Higher Education Relevance and Quality Agency

St. Mary's University

Institutional Quality Audit Report

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St Mary's University

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Foreword

The government of the Federal Democratic Republic of Ethiopia has been engaged in the expansion of equitable education at all levels and promising results have been achieved in the sector. Higher Education Relevance and Quality Agency (HERQA) was established with the aim of thwarting relevance and quality problems that may ensue due to this vigorous expansion. The Agency has been vested with the duties and responsibilities of: controlling, guiding and monitoring the relevance and quality of higher education in the country.

To discharge these duties and responsibilities, the Agency has been conducting institutional quality audits on both public and private HEIs. Institutional quality audit, it is believed, is an external quality assurance system that assesses the appropriateness and effectiveness of a HEIs' approach to quality assurance, their systems of accountability and internal review mechanisms and provide the necessary support to the HEIs. In addition, it provides the opportunity to recommend to the HEI management ways in which improvements might be made on the relevance and quality of education.

There are, however, areas of educational quality that cannot be addressed by audit of an HEI at the institution level. The Agency has therefore embarked on Program Level Quality Audits to address questions related to specific programs and provide information about the quality of a program that ultimately assist the process of program improvement, development and accountability. HERQA is of the view that program level quality audit contributes to determining if the program meets normally established standards of quality.

I believe HEIs have learnt a great deal from the processes and outcome of the audits the Agency has conducted so far. It is also my hope that HEIs will respond appropriately in order to overcome their weaknesses and build on their strengths pointed out in the quality audit reports.

Finally, I would like to thank the HERQA staff and those higher education academicians who have tirelessly worked to make this external quality assurance mechanism a reality.

Andualem Admassie (PhD)
Director General

Higher Education Relevance and Quality Agency

St. Mary's University

Institutional Quality Audit Report

Introduction

HERQA is an agency established through the Higher Education Proclamation (351/2003) as one of the key organs responsible for guiding and regulating the higher education sector in Ethiopia. It was reestablished in accordance with the Council of Ministers Regulation (Regulation No. 261/2012). The objective of the Agency has been to supervise the relevance and quality of education and training offered by higher education institutions (HEIs). In this regard, it has been working to encourage and assist the growth of an organizational culture in Ethiopian higher education that values quality and is committed to continuous improvement.

One of HERQA's key activities is to conduct Institutional Quality Audits of Higher Education Institutions (HEIs). An Institutional Quality Audit is an in-depth analysis and assessment of the quality of the teaching and learning environment, the relevance of programs delivered by HEIs, the effectiveness of a HEI's approach to quality assurance, its systems of accountability and its internal review mechanisms. The product of an Institutional Quality Audit is an Institutional Quality Audit Report.

HERQA intends that through its Institutional Quality Audit Reports and the dissemination of good practice that it will help to enhance the provision of higher education in Ethiopia and the confidence of all stakeholders in the quality and relevance of that provision.

HERQA's Approach to Institutional Quality Auditing

A HERQA institutional quality audit proceeds through a number of stages. The initial action is a self-evaluation carried out by the HEI to be audited. HERQA asks that this should deal with ten focus areas:

1: Vision, Mission and Educational Goals
2: Governance and Management System
3: Infrastructure and Learning Resources
4: Academic and Support Staff
5: Student Admission and Support Services
6: Program Relevance and Curriculum
7: Teaching, Learning and Assessment
8: Student Progression and Graduate Outcomes
9: Research and Outreach Activities
10: Internal Quality Assurance

HERQA has issued documentation to illuminate each of the above areas providing reference points and indicating possible sources of evidence.

Following the institutional self-evaluation, the HEI prepares a Self-Evaluation Document (SED) organized in accord with guidelines issued by HERQA. This helps to ensure that all SEDs deal with the same aspects of the work of HEIs and are of similar structure and length. The completed SED is sent to HERQA.

Following the receipt of the SED, HERQA initiates a dialogue with the HEI to establish a timescale for the institutional quality audit. HERQA also selects a team of trained institutional quality auditors (typically five people), sends the names of the proposed team to the HEI and asks the HEI to consider if any member may be unsuitable. Where reasons for unsuitability are upheld by HERQA (e.g. possible conflict of interest) then a replacement will be nominated.

Following analysis of the SED by the auditors, selected members of the audit team make a one-day briefing visit to the HEI. The purpose of the visit is to help ensure a common understanding of the audit procedure in the HEI; help the HEI make the necessary preparations and arrangements for the audit and to indicate further information that the HEI should try to make

available to the audit team. During this visit the timetable for the institutional quality audit visit is discussed and, where possible, the date for the visit confirmed.

The institutional quality audit itself is carried out during a four-day visit to the HEI by the team of auditors. The key purpose of the audit visit is to validate the SED submitted by the HEI.

During the visit, the team studies documentation, visits facilities, meets with staff and students and observes teaching. At the end of the visit, the team makes a brief oral report to the President of the HEI.

Following the institutional quality audit visit, the audit team drafts an audit report. This draft is sent to the HEI to check for factual accuracy. HERQA then produces a final Institutional Quality Audit Report that is presented to the HEI and subsequently published. An Institutional Quality Audit Report seeks to make clear HERQA's confidence in the ability of the HEI to provide appropriate degree level education. Importantly, a report also aims to support a HEI by recognizing its good practices and by indicating areas where changes in provision and practice can improve the quality and/or relevance of its activities.

Further to the institutional quality audit report, the HEI is asked to prepare an action plan that seeks to enhance the quality and relevance of its provision. HERQA requests a copy of this plan and monitors its implementation. Subsequent institutional quality audits consider the extent to which the HEI has been able to use its action plan to enhance quality and relevance.

Higher Education Relevance and Quality Agency

St. Mary's University

Institutional Quality Audit Report

Executive Summary

This document reports on the Institutional External Quality Audit of St. Mary's University carried out by a team of four external auditors (see Appendix 2) between January 09-12, 2018. The starting point for the audit was a Self-Evaluation Document prepared by the University. The quality audit centered on ten focus areas identified by HERQA with a view to validating the SED, judging the extent to which the University is fit for its declared purpose and determining the level of confidence in the University's ability to provide relevant and appropriate higher education and safeguard the standards of its degrees. The EQA team spent four days at the University. During its visit, the team had eleven formal meetings with members of the academic and support staff, one meeting with student representatives and one meeting with top management. In addition, the team observed teaching in two classes and visited a range of facilities and met with individual academic staff, support staff and top managers.

St. Mary's University, a private higher education institution, has evolved from St. Mary's Language School, which started operation in 1991, and, as a college, it was established in 1998 with campuses in Addis Ababa and Hawassa. Upon establishment, the College had its Head Office in Hawassa, which moved to Addis Ababa in 1999. Showing noticeable growth through time, it was awarded university status in 2014. Today, it runs accredited undergraduate and graduate programs in diverse fields of studies in the conventional and distance modes of learning. In partnership with Indira Gandhi National Open University of India (IGNOU), it runs graduate programs in distance learning. Currently, the University has total number of 447 employees not including those working for distance learning programs, and 21,293 students.

The University has grown successfully from its initial stages and has plans for further expansion and enhancement. According to the revised version of

vision statement stated in its strategic plan, the University envisions *to become among the leading higher education centers of academic excellence in teaching-learning, research, publications and community services in East-Africa and contribute to the development of Ethiopia.*

The EQA team noted the following findings (key points) from the audit visit.

1. St. Mary's University is a privately owned higher education institution offering regular, extension and distance programs leading to the award of recognized undergraduate and postgraduate degrees.

2. The University was prepared for the visit of the audit team. Documents were made available to the team; visits, meetings and further information were readily agreed and acted upon.

3. The SED covers most areas of interest to the audit team, and was descriptive and evaluative and was a helpful document that provided insights into the work of the University.

4. The University has stated its vision, mission and goal statements in most of the main documents consistently.

5. The University has made reasonable effort to publicize its vision, mission, and values through different channels. This has to be taken further to be internalized by the University community and by all stakeholders.

6. The University has a five year strategic plan.

7. The University has set up an organizational structure appropriate and useful to facilitate and determine the decision-making process, responsibilities and the line of reporting.

8. The Legislation is the key document that establishes the academic rules, regulations and many of the working procedures of the University.

9. The management system of the university is relatively participatory as there is representation of student and staff. However, the participation of the student body is limited.

10. There is a system to regularly inform the University community of the major decisions of the key committees. The communication system is satisfactory.

11. The University does not have sufficient offices for the current academic staff and needs to consider future needs of offices for permanent and part-time academic staff.

12. The ICT laboratories are well equipped and satisfactory but needs increasing the number and upgrading the capacity of the computers.

13. Access to the Internet is available with wired and wireless connections for both staff members and students but its speed of connection needs improvement.

14. The classroom accommodation is sufficient for current needs. It can be said that the general condition of the classrooms was good. Most of the rooms were clean and suitable for teaching and learning.

15. The University Libraries are satisfactory but needs increasing the seating capacity of the undergraduate libraries. Catalog system of the library is automated.

16. Due attention needs to be given to the recreational facilities and sport services.

17. The University has 146 full time (91.8%) and 13 (8.2%) part time academic staff in the undergraduate program. Among the full time staff 3 (2%) PhD holders, 120(82%) Master's degree holders and 23 (16%) were Bachelor's degree holders.

18. Beside the legislation the University does have an independent policy/guideline for staff recruitment, promotion and staff appointment but it needs to make known to all staff members.

19. There exists a wide gender disparity among the full time academic staff.

20. The University is committed to staff development; pedagogical skill and other short term training and further educational opportunities.

21. Academic staff evaluation is undertaken regularly using the criterion set in the evaluation sheet and the feedback based on the appraisal result is given to them but the result of the evaluation is not used consistently in the promotion process.

22. The academic background/profile of entry students in the University is well documented but is not made available to respective instructors, who should then match their teaching approach to meet the needs of the students and adopt an affirmative approach towards enhancing less able students.

23. The University admits students in accordance with the guidelines of the Ministry of Education. Students who meet the admission requirements of the Ministry of Education are admitted to their choice of programs. The university does not have detailed admission policy.

24. Appropriate academic support and guidance to students is not sufficiently being provided by academic staff that are expected to do so.

25. The university provides guidance and counseling service for students by assigning permanent staff. The student support service also provides more support to students.

26. Even though a tutorial program is stated in its annual plan, tutorial is not given to students in an organized and consistent way.

27. Formal review of the curriculum is conducted in an organized way but there is no clear time frame for the curriculum review.

28. There is a practice of distributing the course outline to students before starting their classes which helps the students to get a better

understanding of their respective programs' aims, goals, and objectives and the expected learning outcomes that they should try to accomplish.

29. The University uses both teacher-centered and student-centered teaching methods based on the nature of the courses offered in its programs. However, the dominant form of teaching method is the teacher centered approach.

30. The University's student assessment and appropriate standards and procedures for evaluating students are documented in a written policy/guideline.

31. Every course is subject to test blueprint and specification while preparing exams; hence the grading system is incumbent on learning outcomes.

32. The University follows a criterion-referenced grading system.

33. There is a clear and transparent appeal system for students and it is sufficiently effective in handling students' complaints.

34. There is a teaching and learning guideline.

35. The office of the registrar is fully automated in such a way that students' information can be readily available and easily accessible from one database. However, the University needs to make available the attrition rate for each program in every academic year for each cohort; by identifying and recording the reasons for students' attrition/dropout.

36. The University's attrition rate is high.

37. The University has no formal contact with its graduates and has no Alumni Association.

38. The University has a Career and Internship office, and is required to strengthen the existing links with potential employers to help and ensure that its graduates get employment opportunities.

39. The university conducts regular research forums, Multi-Disciplinary seminars and research review meetings and publishes proceedings of those forums; but research work by identifying thematic areas is in its early stage.

40. Community services /outreach activities of the University are in fairly good condition; hence, the University needs to capitalize on these and other similar activities in the future.

41. The University has fairly established institutional linkages with local and international HEIs and organizations.

42. Most of the academic staff members of the University are not actively engaged in research.

43. The University does have academic journals.

44. The University has given emphasis to internal educational quality assurance system to assure quality education evidenced by establishing unit, assigning coordinator, preparing policy and annual plan for quality assurance activities and monitoring the overall performance of operational units on quarterly bases.

45. The University has a well-established and fully-functional, integrated quality assurance system/mechanism. `

46. There is moderate effort to promote quality education that can be shared by staff and students of the University community.

47. The University has mechanisms of identification and dissemination of good practice among different offices and departments.

The overall conclusion of the EQA team is that St. Mary's University has grown rapidly and now is able to enroll a much larger number of students in its regular extension and distance programs both in undergraduate and post graduate programs but if the University is to realize its vision, it will have to consider expanding its undergraduate and postgraduate programs in diverse field of studies and gives more emphasis to research.

The University provides a range of adequate facilities for teaching and learning but if the pace of student population enrolled to the University continues at its current rate the University needs to secure more and better teaching and learning facilities and sufficient academic staffing. The university also needs to exert more effort to improve the number of its female academic staff and the qualification of the full time academic staff members.

The university has introduced comprehensive quality assurance systems such as generating data and making judgments on the quality and relevance of its core activities.

The university has been working rigorously on conducting regular research forums, including organizing an international research forum focusing on private HEIs in Africa, Multi-Disciplinary seminars and research review meetings and publishing the forums' proceedings. However, the university has to develop a research culture among its academic staff and contribute to the surrounding community a viable service. The University needs to consider providing formal tutorials, academic advising and creating a better environment for the teaching and learning process.

Higher Education Relevance and Quality Agency

St. Mary's University

Institutional Quality Audit Report

The Institution

St. Mary's University, a private higher education institution, has evolved from St. Mary's Language School, which started operation in 1991, and, as a college, it was established in 1998 with campuses in Addis Ababa and Hawassa. Upon establishment, the College had its Head Office in Hawassa, which moved to Addis Ababa in 1999. Showing noticeable growth through time, it was awarded university status in 2014. Today, it runs accredited undergraduate and graduate programs in diverse fields of studies in the conventional and distance modes of learning. In partnership with Indira Gandhi National Open University of India (IGNOU), it runs graduate programs in eight areas of studies in distance learning.

SMU has a testing center, which is entrusted with administering admission tests, exit examinations, and recruitment tests for employers. In addition, it administers internet-based international proficiency tests including TOEFL-iBT and GRE. The Testing Center also engages in giving training to instructors on exam blueprint preparation and measurement and evaluation. The University has a Press which publishes books ranging from KG through higher education contents. Currently, the University has total number of 447 employees , not including the ones working for distance learning programs, and 21,293 students (including distance learning) out of which 19529 in the undergraduate and 1764 in the graduate programs (Table 1 and Table 2)

The University has grown successfully from its initial stages and has plans for further expansion and enhancement. According to the revised version of vision statement stated in its strategic plan, the University envisions *to become among the leading higher education centers of academic excellence in teaching-learning, research, publications and community services in East-Africa and contribute to the development of Ethiopia.*

Table 1a: Student Population in 2017/2018 (2010 E.C) Academic Year, First Semester.

Program	Regular			Extension			Distance			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Computing Science	100	320	420	49	113	162	0	0	0	149	433	582
Information Technology	9	8	17	4	6	10	0	0	0	13	14	27
Accounting	1893	1051	2944	896	618	1514	1101	1541	2642	3890	3210	7100
Management	198	152	350	134	155	289	1058	1705	2763	1390	2012	3402
Marketing Management	512	382	894	237	220	457	175	183	358	924	785	1709
Tourism and Hospitality Management	61	54	115	6	6	12	0	0	0	67	60	127
Agribusiness Management							9	40	49	9	40	49
Agricultural Economics							58	284	342	58	284	342
Agricultural Extension							4	16	20	4	16	20
Cooperatives							50	148	198	50	148	198
Economics							114	551	665	114	551	665
EDPM							1091	3202	4293	1091	3202	4293
Finance & Development Economics							5	36	41	5	36	41
Public Administration & Development Management							3	11	14	3	11	14
Rural Development							12	46	58	12	46	58
Sociology							292	610	902	292	610	902
Total	2773		4740	1326		2444	3972	8373	12345	8071	11458	19529

Source: Registrar Office

Table 1b: Student Population in 2017/2018 (2010 E.C) Academic Year, First Semester (Post Graduate)

Regular	Female	Male	Total
MBA in General Management	279	382	661
MBA in Accounting and Finance	86	111	197
MSc Computer Science	26	94	120
MA in Development Economics	19	66	85
Marketing Management	92	100	192
Project Management	50	93	143
Master in Agricultural Economics	3	11	14
MBA in HRM	12	5	17
Quality and Productivity Management	8	23	31
Total	**575**	**885**	**1460**
IGNOU			
Master of Arts in Rural Development	5	22	27
Master of Business Administration	12	43	55
Master of Arts in Commerce	13	22	35
Master of Arts in Economics	7	65	72
Master of Arts in Public Admin.	6	12	18
Master of Arts in Sociology	7	13	20
Master of Arts in Social Work	32	39	71
Master of Arts in political Science	0	6	6
Total	**82**	**222**	**304**
Grand Total	**657**	**1107**	**1764**

Source: Registrar Office

Table 2: Total Students of the University, 2017/18 Academic Year

Program		**Undergraduate**	**Graduate**	**Total**
Regular	Female	2773	575	3348
	Male	1967	885	2852
	Total	**4740**	**1460**	**6200**
Extension	Female	1326	0	1326
	Male	1118	0	1118
	Total	**2444**	**0**	**2444**
Distance	Female	3972	83	4055
	Male	8373	221	8594
	Total	**12345**	**304**	**12649**
Grand Total	Female	8071	657	8728
	Male	11458	1107	12565
	Total	**19529**	**1764**	**21293**

The Institutional Self-Evaluation

After HERQA initiated St. Mary's University to prepare the self-evaluation document, the University prepared the SED in October 2017 and submitted to HERQA. The SED was prepared by team of experts formed by the University comprising members from the academic staff members.

The SED presented to HERQA covered the ten required focus areas. The report was devoted to an overview of the outcomes of data from interview, observation, document analysis, questionnaire and facility visit, which presented mostly data on views, opinions and figures. The SED was critical and carried more descriptive information on many of the practices of the University. For most focus areas transparent information on practice was presented.

The SED presents a set of suggestions for future actions believed to be helpful in realizing the vision and mission of the University and sustaining the level of achievement it has gained over the years. The SED formed a useful starting point for the external quality audit, providing both a description and evaluation of information about the University. From the account of the self-evaluation process it is clear that the University has involved many people and has put a considerable effort into the preparation of the self-evaluation.

The Institutional Quality Audit Process

The External Quality Audit was carried out by a team of four auditors (see Appendix 2). Two members from HERQA had visited the University previously to undertake a briefing visit for the audit. During this briefing visit, the HERQA team explained the arrangements that should be made for the audit visit and talked through requests for additional information that the University should make available to the EQA team (see Appendix 5). The list of requested documents was left with the University. During the briefing visit the timetable for the four day audit had also been discussed and the team stressed the importance of scheduling meetings and visits that were required and informing selected staff and students who would be required to meet with the EQA team as well as making sure that the University community were well informed of the audit visit. This is the standard practice adopted by HERQA.

Prior to the arrival of the EQA team, the University had prepared a base room for the audit team, collected most of the requested documents. The EQA team base room also served for meeting room. The University planned meetings with selected staff drawn from diverse segments of the University and students. During the initial meeting with the University liaison officer, the proposed timetable was accepted. The time table was made open for adjustment to accommodate additional activities as the need arose and upon agreement made between the EQA team and the liaison officer. The meeting arrangements were very satisfactory. The EQA team was well supported by the liaison person of the University toward facilitating the work of the team professionally.

The EQA team spent four days at the University. On arrival, the EQA team reported to the liaison officer. The team also announced their presence and their mission to the president of the University. Apart from the meetings with the President, during the four days the team had eleven meetings with members of academic and support staff, one meeting with students, and one meeting with top management. In addition, they observed teaching in two classes and visited teaching and learning facilities, staff offices and department heads offices, library, computer rooms, testing center, press, recreational facilities, clinic and registrar of the undergraduate and postgraduate campus. During visits, they talked with staff and students. In addition, the team studied documentation and met together at least once during each day for 20 minutes to discuss their findings and prepare for meetings. On the final day, the team held a meeting to agree on a brief summary of the main findings of the audit team and presented this to the University President and top management bodies.

All the meetings were conducted according to the timetable. The University seemed to have done a reasonable effort to make the audit visit known to the University community. Staff and students who met with the EQA team were willing contributors and discussants and the team learned much from them. Similarly, staff who welcomed team members to their offices, and work bases did so willingly and again, the EQA team learned much from their observations and interactions.

Many documents and data were available to the team at the start of the audit visit as per the request made by two members of the HERQA during the briefing visit. The University had assembled an array of very useful documents for the EQA team and these added greatly to the information in the SED and informed the audit. Although the EQA team was not able to read all these documents in detail, the content of all was noted. While, some documents and statistical information were incomplete, the EQA team asked for and received these and a number of other documents following its meetings with staff. The list of documents consulted is given in Appendix 6. According to the schedule all the requested meetings and visits took place. While it is recognized that the University offers different modes of study, the institutional quality audit has been concerned more with regular degree programs.

The Institutional Quality Audit

This section of the report presents the EQA team's observations and views on each of the ten focus areas of the institutional quality audit. Following a commentary on the focus area based on information provided in the SED and gained during the audit visit, each section ends with commendations (if any) and recommendations. Recommendations are grouped into essential and desirable. Essential recommendations are actions that need urgent attention to assure quality and/or relevance. Advisable recommendations relate to areas where there is the potential for quality and/or relevance to be at risk and where action is needed but not so urgently.

1: Vision, Mission and Educational Goals

Every HEI must define clearly its vision, mission and educational goals and make them known to its stakeholders.

A vision statement focuses on what an organization wants to ultimately become. It is designed to show the future growth direction of the institute and where it would like to see itself in the future. It is expected to be easily understandable and memorable so that both its internal and external stakeholders can remember and communicate it to others. In doing so, it is important that an institution to develop a clearly articulated and a well thought-out vision which enables it to possess a clearly defined direction (road map) towards which knowledge and resources are invested. In line with their vision Higher Education Institutions have to set their mission and understand that they have an ethical obligation to continually examine the extent to which they honestly fulfill their mission statements.

St. Mary's University (SMU) has developed a five-year (2013/14 to 2017/18) Strategic Plan Document (SPD) which outlines important strategic direction of the University. At the time of the audit visit the university has completed four years of the planning period and it is now in final year of the planning period. The Strategic plan document of the university sets out the vision of the university as described below

> *The Vision of St. Mary's University is to become among the leading higher education centers of academic excellence in teaching-learning, research, publications and community services in East-Africa and contribute to the development of Ethiopia (SPD, page 12)*

The External Quality Audit (EQA) team feels that the vision is not adequately focused as it is not clear when the university would like to be among the leading university in East Africa. Hence time boundary may help the university vision to be more focused.

From the SED and discussion with different members of the university, the EQA team came to know that bottom-up approach has been employed when developing the SPD. That is, the plan comes from each and every operational unit and finally reconciled at the university level. Such approach

makes the process of developing the SPD more participatory and facilitates its smooth implementation.

The mission statements of the University underline the intent to provide access to education to the larger community focusing on quality and standard as stated below.

> *The Mission of St. Mary's University is to offer conventional and distance education that is accessible to the larger society through reasonable tuition focusing on quality and standards in teaching, research and outreach services. (SPD of SMU page 12)*

The goals of SMU have been clearly and consistently stated in both strategic plan documents and SED as listed below.

- Offer relevant, diverse, learner-centered, and research-led programs of study
- Prepare graduates with the requisite knowledge, skills and attitudes embodied in the graduate profile of academic programs
- Strengthen assessment methods that validly, reliably and fairly evaluate measurable learning outcomes
- Promote technology-based, innovative and inter-disciplinary learning environment
- Augment student support, staff development, facilities and resources
- Undertake demand-driven research on local, national and international issues and problems
- Produce and disseminate research outcomes, teaching materials and other publications.
- Ensure the provision of need-based services to the community at large;
- Initiate, sustain and enhance a close network with local and international stakeholders, and
- Put in place a system that ensures responsibility and accountability towards the performance of tasks related with the attainment of the goals enshrined herein

The SED is silent about the core value that the university upholds in undertaking its mandated mission. The EQA team, however, managed to learn from the SPD that the SMU upholds the following ten core values. (SPD, page 13)

a) **Efficiency** in using time, material and human resources by designing ways and means to reduce cost and enhance optimal use of resources;
b) **Excellence** (individual, team and organizational) in undertaking teaching, research and community services;
c) **High regard for students** (as they are future leaders and professionals) and staff (because the very existence of SMU depends on the performance, diligence and integrity of every academic and support staff);
d) **Integrity** while performing duties, exercising rights and learning from mistakes and good practices of oneself and others;
e) **Positive thinking** towards the achievability of SMU's vision, mission, institutional goals and specific objectives;
f) **Quality and standards** by putting in place and observing pertinent quality assurance, monitoring and evaluation mechanisms;
g) **Self-initiative** to achieve SMU's vision, mission, goals, objectives and values, and to creatively formulate institutional tasks;
h) **Teamwork and team spirit** among members of the academic staff, support staff and students;
i) **Tolerance** towards free expression of views and ideas, interpersonal relations based **equality and fairness**, and appreciation of **diversity** and maintenance of and atmosphere of **mutual respect;**
j) **Transparency, trustworthiness and accountability** in the performance of all tasks, goals and objectives of the University and responsiveness to feedback, peer review, monitoring, evaluation and sustained personal and institutional development towards excellence.

The EQA team observed that the SPD missed important elements of conventional SPDs like, Stakeholders' Analysis and Risk and Assumptions. As a result, the university did not identify its collaborators and their

expectation from SMU and their effect on the university's future growth and development is not properly assessed. Similarly the potential risks of its future development and the way how to mitigate them is not addressed in the SPD.

The EQA team believes that, the Strategic Planning is a dynamic process by its nature and it can be revised when deemed necessary in accordance with the change in the external and internal environment. The SPD of SMU did not specify the way or the means how to periodically revise the SPD in accordance with the changing environmental condition.

The University has tried its best to communicate its vision, mission, and educational goals to both internal and external stakeholders by stating its Vision, Mission, and Goal on very important documents like hand books, guidelines, prospectus, legislation, strategic plan, on the University's website and by posting on different offices and corridors of the university campuses consistently.

With regard to Focus Area 1 (Vision, Mission and Educational Goals), the EQA team commends the University on:

(i) The effective communication of its vision, mission and core values to internal and external stakeholders through different means.
(ii) Creating a conducive environment for the realization of its vision.
(iii) The efforts made by the university community to implement the strategic plan.
(iv) Stating its vision, mission and educational goals consistently in all pertinent documents.
(v) The commitment of its staff members to realize the vision and mission.

The following are the recommendations of the EQA team on Focus Area 1 (Vision, Mission and Educational Goals)

A. Essential Recommendations

The EQA team recommends the University to:

(i) Include stakeholder analysis and implementation plan in the future SPD;
(ii) Take further actions to ensure that its vision, mission, goals and values are internalized by the University community;
(iii) Create a system whereby the SPD could be periodically revised as necessary.

B. Advisable Recommendations

The EQA team recommends the University to:

(iv) Put a time frame for the realization its vision;
(v) Establish mechanisms to monitor the progress towards the realization of its vision mission and goals;
(vi) Review its vision, mission, goals and values as necessary.

2: Governance and Management System

Every HEI must have in place strong governance and management systems. The governing body should have sufficient powers to assure institutional autonomy and integrity and the senior management team must have delegated responsibilities to enable actions consistent with the vision, mission and goals of the institution.

The governance and management system of the Higher Education Institutions (HEIs) plays very important role to the quality and relevance of education. The management system is expected to be transparent, participatory, and the one that clearly define duties and responsibilities for each member and every decision making unit of the institution. Such governance and management system expected to guarantee the smooth sailing of various activities and programs. It also ultimately assures the quality and relevance of education. This is the very reason that the HEIs are asked in their SED to evaluate the appropriateness of their governance and management system to achieve their vision.

The SED of SMU devotes eight sub-sections in this focus area. These all sub-sections are about the opinion of different members of the university about clarity, transparency, accessibility of the governance system and participation and representation of students and staff in the decision making process. It doesn't clarify more about the overall governance system and the decision making process of the university.

However, the EQA team managed to gather information on governance and management systems of SMU by reviewing different documents like, Senate Legislation, organizational structure of SMU, job description documents as well as from interviews held with university leaders, staff members and student representatives.

The University has an organogram that depicts the organizational structure of the university. According to the organizational structure of the university, the highest decision making unit of the university is the senate. Which means, structurally the university president is accountable to the senate which he preside over it. The university president is assisted by one Executive Vice President and two Vice Presidents. The Executive Vice

President is responsible for all academic matters. The Vice President for Business and Administration (VPBA) is in charge of administrative matter where as Vice President for College of Open and Distance Learning is in charge of distance education including open programs. The university's Research and Community Services are managed by a Director for Research and Knowledge Management who is directly accountable to the President.

The EQA team accessed the legislation of SMU that depicts the governance system of the university. The senate legislation has clearly presented, terms of office, accountability and duties and responsibilities of all the Vice Presidents, Directors, Deans and Head of Departments. However, the appointment of almost all directors is not clearly indicated in the senate legislation. Discussion with staff representative revealed the fact that teaching staff in each respective academic department do elect their Department Head. However, they are not aware how Directors and Deans of faculties and college are appointed; neither is it indicated in the senate legislation. The EQA team noted that most teaching staff are not interested to hold such academic position; nevertheless, the EQA team feels that transparency in the appointment of every academic position is necessary to ensure quality and standard.

The EQA team has also observed some sort of inconsistence between the senate legislation and the actual practice on the ground. According to the senate legislation, the university supposed to be governed by an Administrative Board. At the time of audit visit, such board did not exist. It is therefore advisable for the university to establish an advisory board to separate ownership from the university management and effectively utilize it for the development of the university. Similarly, the executive committee in the senate legislation is replaced by Top Management Committee on the ground.

To facilitate the implementation of the senate legislation, a number of working documents, which deal with specific guidelines, are prepared and made available to the entire staff and students alike. The EQA team has observed that there exist faculty handbook describes the rights and duties of staff and heads of the various offices.

The EQA team observed that academic decisions are made at different levels. Department Councils are the lowest decision making body. Hierarchically, Faculty Academic Commission is the next higher body that makes academic decisions. All faculties and college are represented in the Senate which is top decision making body of the university. In fact as per the senate legislation Department Heads are also members of the Senate. The EQA team did not find any evidence indicating the Department Heads membership in the senate.

Discussion with various office holders revealed the fact that, minutes of the deliberations of major meeting are distributed to all participants. Major decisions will also be communicated through intranet (through cloud based ICT connection). The EQA team observed that the university is effectively using ICT to communicate among different units and offices.

The SED of SMU discussed the staff and students participation based on the opinion of staff and students respondents but not based on the facts on the ground. As a result the number of teaching staff and students represented in the University Senate, in the Academic Commission and Department Council is not presented. The EQA team, however, learned that staff are represented in the major decision making body of the university such as Senate, Academic Commission and Department Council.

However, students' representation is limited to only in the University Senate. During the audit visit, students are represented by only one student and the second student senate membership position was vacant. Students are neither represented in the Faculty Academic Commission nor in the Department Council. The EQA team noted that students even don't know the existence of decision making body particularly faculty Academic Commission. The university management recognized that students' participation in their respective department is poor. Mismatch of class schedule and discomfort to sit down with their instructors during department council meeting was raised a major reasons for poor participation of students.

Students can forward their grievances during students meeting with the university management which is organized twice a year. The faculty and

students handbook clearly presents the grievance handling system and is accessible to all staff and students.

From discussion with the university management, the EQA team has come to know that, the university has set a system that recognizes extra efforts of its staff. For instance, course coordinators are financially compensated for coordinating the course given by more than two instructors.

The monitoring and evaluation system in place seems appropriate to give the necessary feedback to the university top management so that the top management will take necessary remedial measure. Center for Educational Improvement and Quality Assurance (CEIQA) is in charge of monitoring and evaluation duty in the university. On quarterly bases, the Center for Educational Improvement and Quality Assurance, conducts a visit to each operation unit of the university and evaluates their performance against their plan and report the same to the university top management. At the end of each semester, CEIQA presents its evaluation report to heads of operational units and the management.

Staff representative appreciate the leadership and governance system of the university. Almost all staff feels that everyone is governed by the system without any intervention. The open door policy of the university is also greatly appreciated. From discussion with staff and students' representative, the EQA team comes to know that the management of the SMU is responsive and friendly to their staff and students.

With regard to Focus Area 2 (Governance and Management System), the EQA team commends the University on:

(i) The existence of a transparent management system with open door policy.
(ii) The availability of different working document in the form of handbooks and guidelines.
(iii) The University's commitment to quality.
(iv) The use of technology for the communication of information and the deliberation of different committees to the university community.
(v) The existence of friendly and conducive working environment.

(vi) The documentation of minutes of various committee meetings.
(vii) The existence of an effective monitoring and evaluation system.
(viii) The existence of strong collegiality among staff members.

The following are the recommendations of the EQA team on Focus Area 2 (Governance and Management System)

A. Essential Recommendations

The EQA team recommends the University to:

(i) Make students and their representatives aware of the existence of important decision making bodies such as the faculty Academic Commission;
(ii) Makes sure the various handbooks and guidelines and job descriptions are well communicated to every staff member;
(iii) Ensure that student representatives participate in meetings of the Academic Commission and Department Council.

B. Advisable Recommendations

The EQA team recommends the University to:

(iv) Revise the legislation and specify how Deans and Directors of academic offices are appointed;
(v) Reconcile the senate legislation with the practice on the ground;
(vi) Have a more decentralized decision making processes;
(vii) Uses further communication mechanisms to familiarize staff members and students with the senate legislation and other relevant guidelines and handbooks;
(viii) Consider to establish an Advisory board.

3: Infrastructure and Learning Resources

Every HEI must have sufficient and appropriate physical facilities, learning resources, and the financial capacity to ensure effective delivery of its programs. Furthermore, the facilities in HEIs should be suitable and adequate for the effective teaching and learning of the numbers of students admitted. Institutions should ensure that the resources available to support student learning are adequate and appropriate for each program offered.

This section of the report draws on the outcomes of a number of meetings with higher officials, academic and administrative staff, student representatives, the study of documentations, observation of teaching activities and visits to the facilities at the St. Mary's University.

Classrooms

St. Mary's University conducts teaching and learning for undergraduate programs in a rented building and for post graduate in its own building located at Mexico area, Addis Ababa. The EQA team noted that the University has a total of 55 classrooms out of which 37 belong to the undergraduate program (UGP) and 18 to the School of Graduate Studies (SGS). It was also observed that each classroom has enough space to accommodate 40-45 students on average and most of the classrooms are clean, well-lighted and with sufficient electric light and circuit connections and enough chairs for students. However, some classrooms are not well-lighted, exposed to external sound pollution, suffocated and small in size. None of the classrooms for undergraduate, has fixed LCD projectors, but during our discussion, senior staff members pointed out the existence of laptops and LCD projectors at University level to be used by instructors upon their request. All classrooms are equipped with black boards and white marker boards. However, in all the classrooms visited, there was no desk or table for the instructor. The building is not easily accessible for handicapped students. Toilet/rest rooms are available for staff and students at each building. The EQA team is of the view that the classroom accommodation is sufficient for current needs and the general condition of the classrooms was good.

Library

The library supports the teaching and learning, research and consultancy activities of a higher learning institution by providing relevant books and documents in hard and soft copy. The EQA team visited the University's library and observed different books on a variety of topics, different documents (reference materials), electronic book resources and CD reference book materials in the library.

SMU owns two libraries dedicated to the undergraduate program having a total number of 580 seats. The third library of the university is located at the Head Office. This library has been established for the graduate program and has access to both cable-based and wireless internet connections and accommodates 264 seats. Both manual and automated catalogue system are being used in all libraries. At present, the libraries have a total book collection of 14,491 by titles and 59,967 in number of copies. In addition to these books, there are also 38 titles of locally published journals in seven specific disciplines for which a total of 455 copies are reserved in aggregate. Furthermore, there are 98,000 electronic books and 2527 electronic journal articles.

The library avails full service including circulation, reference, and documentation sections, thereby providing effective and efficient services. In addition, the library avails users on electronic books designed for academic purposes by providing resources in computer facilities. The library provides service Monday-Saturday, from 8:00 am-8:00pm and Sunday from 2:00-5:00pm. The Team noted the satisfaction of staff and students with the current library services.

The EQA team visited the library and noted that the library service in general is adequate in terms of availability of required books and space for reading. Desk top computers were available in the library, with internet connection. During discussion the EQA team was informed that the library does have an earmarked annual budget and new books will be purchased for the library on the recommendations of staff of different departments.

The library provides a range of services that includes spot reading service and internet service. The library follows an open stack system. Apart from the open stack service in which readers directly access publications, text

and reference books with only few copies are reserved at a circulation desk to be checked out by students for a limited period of time. These services are rendered by 22 librarians.

Office Accommodation

St. Mary's University has a moderate availability of offices for the top managers, faculty deans and department heads, but most of the other permanent academic staff members share common rooms/staff quarters. Internet access is available in all offices. The offices for top managers are well furnished but the staff quarters are not.

The team observed a shortage of offices for academic staff; a shortage of office has meant that staff members have no private area for preparation and making student advice or to meet with students seeking academic counseling. These pose a difficulty for individual tutoring and counseling of students.

The EQA team is of the view that while it may not be practical to provide every member of staff with a private office, the University needs to consider ways in which it can provide conducive work areas for staff and also private areas where staff can meet with students for advice.

ICT Access

With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important. The existence of well-functioning ICT at higher learning institutions is an essential tool for fast information exchange among all staff and students, enabling them to update themselves on the fast growing information age and get access so as to explore more academic and other sources of information from the web.

All the ICT activities in the University are managed by the ICT Development and support unit. The office oversees all ICT activities including:

1. Students Information Management System

2. Automated Exam Correction System

3. Class and Exam Scheduling System
4. Online Registrar System
5. SMS Based Student Information System
6. KOHA Automated Library System
7. D-space Institutional Repository System
8. eFront Learning Management System
9. Webinar web-Based Conferencing System
10. Payment Collection System
11. Human Resource Management Information System
12. GLPi
13. System integrations

At the time of visit, for undergraduate students, the EQA team observed 3 ICT rooms equipped with a total of 50 desktop computers for informatics students and 7 ICT rooms equipped with a total of 200 desktop computers for other students and staff of the University having a broadband internet connection. The EQA team also observed wireless internet connection available in limited access points of the campus serving for those who have laptop or smart phone.

The EQA team is of the view that internet facilities should be improved and there is a need to encourage and support students to take the opportunity on using the web to utilize plenty of academic resources. Also a greater level of IT literacy training and support is required.

Lounges

The University has two lounges at the undergraduate campus and one at the postgraduate campus serving for staff and students. The lounges

provide food, soft drinks and hot drinks. Students indicated that they are not satisfied with the price and staff also voiced their concern about the quality of the lounge service provided at the undergraduate campus.

Health Service

The University has one first aid clinic which is located at the UG campus. It is equipped with basic facilities and focuses on giving first aid treatment for students and staff in need. In case of serious problem, the students are taken to the nearby Health Center by the University's transport.

Sport facilities

The EQA team heard from students and staff that the recreational facilities are limited. The team noted that the University is lacking sport facilities. The space limitation on campus does not allow the institution to have the kind of recreational facilities a higher education institution might have but during discussion the EQA team noted the existence of rented football field, and tennis-table and chess on campus.

Teaching Aids

The University has established an Academic Development and Resource Unit (ADRU) to provide assistance to academic staff in their delivery of teaching and learning. It has also its own maintenance workshop for metal and wood works.

During the classroom visits, the EQA team observed chalkboards as well as whiteboards in every visited classroom but no fixed audiovisual equipment was observed. During discussion with staff members the team was told of the availability of LCD projectors and laptops for instructors to use upon their request. The team also visited English language improvement studio, book selling center, computers, printers, photocopy machines and duplicating and binding machines available for facilitating the teaching and learning and exam preparations.

Adequacy of Budget and Financial Stability

SMU is heavily dependent on tuition fees collected from students. However, its financial stability has been maintained for the last 17 years due to a well-organized management of the financial flow and the budget. Income generated from the testing center and the university press have

partly augmented the financial income. (SED p.20) The EQA team has no reason to doubt the financial stability and viability of the Institute to achieve its mission and vision and to run and sustain its programs.

With regard to Focus Area 3 (Infrastructure and Learning Resources), the EQA team commends the University on:

(i) The convenience of the location and the campus for teaching and learning.
(ii) The adequacy of the classrooms and computer labs.
(iii) The efforts made to solve the shortage of reference materials by photocopying and binding of books.
(iv) The availability of detailed data on the collection of books in the libraries.
(v) The automation of the library catalog system.
(vi) The intranet service.
(vii) The availability of first aid clinic service for students.
(viii) The library partnership and interlibrary loan agreements with different organizations and HEIs;
(ix) The access to wired and wireless broadband internet services.
(x) The information systems implemented in different functional areas.

The following are the recommendations of the EQA team on Focus Area 3 (Infrastructure and Learning Resources):

A. Essential Recommendations

The EQA team recommends the University to:

(i) Improve the provision of office accommodation for staff;
(ii) Improve the illumination and ventilation of some classrooms;
(iii) Maintain broken windows and doors in good time;
(iv) Follow up the cleanness of classrooms;
(v) Improve the quality of some of the chalk boards and marker boards at the undergraduate campus;
(vi) Minimize the sound pollution caused by students on the corridors around classrooms.

B. Advisable Recommendations

The EQA team recommends the University to:

(vii) Furnish academic staff offices with bookshelves and other office facilities;
(viii) Improve the availability of computers, printers, and other office facilities as well as whiteboard markers for academic staff;
(ix) Provide sport and recreational facilities;
(x) Consider the reasonableness of the price of the lounge service for students;
(xi) Provide more training on information technology for students;
(xii) Strengthen the e-mail communication between different members of the university by creating a corporate e mail account;
(xiii) Improve the service of the staff lounge at the undergraduate campus;
(xiv) Strengthen the book loan service for students;
(xv) Purchase updated reference books;
(xvi) Enhance the capacity of the internet;
(xvii) Encourage and support students to make use of the web to access a range of academic resources;
(xviii) Improve the seating capacity of the undergraduate libraries and appoint more professional librarians;
(xix) Improve the number and capacity of computers in the labs;
(xx) Improve the access to toilet for academic staff members.

4: Academic and Support Staff

The quality of an educational program depends strongly on the quality of the staff who provide teaching and student support. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have the necessary level of competence. Every HEI must have sufficient and appropriate staff to ensure effective implementation of its programs.

The quality of education, the relevance of research output and the provision of service to the wider community is directly impacted by the availability, sufficiency, quality and composition of both academic and supportive staff in any academic institute. Since staff of the university is indispensable resource in producing qualified professionals, they need to be appropriately qualified, sufficiently knowledgeable and adequately skilled to provide quality and relevant education. Cognizant of these facts HEIs are requested to assess the appropriateness of their academic and support staff for the programs they are offering.

Academic Staff Profile

The SED presented the adequacy of academic staff in terms of qualification by programs (Undergraduate and Post Graduate programs). The SED, however, did not report the staff profile by faculty/college or by department. As a result it is not possible to judge which faculty and department is adequately staffed and which one is not.

The EQA team has managed to secure academic and support staff data from the University Human Resource Office organized by school, qualification and academic rank as presented below.

According to Table 4a, St. Mary's University has 23 Bachelor's, 120 Master's, and 3 PhD degree holder teaching staff fully engaged in the undergraduate program. This makes the academic staff profile in the undergraduate program 16%, 82% 2% of Bachelor's, Master's and PhD degree, respectively. This is below the national target in terms of the number of PhD degree holders. With regards to the number of full time academic staff by academic rank, it was noted that there were 5 Assistant professors, 118 lectures, 20 Assistant lectures, and 3Graduate assistant. In fact, if the teaching staff involved in the graduate programs and staff

engaged in other administrative positions are considered, the number of staff with PhD qualification will be 23. The University has also 13 part time academic staff for the undergraduate program.

Table 4a: Full time Academic Staff Profile of SMU (Undergraduate Program) by Qualification

Faculty / Department	Qualification			Total
	PhD	MA/ MBA	BSC/ BA	
Faculty of Accounting & Finance	0	49	11	60
Faculty of Informatics	1	12	10	23
Faculty of Business	**1**	**46**	**2**	**49**
Department of Management		32	1	33
Department of Marketing Management		11	1	12
Department of Tourism and Hospitality Management	1	3		4
Department of Basic Courses	1	13		14
Grand Total	**3**	**120**	**23**	**146**

Table 4b: Full time Academic Staff Profile of SMU (Undergraduate Program) by Gender

Faculty / Department	Female	Male	Total
Faculty of Accounting & Finance	4	56	60
Faculty of Informatics	2	21	23
Faculty of Business	**7**	**42**	**49**
Department of Management	4	29	33
Department of Marketing Management	3	9	12
Department of Tourism and Hospitality Management	0	4	4
Department of Basic Courses	1	13	14
Grand Total	**14**	**132**	**146**

Source: Compiled by EQA team based on Data collected from Human Resource

As shown in Table 4a, there are 146 academic staff members involved in the undergraduate program. The number of female teaching staff members is very small and it constitutes only 10% (14) of the teaching staff. It seems that SMU undergraduate program is male dominated (Table 4b).

The SED presents the academic staff qualification mix and Staff to Student Ratio (SSR). However, the SSR generated from the data obtained from Human Resource Management Office and the student data for 2010 E.C. obtained from the Registrar, is not consistent with the figure presented in the SED. Partly, this is due to the time gap between the compilation of the SED and the visit of the EQA team.

The SED did report appropriateness of SSR at the overall university level but not at the department level. The EQA team has tried to look at appropriateness of SSR at each department level as indicated in Table 5.

Based on facts provided in Table 5, the EQA team concludes that, with an overall Staff to Student Ratio of 1:32, the University seems not adequately staffed. The ratio shows one teacher to 32 students that is above the standard specified by Ministry of Education (1:20). Specifically, the Department of Marketing Management with SSR of 1:75 and Department of Accounting and Finance with SSR of 1:49 appear to be poorly staffed as compared to other academic departments. Department of Management with SSR of 1:11 seems generously staffed.

Discussion with middle level management and staff representatives revealed the fact that staff turnover is a major problem that SMU is facing. The situation is true particularly in the Faculty of Accounting and Finance that is justified by the high SSR. This calls the university top management to design different staff retention mechanisms.

Table 5: Teaching Staff to Students Ratio (SSR) in the undergraduate Program

Faculty / Department	Number of Fulltime Teaching Staff	Number of Regular Undergraduate Students	SSR
Faculty of Accounting & Finance	60	2944	1:49
Faculty of Informatics	23	437	1:19
Faculty of Business	**49**	**1359**	**1:28**
Department of Management	33	350	1:11
Department of Marketing Management	12	894	1:75
Department of Tourism and Hospitality Management	4	115	1:29
Department of Basic Courses	14		
Grand Total	**146**	**4740**	**1:32**

Source: Compiled by EQA team based on data collected from Human Resource and Registrar Office

As indicated in Table 6, the total number of full time academic staff for the graduate program is 33. In addition, there are 25 part time academic staff.

Academic and Administrative Support Staff Profile

The supporting staff of a university play equally important role in facilitating teaching and learning process, research undertakings and the provision of community service in the HEIs.

The SED of SMU reported the summary of the number of supportive staff their gender mix and education profile. However, the number of support staff reported in the SED is not consistent with the data obtained from Human Resource Development Office. The EQA team used the information obtained from Human Resource Development Office assuming that this office has updated information about the staff of SMU. Table 7 presents technical support staff profile of SMU.

Table 6: Full time Academic Staff Profile of SMU (Graduate Program)

No.	Faculty/ Department	Gender		Qualification		Academic Rank				Total
		Male	Female	PhD	MA/ MBA	Professor	Associate Prof.	Assistant Prof.	Lecture	
1	School of Business	18	1	10	9	1	2	16		19
2	Institute of Agriculture & Development Studies	5	0	5	0	1	1	3		5
3	Faculty of International Programs	2	1	0	3				3	3
4	Institute of Quality & Productivity Management	2	0	2				2		2
5	Office Holder Teaching Staff	4	0	3	1		1	3		4
	Total	**31**	**2**	**20**	**13**	**2**	**4**	**24**	**3**	33

Table 7: Technical Support Staff of SMU

	Gender		Qualification					Total
	Male	Female	PhD	MA/MBA	BSC/BA	Diploma	Level	
CEIQA	1	0	1					1
Testing Center	9	1	1	3	6			10
ICTDU	7	0	1			1	5	7
RaKMO	3		2	1				3
Registrar (SGS & UG)	12	11		1	11	7	4	23
Library (SGS & UG)	1	10		1		2	8	11
CIU	3			1	2			3
Student Support (SGS & UG)	3	3	1	1	2	1	1	6
Grand Total	**39**	**25**	**6**	**8**	**21**	**11**	**18**	**64**

Source: Human Resource

Table 8: Administrative Support Staff Profile of SMU

	Gender		Qualification					Total
	Male	Female	MA/MBA	BSC/BA	Diploma	Level	High School	
BAVP	1	3	1		1	1	1	**4**
IRCo	1	1	2					**2**
HRM	2	6	3	2	2		1	**8**
Finance	9	37		19	23	4		**46**
General Service	18	13			4	10	17	**31**
Library	6	5		1		2	8	**11**
Legal Service	2		1	1				**2**
Registrar		10			5		5	**10**
Secretaries		24		5	10	2	7	**24**
SMU Press	2	2	1	2		1		**4**
Clerks	3	11					14	**14**
ICT	10			5	4	1		**10**
IGNOU		2				2		**2**
Project Operation	4		1				3	**4**
Total	**54**	**112**	**8**	**35**	**49**	**21**	**53**	**166**

Source: Human Resource

As per the fact presented in Table 8 there are 166 administrative support staff, supporting teaching and learning process of SMU. This makes academic staff to administrative staff ratio close to one to one. This ratio indicates that there is one supporting staff for every academic staff member. This ratio is close to the standard mix of academic and administrative staff that specifies that there should be one administrative staff to provide support for every two academic members.

If we look at the gender mix of the administrative support staff, female staff represents about 67% of the total administrative support staff of SMU.

From Table 8, the EQA team also noted that less than 5% of the administrative staff (8) are qualified at Master's degree level. The number of support staff with Bachelor's degree qualification is 35 that make about 21% of the total administrative staff. The remaining 71% of the support staff have qualification with college diploma and below.

Table 9: Total Employees of SMU, 2017/18 Academic Year

	Fulltime			Part time			Total		
	F	M	Total	F	M	Total	F	M	Total
Undergraduate program	14	132	146	1	12	13	15	144	159
Graduate program	2	31	33	2	23	25	4	54	58
Technical Support staff	25	39	64				25	39	64
Administrative Support staff	112	54	166				112	54	166
Total	153	255	408	3	35	38	156	290	447

Source: Human Resource

Academic Staff Recruitment and Appointment

From discussion with different groups and document analysis, the EQA team has come to know that there is a clear guide in the Senate Legislation and guidebook that clearly describes the academic staff recruitment and

appointment procedure and it is also fully implemented. The audit team had access to such documents and minutes of different committees in charge of staff recruitment. Based on the evidences, the EQA team noted that the system for academic staff recruitment and appointment is in place and is largely applied by all colleges/faculties of the university.

Staff Appraisal

The SED did not mention the issue of staff appraisal. From discussion with different groups, the EQA team has learned that there was an innovative academic staff appraisal system called Comprehensive Staff Evaluation System. This system has two components. The first component involves evaluation of teaching performance (this includes evaluation by students, Department Head, and Office of registrar) which represents 65% of the total. The evaluation of teaching performance of staff did not include peer evaluation. The second component involves self-assessment of the teaching staff about his research and community service involvement in the university and this represents the remaining 35% of the total.

The university management acknowledged the fact that self-assessment is not currently implemented as most staff are not willing to evaluate themselves. The result of staff appraisal is used to terminate contracts of teaching staff scoring below 3.5 points out of 5.

Staff development

The SED does cover in some detail issue of staff development. The EQA team accessed relevant guideline and policy documents regarding staff development and learned that staff development in the University takes the form of long-term training within the country or abroad or short-term trainings. The long-term training is aimed at improving the qualification of both teaching and supportive staff.

As a part of its staff development program, the university provides free scholarship for its employees. The SED reported that, 41 teaching staff are given further education opportunity for MBA/MA degree and 7 academic staff for PhD degree. In addition, the University organizes various short-term trainings and under takes impact assessments to evaluate the extent to which targeted outcomes are achieved.

Different and periodic short term trainings on different topics are also provided for both teaching and supportive staff. The focus of short-term training as it was reported and discussed is pedagogical training aimed at improving the teaching skills of instructors and other soft skill trainings organized based on the identified need of staff of the university.

During discussion with staff representatives, it was noted that, while the provision further education opportunity is uniformly appreciated, the obligation required by the teaching staff after the completion of their study was not regarded as fair. The university top management believed that such obligation is necessary to retain qualified staff for the sustainability of staff development program.

Staff Turnover and Retention Strategies

Staff representatives and middle level managements also raised it as an issue affecting the University. The SED reported the issue of staff turnover as follows:

> *"The data obtained from the HRM office of the University revealed the fact that the rate of employees' turnover particularly in the teaching staff for the last 6 months was only 12%. It seems that, there is a challenge in attracting and retaining qualified staff. As a result, the university has lost many key employees and unable to replace them with individuals having the same capacity"*

During discussion the EQA team noted that low payment scale as a major causes of staff turnover. Staff representatives pointed out that they preferred to stay in the university because of the existence of conducive working environment in the university but not because of the payment scale. The EQA team learned that, staff after leaving the university still maintain a close tie with the university. It was also noted that, SMU is trying its best to prolong the tenure of employees with different mechanisms, such as free scholarship, and Medical-GPA-Life Insurance

With regard to Focus Area 4 (Academic and Support Staff), the EQA team commends the University on:

(i) The availability of a Human Resource Development Policy.
(ii) The availability of clear criteria for academic staff appointment and promotion.
(iii) The commitment to academic staff development.
(iv) The conducive working environment.
(v) The availability of adequate number of support staff.
(vi) Providing pedagogical and soft skills training to all new academic staff.

The following are the recommendations of the EQA team on Focus Area 4 (Academic and Support Staff)

A. Essential Recommendations

The EQA team recommends the University to:

(i) Design and implement an appropriate staff attraction and retention mechanisms;
(ii) Enhance the profile of its academic staff especially PhD holders;
(iii) Increase the number of full time academic staff in programs that are critically understaffed.

B. Advisable recommendations

The EQA team recommends the University to:

(iv) Use staff appraisal to identify skill gap and training needs;
(v) Take concrete measures to encourage female instructors to join the University;
(vi) Upgrade the qualification of its administrative staff;
(vii) Conduct regular and comprehensive staff evaluation;
(viii) Implement a mechanisms to encourage staff with remarkable performance;
(ix) Develop a promotion structure and career pathway for administrative staff.

5: Student Admission and Support Services

Every HEI must have a transparent admissions policy and adequate student support services to ensure effective implementation of its programs.

Student Admission

Higher learning institutions should comply with the prevailing student admission criteria set by the Ministry of Education. Admitting ineligible students affects not only the reputation and credibility of the institution but also the prospects of the registered students.

The EQA team noted that St. Mary's University admits students in accordance with the guidelines set by the Ministry of Education. Students, for undergraduate and post graduate programs, who meet the admission requirements of the Ministry of Education and the university's admission policy/requirements are admitted to their programs of choice depending on the availability of spaces. The university states the requirements for admission and transfer of students in its Senate legislation and student's handbook. The university communicates its admission and registration requirements through different appropriate Medias.

The EQA team noted that students get appropriate support during admission. At the beginning of every year, newly admitted students are given an induction program by different office holders to provide orientation about the University and its courses, the rules and regulations, the vision and mission and the services available. Moreover, students are provided student handbook that contains student rights and obligations, duties and responsibilities of different office holders of the university, student registration and fees, method of assessment and grading, graduation requirements, academic regulations and policies, codes of conduct, penalties, etc.

The EQA team learned that the University does not have any mechanism to assess the pre-entry attainment of students to identify and know their background skills (e.g. skill of computer, language, calculation, etc) and use it for the provision of appropriate support. It is the view of the EQA team that the University should establish a system to assess students' abilities at registration and communicate this to their instructors who should

then match their teaching approach to meet the needs of the students and adopt an affirmative approach towards enhancing less able students.

Academic Advice and Consultation

In HEIs, effective student support in terms of academic advice services (general advice, consultation in specific courses, and mentoring project works) and personal guidance and counseling services play significant role in student progression and achievements. There is a general expectation that instructors will provide academic advice and course consultation to students and that they will make themselves available to do so. The team was informed by both staff and students that instructors make themselves available to see students in need of help. The student representatives mentioned that whenever they had academic issues they discussed them with their teachers (particularly with permanent faculty members) openly, but the team observed that the academic advice service makes it difficult, as many staff members do not have a private office. Lack of adequate office means saturation of both instructors and students on a limited resource. And this discourages confidentiality which students need most whenever they visit Instructors' offices. It is the view of the EQA team that the academic advisory service that is expected to be provided by instructors is in need of overhaul and instructors should post notices of their availability times.

Tutorial Support

A further way in which students can be supported academically is via tutorials for students who are experiencing difficulties. The EQA team noted the existence of tutorial for students in the University by instructors and high achiever students (peer to peer) but recommends the University to make tutorials become a standard practice in the University.

Guidance and Counseling Services

Some students may find the transition from school to higher education quite difficult to manage or may experience personal or family problems which interfere with their academic and social life in higher education. Some of the problems students look for help which are often related to financial, psychological, social, health, stress, lack of motivation, depression, parental problems, addiction, bereavement, loneliness, relationship difficulties, sexual or personal identity, academic or study

concerns and peer pressure are some challenges during their stay in the HEIs. If, these issues are properly addressed, value is added to the student's competency.

Therefore, to handle the above mentioned problems guidance and counseling is one of the relevant activities that play a role in students' success. The EQA team noted that St. Mary's University has assigned one staff providing a guidance and counseling service for needy students.

Extracurricular activities

The existence of different club activities in higher learning institutions are vital and expected to develop the ability and quality of shouldering the challenges of leadership and co-existence among students. The EQA team noted the existence of clubs like Literature club, Charity club, Heart for others club, Sport club, Red Cross club, Taytu club and career club having their own working guideline and planned activities. Moreover various events like Welcome Ceremony, Culture Day, Students' Day, Cleaning Day and Weekly Friday Talk Shows are often organized to increase students' involvement in campus activities and to create a friendly campus environment. Selected guest speakers are also usually invited to the university to give public speeches on various subjects and issues of concern.

Student representation

The University has a student's council having its own office. From discussion with students and staff, the EQA team has noted that the University follows an open door policy for its students. There are also student class representatives for each department and the representatives are at liberty to go to any office to discuss an issue of concern. They can also communicate any issues related to teaching and learning. However, the team noted that the students' council participation needs improvement especially at department council and faculty council meetings.

Other support services

The student support service of the university also provides training to students in various areas related to their social and professional development such as Life skills, Entrepreneurship, Employability skill, First aid, Exam Anxiety & Study skill, Note-taking, Social skills and Drug Abuse

Reduction, Life planning for a positive change, Life Adjustment and Personal growth, Career development and Professional Skills. Support in the form of free scholarship is also provided to students who face financial problems after registering for programs. The student support service office is also entrusted with the task of handling and facilitating discipline cases related to student-student, student-instructor or other supporting staff.

Moreover, the student support services office at the graduate school was set up with the aim of assisting students' academic and administrative issues. The office offers three main types of services: Thesis coordination, Guidance and Counseling and Training and scheduling.

With regard to Focus Area 5 (Student Admission and Support Services), the EQA team commends the University on:

(i) The provision of orientation to newly admitted students.
(ii) The provision of student handbook to every student.
(iii) The adherence to the admission criterion set by the government.
(iv) The availability of different students support services.
(v) The existence of different student clubs and organizing different events.
(vi) Offering scholarship opportunities to needy students.
(vii) The provision of guidance and counseling support.
(viii) The existence of student council and student class representative system;
(ix) The open door policy to receive students concerns.

The following are the recommendations of the EQA team on Focus Area 5 (Student Admission and Support Services):

A. Essential Recommendations

The EQA team recommends the University to:

(i) Prepare a detailed student admission and transfer policy;
(ii) Create a conducive environment for academic counseling;
(iii) Make the provision of tutorial a standard practice.

B. Advisable Recommendations

The EQA team recommends the University to:

(i) Inform students about the different student support services;
(ii) Make different office holders to be known by students;
(iii) Encourage students to participate in meetings key decision making bodies;
(iv) Prepare an English version of important documents such as the Student Handbook.

6: Program Relevance and Curriculum

Every HEI is expected to justify the relevance of its programs and to have robust procedures for curriculum design, approval and review.

A HEI, therefore, is required to have a system that ensures the relevance of its programs. The development of policy and guidelines, the assignment of responsible committee and the involvement of both internal and external stakeholders in the design, development, evaluation, review and approval of curriculum are among the core components of the system.

SMU has a policy on curriculum development and approval procedures. The University's Curriculum Development and Approval Policy (January 2014) outlines how curricula are developed, evaluated and reviewed. The EQA team was provided documents which indicate the mechanism that SMU uses to design, develop, evaluate, review and approve curriculum including guideline for program self-assessment (2013).

As one way of assurance to relevance, HEIs are strongly required to involve a variety of stakeholders during the development and revision of their curriculum. Conducting market/needs assessment survey is also an essential endeavor in the process of launching an academic program to ensure its relevance. From the discussions made with different discussants, the EQA team noted the efforts of SMU in conducting need assessments for newly initiated programs. Documented need assessment evidence for the recently opened, Tourism and Hospitality Management, Program was provided to the team. There are also similar evidences in the documents of the post-graduate programs (SED p 28). Further documents provided to the EQA team show the involvement of different external stakeholders in the workshop organized by SMU to gather comments on the draft curriculum of Tourism and Hospitality Management Program. However, the EQA team was not provided with adequate documented evidences with regard to the periodic review of SMU's old programs in the areas of Business and Computer Science, and the extent of the involvement of relevant stakeholders in the process.

The SED (page 28) argues that Students are involved in commenting on the relevance of the courses they pursue under each program and

revisions are made accordingly. Yet, the information that the EQA team got during discussion with student representatives does not comply with the argument in the SED. On this regard, the position of student representatives is that they have no functional representation in such processes.

Further document analysis made by the EQA team revealed that SMU has put an effort to develop standard course catalogue. While this is commendable effort, the communication towards the existence of such a catalogue to both students and academic staff requires further actions. The SED (page 28) states that more than 58 % of the academic staff don't have information about the existence of course catalogue development format. The EQA team confirmed this Communication gap during its discussion with Academic staff representatives.

The other point which was the concern of the EQA team was the Program mix of SMU in terms of realizing its vision. To this end, it is the view of the EQA team that its programs are limited to business and computer Science fields and did not seem to comprehensively address the nation's immediate needs like science and technology.

With regard to Focus Area 6 (Program Relevance and Curriculum), the EQA team commends the University on:

(i) The availability of policy and guidelines for program approval and curriculum development and review.
(ii) The development of a course catalog and the efforts to communicate program aims and learning goals to students.
(iii) Conducting need assessment before launching new programs.
(iv) The establishment of curriculum committee in each department.
(v) Involvement of both internal and external stakeholders in curriculum development.

The following are the recommendations of the EQA team on Focus Area 6 (Program Relevance and Curriculum):

A. Essential Recommendations

The EQA team recommends the University to:

(i) Ensure effective involvement of students and other external stakeholders in the periodic review of its programs;
(ii) Make the course catalogue available to academic staff and students;
(iii) Conduct periodic course and program reviews;
(iv) Expand its program mix in the light of its vision.

7: Teaching, Learning and Assessment

Every HEI must employ appropriate teaching, learning and assessment methods to ensure effective implementation of its programs.

7.1 Teaching and Learning

It is through a dynamic process, teaching and learning that a higher Educational Institution puts its curricula in to action. Among others, an effective teaching and learning process is characterized by:- the variety of teaching methods employed, the extent to which the learner is informed what and why he/she is expected to attain from the process, the extent to which the learner is actively engaged in the process, the technique through which the level of attainment of the learner is continuously assessed and the rate at which assessment feedbacks are reflected. Higher Educational institutions would optimize their effectiveness of teaching and learning through systematic approach which is shared by the academic community.

SMU has teaching learning policy (2014) and set of guidelines and handbooks, which guide the teaching and learning and assessment processes. The EQA team found SMU highly organized on this area, i.e. the university has developed documented procedure which guides its core, teaching and learning and assessment, activities including educational trips of its students.

As stated on the SED (page 31), instructional methods used by the academic staff are both teacher-centered (lecture, whole-class discussion, etc.) and student-centered (student independent work, laboratory work, etc.) depending on course objectives and the nature of the subject matter. The Discussion which the EQA team had with both senior academic staff and student representatives confirm the previous statement stated in the SED. SMU provides pedagogical trainings to its academic staff to equip the staff with variety of teaching and assessment methods.

With regard to Academic advice, SMU has a guideline for academic advice, which directs how the academic staff should provide academic support for students. However, student representatives reported to the EQA team that it is very hard to find instructors in their offices for consultation except very few. The EQA team tried to triangulate this conclusion of the students' by

posing the same question to academic staff; and the response from the staff was similar with that of the students. In fact, the instructors intend to push the problem to the management of SMU. They argued that staff quarters are not conducive for student advising, the internet connectivity does not encourage them to stay at office after class hours. In addition some staff members added that students do not show up to their office for consultation.

To balance theory and practice, i.e integrate the theoretical concept discussed in class with the required skill in the real business platform, the university uses different approaches of teaching including Internships, exhibitions and bazaars, public lectures, guest speeches and student visits to the business and industry (SED page 32). The EQA team confirmed the effort of the university in organizing and supporting such platforms of teaching and learning during its discussion with student representatives and documented reports.

Despite the tremendous efforts of SMU in developing Policy and Guidelines, providing pedagogical training to its teaching staff, balancing theory and practice in teaching, the student representatives question the follow-up system of the university in terms of assuring the implementations of all its efforts consistently and uniformly across its programs.

The Student representatives told the EQA team that there are instructors with inadequate teaching skill, which the students attribute to lack of teaching experience. This concern was also shared by senior academic staff with whom the EQA team had a discussion session. They argued that SMU is losing its experienced teaching staff for various reasons, particularly because of non-competitive salary scale; and recruiting unexperienced ones.

The other issue raised by the student representatives that needs improvement was the level of coordination among instructors of the same course for different sections. The SED as well as heads of departments indicated that there is a system of assigning course coordinator when a course is given to two or more instructors to teach different sections. Yet, student representatives did not agree on this issue with what had been said by their department heads. They explained to the EQA team that, while the

course outlines given are similar, most often, an instructor uses his/her own mode of delivery, course material (compiled handout), and formative assessment methods. In line with this, student representatives raised as a challenge that they are required to read not only the course materials compiled by their respective course instructor but also the course materials compiled by the course instructor(s) of other sections, due to the fact that final examinations are similar across sections. Thus, for the EQA team, it appears that there is a gap between the course coordination system that the department heads explained to the team and the actual execution on ground, which is described by the student representatives.

On the area of teaching and learning, the EQA team had discussion session with teaching staff. They had unanimous agreement that SMU has wide range of comprehensive documented guidelines which support them on their teaching and learning activities. However, the instructors had a key concern on the shortage of basic teaching and learning resources including white board markers, paper, printers and LCD projectors. The EQA team recommends the university to revisit its supply of such basic resources of its operation, as they have their own impact on the quality of education.

7.2 Student Assessment

Student evaluation in different programs varies according to the requirements set in their respective curricula. SMU has institutional handbook which outlines the procedures and regulations in connection with examinations. Moreover, the university has developed guideline for senior research preparation and evaluation, project writing and students' educational trips. The EQA team noted the remarkable efforts of SMU in developing wide range of documented procedures in relation to assessment. However, the EQA team recommends SMU to go further in terms of communicating and making accessible those assessment handbooks and guidelines to the academic community, as the discussion made with academic staff and student representatives informs the existence of communication gap.

The SED (page 32) states that continuous assessment methods are used throughout the programs. Performances are assessed through the arrangement of individual and group assignments including presentations,

mid-block examinations, book/article reviews and final examinations, etc. From the SED and discussions the EQA team noted that the Assessment mode at SMU comprises both formative and summative types. The formative assessment is an array of tests, mid-semester exams and final exams in most of the time. The summative assessment is the final examination given at the end of courses.

As stated in the SED(page 36) and explored by the EQA team though discussion meetings and physical visit of the testing Center of SMU, the match between assessment methods and learning outcomes is realized through different means. The first one is by creating student awareness about the nature of their assessments and learning outcomes through course materials that comprise course outlines, course objectives, course description, contents, modes of assessment, graduate profile etc. Secondly, assessments are developed according to a clear scheme of the university's Testing Center. The scheme, which has put in place by the testing center facilitates the match between assessment and learning outcomes. To ensure fair representation and weight of contents across a course, the Center offers periodic training on test blueprint development for instructors. Through this process, test blueprint has been developed for each course. The use of course coordinators for moderation of course exams delivered by different instructors are also assumed to contribute to the realization of matching assessment with learning outcomes. The EQA team commends SMU for such rigorous effort.

Despite the clear guidelines and procedures manual, during its discussion with Student representatives and academic staff, the EQA team observed that there is a lack of uniformity in assessment procedures, which seeks close follow up and intervention of academic leaders as stated in the SED (page 35).

On the issue of fairness of grading, the Senate Legislation, the Teaching and Learning and Assessment Policy, and the Student Handbook state that student evaluations must be carried out in transparent, consistent and fair manners. In addition some academic staff indicates there are attempts of double marking. Yet, the EQA team was not provided with documented

evidence which approve the existence of robust system to ensure fairness of grading.

The Assessment Guideline states a criterion- referenced grading scheme. During discussion the EQA team also noted the grading system is criterion-referenced. However, the EQA team is of the view that, the University needs close follow up on implementing the grading system stipulated in its assessment guide line.

The EQA team noted that student's grade appeal system was in place and made known to the students through a copy of the student handbook, whatever dissatisfaction and re-grading requests are duly entertained and have also a right to see how their examination papers have been marked.

With regard to Focus Area 7 (Teaching, Learning and Assessment), the EQA team commends the University on:

(i) The existence of teaching, learning, and assessment policy and wide range of guidelines and handbooks on teaching, learning and assessment.
(ii) The establishment of a testing center which is working towards exam standardization.
(iii) The use of variety of approaches in the teaching and learning process.
(iv) The efforts made to balance theory and practice.
(v) The provision of pedagogical training to its academic staff.
(vi) The existence of transparent student appeal procedure.

The following are the recommendations of the EQA team on Focus Area 7 (Teaching, Learning and Assessment):

A. Essential Recommendations

The EQA team recommends the University to:

(i) Properly coordinate same courses offered by different instructors;
(ii) Provide adequate resources for teaching and learning;

(iii) Ensure that assessment guidelines are well communicated to instructors and students;
(iv) Ensure that assessment and grading procedures are consistently applied according to the guidelines;
(v) Ensure that teaching staff provide appropriate academic advice and support to students.

B. Advisable recommendations

The EQA team recommends the University to:

(vi) Introduce anonymous marking where practicable;
(vii) Ensure that departments assign academic advisors to students;
(viii) Work towards attracting and retaining experienced teaching staff;
(ix) Make sure that instructors assign regular consultation hours to their students;
(x) Introduce an ICT integrated teaching and learning delivery methods;
(xi) Ensure that instructors teach classes assigned to them as per the timetable;
(xii) Evaluate the teaching learning approaches regularly;
(xiii) Make sure that training provided to academic staff has really improved the teaching and learning process;
(xiv) Introduce systems for the moderation of assessment and grading.

8: Student Progression and Graduate Outcomes

Every HEI is expected to document student progression and graduate outcomes and to seek to improve student retention and achievement.

8.1 Student Progression

Higher learning institutions are expected to gather and document all the necessary information on student progression and graduate outcomes. Keeping data on the level of students' attrition, reasons for dropouts and the measures/actions taken to minimize attrition rates, obtaining pertinent data on employment of graduates are important activities that must be taken by higher education institutions into serious consideration.

The EQA team tried to evaluate the student progression and graduate outcome of the St. Mary's University with reference to five criteria: (1) student attrition and reason for attrition; (2) graduation rates and employment of graduates; (3) link between potential employers; (4) contacts with previous graduate (alumni) and (5) link between employers of graduates.

Table 10: Graduates and Graduation Rate by Program at St. Mary's University

Programs	Admission Year	Enrollment	No. of Graduates	Graduate (%)
Undergraduate Regular	1996-2005 E.C	4,353	2,136	49%
Undergraduate Distance	1997-2005 E.C	37,235	16,424	44.1%
Undergraduate Evening	1996-2004 E.C	7,641	3,672	48%
Post graduate Distance (IGNOU)	1998-2006 E.C	3,943	1,223	28.48%
Post graduate Regular	2003-2006 E.C	1,180	688	58%
Grand Total		**54,352**	**24,143**	**44.41%**

Source: SED

The SED (page 37-42) reports that the University graduated 24,143 students from 1996 to 2006 EC. The number of graduates from the University by program is presented in Table 10. The graduation rate is 44.41% on average. The graduation rate indicates existence of delay and dropout (more than half) in graduation due to different reasons. The

attrition rate looks high and that is why about 55% students joining the University have not graduated in the normal teaching/learning period.

The Registrar office of the University is automated in such a way that students' information can be readily available and easily accessible from one database; the office also systematically collects, analyze and make available data on admission/students registered, withdrawal, transfer dropout and dismissal of students for each program and for each cohort of students in each semester and year. According to the data provided by the registrar; the attrition rate of St. Mary's University is given in Table 11.

The data shows that the total attrition rate of the University from 1999 up to 2008 E.C is 21.8% which is very high. The attrition rate varies from 14% for postgraduate up to 27.1% for the undergraduate extension program.

The SED also explains the reason for the attrition. In the undergraduate regular and evening programs the major reasons for withdrawal were identified as personal problem (1,300), family problem (890), academic suspension (831), inconvenience with regular work (779), academic dismissal (282), health problem (631), change of institution (270), going abroad (243), academic probation (159), transport problem (25), shortage of time (22), and transfer to distance education division (19). Broadly speaking, the reasons for withdrawal can be classified as Academic and Non-Academic. In terms of these broad classification, the academic reasons account for 1,912 cases (33.44%) and the non-academic reasons account for 3,804 cases (66.55%). The data for Postgraduate Programs show that while 80 students (47.62%) left for academic reasons, 88 students (52.38%) left for non-academic reasons.

Discussion with the senior staff and the Registrar revealed that the attrition rate is not high for a private institution. Moreover, the institution is doing the best possible to reduce the attrition rate specially by providing support services for students such as learning materials support, student counseling and guidance and financial supports for students with economic problems. Some other informants have a different view for the high attrition rate claiming the existence of serious grading system which dismisses the unfit students to the educational system.

Table 11: Student attrition at St. Mary's University from 1999 E.C to 2008EC

Program	Admission Year	Enrollment	Attrition	Readmission	Attrition-Readmission	Attrition (%)
Undergraduate Regular	1999 E.C.-2008 E.C.	8571	2966	885	2081	24.3
Undergraduate Evening	1999 E.C.-2008 E.C.	9636	4347	1735	2612	27.1
Undergraduate Distance	1999 E.C.-2008 E.C	48111	17297			36%?
Post graduate Regular	2003 E.C. -2008 E.C.	3091	552	118	434	14
Grand Total		**69409**	**25162**	**2738**	**5127**	**21.8**

Source: SED

The EQA team suggests that there should be proper plan to reduce attrition based on the identified reasons. Since the main reasons of attrition are economic and social problems, it may be difficult for the institution to minimize the attrition. However, the EQA team is of the view that based on the identified reasons, additional services and delivery methods should be devised by the institution in order to ensure successful completion for the students.

Graduate Outcomes

Higher Learning Institutions need to have a system to collect and disseminate data on graduates destinations and employer satisfaction so that this may be used to feedback into program improvement. This is an aspect of good practice that needs to be developed to enhance the quality of the programs.

St. Mary's University is one of the first private Universities which has been graduating students for so many years. The University has done tracer study for consecutive years starting from 2005 up to 2009 EC. According to the latest tracer study and findings of the study the overall employment rate of SMU's graduates within the first six and nine months after graduation was found to be 44.2% and 49% respectively. If a year was considered as reference period the rate was 54.7% (SED P41). The University has a system to advice and support graduating students seeking employment by the Career and Internship Unit. The EQA team has learned that the university has made a good progress in forging close relations with employers and able to trace and know the number of graduated students who secured employment and the name of their employers. However, it is the view of the EQA team that the University needs to consider formal and documented information about the employers view on the quality of graduates at work.

The University has not established alumni/graduates association. The formation of such alumni is important for the improvement of the University's programs and gets up-to-date information about its graduates. The EQA team recommends that the University should take an initiation to form the association of its graduates.

With regard to Focus Area 8 (Student Progression and Graduate Outcome), the EQA team commends the University on:

(i) The existence of an automated registrar system.
(ii) Conducting and documenting graduate tracer study.
(iii) The actions taken to maximize graduate employment.
(iv) The identification of the root cause for student dropout and the efforts to minimize it.
(v) The existence of a Career and Internship center.
(vi) The activities undertaken by the Career and Internship center.

The following are the recommendations of the EQA team on Focus Area 8 (Student Progression and Graduate Outcome):

A. Essential Recommendations

The EQA team recommends the University to:

(i) Take actions to minimize attrition;
(ii) Calculate the attrition rate for each program and cohort of students;
(iii) Maximize the graduation rate;
(iv) Check appropriateness of graduates for jobs in their respective specializations.

B. Advisable recommendations

The EQA team recommends the University to:

(v) Create link with employers its graduates;
(vi) Get feedback from employers about its graduates and uses this to improve its programs.
(vii) Make efforts to establish alumni association and properly exploit this.

9: Research and Outreach Activities

In addition to involving in teaching and learning activities, higher education institutions are expected to actively engage in research activities, provide consultancy services and engage in community services.

From the University vision, mission and goals, the EQA team noted that the University has given emphasis to research. The institution has created different forums to encourage research participation which may be considered under the following six major platforms and outlets. (SED, p.42)

i. The International Conference on Private Higher Education (since 2003);
ii. The Annual Multi-Disciplinary Seminar (MDS) (since 2009);
iii. The Annual Student Research Forum (SRF) (since 2007);
iv. The Annual Seminar of Open and Distance Learning (CODL) (since 2011);
v. The Annual Research Review Meeting (since 2010); and
vi. SMU's Publications

The proceedings of all conferences and research forums are published and disseminated to the wider public in hard and soft copy. The university's D-space platform has an acquisition of 1,720 theses and 286 other publications.

However, more emphasis has not been given to undertake academically rigorous and socially meaningful cutting-edge research and to disseminate knowledge and technologies as well as to provide community and consultancy services to the public through strong research outputs.

According to the organizational structure of the University, The Research and Knowledge Management Office (RaKMO) is organized at the V/President level and it has established three separate desk offices (Research and publication desk, Knowledge and management desk and community outreach desk) which are not visible in the structure. This offices structure is decentralized into standing committees at College/faculty level to promote the research habits of the staff, to identify the proposed research ideas, to train various research techniques and supportive tools and skills for staff.

The SED does not report about staff involvement and number of active research projects. The university has allocated annual budget for research project in its annual plans. Discussion with the staff and research coordinators also confirmed the absence of formal funded active research projects. The discussants recognized the various opportunities that are available at SMU to encourage staff members to engage in research activities. However, they mentioned some of the challenges that impede faculty members from actively engaging in the planning and execution of research activities such as: low incentive, high staff turnover, poor follow up and technical support, poor motivation and enforcement of rules, poor resource and facilities, insufficient budget, research capacity gap, heavy workload, lack of interest, culture and attitudinal problem towards research and lack of self-motivation.

The EQA team is of the view that research is one of the three pillars of a higher learning institution through which knowledge, skill and attitude is generated by the researcher. Teaching alone cannot upgrade the instructor and students to advance to a better institution. The staff can compete for external research budget if there exists shortage of internal budget. However, teaching without research will harm the quality of education. Moreover, Instructors at a University have an obligation of doing research 25% of their time as per the legislation as well.

The University has developed policy guidelines for Research and Consultancy Services as well as for Community Services. The University has also identified seven thematic areas of research. The EQA team believes that the identification of research priority/thematic areas will enable the University to guide its research and outreach activities and manage them effectively and efficiently. For this to be effective, however, there is a need to allocate adequate funds and create proper competition space and conducive environment for the staff to do research.

The publication activities of the University are encouraging. There are three journals published by the University. In addition, there are a number of research forums and conferences which are organized by the University and proceedings of the conferences are continuously published. The audit

team understood that the University is involved in publications of journals and proceedings as shown in Table 12.

Table 12: Publications by St. Mary's University

Publication	Volumes/ Editions	Articles Published	Share of SMU staff
Mizan Law Review	9	155	30
Journal of Business and Administrative Studies	6	32	18
Journal of Agriculture and Development	4	39	5
Proceedings of the International Conference on PHEIs	13	162	66
Proceedings of the Annual Multi-disciplinary Conference	6	40	26
Proceedings of the Annual Distance Education Seminar	4	14	4
Proceedings of Student Research Forums	9	71	59

Source: SED

The outreach activities through charity related community service of the University are also encouraging. The University has established community service desk office which is organized under RaKMO. The University has provided a lot of charity related services like school child feeding program, blood donation, humanitarian aids for needy, etc. to the community and has contributed much in social development activities during the past years. The EQA team observed different letter/certificate of appreciation from the beneficiaries. However, community service based on research outputs as a higher institution and technology transfer has to be given serious attention by the University.

The EQA team has observed that a number of Memorandum of Understandings (MOUs) with national and international institutions that have been signed. The university is a member of Ethiopian Private Higher Education and TVET Institutions Association. It is a member of the Association of African Universities (AAU) and the Institute of International Education (IIE). It is also an associate member of the International Network

for Quality Assurance Agencies in Higher Education (INQAAHE), an associate member of African Quality Assurance Network (AfriQAN), and that of the International Council for Open and Distance Education (ICDE). The university runs graduate programs in distance mode of delivery in partnership with Indira Gandhi National Open University of India (IGNOU).

With regard to Focus Area 9 (Research and Outreach Activities), the EQA team commends the University on:

(i) The development of policy guidelines for research and outreach services.
(ii) The presence of research strategy.
(iii) The availability of its journals, newsletters, proceedings, thesis and dissertations and other publications on its online repository.
(iv) Publishing three research journals.
(v) The provision of variety of charity related community services for the nearby community.
(vi) The links with different national and international HEIs and organizations.
(vii) Organizing regular research forums, seminars and research review meetings and publishing the proceedings.

The following are the recommendations of the EQA team on Focus Area 9 (Research and Outreach Activities):

A. Essential Recommendations

The EQA team recommends the University to:

(i) Provide adequate resources (offices, vehicles, budget) for research;
(ii) Monitor staff participation in research
(iii) Build the research and consultancy capacity of its teaching staff;
(iv) Strengthen the existing database by listing the number of research reports produced, research articles published, community services provided and number of staff actively involved in these activities;
(v) Encourage staff engagement in research;
(vi) Create a mechanism for regular monitoring of research activities.

B. Advisable recommendations

The EQA team recommends the University to:

(vii) Encourage a multi-disciplinary and collaborative research culture;
(viii) Develop guideline for consultancy;
(ix) Reduce teaching loads of academic staff to allow more time for research;
(x) Require each college/faculty to submit research and community services report regularly;
(xi) Expand its outreach activities based on the research outputs/knowledge generated from the University;
(xii) Encourage students' participation in research;
(xiii) Provide incentives to staff members who are engaged in research and community services;
(xiv) Expand its formal links with national and international academic and research institutions, professional associations and industries;
(xv) Build its capacity to obtain external funding for research;
(xvi) Invite experienced researchers/role models to share their experiences with the University community;
(xvii) Motivate staff to provide consultancy services
(xviii) Establishes an office responsible for consultancy service;
(xix) Develop technology incubation center.

10: Internal Quality Assurance

Every HEI must have an internal quality assurance system that continuously seeks to improve the quality of its provision.

Internal quality assurance refers to each institution's or programs' policies and mechanisms for ensuring that it is fulfilling its own purposes as well as the standards that apply to higher education in general or to a profession or discipline in particular. Internal Quality Assurance (IQA) is a deliberate and systematic monitoring and review process established by higher learning institutions to determine the quality and relevance of their programs and the appropriateness of their infrastructures. A robust and transparent quality assurance system conveys confidence in the quality of the provision of the HEIs to their faculty members, students, employers and other stakeholders. HEIs should develop and implement a strategy for the continuous enhancement of educational quality.

To this end, higher learning institutions must have an internal quality assurance system that seeks continuously to improve the quality of their provision. The ultimate goal of internal quality assurance practice is to have a culture of quality care which ensures that quality is a focus of all the activities of an institution at all levels and is incorporated into the everyday work of the whole institutional community and becomes inherent to the institutional culture.

An institutional quality audit is an in-depth analysis and assessment (assessing, monitoring, guaranteeing, maintaining and improving) of the quality and relevance of programs and of the teaching and learning environment. Importantly, an institutional quality audit will assess the appropriateness and effectiveness of a HEI's systems of accountability and of its internal review mechanisms. Quality education assurance is not a sole responsibility of a given unit or individuals it demands strong communication and integration among various parties.

The internal quality assurance unit of St. Mary's University has its own policy and an office holder to run the activities of internal quality assurance at the University level. The university quality assurance office is named as Center for Educational Improvement and Quality Assurance (CEIQA) and

there is also a Faculty Quality Enhancement Committee; The Administrative Quality Assurance Unit/ Business and Administration Quality Enhancement Committee and Department Quality Assessment Teams.

The University assures its quality and enhancement of services through its Center for Educational Improvement and Quality Assurance (CEIQA), which was established with a particular focus on enhancing the quality of the academic and other service deliveries in order to meet the vision, mission and goals of the University. The Center implements its functions through its two units: Quality Assurance Unit (QAU) and Academic Development and Resource Unit (ADRU). With a view to encourage the participation of the University community. The Center has set up quality enhancement committees at different levels – at department, office and cluster levels as the case may be. These committees discharge their responsibilities with the help of a guideline which sets the institution's expectations. The committees have periodic meeting with the President of the University who chairs the institution-wide quality enhancement committee meetings (SED, p.50).

The University undertook its second institutional self-evaluation in October 2017 by organizing a committee to assess the overall academic program quality and performance of the University. The assessment results have been incorporated in the SED of the university by identifying strengths and weakness.

The EQA team realized that the internal quality assurance unit does have an operational strategic plan and has created the foundation for systematic quality assurance practice within the university by developing policy on quality assurance and different quality assurance guidelines. The CEIQA together with the Faculty/Departments quality assurance coordinators have been working hard to develop the organizational culture that values quality and continuous improvement of the educational quality.

The EQA team has noticed from the meetings of the various academic bodies that the university has a strong commitment to the provision of quality and has established a robust internal quality assurance system as per the vision, mission and goals of the University. However, it is the EQA

team's view that the linkage of each Faculty/Department quality assurance office with CEIQA should be strengthened.

The audit team noted that the unit has performed different activities like preparing check lists for collecting information used for monitoring quality assurance activities, providing training on quality education assurance issues and monitors the overall performance of operational units on quarterly bases. In addition, CEIQA undertakes satisfaction surveys and academic staff evaluations and convenes meetings with students' class representatives to listen to their comments on institutional services, academic and non-academic issues – which would be compiled and presented to the top management.

There is a customary rule or culture of identifying and sharing best practices at SMU. Every year the monitoring and evaluation team of CEIQA, based on its observation and performance for a given year, identifies what it considers to be good practices of major planning units. This is presented to the top management for recognition. The Center has also the practice of publishing institutional good practices in its quarterly newsletter "Quality Matters" and holding experience sharing sessions with members of the university community.

With regard to Focus Area 10 (Internal Quality Assurance), the EQA team commends the University on:

(i) Establishing of a center responsible for quality assurance.
(ii) The existence of a quality assurance policy.
(iii) The documentation of all activities conducted by CEIQA.
(iv) The existence of a system for identifying and sharing best practices.
(v) The provision of training on educational quality assurance to the University community;
(vi) Monitoring the overall performance of operational units on quarterly bases.
(vii) The efforts made to implement a quality assurance system.

The following are the recommendations of the EQA team on Focus Area 10 (Internal Quality Assurance):

A. Essential Recommendations

The EQA team recommends the University to:

(i) Create more awareness on quality assurance among the University's community;
(ii) Improve the linkage between quality assurance committees at each Faculty/Department with CEIQA;
(iii) Organize a rigorous training on educational quality assurance and advances the participation of staff and students in quality assurance.

The following are the recommendations of the EQA team on Focus Area 10 (Internal Quality Assurance):

(iv) Ensure that the quality assurance committees at different levels have an appropriate TOR;
(v) Ensure that its quality assurance committees meet to deliberate on important agendas and minutes are properly recorded;
(vi) Recognize strengths and areas in need of immediate attention for continuous improvement in the short, medium and long term through the preparation of a Quality Enhancement Plan;
(vii) Update old documents that bear its earlier (University College) status;
(viii) Seek quality related plans and reports from departments
(ix) Conduct program level self-evaluation for each program.
(x) Share experience on quality assurance with other HEIs.

Thematic Enquiries and Audit Trails

The EQA team did not pursue any specific thematic enquiries or audit trails.

Good Practice

The SED (pages 52-53) contains a section presenting perceived good practices. However, it does not explain how these were identified. Some of the aspects listed in this section are reflected as commendations in this report and thus the EQA team is partially in agreement with the evaluation of the university. The EQA team has also identified other areas for commendation not identified as good practice by the university.

Plans for Enhancement of Processes and Practices

The SED states plans for enhancement of processes and practices by identifying core activities. Its self-evaluation preparation committee already identified some of the areas of concern. The University is expected to address all the issues in the area of concern and recommendation by first preparing a plan for enhancement about how and when the weakness can be tackled in a short and long term.

Conclusions

The overall conclusion of the EQA team is that St. Mary's University has grown rapidly and now is able to enroll a much larger number of students in its regular extension and distance programs both in undergraduate and post graduate programs but if the University is to realize its vision, it will have to consider expanding its undergraduate and postgraduate programs in diverse field of studies and gives more emphasis to research.

The University provides a range of adequate facilities for teaching and learning but if the pace of student population enrolled to the University continues at its current rate the University needs to secure more and better teaching and learning facilities and sufficient academic staffing. The university also needs to exert more effort to improve the number of its female academic staff and the qualification of the full time academic staff members.

The university has introduced comprehensive quality assurance systems such as generating data and making judgments on the quality and relevance of its core activities.

The university has been working rigorously on conducting regular research forums, including organizing an international research forum focusing on private HEIs in Africa, Multi-Disciplinary seminars and research review meetings and publishing the forums' proceedings. However, the university has to develop a research culture among its academic staff and contribute to the surrounding community a viable service. The University needs to consider providing formal tutorials, academic advising and creating a better environment for the teaching and learning process.

Appendix 1: Acronyms

AC	Academic Commission
E.C	Ethiopian Calendar
EQA	External Quality Audit
HEI	Higher Education Institution
HERQA	Higher Education Relevance and Quality Agency
SED	Self-Evaluation Document
SMU	St. Mary's University
SSR	Teaching Staff to Student Ratio

Appendix 2: The Institutional Quality Audit Team

1. Dr. Brook Abate (Addis Ababa Science and Technology University)
2. Mr. Melaku Dagnew (Hope University College)
3. Mr. Mulugeta Mekonnen (HERQA, Coordinator)
4. Dr. Solomon Alemu (Adama Science and Technology University)

Appendix 3: Timetable of Activities Undertaken During the Institutional Quality Audit Visit

January 9, 2018
Meeting with University /HERQA Liaison Officer
Establishment of work base/meeting room
Discussion and finalization of timetable
Study of documents
Meeting with President
Meeting with senior staff on mission, vision, goals, organizational structure and governance
Meeting with IQA team on quality assurance and relevance/ self-evaluation
Meeting with curriculum committee members on program relevance and curriculum development, review and approval
Visit to campus facilities
EQA Team meeting

January 10, 2018
Study of documentation
Meeting with senior staff on teaching and learning
Meeting with senior staff on student assessment and examinations
Meeting with Management bodies on staffing
Meeting with staff representatives on staffing
Observation of classroom teaching
Meeting with Heads of Student Support Services on student support
EQA Team meeting

January 11, 2018
Study of documentation
Meeting with student representatives/council
Meeting with senior staff and registrar on student admissions, progression, student satisfaction and graduate destinations
Observation of classroom teaching
Discussion meeting with Dean and Heads of departments on items to be raised to the audit team
Visit to campus facilities
Study of documentation
EQA Team meeting

January 12, 2018

Study of documentation

Meeting with research leaders on research, consultancy and outreach activities

Meeting with Academic & Management Committee

Study of documentation

EQA Team meeting

Feedback meeting with President and Management Committee

Appendix 4: Participants in Meetings Held During the Institutional Quality Audit Visit

No	Name	*Position/* Responsibility
1	Abate Lakew	Lecturer
2	Abuseker Kedir	Student representative
3	Alemayehu Tsehayneh	Head, Tourism & Hospitality Management
4	Alemeshet Tsegu	Student representative
5	Amanuial Fikadu	Student representative
6	Asnakech G/Selassie	Director, Int. Rel. & Communication Officer
7	Bineyam Abnet	Lecturer
8	Biruk Megerssa	Chief Librarian
9	Demisew Liramu	Quality Enhancement Mgt. Dpt.
10	Dessalegn Berie	V/P for Business & Admin.
11	Dimetros Emawayew	Student Union
12	Dirar Abraha	Lecturer
13	Elias Nour (PhD)	Lecturer
14	Emebet Assefa	Guidance and Counselling Office
15	Eskindir Alebachew	Lecturer
16	Fekade Daniel	Alumni
17	Fisseha Tesfaye	CIU Director
18	Fisseha Worede	Knowledge Management Officer
19	Getahun Semeon (PhD)	ICT Development & Support Unit
20	Girum Tadesse	Faculty Dean, Accounting & Finance
21	Hussen Mustefa	Lecturer
22	Ibrahim Fedlurahman	Head, Marketing Management
23	Kebede Kassa (PhD)	Director, RaKMO

24	Kumulachew Gebeyehu	Registrar
25	Manaye Adela	Lecturer
26	Maru Shete (PhD)	Lecturer
27	Meaza G/medhin	Lecturer
28	Mehabaw Alemu	Lecturer
29	Mekdela Mekuria	Lecturer
30	Mekdes Adane	Head, Student Support Service
31	Melaku Girma (PhD)	Director, CEIQA
32	Meseret Kinfe	Lecturer
33	Mesfin Fantaye	Lecturer
34	Mifta Shikur	Student representative
35	Misganaw Solomon (PhD)	Executive Assistant to the President
36	Muez G/Selassie	Lecturer
37	Mussie Mindaye	Lecturer
38	Natnael Hagos	P.F.M /G.S/
39	Nazreth Tikeher	Lecturer
40	Netsanet Berhanu	Lecturer
41	Nunu Mamo	Dept. HR manager
42	Rahmeto Negash (PhD)	Lecturer
43	Remza Abasaya	Student representative
44	Samual Dermas (PhD)	Head, Student Support Office
45	Samuel Geremew	Lecturer
46	Senait Getahun	Lecturer
47	Shegaw G/Medhin	CEIQA
48	Shiferaw Tadesse	Lecturer
49	Shimelis Tamiru	Registrar

50	Solomon Bekele	Lecturer
51	Surafel Leulseged	Student representative
52	Tedla Haile	Executive V/P
53	Tekalign Zewdie	Department Head
54	Temam Alemayehu	Registrar
55	Temesgen Belayneh (PhD)	Dean, SGS
56	Terefe Feyera (PhD)	Associate V/P, SGS
57	Tewodros Birhanu	Alumni
58	Tigist Mekonnen	Lecturer
59	Tsegaye Gebissa	V/P College of Open & Distance E.
60	Tsigie Bisetegn	Registrar
61	Wondimagegne Chekol (PhD)	Dean, IADS
62	Wondwosen Gebrie	Head, librarian
63	Wondwosen Tamrat (Asso. Prof.)	President
64	Worku Alemu	Dean, Faculty of Informatics
65	Woynshet Workalem	First Aid (Nurse)
66	Wubishet Shiferaw (PhD)	Director, Testing Centre
67	Yalew Gorfu	Dean, Faculty of Business
68	Yeserash Alemu	Lecturer
69	Yordanos Yohannes	Student representative
70	Zelalem Ayalew	H.R Manager

(Note: this list may be incomplete as not all those present in meetings recorded their names)

Appendix 5: Documents Requested from the College

1. Senate legislation
2. Strategic plan
3. Policy, Guideline, manuals and Procedure documents for such as:
    - Student admission, course exemption/transfer..
    - Staff recruitment, appointment, promotion, carrier advancement, appraisal scholarship/staff development etc…
    - curriculum development, approval, and review
    - teaching & learning , assessment
    - research, consultancy, outreach technology transfer and private practice
    - Quality assurance
4. Minutes of meetings of important decision making organs such as:
    - department, faculty, academic commission and senate meetings
    - committee dealing with curriculum approval, monitoring and review
    - examination committee
    - Quality Assurance office/committee meetings
    - Research committee
    - Student Council
5. Annual plan (2010 E.C) & current operating budget
6. Most recent annual report to the MOE
7. Current course catalogue
8. Staff handbook
9. Student handbook

10. Number of full -time and part-time male and female academic staff in each Department with their qualifications, academic rank, academic level and experiences.
11. Number of administrative staff/support staff with their qualifications, academic level, and experiences by gender.
12. Establishment and organization of internal quality audit unit.
13. Strategy and action plan prepared by the unit to conduct Internal Self Evaluation (ISE) of the University.
14. List and composition of the Institutional Self Evaluation team.
15. List of data collecting instruments and techniques used by the ISE team.
16. Evidence on the use of feedback from staff, students, graduates employers to enhance quality.
17. Vision, Mission and Educational Goals of the University.
18. Organizational structure of the University.
19. Administrative manual.
20. Sample Curriculum of the programs offered by the University
21. Course out lines of some programs
22. Information on job descriptions for the governing and management bodies (AC, DC, committees, etc), academic and support staff.
23. Policies/guidelines on student assessment, marking procedures and student grading systems (e.g. extent of anonymous marking, double marking, moderation of marks, use of external examiners, norm and criterion referencing etc).
24. Documentation on report of external examiners (if any)
25. Minutes of the academic communion (AC), Dc, students council, general assembly, staff recruitment, appointments , promotions committee, technique committee, discipline and graduation committee ,etc for the last twelve months.
26. Research workshop reports published in previous 12 months

27. Most recent research report/proceeding/journals
28. Most recent copies of journals published by the University
29. Document/s on the staff by departments who are engaged in research activities.
30. Evidence/s on outreach activities/ community services. (eg certificate of appreciation)
31. Information on teaching staff and student participation in decision making.
32. Student/graduate statistical data broken down by gender and programs, including student attrition.
33. Document on asset inventory and asset management system
34. Student enrollment statistics by department, year and gender
35. Information on staff support/ any special support for female staff and students.
36. Information on the preparation of different resource materials to support teaching and learning (e.g. texts, study guides and hand books, other instructional media etc.)
37. Evidence on measures taken to limit student attrition.
38. Evidence on links with potential employers of graduates.
39. Information on how the University maintains contact with its graduates/alumni
40. Evidence of the channels through which the University Vision, Mission and Goals are communicated to internal as well as external stakeholders. (Workshops, brochures, Leaflets, Others)
41. Guidelines and formats used to evaluate staff by the students, peers and department heads and filled in students' feedback on staff evaluation.
42. Evidence on scholarship provided for staff and students.
43. Information on arrangements made for students to support with financial problems.

44. Evidence on procedure for program and curriculum design, approval, and review/curriculum development and improvement guideline/manual.
45. Information on the plan to carry out an organized tracer study of the University's former graduates and their employers.
46. Progressive record of the dropouts and withdrawals for three consecutive years of a single cohort of students broken down by sex and department.
47. Evidence/s on improvements made so far to minimize the recommendations pointed out under each areas of focus in the ISE report of the University.
48. Course Evaluation form/guideline
49. Evidence on training conducted by the University to its staff
50. Bi-annual bulletins
51. Annual action plan
52. Published summary of the strategic plan and the annual action plan
53. HRM policy documents (policy documents and service standards)
54. Course catalogue template
55. Student advising guideline
56. Brochures, newsletters
57. Induction manual
58. Internship manual
59. Senior research advising and evaluation guideline
60. Other documents, not mentioned on the list, that the University have

Appendix 6: Documents Consulted for the Institutional Quality Audit

1. A senior research preparation and evaluation guideline
2. Academic and support staff statistics by academic level and rank
3. Administration manuals, policies and guidelines, 2006 E.C, amended (Amharic version)
4. Annual plan for the academic year 2017/18 (2010 E.C)
5. Anti-sexual harassment policy 2012
6. Bulletin of Student Statistics (BOSS, 2017)
7. Business and administration division operation manual, May 2014
8. By-laws for academic promotion
9. Certificates and letter of appreciations from different beneficiary organizations for the community services afforded by the University
10. Community service policy, May 2015
11. Community/outreach service guideline, 2011
12. Compiled monthly report of main units, 2009 E.C
13. Compiled Undergraduate programs curricula of five programs
14. Comprehensive evaluation of instructors, 2004 E.C
15. Course coordination and moderation guidelines, March 2014
16. Curriculum development and approval policy, 2014
17. Employee administration guideline, June 2006 (Amharic Version)
18. Employee health and safety policy, June 2014
19. Employees recruitment, promotion and transfer guideline, Sep. 2002 E.C (Amharic version)
20. E-resources development and usage policy, June 2014
21. Faculty hand book, Oct.2016
22. Faculty of Business code of conduct academic employees, August 2008

23. General guideline for comprehensive degree exit examination plan and item development
24. Good practice dissemination/sharing
25. Graduate bulleting of different years
26. Graduate students handbook
27. Graduate Tracer Study 2008
28. Guidance and counseling policy and procedures
29. Guideline for a tutor guided self-study, April 2013
30. Guideline for program self-assessment, Jan. 2013
31. Guideline for students' educational trip (Amharic version) (2007 E.C)
32. Guidelines for setting benchmarks at course and programs level
33. Guidelines on publication series, Dec.2006
34. Handbook of examination procedures and regulations, Jan. 2003
35. How to write better test, 2009 E.C
36. Improving test construction skills through item analysis the case of SMU
37. Induction manual, June 2014
38. Instructors absenteeism reports (2009-2010)
39. Instructors use of assessment methods
40. Internship and employment patterns of graduates at SMU (2005-2008 E.C), May 2017
41. Internship manual, Apr.2015
42. Journals, proceedings newsletters and bulletins published in different consecutive years
43. Library policy, Oct. 2016
44. Local and International Links and partnerships (MOUs)
45. Master's thesis guidelines, March 2014

46. Minutes of graduate council meeting, 2009 E.C
47. Minutes of monthly performance evaluation meeting
48. Minutes of regular monthly meeting of Center for Educational Improvement and Quality Assurance (CEIQA), 2009
49. Minutes of senate meeting, academic council
50. News Letters
51. Office of the registrar operation manual, March 2010
52. Organizational structure of the University
53. Pedagogical training needs assessment 2008 E.C
54. Performance report for the year 2016/2017 (2009 E.C)
55. Policy and strategy on international relations and communication, March 2017
56. Policy on Journal reputability, March 2010
57. Programs assessment reports
58. Project writing guidelines, Jan 2005
59. Publication Management Guideline (PMG), 2014, 5th edition
60. Quality Assurance and Enhancement guidelines for quality assurance committees, March 2015
61. Quality assurance policy manual, Dec.2016
62. Research guidelines codes and ethics, Sep.2008
63. Research policy and strategy 2018-2022, Sep. 2017
64. Scholarship guideline, June 2006 E.C (Amharic version)
65. Scholarship winner students from 1995-2010 E.C Summary
66. School of Graduate studies Academic Calendar from 2006 2010 E.C
67. Selection criteria for university awarded scholarship for PhD studies
68. Self-Evaluation Document, Feb.2015

69. Self-service user guide for employees, Nov.2017
70. Senate legislation, Dec.2017
71. Senior Research Preparation and Evaluation Guideline, Business Faculty
72. Service standards, Oct. 2007 E.C (Amharic version)
73. SMU testing center general guideline for comprehensive degree exit examination plan and item development
74. SMU testing center guideline for ITCE and CDEE course's module writing, Nov 2011
75. Staff appraisal scheme policy, 2009
76. Staff appraisal scheme policy, 2009 E.C
77. Strategic plan document for academic year 2006-2010 (2013/14-2017/18)
78. Strategic plan summarized version 2013/14-2017/18
79. Student advising handbook, Jan. 2005
80. Student handbook (Amharic version)
81. Students educational trip guideline, Feb. 2007 E.C (Amharic Version)
82. Students satisfaction survey report 2006/2007
83. Students statistics (enrollment and graduation) by gender
84. Teaching and learning policy, 2014
85. Test administration, Sep. 2015
86. Testing center operations manual (revised), Oct. 2013
87. Third quarter monitoring report of 2009 E.C, August 2017
88. Training and development policy, June 2014
89. Undergraduate and Graduate program curriculums (sample)
90. Undergraduate Degree program Academic Calendar from 2001-2009 E.C
91. Undergraduate Instructors evaluation reports
92. www.smuc.edu.et