

# ISET

International School of Economics at TSU  
Policy Institute

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## **Quality Assurance Procedures**

*Approved January 2022*

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## General

ISET's quality assurance process includes the continuous assessment of teaching, learning, and research activities, and the organization's compliance with its core mission. ISET was established at the outset to serve as a world-class and best-practice economics school in the region and the goal of quality assurance is to continuously improve the school's educational activities and to strengthen the culture of quality. This means taking responsibility for quality at all levels. This document defines the quality assurance procedures of ISET in order to establish a common understanding of the procedures, responsible parties, and follow-up process.

The document was developed by a working group, established in September 2021, that comprised representatives of the ISET Academic Affairs Department, Quality Assurance Specialists, the heads of the graduate and undergraduate programs, and a representative of Tbilisi State University's Quality Assurance Service. The group worked under the direct supervision of the ISET Director to reflect the recommendations set out by the Foundation for International Business Administration Accreditation (FIBAA).

The procedures laid out in this document are binding. The document was reviewed by the ISET Academic Committee on 21 January 2022 and subsequently approved by the Executive Board on 31 January 2022. Quality Assurance Procedures is a stand-alone document and must be periodically reviewed to ensure its continued relevance in light of any emerging internal or external developments. Any change must be reviewed by the Academic Committee and approved by the Executive Board, with the exception of changes made to the enclosed indicative questionnaires, which can be adjusted at the Director's approval to reflect emerging needs and developments. Document is accessible on ISET website along with the summary of the evaluation results and findings, which ensures its availability for its community on the website.

The document defines all quality assurance procedures ISET carries out to evaluate the quality of its programs, study processes, and learning and teaching environment. The ISET quality evaluation process covers five major areas of evaluation: by students, by faculty, by alumni, by employers, and by third parties. A detailed description of each evaluation procedure, including their goals, scope, regularity, responsible unit(s), tools, and any follow-up activities are given in the following chapters. The document also highlights the procedures that ISET implements to complement the evaluation process and to incorporate feedback in the overall assessment and development of its programs.

This document is in full compliance with the ISET Faculty Handbook and the official quality assessment document of Tbilisi State University (Procedures for Planning, Elaboration, Assessment and Development of Educational Programs).

## Evaluation by Students

### Teaching Evaluation

Evaluation Description: Teaching evaluations undertaken by students are an integral part of both the Bachelor and Master programs at ISET. Students assess the courses, their structure and the performance of respective lecturers and teaching assistants. Such evaluations are anonymous, and the results are transparent.

Evaluation Goal: The purpose of teaching evaluations is to provide feedback (i) to the lecturer/TA for improvements and to maintain the high quality of the course; and (ii) to the administration of the school to ensure continued monitoring of quality and to inform any necessary administrative or academic adjustments.

Evaluation Scope: Evaluation is performed by means of a questionnaire that is sent to Bachelor and Master program students for every course.

Evaluation Timing/Regularity: Teaching evaluation takes place one week before the end of study/instruction for each individual course. To help ensure that the evaluations are unbiased, students are asked to complete the evaluation survey prior to the final exams. In order to avoid bias in grading, anonymized results summarizing the evaluations are only shared with instructors/TAs after their submission of the final course grades to the Academic Affairs Department.

Responsible Unit/Person: The teaching evaluation process is organized by the Academic Affairs Department. It sets the exact dates for the evaluations, distributes the evaluation papers to the students (during the face-to-face study mode) or uploads the evaluation forms to Moodle in coordination with the IT department (during the online study format); collects the filled-in forms and sends the results to the head of the respective program. The results are also sent to the respective instructors/TAs. The heads of the programs subsequently create aggregated unanimous scoresheets and send these to the instructors to indicate where their assessment lies compared to overall population in the program.

Evaluation Tool: The evaluation questionnaire has been developed considering international best practices and is tailored to the needs of the school. The questionnaire includes questions about the intellectual challenge of the course and its relevance; the quality of assignments, quizzes, presentations, or exams; and the relevance and quality of assigned readings, textbooks and class notes. It also assesses instructors' and TAs' presentation of the course materials, their preparedness for lectures, ability to stimulate interest in the course, responsiveness to students' questions, and availability outside class (the Teaching Evaluation Sample Questionnaire can be found in [Annex 1](#)). The evaluation questionnaire can be adjusted as various needs emerge. A special working group can be assembled annually to consider any necessary adjustments (and would consist of the head of program, a Quality Assurance Specialist, a TSU Quality Assurance Service representative, one faculty member who sits on the ISET Academic Committee for that year and two representatives of the student body that have been elected to

the Academic Board for that year). The working group would recommend changes to the Director, who would subsequently decide on approving any adjustments to the questionnaire.

Follow-up Procedure: The results of the evaluations are documented and reviewed by the head of the program. He/she summarizes the findings and provides recommendations, if any, to the Director of ISET, and subsequently presents these to the Academic Committee and Academic Board for discussion and approval of actions where necessary. ISET has an institutional process for monitoring the annual performance of the institution, including evaluation of lecturers, according to the organization's OGSM Strategic Document (Objectives, Goals, Strategies and Measures). The OGSM defines the minimum required score for the student assessment of all courses/lecturers as being 2.5 out of 5. The document also states that all resident faculty with an evaluation score of under 3.5 shall undergo a mandatory teaching development workshop. In the event of a lower than acceptable score being identified, the head of program will discuss the situation with the respective lecturer and establish plans for actions on how to address the matter. The head of program also informs the Director and administrative actions may subsequently be taken. If the situation remains unacceptable and is not resolved, the Director may, in the case of visiting lecturers, take an administrative decision at her/his own discretion. In the case of resident academic personnel, the Academic Board is responsible for such decisions.

### **Student Satisfaction Survey**

Survey Description: The student satisfaction survey is a powerful tool used to constantly improve the quality of the learning process, the social environment of the school, and student life in general. It assesses students' satisfaction, preferences and priorities according to their program of study (Bachelor and Master), year of study, gender, and origin (local or international). The survey is based on an anonymous questionnaire.

Survey Goal: The purpose of the survey is to collect feedback on the needs of students and to identify any emerging issues. It allows ISET to ensure that any such issues are addressed and the quality of the study process and overall environment is improved.

Survey Scope: The satisfaction survey is distributed to all students (both Master and Bachelor, across all years of study).

Survey Timing/Regularity: ISET conducts the student satisfaction survey on an annual basis each spring. However, in the event of new developments that may require more frequent student feedback, such surveys can be conducted more regularly (for example, during the pandemic and the move to online (distance) learning, more frequent feedback was required). As part of Tbilisi State University (TSU), ISET students also participate in annual TSU student surveys, expressing their views and assessing various aspects of student life. This feeds into the TSU process of quality management and is important for ISET students as they are also TSU students and benefit from numerous TSU services. The TSU surveys are organized and administered by TSU.

Responsible Unit/Person: ISET's student satisfaction survey is organized by the ISET Academic Affairs Department. The department sets the exact date for the survey and shares the questionnaire with all students. The responses are collected within a set deadline, analyzed by the Quality Assurance Specialist, and further reported to the head of each academic program and the head of Academic Affairs.

Survey Tool: The research tool is an online survey conducted by questionnaire. It includes questions about the student's workload, career development and placement opportunities, the school's facilities, access to academic resources and administrative support (a sample Student Satisfaction Survey questionnaire can be found in [Annex 2](#)). The survey results are considered valid if a minimum of 33% of students participate. The questionnaire can be adjusted as various needs emerge. To consider such changes, a special working group can be assembled annually (consisting of the head of program, the Quality Assurance Specialist, a TSU Quality Assurance Service representative, one faculty member who sits on the ISET Academic Committee for that year and two representatives of the student body who have been elected to the Academic Board for that year). The working group recommends changes to the Director, who subsequently decides on approvals for adjustments to the questionnaire.

Follow-up Procedure: The results obtained from the student satisfaction survey are a major source of feedback concerning various aspects of student life at ISET. The results are reviewed at a special meeting chaired by the Director. The Quality Assurance Specialist reports to the Director, heads of programs and other relevant staff on the results and presents options and recommendations for addressing the matters raised. Student representatives from the Academic Board also participate in this meeting. The meeting addresses what, if any, adjustments are needed and whether these are changes that can be made at the Director's discretion or whether the Director and respective head of program need to bring these to the attention of the Academic Committee and Academic Board. If required, the Director may form a working group to analyze the results of the survey or to come up with available options to address the issues raised. By assessing the academic, social, and other aspects of the student experience, the ISET leadership can better identify key focus areas and take necessary steps to address them. The head of the academic program or head of the Academic Affairs Department report the survey results to the student body via email as summary document compiling the data. A meeting chaired by the Director may also be organized to discuss resolution of issues that may have emerged.

### **Evaluation by Faculty**

Faculty Satisfaction Survey Description: The faculty satisfaction survey is one of the major tools for assessing the faculty's satisfaction level towards teaching, educational support services, research, communication, and management. It is of particular importance for accurately mapping the school's future development and for improving the academic environment.

Evaluation Goal: The purpose of the survey is to obtain feedback from resident and invited faculty members. It is important for the development of the school, creating a proper teaching

environment and guaranteeing the quality of the teaching process.

Evaluation Scope: The survey questionnaire is distributed to all visiting and resident faculty members in both the Bachelor and Master programs.

Evaluation Timing/Regularity: ISET conducts the faculty satisfaction survey annually (in summer upon the completion of the academic year).

Responsible Unit/Person: The faculty satisfaction survey is organized by the Academic Affairs Department. The department sets the exact dates for the survey and shares the questionnaire with the faculty. The responses are analyzed with the active involvement of the Quality Assurance Specialist and the heads of each academic program.

Evaluation Tool: The survey is conducted through use of a structured questionnaire that enables the school to obtain, measure, and analyze statistically reliable information. The questionnaire includes questions about professional development, research, and decision-making opportunities at the school, and evaluates the faculty's satisfaction with administrative and technical support, their workloads, the accessibility of teaching materials and resources, etc. (a sample Faculty Satisfaction Survey questionnaire can be found in [Annex 3](#)). The questionnaire can be adjusted as various needs emerge. A special working group can be assembled annually to review the questionnaire (consisting of the head of program, the Quality Assurance Specialist, a TSU Quality Assurance Service representative, one faculty member who sits in the ISET Academic Committee for that year and two other representatives from the faculty). The working group would recommend changes to the Director who then has approval over any adjustments to the questionnaire.

Follow-up Procedure: The results obtained from the faculty satisfaction survey are major source of feedback on various aspects of the faculty's experience at the school. The results are reviewed at a special meeting chaired by the Director. The Quality Assurance Specialist reports the results to the Director, heads of programs and other relevant staff and offers recommendations for addressing the matters raised. If adjustments can be made at the Director's discretion, they are decided at that level. Otherwise, the Director and respective head of program will bring the issue to the attention of the Academic Committee and Academic Board. If deemed necessary, the Director can create a working group to consider available options. By assessing academic, social, and other aspects of the faculty experience, the ISET leadership can better identify key focus areas and take necessary steps to address any issues that may arise. The relevant head of the academic program or head of the Academic Affairs Department report the survey results to the faculty by email in the form of a summary document compiling the data. A meeting may also be organized, chaired by the Director, to discuss various aspects raised and to determine ways to address these.

### **Evaluation by Alumni**

Alumni Evaluation Description: External evaluations of the academic programs are extremely important to ISET, serving as a reality check and a reflection of the market's reaction to the

knowledge and skills of ISET graduates. Alumni are thus actively involved in the evaluation of the study programs and their benefits.

Evaluation Goal: The purpose of alumni evaluation is to provide significant input for assessment of the quality and market relevance of the study programs. Such evaluations provide signals from alumni on how programs can best fit demands from the market, whether there are weaknesses that need to be addressed or strengths that the school may wish to develop further. A survey of alumni provides insights into how graduates have benefited from the programs and also highlights any challenges they may have encountered.

Evaluation Scope: The online survey is sent to all graduates of ISET programs, distributed separately to Bachelor and Master graduates.<sup>1</sup>

Evaluation Timing/Regularity: The evaluation is carried out once a year (in spring).

Responsible Unit/Person: The alumni survey is organized by the ISET External Affairs Department. It sends an online survey to the alumni and collects the responses.

Evaluation Tool: A structured questionnaire enables the school to obtain, measure, and analyze statistically reliable information. The survey includes questions about alumni employment, their positions, and the benefits of the ISET community and network. It also assesses the most useful competences graduates gained from the school; the qualifications or competencies required from their employers that the alumni did not consider they had gained while studying at ISET; the courses/fields studied at ISET that they benefited the most from while performing their jobs; and the courses/fields that they felt were missing in the curriculum (a sample Alumni Evaluation Questionnaire can be found in [Annex 4](#)). The survey has been developed by a team comprising a representative of the External Affairs Department, the head of each academic program and the Quality Assurance Specialist. The evaluation questionnaire can be adjusted as necessary should various needs emerge. To consider changes, a special working group can also be assembled on an annual basis (consisting of the head of program, head of the External Affairs Department, the Quality Assurance Specialist, the chair of the Alumni Association, and a representative from TSU's Quality Assurance Service). The working group would recommend changes to the Director, who then has approval over any adjustments to the questionnaire.

Follow-up Procedure: The results of the survey are analyzed by the External Affairs Department. The department is responsible for updating its alumni database according to information received regarding the current occupation and other relevant personal data of graduates. A comprehensive alumni database helps ISET to contact graduates and disseminate information about career and development opportunities in a targeted way. The information is also used for promotional purposes, allowing the school to engage in social media channels and to make announcements in the form of alumni success stories. A summary of key

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<sup>1</sup> The Bachelor Alumni survey will commence from spring 2022 as the first cohort of the program graduated in 2021.

developments in the alumni database is regularly presented to the Governing Board of ISET. The data is translated into charts and graphs to provide accurate information on alumni income, the top employers of ISET graduates, popular employment sectors, etc. This analysis is also included in the annual Board Book as a means of measuring the success of graduates. Based on the results of the survey, certain changes may also be made in the curricula of ISET's programs. Such changes would enable students to obtain the necessary skills to be more competitive on the labor market.

### **Evaluation by Employers**

Employer Evaluation Description: Ensuring quality employment for ISET graduates is one of the main objectives of the academic programs. Employer evaluations are thus an essential tool for allowing the school to assess the readiness and compliance of ISET graduates with labor market demands.

Evaluation Goal: The purpose of the employer evaluations is to assist the school in understanding the specific skills and attributes needed in today's labor market, and in determining how well the school is preparing its graduates for the workforce.

Evaluation Scope: An evaluation questionnaire is distributed separately to all identified employers of ISET Bachelor<sup>2</sup> and Master program students/graduates. The list of the employers is built according to the information received from the employed students/graduates and the data of the External Affairs Department.

Evaluation Timing/Regularity: The evaluation takes place once every two years (in spring).

Responsible Unit/Person: The evaluation survey is organized by the ISET External Affairs Department. It sends out online surveys to key employers and collects the responses.

Evaluation Tool: The survey uses a quantitative and qualitative methodology. A structured questionnaire enables the school to analyze the collected data to take relevant steps. The survey includes questions about the employer, the type and field of the organization's business, and the demand rate for ISET alumni/young professionals on the labor market. It also assesses the factors behind employers hiring ISET graduates, addressing their opinions on the most important competences that an ISET graduate should have in order to be employed as well as potential shortcomings of ISET graduates (a sample Employer Evaluation Questionnaire can be found in [Annex 5](#)). The questionnaire has been developed by the External Affairs Department, the head of each academic program and the Quality Assurance Specialist. The evaluation questionnaire can be adjusted as various needs emerge. To discuss potential changes, a special working group can be assembled on an annual basis (consisting of the head of program, the head of the External Affairs Department, the Quality Assurance Specialist, representative(s) of the major employers of ISET students/graduates, and a TSU Quality Assurance Service). The working group would recommend changes to the Director, who would

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<sup>2</sup> Employer analysis of Bachelor program graduates will take place for the first time in 2022 since the first cohort of the program graduated in 2021.

subsequently issue a decision on their approval.

Follow-up Procedure: The results of the survey are analyzed by the External Affairs Department and shared with the heads of each program. Based on the results of the survey, certain changes may be made to the curricula of the programs. These changes will enable students to gain the skills necessary to be more competitive on the labor market.

### **Evaluation by Third Parties**

Quality evaluation by external, third parties refer to the periodic evaluation of institutional effectiveness by a quality assurance agency. External quality assurance in Georgia is provided by the National Center for Education Quality Enhancement (EQE) through authorization and accreditation. Authorization refers to the institution's official authorization, while accreditation refers to the evaluation of educational programs. Both of ISET's programs have Georgian accreditation and in 2021 the programs also received international accreditation from the Foundation for International Business Administration Accreditation (FIBAA). The latter exempts the programs from Georgian accreditation and from now on the school plans to solely apply for international reaccreditation.

#### **International Accreditation**

Evaluation Description: International accreditation is one of the main tools of external evaluation for ISET. This guarantees quality, ensures high standards, and increases trust, confidence, and accountability.

Evaluation Goal: The purpose of international accreditation is to comprehensively assess the quality of ISET's programs and help the school improve its programs so that they meet global criteria. This accreditation ensures that the offered programs have attained or exceeded the envisioned standard.

Evaluation Scope: The external evaluation process is comprehensive and assess all key aspects of the study programs, with a special focus on internationality, employability, practical economic relevance, and service orientation.

Evaluation Timing/Regularity: The international accreditation process takes place once every five years.

Responsible Unit/Person: A working group, established in advance (and including representatives of the Academic Affairs Department, a Quality Assurance Specialist, the heads of each academic program, and a representative of TSU's Quality Assurance Service), works under the supervision of the ISET Director on self-evaluation report and then sends a final package to the accreditation agency.

Evaluation Tool: External evaluation by FIBAA consists of the following steps: application, compiling self-evaluation reports (from ISET's side), appointment of a review panel, a site visit from the FIBAA team, compiling the assessment report (from FIBAA's side), decision-

making, and (if needed) an appeals procedure.

Follow-up Procedure: After completion of the external evaluation process, the school will consider all the recommendations given by the agency and, where necessary, will update the curricula (adding or modifying existing courses), initiate new regulations, update existing guidelines/policies/rules, and further improve the programs to follow international standards and guarantee high quality. Any changes made to the programs will be approved by the Academic Committee and the Executive Board.

### **Field Expert Evaluation**

Evaluation Description: Quality evaluation from a field expert is a significant tool for the school to ensure the evaluation from an external perspective. It also ensures the school's connection with a broader academic community.

Evaluation Goal: The purpose of expert evaluation is to provide a deep and comprehensive professional assessment of ISET's programs and to offer recommendations for further advancing the teaching and learning process at the school.

Evaluation Scope: The external evaluation is carried out by a field expert experienced in the evaluation of international programs and who is aware of global standards.

Evaluation Timing/Regularity: Expert evaluation takes place once every four years.

Responsible Unit/Person: The Academic Affairs Department along with the Quality Assurance Specialist prepares all necessary documentation for the field expert and remains in constant communication with him/her. The department organizes all meetings with the expert and invites other parties (lecturers, students, administration representatives, etc.) to engage in meetings or interviews upon request.

Evaluation Tool: The field expert reviews the curricula of the programs, evaluates the course design, assesses the suitability of the academic staff and resources to deliver a high-quality academic experience, and, where necessary, carries out interviews with students, lecturers, and administration. Upon completion of their review, the expert sends a final evaluation report to the Director.

Follow-up Procedure: The evaluation report is discussed by the heads of the academic programs, the Quality Assurance Specialist and the Director, and any recommendations are considered. If any changes to the curricula are deemed necessary, a proposal is introduced at the Academic Committee and the Executive Board meetings. The latter will be responsible for approval of any necessary changes.

### **Other Quality Assurance Procedures**

**TSU Quality Assurance Activities:** ISET students and faculty members can, as part of TSU, participate in the quality assurance activities organized by the TSU Quality Assurance Service.

As such, ISET students have the opportunity to attend a training course on “Students’ Capacity to Ensure the Involvement in Quality Assurance Processes at Tbilisi State University”, which is organized by the TSU Quality Assurance Service and Students’ Self-Government and is funded by the Alumni Association of the International Education Center. The project is supported by the Scottish organization “Sprags” (Student partnerships in quality Scotland), which helps universities to implement quality assurance processes in collaboration with students. Under the project, the Scottish organization helps the university implement a “program representative” practice. After completion of the training course, students will have comprehensive information on how to become involved in the quality assurance process at the university and understand how to contribute to the improvement of their teaching and learning environment.

**Faculty Representation in the Academic Committee:** Quality control is an integral part of faculty functions. ISET has an Academic Committee (AC) and an Academic Board (AB) that oversee all academic matters, including those related to both content and processes. Evaluation of the study programs (content, procedures, and organization) is undertaken by ISET’s Academic Committee. It serves as an inclusive, transparent, and efficient decision-making body for all academic matters. The AC consists of six voting members, including three representatives from the local faculty (nominated by resident academics), and three external members, who are representatives of the international academic community serving on ISET’s Advisory Board. The AC meets on a quarterly basis. It reviews and makes recommendations on all academic programs and academic management policies and procedures; appoints subcommittees to review and decide on policies concerning student affairs (such as on admissions, ethics, financial aid, internationalization, and the library); reviews and makes recommendations on international partnerships (on joint/dual degree programs, exchanges, research networks, etc.); and evaluates faculty performance and makes recommendations on the (re-)appointment of the academic program heads and new academic personnel.

**Alumni Representation in the Governing Board:** The chair of the Alumni Association is a member of the ISET international Governing Board and is involved in the decision-making process. At the board meetings, he/she presents the administrative and academic issues considered to be essential for the further development and improvement of the academic programs to better reflect the education and labor market demands.

**Student Representation in the Academic Board:** Each year, two student representatives (one from each academic program) are nominated as the members of ISET Academic Board through student elections.<sup>3</sup> The elections are held each October and the elected representatives serve a one-year term. In this manner the voice of the students is represented in the most important decision-making forum regarding the academic programs, learning environment and other strategic matters.

**The Director’s Meetings with Students:** On an annual basis, the ISET Director meets with

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<sup>3</sup> In August 2021, with the approval of the Governing Board, the PEER bylaws were amended to add two student representatives into the Academic Board of ISET.

final-year students (separately for the BA and MA programs). At these meetings, the Director discusses the students' future plans, issues they might face after graduation, the support ISET can offer them, the quality of the knowledge the students obtained during their studies, how certain academic/administrative issues could have been improved, etc.

**Program Head Meetings with Students:** The heads of the respective academic programs and representatives of the Academic Affairs department meet students twice a year for oral feedback (the meetings are called "Coffee and Conversation"). At these meetings, administrative and certain academic topics are discussed and, subsequently, proper steps are taken to integrate any applicable feedback received.

**Alumni Meetings with Students:** Alumni are actively involved in student life in ISET. They regularly meet with the students, discussing the programs and other issues. Details of such meetings are thereafter shared with the administration and the Governing Board.

**Student Success Rate Analysis:** The heads of each academic program evaluate the grades of all students in each subject at the end of each semester/mini-term and, in so doing, evaluate the students' success rates. These analyses are shared with the Director and the Academic Committee. Based the results, certain changes might be initiated to address academic and/or administrative causes of undesirable patterns or tendencies. In addition, the heads of programs study the participation trends of ISET students in various local and international competitions and analyze their success rates in those.

**Student Population Analysis:** The heads of each program prepare an annual student population analysis report. The report analyzes changes in applicant numbers, the number of admitted students, the external/internal mobility ratio, and the graduation rate. Student population analysis assists the university in understanding the demand for ISET programs on the education market and to take relevant steps to retain the school's leading position.

**Annex 1. Student Teaching Evaluation Sample Questionnaire**

**Instructor/ Course Evaluation**

**Instructor:**

**Course:**

**Academic Year**

**Semester/Mini-term:**

<b>Question</b>	<b>Poor (1)</b>	<b>Satisfactory (2)</b>	<b>Good (3)</b>	<b>Very good (4)</b>	<b>Excellent (5)</b>
Intellectual challenge of the course					
Relevance and quality of assignments and/or quizzes and/or presentations (if you had it)					
Relevance and quality of midterm/final exams					
Relevance and quality of the assigned readings and/or textbook and/or class notes					
Overall evaluation of the COURSE					
Instructor’s presentation of course material					
Preparedness for lectures					
Ability to stimulate interest in the course					
Responsiveness to students' questions					
Instructor's ability to make complex material easy to understand					
Availability outside class					
Overall evaluation of the INSTRUCTOR:					

**Additional Info:** How many classes did you attend: (20%, 40%, 60%, 80%, 100%)

**Additional comments:**

**Teaching Assistant Evaluation**

**Teaching Assistant:**

**Course:**

**Academic Year:**

**Semester/Mini-term:**

<b>Question</b>	<b>Poor (1)</b>	<b>Satisfactory (2)</b>	<b>Good (3)</b>	<b>Very good (4)</b>	<b>Excellent (5)</b>
TA's presentation of course material					
Preparedness for recitations					
Relevance of the recitation to the course and class material					
Responsiveness to students' questions					
TA's ability to make complex material easy to understand					
Availability outside class					
Overall evaluation of the Teaching Assistant					

**Additional comments:**

**Annex 2. Student Satisfaction Survey Sample Questionnaire**

<b>Statement</b>	<b>Definitely agree</b>	<b>Mostly agree</b>	<b>Neither agree nor disagree</b>	<b>Mostly disagree</b>	<b>Definitely disagree</b>	<b>Not applicable</b>
<b>Organization and management:</b>						
Courses are well organized and are smoothly run						
The set academic timetable works efficiently						
Workload is relevant and acceptable						
Any changes in the course or teaching process are communicated effectively						
<b>Learning resources:</b>						
IT resources and facilities support the learning process						
Library resources (e.g., books, online services and learning spaces) support the learning process						
Access to course-specific resources (e.g., equipment, facilities, software, collections) is supported						
<b>Student voice:</b>						
There are opportunities to provide feedback about the courses and study process at the school						
Staff value students' views and opinions about the course and the study process						
Students' views are effectively communicated by the students' representative in the Academic Board						
<b>Career counselling and work placement:</b>						
Information about competitions, internships, work placements and other career development opportunities is regularly provided						
Access to exchange programs is provided (to TSU programs as well as to ISET-exclusive programs)						
Career counseling is provided if requested						

**Additional Info:** Please rate overall how satisfied you are with the ISET program

- a) very satisfied

- b) satisfied
- c) mostly satisfied
- d) dissatisfied
- e) very dissatisfied

**Additional comments:**

**Annex 3. Faculty Satisfaction Survey Sample Questionnaire**

**Employment status:**  Invited Faculty       Resident Faculty

<b>Please answer the following question</b>						
Which of the following factor(s) do you consider most important for your work at ISET? (Please circle any that apply)	1. Interesting work 2. Opportunity for professional realization 3. Opportunity for professional development 4. Career opportunity 5. Prestige of the school 6. Adequate working conditions 7. Flexible work schedule 8. Above market rate faculty compensation 9. Other (please specify) .....					
<b>To what extent would you agree with the following statements?</b>						
<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral or mixed opinion</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
Opportunity is given to participate in the decision-making process						
Information flow is well organized from the administration and management						
Technical and administrative support is sufficient						
School guidelines and regulations are clear and transparent						
The school facilitates professional development opportunities (within TSU or outside)						
Funding support for research and publication is adequate (Question only for resident faculty)						
Time available to conduct research is adequate (Question only for resident faculty)						
The teaching load is reasonable						
School infrastructure (auditoriums, labs, libraries, etc.) and technical equipment are adequate for the proper conduct of the teaching and learning process						

**Additional comments:**

## Annex 4. Evaluation by Alumni Sample Questionnaire

1. Full Name
2. Graduation year
3. Cell phone number
4. Email (personal)
5. Place of work/study
6. Sector of work/study
7. Position
8. Your monthly salary (in US dollars) is:
  - a) 0-500
  - b) 500-1000
  - c) 1,000-2,000
  - d) more than 2,000
9. Has ISET helped you with employment/placement? (By sending you to an internship where you were hired, by receiving a vacancy announcement from ISET, by giving you a recommendation letter, etc.)
10. How connected do you feel to ISET and the ISET community? Are you engaged with the ISET community? If so, how?
11. Do you see ISET helping you now? How? Please give us one example of how you have benefited from the ISET network.
12. How do you see yourself helping ISET? Are you supporting the ISET community? If so, how?
13. What did you find most useful among the competences you gained at the university?
  - a) Theoretical knowledge
  - b) Practical skills
  - c) Other (please specify)
14. Have there been any qualifications or competencies required from your employer that you did not gain while studying at the university?
  - a) Yes (please specify)
  - b) No
15. Which courses/concentrations did you take at ISET that benefited you most after graduation?
16. Which courses/concentrations do you feel were missing, and could have benefited you if they had been included, or there had been more focus on, in the curriculum?
17. Which courses/concentrations were offered that you would suggest should be removed? Why?

**Additional comments:**

## Annex 5. Evaluation by Employer Sample Questionnaire

1. Name of your organization/company
2. Type of organization/company
  - a) Public sector
  - b) Private company
  - c) Non-governmental organization
  - d) International organization
  - e) Other (please specify)
3. Field of activity of the organization/company
4. How many ISET graduates are employed in your organization/company?
5. Please rate the demand (on a 5-point scale where "1" means "low demand" and "5" means "high demand") of employees with the knowledge ISET provides in your organization/company.
6. Please rate the demand (on a 5-point scale where "1" means "low demand" and "5" means "high demand") for employees with the knowledge ISET provides on the market as a whole.
7. Which of the following is/are the most important factor(s) when hiring ISET graduates in your organization/company?
  1. Image of the school
  2. Level of knowledge of the graduate(s)
  3. Long experience of cooperation with the school
  4. Recommendations of the school's professors
  5. Other (please specify)
8. In general, how you would assess the qualifications of an ISET graduate applying for a position at your company? Please rate this on a 5-point scale where "1" means "very unqualified" and "5" means "highly qualified."
9. Please select up to three of the most important competences the ISET graduate should have in order to be employed at your company:
  1. Practical skills
  2. Theoretical knowledge
  3. Ability to work in a team
  4. Ability to work independently
  5. Presentation skills
  6. Knowledge of foreign language(s)
  7. Analytical skills
  8. Creativity
  9. Ability to make decisions
  10. Communication skills
10. In your opinion, what are the shortcoming(s) of ISET graduates? (Please select all that apply)
  1. Theoretical knowledge
  2. Preparation / skills for practical work
  3. Independence
  4. Being proactive
  5. Ability to be responsible
  6. Ability to work in a team
  7. Ability to present in native languages
  8. Ability to present in foreign languages
  9. Other (please specify)