

## METHODOLOGY

for Analyzing Survey Results and Making Management Decisions at Jalal-Abad International University

### 1. General Provisions

**1.1.** This Methodology for analyzing survey results and making management decisions at Jalal-Abad International University (hereinafter referred to as **the Methodology**) establishes uniform approaches to the collection, processing, analysis, and interpretation of survey results, the preparation of analytical conclusions, and the making of management decisions based on the feedback received.

**1.2.** The Methodology is an internal regulatory and methodological document of the university and is applied when conducting surveys of students, faculty, staff, alumni, employers, and other stakeholders for the purpose of monitoring the quality of the educational process, learning and working conditions, the quality of management, and other areas of activity at JAIU.

**1.3.** This Methodology applies to all university departments involved in organizing surveys, processing results, preparing analytical materials, discussing findings, and implementing decisions.

**1.4.** The Methodology is designed to ensure:

1. a systematic approach to handling feedback;
2. uniform rules for analyzing survey data;
3. an evidence-based approach to management decisions;
4. transparency in identifying problem areas;
5. a link between survey results and corrective actions;
6. the use of survey results to improve the quality of the university's operations.

**1.5.** The following key terms are used in this Methodology:

**survey** — an organized process of gathering opinions, evaluations, suggestions, and other feedback from respondents on a specific topic;

**survey results** — the aggregate of quantitative and qualitative data obtained from the survey;

**respondent** — a person who participated in the survey;

**analytical processing** — the systematization, verification, grouping, comparison, generalization, and interpretation of the data obtained;

**problem area** — an area of activity where survey results indicate persistent difficulties, dissatisfaction, risks, or deviations from the expected level of quality;

**management decision** — a formally documented decision by an authorized official or a collegial body, made based on the results of data analysis and aimed at improving operations;

**corrective actions** — measures aimed at eliminating identified deficiencies, causes of problems, or risks.

## **2. Purpose and Objectives of the Methodology**

**2.1.** The purpose of this Methodology is to establish a unified approach to analyzing survey results and using the data obtained to make informed management decisions at the university.

**2.2.** The main objectives of the Methodology are:

1. to define uniform principles for analyzing survey data;
2. ensuring the reliability and comparability of results;
3. identifying strengths, problem areas, and recurring trends;
4. developing analytical conclusions and recommendations;
5. ensuring the transition from gathering opinions to concrete actions;
6. improving the quality of the university's educational, administrative, organizational, and service activities;
7. creating a basis for monitoring the effectiveness of the measures taken.

## **3. Basic Principles for Analyzing Survey Results**

**3.1.** The analysis of survey results at the university is conducted based on the following principles:

1. objectivity;
2. systematic approach;
3. reliability;
4. comparability;
5. confidentiality;
6. practical significance;
7. evidence-based conclusions;
8. focus on improvement;
9. prohibition of formal use of results.

**3.2.** Survey results should not be considered in isolation from their context. When analyzing the data, it is recommended to take into account:

1. the characteristics of the respondent group;
2. the survey's coverage;
3. the sample structure;
4. the time period of the survey;

5. the specifics of the educational program, department, unit, or process;
6. the presence of external and internal factors capable of influencing the responses.

**3.3.** Conclusions based on survey results should not rely on isolated emotional statements, but rather on a combination of indicators, the recurrence of signals, the frequency of mentions, and the overall trend of the data.

#### **4. Sources of survey data**

**4.1.** Sources of survey data at the university may include:

1. student surveys;
2. faculty questionnaires;
3. staff questionnaires;
4. graduate questionnaires;
5. employer questionnaires;
6. questionnaires for participants in courses, seminars, and other events;
7. other forms of feedback approved by the university.

**4.2.** Surveys may be conducted:

1. electronically;
2. in paper form;
3. via the LMS, corporate digital services, Google Forms, and other platforms used by the university;
4. anonymously or with personal identification—depending on the purpose of the survey and the established procedure.

**4.3.** When conducting a survey, the following must be determined in advance:

1. the purpose of the survey;
2. the category of respondents;
3. the survey dates;
4. the questionnaire format;
5. the persons responsible;
6. procedure for processing and presenting results.

#### **5. Stages of analyzing survey results**

##### **5.1. Preparatory stage**

The preparatory stage involves:

1. collection of survey data;
2. verification of the completeness of the questionnaire upload or collection;
3. removal of technical duplicates, if any;
4. determination of the total number of participants;

5. determination of the survey coverage;
6. preparing data for analytical processing.

### **5.2. Primary Processing Stage**

The following tasks are performed during the primary processing stage:

1. counting the number of responses;
2. grouping by questions;
3. calculation of shares, percentages, averages, and other indicators;
4. identifying open-ended responses;
5. preliminary systematization of comments and suggestions.

### **5.3. Analytical Interpretation Stage**

During the analytical interpretation stage:

1. the highest and lowest-rated indicators are identified;
2. answers are grouped by question categories;
3. consistent trends are identified;
4. differences between respondent categories are analyzed, if necessary;
5. recurring comments, suggestions, and problem signals are identified;
6. analytical conclusions are formulated.

### **5.4. Recommendation Development Stage**

Based on the analysis, the following are formulated:

1. conclusions regarding the state of the area under study;
2. a list of strengths;
3. a list of problem areas;
4. proposals for corrective and preventive measures;
5. options for management decisions;
6. proposals for further monitoring.

## **6. Approaches to the analysis of quantitative data**

**6.1.** The following indicators may be used in the analysis of quantitative data:

1. number of respondents;
2. survey coverage;
3. proportion of responses for each option;
4. average scores on scale questions;
5. aggregate metrics by individual categories;
6. comparison of results by courses, departments, educational programs, units, and other analytical groups.

**6.2.** When using scaled questions, it is recommended to analyze:

1. the average score for each question;
2. the distribution of responses;
3. the proportion of positive, neutral, and negative ratings;
4. deviations between blocks;
5. the dynamics of indicators during repeated measurements.

**6.3.** A low score on a single question does not in itself always constitute grounds for an immediate conclusion regarding a systemic problem. To reach an objective conclusion, the following must be taken into account:

1. the repeatability of the result;
2. consistency with other responses;
3. the presence of confirmation in open comments;
4. correlation with other sources of information.

**6.4.** If sufficient data is available, it is recommended to use comparative analysis:

1. by time period;
2. by respondent groups;
3. by organizational units;
4. by educational programs;
5. by levels of education;
6. by specific quality aspects.

## **7. Approaches to the analysis of qualitative data**

**7.1.** Respondents' open-ended responses should be analyzed separately.

**7.2.** When analyzing qualitative data, it is recommended to:

1. group responses by topic;
2. identify recurring comments;
3. identify recurring suggestions;
4. distinguish between isolated opinions and consistent signals;
5. take into account the tone of the comments;
6. record suggestions that have practical value.

**7.3.** Open-ended responses should not be used as a basis for subjective personal assessments without further verification. They are considered a source of signals requiring generalization and, if necessary, clarification.

**7.4.** When preparing analytical materials, it is permissible to use generalized phrasing, for example:

1. "respondents often point out...";
2. "several responses noted the problem of...";

3. "a recurring suggestion is...";
4. "open-ended comments reveal a trend...".

## **8. Criteria for Identifying Problem Areas**

**8.1.** Problem areas based on survey results can be identified if one or more of the following indicators are present:

1. low average scores on individual questions or sections;
2. a high proportion of negative ratings;
3. recurrence of critical comments;
4. a sustained decline in indicators compared to previous periods;
5. discrepancies between expected and actual ratings;
6. consistency in feedback across different respondent categories;
7. the presence of significant complaints requiring an organizational response.

**8.2.** Problem criteria can be further specified by internal working analysis schemes, for example:

1. an average value below the established threshold;
2. the proportion of negative responses is higher than the established level;
3. repeated mention of the same problem in open-ended responses;
4. the problem persists over two or more monitoring periods.

**8.3.** The identified problem area must be described in concrete terms. Phrases such as "everything is bad" have no managerial value. It is correct to phrase it as follows:

1. "insufficient student awareness of assessment criteria";
2. "low satisfaction with feedback on assignments";
3. "recurring comments regarding the schedule";
4. "insufficient completeness of digital content in the LMS."

## **9. Approaches to Management Decision-Making**

**9.1.** Survey results must be used in the university's management practices if the analysis reveals significant strengths, problem areas, risks, or suggestions requiring action.

**9.2.** Based on the analysis results, the following types of management decisions may be made:

1. organizational;
2. educational and methodological;
3. personnel;
4. informational and explanatory;
5. administrative;
6. corrective;

7. preventive;
8. monitoring.

**9.3.** A management decision must be:

1. specific;
2. proportionate to the identified problem;
3. realistic;
4. feasible;
5. supported by responsible individuals;
6. time-bound;
7. subject to follow-up monitoring.

**9.4.** It is not recommended to make decisions based solely on a single negative comment without confirmation of a trend, unless the matter involves a serious violation, a conflict of interest, an ethical incident, or another situation requiring immediate attention.

**9.5.** When selecting a management action, it is recommended to answer four questions:

1. What exactly has been identified?
2. What is the possible cause?
3. What can realistically be changed?
4. How will the results be verified?

## **10. Forms of Management Response**

**10.1.** Based on the analysis of the survey results, the following forms of management response may be applied:

1. discussion of the results at meetings of the department, the dean's office, the quality council, the rector's office, the academic council, and other collegial bodies;
2. development of a plan for corrective actions;
3. making changes to the organization of the educational process;
4. clarification or updating of local regulatory documents;
5. conducting outreach and educational activities;
6. organizing professional development;
7. strengthening oversight in the problem area;
8. conducting follow-up monitoring;
9. preparing targeted instructions for responsible personnel.

**10.2.** If survey results show positive trends or a high level of satisfaction, they should also be utilized by management—to disseminate effective practices, consolidate successful solutions, and plan for further development.

## **11. Documentation of Analysis Results**

**11.1.** The results of the survey analysis may be presented in the form of:

1. an analytical report;
2. an analytical report;
3. a memo;
4. a presentation for discussion;
5. a summary table;
6. corrective action plan;
7. extracts from meeting minutes;
8. draft management decision.

**11.2.** The analytical report should include:

1. the survey topic;
2. the objective;
3. category of respondents;
4. the scope and number of participants;
5. a brief description of the analysis methodology;
6. main results;
7. identified strengths;
8. problem areas;
9. conclusions;
10. recommendations;
11. proposals for management measures.

**11.3.** The results of the survey and the decisions made shall be stored and used in accordance with the procedures established by the university's internal documents.

## **12. Monitoring the Implementation of Decisions**

**12.1.** Decisions made based on the results of the survey analysis must be accompanied by the designation of:

1. responsible parties;
2. deadlines for implementation;
3. the expected outcome;
4. report format;
5. method of subsequent effectiveness verification.

**12.2.** Monitoring of implementation may be carried out by:

1. reviewing reports from responsible personnel;
2. repeat monitoring;
3. comparing trends in indicators;
4. conducting follow-up surveys;
5. analyzing changes in problem areas.

**12.3.** If the measures do not yield the expected results, the reasons for the ineffectiveness must be examined, and additional or refined decisions must be made.

### **13. Allocation of Responsibilities**

**13.1.** Responsibility for organizing the survey, processing the results, preparing analytical materials, and coordinating the use of the results is determined by the university's internal documents, orders, and directives.

**13.2.** As a rule:

1. the initiating structural unit is responsible for setting the survey objectives and the initial use of the results;
2. the Academic and Information Department, the Quality Council, deans' offices, departments, and other authorized units participate in the analysis and interpretation of data within the scope of their authority;
3. department heads are responsible for implementing decisions in their respective areas;
4. Officials who made the decision ensure that it is implemented.

### **14. Final Provisions**

**14.1.** This Methodology shall enter into force upon approval in accordance with established procedures.

**14.2.** Amendments and additions to this Methodology shall be made in accordance with the procedures established by the university.

**14.3.** Matters not covered by this Methodology shall be resolved in accordance with the internal regulatory documents of JAIU and established practices for quality management and the educational process.

### **Appendix 1. Form for an analytical report on survey results**

#### **JALAL-ABAD INTERNATIONAL UNIVERSITY**

#### **ANALYTICAL REPORT** on the results of the survey

##### **1. General Information**

**Survey Topic:** \_\_\_\_\_

**Survey objective:** \_\_\_\_\_

**Respondent category:** \_\_\_\_\_

**Survey period:** \_\_\_\_\_

**Survey format:** \_\_\_\_\_

**Responsible department:** \_\_\_\_\_

**Person in charge:** \_\_\_\_\_

## 2. Coverage information

**Total number of respondents:** \_\_\_\_\_

**Planned coverage:** \_\_\_\_\_

**Actual coverage:** \_\_\_\_\_

**Response rate:** \_\_\_\_\_

## 3. Brief description of the instrument

Number of questions: \_\_\_\_\_

Closed-ended questions: yes / no

Open-ended questions: yes / no

Rating scale (if applicable): \_\_\_\_\_

## 4. Key quantitative results

No.	Indicator / question block	Result	Brief conclusion
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## 5. Key qualitative results

The most common positive comments:

Most common comments:

Most common suggestions:

## 6. Identified strengths

## 7. Identified problem areas

## 8. Conclusions

## 9. Recommendations and suggestions for management decisions

No.	Identified issue / conclusion	Proposed action	Responsible	Deadline
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## 10. Attachments to the report

Summary table of results

Charts

List of open-ended responses

Draft action plan

Other: \_\_\_\_\_

**Prepared by:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix 2. Matrix: “Survey Results → Management Decision”

No.	Type of survey result	Possible interpretation	Recommended management decision
1	High satisfaction across most indicators	The department is operating stably	Consolidate the practice, share best practices
2	High ratings with only a few minor comments	The system works overall, with some areas for improvement	Make targeted adjustments
3	Average performance with no significant negative trends	The area requires attention, but is not critical	Conduct additional analysis and implement preventive measures
4	Low scores on a specific set of questions	There is a problem area	Develop a targeted plan of corrective actions
5	Consistent recurrence of the same problem	This is a systemic issue	Make an organizational decision and strengthen oversight
6	Decline in performance compared to the previous period	There is a negative trend	Identify the causes and review approaches
7	A large number of similar open-ended comments	Respondents are sending a consistent signal	Raise the issue for discussion with management / the department / the dean’s office
8	Contradictory results on various issues	The situation may be inconsistent or there may be an error in interpretation	Conduct an additional clarifying analysis
9	Low survey coverage	Results are of limited representativeness	Do not make hasty decisions; organize a repeat survey
10	High satisfaction and constructive suggestions	There is a foundation for further development	Use the suggestions to plan improvements

## Appendix 3

### Scale for interpreting survey results

#### 1. General approach

The interpretation scale is used to ensure a consistent understanding of survey results, average scores, satisfaction rates, and the severity of problem indicators.

#### 2. Example of interpreting average scores on a 5-point scale

Average Score	Interpretation	Management conclusion
4.50–5.00	Very high rating	The practice is effective; consolidation and dissemination are recommended
4.00–4.49	High rating	The situation is generally favorable; isolated improvements are possible
3.50–3.99	Satisfactory rating	Monitoring and local adjustments are required
3.00–3.49	Low rating	Root cause analysis and improvement plan required
below 3.00	Low rating	Management intervention and monitoring of implementation are required

#### 3. Example of interpreting the percentage of positive responses

Percentage of positive responses	Interpretation	Management conclusion
85% and above	Very high level of satisfaction	Consolidate and replicate effective practices
70–84%	High level of satisfaction	Maintain the current status, address specific comments
55–69%	Satisfactory level	Improvements needed
40–54%	Low level	Corrective action is needed
Below 40%	Critically low level	Urgent management response required

#### 4. Example of open-ended response interpretation

Nature of comments	Interpretation	Management conclusion
Positive comments predominate	Strength confirmed qualitatively	Use as a best practice
There are isolated comments without recurrence	Local signals	Address specific issues
The same complaints are recurring	Persistent problem area	A systemic solution is required
Comments are mixed	Additional analysis is needed	Do not jump to conclusions
There are specific proposals for improvement	Potential for development	Consider including in the action plan

## **5. Note**

Specific thresholds may be adjusted by the university depending on the type of questionnaire, rating scale, respondent category, and monitoring objective.

## Appendix 4

### Action Plan Form Based on Survey Analysis Results

#### ACTION PLAN

Based on the Analysis of Survey Results

Survey topic: \_\_\_\_\_

Respondent category: \_\_\_\_\_

Period: \_\_\_\_\_

Basis: \_\_\_\_\_

No.	Identified issue / conclusion	Action	Person responsible	Deadline	Report form	Completion mark
1						
2						
3						
4						
5						

Department Head: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

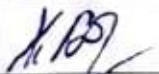
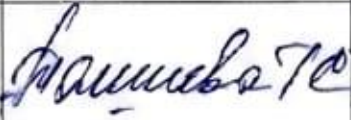







# CHANGE LOG

Change No.	Basis for Amendment	Pages	Summary of the amendment	Revision	Signature	Date
1						
2						
3						

Edition: \_\_\_\_\_

Effective date: “ ” \_\_\_\_\_ 20 \_\_\_\_\_

## APPROVAL SHEET

№	Position / Role	Full Name	Signature	Date
1	Developed by	Kanetova D.E.		29.12.25
2	Approved: head of the responsible department			29.12.25
3	Approved: Head of the Educational and Informational Department	Kanetova D.E.		29.12.25
4	Approved: leading specialist for quality	Kalmuratova A.		29.12.25
4	Approved: head of the legal affairs and human resources department / lawyer	Sydykova B.J.		29.12.25
5	Approved: vice-rector for academic affairs	Sadyrova N.A.		29.12.25
6	Approved: vice-rector for science, SR and GE	Asilova Z.A.		29.12.25
7	Endorsed / considered in the established manner	JASU Scientific Council		29.12.25.

