

SELF EVALUATION QUESTIONNAIRE FOR A CHARTERED UNIVERSITY

Note

1. ***The self-assessment Report should be an analytical and critical self-evaluation of your performance, achievements and failures.***
2. In preparing the report, the university should adopt a collegiate approach.
3. Each question should be answered analytically and critically with supporting evidence to enable the Evaluating Team to assess how you have performed since being granted a charter.
4. For presentation of this Report, the Commission would like the material to be presented in an orderly manner; with each question being reproduced in bold/italics and answers provided below it. The answers should not be in terms of YES or NO, but well articulated with supporting data and evidence. Supporting data in summary form should be included in the text as part of the answer, with detailed data presented in the relevant Appendix.
5. Chapter 1 – 8 relate to the whole university.
6. Chapter 9 relates to individual departments and the chapter should be answered by individual departments.

INTRODUCTION

Report by the Vice-Chancellor/Rector

This should give an overview of the activities of the University, showing The global trends of enrolment and staff recruitment, and the main thrusts and directions the university is developing.

(The report submitted under suitable sub-headings, should not be more than 4 pages of A4 size paper double spacing).

CHAPTER 1

1. **Performance in Relation to the Objectives of the University.**

- (1) Have you established a follow-up mechanism to enable you Assess weather you are meeting the individual goals for which the university was established?
- (2) If so, what are the results for each goal?
- (3) To what extent have you as a university met each objective for which you were established?
- (4) What have been your experiences in trying to achieve the objectives?
- (5) What measures are you taking to meet the objectives you have not achieved?
- (6) Are the academic staff conversant with the objectives of the university? How do they become conversant with the objectives?
- (7) Are administrative staff conversant with objectives of the university? How do they become conversant with the objectives?
- (8) To what extent are the academic staff familiar with contents of your Accreditation Report?

CHAPTER 2

2. **Governance**

(1) **The Council**

To what extent has the council adequately undertaken its functions as stipulated in the Charter with respect to:

- (a) Establishment of new faculties, school, departments, boards etc.
- (b) Raising funds for the university.
- (c) Expansion of physical facilities of the university;
- (d) Staff appointment and retention.

(2) **The Senate**

- (i) One of the functions of the Senate is to propose to the Council for approval of academic plans and their modifications based on a continuous evaluation.

List academic plans and their modifications based on continuous evaluation which the Senate has proposed to the Council for approval since the award of Charter.

Academic plans and their modifications proposed by the Senate to Council	Date Initiated By Senate	Date Approved by Council	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7. etc.			

- (ii) Another function of the Senate is to develop, evaluate and propose modifications in the programme of instruction, in research and field services, consistent with the objectives of the university.

List all the programmes the Senate has developed, evaluated and modified since the award of Charter in 1994.

Programmes developed, evaluated and modified	Date Initiated by Faculty etc.	Date Approved by Senate	Date Implemented
1.			
2.			
3.			
4. etc.			

- (3) Outline your students' assessment policy.
- (4) Besides the Commission for Higher Education, do you have external quality assurance agencies? If so, which are they and how do they operate.
- (5) What academic linkages does the university have? List the institutions involved.

(6) **Operations of other Committees**

- (a) How has the Committee system worked since the university was granted a charter?
- (b) What have been the bottlenecks in the operations of the Committee system?
- (c) Have the Committees met according to the statutory number of times in a year? If not, why have they failed to do so?
- (d) How is the business for the Committees generated? Who decides on what business goes to which Committee?
 - (i) List all the Statutory Committees that have been operational since the award of charter, showing the stipulated frequency and the number of times each of them has met each academic year. (The answer should be tabulated).

Year	Statutory Committees in operation	Year established	Frequency of meetings	No. of meetings
	1.			
	2.			
	3.			
	4.			
	5. etc.			

- (ii) How many new Statutory Committees have been established since the university was granted a Charter?
- (iii) How many Ad-hoc Committees have been established since the university was awarded a charter?

Ad hoc Committee	Purpose	Year established	No. of meetings held
1.			
2.			
3.			
4.			
5.			
6.			
7. etc.			

- (iii) How representative is the participation of the

university community in the statutory and ad hoc Committees of the university?

*Give lists of membership for each Committee and the constituencies represented as **Appendix 1**.*

7. **Organisational Structure**

- (a) Have there been any changes in the organizational structure of the University, since it was granted a charter? If so, what was the cause for the change? Has the administration of the university been strengthened by these changes?

*The current academic year Organisational Chart should be provided as **Appendix 2**.*

- (b) Has the management of the university been carried out in strict accord with the provisions of the Charter?
- (c) Have the administrative and academic structures that were adopted at the time of the grant of the charter worked satisfactorily?
- (d) If so, in which ways have they assisted in meeting the objectives for which the university was established?
- (e) What have been the bottlenecks in the operations of the administrative and academic structures?
- (f) What measures have you taken, or plan to take to remove the bottlenecks?
- (g) Has the university operated as an academic enterprise? If so, in which ways?

(8) **Student Participation in the Governance of the University**

- (a) To what extent and in what form do students participate in the management of the university?
- (b) How have you dealt with conflict resolution between the students and the university administration, on the one hand, and students and academic staff on the other?

CHAPTER 3

3. **Physical Facilities**

(1) **Buildings**

Has there been any developments in the provision of new Physical facilities since the university was granted a Charter? If so, list the new buildings erected and old ones refurbished, giving the resultant area in square metres for each building and the use to which it is put, or is intended.

a) **New Buildings**

New buildings	Year completed	Size in sq. metres	Intended use	Actual use
1.				
2.				
3.				
4.				
5.				
6.				
7. etc.				

b) **Old Buildings**

Old buildings modified	Year completed	Size in sq. metres	Intended use	Actual use
1.				
2.				
3.				
4.				
5.				
6.				
7. etc.				

c) **Teaching and Administrative space Available after Grant of Charter**

Category	Before Grant of Charter		Additional Space		Total Space
	No.	sq.m	No.	sq.m	sq.m
1. Lecture Rooms					
2. Lecture Theatres					
3. Seminar Rooms					
4. Laboratories					
5. Specialised labs					
6. Computer Rooms					
7. Auditorium					
8. Academic Staff Offices					
9. Administration Staff Offices					
10. Library					
11. Student Centre					
12. Any Other					

NB

*The current utilization of these should be provided in two Different tables, namely weekly and per quarter/ term/ semester per academic year as **Appendix 3**.*

(2) **Equipment**

What new major equipment has the university acquired since it was granted a charter? Give lists of the equipment as indicated below:

Name of Equipment	Department	Cost (Kshs.)	Intended use
1.			
2.			
3.			
4.			
5. Any other			

(3) **Library Resources**

- (a) Outline the university's library policy
- (b) How much funds have you as a university set aside for the development of library resources? What proportion is this in terms of overall university budget? This should exclude staff development, staff emoluments and capital development.

Year	Amount KES	Amount as a percentage of overall university budget

- (c) How many new books and journals has the university bought since it was granted a charter?

Year	New Books		New Journals	
	Number	Cost	Number	Cost

- (d) Give the distribution of new books and journals per discipline.
- (e) To what extent has the university library's sitting capacity been expanded to respond to the growth in student numbers?

- (f) To what extent has the library contributed towards the achievement of the objectives of the university?
- (g) What constraints have you experienced in providing library service to the university.
- (h) What steps have you taken to rectify those constraints?
- (i) How has the quality of teaching been affected by availability of physical facilities equipment and library resources?

CHAPTER 4

4. Master Plans

- (a) To what extent have you succeeded in meeting each of your developmental targets as a university?
- (a) What have been the impediments in meeting your developmental targets?
- (c) What have been the major deviations, if any, from your planned development, and what caused them?

*Attach a copy of your Master Plan as an **Appendix 4** and show the major deviations.*

CHAPTER 5

5. Research

- (1) Give an outline of the university's research policy
- (2) What percentage of the university budget has been set aside for research?
- (3) How has this amount been distributed according to each department?
- (4) Show the amount allocated to each department for each year.

- (5) What facilities has the university developed to promote research activities in the university?
- (6) What is the main thrust of research in the university?
- (7) Has the university made any discoveries out of the researches it has undertaken? If so, list the discoveries in question.

Research Project	Year Completed	Discovery
1.		
2.		
3.		
4. etc.		

- (8) How has the university used the research findings?
- (9) How does the university disseminate research findings?
- (10) What proportion of the staff time is devoted to research?

Department	Staff Time	
	Hours devoted to teaching	Hours devoted to research
1.		
2.		
3.		
4.		
5.		
6.		

- (11) (a) List the completed researches in progress being undertaken by staff

Title of research	Year started	Expected date for completion

- (b) List completed researches undertaken by staff.

Title of research	Year completed

CHAPTER 6

6. Staff and Staff Development

- (1) What has been the academic staffing strength of the university since award of charter. Give information on this according to each department as is indicated below:

Department	Year	Full-time	Part-time	No. of degree programmes in the department
1.				
2.				
3.				
etc.				

- (2) Give a list of the names of your academic staff and their qualifications and where obtained per department (including the library) for the current year as Appendix 5.
- (3) Give the teaching load for each full-time and part-time member of staff (giving names) according to each department and degree programmes for the current year as Appendix 6.
- (4) Is the staff available adequate for the academic programmes offered by the university? *(Give list of the academic programmes offered by the university according to each department and the number of staff available for each programme for the current year as **Appendix 7**).*
- (5) Has there been any improvement in the quality of teaching at the university? If so, what have been the indicators of that improvement?
- (6) How has the quality of teaching been affected by:
 - (i) the level of staffing;
 - (ii) your recruitment policies
 - (iii) have you made any attempt to assess the quality of teaching at the university? If you have, what yard-stick have you used in assessing the quality, and what was the outcome of your assessment?
- (7) Outline your staff development policy.
- (8) Give the names of the full-time academic staff per department, who have been on your staff development programme and the qualifications obtained since award of

charter, indicating those who are still in the service of the university.

- (9) Give the names of the non-academic staff, per department, who have been on your staff development programme and the qualifications obtained since award of charter, indicating those who are still in the service of the university.

CHAPTER 7

7. Financial Resources

- (1) What have been your major sources of income for the period since the award of charter. Indicate the sources, and the amount for each financial/academic year, in a tabulated form as shown below. (*Audited accounts for each year should be attached as Appendix 8*).

Viability of Funds

Year	Source	Amount (KES)
	1)	
	2)	
	3)	
	4)	
	5)	
	Others	
	1)	
	2)	
	3)	
	4)	
	5)	
	6)	
	Others	

- (2) What efforts has the university made in raising funds outside its traditional sources? What has been the success in these efforts? Show the amounts raised in a tabulated form from each source, during each year as is shown in the Table below.

Funds raised outside traditional sources

Year	Source	Amount (KES)
	1)	
	2)	
	3)	
	4)	
	5)	
	6)	
	7)	
	Others	
	1)	
	2)	
	3)	
	4)	
	5)	
	6)	
	7)	
	Others	

- (3) To what extent has financial limitations hampered your operations in terms of:
- (a) developmental targets;
 - (b) academic operations

- staff recruitment;
- acquisition of teaching materials;
- acquisition of library material;
- Fieldwork?

CHAPTER 8

8. Student Enrolment and Services

- (1) What has been the trend in your student enrolment since award of charter with regard to:
- overall totals;
 - distribution according to sex;
 - distribution according to countries of origin.

Year	Male	Female	Total

*(A breakdown according to year of study, faculty, department, programme, sex and country of origin should be given as **Appendix 9**).*

- (2) Give student enrolments per year of study by programme and gender since award of charter.

- (3) (a) What has been the level of your admissions in terms of the Kenya Certificate of Secondary Education overall grading?

Year	Numbers admitted according to overall KCSE grading							
	A	A-	B+	B	B-	C+	C	C-

- (b) Apart from KCSE, indicate any other criteria used in admitting students and the number of students admitted using each criterion.
- (4) Has the quality of students admitted been reflected in their yearly performance, and final year performance?
- (5) Has there been improvement in the student's performance since award of Charter?

What indicators have you used in assessing this?

- (6) List all the student services available at the university?

CHAPTER 9

Questions for Departments

(These questions should be answered separately by each department of the university).

Name of Department

.....

- (1) What are your departmental objectives?
- (2) How do these objectives fit into the overall goals and objectives of the university?
- (3) To what extent have you achieved the departmental objectives?
- (4) What are the constraints in the realization of the departmental goals and objectives?
- (5) To what extent are your academic programmes designed to meet the departmental objectives and goals and objectives of the university?
- (6) To what extent have the following been affected by the level of funding:
 - a) acquisition of teaching materials?
 - b) equipment?
 - c) fieldwork?
 - d) research?
- (7) As a department, have you had any responsibility in formulating your annual budget as part of university's annual estimates? If so, how has this been treated in the university?

*(Give a sample of the departmental budget as **Appendix 10**).*

(8) **Skills**

- a) What skills and attitudes do your programmes aim at developing in the students at departmental level?
- b) Have you succeeded in imparting these attributes? Give indicators.

If you have not, what measures are you taking to ensure that these attributes are imparted?

(9) **Student Load**

- a) How many hours is a student expected to spend on private study?
- b) What is the ratio between the contact hours with the students and the student's private study time?

(10) **Internal Quality Assurance**

- a) What methods have you adopted as a department in ensuring quality at departmental level?
- b) Do you have a systematic process of evaluation, say with regard to:
 - (i) teaching effectiveness;
 - (ii) Curriculum;
 - (iii) Examinations;
 - (iv) Students.

If so, how do you evaluate these and how are the results of such evaluations used?

- c) How are students involved in evaluation of teaching, curriculum and examination?
- d) Who is responsible for innovations?
- e) And how are innovations implemented?
- f) What standards do you aim at in the training of your graduates and how are those standards measured?

(11) **Examinations**

- a) What type of examinations do you give the students?
- b) What is the level of the examinations, and how do you know that you are operating at that level?

Give samples of examinations you offered last year for Year 1, Year 2, Year 3 and Year 4 of study.

- c) What are your examinations expected to test?
- d) How do you ensure that examinations test what they are expected to test?
- e) What is the frequency of the examinations?
- f) How do you ensure that the student is awarded the right marks for his/her answers?
- g) How do you deal with the cases of aggrieved students in examinations?

12. **Student Counselling**

- a) As a department, do you have academic counselling service for students? If so, how is it done?

13. **Factors Hindering Student's Study Progress**

- a) What are the factors hindering student academic progress?
- b) How does the staff assist the students in addressing the factors?

14. **Graduates**

- a) What are the destinations of your graduates?
- b) Which sectors are the main employers of your graduates?
- c) Is the curriculum tuned for the labour market? If so, in which ways?

- d) How many graduates from your department have been employed from each cohort of graduates for the academic years listed below.

Year	No. of Graduates	Graduates employed	Graduates not yet employed

- e) What assistance do you give your graduates in securing jobs on graduation?
- f) Do you have any feed-back on the quality of your graduates?