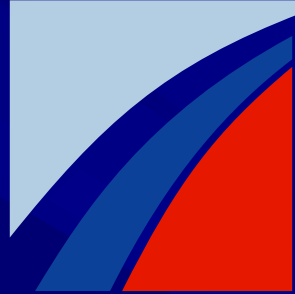


Immanuel Kant State University of Russia



# Quality assurance of university education

Vice Rector for  
academic studies

**Irina Kuksa**

# Quality assurance system in university education

3 levels of implementation of quality assurance system:

- **Macrolevel** – intra-university;
- **Mezo-level** - faculty;
- **Micro-level** – department, teaching staff

# Objectives

**international factor:** located in the exclave territory of Russia, which is surrounded by the countries of highly developed system of university education, actively involved in Bologna process;

**national factor:** being an integral part of the system of higher education in Russia, the university propagates traditions and achievements of the national higher education in the westernmost territory of the country;

**Major objective of IKSUR** in terms of quality assurance is the persistence in raising the quality of all the aspects in its work to meet the demands of all the parties (actors of educational process, employers, wider society and public); development of the system of quality assurance and university management within the frameworks of European tendencies, major approaches and standards in quality assurance in education as well as the model of the quality assurance system in an educational institution in the Russian Federation.

# Strategies

- Continuous study, analysis and predicting the needs of all the parties concerned about the quality assurance (students, employers, university staff, society);
- Stimulating favourable social and psychological environment in the university, developing the idea of corporate unity and belonging, involving the staff into university management;
- Elaborating and implementing the technology of quality assurance in teaching and university management; developing the relevant reward system;
- Elaborating a transparent and open, reliable system of quality assurance, comparable to the similar systems in partner European higher education institutions;
- Continuous improvement of the education process based on the implementation of new managerial strategies; analysis of the methodological and informational support to the education process, analysis of the programmes to facilitate the education process;

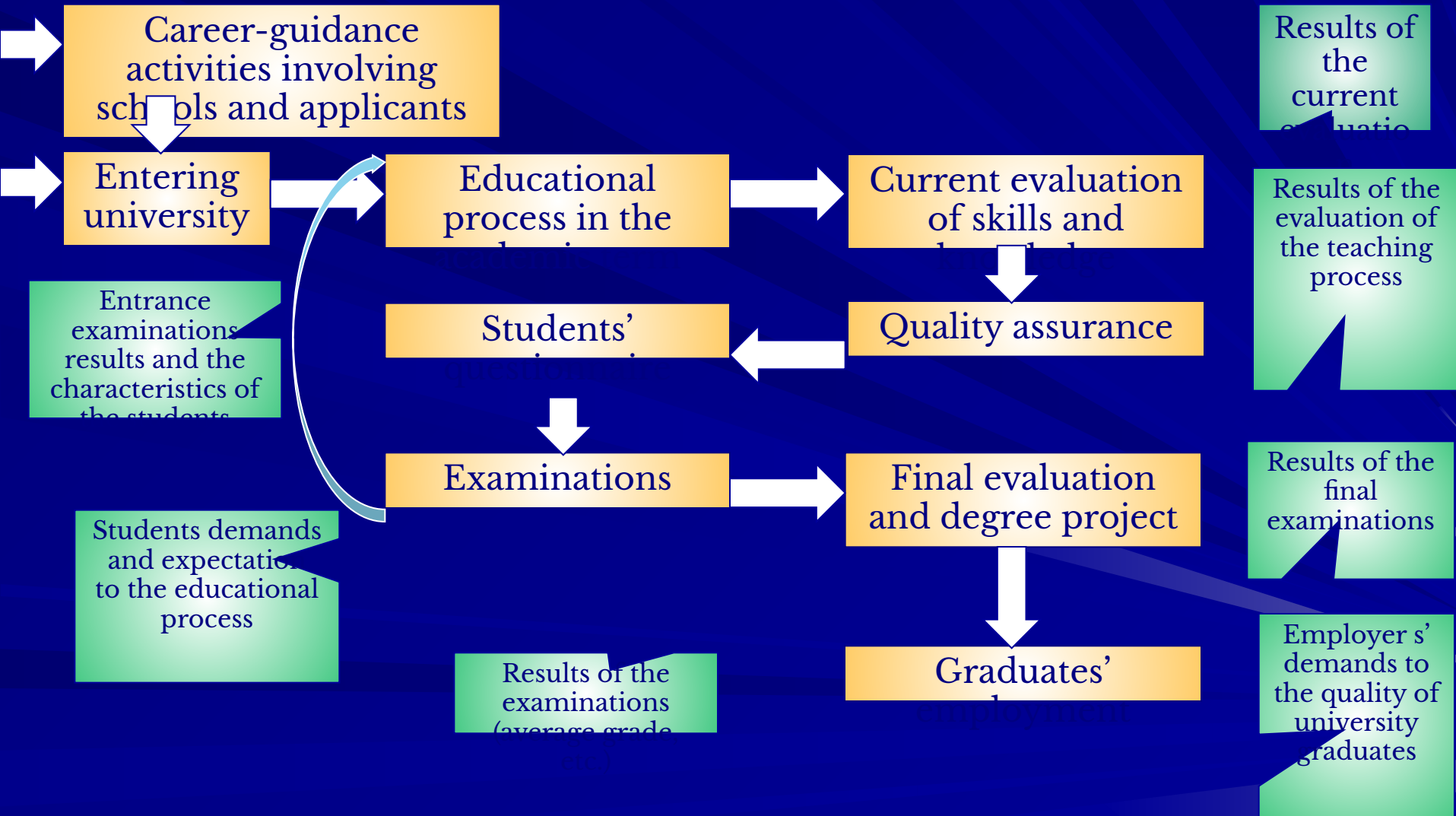
# Strategies

- Forming a university environment promoting implementation of innovative teaching technologies into the educational process; study and creative application of the best practices of Russian and foreign universities; Improvement of legislature;
- Vertical and horizontal diversification in the structure of specialist's training and in educational programmes;
- Upgrading the module of computer-based system of management in education process (all the stages from entering university to getting the graduates' feedback);
- Transition to the modern-type methodological approaches;
- Facilitation of students' self-study due to cutting down contact hours, improving the system of course selection; further introduction of ECTS elements (European credit transfer system);
- Students' involvement into the quality assurance in higher education;
- Promotion to the social links (connection to employers, prospective applicants, etc.)

# Expected outcomes in quality assurance

- Correspondence of the outcomes to the expectations
- Correspondence to the norms and criteria, established by the standards and national (and recently – international) authorities
- Correspondence of the outcomes in education activities to the demands of vocational associations and society at large

# The major educational process and the higher education institution and the parameters of the quality



# Major steps in quality assurance

## Internal expert evaluation

- Regular self-evaluation (a complex analysis) in all aspects of university activity; monitoring of progress in the major university fields;
- Regular systematic monitoring of educational programmes, curricula and working programmes in university disciplines with a view to updating them;
- Analysis of the feasibility of current educational programmes and quality assurance in specialists' training: initial evaluation, stage evaluation; final evaluation, post-final evaluation;
- Systematic SWOT-analysis and internal audit of the educational process;
- Analysis of the accreditation indicators, control over the compliance with the licensing regulations and basic conditions providing for the implementation of education process;
- Monitoring of quality and quantity indicators in education process;
- Continuous evaluation of the degree the students' and graduates' demands to the quality of the educational process are met;
- Evaluation of the employers feedback in terms of quality of university training.



# Major steps in quality assurance

## External expert evaluation

(assessment of the core of the educational process, quality assurance, assessment of the conditions for the educational process, correlating to the established regulations, identification of shortcomings and advantages)

- expert evaluation carried out by the leading Russian experts (complex analysis of the university activities, State Examination Board),
- expert evaluation carried out by the external foreign experts (independent audit “Salzburg seminar”, audit of the international consortium “Eurofaculty”, programme validation within the frameworks of the “Bridge” project, etc.);
- employers’ expert evaluation (sociological surveys, internships, involvement into the educational process)

# Steps in quality assurance

- Raising awareness of the staff and students on the programmes, standards and assessment criteria;
- Involving staff into the quality assurance activities;
- Involving students into quality assurance activities;
- Distributing the results of assessment (publication of the reports, ratings and the results of sociological surveys)

# University management of quality assurance

- **Academic Council of the University** (Rector's office, Deans, representatives of faculties and administrative departments, students) – general strategy of educational process, decision-making in terms of new fields of study, curriculum development and quality assurance
- **Academic studies department** – analysis of the educational programmes implementation, their contents; paper work in licensing and accreditation of some new programmes in cooperation with representatives of the faculties; monitoring the compliance with the federal standards; determining the teaching load for faculties and departments.
- **Quality assurance department** – monitoring of the educational activities; internal audit; sociological surveys among students and staff; recommendations on prospective fields of study; labor market analysis, intake and graduation dynamics analysis, etc.

# University management of quality assurance

**Methodological Board of the University and Methodological commissions of the faculties—** analysis of the educational programmes and improvements to the university component of the programmes, optional courses and electives; establishing and promoting interdisciplinary links; introduction of new fields of study.

# Departments of the University

- Work out, analyze and approve of the curricula (updated every year);
- Provide for and monitor the methodological support to the teaching process;
- Elaborate and carry out regular tests;
- Monitor teaching process;
- Approve of the course and graduation papers;
- Monitor the teaching load at the department

# Self-evaluation report

1. Introduction
2. Legislative support
3. Faculty structure and its management
4. General framework of the specialist training
5. Contents of the specialist training
6. Quality of teaching and quality of learners' knowledge
7. Teaching staff
8. Academic research
9. International cooperation
10. Material resources
11. Social environment, accommodation
12. Financial support
13. Lessons of the previous attestation, improvements
14. Outcomes and recommendations
15. Conclusions

# Self-evaluation

Academic Council



Management Group



Task force

Task force

Task force



Technical support group



Analytical group



Academic Council

# Students' involvement into quality assurance

- Involvement into the Academic Council of the University and Faculties' Academic Councils;
- Sociological surveys among students;
- Assessment of residual knowledge;
- Students' self-governance (Students' Council, Students' Conference) are eligible to bring about the suggestions on facilitating the educational process.

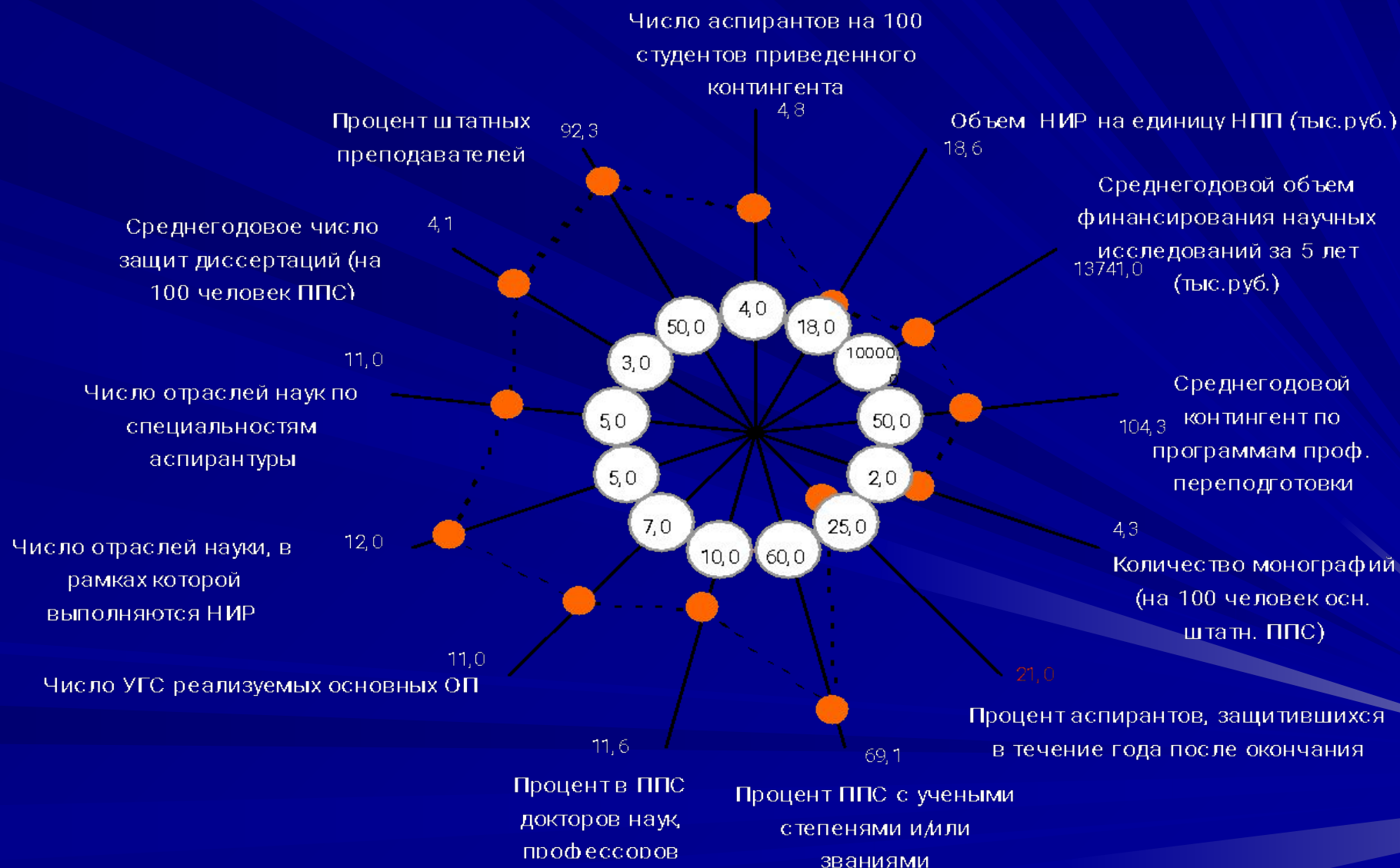


# Major indicators and their values for external expert evaluation

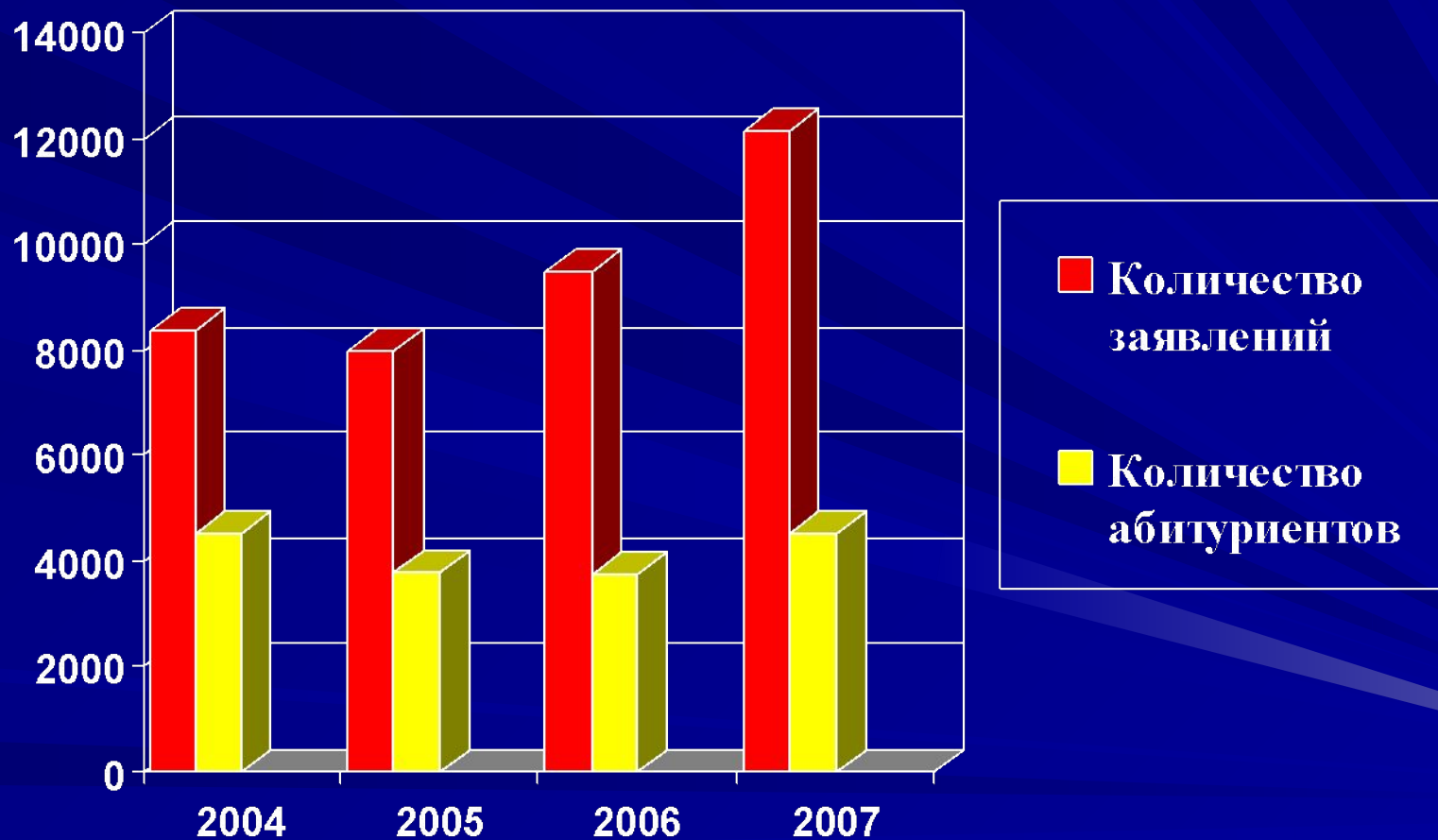
## Requirements for licensing:

- Filled staff vacancies – **90%**
- Teaching staff with academic grades – **60%**
- premises – **11 square meter** per student
- Positive evaluation of some federal supervising services (hygiene and sanitary service, fire inspection, etc.)
- Supply of textbooks and methodological materials – **0,5** per student

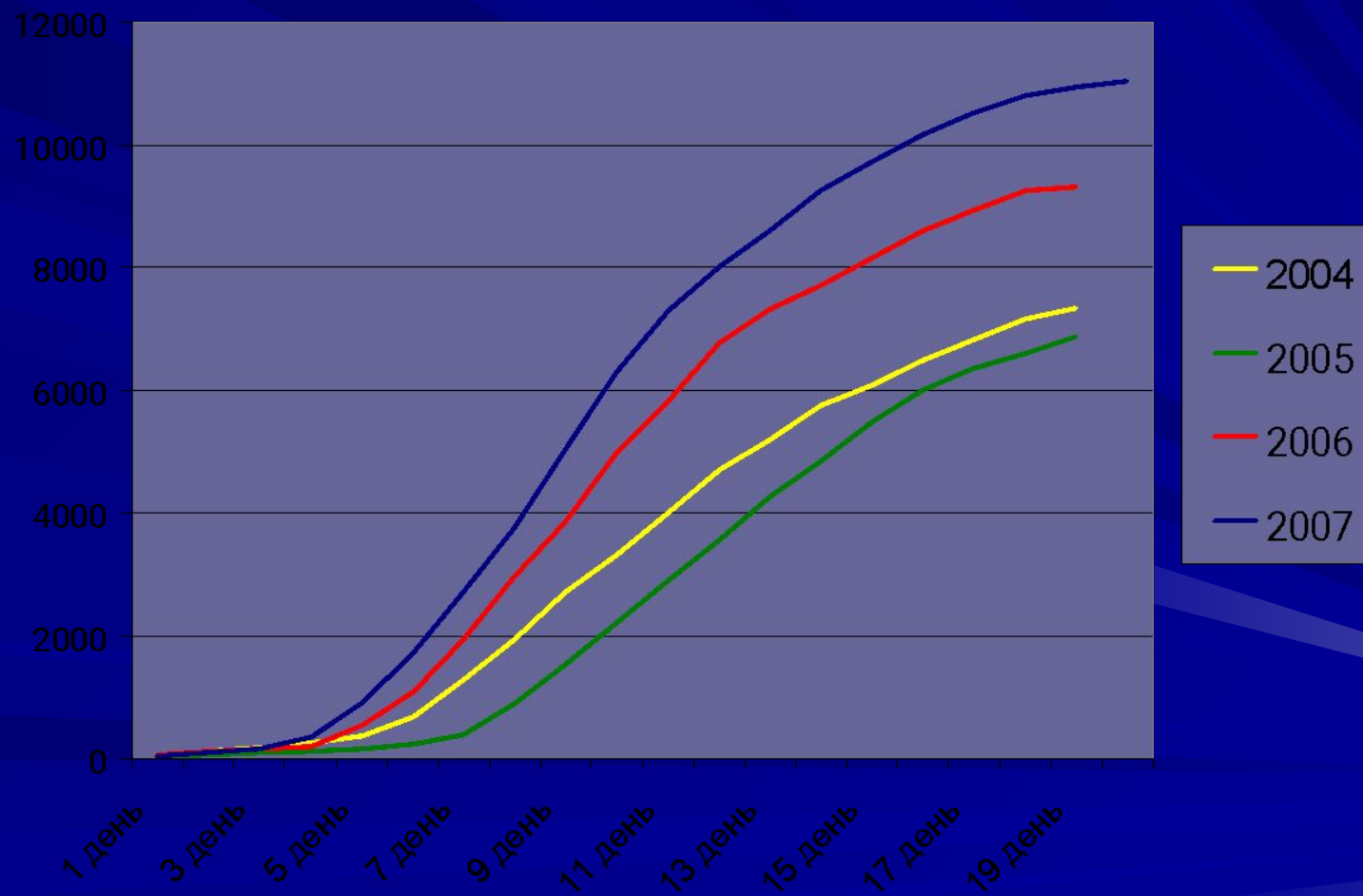
# External expert evaluation of IKSUR



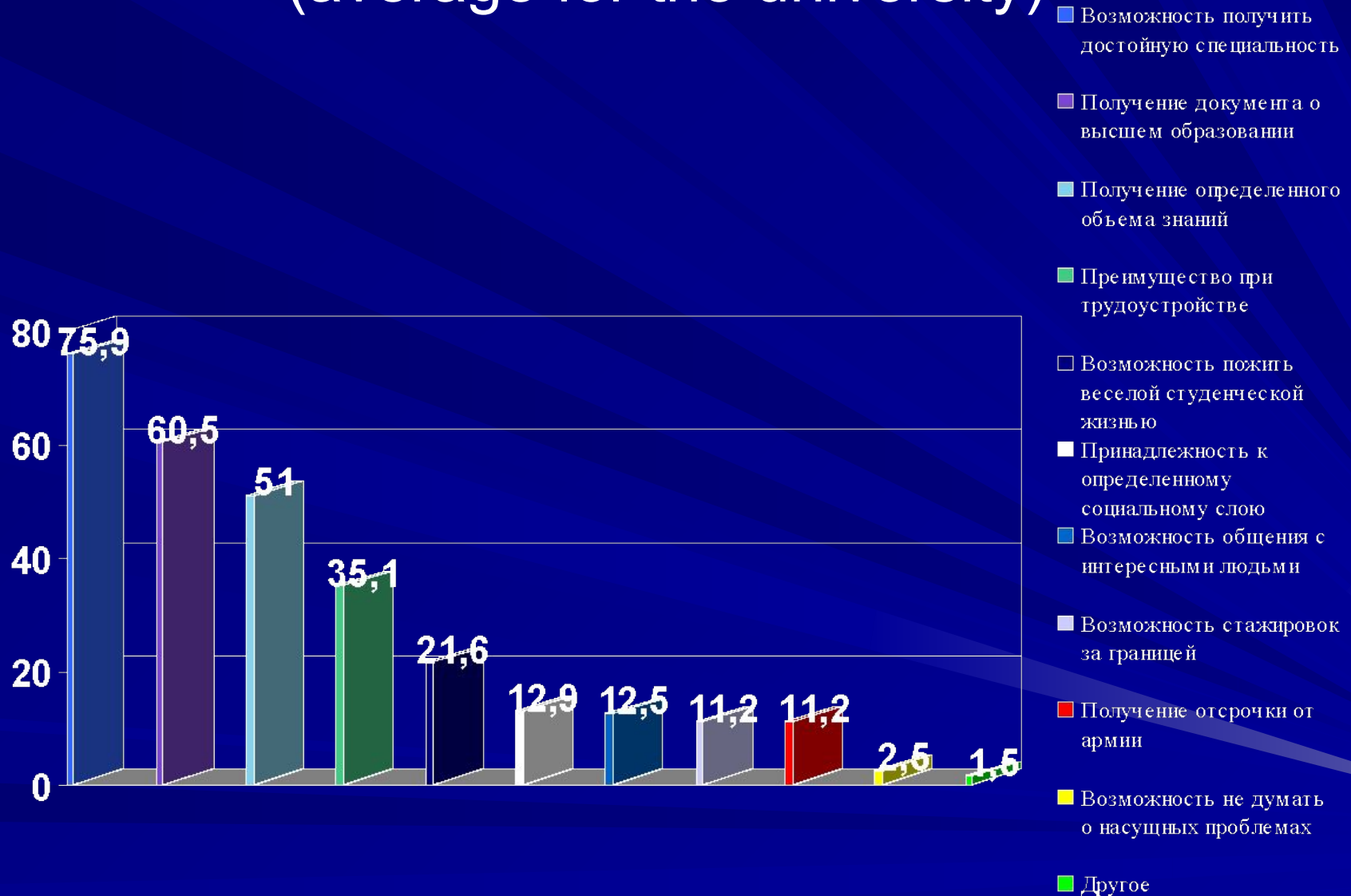
# Applications for admission (2004-2007)



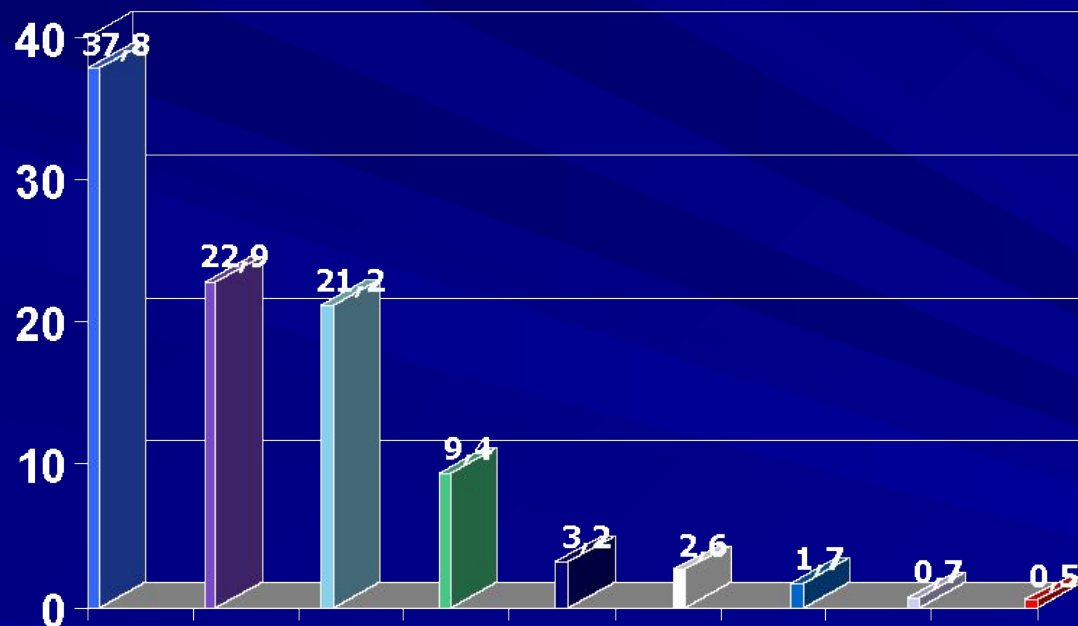
# Dynamics in applying for admission 2004-2007



# Motivation (average for the university)



# Changes in attitude to the chosen field of study



- Специальность стала мне нравиться больше, чем раньше
- Мое отношение не изменилось, осталось прежним - позитивным
- Я по-настоящему увлекся своей специальностью
- Специальность стала мне менее интересна
- Специальность стала мне полностью безразлична
- Другое
- Затрудняюсь ответить
- Мне с момента поступления не нравилась эта специальность
- Я полностью разочаровался в выбранной специальности

# Satisfied with the components of the educational process (average for all disciplines)

Компоненты учебного процесса	Полностью удовлетворен	Скорее удовлетворен, чем нет	Скорее неудовлетворен	Вообще не удовлетворен	Затрудняюсь
Количество лекционных занятий	42,8 %	46,3 %	7,6 %	1,8 %	1,5 %
Взаимоотношения преподавателей и студентов	29,4 %	54,2 %	11,1 %	1,5 %	3,5 %
Объем информации на занятиях	25,5 %	54,6 %	14,6 %	3,2 %	2,2 %
Доступность излагаемого материала	22,3 %	57,2 %	15,8 %	1,8 %	2,7 %
Частота контроля знаний	33,2 %	45,1 %	11,7 %	6,2 %	3,7 %
Количество практических занятий	34,3 %	41,5 %	17,3 %	5,5 %	1,3 %
Структура и последовательность прохождения материала	23,5 %	51,6 %	17 %	4,4 %	3,5 %
Организация учебного процесса	21,3 %	52,9 %	19,3 %	4 %	2,5 %
Сочетание теоретических и практических занятий	26,3 %	45,2 %	22,1 %	3,9 %	2,5 %
Расписание	24 %	45,1 %	21,9 %	7,4 %	1,7 %
Библиотечный фонд	21,6 %	27,2 %	24 %	17,6 %	9,6 %
Организация практики	16,8 %	27,5 %	22,1 %	23,8 %	9,7 %
Техническое оснащение аудиторий	13,9 %	25 %	34 %	25,1 %	2 %
Использование вспомогательных средств в учебном процессе	7 %	15,6 %	35,3 %	38,4 %	3,7 %

# The most urgent problems in the academic process (students' assessment)

Проблемы в учебе	Актуальна	Скорее актуальна, чем нет	Скорее не актуальна	Вообще не актуальна	Затрудняюсь ответить
Наличие дисциплин не по специальности	35,8 %	25,8 %	24 %	12,4 %	2 %
Мало предметов по специальности	33,8 %	26,3 %	23,4 %	14,5 %	2 %
Уровень преподавания	30,3 %	28,3 %	24,6 %	13,4 %	3,4 %
Нехватка учебной и специализированной литературы	27,6 %	24,6 %	27,5 %	17,3 %	3 %
Собственная лень	28 %	23,6 %	22,1 %	21,4 %	4,9 %
Наличие социально-бытовых проблем	17,5 %	20,2 %	33,4 %	23,7 %	5,2 %
Неинтересные темы курсовых работ	17,9 %	18,6 %	32,2 %	20,1 %	11,2 %
Неактуальные темы курсовых работ	13,7 %	17,1 %	32,6 %	23,6 %	13 %
Перегруженность занятиями	9,7 %	16,6 %	44,6 %	27,5 %	1,6 %
Перегруженность домашними заданиями	9,3 %	16,4 %	44 %	28 %	2,3 %
Слишком жесткий контроль знаний	6,7 %	17,3 %	46 %	27 %	3 %
Отсутствие интереса к учебе	7,2 %	10,2 %	31,7 %	46,2 %	4,7 %



# Frequently used informational sources in educational process

Источники информации, используемые для подготовки к занятиям	Вся выборка	Ранг
Университетская библиотека	14,7	3
Областная библиотека	5,5	6
Интернет	33,5	1
Розданные преподавателями материалы	9,5	4
Книжные магазины города	7,8	5
Читальный зал факультета	5,6	7
Лекционные материалы	22,6	2
Затрудняюсь ответить	0,8	8

# «Journalism studies»

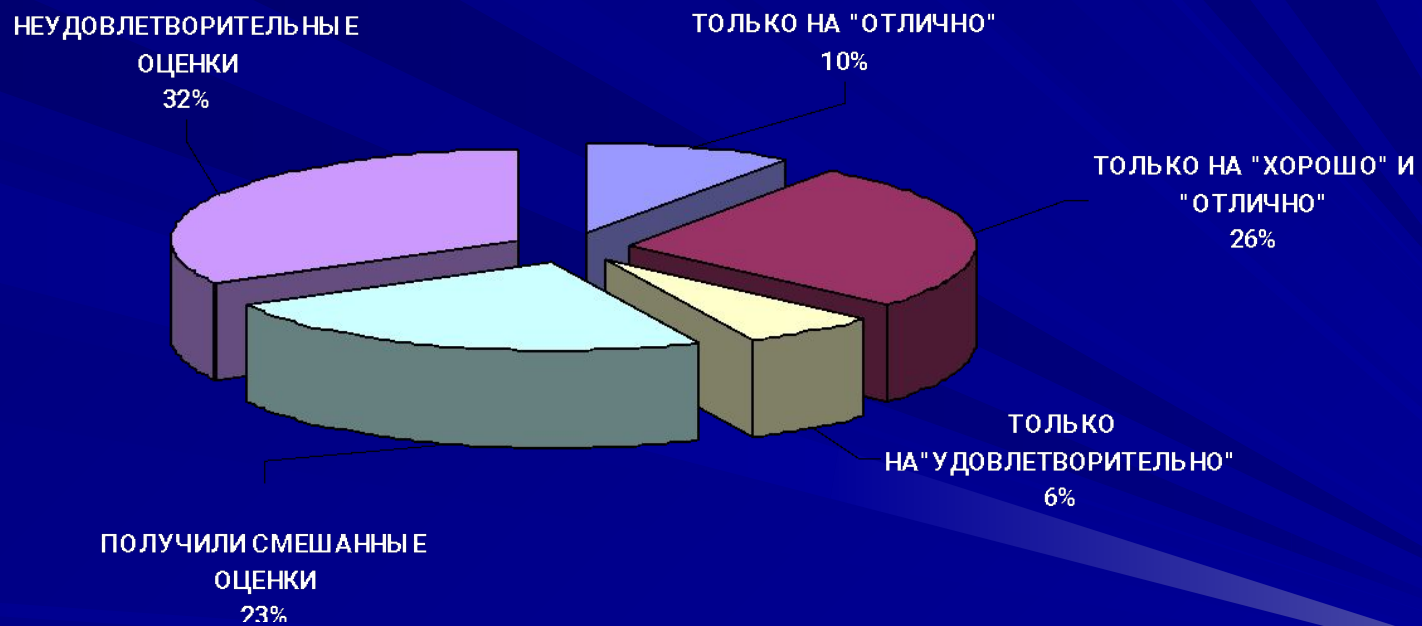
## Evaluation of the 2-year disciplines

Название дисциплин	Общая оценка преподавания	Содержательность курса	Доступность изложения материала	Контакт с аудиторией
Современные мировые политические системы	3,68	3,68	3,24	2,35
<b>Экология</b>	<b>-0,44</b>	<b>-0,74</b>	<b>-0,59</b>	<b>-0,74</b>
История русской литературы 19 в. (часть 1)	6,03	6,18	5,74	5,15
История зарубежной литературы 19 в. (часть 1)	5,15	5	4,56	3,38
История отечественной журналистики 18 в.	8,53	8,24	8,24	7,5
Синтаксис современного русского языка	5,29	5	5,44	5,15
Практикум по литературному редактированию	2,94	2,65	2,65	2,79
Международное гуманитарное право и СМИ	7,79	7,94	7,79	7,06
История русской литературы 19 в. (часть 2)	3,1	3,57	3,57	1,67
История зарубежной литературы 19 в. (часть 2)	7,79	7,79	7,65	7,06
История отечественной журналистики 19 в.	7,88	7,88	7,58	7,88
История зарубежной журналистики 17-19 вв.	6,76	6,76	6,47	6,47
История рекламы	4,71	4,12	4,41	4,29
<b>Информационная безопасность и СМИ</b>	<b>-4,41</b>	<b>-3,82</b>	<b>-3,68</b>	<b>-3,38</b>
Эстетика	3,18	4,39	4,39	2,58

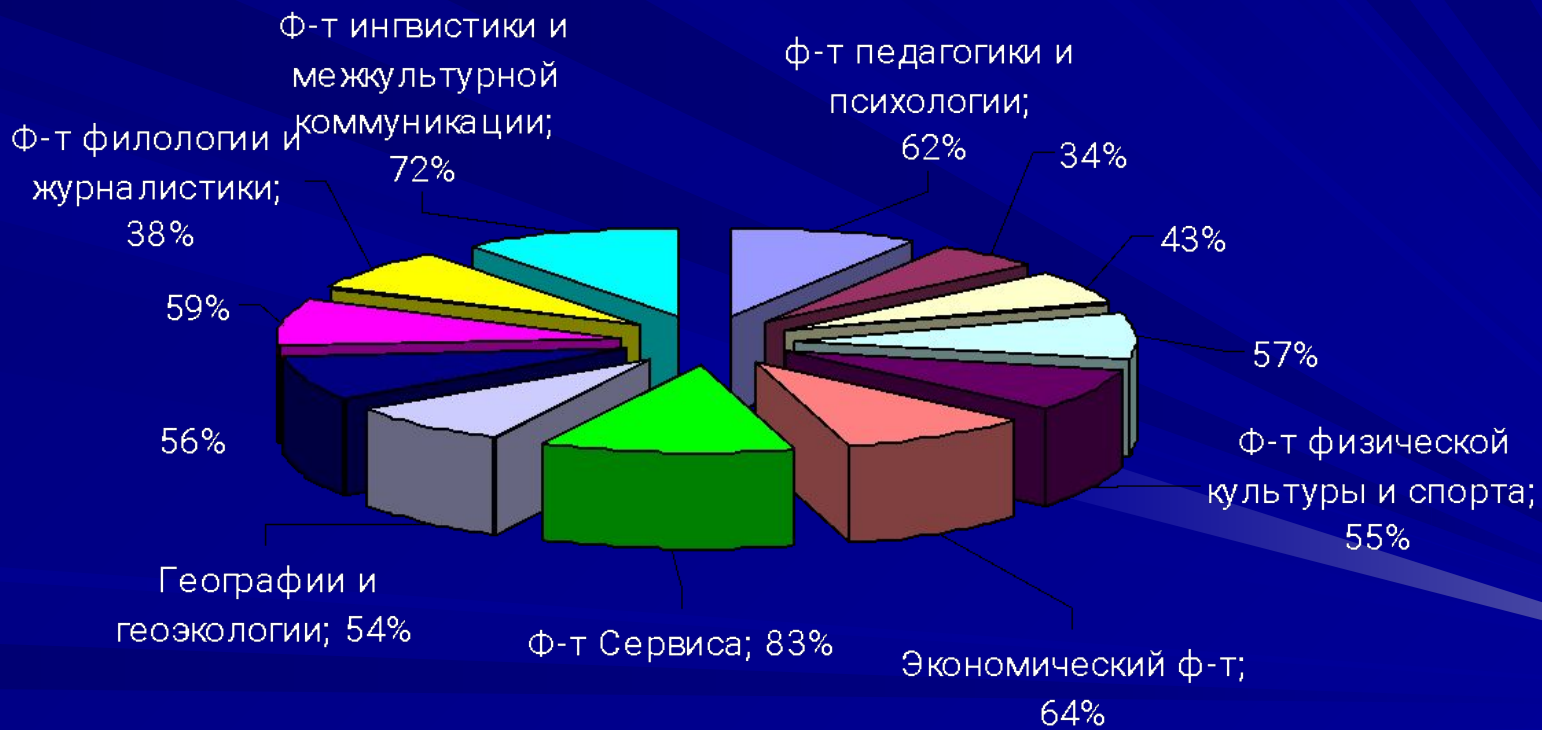
# Rating of the teachers

№	Специальности			
	Журналистика	Сервис	Организация перевозок и управление на транспорте	Социально-культурный сервис и туризм
1	Кривошеев В.В.	Минкова Е.С.	Минкова Е.С.	Костюк А.П.
2	Гильманов В.Х.	Гарифуллина И.В.	Нордин В.В.	Драгилева И.И.
3	Любановская Ю.О.	Нордин В.В.	Ходоркова В.М.	Утукина В.Н.
4	Бурдакова Н.В.	Картушина И.Г.	Гарифуллина И.В.	Башкирцева Ю.С.
5	Яновская Г.В.	Ходоркова В.М.	Картушина И.Г.	Шкуркина Ю.А.
6	Малащенко В.В.	Повилайтис В.И.	Ишанов С.А.	Ремова Л.Я.
7	Кукса И.Ю.	Корнев К.П.	Малиновская Н.П.	Ивлева О.В.
8	Евстафьева М.А.	Малиновская Н.П.	Буйлова М.В.	Потютко Н.Л.
9	Друкер М.М.	Чибисова Н.В.	Трегубенко В.В.	Водолазский В.Б.
10	Шкуркина Ю.А.	Буйлова М.В.	Калужин П.Н.	Артёмова И.М.

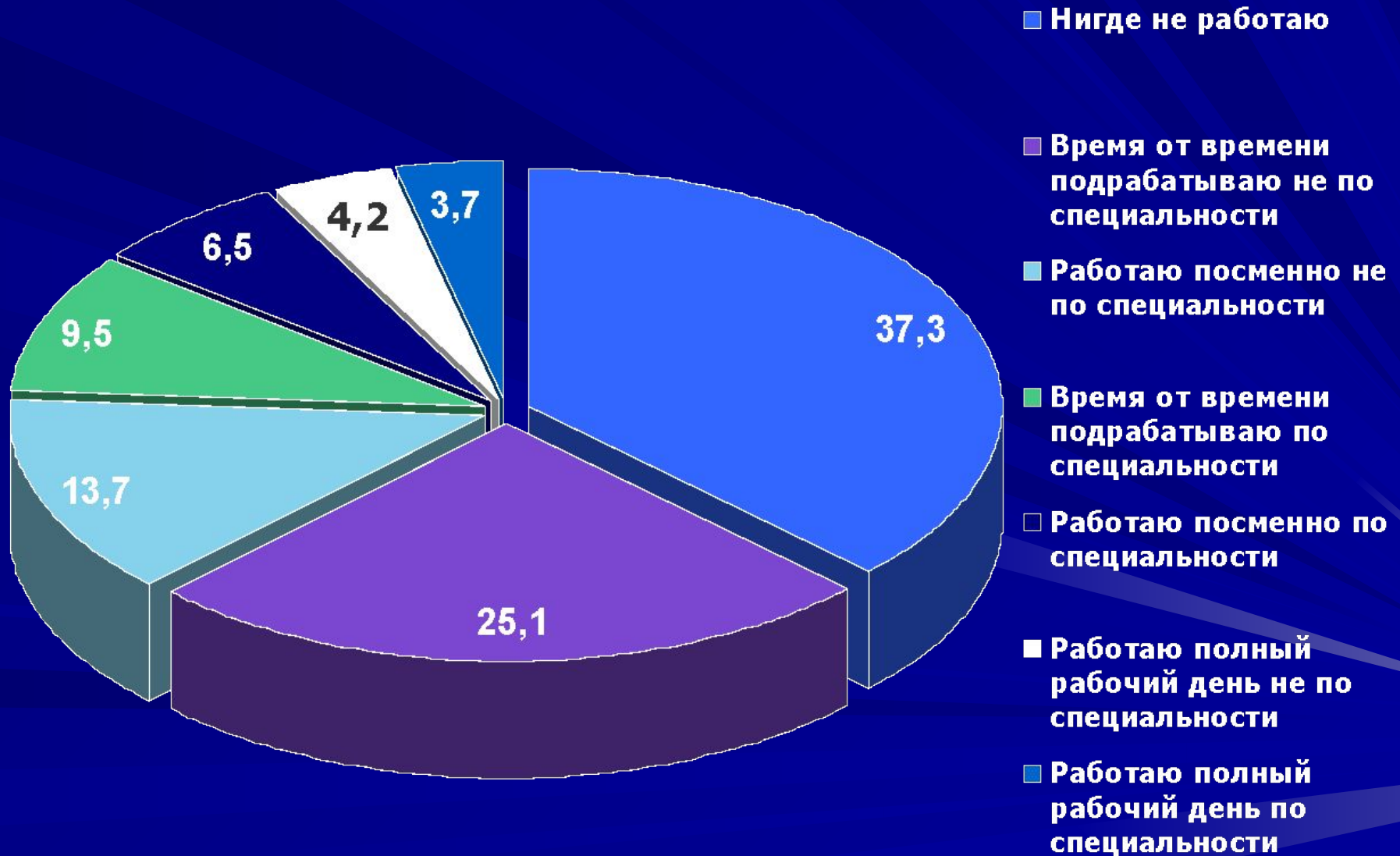
## РЕЗУЛЬТАТЫ ЛЕТНЕЙ СЕССИИ 2006 / 2007 УЧЕБНОГО ГОДА (ПО ВУЗУ)



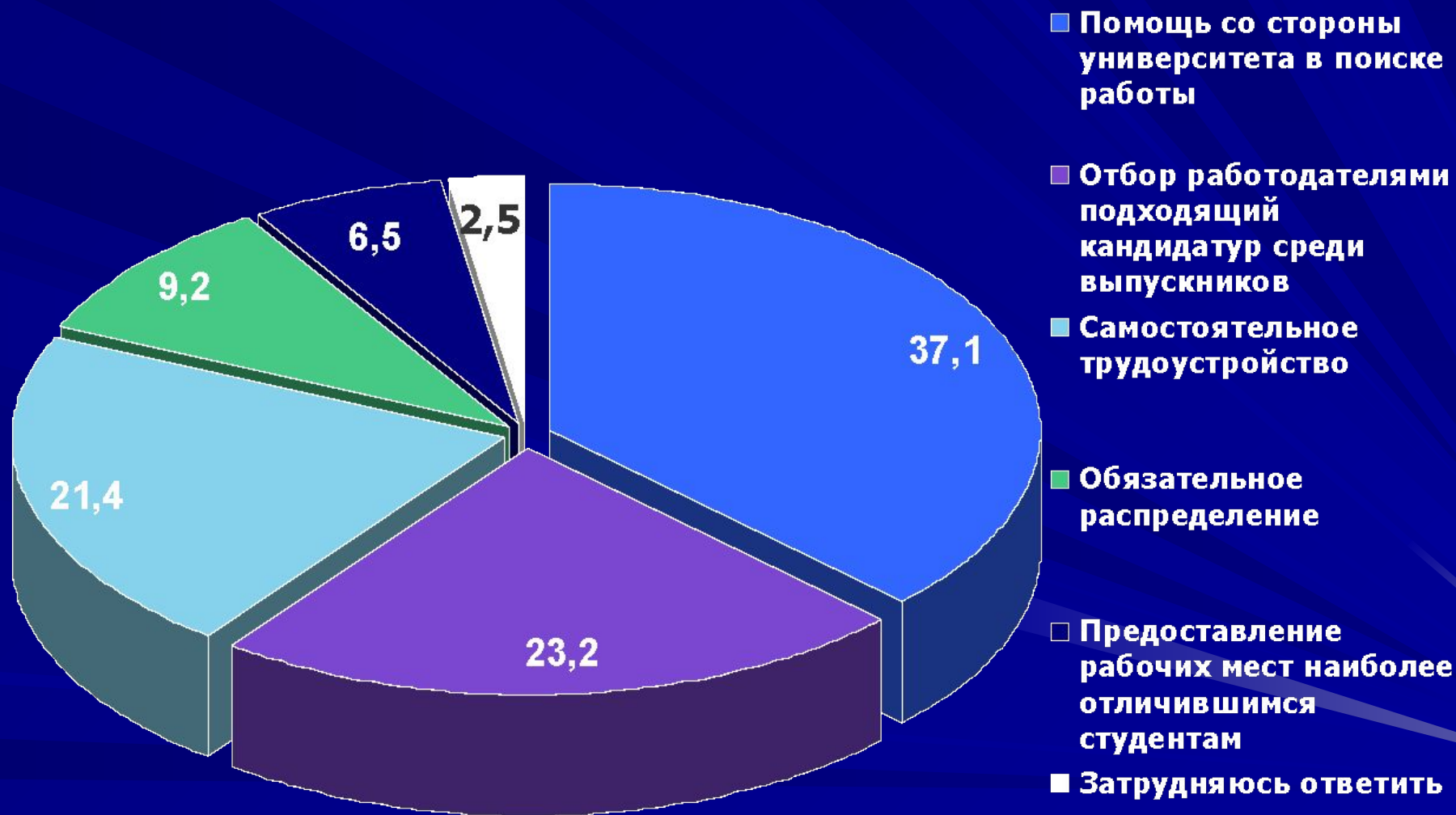
## РЕЗУЛЬТАТЫ СЕССИИ 2006 / 2007 УЧЕБНОГО ГОДА (АБСОЛЮТНАЯ УСПЕВАЕМОСТЬ ПО ВУЗУ)



# Students who combine studies and part- or full-time job (all faculties)

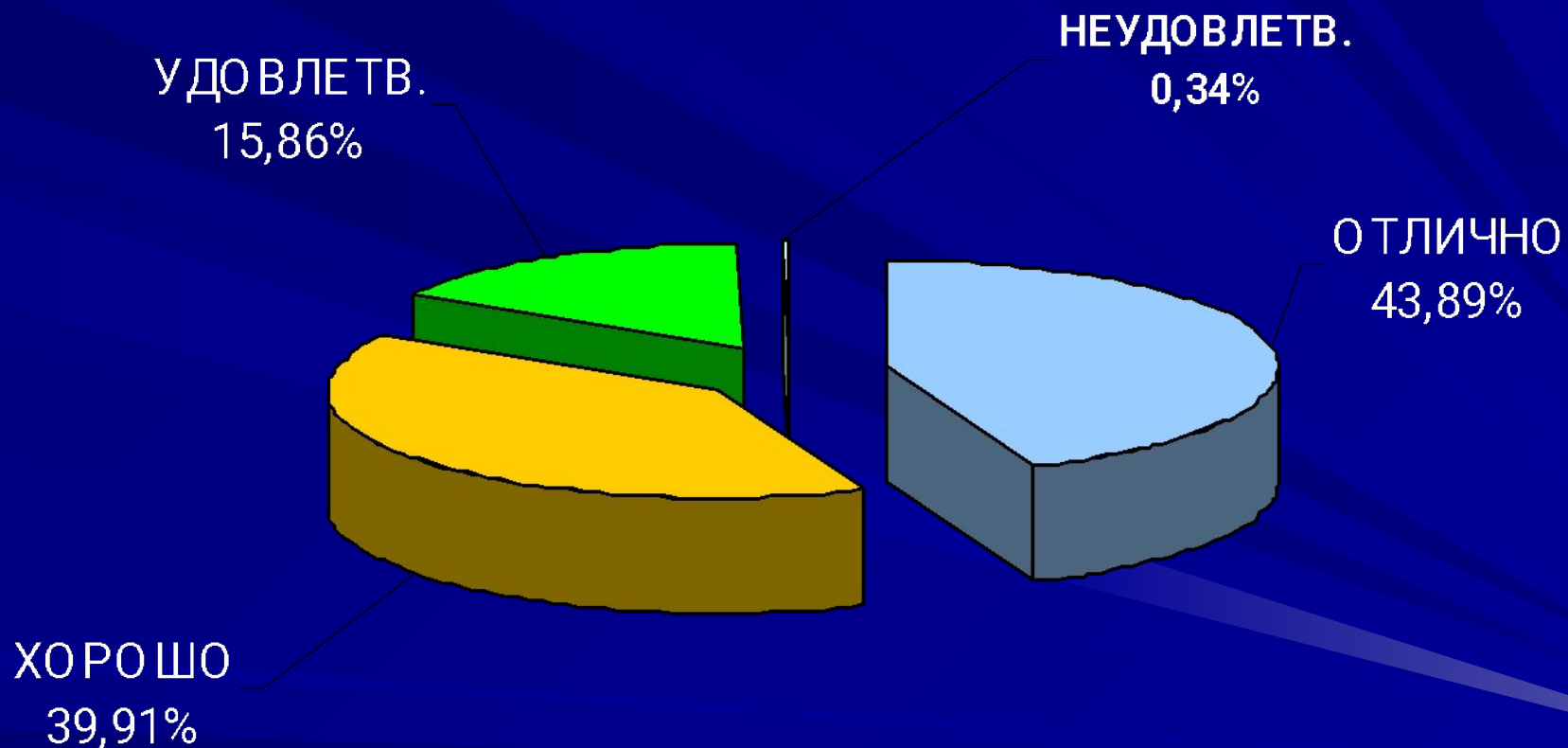


# Career start-up preferred by the students (average for all faculties)



# Results of the final examinations

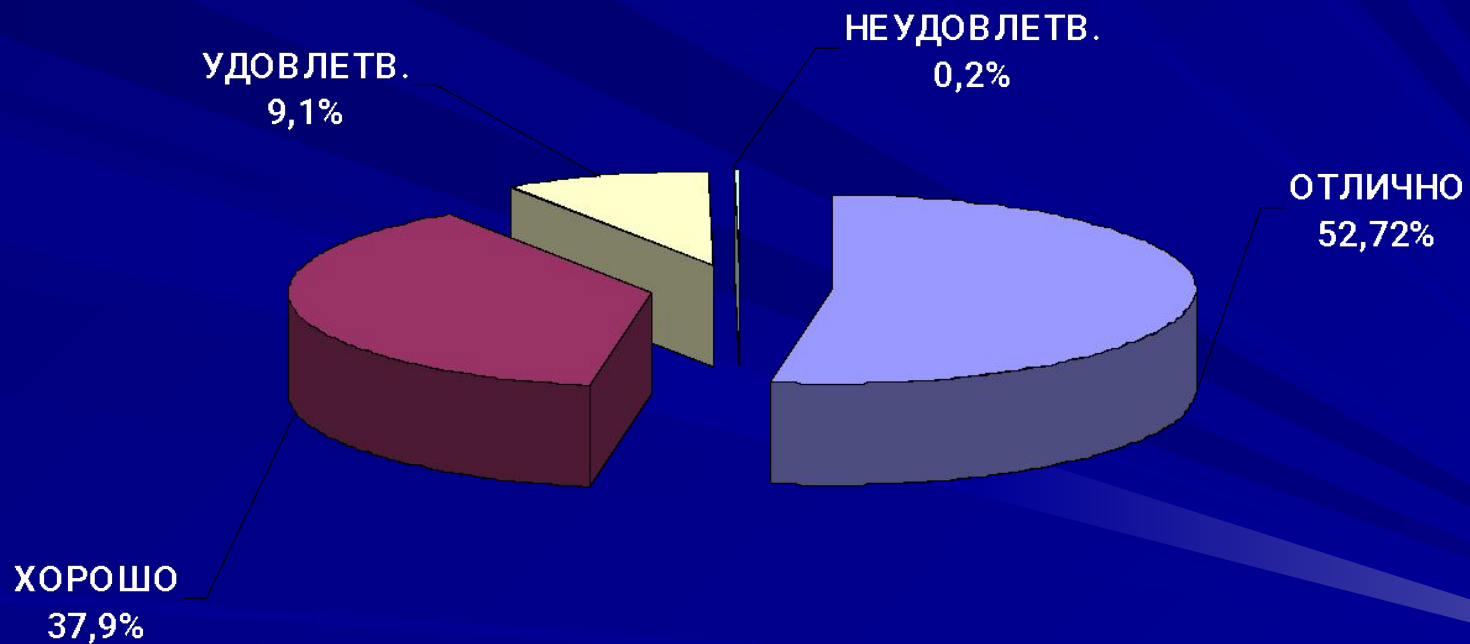
ВУЗ



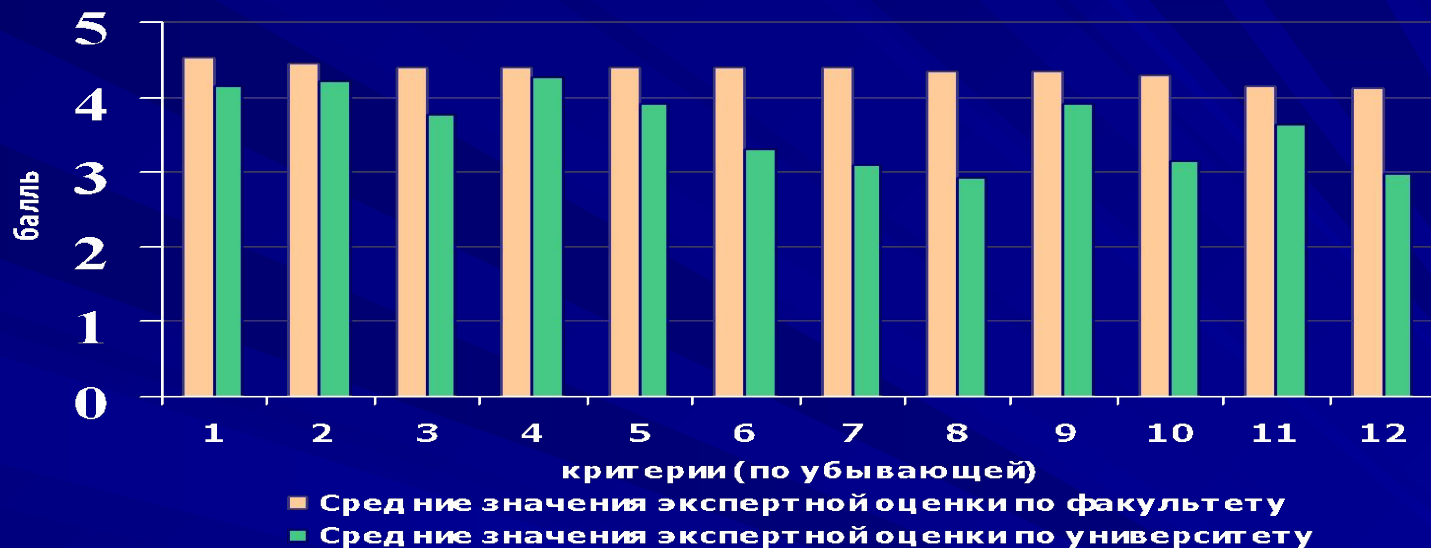


# Results of the students' theses defence

**ВУЗ**



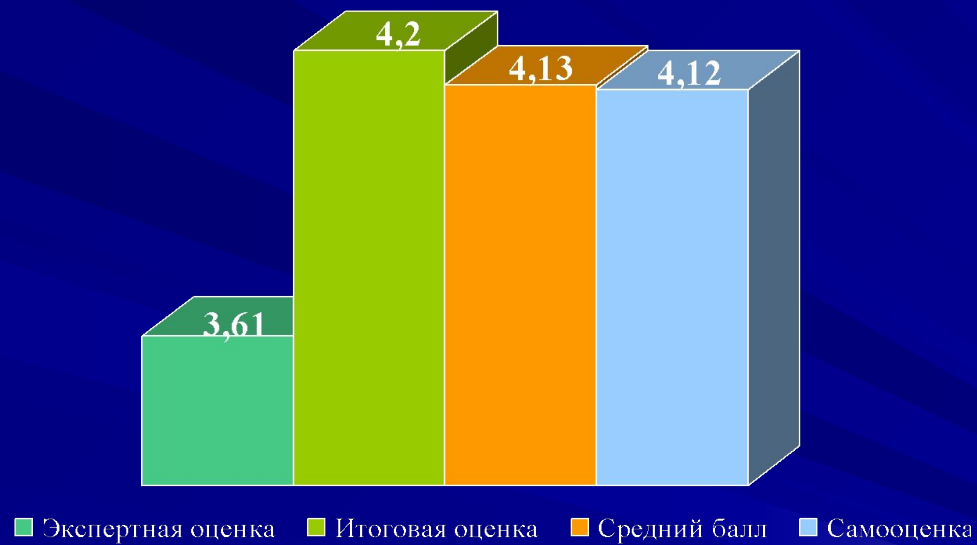
# Faculty of Linguistics and Intercultural Communication



№	Критерии (по убывающей)	по спец.	по ун-ту
1	Корректность постановки задач	4,54	4,15
2	Четкость формулирования цели	4,44	4,2
3	Умение делать обоснованные выводы	4,41	3,78
4	Уровень выделения проблемы	4,4	4,25
5	Уровень использования прикладных знаний	4,4	3,9
6	Способность к прогнозированию результатов деятельности	4,4	3,3
7	Понимание нравственных аспектов своей деятельности	4,39	3,09
8	Рефлексирование своей интеллектуальной деятельности	4,35	2,91
9	Владение методами анализа	4,34	3,92
10	Адекватность выбора моделей для анализа объекта	4,28	3,15
11	Уровень использования фундаментальных знаний	4,15	3,63
12	Использование формализованных моделей	4,12	2,98
		4,352	3,605

# Graduates' quality assessment

Средние значения по  
университету



Среднее значение  
экспертной оценки по  
университету = 3,61

# Employers' evaluation of the IKSUR graduates

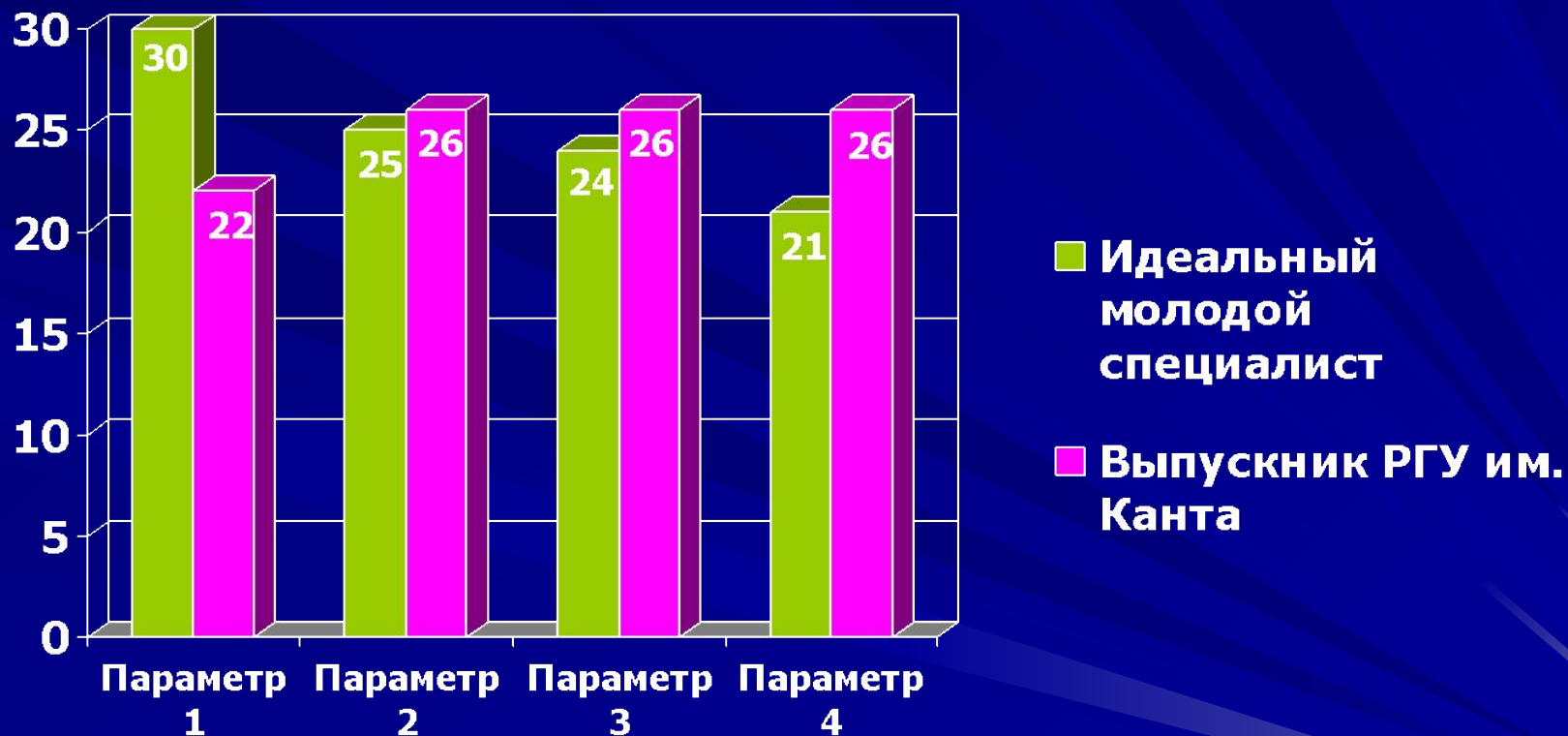
## Merits

- Determination
- Ambitiousness
- Leader's qualities
- «They know what they want»
- Responsibility
- Efficiency
- Fundamental knowledge
- Desire to be promoted
- IT skills, modern-type education
- Creativity
- Active social attitude
- High professional level

## Drawbacks

- They want quick money
- Lack of practical skills and knowledge
- Lack of work ethic
- Lack of emotional control
- Lack of special knowledge

# Comparison of an IKSUR graduate to a sample young specialist



- Параметр 1: Уровень конкретных знаний, умений и навыков по специальности (-8)
- Параметр 2: Общий уровень профессиональной подготовки (+1)
- Параметр 3: Деловые навыки и качества (+2)
- Параметр 4: Общая культура (+5)

# Further goals

- Introduction of an Internet exams and the analysis of its results;
- Requalr questioning of teaching staff;
- Complex informatization of teaching process;
- Involvement of employers to quality assurance and education process;
- Testing and implementation of a sample university quality assurance system