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# **BITS COLLEGE**

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## **Quality Assurance Policy**

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## **Abbreviations**

AB	Academic Board
CAARC	College Academic Affairs and Research Council
EM	Executive Management
MVG	Mission, Vision, Goals
QAO	Quality Assurance Office
VPAAR	Vice President for Academic Affairs and Research
VPBA	Vice President for Business and Administration

# **1. BITS College Vision, Mission and Educational Goals**

## ***1.1 Brief Introduction***

BITS College is a private higher learning institution with a vision of promoting excellence in the production, growth and dissemination of advanced scientific knowledge through teaching and research. The College is conceived, established and run by caring and committed educators and innovators who seek to improve the quality of higher education in the country through the introduction of innovative and enlightened education programs that help students realize their potential. It aims at realizing this by engaging a management team experienced in education and business, a dedicated team of faculty and staff, well-designed academic programs, world class educational facilities and cutting-edge technologies.

The executive officer of the College is the President assisted by the Dean, the Vice President for Academic Affairs and Research (VPAAR) and the Vice President for Business and Administration (VPBA).

The highest decision-making body of the College is the Academic Board (AB). However, most academic and administration activities are carried out by the Executive Management (EM). The College Academic Affairs and Research Council (AARC) is a standing committee accountable to the EM. The CAARC, working under the chairmanship of VPAAR, deliberates and decides on all academic matters of the College on behalf of the EM. At School level, the Head, program coordinators and staff members deliberate on the day to day academic matters in their respective academic committees.

BITS College intends to contribute to the ongoing efforts for young people to get quality and relevant education. This quality assurance policy document, therefore, provides quality assurance policy and standards to be implemented by the Quality Assurance Office (QAO). It is specifically designed with the aim of promoting and supporting continuous improvement in the quality provision of higher education programs as well as ensuring that clear and accurate information is made publicly available about the quality and standards of the College.

For easy reference and understanding the policy document is divided into 4 main sections. This introduction briefly describes the foundation of the College and the academic programs offered. It also outlines the quality principles that the College intends to follow and the responsible body that manages the implementation of this policy. Section two addresses the ten focus areas provided by the Higher Education Quality and Relevance Agency (HERQA). Accordingly, it details the vision, mission and educational goals of the College; governance and management systems, infrastructure and learning resources; academic and support staff; student admission and support services, program relevance and curriculum, teaching/learning and assessment, student progression and graduate outcomes, research and outreach activities and internal quality assurance. Section three presents the guidelines for external quality assurance. The last section briefly describes the guideline to be adopted for implementation of this policy and policy review time line.

## ***1.2 Academic Programs***

There are two undergraduate programs and two graduate programs offered at the College:

- Undergraduate Program in Software Engineering. (B.Sc. SE)
- Undergraduate Program in Information Technology and Systems (B.Sc. ITS)
- Graduate Program in Enterprise System Engineering (M.Sc. ESyE)
- Graduate Program in Information Technology Management (M.Sc. ITM)

## ***1.3 Policy Brief***

### ***1.3.1 Definitions***

**Quality Assurance (QA)** is the process of measuring compliance against necessary standards. This is a required process under the regulatory framework for quality in higher education. It is evidence-based and designed to give rise to recommendations for cyclical quality enhancements, as well as to comply with external, peer-based interrogation of requisite quality standards.

**Quality Improvement (QI)** is a proactive process of ensuring that a commitment to continuous enhancement of performance against agreed quality indicators, including the standards and

measures required for statutory and regulatory compliance. This process is ongoing, rather than cyclical (and responsive to external requirements), and serves to strengthen institutional quality culture and also to generate recommendations for improvements against given quality indicators.

### ***1.3.2 Quality Principles***

BITS College aims at providing quality degree programs that are relevant to the dynamic job market. The programs shall have unique content and not a direct duplication of what is already in the offering by other similar institutions.

As quality forms the core business of the college, and in order not to compromise its vision, the college commits itself to maintaining an academic quality assurance policy and standards to ensure that:

- relevant curricula as well as teaching and learning materials are developed;
- appropriate physical facilities and equipment are provided; and
- there is an adequate number of qualified teaching staff for efficient delivery of a sound curriculum.

In addition, to remain in the competitive edge, quality teaching that is informed by research is given priority, together with the dissemination of the results of research to the community.

As a ‘Quality and Relevance Concerned College’, the College consider the following principles which underpin the quality culture at the College.

- Quality teaching, learning, research and support services, and a commitment to continuous quality improvement are **core values** of the institution. Quality assurance and continuous quality improvement are understood to be the **joint responsibilities** of staff, management and the governance bodies of the College.
- The College evaluates its performance against national and international benchmarks. In this process, information and data generated by engagement with stakeholders (students,

staff, employers, partners, regulatory bodies and the wider community) provide the basis for recommendations toward quality improvement plans.

- The quality processes of the College are governed by a commitment to collegiality through rigorous peer review, collaboration and exchange of best practice.
- The quality processes of the College recognize, respect and seek to reinforce the core value of academic freedom.
- The College envisages provision of additional forms of academic support, including student counseling and offering a smaller class size, which translate to more personal attention, and ultimately better education.
- The College educates students to enable them take up key roles in the shaping of IT service innovation and in the management of the business and social transformation that such innovation unleashes.
- The curricula for the programs of the College are designed to cover fundamentals in a balanced way: common knowledge, development, operation and application.
- The College complements content-based instructions with problem-solving and critical thinking.
- To help students cope with the dynamically changing work environment, the College educates students in both practical and theoretical knowledge. In particular, the education shall equip students with required skills in the design, planning, analysis and management of enterprises systems, in a manner that helps them contribute to the adaptation of IT in solving problems related to business processes. While at the College, students shall be given opportunities for consistent, repeated practice of their skills over an extended period of time in real-world settings.
- The College commits to continuous internal and external evaluation of teaching and research; arrange periodic external reaccreditation reviews to supplement internal quality management.

### ***1.3.3 Policy Sources***

The primary source for the commitment of the College to standards of quality lies within the paradigm of higher learning and the will to constantly expand the boundaries of knowledge creation and understanding.

The secondary source of this policy is higher education proclamation No. 650/2009, that collectively provides the framework for quality assurance and continuous quality improvement.

### ***1.3.4 Responsibility***

The Office of the Quality Assurance at the College shall

- (i) attend to all operational matters relating to educational quality enhancement at all levels in a manner that would meet the needs of the College community;
- (ii) oversee the full implementation of the rules and regulations outlined in this Handbook;
- (iii) carry out continuous quality assurance and enhancement with respect to the academic interests of the College.

The Quality Assurance Officer is accountable to the President of the College and provides leadership in the development, implementation and monitoring of quality across the College in line with College expectations and the requirements of regulatory and other concerned external bodies.

The details of duties and responsibilities of the Officer are given in the College Legislation.

## **2. Focus Areas**

In preparing standards for internal quality assurance, attempts were made to benchmark the focus areas of HERQA to be used for institutional quality audit. The College management has found the focus areas relevant and appropriate for creating the culture for ensuring quality as part of BITS college day-to-day activities. Thus, efforts were made to align existing activities and those that must be considered in the future with the focus areas for institutional quality audit.

### ***2.1 Vision, Mission, and Educational Goals***

The QAO makes sure that the Mission, Vision and values of BITS are incorporated in major documents produced by the College. Strategies are also designed to incorporate the Mission, Vision and Goals (MVG) of the College in all other documents to be produced in the future as well as the College's website.



## **Vision**

BITS College aspires to grow in reputation as a model of academic excellence and innovative student support in an environment strengthened by industry partnerships and technology enablement.

## **Mission**

The purpose of BITS College is to enable our community to grow, thrive and prosper through continual innovation in education, research, and entrepreneurship. The mission of BITS College is to educate, inspire and prepare each student for a better life of service by:

- providing quality higher education and research of relevance to sustainable development of our society;
- offering a welcoming and rewarding work environment for students, faculty and staff;
- fostering innovative learning, entrepreneurship, community engagement, and industry partnership;
- building capacity to unlock the potential of technology to provide education without boundaries - accessible from anywhere; and
- maintaining financing plans to sustain innovation and growth.

## **Core Values**

BITS College believes in:

- encouraging open-mindedness, dynamism and innovation;
- excelling in performance, and never compromising on quality;
- creating a nurturing environment for our students and employees;
- cultivating integrity, mutual respect, collaboration and unity; and
- developing responsible governance and fostering a commitment of serving.

## **Educational Goals**

- Apply system design and implementation techniques to provide relevant infrastructure for different organizations to enable them efficiently manage business transactions.
- Implement a technology management framework that is aligned with business strategies.
- Apply engineering design to produce solutions that meet user specified needs with consideration of diversified stakeholders in government, private and developmental organizations.

### ***2.2 Governance and Management Systems***

The governance of quality assurance at the College is the responsibility of the Executive Management (EM). The office of the President oversees the process of quality assurance at the College, and generates reports on the outputs and effectiveness of the quality improvement process.

Responsibility for operational management and decision-making in respect to quality assurance shall be divided among the Executive Management Body (EM), the QAO and the Academic Board (AB). The AB is charged with setting out the procedures and systems for maintaining quality academic standards, while the design, development and modification of academic programs is overseen and approved by the EM. The day-to-day coordination shall be the function of the Office of Quality Assurance.

### ***2.3 Infrastructure and Learning Resources***

The President Office shall ensure the provision of appropriate funding for learning and teaching activities and as well as readily accessible learning resources and student support. The QAO shall make sure that resources are allocated to address the learning needs of students, library collection is up-to-date and ICT infrastructure is well in place.

The QAO also makes sure that the semester-based course evaluation is always carried out to get feedback from students on quality of teaching, availability of learning resources and support from teaching assistants.

The QAO shall closely work with the infrastructure and facility team of the College to ensure well equipped class room, computer laboratories as well as support facilities.

#### ***2.4 Academic and Support Staff***

Continuous professional development is one of the strategic focus of the College so as to ensure quality of programs. The QAO shall make sure that HR adheres to the guidelines provided for recruitment, promotion, staff appraisal, etc. The QAO shall oversee that fair and transparent processes are applied for the recruitment and development of academic staff.

As it is depicted in the strategic plan of BITS College, the Office shall assume responsibility to ensure the delivery of pedagogical capacity building as well as periodical trainings and seminars for continuous professional development of both the academic and support staff.

#### ***2.5 Student Admission and Support Services***

The QAO shall ensure that appropriate admission and enrollment procedures are followed every year. It shall also control the entrance examination procedure that the College adopts. It is the College's intention that students are admitted to the College on merit basis based on the result of the entrance examination. Once admitted, support and guidance shall be provided to students all year round. It is the responsibility of the QAO to guide effective implementation of student support services based on the student support guideline provided by the College.

#### ***2.6 Program Relevance and Curriculum***

The Quality Assurance Office shall make sure that all relevant courses for specific programs are offered by expert professionals who have experience in the subject. Students shall be made aware of the purpose of the course and relevance in their field of study. The qualifications resulting from the program of study shall be clearly specified and communicated to the College Community through the Office of Quality Assurance.

The QAO makes sure that appropriate policy and procedures are put in place to facilitate the design of quality programs that involve relevant stakeholders.

The QAO shall ensure the course scheduling procedure is properly followed for timely and quality provision of academic programs. (See Appendix A)

## ***2.7 Teaching/Learning and Assessment***

The College shall ensure that its programs are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of students reflects this approach.

The office shall ensure that the learning process balances theory with practice, oversee that varieties of teaching methods are practiced and assessment and evaluation of students are made as per the policy developed for the purpose.

The QAO shall make sure that all assessment procedures are explained to students prior to the beginning of classes.

Students are required to fill out course evaluation (attached as appendix B) for purposes of continuous improvement of the teaching learning process

- Students are required to assess all eligible courses for which they are registered before they can see their final grades for the course. Responses are completely anonymous. This is to encourage students to be open and honest in their assessment.
- Instructors shall have access to student responses on completed assessments for classes they taught after they have turned in all grades for the semester. Instructors may/ may not allow students to view their course assessment responses.

## ***2.8 Student Progression and Graduate Outcomes***

The College shall consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle,' including enrolment (admission), registration, progression, recognition graduation and certification. The QAO shall make sure that the Student Management Information System is designed to produce reports that details the number of attritions per program, major reasons for attrition and number of graduates from the various programs. In addition, based on the research and outreach services, employability of graduates shall be ensured and appropriate records shall be captured.

The student handbook is regularly updated to reflect how internship is administered at BITS College. The guideline developed by the Research and Outreach Programs Office is regularly revised in consultation with the QAO. The QAO shall also conduct tracer studies every three years in order to get inputs from stakeholders to help enhance the quality of programs.

The QAO shall closely work with the Networking and partnership office to establish Alumni of Graduates as a mechanism to assess their career development and program relevance.

### ***2.9 Research and Outreach Activities***

BITS College positions itself to business-oriented, development-oriented and technology transfer-focused research that best supports the fulfillment of aligning IT with business as well as ICT for Development Agenda.

In cooperation with the Research and Outreach Programs Office of the College, the QAO shall ensure students get relevant community service and internship programs that would support their career development. QAO shall also make sure that the outreach services are relevant for the program of study the student has joined.

### ***2.10 Internal Quality Assurance***

The College shall carry out the monitoring and periodic review of its programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews shall lead to continuous improvement of programs and any planned action or actions taken as a result of review.

Among the major activities to be carried out for the ongoing monitoring of programs are:

- maintaining standard class sizes that allow close follow-up and individualized service
- standardization of course offerings through preparation of general course outlines, exam contents, and external audit;
- the actual provision of opportunities for students to take what has been learnt in classroom and transform it into uses in the real world;
- use of state-of-the-art laboratories, computing facilities, and educational support materials;
- periodical workshops (with stakeholders, teachers and graduates);
- summative review of the program every two years;
- graduates' evaluation of the program;
- assessments using survey project works/research, internships, and link programs;
- annual assessment of the program;

- comprehensive examinations and colleague assessments of examination papers and teaching methods;

### **3. External Quality Assurance**

The College shall undergo external quality assurance by way of:

- periodical workshops (with stakeholders, teachers and graduates);
- assessments using survey project works/research, internships, and link programs;
- annual assessment of the program;
- establishing an alumni network as a mechanism to assess their career development; and
- working closely with the relevant professional associations to assess graduates' performance.

The College shall implement mechanisms to ensure the teaching competence of its Academic staff by way of staff exchange and continuous professional development seminars both online and face to face.

The College shall publish information about its activities and new programs, in a clear, accurate, objective, and up-to-date manner. This information shall be available on its website as well as in brochures and fliers. Feedback or comments in any form (Face-to-face or online) is encouraged as long as they positively influence all the academic and administrative activities of the College.

### **4. Policy Implementation and review**

As Chief Executive Officer, the President of the College has final responsibility for the implementation of the Quality Assurance Policy and he/she retains the authority to approve the internal schedule and methodologies used to give effect to the quality improvement process, subject to the advice and guidance of the EM and the AB.

The decisions of the President on the implementation of the policy are taken in accordance with directives and imperatives set out by the AB.

The methodologies employed to ensure continuous quality assurance and enhancement are subject to adaptation and change in accordance with recognized best practices and the stated requirements of those bodies with the authority to regulate and evaluate quality standards linked directly to the mission and affairs of the College. These methodologies may include, but shall not be limited to, the following:

- cyclical institution Self-Assessment review;
- annual student exit surveys;
- periodic student/staff/customer survey and focus group data collection;
- Performance Output Benchmarking and Outcome Analysis; and
- implementation of the recommendations of external examiners.

In addition to the focused evaluation methodologies described above, the College shall also set and monitor quality assurance and enhancement targets, and respond to output analysis, through the process of strategic planning, annual operations planning, formation of target-driven performance compacts with partner agencies and institutions, tracking of responses and outcomes linked to external examiners' recommendations, and risk management at institutional and local levels.

The College's Quality Assurance Policy shall be reviewed following two-year intervals regularly, except where circumstances arising from the regulatory framework or internal requirements arise.

## **Appendix A**

# **BITS College Course and Class Scheduling Guideline**

**Prepared by  
Quality Assurance Office**



## **Introduction**

Effective class and classroom scheduling is critical to the academic mission of the College. The following guideline have been developed to ensure that both classes and classrooms are scheduled efficiently to support the needs of students, faculty, and the institution as a whole. The guidelines are developed to ensure that course offerings are scheduled in a manner that permits instructors and students to be informed of courses and schedules well ahead of time.

The College has a first-day-of-class enrollment ratio target of 90% at the course level.

## **Responsibility**

- VPAAR is responsible for making course assignment both to full time and part time staff and well as for monitoring and managing the workloads of faculty
- Program coordinators are responsible for scheduling of courses
  - Undergraduate program coordinator
  - Graduate program coordinator
- Registrar is responsible for assigning classrooms based on course schedule provided
- There should be appropriate job description for a program coordinator
- Minimum requirement for course outline should be availed for every staff.

## **Administrative Guideline**

- The program coordinators in consultation with the CAARC and in accordance with the curriculum decides on courses to be offered for a semester;
- Teachers should be assigned for a course to be offered and notified of the same at least two months before the course is offered;
- Selection of instructors for courses offered in a semester have to be approved by the School Academic Council and should be recorded in minutes of the CAARC;
- In the case of a new part time instructor, a seminar to the staff in the presence of the President or Vice President is a must;
- When assigning a course to a teacher and sent for approval, the course evaluation for previous semester has to be attached;
- Program coordinators must pay attention to the deadline set by the registrar in submitting course schedules;
- The College follows centralized course scheduling processes;
- Each course that is scheduled must be in the current semester course offering list;
- Only program coordinators may submit course schedules to the VPAAR;
- Each course that is scheduled must be submitted on the proper form to the registrar for class provision.
- Each course that is scheduled must have a location and time assigned with the exception of courses that are offered online.
- Unless impossible, the College prefers morning lectures for all courses and computer labs to be handled in the afternoon.

- All classes requiring the use of a classroom will have class maximums set to the room capacity figures established by the Facilities Department in consultation with the VPAAR. Room capacity figures are established by the available furniture in the classroom and the requirement of the regulatory body to maintain quality.
- Rooms with a capacity larger than 45 will be limited to 45 students
- All changes in instructor assignment must come from the Academic Programs Head of VPAAR.
- Instructors are not allowed to use any other classroom than assigned by the registrar.
- Courses are scheduled three times a year. Fall, Spring, and Summer semesters.
- Any change to the course schedules should be made within one week of a start of the semester.

### Technical Guidelines

The following technical guideline for scheduling classes has been developed in order to ensure a positive learning environment for students and efficient and effective utilization of classroom space

- The program coordinator announces courses to be offered
- The academic dean approves instructor assignment of courses
- Program coordinator prepares teaching assignment letter
- Program coordinator contacts part time instructors via email to check date and time of their choosing for courses they are assigned to teach
- Part time staff are given priority on class time
- Program coordinator assigns course coordinator and teaching assistant
- Courses should be done in pair teaching mode
- Course schedule is then prepared for submission to the registrar with the following format

First (Second) Semester Class Schedule (AY)									
Program Name and Level									
Year _____		Section _____			Number of students _____				
Course Title	Code	Lec. Hr	ECTS	Lec. Hr	Lab Hr	Tut Hr	Instructor	Period	Room
Write the course title	code	X	X	X	0	0	TRHB . W.	M <sup>1</sup> W <sup>1</sup>	TBA

- Registrar assigns classes for the scheduled courses
- Registrar has the responsibility to review the schedule for errors, time and date clashes of both courses and instructors.
- Registrar reviews, analyzes, and creates recommendations for changes

- The proposed change is reviewed by the program coordinator and adjustment should be made in consultation with the concerned instructors.
- Registrar posts class schedule in visible places to students
- Program coordinator prepares lab schedule for courses that require lab
- The lab schedule should be in the following format

First (Second) Semester Computer Lab Schedule (AY)						
Program Name and Level						
Code	Section	No. of students	Lab time	Lab Room		Lab assistant
code	Sec 1 D1	X	X	TBA	0	TBA
	Sec 1 D2					
	Sec 2 D1					
	Sec 2 D2					

- The Registrar should assign lab room based on the schedule.

#### **Student-centered course schedule**

- The College's strategic direction enables students to more effectively and efficiently reach their graduation goals.
- All processes should allow for program progression through sequenced course offerings within a semester so as to help students graduate per plan
- Students have the right to report course schedule clashes within one week from the date of posting.
- Students should use the course schedule clash report form available at the student support office
- Registrar has to address the schedule classes within two days of report by the concerned student
- Course clash claims made two weeks after official posting shall not be entertained. Students will be required to drop the course.

#### **Change in the Guideline**

Review of and permission for exceptions to the guidelines outlined above must be submitted to the college dean with a written pedagogical rationale for the request

## Appendix B

### **BITS College Student Course Assessment Prepared by Quality Assurance Office**

**Dear Student,**

Thank you for taking the time to complete this Course Assessment form. Thoughtful completion of course assessments is an important way for students to contribute to the quality of the educational experience at BITS. The assessment is also a way for faculty members to reflect on how they teach and how to make the course even better for the next group of students

**Students are required to assess all eligible courses for which they are registered before they can see their final grades for the course.** Note that the responses are completely anonymous. This is to encourage students to be open and honest in their assessment.

**Instructors will have access to student responses on completed assessments for classes they taught after they have turned in all grades for the semester.** Instructors may/ may not allow students to view their course assessment responses.

Please note that the open-ended questions provide you with an opportunity to comment in your own words on your experience in this course. Thoughtful and constructive comments on the professional content and delivery of the course are extremely helpful.

#### **Student Background**

1. Reason for taking this course (check all that apply)

- Major
- Interest
- Required audit
- M.Sc. requirement
- B.Sc. requirement
- Other

2. Expected Grade \_\_\_\_\_

(i) **Course Specific:**

5 Str. Agree

4 Agree

3 Agree to some extent

2 Disagree

1 str. disagree

<b>Design and Effectiveness</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
• I learned a lot in the course						
• I was intellectually engaged in the course						
• The objectives of the course were clear to me						
• I found the course to be well organized						
• The assignments reinforced my understanding of the course						
• This course was useful and relevant in the progress toward my degree.						
• I believe all the learning objectives were met						
<b>Course Materials</b>						
• The lectures, readings, and assignments complemented each other well.						
• The instructional materials (i.e., books, readings, handouts, study guides, lab manuals, multimedia, software) increased my knowledge and skills in the subject matter.						
• I spent significantly more than 2 hours outside of class for this course.”						
• The course workload and requirements were appropriate for the course level.						
• Graded assignments helped me understand the course material.						
• The tests/assessments accurately assessed what I have learned in this course.						
• The course followed the syllabus.						
• The instructor grades consistently with the evaluation criteria.						
• The course environment felt like a welcoming place to express my ideas.						
<b>Course Structure</b>						
• This class has increased my interest in this field of study.						
• This course gave me confidence to do more advanced work in the subject.						
• I believe that what I am being asked to learn in this course is important.						
• Expectations from students were clearly defined.						
• The grading practices were clearly defined.						
• The grading practices were fair.						
• This course was challenging.						
• This course made me contemplate the material in depth.						
• The workload of the course reasonably compares to that of other courses I have taken						
• The course prerequisite adequately prepared me for the course						

**(ii) Instructor-Specific:**

<b>Delivery - Teaching Methods, Strategies, Practices and Clarity</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
• The instructor was organized and well prepared for class.						
• The instructor used class time effectively.						
• The instructor communicated clearly and was easy to understand.						
• The instructor encouraged student participation in class.						
• The instructor presented course material in a clear manner that facilitated understanding.						
• The instructor’s teaching methods were effective.						
• The instructor stimulated my interest in the subject matter.						
• The instructor provided helpful feedback in a timely manner						
• Quality of questions or problems raised by the instructor were excellent						
• The online course platform was updated and accurate.						
<b>Personal - Approachability</b>						
• The instructor’s voice was clear and audible						
• I was able to access the instructor outside of scheduled class time for additional help.						
• The instructor was accessible to students.						
• The instructor cared about the students, their progress, and successful course completion.						
<b>General / Overall Rating</b>						
• I would highly recommend this instructor to other students.						
• Overall, this instructor met my expectations for the quality of a teacher.						

**(i) Teaching Assistant - Specific**

<b>Course- related</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
• Assignments and tests handled by the TA were returned with useful feedback.						
• The TA was willing to explain evaluation of my work.						
• The TA knew and was confident in the material related to this course.						
• The TA was adequately prepared for discussion sections.						
• The TA was clear in presenting subject matter.						
• The TA presented the material in an interesting way.						
• The TA fostered intellectual communication among my peers.						
• The TA was able to adequately prepare students for tests.						
• The TA stimulated thought and discussion.						
<b>Personal/ Approachability</b>						
• I felt comfortable asking my TA questions.						

• The TA was willing to answer questions.						
• The TA was able to answer questions clearly and completely.						
• The TA effectively utilizes electronic communication						
• The TA is well-prepared for each meeting.						
• The TA is flexible and adapts to the learning environment when things do not go according to plan.						
• The TA was available during offices hours or by appointment.						
• The TA arrives to class and meetings on time.						
• The TA was committed to teaching and aiding students.						
• If given the opportunity, I would enroll in a section led by my TA again.						
• Overall, the TA performed well.						

**(ii) Student Specific**

<b>Participation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
• The amount of effort I put into this course was satisfactory						
• I have full attendance in the course						
• I did my best to understand the course material						
• I actively participated in classroom activities						
• I checked my course work and assignments properly and regularly						
• I used the course resources to the fullest						
• I always made sure my course work is neat and presentable						
• I was not afraid to ask for help whenever I needed it						
• I liked the group members I worked with						
• I felt that group members valued my contribution						

**(iii) Open-ended**

Comment on the aspects of the course that you think were most effective

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Aspects of the course that could be improved or enhanced

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