

REGULATIONS

on Questionnaires and the Monitoring Questionnaire Set

1. General Provisions

1.1. These Regulations on Student Surveys and the Monitoring Questionnaire Set (hereinafter referred to as **the “Regulations”**) define the goals, objectives, principles, types, and procedures for organizing, conducting, processing, analyzing, and utilizing the results of student surveys, as well as for developing and applying the monitoring questionnaire set at Jalal-Abad International University.

1.2. These Regulations apply to all educational programs implemented by the university and are part of the internal system for ensuring the quality of education.

1.3. Student surveys are conducted to systematically gather feedback on the quality of the educational process, learning conditions, the work of faculty members and academic departments, the digital learning environment, and other aspects of the university’s activities.

1.4. These Regulations apply:

1. to the regular monitoring of student satisfaction;
2. when conducting thematic, targeted, and special surveys;
3. when preparing analytical materials on the quality of education;
4. when developing and implementing corrective and preventive measures;
5. in preparation for internal and external quality assessment procedures.

1.5. Surveys are one of the mechanisms for taking student opinions into account and a tool for the continuous improvement of the university’s educational activities.

1.6. These Regulations are based on the legislation of the Kyrgyz Republic in the field of education, the university’s charter, the university’s local regulations, and documents of the internal quality assurance system.

2. Purpose and Objectives of the Survey

2.1. The purpose of the survey is to obtain reliable, systematic, and analytically useful feedback from students to improve the quality of the educational process and the educational environment.

2.2. The main objectives of the survey are:

1. to determine students’ level of satisfaction with the quality of instruction;
2. to obtain feedback on the teaching of courses;
3. to evaluate the organization of the educational process and learning conditions;
4. identifying strengths and areas for improvement;

5. analyzing the functioning of the eBilim LMS and other digital services;
6. taking student opinions into account when improving educational activities;
7. building an evidence base for internal quality monitoring;
8. using survey results in making management decisions.

3. Key Concepts

3.1. Surveys—the systematic collection of students' opinions, evaluations, comments, and suggestions on specific topics using approved forms and digital tools.

3.2. Student feedback — students' opinions, evaluations, comments, and suggestions regarding the quality of educational activities and learning conditions.

3.3. Regular surveying — surveying conducted according to an approved schedule and included in the internal quality monitoring system.

3.4. Special surveys—thematic, one-time, targeted, ad hoc, or research surveys conducted on specific aspects of the university's activities.

3.5. Set of monitoring questionnaires — a collection of approved questionnaire forms used at the university for regular and special monitoring of the quality of the educational process and the educational environment.

3.6. Questions regarding violations and problematic situations — questions addressing instances of unethical behavior, unfair treatment, organizational barriers, violations of the academic environment, and other risks.

4. Principles of Survey Administration

4.1. Student surveys are conducted based on the following principles:

1. voluntary participation;
2. confidentiality;
3. systematicity;
4. regularity;
5. objectivity;
6. neutrality of wording;
7. analytical suitability of results;
8. use of results to improve quality.

4.2. The following is not permitted:

1. forcing students to participate in the survey;
2. monitoring the content of individual responses;
3. disclosing personalized results of an anonymous survey;
4. using survey results to exert pressure on students or university staff.

4.3. Questions must be phrased in a neutral, clear, and unambiguous manner and must align with the specific objectives of the survey.

5. Types of Surveys and Digital Tools

5.1. The university uses the following main types of surveys:

1. regular surveys in the eBilim LMS;
2. special surveys via Google Forms;
3. other types of surveys via university-approved digital services, as needed.

5.2. Two main regular student surveys are conducted in the eBilim LMS:

1. the **“Teacher Through the Eyes of a Student”** survey;
2. **the “University Survey”** questionnaire.
The system name of the survey in the LMS may vary depending on the platform settings. The template for these surveys is provided in Appendix 1.

5.3. The **“Lecturer Through the Eyes of a Student”** survey is designed to evaluate:

1. the quality of teaching the course;
2. the clarity and accessibility of the material’s explanation;
3. the logic and structure of classes;
4. the organization of academic work;
5. the transparency of grading;
6. the quality of feedback;
7. adherence to ethics and respectful interaction.

5.4. The **“University Survey”** questionnaire is designed to evaluate:

1. the organization of the educational process;
2. the performance of the eBilim LMS and the digital environment;
3. academic support;
4. learning conditions;
5. infrastructure and resources;
6. the educational environment;
7. students’ overall satisfaction with the university.

5.5. The following surveys are conducted via Google Forms:

1. thematic;
2. one-time;
3. targeted;
4. operational;
5. accreditation;
6. research;

7. special monitoring surveys.

6. Survey Languages

6.1. Surveys are organized taking into account the languages of instruction and the composition of the student body.

6.2. The eBilim LMS uses two main language versions of the surveys:

1. Kyrgyz / Russian;
2. Kyrgyz / English.

6.3. If necessary, special surveys can also be created via Google Forms:

1. in Kyrgyz;
2. in Russian;
3. in English;
4. in a bilingual or trilingual format.

6.4. All language versions of a single questionnaire must be substantively equivalent.

7. Assessment Items

7.1. The following may be evaluated as part of the survey:

1. the quality of teaching;
2. clarity and accessibility of instructional materials;
3. class organization;
4. the objectivity of grading;
5. the work of departments, deans' offices, and academic units;
6. the operation of the eBilim LMS and other digital services;
7. library and information resources;
8. logistical and technical conditions;
9. infrastructure and services;
10. student-centeredness of the educational environment;
11. compliance with ethics and academic integrity;
12. satisfaction with the educational process and learning conditions.

8. Organization and Frequency of Surveys

8.1. Regular surveys are conducted in accordance with the approved schedule.

8.2. Recommended frequency:

1. the **“Teacher Through the Eyes of a Student”** survey—upon completion of a course or at the end of the semester;

2. **“University Survey”** questionnaire — at least once per academic year, and once per semester if necessary.

8.3. Special surveys via Google Forms are conducted:

1. according to an annual or semester plan;
2. at the request of the university administration;
3. at the initiative of the department responsible for quality;
4. in preparation for accreditation;
5. when monitoring changes;
6. when it is necessary to analyze a problem area.

8.4. The timing, respondent pool, questionnaire format, and personnel responsible for conducting the special survey are determined by a separate directive, order, memo, or plan.

9. Survey Procedure

9.1. Preparation for the survey includes:

1. defining the objective;
2. selecting the type of survey;
3. selecting a digital platform;
4. approving the survey form;
5. determining the timeline;
6. identifying the target audience;
7. notifying participants.

9.2. Regular surveys in the eBilim LMS are conducted using approved standard forms.

9.3. Special surveys via Google Forms are conducted using approved or agreed-upon forms, depending on the purpose of the survey.

9.4. When conducting surveys, anonymized analytical criteria may be used:

1. educational program;
2. course;
3. semester;
4. language of instruction;
5. form of instruction;
6. subject;
7. other characteristics that do not violate the principle of anonymity.

9.5. Separate response scales may be used for questions regarding violations and problematic situations.

9.6. Questionnaires may include open-ended questions to solicit suggestions for improvement.

10. Processing and Analysis of Results

10.1. Results are processed in aggregated and, if necessary, anonymized form.

10.2. Analysis of results includes:

1. calculating the number of respondents and the response rate;
2. analysis of the distribution of responses;
3. calculation of summary indicators;
4. identification of best practices;
5. identifying problem areas;
6. analysis of open-ended responses;
7. preparation of conclusions and recommendations.

10.3. The survey results are presented in the form of:

1. an analytical report;
2. a summary table;
3. a report;
4. a presentation;
5. dashboard;
6. other internal analytical document.

10.4. When interpreting the results, the following are taken into account:

1. sample size;
2. the respondent coverage;
3. the survey period;
4. the recurrence of problem signals;
5. the specific nature of the educational program;
6. Context of use of the results.

11. Use of Survey Results

11.1. Survey results are used to:

1. improving teaching;
2. improving the organization of the educational process;
3. developing the eBilim LMS and the digital learning environment;
4. improving the work of departments;
5. improving infrastructure and services;
6. preparing analytical materials on internal quality assurance;
7. preparing for accreditation and other external evaluation procedures;

8. developing corrective and preventive measures.

11.2. Survey results are reviewed:

1. at department meetings;
2. at meetings of structural units;
3. at quality councils;
4. at meetings of the rector's office;
5. at other working and collegial forums.

11.3. Based on the survey results, the following may be developed:

1. improvement plans;
2. recommendations to departments;
3. corrective actions;
4. follow-up monitoring;
5. updates to training approaches.

12. Responsible Parties

12.1. Overall coordination of the survey is carried out by the authorized university department responsible for the quality of education and/or the organization of the educational process.

12.2. Responsible parties shall ensure:

1. planning of the survey;
2. methodological support;
3. management of surveys in the eBilim LMS and Google Forms;
4. collection and processing of results;
5. preparation of analytical materials;
6. presenting results to management and relevant departments;
7. monitoring the implementation of proposed measures.

12.3. Departments, deans' offices, faculties, academic, and other structural units participate in reviewing the results and implementing improvement measures.

13. Confidentiality and Data Protection

13.1. The University ensures the confidentiality of survey results and compliance with the requirements of legislation and local regulations on information protection.

13.2. Individual results of the anonymous survey shall not be disclosed.

13.3. Access to raw data is restricted to authorized personnel within the scope of their functional responsibilities.

13.4. Only aggregated results are used for discussion, reporting, and publication.

14. Documentation and Storage of Materials

14.1. Survey materials include:

1. approved survey forms;
2. schedules;
3. links to surveys;
4. data exports and summary tables;
5. analytical reports and summaries;
6. minutes of results discussions;
7. action plans for improvement;
8. performance monitoring documents.

14.2. Survey materials are stored in accordance with the university's file classification system and local records management regulations.

15. Final Provisions

15.1. These Regulations shall enter into force upon approval in accordance with established procedures.

15.2. Amendments and additions to these Regulations shall be made in accordance with the procedures established by the university.

15.3. The appendices are an integral part of these Regulations.

Appendix 1. Main Surveys Conducted in LMS eBilim

1. Standardized response options

1.1. Basic Likert scale

No.	Kyrgyz	Russian	English
1	I don't agree at all	Strongly disagree	Strongly disagree
2	I mostly disagree	Somewhat disagree	Disagree
3	It's hard to say	I find it difficult to answer	Not sure
4	I mostly agree	I somewhat agree	Agree
5	I agree	Strongly agree	Strongly agree

1.2. Scale for questions about violations and problematic situations

No.	Kyrgyz	Russian	English
1	None	No	No
2	Mostly no	Probably not	Probably no
3	It's hard to say	I find it hard to answer	Not sure
4	Mostly yes	Probably yes	Probably yes
5	Ooba	Yes	Yes

2. Survey: "The Teacher Through the Eyes of the Student"

2.1. Main Questions

1. The teacher explains the learning material clearly and understandably. / The teacher explains the learning material clearly and understandably. / The teacher explains the learning material clearly and understandably.
2. Classes are conducted in a logical and consistent manner. / Classes are conducted in a logical and consistent manner.
3. The teacher highlights the key concepts and main ideas of the topic. / The teacher highlights the key concepts and main ideas of the topic. / The teacher highlights the key concepts and main ideas of the topic.
4. The teacher connects the material being studied with future professional activity.
5. Examples are provided to help students understand the topic. / The teacher provides examples that help students understand the topic.
6. The teacher answers students' questions clearly and meaningfully.
7. The pace of the classes is appropriate for understanding the material.
8. The objectives and content of the classes were clear.
9. The class topics corresponded to the course syllabus.
10. Study materials and assignments were provided on time.
11. The requirements for completing assignments were clear.
12. Independent work for the course was organized clearly.
13. The assessment criteria were explained in advance. / The assessment criteria were explained in advance. / The assessment criteria were explained in advance.

14. The assessment of learning outcomes was fair and objective.
15. The forms of assessment corresponded to the material studied.
16. The teacher provided useful feedback on assignments.
17. Feedback helped students understand their mistakes and improve their results.
18. The teacher treats students with respect.
19. A positive and productive atmosphere was created in class.
20. Students had the opportunity to ask questions and participate in discussions.
21. The teacher encourages student activity and engagement.
22. The teacher follows the norms of academic and professional ethics.
23. Overall, I am satisfied with the quality of teaching in this course.
24. I would recommend this teacher to other students. / I would recommend this teacher to other students. / I would recommend this teacher to other students.
25. The course was taught at a high-quality level. / The course was taught at a high-quality level. / The course was taught at a high-quality level.

2.2. Questions about violations and problematic situations

1. Were there any instances of rude or unethical behavior by the teacher toward students? / Were there any cases of rude or unethical behavior by the teacher? / Were there any cases of rude or unethical behavior by the teacher?
2. Were there any instances of unfair grading? / Were there any instances of unfair grading?
3. Were there any instances of pressure, biased, or unethical behavior?

2.3. Open-ended questions

1. What was most useful in the teacher's work for your learning?
2. What should be improved in teaching this course?
3. Your additional comments and suggestions.

3. "University Survey" Questionnaire

3.1. Main Questions

1. The educational process at the university is organized clearly and consistently.
2. The class schedule is clear and convenient.
3. Information related to the educational process is provided to students in a timely manner.
4. The rules for current, midterm, and final assessments are clear to students. / The rules of current, midterm, and final assessment are clear to students.
5. Study materials are made available to students on time. / Study materials are available to students on time. / Study materials are available to students on time.

6. The LMS eBilim is convenient for learning. / The LMS eBilim is convenient for learning. / The LMS eBilim is convenient for learning.
7. It is easy to find the necessary courses, assignments, and materials in eBilim. / It is easy to find the necessary courses, assignments, and materials in eBilim. / It is easy to find the necessary courses, assignments, and materials in eBilim.
8. The university's electronic services support the learning process.
9. Technical issues are resolved promptly. / Technical problems are resolved in a timely manner.
10. The university's digital environment supports learning.
11. When necessary, a student can receive consultation on academic issues.
12. The department, dean's office, and other academic units respond to students' requests. / The department, dean's office, and other academic units respond to students' requests. / The department, dean's office, and other academic units respond to students' requests.
13. Students receive sufficient information regarding academic procedures. / Students receive sufficient information regarding academic procedures. / Students receive sufficient information regarding academic procedures.
14. The university has established conditions for the successful completion of the educational program. / The university provides conditions for successful completion of the educational program.
15. The university classrooms are suitable for organizing high-quality learning.
16. The material and technical conditions of the learning facilities are sufficient.
17. Library and information resources are accessible to students.
18. Access to the internet and digital resources is provided at an adequate level. / Access to the internet and digital resources is provided at an adequate level. / Access to the internet and digital resources is provided at an adequate level.
19. Sanitary and hygienic conditions in the academic buildings are satisfactory. / Sanitary and hygienic conditions in the academic buildings are satisfactory. / Sanitary and hygienic conditions in the academic buildings are satisfactory.
20. Respectful treatment of students is maintained at the university.
21. Students' opinions are taken into account in improving the educational process.
22. The university has established a safe and supportive educational environment. / The university provides a safe and supportive educational environment. / The university provides a safe and supportive educational environment.
23. Students have the opportunity to submit suggestions and comments.
24. The principles of academic integrity and ethics are observed at the university.
25. Overall, I am satisfied with the quality of the organization of learning at the university.
26. The university creates sufficient conditions for obtaining a quality education. / The university creates sufficient conditions for obtaining a quality education. / The university creates sufficient conditions for obtaining a quality education.
27. I would recommend studying at this university to others.
28. Overall, I evaluate the university's educational environment positively. / Overall, I evaluate the university's educational environment positively. / Overall, I evaluate the university's educational environment positively.

3.2. Questions about violations and problematic situations

1. Have you encountered organizational difficulties that interfered with your studies?
2. Have you experienced problems accessing academic information or university services?
3. Have you observed cases of unethical or unfair treatment at the university?

3.3. Open-ended questions

1. What is organized best at the university, in your opinion?
2. What should be improved first?
3. Your suggestions for improving the quality of education.

Appendix 2

Types of surveys conducted via Google Forms

1. By respondent group
2. By stage of education
3. By quality of the educational process
4. By digital learning environment
5. By educational environment and infrastructure
6. By academic and administrative support
7. By educational and social work
8. Regarding international activities
9. On accreditation and internal quality assurance
10. Regarding specific events and projects
11. Risks and problem areas
12. Research and special surveys
13. Note: The list of special questionnaires may be refined and expanded depending on the monitoring objectives.

Appendix 3

Minimum requirements for the analytical report based on the survey results

The analytical report must contain:

1. the name of the questionnaire;
2. the purpose of the survey;
3. the survey dates;
4. the category of respondents;
5. number of participants and reach;
6. the platform used;
7. a brief description of the survey structure;
8. key quantitative results;

9. key qualitative findings;
10. strengths;
11. areas for improvement;
12. suggestions for improvement;
13. responsible parties;
14. deadlines for implementing measures.

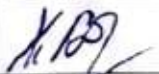
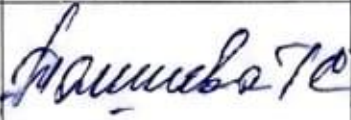







CHANGE LOG

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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
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