

Report
on the results of the questionnaire
“Satisfaction of 2nd-5th year students with educational services”
for the 2024-2025 year

Department: “Automation of Production Processes”, “Power Engineering Systems”

Specialty: 6B07109 Electrical energy industry

The Center for Quality Management and Accreditation conducted an annual questionnaire in October 2024 on the satisfaction of students of 2-5 years of study with the quality of services provided.

Purpose of the questionnaire: Finding out the degree of satisfaction of respondents with 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 specialty 6B07109 “Electrical energy industry” 158 respondents took part in the questionnaire, which is 52% of the total number of students in this specialty (306 people).

- 2nd year – 44 students (43,6%);
- 3rd year – 62 students (64%);
- 4th year – 52 students (48,2%).

Form of study

- Budget-funded – 141 students (89,2%);
- Paid – 17 students (10,8%).

The following data was obtained during the questionnaire:

Indicators:

1. Are you satisfied with the quality of services provided?

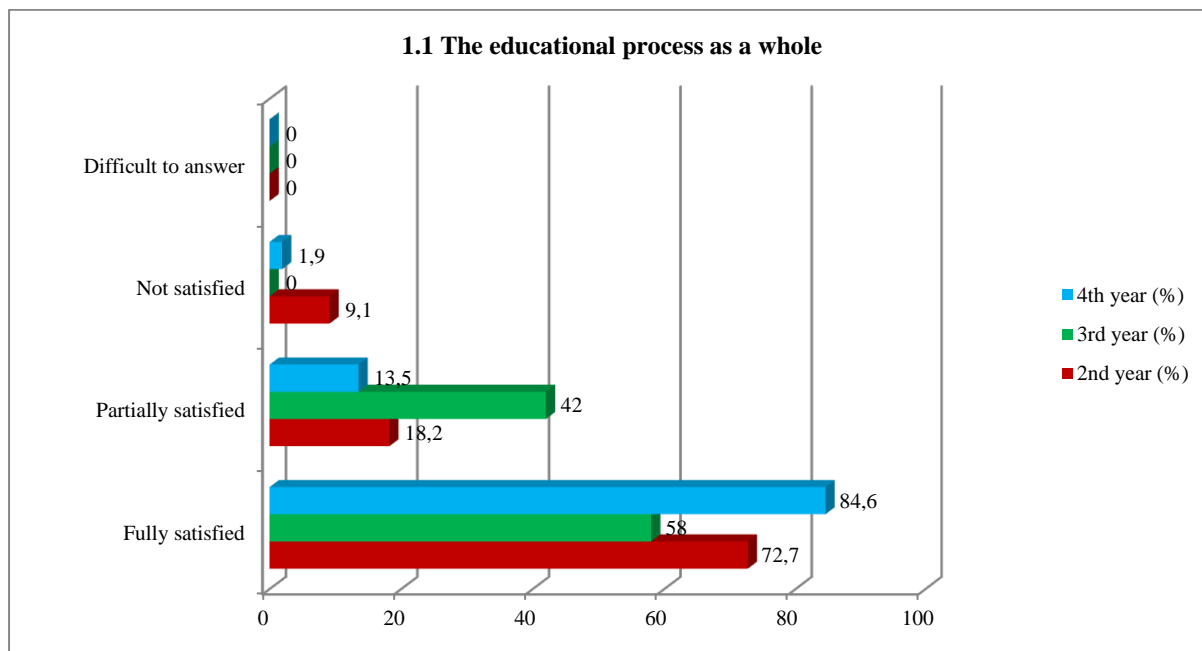
1.1 The educational process as a whole
1.2 Class schedule
1.3 Organization of independent work
1.4 Internship process
1.5 Organization and conduct of SIWT
1.6 Organization and conduct of laboratory work
1.7 Satisfaction with the library services
1.8 Access to full-text databases of scientific publications
1.9 Living conditions in the dormitory
1.10 Quality of medical services
1.11 Organization of meals at the university (prices, product assortment, quality of prepared meals)

Other _____

If you answered “not satisfied” to the previous question, please provide recommendations for improving the services provided _____

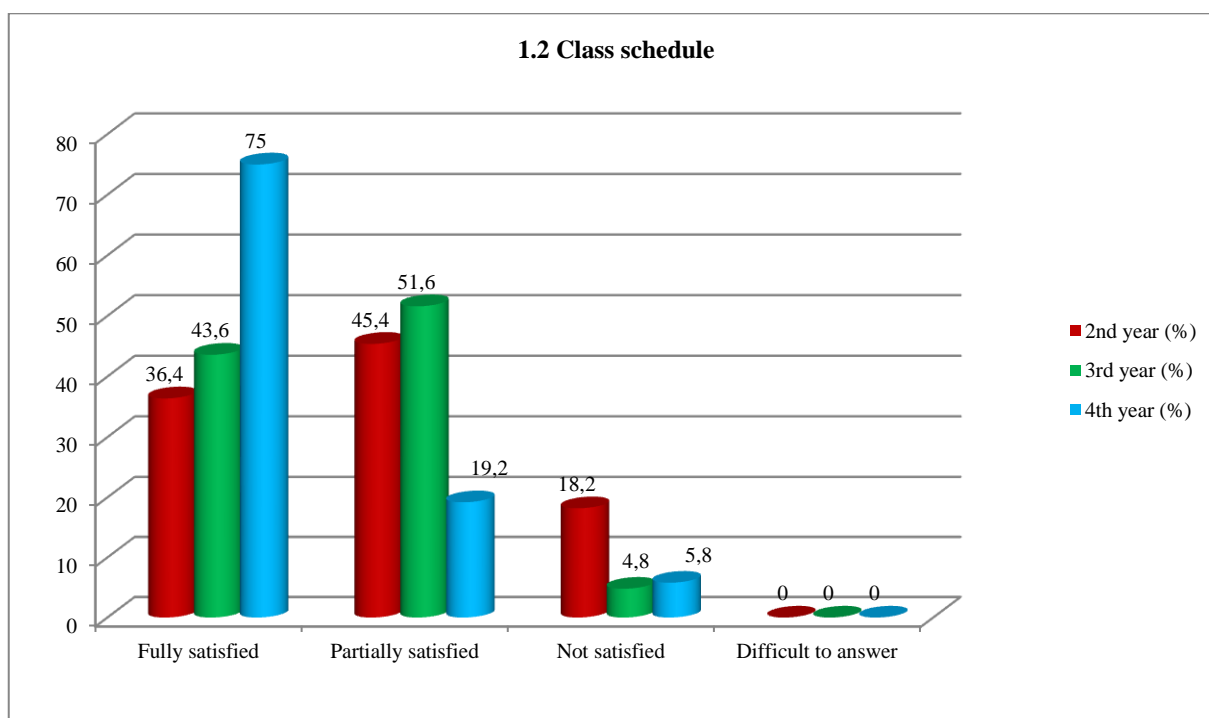
1.1 The educational process as a whole

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	72,7% (32 students)	58% (36 students)	84,6% (44 students)
Partially satisfied	18,2% (8 students)	42% (26 students)	13,5% (7 students)
Not satisfied	9,1% (4 students)	-	1,9% (1 student)
Difficult to answer	-	-	-



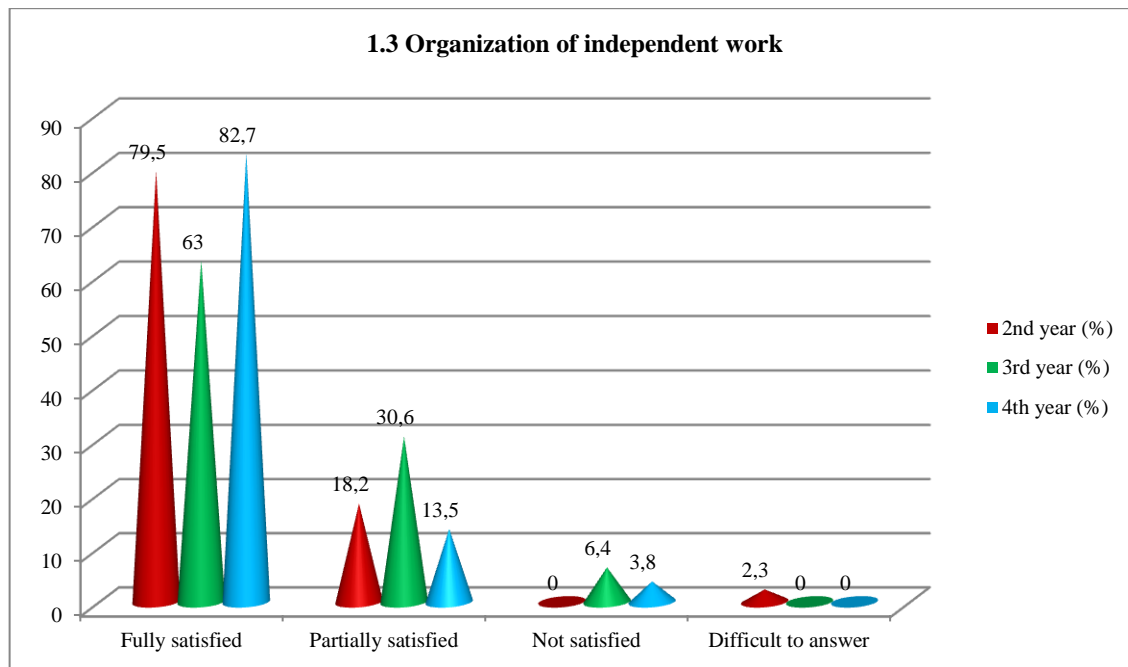
1.2 Class schedule

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	36,4% (16 students)	43,6% (27 students)	75% (39 students)
Partially satisfied	45,4% (20 students)	51,6% (32 students)	19,2% (10 students)
Not satisfied	18,2% (8 students)	4,8% (3 students)	5,8% (3 students)
Difficult to answer	-	-	-



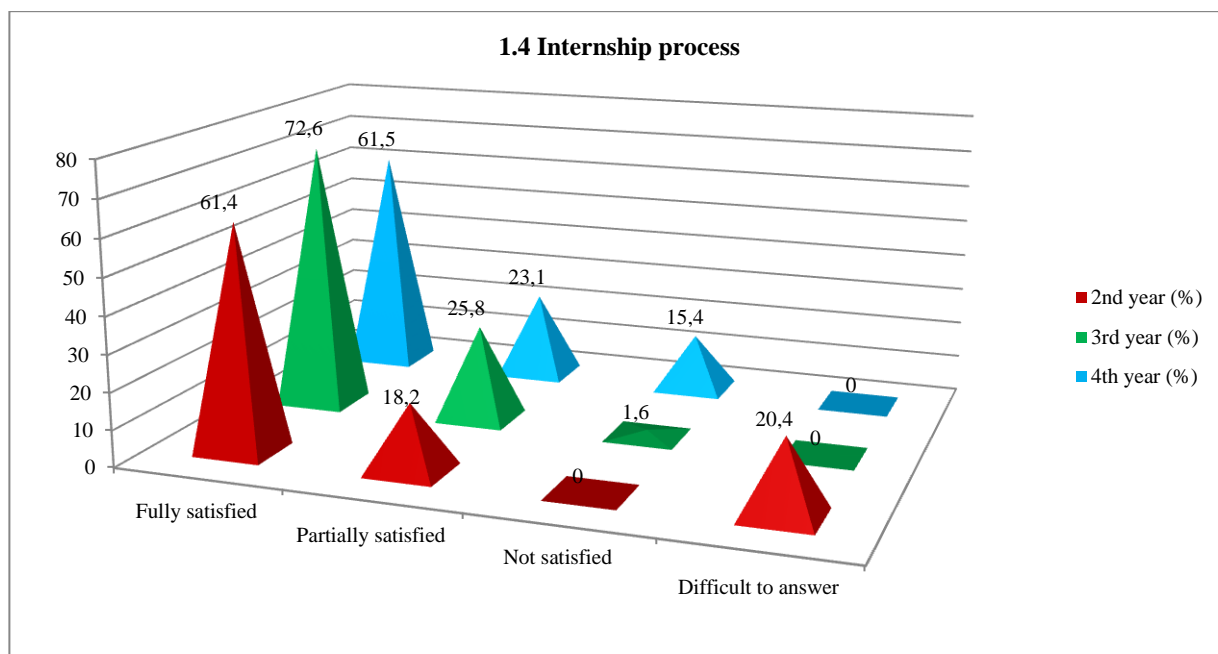
1.3 Organization of independent work

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	79,5% (35 students)	63% (39 students)	82,7% (43 students)
Partially satisfied	18,2% (8 students)	30,6% (19 students)	13,5% (7 students)
Not satisfied	-	6,4% (4 students)	3,8% (2 students)
Difficult to answer	2,3% (1 student)	-	-



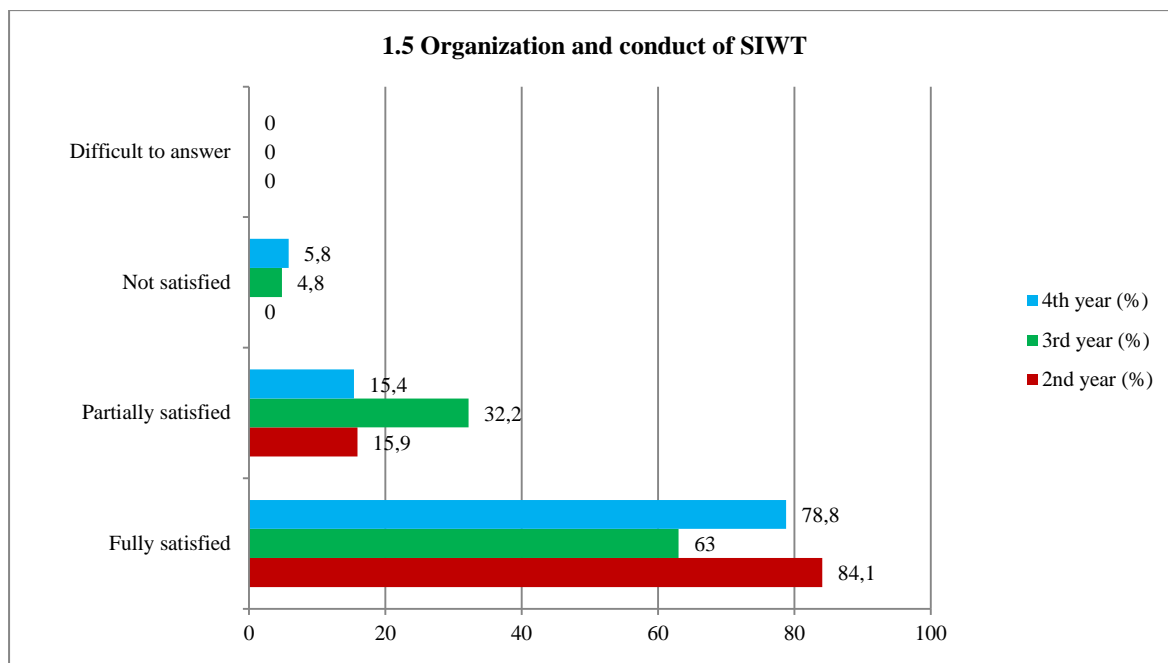
1.4 Internship process

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	61,4% (27 students)	72,6% (45 students)	61,5% (32 students)
Partially satisfied	18,2% (8 students)	25,8% (16 students)	23,1% (12 students)
Not satisfied	-	1,6% (1 student)	15,4% (8 students)
Difficult to answer	20,4% (9 students)	-	-



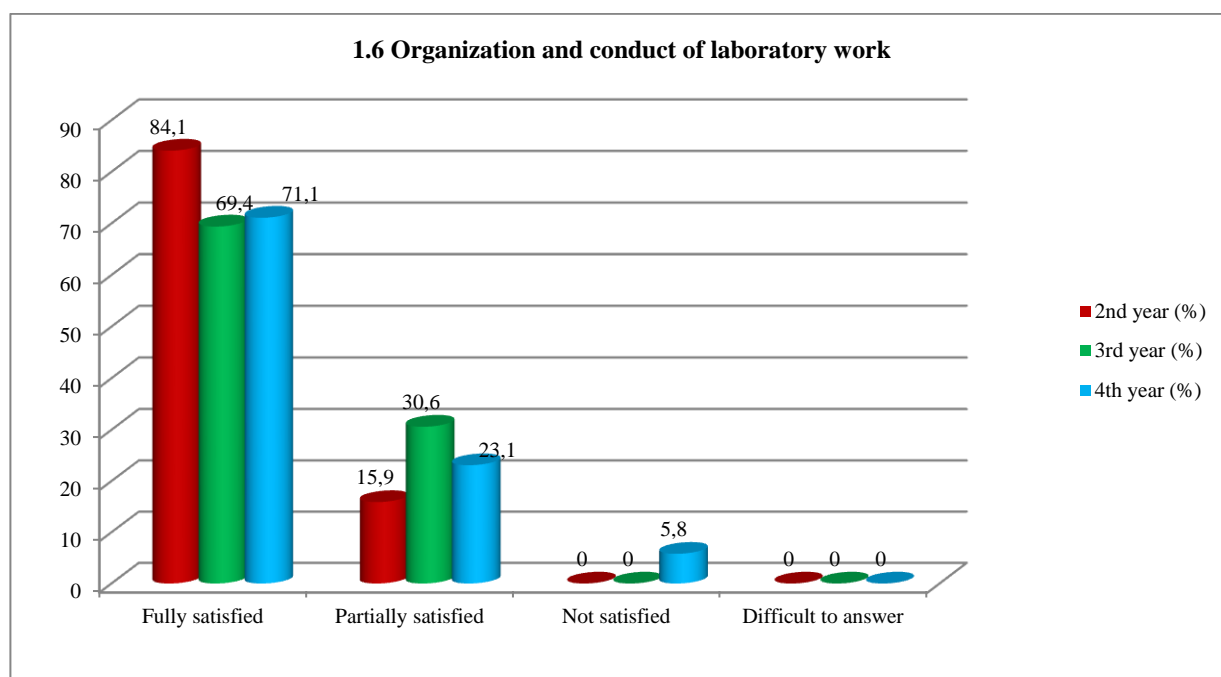
1.5 Organization and conduct of SIWT

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	84,1% (37 students)	63% (39 students)	78,8% (41 students)
Partially satisfied	15,9% (7 students)	32,2% (20 students)	15,4% (8 students)
Not satisfied	-	4,8% (3 students)	5,8% (3 students)
Difficult to answer	-	-	-



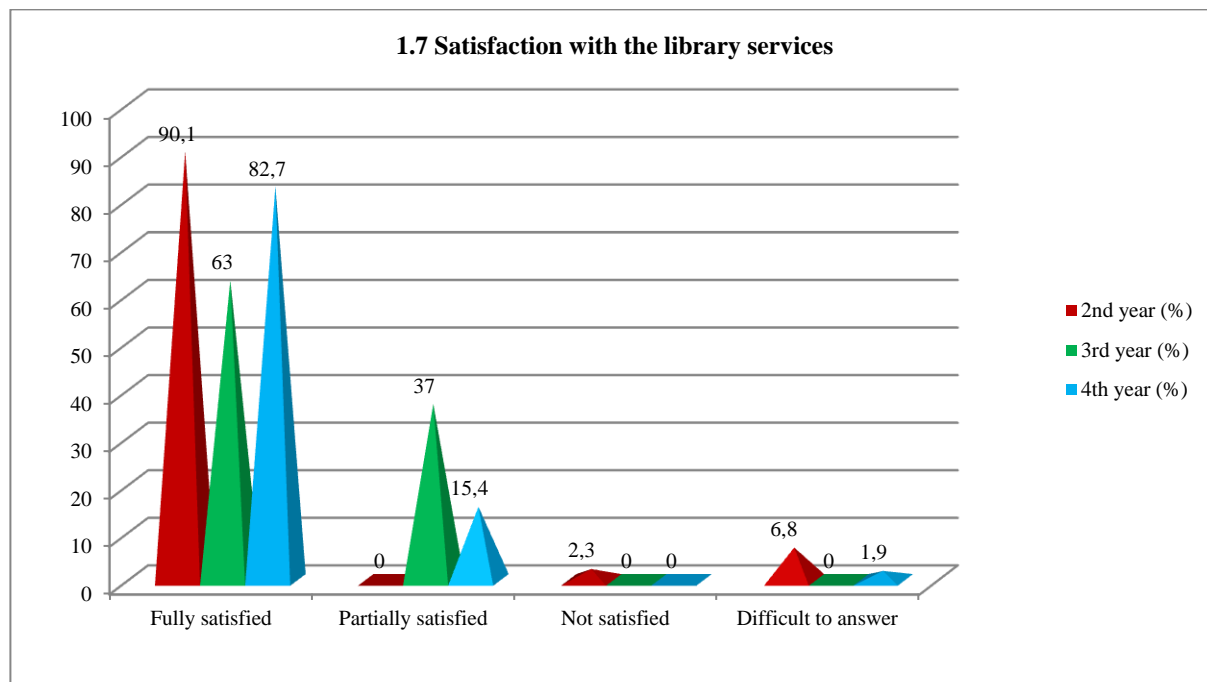
1.6 Organization and conduct of laboratory work

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	84,1% (37 students)	69,4% (43 students)	71,1% (37 students)
Partially satisfied	15,9% (7 students)	30,6% (19 students)	23,1% (12 students)
Not satisfied	-	-	5,8% (3 students)
Difficult to answer	-	-	-



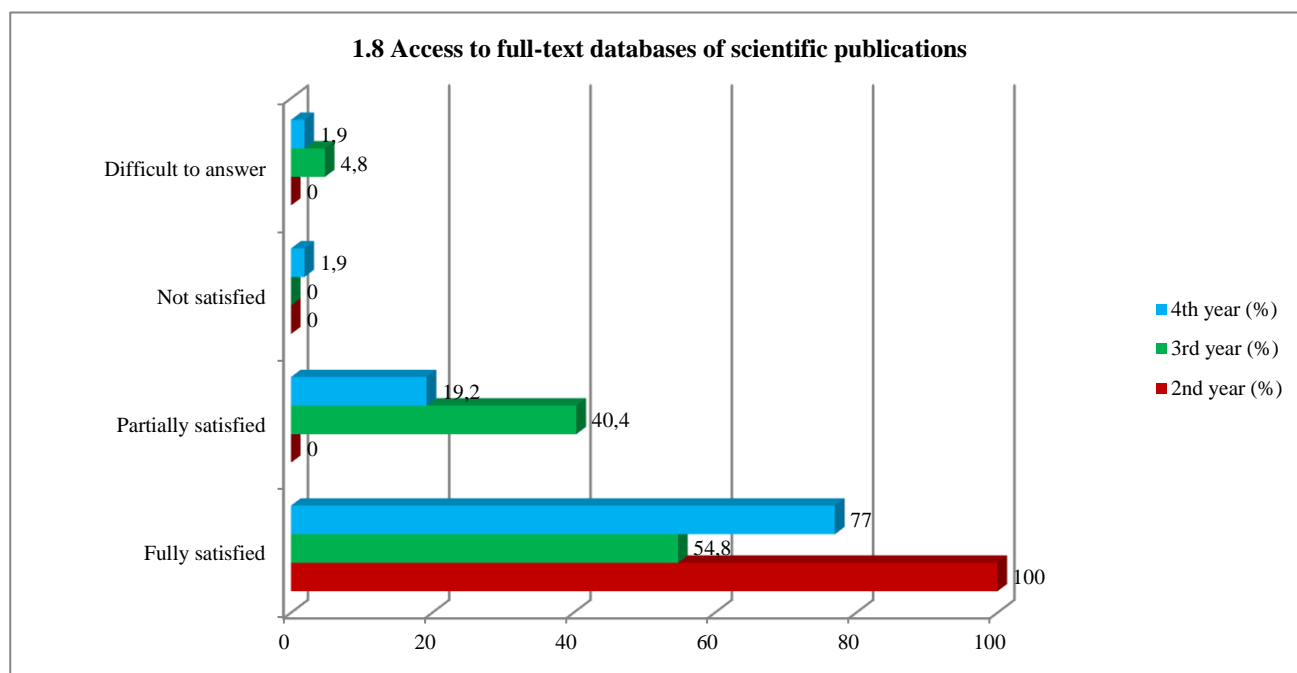
1.7 Satisfaction with the library services

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	90,1% (40 students)	63% (39 students)	82,7% (43 students)
Partially satisfied	-	37% (23 students)	15,4% (8 students)
Not satisfied	2,3% (1 student)	-	-
Difficult to answer	6,8% (3 students)	-	1,9% (1 student)



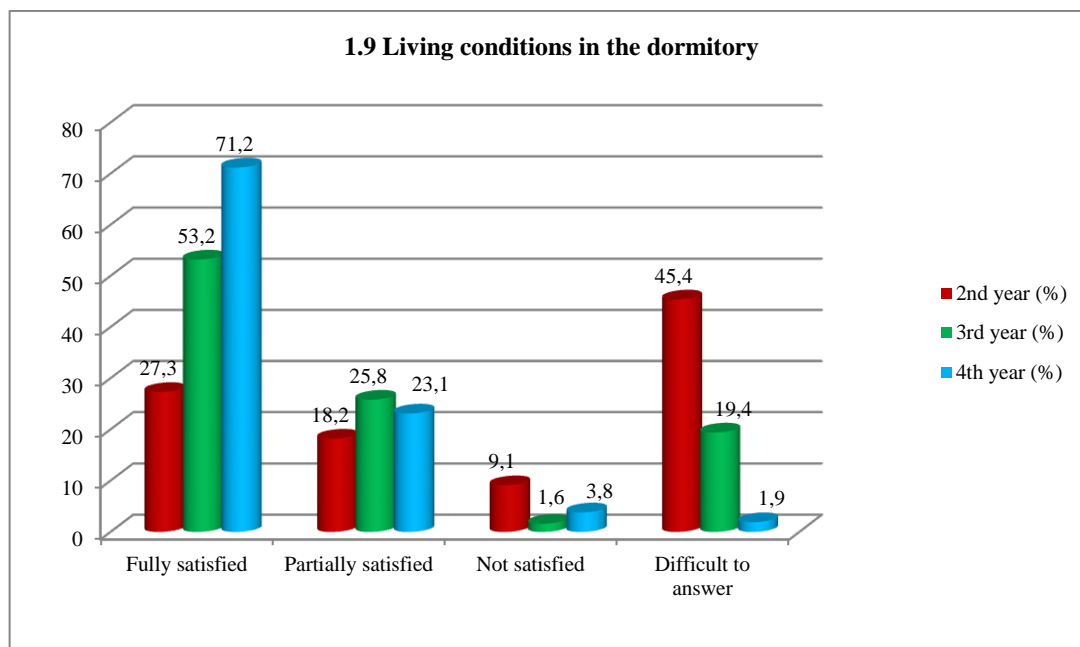
1.8 Access to full-text databases of scientific publications

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	100% (44 students)	54,8% (34 students)	77% (40 students)
Partially satisfied	-	40,4% (25 students)	19,2% (10 students)
Not satisfied	-	-	1,9% (1 student)
Difficult to answer	-	4,8% (3 students)	1,9% (1 student)



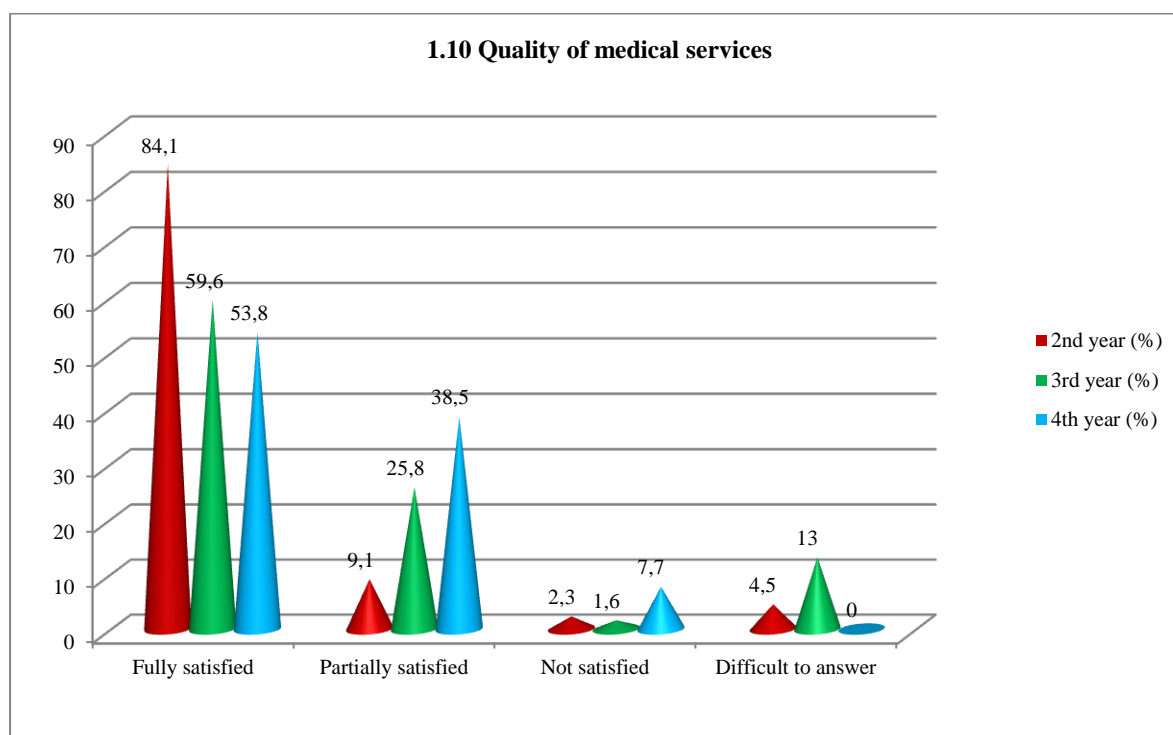
1.9 Living conditions in the dormitory

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	27,3% (12 students)	53,2% (33 students)	71,2% (37 students)
Partially satisfied	18,2% (8 students)	25,8% (16 students)	23,1% (12 students)
Not satisfied	9,1% (4 students)	1,6% (1 student)	3,8% (2 students)
Difficult to answer	45,4% (20 students)	19,4% (12 students)	1,9% (1 student)



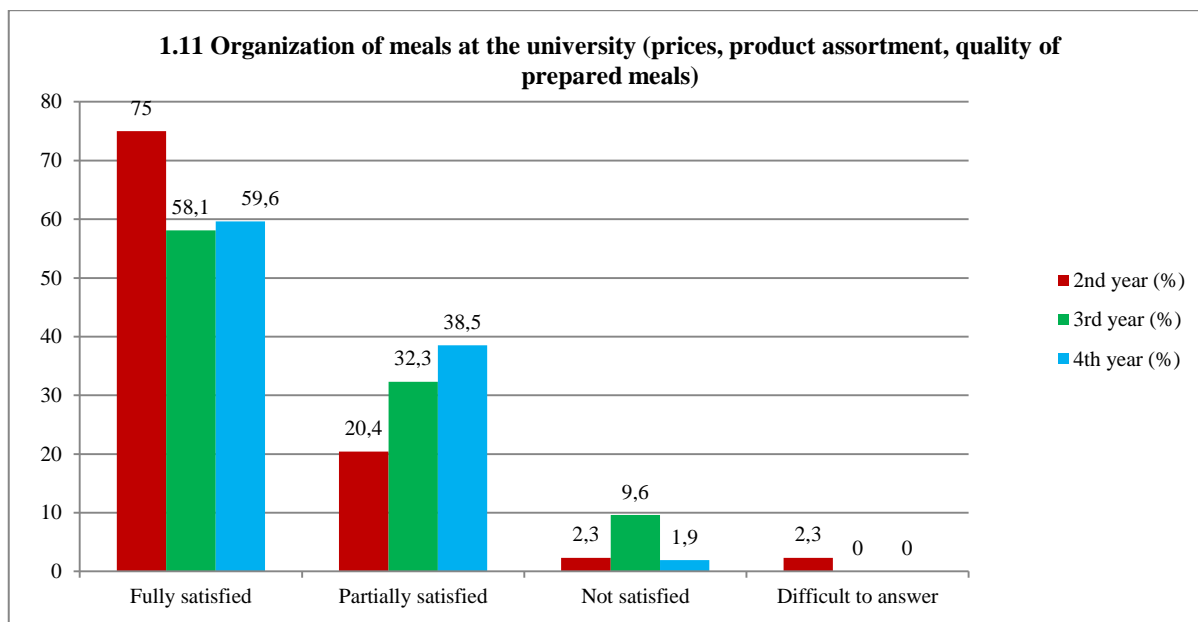
1.10 Quality of medical services

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	84,1% (37 students)	59,6% (37 students)	53,8% (28 students)
Partially satisfied	9,1% (4 students)	25,8% (16 students)	38,5% (20 students)
Not satisfied	2,3% (1 student)	1,6% (1 student)	7,7% (4 students)
Difficult to answer	4,5% (2 students)	13% (8 students)	-



1.11 Organization of meals at the university (prices, product assortment, quality of prepared meals)

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	75% (33 students)	58,1% (36 students)	59,6% (31 students)
Partially satisfied	20,4% (9 students)	32,3% (20 students)	38,5% (20 students)
Not satisfied	2,3% (1 student)	9,6% (6 students)	1,9% (1 student)
Difficult to answer	2,3% (1 student)	-	-



For the response “Other”, the respondents (2nd year) indicated the following answers:

- - I'd say. In the cafeteria, half the food is raw. The quality is poor and the quality is expensive. There is no real support and reward for young people in entertainment and self-development. There are very few conferences, creative activities. No science projects, no real science conferences.

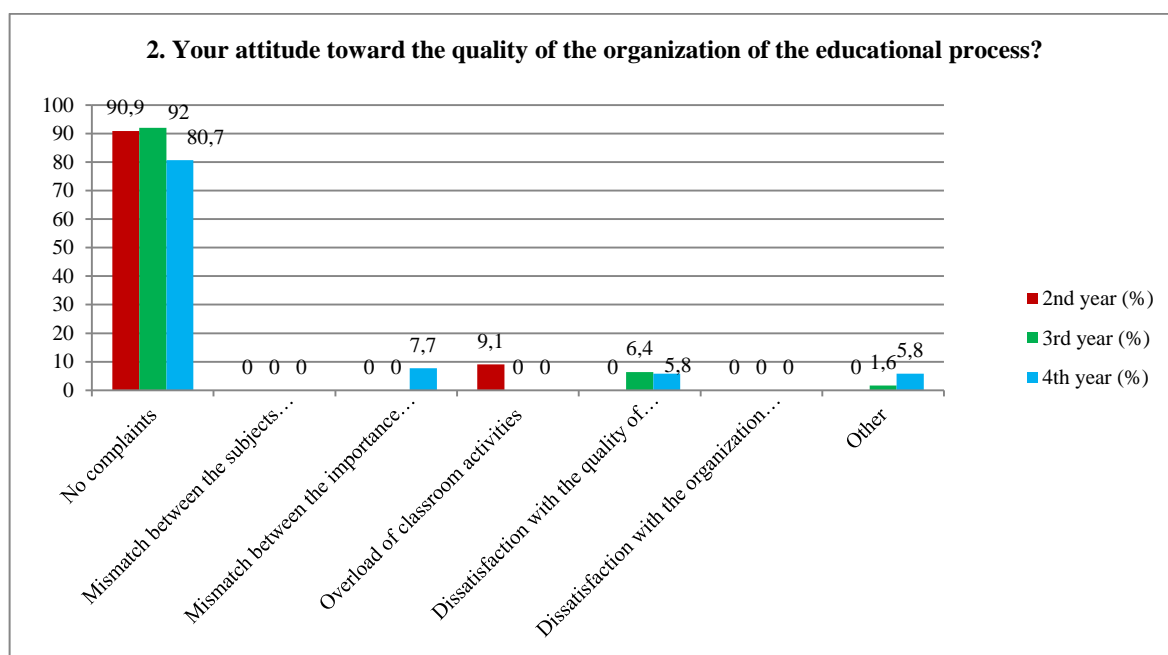
For the question “**If you answered ‘not satisfied’ to the previous question, give recommendations for improving the services provided**”, respondents answered as follows:

2nd year	3rd year	4th year
<ul style="list-style-type: none"> - Price reduction in the canteen - Update the program - If they lowered the quality and price of the food, they would make quality for the price 	<p>- The quality of cooking in the canteens should have been improved, it's not bad, but there is room for growth. The simplest option. of solving the problem is for the university to cooperate with a brand that makes panini sandwiches. They satisfy the students with their price and their nutrition.</p> <p>Regarding internships, interesting internships take place only in a part of enterprises, increase their number if possible.</p> <p>What about the lab classes the university has equipment for labs, but not always the classes go</p>	-

	<p>through doing them. Sometimes there is trivial answering of questions at the end of the labs.</p> <p>- Class schedules should be in the best interest of students and faculty, either morning to lunch or afternoon to evening. The organization of srsp is lame among the faculty members. The food is quite poor, the selection is small and there are long queues.</p>	
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2. Your attitude toward the quality of the organization of the educational process?

Answer options	2nd year (%)	3rd year (%)	4th year (%)
<i>No complaints</i>	90,9% (40 students)	92% (57 students)	80,7% (42 students)
<i>Mismatch between the subjects studied and the chosen specialty</i>	-	-	-
<i>Mismatch between the importance of the subject and the number of hours allocated</i>	-	-	7,7% (4 students)
<i>Overload of classroom activities</i>	9,1% (4 students)	-	-
<i>Dissatisfaction with the quality of classes</i>	-	6,4% (4 students)	5,8% (3 students)
<i>Dissatisfaction with the organization of credits and exams</i>	-	-	-
<i>Other</i>	-	1,6% (1 student)	5,8% (3 students)



For the answer “Other” the respondents indicated the following answers:

3rd year	4th year
- The quality of education, not even so the workload is not large because of this students are relaxed. There are a few teachers at the department, which drive and to pass their subject you need to prepare for these include Balandin Vitaly Sergeyevich, Ekaterina Nikolaevna, not all teachers I remember by name if remembered	- it's all good, but not all the stands work - Part of the reason for all this

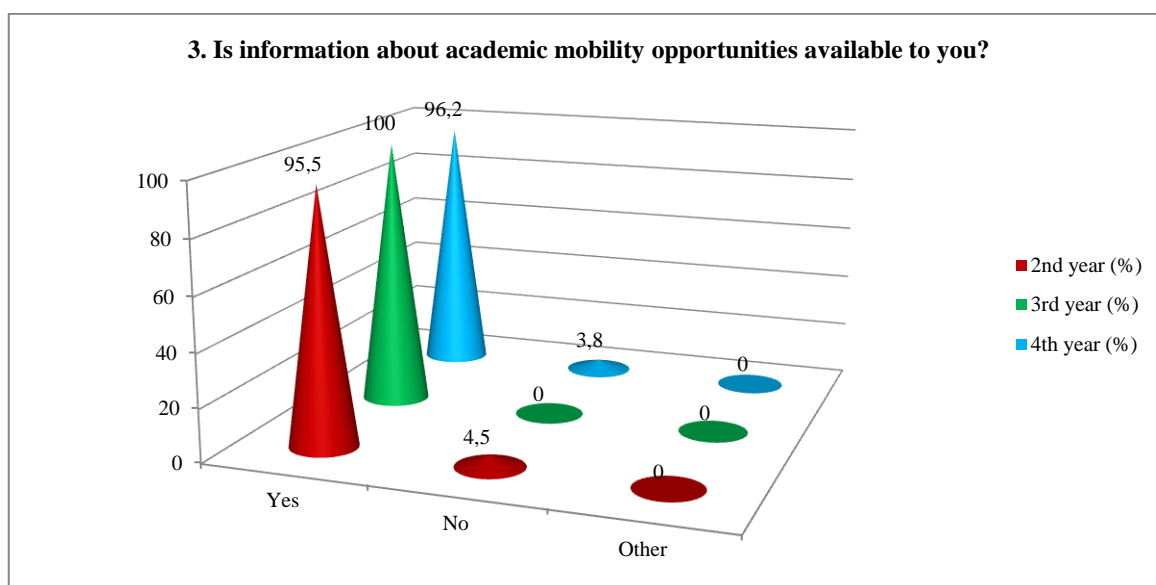
then they really make you remember yourself. Sometimes it is harder to close subjects not related to the specialty such as basics of law, sociology to similar subjects. The rule of three absences does not allow admission to the exam sounds to me past the cash register.	- Lack of work with equipment
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For the question, **“If you answered ‘Does not meet or satisfy’ to the previous question, give recommendations for improvement,”** respondents did not provide additional comments:

2nd year	3rd year	4th year
-	<p>- As I wrote earlier a couple of teachers are able to load students in a good way to make them move and the more such teachers the more diligent students. Those who need 50 will start to move and something to pass, those who need 70 will have to fulfill and pass everything in time.</p> <p>On the one hand not a big workload gives time to think and learn more, but at the same time doubts about the future specialty.</p> <p>I will pass the diploma, but in fact I know little. I will go on specialty and the difference between if I went from scratch and finishing higher education is not much, and 4 years have passed.</p> <p>There is a hope in the fourth year of study about industrial practice for half a year, that it will give the necessary minimum.</p>	<p>- Stands to make it work</p> <p>- Lessons should be interesting and engaging</p>

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

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Yes	95,5% (42 students)	100% (62 students)	96,2% (23 students)
No	4,5% (2 students)	-	3,8% (2 students)
Other	-	-	-



There are no answers to the question “If you answered ‘No’ to the previous question, write why”:

2nd year	3rd year	4th year
- I don't know how to use it	-	- I wasn't really interested

4. What do you think about the relationships?

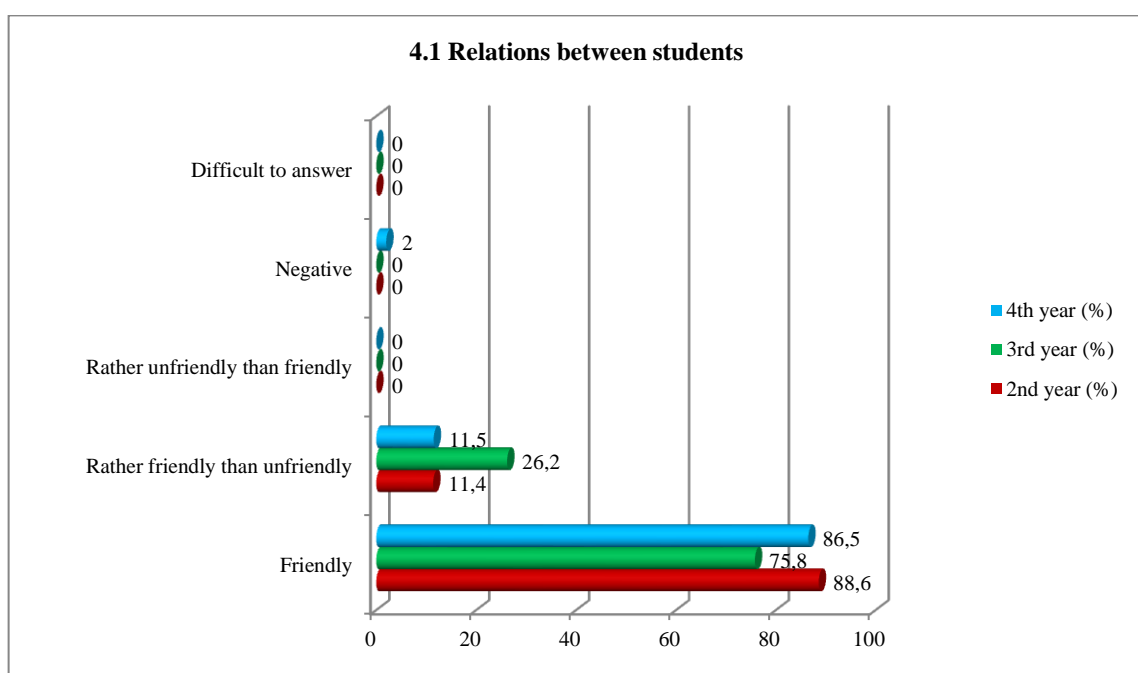
4.1 Relations between students
4.2 Relations between teachers and students (in the educational process)
4.3 Relations between students and supervisors
4.4 Relations between students and the administration
4.5 Relations between students and staff of departments (library, student office, etc.)
4.6 Relations between students and the security service

Other _____

If you answered “Rather unfriendly than friendly” or “Negative,” please provide recommendations for improvement _____

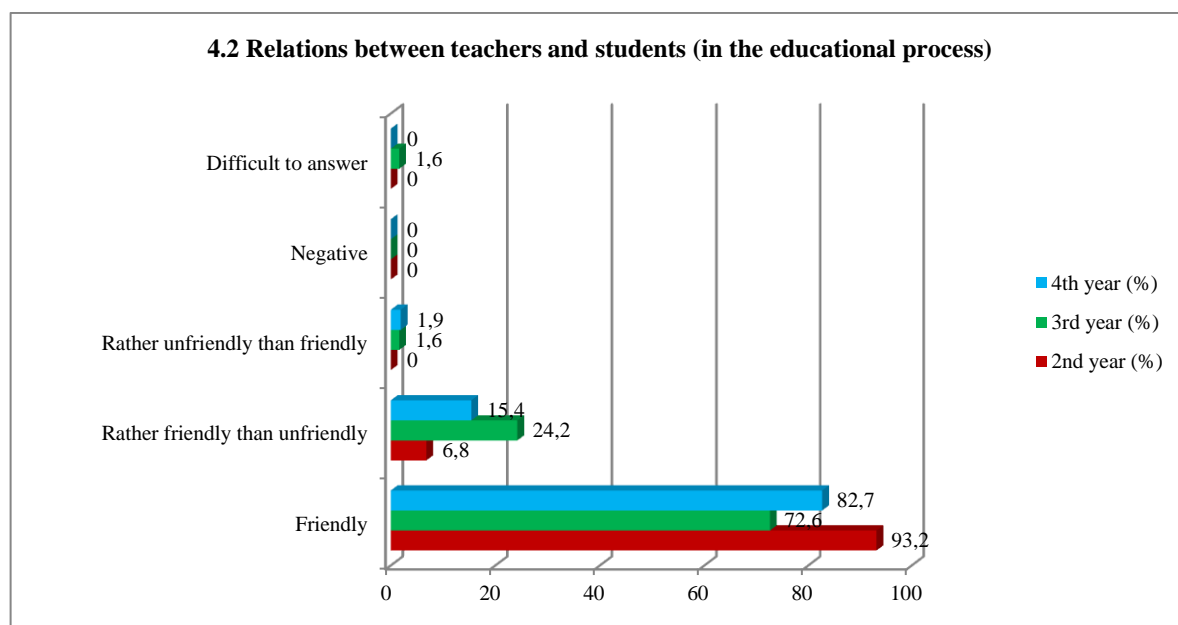
4.1 Relations between students

Answer options	2nd year (%)	3rd year (%)	4th year (%)
<i>Friendly</i>	88,6% (39 students)	75,8% (47 students)	86,5% (45 students)
<i>Rather friendly than unfriendly</i>	11,4% (5 students)	26,2% (15 students)	11,5% (6 students)
<i>Rather unfriendly than friendly</i>	-	-	-
<i>Negative</i>	-	-	2% (1 student)
<i>Difficult to answer</i>	-	-	-



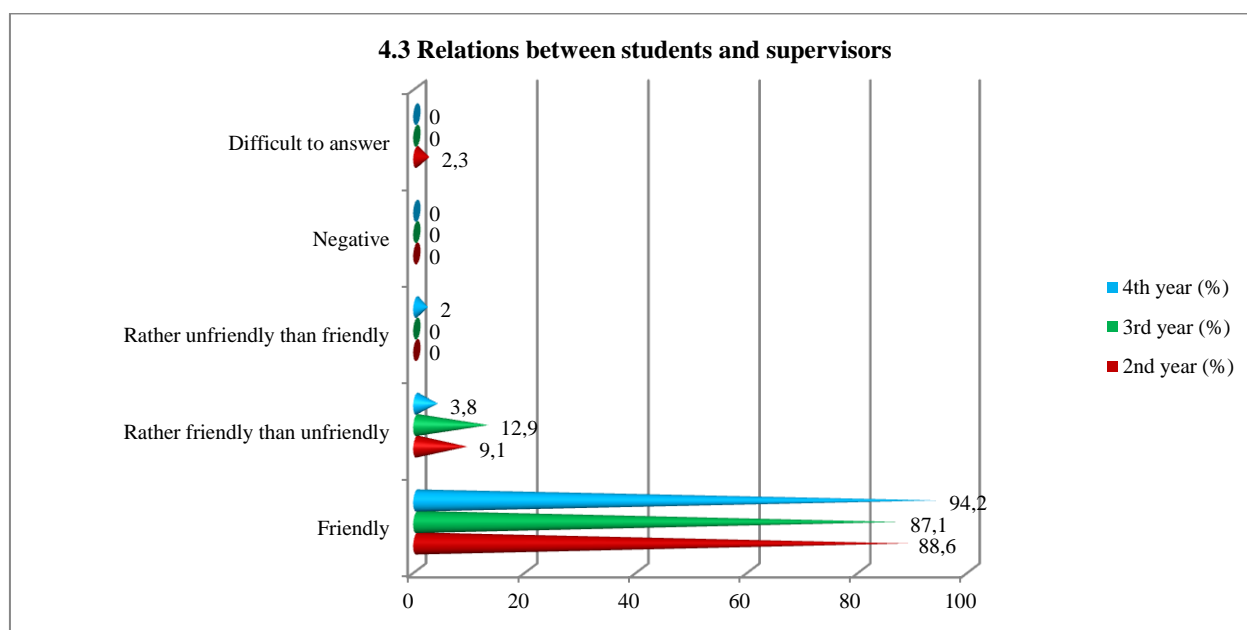
4.2 Relations between teachers and students (in the educational process)

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Friendly	93,2% (41 students)	72,6% (45 students)	82,7% (43 students)
Rather friendly than unfriendly	6,8% (3 students)	24,2% (15 students)	15,4% (8 students)
Rather unfriendly than friendly	-	1,6% (1 student)	1,9% (1 student)
Negative	-	-	-
Difficult to answer	-	1,6% (1 student)	-



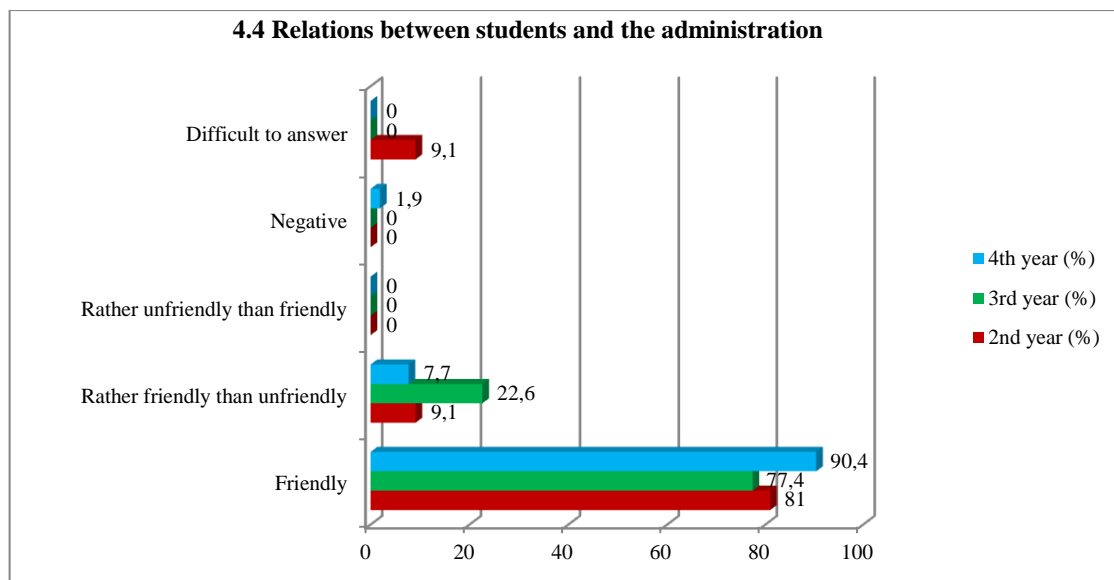
4.3 Relations between students and supervisors

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Friendly	88,6% (39 students)	87,1% (54 students)	94,2% (49 students)
Rather friendly than unfriendly	9,1% (4 students)	12,9% (8 students)	3,8% (2 students)
Rather unfriendly than friendly	-	-	2% (1 student)
Negative	-	-	-
Difficult to answer	2,3% (1 student)	-	-



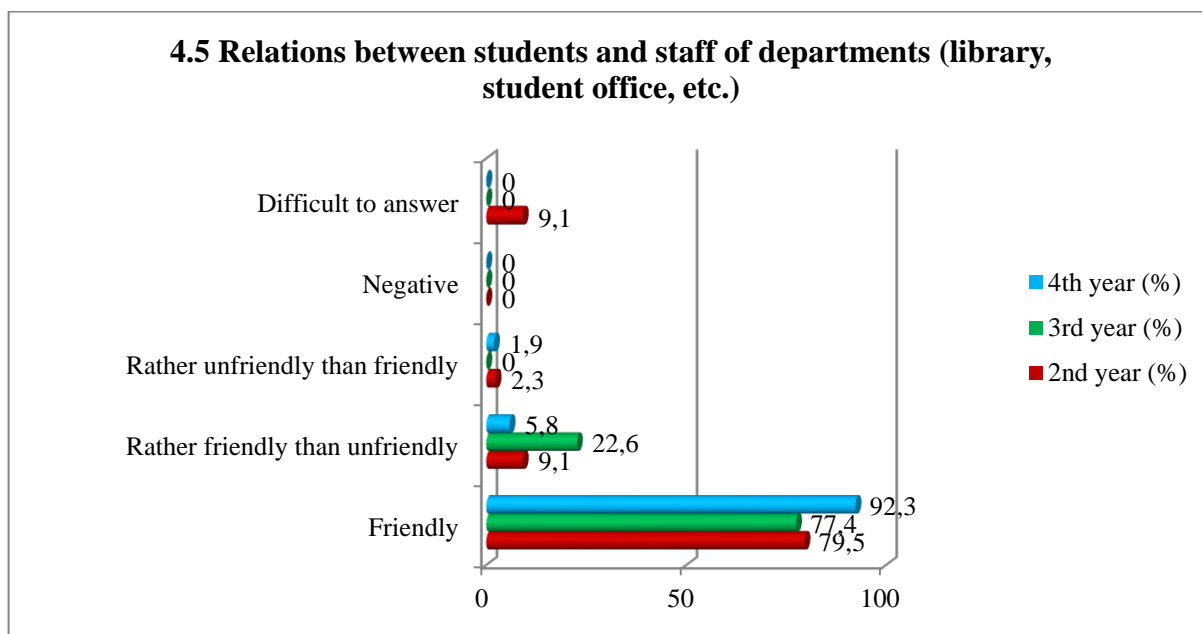
4.4 Relations between students and the administration

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Friendly	81,8% (36 students)	77,4% (48 students)	90,4% (47 students)
Rather friendly than unfriendly	9,1% (4 students)	22,6% (14 students)	7,7% (4 students)
Rather unfriendly than friendly	-	-	-
Negative	-	-	1,9% (1 student)
Difficult to answer	9,1% (4 students)	-	-



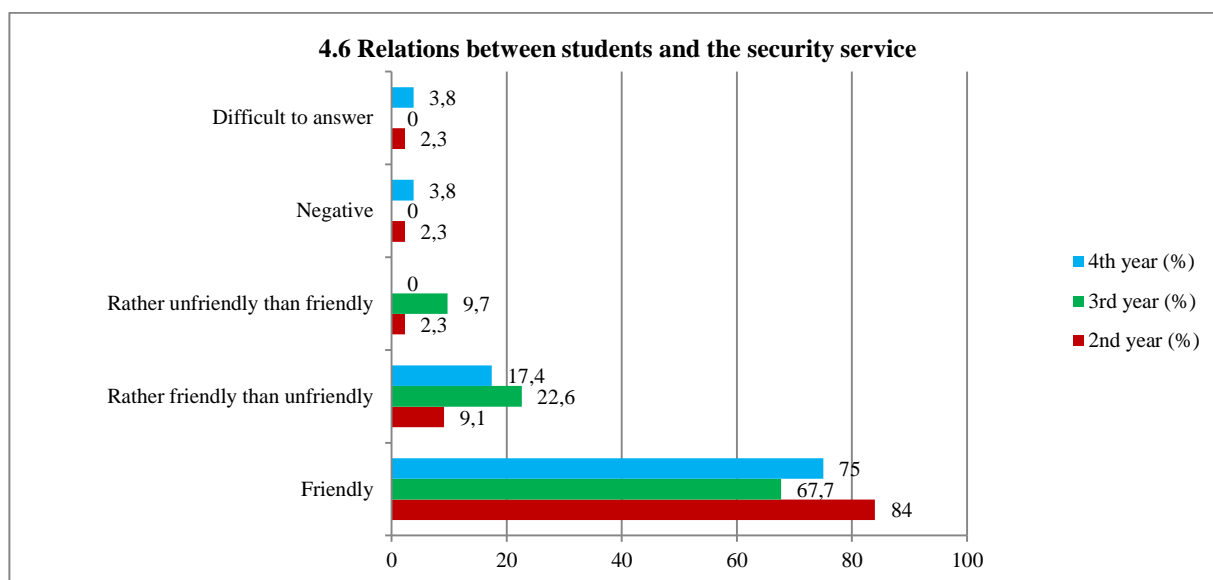
4.5 Relations between students and staff of departments (library, student office, etc.)

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Friendly	79,5% (35 students)	77,4% (48 students)	92,3% (48 students)
Rather friendly than unfriendly	9,1% (4 students)	22,6% (14 students)	5,8% (3 students)
Rather unfriendly than friendly	2,3% (1 student)	-	1,9% (1 student)
Negative	-	-	-
Difficult to answer	9,1% (4 students)	-	-



4.6 Relations between students and the security service

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Friendly	84% (37 students)	67,7% (42 students)	75% (39 students)
Rather friendly than unfriendly	9,1% (4 students)	22,6% (14 students)	17,4% (9 students)
Rather unfriendly than friendly	2,3% (1 student)	9,7% (6 students)	-
Negative	2,3% (1 student)	-	3,8% (2 students)
Difficult to answer	2,3% (1 student)	-	3,8% (2 students)



For the question, “If you answered ‘Rather unfriendly than friendly’ and ‘Negative’ to the previous question, give recommendations for improvement,” respondents did not provide additional comments:

2nd year	3rd year	4th year
- Weaken the security system, it's like guarding a military facility.	- Compared to last year, the guards have started to behave more humanely. There are never as many complaints about the female guards as there are about the male guards. Sometimes they behave a bit too much, I mean with a haughty attitude or strange gestures and looks.	-

5. What student problems concern you the most at the moment? (choose no more than 3 options)

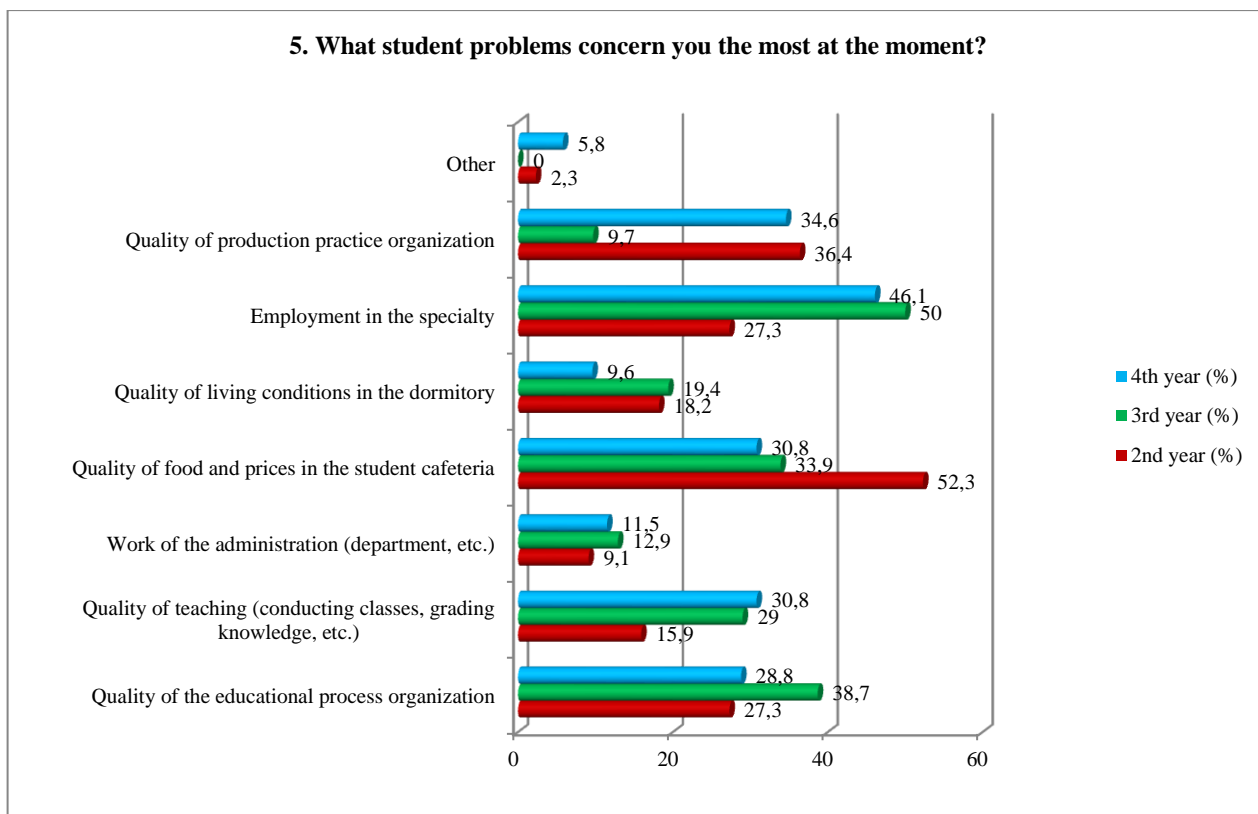
Answer options	2nd year (%)	3rd year (%)	4th year (%)
Quality of the educational process organization	27,3% (12 students)	38,7% (24 students)	28,8% (15 students)
Quality of teaching (conducting classes, grading knowledge, etc.)	15,9% (7 students)	29% (18 students)	30,8% (16 students)
Work of the administration (department, etc.)	9,1% (4 students)	12,9% (8 students)	11,5% (6 students)
Quality of food and prices in the student cafeteria	52,3% (23 students)	33,9% (21 students)	30,8% (16 students)
Quality of living conditions in the dormitory	18,2% (8 students)	19,4% (12 students)	9,6% (5 students)

Employment in the specialty	27,3% (12 students)	50% (31 students)	46,1% (24 students)
Quality of production practice organization	36,4% (16 students)	9,7% (6 students)	34,6% (18 students)
Other	2,3% (1 student)	-	5,8% (3 students)

* Sum of percentages is not 100 because multiple answers were allowed

For the answer “Other,” respondents provided the following answers:

2nd year	4th year
- for now, none.	- No problems. - None - None



6. Do you participate in the university's research work? If yes, in what forms?

(mark all that apply)

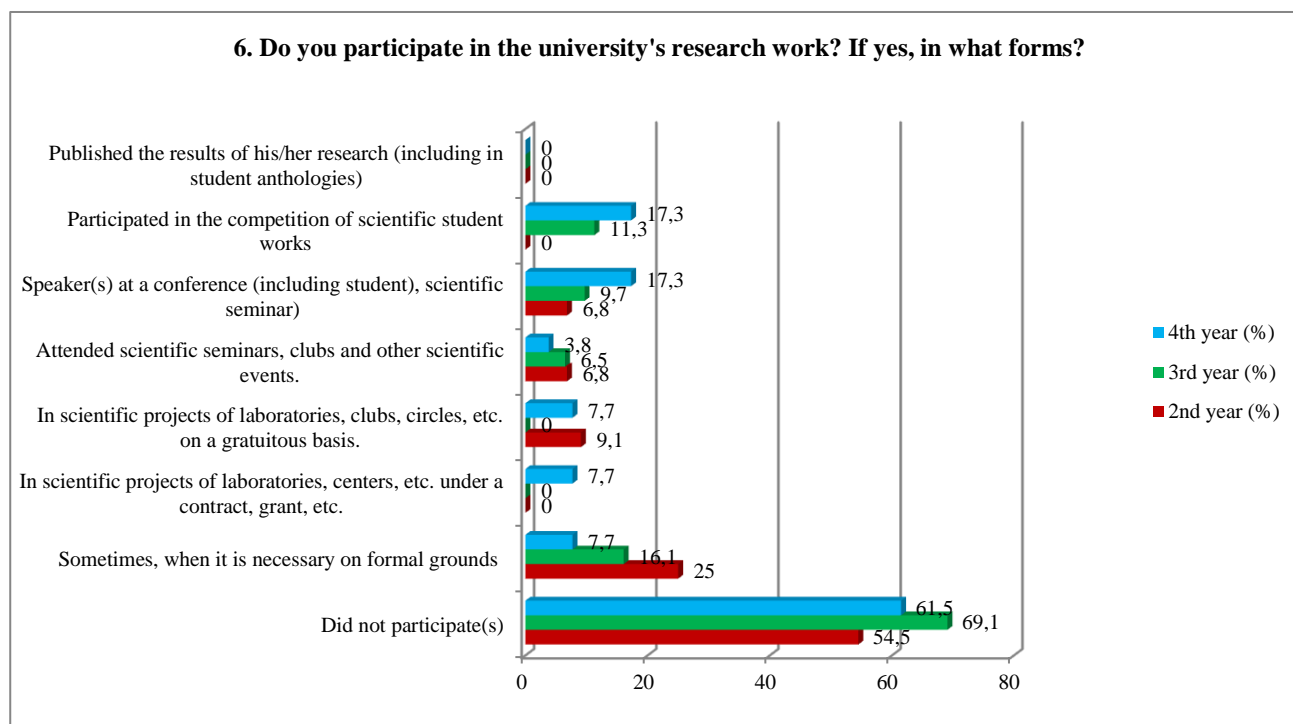
Answer options	2nd year (%)	3rd year (%)	4th year (%)
Did not participate(s)	54,5% (24 students)	69,1% (41 students)	61,5% (32 students)
Sometimes, when it is necessary on formal grounds	25% (11 students)	16,1% (10 students)	7,7% (4 students)
In scientific projects of laboratories, centers, etc. under a contract, grant, etc.	-	-	7,7% (4 students)
In scientific projects of laboratories, clubs, circles, etc. on a gratuitous basis.	9,1% (4 students)	-	7,7% (4 students)
Attended scientific seminars, clubs and other scientific events.	6,8% (3 students)	6,5% (4 students)	3,8% (2 students)
Speaker(s) at a conference (including student), scientific seminar)	6,8% (3 students)	9,7% (6 students)	17,3% (9 students)
Participated in the competition of scientific	-	11,3% (7	17,3% (6

<i>student works</i>		students)	students)
<i>Published the results of his/her research (including in student anthologies)</i>	-	-	-

* Sum of percentages is not 100 because multiple answers were allowed

For the answer “Other”, the respondents (2nd year) indicated the following answers:

- I participated once, everything went at a low level



For the question “If you answered ‘Did not participate’ to the previous question, please write why” students indicated the following answers:

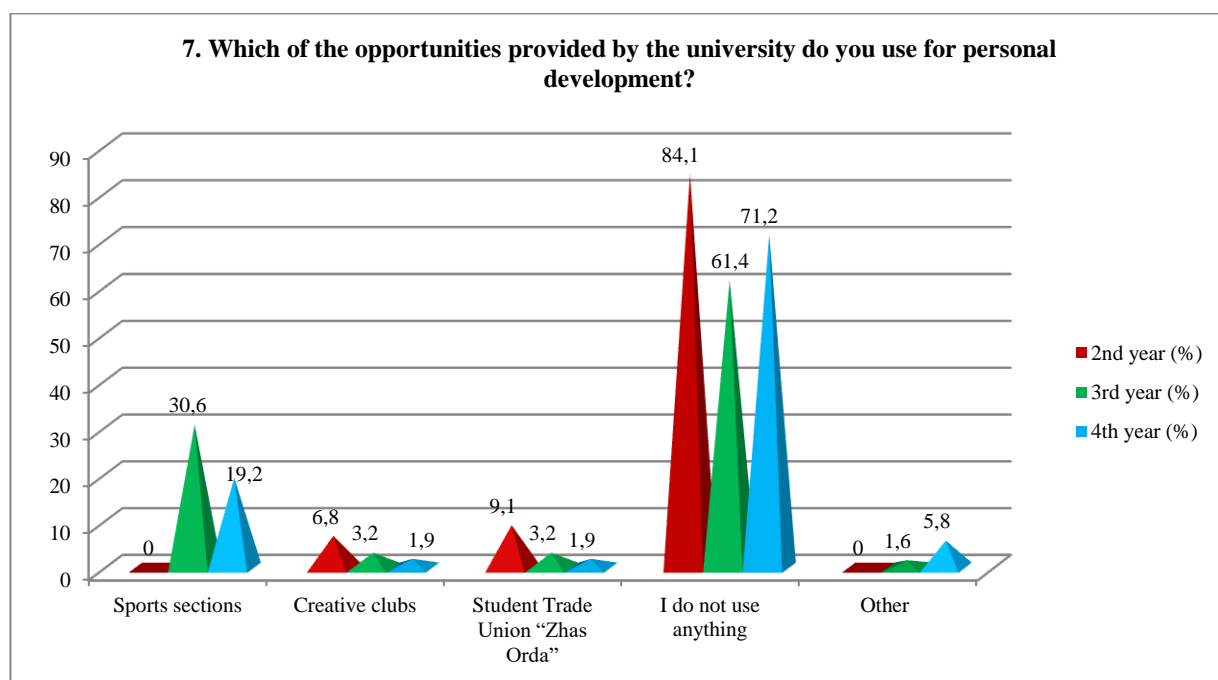
2nd year	3rd year	4th year
<ul style="list-style-type: none"> - There is little opportunity to participate. - No free time. - Not enough time 	<ul style="list-style-type: none"> - Not interested - not interested - I don't want to - No time - Insufficient mastery of the subject - knowledge - No time 	<ul style="list-style-type: none"> - There was no interest - Not interested - Don't know - Waste of time - Don't want to - Not interested - Not interested

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

Answer options	2nd year (%)	3rd year (%)	4th year (%)
<i>Sports sections</i>	-	30,6% (19 students)	19,2% (10 students)
<i>Creative clubs</i>	6,8% (3 students)	3,2% (2 students)	1,9% (1 student)
<i>Student Trade Union “Zhas Orda”</i>	9,1% (4 students)	3,2% (2 students)	1,9% (1 student)
<i>I do not use anything</i>	84,1% (37 students)	61,4% (38 students)	71,2% (37 students)
<i>Other</i>	-	1,6% (1 student)	5,8% (3 students)

For the answer “Other,” respondents provided the following answers:

3rd year	4th year
- Scientific conferences	- I went to chess for two years and now they have closed it down, how so - Ordinary knowledge. - Coursera courses



For the question **"If you answered 'I don't use anything' to the previous question, write down why"**, the students indicated the following options * :

2nd year	3rd year	4th year
<ul style="list-style-type: none"> - Not enough time, class time is 110 min longer and you are tired - No free time. - Not enough time 	<ul style="list-style-type: none"> - I have enough to do - because I don't have any free time. - not interested - No time (2) - Not interested - No need, everything suits me. - No time 	<ul style="list-style-type: none"> - No interest - Not interested (2) - Not interested - Not much time, as I work and am an activist of a public organization - Don't know

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

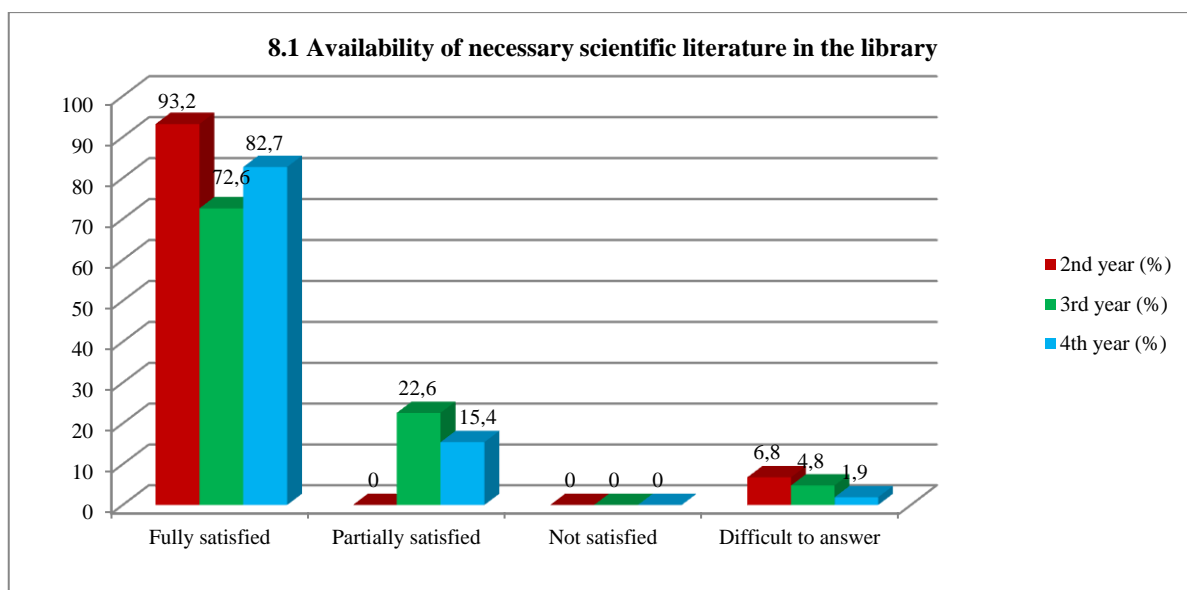
8.1 Availability of necessary scientific literature in the library
8.2 Modernity of computer equipment
8.3 Internet bandwidth and speed
8.4 Modernity of software
8.5 Availability of educational and scientific equipment
8.6 Availability of laboratories and specialized classrooms
8.7 Availability of sports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

Other _____

If you answered “Not satisfied” to the previous question, please provide recommendations for improving the services _____

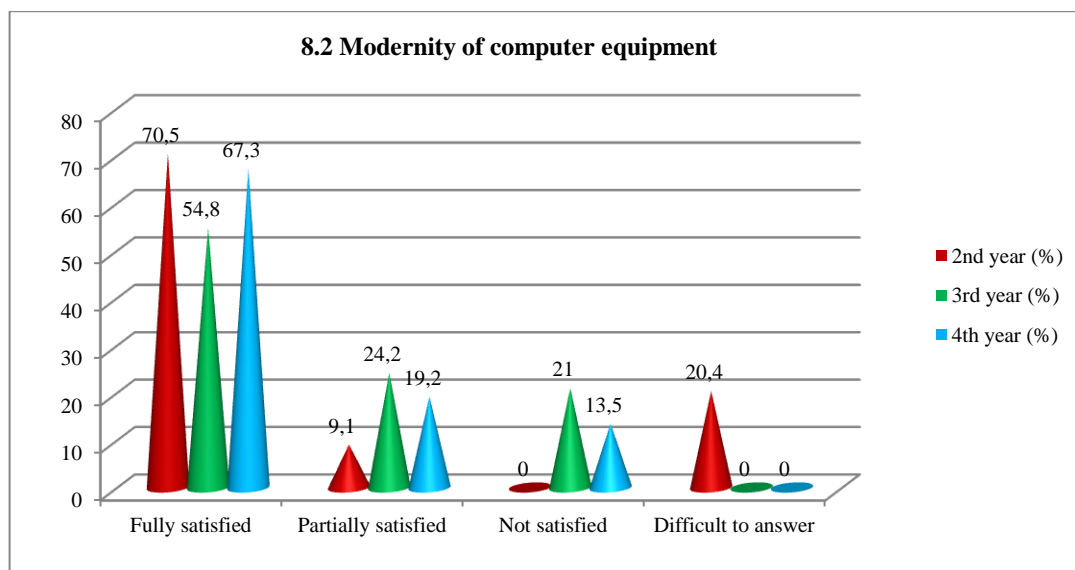
8.1 Availability of necessary scientific literature in the library

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	93,2% (41 students)	72,6% (45 students)	82,7% (43 students)
Partially satisfied	-	22,6% (14 students)	15,4% (8 students)
Not satisfied	-	-	-
Difficult to answer	6,8% (3 students)	4,8% (3 students)	1,9% (1 student)



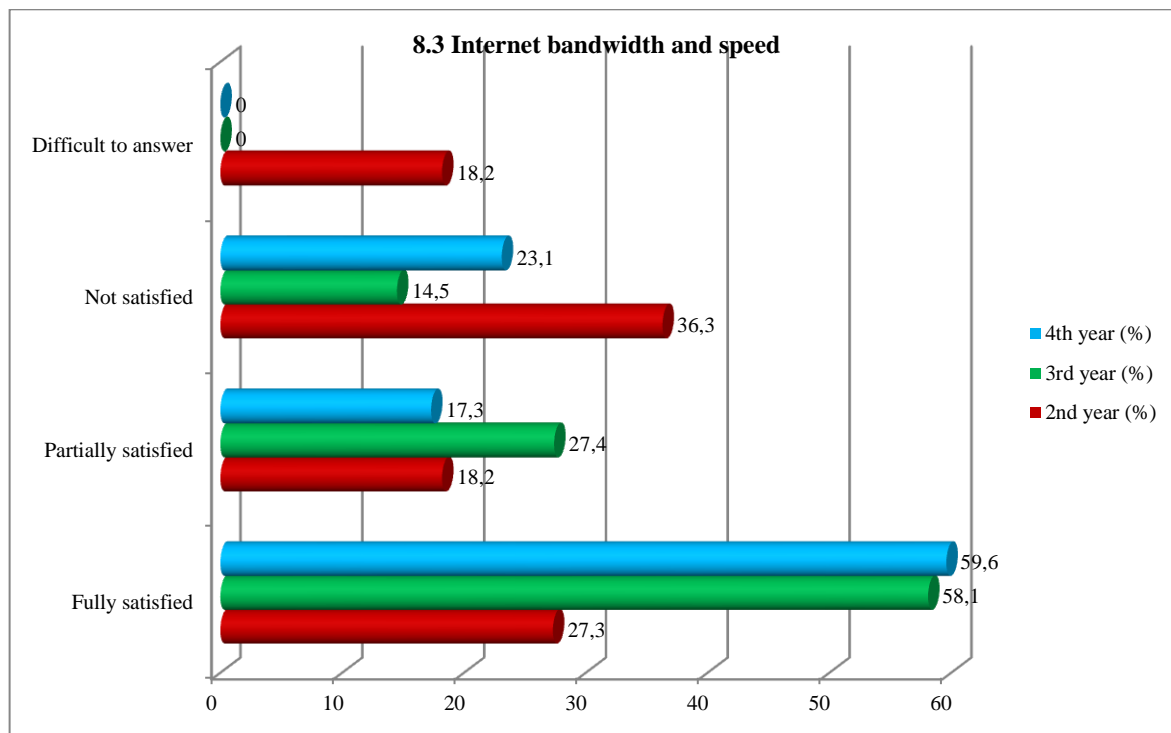
8.2 Modernity of computer equipment

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	70,5% (31 students)	54,8% (34 students)	67,3% (35 students)
Partially satisfied	9,1% (4 students)	24,2% (15 students)	19,2% (10 students)
Not satisfied	-	21% (13 students)	13,5% (7 students)
Difficult to answer	20,4% (9 students)	-	-



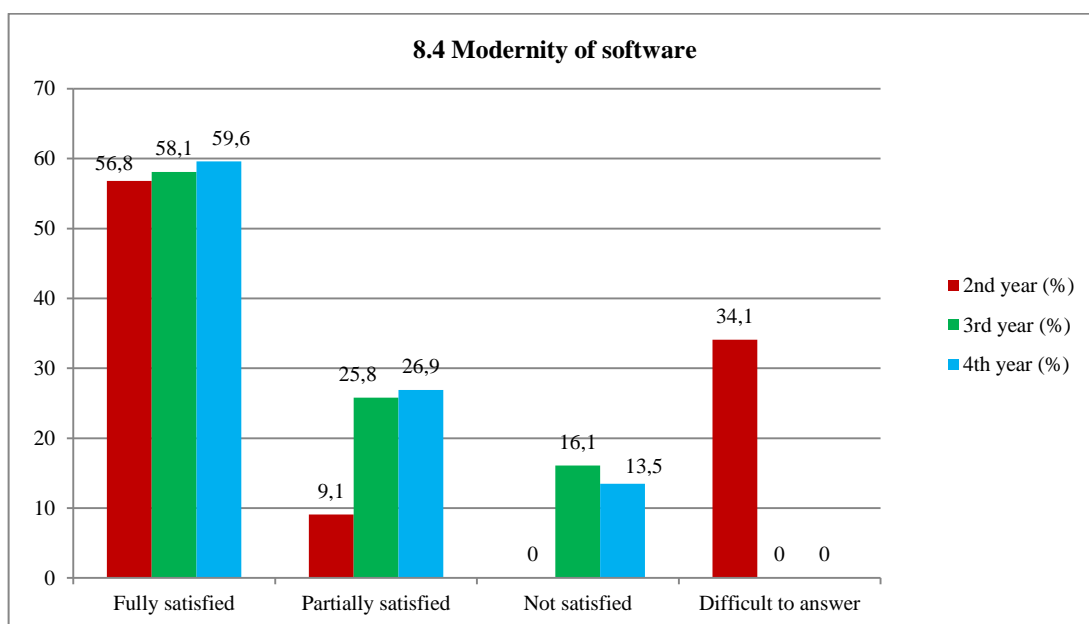
8.3 Internet bandwidth and speed

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	27,3% (12 students)	58,1% (36 students)	59,6% (31 students)
Partially satisfied	18,2% (8 students)	27,4% (17 students)	17,3% (9 students)
Not satisfied	36,3% (16 students)	14,5% (9 students)	23,1% (12 students)
Difficult to answer	18,2% (8 students)	-	-



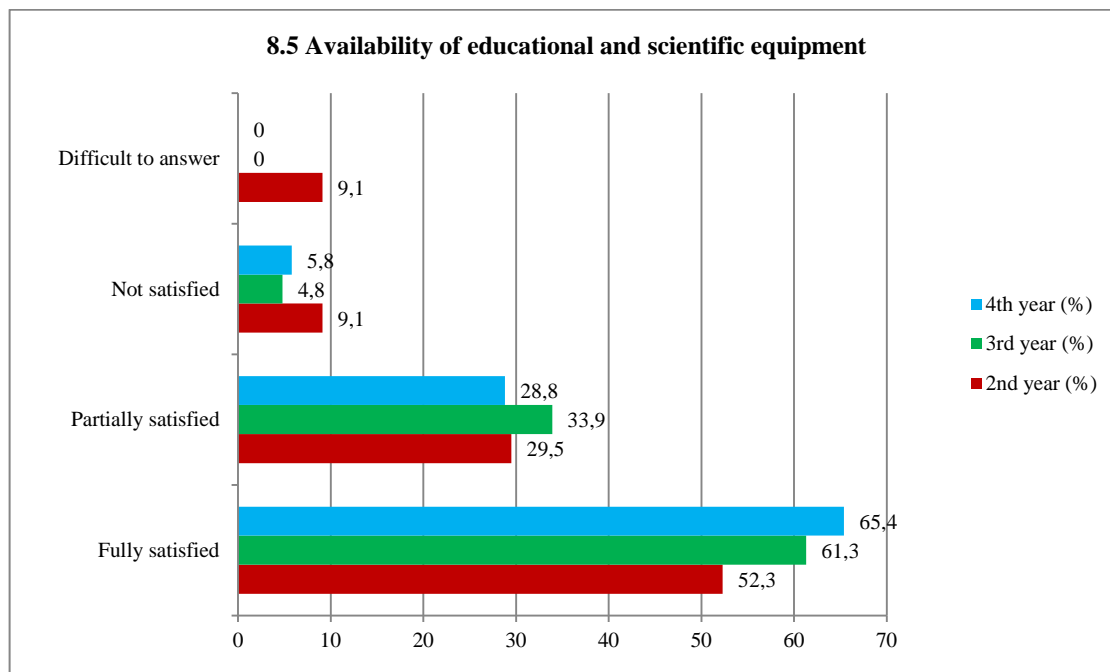
8.4 Modernity of software

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	56,8% (25 students)	58,1% (36 students)	59,6% (31 students)
Partially satisfied	9,1% (4 students)	25,8% (16 students)	26,9% (14 students)
Not satisfied	-	16,1% (10 students)	13,5% (7 students)
Difficult to answer	34,1% (15 students)	-	-



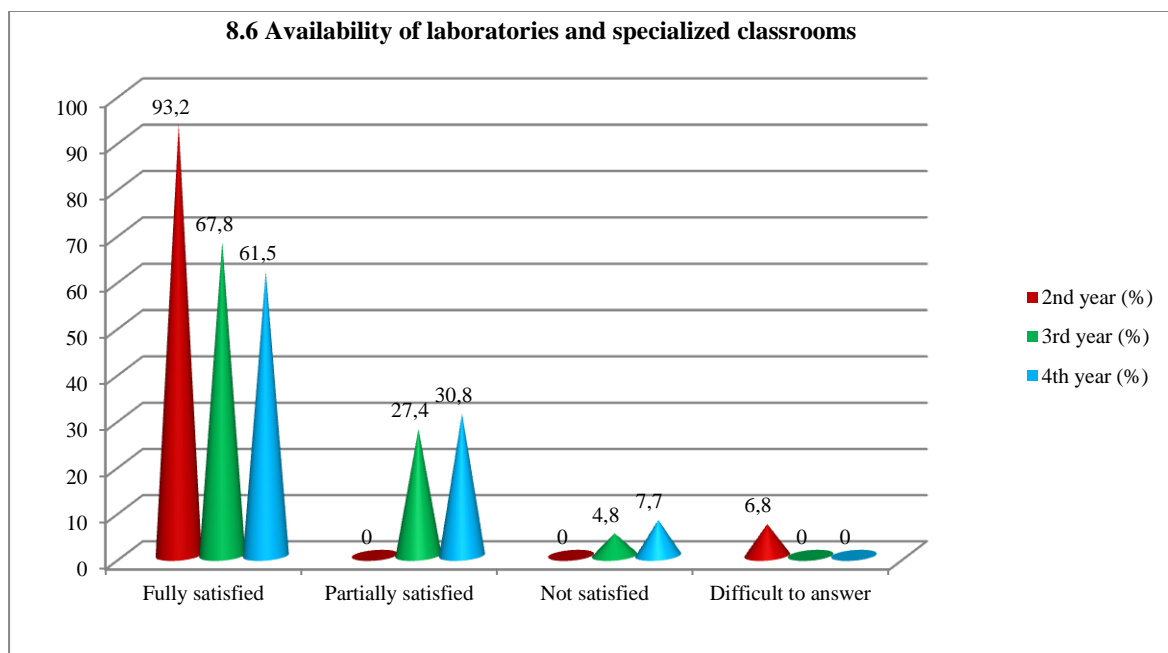
8.5 Availability of educational and scientific equipment

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	52,3% (23 students)	61,3% (38 students)	65,4% (34 students)
Partially satisfied	29,5% (13 students)	33,9% (21 students)	28,8% (15 students)
Not satisfied	9,1% (4 students)	4,8% (3 students)	5,8% (3 students)
Difficult to answer	9,1% (4 students)	-	-



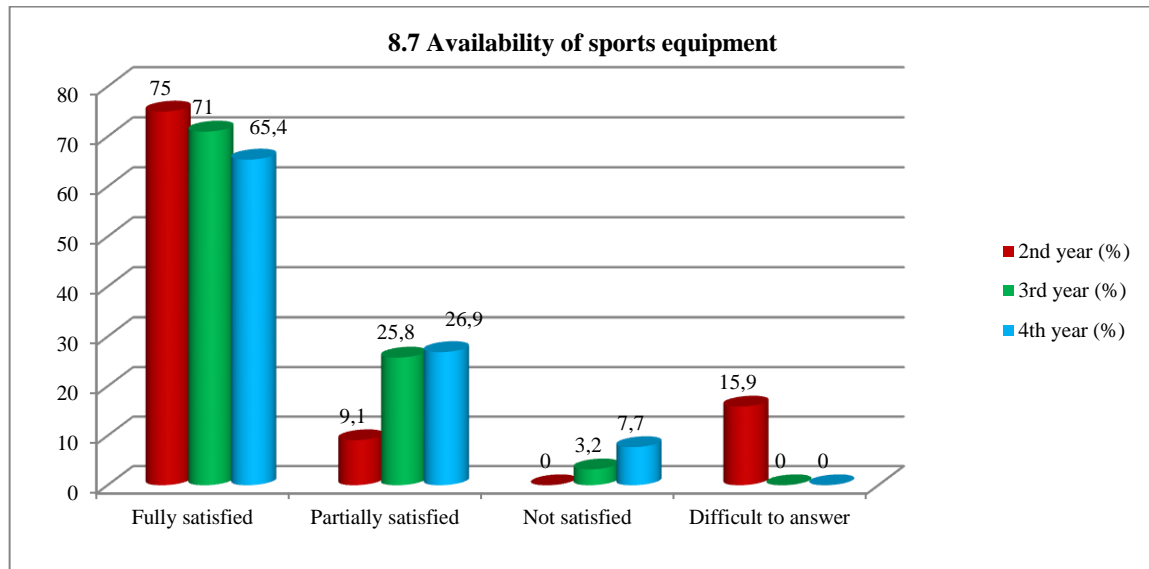
8.6 Availability of laboratories and specialized classrooms

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	93,2% (41 students)	67,8% (42 students)	61,5% (32 students)
Partially satisfied	-	27,4% (17 students)	30,8% (16 students)
Not satisfied	-	4,8% (3 students)	7,7% (4 students)
Difficult to answer	6,8% (3 students)	-	-



8.7 Availability of sports equipment

Answer options	2nd year (%)	3rd year (%)	4th year (%)
Fully satisfied	75% (33 students)	71% (44 students)	65,4% (34 students)
Partially satisfied	9,1% (4 students)	25,8% (16 students)	26,9% (14 students)
Not satisfied	-	3,2% (2 students)	7,7% (4 students)
Difficult to answer	15,9% (7 students)	-	-



For the answer “Other” (4th year), the respondents indicated the following answers:

- Autocad is not available on some computers
- Educational wi fi does not open any links, blocks everything. Only the university website works, it is impossible even to update applications on the phone with this network, and I am not even talking about searching for information at all

For the question “If you answered ‘Not satisfied’ to the previous question, give recommendations for improvement,” respondents provided the following answers:

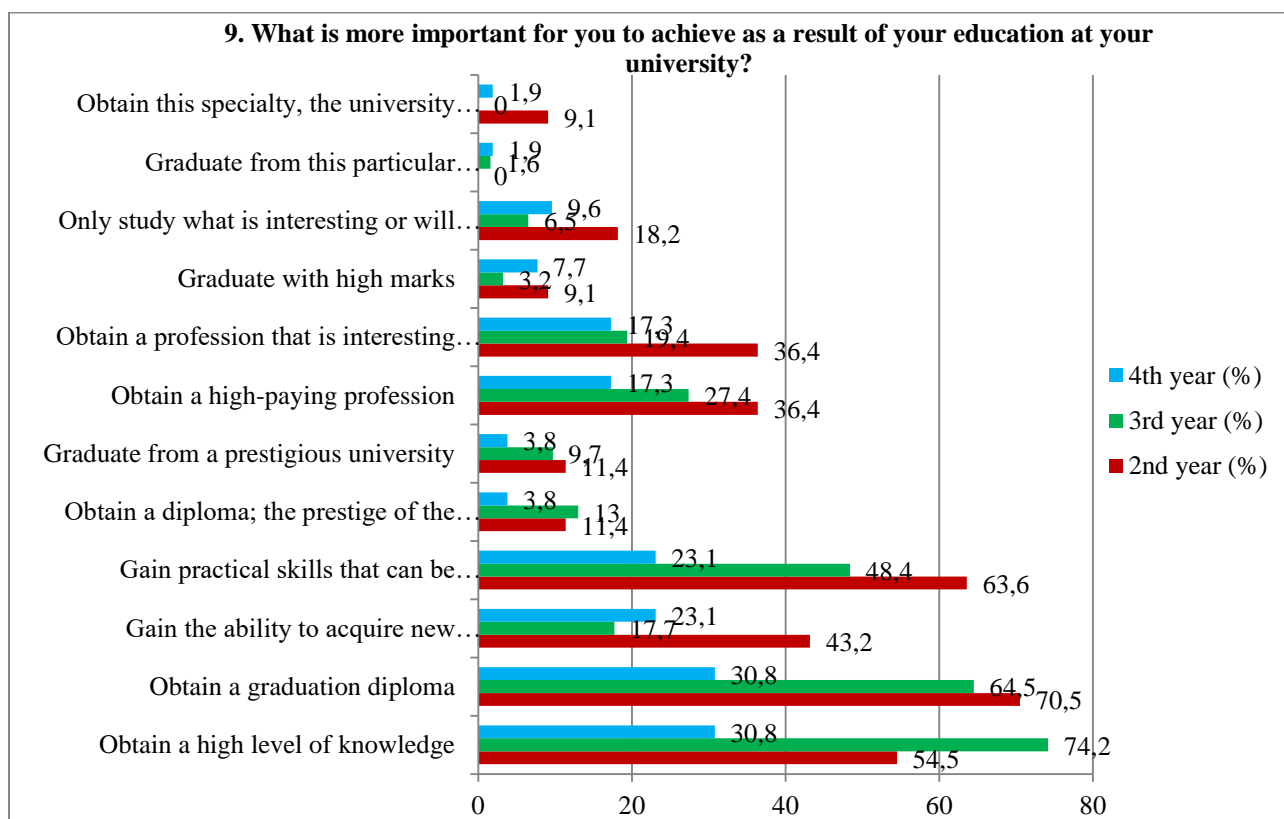
2nd year	3rd year	4th year
- Not very fast internet	- The availability of computers is already pleasing, but not pleasing their power. Software suffers if it is pirated, let it be tested and not just broken. I understand that the university has not one hundred computers, but their planned improvement will give its fruits. Replacing hard disks with ssd is already a performance gain. Do not take away can not buy processors of past generations but fashionable such as zeon I think the tender for 100-300 processors and you will sell them at a reduced price, and on such computers you can do something serious. - Old computers	- Recommendations to make it possible to access autocad and make the stands work - Do something about internet access. - Can you improve the computers and finally the internet, but wi-fi is very weak, better mobile internet is better.

	- The internet is terrible, there are many students who don't have access to the internet.	
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9. What is more important for you to achieve as a result of your education at your university? (You can choose one or more options)

Answer options	2nd year (%)	3rd year (%)	4th year (%)
<i>Obtain a high level of knowledge</i>	54,5% (24 students)	74,2% (46 students)	30,8% (16 students)
<i>Obtain a graduation diploma</i>	70,5% (31 students)	64,5% (40 students)	30,8% (16 students)
<i>Gain the ability to acquire new knowledge that will help quickly adapt to the workplace</i>	43,2% (19 students)	17,7% (11 students)	23,1% (12 students)
<i>Gain practical skills that can be immediately used in work</i>	63,6% (28 students)	48,4% (30 students)	23,1% (12 students)
<i>Obtain a diploma; the prestige of the university is not important</i>	11,4% (5 students)	13% (8 students)	3,8% (2 students)
<i>Graduate from a prestigious university</i>	11,4% (5 students)	9,7% (6 students)	3,8% (2 students)
<i>Obtain a high-paying profession</i>	36,4% (16 students)	27,4% (17 students)	17,3% (9 students)
<i>Obtain a profession that is interesting and matches my abilities</i>	36,4% (16 students)	19,4% (12 students)	17,3% (8 students)
<i>Graduate with high marks</i>	9,1% (4 students)	3,2% (2 students)	7,7% (4 students)
<i>Only study what is interesting or will be needed in future studies (work)</i>	18,2% (8 students)	6,5% (4 students)	9,6% (5 students)
<i>Graduate from this particular university, the specialty does not matter</i>	-	1,6% (1 student)	1,9% (1 student)
<i>Obtain this specialty, the university does not matter</i>	9,1% (4 students)	-	1,9% (1 student)

* Sum of percentages is not 100 because multiple answers were allowed



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

- More questions about faculty-student relations

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

The analysis of the results of filling out the questionnaire “Satisfaction of students of 2-5 courses with educational services” indicates a positive attitude of students to the conditions, content, organization and quality of the educational process at the university. The main part of the surveyed students of the specialty “Electrical energy industry” (96.4%) expressed satisfaction with the learning process in general. For convenience of analysis, let us consider the aspects according to the following levels of satisfaction:

Students rated the following criteria as “excellent quality” (satisfaction rates above 80%):

- class schedule (90.3%);
- organization of independent work (96%);
- quality of internship (87.6%);
- organization and conduct of SIWT (96.5%);
- organization and conduct of laboratory works (98,1%);
- satisfaction with the work of the library (96.1%);
- possibility of access to full-text databases of scientific publications (97.2%);
- quality of medical service (90.3%);
- organization of catering at the university (94.6%).

The following criteria were assessed by the respondents as “good quality” (satisfaction rates below 80%):

- living conditions in the dormitory (73%).

The main problems concern the quality of food in the canteen, lack of systematic support for students, small number of events, lack of interesting practices and irregular use of laboratory equipment. Students also note the inconvenient schedule of classes, which does not take into account their interests. Among the recommendations are the reduction of prices and improvement of the quality of food in the canteen, expansion of the number of internships at enterprises, improvement of the organization of laboratory classes with the use of equipment, as well as adjustment of the class schedule.

The quality of the organization of the educational process is generally assessed positively. However, in the 2nd year 9.1% of students pointed out the overload of classroom lessons, and in the 4th year 7.7% of students noted the discrepancy between the importance of the subject and the number of hours. Dissatisfaction with the quality of classes is present among 3rd year and 4th year students.

Among the comments of respondents were mentioned insufficient workload of students, difficulties with disciplines not related to the specialty (basics of law, sociology), malfunctioning stands and lack of work with equipment. The lecturers who effectively motivate students, such as Vitaly Sergeyevich Balandin and Ekaterina Nikolaevna, were mentioned. Students suggested increasing the number of demanding teachers, improving technical equipment (especially stands) and paying attention to practical training to increase confidence in professional skills.

A significant part of students mention the availability of information about academic mobility opportunities: 95.5% in 2nd year, 100% in 3rd year and 96.2% in 4th year. Among the reasons for inaccessibility they mentioned lack of interest and uncertainty about how to take advantage of the program. The results confirm the high level of awareness but require further clarification for students with doubts.

The majority of students evaluate the relations at the university as friendly. The most positively perceived relations between students and supervisors, between students, administration. Relations with the security service are assessed less positively, especially in the 3rd year, where 9.7% noted “rather unfriendly”. Among the recommendations stand out requests to security guards to be less strict and more respectful in communication.

The main problems of students depend on the course. In the 2nd year, the concern about the quality of food stands out (52.3%), and in the senior courses - employment in the specialty (50% in the 3rd year, 46.1% in the 4th year). The quality of the organization of the educational process is important for all courses. Students of the 4th year raise the issues of improving industrial practice (34.6%).

Students who do not participate in the scientific work of the university constitute a significant part in all courses. Those who participate most often do so for formal reasons. The highest participation is observed among 4th year students who spoke at conferences or participated in research paper competitions. Students explain low involvement by lack of time, lack of interest or necessary knowledge, and insufficient support.

Most students (especially in the 2nd and 3rd years) do not use the opportunities for personal development, with the popularity of sports sections in the 3rd and 4th years. Participation in creative circles and trade union “Zhas Orda” is extremely limited. The main reasons for refusal are lack of time, low interest and satisfaction with the current situation. Some students use online courses and participate in chess or scientific conferences.

Students are mostly satisfied with scientific literature and specialized classrooms, but satisfaction with computer hardware, software, and Internet decreases as students move into their senior year. Problems with Wi-Fi and use of programs on some computers remain.

Students identify several important aspects that they want as a result of their studies, including a high level of knowledge, a graduation diploma and practical skills for work. As students age, the priority for a diploma and a high level of knowledge decreases, while interest in practical skills increases. Also, students express a desire for better faculty-student relationships.

The final satisfaction of students of the specialty “Electrical energy industry” with educational services is 91.5%, which indicates a high level of satisfaction of students in general, despite individual problems and areas for improvement.

Recommendations:

The Center for Quality Management and Accreditation recommends sharing the questionnaire results with students and discussing them during curatorial hours. This will allow students to offer their suggestions for improving the educational process and learning conditions.