

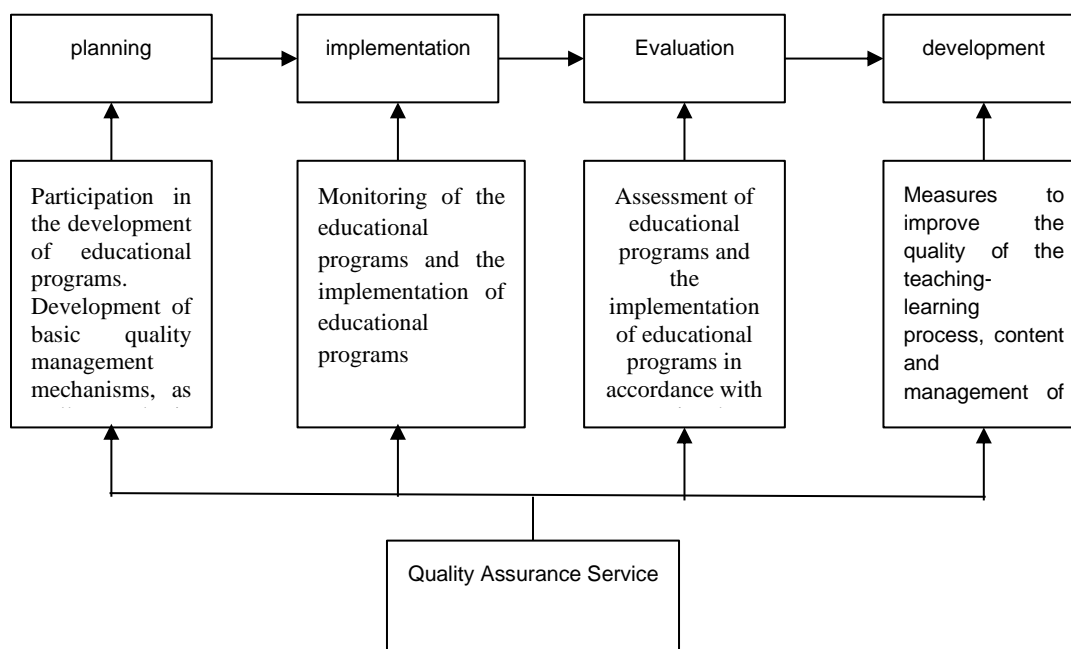
Procedure for using quality assessment results

Part 1. Quality assessment at BSU as an element of the PDCA cycle.

Quality assessment at Batumi Shota Rustaveli State University is a process which involves many structural units of the university, while the assessment process includes all aspects of university life, from the quality of teaching and learning to human, material, technical and financial resources.

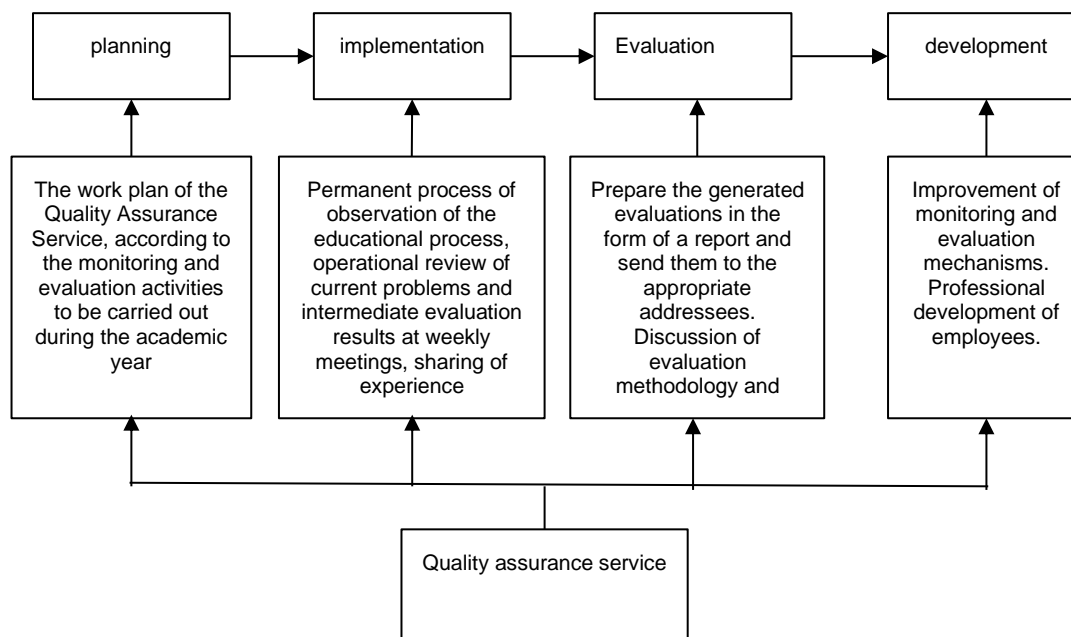
Most of the assessments generated during the academic year at a university, of course, concern the assessment of the quality of teaching and learning, that is, both the content side of educational programs and issues of their management. Therefore, most assessments are created as part of the activities of the university's quality assurance service.

The BSU quality assurance system is organized as a standard within the PDCA cycle and provides permanent assessment of the quality of teaching and learning management with the aim of continuously improving the quality of university life:



Quality assessment at a university is a stage at which, in the process of permanent monitoring of the implementation of educational programs, the Quality Assurance Service collects information for further analysis. At this stage, Quality Assurance Service employees, relying on indicators and quantitative and qualitative indicators established at the planning stage within educational programs, when planning management processes of educational process, as well as determined by the development of the university strategy, conduct an assessment, which is afterwards used for the development and implementation of various kinds of solutions.

At the same time, the Quality Assurance Service itself has its own internal PCDA cycle, the purpose of which is to ensure the quality of internal procedures:



A key issue in the internal cycle of the PCDA Quality Assurance Service is to ensure permanent improvement and development of monitoring procedures, evaluation methodology, operational performance indicators and related criteria. The weekly meetings of the Quality Assurance Service are very important for improving the quality of assessment, as the employees of the Quality Assurance Service of different faculties have the opportunity to share with each other the procedural and content issues of making field-oriented specific assessments, that are important for improving the quality of the assessment process in the university in general.

Part 2. Quality assessment as an element of quality assurance mechanisms at BSU.

The mechanisms for implementing the principles of the quality policy, defined by the BSU Quality Assurance Policy, imply the distribution of quality assurance activities throughout the entire cycle of the PCDA, although these mechanisms mainly involve the conduct of various types of assessment:

N	Quality assurance mechanisms	Planning	Implementation	Evaluation	Development
1	Monitoring and evaluation of the educational process	Development of student questionnaires	Auditorium, study, examination process monitoring. Interviewing students.	Analysis of academic performance. Analysis of the results of student surveys, interviews with students	Recommendations on ways to improve the educational process
2	Development and evaluation of educational programs	Participation in program working group and curriculum committee	Monitoring the work of the working group and the curriculum committee	Quality assurance service report on the program	Recommendations to improve the program
3	Staff evaluation and professional	Development of	Attending classroom	Evaluation of	implementation of

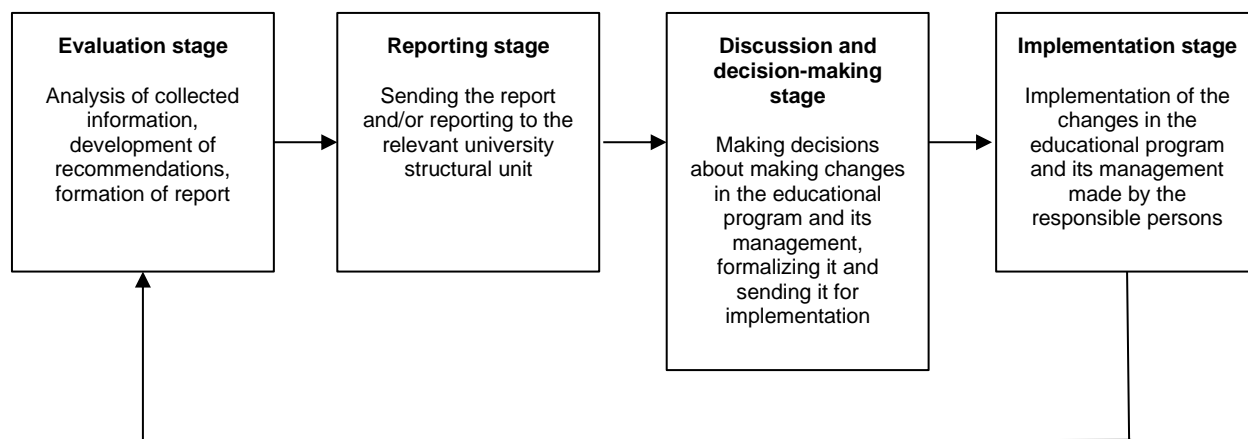
	development	personnel questionnaire	work	pedagogical and scientific work of staff	trainings
4	Evaluation and improvement of learning resources, services	Development of infrastructure, learning resources, extracurricular activities, student services questionnaires	conducting interviews	Analysis of the results of the questionnaires of students and professors	Recommendations on improving learning resources, infrastructure, student services
5	Internationalization of learning, teaching and research	Development of questionnaires for students and professors	Getting information about the international mobility of students and professors	Analysis of survey results, analysis of international programs	Recommendations on improving the quality of internationalization of educational programs
6	Periodic studies and recommendations	Development of questionnaires of graduates and employers	Conducting interviews of graduates and employers	Analysis of results of surveys and interviews	Recommendations on directions for improvement of educational programs

Student questionnaires and observation of the educational process are two key monitoring activities during which the Quality Assurance Service obtains the information needed to generate the bulk of the assessments.

The main document, which is created as a result of the quality assessment, is the report of the Quality Assurance Service, which contains part of the recommendations. The discussion of such reports at the meetings of the departmental departments/faculty councils is also a key procedural stage at which major decisions are made about changes in the educational program or its implementation.

Part 3. Procedures for using quality assessment results at BSU.

The general procedure for applying quality assessment results at Batumi Shota Rustaveli State University is as follows:



The figure above shows only the general procedure. Based on the types of assessments, forms, reporting forms, and the specifics of the recipients, the decisions made are also characterized by specifics. These features are presented in the table below.

N	Generated assessments	Method of collecting information	Conclusion form	Report addressee	Type of decision made	Result	Responsible for implementation
1	Analysis of students' academic performance	Obtaining semester statistics of current, midterm and final as well as total grades from an electronic journal	a written report or presentation Conclusion on the deviation from the normal distribution of grades, the difficulty / ease of the subject, with appropriate recommendations	Dean / Head of Quality Assurance Service / Faculty Council / Academic Council	About changes in exam tickets, changes in study course, evaluation system	Improving the adaptability of the study course, examination process and assessment system to the student's normal workload	The head of the educational program, the implementer of the training course
2	Analysis of attendance at lectures	Observing the lecture work of lecturers-teachers	Scheduling of attendance and presentation of attendance results, including recommendations, through an electronic tool built into the portal Conclusion on compliance with the syllabus, recommendation on increasing the effectiveness of teaching	Academic person or invited teacher	Content changes in the syllabus of the training course, changes in the implementation process of the competitive course	Improving the effectiveness of the training course	Training course provider
3	Conclusion on the educational program prepared for the purpose of accreditation / re-accreditation	Materials provided by the program working group	Written conclusion Conclusion on compliance with accreditation standards of the program with relevant recommendations	Program working group	Content changes in the educational program and accompanying documentation	Educational program that meets accreditation standards	Head of educational program, program working group
4	Analysis of student survey results	Organization of the educational process, organization of intermediate and final exams, output of the results of the semester survey of subject assessment of the educational process from the student portal	A written report or presentation Assessment of students' satisfaction/dissatisfaction with any problem in general and in particular with appropriate recommendations	Dean / Head of Quality Assurance Service / Faculty Council	About changes in the implementation of the training course, in the organization of intermediate and final exams, in the general organization of the training process	Improving the quality of adaptation of the educational process to the student	Administration of the faculty, head of the educational program, implementer of the training course
5	Analysis of university needs for professional development	Consolidation of the results of various types of evaluations of faculty staff at	Quality assurance service chief's report card About the need for	Rector / Head of Administration	About the purchase of trainings	Improvement of pedagogical and scientific skills of staff	Quality assurance service

		quality assurance service meetings (attendance, assessment of pedagogical and scientific activities on the electronic portal)	professional development trainings				
6	Analysis of student and staff survey results	Extracting the results of the semester / annual questionnaire about the infrastructural elements and resources of the university (library, canteen, student services, etc.) from the student portal	A written report or presentation Assessment of satisfaction / dissatisfaction of students and academics or guest teachers in general and in particular with any problem with appropriate recommendations	Dean / Head of Quality Assurance Service / Faculty Council	About changes in the management of various infrastructural elements About changes in the level of provision of various resources	Improvement of resource provision of teaching-learning and student life	Head of Administration / Head of Educational Program / Heads of Structural Units / Faculty Administration
7	Evaluation of the quality of internationalization	receiving information about international projects, students and lecturers participating in them from the Department of Strategic Development and International Relations; receiving information about the international aspects of the educational program from the program leaders, about international scientific activity; receiving information from the scientific research service; Extracting the results of the questionnaire from the student portal	A written report or presentation Assessment of the quality of satisfaction of students and academics or invited teachers with international projects. Evaluation of the quality of internationalization of educational programs with relevant recommendations.	Dean / Head of Quality Assurance Service / Faculty Council / Heads of Educational Program / Department of Strategic Development and Interfaith Relations	About the implementation of measures promoting international activity at the university level, at the faculties and within the framework of educational programs	Improving the quality of internationalization of teaching and learning	Head of Educational Program, Scientific Research Service, Department of Strategic Development and International Relations
8	Employers and graduates survey results analysis	Receiving survey results from the student portal; Records of information obtained in focus groups	A written report or presentation; Conclusion on the degree of adaptability of the educational program to the market with relevant recommendations	Program Working Group / Educational Program Head	About changes in the educational program	Improving the quality of adaptation of the educational program to the market	Working group of the program / head of the educational program

Part 5. Analysis of the effectiveness of quality assessment

The ratio of implemented solutions to the total number of recommendations developed during the quality assessment process is selected as the criterion of quality assessment effectiveness:

$$IS = IR / ER$$

where IS (Implemented Solutions) is the coefficient of implementation of recommendations;

IR (Implemented Recommendations) is the number of implemented recommendations during the academic year;

ER (Elaborated Recommendations) is the number of recommendations developed as a result of quality assessment.

efficiency index	measurement results	evaluation
IS = IR / ER	$0 \leq IS \leq 0,20$	The mechanism of reflection of evaluation results in the decisions functions inefficiently
	$0,21 \leq IS \leq 0,40$	The mechanism of reflection in the decisions of evaluation results functions poorly
	$0,41 \leq IS \leq 0,60$	The mechanism of reflection in the decisions of evaluation results functions neither badly nor well
	$0,61 \leq IS \leq 0,80$	The mechanism of reflection in the decisions of evaluation results functions well
	$0,81 \leq IS \leq 1,00$	The mechanism of reflection of assessment results in decisions functions effectively

In order to check the effectiveness of reflecting the results of educational assessment in decisions, the Quality Assurance Services of the faculty were asked to provide a quantitative assessment of the recommendations they developed and the implementation of these recommendations during the 2022-2023 academic year, on the basis of which the overall university index was calculated:

N	index	exact sciences and education	Economics and business	Legal and social sciences	Natural sciences and healthcare	Technological	Tourism		University
1	IR	22	32	34	62	18	28	54	250
2	ER	20	26	30	52	15	24	48	215
3	IS	0.91	0.81	0.88	0.84	0.83	0.86	0.89	0.86

It can be seen that the coefficient of reflection of quality assessment results in decisions for the 2022-2023 academic year is 0.86, according to the table above, this indicates that the mechanism for reflecting assessment results in decisions is functioning effectively.