

Report
on the results of the questionnaire
“Satisfaction of 1st year students with educational services”
for the 2023-2024 academic year
Department: “ Information Computation Systems ”
Specialty: 6B06103 IT medicine

The Centre for Quality Management and Accreditation in February 2024 conducted the annual questionnaire on the satisfaction of 1st year students with the quality of services provided.

Purpose of the questionnaire: Improvement of the learning process, improvement of the quality of educational services and other activities of the university.

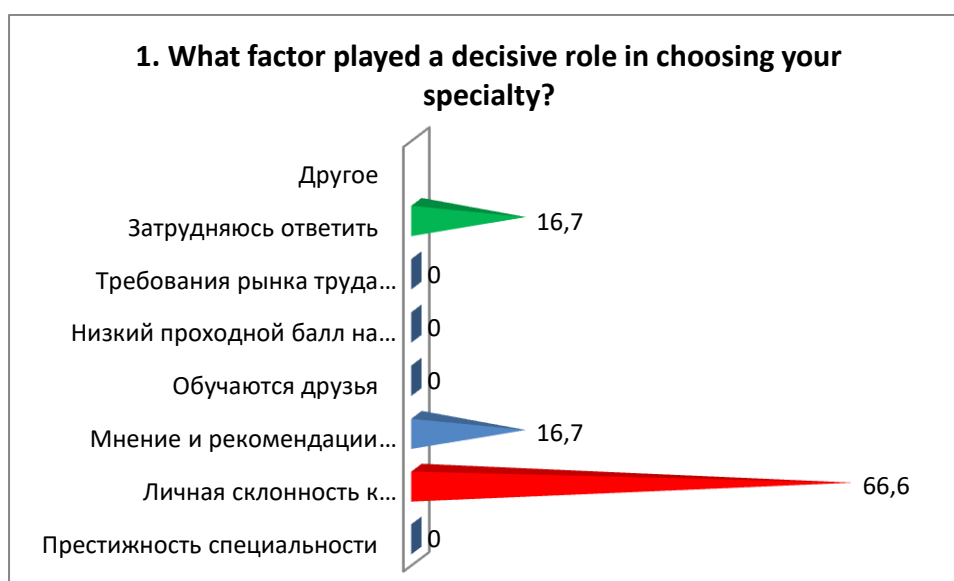
The results of the questionnaire were processed and presented in a summarized form with the guarantee of confidentiality of students' personal opinions.

In the speciality 6B06103 IT-medicine 6 respondents took part in the questionnaire, which is 75% 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?

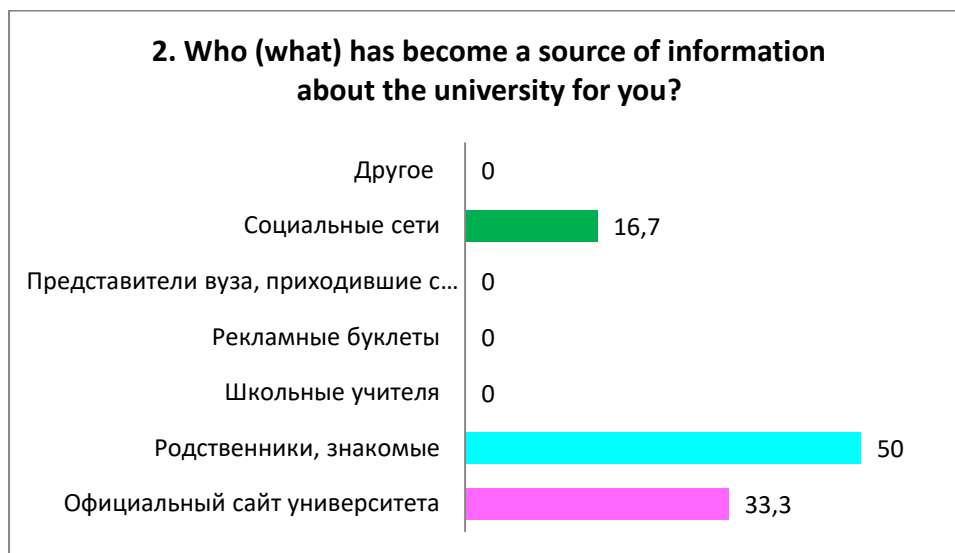
Criteria	Indicators (%)
Prestige of the specialty;	-
Personal inclination to a certain type of activity, assessment of one's own abilities;	66,6
Opinion and recommendations from parents/relatives;	16,7
Friends are being trained;	-
Low passing grade for the major;	-
Labor market requirements (employment opportunities);	-
I find it difficult to answer;	16,7
Other	



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

Criteria	Indicators (%)
Official website of the university;	33,3

Relatives, acquaintances;	50
School teachers;	-
Advertising booklets;	-
Representatives of the university who came to the school with advertisements;	-
Social networks;	16,7
Other	-



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

Criteria	Indicators (%)
Completely satisfied;	16,7
Rather, satisfied;	16,7
Rather, not satisfied;	33,3
I am not completely satisfied;	-
I find it difficult to answer;	16,7
Other	16,6



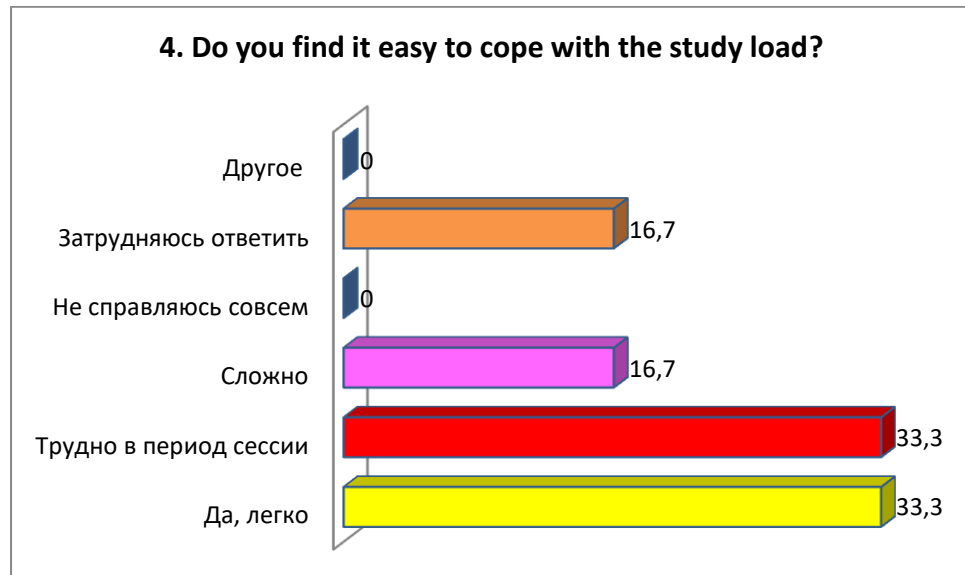
For the option ‘**Other**’, the students indicated the following options*:

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

- Because our group is often forgotten, I'm not satisfied.

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

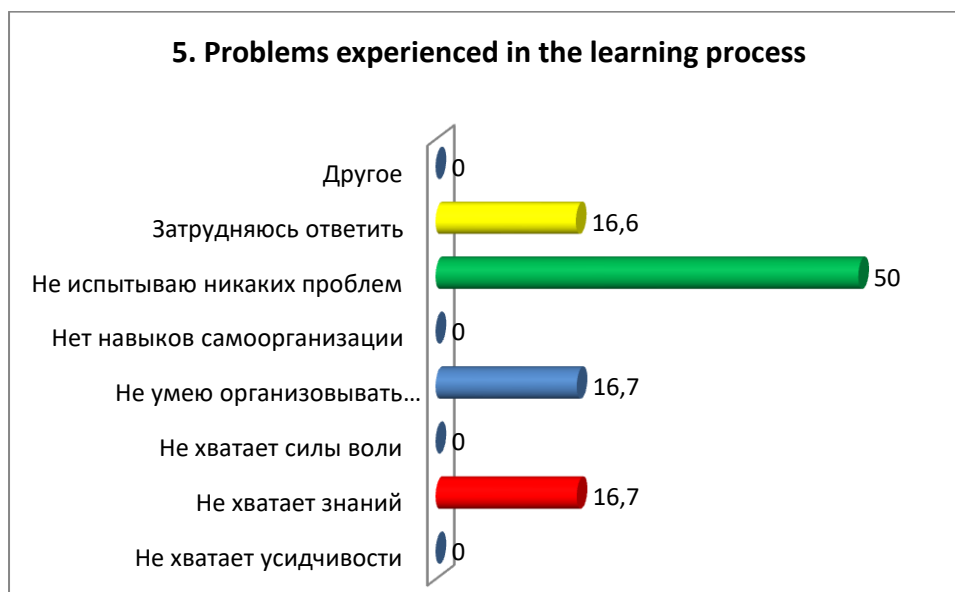
Criteria	Indicators (%)
Yeah, easy;	33,3
Difficult during the session;	33,3
Difficult;	16,7
I can't cope at all;	-
Difficult to answer;	16,7
Other	-



5. Problems experienced in the learning process

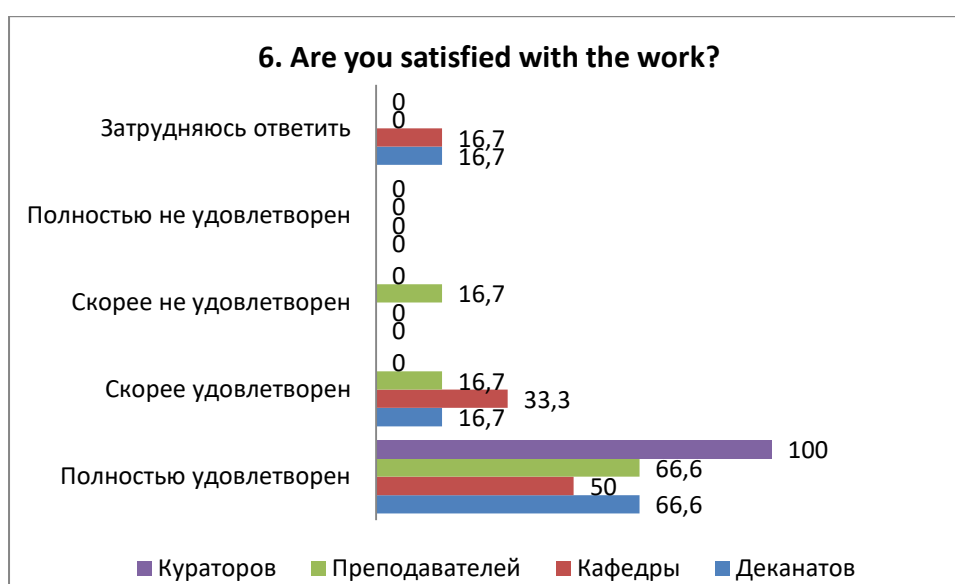
Criteria	Indicators (%)
Lack of perseverance;	-
Not enough knowledge;	16,7
Lack of willpower;	-
I don't know how to organize my own time;	16,7
No self-organization skills;	-
I don't have any problems;	50
Difficult to answer;	16,6
Other	-

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	66,6	16,7	-	-	16,7
Departments	50	33,3	-	-	16,7
Teachers	66,6	16,7	16,7	-	-
Supervisors	100	-	-	-	-



For the option ‘If you answered “rather not satisfied or completely not satisfied” give recommendations for improvement’, the students indicated the following options*:

- Let teachers do not come to the pair when you have a headache or something else, because when we had maths the teacher solved equations incorrectly and I found about 5 mistakes in the example, and they put points looking at the face, girls who know nothing about maths and do not activate in the lesson get more points than us, the teacher said that points will be put only if we will solve equations and activate in the lesson, but in fact everything is the opposite, those who try, solve levels get less points than those who do

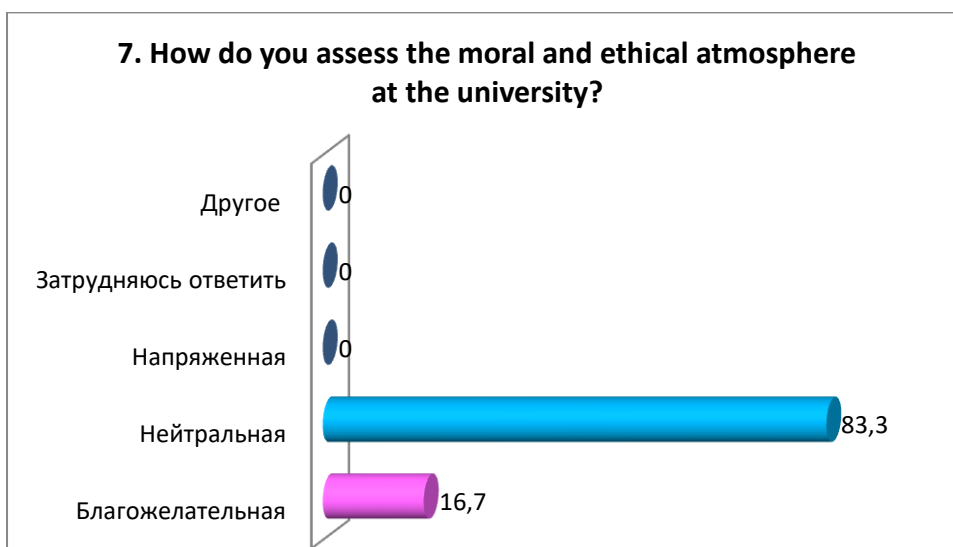
* Students' answers are presented in the original. The author's spelling and punctuation have been preserved.

nothing. We even lost our scholarship, but they stayed, it's not fair and low from the teachers' side.

- Maybe they should go to a sanitarium. To improve their nerves and inner peace. Also, stop pressuring them. With those stupid career guidance programmes.

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

Criteria	Indicators (%)
Favorable;	16,7
Neutral;	83,3
Tense;	-
Difficult to answer;	-
Other	-



For the option ‘If you answered “Tense” to the previous question, write down why’, students gave the following options*:

- I don't know, if we studied for knowledge instead of grades, I think things would be a lot better.

8. What do you think the relationship is:

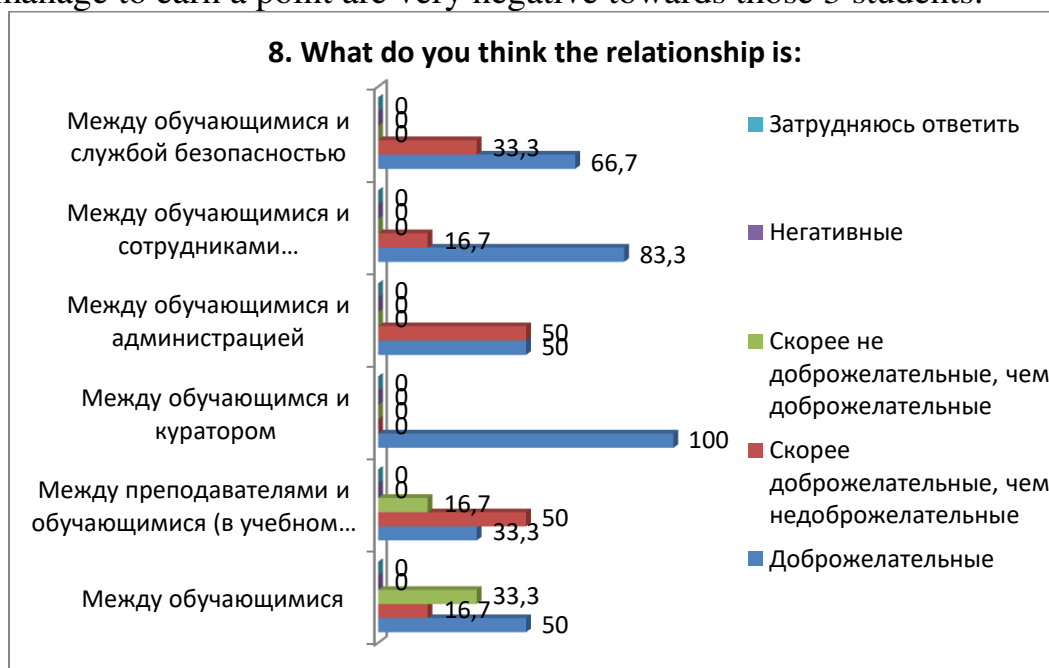
Criteria	Benevolent	More likely to be benevolent than unfriendly	Rather not benevolent than benevolent	Negative	Difficult to answer
Between students	50	16,7	33,3	-	-
Between teachers and learners (in the learning process)	33,3	50	16,7	-	-
Between learner and supervisor	100	-	-	-	-
Between students and administration	50	50	-	-	-
Between students and the staff of the departments	83,3	16,7	-	-	-

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

(library, student department, etc.).					
Between students and security service	66,7	33,3	-	-	-

For the option ‘If you answered “Rather not benevolent than benevolent or negative” to the previous question, write why’, students gave the following options*:

- Well students compete when they only give points to the most active 3 students in the class, even though everyone is trying hard
- Competition kills, many teachers only give points to the top 3 students. While those who didn't manage to earn a point are very negative towards those 3 students.



9. Are you satisfied?

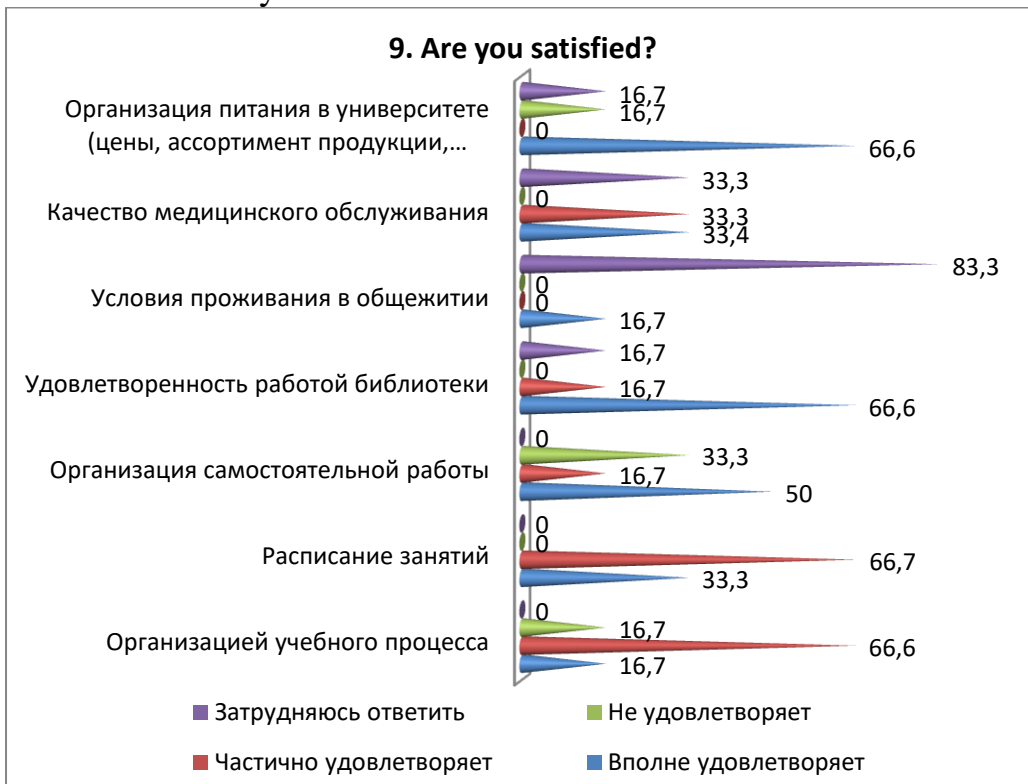
Criteria	Completely satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
Organization of the educational process	16,7	66,6	16,7	-
Class schedule	33,3	66,7	-	-
Organization of independent work	50	16,7	33,3	-
Satisfaction with the work of the library	66,6	16,7	-	16,7
Living conditions in the dormitory	16,7	-	-	83,3
Quality of medical service	33,4	33,3	-	33,3
Organization of catering at the university (prices, range of products, quality of prepared meals)	66,6	-	16,7	16,7

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

- At least they'd give you instructions for your own work.
- First of all, we study at the speed of light. What, we do not have time to digest the knowledge we have learnt, while a new topic begins. We need to spend more hours studying. And increase the srsp so we can at least earn points there. Secondly, why is the

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

number of canteens too small? We have a crazy queue there. No juice! Why? Why only water? And why is there a mini coffee shop in the first building. They've made coffee so much that the whole university stinks. We can't even ventilate.



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

Criteria	Indicators (%)
Yes, always;	50
No, not always;	50
Difficult to answer;	-
Other	-



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

Criteria	Indicators (%)
Sports sections;	33,3
Creative studios;	33,3
Participant of the Youth Policy Department;	-
I don't use anything;	33,4
Difficult to answer;	-
Other	-



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

Criteria	Completely satisfied	Satisfied	Rather satisfied	Rather not satisfied	I am not completely satisfied	I find it difficult to answer
The material is presented in a clear, accessible and logical sequence	50	16,7	16,7	16,6	-	-
During the lessons the main points are emphasized and reasonable conclusions are drawn	66,7	-	33,3	-	-	-
During the lessons, a friendly atmosphere is maintained towards the students	50	16,7	-	33,3	-	-
During the lessons, the pace of presentation of the material is convenient for perception and recording	83,3	-	16,7	-	-	-
The tasks for independent work of students are clearly formulated, and support is provided for its fulfillment.	50	16,7	16,7	16,6	-	-
Assessment of learning outcomes of the discipline is transparent and objective	50	-	16,7	16,7	-	16,6



For the option ‘**Other**’, the students indicated the following options *:

- Some teachers are very aggressive in answering our questions. And some teachers answer them with interest and really explain a lot!

For the option ‘**If you answered “rather, not satisfied and completely not satisfied” to the previous question, give recommendations for improvement**’, the students indicated the following options *:

- Lectures go by at the speed of light. What the hell is this? Are they going to teach us or on the contrary, are they going to teach us faster to make us dumb?
- The pace of presentation of the material of mathematics is very fast and to understand all this and at the same time to write down cause difficulties.
- Sometimes teachers answer our questions very aggressively. But some teachers answer them with interest and really explain a lot!

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 think all the questions are clearly stated.
- I don't know.
- I guess 1) what are your favourite subjects. 2) which teachers you would like to go to. 3) what is your attitude towards learning. 4) why your learning level has decreased or increased. 5) what the university needs to change in order to improve students' learning ability.

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

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

The choice of speciality was determined by a variety of factors. The main ones were personal inclinations and assessment of their own abilities, which played a decisive role for 66.6% of students. The opinion of parents/relatives also had a significant influence on

16.7% of respondents. However, for some (16.7%) the main factor of choice remained undetermined.

Students chose a university based on different sources of information. The main ones were recommendations from relatives and friends, as well as information from the university's official website. Social networks also had an influence.

As can be seen from the provided data, the level of satisfaction with the choice of educational programme among the respondents is quite diverse. About one third of respondents (33.3%) are rather dissatisfied with the choice of programme, while 16.7% of respondents are completely satisfied and the same number are rather satisfied with the choice of programme, which indicates positive aspects of the educational process. 16.7% of respondents find it difficult to answer, which may mean uncertainty in their feelings or incomplete understanding of the advantages and disadvantages of the programme.

Students face various challenges in their studies such as lack of knowledge, time organisation and managing their study load. Some students experience difficulties, especially during the term of the session.

Satisfaction with the work of the university structural units is quite high: dean's office (83.3%), departments (83.3%), lecturers (83.3%) and supervisors (100%). This indicates a positive assessment of the university environment and the support provided to them during their studies.

Relations between students, teachers, supervisors and administration are assessed as benevolent or rather benevolent, which indicates a favourable moral and psychological atmosphere at the university.

The university successfully organises the educational process, which is reflected in the high degree of student satisfaction with the schedule of classes, independent work, library work and catering. However, on the issue of information accessibility there is some disagreement among students, which requires additional attention from the university.

It is important to pay attention to the fact that not all students actively use the provided opportunities for personal development, which may reduce their overall educational experience. Understanding the reasons for this lack of engagement and developing activities to encourage participation can improve the situation.

In addition, high student satisfaction with the quality of lesson delivery emphasises the success of the pedagogical work and suggests that this high level will be maintained in the future.

Recommendations:

The Head of Department should familiarise staff and students with the results of the questionnaire and discuss them at supervisory hours. This will allow all interested parties to obtain information about the current state and opinions of students regarding the quality of the educational process and learning conditions.

If necessary, develop an action plan to improve the quality of educational services.

Students can also request the results of the questionnaire by e-mail of the Centre for Quality Management and Accreditation cqma_kstu@mail.ru.