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FDRE Education and Training Authority



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Student Satisfaction Survey for Medicine program Accreditation



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Acronyms

DCT	Data collection tools
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 HEI's 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.

FDRE 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 document

The completed Student Satisfaction Survey data and summary report are one part of the data

2.3 Implementation of the survey

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.

- 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 medicine 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 medicine 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.

2.4 Analysis of Students satisfaction Survey

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.

2.5 Interpretation of results and preparation of a summary report

Based on the analyzed data the committee interpret 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 some of the SSS Report sections:



- “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 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.
- “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.

However, 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.

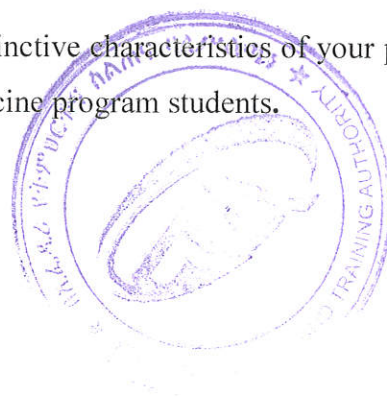
- In the “Numerical Tables” section, include a table for each item on the survey. For each item, the ETA requires providing the number and percent of students who selected satisfied and very satisfied combined, dissatisfied and very dissatisfied combined and N/A. These must be presented in total and by class year.

3. Required student opinion survey items

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

This is so that the response data includes topics that relate to ETA medicine 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 medicine program students.



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

1 = Very dissatisfied

2 = Dissatisfied

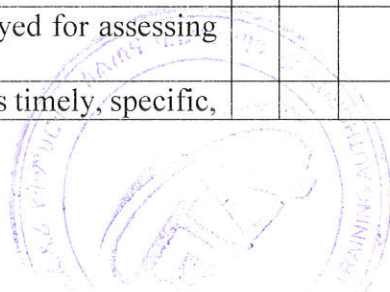
3 = Satisfied

4 = Very satisfied

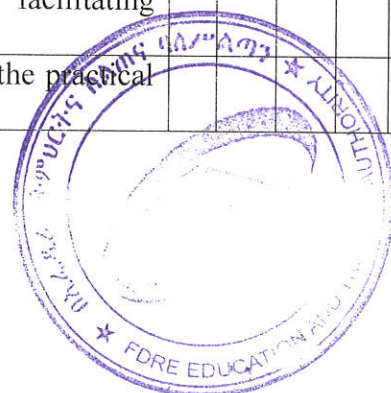
N/A = No opportunity to assess/Have not experienced this

4. Questions for Student Satisfaction Survey

Standard 1. PROGRAM OUTCOME						
No.	Questions	1	2	3	4	N/A
1	Learning outcomes are clearly expressed and communicated to student (Indicator 1.1.3.)					
2. CURRICULUM						
1	Students are informed about the development of career pathways (Indicator 2.1.5)					
2	Engagement of student in research and community service (Indicator 2.1.9.)					
3	The learning outcomes communicated to students (Indicator 2.1.10)					
4	Representation in curriculum committee (Indicator 2.2.1)					
5	Inclusion of students' feedback during curriculum monitoring and review (Indicator 2.2.2)					
3. LEARNING, TEACHING ASSESSMENT						
1	Teaching learning activities prepare and support students to take responsibility (Indicator 3.1.1.)					
2	Learning teaching activities are appropriately designed to achieve the learning outcome (Indicator 3.1.2.)					
3	Course/module syllabi are shared and discussed at the beginning of the course (Indicator 3.1.3)					
4	Access to and support for digital, blended or e-learning (Indicator 3.1.4)					
5	Co-curricular activities are available to support students' achievement (Indicator 3.1.5)					
6	Feedback on teaching activities and feed-back based Improvements (Indicator 3.1.6.)					
7	Availability of assessment policy/ guideline/exam blueprint (Indicator 3.2.1.)					
8	Availability of student appeal and dispute mechanisms for assessment (Indicator 3.2.3.)					
9	A variety of assessment methods/tools are employed for assessing knowledge and skills (Indicator 3.3.1)					
10	System of assessment that regularly offers students timely, specific,					



	and actionable feedback (Indicator 3.3.3.)					
11	Informed about the content, style and format of assessment (Exam Blueprint)/fairness of assessment mechanism (Indicator 3.3.4)					
12	Availability of targeted support for poor performing students and use performance feedback from external exam (Indicator 3.3.5)					
4. STUDENT						
1	Informed about student selection and admission policy/ Clarity and fairness of student selection and admission policy (Indicator 4.1.1)					
2	Student selection and admission policy are communicated (Indicator 4.1.2)					
3	Presence of well-defined mechanisms to facilitate student mobility (transfer) across institutions nationally and internationally(Indicator 4.1.4)					
4	Presence of inclusive (gender) admission policy and practices(Indicator 4.1.5)					
5	Availability of Student Support service (Indicator 4.2.1)					
6	Availability of comprehensive student handbook (Indicator 4.2.2)					
7	Availability effective induction program to new students about (Indicator 4.2.3)					
8	Availability supporting system to the needy students (Indicator 4.2.4)					
9	Availability of appeals and grievance handling mechanisms (Indicator 4.2.6)					
5. ACADEMIC STAFF						
5.2.1.	Participation of students in staff performance evaluation					
6. EDUCATIONAL RESOURCES						
1	Availability of sufficient and appropriate resources to ensure the delivery of curriculum (Indicator 6.1.3)					
2	Availability of physical facilities comply with laws and safety regulation (Indicator 6.1.4)					
3	Availability of functional and capacious library (Indicator 6.1.6)					
4	Availability of digital library, up to date text and reference and database management system (Indicator 6.1.7)					
5	Presence of information and communication technology infrastructure (Indicator 6.1.8)					
6	Engagement of students to various clinical and community attachment (training) sites (Indicator 6.2.1)					
7	Adequacy of facilities in the practical centers(Indicator 6.2.2)					
8	Availability of educational resources including national service delivery guidelines, personal protective equipment, learning tools (Indicator 6.2.3)					
9	Presence of dedicated coordinator for facilitating community/clinical training (Indicator 6.2.4)					
10	Availability of assigned instructor and supervisors in the practical centers (Indicator 6.2.5)					



7. RESEARCH AND COMMUNITY ENGAGEMENT					
1	Participation of students in community engagement (Indicator 7.2.4.)				
8. PROGRAM MANAGEMENT					
1	The participation of students in decision making (Indicator 8.1.6)				
2	Communication of accurate, relevant and timely information about the program (Indicator 8.1.9)				
3	Availability of clear policies, guidelines, and strategies to prevent and manage sexual harassment and gender-based violence (GBV) (Indicator 8.1.11.)				
9. CONTINUAL QUALITY IMPROVEMENT					
1	The participation of students in the continual quality improvement section (Indicator 9.2.3.)				
2	Student feedback to improve quality of learning teaching (Indicator 9.3.1)				

6. Reporting of Results

Required Tables in the student satisfaction survey

Develop a separate table for each survey item such that the data for all relevant class years are included in the same table. The required format for the tables is shown below. The column titled “Number of Total Responses/Response Rate to this Item” shows the total number of students 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.

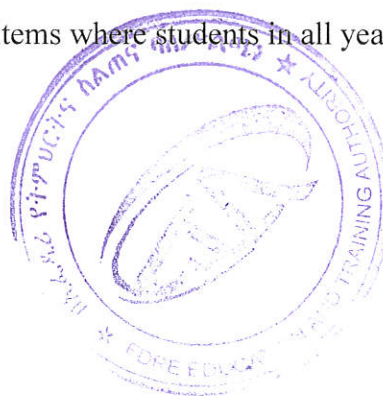


Table Title*								
Class	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Dissatisfied/Very Dissatisfied Responses		Number and % of Satisfied/Very Satisfied Responses	
	N	%	N	%	N	%	N	%
Y1								
Y2								
Y3								
Y4								
Total								

*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:

Table Title								
Class*	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Dissatisfied/Very Dissatisfied Responses		Number and % of Satisfied/Very Satisfied Responses	
	N	%	N	%	N	%	N	%
Y2								
Y3								
Y4								
Total								

* Delete any rows that include students who have not experienced the required internships.

