



*SHAHEED ZULFIKAR ALI BHUTTO*  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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**Bachelor in Business Administration  
(BBA)-Larkana Campus**

***Spring 2016***



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***Executive Summary***



*Quality Enhancement Cell*  
*Institutional Research Department*

*Self-Assessment Report*  
*Executive Summary*

**Bachelor in Business Administration (BBA) Program**

**SZABIST Larkana 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 Larkana campus the assessment process has been introduced by QEC in spring 2015 to keep the uniformity in all programs in relation to enhance quality in academics of the campus on prescribed standards.

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**. The IR/QEC initiated the Self- Assessment Process for the Bachelor of Business Administration (BBA) program and Bachelors of computer sciences (BSCS) programs offered at **SZABIST** Larkana campus. The highlights of the process were as follows:

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

The PT was nominated by Head of Campus, Mr. Muhammad Bux Soomro, on March 25, 2015. Following are the members of the PT:

- (i) *Ms. Zahida Abro*
- (ii) *Mr. Waseem Abbas*
- (iii) *Mr. Abdul Salam*
- (iv) *Mr. Ghulam Mustafa*
- (v) *Mr. Asim Shabir*

**2. Submission of PT Report**

The PT submitted the report on September 8, 2015. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on February 29, 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 March 30, 2016. Following were the members of the AT:

- (i) Mr. Jai kishan*
- (ii) Mr Shohaib Shah*
- (iii) Mr. Vickram Talreja*

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

The AT Report was submitted on April 15, 2016.

### **5. AT Findings and Recommendations**

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

- (i) Detailed course plan must be implemented along with pre-requisites
- (ii) Findings in the surveys of Alumni, employer and graduating students should be evaluated on prior basis.

### **6. Preparation of Assessment Results Implementation Plan Summary**

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



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# **SELF-ASSESSMENT REPORT**

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## **Bachelor in Business Administration (BBA)-Larkana Campus**

*Program Team Report*

**Spring 2016**



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## ***Criterion 1: Program Mission, Objectives and Outcomes***

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<b><i>Standard 1-2</i></b>	<b><i>Program Outcomes</i></b>
<b><i>Standard 1-3</i></b>	<b><i>Assessment Results and Improvement Plans</i></b>
<b><i>Standard 1- 4</i></b>	<b><i>Overall Performance Using Quantifiable Measures</i></b>



## **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 21<sup>st</sup> century.

##### **Management Sciences 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.

##### **BBA Program Mission Statement**

The BBA program at SZABIST nurtures talent for study of, contribution to, and challenging of, the ways businesses operate in Pakistan. The program celebrates diversity in thoughts and cultures of its student body; and with unity of purpose, focuses on developing socially responsible business and community leaders to meet the challenges of the 21<sup>st</sup> century, equipped with research, theory and activity-based learning. With a dynamic and committed team of full time faculty and qualified business representatives, the BBA program aims to continue being the flagship program of SZABIST Larkana.



### **b. Program Objectives**

The Bachelors in Business Administration (BBA) program intends to:

1. Develop efficient and ethical entry-level managers for a global and local sustainable business environment.
2. Enable pursuit of higher education in all leading national and international universities at graduate level.
3. Provide theoretical knowledge of functional areas supplemented with current industry knowledge.
4. Equip students with the necessary knowledge and skills for entrepreneurship.
5. Develop ability to identify, analyze, and resolve real-life business challenges through research and activity-based curricula.
6. Develop necessary skills to manage real-life work situations, such as decision-making skills, analytical skills, and teamwork, leadership, and communication skills.

### **c. Program Outcomes**

By fulfilling the educational objectives of the BBA program, students will be able to:

1. Achieve goals within given resources utilizing creativity and resource management.
2. Students should have an exposure to diversity, corporate social responsibility and ethics through practice.
3. Obtain a degree or credit which is accepted in all leading national and international institutions of repute.
4. Demonstrate ability to analyze, apply, and communicate complex information for functional level decision making.
5. Creating synergies between all functional areas, to start and manage independent business ventures.
6. Design processes, services, and products to meet business needs
7. Identify real-life business research challenges and opportunities, and suggest viable solutions through scientific research.
8. Conduct Cost and Benefit Analysis in all functional areas of business administration.



9. Work within teams and in multi-disciplinary environments.
10. Communicate effectively in an organizational context using visual aids.
11. Utilize analytical tools for decision making, with knowledge of current trends and skill set as determined by businesses.

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

The BBA program at SZABIST **nurtures talent for study of, contribution to, and challenging of, the ways businesses operate in Pakistan** (Objective 2, Objective 3). The program celebrates diversity in thoughts and cultures of its student body; and with unity of purpose, focuses on developing **socially responsible business and community leaders** (Objective 1, Objective 4) **to meet the challenges of the 21<sup>st</sup> century, equipped with research, theory and activity-based learning** (Objective 2, O3, O5, O6)... With a dynamic and committed team of full time faculty and qualified business representatives, the BBA program aims to continue being the flagship program of SZABIST Karachi.

**e. Outline the main elements of the Strategic Plan to achieve the program mission and objectives**

Our academic strategic plan is based on our mission to be a student-centered academic program 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 and competent citizens who are 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:** A well-designed academic curriculum needs not only to be comprehensive and effective, but also flexible. Therefore, as 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 the business field.
- 3. Research and Development:** Student research, especially which is connected to real world Concerns, not only enhances critical thinking and analytical skills for students, it also enriches research scholarship and benefits the country. The BBA program engages students as researchers by integrating research opportunities into the



curriculum (particularly through fieldwork, projects and internship-based learning opportunities), by providing training for graduate students in research methodology and conducting ethical research, and by involving graduate students in multi-disciplinary research carried out at SZABIST.

- 4. Professional Career building:** The Executive Development Center (EDC) facilitates in arranging Internships for all students and acts as a liaison between the industry and our students. Every semester, renowned national and multinational companies contact the EDC Program Team 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 'Job 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. A graduate directory is published, once a year. It is a compendium which contains CVs of all students who have graduated during the year and is distributed free of charge to all leading companies, where it serves as a useful reference book to find appropriate candidates for 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. They include student research, internships, recreational and athletic programs, and co-curricular opportunities, such as academic societies and student councils. It should be noted that a 6-week internship with a reputable company is a compulsory prerequisite for graduation. This is to give the students a foretaste of what actually happens in industry, and is an effort to bridge the gulf between the classroom and industry. Furthermore, an annual dinner is held with 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 number	How Measured	When Measured	Identified Areas for improvement	Action required to improve pre-identified Areas
1	Employment of Students and Feedback from Employers (Employer Survey and Feedback from EDC after interviews/placements)	After Graduation	Need Soft Skills' Development	Corporate Finesse Week Job Fair; Mock Interviews at EDC end.
2	Graduation and Acceptance in HEI for Graduate Studies, Locally and Internationally (Alumni Survey; Alumni Informal Feedback; Alumni Dinner networking sessions)	After Graduation	GMAT Practice Required	Already a Course of Quantitative Skills has been Offered in Last Year of Studies
3	Employment of Student and Feedback from Employers (Employer Survey and Feedback from EDC after interviews/placements)	After Graduation	Course Curriculum has to be Streamlined to Avoid Duplication	Course Curriculum Committees already exist in form of BoS To update courses as per market need
4	No. of Activities in a Semester; Research	Projects conducted; Theses submitted	Activity Calendar for Semester to be Made; Research Activities Needs to be Formalized	Presentation of BBA Theses of Graduating Students
5	Team-Based Live Projects	End semester project evaluation	Need to Be Socially Responsible Projects	Nearly All Projects are Related to Sustainable Business Solutions and CSR Activities (Fundraising; Awareness Program Team Report BBA Page 6 Generation

Table 1.1: Program Objectives Assessment<sup>1</sup>

<sup>1</sup> Table 1.1 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report



**Standard 1-2 Assessment Results and Improvement Plans**

**a. Outcome Versus objectives**

<b>Outcomes</b>											
<b>Courses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>English and Communication</b>	X	X	X	X	X	X			X	X	X
<b>Accounting</b>	X		X	X	X	X		X			X
<b>Finance</b>	X	X	X	X	X	X	X	X		X	X
<b>Marketing</b>	X	X	X	X	X	X	X	X	X	X	X
<b>Management</b>	X	X	X	X	X	X	X	X	X	X	X
<b>Information Technology</b>	X	X	X	X	X		X	X	X	X	X
<b>Social Sciences and Humanities</b>	X	X	X		X		X	X	X	X	X
<b>Support Courses</b>	X	X	X	X	X	X	X	X	X	X	X

Table 1.2: Outcomes versus Objectives<sup>2</sup>

**b. Employer's survey**

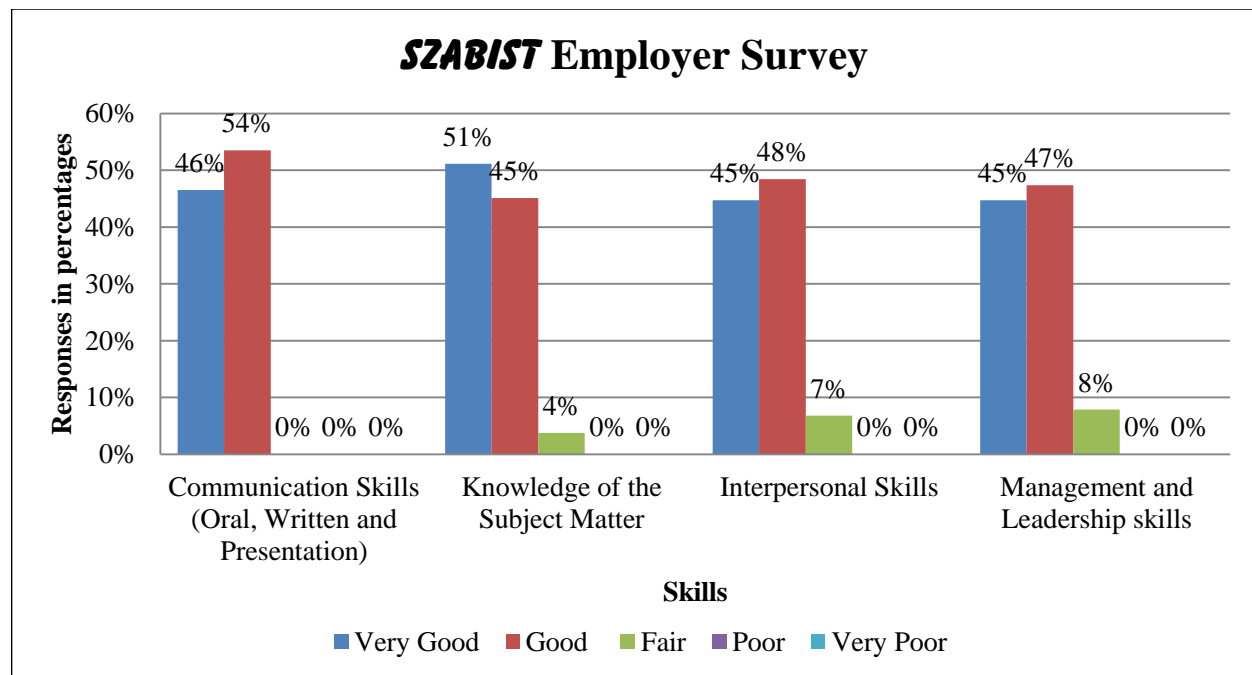


Figure 1.1

<sup>2</sup> Table 1.2 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report



**c. Alumni Survey**

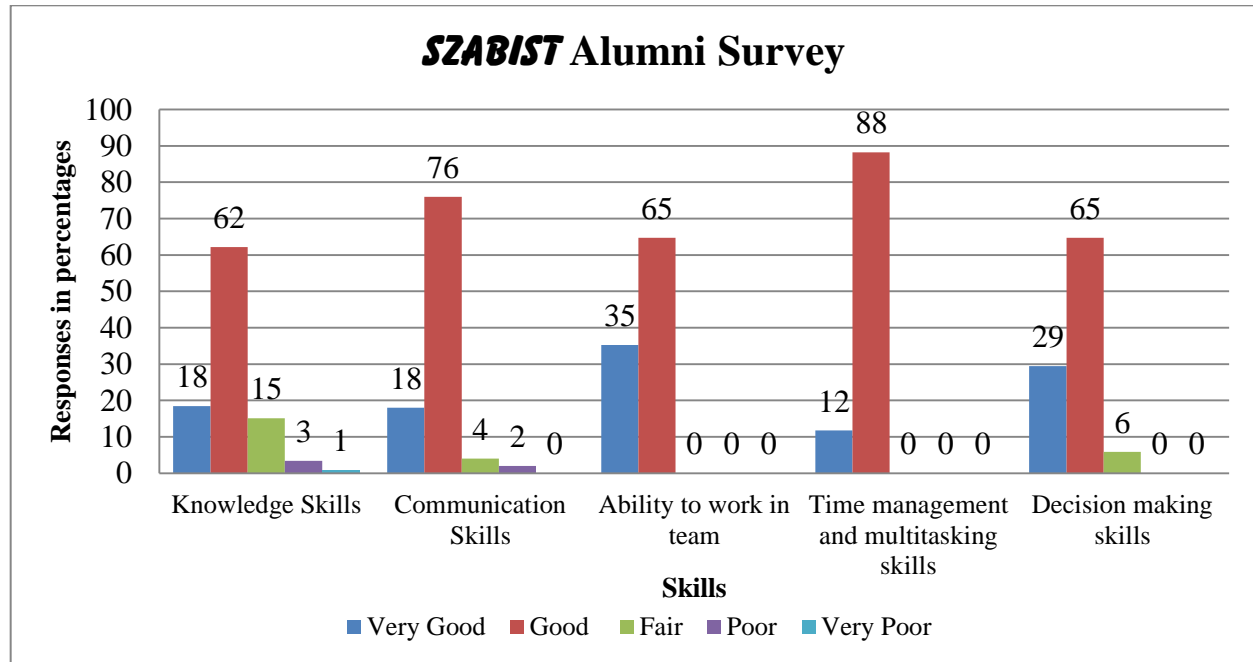


Figure 1.2

**d. Graduating Student Survey**

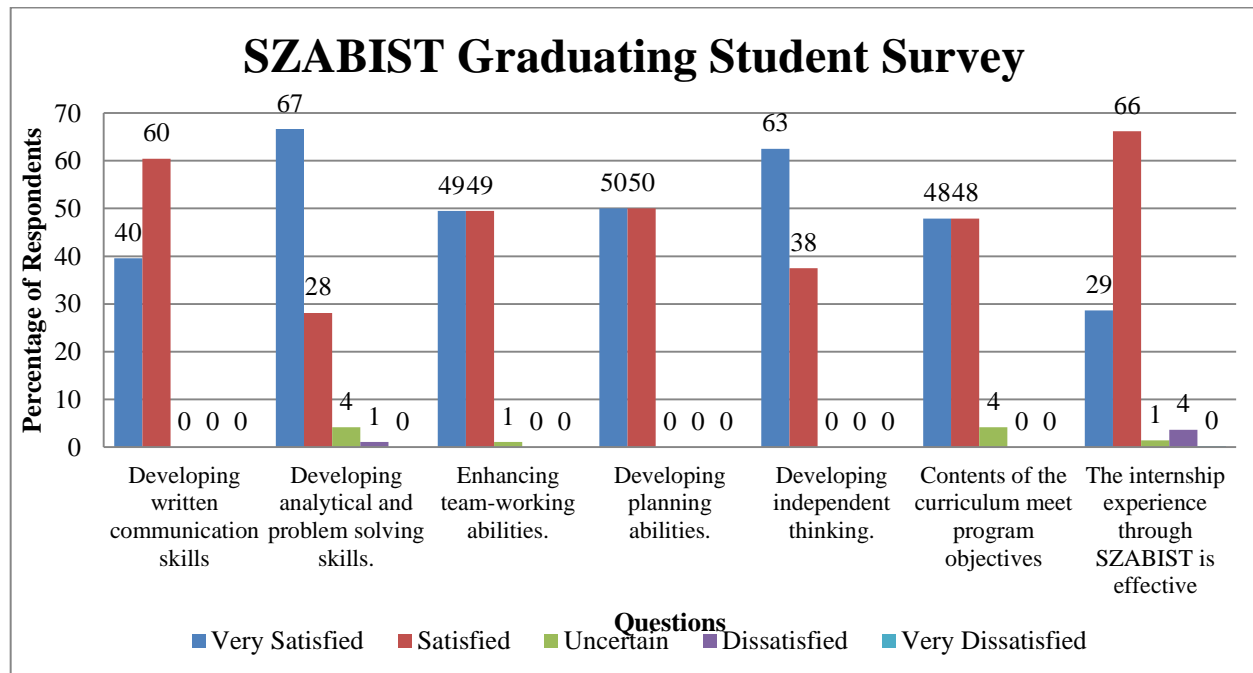


Figure 1.3



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

As a matter of policy the teachers and course Evaluation are conducted each semester for every program offered at *SZABIST*.

In the fifth week of each semester all the faculty members are evaluated by the students for their teaching and delivery of course material, along with the course content and its relevance to the objectives of the program.

These evaluations are reviewed by the office of the PM first and then HoC for comments and ranking. In case a faculty member scores less than 60% in the evaluation, the program managers discuss possible improvements with relevant faculty.

Attached please find the relevant section in the Faculty and Staff Handbook related to Teachers and Course Evaluations

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

As a matter of policy the Teachers and Course Evaluations are conducted each semester for every program offered at SZABIST.

Specifically in the 5th week all the faculty members are evaluated by the students for their methods of teaching and delivery of course material, along with the course content and its relevance to the objectives of the program.

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

Attached please find the relevant section in the Faculty and Staff Handbook related to Teachers and Course Evaluations.

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

Program Improvement Plan based on Recent Assessment:

1. Five Full time faculty has been taken on the board (2 Foreign qualified).
2. We have proposed Academic Improvement Plan to conduct workshops in relation to research in Spring 2016.
3. We made Compulsory field visits of the students in relevant courses.



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

● **Strengths of the BBA program include:**

1. Biggest undergrad program, in all 5 campuses of SZABIST, with over 120 courses offered per semester.
2. Diverse and in-depth curriculum based on market feedback, alumni feedback, recruiter feedback, SZABIST policies, and HEC guidelines.
3. Activity-based/ experiential learning methodology.
4. Highly qualified faculty.
5. Industry visits, workshops and seminars are conducted regularly.
6. A 6-week internship is mandatory.
7. Varied assessment techniques that are not based on promotion of rote-learning
8. Collaborative, not competitive, environment.
9. Strong senior-junior relationships.
10. Up-to-date Curriculum.
11. Program manager, open-door policy, and availability of academic and career counseling.
12. Focus on developing communication skills and confidence.
13. Highly networked student body; BBA-based social networking sites are active and provide real- time feedback.
14. Strongly focused on community service, community development, ethics, and social responsibility.
15. Scholarship opportunities.
16. International recognition of undergrads for exchange programs as well as for further education and scholarships, nationally and internationally.
17. Course of Quantitative Skills assists in preparing for MT tests and GMAT.

● **Weaknesses of the BBA program include:**

1. Part time faculty numbers are less which reduces practical touch to the application oriented course in curricula.



2. Week selection criteria in relation to entrance test cut off level at Larkana Campus, BBA should have a stronger admission criterion (50% passing and three A-levels subjects) than industry. Industry standard is 60% passing in intermediate and at least 3Cs.
3. Faculty training is low.
4. High class strength.
5. Number of electives is less (4 electives).
6. Absence of students' body.
7. Larkana Campus is not linked with foreign exchange program in alignment of MoU signed by SZABIST with international universities for BBA students.
8. Specific Budget has not been allocated for BBA Program activities.

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

1. English extra classes are recommended for new intake in fall, 2015 to improve their deficiency in English writing and communication.
2. Try to hire faculty with corporate exposure.
3. Student's council elections shall take place in fall, 2015.
4. Two faculty members (BBA & MBA PMs) have got training from Main Campus in the month of June, 2015 to introduce and strengthen case study methods in teaching. Both the PMs are supposed to give training to all permanent faculty members before the starting of fall semester 2015. This shall enhance conceptual and practical alignment through case study teaching and learning in BBA Program.

**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 CGPA**



Year	2012-13	2013-14	2014-15
Average GPA	2.98	3.1	3.03

Table 1.3: Average CGPA

- **Drop-out ratio** of student every year.

Year	2012-13	2013-14	2014-15
Dropouts	28	34	30
Average Enrollment	479	526	542
Dropout %	5.85%	6.46%	5.54%

Table 1.4: Drop-out Ratio

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

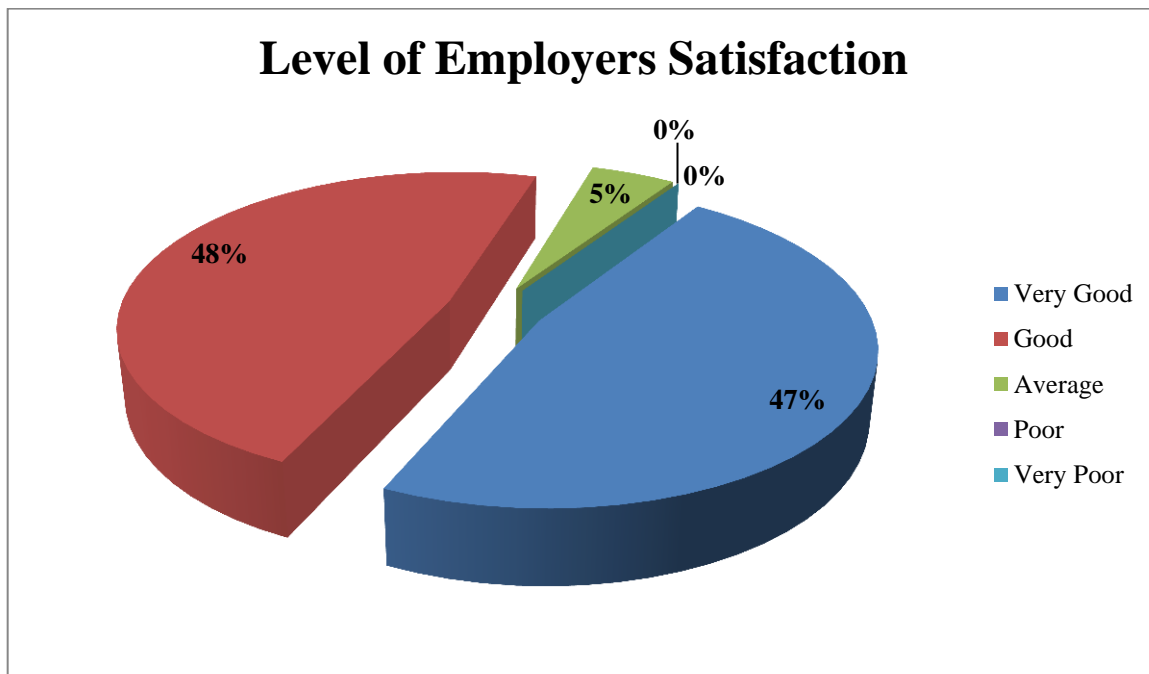


Figure 1.4



**c. Percentage of Student Evaluation/Assessment results for all the courses and faculty<sup>3</sup>**

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2013	Fall	36	31	15	13	4	2
2014	Spring	51	21	17	8	2	2
	Fall	34	38	13	12	3	0
2015	Spring	82	15	2	1	0	0
	Fall	80	11	2	5	2	0
2016	Spring	82	10	6	2	0	0

Table 1.6: Faculty & Courses Rating

**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**

**SZABIST PUBLICATIONS<sup>2</sup>**

Research output of SZABIST Management Sciences faculty from 2012 – 2015 is as under:

**i. Publications in Journals**

1. *Zahida Abro & M.Zaki Rashidi (2012), "Assessment of internal quality management and its contribution towards higher education excellence", JISR; 10(1).*
2. *Sarwat et al, (2013) "Factors behind Brand Switching in Cellular Network", on-line International Journal of Asian Social Sciences.*
3. *Sarwat et al, (2013) "Factors Influencing Successful Brand Extension into Related and Unrelated Categories", on-line International Journal of Asian Social Sciences.*
4. *Dr. Rafique Ahmed Memon (2014) "Numerical simulation of Rotating mixing in cylindrical vessel with couple of mix rotating stirrers". Journal of Basic Applied Sciences Vol. 4(4).*
5. *Abdul Salam, Wasim Abbas Awan, (2014) "Identifying the relationship between*

<sup>3</sup> The Source of Information is Academics/Zabdesk





job insecurity and employee performance – An evidence from private colleges in Larkana, Pakistan”. *Beykent University Journal of Social Sciences – BUJSS*, Vol.7 No.1, 2014 ISSN: 1307-5063

6. *Wasim Abbas Awan* (2014) “Impact of Determinants causing Organizational Politics: a case of private banks in Larkana, Pakistan”. *JBS* Vol.8(2).
7. *Zahida Abro & M. Abdus Salam* (2014), “Motivation, work stress and job performance; an analytical study of faculty in higher education institutions of Sindh”, *JISR*; 12(2)
8. *Abdul Salam, Wasim Abbas & Syed Ghazanfer Inam* (2015) “Impact of marketing mix elements on sales of UPS; a case study of Karachi market”. *VFAST Transactions on Education and Social Sciences*. Vol. 6 (2).

## **ii. Publications in Conferences**

1. *Sarwat Afzalt* (2013), “Determinants of Brand Credibility in Telecom Sector” June 2013, 5<sup>th</sup> Annual American Business Research Conference.
2. *Zahida Abro* (2013), “Individual Differences in Learning Styles & Its Impacts upon Students’ Academic Performance” May 2013, National Research Conference.
3. *Wasim Abbas Awan* (2013) “Capturing the factors of perverse perception of employees for performance appraisal system: a case of broadband internet service providing companies in Pakistan”. 5<sup>th</sup> SAICON.
4. *Ghulam Mustafa Shaikh* (2014), “The Impact of Exports & Imports on GDP of Pakistan (1972-2012), March 2014, ABRSC Venice Italy.
5. *Ghulam Mustafa Shaikh & Jalil Thebo* (2015) “The Impact of Personality Traits on Decision making Styles mediated by Overconfidence Bias” *March 2015*, Fifth International Conference on Business Management (5<sup>th</sup> ICoBM).

## **Presentation in Conference**

1. *Abdul Salam, Wasim Abbas & Syed Ghazanfer Inam* (2015) “Impact of marketing mix elements on sales of UPS; a case study of Karachi market” 6<sup>th</sup> South Asian International Conference

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

Proposed a workshop for community in Spring 2016.



**f. Faculty and student surveys results to measure the administrative services provided**

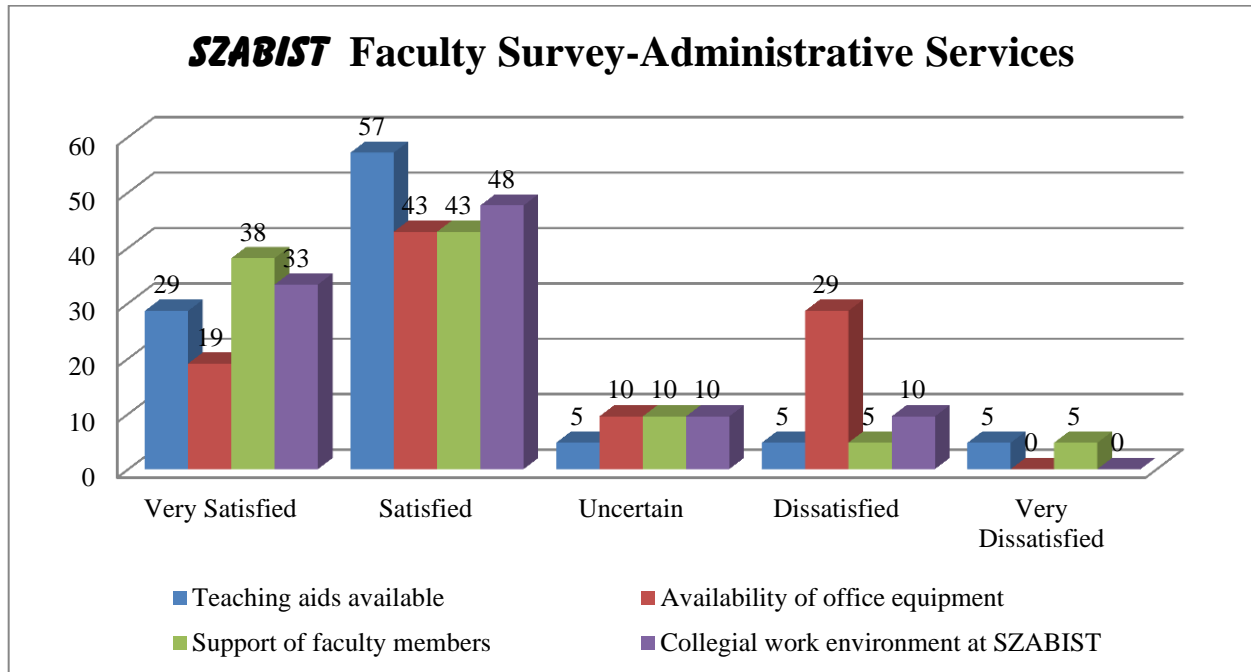


Figure 1.5

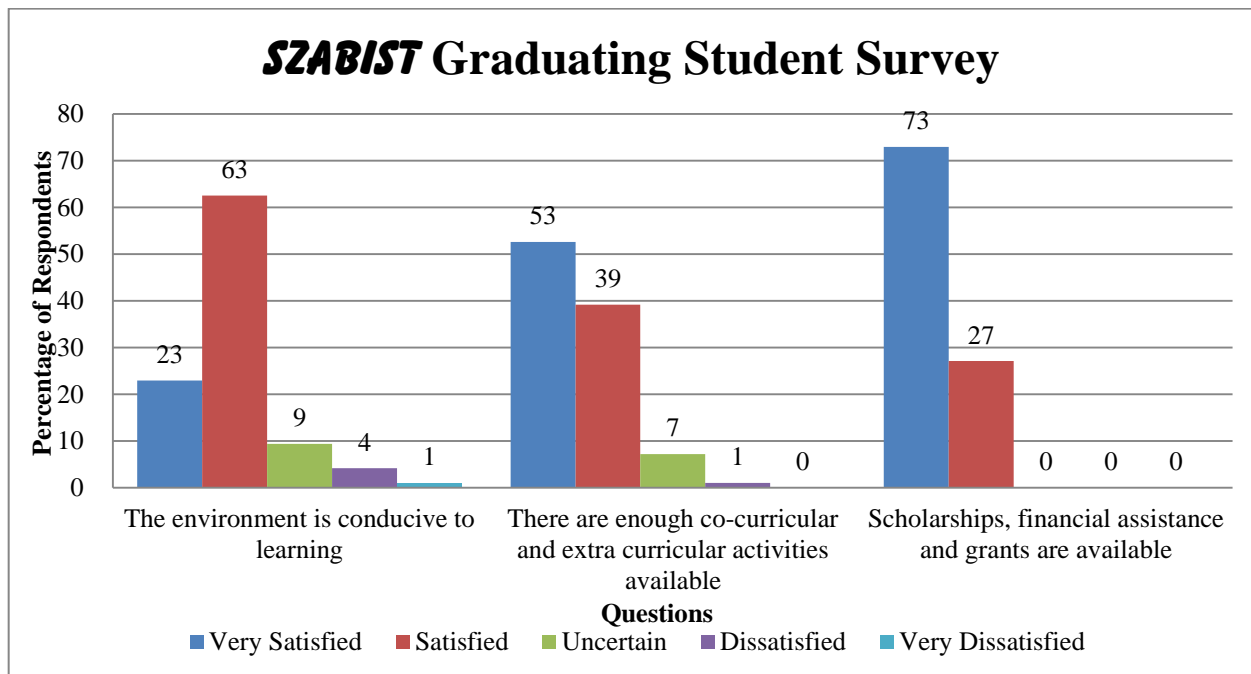


Figure 1.6

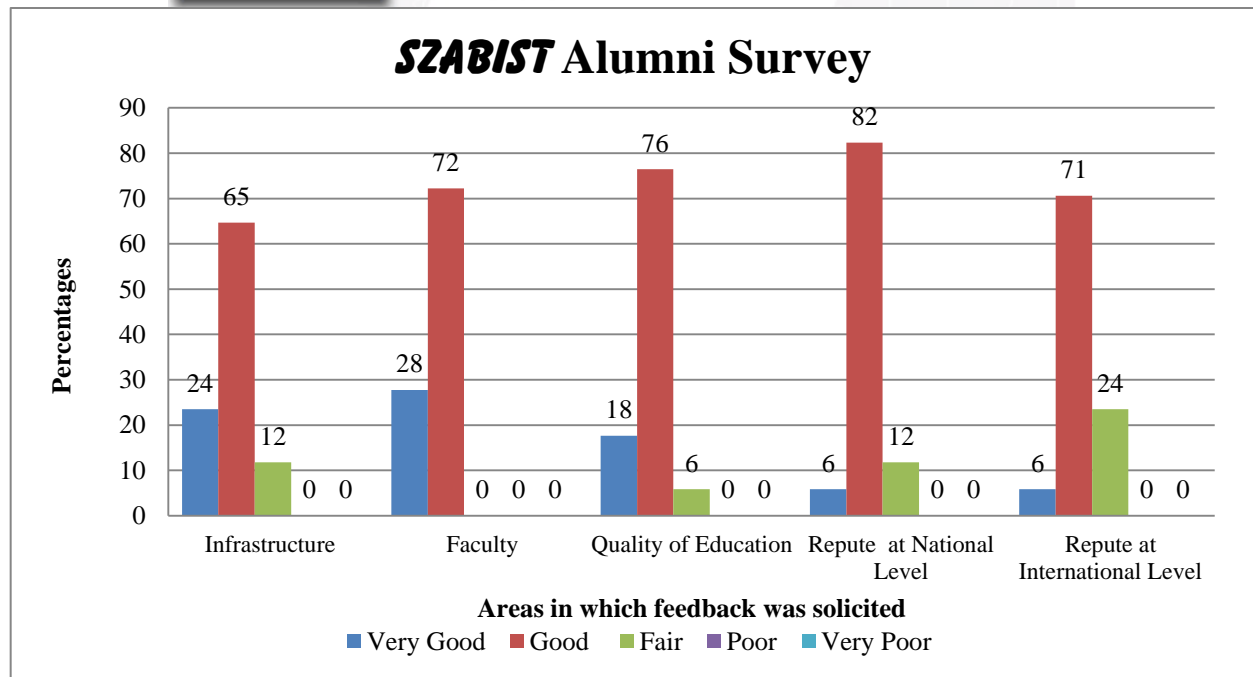


Figure 1.7



## ***Criterion 2: Curriculum Design and Organization***

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



**Criterion: 2 Curriculum Design and Organization**

**Standard 2-1 Courses vs. Objectives**

**a. Title of Degree Program**

Bachelor of Business Administration – BBA

**b. Definition of Credit Hour**

03 contact hours per course; 06 contact hours per week for Thesis



**c. Degree Plan**

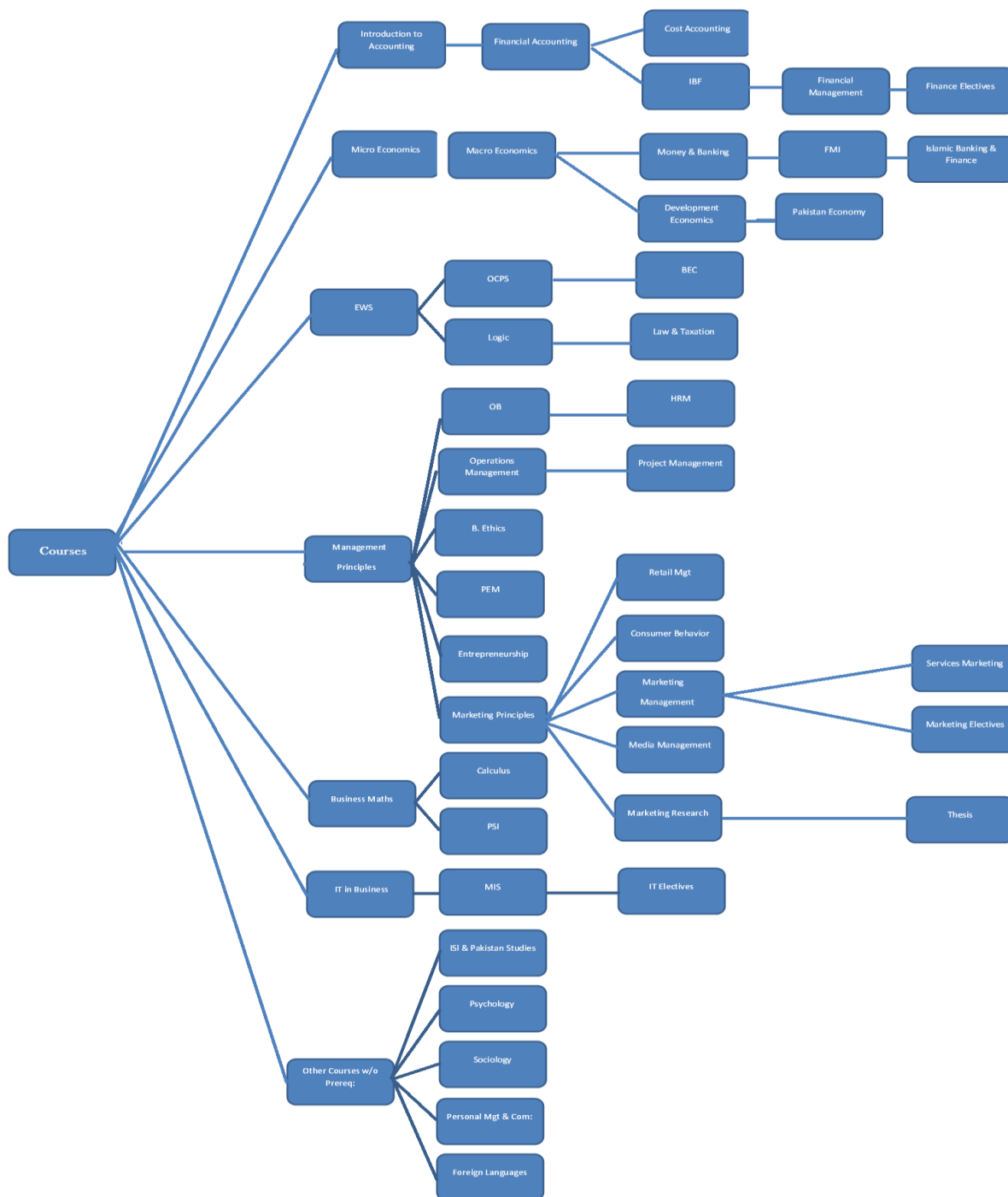


Figure 2.1



The first course (for respective subjects) in the chart is the pre-requisite course for subsequent courses. All courses are of 3 credit hours

<b>Course Code</b>	<b>Course Title</b>
<b>First Year</b>	
<b>Fall Semester</b>	
BA 1101	Introduction to Accounting
BA 1105	English Writing Skills
BA 1106	Islamiat and Pakistan Studies/Humanities
BA 1108	IT in Business
BA 1109	Personal Management and Communication
BA 1204	Mathematics for Business
<b>Spring Semester</b>	
BA 1102	Microeconomics
BA 1201	Financial Accounting
BA 1203	Management Principles
BA 1206	Oral Communication and Presentation Skills
BA 1211	Logic and Critical Thinking
BA 2311	Business Statistics
<b>Second Year</b>	
<b>Fall Semester</b>	
BA 1202	Macroeconomics
BA 2301	Introduction to Business Finance
BA 2303	Marketing Principles
BA 2307	Sociology
BA 2312	Human Behavior
BA 2408	Cost Accounting
<b>Spring Semester</b>	
BA 2401	Money and Banking
BA 2402	Retail Management
BA 2403	Business Ethics
BA 2406	Business and Electronic Communication
BA 3504	Organizational Behavior
BA 3507	Consumer Behavior
<b>Third Year</b>	
<b>Fall Semester</b>	
BA 3501	Financial Markets and Institutions



BA 3508	Media Management
BA 3605	Statistical Inference
BA 4706	Development Economics
BA 4801	Law and Taxation
BA xxxx	Optional-I (As offered by Campus)
<b>Spring Semester</b>	
BA 3601	Financial Management
BA 3602	Marketing Management
BA 3607	Operations Management
BA 3603	Business Research Methods
BA 4804	Human Resource Management
BA xxxx	Optional-II (As offered by Campus)
<b>Fourth Year</b>	
<b>Fall Semester</b>	
BA 3505	Quantitative Skills
BA 4704	Management Information Systems
BA 4705	Services Marketing
BA 4814	Project Management
BA 4xxx	Elective-I
BA 4xxx	Elective-II
<b>Spring Semester</b>	
BA 3502	Entrepreneurship
BA 3609	Pakistan Economy
BA 4807	Research Project
BA 4xxx	Elective-III
BA 4xxx	Elective-IV

Table 2.1: BBA Courses





**d. Curriculum Course Requirements**

<b>Structure of BBA Program at SZABIST Larkana</b>				
<b>English/ Communication</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Personal Management and Communications (3,0)	3	12	12
Semester 1	English Writing Skills (3,0)	3		
Semester 2	Oral Communication & Presentation Skills (3,0)	3		
Semester 4	Business and Electronic Communications (3,0)	3		
<b>Accounting</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Introduction to Accounting (3,0)	3	9	9
Semester 2	Financial Accounting (3,0)	3		
Semester 3	Cost Accounting (3,0)	3		
<b>Finance</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 3	Introduction to Business Finance (3,0)	3	15	9
Semester 4	Money and Banking (3,0)	3		
Semester 5	Financial Markets and Institutions (3,0)	3		
Semester 6	Financial Management (3,0)	3		
Semester 7	Islamic Banking and Finance (3,0)	3		

<b>Marketing</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 3	Marketing Principles (3,0)	3	15	9
Semester 4	Retail Management (3,0)	3		
Semester 4	Consumer Behavior (3,0)	3		
Semester 6	Marketing Management (3,0)	3		
Semester 7	Services Marketing (3,0)	3		
<b>Management</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 2	Management Principles (3,0)	3	18	18
Semester 4	Organizational Behavior (3,0)	3		
Semester 6	Operations Management (3,0)	3		



Semester 6	HRM (3,0)	3		
Semester 7	Project Management (3,0)	3		
Semester 8	Entrepreneurship (3,0)	3		
<b>Information Technology</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	IT in Business (3,0)	3	9	9
Semester 5	Media Management (3,0)	3		
Semester 7	Management Information Systems (3,0)	3		
<b>Social Sciences and Humanities</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Islamiat/Pakistan Studies/Humanities (3,0)	3	18	18
Semester 2	Logic and Critical thinking (3,0)	3		
Semester 3	Sociology(3,0)	3		
Semester 3	Human Behavior (3,0)	3		
Semester 4	Business Ethics (3,0)	3		
Semester 8	Pakistan Economy (3,0)	3		
<b>Support Courses</b>		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Mathematics for Business (3,0)	3	27	24
Semester 2	Microeconomics (3,0)	3		
Semester 3	Macroeconomics (3,0)	3		
Semester 2	Business Statistics (3,0)	3		
Semester 5	Statistical Inference (3,0)	3		
Semester 5	Law and Taxation (3,0)	3		
Semester 5	Developmental Economics (3,0)	3		
Semester 6	Marketing Research (3,0) (BRM)	3		
Semester 7	Quantitative Skills	3		
		CH		
Semester 7 & 8	4 Electives	3x4	12	12
Semester 8	<b>Thesis</b>	6	6	6
<b>TOTAL</b>			141	Min 126

Table 2.2: Curriculum Course Requirements<sup>4</sup>

<sup>4</sup> Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



e. Courses versus objectives

	OBJECTIVES							
Course Groups	1	2	3	4	5	6	7	8
English and Communication	*	*	*	*	*	*	*	*
Accounting	*	*	*	*		*	*	*
Finance	*	*	*	*	*	*	*	*
Marketing	*	*	*	*	*	*	*	*
Management	*	*	*	*	*	*	*	*
Information Technology	*	*	*	*	*	*	*	*
Social Sciences and Humanities	*	*	*	*	*	*	*	*
Support Courses	*	*	*	*	*	*	*	*

Table 2.3: Courses versus Objectives

f. Courses versus outcomes

	OUTCOMES										
COURSES	1	2	3	4	5	6	7	8	9	10	11
English and Communication	X	X	X	X	X	X			X	X	X
Accounting	X		X	X	X	X		X			X
Finance	X	X	X	X	X	X	X	X		X	X
Marketing	X	X	X	X	X	X	X	X	X	X	X
Management	X	X	X	X	X	X	X	X	X	X	X
Information Technology	X	X	X	X	X	X	X	X	X	X	X
Social Sciences and Humanities	X	X	X		X		X	X	X	X	X

Table 2.4: Courses versus Outcomes<sup>5</sup>

**English/ Communication:** Personal Management and Communications, English Writing Skills, Oral Communication & Presentation Skills, Business and Electronic Communications.

**Accounting:** Introduction to Accounting, Financial Accounting, Cost Accounting

**Finance:** Introduction to Business Finance, Money and Banking, Financial *Markets and Institutions*, *Islamic Banking and Finance*

**Marketing:** Principles of Marketing, Retail Management, Consumer Behavior, Marketing Management, Services Marketing

<sup>5</sup> Table 2.4 of PT Report is the Table 4.4 (Courses versus Outcomes) of AT Report



**Management:** Management Principles, Organizational Behavior, Public Enterprise Management Operations Management, Human Resource Management, Project Management, Entrepreneurship

**Information Technology:** IT in Business, Management Information Systems, Media Management

**Social Sciences and Humanities:** Islamiat/Pakistan Studies/Humanities, Logic, Sociology, Psychology, Business Ethics, Economy of Pakistan, Foreign Languages

**Support Courses:** Microeconomics, Mathematics for Business, Macroeconomics, Calculus, Probability and Statistical Inference, Law and Taxation, Developmental Economics, Marketing Research.

### 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.

Knowledge	Semester	Course Name
Theoretical Background	Semester 1	BA 1105 English Writing Skills (3,0)
	Semester 1	BA 1101 Introduction to Accounting (3,0)
	Semester 1	BA 1106 Islamiat/Pakistan Studies/Humanities (3,0)
	Semester 1	BA 1108 IT in Business (3,0)
	Semester 2	BA 1102 Microeconomics (3,0)
	Semester 3	BA 1202 Macroeconomics (3,0)
	Semester 2	BA 1203 Management Principles (3,0)
	Semester 2	BA 2311 Business Statistics (3,0)
	Semester 3	BA 2312 Human Behavior (3,0)
	Semester 3	BA 2307 Sociology(3,0)
	Semester 5	BA 4801 Law and Taxation (3,0)
Research & Applications	Semester 4	BA 2406 Business and Electronic Communications (3,0)
	Semester 4	BA 3507 Consumer Behavior (3,0)
	Semester 4	BA 2402 Retail Management (3,0)
	Semester 5	BA 4706 Developmental Economics (3,0)
	Semester 5	BA 3501 Financial Markets and Institutions (3,0)
	Semester 6	BA 4707 Marketing Research (3,0) (BRM)



	Semester 6	BA 3607	Operations Management (3,0)
	Semester 7	BA 4705	Services Marketing (3,0)
	Semester 7	BA 4814	Project Management (3,0)
	Semester 8	BA 3609	Pakistan Economy (3,0)
	Semester 8	BA 3502	Entrepreneurship (3,0)
	Semester 8	BA 4808	Thesis (6,0)
Problem analysis and solution	Semester 1	BA 1109	Personal Management and Communications (3,0)
	Semester 1	BA 1204	Mathematics for Business (3,0)
	Semester 2	BA 1201	Financial Accounting (3,0)
	Semester 2	BA 1211	Logic & Critical Thinking (3,0)
	Semester 2	BA 1206	Oral Communication & Presentation Skills (3,0)
	Semester 3	BA 2408	Cost Accounting (3,0)
	Semester 3	BA 2301	Introduction to Business Finance (3,0)
	Semester 3	BA 2303	Principles of Marketing (3,0)
	Semester 4	BA 2403	Business Ethics (3,0)
	Semester 4	BA 2401	Money and Banking (3,0)
	Semester 4	BA 3504	Organizational Behavior (3,0)
	Semester 5	BA 3508	Media Management (3,0)
	Semester 5	BA 3605	Statistical Inference (3,0)
	Semester 6	BA 3601	Financial Management (3,0)
	Semester 6	BA 4804	HRM (3,0)
	Semester 6	BA 3602	Marketing Management (3,0)
	Semester 7	BA 4704	Management Information Systems (3,0)
Semester 7	BA 3505	Quantitative Skills (3,0)	

Table 2.5: Standard 2-2 Requirements<sup>6</sup>

**Standard 2-3, 2-4, 2-5, 2-6, and 2-7 indicate how courses in the program satisfy its requirements**

The courses comprise of theoretical knowledge and practical applications in relation to different contexts and Markets.

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.

<sup>6</sup> Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report



Further, Advanced courses like Media Management, Project Management. Certain IT related courses are offered to enhance the IT skills of the student like MS Office and MIS, and research support software like SPSS, EVEWS, AMOSE are also inculcated in courses, as required.

The students are introduced to Personal Management and Communication course in the first semester to develop non-verbal communication skills as well as soft skills. In the first semester, students are also introduced to English Writing Skills to develop necessary language acquisition skills for business students. In the next semester, students are trained to present in front of public, in Oral Communications and Presentation Skills. Further, their report writing and communication skills are strengthened in courses like Business and Electronic Communications and Thesis. All courses have mandatory presentations and students are graded on their effective use of verbal and non-verbal communication as well as their PowerPoint presentations and reports.

#### **Standard 2-6 Information technology Content Integration throughout the program**

**a. List the courses required by the accreditation body**

Addressed in Standard 2-2

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

At the start of the program students are introduced to fundamentals of computing hardware and software (as necessary for business students) in the course *IT in Business*. Furthermore, *Management Information Systems* is taught to ensure that the students know how ERPs and data centers work in a business setup. Advanced courses like Media Management, Emerging Media and IT electives focus on information management. Necessary accounting software, MS Office, visual graphic software and research support software like SPSS are also inculcated in courses, as required.

#### **Standard 2-7 Communication Skills (Oral and Written)**

**a. List the courses required by the accreditation body**

Addressed in Standard 2-2

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

The students are introduced to Personal Management and Communication course in the first semester to develop non-verbal communication skills as well as soft skills. In the first semester, students are also introduced to English Writing Skills to



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develop necessary language acquisition skills for business students. In the next semester, students are trained to present in front of public, in Oral Communications and Presentation Skills. Further, their report writing and communication skills are strengthened in courses like Business and Electronic Communications and Thesis. All courses have mandatory presentations and students are graded on their effective use of verbal and non-verbal communication as well as their PowerPoint presentations and reports.



## ***Criterion 3: Laboratories and Computing Facilities***

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





**Criterion 3: Laboratories and Computing Facilities**

Lab Title	Computer Lab 01
Location	First Floor
Objectives	<ol style="list-style-type: none"> <li>1. Conducting lectures</li> <li>2. For Internet Usage</li> <li>3. Printing Reports, assignments and thesis</li> <li>4. Access to HEC digital library</li> </ol>
Adequacy for Instructions	Adequate for 55 students, 55 desktop computers, Projector made available on instructor's request.
BBA course Taught	IT in Business
Software available	SPSS 17.0/20.0, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
Major Equipment	HP Color LaserJet P3505N Printer, HP LaserJet 3015 printer
Safety Regulations	Available and communicated

Lab Title	Computer Lab 02
Location	First Floor
Objectives	<ol style="list-style-type: none"> <li>1. Conducting lectures</li> <li>2. For Internet Usage</li> <li>3. Printing Reports, assignments and thesis</li> <li>4. Access to HEC digital library</li> </ol>
Adequacy for Instructions	Adequate for 29 students, 29 desktop computers, Projector made available on instructor's request.
BBA course Taught	IT in Business
Software available	SPSS 17.0/20, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
Major Equipment	HP Color LaserJet P3505N Printer, HP LaserJet 3015 printer
Safety Regulations	Available and communicated

### **Standard 3-1 Lab Manuals / Documentation / Instructions**

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

Instructions are clearly written on the Notice boards pertaining to:

- Internet usage Proxy setting,
- Proxy setting to use HEC Digital Library,
- Instructions and settings to use printer
- Rules and Regulations for Lab usage
- Lab classes Schedule
- ZABDESK proxy settings

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

No written, easy to use manuals are available in the computer labs for learning to use ZABDESK, Microsoft Office Programs etc.

### **Standard 3- 2 Adequate Support of Personnel for Labs**

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

Laboratories are furnished with a reasonable number of professional personnel's to provide continuous support to labs, students and faculty. They are constantly guiding students in:

- i) How to use and maintain student account password privacy and its importance?
- ii) How to use various software and hardware?

New students are given comprehensive guidance by Lab Personnel in getting oriented to ZABDESK usage and online-registration.

A total of 12 dedicated staff members are working at different time slots to ensure unhindered delivery of knowledge. The hierarchical levels of this staff are as follows:



Designation	No. Of People
Supervisors 1. Network and Lab administrator	1
Computer Lab Staff 1. Lab Assistant 2. Lab Clerk	2 1
Attendant	1

### Standard 3- 3 Adequate Computing Infrastructure and Facilities

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

No.	Particulars	Quantity
1	Servers	07
2	Desktop Computers	79
3	Video conferencing equipment	1
4	Color scanners	02
5	Printers	10 (02 in lab, 08 in admin block)
6	Multimedia projectors	13
7	UPS	11
8	Network Switches	13
9	Wireless Access Points	05
10	Wireless Mic Samson	04
11	Barringer Sound System	01
12	Stabilizer	01
13	Sony Video Camera with Communication	01
14	LAN with 160+ nodes, CISCO 3845 series routers, CISCO 2611 Router, CISCO 2950 series of switches, laser printer, color printers, finger print devices, multimedia equipment and rich software laboratory	

- b. Shortcomings in Computing infrastructure and facilities

Based in the information given above, it can be concluded the computer lab facilities are adequate and up to par for the BBA Program at SZABIST. However, the only deficiency highlighted is the urgent need to student manuals to be placed in the labs to assist them in operating ZABDESK.



## ***Criterion 4: Student Support and Advising***

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



#### **Criterion 4: Student Support and Advising**

##### **Standard 4-1 Sufficient Frequency of Course Offering**

###### **a. Provide the department's strategy for course offering**

Core courses are offered from the beginning of the program where as electives are for the final year students. Same course is offered again, If 10 or more students who are repeating the course register. Curriculum and courses are reviewed on continuous bases in order to make it competitive. Usually, the class strength is 35 to 40 students.

###### **b. Explain how often required courses are offered**

All courses are offered as per course plan given in the Course Catalogue and prospectus and it's also provided in the Curriculum Plan in Criterion 2. Courses are offered in consecutive semesters. The course is repeated in subsequent semester in case of large number of failure in a particular course.

Based on students' requirement, specific course can also be offered and repeated in summer program.

###### **c. Explain how often elective courses are offered**

Elective courses are offered to final year students as per their specialization. Electives are offered in various areas for instance, Finance, Human Resource and Marketing and students select from the given set of electives courses depending which discipline of Management Sciences they intend to adopt in future.

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

##### **BBA Course Taking Policy in Other Programs is as follows:**

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



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

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

We accomplish student / faculty interaction through class room discussions and faculty additional special counseling time for individual students. Student/Faculty interaction is made more effective with the help of Social Media. Faculty, including adjunct faculty, have been provided offices to deal with students.

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

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

Advertisements, prospectus, brochures, student hand book, admissions department, program managers, orientation, SZABIST website, and faculty and ZABDESK guideline are used to inform students about program requirements.

#### **b. Describe the advising system and indicate how its effectiveness is measured**

Each time a student faces a problem in studying, he/she can visit faculty in counseling hours or by appointment. Students also have the facility to discuss their problems with program coordinator when needed.

The major responsibilities of SZABIST Executive Development Center (EDC) are the following:

#### **ARRANGING INTERNSHIPS**

EDC performs a liaison role between the industry and business students, by facilitating and arranging Internships.

All the BBA Program students have to perform 6 to 8 week internship with a reputable company, as it is a pre-requisite for their graduation. This enable students to learn and observe what actually happens in a commercial firm, and it's an effort to bridge the gap between class room and corporate world.

EDC maintains the contact accordingly with major MNCs and National companies who are invited to offer internship slots to SZABIST students. Sponsoring companies are requested to give their valuable comments on students' performance, which is then shared and discussed with the Interns for their professional grooming and development by letting them know about their shortcomings.



**c. Describe the student counseling system and how students get professional counseling when needed**

The advising services are provided through program managers, faculty, student advisor, EDC, professional seminars, orientations, and workshops

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

Students have access student advisors and faculty. We have two in-house psychologists who are there to help students with their problems.

**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 arranged by these societies. The EDC is dedicated to enhance the opportunities students have to be successful in their professional as well as personal life. 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.



## ***Criterion 5: Process Control***

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





## **Criterion 5: Process Control**

### **Standard 5-1 Admission Process**

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

- **Admission Criteria**

In order to get admission in the BBA program, the candidate must have completed A levels (minimum 3 passes)/ 12<sup>th</sup> grade / Intermediate (minimum 50% marks, including first year no supplementary) or equivalent from a recognized institution (Candidates waiting for results can also apply).

- **Re-admission after Dismissal**

After dismissal, the student is required to apply as a fresh candidate (Students can apply for the course transfer after getting the admission).



**b. The Admission Process Flowchart**

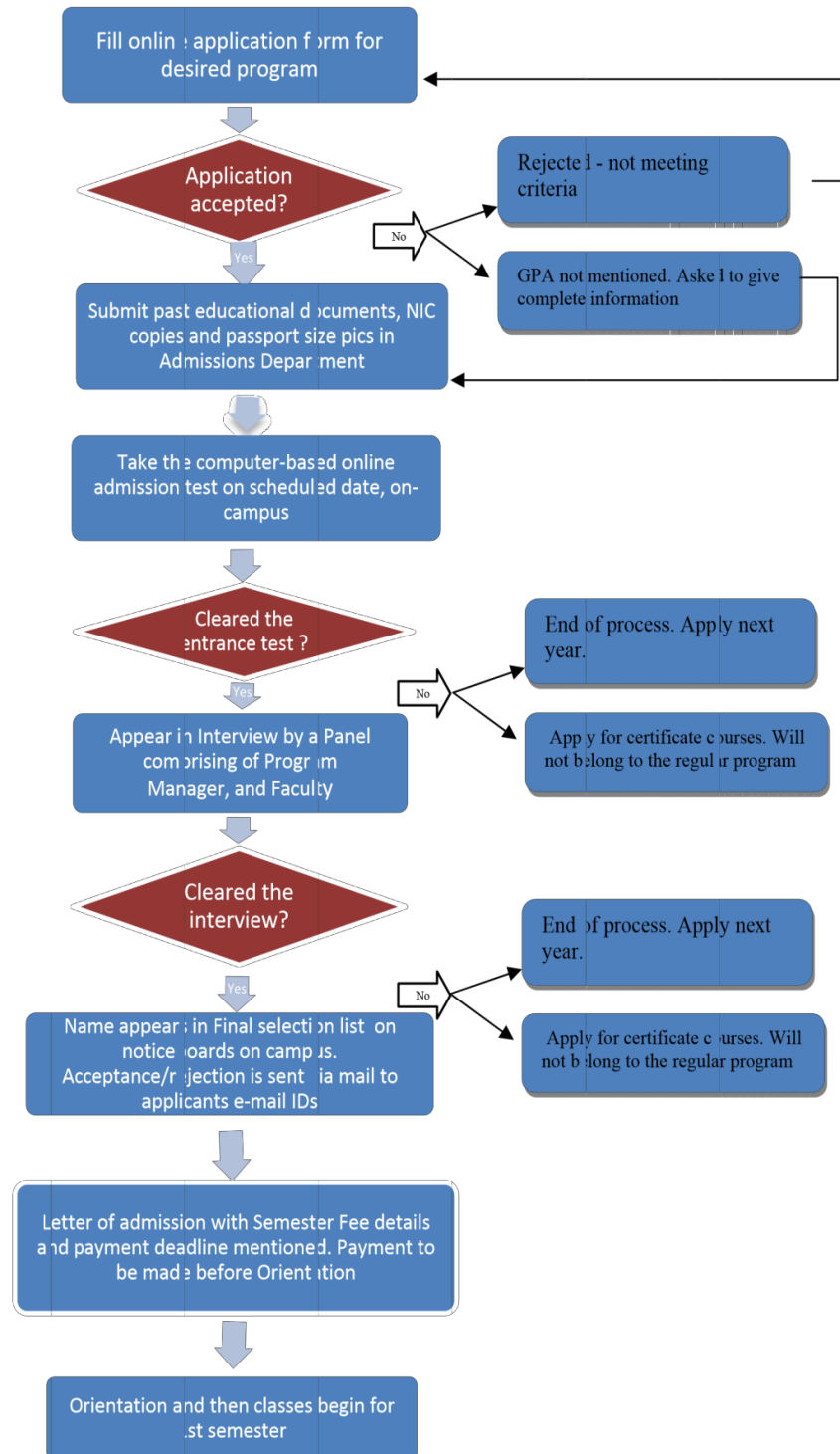


Figure 5.1



**c. Describe policy regarding program/credit transfer**

- In order to transfer in to BBA program, a maximum of up to 72 credits may be considered.

**• Internal Transfer policy**

**SZABIST Inter-Campus Transfer:**

Admission requirements of local campus must be fulfilled by the candidate, who wishes to transfer from other SZABIST campuses.

A transfer fee will be charged to students for Inter-Campus transfer. All courses / grades are transferable.

**Certificate Course Transfer**

Students securing grade C- or above in all courses taken during SZABIST Certificate Programs will be allowed a course transfer in to BBA program within one year.

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

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

Some of the positive changes in the Admission process during the last year are:

- i) Extended office hours from 9am to 9pm to facilitate applicants during May and June.
- ii) Storage facility for Admission department has been provided with plans to extend it further in the future.

**Standard 5-2 Registration and Students**

**a. Describe how students are registered in the program**

**Students Registration Process:**

Registration must be made by the students through ZabDesk, the automated SZABIST Online Registration System. Those students who fail to register will not be allowed to sit in the Classes. Students will not be allowed to register two weeks after classes begin. Those students who have paid the fee and registered the course, but remained absent for three classes will be forced to de-register from the course during the fourth week.



### **Termination of Registration Process:**

Students are allowed to withdraw only one course during First Semester. Withdrawal of maximum two courses is allowed, from second semester and onwards. The withdrawal request must be made before the twelfth session through ZabDesk Online Course Withdrawal Process. The withdrawal request must be approved by the Program Manager, Academic Controller, and Records Department. A letter grade of W (with no grade points) is awarded to students in case of withdrawal.

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

##### **Attendance:**

80% attendance must be maintained throughout semester by the students in order to qualify for the final exam. Maximum 3 absences are allowed per semester per course. Two late arrivals are equal to 1 absence. A letter grade F will be given in the course, In case of non-compliance of attendance rules.

##### **Midterm and Final Examination Policy:**

For the BBA program, a mid-term exam is held in the 8<sup>th</sup> session. It accounts for 25-30 per cent of the final grade and the maximum duration is 2 hours.

The Final Exam is generally of three hours duration. Depending on the course content, examinations could be a combination of written and applicative questions.

Term papers and Projects can be up to 20%, depending on the course content while a deviancy of 10% is allowable at the faculty's choice.

##### **Passing Grades:**

Minimum passing grade in each course is D for BBA program courses. F grade in a course does not count as having met the pre-requisite for taking an advanced course. Students with 'repeat grades' such as D- or F must take the course next time it is offered.

Students, who have a D grade, are not exempted from attendance, quizzes, and assignments.



### **Probation and Dismissal on Academic Grounds:**

Students securing a CGPA below 2.00 will be put on probation and a warning letter will be issued. Unless the semester GPA is brought to 2.00 by the end of the next two semesters, the student will be dropped from the program.

- 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 Program Managers regularly review The Student Registration and Student Progress Monitoring processes through ZABDESK, and also in the Academic Heads meeting, held once a month. All the necessary amendments in policy are made and individual cases are resolved during these meetings.

**Academic Heads meeting**, held once a month. Any necessary amendment in policy and resolving of individual cases is carried out at these meetings.

The course registration process has been improved in the past one year or so. Strict deadlines, heavy fines on late registration and rigorous monitoring of registrations are the primary reasons for the speed and rate of timely registration by students. Records are updated well in time and Class allocation is more accurate due to this improvement.

### **Standard 5-3 Faculty Recruitment Process**

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

#### **Faculty Recruitment Process<sup>7</sup>**

The recruitment process comprises two phases, as under:

#### **Phase 1**

The Human Resource department of SZABIST advertises faculty positions every semester through leading newspapers, and SZABIST website for online applicants. The Human Resource department sets up a committee for short listing suitable candidates and then sends interview calls. A Selection Committee, consisting of the Head of Campus, Program Manager, and senior faculty conducts the interview of short-listed candidates and further shortlists the suitable candidates for demo lectures. At the end of the lecture and based on the evaluation criteria, faculty is selected for second phase at Karachi Campus.

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<sup>7</sup> The source of information is HR department



## **Phase 2**

The Human Resource department sets up a committee for the candidate qualifying first phase in respective campus comprising Head of Campus, Subject Matter Expert and Vice president HR. The Selection Committee (Phase-2) conducts interview and further shortlist the suitable candidate. At the end of the second phase and based on the evaluation criteria, faculty is made an offer and HR sends them the offer letter for faculty position.



### b. Faculty Recruitment Process

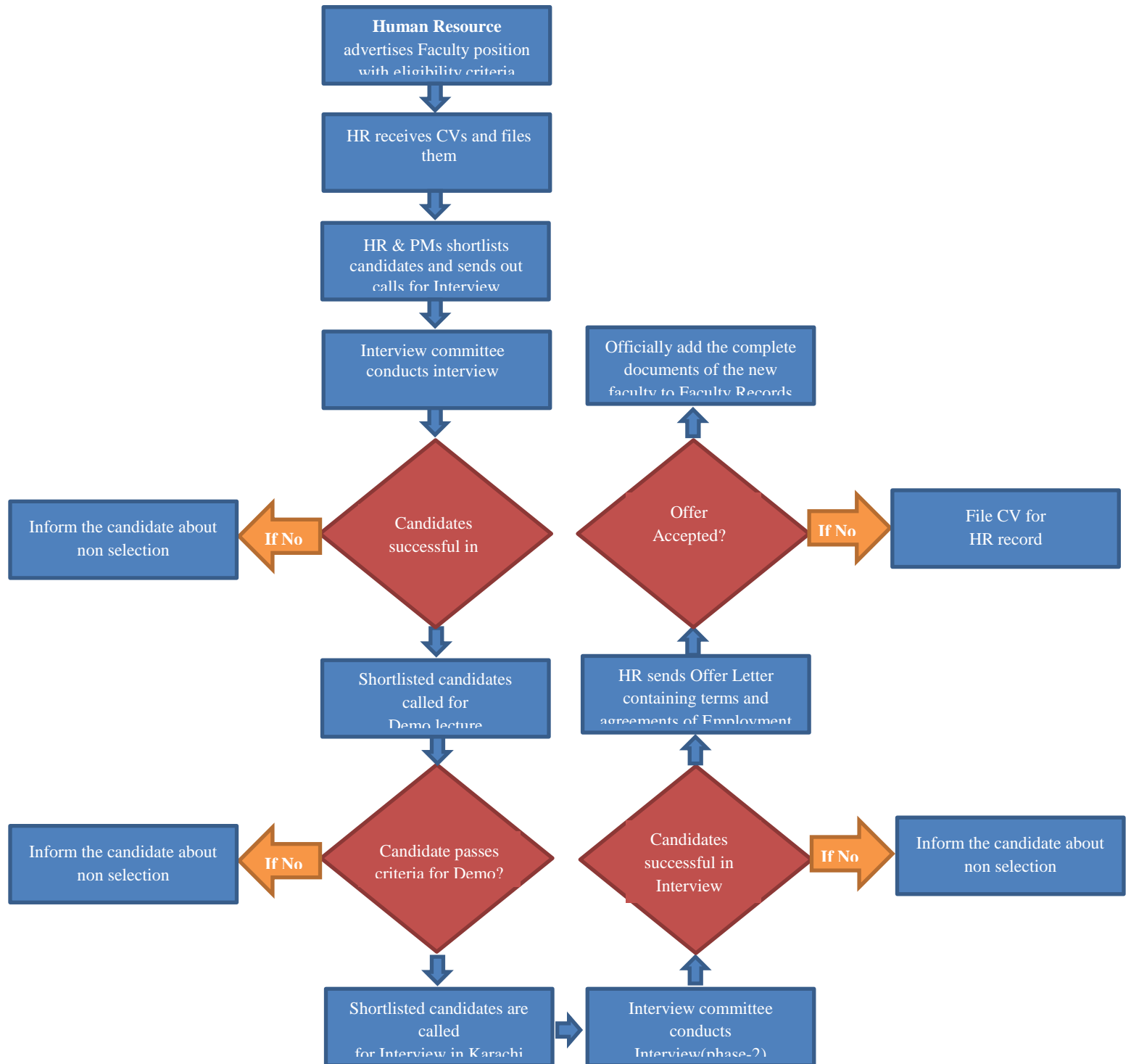




Figure 5.2

**c. Indicate methods used to retain excellent faculty members<sup>8</sup>**

**Faculty Retention Methods and Measures**

The Academic committee will evaluate the faculty every semester with assistance of Human Resource department. If the evaluation of the faculty is satisfactory, he/she will be confirmed as full time faculty.

SZABIST offers the following valuable intrinsic and extrinsic incentives and rewards for faculty retention:

- i) Highly competitive salary packages
- ii) Flexible working hours within a given work week
- iii) Newly hired faculty is eligible for the Continuing Education benefit from day one.
- iv) While doing MS under Continuing Education benefit, faculty may get promoted and salary may be revised.
- v) Car Loan Financing
- vi) Provident fund
- vii) Annual Bonus
- viii) Annual raise to counter inflationary effect
- ix) Performance Increment policy
- x) Publication honorarium
- xi) Thesis and dissertation advisor / committee member honorarium and much more.

**d. Indicate how evaluation and promotion processes are in line with institution mission statement<sup>9</sup>**

The Faculty Evaluation and Promotion Process are duly in line with SZABIST's Mission Statement.

In order to support the mission, Head of campus evaluate their faculty members annually. The faculty member is evaluated in terms of their teaching, student's feedback, research work,

<sup>8</sup> The source of information is HR Department

<sup>9</sup> The source of information is HR Department





publications, arranging seminars/guest speaker sessions, attending conferences and other administrative work.

The evaluation results are used for promoting those faculty members, who are engaged in giving quality education and sharing industry's experience with the students to prepare them for competitive job industry.

The deserving faculty members also get merit increment and appreciation besides promotion.

The faculty members who are well qualified but not able to achieve the goals assigned by the Head of campus are properly trained.

Hence, Evaluation process at SZABIST helps in promotion, appreciation, and training, proper counseling of faculty members to prepare them for producing high quality graduates nationally and internationally.

- e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process<sup>10</sup>**

#### **Improvements in the Faculty Evaluation and Promotion Process**

These are an outcome of the annual joint meeting of Executive Committee and the Human Resource Department. The Evaluations begin at the end of March and the procedure is well-established. Further improvements in the past year have been made in the official procedure of Performance Appraisal. Forms have been amended. Moreover, training of employees and appraisers is under consideration by the Human Resource department for better understanding of evaluation criteria by all concerned.

The faculty evaluations results are reviewed and the Executive Committee takes the final decision on promotions.

#### **Standard 5-4 Effective Teaching and Learning Process**

- a. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning**

#### **Process and Procedures used to ensure Active Learning and that Courses' Learning Outcomes are met.**

Class size is limited to 35-40 students, which allows the delivery of high quality education on an interactive basis. The teachers' pay individual attention and encourage participation and constructive discussion. All class rooms are air-conditioned and equipped with portable

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<sup>10</sup> The source of information is HR Department



projectors, portable screens, white boards and multi-media projectors, PCs, and Internet connectivity. Course related interactive lectures are regularly augmented by co-curricular activities such as:

- i) Live 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 the semester.

**b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process<sup>11</sup>**

Every semester in the 5<sup>th</sup> week all the faculty members are evaluated by the students for their methods of teaching and delivery of course material.

The Program Managers gives his comments on all the evaluations and then forwards them to the Head of Campus.

If a permanent faculty member scores less the 60% in the evaluation, the Program Mangers informs him/her about the scores and allots time for improvement. After two weeks they are reevaluated, unless the score is improved, their case is taken to the Vice President Academics and his verdict stands.

Whereas, if a visiting faculty scores less than 60% in the evaluation the Program Mangers informs the relevant faculty about the scores and allots time for improvement. After two weeks they are re-evaluated, and if no improvement is made, then the faculty member is detached.

### **Standard 5-5 Program Requirements Completion Process**

**a. Describe the procedure used to ensure that graduates meet the program requirements, Standards and Documented Procedures to ensure Completion of Degree Program Requirements**

Minimum GPA to graduate is 2.0 for BBA.

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<sup>11</sup> The source of information is Academics Department



<b>BBA Program</b>	<b>Requirements for Completion of Degree</b>
<b>BBA 144 Credit Hours</b>	<ul style="list-style-type: none"><li>• Duration of BBA is 4 years</li><li>• 46 BBA courses (138 credits)</li><li>• Research project (06 credits)</li><li>• An Internship of 6 weeks</li><li>• Max duration to complete this degree is 7 years</li></ul>

Table 5.1: Requirements for Completion of Degree

Three year is the maximum time allowed to a student for improving grades after completion of course work. The maximum time allowed to complete the graduate program is 7 years. Without completing all degree requirements, including, clearance of financial dues, completing the required courses and internship, the degree is not awarded.

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



## *Criterion 6: Faculty*

<i>Standard 6-1</i>	<i>Program Faculty Qualifications and Number</i>
<i>Standard 6-2</i>	<i>Current Faculty, Scholarly Activities &amp; Development</i>
<i>Standard 6-3</i>	<i>Faculty Motivation and Job Satisfaction</i>



**Criterion: 6- Faculty<sup>12</sup>**

**Standard 6-1 Program Faculty Qualifications and Number**

**a. Faculty resumes**

Launched

**b. Faculty distribution by program's areas**

Program area of specialization (Course Groups)	Courses in the area and average number of sections per year	Number of faculty members in each area Fall 2012 to Spring 2015*		Number of faculty with Ph.D. degree (Permanent/Visiting)
		Full time	Visiting	
English and Communication	4 courses/2 sections	8	02	
Accounting	3 courses/ 2 sections	6	05	
Finance	5 courses/ 2 sections	8	02	1 (V)
Marketing	5 courses/ 2 sections	10	05	
Management	7 courses/ 2 sections	12	09	1 (P)
Information Technology	3 courses/ 2 sections	2	11	
Social Sciences & Humanities	6 courses/ 2 sections	9	09	
Support Courses	9 courses/ 2 sections	11	23	2 (P)
Thesis	1/ 2 sections	3	00	

Table 6.1: Faculty distribution by program's areas

<sup>12</sup> The source of information is HR department



## Standard 6-2 Current Faculty, Scholarly Activities and Development<sup>13</sup>

**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.**

- In general, a faculty is deemed current if he or she is taking full load of 4 courses per semester.

However, this load may be altered on discretion of Vice President (Academics) to accommodate other institutional activities, such as research. At the moment, Management Science Department has 16 full-time faculty members.

- The criteria for the faculty to be current: (Appendix made by endnotes)
  - i) Participating in academic events like seminars / sessions
  - ii) Participating in academic and industry conferences / workshops
  - iii) Presenting and publishing papers in conferences / colloquium / monographs
  - iv) Publishing research papers in local and international journals
  - v) Publishing articles in newspapers and magazines
  - vi) Conducting trainings and workshops
  - vii) Supervising research at bachelors and masters level
  - viii) Pursuing further education in their specialized field
  - ix) 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 Postgraduate programs.

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<sup>13</sup> The source of information is HR department



- 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 Postgraduate programs. Additionally, faculty members are encouraged to actively participate in research activities. At present, around 4 full time faculty members are enrolled in PhD program, which will be greatly benefit both the department and the individual, as through active research they can continuously update their skills to keep abreast of contemporary and future challenges.

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

Every month meetings are scheduled between faculty, program manager and Head of Campus 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 the program manager interacts with faculty to optimize students' learning experience.

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

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

The following elements are routinely incorporated to measure faculty motivation:

- i) Annual and casual leaves
- ii) Performance-based increment and annual bonus.
- iii) Car Loan facility
- iv) Continuing Education

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

Faculty Satisfaction and motivation surveys are going to be conducts in Spring 2016.



**c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction**

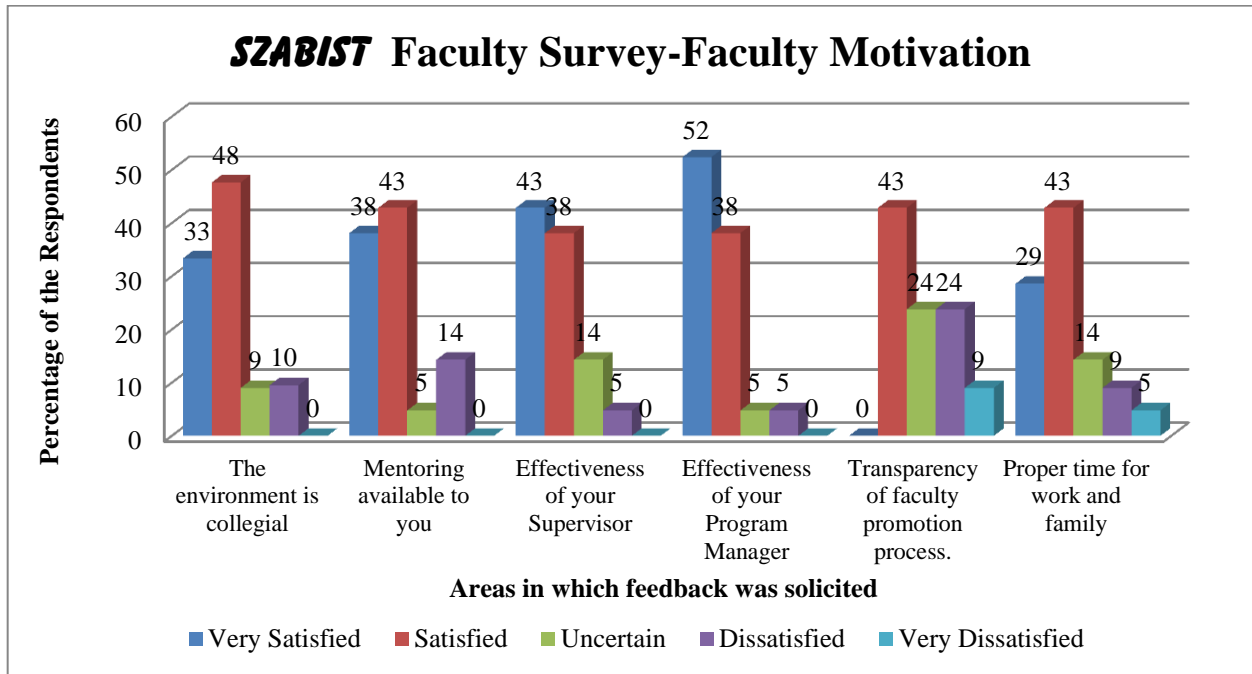


Figure 6.1

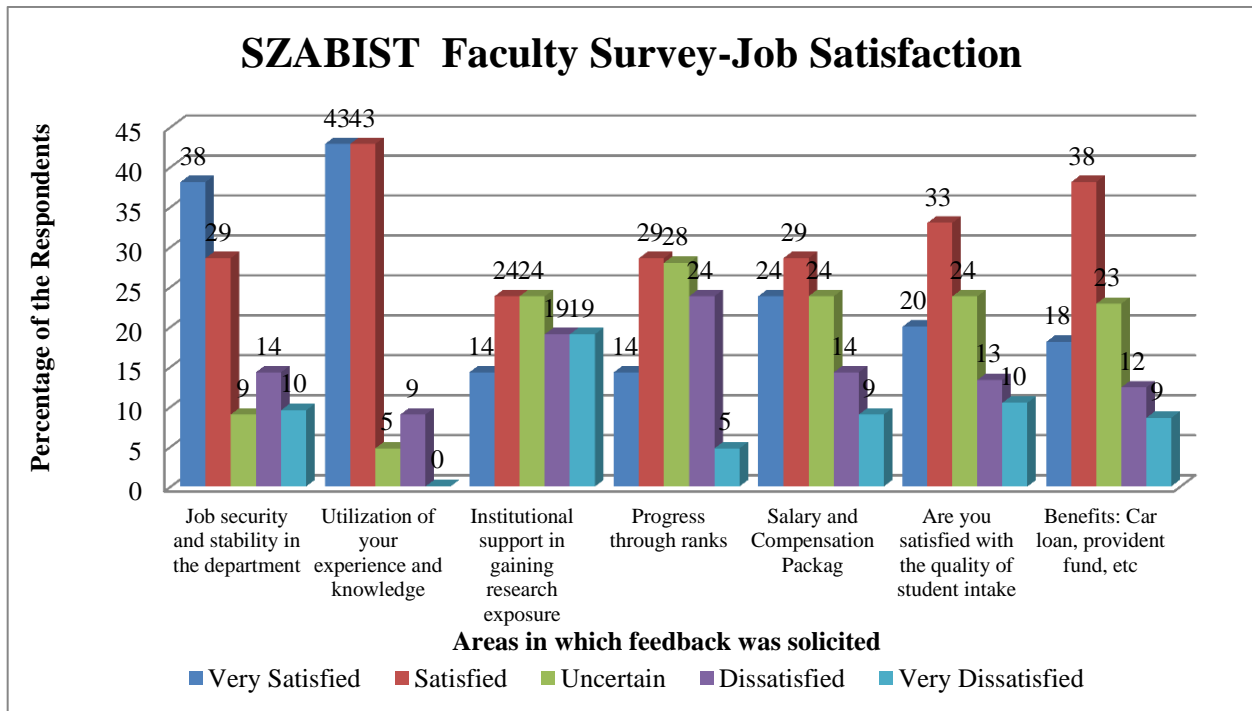


Figure 6.2





## ***Criterion 7: Institutional Facilities***

<b><i>Standard 7-1</i></b>	<b><i>New Trends in Learning (e.g. E-Learning)</i></b>
<b><i>Standard 7-2</i></b>	<b><i>Library Collections &amp; Staff</i></b>
<b><i>Standard 7-3</i></b>	<b><i>Class-rooms &amp; Offices Adequacy</i></b>



## Criterion 7: Institutional Facilities

### Standard 7-1: New trends in learning (e.g. E-Learning)

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

E learning infrastructure is in place and we have robust program of E-Learning and intend to continue E-Learning in future.

No.	Particulars	Quantity
1	Servers	07
2	Desktop Computers	79
3	Video conferencing equipment	1
4	Color scanners	02
5	Printers	10 (02 in lab, 08 in admin block)
6	Multimedia projectors	13
7	UPS	11
8	Network Switches	13
9	Wireless Access Points	05
10	Wireless Mic Samson	04
11	Barringer Sound System	01
12	Stabilizer	01
13	Sony Video Camera with Communication Terminal	01
14	LAN with 160+ nodes, CISCO 3845 series routers, CISCO 2611 Router, CISCO 2950 series of switches, laser printer, color printers, finger print devices, multimedia equipment and rich software laboratory	

Table 7.1: Infrastructure and facilities

#### b. Indicate how adequate the facilities are

We have state-of-the-art facilities at our campus to meet present and future demand.

- **ZABCMS Server**

Power Edge R720 Intel Xeon 2.10 GHZ, 16GB RAM, 900GB HDD, Installed server 2008, RAID controller 0, 1 and 5 for data storage DVD multi-burner for data backup.

- **Domain Controller Server**

Power Edge R 720 Intel Xeon 2.00 GHZ 16GB RAM, 1500GB HDD, Installed Server 2008, RAID controller 0, 1 and 5 for data storage and DVD multi-burner for data backup.



Both machines are rack mounted and installed with Pix-Security firewall to secure the e-learning application software for reliable access to all users.

- **ISA Server**

Acer Altos G520 Xeon 3.0 GHZ, 1GB RAM 80GB HDD, Installed Server 2003, DVD multi-burner for data backup.

## **Standard 7-2 Library Collection and Staff**

### **a. Describe the adequacy of Library's technical collection**

SZABIST library is equipped with ZABLIS, the most modern library automated system. It contains a rich collection of books, research projects/papers, thesis and dissertations. The library subscribes to a number of journals and magazines to update students' knowledge on current development taking place nationally and internationally. We have a total of 13,000 physical books / reports/ thesis, etc. In addition to this, we have a collection of 50,000 books in e-library. We have a total of 14,000 on-line journals.

The library is also linked to full-text online academic journals through the HEC digital library access. In addition, the library subscribes to a number of Digital on-line libraries (EBSCOHOST, IEEE, and ACM) through which students can access an unlimited number of journals and magazines.

Library Resources (Management Sciences)			
No.	Particulars	Quantity	
	Printed Form		
	A. Management Sciences Books	1950	
	B. General Books	1200	
	C. Reports		
	1. Projects	456	
	2. Thesis	149	
	D. Journals/Magazines (Subscribed)	4	
	E. Newspapers (Daily)	8	
2.	Digital Form		
	A. E-books	900	
	B. CD's	148	
	i. Books Related		53
	ii. General		95
	C. Journal Magazines (Online)	3000	
	D. Access to Online Journals		



	i. HEC digital Library	Yes	
	ii. EBSCOHOST	Yes	

**b. Describe the support rendered by the library**

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

- Respond to daily-on-site reissue requests for books.
- Train library users to effectively search the Library catalogue, Internet and other electronic resources.
- Book and other reading material lending services
- Receiving and persevering all reading material
- Information access in digital form
- To search newly available books in market and on internet and make a list of required ones’.
- Availability of library staff for guidance and assistance.

**Standard 7-3 Class-rooms & Offices Adequacy**

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

Class rooms are well equipped with:

- i) Multimedia projector,
- ii) PCs’ with internet connections,
- iii) Sound system
- iv) Air Conditioners.

**b. Describe the adequacy of faculty offices**

Rooms are allocated for permanent and visiting faculties where latest Intel Core to Duo PCs are available with full Internet facilities, landline extensions, window air conditioners, shelves, and display boards to display their office schedules. It is essential for all the faculty members to display their semester schedule on their doors to inform students of the faculty’s availability.

## ***Criterion 8: Institutional Support***

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



## **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**

Permanent faculty is being hired on handsome salary package, 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.

Also 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 him or her. After three years of successful teaching in SZABIST, loan facility can also be used by the faculty.

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.

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

There are 2 dedicated academic staff members who provide secretarial and technical support to the Management Science department. The support includes:

- Class Management
- Attendance Sheet Circulation
- Time Table Maintenance
- Schedule Circulation

Rooms are allocated for permanent and visiting faculties where latest Intel Core to Duo PCs are available with full internet facilities, landline extensions, Split air conditioners, shelves display boards to display their objectives schedules and more over it is essential for all the faculty members to display their semester schedule on their doors for consulting of the students and faculty's availability.



**Standard 8-2 Number and Quality of GSs, RAs<sup>14</sup>**

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

**Number of Graduate Students**

Particulars	No. Of Graduates		
	2012-13	2013-14	2014-15
Graduates	27	29	73

Table 8.1: Number of Graduate Students

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

**Graduates: Faculty Ratio**

Year	Graduate to Full Time Faculty Ratio
2012-13	2:1
2013-14	2.2:1
2014-15	4.9:1

Table 8.2: Graduate Faculty Ratio

**Number of Faculty**

Particulars	Faculty		
	2012-13	2013-14	2014-15
No. of Faculty	24	21	28
Full time Faculty	13	13	15
Adjunct Faculty	11	8	13

Table 8.3: Number of Faculty

**Standard 8-3 Financial Support for Library and Computing Facilities**

- a. Describe the resources available for the library

Particulars	Budgetary Allocation (Pak Rupees)		
	2012	2013	2014
Library	600,000	600,000	550,000

Table 8.4: Resources available for the library

<sup>14</sup> The sources of information are ZABDESK and HR Department.



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

Not Applicable on BBA program.

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

<b>Particulars</b>	<b>Budgetary Allocation (Pak Rupees)</b>		
	<b>2012</b>	<b>2013</b>	<b>2014</b>
Computing Facilities	388860	454340	289300

Table 8.5: Resources available for computing facilities





SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **Bachelor in Business Administration (BBA) - Larkana Campus**

### ***Program Self-Assessment Checklist***



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

## Guidelines for Program Team Report and QEC Review

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Program: BBA-Larkana

**Prepared by QEC Staff:**

**Ms. Riffat Mughal**



**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	✓		
	b. State program objectives	✓		
	c. State program outcomes	✓		
	d. Describe how each objective is aligned with program, college, and institution mission statements	✓		
	e. Outline the main elements of the strategic plan to achieve the program mission and objectives	✓		
	f. Table 4.1 program objectives assessment	✓		
	<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>	✓		
	b. Employer survey	✓		
	c. Alumni survey	✓		
	d. Graduating student's survey	✓		
Standard 1-3	Assessment Results And Improvement Plans			
	a. Describe the action taken on based on the periodic assessments	✓		
	b. Describe major future program improvement plans based on recent assessments	✓		
	c. List strengths and weaknesses of the programs	✓		
	d. List significant future plans for the program	✓		



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>	✓		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	✓		
	c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.	✓		
	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>	✓		
	e. Number of short courses workshops, seminars organized on community service level <b>Please find example attached in Annexure III (pg iv)</b>	✓		
	f. Faculty and student surveys results to measure the administrative services provided	✓		
<b>Criterion 2 – Curriculum Design And Organization</b>				
Courses detailed outline as in item E criterion 2 of the Self-Assessment Manual				
Standard 2-1	Courses Vs. Objectives			
	a. Title of Degree Program	✓		
	b. Definition of Credit Hour	✓		
	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>	✓		
	d. Table 4.3 curriculum course requirement <b>Please find example attached in Annexure IV (pg v-ix)</b>	✓		
	e. Describe how the program content (courses) meets the program Objectives.	✓		



	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>	✓		
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Program			
	a. Table 4.5 Standard 2-2 requirements	✓		
Standard 2-3	Mathematics & Basic Sciences Requirements			
	a. Address standards 2-3, 2-4, and 2-5 using information required in Table 4.4	✓		
Standard 2-4	Major Requirements as Specified by Accreditation Body	✓		
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements			
	a. List the courses required by the Accreditation Body.	✓		
Standard 2-6	Information Technology Content Integration Throughout the Program			
	a. List the courses required by the Accreditation Body.	✓		
	b. Describe how they are applied and integrated throughout the program	✓		
Standard 2-7	Communication Skills (Oral & Written)			
	a. List the courses required by the Accreditation Body.	✓		
	b. Describe how they are applied in the program.	✓		
<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	✓		
	b. Are the resources available 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. <b>Please find example attached in Annexure V(pg x)</b>	✓		



Standard 3-3	Adequate Computing Infrastructure and Facilities	✓		
	a. Describe how the computing facilities support the computing component of your program	✓		
	b. Are there any shortcomings in the computing infrastructure and facilities?	✓		
<b>Criterion 4 – Student Support and Advising</b>				
Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department’s strategy for course offerings	✓		
	b. Explain how often core courses are offered.	✓		
	c. Explain how often elective courses are offered.	✓		
	d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency	✓		
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	✓		
Standard 4-3	Professional Advising and Counseling			
	a. Describe how students are informed about program requirements	✓		
	b. Describe the advising system and indicate how its effectiveness is measured	✓		
	c. Describe the student counseling system and how students get professional counseling when needed	✓		
	d. Indicate if students have access to professional counseling; when necessary	✓		
	e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	✓		
<b>Criterion 5 – Process Control</b>				
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>	✓		
	c. Describe policy regarding program/credit transfer	✓		
	d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process	✓		
Standard 5-2	Registration and Students			
	a. Describe how students are registered in the program	✓		
	b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements	✓		
	c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process	✓		
Standard 5-3	Faculty Recruitment and Retention Process			
	a. Describe the process used to ensure that highly qualified faculty is recruited to the program.	✓		
	b. Make a Flowchart <b>Please find example attached in Annexure VI (pg xi-xii)</b>	✓		
	c. Indicate methods used to retain excellent faculty members	✓		
	d. Indicate how evaluation and promotion processes are in line with institution mission statement	✓		
	e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	✓		
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	✓		
	b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	✓		



Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure that graduates meet the program requirements	✓		
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	✓		
<b>Criterion 6 – Faculty</b>				
Standard 6-1	Program Faculty Qualifications and Number			
	a. Faculty resumes in accordance with the format	Launched		
	b. Table 4.6 faculty distribution by program's areas <b>Please find example attached in Annexure VII (pg xiii)</b>	✓		
Standard 6-2	Current Faculty, Scholarly Activities & Development			
	a. Describe the criteria for faculty to be deemed current (updated in the field) in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department	✓		
	b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development	✓		
	c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development	✓		
	d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement	✓		
Standard 6-3	Faculty Motivation and Job Satisfaction			
	a. Describe programs and processes in place for faculty motivation	✓		
	b. Indicate how effective these programs are	✓		
	c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction	✓		
<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	✓		
	b. Indicate how adequate the facilities are	✓		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	✓		
	b. Describe the support rendered by the library	✓		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	✓		
	b. Describe the adequacy of faculty offices	✓		
<b>Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)</b>				
<b>Criterion 8 – Institutional Support</b>				
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	✓		
	b. Describe the level of adequacy of secretarial support, technical staff and office equipment	✓		
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	✓		
	b. Provide the faculty: graduate student ratio for the last three years	✓		
Standard 8-3	Financial Support for Library and Computing Facilities			
	a. Describe the resources available for the library	✓		
	b. Describe the resources available for laboratories	N/A		
	c. Describe the resources available for computing facilities	✓		
<b>Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)</b>				

**\*Key**

✓ - Yes      X- No      NA- Not Applicable



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

## **Bachelor in Business Administration (BBA)- Larkana Campus**

*Assessment Team Report*



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **ASSESSMENT TEAM REPORT**

---

## **Bachelor in Business Administration (BBA) – Larkana Campus**

*Spring 2016*



# 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. Mr. Jai Kishan
- ii. Mr. Shohaib Shah
- iii. Mr. Vickram

### 2. Date of Nomination

30<sup>th</sup> March, 2016

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

7 Days

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

Management Sciences – BBA Program

### 5. Shortcomings of the PT report

- Surveys ( Standard 1.2 Missing)
- Criterion 2 : Detailed Course plan along with pre-requisite courses are missing



**6. Comments on:**

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

Standards are meeting but some shortcoming should be addressed.

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

Some Sources of data table are missing.

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

No survey forms are attached.

**iv. Observations made during the assessment**

Objectives are lined

Alumni Data not available

**v. Strengths and weaknesses of the Program**

**Strength:** 1- Foundation support for non-business graduates.

2- Scholarships and Internships are available, qualified faculty

**Weakness:** 1- Phd faculty, Practical exposure should be provided.

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

15<sup>th</sup> April, 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>Result</b>	<b>Score</b>
Poor performance in most of the areas.	1
Fair performance in most of the areas.	2
Good performance for most areas. No poor performance in any areas.	3
Good to excellent performance in all areas.	4
Excellent performance in most of the areas.	5



**Criteria Referenced Self-Assessment – Methodology and Evaluation Tool**

<b>Criterion 1 – Program Mission, Objectives and Outcomes</b>		<b>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?	5	4	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	4	3	2	1
3	Do these outcomes support the Program objectives?	5	4	3	2	1
4	Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5	Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6	Is the result of the Program Assessment documented?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>25</b>				
<b>Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>4.17</b>				
<b>Criterion 2 – Curriculum Design and Organization</b>		<b>Weight = 0.20</b>				
<b>Factors</b>		<b>Score</b>				
1	Is the curriculum consistent?	5	4	3	2	1
2	Does the department assess its overall performance periodically using quantifiable	5	4	3	2	1
3	Are theoretical background, problem analysis and solution design stressed within the program’s core material?	5	4	3	2	1
4	Does the curriculum satisfy the core requirements laid down by respective accreditation bodies?	5	4	3	2	1
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	5	4	3	2	1
6	Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	5	4	3	2	1
7	Is the information technology component integrated throughout the program?	5	4	3	2	1
8	Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>35</b>				
<b>Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>17.5</b>				



<b>Criterion 3 – Laboratories and Computing Facilities</b>						<b>Weight = 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?	5	4	3	2	1				
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1				
3	Are the university's infrastructure and facilities adequate to support the program objectives?	5	4	3	2	1				
<b>Total Encircled Value (TV)</b>						<b>13</b>				
<b>Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight</b>						<b>8.67</b>				
<b>Criterion 4 – Student Support and Advising</b>						<b>Weight = 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?	5	4	3	2	1				
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1				
3	Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1				
<b>Total Encircled Value (TV)</b>						<b>13</b>				
<b>Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight</b>						<b>8.67</b>				
<b>Criterion 5 – Process Control</b>						<b>Weight = 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?	5	4	3	2	1				
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1				
3	Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1				
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1				
5	Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1				
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1				
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1				





8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
10	Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?	5	4	3	2	1
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>52</b>				
<b>Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>14.18</b>				
<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?	5	4	3	2	1
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5	4	3	2	1
3	Do the faculty members posses a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4	Do the majority of faculty members hold a PhD degree in their discipline?	5	4	3	2	1
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6	Are there mechanisms in place for faculty development?	5	4	3	2	1
7	Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>23</b>				
<b>Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>9.86</b>				



<b>Criterion 7 – Institutional Facilities</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	5	4	3	2	1
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>10</b>				
<b>Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>10</b>				
<b>Criterion 8 – Institutional Support</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1
2	Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>7</b>				
<b>Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>10.5</b>				

**OVERALL ASSESSMENT SCORE = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 + S9 + S10**

**= 83.5**



### C. Assessment Results Implementation Plan Summary BBA Program- Larkana Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resource Needed
1. Number of faculty is low	1. It is suggested that more faculty is hired in the near future to reduce the teacher student ratio.	August 2016	HR	Offices/ Pcs
2. Training and development programs are very few	2. In order to improve the quality of teaching standards, it is suggested that some training and development programs are initiated at the campus.	September 2016	Program Managers	Budget for tra
3. Lab manuals are missing	3. It is recommended that lab manuals are made available for student convenience.	September 2016	HR	-
4. Lack of CSR related events	4. The program should assign projects to students to enhance corporate social responsibility skills and efforts.	It is in process	Program Managers	-



**President's Comments:** The BBA Self-Assessment Report results will help SZABIST in improving the quality of education and meeting its commitment towards excellence in education. This will require steadfast and timely implementation of the recommendations of the Assessment Team. I would like to thank Program Team, Assessment Team and the staff of QEC for the preparation and completion of Self-Assessment Report of the BBA program of Larkana Campus.

**Name and Signature:**

Madame Shahnaz Wazir Ali

**Dean's or HoD's Comments:** The suggestions given in AT findings will be implemented as soon as possible. For example: Faculty promotion policy is almost the same as given by the HEC. However, it is in final stage and open to everyone soon. As far as the Faculty hiring is concerned, it is an ongoing process. We are trying to get more qualified Faculty. In this regard we advertise at least twice a year to get more qualified Faculty. Other suggestions will be implemented in Phases and as soon as physical resumes and budgetary allocation is available.

**Name and Signature:**

Mr. Muhammad Bux Soomro

**QEC Comments:** The Self-Assessment Process of the BBA program of SZABIST Larkana Campus highlighted that; the implementation of the suggested recommendations will improve the program and will help in enhancing the quality of educational experience of students. It should be noted that the challenging process of Self-Assessment reached its completion with the support of the Program Manager, efforts of the Program and Assessment Teams, and dedication of the IR/QEC staff

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Sadaf Shaikh



**President's Comments:** The BBA Self-Assessment Report results will help SZABIST in improving the quality of education and meeting its commitment towards excellence in education. This will require steadfast and timely implementation of the recommendations of the Assessment Team. I would like to thank Program Team, Assessment Team and the staff of QEC for the preparation and completion of Self-Assessment Report of the BBA program of Larkana Campus.

**Name and Signature:**

Madame Shahnaz Wazir Ali

**Dean's or HoD's Comments:** The suggestions given in AT findings will be implemented as soon as possible. For example: Faculty promotion policy is almost the same as given by the HEC. However, it is in final stage and open to everyone soon. As far as the Faculty hiring is concerned, it is an on-going process. We are trying to get more qualified Faculty. In this regard we advertise at least twice a year to get more qualified Faculty. Other suggestions will be implemented in Phases and as soon as physical resumes and budgetary allocation is available.

**Name and Signature:**

Mr. Muhammad Bux Soomro

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**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Sadaf Shaikh

***SZABIST***

**SELF-ASSESSMENT REPORT**

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**Bachelor in Business Administration  
(BBA) - Larkana Campus**

***Program Team Registration Forms***



Registration Form

Program Team

Program Team of (Name of Department / Faculty): Management Sciences - BBA

Team Leader: Zalida Amo

Name: Zalida Amo

Position: Assistant Professor

Institution: Osht Pakistan

Contact No: (Office) 021-4053410 Managt.

Mobile No: 03033216286

Email Address: zamo@rk.szbist.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]  
(Signature of PT Member)

08/5/2015  
Date

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

Note: Completed form should be sent to the QEC



## Registration Form

### Program Team

Program Team of (Name of Department / Faculty): Business Administration - BBA

Team Leader: Zahida Abro

Name: Asim Shabir

Position: Lecturer

Institution: SZABIST Larkana Campus

Contact No: (Office) 074-4053400-125

Mobile No: 03337177454

Email Address: asim@lrk.szabist.edu.pk

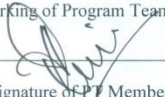
### Role in Program Team:

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

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

### Declaration of the Program Team Member:

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

  
\_\_\_\_\_  
(Signature of PT Member)

08-05-2015

Date

Approved By: \_\_\_\_\_

  
(Head of the Department)

Note: Completed form should be sent to the QEC





### Registration Form

#### Program Team

Program Team of (Name of Department / Faculty): Management Sciences - BBA  
Team Leader: Madam Zahida Abro  
Name: Abdul Salam Position: Lecturer  
Institution: SZABIST Contact No: (Office) 074-4053400-128  
Mobile No: 0333-2432883 Email Address: abdulsalam@kpk.szabist.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.

Abdul Salam  
(Signature of PT Member)

08/05/2015  
Date

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

Note: Completed form should be sent to the QEC



## Registration Form

### Program Team

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

Team Leader: Madam Zahida Ibro

Name: Ghulam Mustafa Shaikh

Position: Lecturer / Assistant Professor

Institution: Szabist Larkana Campus

Contact No: (Office) 071-4053400-114

Mobile No: 03322773262

Email Address: ghulammustafa@lvk.szabist.edu.pk

### Role in Program Team:

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

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

### Declaration of the Program Team Member:

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



(Signature of PT Member)

12/05/2015

Date

Approved By: 

(Head of the Department)

Note: Completed form should be sent to the QEC



### Registration Form

#### Program Team

Program Team of (Name of Department / Faculty): Management Sciences - BBA  
Team Leader: Ma'am Zahida Abro  
Name: Wassim Abbas Anwar Position: AP, MS -  
Institution: SZABIST, LRK - Contact No: (Office) 074-4053400-123 -  
Mobile No: 03322001365 Email Address: wassimabbas@pk.szabist.edu

#### 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.

Wassim Abbas Anwar  
(Signature of PT Member)

08/05/15  
Date

Approved By: Wassim Abbas Anwar  
(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**

---

## **Bachelor in Business Administration (BBA) - Larkana Campus**

*Assessment Team Registration Forms*



## Registration Form

### Assessment Team

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

Team Leader: Jai kishan

Name: Jai kishan

Position: Lecturer

Institution: SZABIST-LRK

Contact No: (Office) 074-4053400(109)

Mobile No: 03453097472

Email Address: jai.kishan@lrk.szabist.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.

Jai kishan  
(Signature of AT Member)

11/4/2016  
Date

Approved By: Jai kishan  
(Head of the QEC)



## Registration Form

### Assessment Team

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

Team Leader: Mr. Jai Kishan

Name: Shoaib Ali Shah

Position: Lecturer

Institution: SZABIST LARKANA

Contact No: (Office) 074-4053400(105)

Mobile No: 0314-9614293

Email Address: Shoaib.shah@srk.szabist.edu.pk

### Role in Assessment Team:

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

### Declaration of the Assessment Team Member:

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

[Signature]  
(Signature of AT Member)

08/04/16  
Date

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



## Registration Form

### Assessment Team

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

Team Leader: Mr. Jai Kishan

Name: VICKRAM Position: LECTURER

Institution: SZABIST LARKANA Contact No: (Office) 074-4053400-125

Mobile No: 0336 2004440 Email Address: vickram.lakreja@lec.szabist.edu.pk

### Role in Assessment Team:

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- Verification of the contents of SAR
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\_\_\_\_\_  
(Signature of AT Member)

11/04/2016  
Date

Approved By: \_\_\_\_\_

(Head of the QEC)