



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

BS Accounting & Finance (BSAF)

Spring 2016



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Executive Summary



**Quality Enhancement Cell
Institutional Research Department**

**Self-Assessment Report
Executive Summary**

BS-Accounting & Finance Sciences-SZABIST Islamabad Campus

Introductions

SZABIST- Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization to **SZABIST**'s academic programs in line with the guidelines enunciated by the Higher Education Commission. In this regard, till Spring2016, majority (58 of 62) programs offered at **SZABIST** were selected for Self-Assessment process.

QEC conducted a number of workshops to create awareness of the Self-Assessment process and its significance in further improving the quality of education at **SZABIST**. In Islamabad Campus, Self-Assessment process of all the programs was simultaneously initiated. In this regard, twelve programs from Management Sciences, three programs from Computer Sciences, three programs from Social Sciences and one program was from Media Sciences department. The highlights of BS-Accounting & Finance Self-Assessment process were as follows:

1. Nomination of Program Team (PT)

The PT was nominated by the Acting Head of Media Sciences Department, Mr. Iqbal Ahmad on March 22, 2016. Following were the members of the PT:

- (i) Mr. Sanaullah Ansari
- (ii) Ms. Ahmed Ali Qureshi

2. Submission of PT Report

The PT submitted the report on June 4, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on June 22, 2016.

3. Nomination of Assessment Team (AT)

The AT was nominated by the Head of IR/QEC, Dr. Muhammad Altaf Mukati and Ms. Faryal Shahabuddin on June 22, 2016. Following were the members of the AT:

- (i) Ms. Sana Mumtaz
- (ii) Mr. Amna Zareef

4. Date of Submission of AT Report



The AT Report was submitted on July 4, 2016.

5. AT Findings and Recommendations

Following are the some of the recommendations made by the AT to overcome the major shortcomings in the program:

- (i) Lack of platform for providing career choices and counseling to students. The following corrective actions are suggested;
 - Alumni reunion should be organized for ensuring strong relationship.
 - The EDC office should assist the Alumni and existing students in Job placements and internships.
 - Individual counseling sessions should be arranged.
 - Professional experience of alumni should be shared with students through special projects, seminars and frequent guest speaker sessions
- (ii) Specific research development plan is missing in BSAF program. It is suggested that the future research activities for students should be planned in accordance with student interests and program requirements.

6. Preparation of Assessment Results Implementation Plan Summary

The AT prepared the Assessment Results Implementation Plan Summary by highlighting the weaknesses of the program and suggesting remedial measures. The Management Sciences Department plans to implement the suggested corrective measures in the near future to improve the quality of education delivered at **SZABIST**.



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BS Accounting & Finance (BSAF)

Program Team Report

Spring 2016



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Standard 1-1	Program Measurable Objectives
Standard 1-2	Program Outcomes
Standard 1-3	Assessment Results and Improvement Plans
Standard 1-4	Overall Performance Using Quantifiable Measures



Criterion 1: Program Mission, Objectives and Outcomes

Each program must have a mission, measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the program. A strategic plan must be in place to achieve the program objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated.

Standard 1-1: The program measurable objectives

a. Document institution, department, and program mission statements

Mission Statement of SZABIST

The Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST) has been established with the objectives of producing highly qualified, scientific and technical personnel to meet the country's requirements; of conducting state-of-the-art scientific and technological research and development in support of the public and private sector; of providing hi-tech scientific and technological assistance to the Pakistan industry to enable it to compete with the world industries in global trading; of providing highly trained scientific and technological personnel to be able to attract the growth of hi-tech industries and foreign and Pakistani investment; and of providing a sound socio-economic and scientific base and infrastructure to Pakistan to be able to meet the economic and technological challenges of the 21st century.

Management Sciences Department Mission Statement

We are committed to nurturing business professionals by facilitating inquisitive minds in the field of business operations and development through qualified and dedicated faculty and staff without discrimination in the learning process on the basis of financial or physical constraints. Our business management program aims to be the flagship of SZABIST by staying ahead in terms of course development and application leading to excellence in the practical world. We also believe in building a strong alumni network that serves as a beacon to our graduating students.

Mission Statement of BBA Program

The BS (AF) program at SZABIST, Islamabad, aims to help our students grow intellectually, personally, and professionally in order to motivate them to make positive and significant contributions to the organizations they serve and to society as a whole.

The BS (AF) degree aims to prepare students for their practical life in general, rather than simply training them for their career in business. Succeeding in any environment requires the ability to think critically, to analyze data, to make recommendations, and to communicate effectively. It demands not only knowledge, but also the ability to apply it and the courage to act on it. Our BS (AF) students know that these are the seeds of opportunity that will enable them to build stronger businesses, and a better world.



b. Program Objectives of BBA Program

BS (AF) Program here in SZABIST intends to:

1. Prepare the students to pursue for the higher education in the field of Accounting and finance in leading institutes of the world.
2. Educate the students with and team work skills.
3. Enable the students to pursue career in the field of interest, using business administration skills developed and enhanced during the course of degree.
4. Groom students to enhance their communication and writing skills and positive character building.
5. Prepare students to work within ethical values and betterment of the society at large.
6. Provide them environment where they can apply their business related knowledge at a small scale by inculcating various extracurricular activities.

c. Program Outcomes of BBA Program

1. By accomplishing the educational BS (AF) objectives, students will be able to
2. Enhance knowledge in the fields of accounting and finance.
3. Communicate effectively and effective team members.
4. Knowledgeable about recent trends of business specifically in accounting and finance and managing a diverse workforce.
5. Explore different innovative business opportunities and challenges in a global environment.
6. Demonstrate academic integrity in their coursework.
7. Apply critical thinking skills to business situations.
8. Analyze business situations and recommend managerial responses keeping in view ethical principles.

d. Describe how each objective is aligned with program, college, and institution mission statements.

The BS (AF) Program at SZABIST nurtures aptitudes of students for study, contribution, and courage to meet the challenges of businesses operating in Pakistan (Objective 2 and 3). The BS (AF) program enjoys diversity in thoughts and cultures of its student body with special emphasis on socially responsible business and community development. (Objective1, 5, 6) to meet the challenges of 21st century fully equipped with the latest trends in business and research with major focus in the area of accounting and finance. The BS (AF) program aims to take this program to highest peaks with full devotion and dedication of full time faculty and qualified business representatives.



e. Strategic Plan

Our strategic plan is based on our mission to educate the students with latest trends and innovations in accounting and finance and to provide students highly productive in adverse work environment.

1. An integrated Academic Experience

An integrated academic environment develops connections among disciplines between faculty and students and with campus and community. Such an integrated experience helps the students to nurture their skills in every field of life. It provides students an environment which helps them to groom with a positive approach towards people and society.

2. Diverse Curriculum

Our curriculum is designed to prepare our students for a multicultural environment to promote excellence and equity in education. The curriculum is often revised periodically to improve quality and meet the demands of today's world.

3. Research and Development

Student research, which is especially connected with real world problem, not only helps students to enhance their critical and analytical things but also open doors of new opportunities for them.

The BS (AF) program provide an environment which encourages research and development in the form of projects, field work and internships. These activities help students to be aware of Rapid technological improvements in various industries.

f. Program objective assessment

Objectives	How measured	When measured	Improvement identified	Improvement Made
1	Alumni Survey Form	After Graduation	Course curriculum has to be revised	Committee has formed
2	Employer survey	After Graduation		
3	Employer survey	After Graduation	Need soft skill development	Job fair, mock test
4	Employer survey	After graduation	Needs to improve analytical skills	Report Writing
5	Mid semester, end semester, project evaluation	Projects, Thesis	Need to be socially responsible projects	Nearly all projects must be socially responsible



6	Team based projects	Projects conducted	Activity calendar must be made	Activities' Calendar Made; Bi-Annual Research Symposiums Arranged for presentation of BSAF Theses of Graduating Students
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Table 1.1: Program Objectives Assessment¹

Standard 1–2: Program Outcomes

a. Outcomes versus objectives

Objectives	Outcomes						
	1	2	3	4	5	6	7
1	*	*	*	*	*	*	*
2		*		*	*		*
3	*	*	*	*	*	*	*
4		*				*	*
5					*	*	*
6	*	*	*	*	*	*	*

Table 1.2: Outcomes versus Objectives²

¹ Table 1.1 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report

² Table 1.2 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report



b. Employer Survey³

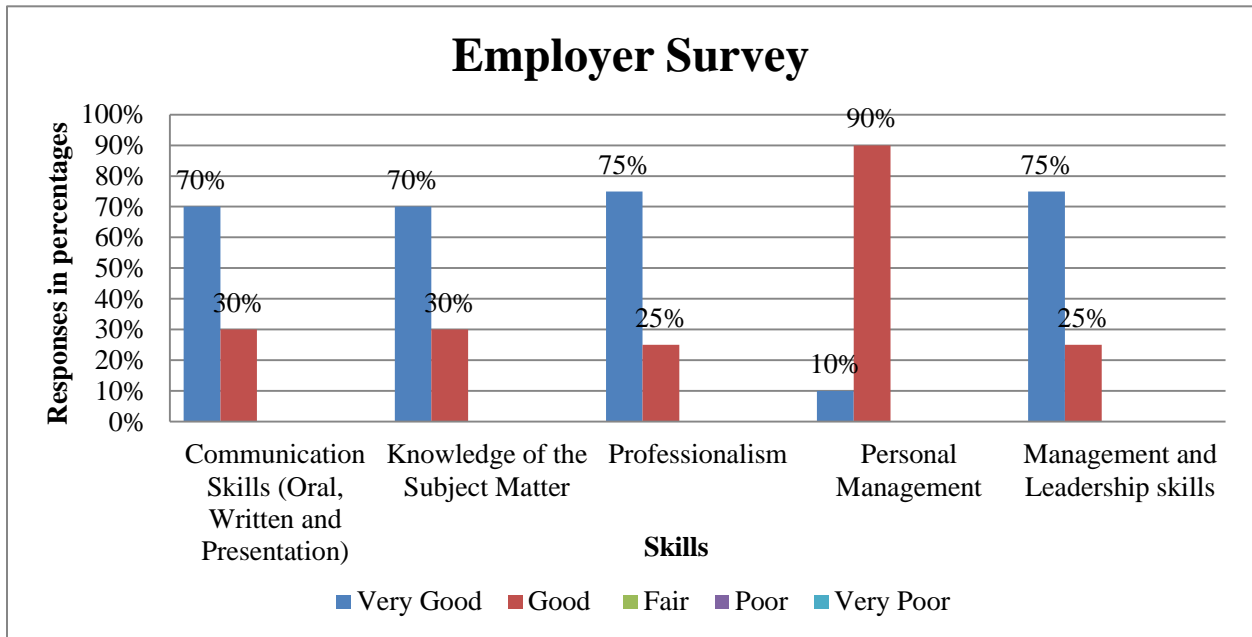


Figure 1.1

c. Alumni Survey⁴

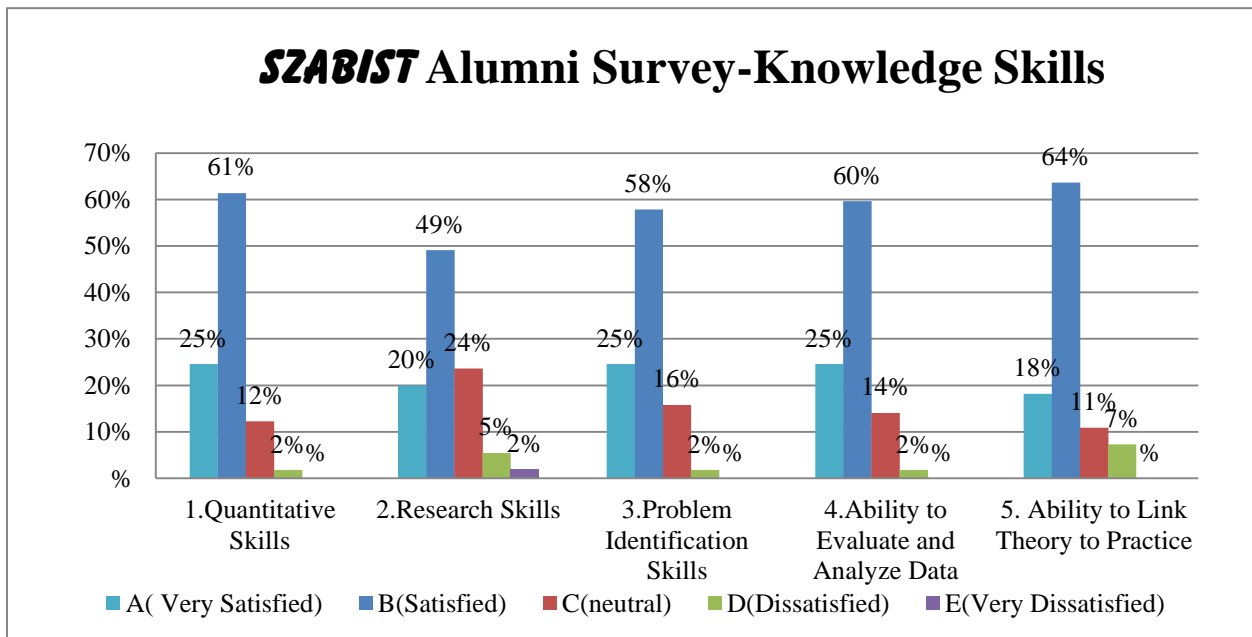


Figure 1.2

³ The source of information is Employer Survey.

⁴ The source of information is Alumni Survey.



SZABIST Alumni Survey-Communication Skills

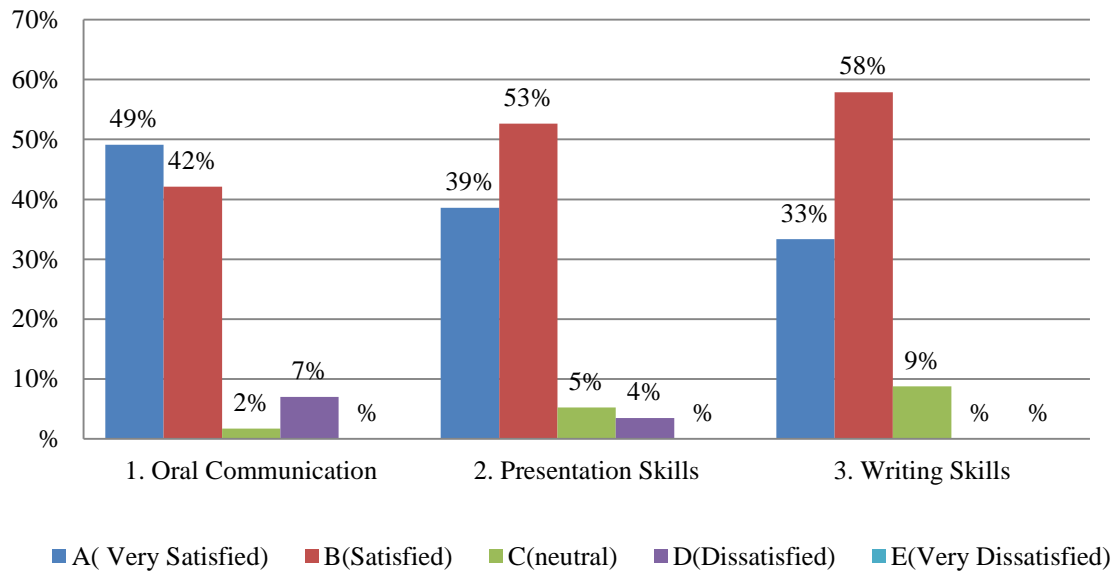


Figure 1.3

SZABIST Alumni Survey-Interpersonal Skills

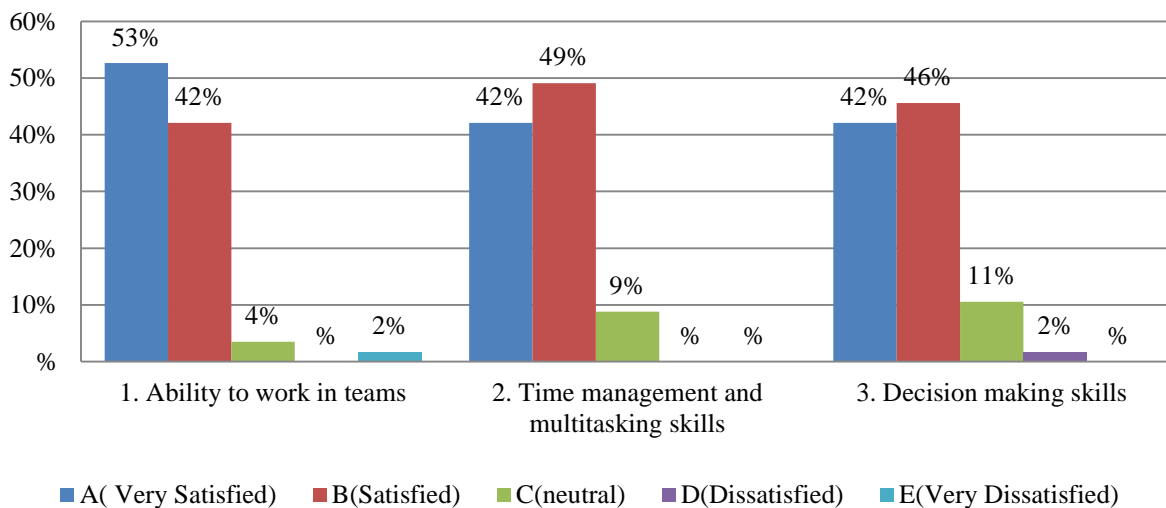


Figure 1.4

d. Graduating student’s survey⁵

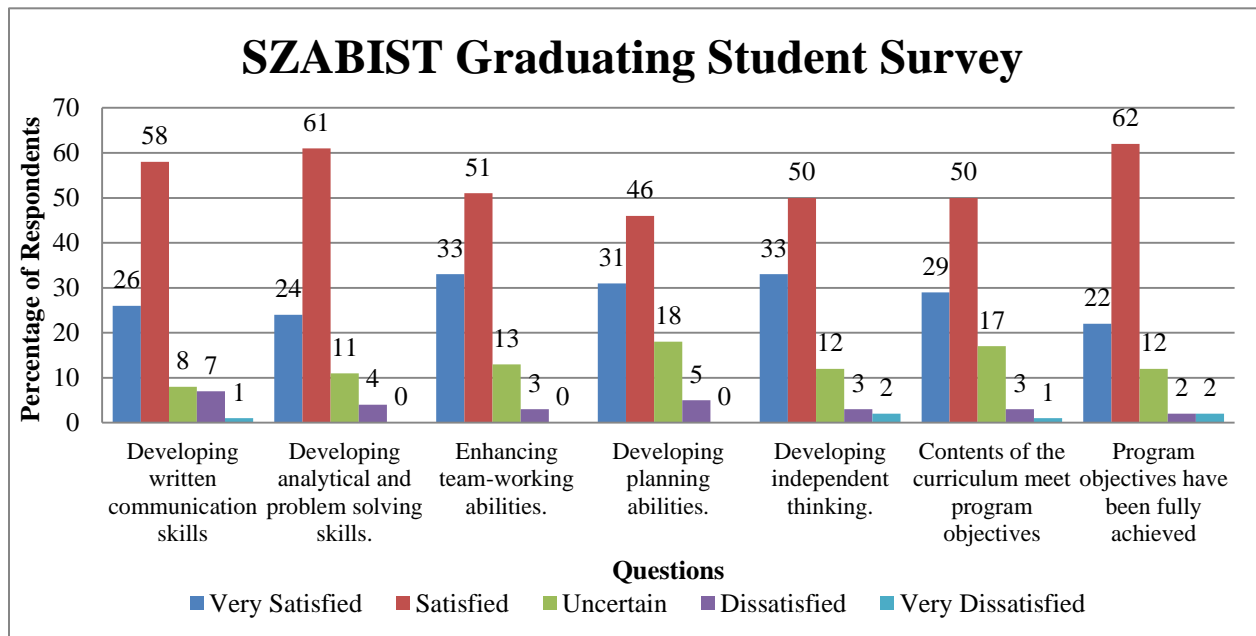


Figure 1.5

The survey of graduating students revealed the following statistics;

For effectiveness of program for developing written communication skills 26% of the graduating students were "Very Satisfied", where as 58% students were "Satisfied". 9% percent were "uncertain" about effectiveness of program, 7% were "dissatisfied" and 1% percent graduating students were very "dissatisfied". Kindly refer to Fig.1 for survey results.

Standard 1–3: Assessment Results and Improvement Plans

a. Describe the action taken on based on the periodic assessments.

As per policy, faculty evaluation by the students is conducted in the 7th week of each semester for all the courses being taught in the subject. This evaluation process typically includes questions related to the contents, way of teaching and relevance with the objectives of the BS (AF) Program.

These evaluations are reviewed by the Head of the campus. If some faculty member has score below than 60% then Program Manager of that program tries to counsel the faculty for the improvement. After 2 weeks evaluation of such a faculty is conducted to see the improvements in the result. If still evaluation is not up to the mark, the case is taken to the Head of the Campus for appropriate action.

⁵ Source of information: SZABIST Graduating Student Survey



b. Describe major future program improvement plans based on recent assessments.

Curriculum Revision committees is to be formed for all the major dissections of the Management Sciences to revamp the current curricula. Fulltime faculty numbers need to be increased, and all faculty needs to be trained.

c. List strengths and weaknesses of the programs

Major strengths of the BS (AF) Program are highlighted below:

- Diverse and in-depth curriculum based on market feedback, alumni feedback, recruiter feedback, SZABIST policies, and HEC guidelines.
- Activity-based and interactive learning methodology.
- Most of the Faculty with corporate background. Senior management from industry is teaching as Adjunct faculty.
- Industrial visits, workshops, guest lectures, competitions and seminars are conducted on regular basis.
- A 6 week internship is mandatory.
- Collaborative, not competitive, environment.
- Strong senior-junior relationships.
- Diversity in student body.
- Program manager have an open door policy, and availability of academic and career counseling.
- A special focus on enhancement of communication skills.
- Strongly focused on community development, ethics, and social responsibility
- Various Scholarship opportunities.

Weaknesses

Major weaknesses of the BS (AF) Program are highlighted below:

- Fulltime faculty numbers are less.
- Faculty training is almost negligible.

d. List significant future plans for the program.

- Quantitative part in all courses to be strengthened.
- More research related activities would be incorporated

Standard 1–4: Overall Performance Using Quantifiable Measures

a. Indicate the CGPA of successful students per semester, time required to complete the program, drop out ratio of students per semester (of the last 3 years).

➤ **Average GPA**



Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	2.8	2.9	2.92	2.9	3.3	3.8	2.964

Table 1.3: Average GPA

➤ Dropped Out Ratio

	Fall 2012	Spring -2013	Fall 2013	Spring -2014	Fall-2014	Spring -2015	Total Average
Dropout	1	0	1	0	0	0	0
Enrollment	16	2	14	11	3	8	9
Drop out Ratio	0.06	0	0.071	0	0	0	0

Table 1.4: Drop-out Ratio

b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates.

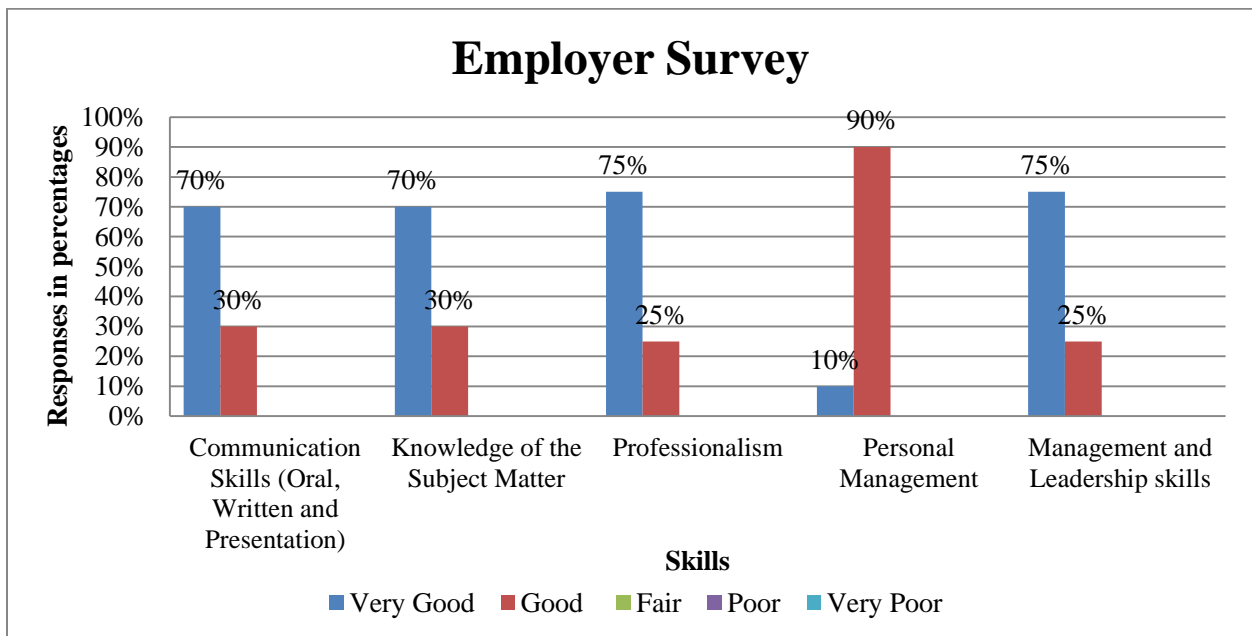


Figure 1.6



c. Percentage of Student Evaluation/Assessment results for all the courses and faculty.

Semester	Faculty & Courses Rating					
	Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
Fall 2012	31.25	33.3	14.5	20.8	0	0
Spring 2013	24	28	22	26	0	0
Fall 2013	31	35	11	23	0	0
Spring 2014	19	40	16	25	0	0
Fall 2014	43	25	13	18	0	0
Spring 2015	36	21	20	23	0	0

Table 1.5: Faculty & Courses Rating

d. Percentage/List/Number of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research.

Publications (July 1st, 2014 – June 30th, 2015)

Publications in International Journal(s)

- Muhammad Azam, Abdul Qayyum Khan, Khalid Zaman, **Mehboob Ahmad** (2015), Factors determining energy consumption: Evidence from Indonesia, Malaysia and Thailand, *Renewable and Sustainable Energy Reviews*, Volume 42, February 2015, Pages 1123-1131, ISSN 1364-0321, <http://dx.doi.org/10.1016/j.rser.2014.10.061>.
- **Mahvesh Ali Khan**, Dr. Muhammad Nouman (2015) Women Entrepreneur's Leadership Style: Individual Level Qualitative Study Using the Case Study Strategy. *Business and Economic Review*. Vol 4. No. 2.

Publications in International Conference(s)

- **Khan, M. A.** (2015). An Empirical Study of Determinants of Teachers' Effectiveness in Higher Education Institutions in Pakistan. In S.F. Tang, L. Logonnathan, (Ed.), *Taylor's 7th Teaching and Learning Conference 2014 Proceedings, Holistic Education: Enacting Change* (pp. 295-310). Springer Publication, New York, USA.
- **Khan, M. A.**, & Usman, M. (2015). Education Quality and Learning Outcomes in Higher Education Institutions in Pakistan. In S.F. Tang, L. Logonnathan, (Ed.), *Taylor's 7th Teaching and Learning Conference 2014 Proceedings, Holistic Education: Enacting Change* (pp. 449-463). Springer Publication, New York, USA.



- **Muhammad Rashid Salaria** and IfraJamil. (2015). Impact Of Personality Traits Of Manager On The Performance Of Project, *Proc. 13th International Conference on Statistical Sciences* Peshawar, Pakistan – March 16-18, 2015, Vol. 28, pp. 17-30.
- e. Number of short courses workshops, seminars organized on community service level.**

Sr. no.	Activity	Year
1	40	2015

Table 1.6: Number of Activities

Sr. No.	Activity	Year
Activities All Programs		
1.	Plantation Day	2015
2.	Book Fair	2015
3.	Rise for Pakistan Campaign	2015
4.	Pakistan Day/Cultural Day/Fun Fair	2015
5.	Blood Donation	2015
6.	SZABIST Islamabad in Express Education & Career Expo	2015
7.	Guest Lecture on ‘Cyber Terrorism’	2015
8.	IDP's: A Challenge	2015
9.	Seminar on “Importance of International Humanitarian Law & Working of ICRC”	2015
10.	SZABIST Islamabad Participates in “The News Education Expo”	2015
11.	Seminar on Iqbal, as a Re-structor of Religious Thought in Islam	2015
12.	"Harassment" Awareness Seminar	2015
13.	Seminar on Electoral Reforms	2015
14.	Seminar on Entrepreneurship and Corporate Culture	Fall 2015
15.	Visit of Information Resource Center	2015
16.	ZabFM 106.6 Catching up with “Manto” Maestro	2015
17.	In Conversation with Manto Team	2015
18.	Double Wicket Cricket Tournament October 2015	2015
19.	Blood Donation Camp October 2015	2015
20.	Seminar by AISEC	2015
21.	Career Counselling Session for BSSS Student	2015
22.	Seminar on Kashmir	2015
23.	Movie Night	2015
24.	Scavenger Hunt, 2015	2015
25.	ZAB-FM 106.6 Auditions	2015



26.	Welcome Party 2k15	2015
27.	Role of Film-making and Theatre in Society	2015
28.	Field Trip of MPM Students to the PMI 4th Annual Conference	2015
29.	Seminar on "Role of Drama in Our Society"	2015
30.	Retro- with a twist of 90s	2015
31.	Sports Week Fall 2015	2015
32.	Awareness Seminar: United States Exchange Programs	2015
33.	Minute to Win it (Media Sciences Department)	2015
34.	Entrepreneur Incubator: Motivation (Information Resource Center)	2015
35.	Workshop on NVIVO	2015
36.	EasyPaisa; Developing Marketing Plan for Corporate Services	2015
37.	Entrepreneurship & Freelancing	2015
38.	CIMA Knowledge Sharing Session	2015
39.	ACCA Information Session	2015
40.	PTCL Awareness Program	2015
41.	Cultural Event: Gilgit Baltistan Day	2015
42.	A Trip to PunjPeer	2015
43.	Seminar on Pak-China Corridor	2015
44.	Seminar on Self Awareness by Mr. Rizwan	2015
45.	Ajrak and Topi Day	2015
46.	Peace in Asia (A Geopolitical Perspective)	2015
47.	People Do Not Have Time to Think So They Judge	2015
48.	Workshop on NVivo 11	2015
49.	The Jaliawala Affect	2015
50.	Speed Programming Competition	2015
51.	Career Talk Session	2015
52.	Thalassemia Seminar and Blood Donation Camp by Pakistan Bait-ul-maal	2015
53.	Due-e-Fatiha in the Memory of APS Peshawar Attack	2015
54.	Seminar on Nazaria-e-Iqbal	2015
55.	Presentation on OD Practices	2016
56.	Reinvigorating The Vision of Shaheed Zulfiqar Ali Bhutto	2016
57.	SZABIST Islamabad 6th Convocation	2016
58.	Orientation Spring 2016	2016
59.	First Aid Training by Pakistan Red Crescent	2016
60.	Blood Donation Camp by Pakistan Bait-ul-Mal	2016
61.	Plantation Week	2016
62.	Seminar on National Action Plan	2016



63.	Screening of Pakistan Vs India Match (Asia Cup 2016)	2016
64.	Guest Lecture on Islamic Banking	2016
65.	Speaker Program on Effective Business Communication	2016
66.	Theme based Painting Competition	2016
67.	ZABCOM Knowledge Builder Session; the Cloud Phenomon	2016
68.	Screening of Pakistan Vs India Match (T20 World Cup 2016)	2016
69.	Screening of Pakistan Vs India Match (T20 World Cup 2016)	2016
For All Programs of Management Sciences		
1.	All Pakistan Business Plan Competition Winner (FAST Islamabad)	2015
2.	Quest 2015: A Business Plan Competition	2015
3.	Zab Extravaganza	2015
4.	IBP's Superior Qualification (ISQ) Briefing Session	2015
5.	Guest Lecture on Social Entrepreneurship	2015
6.	Emerging Trends in Strategy	2015
7.	An awareness Session on CDC	2015
8.	Organizational Development and Change	2015
9.	Workshop on Qualitative Research	2015
10.	Workshop on Data Analysis using SPSS	2015
11.	A workshop on 'Research Writing, Formatting and Style Guidelines'	2015
12.	Workshop on E-Views	2015
13.	Seminar on Entrepreneurship and Corporate Culture	Fall 2015
14.	Visit of Information Resource Center	2015
15.	Double Wicket Cricket Tournament October 2015	2015
16.	Blood Donation Camp October 2015	2015
17.	Seminar by AISEC	2015
18.	Movie Night	2015
19.	Scavenger Hunt, 2015	2015
20.	Welcome Party 2k15	2015
21.	Field Trip of MPM Students to the PMI 4th Annual Conference	2015
22.	Sports Week Fall 2015	2015
23.	Awareness Seminar: United States Exchange Programs	2015
24.	Entrepreneur Incubator: Motivation (Information Resource Center)	2015
25.	Workshop on NVIVO	2015
26.	EasyPaisa; Developing Marketing Plan for Corporate Services	2015
27.	Entrepreneurship & Freelancing	2015
28.	CIMA Knowledge Sharing Session	2015
29.	ACCA Information Session	2015



30.	PTCL Awareness Program	2015
31.	A Trip to PunjPeer	2015
32.	Seminar on Pak-China Corridor	2015
33.	Seminar on Self Awareness by Mr. Rizwan	2015
34.	Ajrak and Topi Day	2015
35.	Peace in Asia (A Geopolitical Perspective)	2015
36.	People Do Not Have Time to Think So They Judge	2015
37.	Workshop on NVivo 11	2015
38.	The Jaliawala Affect	2015
39.	Career Talk Session	2015
40.	Thalassemia Seminar and Blood Donation Camp by Pakistan Bait-ul-maal	2015
41.	Due-e-Fatiha in the Memory of APS Peshawar Attack	2015
42.	Presentation on OD Practices	2016
43.	Reinvigorating The Vision of Shaheed Zulfiqar Ali Bhutto	2016
44.	SZABIST Islamabad 6th Convocation	2016
45.	Orientation Spring 2016	2016
46.	First Aid Training by Pakistan Red Crescent	2016
47.	Blood Donation Camp by Pakistan Bait-ul-Mal	2016
48.	Plantation Week	2016
49.	Seminar on National Action Plan	2016
50.	Screening of Pakistan Vs India Match (Asia Cup 2016)	2016
51.	Guest Lecture on Islamic Banking	2016
52.	Speaker Program on Effective Business Communication	2016
53.	Theme based Painting Competition	2016
54.	Screening of Pakistan Vs India Match (T20 World Cup 2016)	2016
55.	Screening of Pakistan Vs India Match (T20 World Cup 2016)	2016

Table 1.7: Activities performed at Community Service Level



f. Faculty surveys results to measure the administrative services provided.

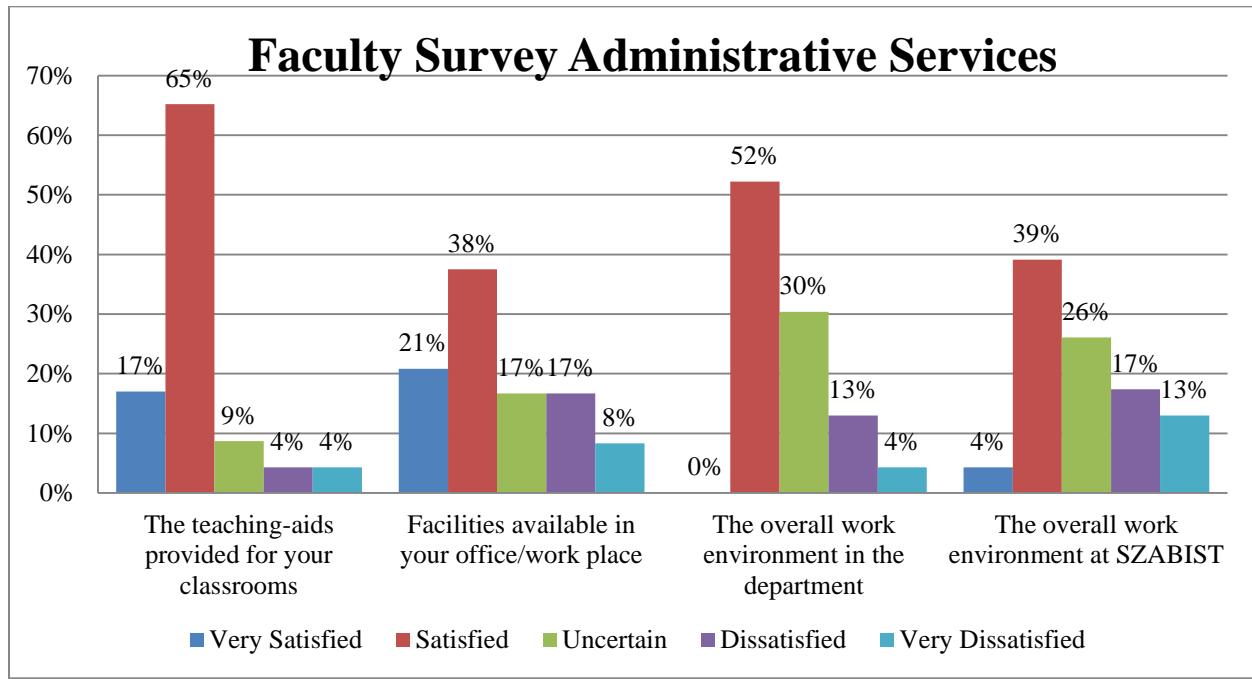


Figure 1.7



CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Standard 2-1	Courses vs. Objectives
Standard 2-2	Theory, Problem Analysis / Solution and Design in Program
Standard 2-3	Mathematics & Basic Sciences Requirements
Standard 2-4	Major Requirements as Specified by Accreditation Body
Standard 2-5	Humanities, Social Sciences, Arts, Ethical, Professional & Other Requirements
Standard 2-6	Information Technology Content Integration throughout the Program
Standard 2-7	Communication Skills (Oral & Written)



Criterion 2: Curriculum Design and Organization

Standard 2–1: Courses vs. Objectives

a. Title of Degree Program

Bachelors of Science – Accounting and Finance (BSAF)

b. Definition of Credit Hour

03 contact hours per course, 06 contact hours for thesis per week



c. Degree Plan: Attach a flow chart showing pre- requisites, core, and elective courses.

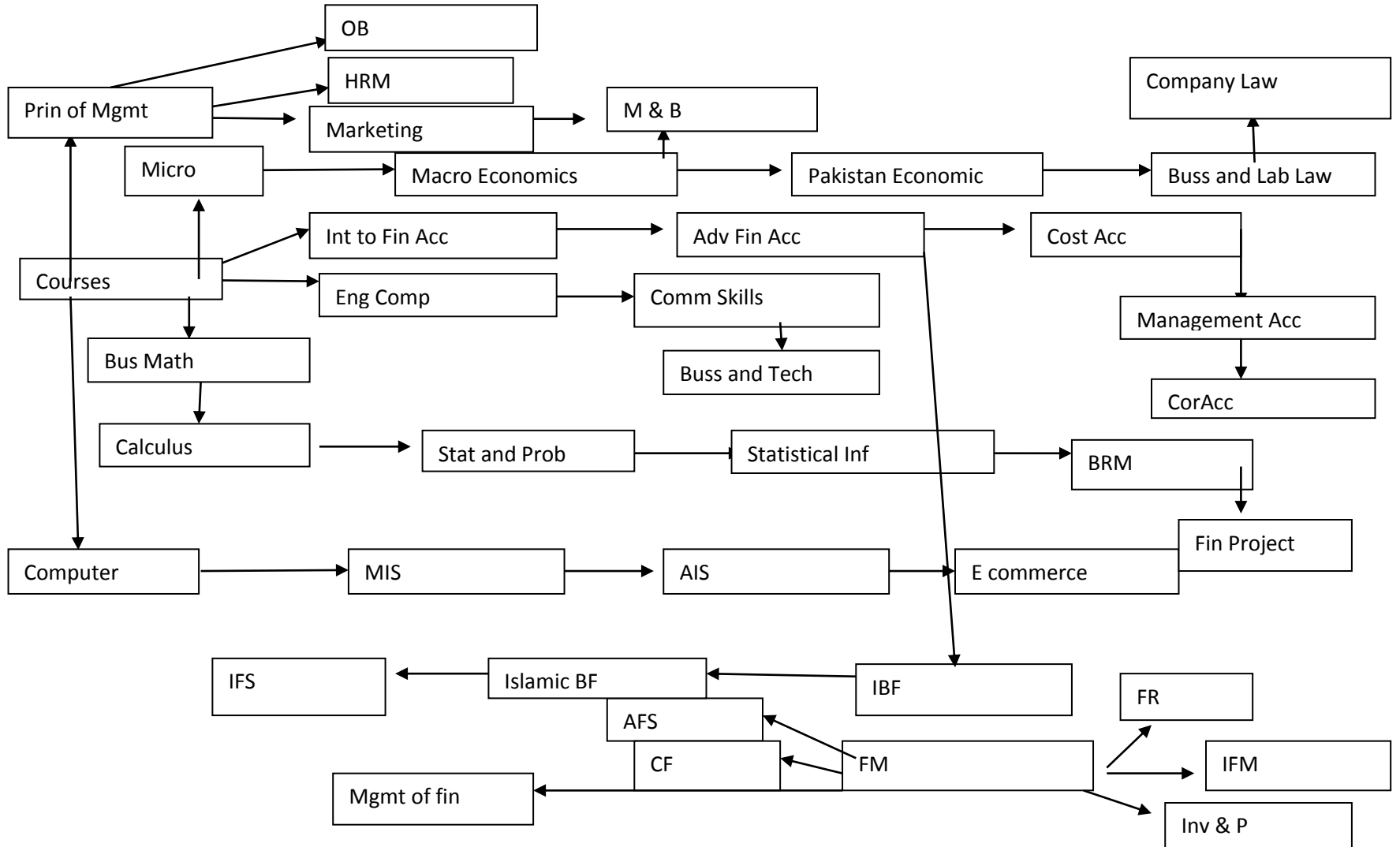


Figure 2.1



d. Curriculum Course Requirement

Course Title

First Year	<i>Fall Semester</i>
AF 1101	Business Mathematics
AF 1102	Computer Concepts and Application
AF1103	English Comprehension
AF 1104	Introduction to Financial Accounting
AF 1105	Pak studies
AF 2405	Principles of Microeconomics
	<i>Spring Semester</i>
AF 1201	Advanced Financial Accounting
AF 1202	Calculus for Business Studies
AF 1203	Communication Skills
AF 3505	Principles of Micro Economics
AF 1205	Islamiat Studies/Humanities
AF 1106	Principles of Management
<i>Second Year</i>	<i>Fall Semester</i>
AF 2301	Business and technical English Writing
AF 2302	Cost Accounting
AF 2406	Statistics and Probability
AF 2304	Introduction to Sociology
AF 4703	Introduction to Business Finance
AF 1206	Principles of Marketing
	<i>Spring Semester</i>
AF 2401	Management Accounting
AF 2402	Management Information System
AF 1204	Introduction to Human Resource Management
AF 2404	Money and Banking
AF 3503	Business Ethics
AF 2305	Organizational behavior
<i>Third Year</i>	<i>Fall Semester</i>
AF 3501	Accounting and Financial Information Systems
AF 3502	Auditing
AF 3603	E Commerce
AF 3504	Entrepreneurship and small business Management
AF 2306	Pakistan Economic Policy
AF 3506	Statistical Inference
	<i>Spring Semester</i>



AF 2403	Marketing Management
AF 3606	Taxation
AF 3607	Corporate Accounting
AF 3608	Islamic Banking and Finance
AF 4701	Business and Labor Law
AF 4702	Financial Management
Fourth Year	Fall Semester
AF 4704	Islamic Financial System
AF 2303	Introduction to Psychology
AF 3601	Analysis of Financial Statements
AF 4801	Corporate Finance
AF 4XXX	Business Research Methodology
AF 4707	Company Law
	Spring Semester
AF 3605	Financial Reporting
AF 4802	Final Project
AF 4803	International Financial Management
AF 4804	Investment Analysis and Portfolio Management
AF 4805	Management of Financial Institutions

Table 2.2: Curriculum Course Requirements ⁶

Curriculum Design

Finance				
Semester	Course Name	Credit Hours	Offered CH	Min Cr Hrs as per HEC
3	Introduction to Business Finance (3,0)	3	15	09
4	Money and Banking(3,0)	3		
6	Financial Management(3,0)	3		
6	Islamic Banking and Finance(3,0)	3		
7	Islamic Financial System	3		
7	Analysis of Financial Statements			
7	Corporate Finance			
8	Financial reporting			
8	International Financial Management			

⁶ Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



8	Investment Analysis and Portfolio Management			
8	Management of Financial Institutions			
Accounting				
1	Introduction to Financial Accounting			
2	Advanced Financial Accounting			
3	Cost Accounting			
4	Management Accounting			
5	Auditing			
6	Corporate Accounting			
Marketing				
3	Principles of Marketing(3,0)	3		09
Management	Marketing Management	3		
4				
	Principles of Management(3,0)	3	21	18
6	Organizational behavior(3,0)	3		
6				
	Marketing Management (3,0)			
5	HRM(3,0)	3		
Information Technology	Entrepreneurship and small business Management(3,0)	3		
4	Computer concepts and Application (3,0)	3		
4	E Commerce(3,0)	3		
Social Sciences and Humanities	Management Information and System(3,0)	3		
1	Accounting and financial information systems(3,0)		09	9
2				
	Pakistan Studies	3		
3	Islamiat	3		
5	Introduction to Sociology(3,0)	3		
Support Courses	Business Ethics(3,0)	3	18	18
1	Pakistan Economic Policy(3,0)	3		



1	Micro Economics(3,0)	3		
2	Business Mathematics(3,0)	3		
3	Principles of Micro Economics (3,0)			
2	Calculus for Business Studies(3,0)			
5	Macro Economics(3,0)	3		
5	Statistics and Probability(3,0)	3	27	24
	Statistical Inference(3,0)	3		
6	Taxation(3,0)	3		
6	Business Research Methodologies(3,0)	3		
8	Business and Labor Law(3,0)	3		
	Company Law(3,0)			
	Final Project	6		
Language				
	English Comprehension	3		
	Communication Skills	3		
	Business and technical English Writing	3		
	TOTAL	144		
			Min Req 126	

Table 2.3: Curriculum Design

e. Describe how the program content (courses) meets the program Objectives.

Course Group	Objectives					
	1	2	3	4	5	6
English and Communication	*	*	*	*	*	*
Accounting	*	*	*	*	*	*
Finance	*	*	*	*	*	*
Marketing	*	*	*	*	*	*
Management	*	*	*	*	*	*
Information technology	*	*	*	*	*	*
Social Sciences and Humanities	*	*	*	*	*	*
Support Courses	*	*	*	*	*	*

Table 2.4: Courses versus Objectives



f. Courses versus Outcomes

Courses	Outcomes						
	1	2	3	4	5	6	7
English and Communication	*	*	*		*	*	*
Accounting	*		*	*	*		*
Finance	*		*	*	*		*
Marketing	*	*	*	*	*		*
Management	*	*	*	*	*		*
Information Technology	*		*		*		*
Social Sciences and Humanities	*		*		*		*
Support Courses	*	*	*	*	*	*	*

Table 2.5: Courses versus Outcomes⁷

Standard 2–2: Theory, Problem Analysis/ Solution and Design in Program

	Code	Course Name
Theory	AF 2306	Pakistan Economic Policy(3,0)
	AF 2405	Principles of Micro Economics(3,0)
	AF 3505	Principles of Macro Economics(3,0)
	AF 2304	Introduction to Sociology(3,0)
	AF 3504	Entrepreneurship and small business Management (3,0)
	AF 2303	Introduction to Psychology(3,0)
	AF XXX	Business research methodologies(3,0)
	AF 4802	Final project(6,0)
	AF 1106	Principles of Management (3,0)
	AF 3503	Business Ethics(3,0)
	AF 3502	Auditing(3,0)
	AF 3603	E Commerce(3,0)
	AF 1103	English Comprehension(3,0)
	AF 2301	Business and Technical English Writing(3,0)
	AF 1203	Communication Skill(3,0)
Problem Analysis and Solutions	AF 1101	Business Mathematics (3,0)
	AF 1104	Introduction to Financial Accounting(3,0)
	AF 1201	Advanced Financial Accounting(3,0)
	AF 2302	Cost Accounting(3,0)

⁷ Table 2.5 of PT Report is the Table 4.4 (Courses versus Outcomes) of AT Report



	AF 4703	Introduction to Business Finance(3,0)
	AF 2406	Statistics and Probability(3,0)
	AF 2302	Cost Accounting(3,0)
	AF 4703	Introduction to Business Finance(3,0)
	AF 1206	Principles of Marketing(3,0)
	AF 2404	Money and Banking(3,0)
	AF 2305	Organizational Behavior(3,0)
	BA 3508	Media Management(3,0)
	AF 3506	Statistical Inference(3,0)
	BA3601	Financial Management(3,0)
	BA4804	HRM(3,0)
	AF 2403	Marketing Management(3,0)
	AF 2402	Management Information System(3,0)
	AF 2401	Management Accounting(3,0)
	AF 3501	Accounting and Financial Information System(3,0)
	AF 3606	taxation(3,0)
	AF 3607	Corporate Accounting(3,0)
	AF 3608	Islamic Banking and Finance(3,0)
	AF 4701	Business and labor Law(3,0)
	AF 4702	Financial Management(3,0)
	AF4704	Islamic Financial System(3,0)
	AF 3601	Analysis of Financial Statements(3,0)
	AF 4801	Corporate Finance(3,0)
	AF 4707	Company Law(3,0)
	AF 3605	Financial Reporting(3,0)
	AF 4803	International Financial Management(3,0)
	AF 4804	Investment Analysis and Portfolio Management(3,0)
	AF 4805	Management of Financial Institutions(3,0)

Table 2.5: Standard 2-2 Requirements ⁸

Standard 2–3: Mathematics & Basic Sciences Requirements

Refer to Standard 2.2 (d).

⁸ Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report



Standard 2–4: Major Requirements as Specified by Accreditation Body

Refer to Standard 2.2 (d)

Standard 2–5: Humanities, Social Sciences, Arts, Ethical Professional & Other Requirements

List the courses required by the Accreditation Body

Refer to Standard 2.2 (d).

Standard 2–6: Information Technology Content Integration throughout the program

a. List the courses required by the Accreditation Body

Addressed in Standard 2-2

b. Describe how they are applied and integrated throughout the program.

At the start of the program our students are introduced to hard core fundamental concepts of computing including both hardware and software which is very important for the business students in first semester course of Business in IT.

Later in 6th semester students are introduced to ERPs and data centers works in a business setup in Management Information Systems course. Advance courses like Media Management highly focus on information technology. Software's which business students must be aware of like MS Office, Visual graphic software, E-views, SPSS are also included in various courses being taught in degree program.

Standard 2–7: Communication Skills (Oral & Written)

a. List courses required by accreditation body

Addressed in Standard 2-2

b. Describe how they are applied and integrated throughout the program

The students are introduced to the course “Personal Management and Communication” in the very first semester to enhance their nonverbal communication skills. Along with this course they are also introduced to “English Writing Skills” course to improve necessary language acquisition skills for business students. In the next semester students are trained for presenting their ideas and thoughts in front of public in Oral Communications and Presentation Skills. Further their report writing, expression and communication skills are strengthened in courses like Business and Electronic Communications and Project Thesis. All courses have mandatory presentations and students are graded on their effective use of verbal and nonverbal communications well as their presentations and reports.



CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3- 1	Lab Manuals / Documentation / Instructions
Standard 3- 2	Adequate Support Personnel for Labs
Standard 3- 3	Adequate Computing Infrastructure and Facilities



Criterion 3: Laboratories and Computing Facilities

SZABIST Media Sciences department at Islamabad campus is well equipped with TV studio, Media Lab, FM Radio and gallery. Media Lab with internet connection and 8 IMac systems help students to learn graphics based soft-ware.

Students can use all available facilities like Media lab, TV studio and FM Radio for their projects.

Media lab is open for students from 08:00 am to 09:00 pm, FM radio is available for students from 12:00 – 03:00 for audio recording, and TV studio is open for students from 08:00 am to 09:00 pm.

Lab Title	Media Lab
Location	Old building, first floor
Objectives	<ul style="list-style-type: none"> • Graphics classes and training • Internet facility • Support for project
Adequacy for instruction	<p>Suitable for 20 students and at a time only 8 students can work individually at systems for their projects</p> <p>Projector is also available for classes and presentation</p>
Courses Taught & Software Used in Media Lab	
Course Name	Software Used
Illustration	Adobe illustrator, Art Rage.
Radio Project	Sony Vegas, Adobe Audition
Editing and Motion Graphics	Adobe Premier, Final Cut, After Effects
Introduction to Sound	Adobe Audition and Sound Booth
Graphic and Design for Media-I	Adobe InDesign, Illustrator
Graphic and Design for Media-II	Adobe InDesign, Illustrator, After Effects
Advanced Studio Project-I	Adobe Premier Pro
Advanced Studio Project-II	Adobe Premier Pro, Final Cut Pro, After Effects
Software Available	<p>Adobe</p> <p>After Effects, Audition, Bridge,</p> <p>Extension Manager, Fireworks, Illustrator, InDesign,</p> <p>Photoshop, Premiere Pro, Flash Pro, Acrobat Reader</p> <p>Microsoft Office 2010, WinRar, Inpage, Final Cut Pro</p>

Table 3.1: Computer Lab Information

Table 3.2: Computer Lab Information



Lab Title	TV Studio
Location	Old building, first floor Media Sciences department
Objectives	Film & TV production classes Projects recording
Adequacy for instruction	Maximum for 45 students at a time.
Courses Taught & Equipment Used in 154 Studio	
Course Name	Major Equipment
Production Practices I, II, & III Directing I & II Theater Project Producing Short Narratives Basic Lighting Cinematography Digital Video TV Project Broadcast Journalism Multimedia Journalism	Major Equipment List is below
Major Equipment	3 AC Multimedia Projector 8 Cool light 6 hard Lights Green Screen

SZABIST Media Sciences Film Cage Equipment List

Cameras

S. No	Item	QTY
1	Camera Sony EX3	1
2	Camera Canon EOS 5D Mark III	2
3	Camera Sony PD177	1

Table 3.3: Cameras

Tripods

S. No	Item	QTY
1	Tripod Libec TH650	4

Table 3.4: Tripods

Lighting Equipment



S. No	Item	QTY
1	Cool light attached with studio grid	08
2	Hard light (color tin) attached with studio grid	06
3	Fresnel lights	03
4	Local hard lights	06
5	Baby light	01

Table 3.5: Lighting Equipment

Audio Equipment

S. No	Item	QTY
1	Microphone Boom	01
2	Microphone Collar	01
3	Microphone Headset	05

Table 3.6: Audio Equipment

Nikon Lens Kit

S. No	Item	QTY
1	Nikon 24/105mm	01

Table 3.7: Nikon Lens

Screening/Presentation

S. No	Item	QTY
1	Multimedia Projector Sony VPL-DX122	2

Lab Title	ZAB FM Studios
Location	Old building, first floor Media Sciences department
Objectives	<ul style="list-style-type: none"> • Audio production courses • Radio production courses • Narration recording for TV project • FM transmission
Adequacy for instruction	Adequate for 5 students at a time.
Courses Taught in Software Used Media Lab	
Course Name	Equipment

Table 3.8: Screening/Presentation



Introduction to Sound Radio Project	Allen & Health Mixer Sielco Transmitter Dipole Antenna Cyber power UPS Dynamic Mic: 04 Behringer Headphones: 05
--	--

Table 3.9: ZAB FM Studios

Standard 3- 1: Lab Manuals/Documentation/Instructions⁹

- a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions**

All important notices and instructions displayed on notice board

- FM Rules and regulation
- Recording time for audio/narration
- Transmission time and cue-sheet
- Printer setting and instruction
- Class schedule for lab, FM and TV studio

- b. Benchmark with similar departments in reputable institutions to identify shortcomings in laboratory**

The department of media sciences is one of the states of art departments in the twin city of Pakistan Rawalpindi and Islamabad with all requisite facilities.

Standard 3- 2: Adequate Support of Personnel for Labs

Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support

Adequate professional staff is deputed for working and to facilitate students during their projects.

DESIGNATION	NO. OF PEOPLE
Assistants in Media Lab	2
FM shift Supervisor	1
TV Assistant	1
Attendant	1

Table 3.10: Staff

⁹ Source of Information: System Support Staff, IT department.



Media Lab/Studios Shifts	Time Slots	Personnel
Morning	8.00am - 4.00pm	3
Evening	2.00pm - 10.00pm	1

Table 3.11: Staff Shifts

Standard 3- 3: Adequate Computing Infrastructure and Facilities

- a. Describe how the computing facilities support the computing component of your program

No.	Equipment	Quantity
2	Macs	8
3	Color Scanners	0
4	Printers	1
5	Multimedia Projectors	2

Table 3.12: Computing Support Facilities

- b. Shortcomings in Computing infrastructure and facilities

Internet connectivity



CRITERION 4: STUDENT SUPPORT AND ADVISING

Standard 4-1	Sufficient Frequency of Course Offering
Standard 4-2	Effective Faculty / Student Interaction
Standard 4-3	Professional Advising and Counseling



Criterion 4: Student Support and Advising

Standard 4-1: Sufficient Frequency of Course Offering

a. Provide Department's strategy for course offering

We offer core courses from the beginning and electives are for the final year of program. If 10 or more students who are repeating the course register, then we offer the same course again. We continually review course and curriculum as to make these markets competitive. On average, the class strength of BSAF is 15 to 25 students.

b. Explain how often required courses are offered

All courses are offered as per course plan provided in the Curriculum Plan in Criterion No. 2. Courses are offered in each semester. If students require a specific elective course then that course is offered as and when required provided it satisfies the minimum number of students criteria.

c. Explain how elective courses are offered

Bachelors of Accounting and Finance is already a specialized bachelor's degree in accounting and Finance aiming to provide quality Human resource in market equipped with in depth knowledge accounting and finance. The degree plan is already very rigorous and in detail regarding the subject matter.

d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency

BSAF course taking policy in other programs is as follows:

- BSAF Students are allowed to take courses in other programs on the basis of defined equivalency in the course catalogue.
- Specific elective courses are co-offered with MBA and in that case BSAF and MBA students take the course simultaneously.
- BSAF students are also allowed to take courses along with other programs on the basis of equivalency defined in the course catalogue. Approval of Program Managers of both programs is required in this case.

Standard 4-2: Effective Faculty and Student Interaction

Describe how you achieve effective student/faculty interaction in courses taught by more than one person such as two faculty members, a faculty member, and a teaching assistant

The program achieves student / faculty interaction through class room discussions and faculty spare exclusive counseling time for individual students.



Standard 4-3: Professional Advising and Counseling

a. Describe how students are informed about program requirements

Students are informed about program requirements through advertisements, prospectus, brochures, student hand book, admissions department, program heads, and orientation, website and ZABDESK guideline.

b. Describe advising system and indicate how its effectiveness measured

Each faculty posts counseling hours on the ZABDESK, so whenever student has a problem in studies, he/she can visit faculty in counseling hours or by appointment. Students can also discuss their problems with program coordinator when needed.

c. Describe the students counseling system and how students get professional

Counseling when needed

The advising services are provided through professional seminars, orientations, workshops, teachers and Program Managers. The campus has establishing an Executive Development Center (EDC) for providing more facilitation to students.

d. Indicate if students have access to professional counseling; when necessary

Professional counseling is provided mainly through seminars and workshops.

e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.

Students interact with practitioners in seminars and workshops. We facilitate students to adapt to new and developing circumstances that challenge their growth as they progress through each grade. Such support may include academic guidance, career counseling, professional grooming, and student support. Students can access program managers and faculty whenever they need any guidance. Campus administration and faculty arranges professional seminars for students in order to interact with market professionals.



CRITERION 5: PROCESS CONTROL

Standard 5-1	Admission Process
Standard 5-2	Registration and Students
Standard 5-3	Faculty Recruitment and Retention Process
Standard 5-4	Effective Teaching and Learning Process
Standard 5-5	Program Requirements Completion Process



Criterion 5: Process Control

Standard 5-1: Admission Criteria

- a. Describe the program admission criteria at the institutional level, faculty or Department if applicable

BSAF Program	Criteria
BSAF credit hours	•For admission to the BSAF program, the candidate must have completed A level (minimum 3 passes)/ 12th grade / Intermediate (minimum 50% marks, including first year no supplementary) or equivalent from a recognized institution (those waiting for result can also apply).

Table 5.1: Admission Criteria

Admission Process after Announcement of Admission Dates

- Candidate registers online and receives ID and Password
- Candidate fills the form online and submits. (Can also use SZABIST Lab Facilities)
- Application goes to pending area. Admission staff checks the application form in pending area.
- Admission staff sends an email to candidate about his/her status i.e. either accepted or rejected or returned to applicant if not filled properly (whatever the decision is)
- Application goes back to applicant for correction and re-submission.
- Students comes along with documents and application processing fee of Rs.1500/-
- Admission staff check documents & issues admit card, (Information regarding test date, time and place)
- Candidate appears for the test
- Test results along with date, time an venue of interview are made available on notice boards, website and online admission site.
- Arrangements for admission test & Interview process, i.e. arrangement of Rooms, Faculty, Food & Refreshments, sitting area for candidates and their parents, Duties of staff and preparation of attendance sheet & score sheet with consultation & help of the office of V.P academics .



- List of accepted & waiting candidates as per merit are made available on Notice Boards, Website and Online Admission Site, Admission letters are sent to the accepted and waiting candidates through courier.
- Accepted & Writing candidates pay fee before deadline. Preparation of final list by (Records Office), is displayed on Notice Boards, Website and Online Admission System.
- Arrange Orientation

Admission Criteria

For admission to the BSAF program, the candidate must have completed A level (minimum 3 passes)/ 12th grade / Intermediate (minimum 50% marks, including first year no supplementary) or equivalent from a recognized institution (those waiting for result can also apply).

Continuing of Education for Higher Degree

Students completing their MBA from SZABIST and desiring to continue their studies in the MS/PhD Program should fill out a Program Continuation Form and submit to the Admission Office during their graduating semester. All requisites have to be completed before advancing to a higher degree program. Updated documentation will be required and new registration number will be allocated at the time registration.



b. The admission process flowchart

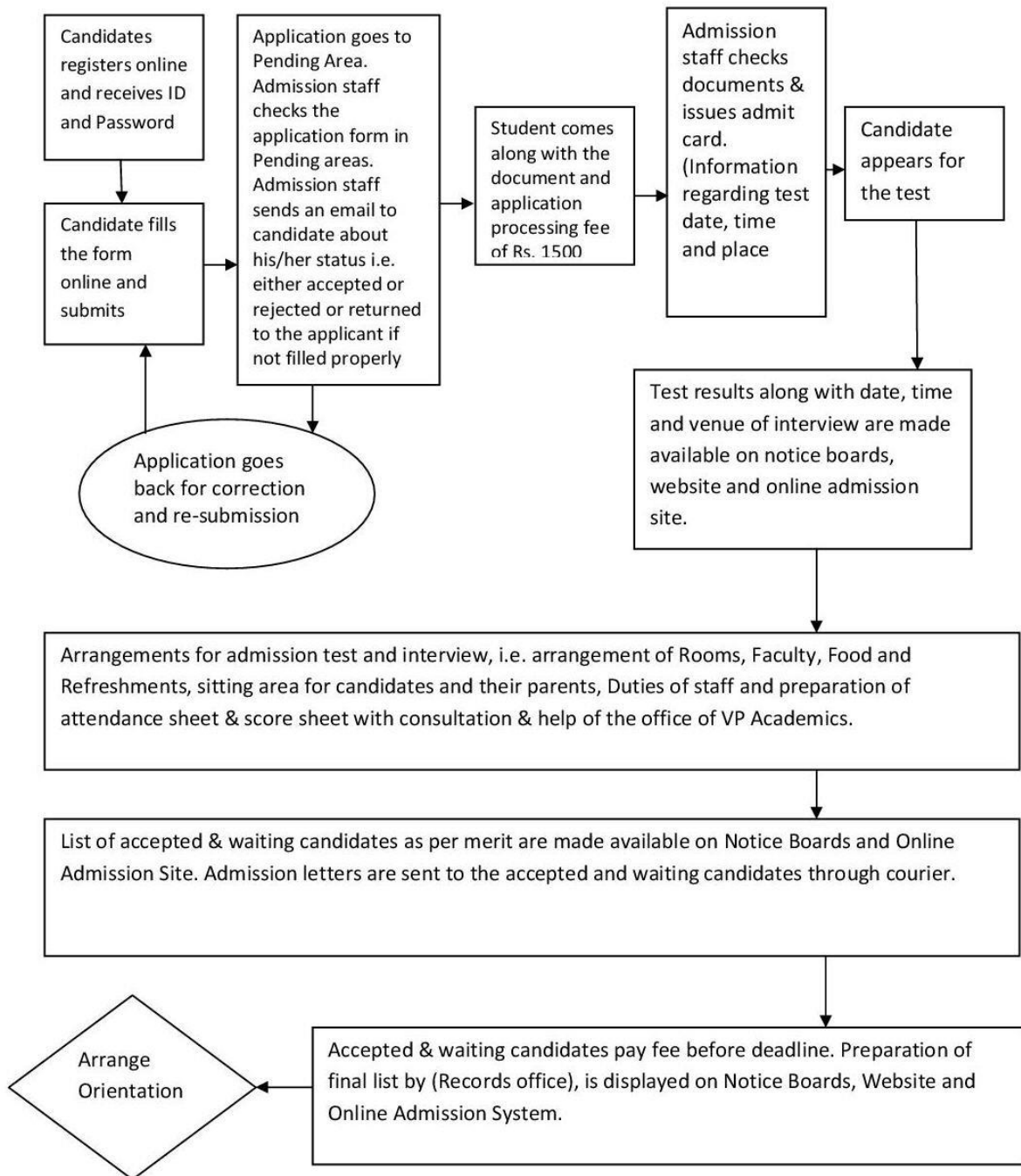


Figure 5.1

c. Describe policy regarding program/credit transfer

Transfer

Following are two types of transfer:



- 1) Transfer in (Student from other SZABIST campuses come to Islamabad Campus).
- 2) Transfer out (Student from Islamabad Campus gets transferred to other SZABIST campuses).

Transfer In

- Relevant campus contact us
- Correspondence with the relevant campus
- Receiving of file
- Checking of documents received in student files.
- Conduct student interview with the relevant Program Manager, if recommended.
- Final approval by HOC Academics
- Provide transfer acceptance letter to student
- Submission of fee
- Get clearance of Finance Office.
- Send documents to Records Office for registration number.
- Update Profile with the registration number in ZABDESK.
- Inform Students

Transfer Out

- Receive application of the students
- Check transfer criteria of the students (completion of 25% courses at original campus)
- Contact and correspond with the relevant campus
- Get approval for the relevant campus
- Prepare campus transfer file
- Get clearance by Finance Office, Labs and Library
- Transfer from approval by relevant Program Manage
- Send from to Records Office for closing of account and letter grade issuance
- Get final approval from the VP Academics
- Dispatch form and file to the relevant campus
- Keep a photocopy of file with Karachi Campus.
- A maximum of up to 50 credits may be considered for transfer into Bachelor program.

SZABIST Inter-Campus Transfer

For transfer candidate from other SZABIST campuses, the candidate must fulfill the admission requirements of the local campus he / she wishes to transfer into.

All courses / grades are transferable. A transfer fee will be applicable for students transferring from any other SZABIST campus.

Certificate Course Transfer



For transfer candidates from the SZABIST Certificate Programs, all courses having a letter grade C- or above.

d. Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.

Admission Criteria and processes are reviewed in the Academic Council meeting, which is held twice a year.

Standard 5-2: Registration and Students

a. Registration Process and Policy

The following registration procedure is strictly followed at the beginning of each semester:

- Academic Department sends a formal request to ZABSOLUTION which opens all interface of registration for course registration.
- Program Managers offers courses on ZABDESK and then notices for the registration of courses is announced to the students through Emails and website.
- Students must register through ZABDESK, the automated SZABIST Online Registration System and after that they can do manually which is allowed for 2 days only. For further assistance, they can contact Academic Office.
- Registered students who have paid their fee, but have remained absent for the first four classes, will be forced to de-register from the course.
- Students not registered will not be allowed to attend classes. No registration will be allowed two weeks after classes begin.
- For continuing students, only students with a CGPA of 2.00 will be allowed to register in one additional course, which has to be approved by the Program Manager.
- Student on probation will be allowed to register for only N-2 courses.
- Students can register for maximum 02 courses 06 Credit Hours in Summer semester. Summer semester is a remedial semester.

b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements

Absence Rules

Students are required to maintain a minimum of 80 percent attendance throughout the semester in order to qualify for the Final Examination. Maximum 3 absences (for courses of 3 hour duration classes) and maximum 6 absences (for courses with 1.5 hour duration classes) allowed per semester per course; these absences are to be used for any emergency purposes like health problem, family death etc. Please note that two late arrivals are equal to 1 absence. Registered



students who have remained absent for more than three classes during the semester, will be awarded an 'F' grade in the course.

Leave Rules

There are no leaves at SZABIST. Students are required to manage their attendance as per above guidelines. However, one additional absence is allowed if the student is travelling for Hajj, subject to submission of documentation and requisite approval by Program Manager.

General Marks Distribution

General marks distribution (not applicable to all courses/programs) is as follows:

Tests (for 1.5 hour session courses) optional 20 %

Midterm Examination 30 %

Assignments 5-10 %

Quizzes 5-10 %

Term Paper, Project and Presentation 10-15 %

Final Examination 35-40 %

Depending on the course content, a deviation of 10 percent is permissible at faculty's discretion. Thesis policies vary between departments. For further details consult the relevant Program Manager or Head of Department.

Grading Plan

The following Letter Grade Plan is followed at SZABIST:

Letter Range Grade Point

A+ 95 – 100 4.00

A 91 – 94 3.75

A- 87 – 90 3.50

B+ 83 – 86 3.25

B 79 – 82 3.00

B- 75 – 78 2.75

C+ 72 – 74 2.50

C 69 – 71 2.25



C- 66 – 68 2.00

D+ 64 – 65 1.75

D 62 – 63 1.50

D- 60 – 61 1.25

F < 60 0

In certain cases, the following Letter Grades are assigned.

Letter Remarks:

S Satisfactory

U Unsatisfactory

I Incomplete

W Withdrawn

J Result withheld

- All grade points earned will be averaged towards the final grade point for graduation; in case a course is retaken, better grade will be used for calculation.
- There is no provision for giving or requesting grace marks.
- Minimum CGPA required for graduation is given in section on Rules Governing Degree Completion.
- If incomplete grade 'I' is not completed before the specified deadline, the default grade is 'F'.

Minimum Passing Grade

Minimum passing grade in each course is as follows:

D for undergraduate program courses

Compulsory Repeat Grade

- A course in which low grades are earned, are to be repeated compulsorily. These are as follows:
- For Undergraduate programs, a course in which 'D-' or below is earned must be repeated with full registration (no attendance or assessment waivers).
- For Masters' programs, courses with earned grades of 'D+' and below must be repeated.
- For MS/PhD programs, courses with earned grade of 'C+' or below must be repeated.



- 'F' grade in a course does not count as having met the pre-requisite for taking an advanced course, and there will be no attendance or assessment waivers the next time students take the course.
- Students with repeat grades must take the course next time when it is offered.
- Non-undergraduate program students may get attendance waiver in Compulsory Repeat Grade courses, except courses in which they received an 'F' grade.
- However, if a student wants to improve a 'Pass Grade,' he/she is required to take all assessments as assigned for the course, and no attendance waiver is given.
- A student repeating course(s) that is/are no longer offered will be allowed an appropriate replacement course, which will be approved by the Program Manager.

Required Maintenance CGPA

Minimum required CGPA for various degree levels, below which a student may face probation, is as under:

Undergraduate: CGPA of 2.00

Dismissal

A student shall be considered for dismissal under the following conditions:

1. Dismissal on Academics Through Probation

SZABIST follows the probation and dismissal policy as recommended by HEC, "Whenever CGPA of a student falls below the required CGPA, he/she will be placed on "First Probation" for the next semester. If in the First Probation semester the student does not increase his/her CGPA to the required CGPA, he/she will be placed on "Second Probation" for the next semester. If in the Second Probation semester the student does not increase his/her CGPA to the required CGPA, he/she shall be dismissed from SZABIST.

The required maintenance CGPA for different program levels, below which a student shall be on First or Second Probations or Dismissed, are as under:

All Undergraduate Programs: CGPA of 2.00

Summer semesters are not counted for probations/dismissals, as they are remedial semesters.

2. Degree Time-Barring Dismissal



The registration will stand terminated if a student has not completed the degree requirements within seven years for Bachelors Program.

3. Dismissal Due to Academic Dishonesty

The registration will stand terminated if the student is involved in a case of academic dishonesty e.g. submission of fake documents etc.

4. Dismissal on Disciplinary Grounds

The registration will stand terminated if a student is dismissed on disciplinary grounds by the Disciplinary Committee.

On dismissal, a notification shall be issued by the Campus, and forwarded to the Office of Vice President (Academics) for dissemination to other SZABIST Campuses for information.

A student, once dismissed shall not be allowed to register for any certificate courses, at any campus.

A dismissed student may apply for “Letter Grade” as documentation for credits taken at SZABIST, after dismissal.

- c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process**

Evaluation of Registration and Student Monitoring Process

The Student Registration and Student Progress Monitoring processes are regularly reviewed through ZABDESK by the relevant Program Managers. A Program Managers meeting is held once in a month chaired by head of the Campus to discuss all the relevant issues in the Program. If needed, meeting could be held before the completion of one month. Any necessary amendment in policy and resolving certain individual cases is carried out in these meetings.

Standard 5-3: Faculty Recruitment and Retention Process

- a. Describe the process used to ensure that highly qualified faculty is recruited to the program.**

Recruitment Process:

Human Resource department of SZABIST Islamabad advertises the faculty positions every year in national newspapers and official website for attracting a pool of qualified candidates for recruitment.

HR department receives the applications and files the relevant ones according to discipline & position. HR department sends the CVs to the committee of program managers along with HEC



criteria of faculty appointment. Further, they are shortlisted by the relevant HOD at Head office i.e. SZABIST Karachi.

Then, a selection committee (consisting of Head of Campus, Program Managers, Director Academics, and relevant HOD and Program Managers at SZABIST Karachi) is formed to conduct the interviews of screened candidates. For effective evaluation, there is a standard interview criterion (faculty interview form) for faculty positions. Those who qualify the interviews are invited for a demo session in which selection committee evaluates effectiveness of lecture delivery as per standard demo evaluation form.

b. Faculty Recruitment Process

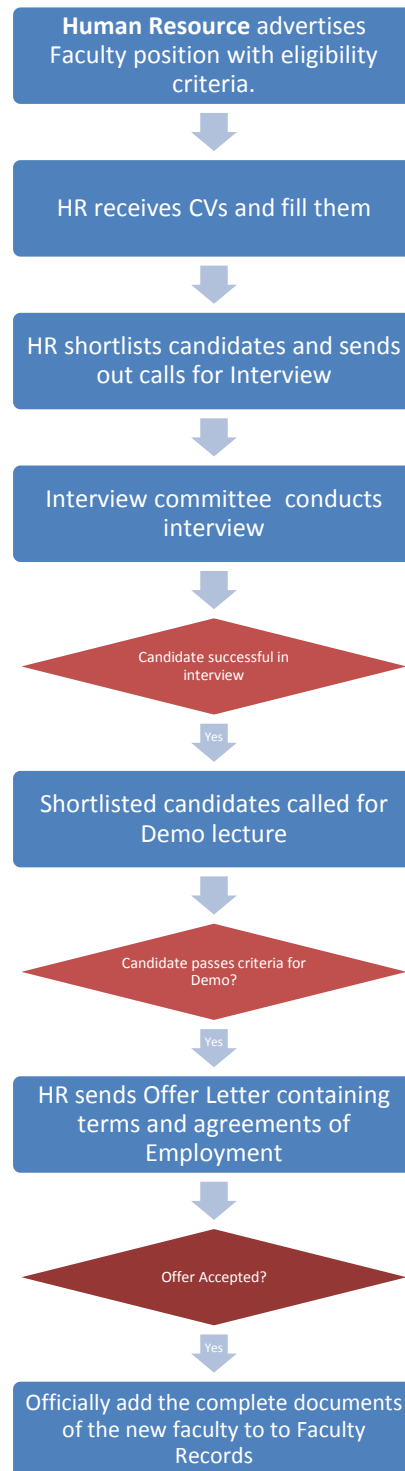


Figure 5.2



c. Indicate methods to retain excellent faculty member.

Retention Process

For permanent faculty members, SZABIST Islamabad Campus has incorporated such aspects of employee motivation into the incentives being offered that help in retaining faculty members. Besides, encouraging research and development activities through publication honorarium, continuing education program and financial support for participation in national international conferences, some other benefits offered are car loan, provident fund, life insurance etc.

d. Indicate how evaluation and promotion processes are in line with institution mission statement.

The SZABIST Islamabad Campus aims to produce highly qualified, scientific and technical personnel to meet the economic and technological challenges of the 21st century. In order to support the mission statement of the institute, SZABIST Islamabad makes sure that HEC criteria be incorporated into recruitment, appraisal and faculty promotion processes. For promotion, faculty members are evaluated as per HEC guidelines i.e. qualification, experience and publication etc. Promotion cases of faculty members are reviewed every year by the promotion committee at Head Office i.e. SZABIST Karachi. Faculty members meeting the promotion criteria of HEC submit the required documents to HR office for case preparation and submission to Head office. Cases are reviewed by the committee considering the HEC criteria and availability of positions in respective department/area.

HEC Criteria for the Promotion of Higher Grade Position

(Source: HR Manual, Faculty Promotion Policy)

The Higher Education Commission of Pakistan enumerates the following criteria for each faculty promotion in various ranks.

- i. Qualification
- ii. Research: The publications in Journals with high impact factor will be preferred.
- iii. Length of service

1. Faculty of Management Sciences

a. Lecturer to Assistant Professor

Option I

Degree requirement

The candidate is eligible for promotion if s/he has got a MS/M.Phil or equivalent degree awarded in the field of Management Sciences or allied field of studies.

Experience



At least four years of teaching/research experience in an HEC recognized University/DAI or equivalent professional experience in the relevant field in a national or International organization.

Publications

No publications are required.

Option II

Degree requirement

The candidate is eligible if s/he has earned a PhD degree awarded in Management Sciences or allied field of studies from HEC recognized University.

Experience

No teaching experience is required for a candidate with PhD degree.

Publications

No publications are required.

b. Assistant Professor to Associate Professor

Degree requirement

The candidate must have earned a PhD degree awarded in Management Sciences or allied field of studies from HEC recognized University.

Experience

At least ten years of teaching/research experience in an HEC recognized University / DAI or equivalent professional experience in the relevant field in a National or International organization.

Publications

The candidates applying for promotion must have eight scholarly publications in Journals recognized by the Higher Education Commission of Pakistan.

c. Associate Professor to Professor

Degree requirement

The candidate must have earned a PhD degree awarded in Management Sciences or allied field of studies from HEC recognized University.

Experience

At least fifteen years of teaching/research experience in an HEC recognized University/ DAI or equivalent professional experience in the relevant field in a National or International organization.



Publications

The candidates applying for promotion must have twelve scholarly publications in Journals recognized by the Higher Education Commission of Pakistan.

Table 1: Faculty of Management Sciences

	Designation	Options	Qualification	Experience	Publications
A	Lecturer to Assistant Professor	Option I	MS/M. Phil	4-years teaching/ research experience in a recognized university or a post graduation Institution or professional experience in the relevant field in a National or International organization	Nil
		Option II	PhD in relevant field from HEC recognized University / Institution.	No experience required	Nil
B	Assistant Professor to Associate Professor		PhD in the relevant field from an HEC recognized University / Institution.	10-years teaching/ research in an HEC recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International Organization.	The applicant must have 8 publications in the HEC recognized Journals.



C	Associate Professor to Professor		PhD in the relevant field from an HEC recognized University / Institution.	15-years teaching/ research in an HEC recognized University or postgraduate Institution or professional experience in the relevant field in a National or International organization.	The applicant must have 12 research publications in HEC recognized Journals.
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Table 5.1: Publications required for Associate Professor to Professor

e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

Presently, faculty development programs are evaluated through following processes which are a part of HR manual for this purpose:

- i. Promotion policy (as per HEC criteria)
- ii. Performance appraisal (based on teaching, research & development, participation in academic and non-academic activities etc.)

The process is evaluated annually on the following parameters for improvement:

- i. Promotion cases are reviewed by the promotion committee annually as per HEC guidelines to promote and retain the qualified faculty members.
- ii. Performance of faculty members is appraised annually to reward and recognize their achievements in the areas of teaching, research and academic and non-academic activities etc.

Standard 5-4: Effective Teaching and Learning Process

a. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning Process and Procedures used to ensure Active Learning and that Courses' Learning Outcomes are met.

Class size is limited to only 15-25 students, which allows the delivery of high quality education on an interactive basis. The teachers' pay individual attention and encourage participation and constructive discussion.

All class rooms are air-conditioned and equipped with overhead projectors, wall-mounted screens, white boards and multi-media projectors, PCs and internet connectivity.

Course related interactive lectures are regularly augmented by co-curricular activities such as: corporate analysis.



The entire above are planned in line with the Learning Outcomes that are clearly stated in the Course Outline at the beginning of the semester.

b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process

As a matter of policy and procedure the Teachers and Course Evaluations are conducted each semester for every program offered at SZABIST. Specifically in the 5th week all the faculty members are evaluated by the students for their methods of teaching and delivery of course material, along with the course content and its relevance to the objectives of the program.

These evaluations are reviewed by the head of campus for comments and ranking. In case a faculty member scores less than 60% in the evaluation, the Program Mangers discuss possible improvements with the relevant faculty member. After two weeks they are re-evaluated, unless the score is improved, their case is taken to the head of campus for further appropriate actions.

Standard 5-5: Program Requirements Completion Process

a. Describe the procedure used to ensure that graduates meet the program requirements

Program Requirements

Records office will make sure that the student has completed all core courses and all elective courses with minimum credits for the degree requirement.

When student apply for their final transcript his/her credential will be checked and verified through the Zabdesk by records office.

Following points to be noted when students apply for his/her final transcript.

- Passed all required courses for completion of degree.
- Passed comprehensive Exam.
- Complete minimum 06 weeks internship (internship appraisal form to be filled, attached with final transcript form).
- In case of job, job letter/experience certificate to be attached with request and form internship waiver form to be filled (attached with final transcript request form).
- Student has to filled Survey of Graduating Students (form attached with final transcript form)
- Student has to fill the Alumni Database Form.
- Submission of final transcript request form in records office.
- Submission all necessary documents (previous documents) with final transcript request form.



- After submission of final transcript request form, records office is scrutinize all the documents and information given by the student on final transcript form. In case of any deficiency records office is informed to the student to complete all the necessary requirements.
- After getting final transcript form records office will update Survey of Graduating Students in soft copy.

Completion Progress

Final transcript will be duly signed by Controller Records, Controller Examination, Head of Campus and then President. Degree will be conferred in Convocation which will be duly signed by President and Chancellor. SZABIST Islamabad is arranging graduation ceremony every year to award the degree to their graduates, gold medals, special certificates and awards to position holders.

- b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process**

Periodic Evaluation of above Procedure and its Improvement

The bimonthly **Academic Heads** meeting, the bi-annual **Academic Council** meeting and the bi-annual meeting of the newly formed **Board of Studies**, regularly discuss and evaluate the procedures that ensure completion of BBA Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures. **Course Revision Committees** made of faculty and industry experts provide market feedback and ensure that the courses and course offerings remain updated.



CRITERION 6: FACULTY

Standard 6-1	Program Faculty Qualifications and Number
Standard 6-2	Current Faculty, Scholarly Activities & Development
Standard 6-3	Faculty Motivation and Job Satisfaction



Criterion 6: Faculty

Standard 6-1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

Standard 6-1: Program Faculty Qualifications and Number

a. Faculty resumes

Launched

b. Faculty distribution by program's areas

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
Economics	<ul style="list-style-type: none"> • Micro Economics • Macro Economics • Development Economics • Pakistan Economy 8 sections	1	1
HRM	<ul style="list-style-type: none"> • Human Resource Management • Personal Management and Communication • Management Principles • Human Behavior • OB 8 sections on average	4	1
Teaching Learning & Leadership	None	1	1
Finance	<ul style="list-style-type: none"> • Introduction to Accounting • Financial Accounting • Introduction to Business Finance • Cost Accounting • Money and Banking • Financial Markets and Institutions • Financial Management 14 sections	3	0
Project Management	<ul style="list-style-type: none"> • Project Management 	2	0



	2 sections		
Mechanical Engineering	0	1	1
Industrial Engineering	0	1	0
Engineering Management	0	2	0
Marketing	<ul style="list-style-type: none"> • Marketing Principles • Retail Management • Consumer Behavior • Marketing Management • Service Marketing 	0	0
	8 sections		
Total		15	4

Table 6.1: Faculty Distribution by Program's Areas¹⁰

Standard 6-2: Current Faculty Scholarly Activities and Development

- a. Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty member's resume, what percentage of them is current. The criteria should be developed by the department.**

The criteria are as under:

1. Presenting and publishing research papers in national/international conferences
2. Publishing research papers in national/international journals
3. Supervising research related assignments and projects
4. Participation in academic/professional activities i.e. seminars, training sessions, conferences, workshops organized in campus
5. Keeping abreast of latest developments and concepts in the field and incorporating them in lecture delivery
6. Pursuing higher studies under continuing education program and study leave policy

Note: due to no availability of faculty resume by all the persons teaching in BBA the percentage of how the faculty is current couldn't be processed

- b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.**

SZABIST Islamabad Campus understands and values the fact that faculty members should have space enough to concentrate on their professional development with respect to their involvement in research and academic activities with a balanced amalgamation of personal and professional

¹⁰ Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report



life. Continuing education policy is a great incentive for faculty members pursuing higher studies in the field.

c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.

SZABIST Islamabad Campus motivates the faculty members to actively participate in research activities and publications through financial rewards and appreciation. Continuing education program is another incentive for faculty members to keep them abreast of latest developments and concepts in the field.

d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.

Presently the HR office is not involved in this process. As per PM Every week a meeting is held involving HOD of management sciences and Program Managers of management Sciences, chaired by HOC. In addition to it, regular faculty meetings are held to address academics and administrating issues to ensure smooth running of program.

Furthermore, faculty evaluation is carried out for each course in each semester in order to get feedback of student related to a particular course and faculty member. It helps program manager to interact with faculty member to optimize the learning experience.

Standard 6-3: Faculty Motivation & Job Satisfaction

a. Describe programs and processes in place for faculty motivation

1. Performance merit increment
2. Performance bonus
3. Conference sponsorship one per year for main author in a reputed conference nationally that is completely sponsored by SZABIST and one per two years internationally sponsored 50%.
4. Honoraria for publishing research papers in reputed journals.
5. Continuing education facility
6. Flexible working hours
7. Study leave

b. Indicate how effective these programs are.

1. Performance based increments and bonus encourage the employees to perform more efficiently and effectively.
2. Personal and professional development through continuing education program, honoraria and institutional sponsorship for participation in conferences.



3. Flexible work hours help the employees to manage their time on campus without compromising on their academic commitments. Flexible work hours also help the employees to have work-life balance.

c. Faculty survey for motivation and job satisfaction¹¹

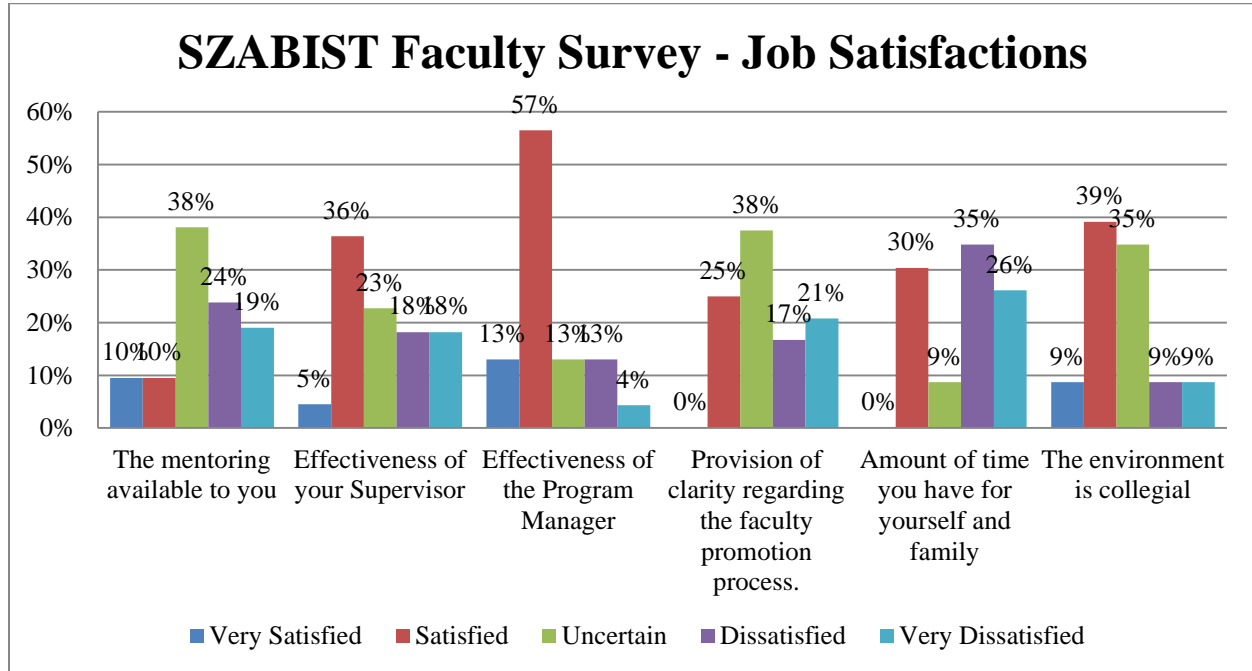


Figure 6.1

¹¹ Source of information: SZABIST Faculty Survey

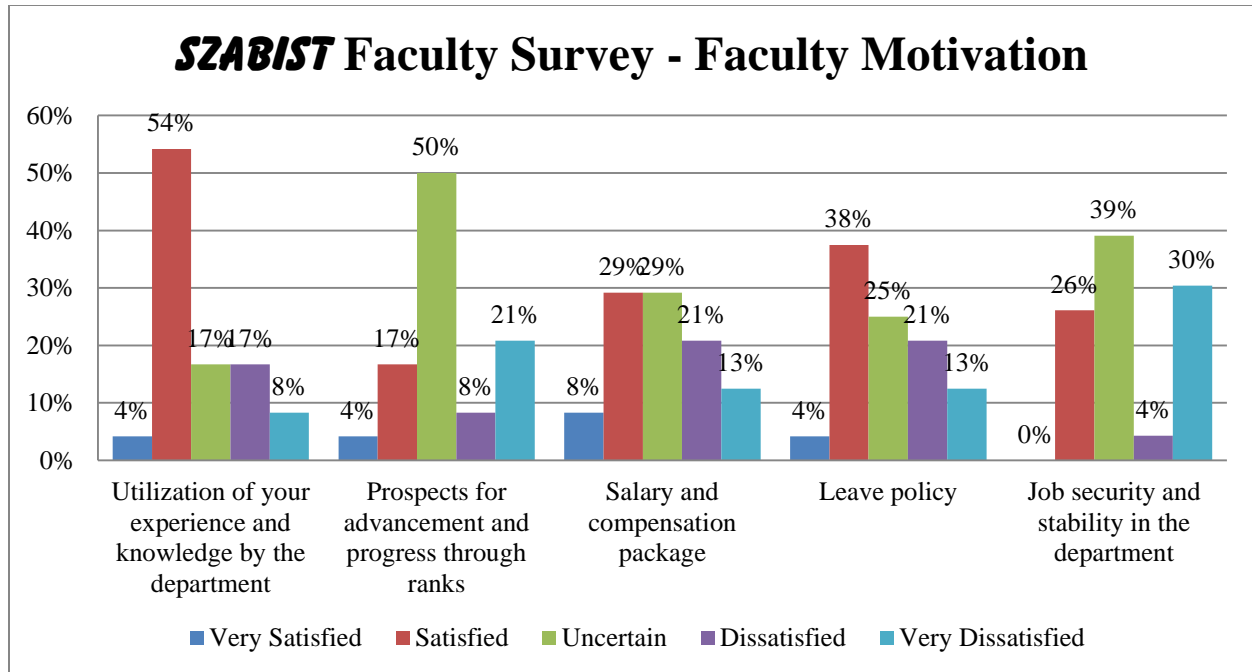


Figure 6.2



CRITERION 7: INSTITUTIONAL FACILITIES

Standard 7-1	New Trends in Learning (e.g. E-Learning)
Standard 7-2	Library Collections & Staff
Standard 7-3	Class-rooms & Offices Adequacy



Criterion 7: Institutional Facilities

Standard 7-1: New Learning Trends¹²

a. Describe infrastructure and facilities that support new trends in learning.

At SZABIST Islamabad, new learning trends are welcomed with great enthusiasm and significant efforts are made to make sure that students are given every chance to excel in their studies by all means possible. This includes the introduction of interactive CBT sessions in class, innovative practical puzzle oriented solutions and most important of all is the HEC digital library which allows some of the best research resources to be accessed by students.

In addition to these there are a lot of digital resources offered through digital library to support e-learning. For Instance,

1. SZABIST Digital library having more than 25000 eBooks on all discipline developed by the SZABIST librarian.
2. EBSCOHOST Business Source Premier is the industry's most used business research database, providing full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998. Business Source Premier is superior to the competition in full text coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics. This database is updated daily on EBSCOhost.
3. E-library offers a wide variety of content across many subject areas, especially in business and social science and computer science. It acquires integrated collections of eBooks and other content. E-library continues to add quality of eBooks and other authoritative titles to their selection from the world's leading academic and professional publishers.
4. Emerald is a long established publisher with over 200 titles in the field of management, information science and engineering. All of Emerald research journals are peer-reviewed to ensure the highest quality. HEC has provided access to 150 of the total journal titles. You can view by clicking @ [Journals Listing](#)
5. Content in JSTOR spans many disciplines, with over 500 high-quality publications available in the archives.
6. JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed and illustrated.

¹² Source of Information: Systems/IT



7. Project Muse provides online access to 430 full-text journals from 108 publishers in humanities, and social science. MUSE pricing meets library needs around the world. Access URL <http://muse.jhu.edu/>.
8. Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - Springer Link. Through Springer Link, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its program).
9. Taylor & Francis has grown rapidly over the last two decades to become a leading international academic publisher. More than 1,300 titles in humanities, social sciences and applied sciences.

b. Describe how adequate the lab facilities are for e-learning

The details of computer lab facilities are elaborated in Section 3 under criteria 3-1. The details of the backup support i.e. server support to utilize lab equipment in efficient and appropriate manner is described below:

Active Directory Server

HP Proliant ML-370 G4 Server Intel Xeon dual processor E5-2620 v3 2.40 GHz, 8GB RAM, 1-TB HDD, RAID controller 5. Installed Windows Server 2008 R2 as a Server operating system with Active Directory and DNS Server roles are deployed for Users Accounts.

File and Print Servers

IBM Blade Centre Servers HS-21 and HS-22 servers with 8GB RAM and large amount of storage capabilities are available for the students for file sharing and printing services.

Internet Gateway (Proxy) server

HP core i7, 8GB RAM 1TB HDD with Linux based operating system Installed running Squid Proxy server for Caching & fast internet access.

ZABDESK server:

Dell-R730 rack mount based Server Intel Xeon dual processor E5-2620 v3 2.40 GHz, 32GB RAM, 3-TB HDD, RAID controller 5. Installed Windows Server 2012 R2 Hyper-V and IIS roles for ERP based application access for faculty and students ZABDESK.

Web server



Dell-R730 rack mount based Server Intel Xeon dual processor E5-2620 v3 2.40 GHz, 32GB RAM, 3-TB HDD, RAID controller 5. Installed Windows Server 2012 R2 Hyper-V and IIS roles, Symantec Mail Gateway Services.

VPN Server

Dell PowerEdge 2900 Series, Technical Specifications are Intel Xeon processor E5410 2.33 GHz, 6GB RAM, 3*72GB SCSI HDD, RAID controller 5. Installed with MS Windows Server 2008 R2 using VPN over Intranet with other Campuses.

Standard 7-2: Library Collection and Staff¹³

a. Describe the adequacy of the library's technical collection.

- SZABIST library is equipped with KOHA & DSpace, the most modern library automated systems. It contains a rich collection of books, research projects, thesis and dissertations and eBooks etc. The library subscribes to a number of journals and magazines to update students' knowledge on current developments taking place nationally and internationally. The library is also linked to full text online academic journals & magazines through HEC digital library access.
- In addition the library also subscribed EBSCOHOST online digital library through which students can access a lot of journals & magazines.
- The total number of books available in the library to be used by Management Science department for reference purposes is shown in the table below:

Library Resources (Management Science Department Data)

No.	Particulars	Quantity	
1	Printed Form		
	A. Books	5897	
	B. Reports	1945	
	i. Independent Study		1819
	ii. Thesis		126
	C. Journal/Magazines (Subscribed)	18	
	D. Newspapers (Daily)	12	
2	Digital Form		
	A. E-Books (SZABIST Digital library developed by the Librarians)	25000	
	E-Books (Ebrary HEC)	41000	
	B. CD's	305	

¹³ Source of Information: Library



	i. Books Related		305
	C. DVD's	32	
	D. Audio/Video Cassettes	Nil	
	E. Access to Online Journals (Databases)		
	i. Ebscohost		Yes
	ii. Emerald		Yes
	iii. Jstore		Yes
	iv. Springerlink		Yes
	v. Ebrary		Yes
	vi. Project Muse		Yes
	vii. Taylor & Francis		Yes

Table 7.1: Library Resources

b. Describe the support rendered by the library.

Following are the ways in which the library staff supports the faculty and students.

- Library is well furnished with necessary resources which include human and learning materials.
- At SZABIST Islamabad Campus, we have one main library comprising more than 14700 books in printed form and 25000 books in e-form.
- Respond to daily-on-site reissue requests for books.
- Arranged Training & Orientation sessions for the newly enrolled students along with new faculty & staff.
- Book and other reading materials lending services.
- Receiving and preserving all reading materials.
- Information access in digital form.
- To search newly available books in market and on internet and make a list of required ones.
- Provide SDI/CAS (Selective Dissemination of Information & Current Awareness services to Library Users specially to Researchers.
- Update the Digital Library (e-books) and download research papers for students and faculty from external resources on demand.
- Interaction with students to guide them that how to use the HEC e-Databases, Digital library and library resources.



- A total of 5 full time staff members are dedicated to provide continuous support to students and faculty on each working day in the library.

Shifts	Time Slots	Personnel(s)
Morning	08:00am-----04:00pm	02
Evening	01:30pm-----09:30pm	03

Table 7.2: Library Staff Shifts

Standard 7-3: Class-rooms and Office Adequacy¹⁴

- a. Describe adequacy of classrooms.

The following teaching facilities available at SZABIST Islamabad campus

- Classrooms / Lecture rooms: 16
- Seminar / Exam Halls: 03
- Computer Labs 02
- Telecom Lab 01
- Digital Lab 01
- Radio Station 01
- Media Lab 01
- TV Studio 01

We have following state of the art facilities in all classrooms;

- Automatic Multimedia
- Computer Systems with UPS backup
- ACs
- Fans
- 24/7 Power Generators
- Heaters
- Whiteboards

¹⁴ Source of Information: Administration



- Comfortable Chairs
- Rostrum / Dyce
- Marble floors
- Ceiling roofs

Other than these facilities, we have following facilities for seminars;

- Portable sound system
- Electronic Dyce
- Wireless MICs
- Video Conferencing facilities
- Portable/fixed LCDs

We are planning to have all classrooms equipped with central and fixed sound systems. However, portable speakers are available which can be used with laptops and systems for video lectures.

b. Describe the adequacy of faculty offices

Rooms are allocated for Permanent and visiting faculty members where Intel Core to Duo PCs is available with full internet facilities, landline extensions, heaters, Split air conditioners, shelves display.

Sr. No.	Item	Total
1.	Class room for students	15
2.	Computer labs	02
3.	Office for faculty members	One for each faculty member

Table 7.3: Resources for faculty



CRITERION 8: INSTITUTIONAL SUPPORT

Standard 8-1	Support and Financial Resources
Standard 8-2	Number and Quality of GSs, Students
Standard 8-3	Financial Support for Library and Computing Facilities



Criterion 8: Institutional Support

Standard 8-1: Sufficient Support and Financial Resources for Faculties

a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.

Competitive compensation package is being offered to the permanent faculty members being appointed at SZABIST Islamabad Campus.

1. Annual and performance increments are awarded on gross salary. Annual (inflationary) increment is 10% whereas performance increment is 5%. A performance bonus is also awarded to every employee annually.
2. After completion of three years of successful teaching, SZABIST Islamabad Campus will provide them vehicle (car) loan.
3. For permanent faculty members, SZABIST Islamabad Campus offers continuing education program to pursue higher studies as per their requirement.

SZABIST Islamabad Campus makes sure that adequate resources are available to facilitate the faculty members i.e. computer, internet, stationery, writing material, phone lines, proper rooms with adequate seating arrangements, photocopying and printing facilities etc. to help them plan their lectures.

b. Describe the level of adequacy of secretarial support, technical staff and office equipment.

Academics support office at SZABIST Islamabad Campus provides secretarial and technical support to the department which includes the following:

- Class management
- Attendance sheet circulation
- Time table maintenance
- Schedule circulation

Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

a. Provide the number of graduate students for the last three years.¹⁵

Number of Graduate Students

Year	No. of Graduates
2012-13	0
2013-14	15

¹⁵ Source of Information: Records



2014-15	6
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Table 8.1: Number of Graduate Students

b. Provide the faculty graduate student ratio for the last three years.

Faculty: Graduate Student Ratio

Year	No. of Faculty Members	Ratio
2012-2013	0	11
2013-2014	15	17
2014-2015	6	17

Table 8.2: Faculty: Graduate Student Ratio

Particulars	Faculty		
	2012-13	2013-14	2014-15
Total Number of Faculty	11	17	17
Full Time faculty	9	12	12
Adjunct Faculty ^{**,***}	2	5	5

Table 8.3: Number of Faculty

* Graduates / Faculty of BBA program only

** 3 Adjunct faculty is equal to 1 permanent faculty

*** Adjunct faculty has been counted as per person not according to number of courses taught by them

Standard 8-3: Financial support for Library and computer Facilities¹⁶

a. Describe the resources available for the library

Particulars	Budgetary Allocation (Rupees)		
	2012-2013	2013-2014	2014-2015
Library	1,000,000	1,000,000	1,000,000

Table 8.4: Resources available for the library

¹⁶ Source of Information: Finance and is of Islamabad Campus



b. Describe the resources available for laboratories.

Not applicable on BSAF program.

c. Describe the resources available for computing facilities.

Particulars	Budgetary Allocation (Rupees)		
	2012-2013	2013-2014	2014-2015
Computing Facilities	5,735,000	5,770,000	5,675,000

Table 8.5: Resources available for the computing



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SELF-ASSESSMENT REPORT

BS Accounting & Finance (BSAF)

Program Self-Assessment Checklist



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

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Islamabad Campus

Guidelines for Program Team Report and QEC Review

Program: BSAF

Reviewed by QEC Staff:

Mr. Syed Muhammad Ali

Ms. Faria Tausif

Dr. Daniel Peerzada

Ms. Riffat Mughal (Karachi Campus)



PROGRAM SELF ASSESSMENT CHECKLIST

The following is a summary checklist of the main criteria and the associated standards that need to be addressed in the program self-assessment report.

<u>CRITERIA AND ASSOCIATED STANDARDS</u>		Yes/ No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes				
Standard 1-1	Program Measurable Objectives			
	a. Document institution, department, and program mission statements	Yes		
	b. State program objectives	Yes		
	c. State program outcomes	Yes		
	d. Describe how each objective is aligned with program, college, and institution mission statements	Yes		
	e. Outline the main elements of the strategic plan to achieve the program mission and objectives	Yes		
	f. Table 4.1 program objectives assessment	Yes		
	Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives Please find example of Table 4.2 attached in Annexure II (iii)	Yes		
	b. Employer survey	Yes		
	c. Alumni survey	Yes		
	d. Graduating student's survey	Yes		
Standard 1-3	Assessment Results And Improvement Plans			
	a. Describe the action taken on based on the periodic assessments	Yes		
	b. Describe major future program improvement plans based on recent assessments	Yes		
	c. List strengths and weaknesses of the programs	Yes		



	d. List significant future plans for the program	Yes		
Standard 1- 4	Overall Performance Using Quantifiable Measures			
	a. Indicate the CGPA of successful students per semester, time required to complete the program, drop out ratio of students per semester (of the last 3 yrs) Please find example attached in Annexure III (pg iv)	Yes		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	Yes		
	c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.	Yes		
	d. Percentage/List/Number of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research Please find example attached in Annexure III (pg iv)	Yes		
	e. Number of short courses workshops, seminars organized on community service level Please find example attached in Annexure III (pg iv)	Yes		
	f. Faculty and student surveys results to measure the administrative services provided	Yes		
Criterion 2 – Curriculum Design And Organization				
Standard 2-1	Courses Vs. Objectives			
	a. Title of Degree Program	Yes		
	b. Definition of Credit Hour	Yes		
	c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses. Please find example attached in Annexure IV (pg v-ix)	Yes		
	d. Table 4.3 curriculum course requirement	Yes		



	Please find example attached in Annexure IV (pg v-ix)			
	e. Describe how the program content (courses) meets the program Objectives.	Yes		
	f. Table 4.4 Courses versus Outcomes. List the courses and tick against relevant outcomes. Please find example attached in Annexure IV(pg v-ix)	Yes		
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Program			
	a. Table 4.5 Standard 2-2 requirements	Yes		
Standard 2-3	Mathematics & Basic Sciences Requirements			
	a. Address standards 2-3, 2-4, and 2-5 using information required in Table 4.4			
Standard 2-4	Major Requirements as Specified by Accreditation Body			
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements			
	a. List the courses required by the Accreditation Body.			
Standard 2-6	Information Technology Content Integration Throughout the Program			
	a. List the courses required by the Accreditation Body.			
	b. Describe how they are applied and integrated throughout the program	Yes		
Standard 2-7	Communication Skills (Oral & Written)			
	a. List the courses required by the Accreditation Body.	Yes	Merged with 2.2 (a)	
	b. Describe how they are applied in the program.	Yes		
Criterion 3 – Laboratories and Computing Facilities				
Standard 3- 1	Lab Manuals / Documentation / Instructions			
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	Yes		
	b. Are the resources available sufficient for the program?	Yes		
Standard 3- 2	Adequate Support Personnel for Labs			



	Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support. Please find example attached in Annexure V(pg x)	Yes		
Standard 3-3	Adequate Computing Infrastructure and Facilities			
	a. Describe how the computing facilities support the computing component of your program	Yes		
	b. Are there any shortcomings in the computing infrastructure and facilities?	Yes		
Criterion 4 – Student Support and Advising				
Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department’s strategy for course offerings	Yes		
	b. Explain how often core courses are offered.	Yes		
	c. Explain how often elective courses are offered.	Yes		
	d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency	Yes		
Standard 4-2	Effective Faculty / Student Interaction			
	Describe how you achieve effective student/faculty interaction in courses taught by one or more than one person; such as two faculty members, a faculty member, and a teaching assistant or a lecturer	Yes		
Standard 4-3	Professional Advising and Counseling			
	a. Describe how students are informed about program requirements	Yes		
	b. Describe the advising system and indicate how its effectiveness is measured	Yes		
	c. Describe the student counseling system and how students get professional counseling when needed	Yes		
	d. Indicate if students have access to professional counseling; when necessary	Yes		
	e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	Yes		



Criterion 5 – Process Control				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable. b. Make a Flowchart Please find example attached in Annexure VI (pg xi-xii)	Yes		
	c. Describe policy regarding program/credit transfer	Yes		
	d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process	Yes		
Standard 5-2	Registration and Students			
	a. Describe how students are registered in the program	Yes		
	b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements	Yes		
	c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-3	Faculty Recruitment and Retention Process			
	a. Describe the process used to ensure that highly qualified faculty is recruited to the program. b. Make a Flowchart Please find example attached in Annexure VI (pg xi-xii)	Yes		
	c. Indicate methods used to retain excellent faculty members	Yes		
	d. Indicate how evaluation and promotion processes are in line with institution mission statement	Yes		
	e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-4	Effective Teaching and Learning Process			
	a. Describe the process and procedures used	Yes		



	to ensure that teaching and delivery of course material is effective and focus on students learning			
	b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure that graduates meet the program requirements	Yes		
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	Yes		
Criterion 6 – Faculty				
Standard 6-1	Program Faculty Qualifications and Number			
	a. Faculty resumes in accordance with the format	Yes	Launched	
	b. Table 4.6 faculty distribution by program's areas Please find example attached in Annexure VII (pg xiii)	Yes		
Standard 6-2	Current Faculty, Scholarly Activities & Development			
	a. Describe the criteria for faculty to be deemed current (updated in the field) in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department	Yes		
	b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development	Yes		
	c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development	Yes		
	d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement	Yes		
Standard 6-3	Faculty Motivation and Job Satisfaction			
	a. Describe programs and processes in place	Yes		



	for faculty motivation			
	b. Indicate how effective these programs are	Yes		
	c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction	Yes		
Criterion 7 – Institutional Facilities				
Standard 7-1	New Trends in Learning (e.g. E-Learning)			
	a. Describe infrastructure and facilities that support new trends in learning	Yes		
	b. Indicate how adequate the facilities are	Yes		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	Yes		
	b. Describe the support rendered by the library	Yes		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	Yes		
	b. Describe the adequacy of faculty offices	Yes		
Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)				
Criterion 8 – Institutional Support				
Standard 8-1	Support and Financial Resources			
	a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation	Yes		
	b. Describe the level of adequacy of secretarial support, technical staff and office equipment	Yes		
Standard 8-2	Number and Quality of GSs, RAs and Ph.D. Students			
	a. Provide the number of graduate students, research assistants and Ph.D. students for the last three years	Yes		
	b. Provide the faculty: graduate student ratio for the last three years	Yes		
Standard 8-3	Financial Support for Library and Computing Facilities			
	a. Describe the resources available for the library	Yes		
	b. Describe the resources available for laboratories	N/A		



	c. Describe the resources available for computing facilities	Yes		
Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)				

***Key**

Y- Yes N- No N/A- Not Applicable



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Islamabad Campus

SELF-ASSESSMENT REPORT
BS Accounting & Finance (BSAF)

Assessment Team Report



Assessment Team Report

The AT report is comprised of the following:

- A. Review Report
- B. Assessment Results Implementation Plan Summary
- C. Criteria Referenced (Rubric) Evaluation of SAR

A. The Review Report

1. Names of Assessment Team Members

i. Sana Mumtaz

ii. Amna Zareef

2. Date of Nomination

June 24, 2016

3. Assessment duration (e.g. 7 days or 10 days)

13 days

4. Name of Department and Program being assessed.

Management Sciences-BSAF

5. Shortcomings of the PT report

- Questions related to senior project presentations were missing in standard 1-2
- Table 1.1 alignment of program objectives with mission statement is lacking.
- Table 1.7 faculty publication data prior to 2012 is also added.
- [page: 31] Curriculum course requirement Table 4.3 (SA Manual page 16) is missing in PTR.



- Internships and job placements in software houses/ IT industry in EDC section is missing.
- Criteria E course outlines missing in PTR.
- Updated list of elective courses should be included in PTR.
- Outcomes examinations were missing in standard 1-2.
- Details regarding teaching excellence awards are missing in standard 1-4.
- Details regarding student's satisfaction from administrative services in missing in standard 1-4.
- Details regarding portion of theory, problems and solutions in courses has not been specified separately in standard 2-2.
- Courses related to IT have not been specified separately in standard 2-6.
- Safety regulations for each lab have not been mentioned in standard 3-1.
- Didn't mention any shortcomings in laboratories in standard 3-1.
- Faculty access to laboratories has not specified in standard 3-1.
- In criterion 6-2(b) details are not enough for the fulfillment of question about faculty members having sufficient time for scholarly and professional development.
 - In criterion 8-2(d) record should be given for the students who have graduated and then opted for different careers or further education

6. Comments on:

- i. Relevance and the comprehensiveness of the responses to criteria / standards given in the SA Manual**



Report is relevant and comprehensive according to the guidelines given in the SA manual yet graphs could be clearer for understanding. Most of the responses were relevant to criteria except few things including:

- Didn't provide comparison between SZABIST Islamabad and other institutions in standard 3-1
- Future development plans were vague in standard 1-3.

ii. Authenticity of the information / data provided in the report

Most of the information was authentic and valid as per mentioned sources except following points:

- Students have access to different seminars, however special seminars or sessions are not arranged for their professional counseling (Standard 4-3)

iii. Adequacy of the summaries / conclusions drawn by PT on the basis of various feedbacks / surveys

- PT has explained results of surveys/feedback really well with most of the surveys. However conclusions were not drawn at the end of all surveys.
- In criterion 6-3(b) the effectiveness of the program should be indicated through certain examples of the faulty who have earned such motivational facilities.



iv. Observations made during the assessment

Report was well written, however there were some minor issues including:

- Grammatical errors at one or two places
- Some of the information has not been mentioned as per HEC self-assessment manual

v. Strengths and weaknesses of the Program

Strengths:

- Diverse and rich curriculum
- Interactive learning methodology
- Practical learning environment for students
- Visiting faculty has vast corporate experience

Weaknesses:

- Less number of permanent faculty members
- Lack of research related future plans
- Level of Job satisfaction amongst faculty is not satisfactory, as it should be required for faculty job
- Need to introduce new learning trends for students
- Need to introduce market exposure techniques through workshops and seminars
- Need to maintain student placement record for motivation of future students



- Certificate course transfer system is mentioned but vague Similarly
inter transfer policy is somewhat vague

vi. Date of the presentation of AT report in the exit meeting

July 13, 2016



B. Criteria Referenced (Rubric) Evaluation of SAR

CRITERIA REFERENCED SELF ASSESSMENT– METHODOLOGY AND EVALUATION TOOL

Scoring of Criterion Items:-

1. Key areas of each criterion are to be scored normally by considering the approach taken by the university and the results achieved. Maximum score for each item is 5 and the minimum is 1. The visiting team is required to award the score by encircling one of the entries against each item. The total of the encircled values (TV) for each criterion will be determined and normalized in percentages. Each criterion has a weight allocated to it. Scores pertaining to a particular criterion will be the product of TV and its weightage. Following are the guidelines to be used to awarding score to each key area.

Self Assessment Report	
Criterion 1 - Program Mission. Objectives and Outcomes Weight = 0.05	
Factors	Score
1. Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	5
2. Does the Program have documented outcomes for the graduating students?	5
3. Do these outcomes support the program objective?	4
4. Are the graduating students capable of performing these outcomes?	4
5. Does the department assess its overall performance periodically using quantifiable measures?	3
6. Is the result of the Program Assessment Documented?	4
Total Encircled Value (TV)	25
SCORE 1 (S1) = [TV / (No. of questions * 5)] * 100 * Weight	4.16



Criterion 2 - Curriculum Design and Organization		Weight
Factors	Score	
1. Is the curriculum consistent?	5	
2. Does the department assess its overall performance periodically using quantifiable measures?	4	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	4	
4. Does the curriculum satisfy the core requirements laid down by Accreditation Body?	5	
5. Does the curriculum satisfy the major requirements laid down by HEC and Accreditation Body?	5	
6. Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	4	
7. Is the information technology component integrated throughout the program?	5	
8. Are oral and written skills of the students developed and applied in the program?	5	
Total Encircled Value (TV)	39	
SCORE 2 (S2) = [TV / (No. of questions * 5)] * 100 *	Weight	
	18.5	



Criterion 3 – Laboratories and Computing Facilities		Weight
- 0.10		
Factors	Score	
1. Are laboratory manuals / documentation / instructions etc for experiments available and readily accessible to faculty and students?	4	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	4	
3. Are the university's infrastructure and facilities adequate to support the program's objectives?	3	
Total Encircled Value (TV)	11	
SCORE 3 (S3) = [TV / (No. of questions * 5)] * 100 * Weight	7.33	

Criterion 4 – Students Support and Advising		Weight =
0.10		
Factors	Score	
1. Are the Courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	4	
3. Does the university provide academic advising on course decision and career choices to all students?	4	
Total Encircled Value (TV)	13	
SCORE 4 (S4) = [TV / (No. of questions * 5)] * 100 * Weight	8.6	



Criterion 5 - Process Control		Weight =
0.15		
Factors	Score	
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	4	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	4	
3. Is the process to register students in the program and monitoring their progress documented?	4	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	4	
5. Is the process to recruit and retain faculty in place and documented?	4	
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	4	
7. Are the processes in 5 and 6 mentioned above are periodically evaluated to ensure that they are meeting their objective?	4	
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	4	
9. Is the process in 8 mentioned above periodically evaluated to ensure that it is meeting its objectives?	4	
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	4	
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	4	
Total Encircled Value (TV)	44	
SCORE 5 (S5) = [TV / (No. of questions * 5)] * 100 * Weight	12	



Criterion 6 - Faculty		Weight = 0.15
Factors	Score	
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	5	
2. Are the qualification and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	4	
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	4	
4. Do the majority of faculty members hold a PhD degree in their discipline?	3	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	3	
6. Are the mechanisms in place for faculty development?	3	
7. Are faculty member motivated and satisfied so as to excel in their profession?	3	
Total Encircled Value (TV)	25	
SCORE 6 (S6) = [TV / (No. of questions * 5)] * 100 * Weight	10.7	



Criterion 7 – Instructional Facilities		Weight = 0.15
Factors	Score	
1. Does the institution have the infrastructure to support new trends such as e-learning?	4	
2. Does the library contain technical collection relevant to the program and it is adequately staffed?	4	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	4	
Total Encircled Value (TV)	12	
SCORE 7 (S7) = [TV / (No. of questions * 5)] * 100 * Weight	12	

Criterion 8 – Instructional Support		Weight = 0.15
Factors	Score	
1. Is there sufficient support and finances to attract and retain high quality faculty?	4	
2. Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	1	
Total Encircled Value (TV)	5	
SCORE 8 (S8) = [TV / (No. of questions * 5)] * 100 * Weight	7.5	

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =79.62



C. Assessment Results Implementation Plan Summary-BSAF SZABIST Islamabad Campus

AT Findings	Corrective Actions	Imp. Date	Resp. Body	Resources Needed
1. Lack of platform for providing career choices and counseling to students	<p>The recommendations to meet this requirement are:</p> <ul style="list-style-type: none"> • Alumni reunion should be organized for ensuring strong relationship. • The EDC office should assist the Alumni and existing students in Job placements and internships. • Individual counseling sessions should be arranged. • Professional experience of alumni should be shared with students through special projects, seminars and frequent guest speaker sessions. 	May 2017	HoC HoD PM EDC	<ul style="list-style-type: none"> • Financial resources
2. Specific research development plan is missing in BSAF program	<p>It is suggested that the future research activities for students should be planned in accordance with student interests and program requirements. For example:</p> <ul style="list-style-type: none"> • Students should be assigned accounting and finance practical projects and models for the learning of accounting, auditing and taxation. This will provide them an opportunity to conduct research and will consequently enhance their knowledge of business environment, professionalism and most importantly leadership development. • Research projects and assignments using library resources should be introduced. Trainings should be arranged to enhance their learning regarding accessing large databases, multimedia and online bulletin boards. • Focus should be on arranging advanced critical thinking discipline specific seminars. • Electronic critical thinking resources should be developed for faculty and students through university website, this will be a valuable source of information for accounting and finance department. 	Nov 2017 (Partially completed)	HoC HOD PM	<ul style="list-style-type: none"> • Revision of relevant policies • Financial resources



<p>3. Lack of practical skill development in accounting and finance.</p>	<p>In order to meet the identified deficiency the following courses should be introduced:</p> <ul style="list-style-type: none"> • Advanced derivatives • Asset markets • Behavioral finance • Economics/econometrics • Financial mathematics • Financial engineering • Private equity • Forensic accounting • Professional standards and ethics in accounting <p>Further, the offering of aforementioned specialized courses, will improve the below mentioned students' skills and abilities:</p> <ul style="list-style-type: none"> • Analytical skills • Research skills • Communication skills • Knowledge of stock market, trade and investment • Understanding of industry practices and principles • Theoretical knowledge • Ability to understand and interpret numerical and statistical data <p>Also, Professional Financial software (such as Oracle) trainings should be provided on regular basis because these trainings enable students to have up-to-date knowledge of prevailing business practices.</p>	<p>Aug 2017</p>	<p>HoC HoD PM</p>	<ul style="list-style-type: none"> • Specific software • Required administrative resources • Financial resources
<p>Comments:</p>			<p>Name & Signature:</p>	
<p>VP-Academics: The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendations of the Assessment Team for enhancing the quality of education in BSAF program of SZABIST Islamabad Campus. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.</p>			<p>Dr. Muhammad Altaf Mukati</p>	



<p>HoC: It can be strengthened with the help of ACCA MoU. The faculty is updating the curriculum with the help of ACCA guidelines. Eight (8) exemptions of courses have already been acquired and efforts are on way to gain the exemption of the Ninth (9th) course.</p>	<p>Mr. Khusro Pervaiz Khan</p>
<p>Dean/HoD: Counselor and academic advisors have been detailed to provide requisite counseling, academic advising and advice relating to carrier planning. Experiential learning practices have been made a part of curriculum software training is being introduced. New regular faculty has been inducted.</p>	<p>Dr. Muhammad Asif Khan</p>
<p>QEC: The Self-Assessment process of the BSAF program ensued in the highlighting areas that require further strengthening. The IR/QEC staff is confident that the execution of the corrective actions will increase the market standing of the program and students' overall educational experience.</p>	<p>Ms. Faryal Shahabuddin Ms. Faria. Tausif</p>

President-SZABIST



B. Assessment Results Implementation Plan Summary –BSAF Program


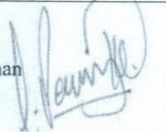
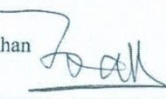

SZABIST -Islamabad Campus

AT Findings	Corrective Actions	Imp. Date	Resp. Body	Resources Needed
1. Lack of platform for providing career choices and counseling to students	<p>The recommendations to meet this requirement are:</p> <ul style="list-style-type: none"> • Alumni reunion should be organized for ensuring strong relationship. • The EDC office should assist the Alumni and existing students in Job placements and internships. • Individual counseling sessions should be arranged. • Professional experience of alumni should be shared with students through special projects, seminars and frequent guest speaker sessions. 	May 2017	HoC HoD PM EDC	<ul style="list-style-type: none"> • Financial resources
2. Specific research development plan is missing in BSAF program	<p>It is suggested that the future research activities for students should be planned in accordance with student interests and program requirements. For example:</p> <ul style="list-style-type: none"> • Students should be assigned accounting and finance practical projects and models for the learning of accounting, auditing and taxation. This will provide them an opportunity to conduct research and will consequently enhance their knowledge of business environment, professionalism and most importantly leadership development. • Research projects and assignments using library resources should be introduced. Trainings should be arranged to enhance their learning regarding accessing large databases, multimedia and online bulletin boards. • Focus should be on arranging advanced critical thinking discipline specific seminars. • Electronic critical thinking resources should be developed for faculty and students through university website, this will be a valuable source of information for accounting and finance department. 	Nov 2017 (Partially completed)	HoC HOD PM	<ul style="list-style-type: none"> • Revision of relevant policies • Financial resources
3. Lack of practical skill development in accounting and finance.	<p>In order to meet the identified deficiency the following courses should be introduced:</p> <ul style="list-style-type: none"> • Advanced derivatives • Asset markets • Behavioral finance • Economics/econometrics • Financial mathematics • Financial engineering • Private equity • Forensic accounting 	Aug 2017	HoC HoD PM	<ul style="list-style-type: none"> • Specific software • Required administrative resources • Financial resources



B. Assessment Results Implementation Plan Summary –BSAF Program

SZABIST -Islamabad Campus

	<ul style="list-style-type: none"> Professional standards and ethics in accounting <p>Further, the offering of aforementioned specialized courses, will improve the below mentioned students' skills and abilities:</p> <ul style="list-style-type: none"> Analytical skills Research skills Communication skills Knowledge of stock market, trade and investment Understanding of industry practices and principles Theoretical knowledge Ability to understand and interpret numerical and statistical data <p>Also, Professional Financial software (such as Oracle) trainings should be provided on regular basis because these trainings enable students to have up-to-date knowledge of prevailing business practices.</p>			
Comments:		Name & Signature:		
<p>VP-Academics: The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendations of the Assessment Team for enhancing the quality of education in BSAF program of SZABIST Islamabad Campus. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.</p>		<p>Dr. Muhammad Altaf Mukati</p> 		
<p>HoC: It can be strengthened with the help of ACCA MoU. The faculty is updating the curriculum with the help of ACCA guidelines. Eight (8) exemptions of courses have already been acquired and efforts are on way to gain the exemption of the Ninth (9th) course.</p>		<p>Mr. Khusro Pervaiz Khan</p> 		
<p>Dean/HoD: Counselor and academic advisors have been detailed to provide requisite counseling, academic advising and advice relating to carrier planning. Experiential learning practices have been made a part of curriculum software training is being introduced. New regular faculty has been inducted.</p>		<p>Dr. Muhammad Asif Khan</p> 		
<p>QEC: The Self-Assessment process of the BSAF program ensued in the highlighting areas that require further strengthening. The IR/QEC staff is confident that the execution of the corrective actions will increase the market standing of the program and students' overall educational experience.</p>		<p>Ms. Faryal Shahabuddin Ms. Faria. Tausif</p> 		

Prehvez W. Di May 3, 2017
President-SZABIST



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

BS Accounting & Finance (BSAF)

Program Team Registration Forms



Registration Form

Program Team

Program Team of (Name of Department / Faculty): BSAF

Team Leader: Ahmed Ali Qureshi

Name: Ahmed Ali Qureshi

Position: Assistant Professor

Institution: S2AB2ST ISLAMABAD

Contact No: (Office) S2AB2ST Ext. 466

Mobile No: 0333-1571624

Email Address: ahmed@s2ab2st-156.edu.pk

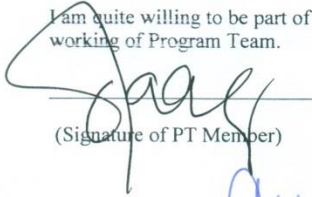
Role in Program Team:

Beside his / her own responsibilities, he/ she will also be responsible for the following:


- To attend the SAR meetings as and when required.
- To ensure that Self Assessment Mechanism is being implemented as per the given guidelines.
- To prepare drafts of the SAR on the given dead line and send them to QEC for timely feedback.
- To keep the record of all the supporting documents addressing various standards of the SAR.
- To circulate all the applicable feedback forms to the target stakeholders and include the analysis of the same in the SAR.
- To communicate with the management on the effectiveness and suitability of the Self Assessment Mechanism.

Declaration of the Program Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Program Team.


(Signature of PT Member)

05/4/16
Date

Approved By: 
(Head of the Department)

Note: Completed form should be sent to the QEC



Registration Form

Program Team

Program Team of (Name of Department / Faculty): BSAP

Team Leader: Ahmed Ali Qureshi

Name: Sanaullah Ansari

Position: Assistant Professor

Institution: SZABIST ISLAMABAD

Contact No: (Office) SZABIST BXT-5/B

Mobile No: 0300-5541120

Email Address: sanaullah@szabist-islb.edu.pk

Role in Program Team:

Beside his / her own responsibilities, he/ she will also be responsible for the following:

- To attend the SAR meetings as and when required.
- To ensure that Self Assessment Mechanism is being implemented as per the given guidelines.
- To prepare drafts of the SAR on the given dead line and send them to QEC for timely feedback.
- To keep the record of all the supporting documents addressing various standards of the SAR.
- To circulate all the applicable feedback forms to the target stakeholders and include the analysis of the same in the SAR.
- To communicate with the management on the effectiveness and suitability of the Self Assessment Mechanism.

Declaration of the Program Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Program Team.

(Signature of PT Member)

5-4-16

Date

Approved By: _____

(Head of the Department)

Note: Completed form should be sent to the QEC



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

BS Accounting & Finance (BSAF)

Assessment Team Registration Forms



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): BSAF Program

Team Leader: Sana Mumtaz

Name: Sana Mumtaz

Position: Lecturer

Institution: SZABIST

Contact No: (Office) 500

Mobile No: 0322-5830893

Email Address: Sana.mumtaz@szabist-isb.edu.pk

Szabist_isb.edu
.pk

Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
- Physical Verification of the academic facilities
- Verification of the contents of SAR
- Evidence gathering to support their findings
- Evaluation of SAR in light of the above points
- Reporting on the findings of the evaluation and visits
- Converting the report in the HEC-specified rubric format

Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

Sana Mumtaz

(Signature of AT Member)

24th June, 2016.

Date

Approved By: Taryal

(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): BS(AF)
Team Leader: SANA MUMTAZ
Name: AMNA ZARIEF Position: LECTURER (MEDIA SCIENCES)
Institution: SZABIST Contact No: (Office) 215
Mobile No: 0343-5272885 Email Address: amna.zareef@szabist-ib.edu.pk

Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
- Physical Verification of the academic facilities
- Verification of the contents of SAR
- Evidence gathering to support their findings
- Evaluation of SAR in light of the above points
- Reporting on the findings of the evaluation and visits
- Converting the report in the HEC-specified rubric format

Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

[Signature]
(Signature of AT Member)

27-6-2016
Date

Approved By: [Signature]
(Head of the QEC)