



DIRE – DAWA UNIVERSITY

Need assessment Guideline

Dire Dawa University
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Acronyms

CHE	Council on Higher Education
ECTS	European Credit Transfer and Accumulation System
EFA	Education for All
EQF	European Qualifications Framework
ESDP V	Education Sector Development Program V
ETA	Ethiopian Education and Training Authority
EthCTS	Ethiopian Credit Transfer System
GTP II	Second Growth and Transformation Plan
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
MoE	Ministry of Education
NQF	National Qualifications Framework
QAA	Quality Assurance Agency
QF-EHEA	Qualifications Framework for the European Higher Education Area
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. INTRODUCTION

Higher education plays a significant role in providing the necessary human resources for leadership, management, business, and professional positions that are crucial for economic and social development. Additionally, these institutions serve as major research establishments, generating, adapting, and disseminating knowledge for the betterment of society.

Ethiopia is one of the fastest growing countries in Africa and it is working towards achieving the goal of middle-income country by 2030. Education is seen as a central mission to realizing this vision, and it's worth noting that the indigenous and religious education systems have played a significant role in sustaining the generation in the country. On the other hand, the western type of education system was introduced at the beginning of the twentieth century with the aim of modernizing the country.

The rapid expansion of access to higher education has been accompanied by a series of transformative initiatives aimed at enhancing the quality and relevance of academic programs. These changes include the revision of education and training policies, the development of an education roadmap report, and the introduction of directives for academic program design and revision. To ensure quality, both national and institutional level quality assurance mechanisms have been established and implemented. Successive curricular reforms have been undertaken for undergraduate programs, emphasizing student centered teaching methods and continuous assessment practices. Additionally, efforts have been made to harmonize curricula across institutions, introduce competency based approaches, and implement exit exams to evaluate student outcomes. At the Ministry of Education, dedicated structures for academic program and curriculum development have been established. Furthermore, a range of supportive guidelines, frameworks, and manuals have been introduced to serve as benchmarks for measuring institutional performance, ensuring that higher education institutions are equipped to meet evolving educational standards and societal needs.

Following those initiatives, the undergraduate academic programs have been renewed in ways that represent a modular approach and competency-based approach for instruction and develop a range

of competencies for the graduates. Recent advancements have brought further developments in matters related to change through a compulsory adoption of a national curriculum framework organizing course offerings in broader themes through a modular approach, and endorsement and use of continuous assessment and criteria-referenced grading (Education Strategy Center, 2016; MoE, 2019).

Despite all these range of initiatives, the client side of the equations seems neglected. As stated above, higher education is purpose driven. And the purpose has to be co-defined by both the supplier and the user/client. Hence the incorporation of the needs of the end users in the form of students and the market at large cannot be over emphasized. This guideline is intended to encourage and require higher learning institutions to mainstream the issue of needs assessment as a major tool to incorporate the partners and end users of the higher education system in the development and revision of their programs.

This document is designed to guide institutions through the key phases of the needs assessment process, including: defining objectives, stakeholder engagement, data collection and analysis, evaluation of feasibility and recommendations and reporting.

2. RATIONALE

Currently, a number of universities have begun implementing needs assessment procedures as a mandatory step before opening or revising academic programs, in alignment with the directives, guidelines, and revised education and training policies issued by the Ministry of Education. To further strengthen and standardize this practice, the Ministry of Education has outlined plans to develop comprehensive guidelines for conducting needs assessments. This initiative will involve collaborating with highly experienced experts from universities to ensure the guidelines are robust, practical, and aligned with the evolving demands of higher education and the labor market.

The Ministry of Education is placing greater emphasis on holding its institutions accountable for achieving measurable student learning outcomes. This accountability, in part, necessitates that institutions demonstrate the existence of an active and ongoing assessment process that systematically evaluates their programs and services, leading to tangible improvements. As outlined in MoE Directive No. 917 of 2022, the Ministry's strategic goals and initiatives prioritize

operational excellence and a commitment to continuous quality improvement. Achieving this vision requires a collective dedication to quality that transcends individual or short-term interests, fostering a culture where excellence and improvement are central to the mission of higher education institutions.

Following the Education and Training Policy, the following statements are mainly articulated in the Higher Education Program and Curriculum Development Directive (MoE, 2022);

- A needs assessment shall be carried out by involving researchers from outside the institution to ensure that there is a need in the various sectors, potential students, and the community for the new academic program to be opened and/or to revise an existing program by the Institution of Higher Education.
- The needs assessment study shall be conducted at a national level and should include potential students, employers, industries, professional associations, external reviewers, and other relevant stakeholders to get feedback, and international experiences regarding the design, relevance, and contents of the new program to be launched.
- The Higher Education Institutions shall issue guidelines on how to conduct needs assessment, recruitment/nomination of internal and external reviewers, and conducting in-house and national validation workshops, based on the minimum requirements indicated in this directive.

Moreover, economic changes, new developments in business and industry, and employment opportunities may suggest possibilities for new occupational programs. The stimulus to consider the development of new programs can come from numerous sources including students, faculty, advisory committees, the private sector, and other community interests. In addition to articulating how a new program will support, the Higher Education Institution's mission and vision, it is important to collect and analyze data.

At a backdrop of the above-stated rationale for conducting needs assessment in higher education institutions, the following can be stated as rationales for this guideline;

1. Aligning curriculum and programs with industry needs and global trends to ensure graduates are equipped with practical, up-to-date knowledge and skills.

2. Implementing robust quality assurance mechanisms to uphold academic standards, including accreditation, assessment methods, and faculty development and resource accessibility.
3. Tracking and enhancing student learning outcomes and employability, ensuring that graduates possess the skills necessary for successful careers.
4. Continuous evaluation and adaptation to meet the evolving needs of students, industries, and society.

This guideline has been developed to create a common framework for Ethiopian public and private universities that are going to conduct a needs assessment for establishing a new academic program and developing a new curriculum and/or revise an ongoing academic program. This necessitates the assessment of the prevailing global, regional, and national educational concerns towards producing competent graduates to address the current social and economic dynamics. To this end, it requires the development of a standard guideline for the needs assessment method that higher education institutions need to adhere to.

3. THE CONCEPT OF NEEDS ASSESSMENT

Needs assessment in academic program design and review is the foundational process of identifying, analyzing, and understanding the requirements, expectations, and challenges within a specific educational context. It involves gathering insights from various stakeholders such as students, educators, alumni, employers, industry professionals, the community, and other relevant government and non-government organizations to specify their expectations, demands, and aspirations about the academic programs to be launched and/or to be revised in the HEIs.

Needs assessment helps to uncover gaps between the upcoming/existing educational programs and the evolving needs of learners or the workforce and the labor market. This includes initiating new curricula and recognizing areas where the curriculum might lack relevance, quality and alignment with societal or industry advancements.

Needs assessment serves as a compass for setting clear and relevant objectives for the program. It guides the design process by aligning educational goals with the identified needs of stakeholders.

It allows for the customization of learning experiences to suit the diverse needs and backgrounds of learners. This personalization enhances engagement and ensures inclusivity within the academic program.

Needs assessment is not a one-time process. It forms the basis for ongoing evaluation and refinement of the academic program. By continuously assessing needs continuously educational programs can evolve to remain effective and relevant. Overall, needs assessment is the cornerstone of effective curriculum development and review. It provides the rationale and direction for educational programs, ensuring that they remain responsive, purposeful, and impactful within their specific contexts.

In connection to this, the following important features should be noted while conducting needs assessment:

- **Needs-Driven and Context-Specific Approach:** A successful needs assessment is both needs-driven and context-specific. A context-specific approach to needs assessment may include an examination of factors contributing to organizational well-being, implementation of initiatives, and local influences that can impact outcomes, as well as diverse stakeholder perspectives (e.g., students, teachers, parents, alumni, community members, industries, and administrators). Identifying needs through a context-specific approach becomes especially important when interpreting the specific factors that may be causing those needs to exist, prioritizing those that are most important, and selecting appropriate strategies that may be most likely to lead to improvements.
- **Need Driven Approach:** A "needs-driven approach" in a needs assessment means prioritizing the identification and addressing of the most critical and pressing needs of a particular group or population (stakeholders in the field of education), focusing on gathering data that directly reflects their expressed concerns and challenges, rather than assuming pre-determined needs or priorities based on external factors; essentially, letting the data guide the direction of the assessment and subsequent interventions. To be needs-driven, the needs assessment design and scope should be built around an organizing framework that defines the problems, topics, and questions to be addressed.

- **Rigorous Data Analysis:** A successful needs assessment utilizes rigorous data analysis, including diverse and high-quality data sets. Diverse data sets include multiple data types, including both qualitative and quantitative data, reflecting multiple viewpoints. To be considered high-quality, data must be collected using valid and reliable methods and deemed clean and trustworthy (error-free). Needs assessment is a nationwide assessment and therefore requires wide range of data sources (students, teachers, university community, surrounding community, industry, government body, professional association, international perspectives, market demand etc. These diverse and high-quality data sources are then used in rigorous data analysis, in which findings from the data are aggregated or compared across data sources and types to develop and support a conclusion. This allows you to gain multiple perspectives on a problem and check the consistency of findings gained from one data source against another.
- **Stakeholder Engagement:** A needs assessment is a collaborative process that should actively involve local stakeholders rather than being carried out solely by a small group of leaders or external entities. To ensure its effectiveness, staff, a diverse range of organizational leaders, and external support providers, such as industry representatives, should be engaged at every phase of the needs assessment; not just during the presentation of results. This inclusive approach guarantees that the planning, data collection, identification of needs, and analysis of underlying causes are informed by a wide knowledge base, incorporating both local insights and global perspectives. By fostering participation from diverse stakeholders, the needs assessment becomes more comprehensive, relevant, and actionable, ultimately leading to more meaningful and sustainable outcomes.

4. OBJECTIVES OF THE NEED ASSESSMENT FRAMEWORK

The needs assessment guideline is designed to:

- Orient and support program owners, faculty members, academic leaders, academic program designing and/or reviewing teams, students, and other relevant stakeholders on the necessity of need assessment,

- Ensure the importance and relevance of the academic programs to be opened and/or revised,
- Ensure stakeholders participation on design, review, and implementation of academic programs,
- Improve academic programs to meet the expectations and requirements of employers, market niches, and policy direction,
- Obtain valid and credible data to ensure the alignment of the academic programs with higher education institutions' differentiation and focus areas,
- Ensure effective implementation of academic program through proper planning and utilization of resource,

5. GUIDING PRINCIPLES

The following are guiding principles for the needs assessment practices:

- **Transparency:** the needs assessment procedures and practices should be clearly known and communicated to all concerned stakeholders.
- **Participatory:** the needs assessment process should involve an adequate number of representatives from identified stakeholders regardless of their religion, race, gender, ethnic group, and/or physical status.
- **Accountability:** the academic unit, all concerned stakeholders and the team that is engaged in academic program needs assessment processes and practices shall be responsible and accountable for every activity carried out during the needs assessment period,
- **Quality:** the needs assessment procedures and practices of a higher education academic program should be of the highest standard that meet the expectations of stakeholders' demand. The higher education program needs assessment should be conducted in such a way that it satisfies the expectation and requirements of the industry and market demand.
- **Flexibility:** the choice of needs assessment tools could vary on the nature of the respective academic programs and the needs of stakeholders. The needs assessment modality could be face-to-face, using the current technology that allow data collection from a distance, or blended. The need assessment tasks could be initiated from top-down or bottom-up, or middle-up, or both as well as it could be initiated from internal and external stakeholders.

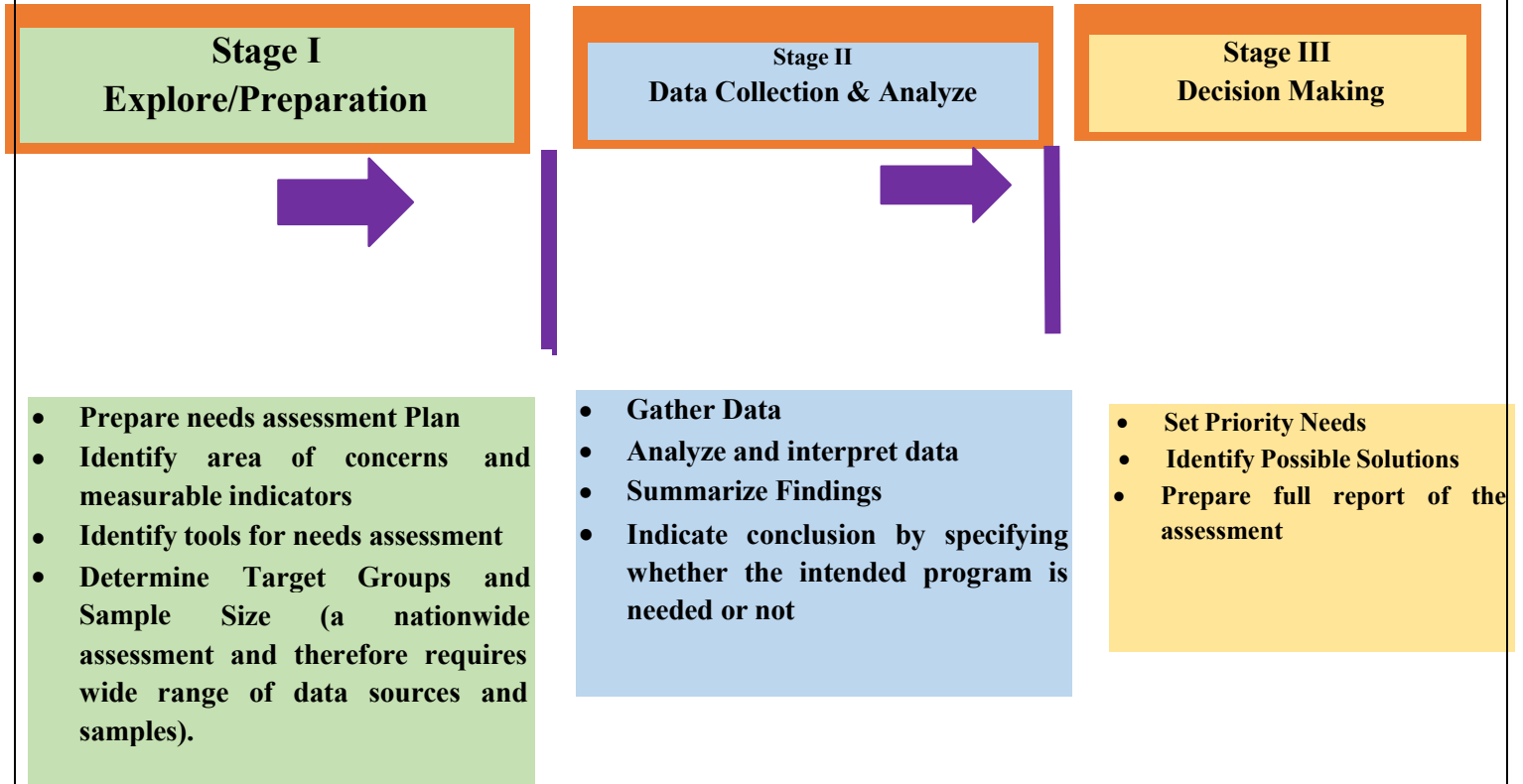
- **Use of Technology:** technology can support the planning and implementation of the needs assessment. Therefore, the academic units and team who are assigned to carry out the assessment shall use technologies that would help in identification of key participants, designing data collection tools, data collection and analysis, and reporting the outcome.

6. PROCESS OF NEED ASSESSMENT FRAMEWORK

In a higher education setting, a needs assessment framework typically involves a systematic and multi-phase process designed to identify gaps, challenges, and opportunities for improvement within academic programs, institutional services, and overall educational quality. The process begins with planning and preparation, where key stakeholders, including faculty, administrators, students, industry partners, and external experts, are engaged to define the scope, objectives, and methodology of the assessment. This phase also involves establishing clear criteria and indicators for success. The next phase focuses on data collection, utilizing a mix of qualitative and quantitative methods such as surveys, interviews, focus groups, institutional data analysis, and benchmarking against national or international standards. Once data is gathered, the analysis and interpretation phase identify priority needs, underlying causes, and areas for improvement, ensuring that findings are aligned with institutional goals and stakeholder expectations. Following this, the reporting and dissemination phase communicates the results to all relevant stakeholders, fostering transparency and buy-in. Finally, the action planning and implementation phase translates the identified needs into actionable strategies, setting timelines, allocating resources, and assigning responsibilities to address gaps and enhance institutional effectiveness. Throughout the process, continuous feedback loops and stakeholder engagement ensure that the needs assessment remains dynamic, inclusive, and responsive to the evolving demands of higher education.

7. NEEDS ASSESSMENT STAGES

The approach of needs assessment of any program should follow the following important stages.



7.1. Stage One: Preparation

The preparation/planning stage lays the groundwork for the rest of the needs assessment process. This stage includes activities like defining goals, identifying the key stakeholders, determining the guiding questions, determine target groups, establishing a schedule, and forming needs assessment teams comprised of senior academicians, external industry experts, and researchers. Moreover, this stage might include other activities like communicating with stakeholders (Industries, Research Institutions, Professional Associations, Community, and Business entities), and clearly defining the need and identifying data sources.

7.2. Stage Two: Data collection and analysis

At this stage, the team responsible for conducting the needs assessment shall perform the following basic activities:

- Collect data
- Analyze data collected from different target groups
- Summarize and document findings and share the report on results to the concerned bodies
- Conduct validation workshop involving stakeholders, faculty and the needs assessment committee members.
- Incorporate relevant feedback to the report obtained from the validation workshop.

7.3. Stage Three: Decision Making

This Phase is the bridge from the analysis to action to use needs assessment findings. It answers important questions like what needs are the most critical? What are some possible solutions to deliver the program? Which solutions/strategies are the best? As one of the stages in a need assessment process, it focuses on some major activities like:

- **Identify Possible Solutions/Strategies:** Identifying possible solutions is one of the sub-activities considered under decision-making stage. It includes activities like setting standards for judging the merits of alternative solutions, generate and examining potential solutions, reviewing and documenting data that supports the merits of each alternative.
- **Propose Action Plan:** The action plan should include descriptions of the solutions, rationale, proposed timelines, and resource requirements.

- **Institutional approval:** The final report needs to be formally submitted to the concerned body or committee of the institution for review and suggestions.

8. NEEDS ASSESSMENT TOOLS

Needs assessment tools play a critical role in systematically identifying gaps, challenges, and opportunities for improvement within academic programs, institutional services, and overall educational quality. These tools are designed to gather comprehensive and actionable data from a wide range of stakeholders, including faculty, administrators, students, industry partners, and external experts. By employing a combination of qualitative and quantitative methods such as surveys, interviews, focus groups, institutional data analysis, and benchmarking. These tools ensure that the assessment process is inclusive, evidence-based, and aligned with institutional goals. Effective needs assessment tools not only highlight areas requiring attention but also provide a foundation for strategic planning, resource allocation, and continuous quality improvement, ultimately supporting the institution's mission to deliver high-quality education and meet the evolving needs of students and society.

8.1. Data Collection Tools

There are several ways to conduct a needs assessment. Many needs assessment focuses on getting information directly from program stakeholders. These tools include stakeholder surveys (questionnaires), focus group discussions (FGD), interviewees, tests, observations, document reviews, and job mappings.

- Stakeholder survey (questionnaire):** refers to describing the sets of questions one asks possible stakeholders to grasp their needs.
- Focus group discussions (FGD):** refers to a qualitative data collection technique in which a selected group of people discusses a given issue in depth that is facilitated by a professional.
- Observation:** refers to the act of watching somebody or something carefully for a period of time, especially to learn something. Observations are best when they allow guided and authentic observation.
- Testing:** refers to a tool that is administered to measure ability in a particular field in a certain time limit with some specific goals.

- e. **Document review:** refers to a way of collecting data by reviewing existing documents.
- f. **Job mapping:** refers to a process of identifying and listing the potential jobs that would benefit from the outputs of existing/upcoming academic program.

In general, a needs assessment tool shall be used based upon the nature of data to be collected. The instruments to be used shall be reliable and scientifically rigorous. This is possible if the assessors check validity and reliability of data collection tools, they employ in need assessment, and hence analysis results on reliability should be reported in the Needs Analysis report.

9. TYPES OF NEEDS ASSESSMENT

Most scholars suggest four basic types of needs. These include normative needs, comparative needs, expressed needs and felt needs.

- **Normative Needs:** Refers to a need where individual or group has a deficiency, fall below the norm or expectation of some established group.
- **Comparative Needs:** refers to a need where two groups with similar characteristics don't receive a similar service or products. It measures a gap that exists between the two groups.
- **Expressed Needs:** Express needs refers to needs that are identified based on the number of individuals who have actively sought assistance or support. This type of need focuses on situations where feelings, concerns, or demands are translated into tangible actions, such as requesting services, enrolling in programs, or voicing specific requirements. It reflects the visible and measurable aspects of demand, highlighting gaps or challenges that have already prompted individuals to take steps toward addressing them.
- **Felt Needs** refers to a perceived desire that a person may feel necessary or important but may not be essential for their survival.

Higher Education Institutions should take the above needs into consideration while designing a needs assessment tool. A mix of each albeit in a differing degree of emphasis can be used. The degree of emphasis can be determined by the group of experts who develop the tools and be verified and validated by the university management after a serious debate is made on the issues.

10. IDENTIFYING STAKEHOLDERS

Information obtained from the stakeholders supports planning and execution of the program. Stakeholders can be classified into internal and external stakeholders:

10.1. Internal stakeholders

- **Department/unit staff:** department /program staff who will be directly responsible in running the program need to be involved in all stages and procedure of the needs assessment.
- **Colleges/ president and vice president offices:** they are directly responsible for initiating and setting goals for programs according to the strategic objectives of the organization, hence they need to be involved adequately in the needs assessment process and practice.
- **Students:** The role of students in academic program development is crucial for existing and upcoming programs. They can provide valuable feedback and insights into the effectiveness of the program, which can help improve the program's quality and relevance.

10.2. External stakeholders

- **Industry executives:** are people or groups of people who have administrative supervisory or ownership authority in an organization or industry.
- **Key community stakeholders:** are people or organizations that have an interest in or are affected by the outcome of the program. They can be residents, community workers, or representatives of various groups.
- **Professional association:** A professional association (also called a professional body, professional organization, or professional society) is a group that usually seeks to further develop a particular profession, the interests of individuals and organizations engaged in that profession.
- **Experts:** persons with more and deeper knowledge in a specific area and usually also includes persons with cross-functional and multidisciplinary expertise
- **Government/Local policy:** A comprehensive view about a territory is able to address the strategic choices of a community and government
- **Employers:** government or non-government body who employees graduates and need professional workers for further job vacancy in future.

- **Alumni:** former students or graduates of the higher institution who currently are in private business, and/or employed or unemployed for various reasons and tracer study report.
- **The Ministry of Education:** is the responsible organization for defining the mandate, approval, and renewal of any existing and/or new programs in the country.

11. ACTION PLANNING AND IMPLEMENTATION

Action Planning and Implementation is important step that translates the findings and recommendations from the assessment into actionable strategies for improvement. Key areas of focus during planning and implementation:

- Identifying and ranking the most critical needs based on their impact, urgency, and alignment with institutional goals, ensuring resources are allocated effectively.
- Creating detailed, structured plans that outline specific goals, objectives, activities, timelines, and responsible parties for addressing identified needs.
- Securing and allocating the necessary resources, including financial, human, and technological support, to ensure the successful implementation of the action plans.
- Engaging relevant stakeholders, such as faculty, administrators, students, and external partners, in the planning and implementation process to foster collaboration and ownership.
- Providing training, professional development, and support to staff and faculty to ensure they have the skills and knowledge required to execute the action plans effectively.
- Establishing mechanisms to track progress, measure outcomes, and evaluate the effectiveness of implemented actions, ensuring continuous improvement and accountability.
- Maintaining open and consistent communication with stakeholders throughout the implementation process, providing updates on progress, challenges, and successes.
- Being prepared to adjust plans and strategies as needed based on feedback, changing circumstances, or new data, ensuring the institution remains responsive to evolving needs.
- Ensuring that the implemented actions are sustainable over the long term, with strategies in place to maintain improvements and build institutional resilience.

12. REPORTING AND DISSEMINATION OF ASSESSMENT RESULTS

In the Needs Assessment Framework, the reporting and dissemination of results are critical for ensuring that the findings are effectively communicated and utilized to drive improvement. Key areas of focus during these phases include:

- Engage diverse stakeholders, including faculty, administrators, students, industry partners, and external experts, ensuring their perspectives are considered and their buy-in is secured during dissemination of need assessments results.
- Present the findings in a clear, concise, and accessible manner, using visual aids such as charts, graphs, and infographics to highlight key data, trends, and priority areas.
- Provide practical and evidence-based recommendations that align with institutional goals and address identified gaps, ensuring the report serves as a foundation for strategic planning and decision-making.
- Ensure the reporting process is transparent, with a focus on sharing both strengths and areas for improvement, to build trust and accountability among stakeholders
- Use various communication channels, such as formal reports, presentations, workshops, webinars, and digital platforms, to reach a broad audience and ensure accessibility.
- Incorporate opportunities for stakeholders to provide feedback on the findings and recommendations, fostering a collaborative approach to addressing identified needs.
- Outline a plan for follow-up actions, including timelines, responsibilities, and monitoring mechanisms, to ensure the recommendations are implemented and progress is tracked over time.

13. CONCLUSION

The Needs Assessment Framework presented a useful tool for Ethiopian higher education institutions to maintain academic relevance, ensure quality assurance, and align programs with the evolving demands of the labor market and society. By systematically identifying gaps and opportunities through a structured, multi-phase process, HEIs can design and revise academic programs that meet the expectations of stakeholders, including students, faculty, employers, and industry partners.

The framework emphasizes the importance of stakeholder engagement at every stage of the needs assessment process, ensuring that diverse perspectives are incorporated into program design and revision. It also highlights the need for rigorous data collection and analysis, using both qualitative and quantitative methods, to provide evidence-based insights into the strengths and weaknesses of existing programs.

The framework's provide insight on key components such as preparation and planning, which involve defining objectives, identifying stakeholders, and establishing clear criteria for success. This is followed by data collection and analysis, where information is gathered through surveys, interviews, focus groups, and benchmarking against national and international standards. Next, decision-making and action planning prioritize needs, develop actionable strategies, and allocate resources to address identified gaps. The reporting and dissemination phase involves transparently communicating findings to stakeholders and fostering collaboration for continuous improvement. Finally, the implementation and monitoring phase ensures that recommendations are executed effectively, and progress is tracked over time.

The framework also underscores the importance of flexibility and adaptability, allowing institutions to tailor their needs assessment processes to the specific context of their programs and stakeholders. By incorporating technology and best practices, HEIs can enhance the efficiency and effectiveness of their needs assessment efforts.

The Needs Assessment Framework serves as a foundation for continuous quality improvement in Ethiopian higher education. It ensures that academic programs are not only aligned with national and global standards but also responsive to the dynamic needs of students, industries, and society. By adopting this framework, HEIs can produce competent graduates who are well-prepared to contribute to Ethiopia's socio-economic development and achieve its vision of becoming a middle-income country by 2030.

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ANNEX I:

General Framework for Preparation of Needs Assessment Tools

A. The academic program needs assessment survey (General)

Introduction:

Thank you for taking the time to participate in this survey. Your feedback is valuable in helping us understand the current strengths and areas for improvement in our academic programs. The information you provide will be used to enhance the quality of our educational offerings. Your responses will remain confidential.

1. What is your role at the institution?
 - Student
 - Faculty
 - Staff
2. Which academic program are you affiliated with?
 - [Dropdown list of academic programs]
3. How satisfied are you with the current academic program offerings?
 - Very Satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very Dissatisfied
4. What do you consider to be the strengths of the academic program? (Check all that apply)
 - Quality of faculty
 - Relevance of curriculum to industry needs
 - Availability of resources (e.g., library, labs)
 - Opportunities for research or hands-on experience
 - Flexibility of course scheduling
 - Graduate employability
 - Other (please specify)
5. In which areas do you believe the academic program could be improved? (Check all that apply)
 - Course variety and options

- Support services for students (e.g., advising, tutoring)
 - Integration of technology in teaching and learning
 - Opportunities for internships or practical experience
 - Collaboration with industry partners
 - Other (please specify)
6. How effective do you find the communication between faculty and students within the academic program?
- Very Effective
 - Somewhat Effective
 - Not Very Effective
7. Are there any specific courses or subjects that you feel are lacking in the current academic program? Yes. ☐ No. ☐ If 'Yes', what are they?
8. What resources or support do you think would enhance the academic program experience for students?
-
-
9. How can the academic program better prepare students for their future careers or further education?
-
-
10. Do you have any additional comments or suggestions for improving the academic program?
-
-

Thank you for participating in this survey. Your input is greatly appreciated!

a) Interview guide

Thank you for taking the time to participate in this interview. Your feedback is important to us in understanding the needs and areas for improvement in our academic programs. Your responses will remain confidential. Let's begin.

1. Can you tell us about your role at the institution and your involvement with the academic programs?

2. What do you consider to be the strengths of the academic programs offered at our institution?
3. In your opinion, what are the areas where the academic programs could be improved?
4. How effective do you find the communication between faculty and students within the academic programs?
5. Are there any specific courses or subjects that you feel are lacking in the current academic programs?
6. What resources or support do you think would enhance the academic program experience for students?
7. How can the academic programs better prepare students for their future careers or further education?
8. From your perspective, what are the current industry trends or needs that should be addressed by our academic programs?
9. In your experience, what are the key skills or knowledge areas that students should acquire from the academic programs to be successful in their careers?
10. Do you have any additional comments or suggestions for improving the academic programs?

Interviewer: Thank you for sharing your insights and feedback. Your input will be valuable in shaping the future of our academic programs.

B. Observation Script for Academic Program Needs Assessment

Date of Observation: [Insert Date]

Observer: [Insert Name]

Program: [Insert Academic Program]

Location: [Insert Location]

Time: [Insert Time]

Objective of Observation: To assess the overall dynamics, interactions, and learning environment within the academic program.

1. General Environment and Facilities

- Note the overall physical condition of the classrooms, laboratories, and other facilities used by the academic program.

- Observe the availability and functionality of teaching aids, technology, and resources used in the program.
- 2. Teaching and Learning Process
 - Observe the teaching methods and strategies used by faculty members.
 - Note the level of student engagement and participation during lectures, discussions, and practical sessions.
 - Assess the use of interactive and collaborative learning approaches within the program.
- 3. Student-Faculty Interactions
 - Observe the interactions between faculty members and students during and outside of class hours.
 - Note the availability of faculty for student consultations and academic support.
- 4. Curriculum and Course Delivery
 - Assess the relevance and currency of the curriculum in meeting industry standards and academic requirements.
 - Observe how course materials are delivered and if they align with the learning objectives of the program.
- 5. Student Engagement and Support Services
 - Observe the availability and utilization of academic support services such as tutoring, counseling, and career guidance.
 - Note the level of student involvement in extracurricular activities related to the academic program.
- 6. Overall Atmosphere
 - Note the general atmosphere within the academic program, including student morale, enthusiasm for learning, and sense of belonging.
- 7. Additional Observations
 - Any other relevant observations or noteworthy aspects related to the academic program.

Observer's Reflections:

[Insert Observer's Reflections on the overall dynamics, strengths, weaknesses, and areas for improvement observed during the assessment.]

This observation will provide valuable insights into the current state of the academic program and help identify areas for enhancement and development.

C. Feedback from students and faculty members

Section 1: Student Feedback

1. How satisfied are you with the overall learning environment within the academic program? (Circle one)

Very Satisfied / Satisfied / Neutral / Dissatisfied / Very Dissatisfied

2. Are the teaching methods used in the program effective in facilitating your learning? (Circle one)

Very Effective / Effective / Neutral / Ineffective / Very Ineffective

3. Do you feel adequately supported by faculty members for your academic needs? (Circle one)

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

4. How relevant and up-to-date do you find the curriculum and course materials? (Circle one)

Highly Relevant and Up-to-Date / Relevant and Up-to-Date / Neutral / Not Very Relevant or Up-to-Date / Not Relevant or Up-to-Date at All

5. What additional resources or support services do you believe would enhance your learning experience in the program? (Open-ended)

Section 2: Faculty and Staff Feedback

1. How would you rate the overall facilities and resources available for teaching and learning within the academic program? (Circle one) Excellent / Good / Satisfactory / Fair / Poor
2. In your opinion, what are the strengths of the current teaching methods and strategies employed within the program? (Open-ended)

3. What challenges or limitations do you encounter in delivering the curriculum and course materials effectively? (Open-ended)

-
-
4. How well do you believe the program prepares students for their future careers or further academic pursuits? (Circle one)

Very Well / Well / Neutral / Not Very Well / Not Well at All

5. What improvements or changes would you suggest to enhance the overall academic program? (Open-ended)
-
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Section 3: Open-Ended Feedback

Please provide any additional comments, suggestions, or concerns regarding the academic program that you would like to share.

Thank you for your participation in this needs assessment test. Your feedback is valuable in helping us understand the current state of the academic program and identify areas for improvement.

D. Focus Group Discussion (FGD) Guide for Academic Program Needs Assessment Introduction:

Welcome everyone and thank you for participating in this focus group discussion. The purpose of this session is to gather your perspectives on the current academic program and to identify areas for improvement. Your feedback will be valuable in shaping the future of the program. Please feel free to express your thoughts openly and honestly.

1. Opening Questions:

- a. What are the strengths of the current academic program that you have experienced?
- b. In what ways do you believe the program could be improved to better meet the needs of students/faculty/staff?

2. Learning Environment and Support:

- a. How would you describe the overall learning environment within the academic program?

- b. Do you feel adequately supported by faculty members and support services for your academic needs? Please share any specific experiences.
- 3. Curriculum and Teaching Methods:
 - a) How do you find the relevance and effectiveness of the curriculum and course materials in preparing students for their future careers or further academic pursuits?
 - b) What teaching methods or strategies have you found most effective in facilitating learning within the program?
- 4. Facilities and Resources:
 - a) What are your experiences with the facilities and resources available for teaching and learning within the program?
 - b) Are there any challenges or limitations you encounter in accessing or utilizing these facilities and resources?
- 5. Program Outcomes and Future Preparation:
 - a) How well do you believe the program prepares students for their future careers or further academic pursuits?
 - b) What additional skills or knowledge do you think should be emphasized in the program to better prepare students for their future endeavors?
- 6. Closing Questions:
 - a) What improvements or changes would you suggest enhancing the overall academic program?
 - b) Is there anything else you would like to share regarding the academic program that we haven't discussed?

Conclusion:

Thank you all for your valuable insights and contributions to this discussion. Your feedback will be instrumental in shaping the future direction of the academic program. We appreciate your time and participation.

Note: This FGD guide can be adapted based on the specific audience (students, faculty, staff...) and the focus areas of the academic program needs assessment.