

report
based on the results of a student survey
"Students' satisfaction with the quality of the educational process organization
and university services"

In the context of implementing the quality assurance policy of higher education, systematic monitoring of students' satisfaction with the educational process and related services is of particular importance. Students' opinion is an important indicator of the effectiveness of educational activities, the quality of management and the level of development of the university's educational environment.

Period: January 2026.

Target audience: university students.

Method of collecting information: an anonymous online survey using **the Google Forms service**, which ensured voluntary participation, confidentiality of responses and a high degree of frankness of respondents.

The purpose of the survey is to assess students' satisfaction with the quality of the organization of the educational process, learning conditions and services provided for their further improvement.

The questionnaire included:

- ""closed "" questions with a fixed rating scale ("fully satisfied", "partially satisfied", "not satisfied");
- multiple choice questions.
- open questions aimed at identifying problem areas and suggestions for improving the educational process.

The questionnaire consisted of **14 questions** grouped in the following main areas:

- general information about respondents.
- organization of the educational process;
- quality of teaching and assessment;
- training conditions and material and technical infrastructure;
- services and social support for students;
- living and living conditions;
- an inclusive and comfortable educational environment;
- overall assessment of the quality of training and feedback.

The presented structure of the questionnaire provided **a comprehensive coverage of key aspects of the university's educational activities** and allowed us to obtain a comprehensive assessment of the level of student satisfaction.

The study involved **2,647 students**, which is **54.6%** of the total university population (**4851 people**). At the same time, the coverage of students by level of education was: bachelor's degree - 53.8%, master's degree - 70.4%, doctoral degree - 42.3%, which indicates sufficient involvement of representatives of all levels of higher education.

Students of all courses and educational programs were represented in the survey.

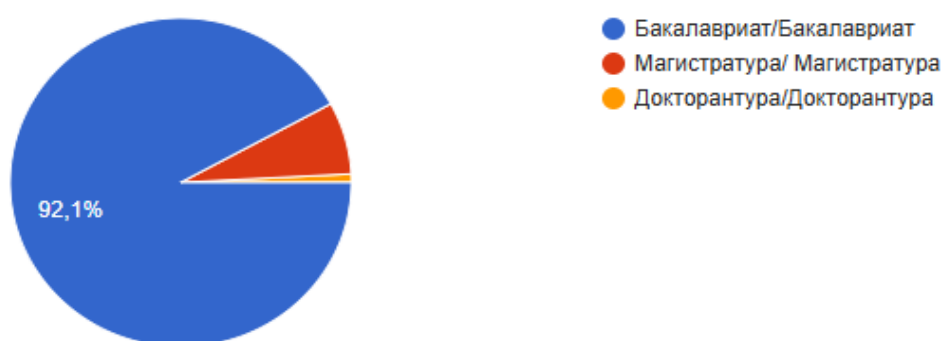
The sample structure is dominated by **undergraduate students - 2,437 people (92.1%)**. The share of **master's degree students** was **188 (7.1%)**, **doctoral students - 22 (0.8%)**.

Thus, the size and structure of the sample allow us to speak about the high representativeness of the data obtained and the possibility of using them to analyze the level of satisfaction of students with the quality of the organization of the educational process and services of the university.

Figure 1

Оқыту деңгейі/Уровень обучения:

2 647 ответов



According to the training courses, the respondents were distributed as follows:

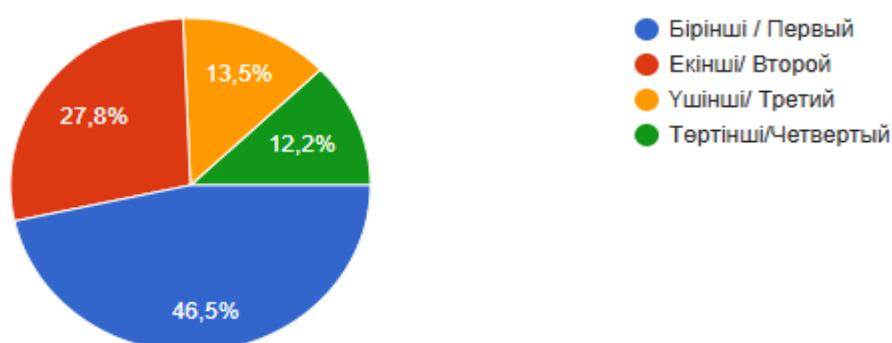
- **1st year** - 1232 students, which is **46.5 %** of the total number of respondents;
- **2nd year** - 736 students (**27.8 %**);
- **3rd year** - 357 students (**13.5 %**);
- **4th year** - 322 students (**12.2 %**).

Thus, more **than 74% of the survey participants** are students of **1-2 courses**, which allows us to consider the results of the survey as reflecting the opinion of students who are at the initial stages of mastering educational programs and are actively involved in the educational process.

Figure 2

Оқу курсы/Курс обучения

2 647 ответов



Students from all higher schools of the university took part in the survey, which ensures **the completeness of the study**. The distribution of respondents in higher education institutions is characterized by a relative balance. The share of survey participants is presented as follows:

- Higher School of Humanities – 954 students (36.0%);
- Higher School of Pedagogy – 588 students (22.2%);

- Higher School of Natural Sciences – 562 students (21.2%);
- Higher School of Arts and Sports – 543 students (20.6%).

Figure 3

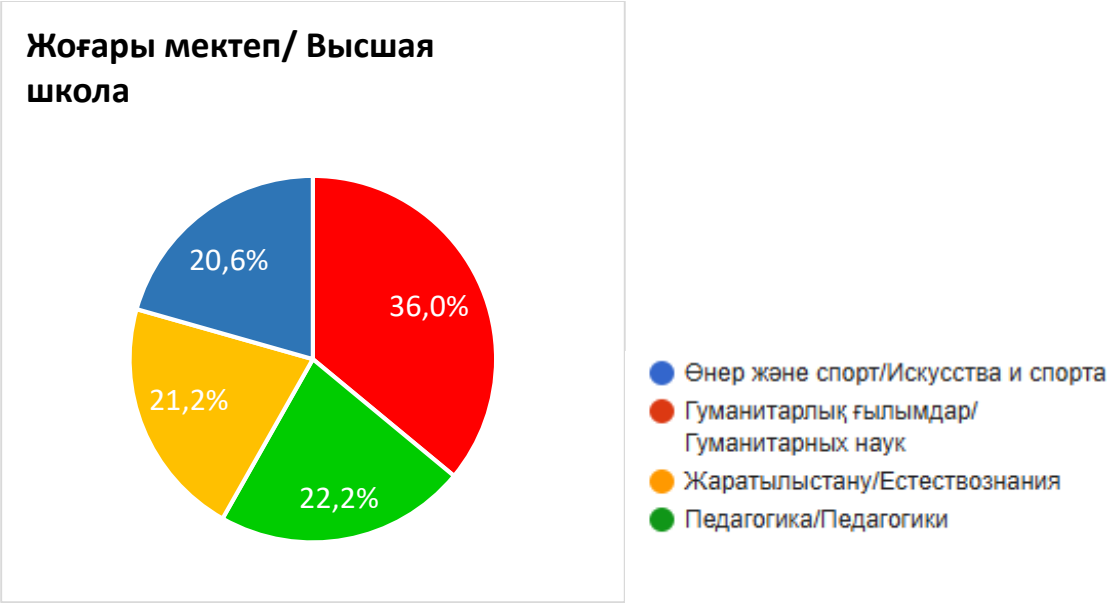


Figure 4

2 647 ответов



The quantitative and percentage distribution of students who took part in the survey by **higher education institutions and implemented educational programs** is presented in Table 1.

Quantitative and percentage indicators of students ' participation in the survey in the context of higher schools and educational programs

Table 1

Educational program	Number of respondents, pers.	Share, %
WSGN		
Foreign language: two foreign languages, English language and literature, mediadirectory, English and mediadirectory	434	16,4
Russian language and literature, Russian language and literature in schools with non-Russian language learning, Russian language and literature in schools with Russian and non-Russian languages of instruction	164	6,2
Kazakh language and literature, Kazakh language and literature, English language	239	9
History, History and English History and social science	117	4,4
a total of	954	36,0
IDT		
Pedagogy and psychology	146	5,5
Pedagogy of preschool education and training, early childhood education and speech therapy	126	4,8
Pedagogy and methodology of elementary education, Elementary education	210	7,9
Social pedagogy and pedagogical support in education, Special education, Special education: principles of accounting, Management education	106	4
total	588	22,2
wsiiiz the		
Physical culture and sports, Basic military training and physical education	296	11,2
Music education, Music and choreography	98	3,7
law, history and entrepreneurship	61	2,3
Art work, graphics and design	88	3,3
a total of	543	20,6
YOUR		
math, Mathematics-physics, Physics, Physics and Mathematics	181	6,8
computer science, computer science-Mathematics	126	4,8
Geography, Geography, History, Chemistry, Chemistry-Biology	180	6,8
Biology, Biology and pedagogy of additional education	75	2,8
total	562	21,2
TOTAL institution: 4851 enrolled	2647	54,6%

In general, **the coverage** of respondents in all educational programs and higher schools allows us to consider the results of the survey as **representative and reflecting the opinion of students in various educational areas**, which increases the analytical value of the data obtained.

Assessment of удовлетворённостистudents ' satisfaction with the organization of the educational process

Figure 5

Сіздің қанағаттану дәрежеңізді бағалаңыз (әр жолға бір жауаптан)/Оцените степень Вашей удовлетворенности (один ответ по каждой строке)

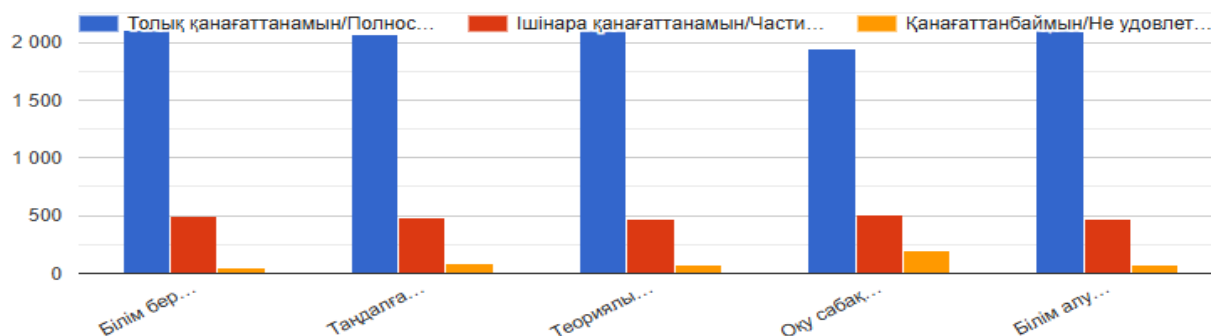


Table 2

Indicator	Fully satisfied, people	Share, %	Partially satisfied, people	Share, %	Not satisfied, people	Share, %
Content of the educational program	2100	79.3	497	18.8	50	1.9
Compliance of disciplines with the chosen specialty	2074	78.4	484	18.2	89	3.4
Balance of theoretical and practical training	2102	79.4	465	17.6	80	3.0
Organization of training schedules	1940	73.3	503	19.0	204	7.7
Organization of independent work of students	2105	79.5	472	17.9	70	2.6

Analysis of the data presented in Table 2 indicates a **high level of satisfaction of students with key aspects of the organization of the educational process.**

The highest indicators of complete satisfaction were recorded for the following parameters:

- **organization of independent work of students - 79.5%;**
- **balance of theoretical and practical training - 79.4%;**
- **the content of the educational program is 79.3%.**

These results indicate that the content and structure of educational programs generally meet the expectations of students and are perceived by them as relevant and methodically structured.

Against the background of generally positive assessments, **the most vulnerable element of the educational process is the organization of the schedule of classes.** The share of fully satisfied people in this indicator was **73.3%**, which is lower compared to other aspects. At **the same time**, **7.7%** of students indicated dissatisfaction with the schedule, which is the highest value among all the analyzed

parameters and indicates that the existing mechanism for forming and adjusting the schedule **does not fully take into account the needs of students**.

A high proportion of partially satisfied respondents (19%) combined with unsatisfied respondents indicates:

- insufficient stability of the schedule.
- possible overloads on certain school days.
- discrepancy between the distribution of classes to the principles of rational learning load.

Thus, the aggregate share of fully and partially satisfied students for all the considered indicators *varies in the range from 92.3% to 98.1%*, which allows us to conclude that the **quality of the educational process** organization at the university is high.

The average level of satisfaction for the analyzed indicators was **96.3%**.

Assessment of the degree of satisfaction with the quality of teaching and assessment

Figure 6

Оқыту және бағалау сапасы/Качество преподавания и оценивания

 Копировать диаграмму

Сіздің қанағаттану дәрежеңізді бағалаңыз (әр жолға бір жауаптан)/Оцените степень Вашей удовлетворенности (один ответ по каждой строке)



Table 3

Indicator	Fully satisfied, people	Share, %	Partially satisfied, people	Share, %	Not satisfied, people	Share, %
Teacher professionalism	2112	79.8	486	18.3	49	1.9
Use of active teaching methods	2103	79.4	470	17.8	74	2.8
Use of digital and IT technologies and AI	2045	77.3	490	18.5	112	4.2
Objectivity and transparency of assessment	1998	75.5	540	20.4	109	4.1
Organization of routine control and examinations	2191	82.8	396	14.9	60	2.3

The results of the survey on the "Quality of teaching and evaluation" block generally indicate a **fairly high level of student satisfaction**, but at the same time they

reveal **a number of aspects** that require additional attention on the part of educational program managers and teaching staff.

The highest scores were obtained in the indicator "**Organization of current control and exams**": the share of fully satisfied students was **82.8%**, with the minimum share of dissatisfied students (**2.3%**). This indicates a well-established system of knowledge control and generally understandable procedures for conducting exam activities for students.

A high level of satisfaction is also noted in the indicator "**Teacher professionalism**" - **79.8%** are completely satisfied and only **1.9%** are dissatisfied. This result indicates a positive perception by students of the competence and professional level of the university's teaching staff.

At the same time, the analysis revealed **problem areas** that reduce the holistic perception of the quality of teaching.

Thus, the **share of fully satisfied students in the "Objectivity and transparency of assessment" indicator** is **75.5%**, which is lower compared to other parameters of the block. At **the same time**, **20.4%** of respondents indicated partial satisfaction, and **4.1%** - dissatisfaction.

These results indicate that there **are differences in approaches to assessment**, as well as insufficient transparency of the criteria for evaluating learning outcomes in individual disciplines.

A similar situation is observed in the indicator "**Use of digital and IT technologies and AI**". Despite the rather high share of fully satisfied students (**77.3%**), it is for this parameter **that the largest share of dissatisfied students is recorded - 4.2%**. This may indicate an uneven level of digital competence of teachers, as well as a fragmented use of modern educational technologies and artificial intelligence tools in the educational process.

The use of active teaching methods also demonstrates the presence **of a reserve for development**: with **79.4%** fully satisfied, the share of partially satisfied (**17.8%**) and unsatisfied (**2.8%**) remains, which indicates the need for students in more interactive and practice-oriented learning formats.

In general, the aggregate share of fully and partially satisfied students in all the considered indicators is **at least 95.8%**, reaching **98.1% in some indicators**, which **indicates a high level of quality of teaching and organization of assessment procedures at the university**.

The average level of satisfaction for the analyzed indicators was 96.9%.

Assessment of the degree of satisfaction with the learning environment and infrastructure

Сіздің қанағаттану дәрежеңізді бағалаңыз (әр жолға бір жауаптан)/Оцените степень Вашей удовлетворенности (один ответ по каждой строке)



Table 4

Indicator	Fully satisfied, people	Share, %	Partially satisfied, people	Share, %	Not satisfied, people	Share, %
Material and technical base of classrooms	2130	80.4	457	17.3	60	2.3
Technical equipment of the educational process	2132	80.5	449	17.0	66	2.5
Library operation and access to resources	2177	82.3	398	15.0	72	2.7
Digital educational environment (LMS, portals)	2106	79.6	462	17.4	79	3.0

The highest ratings were obtained for the indicator "**Library performance and access to educational resources**". The share of fully satisfied students was **82.3%**, while the share of unsatisfied students does not exceed **2.7%**. This indicates that students are sufficiently provided with educational, scientific and electronic literature, as well as the availability of information resources.

A high level of satisfaction was also recorded **in terms of the material and technical base of classrooms and the technical equipment of the educational process**. **80.4%** and **80.5%** of respondents are fully satisfied, respectively. The low share of dissatisfied students (from **2.3%** to **2.5%**) indicates that there are no pronounced systemic problems with the equipment of educational facilities and equipment.

At the same time, **relatively lower indicators** are observed for the parameter **"Digital educational environment (LMS, portals)"**. Despite the fact that **79.6%** of students are completely satisfied, it is for this indicator **that the largest share of dissatisfied students is recorded - 3.0%**. This may indicate that there are some difficulties related to the functionality of digital platforms, their stability or usability.

A significant proportion of students who chose the option **"partially satisfied"** for all indicators of the block (from **15.0% to 17.4%**) is also noteworthy, which indicates the feasibility of further development of infrastructure and digital services.

In general, the results of the block indicate a high level of development **of the university's learning environment and infrastructure** (the average level of satisfaction is **97.4%**).

At the same time, the data indicate the need for priority development of the digital educational environment and systematic updating of the material and technical base, taking into account modern requirements for the educational process.

Evaluation of student services and social support

Figure 8

Қызметтер және әлеуметтік қолдау/Сервисы и социальная поддержка

 Копировать диаграмму

Сіздің қанағаттану дәрежеңізді бағалаңыз (әр жолға бір жауаптан)/Оцените степень Вашей удовлетворенности (один ответ по каждой строке)

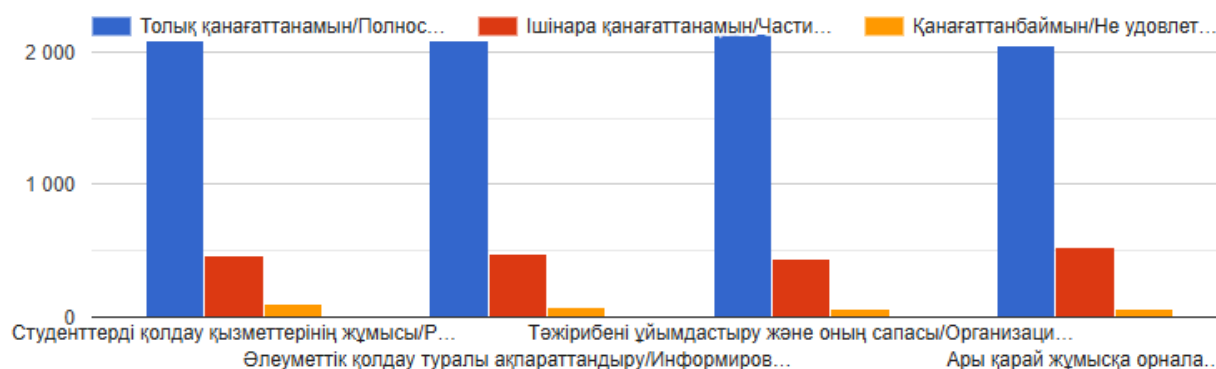


Table 5

Indicator	Fully satisfied, people	Share, %	Partially satisfied, people	Share, %	Not satisfied, people	Share, %
Work of student support services	2081	78.6	464	17.5	102	3.9
Informing about social support	2092	79.0	476	18.0	79	3.0
Organization and quality of practices	2137	80.8	446	16.8	64	2.4
Work on further employment	2045	77.2	534	20.2	68	2.6

The results of the survey on the "Services and social support" block generally indicate a **fairly high level of student satisfaction**, but they reveal **a number of areas that require further development and managerial attention**.

The highest satisfaction rates were recorded in the **"Organization and quality of practices" indicator**. The share of fully satisfied students was **80.8%**, with the minimum share of dissatisfied students (**2.4%**). This indicates a generally positive perception of practical training, but the presence of a significant proportion of partially satisfied (**16.8%**) indicates that there is still a request for its further improvement.

Indicators **of information about social support measures** are also at a fairly high level: **79.0%** of students are fully satisfied, and **18.0%** are partially satisfied. At the same time, the presence of **3.0% of dissatisfied** students indicates that information about social opportunities is not always brought to students in full or in a convenient form.

At the same time, **the most problematic issues are the work of student support services and support for further employment**. According to the indicator "Work of student support services", the share of fully satisfied students is **78.6%**, while **3.9%** of students indicated dissatisfaction - this **is the highest value of dissatisfaction in this block**.

Special attention should be paid to the indicator **"Work for further employment"**. Despite the fact that **77.2%** of respondents are completely satisfied, the share of partially satisfied people reaches **20.2%**, which is **the highest value of partial satisfaction** among all the analyzed parameters. This indicates a lack of awareness among students about the measures being implemented to promote employment of graduates.

In general, **the system of services and social support** is characterized by a fairly high level of development (average level of satisfaction-**97.3%**) in the presence of certain areas that require strengthening:

- the work of student support services **does not fully meet the expectations of students**, which is manifested in the largest share of dissatisfied students;
- information about social support is **fragmented** and requires increased accessibility and visibility.
- employment promotion **activities are perceived by students as insufficiently systematic and practice-oriented**;

Assessment of living and living conditions

Among the respondents, **595 people-22.5%** - live in a hostel, 2052 people-**77.5%** - do not live.

Figure 9

Өмір сүру және тұрмыстық жағдайлар/Условия проживания и быта

 Копировать диаграмму

Сіз жатақханада тұрасыз ба?/Проживаете ли Вы в общежитии?

2 647 ответов

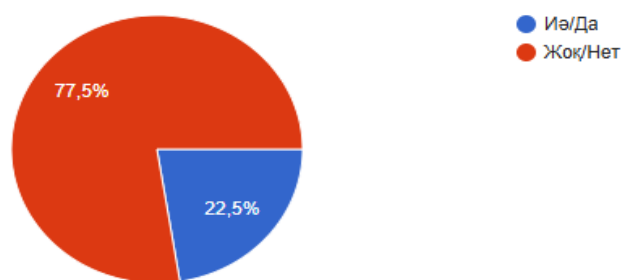
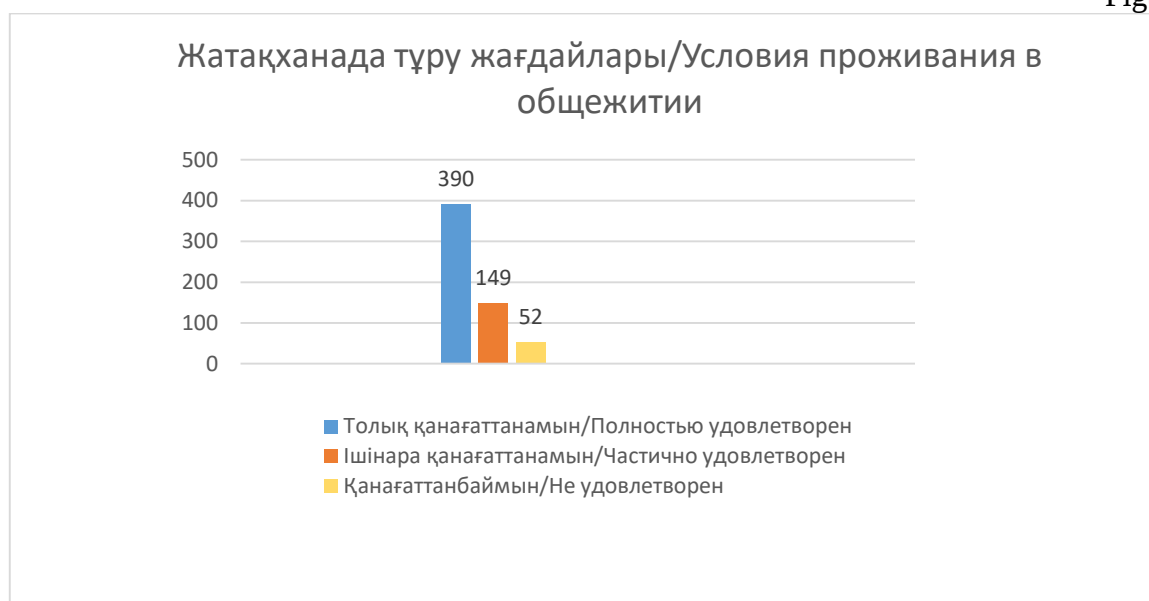


Figure 10



A total of 595 students surveyed live in the hostel. 591 people answered the question about their living conditions:

- fully satisfied -**390 people (66%)**;
- partially satisfied-**149 people (25.2%)**;
- dissatisfied -**52 people (8.8%)**;
- не ответили на вопрос -**4 people didn't answer the question.**

A relatively high proportion of dissatisfied students indicates the need for additional analysis of the causes of dissatisfaction with the living conditions in the hostel and the development of targeted measures to eliminate them.

The total share of those fully and partially satisfied with the living conditions in the hostel is**91.2%**.

An inclusive and comfortable environment

Figure 11

Инклюзивті және жайлы орта/Инклюзивная и комфортная среда

 Копировать диаграмму

Сіздің қанағаттану дәрежеңізді бағалаңыз (әр жолға бір жауаптан)/Оцените степень Вашей удовлетворенности (один ответ по каждой строке)



Table 6

Indicator	Fully satisfied, people	Share, %	Partially satisfied, people	Share, %	Not satisfied, people	Share, %
Comfort and safety of the educational environment	2270	85.8	333	12.5	44	1.7
Equal access to educational resources	2269	85.7	335	12.7	43	1.6

The results of the survey on indicators that characterize **the inclusiveness, comfort and safety of the educational environments** show a **very high level of student satisfaction**.

According to the indicator "*Comfort and safety of the educational environment*", the share of fully satisfied students was **85.8%**, with the minimum share of dissatisfied students -**1.7%**, which indicates a favorable and safe learning environment at the university.

Similarly, high scores were obtained for the indicator "*Equal access to educational resources*": **85.7%** of students are completely satisfied, while the share of dissatisfied students is only **1.6%**, which indicates that there are no systemic barriers to access to educational opportunities.

It should be noted that the share of partially satisfied students in both indicators (**12.5-12.7%**) indicates the potential for further development of inclusive practices and educational environment conditions.

In general, the total share of fully and partially satisfied students according to these indicators is **98.3 - 98.4%**.

Thus, the university has created a comfortable, safe and inclusive educational environment.

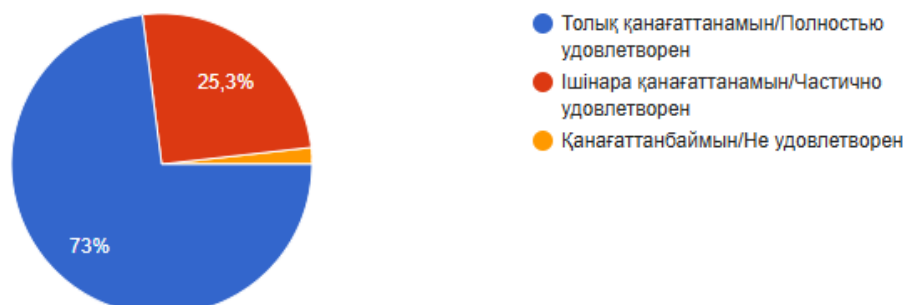
Overall student satisfaction and loyalty

Figure 12

Жалпы, сіз университетте оқуға қаншалықты қанағаттанасыз?/
В целом, насколько Вы удовлетворены обучением в
университете?

2 647 ответов

 Копировать диаграмму



The majority of students generally have a positive opinion of studying at the university.

1,931 students expressed complete satisfaction **1931 обучающийся** with their studies, which is **73.0%** of the respondents. Another **669 people (25.3%)** indicated that **they were partially satisfied** with the quality of training. The share of students **who are not satisfied with their studies** is minimal and amounts to **1.7% (47 people)**.

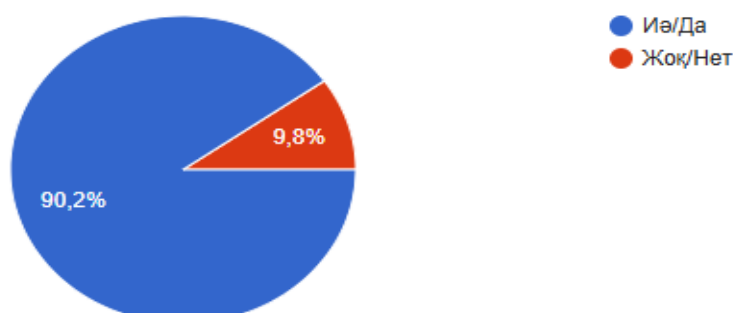
The aggregate **share of satisfied students (98.3%)** confirms the effectiveness of the implemented educational programs and the compliance of educational services with the expectations of students.

At the same time, the presence of a quarter of respondents who noted partial satisfaction indicates the **existence of certain aspects of the educational process that require further improvement**, which is consistent with the results of the analysis of the thematic blocks of the questionnaire.

Figure 13

Сіз университетімізді басқаларға ұсынар ма едіңіз?/
Рекомендовали бы Вы данный университет другим?

2 647 ответов

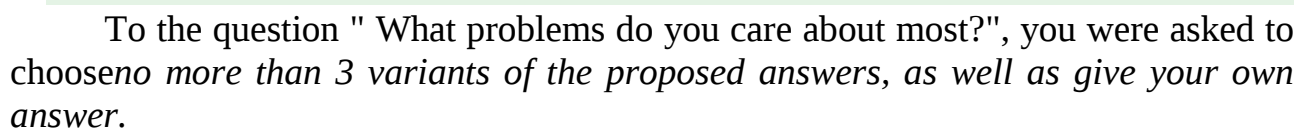


To the question "Would you recommend this university to others?" they answered:

- **Yes:** 2,388 respondents (90.2%)
- **No:** 259 respondents (9.8%)

Problems that concern students

 Копировать диаграмму



Problem	Number of responses	Share, %
Practice and employment	1081	40.8
Assessment of knowledge	1062	40.1
Organization of the educational process	913	34.5
Quality of teaching	753	28.4
Social support	649	24.5
Material and technical base	642	24.3
No problems. Phrases: "no problems", "everything is fine", etc	204	7.7
Other (Individual student responses)	50	1.9

The organization of the educational process (34.5%) and the quality of teaching (28.4%) also attract significant attention of students.

Approximately 8% of respondents said that they have no problems, which indicates a positive perception of the educational environment.

- inconveniences with the hostel (corruption in the allocation of places, cold weather, malfunctions),

- 14

- limited opportunities to transfer to other educational programs or sections.

Table 8

Individual student responses

I hate sitting in college when I pay for university, there are often not enough chairs in college, not to mention the availability of equipment
Support for coaches and teachers of paid training
I can't transfer to the FCC because of my grant. It is very insulting
that I would like to pass
the Procedure for issuing places in the hostel as soon as possible in a week,
Corruption in the issuance of beds in the hostel, first friends of the dmp employees are settled, then ordinary mortals
are settled It is very cold in the buildings, and in the hostel
scholarship
Zhatakkhan mselesi
cold
class schedule.
Toilets never have paper and hand soap
Schedule
okudyn tolem akysy
Problem in the hostel, no heating, power outlets do not work. The commandant does not react
From one building to another to go between pairs, where in the crowd try to hand over a jacket to the wardrobe (with jackets will not be allowed), and then get a reduction in points or swearing for being late. As if a hopeless situation
Problems with the section, do not allow you to transfer

Suggestions for improving the educational process (based on the results of open questions in the questionnaire)

Analysis of responses to the question about proposals showed that **the absolute majority of students** (1,969 people, 74%) **do not put forward specific proposals**, limiting themselves to the following wording:

- "no offers";
- "everything suits you";
- "it's all good."

26% of students (678 people) in the open questions of the questionnaire identified **specific problem areas** that require managerial attention. Suggestions are **informative and repetitive**, which allows you to group them in a number of key areas.

1. Organization of practical training (one of the most frequently mentioned topics)

The most significant number of **предложений** of student proposals is related to **the organization and content of the practice**, which emphasizes its high importance for students as an element of professional training.

In their responses, students indicate:

- formal nature of certain types of practice;
- insufficient connection of practice with future professional activity;
- limited choice of practice databases;
- poor interaction with employers;
- insufficient support and control by practice managers;
- lack of clearly defined tasks for the practice period.

Typical students include the wording: *"it is not enough practice", "little real training", "formal practice", "difficult to employment after graduation"*.

The repeatability of these comments allows us to conclude that **practical training is perceived by students as one of the most problematic elements of the educational process**, requiring a review of approaches to its organization and content.

2. Organization of the schedule and training load

One of the stable problem areas is **the organization of the schedule of training sessions**. В предложениях Students' suggestions should include:

- overloaded individual school days.
- late end of classes;
- the presence of long "windows" between classes;
- uneven load distribution during the week.
- inconvenient schedule for undergraduates and dual students;
- concentration of a large number of classes and exams on separate days.

These comments **correlate with the results of quantitative analysis** and confirm that the schedule remains a **highly sensitive area** for students.

3. Objectivity and transparency of evaluation

A significant part of the proposals concerns **procedures for evaluating academic achievements**. Students indicate:

- subjectivity of rating;
- differences in requirements between teachers;
- insufficient transparency of the evaluation criteria.
- limited feedback on control results.
- cases of non-compliance with the 100-point system.

These responses indicate the **need for unification, additional regulation, and clarification of evaluation procedures**.

4. Content of disciplines and practice-oriented training

A separate block of proposals is related to **updating the content of educational disciplines**. Students offer:

- increase the share of practical classes;
- expand the use of case studies, projects, and real-world professional tasks.
- reduce the number of non-core disciplines.
- update training materials.
- strengthen the link between educational content and future professional activities.

These proposals reflect a **steady demand for improving the practice-oriented nature of educational programs** and their adaptation to the requirements of the labor market.

5. Use of digital technologies and AI

Students' responses contain comments on:

- unstable operation of LMS and digital platforms.
- insufficient use of digital and AI tools in the educational process;
- uneven level of digital competence of teachers.

This confirms the need **for systematic development of the digital educational environment** and improvement of digital competencies of the teaching staff.

6. Material and technical base and infrastructure

Some of the proposals address the following issues:

- state of the classroom fund and training equipment;
- insufficient number of interactive whiteboards and computer equipment;
- problems with heating and lighting;
- conditions of living in the hostel.

The comments are **specific but repetitive**, which indicates the need **for a systematic modernization of the infrastructure**.

7. Interaction and communication

Separate proposals relate to:

- quality of communication between teachers and students;
- the need for a more respectful and loyal attitude;
- developing feedback;
- compliance with pedagogical ethics;
- support of students' learning motivation.

These answers emphasize the importance **of the psychological climate and culture of interaction** in the educational environment of the university.

Thus, the analysis of open responses of students shows that with an overall high level of satisfaction with learning, students clearly identify **a number of systemic problems**, primarily related to **practical training, schedule organization, objectivity of assessment and practice-oriented learning**. The identified areas can be considered as **priority areas for developing corrective management decisions** aimed at improving the quality of the educational process and strengthening the university's focus on the needs of students.

General conclusions

The results of the survey indicate a stable functioning of the quality assurance system of education at the university.

1. The overall level of student satisfaction with studying at the university is high. The combined share of fully and partially satisfied students in most indicators exceeds **95%**, and the overall satisfaction with training is **98.3%**. This indicates that educational services meet the expectations of students and the sustainable quality of the educational process.

2. The university's strengths are:

- professionalism of the teaching staff;
- organization of current control and examination procedures;
- the content of educational programs and the balance of theoretical and practical training;
- a comfortable, safe and inclusive educational environment;
- material and technical base and library and information resources.

3. Priority areas that require managerial attention are mainly related to organizational and service aspects, and not to the content of training as such. These include:

- organization of the schedule of training sessions;

- transparency and uniformity of assessment;
- use of digital and AI technologies;
- work of student support services;
- support for further employment.

4. Practical training and employment remain key issues from the point of view of students. This is confirmed both by the results of closed-ended questions and by the structure of responses to the question about the most exciting issues, where these aspects occupy the first positions.

5. Living conditions in the hostel are generally assessed positively, but the share of dissatisfied people (8.8%) is higher than in other parameters of the questionnaire, which indicates the need for targeted work to improve living conditions.

6. A high proportion of partially satisfied students in a number of indicators indicates that there is a significant potential for further improvement of the educational process and service support.

7. The high willingness to recommend a university (90.2%) confirms the loyalty of students and the positive image of the university among students.

The obtained data can be used by deans of higher schools and heads of educational programs for point-by-point adjustment of the educational process, taking into account the specifics of the implemented training areas.

Recommendations for improving the educational process and services

1. Improving practical training and employment opportunities

- strengthen cooperation with employers in the implementation of educational programs;
- expand the list of internship databases and internships;
- improve the practice-oriented nature of tasks within the practice;
- activate the work of the Career Center (job fairs, master classes, career consultations).

2. Increasing transparency and objectivity of evaluation

- unify and update the assessment criteria for disciplines;
- ensure that the criteria are communicated to students at the beginning of the semester.
- expand the practice of explaining the results of current and final control;
- strengthen monitoring of compliance with the 100-point system.

3. Optimization of the organization of the educational process

- analyze the schedule taking into account the training load and logistics between buildings.
- reduce the number of "windows" and overloaded school days.
- take into account the peculiarities of undergraduates and students of dual training when forming the schedule.

4. Development of the digital educational environment

- Improve the stability and usability of LMS and digital platforms.
- organize advanced training of teachers in the use of digital and AI tools;
- replicate successful digital practices within the university.

5. Improving the efficiency of student support services

- regulate the terms and formats of feedback.
- expand and systematize communication channels.
- raise students ' awareness about the capabilities and functions of support services.

6. Improving living conditions in dormitories

- conduct an additional targeted survey of residents.
- develop a step-by-step plan to eliminate the identified problems (heating, electricity supply, sanitary conditions);
- strengthen control over the allocation of places and the work of the administration of dormitories.

7. Use of monitoring results in quality management

- apply the results of the survey when adjusting educational programs.
- conduct a detailed analysis of higher education institutions and educational programs;
- ensure regular monitoring of student satisfaction and informing about the measures taken.