



# QUALITY MATTERS

**Theme: EXAMINATION MALPRACTICE**

Quality Matters, Vol. 11, No.40, December, 2016

A Quarterly Newsletter of the Center for Educational Improvement and Quality Assurance (CEIQA)

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## QUOTE OF THIS ISSUE

A teacher's failure to create an intellectually reflective engagement for learning is not simply malpractice but it is immoral particularly for students who cannot withdraw.

**Jhon Goodlad -**

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as the business and industry, government and non-government stakeholders and others who might be interested to know about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

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## FROM THE EDITORIAL DESK

Dear Reader,  
Welcome to Vol.11, No.40.

This edition of Quality Matters focuses on Examination Malpractices. It is a fact that the objective of examination is to find out the extent to which students understand what they have been taught and consequently grade them in order to assess their merit or competence. Examination in broad perspective is an instrument for testing, assessing, evaluating and accrediting. It is also used for the purpose of selection, placement, certification and promotion. Examination results are often used, formally or informally, to provide evidence of educational effectiveness of schools, colleges or universities. Teachers are held accountable for their students' achievements as reflected in their examination performance. In this respect, no student is to get preferential treatment or undue advantage over others by practicing examination malpractices.

In this edition, we have included interview, article and research findings in light of the selected theme to look at the issue from different angles. In the interview section Quality Matters met Dr. Misganaw Solomon, Executive Assistant to the President (ex-Academic V/ President) SMU, to discuss the issues of examination malpractices in the context of higher education. The article entitled "Exam Malpractice-Impediment to Quality" discussed the effects of examination malpractice especially in relation to standards and quality. The research corner incorporated "The Prevalence Causes and Consequences of Exam Malpractice in Addis Ababa Secondary and Preparatory Schools". Finally, institutional news and photos related to different exam - malpractices and virtual links are included. We hope you will enjoy it.

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## INTERVIEW

This column features interviews of people including government officials, policy makers, top management of universities or colleges, experts as well as students on quality related issues. In this edition of the newsletter, quality matters interviewed Dr. Misganaw Solomon who was the former Academic Vice President of St. Mary's University, regarding examination malpractice. Dr. Misganaw Solomon has a PhD in Educational Research and Evaluation from Addis Ababa University. His research interest includes: Higher Education, ICT and Education, ICT and language learning. He has presented a number of papers at national and international research conferences, and published articles on several proceedings.



**Dr. Misganaw Solomon, Executive Assistant to the President, SMU**

**Quality Matters:** What is examination malpractice?

**Dr. Misganaw:** Examination malpractice is an act carried out against examination regulations for the purpose of gaining unfair benefits. It is a deliberate act which has different forms. Some exam malpractice examples include bringing in unauthorized materials to examination halls, writing on tissue paper or a piece of paper, using mobile phones and/or some other scientific gadgets during exam, copying from other students' answer sheets, colluding to obtain exam answers, letting another student write an answer on their behalf, being unwilling to abide by exam rules and regulations, etc. What the above examples imply is that exam malpractice can be carried out by one person or a group of people. A student may be a sole agent demonstrating such behavior or s/he may involve other students. Obviously, students are at the forefront to get involved in exam malpractices. However, other parties too such as teachers, guardians, parents and law enforcing persons may be involved

in such acts as collaborators to allow a student or students to enjoy unfair and undeserved advantages.

**Quality Matters:** How common is examination malpractice and fraud in higher education institutions in Ethiopia?

**Dr. Misganaw:** I think, we need to base ourselves on studies carried out in the area. From my personal observation, examination malpractice is becoming more prevalent. It sometimes seems to me that it has somehow become a norm where students involved in such activities never feel ashamed of their dishonest behavior. There are students who go to exam halls well prepared to copy from other students' work. We also find students who attempt to copy from short notes they keep in either pieces of paper or mobile phones or different parts of their body. Therefore, exam malpractice is a big threat to the quality of education in our country.

**Quality Matters:** What do you think are the causes of exam malpractices?



**Dr. Misganaw:** The causes for exam malpractices vary. Students tend to involve in exam malpractices when they lack the confidence, when they have not studied or revised well a course material. The other reason for students to engage in exam, malpractice is the desire to overcome the internal and external pressure that requires

**Quality Matters:** What are the long term effects / consequences of examination malpractices?

**Dr. Misganaw:** Exam malpractice has various consequences. The following are just a few of them. To start with, this is a bad and contagious behavior. It may get huge number of students on board especially when those involved in such an unlawful act earn undeserved advantages, and the ones who are not involved in it are put at a disadvantage. The consequence of exam malpractice does not stop on those involved in it. It has a multiplier effect. It discourages good students from working hard. When students involve in exam malpractice they enjoy undeserved advantages, students who work hard may feel their efforts are simply fruitless exercises that do not compensate them for their hard work. Responsible teachers, too, may feel frustrated when they see exam malpractices increase consistently.

Apart from the impact on individuals, exam malpractice can have damaging effect on institutions. The more the exam malpractice become rife, the more the supply of unskilled human capital to the labor market affects, the performance of institutions. This becomes a serious challenge for a country if it is not nipped in the bud.

The other effect of exam malpractice is that it caters to the dissatisfaction of those who secure diplomas through cheating. Students who graduate and possess certificates having passed exams via cheating find it difficult to defend their diplomas. This results in dissatisfaction leading to serious psychological problems which are likely to cause societal and cultural chaos. Exam malpractice encourages corruption. Students who pass through exam malpractices without paying due price for their dishonest acts or behavior are likely

to be corrupt when they assume responsibilities. Such students would develop cheating as a positive habit and reflect it in their daily and professional performances. This would influence their behavior in their respective responsibilities.

**Quality Matters:** What does the scenario of exam malpractice look like at St. Mary's University?

**Dr. Misganaw:** Exam malpractice is not easily avoidable in any higher education institution as long as students undergo assessment. The situation gets worse if the assessment is rigorous and demanding. St. Mary's University is, therefore, not an exception to exam malpractice. There are different forms of exam malpractices among students even though efforts are exerted to control such ill behavior.

**Quality Matters:** Can you tell us the types and methods of exam malpractices at St. Mary's University?

**Dr. Misganaw:** Students attempt to engage in a variety of exam malpractices. These malpractices happen in exam halls and outside. In exam halls, some students attempt to copy from their classmates' answer sheets, exchange answers via pieces of papers, or mobile phones or calculators, copy from short cheat notes and the like. Outside exam halls, students try to copy from others' works while working on assignments and writing their senior essays.

**Quality Matters:** What were the corrective measures your office, as ex-academic Vice President, took in this regard?

**Dr. Misganaw:** The office in collaboration with the Student Support Services Office had been, and I believe is still doing lot of things to prevent students from involving in exam malpractice. Different forums were organized to allow students to deliberate on causes, effects and solutions of malpractices, for example:-the Friday Talk Show was used as a main discussion forum where students exchanged views and ideas on how to prevent exam malpractices. With a view to boost students' confidence in exam halls, several orientation sessions were held with students



on exam anxiety and its control. The Testing Center which is in charge of ensuring administration of standardized assessment tools organized awareness raising workshops on exam related issues. The main goal of these workshops was to help students refrain from cheating and hate such practice. In addition, students are made aware of exam rules and regulations through the Student Handbook each student receives at the beginning of his/her study at SMU. Unlawful acts were also printed on the cover page of exam papers so that students would safeguard themselves from the consequences of being caught while cheating. Students found cheating are graded nil, so that those who're involved in such disgraceful acts would learn from their mistakes. Since this measure would force students to spend more time, energy and money by repeating the course in which they cheat, others would avoid from involving in exam malpractices. This measure has played a deterrent role.

**Quality Matters:** What do you think are the possible solutions and the way out for this menace?

**Dr. Misganaw:** I think there are many ways we can fight against exam malpractice. The first thing that should be done is to put concerted efforts toward creating students who believe that they are capable of doing what their studies require them to do. Since prevention would help us save our time, energy and resources, priority should be given to putting in place mechanisms that could help deter students from involving in exam malpractice. Stakeholders should join hands, make this issue their top-priority agendum and discuss the matter at home, at school level and nation-wide to find appropriate ways of solving the problem. There is a need for continuous and regular deliberation on the issue. I think fundamental job has to be done at lower level to make students get convinced of its disadvantages and thus enable them to say "No" to such behavior. Consistent and transparent measures are needed to stop those who are found involved in exam malpractices.

**Quality Matters:** Anything you wish to add with in regard to the issue we have been discussing?

**Dr. Misganaw:** I think I have said enough. Thank you

**Quality Matters:** Thank you very much for sharing your experiences.

## EXAM MALPRACTICE -IMPEDIMENT TO QUALITY

(Melaku Girma, PhD)

### I. INTRODUCTION

An examination is simply a written, spoken or practical test, to see how much one knows about a subject matter, or what one can do. Another definition it has is that it is a formal test of knowledge or ability in a subject or skill; while some other definition sees it as a set of questions or exercises evaluating skill or knowledge. In these definitions lie the primary essence of examination, to ascertain how much one knows of a particular subject matter even though some educators argue that examination is not a true tool of knowledge. Malpractice on the other hand refers to a careless, wrong or illegal behavior while in a professional job. Put it another way, it is an illegal, corrupt or careless professional behavior. In a few words, it is a deviation from the norm. Thus, one can define examination malpractice to be, a careless, illegal, corrupt or wrong behavior in issues pertaining to the determination of one's level of knowledge on a particular subject matter. Simply put, it is a deviation from the normal practices relating to the determination of how much one knows. One can also see examination malpractice as an unlawful behavior or activity engaged by students to have personal advantage in an exam over their colleagues or mates who are competing in the same exam. In short, examination malpractice is any form of deliberate cheating on examinations which provides one or more candidates with an unfair advantage or disadvantage.

It is an illegal act and can be carried out by a single individual or groups. It can occur outside or inside the classroom. An examination malpractice has become so common that it has almost become a way of life among the students starting from the kindergarten to even the post graduate levels.

### II. TYPES OF EXAMINATION MALPRACTICE

There are many different forms of examination malpractice, including copying from another student's test, copying from an answer sheet, bringing in cheat notes, plagiarism, conspiring to obtain test answers, impersonating another student during a test and refusing to stop doing the test when the test is over. All these scenarios and many others give students an unfair



advantage.

Malpractice in an examination can be perpetuated through different methods, some of which are (Naze, 2011; Saifya, 2016): Bringing in texts and note books, pieces of papers, etc. into the hall, or even writing on one's body parts like palms, laps etc. Another form the malpractice may take is copying, which may either be collaborative or parasitic copying. In collaborative copying, the parties involved intentionally leave their answer scripts open for each to copy from the other. They can also exchange answer booklets while the exam is still going on.

Parasitic copying on the other hand refers to the type whereby a student copies from another student without the student being copied from knowing that someone is copying from his/her work. This is the type that creates a situation whereby a student copies everything that a fellow student has written including such student's name and registration number.

There is also the type that involves a student hiring another student to sit for an exam on his/her behalf. This they call exam by proxy. The fake student assumes the name and other particulars of the student he/she is writing the exam for; even when it involves a male student writing for a female student and vice versa.

The next is the type described as the big boys/girls approach. This appears to be more "matured" than the earlier discussed methods, because according to the practitioners, it reduces the risk involved to the bearers' minimum. It involves the student(s) making some payments to the lecturers to up-grade/beef-up their scores; sorting as they call it. The payment may be in cash or in kind, as such, the female students are mostly favored when it is a male lecturer that is involved. In some cases, they (the students and the lecturers) bargain on the quantity of payment to make, and the grade to get. These among others are the methods adopted by the practitioners of examination malpractice.

### III. CAUSES OF EXAMINATION MALPRACTICES

Many factors contribute to this threat. They can be grouped under the following headings (Tambawal, 2013; Nwankwo, 2012; Asore, 2014):

1. Students' Factors: First on the list is laziness and inadequate preparation for examination. Since many who failed in preparation are bent on passing at all cost; cheating becomes their only option..

2. Parents' Factors: It is no more news to hear of par-

ents paying for others to write examinations on behalf of their children. Some go to the extent of bribing teachers or buy live examination papers for their children.

3. Teachers' Factor: It is bad enough that many students cheat because they would not study on their own, but, it is worse when the action or inaction of teachers encourage examination malpractice. Some teachers leave their students with no option than cheating because of the lack of proper teaching before examination. Some go to the level of collecting money from students in exchange for examination questions or papers.

4. Way of life Factor. It is no more a shame to be caught cheating in examination, because corruption has become a way of life for many and almost a daily routine of the vast majority. Now follow, office holders cheat and embezzle public funds, men and women do same in their offices. But that is not all; law enforcement agents are not free from bribery, teachers in schools and even school administrators are not exempted from one corrupt act or the other.

5. Examination bodies' factor: Many officials of examination bodies join deceptive teachers and sometimes school administrators not only to allow cheating in examinations but promote same with impunity. Some internal and external invigilators are bought over with money, material gifts, and surprisingly with women. This indeed is a sorry state. Poor examination facilities, poor conduct of examination, inadequate spacing of students in examination halls, loose supervision of examination, inefficient invigilation are some of the ways examination bodies contribute to malpractices.

### IV. CONSEQUENCES OF EXAMINATION MALPRACTICES

Examination malpractice indicates a declining quality of education. This implies that, the quality of education in given country is low, since involvement in it spreads across the country. This will affect national development adversely. Moreover, those who engage in cheating at a lower level are likely to continue at higher level of education. When they graduate into the society, their previous attitudes can easily lead them into corrupt practices. Another consequence is that, people who possess certificates through cheating could use the certificates to secure jobs which they would not be able to perform.

**Some effects of Examination Malpractice (Oko and Adie; 2016)-**



- Makes one unable to defend his/her certificate,
- Discredits academic institutions and academia,
- Cheapens scholarship and degrades intellectual integrity,
- Impedes intellectual progress of the nation,
- Affects national growth and productivity,
- Facilitates the enthronement of a mediocre, half-baked, incompetent and corrupt workforce,
- Leads to high educational wastage as those who cheat to pass examinations at a lower level achieve very poorly at higher levels and
- Destroys the standard and quality of education.

## V. SOME POSSIBLE SOLUTIONS TO EXAMINATION MALPRACTICES (Ukpabi, 2015)

**i.** Teachers should be trained properly in their fields. They will then have the tactics to follow on how to finish the syllabus for a particular term or at least cover a large part of it.

**ii.** Academic calendars should be followed strictly not to create gap in students' attendance.

**iii.** Guidance Counselors should be employed in all schools to guide the students on study habits, career prospects and requirement for various careers.

**iv.** Continuous assessment should be practiced correctly. It will reduce examination malpractices as the bulk of marks are accumulated from various assessment techniques such as projects and assignments before actual examinations.

**v.** The number of invigilators and supervisors should be increased in the exam halls. Exam officers and heads should occasionally pay visits to exam halls to observe what is going on. In this way, they could notice any cheating behavior.

**vi.** The students should be thoroughly searched before entering the hall.

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## RESEARCH CORNER

### The Prevalence, Causes and Consequences of Exam- Malpractice in Addis Ababa Secondary and Preparatory Schools (Abridged)

By Ashenafi Tesfaye, 2016

Retrieved from: <http://etd.aau.edu.et/handle/123456789/11206>

#### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

##### Summary

The main objective of this study was to assess the prevalence, causes, and the consequence of examination malpractice in secondary and preparatory schools of Addis Ababa. In order to meet this purpose, basic research questions, related to what extent are exam malpractices prevalent in schools? What mechanisms do students use while performing exam malpractice? What are the attitude and level of awareness of the school community about exam malpractice? How do school communities perceive about the effects of exam malpractice? Does exam malpractice influence by gender, age, and grade levels? What factors are contributing to exam malpractices in Addis Ababa schools? are addressed. Mixed-methods research design was used for this study in order to explore answers for the questions. The respondents who completed the questionnaires were 356 students and 52 teachers. The data collected from the opened and closed ended questionnaires was analyzed and interpreted using different statistical tools such as, frequency, percentage, t-test and analysis of variance (ANOVA). Based on the data and information gathered through all the instruments, the following major findings were identified:

- With regard to the prevalence of examination malpractice, majority of the respondents agreed that students indulge in examination malpractice which is wrong and unhealthy. And also majority of the respondents agreed that, examination malpractice occur before, during and after examination. Concerning the indulgence of teachers in examination malpractice, majority of respondents replied that they disagree that teachers do not involve in examination malpractice.
- Regarding determining the mechanisms of examination malpractice, majority of the respondents agreed that the mechanisms used by students were copying from another student in exam without his/her knowledge. In respect to, copying from

another student in exam with his/her knowledge witnessed that 62.4% of students and 88.5% of teachers agreed that students copy the exam from another student with his/her knowledge. With regard to taking a cheat paper in to the exam hall, 57.9% of students and 78.8% of teachers agreed that students bring a cheat paper in to the exam hall. Besides that, from respective sampling 62.9% of students and 84.7% of teachers revealed that giving help to another student's in the exam. With regard to presenting homework, majority of the respondents replied that students present another student's homework as their own. Majority of the respondents agreed upon copying materials from the internet and presenting as their own. Majority of the respondents affirm that students sit close to other students in order to copy from him/her. Majority of the respondents disagree with the idea of seeing an exam paper before the exam day.

- Concerning the attitude and level of awareness of the school community about exam malpractice, majority of the respondents agreed that the exam malpractice by the students affect other students. The highest percentages of the respondents accepted that examination malpractice is ethically wrong.
- Concerning determining how the school communities perceive the effect of examination malpractice, majority of the respondents agreed that the most serious consequences of examination malpractices were lack of confidence in the education system, high dropout rate from schools, discourage hard working students, lowering the standard of education and decreases validity and reliability of measurement process.
- Regarding to variations in prevalence of exam malpractice in schools, there was no significance difference between male and female students. There was a significant difference between grade levels, especially between grades 9 and 12 and between different age groups.
- With regard to factors contributing to examination malpractice, majority of the respondents affirm that preparation of students for the exam was inadequate; the desire among candidates to pass the examination, lack of effective supervision while examination takes place competition among schools for better results, and the pressure of parents on their children to score high grades.

#### Conclusions

Based on the discussions and summary of the findings, the following conclusions were drawn:

1. Teachers, students, sub city exam heads, and parent teacher student association (PTSA) members acknowledged that there is high prevalence of examination malpractices in secondary and preparatory schools, and concluded that examination malpractices often occur before, during and after examination.



2. The major mechanisms of examination malpractices often witnessed in Addis Ababa secondary and preparatory schools include: copying from another student without and or with his/her knowledge, taking a cheat paper in to the exam hall, giving another student help in the exam, submitting others students homework as their own, copying material from the internet and presenting it as their own, getting help from another person on their homework, and sitting close to another student in order to copy from him/her.

3. The school communities are well aware about exam malpractices, and believe that it affects students, it is immoral and not acceptable.

4. Serious consequences of examination malpractices are: lack of confidence in our education system, increases dropout rate, discourages hard working students, lower the standard and status of education, and decreases validity and reliability of measurement and evaluation procedure.

5. The school communities perceived that exam malpractice done by the students affect other students, because unethical, and not acceptable in any circumstances. The school communities also perceived that teachers do not give emphasis for the exam malpractices.

6. Exam malpractice was highly prevalent in higher grade levels; besides, there is a discrepancy between these grade levels.

7. The major factors contributing to examination malpractice accepted by the respondents include: inadequate preparation of students, desire among candidates to pass examination, indiscipline among candidates, lack of effective invigilation, competitions among schools for a better result, and the pressure of parents to see high score mark of their children.

## Recommendations

In the light of the major findings and conclusions of this study, the researcher suggests the following recommendations in order to overcome the prevalence, causes and consequences of examination malpractice:

► Emphasis should be placed by school administrators, teachers, supervisors and parents on ethical instructions and value. Constructive orientation should be given to students to combat the prevalence of exam malpractices. Students should be taught the virtues of hard working, honesty and the dignity of labor.

► Guidance and counseling services in schools should give emphasis to advise students so as to reduce different types of exam malpractice mechanisms.

► The Ethiopian Federal Ministry of Education (MoE), National Educational Assessment and Examinations Agency (NEAEA), and school administrators should arrange a panel discussion and awareness workshop for teachers, students and different stake holders about exam malpractice and the consequences .

► The school administration should arrange a panel discussion with higher grade level students about exam malpractices to make students to be model for the lower grade level students

► The school administrators' in collaboration with teachers and other stakeholders should create conducive teaching learning environment to develop self-confidence of students through teaching and mentoring. National Educational Assessment and Examinations

Agency collaboration with schools administration should go through close supervision and invigilation during national examination to reduce factors contributing to exam malpractices.

► The MoE and Addis Ababa City Administration Education Bureau should work on minimizing class size by constructing additional classrooms and increasing trained teachers. The school authorities and teachers should help the students by giving tutorial class for low achievers to create self-confidence on their students.

► Schools should use different controlling mechanisms such as: giving awareness for school communities, order students that may should not bring unauthorized materials such as cell phones in the exam hall. The other controlling mechanisms could be coding the exam, minimizing the number of students in the classroom, classifying students according to their academic achievements, and taking a measure on students those found red handed participating on examination malpractices

## NEWS

### 2009 E.C. ANNUAL PLAN REVIEW SESSIONS

CEIQA has initiated the 2009 E.C annual plans review sessions from October 13/2016 – October 15/2016 at Main Campus. Twenty one (21) planning units' heads and members of top management, including the president, attended



**The plan review session in action**

the review sessions. High on the agenda was to finalizing comments the 2009 E.C annual plans of the University. Dr. Melaku Girma, Director of CEIQA, highlighted the need to transform from routine activities to strategic planning process. He noted that each functional unit is expected to prepare its plan in line with the five strategic directions of the university synopsis and activities mapping to enhance development of action plans. Furthermore, participants, especially the management, proposed constructive inputs that could enhance the translation and implementation of the five-year strategic plan of the University.





## DISCUSSION HELD WITH STUDENT REPRESENTATIVES

Student Support Service Office (SSSO) and Center for Educational Improvement and Quality Assurance (CEIQA) have organized a discussion forum with students' representatives on Wednesday November 23, 2016. Participants were from all departments of the undergraduate programs (both regular and extension divisions) The total number of representatives attending the discussion session was twenty two (22). The aim of the discussion was to collect some type of feedbacks from students about their experience of St Mary's university- the services they received as students. This included perceptions about the learning and teaching, the learning support facilities and the learning environment. At the beginning of the discussion W/o Mekdes Adane, Head of SSSO and Dr. Melaku Girma Director of CEIQA, briefed the representatives that students' are prime factors in the teaching learning process and quality enhancement of the university. Therefore, their feedback is a valuable input for insuring quality in SMU. Subsequent to the introduction, students were invited to give their feedback on the strengths and weakness of the teaching learning process and services provided by the university. They started their view by appreciation of the discussion forum, and forwarded questions and comments. Finally, CEIQA and SSSO appreciate the comments and questions raised by students. They also said they believe that students' feedback has a positive impact in maintaining the present good will and future success in providing quality academic and social services to students. Accordingly, students themselves, as one of stakeholders, should strive for quality.

## PEDAGOGICAL TRAINING

CEIQA in collaboration with Testing Center and Basic Courses Department organized and facilitated the pedagogical training. St Mary's University believes that, what happens inside the classroom is the most critical ingredient in ensuring that, all students are able to achieve their career goals.



cal training. St Mary's University believes that, what happens inside the classroom is the most critical ingredient in ensuring that, all students are able to achieve their career goals.

Improving educational attainment for all students in today's schools can only happen if we improve the quality of teaching. The training, which held from December 03 to 24, 2016 on Saturday Mornings (9:00-12:00 AM), focused on:

- Active learning (Student-Centered Methods),
- Classroom Management,
- Test Blue Print, Exam Items Development and Criterion –Referenced Assessment, and
- Adult learning.

Ten instructors from Computer Science, Management and Accounting Departments attended the training sessions.

## QUALITY AND CUSTOMER SATISFACTION TRAINING

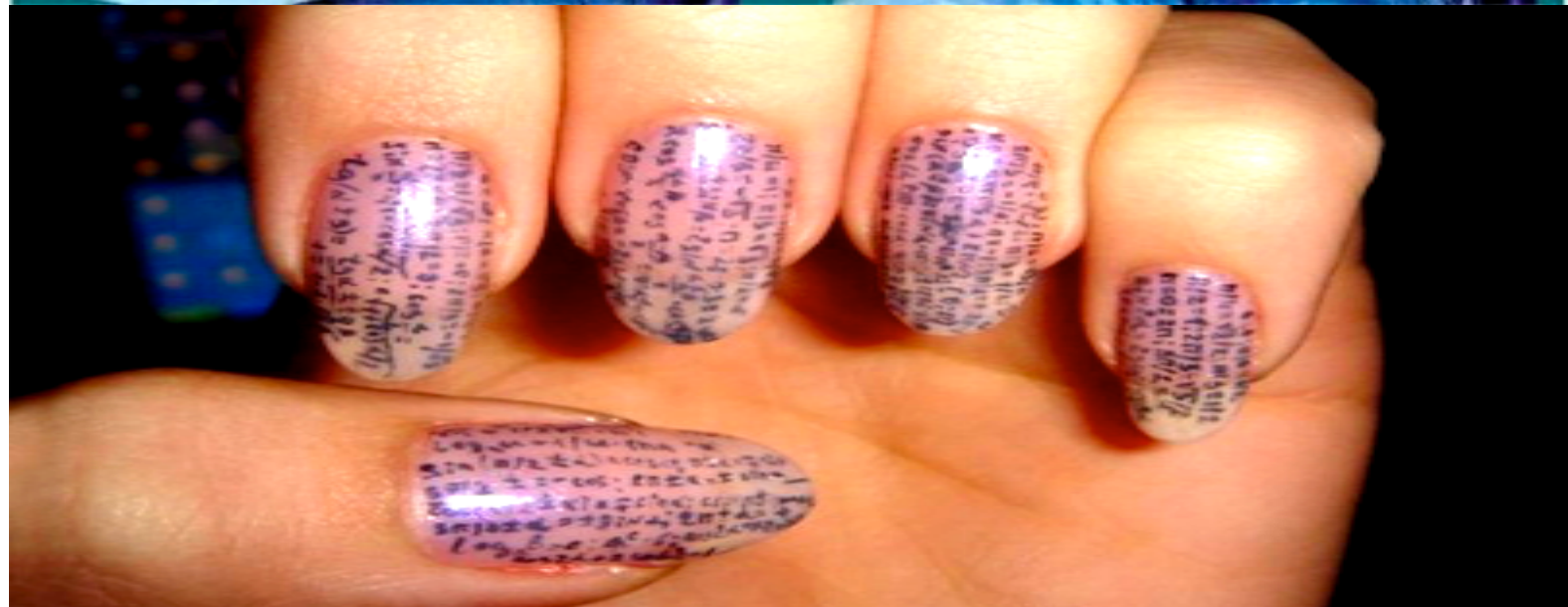
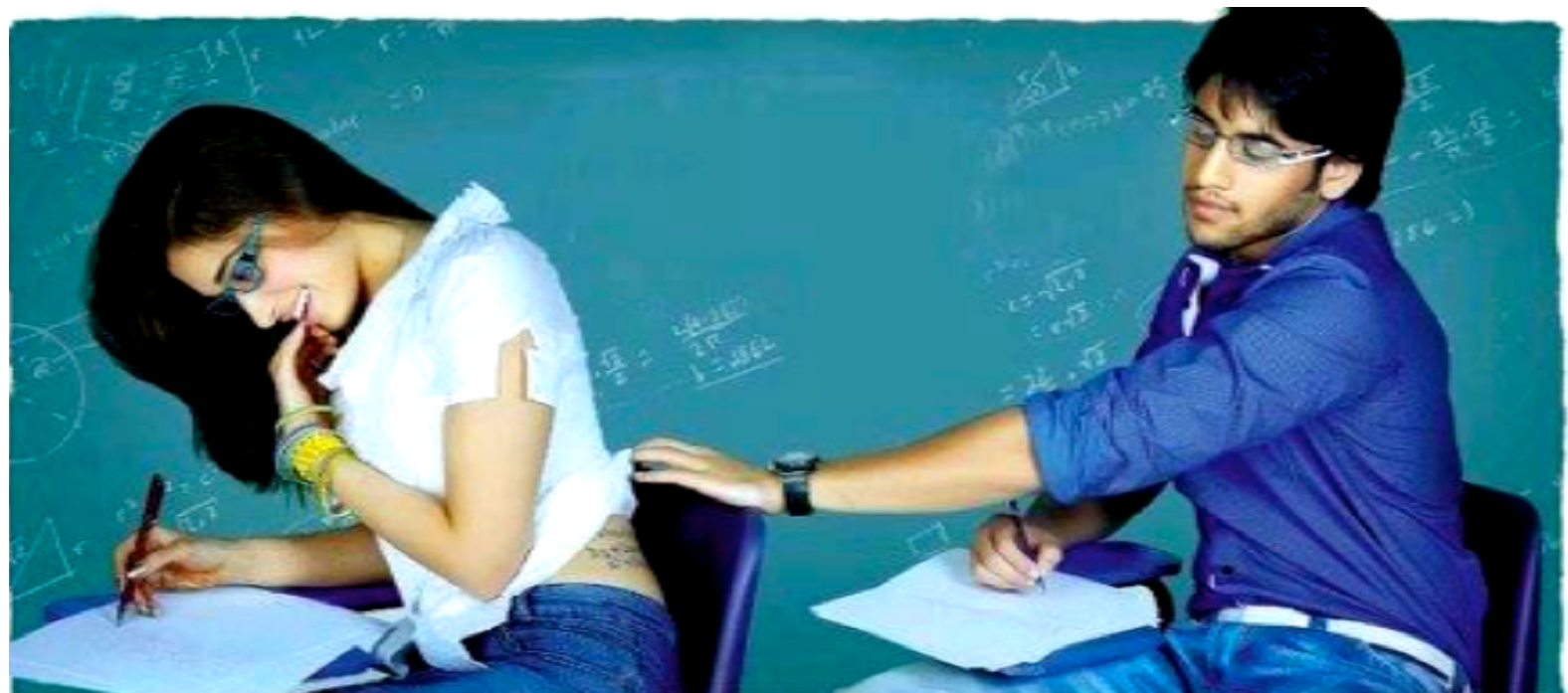
CEIQA carried out a half day training on the concept of Quality and Customer Satisfaction. The training was held on December, 25, 2016, to twenty one (21) participants targeting SMU Registrar Office staffs. The purpose was to create awareness and understanding on what quality and customer satisfaction meant. The content areas covered were: The concept of quality, principles of quality assurance, quality dimensions, record keeping and accountability, quality service of the Registrar Office, contribution of different stakeholders, and estimated mission and vision of the Registrar Office. After the presentation, there was lively discussion on matters pertaining to the theme. Finally, the participants came in to consensus that they would be determined to provide quality services to customers under the motto **“SMU Registrar Office members have a culture of helpfulness and goodwill with all interactions.”**



**Partial View of Training Participants**



## PHOTOGRAPHS RELATED WITH EXAM MALPRACTICES





## Bangkok University Introduces Anti Exam Malpractice Helmet

### Virtual links

Arab Network for Quality Assurance in Higher Education (ANQAHE) [www.anqahe.org](http://www.anqahe.org)

Asian Pacific Quality Network (<http://www.apqn.org>)

ASEAN Quality Assurance Network (AQAN) [www.mqa.gov.my/oqan/](http://www.mqa.gov.my/oqan/)

Association of African University ([www.aau.org](http://www.aau.org))

Association of Quality Assurance Agencies of the Islamic World (AQAAIW) [www.mqa.gov.my/aqaalw/index01.cfm](http://www.mqa.gov.my/aqaalw/index01.cfm)

Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) [www.canqate.org](http://www.canqate.org)

Central and Eastern Europe Network of Quality Assurance in Higher Education (CEENQA) [www.ceenetwork.hu](http://www.ceenetwork.hu)

Central Asian Network for Quality Assurance and Accreditation (CANQA) [www.canqa.net](http://www.canqa.net)

Center for International Research on Higher Education ([http://bc\\_org/avp/soe/cihe](http://bc_org/avp/soe/cihe))

Ethiopian Ministry of Education (<http://www.moe.gov.et>)

Eurasian Quality Assurance Network (EAQAN) [www.eaqan.org](http://www.eaqan.org)

European Association for Quality Assurance in Higher Education (<http://www.enqa.eu>)

European Quality Assurance Network for Informatics Education (EQANIE) [www.eqanie.eu](http://www.eqanie.eu)

Higher Education Relevance and Quality Agency ([www.higher.edu.et](http://www.higher.edu.et))

Institute of International Education ([www.iie.org](http://www.iie.org))

International center of Excellence in Tourism and Hospitality Education (THE-ICE) [www.the-ice.org](http://www.the-ice.org)

International Council for Open and Distance Learning ([www.icde.org](http://www.icde.org))

International Institute for Capacity Building in Africa (<http://www.eric.ed.gov>)

International Network for Higher Education in Africa (NHEA) (<http://www.be.edu>)

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

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

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

Quality Assurance Agency for Higher Education (UK) (<http://www.qaa.ac.uk>) Talloires network ([www.talloiresnetwork.tufts.edu](http://www.talloiresnetwork.tufts.edu))



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- MBA in Accounting & Finance
- Rural Development
- Agricultural Economics
- Project Management
- Marketing Management
- Development Economics
- Computer Science
- Quality & Productivity Management

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- MSW (Master of Art in Social Work)
- MEC (Master of Arts in Economics)
- MPS (Master of Arts in Public Administration)
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- MPS (Master of Arts in Political Science)
- MCOM (Master of Commerce)

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- Educational Planning & Management

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- Agricultural Economics
- Agri-Business Management
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- GRE

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Web site: <http://www.smuc.edu.et>