



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

**Bachelor in Business Administration
(BBA)**

Spring 2016



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SELF-ASSESSMENT REPORT

Executive Summary



**Quality Enhancement Cell
Institutional Research Department**

**Self-Assessment Report
Executive Summary**

Bachelors of Business Administration -SZABIST Islamabad Campus

Introduction

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 BBA Self-Assessment process were as follows:

1. Nomination of Program Team (PT)

The PT was nominated by the Head of Campus Islamabad Campus, Ms. Rashida Khatoon Malik on June 18, 2015. Following were the members of the PT:

- (i) Mr. Sanaullah Ansari
- (ii) Ms. Faryal Razzaq

2. Submission of PT Report

The PT submitted the report on November 10, 2015. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on February 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 23, 2016. Following were the members of the AT:

- (i) Mr. Bilal Ahmed
- (ii) Mr. Haroon Abdullah



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) Less number of Permanent Faculty, thus it is suggested that adequate numbers of faculty must be hired.
- (ii) BBA program lacks in technical courses. To meet this deficiency, it is suggested that the following should be included in curriculum:
 - Course objectives and outcomes need to address augmentation of students' technical competencies.
 - Workshops focusing on latest software should be frequently conducted.
 - Program Managers need to focus on latest teaching methodologies to improve the quality of education being imparted.
- (iii) BBA induction rate is declining along with the quality of new students. It is recommended that computerized test procedure should be adopted and test format should be improved.

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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Program Team Report

Spring 2016



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CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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 BBA 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 BBA 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 BBA 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

BBA Program here in SZABIST intends to:

1. Prepare the students to pursue for the higher education 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

By accomplishing the educational BBA objectives, students will be able to

1. Enhance knowledge about the business disciplines.
2. Communicate effectively and effective team members.
3. Knowledgeable about recent trends of business and managing a diverse workforce.
4. Explore different innovative business opportunities and challenges in a global environment.
5. Demonstrate academic integrity in their coursework.
6. Apply critical thinking skills to business situations.
7. 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 BBA 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 BBA program enjoys diversity in thoughts and cultures of its student body with special emphasis on socially responsible business and community development. (Objective 1, 5, 6) to meet the challenges of 21st century fully equipped with the latest trends in business and research. The BBA 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 business and to provide him highly productive in adverse work environment.

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.

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.

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 BBA program provide and 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 BBA Theses of Graduating Students
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Table 1.1: Program Objectives Assessment¹

Standard 1–2: Program Outcomes

Describe how the program outcomes support the program objectives. In Table 4.2 show the outcomes that are aligned with each objective. A sample of such a table is shown in Appendix D.

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

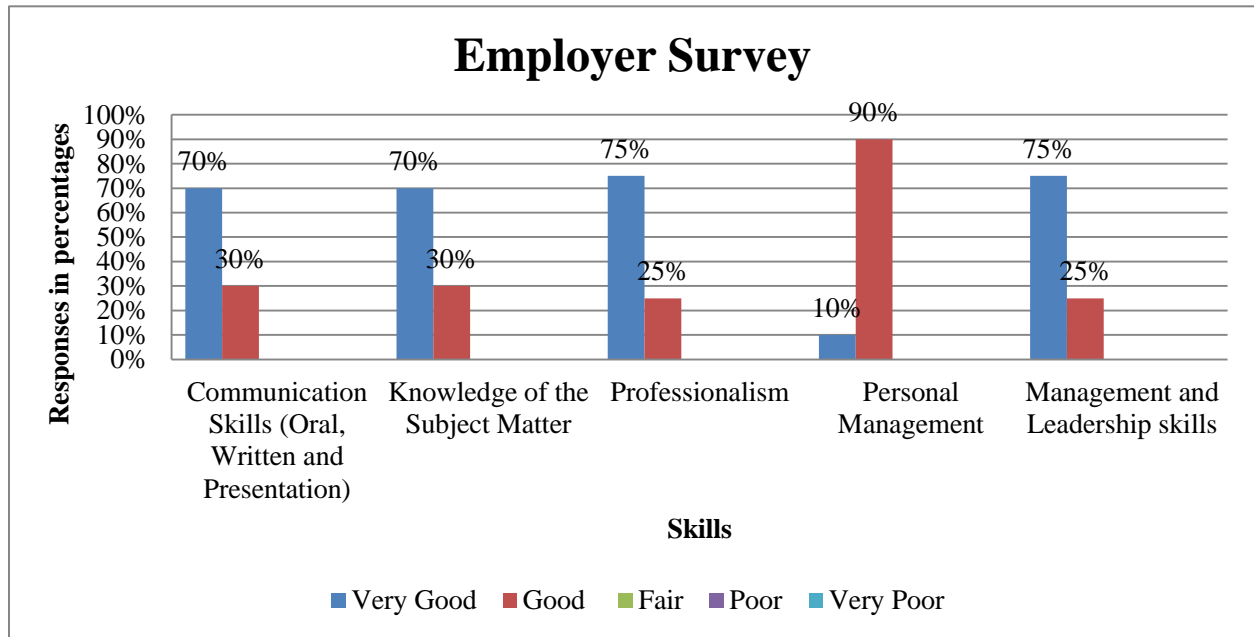


Figure 1.1

c. Alumni Survey⁴

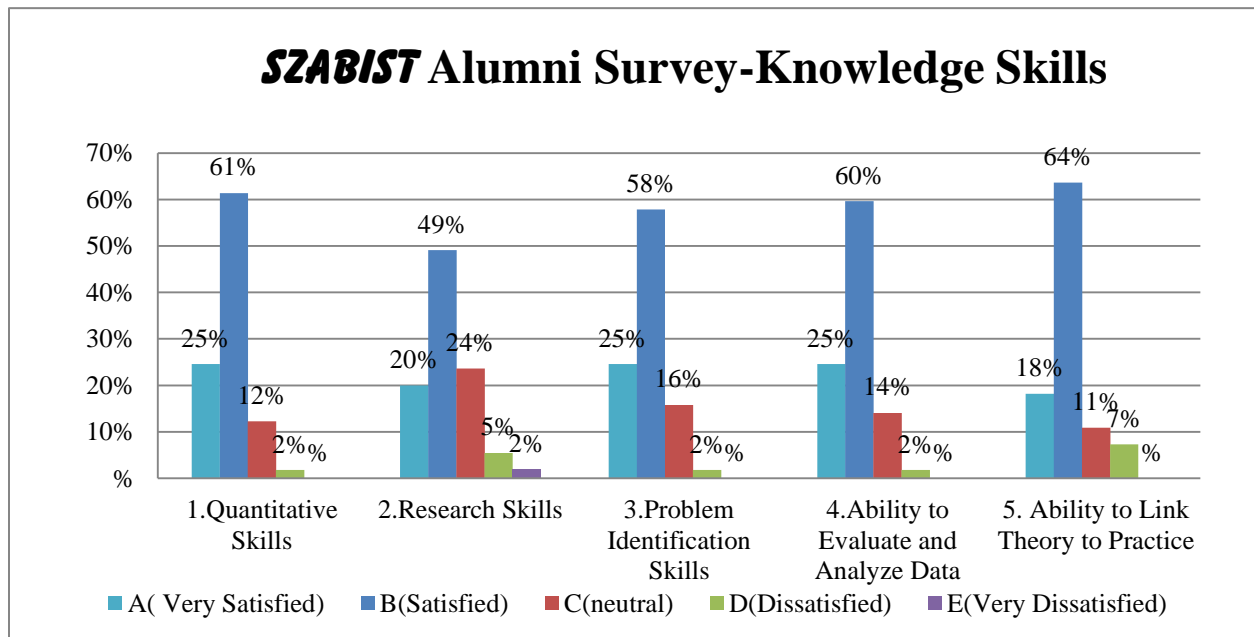


Figure 1.2

³ The source of information is Employer Survey.

⁴ The source of information is Alumni Survey.



SZABIST Alumni Survey-Communication Skills

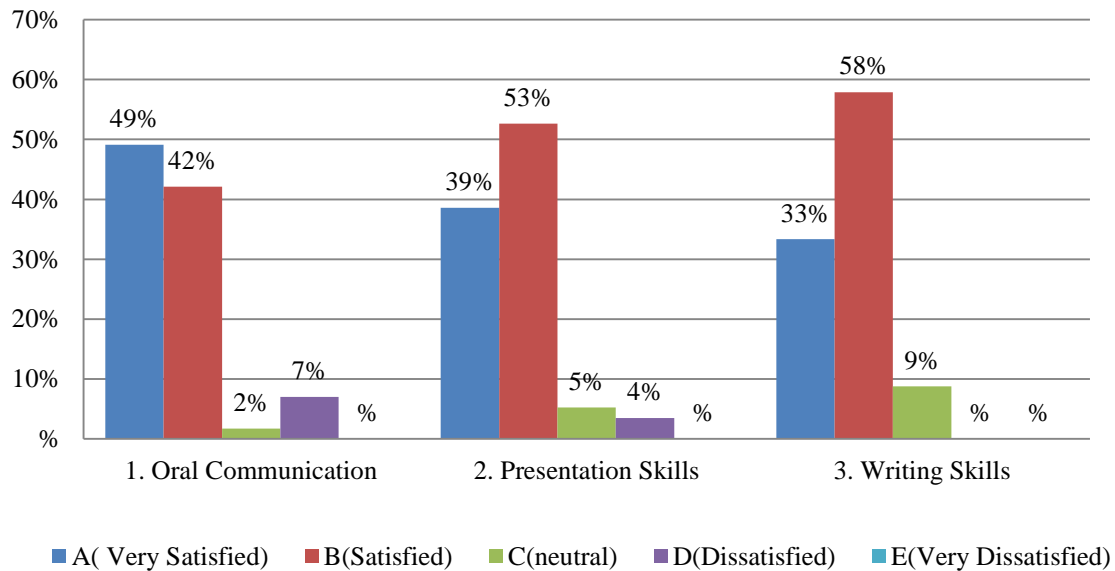


Figure 1.3

SZABIST Alumni Survey-Interpersonal Skills

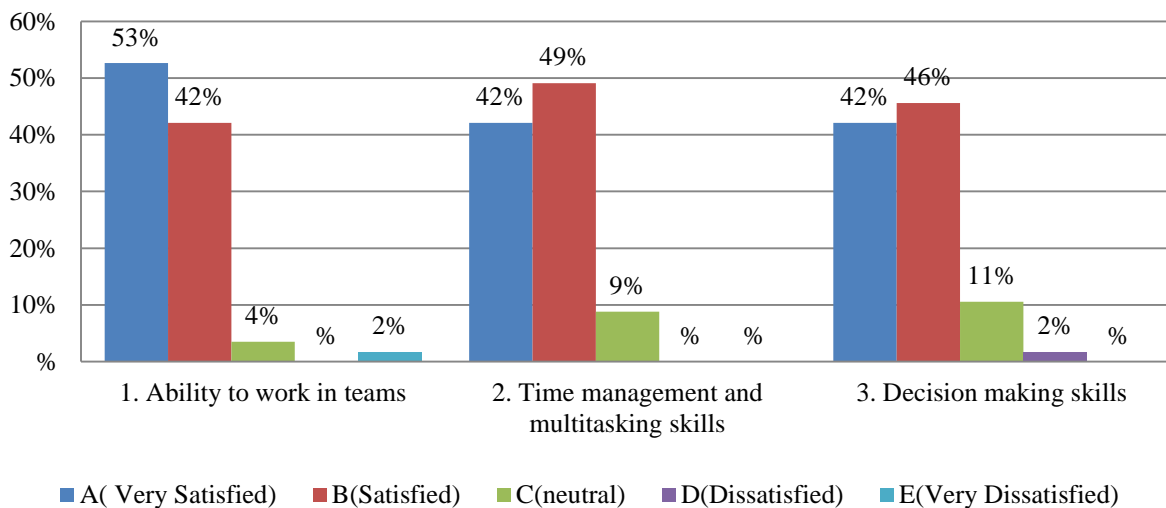


Figure 1.4

d. Graduating student's survey⁵

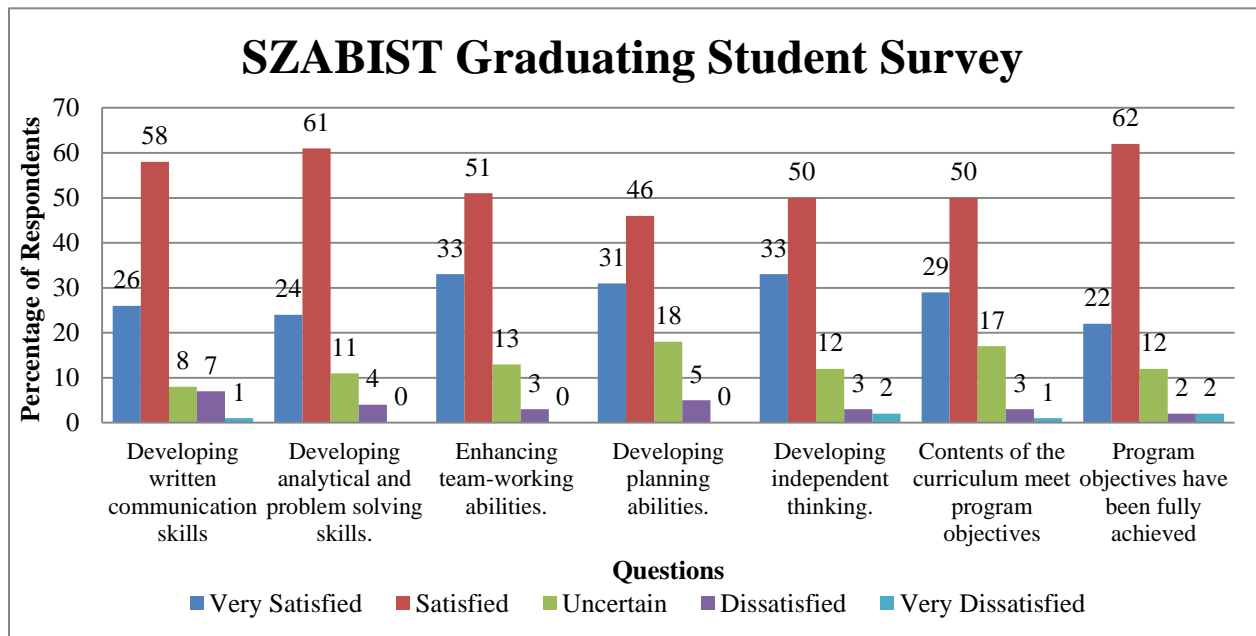


Figure 1.5

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 BBA Program.

These evaluations are reviewed by the Head of the campus. If some faculty member has score below than 60% then PM 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. The BBA program has offered new electives like PR Management. Fulltime faculty numbers need to be increased, and all faculty needs to be trained. In curriculum, number of electives is less (4 electives) which needs to be improved by the introduction of optional courses.

c. List strengths and weaknesses of the programs

Major strengths of the BBA Program are highlighted below:

- Biggest undergrad program of SZABIST Islamabad Campus.
- 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 managers 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.

Major weaknesses of the BBA Program are highlighted below:

- Fulltime faculty numbers are less. (30% FT: 70% VF)
- BBA should have a stronger admission criterion (50% passing and three A-levels subjects) than industry. Industry standard is 60% passing in intermediate and at least 3 Cs.
- Faculty training is almost negligible.

d. List significant future plans for the program.

- HR and Management curriculum will be realigned.
- To offer Supply Chain and Logistics as an area of concentration for electives.
- 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	2.88	2.86	2.82	2.84	2.78	2.76	2.82

Table 1.3: Average GPA

➤ **Dropped Out Ratio**

	Fall 2012	Spring -2013	Fall 2013	Spring - 2014	Fall-2014	Spring - 2015	Total Average
Dropout	2	0	3	2	0	4	2
Enrollment	60	29	69	33	37	27	43
Drop out Ratio	0.03	0	0.04	0.06	0	0.15	0.05

Table 1.4: Drop-out Ratio



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

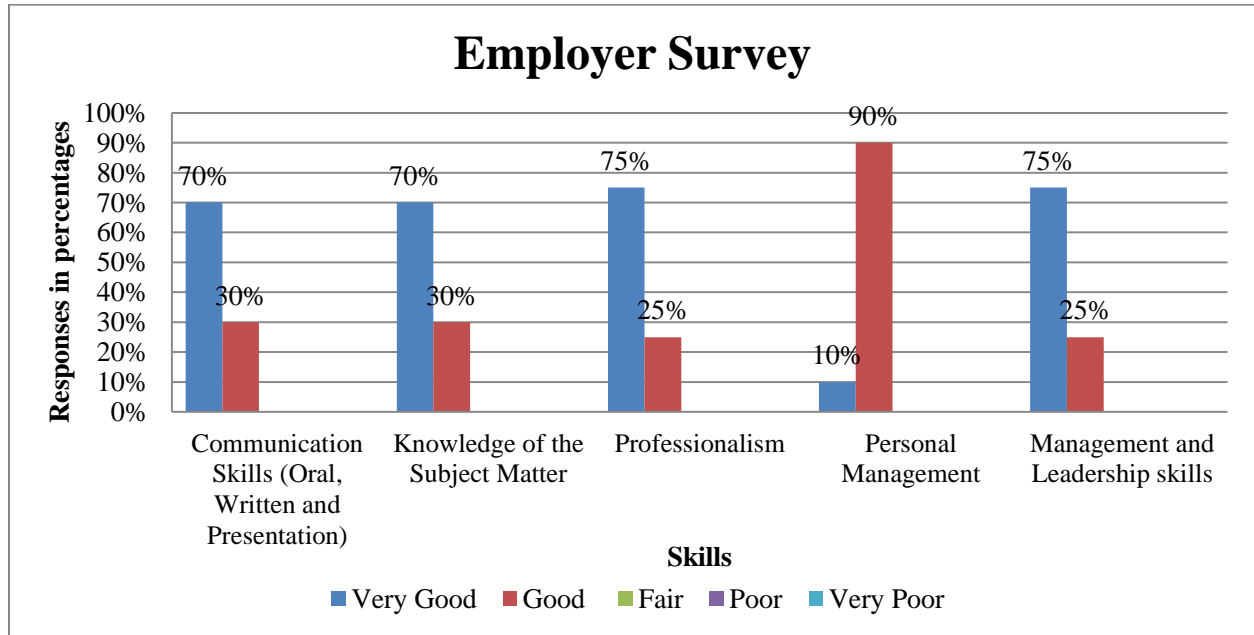


Figure 1.6

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	24	58.5	6	11.5	0	0
Spring 2013	31	51	6	12	0	0
Fall 2013	20	57	9	14	0	0
Spring 2014	43	38	8	11	0	0
Fall 2014	36.5	35.5	13	15	0	0
Spring 2015	35	52	3	10	0	1

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)

Book(s)

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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.
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- **Muhammad Rashid Salaria** and Ifra Jamil. (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.
- Malik Irfan Shaukat and **Muhammad Usman**. "A Framework for Multi-Label Learning using Label Ranking and Correlation" Sixth International Conference on the Applications of Digital Information and Web Technologies (ICADIWT), IEEE, pp. 296-303, (2015). URL:<http://ebooks.iospress.nl/volumearticle/39146>
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- Azeem, Muhammad, **Muhammad Usman**, and Waseem Ahmad. "Intelligent data cube construction and exploration" Ninth International Conference on Digital Information Management (ICDIM). IEEE, pp. 168-174, (2014).



e. Number of short courses workshops, seminars organized on community service level.

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
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
For BBA Program		
1.	Mujahid Chemical Industries, Industrial Area, I-9 Islamabad	2015
2.	Educational tour to Ravi motorcycles, Lahore	2015
3.	Educational Visit of Nishat Mills Limited, Faisalabad	2015
4.	Educational Tour to Zong Data Management Center	2015

Table 1.6: Activities performed at Community Service Level



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

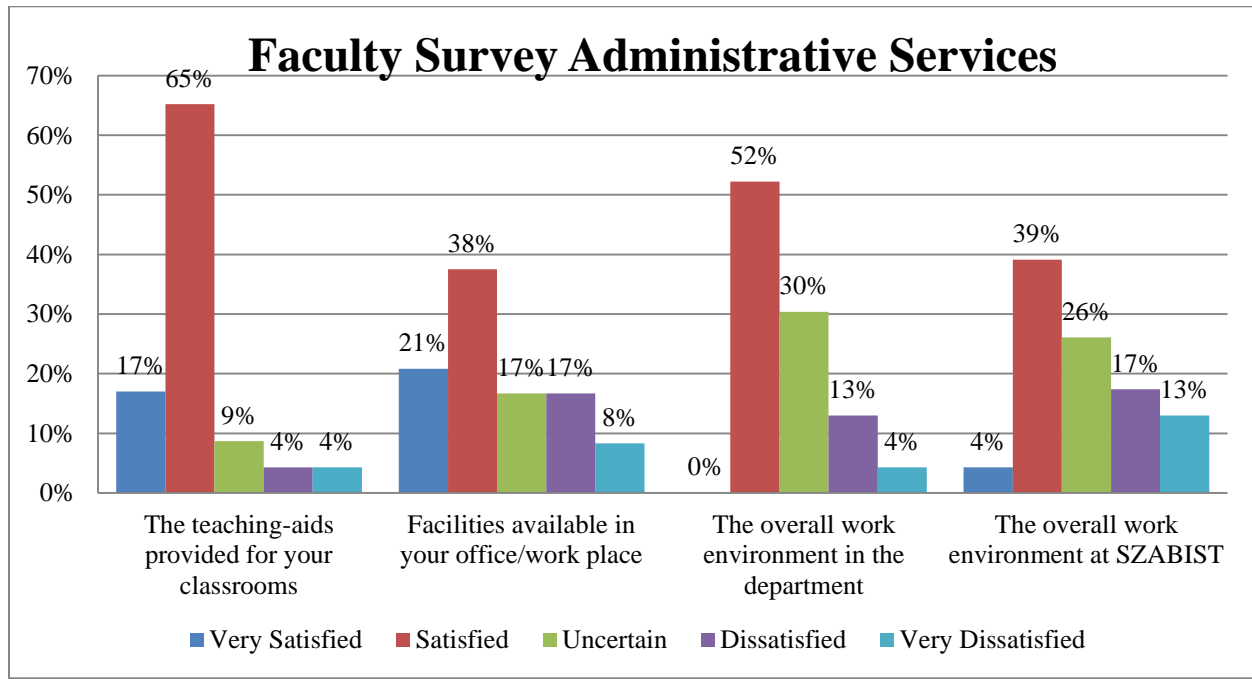


Figure 1.7



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

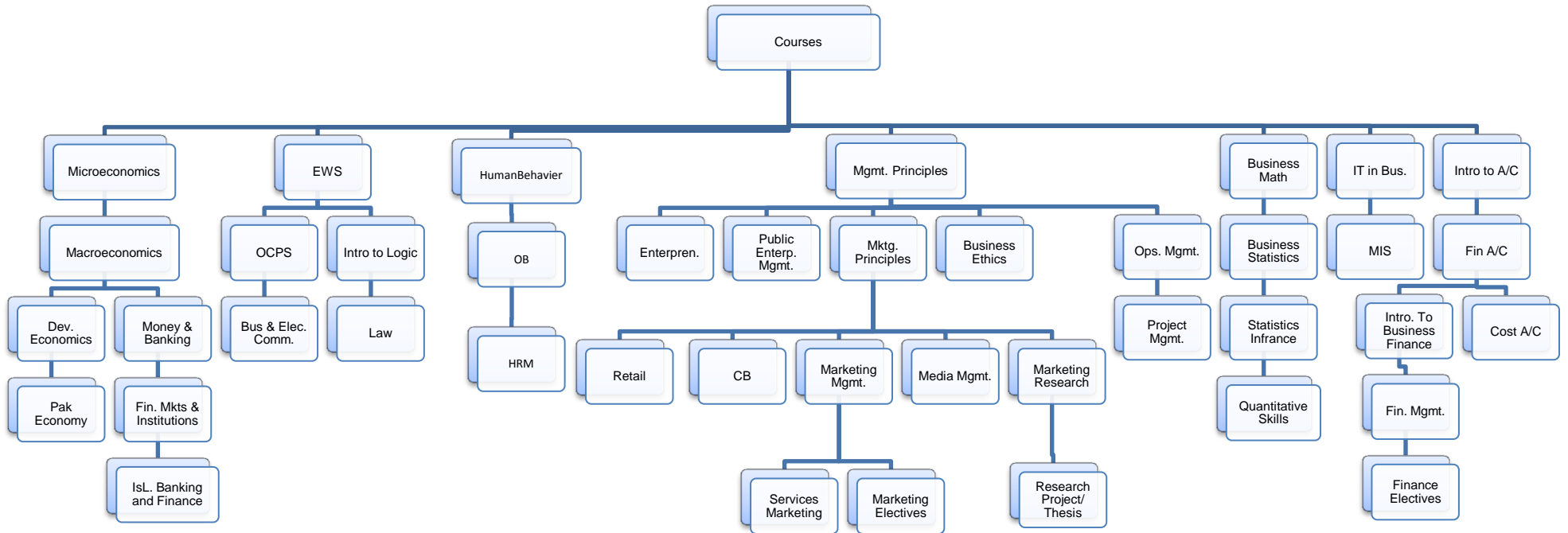
Bachelors of Business Administration (BBA)

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.



No Prerequisites for:
Personal Management
Isl. and Pk. Studies
Sociology
Psychology
Courses are Subject to Change



d. Curriculum Course Requirement

Course Title

First Year	Fall Semester
BA 1101	Introduction to Accounting
BA 1204	Math for Business
BA1105	English writing Skills
BA 1106	Islamiat and Pak studies/Humanities
BA 1108	IT in business
BA 1109	Personal management and Communication
	Spring Semester
BA 1201	Financial Accounting
BA 2311	Business Statistics
BA 1203	Management Principles
BA 1102	Micro Economics
BA 1206	Oral Communication and Presentation skills
BA1211	Logic and Critical Thinking
Second Year	Fall Semester
BA2301	Introduction to business finance
BA2303	Marketing Principles
BA2307	Sociology
BA1202	Macroeconomics
BA2312	Human Behavior
BA2408	Cost Accounting
	Spring Semester
BA2401	Money and Banking
BA2402	Retail Management
BA2403	Business Ethics
BA2406	Business and Electronics Communication
BA3504	Organizational Behavior
BA3507	Consumer Behavior
Third Year	Fall Semester
BA3501	Financial Markets and Institutions
BA3508	Statistical Inference
BA4706	Development Economics
BA4801	Law and Taxation
BAxxxx	Optional-I (as offered by Campus)
	Spring Semester
BA3601	Financial Management



BA3602	Marketing Management
BA3607	Operations Management
BA3603	Business Research Methods
BA4804	Human Resource Management
BAxxxx	Optional-II (as offered by campus)
Fourth Year	Fall Semester
BA3505	Quantitative Skills
BA4704	Management Information Systems
BA4705	Services Marketing
BA4814	Project Management
BA4xxx	Elective-I
BA4xxx	Elective-II
	Spring Semester
BA3502	Entrepreneurship
BA3609	Pakistan Economy
BA4807	Research Project**
BA4xxx	Elective-III
BA4xxx	Elective-IV

Table 2.2: Curriculum Course Requirements⁶

Curriculum Design

Finance				
Semester	Course Name	Credit Hours	Offered CH	Min Cr Hrs as per HEC
2	Introduction to Business Finance (3,0)	3	15	09
4	Money and Banking(3,0)	3		
5	Financial Markets and Institutions(3,0)	3		
6	Financial Management(3,0)	3		
6	Islamic Banking and Finance(3,0)	3		
Marketing				
3	Principles of Marketing(3,0)	3	15	09
4	Retail Management	3		
4	Consumer Behavior	3		
6	Marketing Management	3		
7	Services Marketing	3		

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



Management				
2	Management Principles(3,0)	3	21	18
4	Organizational behavior(3,0)	3		
5	Public Enterprise Management(3,0)	3		
6	Operations Management(3,0)	3		
6	HRM(3,0)	3		
8	Project Management	3		
7	Entrepreneurship(3,0)	3		
Information Technology				
1	IT in Business(3,0)	3	09	9
5	Media Management(3,0)	3		
6	Management Information and System(3,0)	3		
Social Sciences and Humanities				
1	Islamiat/Pakistan Studies/Humanities(3,0)	3	18	18
2	Logic and Critical Thinking(3,0)	3		
3	Sociology(3,0)	3		
3	Human Behavior(3,0)	3		
4	Business Ethics(3,0)	3		
8	Pakistan Economy(3,0)	3		
Support Courses				
2	Microeconomics (3,0)	3	27	24
1	Mathematics for Business (3,0)	3		
3	Macroeconomics (3,0)	3		
2	Business Statistics (3,0)	3		
5	Statistical Inference (3,0)	3		
5	Law and Taxation (3,0)	3		
5	Developmental Economics (3,0)	3		
6	Business Research Methods (3,0)	3		
8	Quantitative Skills (3,0)	3		
7,8	4 Electives	3 * 4		
8	Research Project	6		
	TOTAL	144	Min Req 126	

Table 2.3: Curriculum Design



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

Courses	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

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



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

Knowledge	Course Code	Course Name
Theory	BA 3609	Pakistan Economy(3,0)
		Micro Economics
		Macro Economics
	BA 3502	Entrepreneurship(3,0)
	BA 4705	Services Marketing(3,0)
	BA4814	Project Management(3,0)
	BA4807	Research project(6,0)
BA 1203	Management Principles(3,0)	
Problem Analysis and Solutions	BA 1109	Personal Management and Communication(3,0)
	BA 1101	Introduction to Accounting(3,0)
	BA 1201	Financial Accounting(3,0)
	BA 1211	Logic and critical Thinking(3,0)
	BA 1204	Mathematics for Business(3,0)
	BA 1206	Oral Communications and Presentations Skills(3,0)
	BA 2408	Cost Accounting(3,0)
	BA 2301	Introduction to Business Finance(3,0)
	BA2303	Marketing Principles(3,0)
	BA2403	Business Ethics(3,0)
	BA2401	Money and Banking(3,0)
	BA3504	Organizational Behavior(3,0)
	BA 3508	Media Management(3,0)
	BA2311	Business Statistics(3,0)
	BA3605	Statistical Inference(3,0)
	BA3601	Financial Management(3,0)
	BA4804	HRM(3,0)
	BA3602	Marketing Management(3,0)
	BA4704	Management Information System(3,0)
	BA3505	Quantitative Skills(3,0)

Table 2.5: Standard 2-2 Requirements ⁸

Standard 2–3: Mathematics & Basic Sciences Requirements

Refer to Standard 2.2 (d).

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

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 2–5: 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 which business students must be aware of like MS Office, Visual graphic software, Eviews, 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

Standard 3-1: Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

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

SZABIST Islamabad is equipped with state-of-the-art computer facilities with around-the-clock high bandwidth connectivity to the Internet. Moreover, the campuses are equipped with Wi-Fi enabled devices providing students with unlimited access to the Internet.

Computer Labs are open to all students for computing and printing facilities from 8:00 am to 09:30 pm from Monday to Saturday and from 09:00 am to 05:30 pm on Sunday.

To avoid disruptions, students are not allowed to enter the labs while classes are in progress. Color and laser printing is available at nominal cost.

To ensure the integrity of the network, students are not allowed to install their own software programs on SZABIST computers. Should additional software be required to undertake a course-related assignment, students first seek the written approval of the concerned faculty and contact the Computer Lab Administrator well in advance to make arrangements for loading the software only on specific workstations.

To handle sudden and abrupt power interruptions, a five minutes power backup is available for all computers. All users are advised to regularly save their work. Students are also strongly encouraged to maintain a backup of their data, as the Lab staff will not be responsible for any loss of data.

- b. Resources Sufficient**

Yes, the resources are sufficient for the program.

Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.

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

Instructions are clearly written on the Notice Boards pertaining to:

- Lab student IDs
- Uniquely generated E-mail IDs for Student and SZASBIST Islamabad official Correspondence
- Plagiarism Testing (*plagiarism@szabist-isb.edu.pk*)
- Help Desk for students e.g. Software Installation (*systems@szabist-isb.edu.pk*)
- Installed Software with version.



- Internet Usage Proxy Settings
- Instructions and settings to use Printer
- Rules and Regulations for Lab usage
- Lab classes schedule
- ZABDESK queries (support@szabist-isb.edu.pk)

However, No written easy to use manuals are available in the computer Labs for learning to use ZABDESK, Microsoft Office and other related Programs and software.

Computer Laboratories are furnished with a reasonable number of professional personnel's to provide continuous support to the labs, students and faculty.

At SZABIST Islamabad, we have five functional Computer labs. Total of 11 dedicated staff members working at different time slots to ensure unhindered delivery of knowledge.

Shifts	Time Slots	Personnel(s)
Morning	8:00 am -04:00 pm	5
Evening	2:00 pm -10:00 pm	3
General	10:00 am -06:00 pm	3

Table 3.1: Computer Lab Shifts per Lab

Standard 3-3: The University computing infrastructure and facilities must be adequate to support program's objectives.⁹

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

The BBA Program is heavily dependent on the facilities provided by SZABIST, Islamabad, in the form of technology as listed below.

All labs are equipped with latest software to help in parting education in a professional manner. Before the start of each term, all computers are checked, repaired, and replaced if needed. Once the term begins, things usually proceed without a hitch.

No.	Particulars	Quantity
1	Servers	10
	IBM Blade Centre HS 21 Chassis S	1
	IBM Blade Centre HS-21	2
	IBM Blade Centre HS-22	1
	Dell PowerEdge R730	2
	Dell PowerEdge T430	1

⁹ Source of information is: Manager IT



	Dell PowerEdge 2900	2
	HP Proliant ML370	1
	Dell PowerEdge 1500	1
2	Desktop Computers	206
	Dell OptiPlex 330	52
	HP Compaq dx2310	60
	Dell OptiPlex 7010 Core i7	10
	HP Compaq 8200 Core i7	14
	HP ProDesk 400 Core i7	40
	Apple I Mac systems	8
	Dell OptiPlex 760 core 2 duo	22
3	Multimedia	26
4	Printers	3
	LaserJet Black	2
	Color	1
	Scanner	1
5	UPS	16
	20 KVA	2
	10 KVA	3
	5 KVA	1
	1 KVA	6
	2KVA	4

Table 3.2: Computer Support Facilities

b. Are there any shortcomings in the Computer Science Infrastructure and facilities?

Based on the information given above, it can be concluded that the computer lab facilities are adequate and up to par for the BBA Program at SZABIST, Islamabad.

Although the above facilities are shared among SZABIST programs, however the schedules are managed so that each program gets sufficient lab time.



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 BBA is 25 to 30 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

Four elective courses are offered for specialization in the final year. Electives are offered for Finance and Marketing and Management. Students select from the given set of electives courses depending upon which discipline of Management Sciences they intend to adopt in future.

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

BBA course taking policy in other programs is as follows:

- BBA 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 BBA and MBA students take the course simultaneously.
- BBA 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

We achieve 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

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 **BBA 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

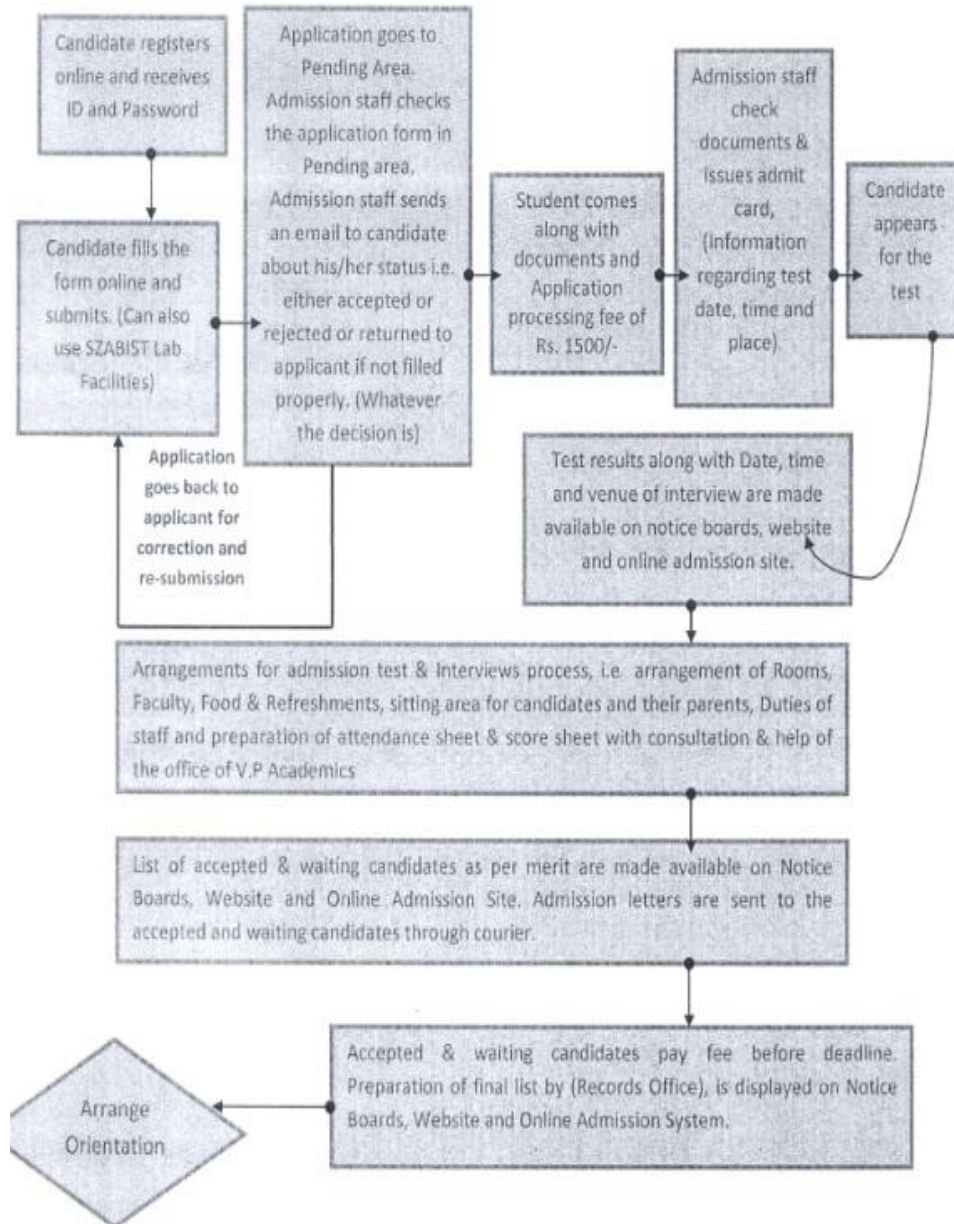


Figure 5.1



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 for the BBA are transferable within one year.

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

a. Flow Chart

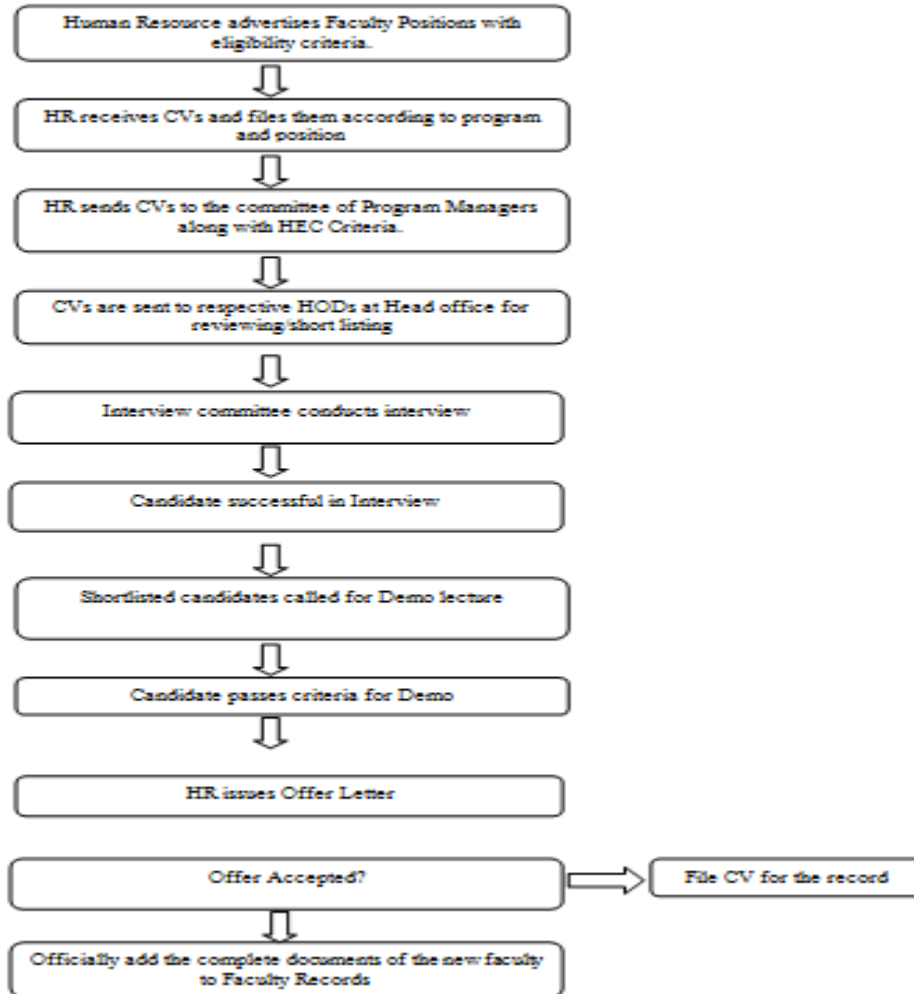


Figure 5.2



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.

The BBA Class size is limited to 25 to 30 students. This strength allows a more interactive session imparting high quality of education. The faculty members pay individual attention and encourage participation and constructive discussion. All class rooms are air-conditioned and equipped with overhead projectors, white boards, PCs, and Internet connectivity. Course related interactive lectures are regularly augmented by co-curricular activities such as:

- i) Class Projects



- ii) Guest speaker sessions
- iii) Workshops
- iv) Group assignments
- v) Term reports based on industrial visits, interviews with company executives and corporate analysis.

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

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

Every semester in the 5th week all the faculty members are evaluated by the students for their methods of teaching and delivery of course material. The Head of the Campus gives his comments on all the evaluations and then forwards them to relevant the Program Managers.

If a faculty member scores less the 60% in the evaluation, the Program Mangers counsel him/her about the scores and allots time for improvement. After two weeks evaluation is done again to see if there is some improvement in the teaching methodology or not. If there is no improvement in case of permanent faculty, the final verdict lies with the Head of the Campus. If no improvement is made in case of visiting faculty, the faculty member is removed from the course with the consent of Head of the Campus.

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 <p>8 sections</p>	1	1
HRM	<ul style="list-style-type: none"> • Human Resource Management • Personal Management and Communication • Management Principles • Human Behavior • OB <p>8 sections on average</p>	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 	3	0



	<ul style="list-style-type: none"> Financial Management 14 sections		
Project Management	<ul style="list-style-type: none"> Project Management 2 sections	2	0
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 8 sections	0	0
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

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



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 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

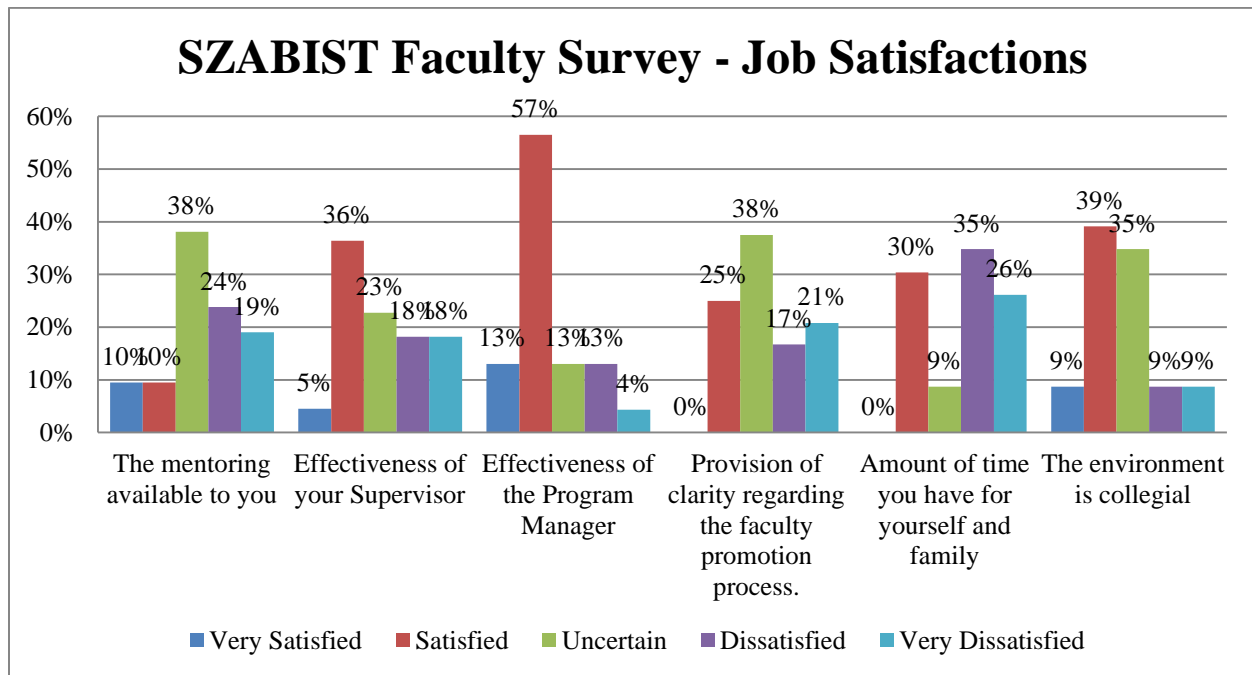


Figure 6.1

¹¹ Source of information: SZABIST Faculty Survey

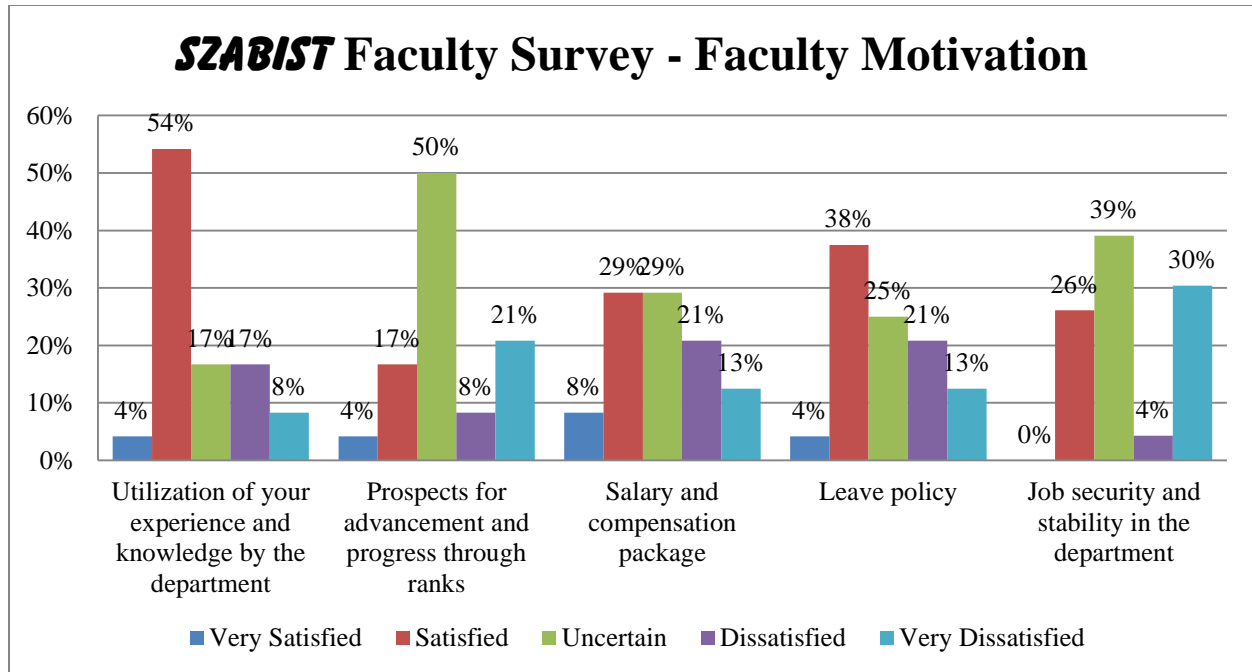


Figure 6.2



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 Trends*¹²

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

¹⁴ Source of Information: Administration



- Whiteboards
- 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.

- 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	48
2013-14	60
2014-15	49

Table 8.1: Number of Graduate Students

¹⁵ Source of Information: Records



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

Faculty: Graduate Student Ratio

Year	No. of Faculty Members	Ratio
2013	17	1: 2.82
2014	17	1: 3.53
2015	20	1: 2.45

Table 8.2: Faculty: Graduate Student Ratio

Particulars	Faculty		
	2012-13	2013-14	2014-15
Total Number of Faculty	17	17	20
Full Time faculty	9	7	12
Adjunct Faculty ^{** , ***}	8	10	8

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

b. Describe the resources available for laboratories.

Not applicable on BBA program.

¹⁶ Source of Information: Finance and is of Islamabad Campus



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



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

Bachelor in Business Administration (BBA)

Program Self-Assessment Checklist



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

Guidelines for Program Team Report and QEC Review

Program: BBA

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	Yes		



	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



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

**Bachelors of Business
Administration**

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. Bilal Ahmad

ii. Haroon Abdullah

2. Date of Nomination

June 23, 2016

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

15 days

4. Name of Department and Program being assessed.

Management Sciences-BBA

5. Shortcomings of the PT report

Data is missing in standard (2-3, 2-4). Standard 5-3 multilevel list is not

in sequence, Standard 6-2 (a) Data missing



6. Comments on:

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

Report (all the criteria's and standards) is relevant to the guidelines given in SAR manual.

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

Information/data given is authenticated.

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

Summaries or conclusion drawn on survey results explained and provide adequate information regarding survey statistics.

- iv. Observations made during the assessment**

Mentioned above

- v. Strengths and weaknesses of the Program**

Major strength is biggest undergraduate program of SZABIST Islamabad and main weakness is full time faculty are less (30% FT: 70% VF)

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

July 14, 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?	4
2. Does the Program have documented outcomes for the graduating students?	3
3. Do these outcomes support the program objective?	3
4. Are the graduating students capable of performing these outcomes?	4
5. Does the department assess its overall performance periodically using quantifiable measures?	4
6. Is the result of the Program Assessment Documented?	5
Total Encircled Value (TV)	23
SCORE 1 (S1) = [TV / (No. of questions * 5)] * 100 * Weight	3.83



Criterion 2 - Curriculum Design and Organization = 0.20		Weight
Factors	Score	
1. Is the curriculum consistent?	5	
2. Does the department assess its overall performance periodically using quantifiable measures?	1	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	5	
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?	5	
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)	36	
SCORE 2 (S2) = [TV / (No. of questions * 5)] * 100 * Weight	18	



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?	3	
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)	10	
SCORE 3 (S3) = [TV / (No. of questions * 5)] * 100 *	6.3	
Weight		

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?	4	
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?	3	
Total Encircled Value (TV)	11	
SCORE 4 (S4) = [TV / (No. of questions * 5)] * 100 *	7.3	
Weight		



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?	5	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	
3. Is the process to register students in the program and monitoring their progress documented?	5	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	
5. Is the process to recruit and retain faculty in place and documented?	5	
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	5	
7. Are the processes in 5 and 6 mentioned above are periodically evaluated to ensure that they are meeting their objective?	5	
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	
9. Is the process in 8 mentioned above periodically evaluated to ensure that it is meeting its objectives?	5	
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	1	
Total Encircled Value (TV)	51	
SCORE 5 (S5) = [TV / (No. of questions * 5)] * 100 * Weight	13.90	



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?	2	
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?	5	
4. Do the majority of faculty members hold a PhD degree in their discipline?	2	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	
6. Are the mechanisms in place for faculty development?	5	
7. Are faculty member motivated and satisfied so as to excel in their profession?	4	
Total Encircled Value (TV)	27	
SCORE 6 (S6) = [TV / (No. of questions * 5)] * 100 * Weight	11.57	



Criterion 7 – Instructional Facilities		Weight = 0.15
Factors	Score	
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	
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?	5	
Total Encircled Value (TV)	14	
SCORE 7 (S7) = [TV / (No. of questions * 5)] * 100 * Weight	14	

Criterion 8 – Instructional Support		Weight = 0.15
Factors	Score	
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	
2. Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	3	
Total Encircled Value (TV)	8	
SCORE 8 (S8) = [TV / (No. of questions * 5)] * 100 * Weight	12	

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =87.31



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

AT Findings	Corrective Actions	Imp. Date	Resp. Body	Resources Needed
1. The number of permanent faculty member is not sufficient.	The recommendations to meet this requirement should include: <ul style="list-style-type: none"> No. of existing permanent faculty members. (12) Requirement of regulatory body. (70% permanent) Estimated ratio to be achieved. (1:25) 	Already Implemented	HoC HoD HR	<ul style="list-style-type: none"> No. of required computers Financial resources
2. There is less number of technical courses in BBA course curriculum.	To meet this deficiency, it is suggested that the following should be included in curriculum: <ul style="list-style-type: none"> Course objectives and outcomes need to address augmentation of students' technical competencies. Workshops focusing on latest software should be frequently conducted. Program Managers need to focus on latest teaching methodologies to improve the quality of education being imparted. 	Nov 2017 (Partially completed)	HoC HOD PM's	<ul style="list-style-type: none"> Revision of relevant policies Financial resources Approval from respective bodies like BOS
3. BBA induction rate is declining along with the quality of new students.	Please include the following to bring required changes: <ul style="list-style-type: none"> Computerized test procedure adopted Test format has been improved 	Already Implemented	HoC HoD PM Admissions	<ul style="list-style-type: none"> Specific software Required administrative resources Financial resources
Comments :			Name & Signature:	
VP-Academics: The results of Self-Assessment process will help SZABIST to enhance quality of education. It is recommended that the identified corrective actions should be progressively implemented to further augment the standards of the program. The efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of BBA program SZABIST Islamabad Campus is well-appreciated.			Dr. Muhammad Altaf Mukati	



<p>HoC: The changes brought in the course curriculum and induction of new faculty has made this program a great success. There is an ever increasing demand for this program.</p>	Mr. Khusro Pervaiz Khan
<p>Dean/HoD: The number of faculty has been increased. Adequate technical courses including training on software (SPSS Training) is done and form part of program curriculum. Multi programed strategy is being pursued productively to increase intake.</p>	Dr. Muhammad Asif Khan
<p>QEC: The initiation and completion of the Self-Assessment process of BBA program was a significantly arduous task but proved fruitful, as the assessment highlighted areas of the program that require improvements. The process reached its destination with the support of the Program and Assessment Teams, and commitment of the IR/QEC staff.</p>	Ms. Faryal Shahabuddin Ms. Faria. Tausif

President-SZABIST



B. Assessment Results Implementation Plan Summary –BBA Program

SZABIST -Islamabad Campus

AT Findings	Corrective Actions	Imp. Date	Resp. Body	Resources Needed
1. The number of permanent faculty member is not sufficient.	The recommendations to meet this requirement should include: <ul style="list-style-type: none"> No. of existing permanent faculty members. (12) Requirement of regulatory body. (70% permanent) Estimated ratio to be achieved. (1:25) 	Already Implemented	HoC HoD HR	<ul style="list-style-type: none"> No. of required computers Financial resources
2. There is less number of technical courses in BBA course curriculum.	To meet this deficiency, it is suggested that the following should be included in curriculum: <ul style="list-style-type: none"> Course objectives and outcomes need to address augmentation of students' technical competencies. Workshops focusing on latest software should be frequently conducted. Program Managers need to focus on latest teaching methodologies to improve the quality of education being imparted. 	Nov 2017 (Partially completed)	HoC HOD PM's	<ul style="list-style-type: none"> Revision of relevant policies Financial resources Approval from respective bodies like BOS
3. BBA induction rate is declining along with the quality of new students.	Please include the following to bring required changes: <ul style="list-style-type: none"> Computerized test procedure adopted Test format has been improved 	Already Implemented	HoC HoD PM Admissions	<ul style="list-style-type: none"> Specific software Required administrative resources Financial resources
Comments :			Name & Signature:	
<p>VP-Academics: The results of Self-Assessment process will help SZABIST to enhance quality of education. It is recommended that the identified corrective actions should be progressively implemented to further augment the standards of the program. The efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of BBA program SZABIST Islamabad Campus is well-appreciated.</p>			Dr. Muhammad Altaf Mukati	
<p>HoC: The changes brought in the course curriculum and induction of new faculty has made this program a great success. There is an ever increasing demand for this program.</p>			Mr. Khusro Pervaiz Khan	
<p>Dean/HoD: The number of faculty has been increased. Adequate technical courses including training on software (SPSS Training) is done and form part of program curriculum. Multi programed strategy is being pursued productively to increase intake.</p>			Dr. Muhammad Asif Khan	



B. Assessment Results Implementation Plan Summary –BBA Program

SZABIST -Islamabad Campus

QEC: The initiation and completion of the Self-Assessment process of BBA program was a significantly arduous task but proved fruitful, as the assessment highlighted areas of the program that require improvements. The process reached its destination with the support of the Program and Assessment Teams, and commitment of the IR/QEC staff.

Ms. Faryal Shahabuddin

Ms. Faria. Tausif

Shahwar W. M. May 3, 2017
President-SZABIST



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

Bachelors of Business Administration

Program Team Registration Forms



Registration Form

Program Team

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

Team Leader: MR. SANAVULLAH ANSARI

Name: MR. SANAVULLAH ANSARI

Position: ASST. PROFESSOR

Institution: SZABIST ISB

Contact No: (Office) 051-4863363

Mobile No: _____

Email Address: Sonavullah @
szabist - isb. edu. pk.

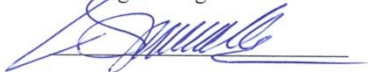
Role in Program Team:

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)

18-8-2015

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): BBA

Team Leader: MR. SANAULLAH ANSARI

Name: MRS. FARYAL RAZZAQ

Position: ASST. PROFESSOR

Institution: S2ABIST ISB

Contact No: (Office) 051-4863363

Mobile No: _____

Email Address: faryal@S2abist-
isb.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.

J. Ansari

(Signature of PT Member)

18/08/15

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

Bachelors of Business Administration

Assessment Team Registration Forms



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): BBA
Team Leader: Bilal Ahmad
Name: Bilal Ahmad Position: Lecturer
Institution: Szabist, Isb Contact No: (Office) Ent. 508
Mobile No: 0313-5536229 Email Address: bilal.ahmad@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.

Bilal

(Signature of AT Member)

23/06/2016

Date

Approved By: Jaryal
(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): BBA

Team Leader: Bilal Ahmed

Name: Haron Abdullah Position: ERFA officer

Institution: SZABIST Contact No: (Office) 0514863363-5

Mobile No: 03455997650 Email Address: haron.abdullah@szabist-istb.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)

23/6/16

Date

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