

The background of the slide is a photograph of a grand, multi-story library. The room is filled with tall wooden bookshelves reaching up to the ceiling, packed with books. Several people are seen working at long wooden tables. In the foreground, a desk holds a blue globe, a book titled 'The Encyclopedia of Christmas Literature', and a laptop. The lighting is warm, coming from large windows and hanging lamps.

# Survey Data Analysis by ASPU, ASUE and NUACA



ESPAQ  
Survey Data Analysis  
by ASPU, ASUE and  
NUACA

## IMPRINT

ESPAQ—SURVEY DATA ANALYSIS BY ASPU, ASUE AND NUACA

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The European Students' Union (ESU) is being used to refer to "ESIB—The National Unions of Students in Europe", Belgian asbl BEo89o.o19.936, due to the fact that both legal entities are going through a merging process. Likewise the visual identity of ESU is being used instead of the one from ESIB.

### AUTHOR

Irina Vanyan (NUACA), Nerses Gevorgyan (ASUE), Margarit Marukyan (ASUE), Ani Baghdasaryan (ASUE), Armen Grigoryan (ASUE), Maria Petrosyan (ASUE), Kristine Tanajyan (ASPU), Mariam Melkumyan (ASPU), Lilit Sahakyan (ASPU)

### CONTRIBUTORS

(NUACA): Hovhannisyan Varazdat, Vanyan Irina, Margaryan Garnik, Sargsyan Tiruhi, Poghosyan Haykaz

### LAYOUT

Linus Rowedda

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## SAMPLE DESCRIPTION

A stratified sampling was used for the Survey. The chief conglomerate of the Survey was done with the students of ASPU Student Scientific Society (200 students), and sample conglomerate was counted by the following formula

$$n = \frac{n k_{\alpha}^2 \sigma^2 N}{\Delta^2 N + k_{\alpha}^2 \sigma^2}, \text{ where}$$

- $N$  Chief conglomerate,
- $n$  sample conglomerate,
- $k_{\alpha}$  reliability factor,
- $\sigma^2$  standard quadratic deviation,
- $\Delta$  sampling error limit

If we take  $N = 200$  student, reliability range  $\pm 10$ , sampling error limit  $-10\%$  and reliability with  $90\%$  probability, so the sample conglomerate becomes 51.

The levels of the chief conglomerate are ASPU faculties. It should be noted that the sample conglomerate was calculated based on the amount of the students from each faculty, so in general, we may say that non-proportional sampling was carried.

Sample conglomerate was distributed within all faculties on percentage in correspondence with the number of students of each Faculty.

For designing the final Sample the amount of Questionnaires provided for possible rejects were also taken into full account. For example  $1\%$  was added to final sampling to reduce the percentage of error as a result of possible drawbacks in the questionnaires.

In-depth interviews and focus group methods should necessarily be implemented on the basis of certain criteria.

To select the participants for In-depth interviews the following criteria were put forward , such as:

- Field of competence;
- Professional compliance with the current issues;
- Professional experience;
- Professional Scope of Activities.

So the participants for In-depth interviews were chosen based on the above mentioned criteria, that is employees from Education Development and Quality Assurance Division, Faculty representatives responsible for Quality Assurance which enabled the comprehensiveness of information.

Interviews were interrupted when information was repeated, or when comprehensive Information was already received on the proposed Subtasks.

The focus-groups included representatives from the following categories:

- 18–26 year old students from ASPU Student Scientific Society,
- Education Development and Quality Department employees,
- Faculty representatives responsible for quality assurance.

8 people were involved in Focus-group discussions. Qualitative research doesn't have the problem of representativeness, and sampling is carried out on the basis of certain criteria, that is the sample is not random but targeted.



# ASUE

## SURVEY

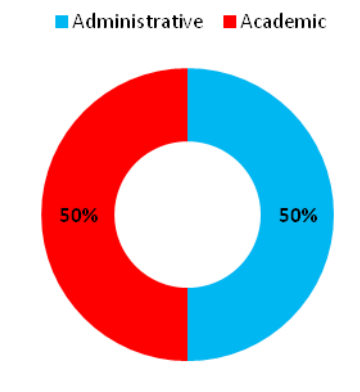
“State of art of students involvement in QA in Armenia”

Armenian State University of Economics (ASUE)

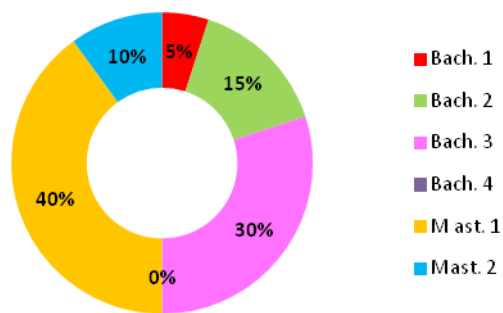
### Description of respondents according to their year of study, nature of work, and the experience in the quality assurance processes.

The survey was conducted among students and staff members of Armenian State University of Economics (ASUE) in order to reveal the level of student participation in quality assurance (QA) processes of the University. In the sample 30 respondents were included, 20 of which were students (10 in their undergraduate and 10 in graduate studies) and 10 employees (5 administrative and 5 academic staff members). 80% of respondents were female and 20% male. The average age of students was 22, and of the staff members—33 years. The main part of the students (70 percent) was in the 3rd year of Bachelor and 1st year of Master studies.

Graph 1 Staff position

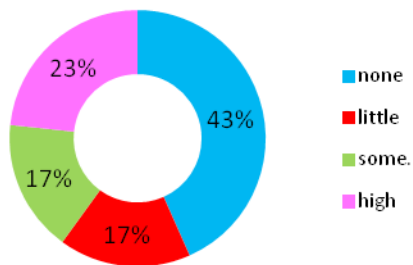


Graph 2 Course of study: enrollment year

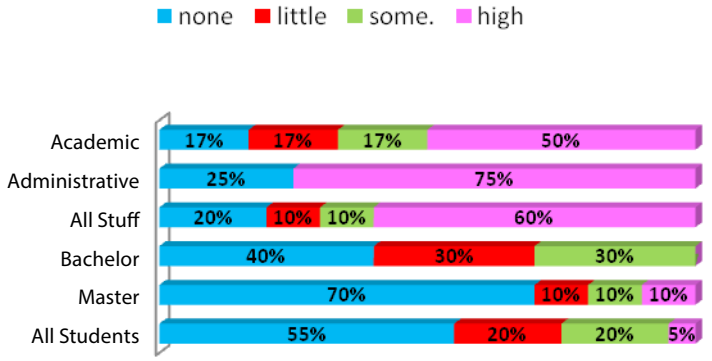


60% of the respondents had either no (43%) or little (17%) experience in the QA processes and standards. However, as seen, this figure differs for the staff members and students, as 70% of staff members had a high (60%) and moderate (10%) experience in QA processes. And 75% of the students, by contrast, either didn't have any experience (55%), or had a little experience (20%) in QA processes.

Graph 3 Experience in quality assurance processes and standards



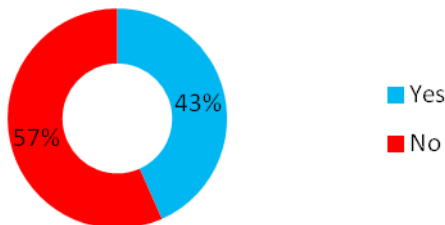
Graph 4 Experience in quality assurance processes and standards



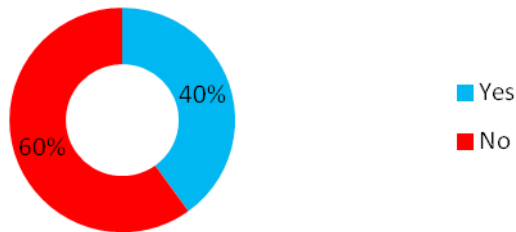
It should also be highlighted that the number of the experienced students would not even be 25% (students with high experience 5% and some experience 20%) if the ASUE QA department did not involve some students in the university self-assessment processes.

Such a significant difference in the experience in QA processes and standards of the students and the staff members prove that the quality assurance system at ASUE is not student-centered. For this reason the students are deprived of any chance to participate in the QA processes of the university. Experience of a number of the students was mainly related to a particular student's activism, especially, membership at student self-governance bodies or the experience as a student representative.

Graph 5 Experience as students representative

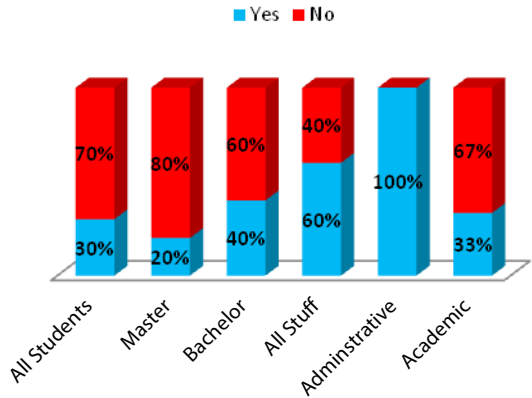


Graph 6 Experience as member of student associations

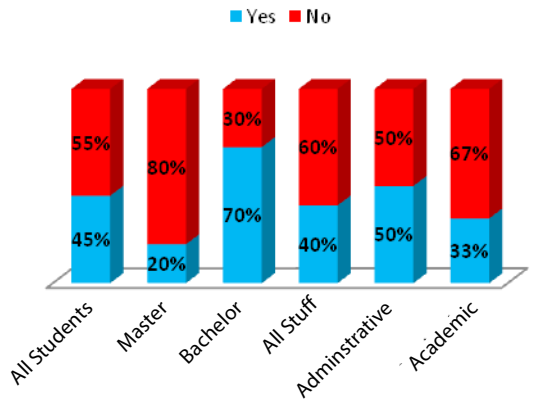


The pie-charts show that the main part of the respondents (60%) had never been members of the student associations and had no experience in representing student interests (57%). However, the staff members and students of ASUE who said they had any level of experience in QA processes (high, some or little) had been members in student associations or had a chance to represent students’ interests (in case of staff members during the university years).

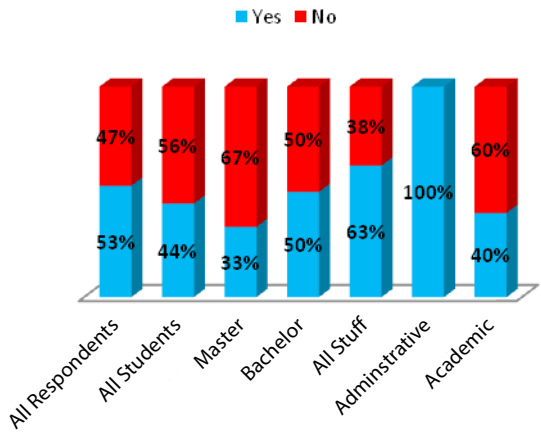
Graph 7 All Respondents



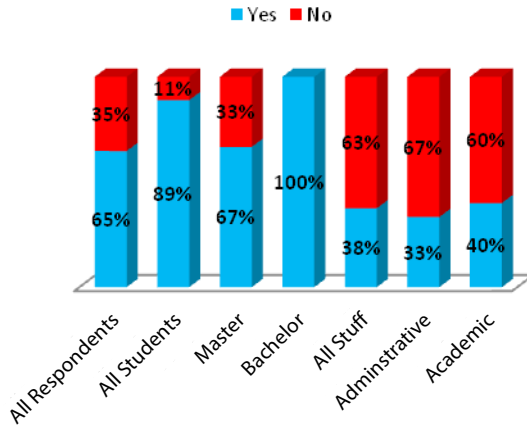
Graph 8 All Respondents



Graph 9 Respondents who have some, little or high experience in quality accuracy and standards



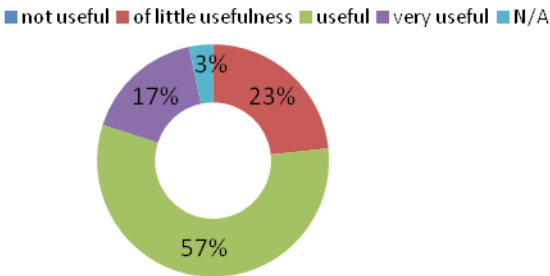
*Graph 10 Respondents who have some, little or high experience in quality assurance processes and standards*



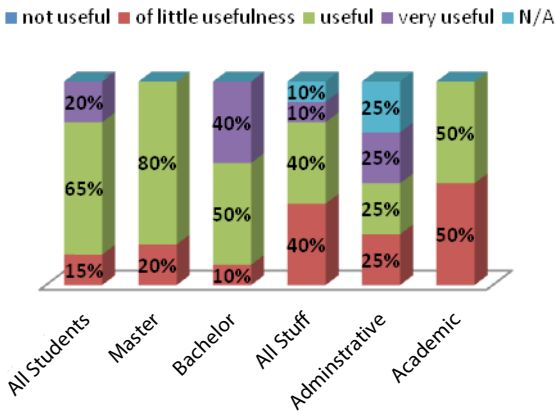
According to the survey results, if only 30% of all students were members of student associations, 44% of students experienced in QA processes were members of student associations. Similarly, if 45% of all the students had a role as a student representative, 89% of the QA experienced students had been student representatives. So, it is obvious that the participation level in QA processes is much higher in case the respondents were student representatives in comparison to the average statistical rate of all the students (the latter responses are also included). This shows that in order to establish a student-centered QA system at ASUE, there is a necessity to increase the student involvement level in the QA processes and standards, as there is also a great untapped potential.

The research on the most effective factors of implementation of student-centered quality assurance system has shown that the respondents mostly stress from suggested 5 options the creation of academic staff-student liaison committees (77%), besides the engagement of students before starting any external quality assurance process (90%). From the perspective of significance the most useless or least useful process is letting students take active part during the external quality assurance visits (total 53.4%).

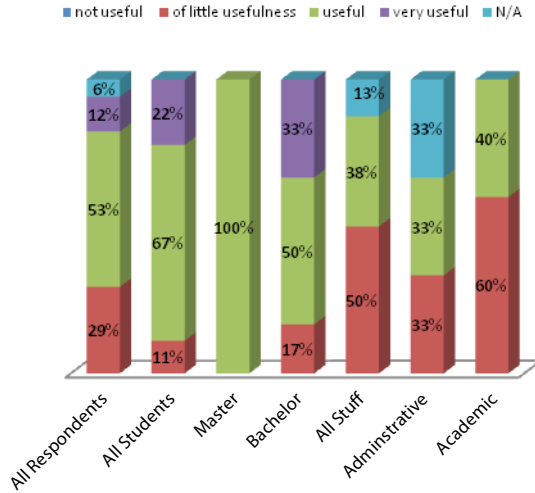
Graph 11 Making students participate in institutional decision-making processes



Graph 12 All Respondents



*Graph 13 Respondents who have some, little or high experience in quality assurance processes and standards*



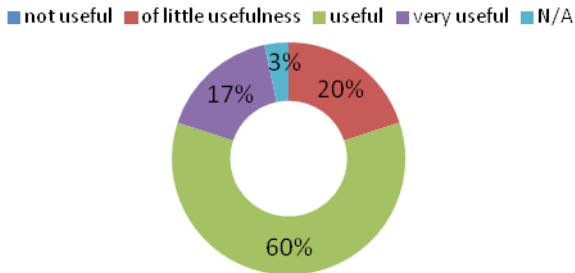
From the summary of perspectives of respondents that both have experience in QA process and don't have, it's become clear that engagement of students in the institutional decision making processes is more important for the students, than for the staff of university.

Thus, 85% of students consider the engagement of students in the institutional decision making process as important or very important and only 50% of staff sees the importance of it. Moreover, 50% of staff that have experience in QA consider the engagement of students in QA processes as little useful, no one considered the perspective as very important, and only 38% considers the perspective as useful.

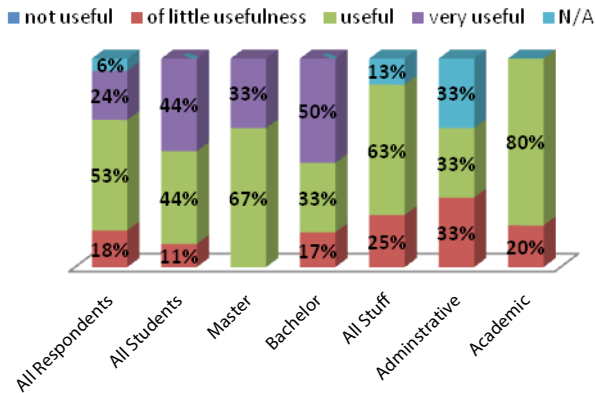
These results also stress that the QA process is not students centered by its nature and there is a need of convergence between perspectives of students and staff (and especially the staff that is involved in QA processes).



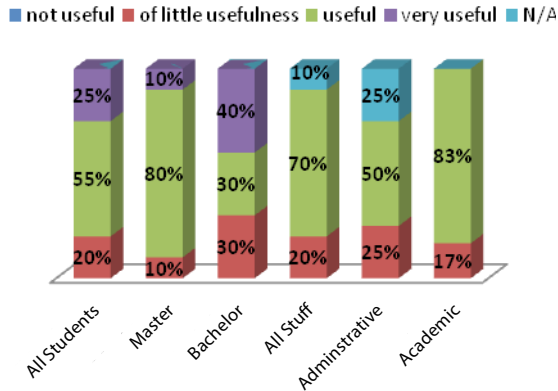
Graph 14 *Creating academic staff-student liaison committees*



Graph 15 *Respondents who have some, little or high experience in quality assurance processes and standards*



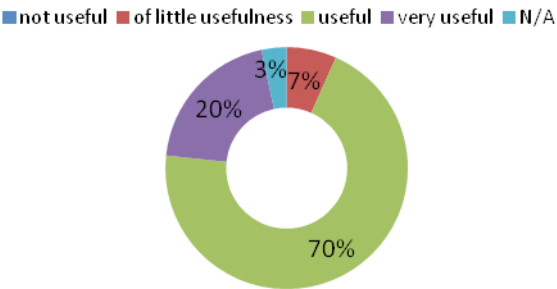
Graph 16 All Respondents



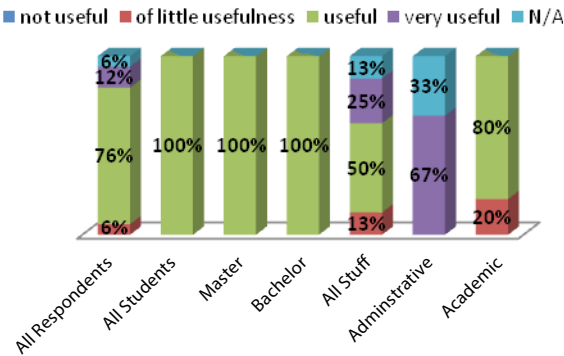
The issue also can be seen in the problem of creating academic staff-student liaison committees. As shown in the *graph* 60% of total respondents consider this approach as useful, 17% as very useful. However, if the 88% of students consider this approach as useful or very useful (44% per each case), only 63% of staff consider this approach as useful. Moreover, no one from staff considered it as very useful. On the contrary, they considered it of little usefulness twice as much as students did (25% students, 11% staff).

However, the perspectives of students and staff that have been already involved in the QA processes are more convergent. Although in this case no staff member considered this approach as useful, however, both students and staff considered this approach equally of little usefulness (20% both). From the other side, the staff that has experience in QA processes stressed the more importance of the problem, than the staff that hasn't been involved in QA.

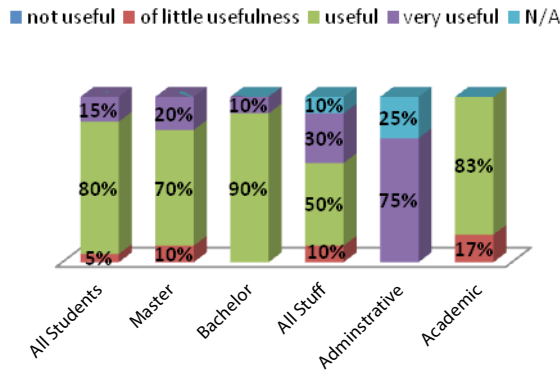
Graph 17 Include students as reviewers before any external quality assurance visit



Graph 18 Respondents who have some, little or high experience on quality assurance processes and standards



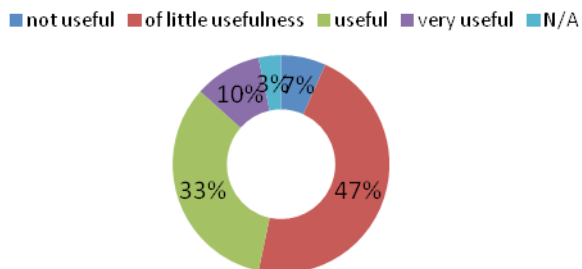
Graph 19 All Respondents



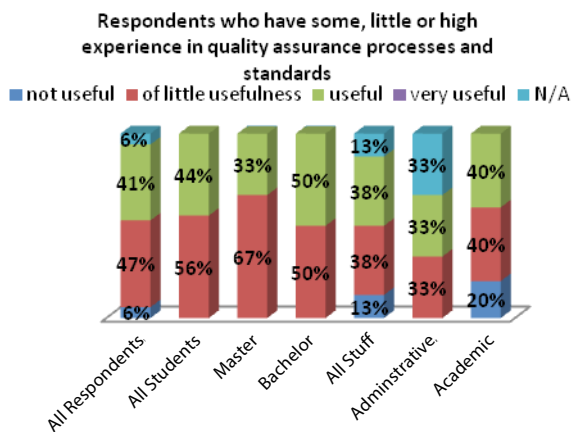
The respondents, depending on their status (student, representatives of HEI) and experience in QA processes, disagreed also concerning the issue of effectiveness of the engagement of students as participants in the external QA processes before starting them.

The students, independently from their experience in QA, are nearly unanimous that their involvement in the external QA process before starting it is either important or very important (total 95% and 88% of those who have experience). They gave nearly equal answers to this approach from the perspective of their little usefulness (5% of total and 6% of those who have experience). Less part of the staff concerned this approach as useful or very useful (80% of total and 75% of those who have experience). However, the answers of staff have twice as big shares as the answers of the students from the perspective of “little usefulness” and “very usefulness” of his approach. In comparison with students, depending from the fact of having experience in QA, 25–30% of staff concerned this approach as very useful (12–25% in the case of students). Moreover, 67% of administrative staff concerned this approach as very useful. In the same way, 10–13% of staff concerned this approach as of little usefulness in contrary with 5% of students.

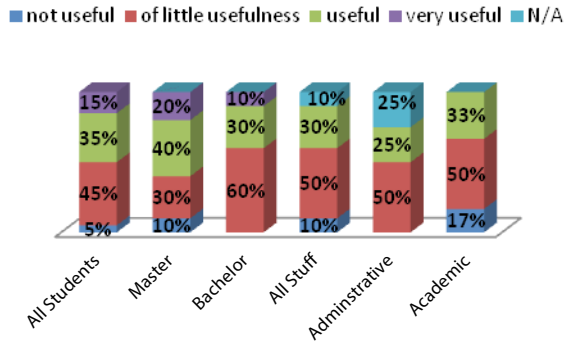
Graph 20 Let students take active part in external quality assurance visit



Graph 21 Respondents who have some, little or high experience in quality assurance and standards



Graph 22 All Respondents

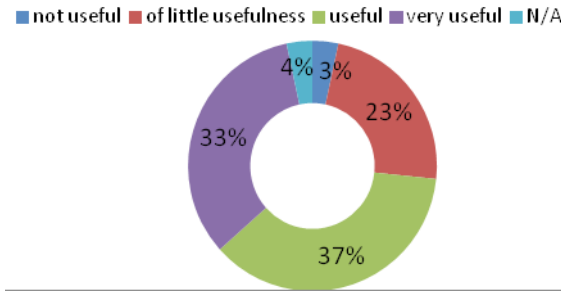


The answers of respondent students and staff are equal from the perspective of little usefulness, usefulness and very usefulness of the process of letting students take active part during the external quality assurance visits. 45% of total surveyed students (47% of those who have experience in QA) and 50% of staff (38% of those who have experience in QA) concerned this approach as little usefulness. In the same way, 35% of total surveyed students (41% of those who have experience in QA) and 30% of staff (38% of those who have experience in QA) concerned this approach as useful.

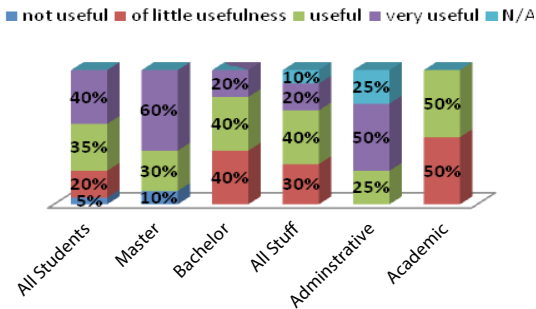
The main deviation concerning the importance of this question can be seen between students that have and don't have experience in QA, as well as, concerning the usefulness from the perspectives of staff and students. Thus, if 15% of surveyed students concerned this approach as very useful, whereas no one from the students that have experience in QA concerned it as very useful.

Moreover, if 5–6% of students concerned this approach as little usefulness (depending on the experience), whereas 10–13% of staff concerned this approach as little usefulness.

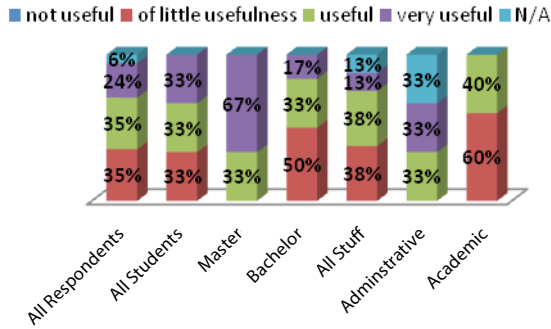
Graph 23 Let students being recruited by QA agencies to act in external assessment committees



Graph 24 All Respondents



*Graph 25 Respondents who have some, little or high experience in quality assurance processes and standards*



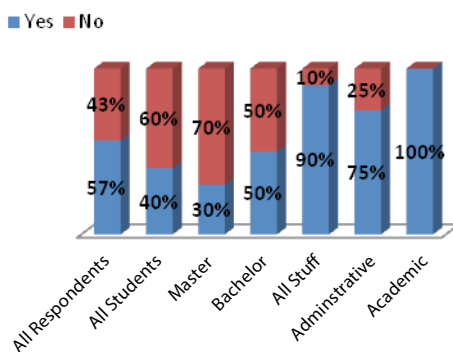
From the point of view of engaging students in external evaluation committees by the QA agencies 40% of surveyed students (24% of those who have experience in QA) concerned this approach as very useful, whereas, only 20% of staff (13% of those who have experience in QA) concerned this approach as very useful. Although 33–50% of administrative staff concerned this approach as very useful (depending on the level of experience in QA). From the point of view of concerning this approach as useful the answers of students and staff allocated close to each other: nevertheless, 35% of students and 38–40% of staff considered this approach as useful. From the point of view of concerning this approach as of little usefulness the perspectives of students and staff are also allocated close to each other, especially, for those who have experience in QA. Thus, 20% of surveyed students and 35% of students that have experience in QA concerned this approach as of little usefulness, with 30% of staff and 38% of experienced staff with the same perspective.

In terms of reaching a successful student-oriented QA system substantial deviation of students and staff responses and also inconsistency between experienced and non-experienced respondents answers shows that university staff and students clearly have no idea about students role in QA processes and standards.

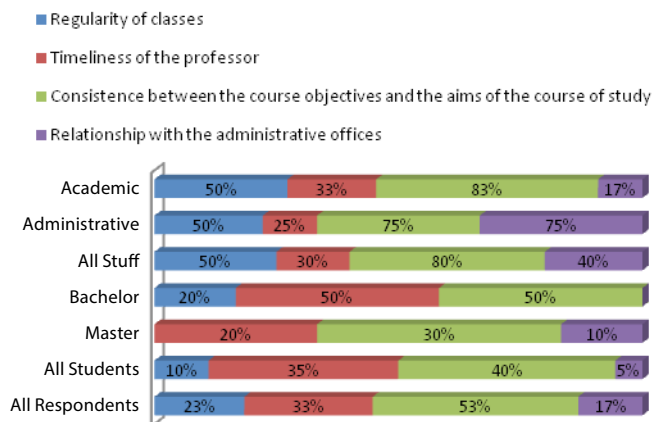
Analysis of students and staffs answers to the questions concerning opportunity to assess individual components of education process, students status in internal quality assurance and their role in quality assurance committees shows that students and staff approaches who have already involved in QA processes differed from each other. In particular the most experienced considered they had more possibilities to evaluate individual components of education process. Also if non-experienced regarded students solely as informants more experienced gave them principally an equal partners role or at worst functions as an active participant in QA process.



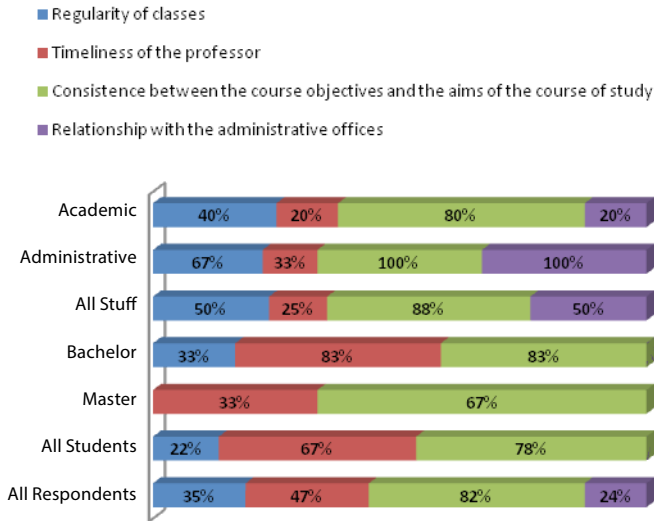
Graph 26 Do you think you ever had the opportunity to assess the quality of course organization?  
All Respondents



Graph 27



Graph 28

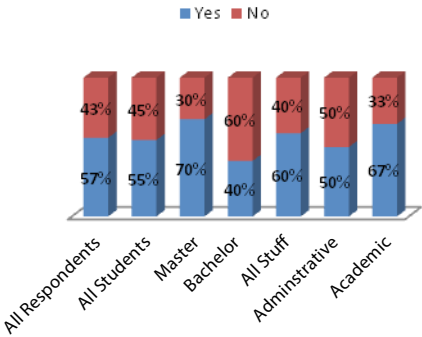


As we can see, if 57% of all students found they ever had opportunity to assess the quality of the course organization 88% of students who have experience in QA processes had already mentioned about same possibility. Experience factor in quality assurance processes does not affect staff responses with the exception of academic staff (100% of those that have experience and 75% of all lecturers said they had the opportunity to assess the quality of the course organization). In the case of the opportunity to assess the quality of the course organization 23% of respondents said they were used to assess regularity of classes, 35% of respondents: timeliness of professor, 53% of respondents: consistence between the course objectives and the aims of the course of study and 17% of respondents: relationship with the administrative offices. As regards respondents who have exprience in QA processes and standarts these factors assesment rates were accordingly 35%, 47%, 82% and 24%. As seen from responses of experienced in QA processes to questions they are focused on evaluation of more subjective factors. It must be stated that timeliness of the professor is more often highlighted as evaluation factor by students than by staff (67% against 25%). From the other side relationship with the administrative offices have not ever been evaluated by students and 40–50% of staff (depending on experience QA) emphasized this factor during assesment the quality of the course organization.

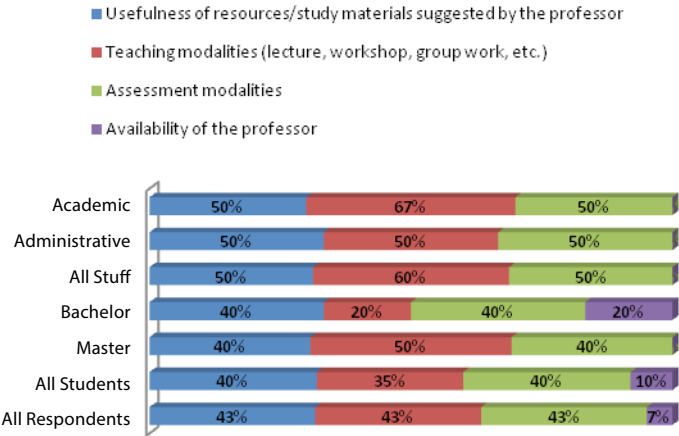
But it should be noted that evaluation of consistence between the course objectives and the aims of the course of study by students and staff that don't have experience in QA was highlighted in a different form. If 80% of non-experienced staff assessed this aspect in the case of opportunity only 40% of students evaluated it. In contrast just assessment of consistence between the course objectives and the aims of the course of study was considered as an important factor of curriculum evaluation by those that have experience in QA (88% against 78%).

It should also be noted that administrative staff gave priority to relationship with the administrative offices and consistence between the course objectives and the aims of the course of study (100% of administrative staff that has experience in QA processes were used to assess these two factors).

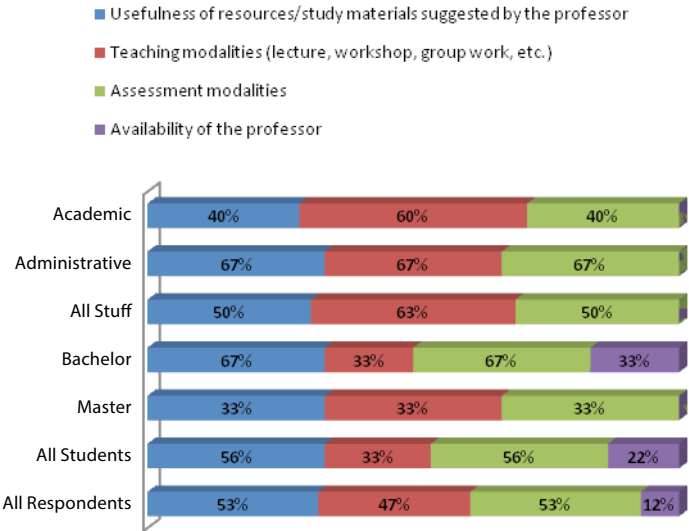
Graph 29 Do you think you ever had the opportunity to assess the quality of educational/didactical methodology used in courses? (All Respsnts)



Graph 30

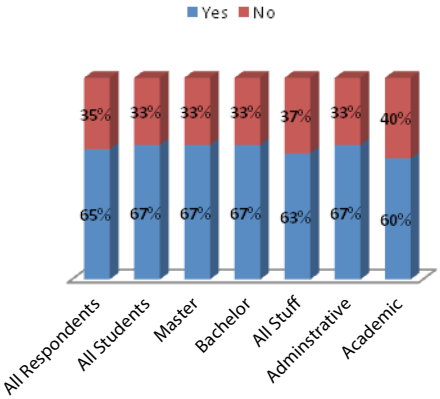


Graph 31



Graph 32 Do you think you ever had the opportunity to assess the quality to the educational/didactical methodology used in courses?

Responds who have some, little or high experience in QA processes and standards



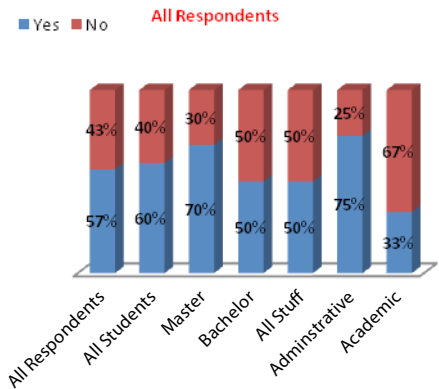
In contrast to previous rate in terms of opportunity to assess the quality of the educational/didactical methodology used in the courses students and staff answers were placed very close to each other. 57% of students and 67% of those who have already been involved in QA assumed they had the opportunity to assess the quality of the educational/didactical methodology used in the courses. This rate for staff by all respondents and experienced respondents was accordingly 60% and 63%:

It is clear from the survey results that the experience in QA processes and standards doesn't have essential impact on staff responses whereas as to students it caused crucial differences. Particularly the staff attached importance to usefulness of resources/study materials suggested by professor (50%), teaching (60–63%) and assessment (50%) modalities in the case of opportunity to assess the quality of the educational/didactical methodology used in the courses. None of the staff highlighted the estimation of availability of the professor.

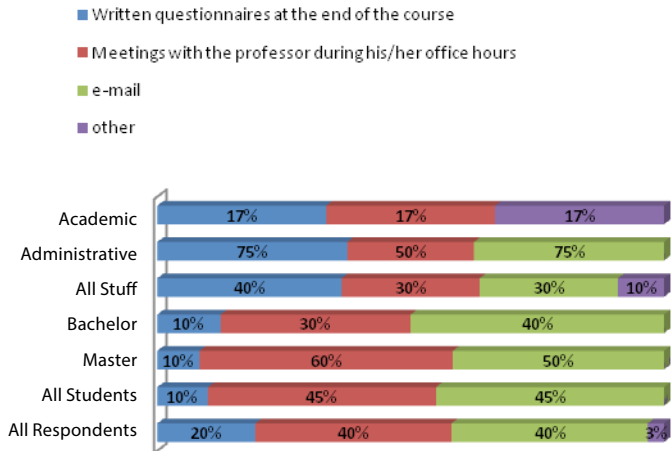
Having opportunity to assess the quality of the educational/didactical methodology used in the courses students took stock in following aspects: usefulness of resources/study materials suggested by the professor (40% of all respondents and 56% of those who have experience in QA), teaching (35% of all respondents and 33% of those who have experience in QA) and assessment (40% of all respondents and 56% of those who have experience in QA) modalities. Students also didn't give great importance to evaluation of availability of the professor (10% of all respondents and 22% of those who have experience in QA).

In the case of possibility to evaluate the quality of the educational/didactical methodology used in the courses it is visible from analyzing the frequency of estimated rates by students and staff that in addition to teaching modalities and availability of the professor other factors were equally highlighted by them.

Graph 33 Do you think you ever had the opportunity to make them explicit the critical aspect of the relationship with professors  
*All Respondents*

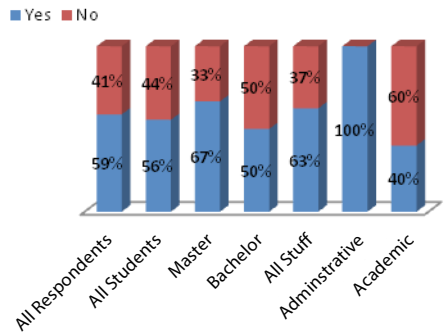


Graph 34

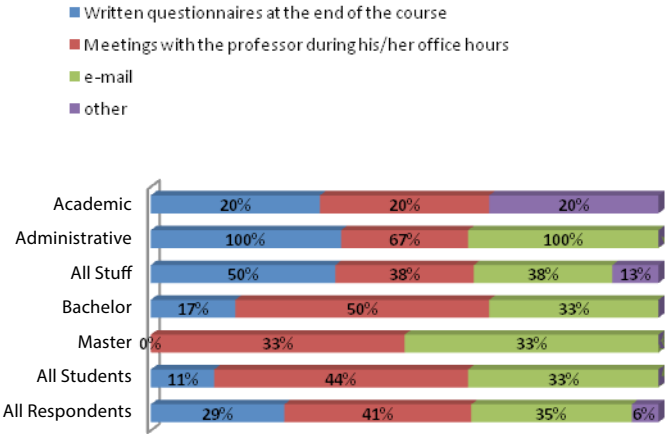


Graph 35 Do you think you ever had the opportunity to make them explicit the critical aspects of the relationship with professors

Respondents who have some, little or high experience in QA processes and standards



Graph 36



In the matter of having opportunity to make explicit the critical aspects of the relationship with professors students and staff answers also differed one from another. 50% of staff (63% of experienced staff) thought they had similar opportunity. With regard to students 60% of them found they had such an opportunity (56% of experienced students).



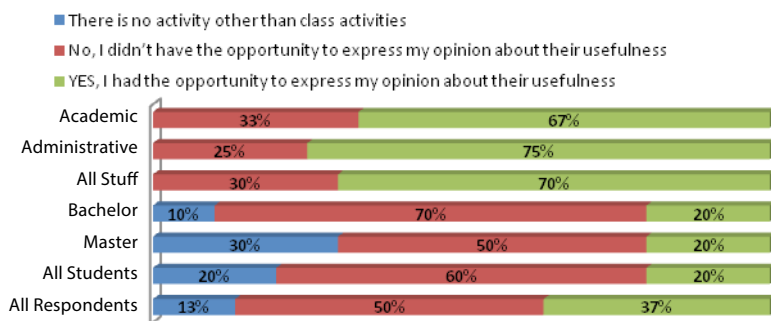
It is remarkable that staff and students opinions essentially varied in the importance of suggested options. If 40–50% of staff (all and experienced in QA) emphasized written questionnaires at the end of the course as opportunity to make explicit the critical aspects of the relationship with professors only 10% of students gave importance to this approach. Although it must be stated that in terms of this issue academic staff responses substantially deviated from administrative staff responses and were closer to students views (17–20% against 75–100% of administrative staff).

Administrative staff, academic staff and students various points of view on written questionnaires at the end of the course may be due to long-term labor contracts signed with academic staff.

30–38% (depending on experience in QA) of staff also emphasized the factors of meetings with the professor during his/her office hours and e-mail for making explicit the critical aspects of the relationship with professors. 45% of students gave importance to these factors though students who have experience in QA processes and standards gave a lower value to e-mail (33%):

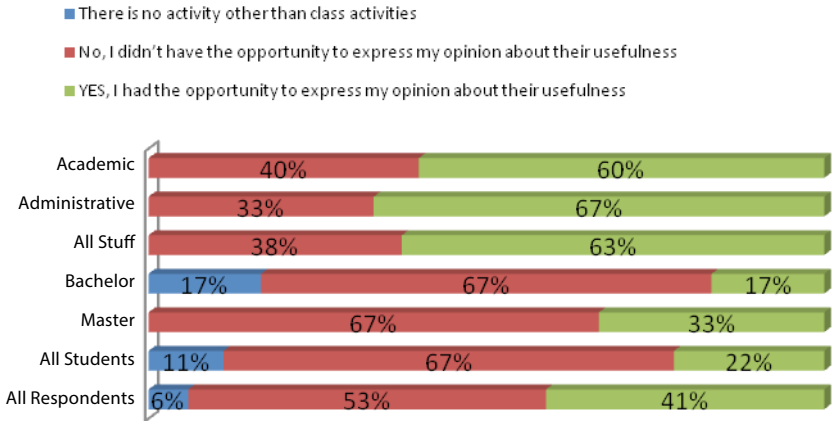
*Graph 37 If in university activities other than class activities offered have you ever had the opportunity to express your opinion/suggestions about their usefulness for your professionalization process?*

*All Respondents*



*Graph 38 If in university activities other than class activities offered have you ever had the opportunity to express your opinion/suggestions about their usefulness for your professionalization process?*

*All Respondents who have some, little or high experience*



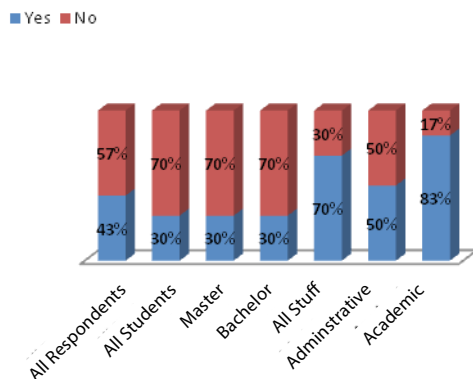
Staff and students opinions were totally different concerning awareness of activities in ASUE other than class activities and opportunity to express opinion/suggestions about their usefulness for professionalization process (including experienced and non-experienced opinions).

Thus, 20% of all students noted that there was no activity other than class activities in ASUE. 11% of experienced students also didn't have any information about those activities. As to staff (both administrative and academic) no one said there was no activity other than class activities in ASUE. In this case it is evident that there is ignorance among students which tends to decrease in parallel with increased activity (participation in QA processes, student councils, students interests representation).

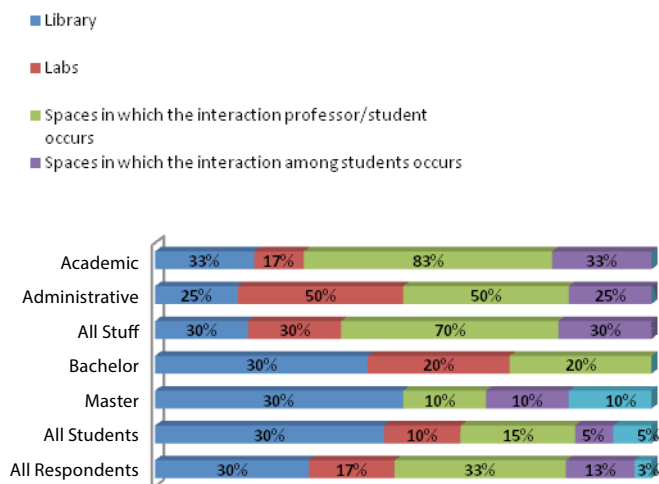
It is noticeable that respondents who are aware of activities other than class activities in the case of experience in QA more often considered they didn't have the possibility to express their opinions about activities usefulness. Thus, 25% of surveyed staff and 60% of students assumed they didn't have the opportunity to assess the quality of those activities. And already 38% of non-experienced staff and 67% of students said they didn't have opportunity to assess the quality of activities. But it is clear from staff and students answers that unlike students' staff representatives in both cases more often considered they had the opportunity to estimate the quality of activities other than class activities. (65% of students on average against 21%).

Graph 39 Do you think you ever had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process?

All Respondents

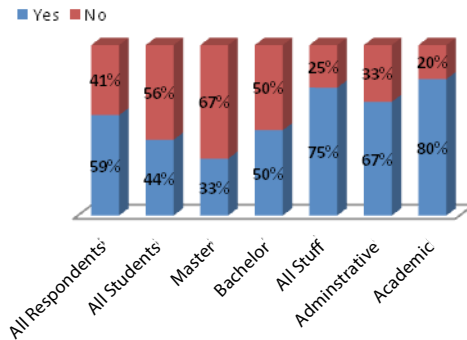


Graph 40

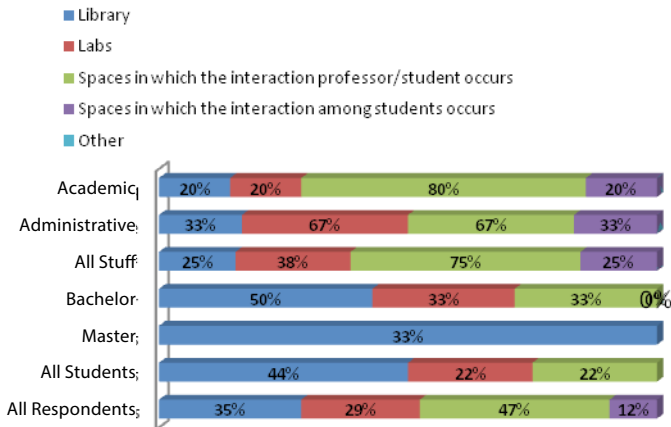


*Graph 41 Do you think you ever had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process?*

*Respondents who have some, little or high experience in QA processes and standards*



*Graph 42*



As seen from the graphs 70% of staff (75% of those that have experience) and 30% of students (44% of those that have experience) said they had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process. In this case students twice as much assumed they didn't have such an opportunity.

Analysis of respondents answers who had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process shows that students and staff approaches essentially differed from each other (including experienced and non-experienced respondents).

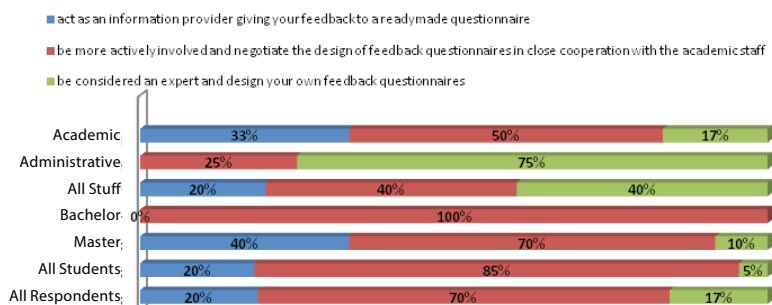
Thus, 30% of all students (44% of experienced students) attached importance to the library factor. 30% of staff (25% of experienced staff) also highlighted this factor.

During assessment the quality and the appropriateness of the spaces/environments used for the teaching/learning process labs factor was emphasized by 10% of students (22% of those who have experience in QA) and 30% of staff (38% of those who have experience in QA). Moreover, 50% of administrative staff and 67% of experienced administrative staff gave importance to this factor. The option concerning spaces in which the interaction professor/student occurs was highlighted by 11% of students (22% of experienced students) and 70% of staff (75% of experienced staff). 5% of students and 30% of staff (25% of all experienced respondents) gave priority to assessment of spaces in which interaction among students occurs.

In terms of the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process staff in most cases gave importance to assessment of spaces in which the interaction professor/student occurs.

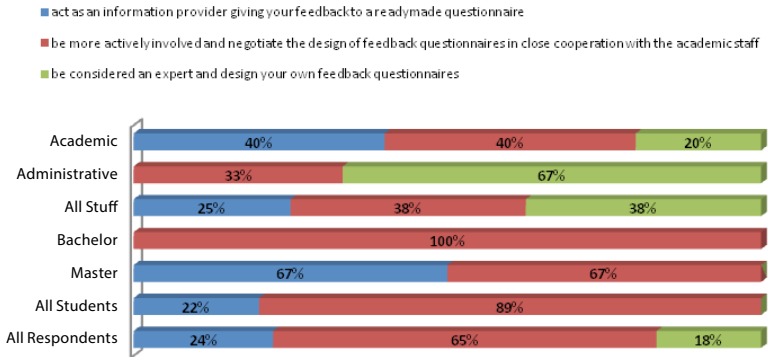
*Graph 43 Student participation in internal QA often requires the completion of a questionnaire after each course. What option suit you better?*

*All Respondents*



*Graph 44 Student participation in internal QA often requires the completion of a questionnaire after each course. What option suit you better?*

*Respondents who have some, little or high experience in QA processes and standards*

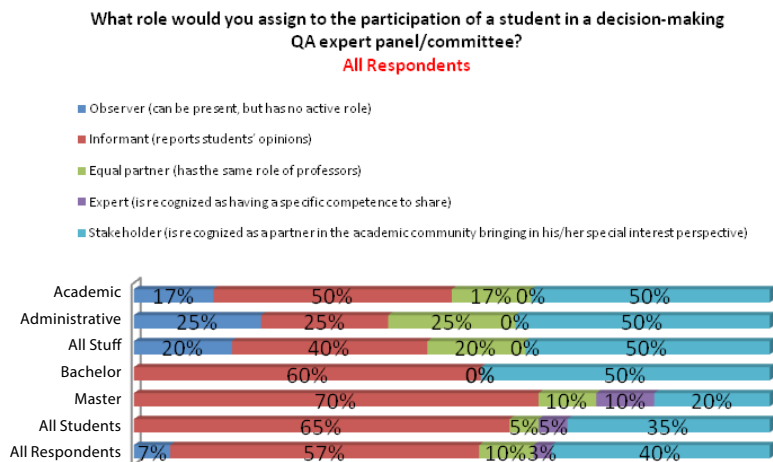


Analysis of responses regarding preferable options of suggested questionnaires after each course (student participation in Internal QA often requires the completion of a questionnaire) goes to show that although the majority of students tend to closer cooperation with academic staff they avoid from taking responsibility. In particular 85% of students (89% of experienced students) as the most suitable option chose cooperation with staff which enables to be more actively involved and negotiate the design of feedback questionnaires. In this regard 40% of surveyed staff (38% of experienced staff) considered such cooperation as suitable option. But on the other hand 40% of staff (38% of experienced staff) considered as a suitable option that case when students would be considered an expert and design their own feedback questionnaires (this option wasn't mentioned by surveyed students as a preferable option regardless experience in QA processes). Students and staff representatives agreed on that option which regards students as an information provider giving their feedback to a readymade questionnaire. 20% of students (22% of experienced students) and 20% of staff (25% of experienced staff) marked just this option.

The proposed options such distribution and total rejection the options which are assuming responsibility by the students are mainly due to lack of experience in QA processes and research skills. This statement is based on the fact that majority of students highlighted the need for training in research methodology for quality assurance processes organizational aspects.

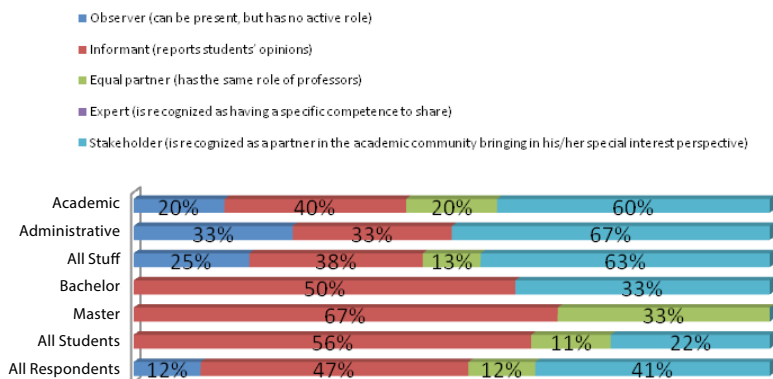
*Graph 45 What role you assign to the participation of a student in a decision-making QA expert panel/ committee?*

*All Respondents*



*Graph 46 What role you assign to the participation of a student in a decision-making QA expert panel/ committee?*

*Respondents who have some, little or high experience in QA processes and standards*



It is remarkable that there is the same picture in the result of generating staff and students responses concerning the role which would be assigned to the participation of a student in a decision-making QA expert panel/committee. Staff representatives tend to assign students more important role in a decision-making QA expert panel/committee than the students themselves.

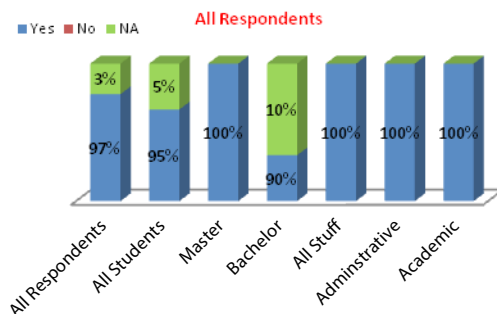
Thus, 65% of students (56% of those who have experience in QA) regarded students as informant (report students' opinion) in a decision-making QA expert panel/committee while only 40% of staff intended to consider students as informant. 20% of staff (13% of experienced staff) intended to give students a role of equal partner (has the same role of professors) but only 5% of students and 11% of experienced students preferred this option. In this term it is obvious that experienced students and staff opinions are close to each other. None of staff didn't tend to assign students a role of expert (is recognized as having a specific competence to share). Experienced students also didn't mention a similar role for themselves though 5% of surveyed students didn't except possibility of such a role. 50% of staff (63% of experienced staff) chose the option according to students consider as stakeholder (is recognized as a partner in the academic community bringing in his/her special interest perspective). But only 35% of all surveyed students and 22% of experienced students gave importance to this option. On the contrary 20–22% of staff didn't except the role of observer (can be present, but has no active role). Moreover, none of the students mentioned this option.

It is visible from the surveys results that students excepted the status of observer in a decision-making QA expert panel/committee and tend to take a active role. On the other hand students avoided from partnership (has the same = equal role of professors) and preferred the role of informant (reports students' opinions). We can say this is due to lack of students real experience in QA when quality assurance process in terms of advance students interests is viewed as universities demand but not necessity (university and students should be equal partners).

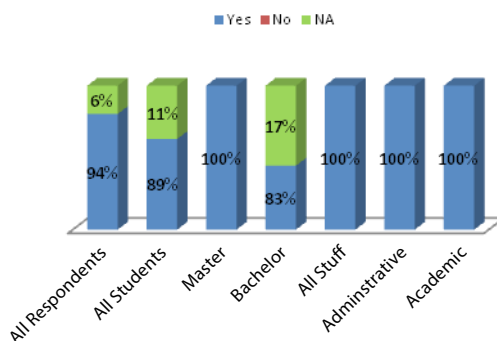


*Graph 47 Do you think students should be trained to acquire the proper competence to be able to participation in the design, planning and assessment of quality actions as a member of an expert committee?*

*All Respondents*



*Graph 48 Respondents who have some, little or high experience in QA processes and standards*

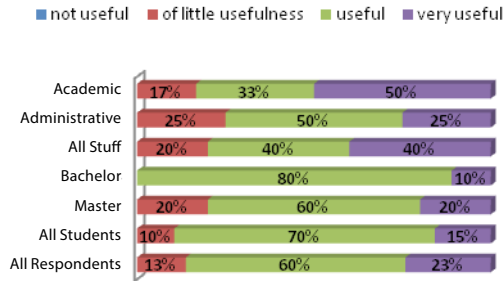


As shown from the surveys results 95% of students and 100% of staff (regardless of experience in QA processes and standards) thought that students should be trained to acquire the proper competences to be able to participate in the design, planning and assessment of quality actions as a member of an expert committee.

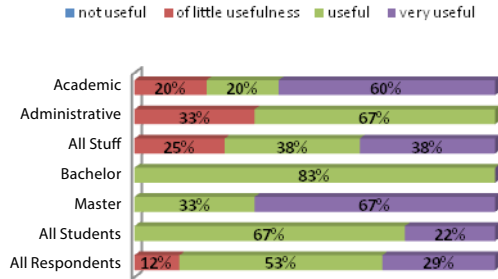
It must be noted that no one of proposed training courses on quality assurance was considered usefulness by students and staff (regardless of experience in QA processes and standards). In addition opinions of experienced and non-experienced staff concerning proposed options didn't essentially differ from each other. But there were marked deviations in the students opinions.

Graph 49 Legislation/standards of relevance to the QA process

All Respondents

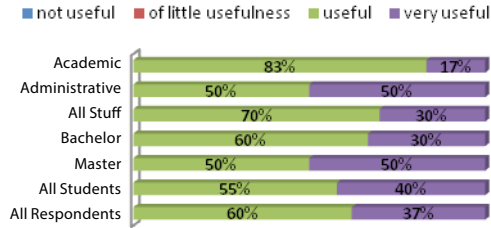


Graph 50 Respondents who have some, little or high experience in QA processes and standards

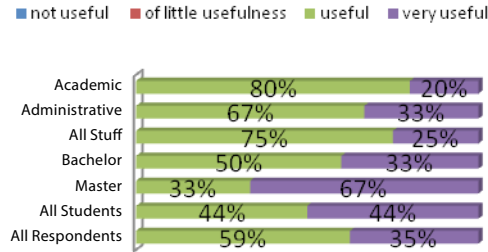


20% of staff and 10% of students ranked legislation/standards of relevance to the QA process as little usefulness. Furthermore, 40% of staff and 70% of students considered this option as useful and accordingly 40% and 15–22% very useful.

Graph 51 *Overview of the External and Internal QA roles and functions*  
*All Respondents*

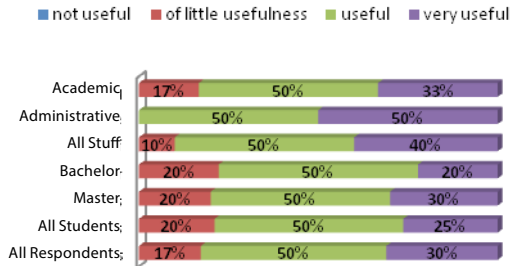


Graph 52 *Respondents who have some, little or high experience in QA processes and standards*

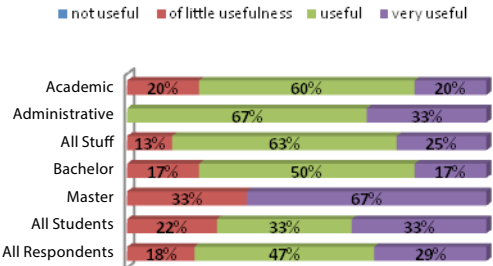


70–75% of surveyed staff and 44–55% of students viewed overview of the External and Internal QA roles and functions as useful (correspondingly 25–30% and 40–44% very useful).

Graph 53 *Best practices from different contexts/cultures*  
*All Respondents*

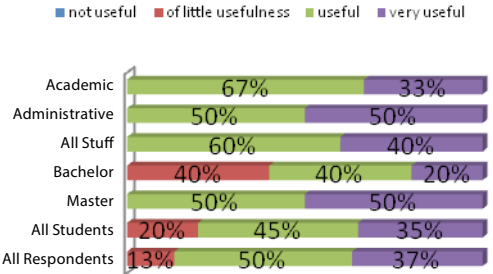


Graph 54 Respondents who have some, little or high experience in QA processes and standards

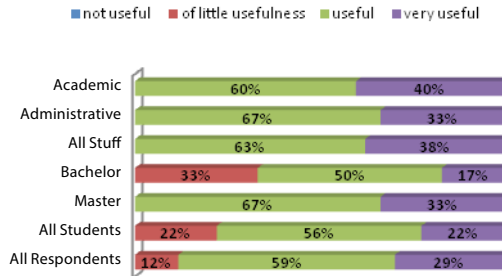


As seen best practices from different contexts/cultures were assigned as not useful by 10-13% of surveyed staff and 20-22% of students. 50-63% of staff and 33-50% of students ranked this option as useful and accordingly 25-40% and 25-33% very useful.

Graph 55 Report writing skills  
All Respondents

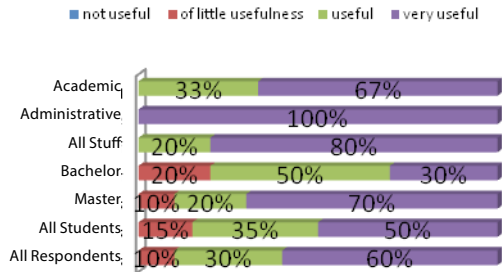


Graph 56 Respondents who have some, little or high experience in QA processes and standards

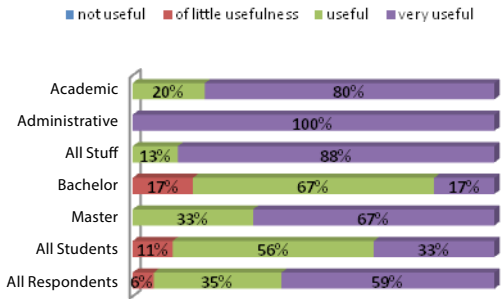


Concerning report writing skills 20–22% of surveyed students considered it as little useful. 60–63% of staff and 45–56% of students assigned report writing skills as useful and correspondingly 38–40% and 22–35% very useful.

Graph 57 Research methodology (e.g. data gathering techniques, data analysis, etc.)  
All Respondents



Graph 58 Respondents who have some, little or high experience in QA processes and standards



As shown training course on research methodology (e.g. data gathering techniques, data analysis, etc.) was ranked as little usefulness by 11-15% of surveyed students. In addition 13-20% of staff and 35-56% of students considered research methodology useful (80-88% and 33-50% very useful).

Thus proposed training courses are highlighted by respondents but we can rate them in the following sequence (depends on their importance):

## FROM THE STAFF POINT OF VIEW

- 1 Overview of the External and Internal QA roles and functions
  - Report writing skills
  - Research methodology
- 2 Best practices from different contexts/cultures
- 3 Legislation/standards of relevance to the QA process

## FROM THE STUDENTS POINT OF VIEW

- 4 Overview of the External and Internal QA roles and functions
  - Research methodology
- 5 Report writing skills
- 6 Legislation/standards of relevance to the QA process
- 7 Best practices from different contexts/cultures

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National University of Architecture and Construction of Armenia (hereinafter NUACA):  
Students' Survey Analysis

Ms. Irina Vanyan, Associate Professor, Ph.D in Economics  
*irinavanyan@gmail.com*

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## COMMENTS

The NUACA Students' Survey was conducted by the NUACA working team in accordance with the methodology that the University of Macerata (UNIMC) (Italy) had developed preliminary. The NUACA working team includes the NUACA staff listed below:

Hovhannisyan Varazdat, Associate Professor, Ph.D in Engineering

Vanyan Irina, Associate Professor, Ph.D in Economics

Margaryan Garnik, Employee of the Department of International Program

Sargsyan Tiruhi, Master Degree Program Student

Poghosyan Haykaz, Bachelor Degree Program Student

The survey methodology is based on using the Questionnaire composed from 10 questions applied to the high education internal quality assurance, particularly to the university students' participation in the internal quality assurance system.

The results of the survey are presented by two papers:

Data base of Interviews results (Excel sheet)

Analysis of the survey results (Narrative)

Narrative is presented in this paper through the structure below:

Sampling of NUACA students interviewed.

Effective actions for student-oriented QA system establishment.



Students' experience in assessment of study course organization quality (educational /didactical methodology, critical aspects of the relationship with professors, usefulness of university activities other than class activities, spaces/environments).

Students' vision on their participation in Internal QA.

Students' training to acquire the proper competences in Internal QA.

Conclusions.

Sampling of NUACA students interviewed

The sample of students interviewed was compiled by random selection of students studied on four faculties of the NUACA out of total number of six faculties. The interviewed students' sample includes 51 randomly selected students of the following faculties:

Computing Technique and Management -24 students (47%)

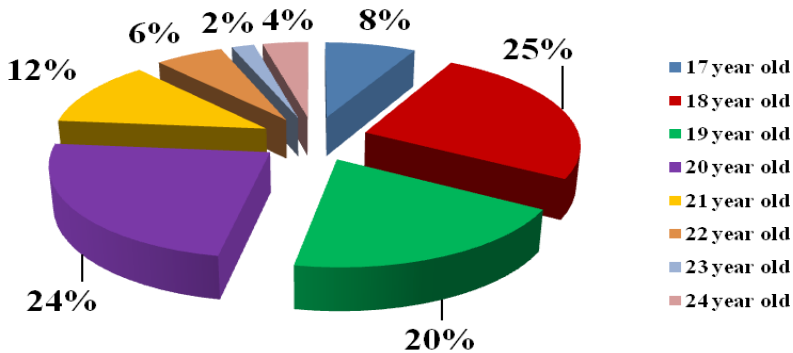
Architecture—15 students (29%)

Construction—7 students (14%)

Economics and Accounting—5 students (10%)

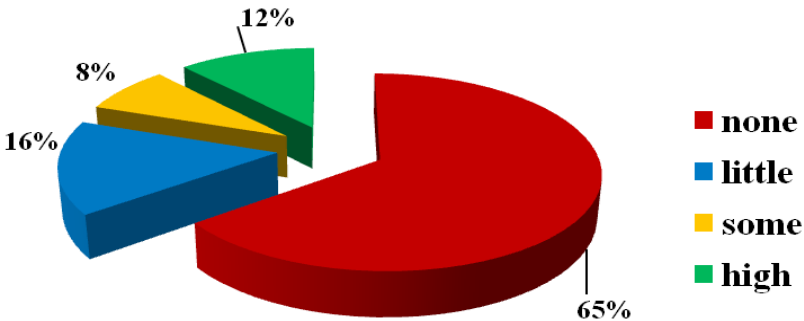
21 (41%) females and 30 (59%) males have been involved in the sample among the interviewed 51 students. The majority of the sample are bachelor study program students (78%), particularly 42% of them are first year students, 18%—second year students and 40%—third year students. The students aged from 17 to 24 years old participated in the survey. Most of them are 18 years (25%), 19 years (20%) and 20 years of age (24%) (Graph 59).

Graph 59 Age proportion in survey sample of NUACA students interviewed (percentage).

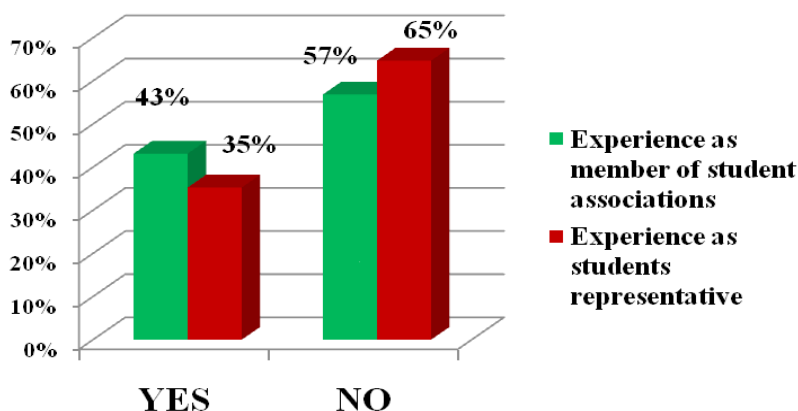


The most of the interviewed students (65%) indicated that they haven't experience in quality assurance process and standards (Graph 60). 57% and 65% of students interviewed indicated that they are not experienced respectively as a member of student associations and as students' representative (Graph 61).

Graph 60 Students' experience in quality assurance processes and standards (percentage).



Graph 61 Students' experience as a member of student associations and as students' representative (percentage).



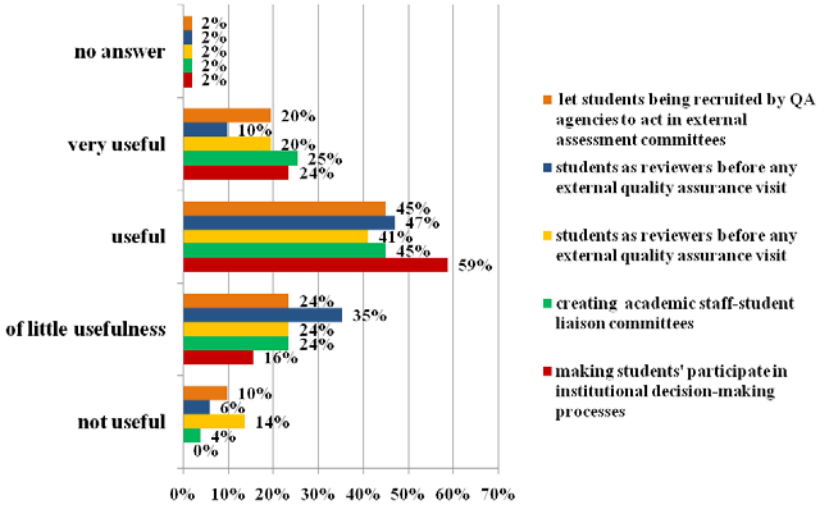
## EFFECTIVE ACTIONS FOR STUDENT-ORIENTED QA SYSTEM ESTABLISHMENT

Answers to the question on “What actions would be more effective to reach a successful student-oriented QA system?” allowed revealing the students’ opinion on usefulness of the actions that would provide a student-oriented QA system establishment in the university. The usefulness of actions listed below was assessed by the students through the four-point scale (0 = not useful, 1 = of little usefulness, 2 = useful, 3 = very useful):

- ❖ making students’ participate in institutional decision-making processes (e.g. establish when and how to implement the QA of the courses; taking follow-up actions, etc. ),
- ❖ creating academic staff-student liaison committees,
- ❖ include students as reviewers before any external quality assurance visit (e.g. writing a reflective analysis or a self-assessment report),
- ❖ let students take active part in external quality assurance visit (audits),
- ❖ let students being recruited by QA agencies to act in external assessment committees (e.g. be a member of the audit/review team).

The results of this assessment are presented in the Graph 62.

Graph 62 Students' opinion on the usefulness of measures/activities to establish a successful student-oriented QA system (percentage).

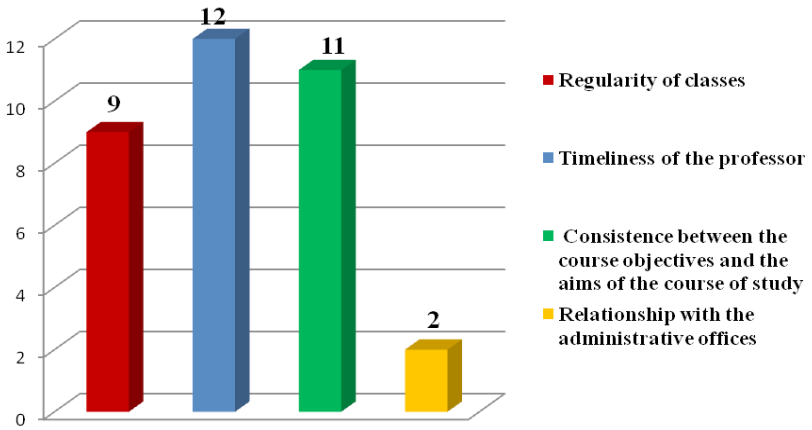


As the Graph 62 demonstrates, the most of students recognized that all of the listed actions are useful or very useful for the student-oriented QA system establishment. It is notable that 59% and 24% of the interviewed students indicated that the action of making students' participate in institutional decision making process is respectively useful and very useful.

## STUDENTS' EXPERIENCE IN ASSESSMENT OF STUDY COURSE ORGANIZATION QUALITY

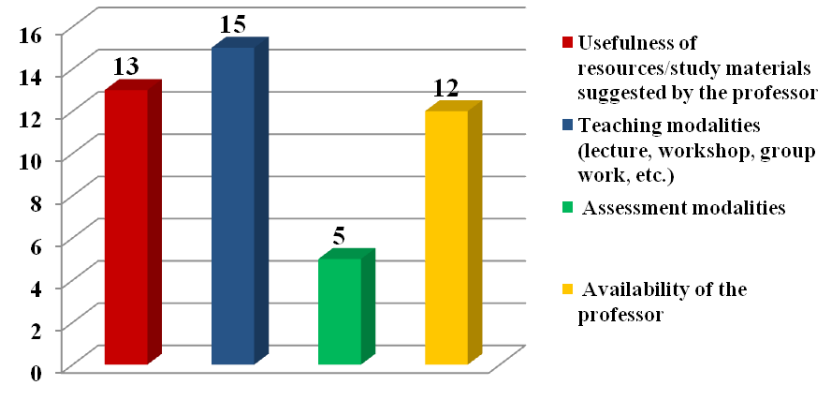
The results of the survey demonstrated that 61% and 59% of sample's students answered negatively respectively on the questions "Do you think you ever had the opportunity to assess the quality of the course organization?" and "Do you think you ever had the opportunity to assess the quality of the educational /didactical methodology used in the courses?". Among the students answered positively on the question "Do you think you ever had the opportunity to assess the quality of the course organization?" the items on "Timeliness of the professor" and "Consistence between the course objectives and the aims of the course of study" 12 and 11 times respectively have been mentioned by students as an assessed subject (Graph 63).

Graph 63 Students' assessment of the items of the course organization (the number of times that the item was mentioned)

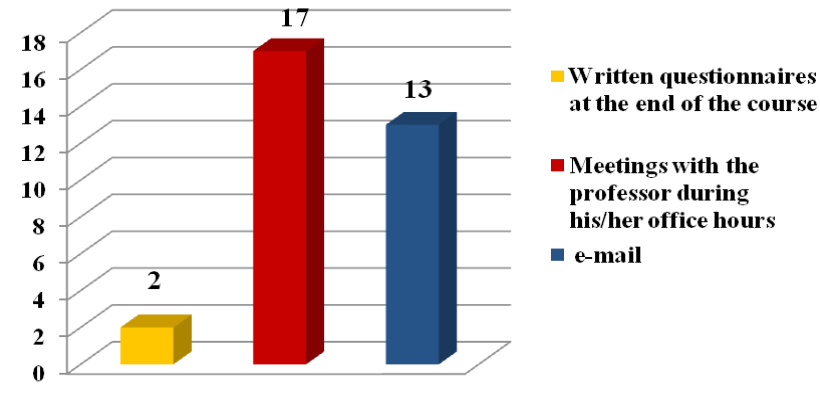


- Among the students answered positively on the question “Do you think you ever had the opportunity to assess the quality of the educational /didactical methodology used in the courses?” the items on “Usefulness of resources/study materials suggested by the professor”, “Teaching modalities (lecture, workshop, group work, etc.)” and “Availability of the professor” 13, 15 and 12 times respectively have been mentioned by students as an assessed subject (Graph 64).
- On the question on “Do you think you ever had the opportunity to make them explicit the critical aspects of the relationship with professors?” 51% of interviewed students answered negatively and 47%—positively. Among the students that answered positively the majority mentioned that they had opportunity to make explicit the critical aspects of the relationship with professors through the meeting with the professor during his/her office hours (Graph 65).

Graph 64 Students' assessment of the items of the educational /didactical methodology quality (the number of times that the item was mentioned).

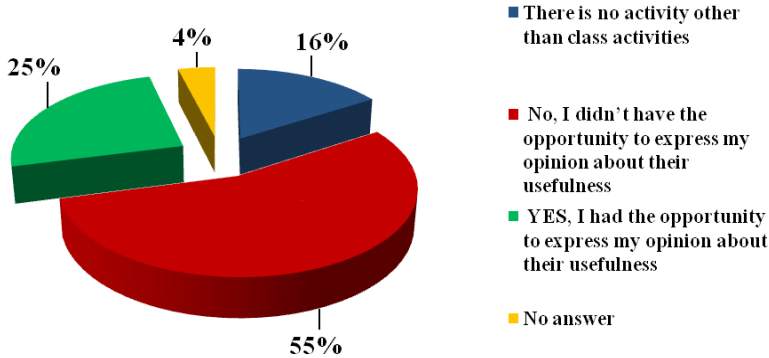


Graph 65 Students' opportunity to make explicit the critical aspects of the relationship with professors (the number of times that the item was mentioned).



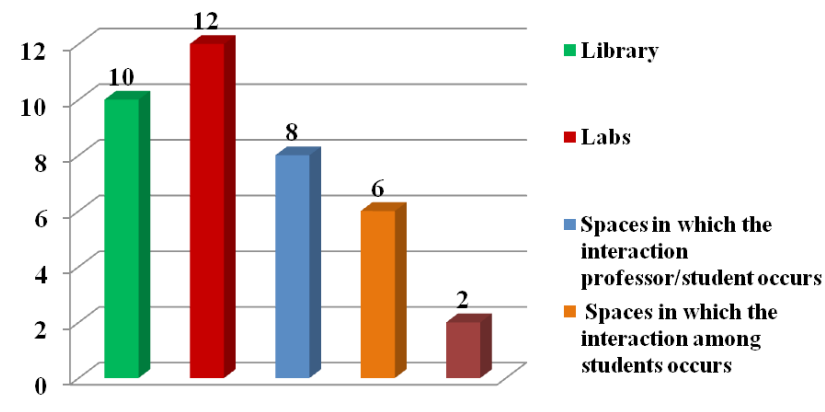
The distribution of students' answers to the question on "If in your university activities other than class activities are offered have you ever had the opportunity to express your opinion/suggestions about their usefulness for you?" is presented in the Figure 8. As the pie chart shows the majority of respondents (55%) indicated that they hadn't any opportunity to express their opinion/suggestion about usefulness of some not class activities offered by the university.

*Graph 66 Distribution of students' answers to the question on "If in your university activities other than class activities are offered have you ever had the opportunity to express your opinion/ suggestions about their usefulness for your?" (percentage).*



65% of respondents answered negatively on the question on “Do you think you ever had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process?”. Among the 35% of respondents that answered to this question positively the majority mentioned that they had opportunity to assess the labs and library (Graph 67).

*Graph 67 Students' opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process (the number of times that the item was mentioned).*

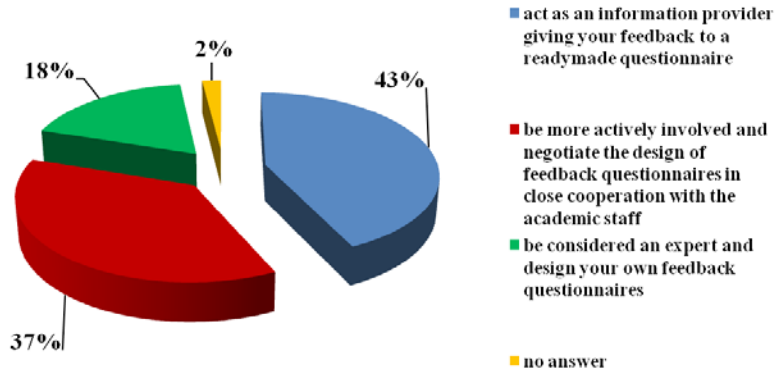


### STUDENTS' VISION ON THEIR PARTICIPATION IN INTERNAL QA

The survey Questionnaire contains the questions aimed to clarifying the view of students about how they see their participation in Internal QA. Particularly student participation in Internal QA often requires the completion of a questionnaire after each course. The question on "What option suits you better?" was addressed to the students during the survey. The preferences of students regarding the options of participation in the Internal QA are presented on the Figure 10. As the pie chart shows, 43% of respondents prefer to act as an information provider giving his/her feedback to a readymade questionnaire, and 37%—to be more actively involved in the process of questionnaire design. 18% indicated that they would be considered as an expert and to design their own questionnaire (Graph 68).

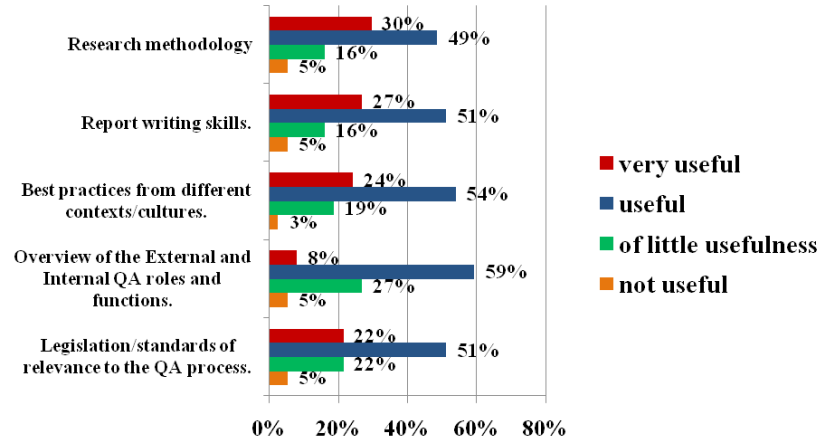


Graph 68 Options suggested by students to participate in Internal QA (percentage)



The question on "What role would you assign to the participation of a student in a decision-making QA expert panel/committee?" was aimed also to outline the scenario of students' participation in Internal QA. The distribution of answers to this question is presented in the Figure 11. As the pie chart shows 43% of respondents see the role of student as informant that is to say a person who reports the students' opinion. 24% of respondents indicated that they are seeing the role of student as an equal partner which means that the students have the same role with the professors.

Graph 69 Distribution of the answers to the question on “What role would you assign to the participation of a student in a decision-making QA expert panel/committee?” (percentage)



## STUDENTS' TRAINING TO ACQUIRE THE PROPER COMPETENCES IN INTERNAL QA

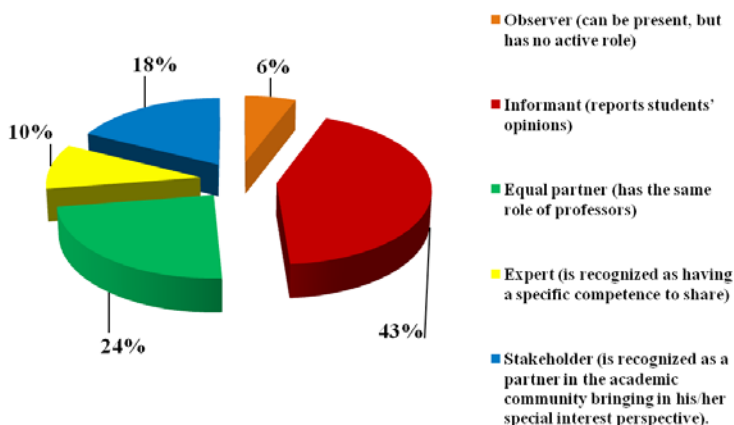
The majority (73%) of the respondents indicated that the students should be trained to acquire the proper competences to be able to participate in the design, planning and assessment of quality actions as a member of an expert committee.

Answers to question on “What topics would you consider relevant to address in a training course on QA?” allowed identifying the main topics that are more important from the students’ perspective. The usefulness of topics listed below was assessed by the students (agreed with the training) by the four-point scale (0 = not useful, 1 = of little usefulness, 2 = useful, 3 = very useful):

- Legislation/standards of relevance to the QA process.
- Overview of the External and Internal QA roles and functions.
- Best practices from different contexts/cultures.
- Report writing skills.
- Research methodology (e.g. data gathering techniques, data analysis, etc.).

The results of this assessment are presented in the Graph 70.

*Graph 70 Usefulness of training topics from the students’ perspective (percentage).*



## CONCLUSIONS

The survey led to the following conclusions:

- 1 The most of the interviewed students (65%) indicated that they haven't experience in quality assurance process and standards.
- 2 59% and 24% of the interviewed students indicated that the action of making students' participate in institutional decision making process is respectively useful and very useful.
- 3 61% and 59% of sample's students answered negatively respectively on the questions "Do you think you ever had the opportunity to assess the quality of the course organization?" and "Do you think you ever had the opportunity to assess the quality of the educational /didactical methodology used in the courses?".
- 4 43% of respondents prefer to act as an information provider giving his/her feedback to a readymade questionnaire, and 37%—to be more actively involved in the process of questionnaire design. 18% indicated that they would be considered as an expert and to design their own questionnaire.
- 5 43% of respondents see the role of student in a decision-making QA expert panel/committee as informant that is to say a person who reports the students' opinion. 24% of respondents indicated that they are seeing the role of student as an equal partner which means that the students have the same role with the professors.
- 6 The majority (73%) of the respondents indicated that the students should be trained to acquire the proper competences to be able to participate in the design, planning and assessment of quality actions as a member of an expert committee.









## SURVEY DATA ANALYSIS BY ASPU, ASUE AND NUACA (ESPAQ)

The ESPAQ project is looking at one of the core challenges of Armenian higher education (quality of its provision and outcomes), by engaging the students into processes of quality assurance (QA) and enhancement of their learning experience. With the help of project consortium, it will be explored the motivation and barriers for Armenian students to partake in QA on various levels. Project aims to improve the conditions forengagement by raising awareness on the importance of students' say within the academic community providing capacity building support and by suggesting relevant changes in the legislation/HEI regulation.