

ASSESSMENT OF THE QUALITY CULTURE IN SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

The quality culture at the University means:

a system approach to the management of the quality of education, aimed at ensuring the highest standards of the quality of learning, teaching, research and interaction between all participants of the educational process.

It provides the creation of an environment in which quality is the main value and all members of the university community are united by the value of quality, responsibility for the quality of their activities and the desire for improvement.

According to the definition of the concept of quality culture, its components were distinguished:

I. Valuable: the presence of common values, principles, expectations and ideas about the quality of education.

II. Administrative: availability of certain standards, clarity of defined processes and responsibilities of specific persons, accepted methods of coordinating efforts, etc.; ensuring the quality of education.

To assess the existing quality culture at Simon Kuznets Kharkiv National University of Economics, a survey was introduced among university academic staff and students.

Poll

Evaluation of the quality culture at the S. Kuznets KhNUE

Survey description

Purpose: assessment of the quality culture at Simon Kuznets Kharkiv national university of economics

Task:

1) Evaluation of the value component of the quality culture: identifying the opinion of respondents regarding the quality of education at S. Kuznets KhNUE.

2) Evaluation of the managerial component of the quality culture: respondents' evaluation of the areas of education quality assurance and feedback at the university

3) Respondents' assessment of the general level of quality culture at the university.

4) Identification of respondents' open proposals regarding the development of a quality culture at the university

Respondents:

- students of the University of the first (bachelor) level, third year of full-time education

The choice of higher education applicants of the first (bachelor) level of the III year is due to the fact that in this course the applicants have already fully adapted to studying at the university and continue their studies (in contrast to fourth-year students who carry out pre-diploma practice and write diploma theses), know its features, have experience of interaction with the majority of teachers and structural divisions, the student body is already formed, so they can evaluate both the value component of the quality culture and the management culture.

- full-time teachers of S. Kuznets KhNUE.

Method: online survey (Google Forms); anonymously; voluntarily. The definition of the concept of quality culture was given to the respondents before the start of the survey.

The participation of the respondents was as follows:

- 142 students of higher education (11.41% of third-year students of higher education)

- 190 teachers (49.9% of full-time university teachers)

Survey results

I. Evaluation of the value component of the culture of quality: identifying the opinion of respondents regarding the quality of education at S. Kuznets KhNUE.

1.2. Answers of students of higher education

The vast majority of respondents (91.5%) believe that they are receiving high-quality higher education at the university, more than half of them answered "Yes" (54.9%), more than a third answered "Rather yes" (36.9%) .

Obtaining a high-quality higher education is important for 96.5% of respondents, in particular, 65.2% of students noted that it is "Very important", 36.9% - "Rather important"

The vast majority of respondents (80.1%) rated their diligence in obtaining a high-quality higher education as "5 - excellent" (39.7%) and "4 - good" (40.4%) (the rating was carried out on a 5-point scale) .

93.6% of respondents believe that the university pays enough attention to the quality of education of applicants (46.8% - "Yes", 46.8% - "Rather yes") .

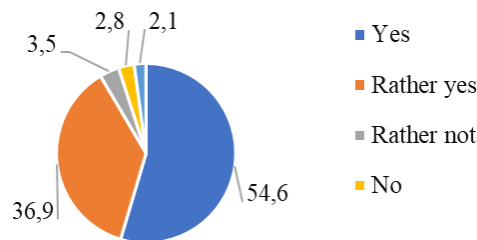
According to the respondents, the administration, teachers, and students of higher education of the university are united by the value of the quality of education (92.5%), in particular, half of them answered unequivocally "Yes" (51.8%) and 40.4% - "Rather yes".

The answers of applicants for higher education are presented in the graphs: questions for applicants 1-5.

Questions for applicants.

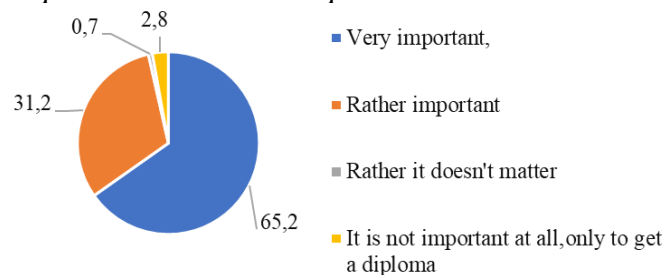
1. Do you think that what you are getting at S. Kuznets KhNUE quality higher education?

Positive answers: "Yes" + "Rather yes" - **91.5%**.



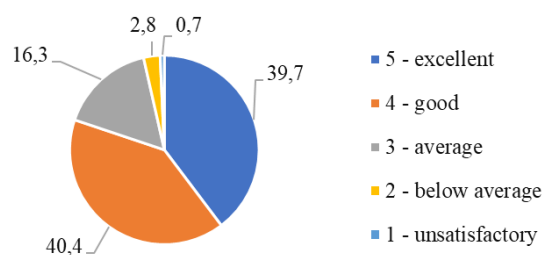
2. How important is it for you to get a high-quality higher education?

Positive answers: "Very important" + "Rather important" - **96.5%**



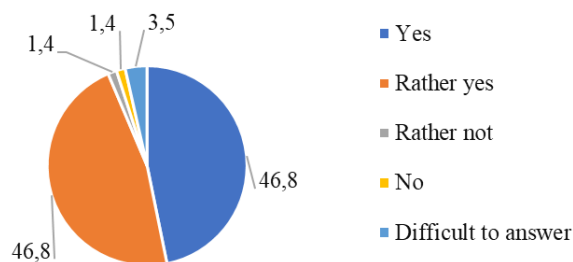
3. How would you rate your diligence in obtaining a high-quality education at S. Kuznets KhNUE (on a 5-point scale)?

Positive ratings: "5-excellent" + "4-good" - **80.1%**



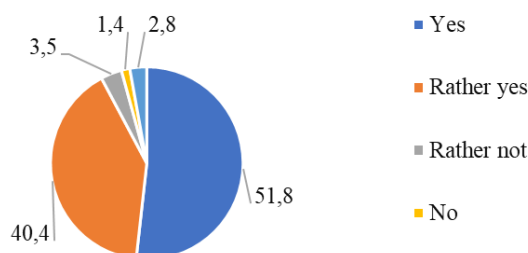
4. Do you think that the university pays enough attention to the quality of education of those seeking higher education?

Positive answers: "Yes" + "Rather yes" - **93.6%**



5. In your opinion, are the administration, teachers, and students of higher education of the university united in the value of the quality of education?

Positive answers: "Yes" + "Rather yes" - **92.2%**



Conclusion . The answers of higher education seekers give an opportunity to assume that quality higher education is a value for them and they strive to obtain it. They also believe that the quality of education of applicants at the university is given sufficient attention and that the administration, teachers and applicants are united in the question of the value of the quality of education.

In this way, the valuable component of the quality culture is highly valued by those who acquire higher education .

1.2. Teachers' answers

The vast majority of the surveyed teachers believe that the university has an understanding of the concept of "Quality culture" (86.8% answered "Yes" and there is a desire to develop a quality culture (90.5%), in particular, they noted that the university "is very eager 61.6% of respondents to create a high quality culture, 28.9% "rather aspires " .

According to the opinion of the majority of respondents (95.3%), the educational environment created at S.Kuznets KhNUE contributes to the improvement of the quality of education, about half answered "It contributes to the full extent" (49.5%), "It mostly contributes" - 45.8%.

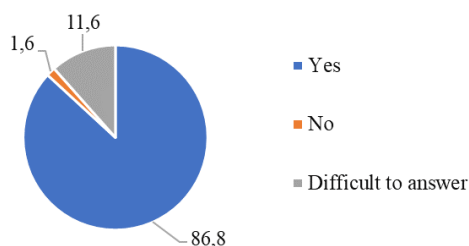
According to the interviewed teachers, the administration, teachers, students of higher education are united by the value of the quality of education (88.4%), answered "Yes" - 47.4%, "Rather yes" - 41.7%.

Teachers answered that they are interested in compliance with quality standards (93.6%), in particular "Very interested" - 47.7%, "Rather interested" - 48.9%.

Teachers' answers are presented in the graphs: questions for teachers 1-5

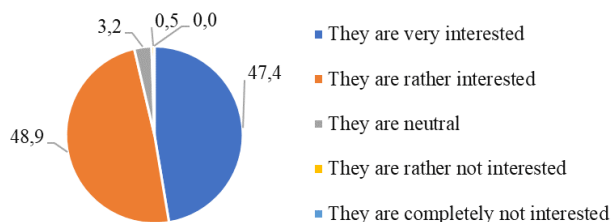
Questions for teachers.

1. In your opinion, does our university have an understanding of what a "quality culture" is?



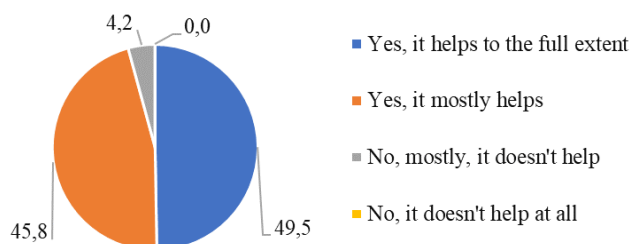
2. Are university teachers interested in meeting quality standards?

Positive answers: "Are very interested" + "Are rather interested" - **96.3%**



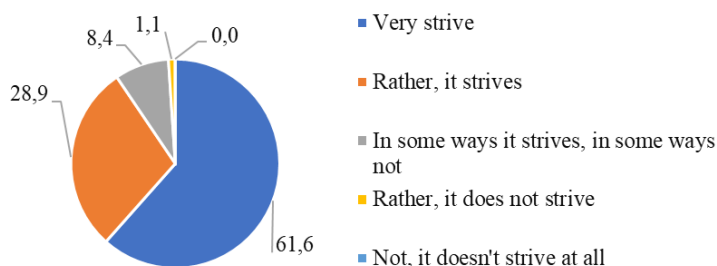
3. In your opinion, does the created university educational environment contribute to the continuous improvement of the quality of education?

Positive answers: "Yes, helps to the full extent" + "Yes, mostly helps" - **95.3 %**



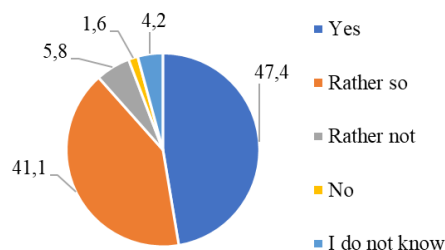
4. To what extent, in your opinion, does the university strive to create a high quality culture?

Positive answers: "Very eager" + "Rather eager" - **90.5%**



5. Are the administration, teachers, employees, students of higher education united in the value of the culture of quality?

Positive answers: "Yes" + "Rather yes" - **88.4%**



Conclusion. The teachers' answers give an opportunity to assume that high-quality higher education is a value for them and they strive for high-quality education of higher education students. According to the respondents, the university has an understanding of the concept of "Quality culture", conditions have been created for its development, and there is a unity of the administration, teachers and students in the issue of the value of the quality of education.

In this way, the valuable component of the culture of quality is highly appreciated by the teachers.

II. Evaluation of the managerial component of the quality culture: respondents' evaluation of the areas of education quality assurance and feedback at the university

2.1. Evaluation of directions for ensuring the quality of education at the university

Evaluation was carried out on a 5-point scale (5-excellent, 4-good, 3-average, 2-below average, 1-bad, 0 - difficult to answer/don't know) and the average score was calculated for each question and in total for all questions ; the percentage of each grade for the questions and the sum of grades 5-excellent, 4-good) were calculated. The list of questions slightly differed for students of higher education and teachers.

2.1.1. Answers of students of higher education

The average grade for all areas of assessment is 4.31 points. All questions are rated in the range of 3.99 - 4.55 points. The difference between the highest and the lowest score is 0.56 points.

The majority of grades for all questions are " **5-excellent** " (within 46.1% - 68.1%). The percentage of " **5-excellent** " + " **4-good** " grades is in the range of 74.5% - 93.6% (Table 1).

higher than others:

- *Relations in the student body: understanding, benevolence, mutual assistance, etc.) – 4.55 points;*
- *Relevance and transparency of information on official university resources - 4.50 points;*
- *Material and technical support of the educational process (PNS, educational and methodological, library, program resources, etc.) – 4.48 points.*

Lower than other rated:

- *Mechanisms for resolving conflict situations and taking into account the complaints of students of higher education at the university - 3.99 points;*
- *Activity of student self-government, youth organization in university life – 4.05 points;*
- *Compliance of the educational program with modern requirements and needs of the industry - 4.09 points.*
- **Difficult to answer /don't know"** responses > 5.0%:
- *Activity of student self-government, youth organization in university life – 7.1%;*
- *Mechanisms for resolving conflict situations and taking into account the complaints of higher education applicants at the university - 7.1%.*

Table 1

Evaluation of directions for ensuring the quality of education by students of higher education

Areas of quality assurance	5	4	3	2	1	0	Assessments "5" + "4"	GPA
	Number of responses, %						%	mark
Development of policies and strategies of the university regarding the quality of education and their implementation	47.5	36.2	8.5	2.8	0.7	3.5	83.7	4.17 ¹²
Relevance and transparency of information on official university resources	66.0	24.1	5.0	2.1	1.4	0.7	90.1	4.50 ²
Informing students of higher education about current issues of the educational process and issues of ensuring the quality of education	57.4	31.2	5.7	1.4	2.1	1.4	88.7	4.38 ⁷
Material and technical support of the educational process (PNS, educational and methodological, library, program resources, etc.)	63.1	28.4	4.3	0.7	2.1	0.7	91.5	4.48 ³
The relevance of your educational program to the current requirements and needs of your industry	51.8	22.7	15.6	4.3	2.1	2.8	74.5	4.09 ¹³
Quality of teaching	47.5	34.0	14.2	1.4	1.4	0.7	81.6	4.23 ¹¹

Quality of assessment of learning outcomes (attention, objectivity, impartiality)	46.1	39.7	9.9	2.1	0.7	0.7	85.8	4.28 ¹⁰
The possibility of participation of applicants in scientific research, conferences, projects, programs	68.1	19.9	6.4	0.0	1.4	3.5	87.9	4.44 ⁴
Activity of student self-government, youth organization in university life	52.5	25.5	10.6	1.4	2.1	7.1	78.0	4.05 ¹⁴
Implementation of a culture of academic integrity among applicants	55.3	34.8	5.7	1.4	1.4	0.7	90.1	4.40 ⁵
Academic support and recognition of achievements of students	61.7	25.5	6.4	0.0	2.1	3.5	87.2	4.35 ⁸
Providing feedback to students of higher education: revealing opinions on current issues of education and training through surveys, public discussions of educational programs, invitations to quality assurance groups, etc.	55.3	34.0	4.3	1.4	0.7	3.5	89.4	4.33 ⁹
Mechanisms for resolving conflict situations and taking into account the complaints of students of higher education at the university	46.8	31.9	9.2	2.1	2.1	7.1	78.7	3.99 ¹⁵
The level of communication between the administration and students of higher education: the opportunity to ask the necessary questions, openness to the initiatives of students of higher education, etc.	58.9	29.8	5.7	1.4	1.4	2.1	88.7	4.38 ⁶
Relations in the student body: understanding, goodwill, mutual assistance, etc.)	67.4	26.2	2.8	0.0	1.4	1.4	93.6	4.55 ¹

Marking:

X is a ranking place

Conclusion. Higher education applicants highly rated the proposed directions for ensuring the quality of education at the university: the average grades are in the range of 3.99-4.55 points, the overall average grade is 4.31 points; the vast majority of ratings are "5-excellent".

Questions that are rated lower than others (combined percentage of 5-Excellent and 4-Good < 80%) and Difficult/Don't Know answers that have more than 5.0% need attention.

2.1.2. Teachers' answers

The average score in all directions is 4.50 points (0.19 points higher than that of the winners). The criteria were evaluated in the range of 3.14 - 4.74 points. The difference between the highest and the lowest score is 0.60 points.

The majority of grades for all questions are " **5-excellent** " (within 52.6% - 80.5%). The percentage of " **5-excellent** " + " **4-good** " grades is in the range of 84.2% - 97.9% (Table 2).

higher than others:

- *Relevance and transparency of information on official university resources - 4.74 points;*
- *The level of communication between the head of the department, the dean and teachers: the opportunity to ask the necessary questions, openness to initiatives, etc. - 4.73 points;*
- *Implementation of regular updating of educational programs in accordance with modern requirements and needs of stakeholders - 4.72 points.*

Lower than other rated:

- *Support and recognition of teachers' achievements by the administration - 4.14 points;*
- *Mechanisms for resolving conflict situations and considering teachers' complaints at the university - 4.22 points;*
- *The level of communication between the administration and teachers and employees: the opportunity to ask the necessary questions, openness to initiatives, etc. – 4.33 points.*

Table 2

Evaluation of directions for ensuring the quality of education by university teachers

Areas of quality assurance	5	4	3	2	1	0	Assessments 5 and 4	Average mark
	Number of responses, %						%	mark
Development of policies and strategies of the university regarding the quality of education and their implementation	67.9	25.3	4.2	0.0	0.5	1.6	93.2	4.56⁷
Relevance and transparency of information on official university resources	75.8	22.1	1.1	0.0	0.5	0.0	97.9	4.74¹
Informing teachers, employees and students of higher education about issues of ensuring the quality of education and current issues of the educational process	67.4	25.8	4.7	0.5	0.0	1.1	93.2	4.58⁵
Material and technical support of the educational process: PNS, conditions and resources for training, teaching, research activities, in particular in conditions of martial law)	73.2	20.0	4.7	0.5	0.0	1.1	93.2	4.63⁴
Corporate communication system between departments, teachers, administration	54.2	32.6	9.5	1.1	0.5	1.6	86.8	4.35¹¹
Implementation of regular updating of educational programs in accordance with modern requirements and needs of stakeholders	80.5	13.7	3.7	0.5	0.0	1.1	94.2	4.72³
Implementation of a culture of academic integrity among teachers and students of higher education	70.5	23.2	5.3	0.0	0.0	0.5	93.7	4.63⁴
Availability of opportunities for professional and pedagogical development of teachers within the university	53.7	36.3	5.8	1.6	0.5	1.6	90.0	4.37¹⁰
Support and recognition of teachers' achievements by the administration	46.3	33.7	13.7	1.1	2.1	2.6	80.0	4.14¹⁴
Taking into account the opinion of higher education seekers regarding the quality of education (educational programs, educational components, etc.) at the university (results of surveys, public discussions, etc.)	61.1	30.5	5.3	0.5	0.0	2.1	91.6	4.47⁸
Providing feedback to teachers through anonymous surveys, public discussions, etc	68.9	24.7	3.2	0.0	1.6	1.1	93.7	4.57⁶
Mechanisms for resolving conflict situations and taking into account the complaints of teachers at the university	55.3	28.9	8.4	0.5	1.6	4.7	84.2	4.22¹³
The level of communication between the administration and teachers and employees: the opportunity to ask the necessary questions, openness to initiatives, etc.	52.6	36.3	6.8	0.5	1.1	2.1	88.9	4.33¹²
The level of communication between the head of the department, the dean and teachers: the opportunity to ask the necessary questions, openness to initiatives, etc.	79.5	16.8	1.1	1.1	0.5	0.5	96.3	4.73²
General socio-psychological atmosphere at the university: mutual understanding, benevolence, mutual assistance, etc.)	56.3	32.6	8.4	0.0	0.5	1.6	88.9	4.40⁹

Marking:

X^x is a ranking place

Conclusion . The teachers rated the proposed directions for ensuring the quality of education at the university highly: the average grades are in the range of 3.14 - 4.74 points, the overall average grade is 4.50 points, which is slightly higher than that of the passers. The vast majority of grades, like those of the winners, are "5-excellent".

In contrast to the responses of higher education applicants, questions that are rated lower than others have a combined percentage of 5-excellent and 4-good > 80%, so they do not need special attention. All "Difficult to answer/don't know" responses are less than 5%.

If we compare the average evaluation scores of the respondents (Table 3), we find that the teachers' evaluations are slightly higher than those of the students. The biggest difference – 0.39 points – is related to the development and implementation of university policies and strategies regarding the quality of education (Table 3).

Table 3

Comparison of average evaluations of the criteria for ensuring the quality of education higher education students and teachers

Criteria	I will make the eyes	laid out giving
	mark	mark
1. Strategic management		
Development of policies and strategies of the university regarding the quality of education and their implementation	4.17	4.56
2. Availability of information		
Relevance and transparency of information on official university resources	4.50	4.74
Information on current issues of the educational process and issues of ensuring the quality of education	4.38	4.58
3. Infrastructure		
Material and technical support of the educational process (PNS, educational and methodological, library, program resources, etc.)	4.48	4.63
Corporate communication system between departments, teachers, administration	-	4.35
4. Updating educational programs		
The relevance of your educational program to the current requirements and needs of your industry	4.09	-
Implementation of regular updating of educational programs in accordance with modern requirements and needs of stakeholders	-	4.72
5. The quality of the educational process		
Quality of teaching	4.23	-
Quality of assessment of learning outcomes (attention, objectivity, impartiality)	4.28	-
6. Involvement of students of higher education		
The possibility of participation of applicants in scientific research, conferences, projects , programs	4.44	-
Activity of student self-government, youth organization in university life	4.05	-
6. Academic integrity		
Implementation of a culture of academic integrity among applicants	4.40	4.63
7. Academic support		
Academic support and recognition of achievements of students	4.35	-
Availability of opportunities for professional and pedagogical development of teachers within the university	-	4.37
Support and recognition of teachers' achievements by the administration	-	4.14
8. Feedback and evaluation system		
Providing feedback to students of higher education: revealing opinions on current issues of education and training through surveys, public discussions of educational programs, invitations to quality assurance groups, etc.	4.33	-

Mechanisms for resolving conflict situations and taking into account the complaints of students of higher education at the university	3.99	-
Taking into account the opinion of higher education seekers regarding the quality of education (educational programs, educational components, etc.) at the university (results of surveys, public discussions, etc.)	-	4.47
Providing feedback to teachers through anonymous surveys, public discussions, etc	-	4.57
Mechanisms for resolving conflict situations and taking into account the complaints of teachers at the university	-	4.22
9. A culture of openness and cooperation		
The level of communication between the administration and students of higher education: the opportunity to ask the necessary questions, openness to the initiatives of students of higher education, etc.	4.38	-
Relations in the student body: understanding, goodwill, mutual assistance, etc.)	4.55	
The level of communication between the administration and teachers and employees: the opportunity to ask the necessary questions, openness to initiatives, etc.	-	4.33
The level of communication between the head of the department, the dean and teachers: the opportunity to ask the necessary questions, openness to initiatives, etc.	-	4.73
General socio-psychological atmosphere at the university: mutual understanding, benevolence, mutual assistance, etc.)	-	4.40
Average score	4.31	4.50

2.2. Respondents' assessment of feedback at the university

The issue of feedback and the response of managers to the suggestions and comments of higher education seekers and teachers is important in ensuring the quality of education, especially in terms of studying the culture of quality, therefore respondents were asked separate questions about participation in discussions of the quality of education, educational programs and the educational environment and consideration of their proposals.

2.2.1. Answers of students of higher education

According to the answers of those who obtained higher education, more than half of the respondents (53.2%) participated in surveys, public discussions, meetings of working groups for quality assurance of educational programs, student self-government, more than a third of them (39.7%) - more than once. 12.1% of respondents do not know about the implementation of such measures, they did not participate because they are not interested - 14.9%. We can say that this is a good result for the student environment.

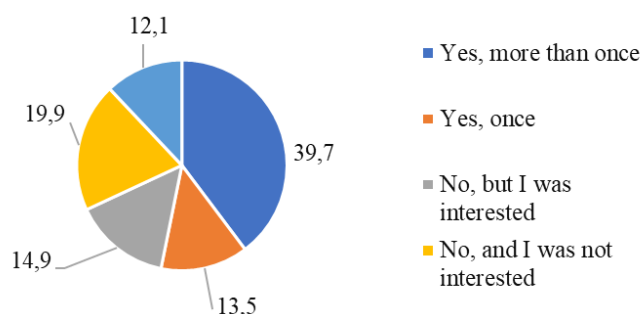
The vast majority of respondents (69.5%) feel that their proposals are taken into account at the university, in particular, 41.8% answered that "Always taken into account", 27.7 - "Sometimes". Almost a quarter of the respondents noted that they "Never expressed" their suggestions.

The applicants' answers are presented in the graphs: questions for applicants 7,8.

Questions for applicants.

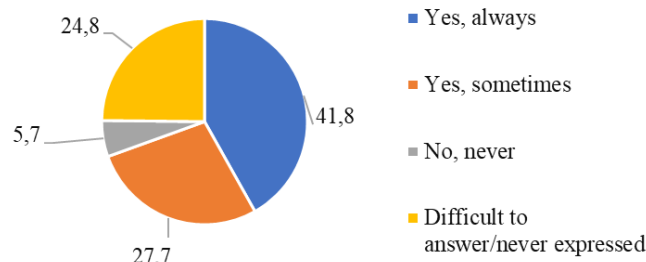
7. Have you personally participated in: polls, public discussions, meetings of working groups to ensure the quality of educational programs, student self-government, etc.?

Positive answers: "Yes, more than once" + "Yes, once" - 53.2%



8. Do you feel that your opinion and suggestions regarding the quality of education are taken into account at the university?

Positive answers: "Yes, always" + "Yes, sometimes" - **69.5%**



Conclusion. The responses of higher education students confirm that the university provides them with the opportunity to participate in the internal assurance of the quality of education, the evaluation of the educational environment and educational programs, and the expression of proposals for improvement. More than half of respondents participate in such events and feel that their suggestions are taken into account.

In general, it can be said that the managerial component of the quality culture was highly rated by the higher education graduates of the university.

2.2.2. Teachers' answers

Almost all teachers (92.1%) confirmed that the university regularly monitors and evaluates the quality of education, and the results of monitoring and evaluation of the quality of education are used to improve the work of the university (88.4%), in particular, they answered that they "always use" 57.9%, "Frequently used" - 30.5%.

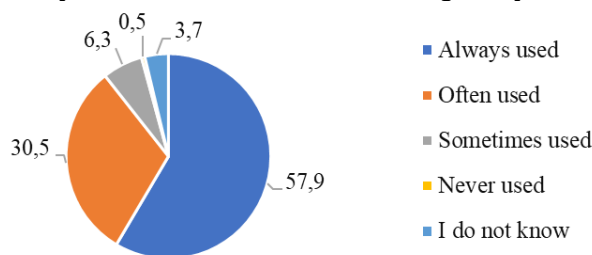
The vast majority of respondents (83.2%) also noted that the university administration listens to the opinion of teachers when making decisions related to the quality of education, in particular, 36.8% answered "Always", "Sometimes" - 46.3%. Those who indicated "Never" - 5.3%. 11.6% of the interviewed teachers did not express their suggestions.

Half of the respondents (50.5%) noted that they can personally influence the quality of education at the university, almost half (45.8%) that "They can influence in some ways, but not in some ways."

Teachers' answers are given in the graphs: questions for teachers 7-10.

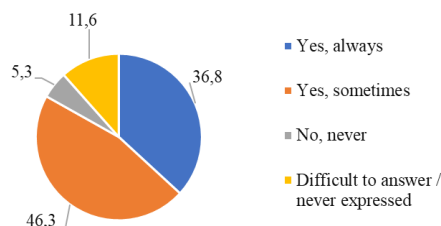
Questions for teachers.

7. Does the university monitor and evaluate the quality of education?



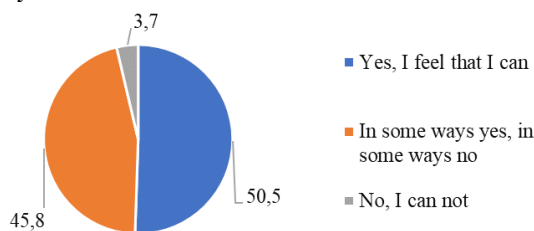
8. Are the results of monitoring and evaluation of the quality of education used to improve the work of the university?

Positive answers: "Always use" + "Often use" - **88.4%**

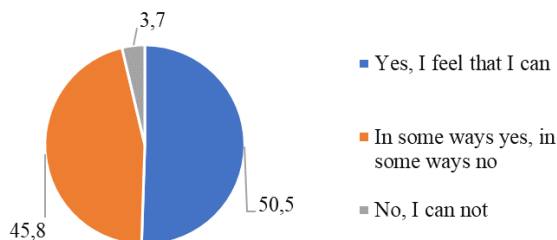


9. Does the university administration listen to the opinions of teachers when making decisions regarding the quality of education?

Positive answers: "Yes, always" + "Yes, sometimes" - 83.2%



10. Do you feel that you can personally influence the quality of education at our university?



Conclusion . The teachers highly appreciated the university's monitoring of the quality of education and the use of its results for improvement. Regarding the consideration of teachers' opinions when making decisions related to the quality of education, the respondents' answers show that this is done, but not always.

In general, it can be said that the managerial component of the quality culture was highly rated by university teachers.

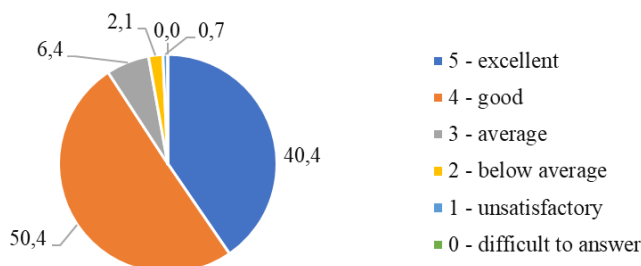
III. Respondents' assessment of the average level of quality culture at the university

As a separate question, all respondents were asked to rate the overall average level of quality culture on a 5-point scale: 5-excellent, 4-good, 3-average, 2-below average, 1-unsatisfactory, 0-difficult to answer.

3.1. Answers of students of higher education

Applicants of higher education generally rated the level of quality culture at the university highly: an average rating amounted to 4.16 points. The vast majority rated it as "4-good" (50.4%), 40.4% rated it as "5-excellent", and 6.4% rated it as "3-average".

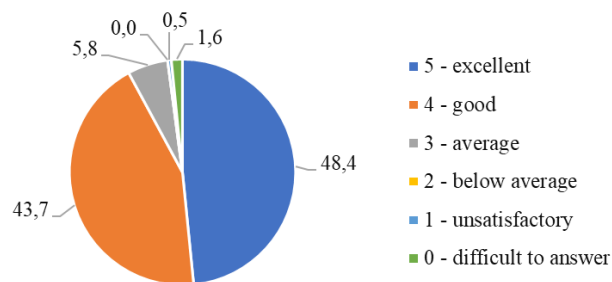
Positive answers: "5-excellent" + "4-good" - 90.8%



3.2. Teachers' answers

The teachers generally rated the level of quality culture at the university also highly: the average score was 4.35 points. The vast majority rated "5-excellent" (48.4%), 43.7% of teachers rated "4-good", and 5.8% rated "3-average".

Positive answers: "5-excellent" + "4-good" - 92.1%



Conclusion: A direct question about the evaluation of the quality culture at the university showed high ratings of the respondents, both teachers and students of higher education.

Conclusions based on the results of the survey

1. In order to assess the culture of quality at the university, a survey was conducted among full-time teachers and students of higher education of the first (bachelor) level of the third year. The survey was conducted anonymously, voluntarily, with the help of Google Forms .

2. The participation of respondents is sufficient to generalize the results: higher education recipients – 142 (11.41%), teachers – 190 (49.9%).

3. Before the start of the survey, the respondents were given a definition of the concept of "Quality culture", which is understood by the university. Valuable and managerial aspects of the culture of quality and its general assessment were evaluated. Respondents were asked to provide suggestions for the development of a quality culture at the university.

4. The results of the survey of applicants and teachers of the university showed that both aspects of the quality culture are highly rated, and the average rating of the quality culture at the university is also high.

5. Value aspect of quality culture. The answers of the respondents show that the quality of education is defined as a value by higher education students and teachers, it is noted that the administration, teachers and students are the combined value of the quality of education, and the created university educational environment contributes to the constant improvement of the quality of education. According to the self-assessment of higher education students, they make significant efforts to obtain high-quality education at the university, and teachers are interested in maintaining quality standards. According to the answers of the respondents, the development of the value aspect of the quality culture does not require additional measures, but maintenance at this level.

6. Management aspect. Ensuring the quality of education is highly appreciated by applicants and teachers. For all questions, the majority of ratings, both from applicants and teachers, are "5-excellent". The implementation of feedback and taking into account the opinion of applicants and teachers by the university administration is highly appreciated.

7. Students of higher education lower than the others (although higher than by 3.98 points) rated: "Mechanisms for resolving conflict situations and taking into account complaints of students of higher education at the university", "Activity of student self-government, youth organization in the life of the university", "Compliance of the educational program with modern requirements and needs of the industry." The total number of positive answers to these questions was less than 80%. The first two questions show an increased number of "Difficult to answer" responses, which is a signal of insufficient awareness. Therefore, it is advisable to pay attention to them.

8. The teachers of the university rated lower than the others (although higher than 4.13 points): "Maintenance and recognition of the achievements of teachers by the administration", "Mechanisms for resolving conflict situations and taking into account the complaints of teachers at the university", "The level of communication between the administration and teachers and employees: the opportunity to ask the necessary questions, openness to initiatives, etc. The combined ratings of positive answers to these questions were more than 80%, but there are open reviews on this topic, so they also need attention.

9. The average assessment of the level of quality culture at the university given by higher education applicants is 4.16 points, and given by teachers - 4.35 points. Positive evaluations by teachers: "5-excellent" + "4-good" make up 90.8%. The teachers' positive evaluations: "5-excellent" + "4-good" amounted to 92.1%.

10. According to the results of the survey, taking into account the high evaluations of the culture of quality and its components by students of higher education and university teachers, it can be concluded that the culture of quality created at the university is at a high level. It is necessary to maintain this level. According to the results of some evaluations, it is advisable to take certain additional measures for improvement.

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