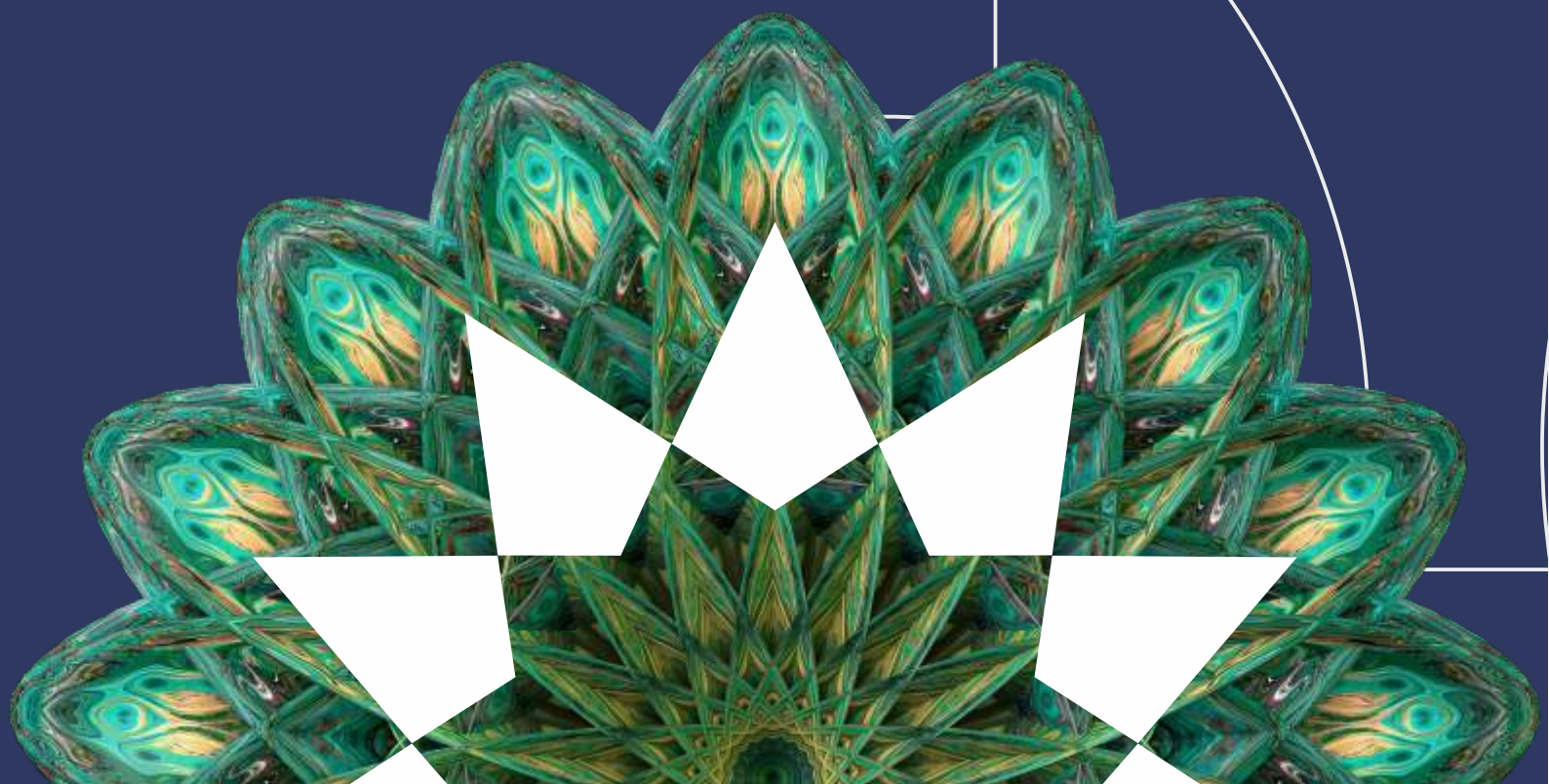
New Uzbekistan University

EXAM TRENDS AND
OPINION REVIEW AT

NEW UZBEKISTAN UNIVERSITY

A COMPREHENSIVE ANALYSIS

2024



This report was prepared by the Department of Institutional Analysis of New Uzbekistan University in 2024. The main volume of the field part of this study was realized from July to August 2024. Separate parts of the report contain information for 2023, which presents the most general data of applicants who passed the documents in the same year.

The present study is the first of its kind scientific work conducted at New Uzbekistan University and recognizes the possibility of some shortcomings and suggests opportunities for its further improvement. The authors are grateful for constructive comments and suggestions, which can be sent to the following addresses:

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WORDS OF GRATITUDE

We would like to express our sincere gratitude to all those who contributed to this study. First and foremost, we are deeply grateful to the parents who took the time to participate in the survey, providing valuable information about their views on the university enrollment process. We are equally grateful to the applicants who shared their experiences and reflections, offering a comprehensive insight into the issues and motivations shaping their academic choices. Without you, this study would not have been possible.

We would also like to express our gratitude to the professional staff of New Uzbekistan University for their continued support and commitment to creating a supportive professional environment that made this study a success. Their input was crucial in shaping the results of this report, and we appreciate the efforts that each group has made to improve the academic experience of prospective students.

We express special gratitude to the Chairman of the Supervisory Board of "New Uzbekistan" University and the Minister of Preschool and School Education of the Republic of Uzbekistan, X. Umarova, for her invaluable support and strategic guidance, which became key factors in the successful implementation of this project. Her dedication to the development of the education system, her commitment to ensuring high-quality student training, and her proactive support for establishing a completely new institutional research direction within the "New Uzbekistan" University made significant contributions to achieving the research objectives.

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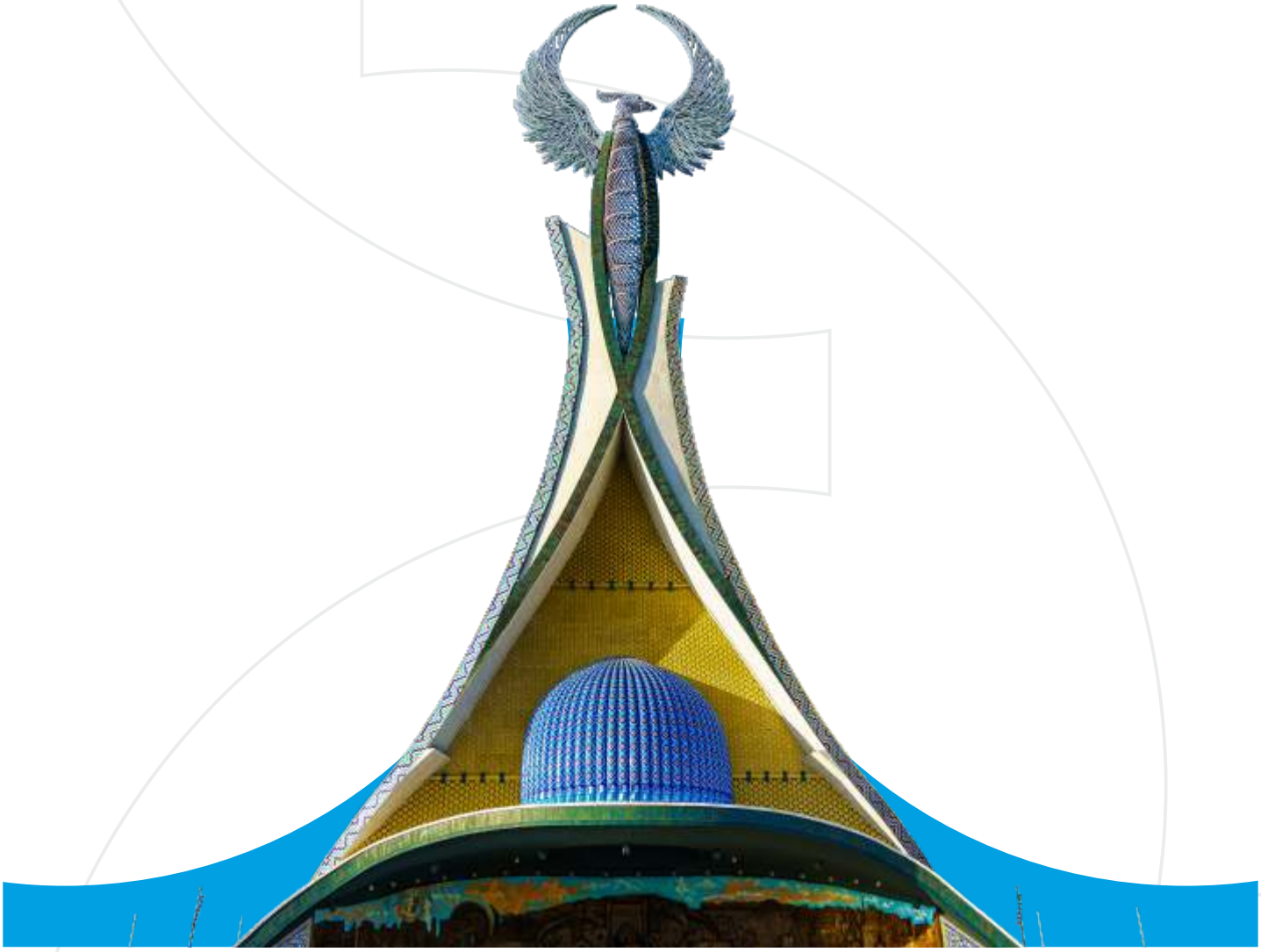

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INTRODUCTION

The university admissions process represents a critical stage in shaping students' academic and professional development trajectory. As higher education institutions increasingly emphasize the importance of equity and fairness, examining the various aspects of the admissions system that provide equal opportunities for success becomes imperative to analyze. Research shows that the student selection process must be objective and fair in order to minimize the influence of socioeconomic factors on examination results[1] . This analytical report, based on an extensive sociological survey of applicants and their parents, as well as a comparative analysis of New Uzbekistan University's admission procedures in 2023 and 2024, provides a comprehensive and integrated overview of the key factors affecting applicants' experience, their future expectations, and the effectiveness of the university's admission system.

The first chapter of the report is devoted to the comparative analysis of changes in the university admission process in the period from 2023 to 2024. This section analyzes the dynamics of changes in test (admission) questions, exam structure, and early admission opportunities. It also examines the implications of these changes for equity and access, as well as the outcomes of the admission process at New Uzbekistan University.

The second chapter focuses on interviewing applicants, offering a detailed understanding of their experiences, motivations, and concerns in the admissions process. The analysis shows that in addition to subject knowledge, admissions exams should assess critical cognitive skills such as problem solving and critical thinking[2] . These skills are becoming increasingly important for academic performance and future employability in a dynamic labor market. In addition, some experts[3] , emphasize the importance of entrance exam scores as reliable predictors of student performance in higher education, although this relationship is mediated by factors such as the quality of schooling and applicant preparation. This chapter also examines applicants' feedback on the examination process, including their assessment of the fairness of the exam, staff performance and the examination environment, exploring the approaches that applicants used to prepare for the exams, their motivations for choosing a university and their expectations about the quality of education.

Another important aspect of the integrated analytical report is the role of parental involvement, which is discussed in detail in chapter three. Parental support is known to have a significant impact on the emotional well-being and stress levels of applicants during exam preparation[4] . Given the socio- cultural norms of society in Uzbekistan, such phenomena are even more important. Understanding these influential trends allows universities to create a more supportive environment that helps alleviate the pressures associated with the admissions process. This chapter shifts the focus to the perspective of parents, analyzing their expectations and concerns about their children's admission process to university, highlighting the key role of parents in guiding applicants' decisions, and examining how their involvement can contribute to or mitigate the stress their children experience during this critical period.

In conclusion, this report provides a comprehensive analysis of the admissions process at New Uzbekistan University, based on current academic research and the views of both applicants and their parents. By examining changes in admissions patterns, the cognitive demands of admissions exams, the long-term impact of exam results on academic performance, and the importance of parental support, the report makes recommendations aimed at improving the fairness, inclusiveness, and overall effectiveness of the admissions system.

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[1] Alavi S. M., Karami H., Kouhpaeenejad M. H. Examining the Fairness of the University Entrance Exam: A Latent Class Analysis Approach to Differential Item Functioning //Issues in Language Teaching. – 2021. – T. 10. – №. 1. – p. 147-170.

[2] O'Hare L., McGuinness C. The validity of critical thinking tests for predicting degree performance: A longitudinal study //International Journal of Educational Research. – 2015. – T. 72. – p. 162-172.

[3] Sulphey M. M., Al-Kahtani N. S., Syed A. M. Relationship between admission grades and academic achievement //Entrepreneurship and Sustainability Issues. – 2018. – T. 5. – №. 3. – p. 648-658.

[4] Wang, M.-T., & Sheikh-Khalil, S. (2014). "Does Parental Involvement Matter for Student Achievement and Mental Health in High School?" Child Development, 85(2), p. 610-625.

Such findings contribute to ongoing discussions about improving university admissions processes in Uzbekistan and beyond, ensuring that they meet the changing needs of students, families, and the broader educational landscape.

AIMS AND OBJECTIVES OF THE STUDY

The main purpose of this study is to comprehensively analyze and evaluate the admission process at New Uzbekistan University, with an eye toward ensuring that it is fair, efficient, and meets modern educational standards. The study aims to explore the experiences, motivations, and expectations of both applicants and their parents, and to assess how changes in the admissions structure affect student outcomes and the overall effectiveness of the process. Ultimately, the study aims to provide data-driven recommendations to make the admissions system more inclusive, objective, and aligned with higher academic and professional requirements.

In order to achieve this goal, the following **most important objectives** were formulated in accordance with the structure and methodology of the study:

- Exploring changes to the admissions system (2023-2024);
- Assessment of applicants' cognitive skills and potential tested in entrance exams;
- Analyzing the role of parental involvement in the admissions process;
- Assessment of applicants' level of preparation and their expectations from the educational process;
- Providing recommendations to further improve the admissions process;
- Establishing a theoretical and methodological basis for further research.

By addressing these challenges, this research contributes to the continuous improvement of New Uzbekistan University's admissions processes, ensuring that they meet the changing educational and professional requirements of students and society at large.

RESEARCH METHODOLOGY

Philosophical approach

In this study, positivist and realist philosophical approaches, as well as methods of interpretive sociology, were used in data processing. Positivist and realist perspectives allowed us to identify objective patterns and cause-and-effect relationships in data reflecting external reality. While interpretive sociology provided a deeper understanding of the subjective meanings and interpretations that individuals or groups attach to their social experiences. By combining these approaches, the research sought to capture both observed trends and underlying social meanings in the data, offering a comprehensive analysis of the subject matter.

Triangulation of the study

The study used a combined methodological approach combining quantitative and qualitative methods. The questionnaires (for parents and applicants) included both closed-ended questions that provided quantitative data for statistical analysis and open-ended questions that provided qualitative insights into respondents' views, perceptions, interpretations and opinions. Such a combination allowed for a comprehensive analysis, capturing both measurable patterns and the deeper meaning constructs behind the responses, thus offering a more detailed and in-depth understanding of the research subject.

Population sampling

In accordance with the rigorous methodology of the survey, as well as the research goals and objectives defined above, two separate groups were selected to gain a broad understanding of the enrollment process at New Uzbekistan University: the parents of applicants and the applicants themselves. The sampling approach ensured adequate representativeness and statistical reliability for both groups.

Parent survey

The parent questionnaire was designed to elicit information from both mothers and fathers, recognizing the importance of parental influence on university decision-making. The total population was 6,960 (mothers and fathers from 3,480 families). Of this group, 1464 parents completed the survey, yielding a response rate of approximately 21%. Although this response rate is low, the large number of respondents allowed for reliable conclusions to be drawn. The sample size met the principles of representativeness, ensuring that key demographic variables such as gender, socioeconomic status and geographic distribution were reflected in the responses. This response rate is within an acceptable range for large-scale sociological surveys and confirms the validity of the results by applying weighting techniques, if necessary, to account for any response bias.

Survey of applicants

The second questionnaire was administered to applicants who were approved to sit for the university entrance examination. Of the 2,407 participants who took the exams, 1,662 responded, representing a 69% response rate. This high response rate greatly increases the reliability and generalizability of the results. The survey methodology ensured that all relevant subgroups of applicants (by age, region and previous academic achievements, etc.) were well represented. Given the response rate, the margin of error is reduced, increasing confidence that the results reflect the majority of the applicant population. The sample size is sufficient for inferential statistical analysis, which supports the reliability of the conclusions drawn from the data.

Methods and stages of data collection

The data collection process in this study was organized into four main stages, each corresponding to a specific structural part of the study:

1.Collection of primary data of applicants for the year 2023

At this stage, data were collected from applicants who independently entered information into a specially designed information platform between January 5 and August 2, 2023. Data entry was carried out in three stages: in January, May and August 2023, according to the number of exams to be held.

2.Collection of primary data of applicants for the year 2024

Similar to the previous phase, data for 2024 were collected using the information system, but this time data entry was done by applicants in one phase, from January through July 2024.

3.Survey of applicants

The questionnaire developed for applicants was integrated into a specially designed information system, also developed using Yii PHP Framework 2.0 software. Data on this questionnaire was collected between July 31 and August 6, 2024, prior to the publication of the final exam results. Participation in the questionnaire was a prerequisite for access to the exam results in the applicant's personal cabinet, which ensured a high degree of participation.

4.Survey of parents of applicants

A separate questionnaire was developed for parents of applicants using the Google Forms platform. The link to the questionnaire was sent to parents whose children participated in the exams using a mass mailing service. The questionnaire was administered between July 28 and July 31, 2024, prior to the release of official exam results for the 2024-2025 academic year. During this time, the questionnaire remained active for completion.

These stages of data collection provided both quantitative and qualitative data, which ensured a comprehensive analysis of the preferences and opinions of both applicants themselves and their parents. The integration of different data collection methods also contributed to a deeper and more accurate interpretation of the research results.

Digital integration

For example, in 2023, applicants' documents were accepted through an integrated cloud-based Learning Management System (LMS) and Student Information System (SIS) - **Classe365.** This platform, provided a standardized, scalable solution that facilitated the efficient processing of large volumes of student applications through a popular educational technology infrastructure. Applicants were able to submit their applications online through the platform during the January through August 2023 admission periods. The platform was available during three key examination periods (February 25, May 20 and August 5) and applicants had the option to reapply if they failed in the previous stages, with all applications recorded in the same system.

In 2024, the process of collecting primary data of applicants, was carried out using a specially designed platform created with the help of **Yii PHP Framework 2.0. (Admission Portal)**. This platform was developed by the university specialists in order to simplify and automate the whole process of submitting documents. In addition, in order to optimize the process and reduce the probability of input errors, the platform was integrated through API mechanisms with the Unified Portal of interactive public services, which allowed automatic uploading of passport data of applicants. This ensured consistent verification of applicants' personal data and correct registration in the system.

Thus, these technological tools and integration mechanisms have not only improved the accuracy of the data, but also increased the reliability of the information collected, laying a solid foundation for further system analysis.

Methods of data processing and analysis

Both quantitative and qualitative methods were used to process and analyze the data collected during the study, which provided a comprehensive approach to the interpretation of the results obtained. MS Excel and SPSS programs were actively used in the process of data analysis.

1.Processing of quantitative data

Quantitative data obtained from questionnaires with closed questions were processed using MS Excel and SPSS programs. First, the data were checked for completeness and correctness and then coded, including open-ended questions in both types of questionnaires - for parents and applicants. The data were collated into a common database, followed by data cleaning to remove incorrect and duplicate entries. Further, statistical analysis was carried out using SPSS, including calculation of descriptive statistics and correlation analysis to identify relationships between variables.

2.Processing of qualitative data

Qualitative data collected through open-ended questions were also coded and analyzed using content analysis techniques. Initially, the responses were transcribed, structured and incorporated into a common database. The analysis involved coding the data to identify key themes and categories. Thematic analysis allowed the identification of recurring ideas and motives, which provided an in-depth understanding of respondents' subjective opinions.

3.Integration of quantitative and qualitative data

After processing and analyzing both categories of data, the quantitative and qualitative results were integrated for a deeper understanding of the phenomenon under study. Quantitative data helped to identify general trends and patterns, while qualitative data added context and nuance, providing a more complete and accurate picture of the research findings.

Limitations

Despite several advantages in the rigor of the research design, which allowed for valid and reliable results, the study had some limitations. However, the variety of data collection and analysis methods, which included a large number of categories, attributes and factors, enabled very fundamental results to be achieved.

1.Despite the mass mailing to all contacts from the database of parents of applicants with a total of 3480 cell phone numbers, the actual number of parents who filled out the questionnaires was 1464. However, this did not affect the representativeness of the sample of survey participants, but on the contrary, making up a weighty proportion of respondents provided sufficient statistical power and representativeness of the data for reliable analysis. Such volume of respondents allowed to cover a variety of demographic groups and ensure the validity of the study findings.

2.The 2023 admissions process allowed applicants to apply and attempt the entrance exam up to three times, which, while increasing their chances of success, created challenges in collecting primary data. Applicants who reapplied were included in the database multiple times, potentially affecting data accuracy despite subsequent efforts to clean the data. Differences between those who reapplied and those who applied for the first time could certainly have affected the results. However, through careful data cleaning, coding and consistent analytic methods, as well as refocusing the study's focus on the total number of applicants ensured the reliability and validity of the findings.

KEY FINDINGS

I. ANALYZING THE MOST GENERAL TRENDS IN THE ADMISSIONS PROCESS AND APPLICANT POTENTIAL (2023 AND 2024)

A strategic shift toward STEM

- In 2024, there was a significant increase in quota for STEM-related programs, including Chemical Engineering and Materials Science, Cybersecurity, and Artificial Intelligence and Robotics, reflecting the university's strategic focus on technical disciplines.
- At the same time, there has been a reduction in quotas for the social sciences and management programs, underscoring the institution's changing priorities.

Improvement of the examination structure

- The number of exam questions has doubled from 20 in 2023 to 40 in 2024, while the total exam time has also been increased to 120 minutes.
- Questions for the 2024 exam were developed with Cambridge University Press & Assessment, increasing the standardization and fairness of the testing process.

Optimization of the filing system

- In 2024, the university transitioned to a proprietary digital filing platform to improve control and flexibility of the process, as well as increased integration with other university systems.
- The new system replaced the 2023 cloud platform and demonstrated the university's readiness to embrace digital innovation.

Tighter criteria for international certificates

- In 2024, international certificates began to be evaluated on a percentage system, with scores below 500 for SAT and below 4 for IB no longer counted, making the selection process more rigorous.
- This tightening has led to an increase in the quality of students enrolled, but it may limit opportunities for applicants with lower scores.

Regional and gender differences

- Although the majority of entrants continue to come from Tashkent city, its share decreased from 23.8% in 2023 to 21.9% in 2024. At the same time, Jizzakh and Navoi Regions showed an increase in the number of applicants.
- The gender imbalance persists, especially in STEM programs, where males far outnumber females.

Growth in English language proficiency

- In 2024, the proportion of applicants with IELTS certificates increases to 66.5%, up from 43% in 2023, indicating an improvement in language skills.
- Despite this, the proportion of applicants with high scores (7.0 and above) decreased slightly, indicating a wider range of English proficiency levels among students.

Reception results

Growth in the number of applicants and improvement in the quality of enrolled students

- In 2024, total student enrollment increased by 40% over the previous year, indicating the university's growing popularity among applicants.
- The high international certificate requirements and increased assessment standards have helped to improve the overall proficiency of enrolled students.

Distribution of state grants

- The number of students who received 4-year grants with 100% coverage increased from 57.7% in 2023 to 62.3% in 2024, indicating an increase in the availability of free education.
- One-year grants with 100% coverage also became more popular, reaching 20.7% of all grantees, showing the university's support for talented students at an early stage of their studies.

Changes in applicant profile by school type

- The percentage of students from public schools increases from 25.9% in 2023 to 36.5% in 2024, reflecting the university's greater enrollment of students from regular schools.
- In 2024, lyceum and college graduates were no longer represented among enrolled students, which may be due to the new admission system for secondary school graduates

Popularity of training areas

- Programs related to data analytics and information technology, such as Economics and Data Analytics and Cybersecurity, continue to gain popularity. This indicates a growing demand for specialists in digital technologies and data analytics, which is in line with global trends
- The areas of applied mathematics and artificial intelligence also attract a significant number of students, which confirms the university's strategic focus on technological development.

Increased geographic diversity of students

- In 2024, the number of students from regions such as Fergana and Khorezm regions increased, which indicates the increased accessibility and attractiveness of the university for applicants from remote regions.
- Jizzakh region and the Republic of Karakalpakstan also showed an increase in the number of applicants, reflecting a more even distribution of higher education opportunities across the country's regions.

II. ANALYSIS OF THE RESULTS OF THE SOCIOLOGICAL SURVEY OF APPLICANTS

Gender distribution and academic orientations

- The survey process revealed a significant gender disparity, with 66.6% of respondents being male and only 33.4% female.
- Males tended to be more interested in STEM fields, including Mechanical Engineering (89%), Cybersecurity (83.8%), and Artificial Intelligence and Robotics (80.6%)
- In contrast, "Pedagogy (in STEM)" showed a high percentage of female participation (90.6%). This highlights the traditional gender distribution across programs, reflecting general social and cultural trends.

Regional representation

- The analysis of respondents' regional affiliation showed that applicants from Tashkent and Tashkent region made up the most significant part of participants (21.9% and 9.7%, respectively). This indicates that the capital and adjacent regions continue to be the key sources of applicants for the university
- At the same time, such regions as the Republic of Karakalpakstan (4.0%) and Syrdarya Region (2.8%) showed a lower share of applicants, which may be due to remoteness or limited access to educational resources.

Types of schools and academic potential

- The majority of applicants (53.4%) are graduates of traditional schools, indicating a high level of dependence on academic institutions. Applicants who graduated from creative schools represent 34.1%, indicating significant participation. Presidential schools represent 11.0% and specialized schools represent only 1.5%, indicating their minimal contribution to applicant recruitment.

International language certificates and SAT

- The vast majority of respondents (85.5%) had an international language certificate IELTS, which demonstrates the high readiness of applicants to study internationally.
- However, only 28.7% of respondents submitted the SAT, indicating that many applicants do not rely on this certificate when applying to university.

Social status

- Only 8.4% of respondents indicated that they are included in the "Unified Social Protection Register", which provides them with benefits when enrolling in university.
- The largest number of such applicants was from Jizzakh Region (21.6%).

Channels for obtaining information

- In 2024, personal connections became the main channels for obtaining information: 44.5% of respondents indicated that they learned about the university through friends and relatives, a significant increase from 33.8% in 2023.
- The use of Telegram and Instagram has decreased, while the role of school counsellors and Open Doors Days has increased.

Evaluation of handouts and staff performance

- The handouts were highly rated by 91% of respondents.
- Evaluation of staff performance was also positive, with 88% of respondents stating that staff performance was 'excellent' or 'good'.

Motives for choosing a university

- The main motivator for choosing New Uzbekistan University was academic prestige and research opportunities (26.6% of respondents).
- Personal recommendations also played an important role (12.9%).
- A significant proportion of respondents noted that the university provides good conditions for learning and career development.

Career plans

- Most respondents plan to work in public institutions (27.3%) or continue their education (25.5%).
- Interest in entrepreneurship was expressed by 12.9% of respondents, and 15% of respondents expressed a desire to work or study abroad.

III. ANALYSIS OF THE RESULTS OF THE SOCIOLOGICAL SURVEY OF PARENTS OF APPLICANTS

Demographic and regional indicators

- The survey process revealed a significant gender disparity, with 66.6% of respondents being male and only 33.4% female.
- A significant share of parents is represented from Tashkent City (18.0%), as well as from the most densely populated regions of the Republic - Fergana (10.3%) and Khorezm Regions (9.5%). Regional differences differ in the level of parental participation and access to educational resources.

Education level of applicants

- There was diversity in educational attainment among applicants: 37.7% attended specialized or creative schools, followed by 35.0% of public schools. A smaller proportion attended presidential schools (9.9%) and academic lyceums (8.6%).
- The prevalence of students from specialized and public schools suggests a mix of academic preparation levels, potentially affecting their expectations and performance at university.

Involvement of parents in preparation for university enrollment

- 58.4% of parents were actively involved in the preparatory process, while 31.9% were involved occasionally. Only 9.6% reported no involvement at all.
- Despite the high level of parental involvement, 79.1% of students decided to enroll in university on their own, indicating strong autonomy of students in making educational decisions. Recommendations of family members and teachers played a lesser role (10.6% and 9.4%, respectively).

Reasons for choosing New Uzbekistan University

- The leading factor for parents was the opportunity to get a good education, indicated by 58.1% of respondents.
- Availability of government scholarships (14.3%) and the possibility of studying abroad (14.7%) were also significant factors in the decision-making process. Prospects of future employment were less significant (6.9%).

Problems expected during university studies

- The main concern among parents was financial issues, with 57.3% citing this as a potential obstacle for their children during university.
- Smaller but notable percentages of parents were concerned about physical activity (18.7%) and socializing with students (10.0%), while concerns about social interaction with faculty (4.2%) and learning academic material (9.8%) were less prevalent.

Financing of education

- Most parents (71.8%) relied on government grants to finance their children's education, emphasizing the important role of government support.
- Personal savings was the second most mentioned method of financing (15.2%), followed by education loans (8.6%). Regional differences in funding preferences were noted, with some regions showing a higher reliance on personal savings or loans.

Plans for student housing and accommodation

- Most parents (55.6%) expect their children to live in university dormitories.
- A smaller proportion planned for their children to live at home (24.4%) or rent an apartment (13.8%). Regional differences in accommodation preferences were noted, with a greater preference for independent living in urban areas.

Evaluation of the organization of the examination

- The majority of parents highly appreciated the organization of the entrance exam, 68.0% rated it as "Excellent" and 20.8% as "good". Only a small percentage expressed dissatisfaction (1.0% "very bad", 4.2% "bad").
- While satisfaction was generally high, there were some regional differences in scores reflecting a variety of expectations and experiences.

Parents' suggestions for further improvement

- Among the 10.7% of parents who provided suggestions, the most common were related to the university enrollment process (3.2%), educational grants (2.0%), and the academic process (1.2%). Other areas affected included student housing (1.1%) and inclusion and social support (0.8%).
- Notably, 69.07% of parents gave no suggestions, which may indicate a general satisfaction with current processes or a lack of engagement with this aspect of the survey.

CHAPTER I

ANALYZING THE MOST COMMON TRENDS IN THE ADMISSIONS PROCESS AND APPLICANT POTENTIAL (2023 AND 2024)

This section of the study provides a comparative analysis of the entrance examinations and admission process at New Uzbekistan University in 2023 and 2024, focusing on identifying and assessing key changes in the application procedures, examination structure and selection criteria. The purpose of this analysis is also to critically assess the impact of these changes on the academic process at the university.

The study of such changes will allow to form a comprehensive understanding of the dynamics of the admission process. This analysis also serves as a basic framework for interpreting the results of two sociological surveys conducted with applicants and their parents as part of a comprehensive study of the admission process at New Uzbekistan University. These surveys were designed to analyze the expectations of parents and applicants, as well as their opinions regarding the admission process, study at the university, and further plans in the field of education. The findings from these surveys will be discussed in detail in subsequent chapters, providing a broader sociological context to the data on admissions and entrance exams in recent years at New Uzbekistan University.

ACCEPTANCE OF DOCUMENTS

Over the past two years, New Uzbekistan University has undergone a number of changes to its application and entrance examination procedures as a result of its commitment to creating a world-class educational institution in Uzbekistan[5]. These changes affected key areas, including quotas by field of study; exam locations; application procedures; the structure and number of exam questions; the time allotted for exams; and the test-taking procedure. These and other changes are explored in detail below.

[5] https://www.gazeta.uz/ru/2021/01/16/presidents

DYNAMICS OF THE CONTINGENT OF APPLICANTS

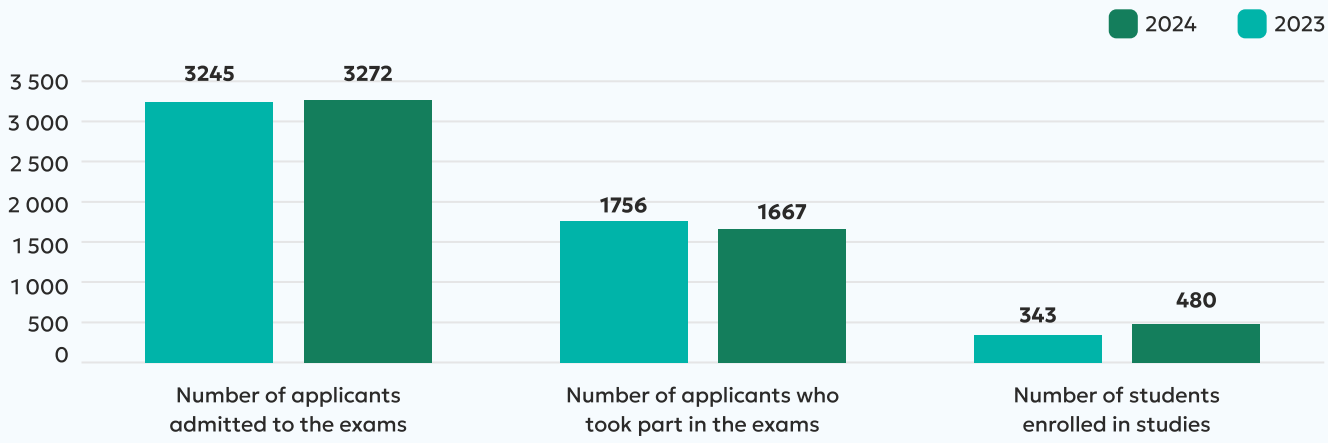

Figure 1 . Comparison of applicant participation and university enrollment (2023 and 2024)

Number of applicants admitted to the exams. In 2023, 3,245 applicants were admitted to the exams, while in 2024 the number increased slightly to 3,272. This represents an increase of 0.8% in the number of applicants admitted to the exams. The slight increase is due to continued stable interest in the university and careful selection of applicants despite changes in the exam structure.

Number of applicants who participated in the exams. In 2023, 1,756 applicants took the exams and in 2024, 1,667 applicants took the exams, reflecting a 5.1% decrease. This is primarily due to an increase in the total number of students with the highest SAT scores, which exempts them from taking the exams and allows them to be automatically admitted to the university.

Number of students enrolled. Despite a decrease in the actual number of test takers in 2024, the number of students enrolled increased significantly from 343 in 2023 to 480 in 2024, an increase of 40%. Such an indication that selection has become more efficient given the increased growth of students with high SAT scores. Thus, this has allowed the university to enroll more qualified applicants to meet the increased quotas. More detailed information on the qualifications and background of applicants will be provided in the relevant section of the report.

In addition, in 2023, the application period for New Uzbekistan University lasted from January 5 to August 2, giving applicants almost seven months to prepare and the opportunity to retake exams. In 2024, this period was reduced to five months (from January 24 to June 24). This reduction is due to the university's desire to streamline the application process and meet more stringent academic requirements.

Thus, it can be noted that despite the reduction in the actual number of applicants in 2024 (due to automatically admitted applicants with high SAT scores), as well as the relatively short application window, the number of students ultimately enrolled increased significantly, indicating significant improvements in the admissions process and a higher level of expertise of successful applicants.

STUDENT QUOTAS

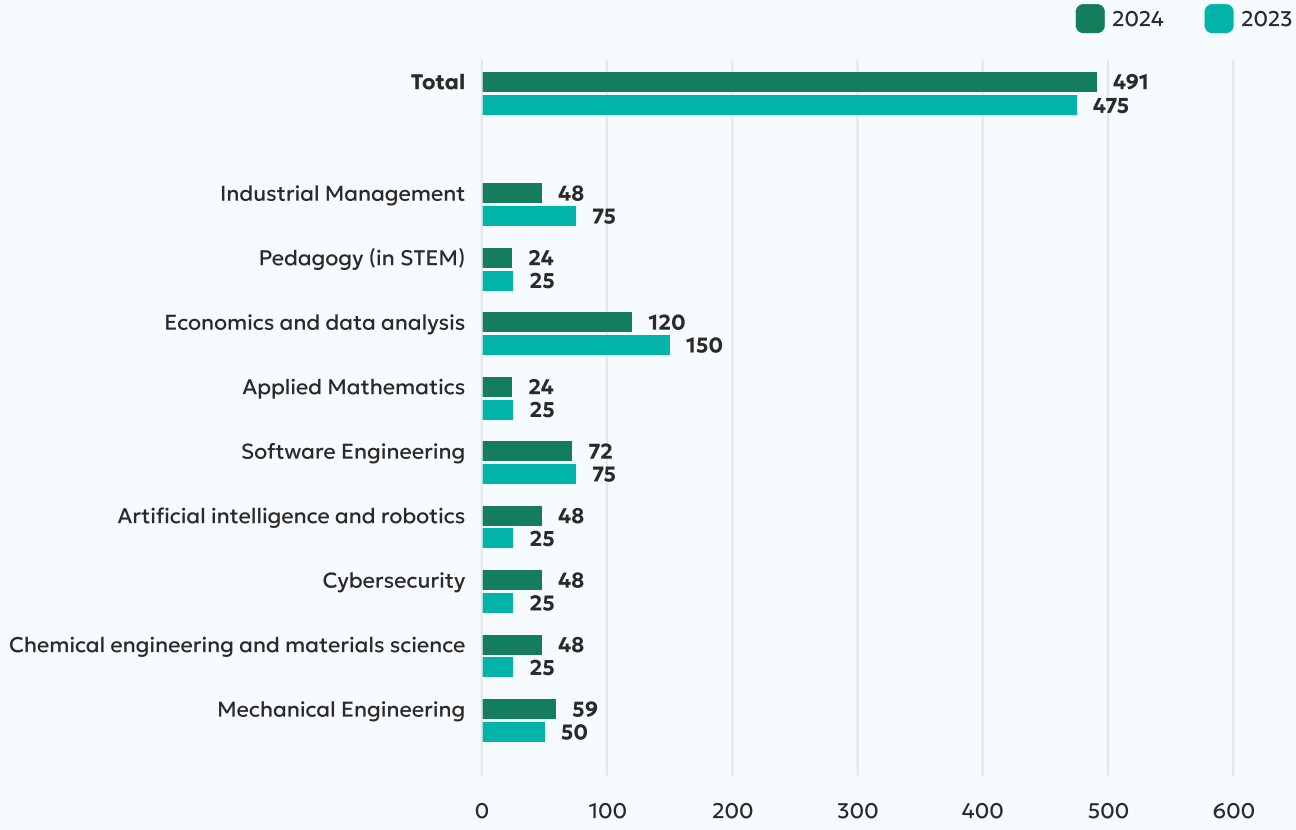

Figure 2 . Distribution of quotas by destination (2023 and 2024)

Analysis of student quotas by field of study over two years showed the following most important trends:

Significant growth in STEM: quotas in the fields of study "Chemical Engineering and Materials Science", "Cybersecurity", " Artificial Intelligence and Robotics " have almost doubled, indicating the university's strategic focus on these areas.

Quota reductions in social sciences and management: programs such as Economics and Data Analytics and Industrial Management experienced notable declines of 20% and 36% respectively, suggesting a shift in emphasis from business-related fields to STEM.

Stable programs: areas such as Software Engineering, Applied Mathematics, and " Pedagogy (in STEM) " showed minimal change, indicating that these areas remain important but are not the primary focus of the university for the current year.

Overall, the chart clearly demonstrates the reallocation of quotas for 2024, emphasizing the university's efforts to expand technical disciplines while slightly reducing enrollment in business and management-related fields. Such a decision, demonstrating a strategic approach, reflects New Uzbekistan University's focus on improving technical disciplines. Such a trend is also in line with the priorities of national science, which have also been repeatedly voiced by President Sh. Mirziyoyev.[6]

[6] https://president.uz/ru/lists/view/7333

ELECTRONIC PLATFORM FOR SUBMISSION OF DOCUMENTS

The above described changes in the admission system show that New Uzbekistan University pays special attention to this important process and, taking into account modern trends, tries to offer applicants perfect digital solutions. Thus, in 2023, applicants' documents were accepted through a comprehensive cloud-based Learning Management System (LMS) and Student Information System (SIS) - **Classe365.** This platform provided a standardized scalable solution that facilitated efficient processing of large volumes of student applications through a popular educational technology infrastructure.

However, in 2024, applicants' documents are accepted through a customized platform developed using the **Yii Framework 2.0 (Admission Portal)** by the university's experts. Such a change signals a strategic shift toward a more specialized system specifically designed to meet the unique requirements of the university's admissions process. The development of an internal platform implies an emphasis on greater control over the application workflow, which certainly provides significant flexibility in customization and integration with various information systems

It is worth noting that the transition to a specially designed platform also demonstrates the orientation of New Uzbekistan University to the development of digital innovations and improvement of system integration

INTERNATIONAL CERTIFICATES

The most key changes have also affected the system of acceptance and assessment of international certificates[7]. Particularly important ones are noted below.

1.Moving from fixed points to percentages:

In **2023**, international certificates (SAT, IB, A-Levels) were counted as fixed points. For example, SAT score from 210 to 250 gave 10 points, and from 701 to 800 gave 20 points.

In **2024**, the system switched to percentage conversions. SAT scores were converted to percentages ranging from 50% to 100%. For example, an SAT score of 500 to 510 converted to 50%, and a score of 760 to 800 converted to 100%.

2.Changes in the range of SAT scores:

In **2023**, the SAT score range started at 210, which meant that applicants with low scores were still able to present the SAT.

In **2024**, only SAT scores above 500 were considered, meaning that applicants with SAT scores below 500 no longer received percentage points. This made the process more selective and weeded out applicants with lower SAT scores.

3.International Baccalaureate (IB) scores:

In **2023**, IB scores were converted to scores ranging from 12 to 20. Even students with low IB scores (1 to 3) could earn points for admission.

In **2024**, only IB scores of 4 or higher were considered, with scores ranging from 50% to 100%. IB scores of 1 to 3 were not considered, making the selection process more rigorous.

4.Processing A-Levels and AS-Levels:

In **2023**, A-Level grades were converted to points (e.g. an E grade gave 11 points, an A* grade gave 20 points). AS-Levels were treated separately, with slightly lower point values.

In **2024**, A-Level and AS-Level grades were converted to percentages, with A* giving 100% and C giving 70%. This allowed for a more consistent and fairer comparison between the

A-Levels and AS-Levels in terms of their weighting in the overall grade.

5.IMChO Exception:

In **2023**, applicants who participated in prestigious competitions such as the International Mendeleev Chemistry Olympiad (IMChO) and won prizes were awarded 20 points, giving them a significant advantage in admission.

IMChO recognition was not mentioned in **2024**, indicating that this type of achievement no longer affected admission scores

Benefits of the new 2024 scheme

Greater accuracy. The shift from fixed scores to percentages added subtle differentiation among applicants. The percentage system provided a more accurate gradation of academic performance, making it easier to differentiate between applicants with similar test scores. For example, an SAT score of 510 could be converted to 55%, a small but potentially meaningful difference compared to a score of 500, which converts to 50%.

Stricter selection criteria. The elimination of lower SAT and IB scores (below 500 for SAT and below 4 for IB) in 2024 set a higher standard for applicants. Thus, only the more successful students benefited from their international certificates, which will certainly improve the overall quality of admitted students for the 2024-2025 academic year.

[7] See Appendix #1 for complete tables with international certificate conversions for 2023 and 2024.

Consistency in A-Level and AS-Level processing. Aligning A-Level and AS-Level scores to the same percentage system in 2024 eliminated confusion and ensured fair treatment of students with different academic levels by adjusting admission standards between the two tests.

Limitations of the new 2024 system

Exclusion of weak students. The 2024 system can be seen as disadvantageous to students with low international certificate scores. In 2023, these students at least had a chance to earn some points (as low as 10 points for SAT and 12 points for IB), but in 2024, these low scores were completely eliminated, making it difficult for such applicants.

Thus, the new 2024 system, by moving to percentage conversions, created a fairer and more accurate admissions process. This approach aimed to reward more successful students, ensured consistency between different international certificates, and promoted a balanced assessment of applicants' preparation. Although by raising the bar it weeded out applicants with lower scores, it created a more transparent and fair system for assessing students' potential

EXAMINATION PROCESS

A comparative analysis of the major changes to the examination process in 2023 and 2024.

1- Location of exams and number of exams

2023. The first exam was held in Tashkent in February, with subsequent exams held in each region and the Republic of Karakalpakstan.

2024. The examination process was optimized and was held simultaneously on July 6 in all regions, including Tashkent City and the Republic of Karakalpakstan.

The move to administer exams at the same time in all areas in 2024 reflects efforts to improve logistical efficiency and uniformity in the exam process. By administering exams at the same time throughout the state, the university sought to mitigate any regional differences and promote a fairer and more open testing environment. These changes also involve improved coordination and reduced administrative costs associated with multiple exam sessions.

2.Number of exam questions

2023. The total number of questions amounted to 20.

2024. The total number of questions was 40, effectively doubling the number of test items.

The doubling of the number of exam questions in 2024 indicates a more comprehensive approach designed to better assess the breadth and depth of applicants' knowledge. This increase suggests a shift to more rigorous testing standards that require applicants to have a higher level of preparation. It also indicates the university's intent to assess a broader range of competencies and skills within the allotted exam time.

3.Time allotted for the exam

2023. Each subject was allotted 70 minutes.

2024. The total time allotted for the exams was 120 minutes.

The increase in total exam time to 120 minutes in 2024, despite doubling the number of questions, indicates that the university sought to balance the increased question load with a reasonable amount of time for applicants. However, this adjustment also suggests an expectation of faster cognitive processing and decision-making from applicants, as they now had less time per question compared to the previous year. This change reflects the more complex and demanding examination process.

4.Test sheets and kits for applicants

In **2023**, applicants were required to mark their answers in the exam with a blue pen, and everyone was provided with a pen, drinking water, a question booklet and extra sheets as a draft. However, in **2024**, Cambridge University Press & Assessment decided to switch to using pencils for marking answers. Thus, each applicant received two pencils, an eraser, drinking water, a question booklet, an answer sheet and additional sheets as a draft

The switch to pencils was based on psychological recommendations from Cambridge University Press & Assessment, as pens can cause anxiety due to students constantly correcting mistakes. Pencils allow corrections to be made, giving students more control and reducing stress. This approach, widely adopted in schools and universities around the world, has a more relaxed atmosphere. By introducing the pencils, the university sought to create a more relaxed and supportive atmosphere, to help applicants improve test scores. Such changes are in line with global educational practices that prioritize the mental health and emotional comfort of students, especially during important events such as the entrance exam.

5.Composition of questions

2023. Examination questions were compiled by specialists from New Uzbekistan University in cooperation with partners from the Scientific and Practical Center for Pedagogical Excellence and International Assessment of the Agency for Specialized Educational Institutions.

2024. The exam questions were compiled by Cambridge University Press & Assessment.

Cambridge University Press & Assessment's participation in 2024 represents a significant increase in the importance and standard of the examination process. The move reflects the university's commitment to aligning its assessment standards with the highest globally recognized standards. Cambridge University Press & Assessment's experience in developing high quality, fair and rigorous tests demonstrates the University's commitment to increasing the objectivity and global recognition of its entrance examinations.

6.Exam subjects

2023. Depending on the field of study, examinations were conducted in English in the following subjects: mathematics and logical thinking, physics and chemistry.

2024. Examinations were conducted in English in mathematics and logical thinking, regardless of the direction of study.

The decision to limit the 2024 exam subjects to mathematics and logical thinking for all applicants signifies a streamlined approach to testing. This change indicates that New Uzbekistan University is prioritizing core competencies applicable across disciplines, moving away from subject-oriented testing in areas such as physics and chemistry. In addition, this change reflects an emphasis on assessing applicants' analytical and problem-solving skills, which are universally valuable across all fields of study.

7.Number of exam days

2023. The exams were held three times during the year (February, May, August). Applicants had the opportunity to retake the exams if they were dissatisfied with their initial results or wanted to improve their scores.

2024. The exams were held only once, on July 6.

The consolidation of exam sessions into one day in 2024 indicates a significant change in the university admission strategy, eliminating the possibility of retakes and pointing to effective optimization. Applicants were no longer given the flexibility of multiple attempts, possibly increasing the pressure to pass the exam the first time. This change reflects the broader institutional goal of optimizing the admissions process and creating a more competitive environment for applicants.

Thus, it can be noted that the 2024 examination process has undergone notable improvements, including a shift to a more standardized, rigorous, and technologically integrated approach. Thus, the involvement of Cambridge University Press & Assessment, the doubling of test questions, and the optimization of exam locations and dates underscore New Uzbekistan University's commitment to raising academic standards and improving the overall efficiency of the admissions process.

POTENTIAL APPLICANTS

AGE SPECIFICS

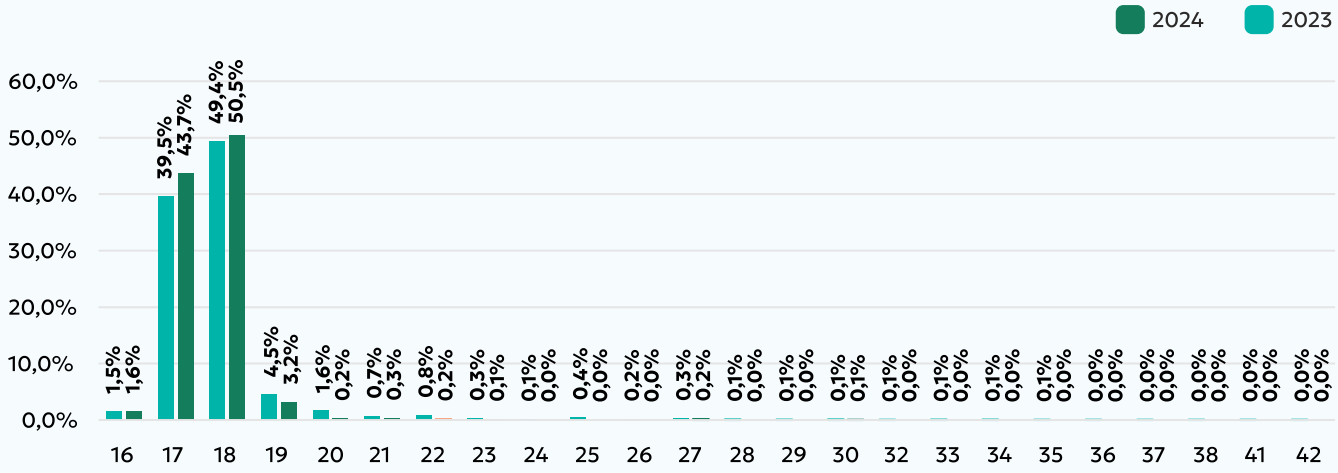

Figure 3 . Age characteristics of entrants (2023 and 2024)

In 2023, the majority of applicants were between the ages of 17 and 18, accounting for 88.9% of the total, with 17-year-olds accounting for 39.5% and 18-year-olds accounting for 49.4%. The number of older entrants was negligible, with only 4.5% being aged 19 and a small percentage aged 20 and over. Such a trend argues for a standardized pool of applicants, most of whom are high school graduates. In 2024, there is a similar pattern, with 17- and 18-year-olds making up 94.2% of applicants. However, there is a slight shift towards younger entrants, as the proportion of 17-year-olds has increased to 43.7% and 19-year-olds has decreased to 3.2%.

The stability in the age distribution suggests that New Uzbekistan University continues to attract recent high school graduates. A decline in the number of older applicants may indicate a decrease in opportunities for mature students or a shift to alternative modes of education.

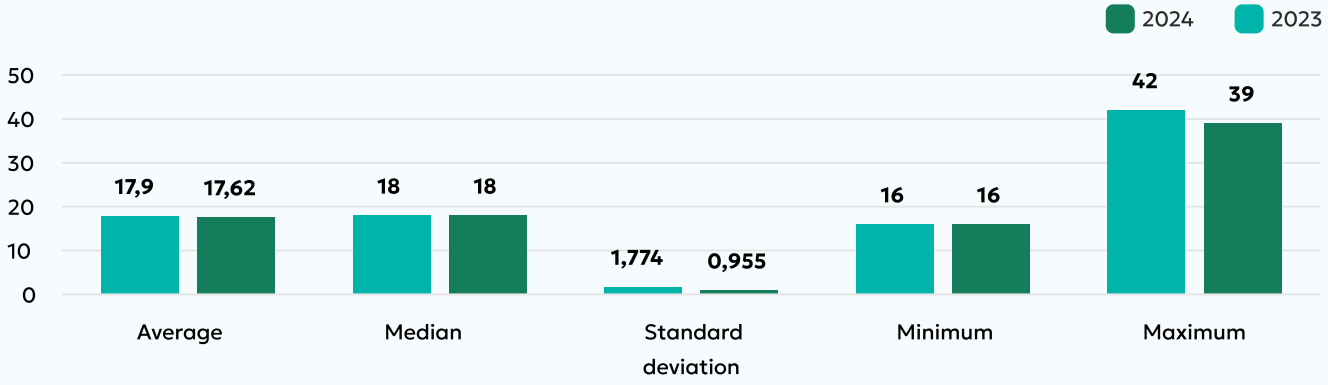

Figure 4 . Comparative statistics on the ages of entrants (2023 and 2024)

The age statistics for applicants in 2023 show a mean age of 17.9 years, a median of 18 years, and a standard deviation of 1.774, indicating a wider age distribution than in 2024. The age range is from 16 to 42, suggesting that while the majority of applicants are teenagers, there are also a few older applicants, perhaps more mature students or those returning to education after a break. The slightly higher standard deviation reflects the greater variation in the age of applicants.

In 2024, the median age is slightly lower at 17.62, and the median is the same at 18. The standard deviation is significantly lower at 0.955, meaning that the age of applicants is more tightly clustered around 17-18 years old. The age range has also narrowed to 16-39, with fewer mature applicants, suggesting that the group of young applicants in 2024 is more homogeneous.

GENDER SPECIFICITIES AND AREAS OF STUDY

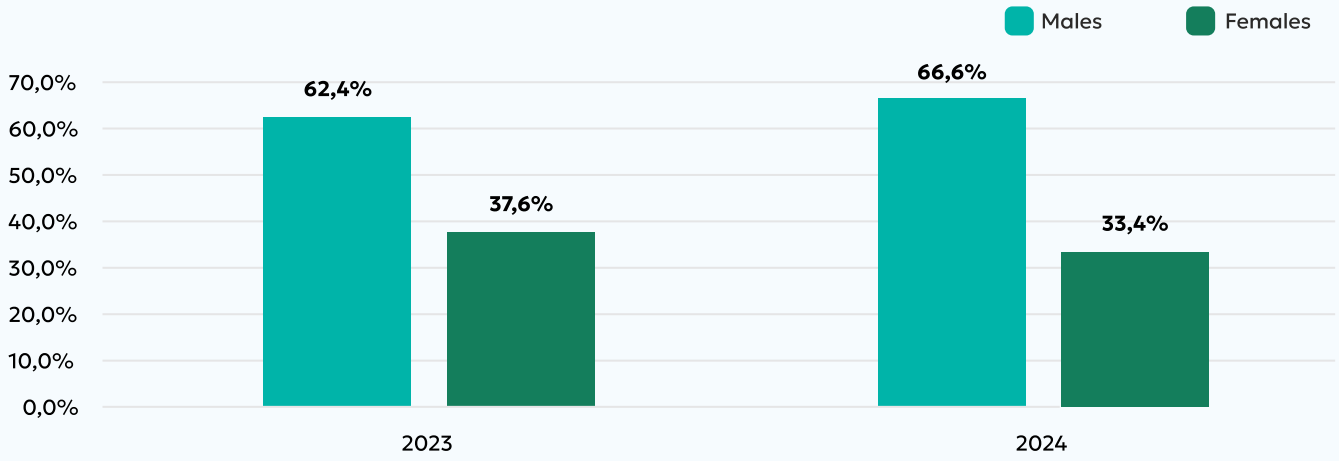

Figure 5 . Gender distribution of entrants (2023 and 2024)

The chart above shows the gender distribution of applicants in 2023 and 2024, comparing the percentage of male and female applicants for each year. For example, in 2023, 62.4% of applicants were male and 37.6% were female, indicating a large male majority among applicants. In 2024, the percentage of male applicants increased even more to 66.6% and the percentage of female applicants decreased to 33.4%. This shift shows an even greater gender imbalance compared to 2023: more males and fewer females.

It is likely that such a trend is due to the general technical orientation of most areas of study at New Uzbekistan University. A more detailed cross-sectional analysis is presented below.

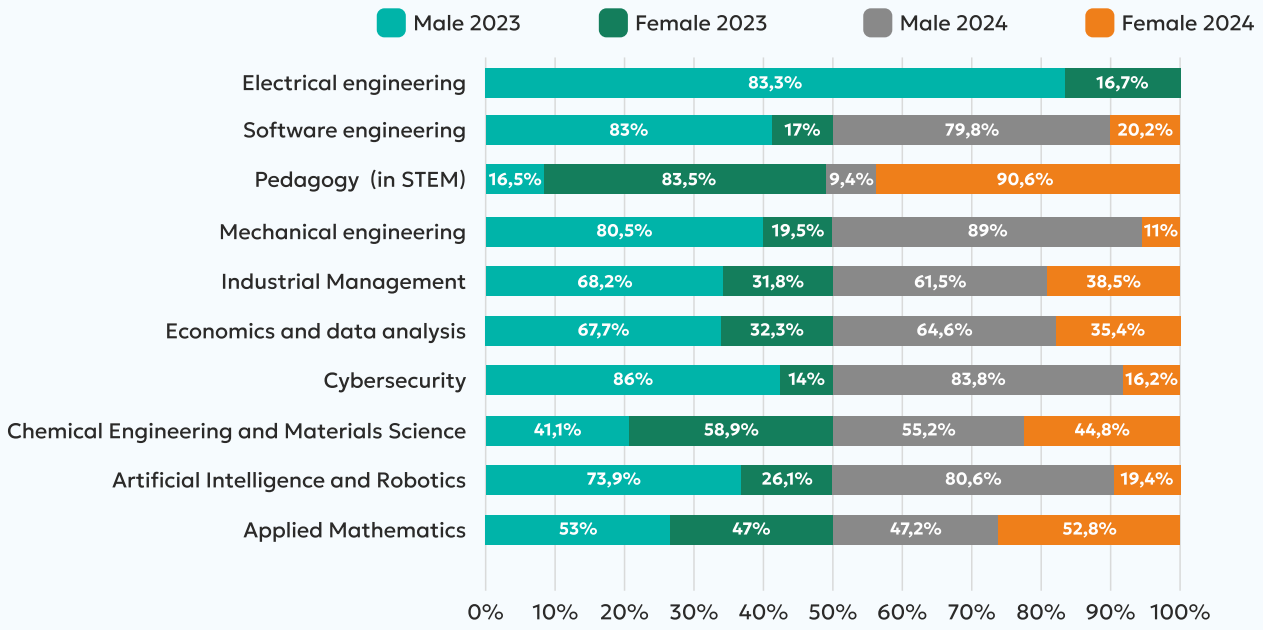

Figure 6 . Gender parity by field of study (2023 and 2024)[8]

In 2023, male applicants dominated programs such as Cybersecurity (86%), " Mechanical Engineering " (80.5%), and Software Engineering (83%), while female applicants were significantly underrepresented. Some balance was seen in "Industrial Management" (68.2% male, 31.8% female) and " Economics and Data Analysis " (67.7% male, 32.3% female). Pedagogy (in STEM)" was dominated by female applicants (83.5% female), and a similar situation was observed in " Chemical Engineering and Materials Science ", where 58.9% were female applicants.

[8] Information on each year separately is presented in Appendix No. 2.

In 2024, there has been a marked shift in the gender distribution. The proportion of women increased in "Industrial Management" (38.5%) and "Software Engineering" (20.2%), but fields such as "Mechanical Engineering" and "Artificial Intelligence and Robotics" saw a decline in female applicants. "Chemical Engineering and Materials Science" also shifted towards male applicants, with males accounting for 55.2% of applicants. "Pedagogy (in STEM)" continues to be a female-dominated field, with 90.6% female applicants in 2024.

Overall, while there has been some progress in increasing female representation in some programs, there has been further gender segregation in traditionally "male" fields such as Engineering and Technology. Fields such as Pedagogy (in STEM) and Applied Mathematics have become more 'female', highlighting the persistent gender imbalance in different academic tracks.

REGIONAL PECULIARITIES

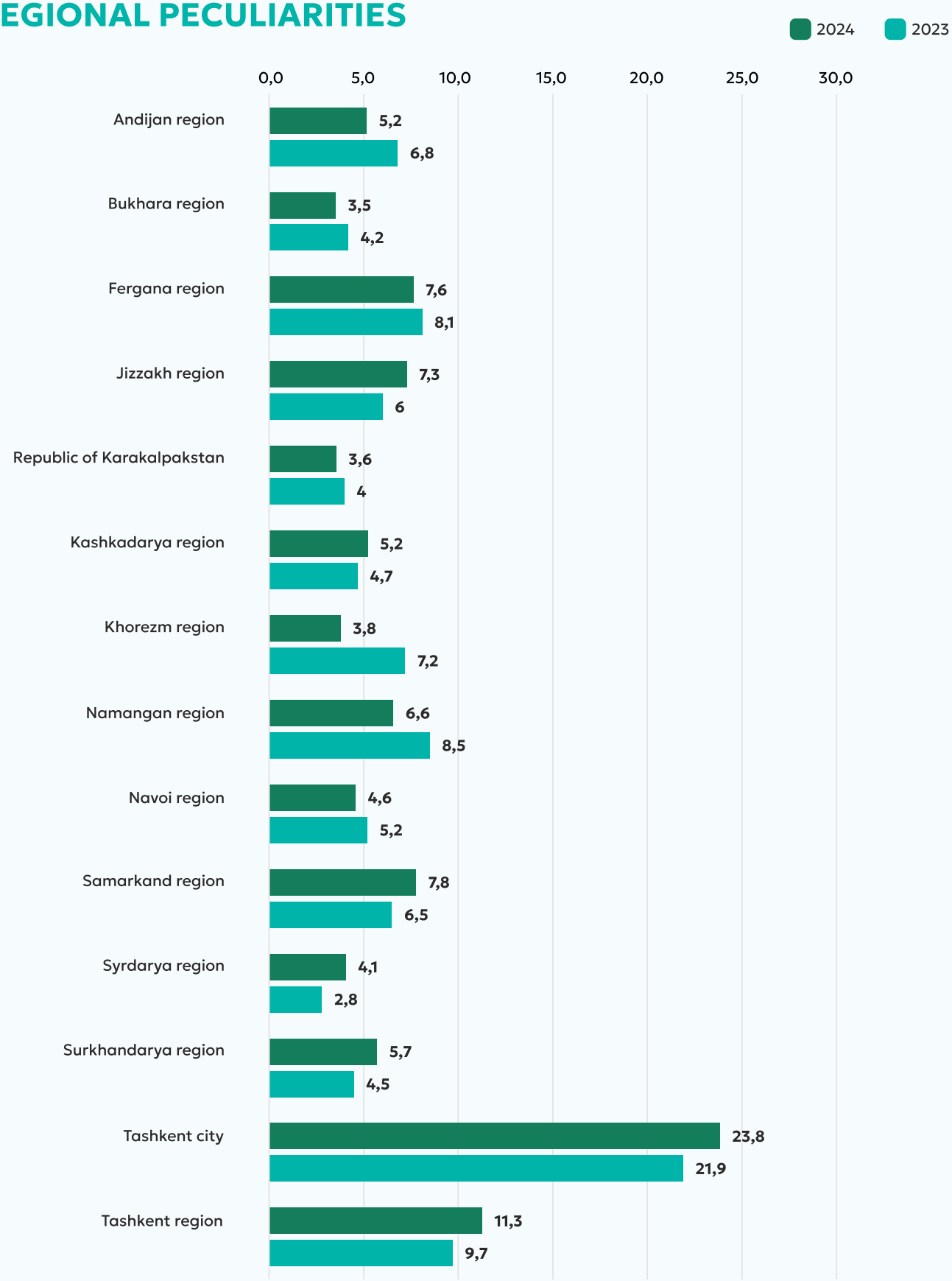

Figure 7 . Regional distribution

The comparative diagram above shows that Tashkent stands out with the highest values in both years (23.8% in 2023 and 21.9% in 2024). Thus, despite the fact that the main student contingent is represented from Tashkent, its share has slightly decreased over the year.

At the same time, some regions show growth in 2024 compared to 2023. For example, Andijan region increased from 5.2% to 6.8%. Similarly, Khorezm and Namangan regions showed slight improvements from 3.8% to 7.2% and from 6.6% to 8.5%, respectively, which also emphasizes the growth dynamics.

However, there was a decline in some regions. Thus, in 2024, the indicators of Tashkent region decreased from 11.3% to 9.7%, Samarkand region - from 7.8% to 6.5%, Syrdarya region - from 4.1% to 2.8%. This indicates a redistribution of the balance between regions: in some regions the number of entrants is increasing, while in others it is slightly decreasing in 2024 compared to the previous year.

TYPES OF SCHOOLS

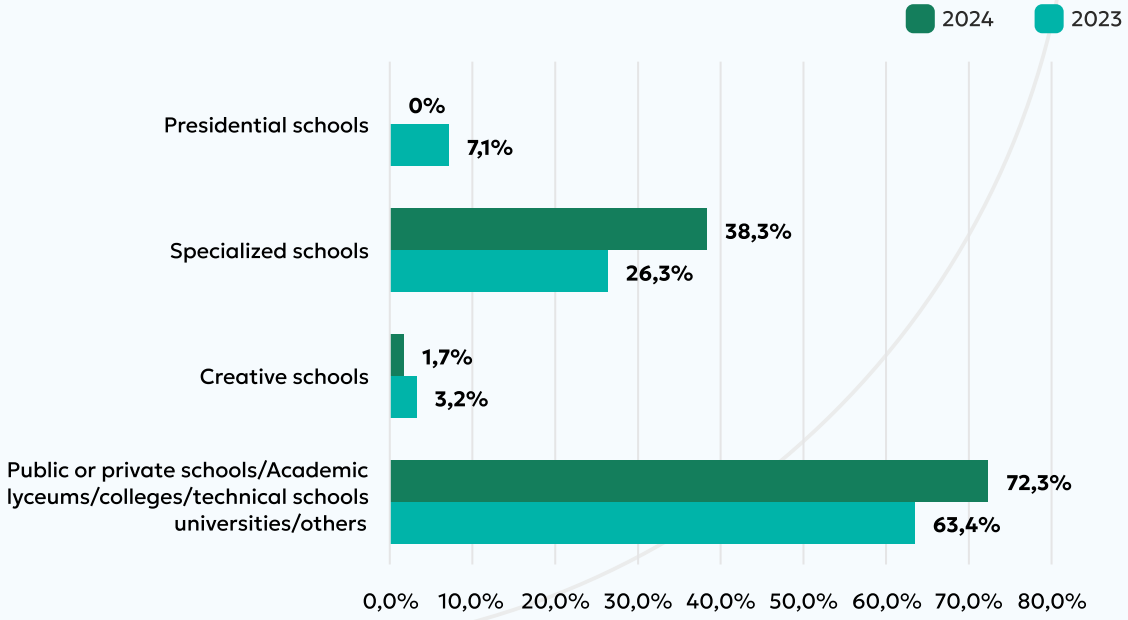

Figure 8 . Distribution of entrants by educational institutions (2023 and 2024)[9]

It is clear from the results that the largest share of applicants came from public and private schools, academic high schools, colleges, technical schools, and universities, with the share increasing from 63.4% in 2023 to 72.3% in 2024. This increase is primarily due to the reclassification and merging of several educational categories when analyzing the data, and also demonstrates a general trend of increasing enrollment from traditional and academic institutions.

Creative schools showed a decline in share from 3.2% in 2023 to 1.7% in 2024, which may indicate a decrease in the number of applicants from institutions focused on creative education. This decline may be related to changes in the priorities of applicants themselves or to a waning interest in such programs.

Meanwhile, the share of applicants from specialized schools increased significantly from 26.3% in 2023 to 38.3% in 2024. This growth underlines the increasing importance of specialized schools in attracting applicants, which may be related to their adaptation to new educational requirements and standards, increasing their competitiveness in preparing applicants.

These changes indicate a redistribution of the institutions from which students enroll at New Uzbekistan University, with a more pronounced emphasis on traditional and specialized institutions, reflecting changes in the strategy for preparing future students.

[9] When interpreting the results, the inclusion of the "Presidential Schools" category in the «Public or private schools, academic high schools, colleges, technical schools and universities" category in 2024 should be taken into account..

ENGLISH LANGUAGE LEVEL

As noted above, in 2023-2024 there have been a number of changes in the system of assessment and recognition of international certificates (SAT, IB and A-Levels), which is an important feature for assessing the potential of students, including their knowledge of foreign languages. Availability of such international language certificates as IELTS, allows not only to objectively assess the level of English language proficiency, but also indirectly assess the academic preparedness of applicants to study at New Uzbekistan University. In light of these changes, the analysis of IELTS results for 2023 and 2024 becomes particularly relevant, as it not only demonstrates an increase in the proportion of applicants with certificates (from **43%** in 2023 to **66.5%** in 2024), but also reflects a change in the distribution of scores, which helps to better understand the language skills of students. In addition, such an analysis is important for a more accurate interpretation of the academic potential of applicants and determining their readiness to study in an English-speaking environment.

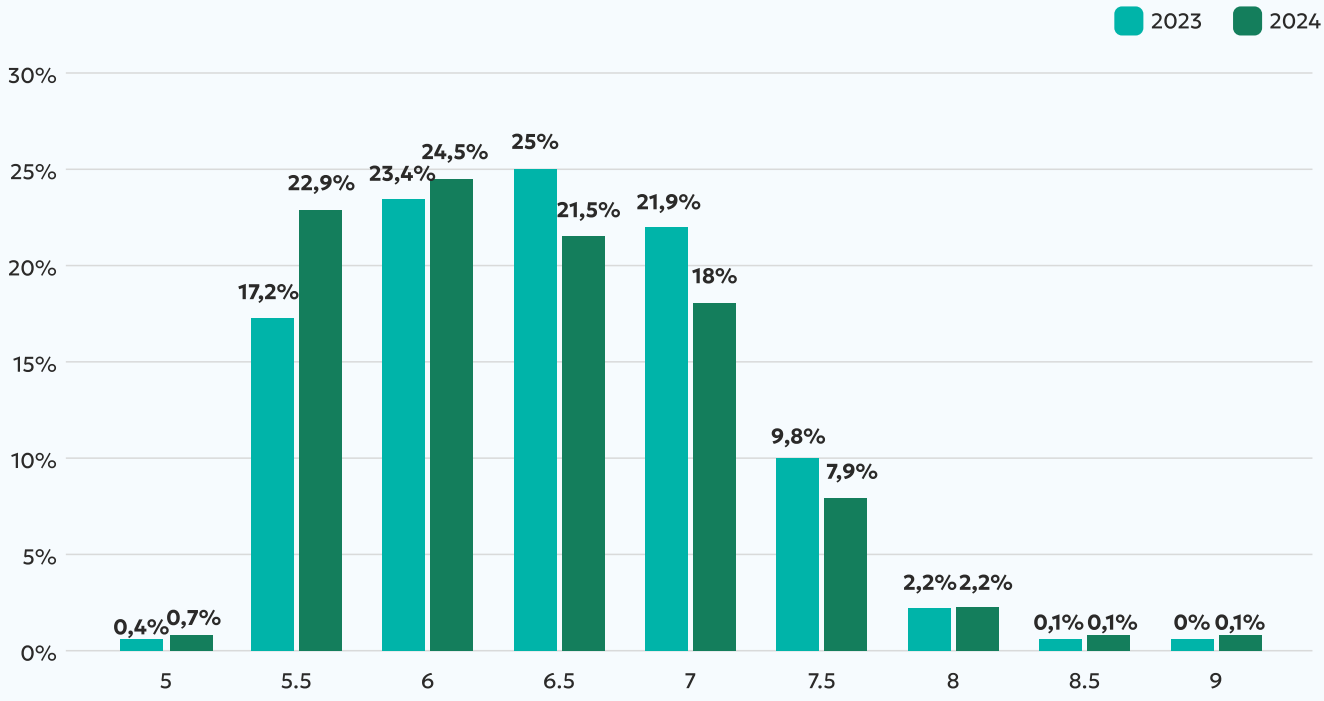

Figure 9 . Distribution of applicants' IELTS scores (2023 -2024)

The chart above compares the distribution of IELTS scores among applicants in 2023 and 2024. The most common score for both years remains 6.0, with 23.4% of applicants achieving this score in 2023 and 24.5% in 2024, indicating that many applicants are consistently achieving a B2 intermediate level of English. The second most frequent score is 6.5, which decreased slightly from 25.0% in 2023 to 21.5% in 2024. Although there is a slight shift in the overall concentration in average scores (6.0-6.5) in 2024, with slightly fewer applicants scoring 6.5, overall the majority of applicants are categorized as "competent" English speakers.

The most notable change between the two years is the increase in the proportion of applicants scoring a 5.5. In 2023, 17.2% of applicants scored a 5.5, while in 2024, the percentage increased to 22.9%. In addition, the percentage of applicants scoring a 5.0 increased from 0.4% in 2023 to 0.7% in 2024.

At the top end, there is a decline in applicants scoring 7.0 or higher. In 2023, 21.9% of applicants scored a 7.0, while in 2024, this declines to 18.0%. Similarly, the percentage of applicants with scores of 7.5 decreased from 9.8% in 2023 to 7.9% in 2024. Scores of 8.0 or higher remained relatively rare in both years: 2.2% of applicants scored 8.0 in both years, and a very small proportion of applicants scored above this.

It is important to note that despite a slight decrease in the proportion of high scorers in 2024, in 2023 only **43%** of applicants had IELTS certificates, whereas in 2024 this figure has risen significantly to **66.5%**. This trend certainly indicates a significant increase in the number of applicants with proven English language skills, which explains the wider distribution of scores, including a rise in the proportion of those scoring **5.0** and **5.5**. However, the slight decrease in the proportion of high scorers, such as **7.0** and above, may also be due to an influx of more applicants with varying levels of English language proficiency

RESULTS OF THE ADMISSION PROCESS TO THE NEW UZBEKISTAN UNIVERSITY

As a continuation of the previous sections, which dealt with changes in application procedures, exam structure and selection criteria, this section focuses on the results of the examination process at New Uzbekistan University. It will present data on the number of students enrolled, taking into account gender and regional distribution, language proficiency levels, the distribution of grants received and the chosen fields of study. This information will not only identify current trends and possible challenges in the selection system, but also create a more complete picture of the profile of new students.

The analysis of these data will also be complemented by the subsequent chapters, where the results of the sociological survey of applicants and their parents will be presented. This approach will provide a deeper understanding of the expectations, motivations and preferences of prospective students, which, in turn, may contribute to a more targeted adaptation of admission processes in the future..

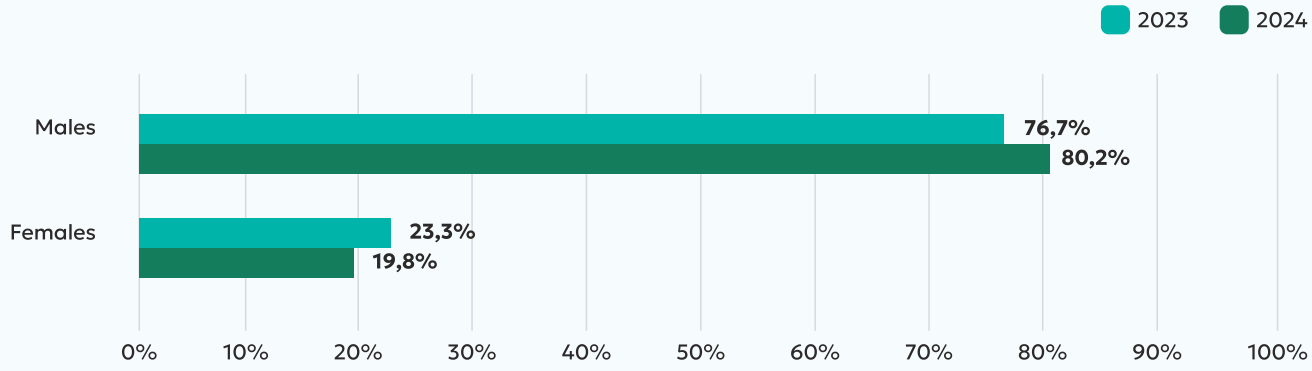

Figure 10 . Gender distribution of enrolled students

The gender distribution among enrolled students at New Uzbekistan University for 2023 and 2024 naturally shows similar trends to the distribution of applicants who participated in the examination process and indicates a significant imbalance between the number of men and women.

For example, in 2023, of the 343 students enrolled, 76.7% (263 students) were male, while 23.3% (80 students) were female. In 2024, enrollment increased to 480, of which 80.2% (385 students) were male and 19.8% (95 students) were female.

This represents an increase in the number of men by 46.4% (122 students) and women by 18.8% (15 students). Despite the increase in the absolute number of women, their share of the total student population decreased, indicating a trend towards an increase in the share of men among enrolled students. Thus, the data show an overall increase in the number of enrolled students with a dominant increase in the number of males, resulting in a decrease in the percentage of females.

REGIONAL PECULIARITIES

When analyzing the regional affiliation of enrolled students, the general trends remain with the predominance of the main contingent from the capital and densely populated regions of the Republic of Uzbekistan.

In 2023, the majority of enrolled students came from Tashkent City (21.6%) and Tashkent Region (11.7%), which **emphasizes the significant predominance of students from the capital region.** They are followed by Namangan (7.9%), Kashkadarya (7.6%), Fergana (6.4%) and Bukhara (6.4%) regions. **The lowest representation** in 2023 was demonstrated by Jizzakh region (3.2%) and the Republic of Karakalpakstan (3.5%), which may indicate different levels of applicants' involvement depending on the region.

In 2024, the structure of the regional distribution of enrolled students changed: **Tashkent again remained the leader** (18.8%), and **there was** also a **significant increase in** Fergana (8.1%) and Khorezm (8.3%) Regions. In some regions, such as Jizzakh (5.4%) and the Republic of Karakalpakstan (5.0%), enrollment also increased, while Kashkadarya region saw a decrease (to 4.6%).

As a result, the data for 2024 indicate an increasing trend in the number of enrolled students from most regions, with the capital and Tashkent region still leading despite a relative decrease in the contingent of students from these regions. This is generally likely due to the increase in the quota of student enrollment at the New Uzbekistan University, as well as the increased availability of university education in the regions of the country.

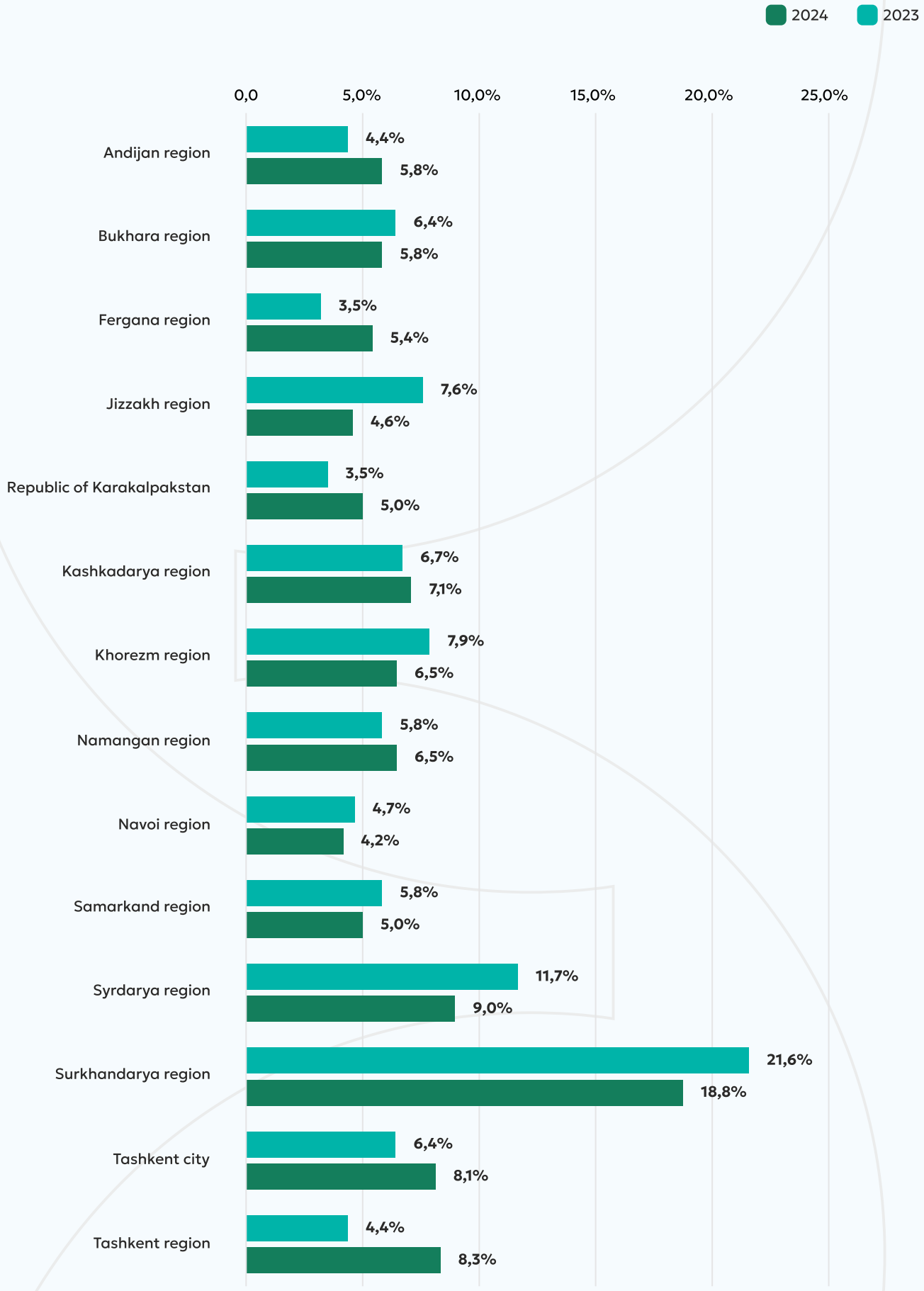

Figure 11. Regional distribution of enrolled students

TYPES OF SCHOOLS

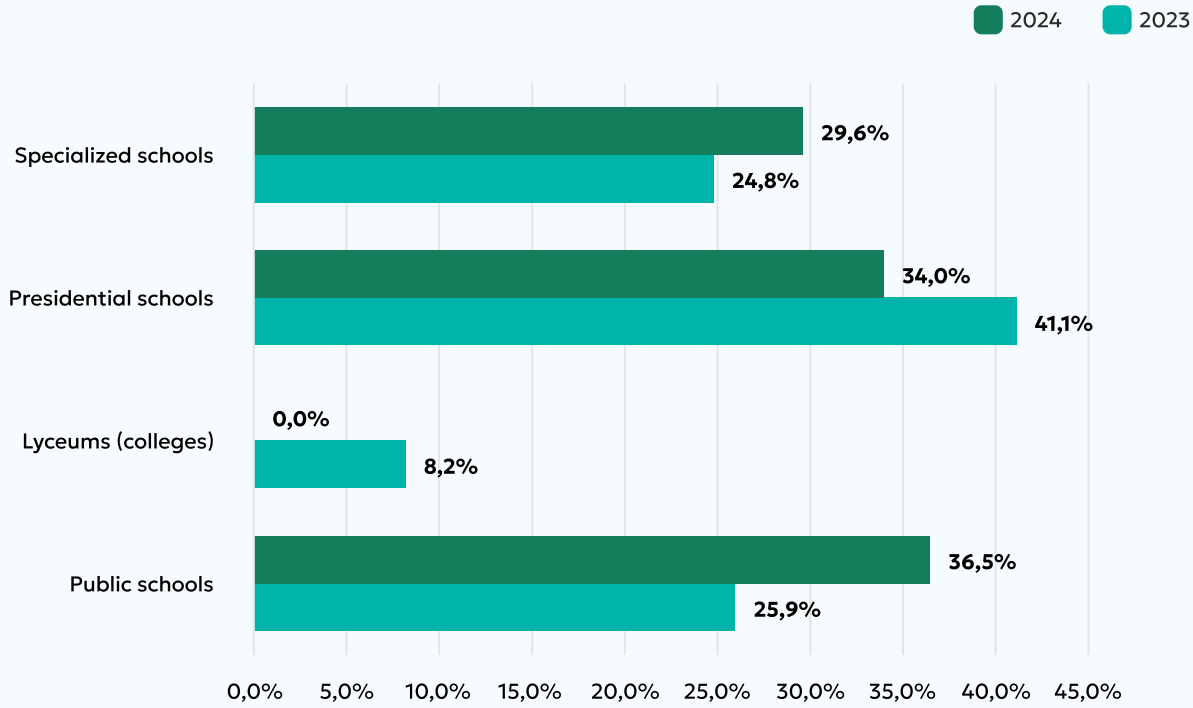

Figure 12 . Distribution of enrolled students by institution (2023 and 2024)

A comparative analysis of the distribution of enrolled students by the types of schools they graduated from reveals significant changes in 2024 compared to 2023. **In 2023, the bulk of enrolled students were graduates of Presidential Schools** (41.1%), which emphasizes their leading role in preparing applicants. Graduates of state general education schools also accounted for a significant share (25.9%), while graduates of Specialized Schools of the Agency of Specialized Educational Institutions system (24.8%), as well as lyceums (colleges) (8.2%) were represented in smaller numbers.

In 2024, there were notable changes in the distribution structure: the **number of graduates of public schools increased significantly** (36.5%), which may indicate an increase in their academic preparation and their increased representation among enrollees. The number of graduates from Specialized Schools also increased (29.6%), indicating the growing influence of specialized education. At the same time, there is an increase in the number of enrolled graduates of Presidential Schools (34%), maintaining their weighty importance. However, graduates of lyceums and colleges in 2024 were not represented among the enrolled students, which may reflect changes in admission priorities or the level of training in these institutions.

It should be noted that the absence of lyceum and college graduates among enrolled students in 2024 may also be due to **the implementation of reforms in the education system initiated by the Head of the Government.**

In particular, in accordance with the Decree of the President of the Republic of Uzbekistan[10] "On additional measures to further improve the system of vocational education" N°PF-5812 dated 06.09.2019, graduates who have successfully completed secondary specialized educational programs are granted the right to continue their studies in higher educational institutions in the profile areas of bachelor's degree education, starting from the second year without passing entrance exams on the basis of individual interview

[10] https://lex.uz/ru/docs/4500929

In addition, during the video selector meeting held on June 28, 2024[11], dedicated to summarizing and discussing new tasks and proposals in the field of youth policy, it was announced that "International Bachelor's" and "A-Level" programs would be introduced in 73 academic lyceums at higher education institutions. Students who have received certificates in these programs will be admitted to universities without exams on a contract basis.

It should be emphasized that the above initiatives can only indirectly serve as a reason for the absence of graduates of lyceums and colleges among enrolled students in 2024, due to the unavailability of scientifically substantiated data on the motives of graduates of secondary specialized educational institutions to enter universities.

Thus, the data indicate a steady increase in the share of graduates of public and specialized schools, while maintaining a high enrollment rate among graduates of presidential schools, which may reflect the university's adaptation to changing educational conditions and the quality of preparation of applicants of different educational types.

[11] https://president.uz/ru/lists/view/7357

DISTRIBUTION OF THE GOVERNMENTAL GRANT AMONG STUDENTS OF NEW UZBEKISTAN UNIVERSITY

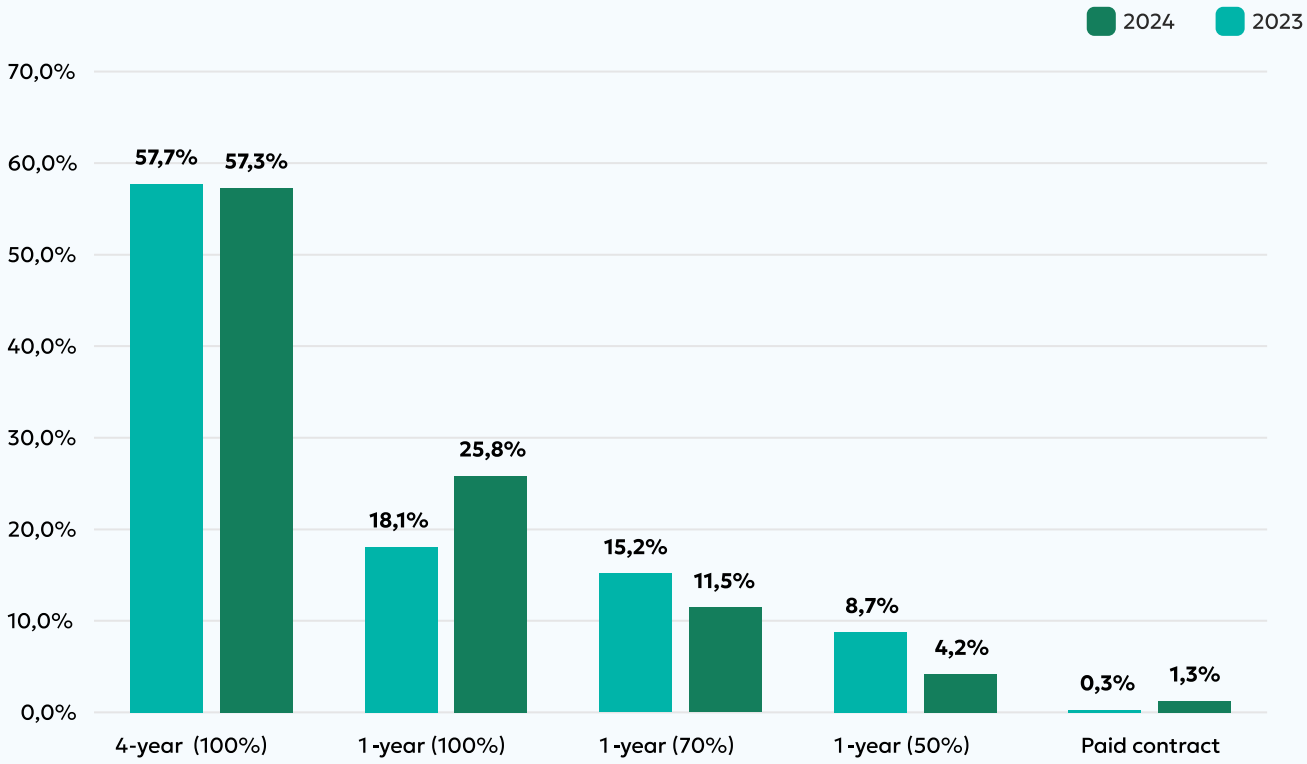

Figure 13 . Distribution of state grant

An analysis of the distribution of state grants among NU students in 2023 and 2024 shows a significant increase in the number of grantees and a change in the pattern of their distribution by grant type. In 2023, a 4-year 100% state grant was awarded to 57.7% of students, which was the largest share of all funding types. One-year 100% grants were awarded to 18.1% of students, and one-year grants with 70% and 50% tuition coverage were awarded to 15% and 8.7% of students, respectively, with a minimal number of tuition-paying students (0.3%).

In 2024, there was an increase in the number of students who received a 4-year 100% state grant (57.3%), indicating a significant expansion of state support. The number of students who received a one-year 100% grant also increased (25.8% of students), while the 70% and 50% grants maintained approximately the same level, with the share of fee-paying students increasing to 1.3% of students.

An important aspect of the analysis is the **distribution of the 4-year 100% grant** among the categories of graduates from different schools. In 2023, the main recipients of this type of grant were graduates of Presidential Schools (71.2%), followed by graduates of Specialized Schools (23.2%) and students from families included in the "Unified Registry of Social Protection" (5.6%). In 2024, the trend continued, with an increase in the number of recipients of this grant among graduates of Presidential Schools (59.3%) and among graduates of Specialized Schools (35.6%). In addition, the number of grantees from socially protected families also increased (5.1% of students), which emphasizes the growing attention to supporting this category of students.

Thus, there has been an overall increase in the number and diversity of grantees, with a special focus on graduates of presidential and specialized schools, as well as students from socially vulnerable families, indicating a strengthening of government policies aimed at supporting the education of students from diverse backgrounds.

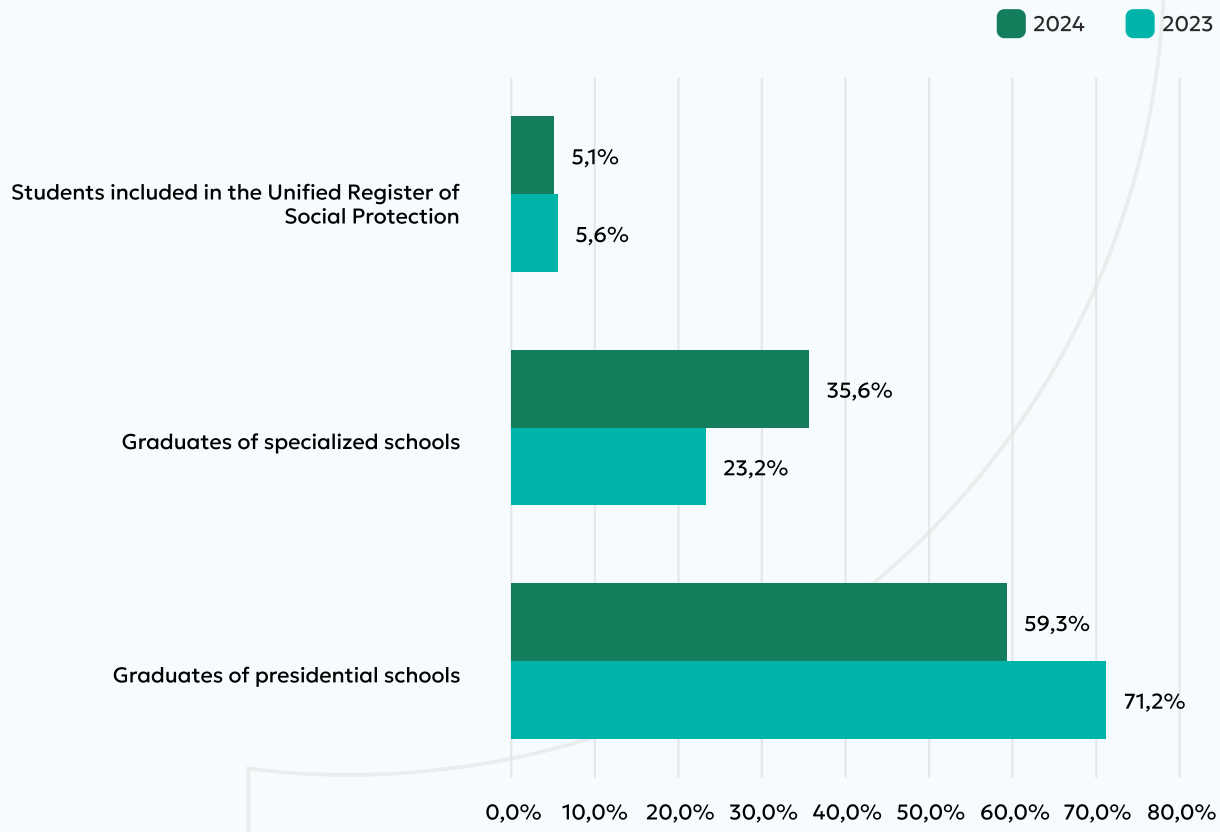

Figure 14 . Distribution of the 4-year grant (100%)

GROUNDS FOR ENROLLMENT

A comparative analysis of the grounds for admission of students to New Uzbekistan University for 2023 and 2024 shows significant changes in the admission criteria. In 2023, a significant number of students (41.1%) were enrolled on the basis of graduation from the Presidential School, which emphasizes the importance of this category of graduates for the university. 28.3% of students were enrolled based on SAT test results, 29.2% of students were enrolled based on entrance exam results, and 1.5% of students were enrolled based on participation in the **"Buyuk allomalar izidan"** (In the footsteps of great scholars) and **"STEM Olympiad"** competitions organized by New Uzbekistan University and the Agency of Specialized Educational Institutions.

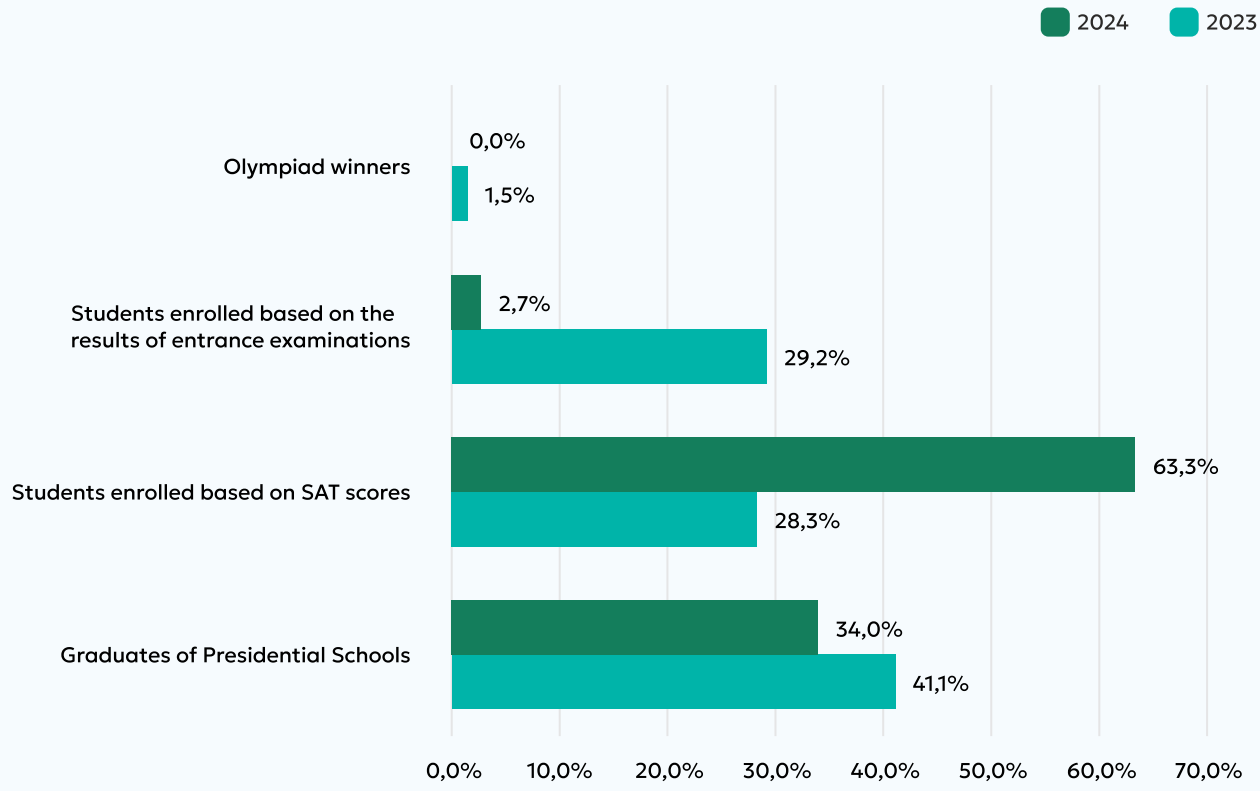

Figure15. Grounds for student enrollment

In 2024, the structure of enrollment grounds has changed. 34% of students are enrolled on the basis of graduation from the Presidential School, which confirms the preservation of their priority status. However, the category of students enrolled on the basis of SAT results showed the greatest growth (63.3% of students), which may indicate the increasing popularity of this exam among applicants. Enrollment based on the results of entrance exams significantly decreased (2.7%), and enrollment based on the results of Olympiads was not conducted in 2024.

Thus, the data demonstrate a shift in priorities in favor of international test scores, such as SAT scores, and an increasing share of Presidential School graduates among enrolled students, which is likely due to a revision of admissions criteria and an emphasis on applicants' academic achievements.

A comparative analysis of SAT scores for 2023 and 2024 for New Uzbekistan University students, depicted in Figure 16, reveals a significant increase in average SAT scores, from 709 in 2023 to 754 in 2024. This increase indicates an improvement in students' academic proficiency. In 2024, the number of students with higher SAT scores increased: while in 2023 only 36.1% of students had scores between 760 and 800, in 2024 the proportion of such students increased to 67.4%. The share of students with scores below 600 decreased, which also confirms the upward trend in the academic performance of applicants.

Thus, for 2024, the university admitted more prepared students, which may be due to increased competition and stricter selection criteria.

It should also be noted that Figure 17 reflects **an analysis of the entrance exam results** for enrolled students at New Uzbekistan University in 2023 and 2024, which shows significant changes in enrollment numbers and proficiency levels. In 2023, 100 students were enrolled based on entrance exam results and the **average score was approximately 72.1%**. In 2024, the number of students admitted based on exam results decreased to 13, and the **average score was approximately 81.5%.**

In 2023, the majority of students (about 60%) scored between 50% and 75%, and only 13% of students scored high (90% and above). In 2024, this range of scores has changed: more than half of those enrolled scored between 80% and above, with no one performing below 67.5%

At the same time, it is important to emphasize that such an impressive decrease in the number of students enrolled based on entrance exam results in 2024 (from 100 to 13) may be due to the factor of **encouraging alternative paths of entry**, i.e. the university has changed its admission policy, emphasizing prestigious international standardized tests such as SAT, as well as special conditions for graduates of Presidential and Specialized Schools.

Thus, all these changes were aimed at improving the academic level of students and compliance with international educational standards, which contributes to the competitiveness of New Uzbekistan University at the global level.

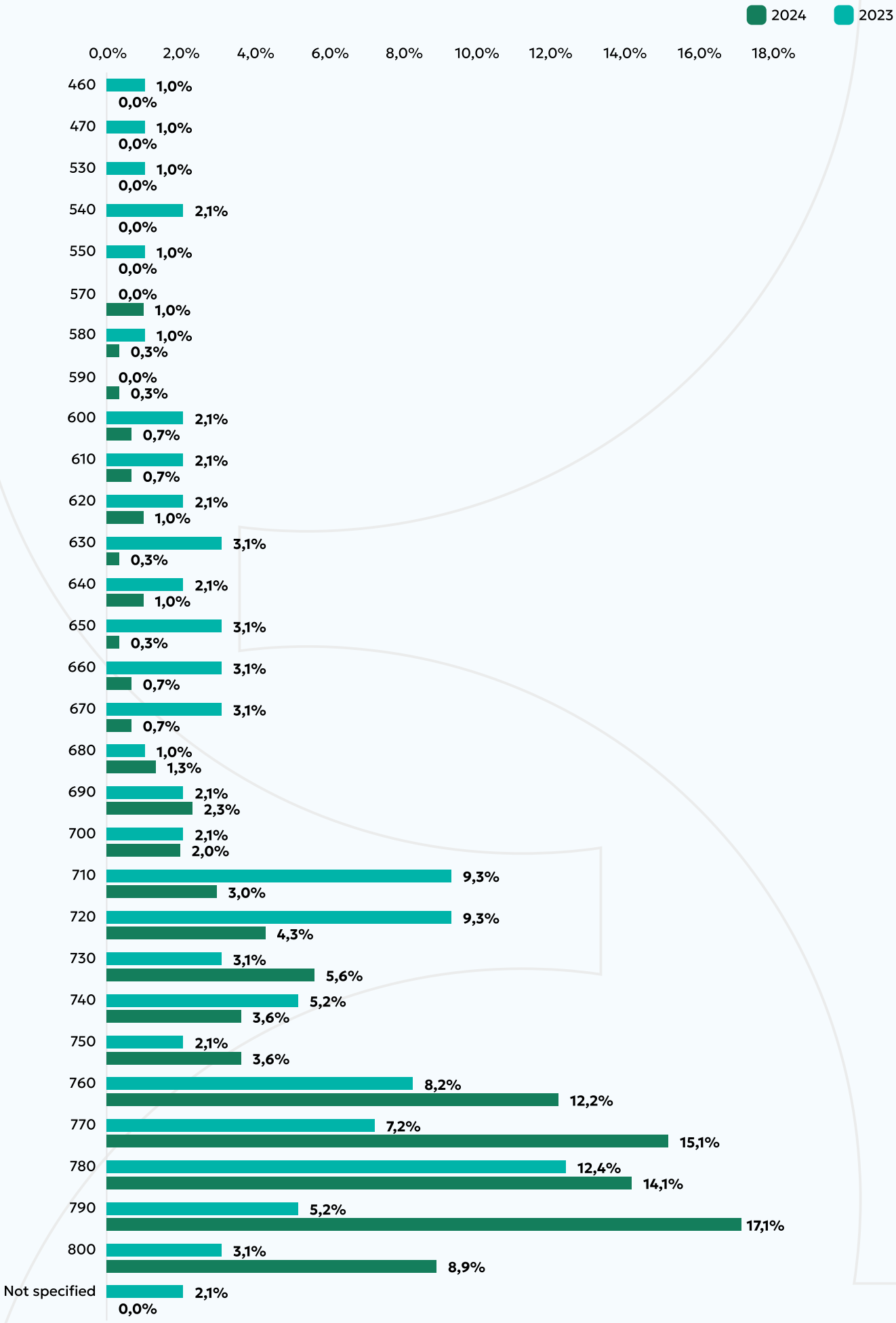

Figure 16 . SAT scores of enrolled students

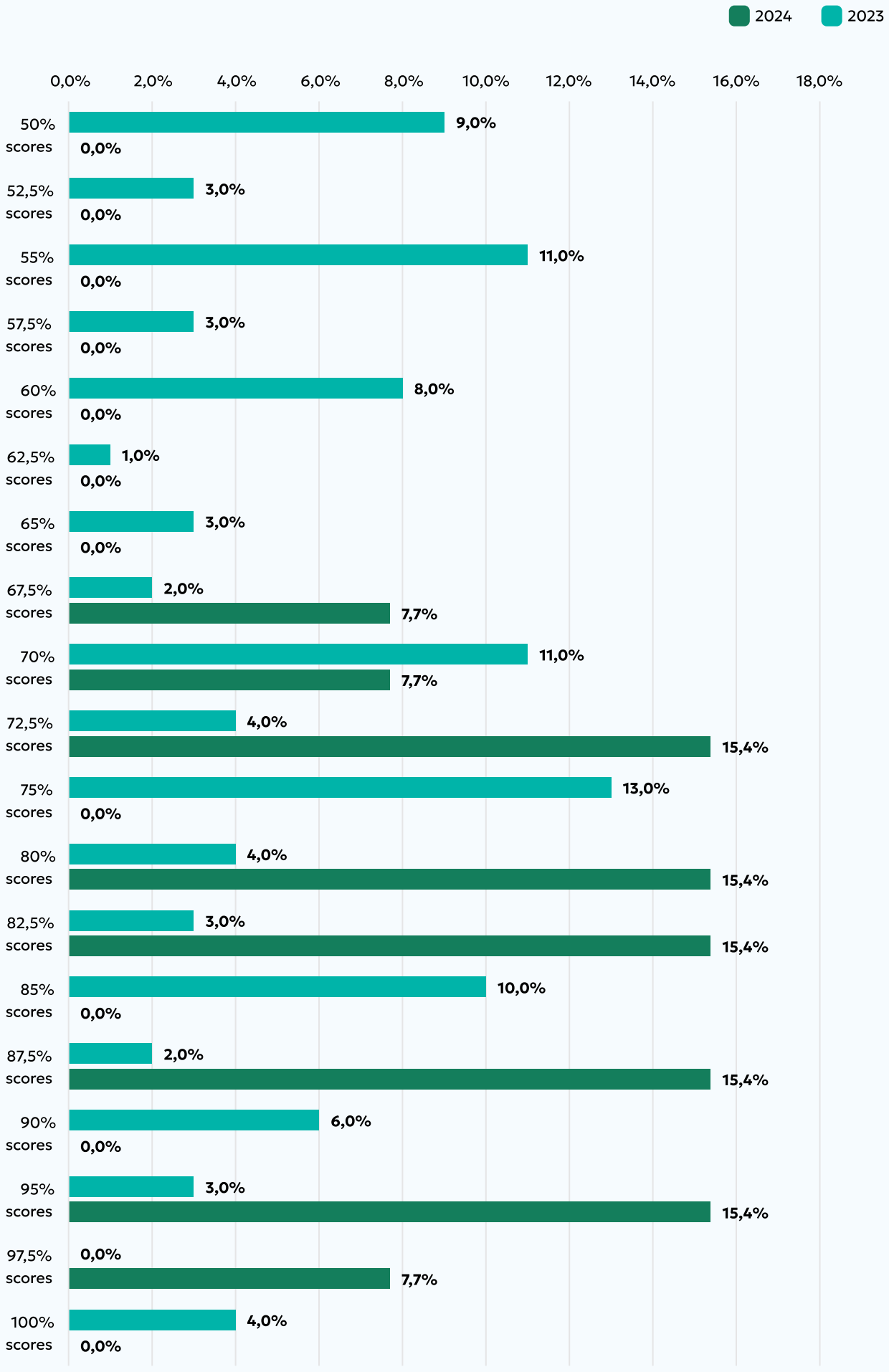

Figure 17 . Indicators of enrolled students based on the results of entrance exams

ENGLISH LANGUAGE PROFICIENCY LEVEL

Analysis of the availability of international language certificates among enrolled students of New Uzbekistan University demonstrates a significant increase in certified foreign language proficiency levels in 2024 compared to 2023.

- **IELTS**: in 2024, 89.4% of students hold an IELTS certificate, compared to 84.3% of students in the previous year. This may indicate the growing importance of this certificate as an important criterion for admission, as well as an increase in the overall level of language proficiency among applicants.
- **TOEFL** availability among students, in both years under review, remains at very low levels, indicating the unpopularity of this certificate among applicants.
- **CEFR**: The number of students with CEFR certificate increased from 2.6% in 2023 to 7.3% in 2024. The CEFR usually assesses foreign language proficiency in the European system, and its popularity among students may be related to international trends and university preferences, as well as the affordability of this type of certificate.

Lack of certificates. The number of students who lacked language certificates decreased significantly, with only 2.9% of students lacking certificates in 2024 compared to 12.8% in 2023.

At the same time, it should be emphasized that in 2024, 2.9% of students who do not have a language certificate are graduates of Presidential Schools and hold an A-Level certificate, the presence of which indicates a high level of English language proficiency (at least 5-5.5 IELTS/ B2 CEFR points).

Thus, the current situation may speak about the growing competition among the applicants and about the orientation on the availability of international certificate as one of the admission criteria.

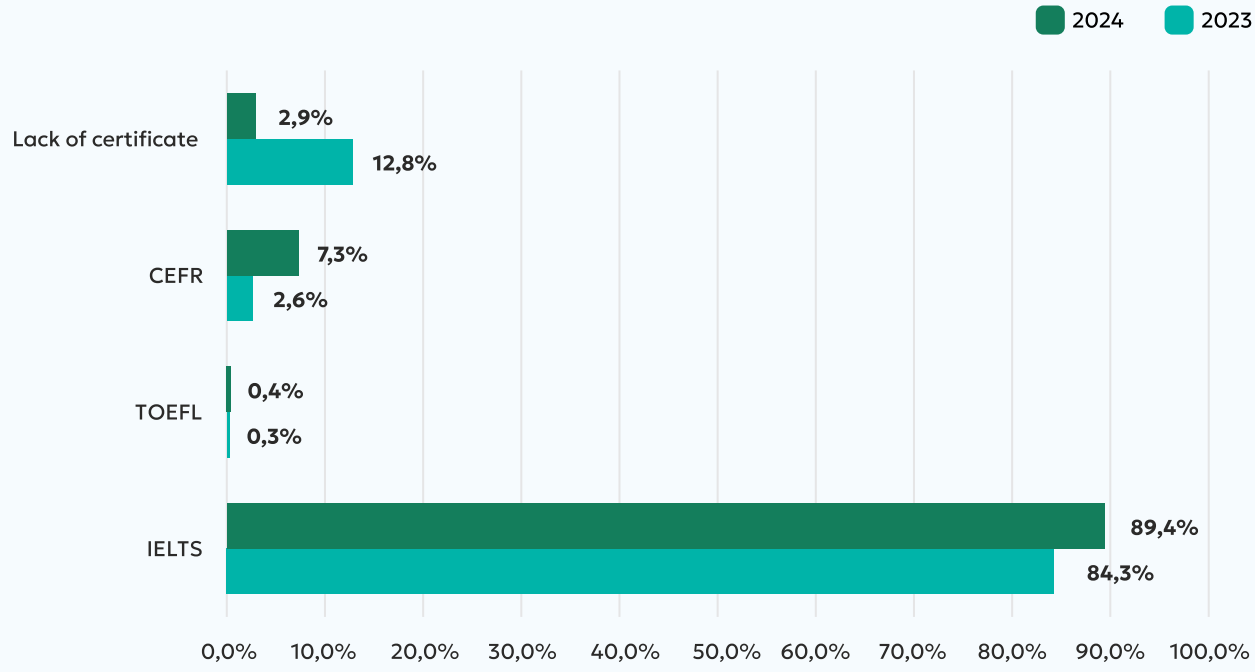

Figure 18 . Number of students holding an international language certificate

It is worth noting that according to the results of the analysis of IELTS scores among enrolled students, the **average IELTS score in 2024 (6.85)** was higher than **in 2023 (6.53)**. This increase may indicate a higher level of language proficiency among applicants, which is probably due to more stringent selection criteria or to an improvement in the quality of candidates' preparation for the exam.

In 2024, there has been a significant increase in the number of students with higher scores. In particular, 58.3% of students have IELTS scores of 7 or higher. In 2023, similar figures were lower - 38.8%.

The increase in grade point average and the number of students with high grades is also due to the University's policy to improve the academic level of incoming students.

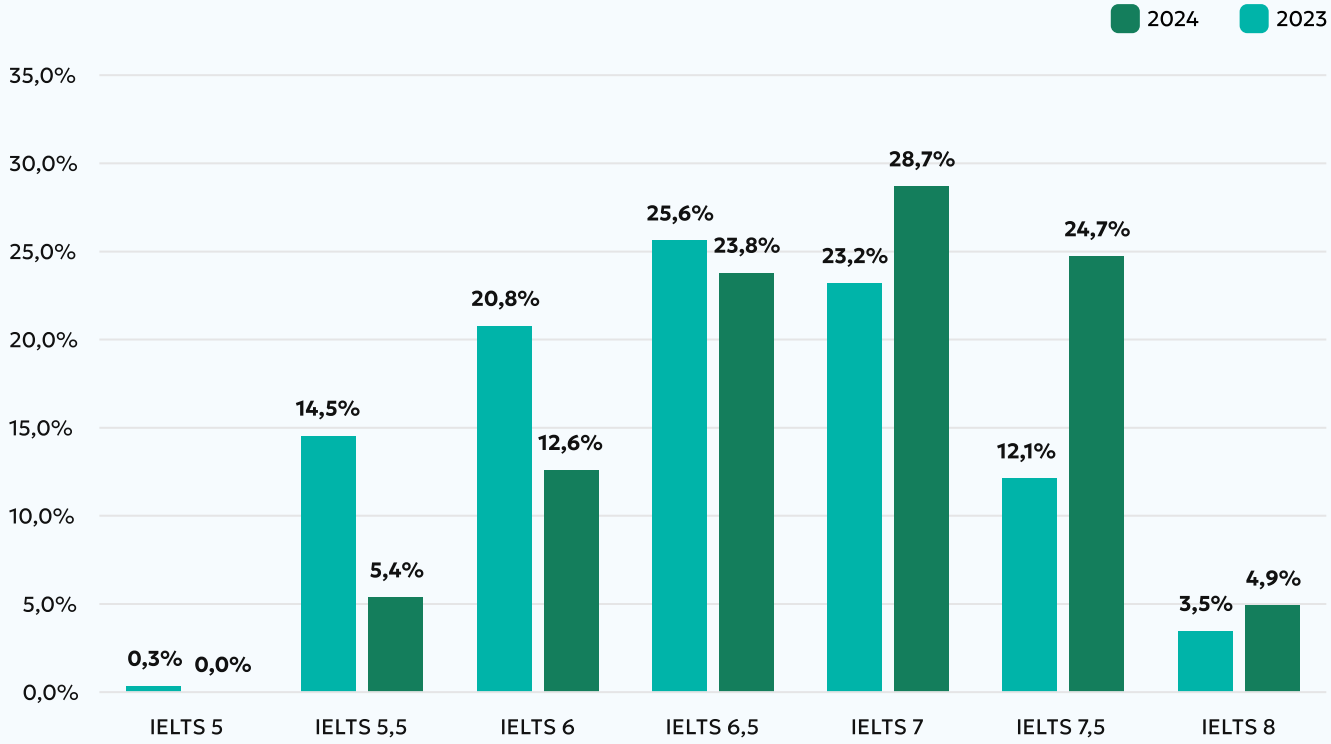

Figure 19 . Distribution of IELTS scores of enrolled students (2023 -2024)

Thus, the presented data indicate a noticeable improvement in the level of language training of applicants over the year. This trend may have a positive impact on the quality of the learning process and on the integration of students into the learning environment requiring a high level of English language proficiency.

AREAS OF STUDY

When comparing the data on the number of enrolled students in the programs of study at New Uzbekistan University for 2023 and 2024, it is possible to observe a noticeable increase in most academic areas, which reflects changes in the priorities and attractiveness of individual programs:

1 **Chemical Engineering and Materials Science**: the percentage of students increased from 2.9% to 7.7% of the total enrollment. This impressive growth can be attributed to the 40% discount, which made the program more affordable and attractive to incoming students.[12]

2 **Mechanical Engineering**: the share of students increased from 8.2% to 12.3%. The increase in enrollment can also be attributed to the above-mentioned tuition discount, which reflected the interest in this program.

3 **Software engineering:** the field continues to be popular, with rates of 15% in 2024 and 18.4% of students in 2023.

4 **Cybersecurity:** a marked increase from 7% to 10% of students indicates an increase in interest in professions related to information security, probably due to the relevance of this knowledge.

5 **Artificial intelligence and robotics:** 5.the share of students also increased from 5% to 10%, which can also be attributed to the growing demand for specialists in this field.

6 **Applied Mathematics:** enrollment increased from 3.8% to 5%, also indicating an increased interest in mathematical and analytical majors.

7 **Economics and Data Analysis:** ethe proportion of enrollment as a percentage of total students remained stable, with a slight decrease from 121 (35.3%) to 120 (25%) students. This major is probably already firmly established in its niche.

8 **Pedagogy (in STEM):** the percentage of students increased from 4.1% to 5%, reflecting an increased focus on teacher preparation in STEM fields.

9 **Industrial Management:** a slight decrease in enrollment from 53 (15.5%) to 48 (10%), may indicate a saturation of the student market in this field.

[12] This decision was approved by the Minutes of the meeting of the Supervisory Board of the New Uzbekistan University N°1 from March 27, 2024.

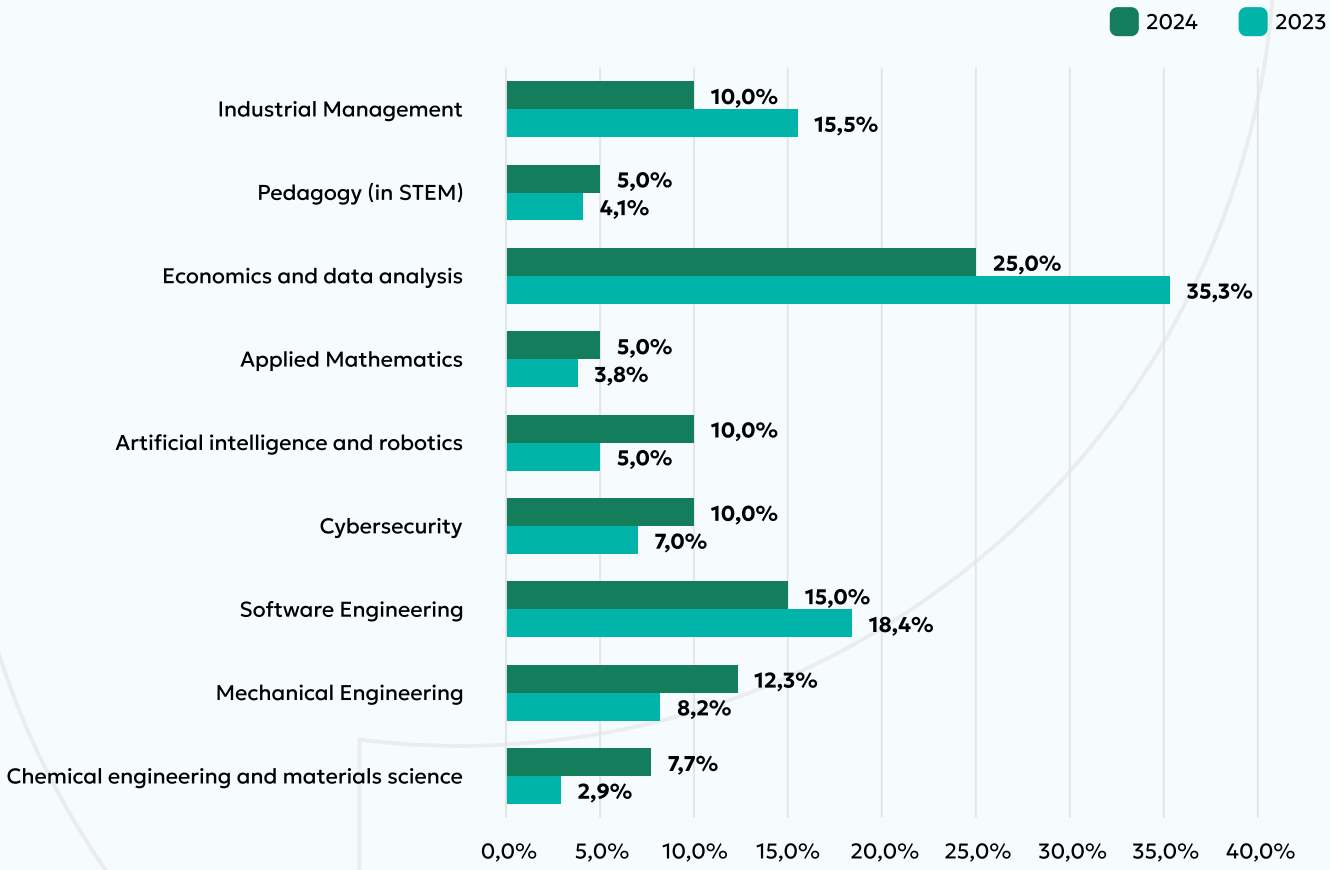

Figure 20 . Number of students by fields of study

Thus, due to the introduction of the tuition discount, the programs "Chemical Engineering and Materials Science" and "Mechanical Engineering" received a significant increase in the number of students. At the same time, the steady growth of interest in such areas as "Cybersecurity", "Artificial Intelligence and Robotics" and "Pedagogy (in STEM)" emphasizes the tendency to expand the training of specialists in high-tech and educational fields.

It is also necessary to note the change in priorities of New Uzbekistan University in terms of strategic shift towards STEM, which is reflected in the increase of quotas for technical programs and their reduction in social sciences and management, as discussed in detail in section 1.1.2. of this study.

CONCLUSION

A comparative analysis of the New Uzbekistan University admissions process in 2023 and 2024 revealed several key changes aimed at improving efficiency, equity, and the overall quality of admitted students. One of the most notable changes was the **adjustment of the student quota system with a significant increase in STEM-related fields** such as Chemical Engineering and Materials Science, Cybersecurity, and Artificial Intelligence and Robotics. This reflects New Uzbekistan University's strategic focus on prioritizing technical disciplines and aligning with national goals of promoting innovation and scientific progress. At the same time, quotas for social sciences and management programs were reduced, demonstrating a shift in institutional priorities.

The University has also made significant improvements to the examination process. **The introduction of a larger pool of test questions** from 20 in 2023 to 40 in 2024, along with an **increase in exam time**, suggests a move towards a more comprehensive assessment of applicants' knowledge and skills. In addition, the **engagement of Cambridge University Press & Assessment to compose the questions** in 2024 marks a significant improvement in the standardization and fairness of the exams. **The simultaneous administration of exams in all regions of Uzbekistan** has further improved the logistical efficiency and fairness of the testing process, ensuring equal opportunities for applicants from different regions.

In terms of international certificates, the u**niversity's move from fixed scores to percentage conversions, as well as the elimination of low SAT and IB scores**, introduced a more rigorous selection process. This move made the system more selective, allowing the university to enroll more high- achieving students. While this more rigorous approach may limit opportunities for some students with lower scores, it has helped improve the overall academic level of admitted students, which is consistent with the institution's long-term vision of promoting excellence.

The analysis of data on the admission of students to the University "New Uzbekistan" for 2023 and 2024 allows us to draw a number of important conclusions regarding the success, demand for directions and quality of training of entrants.

The study demonstrates **a shift in priorities towards the results of international tests such as SAT,** as well as an increase in the share of Presidential School graduates among enrolled students. This is probably due to the revision of the admission campaign criteria and increased emphasis on the academic achievements of applicants.

In 2024, there is a s**harp decline in the number of students enrolled based on entrance exam results**, from 100 to 13. This may be due to the University's aforementioned preference for alternative means of enrollment.

The number of students with international language certificates increased in 2024, indicating an improvement in the language proficiency of enrollees and the growing popularity of international standards of knowledge assessment. **Average IELTS scores also improved**, indicating an increase in the level of English among enrollees.

The programs "Chemical Engineering and Materials Science" and "Mechanical Engineering" showed a significant increase in the number of enrolled students after the introduction of the tuition discount, which confirms the effectiveness of financial incentives, as well as **due to the increase in quotas** in these areas, which is due to the change in priorities of the university.

Information Technology, Artificial Intelligence and Cybersecurity majors **have shown steady growth in student enrollment**, reflecting market needs and the growing demand for professionals in these fields.

Although enrollment has increased, **there is an imbalance in the gender distribution**, with a predominantly male audience. This requires special attention to attract more women into science and technology fields.

The analysis demonstrates a steady **increase in the share of graduates of public and specialized schools,** while the high level of enrollment of graduates of presidential schools is maintained

In 2024, there is an overall **increase in the number and diversity of grant recipients**, with a particular focus on graduates of presidential and specialized schools, as well as students from socially vulnerable families. This demonstrates the strengthening of state policy aimed at supporting the education of students from different social strata.

Data for 2024 show an **increase in the number of enrolled students from most regions**, which may be due to an increase in the quota for admission to New Uzbekistan University and improved access to higher education in the regions. Nevertheless, students from Tashkent and Tashkent region still account for the largest share.

In conclusion, the changes made in 2024 reflect the broader goal of New Uzbekistan University - to become a leading educational institution in the region. Modernizing the admissions process with a focus on increasing academic rigour, improving digital application platforms, and emphasizing STEM fields positions the university as a cutting-edge institution committed to producing highly qualified graduates. These changes demonstrate the university's commitment to continuous improvement and its responsiveness to both national educational priorities and global standards.

RECOMMENDATIONS AND SUGGESTIONS

1.Improving accessibility and outreach to underrepresented groups

The gender imbalance and regional disparities seen in the admissions process underscore the need for greater efforts to attract underrepresented groups. Because female applicants are underrepresented in STEM fields and some regions are experiencing declining enrollment, targeted outreach is essential to ensure equal opportunity for all students, regardless of gender or geographic location.

Potential Solution: Launch special scholarship programs for girls and young women in STEM and students from underserved regions. Strengthen regional outreach activities, mentoring programs, and partnerships with local educational institutions to provide better access to information and resources. Online webinars and career fairs can also be used to reach female applicants and students from underrepresented regions, showcasing successful graduates and career potential in STEM.

2.Empowering the digital platform

Digitalization of the application process has increased efficiency, but further improvements could make the platform even more user-friendly. In addition, expanding digital exam options for international or distance applicants could further simplify the process.

Potential Solution: Enhance and add features such as online guides, real-time support and automatic notifications to the admissions platform. Develop online examination capabilities for distance and international applicants using secure digital proctoring systems. This will make it easier for students from across the country and abroad to participate in exams without having to be physically present.

3.Development of specialized preparatory programs for entrance examinations

Given the increased difficulty of the 2024 entrance exams, preparatory programs can help students perform better on the exams and reduce test-related stress. These programs can help applicants become more familiar with the structure of the exam, test-taking strategies, and the types of questions they will face.

Potential Solution: Launch online preparation courses and workshops focused on Logical Reasoning, Mathematics and Problem Solving Skills. Provide free access to sample exams and study guides on the university website to allow students to practice. Partnering with education centers across the country to offer specialized training programs can also ensure that students from all regions are well prepared for entrance exams.

4.Optimization of entrance examinations and alternative methods of admission

Given the declining enrollment of students based on examination results, it is recommended that the entrance test criteria be reviewed and additional entry pathways such as achievement portfolios, interviews, and project work be evaluated. This will help to attract students with a variety of skills and abilities that may not be visible in the traditional examination process.

Potential Solution: Establish a pilot program to evaluate alternative selection methods, including portfolios, projects, and interviews with admissions committee members. Evaluation criteria for each of the alternative methods should also be developed to ensure objectivity and transparency.

5.Strengthening support for applicants with insufficient language level

While overall English proficiency among students is increasing, there remain applicants with low scores who need additional language training to succeed.

Potential Solution: introducing preparatory language courses and online intensives available prior to admission, as well as creating a "tutoring" program to help with language learning. The university could also offer summer preparatory courses at a reduced cost for applicants who have reached the minimum acceptable level but need to strengthen their language skills.

6.Expansion of discounts and financial support

The positive effect of discounts for individual destinations emphasizes the importance of such measures. It is recommended that the opportunities for discounts and flexible financial assistance be expanded to other programs that require increased enrollment.

Potential Solution: revise the discount structure to include partial scholarships for the most demanded areas. It is also possible to launch a pilot program with flexible payment terms for students demonstrating high academic potential and offer educational loans with preferential terms for school graduates from remote regions.

7.Strengthening marketing and information campaigns

It is important to strengthen the university's reputation as an educational platform of international level, emphasizing such aspects as highly qualified teaching staff, international programs and career opportunities for graduates.

Potential Solution: launch targeted advertising campaigns on social media and create a series of webinars for students and parents. The university could also organize infosessions in collaboration with international partners, offer virtual campus tours and develop an ambassadors program of successful alumni to increase the university's international visibility.

CHAPTER II.

ANALYSIS OF THE RESULTS OF THE SOCIOLOGICAL SURVEY OF UNIVERSITY ENTRANTS

This chapter is the next component of the comprehensive analysis of the admission system at New Uzbekistan University. The first section was devoted to a comparative analysis of changes in admission procedures between 2023 and 2024. This chapter, which focuses on the views of applicants, provides an analysis that includes an assessment of the experiences of applicants who directly participated in examinations.

Through a sociological analysis of opinions on the organization of the examination, factors influencing applicants' choice of university and their future aspirations, this chapter provides a holistic understanding of applicants' experiences. The sociological data collected offers a detailed insight into both strengths and areas for improvement within the university admissions system. Through the inclusion of these findings, the analysis gains depth and clarity, contributing to a more informed evaluation of the whole process.

It should be noted that this chapter, as well as other sections of the study, not only aims to improve the understanding of the admission process, but also provides valuable recommendations for further improvement of the system. Taken together, the findings of this chapter and the analysis of changes in the admission system in 2023-2024 form a comprehensive picture, offering practical ideas for its continuous improvement and optimization.

GENERAL DEMOGRAPHIC PARAMETERS AND ASSESSMENT OF ENROLMENT POTENTIAL

This section presents an analysis of the general demographics and academic potential of the applicants who participated in the survey. The following paragraphs interpret key characteristics, including gender distribution and fields of study, age parameters, regional distribution, and types of schools attended. In addition, the analysis examines whether applicants have international language certificates and SAT scores, which provides a more complete picture of their readiness for higher education.

GENDER PARITY AND AREAS OF STUDY

It should be noted that more than 1600 applicants from all regions of the Republic of Uzbekistan participated in this sociological survey[13].

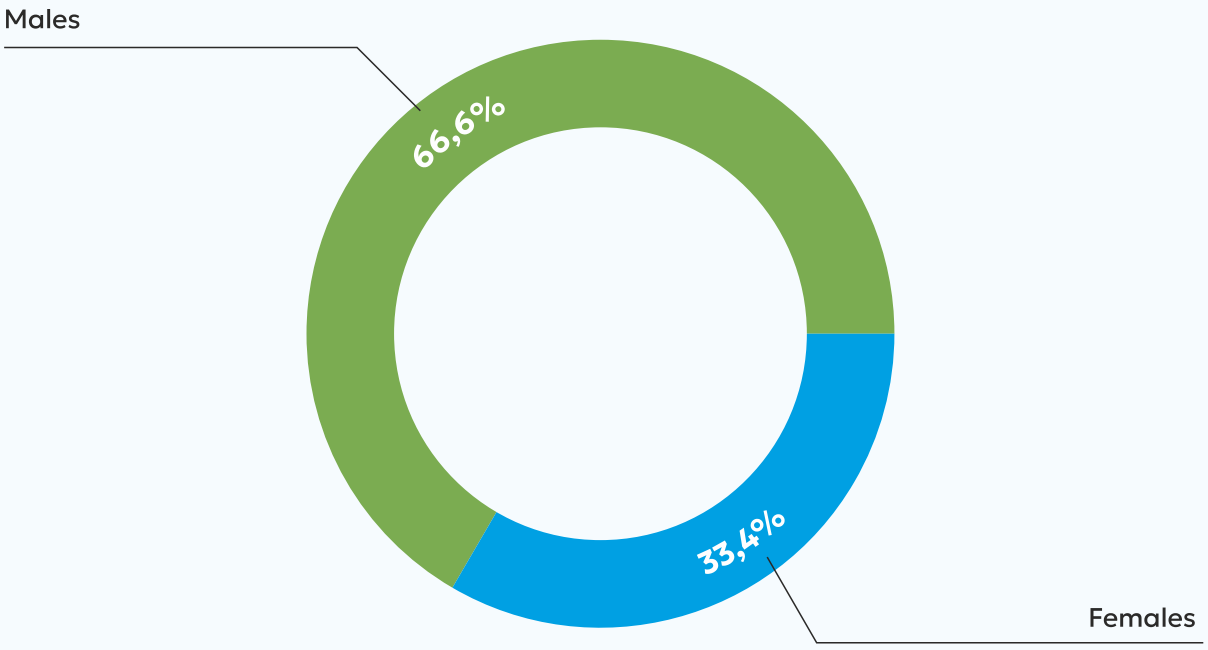

Figure 21 . Gender parity of applicants who participated in the survey

The survey results indicate a significant gender inequality among applicants: 66.6% of respondents are males, and 33.4% are females. This imbalance suggests that male applicants predominate among those surveyed, reflecting more general trends in the areas of study offered by New Uzbekistan University, as well as possibly other societal factors influencing the choice of educational path.

The lower percentage of female applicants may require further study to understand the underlying reasons. This may be due to cultural, social or economic factors, or it may indicate that some programs or tracks are more attractive to male applicants. A more detailed breakdown by program of study is presented below.

[13] The total number of questionnaires, after final cleaning and included in the database for analysis, was 1,609. The number of respondents increased as the beginning of the school year approached, however, given the sufficiency of the sample population for a comprehensive analysis, the field phase of the study and data collection was completed on August 6, 2024.

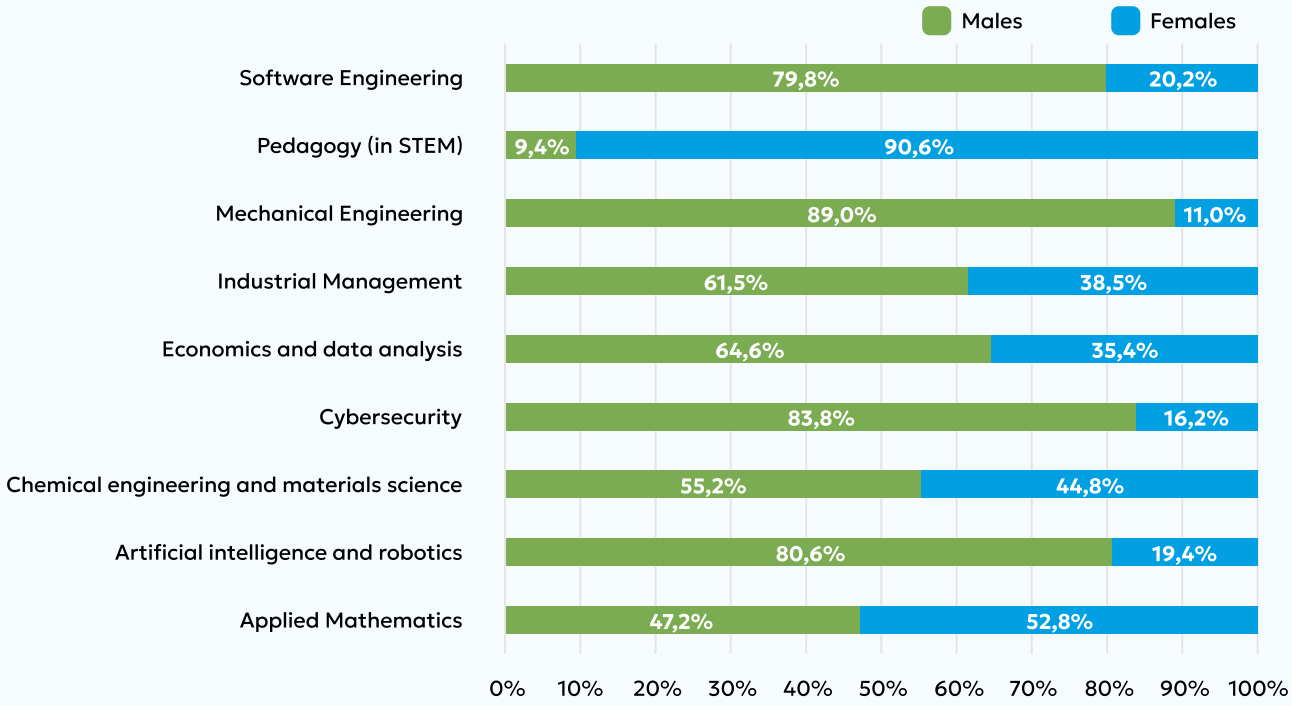

Figure 22 . Gender distribution of applicants by fields of study

From the results presented above, several key trends can be established regarding gender inequality in the selected academic programs:

Programs with predominantly high male enrollment. "Mechanical Engineering" (89%), "Cybersecurity" (83.8%), "Artificial Intelligence and Robotics" (80.6%), and "Software Engineering" (79.8% male) are majors with a predominance of male applicants. These results reflect the traditional gender imbalance, with men more likely to pursue careers in technical and engineering disciplines.

This trend points to the continued predominance of men in STEM fields related to technology and engineering, which have traditionally been less popular with women due to a number of social, cultural, and educational factors.

Programs with high or equal female representation. "Pedagogy (in STEM)" is the only program with the highest proportion of female applicants (90.6%). This pattern is also in line with global trends, where females often dominate the fields of education and teaching.

It is worth noting that "Applied Mathematics" shows a more balanced gender distribution, with 52.8% females and 47.2% males, indicating that this field can be equally interesting to both genders.

Programs with moderate gender imbalance:

Programs such as Chemical Engineering and Materials Science (55.2% male, 44.8% female) and Economics and Data Analytics (64.6% male, 35.4% female) show moderate gender disparities, indicating a more diverse applicant pool, but still skewed toward male participation.

Thus, the gender distribution data show significant male dominance in most STEM-related fields, while education and teaching remain largely more female-dominated fields. The relatively balanced distribution in programs such as Applied Mathematics and Chemical Engineering and Materials Science suggests room for improving gender diversity in other technical fields. Achieving greater gender balance may require efforts to encourage greater female participation in traditionally male-dominated fields such as Mechanical Engineering and Cybersecurity.

AGE PECULIARITIES

The age distribution of applicants who participated in the survey shows a clear concentration of young participants, with the majority of them between 17 and 18 year-olds.

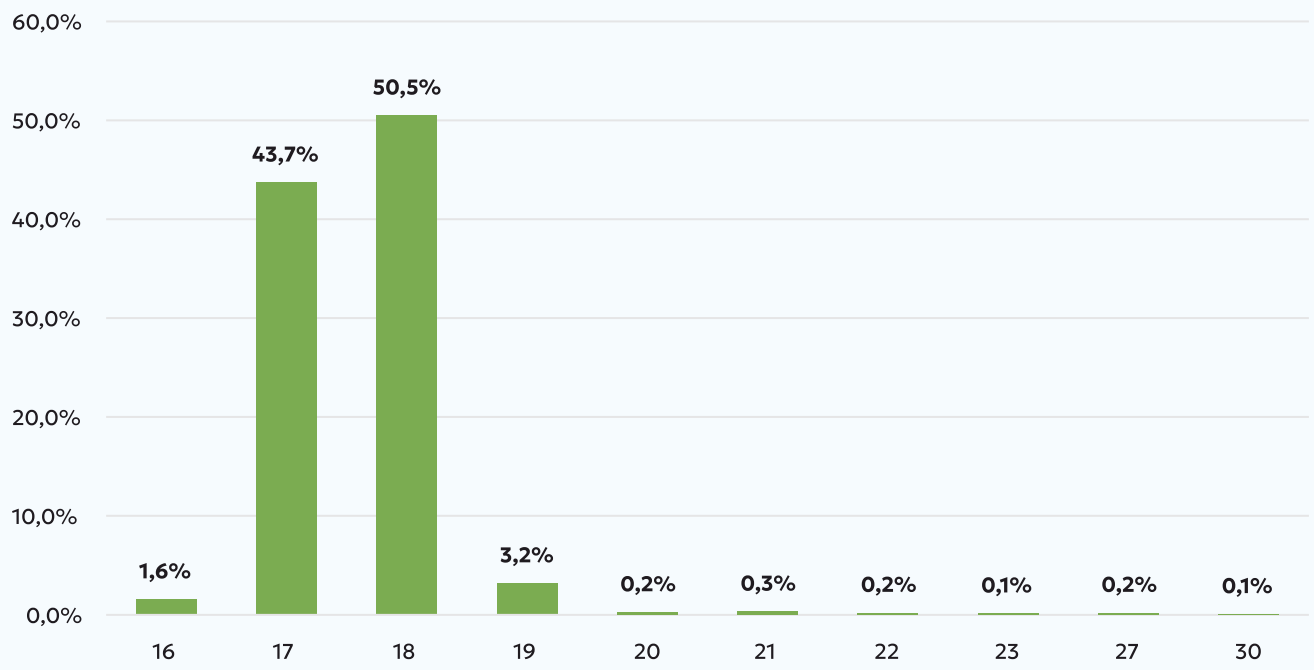

Figure 23 . Age distribution of applicants who participated in the survey

Dominant age groups. The largest group of participants, accounting for 50.5%, is 18-year-olds.

This corresponds to the typical age of high school graduates applying to universities.

The second largest group, accounting for 43.7%, is 17-year-olds, indicating that many of them are likely early entrants.

Other age groups. A small percentage, 3.2%, of participants are 19-year-olds, and may include individuals who have taken a one-year break, repeated a year of study, or are entering university later than their peers.

There is a minimum percentage of entrants aged 20 years and older. The participation of these older age groups is low, with each age (20 to 30 years) representing between 0.1% and 0.3% of the total number of entrants.

For example, the age distribution shows that the applicant pool is largely composed of applicants who are at the traditional age of entry to the university, with almost all participants between the ages of 17 and 19. This suggests that the university is attracting the usual demographic of recent high school graduates.

REGIONAL AFFILIATION

The regional distribution of survey entrants emphasizes considerable geographic diversity, with several regions contributing markedly different shares of the total number of entrants.

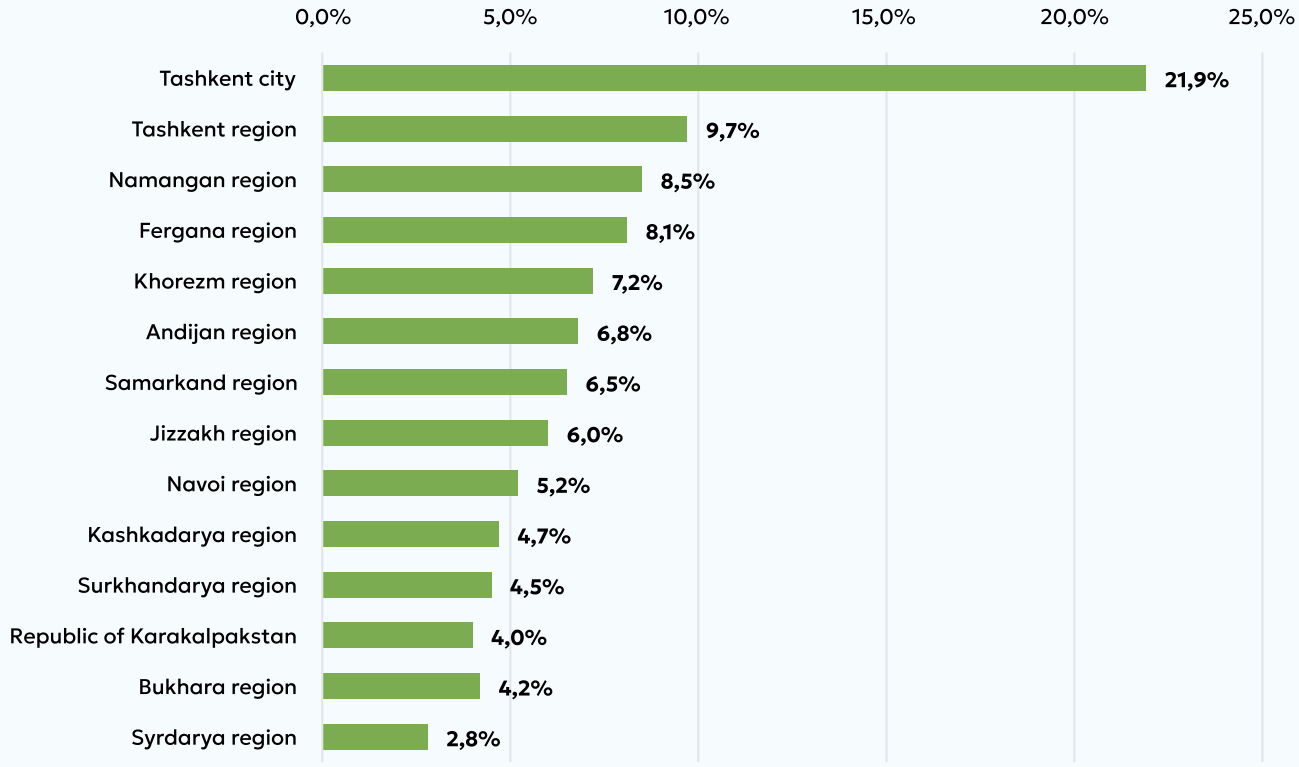

Figure 24 . Regional distribution of applicants who participated in the survey

The most represented regions. The city of Tashkent has the highest percentage of applicants at 21.9%. As the capital and largest city, Tashkent often serves as the educational center of the country, attracting more applicants due to its high concentration of schools, educational resources, and university preparation opportunities.

Tashkent Region ranks second with 9.7%, further emphasizing the importance of the expanded metropolitan region as a key source of applicants for universities.

Other regions with significant participation include Namangan (8.5%), Fergana (8.1%) and Khorezm regions (7.2%).

Medium represented regions. Andijan Region (6.8%) and Samarkand Region (6.5%) have average representation percentages, which may reflect the presence of strong educational infrastructure or better access to university resources in these regions.

Jizzakh (6.0%) and Navoi (5.2%) regions also show moderate levels of entrant participation, indicating their relatively stable contribution to the entrant pool.

Regions with a low level of representation. Surkhandarya Region (4.5%), Kashkadarya Region (4.7%) and the Republic of Karakalpakstan (4.0%) represent a smaller proportion of the applicant base, possibly reflecting geographical remoteness from central educational centres or fewer opportunities for university preparation.

Syrdarya Region (2.8%) makes the smallest contribution, which may indicate either a smaller number of applicants from this region or barriers in access to higher education resources and training programs.

The survey results show a clear concentration of applicants from Tashkent city and nearby districts, reflecting the role of the capital as the main educational centre. However, notable participation from densely populated regions such as Namangan, Fergana and Khorezm regions suggests a broader national coverage with strong interest in university enrollment in other key regions.

TYPES OF SCHOOLS

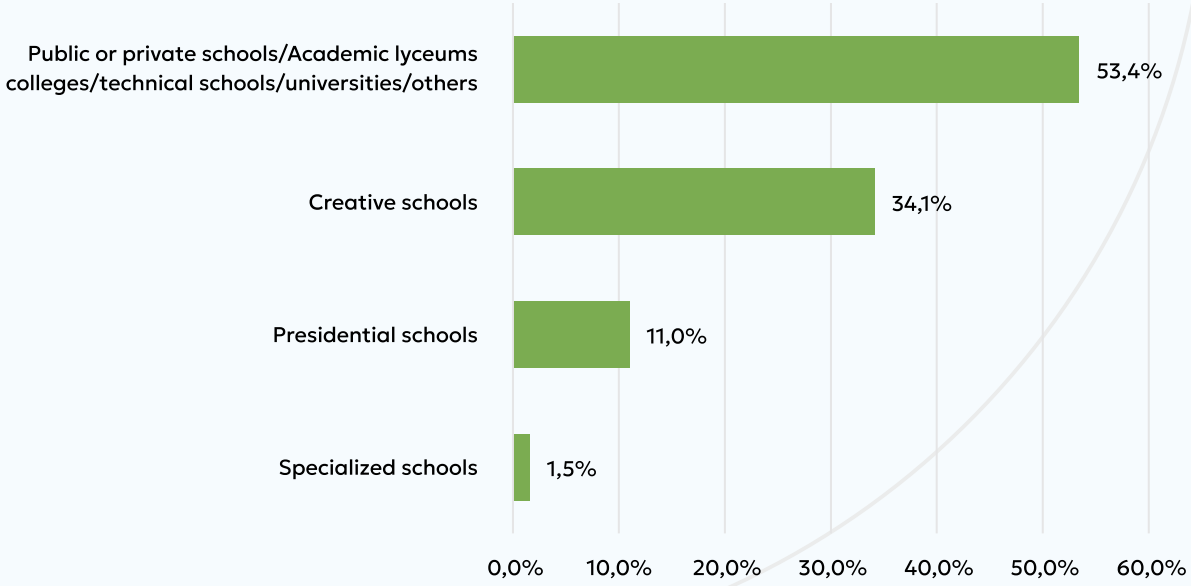

Figure 25 . Types of schools of applicants who participated in the survey

The results presented above show that the majority of respondents - 53.4% - represent the most grouped category of educational institutions. This category, dominating, demonstrates that the majority of applicants who participated in the survey graduated from traditional, academically oriented educational institutions. This, in turn, indicates a strong reliance on traditional educational institutions for university preparation. At the same time, a significant part of applicants - 34.1% graduated from creative schools.

Along with this, 11.0% of applicants are graduates of Presidential Schools, indicating a solid, albeit smaller, representation of this category. It is noteworthy that Presidential Schools, although occupying a permanent place among the educational institutions whose graduates enroll at New Uzbekistan University, are represented in smaller numbers compared to traditional or creative schools.

Only 1.5% of applicants come from specialized schools, indicating that these institutions contribute minimally to the applicant pool. This may indicate that students from these schools prefer other educational or career paths, or that university programs may not match the focus of specialized institutions.

Thus, the results demonstrate that traditional schools continue to be the main category preparing university applicants, while Creative Schools play a significant and growing role in shaping the applicant pool. The moderate representation of Presidential Schools indicates a stable but smaller contribution. Meanwhile, the minimal contribution of Specialized Schools indicates a more limited influence on university enrollment.

INTERNATIONAL LANGUAGE CERTIFICATES

Detailed information about the level of foreign language proficiency confirmed by the international certificate is presented in the first chapter of this study. At the same time, it should be noted that the dominant majority - 85.5% of applicants at the time of registration for entrance exams on the digital portal indicated that they have an international language certificate IELTS

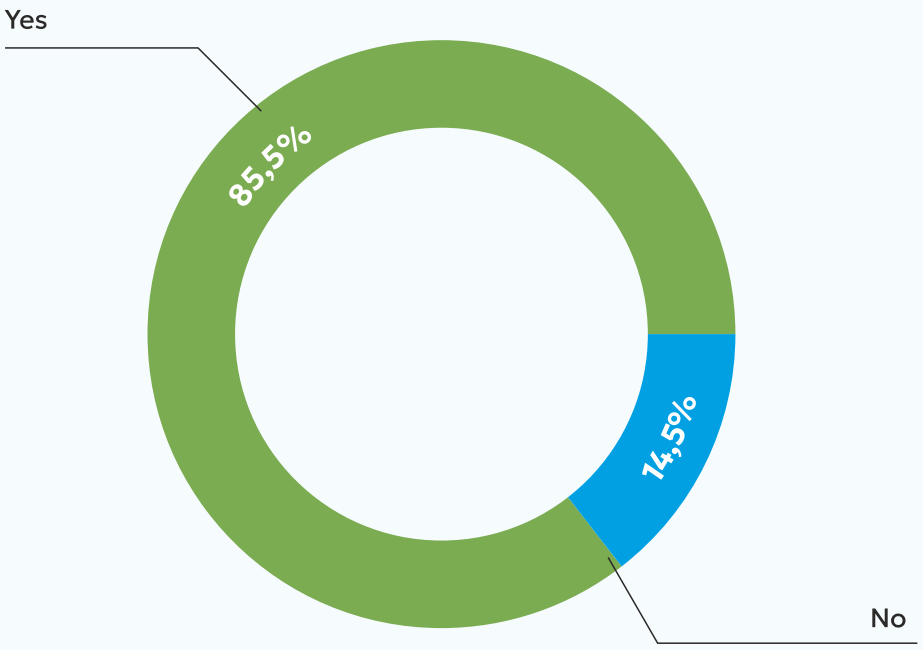

Figure 26 . Availability of IELTS international language certificate

Having said that, it is worth noting that IELTS, compared to other popular tests, is the most common type of test taken by applicants who took the survey.

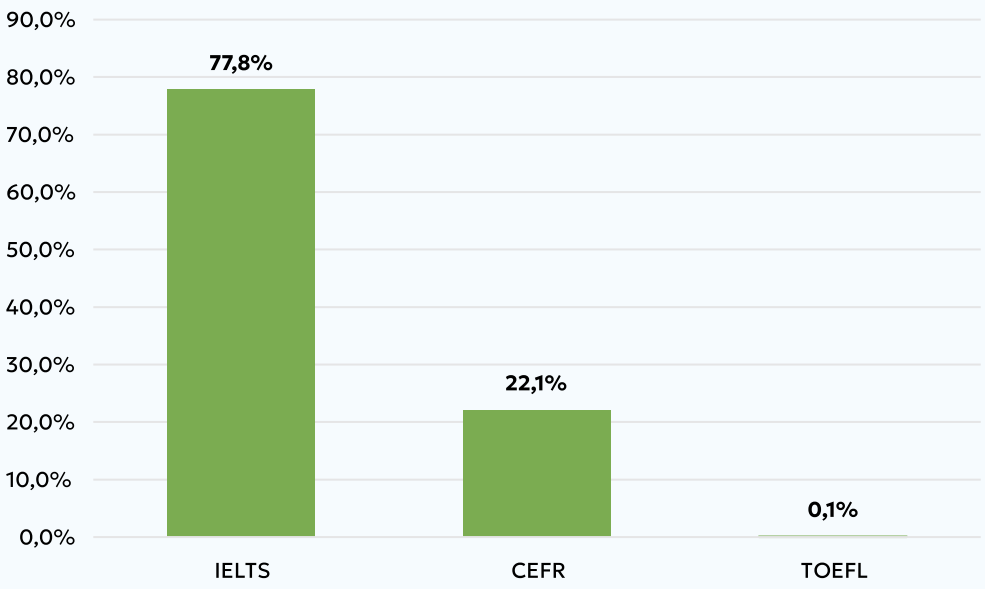

Figure 27 . Other international language certificates

SAT (SCHOLASTIC ASSESSMENT TEST)

Statistical analysis of SAT scores found that applicants' SAT scores range from 500 to 800, with a **mean score of 692.91** and a **median of 710**, indicating that half of the applicants have scores above 710. The most frequent score is **730**, which shows clustering of scores near the upper limit of the distribution. **The standard deviation of 67.471** suggests a moderate spread of scores around the mean, indicating some variability in applicants' scores.

A minimum score of 500 represents the lowest score achieved, while a **maximum score of 800** indicates a perfect score, revealing a wide range of applicants' options. It is worth noting that a significant proportion of applicants either did not submit their SAT scores or did not have this certificate, suggesting that while many applicants submit competitive scores **(28.7%), a** significant number do not rely on the SAT for their application.

SOCIAL STATUS

It is worth noting that only 8.4% (135 respondents) of the total number of applicants indicated that they were included in the "Unified Register of Social Protection"[14], which, in accordance with the Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the Regulations on the procedure for granting state grants to gifted students of New Uzbekistan University and on the procedure for granting subsidies to foreign higher educational organizations and their branches operating in the Republic of Uzbekistan, and graduates of presidential schools who entered non-state higher educational organizations on a paid-contract basis" N°300 from 02.06.2022, receive appropriate benefits when entering the university.

The regional distribution of this category of applicants is as follows:

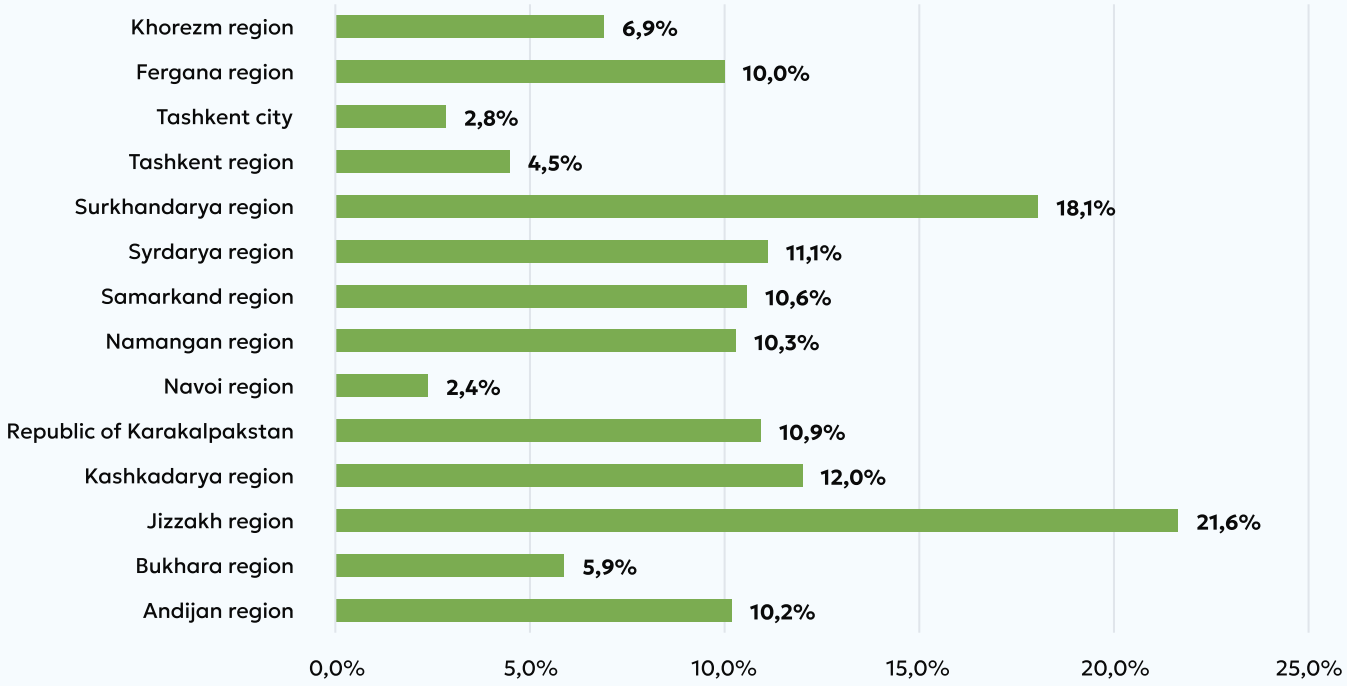

Figure 28 . Regional distribution of applicants included in the "Iron Notebook»

The regional distribution of applicants included in the "Unified Social Protection Register" shows considerable variability.

Jizzakh region has the highest rate, with 21.6% (21 applicants), indicating a strong need or entitlement to social protection in this area.

It is followed by Surkhandarya region with 18.1% (13) and Kashkadarya region shows 12.0% (9).

Other regions such as Andijan (10.2% - 11), Namangan (10.3% - 14) and Samarkand (10.6% - 11)show stable representation, while regions such as Tashkent city (2.8% - 10) and Navoi region (2.4% - 2) show minimal representation.

[14] This norm is also reflected in the Decree of the President of the Republic of Uzbekistan "On the establishment of the University "New Uzbekistan"" N° PQ-5158 from 23.06.2021.

CHANNELS FOR OBTAINING INFORMATION

The study of information channels through which applicants learn about the university provides valuable information about the effectiveness of different sources and their influence on the decisions of potential students. After a detailed analysis of the sources used in 2023, several new channels (sources) were included in 2024, while some previously used sources were removed or became less relevant.

Below is a comparative analysis of changes in information channels between 2023 and 2024. Such an analysis will provide a deeper understanding of how applicants access and interact with information about the university in the decision-making process.

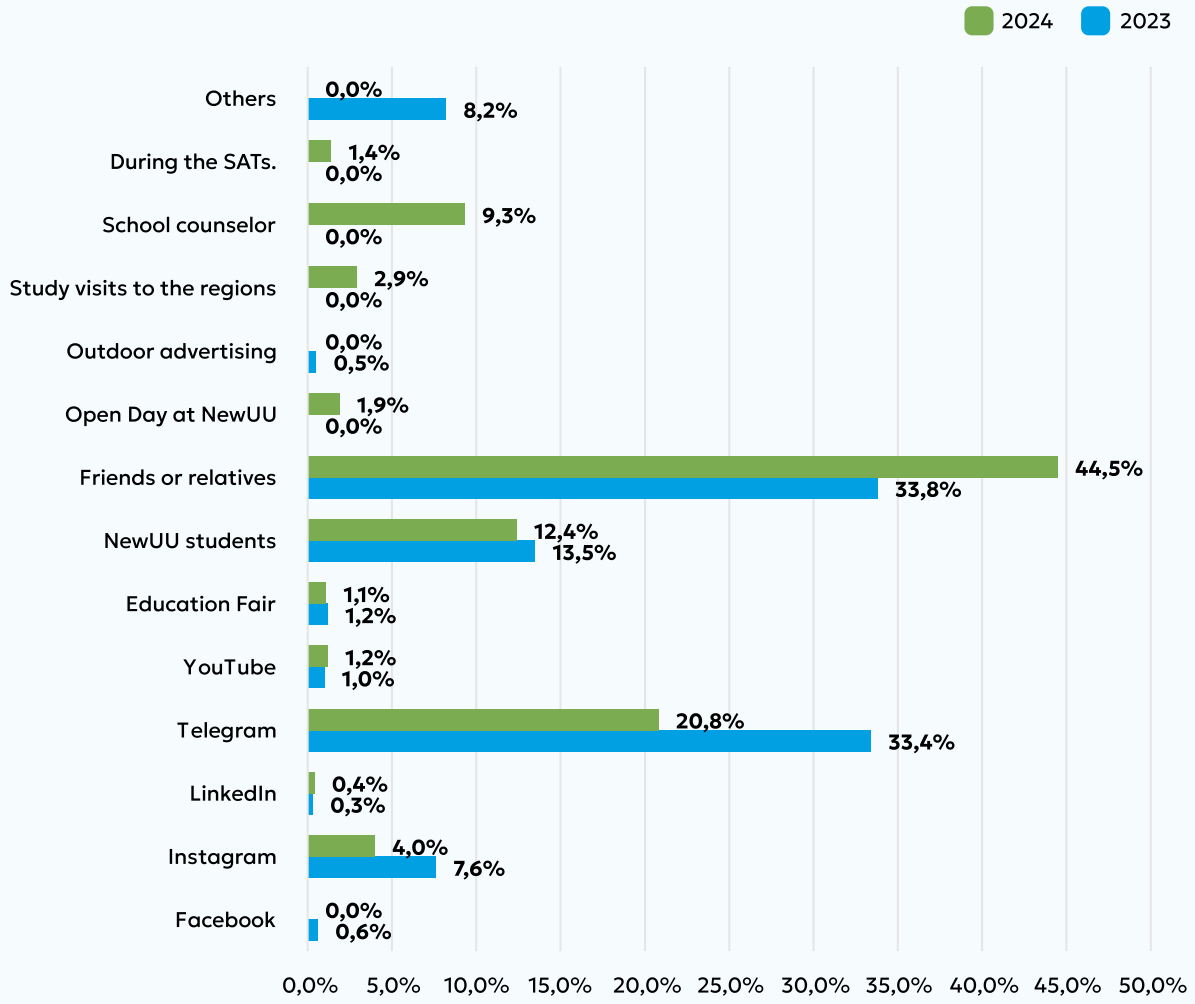

Figure 29 . Comparison of information channels about the university (2023 - 2024)

From analyzing the results, we can see that one of the most notable changes is the significant decrease in the use of messenger Telegram from 33.4% in 2023 to 20.8% in 2024. Similarly, the use of social network Instagram has also decreased from 7.6% to 4.0%. This suggests that while the platforms were prominent in 2023, their influence among young people appears to have diminished in 2024. The social Facebook disappeared completely, as only 0.6% of applicants in 2023 cited it as their main source of obtaining information about the New Uzbekistan University.

At the same time, the dependence on personal connections increased markedly, with friends or relatives being the key source of information in 2024. In 2023, 33.8% of applicants cited this channel as their main source, but by 2024 this figure had risen to 44.5%. This may indicate the increasing importance of word-of-mouth recommendations and personal connections in influencing applicants' decisions. In addition, school counselors, which were not present in 2023, became an important source in 2024, accounting for 9.3% of responses, indicating the growing role of education professionals in the application process.

Other sources that gained importance in 2024 include New Uzbekistan University Open Doors Days (1.9%), regional information visits (9.3%), and SAT exam sessions (1.4%), which were absent or insignificant in 2023. In contrast, educational fairs, current students and the YouTube video platform remained relatively stable with little change in their use. The absence of the "Other" category in 2024, which was 8.2% in 2023, suggests that applicants in 2024 were better able to identify specific sources or that new sources better reflected their process of getting to know the university.

COMPREHENSIVE EVALUATION OF THE EXAMINATION PROCESS AND THE ACTIVITIES OF THE EXAMINATION BOARD

This section focuses on a detailed assessment of the examination process and the work of the admission committee, based on a sociological survey of applicants. The survey collected comprehensive feedback on various aspects of the examination, including the quality of handouts provided, the efficiency and professionalism of staff (medical staff, observers, security guards, etc.), and the conditions at the examination venue, including air conditioning, public toilets, first aid rooms, and availability of drinking water. These factors are critical to ensuring a comfortable and efficient examination experience for all applicants.

In addition, the section will examine applicants' views on the difficulty and quality of the exam questions. This assesses the level of difficulty of the questions and the extent to which they matched applicants' expectations and preparedness. Together, these insights provide a comprehensive understanding of applicants' experiences during the exam and offer key feedback on areas where the university could improve its exam process and support services.

HANDOUTS (EXAMINATION SET)

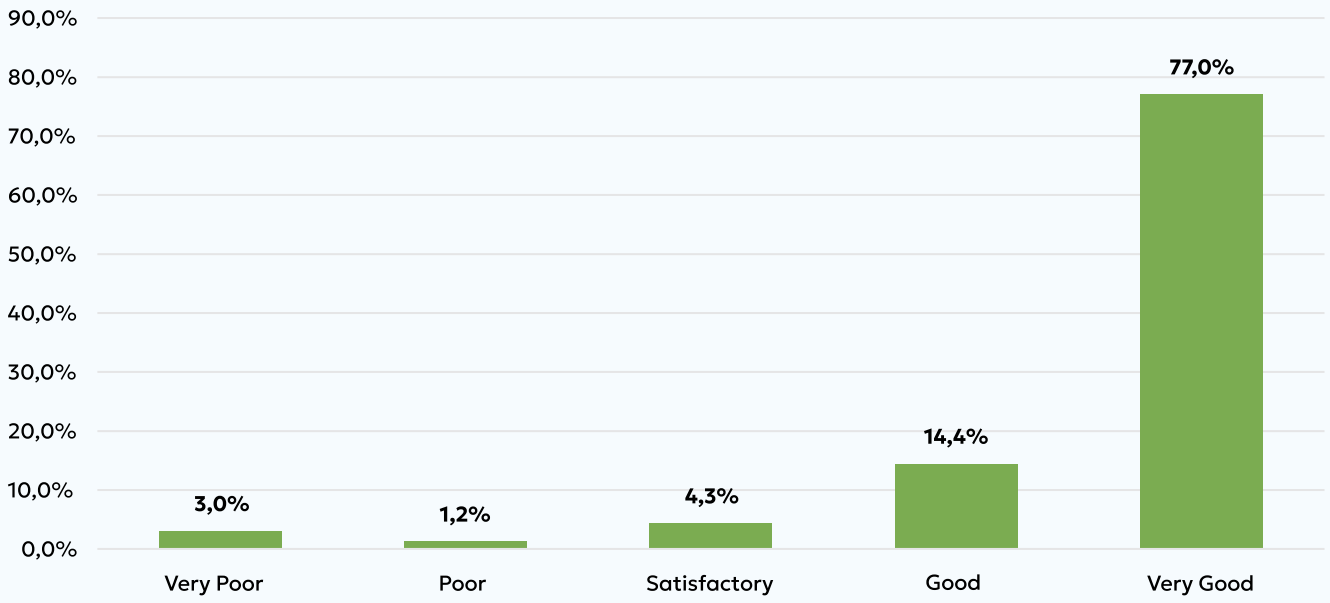

Figure 30 . Evaluation of the quality of handouts by applicants

The results of the survey regarding the quality of the handouts indicate a very positive assessment by the majority of applicants. The vast majority, 77.0%, rated the handouts as "Very Good" and 14.4% considered them "Good," meaning that over 91% of respondents rated the handouts as high quality.

Only a small percentage expressed dissatisfaction: 3.0% rated the handouts as "Very Poor" and 1.2% as "Poor". The remaining 4.3% rated the materials as "Satisfactory." Overall, these results reflect a well-organized handout that meets applicants' expectations and contributes positively to the exam process.

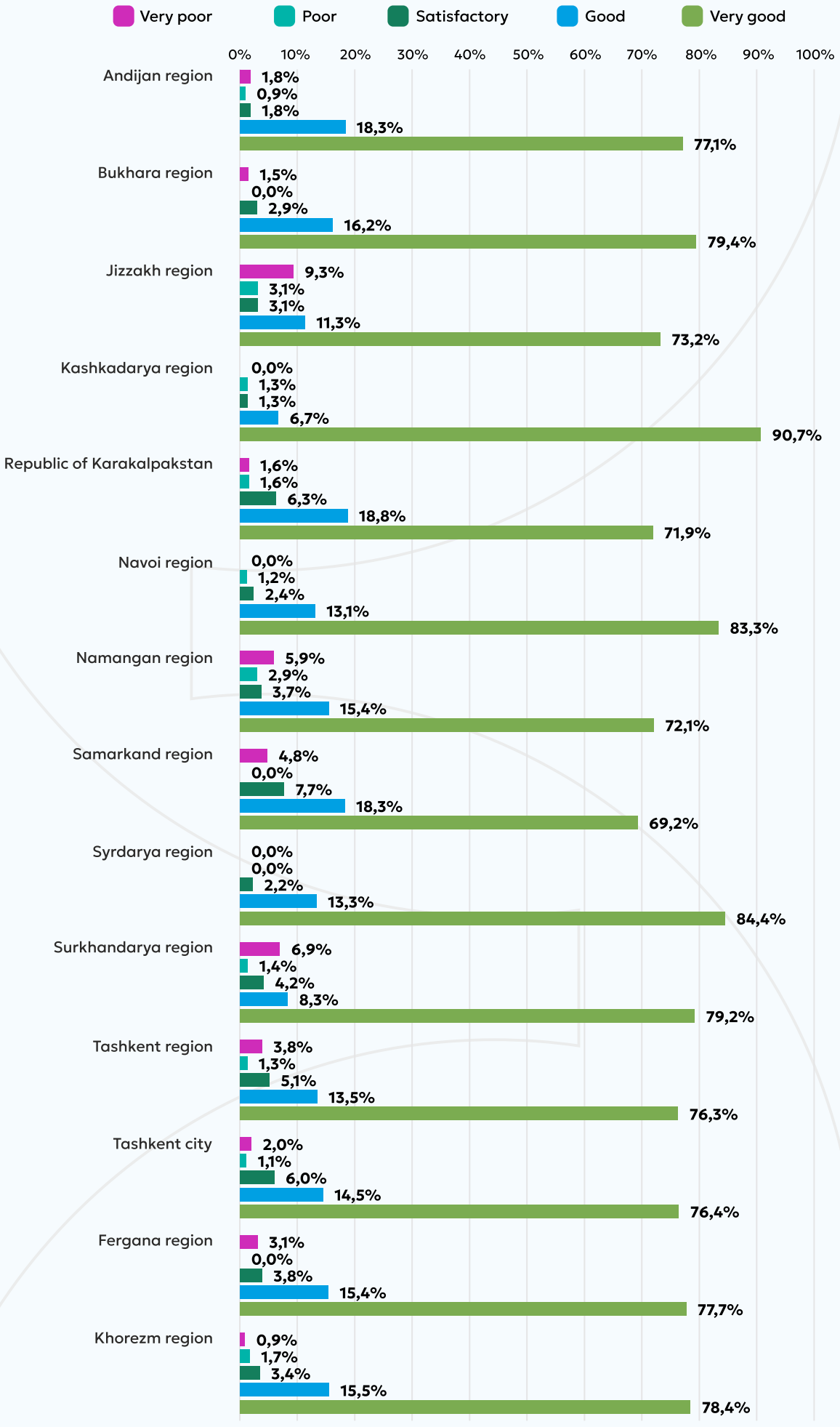

Figure 31 .Regional distribution of quality assessment of handouts

Regional distribution of answers regarding the quality of handouts (such as water, pencils and erasers) shows generally high level of satisfaction in all regions. “Very Good" ratings predominate, with Kashkadarya (90.7%), Syrdarya (84.4%) and Navoi Regions (83.3%) reporting the highest level of satisfaction. Even in regions with relatively lower levels of satisfaction, such as Samarkand Region (69.2%) and the Republic of Karakalpakstan (71.9%), the majority of respondents still rated the handouts positively.

Only a small percentage of respondents rated the handouts negatively, with Jizzak Region (9.3%), Surkhandarya Region (6.9%) and Namangan Region (5.9%) having the most significant "Very Poor" ratings, although these remain minimal. Overall, 92% of respondents in all regions rated the handouts as "Good" or "Very Good", further emphasizing the high appreciation of the handouts provided during the exam.

STAFF ACTIVITIES

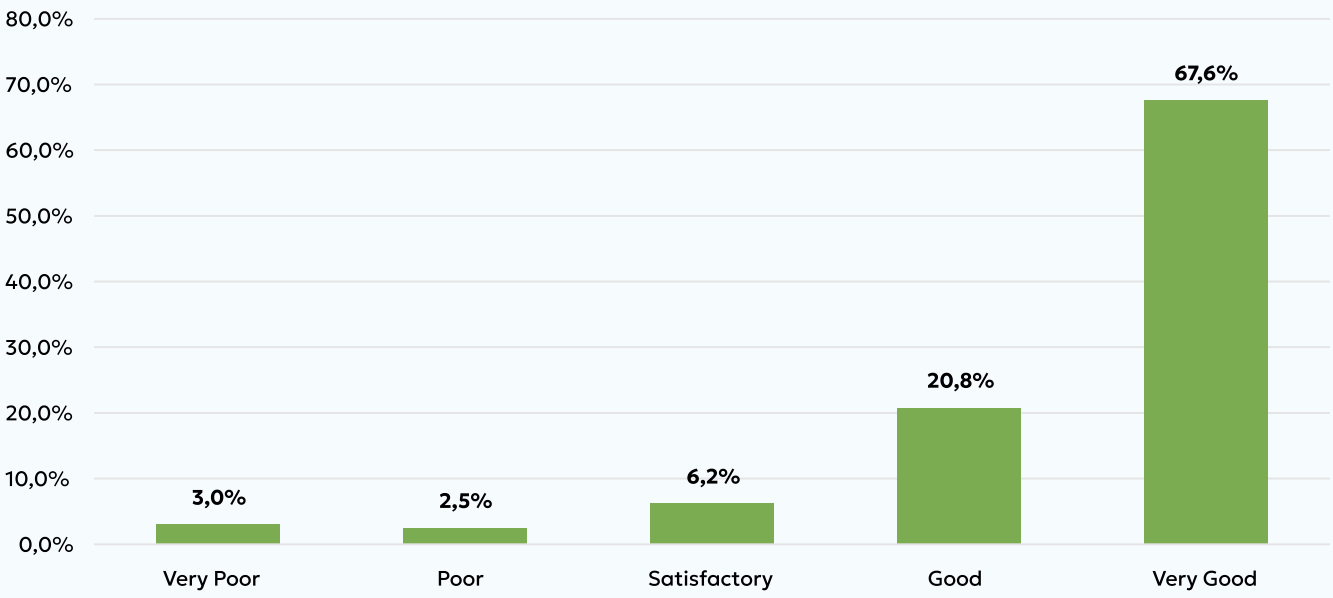

Figure 32 . Evaluation of staff performance during the examination process

The results of the evaluation of staff performance during the examination process show extremely positive feedback. The majority of respondents (67.6%) rated the staff performance as "Very Good" and another 20.8% rated it as "Good", indicating that almost 90% of the applicants were satisfied with the staff performance. This indicates that the staff involved such as observers, medical staff, security and other support roles were rated professional and efficient.

A small percentage of respondents were less satisfied, with 6.2% rating the staff as "Satisfactory" and 2.5% and 3.0% rating the staff as "Poor" and "Very Poor" respectively. However, these negative ratings are minimal compared to the overwhelmingly positive responses, indicating that staff performance was well received by the vast majority of applicants. This high level of satisfaction reflects positively on the organization and professionalism of the staff during the exam.

The regional distribution of responses regarding staff performance (Figure 33) also shows an overall positive feedback, with 80% of respondents from Syrdarya Region rating the staff as "Very Good", followed by Andijan Region (74.3%) and Navoi Region (73.8%), also reporting a high level of satisfaction. However, Jizzakh region (55.7%), Tashkent and Samarkand regions (61.5%) showed the lowest level of satisfaction, with some respondents rating staff performance as "Poor" or "Very Poor". These results show that while most regions rate staff performance positively, some regions, in particular Jizzakh Samarkand and Tashkent regions, show room for improvement, as the level of dissatisfaction there is noticeably higher compared to other regions.

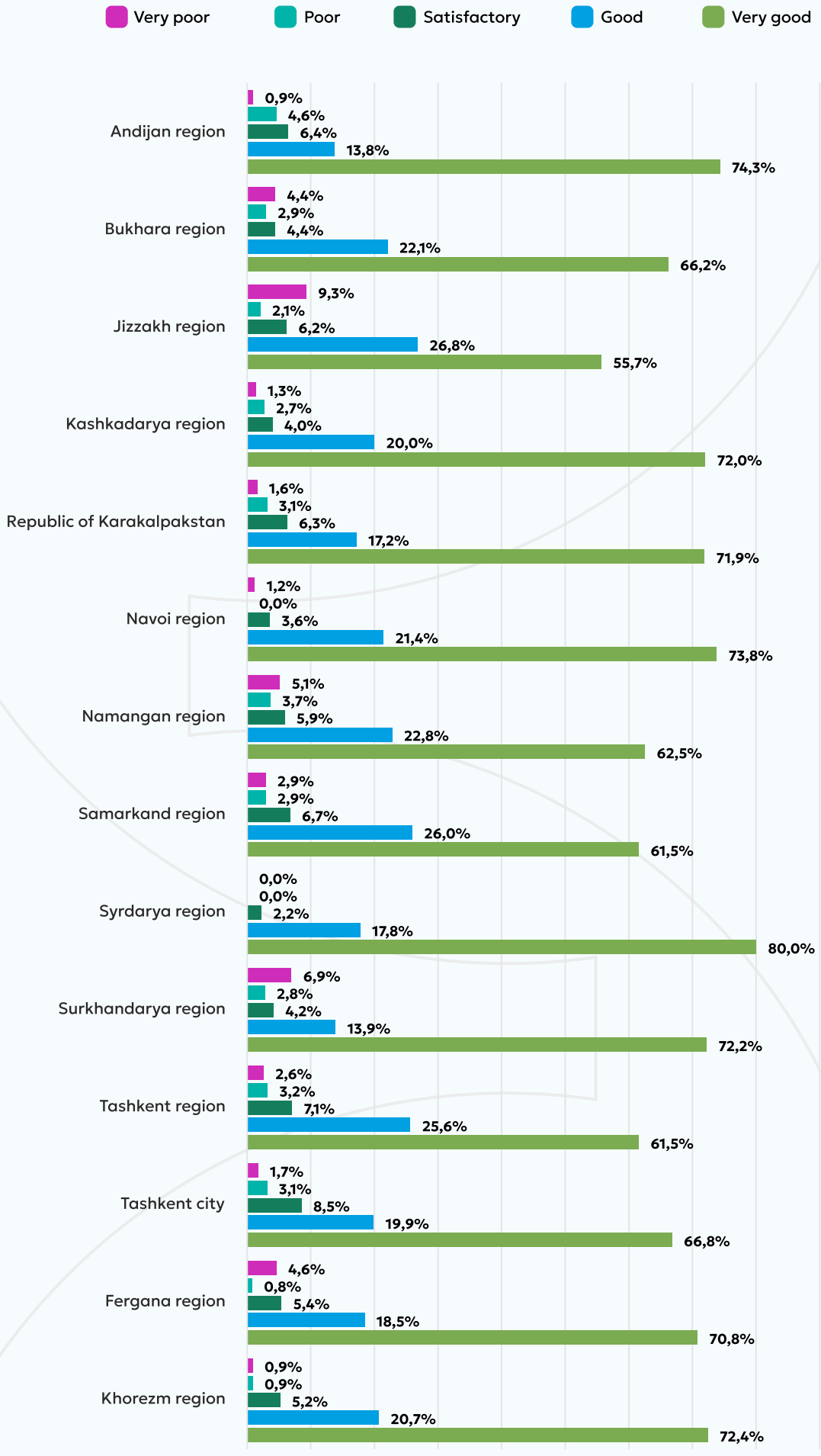

Figure 33 . Regional distribution of personnel evaluation

LOCATION OF EXAMINATIONS

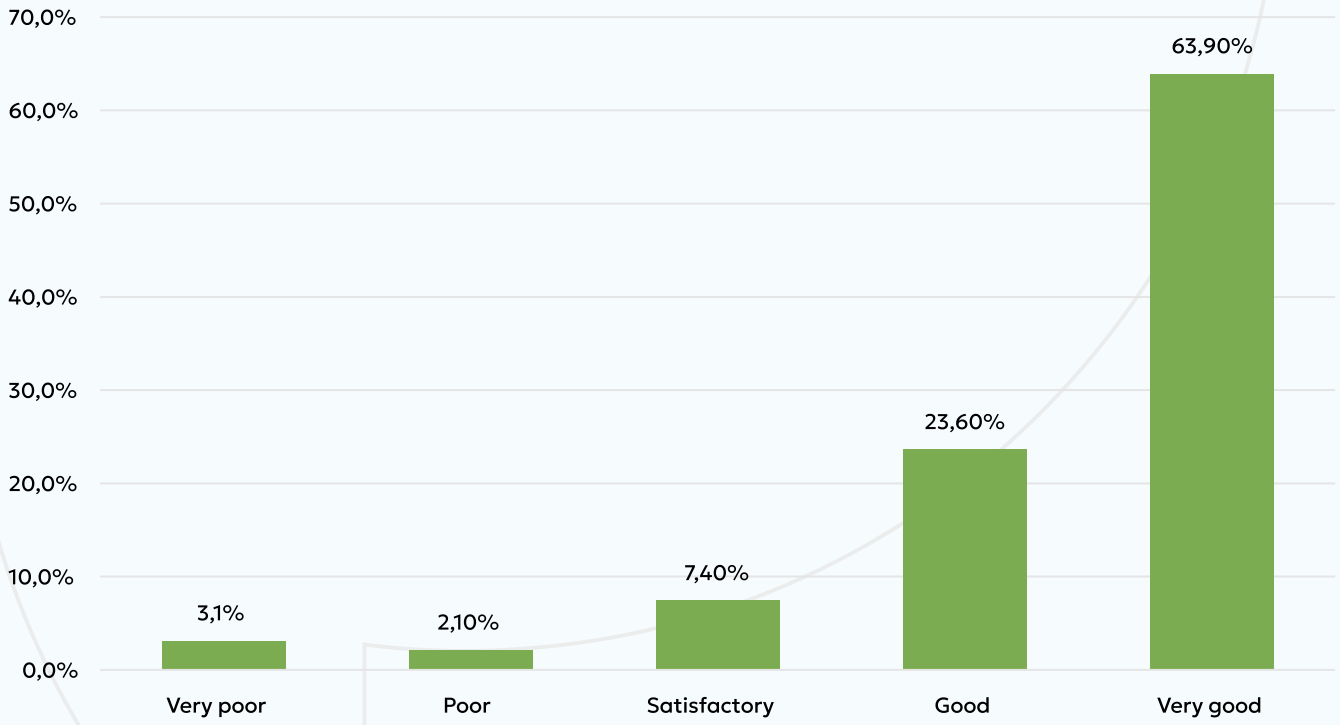

Figure 34 . Evaluation of the examination venue

The results of the survey regarding the examination venue were overwhelmingly positive: 63.9% of respondents rated it as "Very good" and another 23.6% rated it as "Good", which shows that almost 90% of applicants were satisfied with the venue as well as the conditions created there. Only 7.4% found the venue "Satisfactory" while a minimal proportion of the respondents rated it negatively with 3.1% marking it as "Very poor" and 2.1% as "Poor". These results show that the venue generally met the expectations of the majority of participants, with only a small number of respondents expressing dissatisfaction.

Regional distribution of exam venue ratings (Figure 35) shows a consistently high level of satisfaction in most regions. Jizzakh Region (57.7%), Tashkent Region (57.7%) and Tashkent City (57.1%) show low levels of satisfaction compared to other regions. On the other hand, regions such as Navoi (73.8%), Surkhandarya (77.8%) and Khorezm (74.1%) regions show a higher degree of satisfaction, rating the venue as "Very good". Overall, across all regions, 63.9% rated the venue as "Very good", demonstrating a generally positive perception, although there are some regional variations that may indicate differences in the equipment or organization of the venue.

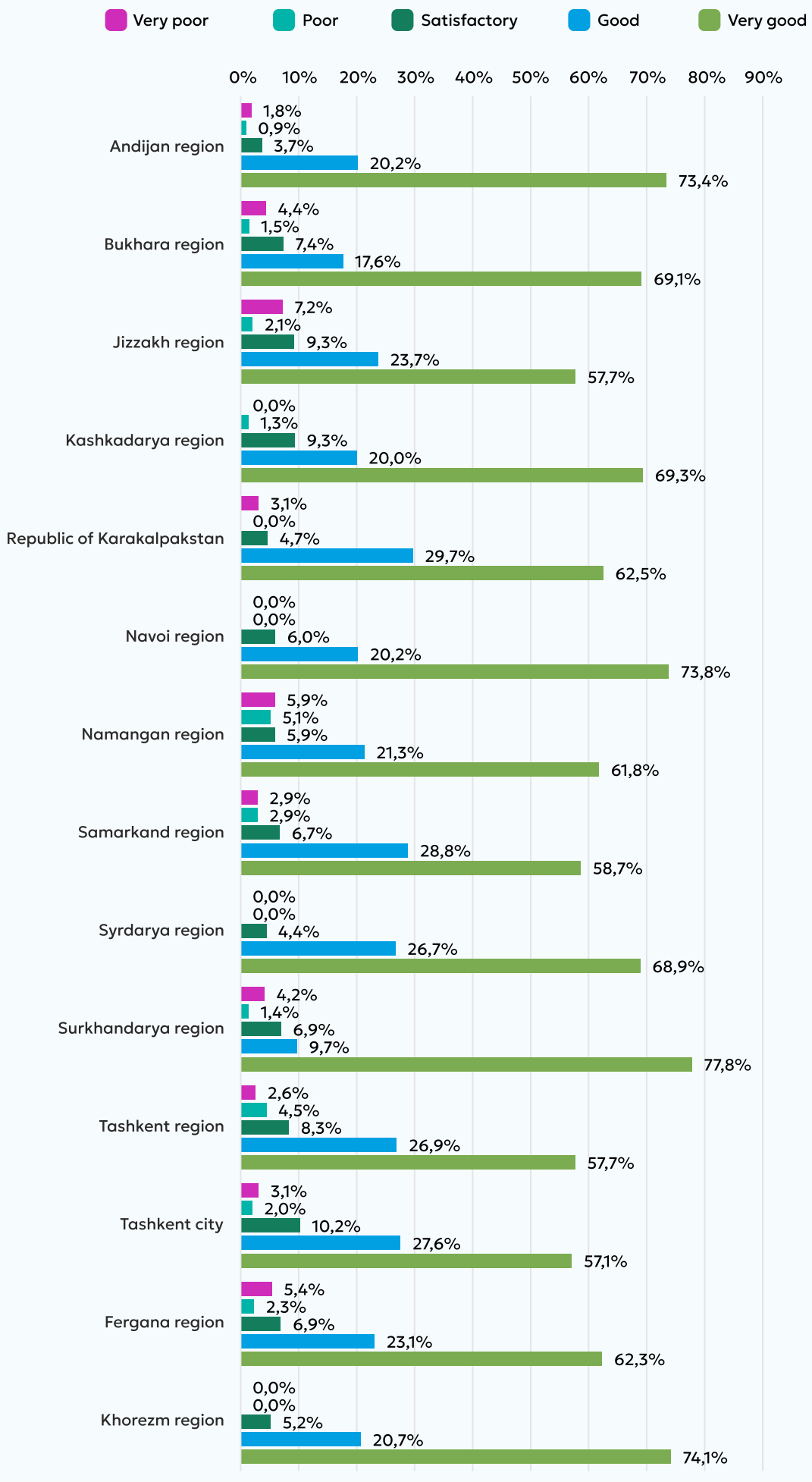

Figure 35 . Regional distribution of exam location scores

LEVEL OF DIFFICULTY AND QUALITY OF EXAMINATION QUESTIONS

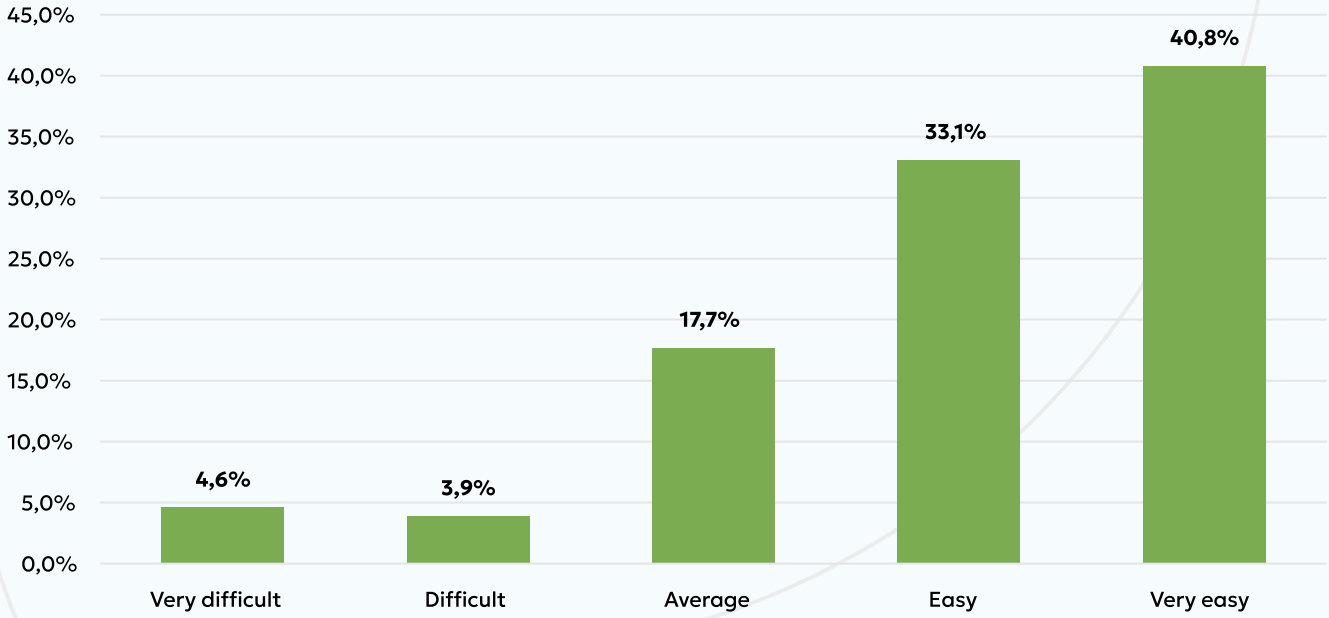

Figure 36 . Distribution of evaluation of the level of complexity of exam questions

The results of the survey regarding the difficulty level of the exam questions show that the majority of respondents found the questions relatively easy. 40.8% rated the questions as "Very easy" and 33.1% rated them as "Easy". This means that almost three quarters of the respondents found the exam uncomplicated. Meanwhile, 17.7% rated the difficulty as "Average", indicating a more neutral perception. Only a small proportion of respondents found the exam difficult, with 4.6% describing the questions as "Very difficult" and 3.9% as "Difficult". Overall, the data indicate that the exam questions were generally perceived by the majority of applicants as accessible and understandable.

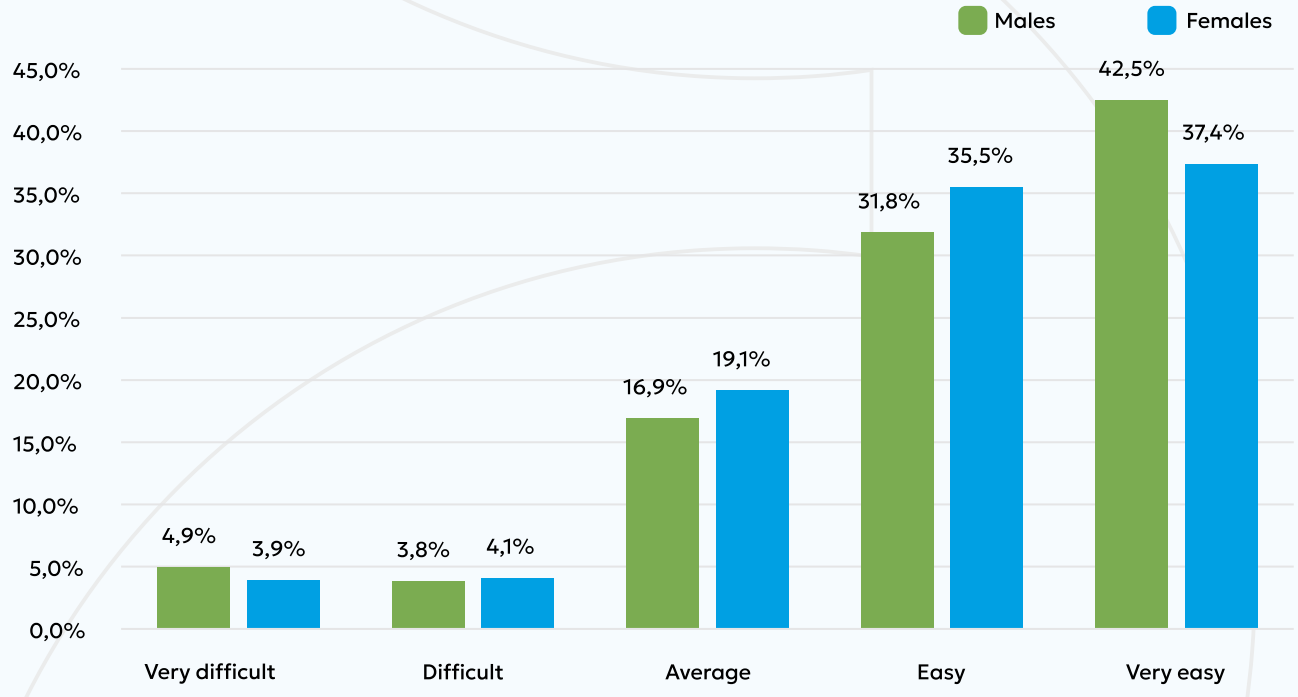

Figure 37 . Share distribution of the assessment of the level of difficulty of exam questions by gender

Data regarding the perception of the difficulty level of the exam questions, broken down by gender, shows that both men and women generally found the exam questions easy to understand. Among male respondents, 42.5% rated the exam as "Very easy" and 31.8% rated "Easy", accounting for almost three-quarters of the responses. Similarly, among female respondents, 37.4% rated the exam as "Very easy" and 35.5% rated it as "Easy".

Interestingly, the percentage of women (19.1%) who rated the difficulty of the exam as "Average" is slightly higher than among men (16.9%). In addition, only a small percentage of men and women considered the exam "Very difficult" (4.9% for men and 3.9% for women) or "Difficult" (3.8% for men and 4.1% for women).

Thus, it can be said that both genders found the exam to be generally accessible, although women were slightly more likely to consider the exam "Average" or "Easy", while men were more inclined to consider the exam "Very Easy". Overall perceptions among the genders remain positive, with very few respondents finding the exam too difficult.

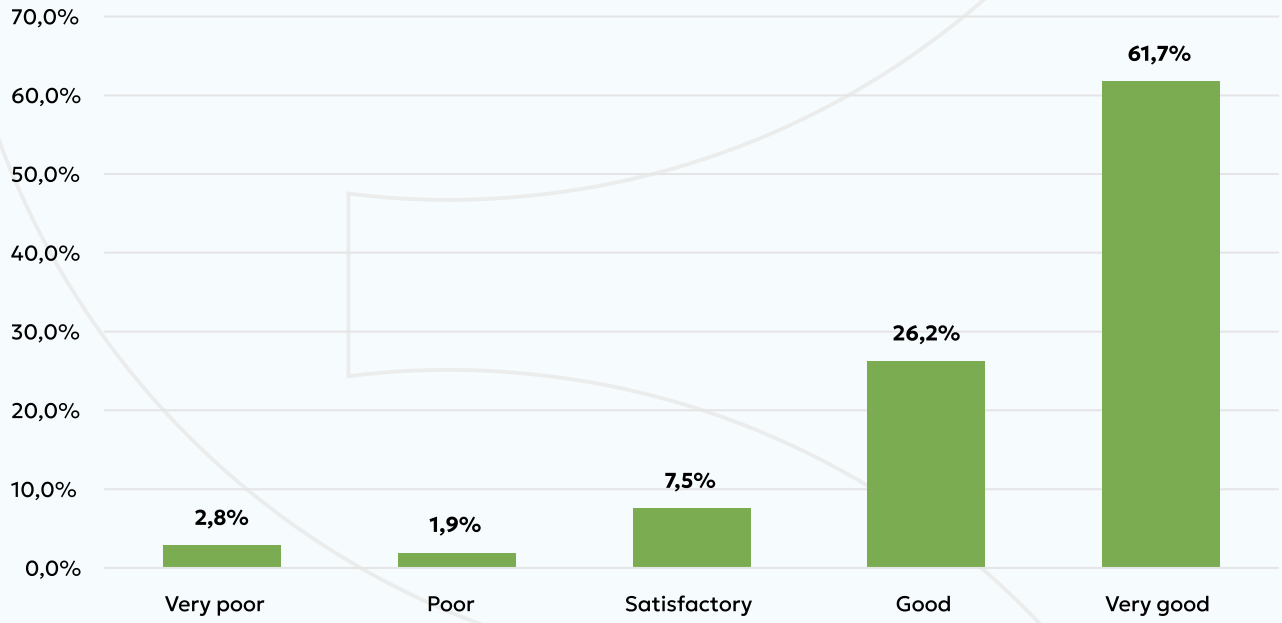

Figure 38 . Distribution of quality assessment of exam questions

The results of the survey regarding the quality of exam questions show a predominantly positive assessment by the respondents. 61.7% rated the questions as "Very Good" and 26.2% as "Good", indicating that almost 88% of applicants were satisfied with the quality of the content of the exam questions. Only 7.5% considered the quality as "Satisfactory", while a minimal number of respondents rated the questions negatively with 2.8% rating them as "Very poor" and 1.9% as "Poor". Overall, these results indicate that the majority of applicants considered the exam questions to be of high quality, corresponding to the highest level of international standards.

The gender distribution of answers about the quality of exam questions shows that both male and female respondents tended to perceive the quality of questions positively. Among males, 62.2% rated the quality of exam questions as "Very good" and 26.0% rated them as "Good", which means that almost 88% of male respondents were satisfied with the quality. Similarly, among females, 60.8% rated the questions as "Very good" and 26.6% rated them as "Good", resulting in almost 87% satisfaction among female respondents.

A small percentage of both genders found the quality of the questions unsatisfactory, with 2.3% of males and 3.7% of females rating the questions as "Very Poor" and 2.0% of males and 1.7% of females rating the questions as "Poor". The responses show that the overall perception of the quality of exam questions was very similar between males and females, with minimal differences in their level of dissatisfaction.

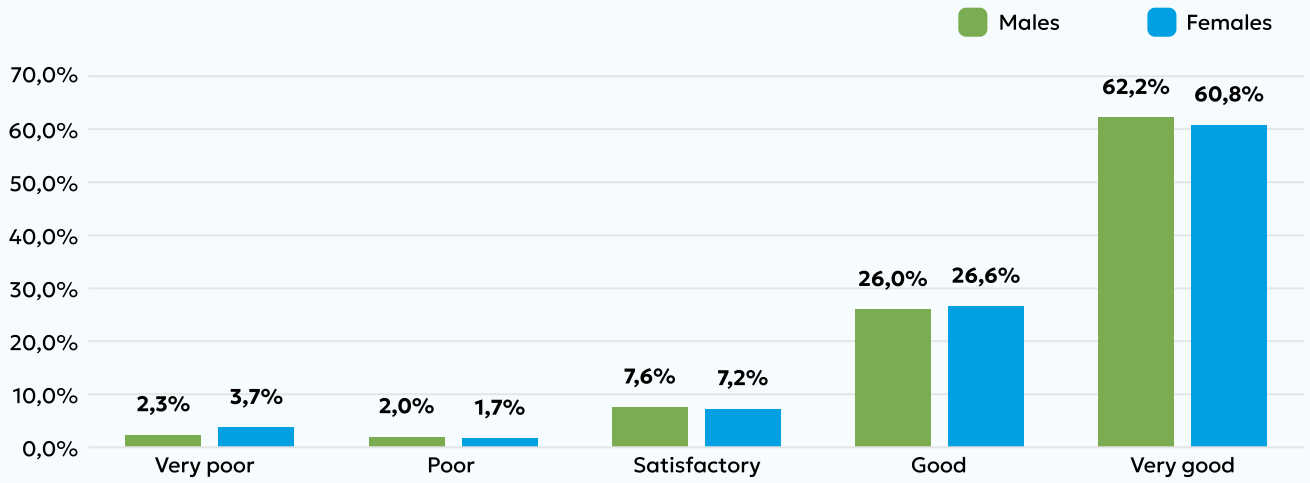

Figure 39 . Share distribution of quality assessment of exam questions by gender

OPERATION OF THE PERSONAL CABINET

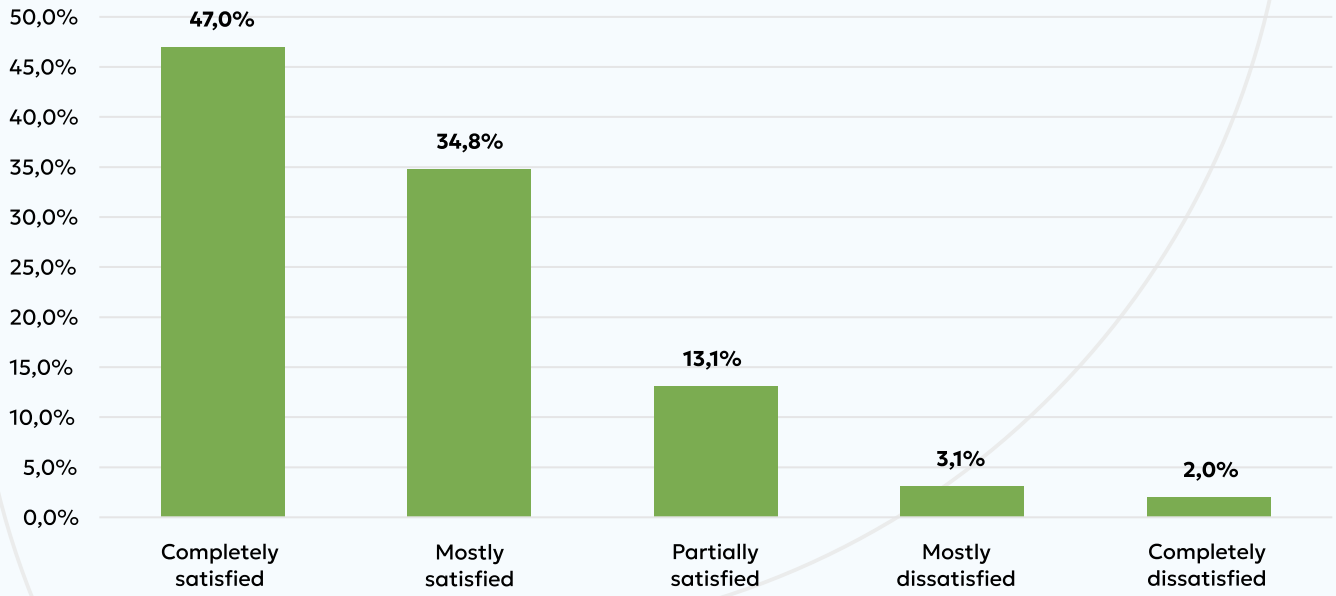

Figure 40 . Distribution of evaluation of the quality of work of the Personal Cabinet of applicants

The results of the survey regarding applicants' satisfaction with their Personal Cabinets show a predominantly positive assessment. 47.0% of respondents indicated that they were "Completely Satisfied" while another 34.8% were "Mostly Satisfied," meaning that over 80% of applicants found the applicants' Personal Cabinet performance satisfactory. 13.1% of respondents were 'Partially Satisfied', indicating a more neutral viewpoint, while a small minority expressed dissatisfaction, with 3.1% reporting they were 'Mostly Dissatisfied' and 2.0% 'Completely Dissatisfied'. Overall, the data suggests that the vast majority of applicants reported the electronic Personal Profile to be effective, with only a few reporting negative experiences.

Regional distribution of satisfaction with the Personal Cabinet shows generally high level of approval in most regions. Andijan Region (56.0%), Navoi Region (58.3%) and Surkhandarya Region (62.5%) show the highest percentage of respondents who are "Completely Satisfied". At the same time, Jizzak region (55.7%) and Syrdarya region (53.3%) also show a fairly high degree of satisfaction, but with a slightly more balanced distribution of partial satisfaction.

Regions such as Tashkent City (40.1%) and Samarkand Region (42.3%) have lower levels of complete satisfaction, although the majority are still satisfied, with a significant percentage reporting that they are "Mostly Satisfied". Very few respondents expressed outright dissatisfaction, with the Republic of Karakalpakstan (4.7%) and Kashkadarya Region (4.0%) having the highest levels of "Completely dissatisfied" responses.

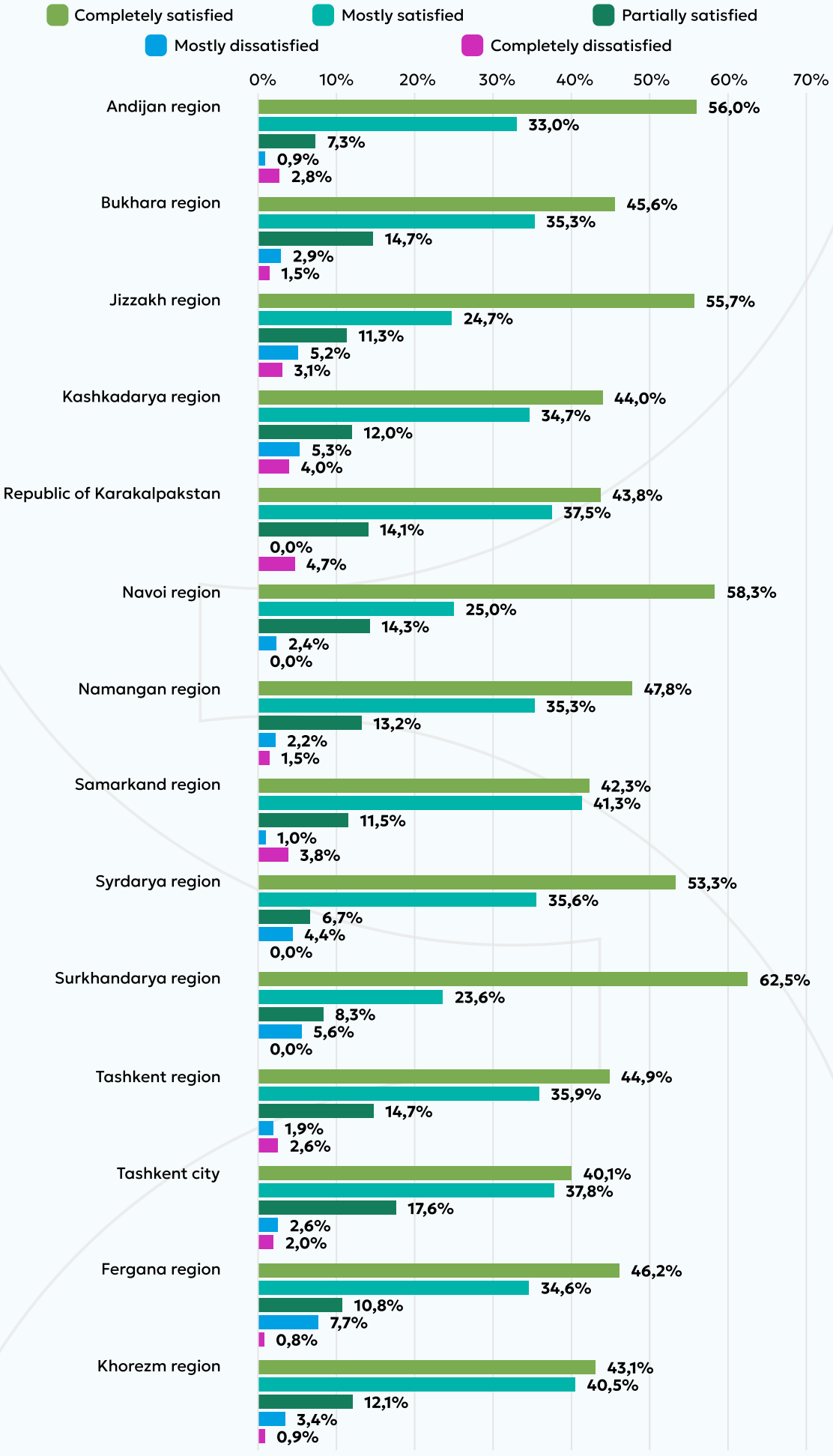

Figure 41 . Regional distribution of satisfaction with the work of the Personal Cabinet of the applicant

INFORMATION SUPPORT OF THE ADMISSION PROCESS

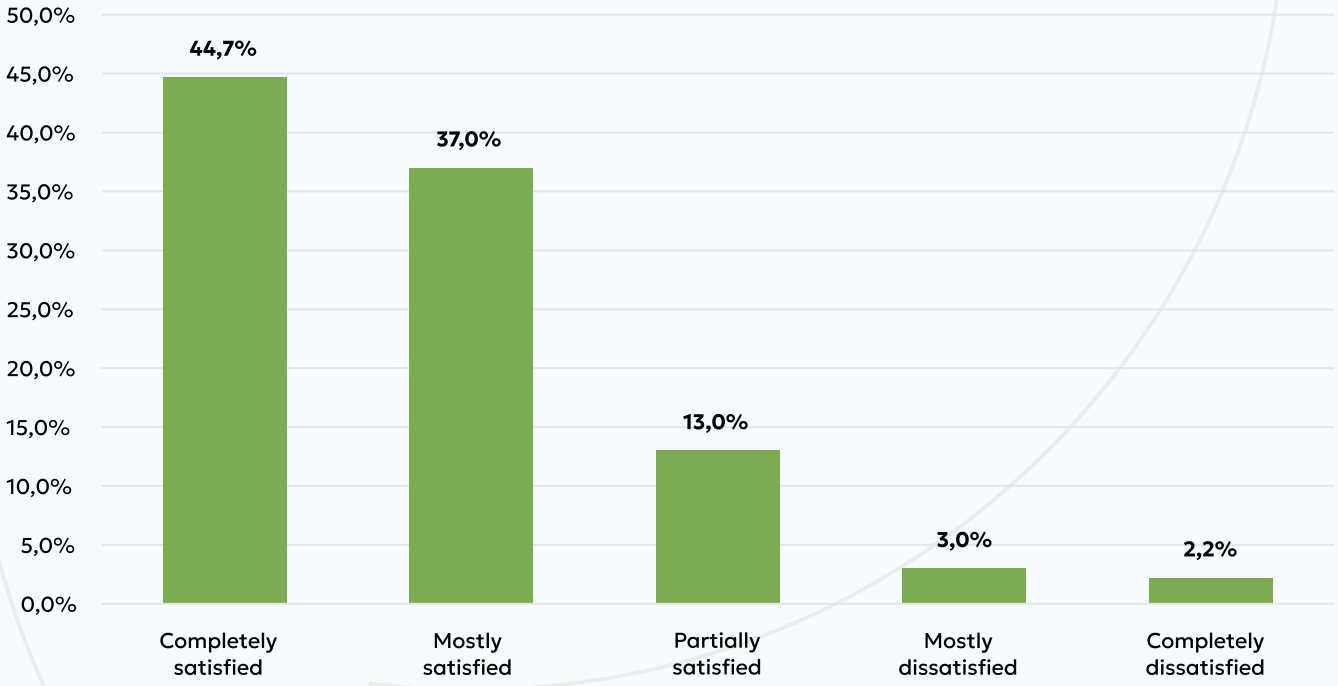

Figure 42 . Distribution of evaluation of information support of the admission process

The results of the survey on the accessibility and clarity of information about exams and admissions on the official platforms of New Uzbekistan University, including the website and social media, show a high level of overall satisfaction. 44.7% of respondents indicated that they were "Completely Satisfied" with the information provided, while 37.0% were "Mostly Satisfied", meaning that over 80% of applicants found the information accessible and clear.

A smaller proportion, 13.0%, were "Partially Satisfied," indicating room for improvement, while 3.0% and 2.2% of respondents were "Mostly Dissatisfied" and "Completely Dissatisfied," respectively. This suggests that while the majority of applicants had a positive experience, a small percentage felt that more could be done to improve the accessibility or clarity of information. Nevertheless, the data shows that the university's official platforms were effective in providing the necessary information to the majority of applicants.

The gender distribution of satisfaction with the accessibility and clarity of information on the platforms of New Uzbekistan University shows similar levels of satisfaction among men and women. 47.0% of women and 43.6% of men reported that they are "Completely Satisfied". In addition, 37.0% of men and women indicated that they were "Mostly Satisfied", demonstrating high levels of satisfaction among the genders.

However, a slightly higher percentage of males (13.8%) were "Partially Satisfied" compared to 11.3% of females. In terms of dissatisfaction, the results were fairly even: 2.9% of men and 3.2% of women were "Mostly Dissatisfied" and very few respondents of either gender (2.6% of men and 1.5% of women) reported being "Completely Dissatisfied".

To summarize, both male and female applicants had generally positive experiences with the university's information platforms, although males expressed slightly higher levels of partial dissatisfaction.

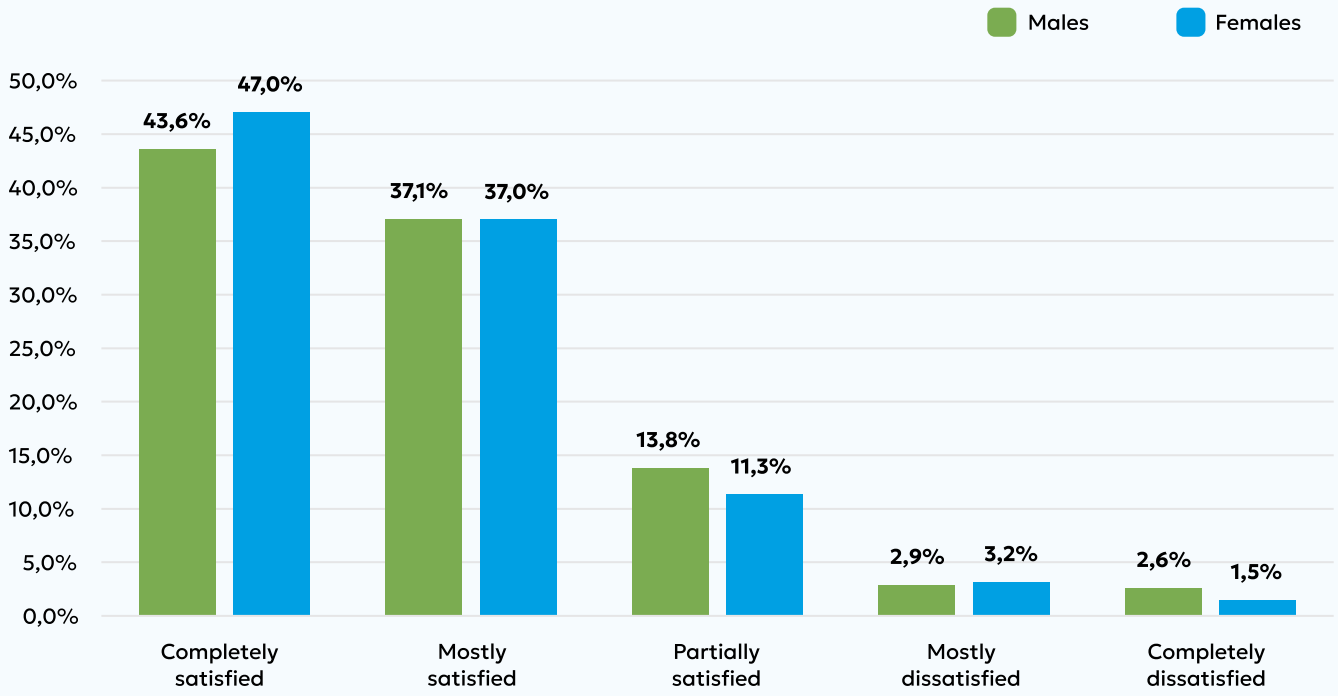

Figure 43 . Gender distribution of the evaluation of information support of the admission process

ISSUES RELATED TO UNIVERSITY STUDIES

This section of the report will analyze applicants' approaches to exam preparation, motives for choosing a university and factors that influenced their decision. It will also assess applicants' expectations and evaluate preliminary perceptions of the quality of education at New Uzbekistan University.

APPROACHES TO EXAM PREPARATION

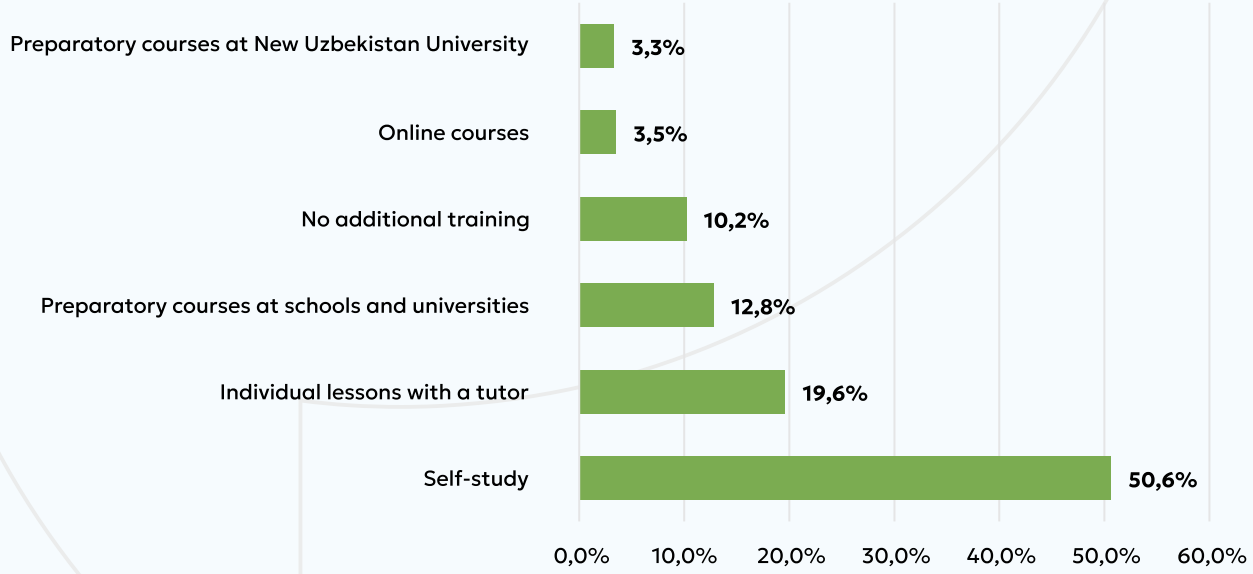

Figure 44 . Distribution of applicants' approaches to exam preparation

The above chart shows that the majority of applicants, 50.6%, prepared for the exam through self-study, indicating a strong preference for independent study. The second most common method used by 19.6% of the respondents was private tutoring, indicating that almost one-fifth of the applicants sought individualized guidance. 12.8% of applicants attended preparatory courses at schools or universities, while 10.2% did not engage in any additional preparation.

Only a small proportion of applicants took advantage of online courses (3.5%) or preparatory courses at New Uzbekistan University (3.3%), indicating that they were less popular or accessible. Overall, the data emphasize a strong tendency to prepare for the exam on their own, with some opting for more structured support such as tutoring or formal courses.

The gender distribution of approaches to exam preparation shows similar patterns between males and females. Independent study is the most common method for both genders, with 51.1% of males and 49.6% of females using this approach. Private tutoring is also a popular choice, with almost equal participation: 19.4% of males and 19.9% of females.

However, there is a slight difference in the use of preparatory courses in schools or universities, where more females (14.5%) chose this method compared to males (12.0%). Similarly, more females (4.5%) used online courses compared to males (3.1%). A small percentage of applicants did not engage in any additional preparation, with 10.6% of males and 9.3% of females falling into this category.

Overall, the data show that both men and women relied heavily on self-study and individual tutoring, with slight differences in the use of formal courses and online preparation methods.

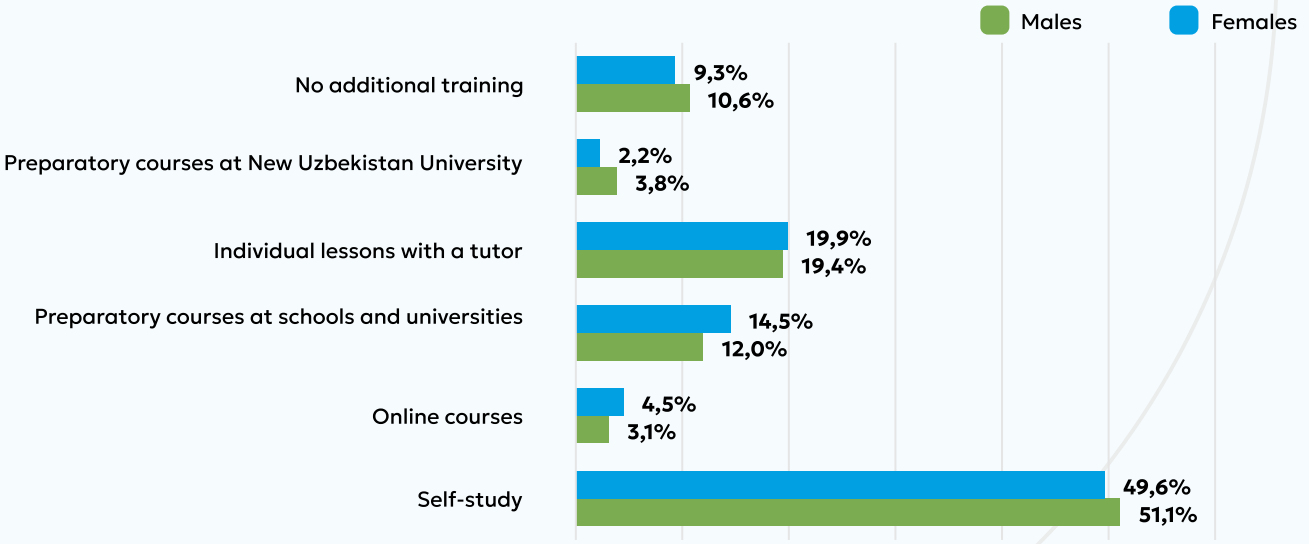

Figure 45 . Gender distribution of applicants' approaches to exam preparation

Analysis of training methods by program of study also found that **independent study** was the most common method across all fields, with particularly high percentages in "Chemical Engineering and Materials Science" (58.2%) and "Artificial Intelligence and Robotics" (54.8%), indicating a strong preference for independent study in these fields. In contrast, "Pedagogy (in STEM)" (36.5%) has the lowest percentage of applicants relying on independent learning, suggesting a preference for more structured or guided learning in this field.

The use of online courses is relatively low in all fields, with the highest use in "Industrial Management" (6.7%) and "Economics and Data Analysis" (4.5%). This suggests that while online resources are available, they are not the primary method of preparation for most applicants. Interestingly, no respondents in Mechanical Engineering reported using online courses.

Applicants in "Cybersecurity" (15.0%) and "Pedagogy (in STEM)" (17.6%) show a relative reliance on **preparatory courses offered by schools and universities.** This suggests that candidates in these fields may prefer institutional support during exam preparation.

Individual tutoring is also a popular choice, with Pedagogy (in STEM) (29.4%) and Applied Mathematics (22.5%) respondents using this method most often. This suggests that individualized guidance is particularly important to applicants in these disciplines.

The preparatory courses at New Uzbekistan University are most often used by applicants studying "Chemical Engineering and Materials Science" (6.0%), but generally have low attendance in all fields, and some fields such as "Pedagogy (in STEM)" do not use them at all (0.0%). This could mean that either the preparatory programs of university are not widely available or applicants prefer alternative methods of preparation.

A significant proportion of applicants in all fields **did not engage in any additional preparation.** The highest percentages were in "Pedagogy (in STEM)" (11.8%) and "Mechanical Engineering" (12.2%), which may reflect either confidence in their existing knowledge or lack of access to resources for preparation.

Thus, the data show different training strategies across disciplines, with self-study being the dominant method. Fields such as Pedagogy (in STEM) and Cybersecurity show a higher reliance on structured support (tutoring and courses), while technical fields such as Chemical Engineering and Materials Science and Applied Mathematics prefer self-study.

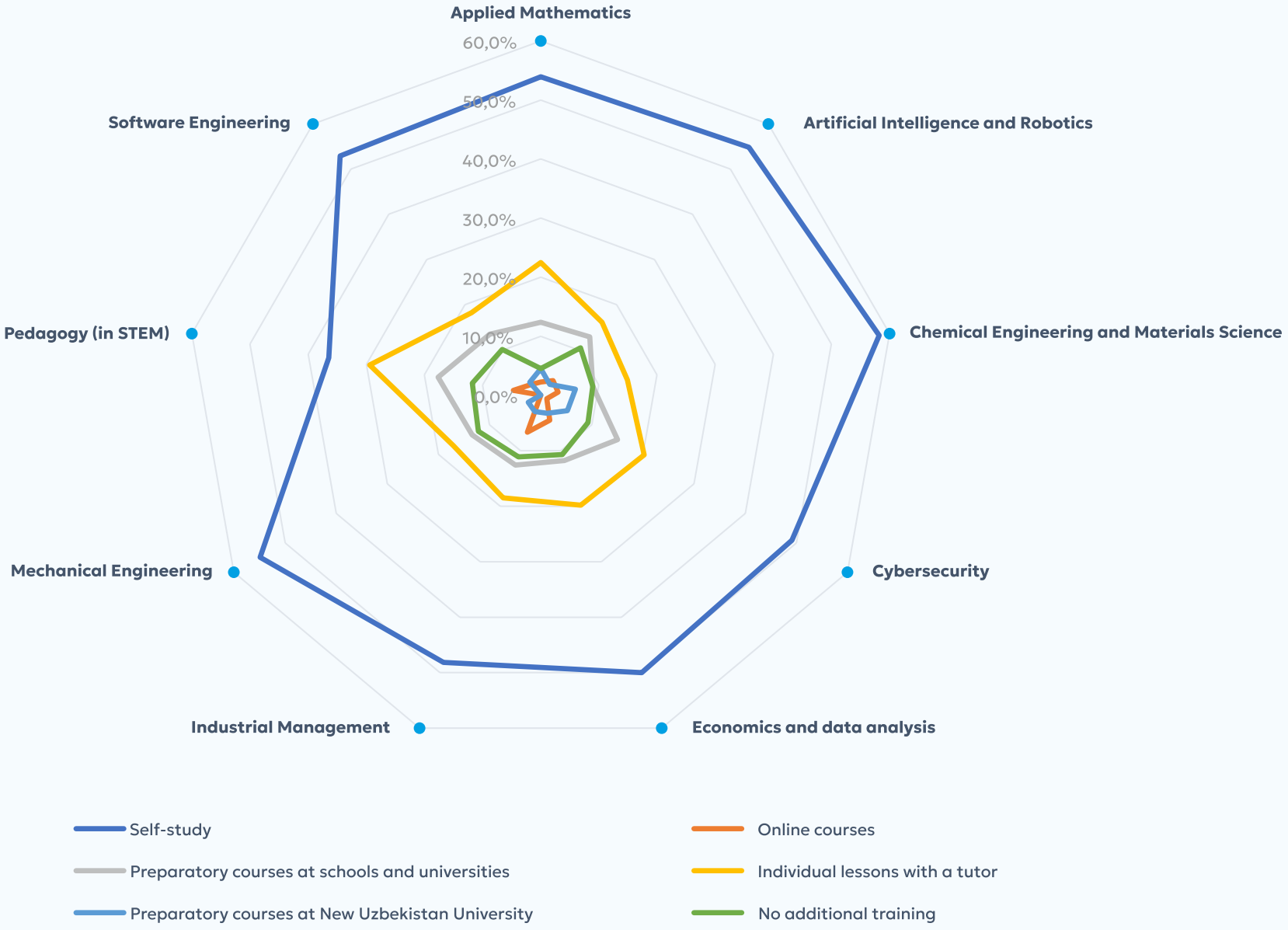

Figure 46 . Approaches to exam preparation by training programs

MOTIVES FOR CHOOSING A UNIVERSITY

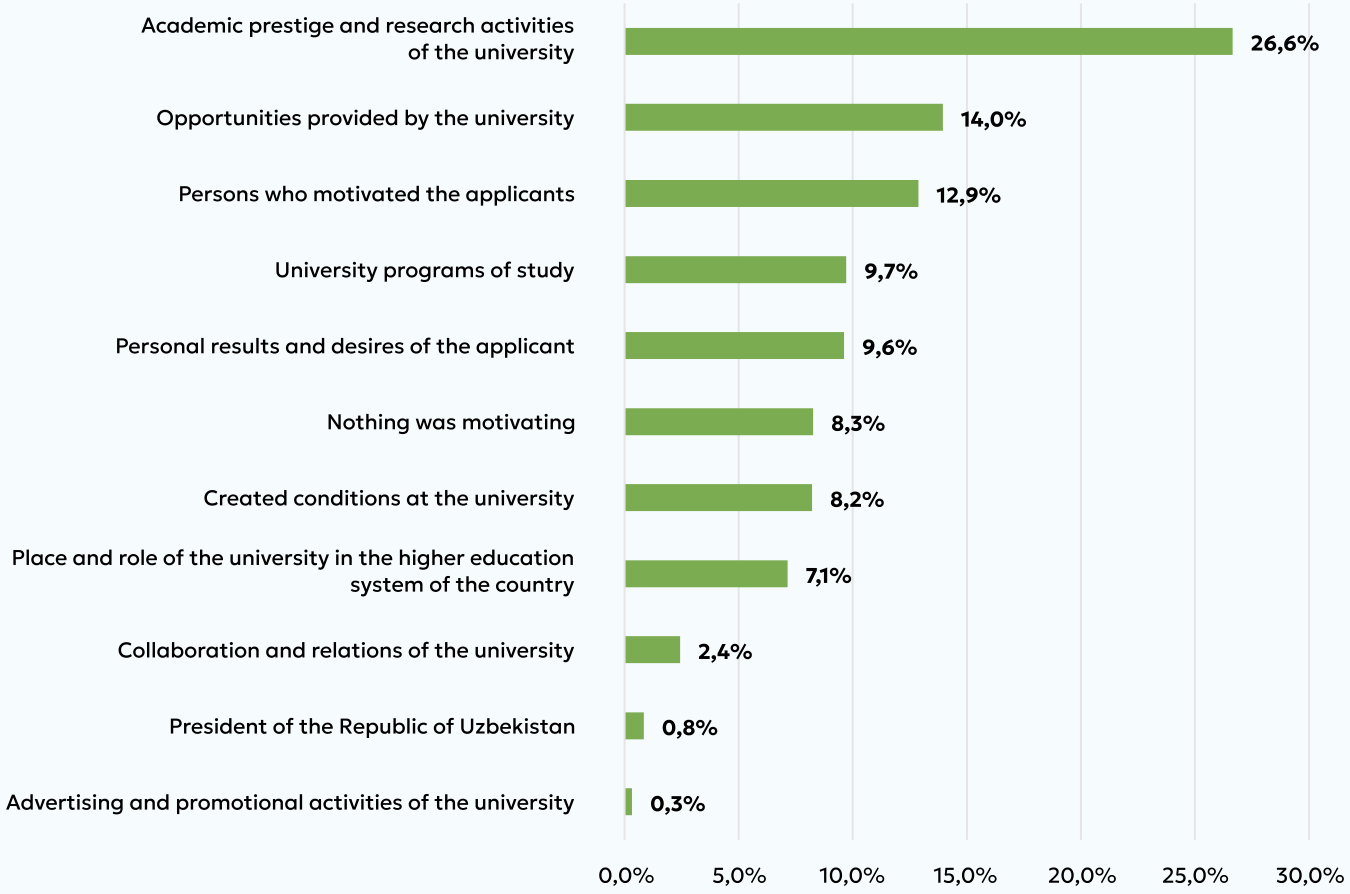

Figure 47 . Generalized list of motives that prompted applicants to choose New Uzbekistan University [15]

The results show that the main motivation for applicants choosing this university is its academic prestige and research opportunities, indicated by 26.6% of respondents. This suggests that New Uzbekistan University's reputation for academic excellence and advanced research programs is a significant factor for potential students. In addition, 14.0% of applicants were motivated by the opportunities provided by the university, such as career prospects or extracurricular programs.

Other key motivations for choosing a university include individual recommendations and advice from various groups of people (12.9%) and the university's programs of study (9.7%), emphasizing the importance of personal connections and the quality of the university's academic offerings. It is worth noting that 8.3% of respondents indicated that nothing motivated them, suggesting that a small proportion of applicants may have applied because of external factors or as a 'backup option'.

A smaller percentage of applicants were influenced by such factors as the conditions created at the university (8.2%), the role of the university in the system of higher education (7.1%) and their personal goals (9.6%). University ties and partnerships (2.4%), and the influence of the President of the Republic of Uzbekistan (0.8%) were among the least mentioned motivators, while promotional activities had almost no influence - 0.3%. In general, academic reputation and opportunities seem to have the greatest influence on applicants' decisions.

[15] A complete and detailed list of categories of the main motivations for choosing New Uzbekistan University is presented in Appendix No. 3

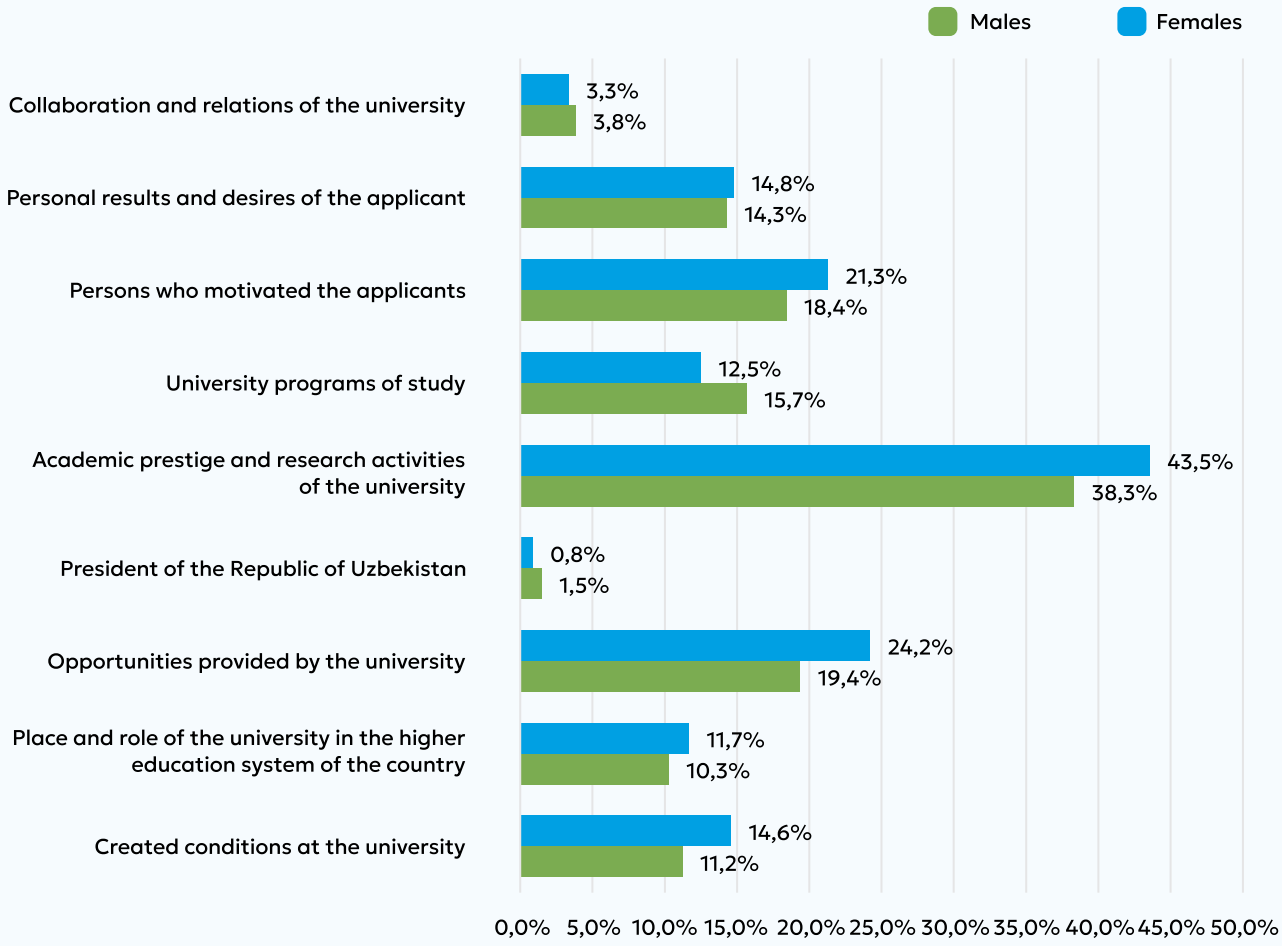

Figure 48 . Gender distribution of motives for choosing a university

The gender distribution of motives for applying to New Uzbekistan University shows some interesting differences between male and female applicants:

The created conditions in the university turned out to be significant for more females (14.6%) than males (11.2%). This indicates that for females the amenities and infrastructure of the university are more important when choosing an educational institution. **The role of the university in the country's higher education system** was also found to be more important for females (11.7%) compared to males (10.3%), which may indicate that women pay more attention to the status and influence of the university at the national level.

Opportunities provided by the university proved to be a significant factor for both groups, but women (24.2%) rated them higher than males (19.4%), emphasizing that for females, available resources and support programs play a key role. The academic prestige and research activities of the university also proved to be more motivating for females (43.5%) compared to males (38.3%), confirming the importance of academic excellence for female applicants.

Motivation analysis by program of study revealed that **academic prestige and research opportunities** were the dominant motivating factors for the applicants of most programs. This was especially significant for applicants of "Software Engineering" (42.3%), "Economics and Data Analysis" (38.4%) and "Mechanical Engineering" (35.4%).

Opportunities offered by the university are also significant for applicants who chose Economics and Data Analytics (20.6%), Applied Mathematics (20.2%), and Pedagogy in STEM) (18.8%). This suggests that candidates in these programs are motivated by the practical benefits offered by the university, such as internships or future career paths. **The infrastructure and facilities offered by the university** were mentioned by applicants from all programs, but especially from the "Artificial Intelligence and Robotics" (14.5%) and "Pedagogy (in STEM)" (11.5%) streams.

Personal recommendations, the influence of mentors or family members were particularly significant for applicants in Applied Mathematics (25.8%) and Chemical Engineering and Materials Science (19.4%).

It is worth noting that some of the applicants, especially for "Chemical Engineering and Materials Science" (16.4%) and "Pedagogy (in STEM)" (18.8%), reported a **lack of any motivation.**

Factors such as the **role of the President of Uzbekistan or university advertising campaigns** were generally less influential, indicating that political or advertising factors have minimal influence on the decision-making process of applicants to these programs.

Thus, the data show that academic prestige and opportunities for research and career development are the most influential factors for applicants across all disciplines. However, there are notable differences between programs, with some placing greater importance on university facilities, programs, and personal recommendations.

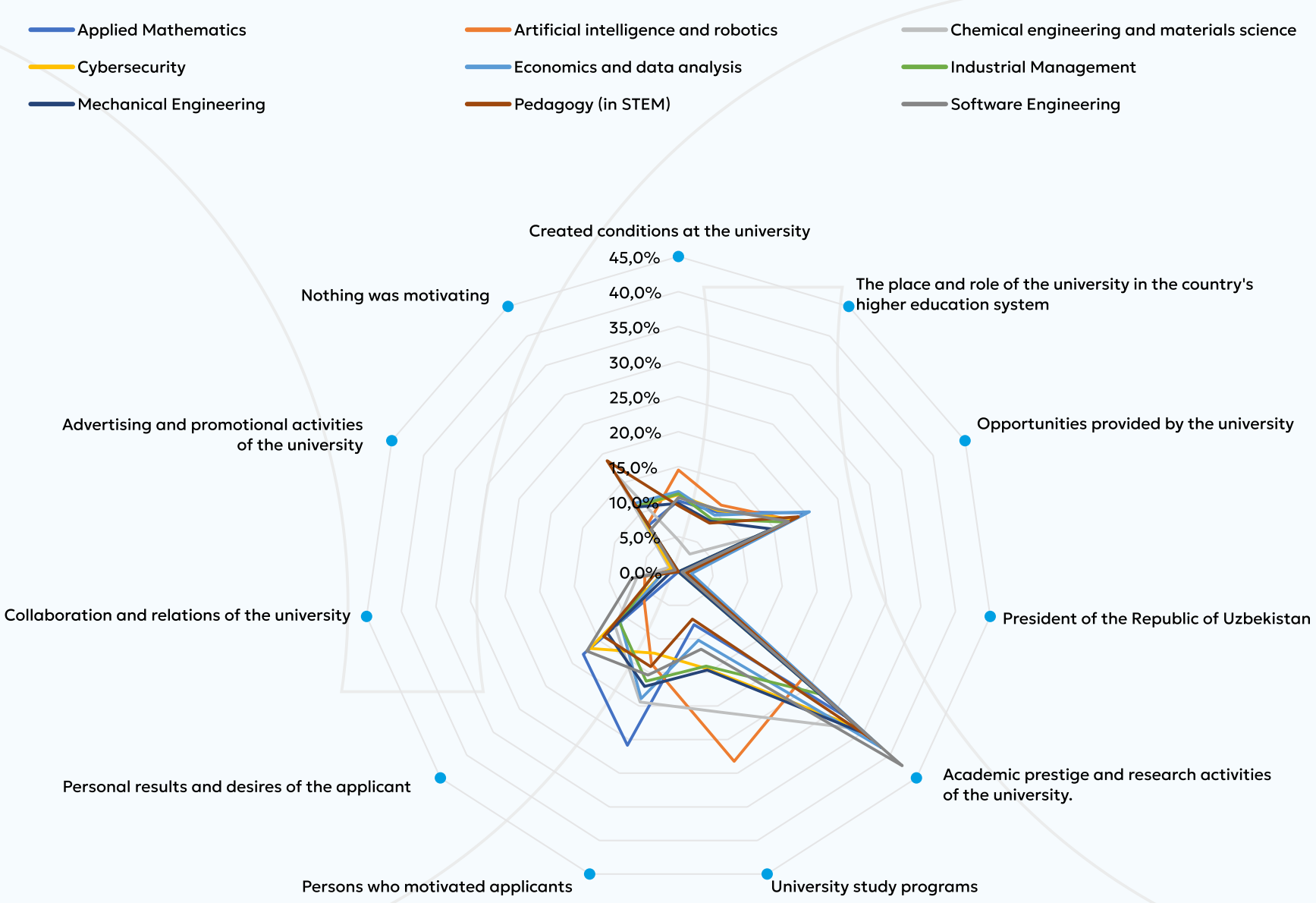

Figure 49 . Distribution of motives for choosing a university by programs of study

FACTORS THAT INFLUENCED THE CHOICE OF UNIVERSITY

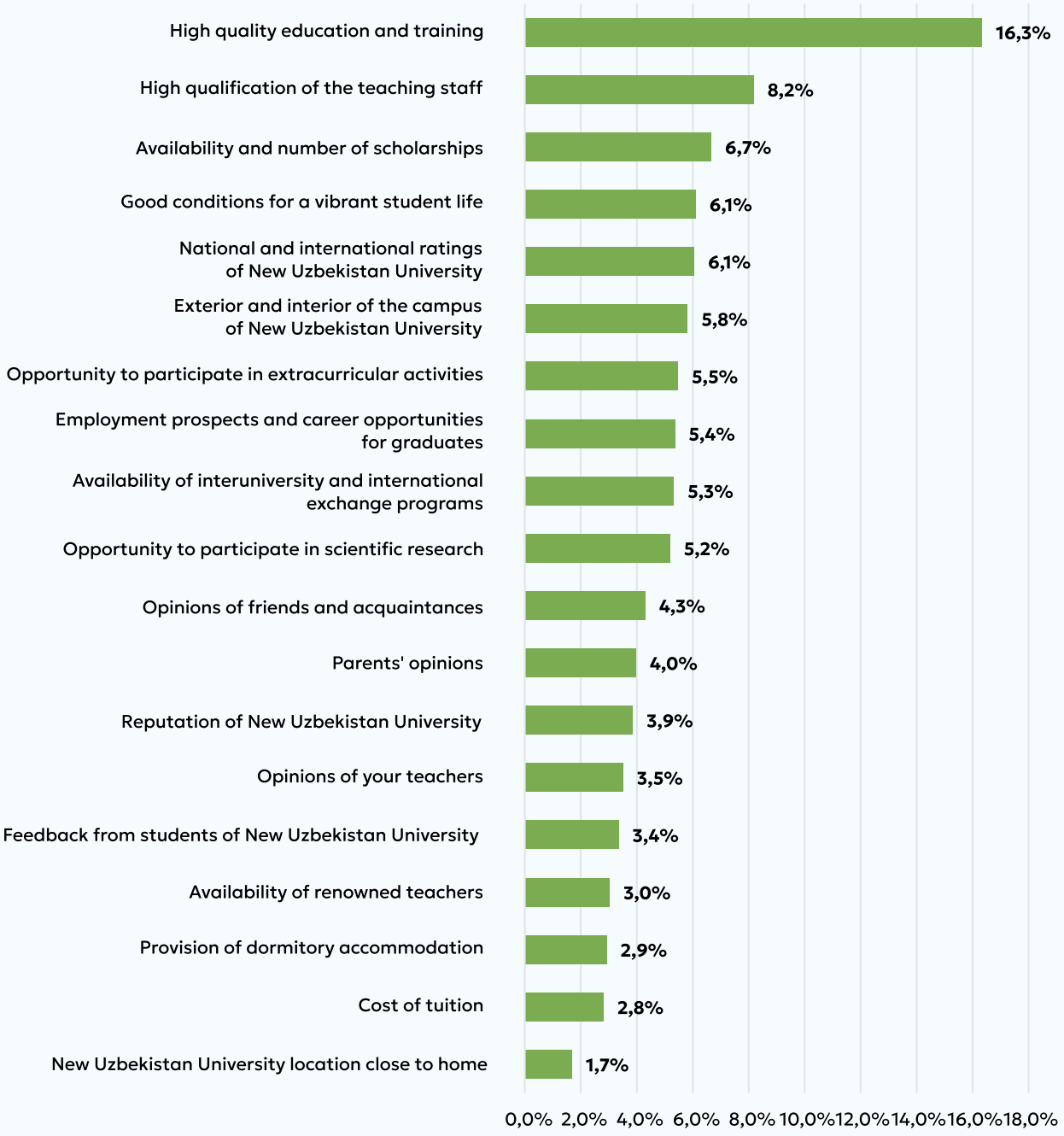

Figure 50 . Main factors that influenced applicants in choosing a university

The chart above presents the factors that influenced applicants' decisions to choose New Uzbekistan University, ranked by the percentage of respondents who identified them as significant.

"High quality of education and training" (16.3%) and "High qualification of the teaching staff" (8.2%) were the two most important categories (factors) for applicants, indicating that the academic reputation of the university has a decisive influence.

"Good conditions for a vibrant student life" (6.1%), "National and international rankings of the University" (6.1%) also played a significant role, indicating that both the social environment at the University and the international level are important to applicants.

Factors such as **"Career prospects for graduates"** (5.4%), **"Participation in research"** (5.2%), and "Availability of scholarships" (6.7%) influenced a smaller but significant proportion of applicants, indicating the importance of practical results and financial support.

Interestingly, more personal or proximity-based factors such as **"University location close to home"** (1.7%) and **"Cost of tuition"** (2.8%) had minimal impact, suggesting that academic quality and career prospects outweighed convenience or affordability for most applicants.

In general, academic reputation and career opportunities seem to be the main factors influencing applicants' choice of New Uzbekistan University.

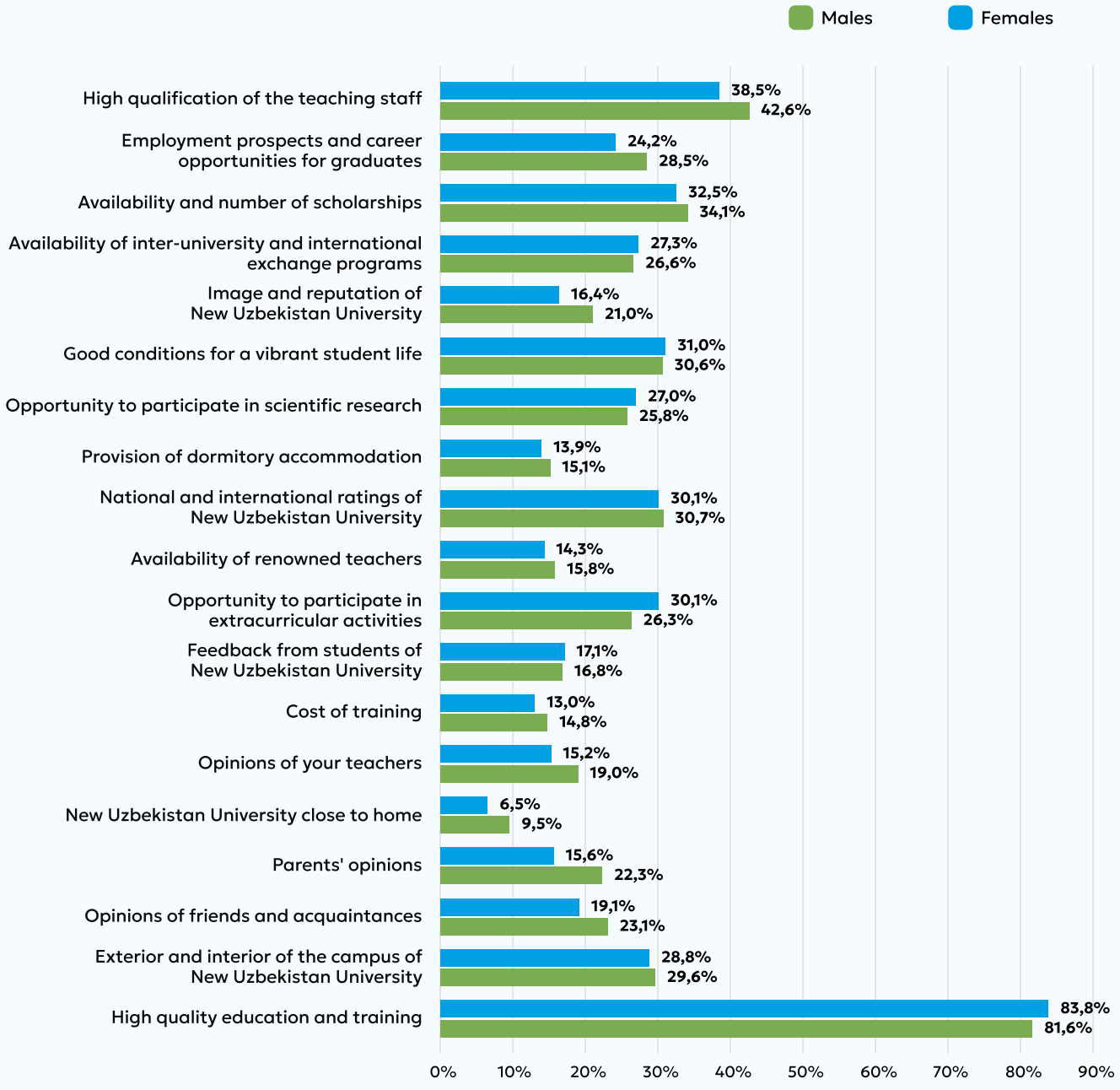

Figure 51 . Gender distribution of university choice factors

Figure 51 presents a gender breakdown of the factors that influenced applicants' decisions to enroll at New Uzbekistan University. The most key findings are as follows:

1. **Quality of education and training:** both males (81.6%) and females (83.8%) consider high quality of education and training as a key factor, indicating that academic reputation is the main motivator for both genders, with a slight predominance among females.

2. **Campus appearance: the** aesthetic appeal of the campus is valued almost equally by both males (29.6%) and females (28.8%), suggesting that the physical environment plays a prominent but secondary role in applicants' decision-making.

3. **Social influences:** males' decisions are more influenced by the opinions of friends (23.1%) and parents (22.3%) compared to females who report less influence from these sources (19.1% for friends and 15.6% for parents). This suggests that male respondents may rely more on social and family networks when choosing a university.

4. Proximity **to home: the** proximity of the university to home is a relatively insignificant factor for both males (9.5%) and females (6.5%).

5. **Cost of education:** both males (14.8%) and females (13.0%) show moderate concern about the cost of education, although this is not a dominant factor for either group.

6. **Extracurricular activities:** females (30.1%) place more importance on the availability of extracurricular activities compared to males (26.3%), reflecting a higher interest in student life outside of academic pursuits.

7. **Research opportunities:** roughly equal numbers of males (25.8%) and females (27.0%) consider research opportunities important, indicating that academic engagement is valued by both genders.

8. **Reputation and rankings:** national and international rankings are equally important for both males (30.7%) and females (30.1%), emphasizing the importance of the university's reputation.

9. **Scholarships and financial support:** the availability of scholarships is a decisive factor for both males (34.1%) and females (32.5%), with males placing slightly more emphasis on this.

10. **Job prospects:** males (28.5%) place more emphasis on job opportunities after graduation than females (24.2%), indicating a stronger focus on career outcomes for male applicants.

11. **Teacher expertise:** highly qualified teachers are more important to males (42.6%) than to females (38.5%), reflecting men's greater focus on the academic credentials of teaching staff.

In general, both males and females prioritize quality of education and training above all other factors. Males are more dependent on social connections, proximity to home and job prospects, while females tend to prioritize extracurricular activities and a balanced student life. Both genders place a high value on research opportunities, the reputation of the university and the availability of scholarships.

ASSESSING YOUR OWN CAPABILITIES

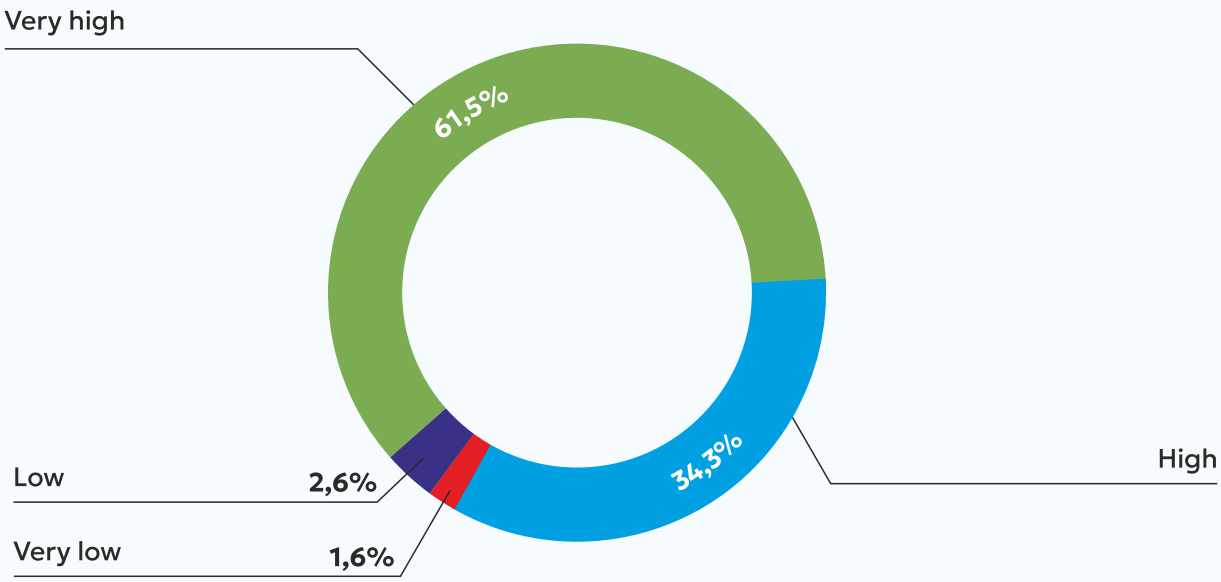

Figure 52 .Estimation of applicants' expectations of university enrollment

Figure 52 presents applicants' self-assessment of their confidence in their ability to pass the entrance exams and successfully enter university.

A large majority of applicants rated their confidence as high or very high, with 61.5% of applicants indicating a high likelihood of being admitted to university. 34.3% rated their ability as very high, reflecting a strong sense of confidence among this group.

Only a small part of applicants (2.6%) assessed their chances as "low". An even smaller group (1.6%) assessed their chances as "very low".

These results show that most applicants feel well prepared and confident in their ability to pass the exams and be admitted to university. Only a small percentage of applicants expressed doubts about their ability to succeed. This overall confidence probably reflects the strength of their preparation and belief in their academic abilities.

Self-assessment of applicants' chances of passing university entrance exams shows marked differences between men and women. Among male applicants, 36.1% assessed their chances as "Very High", showing strong confidence, while the majority (59.4%) categorized themselves as "High". Only a small proportion of men (2.5%) considered their chances to be low, while an even smaller group (2.0%) rated their chances as "Very Low". These results show that most male applicants feel well prepared and confident in their prospects.

Female applicants, although equally confident, showed a slightly different distribution. A smaller percentage (30.7%) rated their chances as "Very High" compared to men. However, a larger percentage of women (65.6%) rated their chances as "High", suggesting a balanced level of confidence. Fewer female applicants rated their chances as "Low" (2.8%) or "Very Low" (0.9%), indicating that both genders are generally positive about their ability to pass the exams, with women leaning more toward moderate confidence and men leaning more toward higher confidence.

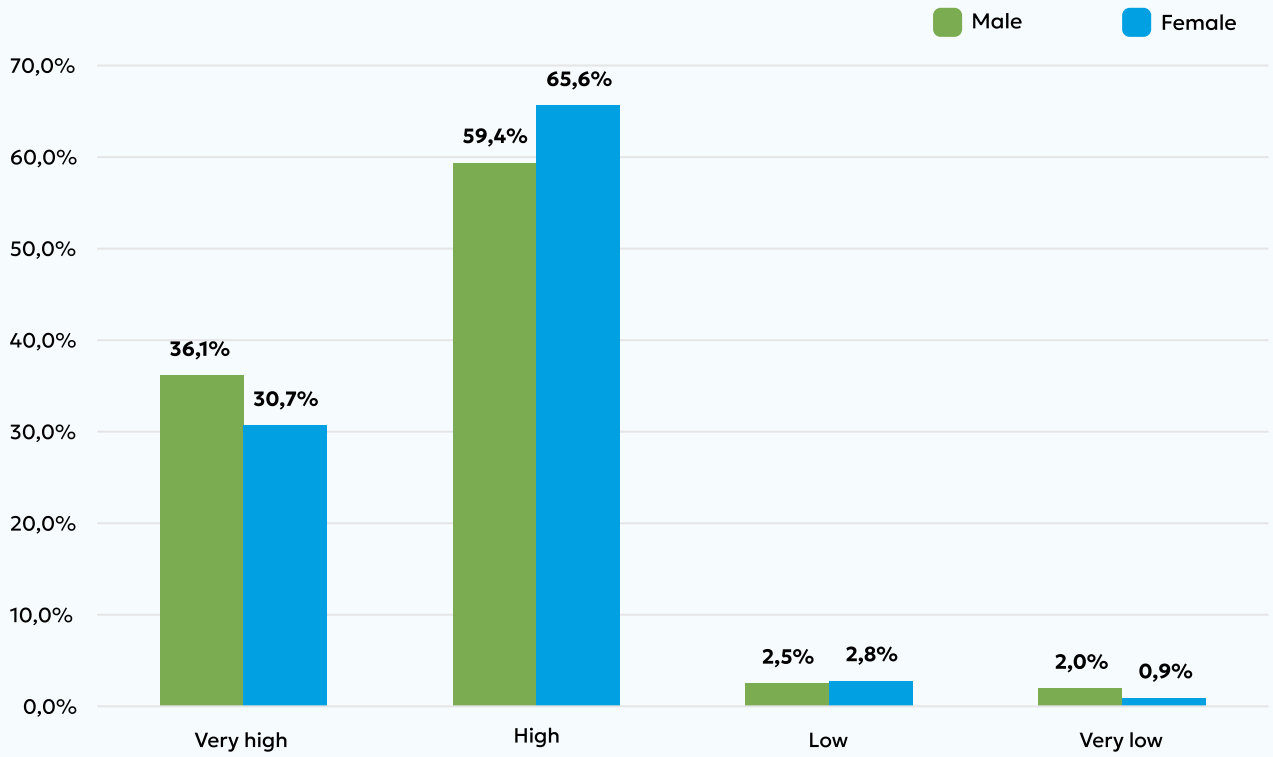

Figure 53 . Gender distribution of assessment of applicants' expectations of university enrollment

Figure 54 presents applicants' self-assessment of their ability to go to university, grouped by exam preparation methods.

Independent learning: the largest group of applicants (814) prepared on their own. Of these, 34.8% rated their abilities as very high and 61.9% as high, indicating strong confidence in independent learning. Only 3.3% assessed their chances as low or very low.

Private tutoring: among the 315 applicants who used a private tutor, 35.9% rated their chances as very high and 62.5% rated their chances as high, reflecting a strong belief in the effectiveness of individualized training.

Online courses and preparatory courses showed slightly lower levels of confidence: 33.3% of those who used online courses rated their chances as very high, but 57.9% rated their chances as high. 41.5% of applicants who attended preparatory courses rated their chances as very high, but 50.9% rated their chances as high.

Applicants who **did not receive additional training:** it is worth noting that 31.7% of this group still rated their chances as very high and 57.9% as high. However, this group also had the highest percentage of respondents who rated their abilities as very low (6.7%), suggesting that the lack of structured training may lead to greater uncertainty among some applicants.

Overall, applicants who engaged in private tutoring or self-study expressed the highest confidence in their ability to pass the entrance exams, while those who attended university courses showed slightly less confidence despite institutional support.

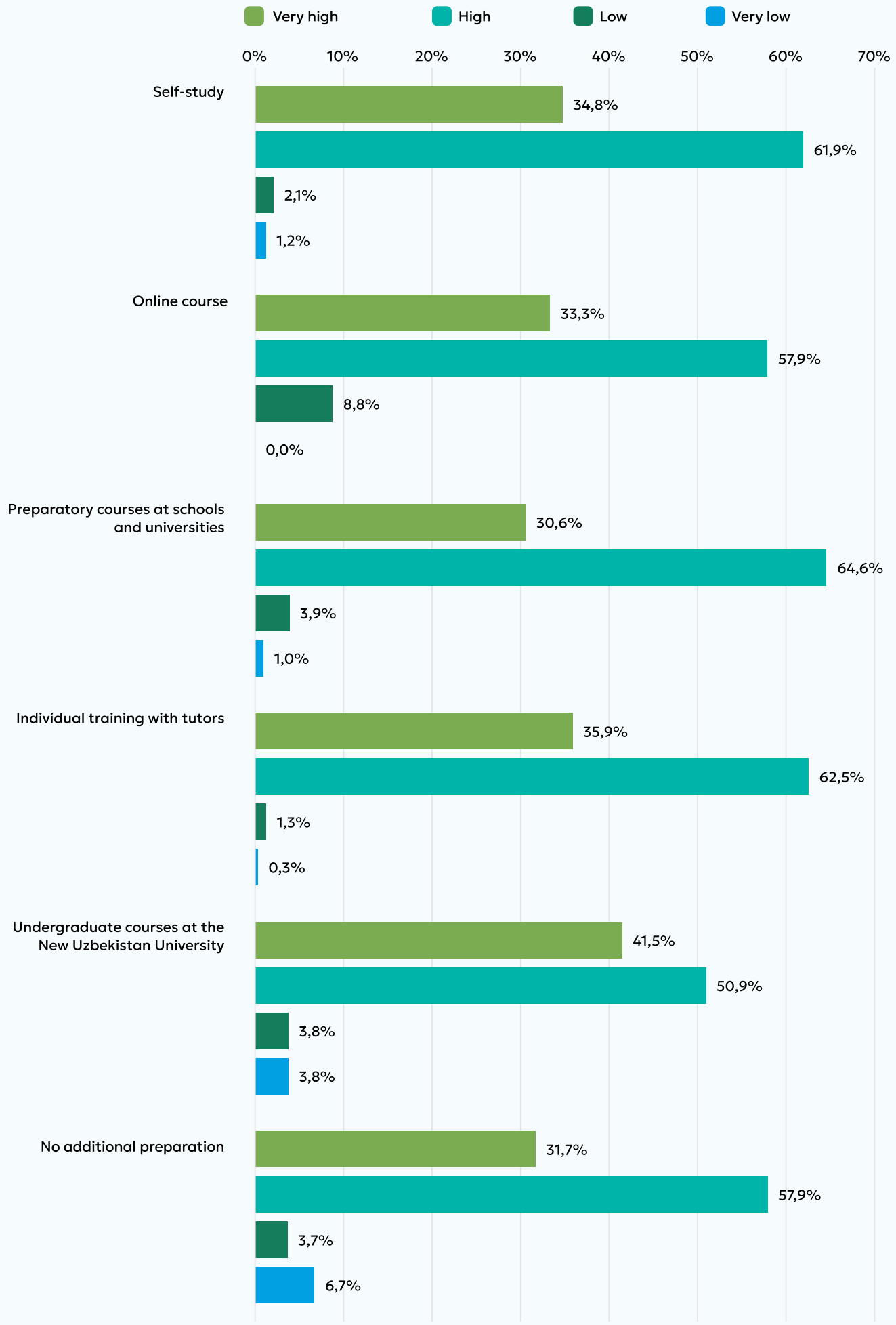

Figure 54 . Assessment of applicants' expectations of university enrollment by methods of preparation for exams

PRELIMINARY ASSESSMENT OF THE QUALITY OF EDUCATION AT NEW UZBEKISTAN UNIVERSITY

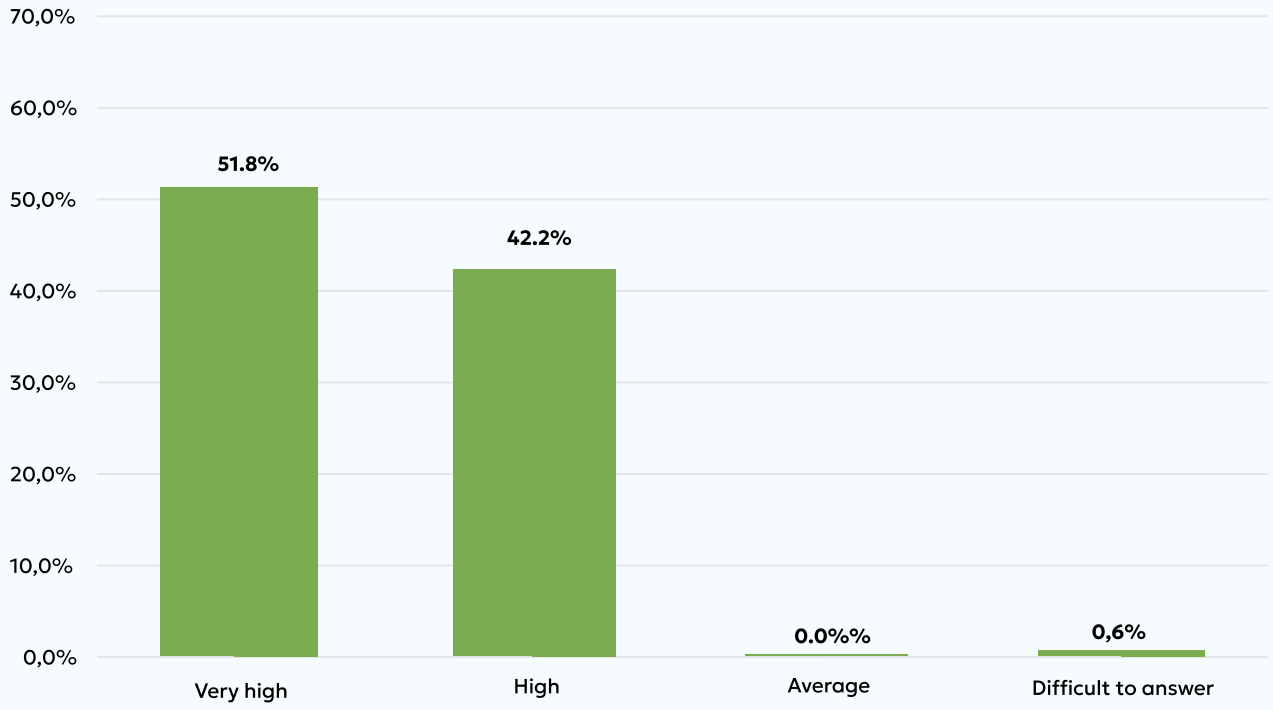

Figure 55 . Assessment of the quality of education

This diagram provides a breakdown of how respondents rated the quality of education at New Uzbekistan University. A significant majority (51.8%) rated the quality as "Very High", indicating a high level of satisfaction with the educational standards. Another 42.2% rated it as "High", which confirms the positive perception of the university by the majority of respondents.

Interestingly, none of the respondents rated the quality as "Average", indicating that respondents are either positive or uncertain about the university's assessment. In addition, 6.0% indicated that they "Difficult to answer". This overall distribution highlights an extremely favorable assessment of the quality of education at the university, with a small group expressing uncertainty rather than dissatisfaction.

FUTURE PLANS AND CHOICE OF ALTERNATIVE PATHS

This section of the study examines applicants' views on the choice of alternative universities they considered, their career aspirations after graduation, and their recommendations for improving the university's future initiatives. By exploring these key areas, the analysis aims to provide a comprehensive understanding of applicants' decision-making processes and long-term goals, and to provide constructive feedback that can be used to strategically improve Nova University. These insights are essential for shaping policies that meet the expectations of prospective students and contribute to the development of the university into a competitive institution.

ALTERNATIVE EDUCATIONAL INSTITUTIONS

The top 15 answers of respondents to the question about choosing an alternative university are as follows :[16]

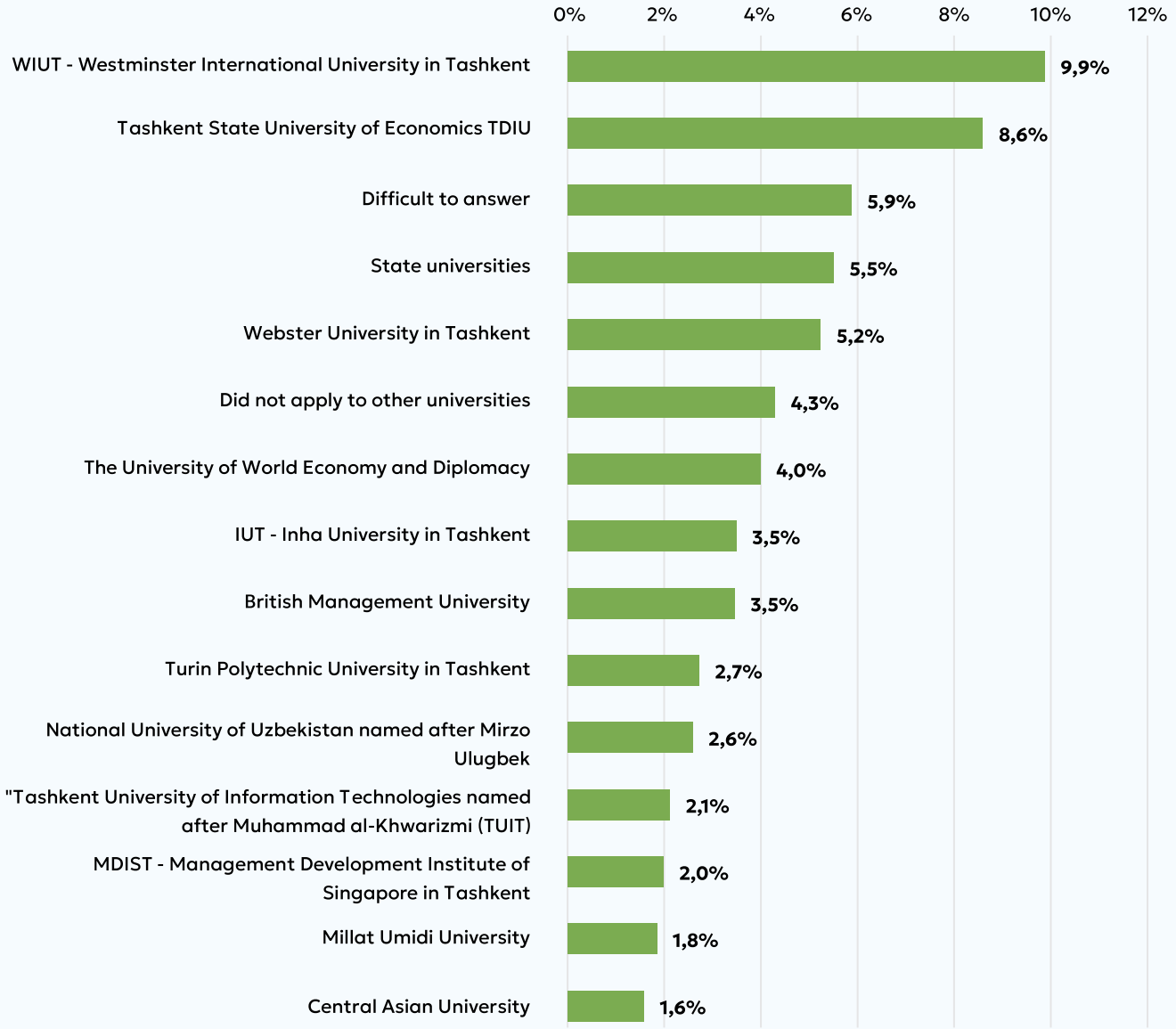

Figure 56 . Top 15 responses on choosing an alternative university

[16] A complete list of alternative universities is provided in Appendix #4.

Figure 56 presents the top 15 alternative universities that applicants considered alongside New Uzbekistan University. The most popular institution is Westminster International University in Tashkent (WUIT), which attracted 9.9% of respondents, followed by Tashkent State Economic University (TSEU) with 8.6%. Almost 6% of respondents found it difficult to answer this question, and 5.5% chose other State Universities.

It is noteworthy that 5.2% of respondents indicated Webster University in Tashkent, emphasizing the attractiveness of international educational institutions. In addition, 4.3% did not apply to other universities, indicating a strong commitment of applicants to New Uzbekistan University.

The table below shows the distribution of the top 15 alternative universities by programs selected by applicants. **WIUT** was the most frequently considered alternative for almost all programs, with the highest percentages among applicants for "Economics and Data Analysis" (17.8%), "Applied Mathematics" (17.6%) and "Artificial Intelligence and Robotics" (16.8%). This suggests that WIUT's international reputation and offerings are very attractive to applicants in these fields. Even in traditionally technical programs such as Mechanical Engineering (9.0%) and Software Engineering (13.3%), a significant proportion of applicants considered WIUT as an alternative option.

Applicants for "Applied Mathematics" (19.6%) and "Economics and Data Analysis" (16.8%) also showed a strong preference for **Tashkent State University of Economics**, consistent with the university's focus on disciplines related to business and economics. Respondents in more technical programs such as "AI and Robotics" (12.3%) and "Cybersecurity" (11.7%) also considered this university, although to a lesser extent.

A significant proportion of respondents, especially for "Chemical Engineering and Materials Science" (20.7%) and "Pedagogy (in STEM) " (25.3%), indicated **uncertainty or difficulty in choosing alternative universities.** This emphasizes that applicants in these fields may have difficulty identifying alternative educational pathways or may not have received sufficient information about their options.

Respondents from "Pedagogy (in STEM)" (12.7%), "Applied Mathematics" (7.8%), and "Mechanical Engineering" (9.0%) demonstrated a continued interest in **other public universities.** This may reflect their preference for public institutions that provide affordable education or more specialized programs in these fields.

Webster University in Tashkent was a popular alternative for respondents in AI and Robotics (9.7%), Chemical Engineering and Materials Science (8.6%), and Pedagogy (in STEM) (11.4%). This suggests that Webster's international environment and academic programs are attractive to applicants with both technical and pedagogical backgrounds.

The University of World Economy and Diplomacy was primarily considered by applicants for "Applied Mathematics" (10.8%) and "Economics and Data Analysis" (8.9%). This indicates a strong preference for candidates interested in world economics and international relations, which corresponds to the specialization of the university.

Inha University in Tashkent was a significant choice for applicants in Software Engineering (13.7%), Cybersecurity (9.0%), and Mechanical Engineering (10.1%). Inha's focus on IT and engineering appears to resonate with respondents in these technical programs.

Turin Polytechnic University was particularly popular among respondents studying "Mechanical Engineering" (21.3%), reflecting its specialization in engineering disciplines. It was also considered by applicants studying "Artificial Intelligence and Robotics" (4.5%) and "Chemical Engineering and Materials Science" (6.9%).

Thus, the data show that applicants to most programs were inclined towards internationally oriented universities, such as WIUT and Webster, and technical universities, such as Inha and Turin Polytechnic, for STEM fields. Respondents studying economics and business favored WIUT and Tashkent State University of Economics, while candidates studying pedagogy showed some uncertainty, with some choosing Webster and state universities.

Distribution of TOP 15 alternative educational institutions by academic programs

Universities \ Directions	Applied Mathematics	Artificial intelligence and robotics	Chemical engineering and materials science	Cybersecurity	Economics and data analysis	Industrial Management	Mechanical Engineering	Pedagogy (in STEM)	Software Engineering
WIUT - Westminster International University in Tashkent	17.6%	16.8%	10.3%	14.4%	17.8%	14.9%	9.0%	12.7%	13.3%
Tashkent State University of Economics	19.6%	12.3%	10.3%	11.7%	16.8%	14.3%	6.7%	6.3%	8.5%
Difficult to answer	10.8%	5.8%	20.7%	9.6%	8.3%	10.7%	6.7%	25.3%	6.0%
State universities	7.8%	5.8%	3.4%	11.2%	8.6%	7.7%	9.0%	12.7%	10.1%
Webster University in Tashkent	3.9%	9.7%	8.6%	6.4%	8.6%	7.7%	6.7%	11.4%	9.7%
Did not apply to other universities	4.9%	9.0%	12.1%	5.3%	7.1%	4.2%	12.4%	1.3%	6.9%
The University of World Economy and Diplomacy	10.8%	3.9%	0.0%	5.9%	8.9%	6.5%	1.1%	1.3%	2.8%
Inha University in Tashkent	2.9%	9.7%	0.0%	9.0%	2.6%	2.4%	10.1%	1.3%	13.7%
British Management University	3.9%	4.5%	8.6%	2.7%	6.3%	7.7%	2.2%	8.9%	4.0%
Turin Polytechnic University in Tashkent	2.0%	4.5%	6.9%	6.4%	1.9%	5.4%	21.3%	0.0%	5.2%
The National University of Uzbekistan named after Mirzo Ulugbek	9.8%	2.6%	6.9%	2.7%	3.5%	5.4%	3.4%	5.1%	4.0%
Tashkent University of Information Technologies named after Muhammad al-Khwarizmi	0.0%	6.5%	1.7%	8.0%	1.8%	2.4%	2.2%	0.0%	6.9%
Management Development Institute of Singapore in Tashkent	2.9%	1.3%	3.4%	2.7%	4.2%	3.6%	1.1%	2.5%	2.0%
Millat Umidi University	1.0%	1.9%	0.0%	2.1%	2.1%	4.8%	5.6%	8.9%	4.0%
Central Asian University	2.0%	5.8%	6.9%	2.1%	1.6%	2.4%	2.2%	2.5%	2.8%

EMPLOYMENT PLANS

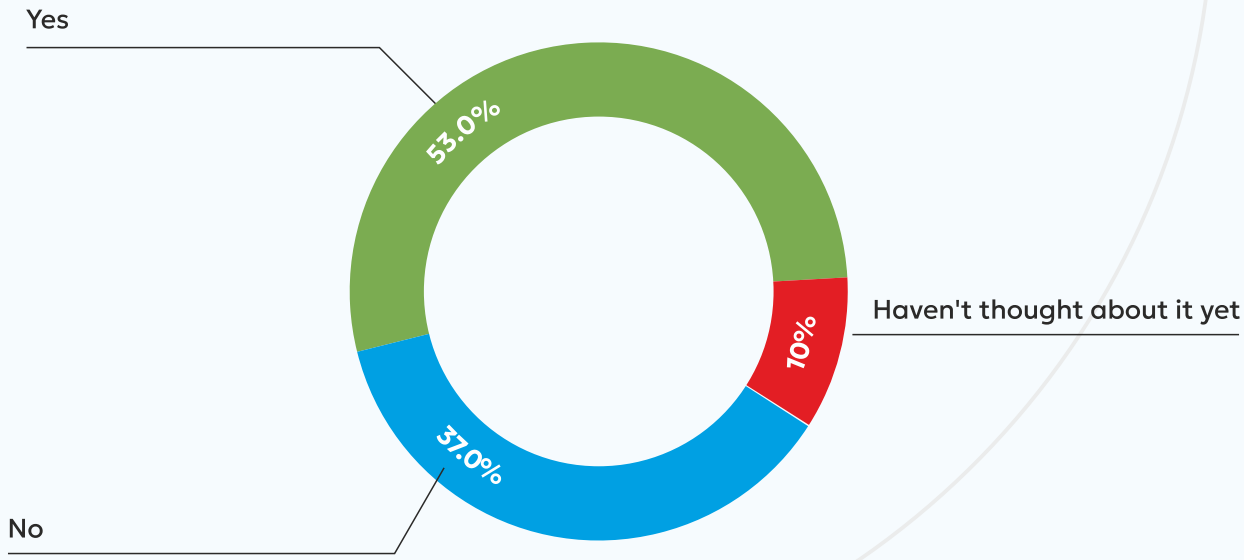

Figure 57 . Do you plan to get a job during your studies?

The survey results show different views among applicants regarding employment during their studies. A significant proportion, 53.0%, expressed their intention to work during their studies, which may reflect both financial need and a desire to gain practical experience alongside academic knowledge. This group probably perceives work-study balance as an important step in increasing employment after graduation.

On the other hand, 9.9% of respondents indicated that they did not plan to work during their studies, perhaps prioritizing academic performance or relying on financial support from other sources.

However, the fact that 37.0% have not yet considered this issue suggests a degree of uncertainty or unpreparedness for the demands of balancing academic and professional commitments. This points to a potential need for universities to offer more guidance on how students can effectively manage work-study balance, and to provide resources such as internships or flexible employment opportunities that align with students' academic commitments to the workforce.

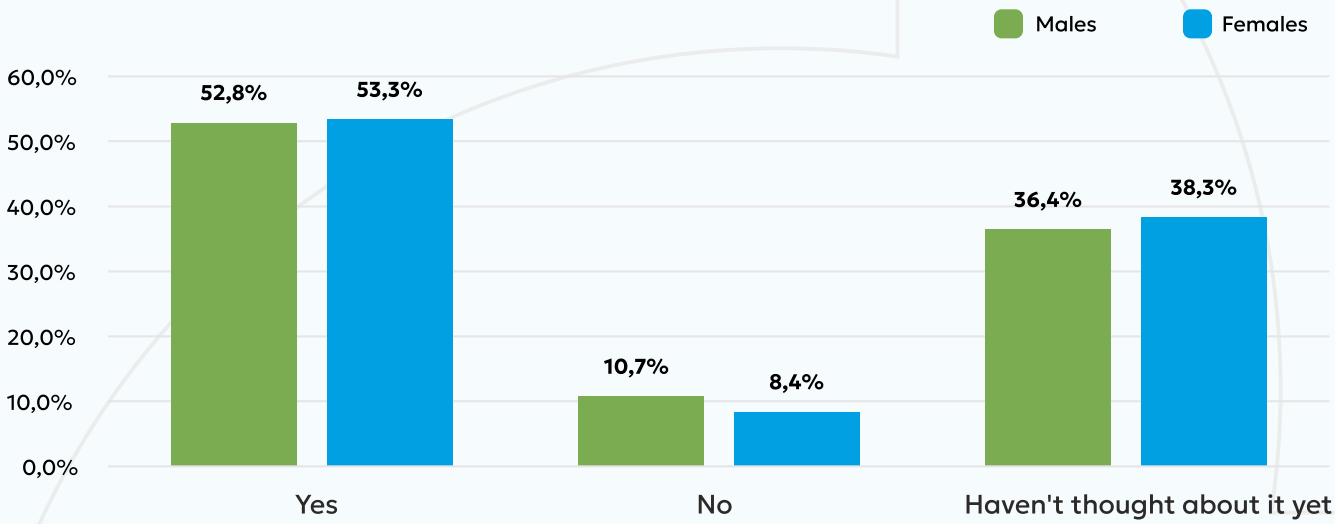

Figure 58 .Do you plan to get a job during your studies? (Gender distribution)

Data on applicants' plans to work during their studies show a balanced perspective between male and female applicants. Among the respondents, 52.8% of males and 53.3% of females indicated that they intend to work during their university studies. This suggests that a significant proportion of male and female applicants plan to combine work with academic responsibilities, perhaps due to financial needs or a desire to gain professional experience as suggested above.

On the other hand, 10.7% of males and 8.4% of females said they do not plan to work during their studies. This smaller group probably prefers to focus solely on their academic life or may not have a pressing need for employment. It is worth noting that a significant proportion of respondents, 36.4% of males and 38.3% of females, reported that they had not yet thought about whether they would work during their studies, indicating that many applicants may still be unsure about the balance between academic and work commitments or are waiting for further guidance on this decision from socialization agents.

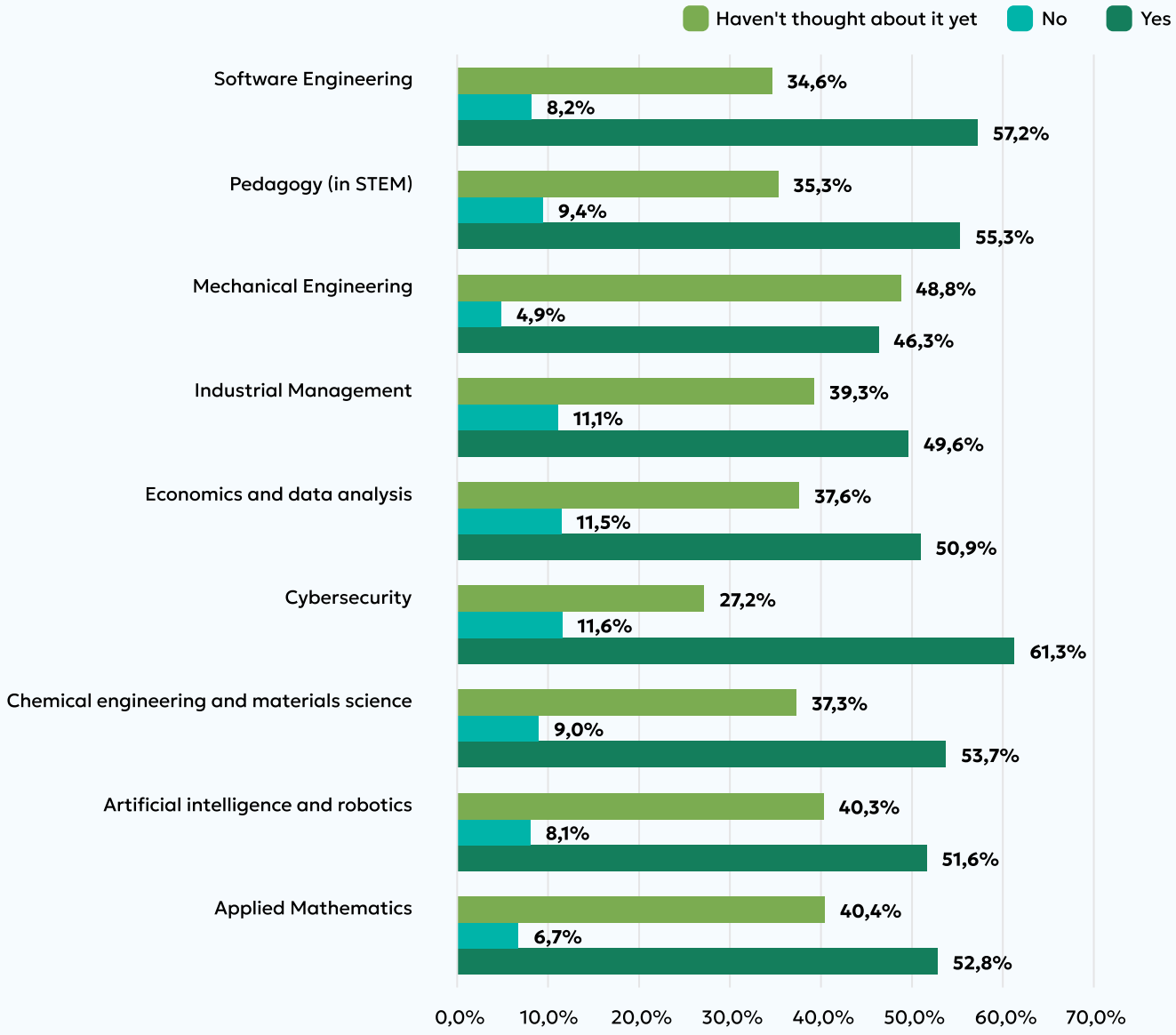

Figure 59 . Do you plan to be employed during your studies? (Distribution by program)

The data show heterogeneous approaches to work plans while studying in different academic programs. The majority of applicants in Cybersecurity (61.3%), Software Engineering (57.2%), and Pedagogy (in STEM) (55.3%) tend to work during their studies, possibly indicating a high demand for practical experience or the need for financial support in these fields. In contrast, applicants to Mechanical Engineering (46.3%) and Industrial Management (49.6%) showed the least intention to work during their studies, which may reflect the intensive nature of these programs or the limited opportunities for part-time employment in these sectors. A significant proportion of respondents in most programs, especially Applied Mathematics (40.4%) and Artificial Intelligence and Robotics (40.3%), had not yet thought about their plans to work during their studies, suggesting a level of uncertainty or focus on academic preparation before making employment decisions. The data also show that relatively few applicants across all programs explicitly decided not to work: these figures range from 4.9% for Mechanical Engineering to 11.6% for Cybersecurity, further emphasizing that the majority of applicants either plan to work or are still undecided.

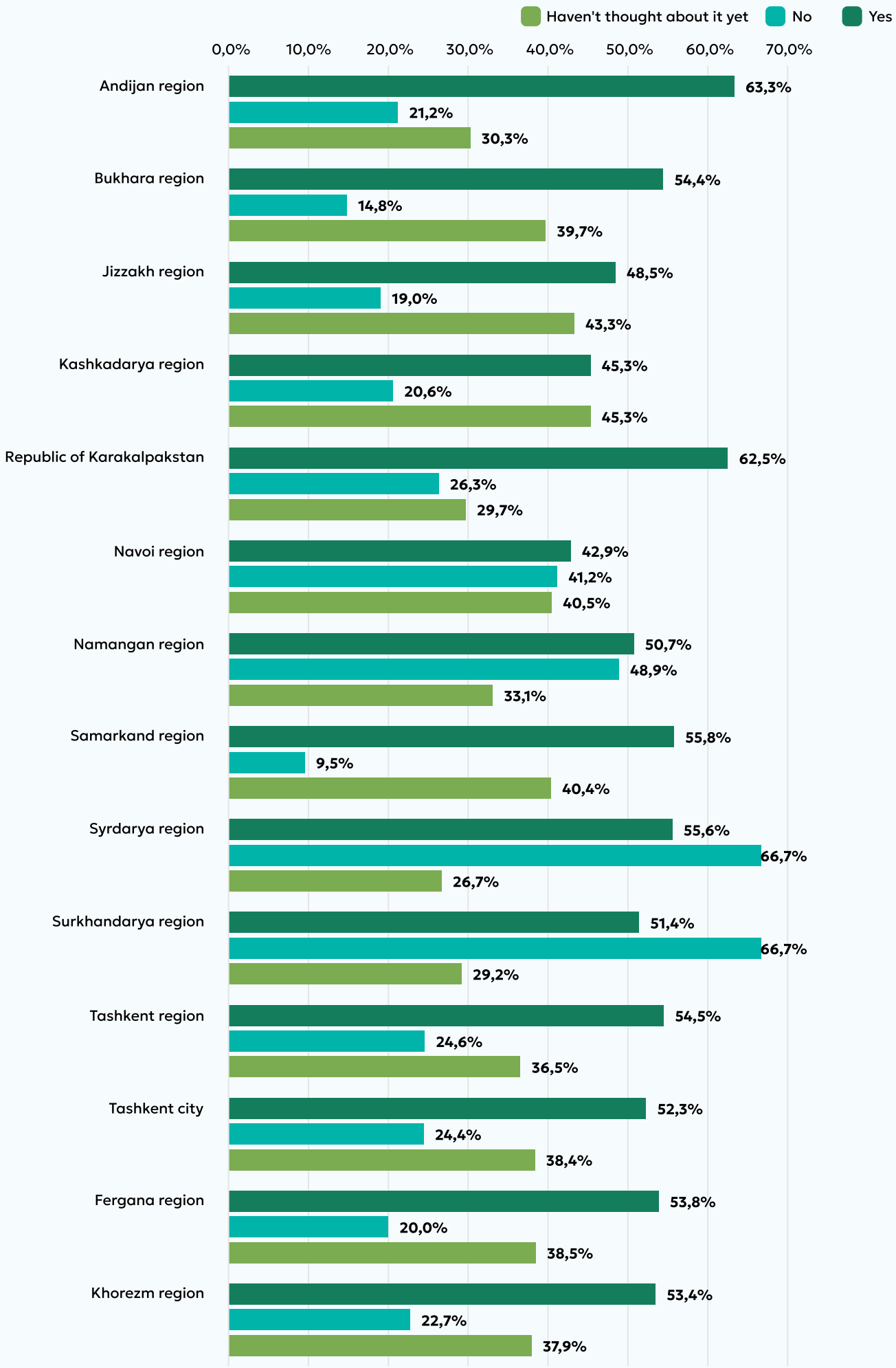

Figure 60 . Do you plan to be employed during your studies? (Regional distribution)

This chart gives an idea of the regional distribution of applicants' plans to work during their studies. The results show significant differences between regions. For example, entrants from Andijan Region and the Republic of Karakalpakstan show a strong propensity to work during their studies, 63.3% and 62.5%. At the same time, regions such as Syrdarya (66.7%) and Surkhandarya Regions (66.7%) show the highest percentage of entrants who do not plan to work.

Notably, the percentage of entrants who have not yet thought about working also varies widely, with some regions, such as Kashkadarya and Jizzakh regions, showing high levels of indecision, indicating that in certain regions respondents are either less likely to plan to work or may not have access to work opportunities while studying. These regional differences may reflect different economic conditions, work opportunities, or cultural attitudes toward combining work and study.

PLANS AFTER GRADUATION

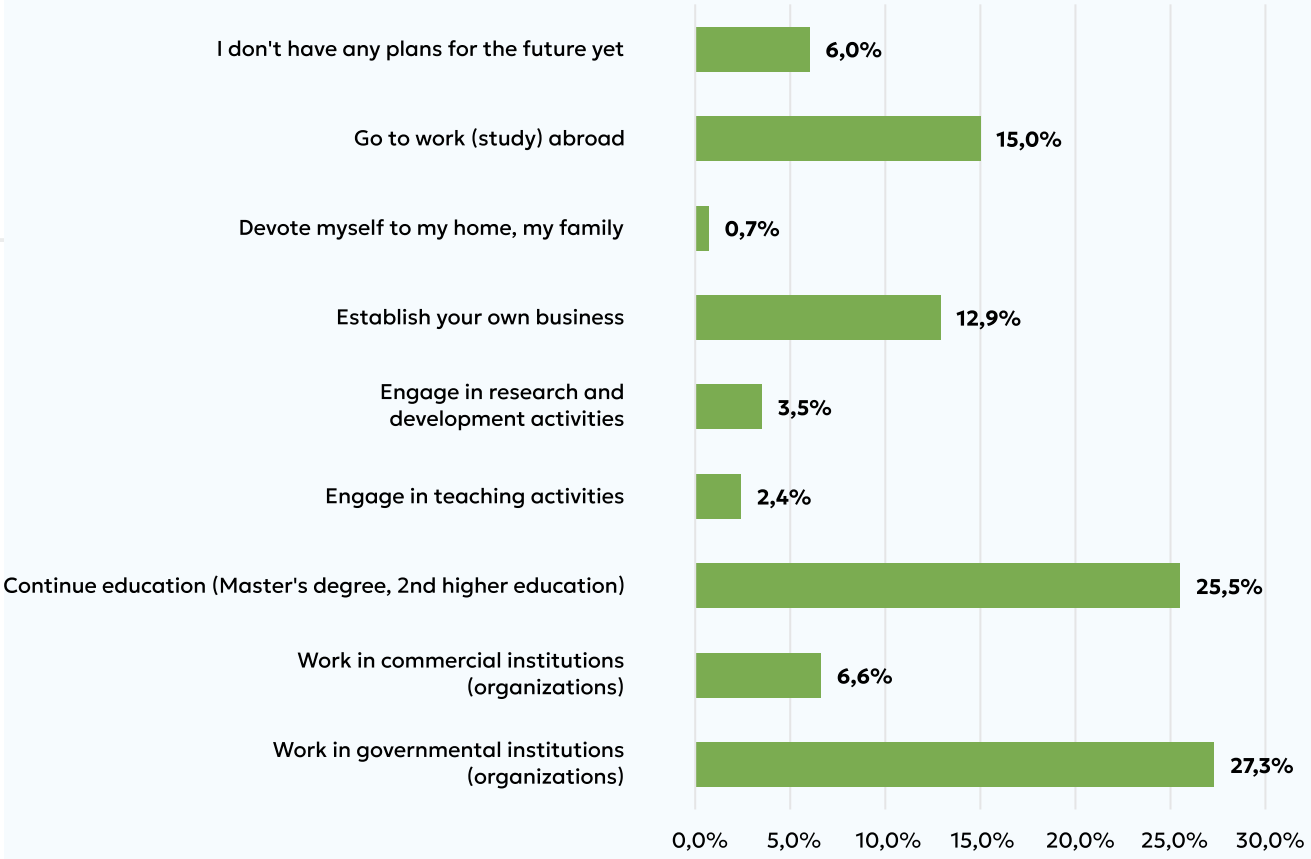

Figure 61 . Distribution of preferences of applicants after graduation

Figure 61 presents a comprehensive view of applicants' career aspirations and plans after graduation. The largest group of respondents (27.3%) expressed a desire to work in governmental organisations, which may reflect a stable labor market or a traditional preference for public service positions. Slightly behind are 25.5% of applicants who seek to continue their education by enrolling in graduate school or pursuing a second degree, indicating a strong commitment to academic growth and specialization. Also, 15% of respondents hope to work or study abroad, indicating that international experience is a key aspiration for a significant portion of respondents.

Another 12.9% of respondents plan to open their own business, reflecting an entrepreneurial spirit, while a smaller number, 6.6%, aspire to work in commercial organizations. A minority, 6% of applicants, have not yet formed concrete plans for the future, indicating the need for further professional orientation. The relatively low interest in teaching and research careers (2.4% and 3.5% respectively) may indicate that these paths are less attractive, although they remain important to a subset of respondents. This distribution reflects a wide range of ambitions and highlights areas where career counseling or development opportunities may be useful.

Figure 62 provides a gender breakdown of applicants' future plans. The most key findings are as follows:

Women more often plan to work in **governmental institutions** (29.2%) compared to males (26.4%), which may indicate that women are more interested in stable and traditional forms of employment. However, males more often choose **commercial institutions** (7.5%) than women (4.8%).

Continuing education (master's degree, second higher education) became a higher priority for females (32.2%) than for males (22.2%), which indicates a greater desire of females for academic growth. At the same time, males are significantly more likely to plan to **open their own business** (15.4%) compared to females (8.0%), which may indicate a higher interest in entrepreneurship among males.

Interest in **teaching** is higher among females (4.5%) compared to males (1.4%), which may reflect traditional gender stereotypes about the teaching profession. Males are also more likely to plan to **go to work or study abroad** (15.7%) than females (13.6%).

It is worth noting that males are more likely to **have no specific plans for the future** (7.2%) compared to females (3.6%), which may indicate a greater degree of uncertainty among males about their career goals.

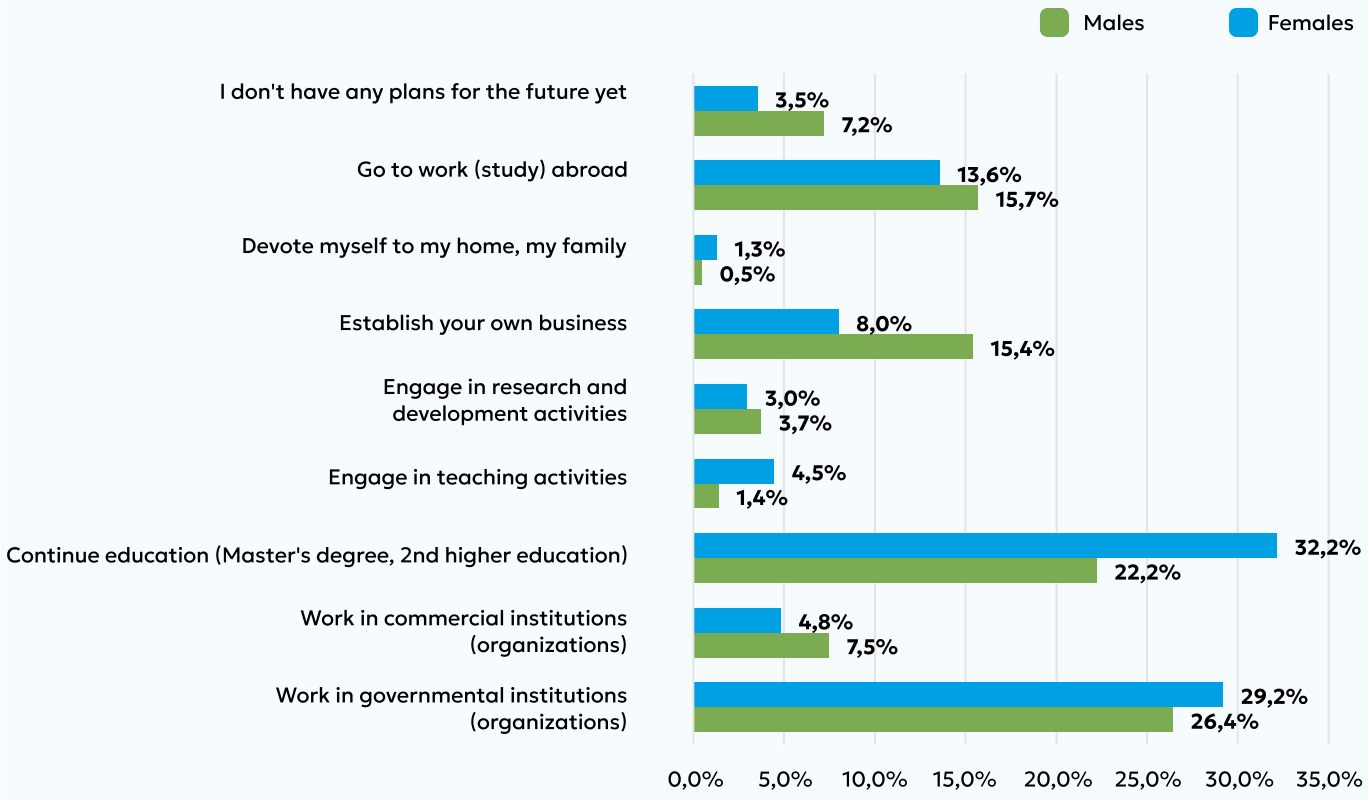

Figure 62 . Gender distribution of applicants' preferences after graduation

Figure 63 shows the different career aspirations among applicants depending on their chosen program. Respondents from "Industrial Management" have a particularly high propensity (37.0%) to **work in government,** followed by "Pedagogy (in STEM)" (35.3%) and "Cybersecurity" (30.6%). This suggests that applicants in these fields are more likely to pursue stable and traditional career paths in the public sector.

Applicants to most programs express a strong interest in **continuing their education,** especially in "Applied Mathematics" (30.3%), "Artificial Intelligence and Robotics" (29.0%), and "Chemical Engineering and Materials Science" (28.4%). This shows a strong inclination towards postgraduate education, possibly for specialization or career advancement.

At the same time, respondents from the areas of "Industrial Management" (17.8%), "Software Engineering" (16.3%), "Artificial Intelligence and Robotics" (14.5%) show a higher tendency towards **entrepreneurial activity.** This may indicate the growing attractiveness of innovation and business creation in these technology-oriented fields.

Teacher Education applicants have a strong inclination towards **teaching career** (17.6%), which is in line with the nature of their field, followed by Applied Mathematics (3.4%), Chemical Engineering and Materials Science (4.5%).

Alongside this, respondents from Software Engineering (21.2%) and Mechanical Engineering (19.5%) show the greatest desire to **work or study abroad**, reflecting the global outlook of these fields.

It should be emphasized that a part of the applicants, especially in "Mechanical Engineering" (8.5%) and "Economics and Data Analysis" (7.0%), are **not sure about their future plans**, indicating that these groups may need more career guidance.

Thus, the data show a clear preference among applicants to many further education and government work programs, especially in fields such as pedagogy, industrial management, and cybersecurity. Entrepreneurial ambitions are prominent among software engineering and artificial intelligence respondents, while international aspirations are most evident among engineering candidates. However, some applicants remain uncertain about their future plans, suggesting a need for better career counseling and planning support.

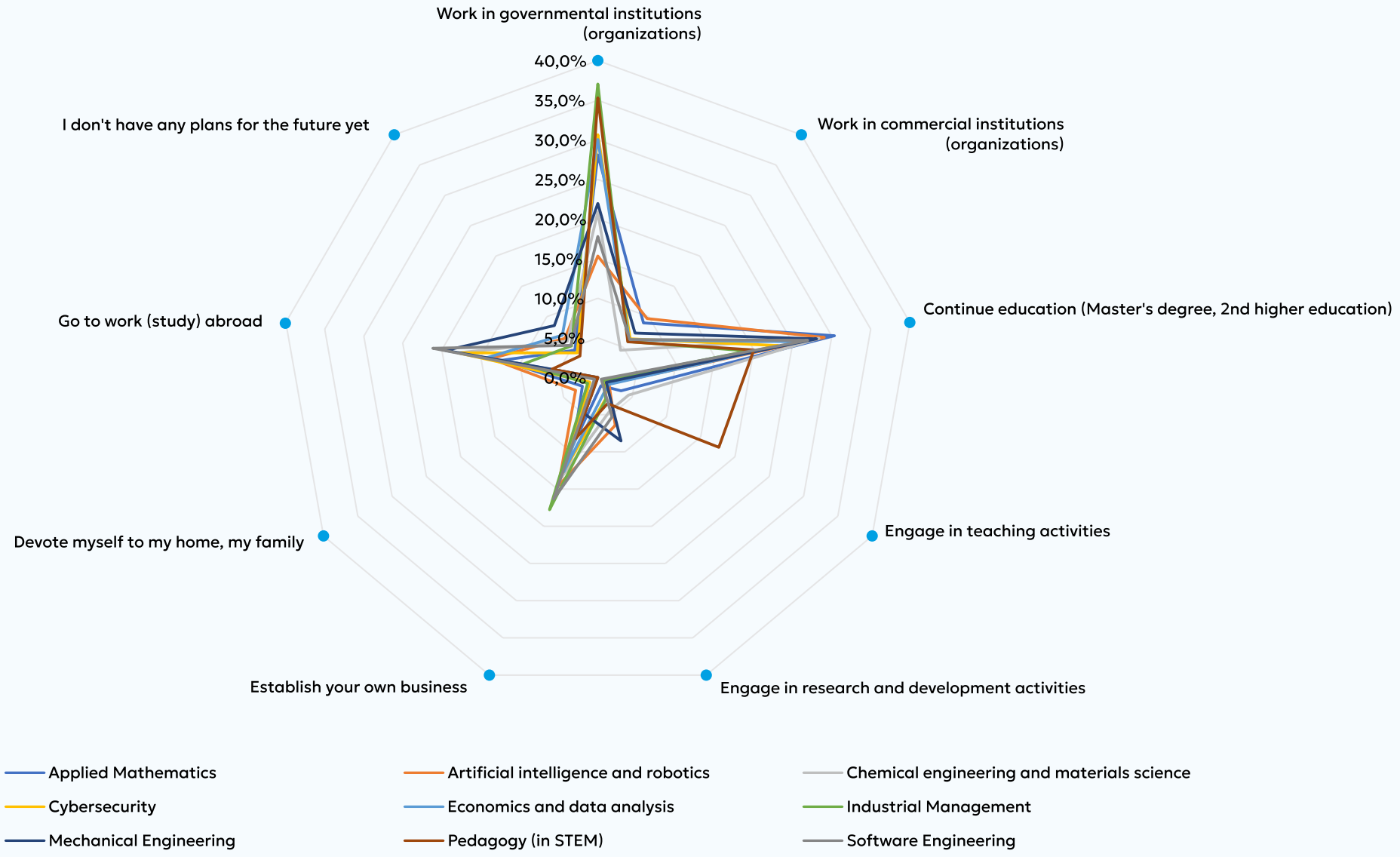

Figure 63 . Distribution of applicants' preferences after graduation (by program)

SUGGESTIONS AND COMMENTS

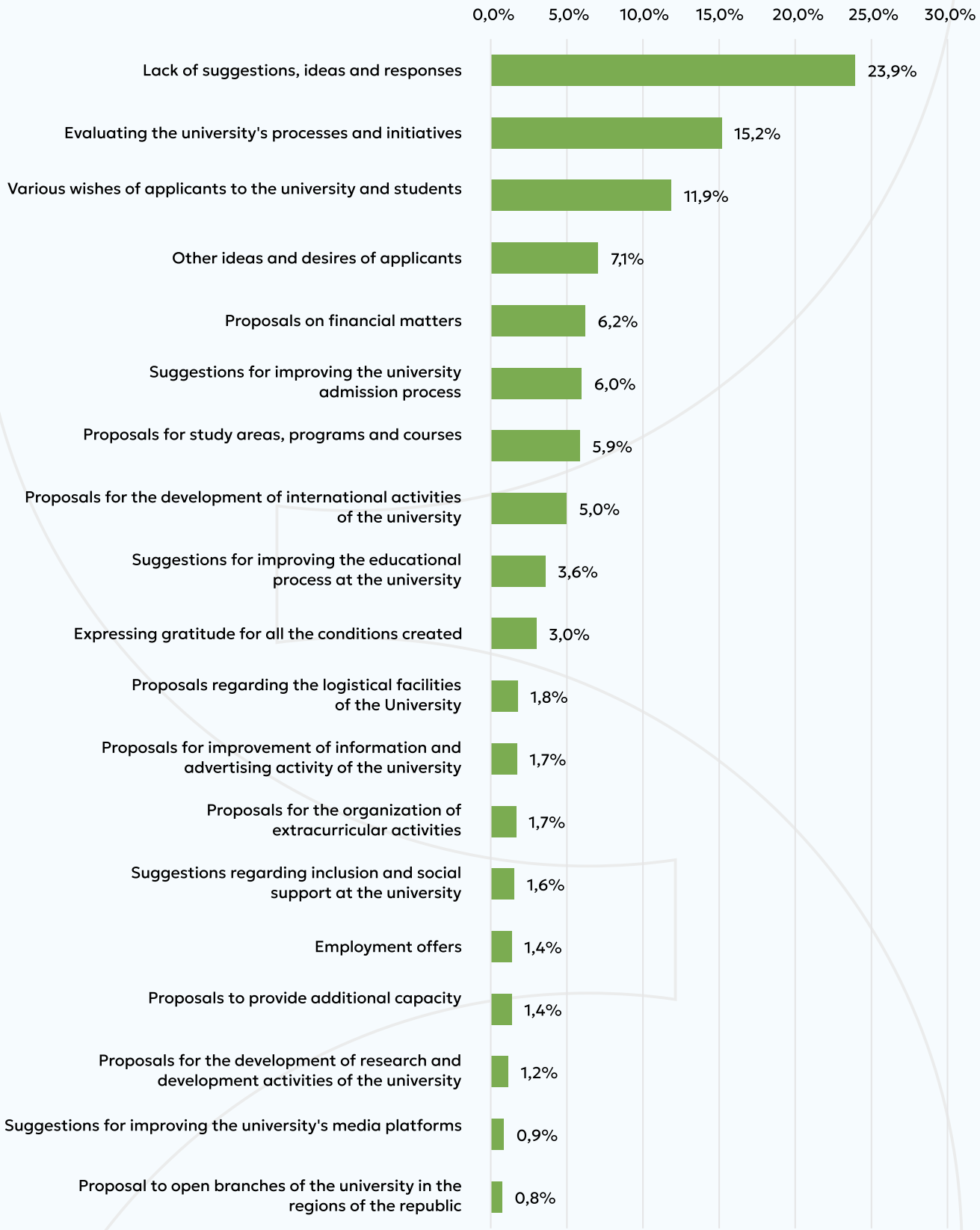

Figure 64 . Generalised list of suggestions and comments from applicants[17]

[17] The full list of suggestions and comments from applicants is provided in Appendix #5.

Suggestions and comments offered by applicants provide a number of insights into their expectations and concerns about studying at university. Notably, almost a quarter of respondents **(23.9%) did not give any suggestions**, indicating either a lack of **suggestions** or uncertainty about what could be improved. This may also reflect a lack of involvement in the suggestion process or conversely satisfaction with the current system. This may be evidenced by the fact that a significant proportion of respondents **(15.2%) focused on evaluating university processes and initiatives**, praising the place and role of New Uzbekistan University in the national education system and in the global arena.

Another important theme that emerged from the data relates to **wishes and expectations** directed toward the university and its students (11.9%), along with various recommendations for financial and admissions processes (6.0% and 6.9%, respectively). These results indicate that applicants are concerned not only about the university's financial policies, but also about the broader admissions procedures and the academic experience they expect to receive upon admission. Candidates clearly expressed their desire for greater transparency and improvements to the admissions process, which could improve their overall experience and equity. In addition, suggestions regarding the development of international activities (5.0%) emphasize the growing importance of global interaction and collaboration among students.

Other notable areas of interest include recommendations related to academic programs and the quality of educational offerings, particularly the development of new courses and programs (5.9%) and improving the learning process (3.6%). The emphasis on improving the quality of education indicates applicants' high expectations of the university in terms of its academic standing and learning opportunities. The presence of recommendations regarding material and technical resources (1.8%) and physical environment further emphasizes the desire for infrastructural and technological advances. Overall, these results present a detailed view of applicants' varied and nuanced priorities, reflecting a balance between immediate practical improvements and long-term educational growth.

CONCLUSION

Thus, analyzing the results of the applicant survey provided a comprehensive understanding of the experiences and perspectives of applicants to New Uzbekistan University. Through a detailed examination of demographic variables, including gender, age and regional affiliation, as well as types of schools attended, the results highlight important trends such as a marked gender imbalance in certain academic programs and a predominant pool of young applicants aged 17-18. Such findings underscore the need for future efforts to balance gender parity in STEM fields and maintain an inclusive approach to attracting students from different regions and backgrounds. In addition, the chapter shows that most applicants have strong academic potential and many have international certificates, further demonstrating their readiness for higher education.

The chapter also examined applicants' approaches to exam preparation and their motives for choosing a university, painting a vivid picture of their commitment and expectations. The data shows a preference for independent study, with a significant proportion seeking additional support through private tutors or preparatory courses. This indicates the applicants' determination to succeed in their academic endeavours. In addition, their motivation for choosing New Uzbekistan University is primarily due to its academic reputation and research opportunities. It is worth noting that personal recommendations and program quality also play an important role. This indicates that the academic status of the university is a key factor in its attractiveness, although there is still room for improvement in areas such as student support and the admissions process.

In conclusion, it should be noted that entrants' plans for the future, both during and after their studies, are oriented towards the prospect of their career aspirations and expectations from the university. While many entrants express a desire to work during their studies, there is also a significant interest in continuing education or employment in public institutions. Feedback provided by applicants, including suggestions for improving the university's learning processes and infrastructure, reflects their high expectations of the university's role in shaping their academic and professional futures. Overall, the findings from this chapter serve as a critical resource to inform the university's strategic planning, helping to identify areas for growth and reinforcing its position as a competitive educational institution of international stature.

RECOMMENDATIONS AND SUGGESTIONS

1.Development of supporting infrastructure for regional applicants

The results of the survey revealed regional differences in the representation of applicants, with the largest number of applicants coming from Tashkent and neighbouring regions. This indicates the need to develop infrastructure for applicants from remote regions.

2.Expanding the information campaign on the advantages of the university

The survey has shown that personal recommendations from friends and relatives play a key role in the decision to enroll. At the same time, official sources of information about the university do not always cover all potential students.

Potential solution: Develop information campaigns in social media, offering more active interaction with potential applicants. It is important to include more content showcasing real student and alumni success stories, as well as information about current educational opportunities. This will help increase trust in the university and reach a wider audience.

3.Creating a flexible internship program for students

About 53% of applicants plan to work during their studies, indicating the need for a structured system of internships and part-time employment for students.

Potential solution: The University should develop cooperation with companies, offering students flexible internships that will take into account study schedules and academic loads. In addition, job fairs for students could be organized with the participation of local and international employers.

4.Improved preparation for entrance examinations through extended training courses

The results show that many applicants prepared for the exams on their own or with tutors, but only a small proportion took advantage of the online courses and preparatory programs of New Uzbekistan University.

Potential solution: The University should strengthen its system of preparatory courses and online resources for applicants. The development of interactive platforms and trainings with model exam questions could significantly increase interest and help applicants better prepare for entrance exams.

5.Increasing the level of satisfaction with the educational process

The majority of respondents rated the quality of education at the university as high, but there is still a small proportion of applicants who expressed uncertainty about the quality.

Potential solution: It is important to develop a feedback system that allows students to give their suggestions and comments on the learning process in real time. This will help to identify areas for improvement and respond promptly to students' needs, maintaining a high level of satisfaction.

6.Optimization of the examination process and improvement of conditions for applicants

The survey showed positive ratings on the quality of the examination process, but also identified several areas for improvement, such as the availability of drinking water, air-conditioned facilities and the general convenience of the examination sites

Potential solution: The University should consider improving the infrastructure at examination venues, providing applicants with a more comfortable examination environment. This could include improving accessibility to basic facilities and providing a conducive environment for applicants to concentrate and reduce stress.

CHAPTER III.

ANALYSIS OF THE RESULTS OF THE SOCIOLOGICAL SURVEY OF PARENTS OF APPLICANTS

As noted above, this study surveyed **a total of 1,464 respondents** - parents of applicants who took part in the entrance exams to New Uzbekistan University for the 2024-2025 academic year.

In addition to general demographic questions (gender, age, region, type of children's school), respondents answered various questions related to the level of involvement in the preparatory process for admission to a university; specifics of the decision to apply to a university; reasons for choosing a university; assessment of possible difficulties their children may encounter during their studies; plans for their children's living arrangements in case of admission; possibilities of financing children's education; assessment of the activities of the admission committee, as well as other ideas and suggestions for further education and training More detailed interpretation of respondents' answers is presented below.

GENERAL DEMOGRAPHIC PARAMETERS

In analyzing public opinion regarding various issues and problems of modern society, the study of basic parameters of respondents plays a key role. Thus, several demographic categories were included in this study, which made it possible to identify various trends and patterns in accordance with the goals and objectives of the research.

GENDER PARITY ASSESSMENT

It is important to note that women were more active than men in this survey: **55.7% of respondents were females and 44.2% were males.**

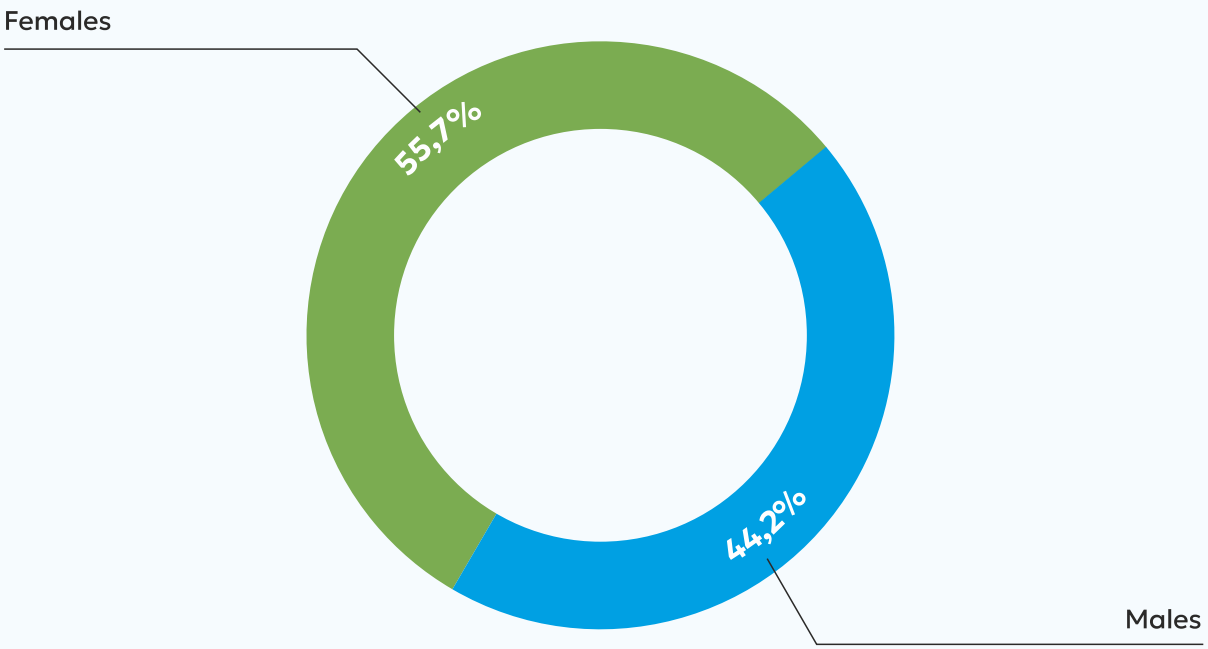

Figure 65 . Gender distribution of respondents (parents)

AGE GROUPS OF RESPONDENTS

Analysis of parental age groups indicates that the majority of respondents are concentrated in the 40-50 age group (66.8%), with significantly lower representation of both younger parents (1.6% under 30) and older parents (0.5% over 60), indicating a strong skew toward middle-aged survey participants.

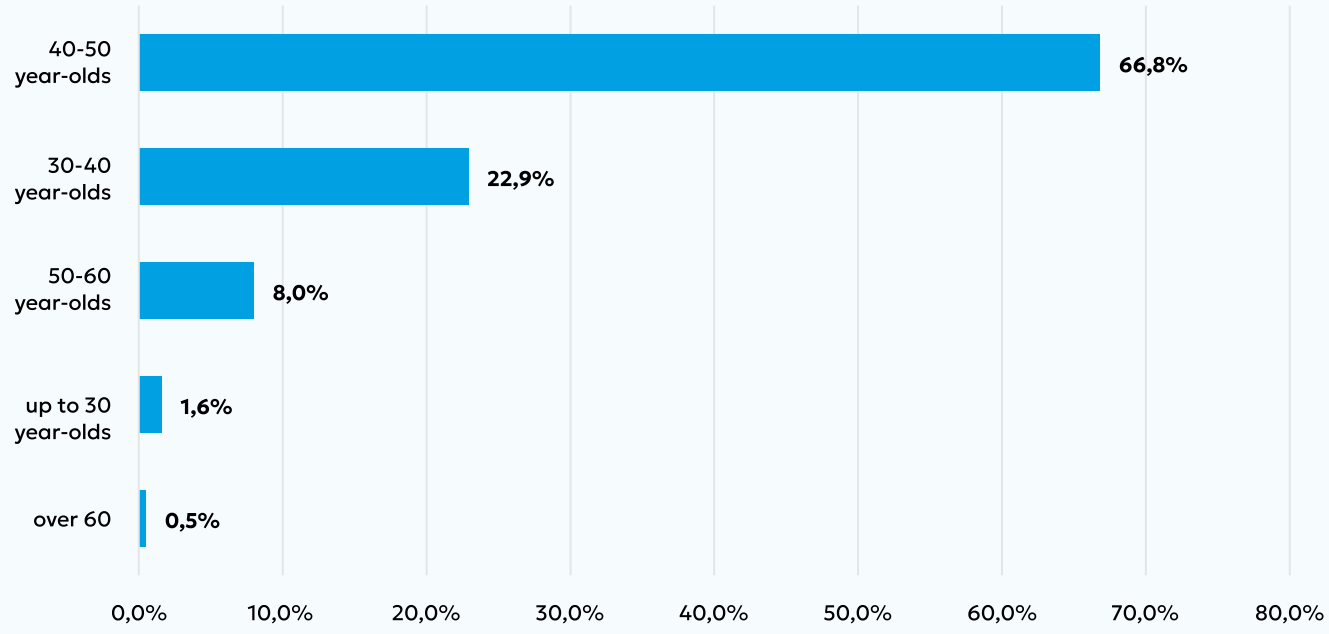

Figure 66 .Age groups of parents

The distribution of respondents by age and gender, **66.8% aged 40-50 and 55.7% female**, indicates that the survey results were primarily generated by middle-aged mothers. This demographic group is often actively involved in their children's education, reflecting a high level of involvement in university preparation. Their responses likely emphasize the **importance of making strategic decisions** when choosing a university, focusing on factors such as **reputation, career prospects, and financial stability.**

Lower representation of **younger parents (1.6% under 30) and older parents (0.5% over 60)** suggests that the results may not fully reflect the perspectives of these age groups, who may have **different priorities or levels of involvement in their children's university life**. In addition, a gender split with more female respondents may affect the data, as mothers may prioritize aspects of their children's education differently than fathers, perhaps focusing more on emotional support and security.

Overall, the dominance of **middle-aged mothers in the survey highlights their important role in the university admissions process,** offering practical and meaningful feedback on potential problems, accommodation and options for funding study. Their evaluations of the admissions process and suggestions for improvement are likely to be based on their lived experience and active involvement in their children's education, making their input valuable in shaping future university policy and practice.

REGIONAL AFFILIATION

The analysis of respondents' regional affiliation shows that parents' participation in the process of enrollment in higher education institutions is highest in Tashkent city and significant in Fergana and Khorezm regions, while in more remote and less densely populated regions of the Republic of Uzbekistan participation decreases.

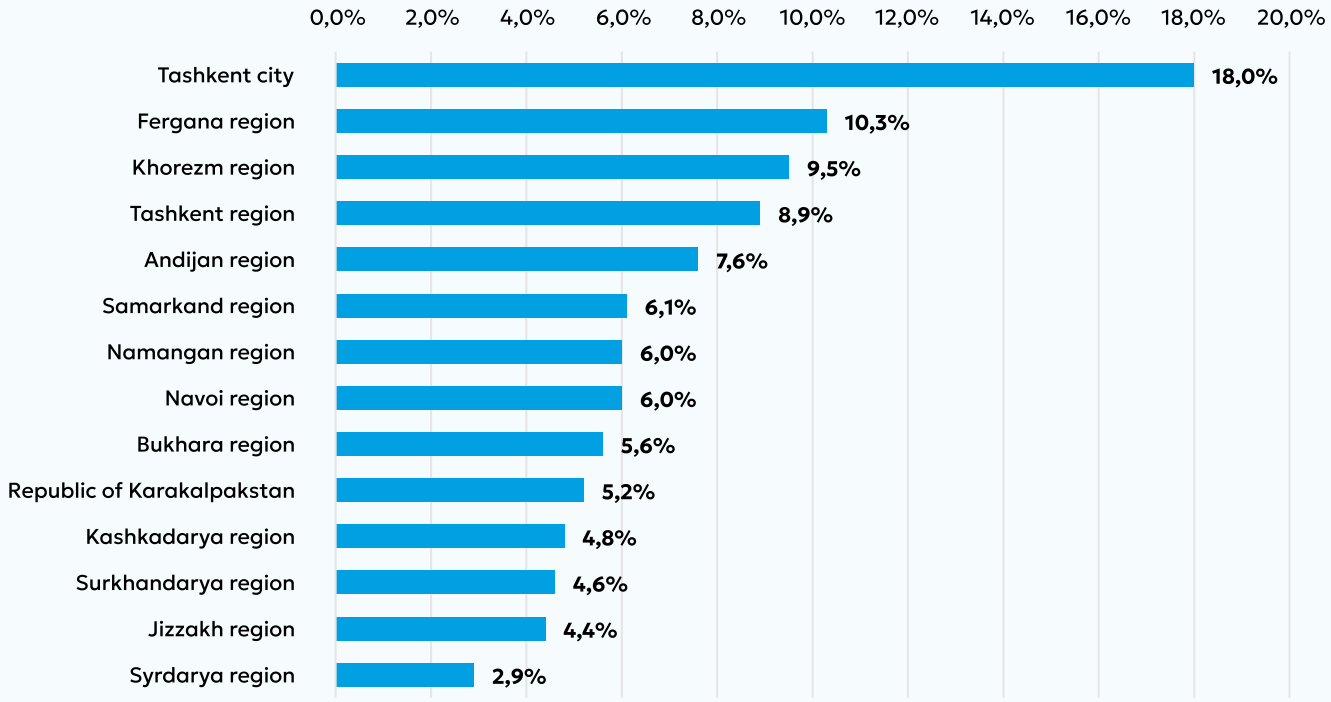

Figure 67 . Regional distribution of parents

The survey results established a notable regional distribution of parental involvement in the university enrollment process. For example, **Tashkent, with 18.0%** of respondents, leads in participation, reflecting its status as the capital city and likely providing easier **access to educational resources and information**. This high representation suggests that parents in the capital may be more involved due to better **access to support services and higher density of educational institutions.**

Significant representation from **Fergana (10.3%) and Khorezm (9.5%) regions indicates strong interest and participation from these densely populated regions.** This may be due to their higher population levels and possibly more active participation of citizens in education issues.

Such regions as **Tashkent (8.9%), Andijan (7.6%) and Samarkand regions (6.1%) show a moderate level of participation**, which suggests a balanced involvement of parents in the process of enrollment in higher education institutions. This trend can be argued by the level of educational resources of these regions and the activity of local citizens.

Namangan and Navoi regions, both at 6.0%, show equal levels of participation, implying continued engagement in these regions despite their relatively low representation compared to more central or densely populated areas.

Bukhara region (5.6%) and the **Republic of Karakalpakstan (5.2%)** also show significant involvement, indicating that parents in these regions are active in the learning process, although their numbers are smaller compared to the leading regions.

Lower participation in Kashkadarya (4.8%) and Surkhandarya (4.6%) regions reflects lower engagement, which may be related to fewer resources or less direct parental involvement in the university enrollment process.

Jizzakh (4.4%) and Syrdarya (2.9%) regions show the lowest levels of engagement. Such low engagement may indicate regional differences in access to educational information or resources, potentially affecting parental involvement in university enrollment.

Overall, the data highlight a pattern in which urban and more densely populated regions show higher university enrollment activity, while remote or less densely populated areas show lower activity, indicating regional differences in access to educational information and resources.

TYPES OF APPLICANT SCHOOLS

The distribution of the types of schools attended by the children of respondent parents provides important information about the academic experience of future students of the University of New Uzbekistan.

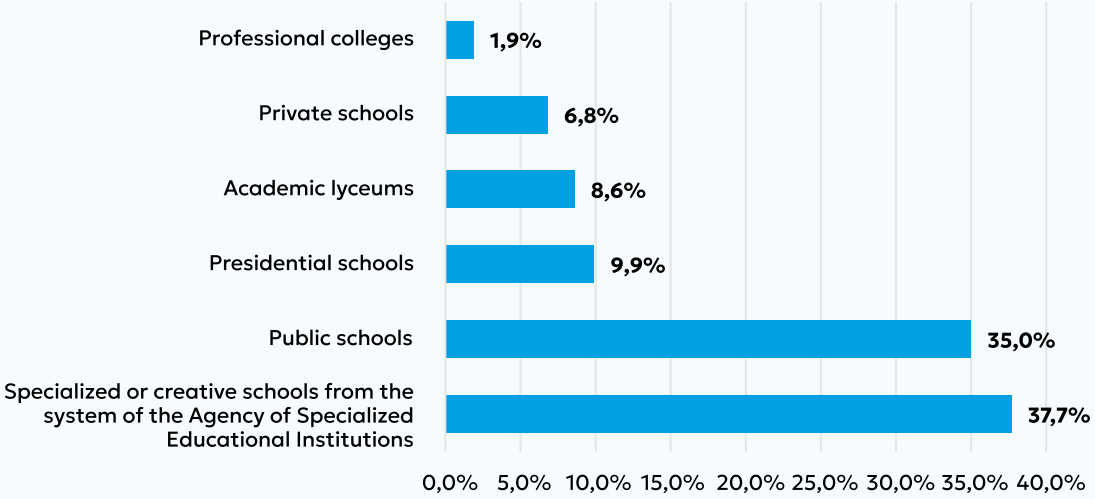

Figure 68 . Distribution of applicants' school types

Specialized or creative schools from the system of the Agency of Specialized Educational Institutions (37.7%): a significant proportion of applicants come from specialized or creative schools from the system of the Agency of Specialized Educational Institutions. Such a high percentage indicates that a significant number of students have received targeted or advanced education in fields such as science or technology and the arts. This may indicate that these applicants are particularly well prepared or motivated in narrowly focused fields, which may influence their performance and expectations at university. Also, this high indicator is argued by the presented system of benefits and preferences for graduates of such schools.

Public schools (35.0%): The second place is occupied by public schools, which represent a large segment of applicants. The enrollment of such a high number of students in more traditional educational institutions reflects the broad and inclusive representation of the general population. While these students have often received a standardized curriculum they can bring a diversity of ideas and varied experiences to the university. It is often this segment that makes up the majority across the country.

Presidential Schools (9.9%): the representation of Presidential Schools, which are known for their high international academic standards and selective admissions, suggests that these students are likely to have a very strong background. In addition to the system of benefits presented to them, their presence indicates that the university attracts high-achieving students from prestigious institutions.

Academic lyceums (8.6%): Academic lyceums, which provide advanced and specialized academic education, also provide a notable share of applicants. This group is likely to include students with a strong academic focus and a solid foundation in various subjects, potentially increasing their readiness for higher education.

Private schools (6.8%): private schools, although less represented, still make up a significant number of applicants. These schools often offer smaller class sizes and individualized attention, which can affect the educational experience and outcomes of these students.

Vocational Colleges (1.9%): the smallest group is made up of vocational college students, indicating that a relatively small proportion of applicants have received specialized vocational education. This may indicate a prioritization of practical skills and applied knowledge, potentially adding diversity in terms of professional and technical experience among applicants and combining with the overall STEM- oriented programs of New Uzbekistan University.

Overall, the data highlight the diverse range of educational backgrounds among applicants, with a significant number coming from specialized and public schools, but also including students from prestigious, private, and professional institutions. This diversity may contribute to the rich mix of skills and experiences in the composition of incoming students.

Thus, analyzing demographic variables such as parents' gender, age, region, and types of schools their children attended reveals important insights into the background and diversity of survey respondents. Most respondents were middle-aged, mostly mothers, with the highest concentration from Tashkent and other densely populated regions. Their children received a variety of education, a large proportion from specialized or creative schools, followed by public schools, and a smaller representation from prestigious institutions such as presidential schools and academic lyceums.

In addition, such analysis provided the necessary semantic context for interpreting subsequent more specific and concrete parental responses related to enrollment, tuition, and funding.

ANALYSIS OF SPECIAL ISSUES RELATED TO THE EDUCATIONAL PROCESS AND EXAM PREPARATION

This section reveals the specifics of parental involvement in the university application process, the decision-making mechanism regarding the application process, and the relationship between parental involvement and the autonomy of applicants in making their choice. In addition, it explores the main reasons why parents favor New Uzbekistan University and evaluates the examination process based on their views. Together, these aspects offer a comprehensive understanding of the factors influencing university enrollment from the perspective of parents.

PARENTAL INVOLVEMENT

The data presented above demonstrated the active involvement of parents of different age groups and regions in their children's education. To better understand the level of parents' involvement in preparing their children for higher education, they were asked to choose the answer that most specifically describes their degree of involvement in preparing their child for exams.

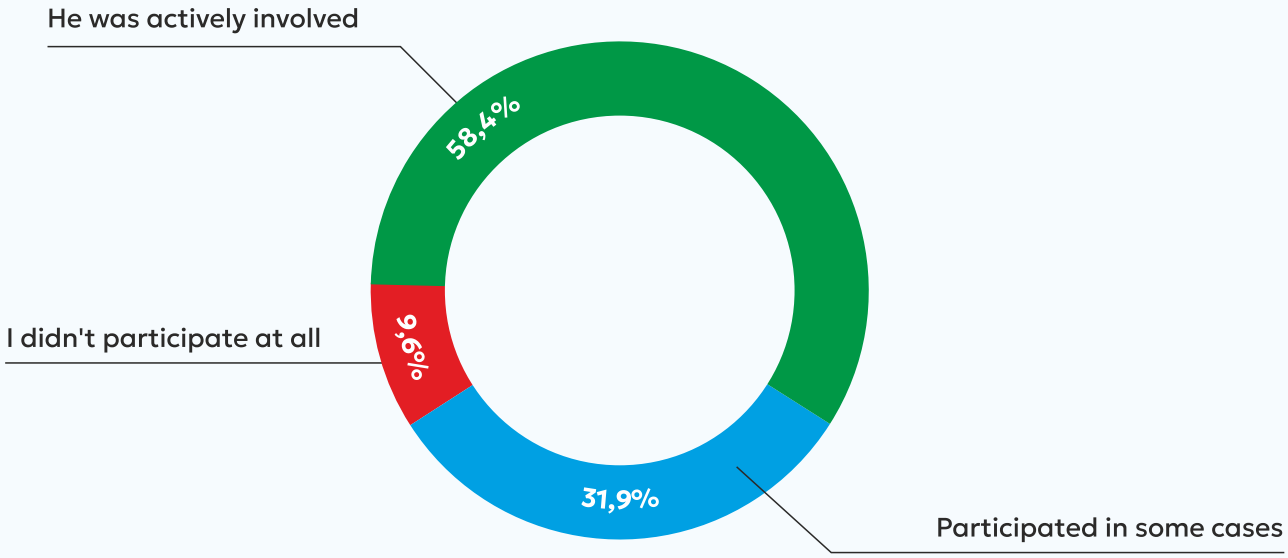

Figure 69 . Assessment of the level of parental involvement in preparing children for exams

The results show that the overwhelming majority of parents were actively involved in the process of preparing their children for exams. Thus, 58.4% of respondents state that they were actively involved in the preparation, which indicates a high level of interest and support from parents. This may indicate the awareness of the importance of university education and the desire of parents to provide their children with the best conditions for successful enrollment.

Some 31.9% of parents were only somewhat involved in the preparation, which may imply partial involvement or limited resources and time. These parents may be involved in certain aspects of the training but not fully immersed in the process, possibly due to other commitments or limited access to information.

At the same time, 9.6% of parents reported that they were not involved in preparing their children for exams at all. This is a relatively small proportion, but it may indicate both a lack of opportunity or interest, and a reliance on other sources of support such as school teachers, additional preparation courses or even relying on the child themselves. More detail on this is provided below.

Overall, the high degree of active parental involvement emphasizes their key role in preparing for university, while a smaller proportion showed limited or minimal involvement. These findings emphasize the importance of parental support and may help identify areas where additional help or resources are needed for parents who are not involved.

SPECIFICS OF THE DECISION TO SUBMIT DOCUMENTS TO THE UNIVERSITY

The decision-making process regarding university enrollment is a critical aspect of understanding how students choose their educational preferences and who influences these decisions.

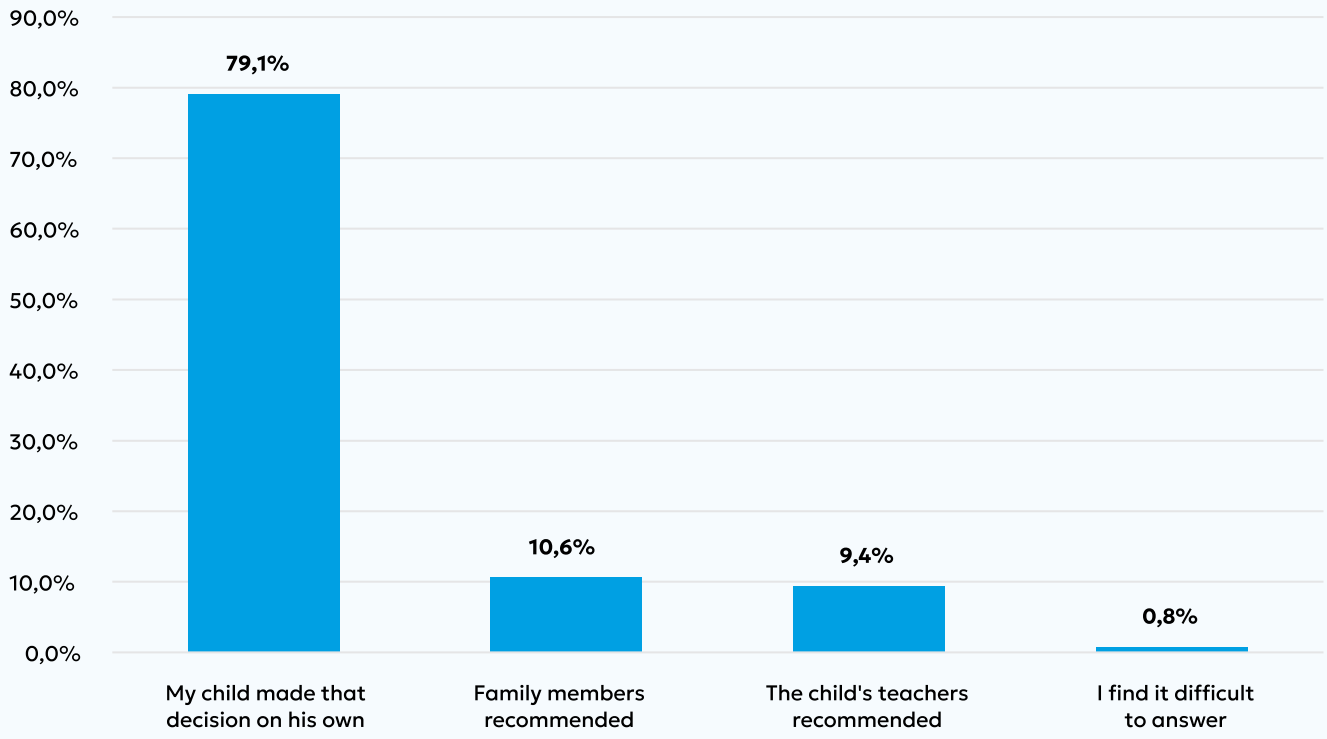

Figure 70 . Specific features of the decision to enter a higher education institution

The results of the survey show that a significant majority of applicants, 79.1%, made the decision on their own, indicating a strong sense of autonomy and independence among candidates. This finding indicates that the majority of applicants are confident and feel able to make choices about their future without significant external influence.

However, 10.6% of parents reported that family members played a special role in decision making, emphasizing the importance of the family institution in this region. This suggests that although students are generally independent, family values, expectations or advice still prevail in certain families, reflecting sociocultural norms in which family influence on educational decisions prevails.

Moreover, 9.4% of respondents indicated that recommendations came from their children's teachers, highlighting the role of teachers as trusted advisors in the decision-making process. Teachers, who are often considered authoritative figures in academic leadership, can provide valuable information and guidance, especially for students who may be unsure of their options.

Finally, a small percentage (0.8%) of parents were unsure who influenced the decision, which could reflect a lack of communication within the family or uncertainty about the decision-making process.

CORRELATION OF PARENTAL INVOLVEMENT AND APPLICANTS' DECISION MAKING

Overall, the data show that while individual autonomy is the predominant factor in decision-making, family and educational influences still play a significant role, depending on the circumstances of the applicant. Understanding these dynamics[18] can help a university tailor its outreach and support services to better meet the needs of prospective students and their families.

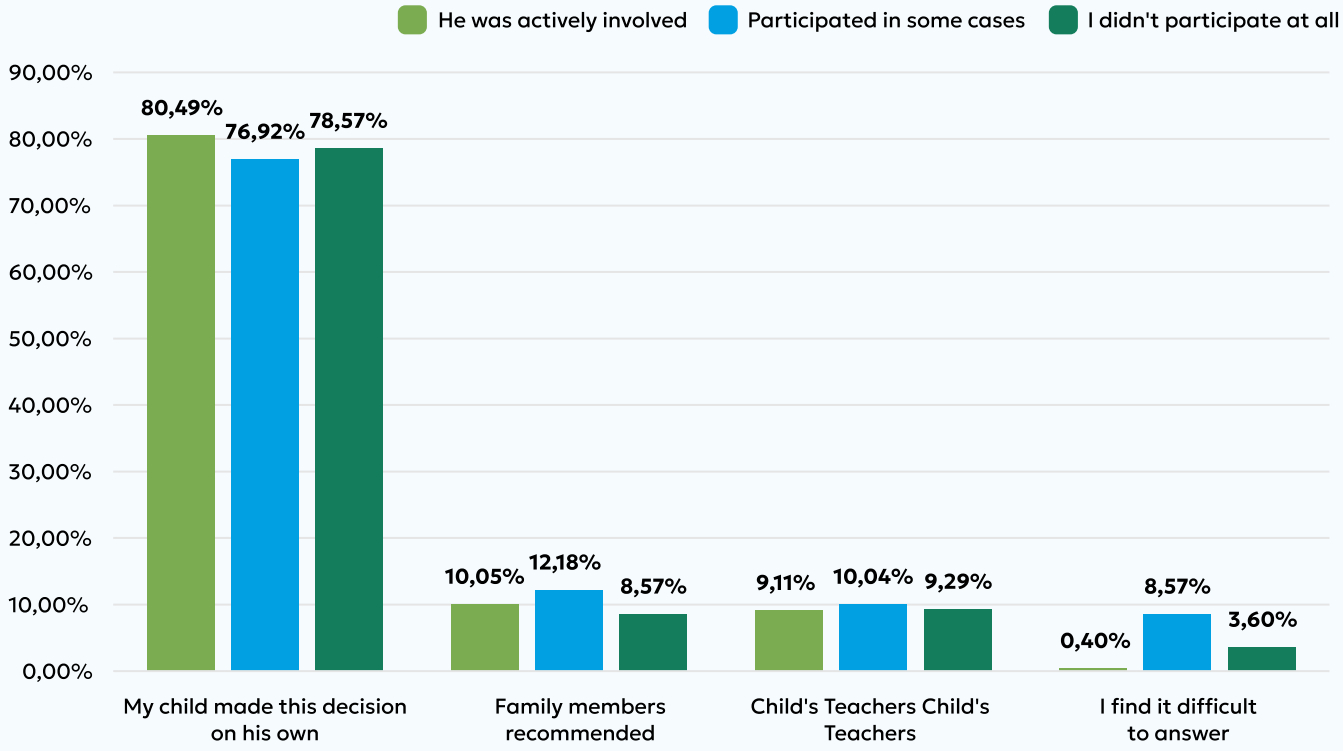

Figure 71 . Correlation between parental involvement and university enrollment decisions made by students

The cross-sectional data analysis presented above explores the correlation between the level of parental involvement in the university exam preparation process and who decided to apply to university. Such a correlation is important because it reveals student autonomy, the impact of parental support, and cultural dynamics. Understanding these patterns will help New Uzbekistan University tailor support programs, ensuring efficiency and inclusiveness in strategy.

Active participation:

80.49% of parents who actively participated reported that their child made the decision to go to college on their own.

10.05% indicated that the decision was recommended by family members.

9.11% stated that the decision was influenced by the child's teachers.

0.4% of parents were unsure who influenced this decision.

[18] Cultural dynamics refers to patterns of behavior, beliefs and values within social groups that influence how decisions are made and how people interact with each other. In the context of parental involvement and decision-making, it reflects how cultural norms shape the roles that parents and children play in educational choices.

Participation in some cases:

76.92% of the parents who participated from time to time indicated that their child made the decision independently.

12.18% reported family influence.

10.04% mentioned that this decision was recommended by teachers.

0.9% were unsure.

No involvement:

78.57% of parents who were not involved in the exam preparation process stated that their child made the decision on their own.

8.57% reported family influence.

9.29% stated that teachers influenced this decision.

3.6% were unsure about the decision-making process.

Thus, the correlation of the two important dimensions of measuring engagement and influencing decision making revealed the following key trends:

High level of student autonomy. Across all levels of parental involvement, the majority of students (about 79%) made the decision to apply to university on their own. This suggests that students tend to have a strong sense of autonomy in making important education-related decisions regardless of parental involvement.

Influence of family and teachers. A smaller proportion of decisions were influenced by family members or teachers. Interestingly, the influence of teachers remained relatively constant across different levels of parental involvement.

Uncertainty in decision making. The percentage of parents who were uncertain about the decision-making process was higher among those who did not participate in the preparation process, suggesting that lack of participation may lead to less awareness of the child's decision-making.

REASONS FOR CHOOSING A UNIVERSITY

Parents were further asked the reasons why they would like their child to study at New Uzbekistan University.

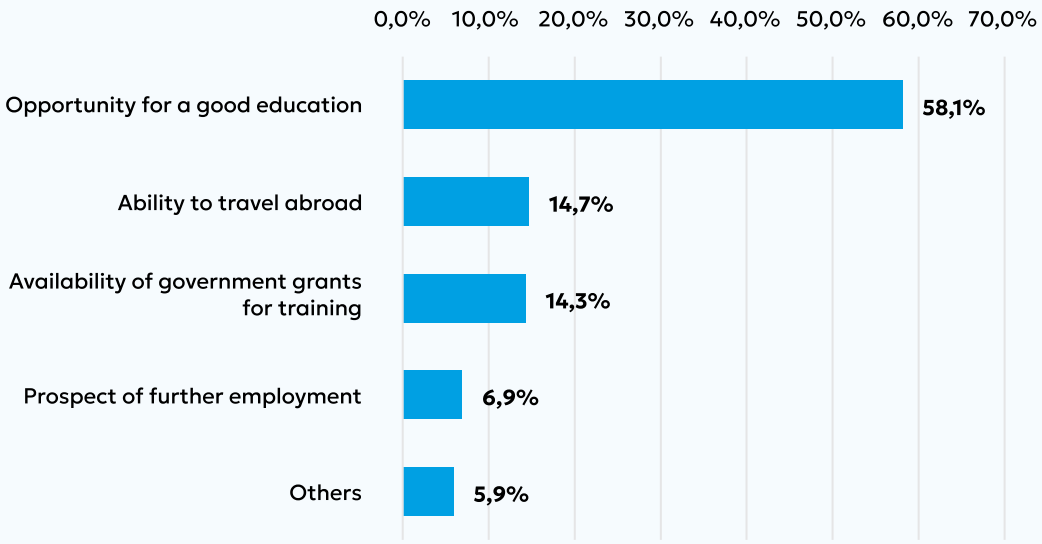

Figure 72 . Reasons why parents would like their child to study

The results show that the majority of parents (58.1%) prioritize the quality of education as the main reason why their children want to study at New Uzbekistan University. This suggests that **academic excellence** is a key factor in the decision-making process. In addition, 14.7% of parents value the opportunity for their children to travel abroad, reflecting a desire for global recognition and international opportunities. Similarly, 14.3% are motivated by the availability of government scholarships, indicating that financial considerations play a significant role for some families. The prospect of future employment is a concern for 6.9% of parents, emphasizing the importance of university-related career prospects. Finally, a small percentage (5.9%) cite other reasons, indicating a variety of personal or unique motivations not reflected in the major categories.

However, cross-sectional analysis shows significant regional differences in the reasons why parents want their children to study at New Uzbekistan University (Figure 73). In most regions, the opportunity to receive a quality education is the dominant reason, especially in Syrdarya (73.8%), Navoi (68.2%) and Andijan (69.6%) regions. However, in regions such as Fergana and Surkhandarya regions, a significant proportion of parents are also motivated by the possibility of educating their children abroad: 35.8% and 17.6% respectively, emphasizing the interest in international education and possibly migration.

In some regions, the availability of government scholarships is particularly important, such as in Bukhara (22.0%) and Khorezm (19.4%), suggesting that financial incentives are crucial in these areas. Meanwhile, the prospect of employment is a more significant factor in Jizzakh and Khorezm regions, where it affects about 9% of parents.

These regional preferences indicate that while quality of education is a universal cause, other factors such as financial support, traveling abroad, and future employment opportunities vary in importance by region, reflecting the different socioeconomic levels of regions in Uzbekistan.

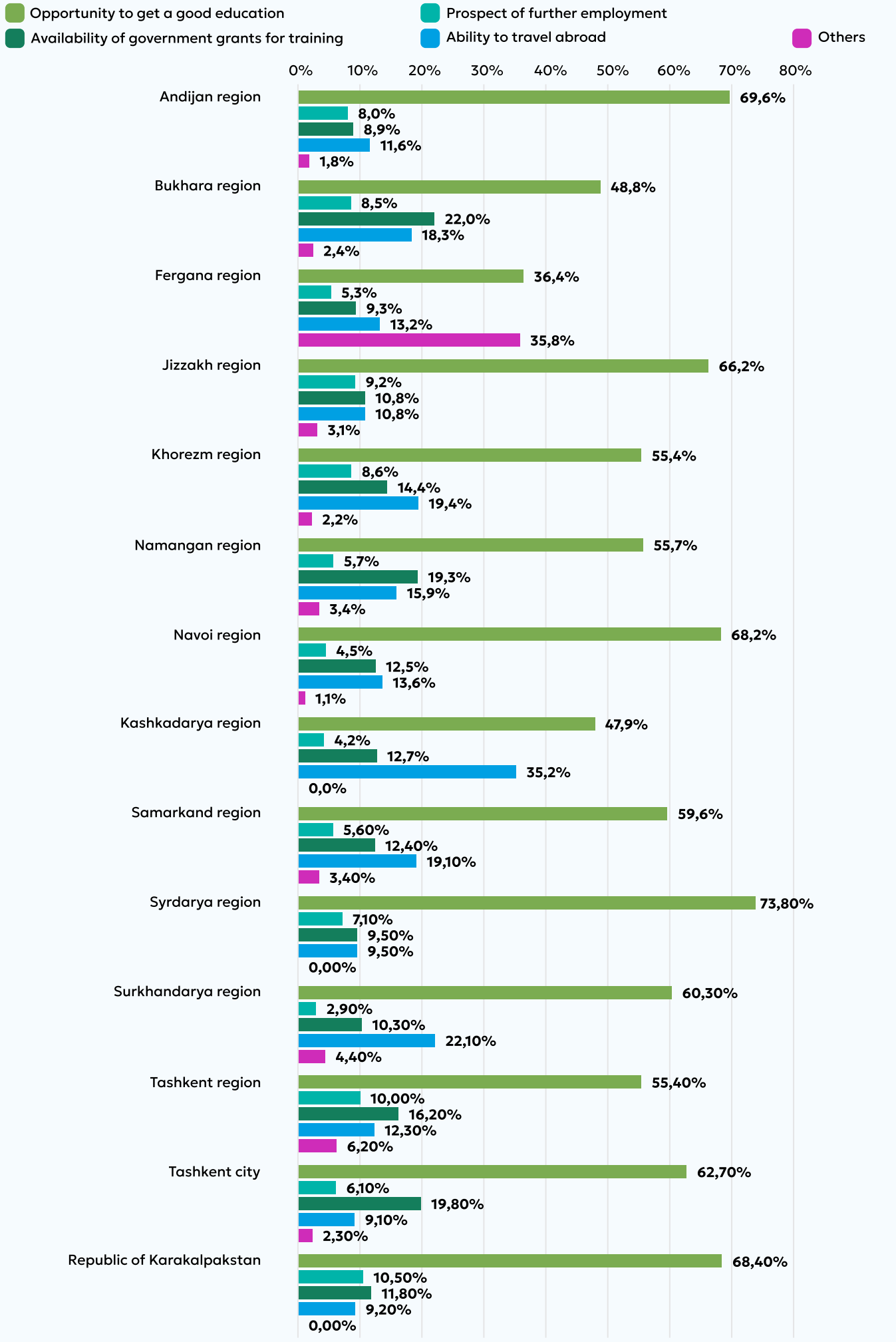

Figure 73 . Ratio of reasons for choosing a university by regions

EVALUATION OF THE EXAMINATION PROCESS

Further, having studied the regional analysis of parents' motivation regarding their children's education, we will consider their assessments on the organization of entrance exams to the New Uzbekistan University for the 2024-2025 academic year.

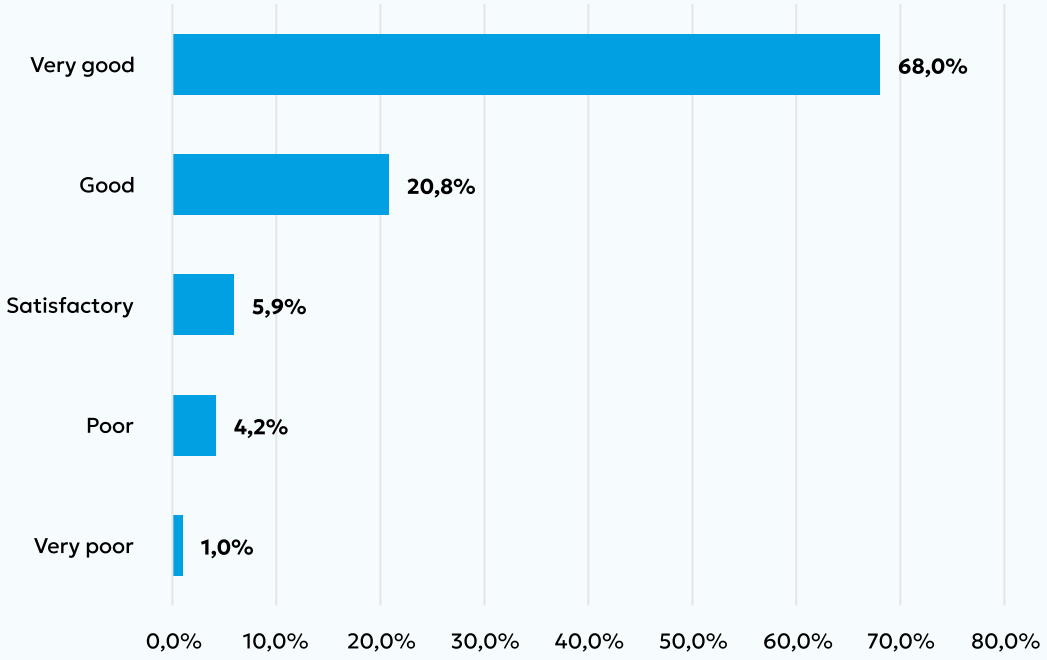

Figure 74 . Evaluation of the activities of the Admissions Committee and entrance examinations

The results demonstrate a very high positive assessment of the activities of the admission committee and the organization of the entrance exam among surveyed parents. A large majority, 68.0%, rated the organization as "very good", while another 20.8% considered it "good". Together, these positive evaluations account for almost 89% of all responses, indicating that the majority of parents were very satisfied with the process.

Only a small percentage of parents provided negative feedback: 1.0% rated the organization as "very bad" and 4.2% as "bad". A further 5.9% of respondents considered the organization of the exam to be "satisfactory", indicating some room for improvement, but overall the data reflect strong support for the organization and conduct of the exam and the work of the admissions committee.

The grouped histogram below (Figure 75) shows the regional distribution of parents' assessments of the organization of entrance exams at New Uzbekistan University. In all regions, a large majority rated the exams as "very good," with percentages ranging from 45.7% in Fergana Region to 78.7% in Samarkand Region. Regions with the highest satisfaction, with more than 75% rating "very good", include Jizzak, Kashkadarya, Syrdarya, Samarkand Regions and the Republic of Karakalpakstan. Lower levels of satisfaction are observed in Surkhandarya and Tashkent Regions, where "satisfactory" ratings were more common. Very small percentages across regions rated the exams as "poor" or "very poor," indicating room for improvement in these areas. Overall, the data reflect a positive consensus among parents, despite regional differences.

Thus, the analysis of parents' answers related to the educational process and preparation for exams (level of involvement, mechanisms of decision-making about university enrollment, correlations of parental involvement and student decision-making, reasons and factors for choosing a university, as well as evaluation of the activities of the examination committee and the organization of exams) provided important information about the dynamics of the relationship between parents and theirchildren in the process of university enrollment. The results demonstrate different levels of parental involvement with a strong correlation between active parental involvement and children's independent decision making.

The reasons why parents choose New Uzbekistan University are mainly related to the quality of education, with a significant proportion also evaluating opportunities for government scholarships and future employment prospects.

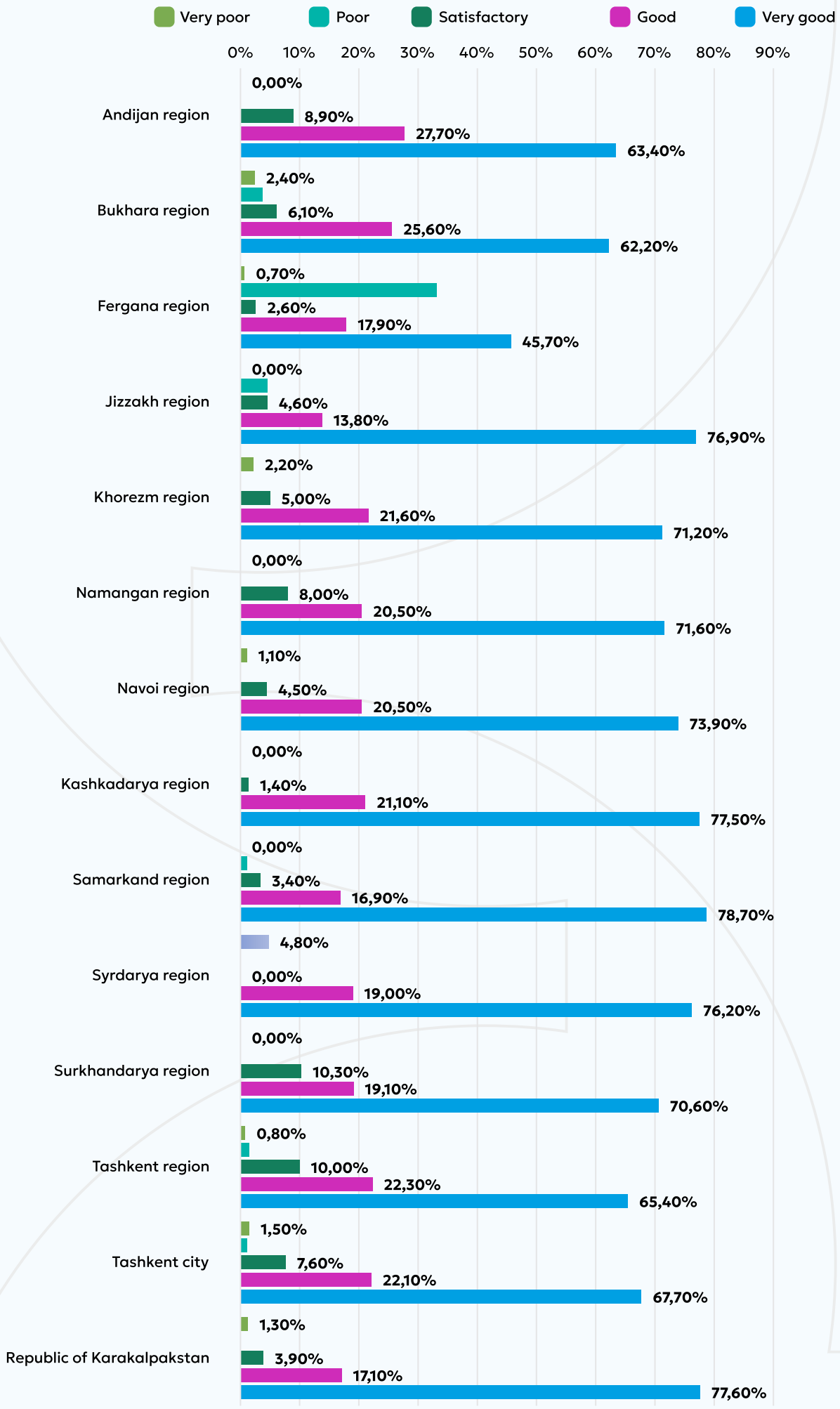

Figure 75 . Evaluation of the activities of the Admissions Committee and entrance examinations by regions

ANALYZE SPECIAL ISSUES RELATED TO PARENTS' PLANS AND EXPECTATIONS

This section critically examines parents' views on the potential academic and social challenges their children may face while studying at the University of New Uzbekistan, their strategies for financing their studies, and ideas and plans related to accommodation (living arrangements). Analyzing these dimensions provides important information about the broader context of students' readiness and the socio-economic factors that shape their future university experience.

ASSESSING DIFFICULTIES

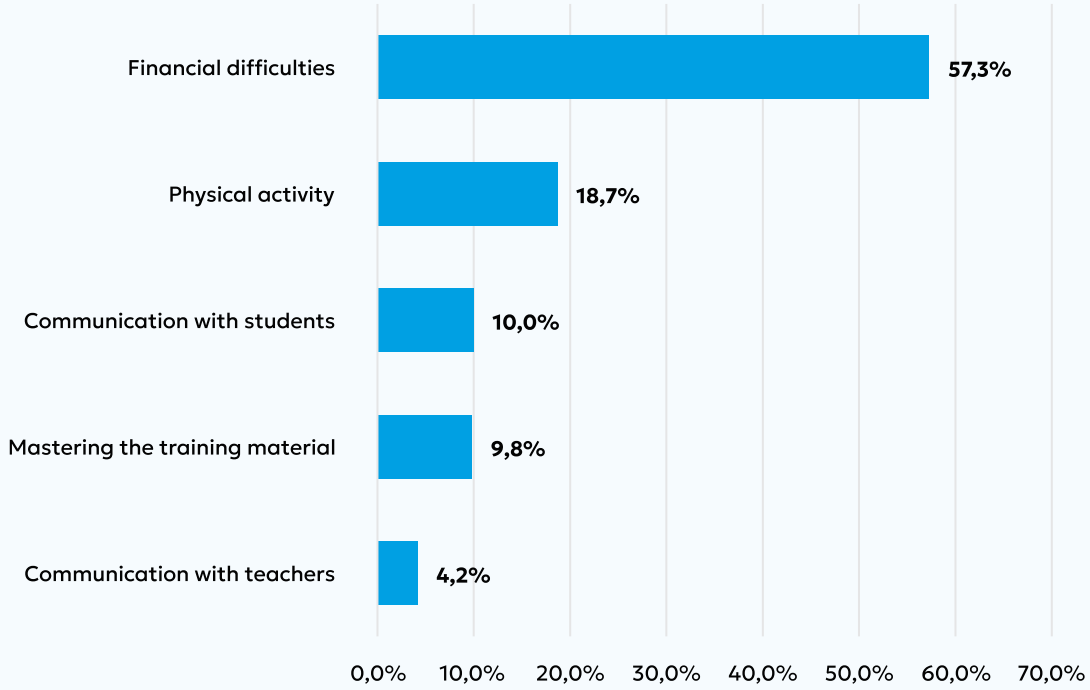

Figure 76 . Parents' assessment of the difficulties their children may potentially face

The data demonstrates that the main concern for parents regarding potential difficulties their children may face while studying at NU is financial difficulties, with 57.3% of respondents citing this as the most significant problem.

Physical activity was the second most important concern, accounting for 18.7% of responses. Social aspects such as communication with classmates (10.0%) and teachers (4.2%) were of relatively less concern. Academic mastery was cited by 9.8% of parents, reflecting a moderate level of concern. Overall, the results suggest that financial concerns far outweighed other potential difficulties, emphasizing the importance of economic support systems to provide for prospective students.

The regional distribution shows (Figure 78) that financial difficulties remain the predominant problem in all regions, with the highest percentages in the Republic of Karakalpakstan (76.3%), Jizzakh (72.3%) and Bukhara (68.3%). The second most common problem cited by parents is workload, with a significant proportion of parents in Samarkand (26.97%) and Tashkent City (28.90%) expressing concern about it. Concerns about communication with other students vary considerably, with Fergana Region (36.4%) standing out against the generally lower rates in other regions. Learning material mastering and communication with teachers tend to be less significant concerns, although Samarkand Region registered higher levels of concerns about interaction with teachers (9.0%) and learning material mastering (11.2%). The distribution of these responses illustrates regional differences in perceived problems, with financial difficulties consistently prominent, but other problems such as physical activity and social interaction showing significant regional differences.

The data presented below show gender differences in the assessment of difficulties (Figure 77) that parents foresee for their children during schooling. As noted above, financial difficulties are a major concern for both males and females, but a higher percentage of females (60.8%) express this concern compared to males (52.9%). Male respondents tend to be more concerned about socializing with other students (13.7%) and faculty (5.1%) compared to female respondents, whose percentages are lower in these categories (7.1% and 3.4%, respectively). Physical activity appears to be a slightly more prominent concern for females (19.2%) than for males (18.1%). Concerns about learning are relatively balanced, although females (9.4%) show slightly less concern than males (10.2%). Overall, financial concerns dominate for both genders, but differences in interpersonal and physical concerns suggest different perceptions of difficulties between males and females.

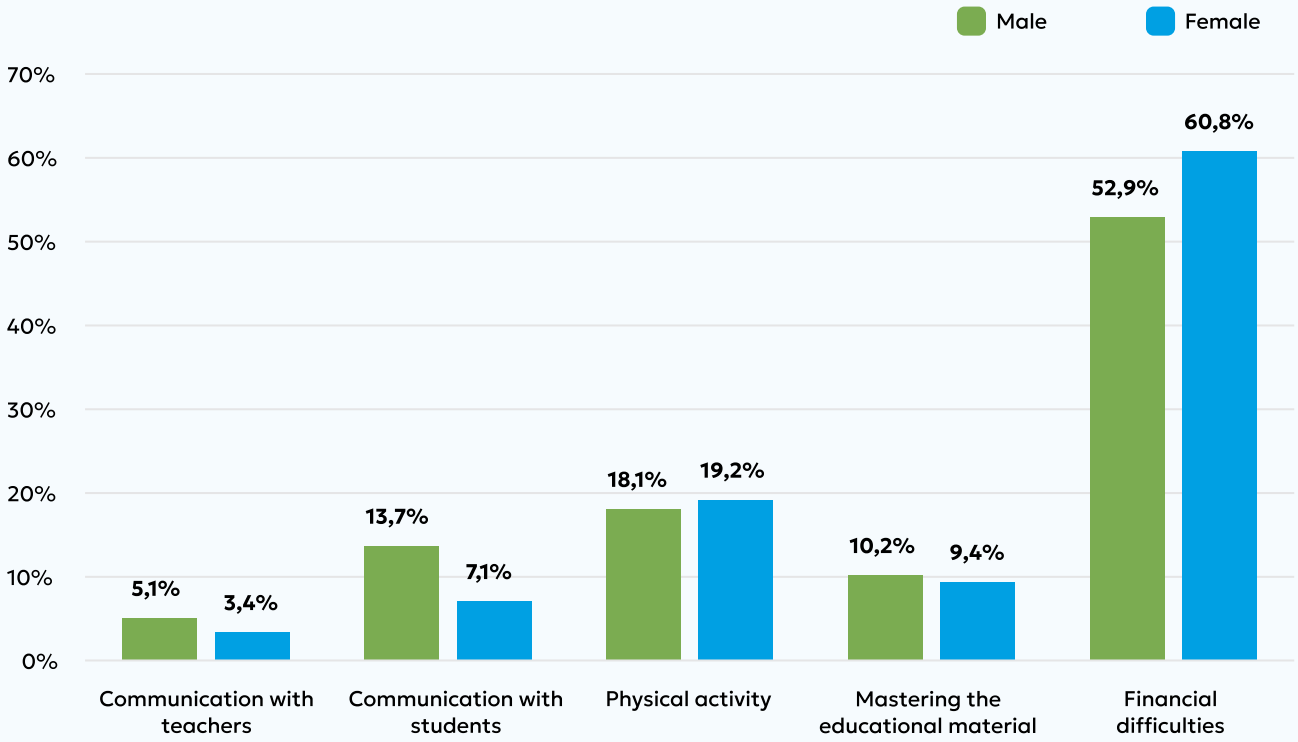

Figure 77 . Gender distribution of assessment of potential difficulties that applicants may face

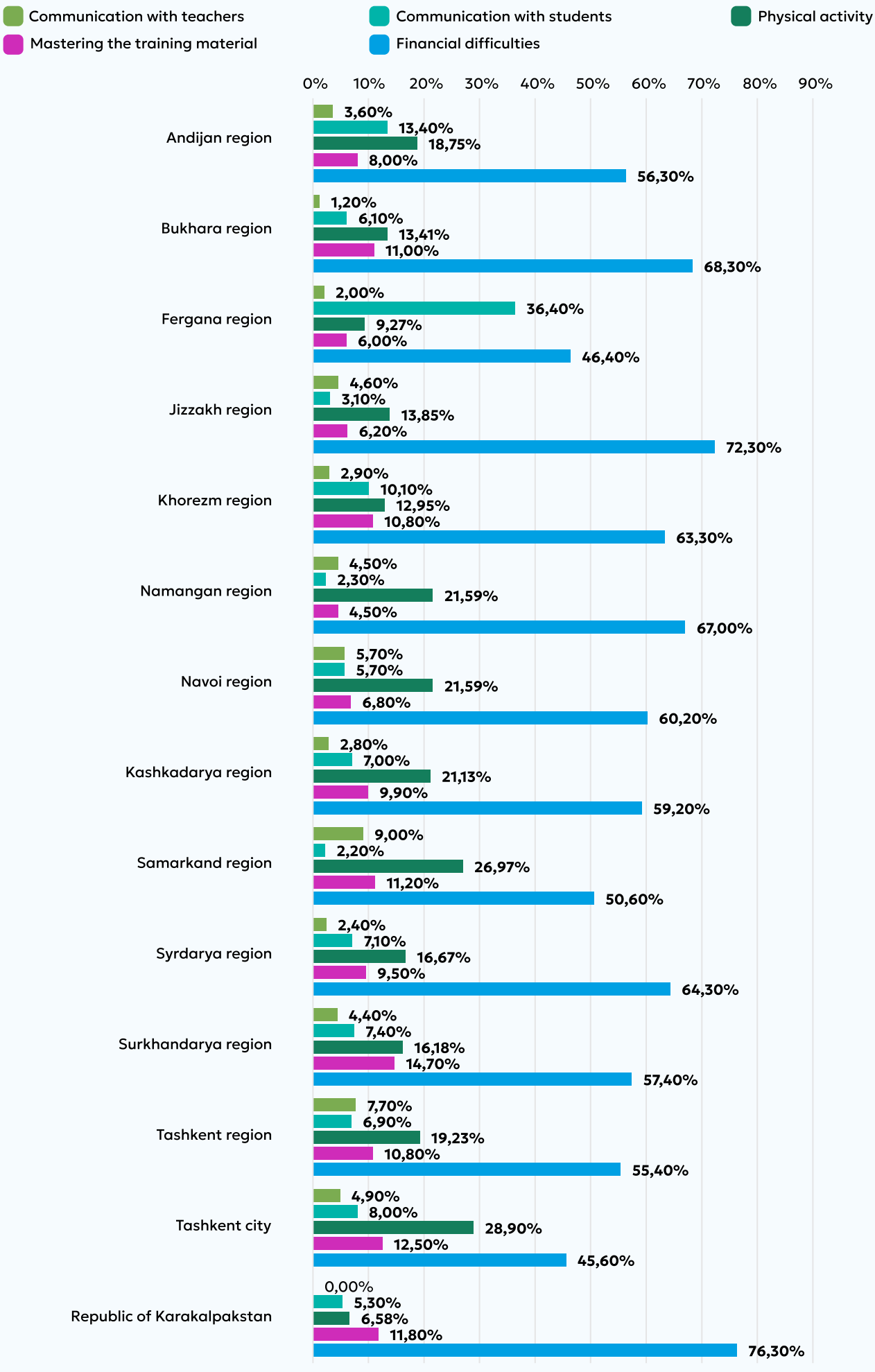

Figure 78 . Regional distribution of potential difficulties that applicants may face

FINANCING OF TRAINING

Further, taking into account the importance of problems related to finances, parents were asked to answer at what expense they plan to finance their children's education in case of enrollment in New Uzbekistan University.

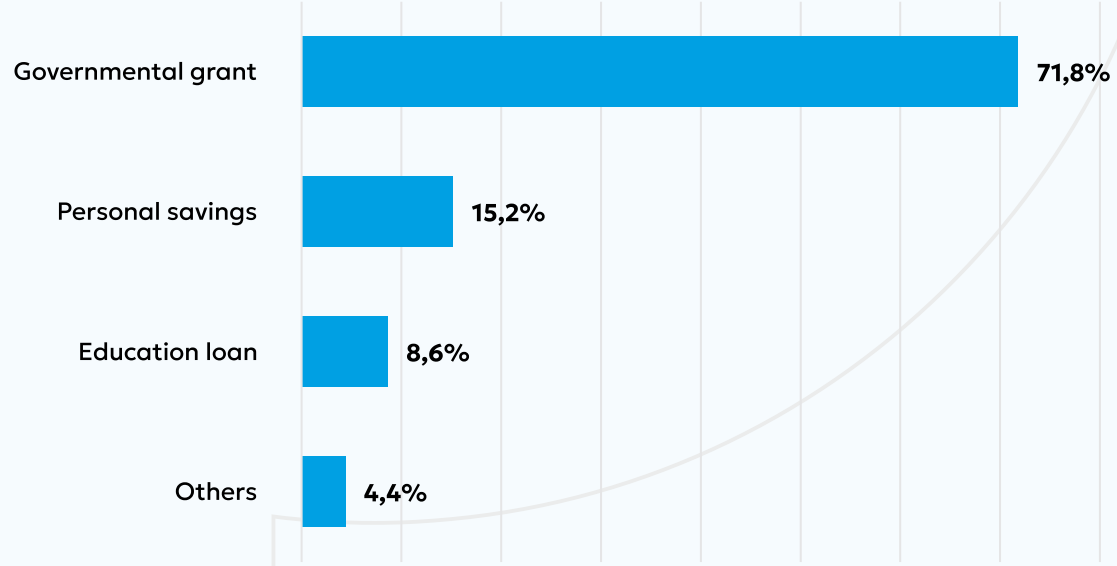

Figure 79 . Means of financing the education of applicants on which parents rely

Respondents' answers show that the majority of parents (71.8%) plan to finance their children's education through governmental grants, which emphasizes the strong dependence on government support in the higher education sector. A smaller percentage (15.2%) plan to use personal savings, indicating that while some families have the financial means to support their children's education on their own, the majority depend on external funding. Only 8.6% of respondents plan to use educational loans, indicating that loans are not a widely preferred or affordable option for many. A small group of parents (4.4%) reported other sources of funding, which may include scholarships, sponsorship, or other informal support. Overall, the data underscore the important role that government grants play in making education affordable for families.

Cross-sectional analysis provides a deep understanding of how parents from different regions plan to finance their children's education (Figure 80). The dominant source of funding in most regions is the government grant. In Kashkadarya (93.0%), Navoi (85.2%), and the Republic of Karakalpakstan (85.5%), these figures are particularly high. This reflects the significant dependence on state financial support of education in these regions.

Educational loans, although much less common overall, are more frequently used in Ferghana (37.7%) and Jizzakh (12.3%) regions, suggesting a higher adoption or need for borrowing in these regions. This trend contrasts with regions such as Navoi, Kashkadarya and Syrdarya regions, where the use of educational loans is virtually non-existent.

Personal savings play a prominent role in Andijan (23.2%) and Surkhandarya (25.0%), where a higher percentage of parents are willing or able to finance education from their own resources. In addition, "Other" sources of finance, though less widespread, show some regional differences, with Andijan (6.3%) and Surkhandarya (10.3%) showing relatively higher percentages.

Thus, it can be noted that while most parents rely on state grants to finance education, the considerable regional variation in the use of educational loans, personal savings, and other sources underscores the diverse financial strategies used by families depending on their location.

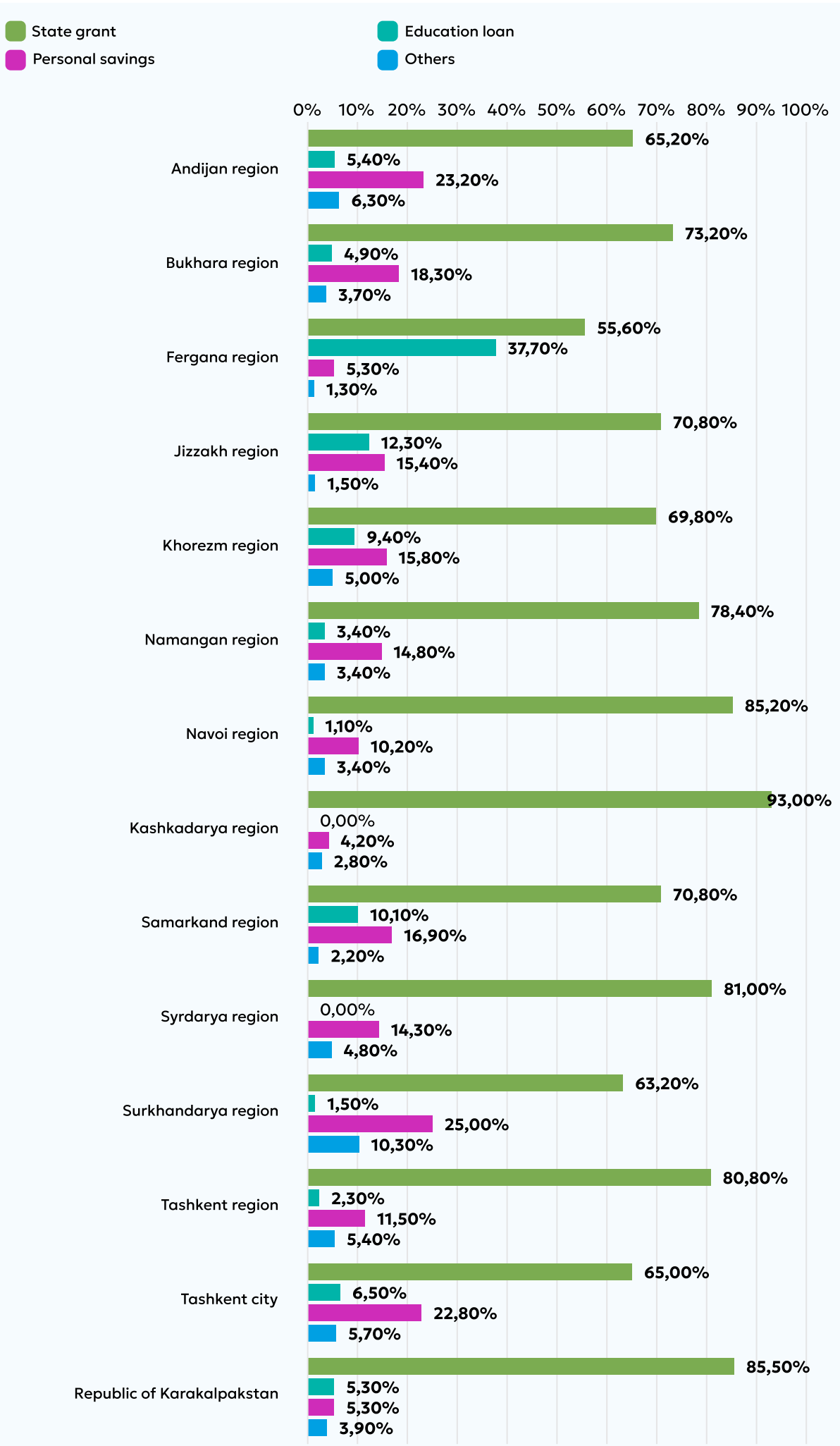

Figure 80 . Regional distribution of training funding

ACCOMMODATION (LODGING) OF APPLICANTS

Another important problem for both parents and future students is the housing issue. The annual increase in the number of students[19] generates an excessively high demand for student dormitories[20]. Taking into account the trends of recent years in this area, parents were surveyed to assess their children's accommodation plans during their university studies.

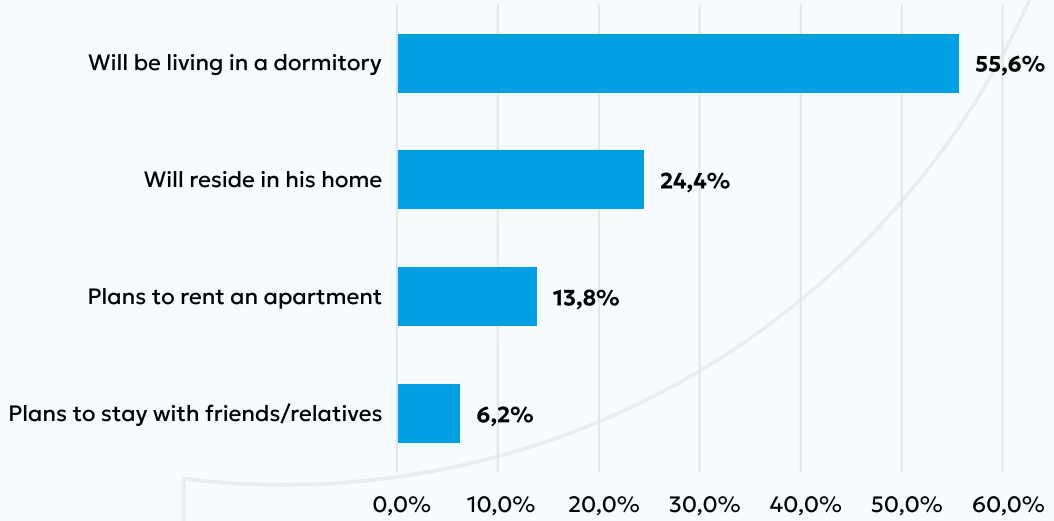

Figure 81 .Placement plans for enrollees

The presented data illustrate parents' preferences regarding their children's accommodation during university studies. The majority, 55.6%, plan for their children to live in university dormitories, indicating a strong reliance on university housing, probably because of its accessibility and convenience. About 24.4% of parents expect their children to live at home, which may reflect the proximity of the university to their residence. A smaller proportion, 13.8%, plan to rent an apartment, which suggests either a preference or need for separate housing due to the potential for a lack of available dormitory space. Finally, 6.2% plan for their children to live with friends or relatives, emphasizing a fairly common in the region, and still existing, alternative housing scheme based on family or social support modalities. These figures reflect the diversity of housing strategies shaped by both economic considerations and geographical proximity. A more detailed picture will become clearer in the regional distribution analysis below.

Figure 82 presents the preferences of parents of entrants regarding accommodation in different regions. As noted above, the data show a significant dependence on residence in dormitories, with the highest percentages observed in the Republic of Karakalpakstan (81.6%), Bukhara (79.3%) and Navoi regions (78.4%)

The lowest level of those willing to live in a dormitory was recorded in Tashkent city (2.3%), indicating a stronger inclination towards alternative housing options, and also reflecting the dislocation of the campus of the New Uzbekistan University within the city. Such a conclusion is also confirmed by the highest rate of Tashkent city in the choice of housing options. Tashkent in choosing the option of living in own houses, where 95.8% of respondents answered accordingly. In addition, a relatively high tendency of answers wishing to settle down in their own houses is also observed in Tashkent region (44.6%), which is probably also argued by geographical proximity to the university campus.

[19] https://www.stat.uz/ru/press-tsentr/novosti-goskomstata/27193-o-zbekiston-universitetlaridagi-talabalar-soni-2
[20] https://www.gazeta.uz/ru/2022/06/08/student-dormitory/

On the other hand, in Fergana region (41.7%), a significant proportion of parents plan to rent apartments, which may also indicate an understanding of the lack of sufficient number of places in the university dormitory or a preference for more independent living.

A significant minority, mostly respondents from Syrdarya (19.0%) and Surkhandarya regions (14.7%), plan for their children to live with friends or relatives, reflecting the role of social ties in placement decisions.

Overall, the data emphasize different regional strategies in student housing and accommodation plans, influenced by factors such as accessibility, economic considerations, and geographic proximity to New Uzbekistan University.

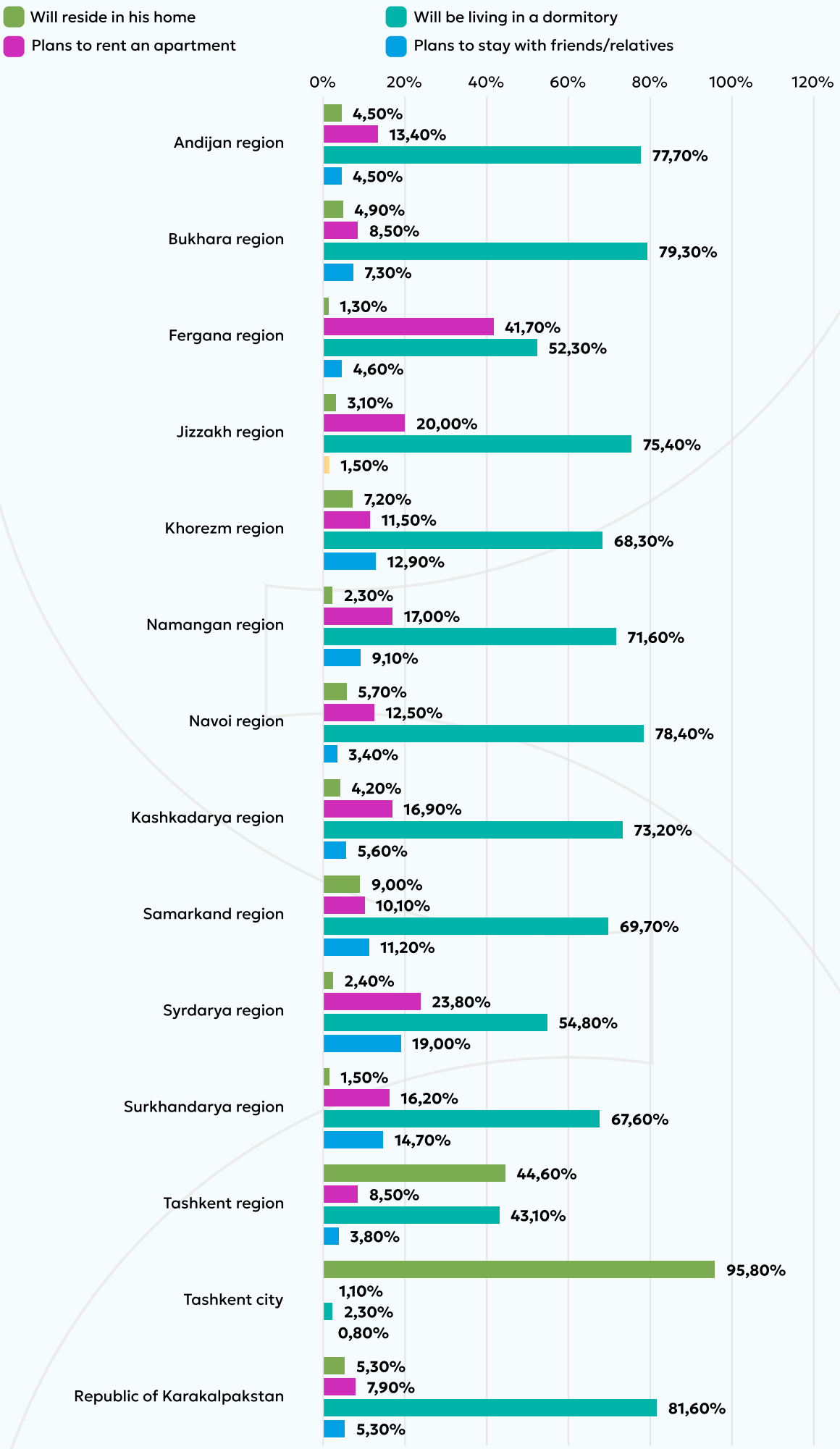

Figure 82 .Regional distribution of enrollee placement plans

SUGGESTIONS AND RECOMMENDATIONS OF PARENTS

The next section is devoted to the suggestions and recommendations given by the parents at the end of the questionnaire, where they had the opportunity to freely express their thoughts and ideas on various issues.

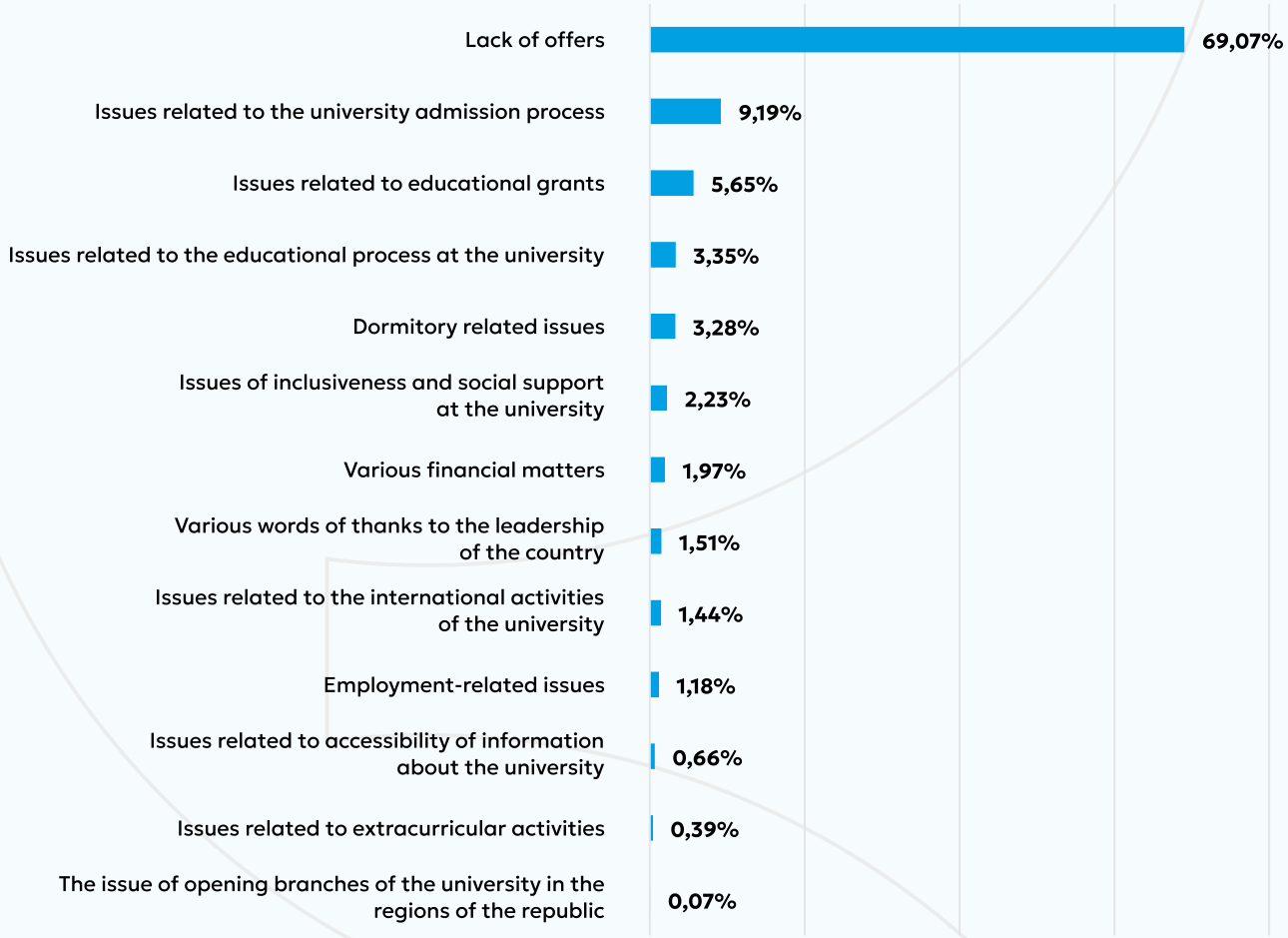

Figure 83 . Summarised list of parents' suggestions and ideas[21]

The results of parent suggestions show that the vast majority, 69.07% gave no suggestions, indicating either satisfaction with current processes or lack of involvement in this part of the survey.

Among those who shared their thoughts, the most common were ideas and requests related to the university enrollment process, which amounted to 9.19% of responses. These were largely requests to speed up the process of announcing exam results. Other notable areas of parental concern included suggestions and ideas such as more educational grants (5.65%), issues related to the academic process at the university (3.35%), and student residences (3.28%). Appendix #7 presents the detail of these categories in the form of a tag (word) cloud.

In addition, issues related to inclusion and social support (2.23%) and financial issues (1.97%) were also mentioned. Although less frequently, some parents expressed gratitude to the university and its staff (1.51%), voiced questions about the university's international activities (1.44%), student employment (1.18%) and availability of information about the university (0.66%). A very small part of the suggestions refers to other topics related to extracurricular activities.

These results emphasize the diversity of parental concerns and also point to areas that they feel could be improved at NU.

[21] A complete and detailed list of parent suggestions and ideas is provided in Appendix #6.

CONCLUSION

In conclusion, the survey results provided a comprehensive picture of the demographic and socio-economic factors influencing parental involvement and decision-making in the university enrollment process. Analysis of the demographic composition of the sample showed that the majority of respondents were middle-aged parents, with a significant predominance of women (55.7%), reflecting the important role of mothers in education. Regional distribution showed high representation from Tashkent (18.0%) and other key regions, emphasizing the urban concentration of respondents. It is also worth noting that the fact that 66.8% of parents were between 40 and 50 years of age is consistent with the life stage when financial and emotional investments in children's higher education tend to be more pronounced.

Regarding parental involvement and level of engagement, 58.4% of respondents indicated active participation in the preparatory process, with a significant correlation between this participation and their children's autonomous decision-making regarding university applications. This finding suggests a balance between supportive parental involvement and the development of students' autonomous decision-making skills, a trend that can be seen as a positive indicator of students' self-efficacy. At the same time, the data on school types showed that almost 38% of children came from specialized schools, suggesting that many parents prioritize a more competitive educational environment, which may also determine their higher level of involvement.

The most likely threat to the stability of the educational process was identified by the majority of parents as finances (57.3%), followed by problems related to physical activity and social communication. This indicates the important role of financial planning and support mechanisms in ensuring access to higher education. Dependence on government grants, which 71.8% of parents cited as their primary source of funding, highlights the socioeconomic constraints faced by many families and the importance of government-sponsored financial aid. In addition, one should not exclude the factor that parents may overestimate their children's intellectual abilities in an attempt to justify the need to receive state funding for their education.

When assessing the admission process, parents overwhelmingly rated the organization of examinations positively, with almost 89% giving ratings of "good" or "very good". However, regional differences in satisfaction levels indicate that there is room for improvement in addressing localized problems.

Qualitative data collected from open-ended questions further enriched the analysis, offering insights into areas such as inclusivity, accessibility to information and the need for enhanced social support services in a university setting.

Overall, the analysis of the survey results provided an academically sound interpretation of the diverse factors that influence parents' views and preferences when enrolling their children in university. The intersection of demographic factors, financial concerns, and parental expectations underscores the need for a more nuanced approach to the development of internal policies at New Uzbekistan University. In subsequent academic years, regional differences, gender expectations and socio-economic constraints need to be taken into account when designing programs and systems for applicant admissions, examinations and support to ensure equal access to higher education for all categories of applicants. In addition, these findings contribute to a broader understanding of the socio-cultural dynamics at play in university enrollment and highlight areas for further research and institutional improvement.

RECOMMENDATIONS AND SUGGESTIONS

1.Financial support and accessibility

With financial hardship cited as the top concern by 57.3% of parents, it is critical to increase access to various financial aid programs, scholarships, and grants. Dependence on government grants (71.8%) emphasizes the need to maintain and potentially increase the availability of such grants, ensuring that more students can access higher education regardless of their economic status.

Potential solution: revision of the financial aid system, including partial grants, scholarships. Further strengthening the practice of "work-study" in order to ease the financial burden of families. Promoting the practice of allocating educational loans on more favorable terms in regions where dependence on loans is higher (Fergana and Jizzakh regions).

2.Promoting student autonomy, through support for parental involvement

Despite the high level of parental involvement (58.4%), the majority of students (79.1%) made the decision to attend university on their own. This demonstrates the importance of encouraging student autonomy while maintaining parental support as a critical resource.

Potential Solution: Create and organize statewide information sessions, hands-on workshops and digital resources aimed at empowering students in decision-making while providing parents with guidance on how to support their children. Such programs could include workshops or online resources focused on university choice, financial planning, and academic guidance.

3.Increased awareness of and access to university resources

Concerns raised by parents about access to information about the university (0.2%) and problems with the admissions process (3.2%) point to the need for clearer and more transparent communication.

Potential Solution: Improve the university's communication strategy, especially regarding the admissions process and available scholarships. Create a dedicated online portal for parents to access detailed information on university offerings, financial aid options and academic programs.

4.Student placement support

With 55.6% of parents relying on dormitories for their children and notable regional differences in accommodation preferences, there is a clear need for more comprehensive student accommodation solutions.

Potential solution: Expand the availability of student dormitories, taking into account regions with high demand. As alternative approaches, consider partnering with local landlords to provide students with other affordable and safe housing options.

5.Challenges related to learning and inclusiveness

Some parents raised issues related to academic process (1.2%) and inclusivity (0.8%), indicating areas where the student experience could be improved.

Potential solution: Establish academic support services, including tutoring, mentoring and expanded psychological unloading methods, so that students can adapt to the new university environment in a harmonious and balanced way. In addition, programs that encourage inclusivity and social support should be created, ensuring that all students, regardless of background, feel welcomed and supported.

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APPENDIX

Appendix No. 1

LIST

Certificates providing for the exemption of the candidate from taking examinations in the relevant subjects in the entrance examinations and granting the corresponding marks (2023)

Points scored by the candidate on the international certificate	Points provided for presentation in the entrance examinations
According to the SAT	
210-250	10
251-300	11
301-350	12
351-400	13
401-450	14
451-500	15
501-550	16
551-600	17
601-650	18
651-700	19
701-800	20
International Baccalaureate (IB) program	
1	12
2	14
3	15
4	16
5	18
6	19
7	20
GCSE, IGCSE, GCE O-Level certificates	
E	15
D	16
C	17
B	18
A	19
A*	20
According to the GCE A-Level certificate	
E	11
D	13
C	15
B	17
A	19
A*	20
According to the GCE AS-Level certificate	
E	10
D	12
C	14
B	16
A	18
A*	20
International Mendeleev Olympiad in Chemistry	
1st, 2nd and 3rd place winners	20

Note: The above certificates are accepted provided that the candidate provides them no more than three days before the entrance examinations. Otherwise, these certificates will not be considered during the entrance examination process.

LIST

of documents required to present instead of the "IELTS" certificates required for entrance examinations (2023)

Program name	Subject name	A score equivalent to the required IELTS score of 5.5 points
International Baccalaureate Diploma	English A at Higher or Standard Level	4
International Baccalaureate Diploma	English B at Higher Level	4
International Baccalaureate Diploma	English B at Standard Level	5
Pearson Edexcel International GCSE English Language	GCSE English Language A	4
Pearson Edexcel International GCSE English Language	GCSE English Language B	4
Pearson Edexcel International GCSE English Language	GCSE English Literature	4
GCSE	GCSE English Language or GCSE English Literature	D
GCE O-Level	GCE O-Level English Language	D
GCE A-Level	GCE A-Level in English Language or English Language & Literature	D
GCE AS-Level	GCE AS-Level in English Language or English Language & Literature	D
IGCSE	IGCSE English as a First Language	D
IGCSE	IGCSE English as a Second Language	D

Name of exam	A score equivalent to the required IELTS score of 5.5 points
TOEFL iBT	46
Pearson test of English (PTE)-Academic	59
Cambridge C1 Advanced (Cambridge English: Advanced/CAE)	162
Cambridge C2 Proficiency (Cambridge English: Proficiency/CPE)	162
Cambridge B2 First (Cambridge English: First/FCE)	162

Note: The above figures are the minimum requirements stipulated in the admission process.

LIST

of international certificates that release applicants from entrance examinations and provide entrance exam results based on mathematics scores (2024). international certificates that release applicants from entrance examinations and provide entrance exam results based on mathematics scores (2024).

Points scored by the candidate on the international certificate	Indicator provided in the entrance exam (Percentage).
According to the SAT	
500 – 510	50
520 – 530	55
540 – 550	60
560 – 570	65
580 – 590	70
600 – 610	75
620 – 630	80
640 – 670	85
680 – 710	90
720 – 750	95
760 – 800	100
International Baccalaureate (IB) program	
4	50
5	70
6	90
7	100
According to the International AS & A Levels certificates	
C	70
B	80
A	90
A*	100

Note: Based on the results of the entrance exam, the highest 100 percent score stipulated for the International Certificate may be changed by decision of the Admissions Committee.

LIST

of documents that can be submitted instead of "IELTS" certificates to confirm the level of proficiency in English (2024)

Program name	Subject name	A score equivalent to the required IELTS score of 5.5 points
International Baccalaureate Diploma	English A at Higher or Standard Level	4
International Baccalaureate Diploma	English B at Higher Level	4
International Baccalaureate Diploma	English B at Standard Level	5
Pearson Edexcel International GCSE English Language	GCSE English Language A	4
Pearson Edexcel International GCSE English Language	GCSE English Language B	4
Pearson Edexcel International GCSE English Language	GCSE English Literature	4
GCSE	GCSE English Language or GCSE English Literature	D
GCE O-Level	GCE O-Level English Language	D
GCE A-Level	GCE A-Level in English Language or English Language & Literature	D
GCE AS-Level	GCE AS-Level in English Language or English Language & Literature	D
IGCSE	IGCSE English as a First Language	D
IGCSE	IGCSE English as a Second Language	D

Name of exam	A score equivalent to the required IELTS score of 5.5 points
TOEFL iBT	46
Pearson test of English (PTE)-Academic	59
Cambridge C1 Advanced (Cambridge English: Advanced/CAE)	162
Cambridge C2 Proficiency (Cambridge English: Proficiency/CPE)	162
Cambridge B2 First (Cambridge English: First/FCE)	162
Certificate of foreign language proficiency issued by the Agency for Assessment of Knowledge and Qualifications	B2

Note: the above indicators are minimum indicators.

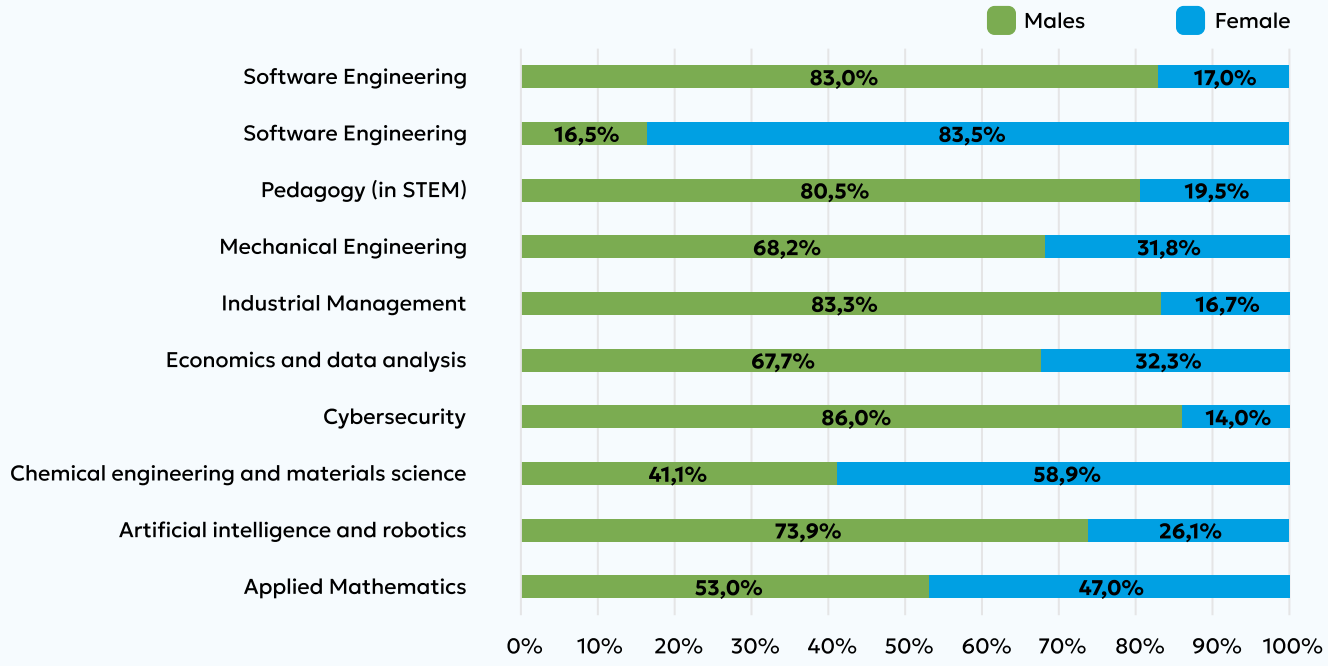

Figure 84 . Gender parity by fields of study (2023)

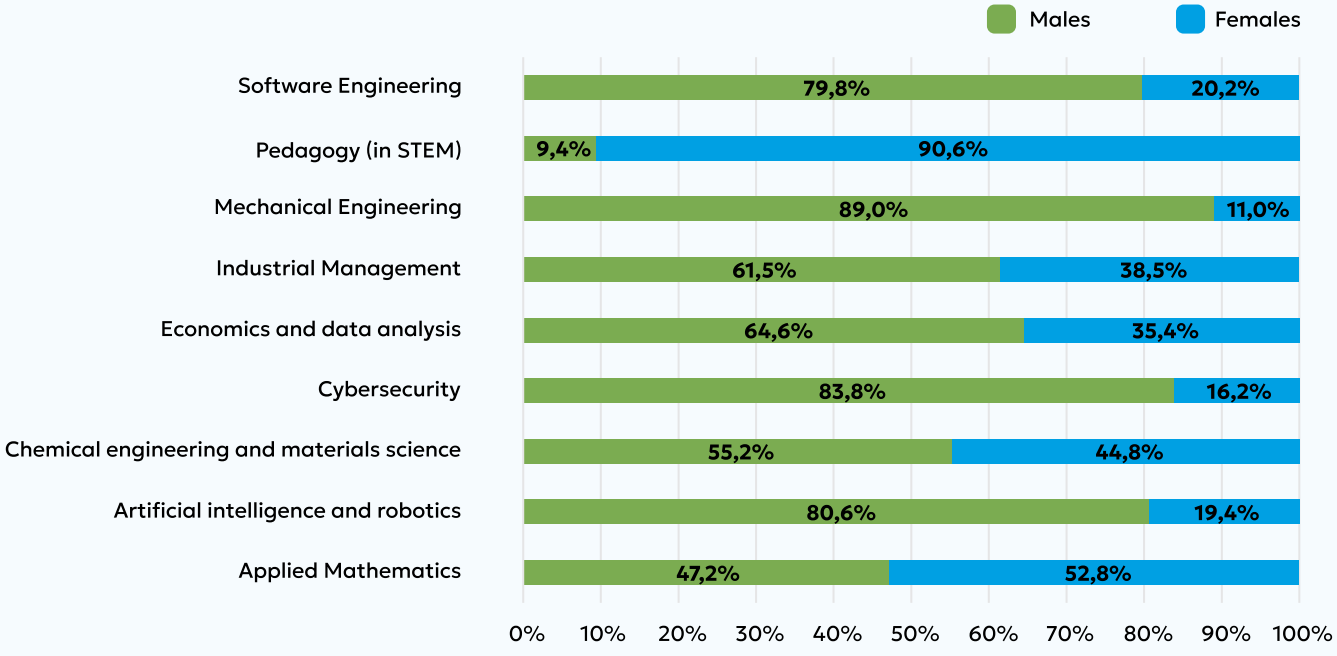

Figure85 . Gender parity by fields of study (2024)

Appendix No. 3

A complete and detailed list of categories of the main motivations for choosing New Uzbekistan University

N°	A complete and detailed list of categories	%
1.	Quality of education at the university	11.6%
2.	University teaching staff	9.7%
3.	The applicant's own aspiration, liking and desire	6.8%
4.	Opportunities provided by the university	5.6%
5.	An answer that has nothing to do with the question	5.1%
6.	Close relatives of applicants	4.7%
7.	Friends and acquaintances of the applicant	4.2%
8.	One of the best universities in Uzbekistan	3.9%
9.	University learning environment	3.6%
10.	The applicant's teachers	2.9%
11.	Economics & Data Science course (Economics & Data Science)	2.8%
12.	Future career opportunities	2.6%
13.	Innovative and modern curriculum of the university	2.5%
14.	Modern material and technical base of the university	2.2%
15.	Rating and reputation of the university	2.0%
16.	International cooperation and relations of the university	2.0%
17.	No answer	1.9%
18.	Study abroad opportunities (including exchange programs)	1.6%
19.	AI & Robotics course (AI & Robotics)	1.5%
20.	Studying in English at university	1.4%
21.	Opportunity to realize your dreams and future	1.4%
22.	Software engineering course (Software engineering)	1.3%
23.	Cyber Security course (Cyber Security)	1.2%
24.	University students	1.0%
25.	Nothing was motivating	1.0%
26.	Scholarship opportunities at university (Scholarship and grant)	1.0%
27.	Passion for IT	1.0%
28.	Research potential of the university	0.9%
29.	A university that meets modern requirements	0.9%
30.	Industrial Management course (Industrial Management)	0.8%
31.	The applicant's desire to contribute to the development of the country	0.8%
32.	Methods of teaching at the university	0.7%
33.	University curriculum courses	0.6%
34.	University campus	0.6%
35.	Mechanical Engineering course (Mechanical Engineering)	0.5%
36.	International University Diploma	0.5%
37.	Words and support of the President of the Republic of Uzbekistan	0.4%
38.	Location of the university	0.4%
39.	Chemical & Materials course (Chemical & Materials Engineering)	0.4%
40.	All possible conditions	0.4%
41.	Positioning the university as a "presidential" university	0.4%
42.	Highly qualified university staff	0.3%
43.	Opportunity to become a qualified expert (specialist)	0.3%
44.	STEAM pedagogy course (Pedagogy (STEAM specialization))	0.3%
45.	The applicant does not know the reasons that motivate him/her to enroll	0.3%

46.	The applicant's desire to contribute to the economic development of Uzbekistan	**0.3%**
47.	Events organized by the university	**0.3%**
48.	The university's connections in various industries	**0.2%**
49.	Opportunity for practical internships	**0.2%**
50.	Applied Mathematics course (Applied Mathematics)	**0.2%**
51.	School education of the applicant	**0.2%**
52.	Recommendations obtained through the university's social media advertising campaign	**0.2%**
53.	The popularity of the university	**0.1%**
54.	Achievements of university students	**0.1%**
55.	Uniqueness of the university	**0.1%**
56.	Presentation of the university in the schools of the country	**0.1%**
57.	Failure to get into the president's school	**0.1%**
58.	Great potential of the university	**0.1%**
59.	The university's commitment to entrepreneurship development	**0.1%**
60.	Achievements of the university	**0.1%**
61.	Learning math in school	**0.1%**
62.	The University is part of the Agency's system of specialized educational institutions	**0.1%**
63.	University management	**0.0%**
64.	The desire of the applicant to create an electronic system in Uzbekistan	**0.0%**
65.	Specialty of the applicant	**0.0%**
66.	Transparency and openness of the university	**0.0%**
67.	Willingness of the applicant to change specialization	**0.4%**
68.	University support for student projects	**0.0%**
69.	Quality of entrance exam questions	**0.0%**
70.	The university is a logical extension of the presidential school system	**0.0%**
71	SAT results	**0.0%**
72.	The aspirant's desire to leave his name in history	**0.0%**
73.	No dress code at the university	**0.0%**
74.	The university's goal is to enter the top 1000 universities in the world	**0.0%**
75.	Summer school organized by the university	**0.0%**
76.	Unite Girls online program organized by university students	**0.0%**
77.	Accessibility of the university	**0.0%**
78.	University Library	**0.0%**
79.	Large number of applicants from the same education system	**0.0%**
80.	The applicant's desire to teach students	**0.0%**
81.	Study of the entrance examination process	**0.0%**
82.	University relations with governmental bodies	**0.0%**
83.	Autonomy of the university	**0.0%**
84.	Name of the university	**0.0%**

Full list of respondents' answers on the choice of alternative educational institution

N°	Alternative universities	%
1.	WIUT - Westminster International University in Tashkent	9.9%
2.	Tashkent State University of Economics TDIU	8.6%
3.	Difficult to answer	5.9%
4.	State universities	5.5%
5.	Webster University in Tashkent	5.2%
6.	Did not apply to other universities	4.3%
7.	The University of World Economy and Diplomacy	4.0%
8.	IUT - Inha University in Tashkent	3.5%
9.	British Management University	3.5%
10.	Turin Polytechnic University in Tashkent	2.7%
11.	National University of Uzbekistan named after Mirzo Ulugbek	2.6%
12.	"Tashkent University of Information Technologies named after Muhammad al- Khwarizmi (TUIT)	2.1%
13.	MDIST - Management Development Institute of Singapore in Tashkent	2.0%
14.	Millat Umidi University	1.8%
15.	Central Asian University	1.6%
16.	Other Universities	1.4%
17.	Universities Abroad	1.3%
18.	The University of Arizona	1.3%
19.	PDP University	0.9%
20.	Uzbekistan State University of World Languages (UzSWLU)	0.8%
21.	International Islamic Academy of Uzbekistan	0.8%
22.	Amity University in Tashkent	0.8%
23.	Arizona State University	0.7%
24.	Urgench State University (URDU)	0.7%
25.	Japan Digital University	0.7%
26.	"Tashkent Institute of Finance (Toshkent moliya instituti)"	0.6%
27.	Ajou University in Tashkent	0.6%
28.	IAU - International Agriculture University	0.6%
29.	UDEA - University of Digital Economics and Agrotechnologies	0.5%
30.	TMC Institute of Tashkent	0.5%
31.	IT Park University	0.4%
32.	"Namangan State University Namangan davlat universiteti NamDU"	0.4%

33.	Samarkand State University named after Sharof Rashidov	0.4%
34.	"Termez State University Termiz Davlat Universiteti"	0.4%
35.	ISFT Institute	0.4%
36.	Profi University	0.4%
37.	University of Minnesota Twin Cities	0.4%
38.	Kimyo International University in Tashkent	0.4%
39.	"TIFT University of Tashkent (TIFT Universiteti)"	0.4%
40.	"Fergana State University (Farg'ona davlat universiteti)"	0.4%
41.	University of Business and Science	0.4%
42.	TOBB ETU University of Economics and Technology, Tashkent	0.3%
43.	Private institutions	0.3%
44.	PennState - The Pennsylvania State University	0.3%
45.	"Colorado State University CSU."	0.3%
46.	"New York University NYU."	0.3%
47.	SIUT - Samarkand International University of Technology	0.3%
48.	Coventry University	0.3%
49.	Tashkent International University	0.3%
50.	Tashkent State University of Transport	0.3%
51.	"Tashkent State University of Oriental Studies TDSHU - Toshkent Davlat Sharqshunoslik universiteti"	0.2%
52.	"Tashkent State Pedagogical University named after Nizami (Toshkent Davlat Pedagogika Universiteti)"	0.2%
53.	Harvard University	0.2%
54.	Gulistan State University	0.2%
55.	Tashkent Medical Academy	0.2%
56.	Silk Road International University of Tourism and Cultural Heritage	0.2%
57.	Tashkent Perfect University	0.2%
58.	Drexel University	0.2%
59.	"Samarkand State Institute of Economics and Service (Samarqand Iqtisodiyot va Servis Instituti)"	0.2%
60.	International Digital University (IDU)	0.2%
61.	University of East London	0.2%
62.	Purdue University	0.2%
63.	TEAM University	0.2%
64.	TSUL - Tashkent State University of Law	0.2%
65.	Plekhanov Russian University of Economics	0.2%
66.	Russian State University of Oil and Gas named after I.M.Gubkin in Tashkent	0.2%

67.	"USAT - University of Science and Technologies (Fan va texnologiyalar universiteti)"	0.2%
68.	Wingate University	0.2%
69.	Kent State University	0.2%
70.	Yale University	0.2%
71.	State Customs Committee of the Republic of Uzbekistan	0.2%
72.	Bukhara State University	0.1%
73.	IMC University of Applied Sciences Krems	0.1%
74.	Turan International University	0.1%
75.	Georgia State University	0.1%
76.	Vistula University	0.1%
77.	ISFI - Ijtimoiy va siyosiy fanlar instituti	0.1%
78.	Tashkent State Technical University named after Islam Karimov	0.1%
79.	Karakalpak State University	0.1%
80.	Tashkent State Agrarian University	0.1%
81.	University of South Florida	0.1%
82.	New York Institute of Technology	0.1%
83.	"University of Management and Future Technologies UMFT"	0.1%
84.	"Andijan State University ADU"	0.1%
85.	Samarkand Branch of Tashkent University of Economics	0.1%
86.	MISIS University of Science and Technology	0.1%
87.	Gisma University of Applied Sciences	0.1%
88.	TIIAME	0.1%
89.	University of Pennsylvania	0.1%
90.	University of Wisconsin-Madison	0.1%
91.	Seoul National University	0.1%
92.	Samarkand State Institute of Foreign Languages	0.1%
93.	Tashkent Institute of Architecture and Civil Engineering	0.1%
94.	University of Cincinnati	0.1%
95.	ASIFL - Andijan State Institute of Foreign Languages	0.1%
96.	Kokand University	0.1%
97.	Florida Institute of Technology	0.1%
98.	"Fergana Polytechnic University (Farg'ona Politexnika Instituti)"	0.1%
99.	Princeton University	0.1%
100.	University of Birmingham	0.1%
101.	Namangan Pedagogical Institute	0.1%
102.	Boston University	0.1%
103.	"Western New England University WNE"	0.1%

104.	Inha University in South Korea	0.1%
105.	Widener University	0.1%
106.	Pace University	0.1%
107.	Missouri University of Science and Technology	0.1%
108.	The London School of Economics and Political Science LSE	0.1%
109.	Roanoke College	0.1%
110.	University of Exact and Social Sciences	0.1%
111.	King AbdulAziz University	0.1%
112.	University of California, Los Angeles (UCLA)	0.1%
113.	University of California, Berkeley (UC Berkeley)	0.1%
113.	University of Washington-Seattle	0.1%
115.	University of Florida	0.1%
116.	New York University Shanghai	0.1%
117.	University of Missouri	0.1%
118.	KAIST - Korea Advanced Institute of Science & Technology (KAIST), Daejeon	0.1%
119.	Chirchik State Pedagogical University (Chirchiq davlat pedagogika universiteti)	0.1%
120.	"Tashkent University of Social Innovation (Toshkent ijtimoiy innovatsiya Universiteti)"	0.1%
121.	Mamun University	0.1%
122.	The Ohio State University	0.1%
123.	Duke Kunshan University	0.1%
124.	Constructor University	0.1%
125.	The University of Alabama	0.1%
126.	Northumbria University	0.1%
127.	Oriental University	0.1%
127.	DePaul University	0.1%
129.	Stony Brook University	0.1%
130.	Carnegie Mellon University in Qatar	0.1%
131.	University of Greenwich	0.1%
132.	Oxus University	0.1%
133.	Tashkent Institute of Management and Economics	0.1%
134.	Suffolk University, Boston	0.1%
135.	King Saud University	0.1%
136.	"Pharmaceutical Technical University PTU"	0.1%
137.	Illinois Institute of Technology	0.1%
138.	University of Europe for Applied Sciences	0.1%
139.	Yonsei University Underwood International College	0.1%

140.	Brown University	0.1%
141.	"Karshi State University Qarshi Davlat Universiteti"	0.1%
142.	De Anza Community College	0.1%
143.	EMU University	0.1%
144.	Korea University	0.1%
145.	Xiamen University Malaysia	0.1%
146.	Miami University	0.1%
147.	Northwestern University in Qatar	0.1%
148.	Georgetown University in Qatar	0.1%
149.	Vanderbilt University	0.1%
150.	Texas A&M Commerce	0.1%
151.	Florida International University	0.1%
152.	Sharda University Uzbekistan	0.1%
153.	Temple University	0.1%
154.	Nukus Mining Institute at Navoi State University of Mining and Technologies	0.1%
155.	University of Siena	0.1%
156.	Sejong University	0.1%
157.	University of Exact and Social SciencesSolent University, Southampton	0.1%
158.	Umm al-Qura University	0.1%
159.	Acharya University	0.1%
160.	Cornell University	0.1%
161.	Nazarbayev University	0.1%
162.	American University of Central Asia	0.1%
163.	Koc University	0.1%
164.	University of Economics and Finance	0.1%
165.	Carnegie Mellon University	0.1%
166.	University of Southern California (USC)	0.0%
167.	University of North Carolina at Chapel Hill	0.0%
168.	University of Illinois at Urbana-Champaign	0.0%
169.	University of Michigan - Ann Arbor	0.0%
170.	University of Bristol	0.0%
171.	The College of Wooster	0.0%
172.	RMIT University	0.0%
173.	The University of Iowa	0.0%
174.	"Gulistan State Pedagogical Institute (Guliston davlat pedagogika instituti)"	0.0%
175.	Fergana Polytechnic Institute	0.0%
176.	Andijan State Medical Institute	0.0%

177.	STARS International University	0.0%
178.	Kangwon National University	0.0%
179.	Roosevelt University	0.0%
180.	Canisius University	0.0%
181.	Radford University	0.0%
182.	St. Louis University	0.0%
183.	University of Debrecen	0.0%
184.	Eotvos Lorand University	0.0%
185.	Pacific Lutheran University	0.0%
186.	American University of Sharjah	0.0%
187.	Start University	0.0%
188.	Tyumen State University	0.0%
189.	Kingston University London	0.0%
190.	Aston University	0.0%
191.	University of Brighton	0.0%
192.	Teesside University	0.0%
193.	Robert Gordon University Aberdeen	0.0%
194.	Jeonbuk National University	0.0%
195.	Istinye International University	0.0%
196.	Atlas International University	0.0%
197.	University of New Haven	0.0%
198.	Iowa State University	0.0%
199.	Long Island University	0.0%
200.	Massachusetts Institute of Technology	0.0%
201.	Journalism and Mass Communication University of Uzbekistan	0.0%
202.	Harbin Institute of Technology	0.0%
203.	Sungkyunkwan University	0.0%
204.	Busan University of Foreign Studies (BUFS)	0.0%
205.	University of Utah	0.0%
206.	TETR College of Business	0.0%
207.	"Termez University of Economics and Service Termez iqtisodiyot va servis universiteti TISU"	0.0%
208.	The Kokand branch of Tashkent State Technical University	0.0%
209.	Pusan National University	0.0%
210.	Marymount Manhattan College	0.0%
211.	The University of Kansas	0.0%
212.	Nordic International University	0.0%
213.	Gachon University	0.0%

214.	Bilkent University	0.0%
215.	University of Turin	0.0%
216.	Politecnico di Torino	0.0%
217.	Moscow State Institute of International Relations	0.0%
218.	University of San Francisco	0.0%
219.	Illinois State University	0.0%
220.	Fisher College	0.0%
221.	Nusa Putra University	0.0%
222.	Hult International Business School	0.0%
223.	Goucher College	0.0%
224.	Augustana University	0.0%
225.	Amherst College	0.0%
226.	Bowdoin College	0.0%
227.	Royal Agricultural University	0.0%
228.	"Asia International University (Osiyo Xalqaro Universiteti)"	0.0%
229.	Kemerovo State University	0.0%
230.	Central Michigan University	0.0%
231.	University of Amerdeen	0.0%
232.	University of Leeds	0.0%
233.	University of Colorado, Denver	0.0%
234.	University of Sussex	0.0%
235.	University of Nottingham	0.0%
236.	University of Newcastle	0.0%
237.	The University of Edinburgh	0.0%
238.	Stanford University	0.0%
239.	Technical University in Munich	0.0%
240.	Hanyang University	0.0%
241.	The University of Sheffield	0.0%
242.	Rutgers University	0.0%
243.	University of Indianapolis	0.0%
244.	International University of Japan	0.0%
245.	Berlin School of Business and Innovation	0.0%
246.	UCSI University	0.0%
247.	University of York	0.0%
248.	Saarland University	0.0%
249.	Maryville College	0.0%
250.	Lomonosov Moscow State University	0.0%
251.	Kazan Federal University	0.0%

252.	Alfraganus University	0.0%
253.	Tashkent Metropolitan University	0.0%
254.	O'zbekiston Koreya Xalqaro Universiteti	0.0%
255.	Ryazan State University named for S. Yesenin. Yesenin	0.0%
256.	Yaroslav-the-Wise Novgorod State University	0.0%
257.	Heidelberg University	0.0%
258.	California Institute of Technology	0.0%
259.	Hamad Bin Khalifa University	0.0%
260.	Incheon National University (INU)	0.0%
261.	The University of Poitiers	0.0%
262.	Regent's University London	0.0%
263.	Simon Fraser University	0.0%
264.	University of Miami	0.0%
265.	Samarkand State Medical University	0.0%
266.	Xadichai Kubro	0.0%
267.	Tashkent University of Information Technologies named after Muhammad al- Khwarizmi, Urganch Branch	0.0%
268.	King Khalid University	0.0%
269.	The University of Geological Sciences	0.0%
270.	Andijon Iqtisodiyot Va Qurilish Instituti	0.0%
271.	Namangan Engineering-Construction Institute	0.0%
272.	University if Bologna	0.0%
273.	Univerisiti Malaya	0.0%
274.	Islamic University of Madinah	0.0%
275.	Stetson University	0.0%
276.	Renaissance University of Education	0.0%
277.	HSE University	0.0%
278.	Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulug'bek	0.0%
279.	Nanjing Forestry University	0.0%
280.	Nanjing Normal University	0.0%
281.	Nanjing University of Science and Technology in China	0.0%
282.	Japanese International University	0.0%
283.	ITMO University	0.0%
284.	Dartmouth College	0.0%
285.	Washington State University	0.0%
286.	Michigan State University	0.0%
287.	Hankyong National University	0.0%
288.	University of Reading	0.0%

289.	University of Warsaw	0.0%
290.	Middle East Technical University	0.0%
291.	National University of Singapore	0.0%
292.	University of Virginia	0.0%
293.	Northwestern University	0.0%
294.	Clarkson University	0.0%
295.	Virginia Tech	0.0%
296.	St. Petersburg University	0.0%
297.	West Virginia University	0.0%
298.	Pennsylvania Western University	0.0%
299.	University of Dubai	0.0%
300.	Ankara Science University	0.0%
301.	Ege University	0.0%
302.	University of Geneva	0.0%
303.	Middlesex University London	0.0%
304.	University of Kent	0.0%
305.	Griffith University	0.0%
306.	University of Colorado	0.0%
307.	St. Joseph University	0.0%
308.	University of Denver	0.0%
309.	Capital University	0.0%
310.	University of Birmingham Dubai	0.0%
311.	Yeongsan University (YSU)	0.0%
312.	Hong Kong University of Science and Technology	0.0%
313.	Rhodes College	0.0%
314.	Rice University	0.0%
315.	Axborot Texnologiyalari va Menejment Universiteti	0.0%
316.	The University Luiss	0.0%
317.	International School of Theology	0.0%
318.	Webster University, USA	0.0%
319.	Ohio University	0.0%
320.	American Technological University in Tashkent	0.0%
321.	The CEO University	0.0%
322.	JEI University	0.0%
323.	Tashkent International University of Education	0.0%
324.	University of Prince Edward Island	0.0%

Appendix No. 5

Full list of suggestions and comments from applicants

N°	Suggestions	%
1	No offers	12.6%
2	High appreciation of all processes at the university	10.4%
3	Wishes for success to the university and all participants	8.7%
4	An answer that has nothing to do with the question	6.7%
5	One of the best universities in Uzbekistan	4.7%
6	No answer	4.5%
7	Need to increase the number of scholarships and grants	3.6%
8	Desire to join the ranks of university students	3.1%
9	Expressing gratitude for all the conditions created	3.0%
10	Expansion of partnerships with foreign and domestic universities	2.3%
11	Need to reduce the size of the contract	1.7%
12	Confidence in the bright future of the university	1.6%
13	Need to increase exchange programs for students	1.6%
14	The need to announce the results of entrance examinations well in advance	1.4%
15	Providing opportunities for internships in public and private organizations, as well as international companies	1.4%
16	Confidence in achieving success thanks to the university	1.4%
17	A wish for further development	1.3%
18	Attracting foreign qualified teaching staff	1.2%
19	The need to further improve the quality of education	1.2%
20	Desire for the university to be among the world's top universities	1.0%
21	Creating more opportunities for students	0.9%
22	Increased number of training courses and programs	0.8%
23	Necessity to open university branches in the regions of the republic	0.8%
24	The need to open new faculties at the university	0.8%
25	Providing opportunities to study abroad	0.8%
26	The need for a new university campus	0.7%
27	The need to increase the amount of information about the university	0.7%
28	Expanding the number of studies at the university	0.7%
29	The need to increase the quota of admission to the university	0.7%
30	Creating a favorable learning environment	0.6%
31	Integration of advanced technologies into the educational process	0.6%
32	The need to improve the university's website	0.6%
33	Need to improve entrance examination questions	0.6%
34	Expanding opportunities for cooperation with international companies	0.6%
35	Need to increase interdisciplinary programs and projects	0.5%

36	The need to increase the number of students	0.5%
37	Guarantee of employment for university graduates	0.4%
38	The need to increase the popularity of the university among the population	0.3%
39	Supporting students in building a career	0.3%
40	Improving the university admission process	0.3%
41	The need to improve the university's promotional activities	0.3%
42	Training of highly qualified personnel	0.3%
43	Improvement of social life at the university	0.3%
44	Expanding investment in cutting-edge research	0.3%
45	Organization of practical and theoretical classes for students	0.3%
46	Establishment of a business incubator to support student projects	0.3%
47	Twenty-four hours of operation and library expansion	0.3%
48	The need to improve the university's ranking	0.3%
49	Employment opportunities during the training period	0.2%
50	Support for student projects	0.2%
51	The need for an inclusive learning environment	0.2%
52	Organization of hackathons and various competitions	0.2%
53	Introduction of a comprehensive approach to university enrollment (personal achievements, stories, essays, etc.)	0.2%
54	Organization of entertainment events for students	0.2%
55	Establishment of international training programs	0.2%
56	Improving the process of entrance examinations	0.2%
57	The applicant's desire to contribute to the development of the country	0.2%
58	Introduction of modern teaching methods	0.2%
59	Establishment of programs and support system for students	0.2%
60	Providing support for students	0.2%
61	The need to take into account the personal needs of students	0.2%
62	Learning and optimism in the implementation of university initiatives	0.2%
63	Improvement of living conditions in the dormitory	0.2%
64	Organizing student clubs based on their interests	0.2%
65	Organization of sports competitions	0.2%
66	Organization of research among students	0.2%
67	Expediency of revising the deadlines for entrance examinations	0.2%
68	Need for a 4-year grant for graduates of public high schools	0.2%
69	Introduction of mentoring programs with the participation of industry leaders	0.2%
70	Development of a mock exam test for future applicants	0.2%
71	The need to organize more open entrance examinations	0.1%
72	Sustainability of the curriculum and research	0.1%

73	Need to build a dormitory near the university campus	0.1%
74	Revise the system for awarding SAT scores to applicants	0.1%
75	The need to open a master's degree program as soon as possible	0.1%
76	Ensuring employment abroad	0.1%
77	Revise the location of the exam	0.1%
78	Preventing corruption at the university	0.1%
79	Emphasize environmental issues	0.1%
80	Organization of summer camp for students	0.1%
81	Withdrawal of grant privileges for graduates of specialized schools	0.1%
82	Introduction of other foreign languages of instruction	0.1%
83	The need to open a gymnasium at the university	0.1%
84	Launch of the "Work and travel" system at the university	0.1%
85	Need to review the duration of the grant	0.1%
86	Creation of favorable conditions in the university campus	0.1%
87	The need to open up Data Analytics and Data Science programs	0.1%
88	The need to include additional programs to organize master classes from leading universities	0.1%
89	The need to include an architecture program	0.1%
90	Need for 4-year scholarships	0.1%
91	Desire to be confident when implementing the university's initiatives	0.1%
92	The need to include logistics and marketing programs	0.1%
93	The need to organize debates	0.1%
94	Introduction of assessment of applicants' knowledge	0.1%
95	The need to expand the university's advertising and promotional activities in rural areas	0.1%
96	Hopes for quality education	0.1%
97	Organization of free dormitory at the university	0.1%
98	The need for applicants to remain calm during the exam period	0.1%
99	Paying for the contract of domestic students	0.1%
100	Strengthening English language requirements	0.1%
101	The need to emphasize students' future goals	0.1%
102	Desire to win a gold medal at the International Mathematics Olympiad	0.1%
103	Financial support for students from rural areas	0.1%
104	Organization of free classes and interviews with university professors and lecturers on admission issues	0.1%
105	The need to create a Telegram channel for the university	0.1%
106	The need to reduce the number of students	0.1%
107	Improvement of the material and technical base of the university	0.1%
108	Improving the university's social media	0.1%

109	Organization of extracurricular activities (medicine, nature, etc.)	0.1%
110	Introduction of tutors for preparation for entrance exams	0.1%
111	Desire to study at this university with international students	0.1%
112	The need to take IELTS results into account when distributing grants	0.1%
113	Publication of practical works of applicants who passed the entrance exams	0.1%
114	Organization of entrance examinations on personal computers	0.1%
115	Organization of republican competitions	0.1%
116	Need to increase the number of scholarships and grants	0.1%
117	Organization of the process of admission of lyceum graduates separately from school graduates	0.1%
118	The need to open a law school	0.1%
119	Ensuring financial independence of the university	0.1%
120	Providing free time for independent learning	0.1%
121	Non-admission of law enforcement officials to the entrance examination process	0.1%
122	The difficulty of studying at university	0.1%
123	Popularization of student volunteering	0.1%
124	Providing access to the Numrade.com platform to every student	0.1%
125	Incorporating physics into exam questions	0.1%
126	Arbitrary dress code at the university	0.1%
127	The applicant's desire to contribute to the development of the university	0.1%
128	Developing an offer letter in several languages	0.1%
129	Organization of additional training activities (classes, courses, etc.)	0.1%
130	The need to open a medicine and media program	0.1%
131	Improving the work of call-center operators	0.1%
132	Necessity of opening an Uzbek language faculty	0.1%
133	Opportunity to participate in global international programs	0.1%
134	Opening of new linguistic programs at the university	0.1%
135	Request for extension of the deadline for international certificates	0.1%
136	Need to reflect information on the number of candidates	0.1%
137	The need to open a lyceum for students who did not pass the presidential school exams	0.1%
138	Need to showcase dormitory facilities on the university website	0.1%
139	Complexity of exam questions	0.1%
140	Specificity of the name of the university	0.1%
141	The Need for a Center for Cybersecurity Research	0.1%
142	The need to open prayer rooms for students	0.1%
143	Need for a 4-year grant for graduates of specialized schools	0.1%
144	Inappropriateness of debriefing after the examination	0.1%

145	The need to open a student profile on the university website	0.1%
146	The hope for the long-term functioning of this university	0.1%
147	Enrollment exclusively for students who have a certificate	0.1%
148	Providing a choice of curriculum from the second year of study	0.1%
149	The need for balance in all aspects of the university's activities	0.1%
150	Paying attention to students' mental health	0.1%
151	Provision of dormitory accommodation	0.1%
152	Creating comfortable conditions for extracurricular activities	0.1%
153	Need for better communication between university administration and applicants	0.1%
154	The need to open a faculty of aerospace engineering	0.1%
155	The need to open a co-working center at the university	0.1%
156	The need to open a physics department	0.1%
157	The applicant's desire to receive a 4-year grant	0.1%
158	Lack of information on the criteria for grading the exam	0.1%
159	Lack of information on the deadline for announcing examination results	0.1%
160	The need to compose examination questions in the Uzbek language	0.1%
161	The applicant's desire to work in customs as an interpreter	0.1%
162	The need for qualified and courteous staff for the examination	0.1%
163	Providing opportunities for students to participate in international competitions and contests	0.1%
164	The need to take into account the views of the national government	0.1%
165	The need to build a strong alumni network	0.1%
166	The need to open a faculty of astrophysics	0.1%
167	The need for an international diploma	0.1%
168	Inclusion of other subjects in examination tests	0.1%
169	The need to organize space for applicants' personal belongings during the examination period	0.1%
170	Need for more complete and accurate information about the exam	0.1%
171	Ensuring honesty and transparency in the university's activities	0.1%
172	Organization of study tours for school leavers from remote regions	0.1%
173	The need to open departments of neuroscience and other STEM sciences	0.1%
174	Not allowing the use of pencils in the examination process	0.1%
175	Improving the FAQ section of the website	0.1%
176	Integrating science projects into the curriculum	0.1%
177	The need to open a faculty of economics	0.1%
178	The need to take into account the knowledge of public school graduates when designing exam questions	0.1%
179	Establishing communication between students and university administration	0.1%
180	Unsatisfactory evaluation of all processes at the university	0.1%

181	Lack of decent facilities during the examination period	0.1%
182	Discontinuation of such social surveys	0.1%

Appendix No. 6

A complete and detailed list of categories according to parent suggestions and recommendations

N°	Idea, suggestion, recommendation, request from parents	%
1	No offers	69.1%
2	Need for early release of examination results	4.1%
3	Request for a grant for a child's education	2.4%
4	Appreciation of the organization of entrance examinations	2.0%
5	Increase in the number of grant places	2.0%
6	Provision of dormitory accommodation	1.9%
7	Desire for comprehensive support and a good education for the child	1.7%
8	Request/wish for the child to join the university student body	1.4%
9	Wishes for success and good luck to the university staff	1.1%
10	Request for reduction of the contract amount	1.1%
11	Request/wish for the child to be employed after graduation	0.9%
12	Student scholarship request	0.7%
13	Expanding study abroad opportunities	0.7%
14	Organization of training according to the standards of world-renowned universities	0.6%
15	Combining theory and practice in the learning process	0.5%
16	Dissatisfaction with the delay in the process of announcing exam results	0.5%
17	The need to increase the quota of admission to the university	0.5%
18	Creation of favorable conditions at the university (classrooms, dormitory, gym, etc.)	0.5%
19	Providing grants for persons with and representatives of socially vulnerable groups	0.4%
20	Focusing on the quality of education	0.4%
21	Lack of information about the university, enrollment process, etc.	0.3%
22	Organization of internships for students (including foreign students)	0.3%
23	Lack of information on dormitory accessibility	0.3%
24	Difficulty in accessing full information on grant requirements	0.3%
25	Request for the construction of a dormitory on the university campus	0.3%
26	A wish for the university to join the world's top universities	0.3%
27	Wishing success and good luck to students and applicants	0.3%
28	Desire for a full-time professional foreign university faculty member	0.3%
29	Creating conditions for students to earn money in and outside the university during the period of study	0.3%
30	Refusal to study at the university in case of non-allocation of the grant	0.2%
31	Increase in the number of directions and specialties at the university	0.2%
32	Prevention of corruption in the educational process	0.2%
33	Emphasizing the education of students	0.2%
34	Organization of free meals at the university	0.2%
35	Increase in grants for study abroad	0.1%

36	Organization of systematic meetings of parents with the university administration	0.1%
37	Allocation of grants for public school graduates	0.1%
38	Organization of monthly SAT and similar international certifications	0.1%
39	Creation of equal admission conditions, regardless social background and school completed	0.1%
40	Desire for a university canteen	0.1%
41	Joint residence of students of the same school (faculty) in one block of the hostel	0.1%
42	Desire for the introduction of dual degree programs	0.1%
43	Organization of preferential transportation (including student buses) for university students	0.1%
44	Organization of online learning format for persons with disabilities	0.1%
45	Desire to familiarize yourself with the campus and university dormitories	0.1%
49	Preventing arrogance, hypocrisy, bias and deception in science	0.1%
47	Creating a comfortable and friendly atmosphere for students	0.1%
48	Organization of the educational process entirely in English	0.1%
49	Simplifying the university enrollment process	0.1%
50	Supporting the child in choosing a university	0.1%
51	Necessity to open university branches in the regions of the republic	0.1%
52	Lack of information about the university's place in the world ranking of universities	0.1%
53	Taking into account the school certificate rating for high scores	0.1%
54	Lack of information on university internal regulations (dress code)	0.1%
55	Desire for early international accreditation of the university	0.1%
56	Taking into account national traditions in the learning process	0.1%
57	Need for wider publicity of the university and its achievements	0.1%
58	Strict control over the use of alcohol and tobacco products on campus	0.1%
59	Creating opportunities for master's study abroad	0.1%
60	Allocation of living expenses for students with high academic performance	0.1%
61	Expansion of the admission quota for graduates of specialized schools	0.1%
62	Preventing the granting of benefits and preferences to children of employees of state bodies	0.1%
63	Lack of information about the academic schedule on the university website	0.1%
64	Parent's desire for university employment	0.1%
65	Providing the opportunity to take entrance tests to applicants who did not attend the examination	0.1%
66	Organization of foreign trips for students during vacations	0.1%
67	Organization of additional training courses	0.1%
68	Question about the location of the university (address)	0.1%
69	Willingness of the child to participate in additional circles and activities of the university	0.1%

70	Equal distribution of the grant for graduates of all educational institutions	0.1%
71	Involvement of qualified psychologists in the educational process	0.1%
72	Preventing the use of cell phones in classrooms	0.1%
73	Please do not include questions in the examination tests that go beyond the school curriculum	0.1%
74	Expression of gratitude to the President	0.1%
75	The complexity of the entrance exam tests	0.1%
76	Introduction of wardens and parental supervisory groups for female students	0.1%
77	Provision of dormitory accommodation for female graduate students	0.1%
78	Improvement of the examination process (avoidance of corruption, fairness, control of supervisors)	0.1%
79	Assigning a teacher to each student (group of students)	0.1%
80	Providing the possibility of monthly payment for dormitory accommodation	0.1%
81	The issue of financial support for high-achieving students	0.1%
82	Organization of a military department at the university	0.1%
83	Introduction of KPI system for students	0.1%
84	Establishing strict supervision of students	0.1%
85	Increase in the number of academic disciplines	0.1%

Detailing of the most important generalized categories according to parents' suggestions and recommendations

Figure 86 . Issues related to educational grants

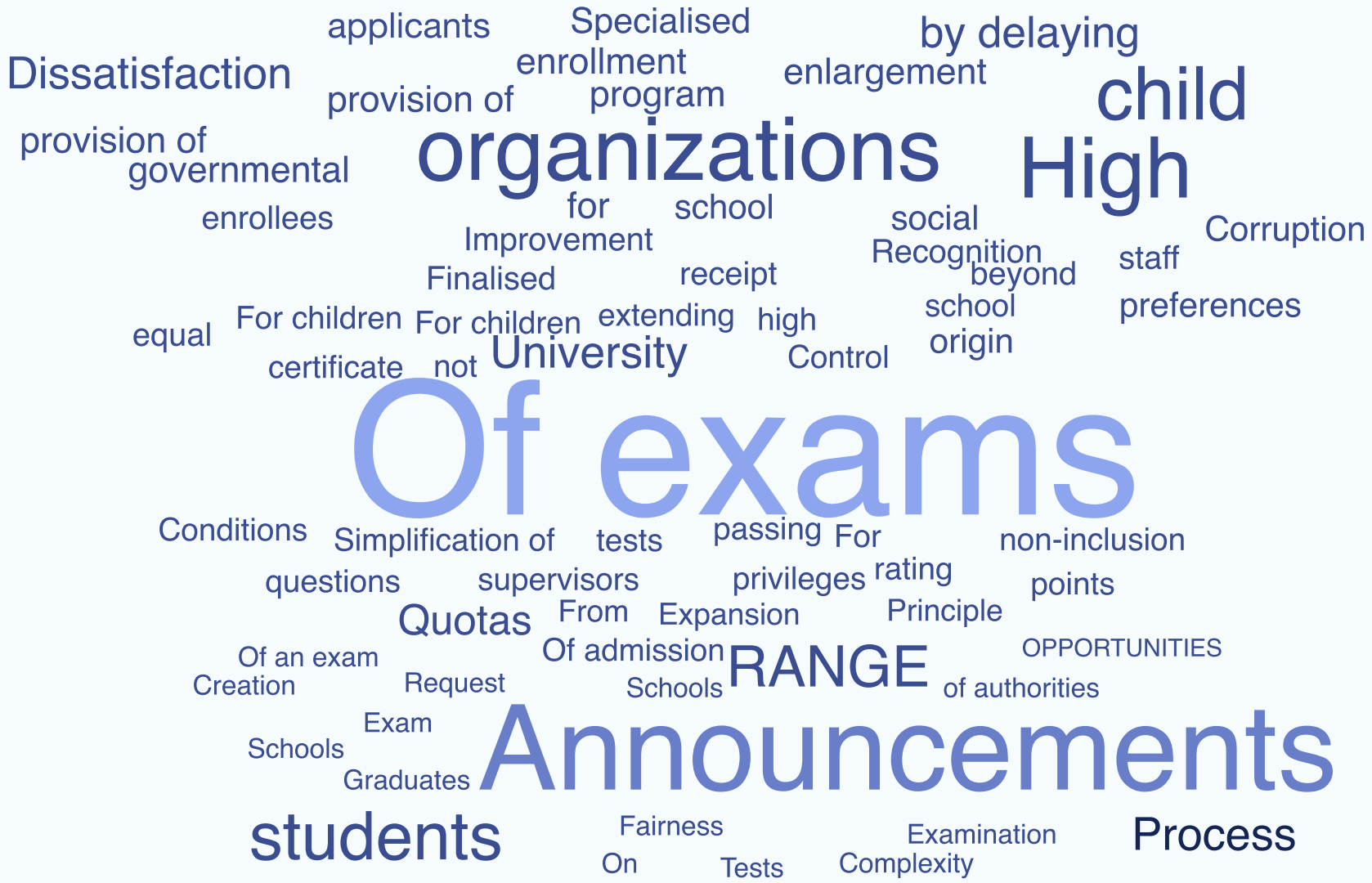

Figure 87 . Issues related to the university admission process

Figure 88 .Issues related to the learning process at the university

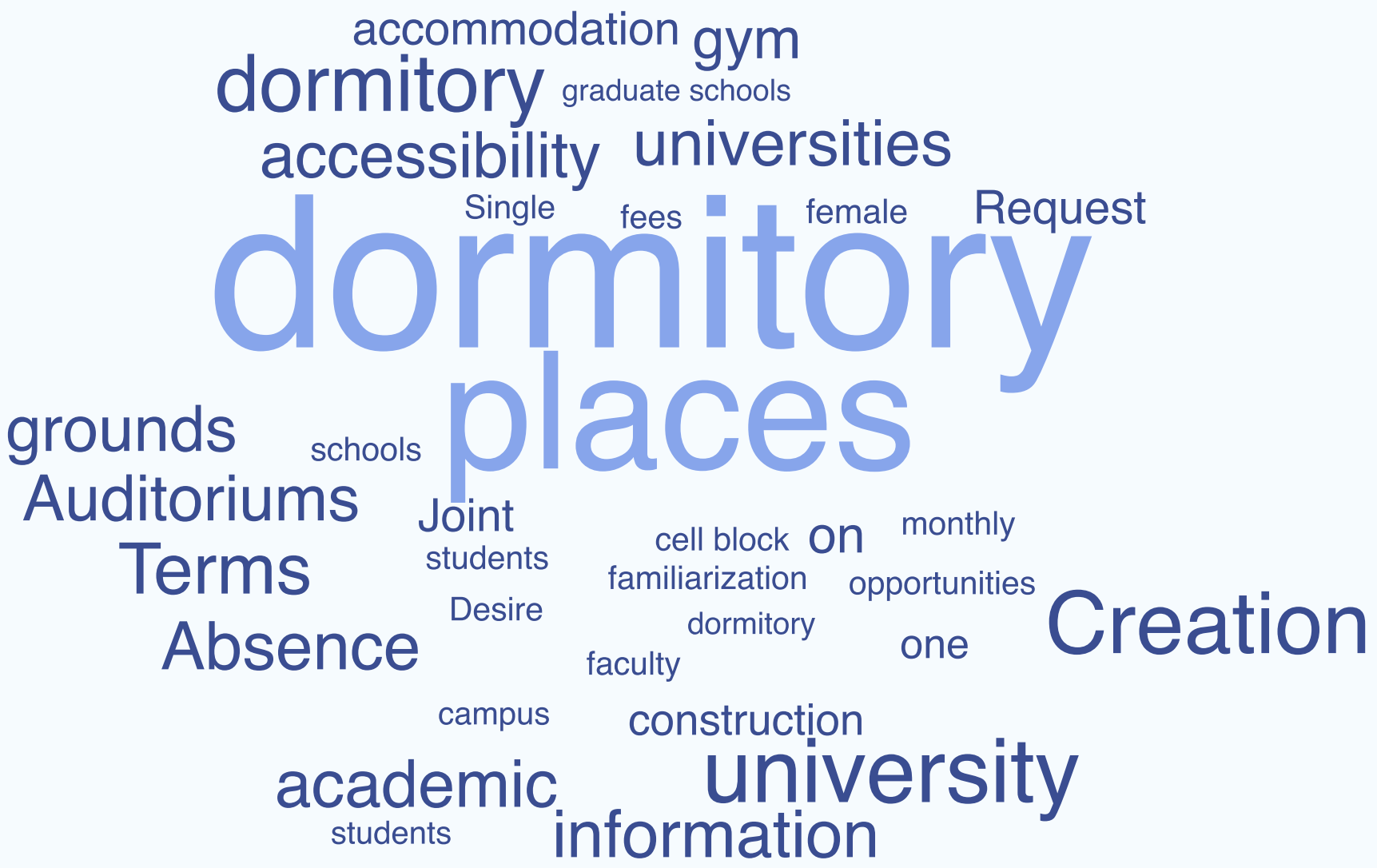

Figure 89 . Questions related to the dormitory

Appendix No. 8

QUESTIONNAIRE FOR APPLICANTS TO THE "NEW UZBEKISTAN" UNIVERSITY

Dear friends,

We are conducting a survey to better understand the preferences and expectations of applicants to New Uzbekistan University.

Please take a few minutes to complete this questionnaire. Your responses are invaluable, and we deeply appreciate your participation.

Rest assured, all data will remain confidential. Thank you for your time and support!

1. ORGANIZATION OF THE EXAMINATION PROCESS

1. How do you find the quality of the handouts (water, pencil, rubber band (eraser) etc.) (rate on a scale of 1 to 5, where 1 is very poor, 5 is excellent):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2. How do you assess the performance of the staff (invigilator, checkpoints, and medical staff):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. How accessible were the amenities provided at the exam venue (location, air conditioning, public lavatory, first aid room, water, waiting area, etc.):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. How challenging did you find the exam questions?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. How would you assess the quality of the questions on the exam?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2. STUDYING AT THE "NEW UZBEKISTAN" UNIVERSITY

6. Can you describe how you prepared for enrollment at «New Uzbekistan» University?

☐ Self-study
☐ Online courses
☐ Precourses at school/another university/educational organization
☐ Individual lessons with a tutor
☐ Precourses at the "New Uzbekistan" University
☐ Did not do any additional preparation

7. What motivated you to select this program at 'New Uzbekistan' University? (Max. 50 words).

_____

_____

_____

_____

_____

8. How satisfied are you with the Applicant's Personal Account on the 'New Uzbekistan' University website?

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Partially satisfied
- ☐ Mostly dissatisfied
- ☐ Completely dissatisfied

9. Please rate your satisfaction with the availability and clarity of information regarding exams and the Admissions Office on the official 'New Uzbekistan' University platforms (website and social media):

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Partially satisfied
- ☐ Mostly dissatisfied
- ☐ Completely dissatisfied

10. What is your evaluation of your likelihood of being accepted into 'New Uzbekistan' University?

- ☐ Very high
- ☐ High
- ☐ Average
- ☐ Low
- ☐ Very low

11. How would you rate the importance of the following factors in your decision to apply to 'New Uzbekistan' University? (choose several options):

- ☐ High quality of education and professional training
- ☐ Exterior and interior of the "New Uzbekistan" University campus
- ☐ Opinions of friends and acquaintances
- ☐ Opinions of parents
- ☐ Proximity of the "New Uzbekistan" University to home

- [ ] Opinions of your teachers
- [ ] Tuition cost
- [ ] Reviews from students of the "New Uzbekistan" University
- [ ] Opportunity to participate in extracurricular activities
- [ ] Presence of renowned faculty
- [ ] "New Uzbekistan" University national and international rankings
- [ ] Provision of dormitory accommodation
- [ ] Opportunity to participate in research
- [ ] Good conditions for a vibrant student life
- [ ] Image and Reputation of the "New Uzbekistan" University
- [ ] Availability of inter-university and international exchange programs
- [ ] Availability and number of scholarships
- [ ] Employment prospects and career opportunities for graduates
- [ ] High qualification of the faculty

12. How would you rate the quality of education at 'New Uzbekistan' University?

- [ ] Very high
- [ ] High
- [ ] Average
- [ ] Low
- [ ] Very low

3. FUTURE PLANS

13. What factors would lead you to apply to a different university instead?

- [ ] It is more prestigious
- [ ] It will be easier to find a good job later
- [ ] Relatives studied there / advice from friends, acquaintances
- [ ] Easier to get admitted than to the "New Uzbekistan" University

14. Please list any other universities you have applied to besides 'New Uzbekistan' University (Max. 50 words).

15. Are you planning to work while pursuing your studies?

- [ ] Yes
- [ ] No
- [ ] Haven't thought about it yet

16. What are your plans after graduating from 'New Uzbekistan' University?

- [ ] Work in government institutions (organizations)
- [ ] Work in commercial institutions (organizations)
- [ ] Continue education (master's, second degree)
- [ ] Engage in teaching
- [ ] Engage in research
- [ ] Start your own business
- [ ] Devote yourself to home and family
- [ ] Go abroad to work (study)
- [ ] I don't have any future plans yet

4. YOUR SUGGESTIONS

17. Share any ideas, wishes, or comments you believe would be valuable for the university's future initiatives (Max. 50 words).

Appendix No. 9

Initial view of the parent questionnaire

"Yangi O'zbekiston" universitetining saralash imtihonida qatnashgan abituriyentlarning ota-onalari uchun mo‘ljallangan so‘rovnoma

Hurmatli ota-onalar!

Jamoamiz ushbu tadqiqotni imtihon jarayonini takomillashtirish, shuningdek, bo‘lajak talabalar va ularning oila a’zolari uchun qulay sharoit yaratish maqsadida olib bormoqda.

Ushbu qisqa so‘rovnoma sizning bir necha daqiqa vaqtingizni oladi va kelajakda yoshlarga yordam berish uchun juda muhim ma’lumotlarni to‘plashimizga imkon beradi.

“Yangi O‘zbekiston” universiteti ma’lumotlaringizning to‘liq anonimligi va maxfiyligini kafolatlaydi.

Sizning javobingiz biz uchun juda muhim!

Vaqtingiz va e’tiboringiz uchun rahmat!

1. Jinsingiz:

- ☐ Erkak
- ☐ Ayol

2. Yoshingiz:

- ☐ 30 yoshgacha
- ☐ 30-40 yosh
- ☐ 40-50 yosh
- ☐ 50-60 yosh
- ☐ 60 yoshdan katta

3. Yashash hududingiz:

- ☐ Andijon viloyati
- ☐ Buxoro viloyati
- ☐ Farg‘ona viloyati
- ☐ Jizzax viloyati
- ☐ Xorazm viloyati
- ☐ Namangan viloyati
- ☐ Navoiy viloyati
- ☐ Qashqadaryo viloyati
- ☐ Samarqand viloyati
- ☐ Sirdaryo viloyati
- ☐ Surxondaryo viloyati
- ☐ Toshkent viloyati

☐ Toshkent shahri

☐ Qoraqalpog‘iston Respublikasi

4. Farzandingiz qaysi maktabni bitirgan:

☐ Prezident maktabi

☐ Ixtisoslashtirilgan ta'lim muassasalari agentligi tizimidagi ixtisoslashtirilgan yoki ijod maktabi

☐ Xususiy maktab

☐ Davlat maktabi

☐ Akademik litsey

☐ Kasb hunar kollejlari

5. Farzandingizning imtihonlarga tayyorgarlik jarayonida o‘zingizni ishtirok etish darajangizni ko‘rsating:

☐ Faol ishtirok etdim

☐ Ayrim hollarda ishtirok etdim

☐ Umuman ishtirok etmadim

6. Farzandingizning "Yangi O‘zbekiston" universitetiga hujjat topshirish to‘g‘risidagi qarori qanday qabul qilinganligini ko‘rsating:

☐ Farzandim bu qarorni mustaqil ravishda qabul qildi

☐ Oila a'zolarimiz tavsiya qilishdi

☐ Farzandimning o‘qituvchilari tavsiya qilishdi

☐ Javob berishga qiynalaman

7. Farzandingizning “Yangi O‘zbekiston” universitetida o‘qishini istashingiz sabablarini belgilang:

☐ Yaxshi ta’lim olish imkoniyati mavjudligi

☐ Yaxshi ishga joylashish istiqboli mavjudligi

☐ O‘qish uchun davlat grantini olish imkoniyati mavjudligi

☐ Chet elga chiqish imkoniyati mavjudligi

☐ Boshqalar

8. “Yangi O‘zbekiston” universiteti qabul komissiyasi faoliyatidan va kirish imtihonlarini tashkil etishdan qoniqish darajasini ko‘rsating (1 dan 5 gacha bo‘lgan shkala bo‘yicha baho bering, bu yerda 1 juda yomon, 5 juda yaxshi):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

9. Farzandingiz "Yangi O‘zbekiston" universitetida o‘qish jarayonida qanday qiyinchiliklarga duch kelishi mumkin deb o‘ylaysiz?

- [ ] O‘qituvchilar bilan muloqot
- [ ] Talabalar bilan muloqot
- [ ] Jismoniy yuklamalar
- [ ] O‘quv materialini o‘zlashtirish
- [ ] Moliyaviy qiyinchiliklar

10. Farzandingizning ta’limini qanday moliyalashtirmoqchisiz?

- [ ] Davlat granti
- [ ] Ta’lim kreditlari
- [ ] Shaxsiy jamg‘armalar
- [ ] Boshqalar

11. Farzandingiz "Yangi O‘zbekiston" universitetiga o‘qishga kirsa, qayerda yashashini rejalashtiryabsiz?

- [ ] O‘z uyida yashaydi
- [ ] Ijarada yashaydi
- [ ] Yotoqxonada yashaydi
- [ ] Qarindoshlarining / do‘stlarining uylarida yashaydi

Qo'shimcha takliflaringiz:

Appendix No.10

A text message with a questionnaire for parents

«Hurmatli ota-ona, farzandingizga "Yangi O'zbekiston" universitetida qulay ta'lim muhitini yaratish maqsadi u'chun iltimos so'rovnomani to'ldiring. bit.ly/yuzbu»

Date of mailing 28.07.2024

The volume of a text: 159 characters with spaces, 144 characters without spaces.

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