INTERNATIONAL UNIVERSITY - VNU HCM

IMPROVEMENT REPORT AFTER SURVEYING UNDERGRADUATE LEVEL_PERIOD 2024-2025

By QATO

Updated in June, 2025

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
OUAA	Office of Undergraduate Academic Affairs
OGAA	Office of Graduate Affairs
QATO	Office of Quality Assurance and Testing
OIAC	Office of International Academic Collaboration
OHRM	Office of Human Resources Management
OFP	Office of Finance and Planning
OFD	Office of Facility Development
OILA	Office of Inspection and Legal Affairs
OSS	Office of Students Services
OEPR	Office of External and Public Relations
OID	Office of Investment & Development
OGA	Office of General Administration
CITT	Center for Innovation and Technology Transfer
CIS	Center for Information Services
OPS	Office of Procurement Services
ORD	Office of Research and Development
CPA	Center for Public Administration
BA	School of Business
EFA	School of Economics, Finance and Accounting
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
CEM	School of Civil Engineering and Management
MA	Department of Mathematics
PH	Department of Physics
SOL	School of Languages
CEE	School of Chemical and Environmental Engineering

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1. INTRODUCTION

International University (IU) places great emphasis on ensuring the education quality of its undergraduate programs, as well as maintaining and enhancing its academic reputation and service quality. Periodically every semester/academic year, IU conducts surveys and consults with stakeholders on the quality of education, teaching, research, and services provided to students, faculty, and staff. This report is organized and compiled by QATO, based on the collected survey results and improvement plans submitted by the relevant units over 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 undergraduate programs.

2. TEACHING AND LEARNING QUALITY

2.1. COURSE EVALUATION

According to the improvement reports submitted by Schools, Departments, and Offices/Centers, this part describes 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/Center) 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 Undergraduate Academic Affairs	Sem 2 academic year 2022-2023: Lecturer of History of Vietnamese Communist Party course changed the teaching method to be more suitable.	The evaluation results for this lecturer showed improvement. No negative feedback from students regarding the lecturer's teaching method.	Political Economy and Physical Training: The teaching equipment and classroom arrangement for the course received a rating below 4.0.	- Increase the number of classrooms for students and ensure facilities are available to support their extracurricular activities. - Regularly maintain and upgrade equipment and machines for units that frequently use software in their teaching activities.	Frequent
	Sem 2 academic year 2022–2023: OUAA provided feedback to the Sports Center regarding the lecturer of Physical Training 1.	Lecturer did not teach the Physical Training 1 course in the academic year 2023–2024.			
Office of Facility Development			Are classrooms/ laboratories arranged properly and do they provide adequate ventilation and safety? Mean: 4.08	Continue to maintain.	3/2025-12/2025
			Are the equipment (computers, projectors, laboratory equipment, etc.) for teaching and learning of a high quality? Mean: 3.91	Upgrade teaching equipment such as computers, projectors, laboratory equipment,...	3/2025-12/2025
Library			Does the library provide adequate online/ offline learning resources and is easily accessible? HKI: 4.17 HKII: 4.05 HKIII: 4.14	- Support students in finding and borrowing books through various channels (offline and online). - Enhance the process of suggesting materials so that lecturers can submit requests for additional 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	Feedback on lecturers (highlighting some basic issues) as follows: - Group assignments are unrelated to the Course content - Lack of application or incomplete knowledge delivery - The number of assignments may be excessive - Lack of necessary study materials for students - Failure to create practical and engaging activities in class - Failure to properly update students with announcements - Lecturers do not spend time answering students' questions during class - Lack of objectivity when grading students' work - Discussion of subject-specific knowledge requirements that are not appropriate for the course - The course load may be overwhelming. Action: Work with the Head of Department and lecturers to discuss solutions and record the handling process based on each specific case.	Complete.	Feedback on lecturers (highlighting some basic issues) as follows: - Hard grading does not allow students the freedom to develop their ideas. - Heavy focus on theory; mainly reading from slides with few case studies. Students find it difficult to apply knowledge in real-life situations. - Tests are much harder than what was covered in class. - No support provided when students face issues with tests or assignments. - Frequently arrives late to class or cancels class without providing makeup sessions. - Fails to properly update or communicate announcements to students.	Forward the information to the Department for direct discussion with the lecturer.	From 5/2025
School of Languages	Some key issues: - Lecturers do not focus on lessons regarding tests, causing difficulties for students. - No response to students' emails regarding lessons. - No exam review plan, no introduction to exam structure and timing. - Teaching activities are not meticulously prepared, and students do not understand grading methods.	Implemented improvements: - The Vice Dean, in charge of SOL, held discussions with the relevant lecturers regarding student email responses, innovative teaching methods, and their application in future semesters to prevent negative student feedback on teaching approaches in academic English courses. - Organized orientation sessions at the beginning of the academic year and each semester to provide lecturers with updated	Feedback on academic English courses: - Lecturer canceled class without notifying students and announced makeup classes at the last minute, making it difficult for students to adjust their schedules. - Teaching methods were not appropriate, and students could not keep up with the lessons. - Lecturers were not enthusiastic in	- The Vice Dean, in charge of SOL, discusses with visiting lecturers the issues raised in student feedback. If these issues persist, SOL may consider discontinuing future teaching invitations for the lecturers involved. - Organize orientation sessions at the beginning of the academic year and each semester for lecturers. - Request lecturers to submit to SOL the descriptions of assignments, the	Sem 1 - Sem 3 academic year 2024-2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	- Kindly request lecturers to consider and revise lessons based on student feedback for better effectiveness. - Propose to revise assessment methods for fairness and ensure students understand grading methods. Classroom equipment issues negatively impact student learning. Propose changes in teaching and assessment methods to create a positive learning environment. - Negative feedback to unfair grading and disrespectful attitudes from lecturers.	information. - Required lecturers to submit to the School a description of assignments, the grading weights for coursework, and related assessment criteria. - Requested lecturers to resubmit attendance lists for each student group; reviewed the distribution of scores for coursework, midterm, and final exams for each lecturer.	teaching and frequently canceled classes unexpectedly. - No support was provided when students faced issues with tests and assignments. - Lecturers showed disrespectful attitudes and used inappropriate language when communicating with students. - Students expressed strong dissatisfaction with perceived unfair grading and disrespectful behavior from lecturers.	grading weights for coursework, and the related assessment criteria. - Request lecturers to resubmit student attendance lists for each group and review the distribution of scores for coursework, midterm, and final exams.	
School of Biomedical Engineering	Plan to propose upgrading, expanding, and rebuilding laboratories. Prepare proposals for teaching equipment and tools.	Two proposals have been submitted, including investment in equipment for research and teaching: one centre of excellence project funded by Ho Chi Minh City, one project to enhance education quality funded by the World Bank.	The facilities at the Institute for Environment and Resources (IER) are of poor quality: projectors are unstable, restrooms are dirty, and there is no self-study room.	Improving general facilities - Projectors: + Coordinate with OFD to inspect all projectors in lecture halls. + Propose regular maintenance (each semester) and plan for replacing damaged projectors. - Restrooms: + Work with OFD to increase cleaning frequency, especially during peak hours. + Install additional quick feedback boards (QR codes or online forms) for students to report issues promptly. - Developing self-study spaces: + Propose using available rooms at IER (small meeting rooms, unused labs) as temporary self-study areas. + Discuss with BOP about expanding self-study spaces in the library or other public areas at IER.	3/2025-12/2025
	Consult with OFD to upgrade network infrastructure and increase bandwidth.	The network speed in Zone L has been upgraded; damaged devices have been repaired or replaced; and underperforming equipment has been improved.	Students expressed the need for more field trips and practical experiences, as some lab content overlaps with that of other courses.	Connect with partners to create opportunities for students to participate in field trips. Schedule field trips around the middle or end of each semester.	3/2025-12/2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Discuss directly with TA to improve their attitude and working methods; Organize training sessions for TA.	Training sessions for teaching assistants (TAs) are organized at the beginning of each semester.	TA abused their authority, affecting students' final projects, but did not take responsibility and even threatened students with grading consequences.	- Collect detailed information - Conduct internal discussions - Address this issue during TA training sessions at the beginning of each course	3/2025-12/2025
School of Civil Engineering and Management	Lecturers should be more approachable and friendly toward students, and strive to improve their teaching quality by enhancing strengths and addressing weaknesses.	Most courses showed improved average evaluation scores (> 4.00).	There are 2 courses with an average evaluation score below 4.0.	CEM works with the lecturers to improve course evaluation results.	3/2025-3/2026
	The water pumped into the equipment is very dirty, and the laboratory has an unpleasant odor.	The odor has been completely resolved.	The screen placed in the middle of the classroom made it difficult for students to see the parts that the lecturer teaches near the board.	Record and transfer the information to the relevant unit.	
	Adjust the course content and teaching methods to better suit the students.	Improved 100%.	Projector maintenance is needed.		
			The classrooms at the central library have low-quality projectors and weak Wi-Fi.		
School of Industrial Engineering and Management	The Engineering Drawing course has an Eval1 score (3.96) lower than the overall average for Sem 1 (2022-2023). Action: Adjust the course content and teaching methods for students to study better.	Evaluation score >= 4.3.	The equipment used for teaching (computers, projectors, machines in laboratories, etc.) received evaluation scores of 4.07 (Sem 1, 2023–2024) and 4.02 (Sem 2, 2023–2024) => The lowest among all surveyed aspects.	Report the current condition and propose improvement needs to the office in charge of equipment and facilities.	Frequent
	The average survey participation rate across all courses is approximately 37.83% (Sem 1), 40.76% (Sem 2), and 52.27% (Sem 3). Action: (1) Head of School should encourage lecturers to remind students to complete the course survey before the course ends as required, so that grades can be released on time. (2) QATO supports the School in encouraging students to complete the	Not improved.	The Import-Export Management course (Dr. Le Thi Thanh Ngan) received 8/9 negative feedback responses from students.	Adjust the course content and teaching methods to better suit students.	Sem 1 each academic year

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	survey as required.				
	In the Course Evaluation-Student Feedback, each lecturer receives both positive and negative feedback from students. Lecturers should review student feedback on their courses to capitalize on their strengths and improve upon weaknesses in their teaching methods.	Received more positive feedback on lecturers, with only a few negative comments.			
School of Chemical and Environmental Engineering	ENEE3102IU (Municipal Wastewater Treatment): Eval 1 = 2.31, lower than overall average score. Student feedback: The lecturer did not provide clear instructions or guidance for each session. Even borrowed equipment had to be reminded by students, and there was no manual provided.	The course has not been reopened. The school will continue to update it in the academic year 2025–2026.	ENEE3102IU (Municipal Wastewater Treatment): Eval 1 = 2.31, lower than the overall average score. Student feedback: The lecturer did not provide specific instructions or guidance for each class session. Students had to remind the lecturer about borrowed equipment, and no manual was provided.	Improve and provide more detailed course content, give clearer instructions to students at the beginning of each session, and increase in-class interaction and discussion about the lesson. Manual will be revised and uploaded to Blackboard. All experimental equipment will be listed clearly and in detail before each session. The lecturer will send the lesson content to students in advance and check their understanding at the beginning of each class to ensure they are well oriented for the session.	Not yet reopened. Updates will continue in the academic year 2025–2026.
	CH012IU (Chemistry Laboratory): Eval 1 = 3.78, lower than overall average score.	The lecturer is no longer assigned to teach the course, so there is no data available.	PE014IU (Environmental Science) - The exam was difficult, and the questions were not from the test bank.. - The lecturer frequently went off-topic and did not focus on the course content.	The lecturer will revise and improve exam questions to better assess student competency in accordance with their academic level.	2024-2025
	CHE1111IU (Industrial Chemistry) CHE0031IU (Research Methodology) CHE2041IU (Mass Transfer Operations) CHE2051IU (Heat Transfer Operations)	The feedback on these courses will be included in the improvement plan for 2025.	CH011IU (Chemistry for Engineers) - The lecturer should provide more practice questions and application-based exercises to keep students engaged. - I require more class-work than teamwork or solo	- Increase the amount of in-class exercises for students. - Encourage whole-class collaboration and discussion.	Academic year 2024-2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			CHE1111IU (Industrial Chemistry) Required the teacher easy in the issue of submit homework.	Announce the submission methods for homework and quizzes on Blackboard at the beginning of the semester.	Sem1 2024-2025
			CHE2041IU (Mass Transfer Operations) Eval 4 = 3, lower than the overall average score. Student feedback: Very difficult to understand; students could not grasp the content, and the grading was unclear.	Encourage student self-study. Students are expected to have a solid foundation in mathematics. Upload component scores to Blackboard to improve transparency.	Sem1 2024-2025
			CHE2051IU (Heat Transfer Operations) Eval 4 = 3.83, lower than the overall average score. Student feedback: Need to have slides to summary basic knowledge and can introduce to several source for textbook.	Teach at a slower pace, provide more examples, encourage students to study more, clearly state what students need to focus on, and make the exam easier, lower the learning outcomes. Post materials on Blackboard and add more reference books in the syllabus.	Sem1 2024-2025
			CH011IU (Chemistry for Engineers) Student feedback: Considering a more balanced allocation of time between teaching and meetings could improve student learning and engagement. Increased class time allows for deeper understanding through direct instruction and interaction, fostering a more dynamic learning environment.	The lecturer allocated time for in-class discussions and held weekly office hours, but students did not actively engage. In addition, the class had a teaching assistant with weekly office hours and was available to support students online via a Facebook group and email.	Academic year 2024-2025
			CHE2024IU (Computational Chemistry) Eval 4 = 3.86, lower than the overall	- This course leans more toward modern chemistry, so students are expected to have a solid background in	Sem2 2024-2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			average score. Student feedback: - The instructor did not explain the concepts very thoroughly. He dropped a few classes and didn't manage teaching time and the course content properly. - Too hard	order to learn effectively and must take the course seriously (e.g., by attending all lectures). - Some concepts had to be repeated multiple times in class due to students' lack of understanding; therefore, certain difficult topics were reduced to better fit the course timeline and student capabilities. - As this is a 2-credit course, the lecturer extended teaching time until the end of the semester to reinforce missing foundational knowledge (in math and physics). - The performance of several students continues to be monitored. It is necessary to further assess students' background knowledge in general education subjects (math and physics) across cohorts to develop more appropriate solutions.	
			CHE2011IU (Reaction Kinetics and Catalysis) The lecturer's English is better this time but he still spoke too much Vietnamese. He said many things irrelevant to the course contents and passed through the hard parts really fast.	- The lecturer will speak English and won't use Vietnamese to explain, even when students requested it. - The lecturer will focus solely on explaining course-related content.	Sem2 2024-2025
			CHE1031IU (Physical Chemistry 1) Eval 4 = 3.69, lower than the overall average score. Student feedback: The lecturer's teaching approach did not align with the students' learning pace. The lecturer did not provide sufficient lecture slides, gave few practice exercises, and conducted quizzes before students had fully understood the material.	Teach at a slower pace, Provide more examples, Motivate students to study more, Clearly inform students about what they need to focus on, Make exams easier, Lower the learning outcome standards.	Sem2 2024-2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			CHE2071IU (Mechanical Unit Operations) Eval 4 = 3.88, lower than the overall average score. Student feedback: The instructor went through the contents really fast and made this subject really confusing.	This is the first time teaching this course. The lecturer will teach at a slower pace, provide more examples, encourage students to study more, clearly explain what students need to focus on, make the exam easier, and lower the learning outcome standards.	Sem2 2024-2025
School of Economics, Finance and Accounting	Student feedback: The lecturer graded assignments very late, which affected some students' plans for top-up programs or scholarship applications.	The lecturer has adjusted and now updates grades on time.	The lecturer did not follow the uploaded slides during lectures. Before each class, the lecturer sent 20 questions for students to complete within one hour, then spent 2 hours and 30 minutes reviewing the answers and awarding points. However, only 10–15 questions were explained in class, and the rest were posted on Blackboard without further clarification. Sometimes, the lecturer forgot to upload the slides before class. Students felt that the lecturer was often off-topic. The lecturer also asked the TA to summarize course content before exams, but the TA lacked sufficient knowledge, which negatively affected students' performance.	Lecturer adjustment: - Dedicate more time to explaining key concepts instead of focusing only on test questions - Manage class time more effectively to ensure all quiz questions are properly addressed.	3/2025 -12/2025
	Student feedback: Students emailed the lecturer for help with the material but did not receive a response.	The lecturer acknowledged the issue and now responds to student emails.	Student feedback: The lecturer's explanations were difficult to follow and there was perceived favoritism toward high-performing students.	Lecturer adjustment: - Present content more clearly, possibly using more examples or alternative teaching methods - Check students' understanding regularly, offering alternative explanations when needed.	3/2025 -12/2025
	Student feedback: The lecturer should improve both the content and presentation of the slides to make them more understandable and engaging.	The lecturer has revised and improved the content and presentation of the slides.	Student feedback: The lecturer focused only on teaching slides. Students suggested including more in-class exercises.	Lecturer adjustment: - Use more diverse teaching methods, such as group discussions, interactive questioning, and practical exercises.	3/2025 -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**
				- Written or applied assignments were also recommended to help students better understand and apply the material.	
	Student feedback: The lecturer often arrived late, ended class early, and used a phone during lessons.	The lecturer has improved time management and classroom discipline.	Student feedback: The lecturer rarely responded to emails.	Lecturer adjustment: Check and respond to student emails more regularly, especially those related to course content and assignments.	3/2025 -12/2025
	Student feedback: Students requested clearer explanations, a slower teaching pace, and preferred doing quizzes after completing the lessons for better understanding. They also suggested reviewing quizzes in the following class for bonus points instead of giving them before each session.	The lecturer has adjusted the teaching pace accordingly.	Student feedback: The lecturer was frequently absent without prior notice or scheduling makeup classes.	Lecturer adjustment: Notify students in advance when planning to be absent to help students manage their schedules.	3/2025 -12/2025
	Student feedback: The lecturer lacked enthusiasm, taught too quickly, and had little interaction with students. The content was not connected to real-world applications. Students also suggested adjusting the balance between English and Vietnamese usage and organizing extra sessions to practice exam questions.	The lecturer has modified the teaching approach and may offer additional tutorial sessions to support students.	Student feedback: The lecturer canceled class due to being busy but did not arrange for makeup sessions, which caused students to miss out on content.	Lecturer adjustment: Arrange makeup classes or provide supplementary materials to ensure full coverage of the course.	3/2025 -12/2025
	Student feedback: Students had difficulty understanding the lecturer due to unclear pronunciation and fast speaking. The lecturer also lacked encouragement for students to study.	The lecturer has improved communication and adjusted the teaching method.	Student feedback: Although the lecturer was dedicated, frequent cancellations caused delays. A makeup class was arranged, but students were dissatisfied because it was taught by a different lecturer.	Lecturer adjustment: Arrange makeup classes or provide supplementary materials to ensure full coverage of the course.	3/2025 -12/2025
	Student feedback: The lecturer often arrived more than 30 minutes late or canceled class close to the scheduled time. Make-up classes were	The lecturer has improved time management and class commitment.	Student feedback: The lecturer posted too many announcements.	Lecturer adjustment: Clearly distinguish between required and optional announcements to help students manage information more effectively.	3/2025 -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**
	also canceled. Students felt unprepared for the exam due to insufficient instruction.		Student feedback: The lecturer's pronunciation in both English and Vietnamese was hard to understand.	Lecturer adjustment: Check student comprehension during class and adjust communication methods accordingly.	3/2025 -12/2025
			Student feedback: The lecturer spoke too softly and too quickly during lessons.	Lecturer adjustment: Check student comprehension during class and adjust communication methods accordingly.	3/2025 -12/2025
			Student feedback: Students suggested the lecturer improve fluency and engagement when speaking English.	Lecturer adjustment: Speak at a moderate pace and pronounce words clearly to help students better understand the lessons.	3/2025 -12/2025
School of Electrical Engineering	School collaborated with lecturers to review and adjust course content to better align with students' expectations and interests.	All courses received student evaluation scores of 4.1/5 or higher.	Sem1 2023 - 2024 All courses received student evaluation scores of 4.25/5 or higher.	School collaborated with lecturers to review and adjust course content to better align with students' expectations and preferences, in order to maintain high average evaluation scores.	Each semester
			Sem2 2023 - 2024 Some courses received lower evaluation scores from students: - PC Based Control and SCADA System EEAC004IU (4.14/5) - PC Based Control and SCADA System Lab EEAC005IU (4.14/5) - Theory of Automatic Control EEAC020IU (4.14/5)		
			Sem3 2023 - 2024 All courses received student evaluation scores of 4.29/5 or higher.		
School of Computer Science and Engineering	Worked with the lecturers on their teaching methods and communication approaches to identify the causes and propose solutions for the two courses with evaluation scores below 3.75: - Principles of Database Management - Embedded Systems	The evaluation scores for both courses have since improved, reaching above 4.0.	The lecture slides for the course Theoretical Models in Computing in Sem1 2023–2024 were difficult for students to understand.	The lecturer added supplementary materials and asks the teaching assistant to organize additional tutorial sessions to clarify complex concepts in the slides, helping students better grasp the content.	3/2025-3/2026
School of Biotechnology	Biochemistry course (Sem3 2022-2023, BT319IU) received an evaluation score of	The lecturer's evaluation score improved to 4.34 in Sem 2 2023–2024.	The lecturer of the Chemistry laboratory course (Sem1, ID 0756)	The lecturer needs to make adjustments in teaching and learning.	3/2025-3/2026

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	3.70. Action: The lecturer took student feedback into account and adjusted the teaching and learning approach.		received an evaluation score of 3.71.		
	Some students gave feedback on the lecturer's teaching method, such as not providing exam question formats, insufficient lecture materials, a strict teaching style, and misalignment between exam content and course topics,.. Action: The School/Department held a meeting to address the issues and advised the lecturer to make further adjustments.	The lecturer's evaluation score improved; however, some students still gave feedback regarding teaching methods in certain courses.	Some students reported that expired chemicals were used during experiments, which may lead to safety incidents.	The Board of Deans and OPS have expedited the procurement of chemicals.	3/2025-3/2026
	Some students gave feedback on the lecturer's teaching approach and attitude: Chemistry for Engineers (CH011IU), Chemistry laboratory (CH012IU), Biostatistics (BT317IU). Action: The School/Department conducted a meeting to provide feedback and recommend necessary improvements in teaching.	Lecturers received positive feedback from students in general, though the Chemistry Laboratory course still gave low evaluation scores.	Some students provided feedback on the teaching methods of lecturers (BT216IU ,BT317IU, BT319IU, BT316IU, BT321IU): lack of lecture materials, absence of in-class teaching, overly strict teaching methods, and creating unnecessary pressure....	A meeting was held by the School/Department to address the issues; the lecturer is required to make adjustments in teaching and learning.	3/2025-3/2026
	OFD and OPS should develop a timely maintenance and replacement plan for teaching equipment, as many students reported deteriorating classroom conditions (broken or blurry projectors, malfunctioning air conditioners, and insufficient power outlets,...).	Students still gave feedback on the quality of projectors and computers in laboratory rooms.	Some students gave feedback on the poor quality of projectors in laboratories and classrooms, and wifi on campus.	The Board of Deans and School send the information to Board of Presidents and OPS.	3/2025-3/2026
			Some students gave feedback on scheduling conflicts among general foundation courses, which made it difficult to register for classes.	The Board of Deans and OUAA coordinate to revise and optimize the course schedule.	
Department of Mathematics	Improve the weaknesses and maintain the strengths.	All question groups in the 2024 survey results were higher than expected (above 4.0).	The 2024 survey results were above 4.0.	1. Continue to maintain the achieved results in the following year. 2. Further improve the scores of question groups that are still close to the expected score.	2025

Course evaluation survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Department of Physics	Satellite Signal and Image Processing Laboratory: The lecturer updated the course content and assessment methods.	Average score in 2023: 3.75 Average score in 2024: 4.74	Physics 3: Slides were difficult to read due to the small text.	The lecturer need to update the lecture slides.	3/2025-3/2026
	Big Data Analytics for Remote Sensing Lab: The lecturer updated the course content and assessment methods.	Average score in 2022: 3.99 Average score in 2023: 4.67			
	Improvements made based on student feedback for Physics 1, 2, 3, and 4: - Updated lecture content and teaching methods - Re-announced homework assignments - Adjusted the timing for uploading lecture materials - Planned to improve English communication skills - Allowed students to bring notes into open-book exams - Adjusted the schedule for make-up classes - Reviewed the exam content	Improved.	Physics 2: There was a lack of clear information regarding homework and midterm exam content.	The lecturer need to clearly communicate these details to students.	3/2025-3/2026

After receiving the course evaluation results from students, the academic units reviewed the existing issues, focusing on courses with scores below the overall average or those with specific feedback related to teaching methods. Specifically, the units provided clear requirements for adjusting course content and teaching approaches to better suit students' needs, encouraged student participation in surveys, and set clear goals and timelines for improvements.

2.2. FIRST YEAR STUDENTS

This type of survey collects feedback from first-year students. Based on the results, relevant units develop adjustment plans aimed at improving satisfaction among these students in the near future. All of the identified issues are addressed through detailed plans, such as enhancing communication channels, increasing extracurricular activities, promoting access to public transportation information, and strengthening student support and interaction through academic advisors…

First year students survey					
School/ Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Business	Forwarded information to OPS regarding improving the rest area and building a	Official documents have been forwarded directly to OPS, and the issue has been	Student feedback: Proposed to improve the IE curriculum because the IE	Forwarded the information to SOL.	5/2025

First year students survey					
School/ Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	sports activity zone.	raised in meetings with BOP.	textbook from the library did not help me achieve a score of 5.5. Action: Forwarded the information to the School of Languages.		
	Forwarded information to OUAA regarding feedback on consecutive class schedules at two different campuses and inaccurate information on the high school graduation aspiration registration process.	Official documents have been forwarded to OUAA.			
	Planned to develop a double-degree program.	Discussed with BOP and currently under review.	Student feedback: "I am currently taking the intensive English course, and I heard that there are teaching assistants who offer free support. But during the past two months, I haven't seen anyone and don't know how to contact them. What should I do to study with a teaching assistant?"		
	Updated information via fanpage, website, email, and direct phone calls. School will also coordinate with class advisors and academic advisors.	Information is currently updated via fanpage, website, email, and direct phone calls; further discussions have been held with academic advisors.			
	Reminded class advisors and academic advisors to support students facing mental health issues to help them keep up with their studies.	OSS has implemented a training program on student mental health care for lecturers and academic advisors.			
School of Languages	No feedback for improvement.		First-year students of SOL have not provided any feedback requiring a response regarding the School's programs and services.	From the 2024 survey results, SOL found that there is no need to make improvements and would like to maintain the current method.	
School of Biomedical Engineering	Discussion/verbal expression is still weak. Average score: 2.06.	Coordinated with SOL to implement solutions for improving students' discussion and verbal communication skills. Two seminars/guest lectures were organized to share presentation techniques. Many courses require students to present in English (Biomedical Image Processing, Medical Image Processing, Introduction to BME, Biomaterials, Statistics for Healthcare, AI for Healthcare, Entrepreneurship, Bioethics, BME Capstone,...)	No feedback for improvement.	Continue to maintain and build upon the existing effectiveness.	3/2025-12/2025
	Writing expression is still weak. Average score: 2.11.	Collaborated with SOL to implement solutions for enhancing students' writing skills. One seminar/guest lecture was held to share knowledge on academic writing			

First year students survey					
School/ Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		and report writing. In addition, course instructors and project supervisors provided guidance, feedback, and grading for students' written reports.			
School of Civil Engineering and Management	The facilities are very good, and the quality of education is excellent. Students desire a conducive environment for learning and aiming for good academic results.	The 2024 survey result for facilities reached 4.5/5.	The most popular admissions counseling channels among students are: Fanpages (75%), IU website (75%), Admissions counseling days (25%), Tiktok (50%).	Acknowledge the survey results regarding popular admissions counseling channels, Focus on the most effective channels (Fanpages) and plan to develop potential ones (Tiktok).	Annual
			“The receiving admission application time is appropriate”(evaluation score: 3.0/5)	Acknowledge the survey results related to the application receiving time.	Annual
			The factors rated most important when choosing IU over other higher institutions are: Quality of instruction, Size of institution, Academic reputation	Acknowledge and forward the information to relevant offices regarding these key decision-making factors.	Annual
			Satisfaction with the timetable and course enrollment remains low (2.56/4, though improved from 2023: 1.66/4).	Acknowledge and forward this feedback to relevant offices for further consideration.	Annual
School of Industrial Engineering and Management	The IU's and School's admissions counseling efforts focused more on the most effective channels to attract students.	The existing effective channels were maintained, and TikTok was added as a potential platform.	The most attractive admission counseling channels for students are Fanpages (63.5%), HCMIU website (50.6%), Admissions counseling days (22.4%), and TikTok (20%).	The IU's and IEM's admission counseling efforts should focus more on these effective channels to attract more students.	Each academic year
			The receiving admission application time is appropriate (average score: 3.76/5).	Reevaluate the admission application process to ensure the timeframe is more flexible and better aligned with student needs.	Each academic year
			The welcome freshmen program brings a lot of useful information (average score: 3.96/5).	Improve the content of the orientation program by adding specialized advising sessions and introducing academic, research, and extracurricular opportunities available at the university.	Each academic year
	10.8% of students plan to complete only 3–4 semesters or are unsure about	This rate increased to 11.8%.	11.8% of students intended to complete only up to 3–4 semesters (an increase	The personal information of these students should be shared with	After each survey period

First year students survey					
School/ Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	completing the degree. Action: The personal information of these students was forwarded to academic advisors to investigate the reasons and provide support or advice.		from 10.8% in 2023).	academic advisors to explore the reasons and provide appropriate guidance and support.	
	Strengthened efforts to join international accreditation to promote the university's quality and attract more students. The curriculum was revised to include more practical, career-supporting majors.	Key decision-making factors such as quality of instruction, academic reputation, and availability of a specific program of study (not widely available) remained the top-rated compared to other higher institutions.	Key decision-making factors such as quality of instruction, academic reputation, and availability of a specific program of study (not widely available) remained the top-rated compared to other higher institutions.	Strengthen participation in educational accreditation by international accrediting organizations to promote IU's education quality and attract students. Review and update academic programs with more practical and job-relevant majors.	Frequent
	Student satisfaction with class schedules and course enrollment opportunities remains low (≤ 2.8/4)	A new survey question will be added to explore student expectations on class schedules and preferred courses, aiming to build an improvement plan.	Student satisfaction with class schedules and course enrollment opportunities remains low (2.58/4, decreased from 2.8/4 in 2023).	Add specific questions in the next survey to understand students' preferences regarding class schedules and course registration. Use the results to improve planning.	Frequent
	Increased support for student union/club activities to enhance soft skills, academic knowledge, research, writing, and computer skills.	Top 3 goals for first-year students remained stable: (1) Improve general knowledge and intellectual skills, (2) Become a more mature individual, and (3) Acquire specific job-related knowledge and skills. Among six skills in the survey, students rated themselves weakest in research, computing, and writing skills.	Top 3 goals for first-year students remained stable: (1) Improve general knowledge and intellectual skills, (2) Become a more mature individual, and (3) Acquire specific job-related knowledge and skills. Among six skills in the survey, students rated themselves weakest in research, computing, and writing skills.	Increase support for student activities organized by student unions that focus on soft skills and academic knowledge, especially research, writing, and computer software usage.	Frequent
	Student feedback about the small campus and modest scale of events (compared to other universities, given the tuition fee) was forwarded to relevant departments for consideration and response.	No improvements have been made yet.	41.2% of students respond that transportation to campus is an issue/concern.	Propose to the university a plan to support students in solving transportation to campus.	After each survey period
	Increase the use of video/film in computer-based teaching rather than paper documents.	The rate decreased from 63.6% to 55.3%.	Most students (55.3%) prefer learning through digital tools such as computers/films/videos (a drop from 63.5% in 2023).	Increase the use of video/film in computer-based teaching rather than paper documents.	Frequent
School of Chemical and Environmental	In 2023, the percentage of students intending to attend academic advising	The average score in 2024 reached 45.5%. The actions will be continued to increase	The percentage of students intending to attend academic advising sessions	Communicate the importance of participating in academic advising	Annual

First year students survey					
School/ Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Engineering	sessions remained low, at 49.1%. Action: The importance of attending academic advising sessions was communicated to students. Lecturers conducted surveys and scheduled advising sessions based on students' availability. All students were encouraged to participate. For students who missed sessions with valid reasons, academic advisors provided individual academic support.	the percentage of students intending to attend advising sessions.	remained low, at 45.5%.	sessions to students. Lecturers conduct surveys and schedule advising sessions that align with students' availability. Encourage 100% student participation in advising meetings. In cases where students are absent with a valid reason, academic advisors provide individual advising sessions.	
	In 2023, the satisfaction level regarding the quality of registration information received during course registration was 2.79/4. Action: Identify student expectations and sources of dissatisfaction, strengthen academic advising and student support for registration.	The average score in 2024 slightly improved to 2.82/4. The actions will be continued to further improve student satisfaction.	The satisfaction level regarding the quality of registration information received during course registration should be planned to improve (2.82/4).	- Gather student feedback to understand expectations and sources of dissatisfaction with registration information. - Enhance academic advising activities and improve student support during the course registration process.	Annual
	In 2023, the percentage of students who received special learning needs or support from IU was 41.5%, while 35.8% were unsure if they had received support. Action: Enhance academic advising and student support activities.	The result in 2024 was improved. The percentage of students who received special learning needs or support from IU rose to 63.6%, and those unsure about receiving support decreased to 27.3%.			
School of Economics, Finance and Accounting	There were no student comments related to EFA.	Continue to maintain.	There is no student comments related to EFA.	Continue to maintain.	
School of Electrical Engineering	Year 2023 11.4% of surveyed students were not sure if they would complete their degree. Action: Added a question to the survey to explore the reasons why students are not certain about completing their degree.	Year 2024 17.1% of surveyed students were not sure if they would complete their degree.	17.1% of surveyed students were not sure if they would complete their degree.	Include a follow-up question in the survey to explore reasons for students' uncertainty regarding degree completion.	Annual
	Year 2023 Quality of instruction was rated the most important factor in choosing IU over other	Year 2024 Quality of instruction was rated the most important factor in choosing IU over other	Quality of instruction was rated the most important factor in choosing IU over other higher institutions (2.8/4)	Enhance the promotion of IU's educational quality and institutional image at high schools to attract more	Annual

First year students survey					
School/ Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	higher institutions (2.91/4). Action: Strengthened the promotion of education quality and the school's image at high schools to attract students.	higher institutions (2.8/4)		prospective students.	
	Year 2023 Top influences on major selection were: Talking with other students/friends (42.9%) and People/resources at IU (40%). Action: The university provided all necessary information for students to plan their studies.	Year 2024 Top influences on major selection were: personal interest (68.6%), Talking with other students/friends (51.4%), and Talking to teachers/counselors at high school (40%).	Top influences on major selection were: personal interest (68.6%), Talking with other students/friends (51.4%), and Talking to teachers/counselors at high school (40%).	Enhance the promotion of the school's image to key influencers who affect students' decisions when choosing a major.	Annual
	Year 2023 85.7% rated the IU website as the most useful source of information. Action: The university added all necessary information to the website for student reference.	Year 2024 82.9% rated the IU website as the most useful source of information.	82.9% rated the IU website as the most useful source of information.	Consolidate and update essential student-related information on the IU website for better accessibility.	Annual
	Year 2023 First-year students rated the following goals as most important in their studies: - Improve general knowledge and intellectual skills (2.97/4) - Become a more mature individual (2.8/4) - Acquire specific job-related knowledge and skills (2.77/4) Action: Increased support for student activities organized by the Youth Union/Student Association to help develop soft skills, computer skills, and research skills.	Year 2024 First-year students rated the following goals as most important in their studies: - Improve general knowledge and intellectual skills (2.86/4) - Enhance career prospects (2.66/4) - Acquire specific job-related knowledge and skills (2.63/4)	First-year students rated the following goals as most important in their studies: - Improve general knowledge and intellectual skills (2.86/4) - Enhance career prospects (2.66/4) - Acquire specific job-related knowledge and skills (2.63/4)	Increase investment and support for extracurricular activities organized by the Youth Union and student associations, especially those aimed at developing soft skills, computer literacy, and academic research capabilities.	Annual
	Year 2023 60% of students preferred a mix of two learning structures: Freewheeling exploration/enquiry and structured step by step programming.	Year 2024 62.9% of students preferred a mix of two learning approaches: Freewheeling exploration/enquiry and structured step by step programming.	62.9% of students preferred a mix of two learning approaches: Freewheeling exploration/enquiry and structured step by step programming.	Develop course designs that integrate both two structures: freewheeling exploration/enquiry and structured step by step programming.	Annual

First year students survey					
School/ Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: Teaching methods were adjusted to combine both structures.				
	Year 2023 74.3% of students preferred learning through digital tools like computers, films, and videos. Action: Increased the use of video/film in computer-based teaching rather than paper documents.	Year 2024 75.7% of students preferred learning through digital tools like computers, films, and videos.	75.7% of students preferred learning through digital tools like computers, films, and videos.	Increase the use of video/film in computer-based teaching rather than paper documents.	Annual
School of Computer Science and Engineering	The school organized workshops, seminars, and extracurricular training programs with the participation of industry experts. Students are encouraged to participate in research projects, practical training, and internships at relevant companies and organizations.	Students also take part in the school's academic clubs to enhance their academic and research capabilities, such as CVIP. In addition, students register for Student Scientific Research projects.	Some first-year students have not yet accessed information about support services such as policies, dormitories, and student scholarships.	Enhance the dissemination of information regarding support services—such as policies, dormitories, and scholarships—through orientation sessions for new students, as well as via the IT's website, IU's website, and OSS.	3/2025-3/2026
	The school regularly holds meetings between the club executive boards and IU units to discuss issues related to activity spaces. Student surveys have been conducted to better understand their needs and expectations for club spaces.	Designated areas for student club activities include Room 611 (CVIP Lab) and Room 612 (IT Youth Office).			
School of Biotechnology	Discussed with the academic club about activities to support students in improving their English proficiency.	Several seminars and academic competitions conducted in English have been organized.	Students express the need for upgrading facilities such as projectors, restrooms, public water dispensers, classrooms, and Wi-Fi…	BT and IU are planning and implementing improvements to facilities and the surrounding campus landscape.	3/2025- 12/2025
			Students hope that the Department of Biotechnology will establish twinning programs with universities in the U.S.	Currently, faculty are engaging in academic research collaborations with the U.S. institutions. School aims to establish official twinning programs with prestigious U.S. universities in the near future.	3/2025- 12/2025
			Students request that workshops and seminars not be held in the self-study rooms.	BT and IU are in the process of upgrading facilities and campus landscape, and are planning to add more designated self-study areas for students.	3/2025- 12/2025

First year students survey					
School/ Department	Plan for year 2024		Plan for year 2025		
	Feedback/Action	Results	Feedback	Expected results/Results	Time
			Students would like clearer communication and resolution regarding the citizen education program.	OSS announces the schedule for the citizen education program through the IU's and OSS's official communication channels.	3/2025- 12/2025
Department of Mathematics	No feedback for improvement.		No feedback for improvement.		
Department of Physics	The survey results remained at a good level, with no suggestions for improvement.	Continue to maintain.	The survey results remain at a good level, with no suggestions for improvement.	Continue to maintain.	

2.3. 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
School of Business	3.33% of the feedback highlighted the importance of increasing student participation in business competitions.	Collaborated with CITT; receive and disseminate information to students for participation.	Facilities at the university are deteriorating: - Many lab computers are broken - Weak Wi-Fi - Dim projectors - Whiteboard markers run out of ink - Lack of power outlets in classrooms	Forward the information to OPS.	Complete in 5/2032
			Classrooms in the library have broken air conditioners, damaged chairs that have caused students to be pricked by sharp objects, weak internet connection, dirty restrooms, musty-smelling classrooms, and dim projectors.	Forward the information to OFD.	
	10% of the feedback suggested improving facilities such as restrooms, projectors,...	Sent an official letter to OSS.	Offer more workshops on business case solving and how to pass recruitment rounds at big companies.	Workshop courses are currently available in the curriculum.	

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	3.33% of the feedback recommended having a sports training facility on the campus.		Extend internship duration from 3 months to 6 months.	Forward the information to Board of Deans.	
	3.33% of the feedback suggested IU should update knowledge and practical exercises in the following subjects: Business computing skills: + Power BI and Canva.	Sent an official letter to EE.	Feedback on lecturers' qualifications: Students suggest ensuring fairness between international and national program students. Lecturers should possess strong professional knowledge and skills, beyond textbook content, to meet employer expectations.	Forward the information to Board of Deans.	
			Orientation suggestion: IU should aim for stronger partnerships with international universities to organize short-term programs.	The International Student Services Center has been implementing various short-term study abroad programs for students.	
	3.33% of respondents indicated that the organization of the graduation ceremony wasn't good.	Sent an official letter to OUAA.	Student said that the BA curriculum lacks coherence among the courses. Therefore, student suggested that the program should include more integrative courses that require the application of knowledge across subjects, in order to avoid the situation where students achieve high grades but retain fragmented and superficial understanding.	Forward the information to Board of Deans.	
			Regarding the Business Administration program, students recommended that the School place greater emphasis on updating course content with current knowledge. Specifically, for the International Business major, it was proposed that the following subjects be added and offered as standalone courses: International Trade Negotiation, Techniques and Practices of Foreign Trade, Financial Accounting and International Payment, Multimodal and Maritime Transport Management, Global Logistics and Supply Chain, International Cargo Insurance, and International Commodity Coding (HS	Forward the information to Board of Deans.	

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			Code). For the Corporate Management major, students suggested adding content on Capital Structure Management and Modern Business Valuation, as well as more in-depth training in Strategic Planning and how to break down strategies into actionable business plans for departments. Students expressed hope that these suggestions could contribute to the further development of BA.		
School of Languages	In the 2023 graduate student survey results, students responded positively, with high satisfaction scores (ratings close to or above 4.0) across most question groups: 1. Course objectives and content (4.32) 2. Teaching activities (4.39) 3. Organize training and student assessment (4.06) 4. Materials and facilities for studying (4.21) 5. Student support and Counseling (4.13) 6. Perceptions about the program learning outcomes (4.18) 7. Connecting and serving the community (3.97) 8. Thesis and graduation activities (4.37)	The scores in 2024: 1. Course objectives and content (4.29) 2. Teaching activities (4.38) 3. Organize training and student assessment (4.0) 4. Materials and facilities for studying (4.13) 5. Student support and Counseling (4.08) 6. Perceptions about the program learning outcomes (4.31) 7. Connecting and serving the community (4.06) 8. Thesis and graduation activities (4.37) Although there have been slight fluctuations in some groups, the overall average scores remain above 4.0, indicating that SOL continues to perform well in meeting its objectives.	In the 2024 graduate student survey results, students gave positive feedback with a high level of satisfaction (ratings near or above 4.0) across most question groups, including: 1. Course objectives and content (4.29) 2. Teaching activities (4.39) 3. Organize training and student assessment (4.0) 4. Materials and facilities for studying (4.13) 5. Student support and Counseling (4.08) 6. Perceptions about the program learning outcomes (4.31) 7. Connecting and serving the community (4.06) 8. Thesis and graduation activities (4.37)	SOL considers that no improvement is currently necessary and wants to maintain the current approach.	
	In the group of questions related to occupational situations, graduates from Cohort 23 provided negative feedback. Action: The Vice Dean in charge of SOL and the SOL's Scientific Committee convened meetings to propose appropriate improvements, aiming to enhance the effectiveness of teaching and ensure that the knowledge and skills students acquire	Following the active review and evaluation of SOL program's learning outcomes by the Vice Dean and SOL's Scientific Committee, more than 50% of graduates have gotten a job: 30.6% agree and 30.6% relatively agree that SOL's curriculum is practical and applicable to their current jobs.	In group 3 (Organize training and student assessment), the score was slightly lower, particularly for: Q11: "Student requests for administrative procedures, academic and facility issues are responded and supported promptly" received a score of 3.71; Q13: "Students are supported to take internships at enterprises" received a score of 3.66.	SOL, as well as other Offices/Centers, strictly follows the general regulations of IU. Therefore, the student feedback is quite harsh. Nonetheless, SOL will strive to simplify its internal procedures and provide maximum support to students in cases where the issues raised fall outside SOL's authority or decision-making scope. The Vice Dean in charge of SOL will also hold meetings with lecturers to accelerate the announcement of	

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	can be effectively applied in their future careers. As a result, several course syllabi were revised and approved to meet these needs. SOL also invited representatives from key industry partners to participate in seminars to help students gain a clearer understanding of practical job requirements in the future.		Regarding Q11, students expressed dissatisfaction with the administrative support provided by SOL specifically, and by IU in general. They also noted delays in the announcement of test and assessment results.	assessment results so that students receive them in a timely manner.	
			The employment rate immediately after graduation stands at 50% of the graduates, with an additional 17.7% employed within three months. More than half of the graduates agreed that the training program of SOL is practical and applicable to their current jobs.	SOL program is revised every two years (next revision: end of 2025) to ensure the provision of practical knowledge that enables students to seek employment right after graduation and apply what they have learned to their work. School will organize more workshops and corporate seminars to equip students with real-world knowledge and professional working manners.	2024 - 2025
School of Biomedical Engineering	Propose a project to equip research facilities.	Two proposals have been submitted, which include investment in equipment for research and teaching purposes: one project on establishing a Center of Excellence funded by Ho Chi Minh City, and one project on improving education quality funded by the World Bank.	Improve the quality of restrooms.	- Propose increasing the frequency of restroom cleaning during peak hours (morning, noon, afternoon). - Propose that OPS schedule monthly inspections of restroom infrastructure (lights, faucets, door locks, etc.) to ensure timely maintenance. - Propose installing QR codes inside restrooms to allow students to quickly report issues (e.g., no soap, clogged toilets, etc.).	3/2025-12/2025
	Encourage lecturers to innovate teaching methods to make students more interested in the subject.	A training/sharing session on teaching and course assessment methods has been conducted. Lecturers were also nominated to attend professional development courses organized by VNU-HCM and IU.			
	Connect with businesses.	Three additional MOUs have been signed with companies and hospitals. The list of partner companies and hospitals for student internships and observations has been expanded. In 2024, a total of 51 enterprises and hospitals received students for internships.			
	The curriculum is too heavy + Essential for this career orientation but unnecessary for another career orientation.	A proposal has been submitted to revise the training program following the ABET accreditation process.			

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Civil Engineering and Management	Incorporate more practical knowledge related to construction in the curriculum for the Construction Department. A new specialization in timber structures was recommended, as most buildings in the U.S. and Canada are made of wood. This would provide students with more choices in their field of study and broaden their career opportunities abroad.	The curriculum was reviewed and updated with new courses that align with societal needs (e.g., Sustainable Construction, BIM, AI in CE and CM).	The Department should remove some theoretical courses that do not contribute much to the academic program, such as General Chemistry and General Physics 3. The Department should consider including some courses on timber structure and wooden architecture from Australia or the US in the curriculum, as this sector is currently lacking qualified professionals with good language skills.	School will review the training program in the direction of reducing general education subjects that are less applicable to the major; and strengthen the inclusion of specialized courses that align with global development trends and practical needs.	3/2025- 3/2026
	Open a new specialization in timber structure design, as most buildings in the U.S. and Canada are constructed using wood. This would allow students more flexibility in choosing their major and expand their career options internationally.	CEM collaborated with the student association to organize academic competitions and model design contests to attract participation from first- and second-year students.			
	School annually reviewed and updated the training curriculum. Faculty are encouraged to update their knowledge and adopt effective teaching methods to help students better understand the knowledge. CEM and IU emphasized the role of academic advisors to closely monitor students' academic progress.	The curriculum is updated regularly. Regulations clearly define the responsibilities and scope of academic advisors.			
	Reduce the TOEIC Speaking and Writing graduation requirement, which is now higher than the average of other universities in VNU-HCM, to support students.	IU faculty teaches entirely in English, so the output standard is higher than other schools, creating a strength for IU students after graduation.			
	The current program is good, but more career support activities and programs for students are needed.	A "Career Opportunities" section has been created on CEM's website to introduce job openings suitable for students.			
School of Industrial Engineering and Management	5.8% of students disagreed that the curriculum had reasonable volume ratio of theory and practice. Action: Reviewed the training program and course syllabi to reconsider and adjust the	Achieved a 100% student agreement rate.	21.7% of students were unemployed upon graduation and 9.1% of students rated the undergraduate program as not practical and applicable to current work.	The curriculum and course syllabus will be reviewed, revised, and updated annually to meet labor market demands and strengthen collaborations with enterprises.	Annual

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	distribution between theory and practice.				
	4.8% of students disagreed that teaching activities were associated with career orientation and reality. Action: (1) During teaching, lecturers provided many real-life examples to help students better understand their future careers. (2) School organized field trips to companies to enhance students' understanding of lessons and future jobs. (3) School invited partners and alumni working in companies to be guest speakers in seminars or courses.	Achieved a 100% student agreement rate.	Student feedback: There should be support for shipping documents such as diplomas for students who live far away.	Feedback will be submitted to the offices responsible for issuing documents to consider implementing a postal delivery process for special cases (if possible).	Frequent
	5.8% of students disagreed that assessment results were timely announced to students. Action: (1) Lecturers completed grading and announced the results to students within 2 weeks after the exam, as per regulations. (2) OUAA updated and released the grades on time as regulated.	The rate decreased to 0.6%.	Student feedback: There should be more in-depth teaching on the engineering-oriented track of the Logistics & Supply Chain Management major, as well as more practical projects and assignments.	During the teaching process, lecturers provide many real-life examples to help students better understand their future careers.	Annual
	16.3% of students did not have a job after graduation immediately. Action: (1) School organized career orientation seminars with guest speakers from enterprises sharing experiences and necessary career skills. Business experts were invited to provide training on how to write CVs, apply for jobs, prepare for interviews, and develop communication skills in the workplace. (2) During course instruction, lecturers created opportunities for students to conduct projects and use case studies from businesses, helping them gain real-world experience and increase their chances of	The employment rate increased to 21.7%.	Student feedback: Build more connections with enterprises so that students can have more projects and closer relationships with companies.	(1) Invite partners and alumni working in companies to be guest speakers at seminars or within courses. (2) Recruit lecturers with prior industry experience.	Annual

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	securing employment after graduation.				
	Student feedback: There should be more practical activities in enterprises. Action: (1) Lecturers used real-life examples during lessons. (2) School arranges field trips to companies. (3) Partners and alumni were invited as guest speakers. (4) School recruited lecturers with industry experience.	Collaborations with companies were strengthened to conduct seminars and equip students with essential knowledge for post-graduation..	Student feedback: Student would like to suggest renovating and upgrading the university's restrooms, especially those near Lib1 and Lib2. Improve the infrastructure.	Feedback will be submitted to the university and related offices responsible for campus facilities to provide support and address students' concerns.	After each survey period
	Student feedback: Courses should have in-class scores updated weekly on Blackboard so that students can develop better strategies to improve their in-class performance and strive to pass midterm and final exams. Action: Lecturers compiled in-class scores and announced them to students before midterm and final exams, so that students could plan accordingly to achieve their expected results.	This issue was addressed and was not raised in the recent survey.	Student feedback: IU should try to improve PR efforts. The school is great, but not many people know about it.	Feedback will be submitted to the university and related offices responsible for campus facilities to provide support and address students' concerns.	After each survey period
	Student feedback: There should be a program where students can have a one-on-one exchange with one of the lecturers once a year. Action: Enhanced the role of academic advisors and faculty support staff by organizing regular meetings (once every semester) for students to express their thoughts, aspirations, and receive clarification on concerns.	This issue was addressed and was not raised in the recent survey.			

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Student feedback: Facilities are deteriorating. Action: Submitted feedback to the university and related departments to address students' concerns.	Not yet improved.			
School of Chemical and Environmental Engineering	Are you confident about your career prospect after graduation? (3.47/5). Action: Enhanced career orientation sessions and strengthened partnerships with companies to provide more internship and job opportunities for students.	In 2024, the average score increased to 4.2/5.	Student feedback: School should offer more specialized courses to allow students to choose subjects based on their interests and future career orientations	School will collect student feedback on elective courses to proactively plan elective offerings.	Annual
	Your career situation after graduation: 17.6% of graduates were unemployed. Action: Strengthened collaborations with businesses to create more job opportunities for students.	In 2024, the unemployment rate decreased to 10%.	Student feedback: Organize more workshops on job-seeking skills and field trips.	School will increase communication about career-related workshops and plan field trips for students.	Annual
	Students' satisfaction with the practicality and applicability of the undergraduate program to their current jobs has improved (2.94/5) but still requires further enhancement. Action: Incorporate feedback from stakeholders, especially employers, during the process of curriculum and course content (course syllabus) review.	In 2024, the average score increased to 3.55/5.	The curriculum has clear goals (3.85/5).	School will consider adjustments and enhance communication about the program's objectives to students.	Annual
	Other student feedback for the development of School/Department: The university should regularly monitor the teaching activities of the Department. Some classes frequently had sessions canceled, or instructors only assigned presentations instead of delivering lectures. In certain cases, teaching was entirely handed over to teaching assistants. There were even courses where no instruction	No further feedback has been received regarding teaching schedules or course content.	The curriculum has reasonable volume ratio of general and specialized courses (3.70/5).	School will review and consider adjustments to the curriculum.	Annual
			Academic schedule is promptly notified to create favorable conditions for students (3.82/5).	The secretary will strengthen announcements on the department website and fanpage.	Annual
			Assessment results are timely announced to students (3.94/5).	School will monitor and follow up on the timely publication of assessment results.	Annual

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	took place throughout the whole semester, and announcements were only posted in the following term. Action: School reviewed all courses to ensure they operate according to the official syllabus. Some project-based courses require foundational knowledge from prerequisite subjects. Improvement: Prerequisite courses were reviewed and curriculum adjustments made accordingly. In addition, some issues with Blackboard led to communication failures with students (now resolved).		Are you satisfied with the quality education of the curriculum? (3.95/5).	School will encourage and support faculty members to continue improving the quality of teaching and learning.	Annual
			The undergraduate program is practical and applicable to current work (3.55/5).	School will consider revising the curriculum to better align with current labor market demands.	Annual
School of Economics, Finance and Accounting	No feedback related to School.	Continue to maintain.	No feedback related to School.	Continue to maintain.	
School of Electrical Engineering	Year 2023 The curriculum had clear goals – 90% of students agreed and totally agreed. Action: Publicized the objectives of the curriculum widely on the website, course syllabus, and lectures.	Year 2024 The curriculum had clear goals – 88% of students agreed and totally agreed.	The curriculum had clear goals – 88% of students agreed and totally agreed.	Continue to promote communication so that students are aware of the curriculum's objectives.	Each year
	Year 2023 Over 80% of students agreed and totally agreed that teaching activities are associated with career orientation and reality. Action: During teaching, lecturers integrated real-life examples of career orientation. School organized more field trips to companies to help students better understand the lessons and future jobs.	Year 2024 Q9. 96% of students agreed and totally agreed that teaching activities are associated with career orientation and reality.	96% of students agreed and totally agreed that teaching activities are associated with career orientation and reality.	During teaching, lecturers will integrate real-life examples of career opportunities. School will increase field trips to companies to help students better understand the lessons and future jobs.	Each year
	Year 2023 3.3% of students disagreed that requests for administrative procedures, academic and facility issues were responded and supported promptly.	Year 2024 96% of students agreed and totally agreed that requests for administrative procedures, academic and facility issues were responded and supported promptly.	96% of students agreed and totally agreed that requests for administrative procedures, academic and facility issues were responded and supported promptly.	Coordinate with the university to promptly support students in administrative procedures and provide necessary facilities.	Each semester

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: Coordinated with the university to promptly support administrative procedures and facilities for student needs.				
	Year 2023 1.7% of students disagreed that the academic schedule was promptly notified to create favorable conditions for students. Action: School and lecturers announced detailed academic plans via the website and fanpage for better student access.	Year 2024 96% of students agreed and totally agreed that the academic schedule was promptly notified to create favorable conditions for students.	96% of students agreed and totally agreed that the academic schedule was promptly notified to create favorable conditions for students.	School and lecturers will announce detailed annual academic plans via the website and fanpage for students to easily access.	Each year
	Year 2023 3.4% of students disagreed and totally disagreed that students were supported to take internships at enterprises. Action: IU and School widely publicized internship recruitment information from companies.	Year 2024 96% of students agreed and totally agreed that students were supported to take internships at enterprises.	96% of students agreed and totally agreed that students were supported to take internships at enterprises.	IU and School will widely disseminate internship recruitment information from companies.	Each year
	Year 2023 1.7% of students disagreed that assessment results were timely announced to students. Action: Coordinated with OUAA to update the system promptly so that students can follow up.	Year 2024 96% of students agreed and totally agreed that assessment results were timely announced to students.	96% of students agreed and totally agreed that assessment results were timely announced to students.	Coordinate with OUAA to update the system promptly for students to track their results.	Each semester
	Year 2023 1.7% of students strongly disagreed that the library had good service and provided adequate reference materials for studying. Action: Reviewed reference materials and publicized them widely for easier student access.	Year 2024 96% of students agreed and totally agreed that the library had good service and provided adequate reference materials for studying.	96% of students agreed and totally agreed that the library had good service and provided adequate reference materials for studying.	Review reference materials and widely publish the list so that students can easily access them.	Annual
	Year 2023 1.7% of students strongly disagreed that classrooms were well-equipped with light airy space for all students	Year 2024 92% of students agreed and strongly agreed that classrooms were well-equipped with light airy space for all	92% of students agreed and strongly agreed that classrooms were well-equipped with light airy space for all students.	The university will regularly check the quality of classrooms.	Annual

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: The university regularly checked the quality of classrooms.	students.			
	Year 2023 1.7% of students strongly disagreed that well-equipped laboratories satisfy students' demand for learning and researching. Action: School regularly checked laboratory equipment.	Year 2024 100% of students agreed and strongly agreed that well-equipped laboratories satisfy students' demand for learning and researching.	100% of students agreed and strongly agreed that well-equipped laboratories satisfy students' demand for learning and researching.	School will regularly inspect laboratory equipment and systems.	Annual
School of Computer Science and Engineering	IU issued regulations requiring academic advisors to meet with students once a week.	Students were more satisfied with the support from their academic advisors.	Support students in obtaining international certifications for their careers, such as AWS, Microsoft, and Azure,...	School will establish support and sponsorship programs for students to attend courses and take international certification exams such as AWS, Microsoft Azure, Google Cloud, and other technology platforms. School also encourages participation in online courses and will organize guidance sessions and exam preparation workshops for students.	3/2025-3/2026
	School has revised the training program toward a more practical and job-applicable orientation.	Students were more satisfied with the School's training program.			
School of Biotechnology	Students have been equipped with the above techniques through practical courses such as Practice in Protein Biotechnology, Practice in Stem Cell Biotechnology, and Experimental Design. Students were guided to perform Western Blot and cell culture techniques in practical courses. The experimental design mindset is reflected in the syllabus and manuals of both theoretical and practical courses.	Students have already studied these techniques in practical courses such as Practice in Protein Biotechnology, Practice in Stem Cell Biotechnology, and Experimental Design.	Prompt notification to students regarding decisions from the university as well as canceled or discontinued awards.	School will promptly announce official decisions from the university through official channels such as Facebook and the Website upon receiving official information.	3/2025-12/2025
			Improvement of equipment, machinery, chemicals, and the training program. Focus more on courses that can be applied to future employment. Further develop students' presentation skills.	- Enhance presentation content in relevant courses. - School is upgrading laboratory equipment, particularly adding new equipment for each department when the QT.B4 building becomes operational.	3/2025-12/2025
			It is expected that the Department will open more classes to help students complete their studies on time.	School is currently implementing and will announce the class opening plan at the beginning of the academic year.	3/2025-12/2025
			Practice more.	Faculty members are updating syllabus for practical courses to improve students' laboratory skills.	3/2025-12/2025

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			Upgrade laboratory equipment (Department of Food Technology).	School and Department are upgrading laboratory equipment, particularly adding new devices for each department when the QT.B4 building becomes operational.	3/2025-12/2025
			Update new knowledge and align with industry needs.	Coordinate with enterprises and researchers from domestic and international universities to organize seminars to update knowledge and share essential experiences for students.	3/2025-12/2025
			Students had unsatisfactory experiences during thesis work in LAB710.	The lab technicians are being reviewed, and support will be provided to improve the work environment.	3/2025-12/2025
Department of Mathematics	Improve shortcomings and continue to maintain strengths.	The question groups in the 2024 survey results are all above the expected level (above 4.0).	The question groups in the 2024 survey results are all above the expected level (above 4.0).	1. Continue to maintain the achieved results in the following year. 2. Further improve the scores of the question groups that are still close to the expected score.	2025
			Students give feedback about weak Wi-Fi at the Central Library campus.	Department acknowledged the feedback and will report it to OFD.	2025
Department of Physics	The curriculum has reasonable volume ratio of general and specialized courses. Action: Reviewed, supplemented, and updated the training program.	Average score in 2023: 3.8 Average score in 2024: 4.0	The curriculum has reasonable volume ratio of theory and practice. Average score: 3.6	Review, supplement, and update the training program.	3/2025-2/2026
	The curriculum has reasonable volume ratio of theory and practice. Action: Reviewed, supplemented, and updated the training program.	Average score in 2023: 3.4 Average score in 2024: 3.6	The curriculum has clear goals. Average score: 3.6	Continue disseminating the program's objectives through student communication channels and the Department’s official platforms.	3/2025-2/2026
	Teaching activities are associated with career orientation and reality. Action: Updated lectures with the latest scientific and technological information and real-world applications.	Average score in 2023: 3.6 Average score in 2024: 4.0	Most of instructors have good teaching methods. Average score: 3.8.	Require lecturers to improve their teaching methods.	3/2025-2/2026

Graduating students (Exit survey)					
School/Department/ Office	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	The activities of communist Party/Association/Reunion are effective and have good effects on students' learning and lifestyle. Action: Provided support for Youth Union activities.	Average score in 2023: 3.2 Average score in 2024: 4.0	Assessment results are timely announced to students. Average score: 3.8.	Request lecturers to announce assessment results on time.	3/2025-2/2026
	Activities to connect and serve the community are diverse and attract many participants. Action: Organized more suitable community service activities.	Average score in 2023: 3.8 Average score in 2024: 3.8	Activities to connect and serve the community are diverse and attract many participants. Average score: 3.8.	Organize more suitable community service and engagement activities.	3/2025-2/2026
Office of Facility Development			Classrooms are well-equipped with light airy space for all students. Average score: 4.26.	Ensure classrooms are well-lit, airy, spacious, and suitable for class size.	3/2025-12/2025
			Well-equipped laboratories satisfy students' demand for learning and researching Average score: 4.12.	Ensure laboratory equipment meets quality standards for learning and scientific research.	3/2025-12/2025
			Environment, landscape and hygiene are favorable for studying. Average score: 4.2.	Maintain a clean, pleasant, and supportive environment for study and campus life.	3/2025-12/2025
Library			The library has good service and provides adequate reference materials for studying. Average score: 4.11.	Encourage faculty to suggest additional materials to be added to the library's collection.	From 1/2025

Schools/Departments have made significant efforts to improve the quality of education and support students in their learning and career development. However, it is essential to maintain and further enhance these efforts to ensure that the set goals are fully achieved.

2.4. ALUMNI SURVEY

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	2.1% suggested reducing general education courses and focusing more on major-related subjects. Action: Reviewed and adjusted the curriculum.	Completed	Students expressed a need for a more practical curriculum, suggesting the inclusion of more skill-based and industry-oriented courses, as current general and specialized courses are perceived to be overly theoretical.	Forward the information to the Board of Deans for consideration.	5/2025
	1.1% suggested placing more emphasis on practical office computer skills (e.g., Microsoft Office). Action: Official letter sent to EE.	Completed	For the Business Administration program, students hope for more clubs, forums, simulation competitions, resource libraries, seminars, and alumni networking to strengthen their business competencies and improve competitiveness compared to students from other universities such as UEH, FTU, and RMIT.	The alumni funding has been allocated and related activities will continue to be implemented.	01/2025-12/2025
	1.1% suggested re-evaluating some major courses, stating that subjects like International Financial Management are mandatory yet difficult, impractical, and taught by strict lecturers. Students would prefer project-based courses relevant to their career fields. Action: Discussed with the Board of Deans to review curriculum and course content.	Completed	Students suggested that specialized courses should include real projects or guest lectures from brands/clients from large corporations to enhance practical experience.	This approach is already being implemented in Workshop courses.	
	1.1% suggested updating teaching methods and textbooks for BA, as current materials are outdated. Action: Discussed with the School Board to review course content and materials.	Completed	School is working on strengthening partnerships with businesses to increase job opportunities for students. More practical career-oriented programs, site visits, and exchange programs with multinational corporations are being promoted.	Ongoing efforts are in place to enhance industry connections.	01/2025-12/2025
	1.1% suggested smaller class sizes to improve student support. Action: Teaching assistants are assigned to classes with more than 50 students.	Completed	Marketing students emphasized the need for simulated projects and hands-on experiences such as project management, marketing planning, content writing, partner communication, CV writing, and interview practice. They also suggested replacing traditional midterm/final	Forward the information to Head of Department for consideration.	3/2025-5/2025

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			exams with oral exams, real-life projects, or interactive assessments.		
	3.2% suggested enhancing real-world exposure through tax policies, labor contracts, social insurance, etc., to better prepare students for employment. Action: Referred to OSS for potential inclusion in student orientation programs.	Completed	Students recommended inviting more teaching assistants or guest lecturers who are currently working as managers in companies to teach more sessions.	School has already been inviting speakers from the industry to share practical insights in Workshop classes.	
	1.1% suggested leveraging IU's reputation and strengthening industry collaboration (e.g., competitions, guest lectures, case studies, site visits, internships, specialized training, recruitment workshops). Action: Organized AGBA Conference; invited guest speakers to workshops.	Completed	Some students noted that current career orientation activities are limited, and they haven't had the opportunity to benefit from IU's job network after graduation.	Students are encouraged to explore resources available at iujobhub.com.	
	1.1% suggested using more engaging and practical teaching methods for abstract, theory-heavy subjects like Macroeconomics, Microeconomics, and Intro to BA. Action: Discussed with the head of department and lecturers for course review.	Completed	Organize small-scale, faculty-specific career orientation sessions where experienced mentors can provide tailored guidance to individual students.	Students can raise personal questions during class meetings with academic advisors.	3/2025- 12/2025
	2.1% suggested inviting more experienced professionals to teach marketing courses and encouraging student participation in marketing competitions. Requested more practical and industry-relevant content. Action: Launched a specialized Marketing track.	Completed	The university is encouraged to provide more training sessions to help students understand how businesses operate.	The existing Workshop courses aim to provide such insights into business operations.	
	16% recommended more skill-based training (e.g., Advanced Excel, Project Management, E-commerce), hands-on assignments and competitions, and soft skills training (teamwork, presentations, communication, office IT, self-awareness	Completed			

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	tools like IKIGAI and DISC, interview/pitching skills). Actions: - Integrated into Workshop 1. - Curriculum review initiated with head of department and lecturer.				
	1.1% suggested allowing students to develop their own major-related projects and adding more ethical education. Actions: - Course on Business Ethics already available. - Further review with head of department and lecturer.	Completed			
	1.1% requested school support in securing reputable internships to help students develop professionally. Action: Students currently find internships independently; school can support upon request.	Completed			
	2.1% recommended training on workplace attitude, professional etiquette, and organizational structures (client, agency, in-house, etc.). Also requested clearer career path guidance based on students' capabilities. Action: Referred to OSS for integration into orientation programs.	Completed			
	2.1% suggested increasing IU's image to employers. Action: Website redesign in progress.	50%.			
	1.1% requested a grading policy to penalize students who don't contribute to group work.	Completed			

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: Discussed with the Board of Deans and lecturers for policy review.				
	1.1% emphasized the need for guest speakers with strong expertise to provide broader perspectives. Action: Invited expert guest speakers to workshops.	Completed			
	4.3% recommended expanding career support services: - Job readiness programs with labor market analysis and job level expectations. - Mentorship programs for academic competitions aligned with hiring standards. - Career advisors for each class/student. - Career guidance sessions before major selection. Action: - School has implemented and continues to promote various career orientation activities for students. At the same time, the syllabus of the Workshop 2 course was reviewed, and efforts were made to invite appropriate industry experts. - Guidance sessions on major selection have been organized for students.	Completed			
	11.7% emphasized need for stronger job placement support: - Basic job search guidance for new graduates. - Alumni networks and corporate partnerships for job referrals. - Alumni meetups for networking. - Corporate events, competitions for employer visibility. - More frequent updates to IU Job Hub. - Orientation activities are currently more often organized by student clubs inviting companies themselves, rather than being	Completed			

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	formally arranged by the Faculty/Department. Actions: - Coordinate with OSS to provide information to students. - School is requesting funding to establish an alumni network. - Strengthen coordination with OSS and CITT. - Job information has been and is being updated on the faculty fanpage, and CITT is being reminded to update IU Job Hub.				
	1.1% of responses suggested that the university should focus on employer branding to compete with FTU, as IU students are high-performing. Action: Forward the information to OEPR for handling → Submit an official letter.	Completed			
	1.1% of responses suggested better services for students (customer service, course registration system). Action: Forward the information to OEPR for handling → Submit an official letter.	Completed			
	1.1% of responses suggested stricter discipline regarding punctuality and workplace etiquette for students. Action: Inform faculty members during the department meeting.	Completed			
School of Languages	Alumni provided more positive feedback when asked about Group A. Abilities/Competencies gained after graduation, with an overall rating of 3.94. For Section E. Career Support Activities,	Currently, student ratings for these two areas have shown progress compared to the previous year, but they still have not reached a score above 4.0. Specifically, Question 23 received a score of 3.54, and	Alumni have shown more positive feedback when asked about the group of questions regarding abilities/competencies gained after graduation, with an overall rating of	The Vice Dean in charge of the SOL and SOL's Scientific Council will work together to propose plans such as: - Integrating more case-based exercises into major courses to help students	From academic year 2026-2027

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	alumni from Cohort 2022 also gave more favorable responses compared to the previous year. However, the improvement remains limited.	Question 24 received 3.42. The Vice Dean in charge of SOL and the School Scientific Council will continue to hold meetings to come up with better solutions to improve these two areas.	4.17. The score of 3.92—related to self-assessed competencies and the ability to plan, organize, and manage projects—is slightly lower compared to other skills, which were all rated above 4.0. The score of 3.92 also reflects alumni's average rating of the current curriculum of SOL in terms of knowledge, skills, and its alignment with labor market demands.	practice problem-solving in unexpected situations (e.g., scenarios in teaching methodology courses, intercultural communication cases in cultural and literature classes, etc.); - Exploring the development of a new major in Intercultural Communication, with new courses aligned with societal developments and global communication needs, to bring a fresh perspective to the curriculum and expand students' future pathways; - Organizing soft skills workshops, including communication skills, time management, teamwork, etc.	
			Alumni did not rate SOL's career orientation and career counseling activities very highly, with average ratings of 3.54 and 3.42, respectively. Although these scores have slightly improved, the progress is not yet significant.	School will make greater efforts to collaborate with industry partners to organize specialized talks, professional career orientation sessions, and job-seeking support. SOL will also conduct workshops on CV writing, interview preparation skills, and host seminars or panel discussions related to entrepreneurship. Additionally, the school plans to establish an Alumni Network for SOL to connect successful alumni with recent graduates.	From academic year 2024-2025
School of Biomedical Engineering	Ability to apply academic knowledge in reality/practice. Average score: 3.16. Actions: Establish and sign MOUs with businesses to implement practical internship programs.	New MOUs signed in the year include partnerships with Wembley Company, Can Tho University of Medicine and Pharmacy, and STEMax Company. The number of students accepted for practical training at professional companies - especially those with international elements - has increased significantly. Specifically, in 2024, School of Biomedical Engineering collaborated with 51 companies and hospitals to host student internships, with about 20% being international companies or schools.	Academic programs should align more closely with the recruitment requirements of companies.	- Collect feedback from companies, hospitals, and research institutes on the professional skills, software, and technologies they expect from recent graduates. - Adjust capstone projects to focus on solving real-world problems faced by businesses. - Sign new Memorandums of Understanding (MOUs) with companies in the biomedical field.	3/2025-12/2025
			School should also offer more courses related to practical jobs in Vietnam for	- Propose new courses with a focus on practical applications.	3/2025-12/2025

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			students planning to work after graduation. For example, for those pursuing medical laboratory work, there should be courses in biochemistry, hematology, microbiology, etc. In the field of medical imaging, inviting industry KOLs to share about specific roles of engineers, application specialists, or product specialists would help students gain clearer career directions.	- Organize real-world connection activities.	
School of Civil Engineering and Management	There were no comments or feedback received for improvement.		Students wish to contribute, participate in, and carry out research and experiments.	Facilitate the formation of student research groups or participation in faculty-led research projects.	Annual
			Students need more practical training.	Conduct regular reviews of the curriculum and update course syllabi to reflect real-world demands.	Annual
			Suggestion to invite more businesses related to the university's training programs.	School will review and supplement the curriculum with courses taught by industry experts in the field of construction.	Annual
			Feedback regarding internship and career support includes: - Enterprise connections: Strengthen relationships with local and international companies to offer students internship opportunities and potential employment after graduation. - Website and mobile app: Improve or develop dedicated platforms for career support where students can easily access job information, career events, and guidance materials. - Continuous feedback: Collect feedback from students and employers regularly to improve and tailor career support services.	School acknowledges the suggestions and plans the following improvements: - Actively engage with companies to expand internship and post-graduation job opportunities. - Collaborate with partner companies (through signed MOUs) to share job and internship opportunities with students. - Conduct annual surveys with employers and alumni to adjust the curriculum accordingly.	Annual
			Update curriculum: Ensure that the curriculum remains up to date with the	School will review and update course descriptions to ensure the curriculum	Annual

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			latest industry trends and demands. Expand offerings in soft skills and modern technologies.	aligns with current industry trends and requirements.	
School of Industrial Engineering and Management	(1) Reviewed the training program and specialized course content to align with practical and real-world contexts. (2) School has approved a new curriculum with minors ensuring in-depth knowledge for both ISE and LSCM programs.	Students have been provided with more practical knowledge through the integration of real-world examples into theoretical content.	The student hopes the university will organize more company tours to help students gain practical knowledge.	Expand partnerships with businesses and organize more company visits for students.	Annual
	(1) Lecturers can integrate course content with practical applications involving IT tools to encourage students to explore these tools before graduation. (2) The program may include courses from other faculties focusing on IT tools as elective subjects.	Students have gained foundational knowledge of work-supporting software through related coursework.	Students in the Logistics and Supply Chain Management program gave positive feedback regarding the curriculum, skill development, and projects. However, two key issues remain: (1) For advanced tools, students suggest replacing less commonly used tools like CPLEX or LINGO with popular enterprise tools such as Python. Additionally, data analysis tools such as Power BI, SQL, and VBA can help students stand out and attract better job offers. (2) Part-time and full-time internships should be encouraged to provide real-world experience, as required by the job market.	The school will: (1) Review specialized course content to ensure alignment with industry practices. (2) Organize seminars with guest speakers from businesses and arrange company visits.	Annual
	(1) Organized seminars with guest speakers from businesses to share real-world experiences with students. (2) Lecturers can incorporate labor market insights into their course content where appropriate.	Connections with businesses have been established to organize seminars and deliver basic knowledge to help students feel more confident upon entering the workforce.	Include more practical applications of knowledge rather than just theory and exercises—such as using real case studies from companies with which lecturers have personal connections, and obtaining permission to use those cases.	School will: (1) Organize seminars with guest speakers from companies and conduct company visits. (2) Invite alumni working in industry to participate as speakers in seminars or related courses.	Annual
	The university/school organized extracurricular activities to help students develop personality traits and soft skills, equipping them for the post-graduation work phase.	Students have received mental support through psychological sharing sessions at the university to help them overcome difficulties.	Add more practice-based courses related to Mechanical Engineering for the ISE program. Include a Procurement/Purchasing course in the IE curriculum. Also, strengthen training in Microsoft Office.	Review specialized course content to ensure practical relevance.	Annual

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Q10: Able to apply academic knowledge in reality/practice Average score: 3.64/5.0	Not improved.	Include a Procurement/Purchasing course in the IE curriculum. Also, strengthen Microsoft Office skills.	Review specialized course content to align with practical demands. Enhance office software skills through relevant courses.	Annual
	(1) During teaching, lecturers provided practical examples to help students better understand their future professions. (2) School organized field trips to companies to help students better connect theoretical lessons with future jobs. (3) Alumni and industry partners were invited as guest speakers for seminars and courses.	Connections with businesses have been established to organize seminars and deliver basic knowledge, supporting students in transitioning smoothly into their careers.	Launch courses related to technical skills like coding (Python, R), Power BI, and SQL, which are highly necessary. Introduce more real-world cases to enhance problem-solving skills and creativity.	Incorporate tools such as Python, R, SQL, and data analysis software like Power BI into relevant courses.	Annual
	School is always ready to support and promptly respond to legitimate student requests. Proposed information has been added to the faculty's fanpage and website.	Necessary information has been updated and made available to students via the school's fanpage and website.	Strengthen partnerships with businesses. Current Job Fairs have too few participating companies.	Participate in forums and networks connecting businesses and universities.	Annual
	(1) Lecturers can share and understand students' career aspirations to provide guidance during lessons. (2) School organized career orientation seminars with guest speakers from enterprises who share experience and essential career skills. Invited experts provided guidance on CV writing, application processes, interview preparation, and workplace communication. (3) Strengthened the role of academic advisors and faculty staff in supporting students. Organized regular meetings to hear students' concerns and guide them on their academic and career paths. (4) Collaborated with businesses that offer internship and mentorship opportunities.	Students have been motivated and guided to understand the importance of their learning journey, rather than waiting until after graduation. School has signed agreements with companies for training, support, and sponsorship for students.	There should be more career-oriented talks on the development directions of each major.	Organize seminars with industry representatives and alumni to share career insights with students.	Annual
	MIS Course: Adjusted course content and teaching methods to better suit student needs.	The previously raised issue was addressed, and no similar concerns were reported in the current survey round.	Specialization should be more clearly defined, rather than just offering electives—many students choose easy or popular courses. For example, in ISE, tracks could be defined as	(1) Develop and define specializations and course blocks, and provide clear study plans so that students can select courses based on in-depth direction and real-world needs.	Annual

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			technical or non-technical.	(2) The Faculty has approved a new curriculum with minors that ensure specialization for both ISE and LSCM.	
			Revise teaching/practice methods in coding-related subjects to meet enterprise needs.	Enhance knowledge in data analysis, data structures, programming logic, and advanced office computing through related courses.	Annual
			Able to apply academic knowledge in reality/practice Average score: 3.65/5.	Review specialized course content to ensure alignment with practical application.	Annual
			About the professional career-oriented activities from the department/school Average score: 3.56/5.	(1) Organize career orientation activities to help students understand career opportunities, develop soft skills, and shape their career paths. (2) Lecturers can explore students' aspirations during class and provide guidance accordingly.	Annual
			About the counseling and employment support activities of the university to facilitate students during seeking job Average score: 3.57/5.	Invite guest speakers to share success stories, challenges, and how they overcame them—to inspire and help students better navigate careers in export-import and related fields.	Annual
School of Chemical and Environmental Engineering	Feedback on the academic program of the school: There was a need for real-world experience activities. Action: School has been enhancing activities such as factory tours, field trips, and internships to provide students with more practical experiences.	More than 5 factory visits have been organized.	Student feedback: Knowledge should be more closely linked with real-life applications. Laboratory practice skills are also very important, especially handling difficult situations.	School leadership and lecturers are reviewing the curriculum to align with student feedback.	Annual
			Student feedback: There are not many courses related to Engineering.	School leadership is considering adjustments to the training program with more Engineering-oriented content.	Annual
	Improvement to better meet the needs of employers: Facilities and laboratory rooms. Action: School has been planning to propose and purchase equipment and request lab rooms once the new building	The current student demand has been fully met.	Student feedback: Some courses like Electrical Engineering, Programming, or Computational Chemistry should be elective instead of compulsory, as they are not essential skills for Chemical Engineering. I also hope for more field trips because our cohort hasn't had	From cohort 2023 onwards, Electrical Engineering has been removed, and Programming has been replaced by Chemical Process Design and Simulation, which is more relevant to Chemical Engineering. School is also considering moving Computational	Annual

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	under construction is completed.		much chance to visit factories.	Chemistry to the elective list and will increase factory visits for students.	
			Student feedback: Internships at companies should take place before doing the graduation thesis, as real-world work requires handling complex reports and collaborating with different departments.	A mandatory internship has now been implemented before the thesis, allowing students to gain practical experience at companies, factories, and research institutes.	Annual
			Student feedback: There should be more courses related to Business and Process.	School leadership and lecturers are reviewing the curriculum to incorporate this feedback.	Annual
	Suggestions for the career support activities of the university/schold/department: There was not yet a strong network of connections with companies in the field. Action: The school has been currently building relationships with many companies for student internships and field trips, and plans to further strengthen ties with businesses to give students more exposure and learning opportunities.	More than 2 seminars with businesses have been organized. More than 5 company meetings have been held.	Student feedback: The Environmental Engineering program could consider adding a specialization in Environmental Management along with an introductory course on Occupational Health and Safety.	In the 2023 curriculum for Environmental Engineering, the school has included new courses to broaden career orientation, including Environmental Management (EM) and Occupational Health, Safety, and Environment (HSE). These include: Climate Change Mitigation and Adaptation, Sustainable Development: Theory and Policy, Environmental Modeling, and Occupational Health Safety and Environment. The school will continue offering these courses.	Annual
			Do the university's curriculum and training program meet the needs of current labor market? Average score: 3.25/5.	The school will improve the curriculum on an annual basis to better meet current labor market demands.	Annual
			About the professional career-oriented activities from the department/school Average score: 3.13/5.	School leadership, in coordination with youth advisors and communication assistants, will strengthen professional career orientation activities.	Annual
School of Economics, Finance and Accounting	Organized career orientation sharing sessions.	The average score for professional career orientation activities from school is 3.27, showing a slight decrease compared to last year's score (3.30).	About the professional career-oriented activities from the department/school Average score: 3.27	Organize career orientation sharing sessions.	3/2025-12/2025
	Connected with businesses to find job opportunities for students.	The average score for career counseling and employment support activities from	About the career counseling and employment support activities from	Connect with businesses to find job opportunities for students.	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 is 3.21, showing an increase compared to last year's score (3.13).	school Average score: 3.21		
			Students wish to learn more about software used in the workplace and how to handle real cases on these platforms, rather than focusing too much on textbook theory.	Collaborate with businesses and create opportunities for students to gain real-world experience.	3/2025-12/2025
			Students expect learning content to be more relevant to the Vietnamese job market rather than focusing on international models that lack practical application.	Adjust the curriculum content to better fit the Vietnamese market.	3/2025-12/2025
			Students wish for school to partner with companies to organize more events for final-year students	Strengthen collaboration with companies.	3/2025-12/2025
			Students need more support during their internship semester, such as internship placement, industry matching, and career development foundations.		
			The university should offer career orientation classes for students in each specific major, aligned with the career paths related to the subjects.	Organize major-specific career orientation activities.	3/2025-12/2025
			The school has not truly supported students in career orientation. Students hope the school can regularly update them on labor market trends through faculty-student sharing sessions.	Update students on labor market trends and connect them with businesses.	3/2025-12/2025
			The curriculum covers broad knowledge but lacks effectiveness. What is taught is not very applicable in practice. The academic program needs to adapt to ongoing changes in the job market.	Adjust teaching methods.	3/2025-12/2025
			The Department of Accounting should teach more Vietnamese Accounting.	Adjust the curriculum.	3/2025-12/2025

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			The school should reduce theoretical class time and increase training in specific practical skills required for jobs.	Adjust the curriculum.	3/2025-12/2025
			For majors like Corporate Finance or Banking and Finance, courses such as Financial Accounting, Financial Management, Corporate Finance, and Credit should be taught in greater depth and with more practical relevance, as they are highly applicable in actual jobs (e.g., banking, credit analysis...). Students should be encouraged to take internships early to shape their career direction.		
			There should be a teacher or career advisor (who can introduce job positions students can apply for and what specific skills and knowledge are needed) guiding students from the start.		
School of Electrical Engineering	Year 2023 83% of graduates were employed. Action: Conducted labor market research and improved the curriculum to align with recruitment needs in specialized fields.	Year 2024 80.5% of graduates were employed.	80.5% of graduates were employed.	Provide additional information and insights from employers to help students better access job opportunities.	Annual
	Year 2023 Improve the rate of graduates working in jobs related to their major (40.4%). Action: Conducted labor market research and improved the curriculum to align with recruitment needs in specialized fields.	Year 2024 Percentage of graduates working in jobs directly related to their major: 29.3%; Percentage working in jobs related to their major: 58.5%.	Percentage of graduates working in jobs directly related to their major: 29.3%; Percentage working in jobs related to their major: 58.5%.	Conduct labor market research and revise the curriculum (training program) to better meet employer demands in the specialized field.	Annual
	Year 2023 Able to apply academic knowledge in reality/practice Average score: 3.7/5. Action: Reviewed and revised course	Year 2024 Able to apply academic knowledge in reality/practice Average score: 3.49/5.	Able to apply academic knowledge in reality/practice Average score: 3.49/5.	Review and revise specialized course content to ensure alignment with practical and real-world applications.	Annual

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	content to better reflect practical and real-world applications.				
	Year 2023 Able to self-plan, administer and manage Average score: 3.6/5 Action: Incorporated more group presentation activities in courses and organize school-level team-based activities.	Year 2024 Able to self-plan, administer and manage Average score: 3.66/5	Able to self-plan, administer and manage Average score: 3.66/5	Enhance group presentation components in course activities and organize more collective events within the school	Annual
	Year 2023 Able to be creative Average score: 3.79/5 Action: Incorporated more group work elements into course activities.	Year 2024 Able to be creative Average score: 3.49/5	Able to be creative Average score: 3.49/5	Integrate more teamwork-based activities into the courses.	Annual
	Year 2023 About the professional career-oriented activities from the department/school Average score: 3.54/5 Action: Regularly collaborated with the university to organize career orientation and job counseling activities. In addition, School considers inviting business partners and alumni to advise students on current career trends.	Year 2024 About the professional career-oriented activities from the department/school Average score: 3.51/5	About the professional career-oriented activities from the department/school Average score: 3.51/5	Regularly collaborate with the university to organize career orientation and job counseling activities. Additionally, the Faculty plans to invite business partners and alumni to provide students with up-to-date career trend insights.	Annual
School of Computer Science and Engineering	School revised the curriculum to update technologies and align knowledge more closely with real-world practice.	The curriculum has reflected more up-to-date and practical knowledge.	The rate of students finding jobs through School/University referrals remains low. Most students found jobs through friends' referrals (15.4%), employers' websites (51.9%), and other sources (25%).	The school is strengthening collaboration with businesses, providing job information through university communication channels, and organizing networking events between students and employers.	3/2025-3/2026
	The curriculum was improved by reducing the load of Mathematics, Physics, Chemistry, and Environmental courses. Instead, the number of credits for major-specific courses was increased.	Students are satisfied with the changes in the curriculum.			
School of Biotechnology	Transparent and clear communication through the website, fanpage, and academic advisors to guide students in choosing their major.	Students can understand their academic paths and can plan their studies accordingly.	It is necessary to strengthen students' soft skills, such as social skills, communication skills, and interview skills.	In process	3/2025-12/2025

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Implementation of the series and articles titled "The Faces of Biochemistry" on the school fanpage to share experiences and role models from successful alumni in Biochemistry (Chemistry).	Students gained insights into career trends, essential skills, and are inspired by successful alumni.	The scope of the Biotechnology program should be expanded to include areas such as laboratory coordination and management, business, quality control, and other niche sectors related to biotechnology.		
	Integration of Vietnamese standards indicators related to products and processes using Biotechnology into course content.	The Biotechnology Department has integrated these topics into courses such as Molecular Diagnosis.	The curriculum should include courses that train students in project management, allowing them to simulate roles as project leaders, since project management is a crucial skill in the workplace.		
	Organized seminars and workshops with guest speakers from employers.	The Biochemistry Department organized 2 seminars and 1 workshop in the past year.	The Applied Chemistry program should place a stronger emphasis on Mathematics, as it provides the foundational knowledge needed to better understand advanced subjects such as general chemistry and physical chemistry.		
	The Food Technology Department revised the curriculum following student feedback: "Include more real-world case studies; the courses Food Product Development and Food Quality Assurance should have more sessions to cover additional content."	The Food Technology Department has updated the curriculum and added relevant content accordingly.	There should be stronger connections with businesses and enhanced career support for students.		
			A course on using SPSS and R for data analysis should be offered.		
			Courses on applying AI, ML, and IT should be enhanced and integrated into the Biotechnology curriculum.		
Department of Mathematics	Most survey questions received evaluation scores exceeding expectations. However, there were a few items that did not meet the desired threshold.	The questions that fell below the expected level will be included in the improvement plan for 2025.	Do the university's curriculum and training program meet the needs of current labor market? Average score: 3.38, lower than expected score (3.8)	The department will review and co-develop curriculum improvements through internal discussions.	2025
			About the professional career-oriented activities from the department/school Average score: 3.19, lower than expected score (3.5)	The department will review and make improvements.	2025

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			About the counseling and employment support activities of the university to facilitate students during seeking job Average score: 2.94, lower than expected score (3.5).	The department will review and make improvements.	2025
			Students suggested the department should add more elective courses related to AI/ML/DL to meet the interests of students and market demands.	The department has taken note of the feedback and is planning to add more related courses.	2025
			Students would like the curriculum to include more content on basic financial knowledge and data processing/querying using Python/SQL/R.	Python programming has been added to the curriculum. Finance-related subjects are already adequately covered and balanced with other course components.	2025
			Students suggested that the department should sign cooperation agreements with major companies/organizations to ensure top students in the cohort can secure internships by the third semester of year 3.	The department has established some connections with companies for internship placements and will further expand its network.	2025
			Students want more hands-on practice.	The department has acknowledged the feedback and is implementing more practical content in certain courses.	2025
Department of Physics	Able to self-plan, administer and manage Action: Enhanced course content related to project planning, organization, and management.	Average score in 2023: 3.6 Average score in 2024: 3.43	Able to self-plan, administer and manage Average score in 2024: 3.43	Enhance learning content related to project planning, organization, and management.	3/2025-2/2026
			Able to develop career Average score in 2024: 3.43	Strengthen seminar activities with businesses and employers.	3/2025-2/2026
	Is the knowledge and skills you have learned at university necessary for your job after graduation? Action: Improved the curriculum to meet labor market demands.	Average score in 2023: 2.6 Average score in 2024: 3.29	Is the knowledge and skills you have learned at university necessary for your job after graduation? Average score in 2024: 3.29	Improve the curriculum to meet labor market demands.	3/2025-2/2026
	Do the university's curriculum and training program meet the needs of current labor	Average score in 2023: 2.6 Average score in 2024: 3.43	Do the university's curriculum and training program meet the needs of	Revise the training program to meet labor market demands; add short-term	3/2025-2/2026

Alumni survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	market? Actions: - The curriculum was revised to better meet labor market demands - Short courses were added		current labor market? Average score in 2024: 3.43	courses.	
	About the professional career-oriented activities from the department/school Action: Improved the curriculum to meet the labor market's human resource needs.	Average score in 2023: 3.4 Average score in 2024: 3.0	About the professional career-oriented activities from the department/school Average score in 2024: 3.0	Enhance the curriculum to align with human resource needs in the labor market.	3/2025-2/2026
	About the counseling and employment support activities of the university to facilitate students during seeking job	Average score in 2023: 3.6 Average score in 2024: 3.14	About the counseling and employment support activities of the university to facilitate students during seeking job Average score in 2024: 3.14	Expected result: 3.3.	3/2025-2/2026

Alumni feedback is one of the most objective opinions collected through the surveys. We received comments such as: some of the knowledge and skills learned at university are not necessary for work after graduation; there is a lack of job information from IU; and there is a need to include more soft skills.

3. ACADEMIC STAFF (FACULTY FEEDBACK)

Not only collecting feedback from students and alumni, IU also cares about the feelings of faculty members. They are the ones who directly contribute to the value and reputation of IU. This type of survey is specifically designed for faculty.

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Office of Facility Development			How about the quality of teaching facilities in the classrooms (projector, computer, air- conditioner)? Average score: 3.37	- Continue renting 50 projectors for classrooms in Area A and Area L; submit a proposal to the University Board for the purchase of new projectors/TVs to replace dim or outdated projectors. - Replace VGA-standard computer-to-projector cables in lecture halls with HDMI-standard ones; upgrade computer RAM and graphics cards. - Propose the purchase of materials and	3/2025-12/2025

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				supplies for repairing and resolving damages in lecture classrooms.	
Library			How about the quality of library service? Average score: 3.91.	- The library plans to purchase textbooks and reference books for faculty members based on periodic proposals (multiple purchase cycles throughout the year). - Additionally, the library regularly adds general Vietnamese books for all staff and faculty members, covering a wide range of popular genres. - The library has also introduced additional databases from VNU, which serve as a major resource with diverse materials. - A semester-based lending policy is in place. - The borrowing period for faculty members extends up to 90 days. Furthermore, the library offers flexible borrowing/return policies and maximum support for staff and faculty in terms of renewals and access to resources via various channels such as email, phone, the OPAC automated library management system, or the VNU Libraries app.	From 1/2025
School of Business	Over 30% of faculty members indicated that their workload was heavy or quite heavy.	5 new faculty members were recruited in 2024.	Guests attending Workshop 2 reported that the facilities were deteriorating, and the blurry projector negatively impacted the quality of the session. Issues included outdated classroom hygiene maintenance, old projector screens, dim projectors, and outdated RGB and USB connectors, which do not meet current demands such as HDMI and Type C.	Forward the information to OPS.	3/2025-5/2025
	32.26% reported poor-quality projectors.	An official letter has been sent to OPS.	There were suggestions to prioritize internal lecturers over external ones	Forward the information to Board of Deans.	3/2025-5/2025

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	3.23% reported that room A1.201 lacked proper soundproofing, had non-functional sound systems, and the microphone could not be used. 6.45% reported that the computers in the Lab were outdated and connectors were no longer compatible with current laptops.		when assigning teaching tasks and scheduling. It was proposed that Board of Deans notify and allow lecturers to choose their courses in advance. Lecturers should be responsible for updating the syllabus of the course they are assigned to teach.		
	12.9% suggested updating materials such as market research and legal textbooks. 3.23% proposed replacing printed books with electronic databases.	An official letter has been sent to the Library.	It was recommended to publicly announce the list of instructors assigned to each master's course.	Forward the information to the MBA Program Management Team to discuss with lecturers.	3/2025-4/2025
	3.23% proposed that announcements should be made through Blackboard or a mobile app for students.	An official letter has been sent to CIS.	There were complaints about delays in receiving updated teaching materials. No accompanying slides were provided with newly adopted textbooks due to limited textbook orders. There was a suggestion to provide a test bank along with the textbook.	Forward the information to Library.	3/2025-5/2025
			It was recommended to implement the Canvas platform to enhance interaction between lecturers and students. Blackboard was considered rather passive with a non-user-friendly interface, mainly suitable for posting materials, and not effective for two-way communication or peer-to-peer interaction among students.	Forward the information to CIS.	3/2025-5/2025
School of Languages	SOL had determined that no improvements were currently necessary and requested to maintain the current methods. However, in response to one lecturer's dissatisfaction with class allocation, the Dean worked with the program coordinators to re-	The Vice Dean, in charge of SOL, collaborated with the program coordinators to carefully review the teaching assignment process, ensuring that lecturers' teaching loads and areas of expertise were effectively utilized in their assigned courses.	50% of surveyed lecturers felt that their teaching workload was fairly manageable, while 33.3% felt it was rather heavy. Some lecturers reported being assigned more than three classes for a single course, which increases the pressure on them.	SOL has developed a preference form for lecturers to indicate which courses they wish to teach. This aims to ensure that course assignments align with lecturers' areas of expertise and preferences, while also fulfilling the standard number of teaching hours required by IU.	Sem 1, academic year 2024-2025

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	evaluate the assignment of classes to ensure alignment with the lecturers' expertise and experience.		There were also comments suggesting that teaching schedules should be more evenly distributed among lecturers and across departments, especially since lecturers from School are often scheduled to teach on Saturdays.	The School will contact OUAA to seek support on this issue.	Sem 1, academic year 2024-2025
	The Dean also provided feedback on classroom facilities to OFD to help improve teaching and learning conditions.	Lecturers continued to report issues with Wi-Fi connectivity and the current state of projectors and computers at IU. In particular, projectors were still quite dim and have not yet been upgraded.	Many lecturers reported issues with projectors flickering, being blurry/unreadable, or not working at all. Some also mentioned problems with classroom computers.	The School will reach out to OFD and CIS to request support on these matters, particularly during the final exam period to prevent such issues from affecting exam administration.	Sem 1, academic year 2024-2025
			The library service also received feedback suggesting the need to speed up the acquisition of specialized books for SOL in particular, and for the social sciences in general.	The School will contact the Library to request support on this matter.	Sem 1, academic year 2024-2025
School of Biomedical Engineering	There was a need for more lecturers to share the teaching workload.	Complied with university regulations. Two additional lecturers have been recruited.	There was feedback regarding the provision of access accounts to the library's online databases for lecturers.	Propose to enhance the scientific database resources and provide access accounts for lecturers.	3/2025-12/2025
	Coordinated with OFD to carry out maintenance and equipment upgrades.	Damaged equipment has been repaired or replaced.			
	Coordinated with OFD to upgrade infrastructure and increase network bandwidth.	Network bandwidth was upgraded; damaged equipment was repaired or replaced; underperforming devices were upgraded.	There was feedback regarding the provision of Zoom Premium accounts for lecturers.	Propose that the university support Zoom accounts to meet online teaching needs.	3/2025-12/2025
School of Civil Engineering and Management	Improve projectors, computers, and Wi-Fi.	The faculty coordinated with relevant departments (OFD, OPS) and submitted a proposal plan.	Outdated projectors.	Feedback will be forwarded to the relevant unit.	3/2025-3/2026
	Heavy teaching workload. Action: School adjusted the teaching assignments to ensure lecturers have a reasonable workload.	100% of lecturers rated their teaching workload as fair.	Insufficient reference materials; no subscriptions to any academic publishers.	Feedback will be forwarded to the relevant unit.	3/2025-3/2026
	Proposal to purchase accounts for downloading academic articles from publisher websites (e.g., ScienceDirect, Springer, etc.).	The school coordinated with relevant functional departments and submitted a proposal plan.	Some students mentioned they do not check Blackboard or do not receive notifications, resulting in missed important announcements. A more	School will forward this information to CIS.	3/2025-3/2026

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			effective communication platform may be needed.		
	Proposal to collaborate with lecturers from other faculties to conduct interdisciplinary research.	The school created opportunities for internal lecturers to participate in interdisciplinary research projects with other schools/departments in accordance with the university's policies.	Stricter attendance policies (for both lectures and practical sessions) are needed. Sometimes students use work commitments as a reason for being absent, which puts lecturers in a dilemma: whether to sympathize with students' situations or strictly enforce attendance rules. Another issue concerns students using electronic devices in class for unrelated purposes. Stricter university-level regulations are needed so lecturers can refer to and apply classroom discipline appropriately.	Feedback was recorded. The School will implement specific measures to reinforce classroom rules, including reviewing the weight of coursework scores and conducting evaluations.	3/2025-3/2026
School of Industrial Engineering and Management	The school recruited additional lecturers to help distribute the teaching workload.	In 2024, 42.9% of lecturers reported that their teaching workload was quite heavy, compared to only 12.5% in 2023.	42.9% of lecturers reported having a heavy or very heavy teaching workload (an increase from 12.5% in 2023).	The school will recruit additional lecturers to help distribute the workload.	Frequent
	(1) The library was requested to expand access to academic journal collections such as those from www.informs.org or Taylor & Francis. (2) The university was recommended to organize pedagogy training sessions for lecturers more frequently.	The proportion of lecturers receiving support in teaching resources and pedagogy training increased from 22.5% to 28.6%.	28.6% of lecturers received support in teaching resources and were trained in teaching methods. This rate remains relatively low and could be improved (an increase from 22.5% in 2023).	(1) The library will expand access to subject-specific journal collections, such as those from www.informs.org or Taylor & Francis. (2) The university will organize pedagogy training courses for lecturers more frequently, especially focusing on modern teaching methodologies.	Frequent Annual
	Lecturers reviewed and enhanced their course content by integrating case studies through activities such as advanced readings, additional exercises, and projects,...	The percentage of lecturers not integrating research into their teaching increased from 12.5% to 28.6%.	28.6% of lecturers do not integrate research into their teaching (an increase from 12.5% in 2023).	Lecturers will review and enhance their lectures by incorporating research-based content through activities such as advanced readings, additional exercises, and projects.	Each class taught
	Students participating in research were entitled to fair compensation, which is clearly regulated in the university's policies.	71.4% of lecturers reported that students had not been compensated for research participation - an increase of 21.4% compared to 2023.	71.4% of lecturers indicated that students participating in research do not receive compensation (an increase from 50% in 2023).	Students involved in research projects should be fairly compensated, with the support mechanism clearly stipulated in the university's regulations.	Frequent
	Projectors and computers must be regularly maintained.	The quality of teaching facilities in the classrooms (projector, computer, air-conditioner) was rated at only 2.83 out of	The quality of teaching facilities in the classrooms (projector, computer, air-conditioner) was rated at only 2.83 out	Feedback will be submitted to the university and relevant units, emphasizing the need for regular	Frequent

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		5 - a decrease of 0.72 points compared to 2023.	of 5.	maintenance and replacement of outdated projectors.	
School of Chemical and Environmental Engineering	25% of lecturers reported a relatively heavy teaching workload. Action: School adjusted the teaching assignments for general courses to reduce the teaching load for lecturers.	In 2024, only 16.7% of lecturers reported a relatively heavy teaching workload.	The quality of teaching facilities in the classrooms (projector, computer, air-conditioner) Average score: 3.67	Coordinate with relevant units responsible for facilities.	Annual
	37.5% of lecturers reported receiving support in teaching resources; and 25% received training on teaching methods. Action: School identified lecturers' needs, connected with the Library and OHRM to provide support in terms of teaching materials/resources and organized annual training courses. Departments organized thematic seminars for lecturers to share teaching methods and experiences. Lecturers were encouraged to participate in other training programs organized by the university.	In 2024, 66.7% of lecturers reported receiving support in teaching resources, showing significant improvement compared to the previous year; however, only 16.7% received training on teaching methods.	The quality of the whole curriculum? Average score: 3.83	Enhance the role of lecturers in the process of reviewing/updating/ adjusting/improving the quality of the training program. Continuously improve program quality based on feedback from stakeholders.	Annual
	12.5% of lecturers reviewed their course syllabus each semester, and 75% reviewed it annually. Action: Course syllabi were reviewed and updated before the start of each semester and adjusted promptly according to feedback from stakeholders. The goal was to have 20% of lecturers review syllabi each semester and 90% annually.	In 2024, 50% of lecturers reviewed syllabi each semester; 50% reviewed them annually.			
	The quality of teaching facilities in the classrooms: 3.63/5.	In 2024, there was a slight improvement with an average score of 3.67, but still below the target of 4. The school will continue to develop improvement plans.	Suggest to adjust the number of students shown on Blackboard after the add/drop period	Forward the suggestion to CIS.	Annual
	Lecturers' satisfaction with students' background knowledge to begin the course: 3.63/5.	The average score in 2024 increased to 4.17.	Class sizes are still large, which may affect the quality of teaching. Classroom size should match the	Forward the suggestion to OUAA.	Annual

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: The department conducted a review of the course content (based on ITU surveys) of prerequisite and subsequent courses. The content of these courses was aligned to ensure students acquire sufficient foundational knowledge before taking the next course.		number of students (e.g., a class with 44 students was assigned to a room with 200 seats).		
	Satisfaction with the quality of the whole curriculum: 3.88/5. Action: The role of lecturers was enhanced in the process of reviewing/updating/adjusting/improving the training program quality. Continuous improvements were made based on feedback from stakeholders.	The average score in 2024 was 3.83, showing no improvement. The school will continue to develop improvement plans.	Suggest to replace scratched projectors and upgrade slow-working computers.	Forward the suggestion to OPS.	Annual
			The Library should send reminders for overdue book returns.	Forward the suggestion to the Library.	Annual
School of Economics, Finance and Accounting	Discuss on the relevance of textbooks and curriculum, and the implementation of changes.	Do students have enough knowledge to study your course at the beginning? The score slightly increased from 3.36 to 3.38.	Do students have enough knowledge to study your course at the beginning? Average score: 3.38.	Discuss on the relevance of textbooks and curriculum, and the implementation of changes.	3/2025-12/2025
School of Electrical Engineering	Year 2023 75% of lecturers responded that their teaching workload was reasonable. Action: School distributed teaching assignments more evenly among lecturers.	Year 2024 80% of lecturers responded that their teaching workload was reasonable. School is currently supporting the teaching of several courses for other faculties.	80% of lecturers responded that their teaching workload was reasonable.	The school will continue to allocate teaching workloads evenly among lecturers based on their areas of expertise.	Frequent
	Year 2023 Only 6.3% of lecturers received support for teaching resources, and 12.5% received training on teaching methodologies. Action: (1) The Library expanded its support by providing additional lists of books and journals for teaching purposes. (2) The university organized pedagogy training courses for lecturers more regularly.	Year 2024 20% of lecturers reported receiving support from teaching assistants, and only 10% received training on teaching methodologies.	20% of lecturers reported receiving support from teaching assistants, and only 10% received training on teaching methodologies.	The university will organize pedagogy training courses more frequently and increase the number of available research assistantships.	Annual

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Year 2023 6.3% of lecturers reviewed their course syllabus each semester, 87.5% did it annually, and 6.3% reviewed only once in over 4 years. Action: Course syllabus should be reviewed after each course delivery to ensure timely updates aligned with current trends.	Year 2024 90% of lecturers reviewed their syllabi annually, and 10% still reported doing so once in over 4 years.	90% of lecturers reviewed their syllabi annually, and 10% still reported doing so once in over 4 years.	Course syllabus should be reviewed after each course delivery to ensure timely updates in line with current trends.	Annual
	Year 2023 Only 12.5% of lecturers reported being involved in or supported in student union activities or university governance roles. Action: The university collected feedback from lecturers regarding school activities.	Year 2024 20% of lecturers reported limited access or support for youth union support or member of university committee activities.	20% of lecturers reported limited access or support for youth union support or member of university committee activities.	The university is collecting feedback from lecturers regarding its activities to improve support and involvement.	Annual
	Year 2023 43.8% of lecturers did not integrate research into their teaching. Action: Lecturers reviewed and enhanced their lectures by incorporating case studies and research examples into their teaching.	Year 2024 40% of lecturers did not integrate research into their teaching.	40% of lecturers did not integrate research into their teaching.	Lecturers are encouraged to enhance their course content by incorporating research-based case studies and examples into their teaching.	Each class taught
	Year 2023 31.3% of lecturers did not conduct research in collaboration with other lecturers or students. Action: Research groups were formed within the school to promote collaboration. For students, graduation theses and course projects were aligned with the school's research projects.	Year 2024 20% of lecturers did not conduct research in collaboration with other lecturers or students.	20% of lecturers did not conduct research in collaboration with other lecturers or students.	The school has established internal research groups to foster collaboration. For students, theses and course projects are encouraged to align with the school's research projects.	Each semester
	Year 2023 50% of lecturers indicated that paid positions were not available for students participating in research. Action: Students participating in research	Year 2024 50% of lecturers indicated that paid positions were not available for students participating in research.	50% of lecturers indicated that paid positions were not available for students participating in research.	Students involved in research will be granted appropriate compensation, clearly stated in the university's internal regulations.	Annual

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	were granted appropriate stipends, as clearly stated in the university's regulations.				
	Year 2023 The quality of classroom facilities (projector, computer, air-conditioner) was rated 3.5/5. Action: Projectors and computers must be regularly maintained.	Year 2024 The quality of classroom facilities (projector, computer, air-conditioner) was rated 3.8/5.	The quality of classroom facilities (projector, computer, air-conditioner) was rated 3.8/5.	Projectors and computers must be regularly maintained.	Annual
School of Computer Science and Engineering	The school organized training sessions and workshops for lecturers on time management and work organization techniques; reassessed the workload distribution among lecturers and sought to balance tasks more effectively; recruited additional personnel.	Two PhD holders were successfully recruited.	Lecturers were not satisfied with the quality of classroom facilities such as projectors and air-conditioners.	Propose enhancement of classroom facilities. The university is gradually improving the infrastructure.	3/2025-3/2026
	The school planned to identify and select new projectors with modern features and high-quality display to put into use, awaiting proposals and coordination from the university.	Several projectors were replaced in practice classrooms on the 6th floor of Building A (4 IT labs were equipped with new LCD screens).	42% of lecturers assessed their workload as still heavy.	Propose increasing the recruitment of lecturers and teaching assistants.	3/2025-3/2026
	The school assessed the current condition and usage demand of the campus Wi-Fi system; attempted to improve network infrastructure by upgrading support software and strengthening system maintenance and management to ensure stable and efficient Wi-Fi access for students and staff. However, further action depends on proposals and coordination from the school.	CIS installed additional AP in the hall of IT.			
School of Biotechnology	Lecturers' feedback on course assignment: - Lecturers should be assigned the same courses for at least two consecutive semesters. - Course assignments should be consistent and avoid assigning new courses for only one or a few semesters.	Lecturers were satisfied with the course assignment.	Projectors and computers need to be upgraded. The water system also requires repair.	The Board of Deans has submitted requests to OPS for timely upgrades and repairs.	3/2025-3/2026

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	- Teaching assignments should be decided transparently during departmental meetings. Action: - Heads of Departments assigned courses based on each lecturer's expertise. - The Board of Deans and Heads of Departments considered appropriate and transparent assignments during departmental meetings.				
	The school proposed that OFD and OPS developed a plan for timely maintenance and replacement of teaching equipment.	The quality of teaching equipment improved, though there were still some comments about projectors.	Access to research databases is insufficient. The library should provide updated textbooks and e-books (latest editions), as well as a repository of exam questions to support lecturers in preparing lectures and exams.	The Board of Deans has forwarded this feedback to the Board of Presidents and the Library Management Board.	3/2025-3/2026
	Additional training was recommended in areas such as information search, statistical analysis, Microsoft Office, referencing and citation software, and data visualization. Staff should also be equipped with spell-checking software for manuscripts.	Turnitin software was renewed; lecturers and students were supported in accessing tools.	Better planning is essential. Chemicals should be checked and pre-purchased to ensure availability before practical courses begin.	The Board of Deans and OPS are expediting the procurement packages for chemicals.	3/2025-3/2026
	Lecturer feedback: Prerequisite courses should be reviewed to ensure students have sufficient knowledge to enroll in advanced courses. Action: The school reviewed foundational and prerequisite courses to ensure students were well-prepared before registering for major-specific courses. Annual curriculum improvements are being implemented.	Students had a strong foundation of basic knowledge.	Prerequisite courses should be more strictly defined to ensure students acquire the necessary knowledge before advancing to subsequent courses.	Departments are reviewing and auditing the curriculum.	3/2025-3/2026
Department of Mathematics			Feedback on facilities, utilities, and systems: - Blackboard needs maintenance or replacement. - Microphones/speakers/audio systems are unstable in some classrooms. - Projectors are not functioning well.	Department of Mathematics has acknowledged the feedback and will review, develop a plan, and forward the information to the relevant units for consideration and follow-up.	3/2025-3/2026

Faculty Feedback survey					
School/Department	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			- Each department should be allocated a dedicated room (when possible) for organizing seminars and providing student support/advising.		
Department of Physics	How many percent of your time do you use in public support? Action: It is recommended that the Department recruit additional staff to assist with tasks other than teaching and research.	Result in 2023: 42.9% Result in 2024: 60%	How many percent of your time do you use in public support? Result in 2024: 60%	The Department should recruit additional personnel to share responsibilities for tasks beyond teaching and research.	3/2025-02/2026
	How many percent of faculty conduct research? Action: Encourage faculty to strengthen their research activities.	Result in 2023: 42.9% Result in 2024: 40%	How many percent of faculty conduct research? Result in 2024: 40%	Faculty are encouraged to strengthen and increase their involvement in research activities.	3/2025-02/2026

4. SUPPORTING STAFF SURVEY

This type of survey is specifically designed for supporting staff, and not for leadership or faculty.The Supporting Staff Survey provides an additional perspective to enhance operations and the overall quality of the university, both institution-wide and at the unit level.

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Business	Sanction for errors committed	Actions are taken in accordance with the Labor Regulations of International University and BA's Working Regulations.	There is no feedback for improvement.		
School of Languages	Currently, there has been no feedback requiring a response from SOL' supporting staff. SOL will increase the number of support staff to compensate for the changes starting from Semester 2, academic year 2023–2024, in order to ensure work progress and effectiveness.	SOL has been recruiting and conducting probation for the supporting staff position since the beginning of Semester 2, academic year 2023–2024, until the desired staffing target is met.	There has been no feedback from the supporting staff of SOL.	Based on the survey results, SOL finds that no improvements are currently necessary and proposes to maintain the existing approach.	

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Biomedical Engineering			The room for staff in the school of BME is too small, less personal space with no privacy during the working hours.	- Optimize the current space. - Propose the allocation of additional working space.	3/2025-12/2025
			Lack of car parking lot. A lot of pedestrians off the street makes it inconvenient and dangerous for driving to the parking side.	- Propose optimization of the existing parking lot. - Propose an expansion of the parking area. - Propose adding clear pedestrian crosswalk markings, especially in high-traffic pedestrian zones.	3/2025-12/2025
School of Civil Engineering and Management	Propose the university to enhance the number of professional skill training courses.	100% of staff participated in appropriate training courses.	There is no feedback for improvement.		
School of Industrial Engineering and Management	There is no feedback for improvement.		There is no feedback for improvement.		
School of Chemical and Environmental Engineering	My supervisor provides me with sufficient information related to my job: 50% agree. Action: Board of Deans aimed to improve communication of information to support staff through various channels (IUOffice, meetings/direct conversations, email, Zalo, etc.). The expected result was to reach 75%.	The result remained unchanged, with no improvement. The school will continue working on enhancing the delivery of information.	My supervisor provides me with sufficient information related to my work: 50% agree.	The Board of Deans will improve communication methods to support staff through various channels (IUOffice, meetings/direct conversations, email, Zalo, etc.).	Annual
			Involvement of people with other competencies in your works Average score: 2.75	The school will improve the task assignment process so that the information will be clear and detailed, allowing members to collaborate smoothly.	Annual
School of Economics, Finance and Accounting			There is no feedback for improvement.	Continue to maintain.	
School of Electrical Engineering	Year 2023 50% of supporting staff disagreed that their supervisor cared about their career advancement. Action: The school collaborated with OHRM to conduct surveys and organize training programs that match the needs of supporting staff.	Year 2024 85.7% of supporting staff agreed that their supervisors provided more training opportunities.	100% of supporting staff are satisfied with supervision at work and the level of understanding and care from their supervisors.	The Board of Deans will continue to assign tasks clearly and closely monitor the responsibilities of supporting staff.	Annual
			85.7% of supporting staff agree that their supervisors offer many training opportunities.	The school will collaborate with OHRM to gather feedback and organize training programs tailored to staff needs.	Annual

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
School of Computer Science and Engineering	The school proposed that OHRM facilitate the registration of additional professional skill training courses for staff.	Supporting staff participated in professional development courses.	There is a need for more training courses to enhance the professional skills of supporting staff.	Propose the university to register additional professional skill enhancement courses.	3/2025-3/2026
School of Biotechnology	Procurement processes were slow (including for practical classes and office supplies).	VNU-HCM issued Decision No. 618/QD-DHQG by the President of VNU-HCM on the pilot decentralization of financial management, public asset management, procurement of goods and services, routine maintenance, and public investment within the scope of management. The procurement process is being accelerated and implemented.	There is no feedback for improvements.		
	Processes were not yet clear or transparent.	International University issued the following procedures: - Procedure for attending conferences and seminars (244/DHQT-TCCB). - Procedure for seniority confirmation (249/DHQT-TCCB).			
	Collaboration and support among departments were still limited and lacked consistency.	International University is preparing a working procedure among the Board of Presidents, offices/centers, and schools/departments. There was already coordination between the Board of Presidents, offices/centers, and schools/departments.			
	The process of recognizing initiatives needs to be public – transparent – and focused on quality.	The procedure for international publications by lecturers and researchers was made transparent via the SCIMAN system. Regarding the recognition of initiatives from administrative staff, the documents were submitted directly to the ORD and will be considered for recognition by the Innovation Review Council.			
Department of Mathematics	There was no feedback for improvements.		There is no feedback for improvements.		

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Department of Physics	The career advancement opportunities	Improved.	Involvement of people with other competencies in your works Average score: 3.5	Encourage collaboration and connection with colleagues to improve work effectiveness.	3/2025-02/2026
	Sanction for errors committed				
	The current model for rewarding overtime work				
	How satisfied are you with the facilities and infrastructure?				
Center for Public Administration	Regarding facilities and infrastructure, 25% of respondents were dissatisfied and 25% remained neutral. Feedback from supporting staff: The computer core was rather weak, Windows had not been activated, and the working space was quite small. They hoped the university would provide a larger room for better document storage and a more spacious working environment. Action: Regarding workspace: The seating arrangement within the center was reorganized, and a proposal was submitted to the university leadership to consider relocating the office to a larger room as soon as possible. Regarding working infrastructure: The center contacted CIS to resolve software-related issues for support staff. A proposal for providing computers to center members was also submitted.	80%	There is no feedback for improvements.	Continued to maintain.	2025
Canteen			The relationships between employees Average score: 4.67.	Continue maintaining and supporting the good relationship among employees.	Frequent
Office of Quality Assurance and Testing	The head encouraged staff to support each other in order to complete assigned tasks effectively.	Involvement of people with other competencies in your works Average score increased from 3.5 to 4.29.	Involvement of people with other competencies in your works Average score: 4.29.	- The unit head will conduct regular reviews of staff job descriptions. - Tasks will be assigned to groups with clearly defined responsibilities based on each member's competencies. - Periodic meetings will be held to assess	01/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				individual performance and capabilities, followed by appropriate task adjustments.	
	The head encouraged staff in the office to maintain a respectful attitude when working together. The head also created opportunities for members to strengthen their connections.	Respect from your co-workers Average score increased from 3.7 to 4.43.	Respect from your co-workers Average score: 4.43.	- The unit head will encourage staff to provide constructive feedback that helps colleagues improve their working skills. - Opportunities will be created and promoted for staff to join collective and extracurricular activities in order to foster mutual understanding and stronger connections.	01/2025-12/2025
	Staff in the office have become more proactive and have received support from colleagues in their work.	Possibilities to receive assistance from co-workers when necessary Average score increased from 3.8 to 4.29.	Possibilities to receive assistance from co-workers when necessary Average score: 4.29.	- The unit head will promote a collaborative spirit and cultivate a supportive, friendly working environment. - Staff will be encouraged to participate in training programs on collaboration skills, including how to work effectively in teams and how to assist colleagues without disrupting individual responsibilities.	01/2025-12/2025
Office of Undergraduate Academic Affairs	- Actively participated in short-term training courses organized by the university. - Regularly improved knowledge and skills to enhance work efficiency. - Referred to student satisfaction survey results on support staff to improve the quality of work.	100%	Involvement of people with other competencies in your works Average score: 3.82	- Organize training sessions to enhance professional qualifications and competencies. - Ensure equal opportunities for all staff to participate in training and development programs.	3/2025-3/2026
	- Allocated workload appropriately to ensure timely task completion. - Standardized work procedures to improve efficiency and completion timelines.				
	- Proposed that the university consider adjustments to staff salary levels.				
	- Increased the number of classrooms for students and ensured adequate facilities for extracurricular activities. - Regularly maintained and upgraded equipment and software, especially in units that relied heavily on specialized				

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	tools for training activities.				
Office of General Administration	The available opportunities for improving your skills and knowledge in the course of your work Average score in 2023: 4.0 Action: - Conducted surveys to identify the needs of staff in improving skills and knowledge to develop appropriate training plans. - Facilitated and supported staff participation in training courses, seminars, and experience-sharing sessions. - Evaluated the effectiveness of training programs and made adjustments based on practical needs.	100%. Average score in 2024: 3.17	The available opportunities for improving your skills and knowledge in the course of your work Average score in 2024: 3.17.	Conduct needs assessments, organize internal/external training, provide learning support, and promote knowledge sharing.	02/2025-12/2025
	The career advancement opportunities Average score in 2023: 4.00. Action: Created opportunities for staff to participate in projects and assigned challenging tasks to help develop their competencies.	100%. Average score in 2024: 3.17	The career advancement opportunities. Average score in 2024: 3.17	Develop a clear and transparent career path, ensure fair evaluation, and create opportunities for professional growth.	02/2025-12/2025
	Number of employees available for performing work tasks Average score in 2023: 4.50. Action: - Reviewed and analyzed workload and current staffing to promptly recruit additional personnel when needed. - Optimized work processes and allocated tasks appropriately to avoid overlaps and resource waste.	100%. Average score in 2024: 2.17.	Number of employees available for performing work tasks. Average score in 2024: 2.17.	Recruit additional staff, provide cross-training, optimize task allocation, and promote inter-departmental collaboration.	02/2025-12/2025
	Workload pressure Average score in 2023: 3.50. Action:	100%. Average score in 2024: 3.86	Workload pressure Average score in 2024: 3.86.	Ensure fair and reasonable task distribution, manage time effectively, and encourage mutual support among staff.	02/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	- Reduced workload and adjusted staffing levels accordingly. - Developed detailed work plans and allocated tasks clearly and evenly among staff members. - Prioritized urgent/important tasks and used task management tools to track progress.				
	Sanction for errors committed Average score in 2023: 3.75. Action: Strictly implemented disciplinary actions for violations, combining reminders with formal sanctions when necessary.	100%. Average score in 2024: 2.86.	Sanction for errors committed Average score in 2024: 2.86.	Establish clear regulations, apply transparent and strict disciplinary procedures, combining reminders with appropriate sanctions.	02/2025-12/2025
Office of Finance and Planning	The career advancement opportunities Average score: 3.63	- Created conditions for staff and employees in the office to take on different areas of work. - Facilitated participation in professional training programs to enhance expertise.	All criteria in the survey received an average score above 4.0.	Continue to maintain.	
	Sanction for errors committed Average score: 3.00	Reviewed and handled each case individually based on its specific circumstances.			
Office of External and Public Relations	Number of employees available for performing work tasks Average score: 3.89	- Continued proposal to establish a dedicated Communications Office for International University. - Proposed transferring the management and development of joint training programs to a specialized unit. - Proposed recruiting staff for currently vacant positions in OEPR to enhance productivity and efficiency.	Involvement of people with other competencies in your works Average score in 2024: 4.5	Continue regularly reviewing the tasks and workload of various functional areas within OEPR, enabling staff to provide mutual support and share responsibilities to prevent overload.	9/2024-8/2025
	Workload pressure Average score: 3.89.	- OEPR proposed a reassignment plan by continent to balance workload among staff members. - Developed quarterly task allocation and workload reporting plans. - Coordinated with OHRM to recruit new personnel to replace recently resigned	Possibilities to receive assistance from co-workers when necessary Average score in 2024: 4.5	Assign tasks and responsibilities across different functional groups within the team to foster collaboration and equitable distribution of workload.	9/2024-8/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		staff.			
	Your salary compared to other external comparable groups Average score: 3.56.	OEPR had no comments on this matter.	How satisfied are you with the facilities and infrastructure? Average score in 2024: 4.5	Regularly provide feedback and assessments to the responsible departments to improve the quality of facilities and infrastructure.	9/2024-8/2025
	How satisfied are you with the facilities and infrastructure? Average score: 3.67.	Continue contributing feedback on facilities and infrastructure during the annual Staff Conference and collaborate with relevant units to improve and maintain a clean, spacious, and orderly working environment.			
Office of Research and Development	Involvement of people with other competencies in your works Year 2023: 4.20 Year 2024: 4.33	100%	Involvement of people with other competencies in your works Year 2023: 4.20 Year 2024: 4.33	Expected average score: 4.4	02/2025-02/2026
	Respect from your co-workers Year 2023: 4.80 Year 2024: 4.33	90%	Respect from your co-workers Year 2023: 4.80 Year 2024: 4.33	Expected average score: 4.4	02/2025-02/2026
	Possibilities to receive assistance from co-workers when necessary Year 2023: 4.80 Year 2024: 4.33	90%	Possibilities to receive assistance from co-workers when necessary Year 2023: 4.80 Year 2024: 4.33	Expected average score: 4.4	02/2025-02/2026
Office of Facility Development	The average survey score in 2024 was 4.5, higher than 4.0 in 2023.	Pass	All survey questions of OFD received an average score of 4.5 or higher.	Continue to maintain good performance.	3/2025-12/2025
Office of Inspection and Legal Affairs	How satisfied are you with your competence? Year 2023: 3.86 Year 2024: 3.92	Staff were encouraged to participate in training courses, professional development programs, seminars, and to conduct self-study and practical research to enhance their knowledge.	How satisfied are you with your competence? Year 2023: 3.86 Year 2024: 3.92	Staff are encouraged to participate in training courses, professional development programs, seminars, and to conduct self-study and practical research to enhance their knowledge.	2025 - 2026
	How satisfied are you with your workload? Year 2023: 3.88 Year 2024: 4.06	Regularly reviewed workload and assigned tasks clearly to each individual.	How satisfied are you with your workload? Year 2023: 3.88 Year 2024: 4.06	Regularly review workload and assign tasks clearly to each individual.	2025 - 2026
	How satisfied are you with your salary? Year 2023: 3.25 Year 2024: 3.31		How satisfied are you with your salary? Year 2023: 3.25 Year 2024: 3.31	Consider providing additional allowances in accordance with regulations for staff involved in legal affairs.	2025 - 2026

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	How satisfied are you with the training opportunities? Year 2023: 75% Year 2024: 73%	Staff were encouraged to explore and participate in training opportunities organized by the university.	How satisfied are you with the training opportunities? Year 2023: 75% Year 2024: 73%	Staff are encouraged to explore and participate in training opportunities organized by the university.	2025 - 2026
	How well do the following statements apply to your immediate supervisor? Year 2023: 100% Year 2024: 100%	Tasks and directives from higher-level management were executed and followed through by OILA	How well do the following statements apply to your immediate supervisor? Year 2023: 100% Year 2024: 100%	Tasks and directives from higher-level management are executed and followed through by OILA	2025 - 2026
	How satisfied are you with the relationships between employees? Year 2023: 3.92 Year 2024: 4.00	Staff maintained regular communication with other units and provided support when requested.	How satisfied are you with the relationships between employees? Year 2023: 3.92 Year 2024: 4.00	Staff maintain regular communication with other units and provide support when requested.	2025 - 2026
	The facilities and infrastructure Year 2023: 3.69 Year 2024: 3.75	Staff coordinated with relevant units in the procurement process for facilities and equipment for the university.	The facilities and infrastructure Year 2023: 3.69 Year 2024: 3.75	Staff coordinate with relevant units in the procurement process for facilities and equipment for the university.	2025 - 2026
Office of Human Resources Management	Please create opportunities for staff to pursue higher education such as PhD programs and allow for career pathway changes that align with their interests and capabilities. This would enable them to contribute more to the university.	- Regarding postgraduate education: The nomination of staff for further study depends on the university's workforce planning and job position needs at any given time. Current internal spending regulations include provisions for supporting staff who are officially nominated for domestic or overseas training programs. - Continuous improvement efforts will be made.	Current fixed working hours Average score: 4.45	Continue implementation in accordance with the Labor Regulations of the university, consistent with national regulations.	3/2025-12/2025
	There are no training programs available and no support provided, as my current position has no one to cover my tasks during training sessions.	- The university always encourages and facilitates training participation to the extent possible. In 2024, the university nominated 37 staff members to attend 8 training programs organized by VNU-HCM, 49 staff for work-related short courses, and supported 132 staff to register for the Digital Talent Development Program. - Participation in internal training/workshops depends on the needs of the unit and individual. If the unit/individual expresses interest, the	Number of employees available for performing work tasks Average score: 3.63	- Staff at each unit will be assigned according to the qualifications upon recruitment and in accordance with the job description. - Unit leaders will directly manage and assign staff based on the unit's functions and tasks, as well as any additional tasks assigned, to ensure effective implementation.	3/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		university will support participation within its capacity. - Continuous improvement efforts will be made.			
	The salary and bonus policy should be reconsidered to motivate employees. There should be revisions to the salary and bonus structure for the specialist group.	- The university adjusted the basic salary in accordance with national policy starting from July 2024. - A proposal for a job position-based salary scheme is currently under development as part of long-term strategic planning.	Sanction for errors committed Average score: 3.69	- Implementation in accordance with the Labor Regulations already issued and as prescribed by law. - Review and consider adjustments to the university's Labor Regulations regarding violations and disciplinary measures.	3/2025-12/2025
	My supervisor is knowledgeable about my work My supervisor takes time to listen to me My supervisor provides me with sufficient information related to my work Year 2023: 100% Agree Year 2024: 100% Agree	Improved. 100%	Workload pressure Average score: 3.78	- Direct management units assign supporting staff to assist with urgent tasks or those with a high workload, depending on the time of the year. - Facilitate overtime registration to handle urgent tasks with a large workload. - Encourage staff to use annual leave to rest and recuperate. Organize and encourage participation in annual health check-ups.	3/2025-12/2025
	My supervisor has reasonable expectations of my work Year 2023: - 83,3% Agree - 16,7% Not applicable Year 2024: - 85,7% Agree - 14,3% Not applicable My supervisor cares for my career advancement Year 2023: - 66,7% Agree - 33,3% Not applicable Year 2024: - 85,7% Agree - 14,3% Not applicable	Improved. 100%	Your salary compared to the work you perform Average score: 3.71	- Implement salary and bonus policies in accordance with current state regulations. - Support the university's task force in developing the job position project linked to salary.	3/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	My supervisor offers me training opportunities Year 2023: - 66,7% Agree - 33,3% Not applicable Year 2024: - 85,7% Agree - 14,3% Not applicable				
	Involvement of people with other competencies in your works Year 2022: 3.60 Year 2023: 3.67 Year 2024: 3.71	Improved. 100%	The current model for rewarding overtime work Average score: 3.50	Pay overtime wages according to the process and regulations set out in the Internal Spending Regulations.	3/2025-12/2025
	Respect from your co-workers Year 2022: 3.60 Year 2023: 4.00 Year 2024: 3.71 Action: - Enhanced communication and active listening among colleagues. - Fostered connection, teamwork spirit, unity, and mutual support.	100%	Your salary compared to other external comparable groups Average score: 3.42	- Implement salary and bonus policies in accordance with current state regulations. - Support the university's task force in developing the job position project linked to salary.	3/2025-12/2025
	Possibilities to receive assistance from co-workers when necessary Year 2022: 3.80 Year 2023: 4.00 Year 2024: 4.14	Improved. 100%	I have not had the opportunities to participate in any training program in the institution - Agree: 17,6% - Disagree: 65,6% - Not applicable: 16,8%	- OHRM will monitor training programs and plans issued by the state or VNU-HCM to promptly notify and disseminate to staff for registration. - Direct management units of staff will actively monitor relevant information and plans from authorized agencies, and support proposals to the university (through OHRM) to nominate staff for suitable training and refresher courses based on professional qualifications and unit functions.	3/2025-12/2025
			Training helped me improve my work effectively - Agree: 68,7% - Disagree: 7,6%	Monitor and review the relevance of training and refresher courses for the staff nominated to attend.	3/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			- Not applicable: 23,7% Training helped me advance in my career - Agree: 34,4% - Disagree: 17,6% - Not applicable: 48,1% Training offers me possibilities to apply for jobs - Agree: 38,9% - Disagree: 17,6% - Not applicable: 43,5%		
			Respect from your co-workers Year 2022: 3.60 Year 2023: 4.00 Year 2024: 3.71	- Enhance communication and listening. - Foster connection and a spirit of teamwork, solidarity, and mutual support.	3/2025-12/2025
Office of Procurement Services	All criteria of OPS achieved an average score above 4.0.	OPS maintained and further promoted the achievements attained in 2024. Every year, OPS proposes work improvement initiatives that are officially recognized.	All criteria of OPS in 2024 achieved an average score above 4.0.	- OPS consistently updates its knowledge of the Law on Bidding, Circulars, Decrees, and relevant legal documents to effectively fulfill assigned tasks. - The department actively engages in continuous learning, enhances professional knowledge, and strives to attend training sessions and skill development classes organized by the University and the Trade Union. - Develops criteria for building job positions appropriate to the roles and responsibilities of each team within the department.	Frequent
Library	Efforts were made to complete tasks during official working hours and minimize overtime, except for urgent or unexpected tasks.	Some administrative procedures have been streamlined or automated using specialized software. Library has handled most tasks within official working hours. Additionally, it continues to provide ad-hoc support to target groups such as students, graduate students, and PhD candidates in special cases where tasks cannot be resolved during working hours to ensure optimal support.	There is no feedback for improvement.		

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Submitted a proposal to add more search computers. Submitted an official request to replace the Library's camera system.	Library has submitted facility-related proposals, including a formal request for facility repairs. Additionally, Library has received new computers for staff, which has enhanced work efficiency.			
Center for Information Services			My supervisor is knowledgeable about my work Year 2024: 100%	Closely monitor work reports and raise issues for resolution during team meetings and work discussions.	
			My supervisor takes time to listen to me Year 2024: 100%	Understand employees' aspirations and propose ways to reduce workloads for individuals/units experiencing overload.	
			My supervisor provides me with sufficient information related to my work Year 2024: 100%	Understand employees' aspirations and propose ways to reduce workloads for individuals/units experiencing overload.	
			My supervisor has reasonable expectations of my work Year 2024: 100%	Understand the capacity and expertise of individuals/units to assign tasks appropriately.	
			My supervisor cares for my career advancement Year 2024: 100%	Provide greater opportunities for all staff members to pursue learning and professional development.	
			My supervisor offers me training opportunities Year 2024: 100%	Provide greater opportunities for all staff members to pursue learning and professional development.	
			Involvement of people with other competencies in your works Year 2024: 4.0	Understand aspirations and propose development plans for individuals/units outside their areas of expertise.	
			Respect from your co-workers Year 2024: 4.0	Emphasize the need for mutual respect and adherence to principles and working procedures of each individual and unit.	
			Possibilities to receive assistance from co-workers when necessary Year 2024: 4.0	Identify and review cases in need of support and propose appropriate support solutions when necessary.	
Center for Innovation and Technology	Involvement of people with other competencies in your works	Participated in training courses and enhanced collaboration and unity among	Involvement of people with other competencies in your works	Continue to maintain.	02/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Transfer		CITT all members.	Average score: 4.67		
	Respect from your co-workers	Strengthened coordination, cooperation, and solidarity among CITT all members.	Respect from your co-workers Average score: 4.67		
	Possibilities to receive assistance from co-workers when necessary	Strengthened coordination, cooperation, and solidarity among CITT all members.	Possibilities to receive assistance from co-workers when necessary Average score: 4.67		
Office of International Academic Collaboration			My supervisor is knowledgeable about my work	Conduct regular meetings every two weeks to promptly disseminate information, policies, and outcomes from inter-departmental discussions. Provide consistent updates via email to ensure all staff members stay well-informed and fully understand relevant matters.	01/2025-12/2025
			My supervisor takes time to listen to me	Maintain effective and regular communication between supervisors and staff to ensure mutual understanding of tasks, responsibilities, and support needs. Encourage two-way feedback to improve collaboration and enhance transparency in internal communication.	01/2025-12/2025
			My supervisor provides me with sufficient information related to my work	Organize regular meetings between head and staff to review, assess, and update task progress. Task assignments are made based on each individual's capabilities and suitability, thereby minimizing errors and promoting initiative. Adjust and allocate workload according to the capabilities and responsibilities of each staff member, ensuring a balance between efficiency and quality. The aim is to improve job satisfaction and foster a sense of accountability.	01/2025-12/2025
			My supervisor has reasonable expectations of my work		
			My supervisor cares for my career advancement	Implement career development support plans for staff, especially within administrative units, to create motivation and expand promotion opportunities for	01/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				team members.	
			My supervisor offers me training opportunities	Encourage and facilitate self-learning and proactive skills development, while also coordinating tasks and teamwork to allow time for staff to participate in professional development courses when available.	01/2025-12/2025
			Involvement of people with other competencies in your works	Enhancing collaboration and a positive working environment among staff. Regularly organize periodic meetings to foster communication and coordination between staff and leadership. These meetings provide a platform for constructive feedback, collaboration, and the optimal utilization of individual capabilities within collective tasks. At the same time, focus on building a friendly working environment that emphasizes mutual respect and support among colleagues. Strengthening team spirit and creating favorable conditions for staff to assist one another when needed will contribute to improving the overall effectiveness of the department and enhancing the quality of work across the board.	01/2025-12/2025
			Respect from your co-workers		
			Possibilities to receive assistance from co-workers when necessary		
Office of Students Services	The career advancement opportunities	Staff members have participated in training programs aligned with their potential career progression.	The career advancement opportunities Average score: 3.2	1. Encourage staff to achieve outstanding performance in order to be considered for early salary increases. 2. Coordinate with OHRM to nominate long-serving staff with advancement potential to attend professional development workshops.	9/2024-8/2025
	The performance evaluation process	Conducted periodically in accordance with the guidelines issued by OHRM.	The performance evaluation process Average score: 3.2	Conduct evaluations periodically in accordance with the guidelines from OHRM, with a focus on building a KPI-based evaluation process.	9/2024-8/2025
	The performance evaluation results	Conducted periodically in accordance with the guidelines issued by OHRM.	The performance evaluation results Average score: 3.4	Implement a periodic KPI-based performance evaluation system aligned with OHRM guidance; ensure	9/2024-8/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				transparency of results and reward outstanding contributions.	
	Number of employees available for performing work tasks	One additional staff has been recruited	Number of employees available for performing work tasks Average score: 2.6	1. Review and rebalance the workload among staff where significant disparities exist. 2. Develop and propose the establishment of a "Student Support and Corporate Relations Center" to ensure more efficient and professional operations. 3. Recommend the recruitment of additional staff to meet the appropriate staff-to-staff/student ratio.	9/2024-8/2025
	Workload pressure	- Recruit new personnel. - Monthly internal meetings are held to monitor workload and redistribute tasks when necessary.			
	Your salary compared to the work you perform	Proposed the application of a workload measurement scale to regularly assess individual productivity and recommend performance-based allowances accordingly.	Your salary compared to the work you perform Average score: 3.0	Propose the implementation of a workload measurement system to regularly evaluate individual productivity and recommend performance-based incentives accordingly.	9/2024-8/2025
	The current model for rewarding overtime work	Supported staff in completing the necessary procedures for overtime compensation.	The current model for rewarding overtime work Average score: 2.8	Support staff in submitting monthly overtime compensation requests through established procedures.	9/2024-8/2025
	Your salary compared to other external comparable groups	Proposed reviewing and adjusting salary benchmarks or allowances for staff-level positions.	Your salary compared to other external comparable groups Average score: 2.5	Propose a review and adjustment of salary benchmarks or allowances for staff-level positions to ensure external competitiveness.	9/2024-8/2025
	How satisfied are you with the facilities and infrastructure?	1. Proposed the upgrade of internet connectivity. 2. Proactively perform regular maintenance on equipment such as computers, printers, and photocopiers,... to ensure operational efficiency.	How satisfied are you with the facilities and infrastructure? Average score: 2.4	1. Assist staff in submitting requests for new equipment (e.g., computers, chairs) and timely maintenance of existing facilities. 2. Provide support in requesting office supplies as needed. 3. Propose upgrading internet connectivity and conducting regular maintenance of equipment (computers, printers, photocopiers, etc.).	Frequent
Office of Investment & Development	Workload pressure Year 2023: 3.8 Year 2024: 4.2	- The assigned workload is reasonable and aligns with each staff member's qualifications. - The department demonstrates a spirit of solidarity and mutual support in meeting	Involvement of people with other competencies in your works Average score: 4.4	Continue to maintain.	3/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		deadlines.			
	Your salary compared to the work you perform Year 2023: 3.8 Year 2024: 4.0	- The university is in the process of implementing a performance-based salary scheme. - The current salary meets part of the essential needs of the office staff.	Respect from your co-workers Average score: 4.4		
	Your salary compared to other external comparable groups Year 2023: 3.6 Year 2024: 3.8	The university is implementing a performance-based salary scheme.	Possibilities to receive assistance from co-workers when necessary Average score: 4.4		
	How satisfied are you with the facilities and infrastructure? Year 2023: 3.8 Year 2024: 4.2	Equipment in the office is regularly maintained and monitored. However, the university's Wifi system still does not meet everyone's work needs.			
Office of Graduate Affairs	The public's respect for your competence Year 2023: 3.83 Year 2024: 4.0	Regularly discuss individual tasks in meetings, fostering a positive and respectful working environment.	My supervisor takes time to listen to me Result: 66.7%	Organize training sessions for leaders on active listening skills and effective communication.	6/2025-11/2025
	The career advancement opportunities Year 2023: 3.5 Year 2024: 2.67	Support and encourage staff in their career progression from officer to specialist and senior specialist roles.	My supervisor provides me with sufficient information related to my work Result: 66.7%	Set up regular meetings and guidance documents to ensure staff receive sufficient work-related information.	6/2025-12/2025
	The performance evaluation process Year 2023: 3.5 Year 2024: 3.33	Implement performance evaluation process fairly and in accordance with regulations.	My supervisor has reasonable expectations of my work Result: 66.7%	Develop clear performance expectation guidelines through meetings between leaders and staff.	6/2025-11/2025
	The performance evaluation results Year 2023: 3.83 Year 2024: 3.67	Implement an appropriate evaluation process in accordance with regulations to ensure fair performance results, suitable to the assigned work group.	My supervisor cares for my career advancement Result: 66.7%	Organize career development workshops and one-on-one meetings to plan advancement pathways.	6/2025-12/2025
	Sanction for errors committed Year 2023: 3.5 Year 2024: 2.67	Implement sanctions for errors in accordance with regulations, transparently.	My supervisor cares for my career advancement Result: - Agree: 0% - Disagree: 33.3% - Not applicable: 66.7%	Strengthen regular career counseling sessions and establish clear promotion pathways.	6/2025-12/2025

Supporting staff survey					
School/Department/ Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Involvement of people with other competencies in your works Year 2023: 3.83 Year 2024: 3.67	Promote solidarity and support among members in each other's tasks.	My supervisor offers me training opportunities Result: - Agree: 0% - Disagree: 33.3% - Not applicable: 66.7%	Develop internal training programs led by supervisors, focusing on administrative and leadership skills.	7/2025-12/2025
	Respect from your co-workers Year 2023: 3.67 Year 2024: 3.67	Promote a positive, fair, and respectful working environment.	Involvement of people with other competencies in your works Average score: 3.67	Organize cross-office collaboration workshops to enhance colleague involvement.	8/2025-12/2025
	Possibilities to receive assistance from co-workers when necessary Year 2023: 3.83 Year 2024: 3.67	Encourage specialists to support each other when necessary.	Respect from your co-workers Average score: 3.67	Implement team-building activities to improve mutual respect and communication among co-workers.	8/2025-12/2025
			Possibilities to receive assistance from co-workers when necessary Average score: 3.67	Create internal support channels and organize experience-sharing sessions among staff.	8/2025-12/2025

5. SERVICE QUALITY

5.1. BY STUDENTS

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 is conducted annually.

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Office of Undergraduate Academic Affairs	Course registration for students Average score: 3,61.	100%.	Admission counseling activities provide necessary information to interested people Average score: 3.91.	- Develop and publicize the admission plan through various media channels; conduct counseling activities at high schools. - Participate in the annual university admission counseling fairs. - Disseminate and update applicant information promptly to all university staff to ensure accurate admission counseling for interested individuals.	01/2025-12/2025

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				- The university needs to expand policies and mechanisms suitable for junior high school students, as under the 2018 high school curriculum, students begin selecting subject combinations from secondary level.	
	Creating class schedules for students Average score: 3,81.	Completed 100% of class schedule arrangement for first year students.	Course registration for students Average score: 3.49.	The plan to transition from Edusoft Web (old) to NetWeb (new) has been temporarily suspended.	
	Informing exam results on time Average score: 3,60.	The work has been handed over to QATO.	Instructions for new student enrollment Average score: 3.99.	OUAA in charge of: - Provide instructions via the university's admission website, admission notification emails, and messages. - Frequently post articles related to application documents and submission orders on official fanpages. - Respond to questions online via the Admissions Page, OUAA Page, hotline, and school phone line,... - Assign staff to provide initial document consultation numbers. - Create Zalo groups so that parents and freshmen can receive all application guidance notifications.	At the time of enrollment
	Dealing with questions or complaints regarding students' study results Average score: 3.75.	The work has been handed over to QATO.	The operation of communication channels between the International University and students Average score: 3.81.	Conduct direct and online counseling via channels such as hotline, fanpage, email, phones of OUAA, other related offices, and schools/departments,…	Frequent
Office of General Administration			The quality of security service at IU Average score: 4.12.	Continue to maintain	02/2025-12/2025
Office of Finance and Planning	The process of collecting tuition and other fees Action: - Diversify tuition payment methods: bank transfer, card payment, and transfer using identification code. - Announce tuition payment methods on the website of OFP. - Work with the software company to	95%	The process of collecting tuition and other fees	Implement an online payment portal to help students pay tuition conveniently and easily.	2025

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	develop an online payment portal.				
	Awarding scholarships and grants according to the university regulation Action: Make scholarship payments and tuition reductions to students as soon as OFP receives the scholarship award decision from OUAA and the tuition reduction decision from OSS.	100%	Awarding scholarships and grants according to the university regulation	Coordinate with OUAA and OSS to disburse scholarships and grants to students within the prescribed timeframe	2025
Office of External and Public Relations	Supporting students in student exchange procedure Action: Develop a database describing the student exchange programs of each partner university listed by IU. Through this database, students can find all necessary information to prepare for their exchange program (academic information, application requirements, visa, accommodation, monthly expenses).	The database framework has been completed, currently under review for adjustments, and will be officially released in Quarter IV/2025. Many students have shown increased interest in IU's student exchange programs. Students can proactively explore program information.	Activities informing students of domestic and international scholarships Average score: 3.93	- Increase the number of webinars, information-sharing sessions (info sessions), and counseling events on student exchange programs during the orientation week of each School/Department. - Develop and issue a Student Exchange Program Handbook for circulation among IU undergraduate and graduate's students. Create an information channel dedicated to students who have participated in exchange programs, supporting the student community in exploring future exchange opportunities.	9/2024-8/2025
	The quality of information on IU website Action: - The Center for International Mobility (CIM) regularly updated and refreshed content published on the website https://cim.hcmiu.edu.vn. Additionally, scholarship program information was updated daily on the program's official Fanpage: https://www.facebook.com/IU.SEaSAP - CIM regularly sent out surveys and evaluations on the implementation quality of IU's student exchange programs to students who had completed their exchange. The purpose was to identify areas for improvement and continue promoting activities that were highly rated	Students actively participated in evaluating the quality of student exchange programs to support the university in future improvements.	Supporting students in student exchange procedure Average score: 3.88	Develop an information kit for students interested in or preparing to join student exchange programs, including procedures, important notes on visa application, financial proof, and settling in abroad.	9/2024-8/2025
			The quality of information on IU website Average score: 3.86	Continuously update and improve content about exchange programs, scholarships, and stories of students who have participated in exchange programs on the website https://cim.hcmiu.edu.vn. (An additional Scholarship section is planned to be launched on the website to help students explore scholarship opportunities.)	Frequent

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	by students.				
Office of Research and Development	Activities informing students of registering scientific research topics Year 2023: 3.96 Year 2024: 3.85 Action: Promote information through the university website, Facebook, and pages of Schools, Departments, and Centers.	97.2%	Activities informing students of registering scientific research topics Year 2023: 3.96 Year 2024: 3.85	Promote information through the university website, Facebook, and the pages of Schools, Departments, Centers, Youth Union, Student Association, and ORD.	02/2025-02/2026
	Activities supporting students in getting research topic registration and approval Year 2023: 3.97 Year 2024: 3.87 Action: Fully notify unit leaders and all lecturers about the registration process and deadlines.	97.4%	Activities supporting students in getting research topic registration and approval Year 2023: 3.97 Year 2024: 3.87	- Fully notify unit leaders, scientific research assistants, and all lecturers. - Apply technology to automate part of the registration process.	02/2025-02/2026
	Evaluating and accepting students' scientific research topics Year 2023: 3.97 Year 2024: 3.88 Action: Continue to closely follow up, provide support, and update progress with scientific research assistants regarding registration status.	97.7%	Evaluating and accepting students' scientific research topics Year 2023: 3.97 Year 2024: 3.88	- Continue to closely follow up, support, and update progress with project leaders and scientific research assistants regarding the acceptance process. - Propose to develop and implement a student satisfaction evaluation tool after the completion and liquidation of research projects.	02/2025-02/2026
Office of Facility Development	The quality of sanitary service at IU. Year 2023: 4.04 Year 2024: 3.7	Not pass.	The quality of sanitary service at IU. Average score: 3.7	Enhance daily monitoring and supervision of sanitation quality.	3/2025-12/2025
	The quality of equipment in classrooms, auditoriums and laboratory Year 2023: 3.94 Year 2024: 3.6	Not pass.	The quality of equipment in classrooms, auditoriums and laboratory Average score: 3.6	- Continue renting 50 projectors for classrooms in Zone A and Zone L; submit a proposal to the Board of Presidents for purchasing new projectors/TVs to replace blurred ones. - Replace VGA-standard computer–projector cables with HDMI-standard	3/2025-12/2025

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				ones; upgrade computer RAM; upgrade computer graphics cards. - Propose procurement of materials for repairs to address equipment damage in classrooms and auditoriums.	
Office of Quality Assurance and Testing	Student opinion survey on course evaluation Year 2023: 4.07.	Students completed the survey via the web link sent to their email and by scanning a QR code leading to the survey link. Year 2024: 3.93 (a decrease of 0.14).	Student opinion survey on course evaluation Average score: 3.93.	1. Semester 2, Academic Year 2024–2025: + First round: Notify students via email; post announcements on Edusoft and Blackboard; inform QA units at School/Department level and lecturers about the survey schedule. + Second round (for courses with a response rate <30%): Repeat the process as in the first round. + Third round (for courses with a response rate <30%): Conduct in-class surveys using QR code scanning. 2. Semester 3, Academic Year 2024–2025: + First round: Notify students via email; post announcements on Edusoft and Blackboard; inform QA units at School/Department level and lecturers about the survey schedule. + Second round (for courses with a response rate <30%): Repeat the process as in the first round.	4/22025-8/2025
	Student opinion survey on service quality at IU Year 2023: 4.15.	Students completed the survey via the web link sent to their email and by scanning a QR code leading to the survey link. Year 2024: 3.88 (a decrease of 0.27).	Student opinion survey on service quality at IU Average score: 3.88.	- Update the list of current students (excluding first-year students) on the system. - Send email invitations to all eligible students to participate in the survey. - Track response rates by School/Department and send follow-up emails to non-respondents; notify School/Department QA units with response rates <30%. - Send a third email reminder (if needed) to students who have not yet completed the survey.	8/2025-12/2025
			Informing students of exam schedules	- Closely monitor students' course	4/2025-4/2026

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
			Average score: 3.96. This task has been transferred from OUAA.	registration plans to schedule exams accordingly. - Strengthen coordination with relevant units to ensure timely announcement of exam schedules: + Midterm exams: At least 7 days before the first exam day. + Final exams: At least 14 days before the first exam day.	
			Informing exam results on time Average score: 3.66. This task has been transferred from OUAA.	- Lecturers must seriously comply with the regulations on grade submission deadlines to ensure timely announcement of results. - QATO regularly monitors and checks grade submission status and promptly reminds responsible units of any pending grades, reporting to the Broad of Presidents as necessary.	4/2025-4/2026
			Dealing with questions or complaints regarding students' study results Average score: 3.70. This task has been transferred from OUAA.	1. Develop a clear process for grade-related complaints, including: - Receiving feedback or complaints - Verifying information - Responding to students - Making adjustments (if applicable) Publicize this process on the university website or student portal. 2. Create an online form (e.g., Google Form or system-based) for students to submit complaints conveniently. Set up suggestion boxes at Faculty or QATO offices. Provide contact emails or Zalo/Facebook groups for academic support. 3. Academic advisors should hold regular meetings to explain and clarify grading-related concerns, such as grade calculation methods, re-examination procedures, or Incomplete (I) grades. 4. Schools/Departments should brief lecturers on the university's current	4/2025-4/2026

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				grading system to avoid errors and repeated grade revisions. 5. Schools/Departments must collaborate closely with QATO to contact lecturers and respond to students' grading-related inquiries.	
Canteen	The quality of services in the canteen Year 2023: 4.27. Year 2024: 3.95.	The satisfaction score decreased by 0.32 compared to the previous year.	The quality of services in the canteen Average score: 3.95.	Continue improving service quality to better serve all students.	Frequent
Library	Coordinating and accelerating progress with relevant units. Conducted a review of material supplementation efforts, particularly in units with weaker contributions. Collected students' requests for additional materials at the library service desk.	The library has effectively responded to the material supplementation needs of units, thereby providing more suitable resources that better support students' learning and research activities.	The resourcefulness of the library meeting the needs of readers Average score: 3.94.	Encourage faculty members to propose materials for acquisition to ensure the library collection meets academic needs.	From 1/2025
			The process of checking out, returning and deadline extension of library books Average score: 3.98.	Promote the library management system to enable students to borrow, return, and renew books conveniently via the VNU Libraries website or mobile app.	From 1/2025
	The IU Library continued to collaborate closely with the Central Library to improve search and retrieval quality.	The library shared a system with other VNU libraries. In 2024, the catalog system was upgraded to Sierra version 1.6. The OPAC search interface was redesigned and the EBSCO interface was customized to improve both search speed and accuracy.	Quality of systems for searching library resources Average score: 3.91.	Collaborate with the VNU Central Library to propose system upgrades. Conduct regular system maintenance to prevent technical issues.	From 1/2025
			The library opening hours meeting the needs of readers Average score: 3.96	Continue extending opening hours during exam periods and peak times, up to 7:00 PM, to better accommodate student needs.	From 1/2025
	Expanding study space and waiting for the completion of the new library building.	Additional seating has been arranged in self-study areas. Due to space limitations, the library has extended its service hours to 7:00 PM during peak periods to maximize support for students.	The number of seats in the library meeting the needs of readers Average score: 3.60.	Reorganize and arrange seating to maximize the use of available space.	From 1/2025
			The librarians' support in searching for information Average score: 3.91.	Conduct regular on-site tutorials on how to use the search system and locate resources. Organize free workshops to introduce useful software tools to students.	From 1/2025
Center for Information Services	The quality of the Internet in classrooms, auditoriums and laboratories	- Measured fiber optic signal and hired maintenance services for damaged or degraded fiber cables. Replaced outdated and underperforming equipment. -Scheduled maintenance of fiber optic cables (May–July 2025); replacement of	The quality of the Internet in classrooms, auditoriums and laboratories	- Propose the purchase and replacement of degraded Internet equipment in classrooms and laboratories. - Review and replace damaged or broken network cables caused by prolonged use and deterioration.	4/2025-8/2025

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		some floor-switch devices (November–December 2025). - Completed Internet upgrades for classrooms and laboratories; several network devices were replaced to improve connection quality and ensure stable internet access.			
	The quality of the Wi-Fi system at IU	Wi-Fi signal in several areas has been upgraded and is now more stable.	The quality of the Wi-Fi system at IU	- Propose the university purchase and replace existing Wi-Fi transmitters with more powerful ones offering wider coverage. - Expand Wi-Fi coverage to additional areas currently not covered.	4/2025-12/2025
Center for Innovation and Technology Transfer	Supporting for registration to attend workshops, seminars, events, start-up and innovation activities	- Organized numerous training sessions, seminars, camps, and competitions throughout the year. - Actively promoted events and outstanding projects via the university's official communication channels. - Strengthened connections with schools/departments to introduce and support promising student projects. - Engaged with alumni who have successfully launched or mentored start-up ventures.	Supporting for registration to attend workshops, seminars, events, start-up and innovation activities Average score: 3.97	Support IU students in participating in workshops and start-up innovation competitions.	02/2025-12/2025
	Start-up project incubation activities with high commercialization potential for students	- Provided financial support to student incubation projects (Top 3 projects in university-level start-up competitions). - Connected student teams with mentors and industry experts for project development. - Introduced high-potential projects to larger incubators and nominated them for advanced-level start-up competitions at both national and international levels.	Start-up project incubation activities with high commercialization potential for students Average score: 3.91	Provide effective support to student incubation teams in developing their projects.	02/2025-12/2025
Office of International Academic Collaboration	Supportive activities for transferring procedures to partner universities	- Organized meetings with students and parents to provide information and guidance. - Provided materials and guidelines on transfer procedures, financial proof	Activities providing information and counseling about the twinning training programs to students and parents	**1. Rich Information Delivery:** - Improve and diversifie methods of information dissemination, combining online platforms with direct interactive activities.	3/2025-4/2025

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		requirements, and visa application forms. - Created Zalo groups for transferring students to ensure timely updates and answer questions. - Invited partner universities to co-host orientation meetings for students and parents, offering details about the partner institutions, host countries, academic life, daily living, and relevant government policies. - Provided direct consultation and support for students on campus.		- Organize in-depth counseling sessions to help students clearly understand academic pathways, transfer requirements, study abroad life, and career opportunities after graduation. **2. Types of Information Provided to Students:** - Academic pathways and transfer conditions: Academic requirements, English certificates, academic progress, and support policies during study and transfer. - Administrative procedures and visa: Visa application process, required documents, important regulations and notes. - Study abroad life: Learning environment, culture, living expenses, and adaptation experiences in destination countries. - Career opportunities: Career orientation, internship programs, and employment after graduation in the host countries. **3. Modes of Information Delivery:** - Direct: + Meetings: For freshmen, transfer procedure guidance, application account setup, visa interview preparation, pre-departure instructions. + Individual Counseling: Monitoring academic progress of each student, supporting the adjustment of study plans and timely problem-solving. + Specialized Seminars: Featuring experts in visa consulting, career orientation, and real-life study abroad experiences. + Connection with Alumni and Current Students at Partner Universities: Helps students understand more about the study environment, living conditions, and growth opportunities at partner	10/2025-11/2025 Frequent 4/2025-11/2025 10/2025-11/2025 6/2025-9/2025

Student services quality survey					
Office/Center	Plan for year 2024		Plan for year 2025		
	Feedback/Action	Results	Feedback	Expected results/Results	Time
				institutions. - Indirect: Via phone, email, and text messages. - Online: + Official website: Regular updates on important information and announcements. + Zalo group: Created at the time of admission to support students and parents quickly and address concerns in a timely manner. + Zoom counseling sessions: Held on topics such as academic guidance, visa processes, and study abroad life.	
			Supportive activities for transferring procedures to partner universities	- Organize information sessions and transfer procedure guidance for students and parents. - Create specialized support groups: for visa applications, financial proof guidance, etc. - Connect with alumni/students who have transferred to support upcoming transferees: sharing academic experiences, assisting with airport pick-up, and early-stage integration abroad.	4/2025-9/2025 3/2025-11/2025 3/2025-4/2025
Office of Students Services	Providing counseling and support for students during their studies	- Introduced support programs to students. - Continued the implementation of the psychological counseling office model with professional counselors. - Posted job opportunities and organized skill development classes.	Providing counseling and support for students during their studies Average score: 3.75	- Organize psychological counseling sessions, health workshops, and soft skills/life skills training courses. - Maintain 1:1 psychological counseling room with professional consultants. - Provide student affairs training for academic advisors/staff. - Produce communication videos on common psychological challenges faced by students.	9/2024-8/2025

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				- Conduct surveys to gather feedback on difficulties and challenges students face in their academic journey. - Implement support programs tailored to student needs. - Collect student feedback to evaluate and improve the effectiveness of these programs.	
	Informing extracurricular activities	Disseminated information and supported communication about extracurricular activities for students.	Informing extracurricular activities Average score: 3.74	- Disseminate information through various channels: email, fanpage, groups, text messages, website, etc. - Add academic advisors as an official communication channel for activity announcements.	9/2024-8/2025
	Organizing the political orientation week	- Organized the Orientation Week for freshmen in accordance with regulations, including themed sessions. - Combined in-person and online formats for themed sessions. - Divided the Orientation sessions by cohort to deliver content tailored to each group of students.	Organizing the political orientation week Average score: 3.62	- Diversify the organization formats depending on the social context and regulations from VNU-HCM/IU. - Develop a detailed program ensuring scientific content, practical application, and relevance to student cohorts, while complying with VNU-HCM and MOET regulations. - Gather student feedback to improve subsequent events.	9/2024-8/2025
	The content of workshops and seminars		The content of workshops and seminars Average score: 3.88	- Diversify content and formats of seminars and workshops. - Conduct student surveys and consult with businesses to align the content with labor market needs and current industry trends.	9/2024-8/2025
	Providing students with necessary information in the orientation week	- Delivered thematic sessions introducing VNU-HCM and services provided by IU, as well as organized soft skills classes. - Students gained fundamental knowledge of Marxism-Leninism, Ho Chi Minh's ideology, the revolutionary path of the Communist Party of Vietnam, and the	Providing students with necessary information in the orientation week Average score: 3.86	Provide information through various channels: email, fanpage, groups, text messages, website,...	9/2024-10/2024

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		Constitution of the Socialist Republic of Vietnam. - Students enhanced their self-awareness, proactiveness in learning and research, political theory development, moral qualities, and sense of responsibility to the community and society.			
	Supporting students in registering at dormitory or hostel	100% of students were arranged accommodation upon registration.	Supporting students in registering at dormitory or hostel Average score: 3.78	- Offer multiple registration methods (online and offline). - Support student verification procedures for dormitory/hostel applications. - Coordinate with service providers (VNU-HCM dormitories, hostels, etc.) to ensure placement.	June to December every year
	Job counseling activities for students	- Organized the “Job Fair” and “Job Fair Week” events. - Increased the number of connected enterprises by 10% for job provision, participation in seminars, and factory visits.	Job counseling activities for students Average score: 3.85	- Organize regular Job Fair events and Job Fair Weeks. - Connect with companies to organize career orientation seminars, recruitment events, company and factory tours. - Host dialogues between businesses and the university to gather employer feedback on training quality and improve the student job placement process. - Share job opportunities via website, fanpage, and other official platforms.	Frequent
	Students’ extracurricular activities assessment	Implemented a new evaluation software system for student activities score in accordance with updated regulations.	Students’ extracurricular activities assessment Average score: 3.63	- Apply an online system to evaluate students’ extracurricular performance (moral/disciplinary scores). - Revise and expand evaluation criteria. - Promote awareness of the assessment regulations among students. - Survey student feedback after a trial period of the new evaluation system, then update the system and scoring framework accordingly to better reflect the student context at IU.	12/2024-8/2025
	Emulation, reward, and punishment in students	Issued the "Regulation on Student Awards and Recognition".	Emulation, reward, and punishment in students Average score: 3.81	Streamline administrative procedures in receiving and processing student commendation and disciplinary records.	Frequent

Student services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Supporting students in tuition fee loan procedure	- Provided information and guidance on tuition fee loans, tuition exemptions and reductions. - Issued the "Regulation on Tuition Fee Exemption and Reduction Policies". - Issued the "Regulation on Student Welfare Policies".	Supporting students in tuition fee loan procedure	- Improve administrative processes in loan application and student verification. - Collaborate with financial institutions offering student-friendly loan policies to introduce more financing options beyond traditional loan channels.	Frequent
Clinic	The quality of health care at IU Year 2023: 4.07 Year 2024: 3.98	- On-campus health care services were fully implemented in accordance with Circular No. 33/2021/TT-BYT dated February 15, 2022, issued by the Ministry of Health, which regulates health care services in higher education institutions and vocational training institutions. - Further improvement measures will be explored and implemented.	The quality of health care at IU Average score: 3.98	- Provide medical check-ups, treatment, first aid, and injury management on campus. - Monitor, prevent, and communicate information related to disease outbreaks and student health. - Keep track of students' annual health examination records.	3/2025-12/2025

5.2. BY STAFF

This survey is evaluated by the university staff (including office staff and faculty) from various administrative units, offering a distinct perspective on the effectiveness of these units. All faculty and staff can participate in this type of survey, which is conducted annually.

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
Office of Undergraduate Academic Affairs	Creating teaching schedules Average score: 3.86.	100%	Creating teaching schedules Average score: 3.94.	Standardize the process of creating teaching schedules.	Frequent
	Organizing admission counseling sessions Average score: 3.88.	100%	Organizing admission counseling sessions Average score: 3.78.	- Develop the annual admission plan and counseling strategy. - Publicly disclose the university's admission plan. - Implement admission counseling activities according to the approved plan. - As this is a cross-functional task, it is proposed that QATO share the survey	In accordance with the annual plan and proposal

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				results with relevant units.	
	Operation of the Edusoft web software Average score: 3.75.	100%	Operation of the Edusoft web software Average score: 3.62.	The plan to transition from Edusoft Web (old) to NetWeb (new) has been temporarily suspended.	
Office of General Administration	Keeping faculty and staff informed of IU activities. Year 2023: 4.15. Action: - Provided guidance to units on how to use the Internal News feature on the Portal Office and assigned access permissions for posting. - Monitored posting activities and collected feedback from faculty and staff for improvement.	100%. Year 2024: 4.10	Keeping faculty and staff informed of IU activities. Year 2024: 4.10	- Diversify communication channels (email, website, mobile app, etc.), with regular updates and increased engagement with staff. - Aim to delegate permissions so that units can proactively send staff emails.	02/2025-12/2025
	Receiving, reviewing and submitting to the Board of Presidents for approval of documents, receipts. Year 2023: 3.96. Action: - Optimized the digital signature process on the Portal Office to ensure speed, ease of use, and stability. - Developed clear and detailed user guides for the process.	100%. Year 2024: 3.96.	Receiving, reviewing and submitting to the Board of Presidents for approval of documents, receipts. Year 2024: 3.96.	Optimize the process by applying technology (including AI), publicize processing timelines, track progress, and ensure timely feedback.	02/2025-12/2025
	Operation of the Portal Office System. Year 2023: 4.08 Action: - Identified and fixed existing software bugs, followed by thorough post-fix testing. - Upgraded and optimized current features based on user feedback to ensure usability and effectiveness. - Conducted research and analysis of user needs to propose new and practical features to enhance user experience.	100%. Year 2024: 4.04.	Operation of the Portal Office System. Year 2024: 4.04.	Resolve system errors, upgrade features, provide user training, conduct satisfaction surveys, and enhanced user support.	02/2025-12/2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Issuing travel documents, letters of recommendation, letters of certification and letters of confirmation for faculty and staff. Year 2023: 4.09. Action: - Provided clear instructions on the OGA website. - Streamlined the process for receiving and handling requests; made processing times for each type of document publicly available.	100%. Year 2024: 4.08.	Issuing travel documents, letters of recommendation, letters of certification and letters of confirmation for faculty and staff. Year 2024: 4.08.	Simplify document templates, publicized procedures and timelines, and consider adding online submission channels.	02/2025-12/2025
	The quality of security service at IU. Year 2023: 4.32. Action: - Provided prompt support upon request. - Enhanced monitoring and on-campus security patrols.	100%. Year 2024: 4.23.	The quality of security service at IU. Year 2024: 4.23.	Strengthen patrol and security monitoring and ensure rapid response to incidents.	02/2025-12/2025
Office of Finance and Planning	Formulating annual budget estimates allocations Average score: 3.76 Action: - Developed budget estimate templates, sent email notifications to units, and provided guidance. - Held direct discussions with departments. - Submitted to the University Council and issued decisions on budget allocation.	95%	Formulating annual budget estimates allocations Average score: 3.68	Work directly with departments to develop budget estimates for the fiscal year.	Complete in 12/2025
	Supporting faculty and staff in paying working expenses Average score: 3.86 Action: - Collected supporting documents and developed standardized forms. - Established an expense control procedure.	95%	Supporting faculty and staff in paying working expenses Average score: 3.81	Provide direct support and published detailed guidelines on the website of OFP.	Complete in 12/2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Supporting schools and departments in paying operating costs Average score: 3.67 Action: - Collected supporting documents and developed standardized forms. - Established an expense control procedure.	95%	Supporting schools and departments in paying operating costs Average score: 3.67	Develop procedures for the payment of procurement and maintenance activities.	Complete in 12/2025
	Supporting for finalizing staff's personal income tax Average score: 4.08 Action: - Sent annual income summary statements to all staff via email for review. - Published personal income tax finalization guidelines on OFPt's website. - Provided direct support to staff in completing tax finalization.	100%			
	Establishing, amending and supplementing the internal expenditure regulations of the IU Average score: 3.77 Action: - Reviewed the current Internal Expenditure Regulations to identify any non-compliance with legal regulations. - Consolidated relevant proposals from departments approved by the Board of Presidents, particularly for regular operating expenses not yet included in the existing regulations.	80%	Establishing, amending and supplementing the internal expenditure regulations of the IU Average score: 3.63	Review and update the Internal Expenditure Regulations to ensure compliance with legal requirements and alignment with the university's operational context.	Complete in 12/2025
Office of External and Public Relations	Public relations and media activities Average score: 3.92	- A communications task force was established and reported its conclusions to the Board of Presidents in 2023. - However, no new official unit has been formed yet.	Public relations and media activities Average score: 3.71	Publish a total of 354 articles, significantly exceeding the KPI target of 180. Will continue to collaborate with relevant units to increase the number of positive articles and media content in 2025.	Quarter I - Quarter IV
	Opening and renewing the joint-training	- Successfully launched four new	Building and developing the various	- Focus on processing all dossiers related	Quarter I -

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	programs with international partners Average score: 3.93	twinning programs (2+1, 2+1.5) with Macquarie University (Australia) and received approval from VNU-HCM for the following majors: Information Technology, Accounting, Finance, and Business Administration. - Completed dossiers for renewal and submitted to VNU-HCM for the following programs: + Twinning program (2+2) with the University of Nottingham (UK) in Food Technology. + Twinning programs (2+2; 3+1) with Deakin University (Australia) in Information Technology.	types of international cooperation Average score: 3.84 Opening and renewing the joint-training programs with international partners Average score: 3.75	to the renewal of twinning programs. - Review conditions for exercising institutional autonomy in international twinning programs. - Submit dossiers to VNU-HCM for approval on autonomy in international education cooperation. - Implement autonomy in international twinning-training at IU.	Quarter IV
	Supporting faculty and staff to participate in short-term lecturer exchange programs abroad Average score: 3.75	Drafted half of the regulations and procedures; expected to be completed in Q2/2025.	Supporting faculty and staff to participate in short-term lecturer exchange programs abroad Average score: 3.76	- Develop regulations and selection criteria for faculty and staff participating in overseas exchange, training, and business trips. - Search funding from international sources to promote faculty/staff exchange programs at IU.	Quarter I - Quarter IV
	The organizational matters of business trips for the Board of Presidents Average score: 3.95	Currently developing the regulations and procedures for outbound delegations, with the goal of completion in 2025.	The organizational matters of business trips for the Board of Presidents Average score: 3.93	Issue procedures and regulations on the organization of outbound delegations.	Quarter I - Quarter IV
	The quality of information on IU website Average score: 3.74	Collaborated with relevant units to regularly update information. Introduced new content such as “Press coverage about IU.” Significant improvements have been made, with further enhancement efforts planned for 2025.	The quality of information on IU website Average score: 3.7	Continue coordination with CITT to enhance the quality and usability of the IU website. Regularly updated news and content related to IU’s activities.	Quarter I - Quarter IV
Office of Research and Development	The development of short-term, medium-term, and long-term plans, programs about research, and science and technology services of the IU Year 2023: 3.87 Year 2024: 3.83	99%	The development of short-term, medium-term, and long-term plans, programs about research, and science and technology services of the IU Year 2023: 3.87 Year 2024: 3.83	- Review, compile, and consolidate feedback on the revision of Strategy 4 under IU’s Development Strategy for 2021–2025 and submitted it to the Board of Presidents for consideration. - Continue collecting feedback from	02/2025-02/2026

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Action: - Reviewed and consolidated feedback for the revision of Strategy No. 4 within the IU Development Strategy for 2021–2025, submitted to the Board of Presidents for consideration. - Continued collecting feedback from faculty and staff.			faculty and staff.	
	System of regulations, internal regulations on research activities, and science and technology services, and commendation and reward of the IU Year 2023: 3.93 Year 2024: 3.89 Action: - Developed a coordination procedure among units in managing research projects at all levels at IU. - Continued collecting feedback from faculty and staff.	98,9%	System of regulations, internal regulations on research activities, and science and technology services, and commendation and reward of the IU Year 2023: 3.93 Year 2024: 3.89	- Develop an interdepartmental coordination procedure for managing research projects at all levels at IU; - Continue collecting feedback from faculty and staff.	02/2025-02/2026
	Implementing preselection, approval, acceptance, and deploying projects, schemes, and scientific research topics at all levels and laboratories Year 2023: 3.93 Year 2024: 3.85 Action: - Developed a coordination procedure among units in managing research projects at all levels at IU. - Proposed the development and implementation of a faculty/staff satisfaction survey after project finalization and liquidation.	98%	Implementing preselection, approval, acceptance, and deploying projects, schemes, and scientific research topics at all levels and laboratories Year 2023: 3.93 Year 2024: 3.85	Upgrade the research project management system to automate processes such as preselection, approval, acceptance, and implementation.	02/2025-02/2026
	Supporting faculty and staff in procedures for research topic registration and	99,4%	Supporting faculty and staff in procedures for research topic	Continue to streamline the procedures for registering, approving, and conducting	02/2025-02/2026

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	approval Year 2023: 3.95 Year 2024: 3.92 Action: - Continued improving procedures for online registration, review, and mid-term evaluation of research topics in compliance with current regulations. - Proposed the development and implementation of a faculty/staff satisfaction survey after project finalization and liquidation.		registration and approval Year 2023: 3.95 Year 2024: 3.92	midterm evaluations of research topics by promoting digitalization in accordance with current regulations.	
	Evaluating and accepting research projects according to procedures Year 2023: 3.96 Year 2024: 3.90 Action: - Collected feedback on organizing online evaluation and acceptance of research projects in accordance with current regulations. - Proposed the development and implementation of a faculty/staff satisfaction survey after project finalization and liquidation.	98,6%	Evaluating and accepting research projects according to procedures Year 2023: 3.96 Year 2024: 3.90	- Conduct consultation on transitioning project acceptance at all levels to online formats in accordance with current regulations. - Propose the development and implementation of a satisfaction evaluation tool for faculty members upon project completion and liquidation.	02/2025-02/2026
	Operation of the SCIMAN System Year 2023: 4.04 Year 2024: 4.03 Action: Continued expanding and updating the SCIMAN system for managing scientific publications.	99,9%	Operation of the SCIMAN System Year 2023: 4.04 Year 2024: 4.03	Enhance the digitalization of scientific management processes.	02/2025-02/2026
	Supporting the implementation of intellectual property activities Year 2023: 3.92 Year 2024: 3.87 Action:	98,6%	Supporting the implementation of intellectual property activities Year 2023: 3.92 Year 2024: 3.87	Continue fostering a supportive environment that encourages innovation and technology transfer for faculty and students, in accordance with legal frameworks and current regulations.	02/2025-02/2026

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Continued to promote and ensure the development of a supportive environment for innovation and technology transfer for faculty, staff, and students, in compliance with current laws and regulations.				
	Supporting to connect faculty, students, and staff to carry out orders, projects, research topics to solve local, business and social issues which are taking interested in Year 2023: 3.80 Year 2024: 3.81 Action: Continued collaboration with relevant units in implementing orders, projects, and research topics that address issues concerning localities, enterprises, and society.	100%	Supporting to connect faculty, students, and staff to carry out orders, projects, research topics to solve local, business and social issues which are taking interested in Year 2023: 3.80 Year 2024: 3.81	Maintain coordination with relevant units to implement orders, projects, and research topics aimed at solving local, business, and societal challenges.	02/2025-02/2026
Office of Facility Development	Equipment in classrooms and auditoriums Year 2023: 3.86 Year 2024: 3.44	Not pass.	Equipment in classrooms and auditoriums Year 2024: 3.44	- Continue renting 50 projectors for classrooms in Zones A and L; submit a proposal to the Board of Presidents to purchase new projectors/TVs to replace blurry ones. - Replace VGA cables connecting computers and projectors in lecture halls with HDMI cables; upgrade computer RAM and graphics cards.	3/2025-12/2025
	Activities serving lecture halls and conference rooms - including: opening and closing doors; arranging teaching equipment; tables and chairs; dais, boards; sound; lighting; air conditioners; computers; projectors; drinks services Year 2023: 4.07 Year 2024: 3.82	Not pass.	Activities serving lecture halls and conference rooms - including: opening and closing doors; arranging teaching equipment; tables and chairs; dais, boards; sound; lighting; air conditioners; computers; projectors; drinks services Year 2024: 3.82	Propose purchasing repair materials to address equipment failures in lecture halls and classrooms.	3/2025-12/2025
	The quality of sanitary service at IU, monitoring and caring for the trees on IU's campuses Year 2023: 4.02	Not pass.	The quality of sanitary service at IU, monitoring and caring for the trees on IU's campuses Year 2024: 3.8	Strengthen supervision and inspection of greenery care quality.	3/2025-12/2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Year 2024: 3.8				
	Fire protection and prevention, safety and labor protection Year 2023: 4.18 Year 2024: 4.0	Pass.	Fire protection and prevention, safety and labor protection Year 2024: 4.0	Conduct fire prevention and fighting training for all faculty and staff.	3/2025-12/2025
	Pickup and drop off of the IU's faculty and staff Year 2023: 4.21 Year 2024: 4.23	Pass.	Pickup and drop off of the IU's faculty and staff Year 2024: 4.23	Maintain regular shuttle services for faculty and staff.	3/2025-12/2025
Office of Inspection and Legal Affairs	Evaluating inspection activities - implementation of legal policies, education, citizen reception, complaint settlement, information verification, legalization of certificates issued by the University, .. Year 2023: 3.79 Year 2024: 3.72	- Conducted 04 internal inspection/supervision delegations at the university. - Participated in working groups to address academic and administrative issues. - Received citizens and advised the University on procedures for resolving complaints and denunciations in accordance with regulations (03 cases). - OILA monitored compliance with anti-corruption laws and provided guidance on asset and income declaration at the university. - Advised the Board of Presidents in issuing official responses to requests for verification of the legality of diplomas.	Evaluating inspection activities - implementation of legal policies, education, citizen reception, complaint settlement, information verification, legalization of certificates issued by the University, .. Year 2023: 3.79 Year 2024: 3.72	- Conduct internal inspections and supervision, as well as exam inspections at the University according to the annual plan; carry out ad-hoc inspections when necessary. - Handle citizen reception, complaint and denunciation resolution, and anti-corruption activities in accordance with current legal regulations. - Verify the legality of diplomas and certificates issued by the University upon request.	2025-2026
	Evaluating legal affairs - consulting on legal issues, offering suggestions on draft legal documents, propagating and disseminating legal education, petitioning for measures to prevent, overcome consequences, and handling violations, internal rules and regulations in the operation of the University and the units, .. Year 2023: 3.80 Year 2024: 3.71	- Published 225 articles on state and university regulations on the university's website and the unit's Facebook page in 2024. - Received and provided legal consultations for 262 cases. - Continued updating the digital legal library. - Reviewed and verified internal administrative documents before submission for official signing. - Monitored the University's legal compliance as required by law; led the preparation of reports on the	Evaluating legal affairs - consulting on legal issues, offering suggestions on draft legal documents, propagating and disseminating legal education, petitioning for measures to prevent, overcome consequences, and handling violations, internal rules and regulations in the operation of the University and the units, .. Year 2023: 3.80 Year 2024: 3.71	- Diversify forms of legal education and dissemination at the University: publish legal documents issued by the State on the University's website and the unit's Facebook page; continuously update the digital legal library; organize legal knowledge competitions for students. - Provide legal consultation for staff, lecturers, and students in accordance with regulations. - Review and evaluate internal legal documents before submission for approval, upon request.	2025-2026

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		implementation of legal regulations and conducted internal compliance reviews when requested. Specifically, advised the President on the issuance of Decision No. 82/QĐ-ĐHQT dated February 26, 2024, regarding the 2024 plan for monitoring the implementation of laws at IU.			
Office of Human Resources Management	Creating faculty and staff development plans Year 2022: 4.01 Year 2023: 3.74 Year 2024: 3.66	- Developed plans aligned with the strategic objectives of IU and the 2024 recruitment plan, helping the University exceed required faculty-to-student ratios. - OHRM conducted a satisfaction survey of unit leaders across IU (both with and without recruitment targets) to ensure correct sampling and provide a multi-dimensional, objective perspective. - Continue to monitor directions from competent authorities and propose appropriate improvements based on current context.	Creating faculty and staff development plans Year 2022: 4.01 Year 2023: 3.74 Year 2024: 3.66	- Follow the Development Strategy of IU for the period 2021–2030, with a vision to 2045 (currently under approval by VNU-HCM). - Develop the 2025 recruitment plan in line with national policies and the current situation of the university. - Adjust improvement plans based on the results of OHRM's survey.	3/2025-12/2025
	Process of recruitment and labor contracting Year 2022: 4.08 Year 2023: 3.97 Year 2024: 3.94	- Recruitment conducted monthly; interviews and teaching demos were combined to streamline the process and increase convenience for applicants. - Improved the recruitment process via the portal (recruitment request registration and scoring system). - Developed and launched a new recruitment website internally. - OHRM conducted satisfaction surveys with newly hired candidates and receiving units to ensure proper targeting and to form a cross-validated, objective assessment. - Continue identifying areas for improvement.	Process of recruitment and labor contracting Year 2022: 4.08 Year 2023: 3.97 Year 2024: 3.94	- Recruit based on unit needs and in alignment with the 2025 recruitment plan. - Continue improving the recruitment process via the portal. - Continue finalizing the new recruitment website. - Adjust improvement plans based on the results of OHRM's survey.	3/2025-12/2025
	Supporting the development and	- In 2024, OHRM advised the issuance of	Supporting the development and	Review and update internal rules,	3/2025-12/2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	stipulating rules, regulations, and working procedures related to the IU's activities Year 2022: 4.13 Year 2023: 3.87 Year 2024: 3.86	02 regulations and 06 internal procedures. - Continue to seek improvement measures.	stipulating rules, regulations, and working procedures related to the IU's activities Year 2022: 4.13 Year 2023: 3.87 Year 2024: 3.86	regulations, and work procedures related to organizational and staffing activities.	
	Making plans and programs to organize the training, fostering of faculty and staff Year 2022: 3.96 Year 2023: 3.78 Year 2024: 3.71	OHRM: - Issued the 2024 training plan for faculty and staff under Plan No. 314/KH-ĐHQT dated June 14, 2024. - Fully implemented training courses under the VNU-HCM plan. - Processed applications for study under the 89 Project. - Disseminated information on government and MOET scholarships and postgraduate opportunities abroad. - Organized soft skills training classes for faculty and staff. - Supported staff in pursuing postgraduate training and attending requested training courses. - Continue to explore further improvement actions.	Making plans and programs to organize training, fostering of faculty and staff Year 2022: 3.96 Year 2023: 3.78 Year 2024: 3.71	- Survey the training and development needs of faculty and staff for 2025. - Develop and monitor training plans and programs initiated by the State or VNU-HCM to promptly inform and encourage staff participation.	3/2025-12/2025
	Procedures on business trips, studying, attending conferences, seminars abroad and receiving back Year 2022: 4.04 Year 2023: 3.88 Year 2024: 3.88	- Issued full procedural guidelines for staff regarding study abroad, extension of study duration, return after study, participation in overseas conferences/seminars, and return procedures. - Improved implementation via the portal. - Supported issuance of official decisions for travel/study/conference participation for eligible staff in accordance with regulations. - Continue identifying improvement areas.	Procedures on business trips, studying, attending conferences, seminars abroad and receiving back Year 2022: 4.04 Year 2023: 3.88 Year 2024: 3.88	- Continue implementing procedures in accordance with current laws, VNU-HCM regulations, and IU's established processes. - Continue improving the implementation process through the portal.	3/2025-12/2025
	Process and time in preparing paperwork for faculty and staff Year 2022: 4.16 Year 2023: 4.01	- Issued the process for seniority review for faculty and staff. - Improved implementation via the portal. - Issued required documents and	Process and time in preparing paperwork for faculty and staff Year 2022: 4.16 Year 2023: 4.01	- Continue implementing procedures in accordance with IU's internal regulations. - Continue using the portal to shorten processing time and help faculty and staff	3/2025-12/2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	Year 2024: 4.01	information within the timeframes defined in department procedures. - Continue identifying improvement opportunities.	Year 2024: 4.01	monitor their used annual leave days.	
	The salary, compensation, allowances, annual leave regimes Year 2022: 4.14 Year 2023: 4.02 Year 2024: 3.91	- Salary, allowances, benefits, and leave policies are compliant with legal regulations and detailed in the University's Internal Expenditure Regulations. - Following government policies, IU adjusted staff salaries based on the new base salary starting from July 2024. - Continue to explore improvement options.	The salary, compensation, allowances, annual leave regimes Year 2022: 4.14 Year 2023: 4.02 Year 2024: 3.91	Comply with the current regulations of the State and the University's internal rules (as stipulated in the Internal Expenditure Regulations and Labor Regulations).	3/2025-12/2025
	Health insurance and social insurance regimes Year 2022: 4.31 Year 2023: 3.94 Year 2024: 3.69	- Registered and contributed fully to health and social insurance schemes as required by law. - Proposed adjustments to staff health support policies in accordance with regulations and practical conditions, ensuring staff rights. - Negotiated with the winning medical provider to facilitate health checks for staff unable to attend on-campus examinations. - Conducted satisfaction surveys among staff who underwent health checks to ensure accurate, representative data and objective evaluation. - Continue to seek improvement measures.	Health insurance and social insurance regimes Year 2022: 4.31 Year 2023: 3.94 Year 2024: 3.69	- Implement necessary procedures to provide health insurance for faculty and staff; propose alternative options if needed. - Continue organizing annual health checkups. - Adjust improvement plans based on the results of OHRM's survey.	3/2025-12/2025
Office of Procurement Services	Making plans to purchase and distribute machinery, equipment and tools for work Year 2023: 3.65 Year 2024: 3.45	- The procurement process required coordination between various internal and external units, so OPS could not proactively manage the procurement and distribution of machinery, equipment, and working tools; thus, the progress was slower than expected. - Moreover, due to the general economic downturn, ordering processes were significantly delayed, and some items	Making plans to purchase and distribute machinery, equipment and tools for work Year 2024: 3.45	- Send progress notifications to relevant units to coordinate and identify appropriate solutions. - Closely coordinate with relevant units to develop a standardized procurement process applicable university-wide. - Select reputable and large-scale suppliers to ensure goods are delivered according to the plan and in compliance with regulations.	2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
		were unavailable on the market, which affected the procurement process.			
	Maintaining and repairing equipment and facilities at schools and departments Year 2023: 3.76 Year 2024: 3.69	- The technical team of OPS carried out part of the maintenance and repair work for equipment and facilities at various units; however, many of these items were old, resulting in a high frequency of breakdowns. - In addition, the process of ordering replacement parts for some specialized machinery also took time.	Maintaining and repairing equipment and facilities at schools and departments Year 2024: 3.69	- Strengthen coordination with units using equipment to understand usage needs and promptly adjust maintenance plans. - Propose the repair or replacement of old and damaged equipment.	2025
	Hazardous waste collection and treatment activities according to regulations Year 2023: 3.82 Year 2024: 3.73	- Units submitted their needs and the volume of hazardous waste that needed to be collected and treated so that OPS could contract a qualified and specialized third party to carry out the work. - Hazardous waste collection and treatment was conducted periodically: three times per year.	Hazardous waste collection and treatment activities according to regulations Year 2024: 3.73	Coordinate with units to carry out hazardous waste collection three times per year.	2025
Canteen	The quality of services in the Canteen Year 2023: 4.13. Year 2024: 3.59.	The evaluation score decreased by 0.54 compared to the previous year..	The quality of services in the Canteen Year 2024: 3.59.	Continue improving service quality to better serve all faculty and staff.	Frequent
Library	- Closely coordinated and accelerated progress with relevant units. - Enhanced consultation for faculty and staff to encourage adding materials at the counter. - Reviewed and improved the learning materials supplementation process in schools with weak implementation.	The library regularly processed and supplemented books based on the requests of faculty and staff. In addition, it also proposed that departments/faculties periodically supplement books and textbooks in designated phases.	The resourcefulness of the library meeting the needs of readers Average score: 3.75	The library has planned to purchase textbooks and reference books for faculty based on proposals (purchases are made in multiple phases throughout the year). Additionally, it periodically supplies Vietnamese general knowledge books for all staff and faculty, covering a wide range of trending genres. The library also introduces additional databases provided by VNU, which serve as a major source of reference with diverse materials.	From 01/2025
			The process of checking out, returning and deadline extension of library books Average score: 3.98	The library has implemented a semester-based borrowing policy. The borrowing period for materials is up to 90 days for faculty. In addition, a flexible lending and returning policy was	From 01/2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
				adopted to best support faculty and staff in extending deadlines or accessing materials through various channels such as email, phone, the OPAC automated library management system, or the VNULibraries app.	
Office of Quality Assurance and Testing	The process of surveying students' opinions on course evaluation Year 2023: 3.89. Action: A detailed survey plan was developed, and notification was sent out before the midterm exams to ensure results were available before the end of the semester.	Year 2024: 3.85.	The process of surveying students' opinions on course evaluation Year 2024: 3.85.	1. Course Evaluation Survey for Semester 2, Academic Year 2024–2025: + First round: The survey will be distributed via student email, Edusoft, and Blackboard. notifications will also be sent to the School/Department Quality Assurance Teams and lecturers regarding the survey timeline. + Second round (for courses with a response rate below 30%): The same procedure as the first round will be repeated. + Third round (for courses with a response rate still below 30%): The survey will be conducted directly in class using a QR code. 2. Course Evaluation Survey for Semester 3, Academic Year 2024–2025: + First round: The survey will be distributed via student email, Edusoft, and Blackboard. notifications will also be sent to the School/Department Quality Assurance Teams and lecturers regarding the survey timeline. + Second round (for courses with a response rate below 30%): The same procedure as the first round will be repeated.	4/2025-8/2025
	Formulating development strategies, long-term plans, annual plans on accreditation and education quality assurance activities of the IU Year 2023: 3.96. Action: KPI indicators were periodically	Year 2024: 3.88.	Formulating development strategies, long-term plans, annual plans on accreditation and education quality assurance activities of the IU Year 2024: 3.88.	1. Standardize the process of developing strategies and annual plans based on the PDCA cycle. 2. Incorporate feedback from stakeholders (faculty, students, employers, alumni, external review experts) when forecasting trends and proposing implementation	8/2025-8/2026

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	reviewed and adjusted to suit the actual conditions.			solutions. 3. Develop and monitor a system of KPI indicators related to quality assurance activities and assess their implementation effectiveness. 4. Conduct regular reviews and evaluations to promptly update plans. 5. Disseminate information related to strategies, plans, and the implementation results of the university's quality assurance activities.	
	The system of documents provides regulations and guidelines on all quality assurance activities inside the university Year 2023: 3.93. Action: Guidelines for internal quality assurance activities were updated and published on the website of QATO.	Year 2024: 3.84.	The system of documents provides regulations and guidelines on all quality assurance activities inside the university Year 2024: 3.84.	- Continue to review and update relevant regulations and guidelines. - Disseminate information regarding the system of documents that govern all internal quality assurance activities of the university.	3/2025-10/2025
	Analysing course evaluation and sending the results to related units Year 2023: 3.94. Action: QATO shared a Google Drive link containing the survey results via email to the units for improvement reporting. Additionally, units could also view the results directly on the system.	Year 2024: 3.94	There is a suggestion to include some additional units in the staff feedback's service quality survey: OSS, OGAA, OIAC.	The survey questionnaire is currently under review, and the proposal is being considered.	3/2025-10/2025
Center for Information Services	The quality of the Internet system in classrooms, auditoriums and laboratories	- Measured optical signal and hired a team to maintain and repair damaged fiber optic cables; maintained and replaced outdated or underperforming devices. - Maintained fiber optic cables (May–July 2025); replaced several inter-floor switch devices (November–December 2025). - Completed internet installation for classrooms and laboratories; replaced some networking devices with better ones, ensuring more stable internet signals.	The quality of the Internet system in classrooms, auditoriums and laboratories	- Propose purchasing and replacing degraded internet devices in classrooms and laboratories. - Review and replace damaged or broken network cables due to long-term use and deterioration.	4/2025-8/2025

Staff services quality survey					
Office/Center	**Plan for year 2024**		**Plan for year 2025**		
	Feedback/Action	**Results**	**Feedback**	**Expected results/Results**	**Time**
	The quality of the Wi-Fi system at IU	Wi-Fi signals in some upgraded areas are now more stable.	The quality of the Wi-Fi system at IU	- Propose the university purchase and replace Wi-Fi transmitters with stronger devices and wider coverage. - Expand coverage to additional areas that currently lack Wi-Fi access.	4/2025-12/2025
Center for Innovation and Technology Transfer	Supporting schools, departments and individuals in implementing technology transfer contracts	- Conducted thematic surveys and implemented research projects/programs in provinces/localities or with enterprises. - Signed MOUs and research contracts for technology transfer.	Supporting schools, departments and individuals in implementing technology transfer contracts Average score: 3.85	- Continue to enhance support for schools/departments and staff - faculty to participate in research and technology transfer activities with provinces/localities and enterprises.	02/2025-12/2025
	Supporting to promoting start-up activities	- Supported staff and faculty in participating in start-up competitions at various levels. - Carried out extensive communication campaigns for events and outstanding projects. - Signed cooperation agreements with various support organizations. - Connected staff and faculty with university-level start-up activities as project advisors and competition judges.	Supporting promote start-up activities Average score: 3.88	Organize IU Startup competitions and participate in other start-up events and competitions held both domestically and internationally.	02/2025-12/2025
	Evaluating technology incubation activities	Connected with mentors and experts to support projects with specific needs.	Evaluating technology incubation activities Average score: 3.79	Support the incubation of start-up projects and assist in the commercialization of products.	02/2025-12/2025
Clinic	The quality of health care at IU Year 2022: 4.37 Year 2023: 4.28 Year 2024: 4.23	- Health care work at the university is fully implemented and complies with Circular No. 33/2021/TT-BYT dated February 15, 2022, issued by the Ministry of Health, regulating school health work in higher education institutions and vocational education institutions; - Seek additional improvement measures.	The quality of health care at IU Average score: 4.23	- Implement timely medical examination, treatment, first aid, and epidemic prevention for faculty and staff. - Monitor and promptly communicate information on infectious diseases and health updates to faculty and staff. - Ensure the quantity and types of essential medicines (within the permitted list) are available to distribute to faculty and staff when needed. - Regularly clean medical supplies and the Clinic's facilities to serve faculty and staff in medical examinations, first aid, and health consultation.	3/2025-12/2025

6. CONCLUSION

These are the types of surveys on the quality of services supporting students in teaching and learning (Course Evaluation Survey, First-year Student Survey, Exit Survey, Alumni Survey, and Faculty Survey), Service Quality (Student Service Quality at IU and Staff Service Quality at IU), and Supporting Staff Survey. Students, staff, and faculty have provided positive and objective feedback so that relevant units can develop improvement plans. These are regular or short-term plans that will be implemented in 2025 or in 2026. These plans demonstrate feasibility, measurability, and the potential to increase stakeholder satisfaction.

Report writer	**Head of QATO**
	
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