

Graduates' satisfaction with the quality of educational program implementation

The University annually conducts a comprehensive sociological survey among graduates to assess the quality of educational program (EP) implementation.

The main objective of this study is to determine the level of graduates' satisfaction with the quality of education received, the compliance of their acquired professional competencies with labor market requirements, and their overall perception of the educational process.

During the 2024–2025 academic year, the survey covered more than 250 graduates of the University's pedagogical educational programs.

The collected data made it possible to evaluate the quality of the educational process, identify areas for improvement in academic programs, and determine the level of graduates' adaptation to labor market conditions.

Employment Rate by Major

According to the survey results, 83% of respondents are employed in their field of study, while 17% are working outside their specialty.

This indicator reflects the high demand for the University's graduates in the labor market and their ability to apply the knowledge gained in practice.

At the same time, the share of graduates not working in their specialty indicates a certain imbalance between supply and demand in the labor market, as well as possible difficulties in finding employment.

Reasons for not working in the specialty:

Most graduates who are not employed in their field cited the following main reasons: difficulties in finding employment (8%) and low salary levels (2%).

This reflects a mismatch between the qualification level of graduates and current labor market conditions.

Overall, the findings show that most graduates made the right career choice, yet they face certain structural and social barriers when entering the labor market.

Job Search Duration

When asked, "How long did it take you to find a job after graduation?", respondents provided the following answers:

31% — found employment within less than one month;

34% — within one to three months;

11% — more than six months;

16% — were employed immediately after graduation.

These results demonstrate that more than half of the graduates adapt quickly to labor market conditions. However, around 10% needed a longer job search period, which may be associated with a lack of practical experience or high employer expectations.

Missing Skills and Adaptation Difficulties

When asked, "Which skills did you lack at the beginning of your professional activity?", graduates responded as follows:

Professional skills – 26%;

Conflict resolution skills – 17%;

Organizational and planning skills – 15%;

Interpersonal communication skills – 15%.

These findings indicate that despite solid theoretical preparation, graduates lack practical and communication skills.

The shortage of soft skills (communication, teamwork, critical thinking, time management) complicates their adaptation during the early stages of employment.

Thus, expanding the practical component of training and introducing courses aimed at developing communication and professional interaction remain key priorities.

Sources of Assistance in Employment

According to the results, 54% of graduates found jobs independently, without any external assistance.

This demonstrates their self-sufficiency but may also indicate limited institutional employment support channels.

Among those who received assistance:

16% relied on relatives and acquaintances;

16% turned to employment centers;

9% received help from the University;

5% used recruitment agencies.

These findings highlight the need to strengthen the University's career support services and partnerships with employers.

Compliance of Training with Labor Market Requirements

In response to the question, "Does the level of your professional training meet labor market requirements?", graduates answered as follows:

68% — fully corresponds;

19% — partially corresponds;

6% — does not correspond;

1% — completely does not correspond.

Thus, the majority of graduates believe that the knowledge and skills acquired align with current labor market demands.

However, about one-quarter of respondents indicated that certain components of educational programs require further modernization.

Assessment of Educational Quality and Services

Graduates evaluated various aspects of the educational process.

Overall, 64–70% of respondents were fully satisfied with the quality of educational services provided by the University.

The following areas received the highest ratings:

Relevance and practical orientation of course content (70%);

Organization of the learning process and accessibility of learning materials (67–68%).

Relatively lower ratings were given to:

Opportunities for soft skills development (64%);

Overall impression of the educational program (65%).

At the same time, 6–7% of graduates expressed dissatisfaction with certain aspects of education, indicating the need for further improvement of the learning process.

Summary of Analysis

Overall, graduates gave a high assessment of the quality of education received.

The relevance of course content, the practical orientation of training, and the quality of teaching were identified as the University's strengths.

Graduates noted that the level of preparation meets employer expectations and that the organization of the educational process corresponds to their needs.

At the same time, the findings reveal a need to strengthen the development of soft skills, expand student involvement in research activities, and improve the quality of practical training.

Recommendations

Based on the survey results, the following measures are proposed:

- Development of soft skills: organize training sessions and workshops on communication, leadership, critical thinking, and teamwork.
- Strengthening practical orientation: implement project-based learning and practice-oriented courses.
- Enhancement of students' research potential: involve students in scientific projects, conferences, and research clubs.
- Improvement of internships: expand the number of partner organizations and enhance internship supervision quality.
- Improvement of learning material accessibility: develop electronic libraries and online resources.
- Enhancement of feedback mechanisms: regularly collect feedback from students and graduates for use in quality management.
- Curriculum modernization: update course content in accordance with labor market trends and digital transformation.
- Professional development of faculty: organize methodological seminars and experience exchange programs.
- Development of infrastructure: upgrade facilities and create comfortable learning environments.

Conclusion

In general, the survey results demonstrate a high level of graduates' satisfaction with the quality of educational program implementation.

Most graduates are successfully employed in their specialty and apply their acquired knowledge in practice.

At the same time, the study revealed the need to further develop soft skills, enhance practical and research training, and improve internship quality.

The implementation of these recommendations will contribute to improving the quality of the educational process and increasing graduates' competitiveness in the modern labor market.

**Department of Strategic Planning and
Quality Assurance**