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An assessment of Strategic planning implementation of JimmaUniversity(2011-2015): Focusing on student satisfaction

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Abstract

Strategic planning is the way to go for organizations to prepare themselves to sustain and overcome competition in market places. It is important for all organizations in private sector, public sector and nonprofit organizations. Therefore, a university can achieve greater goals through strategic planning. Irrespective of this, the purpose of this study is to assess whether the objective of the strategic plan is implemented at grass root level or not. Student satisfaction was one of the pillar objectives of Jimma University and therefore this study was focused on to measure student satisfaction against to the plan.

For the in-depth interview, a purposive sampling technique was used to select key informants who are capable of providing as deep information as possible related to the program. The main instrument of data collection was the questionnaire and supported by interview and group discussion. Collected data were analyzed by using spss20. The study result indicated that the majority of the students were satisfied with all provided services while few of them were not fully satisfied. Therefore, the study summarized that the strategic plan implementation at Jimma University was successful in case of satisfying students' interest. It is recommended that, the university should improve few areas in order to satisfy the whole students in the campus and strengthen the well performed area.

Key words: - student satisfaction, strategic planning implementation

Introduction

Background

Jimma University (JU) is a public higher education institution established in December 1999 by the join up of Jimma College of Agriculture (founded in 1952), and Jimma Institute of Health Sciences (established in 1983) with 2003 FDRE higher Education Proclamation which eventually revised in 2009 . The University has been revising its vision, missions and goals to align with the ever-changing internal and external force analysis and thereby revising the strategic plan accordingly. At this moment, the University is aspiring to become the leading public higher education institution in the country, renowned in Africa and respected the world. To this end, the University is operating with the mission of becoming a center of academic excellence, integrating training, research and community services. As a result of its relative outstanding performance, the university has become the leading higher education Institutions in the country for the last five consecutive years.

The University, though young for its age, has made remarkable and multifaceted progress in training, research and service provision since its establishment. In response to the Business Process Re-engineering undertaken in 2009, the University re-organized itself into five colleges, two Institutes and a Graduate School and in due course in 2014 was again re-organized in to seven colleges, one institute and one school

1. College of Agriculture and Veterinary Medicine,
2. College of Public Health and Medical Sciences,
3. College of Social Sciences,
4. College of Law and Governance Studies,
5. College of Natural Sciences,
6. College of Business and Economics,
7. Jimma Institute of Technology,
8. College of Education and Behavioral Sciences
9. Graduate School

The student enrollment has also shown tremendous growth in the 2014 academic year, bringing the total number nearly 44, 0000. The number of academic staff rose to nearly 1500

students the same year. The number of Undergraduate and postgraduate programs also rose to 58 and 105 respectively (90 masters and 15 PhD programs).In its integrated efforts, the University has so far graduated over 35,000 professionals in various fields of studies (JU, 2012).

In all these study programs, students are required to go through the Community Based Education program, which accounts for about 20% of the allotted time of the overall curricula. Community Based Education is a means of achieving educational relevance to community needs and consequently of implementing a community-oriented education program. It consists of learning activities that utilize the community extensively as a learning environment. In order to realize this philosophy, the University has designed three strategies: Community Based Training Program (for all undergraduate students), Team Training program (for graduating students from College of Public Health and Medical Sciences), Students' Research Project (Senior Essay for all graduating students) and Developmental Team Training Program (for all postgraduate students).

Furthermore, the University harbours one Specialized Hospital, which is the only referral hospital in the southwest part of the country. The hospital serves as a training and research center for students and staff of the College of Public Health and Medical Sciences.
With regard to research endeavours, the University has taken them as part of its mandate and embarked on giving priority to problem-solving and community based applied research through prioritized research thematic areas. As a result the number of articles published on reputable national and international journals has been alarmingly increasing. The University owns six peer-reviewed scientific journals, namely, Journal of Health Sciences, Journal of Sciences and Education, Journal of Law, Journal of Social Science and Law and Ethiopian Journal of Applied Sciences and Technology for disseminating research output. As per its vision and mission, the University is taking community engagement as central part of its identity. For that reason, different academic units have been engaged in community services in the areas of their expertise. The following are among the community activities the University is currently running:

Vision

Jimma University aspires to become the premier public higher education institution in the country, renowned in Africa and respected in the world.

Mission

Jimma University is a comprehensive public higher education institution engaged in teaching, research and provision of service to the society embedded in its innovative educational philosophy of community based education. It is committed to providing outstanding undergraduate, graduate and continuing professional education and training programs that will enable its diverse student body to attain their fullest potential intellectually, ethically, morally and socially and equip them with critical, analytical and imaginative skills they need to face real life challenges and play an active role in development efforts of the country. It is also entrusted with advancement of research and scholarly undertakings that will address current and future problems/needs of the society through creation, preservation, dissemination and application of knowledge and information. Jimma University is dedicated to serving the community and society at large through providing of effective and efficient

professional and capacity building services and supports through its static and outreach/extension arrangements.

Overview of the Strategic Plan

The FDRE higher education proclamation affirms that preparing competent graduates, undertaking researches that are in line with the country's priority needs and providing service to the community and consultancy as the major objectives of higher education (FDRE, 2009). This proclamation further grants academic freedom and autonomy to every HEI in pursuit of its mission. In connection with this, these institutions are also given the responsibility to prepare and implement institutional plans, budget and organizational structures, and submit performance reports in accordance with this Proclamation. As a key instrument of pursuing their mission, HEIs are expected to prepare and submit a five years strategic plan to the MOE and other state organs such as the parliament and MOFED. Cognizant of the above declarations and the fact that strategic plan is a key instrument in setting a clear future direction; Jimma University has been preparing a five year strategic plan since its establishment as a university.

The current strategic plan is the third strategic plan for the university. The first strategic plan (2002-2006) was conceived at a period where the university was established by mingling Jimma college of Agriculture and Jimma Institute of Health Sciences and started diversifying the fields of training and shifted from diploma to B.Sc training. The second Strategic plan (2007-2011) was launched during the period where the university has expanded horizontally and vertically and proved to have a number of collaborators. The third, the current, strategic plan came at the peak of transformation and consolidation of the gains attained from the unprecedented growth of the past ten years and intends to move from quantity to quality and focusing on expansion of research based PG programs in all disciplines. This strategic plan was prepared on the bases of the strong hold of 2007-2011 strategic plan and produced the strategic plan that will serve 2011-2015 through alignment and harmony to the current situation such as HLI act (650/2009), BPR of JU, and the growth and transformation plan of Government of Democratic Republic of Ethiopia (2003-2007 E.C)(JU, 2007).

The process of the preparation of the third strategic plan was participatory. It also tried to capitalize on lessons learned from the implementation of the second strategic plan. SWOT analysis was undertaken and its findings were used as an input in crafting the goals of the plan and identifying strategic issues. In preparation of this their strategic plan, it was also attempted to align it with internal and external situation that existed during the time. After a critical analysis of the aforementioned points, the strategic plan development committee identified the following as major strategic issues. These are;

1. Ensuring the quality and relevance of teaching and learning at the University.
2. Improving the research, innovation and scholastic culture and enhancing use of research generated knowledge and Technology for improving service and teaching
3. Attraction and retention of qualified faculty and professionals/experts.
4. Improving effectiveness of institutional governance, leadership and management system.
5. Developing sound teaching, research and support infrastructure and facilities.

6. Enhancing resources generation and management capacity

7. Expanding and effective management of collaborative partnerships and linkages (to enhance service we provide, creation, preservation and dissemination of knowledge, information and experiences).

8. Addressing cross cutting issues: Gender, HIV/AIDS, Inclusive Education

For each of the strategic issues, goals and, objectives, strategies and targets were put so that monitoring and evaluation of the implementation will be done accordingly. To this end, the university has been trying its level best to bring about improvement on the aforementioned areas in the last five years. The plan is now in its final year of implementation and hence the university intends to evaluate the implementation of the plan and its outcome. As a result this evaluative research attempts to investigate the extent to which the university has achieved its strategic plan goals with efficient utilization of resources. Furthermore, it tries to assess the extent to which the strategies are executed as per the plan, its outcomes, challenges encountered so that invaluable inputs can be obtained for the preparation of the next strategic plan. However, for this study the researcher has identified and selected the fifth strategic issues that is Developing sound teaching, research and support infrastructure and facilities.

Rationale for the Evaluation

Any attempt of preparing a workable strategic plan without evaluating the implementation and outcome of the previous one is not sensible. The university is expected to prepare the next five year strategic plan and hence the evaluation of the implementation of the current plan is imperative in providing very useful input that can be used as spring board for the preparation of the subsequent plan. Such evaluation is crucial for the reason that it clearly shows achievements, best lessons, challenges and limitations so that the university can take advantage of its strengths and recognize obstacles to be alleviated so that the planning and implementation of the next strategic plan will be improved.

Objectives of the study

General objectives

The general objective of this study is to assess whether the objective of strategic planning implementation is meeting thestated goal at grass root level regarding student satisfaction or not.

Specific objectives

- To examine whether the studentssatisfied or not towards learning and teaching environment
- To evaluate whether the support infrastructure and facilities are meet or not the student interest
- To provide sound recommendation

Methodology

This study investigated the nature of strategic plan and its implementation; examined its quality and effectiveness in relation to learning and teaching environment, and support infrastructure and facilities.

Study Area and Period

The study included a vast area of investigation, including scanning of internal and external environments where the university operations are currently underway. The area of investigation ranged from the premises of the University for continuing and distance education, Addis Ababa and SNNPR. The study period was limited to the strategic implementation period from 2011- 2015.

Study Design

A mixed methods research design comprising of both sequential and concurrent mixed methods (John W Creswell & Plano Clark, 2011), was applied at the different stages of the research process. Under this influence, the quantitative data collected through the questionnaires was enriched by individual and group accounts obtained via interviews and focus groups. The interview and focus group data provided more complete pictures of the area being studied and minimize bias while allowing the possibility of addressing several stakeholders in the process (Cohen, Manion, & Morrison, 2007).

Multiphase Design

The type of mixed methods design that is found most appropriate for the present study is multiphase design (John W. Creswell, 2012). This design employed mixing within the evaluation program-objective framework, where the researchers mixed quantitative and qualitative strands within an overall evaluation objectives that guided the joining of multiple studies in a multiphase project (Greene & Caracelli, 1997). Guided by this design, first the qualitative data were collected separately in phase one and both quantitative and qualitative data in phase two of the evaluation works. Thus, data from phase two helped to enhance, elaborate, or complement data within the same phase or from phase one (Greene, Caracelli, & Graham, 1989). Data collection was extended from multiple levels (Tashakkori & Teddlie, 1998; Teddlie & Tashakkori, 2009), such as the university, college, department, teacher, and student. Figure 2 presents the components of the proposed multiphase evaluation design.

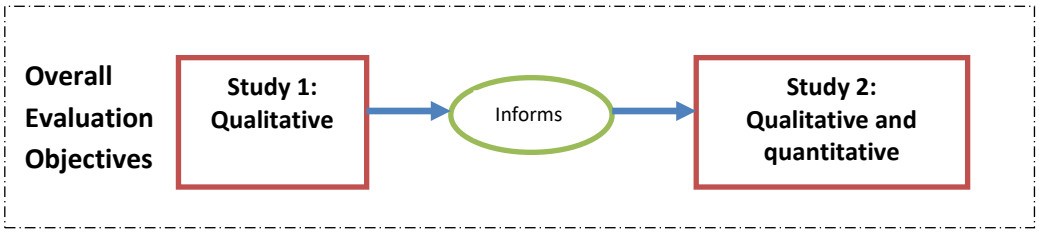

Figure 1: The components of multiphase evaluation design (Source: Creswell, 2012)

As shown in Figure 2, the entire research endeavor was guided by the key evaluation objectives stated in the TOR. Using these objectives as reference, first exploration of the data were done qualitatively (study 1) to develop critical insights about the issues under investigation. The final outcomes of this evaluation phase were used to inform the research agenda of the next evaluation (study 2). The later evaluation is a rigorous evaluation during which both quantitative and qualitative data were collected from a large sample of

participants comprising students, teachers, administrative staff, academic staff, employers, and local communities. These quantitative and qualitative sources of data provided both a condensed understanding of a problem as well as the detail (Teddlie & Tashakkori, 2009).

A conceptual model was used to inform the nature of the study and the variables included. Similarly, a qualitative analysis framework will be prepared by consulting literature on this field. By assessing both desired outcomes as well as the practice of teaching and learning, research, and community service, we can develop a more complex picture of the strategic plan implementation and its potential determinants and consequences (Caracelli & Greene, 1993).

The evaluation examined the strategic plan implementation. The independent variables in the analysis were aspects of the organizational culture, which consisted of three variants: teaching and learning, research, and service. The dependent variable included the intended organizational performances that are highlighted across a range of objectives and indicators. Figure 1 illustrates a pictorial representation of the evaluation focus areas and the possible dynamics between them.

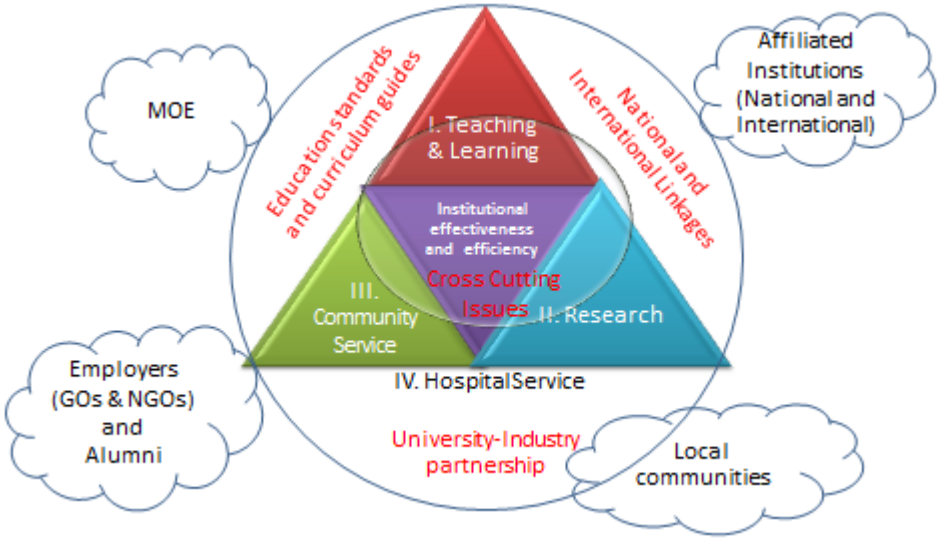

Figure 2: Conceptual Framework for the evaluative study of strategic plan implementation

Scientific Bases for Choosing the Specified Methodology

There are several reasons for using mixed methods design to conduct this study. First and for most, we propose to use mixed methods design because we would anticipate the collection of both quantitative and qualitative data and both types of data, together, provide a better understanding of the research problems than either type by itself (John W. Creswell, 2012). The intention here is to build on the strengths of both quantitative and qualitative data through integrating multiple databases to understand the research problems (Rossman & Wilson, 1985). From the quantitative data, such as scores on instruments, specific numbers that can be statistically analyzed were captured. However, the qualitative data set, such as interviews that provide actual words of people in the study, offer many different perspectives

on the strategic plan implementation and provide a complex picture of the situation (J.W Creswell, 1998).

The other reason is that, by combining quantitative and qualitative data, we would be able to have "a very powerful mix"(Miles & Huberman, 1994) (p. 42). For example, by assessing the outcome of a strategic plan implementation (i.e., quantitative) as well as the process leading to that outcome (i.e., qualitative), it is possible to develop "a complex" picture of the strategic plan implementation (Greene & Caracelli, 1997) (p. 7). Thus, the study ensures the possibility of attaining triangulation, complementarities, development and expansion of results to extend the breadth and range of inquiry using different methods for different inquiry components (Greene, et al., 1989; Tashakkori & Teddlie, 1998; Teddlie & Tashakkori, 2009).

There is a need to triangulate and substantiate one data source with other data sources to ensure the validity and reliability of the conclusions that come out in such kind of evaluation. Therefore, it was decided to use in-depth interview, focus group discussion, questionnaire survey and secondary data analyses from records to include as many stakeholders and data sources as possible to inform the evaluation. The sampling procedures followed scientifically valid contemporary knowledge that is appropriate for the different methods.

Population

Source population

Students

In order to examine the effectiveness of the teaching and learning process with its associated factors and consequences, survey data were collected from three distinct types of students. These are:

1. *Regular undergraduate and postgraduate students*. These are current students enrolled in the regular programs across the different colleges in the academic year 2014/15. These are students either living on campus or off campus may be sharing life together on the same floor of a residence hall.
2. *Continuing* and *Distance education undergraduate and postgraduate students*. These are current students enrolled in the distance education programs across the different colleges in the academic year 2014/15. This includes *Extension undergraduate and postgraduate students*.
3. *Evening and weekend postgraduate students at the ABH campus (Addis Ababa)*

For all the qualitative data the source population ranged from local community to all customers and stakeholders not limited to: The management, academic staff, administrative staff, students Federal Ministry of Health(MOH), Federal Ministry of Education(MOE), Food, Medicines and health Administration and Control Authority(FMHACA), other Universities, local sector offices (Education, Health, Water, Agriculture, Administration, Security, Municipality, Transport, Tele communication, Electric power Authority, Banks and hotels. This will allow us to capture holistic data about the performance of the university related to its strategic plan.

***Study population*:** Samples taken from the respective category of each customer (stakeholders)(Table 1 for the quantitative data and Table 2 for the qualitative data)/

Sample size and Sampling Procedures

Sample size and sampling Procedure for the quantitative data

The sample size was calculated by Epiinfo7 Stat Calculator using a formula for estimation of a single population with the following assumptions. As there was no similar study (evaluation) before an expected prevalence of 50%, a margin of error of 5% and a 95% confidence level were used for all sample size calculations. The details of the sample size calculation for the population are summarized in Table 1.

Quantitative Survey Inclusion criteria

- 3rd year and above
- Regular students

Exclusion

- Interns
- Post graduates

Sample for students

$$n = \frac{(Z\ \alpha/2)^2 p\ (1-p)}{d^2}$$

p=50%,

nf = n/(1+ n/N) = 384/1+384/900) =269

design effect=1.5(269)=404

Taking expected proportion of students with satisfaction to be 50%,

Table 1: Sample size from each Target population

College	Number of Programs	number of students	Responsible contacts
Agriculture & Veterinary Medicine	**10**	86	College Quality assurance
Business & Economics	**4**	34	College Quality assurance
Education and Behavioural Sciences	**2**	17	College Quality assurance
JIT	**6**	52	College Quality assurance
Health Sciences	**9**	77	College Quality assurance
Law & Governance	**2**	17	College Quality assurance
Natural Sciences	**7**	60	College Quality assurance
Social Science	**7**	60	College Quality assurance
Total		403	

Sampling procedure for the qualitative data

The qualitative data was generated using multiple data capturing techniques including focus Group Discussion, Key informant interview, document review and observation.

Key informant Interview: For the in-depth interview, a purposive sampling technique was used to select key informants who are capable of providing as deep information as possible related to the program. The list of key informants is shown in Table 2. Key informant interview was done using an open ended semi structured interview guide. Different interview guides were prepared depending on the nature of evidence needed and the type of study participants. Each interviewee was asked guiding questions with follow up probes to deeply understand issues related to the program.

Focus Group Discussion was done with a group of 6-12 study participants using a semi-structured topic guide. The discussion was facilitated through probing the discussants and inquiring more on the issues of interest. Field notes were taken and the whole discussion was recorded using Olympus voice recorder.
Focus Group Discussion (FGD): A convenience sampling technique was applied to select academic staffs that are not in the management and students (sampling indicated in Table 2).
Document Review**:** Abstraction of information was done from the following data sources and other relevant records that are considered to be useful by the management or the committee steering the process:

1. Organizational structure of the university
2. Five years Strategic plan of the university
3. Guidelines, rules, regulations and procedures of the university
4. annual operational plans of the university annual reports of the university (quarterly reports)
5. Higher education development manual document
6. Programs and projects of the university
7. University legislation
8. Ethiopian Higher Institutions Academic policy
9. Ethiopian higher institutions proclamation (650/2009) and
10. Guidelines and policies of the University
11. Other related documents

Table 2: Sample size for the qualitative study

Target population	Method	Minimum Sample size	Total sample size	Sampling Method
Policy Makers	Key informant interview	MOH, MOE, FMHACA, ABH PLC,	Based on the degree of saturation	Purposive
Management of the University(Top, Middle, frontline)	Key informant interview	20	Based on the degree of saturation	Purposive
Students	FGD	4	Based on the degree of saturation	Convenience
Academic staff	FGD	5	Based on the degree of saturation	Convenience

Administrative staff	FGD	2	Based on the degree of saturation	Convenience
Hospital Technical staff	Key informant interview	3	Based on the degree of saturation	Purposive
Hospital administrative staff	Key informant interview	3	Based on the degree of saturation	Purposive
Patients in the hospital	Record review	Evaluation reports		

Data collection Procedure

Quantitative survey data were collected by the respective college by using prepared questionnaires.For the qualitative data the five evaluation team members collected the qualitative for data in-depth understanding of the issue and for continued analyses of the data while collecting.To get good quality data face-to-face interviewing method was employed for data collection.

Data Analyses

Data from questionnaires and data abstraction forms were edited, coded and entered to SPSS for windows version 20.0 for analysis. Data exploration was done to see if there are any outlier observations and then cross checking with records in the questionnaire was made to make corrections. Descriptive analysis was performed for description of variables by using simple frequency and percentages. Various quantitative performance indicators generated from the analyses were compared with preset objectives of the University's strategic plan.

Result analysis and discussion

Access, Use and Satisfaction at JU

With the intent to measure the levels of students access to some relevant resources, their use of basic consumptions and satisfactions they had with their personal and academic experiences, this study asked a range of questions. In the next few pages, the results of the study regarding these issues will be presented.

Access

In terms of access, the student participants were asked to measure the extent of their access to online library resources both in the on-campus and off-campus settings. Table 8 presents the 3 items and their descriptive statistics.

Table 3:The student participants Extent of Access to Online Resources

	Minimum	Maximum	Mean	Std. Deviation
S11	1	6	2.76	1.479
S12	1	6	2.46	1.396
S13	1	6	2.70	1.407
			2.64	1.427

As can be seen from Table 8, the mean score for each item ranged between 2.46 to 2.76 on a seven-point scale. The overall scale mean was 2.64 with an average standard deviation of 1.427. These mean scores collectively show that students had below average access with online library resources across the studied colleges. When asked which type of online library resources they accessed from the library website, the results show that the student participants did access different resources. Table 9 presents the proportion of study participants who did access different types of resources from the library website.

Table 4: What resources do you access from the library's website?

	Frequency	Percent
Library catalog	82	24.6
Research journal articles, magazines, newsletters for academic purpose	106	31.8
Online tutorial	20	6.0
Assignments, tests and exams	88	26.4
Database	13	3.9
Library blog	24	7.2
Library catalog	82	24.6
Total	333	100.0

As displayed Table 9, the relatively large number of students did access resources like library catalogue (24.6%) and research journals articles, magazines, and newsletters (31.8%), and assignments, tests, and exams (26.4%). However, it was clear from Table 9 that very few student participants did access database (3.9%) and library blog (7.2%).

How did you register for the courses in each semester?

When asked how they did register for the course, the study participants reported two possible options. While a large majority of the participants, 266 (80%) of them, did register using paper slip, the rest 67 (20%) of them, did register using on-line system.

Use of Basic Resources

Student participants were asked about the extent of use of the one-card system against the three expected purposes. Table 10 presents the 3 items and their descriptive statistics.

Table 5: ***How functional is the one-card system to provide the expected services?***

Response	Food Service		Library		CGE	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always	204	61.3	161	48.3	170	51.1
Sometimes	100	30.0	139	41.7	136	40.8
Not at all	29	8.7	33	9.9	27	8.1

As can be seen in Table 10, the proportion of students who did say the one card-system was always functional ranges between 161 to 204. Also the proportion of student participants who did say the one card-system was sometimes functional ranges between 100 to 139. In terms of the functionality of one-card system, only about 27 to 33 students did say the one card system was totally dysfunctional to service the expected purposes.

Accessibility and Sources of Student Handbook

Of the total of 333 students who responded the question about their familiarity with the students handbook, 147 (44%) of them did say I have read the student's handbook dealing with academic rules and regulations whereas 186 (56%) of them did not. Those students, who did say I read the handbook, found the handbook from different sources. Table 11 presents the proportion of students who picked up the handbook from different sources.

Table 6: ***The Proportion of Student Participants across available Sources at JU (n = 333).***

	Frequency	Percent
Registrar office	57	32.8
Library	71	40.8
Department	28	16.1
Collage	13	7.5
Others	5	2.9

As shown in Table 12, large majority of student participants had access to the student handbook from the possible sources such as: registrar office (32.8%), library (40.8%), department (16.1%),

and College (7.5%). The other issue we have asked for the student participants was the extent of water availability on campus. Table 12 presents the summary of the students' responses.

Table 7: ***How often do you get water on campus per day?***

Response	Frequency	Percent
Less than 50% of the day	201	60.4
51-74% of the day	94	28.2
75-94% of the day	29	8.7
95-100% of the day	9	2.7

As shown in Table 12, about 201 (60.4%) of them did say that they had water access about less than 50% of the day. The rest of them, accounting for the 28.2% and 8.7%, did say that they had water access about 51-74% of the day and 75-94% of the day, respectively.

Student satisfaction with Accommodation, Catering, Health and Recreation Services

One important measure we took as an indicator of good quality of personal and academic life was student satisfaction. We measured student satisfaction using different indicators that are related to accommodation, catering, health and recreation services. One component of these indicators was induction, relatedness, and safety. Table 13 presents the 16 items and their descriptive statistics.

Table 8: ***Student Satisfaction with Induction, Relatedness, and Safety (n = 333).***

Item	Minimum	Maximum	Mean	Std. Deviation
SACHR1	1	5	3.18	1.206
SACHR2	1	5	3.03	1.149
SACHR3	1	5	3.26	1.143
SACHR4	1	5	3.37	1.207
SACHR5	1	5	3.08	1.163
SACHR6	1	5	3.08	1.245
SACHR7	1	5	3.21	1.251
		Average	**3.17**	**1.195**

As displayed Table 13, the mean score for each item ranges between 3.03 to 3.37 on a five-point scale. The overall scale mean was 3.17 with a standard deviation of 1.195. These mean scores collectively show that the students' satisfaction with their induction, relatedness, and safety was quite moderate across the studied colleges. The other measured components were support and personal services. Table 14 presents the 9 items used to measure this component and their descriptive statistics.

Table 9: Student Satisfaction with Institutional Supports and Services

Item	Minimum	Maximum	Mean	Std. Deviation
SACHR8	1	5	3.03	1.250
SACHR9	1	5	2.87	1.241
SACHR10	1	5	3.01	1.177
SACHR11	1	5	3.05	1.198
SACHR12	1	5	2.94	1.146
SACHR13	1	5	3.02	1.251
SACHR14	1	5	3.10	1.264
SACHR15	1	5	3.20	1.249
SACHR16	1	5	3.18	1.347
		Average	**3.05**	**1.234**

As shown in Table 14, the mean score for the items used to measure student satisfaction with institutional support and personal services ranges between 2. 87 to 3.20. In addition to this, the average mean for all the 9 items is 3.05 and the standard deviation is 1.234. These mean scores collectively demonstrate that students' had a moderate satisfaction level with the institutional support and personal services offered for them during the university years.

Students' Satisfaction with Quality Teaching and Learning

A major focus of the recent research into the quality of university education is the centrality of the student experience. This study used student satisfaction with teaching and learning as a measure of quality academics. With the intent to add more clarity on the issues of quality teaching and learning, we used to classify the indicators into three major categories, including academic experience, teaching, and teaching environment. Table 15 presents the 3 items and their descriptive statistics.

Table 10: *Students' perceived quality of academic experiences (n = 333).*

Response	Minimum	Maximum	Mean	Std. Deviation
ECA1	1	4	2.74	.981
ECA2	1	4	2.80	.951
ECA6	1	4	2.76	.999
		Average	2.76	.977

Quality of Teaching and Teaching Environment

The other important ingredients were the quality of teaching and the teaching environment. Table 16 presents the 9 items used to measure students' satisfaction with the quality of teaching and teaching environment, and their descriptive statistics.

Table 11: ***How satisfied have you been with your academic experiences in your College?***

	N	Minimum	Maximum	Mean	Std. Deviation
SSLWCLW1	333	1	5	2.96	1.177
SSLWCLW2	333	1	5	3.19	1.214
SSLWCLW3	333	1	5	2.84	1.276
SSLWCLW4	333	1	5	3.19	1.187
SSLWCLW5	333	1	5	3.18	1.161
SSLWCLW6	333	1	5	3.14	1.165
SSLWCLW7	333	1	5	3.10	1.156
			Average	**3.09**	**1.191**

As can be seen from Table 20, students' perceived satisfaction with their academic experience ranges between 2.84 to 3.19. The overall mean score of students' satisfaction with their academic experience is 3.09 with an average standard deviation of 1.191. These scores collectively imply that students had moderate levels of satisfaction with their academic experience. Also, we did examine to what extent the students did get opportunity to engage in practical learning. Table 21 presents the 4 items and their descriptive statistics.

Table 12: ***Opportunity to engage in practical learning (practical aspects of courses)***

	Minimum	Maximum	Mean	Std. Deviation
SSLWCLW8	1	5	2.98	1.221
SSLWCW9	1	5	2.89	1.245
SSLWCW10	1	5	2.82	1.270
SSLWCW11	1	5	2.98	1.355
		Average	**2.92**	**1.273**

As can be seen from Table 21, the student participants did report that they had some opportunities to engage in practical learning with the mean scores ranging between 2-82 to 2.98 in a five-point scale. Also, the average mean score for the three items was 2.92 with a standard deviation of 1.273.

Table 13: ***Student satisfaction with classroom, laboratory and workshop (n = 333)***

	Minimum	Maximum	Mean	Std. Deviation
SLCLW1	1	6	3.31	1.348
SLCLW2	1	6	3.06	1.472
SLCLW3	1	5	3.00	1.477
		Average	**3.13**	**1.432**

In another question, students were asked to report whether or not they had academic advisors who did follow and assist them during the university years. Of the total of 333 students, 179 (53.8%) of them confirmed that they had academic advisors to deal with academic and personal issues while the rest 154 (46.2%) of them did say that we did not have academic advisors. In subsequent questions, student participants were asked to gauge their levels of satisfactions they attained from their interaction with the academic advisors. Table 23 presents the 3 items and their descriptive statistics.

Table 14: ***The extent of students' satisfaction with advising services at JU (n = 333).***

Item	Minimum	Maximum	Mean	Std. Deviation
USAS1	1	5	2.34	1.215
USAS2	1	5	2.49	1.196
USAS3	1	5	2.63	1.321
		Average	**2.49**	**1.244**

Overall Satisfactions

Student participants overall satisfaction was measured using two items. The first item deals with the level of student participants' satisfaction with their entire educational experience. The second item deals with the students' future preference to come back to JU for further study.

Table 15: ***The Student participants overall satisfactions with JU (n = 333).***

Item	Response	Frequency	Percent
How would you evaluate your entire educational experience at JU?	Poor	40	12.0
	Fair	69	20.7
	Good	127	38.1
	Very good	67	20.1
	Excellent	30	9.0
	Total	333	100.0
Item	**Response**	**Frequency**	**Percent**
If you could start another study (Master's or PhD), would you prefer JU than other universities in Ethiopia?	No I wouldn't	76	22.8
	May be I would	123	36.9
	I would	67	20.1
	Definitely I would	67	20.1
	Total	333	100.0

As shown in Table 24, around a third of the student participants did report that their experiences at JU were very good to excellent. Around two-fifth of the study participants did feel that their experience was good. These results indicated that about two-third of the study participants did feel positive about their entire educational and personal experiences at JU. However, pretty close to one-third of them did feel negative about their entire educational and personal experiences at JU.

Similarly, as can be seen from the same table, one-fifth of the study participants did feel that they are confident to come back to JU for further study and another one-fifth of them did feel comfortable to come back to JU. These two reports imply that about 40% of the study participants did feel more positive to come back to JU for their further study. While another two-fifth of the participants did feel that they may come back, another one-fifth of them did not want to come back at JU for their further study. Those who did not want to come back and the others who may come back to JU accounted for a total of above 50% of the participants. This proportion is alarming for JU to be a preferred university in the country. In tandem, these negative feelings reported by the study participants are quite creeping, particularly at this time as universities are continually proliferating in Ethiopia such that future competitiveness depends on the quality of services rendered by the university instead of a mere ranking that discloses the quality of the higher learning institution compared to other similar institutions in the country.

As depicted in Figure 4, the number of regular undergraduate students has been steadily increasing over the years during the strategic planning period. It is possible to estimate the regular student intake every year which showed a steady increment during the strategic plan period.

Despite increasing trend in the number of UG and masters programs during the planning period, new regular students intake at all levels is very low compared to the ambition intake targeted for 2015 during planning. Compared to the planed7864 new regular UG students' intake for 2015, the university admitted only 4880(62.05%). Though, first degree admission is determined by the MOE, the number of students admitted to masters degree programs in 2015 was 285 (about 19% of the target 1501 admission). The number of regular students admitted to UG and masters programs at the end of the third five years strategic planning period was higher than the base year only by 327 and 7 students, respectively. On the other hand, the university has created new opportunity to 49 students in its 15 PhD and 2 sub-specialty programs.

The same underperformance admission is observed into CDE undergraduate programs - 19.6% to evening and 48.15% to summer and distance programs. Nevertheless, the university was able to create new opportunity to 4159 UG and 363 PG CDE students in 2015 in addition to creating educational opportunity 4480 UG and 285 PG regular students. Particularly, creating PG educational opportunity to more than one student in CDE programs using resources allocated to one regular student ensures educational feasibility.

The low level of student admission every year at all level, hinders the university from serving a total of 52,176 students in 2015. The university enrolled a total of 42,917 (82.25%) students compared to plan. As depicted in Figure 2, however, the number of regular undergraduate students has been steadily increasing over the years during the strategic planning period. Though

the number of regular undergraduate students reached 19,598 in 2015, it was lower than the targeted 24,143 students' enrolment.

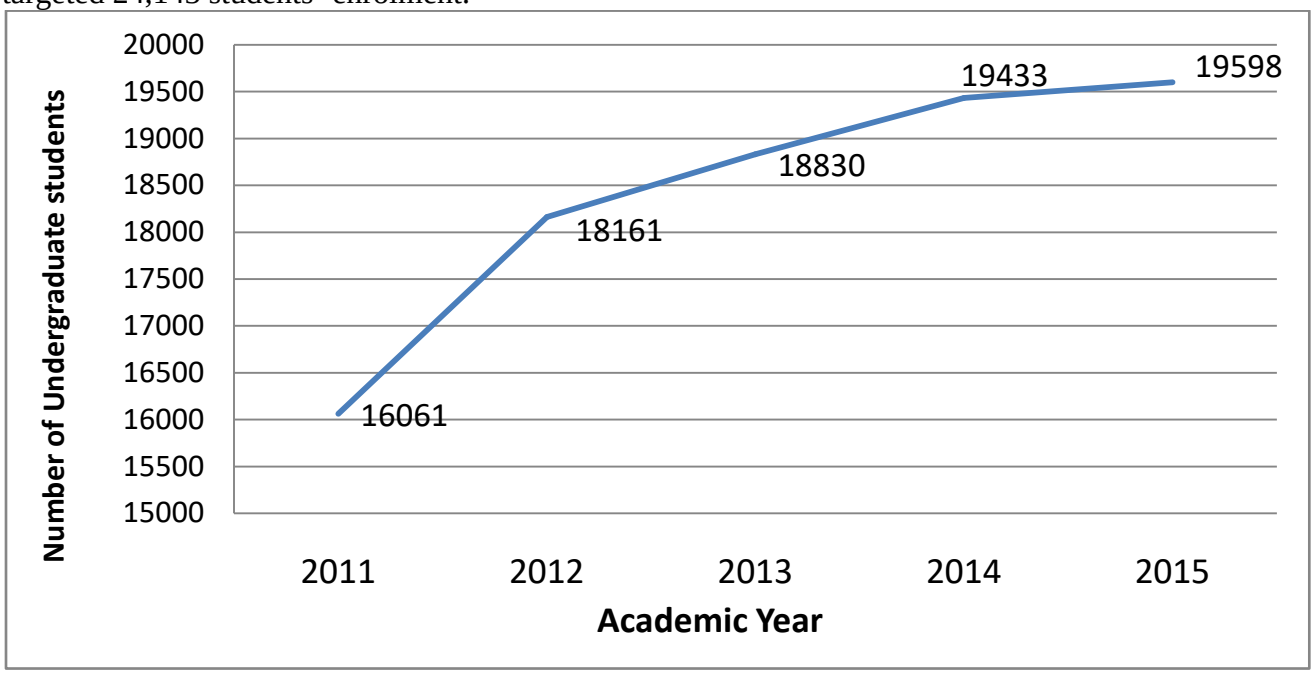

Figure 3: Number of undergraduate students during the strategic plan period (2011-2015)

Analyses of the figure by gender also showed that the number of female students joining the university has been increasing very minimally compared to that of males. There is a wide gender gap on the number of regular students (Figure 5).

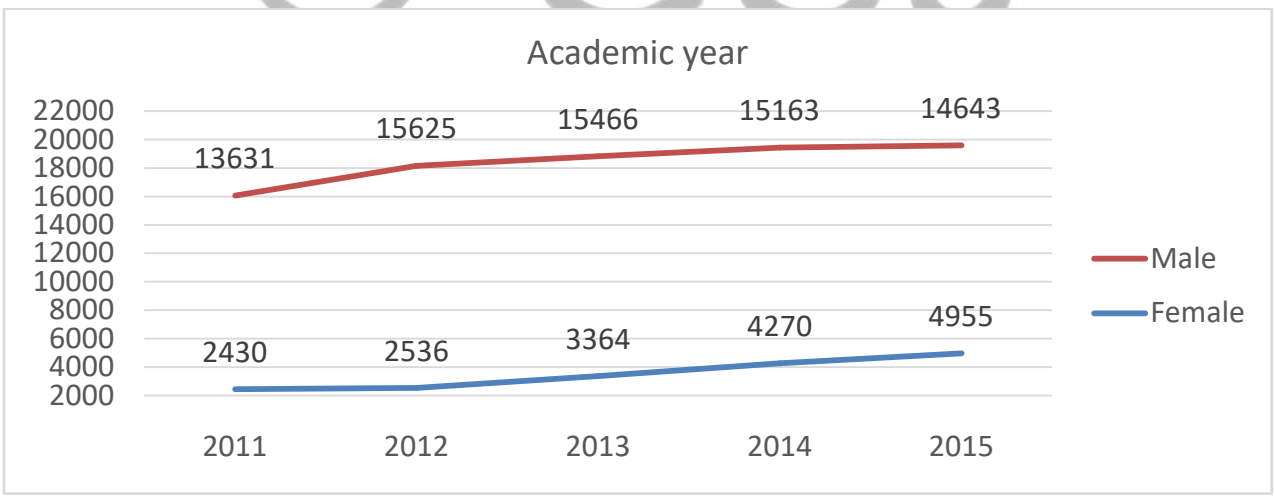

Figure 4: Number of under graduate student by gender during the strategic plan period (2011-2015)

However, when we look at the rate of under graduate student intake by gender during the strategic plan period, the rate of female intake has increased very much compared to that of males, showing the influx from high school on the one hand and the implementation an affirmative action during entry at the national level on the other(Figure 6).

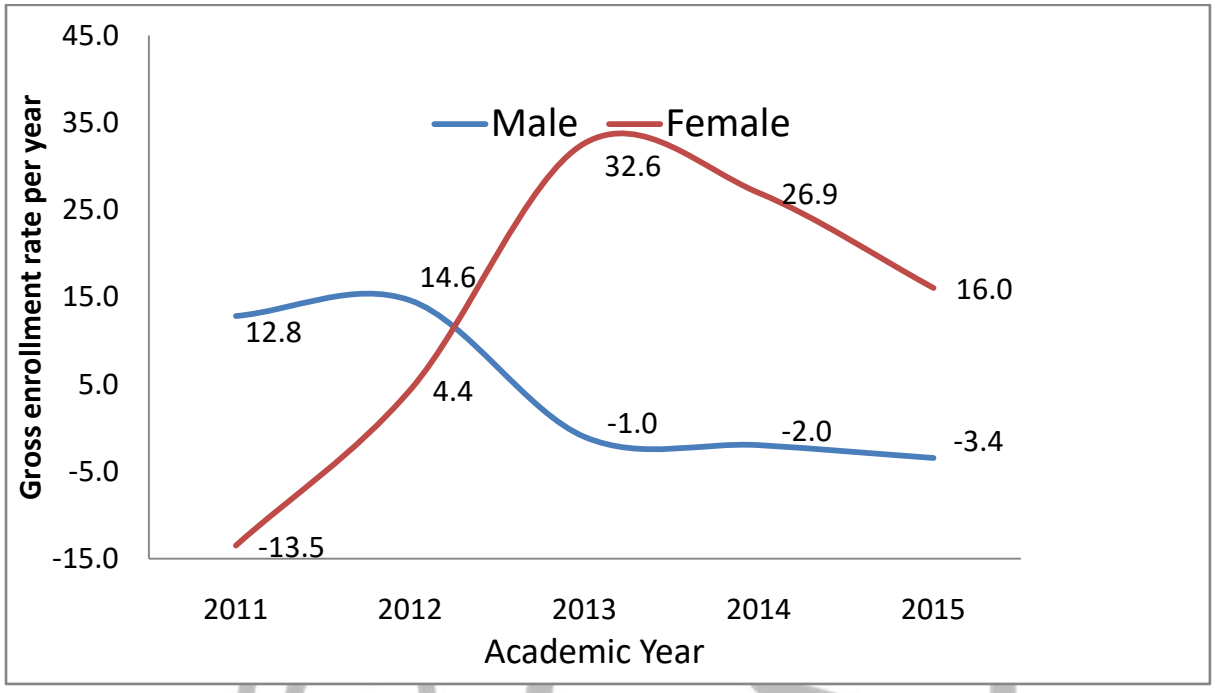

Figure 5: Rate of under graduate student intake by gender during the strategic plan period (2011-2015)

Analyses of the figure by gender also shows that the number of female students joining the university has been increasing very minimally compared to that of males. There is a wide gender gap on the number of regular students. For instance, at the end of planning period, the share of female students to total students' population has reached 25.46% (10,928/42,917) and to regular students only 22.63% (5333/22,562), which are higher than the base year by about 8 percentage points but fails to reach the target ratios of 33.9% and 31.6%, respectively.

Conclusion

The university has achieved the panned activities in most of the indicators for which it should be congratulated. All students who were learning in the university in different programs are well satisfied with all facilities provided by university in the given strategic period. The study implies that most of the students had moderate levels of satisfaction withInstitutional Supports and Services,with their academic experience, and personal services. On the other hand, majority of the students realized that there were no enough water supplies in all campuses.

Recommendation

Based on the finding result, the researcher has forwarded the following recommendation:-

The university should look seriously enough water supplies in all campuses in its coming strategic planning. And it also upgrades the moderate satisfaction level of students by fulfilling institutional support services and academic experience

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