Report

based on the questionnaire results
"Satisfaction of 2nd-5th year students with educational services"
2024 – 2025 academic year
Department: "Information Technology and Security"
Specialty: 6B06301 Information security systems

In October 2024, the quality management and accreditation center conducted an annual questionnaire on the satisfaction of 2nd-5th year students with the quality of services provided.

Purpose of the survey: To determine the degree of satisfaction of respondents with the quality of educational services provided and other areas of the university's activities.

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

In the specialty 6B06301 "Information Security Systems", 332 respondents out of 612 took part in the questionnaire, which is 54.3% of the total number of students in this specialty.

- 2nd year – 99 students (33.7%);
- 3rd year – 112 students (65.8%);
- 4th year – 121 students (81.8%).

Form of study
- Budget – 279 students (84%);
- Fee-paying – 53 students (16%).

The following data were obtained during the questionnaire:

Indicators:

## 1. Are you satisfied? quality of services provided?

1.1 The learning process as a whole
1.2 Schedule of classes
1.3 Organization of independent work
1.4 Internship
1.5 Organization and implementation of the IWS
1.6 Organization and implementation of laboratory work
1.7 Satisfaction with the library's work
1.8 Possibility of access to full-text databases of scientific publications
1.9 Living conditions in the hostel
1.10 Quality of medical care
1.11 Organization of catering at the university (prices, range of products, quality of prepared dishes)

Other_____

If you answered "not satisfied" to the previous question, please provide recommendations for improvement provided services _____
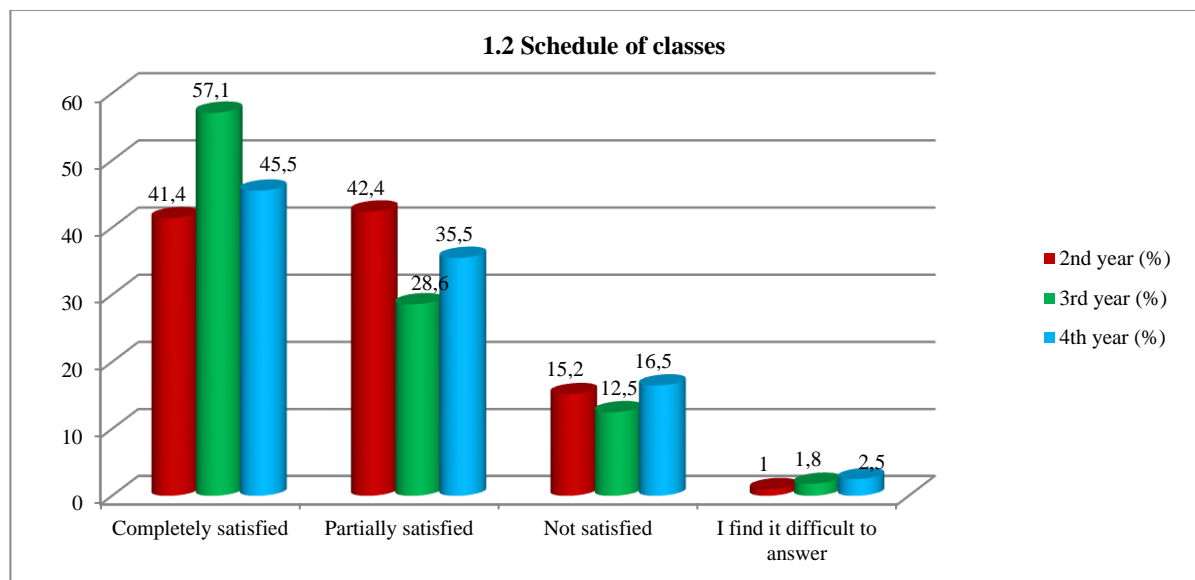
1.1 The learning process as a whole

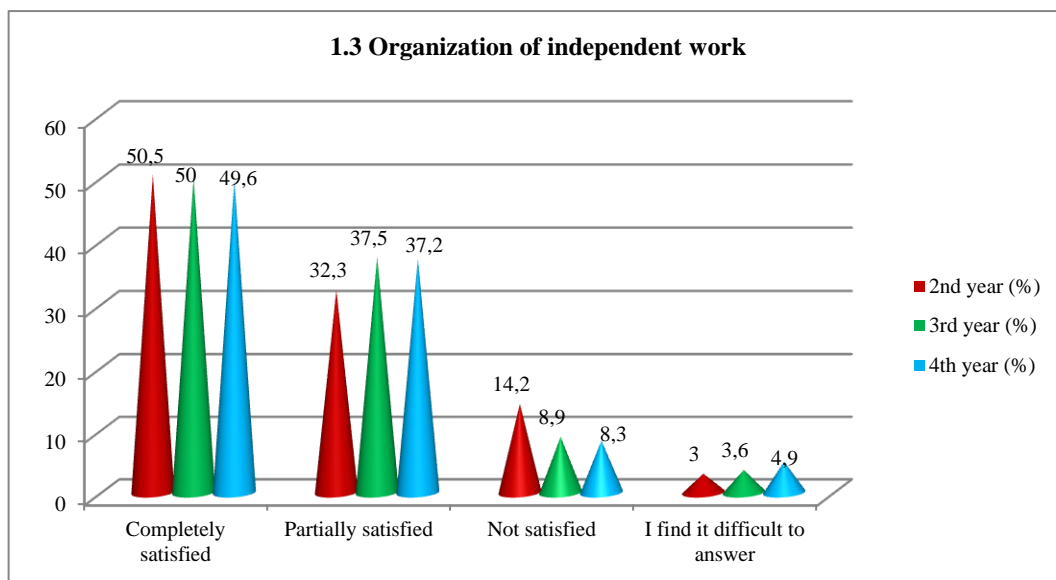| Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	55.6% (55 people)	51.8% (58 people)	52.9% (64 people)
Partially satisfied	34.3% (34 people)	28.6% (32 people)	37.2% (45 people)
Not satisfied	6.1% (6 people)	17.8% (20 people)	6.6% (8 people)
I find it difficult to answer	4% (4 people)	1.8% (2 people)	3.3% (4 people)
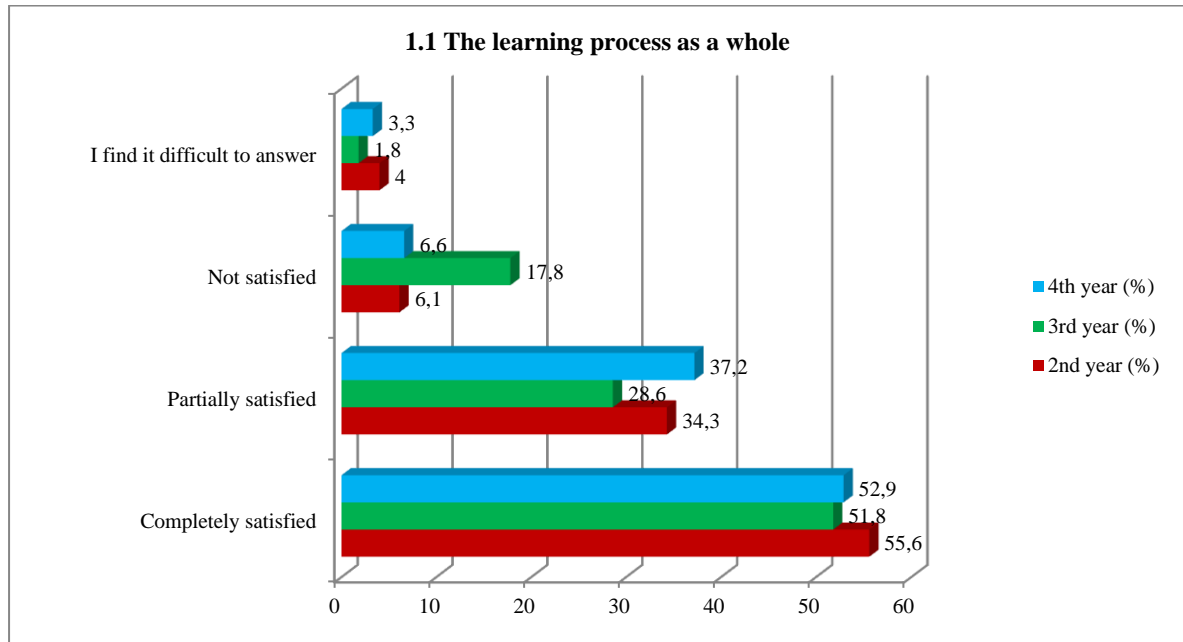
1.2 Schedule of classes

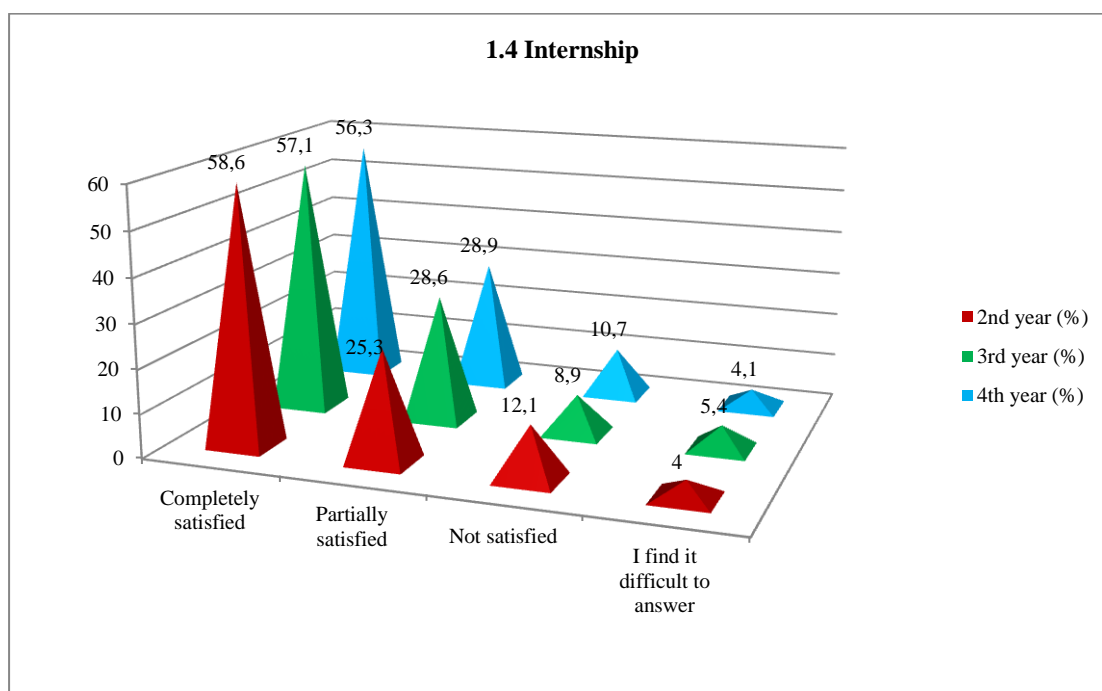| Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	41.4% (41 people)	57.1% (64 people)	45.5% (55 people)
Partially satisfied	42.4% (42 people)	28.6% (32 people)	35.5% (43 people)
Not satisfied	15.2% (15 people)	12.5% (14 people)	16.5% (20 people)
I find it difficult to answer	1% (1 person)	1.8% (2 people)	2.5% (3 people)

1.3 Organization of independent work

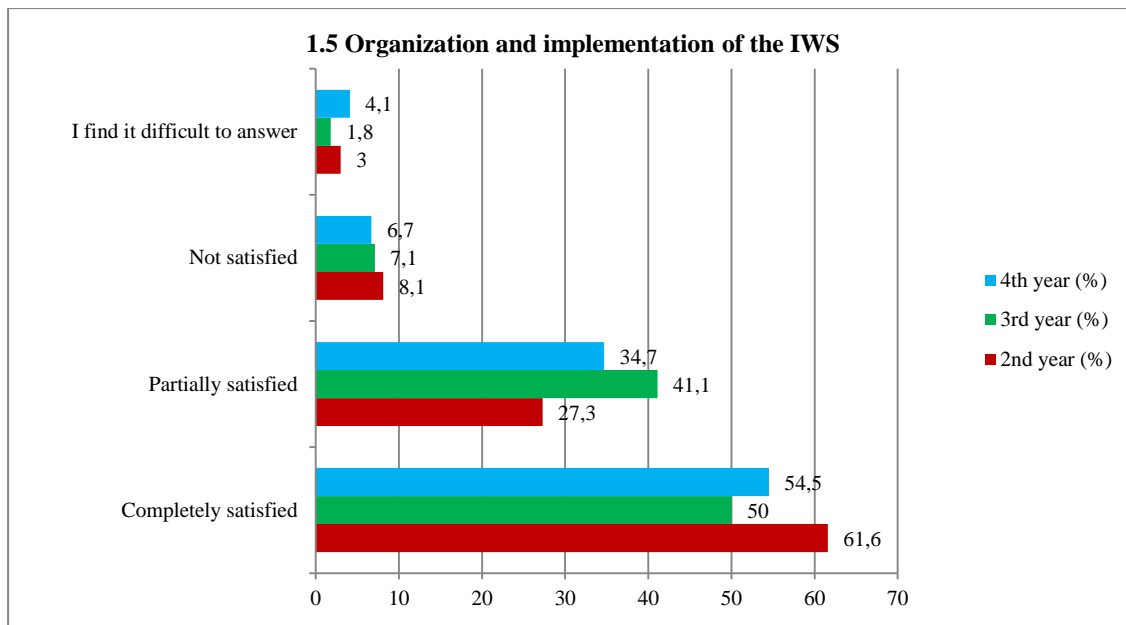| Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	50.5% (50 people)	50% (56 people)	49.6% (60 people)
Partially satisfied	32.3% (32 people)	37.5% (42 people)	37.2% (45 people)
Not satisfied	14.2% (14 people)	8.9% (10 people)	8.3% (10 people)
I find it difficult to answer	3% (3 people)	3.6% (4 people)	4.9% (6 people)

1.4 Internship

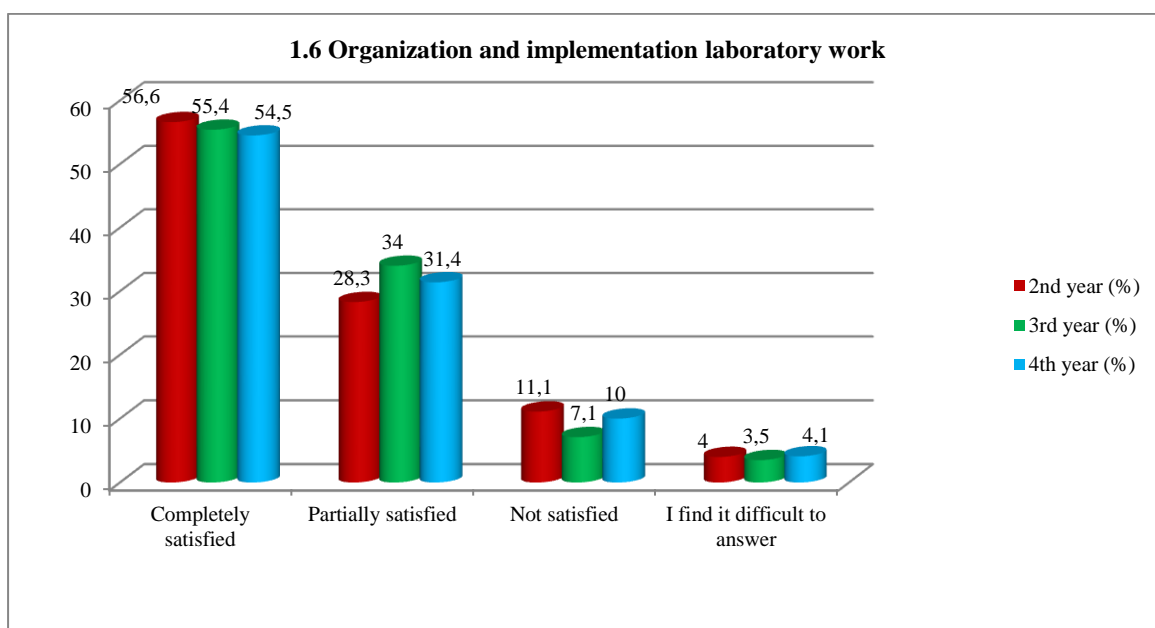| Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	58.6% (58 people)	57.1% (64 people)	56.3% (68 people)
Partially satisfied	25.3% (25 people)	28.6% (32 people)	28.9% (35 people)
Not satisfied	12.1% (12 people)	8.9% (10 people)	10.7% (13 people)
I find it difficult to answer	4% (4 people)	5.4% (6 people)	4.1% (5 people)

1.5 Organization and implementation of the IWS

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	61.6% (61 people)	50% (56 people)	54.5% (66 people)
Partially satisfied	27.3% (27 people)	41.1% (46 people)	34.7% (42 people)
Not satisfied	8.1% (8 people)	7.1% (8 people)	6.7% (8 people)
I find it difficult to answer	3% (3 people)	1.8% (2 people)	4.1% (5 people)

1.6 Organization and implementation laboratory work

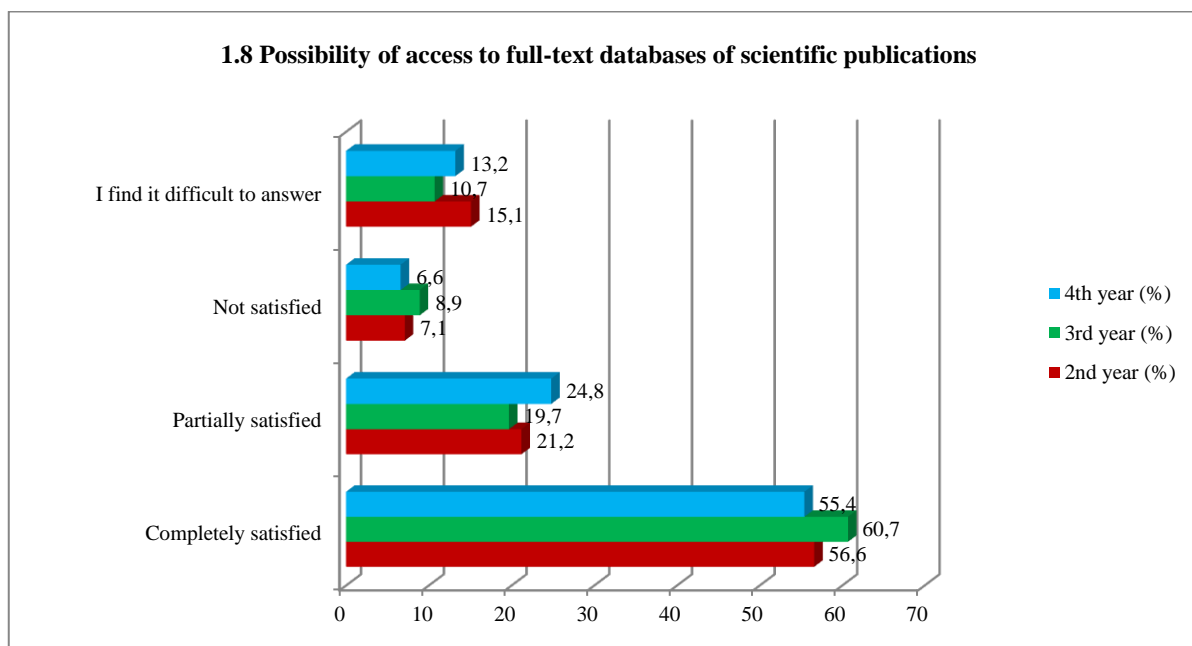| Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	56.6% (56 people)	55.4% (62 people)	54.5% (66 people)
Partially satisfied	28.3% (28 people)	34% (38 people)	31.4% (38 people)
Not satisfied	11.1% (11 people)	7.1% (8 people)	10% (12 people)
I find it difficult to answer	4% (4 people)	3.5% (4 people)	4.1% (5 people)

1.7 Satisfaction with the library's work

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	58.6% (58 people)	59% (66 people)	55.4% (67 people)
Partially satisfied	17.2% (17 people)	23.2% (26 people)	19.8% (24 people)
Not satisfied	9.1% (9 people)	5.3% (6 people)	9.1% (11 people)
I find it difficult to answer	15.1% (15 people)	12.5% (14 people)	15.7% (19 people)

1.8 Possibility of access to full-text databases of scientific publications

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	56.6% (56 people)	60.7% (68 people)	55.4% (67 people)
Partially satisfied	21.2% (21 people)	19.7% (22 people)	24.8% (30 people)
Not satisfied	7.1% (7 people)	8.9% (10 people)	6.6% (8 people)
I find it difficult to answer	15.1% (15 people)	10.7% (12 people)	13.2% (16 people)

1.9 Living conditions in the hostel

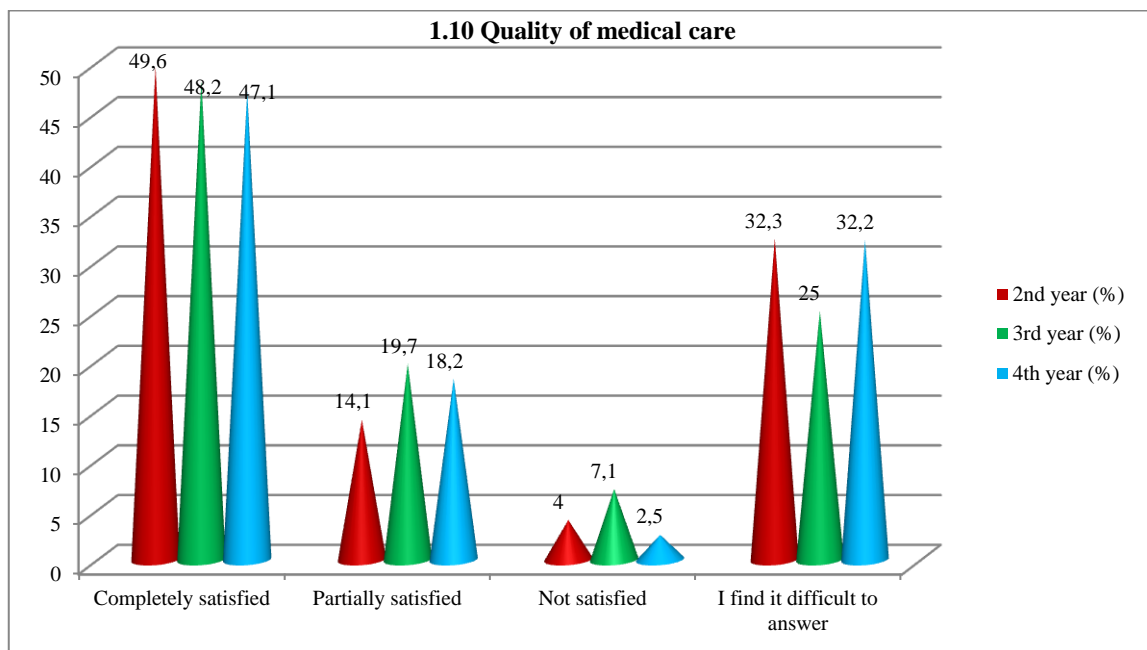| Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	35.4% (35 people)	42.8% (48 people)	35.5 (43 people)
Partially satisfied	16.1% (16 people)	14.3% (16 people)	17.4% (21 people)
Not satisfied	2% (2 people)	3.6% (4 people)	3.3% (4 people)
I find it difficult to answer	46.5% (46 people)	39.3% (44 people)	43.8% (53 people)
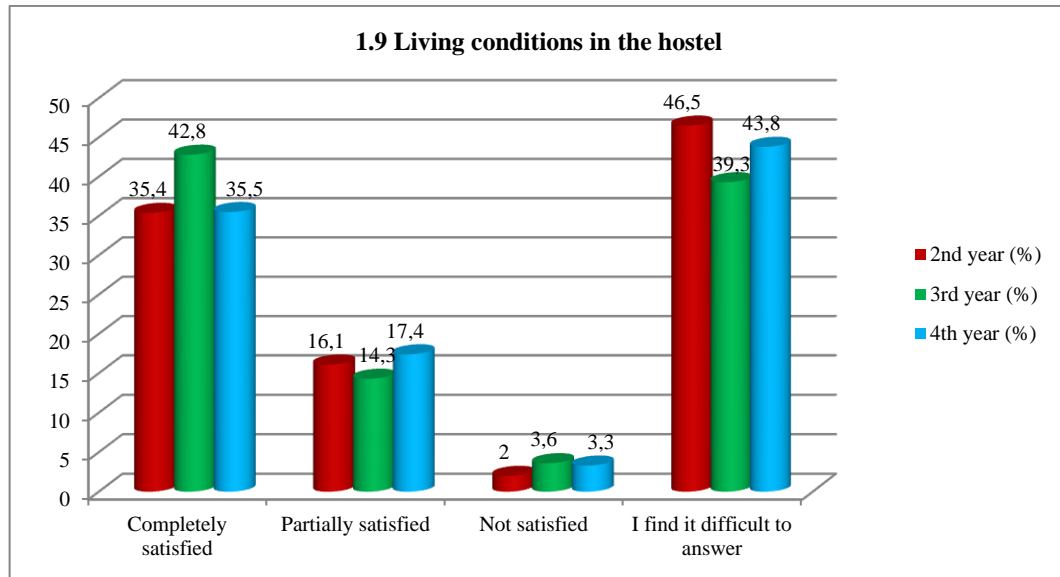
1.10 Quality of medical care

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	49.6% (49 people)	48.2% (54 people)	47.1% (57 people)
Partially satisfied	14.1% (14 people)	19.7% (22 people)	18.2% (22 people)
Not satisfied	4% (4 people)	7.1% (8 people)	2.5% (3 people)
I find it difficult to answer	32.3% (32 people)	25% (28 people)	32.2% (39 people)

1.11 Organization of catering at the university (prices, range of products, quality of prepared dishes)

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	51.5% (51 people)	53.6% (60 people)	47.1% (57 people)
Partially satisfied	23.2% (23 people)	28.6% (32 people)	24.8% (30 people)
Not satisfied	16.2% (16 people)	7.1% (8 people)	16.5% (20 people)
I find it difficult to answer	9.1% (9 people)	10.7% (12 people)	11.6% (14 people)

In response to the answer "Other", respondents indicated the following answers:

2nd year	3rd year	4th year
- Too many disciplines distracting from programming - The catering at the university is at zero, the prices for food are not at cost, small and greasy - Organization of catering in terms of service, restrooms - ok, thank you	- Everything is fine - That's all I answered. - The lectures are not interesting at all, no one wants to listen, it's boring - Everything is very good.	- Increase portions

To the question "**If you answered "not satisfied" to the previous question, please provide recommendations for improvement provided services»** The respondents answered as follows:

2nd year	3rd year	4th year
- The doctors at Armandastar are rude, you don't want to go to them, and when you're sick, what else can you do except call an ambulance. They're not rude and don't pick on every word. - Strict control - Internship should be at a university - The prices should be lower, the stipends are not enough for food. And there are not enough places for	- Didn't answer. - Everything is correct. - the teachers are too strict	- in the canteen - not tasty products. The range and quality of goods need to be improved!!

all the students.
- Make prices lower, make more than one cash register in buffets, because there is only one cash register, there is a crush and crowd
- Provide work places for practice
- So that rusty water doesn't flow from the shower in the dorm, and there is a normal attitude
- It is not satisfactory that the buffets and canteens cannot withstand the load, the flow of students. The condition of some toilets, especially in the 1st building, is not satisfactory.
- Polytechnic is the best
- Possibility to read books in the library during the break. Completing laboratory work is impossible or very slow. In the first case, there are no programs that are required in the lab (examples: access, corel, photoshop). In the second case, the PCs are slow.
- Lower prices in the buffet (you can't live on pies), Improve the rooms in the dorm, Internet which doesn't catch at all and doesn't work.
add more cloakroom attendants!!!!!!! because it's simply unbearable. I'm late for classes because of their slowness. change the administration, they always walk around dissatisfied, they just chase you away, and toilet paper!!!!

2. What is your attitude to the quality of the educational process?

Answer options	2nd year (%)	3rd year (%)	4th year (%)
No complaints	63.6% (63 people)	69.6% (78 people)	66.9% (81 people)
Mismatch between the studied disciplines and the received specialty	11.1% (11 people)	3.6% (4 people)	9.9% (12 people)
Mismatch between the importance of the subject and the number of hours	15.1% (15 people)	12.5% (14 people)	15.7% (19 people)
Overload of classroom activities	5.1% (5 people)	3.6% (4 people)	2.5% (3 people)
Dissatisfaction with the quality of classes	5.1% (5 people)	8.9% (10 people)	4% (5 people)
Dissatisfaction with the organization of tests and exams	-	1.8% (2 people)	1% (1 person)
Other	-	-	-

2. What is your attitude to the quality of the educational process?
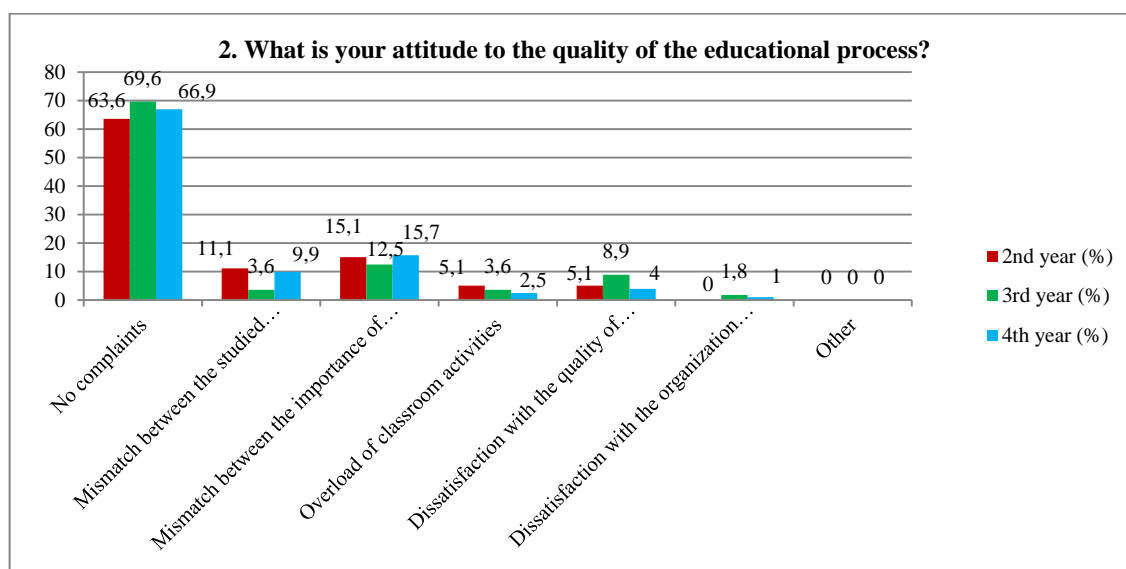
To the question "**If you answered "Does not correspond or is not satisfactory" to the previous question, please provide recommendations for improvement.**"
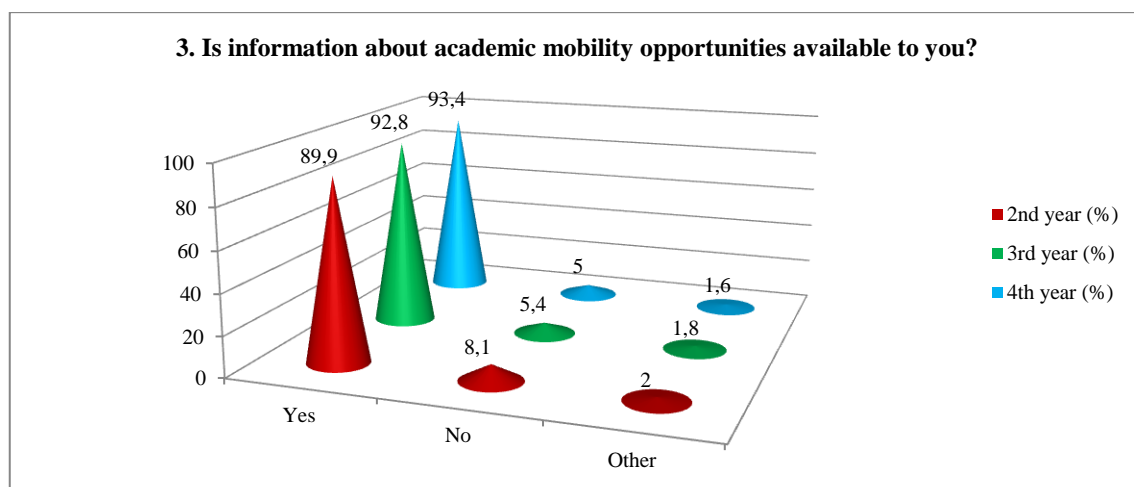The respondents answered as follows:

2nd year	3rd year	4th year
- Many disciplines - Not enough hours for training - teachers in non-core subjects demand and load us with more than in core subjects. Because of this, having 70 points in a subject for a specialty, you can lose your scholarship or get a loan for a subject that will never be useful - Review lectures on all subjects, incorrect translations into Kazakh, teachers explain in Russian and then in Kazakh, the subject of practical training on programming, the teacher does not understand the Kazakh language, and our group is in Kazakh training, there is often no time to understand - A lot of unnecessary items - I would like to have more hours for professional subjects rather than general education ones. - Polytechnic is the best - The way information is taught reduce the load on unnecessary items	- Let them give grades right away so that they know their grades in advance. - I believe that the disciplines for which there will be a course project should have at least two classes per week, and not one, as in my case.	-

3. Is information about academic mobility opportunities available to you?

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Yes	89.9% (89 people)	92.8% (104 people)	93.4% (113 people)
No	8.1% (8 people)	5.4% (6 people)	5% (6 people)
Other	2% (2 people)	1.8% (2 people)	1.6% (2 people)

For the option "Other»The respondents answered as follows:

2nd year	3rd year	4th year
- Don't know - I wasn't interested.	- I find it difficult to answer - I don't see the advert, so I go to the right office myself.	- I find it difficult to answer. - Don't know

3. Is information about academic mobility opportunities available to you?

To the question "**If you answered "No" to the previous question, please write why.** The respondents answered as follows:

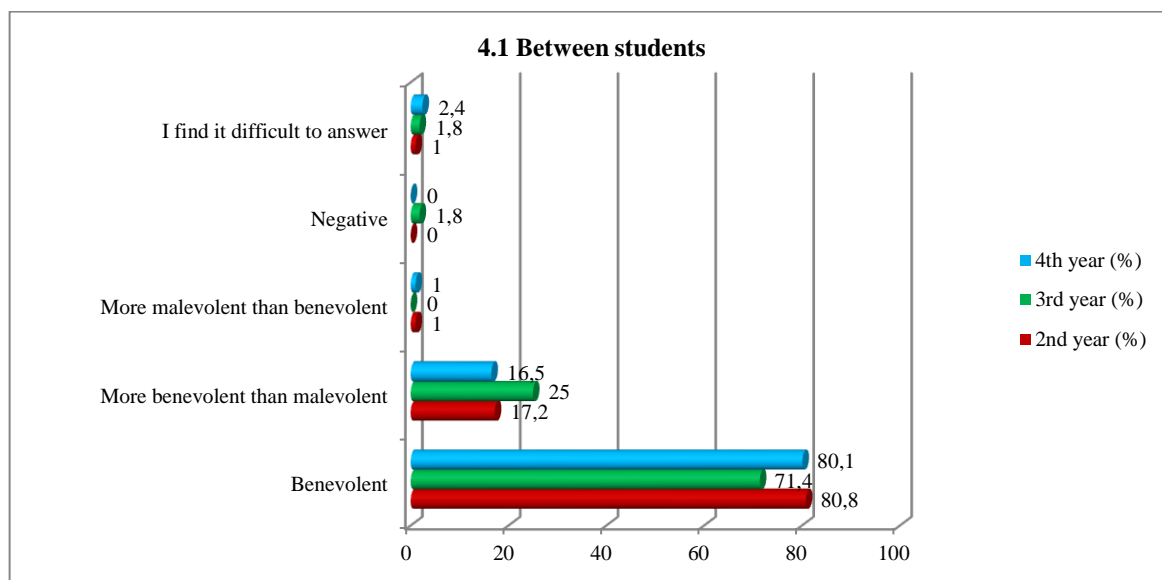| 2nd year	3rd year	4th year
- I only heard the term, I was not provided with any information about it. - I don't know what this is.	- Don't know	-

4. What do you think the relationship is like:

4.1 Between students
4.2 Between teachers and students (in the educational process)
4.3 Between the student and the supervisor
4.4 Between students and administration
4.5Between students and department staff (library, student department, etc.)
4.6 Between students and security service

Other_____

If you answered "Rather unfriendly than friendly" and "Negative" to the previous question, please provide recommendations for improvement._____

4.1 Between students

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Benevolent	80.8% (80 people)	71.4% (80 people)	80.1% (97 people)
More benevolent than malevolent	17.2% (17 people)	25% (28 people)	16.5% (20 people)
More malevolent than benevolent	1% (1 person)	-	1% (1 person)
Negative	-	1.8% (2 people)	-
I find it difficult to answer	1% (1 person)	1.8% (2 people)	2.4% (3 people)

4.1 Between students

4.2 Between teachers and students (in the educational process)

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Benevolent	50.5% (50 people)	57.1% (64 people)	52% (63 people)
More benevolent than malevolent	40.4% (40 people)	35.7% (40 people)	38% (46 people)
More malevolent than benevolent	7.1% (7 people)	5.4% (6 people)	6.6% (8 people)
Negative	-	1.8% (2 people)	1% (1 person)
I find it difficult to answer	2% (2 people)	-	2.4% (3 people)

4.2 Between teachers and students (in the educational process)
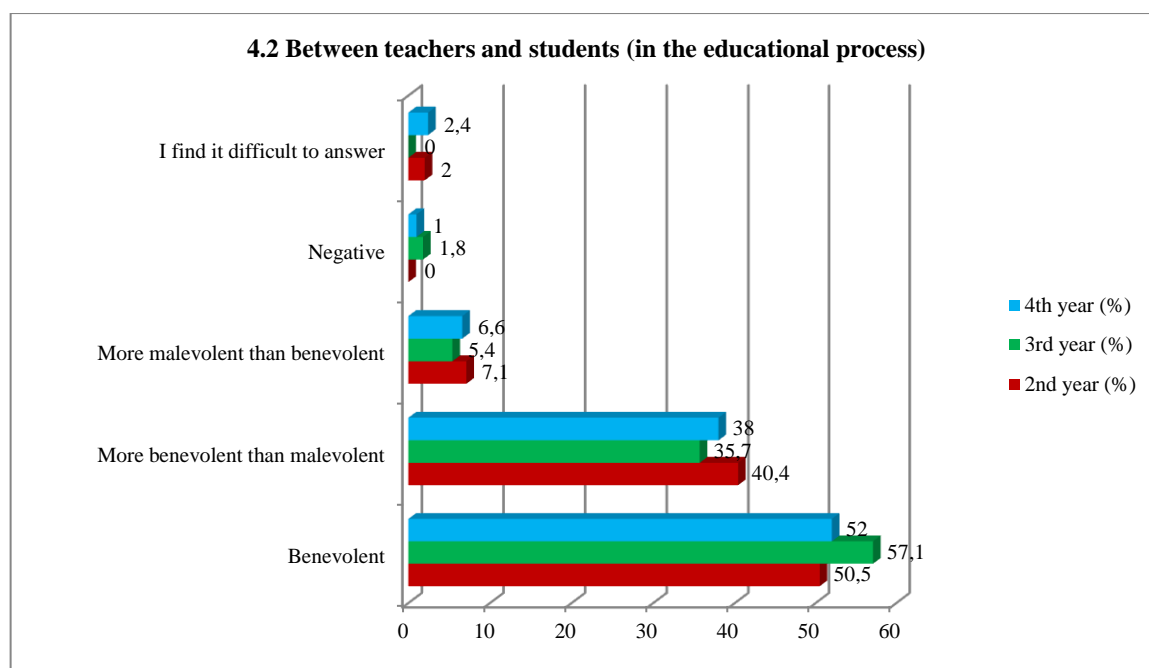
4.3 Between the student and the supervisor

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Benevolent	83.8% (83 people)	75% (84 people)	83.4% (101 people)
More benevolent than malevolent	15.2% (15 people)	23.2% (26 people)	14% (17 people)
More malevolent than benevolent	-	1.8% (2 people)	1% (1 person)
Negative	-	-	-
I find it difficult to answer	1% (1 person)	-	1.6% (2 people)

4.3 Between the student and the supervisor
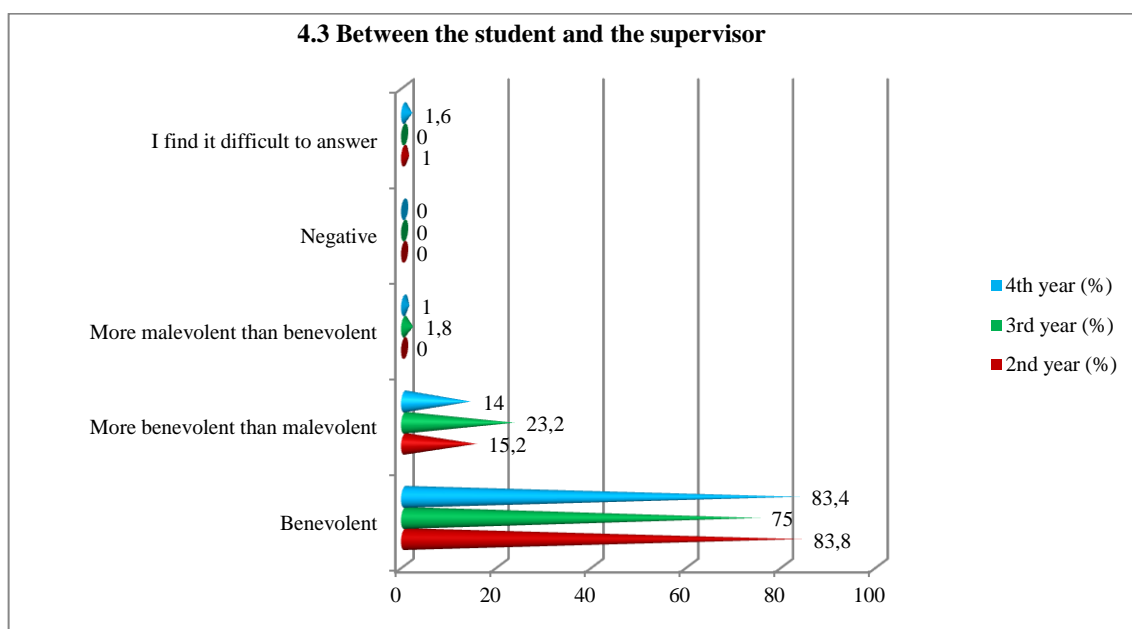
4.4 Between students and administration

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Benevolent	59.6% (59 people)	64.2% (72 people)	60.3% (73 people)
More benevolent than malevolent	22.2% (22 people)	23.2% (26 people)	24.8% (30 people)
More malevolent than benevolent	6.1% (6 people)	3.6% (4 people)	5% (6 people)
Negative	2% (2 people)	3.6% (4 people)	1.6% (2 people)
I find it difficult to answer	10.1% (10 people)	5.4% (6 people)	8.3% (10 people)

4.4 Between students and administration
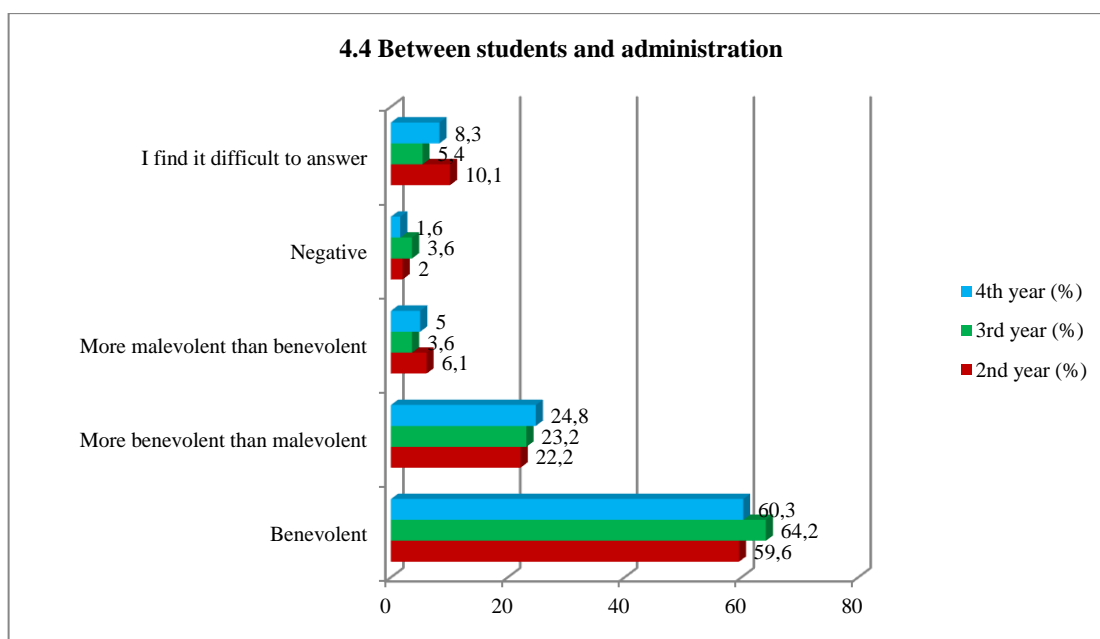
4.5 Between students and department staff (library, student department, etc.)

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Benevolent	62.7% (62 people)	64.2% (72 people)	62.9% (76 people)
More benevolent than malevolent	22.2% (22 people)	26.8% (30 people)	23.1% (28 people)
More malevolent than benevolent	3% (3 people)	3.6% (4 people)	4.1% (5 people)
Negative	3% (3 people)	1.8% (2 people)	1.6% (2 people)
I find it difficult to answer	9.1% (9 people)	3.6% (4 people)	8.3% (10 people)

4.5 Between students and department staff (library, student department, etc.)
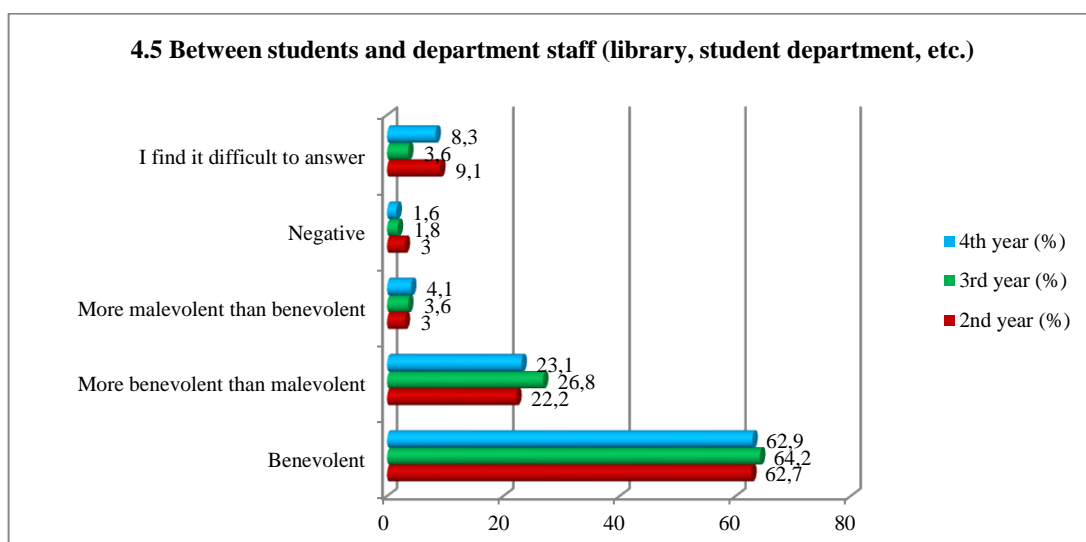
4.6 Between students and security service

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Benevolent	53.5% (53 people)	57.1% (64 people)	54.5% (66 people)
More benevolent than malevolent	20.2% (20 people)	25% (28 people)	23% (28 people)
More malevolent than benevolent	9.1% (9 people)	8.9% (10 people)	10% (12 people)
Negative	8.1% (8 people)	3.6% (4 people)	5% (6 people)
I find it difficult to answer	9.1% (9 people)	5.4% (6 people)	7.5% (9 people)

4.6 Between students and security service
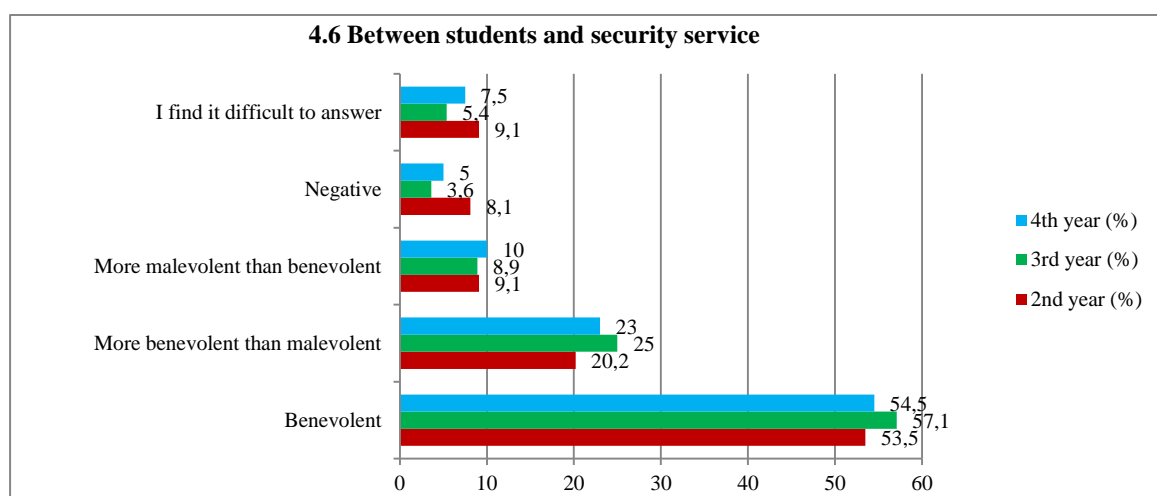
In response to the answer "Other", respondents (2nd year) indicated the following answers:

- the security guards are mostly rude!

To the question "**If you answered "Rather unfriendly than friendly" and "Negative" to the previous question, please provide recommendations for improvement",** Respondents (2nd year) answered as follows:

- You are a thorn in the side of many security guards, hold meetings
- Increase the time for students to be accepted by the administration! Do not take away the scholarship from those who are 1.5 points missing in a subject
- They won't let you into the university if you forgot your turnstile chip, even if you have a student one.
- They strangle students without any possibility

5. Which student issues are of particular concern to you now? *(select no more than 3 answer options)*

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Quality of organization of the educational process	49.5% (49 people)	42.8% (48 people)	47.1% (57 people)
Quality of teaching (class delivery, assessment of knowledge, etc.)	52.5% (52 people)	37.5% (42 people)	50.4% (61 people)
Administration work (department, etc.)	9.1% (9 people)	14.3% (16 people)	10% (12 people)
Food quality and prices in the student canteen	31.3% (31 people)	21.4% (24 people)	30.6% (37 people)
Quality of living conditions in the hostel	12.1% (12 people)	19.6% (22 people)	16.5% (20 people)
Employment in the specialty	46.5% (46 people)	51.8% (58 people)	45.4% (55 people)
Quality of industrial practice organizations	27.3% (27 people)	16.1% (18 people)	26.4% (32 people)
Other	3% (3 people)	2.7% (3 people)	-

*The sum in % is not equal to 100, since several answer options were supposed to be selected

In response to the answer "Other", respondents indicated the following answers:

2nd year	3rd year	4th year
- There are no problems. - Nothing worries me. - No	- Everything is satisfactory. - Parking - Internet	-

5. Which student issues are of particular concern to you now?
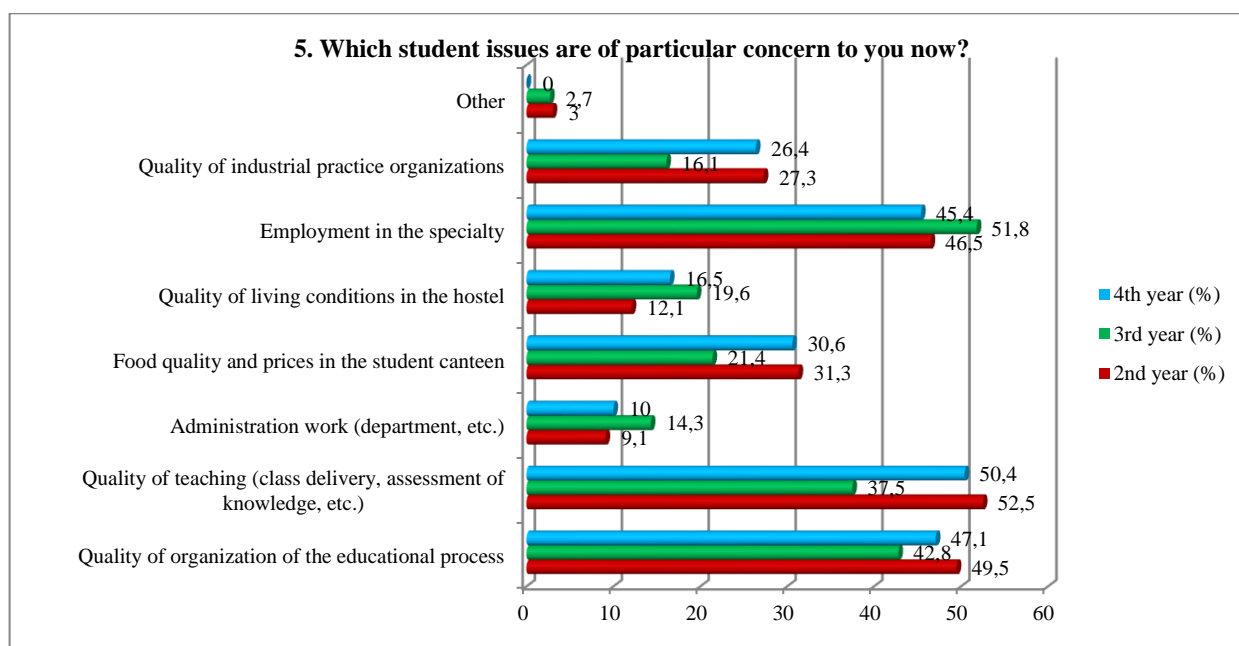
6. Do you participate in the scientific work of the university? If yes, in what forms? *(check all that apply)*

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Did not participate	71.7% (71 people)	59% (66 people)	67.8% (82 people)
Sometimes, when it is necessary for formal reasons	12.1% (12 people)	25% (28 people)	17.4% (21 people)
In scientific projects of laboratories, centers, etc.	4% (4 people)	5.4% (6 people)	5.8% (7 people)

under a contract, within the framework of a grant, etc.			
In scientific projects of laboratories, clubs, circles, etc. on a gratuitous basis	4% (4 people)	5.4% (6 people)	4.1% (5 people)
Attended scientific seminars, clubs and other scientific events	8.1% (8 people)	5.4% (6 people)	9.1% (11 people)
Presented at a conference (including a student conference), a scientific seminar	11.1% (11 people)	3.6% (4 people)	7.4% (9 people)
Participated in a competition of student scientific papers	3% (3 people)	5.4% (6 people)	2.5% (3 people)
Published the results of his/her research (including in student collections)	-	-	2.5% (3 people)

*The sum in % is not equal to 100, since several answer options were supposed to be selected

6. Do you participate in the scientific work of the university? If yes, in what forms?
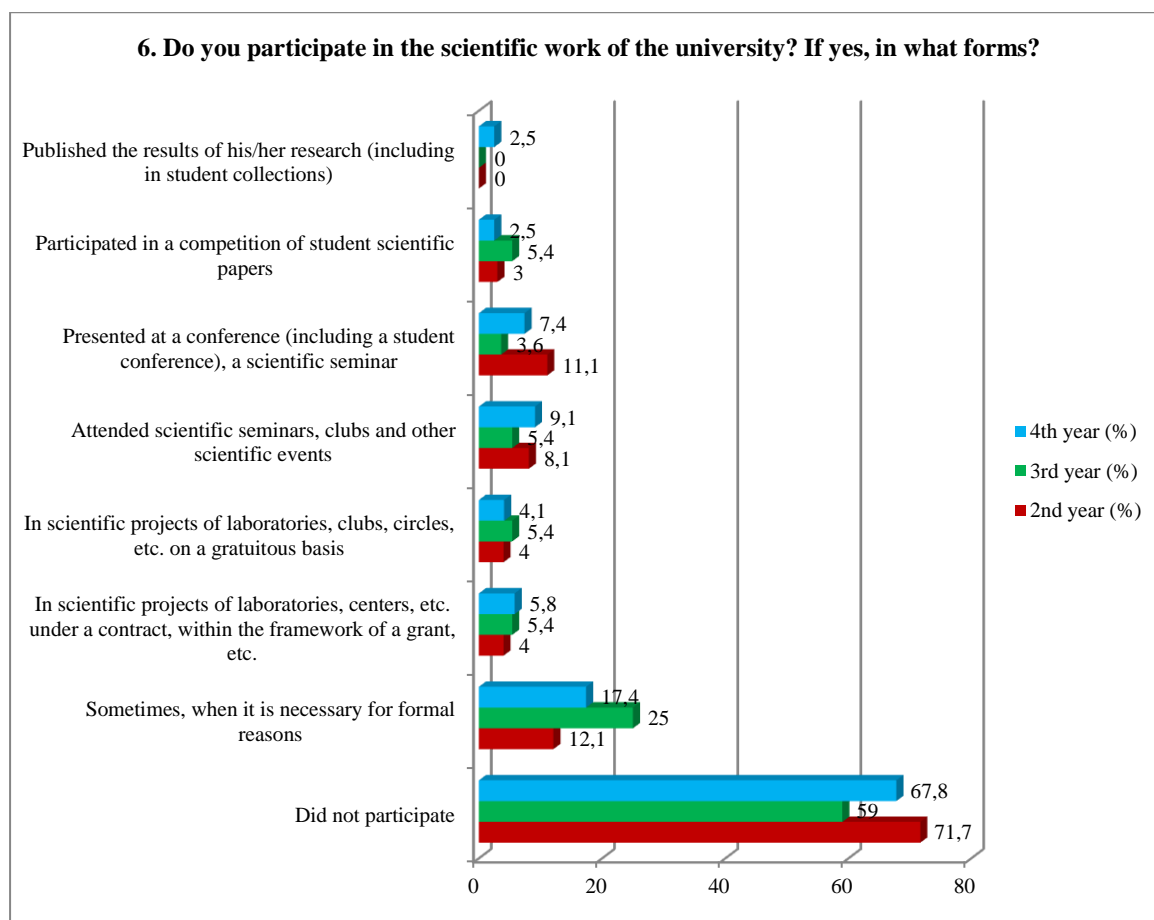
To the question "**If you answered "Did not participate" to the previous question, please write why.** " The students indicated the following answers:

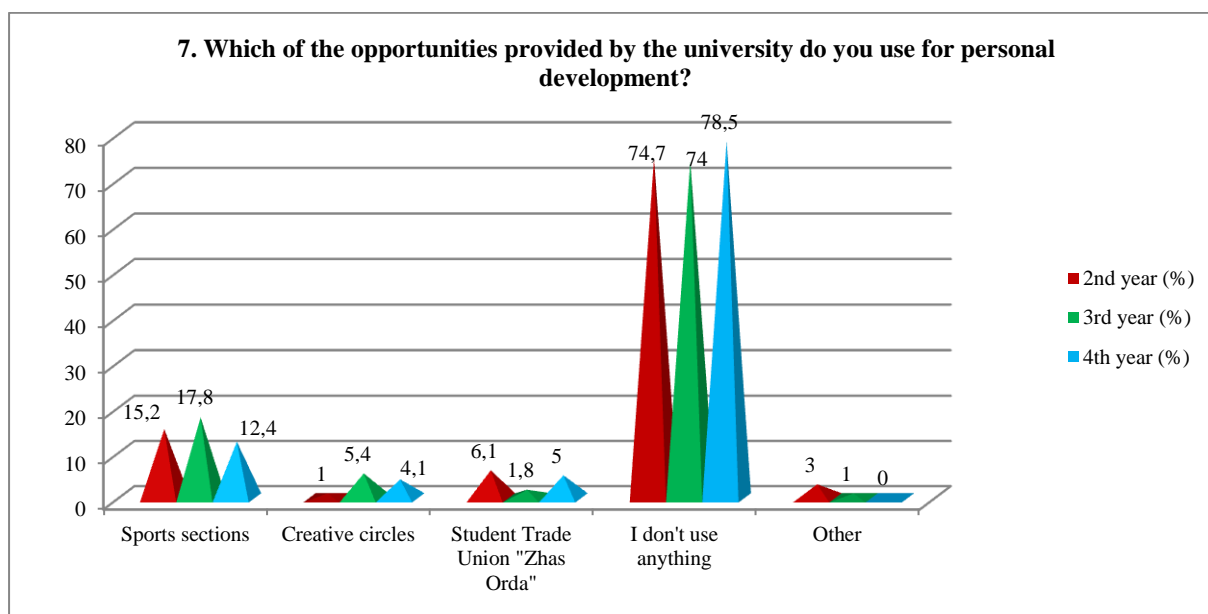| 2nd year	3rd year	4th year
- I want to participate. - Don't want - They didn't offer. - I don't see the point in this. - Not notified - Not interesting (3) - No desire / There was no desire - didn't know about them - I find it difficult to answer. I want to participate in my specialty, but I don't have enough experience.	- Busy - Not interested (7)	- I wasn't interested.

- Lack of time (3) - There is no interest in providing students with information, assistance, or support about this. - Lack of time, since I live in another city and the journey takes time - Due to lack of time - Participation in such work will negatively affect academic performance in the main curriculum - I can't. - There was no opportunity		

7. Which of the opportunities provided by the university do you use for personal development?

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Sports sections	15.2% (15 people)	17.8% (20 people)	12.4% (15 people)
Creative circles	1% (1 person)	5.4% (6 people)	4.1% (5 people)
Student Trade Union "Zhas Orda"	6.1% (6 people)	1.8% (2 people)	5% (6 people)
I don't use anything	74.7% (74 people)	74% (83 people)	78.5% (95 people)
Other	3% (3 people)	1% (1 person)	-

In response to the answer "Other", respondents indicated the following answers:

2nd year	3rd year	4th year
- Additional courses - I go to English courses. - I attend English classes.	- I used to be in Zhas Orda	-

To the question "**If you answered "I don't use anything" to the previous question, please write why.**" Students indicated the following options*:

2nd year	3rd year	4th year
- Sports sections are poorly equipped	- Because it's not	- I used it before. I

- Not interested (2) - Not a serious attitude towards new selection of those wishing to participate - I wanted to go to a dombra club, but they refused me, saying that I should already be able to play the dombra - Lack of time / no time (7) - Too many tasks studies, there is no time left for other clubs - I have no desire. - personal reasons - There is no suitable one. - From another city, every day to go. It's late. - I have focusing - Lack of time, since I live in another city and the journey takes time - No need. - I don't have enough time. - I wanted to use sports sections, but I was not an outstanding sports star, so I was rejected, although I thought I would make new friends and become better at some sport. - For now I need to study. - It's too far to go. - Will there be a place where you can just read a book?	interesting, and they don't want to interest students. - not interesting - For yourself, student of the social circle. It would be nice if a lot of circle were opened, the circles would be nice if they were at a higher level. - I don't have time and I don't want to. - no need - I left for academic mobility. - No desire.	don't have time now. - I go to the gym outside the university. - No time. - not interesting

8. How satisfied are you with the material resources of our university?

8.1 Availability of necessary scientific literature in the library
8.2 Modernity of computer equipment
8.3 Internet channel width, its speed
8.4 Modernity of software
8.5 Availability of educational and scientific equipment
8.6 Availability of laboratories and specialized classrooms
8.7 Availability of sports equipment

Other_____

If you answered "not satisfied" to the previous question, please provide recommendations for improvement provided services _____

8.1 Availability of necessary scientific literature in the library

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	58.7% (58 people)	57.1% (64 people)	57.8% (70 people)
Partially satisfied	24.2% (24 people)	26.8% (30 people)	24.8% (30 people)
Not satisfied	4% (4 people)	1.8% (2 people)	4.2% (5 people)
I find it difficult to answer	13.1% (13 people)	14.3% (16 people)	13.2% (16 people)
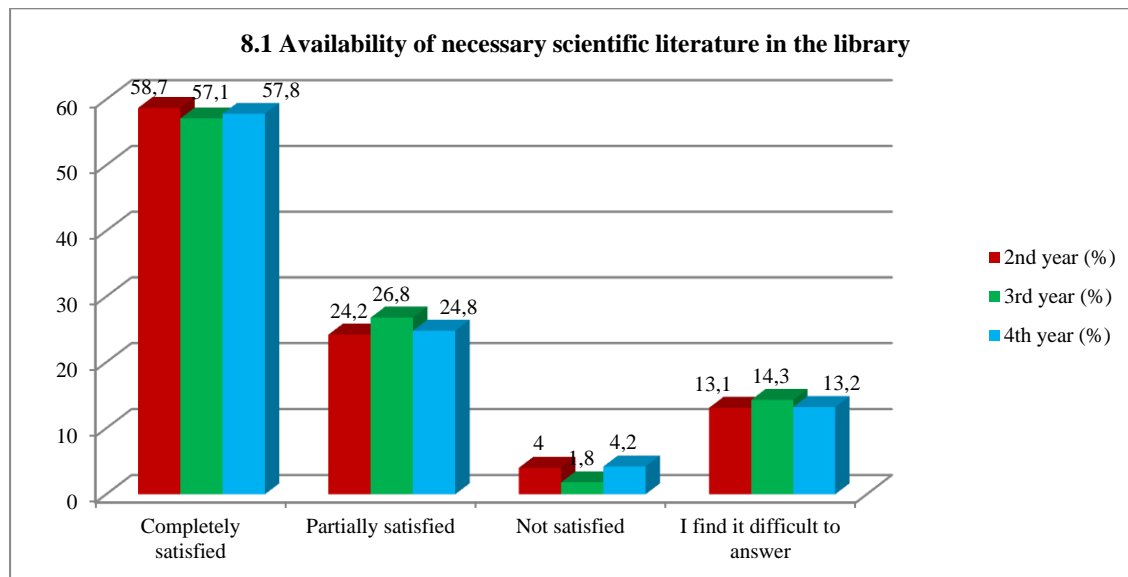
8.2 Modernity of computer equipment

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	45.5% (45 people)	41% (46 people)	42.2% (51 people)
Partially satisfied	32.3% (32 people)	30.4% (34 people)	37.2% (45 people)
Not satisfied	19.2% (19 people)	26.8% (30 people)	16.5% (20 people)
I find it difficult to answer	3% (3 people)	1.8% (2 people)	4.1% (5 people)
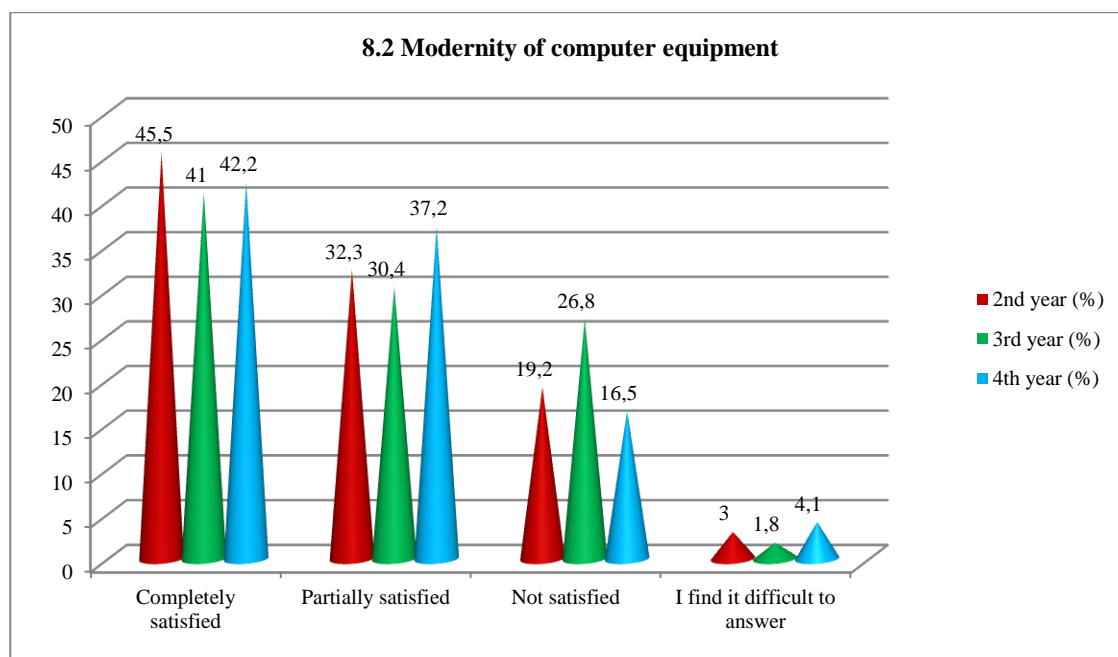
8.3 Internet channel width, its speed

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	32.3% (32 people)	32% (36 people)	29.7% (36 people)
Partially satisfied	25.3% (25 people)	28.6% (32 people)	29% (35 people)
Not satisfied	37.4% (37 people)	34% (38 people)	36.3% (44 people)
I find it difficult to answer	5% (5 people)	5.4% (6 people)	5% (6 people)
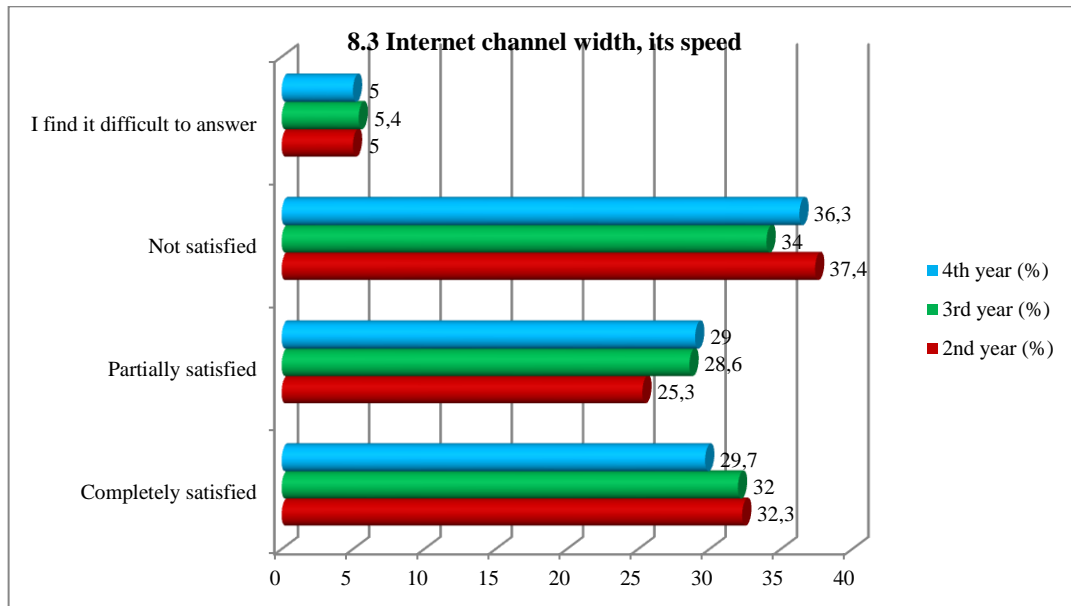
8.4 Modernity of software

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	54.5% (54 people)	42.9% (48 people)	49.6% (60 people)
Partially satisfied	26.3% (26 people)	35.7% (40 people)	33.8% (41 people)
Not satisfied	13.1% (13 people)	19.6% (22 people)	11.6% (14 people)
I find it difficult to answer	6.1% (6 people)	1.8% (2 people)	5% (6 people)
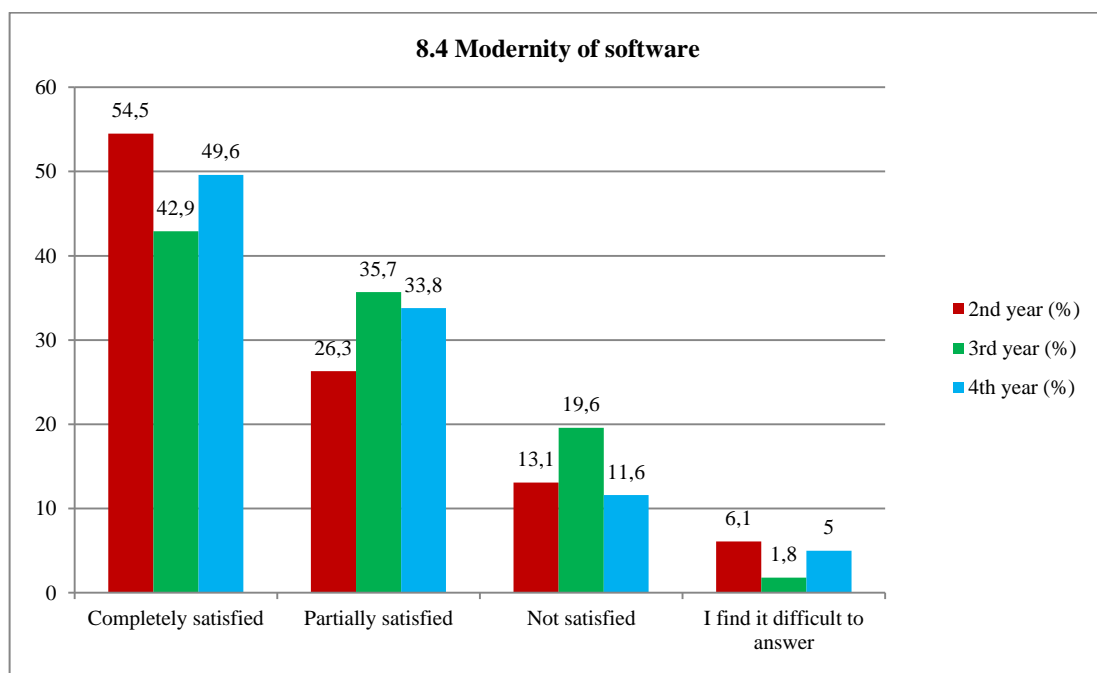
8.5 Availability of educational and scientific equipment

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	56.5% (56 people)	50% (56 people)	52.9% (64 people)
Partially satisfied	28.3% (28 people)	28.6% (32 people)	33.8% (41 people)
Not satisfied	7.1% (7 people)	14.3% (16 people)	5% (6 people)
I find it difficult to answer	8.1% (8 people)	7.1% (8 people)	8.3% (10 people)

8.5 Availability of educational and scientific equipment
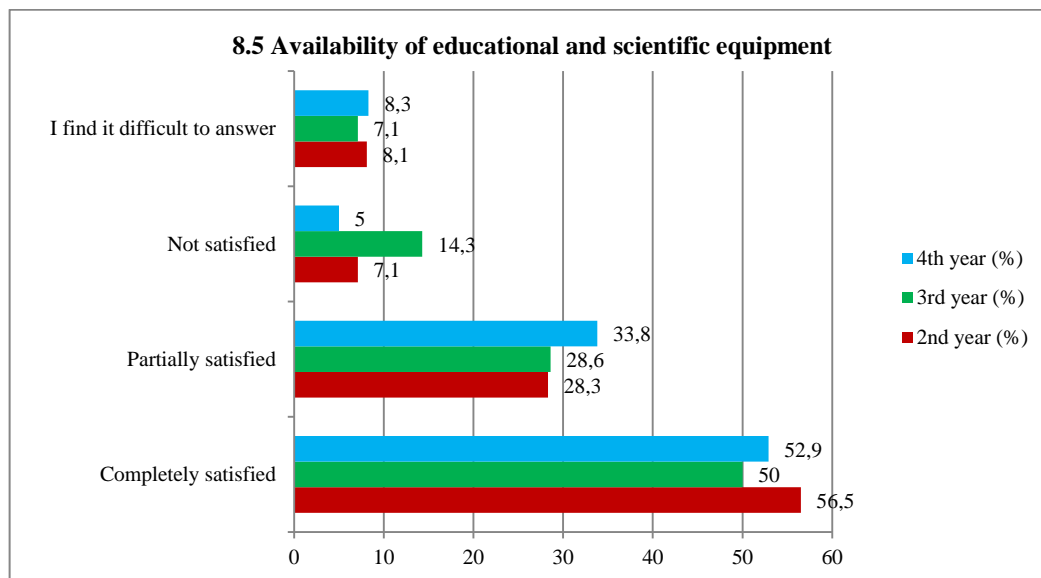
8.6 Availability of laboratories and specialized classrooms

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	59.6% (59 people)	44.6% (50 people)	56.2% (68 people)
Partially satisfied	25.2% (25 people)	30.4% (34 people)	27.3% (33 people)
Not satisfied	6.1% (6 people)	16.1% (18 people)	7.4% (9 people)
I find it difficult to answer	9.1% (9 people)	8.9% (10 people)	9.1% (11 people)

8.6 Availability of laboratories and specialized classrooms
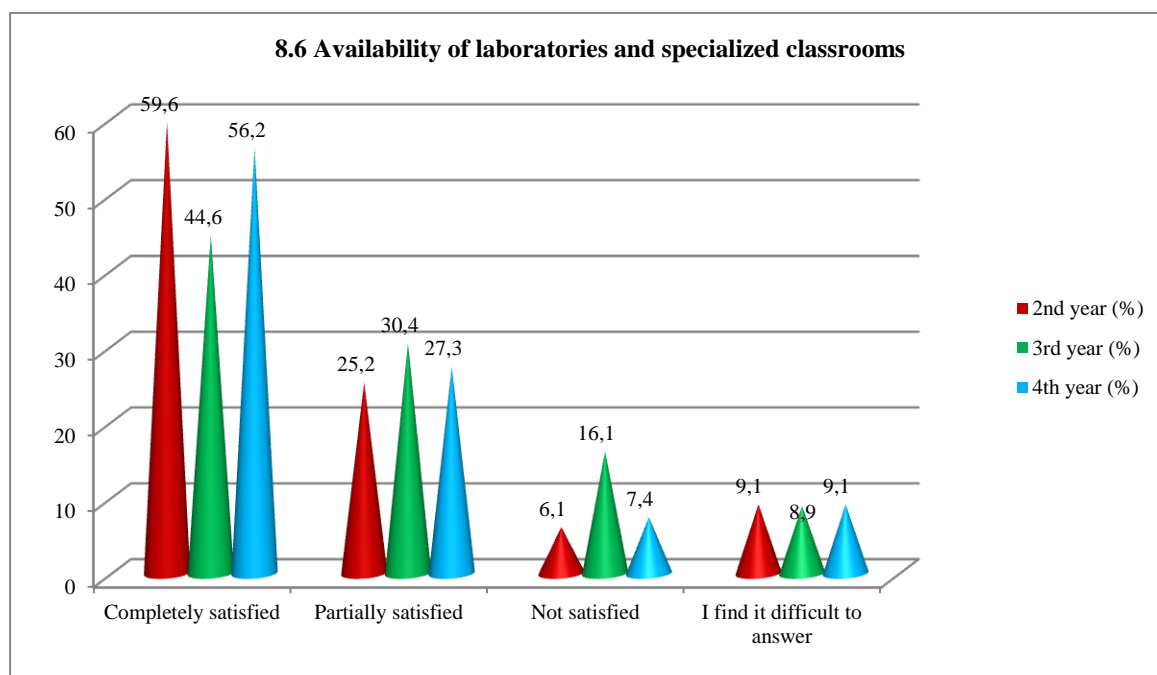
8.7 Availability of sports equipment

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Completely satisfied	59.6% (59 people)	53.6% (60 people)	57% (69 people)
Partially satisfied	24.2% (24 people)	23.2% (26 people)	24% (29 people)
Not satisfied	9.1% (9 people)	14.3% (16 people)	10.7% (13 people)
I find it difficult to answer	7.1% (7 people)	8.9% (10 people)	8.3% (10 people)

In response to the answer "Other", respondents indicated the following answers:

2nd year	3rd year	4th year
- VIP_KARGTU's internet speed is not satisfactory, sometimes it doesn't go to the university, even with the ESHDI certificate installed	- I won't even mention the Internet, why did they install the Internet if it doesn't work, it's better to remove it to save on the Internet - The Internet does not work at all, I think that if the Internet does not work, then there is no need to install it at the university, if there is a gym on the budget allocated for this Internet, or interesting things are being developed, although the Internet is available, the student cannot access the necessary sites, the student searches for the necessary material via the Internet, because there are few materials studied in the lesson and on the other hand I couldn't open many websites.	-

To the question "**If you answered "Not satisfied" to the previous question, please provide recommendations for improvement»** respondents provided the following answers:

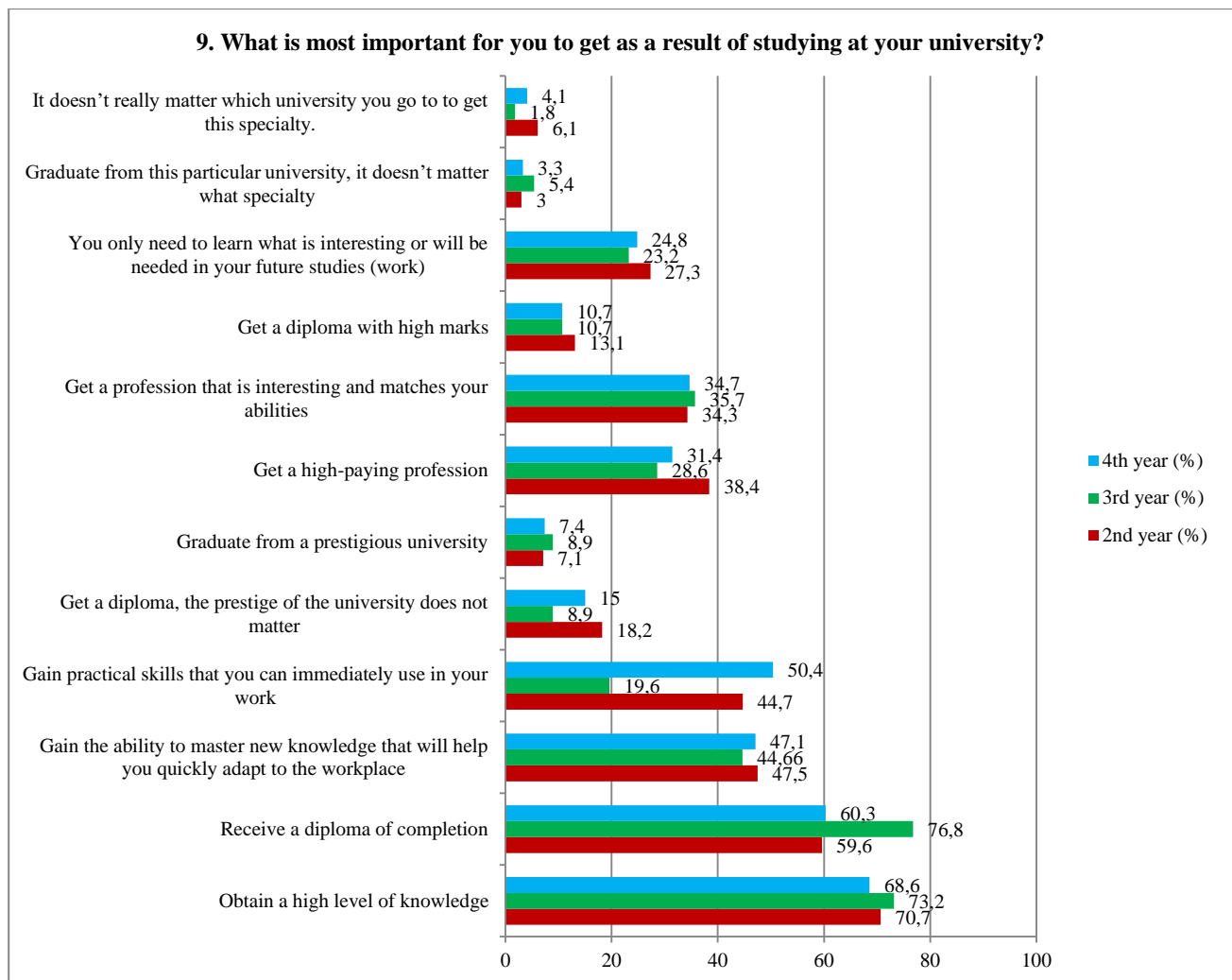| 2nd year	3rd year
- Pay attention to the sports body - Buy new computers, give students access to Wi-Fi, in some classrooms the Internet works poorly, necessary programs and	- They steal ram from computers (including students), then nothing works - I didn't use the Internet. There's not enough swimming pool to use it. Computers are

websites do not open, computers freeze, the books in the library are old, there are no modern new books on the specialty - The university Internet blocked most of the third-party sites. I think this is unforgivable because many sites are needed for studying. - The internet is weak - The condition of some computer equipment is not satisfactory (for example, broken keys on the keyboard in the housing, sometimes monitors worked intermittently). The Internet almost always does not work or at a low speed. Sports equipment - the gym is old, the physical therapy center is not working. - The Internet networks offered by the university have too low a speed to be used reliably within the university. In the main building, the networks are only accessible on PCs. Also, it is impossible not to note the filter that blocks most of the sites with information necessary for self-education and searching for material. - Let Windows 10 be installed everywhere or let the computers work faster and not freeze when opening folders with documents (case 5) - There is no Internet in some offices, the other is described above. - Purchase of exercise equipment, make normal internet as it was or again - buy normal equipment	often too weak and not suitable for their intended functions. - Update your computers - Wi-Fi doesn't work at the university. - In some classrooms the monitors are very small or the computers sometimes don't work.
	4th year
	- The equipment in computer rooms is outdated 10 years ago. Because of this, it is impossible to use new years' programs. Because the hardware is weak

9. What is most important for you to get as a result of studying at your university? *(You can choose one or more answer options)*

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Obtain a high level of knowledge	70.7% (70 people)	73.2% (82 people)	68.6% (83 people)
Receive a diploma of completion	59.6% (59 people)	76.8% (86 people)	60.3% (73 people)
Gain the ability to master new knowledge that will help you quickly adapt to the workplace	47.5% (47 people)	44.6% (50 people)	47.1% (57 people)
Gain practical skills that you can immediately use in your work	44.7% (52 people)	19.6 (22 people)	50.4% (61 people)
Get a diploma, the prestige of the university does not matter	18.2% (18 people)	8.9% (10 people)	15% (18 people)
Graduate from a prestigious university	7.1% (7 people)	8.9% (10 people)	7.4% (9 people)
Get a high-paying profession	38.4% (38	28.6% (32	31.4% (38 people)

	people)	people)	
Get a profession that is interesting and matches your abilities	34.3% (34 people)	35.7% (40 people)	34.7% (42 people)
Get a diploma with high marks	13.1% (13 people)	10.7% (12 people)	10.7% (13 people)
You only need to learn what is interesting or will be needed in your future studies (work)	27.3% (27 people)	23.2% (26 people)	24.8% (30 people)
Graduate from this particular university, it doesn't matter what specialty	3% (3 people)	5.4% (6 people)	3.3% (4 people)
It doesn't really matter which university you go to to get this specialty.	6.1% (6 people)	1.8% (2 people)	4.1% (5 people)

The sum in % is not equal to 100, since several answer options were supposed to be selected

9. What is most important for you to get as a result of studying at your university?

	4th year (%)	3rd year (%)	2nd year (%)
It doesn't really matter which university you go to to get this specialty.	4,1	1,8	6,1
Graduate from this particular university, it doesn't matter what specialty	3,3	5,4	3
You only need to learn what is interesting or will be needed in your future studies (work)	24,8	23,2	27,3
Get a diploma with high marks	10,7	10,7	13,1
Get a profession that is interesting and matches your abilities	34,7	35,7	34,3
Get a high-paying profession	31,4	28,6	38,4
Graduate from a prestigious university	7,4	8,9	7,1
Get a diploma, the prestige of the university does not matter	15	8,9	18,2
Gain practical skills that you can immediately use in your work	50,4	19,6	44,7
Gain the ability to master new knowledge that will help you quickly adapt to the workplace	47,1	44,66	47,5
Receive a diploma of completion	60,3	76,8	59,6
Obtain a high level of knowledge	68,6	73,2	70,7

Please write your suggestions, wishes, and what questions you think 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's activities. *(The students' answers are presented in the original. The author's spelling and punctuation have been preserved).* The respondents answered as follows:

- I think we need to change the schedule at the university, we need to shorten the class time, if 1 lesson lasts 105 minutes, it will be difficult for the student because it is boring, I want the schedule to be changed, it would be better if 1 lesson lasted 60 minutes.

Based on the survey results, the following conclusions can be drawn:

An analysis of the results of students filling out the questionnaire "Satisfaction of 2nd-5th year students with educational services" indicates a positive attitude of students to the conditions, content, organization and quality of the educational process at the university. The majority of the surveyed students in the specialty "Information security systems» (86.8%) expressed satisfaction with the learning process as a whole. For ease of analysis, let us consider aspects according to the following levels of satisfaction:

Students rated the following criteria as "excellent quality" (satisfaction rates above 80%):
- class schedule (83.5%);
- organization of independent work (85.6%);
- quality of internship (85%);
- organization and implementation of the IWS (90%);
- organization and implementation of laboratory work (86.7%).

The following criteria were rated by respondents as "good quality" (satisfaction rates below 80%):
- satisfaction with the library's work (77.7%);
- the ability to access full-text databases of scientific publications (79.5%);
- living conditions in a hostel (53.8%);
- quality of medical care (65.6%);
- organization of food services at the university (76.2%).

The students' responses to the "Other" question show that there are different aspects of dissatisfaction among students of different years. Among the most frequently mentioned problems are overload of subjects not relevant to the major, poor catering (quality and cost of food), and issues related to the quality of lectures, which are perceived as boring and uninteresting. Some students also express dissatisfaction with the service and sanitary conditions, such as toilets.

Students expressed dissatisfaction with several aspects of university life, including medical care, noting the unfriendly behavior of doctors, as well as the quality of food and sanitary conditions in canteens and dormitories. Recommendations include lowering prices in buffets, improving the range and quality of products, improving conditions for practical classes and equipping laboratories with the necessary software. Students also suggest improving the organization of lectures, making them more interesting, and reducing the strictness of teachers. In addition, there are requests to improve administrative work, increase the number of cloakroom attendants and improve the Internet connection in the dormitories.

When asked about the quality of the organization of the educational process, the majority of students (about 64–70%) noted that they have no complaints about the educational process. However, there are comments related to the discrepancy between the studied disciplines and the chosen specialty, the overload of classroom classes and the insufficient number of hours for professional subjects. Students also note problems with teaching, including the quality of translations of lecture material and the workload of non-core subjects.

Respondents offer a number of recommendations for improving the organization of the educational process. Among them, the following key points stand out: reducing the number of unnecessary subjects, increasing the number of hours for professional subjects, reducing the workload of non-core subjects, and improving the quality of teaching, especially in terms of translating material into Kazakh. Some students suggest more precise planning of subjects, for example, increasing the number of classes for course

projects. The issue of a faster and more transparent grading system was also raised, so that students could know their results in advance.

Regarding the availability of information on academic mobility opportunities, the majority of students (around 90%) noted that the information was available. However, the minority of students who did not have access to this information mentioned a lack of awareness and a lack of announcements about such opportunities.

Most students, regardless of their year, rate the relationships at the university as friendly, especially between students, teachers and supervisors. However, there are several important aspects that require attention. Students express dissatisfaction with security staff, complaining of rudeness and unfriendly reactions, which is especially noticeable among second-year students. There is criticism of the administration, especially regarding scholarships and difficulties in obtaining permits to enter the university, which makes it difficult for students to communicate with the administration.

The quality of the educational process and teaching remain important issues for students of all years, especially for 2nd and 4th years. Employment and industrial practice are relevant for students, especially for 3rd years.

Students often do not participate in research activities for several main reasons: lack of time, due to an overload of studies or living in another city; many students do not receive enough information about the opportunities to participate in research projects; lack of interest or motivation, which may be due to insufficient involvement in research work. There are also students who doubt their readiness due to a lack of experience or confidence. Personal reasons, such as being busy or lacking desire, also play a role.

Students who do not use the university's opportunities for personal development cite several key reasons. The most common is a lack of time, caused by the course load or living in another city, which makes it difficult to participate in clubs and sections. Some students point to a lack of interest or desire, as well as personal circumstances, such as the need to focus on studies or other priorities. Others complain about a lack of organization, such as poorly equipped sports sections or the inability to join a club due to restrictions (for example, the requirement to be able to play the dombra).

Students are generally satisfied with the university's facilities, especially the availability of scientific literature and sports equipment. However, a significant portion of students express dissatisfaction with the quality of the Internet, the modernity of computer equipment and software. Students who are dissatisfied with the facilities mainly point to problems with the Internet, outdated computer equipment and insufficient quality of sports facilities. Students recommend improving the Internet connection by increasing the speed and eliminating blocking of sites necessary for study. It is also proposed to update computer equipment by replacing outdated devices and providing students with access to modern programs.

When asked what is most important for them to obtain as a result of their studies, students emphasize obtaining a high level of knowledge, a diploma, as well as acquiring practical skills and abilities that will help them quickly adapt to the workplace. It is also important for students to have the opportunity to study in a specialty that matches their interests and abilities.

Suggestions for improving the curriculum include changing the length of lessons, reducing the time of classes to 60 minutes instead of 105, in order to reduce student fatigue. A request is also made to change the schedule so that it allows students to create a more flexible schedule.

Overall satisfaction of students in the specialty "Information security systems» educational services is 81.1%, which indicates a high level of satisfaction among students in general, despite individual problems and areas for improvement.

Recommendations:

The center for quality management and accreditation recommends that students be familiarized with the survey results and discussed during curatorial hours. This will allow students to make their own suggestions for improving the educational process and learning conditions.