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**FDRE Education and Training Authority**



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## **Student Satisfaction Survey for Higher Education Institutional Accreditation**

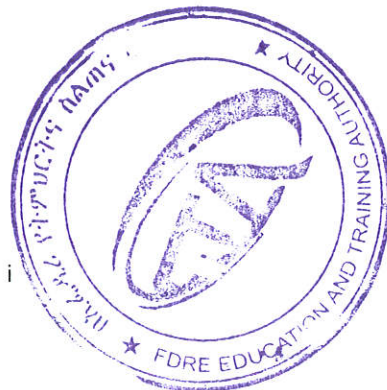


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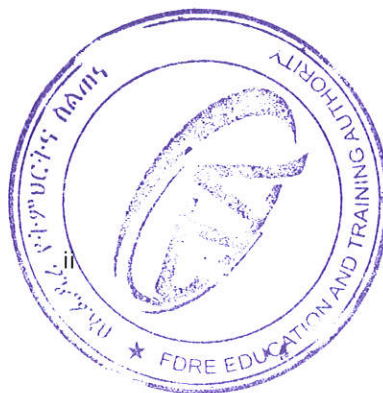


## Abbreviation

DCT Data Collection Tools

ETA Education and Training Authority

SSS Student Satisfaction Survey



## 1. Introduction

Institutional accreditation is a systematic and thorough process of assessing the performance of HEI's in accordance with established standards and enabling it to provide quality higher education. It looks at critical areas of institution development and performance that can be assessed objectively. The institutional accreditation process will assess HEIs 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 institution 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 institution 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 of 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 HEIs 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 sources used to evaluate a institution for the purpose of quality assurance and accreditation.



The survey questions are based on the institutional Accreditation Standards. The Survey Questions shall be generated from indicators in Institutional accreditation standard based on Student Satisfaction Survey Process and Procedure.

## **2. Processes and procedures 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 and Interpretation of the survey
- 2.5 Preparation of the survey report

### **2.1 Establishment of Student Committees**

The institution's students obtain the applicable and current accreditation documents from ETA when it is ready to proceed with the accreditation process. The HEI leadership will inform their student body about 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 programs. The student council leadership can play a vital role in this regard. The 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 students in the Student Satisfaction survey committee is essential.

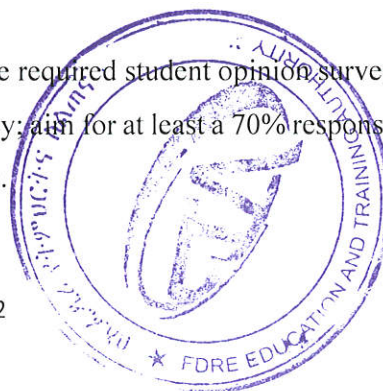
### **2.2 Design of the Survey**

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

### **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 institution 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 institutional 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.

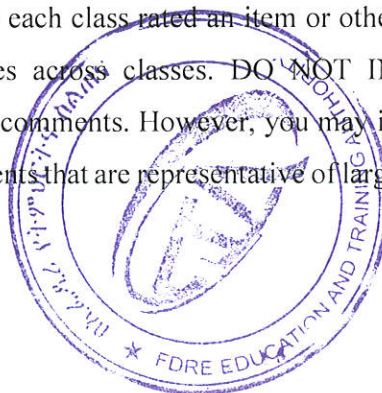
## 2.4 Data Analysis and Interpretation

Responses will be compiled and analyzed using statistical data in a tabulated form to derive meaningful insights, trends and conclusions. Quantitative data will be supplemented with qualitative analysis to capture nuanced feedback and sentiments.

## 2.5 Survey Report

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 institute 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 large number



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

#### Instruction:

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 HEI institutional accreditation requirements and that are required for institution DCT. You may add survey items as needed to reflect the distinctive characteristics of your institution or to address other issues of particular importance to HEI institution student.

The following questions are statements used to assess student satisfaction about Teaching Learning Process in the HEI. 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:

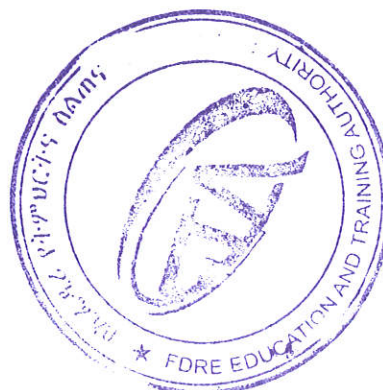
1 = Very dissatisfied

2 = Dissatisfied

3 = Satisfied

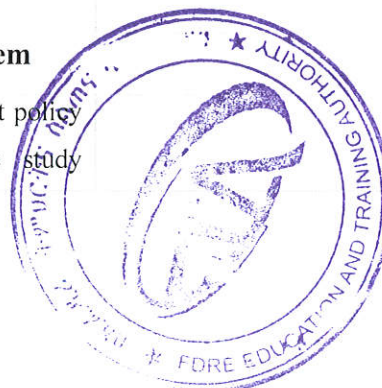
4 = Very satisfied

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



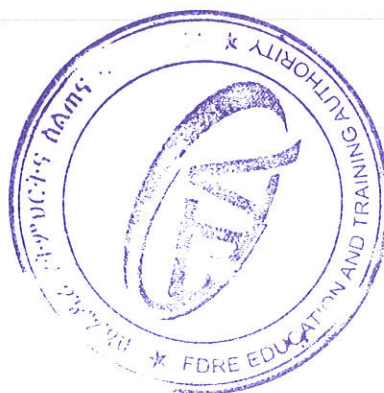
#### 4. Questions for Student Satisfaction Survey

<b>Standard 1: Vision, mission, and governance</b>						
No	Questions	A	b	c	D	N/A
<b>1.1 Vision and mission</b>						
1.1.4	The vision and mission of the institution has been accepted and widely understood by the student.					
<b>1.2 Governance</b>						
1.2.6	The HEI ensures academic or scholar autonomy and freedom for its staff and students in the areas of their expertise and pursuit of knowledge					
1.2.7	There are a well-established academic guidelines and rules that advocate for effective student learning opportunities and high academic results.					
1.2.14	The institution has put a system in place for periodic review of its vision, mission and governance structure that engages students and other stakeholders					
1.2.15	The institution's governance principles address inclusiveness and diversity through representation of students, and other stakeholders.					
<b>2. Standard 2: Curriculum and Program Management</b>						
2.1.3	The HEI has a system in place to ensure the study programs fulfill the requirements of the discipline and incorporates indigenous knowledge; topics of national and international importance.					
<b>3.1 Learning and Teaching policy and system</b>						
3.1.1	The institution has put in place a transparent policy regarding learning and teaching of the study					





	programs and publicly provides information about the programs.	
3.1.2	The HEI designs learning mechanisms and modalities that assure the students' exposure to learning and teaching.	
3.1.3	The content, approach and learning and teaching methods of the curricula are consistent with, and supportive of, their learning outcomes.	
3.1.4	The HEI sets a conducive learning environment and provide adequate learning resources including adequate facilities, laboratories (wherever applicable), libraries, IT infrastructure and support for its students	
3.1.5	The institution applies a variety of learning and teaching methods with appropriate use of learning technologies that can assist the students to achieve the intended learning outcomes.	
3.1.6	The institution has extracurricular and co-curricular activities that will enrich students' experiences, and foster intellectual, personal, and interpersonal developments.	
3.1.7	The interaction between research and education has been reflected in the curriculum, encourage, and prepare students for engagement in research, scholarship and development.	
3.1.8	The learning teaching strategy is learner centred and motivates student's self-reflection and engagement in the learning process.	
<b>3.2 Learning and Teaching monitoring and evaluation</b>		



3.2.1	The HEI has system in place for the students to provide feedback on their learning experience, the quality of the teaching and assessments.		
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**Standard 4 Assessment and Evaluation**

**4.1 Assessment policy and system**

4.1.4	The HEI has put system in place to ensure the validity, reliability, consistency, and fairness of the student assessment.		
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4.1.5	The HEI has established procedures to handle students' appeal cases related to the assessment and evaluation process.		
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**4.2 Assessment method**

4.2.1	The institution uses both summative and formative assessment types.		
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4.2.2	The institution ensures that the student assessment methods are aligned with the learning outcomes and the curricula.		
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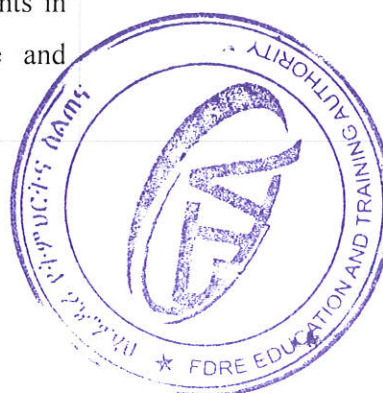
4.2.3	The institution ensures that the assessment methods are documented and timely communicated to students.		
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**Standard 5: Students**

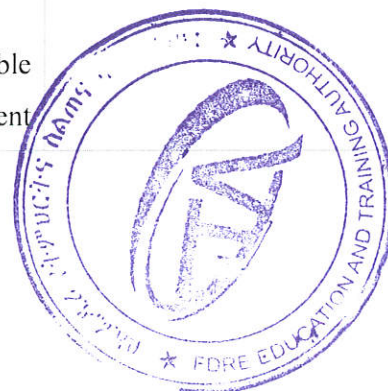
**5.1 Student admission and selection**

5.1.1	The HEI has to manage students and effectively deliver the programs published student admission and selection policy which has clear criteria and process, and which promote diversity.		
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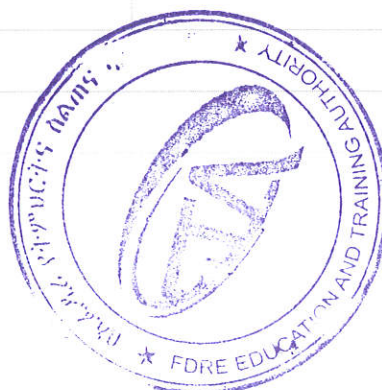
5.1.3	There is a proper representation of students in the screening and selection committee and appeal hearing committee.		
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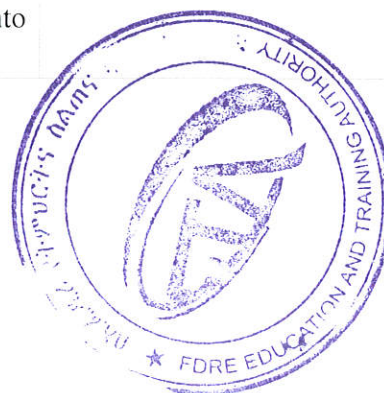
<p>5.1.4 The institution has a written and well-disseminated policy on tuition fees, refunds, and other related payments.</p>		
<p>5.1.5 The HEI has policies, regulations and processes regarding articulation practices, course exemptions, credit transfer, and students exchange to and from other programs/institutions nationally and internationally.</p>		
<p>5.1.6 The HEI has a mechanism to control the number of students in the study programs based the resources and program standard to manage students and effectively deliver the programs.</p>		
<p>5.1.7 The institution has mechanism for assessing the abilities of entering students and the provision of appropriate support.</p>		
<p>5.1.8 The institution regularly reviews the appropriateness of its admission practices in accordance with fraud detection mechanism.</p>		
<p><b>5.2 Student support and counseling</b></p>		
<p>5.2.1 The institution provides appropriate student support services, such as physical, social, financial and recreational facilities and counseling and health services which are evaluated regularly to ensure their adequacy, effectiveness and safety.</p>		
<p>5.2.2 The institution has designated administrative unit responsible for running student support services.</p>		
<p>5.2.3 The institution has published and made available to the institution's community about student</p>		



	rights and responsibilities, disciplinary procedures and actions.	
5.2.4	The institution ensures that students and student organizations such as clubs and student union get proper support to gain managerial and leadership experience.	
5.2.5	The HEI evaluates student support and counseling service regularly to ensure their adequacy, effectiveness and safety.	
<b>5.3 Progression and graduate outcome</b>		
5.3.1	The HEI has strategies to improve student retention, progression and completion rates including mechanisms to offer appropriate developmental or remedial support to assist students who need such support.	
<b>Standard 6: Academic Staff and Support Staff</b>		
<b>6.3 Academic Staff</b>		
6.3.2	The institution has adequate, qualified and full-time academic staff for per study program	
6.3.3	The staff to student ratio for each study program is appropriate to the teaching-learning methods and complies with the program discipline standards.	
<b>6.4 Staff performance and appraisal</b>		
6.4.2	The institution implements an evidence-based regular staff performance evaluation that involves students, peers, and program leaders and managers.	
<b>Standard 7 Resources</b>		
<b>7.1 Physical resource and Safety</b>		



7.1.2	The institution has adequate teaching resources and facilities which are appropriate to meet the needs of its study programs.		
7.1.3	The institution has appropriate and easily accessible facilities to people with disabilities.		
7.1.4	The institution ensures that educational resources are distributed according to the educational needs of the study program and are well maintained.		
7.1.5	The HEI regularly reviews resources to ensure they are appropriate and effectively support learning and teaching.		
<b>7.3 Registrar services</b>			
7.3.2	The institution has secured the application of automated information management system employed to collect, store, and analyze the required student academic data.		
7.4.1	The library has adequate and up-to-date references, electronic resources and databases, and communication technology mediated reference materials, to support academic programs and research activities.		
<b>Standard 8 Research and Community Engagement</b>			
<b>8.1 Research</b>			
8.1.2	The institution has adequate budget and sufficient facilities and equipment dedicated for the research activities of its staff and students.		
8.1.5	The institution ensures that the outcomes of research works are appropriately integrated into		



the learning and teaching activities and community engagements.			
<b>8.2 Community engagement</b>			
8.2.6 The HEI encourages and supports staff and students to engage in industry and community engagement activities that lead to productive relationship.			
<b>Standard 9: Continual Quality improvement</b>			
<b>9.2 Monitoring and evaluation</b>			
9.2.2 There is active involvement of management, academic and support staff, and students in the operational process of continual quality improvement			

## 5. Reporting of Results -Required Tables in the Student Satisfaction Survey

Develop a separate table for each survey item such that the data for all programs and 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 institution. The following table format should be used for items where students in all years of the curriculum respond.

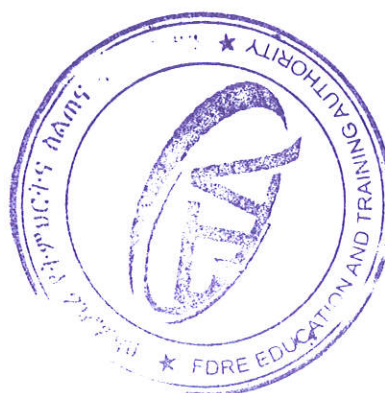


Table Title*								
All Programs Class year	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Dissatisfied/Very Dissatisfied Responses		Number and % of Satisfied/Very Satisfied Responses	
	N	%	N	%	N	%	N	%
Y1								
Y2								
Y3								
Y4								
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, internship/extern-ship, attachment or so on 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 Response		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.

