	877	21,2	3137	76
CE	105	3,6	765	26,5	2013	69,8
ISE	69	1,5	893	18,8	3791	79,8
CN&C	197	3,5	1284	23	4094	73,4

Table 3. Time spent studying theoretical subjects by faculty students

The statistical results presented in Table 3 indicate that the majority of students attend theoretical classes quite consistently, ranging from 50% to over 80% of the lessons, with an impressive rate of $\geq 97\%$. This marks the highest attendance rate observed in recent semesters. Furthermore, when considering class attendance levels exceeding 80%, the percentage of students attending classes remains relatively high and consistent across all faculties, ranging from approximately 70% to 80%. The full attendance of students is a positive indicator of their interest in the subject matter.

Therefore, the Department of Inspection, Legislation, and Quality Assurance encourages faculties and departments, particularly teachers, to maintain these commendable results in the upcoming semesters

Students attend HT1 & HT2 practical subjects:

Management Faculty	TH HT1			TH HT2		
	<50%	50-80%	>80%	<50%	50-80%	>80%
SE	2,5	15,7	81,8	7,5	27,4	65

Management Faculty	TH HT1			TH HT2		
	<50%	50-80%	>80%	<50%	50-80%	>80%
IS	3	19,4	77,6	3,1	24,2	72,7
CS	1,9	13,2	84,8	5,6	25,8	68,6
CE	2,8	13,9	50,6			
ISE	1,9	14,9	83,2	2,1	14	83,9
CN&C	3,3	18,9	77,8	3	24,6	72,4

Table 4: Time spent studying practical subjects HT1 & HT2 by faculty students

For students in engineering groups, in addition to mastering the fundamental theory, the application of this knowledge in practical settings is of utmost importance. Practical subjects provide students with the opportunity to familiarize themselves with tools and equipment, learn how to operate them, and meet the learning objectives and output standards for the subjects. According to statistics, the ISE and the CS are the two faculties with a high attendance rate exceeding 90% in both forms of practical instruction. Notably, the ISE has consistently maintained its high ranking across multiple semesters.

Comparing the attendance rate of practical classes to that of theoretical subjects, there is an average difference of nearly 5%. This suggests that students generally appreciate and eagerly anticipate practical sessions within their curriculum. However, it's crucial to remind students that attending theoretical classes is essential to acquire the knowledge necessary for effective participation in practical lessons.

3. General survey results

3.1. Theoretical subjects

Out of 669 classes, 649 had participation from 50% or more of the students, ensuring sufficient reliability for analysis and evaluation. The questionnaire for theoretical subjects comprises 19 questions (criteria) that provide feedback on the lecturer's teaching activities. The survey results are presented in the form of a description of the percentage of students who responded to each criterion, as shown in the following table.

These changes enhance the readability and flow of the text.

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Fair/Neither	Good/Satisfied	Very good/Very satisfied
1	Teachers use the time at class effectively.	1.7	11.7	29.7	56.1	
2	Learning outcome, requirement and content of subjects often are introduced in the first lesson and repeated frequently in subsequent sessions	2.2	14.3	31.5	50.4	
3	The content of subjects are taught exactly, updated and connected to real life	2.4	14.6	30.8	51.1	
4	Classroom/Laboratory and equipment adapted the requirements of teaching and learning.	2.2	13.6	29.6	53.2	
5	Curriculum, lesson plans and documentary serve for learning and teaching activities, which are supplied sufficiently and updated on the Moodle system.	0.9	13.9	32.4	50.8	
6	Lecturers' teaching methods help students to understand and apply for practice.	2.3	13.3	30.5	52.8	
7	Lecturers instruct their student to active learning methods and create motivation for studying long-life.	0.8	13.5	31.5	52.2	
8	Lecturers have a good transaction ability	2.3	12.9	30.2	53.7	
9	Lecturers are enthusiastic and devoted.	0.8	13.2	30.5	53.5	
10	Teachers guarantee classroom on time.	2.1	12.6	31	53.2	
11	Lecturers teach seriously follow to the Syllabus.	1.8	12.8	31.8	52.6	
12	Lecturers use equipment, teaching and learning tools logically and effectively.	0.8	12.5	31.4	53.5	
13	Lecturers use the software/tools to discuss and support the student on the learning process.	0.9	12.4	32	53	

14	Lecturers used a variety of assessment formality to record students' learning outcomes	0.812	30.4	55.1
15	The testing has synthesized the knowledge and skills of subjects.	0.811.7	29.7	56.1
16	The results of testing reflected correctly and fairly about students' potential	0.811.2	28.5	57.6
17	The results are published on time that helps students modifying learning activities themselves	0.811	28.9	57.7
18	At the end of the lesson, students supplied knowledge and skills adapted learning outcome.	0.811	30.6	56.2
19	Students evaluate satisfaction about lecturers' teaching quality	0.810.6	30.3	57

Table 4: The percentage of students who assessed theoretical subjects according to each criterion (%)

The results reveal that approximately 80.8% to 87.3% of students rated 'good/satisfied' and 'very good/very satisfied' (collectively termed 'satisfied') across all 19 criteria. The assessment rates among the criteria show minimal variation. Notably, the ratio of 'very good/very satisfied' is twice as high as the average 'good/satisfaction' rating.

In the HK1/NH2020-2021 semester, specific criteria such as 'teachers complying with the subject syllabus,' 'teacher introductions by teachers,' 'criteria on competence,' and the 'dedicated attitude of teachers,' as well as 'assessment test results,' received high ratings from students, all exceeding 80%. This outcome reflects the collective efforts of the University, the Faculty, and the Department of Training and Office of Excellent Programs in standardizing subject syllabi and enhancing the teaching capabilities of teachers. The Department of Inspection, Legislation, and Quality Assurance recommends that faculties and departments continue to maintain these high student satisfaction rates in the criteria and aim for even higher levels of student satisfaction.

Below, you'll find the average satisfaction rates of students with the criteria in theoretical subjects over the past semesters:

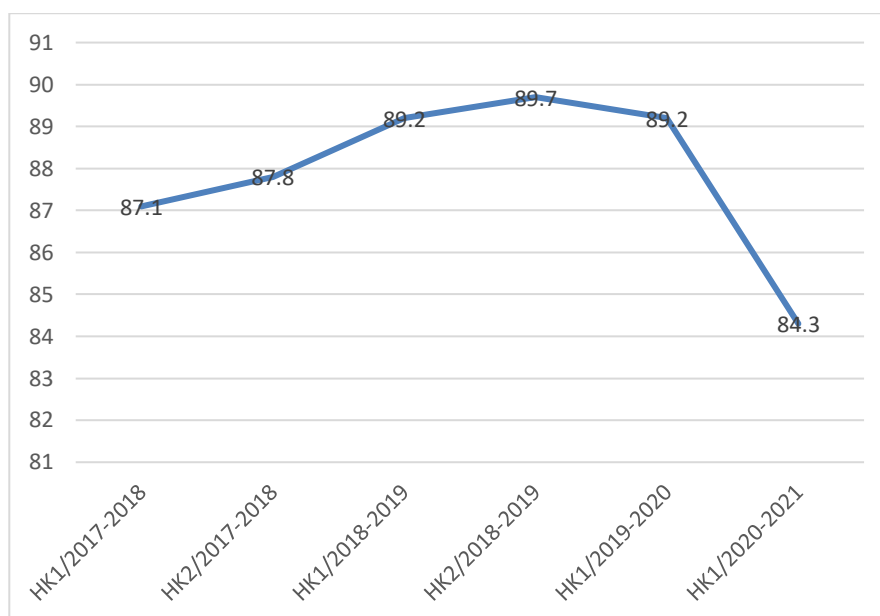


Figure 4. Average satisfaction rate of criteria across semesters (%)

In the HK1/NH2020-2021 semester, there were numerous compliments regarding the teaching style and capacity of teachers. Additionally, the number of dissatisfied comments decreased significantly compared to previous school years, and students also used appropriate language when contributing their ideas. General subjects such as Philosophy and Marxism-Leninism received quite positive feedback compared to previous semesters. The Department of Inspection, Legislation, and Quality Assurance acknowledges the efforts of the faculties and departments in improving the quality of education.

Assessment of achievement of learning outcomes (LOs)

Official correspondence No. 2196/BGDĐT-GDĐH of the Ministry of Education and Training dated 22/04/2010 on guiding the development and publication of training outcome standards requires schools to develop and announce training colleges for learners "*Publicize so that learners know the knowledge that will be equipped after graduating from a major, a qualification in professional competence standards, professional knowledge, practical skills, cognitive and problem-solving abilities, jobs that learners can undertake after graduation*" (Clause b, Section 2).

In accordance with Official Dispatch No. 2196, each curriculum of the University has implemented the development of the LOs according to the CDIO approach; These curriculum are posted on the websites of the Department of Training, and Faculties are required to provide information on the first lesson of the subject through the introduction

of the syllabus, which is reiterated during the teaching process. This is the basis for students to self-assess the level achieved after each subject and after completing the course.

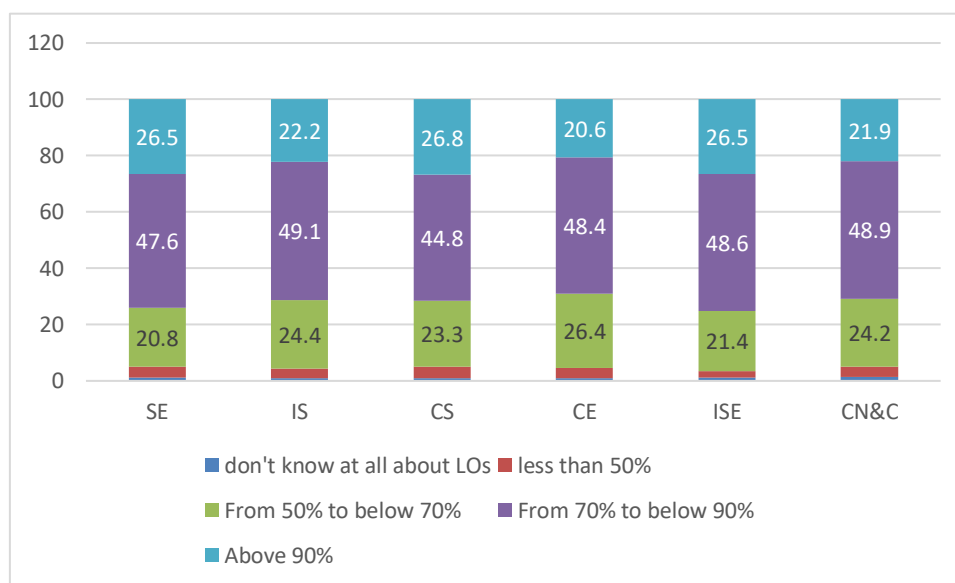


Figure 5. Students self-assessment of subject learning outcomes achievement in the Faculties (%)

According to the survey results, the average self-assessment rate of students reached between 70% and less than 90% compared to their respective subjects, reaching 47.9%. This marks a slight increase compared to 2019-2020 when it reached 46.9%. Furthermore, the percentage of students self-assessing their achievement as over 90% has significantly increased to 24.1%, up from 17.3% in 2019-2020 and 16.8% in HK2/NH2018-2019. In total, 95.4% of students rated their level of achievement between 50% and over 90%, indicating a high level of satisfaction.

This positive outcome reflects the University's commitment, the Department of Training's efforts, and, most importantly, the dedication of the Faculties and Teachers in disseminating and designing subjects and assessment methods to help students achieve academic success. However, there is still a small percentage, less than 5%, of students who are not familiar with Learning Outcomes (LOs) and achieve less than 50% of LOs. The Department of Inspection, Legislation, and Quality Assurance encourages Faculties, especially teachers, to continue disseminating information and raising awareness among students regarding the importance of LOs in each subject and course.

3.2. HT1 Practical Subject

In the HK1/NH2020-2021 semester, a total of 397 practical classes were offered, marking the highest number of classes opened in the last three semesters. Out of these, 369 classes, or 92.9%, ensured that 50% or more of the students participated in the survey, making all survey results available for analysis and evaluation.

The questionnaire for HT1 practice courses comprises 19 questions/criteria, and the survey results are presented in the form of a description of the percentage of students' responses to each criterion, as shown in the following table:

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Fair/Neither	Good/Satisfied	Very good/Very satisfied
1	You are provided with sufficient information of syllabus/laboratory plans	1.9	11.8	27.8	57.4	
2	Syllabus explicitly states the knowledge, skills that students need to achieve after each laboratory meeting	0.2	20.8	28	59.3	
3	The content of practices to help students reviewing a theory knowledge	0.8	20.5	27.6	59.8	
4	Assignments practising are suitable with students' abilities	0.7	20.3	28.9	58.8	
5	Timestable practising is arranged logically and consistently with theories subjects	0.2	20.3	27.8	59.9	
6	Equipment, labs are well supplied and adapted to the students' requirements into the practice process.	0.9	20.2	27.3	60.5	
7	Labs guarantee the safety conditions.	0.2	20.2	29.7	58.4	
8	Students are divided into groups suitable.	0.8	21	27.7	60.5	
9	You are supplied with sufficient learning resources/hands-on exercises	0.9	21.5	28.1	60.2	
10	Students are announced about test formality before taking part in courses.	0.7	21.8	26.8	61.6	
11	Lecturers observed and watched the whole of students' practice process	0.9	21.3	28	60.4	
12	Lecturers instructed the lesson content, described the steps before conducting the practice process.	0.9	21.9	28.8	59.8	

13	Lecturers have many professional experiences while instructing and answering the questions of students.	
14	Students are satisfied with teachers' answers related to the lessons.	
15	Lecturers ensured and used the time effectively.	
16	Lecturers evaluate accurately and fairly to the practice results of learners.	
17	Examination/learning assessment methods are matched appropriately with the laboratory subjects	
18	The knowledge and skills gained through the subject help you meet the outcome standards	
19	Students are satisfied with lecturers' teaching and learning activities	

Table 4. The percentage of students who assessed HT1 practical subjects according to each criterion (%)

In HT1 practical subjects, the survey results revealed high satisfaction rates among students, ranging from 85.2% to 89.6%. Importantly, none of the criteria received less than 80% satisfaction. Students expressed high satisfaction with several specific criteria, including teachers providing comprehensive information about the syllabus and practice plan, offering sufficient practical materials and exercises, maintaining safety conditions in laboratories and during practice, and accurate evaluation by lecturers. However, some students expressed dissatisfaction with teaching methods, limited practice time, unanswered questions, and certain facility-related issues. Notably, there has been a significant decrease in student complaints compared to previous semesters.

3.3. HT2 Practical Subject

Moving on to HT2 practical subjects, 104 out of 105 HT2 practice classes achieved a participation rate of 50% or more in the survey, reaching an impressive 99.04%. This consistent result has been maintained across multiple semesters. Given the nature of the HT2 method, students engage in self-study and practice under the guidance and support of teachers regularly and efficiently to complete exercises and projects. As part of this approach, teachers arrange focused practice days, offering at least three sessions as prescribed to address students' difficulties in the subject.

The questionnaire for HT2 practical subjects consists of 9 questions (criteria), and the survey results for each criterion are presented in the following table:

No.	Criteria	Very Poor/Very dissatisfied	Poor/Dissatisfied	Fair/Neither	Good/Satisfied	Very good/Very satisfied
1	Lecturers met their students (at least 3 times) as prescribed.	1.9	11.1	26.6	58.8	
2	Lecturers answered their students' questions very fast (within 24 hours).	2.4	12.1	30	54.5	
3	Exercises, projects aligned with lesson content.	1.9	11.4	29.2	56	
4	Lecturers supplied documents sufficiently in doing practice process, exercise lessons.	2.3	11.6	28.8	55.9	
5	Lecturers always use the Moodle, emails, forums or personal website to discuss with students about the projects, assignments.	2.2	11.7	28.6	55.8	
6	Lecturers set the rule for students about the deadline to finish projects, reports and lessons.	1.8	11.2	28.7	57.3	
7	Students are satisfied with teachers' methods in the practice process	2.3	11.9	29.1	54.6	
8	Teachers evaluated accurately, fairly to the results of students through projects, lessons.	1.9	11.9	29.1	55.3	
9	The results of the project/practice exercises are objective, fair and reflect the learning capacity of students	1.8	11.6	28.5	56.2	

Table 5. The percentage of students who assessed HT2 practical subjects according to each criterion (%)

Starting from HKI/NH2019-2020, the number of TH2 classes decreased due to changes made by the Faculty of Science and Technology, which no longer offers HT2 practical classes. Despite achieving satisfactory evaluation results in all criteria, with satisfaction levels consistently exceeding 80%, HT2 practice subjects exhibit slightly lower satisfaction rates compared to practice 1. The average difference ranges from approximately 0.3% to 0.5%, with student satisfaction rates ranging from 83.7% to 85.4%. The Department recommends that Faculties carefully consider factors that may

influence student satisfaction in HT2 practice subjects and implement measures to enhance teaching quality for further improvement.

Moreover, some dissatisfied student opinions regarding this method include issues such as confusing communication, unanswered questions, and inappropriate organization and time arrangement (Annex TH2). These concerns should be thoroughly reviewed by the University and Faculty leaders for resolution."

3.4. Teacher's grade point average

Based on the satisfaction level of students according to each criterion in each class, the Department of Inspection – Legislation – Quality Assurance has processed data to calculate the average score for each teacher, using the following conventions:

- Mean (M) < 3 points: Below satisfied/good;
- M from 3 to below 4 points: Quite satisfied/quite good
- M from 4 to 5 points: Satisfied/good

Below is a summary of the average scores of classes with a participation rate of $\geq 50\%$ of students in the survey, categorized by subject types (detailed subject average scores are attached in the appendix):

TT	Scale	Theoretical subjects (Total class: 649)		TH HT1 (Total class: 312)		TH HT2 (Total class: 95)	
		SL	Rate (%)	SL	Rate (%)	SL	Rate (%)
1	Mean <3.0	-	-	-	-	-	-
2	M from 3 to below 4 points	27	4.2	10	2.7	6	5.8
3	M from 4 to 5 points	622	95.8	359	97.3	98	94.2
4	Highest point	5		4		4	
5	Lowest point	3.1		3.1		3	

Table 7: Average evaluation scores of lecturers

Table 7 demonstrates that a significant proportion of teachers have average scores ranging from 4.0 to 5.0 points. Across all three forms, there are no ratings below 3.0. The Department of Inspection – Legislation – Quality Assurance recommends that Faculties and teachers maintain and build upon these results in the upcoming semesters

3.5. More opinions about teaching activities

As part of the questionnaire, students were invited to express their satisfaction and dissatisfaction with their teachers' teaching activities. In total, there were 656 additional comments from students regarding teaching activities in LT subjects, with 84.6% expressing satisfaction. For practical subjects in methods 1 and 2, students also participated in the assessment, and the majority expressed satisfaction with their teachers. These results highlight an increasing trend of students actively sharing their opinions and contributing to the teaching activities at the University.

Student satisfaction comments tended to focus on several key areas, including teachers' attitudes (described as "enthusiastic," "dedicated," "supportive," etc.), teaching methods (such as "easy to understand," "innovative," "lively," etc.), subject content (emphasizing "up-to-date" and "practical" aspects), and the effective use of class time.

On the other hand, areas of dissatisfaction often revolved around issues related to teaching methods, attitudes, and scheduling. Students mentioned concerns about teachers teaching too quickly or being difficult to understand, as well as issues related to communication, grading timeliness, and homework. Some students noted limited interaction with teachers and abrupt lecture transitions.

It's worth noting that dissatisfaction regarding facilities, teaching equipment, and software for practice has decreased compared to the previous semester. However, some students still suggest early improvements in the quality of projectors, air conditioning systems, and computers in the upcoming semesters.

III. CONCLUSIONS AND RECOMMENDATIONS

1. Conclude

During the 1st Semester of the school year 2020-2021, the Department of Inspection, Legislation, and Quality Assurance, in collaboration with the Department of IT and Data Resource Management, conducted surveys and processed the results for 100% of subjects, with the participation of 82.4% of UIT students. The outcomes of this survey revealed the following:

- More than 97% of students ensured class attendance from 50% to $\geq 80\%$ in theoretical subjects, marking the highest rate in recent semesters.

- All survey criteria received satisfaction ratings exceeding 80% from students.
- 100% of teachers participating in teaching were assessed by students as meeting the requirements of teaching quality, with an average score of 3 points or higher in both theoretical and practical subjects (HT1 and HT2).
- 72% of students rated their level of achievement from 70% to over 90% as quite high (compared to 64% in HK1/NH2019-2020).
- 84.6% of students expressed satisfaction with teachers' teaching activities in theoretical subjects.

2. Suggestions

While the satisfaction rate of students with teaching activities in HKI and NH 2020-2021 is good, the Department of Inspection, Legislation, and Quality Assurance recommends that the University, Faculties, and departments continue to work towards achieving even better results. The following suggestions are proposed:

- Teachers should refer to the survey results to self-assess and make adjustments to their teaching activities, paying particular attention to students' feedback on teaching methods, content, and skills.
- Faculties, departments, and teachers should continue to collaborate with the Department of Information and Communication to collect students' opinions on teaching activities, ensuring reliability and effectiveness.
- The Department of Training, Office of Excellent Program, Student Affairs, Faculties, and teachers should actively educate students about the importance of survey activities and encourage their participation.
- The Department of Training, Office of Excellent Program, and UIT Language Center should continue to monitor teachers' assessments of political and foreign language subjects and propose more suitable approaches tailored to the characteristics of UIT students.
- Faculties and departments should utilize the survey results to enhance the quality of teaching and develop plans to sustain and build upon the achieved results.
- Teachers should provide prompt support and responses to students' questions.

- Faculties and departments should communicate the use of survey results to all students

**HEAD OF DEPARTMENT OF INSPECTION –
LEGISLATION – QUALITY ASSURANCE**

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