

Results of Monitoring Students' Satisfaction with the Quality of Educational Programme Implementation

The University conducts an annual systematic comprehensive sociological survey among students to assess the quality of educational programme (EP) implementation. In the 2024–2025 academic year, students assessed more than 100 educational programmes.

To determine the level of students' satisfaction with the quality of educational services provided by the University and identify areas for further improvement, a survey was conducted at the end of the 2024–2025 academic year.

A total of **3,413 students** participated in the survey, including:

- Institute of Engineering and Technology — 762;
- Institute of Natural Sciences — 939;
- Institute of Humanities and Education — 642;
- Institute of Pedagogy and Traditional Arts — 661;
- Institute of Economics and Law — 409.

Students assessed the quality of educational programme implementation.

1. Assessment of Learning Conditions

The respondents were asked questions covering the following areas:

- material and technical facilities (condition of classrooms, provision of laboratory equipment, visual teaching materials, etc.);
- technical equipment (provision of the educational process with teaching and technical equipment);
- library and information resources;
- organisation of educational and extracurricular activities, student self-government and cultural leisure;
- facilities for physical education and sports at the University;
- moral and psychological environment (relationships between teaching staff, employees and students).

Results of the Assessment of Learning Conditions

The majority of respondents expressed satisfaction with the material and technical facilities, technical equipment, library and information resources, organisation of educational and extracurricular activities, student self-government and cultural leisure, facilities for physical education and sports, as well as the moral and psychological environment and relationships between teaching staff, employees and students.

At the same time, **one in two respondents rated the learning conditions as “very good,” while one in three rated them as “good,”** expressing a positive opinion.

2. Assessment of the Quality of the Educational Process

The respondents were asked questions covering the following areas:

- level of methodological and instructional support for classes;
- qualification level of the teaching staff;
- organisation of practice-oriented classes;
- organisation of laboratory work;
- organisation of students' independent work;
- organisation of work placements;
- organisation of students' research activities;

- opportunities to develop entrepreneurial thinking skills at the University;
- student assessment policy and organisation of knowledge assessment.

Results of the Assessment of the Quality of the Educational Process

The majority of respondents expressed satisfaction with the level of methodological and instructional support, the qualification level of the teaching staff, the organisation of practice-oriented classes and laboratory work, students' independent work, work placements, research activities, opportunities to develop entrepreneurial thinking skills, as well as the student assessment policy and knowledge assessment procedures.

At the same time, **one in two respondents rated the quality of the educational process as “very good,” while one in three rated it as “good,”** expressing a positive opinion.

3. Assessment of the Quality of Learning Outcomes

The respondents were asked questions covering the following areas:

- level of theoretical knowledge acquired;
- level of skills and competencies acquired;
- compliance of the level of training with current labour market requirements.

Results of the Assessment of Learning Outcomes

The majority of respondents expressed satisfaction with the level of theoretical knowledge acquired, practical skills and competencies, as well as the alignment of their training with current labour market requirements.

At the same time, **one in two respondents rated the quality of learning outcomes as “very good,” while one in three rated it as “good,”** expressing a positive opinion.

4. Students' Views on the Strengths and Weaknesses of Educational Programmes

The survey also examined:

- students' views on the strengths and weaknesses of educational programmes;
- students' suggestions for improving the quality of educational programmes.

Based on an analysis of the opinions of students surveyed across **110 educational programmes**, the following were identified as strengths:

- the status of the higher education institution in the region;
- qualified teaching staff;
- employment opportunities;
- a wide range of educational programmes;
- implementation of international exchange programmes.

Weaknesses of Educational Programmes

The following were identified as weaknesses:

- infrastructure limitations, including insufficient recreation areas, operation of medical points, limited seating capacity in canteens, deterioration of educational buildings, etc.;
- inadequate condition of the material and technical facilities, including computer equipment, interactive boards, educational and laboratory equipment, availability of books and electronic educational resources, production equipment and furniture;
- greater emphasis on theoretical knowledge than on practical skills and experience in many educational programmes;

- insufficient opportunities for work placements and expansion of practical training;
- limited access to modern information technologies at the University, including access to computers and internet resources.

5. Average Student Assessment of Educational Programmes

Assessment Scale

- **91–100% — Very Good;**
- **71–90% — Good;**
- **51–70% — Satisfactory;**
- **50% and below — Unsatisfactory.**
- **Bachelor's Degree Programmes**

The average student satisfaction rate with the implementation of bachelor's degree programmes was **84.0%**, corresponding to a **“Good”** rating (71–90%).

Master's Degree Programmes

The average student satisfaction rate with the implementation of master's degree programmes was **84.8%**, corresponding to a **“Good”** rating (71–90%).

Doctoral Degree Programmes

The average student satisfaction rate with the implementation of doctoral degree programmes was **91%**, corresponding to a **“Very Good”** rating (91–100%).

Overall University Indicator

Overall, the average student satisfaction rate with the implementation of educational programmes across the University was **86%**, corresponding to a **“Good”** rating.

6. Main Issues and Students' Proposals for Improving Educational Programmes

Based on the survey results, the main issues and proposals requiring attention and further improvement were identified across the University.

Regarding Learning Conditions

Students proposed:

- improving the information and technology support of the educational process;
- considering the creation of comfortable conditions for students, including recreation and communication areas in educational buildings and corridors, as well as designated places for charging electronic devices;
- equipping educational buildings with modern facilities, equipment, classrooms and laboratories;
- developing a modern open-access library;
- upgrading the University's material and technical facilities, including fixed assets, computer equipment, interactive boards, educational and laboratory equipment, book collections, electronic educational resources, production equipment and furniture.

Regarding the Quality of the Educational Process

Students proposed:

- improving the content, organisation and quality of the educational process;
- analysing educational programmes to include disciplines aimed at developing in-demand professional skills;
- developing individual study plans based on each student's educational choices;
- providing students with opportunities to choose practical classes;

- excluding disciplines that do not generate sufficient student interest;
- strengthening the connection between theoretical courses taught at the University and the needs of industry.

Regarding the Quality of Learning Outcomes

Students proposed:

- increasing the level of practical skills required for successful performance of professional functions;
- strengthening cooperation between the University and enterprises;
- increasing the duration of work placements;
- allowing students to undertake professional placements at their prospective future workplace where possible, including the option to choose placement locations outside the University's pre-approved list.

**Department of Strategic Planning
and Quality Assurance**