

**Report**  
**on the results of the questionnaire**  
**“Satisfaction of 1st year students with educational services”**  
**for the 2022-2023 academic year**

**Department:** “Chemistry and Chemical Technologies”

**Specialty:** 6B07205 “Enrichment of minerals”

The Center for Quality Management and Accreditation conducted an annual questionnaire in February 2023 on the satisfaction of 1st year students with the quality of services provided.

**The purpose of the study:** Improving the learning process, improving the quality of educational services and other activities of the university.

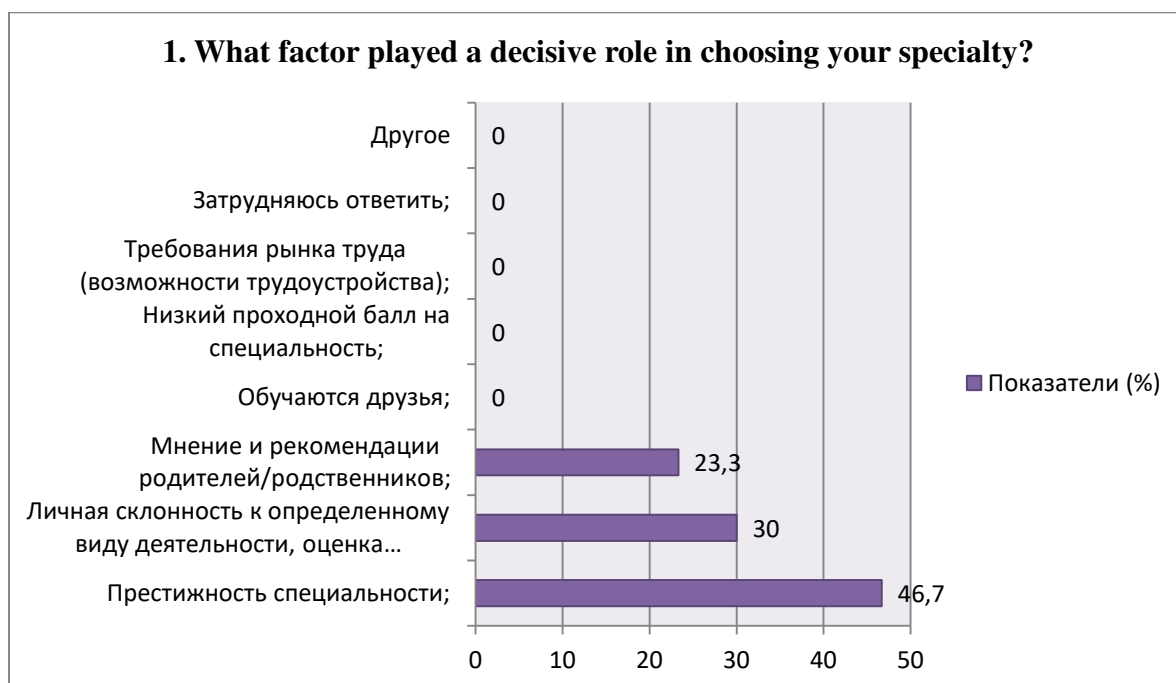
The results of the questionnaire were processed and presented in a summarized form with the guarantee of confidentiality of students' personal opinions.

On specialty 6B07205 “Enrichment of minerals” 30 respondents took part in the questionnaire, which amounted to 76.9% of the total number of students.

During the questionnaire process, the following data was obtained:

**1. What factor played a decisive role in choosing your specialty?**

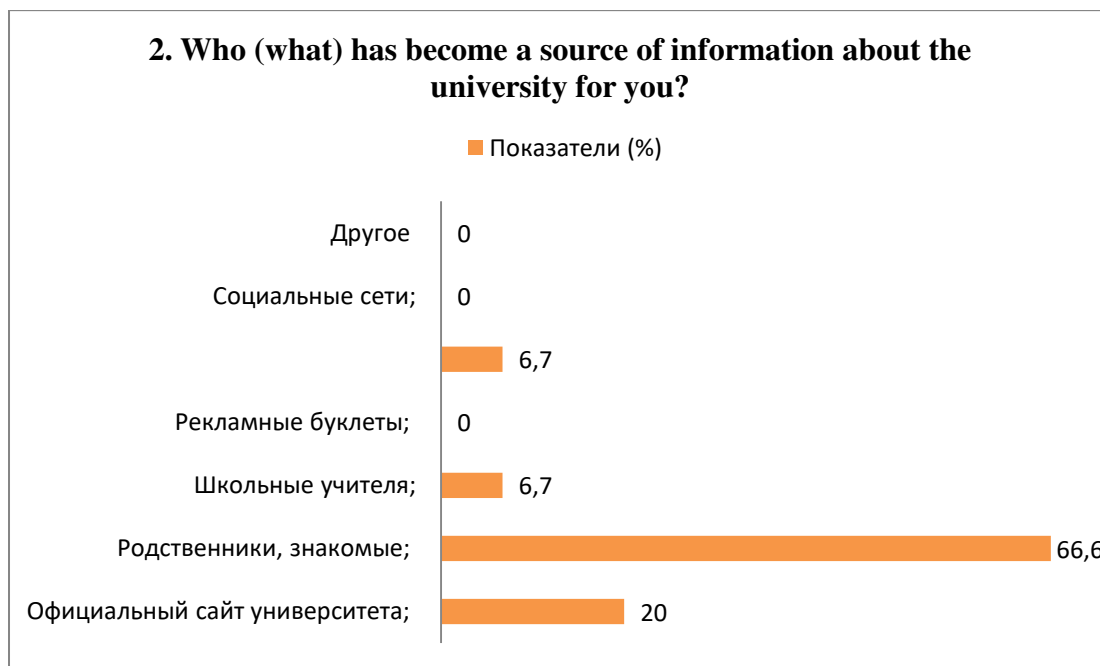
Criteria	Indicators (%)
Prestige of the specialty;	46,7
Personal inclination to a certain type of activity, assessment of one's own abilities;	30
Opinion and recommendations from parents/relatives;	23,3
Friends are being trained;	-
Low passing grade for the major;	-
Labor market requirements (employment opportunities);	-
I find it difficult to answer;	-
Other	-



**2. Who (what) has become a source of information about the university for you?**

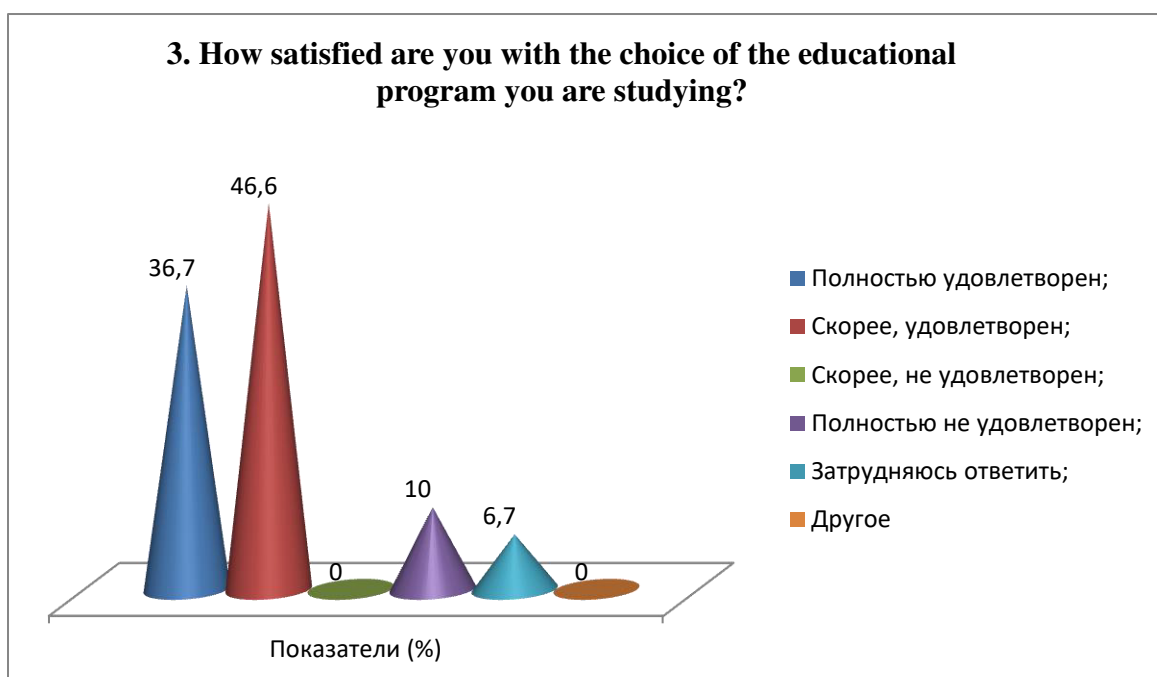
Criteria	Indicators (%)
Official website of the university;	20
Relatives, acquaintances;	66,6
School teachers;	6,7

Advertising booklets;	-
Representatives of the university who came to the school with advertisements;	6,7
Social networks;	-
Other	-



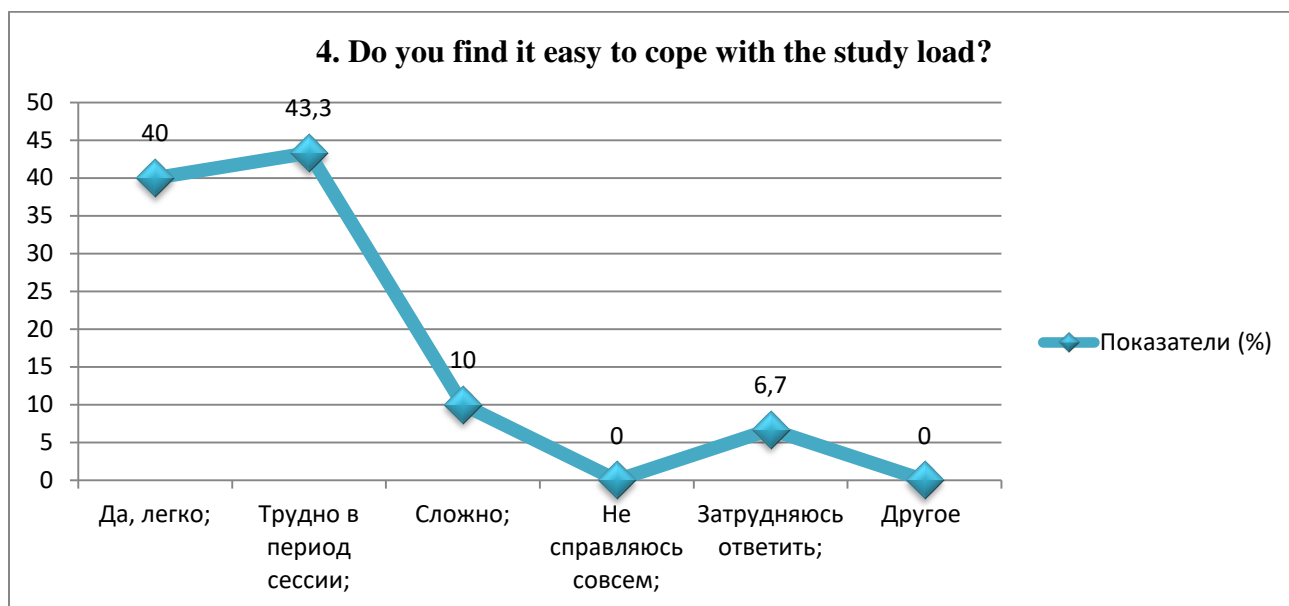
### 3. How satisfied are you with the choice of the educational program you are studying?

Criteria	Indicators (%)
Completely satisfied;	36,7
Rather, satisfied;	46,6
Rather, not satisfied;	-
I am not completely satisfied;	10
I find it difficult to answer;	6,7
Other	-



### 4. Do you find it easy to cope with the study load?

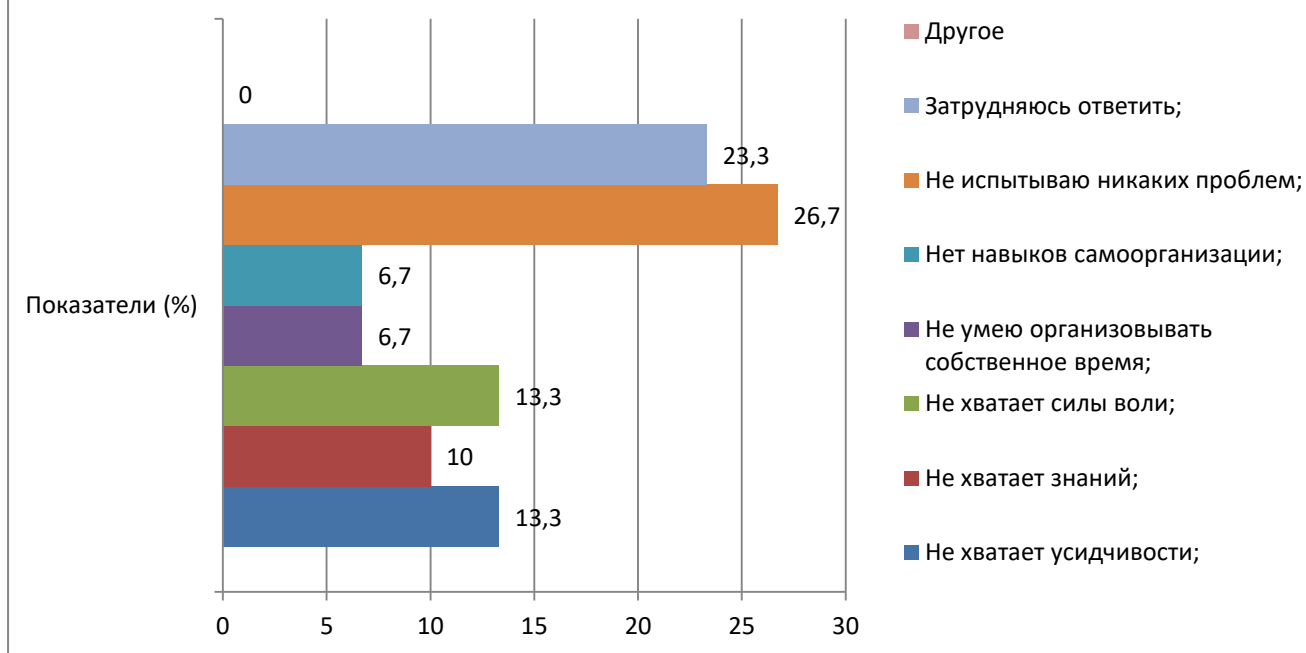
Criteria	Indicators (%)
Yeah, easy;	40
Difficult during the session;	43,3
Difficult;	10
I can't cope at all;	-
Difficult to answer;	6,7
Other	-



#### 5. Problems experienced in the learning process

Criteria	Indicators (%)
Lack of perseverance;	13,3
Not enough knowledge;	10
Lack of willpower;	13,3
I don't know how to organize my own time;	6,7
No self-organization skills;	6,7
I don't have any problems;	26,7
Difficult to answer;	23,3
Other	-

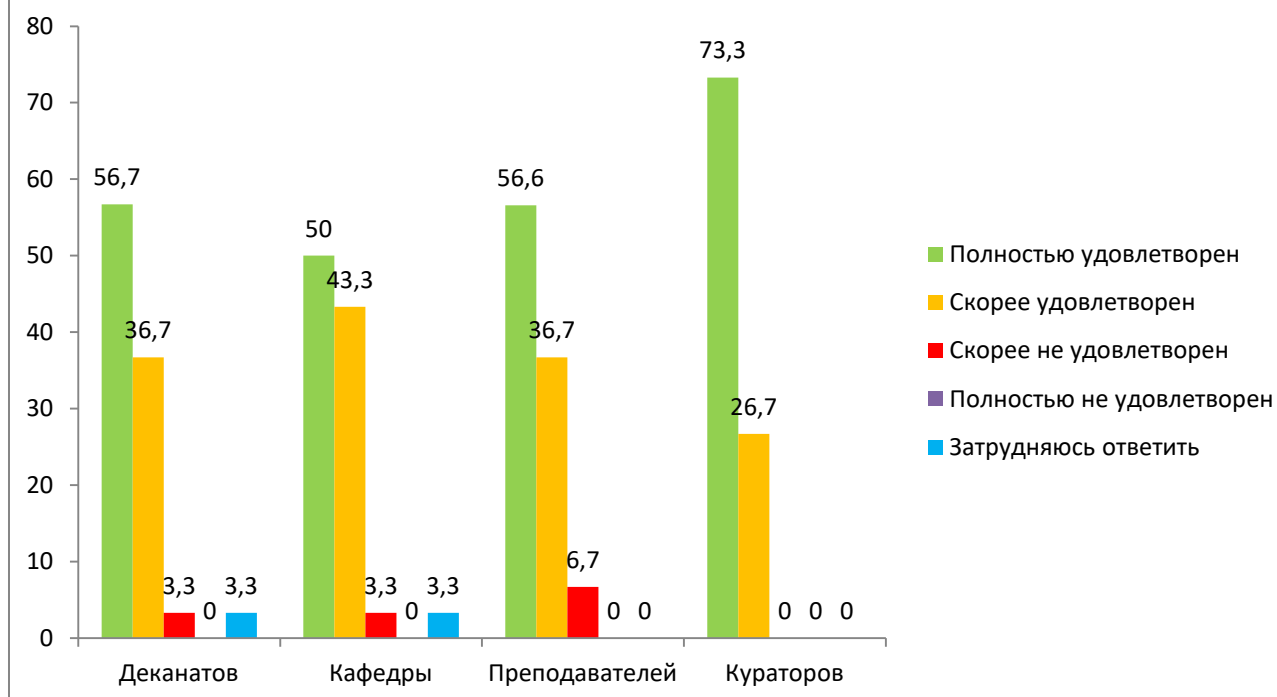
### 5. Problems experienced in the learning process



### 6. Are you satisfied with the work?

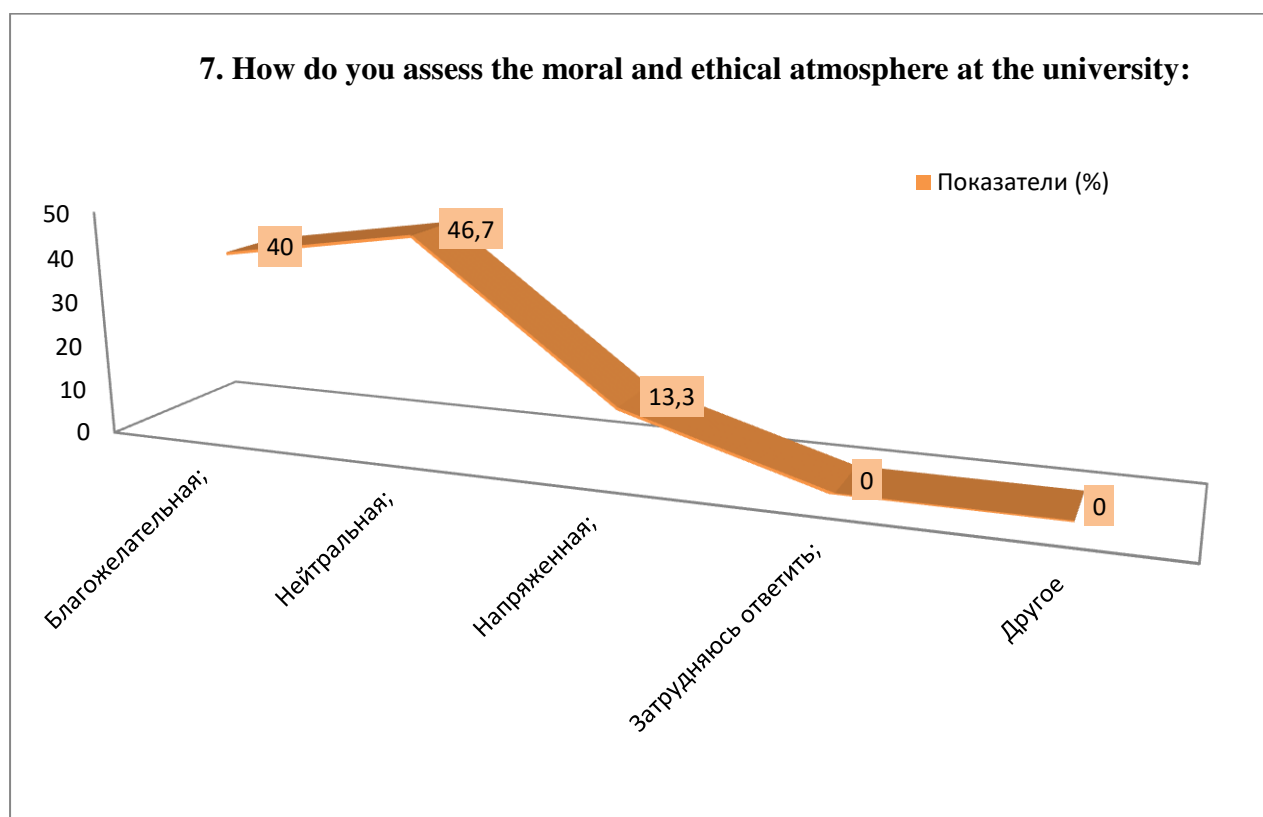
Criteria	Completely satisfied	Rather, satisfied	Rather, not satisfied	I am not completely satisfied	I find it difficult to answer
Deans	56,7	36,7	3,3	-	3,3
Departments	50	43,3	3,3	-	3,3
Teachers	56,6	36,7	6,7	-	-
Supervisors	73,3	26,7	-	-	-

### 6. Are you satisfied with the work?



### 7. How do you assess the moral and ethical atmosphere at the university:

Criteria	Indicators (%)
Favorable;	40
Neutral;	46,7
Tense;	13,3
Difficult to answer;	-
Other	-



For the option “If you answered “Tense” to the previous question, write why”, students indicated the following options\*:

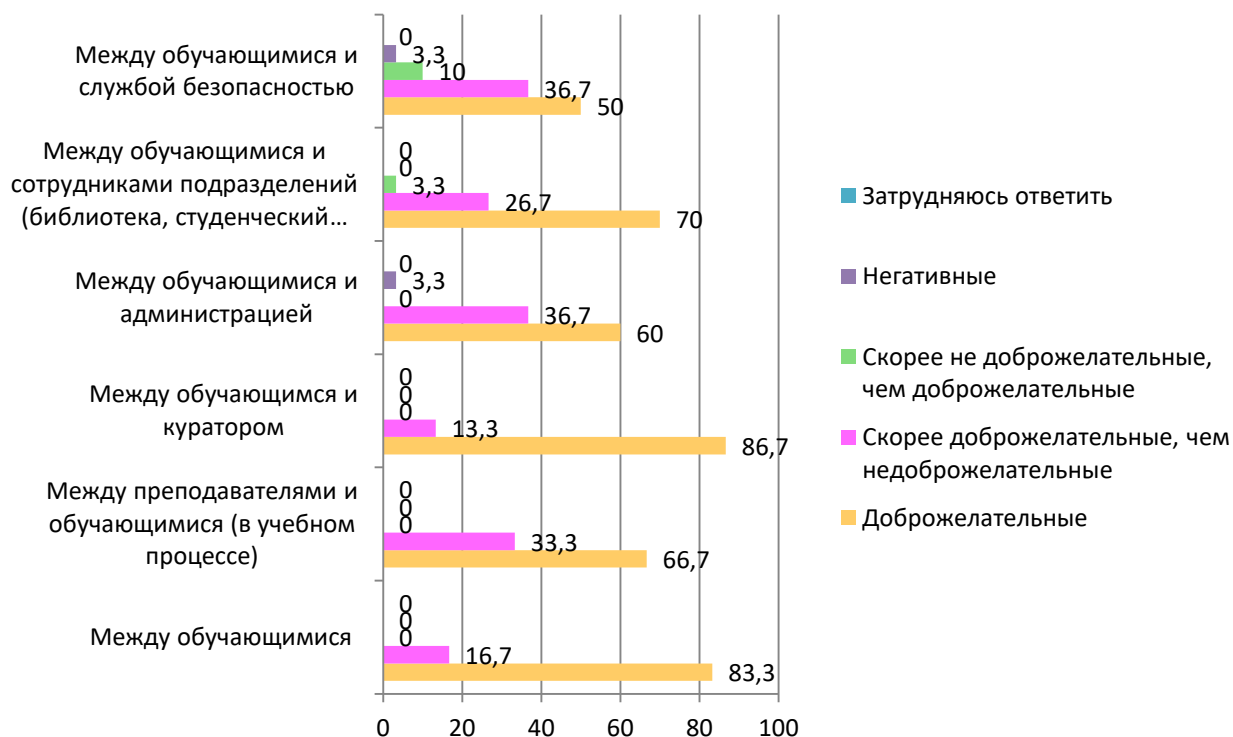
- don't know.

### 8. What do you think the relationship is:

Criteria	Benevolent	More likely to be benevolent than unfriendly	Rather not benevolent than benevolent	Negative	Difficult to answer
Between students	83,3	16,7	-	-	-
Between teachers and students (in the educational process)	66,7	33,3	-	-	-
Between student and supervisor	86,7	13,3	-	-	-
Between students and administration	60	36,7	-	3,3	-
Between students and the staff of departments (library, student department, etc.).	70	26,7	3,3	-	-
Between students and security service	50	36,7	10	3,3	-

\* Students' answers are presented in the original. The author's spelling and punctuation have been preserved.

### 8. What do you think the relationship is:



### 9. Are you satisfied?

Criteria	Completely satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
Organization of the educational process	63,3	26,7	10	-
Class schedule	70	23,3	6,7	-
Organization of independent work	76,6	16,7	6,7	-
Satisfaction with the work of the library	86,7	6,7	3,3	3,3
Living conditions in the dormitory	60	16,7	6,6	16,7
Quality of medical service	66,7	6,7	13,3	13,3
Organization of catering at the university (prices, range of products, quality of prepared meals)	56,7	20	20	3,3

## 9. Are you satisfied?

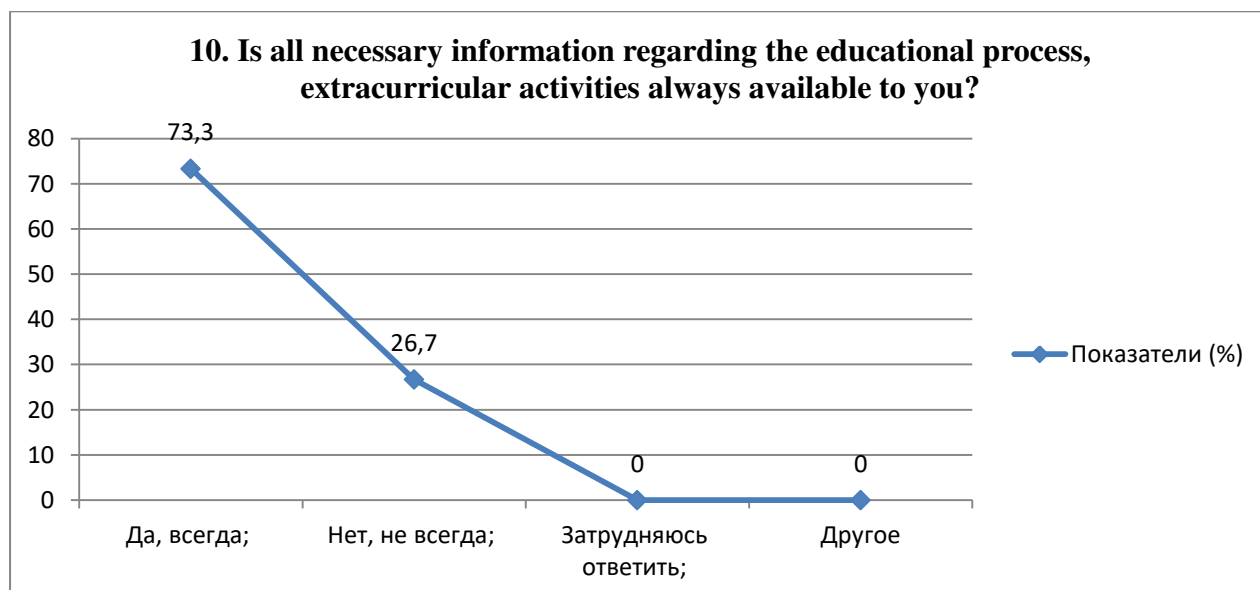


For the option “If you answered “Not satisfied” give recommendations for improvement” the students indicated the following options\*:

- prices are too expensive;
- it's okay;
- extend the break time, we're running out of time.

## 10. Is all necessary information regarding the educational process, extracurricular activities always available to you?

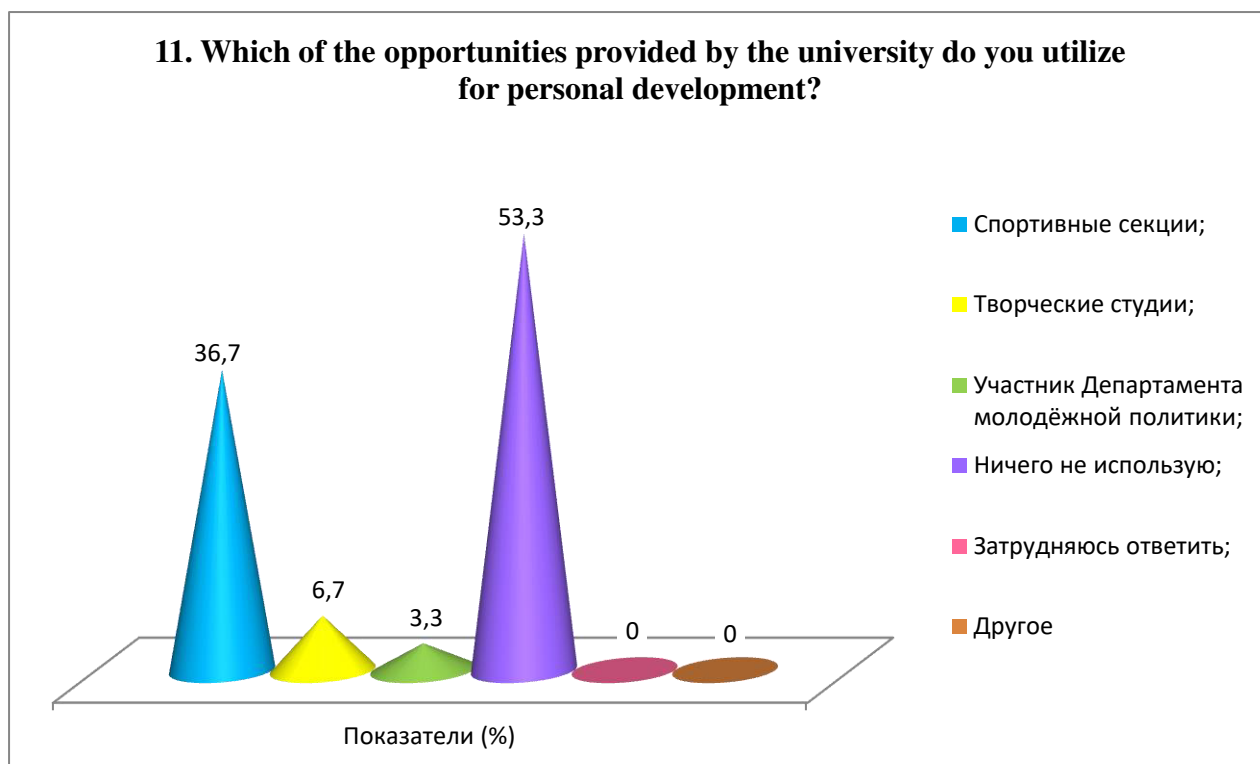
Criteria	Indicators (%)
Yes, always;	73,3
No, not always;	26,7
Difficult to answer;	-
Other	-



\* Students' answers are presented in the original. The author's spelling and punctuation have been preserved.

**11. Which of the opportunities provided by the university do you utilize for personal development?**

Criteria	Indicators (%)
Sports sections;	36,7
Creative studios;	6,7
Participant of the Youth Policy Department;	3,3
I don't use anything;	53,3
Difficult to answer;	-
Other	-

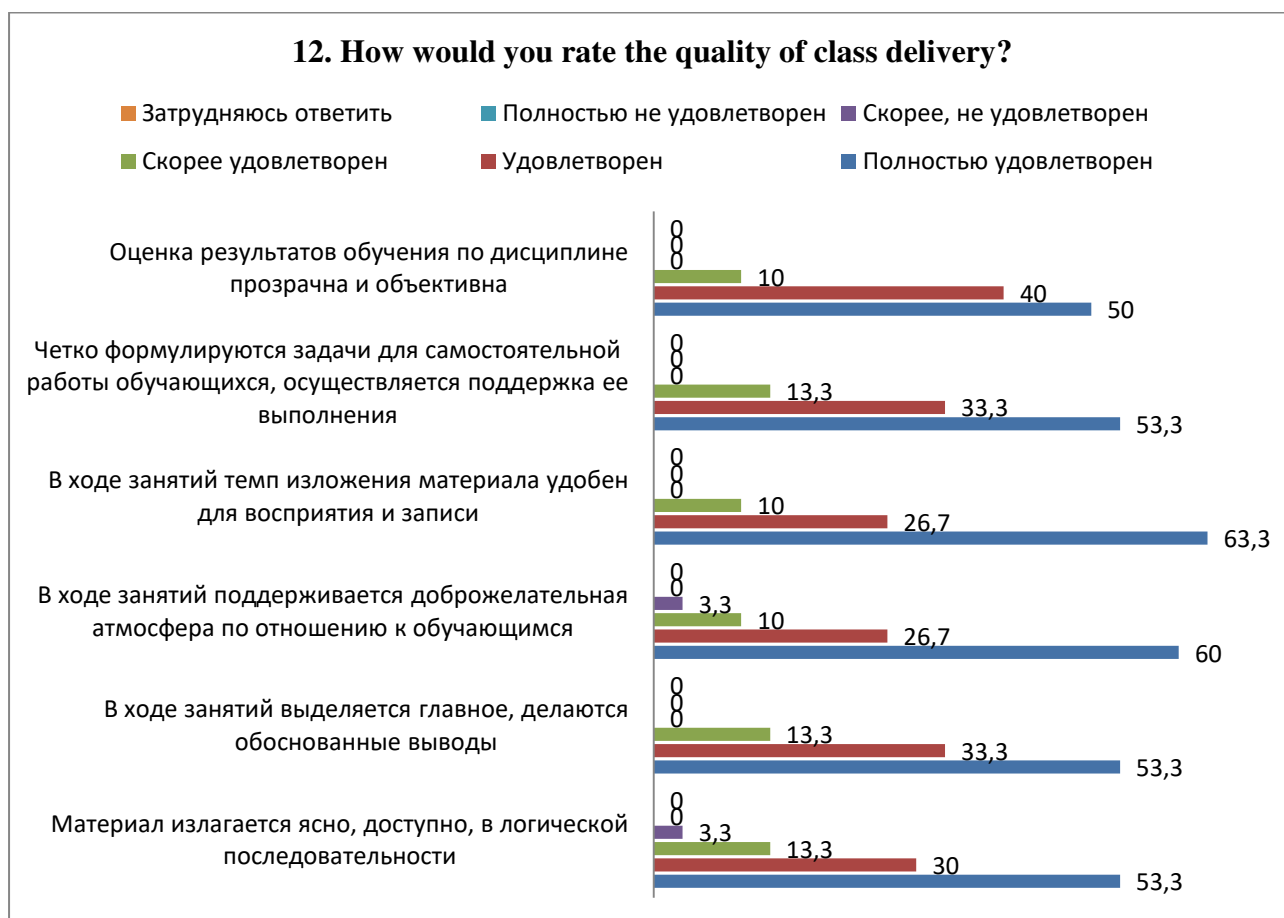


**12. How would you rate the quality of class delivery?**

	Compl etely satisfie d	Satisfie d	Rathe r satisfie d	Rather not satisfie d	I am not comple tely satisfie d	I find it difficul t to answer
The material is presented in a clear, accessible and logical sequence	53,3	30	13,3	3,3	-	-
During the lessons the main points are emphasized and reasonable conclusions are drawn	53,3	33,3	13,3	-	-	-
During the lessons, a friendly atmosphere is maintained towards the students	60	26,7	10	3,3	-	-
During the lessons, the pace of presentation of the material is convenient for perception and recording	63,3	26,7	10	-	-	-
The tasks for independent work of students are clearly formulated, and	53,3	33,3	13,3	-	-	-



support is provided for its fulfillment.						
Assessment of learning outcomes of the discipline is transparent and objective	50	40	10	-	-	-



Please, write your suggestions, wishes, as well as what questions in your opinion should be added to this questionnaire to improve the training program, improve the quality of services provided, improve the quality of distance learning and other areas of the university. (Students' answers are presented in the original. The author's spelling and punctuation have been preserved).

- I am quite satisfied;
- I don't know;
- I don't have any ideas.

According to the results of the questionnaire, the following **conclusions** can be drawn:

The choice of specialty is a very important aspect in the life of young people. Some do it consciously, others unconsciously, by the coincidence of external circumstances.

The study showed that the main factor in choosing a specialty for 46.7% of surveyed students is “prestige of the specialty”. Other relatively significant criteria were: “personal inclination to a certain type of activity, assessment of own abilities” - 30% and “opinion and recommendations of parents/relatives” - 23.3%.

The source of obtaining information about the university, faculties and specialties among the majority of first-year students are relatives, acquaintances (66.6%).

The majority of students report their satisfaction with the choice of educational program on which they study - 83.3%.

To the question “Do you easily cope with the study load?” only 40% of students answered that it is easy. The rest 43.3% answered “difficult during the session”, 10% “difficult” and 6.7% found it difficult to answer.

Relationships “between students”, “between teachers and students (in the educational process)”, “between student and supervisor”, “between students and administration”, “between students and employees of departments (library, student department, etc.)”, “between students and security service” are assessed by respondents, mainly as “benevolent” and “rather benevolent than not benevolent”.

However, it should be noted that a small part of respondents noted such answer options as “**rather not benevolent than benevolent**” and “**negative**” in the relations “**between students and administration**”, “**between students and employees of departments (library, student department, etc.)**”, “**between students and security service**”.

73.3% of students noted that they always have access to the necessary information regarding the educational process and extracurricular activities. However, 26.7% of respondents chose the answer “no, not always”.

To the question “How satisfied are you with the material base of our university” the following information was received:

- “The material is presented clearly, accessible, in a logical sequence” satisfaction of students amounted to 96,6%;
- “During the lessons the main thing is emphasized, reasonable conclusions are made” satisfaction of students amounted to 99,9%;
- “During the lessons a friendly atmosphere is maintained in relation to the students” satisfaction of students amounted to 96,7%;
- “During the lessons, the pace of presentation of the material is easy to understand and write down” learner satisfaction was 100%;
- “The tasks for independent work of students are clearly formulated, support is provided for its implementation” satisfaction of students amounted to 99,9%;
- “Assessment of learning outcomes in the discipline is transparent and objective” satisfaction of students amounted to 100%.

At the end of the questionnaire, students are asked to make questions that in their opinion should be added to this questionnaire to improve the training program, improve the quality of services provided and other areas of the university. Students suggested the following questions: “quite satisfied”, “don't know” and “no idea”.

### **Recommendations:**

Head of the department to familiarize the staff and students with the results of the questionnaire, if necessary, to develop an action plan to improve the quality of educational services.