Self-Evaluation Document
For
Ayertena campus

A Document Submitted to ETA

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Addis Ababa Ethiopia

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Acknowledgment

The Ayertena Campus Self Evaluation Document (SED) Committee would like to acknowledge all the college academic and administrative staffs, students and other parties who have contributed for the organization of this valuable document.

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Abbreviation and Acronyms:

- **ETA**.....Education and Training Authority
- **SED**..... Self Evaluation Document
- **ACFN**.....Accounting and Finance
- **RTT**.....Research and Technology Transfer
- **AC**..... Academic Commission
- **DC**..... Department Council
- **FGD** .....Focus Group Discussion
- **ICT**.....Information Communication Technology
- **E.C** ..... Ethiopian Calendar
- **E-Library** .....Electronic Library
- **QAO**.....Quality Assurance Office

Part I: The Institution

1.1. Background of the Institution

Ayertena Campus is one of the branches of Queens' College which is found in Kolfe Keraniyo Sub city woreda 04 Around Shewa Shopping Ayertena branch in Addis Ababa Ethiopia with commendable achievements in teaching-learning activities.

As we all know, the landscape of higher education is changing rapidly and dramatically. Disruptive technologies, rising student debt, access and affordability, a renewed focus on student success and degree completion, globalization, and the evolving demography of our nation present challenges for every higher education institution in our nation. However, for those institutions committed to thoughtful strategies and innovation, these challenges will be opportunities for advancement and success. Queens' must be one such institution.

In 2012 E.C, Queens College expands its capacity by opening new branches at Ayertena Campus. Knowing that with the rapid change of knowledge, an institution of excellence is needed not only to teach what has been gained but also to take part in the generation of knowledge. Noting that in an increasingly complex and demanding world it has become incumbent for an ancient country like Ethiopia to develop leaders who can relate to the best of the past with the challenges and opportunities of the future through the celebration of achievements on one hand and capacity for initiatives and innovation in personal, professional and public lives on the other hand.

More than ever before, both national and global communities have a growing need for value adding professionals, and it has become necessary to provide competency based education. Currently Ayertena Campus has been offering education in both regular and extension Programs in a departments of Accounting & Finance and Management programs.

1.2. Vision, Mission and Objectives of Queens College

1.2.1. Vision

The vision of Queens College is to be one of the leading higher institutions centers of excellence in teaching learning, research, public engagement and be the prime choice in Ethiopia and in east Africa by 2035

1.2.2.Mission

The mission of Queens College is to produce competent graduates in diverse field of study, provide need-based community service, and undertake problem solving research to foster social and economic development of the country.

1.2.3 Objectives

The objectives of **Queens' College** are to:

1. Prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall be come internationally competitive;
2. Promote and enhance research focusing on knowledge and technology transfer consistent with the country's priority needs;
3. Ensure that education and research promote freedom of expression based on reason and rational discourse and are free from biases and prejudices;
4. Design and provide community and consultancy services that shall cater to the developmental needs of the country;
5. Ensure institutional autonomy with accountability;
6. Ensure the participation of key stakeholders in the governance of institutions;
7. Promote and uphold justice, fairness, and rule of law in institutional life;
8. Promote democratic culture and uphold multicultural community life;

1.3 Guiding Values

Queens College is committed and guided by the following values

1. Academic Freedom

Queens College takes academic freedom as its core value, where all its communities inquire, investigate and engage in relevant academic practices and development

2. Excellence

The college upholds excellence as a standard in teaching, research, and community service

3. Maintain Quality and Standards

The college maintains quality and standards by putting in place and following pertinent quality assurance, monitoring and evaluation tools

4. Integrity

Queens College promotes integrity, justice, ethical conduct, justice, fairness, and nurtures a culture of teamwork and mutual support among members of the community

5. Good Governance

The college promotes democratic, transparent, inclusive, responsible and accountable leadership and management

6. Respect for Diversity

The college promotes, respects, and honors commonalities and differences in ideas, culture, religion, language, and ethnic identity.

7. Student centeredness

The college is dedicated to render academically challenging and supportive learning environment that motivate students to actively engage in learning, decision making and governance.

8. Transparency and Accountability

The college is committed to ensure transparency and accountability in the performance of all tasks, goals, and objectives and responsiveness to feedback, peer review, monitoring, evaluation and sustained personal and institutional development.

9. Professionalism

A commitment to a high standard of professional integrity and ethics

10. Team work and team spirit and Entrepreneurship

The college upholds the culture of working cooperatively or develops teamwork and team spirit and inculcates the spirit of entrepreneurship among the academic staff, support staff, students and other stakeholders

11. Creativity and Innovation

The college Foster the culture of generating new ideas, processes, services, and technologies

12. Dignity, respect, fairness equity, and justice for all individuals

13. Positive thinking

Develop positive thinking towards the achievability the colleges, mission, vision, objectives, and core values

14. Care, concern, and sensitivity for cross cutting issues (gender, environment, and disabled)

1.4 Teaching-Learning Policy

The Campus shall be committed to quality and standards in its education and services. To this end, it shall be:

1. Provide an insight into their view and development of current and future teaching-learning practices which would enable both teachers and students remain motivated and inspired;
2. Create the opportunity to spread and share good practices in teaching-learning;
3. Emphasize on a student–centered approach to help students develop their skills and abilities to work independently and collaboratively
4. Balance individual, group and whole-class teaching during class sessions;

1.5 Research and Research Directions

1. The Campus have an institutionalized system that enables it to carry out planned research with varies national and international institutions, research centers and industries.
2. The Campus defines its core research areas and themes on the basis of the priority needs of the Community, the Institution's comparative advantages, and in consultation with the key stakeholders.
3. The Campus shall have a transparent system of research policies and guidelines that deploys purposefully its academic staff as primarily teachers, researchers, or combinations thereof on the basis of its research agenda and plan, demonstrable merit, and practicality, and with stipulations clarifying debated areas.

Part Two: About the Institutional Self Evaluation

2.1. Background of the Institutional Self Evaluation

The Quality Assurance Audit is systematically and monitoring and review processes established by the Campus to determine the quality and relevance of its programs and the appropriateness of its infrastructure. A robust and transparent quality assurance system conveys confidence in the quality of the provision of a HEI to its staff, to students, to employers and to other stakeholders. HEIs should have a policy and associated procedures for the assurance of the quality and relevance of their programs. They should also commit themselves explicitly to the development of a culture which recognizes the importance of relevance, quality and quality assurance in all their work. HEIs should develop and implement a strategy for the continuous enhancement of quality.

For the purpose of enhancing the quality of education it delivers, the College has developed quality assurance policy, guideline and procedures. Among other things, the policy, guideline and procedures are designed to assess the processes developed through its planning efforts to improve student learning, to enhance the impact of its research on the disciplines, and to link its service activities with the needs of the College and the community and also to determine if the planning at the academic unit is aligned with the College's strategic plan. In line with this, Queens' college Ayertena Campus has conducted self-evaluation mainly focusing on evaluating whether it is assuring quality in the teaching-learning process through appropriate learning goals, up-to-date curriculum, continuous assessment, student support, and teaching resources and the generation and implementation of quality enhancements innovations. Besides, the evaluation focuses compliance of the programs with the College's wide ranging policies that support for assuring and enhancing quality. During the self-evaluation various approaches were used to evaluate the overall effectiveness of the teaching-learning process, research activities and community services as major objectives of higher education institution.

2.2. Purpose of the Self Evaluation

The general purpose of the self-assessment is to evaluate the status of the Campus against the set standards for similar higher education institutions on the basis of the checklist developed by ETA for this purpose.

2.3. Scope of the Evaluation

This Institutional self-evaluation is delimited to quality audit of the Queens' College Ayertena Campus only focus on the undergraduate programs at regular and extension division.

2.4. Structure of the Report

The report is organized into five major sections. The first part addresses the introduction which includes background of the Campus and the programs. The second part deals with the institutional self-evaluation. Part three is about the methodology of the evaluation. Part four is devoted for areas of evaluation for the program which extensively addresses the checklists. The last part, part five, concludes the campus strength/ good practice, gap analysis and limitation and enhancement plan with a description of some of the ideas that emerged from the various assessments for enhancing quality of the teaching-learning and research process in the future.

Part Three: Campus Self Evaluation and Methodology

3.1. Establishment of the Institutional Self Evaluation team

This institutional self-evaluation was carried out by a team of seven members assigned by the Academic Commission of the Campus. The following are the members of the SED team:

S.no	Committee Members	Position	Qualification	Remark
1.	Hayatu Abdrehaman	Quality Assurance Officer	MA	Chair Person
2.	Basha Belachew	RCSP Officer	MA	Secretary
3.	Senayit Mehabaw	Registrar head	BSC	Member
4.	Ephrem Kumera	Head, MGT Department	MA	Member
5.	Hiyab Habtu	V/Admin and finance	BA	Member
6.	Tamrat Ayele	Campus Dean	MBA	Member

The team was comprises as follows; it's chaired by the Quality Assurance officer and the Research ,Community Service and publication Officer was the secretary of the team. The others are members of the SED team. To ensure that all ETA requirements and provisions are addressed, the team members took their time and carefully reviewed and familiarized themselves with relevant ETA documentation on SED preparation. The team then set and compiled a plan of action for the various team activities and communicated the same to all concerned constituencies (students, staff, Management). This was followed by identification and selection of data/information gathering tools and sources. The team obtained relevant data and information for this evaluation from the following sources:

1) Direct observations of physical facilities and learning resources;
2) Structured interviews with senior management, primary service providers and administration staff.

3) Focus Group Discussion (FGD) Interviews with academic staff and students;

4) Classroom observations of teaching-learning processes; and

5) Document analysis (Review and examination of various documents and records)

The data collected in this manner were carefully analyzed and interpreted by members of the team. The members meet regularly to discuss their findings and to validate their judgments. The drafting of the SED was organized by the team chairperson and secretary and the report went through several drafts and team members had the opportunity to provide comments on each. The final editing was again accomplished by the team chairperson. Because the Self Evaluation Report serves as the basis for the external review process by ETA Quality Audit Team, the focus areas established by ETA have been taken into account in the assembly and preparation of the report. Hence, attempts have been made to compile and present information in a concise and useful format that communicates effectively with the ETA review procedures. Attempts have also been made to support assertions of achievement of goals and objectives and consistency with standards by material either included in the Self-Evaluation Report or readily available on College.

3.2. Data Collection Instrument

The institutional self-evaluation was made based on primary data and secondary sources. Parallel to this, the team then began the evaluation with various compliance criteria, national guidelines and international standards. The team then initiated a number of activities beginning with a variety of surveys of staff and students, and compared the College's trend with other similar institutions.

3.3. Methods of Analysis

The program audit team used descriptive analysis method to analyze the data gathered through the different data collection instruments.

3.4. Sample Size

Sample Group	Population Size	Number of Selected Respondents	Number Of Obtained Responses
Senior undergraduate degree program Students (regular and extension)	193	100 (42 %)	96 (96%)
Academic staff offering undergraduate degree courses (those who have first degree and above)	10	6 (100%)	5 (83%)
Admin staff	21	21 (100%)	20 (95%)

Part Four: Areas of Evaluation

3.2. The Evaluation of Quality and Relevance

Quality and relevance assessment is a litmus test for institutional self-audit to identify achievements, challenges, good practice and possible for improvements. As per the ten focus areas identified by ETA, the following sections will analyze the assessment outcomes from various Campus communities.

3.2.1 The Evaluation of Vision, Mission and Educational Objectives

3.2.1.1 Vision

The Vision, Mission and Goals of the College are found in the documents of Legislation, Strategic Plan, Hand book and Broachers of the College. Moreover the vision and mission statements are posted in different offices and in the notice boards of the Campus.

It is seen as important that the College has developed a set of values to guide its workings and the SED team, while recognizing that more values could be added to the list, wishes to endorse these as crucial to the mission of the College and the achievement of its goals and vision within the next years. Queens' College will need to ensure that these values are underpinning its work and it may be that the educational goals need revisiting for clarity and plausibility.

The Vision of College is as: "To be one of the leading higher educational institutions in Addis Ababa, Ethiopia by 2035 E.C, respected for offering a wide range of academic programs & conducting meticulous research works, produce confident and capable graduates who can contribute to national and global development." This vision statement is supported by a list of mission statements.

3.2.1.2 Mission

The vision statement stated above has also been supported by mission statements. The main mission of Queens College is:

1. To deliver a world-class education;
2. To encourage and promote life-long learning through extension and distance education programs;
3. To understand the unity and diversity of life through discovery in the sciences, technology and business;
4. To conduct educational, scholarly, and service activities that contribute to meeting the needs of a diverse society;

5. To dedicate itself especially to understanding and improving the environment and the well-being of the society.

4.1.1.2 Goals

For implementing of the College's vision and mission, the following goals are listed here below such as:

1. Design and provide community and consultancy services that' shall be cater to the developmental needs of the country.
2. Ensure that education and research promote freedom of expression based on reason and rational discourse and are free from biases and prejudices;
3. Promote democratic culture and uphold multicultural community life;

In order to assess the relevance and quality of the vision, mission, and goals, the SED Team employed several data gathering tools. The deans of the Campus, Heads of departments, Academic and Admin staffs and Students were the respondents.

A questionnaire consisting of closed and open ended items was prepared and distributed to purposefully sampled respondents from three categories of samples drawn from senior class students attending degree programs in two departments, Instructors who are currently offering degree courses and administrative staff who are working in frontline service work units. The following tables summarize the number and the percentage of responses obtained from these three categories of respondents specifically on these focus areas:

Table 3: Summary of responses to questions dealing with vision, mission, and educational Objectives

Issues	Percentage of Responses						Total	
	Admin Staff		Academic Staff		Students			
	Yes %	No %	Yes %	No %	Yes %	No %	Yes %	No %
Are you aware of the College's Strategic plan?	70.6	29.4	82	18	52	48	**68.2**	**31.8**
Are the vision, mission and educational objectives realistic?	73	27	70	30	66	34	**69.7**	**31.3**
Are the vision, mission and educational objectives relevant to the needs of the nation and stakeholders?	68	32	72	28	60	40	**66.7**	**33.3**
Does the Campus implement the strategic plan aggressively?	80	20	75	25	71	29	**75.3**	**24.7**

As can be seen from the percentage of responses in the table above, a significant proportion of respondents **(68.2%)** know that the Campus has a Strategic Plan. However, **31.3%** of respondents think that the vision, mission and educational objectives are not realistic and achievable but in this case the Campus must consider this amount of percentage. Even though **(75.3%)** of respondents indicated their knowledge of the Campus strategic plan, **24.7%** respondents expressed their great concern about the delay of the implementation and evaluation of the plan.

The survey of opinion on the dissemination component of the vision, mission, goals and objectives of the college, the SED team found out that respondents had great agreement that the vision, mission, goals and objectives are well understood and disseminated. The SED recommends that the Campus needs additional effort in disseminating and implementing the entire strategic plan to the remaining staffs.

3.2.2 The Evaluation of Governance and Management System

As it's clearly stated under the Higher Education Proclamation No. 650/2009 article 43(1), the Queens' College governing and advisory bodies is structured in a kind of that include the CEO, president, senate, Academic Commission, and academic unit respectively. This implies that the Ayertena Campus supreme governing body is the Academic Commission of the Campus. The Academic dean and vice dean of the campus are structured above with QAO, RCSP, registrar, admin and finance, ICT AND Students Affairs coordinators.

As indicated in the organizational structure, the Managing Team of the Campus follows a comprehensive structure for the management and administration of the Campus. The document presents the Academic Commission as the supreme authority of the Campus. The Academic Commission is mandated to approve the Campus's annual budget and Promotion of staffs. The Campus organizational structure is sketched to function at the campus level with the total of 31 staffs.

SED team observed positive development in implementing the strategic plan, the organizational structure and the legislation. Both the academic and administrative staff of the Campus showed willingness to accept both the Strategic Plan and the Organizational Structure. Similarly, the feedbacks and comments received from the various bodies of the Campus showed that the organizational structure has been fully implemented. The Campus filled various positions and implemented the salary structure as proposed in the document. The third relevant document reviewed by the SED team is the College Legislation. Accordingly, the SED Team has found letter used to implement and distribute the strategic plan and the organizational structure.

The SED Team has taken particular note of the responsibility of the Academic Commission to:

1. Work on academic programs and their curricula and supervises units to ensure the relevance and quality of education and research,
2. Ensure proper implementation of institutions statutes related to all academic and research matters,
3. The Campus implement Institutional wide framework for quality enhancement and student assessment.

In order to realize these duties of the Academic Commission, the Legislation enforces the establishment of a ***Standing Committee for the Quality Assurance.*** The Committee has the following major duties and responsibilities:

1) Makes sure that all teaching aids and equipment are available for all programs and that they are fully functional

2) Ensures that laboratory equipment, and other basic supplies are in place for programs requiring these facilities

3) Regularly assesses the performance of instructors

4) Makes sure that the students are provided with all the necessary information and services

5) Conducts internal audit regularly and prepares the self-evaluation document for external evaluators

SED Team comments that the duties of Quality Assurance Committee listed above require additional revision on the basis of the guideline established by Education and Training Authority.

However, the Deans of campuses and Departments conduct meetings with the Academic V/President of the College quarterly on both academic and administrative issues. Department staffs are represented in various committees of the Campus, such as Departmental Council, Academic Commission, and Quality Assurance Committee, Exam Committee etc. So that students are represented in almost all these decision making bodies. .

Personnel records maintained in the Campus main archive indicate that the Campus has employment agreements with Departments staff. The Team for this report also found the terms and conditions in the agreement to be fair and equitable;

A review of Campus documentation also revealed that descriptions of duties and responsibilities are provided to staff at initial appointment, and that these are maintained in their personnel files.

4.1.3. The Evaluation of Infrastructure and Learning Resources

The overall response obtained from the checklists indicates that both learning resources and educational facilities such as Library, Computer center with appropriate Internet service, Course materials, Tutorials and financial support got moderate remarks in rating. Observation of facilities like classrooms, library, laboratory, and the college compound tells various prospects. For examples, classrooms are equipped with quality teaching boards, projectors, enough number of chairs in respective classes.

Appropriate infrastructure and learning resources/facilities are essential components of an educational organization. In keeping with this, Queens' College supports its education and training programs with relevant infrastructures and physical facilities/learning resources adequate to realize program and organizational mission. The following description displays the results of direct observation as well as interviews and focus group discussions relating to the physical facilities and learning resources of the College. The following description displays the results of direct observation as well as interviews and Focus Group Discussions relating to the physical facilities and learning resources of Ayertena Campus.

Classrooms

The Campus owns 6 classrooms with appropriate space, light, and sufficiently equipped with suitable seating arrangements. Direct observations as well as a focus group discussion with students reveal that there are no shortages of these physical facilities and all available classrooms are properly utilized for various educational and training purposes.

Maintenance of infrastructure facilities takes place from time to time. In all classrooms, all platforms are installed so that instructors can make full use of boards, chairs and tables that have been availed for teaching and learning processes.

Tutorial class rooms

The undergraduate program offered in in both programs of education mode requires classrooms for tutorial purpose.

Offices

There are offices in this campus to both academic and administration personnel.

Table 4: Number of offices in the campus

No.	Office	No. of Classrooms	Remark
1	Academic staff office	5	
2	Administrative staff office	8	

The Campus look good in terms of the overall quantity of this physical facility, a close observation of the individual spaces show that the offices available to academic staff of the Campus is quite sufficient. A further observation of this facility reveals that most academic staff members have their own private space to prepare for teaching, to mark exam papers, and to counsel/advice students on academic matters. This situation is compounded by the fact that the existing office accommodations are well equipped (broadband Internet service available in all the offices is sufficiently furnished).

The Library

The library has an open access circulation and the campus is equipped with E-Library is contained inside the main libraries. Students get access to electronic educational resources in this section using computer terminals available to them. A 12-hour library service is provided to students Monday through Saturday. The team for this report generally regards the present library stock as adequate on the whole. Further, the ratios of textbooks to students are in line with the required minimum standard, but needs considerations.

Computer Laboratories

There are totally two computer laboratories in the Campus with an average of 15 computers in each laboratory. The computers are mainly used for the teaching of general Computer courses. Moreover, other related facility such as broadband internet Connection is available to students in the computer laboratories.

Table 5: Number of computer laboratories in Ayertena campus

No.	Of lab.	No. of Computer at labs	Remark
	Lab.1	15	
	Lab 2	15	

Electricity and Water Supply

Direct observation of physical facilities and FGDs with staff and students indicate that the supply

of water and electricity is quite sufficient. Moreover, the Campus purchase generator to assure continues service deliverance during the absence of electric power. Hence both office work and classes in the evening sessions are not hampered due to lack of electricity.

Toilet rooms

The Campus has enough toilet rooms for everyone, there are separated toilet facilities for female and male students and as well as the staff of the Campus. The FGD with staff members also reveals that there are separate rooms intentionally designed for administrative staffs as well as to students.

Health Center

the Campus has already availed heath service providing utilities such as first aid service units and kits also the campus has 1st Aid service Expert. A need for emergency medical attention appears to be the responsibility of individual students and staff members.

Staff room and Recreational Facilities

There are adequate offices in the Campus for the academic staff. However, the Campus needs to have cafeteria with enough capacity to host staffs.

4.1.4. The Evaluation of Academic and Administration Support Staff

The Campus is basically administered by two components, the Academic and Administration lines of staffs. The Academics and administrative stream as total of 29 staffs (i.e. instructors, technical assistant). In regard to staff appraisal system, higher officials, students, and colleagues are involved in evaluation process of the staffs. So far, the Campus has move to an inch by offering award and gifts to employees in both units. But there are claims that no proper and consistent staff appraisal system and evidence used.

The presence of academic and administrative staff is one of the essential inputs of any higher academic institutions at different levels. Quality education can be expressed in terms of the availability and quality of manpower. The number of academic staff should be compatible with the number of students. The type of qualification of the academic staff is expected to be appropriate with the program and to the courses they teach. Similarly, the administrative staff has a significant contribution to run the overall academic programs in the institution. The adequacy of enough and qualified administrative staff is essential to meet the objectives of the institution. In this section, the SED team provides information on the academic and administrative staff in Ayertena Campus.

4.1.4.1 Academic Staff

It is found that there are 10 academic staffs in the Campus. The SED team also aimed to examine the ratio of instructors to students in ACFN and MGT undergraduate degree programs. The instructor student ratio is depicted in Table here below.

Table 6: Instructor: Student Ratio at Program Level

Program	No. of students	No. of Instructors	Instructor: Student ratio
Accounting & Finance	122	5	1:25
Management	107	5	1:22

As can be seen from the data in table above, the ratio of instructors to students appears quite fair in almost all the programs. For instance, in Accounting & Finance, one instructor is available to **25** students and For management department one instructor is available to **22** students. The quality of the academic staff can also be explained in terms of mix of qualifications, academic rank, experience, and employment type. The data in the following table indicate the mix of qualification of the academic staff both in the ACFN & MGT degree programs.

Table 7: Summary of Mix of Qualifications of the Teaching Staff at Program Level

Program	2nd Degree		1st Degree	
	No.	%	No.	%
Accounting & Finance	3	60 %	2	40%
Management	3	60 %	2	40%

As indicated in the table in **ACFN** program, **40%** of academic staff members are first degree holders whereas **60 %** holds **MA/MSC** degree holders and For Management Program **40%** of academic staff members are first degree holders whereas **60 %** holds **MA/MSC** degree holders Therefore the SED team considers this mix of qualifications is above the minimum requirement established by ETA.

4.1.4.2 Administration Staff

According to documentations available in Human resource & Procurement Administration Office, there are 19 administrations staff members. The table below summarizes the qualifications mix of administration staff at the Campus level.

Table 8: Summary of Mix of Qualification for Administration Staff

<= Certificate		Level III		Level IV		BA/Bsc		MA/MSc		Total
No	%	No	%	No	%	No	%	No	%	
2	0.05	0	0	4	21	11	52.6	4	21	**21**

Source: Queens College HRM Office Records

As shown in the above table, the majority of Administrative Staff are employed to perform major.

Policies for the Promotion of Academic Staff

An examination of the College Legislation indicates that criteria for the appointment and promotion of academic staff are clearly stated in the document. The Campus has done a good job in establishing clear policy and procedures for the promotion of its staff. The focus group discussions with staff members reveal that instructors have been promoted in an evident way.

Staff Appraisal

The SED team has carefully scrutinized the document and found that the established staff appraisal system is capable of identifying strengths and weaknesses of the staffs. A focus group discussion held with department Heads and an interview conducted with management personnel reveal that evaluations of the staff had been carried out regularly and often led to positive staff utilization action. In addition to this, the Campus adopts viable appraisal system. It is thus possible to conclude that the Campus has effectively applied staff appraisal system, as documented in College Legislation.

4.1.5 The Evaluation of Student Admission and Support Services

The students from all programs are aware of the College admission policies through brochures and notices by Registrar and Coordinators Offices. Through Office of Registrar the data of new entrance are posted and disseminated to concerns departments and units' staffs for further documentation and actions and these attainment of entering students data are used to inform teaching.

4.1.5.1. Student Admission

The Senate Legislation states that student admission to all degree programs on the campus is determined by and is in line with the admission requirements set by the Ministry of Education. We regard this legislation as fair, clear and transparent. A FGD (Focus Group Discussion) with program students also reveals that entering students receive enough information to make the best

program choices.

4.1.5.2. Student Support Services

The SED Team identified the following support services are available in the Campus: Some of them are

1) General Orientation about the rules and regulation of the College
2) Scholarship
3) Library and ICT services

Campus Induction and Orientation

An extensive Campus wide initial induction consistent with the goals of the institution and relevant to the needs of entering students is annually scheduled before the commencement of classes of the new academic year. Organized by the Offices of Dean, admin and finance, librarians, the Registrar and Student Affairs, this program covers topics such as history, vision, mission, values and educational goals of the institution; the various teaching departments on the Campus; registration procedures, admission and graduation requirements; library rules, regulations and facilities; and student services, facilities/resources, as well as rights and responsibilities.

Library Services

A 12-hour library service is provided to students daily Monday through Saturday. With their IDs and borrowers' cards, students can check out most these resources either for use in the library or outside the library. The SED Team assures that there are sufficient resources such as professional journals, dictionaries, encyclopedias and books.

ICT/Internet Services

Direct observations of the physical facilities and learning resources indicate that there is enough access to the internet available to students and staffs in the Campus. The Campus makes use of a Broadband Internet. The internet service is enough to serve students and all staffs in general. Through this service, students can fully access the web in the library, in the ICT Center.

Academic Advisement Services

A visit to department offices show that all departments have posted their schedules for advising; Moreover, an interview with department heads and a Focus Group Discussion with academic staff members and students reveal that students are availing themselves of this service. Students have a responsibility in this regard, given the significance of academic advising as the very core of

institutional efforts to educate and retain students; the Campus Management tried its best to make students aware of the academic advising services.

Registrar Service

The Registrar Office is the main records custodian of the Campus. Some of the services the Registrar Office provides to students at Campus include: Creation and maintenance of records of academic work; verification and issuance of transcripts and diplomas; Registration/enrolment; Issuance of identification cards; Academic calendars and exam scheduling; and Graduation services.

Tuition and Other Fees Service

The tuition and other fees Service is provided by the Finance Office of the Campus is crewed by Finance Head, a Junior accountant and Cashiers who regularly manages financial activities of the Campus. Conveniently located offices and staffed with cashiers, this section provides services to students by accepting all payments for tuition, registration, transcript requests and other related fees.

Educational Assistance Services

Since its inception in 2012 E.C, the Campus has been committed to helping people with various constraints to realize their academic dreams. The centerpiece of this help has been the Scholarship Scheme, in which many have benefitted by being offered the opportunity of pursuing their studies in the programs of their choice with no tuition fee requirements or at reduced requirements. Therefore around Many students were benefited from reduced fee so the past of three years.

4.1.6. The Evaluation of Program Relevance and Curriculum

Besides curriculums aims and objectives, the statement of aims and objective in each programs are stipulated involving the inclusion of transferable skill. These are formulated or contextualized in way that response to institutional aspiration, regional demands and national needs. The newly enrolled students are oriented and aware of the aims and objectives of their program every year before they are starting their Education.

Reviewing relevant documentation and conducting interviews with senior management personnel, the team learned that the institution has clearly stated and detailed new programs approval procedures. There are presently two face-to-face undergraduate degree programs in Ayertena

Campus.

A review of the curricula for the programs reveals that the Campus provides academically challenging education and training through these programs. The team further found that the curricula are designed with the involvement of relevant internal as well as external professionals. Further, curricular aims and objectives are explicit and students get to know them through outline distributions for all courses.

4.1.7. The Evaluation of Teaching, Learning and Assessment

In the interviews, it's confirmed that comprehensive evaluation tools are in place to evaluate teaching learning approach that involves first day first class, absenteeism, etc. Daily follow up are also made or conducted based on received complaints from students or from other sources. However, continuous assessment is a science by itself students, teachers and deans are aware and encouraged to do so.

Additionally on students view, marked that the teacher creates a safe and pleasant learning environment and used teaching methods (i.e. discussion, lecture, demonstration, etc.) The results indicate that most instructors employ a variety of instructional approaches in their lesson, including demonstrations, explanations, whole class discussions, group discussions and individual presentations. Focus groups with students in the programs also reveal that they are generally satisfied with the quality of instruction they receive. With regard to the assessment, interviews with teaching staff and focus groups with students indicate that students are assessed continuously, typically involving laboratory reports, projects, individual and group assignments, oral presentations, case studies, debates, field trips, class tests and final examinations.

Through a review of documentation of grade reports in the Registrar Office and a FGD with program students, the SED Team learned that grading system is fair and grades represent appropriate achievements of the students. With regard to academic advice and tutorial support, instructors who participated in a FGD expressed that students are availing themselves for the academic advising services. Interviews with academic management personnel also indicate that instructors provide course outlines, available assessment policy guideline of the institution.

4.1.8. The Evaluation of Student Progression and Graduate Outcomes

Ayertena Campus has not yet established any linkage with potential employers and

this needs more considerable attention, because the campus is going to graduating their students at the end this year. An interview with Registrar's personnel and a close examination of documentations in Registrar's Office reveal that the Office maintains student's progression. The Registrar's Office maintains records on student attrition. The team has identified that there is no some formal attempts have been made by the Registrar office to find out reasons for which students leave before completing their programs. Some mechanisms have also been invented to address the problems that may enforce students to drop out from a program of study.

4.1.9. The Evaluation of Research and Outreach Activities

As stated in the historical background, Campus was founded in November 2012 E.C. During the first formative years the main focus areas were:

1) Acquisition of teaching materials and resources for education and training programs;
2) Provision of basic facilities and development of teaching/training infrastructure; and
3) Expansion of training programs into areas that had obvious lack access to tertiary education.

The Office was charged with the responsibility of developing policies and guidelines for research activities as well as the provision of consultancy services.

4.1.10. The Evaluation of Internal Quality Assurance

The Self Evaluation team members conducted relevant document analysis (College legislation, strategic planning, Quality Assurance Policy and Guideline for Quality Assurance) and Focus Group Discussions with staffs and students.

After conducting relevant document analysis and an interview, the SED Team came to realize that the Campus has established Policy and Guideline for the Assurance of Education and Training. By analyzing the document, the SED Team found that it is quite vivid and appropriate for the assurance of quality at Campus level. The document has also been reviewed and ratified by the AC. The office of Quality Assurance was made a significant action that can be mentioned as a good practice such as conducting of researches related to customer satisfaction, both academic and administrative staff's performance appraisal supervision of instructors during in their class, community service and monitoring and evaluating the day to day activities of staffs more related to Quality Issues. As there was no campus level audit carried out since its formation, good practice was institutionally scrutinized for dissemination for the Campus.

Based on the respondents' feedback, there was no significant action that can be mentioned as a good practice; however, the current commitment to investigate the existing performance, gaps and related challenges is one of best Campus level initiative that brought the courage to finalize this Self-Evaluation Audit.

Part Five

5.1. Ayertena Campus Strengths/Good Practices

The point indicated below has been identified as major strengths/good practice of Ayertena Campus in this round of Institutional Self-Evaluation such as:

- Scholarship opportunity was given to staff and non-staff members who can't afford the periodic payment of the Campus.
- Posted evidence on the Vision , Mission , educational goals and Values
- The establishment of offices likes Quality Assurance Office, Department heads Office, RCSP Office.
- Ayertena campus participate on seedling (Aranguade Ashara) followed by government invitation for HEI and for that the campus had got a participation certificate.
- Ensured Opportunities for staff to be represented in the different committee;
- The opportunities for staff to be represented in the committee;
- Basic physical facilities and learning resources are sufficiently available to realize the mission, goals and objectives of the Campus,
- The campus Research and publication officer tried to assess the service quality and customer satisfaction of the campus.
- The Campus provides adequate financial and personnel resources to support its programs.
- The number and mix of qualifications of the teaching staff in each program have meets more the minimum criteria/standard of ETA.
- To support the academic activities of the Campus, there are adequate numbers of the administration staff.
- Students Admission was takes place based on the entry requirement set by MoE
- The Campus has Senate Legislation, Policies, Guideline, Student handbook and other related documents that clearly stipulate in various academic and administrative issues.
- Adopted research policy documents and guidelines
- Engaged in Environmental Protection activities

- The Campus has Quality Assurance guidelines, ETA reference Document guidelines policy and check lists for the assurance of education and training quality.
- The Campus has a good exam and grading management system.
- The monitoring system (including attendance and evaluations) of students and teachers is strict and strong
- Quality issues are generally and frequently raised and discussed on various forums and the Management is highly responsive to quality concerns at various levels directly and indirectly.

5.2Limitations of Ayertena Campus

The points indicated below have been identified as limitations of the Campus.

- Limited efforts in ensuring the internalization of the College vision, mission, goals and values by the Campus community;
- Limited efforts to advance student membership in decision-making committees;
- The Campus has not made greater attempts to find out why students are not availing themselves of the academic advisement and consultation services available to them.
- Not enough efforts made to identify reasons for which students leave before competing their programs of study
- Limited participation of both academic and administrative staff in direct research activities
-

5.3 Plans for Enhancement and Improvement of Practices

The following section provides a matrix of required actions, suggested strategies and individuals or offices responsible for follow-up and/or implementation.

Required Action or Activity	Proposed Responsible officer
The campus employees should have to toil to internalize the vision, mission and goal of College	Campus Dean, QAO
Establish additional recreational centers	Campus Management
Appraise staff in accordance with set procedures	Deans, Department heads
Make available cafeteria and counseling services	Administration, Deans, and Department heads
Revise and update the Assessment guideline	AC members
Strengthen tutorial support services for the needy students	Deans, Department heads, student affairs
Identify degree of staffs and students satisfaction	Quality Assurance Office and Students Affair Office.
Establish formal links with employers	RCSP and Students Affair

Identify reasons of students' drop outs	Department heads & registrar , student affairs
Allocate enough funds for research and outreach activities	Campus Management
Strengthen training for staffs on research activities	Campus Dean & RCSP officers
Strengthen the implementation of different institutional standards, guideline, polices, formats and checklists	Members of AC and Quality Assurance Committee

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Appendices:

Appendix-1. Profile of Academic Staff

1.1 Ayertena Campus Administrative Staff List /2016 E.C

No	Full name	Qualification	Responsibility	Remark
1.	Tamrat Ayele	MBA	Dean	
2.	Hayatu Abderehaman	MBA	Quality Assurance	
3.	Basha Belachew	MA	RPCS Read	
4	Emiru Bizuayehu	MA	General Service	
5	Tamiru Sisay	BA in ACFN	Community Service	
6.	Hiyab Habitu	Accounting and finance	V/Admin and finance	
7.	Asefash Fikade	BA in ACFN	Accountant	
8.	Hilawe Yaregal	Level 4 in Acc& budget service	Cashier	
9.	Senayit Mehabaw	BSc in IT	Registrar head	
10.	Belachew Wagaw	Bsc in IT	Registrar officer	
11.	Aberu Seid	L-4 in AOST	Secretary	
12.	Belete Simeneh	Information system	Library Head	
13.	Melkam Kasaye	BA	Assistance Librarian	
14.	Mestawot Bogale	Level 4 in HRM	Cleaner	
15.	Silenat Balew	BA	Data Encoder	
16.	Abenezer Lemessa	Level 4 in ABS	Student Affairs	
17.	Zekarias Sisay	Bsc	IT lab Head	
18.	Yinebeb Alemu	Level 4 in Hard ware & Net	IT Lab technician	
19.	Woyinhareg Kebede	Grade 12	Cleaner	
20	Meselech Meshesha	10	Grader	
21	Biruk Tadesse	BA	HR Expert	

1.2 Ayertena Campus Academic Staff List /2016 E.C

No	Full name	Qualification	Responsibility	Remark
1.	Ayalkebet Tesfaye	MSC	Lecturer	
2.	Mohammed Fuja	MSC	Head, ACFN	
3.	Solomon Tarfasa	MSC	Lecturer	
4.	Rahel Hagos	BA	Assistant Lecturer	
5.	Fikirte Abera	BA	Assistant Lecturer	
6.	Melese Getu	MBA	Lecturer	
7.	Ephrem Kumera	MBA	Head, MGT	
8.	Tamrat Abera	MBA	Lecturer	
9.	Tsihon Girma	BA	Assistant Lecturer	
10.	Mulugeta Aderaw	BA	Assistant Lecturer	

1.3 Queens College Ayertena Campus Technical Staff List /2016 E.C

No.	Full name	Qualification	Responsibility	Remark
1	Zekariyas isay	Bsc	IT lab Head	
2	Yinebeb Alemu	Level 4	Lab Assistance	

Appendix 2: Statistical Data on Student Admission rate

Statistical Data on Student Admission rate in Degree programs between 2012 and 2016(Source: Registrar Office)

Table 1: Students Enrolment from 2012 - 2016 E.C for ACFN

No	Department	Entry year	Admission	No of Students(sex)		Total
				Male	Female	
1	Accounting and Finance	2012 E.C	Regular	14	27	41
			Extension	-	-	-
		2013 E.C	Regular	13	24	37
			Extension	-	-	-
		2014 E.C	Regular	17	21	36
			Extension	-	-	-
		2015 E.C	Regular	-	-	-
			Extension	15	21	36
		2016 E.C	Regular	-	-	-
			Extension	12	24	36
2	Management	2012 E.C	Regular	16	24	40
			Extension	-	-	-
		2014 E.C	Regular	14	23	37
			Extension	-	-	-
		2015 E.C	Regular	-	-	-
			Extension	19	16	35
		2016 E.C	Regular			
			Extension	23	12	35
TOTAL				**143**	**192**	**335**

Statistical Data on Graduate Student rate in Degree programs between 2012 and 2016(Source: Registrar Office)

Table 2: **Graduate Students from 2012 - 2016 E.C for ACFN**

No	Department	Entry year	Admission	No of Students(sex)		Total
				Male	Female	
1	Accounting And Finance	2012 E.C	Regular	14	27	41
			Extension	-	-	-
		2013 E.C	Regular	10	13	23
			Extension	-	-	-
2	Management	2012 E.C	Regular	16	24	40
			Extension	-	-	-
TOTAL				**40**	**64**	**104**

Statistical Data on Active Student rate in Degree programs between 2012 and 2016(Source: Registrar Office)

Table 2: **Active Students from 2012 - 2016 E.C for ACFN**

No	Department	Entry year	Admission	No of Students(sex)		Total
				Male	Female	
1	Accounting and Finance	2013 E.C	Regular	4	10	14
			Extension	-	-	-
		2014 E.C	Regular	14	22	36
			Extension	-	-	-
		2015 E.C	Regular	-	-	-
			Extension	15	21	36
		2016 E.C	Regular	-	-	-
			Extension	12	24	36
2	Management	2014 E.C	Regular	12	25	37
			Extension	-	-	-
		2015 E.C	Regular	-	-	-
			Extension	19	16	35
		2016 E.C	Regular			
			Extension	11	24	35
TOTAL				**143**	**192**	**335**

Table 2: Attrition and dropout at the end of each year

Year	Admission	Attrition (Sex)		Total
		Male	Female	
2012 E.C	Regular	4	3	7
2013 E.C	Regular	-	-	-
2014 E.C	Regular	-	-	-
2015 E.C	Regular	-	-	-
2016 E.C	Regular	1	3	2
TOTAL		**5**	**6**	**11**

Appendix 3: Themes for FGD

Target groups: staff, students

I. On Vision, Mission, Educational Goals

1. Familiarity with vision, mission, values and educational goals of the institution (How familiar are you with)
2. Opinion on the extent of realism of vision, mission, values and educational goals of the institution (What is your opinion)

3. Thoughts on the relevance of vision, mission, values and educational goals to the needs of stakeholders and the nation (What do you think about the relevance of …?)

II. On Governance and Management System

1. Familiarity with Management structure (How familiar are you)
2. Thoughts on appropriateness of Management Structure for the effective conduct of training programs (Do you think the management structure is appropriate for the effective conduct of training programs?) justify your ideas
3. Do you have a job description and does it clearly outline your roles and responsibilities? (staff)
4. Do you freely (and responsibly) exercise the roles and responsibilities you are entrusted with?

III. On Infrastructure and Learning Resources

1. What is your opinion on internet services provided to you?
2. What are your comments on the sufficiency of demonstration and laboratory equipment and facilities?
3. How do you evaluate the sufficiency and relevance of journals, periodicals, encyclopedias, dictionaries and CDs available to you in the library?
4. What are your comments on the appropriateness of available learning resources to training programs? How about their up-to-datedness?
5. How satisfied are you with the learning resources and physical facilities available to you? (Students, staff)

IV. On Academic and Support Staff

1. What are your comments on the adequacy of qualified academic staff to run training programs? (students, staff)
2. To what extent does staff appraisal system lead to action? Have you ever been promoted, transferred, demoted, etc. after being appraised? (staff)

V. On Student Admission and Support Services

1. Please comment on the provision of necessary support for entering students.
2. What are your thoughts on the suitability and adequacy of support services and academic counseling available to you?
3. Please comment on the degree of student representation in the affairs of the institution?

VI. On Program Relevance and Curriculum

1. Are you familiar with curricular aims and objectives? Or what are your comments on curricular aims and objectives?

VII. On Teaching, Learning and Assessment

1. What are your feelings about academic advising and tutorial support services provided to you? (Students)
2. What are your comments on academic advising and tutorial support services you are providing to your students? (Academic staff)
3. To what extent are you familiar with assessment policies, standards and procedures of the institution? Please comment. (both students and staff)
4. Do you feel that you are graded fairly and consistently? If Yes, No justify------
5. To what extent have you applied assessment policies, standards and procedures consistently?
6. Are you convenient with the centers where tutorial sessions are conducted? (distance learners)

VIII. On Internal Quality Assurance

1 What do you think of the Quality Assurance Policy of the Institution? Or what are your comments on the QAP of the Institution?

Appendix 4: Interview Questions

Target groups: Management Team, President, Vice Presidents, Deans, Dept Heads, Student Affairs Office, QAO, HR & Admin Manager, Finance Manager, Students,

I. On Vision, Mission, Educational Goals

1. Have you communicated the Institutions' vision, mission, values and educational goals to stakeholders? What mechanisms have been employed to share the vision, mission, values and educational goals with stakeholders? Any documentation in this regard?
2. What is your view on the realism of vision, mission, and educational goals of the institution?
3. How often are these revised in response to environmental changes and what mechanisms are there to do so? Are the mechanisms effective?

II. On Governance and Management System

1. To what extent is the established management structure adhered to?
2. Are descriptions of roles and responsibilities set down in management structure document clearly communicated to all concerned?
3. Do you think the descriptions of roles and responsibilities are strictly adhered to?
4. To what extent do (academic) staff members participate in the affairs of the Institution? Is there any documentation to verify this?
5. Are authorities delegated appropriately?
6. Are academic management meetings at various levels held regularly and frequently? What mechanisms are there to ensure this? Are outcomes of meetings properly documented and communicated?
7. Are there policies, manuals, guidelines, and codes of conduct appropriate for the conduct of training programs? Are they being implemented effectively?
8. Does the institution have clear staff development plan? To what extent is it being implemented?

III. On Infrastructure and Learning Resources

1. Do you think the learning resources (books, computers, internet, etc. available to the students are sufficient?
2. Do you think available learning resources are relevant to the training programs?
3. Is the institution financially stable? What evidence is there to justify your response?
4. Is sufficient budget allocated to run and sustain training programs?

IV. On Academic and Support Staff

1. What is your comment on the adequacy of qualified academic and administrative staff to run training programs effectively?
2. To what extent does the staff appraisal system lead to action?

V. On Student Admission and Support Services

1. What support services do you provide for entering students? To what extent are the services

suitable and adequate?

2. To what extent do you allow student participation in the affairs of the institution?

VI. On Program Relevance and Curriculum

1. What are your comments on the appropriateness of program approval procedures?
2. What are your comments on the appropriateness of program evaluation and review processes?

VII. On Teaching, Learning and Assessment

1. Are there mechanisms to ensure that relevant academic advising and tutorial support services are being offered to students?
2. What are your comments on the appropriateness of assessment policy, standards and procedures of the institution?
3. To what extent are assessment policy, standards and procedures of the institution communicated to students and staff?

VIII. On Student Progression and Graduate Outcome

a) To what extent have you tried to identify level of student attrition in each program?
b) What have you done to identify reasons for student attrition?
c) Have you ever employed someone who graduated from Queens College Ayertena Campus? If yes, how satisfied are you with their performance? (to employers)
d) What organized contacts have you established with employer organizations in an attempt to collect feedback on graduate performance? What measures have been taken on the basis of obtained information?
e) Is there alumni association? If yes, how does it function?
f) Is there a Student Council? If yes, how strong is it? If no, what reasons would you provide for not allowing the establishment of one? (Dean of students, academic deans, president)

IX. On Research and Outreach Activities

1. What proportion of staff in each faculty and program are actively engaged in relevant research and consultancy services? (Academic deans, department heads, Research and technology transfer Office)
2. What do you think about the quality and quantity of research projects, consultancy services and community outreach activities undertaken so far? (Research and technology transfer Office)
3. Do you think they are relevant to the mission of the institution? In what ways? (Research and technology transfer Office)
4. How many links does the institution have with academic institutions and industrialists? And what is the nature of these links?

X. On Internal Quality Assurance

1. What do you think about the Quality Assurance Policy of the Institution? Or what are your comments on the QAP of the Institution?

Appendix 5: classroom observation checklist form

Instructors Name _____Date:_____Course Level ___
Course _____ Title: _____Time beginning_____ending _____
Observer_____

DIRECTION: In the following brief classroom observation checklist, please indicate the presence

of the following actions and behaviors (with a check or +). Leave unobserved items blank. If item is not relevant for this class or instructor's teaching style, please indicate with the notation N/A.

The instructor/Trainer:

1. Uses more than one form of instruction (employs a variety of instructional approaches in the lesson)
2. provides goals and objectives for the class session (purpose of the lesson is well defined
3. provides an outline or organization for the class session and sticks to the same consistently.
4. links instructional goals to curricular aims and objectives
5. uses resources effectively to support student learning
6. invites students' participation and comments
7. draws non-participating students into class activities/discussions
8. prevents specific students from dominating activities/discussions
9. treats students as individuals (e.g. teacher uses students' names)
10. uses positive reinforcements
11. uses examples to explain content
12. elaborates or repeats complex information
13. is audible to all students
14. establishes and maintains appropriate eye contact
15. avoids over-reliance on reading content from notes, slides or texts
16. effectively uses the classroom space
17. knows how to use the educational technology needed for the class
18. provides opportunities and time for students to practice

Appendix 6: Physical Observation Checklist

Self-Evaluation Checklists made on Ayertena - Campus (November 1 – Jan, 30)

S/n	Dimension for observation	Things to be done/ available
I	**Vision, mission, educational goals**	
	1. Clarity of	
	A. Vision	✓
	B. Mission	✓
	C. Educational goals	✓
	2. Familiarity of stakeholders with vision, mission and educ. Goals	✓
	3. Relevance of vision, mission, educ. Goals to needs of the nation and stakeholders	✓
	4. Mechanisms for reviewing vision, mission and goals	✓
	5. Extent of viability of vision, mission, educ. Goals	✓
	6. Frequency of review of vision, mission and educ. Goals	
Ii	**Governance and management system**	
	1. Transparency/clarity of management structure	✓
	2. Appropriateness of management structure for the successful achievement of vision, mission, educational goals	✓
	3. Familiarity of staff with management structure	✓
	4. Extent of adherence to established management structure	✓
	5. Clarity of descriptions of roles and responsibilities	✓
	6. Adherence to descriptions of roles and responsibilities	✓

	7. Degree of communication of role/responsibility descriptions to staff	✓
	8. Extent of involvement of staff in decision making processes	✓
	9. Extent of delegation of authority by management	✓
	10. Clarity/transparency of decision making processes	✓
	11. Frequency of meetings at various levels	
	12.documentation and communication of outcomes of meetings at various levels	
	13. Availability of policies, manuals and guidelines such as	
	⇨ Student code of conduct	✓
	⇨ Student manual	✓
	⇨ Financial policy	✓
	⇨ Human resource guideline	✓
	14. Extent of application of and adherence to set policies, manuals, guidelines, etc.	✓
Iii	**Infrastructure and learning resources**	
	1. .sufficiency/adequacy of physical facilities	
	A. Classrooms	✓
	B. Offices	✓
	C. Lecture halls	✓
	D. Health centers	
	e. Library buildings	✓
	F. Laboratories	✓
	g. Demonstration centers	
	H. Moot courts	
	I. Workshops	
	J. Cafes	
	K. Auditoriums	
	L. Restrooms/toilet rooms	✓
	M. Sports field	
	N. Telephone	✓
	O. Water supply	✓
	P. Electric power supply	✓
	Q. Staffrooms	✓
	R. Compound	✓
	2. Sufficiency/adequacy of learning resources	
	a. Textbooks	✓
	b. References	✓
	c. Computers with relevant soft/hardware	✓
	D. Internet access	✓
	E. Demonstration equipment/facility	✓
	F. Laboratory equipment/facility	✓
	G. Audio-visual equipment/facility	
	H. Sports equipment/facility	

I. Medical equipment/facility	
J. Journals	✓
K. Periodicals	✓
L. Encyclopedias	✓
M. Dictionaries	✓
N. Cds	✓
3. Relevance of learning resources to training program	
A. Textbooks	✓
B. Reference books	✓
C. Journals	✓
D. Periodicals	✓
E. Cds	✓
F. Demo equipment/facilities	
G. Lab equipment/facilities	✓
H. Workshop equipment/facilities	
I. Audio-visual equipment/facilities	
J. Dictionaries	✓
K. Encyclopedias	✓
4. Up-to-datedness of **learning resources**	
A. Textbooks	✓
B. Reference books	✓
C. Journals	✓
D. Periodicals	
E. Cds	✓
F. Demo equipment/facilities	
G. Lab equipment/facilities	✓
H. Workshop equipment/facilities	
I . Audio-visual equipment/facilities	
J. Dictionaries	✓
K. Encyclopedias	✓
5. Efficiency/effectiveness of utilization of learning resources and physical facilities	
A. Classrooms	✓
B. Demonstration rooms	
C. Laboratory	✓
D. Workshops	
E. Moot courts	
F. Textbooks	✓
G. Journals	✓
H. Periodicals	✓
J. Dictionaries	✓
J. Encyclopedias	✓
K. Computers	✓
L. Equipment/facilities	✓

	M. Demo equipment/facilities		
	N. Workshop equipment/facilities	✓	
	O. Health center equipment/facilities		
	P. Audio-visual equipment/facilities		
	6. Level of satisfaction of staff and students with available learning resources and physical facilities	✓	
	7.financial stability of the institution to sustain/run the programs	✓	
	8.sufficiency of budgets allocated to run and sustain programs	✓	
Iv	**Academic and support staff**		
	1. Adequacy of qualified academic staff to run program	✓	
	2. Appropriateness of staff-student ratio	✓	
	3. Suitability of academic staff in terms of mix of qualifications (desirable mix being 20% BA/BSC; 50% MA/MSC; 30% PHD)		
	4. Suitability of academic staff in terms of mix of academic rank (professor, assistant professor, associate professor, lecturer, etc.)		
	5. Suitability of academic staff in terms of mix of experience (desirable if smallest number of staff have least experience)	✓	
	6. Suitability of academic staff in terms of mix of employment type (desirable if staff are on full time terms)	✓	
	7. Adequacy of qualified admin staff to support the running of academic programs	✓	
	8. Suitability and clarity of staff appointment and promotion policy	✓	
	9. Implementation of staff appointment and promotion policy	✓	
	10. Operation of staff appraisal system capable of identifying strengths and weaknesses	✓	
	11. Degree to which staff appraisal system leads to action (promotion, demotion, suspension, warning, appointment, etc.)	✓	
	12. Provision of organized pedagogical and other related trainings to support staff development	✓	
V	**Student admission and support services**		
	1. Clarity and accessibility of admission policies	✓	
	2. Appropriateness of mechanisms for assessing the abilities of entering students	✓	
	3. Provision of necessary support for entering students	✓	
	4. Suitability and adequacy of student support services and academic counseling	✓	
	5. Degree of student representation in the affairs of the institution	✓	
	6. Effectiveness and strength of student council	✓	
Vi	**Program relevance and curriculum**		
	1. Appropriateness of program **approval** procedures	✓	
	2. Appropriateness of program **monitoring** and **review** mechanisms	✓	
	3. Degree of involvement of external professionals and employers in curriculum design, evaluation and review processes	✓	
	4. Extent of explicitness of curricular aims and objectives		High
	5. Extent of communication of curricular aims and objectives to students		High

Vii	**Teaching, learning and assessment**	
	1. Appropriateness of teaching methods	High
	2. Variety and innovation of teaching methods	Medium
	3.practice regarding **academic advice** and **tutorial support**	Medium
	4.appropriateness of **balance of theory and practice**	High
	5.appropriateness of **assessment policies**, **standards and procedures**	High
	6.**extent of communication** of assessment policies, standards and procedures **to students**	High
	7. Degree to which assessment policies, standards and Procedures ensure that students are graded fairly and consistently	High
	8. Mechanisms to ensure balance of assessment Methods (formative, summative, etc.) For each course in each program	Medium
	9. Mechanisms to ensure assessment methods and Procedures are matched to learning objectives	Medium
	10. Mechanisms to ensure assessment methods are applied appropriately	Medium
	11. Adequacy of student appeal procedures	High
	12. Student access to corrected and graded papers	High
Vii	**Student progression and graduate outcomes**	
	1. Extent of attempts made to identify level of Attrition/dropout of students in each program	Medium
	2. Attempts made to identify reasons for student attrition in each program	Medium
	3. Mechanisms devised and actions taken to minimize student attrition	Medium
	4. Graduation rates for different programs	
	5. Degree of employment of graduates in appropriate graduate level posts	
	6. Degree of employer satisfaction with performance of graduates in each program	
	7. Status of links between institution and potential employers to facilitate graduate employment	Low
	8. Status of contacts with graduates	
	9. Existence of alumni and how it is utilized	
	10. Extent of organized contacts with employers to collect feedback on graduate performance and measures taken on the basis of obtained info	
Ix	**Research and outreach activities**	
	1. Proportion of staff in each faculty and program actively engaged in relevant research and consultancy activities	Low
	2. Quantity and quality of research projects, Consultancy and outreach activities undertaken	Low
	3. Quantity of research reports and research articles published	Low
	4. Relevance of research projects, consultancy services and outreach activities to the mission of the institution	
	5. Number and nature of organizations benefiting from consultancy services and outreach activities	
	6. Extent to which outreach activities and consultancy services generate income	
	7. Number and nature of national and international links with academic institutions and industries	

X	**Internal quality assurance**	
	1. Appropriateness of quality assurance policy of the institution	High
	2. Extent of communication of quality assurance policy to stakeholders	High
	3. Effectiveness of quality assurance systems and mechanisms	Medium
	4. Clarity and appropriateness of responsibilities delegated to quality assurance units, committees, and individuals	Medium
	5. Extent to which responsibilities are communicated to quality assurance units, committees, and individuals	Medium
	6. Appropriateness of procedures for obtaining comprehensive data on the quality of the institution's programs	Medium
	7. Measures taken to enhance quality after program/institutional evaluation	Medium
	8. Extent of identifying good practices and ways in which these are disseminated	Medium