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MONITORING THE QUALITY OF AN EDUCATIONAL INSTITUTION'S WEB RESOURCES: METHODOLOGY AND PRACTICAL EVALUATION

An educational institution's digital presence is a crucial component of its information infrastructure, directly influencing its interactions with prospective students, current students, and the academic community. The quality of a website is determined by a set of interrelated indicators: speed, accessibility, content, ease of navigation, and visibility in search engines [1]. The lack of a systematic approach to evaluating these indicators makes it impossible to make informed decisions regarding the platform's development.

Existing methods for evaluating the quality of web resources – instrumental, analytical, expert, and combined – consider individual aspects of quality but do not

form a comprehensive system of criteria and metrics suitable for regular use in an educational institution [2]. This necessitates a unified monitoring methodology that would simultaneously cover technical, content, user, and SEO dimensions.

An effective system for monitoring the quality of an educational web resource must include clearly defined user groups and their information needs, a hierarchical system of criteria, indicators, and metrics, as well as the appropriate technological tools for measuring them. Such a system allows for a comparative analysis of different versions of the platform and tracks changes in quality over time.

The practical implementation of this methodology provides website administrators with specific guidelines for optimizing and improving the platform's effectiveness [2]. With appropriate adaptation, such a system is versatile and can be applied in various educational institutions regardless of their size or technology stack.

A systematic review of approaches to evaluating the quality of educational institutions' websites indicates that most existing tools are sector-specific and do not provide comprehensive coverage of all quality dimensions. In particular, it has been established that 73.4% of the proposed assessment tools focus on a specific sector, while general approaches are in the minority. At the same time, the need to adapt the weighting coefficients of attributes according to the specifics of the university website is emphasised. Given that the primary target audience is prospective students, the attributes of content and reputation take on greater significance compared to others [1]. The proposed monitoring model is based on a three-level hierarchy of analysis dimensions, parameters, and indicators, which corresponds to the approach substantiated in contemporary scientific literature [1]. According to this approach, dimensions cover key categories such as usability and accessibility, content and services, information architecture, graphic design, technology, and security, each of which is detailed through specific indicators, enabling both objective technical verification and subjective expert assessment [1].

Quantitative assessment of the quality of an educational institution's web resource requires a clearly formalized model, within which quality is determined through a hierarchical system of attributes, characteristics, and metrics. Based on the QEM (Website Quality Assessment Methodology), a model has been proposed that encompasses five key attributes: design, usability, multimedia, content, and reputation [2]. At the same time, the need to adapt the weighting coefficients of attributes according to the specifics of the university website is emphasized: given that the primary target audience is prospective students, the attributes of content and reputation take on greater significance compared to others [2]. Another important methodological aspect is the choice of metric selection method: among the available approaches, the "Goal-Question-Metric" method is recognized as the most common, as it provides a structured link between the institution's strategic

goals, diagnostic questions, and specific measurable indicators [2]. A comparative evaluation of university websites revealed that the absence of a mobile version and proper SEO optimization are critical factors in reducing the overall quality of an educational institution's web resource [2].

A promising area for further research is the automation of monitoring processes using machine learning to detect patterns of web resource quality degradation in real time. The development of integrated monitoring dashboards that combine technical metrics with user behavioural data deserves special attention. Another pressing issue is the adaptation of web resources to the requirements of AI search – specifically, the optimization of content structure and metadata for proper indexing by systems such as Google AI Overview and other generative search tools. This will enable a shift from sporadic audits to continuous quality management of the educational institution's digital environment, taking into account current trends in search technology development.

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