

Alte University

Quality Management and Compliance Department

Results of the use of quality assurance mechanisms

(Consolidated report)

The main purpose of the Quality Management and Compliance Department is to assess the quality of the university's educational and scientific-research work, professional development of staff, control the quality of teaching and research, and monitor the effectiveness of management. In order to realize the aforementioned, various studies are conducted every year in the university to identify gaps, based on the analysis of the results, recommendations are made to eliminate them.

In the 2022-2023 academic year, the following were planned and implemented:

- evaluation of programs by academic/invited staff, students, alumni and employers;
- evaluation of study courses and academic/invited staff;
- Academic/invited, as well as administrative and support staff satisfaction assessment;
- evaluation of the activities of schools and other structural units;
- Evaluation of teaching and research activities of staff (including using the self-evaluation mechanism);
- assessment of students' academic performance and involvement in research activities;
- assessment of the state of internationalization;
- Other studies guided by quality assurance mechanisms.

As a result of the surveys in the institution, certain shortcomings were identified in different directions, the timely elimination of which is a necessary condition for both the further development of the institution and the satisfaction of the best interests of the students.

In order to evaluate educational programs, a survey of academic/invited staff, program leaders, students, and other stakeholders was conducted.

As a result of the survey, the correct organization of the program components was identified as one of the strengths of the programs: matching of the learning material, assessment tools, and learning outcomes with the objectives of the component. The highest overall average score was found for the School of Humanities and Social Sciences (7.8 points), followed by the Schools of Medicine (7.5 points), Law (7.4 points) and Business Schools (7.3 points). Pedagogical skills and level of professional training of lecturers

were positively evaluated. The highest total average score was found for the Bachelor of Journalism program (8.4 points). The evaluations for international relations and tourism management programs are also relatively high (respectively, 8.1 and 7.9 points). The business administration program received the least positive evaluation (7.1 points).

As a result of the students' survey, the following courses were identified, which were highly rated by the students:

In the case of the business school, the subjects with the highest evaluation are: "Protocol and Etiquette" (9.8 points), "Strategic Management" (9.6 points), "Sales and Marketing in the Hospitality Industry" (9.3 points) and "Practice" (9.2 points).

The subjects with the highest rating for law school are: "Procedural Skills in Criminal Law (Practical Course)" (9.9 points), "Corporate Law" (8.8 points), "Procedural Skills in Civil Law (Practical Course)" (8.5 points).

According to the evaluations of the students of the School of Humanities and Social Sciences, the subjects with the highest evaluation are: "French language 1" (9.6 points), "Analytical journalism" (8.8 points), "Introduction to political sciences" (8.7 points), "Public international law" (8.6 points), "Investigative journalism" (8.6 points), "Photo and visual journalism" (8.5 points) and "Radio journalism" (8.5 points).

The highest rated subjects in the School of Medicine are: Georgia III (9.3 points), Research in Medicine II (8.8 points), Doctor and Patient III (Bioethics II, Clinical Skills, CBL) (8.7 points) and Fundamentals of Biomedicine III (microbiology, virology, parasitology, PBL)" (8.6 points).

The lecturers with the highest rating were also revealed:

In the case of the business school, Zura Gamtenadze, Ketevan Bokuchava, Ekaterine Janashia, Ani Vashakmadze and Tornike Jobava were evaluated with the highest average score; In the case of law school - Davit Dilidze, Nino Kochiashvili, Nino Kharitonashvili and Tamar Laliashvili; In the case of the School of Humanities and Social Sciences - Salome Mukhashavria, Zanda Chechelashvili, Nato Oniani, Tamar Choladze, Giorgi Koberidze, Davit Bujiashvili, Davit Ghongadze; In the case of the School of Medicine - Nino Grigolia, Tamar Sharashenidze, Ana Sukhiashvili and Ioseb Chikhladze were evaluated.

Along with the positive, there were also negative results. As a result of the survey, the study courses were identified, which were strongly negatively evaluated by the students. these are:

School of Business - "Mathematics for Economics and Business 1" (5.3 points), "Fintech" (5.6 points), "Financial Accounting" (5.8 points), "Corporate Social Responsibility and Sustainability" (5.8 points), "Public Speaking Techniques" (6.1 points), "Project Management" (6.1 points), "Team Entrepreneurship Program 1" (6.4 points);

Law School - "Introduction to Philosophy" (5.4 points), "History of Georgian Law" (5.7 points), "Legislative Technology" (5.8 points), "Legal Writing" (6.0 points), "Introduction to Jurisprudence" (6.2 points), "

General part of criminal law 1" (6.2 points), "Introduction to civil law" (6.2 points), "Community (property) law" (6.3 points); School of Humanities and Social Sciences - "Introduction to Philosophy" (5.4 points), "Statistical Methods in Psychology" (5.9 points), "Public Speaking Techniques" (6.1 points), "Cognitive Psychology" (6.3 points);

School of Medicine - "Doctor and patient I (clinical skills, communication, CBL)" (5.1 points), "Doctor and patient II (clinical skills, CBL)" (5.4 points), "Georgian language" (6.1 points) .

7 business school lecturers (Gvantsa Fatsatsia, Davit Kikvidze, Mariam Beriashvili, Neli Merabishvili, Davit Mirvelashvili, Tornike Matitashvili, Manana Georgiashvili) were among the most negatively evaluated. 5 lecturers of the law school (Nino Sharmanashvili, Meki Lobzhanidze, Levani Dundua, Eka Kavelidze and Mindia Berekashvili); 3 lecturers of the School of Humanities and Social Sciences (Meki Lobzhanidze, Neli Merabishvili, Manana Georgiashvili); 1 lecturer of the School of Medicine (Ekaterine Sanikidze).

The evaluation of educational programs revealed gaps that need to be addressed:

Bachelor of Law Program:

It is desirable to diversify the optional study courses, strengthen the English language component, strengthen the practical component, increase contact hours in some study courses (eg, procedural skills);

Master's program in law:

Addition of foreign language study courses, strengthening of the practical component, active use of formative assessment;

Bachelor of Business Administration Program:

Strengthening the English language component, strengthening the practical component; Variety of assessment methods, adjustment of prerequisites for admission to the next component in individual cases should be improved.

Master of Business Administration Program:

Strengthening the English language component, strengthening the practical component, introducing electronic teaching methods;

Tourism Bachelor Program:

Strengthening the English language component, strengthening the practical component, adding field elective courses, diversifying practical teaching methods, revising the prerequisites for admission to the next component of the program;

International Relations Bachelor's Program:

Diversity of educational materials and use of the latest materials, addition of foreign language study courses, strengthening of the practical component, active use of practical methods of teaching and evaluation;

Bachelor's Program in Journalism:

Strengthening the English language component, strengthening the practical component, diversifying the practical teaching methods, adjusting the prerequisites for admission to the next component;

Bachelor's program in psychology: strengthening the practical component;

National and International Security Master's Program:

Adding optional study courses, strengthening the practical component, clearly defining the learning outcomes of the program, revitalizing the study material;

Once-cycle educational program of medicine (English language):

Modern methods of teaching and evaluation should be enriched, the elective component should be enriched, the clinical component should be strengthened, the use of evaluation methods should be more fair and transparent, the human resources of the program should be developed, contact hours should be increased during teaching on clinical bases; the number of optional subjects should be increased;

One-cycle educational program of dentistry (English language):

Modern methods of teaching and evaluation should be introduced, the practical component should be strengthened.

As a result of the assessment of the material and technical resources necessary for the implementation of the program, it was revealed that the students were dissatisfied with: the availability of study materials in the library; Dissatisfaction with the university website; Dissatisfaction with the educational process management e-system.

Staff satisfaction

The analysis of the results of the university's staff satisfaction survey revealed both positive and areas for improvement.

For example, the university building, infrastructure (excluding the cafeteria), safety and working conditions, examination process, etc. were positively evaluated.

Problems have been identified that require adequate response and prompt resolution. Administrative and support staff noted the importance of promoting professional and personal development, introducing incentive mechanisms (improving salary policy), separating functions, rational distribution of workload, increasing human resources, attracting qualified staff, ensuring consistency, uniformity, equal involvement in the management process, ensuring effective communication, raising the level of awareness, ensure the smooth operation of the website, as well as electronic programs, to arrange the cafeteria and bathrooms.

The academic and invited staff noted the necessity of promoting professional development, introducing incentive mechanisms (improving salary policy), promoting research, activities at the international level,

ensuring effective communication, raising the level of awareness, increasing involvement in the activities of management bodies, increasing library resources, and tidying up the cafeteria.

The aspect of internationalization

The results of the evaluation of the results of the implementation of the internationalization policy of the university by the students showed the expansion of sector-oriented exchange programs, the implementation of study practices abroad, the introduction of joint programs, the raising of the level of English language teaching, the attraction of foreign lecturers, and the analysis of the evaluation of the results of the implementation of the internationalization policy of the university by the staff highlighted the provision of access to international mobility and the need to increase relevant offers, the need to implement international scientific projects, the need to share international experience of teaching, to increase the scope of using foreign language teaching materials.

The analysis of research activities of university staff and students revealed the following needs:

1. Encouraging/facilitating the participation of personnel in international conferences, seminars, workshops and other types of activities;
2. Encouraging/promoting the publication of scientific works of staff in high-rated, foreign scientific journals;
3. Encouraging/facilitating the participation of staff in national and foreign grant projects;
4. Developing students' research skills and raising motivation.

The analysis of the results of observation of the educational process revealed the following problems:

1. The need for professional development of personnel;
2. Lateness/absences of lecturers;
3. Low student attendance and/or engagement.
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And the analysis of the evaluation of the learning process by the students highlighted the following problems:

1. Disorganization of study and exam tables;
2. Non-objectivity of evaluations;
3. Missing exam questions and passed material;
4. Lack of exam time;
5. Lack of contact hours (especially in English);
6. Lack of use of practical teaching methods.

In the evaluation of the educational process, the highest total score was found in the case of the School of Humanities and Social Sciences (8.1 points), the data for the School of Law is 7.5 points, and for the Schools of Business and Medicine it is 7.4 points.

The indicators of students' academic performance were determined.

Taking into account the results of the study of the state of academic performance of university students by school, the activities carried out identified a list of activities to be carried out in order to improve the learning results. these are:

1. Promoting the development of communicative (both verbal and written, in English) skills;
2. Strengthening elements of practical teaching;
3. Activation of individual approaches and implementation of motivational measures;
4. Attracting highly qualified academic and invited staff, retraining existing staff;
5. Refreshing the educational literature;
6. Strengthening the material base (of separate educational programs).

The analysis of the Gaussian distribution range according to schools showed that a 20% deviation from the prescribed range was observed in 1.5% of the study courses, while in the remaining study courses the Gaussian distribution range was recorded within the prescribed threshold amount.

The surveys carried out after the analysis showed that the following should be reviewed in the relevant study courses:

1. Educational literature and/or relevant technical resources;
2. Learning/teaching and assessment methods;
3. Prerequisites;
4. Attracting highly qualified academic and invited personnel, retraining existing personnel.

A comparison of student satisfaction with the programs and their academic performance was made. Correlation tables show how students' academic performance and their overall satisfaction with the program relate to each other. The maximum values of the correlation table results are 1 and -1. If the result is 0, 0.1, or -0.1, the two variables are not correlated, and the closer the result is to 1 or -1, the more positive or negative the correlation.

In the case of the Georgian sector, it is observed that there are no strong correlations between students' academic performance and satisfaction with their programs. Activity, midterm grades, final exam score, and GPA have almost the same correlation coefficient, which is considered a small correlation, and we can say that these components have very little relationship with program satisfaction. The obtained score

has the highest coefficient (0.33), although the mentioned result does not show a significant relationship between these two variables.

Table 1. Correlation between overall satisfaction with the completed program and academic performance (Georgian sector)

განვლილი პროგრამით კამყოფილება	1.00							
აქტიუობა	0.26	1.00						
შუალედური	0.20	0.26	1.00					
შუალედურის აღდგენა	-0.02	-0.05	-0.41	1.00				
დასკვნითი	0.26	0.48	0.41	-0.04	1.00			
დასკვნითის აღდგენა	0.02	-0.01	-0.02	0.16	-0.31	1.00		
მიღებული ქულა	0.33	0.82	0.57	0.02	0.74	0.11	1.00	
GPA	0.20	0.52	0.39	-0.03	0.43	0.00	0.59	1.00
	განვლილი პროგრამით კამყოფილება	აქტიუობა	შუალედური	შუალედურის აღდგენა	დასკვნითი	დასკვნითის აღდგენა	მიღებული ქულა	GPA

As for the non-Georgian speaking sector, in this case too, in relation to each component of academic performance, the correlation coefficients of total satisfaction with the completed program do not exceed or slightly exceed 0.1, which also indicates the absence of correlation.

Table 2. Correlation between overall satisfaction with the completed program and academic performance (non-Georgian sector)

განვლილი პროგრამით კამყოფილება	1.00							
აქტიუობა	0.07	1.00						
შუალედური	0.04	0.51	1.00					
შუალედურის აღდგენა	-0.02	-0.36	-0.79	1.00				
დასკვნითი	0.10	0.48	0.48	-0.27	1.00			
დასკვნითის აღდგენა	-0.03	-0.13	-0.15	0.16	-0.36	1.00		
მიღებული ქულა	0.11	0.79	0.61	-0.34	0.85	-0.12	1.00	
GPA	0.11	0.61	0.40	-0.29	0.47	-0.15	0.61	1.00
	განვლილი პროგრამით კამყოფილება	აქტიუობა	შუალედური	შუალედურის აღდგენა	დასკვნითი	დასკვნითის აღდგენა	მიღებული ქულა	GPA

According to the results of the SWOT analysis, the weaknesses of the university are:

1. Low scientific-research activity of staff and students;
2. insufficient promotion of professional development of personnel;
3. Scarcity of foreign academic and invited personnel;
4. Defects in the operation of the university's automated educational process management system;
5. Insufficient level of foreign language teaching;
6. Scarcity of human resources in separate directions;
7. The problem of sharp separation of functions between university structures;
8. Low involvement in student exchange programs.

Recommendations of the Quality Management Department:

1. Further modification of the educational programs operating at the university should be carried out, taking into account the identified needs:
 - a) to strengthen the developing components of the English language, as well as practical skills, to implement the use of modern and effective methods of teaching and assessment, to update the teaching material;

- b) to strengthen the elements of internationalization of programs - attracting foreign teachers, introducing English-language study courses, using English-language study resources;
2. To carry out activities focused on raising the pedagogical and sectoral competence of the implementers of educational programs, including promotion of international mobility;
 3. To implement the research activity of students and academic/scientific staff, including events focused on encouraging involvement in international research;
 4. Ensure that structural units of the university are staffed with qualified and sufficient administrative/support staff
 5. Implement activities to increase the participation of students in exchange programs;
 6. To introduce joint educational programs;
 7. To ensure the opportunity to carry out the educational process in an organized manner;
 8. Activities should be done to improve the electronic system of educational process management;
 9. Increase the efficiency of the university library both by enriching resources and improving services;
 10. Ensuring the regularity and organization of the university's website (ability to easily find the necessary information);
 11. Ensuring the availability of university regulations to the university community;
 12. To ensure the improvement of the quality of food in the cafeteria;
 13. to review the personnel workload and salary policy;
 14. Implement activities to raise corporate communication culture.