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 FDRE Education and Training Authority



Self-Evaluation Guide for Engineering Program Accreditation

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## ABBREVIATIONS

CEO	Chief Executive Officer
DCT	Completion Of The Data Collection Tool
ETA	Education And Training Authority
HEI	Higher Education Institute
SER	Self-Evaluation Report
ICT	Information Communication Technology
SSS	Student Satisfaction Survey



## GLOSSARY

**Academic Staff** refers to personnel engaged by higher education providers who are involved in teaching, research and community service, training and supervision.

**Assessment** is a systematic mechanism to measure a student's attainment of learning outcomes and training institutions are evaluated and verified by an external body to determine if applicable and recognized standards are met.

**Accrediting body** legal entities that develop a set of standards and accredit programs and/or institutions meeting predefined quality standards.

**Curriculum** refers to the educational program and includes a statement of the intended educational outcomes, the content/syllabus, and experiences and processes of the program, including a description of the structure of the planned instructional and learning methods and assessment methods. The curriculum should set out what KSA the student will achieve.

**Community engagement** engage community to achieve sustainable outcome, equitable decision making process and deepen relationship and trust b/n government organization and community

**Good practice** refers to a set of internationally accepted norms which is expected to be fulfilled to maintain high quality.

**Higher Education Institution:** University, college, or other organization that delivers higher education.

**Program Accreditation** is external evaluation of educational programs that meet predefined standards by recognized accrediting body.

**Self-evaluation report** refers to a report submitted by a Higher Education Provider to demonstrate whether it has achieved the quality standards for purposes of accreditation exercise.





This report is developed to guide HEIs seeking accreditation to conduct self-Evaluation report based on the ETA standard for program accreditation. The report enables HEIs undertaking self-Evaluation assemblies teams, schedule and allocate relevant resources and conduct self-Evaluation. It provides a step-by-step guidance to collect data using the tool, analyze findings and prepare the self-Evaluation report and report to ETA. It also assists HEIs to systematically assess their programs in a consistent manner using standard templates. HEIs are notified that a self-Evaluation report is an essential requirement for ETA program accreditation.

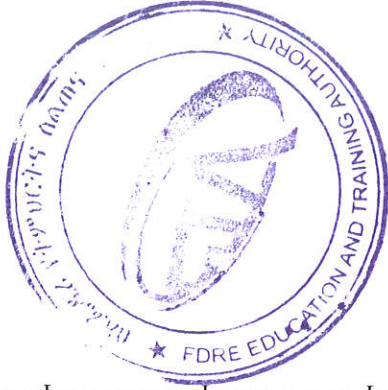
## 1.1. Purpose of the report

This guide is designed for developing program accreditation self-Evaluation report. The guide contains information related to the process for developing the summary report of the accreditation self-Evaluation survey. It should be made available to individuals participating in the self-Evaluation process. For a comprehensive overview of the accreditation process, refer to the Guidelines and standards available on the ETA website <http://neta.gov.et>.

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.

For the self-Evaluation to be objective and evidence-based, the Evaluation needs to have a tool that is in line with international and regional accreditation standards. To be accredited, a program must use the current program accreditation standards developed by ETA. In the process of self-Evaluation, the program owner brings together representation from all its stakeholders in order to collect and review data, identify strengths and areas for improvement, and develop future plans and strategies.

## 1. INTRODUCTION



Evaluation.

The self-Evaluation committee will need to have a chairperson and secretary. It is also desirable to have individuals or pairs of committee members responsible for particular aspects of the self-

to engage with the exercise.

to conduct enquiries and should thus not be too large in number. Members will need to have time stakeholder such as an employer or recent graduate. The committee will have to meet often and administration, student support services. Consideration should be given to including an external team/unit member representative, Department head, program students, and representative from in the committee. The committee should include senior program staffs, Quality assurance responsible for continual quality improvement then it would be of advantage to include this person HEIs are advised to establish a team to carry out self-Evaluation. If the HEI has a member of staff

## 2.1. Establishment of Committee and DCT Completion

1. Establishment of committee
  2. Time frame for self-Evaluation
  3. Analyzing data collected through DCT and SSS for self-evaluation
  4. Self-Evaluation Report Writing
  5. Approval and reporting of the self-evaluation report
- Engineering program level self-Evaluation may include the following procedures:

## 2. THE SELF-EVALUATION PROCEDURES

accrediting body and continuous quality improvement.

This document is used to evaluate undergraduate programs in the country. The Evaluation will be conducted by an assigned committee. It is used to gather program specific information through Data Collection Tool, Student satisfaction Survey, Observation and Interview and others; however, institution level information sources are going to be consulted whenever necessary. The data generated and analyzed using this guide will be used for accreditation of programs by an

## 1.2. Scope of the document

Regular committee meetings are important and those tasked with particular enquiries or activities should be given deadlines for their completion and requested to make periodic reports. Minutes of committee meetings should be kept.

The engineering program coordinator will need to facilitate support for the self-Evaluation committee. The committee will need a budget and some administrative assistance. A room should be made available for their meetings. The committee will need access to ICT.

The self-evaluation committee will be required to:

- Answer DCT questions in detail.
- Assign specific questions/sections of the DCT to individuals with the appropriate institutional and program knowledge
- Ensure that each aspect of multi-part DCT questions is fully addressed
- Synthesize all narrative DCT responses into a cohesive, factually, and consistent document that accurately reflects the institution
- Ensure factual accuracy, consistency among the sections, and typographical/grammatical clarity in the DCT
- Coordinate the activities of the self-evaluation committee.
- Develop the site visit agenda in collaboration with the site visit team secretary
- Serve as the primary point of contact for the ETA accreditation CEO and evaluation team secretary

- Completion of the data collection tool (DCT) and the student satisfaction survey analysis (SSS), and compilation of supporting documents.

- The program coordinator will assemble additional relevant supporting documents for review by the self-evaluation committee and later by the ETA evaluation team.
- Ensure that the planning self-evaluation executive summary is complete and answers all questions

- Analysis of the DCT and other information sources, including the SSS, by a program self-evaluation committee and creation of a self-evaluation summary report that identifies program strengths, challenges related to performance in accreditation standards, and strategies to address these challenges.
- Ensure that the self-evaluation summary report is evidence-based



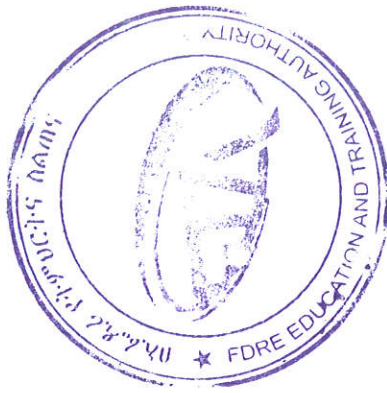


The self-Evaluation committee will need to have a chairperson and secretary. It is also desirable to have individuals or pairs of committee members responsible for particular aspects of the self-evaluation. The designated committee is responsible for organizing and coordinating the self-evaluation process and for ensuring that appropriate progress is made. In addition, it is an important role of the committee to ensure that evidence is shared within the institution and those relevant internal stakeholders, who have knowledge of data and who can contribute to the analysis of data and evidence, are involved in the process as appropriate. One possible approach is to create an electronic repository on the internet or the website for sharing information on self-evaluation progress. (e.g., the timetable for the self-evaluation process, minutes from committee meetings, and drafts of the various sections of the Institutional Self-Evaluation Report in order for college representatives to post input to the Report)

### **2.1.1. Role and Responsibility of the designated committee**

In completing the DCT, the program coordinator should take care to ensure that the data and DCT (e.g., consistent abbreviations, consistent names, and consistent titles for others). It is critical that the self-evaluation committee ensure that the completed DCT undergoes a comprehensive review to identify any inaccuracies, missing data or question responses, or inconsistencies in reported information. While the DCT is being completed, the program coordinator and self-evaluation committee coordinate the study of SSS with the program student services, the learning facilities, and other areas of relevance to students. The committee will collect and analyze the data from the survey of students in all classes of the program and reach independent conclusions about areas of strength and areas that require attention.





The final self-evaluation report should identify set of strengths, challenges/concerns about performance related to standards, and strategies to address the identified concerns. The self-evaluation committee secretary should submit the compiled and final Self-evaluation report to the program coordinator. The program coordinator will provide the Self-evaluation report to the Academic commission/equivalent governing body of the HEIs for validation. The HEI will submit the ratified self-evaluation report, DCT report and the program accreditation application letter to ETA three months prior to the external evaluation.

The self-evaluation committee is responsible for preparing the self-evaluation report. The committee should review and analyze the accreditation standards, sub-standards, indicators, DCT report, SSS report, and other sources by triangulating with supportive documents provided to prepare final self-evaluation report.

### **2.3. Preparation of the Self-Evaluation Report**

Typically, the DCT is available from ETA prior to the site visit. The self-evaluation committee should distribute sections of the DCT (by standard, substandard, or questions) to those individuals best able to provide accurate and current information. Individuals should then complete and return their sections of the DCT to the committee secretary.

The committee can then work back from this date and schedule time for planning, document and data collection and analysis, further data collection and analysis, report writing and dissemination. Some flexibility will need to be built into the schedule to allow for unexpected disruptions and consequent overrun.

The self-evaluation Committee will need to establish a time frame for its work. One milestone may be the date by which a Self-Evaluation Report will to be given to ETA for program accreditation evaluation.

### **2.2. Time frame for self-Evaluation**

### 3. THE CONTENTS OF THE SELF-EVALUATION REPORT

#### 3.1. Executive summary

The executive summary should be complete and address purposes of the document all contents, procedures, questions and recommendations of the self-evaluation report.

#### 3.2. Introduction

The introduction part should provide a brief about purpose of the self-evaluation report, how it is conducted, roles and contributions of staff, students and stakeholders.

#### 3.3. General Information

This section should include the following information about the HEI and program to be evaluated.

- Name and establishment date of the HEI
- Name and launch date of the program to be evaluated
- Modality of the program to be evaluated
- Level of the program to be evaluated
- The program accreditation history
- License and external quality audit history (date)
- Number of batches graduated
- Full address of the HEI
- Website address of the HEI
- Email & telephone numbers of the HEI
- Name and telephone of focal person of the program

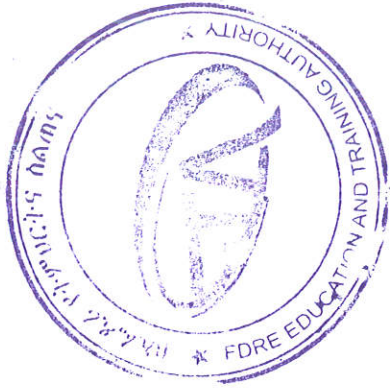
#### 3.4. Methodology

This section should describe, in details, the methods used by the self-evaluation committee to carry out the self-evaluation report. The committee need to make sure that the methodology should consider DCT, SSS, Interview, focus group discussion, observation and other possible sources of information.

#### 3.5. Areas of evaluation

The self-evaluation is directly linked to the standards for program accreditation. For each of the nine standards, a separate and distinct sub-standards and indicators are provided. This shall assist the HEI/ Self-evaluation committee in understanding the standards, generating data and evidence. Responses should be written in a narrative form, not as an answer to each specific item. The





The self-evaluation report should be a concise document that is sufficiently descriptive and evaluative to allow the ETA program accreditation team of assessors to gain a clear picture of the HEI program to be evaluated its strengths and weaknesses. The self-evaluation report must also allow the program accreditation team of assessors to gain a good understanding of the key features of the HEI's approach to assuring quality. The Self Evaluation Report must thus be an honest appraisal that is both accurate and verifiable by the ETA accreditation team of assessors.

#### 4. WRITING SELF-EVALUATION REPORT (STYLE, LENGTH, CONFIDENTIALITY)

A summary report should include a list of program strengths, issues of potential unsatisfactory performance related to each standards, sub-standards and indicators or challenges that require attention, and the time plan for implementation of the program's future plans and strategies to address issues.

#### 3.6. Self-Evaluation summary report

- Standard 1. Program outcome
- Standard 2. Curriculum
- Standard 3. Learning, teaching and assessment
- Standard 4. Students
- Standard 5. Academic staff
- Standard 6. Educational resources
- Standard 7. Research and community engagement
- Standard 8. Program management
- Standard 9. Continual Quality Improvement

reports are:-

The nine ETA Engineering program accreditation standards to be addressed in the self-evaluation

practices (if there is any) should be stated. In each of the evaluation areas/standards, the key findings, areas for improvement and good parts of the report and clearly linked to supporting documents provided. responses should be evidence-based and provide relevant explanations, cross-references to other

The self-evaluation report may typically be 40 to 50 pages in length but slightly shorter or longer documents will not be viewed unfavorably as long as HEI provide necessary information.

A self-evaluation Report may include appendices of relevant information and also be cross referenced to other documents made available to the ETA program accreditation team of assessors. The self-evaluation report (excluding appendices) should be not more than 50 A4 pages in length. It should be typed with times new roman font style, 1.5 lines and paragraph spacing and using a font size of 12pt. The annexed documents, images, videos, and other attachments should all have links (attached by links).

## **5. APPROVAL AND REPORTING THE SELF-EVALUATION REPORT**

As highest governing body of HEI are ultimately responsible for educational quality and monitoring of institutional performance, including student success, planning, implementation of plans, and participation in self-evaluation processes, they should be kept current of the progress of the self-evaluation process. When the institutional self-evaluation has been completed, it ensures a means of sharing updated information on self-evaluation with its campus community and governing body. The governing body must read and certify that they have been involved in the process by signing the Certification page of the Engineering Program Self-Evaluation Report and enforce submission to ETA (see Appendix A).



**Engineering program Self-Evaluation Report -Sample Certification**

**Appendix A:**

**Page**

**To: Education and training Authority**

**From:**

\_\_\_\_\_  
(Name of higher education institution)

\_\_\_\_\_  
(Name of the campus)

\_\_\_\_\_  
(Address)

This Engineering program Self-Evaluation Report is submitted to the ETA for the purpose of assisting in the determination of the Program's accreditation status. I certify there was effective participation by the Engineering department, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this program.

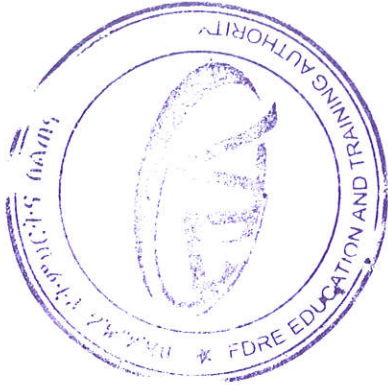
Signatures:

\_\_\_\_\_  
(Higher education institution President) (Date)

\_\_\_\_\_  
(Chairperson, self-evaluation committee) (Date)

\_\_\_\_\_  
Committee member (Name, Title, Representing) (Date)

\_\_\_\_\_  
Committee member (Name, Title, Representing) (Date)



**Appendix B:**  
**Engineering program Self-Evaluation Report Sample Cover**  
**page**

**Name of Institution**  
**Engineering program Self-Evaluation Report**

Notification of Reason for submission, i.e., Support of an  
Application for Accreditation, Reassessment or Reaccreditation  
Submitted by:

(Name of Institution)

(Address of Institution)  
Submitted to:

**Education and Training authority**

Date Submitted

