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Student Satisfaction Survey for Midwifery Program Accreditation

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
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Abbreviations

DCT	Data collection tools
ETA	Education and Training Authority
SSS	Student satisfaction survey





The Guide to Student Satisfaction Survey document is developed to provide guidance to students in HFI 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.

1.1 Purpose of the document

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.

Ethiopian 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 HEIs are expected to conduct a self-evaluation.

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.

1. Introduction

1.2 Scope of the document

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 Midwifery Program Accreditation Standards. The Survey Questions will be generated based on Student Satisfaction Survey Process and Procedure.

2. Process and procedure of Student Satisfaction Survey

The Student Satisfaction Survey may include the following procedures

2.1 Establishment of student committees

2.2 Design of the survey

2.3 Implementation of the survey

2.4 Analysis of survey data

2.5 Interpretation of results and preparation of a summary report

2.1 Establishment of student committees

The midwifery program obtains the applicable and current accreditation documents from ETA when it is ready to proceed with the accreditation process. The midwifery program leadership will inform the midwifery 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 midwifery student body leadership can play a vital role in this regard. The midwifery 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 midwifery student body on the Student Satisfaction Survey committee is important.

2.2 Design of the survey

The Student Satisfaction survey is based on the standards for midwifery program accreditation. The survey should be designed using and ensuring inclusion of any methods used to collect data, and contents of the survey including executive Summary and narrative.





some of the SSS Report sections:

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

2.5 Interpretation of results and preparation of a summary report

Students can indicate whether they are very dissatisfied, dissatisfied, neutral, 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.

2.4 Analysis of Students satisfaction Survey

the required format.

SSS to be redone if they do not contain the required items or are not reported in

- Note that the medicine program Accreditation Lead may ask for the survey and

rate. Describe any other methods used to collect information

- 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

each class year of the medicine students.

- Encourage participation in the survey; aim for at least a 70% response rate for

below

- Include all of the survey listed in the required student opinion survey items

the required format.

use the analysis if it is completed using the required survey items with the results presented in

Please note that the ETA considers Student satisfaction survey to be critical, but it can only

2.3 Implementation of the survey



This is so that the response data includes topics that relate to FETA Midwifery program accreditation requirements and that are required for program DCT

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

Instruction:

3. Required Student Opinion Survey Items

- "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.

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

The following questions are statements used to assess student satisfaction about Teaching Learning Process in the Comprehensive undergraduate midwifery program that you might have about as a student under Comprehensive Midwifery in your institution. Please indicate the degree of your agreement or disagreement with each statement by ticking (✓) on one of the five alternatives beside each statement from 1 to 5 and select N/A if the statement is not applicable to you and at your institution.

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

1. Questions for Student Satisfaction Survey

Standard 1: Program Outcome									
No	Questions	1	2	3	4	N/A			
1	Information of the program learning outcomes (Indicator 1.1.3).								
2	Participation in the program reviewing process(1.1.3)								
3	Information about further carrier and study options upon program completion (1.1.4)								
Standard 2: Curriculum									
1	Awareness/orientation regarding the competencies students will perform after graduation (2.1.6)								
2	Participation in the curriculum development process (2.2.1)								
3	Inclusion of students feedback in the curriculum (2.2.2)								
Standard 3: Learning, Teaching and Assessment									
1	Consistency of learning- teaching activities with the curriculum (3.1.1)								





2	Mechanisms designed appropriately to participate students in teaching learning(3.1.2)							
3	Participation of students in the learning- teaching process (3.1.3)							
4	Utilization of technological facilities for the delivery of learning-teaching (3.1.4)							
5	Participation of students in co-curricular activities (3.1.5)							
6	The use of students feedback for teaching learning quality as an evaluation mechanisms(3.1.6)							
7	Provision of special support to students with poor performance (3.1.7)							
8	Awareness of assessment policy (3.2.1)							
9	Availability of a functional mechanism for students to appeal and dispute resolution (3.2.3)							
10	Availability of various assessment methods and tools (3.3.1)							
11	Provision of students' timely, specific, and actionable feedback on assessment result(3.3.3)							
12	Provision of information on program assessment to students (3.3.4)							
Standard 4: Student								
1	Clarity and fairness of student selection and admission criteria (4.1.1)							
2	Communication of student selection and admission policy (4.1.2)							
3	Availability of defined policy for student mobility for student transfer in and out of the institution (4.1.4)							
4	Availability of gender responsive student selection and admission policy and availability of admission policy that promote diversity (4.1.6)							
5	Provision of academic, non-academic and career counseling support services (4.2.1)							
6	Availability of comprehensive student handbook which indicates the support system and its accessibilities (4.2.2.)							
7	Availability of effective orientation system for new students about the program and support services (4.2.3)							



8	Availability of mechanism to identify and support students with special needs (4.2.4)							
10	Regular evaluation of student support services(4.2.5)							
11	Availability of appeals and grievance handling mechanisms (4.2.6)							
12	Availability of mechanisms to handle student disciplinary cases (4.2.7)							
13	Availability of strategy to improve the progression rate of students (4.3.1)							
14	Availability of mechanisms to trace employability and graduation satisfaction (4.4.1)							
Standard 5: Academic staff								
1	Participation of students in staff performance evaluation (5.2.1)							
Standard 6: Educational Resources								
1	Appropriateness and adequacy of learning and teaching resource (6.1.3)							
2.	Availability of physical facilities comply with relevant laws and safety regulation including accessibility to the students with disabilities. (6.1.4)							
3.	Availability of functional library with adequate capacity (6.1.5)							
4	Availability of digital library (6.1.6)							
5	Availability of up-to-date text and reference books (6.1.6)							
6	Availability of ICT infrastructure appropriate to the program (6.1.7)							
8	Availability of adequately illuminated and ventilated space for skill development laboratory (6.2.1)							
9	Accessibility of skill development lab which are accessible to people with disabilities mix (6.2.2)							
10	Availability of educational resources including national service delivery guidelines, personal protective equipment, learning tools (checklists, log book, SOP) and other essential equipment (6.2.3)							
11	Availability of safety manuals posted safety precautions fire extinguisher and emergency shower and infection prevention							



									equipment Adequacy of facilities at the practical centers (6.2.5)
12									Availability of adequate chairs, tables, and labeled shelves in the skill lab. (6.2.6)
13									Availability of practical sites with adequate patient number and mix per the core competencies (6.3.1).
14									Availability of educational resources including national service delivery guidelines, personal protective equipment, learning tools (6.3.2).
15									The presence of dedicated coordinator for facilitating community/clinical training (Indicator 6.3.3).
16									The availability of assigned instructor and supervisors in the practical centers (Indicator 6.3.4.)
Standard 7: Research and Community Engagement									
1									Involvement of students in industry and community engagement activities (7.2.4)
Standard 8: Program Management									
1									Availability of transparent governance structure that aligns with the program goals (8.1.3)
2									Representation of students in committees and decision-making process (8.1.6)
3									Availability of accurate, relevant and timely information about the program (8.1.9)
Standard 9: Continual Quality Improvement									
1									Involvement of students in the operational process of continuous quality improvement initiatives (9.2.3)
2									Availability of mechanism to take feedback from students for program improvement (9.3.1).

2. 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	N/A Responses	Number and % of Dissatisfied/Very Dissatisfied Responses	Number and % of Satisfied/Very Satisfied Responses	Y1		Y2		Y3		Y4		Total	
					N	%	N	%	N	%	N	%	N	%

* 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	N/A Responses		Dissatisfied/Very Dissatisfied Responses		Satisfied/Very Satisfied Responses		Total
			Number and % of	Responses	Number and % of	Responses	Number and % of	Responses	
	N	%	N	%	N	%	N	%	
Y2									
Y3									
Y4									
Total									

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

