Higher Education Relevance and Quality Agency

Dire Dawa University Institutional Quality Audit Report

HERQA Publication Series 0xx

XXX 200X

This document reports on a HERQA Program level quality audit carried out between 3rd and 6th of April 2017

At

Dire Dawa University

P.O. Box: …….

Phone: +251 ………………………………..

Fax: +251 ………..

Email: ………….

Website: *http://www.ddu.edu.et*

This program level quality audit report was issued Dec. 27, 2017.

Document reference   HERQA QAR 0X/xx
Date of Issue   xxx 20xx
Further copies of the document can be obtained from
HERQA
P.O.Box 2724/1000
Addis Ababa
Ethiopia
Phone 0111 23 22 26/232227/23 22 30/23 61 31
Fax: 0111 23 61 27

1   Contents

Higher Education Relevance and Quality Agency
Dire Dawa University
Institutional Quality Audit Report

Introduction

HERQA is an autonomous agency established through the Higher Education Proclamation (351/2003) as one of the key agencies responsible for guiding and regulating the higher education sector in Ethiopia. HERQA has been established to help ensure a high quality and relevant higher education system in the country. One of the central roles of HERQA is to encourage and assist the growth of an organizational culture in Ethiopian higher education that values quality and is committed to continuous improvement.

As one of its key activities HERQA carries out Institutional Quality Audits of Higher Education Institutions (HEIs). An Institutional Quality Audit is an in-depth analysis and assessment of the quality and relevance of programs and of the teaching and learning environment. Equally importantly, an Institutional Quality Audit assesses the appropriateness and effectiveness of a HEI's approach to quality assurance, its systems of accountability and its internal review mechanisms.

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

HERQA's Approach to Institutional Quality Auditing
A HERQA institutional quality audit proceeds through a number of stages. The initial action is a self evaluation carried out by the HEI to be audited. HERQA asks that this should deal with ten focus areas. These are as follows:
1: Vision, Mission and Educational Goals
2: Governance and Management System
3: Infrastructure and Learning Resources
4: Academic and Support Staff
5: Student Admission and Support Services
6: Program Relevance and Curriculum
7: Teaching, Learning and Assessment
8: Student Progression and Graduate Outcomes
9: Research and Outreach Activities
10: Internal Quality Assurance

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

Following the institutional self evaluation, the HEI prepares a Self Evaluation Document (SED) organized in accord with guidelines issued by HERQA. This helps to ensure that all SEDs deal with the same aspects of the work of HEIs and are of similar structure and length. The completed SED is sent to HERQA. Following the receipt of the SED, HERQA initiates a dialogue with the HEI to establish a timescale for the institutional quality audit. HERQA also selects a team of trained institutional quality auditors (typically five people), sends the names of the proposed team to the HEI and asks the HEI to consider if any member may be unsuitable. Where reasons for unsuitability are upheld by HERQA (*e.g.* possible conflict of interest) then a replacement will be nominated. Following analysis of the SED by the auditors, selected members of the audit team make a one-day briefing visit to the HEI. The

purpose of the visit is to help ensure a common understanding of the audit procedure in the HEI; help the HEI make the necessary preparations and arrangements for the audit and to indicate further information that the HEI should try to make available to the audit team. During this visit the timetable for the institutional quality audit visit is discussed and, where possible, the date for the visit confirmed.

The institutional quality audit itself is carried out during a four day visit to the HEI by the team of auditors. The key purpose of the audit visit is to validate the SED submitted by the HEI. During the visit the team studies documentation, visits facilities, meets with staff and students and observes teaching. At the end of the visit the team makes a brief oral report to the President of the HEI.

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

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

Higher Education Relevance and Quality Agency

Dire Dawa University

Institutional Quality Audit Report

Executive Summary

This document reports on the Institutional External Quality Audit of Dire Dawa University carried out by a team of five HERQA auditors from April 3 – 6/2017. The starting point for the Audit was a Self Evaluation Document (SED) prepared by the University. The quality audit centred on ten focus areas identified by HERQA with a view to validating the SED, judging the extent to which the University is fit for its declared purpose and determining the level of confidence in the University's ability to provide relevant and appropriate higher education and safeguard the standard of its degrees. The EQA team spent four days at the University. During their visit the team had 15 formal meetings with groups of academic staff, 1 meeting with students. In addition, the team visited a range of facilities within the university campus and met with individual senior academics and managers.

Dire Dawa University is a public Higher Education Institution which is one of the Second Generation Universities in Ethiopia. DDU was established and started its academic activities in 2006/07 academic year with the first batch of 754 students in three faculties and thirteen academic programs. The University is found in Dire Dawa City Government, Dire Dawa town which is 515 kilo meter east of Addis Ababa.

Currently, the University has diversified its education provision to include five colleges and one institute in the under graduate programs and a school of postgraduate studies. The under graduate programs run 37 programs/departments and five in the school of postgraduate studies. In the undergraduate program, the enrollment has grown to 1038 students in regular, 5,909 in the continuing education program (1,414 in the evening

program and 4,495 in summer program). It also launched four post graduate (Masters) programs in Masters of Business Administration (MBA), Master of Public Management and Policy (MPMP), Environmental & Natural Resource Economics (M.Sc.) and Development Economics (M.Sc.) by enrolling a total of 193 students. As a result, the total enrollment of the University has reached to 15,773. Table 1 illustrates the overall distribution of students in the University.

Though the growth of the University was not as expected; currently the University's effort for development is encouraging. The University has also plans for continued expansion on increasing student enrolment volume, launching of additional undergraduate and Post graduate programs and also to expand its campuses. The University has a vision,"... *to be the premium choice in the nation, competent in Africa and Internationally accredited university of Science and Technology by 2025.*

The EQA team reached the following main conclusions from their audit visit.

1. The University was prepared for the visit of the audit team and was able to make most of the requested documents available as per the agreement reached during the preliminary briefing visit.

2. The University has clearly articulated its vision, mission and core values.
3. The University has put a relatively considerable effort into the self evaluation and tried to treat its preparation as a serious activity.
4. The University has established a relatively strong links with some local communities.
5. The formulation/development process of the current strategic plan (2015 -2020) has passed through several steps and considered participation of some external/internal stake holders.
6. In the course of the development of the current strategic plan the vision of the University is updated and the mission is re-rewritten.
7. The strategic plan promotes Excellence in Teaching and Learning, in Research and Technology Innovation, in Community Engagement, Corporate Social Responsibility and Partnership, in Leadership and Governance, as well as in Internal Service Provision.
8. The University strategic plan has also an ambitious expansion, in regular graduate and postgraduate programs, in continuing education, in consultancy services and research.
9. The strategic plan has identified strategic issues and set corresponding monitoring and evaluation schemes.
10. The University attempts to bring female staff into leadership positions.
11. It seems there is a relative dedication and strong ambition in the management team to meet the ambitious goals set in the strategic plan.
12. The University has a somehow comprehensive Senate legislation.
13. The University lacks proper documentation systems, and making the outcomes of important committee meeting decisions well known to the university community.
14. The University has adequate teaching spaces for current needs but some of the classrooms and laboratory accommodations and facilities need enhancement.
15. The University is trying to increase office accommodations for members of the academic, admin and support staff (there is a new building on its finalization stage);
16. The library seats are not comfortable and the Air Cooling system of the library is not operating properly.
17. The library stock has a general shortage of stock of books of recent editions.
18. The University has not yet ensured a well developed integrated and networked ICT system.
19. The university staffs have adequate access to computers (laptops/desktops) but no satisfactory internet service.
20. The University has no well organized systems for material utilization/maintenance and repairs.

21. From the data provided to the EQA team the student to staff ratio of the university is in a relatively good status except in DDIT which the ratio is about 34:1; the proportion of academic staff in the graduate assistant levels is relatively high in DDIT and school of law which is 46.77% and 58.06% respectively and the overall proportion of graduate assistant level academic staff in the University is still 32.48%.
22. The academic staff profile of the university especially in the PhD level qualifications need enhancement; which currently only about 4.18% of the academic staffs are PhD holders while about 62% of the academic staff is in the second degree level of training.
23. Only 5.93% of the staffs in the administrative and support service positions are of first degree and above qualifications.
24. Staff appraisal (evaluation) is not functioning efficiently and effectively to identify strengths and weakness and to inform staff development needs particularly in the academic staff students have serious concern (they termed the current evaluation practice nominal and boring).
25. Staff development plan of the University is based on plans of the respective colleges/institutes.
26. The University is aware of the need for staff development and has provided several scholar ship opportunities for its academic staff.
27. The University has an evaluation system for its academic staffs which involves students, head of department and colleagues.
28. Staff Affairs, Appointments Promotions, Development and Scholarship do not have well communicated guidelines with a detailed criterion.
29. The University is used to provide living accommodation for its academic staff; and is working for the provision of more living accommodations as a means for staff retention.
30. Appropriate academic support/academic advisory service and guidance to students is not being provided by most staff assigned to do so.
31. There is almost no guidance and counseling service for students in the University.
32. The University's Female Affairs (gender) office is not active.
33. The ambulance service for the campus clinic is not almost nonexistent.
34. The students' dormitory accommodation (six per a room) for such hot environment is not conducive.
35. The university has a serious sanitation problem around dormitories due to shortage of water and lack of functional toilet/bath rooms.
36. Considering the location of the University, recreational facilities for students are almost nonexistent.
37. The cafeteria waste disposal holes which are very closer to the cafeteria gates are real treats for the cafeteria hygiene.
38. The cafeteria resource (owning bakery for bread and 'injera', having its own mill and 'teff' preparation system) and internal service provision status is relatively good.
39. The University does not have a separate guideline/manual to guide its curriculum design, development, evaluation, revision, and approval process.
40. The University has the practice of considering external stakeholders' involvement in curriculum revision and development.
41. The University has a committee (Academic Programs Master Plan Development Committee) which is responsible to identify and plan programs to be launched based on the current demands of the nation.
42. The University has the practice of continuing provision of HDP to support staff development.
43. The University has developed written guideline on students' assessment; but lacks communicating the staff and students as well.
44. There is an effort to properly implement continuous assessment.
45. Teaching is dominated by formal lectures and the passive transmission of knowledge partly because many staff lack training and have little pedagogical knowledge.

46. There is attempt develop and implement Table of specification by the College of law to standardize the summative assessments.
47. Some members of staff do not always start courses on time and do not always turn up to teach when scheduled to so do. Some often teach intensively (some with the help of power point presentation) for a short period immediately before examinations, so that a course can be claimed to have been covered.
48. There is no convincing evidence that students are assessed on their achievements of the expected learning outcomes of the courses they have followed except that the College of law has claimed on doing so.
49. While an appeal system is said to be in place, there is no transparent system applied across the University which ensures that students are graded fairly and consistently, and students are well protected from discrimination and that staff do not award unmerited grades to their favoured students.
50. The University has no well-developed system to collect and analyze data on student attrition; but University has said to have a high rate of attrition.
51. The University had no systems to systematically collect and disseminate data on graduate employment and employer satisfaction; but currently the University has conducted a tracer study and is finalizing the data analysis.
52. The University has relatively enough budgets allocated for research.
53. The University has a relatively good record of staff engagement in research.
54. The University has structures to manage research and development, but need to be more strengthening.
55. The University has a well developed policy on quality assurance, established and functional quality assurance system and mechanisms.
56. The University has no established and functional mechanisms for the identification and dissemination of good practices.

The overall conclusion of the EQA team is that Dire Dawa University is on an encouraging move to succeed in its strategic goals. The University is trying its best to grow as per the expectation of its vision set. Currently the University has been able to enroll somehow large number of students in its regular and continuing education programs. However the University has a big challenge of attrition which demands the University to work hard for a solution. The University campus provides a range of facilities, all of which are in need of care and attention. While the University offers a large number (37) of first degree programs, as a second generation the number of graduate programs it offers is very few (5). If the University is to realize a stated intent to feature, "... *to be the premium choice in the nation, competent in Africa and Internationally accredited university of Science and Technology by 2025.*, it needs to expand its graduate programs in line wth its vision. The University also needs to exert more effort to improve the number of its female academic staff and the qualification of its academic and administrative staff to meet its vision and expectation of GTPII.

The University should also take a series of actions related to quality assurance and quality enhancement and needs to introduce robust and comprehensive quality assurance systems. It should also ensure that required practices and procedures are undertaken properly and efficiently. The University also need to revise the responsibility and accountability structure of the University quality assurance office. The University should have regular quality assessment procedures to help it can get data and make judgments on the quality and relevance of its core activities teaching, learning, research, and outreach activities for continuous improvement. While research and community service are the two major tasks among core activities, the University has yet to enhance the research culture among its staff and contribute more to the surrounding community as a viable service.

To sufficiently accommodate its current number of staff and students, and even considering the will be/future enrolment capacity of the University there is a need to (i) finalize the various ongoing constructions (ii) Ensure better facilities, better sanitation, resources and

better staffing; otherwise it will place quality at risk. The provision of library and laboratory resources, particularly electronic books, computers and the very limited access to ICT and the internet, are serious concerns that impact on the quality of education provided. It will also have to tackle the high attrition rate of students without lowering standards by enhancing the provision of tutorials, academic advising and creating a good environment for the teaching-learning process.

The EQA report commends the University on 37 activities. It forwards 109 recommendations out of which 53 essential recommendations, 37 advisable recommendations and 6 desirable recommendations.

Higher Education Relevance and Quality Agency

Dire Dawa University

Institutional Quality Audit Report

The Institution

As stated in the SED (page,1) Dire Dawa University (DDU) which is one of the second generation universities was established and started its academic activities in 2006/07 academic year. The University has started its operation with 754 students in three faculties and thirteen academic programs. DDU is located in the city of Dire Dawa which is 515 kilometers to the east of Addis Ababa the capital of Ethiopia. The university is located inside the city of Dire Dawa; particularly in Kebele 02.

The SED (page 9) shows that, In DDU since its establishment a total of 7500 students has graduated in the regular education program. The SED does not tell the actual number of students graduated so far in the continuing education program, but said large number of students has graduated. The EQA team hence is of the view that there may be a problem of record management in the University.

The SED (page, 4) also states that the university currently consists of five Colleges, a School of Graduate Studies (SGS) and the Dire Dawa Institute of Technology (DDIT). The five Colleges which run the under graduate programs are the College of Medicine and Health Sciences (CMHS), College of Business and Economics (CBE), College of Law (CoL), College of Natural and Computational Sciences (CNCS) and the College of Social Science and Humanities (CSSH).The SED also states that the five Colleges and the DDIT run total of 37 undergraduate academic programs. From the data in the six month report of the University (page, 8) it can be seen that DDU has 742 academic staff of which only 94 (12.67%) are females, and 1,330 administrative and support staff of which 861 (64.7%) are females. Moreover the University has 15,735 students in the under graduate programs of which 4935 (31.36%) are females, and of 193 students in the postgraduate programs 40 (20.73%) are females (See Table 1, 2, 3 and 4 below for the details of data).

Given the industrial and commercial history and potential of Dire Dawa, the city was identified as one of the industrial corridors of the country. Thus, DDU is envisaged to be science and technology center of excellence in the eastern part of the country. As result, DDIT was established as an autonomous unit in 2010/11 academic year replacing the former School of Technology. Currently, the Institute has expanded its academic programs, students' intake capacity and academic and number of administrative staff (SED page, 2).

As reported in the SED (pages 3 – 4) the University offers the following regular under graduate degree programs.

Table 1: Programs delivered by the University

College/School/Institute	Programs	Remarks
Dire Dawa Institute of Technology	Civil Engineering	
	Architecture	
	Chemical Engineering	
	Computer Science	
	Construction Technology and Management	
	Electrical Engineering	
	Industrial Engineering	
	Mechanical Engineering	
	Survey Engineering	
	Textile Engineering	
College of Business and Economics	Accounting and Finance	
	Banking and Finance	
	Economics	
	Land and Real Property Valuation	Newly Opened
	Logistics and Supply Chain Management	
	Management	
	Marketing Management	
	Public Administration & Development Management	
College of Law	Law	
Collage of Medicine and Health Sciences	School of Medicine	
	Anaesthesia	
	Midwifery	
College of Social Sciences and Humanities	Psychology	
	History and Heritage management	
	English Language and Literature	

	Geography and Environmental Sciences	
	Afan Oromo and Literature	
	Af Somali and Literature	
	Political Sciences and International Relation	
	Pedagogy and Morality	
	Amharic Language and Literature	
College of Natural and Computational Sciences	Statistics	
	Mathematics	
	Chemistry	
	Physics	
	Biology	
	Sport Sciences	

The table below also shows the list of programs offered under the School of Graduate Studies.

Table 2:

S.No.	College	Programs
1	Business & Economics	**Master of Public Management and Policy [MPMP]**
2	Business & Economics	Masters of Business Administration(MBA)
3	Business & Economics	**Environmental & Natural Resource Economics (MSc.)**
4	Business & Economics	**Development Economics (MSc.)**

The Institutional Self Evaluation

The SED (page 9) reports that, the University initiated the quality audit process by establishing a quality audit team of twelve members composed of all colleges, DDIT, student union representative, teachers' association representative and administrative wing of the university. The inclusion of representatives from the teachers' association and student union is commendable. The established committee took the responsibility for gathering and analyzing data collected through key informant interview, Focus Group Discussion, on-site observation and structured questionnaire distributed to position holders (deans, directors, coordinators and department heads), students, instructors and supportive staff members for

the self-evaluation purpose. The EQA team appreciates the SED team for conducting the institutional self evaluation and producing such a comprehensive report to make things ready for the external audit.

During the discussion with the EQA team the SED team reported that the University focused its institutional self evaluation on the inputs, processes and outputs of teaching and learning with the objective of identifying strengths and challenges in the assurance of the quality of its educational provisions and with a view to taking measures to improve its achievements.

The EQA team could also understand that the SED team assessed every functional units of the University to elicit important information on quality matters in all aspects of education. The SED team also developed and employed the following four data collection instruments.

- ➢ Questionnaire
- ➢ Interview
- ➢ Focus Group Discussion
- ➢ Document Analysis

The SED (page, 9) also reports that institutional self evaluation document is prepared according to the guideline and format of HERQA. The committee which has developed this document was established by the President of the university and its members were selected from all Colleges, DDIT and the administrative wing. In addition, the committee has representatives from students' union and teachers association. All the members of the committee have contributed their own share for the successful completion of the institutional level quality audit. In this report all concerned bodies of the institution such as Directors, Deans, Coordinators, department heads, academic staffs, students and administrative staffs are participated. All libraries, laboratories, sport fields, recreational centers, students' cafeteria, dormitories, clinic and offices were observed by the institutional audit team members. The EQA team appreciates the combination of the SED team which involves members from almost all organs of the University, and the work of the team which addressed all functional units of the University in its institutional self assessment process.

During discussions with the SED team discussants told the EQA team that the qualitative data obtained from observation, interview and focus group discussions were also organized in focus areas as indicated in HERQA guidelines and analysis of qualitative data is supported with quantitative data.

 In further discussions with the EQA team the SED team also reported that the final draft of the SED was edited and presented to the University staff and the top management for discussion and endorsement; and then the SED has been sent to HERQA after final endorsement is made by the management. The EQA team noted that the SED is well structured, passed through several logical steps and presents a comprehensive picture of the activities of the University. And it follows the format advised by HERQA and describes and evaluates activities under the required ten focus areas. However, the EQA team did not have access to the instruments used in the self evaluation exercise

The Institutional Quality Audit Process

The External Quality Audit was carried out by a team of five members (see Appendix 2). Two HERQA's Quality Audit experts had visited the University previously to undertake a briefing visit which one of them is the member of this team. During this briefing visit the HERQA team has explained the arrangements that should be made for the audit and requested additional information that the University should make available to the EQA team, (see Appendix 5). The list of requested documents was left with the University. During the briefing

visit the timetable for the audit process had also been discussed and the importance stressed of scheduling meetings and visits that were required and informing selected staff and students as to when and where they would be required to meet with the EQA team.

The EQA team spent four days at the University. On arrival, the EQA team reported their presence to the assigned liaison person (Quality Assurance Director of the University), who was managing the audit visit. They subsequently met with the Admin and Finance Vice President (delegated by the president). Before departing on Day 4 they made a brief feedback report of their findings to the delegate of the President.

During these four days the team made twelve meetings with staff members and two meetings with students. The EQA team also met with the University Registrar and College Deans and heads of academic departments. In addition, the team visited teaching and learning support facilities, and observed teaching. The team also visited student cafeteria, student dormitories, recreational facilities and a clinic. The team also visited and impressed with the newly established waste treatment plant of the University. The team also studied documentation.
Furthermore, the team met together at least once each day to discuss their findings and prepare for meetings and also met each evening to review what had been learned and to identify areas to be explored the following day. On the final day the team met together to agree on findings to be presented to the office of the President during the exit meeting. On most, but not all occasions, all 5 team members worked together. On a few occasions they split into two teams (one of 3 and one of 2 auditors) and engaged in separate parallel activities like observing classroom teachings. Meetings were carried out both in English and in Amharic to let participants freely discuss without language limitation.
The University made available the blue hall (one of the four well organized conference halls of the University) for the EQA team. This served as their office and also for meetings.

This arrangement was very satisfactory. Importantly, the University prepared and made available all participants of the Quality Audit process as per the timetable for the audit activities which was agreed upon during the briefing visit. This was able to be adjusted to accommodate additional activities as the need arose. The EQA team was exceptionally well supported by the Quality Assurance Director (QAD) who acted as liaison person and facilitated the work of the team highly professionally.

The University had gathered together a collection of very useful documents for the EQA team though not as per the request made during the briefing visit, and these added greatly to the information in the SED and informed the audit.

Of particular value to the audit was the Senate Legislation of the University (2012), the five Year Strategic Plan of July 2005, policy papers, curriculum documents, registrar data, reports, research records, committee minutes, and student and staff data; and these, along with the SED, were key references for the EQA team. The EQA team asked for and received a number of other documents following several of its meetings with staff. The list of documents consulted is given in Appendix 5.

Almost all the requested meetings and visits took place as per the schedule. The start of all meetings was somehow on time. Some activities carried out into the early evening and some late to lunch time, and staff and students willingly spoke with EQA team members even

though it was beyond their normal working hours/days; for this the staff in general and the liaison person (QAD) in particular are to be appreciated.

The staff and students who met with the EQA team were willing contributors and discussants and the team learned much from them. Similarly, staff who welcomed team members to their work bases did so willingly and, again, the EQA team learned much from their observations and interactions. The EQA team was also welcomed by students in their visits to dormitories, a cafeteria and recreational facilities.

While it is recognized that the University offers different modes of study, the institutional quality audit has been concerned with regular degree programs only.

The Institutional Quality Audit

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

1. Vision, Mission and Educational Goals

Five Year Strategic Plan 2015/16-2019/20 of Dire Dawa University published in July 2015 sets out the vision, mission, and values of the University. The plan of the University became effective as of the 20016/7academic year.

As per the discussion with the management group, the EQA team learned that strategic planning committee was formed by the President of the University. The committee was chaired by the President in order to provide guidelines. Another technical committee was also established simultaneously to prepare the strategic plan draft document. The technical committee collected data and produced an initial strategic draft document. A strategic review workshop was organized with involvement of concerned members of the University Community and other relevant stakeholders with an intention of gathering feedback to improve the strategic draft document.

The Strategic Plan (p 3) in its forward message describes that:

> *"The plan was developed through months of collaboration with key Dire Dawa University stakeholders, including faculty, staff, administrators, students, council members community and business captains. It is a plan grounded in diverse perspectives, a plan that has emerged from the broad university's community."*

Apart from the above mentioned statement, the EQA team was not furnished with any other document to verify the involvement of the University's stakeholders. However, during the discussion with various groups, the EQA team learned that few number of the University community was involved, however a considerable number did not participate, particularly in the formulation of the vision, mission and values statement. The team noted that Dire Dawa Institute of Technology (DDIT) is mandated by the Ministerial directive to develop its own separate Strategic Plan. Since special autonomy is given to them within their mother Universities, the institute is expected to cascade the strategic initiative from the University's Strategic Plan.

The Vision, Mission and Value statements and other core strategic elements are properly indicated in the Strategic Plan document.SED (p 10) specifies the revised vision

of the University. The Strategic Plan document (page 17) also echoes the similar vision statement of the University as follows:

> *"…to be the premium choice in the nation, competent in Africa and Internationally accredited university of Science and Technology by 2025."*

The Governance Structure of Dire Dawa Institute of Technology (DDIT) reflects the Institute's vision which is different from that of its parent organization. The governance structure document (p 5) states the vision *"To become one of the top 20 Higher Education Institutions in Africa by 2025 G.C"*

The vision statement specifies the time limit to achieve it. The University has about seven years to go to attain it. The EQA team expressed their concern over the consistency and viability of the vision. The vision seems somewhat too ambitious. However, the senior management defended that the vision will be realized mainly by focusing on attracting and maintaining qualified academic staff members, and Dire Dawa will be one of the industry hubs of the nation. This will create a great opportunity to realize their vision. Furthermore, they said that they will try their level best to retain the existing competent and committed work force in order to achieve the vision of the University.

The SED (p 10) ascertains that "*Discussion with various groups participant's mentioned that in the assessment of the achievability of the VMG of the university, 58.6% of staffs and 56.8 % of position holders are optimistic on the achievability of the VMG.* "

Even though the Dire Dawa Institute of Technology is mandated with autonomous power, as far as it remains as part of the University system, the vision should be compatible with its parent institution.

The EQA team spotted that the curriculum of MSc. in *"Environmental & Natural Resource Economics" of 2014(p 3) states that Vision of Dire Dawa University "Dire Dawa University strives to be a reputable university of Science and Technology in Africa by 2020."*

The EQA team suggests that it is desirable to update and keep consistent version of vision in all official documents of the University.

The Strategic Plan (p 18) declares the mission statement of the University as follows:

> *"To produce competent graduates, demand driven, innovative research and technology outputs, and community services through providing quality education, training and consultancy, conducting research by promoting effective entrepreneurship and democratic attitude to foster socio-cultural, economic, political transformation of the nation."*

SED (p 10) reflects slightly different mission statement. The statement mentioned in the SED document reads as follows

> *"The mission of the University is to produce competent graduates, demand driven, innovative research and technology outputs, and community services through providing quality education, training and consultancy, conducting research by promoting effective entrepreneurship and democratic attitude to foster socio-economic transformation of the nation."*

The Governance Structure of Dire Dawa Institute of Technology DDIT (p 5)
> *"To serve as a model for other educational institutions within the country by Producing internationally competent Engineering and Technology graduates, conducting technology-based applied research, and transferring technologies for industries and communities through strong partnership and entrepreneurship culture."*

The EQA team has observed that unlike the vision, the mission statement of the University and DDIT are more or less compatible.

SED (Page 10) mentions that since Dire Dawa University is an institution that delivers social service to the public and various stakeholders, it has committed itself to certain fundamental values underpinning its sustainability and development.

> *"The fundamental values of DDU are of three categories namely 'individual values (competence, professional integrity and self-initiation), organizational values (trusted partnership, participatory teamwork and client satisfaction), the operational values (credibility, efficiency and effectiveness) and the strategic value (commitment to excellence). "*

Unlike the above miniaturized version of values statement depicted in the SED, the Strategic Plan document (page 18-20) explicitly declares more elaborate set of core values of the University. The plan mentions that the values have four categories, and they are also to be promoted in the day–to-day activities of the University. In addition to these, the value statements are stated in higher education proclamation No. 650/09, and the principles of civil servants. The plan commits the University's community to cherish to these core values. The same is presented below:

(a)   **Individual Values:**

Competence : The DDU staff shall pursue their responsibilities with highest possible diligence, standards and demonstration of professional ability

Professional integrity: We do our business with utmost honesty and social responsibility. We shall keep and promote our *professional ethics and be exemplary to the community   we serve.*

Self –initiation: W*e believe taking initiative is crucial for achieving goals, objectives and tasks of DDU. We are willing to move beyond a narrow definition of responsibilities and be flexible and wholehearted in seeking solutions.*

(b)   Organizational Values

Equality & Equity: *We believe equality and equity is crucial for achieving goals and objectives in our all operation.*

Academic freedom: *We believe in strong commitment to a free and democratic academic environment where individuals inquire, investigate and engage in relevant academic practices and development.*

Corporate Social responsibility *We are strongly committed to manage our business operations in manner that produce an overall positive impact on society.*

Trusted partnership: *Our relationship with stakeholders and individual shall be with trust, confidence and on the basis of mutual respect and benefit. We shall respect confidentiality and carefully avoid possible conflict of interest.*

Participatory team work*:   We strives to develop internal synergies and integration of diversified competencies and promote teamwork and democratic relationship as our powerful instruments to accomplish our roles and responsibilities. We promote consultation and discussion on a regular basis at every level.*

Client satisfaction: *We commit ourselves to give proactive, relevant and quality service to the highest standards so as ensure the satisfaction   and   fulfilment of expectations   of   our stakeholders.*

(c)   Operational Values
   Credibility: We are bound to the principle of demonstrating trust, public satisfaction and acceptance in all our undertakings
   Efficiency and Effectiveness: We are committed to maximize our efficiency so that the output and the outcome of the education system could be   reflected   in   the social   economic   and   technological development of the country

(d)   Strategic Value

   Commitment to excellence: We believe commitment to excellence in the key to deliver performance of DDU is key to deliver quality service to the stakeholders and the society at large."

The EQA team noticed that the values statements of the University are not same as the DDIT. The DDIT value comes from the   special   autonomy   given to it to administer the operation and achieve its strategic plan. The team is of the view that regardless of the special   autonomy   the values can be made compatible since the mission of the mother university and the Institute of Technology is the same.

The EQA team observed that the vision, mission and the values statements of the University are not included in the University senate legislation of 2012.

The SED (page 12) indicated that the University has revised its vision and mission. Furthermore, the document mentions that" according to the survey made respondents it is highly appropriate that these have been revised to reflect the new status of the institution." However, the EQA team could not be furnished with the previous version nor could it ascertain and appreciate the changes made. As a result, the team could not give possible comment on it.

The EQA came to realize that there is no substantive evidence to claim that VMGS and other elements are well communicated and understood by the wider community of the University. For the vision statement to inspire and the value statement to influence the members on their day to day activities, they need to be shared well among the members of the University.

The SED (p 10)argues that "the non-management group believed that the VMGs were not widely communicated to stakeholders of the University. In addition, the majority of staff who hold offices indicated that the vision and mission of the University had been effectively communicated to them. However, they admitted that the goals were not communicated to them. This implies that the University needs to take more steps to communicate in order to internalize the strategic components using different approaches including group discussions and publications such as the senate   legislation,   prospectus,   faculty   handbook, students' handbook, billboards, and newsletter and in all strategically important documents.

The EQA team also believes that a lot needs to be done to communicate the vision, mission and the values to the wider group of the University. The team also notices that even though the SED document refers to VMG as to mean Vision, Mission and Educational Goal, however, the team could not identify the Educational Goals in any of the documents furnished to it. Instead of the educational goals, the strategic plan which is prepared using Balance Score Card approach identifies strategic issues, themes and objectives.

The Strategic Plan (p 30) states that:
   " the plan promotes Excellence in Teaching and Learning, in Research and Technology Innovation, in Community Engagement, Corporate Social Responsibility

and Partnership, in Leadership and Governance, as well as in Internal Service Provision"

Furthermore, the plan specifies a set of objectives and results to be achieved for the above mentioned themes taking into account customers, finance, internal business process and learning and growth.

It remains to be seen whether or not the University can meet the challenges of its vision , values and mission and implement its Strategic Plan. But regardless of the level of achievement in these areas, the fact that the University is seeking to address the needs of the nation and the stakeholders must be recognized as highly appropriate.

With regard to Focus Area 1 (Vision, Mission and Educational Goals) the EQA team commends the University on the following:
(i) The development of a new vision and mission and a set of values.
(ii) The development of a Five Year Strategic Plan.

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

A. Essential recommendations

The EQA team recommends that the University:
(i) develops a set of major educational goals;
(ii) takes actions to disseminate its vision, mission, goals and values;
(iii) takes actions to ensure that its vision, mission, and values are internalized by the University community;

B. Advisable recommendations

The EQA team recommends that the University:
(i) Establishes system to monitor the implementation of its values;
(ii) Establishes system to monitor the progress towards its vision and strategic goals.
(iii) reviews different versions of its vision, mission to make it compatible
(iv) reviews regularly its vision, mission, and values and revises these as necessary

2. Governance and Management System
In order to realize the above stated vision through accomplishing its missions, Dire Dawa University (DDU) has set its own governance and management systems. As can be referred from the university's organizational structure given in figure one below, the higher governing body of the university next to Ministry of Education (MoE) is the university's board. The president of the university and the supervisory board for Dire Dawa University's Institute of Technology are both directly accountable to the university's board. These higher governing bodies have delegated their powers through assigning vice president for academic affairs, vice president for research and community services, vice president for administration and business development and scientific director for the institute of technology.
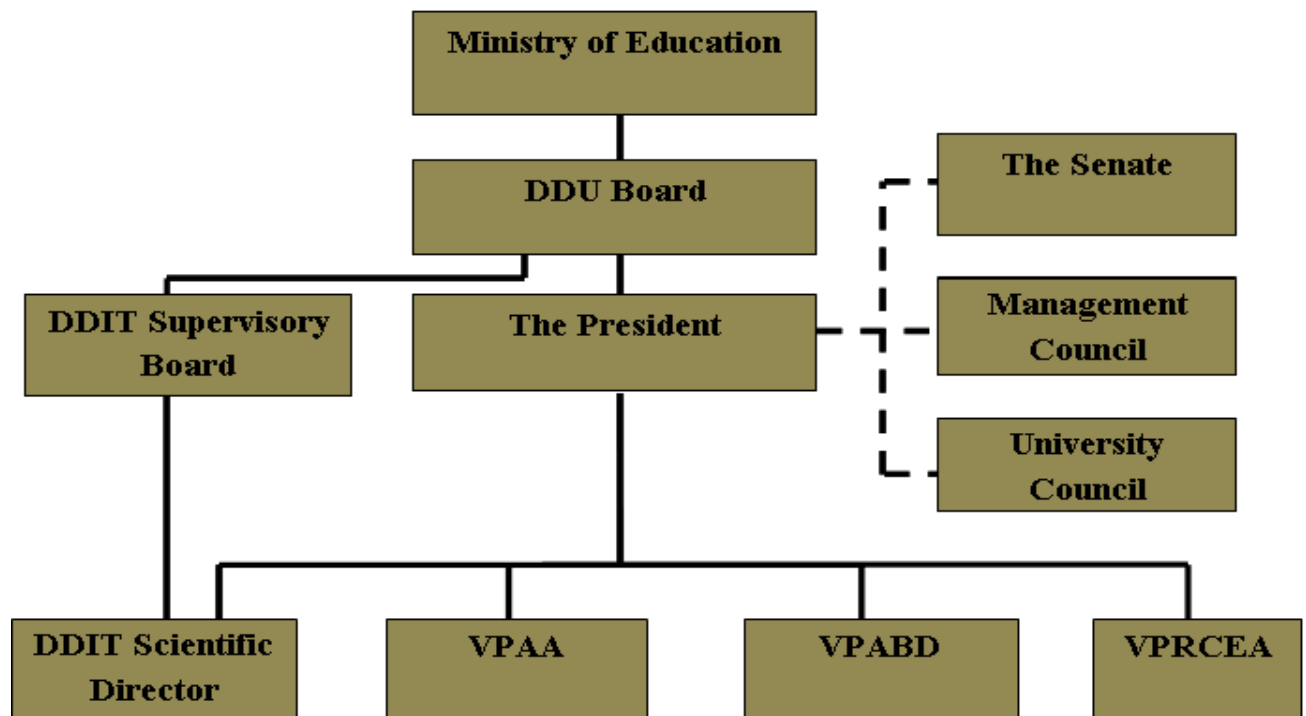
Figure 1: *Organizational Structure of DDU adopted from DDU's 2017's Self Evaluation Document (SED)*

The delegation has gone up to the frontline workers of each wing through sequentially assigning dean/director, department/chair and team leader. The governing and management systems in place are appropriate for the realization of the vision through proper accomplishment of missions except the accountability and independence issue of the quality assurance unit of the university. The unit is named Quality Enhancement and Academic Program Affairs Directorate (QEAPAD). The QEAPAD is accountable to the Vice President for Academic Affairs (VPAA). The EQA team believes that the unit in its present form may not play the role it is expected to play autonomously for two reasons. Firstly, the unit's supporting and regulating function is limited to the academic issues. It does not have access and official mandate on the quality of the research and community services and on the quality of activities in the administration and business development wing of the university. Secondly, even within the academic vice president, the directorate is working on quality and academic program issues. The EQA team is of the opinion that this practice may contradict with the interest to make the unit independent quality regulatory body.

The power delegation at every level is done with clear descriptions of duties and responsibilities of the appointees. In some units of the university for example, in Dire Dawa Technology of Institute (DDIT), there is a culture communicating the duties and responsibilities of a certain officer together with his/her appointment letter. Effort is also made to make the document on Business Process Reengineering (BPR), which contains all descriptions of duties and responsibilities of office holders, accessible to the officers and staff as the whole. Likewise, the senate legislation, which was disseminated to the university's community in soft copy, depicts duties and responsibilities of the university's main office holders.

The EQA team believes that there is fair participation of the academic staff and students' representatives in decision making processes. The staff and students have representation at every level of the management systems. The students are participating at every level of management through their representatives organized in 15 units. The education and development army wing of students is also helping for the realization of peaceful teaching-

learning process of the university. On the occasion they participate, the students representatives go to the extent requesting for reconsideration of decision. However, the EQA team learned that the university has more to do to ensure student representatives' active participation at every management system on regular base. The EQA team could also learn that there is a culture of solving problem through discussion. The management follows open door policy for addressing issues through discussion, but the management needs to exert more effort in ensuring the enforcement of its decisions at every level of operation. The EQA team could learn that there are gaps in relation to attitudes, knowledge and skills the management has to address in the frontline support staff.

In order to make the decision making process clear and transparent, effort is made to communicate the decision making procedures and steps in working documents. A case in point is the staff appointment guideline of the university. In this guideline, procedure for application, criteria to be met for certain position are clearly stipulated. Effort is also made to collect and accommodate views and comments of concerned stakeholders before the concerned managing body passes decision.

Gender balance at various governance levels is yet to be improved. There are few female academic staffs in the university. However, there are some encouraging efforts to bring some of them into position. Different affirmative actions are being taken to bring female academic staff into positions. There is one female academic staff at top management level; there are also few in the lower management level. Different trainings for example, on assertiveness were offered to female staff members. Female role models were also invited to the university to inspire the female staff for further improvement. This is a commendable effort.

With regard to Focus Area 2(Governance and Management System) the EQA team commends Dire Dawa University on the following:
   (i)   The existence of an organogram which gives attention to research and community services at the vice president level.
   (ii) Presence of separate guideline for the appointment of middle and lower level managers.
   (iii) Its effort to participate students, and teachers in the management systems of the university.
   (iv) Effort being exerted to bring female academic staff into leadership positions and to increase number of female academic staff in general.

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

A. Essential Recommendations
The EQA team recommends that the University:
  (i)   reconsider the accountability of quality assurance unit in such a way that the unit will address quality issues of the other wings(research, community services and support services) ;
  (ii) detach the academic program issue from quality assurance unit so that the unit will be an independent regulatory body;
  (iii) ensure a planned and consistent implementation of affirmative action to bring female academic staff into leadership positions.

B. Advisable Recommendations
The EQA team recommends that the University:
   (i)   ensure students' representatives active participation at every management system of the university on regular base;
   (ii) ensure the enforcement of the decision of the management by the frontline workers;

(iii) works on continuous development of the support staff so that they will have adequate knowledge, skills and desired attitude in their areas of expertise.

3. Infrastructure and Learning Resources

HEIs should provide clear, accurate and adequate information on the capacity of the institution, its facilities and resources. Every HEI must have sufficient and appropriate physical facilities and learning resources and the financial capacity to ensure effective delivery of its programs.

The facilities in HEIs should be suitable and adequate for the effective teaching and learning of the numbers of students admitted. Institutions should ensure that the resources available to support student learning are adequate and appropriate for each program offered.

It is with reference to this context that the EQA team has made the assessment of the status of *Infrastructure and Learning Resources* in Dire Dawa University.

The report of the assessment for this focus area is based on the focus group discussions with the representative's of the staffs, students, management staffs, observation of the various facilities (i.e. office /classroom accommodations, Library, laboratory, student cafeteria, student dormitory, student clinic and lounges etc.), and study of relevant documents.

General teaching accommodation
SED (page 13) states that "The University has 16 LTH rooms and more than 220 small, medium and large sized classrooms. Thus, the classroom-student (regular) ratio is about 1:42. This shows that the university has relatively adequate number of classrooms if they are well managed and distributed among the different academic units. In addition, nearly all the rooms have armchairs for students though there is problem in distribution between and among the rooms and buildings."

During physical visits the EQA team also could note that, the university has enough class rooms for current students and there are some newly constructed blocks which are of more attractive design and conducive for the teaching/learning process. There are also other constructions underway which may enable the University increase its office/classroom accommodations. The University has also a huge construction underway to enclose the campus compound with strong fencing, and the construction of the huge building for the management staff is on its finishing phase. The beautifications of the University campus compound is a good start and hope the University can complete the work and establish a system to sustain the result. Another good work of the University that the team has visited is the waste treatment plant which also is a good alleviation for the beautification of the campus compound.

On the other hand most of students' dormitories are overcrowded (six students or three double beds are assigned per each room) while their normal capacity (for such a hot area) should not be more than four students (two double beds each). The toilet services of students' dormitories are of serious problem many of the toilets are not functional for many reasons. For a University which is engaged on such huge constructions for office accommodation, compound fencing and other classroom blocks, students' dormitory accommodations seems given less attention. Hence the EQA team here has the opinion that the University need to give due attention to facilitating the dormitory accommodation system and corresponding services to its students.

Laboratories and Workshops

The SED (page 17) states that "College of Natural and Computational Sciences have newly re-established laboratories with modern equipments costing more than birr 20 million…." The EQA team could confirm and appreciated the existence of such (13) well organized laboratories of the College during physical visits and also from discussions with students and staff. This is a commendable practice. The team has positively noted the ongoing development of well organized modern workshop of electric machines with kaizen set up, which is being organized by the program staff. The team has also visited the mechanical engineering workshop which was somehow well organized, but need to have all the lab assistants qualified with relevant field of studies. The EQA team appreciates the "*research centre for enhanced systems*" in the University where many research outputs of staff as well as students are displayed; this surely is to be a good start for knowledge transfer. On the other hand representatives of IOT students have told the EQA team that out of the seven labs the four are almost nonexistent.

On the other hand the team has concerns on the proper organization and access of lab resources especially in the medical fields. The ICT/computer labs are also those areas of students complains, the EQA team also visited most of these labs and shared the students' concerns. Most of the students' complaints are software and computers' capacity & functionality problems; moreover all computer labs are located at first and above, floors which students with physical disabilities could not access them. Some computer labs are also accommodated in very small rooms and with no ventilation, the team could witness students and the lab instructor to suffer from suffocation.

The SED (page, 18) states "The College of Medicine and Health Sciences has not yet established full-fledged laboratories. But, the College is given one building to set its own laboratory system though equipments are fully installed. In spite of this, there are demonstration rooms for midwifery and anesthesia departments. In addition, the College has six technical assistants (one in each of midwifery and anesthesia departments, four in school of medicine) working in the two demonstration rooms and the computer lab". However the medicine students of the University have very serious complains on overall status of the University to properly run the program by referring various limitations in comparison to other similar institutions. The EQA team hence is of the view that the University has due assignments in facilitating and enhancing the laboratory accommodations and services in all medicine, ICT/computer and some (IOT) engineering labs/workshops.

Resource utilization, maintenance and updating

The SED did not address resource utilization and systems for maintenance and updating.
The EQA Team found no evidence that any such systems are established and functioning effectively. On the other hand the EQA team could have observed that number of broken chairs and tables thrown here and there around many of the buildings. Moreover broken doors of many rooms (student dormitories and toilet rooms) need to be fixed; but not yet paid attention, as complaints from students.

Office accommodation

The SED (page 14) states "Given the size of both academic and administrative staff of the university, the offices available are not sufficient. In addition, the deans, directors, coordinators, department heads and instructors stated that staff offices are being furnished with necessary facilities including toilets, water and sewerage systems." The EQA team also could confirm the University does not have serious problem of office accommodations both for administrative and academic staff; in fact most offices are crowded and not of standard. However the EQA team is not in agreement with the claimed access of facilities especially the team could feel access for toilet was a challenge in the University compound. The ongoing construction of complex buildings for the management staff, the central library and for the relocation of the Collage of Medicine and Health Sciences are expected to fully resolve office and other accommodation problems, and related facility access limitations.

The SED also states "Among the office related facilities, internet access is very important as regards to both its availability and quality. The university is intensively working to establish high speed cable and wireless internet". The EQA team could observe wireless internet access was a challenge in the University compound. However the team appreciates the ongoing internet installation process which surely may resolve this limitation in the near future.

The University has also arranged condominium houses as living accommodation for academic staff. Academic staffs are said to be provided the accommodation based on seniority and with priority to female candidates. The most interesting thing is the University has its own reserved land for constructing more living accommodations. So the EQA team is of the opinion that the University need to facilitate the construction of additional houses for its staff as soon as possible to minimize staff turnover.

ICT access

SED (page 15) states that, "The university ICT system is led by the ICT Directorate under the president. There are 15 computer labs with average 42 computers each (based at Block 9 and 10, the President building and the ICT building) being used for the teaching-learning purposes. Students (58.5%) and staffs (65.8%) surveyed argued that computer laboratories of the university are not sufficient." During discussions with students the EQA team could have learnt that the students' complains on computer labs was even beyond this. Students said in some computer labs almost all computers are nonfunctional and they said of six computer labs (lab 1-6) only one (lab 5) has internet connection. Moreover the computers in lab 5 are said with no hard disks. The EQA team hence is of the view that the University has serious problem in the computer lab and related services which needs to be resolved soon.

A commendable effort of the University is the provision of computers desktop /laptop for its academic staff. SED (page, 14) states "nearly all of the university staff, mainly academic staffs, has desktop computers and there is no supply problem in this regard. There is no shortage of LCD projectors to run the teaching-learning process". The EQA team could also confirm this during discussions with the various groups of the academic/management staff.

Library

The SED of the University states "DDU has three libraries; Main library (for students of college of Law, college of Social Sciences and Humanities, College of Natural and Computational Sciences and College of Medicine and Health sciences), DDIT library and the Business and Economics and post-graduate library". The EQA team has visited the libraries and discussed with the library staffs. The team could have leant that the total capacity of the three libraries is about 1773 students at a time while the total number of undergraduate regular students is about 10,038 which the library can accommodate less than 18% of the students at a time. The chairs in the library are plastic chairs which are not suitable for that hot area and are also weak that can be easily broken. The A.C system in the library is said to operate the opposite (it heats instead of cooling); need to revisit for technical problems. To address these problems the University has one huge building under construction (completed about 82% of the construction in its prolonged time of construction) the EQA team is optimistic the construction will completed and start service soon.

The library has open access corner for books except for books with less than five copies. The library head has told the EQA team that scarce books (books with less than five copies) are reserved for circulation that students are to get a loan for one hour reading service in the library. There is also a pocket service corner. Students of medicine and health sciences can get four pockets each and only graduating class students of other programs are eligible for the pocket service; and they can get only one pocket each. In addition to these, books for medicine students are said to be deployed in a public library of the city so that the students can have additional and nearby access. The library head also told the EQA team that the University is a member of the AAU consortium and students and staff have the access of

number of academic journals. These efforts of the University are commendable, but the University library has still many challenges to overcome.

During discussions with students the EQA team was told that the library has many limitations. The students said the library chairs are not comfortable to stay reading for long times, most of the library staff are not qualified for the service and are not ethical, most of the computers in the library are not functional, no digital library, and most books in the library are old (not of recent editions). The library has also no separate reading room for students with physical challenges. Though SED (pages 15-16) states the existence of e-book services students have argued the opposite. The medicine program students also have serious complains on the service delivered to them by the public library. The EQA team hence is of the view that the University has a lot to do to satisfy its students in the library and related services.

Students' cafeteria
The SED does not say anything about students' cafeteria. However the EQA team could address the cafeteria issues on physical visits, discussions with students and by interviewing the cafeteria staff. The University has two halls for student's cafeteria: The cafeteria has no space problem to accommodate the students for each meal of up to two hours services. Though some students has complains on the café service most students agreed on relative improvement of the cafeteria service in the current year by referring even some non café students are tending to join the café this year. The most serious problem that all the students complained is the cafeteria waste disposal holes. There are number of cafeteria waste disposal holes just nearby in front of the cafeteria gates; the EQA team could observe these holes and sense the possible hygienic challenges.

The University cafeteria has its own 'teff 'grinding mills, a bakery and 30 'injera' baking pans ('mitad'). The University's effort to own and sustain the services of these major cafeteria resources is commendable. The cafeteria also has relatively enough kitchen machines (onion, 'wat', and tea processing, and dish washing machines).

The EQA team has the feeling that the internal facility status of the cafeteria is relatively okay but the hygienic mater of the cafeteria environment is still a challenge to be resolved soon. There are many old and of poor status chairs and tables in the cafeteria which also need enhancement. Students have also concerns on the periodic screening of the cafeteria staff and on having/wearing clean and of the standard cafeteria dress/white uniforms.

 Menu for cafeteria meals are also said to be prepared in consultation between the student council members and the cafeteria staff. The EQA team appreciates the dedication and coordination of the cafeteria staff in their chain of actions from preparation of the 'teff' (with the required mix to produce good 'injera') and to the kitchen activities and the final food service stages.

Dormitory
The SED does not say anything about students' dormitories too. However the EQA team could address the dormitory issues on physical visits, discussions with students and by interviewing the proctor staffs. During the physical visit the EQA team has observed that each dormitory room is made to accommodate six students (three double beds each); the EQA team has the concern on accommodating six students in such small rooms in such hot environment Dire Dawa. Moreover many of the bath/toilet rooms in the dormitory blocks are not functional; only few toilets (that can serve 12 students at a time) in the ground floors are made to serve up to 414 students. The problem is mainly attributed to shortage of water, and the University management and the board as well said the problem is not water shortage but electric power to pump water up to reach the upper floors, and said are trying to resolve these water related problems.

The EQA team during the dorm visit could feel the challenges, because the team members were seriously challenged by unpleasant smell when walking around the dorm floors. Students told the EQA team that as a result of this problem many students are tending to use open space (they termed this as "freedom") some few meters from their dormitory blocks. Students have also complains on the accessibilities of proctors. The students said proctors are not regularly around to help them whenever they want their help. The EQA team hence is of the opinion that the University management need to closely support and monitor the dormitory environment and corresponding services.

Students also have serious complains on the security of the dormitory environment; for they said there is no fence to enclose their compound from the external environment. The other complain of students is on TV service in the dormitory blocks. They said though there are purchased TVs and TV rooms neither are installed for the service; instead all the TVs are stored in the proctors' offices. The dormitory rooms also do not have any air cooling system while the environment requires the service. The EQA team therefore is of the view that the University management needs to work hard to make the dormitory environment conducive.

Recreation facilities
The University SED has no mention of recreation facilities. However from physical visits and discussions with students this was another area that the EQA team could trace significant gap. The students' lounges (the team visited three) are not attractive (one is simple shelter which cannot be used during rain times) and prices are said not fair for student customers. They also said there is no any type of indoor game in either of the lounges; the EQA team in fact could see TV service and students playing pool in one of the lounges visited. The students also have concerns on the transparency of the outsourcing of the lounge services. The students said the out sourcing seems simply targets on creating job opportunity but not the proper service delivery to students; as a result they said most students prefer and get service outside the campus compound (in the public markets).

During visits the student representatives accompanying the EQA team were taken by surprise when they saw one of the lounges closed posting a short notice on the door (the representatives had not had any information on the when and why the lounge stopped the service). Students also told the EQA team that there is no standard sport field though there is a newly built stadium it is not suitable and hence students said they prefer to play in the open traditional foot ball field. In general the EQA could feel that recreational service for the University students is almost nonexistent or no system to follow/manage them for proper service delivery.

Health service
The University has one clinic that provides service to students of the University; but students said in the current times there is no ambulance service for the vehicle is said to be in garage for servicing. However students said the clinic service is relatively good.

Finance
The EQA team learned that the financial system is highly centralized and that the faculties depend on a central procurement system for the provision of even minor items. This system is not favoured by many of the staff who met with the EQA team who would prefer budget devolution to faculty level and a more decentralized system of procurement. However the EQA team on the other hand could learn the adequate budget allocation for the University may not have any problem as the team could see the University running constructions which require huge money.

The financial stability of the institution and the adequacy of its budget to run and sustain its programs were not addressed in the SED and not explored in the audit visit. However, it is clear that funds are limited and consequently budgets are tight so that spending, even on

priorities, must be carefully controlled. This might go some way to explaining the current system of centralized purchasing

In general the EQA team is of the view that the university has number of challenges to resolve. That is water shortage, electric power, internet service, maintenances, finalizing the buildings under construction, lounge services, clinic service, sanitation and cafeteria environment hygiene related problems, sport and other recreation facilities etc. all need the dedication and wise intervention of all the management bodies in general and the top management in particular.

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

i.   The works done in constructing various complex buildings and other constructions;
ii. The establishment of well organized science labs.
iii. *The established "research centre for enhanced systems".*
iv. The availing of major cafeteria resources and well coordinated cafeteria staff activities.
v.   The effort in place to secure staff living accommodation.
vi. The water treatment plant and its use for watering plants in the compound.
vii. The Provision of laptop computers for all academic staff.

Listed below are the recommendations and kind request of the EQA team on Focus Area 3 (Infrastructure and Learning Resources)

A. **Essential recommendations**:

The EQA team recommends that the University:
i.   takes appropriate actions to enhance laboratory services in most of the programs;
ii.   takes urgent actions to resolves the dormitory problems (toilet and bath rooms, accommodation size, etc);
iii. takes urgent actions to resolve the sanitation problems in the students' cafeteria, environment (manage the cafeteria waste disposal holes);
iv.   puts its maximum effort to improve the water and electric power supplies;
v.   works to enhance the students' recreational facilities and services and revisits/follows the management/functions of students' lounges;
vi.   fixes the A.C system of the library for proper operation/service;
vii. improves book stocks of the library with books of recent editions;
viii. revisits the library services for medicine program students delivered by the public library;
ix.   enhances the internet access in the university campus compound;
x.   enhances the clinic service of the students especially the ambulance service;
xi.   puts more effort to facilitate the completion of the construction of the library building.

B. **Advisable recommendations**
The EQA team recommends that the University:
i.   makes the said to be idled TVs in the dormitory blocks operational;
ii.   establishes a system for material utilization and maintenance;
iii. enhance the competency of the library staff for proper library services;
iv.   ensures the periodic screening of the cafeteria staff;
v.   revisits the status of the chairs and table in the library and students' cafeteria;
vi.   secures students' dormitory environment by enclosing with proper fencing;
vii. ensures proctors attentive services to their respective dormitories.

4. Academic and Support Staff

The members of staff of a University are its main assets. The quality of an educational program depends strongly on the quality of the staff who provide teaching and students support. They need to be appropriately qualified and adequately skilled for the tasks they have to accomplish.

Every higher academic institution must have sufficient and appropriate staff to ensure effective implementation of its programs.

4.1. Academic staff

From the data in the six month report (2009 E.C) of the University (page, 8) it can be seen that DDU has 1,094 academic staff of which only 134 (21.39%) are females, and 1,330 administrative and support staff of which 861 (64.7%) are females. The numbers of academic staff currently on duty are 759 of which 57 are expatriate staff; the University has a total of 295 academic staff currently on study leave. The total number of under graduate regular students of the University is 10, 038. Moreover the University has a total of 15,735 students in the under graduate programs (both in the regular and continuing education) of which 4935 (31.36%) are females, and of 193 students in the postgraduate programs 40 (20.73%) are females (See Tables 1, 2, 3 and 4 below for the details of data).

From the data in the tables 1, 2, 3, 4 and 5 below) the Staff to Student Ratio (SSR) of the University (taking only under graduate regular students against academic staff with second degree qualification and above) is about 1:31. Moreover the SSR in DDIT is somehow higher than this which is about 1:34. This shows that the University need to work more in order to meet the required qualification mix of its academic staff. On the other hand the proportion of the academic staff of the University with PhD qualification is 4.85%; and 37.47% of the academic staff is of undergraduate degree level training. This ratio also varies from college to college where it is 62.98% in the DDIT. The discussants of the management staff attribute this least proportion of senior academic staff to the high turnover due to the environmental (the high temperature) challenge of the city Dire Dawa. The EQA team hence is of the opinion that the University considers this ratio carefully and act in a planned manner to reduce it to the required level.

The detail data on the academic staff of the University is reproduced below

(There is slight difference between the data from the SED and data from the six month report of the 2017 academic year, either source is used as needed)

Table1. Local Academic staff currently at work

College/Institute	1st degree			M.D			2nd degree			3rd degree			Speciality degree			Total			
	M	F	%	M	F	%	M	F	%	M	F	%	M	F	%	M	F	T	%
DDIT	122	23	55.3	0	0	0	109	7	44.3	1	0	0.4	0	0	0	232	30	262	100
CNCS	3	2	4.5	0	0	0	90	8	89.1	7	0	6.4	0	0	0	100	10	110	100
CMHS	28	4	32.3	52	10	62.6	0	0	0	0	0	0	5	0	5.1	85	14	99	100
CBE	29	3	27.6	0	0	0	72	8	69	3	1	3.4	0	0	0	104	12	116	100
CSSH	4	5	7.3	0	0	0	91	16	86.3	8	0	6.5	0	0	0	103	21	124	100
CoL	13	5	58.1	0	0	0	11	2	41.9	0	0	0	0	0	0	24	7	31	100
Total	199	42	32.5	52	10	8.4	373	41	55.8	19	1	2.7	5	0	0.7	648	94	742	100
% (of the total)	26.8	5.7		7	1.3		50.3	5.5		2.6	0.1		0.7	0		87.3	12.7	100	100

Table 3:- Expatriate Academic staff currently at work

College/Institute	M.D		2nd degree			3rd degree			Speciality degree			Total			
	M	F	M	F	%	M	F	%	M	F	%	M	F	T	%
DDIT	0	0	42	3	93.75	3	0	6.25	0	0	0	45	3	48	100
CMHS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CBE	0	0	0	0	0	8	0	100	0	0	100	8	0	8	100
CSSH	0	0	0	1	100	0	0		0	0	0	0	1	1	100

Total	0	0	42	4	80.7	11	0	19.3	0	0	0	53	4	57	100
% (of the total)	0	0	73.7	7		5.3	0		0	0		93	7	100	

Table 4:- Local Academic staffs currently on study leave

College/Institute	2nd degree number and %			3rd degree number and %			Speciality degree number and %			Sub speciality umber and %			Total number and %			
	M	F	%	M	F	%	M	F	%	M	F	%	M	F	T	%
DDIT	133	21	89.5	18	0	10.5	0	0	0	0	0	0	151	21	172	100
CNCS	1	0	4.8	18	2	95.2	0	0	0	0	0	0	19	2	21	100
CMHS	11	1	30	0	0	0	21	7	70	0	0	0	32	8	40	100
CBE	5	0	21.7	17	1	78.3	0	0	0	0	0	0	22	1	23	100
CSSH	2	0	5.9	29	3	94.1	0	0	0	0	0	0	31	3	34	100
CoL	4	1	100	0	0	0	0	0	0	0	0	0	4	1	5	100
Total	156	23	60.7	82	6	29.8	21	7	9.5	0	0	0	259	36	295	100
% (of the total)	52.9	8	60.7	27.8	2	29.8	50.3	5.5		2.6	0.1		0.7	0		12.7

Source for the above three tables is DDU six month report, 2009 E.C

Table 5: Statistics of undergraduate students

College/Institute	Regular Education Programs			Extension/weekend Education Programs			Summer Education programs			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
DDIT	4008	1566	5574	229	44	273	714	104	818	4951	1714	6665
CNCS	**698**	**599**	**1297**	0	0	0	**727**	**251**	**978**	**1425**	**850**	**2275**
CMHS	339	157	496	0	0	0	0	0	0	339	157	496
CBE	**1067**	598	1665	**656**	459	1115	231	**60**	291	**1954**	1117	**3071**
CSSH	316	246	562	0	0	0	1634	774	2408	1950	1020	2970
CoL	**186**	**81**	**267**	**23**	3	26	0	0	0	**209**	84	293
Total	**6614**	**3247**	**9861**	908	506	**1414**	**3306**	**1189**	**4495**	**10828**	**4942**	**15770**
% (of female)	32.93			35.78			35.96			31.34		

Source DDU the six month report, 2009 E.C

Programs/Mode of Delivery	Number of Students			
	Male	Female	Total	% of Female
Regular Undergraduate	6816	3222	10038	32.10
Weekend Undergraduate	990	532	1522	34.95
Summer Undergraduate	2532	867	3399	25.51
Evening Undergraduate	70	65	135	48.15
Total Undergraduate Students	10408	4686	15094	31.05
Regular Postgraduate	34	4	38	10.53
Weekend Postgraduate	32	4	36	11.11
Evening Postgraduate	24	3	27	11.11
Total Post Graduate Students	90	11	101	10.89
Total Undergraduate & Post Graduate Students	10498	4697	15195	30.91

Source DDU SED

Academic staff recruitment and appointment

The SED (page20) states "... from its very existence until now the university did not have a guideline for staff recruitment, selection and promotion but, the university is on the verge of designing a staff recruitment, appointment and promotion guideline in order to retain a fair and just system that supervises the process". Discussants of the management staff also are in agreement to this statement; but argued saying that the academic staff recruitment and appointment is carried out based on the criteria and procedures provided in the legislation of the University. The SED further indicates that, the senate legislation also allows the establishment of Academic Staff Recruitment, Appointment and Promotion Committee (ASRAPC) as a member of the senate executive and standing committee under *Article 25*, to handle issues related to staff recruitment, appointment and promotion as narrated in *Article 27* of the senate legislation regarding the duties and responsibilities of this committee should uphold.

 The EQA team has made a reference to the senate legislation on staff recruitment, appointment and promotion issues of the academic and technical staff and could find clear statements on the issues in articles 38 – 46 and some generic statements are given under the duties and responsibilities of the ASRAPC. The EQA team hence is of the view that standing committees of the senate have due assignments on formulating and communicating clear and separate working documents (manuals/guidelines) in line with the statements in the senate legislation. Moreover the Policy Committee (PC) of the senate is expected to do more on formulating all necessary policy documents/guidelines in consultation with different functional organs and other standing committees of the University.

All positions of the University are based on competition as per the higher education proclamation and the University legislation in which the position for vacancy is posted on University notice board for the permanent academic staff.

Academic staff appraisal/evaluation

It is known that staff appraisal offers valuable opportunities to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. In cognizant of this, according to SED (page 22) academic staff performance evaluation has been conducted regularly at the end of every semester. Academic staffs in DDU are evaluated by students, head of department and colleagues. The practice of the University in the evaluating the academic staff involving concerned parties is commendable. However discussants of the academic staff told the EQA team that the evaluation results are not used neither for promotion nor demotion, except some colleges claimed to use the result for career development, for competition for leadership positions and in the selection of the best instructor of the semester. Moreover students have concerns on the evaluation of instructors which they make every semester which they termed as nominal and boring. The EQA team therefore is of the opinion that the University management in general and the quality assurance office of the University in particular have to work more to attach values to the evaluation results of the academic staff.

Academic staff development

The SED (page 22) reported that the University is aware of the need for staff development and has provided several opportunities. The Institute/colleges and departments also have their own staff development plan and are expected to announce it every semester/year. Accordingly, further actions used to be made by the Academic Staff Recruitment, Appointment and Promotion Committee (ASRAPC) for the upcoming academic year on the basis of the power vested on it as stated in *Article 28* of the university senate legislation. Currently the University has about 295 academic staff pursuing their post graduate level studies (179 for masters degrees and 116 for PhD and speciality programs). The University

has also HDP training which lasts one year but participants said the content and the duration of the training do not match which as a result many instructors forced to stop the program. The EQA team therefore is of the opinion that the University needs to devise a workable mechanism to sustain and make the HDP training effective.

The EQA team also appreciates the practice of the University which new staff is regularly made to pass through induction training.

4.2. Support staff

The University has a clear recruitment, appointment and promotion policy and procedures for the technical staff stated in the University senate legislation however no statement for the administrative staff. The University has a total of 1330 support staff of which 98 are technical support staff while the remaining 1232 are administrative support staff.

The quality of the support staff in line with the academic staff is thus central to the effectiveness of the university in the same way that it is to all people-centred organizations. To do so, the University need to have a mechanism for recruitment, appointment and promotion of the support staff. The EQA team is of the view that the university management has due assignment to consider the issue and include statements which address the cases of support staff.

Support staff appraisal /evaluation

Concerning appraisal/evaluation of support staff, it is not explicitly stated in the SED and no statement is in the senate legislation about the appraisal/evaluation of the admin staff. The EQA team therefore is of the opinion that the University management need to revisit the senate legislation. The University in general needs to have a clearly stated and well communicated comprehensive staff appointment, promotion, development and scholarship provision guideline.

Support staff development

The SED reported that, compared to academic staff, staff development opportunities for support staff is weak. It is further indicated that only few on job training opportunities are given to support staff members. On the other hand, the SED also doesn't indicate any thing about the support staff recruitment, appointment and promotion.

The EQA team could learn from the data in the six month report that the support staff of the University is poorly qualified which only 7.2% are of first degree and above qualifications. If the university is to improve its support services it needs to look closely at the qualification of its staff and provide necessary education and training. Thus the University needs to put more effort to enhance the profile of its support staff.

The University SED does not say any thing about existence of a mechanism for supporting female academic staff. During the discussion meetings with the management staff discussants told the EQA team that there is a dicsion made by the management council to bring more females to the academic staff to balance the gender mix. And they further claimed that females are given priority in the provision of living accomodations. On the other hand female academic staff participants of the discussion meetings argued that the claimed support for females is nominal, which is they said just for reporting purpose not a real practice brought down to the ground. They also said the practice of supporting females specially in the College of social science is not consistent. The EQA team appreciates the dicision made by the management council to bing more female to the academic staff posions. The EQA team on the other hand advises the management to establish a system for affirmative actions which enable to have a planned and transparent implementation procedures to follow. The EQA team in fact also considers positively the existence of a female staff in the top management and some in few other mangement levels.

The University has no formal support system for staff with physical disabilities. This is the

area of concern that the EQA team feels that the University paid no attention. The EQA team therefore insists the University management to pay due attention for supporting staff as well as students with disabilities.

Table 4 technical and support staff

S.No.	Division	Educational Level	Sex		Total
			Male	**Female**	
1	Technical Staffs	Below Diploma	0	5	5
		Diploma	30	2	32
		BA/B.Sc.	14	5	19
		MA/M.Sc.	0	0	0
		PhD	0	0	0
		Total	**44**	**12**	**56**
2	Library	Below Diploma	23	48	71
		Diploma	3	18	21
		BA/B.Sc.	2	0	2
		MA/M.Sc.	0	0	0
		PhD	0	0	0
		Total	**28**	**66**	**94**
3	Registrar	Below Diploma	4	4	8
		Diploma	2	9	11
		BA/B.Sc.	1	0	1
		MA/M.Sc.	0	0	0
		PhD	0	0	0
		Total	**7**	**13**	**20**
4	Administration Staff	Below Diploma	275	684	959
		Diploma	54	39	93
		BA/B.Sc.	45	11	56
		MA/M.Sc.	3	1	4
		PhD	0	0	0
		Total	**377**	**735**	**1112**

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

    (i)   The existence of clear systems and criteria for the appointment and promotion of academic and technical staff in the senate legislation.
    (ii) Efforts being made for staff retention, like availing living accommodation.

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

A. Essential recommendations
The EQA team recommends that the University:
  (i)   seeks suitable and more robust staff retention mechanisms;
  (ii) develops separate guidelines and procedure manuals for staff recruitment, appointment, selection and promotion;
  (iii) enhances the academic profile of its teaching and support staff;
  (iv) ensures a comprehensive and planed training delivery system;
  (v) develops a competitive promotion structure and career pathway for administrative and support staff;
  (vi) establishes and fully implements a comprehensive staff appraisal system;
  (vii)Develops a system/mechanism for affirmative action to support females and staff with physical disabilities;
  (viii) The University in general needs to have a clearly stated and well communicated comprehensive staff appointment, promotion, development and scholarship provision guideline;
  (ix) monitors and evaluates the service delivery status of the support staff.

B. Advisable recommendations
The EQA team recommends that the University:
  (i)   works to increase number of female staff in leadership positions;
  (ii) needs to have policy which enable to engage in supporting female academic and support staff;
  (iii) makes the staff accommodation environment attractive and conducive for living;
  (iv) improves the transport service provision system;
  (v) enhances its engagement in cross cutting issues;
  (vi) uses staff appraisal to identify training needs;
  (vii)works more on gender and diversity matters.
  (viii) monitors the implementation of its human resources development plan and takes actions as deemed necessary;
  (ix) works to attract more qualified and experienced academic leaders.

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

The Senate Legislation of DDU (page 34: Article 31) states that there is an established Admission and Enrolment Committee as one of the standing committees of the University Senate. The Committee is mandated to assess intake capacity against available human and material resources and set clear and transparent criteria for admission. The SED (Page 27) also stated that the university has students' admission guidelines and procedures for undergraduate, graduate and continuing and distance education programs. However, the EQA team came to the view that the admission of regular students to DDU is conducted, as

commonly practiced, in all Ethiopian Public higher learning institutions, by the Ministry of Education. In fact, it is the University that assigns regular students to programs in the process of placement.

From discussion with different focus groups, the EQA team came to learn that undergraduate regular Students' placement in to programs is primarily a function of their result in Ethiopian Higher Education Entrance Certificate Examination (EHEECE) and their choices. In the placement process, however, the university has special provision/quota for female students (30%), Students with disabilities (100%) and students from under privileged regions (100%) (SED page 27).

For undergraduate regular program students DDU uses diagnostic assessment to identify prior learning followed by sixteen hour tutorial program for those who score below average in the assessment (SED page 27). While this is commendable effort, the EQA team advises DDU to maximize this effort and apply the assessment across its all programs and inform the wide range of students' attainment to instructors and adapt the nature of educational provision to suit student intake.

The Senate legislation (page 117: Article 104) provides General, academic and Non academic requirements for admission to post graduate (PG) Programs. Completion of Bachelors degree in specific/related program from recognized university and meeting satisfactorily the selection criteria which may include the entrance examination to be administered by the academic units concerned among the academic requirements.

Overall, the EQA team commends DDU on the provision of support in the process of student's placement in to programs. However, the efforts are not sufficient as stated in the SED (page 27):-

" The University has limitations in providing sufficient support to guide the students to choose their field of study based on their prior learning background and competence".

Academic support and counselling

The SED (page 28) states that DDU has Guidance and Counselling office and guideline stated under University's Legislation Article 68. However, with the discussions made with student representatives, the EQA team is learned that the guidance and counselling service is not well promoted; most of the student representatives do not know the existence of such services.

During the discussion with academic staff, the EQA team was informed that an academic advisor is assigned to 20-25 students to guide them in the various academic activities during their stay in the university. However, from student representatives, the EQA team were informed that very few members of staff maintain regular consultation hours for students.

As a case of a gap in academic Advising ,the student representatives mentioned to the EQA team that about 38 Senior students of Construction Management Program who would have been completed their courses in the 2016/17 academic year are forced to wait for next year course offering.

Tutorial Services
The SED (page 28-29) considered the Diagnostic test administered by DDU to assess prior learning   and one-to-Five (Cooperative) learning as tutorial practices and   commended DDU for such achievements. From discussions with Staff and Student representatives, the EQA team came to know that the student council has its own attempts to support academically weak students in the form of tutorial.

But, overall, the EQA team noted that there is no organized practical provision of tutorial support in the University and the team looks forward to the University's introduction of measures to ensure that tutorials become standard practice throughout the University.

Student clubs and other support services

There are different student clubs (about 13) in DDU which engage students in various activities. According to the information from student representatives some like ICT club, Charity Club and anti-AIDs club are relatively active. However, most of the clubs are not active as supposed to be.

Gender Office
According to the Senate Legislation (Article 14.9) DDU has an office of Cross cutting Issues (CCI), which Plans, coordinate, and monitor the implementation of all gender related activities in the University among other activities. While the existence such important office is commendable, whereas, during the discussion made with student representatives, the EQA team were told that the office holder is not accessible to the students and as a result the office is not active enough in engaging students to involve in gender affair issues.

Dormitories
Students are accommodated in shared room dormitories. Female students are accommodated in rooms designed for six. The EQA team visited both female and male dormitories and also spoke with students. Students were much more concerned with the poor sanitation and lack of water in dormitories than with the size of their living space. The EQA team observed overflowing toilets and experienced the bad smells that students reported as prevalent. Some of the toilets in the dormitories have no doors, and light bulbs; bath room taps are not function. Both cleaning staff and students reported that requests for maintenance staff to attend to such matters as blocked drains and non functional doors had a slow response time. Besides, student reported that support staffs who are responsible to handle issues related to dormitory services facilities are neither accessible nor responsive.

 Students also reported that they suffer from the common cold throughout the year and pests in their beds because of sanitation problems. Male students reported to the EQA team that due to the sever sanitation problems of toilets in their dormitories, they are forced to use campus field (outdoor) as toilet, they call the field area "Freedom".

During the discussion with academic staff, representatives from the college of medicine and health service reported that some of their students are accommodated outside the main university campus dormitories; and in connection with this, they have a concern about the extent to which those students are safe from different risks, particularly females. Though, the EQA team have no physical visit to the stated accommodation, due shortage of time, it recommends that university to consider the concern of its staff.

Health service
The university provides general health care, clinical testing medical prescription services   in its clinic. From the discussions made with academic and support staff and student representative, the EQA team concluded that the clinic service is not adequate due to lack of professional staff and ambulance services.

Cafeteria
During its visit to the cafeteria kitchen, the EQA team observed the installation process of different new and modern kitchen equipments. During the visit, the team observed kitchen workers suffering from   the heat generated from kitchen aggravated by the hot weather condition of Dire Dawa .

During a discussion with student union members and student class representatives, the students remarked that the standard of the food quality is deteriorating from time to time.

They also reported the risk of sanitation particularly at cafeteria 3, where there is exists a garbage pool.

Financial Support

The EQA team is also informed that students who are from low income backgrounds, particularly females are supported both financially and life skill trainings.

With regard to Focus Area 5 (Student Admission and Support Services) the EQA team Commends the university on the following:

(i). The effort to diagnose prior learning of newly admitted students.
(ii). The affirmative action for females, students with disabilities and student from emerging regions in the process of placement.
(iii). The concern to support needy students financially and the provision of life skill training for female students.
(iv). The Existence of students' council, students' class representatives and Student Clubs.

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

A. Essential recommendations

The EQA team recommends that the university:

(i). seeks immediate solutions to dormitory service related problems particularly the sanitation problem;
(ii). enhances efforts to ensure that the food in cafeterias is prepared and served in hygienic conditions;
(iii). documents and disseminate the diagnostic test results to academic staff across all academic programs;
(iv). monitors the responsiveness of font line staff to student requests;
(v). follows up the implementation and monitors the effectiveness of academic advisory and tutorial services;
(vi). ensures that students are fully aware of the counseling service.

B. Advisable recommendations

The EQA team recommends that the university:

(i). reassess the safety of the medical school students who are accommodated outside the main campus ;
(ii). ensures that students are adequately and equitably supported and that the support activities are well coordinated and sustainable.

6. Program Relevance and Curriculum

The SED (page, 29) of the University states, "HEIs should have clear and communicated program development, review, evaluation, and approval procedures and guidelines. In this regard, the audit team noted that the University has clear procedures and guidelines for program/curriculum development, evaluation, review and approval that are clearly pinpointed in its Legislation Article 59 and 60". The EQA team has examined the senate legislation of the University and could find very generic statements on curriculum matters not in article 50 or 60 but in article 25 where duties and responsibilities of The Academic Standards, Quality Assurance and Curriculum Committee (ASQACC) are stated. The EQA team also tried to find if there is a separate guideline/manual which different level committees/organs of the University are to use for curriculum development, review, evaluation and approval but cannot find any.

On the other hand from discussions and document scrutiny the EQA team could learn that besides of the senate level ASQACC there are department level curriculum and quality assurance committees. The EQA team therefore is of the view that the University need to have a well developed separate guideline for curriculum development, evaluation, review and approval and a system for monitoring and evaluation of the effective implementation of the procedures.

Though there is a need to put further effort on its implementation and communication for staff awareness and internalization the EQA team appreciates the intended target of the University in establishing Academic Programs Master Plan Development Committee. As in the University SED (page, 30) this committee is organized to identify and plan programs based on the demand of the nation and employers to be undertaken within the coming five years. The discussants of the curriculum committee claim on the existence of procedures for curriculum development, evaluation, review and approval which the committees at each level to follow. However the EQA team could not find any document (attendance, workshop proceedings etc) which can show the practicality of the procedures. The EQA team hence is of the opinion that the University need to give due attention for documentation and communication.

From the University SED (page, 30) and discussants of the curriculum committee the EQA team could learn that the University considers involvement of external professionals and employers in curriculum design, evaluation and review processes. The six month report of the University (page, 45) also confirms this practice of the University. Appreciating the practice the EQA team still is of the view that the university need work more on ensuring documentation and communication systems.

The University is using the Nationally Harmonized Curriculum for almost all its programs. In the harmonized curriculum documents for all programs, program objectives and graduate profile are clearly stated. However the EQA team could not witnessed any established mechanism or system in place to make these curricular (program) aims and objectives known to students. Except course descriptions and objectives are made known to students via the course outlines (if course outlines are uniformly distributed). Discussants from the curriculum committee also told the EQA team that program aims and objectives are made known to students during orientation of the new entry students. However students' response was not in favour to this claim. So the EQA team could not find any strong evidence if these program aims and objectives are made known to students.

The University SED (page, 30) states "Pedagogically, every program/curriculum is supposed to maintain appropriate balance of subject matter knowledge and transferable skills. In this regard, survey report portrayed that the academic programs/curricula contain appropriate balance of subject knowledge and transferable skills (65.44% of staff and position holders) and address mainstreaming of cross cutting issues such as HIV and AIDS" But during discussions with students the EQA team could learn that students of some programs have concerns on the relevance and competitiveness of the curriculum content to the current global knowledge (for example students of PSIR have a serious concern on this regard). Moreover academic staff of some programs also have complains on some course offering orders in the modularization. The EQA team is hence of the view that the University management and the academic staff in general need to work in consultation with concerned bodies (MoE, ESC) for resolving the problems.

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

(i) The practice of involving external/internal stake holders and professionals in curriculum design, evaluation and review processes.
(ii) The efforts in place to involve all academic organs from initiation to program approval.

(iii) The establishment of Academic Programs Master Plan Development Committee.

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

A. Essential recommendations
The EQA team recommends that the University:
  (i)   develops a comprehensive guideline for curriculum design, evaluation, review and approval;
  (ii) ensures the inclusion of program aims and objectives in all curriculum documents;
  (iii) establish a system that enables all students know program aims and objectives;
  (iv) revisits the curricula status of some programs to meet required standards of the current knowledge in the fields;
  (v) enhances the documentation and communication system of the curriculum committee.

B. Advisable recommendations
The EQA team recommends that the University:
  (i)   monitors and enhances functionality of the committees at each level;
  (ii) establishes a well communicated system for periodic curriculum evaluation and revision works;
  (iii) develops and avails course catalogue for students' access;
  (iv) uses student alumni feedbacks for curriculum revision and program developments.

7. Teaching, Learning and Assessment

7.1. Teaching and Learning

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

The SED discussion on this section focuses more on the availability of different resources to facilitate the teaching learning process. It does not provide adequate information on issues related to Teaching Learning Policy of the university, the variety of teaching methods used by the instructors, and an evaluation on to what extent those methods are innovating and learner centred.

During its' discussion with senior staff and students the EQA team confirmed that the usual method of instruction used in the University is the lecture method. Even though most of the academic staffs have taken the HDP program which promotes the use of active learning, the teaching and learning process at DDU is dominated by the lecture method i.e. the traditional approach.

From its observation of teaching in some classes the EQA team noted the instructors' attempt to engage students in the teaching learning process by asking questions at different intervals in the lecture session. Yet, the participation of the students' was found to be very limited.

During the discussion with senior staff, some of the instructors commented on the schedule of the HDP program. They pinpoint that HDP training is given at times when the instructors are not free from regular activities and as a result they fail to attend it properly and implement at the level it is expected.

Student representatives reported to the EQA team that most of the teaching Staff of DDU are not seniors; and as a result they lack the experience to deliver course contents in the way that triggers students' critical thinking and innovativeness.

According to the responses from heads of departments and other higher bodies, some senior staffs are on study leave, some resigned from the University for Various Reasons, and as a result junior staffs are assigned for undergraduate programs.

In addition to teaching regular classes, members of staff are expected to provide academic counselling and support to students. The EQA team learned that very few members of staff maintain regular consultation hours for students and the vast majority of teachers do not offer a consultation time for academic counselling and support to students.

The SED does not provide adequate information with regard to the balance between theory and practice. From the discussion made with staff and student representatives, the EQA team explored that in some programs like medicine, the practical aspects of core courses are constrained by laboratory supplies, equipments and financial supports required for facilitating practical attachments. As part of the university's effort in launching workshops for practical sessions, EQA team would like to appreciate the exemplary commitment of both the expatriate and local staff of the department of electrical engineering. The EQA team observed the staff investing their time, energy and expertise to launch a new modern workshop.

7.2. Assessment:

The SED (page 34) states that DDU has Assessment guide line and both the teaching staff and students are aware of it. However, in its discussion with staff and student representatives, the EQA team concluded that most of the staff and almost all the students are not aware about the existence of such guideline.

Course Outlines provide assessment break downs and are used as a means to communicate the assessments of a course both to the instructor and the students. Despite the assessment break down and weight allocation presented in course out lines, Student representatives reported to the EQA team that most often course instructors assess their students as their convenience. Some instructors assess their students just by one mid and one final exam, as reported from student representatives. Therefore, It is the view of the EQA team that the university has not yet developed and implemented a systematic approach to monitor assessments are conducted as per the guide line consistently.

As stated in the SED (page 35) and confirmed by the discussion of EQA team with Committee members and department heads, DDU has exam and grade approval committee at colleges/ institute and departmental levels. College/institute level committees are chaired by the Dean/Director of the respective college/institute and heads of departments chair department level committees. These committees are responsible to act as reviewer of the exam items, relevance and alignment with courses objectives and administration for continuous and final assessment. During its discussion with the members of Exam and grade approval committee the EQA team was informed that the college of law uses table of specification to standardized the Final Summative assessment, which is a good practice to be shared by other colleges and institutes of DDU.

The SED (Page 34) states that students get timely feedback on assessments. However, student representatives reported to the EQA team that they see their

assessment result so long as the instructor is willing or cooperative to do so. They strongly argued that DDU has no system to ensure the students' right of knowing their assessment result timely and getting feedback about the assessment from the instructor.

There is no reported practice of anonymous marking *(i.e.* the marker does not know the name of the student whose paper is being marked), of moderation, of double marking or of the systematic employment of external examiners. The EQA team is of the view that there is no transparent system that ensures students are graded fairly and consistently and are not exposed to pressures from instructors to give favours in return for good grades.

While students can appeal against their grade this must be seen as an additional mechanism and not the only mechanism that guarantees fairness.

Neither the SED not the documents presented to the EQA team provided information about   student appeal procedures. To this end, student representatives reported to the team that they don't know about the existence of formal appeal procedure. As a result, according to their report, they talk to their course instructor when they do have appeal; if the instructor is willing he/she shows detail assessment results, if not the issue ends. Few student representatives further reported to the EQA team that they had information from their classmates who had penalized by grade as revenge by some unethical instructors as a result of personal (non academic) conflict of interest between the students and instructors.

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

   (I).   The continuing provision of the HDP to support staff development;
  (II).   The development of Assessment Guide Line;
 (III).   The effort to implement continuous assessment;
 (IV).   The Establishment of Exam and Grade approval committee at college/institute and department levels;
  (V).   The development and attempt of implementation of Table of specification by the College of law to standardize the Summative assessment

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

   A. Essential recommendations

The EQA team recommends that the University:
   (I).   develops and disseminates a policy on teaching and learning;
  (II).   ensures the communication of its assessment guideline to staff and students and monitors its consistent implementation;
 (III).   takes steps to make the fairness of marking of student assessments more transparent;
 (IV).   provides more training in pedagogic skills for young and junior instructors;
  (V).   ensures the balance between theory and practice particularly in programs which require intensive hands on practices;
 (VI).   Develops and Communicates student appeal procedure

B. Advisable recommendations

The EQA team recommends that the University:
 (i).   introduces anonymous marking where practicable;
 (ii).   introduces systems for the moderation of grades to ensure consistency of standards.

8. Student progress and Graduate outcome

Every higher academic institution is expected to document students' progression and graduate outcomes and also to seek to improve students' retention and achievement.

The university was unable to provide the EQA team with up to date and comprehensive enrollment and graduation statistics for cohorts batches of students broken down by year program and sex and hence the EQA team could not calculate the extent of student attrition.

The SED (page 35) reports that:

The institute/colleges have been working towards decreasing students' attrition by pursuing various mechanisms through which students' academic dismissal, withdrawal, and dismissal for good to be minimized on their respective departments. All colleges/institute and departments are applying 1 to 5 student cooperative learning, giving tutorial class, provide advice and counseling on their academic and personal problems. In each college/institute, some of the students were unable to graduate or have been delayed from their normal graduating years, either for academic weaknesses or personal reasons.

During the meeting with department heads and academic staff members the EQA team came to know about the study carried out to identify the attrition rate of different colleges of the DDU, accordingly the study indicated that compared with other colleges the attrition rate of the law college is zero. However the university was not able to provide any data to support this view; and discussants also told the EQA team high student attrition is identified and colleges are communicated to work towards reducing the attrition. Moreover proper implementation of continuous assessment is said to be set to be a mechanism to minimize attrition.

Attrition rate fluctuates from year/semester to year/semester across departments due to various reasons like students' lack of readiness and students' instructional language deficiency. To minimize the rate of attrition various additional actions have been taken such as:-

Tutorial classes have been offered by course instructors (the students have the right of selecting up to three courses to get tutorial classes)
Tutorial classes were offered by excelling students
Academic advisors were assigned for offering academic consultancies
Interest of the students were Prioritized in department selection
Various trainings like Life skill training have been given

To substantiate the above mentioned actions the EQA team tried its best by forwarding questions during the meeting with staff and students representatives, and proved that there is the effort to minimize the problem.

On the other hand, during the meeting with students 'representatives students complained about the campus life at D.D.U. Among the problems highly emphasized were problems related to bed bugs, toilet and shower services. Concerning the toilets, in the first place in average one toilet room is allocated for 35 students and from these some are not functioning regularly. Because of this, students have been forced to use the so called "freedom" open

spaces in the campus. Whereas female students are also complaining that the location of their dormitory rooms is not safe, for that anyone can trespass the fence of the university and enter their dorm rooms.

The other problem is related to bad treatment of students, when they are going to libraries and other offices in the university. According to the students' no one is giving attention to their questions, except the higher officials of the university.

Thus the EQA team came to the conclusion that the above mentioned problems also can contribute to the high rate of attrition of students.

With regard to graduate outcomes there is very little mentioned in the SED, Nevertheless the university has graduated more than 7500 regular and large number of under graduate extension and summer students since 2001 E.C. Although SED (page 36) indicated that the university has engaged in determining the status of the graduated students (Tracer study), the audit team noted that the university has no system in place to systematically record the destination of its graduates and the result of the tracer study is not yet completed.

The University does not have any established system/linkage to collect feedback from potential employers and its graduates as well. The EQA team therefore is of the opinion that the University should use the result of the ongoing tracer study to establish a sustainable mechanism which enables the University to collect feedbacks from stake holders (graduate, employers).

With regard to focus area 8 (Student progression and graduate outcome) The EQA team commends the University on the following.

i) The undertaking of national tracer study
ii) The efforts to enroll new female students according to their interest.

The following are recommendations of the EQA team on focus area 8(Student progression and graduate outcome)

A. Essential Recommendation

The EQA team recommends that the University:

i) strengthens the provision of support to low achieving students;
ii) improves its campus facilities to make it more conducive and attractive to its students;
iii) strengthens the alumni office by assigning responsible personnel.

B. Advisable recommendation
i. Establishes formal links with employees and potential employers of its graduates and use this to improve its programs.

9. Research and Outreach Activities

Research and Community Services are believed to be one of the principal functions of every Higher Educational Institute. The EQA team reviewed the research activities of the University by studying the documents provided to it, the SED and by discussing with several groups of the University's community.

Dire Dawa University's commitment to this end is clearly stated in its mission statement

"… driven innovative research & technology outputs, and community services through providing quality education, training & consultancy, conducting research by promoting effective entrepreneurship & democratic attitude to foster socio-cultural, economic and political transformation of the nation."(Strategic Plan, p 18)

To achieve the research activities endeavour, each member of the faculties is expected to demonstrate scholarly efforts and show his/her ability in areas of research. According to SED (p 36),

> "… the senate legislation of Dire Dawa University states that although the primary responsibility of college/institute is in the area of training, research is an integral part of their activities since Academic Staff members in teaching departments are expected to devote 25% of their time to research."

The University legislation article 12 (p 151) stipulates that

> "Research and Technology Interchange is an essential component of Dire Dawa University…. Academic Staff member in teaching departments are expected to devote 30% (25) %?? of their time to research. Conversely, staff members of research institutes are expected to have a home base in an academic department where they may be expected to devote 30 % of their time to teaching depending upon the nature of the program or department."

Staff members are required to specifically undertake research in order to be considered for promotions and other incentives. During the discussions with senior staff members, the EQA team learnt that they are aware of about the incentive package, the amount money earmarked for research but they were not able to involve in research as they wish for various reasons. Some of the reasons mentioned by the discussants are:
- ✓ Inadequate budget earmarked for research;
- ✓ Staff instability
- ✓ overloading teaching assignment;
- ✓ absence of attractive incentives;
- ✓ lack of exposure among the young academic staff; and
- ✓ Inadequacy of logistic supports such vehicles.

A Vice-President is made responsible for the Research and Community Engagement Affairs. He is supported by Director of Research and Publications. The University has established two separate directorate offices, one for Research and the other for Community Engagement, with an aim of coordinating and overseeing the activities of the University. Both directorate offices are answerable to the Vice President for Academic and Research.

The updated SED (p 36) report describes that:
> '… in attempt to realize the objectives of research endeavours at Dire Dawa University, Research Policy and Guidelines was prepared and approved in 2014 so that the conduct of research activities at the University have been controlled by the specific statements. The university staffs exercised substantive role in developing this research guideline. "

SED (p 36) argues that:

> "the data collected from position holders and instructors of the University are in line with above ideas. Majority of respondents agreed that the University has clear and communicated rules that govern research & community service activities."

The EQA team ascertains that the University has a Research and Publication Office. The office plays a major role in facilitating, encouraging and supporting research undertakings. The team was provided with the University's Research Guideline by the Research Office. However, as per the discussion with senior staff members, the team was informed by the participants that they are not aware of the existence of research policy.

SED (page37) states that:

> *"…research guideline and senate legislation of the university (Article 137:1) encourages each college and department to have a research strategy and a research plan… In line with this reported by research affairs directorate office, 132 academic staffs among the total 602 on duty academic staffs of the university have being participated in research and project activities in past nine months of the 2008 E.C. academic year. Although, all academic staff members in teaching departments are expected to devote 25% of their time to research (see senate legislation article 134: 2), only 21.93 % have been participating in research activities in the first nine months of 2008 E.C. academic year. This might be why only 36.48% of respondents agreed that the university staffs are actively engaged in research and consultancy services based on their specialization."*

The EQA team was furnished with a list of the research projects being undertaken by *academic staffs* to ascertain the above claim. The list received by the team does not tally with the above mentioned figure. The community believes that research is at its infancy. The research office and discussants of various groups mentioned that so far more focus was given to teaching and learning activities. The team was informed that it is almost two years since the University has taken serious move to intensify its research activities. Nevertheless, the University, being a young institution of higher learning, has shown an encouraging and promising effort towards this end. Furthermore, the University has published proceedings: one for research validation workshops and another one for national research conference. The two publications were made available to the EQA team. The team was informed that the second national symposium and research validation proceedings is on the process to be published soon.

SED (p 36) argues that:

> *"Depending on the National Science and Technology Policy, governing science and technology related endeavours in the country; Dire Dawa University has set clear thematic research areas (See DDU Research Guideline Part 2.3). However, only 56.47% of respondents agreed that the university has set clear thematic areas for academic staff as well as students. This may indicate that the research thematic areas of the university are not well communicated with the university community."*

The University has set of thematic research areas. The same is reflected in the research guideline (p 11) in a general manner. Likewise, no evidence was found by the EQA team to ascertain if the research thematic areas are communicated to the University community.

The SED (p 37) declared that

> *"As reported by research affairs directorate office, 132 academic staffs among the total 602 on duty academic staffs of the university have being participated in research and project activities in past nine months of the 2008 E.C. academic year."*

Table 1: Ongoing and Completed Researches & Project Funded by DDU

S.No.	College/Institute	Researches/ Projects	Researchers Involved	Remark
1	Technology	42	44	
2	Business and Economics	12	33	
3	Natural and Computational Science	8	34	
4	Social Science and Humanities	5	16	
5	Medicine and Health Sciences	2	8	
6	College of Law	1	2	
Total		**58**	**137**	

Source SED(p 37)

The EQA team learnt from the discussion that most of the studies are done in laboratories and most of the researches undertaken so far are done by the Institute of Technology of the University. The University is also engaged in research in collaboration with local industries and agencies and also with international institutions of higher learning.

Referring to the research guideline, SED (p 39) mentions that

"*The university shall materially reward academic staff based on their performance in research and upon completing the research work there will be a total payment of 7000.00 (Seven thousand birr) for researcher(s)" …" The senate legislation clearly states that an academic staff member has the right to conduct research and disseminate findings within or outside the University through appropriate channels.* "

The EQA team was informed that the budget amount earmarked for research projects was 3.5million ETB and this can be increased in the future taking into account need for it. Furthermore, the team learned that the University organizes research workshops and symposium. It also publishes the proceedings of the research workshops and symposium.

To this and SED (p 39) states that:

"*The University conducts research validation workshops, national research symposium and research proposal review events at department, college/institute and university levels.* "

According to data received from the Research Office, the EQA team learnt that a total of 25 research works were published and out of this eight have been published in reputable journals. The team saw some of the copies of published research works in various journals. However, the team had no mechanism to ascertain the claim whether the journals are reputable or not. The dissemination of research output is seen as very limited, nonetheless, the commitment portrayed by the Research Office and senior staff members is promising.

SED (p 36) specifies that:

> " …*the new BPR structure, separate office was established at directorate level since 2016 to handle the community service activities. This newly established office has understood the importance of community service guideline and recommended its preparation (see the nine month report of the directorate office 2016).*"

At the time the audit exercise was carried out, the directorate' offices of Community Engagement have already developed guidelines. The EQA team was furnished with Community Engagement Guideline prepared by the Office of Community Engagement Directorate in February 2017.

Participants of the various groups from the Community gave the testimony and appreciated what the University has done so far to the Community. The EQA team was also stunned with the remarks given by those who benefited from community services of the University. The University helped the local model high schools to develop students' code of conduct, establish laboratories, and organize training workshop to school teachers.

Among other things, legal awareness creation through local FM radio programs and free legal services including those who are in prison were provided with professional services by the University. Legal protection was also provided to females of the town when they need it.

The University has well-established external relations through the Community Engagement Affairs office and is actively working with all the Universities and is happy about the benefits it gets so far from such links as revealed in the discussions. Some of the areas of collaboration with these international institutes as explained in the SED are the exchange of faculty members and researchers, the exchange of students, the exchange of academic information, joint research, and development of materials and the like. The EQA team could not ascertain the areas of collaboration with the international institutes apart from the research project.

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

  (i) The existence of earmarked budget for Research and Publications;
  (ii) The commitment level of academic staff and the Research Directorate Office to enhance the activities of research
  (iii) The development of Research and Community Engagement guidelines; and
  (iv) The establishment of links with different external stakeholders and the services rendered to the community

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

 A.   Essential recommendations
 The EQA team recommends that the University:
  (i) makes its expectations explicit the extent by which the staff should engagement in research;
  (ii) earmarks sufficient fund for research activities;
  (iii) uses innovative motivational approaches to build stronger research culture;
  (iv) develops research and consultancy capability of teaching staff and students alike; and
  (v) provides logistic and other needed support for research undertakings;

 B. Advisable recommendations
 The EQA team recommends that the University:
    (i) provides research training to young but promising academic staff;

(ii) requires each faculty, institute and department to have a research strategy;

(iii) encourages all members of staff to provide consultancy services; and

(iv) documents all its research and outreach activities;

(v) considers to implement what is stipulated in the Senate Legislation on research;

(vi) ensures that what is planned in regard to research and consultancy service is curried out; and improves a data base and maintain records of research and consultancy output.

10. Internal Quality Assurance

Dire Dawa University "has its own Policy guidelines that direct the activities and procedures in all round of quality enhancement system" (DDU, SED, 2017). The 13 pages policy document developed in 2014 incorporates application and implementation scope of the policy document, responsibilities of Quality Enhancement and Academic Program Affairs (QEAPA), responsibilities of school/institute academic standard and quality assurance committee and activities and frequencies of the quality assurance process.

In order to assure quality, DDU has put systems and mechanisms in place. It has Quality Enhancement and Academic Program Affairs directorate (QEAPAD). Within the directorate, two coordinators have been assigned to act as Teacher Development Case Team coordinator and Curriculum and Review coordinator"(DDU, SED, 2017). At college/institute level, there are QEAPA coordinators which are directly accountable to their respective deans and that have work relation with the director of QEAPA. The college level QEAPA coordinators are responsible for class audit, program opening and reviewing and cooperative learning- Educational Development Army (EDA). There are also department level quality assurance committees. Though the EQA team could not access sample reports of the coordinators and committees, the SED claims that the coordinators meets in two weeks' time; they also report to and receive feedback from their immediate supervisors. With these systems and mechanism, the university strives 75 % of its programs meet the Higher Education Relevance and Quality Agency (HERQA)'s standards. The university also has a plan of conducting program level audits on its 16 programs.

At DirDawa University, "All new and existing curriculums have been under a series of curriculum review" (SED of DDU, 2017). As a trend, the university conducts need assessment before opening a program. Then it passes through different stages of discussions, consultations and endorsements as per the rules and regulations of the university to open a program. The programs which were opened through this process are reviewed to assess their areas of strength and their areas of improvement. As most of the existing under graduate programs are nationally harmonized, the review results are sent to Education Strategy Center (ESC) through the QEAPA directorate. With actual words of the university's self-evaluation:

> Regarding the existing programs, every year the office for Quality Enhancement and Academic Programs Affair has been distributing a letter to Colleges, DDIT and the departments to identify and inform to the office if there are any problems to be amended. Then after, the office for Quality Enhancement and Academic Programs Affairs Directorate (QEAPA) collects the comments and discusses it with clusters and Education Strategic Center (ESC), finally it announces to the concerned department about the kind of the amendment to be made (DDU,SED,2017).

Based on the feedback it gets from the ESC, the university tries to address the areas of improvement in the given curriculum. In this regard, the EQA team could access a sample invitation letter sent to selected stakeholders and scholars out of the university and a sample curriculum review report sent to ESC.

The EQA team believes that the existing responsibilities of the quality assurance units at all levels are not appropriate. The scope of quality assurance units is limited to academic wing of the university. The quality units do not have right to support and regulate quality of research, community services and support services. On the other hand, the quality assurance affairs are fused with activities of academic programs. What is more, the QEAPA is responsible for processing the staff performance evaluation. "Performance evaluation of academic staff member has been evaluated and the result is processed in this office" (DDU,SED,2017).

Regardless of the inappropriateness of the above mentioned responsibilities of the QEAPA directorate, it is trying to produce working documents which are supportive for the enhancement of quality in the teaching- learning and assessment. For example, in this year 2017) the directorate has prepared Continues Assessment and Evaluation Guideline. Moreover tracer study is also being conducted under its guide and supervision; it is also preparing different awareness rising training on internal quality audit and curriculum in collaboration with HERQA and Education Strategy Center (ESC) respectively (DDU, SED, 2017). Effort was also made to communicate the QEAPA and related organs' responsibilities through the university's working documents such as the document produced following the Business Processes Re-engineering study. However, as indicated in the SED more is needed to avoid communication barriers between the directorate and internal stakeholders on the mandates it has and the activities it is accomplishing (DDU, SED, 2017).

Appropriate system and procedure for collecting comprehensive data on the quality of the university is in pace. The university has a tradition of conducting diagnostic and exit examinations, administering training and program need assessments, tracing the attrition rate, and conducting tracer study. The results of the assessments and studies are used for needed interventions. Every unit produces performance reports and the reports are evaluated by concerned supervisors. Moreover, information is regularly collected through satisfaction survey, suggestion books, and suggestion boxes. The collected information is analyzed and used as an input when needed. Though the beginning is good, the EQA team is of the opinion that this culture has to be well institutionalized so that the university will improve the quality accomplishment of its mission by regularly collecting and analyzing data and using the findings for further mission accomplishments' quality enhancement.

The EQA was told that there is a tradition of giving recognition for best performers. We could also see a guiding document entitled: academic programs' master plan. However, the EQA team could not get clear procedure for identify good practice and ways in which this is disseminated.

With regard to Focus Area 10(Internal Quality Assurance) the EQA team commends the University on the following:
  (i)   The existence of quality assurance policy/guideline.
  (ii) The existence of quality assurance system and mechanisms.
  (iii) The effort to review and address curriculum related problems in consultation with other stakeholders.
  (iv) The presence of quality related comprehensive data collecting system.

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

A. Essential Recommendations
The EQA team recommends DDU to:
(i)   revises the QEAPA's scope of responsibilities in the way it regulates the activities of all wings of the university;
(ii) puts a system in place for identifying and disseminating good practices and

(iii) separates regulating and academic administration issues currently fused in the QEAPA office.

B. Advisable Recommendations

The EQA team recommends the University to:

(i) institutionalizes and strengthens the current effort to get comprehensive data on quality;

(ii) enhances communication among stakeholders on the responsibilities of the quality assurance unit and

(iii) improves the culture of developing working documents; implementing the guidelines ; recording evidences and properly documenting them in the way they will be retrieved when needed.

Thematic Enquiries and Audit Trails

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

Good Practices

The SED has stated a number of activities as good practices of the University. However most of these activities stated, for the EQA team are not as such to be considered as good practices; rather they are parts of the planned activities of the University. The EQA team was also unable to come across if the University has any systematic ways in which good practices are identified and shared to enhance quality. Though the University has not explicitly spelt it out, the team appreciates the work done by the University in constructing waste treatment plant and inviting some role model women to deliver speech to the University community. Moreover the establishment of the academic master plan committee and its intended target is also a good start of the University. The EQA team therefore is of the opinion that the University needs to have a system to identify and disseminate good practices of the University. During the audit visit the EQA team has noted the University's involvement on supporting secondary school students; this is to be appreciated and the University should continue the support in more organised way.

Plans for enhancement of processes and practices

Though the SED of the University does not explicitly bring the limitations and concerns of the University on board and forwarding possible recommendations there is an implicit trial made to trace the limitations. The strong point of the SED that the EQA team could observe is the development of well structured plan for enhancement; the enhancement plan clearly identifies number of limitations to be addressed. Moreover the SED has sketched the plan for enhancement processes and practices by explicitly stating on how, when and by what sections the weaknesses are to be tackled.

Conclusions

The overall conclusion of the EQA team is that Dire Dawa University is on an encouraging move to succeed in its strategic goals. The University is trying its best to grow as per the expectation of its vision set. Currently the University has been able to enrol somehow large number of students in its regular and continuing education programs. However the University has a big challenge of attrition which demands the University to work hard for a solution. The University campus provides a range of facilities, all of which are in need of care and attention. While the University offers a large number (37) of first degree programs, as a second generation the number of graduate programs it offers is very few (5). If the University is to realize a stated intent to feature, "... *to be the premium choice in the nation, competent in Africa and Internationally accredited university of Science and Technology by 2025.*, it needs to expand its graduate programs in line wth its vision. The University also needs to

exert more effort to improve the number of its female academic staff and the qualification of its academic and administrative staff to meet its vision and expectation of GTPII.

The University should also take a series of actions related to quality assurance and quality enhancement and needs to introduce robust and comprehensive quality assurance systems. It should also ensure that required practices and procedures are undertaken properly and efficiently. The University also need to revise the responsibility and accountability structure of the University quality assurance office. The University should have regular quality assessment procedures to help it can get data and make judgments on the quality and relevance of its core activities teaching, learning, research, and outreach activities for continuous improvement. While research and community service are the two major tasks among core activities, the University has yet to enhance the research culture among its staff and contribute more to the surrounding community as a viable service.

To sufficiently accommodate its current number of staff and students, and even considering the will be/future enrolment capacity of the University there is a need to (i) finalize the various ongoing constructions (ii) Ensure better facilities, better sanitation, resources and better staffing; otherwise it will place quality at risk. The provision of library and laboratory resources, particularly electronic books, computers and the very limited access to ICT and the internet, are serious concerns that impact on the quality of education provided. It will also have to tackle the high attrition rate of students without lowering standards by enhancing the provision of tutorials, academic advising and creating a good environment for the teaching-learning process.

Appendix 1: Acronyms

AIDS	Acquired Immunity Deficiency Syndrome
ASRAPC	Academic Staff Recruitment, Appointment and Promotion Committee
CBE	College of Business and Economics
CCI	Cross Cutting Issues
CMHS	College of Medicine and Health Sciences
CNCS	College of Natural and Computational Sciences
CoL	College of Law
CSSH	College of Social Sciences and Humanities
DDU	Dire Dawa University
DDIT	Dire Dawa Institute of Technology
EC	Ethiopian Calendar
EDA	Educational Development Army
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
EQA	External Quality Audit
ESC	Education Strategy Center
ETB	Ethiopian Birr
G.C	Gregorian Calendar
GTPII	Growth and Transformation Program II
HDP	Higher Diploma Program
HEI	Higher Education Institution
HERQA	Higher Education Relevance and Quality Agency
HIV	Human Immune Virus
ICT	Information and Communications Technologies
MBA	Master of Business Administration
MD	Medical Doctor
MOE	Ministry of Education
MPMP	Master of Public Management and Policy
M.Sc.	Master of Science
MA	Master of Arts
QA	Quality Assurance
QAD	Quality Assurance Director
QEAPA	Quality Enhancement and Academic Program Affairs
QEAPAD	Quality Enhancement and Academic Program Affairs Directorate
PG	Post Graduate
PC	Policy Committee
PhD	Philosopher Doctor
SGS	Scholl of Graduate Studies
SED	Self-Evaluation Document
SSR	Staff to Student Ratio
VMG	Vision, Mission and Goal
VPAA	Vice President for Academic Affairs
VPABD	Vice President Administration and Business Development
VPRCEA	Vice President for Research and Community Engagement Affairs

Appendix 2: The Institutional Quality Audit Team

Dr. Mehari Yimulaw	(Mekele University)
Dr. Tilahun Goshu	(New Generation College)
Ato Melaku Dagnew	(Hope College)
Ato Tariku Besrat	(Unity University)
Ato Taffere Bitena	(HERQA)

Appendix 3: **Timetable of activities undertaken during the Institutional Quality**

Audit Visit

Day 1

Meeting with University/HERQA liaison officer
Finalization of time table
Study of documentation
Meeting with President
Discussion with senior staff on mission, vision, organizational structure, roles and responsibilities
Meeting with the Quality Assurance Team on quality assurance and relevance
Meeting with Curriculum Committee on program approval
Visit to teaching and learning support facilities on main campus
Study of documentation
Team meeting

Day 2

Study of documentation
Discussion with senior staff on teaching and learning
Meeting with senior staff on assessment and examination
Observation of teaching
Meeting with senior staff on staffing
Meeting with staff representatives
Meeting with heads of student support services on student support
Team meeting

Day 3

Discussion with representatives of students
Discussion with senior staff on student intake, student satisfaction and graduate destination
Team work on thematic enquiries/audit trails
Study of documentation
Meeting with deans and heads of departments
Observe teaching
Team meeting

Day 4

Discussion on topic suggested by the HEI
Discussion with research leaders on research
Discussion with senior staff, Board members and external stakeholders
Follow up discussion with QA team on quality assurance and relevance
Team meeting
Feedback meeting with President

Appendix 4: **Staff participants in meetings held during the Institutional Quality Audit Visit**

S.No.	Name of Participant	Responsibility in DDU	Remark
1	Eskedar Gizat	Admin and Devt VP	
2	Getachew Liben	Research Affairs Director	
3	Getinet Tolessa	Head President Office	
4	Bamlaku Simegne	AVP Special Advisor	
5	Mesfin Mekonnen	Director Institutional Transf[n]	
6	Nesredin Temam	Director Planning Office	
7	Eskindir Ayele	QEA, DSD and SD delegate	
8	Solomon Zerihun	Head Dept	
9	Dr. Matebu Bekele	Head School of Medicine	
10	Wubit Adebabay	<mark>Pedagogy & Morality</mark> Staff	
11	Yosef Petros	College of Law	
12	Tilahun Ayalew	HRM Director	
13	Yewubnesh T/Wold	HRM Expert	
14	Merima Seid	HRIS Team Coordinator	
15	Tsege Gizaw	HR Team Leader	
16	Netsanet Tekeste	Staff	
17	Ataklti Alembrhan	Head Dept	
18	Baye Berhanu	Head Dept	
19	Ermias Orkido	Head Dept	
20	Markos Medhin	Head Dept	
21	Daniel Mamo	TDP Coord.	
22	Ashenafi Tesfaye	Curriculum Coord.	
23	Dange Tafa	QA Coord.	

24	Adisalem Debebe	IST Focal person & CSSH Dean	
25	Hayelom Meresa	CNSC/AAC	
26	Tekleberhan Fisseha	IOT QA (delegate)	
27	Solomon Estifanos	QEAPA Coord. CBE	
28	Solomon W/Gebrael	QEAPA Coord. CoL	
29	Andom Berhe	QEAPA Director	
30	Abiy Demissie	Instructor	
31	Berhanu Desalegn	Instructor	
32	Reta Degefa	Instructor	
33	Endale Kebede	Instructor	
34	Melaku Aweke	CBE, PG Coord	
35	Hailay Aregawi	Instructor	
36	Atnafu Kebede	Instructor	
37	Mulugete Assefa	Instructor	
38	Teshome Degfie	Instructor	
39	Agernew Melaku	Instructor	
40	Samrawit Alemayehu	Instructor	
41	Tigist Elias	Instructor	
42	Yared Seifu	Instructor	
43	Birhanu Diriba	Instructor	
44	Alemakef Geta	Instructor	
45	Gizaw G/selassie	Instructor	
46	Mikiyas Demissie	Instructor	
47	Aliya Nuri	Instructor	
48	Firehiwot Tesfaye	Instructor & RCE Coord.	
49	Endalkachew Debebe	Instructor	
50	Fikadu Take	Instructor	

51	Kokebe G/Michael	LIS Coord.	
52	Firehiwot Alemayehu	LIS Coord.	
53	Baye Nigusie	LIS Coord.	
54	Solomon Tesfaye	LIS Coord.	
55	Tenange Mulugeta	Counsellor	
56	S/r Zufan Tesfaye	CCN	
57	S/r Helen Asmamaw	CCN	
58	Senda Endaye	Dormitory Shift Leader	
59	Birhanu Megersa	Dormitory Shift Leader	
60	Ermiyas Tadese	Dormitory Shift Leader	
61	Yismashewa Bekele	Student Cafeteria Service	
62	Getachew Denbel	Student Cafeteria Service	
63	Sintayehu Bekele	Student Cafeteria Service	
64	Abreham Bekele	LIBICT	
65	Hailu Alemu	Book store Coord.	
66	Melaku Masrsha	Director Student service	
67	Wendu Getachew	Cost sharing Coord.	
68	Kibrom Haduhs	Student service A/Director	
69	Firew Teshome	Accommodation Service	
70	Dr. Mulugeta W/Michael	College Registrar	
71	Nibret Alene	Director	
72	Demissew Assefa	College Registrar	
73	H/giorgis Diresie	Staff	
74	Hayder Mohamed	Data Encoder	
75	Sintayehu Belay	CSSH Registrar Coord.	
76	Akalu Abraham	MIS Registrar	
77	Dita Tusu	Dept Head	

78	Mihretu Abrham	SCAE/School registrar	
79	Molla Fentie	Dept Head	
80	Abdurehman Dawud	DDIT assistant Registrar	
81	Tsega Asefa	Student Representative	
82	Tewodros Abey	Student Representative	
83	Hanna Mekonen	Student Representative	
84	Lingerh Abe	Student Representative	
85	Hussen G/Meskel	Student Representative	
86	Hailu Setito	Student Representative	
87	Dawit Million	Student Representative	
88	Seyoum Altaye	Student Representative	
89	Wubshet Tadese	Student Representative	
90	Getachew Zemed	Student Representative	
91	Amira Abdela	Student Representative	
92	Geletu Nuredin	Student Representative	
93	Lidiya Ta'ame	Student Representative	
94	Yeleul Kinfe	Student Representative	

S.No.	Name of Participant	Responsibility in DDU	Remark
95	Chalachew Adigo	Student Representative	
96	Eyob Tesfaye	Student Representative	
97	Azebe Getu	Student Representative	
98	Ashebir Abdo	Student Representative	
99	Tzbebu Mulgeta	Student Representative	
100	Ahmed Humed	Student Representative	
101	Roza Asmamaw	Student Representative	
102	Solomon Teka	Student Representative	

103	Melaku Masresha	SSD	
104	Mesfin Dejene (PhD)	CE Director	
105	Andualem Getachew	SOS Project Head	
106	Ayalew Tadesse	School Principal	
107	Andualem Kebede	School Vice Director	
108	Tesfahun Muche	School Teacher	
109	Getahun Mengiste	School Teacher	
110	Daniel Admasu	School Teacher	
111	Temesgen Teshome	School Teacher	
112	Desalegn Haftu	RTT – IIL	
113	Zenebech Admasu	DDIT, MD	
114	Harbi Bouh	Board Member	
115	Endawek Tsegaw	Legal & Admin Director	
116	Alemayehu Zewdie (PhD)	Int. Public Relation Director	
117	Matiwos Belayhun	RCE Coord.	
118	Kirubel Anteab	RCE Coord.	
119	Dawit Admasu	RCE Coord.	
120	Yalew Mamo	RCE Coord.	
121	Mesfin Mamo	PG Coord.	
122	Alemnew Ebabu	RPO	
123	Birhanu Fentie	TI – UIL officer	
124	Luzzette Lareza	RTT – IIL member	
125	Hilina Ashenafi	RCE Coord.	
126	Shimels Ayalew	RCE Coord.	
127	Neil Abdurashid	Dept Head	
128	Dawit Tafesse	Dept Head	
129	Girma Desu	Dept Head	

130	Tewodros Gedefaye	Dept Head	
131	Ageredech Getaneh	CEP Director	
132	Weynshet Tesfaye	Curriculum Committee	
133	Feven Abraham	Curriculum Committee	
134	Solomon Asrat	Curriculum Committee	
135	Samuel Tamrat	Dept Head	
136	Asrat Mekonnen	Dean SMIE	
137	Molla Fentie	Dept Head	
138	Nigus G/medhen	Dept Head	
139	Shimelis Bihon	Dept Head	
140	Melkamu Ambelu	Dept Head	
141	Solomon Woldu	Dept Head	
142	Tamana Dabesa	Dept Head	
143	Birhanu Kontu	Dept Head	
144	Solomon Tadele	Dept Head	
145	Mohammedzen Hasen	Dept Head	
146	Menure Hein	Dept Head	
147	Teame Tilahun	Dept Head	
148	Markos Medhin	Dept Head	
149	Faajju Chala	Dept Head	
150	Rodas Ezezew	Dept Head	
151	Bedasa Tessema	Dept Head	
152	Tesfaye Kelbesa	Instructor	
153	Yenesew Dessie	CEP Coord.	
154	Jibril Yesuf	Dept Head	
155	Nibret Alene	Director EARAD	
156	Melese Yetwale	Dept Head	

157	Kebebush Miresa	Dept Head	
158	Mengistu Desalegn	Dept Head	
159	Alelign Aliyu		
160	Abraham Mengistu	Dean school of CEA	
161	Yerosan Abera	UG program leader of SEA	
162	Gashaw Fekadu	Dept Head	
163	Segni Belachew	Coordinator	
164	Gedefaye Ashamu	PG leader	
165	Babulal	Instructor	
166	Syed Basith	Instructor	
167	Katherasan Durasisamy	Instructor	
168	Lamesgin Ayele	Memebre Curriculum Committee	
169	Fasil Girmay	Memebre Curriculum Committee	
170	Etenesh Mulushewa	Memebre Curriculum Committee	
171	Gashaw Fekadu	Memebre Curriculum Committee	
172	Abalas	Instructor	
173	Sadnandam P.	Instructor	
174	R. Jayapa	Instructor	
175	Pajeswaran V.	Instructor	

Appendix 5: Documents requested from the University

(The documents in italic type are requested from all HEIs being audited)

- *Senate legislation*
- *Policies/Guidelines/Manuals on*
  - Quality Assurance
  - Teaching, Learning and Assessment
  - Research, Community Outreach and Consultancy services
  - Curriculum design, review, evaluation and approval
  - Staff development and promotion
  - Student Admission and Progression
  - Student Support Services etc
  - Procedures and Criteria of selection and appointment of academic leaders, academic and support staff etc
- *Minutes/proceedings of meetings of different committees/organs in the University*
  - Board
  - The Senate
  - University Council
  - Management council
  - College councils
  - Academic commission
  - Department Assembly/Council
  - Various committees, units, clubs etc.

- *Current strategic plan*
- *Current annual plan*
- *Most recent annual report*
- *Course catalogue (if any)*
- *Student handbooks*
- *Staff/faculties hand book*
- Academic staff profile local and expatriate staff with academic rank (SED page, 21)
- Profile of all admin/support staff in the program with qualification(SED page, 25)
- *Workshop reports published in previous 12 months*
- *Most recent research outputs/ reports*
- *Most recent copies of journals published by the HEI*
- *Proceedings of research conferences*
- *Reports on the HEI published in the previous 12 months*
- Written duties and responsibilities of committees in the University (SED)
- Written duties and responsibilities of academic leader(s) in the University (SED)
- *Job description of the academic leaders/staff(if any)*
- Organizational Structure(SED page 5)
- *An evidence of the existence of a relevant system of evaluating academic leaders, academic and support staff*
- *Evidence of measures taken following evaluations*
- Staff development plan (SED,22)
- Document on the system in place for training and career advancement(SED, 22)
- An indicator of the system/procedure on implementation of the diagnosis test(SED,28)
- Curriculum Documents of all the programs in the University(SED)
- Laboratories/Demonstration procedure manuals (SED)

- *Material (resource) management and utilization manual (if any)*
- Statistics of students per batch showing the admission, progression and the rate of attrition (SED)
- Data on the library status (Capacity, number of books in hard and soft copies, number of computers, internet access ...) (SED).

Appendix 6: Documents Consulted

- Curriculum documents of all programs (post & under graduate)
- Five Years Model School Project in MSESS
- A report on the number of beneficiaries of the 2009 E.C community service and number of academic staff engaged in the service
- A guideline on community engagement
- Annual plan of the University for the Year 2009 E.C. (Amharic Version)
- Five Years Strategic Plan (2015/16 – 2019/20) of the University
- Continuous Assessment and Evaluation Guideline
- Policy on Quality Assurance (QAP) (March 2014)
- Job Structures, Duties and Responsibilities for Core Process (2015)
- DDU BPR Re- Calibration Study Document (2014)
- Organizational Structure of Dire Dawa University after BPR Re-Calibration Study (Feb. 2015)
- DDU Senate Legislation (2012)
- DDU Staff Disciplinary Policy and Code of Conduct (2011)
- DDU Job and Structure (sep. 2009)
- DDU Research Policy and Guidelines for Consultancy and Community Services (Jan. 2014)
- Guideline for the appointment of middle and lower level managers
- DDU University SED
- Sample minutes of different committees
- List of research works published in different journals
- Sample Course outlines
- Sample copies of published research works of DDU staff in various journals
- በደ ጋፊ ስራ ሂደት የሰው ኃይል ፍላጎት ተግባርና ኃላፊነት (2007 ዓ.ም)
- በፐሮፊዚዳንት ጽቤት የስራ መደቦች ተግባርና ሃላፊነት
- የድሬዳዋ ዩኒቨርሲቲ የ2009 በጀትዓመት ሚዛናዊ የዉጤት ተኮር እቅድ
- የድሬዳዋ ዩኒቨርሲቲ የ2009 ዓ.ም የስድስት ወራት ዕቅድ አፈፃፀም ሪፖርት
- የጥራት ማጎልበትና የትምህርት መርሃ ግብር ጉዳዮች ጽ/ቤት የ2009 ዓ/ም በጀት ዓመት የውጤት ተኮር ዕቅድ
- የጥራት ማጎልበትና የትምህርት መርሃ ግብር ጉዳዮች ጽ/ቤት የ2009 ዓ/ም በጀት ዓመት የ6 ወር ሪፖርት
- በአስተዳደርና ቢዝነስ ልማት ምክትል ፕሬዝዳንት ስር የተከናወነው የጥናት ሰነድ (2007 ዓ.ም)
- የድሬዳዋ ዩኒቨርስቲ የፕሬዝዳንት ቢሮ የሰው ሃብት ፍላጎት
- የድሬዳዋ ዩኒቨርሲቲ ያልተማከለ የፊርማ ጣሪያ ለማስፈፀም የወጣ የውስጥ መመሪያ
- በመሰረታዊ የአሰራር ሂደት ለውጥ ጥናት መሰረት የሰው ኃይል ድልድል መመሪያ (ጥቅምት 2002)