



## Graduates Satisfaction Report

### Evaluated Program: International Business Administration

#### I. Identified strengths

##### 1. Teaching quality

Students highlighted that the presentations are well structured and easy to follow. For example, one of the students noted, "Teaching was clear and concise; the explanations were both theoretical and practical which helped me understand the concepts better." This approach encouraged interactive discussions, which improved understanding of the material.

##### 2. Resources offered

The course materials were considered extremely useful. One student stated, "The additional resources, such as case studies and articles, were essential for deepening the topics discussed." This suggests that students value a diversity of resources that enrich the learning experience

##### 3. Support offered:

The lecturer's availability for questions and clarifications was another appreciated aspect. Specific feedback was: "I always felt I could ask questions and get the help I needed, which created a very supportive learning environment." This highlights the importance of the relationship between lecturer and students.

##### 4. Course atmosphere:

The atmosphere was described as open and collaborative. One student noted, "The course was very friendly; everyone felt encouraged to contribute." This shows that a positive learning environment contributes to an effective learning experience.

##### 5. Relevance of topics:

Topics discussed are considered relevant to students' careers. A representative response was: "The topics are directly related to what I will encounter in my career, which motivates me to actively participate."



## **II. Issues that need improvement**

### **1. Duration of the schedule**

Students mentioned that class hours are too long, which can lead to fatigue. For example, one student said, "After an hour and a half, I lose focus. Maybe it would be better to have shorter sessions with breaks." This suggests that structuring into shorter modules could improve attention and engagement.

### **2. Feedback on Assignment**

Some students want more detailed feedback on assignments. One response was: "I would like to receive specific comments on my work, not just a grade." This indicates a willingness to learn from mistakes and develop

### **3. Interactions and small groups**

Although the atmosphere is open, students asked for more small group activities. Relevant feedback was: "Small group discussions could encourage more exchange of ideas and collaboration." This could facilitate better engagement of all students.

### **4. Variation in evaluation methods**

Some students requested alternative assessment methods. One student stated, "I would feel more comfortable if I could present a project or case study instead of taking an exam." This suggests that diversifying assessment methods could help accommodate different learning styles

### **5. Clarity of Requirements**

There are suggestions to make the course requirements clearer. One student noted, "Some instructions are not very clear, I would appreciate additional examples." This could help reduce confusion and ensure a correct understanding of expectations.



## II. Conclusion and things to improve

Student feedback suggests that the program is generally well received, with clear strengths in the quality of teaching, the resources provided and the collaborative atmosphere. However, there are also aspects that could be improved, such as the timetable and the way of thinking of the programme, the provision of detailed feedback and the diversification of assessment methods.

### Proposals to be implemented:

1. Mandatory feedback when grading submitted projects
2. Coherent grading scale (all subjects should have a 60%-40% exam – CA ratio)
3. Mandatory feedback on the exam sheet => see EM Normandie model (1 paragraph where the mark is given)
4. Integration of some courses in the form of practical modules => practical projects
5. Rethinking the program and subject sheets

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