



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

Islamabad Campus

# **SELF-ASSESSMENT REPORT**

---

**Master in Project Management**

*Spring 2016*



## Table of Contents

Executive Summary	I
Program Team Report	II
Program Self-Assessment Checklist	III
Assessment Team Report	IV
Program Team Registration Forms	V
Assessment Team Registration Forms	VI



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

***Executive Summary***



***Self-Assessment Report  
Executive Summary***

**MPM Program-SZABIST Islamabad Campus**

**Introductions**

**SZABIST**- Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization to **SZABIST**'s academic programs in line with the guidelines enunciated by the Higher Education Commission. In this regard, till Spring 2016, 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 MPM Self-Assessment process were as follows:

**1. Nomination of Program Team (PT)**

The PT was nominated by the Head of Management Sciences Department, Mr. Amer Riaz Qureshi on October 20<sup>th</sup>, 2015. Following were the members of the PT:

- (i) Dr. Muhammad Asif Khan***
- (ii) Mr. Atif Bilal***

**2. Submission of PT Report**

The PT submitted the report on February 3<sup>rd</sup>, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on June 9<sup>th</sup>, 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<sup>rd</sup>, 2016. Following were the members of the AT:

- (i) Mr. Ali Moin***
- (ii) Ms. Nayyab Javed***



#### **4. Date of Submission of AT Report**

The AT Report was submitted on July 15<sup>th</sup>, 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 permanent faculty members. It is suggested that department must increase the number of permanent faculty specialized in Project Management.
- (ii) Insufficient number of seminars & practical projects. It is recommended that more seminars and practical projects must be introduced.
- (iii) Effective admission promotion is needed. It is advised that admission promotions must be improved for maximum intake of students.

#### **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**.



# **SELF-ASSESSMENT REPORT**

---

## **Master of Project Management**

### *Program Team Report*

**Spring 2016**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**

***SZABIST***

**ISLAMABAD CAMPUS**

**PROGRAM TEAM REPORT  
MASTER IN PROJECT MANAGEMENT  
33 CREDIT HOURS**

*Spring 2016*



## Table of Contents

CRITERION 1- PROGRAM MISSION, OBJECTIVES AND OUTCOMES .....	1
CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES.....	2
Standard 1-1: Program Measurable Objectives.....	2
a. Mission Statements .....	2
b. Program Measurable Objectives.....	2
c. Program Outcomes .....	3
d. Describe how each objective is aligned with program, college, and institution mission statements .....	4
e. Elements of Strategic Plan.....	4
f. Program Objectives Assessment .....	6
Standard 1-2: Program Outcomes .....	7
a. Outcome vs. Objectives .....	7
b. Employer Survey .....	8
c. Alumni Survey.....	9
d. Graduating Student Survey.....	10
Standard 1-3: Assessment Results and Improvement Plans .....	11
a. Describe the action taken on the basis of the periodic assessment.....	11
b. Describe major future program improvement plans based on recent assessments.....	11
c. List strengths and weaknesses of the program.....	11
d. List significant future plans for the program .....	11
Standard 1-4: Overall Performance Using Quantifiable Measures.....	12
a. Indicate the percentage of successful students during study years showing i.e. their average, graduating grade point average per semester, time required to complete the program, drop out ratio of students .....	12
b. Indicate the percentage of employers that are strongly satisfied with the performance of the departments graduates .....	12
c. Percentage of Student Evaluation/Assessment results for all the courses and faculty .....	13
d. Percentage of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research. ....	13
e. Number of short courses workshops, seminars organized on community service level ...	13
f. Faculty and student surveys results to measure the administrative services provided.....	15
CRITERION: 2 CURRICULUM DESIGN AND ORGANIZATION .....	16





CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION.....	17
Standard 2-1: Courses vs. Objectives.....	17
a. Title of the Degree .....	17
b. Definition of Credit Hour .....	17
c. Curriculum Plan.....	<b>Error! Bookmark not defined.</b>
d. Curriculum Course Requirements .....	18
e. Describe how the program content (courses) meets the program Objectives.....	18
f. Courses versus Outcomes.....	19
Standard 2-2: Theory, Problem Analysis / Solution and Design .....	19
Standard 2-3, 2-4, 2-5, 2-6, and 2-7 .....	19
CRITERION 3: LABORATORIES AND COMPUTING FACILITIES .....	20
CRITERION: 3 LABORATORIES AND COMPUTING FACILITIES .....	21
Standard 3-1: Laboratory manuals/documentation/instructions .....	21
a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.....	21
b. Are the resources available sufficient for the program?.....	22
Standard 3-2: Adequate Support Personnel for Labs .....	22
Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support .....	22
Standard 3-3: The University computing infrastructure and facilities must be adequate to support program's objectives. ....	23
a. Describe how the computing facilities support the computing component of your program.....	23
b. Are there any shortcomings in the Computer Science Infrastructure and facilities? .....	24
CRITERION 4: STUDENT SUPPORT AND ADVISING .....	25
CRITERION 4: STUDENT SUPPORT AND ADVISING .....	26
Standard 4-1: Sufficient Frequency of Course Offering .....	26
a. Provide Department's strategy for course offering.....	26
b. Explain how often required courses are offered .....	26
c. Explain how elective courses are offered .....	26
d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency .....	26
Standard 4-2: Effective Faculty and Student Interaction .....	26
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.	26



Standard 4-3: Professional Advising and Counseling.....	27
a. Describe how students are informed about program requirements .....	27
b. Describe advising system and indicate how its effectiveness measured .....	27
c. Describe the students counseling system and how students get professional counseling when needed .....	27
d. Indicate if students have access to professional counseling; when necessary.....	27
e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.....	27
CRITERION 5: PROCESS CONTROL .....	28
CRITERION 5: PROCESS CONTROL.....	29
Standard 5-1: Admission Criteria.....	29
a. Describe the program admission criteria at the institutional level, faculty or Department if applicable.....	29
b. The admission process flowchart .....	30
c. Describe policy regarding program/credit transfer .....	31
d. Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.....	32
Standard 5-2: Registration and Students .....	32
a. Registration Process and Policy .....	32
b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements.....	32
c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.....	36
Standard 5-3: Faculty Recruitment and Retention Process.....	36
a. Describe the process used to ensure that highly qualified faculty is recruited to the program. ....	36
b. Flow Chart .....	<b>Error! Bookmark not defined.</b>
c. Indicate methods to retain excellent faculty member.....	38
d. Indicate how evaluation and promotion processes are in line with institution mission statement.....	38
e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process .....	41
Standard 5-4: Effective Teaching and Learning Process .....	41
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.....	41



b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process .....	42
Standard 5-5: Program Requirements Completion Process .....	42
a. Describe the procedure used to ensure that graduates meet the program requirements ....	42
b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.....	43
CRITERION: 6 FACULTY .....	44
CRITETION 6: FACULTY .....	45
Standard 6-1: Program Faculty Qualifications and Number .....	45
a. Faculty resumes in accordance with the format .....	45
b. Complete the following table indicating program areas and number of faculty in each area.....	45
Standard 6-2: Current Faculty, Scholarly Activities and Development.....	45
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 resumes, what percentage of them is current. The criteria should be developed by the department.....	45
b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.....	46
c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development. ....	46
d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement. ....	46
Standard 6-3: Faculty Motivation and Job Satisfaction .....	46
a. Describe programs and processes in place for faculty motivation.....	46
b. Indicate how effective these programs are.....	47
c. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction. ....	47
CRITERION: 7 INSTITUTIONAL FACILITIES .....	49
CRITERION 7: INSTITUTIONAL FACILITIES .....	50
Standard 7 -1: New Trends in Learning (e.g. E-Learning.....	50
a. Describe infrastructure and facilities that support new trends in learning.....	50
b. Indicate how adequate the facilities are: .....	50
Standard 7-2: Library Collection and Staff.....	51
a. Describe the adequacy of the library’s technical collection.....	51
b. Describe the support rendered by the library. ....	51
Standard 7-3: Classroom and Office Adequacy .....	52



a. Describe the adequacy of classrooms.....	52
b. Describe the adequacy of faculty offices. ....	53
CRITERION: 8 INSTITUTIONAL SUPPORT .....	54
CRITERION 8: INSTITUTIONAL SUPPORT .....	55
Standard 8-1: Support and Financial Resources .....	55
a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.....	55
b. Describe the level of adequacy of secretarial support, technical staff and office equipment. ....	55
Standard 8 – 2: Number and Quality of GSs, RAs and Ph.D. Students .....	56
a. Provide the number of graduate students, research assistants and Ph.D. students for the last three years .....	56
b. Graduate to faculty ratio.....	56
Number of Faculty .....	56
Standard 8-3: Financial support for Library and computer Facilities .....	57
a. Describe the resources available for the library .....	<b>Error! Bookmark not defined.</b>
b. Describe the resources available for laboratories.....	<b>Error! Bookmark not defined.</b>
c. Describe the resources available for computing facilities.....	<b>Error! Bookmark not defined.</b>



## **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**

### **Standard 1-1: Program Measurable Objectives**

#### **a. Mission Statements**

##### **Mission Statement of SZABIST**

The Shaheed Zulfikar 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 private and public 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 high-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.

##### **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.

##### **Program Mission Statement<sup>1</sup>**

MPM provides students with the tools and techniques to manage day to day activities of projects of different natures. The program is designed for people of all walks of life. For practicing project managers, it will be a guide to enhance their capabilities and a reference for typical problems that may emerge from time to time. It will also enable them to understand their role in the mission of their organization. For those who wish to make a fresh start in the field of Project Management, they will find this a useful tool to pursue a career in. For functional managers, this program can provide an insight to enhance their contribution to project success. The concepts, principles and techniques taught in this program are universally accepted and practiced.

#### **b. Program Measurable Objectives**

1. Define and explain a context and framework for successful project management
2. Understand the value and usability of project management principles including the process groups and knowledge.

---

<sup>1</sup> Information provided by Program Manager



3. Understand the critical people and leadership skills required to lead projects.
4. Motivating the accountable and responsible members of the project management team.
5. Introduction and application of practical tools and techniques for enhanced project communication.
6. Avoid common pitfalls and mistakes in managing projects.
7. Identification and management approaches to ensure proper delivery of scope, time, cost and quality to meet and/or exceed stakeholder needs.
8. Concepts for successful project change management are identified and discussed to improve change at both an organization and personal level.
9. Decision making and creative problem solving is presented around the complex decision model.
10. Closing out the project and post implementation reviews provide opportunity for completion, acknowledgment, and final project validation

**c. Program Outcomes**

1. Demonstrate an understanding of project management issues, roles and activities within organizations.
2. Explain the core concepts, principles and techniques within project management with a focus on managing project resources, controlling project schedule, quality, and cost, managing project risks, and facilitating enterprise integration and innovation.
3. Utilize business skills that are essential for effective project management including project scoping, contracting, procurement management, financial management, and progress communication to stakeholders.
4. Demonstrate leadership, team building skills, and awareness of projects ethical and legal aspects and successfully integrate them into project execution.
5. Identify and be familiar with the extensive bodies of knowledge and best practices that support project management.



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

<b>Objective</b>	<b>Objective Alignment with program, and institution mission statement</b>
1. Define and explain a context and framework for successful project management	The concepts, principles and techniques of project management applied universally
2. Understand the value and usability of project management principles including the process groups and knowledge.	The tools and techniques to manage day to day activities of projects of different nature.
3. Understand the critical people and leadership skills required to lead projects.	For practicing project managers, it will be a guide to enhance their capabilities and a reference for typical problems that may emerge from time to time.
4. Motivating the accountable and responsible members of the project management team	Project managers will provide the leadership required to enhance the capabilities of the project team to encounter project problems
5. Introduction and application of practical tools and techniques for enhanced project communication	The integration and communication of The tools and techniques to manage day to day activities of projects.
6. Avoid common pitfalls and mistakes in managing projects	Application of the skills, knowledge, tools & techniques to ensure project success
7. Identification and management approaches to ensure proper delivery of scope, time, cost and quality to meet and/or exceed stakeholder needs.	Using project management principles including the five process groups and ten knowledge areas.
8. Concepts for successful project change management are identified and discussed to improve change at both an organization and personal level	Capabilities of project managers to handle problems that may emerge from time to time and make the required changes successfully.
9. Decision making and creative problem solving is presented around the complex decision model	Nurturing project professionals by facilitating inquisitive minds in the field of project management.
10. Closing out the project and post implementation reviews provide opportunity for completion, acknowledgment, and final project validation	Documenting important lessons learnt to create value addition to the organizational knowledge repository.

Program Objectives and Department/Institute's Mission's Alignment





### e. Elements of Strategic Plan

Our academic strategic plan is based on our mission to be a student-centered department that prepares broadly educated, technologically proficient and highly productive citizens.

**1. An Integrated Academic Experience:** An integrated academic environment fosters connections among disciplines, between faculty and students, and with campus and community. Such an integrated experience is rich in opportunities for exploration, discovery and learning. It provides diverse perspectives, and it prepares students to be thoughtful competent citizens able to contribute to the common good. We achieve this goal through ongoing collaborative efforts that involve administration, faculty, students and staff.

**2. Diverse curriculum:** Keeping in mind that a well-designed academic curriculum needs not only to be comprehensive and effective but also flexible. Therefore, global changes emerge and demands of the field evolve, the curriculum is revised without losing its commitment to quality. For this purpose, a wide range of core and electives courses are offered to ensure that the curriculum is responsive to the ever changing needs of business field.

**3. Professional Career building:** Designated staff from SZABIST facilitates arranging Internships for all students and acts as a liaison between the industry and the students.

Every trimester, renowned national and multinational companies contact the designated staff to conduct their employment tests, interviews and other on-campus recruitment activities to directly induct SZABIST graduates into their organizations. Additionally, at least once a year, a 'Career Fair' is held at the college campus where many leading companies are invited to explain their recruitment procedures and the scenario about present and future vacancies.

**5. Co-curricular Learning:** In order to promote learning that is active, self-motivated, exploratory and attentive, a wide range of learning opportunities, both curricular and co-curricular are used. It includes student research, internships, recreational and athletic programs, and co-curricular opportunities, such as, academic societies and student councils. This is to give the students a foretaste of what actually happens in industry, an effort to bridge the gulf between the classroom and the industry. Furthermore, an annual dinner is held with its leading alumni and adjunct faculty, particularly those who are gold medalists or are working in top multinational organizations, to network with the corporate world for innovative curriculum development, internships, placements, sponsorships and joint activities.



### f. Program Objectives Assessment

Objective	How Measured	When Measured	Improvements /Issues	Improvements made
1. Define and explain a context and framework for successful project management	Course Outline, midterm examination, final examination, assignments and reports	Every trimester	Curriculum needs to update	Curriculum proposal is sent to bring in new changes.
2. Understand the value and usability of project management principles including the process groups and knowledge.	Course Outline, midterm examination, final examination, assignments and reports	Every trimester	Curriculum needs to update	Curriculum proposal is sent to bring in new changes
3. Understand the critical people and leadership skills required to lead projects.	Project presentations	Every trimester	Need to work on student presentations skills	Special training sessions imparted to deliver presentations
4. Motivating the accountable and responsible members of the project management team	Group activities & assignments	Every trimester	Need more focus on group decision-making concepts and applications	More group activities are being introduced
5. Introduction and application of practical tools and techniques for enhanced project communication	Course Outline, midterm examination, final examination, assignments and reports	Every trimester	Curriculum needs to update	Curriculum proposal is sent to bring in new changes
6. Avoid common pitfalls and mistakes in managing projects	Brainstorming sessions on project case studies	Every trimester	Need more focus on group decision-making concepts and applications	More group activities are being introduced
7. Identification and management approaches	midterm examination,	Every trimester	Curriculum needs to update	Curriculum proposal is sent



to ensure proper delivery of scope, time, cost and quality to meet and/or exceed stakeholder needs.	final examination, assignments and reports			to bring in new changes
8. Concepts for successful project change management are identified and discussed to improve change at both an organization and personal level	Practical Reports, Projects and Assignments	Every trimester	Need to bring in guest speakers from industry	Guest speakers are invited to a class session
9. Decision making and creative problem solving is presented around the complex decision model	Final Project Presentation	Final trimester	Need to work on student presentations skills	Special training sessions imparted to deliver presentations
10. Closing out the project and post implementation reviews provide opportunity for completion, acknowledgment, and final project validation	Course Outline, midterm examination, final examination, assignments and reports	Every trimester	Curriculum needs to update	Curriculum proposal is sent to bring in new changes

Table 4.1 program objectives assessment

## Standard 1-2: Program Outcomes

### a. Outcome vs. Objectives

Program Objectives	Program Outcomes				
	1	2	3	4	5
1	M	S	M	M	M
2	M	S	S	M	M
3	S	M	M	S	M
4	M	M	M	S	M
5	M	S	M	S	M
6	M	M	S	M	M
7	M	S	S	M	M
8	M	M	S	M	M
9	M	M	S	S	M
10	M	M	S	M	S

Table 4.2 Outcome vs. Objectives



**Legend:**

- S = Substantial contribution to the objectives
- M = Moderate contribution to the objective
- X = No contribution to the objective

**Comments by the PT**

Program Outcomes vs. Objectives (Table 4.2) indicate around 60% moderate contribution to objectives. This necessitates evaluation of the issue with a view to find out the reasons, and planning and executing interventions to enhance the percentage of significant contribution. The revisions of objectives and outcomes may also be considered, if deemed appropriate.

**b. Employer Survey<sup>2</sup>**

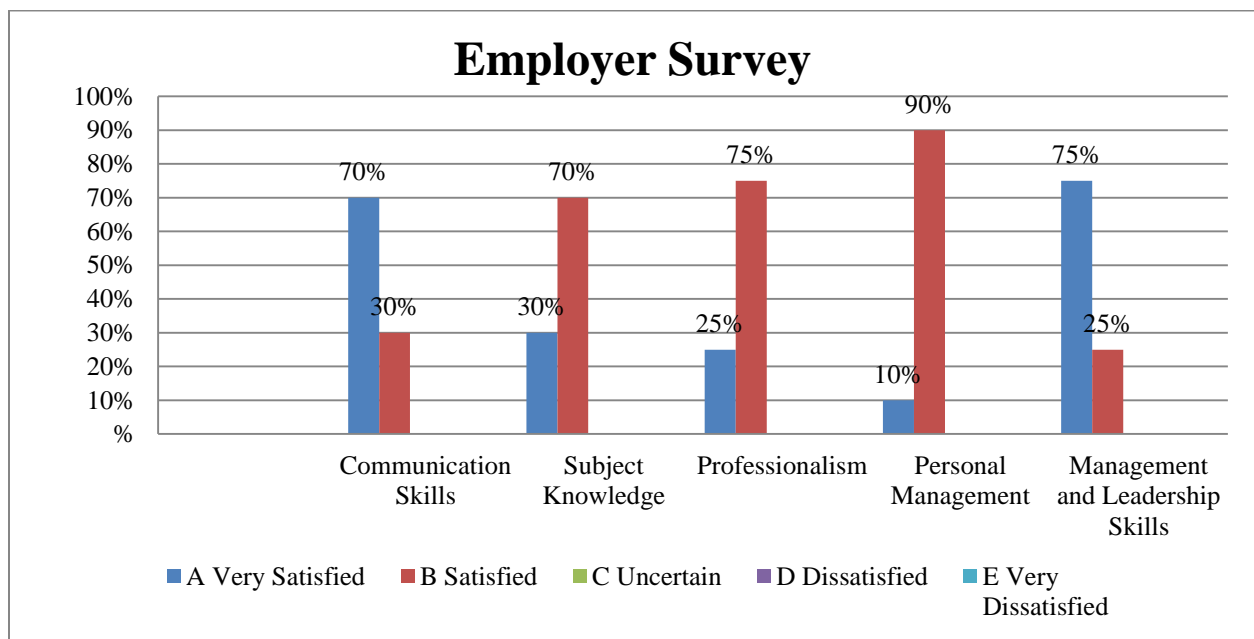


Figure 1.1

<sup>2</sup> Source of Information SZABIST Alumni Survey



c. Alumni Survey<sup>3</sup>

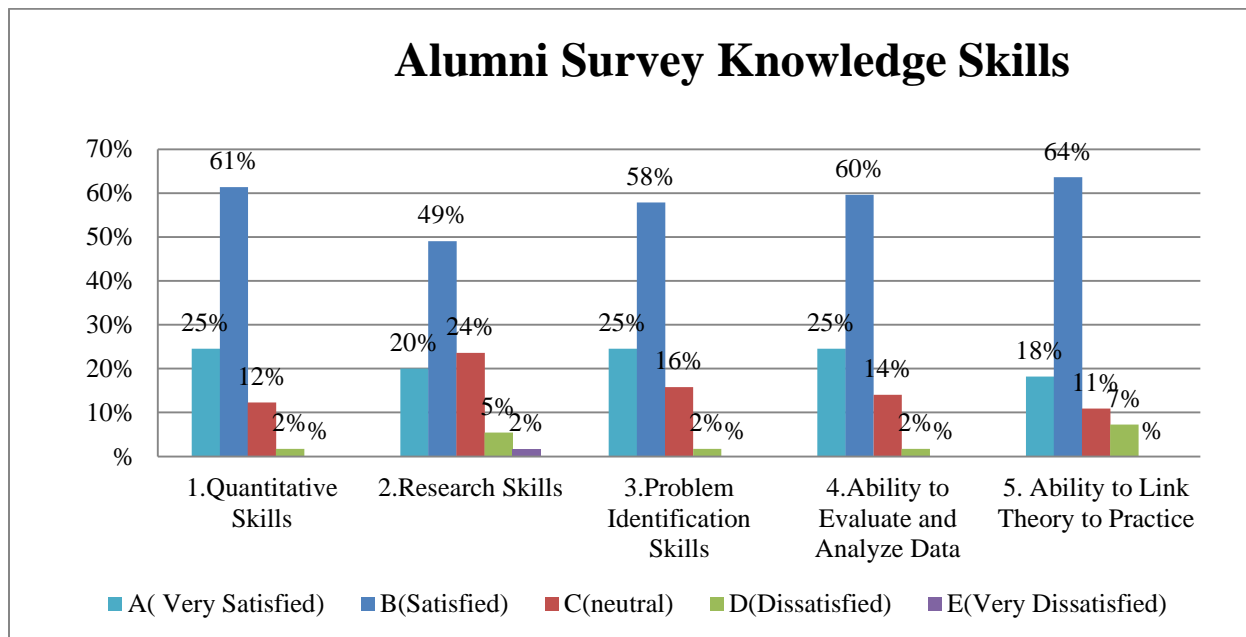


Figure 1.2

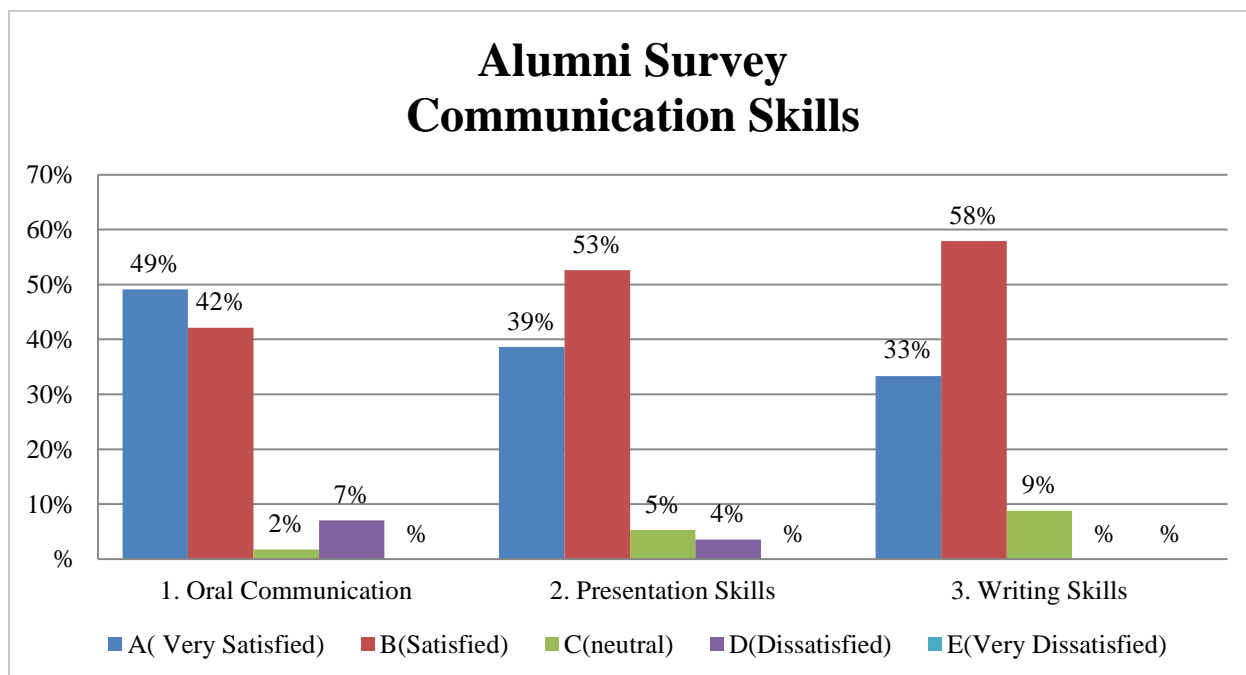


Figure 1.3

<sup>3</sup> Source of Information SZABIST Alumni Survey

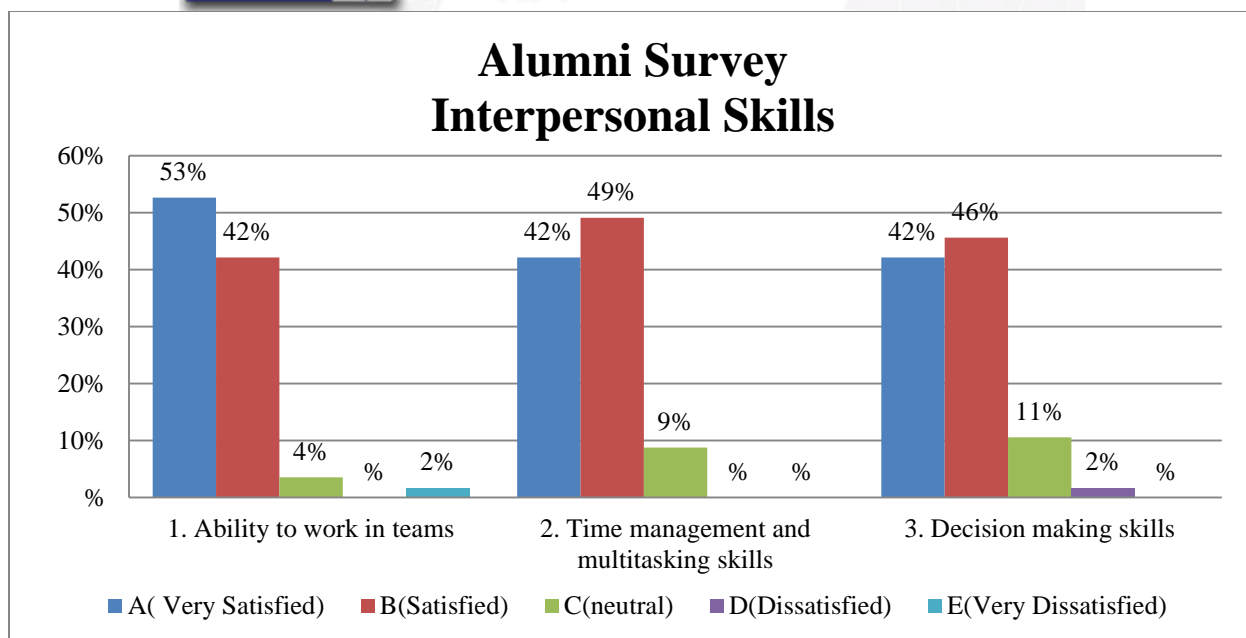


Figure 1.4

#### d. Graduating Student Survey<sup>4</sup>

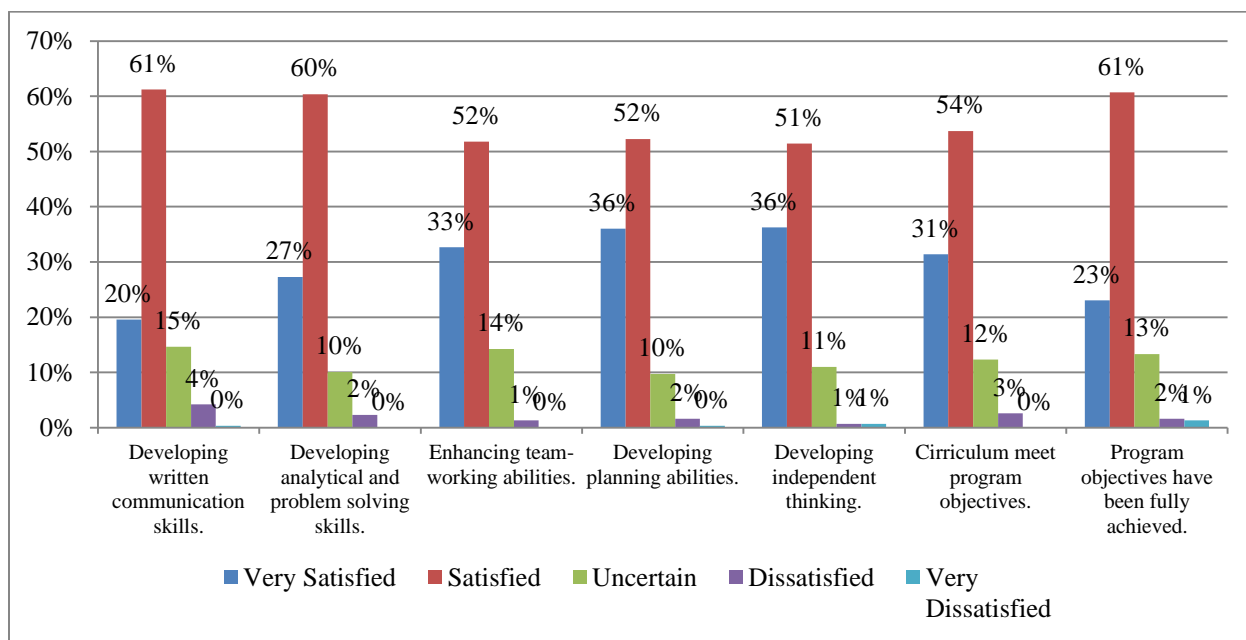


Figure 1.5

<sup>4</sup> Source of information is SZABIST Graduating Students' Survey



### **Standard 1-3: Assessment Results and Improvement Plans**

#### **a. Describe the action taken on the basis of the periodic assessment**

Assessments occur periodically in the following manner:

Student evaluation of course instructors and the course in the 5th week in order to determine “gaps” in the overall learning processes. Instructors with weak evaluations are asked to improve course delivery. If this fails, retention of such course instructors is not carried for the program.

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

##### **Program Improvement Plan based on Recent Assessment**

1. Enhancing the project management & presentation skills of the students.
2. Introducing new project management courses.
3. Introducing new specialization areas courses such as supply chain in projects, NGO projects etc.
4. Enhancing course delivery in classroom teaching by introducing case-based teaching methodology in parallel to traditional pedagogy.

#### **c. List strengths and weaknesses of the program**

- Strengths of the MPM program include:
  - Providing the foundation to strengthen the base of the project managers
  - Faculty from diverse industry/corporate background of managing projects
  - Seminars and workshops conducted on a regular basis
- Weaknesses of the MPM program include:
  - Diverse background of the students creates a challenge for the instructor
  - Need more practical education like visiting on-going projects

#### **d. List significant future plans for the program**

1. Appointment of more permanent faculty.
2. Accreditation from professional bodies like PMI, USA or PRINCE 2, UK.
3. Establishment of Alumni association.
4. Membership of Project Management Communities & International institutions
5. Achieving more students’ involvement in volunteer based communities and learning.



**Standard 1-4: Overall Performance Using Quantifiable Measures**

a. Indicate the percentage of successful students during study years showing i.e. their average, graduating grade point average per semester, time required to complete the program, drop out ratio of students

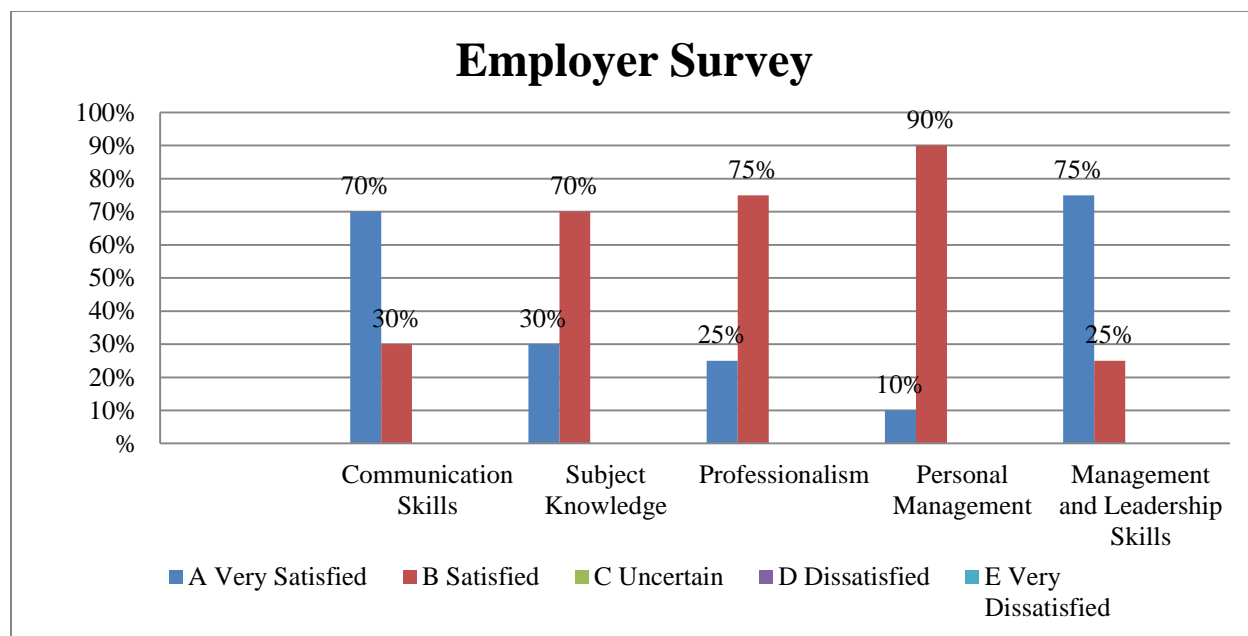
Average GPA for students in the MPM program is

Semester GPA	Fall - tri 2012	Spring - tri 2013	Summer -tri 2013	Fall - tri 2013	Spring - tri 2014	Summer - tri 2014	Fall - tri 2014	Spring -tri 2015	Total Average
Average GPA	3.13	2.92	3.08	3.03	2.68	3.06	3.08	3.1	3.01

**Dropout Ratio**

	Fall-Tri 2012	Spring-Tri 2013	Fall-Tri 2013	Spring-Tri 2014	Fall-Tri 2014	Spring-Tri 2015	Total Average
<b>Dropout</b>	5	3	6	0	9	5	0
<b>Enrollment</b>	229	253	247	208	239	221	232.83
<b>Drop out Ratio</b>	0.02	0.011	0.024	0	0.03	0.022	0.01

b. Indicate the percentage of employers that are strongly satisfied with the performance of the departments graduates







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

Year	Semester	MPM Faculty & Course Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2012	Spring	70%	15%	5%	10%	0	0
	Fall	80%	15%	5%	10%	0	0
2013	Spring	75%	5%	8%	2%	0	0
	Fall	80%	18%	2%	0	0	0
2014	Spring	75%	14%	6%	5%	0	0
	Fall	78%	13%	4%	5%	0	0
2015	Spring	65%	10%	10%	15%	0	0

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

Not applicable, as there is no research component to this industry specific program.

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

3G roll out project in Khyber Pakhtunkhwa -KP Region
Air Field Lighting of Benazir Bhutto International Airport (IIAP) Islamabad , Pakistan
Alternate Energy Solutions For Telecom Operators
APNA Town Administration Management system
Attock Oil Refinery Mechanical Project
Automatic Meter Reading (AMR) System
Automation of Filing System in CDA
Building and Setting up of Detector Weighbridge on Motorway
CMPAK 4G Network Rollout in Islamabad City
CMPak Project 3G Rollout Year 2016(South Region)
Construction of RO Filtration Plant King Abdullah Relief Camping for Pakistani People
Construction of Sewage Treatment plant, At Bani Gallal, Islamabad
Design Manufacturing Fabrication on condensate stabilization unit
Design Mobilink E-Care Portal
Designing and Implementation of Network Health Index in Mobilink PMCL Ltd
Development of a Customer Complaint Management system Portal
Establishment of 25 IT Labs in Higher Secondary Schools in KPK
Installation of Solar Powered Pumps in Tharparkar
Intelligent Traffic Lights and Flow Management System for Islamabad
Interior Planning, Designing and Education for RDC Auditorium



Islamabad Traffic Lighting System
Managing EPM Project Sever 2010 Auditorium building Project
Microwave Links (new and Swap) Project (Alcatel Lucent Pakistan)
Poverty Alleviation in Islamabad Midterm Project Reports
Poverty Alleviation in Karachi Abaadis of Islamabad skill Development Through Vocational and Technical Training
Regulating the Integration in Power Planning At IESCO
Rehabilitation and Improvement Existing Water Supply
Revamping of All the Islamabad's Bus Stations with improved Facilities
Safe City Project Lahore
Seven Springs Farm Gilgit Baltistan
Solid Waste Management Project
Supply, Installation and Commissioning of UPSs in Various Fauji Foundation School
Sustainable Solution to food and nutrition insecurity in vulnerable areas of Islamabad and Rawalpindi
UK Aid From British people
Water Supply and Irrigation System in AJK

<b>Sr #</b>	<b>Activity</b>	<b>Year</b>
1	PMP Certification orientation session, conducted by the local chapter of Project Management Institute, USA.	2014
2	Students visited the project site for Punjab Government Servants Housing Society, Rawalpindi	2014
3	Students attended the 4 <sup>th</sup> Annual National Project Management Conference hosted by the Project Management Institute, USA	2015



**f. Faculty and student surveys results to measure the administrative services provided<sup>5</sup>**

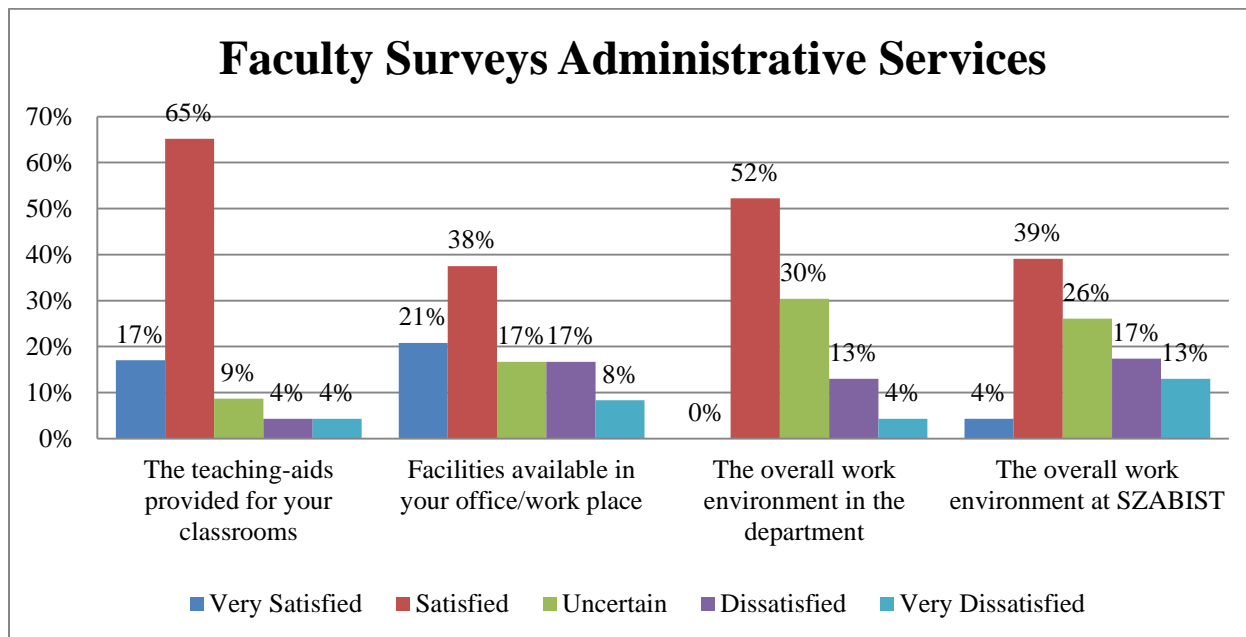


Figure 1.6

<sup>5</sup> Source of information is Employers' Survey



## **CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION**

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



## CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION<sup>6</sup>

### Standard 2-1: Courses vs. Objectives

#### a. Title of the Degree

Masters in Project Management (MPM)

#### b. Definition of Credit Hour

1. One credit hour means teaching a theory course for 60 minutes each week throughout the Semester.
2. The credit hours are denoted by two digits within brackets with a comma in between. The first digit represents the theory part while the second (right side) digit represents the practical. Thus 3(3,0) means three credit hours of theory.
3. The weekly contact hours of a 3(3,0) course will be three hours.
4. The contact hours during each week of the Summer Session will remain the same as for Fall/Spring, as a Trimester is being followed for MPM.

#### c. Curriculum Plan

Fall Semester	Spring Semester	Summer Semester
PM 5102 Fundamental of Project Management PM5101 Financial Management for Project Management PMXXXX Elective – 1 PM5310 SAP Training (computer based training)	PM 5201 Project Scheduling, Planning and Time Management PM 5301 Project Quality Management PM 5103 Project Cost Management PM 5309 Project in Primavera (computer based training) PM XXXX Elective - II	PM 5303 Project Monitoring, Evaluation and Control Management PM 5209 Project

#### ELECTIVES

PM 5151 Enterprise Resource Planning  
PM 5152 Innovation and Technology Management  
PM 5153 Managing Projects  
PM 5251 Procurement and Contract Management  
PM 5252 Project Change Management  
PM 5253 Project Human Resource Management  
PM 5255 Project Change and Risk Management

<sup>6</sup> Source of information is Program Manager-MPM



PM 5351 Project Risk Management  
 PM 5352 Project Stakeholders Management  
 PM 5353 Research Methods for Project Managers

All courses may not be offered every semester. Alternative courses may be substituted as and when required

**d. Curriculum Course Requirements**

MPM is a program with 9 core/mandatory course, and two Electives.

**Curriculum Course Requirement**

Core Courses	Humanities and Social Sciences	Math and Basic Sciences	Technical Elective
PM 5102 Fundamental of Project Management PM 5101 Financial Management for Project Management PM 5201 Project Scheduling, Planning and Time Management PM 5301 Project Quality Management PM 5103 Project Cost Management PM 5303 Project Monitoring, Evaluation and Control Management PM XXXX Elective - I PMXXXX Elective – II PM5310 SAP Training ( computer based training) PM 5309 Project in Primavera ( computer based training) PM 5209 Project	NA	NA	NA

Table 4.3

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

Course Groups	Objectives									
	1	2	3	4	5	6	7	8	9	10
Fundamental courses	x	x				x	x			x
Information Technology					x		x		x	
Elective courses		x	x	x				x		
Project & Presentation	x	x		x	x		x		x	x



**f. Courses versus Outcomes**

Courses Groups	Outcomes				
	1	2	3	4	5
Fundamental courses	x	x	x		x
Information Technology		x	x		
Elective courses	x	x	x		
Project & Presentation	x	x		x	

Table 4.4 Courses versus Outcomes

**Standard 2-2: Theory, Problem Analysis / Solution and Design**

The courses comprise of theoretical knowledge and practical applications. In almost all courses students undergo through rigorous projects to apply the knowledge and skills they acquire in a course. Also these diverse projects help them to equip various skills like team building, conflict resolution, and ethical decision making etc., which are necessary for today's complex organizations.

Element	Courses
Theoretical Background	Fundamentals of Project Management, Project Quality Management, Project Monitoring, Evaluation and Control Management
Problem Analysis & Solution	Financial Management for Project Management, Project Scheduling, Planning and Time Management, Project Cost Management
Research & Application	SAP Training, Project in Primavera

Table 4.5 Standard 2-2 requirements

**Standard 2-3, 2-4, 2-5, 2-6, and 2-7**

**Indicate how courses in the program satisfy its requirements**

Program	Fundamental courses	Information Technology	Elective courses	Project & Presentation
MPM	Fundamentals of Project Management, Financial Management for Project Management, Project Quality Management, Project Cost Management	SAP Training, Project in Primavera	Elective-I, Elective II	Project Scheduling, Planning and Time Management, Project Monitoring, Evaluation and Control Management, Project



## **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<sup>7</sup>**

Laboratories and computing facilities must be adequately available and accessible to faculty members and students to support teaching and research activities. To meet this criterion the standards in this section must be satisfied. In addition departments may benchmark with similar departments in reputable institutions to identify their shortcomings if any.

Provide the following information about the laboratories and computing facilities:

Describe the laboratory/ computer facilities that are available for use in the program under assessment. Indicate for each lab the following

- Laboratory title
- Location and area
- Objective
- Adequacy for instruction
- Courses taught
- Software available if applicable
- Major Apparatus
- Major Equipment
- Safety regulations

#### **Standard 3-1: Laboratory manuals/documentation/instructions**

- i. 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

---

<sup>7</sup> The source of information is IT Head.



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.

Instructions are clearly written on the Notice Boards pertaining to:

- Lab student IDs
- Uniquely generated E-mail IDs for Student and SZABIST 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.

**b. Are the resources available sufficient for the program?**

Yes, the resources are sufficient for the program.

**Standard 3-2: Adequate Support Personnel for Labs**

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

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

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

- a. Describe how the computing facilities support the computing component of your program.<sup>8</sup>

The MPM 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
<b>1</b>	<b>Servers</b>	<b>10</b>
	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
	Dell PowerEdge 2900	2
	HP Proliant ML370	1
	Dell PowerEdge 1500	1
<b>2</b>	<b>Desktop Computers</b>	<b>206</b>
	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
<b>3</b>	<b>Multimedia</b>	<b>26</b>
<b>4</b>	<b>Printers</b>	<b>3</b>
	LaserJet Black	2

<sup>8</sup> Source of information is: Manager IT



	Color	1
	Scanner	1
<b>5</b>	<b>UPS</b>	<b>16</b>
	20 KVA	2
	10 KVA	3
	5 KVA	1
	1 KVA	6
	2KVA	4

**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 MPM 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**

The department offers core courses from the beginning and electives are for the first 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 MPM 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**

Two elective courses are offered for specialization in the first year. 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**

MPM course taking policy in other programs is as follows:

- MPM 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 EMBA and in that case MPM and EMBA students take the course simultaneously.
- MPM students are also allowed to take courses along with other programs on the basis of equivalency defined in the course catalogue. Approval of Program Managers of both programs is required in this case.

##### **Standard 4-2: Effective Faculty and Student Interaction**

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

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



### **Standard 4-3: Professional Advising and Counseling**

#### **a. Describe how students are informed about program requirements**

Students are informed about program requirements through advertisements, prospectus, brochures, student hand book, admissions department, job fairs, program heads, Facebook official page, 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

The Masters in Project Management degree requirements are designed in accordance with the credit hours prescribed by Higher Education Commission.

MPM Program	Criteria
MPM 33 Credit hours	<ul style="list-style-type: none"><li>• Minimum of sixteen (16) years of education/4-year Bachelor/Masters' degree from any HEC recognized educational institute</li><li>• Minimum 55% marks / CGPA of 2.5</li></ul>

All candidates are required to go through the multi-step admission process that has been illustrated in the flowchart on the following page.

### Continuing of Education for Higher Degrees

Students completing their MPM from SZABIST and desiring to continue their studies in the MS-PM Program should fill out a Program Continuation Form and submit to the Admission Office during their graduating semester. Prior to pursuing to the higher degree programs, students are required to fulfill all the criteria required for completion of the existing MPM degree. All pre-requisites have to be completed before advancing to a higher degree program. Updated documentation will be required and a new registration number will be allocated at the time of registration.

### Re-admission after Dismissal

Re-Admission after dismissal is not allowed in any program and at any campus.



### b. The admission process flowchart

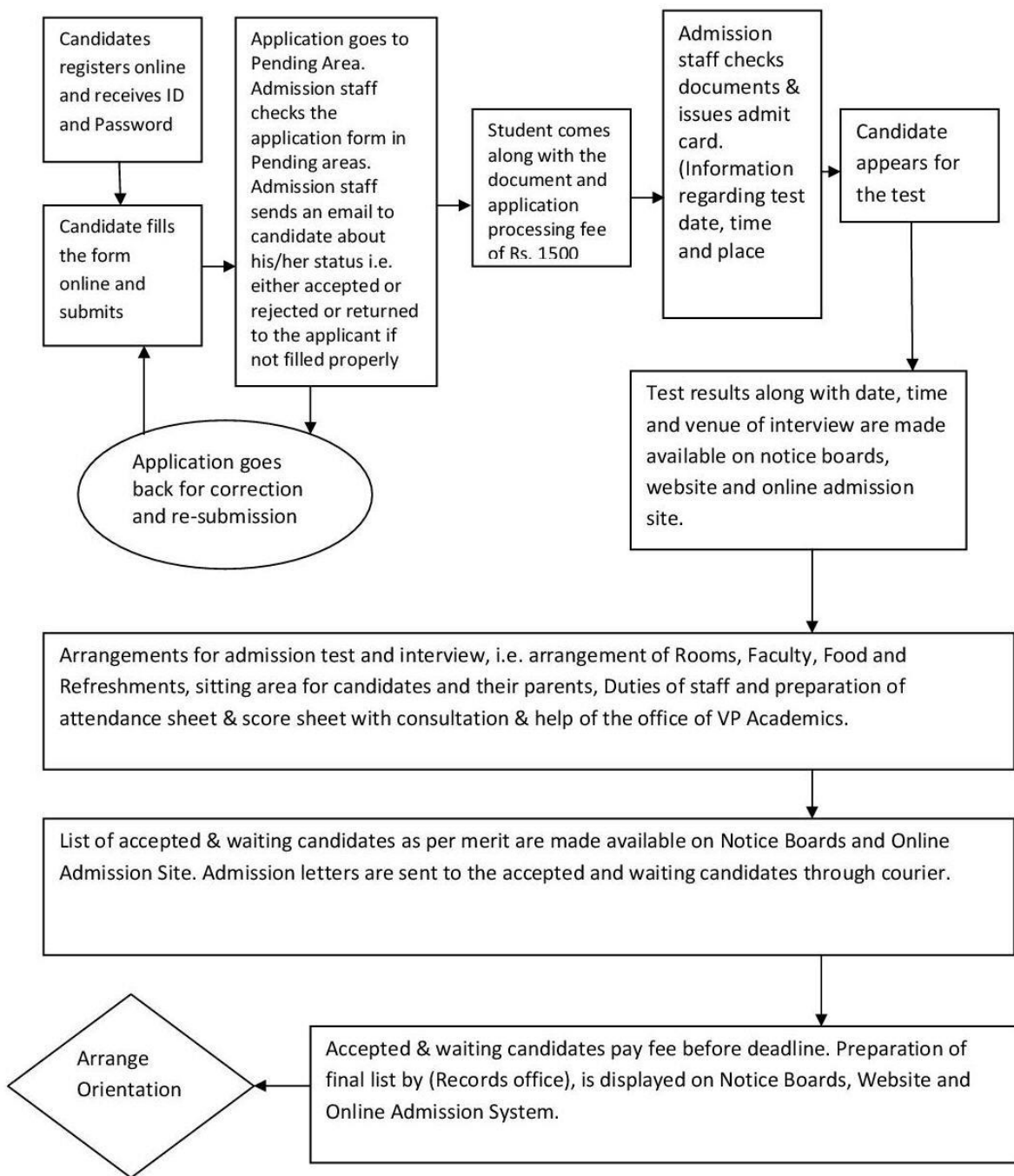


Figure 5.1



**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 EMBA 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.

- 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) 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 for MPM program is C-.

**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 MPM program is CGPA of 2.50.

### **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 MPM program is 2.50

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 and five years for Masters, and MS and, five years for PhD programs.

#### ***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.





**a. Flow Chart**

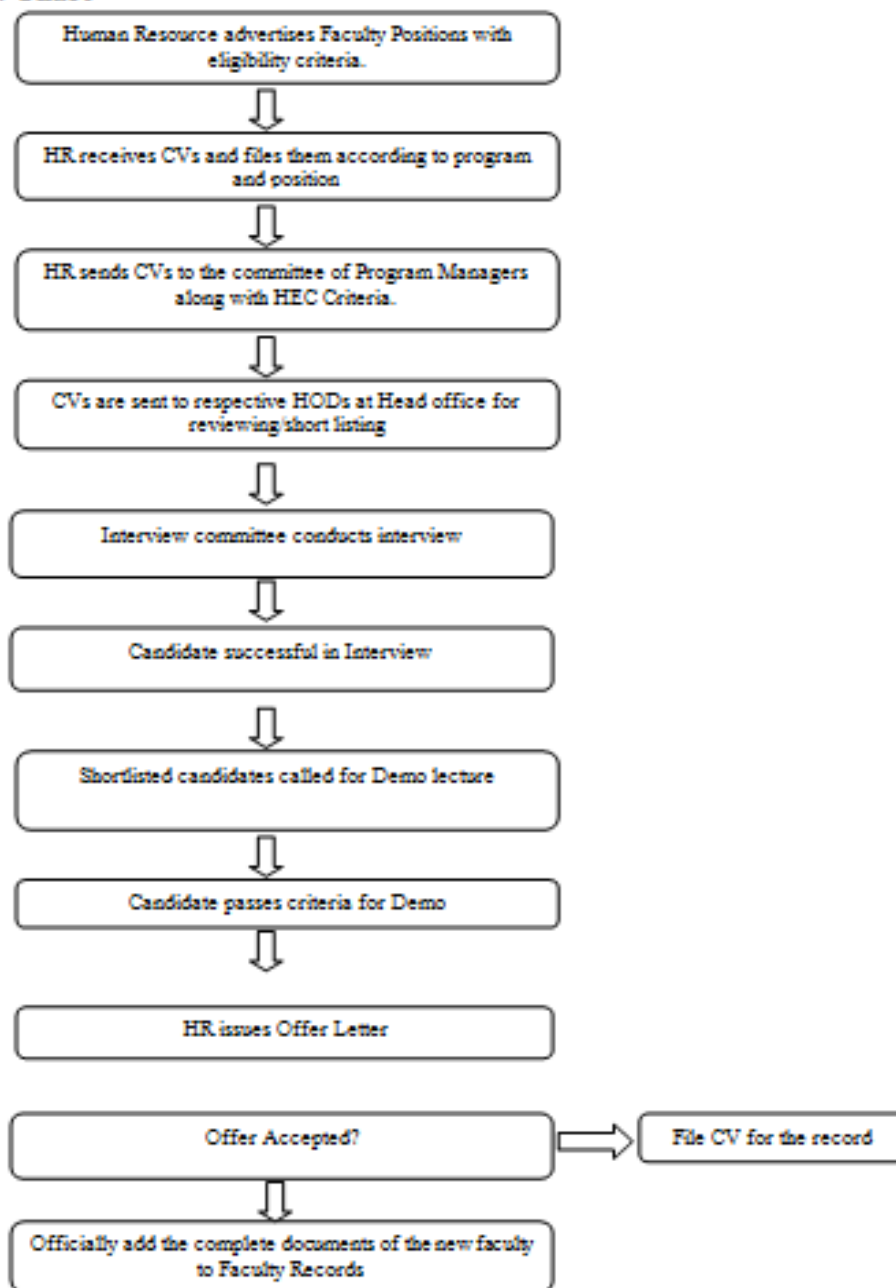


Figure 5.2



**b. 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.

**c. 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<sup>9</sup>**

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**

---

<sup>9</sup> Source: HR Manual, Faculty Promotion Policy



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**

	<b>Designation</b>	<b>Options</b>	<b>Qualification</b>	<b>Experience</b>	<b>Publications</b>
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.
---	----------------------------------	--	--	---	--

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

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

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 EMBA 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 monthly Academic Heads meeting, the annual Academic Council meeting and the bi-annual meeting of the Board of Studies regularly have an agenda to discourse and assess the periodic progress of various programs during different semesters that ensures completion of MPM degree program requirements. These discussions lead to improvements and amendments in the processes and procedures.



## **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

Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. To meet this criterion the standards in this section must be satisfied.

### Standard 6-1: Program Faculty Qualifications and Number<sup>10</sup>

**a. Faculty resumes in accordance with the format**

Launched

**b. Complete the following table indicating program areas and number of faculty in each area.**

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
HRM		1	1
Project Management	Courses: 11 Two Sections Day Two Section Evening	2	0
Mechanical Engineering	Nil	1	1
Industrial Engineering	Nil	1	0
Engineering Management	Nil	2	0
Total		7	2

Table 4.6: Faculty distribution by program's areas

### 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 resumes, what percentage of them is current. The criteria should be developed by the department.**

The criteria for the faculty to be current include the following:

1. Participating in academic events like seminars / sessions
2. Participating in academic and industry conferences / workshops
3. Presenting and publishing papers in conferences / colloquium monographs

<sup>10</sup> Information provided by Program Manager and HR



4. Publishing research papers in local and international journals
  5. Publishing articles in newspapers and magazines
  6. Conducting trainings and workshops
  7. Conducting academic and practitioner research
  8. Pursuing further education in their specialized field
  9. Incorporating their research and otherwise learning into their teaching through content and methodology
- b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.**

For professional development purposes, full time faculty members are eligible to enroll in Internal Postgraduate programs free of charge. Additionally, faculty members are encouraged to actively participate in research activities through incentive of reduced teaching load.

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

For professional development purposes, full time faculty members are eligible to enroll in Internal Postgraduate programs free of charge. Additionally, faculty members are encouraged to actively participate in research activities through incentive of reduced teaching load.

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

Regular meetings are scheduled between faculty, PM and Head of Department to address any academic and administrative issues, thereby ensuring smooth running of the program. Furthermore, for each course faculty evaluation is carried out using students' feedback and in light of this feedback PM interacts with faculty to optimize student's learning experience.

### **Standard 6-3: Faculty Motivation and Job Satisfaction**

All faculty members should be motivated and have job satisfaction to excel in their profession.

- a. Describe programs and processes in place for faculty motivation.**

- i. Performance merit increment.
- ii. Performance bonus.
- iii. 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%.
- iv. Honoraria for publishing research papers in reputed journals.



- v. Continuing education facility.
- vi. Flexible working hours.
- vii. Study leave

**b. Indicate how effective these programs are.**

- i. Performance based increments and bonus encourages the employees to perform more efficiently and effectively.
- ii. Personal and professional development through continuing education program, honoraria and institutional sponsorship for participation in conferences.
- iii. 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. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction.**

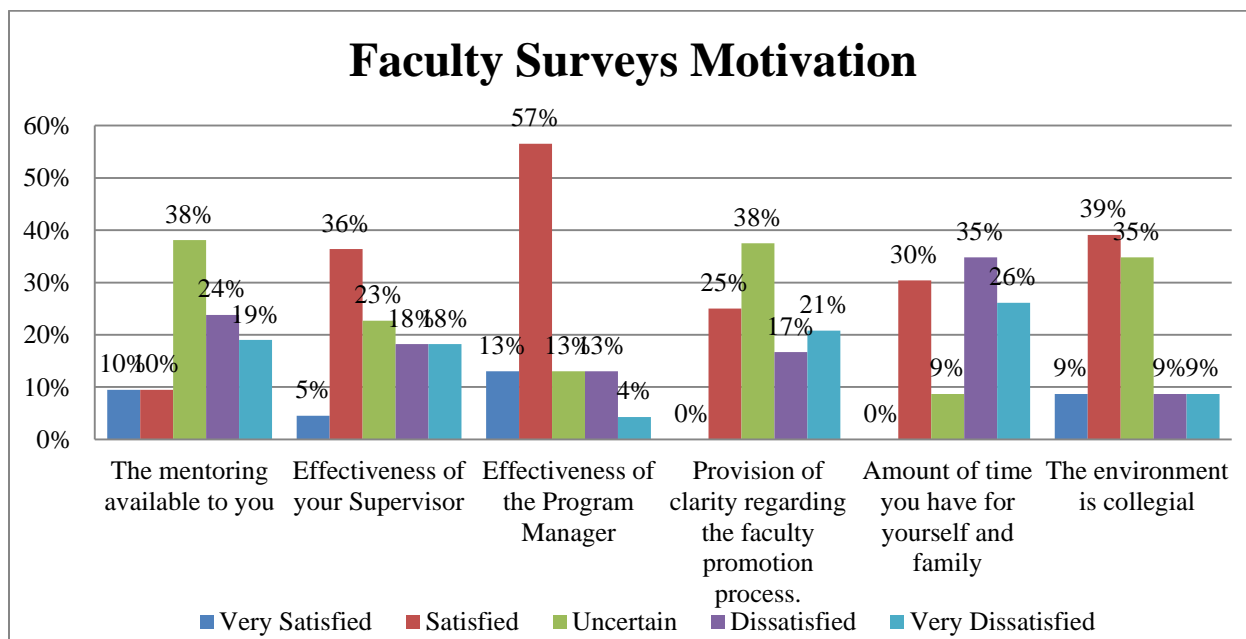


Figure 6.1

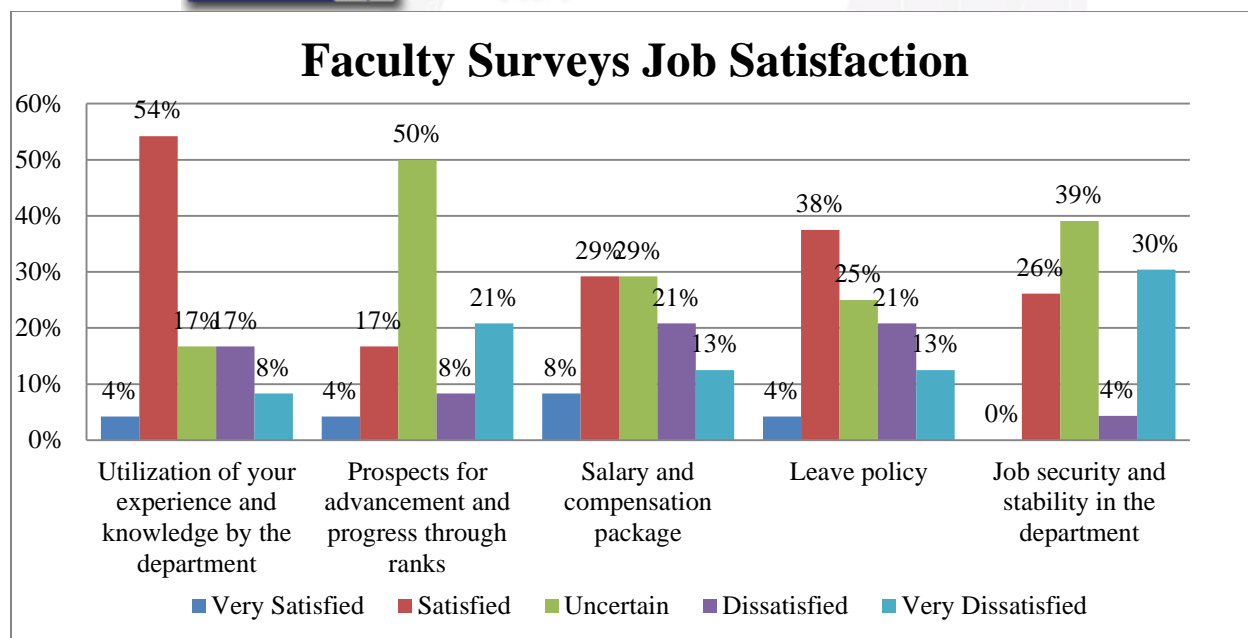


Figure 6.2



## **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**

Institutional facilities, including library, classrooms and offices must be adequate to support the objectives of the program. To satisfy this criterion a number of standards must be met.

### **Standard 7 -1: New Trends in Learning (e.g. E-Learning.**

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

<b>No.</b>	<b>Particulars</b>	<b>Quantity</b>
<b>1</b>	<b>Printed Form</b>	
	A. Books	14727
	a. Management Sciences	5896
	b. Miscellaneous	24
	<b>B. Reports</b>	<b>3698</b>
	a. Independent Study	2623
	b. Project	303
	c. Thesis	618
	d. Practicum	154
	<b>C. Newspapers (Daily)</b>	<b>12</b>
<b>2</b>	<b>Digital Form</b>	
	A. E-Books (SZABIST Digital library developed by the Librarians)	25000
	B. Books (Ebrary HEC)	41000
	C. CD's	2850
	a. Research (IS) Related	2000
	b. Books Related	850
	D. DVD's (Video Lectures)	200
	E. Journal/Magazines (Online)	41000
	a. Emerald	Yes
	b. Springer Link	Yes
	c. Jstore	Yes
	d. Ebscohost	Yes
	e. Taylor and Francis	Yes
	f. Project Muse	Yes
	g. Ebrary	Yes

#### **ii. Indicate how adequate the facilities are:**

The above facilities are exclusively used by the management science students, all these facilities are shared and accessible within campus to all the students of SZABIST. Having stated the above, these facilities are sufficient for the students of management science.



## Standard 7-2: Library Collection and Staff

Current leading journals such as International Journal of Project Management, Databases such as Science Direct, are unavailable which could improve our student's abilities to improve their knowledge base.

### 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:

### 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 especially 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.

### **Standard 7-3: Classroom and Office Adequacy**

When classroom size exceeds 45, there is no recourse other than to take such classes in Halls, where there is echo except for in Hall 1. False ceiling is required in Hall 3 and Hall 4.

#### **a. Describe the adequacy of classrooms.**

Following teaching facilities are 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

Following state of the art facilities have been made available in all classrooms;

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





- Marble floors
- Ceiling roofs

Following facilities have been provided for seminars/ workshops, and conferences:

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

One main auditorium with seating capacity of 90 personnel has been provided. The furniture is likely to be in soon. Thereafter, it shall be commissioned.

Plans are in hand 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.**

- Faculty offices are new with high quality of furniture and furnishing duly equipped with cooling and heating arrangements as well as computer, internet, and Wi-Fi facilities in the new administration block. Academic block has provision of students-faculty meeting rooms for close interaction and research related meetings.
- Adequate numbers of works stations are available for present faculty as well as prospective faculty during new hiring.



## **CRITERION 8: INSTITUTIONAL SUPPORT**

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



## **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**

SZABIST believes in providing best quality education to the students. In order to attain the set criteria, the faculty members are hired after thorough screening. The hired faculty is provided justified compensation, which includes basic salary, conveyance medical and house rent allowance. On annual basis around 10 to 15 percent on basic salary increment is being added and after every year a bonus is awarded to every employee in the month of March. Furthermore, on semester/Annual progress report and recommendation on excellent work or achievement for SZABIST, salary is increased or some award in the shape of money is awarded to that particular faculty member and after three years of successful teaching in SZABIST, loan facility can also be used by the faculty members.

Moreover, after the completion of the permanent faculty probation period (i.e. 6 months),

SZABIST offers them to continue with their higher studies according to their needs without any payment but they have to sign an agreement to serve the institution for five years after completion of their respective degree.

MPM based merit scholarships should be provided to encourage scholarship and competition amongst the top candidates.

- b. Describe the level of adequacy of secretarial support, technical staff and office equipment.**
- a. The provision of secretarial support is not available. All the work has to be done by the PM himself.
  - b. Technical support from IT is available for computing facilities.
  - c. Administrative support is provided by Administrative staff.
  - d. Office equipment is adequate.



**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**

Faculty and graduate students ratio for the last three years are as under:

**Number of Graduate Students**

Year	No. of Graduates
<b>2012-13</b>	<b>108</b>
<b>2013-14</b>	95
<b>2014-15</b>	108

- b. Graduate to faculty ratio.**

**Graduates: Faculty Ratio \***

Year	Graduates	No. of Faculty Members	Ratio
<b>2012-2013</b>	108	16.5	6.5:1
<b>2013-2014</b>	95	18	5.2:1
<b>2014-2015</b>	108	20	5.4:1

**Number of Faculty**

Particulars	Faculty		
	2012-13	2013-14	2014-15
<b>Total Number of Faculty</b>	<b>16.5</b>	<b>18</b>	<b>20</b>
Full Time faculty	8	9	12
Adjunct Faculty <sup>** ***</sup>	8.3	8.6	7.3

\* Graduates / Faculty of MPM 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 Facilities<sup>11</sup>**

**a. Describe the resources available for the library**

<b>Particulars</b>	<b>Budgetary Allocation (Rupees)</b>		
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Library	1,000,000	1,000,000	1,000,000

**b. Describe the resources available for laboratories.**

Not applicable on MPM program.

**c. Describe the resources available for computing facilities.**

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

<sup>11</sup> Source of Information is Finance Department

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

**MPM**

***Program Self-Assessment Checklist***



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

## Guidelines for Program Team Report and QEC Review

Program:         MPM        

Date:         5/16/2016        

**Prepared by QEC Staff:**

**Dr. Daniel Peerzada**

**Ms. Faria Tausif**

**Mr. Syed Muhammad Ali**



**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.

<b><u>CRITERIA AND ASSOCIATED STANDARDS</u></b>		<b>Yes/ No</b>	<b>Issue/Observation</b>	<b>Possible Evidences</b>
<b>Criterion 1- Program Mission, Objectives, and Outcomes</b>				
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		
	<b>Please find sample of Table 4.1 attached in Annexure I (i-ii)</b>			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives <b>Please find example of Table 4.2 attached in Annexure II (iii)</b>	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	Yes		





	programs			
	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) <b>Please find example attached in Annexure III (pg iv)</b>	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 <b>Please find example attached in Annexure III (pg iv)</b>	Yes		
	e. Number of short courses workshops, seminars organized on community service level <b>Please find example attached in Annexure III (pg iv)</b>	Yes		
	f. Faculty and student surveys results to measure the administrative services provided	Yes		
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. <b>Please find example attached in Annexure IV (pg v-ix)</b>	Yes		
	d. Table 4.3 curriculum course requirement <b>Please find example attached in Annexure IV (pg v-ix)</b>	Yes		
	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. <b>Please find example attached in Annexure IV(pg v-ix)</b>	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	N/A		
Standard 2-4	Major Requirements as Specified by Accreditation Body	N/A		
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements			
	a. List the courses required by the Accreditation Body.	N/A		
Standard 2-6	Information Technology Content Integration Throughout the Program			
	a. List the courses required by the Accreditation Body.	N/A		
	b. Describe how they are applied and integrated throughout the program	N/A		
Standard 2-7	Communication Skills (Oral & Written)			
	a. List the courses required by the Accreditation Body.	N/A		
	b. Describe how they are applied in the program.	N/A		
<b>Criterion 3 – Laboratories and Computing Facilities</b>				



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. <b>Please find example attached in Annexure V(pg x)</b>	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		
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		
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable. b. Make a Flowchart <b>Please find example attached in Annexure VI (pg xi-xii)</b>	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.	Yes		



	b. Make a Flowchart <b>Please find example attached in Annexure VI (pg xi-xii)</b>			
	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 to ensure that teaching and delivery of course material is effective and focus on students learning	Yes		
	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		
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 <b>Please find example attached in Annexure VII (pg xiii)</b>	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	Yes		



	information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department			
	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 for faculty motivation	Yes		
	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		
<b>Criterion 7 – Institutional Facilities</b>				
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		
<b>Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)</b>				



### Criterion 8 – Institutional Support

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		
<b>Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)</b>				

**\*Key**

Y- Yes

N- No

N/A- Not Applicable



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

**MPM**

***Assessment Team Report***





*SHAHEED ZULFIKAR ALI BHUTTO*  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# ASSESSMENT TEAM REPORT

---

**MPM**

July 24<sup>th</sup>, 2014



# 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. Ms. Nayyab Javed

ii. Mr. Ali Moin

### 2. Date of Nomination

June 23, 2016

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

7 days

### 4. Name of Department and Program being assessed.

MPM

### 5. Shortcomings of the PT report

Standard 1-1(b) Objectives 4, 6, 8, 10 need rephrasing to sound more like Program Objectives; Standard 1-1(e) Elements of the strategic plan are not indented to clearly show their sub heading status; Standard 1-3 (PT Comments) MPM does not come under the ambit of NBEAC, PMI Pakistan Chapter is a more probable national accreditation body for the program; To the extent of faculty evaluation and course evaluations, documentary evidence is maintained (contrary to the implication of the PT comment); Standard 4-1 (b) MPM program has trimesters, not semesters; Standard 4-1 (c) MPM program has its own electives not those given to other Management Sciences programs; Standard 5-3 multilevel list is not in sequence, Standard 6-1(b); courses are not mentioned in the faculty distribution table, Standard 6-2 Faculty resumes attached not mentioned, Standard 7-2 table of total number of books available in library is not listed.



**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 SA 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**  
N/A

**v. Strengths and weaknesses of the Program**  
Strength includes providing the foundation and faculty to strengthen the base of the project managers & Seminars and workshops conducted on a regular basis. Weakness includes a challenge for the instructor due to diverse background of students & need more practical education like visiting on-going projects

**7. Date of the presentation of AT report in the exit meeting**

14<sup>th</sup> July 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.

<b>Self Assessment Report</b>	
<b>Criterion 1 - Program Mission, Objectives and Outcomes Weight = 0.05</b>	
<b>Factors</b>	<b>Score</b>
1. Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	3
2. Does the Program have documented outcomes for the graduating students?	2
3. Do these outcomes support the program objective?	2
4. Are the graduating students capable of performing these outcomes?	2
5. Does the department assess its overall performance periodically using quantifiable measures?	4
6. Is the result of the Program Assessment Documented?	4
<b>Total Encircled Value (TV)</b>	17
<b>SCORE 1 (S1) = [TV / (No. of questions * 5)] * 100 * Weight</b>	2.8



<b>Criterion 2 - Curriculum Design and Organization</b>		<b>Weight</b>
<b>Factors</b>	<b>Score</b>	
1. Is the curriculum consistent?	4	
2. Does the department assess its overall performance periodically using quantifiable measures?	4	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	4	
4. Does the curriculum satisfy the core requirements laid down by Accreditation Body?	4	
5. Does the curriculum satisfy the major requirements laid down by HEC and Accreditation Body?	4	
6. Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	4	
7. Is the information technology component integrated throughout the program?	4	
8. Are oral and written skills of the students developed and applied in the program?	4	
<b>Total Encircled Value (TV)</b>	28	
<b>SCORE 2 (S2) = [TV / (No. of questions * 5)] * 100 * Weight</b>	14	

<b>Criterion 3 – Laboratories and Computing Facilities</b>		<b>Weight</b>
<b>= 0.10</b>		
<b>Factors</b>	<b>Score</b>	
1. Are laboratory manuals / documentation / instructions etc for experiments available and readily accessible to faculty and students?	4	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	4	
3. Are the university's infrastructure and facilities adequate to support the program's objectives?	4	
<b>Total Encircled Value (TV)</b>	12	
<b>SCORE 3 (S3) = [TV / (No. of questions * 5)] * 100 * Weight</b>	8	



<b>Criterion 4 – Students Support and Advising</b>		<b>Weight =</b>
<b>0.10</b>		
<b>Factors</b>	<b>Score</b>	
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?	3	
3. Does the university provide academic advising on course decision and career choices to all students?	4	
<b>Total Encircled Value (TV)</b>	11	
<b>SCORE 4 (S4) = [TV / (No. of questions * 5)] * 100 * Weight</b>	7.3	

<b>Criterion 5 - Process Control</b>		<b>Weight =</b>
<b>0.15</b>		
<b>Factors</b>	<b>Score</b>	
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	4	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	4	
3. Is the process to register students in the program and monitoring their progress documented?	4	



4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	4
5. Is the process to recruit and retain faculty in place and documented?	4
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	4
7. Are the processes in 5 and 6 mentioned above are periodically evaluated to ensure that they are meeting their objective?	4
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	4
9. Is the process in 8 mentioned above periodically evaluated to ensure that it is meeting its objectives?	4
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	4
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	4
<b>Total Encircled Value (TV)</b>	43
<b>SCORE 5 (S5) = [TV / (No. of questions * 5)] * 100 * Weight</b>	11.72

<b>Criterion 6 - Faculty</b>		<b>Weight = 0.15</b>
<b>Factors</b>	<b>Score</b>	
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	3	



2. Are the qualification and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	3
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	3
4. Do the majority of faculty members hold a PhD degree in their discipline?	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	3
6. Are the mechanisms in place for faculty development?	2
7. Are faculty member motivated and satisfied so as to excel in their profession?	2
<b>Total Encircled Value (TV)</b>	17
<b>SCORE 6 (S6) = [TV / (No. of questions * 5)] * 100 * Weight</b>	7.2

<b>Criterion 7 – Instructional Facilities</b>		<b>Weight =</b>
<b>0.15</b>		
<b>Factors</b>	<b>Score</b>	
1. Does the institution have the infrastructure to support new trends such as e-learning?	3	
2. Does the library contain technical collection relevant to the program and it is adequately staffed?	3	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	3	
<b>Total Encircled Value (TV)</b>	9	
<b>SCORE 7 (S7) = [TV / (No. of questions * 5)] * 100 * Weight</b>	9	





<b>Criterion 8 – Instructional Support</b>		<b>Weight =</b>		
<b>0.15</b>				
<b>Factors</b>	<b>Score</b>			
1. Is there sufficient support and finances to attract and retain high quality faculty?	4			
2. Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	4			
<b>Total Encircled Value (TV)</b>	8			
<b>SCORE 8 (S8) = [TV / (No. of questions * 5)] * 100 *</b> <b>Weight</b>	12			

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



### C. Assessment Results Implementation Plan Summary-MPM Islamabad Campus

<b>AT Findings</b>	<b>Corrective Action</b>	<b>Implementation Date</b>	<b>Responsible Body</b>	<b>Resources Needed</b>
<b>1. Permanent Faculty</b>	Department must increase the number of Permanent faculty specialized in Project Management	August 2016	HOD and PM of Project Management	Budget Time Panels
<b>2. Seminars &amp; practical projects</b>	More seminars and practical projects must be introduced	September 2016	Faculty Members, Admin(for facilitation)	Budget
<b>3. Admission Promotion</b>	Admission promotions must be improved for maximum intake of students	January 2017	PM and Admissions Department	Time Budget



**President's Comments :**

It is highly recommended that the concerned authorities ensure the implementation of the identified corrective actions. The smooth implementation will augment the quality and standards of the program. I appreciate the efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of MPM program.

**Name and Signature:** 

Madame Shahnaz Wazir Ali

**Dean's or HoD's Comments :**


The assessment of MPM program of SZABIST Management Sciences Department has helped the team to be able to capitalize on the strengths and workout the weaknesses in order to achieve excellence in providing quality education in the field of Project Management. This process will provide SZABIST with the confidence that we are serving the students with higher levels of quality in education, which in return, will create a positive image of SZABIST graduates in the market.

**Name and Signature:** 

Mr. Amer Riaz Qureshi

**QEC Comments :**

The self assessment process of the MPM program resulted in the emphasizing areas that needed further strengthening. The implementation of the Assessment Team's recommendation will improve the quality of the program and enhance the overall educational experience of the students. The SAR reached its completion with the support of the Dean of the Department and Program Managers and the efforts of the Program Team and Assessment Team and the dedication of the QEC staff.

**Name and Signature:** 

Ms. Faryal Shahabuddin

Ms. Faria Tausif



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

**Master of Project Management**

***Program Team Registration Forms***



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY  
Islamabad Campus**

## Registration Form

### Program Team

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

Team Leader: DR. MUHAMMAD ASIF KHAN

Name: ATIF BILAL

Position: Asst LECTURER

Institution: SZABIST ISB

Contact No: (Office) \_\_\_\_\_

Mobile No: \_\_\_\_\_

Email Address: atif.bilal@

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 PM Member)

19-8-2015  
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**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY  
Islamabad Campus**

## Registration Form

### Program Team

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

Team Leader: DR. MUHAMMAD ASIF KHAN

Name: DR. MUHAMMAD ASIF KHAN

Position: Faculty

Institution: SZABIST, Islamabad

Contact No: (Office) \_\_\_\_\_

Mobile No: 0300-5106218

Email Address: dr.asif@szabist-islamabad.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]

(Signature of PT Member)

17/8/15.

Date

Approved By: [Signature]

(Head of the Department)

**Note:** Completed form should be sent to the QEC



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

**MPM**

***Assessment Team Registration Forms***





**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**  
Islamabad Campus

## Registration Form

### Assessment Team

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

Team Leader: Ali Moin

Name: Ali Moin Position: Lecturer

Institution: SZABIST Contact No: (Office) 520

Mobile No: \_\_\_\_\_ Email Address: ALI-MOIN-66@yahoo.com

### 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.

Ali Moin

(Signature of AT Member)

23/6/2016

Date

Approved By: Taryal

(Head of the QEC)





## Registration Form

### Assessment Team

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

Team Leader: MR. ALI MOW

Name: NAYYAB JAVED

Position: LECTURER

Institution: SZABIST

Contact No: (Office) 510

Mobile No: -

Email Address: nayyab.javed@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.

Nayyab Javed

23-6-2016

(Signature of AT Member)

Date

Approved By: Javed

(Head of the QEC)