INTERNATIONAL UNIVERSITY - VNU HCM

IMPROVEMENT REPORT AFTER SURVEYING GRADUATE LEVEL_PERIOD 2024-2025

By QATO

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ABBREVIATIONS

You might find the following abbreviations in this report:

Units	
IU	International University
HCMC	Ho Chi Minh City
VNU	Viet Nam National University
BOP	Board of Presidents
OGAA	Office of Graduate Affairs
QATO	Office of Quality Assurance and Testing
OFP	Office of Finance and Planning
OFD	Office of Facility Development
OEPR	Office of External and Public Relations
OGA	Office of General Administration
CIS	Center for Information Services
ORD	Office of Research and Development
CPA	Center for Public Administration
BA	School of Business
BT	School of Biotechnology
BME	School of Biomedical Engineering
IT	School of Computer Science and Engineering
EE	School of Electrical Engineering
IEM	School of Industrial Engineering and Management

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1. INTRODUCTION

International University (IU) places great emphasis on ensuring the education quality of graduate programs, as well as maintaining and enhancing academic reputation and service quality. Periodically every semester/academic year, IU conducts surveys and consults with stakeholders on the quality of education, teaching, scientific research, and services provided to graduate students, faculty, and staff. This report is organized and compiled by Office of Quality Assurance and Testing (QATO), based on the collected survey results and improvement plans submitted by relevant units throughout the year. These units are informed of the survey findings and are required to submit improvement reports addressing identified issues in order to ensure the quality of learning, teaching, and services across IU's graduate programs.

2.TEACHING AND LEARNING QUALITY

2.1. COURSE EVALUATION

According to the improvement reports submitted by Schools, Departments, and Offices, this section outlines the improvement plans related to students' feedback on courses, faculty, and other relevant issues. These surveys are conducted by students at the end of the course every semester. In the following table, each unit (School, Department, or Office) presents the necessary activities planned to enhance the quality of teaching and learning for the academic year, along with the corresponding expected results.

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Office of Graduate Affairs			**Facilities:** Projectors are blurry and of poor quality; classrooms lack electrical outlets even though laptops are required for the course. IU does not notify students in advance about changes in study locations, causing inconvenience. The location at HCMUT is far, making commuting difficult, especially for students living far away. Students hope the university can arrange facilities closer to the city center (Districts 1 or 3).	Consider upgrading projectors and installing additional power outlets.	6/2025-12/2025
			Course content: Final exams are too difficult, beyond the capacity of new students. The course content is heavy on theory with little practical application; many formulas are not relevant to real-world practice. It is suggested to incorporate practical examples, adjust the content to be more applicable, or consider removing the course.	Recommend lecturers review the exam difficulty, incorporate real-world examples, and revise course content with input from industry experts.	6/2025-12/2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			Lecturers: Some lecturers are dedicated, knowledgeable, communicate clearly, and are very supportive. However, some make discouraging jokes, assume students already know the material, or use ineffective teaching methods. One lecturer has poor English pronunciation and tells inappropriate stories.	Organize training for lecturers on teaching methods, positive communication, and improving English pronunciation.	6/2025-12/2025
			Teaching methods: Online classes lack interaction. More class time is needed for deeper understanding. A blended learning format is recommended. Exercises are difficult, feedback is delayed, and there is inconsistency between lecturers and teaching assistants.	Combine hybrid learning, extend class time, standardize exercise support, and improve coordination between lecturers and TAs.	6/2025-12/2025
			Support systems: Blackboard does not send urgent notifications; it is necessary to improve notification delivery to personal devices. Grades are announced late.	Improve Blackboard to send notifications via email/mobile; ensure timely release of grades.	6/2025-12/2025
Office of Facility Development			Are classrooms/ laboratories arranged properly and do they provide adequate ventilation and safety? Average score: 4.33	Ensure that classrooms and laboratories are properly arranged, well-ventilated, and meet safety standards.	3/2025-12/2025
			Are the equipment (computers, projectors, laboratory equipment, etc.) for teaching and learning of a high quality? Average score: 4.27	Ensure that teaching and learning equipment (computers, projectors, laboratory instruments, etc.) is of high quality.	3/2025-12/2025
Library			Does the library provide adequate online/ offline learning resources and is easily accessible? Sem I: 4.11 Sem II: 4.19 Sem III: 4.11	Introduce additional VNU databases to provide more reference materials for students/researchers. Continue encouraging departments and faculties to recommend new resources.	From 1/2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Business	5.88% of responses mentioned poor facilities: blurry projectors, out-of-ink markers, faulty computers, broken lights, classrooms not functionally arranged,...	Forwarded the information to OPS for inspection and resolution.	6.25% of responses for the course Managerial Economics: The lecturer made discouraging jokes such as “Can you ask a smarter question?” or “This was already covered in undergraduate courses, so you should know it without being taught,” which were sometimes repeated throughout the class and caused students to lose motivation due to a perceived condescending tone. Overall, the teaching approach assumed that students already fully understood the content—although the knowledge involved was highly academic and mathematical (e.g., derivatives, integrals), which is not applicable in many professional contexts. As a result, students felt more negativity than benefit from the course. Incorporating practical examples would add more value. It was suggested that the course either be removed or the content adjusted to better reflect real-world applications.	The feedback will be sent via email to the MBA Program Coordinator of the school for further discussion with the lecturer.	3/2025-9/2025
	2.94% of responses suggested that OGAA should provide a tentative exam schedule to help students better arrange their work.	Forwarded the information to OGAA.	6.25% of responses for the course Managerial Economics, lecturer ID 0342: The school did not provide timely notice regarding a change in the learning venue, which caused inconvenience for students in reaching the new location.		3/2025-9/2025
	Marketing Management by lecturer 0600 Ahmed Uddin Zafar (Semester II, 2022–2023): 11.75% of responses indicated that:	The feedback has been sent via email to the MBA Program Coordinator of the school for further discussion with the lecturer.	6.25% of responses for the course Operations & Supply Chain Management: Students disliked the online class format due to a lack of interaction.		3/2025-9/2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	- The class was delivered by playing a pre-recorded video, even though Prof.Zafar was attending online just to monitor webcam usage. - Difficult to understand when he spoke. - Strict rules (no restroom breaks during online class, no permissions for leave, no late arrivals allowed, but the lecturer himself joined late). - Students did not gain any meaningful knowledge from the course, which did not justify the high tuition fee. - The exam should be more reasonable and relevant to the Vietnamese context. The current one was too long with too little time.		5.88% of responses for the course Digital Marketing and Ecommerce: The Blackboard system is unable to send emergency notifications. For example, in case of urgent class cancellations, students must regularly check Blackboard for updates. It would be more effective if Blackboard could push notifications directly to students' personal devices such as mobile phones.		3/2025-9/2025
School of Biomedical Engineering	The course helped me gain solid specialized knowledge and better understand the field. Courses in Semester I were generally well-rated. For example: BM647: CourseEval: Eval1= 4.18; BM9306: CourseEval: Eval1= 4.7.	Improved teaching and assessment methods were continuously enhanced in terms of quality. Positive feedback from students continued to be received.	The courses received high evaluations.	Continue to promote the effectiveness of these courses.	3/2025-12/2025
	The rate of students who completed and participated in the evaluation was only 50% in Semester I. Action: Conducted evaluation collection immediately after the final class session.	The rate of students participating in the evaluation remained limited.	The rate of students participating in the evaluation was low.	Conduct the evaluation immediately after the final class session.	3/2025-12/2025
School of Industrial Engineering and Management	The course Import – Export Management (Dr. Nguyen Nhu Ty) had an Eval 1 score of 3.48. Action: Consider selecting a lecturer suitable for the course. The lecturer improved the teaching methodology.	The evaluation score increased to above 4.0. There was positive feedback about the new lecturer.	Surveying on supporting and equipment - Library: 3.78. - Teaching equipment: 3.97.	The university will balance the budget to invest in facilities for graduate programs, especially e-resources.	

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	The course Procurement Management (Dr. Tran Du Vi) had an Eval 1 score of 3.98. Action: Consider selecting a lecturer suitable for the course. The lecturer improved the teaching methodology.	The evaluation score increased to above 4.0. There was positive feedback about the new lecturer.	Learners expressed their desire for the university to relocate the current campus at HCMUT to more central locations such as District 1, District 3…for easier commuting.	The university will develop a long-term plan for a training campus that better accommodates both learners and lecturers.	
School of Electrical Engineering	The school collaborated with faculty to review the course content to better align with students' needs and preferences.	All courses received student evaluation scores of 4.3/5 or higher.	Semester I, Academic Year 2023–2024 All courses received high evaluation scores from students (above 4.3/5) and were rated satisfactory.	Continue to promote and improve course content to better reflect real-world contexts.	Each semester
			Semester II, Academic Year 2023–2024 All courses received high evaluation scores from students (above 4.3/5) and were rated satisfactory.	The school collaborated with lecturers to review course content to better align with students' needs.	Each semester
School of Computer Science and Engineering	All courses received evaluation scores above 4.0.	Course evaluation scores improved. Teaching quality was enhanced.	All courses received evaluation scores above 3.75.	Continue maintaining the current performance.	3/2025-3/2026
School of Biotechnology	There was no feedback for improvement.		There is no feedback for improvement.		
Center for Public Administration	All survey questions regarding the courses received an average evaluation score above 4.0. Action: CPA collaborated with QATO to conduct course evaluation surveys.	Continued maintaining the good level of performance.	There is no feedback for improvement.		

2.2. GRADUATING STUDENTS (EXIT SURVEY)

When students meet the graduation requirements, QATO will conduct a survey to gather their feedback on their learning experience. These opinions serve as an important basis for comprehensively evaluating the quality of education and services provided by IU.

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Office of Facility Development			Classrooms are well-equipped with light airy space for all students Average score: 4.61	Ensure classrooms will be well-lit, airy, spacious, and suitable for the class size.	3/2025-12/2025
			Well-equipped laboratories satisfy students' demand for learning and researching Average score: 4.49	Ensure the quality of facilities for learning and scientific research.	3/2025-12/2025
			Environment, landscape and hygiene are favorable for studying Average score: 4.49	Maintain a clean, green, and conducive environment for studying and daily activities	3/2025-12/2025
Library			The library has good service and provide adequate reference materials for studying Average score: 4.17	Introduce more VNU database resources to support students and research fellows with additional references. Continue enhancing material suggestions through schools/departments.	From 1/2025
School of Business	33.33% of the feedback indicated that only a few lecturers in the Master of Business Administration program are genuinely enthusiastic and dedicated to teaching. The majority of lecturers were reported to merely go through slides to fill class time, using outdated case studies that lack practical relevance and are not updated.	The feedback has been sent via email to the MBA Program Coordinator of the school for further discussion with the lecturer.	There is no feedback for improvement.		
School of Biomedical Engineering	100% of graduating students got a job. 100% of graduating students had jobs relevant to their trained specialties. 100% have a 30% increase in income after graduation.	Continued to be maintained by enhancing training quality, promoting the image and reputation of School, and strengthening industry collaboration.	Students are supported to take internships at enterprises. Average score: 3.67.	The Master's program in Biomedical Engineering does not require internships. However, the School will enhance networking and assign staff to support students upon request.	3/2025-12/2025
School of Industrial Engineering and Management	Lecturers reviewed and improved the syllabus.	The curriculum has reasonable volume ratio of theory and practice Average score: 4.0/5	Academic schedule is promptly notified to create favorable conditions for students Average score: 3.67/5.	Review the timeline for announcing class schedules, exam timetables, thesis implementation, and ensure communication channels are effective in delivering information to students.	
	Lecturers reviewed and improved the syllabus. Lecturers with practical work experience were recruited.	Teaching activities are associated with career orientation and reality Average score: 4.33/5			

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	The School always supported and promptly responded to legitimate student requests, taking students' expectations as a quality service goal.	Student requests for administrative procedures, academic and facility issues are responded and supported promptly Average score: 4.0/5			
	The School reminded lecturers to clearly communicate the assessment criteria.	The assessment of academic performance is fully informed Average score: 4.0/5			
School of Electrical Engineering	Year 2023 The curriculum had clear goals – 50% of students relatively agreed Action: Continued to emphasize informing students about the objectives of the training program.	Year 2024 The curriculum has clear goals – 100% of students relatively agree	The curriculum has clear goals – 100% of students relatively agree	Continue promoting the program's objectives to students.	Annual
	Year 2023 Over 50% of students relatively agreed that teaching activities were associated with career orientation and reality. Action: During teaching, lecturers incorporated practical examples related to career orientation; the school also organized more field trips to companies to help students better understand the lessons and their future careers.	Year 2024 75% of students relatively agree that teaching activities are associated with career orientation and reality.	75% of students relatively agree that teaching activities are associated with career orientation and reality.	During teaching, lecturers incorporate practical examples related to career opportunities; the school increases field trips to companies to help students better understand the lessons and future careers.	Annual
	Year 2023 50% of students relatively agreed that administrative procedures; academic and facility issues were responded to and supported promptly. Action: Collaborated with the university to provide timely support for administrative procedures and facilities to meet students' needs.	Year 2024 100% of students relatively agree that administrative procedures; academic and facility issues are responded to and supported promptly.	100% of students relatively agree that administrative procedures; academic and facility issues are responded to and supported promptly.	Continue collaborating with the university to promptly support administrative procedures and provide facilities to meet students' needs.	Each semester
School of Computer Science and Engineering	In 2023, only 1 recent graduate participated in the evaluation survey.	In 2024, the number of recent graduates participating in the evaluation survey increased to 9.	Evaluation results on lecturers, learning materials, library, administrative procedures, extracurricular activities,	Continue to maintain.	3/2025-3/2026

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: Increase the number of recent graduates participating in the evaluation survey.		soft skills training, and career orientation activities for students were all above 3.75.		
School of Biotechnology	There was no feedback for improvement.		There is no feedback for improvement.		
Center for Public Administration	Suggestions were made to organize practical models related to the course for students to visit and learn. Action: Each course in the program included real-world applications to help students understand the practical aspects of public management.	100%	There is no feedback for improvement.	Continue to update the curriculum.	2025
	There was a recommendation to have a more targeted approach to departments and agencies in the province for the next intake, as the program was very useful but still unknown to many government employees. Action: Master of Public Management program conducted recruitment via the website, political training centers, the Cadre Academy, and organized admission sessions in Ben Tre and An Giang provinces.	100%			
	There was a request to organize overseas internship or study tours. Action: The program included a course on overseas learning experience. Faculty members from CPA led a group of students to attend a seminar in Thailand.	50%			
	It was suggested to expand the recruitment model through alumni and current students to promote the university's brand in	100%			

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	provincial areas (via alumni networks). Action: The Master of Public Management program maintained an alumni network with annual gatherings to help promote enrollment through word-of-mouth among prospective students.				

2.3. ALUMNI

Employment status, job quality, and salary of graduates are clear indicators of a university's educational performance. IU highly values the feedback and contributions from alumni. This type of survey is conducted one year after graduation. For example, students who graduate in 2023 will be surveyed at the end of 2024.

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Business	There was no feedback for improvement.		Continue to revise and update the courses to better align with real market needs, with less theoretical content. Provide students with comprehensive skills to meet business demands, including soft skills/professional knowledge, and enhance the use of case studies instead of focusing solely on theory.	The information has been forwarded to the MBA Program Coordinator for consideration in reviewing the curriculum.	01/2025-9/2025
School of Biomedical Engineering	The course was well-organized.	Continued to receive positive feedback from students.	It is recommended that the university improve the curriculum to better align with real-world job requirements in enterprises so that graduates can immediately apply their knowledge without needing further specialized training.	- Conduct surveys with enterprises on the professional skills and technologies they expect from new graduates. - Update the curriculum based on the survey results. - Increase the number of thesis topics derived from enterprise needs.	3/2025-12/2025
			It is recommended that the university continue developing new majors that align with current socio-economic development needs.	Assess actual needs and propose relevant new majors.	3/2025-12/2025

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Industrial Engineering and Management			More programming language program which can apply to manufacturing or supply chain field.	The lecturer will review and revise the syllabus accordingly.	Frequent
			Case study in subjects should be updated yearly according to market.	The lecturer will review and revise the syllabus accordingly.	Frequent
			Soft skills should be integrated within the subjects.	The lecturer will review and revise the syllabus to incorporate soft skills into group projects (e.g., teamwork, leadership, presentation skills).	Frequent
School of Electrical Engineering	There was no feedback.		There is no feedback.		
School of Computer Science and Engineering	Evaluation results for lecturers, course materials, library services, administrative procedures, extracurricular activities, soft skills training, and career orientation activities for students all scored above 4.0.	Continue to maintain.	Evaluation results for lecturers, course materials, library services, administrative procedures, extracurricular activities, soft skills training, and career orientation activities for students all score above 4.0.	Continue to maintain.	3/2025-3/2026
School of Biotechnology	Training procedures should be made clearer.	Training-related information and deadlines are communicated directly to each student via email. In addition, these updates are also posted on the websites of the school and OGAA.	There is no feedback provided.		
	Soft skills training programs for students before participating in internships.	Seminars on soft skills are organized for undergraduate and graduate students.			
Center for Public Administration	Regarding the ability to communicate effectively in English, 11.1% of students disagreed and 44.4% rated it as neutral. Action: Students were encouraged to read Public Management materials in English, and a suitable roadmap was provided for them to take English proficiency certification exams to ensure timely fulfillment of English graduation requirements.	70%	There should be practical lessons on how to organize and conduct a survey, as well as how to analyze a simple issue to help students better visualize the overall process and complete their thesis more smoothly and effectively.	The Master of Public Management program includes two research methodology courses and several other courses with specific case studies. These courses ensure that students are equipped with sufficient knowledge to carry out their master's thesis.	2025
			There should be training courses on presentation skills and public speaking, as well as report writing.	Most courses include assessment components related to group and individual presentations. These provide	2025

Alumni survey					
School/Department	Plan for year 2024		Plan for year 2025		
	Feedback/Action	Results	Feedback	Expected results/Results	Time
				students with opportunities to present in front of an audience through their reports.	

3. STUDENT SERVICE QUALITY

The improvement plan is developed based on the results of the student survey on the service quality of service units at IU. In this survey, students evaluate their level of satisfaction with the offices/centers that provide student support services, which are conducted annually.

Student service quality					
School/Department	Plan for year 2024		Plan for year 2025		
	Feedback/Action	Results	Feedback	Expected results/Results	Time
Office of Graduate Affairs			Admission counseling activities provide necessary information to interested people Average score: 4.29	Strengthen digital communication campaigns and publish detailed guidelines on academic programs.	6/2025-11/2025
			Course registration for postgraduate students Average score: 3.93	Upgrade the online registration portal with a user-friendly interface and technical support.	6/2025-12/2025
			Instructions for new postgraduate students' enrollment Average score: 3.93	Develop an academic handbook and organize detailed orientation sessions for new students.	6/2025-11/2025
			The operation of communication channels between the International University and postgraduate students Average score: 4.0	Implement a centralized helpdesk system to quickly respond to student inquiries.	6/2025-12/2025
			Informing postgraduate students of exam schedules Average score: 3.93	Automate exam schedule notifications via email and the student portal.	6/2025-11/2025
			Informing exam results on time Average score: 3.71	Optimize the exam result processing procedure with automated updates and clear announcement deadlines.	6/2025-12/2025
			Dealing with questions or complaints	Establish a complaint tracking system	6/2025-11/2025

Student service quality					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			regarding postgraduate students' study results Average score: 3.79	with a maximum resolution time of 7 days.	
			The content of workshop and seminar Average score: 3.86	Review and update seminar content based on student feedback and industry trends.	6/2025-12/2025
			Student feedback: A recommendation for the Master of Public Management class to have exams held at the HCMUT campus instead of the Thu Duc campus, as some students live far away. Scheduling all exams at Thu Duc contradicts the university's initial commitment to conducting classes and exams in the inner city. Holding exams on Saturdays at Thu Duc is unreasonable.	Consider relocating the exam venue for Master of Public Management to the HCMUT campus.	6/2025-9/2025
			Student feedback: Some staff members from OGAA and the person in charge of CPA responded to emails in an abrupt, unenthusiastic, and unclear manner.	Organize training for staff on professional email communication skills.	6/2025-10/2025
Office of General Administration			The quality of security service at IU Year 2024: 4.21.	Continue maintaining current operations to achieve better results.	02/2025-12/2025
Office of Finance and Planning	The process of collecting tuition and other fees Action: - Diversified payment methods: bank transfer, card payment, and transfer via student identification code. - Published payment methods on OFP's website. - Worked with the software provider to develop the online payment portal.	95%	Awarding scholarships and grants according to the university regulation Average score: 3.71	Continue coordinating with OGAA to ensure disbursement is made within the regulated timeframe.	2025
Office of External			Supporting postgraduate students in	- Continue expanding the search for	9/2024- 8/2025

Student service quality					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
and Public Relations			postgraduate students exchange procedure Average score: 3.71	student exchange, internship, and research programs (both short-term and long-term) suitable for IU postgraduate students, and actively disseminate program information to Schools/Departments and OGAA, as well as through available online platforms to increase student access. - Develop and publish a Student Exchange Program Handbook to circulate within the IU master's student community. - Establish a dedicated information channel for students who have participated in exchange programs to support the wider student community in learning about these opportunities.	
Office of Research and Development	Activities informing postgraduate students of registering scientific research topics Year 2023: 4.17 Year 2024: 3.86 Action: Information was actively disseminated via the university website, Facebook, and pages of departments, schools, and centers.	92,5%	Activities informing postgraduate students of registering scientific research topics Year 2023: 4.17 Year 2024: 3.86	Information will be actively disseminated on the university website, Facebook, and pages of schools, departments, centers, the Youth Union, the Student Association, and ORD.	02/2025-02/2026
	Activities supporting postgraduate students in getting research topic registration and approval Year 2023: 4.12 Year 2024: 3.86 Action: Information was fully communicated to unit leaders and all lecturers.	93,6%	Activities supporting postgraduate students in getting research topic registration and approval Year 2023: 4.12 Year 2024: 3.86	- Full information will be communicated to unit leaders, research assistants, and all lecturers. - Technology will be applied to automate part of the registration process.	02/2025-02/2026
	Evaluating and accepting postgraduate students' scientific research topics Year 2023: 4.11 Year 2024: 3.85	93,6%	Evaluating and accepting postgraduate students' scientific research topics Year 2023: 4.11 Year 2024: 3.85	- Progress will be continuously monitored, supported, and updated with principal investigators and research assistants regarding the topic acceptance status.	02/2025-02/2026

Student service quality					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: The process was continuously monitored and supported, and updates on registration status were regularly provided to the Research Assistants.			- A satisfaction evaluation form will be proposed to be developed and implemented for students after topic acceptance and completion.	
Office of Facility Development	The quality of sanitary service at IU Year 2023: 4.49 Year 2024: 4.38	Pass	The quality of sanitary service at IU Year 2024: 4.38	Continue maintaining the current sanitation practices on campus.	3/2025-12/2025
	The quality of equipment in classrooms and auditoriums Year 2023: 4.18 Year 2024: 4.07	Pass	The quality of equipment in classrooms and auditoriums Year 2024: 4.07	Continue maintaining the quality of equipment in classrooms and laboratories.	3/2025-12/2025
Office of Quality Assurance and Testing	Course evaluation forms for postgraduate students Year 2023: 4.18 Year 2024: 4.0	One question has been added to the evaluation form: "Is the amount of time for self-studying and pre-exam appropriate with the student studying plan?"	Course evaluation forms for postgraduate students Year 2024: 4.0	Review the evaluation form before distribution to the target respondents. Adjust the questions in the form according to the actual situation, if necessary.	03/2025-12/2025
	Service evaluation forms for postgraduate students Year 2023: 4.26 Year 2024: 4.21	This survey form has continued to be used in the subsequent evaluation round.	Service evaluation forms for postgraduate students Year 2024: 4.21	Review the evaluation form before distribution to the target respondents. Adjust the questions in the form according to the actual situation, if necessary.	08/2025-12/2025
Canteen	The quality of services in the canteen Year 2023: 4.12. Year 2024: 4.21.	The evaluation score increased by 0.09 compared to the previous year.	The quality of services in the canteen Year 2024: 4.21.	Continue maintaining good performance and further enhance service quality for all students.	Frequent
Library	Enhancing support for the online renewal service.	The library has included borrowing/ returning/renewal procedures on the borrowing receipt. Additionally, users can reserve materials, borrow, return, and renew books quickly via the VNULibraries app or OPAC system.	The library possessing a number of books and materials to meet the needs of readers	Additional databases from VNU will be introduced to provide postgraduate students with more reference materials. The library will continue to enhance material acquisition proposals through schools and departments.	From 1/2025
			The process of checking out, returning	Postgraduate students will be fully	From 1/2025

Student service quality					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			and deadline extension of library books	supported in extending borrowing deadlines and accessing materials through multiple channels such as email and phone. The library will continue to promote the OPAC automated library management system and the VNULibraries application.	
	Sharing the same cataloging system with other VNU libraries	The library has upgraded the OPAC search system and the Sierra library management software to version 1.6. The EBSCO system has also been optimized for better interface and processing speed.	The library opening hours meeting the needs of readers	Provide support to postgraduate students/researchers for special cases (e.g., document consultation, thesis support) outside of regular working hours.	From 1/2025
			The number of seats in the library meeting the needs of readers	The library has proposed to purchase additional tables and chairs in 2025. In the meantime, extra seating has been arranged on the 2nd floor to maximize service capacity while waiting for the new building.	From 1/2025
Center for Information Services	The quality of the Internet in classrooms, auditoriums and laboratories	Internet installation has been completed for classrooms and laboratories; some network devices have been replaced with higher-quality ones, ensuring a more stable internet connection.	The quality of the Internet in classrooms, auditoriums and laboratories Average score: 4,14	- Continue proposing the purchase and replacement of degraded internet devices in classrooms and laboratories. - Review and replace damaged or broken network cables caused by long-term use and deterioration.	4/2025-8/2025
	The quality of the Wi-Fi system at IU	The Wi-Fi signal in some upgraded areas has become more stable.	The quality of the Wi-Fi system at IU Average score: 4,36	Continue proposing the university to replace current Wi-Fi transmitters with more powerful devices that offer broader coverage.	4/2025-12/2025
Clinic	The quality of health care at IU Year 2023: 4.12 Year 2024: 4.07	- The school health care services have been fully implemented in compliance with Circular No. 33/2021/TT-BYT dated February 15, 2022, issued by the Ministry of Health on school health activities in higher education and vocational institutions. - Further improvement measures are being explored.	The quality of health care at IU Year 2024: 4.07	- Provide medical check-ups, treatment, first aid, and injury care. - Monitor, prevent, and communicate information regarding diseases and general health. - Participate in providing health care services during postgraduate admission periods.	3/2025-12/2025

4. CONCLUSION

These are the types of surveys on the quality of teaching and learning (Course Evaluation Survey, Exit Survey, and Alumni Survey) and Student Service Quality. Students have provided positive and objective feedback so that relevant units within the university can develop improvement plans. These are regular or short-term plans that will be implemented in 2025 or 2026. These plans demonstrate feasibility, measurability, and the potential to enhance stakeholder satisfaction.

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