QUEENS' COLLEGE

2024/25 ANNUAL PLAN

BY:

PLANNING, MONITORING AND EVALUATION

DIRECTORATE OFFICE

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ADDIS ABABA,

ETHIOPIA

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1. INTRODUCTION

Queens' College was established in November 1997 in Addis Ababa as a language-training institute. A little while, it had started providing short-term certificate training program in Hotel Management, Reception and Basic Computer application for three months period. Queens' institute had been raised to a college level in November 1999 with the motto of "Excellence in Education" to provide educational services at a diploma level in Secretarial Science and Office Management and Accounting at the beginning of the college's establishment. Then after, the institute was called Queens' College. It is established to alleviate the problem of middle level skilled manpower to the government and non-governmental organizations, & to make significant contribution to the development of the country.

In 2001, two additional departments such as Law and Marketing Management were opened. A year later (in 2002) new department in computer science was added. This raises the number of departments to five. In the same year first cycle teachers training and pre-school teacher training was started which was quited a year later.

Since 2016, a broad range of education and training opportunities are provided through day, evening, distance programs and postgraduate programs in various fields of study in different parts of the city. The College has been empowered to grant the bachelor's degree in Accounting and Finance, Management, Social Work, Sociology, Computer Science, and computer Engineering. In postgraduate Program the college grant masters degree in Business Administration, Accounting and Finance and Project Management departments.

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. Realizing that 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

The College caters to the needs of thousands of government and non-government organization employees who want to upgrade their skills and educational statuses as well as

to students who have just completed high school and would like to pursue a tertiary level education and training in various fields of study. The surrounding industries in each campus of the College provides to the students with a wealth of opportunities for internships program.

Research and Community Service is one of the main objectives the college to disseminate its acquired knowledge to the community. Since its establishment the college serves the community by solving problems through research and publication. Different humanitarian support, academic scholarship with 100% full coverage, 50% discount and charity are the main focus areas of the college.

In an increasingly dynamic and competitive higher education landscape, private institutions play a crucial role in providing quality, innovative, and accessible educational opportunities. As Queens' College, we are committed to shaping the future of higher education and empowering the next generation of leaders, critical thinkers, and socially responsible citizens.

This plan serves as a roadmap to guide us through the evolving challenges and emerging opportunities in the years ahead. This plan reflects our unwavering commitment to excellence, our focus on student success, and our aspiration to be a global leader in higher education

Grounded in our core values this plan outlines our strategic priorities and the actionable steps we will take to achieve our vision. By leveraging our institutional strengths, fostering strategic partnerships, and embracing a culture of innovation, we will continue to transform the higher education landscape and make a lasting impact on our students, our community, and the world.

The implementation of this annual plan will be a collaborative effort, drawing upon the expertise and dedication of our faculty, staff, students, and key stakeholders. Together, we will navigate the complexities of the higher education sector, seize emerging opportunities, and position Queens' College as a beacon of excellence, innovation, and social responsibility.

This annual plan serves as a dynamic and forward-looking blueprint, guiding us towards a future where Queens' College is recognized as a premier private higher education institution, dedicated to shaping the minds and transforming the lives of our students in order to serve the society.

2. Objectives of the 2017 Plan

The current plan has set realistic goals, objectives and activities under each pillar to translate the overall vision and mission of the college into annual/operating plan in the coming years. The yearly plan is derived from and is an integral part of the macro plan formulated to fulfill the four pillars. In other words, it spells out the long-term strategic plan, into a yearly exercise. Achievement of the yearly action plan implies the advancement of the corresponding vision and mission of the college. Each unit/office is encouraged to develop a participatory and flexible plan by choosing and/or formulating its specific objectives and activities under the four pillars. These include ensure academic excellence, striving to establish and expand production and service investment, maximizing profitability of organization and enhance the overall capacity and standards of institution. The plans are subject to continuous follow-up and monitoring through different mechanisms.

3. Vision, Mission, Objectives, and Core values of Queens College

3.1 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

3.2 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.

3.3 Objectives of Queens' College

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

I. 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;

II. Promote and enhance research focusing on knowledge and technology transfer consistent with the country's priority needs;

III. Ensure that education and research promote freedom of expression based on reason and rational discourse and are free from biases and prejudices;

IV. Design and provide community and consultancy services that shall cater to the developmental needs of the country;

V. Ensure institutional autonomy with accountability;

VI. Ensure the participation of key stakeholders in the governance of institutions;

VII. Promote and uphold justice, fairness, and rule of law in institutional life;

VIII. Promote democratic culture and uphold multicultural community life;

3.4 Core 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)**

4. Preparation Phase

- Revised 2016 academic year annual plan
- Establish Planning, Monitoring and Evaluation office
- Establish Marketing promotion and Business development office
- Prepare the psychological readiness of employees.
- Fulfill the vacant position by competent employees.
- Distribute and socialization Human resource allocation:

№	Educational Background	Sex		Total	Remark
		M	F		
1	Under Diploma	19	43	62	**Permanent**
2	Diploma	18	34	52	
3	1st Degree	74	39	113	
4	2nd Degree	57	9	66	
5	PHD	9	-	9	
			Total	302	

Source: Queens' College HRM office 2024

Queens' College Campuses and Program Delivery

4.1 TVET Program

The following programs are delivered In TVET program in almost all our campuses

- Accounting and Finance
- Human Resource Management
- Marketing and Sales Management
- Secretary and Office Administration
- Information Technology

4.2 Under Graduate Regular and Extension Programs

4.2.1 5-Killo Campus

- Department of Accounting and Finance
- Department of Management

4.2.2 Yohannes Campus:

- Department of Accounting and Finance
- Department of Management

4.2.3 Asko-Medhanyalem Campus

- Department of Accounting and Finance
- Department of Management
- Department of Sociology

4.2.4 Mexico-KKARE Campus

- Department of Accounting and Finance
- Department of Management program
- Department of Computer Science
- Social work
- Computer Engineering

4.2.5 Mexico -Lideta Campus:

- Department of Accounting and Finance
- Department of Management

4.2.6 Mekanisa Campus:

- Department of Accounting and Finance
- Department of Management

4.2.7 Ayer Tena Campus:

- Department of Accounting & Finance program
- Department of Management program

4.2.8 Lebu Campus

- Department of Accounting & Finance program
- Department of Management program

4.2.9 Hana Maryam Campus:

- Department of Management
- Department of Accounting and Finance

4.2.10 Kality Campus:

- Department of Accounting and Finance
- Department of Management

4.2.11 Distance Education Division Program (Mexico D'Afrique Campus)

- Department of Accounting and Finance
- Department of Management

4.3 Post Graduate Programs

4.3.1 Ayertena Campus:

- Master of Business Administration
- Master of Science in Accounting and Finance

4.3.2 Mexico D'Afrique Campus:

- Master of Business Administration
- Master of Project MGMT

5. The Planning Units

The Major Units of the college which developed the action plan are the following:

- The Academic Vice Presidents Office (TVET, UG and PG)
- The General Manager and Administrative Vice President Office
- The Quality Assurance Office
- The Research, Publication and Community Engagement Office

- The Central Registrar Office
- Student Affairs office
- The Academic Dean Offices
- Human Resource Office
- Administrative and Finance office

6. Major Focus Areas

Based on the basic objectives of a higher education institution as per the higher education proclamation; the college's annual action plan focuses on activities that can help the College to:

- Augment quality of teaching learning in all means of delivery
- Improve engagement in problem solving research activities
- Provide Research based community services

7. SWOT ANALYSIS

7.1 Internal SWOT Analysis (Strength and Weakness)

№	Major Variables	Sub- variables	Strengths	Weaknesses

1	Teaching and Learning	Curriculum Development and Revision	Availability of full- fledged and multidisciplinary academic programs in regular and distance education	↱ Lack of experience sharing with foreign higher institutions and international accreditation system ↱ Poor attention to practical teaching learning ↱ The existing programs demand diversification in terms of level and type; ↱ Lack of updating the manual recording systems to computer based and online to student information, to online accessing of results. ↱ Lack of managing changes that occur at different times, and improvement in accordance with the changes. ↱ Unable to properly investigating external and internal environments and working accordingly
		Sub- variables	**Strengths**	**Weaknesses**
		Student admission and registration	✦ High enrolment capacity in all of the programs (TVET, UGP, &PG).	↱ Large class size ↱ Inconsistency (continuous fluctuation) in admission schedules; ↱ High complaint in Power interruption (Absence of Generators);
		Assessment	Practice of continuous assessment and model exams.	↱ Non-consistencies in assessment in some areas
2.	Human resource	Planning	✦ Existence of strategic and action plans ✦ The presence of clearly stipulate Vision, Missions, ✦ Values & Goals	↱ Lack of enough planning of staff development ↱ Lack of Gender and diversity insensitive planning ↱ The fact that the cooperation in the regular and distance programs is minimal
		Recruitment and Selection	Existence of recruitment and Selection procedure	↱ Inconsistency to go with recruitment and selection procedure; ↱ Poor qualification of administrative staff in some areas
		Directing		↱ Improper approaches to cascading directives compliance with the organizational structure established.

				↱ Poor practice of accountability and assignment of responsibility.
		Organizing	Credible structural setup	Giving less value to experience relevance of employees, be it new or member of the staff, to assign in a vacant position.
		Supervising	- There is follow-up guided by checklist through not holistic and consistent	The supervision did not bring worth mentioning/significant change to bring all campuses on equal footing
		Performance Management		↱ Lack of enough staff evaluation system ↱ Lack of appropriate measure for curbing unethical conducts ↱ Lack of commitment in discharging responsibilities
		Incentive mechanism	Though not performance based there is salary increment every year	↱ Not enough merit-based promotion system, transport, health, and transport service, ↱ Not enough reward and punishment system
		Employee safety, health and welfare	Resumption of establishment of welfare association process	↱ Non-existing staff and family health insurance system ↱ Sluggishness and lack of exerting maximum enquiring all possible means to go about the establishment in case the team assigned.
		Human resource quantity and quality	Existence of qualified and experienced academic staff.	↱ Presence of some admin staffs that are enrolled in the day class programs. ↱ Misplacement and under-utilization of manpower
3.	Research Publication and Community service	Research Capacity	Availability of ICT infrastructure that supports information access and dissemination	↱ Lack of confidence by most students to produce their original research work ↱ Not enough of mechanism to prevent plagiarism ↱ Not enough of mature culture of research, publishing, and consultancy services, ↱ Failure to have a well-developed and smooth flow of information,

		Research priority areas	Existence of support for thematic	➢ Not enough of prioritization of research areas and exploration of comparative advantages
		Research project proposal development and undertaking	Research undertakings in various fields of graduating classes	➢ High degree of dependability on research topics and ideas done before. ➢ The research culture and practices require further enhancement; ➢ The engagement in community development and outreach activities requires further enhancement;
		Partnership and Community service	Presence of well experienced and multi-disciplinary staff capable of providing consultancy and community services	➢ Lack of enough attention in integrating community service as part of their teaching-learning. ➢ Inadequate apprenticeship and industry-College partnership in pertinent academic programs ➢ Lack of institutionalized way of cultivating the spirit of voluntarism for community services ➢ Less involvement in planned community services activities
		Dissemination of research and Impact assessment	Presence of identified Research thematic areas	➢ Lack of continuous monitoring and evaluation mechanisms for research undertakings and results. ➢ Insufficient practice of conducting validation workshops/seminars
4.	Material resource management	Procurement		Inefficient system of procurement: lengthy process, less customer friendly,
		Material distribution and utilization	Existence of distribution and control mechanism	➢ Inadequate maintenance services ➢ Material and property management is poor;
		Guideline		➢ The guideline needs revision
		Staffing	The duty is assigned to assistant admin and finance	➢ this duty is executed on top of the finance duty and less attention given to this.
5.	Financial resource management	Budget Planning and utilization	Introduction of program budgeting system	➢ Mismatch between activity plan and budgeting ➢ Failure to carry out public relations activities successfully, ➢ The case that part-timers are not paid timely, ➢ A loose system of collecting credit

				payments from students,
		Utilization of secured budget	Presence of Integrated Budget and Finance	➢ Lengthy approval and disbursement of budget
		Guideline	There is a guide line	
		Staffing		Skilled man power should be assigned
		system		➢ Lack of enough attention to complaints of the staff on the system incapability ➢ Absence of consistent chain of command
		Automated System	It is well computerized and software is also available	
	Internal Revenue	Consultancy services, Continuing and distance education, Link, Short term, CISCO International Certification	➢ Availability of capable staff to deliver consultancy services ➢ Continuing and distance education programs that generate high income	➢ Lack of college based license for consultancy services ➢ There are no short term trainings
6.	Information and systems	IT systems and Services	➢ Existence of information systems to support administration such as registrar system, finance system, academic load management system, etc	➢ Lack of capacity to cope up with rapid technological obsolescence ➢ The utilization of information technology in the various offices is limited to the purpose of secretarial services, ➢ The case that there is no a balance account that shows the expenses and revenues of the departments which has made it impossible to know the financial status of each department. ➢ Failure to have the necessary information about similar

		Networking (ICT)	Availability of learning resources (ICT infrastructure, Libraries, Laboratories etc.)	➢ Inadequate on call services: maintenance and troubleshooting ➢ The fact that there is failure in gathering and organizing information data of the students, financial affairs, property, library services and human resource using information technology, has a negative effect on efficiency, quality of work and decision making which has worked against the satisfaction of customers, ➢ The documentation system at all levels and places is in need of modernization and enhancement
		Maintenance		Lack of enough maintenance service
		Data base	➢ Software developed	The software developed is practiced as a result of reluctance for library, finance, exhibited by the staff members who are supposed to use them. store system, registrar, etc
7	Intangibles	Organizational reform	➢ Existence	Poor adherence to college rules
				Incidence of academic dishonesty and misconduct and values] values regulations, and Poor support from admin staff to academic staffs
				➢ Slow implementation of reform initiatives ➢ The provision of capacity building to managers at different the desired levels and the staff at large is very limited Reform ➢ Failure to make the necessary effort to enhance the students' skills and abilities, ➢ The case that former graduates are not provided with on- the- job evaluation services, ➢ Absence of the practice of frequent assessment of the curriculum to fix its limitations,

		Management and leadership	➢ Existence of leadership committed to radically change the College system ➢ Management readiness to focus on strategic issues rather than routine activities	➢ Lack of continuity in change initiatives ➢ Sluggish responsiveness to College community needs ➢ Poor accountability system ➢ There are inconsistencies in implementing speedy and customer satisfying services; ➢ Personnel systems, services and activities are very inadequate and un-modernized; ➢ Having a public relations body with the duty of assigning competent professionals in the area of publicity and promotion to convey the needed message in such a way that it attracts people. ➢ Establishing ties with national and international learning institutions and enable teachers and professionals to benefit from experience sharing, ➢ Establishing strong ties with various employing organizations and offices,
		Group dynamics	Willingness to assume administrative and academic responsibilities	➢ Short term trainings and consultancy services are very limited;
8.	Student Service	Student counseling		➢ Inadequate academic and non-academic counseling service
		lounge/tearoom Service		➢ Nonexistence of relatively efficient lounge/tearoom

		Extra-curricular activities		➢ Being unplanned and trying to make up for it by hastily doing things, ➢ Inability to give efficient and satisfying service to its customers, ➢ Shortage of reference materials that could be used for the courses at different levels,
		Recreational Service		Absence of Recreational Service
9	Physical facilities	Infrastructure	Existence of basic educational infrastructures	➢ Lack of enough Offices ➢ Inadequate maintenance system for equipment and building ➢ The construction of buildings at Lideta campus should speeded up;
	Policies Guidelines		Endorsed different Policies and Guidelines: - Grading and Assessment guideline HR Manual, Gender policy and Guideline, Student Hand Book, Admin Manual, Research and Publication policy and guideline	➢ Inadequate policy implementation follow-up. ➢ Inadequate awareness of the staffs on the policy

7.2 **External analysis (Opportunities and Threats)**

	Opportunities	**Threats**

Political	➢ Government special attention for higher education in the Reform ➢ Existence of Educational road map for academic transformation	➢ Mob justice ➢ The existence of many private institutions. This can lead to a stiff market competition. ➢ A sudden change of policies and rules may have certain impacts to implement this plan regular and consistent modification of rules and procedures can negatively affect, too.
Economical	➢ Market growth for trained manpower ➢ The overall development of the country can create a wider market to QC.	➢ High competition for resources ➢ High rate of inflation ➢ Low attention to basic research ➢ Highly inflating house/building rent
Social	➢ Existence of High demand for higher education ➢ High demand for community service ➢ Conducive policy environment for gender and diversity issues ➢ The fact that our society has given value to education creates a wider market to Queens College.	➢ Poor educational background of incoming students ➢ Presence of poorly prepared students (absence of critical thinking, language proficiency)
Environmental	➢ Emerging International partnership(s) ➢ Possibility to do research in collaboration with government and nongovernment agencies	➢ Unpredictable national and int'l trends ➢ Competition from local and international universities and colleges. ➢ The inflated number of private and government higher learning institutions and the resulting stiff competition, ➢ Shortage of competent professionals that can give tutorials in the branch offices for the distance education program

Technological	➢ Possibility for enhanced use of technology assisted teaching learning ➢ The government of Ethiopia has provided thorough thoughtfulness to information, communication; and thereby, has been expanding the installation of IT facilities all over the country. Thus, QC can exploit such benefits. ➢ Global development trends in ICT for facilitating communication	➢ Rapid obsolescence of technology ➢ Maintenance access ➢ Poor handling habits ➢ The imbalance between the number of graduates and available job opportunities, ➢ The impact of low quality of education in grades1-10 on the competence of the trainees to receive learning,
Legal	➢ Presence of legal framework ➢ Un favorable provisions under Revised provisions of Higher Education Proclamation No. 1152/2011	➢ Lengthy procurement Regulations ➢ Non- uniform salary scale ➢ Introduction of Masters Entrance Exam

Table 2: Opportunities and Threats

8. Organizational Information

8.1 Active Number of Students 2016

Nº	Campuses	TVET	UG	Remedial	Masters	Total
1	Alembank-Betel	154	208	0	-	**362**
2	Ayertena UG	527	537	82	-	**1146**
3	Hanamariam	649	924	12	-	**1585**
4	Mexico KKARE	225	212	18	-	**455**
5	Lebu-Garment	160	456	22	-	**638**
6	Yohannes	519	834	74	-	**1427**
7	5Kilo	915	614	45	-	**1574**

8	Mekanissa	517	699	11	-	**1227**
9	Kality	921	744	46	-	**1711**
10	Asko-Medhanyalem	611	180	89	-	**880**
11	Mexico Lideta	855	1439	58	-	**2352**
12	DED	-	2494	2	-	**2496**
13	PG Ayertena	-	-	-	730	**730**
14	PG D'Afrique	-	-	-	1879	**1879**
15	Total	**6053**	**9341**	**459.00**	**2609**	**18462.00**

8.2 Summary of all Campus Active Student By Program in 2016 E.C

№	**Programs**	**Number of Students**
1	TVET	**6053**
2	UG	**9341**
3	DED	**459**
4	PG	**2609**
	G. Total	**18462**

8.2 2016 Prospective Graduating Students									
№	Campus	Program	Entry year	Department	Section	Regular	Extension	DED	Total
1	5 Kilo	Degree	2012	ACFN	2	-	63		63
				Mgt	1	-	39		39
				Total		0	102		102
		TVET	2014 1st	Accounting	2	15	216		231
				HRM	1	-	87		87
				HNS	1	-	32		32
				Marketing	1	-	125		125
				SOA	1	-	25		25
				Total		15	485		500
				G.Total					602
2	**Mexico - Lideta**	**Degree**	**2012**	**ACFN**	1		116		116
				MGMT	1		45		45
				Total		0	161		161
		TVET	**2014**	**ACFN**	1		116		116

				MGMT	1		45		45
				Total		0	161		161
				Accounting	1	23	250		273
				HRM	1		114		114
				HNS	1		38		38
				Marketing	1	18	111		129
				SOA	1		42		42
				Total		41	555		596
				G.Total					757
3	**Ayertena**	**Degree**	**2012**	**ACFN G1**	1	26	60		86
				MGMT G1	1		58		58
				Total		0	58		144
		TVET	**2016**	**Accounting**	1	30	245		275
				HNS	1		39		39
				HRM			45		45
				Marketing	1		34		34
				Total		30	363		393
				G.Total					537
4	**Mexico**	**Degree**	**2012**	**ACFN**	1	-	58		58
				Total		0			0
		TVET	**2016**	**Accounting**	1		90		90
				G.Total					145
5		**Degree**	**2012**	**ACFN**	1	-	31		31
		TVET	**2016**	**Accounting**	1		49		49
				G.Total					80
6	**Kality**	**Degree**	**2012**	**ACFN**	1		51		51
				MGMT	1		34		34
				Total		0	85		85
		TVET	**2014**	**ACF**	1	17	287		304
				HRM	1		169		169
				HNS	1		131		131
				Total		17	587		604
				G.Total					689
7	**Yohanes**	**Degree**	**2012**	**ACFN**	1	27	115		142
				MGMT	1		46		46
				Total		27	161		188
		TVET	**2014**	**Accounting**	1	40	92		132
				HRM	1		29		29
				HNS	1		10		10
				Marketing	1		66		66
				SOA	1		15		15
				Total		40	212		252
				G.Total					440
8	**Mekanis**	**Degree**	**2012**	**ACFN**	1	27	115		142

	sa			**MGMT**	1		46		46
				Total		27	161		188
		TVET	**2012**	**Accounting**	1	40	92		132
				HRM	1		29		29
				HNS	1		10		10
				Marketing	1		66		66
				SOA	1		15		15
				Total		40	212		252
				G.Total					391
9	**Hanamariyam**	**Degree**		**ACFN**	1		104		104
				MGMT	1		70		70
				Total		0	174		174
		TVET		**Accounting**	1	30	276		306
				HRM	1		47		47
				HNS	1		87		87
				Marketing	1		27		27
				SOA	0				0
				Total		30	437		467
				G.Total					641
10	**Betel**	**TVET**	**2014**	**Accounting**	1		100		100
				HRM	1		20		20
				Total			120		120
11	**Asko-Medhanyalem**	**TVET**	**2014**	**Accounting**	1		204		204
				HRM	1		26		26
				HNS	1		29		29
				Marketing	1	39	33		72
				Total		39	292		331
12	**DED**	**Degree**	**2012**	**ACFN**	1			457	457
				MGMT	1			978	978
				Total		0	0	1435	1435
13	**PG Ayertena and Mexico**	**Postgraduate**	**2016**	**MBA**	1	1210			1210
				ACFN	1	65			65
				PMGT	1	228			228
				Total		1503	0	0	1503

8.3 Summary of 2016 Graduating Students by Programs

№	Program	Total	Remark
1	TVET	3677	
2	UG	1059	
3	DED	1435	
4	PG	1503	
	G.Total	**7674**	

9. Core Issues to be accomplished in 2017 EC Academic Year

The major activities of the year are to work towards offering quality education, conducting researches and providing community services. The major activities stated in this action plan are guided by the 4 Pillars priorities identified by the college. With a view to attain its goals, the college has identified the following main activities for execution under each Pillar.

10. Major Pillars, Goals, Activities and Sub-activities

Pillar

1: Ensure Academic Excellence (50%) Achieve all National Educational Standards (MOE, ETA, and TVET) (30%)

Goal 1: Achieve all National Educational Standards (MOE, ETA, and TVET) (30%)

Core activity 1.1.1 Acquire reaccreditation/accreditation certificates for all program (10%)

Sub-Activity 1.1.1.1: Acquire Accreditation and Reaccreditation Certificates for the Required Programs (PG and UG Programs (7%)

1. Acquire reaccreditation of D'Afric PG program (MBA and MPM) that expired on September 19, 2017 E.C
2. Acquire reaccreditation of Piassa-Yohannes (social work and computer engineering) that was expired on May 04, 2017 E.C
3. Acquire reaccreditation Mexico-KKARE(Yohannes) Campuses (ACFN, Mgt and Comp.Sci) that was expired on May 04, 2017 E.C
4. Acquire reaccreditation 5Killo Campus (ACFN & MGT) that was expired on Pagumen 01, 2016 EC
5. Acquire reaccreditation (Reapplication) of Mexico-Lideta Campus (ACFN and MGT) that was expired on June 2016 E.C
6. Acquire Accreditation (Reapplication) of Asko-medhanyalem Campus (ACFN) that was denied on August, 2016 E C
7. Acquire Reaccreditation of Distance program (ACFN & MGT), that will be expired on Pagumen 01, 2016 E.C
8. Acquire reaccreditation of Mekanisa Campus (ACFN & MGT) that will be expired on July 2016.

9. Acquire reaccreditation of Kera (Lebu) (ACFN & MGT) program that will be expired on August, 2016.
10. Acquire New Accreditation in Marketing Management (DED and Regular Program at Mexico, Mekanissa, Ayertena and Kality campuses.
11. Acquire reaccreditation of Kaliti (ACFN & MGT) program that will be expired on August 30, 2017.

Sub Activity 1.1.1.2: Acquire accreditation and reaccreditation certificates for the required programs (TVET) programs (3%)

1. Acquire reaccreditation (Reapplication) of Asko-medhanyalem Campus (Accounting and Finance) that was expired on April 30, 2016 E C
2. Acquire reaccreditation of Asko-medhanyalem Campus (HRM L-2,3,4 Marketing and Sales Management L-2,3,4 Secretarial and office Administration L-2,3,4, IT Support ServiceL-1 and 2, Hardware and network Service L-3 and4) that was expired on August 30, 2016 E C
3. Acquire reaccreditation of Piassa-Yohannes Campus (Accounting L-2,3,4 HRM L-2,3,4 Marketing and Sales Management L-2,3,4 Secretarial and office Administration L-2,3,4, IT Support ServiceL-1 and 2, Hardware and network Service L-3 and 4) that was expired on August 30, 2016 E C
4. Acquire reaccreditation of Mexico-Lideta Campus (Secretarial and office Administration L-2,3,4,) that was expired on August 30, 2016 E C
5. Acquire reaccreditation of 5Killo Campus (Accounting L-2,3,4 HRM L-2,3,4 Marketing and Sales Management L-2,3,4 Secretarial and office Administration L-2,3,4, IT Support ServiceL-1 and 2, Hardware and network Service L-3 and 4) that was expired on August 30, 2016 E C
6. Acquire reaccreditation of Ayer Tena Campus (Accounting L-2,3,4 Marketing and Sales Management L-2,3,4, IT Support ServiceL-1 and 2, Hardware and network Service L-3 and 4) that was expired on August 30, 2016 E C
7. Acquire new accreditation at of Ayer Tena Campus (HRM L-2,3,4 and Secretarial and office Administration L-2,3,4,) that was expired on August 30, 2016 E C

8. Acquire reaccreditation of Hana Mariam Campus (Accounting L-2,3,4, Marketing and Sales Management L-2,3,4 IT Support ServiceL-1 and 2, Hardware and network Service L-3 and 4) that was expired on August 30, 2016 E C
9. Acquire new accreditation at Hana Mariam Campus (HRM L-2,3,4 and Secretarial and office Administration L-2,3,4,) that was expired on August 30, 2016 E C
10. Acquire reaccreditation of Kaliti Campus (Accounting L-2,3,4, Marketing and Sales Management L-2,3,4 IT Support ServiceL-1 and 2, Hardware and network Service L-3 and 4) that was expired on August 30, 2016 E C
11. Acquire new accreditation at Kaliti Campus (HRM L-2,3,4) that was expired on August 30, 2016 E C
12. Acquire reaccreditation of Kera (Mexico-KKARE) Accounting and Finance, Secreatary Program that will be expired on August 30, 2016EC
13. Acquire New Accreditation at (Mexico-KKARE) in HRM, Marketing and IT Programs
14. Acquire reaccreditation of Mekanisa Campus (Accounting and Finance, Marketing, HRM, Secretary and IT) that will was expired on August 30, 2016 EC

Core Activity 1.1.2. Strengthening the Teaching-Learning Processes. (10%)

1. Oversee the preparation of Academic Calendar for 2017 E C
2. Oversee the slip preparation and institutional uniformity across all campus
3. Follow the old and new students registration process
4. Oversee the Preparation of Course Offering
5. Follow the timely submission of Instructors/trainees CV, agreement, class schedule and load to HR office and the timely payments of their salary.
6. Ensure the Preparation of Qualified academic & admin manpower (Profile)
7. Oversee the Assignment of course instructors/trainers timely
8. Monitor the distribution of course material (Power point, Pdf, and the like documents) for each class at the first week of the semester
9. Monitor the orientation program for first year students on “Note Taking and Study Skills, Time Management; Taking Exam; national exam (exit exam), higher education
10. Ensure implementation of first date first class practices.
11. Oversee classroom observation

12. Follow up students and instructors attendance
13. Follow up continuous assessment implementation
14. Monitor students Cooperative training engagement
15. Follow the preparation of final exam schedule prior to 2 weeks, Collecting exam questions, duplicate the exam, assign invigilator timely and administer the examination accordingly
16. Ensure the deadline for grade submission for 2017 academic year
17. Oversee the Announcement for grade complaints and regrade (if any). Accordingly make an announcement for Re-Exam and Make up exam, and schedule preparation,
18. Oversee the progress of students COC accomplishment
19. Working closely with student council and representatives; conducting meetings with student councils, representatives, respond to complaints
20. Facilitate tutorial class for students with low academic performance, especially female students; to decrease the number of dropouts from the college
21. Ensure implementation of instructor evaluation per semester (by students and dept heads)
22. Oversee regular meetings; MC Meeting, AC Meeting, DC Meetings,
23. Monitor semester-based status reports on core academic issues
24. Follow the timely payments of the rented buildings

Core Activity 1.1.3. Make all students competent for national standard exams (Exit Exams) (5%)

Sub activity 1.1.3.1 Make all students competent for national standard exams (Exit Exams) (2.5%) GAT

1. Prepare and administer College level Comprehensive Exit Exams for DED, Regular and Extension program prospective graduates as per the MOE core competencies
2. Prepare capable computers in all exit exam administration centers.
3. Avail Software to facilitate Exit exam on Computers.
4. Verify and upgrade the internet capacity in all exist exam centers.

Sub activity 1.1.3.2 Make all students competent for national standard exams (GAT) (2.5%)

1. Prepare and administer college level comprehensive remedial exams for regular and extension program prospective remedial graduates as per the MOE core competencies.
2. Assign capable instructors in all remedial exam administration centers.

Core Activity 1.1.4 Harmonizing Curriculums and standardize Academic Materials (3%)

1. Ensure the Revision of the curriculums that were harmonized in 2014 based on the new standards of ETA
2. Selecting the curriculums which have gap with the standards
3. Oversee Organization of manpower who are in charge of harmonizing the curriculum
4. Re-Harmonizing the curriculum
5. Making the college staffs familiar with the curriculum
6. Facilitate the revision and development of Modules and other teaching materials

Curriculum Development

7. Review and update existing academic programs to ensure relevance and industry alignment
8. Introduce new interdisciplinary programs to cater to emerging market demands
9. Incorporate experiential learning opportunities and project-based assignments

Core Activity 1.1.5 Improve Equity Education (2%)

1. Identify and support low achiever students
2. Provide affirmative action for female students by providing make up class or tutor

Faculty Development

3. Organize regular faculty workshops and training sessions on pedagogical techniques and research methodologies
4. Provide opportunities for faculty to attend conferences, workshops, and industry visits
5. Implement a mentorship program to support new and junior faculty members

Student Engagement

6. Strengthen the student advisory and counseling system to support academic and personal growth

7. Facilitate student-led initiatives, clubs, and organizations to foster a vibrant campus culture
8. Promote participation in national and international competitions, hackathons, and research challenges

Goal 2:- Excel and mainstream quality research in all sections. 5%

1. Revisit the thematic areas of College and identify priorities of the research problems accordingly
2. Ensure that the research priorities are communicated to students and staff so that they consider them as areas of studies for their research or thesis;
3. Organize training on research for staffs and prospective graduate students;
4. Oversee the lunching of Staff Bi-Annual Research forum
5. Oversee the preparation and lunching of National and Research Conference
6. Issue certificate of participation for active participants at the end of the academic year
7. Monitor the preparation of Proceedings and Journals
8. Follow up the progress of senior essay and thesis works (for prospective graduating students)

Research Capacity Building

9. Establish dedicated research centers and laboratories to foster interdisciplinary research
10. Provide seed funding and grant writing support to encourage faculty and student research
11. Organize workshops and seminars to enhance research skills and knowledge dissemination.

Industry-Academia Collaboration

12. Forge partnerships with industry leaders to identify and address real-world problems
13. Facilitate joint research projects, consultancy services, and technology transfer initiatives
14. Invite industry experts as guest lecturers and adjunct faculty members

Entrepreneurship and Incubation

15. Develop an entrepreneurship and innovation hub to support student and faculty startups
16. Offer mentorship, training, and funding opportunities for aspiring entrepreneurs

17. Organize ideation workshops, and entrepreneurship competitions

Goal 3: Improve Community Engagement (5%)

1. Oversee the task of the public awareness about Queens' college current status and its services
2. Signing Memorandum with some educational and non-educational institution and Creating linkage with them to provide training and working with them.
3. Launches need assessment survey to know about the priories.
4. Launching training in accordance with the need assessment findings.
5. Oversee the process of donating blood to the Ethiopian Red Cross Association;

Social Outreach and Service Learning

6. Implement community-based learning programs and service projects
7. Collaborate with local NGOs and government agencies to address societal challenges
8. Encourage student and faculty volunteering initiatives

Lifelong Learning and Continuing Education

9. Offer executive education programs, short-term skill development courses, and certificate programs
10. Leverage online and blended learning modes to reach a wider audience
11. Establish strategic partnerships with industry and professional organizations

Internationalization and Global Collaborations

12. Expand student and faculty exchange programs with international partner institutions
13. Organize international conferences, workshops, and joint research projects
14. Promote cross-cultural understanding and global citizenship through campus activities

By aligning these core activities with the three pillars of academic excellence, research and innovation, and community engagement, private higher education institutions can create a comprehensive and strategic annual plan to drive their institutional growth and impact.

Goal 4:-Excel the service quality in all campus (Quality Assurance and best practice) (10%)

1. Revisiting and revising the legal and academic documents
2. Supporting the service Delivery with newly emerging automation systems

3. Setting Successful Evaluation Standards

Pillar 2:- Enhance the overall capacity and standards of institutions. (25%)

Goal 1:- Improve Internal Infrastructure of All Campuses (7%)

1. Ensure fully furnished office for all of the staff
2. Ensure that all class rooms are furnished well with standardized armchairs
3. Ensure the availability of updated References, text books, materials (both in hard and soft copies) and journals in the library
4. Avail computers, power cables in computer laboratories and projectors (Where it is deemed necessary).
5. Ensure the availability and the speed of internet connections where it is deemed necessary

Goal 2: Enhance Human Capacity Development.6%

1. Employing full time permanent staff for all of the programs as per the ETA and TVET requirements
2. providing benefit packages (transport allowance, house allowance,) for the employees
3. Empowering staff by providing workshops and training based upon needs assessment.

Goal 3: Upgrade the Naming Status of the College (7%)

1. Oversee the task of the University College naming of Queens' College.
2. Oversee the launch of online Education both for UG and PG programes. In UG:-ACFN, MGMT, Marketing In PG (MBA and Leadership)

Goal 4: Expansion or De-expansion of at least Campuses or Programs or Levels of all (5%)

Core Activity 4.1 Improve the intake Capacity of the College (5%)

1. Ensure whether new students have get sufficient information and facilitate the registration process
2. Oversee the planned registration accomplishments for 2017 as a bench mark
    - For PG Program: **500**
    - For UG Program: **2500**
    - For DED Program: **500** For TVET Program:**1500**

      Aggregate Total: 5,000

3. Follow the payment accomplishment of the new students and the delivery ID card accordingly
4. Ensures proper documentation of students' academic records systematically both in hard and soft copy in registrar as well as in Department

Pillar 3: Striving to establish and expand production and service investment. (10%)

Goal 1:Develop strong business marketing, promotion, and customer loyalty (6%)

1. Ensure the promotion and Marketing task of the college via Print media (Printing and distributing flyers, banners
2. Ensure the promotion and Marketing task of the collage via social media outlets (Facebook, telegram, tiktok, LinkedIn and the like)
3. Ensure the promotion and Marketing task of the collage via distribution of discount letters to various offices governmental and non-governmental organizations
4. Keen follow up the marketing promotion and business development team

Goal 2: Avail the necessary financial and physical resources for the construction of college's building (4%)

1. Ensure and avail the necessary financial resources as per the request of the construction engineer and follow up its progress.

Pillar 4: Maximizing the profitability of the college. (15%)

Goal 1: Use KPIs and Benchmark regularly for Campuses (2%)

1. Oversee the task of improving and modernizing the financial system of the institution.

Goal 2: Protect, Restore and Establish Sustainable Use of Resources for All Campuses (3%)

1. Ensure the task of minimizing risks from all fixed and variable assets
2. Strengthening the security and internal controlling systems.

Goal 3: Refine Business Forecast for All of the Campuses (3%)

1. Oversee the feasibility study for all of the Campuses
2. Oversee the task of Income and Expenditure budget of the College and the Campuses

Goal 4: Increase productivity via creating sense of ownership among employees' across all of the campuses (2%)

1. Improve cooperative and integrative working system

Goal 5: Increase customer satisfaction across all of the campuses (5%)

1. Ensure the presence of employees during the working time as per the HR direction.
2. Ensure that employees have the necessary material required to render service to customers
3. Oversee the neatness of the campuses environment at all rounded circumstance
4. Oversee the task of customer satisfaction survey based on the online survey.
5. Oversee the task of customer satisfaction survey based on the online data survey and other mechanisms.

11.Expected Challenge Encountered in the Implementation Process

The major challenges commonly encountered in the implementation process of private higher education institutions' plans:

1. **Regulatory Compliance**:

- Navigating the complex regulatory framework for higher education, such as accreditation, licensing, and government policies, can be a significant challenge.
- Ensuring adherence to evolving regulations and guidelines can be time-consuming and resource-intensive.

2**. Financial Sustainability**:

- Securing adequate and sustainable funding sources, such as tuition fees, endowments, and external funding, can be a significant challenge for private institutions.
- Balancing the need for affordable tuition with the costs of providing high-quality education and maintaining infrastructure can be a delicate balance.

3. **Infrastructure and Facility Development**:

- Constructing and maintaining modern, well-equipped educational facilities, including classrooms, laboratories, libraries, and student housing, can be a significant financial and logistical challenge
- Ensuring the availability of cutting-edge technology and digital infrastructure to support teaching, learning, and research can be an ongoing challenge.

4. **Faculty Recruitment and Retention**:

- Attracting and retaining high-quality faculty members with the appropriate qualifications, experience, and research capabilities can be a challenge, especially in competitive markets.
- Providing competitive compensation packages, professional development opportunities, and a supportive work environment can be crucial for faculty retention.

5. **Program Development and Curriculum Alignment**:

- Designing and implementing academic programs that are responsive to the evolving needs of students, industry, and the local community can be a complex and ongoing process.
- Ensuring that the curriculum is aligned with industry demands, accreditation standards, and the institution's strategic vision can be a continuous challenge.

6. **Student Recruitment and Retention**:

- Attracting and enrolling a diverse and high-quality student body can be a significant challenge, especially in a competitive education market.
- Retaining students and ensuring high graduation rates can also be a challenge, requiring effective student support services and engagement strategies.

7. **Quality Assurance and Continuous Improvement**:

- Establishing and maintaining robust quality assurance mechanisms to ensure the delivery of high-quality education can be an ongoing challenge.
- Implementing processes for continuous improvement, based on feedback and assessment, can be crucial for enhancing the institution

12. Counter Measures taken to address the Expect Problems

The countermeasures that private higher education institutions can adopt to alleviate the challenges they face during the implementation process:

1**. Regulatory Compliance**:

- Establish a dedicated compliance team or function to monitor regulatory changes and ensure the institution's adherence to all relevant laws and guidelines.
- Engage with regulatory bodies, industry associations, and legal experts to stay informed and advocate for favorable policies.
- Develop robust internal policies and procedures to maintain compliance across all operations.

2. Financial Sustainability:

- Diversify revenue streams by exploring alternative funding sources, such as research grants, corporate partnerships, and philanthropic donations.
- Implement effective cost-management strategies, including resource optimization, operational efficiencies, and strategic investments.
- Develop long-term financial plans and explore innovative financing models, such as public-private partnerships.

3. **Infrastructure and Facility Development**:

- Develop a comprehensive infrastructure master plan that aligns with the institution's strategic vision and growth plans.
- Leverage technological advancements to enhance the efficiency and sustainability of facilities, such as energy-efficient systems and digital infrastructure.
- Explore public-private partnerships or alternative financing mechanisms to fund infrastructure development.

4. **Faculty Recruitment and Retention**:

- Offer competitive compensation packages, including salaries, benefits, and professional development opportunities.
- Implement robust faculty recruitment and retention strategies, such as targeted talent search, mentorship programs, and career advancement opportunities.

- Foster a supportive and inclusive work environment that promotes faculty engagement and well-being.

5. **Program Development and Curriculum Alignment**:

- Establish robust program development processes that involve industry experts, academic leaders, and student representatives.
- Regularly review and update the curriculum to align with evolving industry needs, technological advancements, and changing student preferences.
- Implement flexible and modular program structures to cater to diverse student needs and market demands.

6. **Student Recruitment and Retention**:

- Develop comprehensive student recruitment strategies, including targeted marketing, scholarships, and personalized outreach.
- Implement effective student support services, such as academic advising, career counseling, and mental health services, to enhance student engagement and retention.
- Foster a vibrant campus community and student life experience to create a sense of belonging and loyalty.

7. **Quality Assurance and Continuous Improvemen**t:

- Establish robust quality assurance frameworks, including regular program reviews, performance evaluations, and student feedback mechanisms.
- Implement a culture of continuous improvement, where data-driven decision-making and evidence-based practices are encouraged.
- Invest in faculty and staff development to enhance their capabilities in quality assurance and continuous improvement.

8. **Stakeholder Management and Collaboration**:

- Develop effective stakeholder engagement strategies, including regular communication, feedback channels, and collaborative initiatives.
- Forge strategic partnerships with industry leaders, research institutions, and other educational providers to enhance program offerings, research collaborations, and student placement opportunities.
- Actively engage with the local community and contribute to social and economic development to enhance the institution's reputation and impact.

By adopting these countermeasures, private higher education institutions can better navigate the challenges they face and enhance their overall implementation effectiveness and long-term sustainability.

13.Monitoring and Evaluation System

Here are some key monitoring and evaluation approaches that private higher education institutions can implement to effectively execute their strategic plans:

1. **Key Performance Indicators (KPIs)**:

- Establish a comprehensive set of KPIs that align with the institution's strategic goals and objectives.
- KPIs should cover areas such as enrollment, retention, graduation rates, faculty productivity, research output, financial sustainability, and stakeholder satisfaction.
- Set clear targets and regularly monitor progress against these KPIs to identify areas for improvement.

2. **Periodic Progress Reviews**:

- Conduct regular progress reviews, such as quarterly or semi-annual reviews, to assess the implementation of the strategic plan.
- Involve key stakeholders, including senior management, deans, department heads, and representatives from faculty, staff, and students, in these review processes.

- Analyze the progress made, identify challenges, and develop action plans to address any deviations from the planned objectives.

3. **Stakeholder Feedback Mechanisms**:

- Implement structured feedback channels to gather input from various stakeholders, such as students, faculty, staff, industry partners, and the local community.
- Conduct surveys, focus groups, and forums to collect quantitative and qualitative feedback on the institution's performance, service quality, and areas for improvement.
- Analyze the feedback data and incorporate it into the decision-making processes for plan implementation and refinement.

4. Benchmarking and campus to campus Comparisons:

- Identify relevant peer institutions, both locally and globally, and conduct comparative analyses to assess the institution's performance relative to its competitors.
- Benchmark key metrics, such as student enrollment, faculty qualifications, research output, and financial indicators, to identify areas of strength and weakness.
- Use the benchmarking insights to inform strategic decisions and drive continuous improvement.

5. **Continuous Monitoring and Reporting**:

- Develop a comprehensive monitoring and reporting system to track the implementation of the strategic plan on an ongoing basis.
- Establish a dedicated team or committee responsible for monitoring the plan's execution, identifying risks, and proposing corrective actions.
- Regularly report the progress, challenges, and proposed solutions to the institution's leadership, board of trustees, and other relevant stakeholders.

6. **External Audits and Accreditation**:

- Engage with external quality assurance agencies or accreditation bodies to conduct regular audits and assessments of the institution's operations, academic programs, and overall performance.
- Implement the recommendations and feedback from these external evaluations to enhance the institution's processes and ensure compliance with industry standards.
- Maintain a strong focus on continuous improvement and use the accreditation process as a catalyst for enhancing the institution's reputation and competitiveness.

By implementing these monitoring and evaluation approaches, private higher education institutions can ensure effective implementation of their strategic plans, identify and address challenges in a timely manner, and drive continuous improvement to achieve their desired outcomes.

14.Future Directions

The future directions for private higher education institutions should focus on the following key areas:

1. **Innovative Curriculum and Pedagogy:**

- Develop flexible, interdisciplinary, and competency-based curricula that are responsive to evolving industry needs and technological advancements.
- Integrate emerging technologies, such as artificial intelligence, virtual/augmented reality, and online/blended learning, to enhance the learning experience and foster 21st-century skills.
- Emphasize experiential and applied learning, including internships, project-based assignments, and industry collaborations, to bridge the gap between academia and the workplace.

2. **Formulate Holistic Student Experience**:

- Provide a comprehensive student support ecosystem, including academic advising, career counseling, mental health services, and co-curricular activities, to foster student well-being and success.

- Promote diversity, equity, and inclusion in the student body, faculty, and staff to create an inclusive and supportive learning environment.
- Develop personalized learning pathways and flexible program structures to cater to the diverse needs and learning preferences of students.

3**. Lifelong Learning and Up skilling**:

- Offer a range of continuing education and executive development programs to cater to the needs of working professionals and support lifelong learning.
- Collaborate with industry partners to design and deliver customized training programs that address the evolving skill gaps in the workforce.
- Leverage digital technologies, such as online and micro-credentialing platforms, to enable flexible and accessible learning opportunities.

4. **Research and Innovation**:

- Enhance the focus on research and innovation, aligning with regional and global challenges, to position the institution as a hub for knowledge creation and problem-solving.
- Encourage interdisciplinary research collaborations and industry partnerships to drive innovation and commercialization of research outcomes.
- Invest in state-of-the-art research infrastructure and provide dedicated support for faculty and student research initiatives.

5. Sustainability and Social Impact:

- Integrate sustainability principles across the institution's operations, curriculum, and research activities to address environmental and social challenges.
- Strengthen the institution's engagement with local communities, non-profit organizations, and government agencies to contribute to sustainable development and social welfare.

- Promote an entrepreneurial mindset and support social entrepreneurship initiatives among students and faculty to drive positive societal impact.

6. **Internationalization and Global Engagement**:

- Expand the institution's global presence through international student recruitment, faculty exchange programs, and collaborative research initiatives with overseas partners.
- Develop dual-degree programs, twinning arrangements, and offshore campuses to broaden the institution's reach and appeal to a diverse international student population.
- Leverage digital technologies to facilitate virtual international collaborations and create globally connected learning environments.

7. Institutional Agility and Resilience:

- Foster a culture of innovation, adaptability, and resilience within the institution to navigate the rapidly changing higher education landscape.
- Invest in data-driven decision-making, predictive analytics, and digital transformation to enhance institutional effectiveness and responsiveness.
- Develop robust contingency plans and crisis management strategies to address emerging challenges and ensure business continuity.

By embracing these future directions, private higher education institutions can position themselves as innovative, globally competitive, and socially responsible providers of higher education, contributing to the development of a highly skilled and adaptable workforce.

15.Summary and Recommendation

Here is a summary and key recommendation for private higher education institutions to address the challenges and shape their future directions:

Summary:

QCO face a range of challenges in the implementation of its annual plans, including:

1. Regulatory compliance and navigating complex policies

2. Achieving financial sustainability and diversifying revenue streams

3. Developing and maintaining modern infrastructure and facilities

4. Attracting and retaining high-quality faculty

5. Designing responsive academic programs and aligning curricula

6. Effectively recruiting and retaining students

7. Ensuring robust quality assurance and continuous improvement

8. Managing diverse stakeholder expectations and fostering collaborations

Recommendations:

1. Strengthen regulatory compliance mechanisms and actively engage with policymakers to advocate for favorable regulations.
2. Diversify revenue sources, optimize costs, and explore innovative financing models to ensure long-term financial sustainability.
3. Develop comprehensive infrastructure master plans, leverage technology, and explore public-private partnerships for facility development.
4. Offer competitive compensation, provide professional development opportunities, and foster a supportive work environment to attract and retain faculty.
5. Establish robust program development processes, regularly review and update curricula, and implement flexible program structures.
6. Implement targeted student recruitment strategies, provide comprehensive student support services, and cultivate a vibrant campus community.
7. Establish quality assurance frameworks, encourage a culture of continuous improvement, and invest in faculty and staff development.
8. Develop effective stakeholder engagement strategies, forge strategic industry and academic partnerships, and contribute to the local community.

The END