

Quality Matters

Vol. 2 No. 5 September 2007

A Quarterly Newsletter of the Center for Research and Quality Assurance
St. Mary's University College

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Quote of this Issue

“ Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives. ”

William A. Foster

This newsletter is published every three months by the Center for Research and Quality Assurance of St. Mary's University College. The main purpose of the newsletter is to keep the SMUC community, interested groups, government and non-government organizations informed about the activities and endeavors within and outside the institution towards fostering research and quality in higher education.

Tel 251-115-538001/537998

P.O.Box:1211

Email:research@stmarycollege.edu.et

http://www.smuc.edu.et

Addis Ababa, Ethiopia

The 5th National Conference on PHEIs

The Fifth National Conference on Private Higher Education Institutions (PHEIs) was held on the 25th of August 2007 at the UN Conference Center in Addis Ababa. The Conference attracted more than 200 participants from different parts of Ethiopia, the Netherlands and England. Twenty-one research papers were presented by Ethiopian and foreign scholars. The conference deliberated on a range of issues including: the Role of PHEIs towards development, Public- Private Partnership in Ethiopian Higher Education, Cross Border Education, Quality Assurance Practices, Government Policies and Institutional Responsibilities of PHEIs in Ethiopia.

The Conference was opened by H.E. Dr. Sintayehu W/Michael, Minister of Education. The Minister underscored that Private Higher Education Institutions (PHEIs) play a pivotal role in national development and appreciated SMUC for sponsoring and organizing such national conferences for five years consecutively.

Ato Wondwosen Tamirat, President of St. Mary's University College, stated that "the growth, in the last decade, of the Ethiopian private higher education sector is by far the highest in Africa and in some cases comparable to countries of transitional economies." The President also hoped the conference would give participants and stakeholders the opportunity to reflect on Ethiopia's achievement in the private higher education sector. "Our deliberations would mean a lot in terms of determining the shape of the sector in the years to come", he said.

Board Chairman of the Ethiopian Private Higher Education Institutions' Association, Ato Dagnachew Yilma, indicated the need for expansion of quality and relevant higher education towards enhancing

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From Editorial Desk

The onset of the New Ethiopian Millennium has a special significance to SMUC community. It reminds us of our tasks and responsibilities towards Ethiopia's Millennium Development Goals in the realms of education, poverty reduction and development. It is also the take-off point of St. Mary's Strategic Plan implementation for the first five years of the Ethiopian Millennium.

Towards this end, the education sector (public and private) is entrusted with the noble responsibility of enabling students to acquire the due competence and integrity commensurate with the requisite graduate profile. And this, *inter alia*, presupposes an educational system which is accessible and of the requisite quality and standards.

Accessibility clearly requires making it possible for competent and diligent students to pursue their college education. And *quality and standards* require due focus to *inputs* including admission requirements, curriculum, staff-student ratio, staff profile, library facilities, technological facilities and the like. *Quality and standards* also require due attention to the *process* of course delivery, active learning, assessment and to every task that accompanies the teaching, research and service functions of a Higher Education Institution. It is such *inputs and processes* that ultimately determine the competence and integrity of graduates.

We thus applaud HERQA's upcoming quality audit that is planned to be conducted in some Higher Education Institutions (public and private) because it is high time that statistics of enrollment, inflated grading practices and rising number of graduates be scrutinized on the basis of quality and standards. The magnitude of quality audit and subsequent improvement in public and private HEIs would determine the level of HEIs' positive contribution or disservice to education, and to Ethiopia's human resource development at large. ■

Useful Links

Higher Education Relevance and Quality Agency (Ethiopia).
Website: www.higher.edu.et

PROPHE- Program for Research on Private Higher Education
www.albany.edu/dept/eaps/prophe/

International Network for Quality Assurance Agency in Higher Education (INQAAHE)
Website: <http://www.inqaahe.org>

Quality Assurance Agency for Higher Education (UK)
Website: <http://www.qaa.ac.uk>

Center for International Research Higher Education
Website:
http://bc.edu/bc_org/avp/soe/cihe

Quality and Standards Authority of Ethiopia
<http://www.qsae.org/>

All interested are encouraged to contribute to the various columns of the newsletter

Managing Editor

Dawit Tilahun

Center for Research and Quality Assurance (CRQA)
St. Mary's University College

Tel 251-115-538001/537998

P.O.Box:1211

Email:research@stmarycollege.edu.et

Website:<http://www.smuc.edu.et>

Addis Ababa, Ethiopia

HERQA Quality Audit Workshop

The Higher Education Relevance and Quality Agency (HERQA) conducted a five day workshop on Quality Auditing to 31 participants drawn from nine public and five private higher learning institutions. The workshop, which is the second in series, aims to support HERQA's efforts of supervising the relevance and quality of degree level higher education offered by all Higher Education Institutions (HEIs) in Ethiopia thereby increasing the number of external quality auditors. The training was highly participatory and interactive.

During the workshop participants were made to explore a variety of issues related to quality, quality assurance systems and the process of quality audit. Among the specific topics of discussion were: concepts of quality and quality assurance in higher education, an international perspective on quality assurance of higher education, the role of HERQA in assuring quality and relevance in Higher Education, HERQA focus areas of quality audit, and the value of institutional self evaluation in HE quality audits.

The Agency plans to undertake external quality audits of all higher education institutions. Institutional quality audit, according to HERQA, is a thorough analysis and assessment of the quality and relevance of programs and appropriateness and effectiveness of HEIs quality assurance systems. In order to undertake institutional quality audit, HERQA needs trained auditors who visit institutions to assess the quality and relevance of the degree programs offered. It also checks the availability of appropriate and operational quality assurance systems. The workshop was conducted by Dr. Bob Campbell, a VSO volunteer at Higher Education Quality and Relevance Agency and Dr. Frank Wamelink from QANU the Netherlands. (Melaku Girma)

First Student Research Forum at SMUC

The First Students Research Forum of St. Mary's University College was held on September 2, 2007. Fourteen research papers were presented by students from Faculty of Business, Faculty of Law and Faculty of Informatics. The Forum aims at nurturing the culture of research undertakings among students of the University College thereby and, in effect enhancing the quality of education.

The research topics presented on the Forum were selected by the respective faculties. Over three hundred students, staff and faculty of the University College attended the Forum.

During the weeks preceding the Student Research Forum, 562 students of the 1999 graduating class from Faculty of Business, Faculty of Informatics and Faculty of Law at St. Mary's University College (SMUC) have presented their Senior Essays as per oral defence schedules.

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Students presenting a research paper at the Forum

Interview

This column features interviews of people including government officials, policy makers, educators, and presidents of universities or colleges.

The Quality and Standards Authority of Ethiopia (QSAE) undertakes a range of activities in the areas of standards development, quality certification, measurement, product testing, and regulatory affairs related to implementing compulsory standards within Ethiopia. Dawit Tilahun and Tesbager Mersba (from Quality Matters) have interviewed Ato Mesai Girma, Director General of QSAE. On top of his duties as Director General at QSAE, Ato Mesai works as the President of the African Regional Organization for Standardization which is a Federation of the National Standards Organizations of member states in Africa. He is also the board member of the Ethiopian Higher Education Relevance and Quality Agency (HERQA). Excerpts:

What are the major activities of the Authority?

The core business areas of QSAE are standards development, quality certification, measurement, product testing, regulatory affairs related to implementing compulsory standards within Ethiopia. These are the core activities of the Authority.

Could you please elaborate on what you mean by product testing?

Product testing means to ascertain the conformance of quality against the requirements of standards. In the process, we undertake laboratory testing on the relevant products and issue test reports indicating whether that specific product satisfies a particular standard or not.

What about quality auditing?

Well, it is not the core activity of the Authority. Currently, we are in the process of organizing our system certification body. So, if we get

“ Quality is the inherent characteristics of a product, a service or a system to meet requirements. ”

accredited and launch the operation, then the activities of quality auditing to ascertain requirements of systems will be one of the major areas of concern.

Quality has been defined in different ways by different people. How do you define Quality?

As you have said people define quality in different ways. In fact, even professionally, we say quality is 'customer satisfaction'. It is a conformance to requirements and the like. There is also internationally accepted definition of quality that it is the inherent characteristics of a product, a service or a system to meet requirements. The requirements are specified by the customer itself through standards or in a regulatory manner. Hence, when we talk about quality of a product, we mean to say the degree of its inherent capability to satisfy specified need. This is the standard way of defining quality.

How do you set standards to enhance quality?

From the very definition of quality, we know that quality is the degree of satisfying requirements. So requirements could be specified by individuals or companies or associations. On the other hand, requirements are optimized at national level. When we are optimizing specific requirements of a product or service or a system, this is what we mean by setting standards. For instance, let us say you have a requirement for your shirt size, I have a different requirement, and many people in the country have different requirements for the same product. But if we need a mass production of the shirt or any other product, we need to set optimal standards of the shirt size. By so doing, we are specifying optimal requirements in national standards.

When we standardize at professional level, we are again specifying requirements. For instance, if we set requirements for beer by Beer Association and requirements for steel by Steel Industries Association, we are again optimizing requirements at association level. And when you go further up you specify requirements at

regional level like the African Organization for Standardization.

The biggest aspect of standardization is the international one. When we are specifying international standards, it is the member countries that would come up with consensus for optimally defining the characteristics of a product or a service or a system. For instance, the ISO is the biggest in terms of specifying products with national standard organizations. When we consider electro-technical activities, we have the International Electro-Technical Commission. So, standards in a sense are defining requirements.

How did you come up with Ethiopian Standards?

As far as the situation goes, we are still bound by the national context. As member of the various international organizations, more than 95 percent of our standards are adopted from international standards requirements.

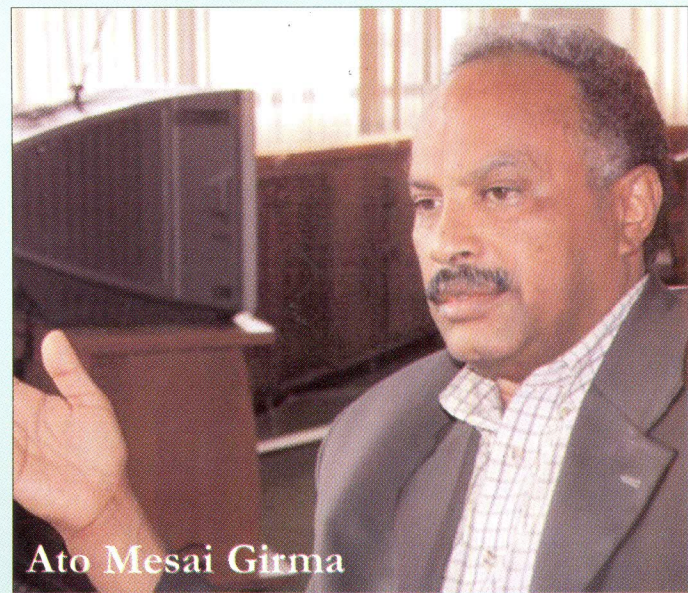
For example, we adopt ISO standards when we specify a standard on reinforcement bar. In other words, if you have an ISO standard designated as ISO 220, we adopt it as ESISO. ESISO means a standard directly adopted from ISO. If you have a specific standard on electro-technical areas such as bulbs, switches, cables and the like, again you will resort to adopting an International Elector-technical Commission (IEC) standard because we can not have our own standards for cables and bulbs. So when we are adopting it, by and large, we are recognizing them to be cross referenced in our technical regulations.

In some areas we may have some indigenous products that would come up from our own research. For instance, if we want to standardize 'teff', a staple food (grain) in Ethiopia, we have to do research towards studying the seed quality and other parameters in our own way. So there are few indigenous products that could be standardized at national level. These products will be unique to the region. For instance, we can not have international standards on such items as Cassava Plant. So we have to standardize it at regional level if it is going to be a commodity to be exchanged specifically among African Countries.

Otherwise there is nothing unique about Ethiopia. There is no unique Ethiopian wheat, still bar, soap, match, etc.

Does it mean we have to harmonize the Ethiopian system with international standards?

It is a must. In fact, the very principle or essence of standardization is harmonization. The harmonization in the existing globalized world should start from the globalised world itself. So priority is being given to adopting international standards. In their absence, you will go down regional if nothing exists, then there is standard even at sub-regional level within east African countries. The trade transaction is the one that determines where to have the standard unit to a particular sub-region.



Ato Mesai Girma

Can you compare the issue of ensuring quality of products and services with that of education?

When we talk about quality, we cannot confine ourselves to products and services. In fact, service quality is mostly determined by inspection i.e. by inspecting the end product or service. But now - a - days the most common way

“ The very principle or essence of standardization is harmonization. The harmonization in the existing globalized world should start from the globalised world itself. ”

of ascertaining quality or embodying quality into the product is developing a preventive system that tells you what to expect even before you start producing a product or preparing for rendering service. This is what is referred to as a *quality system*. For example, the ISO 9001 is a quality management system that tells you the responsibilities of the management in ascertaining quality i.e. responsibility of the middle manager, responsibility of the actor in production, how to design your process, where to control it, what to do when something goes wrong. Even before you produce the first product, you will be able to know what to expect because the system would have its own feedback to control and to come up with the required standard.

So you simply ascertain the quality of the system by first trying to break down and standardize its *resource requirement, structural requirement, and management requirement, its linkage with the customer or the user of the product*. Hence, you enumerate and define the elements of the system to install the system by defining a manual about the essence of that system by implementing it and having it audited for conformance to the specific standard requirements.

In this way, there is a similarity between educational systems and other systems that operate by defining the clients and by trying to enumerate the requirements of all beneficiaries and customers. So in their way of defining a system there is a similarity.

On the other hand, the higher education system has two major components: the quality aspect which could be defined within the system and the program aspect which is more of academic. So the two major aspects of a quality system and the program aspect would compose the higher education entity which in a nut shell would define the effectiveness and quality component of the higher education institution.

Are you in any way involved in ensuring quality in Ethiopian Higher Education?

Well, by the way, we are not the only responsible organization to assure quality. There are different institutions responsible in different areas such as Higher Education Relevance and Quality Agency (HERQA) and the Drug Administration and Control Authority. The latter is responsible for ascertaining the quality of pharmaceuticals and the like. HERQA is par-

ticularly responsible for enhancing and ensuring quality in the area of higher education. As Director General of QSAE, I am a member of the board of HERQA. In this way, may be, we could assist in utilizing the appropriate resources of this organization to making effective the strategy of the agency.

Does it mean that there is formal cooperation between your organization and that of HERQA?

We are beginning to see that possible linkage. In fact, we discussed issues with the Director of HERQA on operational area where we can jointly work, cooperate, exchange information and expertise.

Is there any standard on education that your authority has prepared thus far?

Mostly, the standards we have developed in the area of education are standards of educational materials.

Could you give us an example?

This includes papers, pencils and the like. But in the areas of quality assurance, we have not developed anything yet. There is a standard now that has been developed by HERQA. I hope we will be doing a lot in the future. It is the standards and certification council that approves national standards. I hope we will have a specific relevant technical committee dealing with quality assurance, dealing with educational materials, and other subjects like Forestry, Agriculture, Technology and the like.

Do you feel that there is a gap which is exhibited in the absence of a national standard?

In which areas?

In education.

No. I don't feel there is any gap, because your starting reference necessarily does not have to be a national standard. We have just started up at HERQA level where institutions get pre-accreditation and accreditation services. So if you think of this subject way back, there is no meaning in developing standards. The issue is being brought up now.

If it is a requirement that we have to have a national standard, not a HERQA standard, HERQA will only assure the higher education institutions against a reference national standard which is in harmony with the international standards. But until now there is no issue regarding standard requirements.

When do you think that need will come?

The market tells us when. I mean in other areas, for instance, if you are not transacting beef meat with the outside world and if there is no purchaser asking whether you have a national standard or whether you have certified your canned beef against a specific standard, the quality aspect against testing methods and the like, then the issue comes up from the market side. So there will come a need for us to develop a national standard which is in harmony with international standards requirements. Even sometimes for local consumptions if there is a disparity or disagreement among various entities (i.e. traders, manufacturers and the like) you might need a national standard which will be applicable.

In fact, we are talking about it within HERQA. We might not even be waiting until the market dictates us and tells us this is the time to develop a national standard. Like I have said we might even take up the standard developed by HERQA, table it in the technical committee where all the stakeholders would be able to comment on and make it a national standard.

Do you have final remarks?

People are more aware of quality. In this regard, our organization is trying to link its activities with other interested organizations like HERQA, professional associations, consumers' organizations and the like. And I really appreciate things that are being done by institutions from the private sector like St. Mary's University College towards quality issues through its publications and organizing conferences of international standards. Similar activities should be followed by other higher learning institutions, manufacturing and service organizations to deliberate on issues of quality in their respective areas. We will assist every endeavor to this end because it will enhance the effectiveness of what we all are doing at national level.

Continued from P. 1

The 5th National Conference ...

social and economic development endeavors of the country. He further noted that "despite government's vision about private provision and supportive policy, private higher education institutions face a number of difficulties in their efforts to play their roles as development partners." He underlined the need to overcome these challenges, and called upon the government to put in place a variety of support, control, and supervision and qualification assessment mechanisms.

Thus far, SMUC has organized five consecutive conferences. The ultimate objectives of the conferences have been to encourage research on the private higher education sector, to assist in research based policy design and decision making, to strengthen private-public partnership, and to enhance the quality of education in Ethiopia.

(Dawit Tilahun)

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First Student Research Forum...

According to the Faculty of Business, about 450 students from the Department of Accounting, Management and Marketing presented their Senior Essays as a partial fulfillment for the requirements of the Degree of Bachelor of Arts.

Similarly, 71 students from Faculty of Law of SMUC defended their senior theses as a partial fulfillment for the requirements of LL.B Degree.

Moreover, 41 students from the Faculty of Informatics at SMUC have defended their projects and senior essays in open sessions which have been attended by members of the faculty and students.

Achieving quality education by enhancing students' language competence: an overview

Whenever we think of quality education, students' language competence plays a pivotal role. Unless students have the language competence that would enable them achieve the knowledge and skills they aspire in their area of speciality, it is unlikely that they would realize their goal. Quality education too becomes unrealistic. In the Ethiopian context where the medium of instruction is the English language, English language competence of students seems to be central. To let students achieve the language competence essential for their studies, language teachers are required to employ different methods and approaches in language teaching. Creating a language speaking environment outside the classroom and, changing the foreign language learning situation to language acquisition seem to be among the major ones.

Why is a language speaking environment necessary outside the classroom? In a country like in Ethiopia, where few or insignificant number of people use English language in the real life setting (transport, business, recreation, office etc), language learners have no opportunity to reinforce their classroom practices. Therefore, the creation of English language speaking communities outside the classrooms can be of much help.

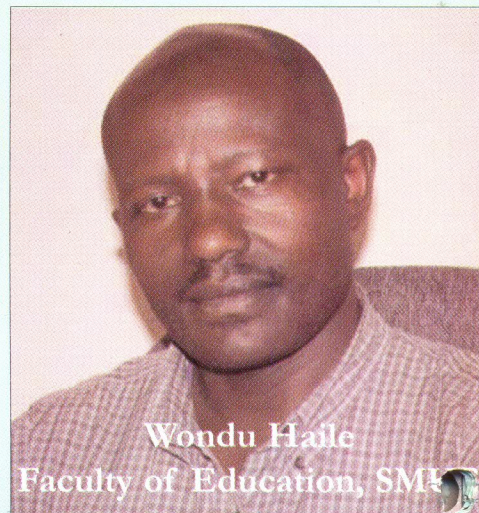
English language speaking community outside the classroom can be created by using different means. The first and most important means, I feel, is creating a voluntary English language speaking group. This is using group of students who keep on communicating in English language whenever they meet in the school compound or outside and encourage others to use it. The group can be formed by students who often have the courage and commitment to use the language in the school environment or outside. The second alternative can be changing the medium of offices and the community in the school compound and require them to use English language. It seems unreal-

istic but it is possible and it will certainly help students achieve the essential language competence.

Language learning involves

conscious knowledge of the language, knowing the rules of the language, and be able to talk about the language. In such situations, it is less likely that adult language learners would be able to use the language effectively for the purpose they need the language. On the other hand, to acquire a language is to pick a language subconsciously with little or no intention of picking its forms and rules, as children do when they pick their mother tongue. If adults are made acquire their second or foreign language subconsciously, with little or no attention to the form and rules of the language, as children do while picking their mother tongue, they will most likely use the language for communicative purpose than know about the language, as the case might be for language learning. Similarly students will have the courage to use the language when ever they feel important. (Krashen 1987)

As a result, it will be very wise of language teachers to think of and design activities that would keep their language learners acquire the language subconsciously. This will certainly lead language learners to use the language for their day to day communication. Foreign/ second language teaching. It is indeed a vital undertaking which is among the requirements for quality higher education. We should thus equip would be professionals with the fundamental tools.



Wondu Haile
Faculty of Education, SMU

Award System for Ethiopian Higher Education Institutions

The Higher Education Strategy Center (HESC) has drafted a manual on Higher Education Institutions Award Criteria towards establishing a national award system whereby University Presidents and Universities are awarded for excellence in performance. According to HESC, the award criteria include performance on expansion, governance and leadership. The award system targets at public higher learning institutions. The draft document will be submitted to the Ministry of Education (MoE) for approval after it is enriched through discussions.

The Board of HESC has also approved its four year strategic plan. The Center has developed its annual activity plan for 2007/08 by extracting strategic issues from the four year strategic plan and by cascading the same from the Higher Education (HE) strategic plan. The activity plan was revised and discussed with staff and presented to the State Minister and to the higher education sector department heads and experts at the Ministry of Education. The document was presented for discussion and was critically reviewed. The experts commended HESC for its detailed activity plan suggesting it could be a model for others to follow.

On the other hand, HESC senior experts have been active collecting information on public HEIs. On the basis of this, a document has been produced on the status of these HEIs in terms of teaching, research, infrastructure, human resource and other important issues. (Dawit Tilahun)

Title: *Partnership between Public and Private Higher Education Institutions In Ethiopia: Some Key Policy Options*

Researcher's Name: Haileleul Zeleke W. (Asst. Professor), Adama University

Type of Research: Consultative Research

Date and Place of Publication: August 25, 2007 (A paper presented in the 5th National Conference on PHEIs)

The paper presents possible options for the advancement of partnership between public and private higher education institutions in Ethiopia. This consultative research also describes the challenges in forming the needed partnership. To collect the views of the executive management of HEIs, using stratified and cluster sampling procedures, a questionnaire was distributed to the top management of a cluster of 9 (old) public Universities. The respondents included were the presidents of the Universities, vice presidents, faculty deans and campus deans, officers of the University and heads of departments. With great concern, all executives responded urgently to the questionnaire except a single University management. Parallel to this, the views of selected managers of 41 private higher institutions were included in the study. The major criterion for selecting these PHEIs was membership in the association of PHEIs, years of establishment, location and type of program. In-depth interviews, focus group discussions, a consultative seminar which was attended by 44 institutional delegates and document analysis were made to gather data. After the consultative seminar which was attended by delegates of 44 institutions, possible policy options were further refined. These policy options are assumed to advance the partnership between private and public higher institution in Ethiopia. The partnership, in turn, can support massification, and advance quality of higher education. On the basis of these options, to advance the quality of private higher education provision, the following recommendations were made: aggressive promotion and implementation of public private partnership options for Ethiopian Higher Education Institutions, establishment of the Ethiopian Council for Public and Private Partnership (ECPPP), provision of government incentives to quality PHEIs, creation of access to donor support, improving options for overall management and creation of international/national twinning (linkage). ■

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For those who might wish to access the full text visit our website at <http://www.smuc.edu.et> or the Proceedings of the Fifth National Conference on PHEIs.

Puzzle and Fun Corner

The answer for the following questions are hidden in the puzzle. Find them and circle them on the puzzle (Note: answers may appear horizontally, vertically or diagonally). If you complete this puzzle without any mistakes and get it to CRQA of St. Mary's University College within a week's time, you will receive a prize, and if you successfully complete three consecutive puzzles, you will be entitled to get substantial prize.

- Puzzle #5**
- 1) The term associated with water treatment.
 - 2) The 18th Century Scottish explorer who traveled extensively in Ethiopia.
 - 3) This large predatory bird is the emblem of the United States.
 - 4) The mountain range in which the highest peak in the world is located.
 - 5) The pigment that gives carrot their orange color.
 - 6) This swimming bird only found in Ethiopia.
 - 7) The language spoken by several million people inhabiting an area from Senegal to a region East of Lake Chad.
 - 8) The term for the most explosive type of volcanic explosion.
 - 9) The US President who was re-elected the most number of times.
 - 10) The world smallest Island Nation, the only smallest independent republic in the world without an official capital.

Joke of the Issue

Missed Call

Banta Singh and Santa Singh got tired using cell phones and for a change decided to use really ancient methods of communication. They decided to use pigeons to send messages.

So they went and bought expensive carrier pigeons from the Jama Masjid market in old Delhi and found to their joy that the pigeons indeed could be trained and the birds very easily learnt to return directly to their respective homes. And so this scheme worked very fine. One day Santa sends his pigeon. When the pigeon reaches to Banta it is with out message. Banta picked his mobile and asked Santa "What is this joke? The pigeon is without any message!!!" Santa said "Oye khotey, this was a missed call."

W	A	C	G	Y	F	S	A	C	X	T	G	H	P	L	I	J	P	F	B
I	C	V	U	L	C	A	N	I	A	N	F	H	L	G	L	U	I	I	L
C	I	A	V	E	N	G	E	A	N	C	E	H	H	K	S	C	O	L	U
W	E	Y	E	N	E	I	T	Y	O	P	A	I	K	F	I	L	H	F	E
I	N	H	P	L	J	K	O	L	I	K	U	M	F	O	T	P	D	J	W
S	G	J	I	P	K	H	S	K	H	L	I	A	D	I	L	O	S	T	I
G	I	A	T	P	O	J	P	J	I	I	H	L	U	P	S	L	I	T	N
H	P	M	G	T	L	K	A	I	G	P	D	A	S	I	L	S	P	E	G
G	U	E	I	I	U	I	U	G	P	J	P	Y	O	H	I	K	I	P	E
H	E	S	L	P	F	O	N	L	P	G	O	A	P	L	I	F	T	T	D
L	D	B	A	L	D	E	A	G	L	E	H	P	K	H	P	L	E	S	G
G	E	R	S	T	D	R	T	E	R	I	O	O	P	D	L	A	E	Y	O
J	T	U	U	V	Y	T	I	O	O	P	L	H	D	L	S	N	S	I	O
K	I	C	D	L	K	C	S	D	S	D	Y	F	G	H	L	I	V	B	S
O	N	E	T	S	C	E	A	R	Q	A	R	T	S	A	I	L	F	I	E
M	U	E	C	A	R	O	T	E	N	E	H	Y	P	H	J	P	H	T	K
F	D	R	O	O	S	E	V	E	L	T	F	J	F	I	T	I	I	F	O
L	O	E	T	H	I	O	P	I	A	I	L	O	N	I	G	P	S	I	
O	L	N	U	A	R	U	E	T	S	T	P	D	F	L	P	P	L	T	
W	P	F	T	Y	H	I	G	N	D	I	O	P	X	P	L	O	U	V	B

Answers to Puzzle # 4

The fourth issue of 'Quality Matters' contained a puzzle of ten questions. The answers to the puzzle questions are:

1. THEROPITHECUS GELADA
2. ROBBEN ISLAND
3. BARACK OBAMA
4. SOMALIA AND US
5. NICHOLAS
6. AVES
7. PENINSULA
8. ZULU
9. RAWLINGS
10. MAKEDA

Abel Shimelis, IT student at St. Mary's University College, completed the puzzle without mistake. Congratulations to you Abel!

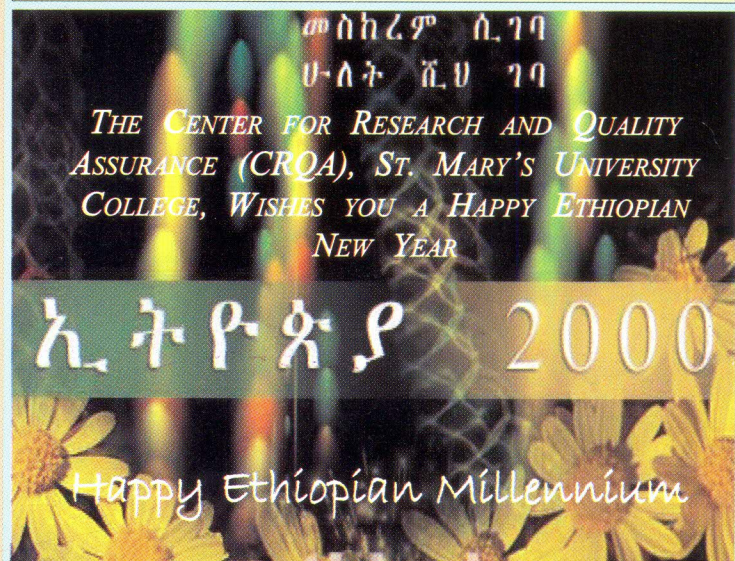
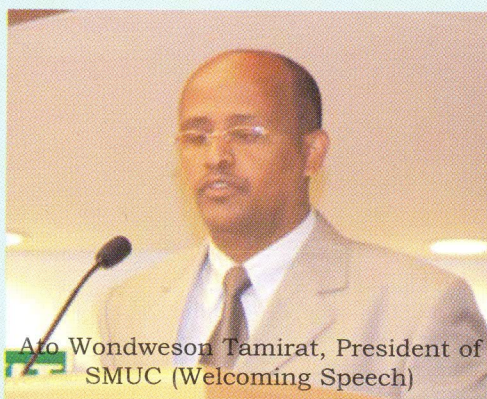


Photo Gallery

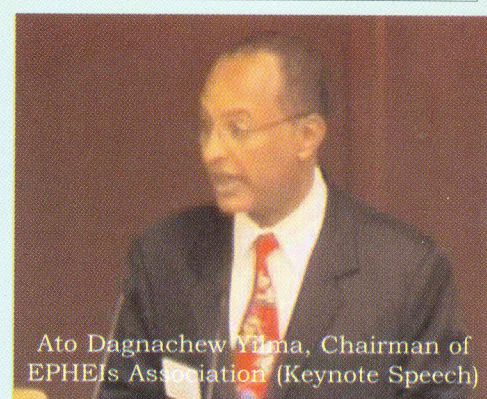
The 5th National Conference on Private Higher Education Institutions in Ethiopia, organized and sponsored by St. Mary's University College, was held on August 25th, 2007 at the UN Conference Center, Addis Ababa. The following are some of the pictures taken on the conference.



H.E. Dr. Sintayehu W/Michael, Education Minister, (Opening Speech)



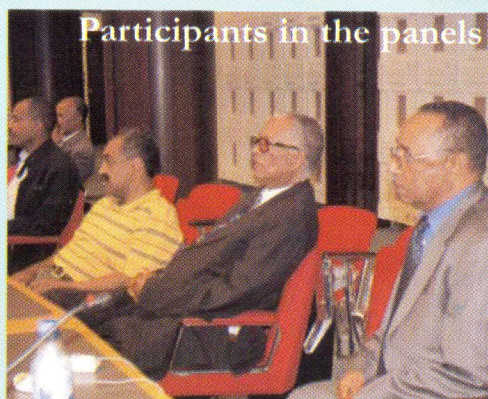
Ato Wondweson Tamirat, President of SMUC (Welcoming Speech)



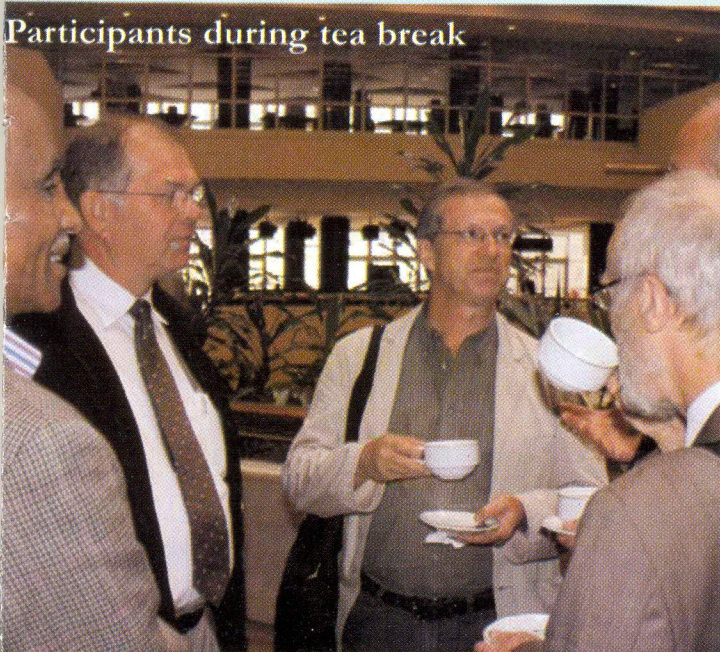
Ato Dagnachew Yitma, Chairman of EPHEIs Association (Keynote Speech)



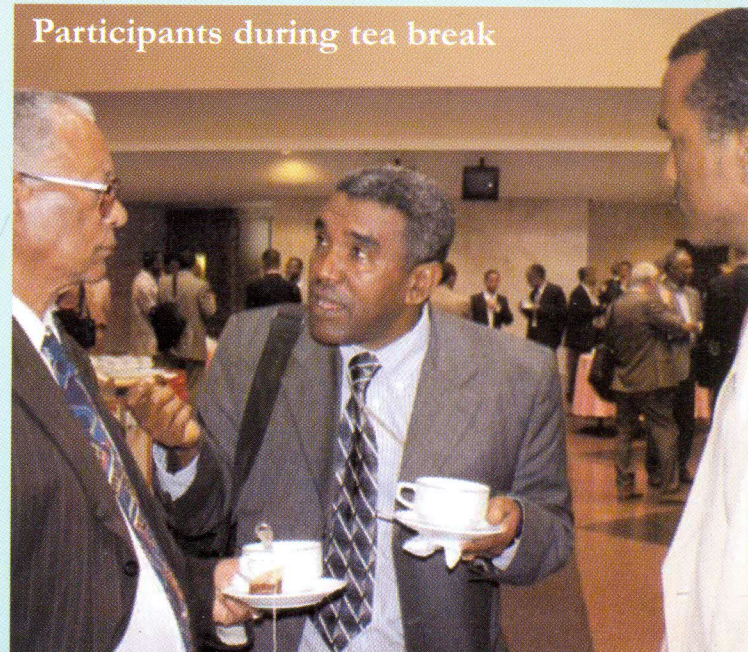
Presenters



Participants in the panels



Participants during tea break



Participants during tea break

Center for Research and Quality Assurance

Areas of Focus for Self-Evaluation

In conducting an institutional self evaluation a Higher Education Institution (HEI) should note that a Higher Education Relevant Agency (HERQA) institutional audit will concentrate on the following focus areas.

- Vision, Mission and Educational Goal
- Governance and Management System
- Infrastructure and Learning Resources
- Academic and Support Staff
- Student Admission and Support Services
- Program Relevance and Curriculum
- Teaching, Learning and Assessment
- Student Progression and Graduate Outcomes
- Research and Outreach Service
- Internal Quality Assurance

Evaluating these ten areas should be part of the preparations for an institutional quality audit.

Source: HERQA Institutional Quality Audit (Institutional Self Evaluation)
HERQA QA03/06/V1, May 2006

St. Mary's University College

Quality Matters

Vol. 1 No. 4 April 2007

A Quarterly Newsletter of the Center for Research and Quality Assurance
St. Mary's University College

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- Puzzle and Fun Corner (p 11)

Quote of this Issue

“Quality is fitness for purpose”

Higher Education Relevance and Quality Agency, Ethiopia (HERQA)

This newsletter is published every three months by the Center for Research and Quality Assurance of St. Mary's University College. The main purpose of the newsletter is to keep the SMUC community, interested groups, government and non-government organizations informed about the activities and endeavors within and outside the institution towards fostering research and quality in higher education.

Tel 251-115-538001/537998

P.O.Box:1211

Email:research@stmarycollege.edu.et
<http://www.stmarycollege.edu.et>
Addis Ababa, Ethiopia

“Private Higher Education in Ethiopia at the turn of the Ethiopian Millennium”

The 5th Annual National Conference
on Private Higher Education

Institutions (PHEIs) in Ethiopia

St. Mary's University College (SMUC) has announced the forthcoming 5th Annual National Conference on Private Higher Education Institutions (PHEIs) in Ethiopia to be held in August 2007. Under the theme Private Higher Education in Ethiopia at the turn of the Ethiopian Millennium", the conference will explore the role of Private Higher Education Institutions at the turn of the Ethiopian millennium.

The conference focuses on a range of issues including: The Role of Ethiopian Private Higher Education Institutions towards Development; Management, Leadership and Governance in the Ethiopian Private Higher Education Sector; Partnership between Public and Private Higher Education Institutions; Quality of Education in Private Higher Education Institutions; addressing issues of Peace, Environment, Gender and HIV/AIDS in the Private Higher Education Sector, and Others.

Participants expected to attend the conference include government officials, policy makers, researchers, academicians, and invited guests from abroad. Currently, the organizing committee has invited interested people to submit abstracts. To date, four conferences have been conducted in various themes related to Private Higher Education in Ethiopia.

(Dawit Tilahun)

From Editorial Desk

One of SMUC's current concerns pertains to the enhancement of interpersonal and communication skills of our students. A case in point is the experience of our marketing degree program students who, in concert with their counterparts from Amsterdam, are working towards promotions under the theme "Branding Ethiopia". Eight marketing students, two associate deans and two senior lecturers from the New Business School of Amsterdam (NBS) were recently our guests for a week. The launching event in Addis Ababa and Amsterdam is scheduled for September 2007 and it will primarily target at promoting Ethiopian organic coffee.

Needless-to-say, students ought to go beyond rote memory and the study-for-exam-paradigm, because the data that we memorize (but not internalize) dissipate as time goes by. On the contrary, deeper grasp of concepts, higher level understanding, problem-solving and analytic skills, creative and autonomous thinking, entrepreneurship, work ethic, integrity, interpersonal skills, communication skills (oral and written) and computer and other skills determine the degree of one's competence, performance and life-long learning.

Quality Matters applauds the pledge made by Faculties and Departments to enhance their efforts and achievements in this regard. Unlike rote memory and one-way lectures, however, these endeavors will not be accompanied by pseudo-acquisition of enormous data within hours. Nevertheless, attaching credits to such skills-enhancement co-curricular programs or incorporating them as components in series of courses (as is the case in some syllabi at SMUC) would serve as the "carrot" against lack of student enthusiasm. ■

Useful Links

Higher Education Relevance and Quality Agency (Ethiopia).
Website: www.higher.edu.et

PROPHE- Program for Research on Private Higher Education
[//www.albany.edu/dept/eaps/prophe/](http://www.albany.edu/dept/eaps/prophe/)

International Network for Quality Assurance Agency in Higher Education (INQAAHE)
Website: <http://www.inqaahe.org>

Quality Assurance Agency for Higher Education (UK)
Website: <http://www.qaa.ac.uk>

Center for International Research Higher Education
Website:
http://bc.edu/bc_org/avp/soe/cihe

Quality and Standards Authority of Ethiopia
<http://www.qsae.org/>

All interested are encouraged to contribute to the various columns of the newsletter

Managing Editor
Dawit Tilahun

Center for Research and Quality Assurance (CRQA)
St. Mary's University College

Tel 251-115-538001/537998
P.O.Box:1211

Email: research@stmarycollege.edu.et
Website: <http://www.stmarycollege.edu.et>
Addis Ababa, Ethiopia

Higher Diploma Program Graduation at St. Mary's

Thirty instructors of St. Mary's University College graduated from the Higher Diploma Program on the 30th of December, 2006 at Hilton Hotel, Addis Ababa. The graduates and, instructors from Faculty of Teacher Education, attended a ten-month professional development training.

The guest of honor, H.E. Ato. Fuad Bahim, State Minister of Education, congratulated both the graduates and the management of SMUC for being the first Private Higher Education Institution to run the Higher Diploma Program in Ethiopia.

Ato Tedla Haile, Academic Dean of SMUC, on his part expressed his appreciation to the Ministry of Education for its positive responses and concern to monitor the training under the supervision of AAU and HDP team of the Ministry.

The Higher Diploma Leaders (HDLs) Dr. Nicolas Dima (IFESH Volunteer) and Ms. Karen Waters (VSO Volunteer), have also appreciated the commitment and enthusiasm of the management of SMUC that enabled them to successfully accomplish their assignments. Finally, participants of the program presented their reflections on the program. (Aderajew Mihret)

Panel Discussion on Human Resources Management

A panel discussion on Human Resources Management was held at St. Mary's University College on the 17th of December

Workshop on Classroom Management in Large Classes

In pursuit of enhancing instructors' pedagogical skills, a four half-day workshop on 'Large Classroom Management' was conducted at St. Mary's University College in December 2007. Over 40 instructors from the various departments of the University College attended the workshop that was directed by Karen Waters, a VSO volunteer.

After deliberating on the theoretical issues concerning large classroom management, participants worked together actively to strategize in areas such as class room management, active learning, and planning in large classes.

The objectives of the workshop were to reflect on the assumptions instructors might have had in managing large classes as well as to stimulate experience sharing and problem solving in matters related to teaching under such conditions.

Participants expressed that they had been given the opportunity to identify various methods of handling large classes and had benefited from the experience which in turn helped them develop a manual at the end of the workshop.

(Misganaw Solomon)

2006. During this half-day panel discussion, which aimed at imparting fundamental notions of human resource management among participants, four papers dealing with issues related to Human Resource Management were presented.

Continued on P. 8

Interview

This column features interviews of people including government officials, policy makers, educators, and presidents of universities or colleges.

The Educational Quality Improvement Program (EQUIP) is a Dutch Government funded project that works towards the enhancement of the Ethiopian higher education system improve in a number of ways including the establishment of a System Support Unit. Currently, EQUIP works with nine public universities to establish Academic Development Resource Centers (ADRCs) towards improving the quality of education in Ethiopia. Dawit Tilabun and Tesbager Mersba (from Quality Matters) have interviewed Dr. Mike Cantrell, coordinator of the EQUIP project. Excerpts:

Quality Matters: Could you tell us about the EQUIP project?

Dr. Mike: The EQUIP project is one of the ten or eleven Dutch projects funded by the Dutch government of Higher Education in developing countries through an organization called NUFFIC. They helped the higher education institutions in developing countries in a number of ways. For instance, supporting higher learning institutions establish a System Support Unit is one of them. In Ethiopia, Dutch government helped establish the Ethiopian government Higher Education Relevance and Quality Agency (HERQA) and Higher Education Strategy Center (HESC).

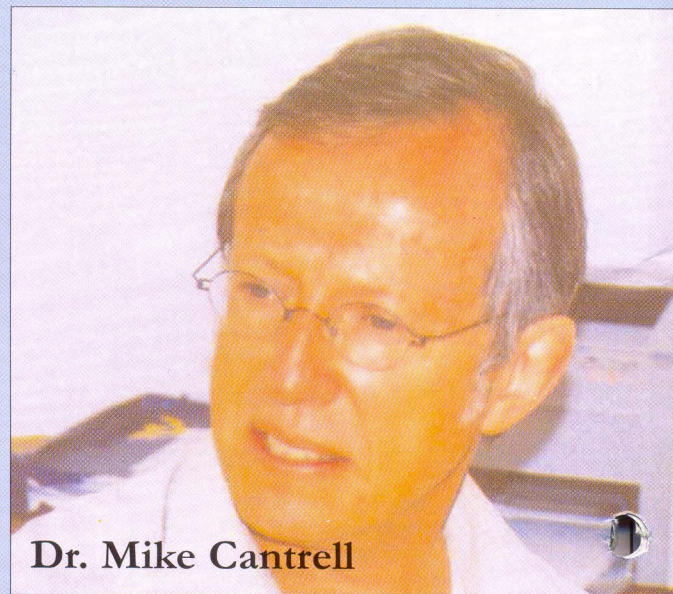
The projects were also invited to provide help in staff development. That is where our project came in. So in 2004, we dreamed up a project in the Netherlands when I was working for the Free University of Amsterdam. We called the project: EQUIP, Educational Improvement Program. We submitted the project proposal to the donors and the Ministry here. They liked the idea and after the signing of the agreements, the project started in 2005. So the EQUIP project is two years old.

We just had a mid term review, because we

“ Ethiopia has got quite a long way to go to set a sound higher education system. ”

have funding for four years. The review team has just produced plans for the rest of the project, for it is not going to be successful unless we have sustainability. Thus, the plan is that there should be staff development centers ten years down the road in all the public universities. However, there are some foreseeable challenges. It is not only the map, but it is also making sure that they continue functioning. After the donor funds are finished, the center should be supported institutionally.

Technically speaking, the project is divided into three phases: Inception, Establishment and Delivery phases. Except a few problems here and there, we have made a reasonable progress. So now we have already established



Dr. Mike Cantrell

ADRCs and are ready to deliver the courses.

One of the key players in several of the EQUIP projects is the Free University of Amsterdam. They have been involved in educational development in Africa since about 1975. I joined the project in 1982 in Botswana. Ethiopia is my fifth African country. I have been fortunate in having very interesting jobs. But, of course, my job is really to develop capacity and then to step away and make sure that everything goes smoothly.

Why did you start this program?

Because there is a concern about quality. And there is a particular concern about quality in

the face of rapid expansion of higher education. But I think the answer is you need to be able to assess quality and remedy problems irrespective of whether or not these expansions are going or irrespective of whether or not there is a higher education quality agency. It should be part of the nature of a university to provide its own staff with development opportunities. Staff development tends to focus on sending people away for masters and PhDs. However, no thought is given to in-service courses that motivate and improve them. But, of course, to do this you do need some incentives. That is why initially before this little machine gets started moving; we did talk about incentives and staff development policy within ADRC units. Something like CARROTS ways of attracting people to get involved in staff development, because it is one of the big challenges we face.

How do you work with higher education institutions in Ethiopia? With which particular institutions are you working with?

The nine established public universities. The last one to be established is Adama University. Then you have Addis Ababa, Arbaminch, Awassa, Bahir Dar, Jimma, Gonder, Harromaya and Mekele Universities. So far the Dutch projects have not involved in the thirteen new public universities. But I know that the State Minister for Higher Education has recently visited the Netherlands and asked for further assistance. It makes sense of course if we have managed to set up staff development courses. We have written courses and trained courses for the nine universities staff then it should be easier to transfer that expertise, the course, and that knowledge to the newly established universities.

Does this mean that you have no partnership with private higher education institutions?

The EQUIP project does not have.

Why?

I think that is what the government of Ethiopia asked for. But the government needs to involve some of the private institutions in the managerial level project. So it is only four of the private institutions are involved in the project. The private HEIs could benefit in the following way. The ADRCs in the end, when

all are established, should offer their courses to the wider community. So, for instance, Addis Ababa University could offer a course on gender awareness to interested private HEIs such as St. Mary's and Unity so that way they can benefit. So the universities with the ADRCs may charge a nominal fee for let us say St. Mary's or Unity staff to attend those particular courses. At the moment, however, we are just writing the courses and we have not got in that delivery phase apart from the Instructional Skills courses which are now offered in most of the public universities all around the country.

The private sector could benefit but they might have to pay for that benefit. So the project was designed to reach only public universities with the view to generating income by providing staff development courses to the rest of the education community.

How did you choose the courses to be taught at the Academic Development Resource Centers?

Basically we are trying to improve the quality of teaching and learning. So any thing that improves classroom instruction, assessment, and student material is going to have impact on quality of education. As part of the project, you need to conduct assessment. So we had a rough idea of what courses needed. The obvious one is a crash course for new lecturers that have no pedagogical training whatsoever. As you know in this country most staff recruited tend to be young people who do not have master's degree. In some countries you need a PhD to actually be able to work in a university. So there is a lot to be done in pedagogical training.

The first priority was to create a course for the new staff on things like classroom management, planning and active learning. All those you could imagine a lecturer should have. During that time we have also spotted other needs, for instance, as far as I am aware, the programs that are offered in most of the public universities have never been reviewed.

“ If you have not got motivated staff, you are not going to have good quality in courses. ”

The only university that I am aware of, that conducted a review of its offerings to see the quality and relevance of its offerings is the Addis Ababa University. It did that in the year 2000. We are going to produce programs of quality and relevance. People need to be told how to review programs, how to design programs and how to design courses. Issues such as gender awareness, problems of the retention of girls, the way they are treated in the classroom and student assessment are very big areas.

When you relate it to quality, it is absolutely crucial that we review our assessment practices. Very few of the public universities have an assessment based on criteria. Everybody seems to follow a normal curve and take the normal curve into 'A's. If for instance the top mark is 30%, the student that scores 30% will be given an 'A'. How could that be when the students have understood only one third of the course?

How do you explain quality improvement in relation to staff development?

It is very simple. If you have not got motivated staff, you are not going to have good quality in courses. You are going to have very little assessment going on in classes, you are going to have staff with closed doors that only see students rarely, you will have very poor support system for students in terms of extra tutorials, and identification of marginal groups that are at risk. All these things can be handled through staff development. But you also need something else to support top management.

You actually need the university management to believe in staff development, and also to put money in staff development, operational budget incentives. I just came from Namibia, for instance, where whenever people finish their staff development program, they get increments in their salaries. This is a huge inducement for people to take this thing seriously. Unless you have got that inducement, staff development will be a very difficult task. I know that some universities already started to deliver the instructional skills courses. They have been very much disappointed by the turn-outs from their colleagues. So you could put lot of efforts in preparing your good courses and having trainers for those good courses. But unless you can attract people and keep them in those courses, then it is demoralizing.

How would you describe your relationship with HERQA and Ministry of Education?

The relationship with HERQA is a very important one because we are trying to improve internal quality within the institutions. HERQA eventually checks on that quality. First of all it requires the institutions to have a self evaluation document and it also wants to see that quality assurance and staff development opportunities are there. The moment they have got the staff development center, there will be a tick as far as HERQA is concerned. Of course it has to be functional or operational; it cannot be a name on a door. We tend to work hand in hand because HERQA is helping the universities develop their quality systems. HERQA is also running a number of workshops to help private and public HEIs prepare for audits. So that is the relationship with HERQA.

With Ministry of Education, the EQUIP project is a national scheme and the donor actually funds nearly all the projects through the ministry. But as you can see now, we are out of the premises of Ministry of Education for various reasons. One of the reasons is autonomy. We should not be seen to be under the control of the Ministry of Education. I think that will help develop that image of autonomy. The more autonomous we are, the more independent HERQA/EQUIP/HESC can be.

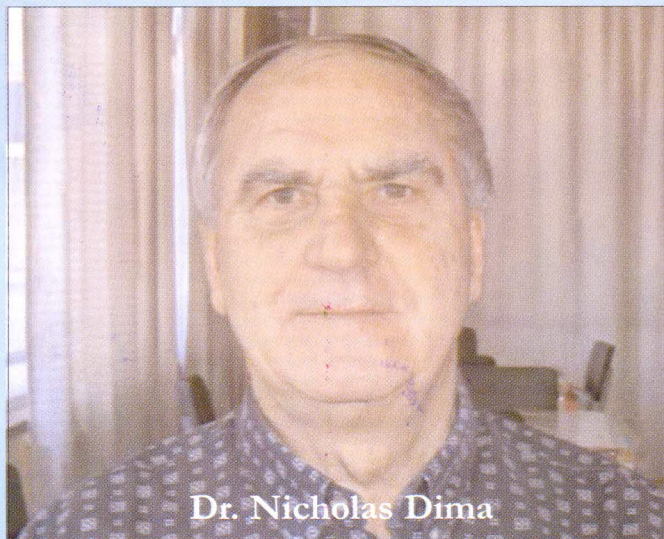
How do you rate the quality of higher education in Ethiopia compared to other African countries?

At this time it is very difficult to compare, because there is very little international comparison going on. Ethiopia tends to be isolated in the way it has developed its education system. I have just come from southern African countries and my impression is that Ethiopia has got quite a long way to go to set a sound higher education system. If I look at the crowd, if I look at the facilities, if I look at the qualification of staff or the profiles of staff, then obviously there are a few challenges there. But I am convinced that Ethiopia will get there in the end.

Continued on P. 8

The Higher Diploma Program: A New Experience

As of the 2005-2006 Academic Year, the Higher Diploma Program was a new experience for both St. Mary's University College as well as for me. The program itself, which aims to improve teaching methodology and to change the old teacher-centered passive lecturing with a new student-centered active learning, is rather new to Ethiopia. And in a way it is new for me, too. I am a product of the former Eastern European regimented school and of the American independent style of learning and research. With a European degree and an American PhD I was considered well-educated, but I have to admit that I was lacking in the area of Pedagogy.



Dr. Nicholas Dima

Therefore, to a certain degree I found the program both a novelty and a challenge. While offering the course I was thinking that I should have taken or given a pedagogy course many years before. During my career from assistant to professor, I was considered a good lecturer. Nevertheless I was a "lecturer" par excellence. I liked to prepare my topics well and to talk freely with the help of visual aids. All I asked my students to do was to question, to make comments, and to present and defend their own papers orally. Last year, while offering the HDP course, I realized that I could have done considerably better. If I had only known the new methods or had cared to learn about them! But if I cannot change my own past, I can change the future of the Ethiopian lecturers. Thus, I learned the new methodology by doing it, and along with me my candidates have also learned the new approach.

As with any new challenge, the beginning was a bit confusing. Among other things I was not sure when to start to observe my candidates in their own classrooms, when to ask them to begin to put together their portfolios, and what exactly

were the criteria for grading and promotion. To complicate the situation, my communication with the Ministry of Education was infrequent and there was nobody with HDP experience around the SMUC to assist me. Consequently, I did not observe the candidates in their classrooms often enough. Nevertheless, I finished the

course on time before leaving for the US and pushed the candidates hard to engage in meaningful action research, to write good papers, and to put together even better portfolios. In the end I was satisfied with the work of most candidates, but two things kept bothering me. I was not happy with the limited number of lesson observations and the amount of feed

back I gave my students. And I questioned myself whether the candidates would apply the new approach in future teaching.

Back in the States and then shortly in Europe I had a hectic vacation. I took several beautiful trips and I tried to solve many personal and family problems. All along, however, I kept thinking of my Higher Diploma Program as unfinished business.

But, at St. Mary's University College I had a pleasant surprise. Upon consulting me on the subject, the Academic Dean Ato Tedla Haile, decided to continue the pedagogical program with an impact assessment. This decision gave me the possibility to somehow continue the program. Consequently, I am now in the process of visiting and observing the classes of my former candidates, assessing their application of the new teaching methodology, and assisting them when and if necessary. And what have I "observed" so far? It's too early to come to a conclusion. But next time around I am sure I will have more to say.

Continued from P. 5

Can you tell us about the challenges you have faced so far?

I think one of the biggest challenges that I face is communication. I can cover that in several ways. The obvious one is that connectivity within institution, and people generally have problems reading emails.

The other one is the general lack of communication from different levels of a system. I have never worked in a country where so little information flows from directors to their staff, from manager to staff, etc. There is almost lot of secrets and people are only told things absolutely necessary. It would be much better if communication is much more open.

The other problem is the part-time nature of most of these projects. I had anticipated that after two years I would have been able to convince the universities to put full time staff into staff development units. But what happens is that people have been assigned at staff development as extra duty, on top of their normal teaching. That is the way for sustainability. Staff development is a full time job. But if they just do it as an additional task I wonder whether they will be successful. These are my frustrations. ■

Continued from P. 3

Panel Discussion...

Project Manager and Freelance Trainer, Ato Mesfin Asfaw, presented a paper entitled 'Appreciative Inquiry in Human Resources'. He indicated that appreciative inquiry is a way of thinking about our world, our organizations and ourselves. The objective of Appreciative Inquiry is to uphold talking and celebrating our success as well as understand the detail of what is working in any system.

W/t Bizuwork Wolde, Head of Human Resources and Administration Department at GOAL Ethiopia, presented a paper entitled 'Challenges in Implementing HR Policies'. Ato Teshome H/Selassie, Deputy HR Manager of Abssinya Bank, and Mr. Ted Lenio, lecturer at the International Leadership Institute, presented papers. More than 150 students took part in the panel discussion. ■

Title: The Streaming of Students to TVET in Ethiopia: The Case of Two TVET Institutions in Addis Ababa

Researcher's Name: Nahom Fessehaye

Type of Research: MA Thesis

Date and Place of Publication: June, 2006; Addis Ababa University, School of Graduate Studies

The study attempts to explore the possible impact of the procedures used to stream students upon completion of Grade 10 for a place in Technical and Vocational Education and Training (TVET) on their motivation and performance. It employs qualitative case study method incorporating two TVET institutions; one private and another public.

The study reveals that the criteria being employed to stream students to TVET disfavor towards TVET by streaming students who were unable to succeed in EGSECE (Ethiopian General Secondary Education Certification Examination). This is reflected in the selection criteria based on grade points achieved at the EGSECE that enrolls complete failures scoring well below the passing grade of 2.0. This is becoming a tangible reason for labeling the program fit for the 'low achievers'.

On the other hand, students and parents who participated in this research lack ample prior information about TVET. Thus, they are found to have an incorrect and often negative impression about TVET which led to students and parents expressing deep dissatisfaction in streaming students to this program.

The findings indicate that cumulative effect of the above factors have a serious impact on students' motivation towards their lessons and their achievement as well. Implications concerning the appropriate implementation of the TVET policy in terms of formulating streaming criteria and the need for a concerted effort in disseminating information about TVET have been pointed out. ■

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For those who might wish to access the full text visit our website at <http://www.stmarycollege.edu.et> or visit the Graduate School Library at Addis Ababa University.

Virtual Reality: Alternative Approach to Foster Quality in Science Education

By Aderajew Mihret

The development of a country is described in relation to the number of its educated people and the quality of education it provides to its citizens. Education is a major social institution acting as a cause, a consequence, and a facilitator of change within a society.

Access to education in the developing countries however, is one of the biggest problems. It is in line with this fact that Ethiopia has embarked on providing education to the large number of its population. However, providing education to a significantly large population and maintaining quality are different. Both practices need to go together if standard is to be kept and development is to be effected. The following paragraph forward some remarks on how we can maximize the quality of science education.

The subject matters of natural science and mathematics are faced with inherent difficulties. Among the many factors that contribute to such problems, textual approaches and two dimensional representations of real life situation take the highest share. Subject matters of science /mathematics require students to concretize objects, atoms, molecules, observe relationships/differences/ processes in real-time frames. Schools which are sufficiently equipped with necessary materials provide access to students to learn by working in laboratories. This environment, of course, requires well-informed/ trained teachers who can assemble the apparatuses together, and establish the necessary procedures for experimenting. Students who learn with the guidance of such capable teachers are able to multiply what they have learnt thereby fostering quality in science edu-

cation.

What if a school lacks well-equipped labs and well-trained teachers? Most teachers lack the interest to work with experimental or practical sessions. This in turn has been reflected negatively on the students morale to study subjects like maths, physics, chemistry and technology.

It is here that we need a paradigm shift because no change nor development could be registered without the blend between ICT and education. Whenever we run short of materials and infrastructure to hold practical laboratory classes, Virtual Reality (VR) can contribute a lot in acquainting students with required procedures and processes.

What is a Virtual Reality (VR)? And how does it help in science learning? VR or "interactive visual simulation" is a "computer generated, three dimensional environment where the user can move around freely, see and manipulate the content of the environment-where all communication is interactive and with immediate response." (Yair, Mintz and Litvak, 2001) It is also seen as a way to see, feel, touch and manipulate computerized information.

VR offers students the unique opportunity of experiencing and developing a broad range of environment, objects and phenomena within the walls of the classrooms. Students can observe and manipulate normally inaccessible objects, variables and processes simulated on a computer screen.

The ability of this technology to make concrete what is abstract makes it suitable to the study of natural science. It is an effective approach in bringing conceptual changes, in developing skills and context area knowledge. Availing computers together with softwares and other necessary inputs seems to be preferable than building lab rooms and equipping them in all necessary lab materials.

First, students will be familiar with ICT and related activities, and second they will get the chance to see the relationships between abstract idea and concrete objects/environment. Careful scrutiny of the approach also shows that it promotes independent learning. It also develops retention and increases the curiosity /attention of the learner. It should, however, be noted that VR can not benefit the learner from the well-equipped/organized school labs. The fact is that such schools are ideal.

The subject matters of science education have thus encountered inherent difficulties and hence need new technological solutions. VR, as one of the relevant learning-tech, is becoming increasingly prevalent in the educational arena and many studies concentrate on the impact of VR on learning and knowledge construction. In a report to National Science Foundation (NSF), Furness et al. (1997) noted "VR improves learning, when it does, by providing the learners with new, direct experiences of phenomena they could not have experienced before either in direct interaction with the real world or using other technologies".

While our interest is in fostering science education using another alternative approach VR, care should be taken when integrating VR products into the education process. VR products need to behave according to the natural laws that govern the real world they strive to portray. They should not distort the physical laws of nature. Otherwise, the danger of amplifying misconceptions or generating new ones in the user's mind is greatly increased. ■

Student Exchange

As part of its mission, St. Mary's has made every effort to enable its students get international experience through links established with a number of institutions. One of them is the New Business School of Amsterdam (NBS). The link with this institution was initiated by Michel Le Roux, a French man and Debritu Lusteau, an Ethiopian woman, both living in the Netherlands. Of course, Dir Foundation, a local NGO, which is involved in promoting education and helping the disabled, was instrumental in bringing the two to St. Mary's.

With that context in mind, the idea of exchange program was put into action when eight N. students, two associate deans and two senior Lectures came to Addis Ababa from the Netherlands on April 17, 2007 for a one-week educational visit. Both the Dutch and their Ethiopian counterparts at SMUC were Marketing Management students and staff, who were working on a project entitled '*Branding Ethiopia*,' which mainly focused on promoting Ethiopian Coffee. In the project, brand equity was given prominence to enable Ethiopian farmers sell their produce in a market that should strictly adhere to fair trade practices.

During their one-week stay here at SMUC, the Dutch team was briefed by St. Mary's students and staff about Ethiopian culture and the sourcing, selection, logistics and Exporting procedures of Ethiopian Coffee. In this respect, their visit to the coffee quality control and auction center here in Addis Ababa has enlightened them with the processing and marketing procedures of the coffee industry. (T Haile)

1st year Anniversary

CRQA has celebrated the first anniversary of 'Quality Matters'. We would like to take this opportunity to thank all who have contributed to our newsletter and invite all interested to have your ideas included in the various columns of *Quality Matters*.



Puzzle and Fun Corner

The answer for the following questions are hidden in the puzzle. Find them and circle them on the puzzle (Note: answers may appear horizontally, vertically or diagonally). If you complete this puzzle without any mistakes and get it to CRQA of St. Mary's University College within a week's time, you will receive a prize, and if you successfully complete three consecutive puzzles, you will be entitled to get substantial prize.

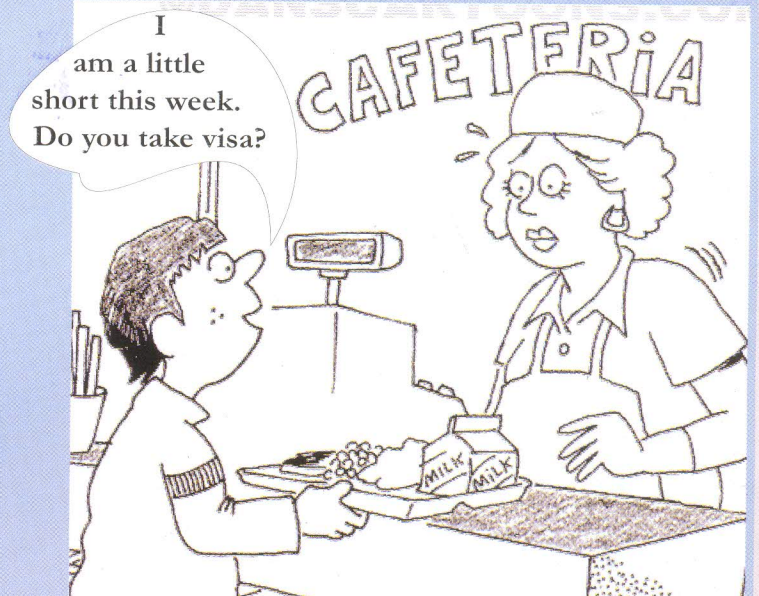
- Puzzle #4**
- 1)The species name for Gelada Baboon.
 - 2)The South African Island where Mandela served 27 years in prison.
 - 3)Afro-American senator of Illinois, who dedicated his life to public service as a community organizer, civil rights attorney, and leader in the Illinois state Senate.
 - 4)The United Nations Convention on the Rights of the Child has been ratified by most member nation states except.
 - 5)The last Russian emperor.
 - 6) The scientific class to which birds belong.
 - 7)The long projection of land into water.
 - 8)A Bantu language spoken by about 5 million people in South Africa.
 - 9)Ghanaian flight lieutenant who took power in the 1979 coup.
 - 10)The Ethiopian name for Queen Sheba, which Ethiopians claim was a queen of the Axumite Empire.

Jock of the Issue

Day Off

Two factory workers are talking. The woman says, "I can make the boss give me the day off." The man replies, "And how would you do that?" The woman says, "Just wait and see." She then hangs upside-down from the ceiling. The boss comes in and says, "What are you doing?" The woman replies, "I'm a light bulb." The boss then says, "You've been working so much that you've gone crazy. I think you need to take the day off." The man starts to follow her and the boss says, "Where are you going?" The man says, "I'm going home, too. I can't work in the dark."

S	O	M	A	L	I	A	A	N	D	U	S	Q	A	S	I	O	D	Z	L
I	S	L	C	N	S	P	F	K	S	V	S	M	A	S	F	J	H	A	K
L	T	O	E	J	S	L	P	I	N	M	O	P	Q	R	S	T	D	B	U
A	I	H	L	S	D	F	J	O	L	Y	O	D	I	S	S	A	L	A	I
H	O	L	F	X	C	S	O	A	P	Q	I	K	B	Z	L	L	O	R	O
N	I	C	H	O	L	A	S	G	P	L	K	H	J	E	S	I	H	A	S
S	A	C	T	P	N	B	X	Z	A	E	O	P	G	P	L	R	J	C	S
T	V	C	D	P	D	P	J	L	P	G	H	S	I	O	L	A	O	K	L
U	E	Y	S	D	F	T	L	S	A	C	U	X	L	I	L	W	P	O	J
I	S	S	D	H	L	I	K	V	U	C	P	O	G	K	I	L	D	B	S
S	K	L	E	I	C	X	Z	A	E	S	J	K	L	I	L	I	S	A	M
M	A	K	E	D	A	E	S	H	L	W	L	X	T	T	S	N	J	M	A
D	I	H	S	I	P	S	T	I	O	W	S	Q	S	T	I	G	D	A	S
W	Q	G	D	G	S	I	P	H	D	S	Y	S	I	Z	P	S	I	Z	C
Y	H	K	P	L	P	E	N	I	N	S	U	L	A	V	T	Y	T	B	J
U	Y	W	G	O	P	K	Q	J	D	I	O	J	O	A	L	S	A	S	L
P	P	V	R	O	B	B	E	N	I	S	L	A	N	D	P	F	P	D	F
Q	S	E	F	P	P	P	G	K	S	E	K	B	M	Y	T	P	I	D	Y
I	H	P	O	S	G	K	P	G	P	S	J	V	G	S	T	A	T	S	O
T	I	X	H	H	D	Z	U	L	U	K	D	C	K	D	P	N	Y	D	P



Answers to Puzzle # 3

- The second issue of 'Quality Matters' contained a puzzle of ten questions. The answers to the puzzle are:
- 1) BAT
 - 2) TORNDO
 - 3) BOA CONSTRICTOR
 - 4) OPO
 - 5) GEOTROPISM
 - 6) BRYOPHYTES
 - 7) ONNI NISKANENN
 - 8) DAVID LIVINGTON
 - 9) GEOTHE
 - 10) ETYMOLOGY

The following people have made good attempts. But none of them have completed the puzzle without mistakes. CRQA appreciates their participation.

- 1) Abel Shimelis, IT student of St. Mary's University College
- 2) Kalkidan Amare, Sales Executive in the Emirates Airlines

Center for Research and Quality Assurance

Research Grant Scheme

St. Mary's University College supports student researchers preparing their undergraduate and graduate thesis on Private Higher Education Institutions in Ethiopia. Research undertakings under this program are expected to be analytic enough to address current problems.

Priority research topics under this funding scheme are:

- * Planning, financing and managing Private Higher Education Institutions in Ethiopia
- * Policy and regulatory issues related to Private Higher Education Institutions
- * Challenges and prospects of Private Higher Education Institutions in Ethiopia
- * Quality education in Private Higher Education Institutions
- * Teaching methods and practices in Private Higher Education Institutions
- * Evaluating learning outcomes in Private Higher Education Institutions
- * Student services in Private Higher Education Institutions
- * Other issues related to Private Higher Education Institutions

Prospective researchers should submit their proposal to:

Center for Research and Quality Assurance
St. Mary's University College
P.O. Box: 1211
Tel. +251-11-5537998
+251-11-5538001 (Ext.124)
Addis Ababa, Ethiopia

Inquiries may be directed to: research@stmarycollege.edu.et. Application form can be downloaded from our website <http://www.stmarycollege.edu.et/page/research.htm>

St. Mary's University College

Quality Matters

Volume 2 No.6 February 2008 A Quarterly Newsletter of the Center for Educational Improvement, Research and Quality Assurance

St.Mary's University College.

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Quote of this issue

"Quality is the degree to which a set of inherent characteristics fulfills requirements."

(ISO)

This newsletter is published every three months by SMUC's Center for Educational Improvement, Research and Quality Assurance. The Objective of the newsletter to inform the SMUC community as well as interested public, private, non-governmental stakeholders about the activities and endeavors of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

Tel.251-11-5 53 80 01/ 537998

P.O.Box:1211

Email: smc@ethionet.et

[http// www.smuc.edu.et](http://www.smuc.edu.et)

Addis Ababa, Ethiopia

St.Mary's University College to launch Institutional Quality Audit.

St. Mary's University College organized a training workshop on Institutional quality audit for its staff from January 30 to February 1, 2008. A self-evaluation taskforce of close to 30 members, comprising both the academic and administrative staff of the University College, participated in the training held at SMUC. Members of the self-evaluation steering committee of the University College also took part in the training.

The training was intended to expose participants to quality audit procedures which seek to sort out good practices of the University College as well as areas that need improvement. Higher Education Relevance and Quality Assurance Agency's (HERQA's) quality audit procedure is adopted to carryout the evaluation.

Topics addressed in the workshop were HERQA's institutional quality audit procedures, international quality audit practices, with special emphasis on England and Wales, as well as com-

Continued on page 3

From the Editorial Desk

Perusing education is not only instrumentally valuable, but it is also important in its own right. Education enables people to acquire information and convert it to knowledge, both of which are critical to make effective choices and translate them into desired actions. It is, however, a dire reality that people in our country need access to higher education where skilled labor force is still chronically insufficient after almost more than half a century of such journey. Cognizant of this fact, the education sector reassumes its own huge responsibility to realize the Ethiopian renaissance by producing qualified and competent professionals in this era of global knowledge-based economy.

Though massification of higher education is the current typical phenomenon in the country, quality of the education, however, poses serious challenges to the educational system. The chronic shortage of qualified teachers coupled with extreme shortage of teaching and learning resources could aggravate the already existing pedagogical and curricular problems of the sector. Institutions should, therefore, have to offer quality education so as to revitalize the programs.

Certain issues concerning politics, culture, morality, art, literature and philosophy that have shaped or seek to shape the values of our social identity seem to have less claim on our students' attention. Through fostering such dialogues, we can broaden and deepen our students' interest in what really matters. The institutions should also serve as incubators of research and development for future products and processes that will build the economy. This, however, can hardly be accomplished without the provision of quality education. What then is quality education?

Though there is hardly any consensus on what constitutes quality education, the presence or absence of qualified and inspiring teachers, relevant curriculum, appropriate instructional materials, democratic management, academic freedom and

well-maintained physical environment as well as the active involvement of students in college governance can be thought of as its yardstick. In other words, in an institution which offers quality education to students, everyone from the highest level of management right down to the classroom teaching should actively engage in creating the learning environment that students need, and respond accordingly when those needs change. What current studies in the area ascertain is inputs, processes and outputs of our institutions are what define quality education. It is, therefore, with this background that higher education institutions should strive to achieve excellence in their mission.

Useful Links

Higher Education Relevance and Quality Agency (Ethiopia)

Website: www.higher.edu.et

PROPHE- Programme for Research on Private Higher Education

Website: www.albany.edu/dept/eaps/prophe/

International Network for Quality Assurance Agency in Higher Education (INQAAHE)

Website: <http://www.inqaah.org>

Quality Assurance Agency for Higher Education (UK)

Website: <http://www.qaa.ac.uk>

Center for International Research on Higher Education

Website: http://bc.edu/bc_org/avp/soe/cihe

Quality and Standards Authority of Ethiopia

Website: <http://www.qsae.org/>

International Institute for Capacity Building in Africa

Website: <http://www.eric.ed.gov>

International Network for Higher Education in Africa (NHEA)

Website: <http://www.bc.edu>

News Items

Institutional Quality Audit...

pilation and documentation of self evaluation document. The workshop was finalized with Dr. Bob Campbell's wrap up presentation on quality audit procedures from HERQA's perspective.

Looking to the Future and Building on the Past: St. Mary's University College mapped out its plans for 2007/8 - 2011/12

SMUC has finalized the preparation of its five years' strategic plan document. The document is designed to recognize the work done over the past decade, and build on the achievements so as to enhance the University College's commitment to quality service provision.

With sufficient depth, the Strategic Plan document captures a vision for SMUC that serves as a useful guide to subsequent institutional academic plan. Thus the document clearly states institutional priorities with regard to each of the institutional strategic directions.

The plan not only calls for the institution to continue its service, it also focuses on new opportunities to advance the University College's teaching, research and commitment to enhance quality of the service.

Efforts toward producing a new five-year plan, which runs through 2008, began in April 2006. Members of the strategic planning team were comprised of a broad-base of academic and administrative staff. The team, thus, spent a considerable time discussing on the plan and seeking comments from SMUC's community as well as other stakeholders upon the first draft which appeared in September 2007.

A thorough study was made to gauge the opinions of students, faculty members, administrative staff, employers and policy makers through survey, focus group discussions and interviews. Further on, the plan was vetted across various stakeholders that enabled the team to receive valuable input that informed and strengthened the document with each successive draft document. Indeed this document is representative and reflective of the faculty, students, staff and employers.

(Teshager Mersha)

Chamber of Commerce organized a four-day training workshop.

Representatives from St. Mary's University College attended a four-day training workshop on "Total Quality Management and ISO 9001 International Quality Management."

Continued on page 4

The training, which was organized by Addis Ababa Chamber of commerce, was held at the Exhibition Hall from 13-16 November 2007.

The training was intended to help organizations achieve flexibility and quality for continuous improvement in their business activities with enhanced focus on customers throughout the entire operation.

At the end of the conference, professionals and businessmen from both the public and the private sector, who took part in the training, were awarded certificates upon successful completion of the training.

EQUIP conducted a two-day consultative workshop for Public and Private Higher Education Institutions.

A consultative workshop for the Special Interest Group (SIG), a committee of professionals from nine pioneering and newly established public universities, was conducted by the Educational Quality Improvement Program (EQUIP) for two days at EQUIP's office. St. Mary's University College, from the private sector, participated in the workshop.

As the project of establishing Academic Development Resource Centers (ADRCs) phases out, with only the logistic support of the group (i.e. EQUIP) to stay, the work is passed onto HEIs themselves. EQUIP initiated the project which was funded by

the Netherlands Government. The intention was establishing a cadre of experts who would ensure quality educational service in HEIs of the country.

The development of Quality Care Manual and Quality Instruments as well as Data Capturing and Analysis were topics of concern that the Committee discussed thoroughly. Subsequent four meetings for the year 2008 are expected to take place as per the plan of the Committee.

CRQA in change process.

St. Mary's University College (SMUC) is in the process of restructuring its Center of Research and Quality Assurance (CRQA) into the Center for Educational Improvement, Research and Quality Assurance (CEIRQA).

As per the new structure, the Center (i.e. CEIRQA) will have three units: Teaching-Learning Assessment and Communication unit, Research and Publication, Outreach and Data unit, and Facilities and Staff-student support unit.

The restructuring is done with the intention of making tasks and activities of the center give strengthened focus to quality and standards in teaching, research and outreach activities of SMUC. ■

Interviews

This column features interviews of people including government officials, policy makers, educators, and presidents of universities or colleges as well as students on quality related issues.

In this edition of the newsletter we present the views of students and teachers at St. Mary's University College on quality education.

Background

The interview is intended to have a glimpse on the perception of students and teachers on quality education. Four students from the regular program and two lecturers at St. Mary's University College were interviewed. Their responses are summarized and presented below. We would like to thank the respondents for sharing their views.

The first interviewee we talked to was a junior Regular Degree student at St. Mary's University College.

What do you think is quality education?

Currently, I would say, quality education is transmission of appropriate knowledge to students and the ability of students to use this knowledge in real life. In other words, quality education equips students with the knowledge and skills needed to bring about tangible change to the society they are living in. Hence, to me educational quality is measured by output. However, students' background also count to a great extent in ensuring educational quality.

Our next interviewee, who is a senior regular Degree student views quality education in terms of input:

"An institution with good library stock, adequate

access to the internet and entertainment facilities as well as decent academic environment is one which offers quality education."

Thus, the physical infrastructure is what I think counts most in quality service provision of academic institutions.

Another interviewee who is a regular senior law student at St. Mary's Law Faculty notes that, the presence of experienced teachers with sufficient numbers is one of the determinants of quality education in a given institution. Moreover, quality education is related to the availability of appropriate and sufficient books. Equally important is the number of students learning in the institution which shows the quality of educational service being rendered. Indeed, the institution should also be reputable in the labor market.

A 3rd year student on his part stated what he thinks is quality education. For him quality education is weighed against the presence of highly skilled and knowledgeable teachers critical for educational quality. Besides, availability of good classroom conditions, good library, good campus premise, in-campus entertainment facilities, and well-equipped laboratory as well as democratic and participatory management are what bring quality education in a given academic institution. Of course, educational quality also means labor market reputation of graduates from a given institution.

When do we say a given higher education institution offers quality education?

In the view of the first respondent, we should weigh the performance output of our students during their training or after graduation. For example, during our stay at the University College we go out to different institutions for apprenticeship. For instance, last summer I was practicing at the Federal High Court (Lideta). There, students from the St. Mary's University College were favorably accepted; for they come to the institution being fully informed on what they are supposed to do. Therefore, these students practice with little help and guidance from their supervisors. Moreover, I was able to see the works of my seniors and was able to note no difference in the way trainees of St. Mary's University College and professional employees of the institution carried out their tasks.

What would be your criteria when choosing HEIs if you seek quality education?

Personally, I weigh institutions on the basis of the appropriateness of academic and administrative service I get as a student.

The other student that we interviewed stated that what comes to his mind first when he thinks of quality education is the how of the teaching-learning process. Next is the efficiency of teachers on teaching and their willingness to support their students.

We now present the views of lecturers at St. Mary's University College on quality education.

What do you think are measures of quality education?

The first thing is the presence of experienced and qualified teaching staff in a given institution. Next is the background of the students since they can be thought of as inputs in the educational process. Last, but not least, the educational process should be based on pragmatic approach to learning.

What do you mean by pragmatic approach to learning?

By pragmatic learning I mean learning which is more concerned with practical results rather than theories and principles.

What do you think should be done to improve the educational quality in academic institutions?

Well, you know, quality is not something that you only talk of at a higher institution level. It is rather a cumulative effect of the whole educational cycle. It is, therefore, very essential to give due attention to the first and second cycle of primary education.

If you were to describe quality education in the best possible way, how do you define it?

'The foundation is the most important base to quality education.' ■

Applying Total Quality Management: the Case of the Education Sector

The prominent feature in higher education during the last decade has been a significant increase in enrollments all over the world. Despite the achievements of this rapid growth, major challenges for higher education systems are also prevalent. This is especially true in the quality of programmes, curriculum restructuring, relationship of teaching and research, governance and autonomy in the organizational arrangement of academic systems.

The growing concern for quality matters in the Ethiopian educational system has led to the establishment of Higher Education Relevance and Quality Agency (HERQA) and Higher Education Strategic Center (HESC). The agency and the Center are created, among other things, to support efforts of various universities to deliver quality education and research services that address the real development needs of the country. To this end, institutions must develop various instruments and strategies to achieve quality.

Back in the old days, Total Quality Management (TQM), which refers to satisfying customer and creating customer enthusiasm through understanding their needs and future expectations, was recognized as an important management philosophy whose application was widely used in the manufacturing industry. However, over the last few years, TQM has started to be applied in the education industry of advanced nations. Though most of

the applications have been in the administrative side of the institutions, some academic institutions of those nations have started applying TQM to curriculum development. Hence, in this issue emphasis is given on the importance of identifying the customer and analyzing the processes.

Literature in the area ascertains that endorsing TQM represents a fundamental change in the way one does business. Once the commitment is made to implement TQM, one of the first steps is to identify actual and potential customers or stakeholders. To do this, one should treat the educational process as a system; all elements and the interactions among those elements must be addressed. The philosophy behind this underlying premise is that process improvement should begin and end with the customer. Thus, universities should identify their customers in their own settings, which is different from other business enterprises. It can rightly be argued that there are many stakeholders of the university including students, employers of graduates, parents of students, taxpayers, the society, etc.

On the other hand, by focusing on a customer who is too far from the operation, it is very easy to overlook the needs of the more immediate customers. Though uncommon for universities to address the needs of the industry in curriculum development, in countries like ours, students are usually treated more as a product than a customer.

Research Corner

It is likely that many of the problems that plague some universities stem from an effort to make a remote body happy while inadvertently ignoring students. This in fact seems a classic case of improperly defining the system. Thus, all relevant participants must be included in the educational system. Once all participants are identified, the relative importance of each participant can be established.

Taking a systems-approach to education can thus be a very useful endeavor. If the student is identified as one of your customers, you must try to satisfy that customer, but you must be very sure you know what that customer really wants. Customers must make an informed decision in deciding what they want, taking into account costs, performance needed, legal issues, and the like. Students may say they want an easy 'A' in every class, but what they really want is education. If high grades were passed out with no learning taking place, prospective employers would quickly learn to avoid hiring the graduates of that university.

The perspective we should thus take is that the students are, at least, spending their precious time with us. We must, then, be sure that we are satisfying their real long-term needs, not simply short-term desires.

The principles of TQM are intended to be described in subsequent editions of this bulletin.■

(Markos Mezmur)

Title: Promoting Quality in Higher Education: Opportunities and Challenges for the Private Higher Education Institutions in Ethiopia.

Researchers: Kate Aschroft (Prof.) and Philip Rayner (PhD.)

Research Type: Descriptive or Analytical

Date and Place of Publication: July 26, 2004 (a paper presented at the 2nd National Conference on PHEIs)

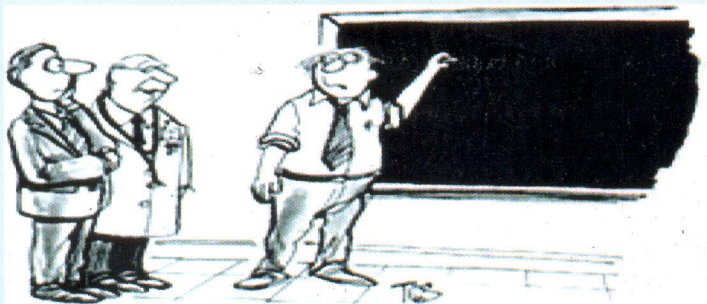
The paper explored methods of quality assurance and techniques of assessing students. The study also outlined some guidelines that might be used in Quality Assessment or Audit together with the challenges that private higher education institutions in Ethiopia are facing. Evidences of the study were collected from Higher Education Systems Overhaul (HESO) visit report. It included visits to eight public sector institutions during which 34 meetings with various stakeholders and discussion with faculty deans were held. Moreover, focus group discussions with the team drawn from eight public and private sector HEIs and the Ministry of Education were made. Analysis of the data revealed that private HEIs should work through their association and collaborate with the public sector to ensure involvement of all stakeholders. The study also underlined the need to

reflect stakeholders' expectations and perceptions in developing performance indicators. The research finally concluded that the requirements of Private Higher Education Institutions (PHEIs) ought to go beyond impacting purely academic skills to include the development of ethical values, behavior of their students and focus on the developmental challenges the country faces.

Those who might wish to access the full text might visit our website at <http://www.smuc.edu.et>: Proceedings of the Second National Conference on PHEIs. ■



"I have to read this disclaimer: Any opinions expressed in this course belong to the professor and do not necessarily mean the university is left-wing."



"It's a clear case of RLS: Repetitive Lecture Syndrome."

Fun Corner

The universal grade change form

To: Professor _____

From: _____

I think my grade in your course, ____, should be changed from ____ to ____ for the following reasons:

- __1. The persons who copied my paper made a higher grade than I did.
- __2. The person whose paper I copied made a higher grade than I did.
- __3. This course will lower my Grade Point Average and I won't get into:
 - __ Medical School
 - __ Graduate School
 - __ Dental School
 - __ Fraternity/Sorority
 - __ The Mickey Mouse Club
 - __ Tri County Tech
- __4. I have to get an A in this course to balance the F in _____.
- __5. I'll lose my scholarship.
- __6. I'm on a varsity sports team, and my tutor couldn't find a copy of your exam for me.
- __7. I didn't come to class and the person whose notes I used did not cover the material asked for on the exam.

Continued on page 10

8. I studied the basic principles and the exam wanted every little fact.

9. I learned all the facts and definitions but your exams asked about general principles.

10. You are prejudiced against:

Males

Blacks

Females

Jews

Catholics

Whites

Protestants

Minorities

Chicanos

Students

People

11. If I flunk out of school my father will disinherit me or at least cut my allowance.

12. I was unable to do well in this course because of the following illness:

mono

broken baby finger

acute alcoholism

pregnancy

VD

fatherhood

13. You told us to be creative but you didn't tell us exactly how you wanted that done.

14. I was creative and you said I was just shooting the bull.

15. I don't have a reason; I just want a higher

grade.

16. The lectures were:

too detailed to pick out important points.

not explained in any sufficient detail.

your class was far too boring.

all jokes and not enough material.

all of the above.

17. This course was:

too early, I was not awake.

at lunchtime, I was hungry.

too late, I was tired.

18. My (dog, cat, gerbil) (ate, wet on, threw up on) my (book, notes, paper) for this course.

If you have comments on this issue of the newsletter or would like to contribute to future issues please contact our office on Ext 148

Or email: smc@ethionet.et

Managing Editor

Markos Mezmur

Page Setup

Abdurezak Abrar

**Center for Educational Improvement, Research
and Quality Assurance (CEIRQA)**

St. Mary's University College (SMUC)

Tel. 251-115-53 80 01/ 53 79 98

P.O.Box:1211

Email: smc@ethionet.et

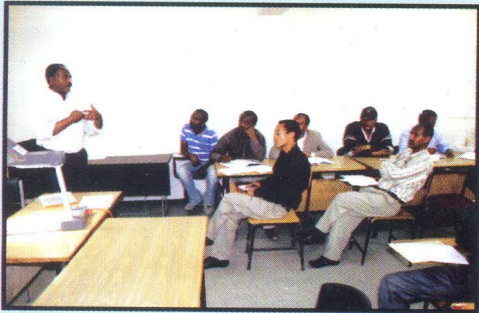
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Addis Ababa, Ethiopia.

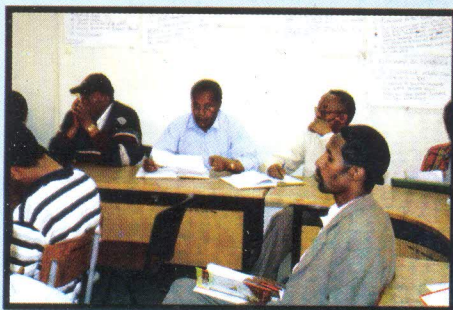
Photo Gallery

Workshop on Institutional quality audit.

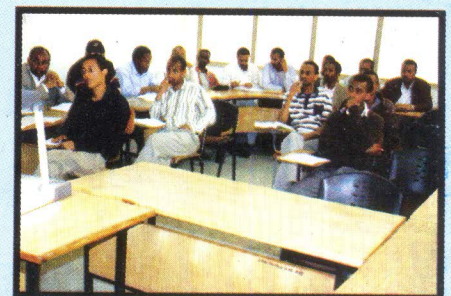
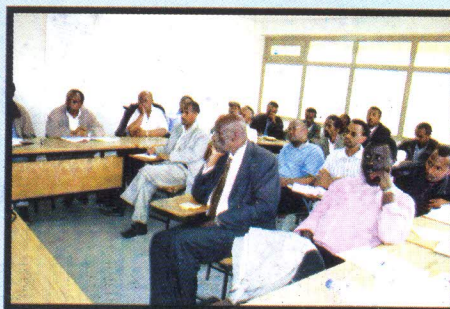
Ato Goitom Abrham, Dean of Faculty of Business.



Dr. Bob Campbell from HERQA



participants



Center for Educational Improvement, Research and Quality Assurance (CEIRQA)

Area of Focus for Self-Evaluation

In conducting institutional self-evaluation, a Higher Education Institution (HEI) should note that the Higher Education Relevance and Quality Agency (HERQA) institutional audit will focus on the following areas:

- Vision, Mission and Educational goals
- Governance and Management System
- Infrastructure and Learning Resources
- Academic and Support Staff
- Student Admission and Support Service
- Program Relevance and Curriculum
- Teaching, Learning and Assessment
- Student Progression and Graduate Outcomes
- Research and Outreach Service
- Internal Quality Assurance

Evaluating these ten areas should be part of the preparation for an institutional quality audit.

Source: HERQA Institutional Quality Audit (Institutional Self Evaluation)

HERQA QA03/06/V1, May 2006

St.Mary's University College