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Student Satisfaction Survey for Engineering Program Accreditation

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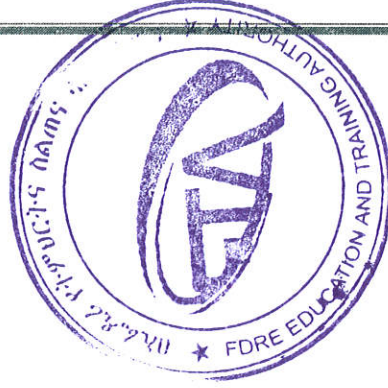
FDRE Education and Training Authority

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Contents	
1. Introduction.....	1
1.1 Purpose of the Document.....	1
1.2 Scope of the documents.....	2
1.3 Process and Procedure.....	2
2 Required Student Opinion Survey Items.....	5
3 Questions for Student Satisfaction Survey.....	6
Standard 1: program outcome.....	6
Standard 2: Curriculum component, evaluation, and review.....	6
Standard 3: Learning, Teaching and Assessment.....	6
Standard 4: Students.....	6
Standard 6: Educational Resources.....	7
Standard 7: Research and Community Engagement.....	7
Standard 8: Program Management.....	7
Standard 9: Continual Quality Improvement.....	7



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Contents	ii
Acronyms	ii
1. Introduction	1
1.1 Purpose of the Document	1
1.2 Scope of the document	2
2. Process and procedure of Student Satisfaction Survey	Error! Bookmark not defined.
2.1 Establishment of student committees	Error! Bookmark not defined.
2.2 Design of the survey	2
2.3 Implementation of the survey	Error! Bookmark not defined.
2.4 Analysis of Students satisfaction Survey	3
2.5 Interpretation of results and preparation of a summary report	3
3. Required Student Opinion Survey Items	Error! Bookmark not defined.
4. Questions for Student Satisfaction Survey	Error! Bookmark not defined.
5. Reporting of Results	7



Acronyms

DCT	Data collection Tool
ETA	Education and Training Authority
HEI	Higher Education Institution
SSS	Student satisfaction survey

1. Introduction

Program accreditation is a systematic and thorough process of assessing the performance of HEIs program in accordance with established standards and enabling it to provide quality higher education. It looks at critical areas of program development and performance that can be assessed objectively. The program accreditation process will assess HEI's program based on a set of nine standards which are formulated through wide stakeholder consultations, research and international best practice.

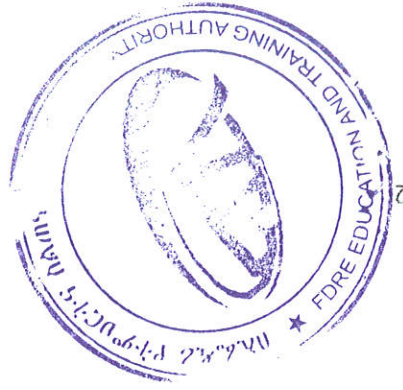
Education and Training Authority (ETA) was established in 2022, by a Council of Ministers Decree as an autonomous legal body, accountable to the Ministry of Education, to supervise the relevance and quality of higher education institutions through accreditation. One of the main objectives of ETA is to assess the relevance and quality of education and training offered by HEIs. As part of the main requirements for accreditation the HEI's are expected to conduct a self-evaluation.

Self-Evaluation is the phase of the accreditation process in which institutionally recognized group of professionals collect and review data about the program in order to identify strengths to be maintained and effectively address areas of improvement. This process can also be called as self-review, self-assessment, self-audit or self-evaluation. It is a mandatory step in the process of evaluation to obtain accreditation, and guarantee the program's compliance with standards via a transparent constructive self-evaluation and improvement process. A vital component of the self-evaluation process is obtaining feedback from students to identify strengths and areas for improvement and implement necessary corrective actions and changes. Hence, students have an essential role in the accreditation process.

1.1 Purpose of the Document

The Guide to Student Satisfaction Survey document is developed to provide guidance to students in HEI programs seeking accreditation to conduct the Student Satisfaction Surveys. It provides a step-by-step guidance for the process of generating the survey, administering the survey collecting and analyzing the data, and preparing the student satisfaction survey summary report.





1.2 Scope of the documents

The completed Student Satisfaction Survey data and summary report are one part of the data sources used to evaluate a program for the purpose of quality assurance and accreditation. The survey questions are based on the Engineering Program Accreditation Standards. The Survey Questions will be generated based on Student Satisfaction Survey Process and Procedure.

2. Process and procedure of Student Satisfaction

The Student Satisfaction Survey may include the following procedures:

1) Establishment of student committees

2) Design of the survey

3) Implementation of the survey

4) Analysis of survey data and Interpretation of results

5) Interpretation of results and preparation of a summary report

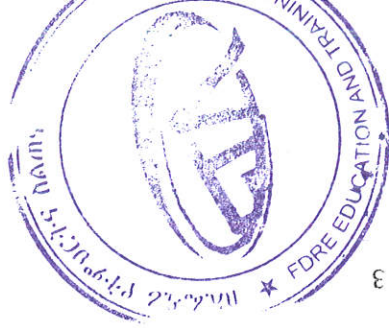
2.1 Establishment of student committees

The Engineering program obtains the applicable and current accreditation documents from ETA when it is ready to proceed with the accreditation process. The Engineering program leadership will inform the Engineering student body of the process and procedure for the Student Satisfaction Survey as outlined in this document. To ensure proper implementation of the survey, a student committee can be formed with representation of students from all years of the study program.

The Engineering student body leadership can play a vital role in this regard. The Engineering student committee will have the responsibility for designing and conducting the survey, analyzing the response data, interpreting the results and preparing the summary report. For this reason, ensuring broad representation of the Engineering student body on the Student Satisfaction survey committee is important.

2.2. Design of the survey

To get students opinion data and then generate students Satisfaction Survey report, certain protocols, procedures and methods must be adhered to.



- “Methods”. Begin with a description of the method(s) used to gather student opinion data, including the survey of students in all classes. Include the dates when surveys were some of the SSS Report sections:

Based on the analyzed data the committee interprets the findings to identify program strengths as well as area of improvement of the program. The student’s satisfaction survey report includes a narrative and the data tables for each item in the survey. The following are guidelines for writing

2.4 Interpretation of results and preparation of a summary report

Students can indicate whether they are very dissatisfied, dissatisfied, satisfied, or very satisfied with each statement as they are asked to rate their level of satisfaction using a 5-point scale regarding accessibility, staff helpfulness, facilities, course relevance, and gain in knowledge and skills. Students can also choose “N/A” if they don’t think they have experienced enough or are unable to evaluate correctly. In order to analyze the responses received from the targeted pupils, the committee combined the categories for extremely unsatisfied and dissatisfied in one and satisfied or very satisfied in another.

2.3 Analysis of Students satisfaction Survey

- Include all of the survey listed in the required student opinion survey items below
- Encourage participation in the survey; aim for at least a 70% response rate for each class year of the Engineering students.
- Specify in the “Methods” section the dates when surveys were administered to each class, the survey response rate for each class year, and the overall response rate. Describe any other methods used to collect information
- Note that the Engineering program Accreditation Lead may ask for the survey and SSS to be redone if they do not contain the required items or are not reported in the required format.

Please note that the ETA considers Student satisfaction survey to be critical, but it can only use the analysis if it is completed using the required survey items with the results presented in the required format.

2.2 Implementation of the Survey



The ETA requires that the student opinion survey include, at a minimum, the following items and that you use the scale below.

The response data includes topics that relate to ETA Engineering program accreditation requirements and that are required for program DCT.

You may add survey items as needed to reflect the distinctive characteristics of your program or to address other issues of particular importance to Engineering program students.

3. Required student opinion survey items

- In the "Numerical Tables" section, include a table for each item on the survey. For each item, the ETA requires providing the number and percent of students who selected satisfied and very satisfied combined, dissatisfied and very dissatisfied combined and N/A. These must be presented in total and by class year.
 - In the "Narrative" section, you may include as illustrations in the "Narrative" section comments that are representative of a large number of student responses and/or include a synthesis of similar comments from a number of students.
 - "Narrative": In the narrative that follows the executive summary, concisely summarize the results of the student opinion survey, organizing the findings by topic areas (e.g., curriculum, student services). Note the areas in which the program is doing well and areas in which it needs improvement, documenting conclusions using data from the survey. Note any recent changes (e.g., curriculum revisions or changes in student services) that may reflect differences in how each class rated an item or other reasons for areas of student concern or differences across classes. DO NOT INCLUDE individual student data or individual student comments.
 - "Executive Summary": Follow the "Methods" section with an executive summary. Use the summary to highlight the major findings and organize it by accreditation elements or by some other framework (e.g., curriculum, student services).
 - "Narrative": In the narrative that follows the executive summary, concisely summarize the results of the student opinion survey, organizing the findings by topic areas (e.g., curriculum, student services). Note the areas in which the program is doing well and areas in which it needs improvement, documenting conclusions using data from the survey. Note any recent changes (e.g., curriculum revisions or changes in student services) that may reflect differences in how each class rated an item or other reasons for areas of student concern or differences across classes. DO NOT INCLUDE individual student data or individual student comments.
- administered and a response rate table that displays the number and percent of students responding to the survey for each class year and overall. If applicable, also include the number of students participating in other methods used by students to collect opinions from their classmates, such as class meetings or focus groups.



No	Questions	1	2	3	4	5	N/A
Standard 1: Program outcome							
1.	Program educational objectives are clearly expressed and communicated to students (Indicator 1.1.3.)						
2.	The program learning outcomes (PLO) are clearly expressed and communicated to staff and students; it also ensures the participation of principal stakeholders reasonably in formulating and reviewing the processes (Indicator 1.1.4)						
Standard 2: Curriculum							
1	The curriculum is designed to inform student's career pathways. (Indicator 2.1.8)						
2	Inclusion of student feedback to evaluate the curriculum (indicator 2.2.1)						
3	Participation of students in curriculum monitoring and evaluation (Indicator 2.2.2)						
Standard 3: Learning, Teaching and Assessment							
1	The learning-teaching activities encourage the active participation of students (indicator 3.1.2.)						
2	Availability of educational resources (technology facility) to support the learning outcomes (indicator 3.1.3.)						
3	Participation of students on co-curricular activities (indicator 3.1.4)						
4	Availability of assessment policy or guideline that clearly describes assessment principles and practices (indicator 3.2.1)						
5	Availability of mechanisms for student's appeal and dispute resolution. (Indicator 3.2.3.)						

4. Questions for Student Satisfaction Survey

Please indicate your level of satisfaction, using the following scale:

1 = Very dissatisfied
 2 = Dissatisfied
 3 = Satisfied
 4 = Very satisfied
 N/A = No opportunity to assess/Have not experienced this



responding to the item (N) divided by the total number of students in the class (%). For the other columns, please add very dissatisfied + dissatisfied (a + b) responses and satisfied + very satisfied (c + d) responses. Calculate all response data percentages using the total number of responses **which includes N/A responses** as the denominator, and the type of response (e.g., satisfied/very satisfied) as the numerator. Response data percentages calculated any other way will need to be redone, which may cause delays for your program.

The following table format should be used for items where students in all years of the curriculum respond.

Table Title*									
Class	Number of Total Responses/Response N/A	Number and % of Dissatisfied Responses	Number and % of Satisfied Responses	N	%	N	%	N	%
Y1									
Y2									
Y3									
Y4									
Total									

*The table title should match the items listed in Appendix C: Required Student Opinion Survey Items. For example, the table title for #1 in the Required Student Opinion Survey Items would be "Accessibility of the Office of the Student Affairs."

If an item is specific to a set of students, such as an item about the clinical years/clerkships, the table can be modified to reflect the class (es) that can provide data based on their experience. If an item is directed to students who are or have been in the internship years, the following table format should be used:

