SZABIST

SELF-ASSESSMENT REPORT

Master of Business Administration (MBA) - 36 Credit Hours

Larkana Campus

Spring 2015-16

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SZABIST

SELF-ASSESSMENT REPORT

Executive Summary

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report
Executive Summary
MBA-36 Credit Hours 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 Masters of Business Administration (MBA 90 & MBA 36) 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 25th, 2015. Following are the members of the PT:

(i) Ms. Naveed Anwar
(ii) Mr. Vickram Talreja
(iii)Mr. Waqas Mazhar
(iv) Mr. Jai Kishan
(v) Mr. Shahid Jilani

2. **Submission of PT Report**

The PT submitted the report on September 8th, 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 29th, 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 30th, 2016. Following were the members of the AT:

(i) Mr. Sarmad Soomro
(ii) Mr Murtaza Siddiqi
(iii) Mr. Naveed Ghani

4. Date of Submission of AT Report

The AT Report was submitted on April 14th, 2016.

5. AT Findings and Recommendations

Following are the recommendations suggested by the AT to overcome the major inadequacies in the MBA-36 program:

(i) For strengthen the program, AT suggested that there should be at least 3 PhD either on permanent/visiting bases. AT is recommending to hire permanent PhD Faculty members that can contribute not only to academic activities and research but other institutional matters.
(ii) AT recommended to conduct surveys graduating students (alumni).
(iii) Research Oriented Environment must be executed at campus to strengthen the proficiency of students and Faculty members.
(iv) AT is highly recommending to organize research based seminar for students and faculty members. It was observed from Assessment report that there is no any recent conference/journal publications published by faculty and students.
(v) Industry exposure, tours, workshops must be arranged for students that will lead to enhance professional/social relationships with industry and professional.

6. Preparation of Assessment Results Implementation Plan Summary

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

SELF-ASSESSMENT REPORT

MBA-36 Credit Hours
Larkana Campus

Program Team Report

Spring 2015-2016

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CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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

Criterion 1: Program Mission, Objectives and Outcomes

Standard 1-1 Program Measurable Objectives

a. **Mission Statements**

Mission Statement of SZABIST

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

Department Mission Statement

We are committed to nurturing business professionals by facilitating inquisitive minds in the field of business operations and development through qualified and dedicated faculty and staff without discrimination in the learning process on the basis of financial or physical constraints.

Our business management program aims to be the flagship of SZABIST by staying ahead in terms of course development and application leading to excellence in the practical world. We also believe in building a strong alumni network that serves as a beacon to our graduating students.

Program Mission Statement

In consistent with Mission Statement of SZABIST the aim of the program is to equip and enhance strategic perspective & knowledge, analytical and critical thinking, and business acumen, flourish adoptability to meet dynamics of business environment, through institute active integration of quality teaching, research, case studies, establishing discussion forums, term projects to develop the individuals to work at managerial and strategic level position in the business world.

b. **Program Measurable Objectives**

Master of Business Administration (MBA) 36 Credit Hour program is intended to:

1. Disseminate theoretical knowledge about operations of different areas of business and their strategic decisions.

2. Provide tool kit necessary to become productive and value added professionals.

3. Incorporate knowledge & practices, and enhance skills in various fields of specialization.

4. Equip with contemporary research & report writing tools and techniques.

5. Instill students with skills of innovation, initiative, independence, and enhance acceptance of change.

6. Develop understanding of various tools to identify, analyze, and evaluate business opportunities as well as devise solutions to business problems, developing their abilities to think strategically and to lead, motivate and manage teams.

c. Program Outcomes

Masters of Business Administration program has following expected outcomes aligned with program objectives. Expected Measurable outcomes at the time of graduation are;

1. Obtain, interpret, integrate, process and infer complex information for tactical and strategic level decision making.

2. Demonstrate rational and critical thinking and able to identify business problems and develop alternate solutions

3. Able to work both independently ,in teams and appreciate multi-disciplinary working environment

4. Analyze market trends and utilize strategic tools to understand diverse and complex business issues & problems.

5. Able to identify business opportunities, evaluate its viabilities, develop strategies and plans to execute effectively.

6. Devise appropriate research plan, conduct effective scientific researches and present on national and international research forums.

7. Identify need for and actively participate in; professional, leadership, and personal development.

8. Understand application of functional knowledge of business and able to practice in relevant field.

9. Ready to respond to changing business environment and adjust to take up any challenge in professional career.

10. Recognize the role of organizational change and appreciate innovation and process improvement.

11. Exhibit managerial and strategic perspective within context of local and global companies, and understand their operations.

d. Describe how each Objective is Aligned with the Program, and Institution Mission Statements

Objective	Alignment with Program, and Institution Mission Statement	
	Program Mission Statement	**Institution Mission Statement**
Disseminate theoretical knowledge about operations of different areas of business and their strategic decision.	Strategic perspective & knowledge, analytical and critical thinking, and business acumen.	Provide highly trained scientific personals to be able to attract the growth of foreign and Pakistan investments.
Provide tool kit necessary to become productive and value added professional.	Through institute active integration of quality teaching, case studies, and research projects.	Provide highly trained scientific personals to be able to attract the growth of foreign and Pakistan investments.
Incorporate knowledge & practices, and enhance skills in various fields of specialization	Strategic perspective & knowledge, analytical and critical thinking, and business acumen.	producing highly qualified, scientific and technical personnel to meet the country's requirements
Equip with contemporary research & report writing tools and techniques.	Develop the individuals to work at managerial and strategic level position in the business world	of conducting state-of-the-art scientific and technological research and development in support of the private and public sector
Instill students with skills of innovation, initiative, independence, and enhance acceptance of change	…case studies and establishing discussion forums. Flourish adoptability to meet dynamics of business environment…	…to be able to meet the economic and technological challenges of the 21st century….
Develop understanding of various tools to identify, analyze, and evaluate business opportunities as well as devise solutions to business problems, developing their abilities to think strategically and to lead, motivate and manage team	….develop the individuals to work at managerial and strategic level position in the business world. ….enhance strategic perspective & knowledge, analytical and critical thinking, and business acumen….	….of providing hi-tech scientific and technological assistance to the Pakistan industry to enable it to compete with the world industries in global trading….

Table 1.1: Objective alignment with the Program, and Institution Mission Statements

e. **Elements of Strategic Plan**

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

1. **Synergy of Academics and Knowledge Exploration:** Integrated environment that strives to enhance academic inquiry and critical thinking among students. Our faculty and students collaboratively engaged in creation of knowledge with help of scientific research. Our courses are aimed to achieve this purpose and provide awareness of changing needs of businesses. We appreciate faculty, students, administration and staff partnership and consider all to be inseparable, and each plays its role with their resources for the success of institute.

2. **Breadth and Quality of Curriculum:** The curriculum is devised on current global business demands and to meet business dynamics. It comprehensively covers variety of perspectives, conducive to creative thoughts and practical work. The faculty is enthusiastically working on its improvement without losing quality standards. The program, time by time, introduces new elective and general management courses to incorporate emerging market trends in the curriculum.

3. **Zeal for Inquiry and Research:** The program connects curriculum with research and provides students freedom to conduct and publish research, subject to standards and rules governing academic integrity and plagiarism. Consequently, research work foster environment of critical & analytical thinking, and enrich students with comprehensive understanding of inquiry and discovery of business issues. Department of Management Sciences supports faculty as well as students in form of training and resources to conduct ethical research in different areas of specialization.

4. **Graduates Career Partner:** Executive Development Center (EDC) serves as corporate and Alumni relationship building and bridging students with different companies. EDC facilitates students for their scholarships applications, summer internships by connecting them to different local and multinational companies. It also trying it level best to serve graduates by organizing Job Fair, campus drives, and invites companies for job recruitment procedures.

5. **Pastoral Care:** It is part of value system to provide unconditional support to our students through resource provision, consultation and mentoring. The pastoral care is aligned with our academic curriculum that intended to provide guidance for personal and social development of students. Simultaneously, it nurtures positive attitude and enthusiasm for learning by continuous support quality teaching, academic system and high quality administration & management.

6. **Co-curricular Activities (CCAs):** Students' learning is not limited to curriculum but it is also achieved through co-curricular activities. CCAs are core part of our students' holistic education. Through CCAs, students discover their interest and talent while developing values and capabilities that will prepare them for a rapidly changing world. CCAs promote leadership among students as they learn, and grow together. Participation in CCAs fosters Social integration and deepens students' sense of belonging, commitment and sense of responsibility.

CCAs include event organizing, sports week, speeches and debate competitions, recognizing talent of creative writing via essay writing competition. Furthermore, an alumni reunion is held with its leading alumni and adjunct faculty, particularly those who are gold medalists or are working in top multinational organizations, to network with the corporate world for innovative ideas to link education with industry, internships, placements, sponsorships and joint activities.

f. **Program Objectives Assessment**

Objective	How Measured	When Measured	Improvement /Issues	Improvements Made
Disseminate theoretical knowledge about operations of different areas of business and their strategic decisions.	Course Outlines, Midterm examination, Final examination, Assignments, quizzes and reports	Every Semester	1. Curriculum needs regular updating in order to meet objective 2. Curriculum mainly covers two strategic areas (Marketing and Finance). There is a need to Introduce Strategic HRM. 3. Need to introduce more elective courses.	Suggestions for BOS
Provide tool kit necessary to become productive and value added professional.	Course Outlines, Case Studies, Research reports, midterm examination, Final Examination, and assignments.	Every Semester	Need more focus on: 1. Introducing case studies in strategic subjects (Mkt, Finance and Mgt.) 2. Incorporating computer applications e.g. SAP, ERP	

Objective	How Measured	When Measured	Improvement /Issues	Improvements Made
Incorporate knowledge & practices, and enhance skills in various fields of specialization	Practical Reports, Projects, Field works and Assignments	Every Semester, Thesis at the end of program	1. Need to bring in more guest speakers from different industry. 2. To arrange more seminars in various specialization fields	Guest speakers are invited to a class sessions PM and Faculty trying to teach new research tools in individual capacity.
Equip with contemporary research & report writing tools and techniques.	Research Thesis, Semester Projects	Every Semester, Thesis at end of Program	Need improvement in 1. English writing skills 2. Understanding of Statistical Tools 3Introduction of advance research tools such as AMOS, EVIEWS & Qualitative research tools	Suggestions for BoS
Instill students with skills of innovation, initiative, independence, and enhance acceptance of change	Final project Report, Discussion forums, Case Studies	Every Semester	1. Need to establish formal discussion forums in all fields of business 2. Need separate discussion rooms 3. Introduce inter disciplinary competitions.	Projects and assignments competition but at Campus level only
Develop understanding of various tools to identify, analyze, and evaluate business opportunities as well as devise solutions to business problems, developing their abilities to think strategically and to lead, motivate and manage team	Group Projects, Presentation, Case Studies, Group Field Assignments	Every Semester	1.To Establish entrepreneur & Leadership forum 2. Inviting entrepreneurs for conducting seminars. 3. To Establish SZABIST Students Council.	Students Clubs are active in individual capacity by PM - faculty members and students

Table 1.2: Program Objectives Assessment[1]

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[1] Table 1.2 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report

Standard 1-2 Program Outcomes

a. **Program Measurable Objectives**

Program Objectives	Program Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
1	S	M	X	S	M	M	M	S	M	M	S
2	S	S	M	S	S	M	S	S	M	S	S
3	S	S	M	S	S	X	M	S	M	M	S
4	S	S	X	S	S	S	X	M	X	M	M
5	M	S	S	M	M	X	S	M	S	S	M
6	S	S	S	S	S	M	S	M	S	S	M

Table 1.3: outcomes versus objectives[2]

Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

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[2] Table 1.3 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report

b. Employer Survey[3]
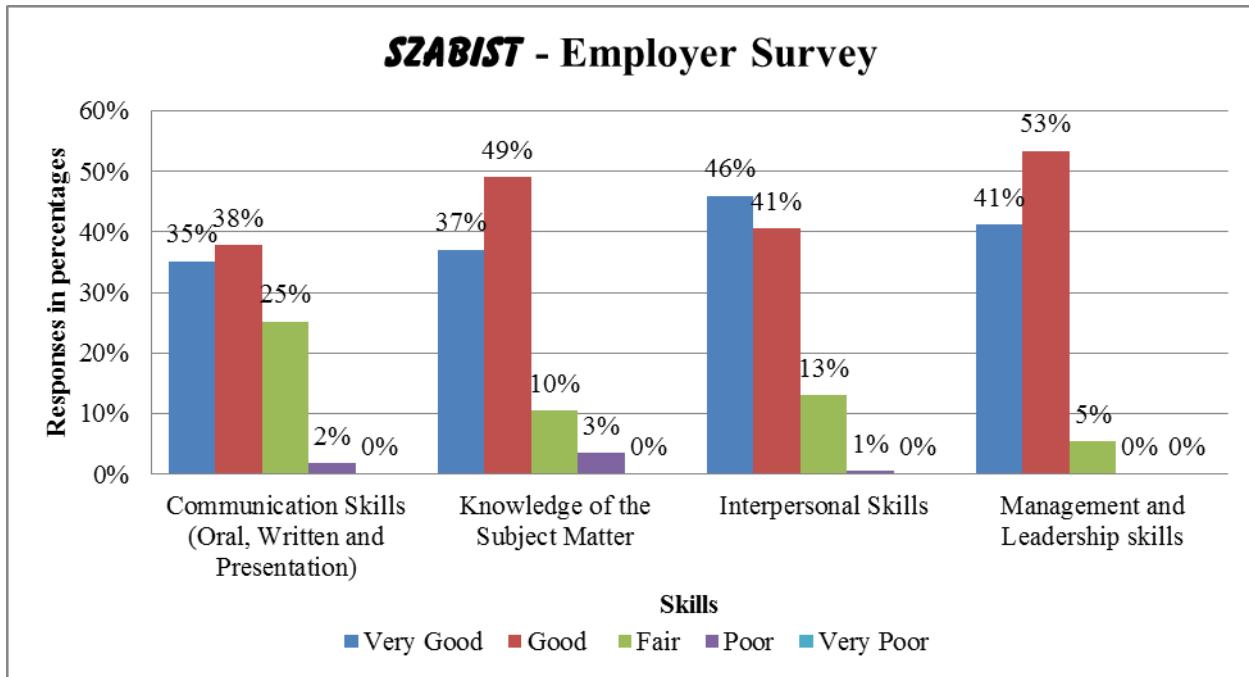
Figure 1.1

c. Alumni Survey[4]
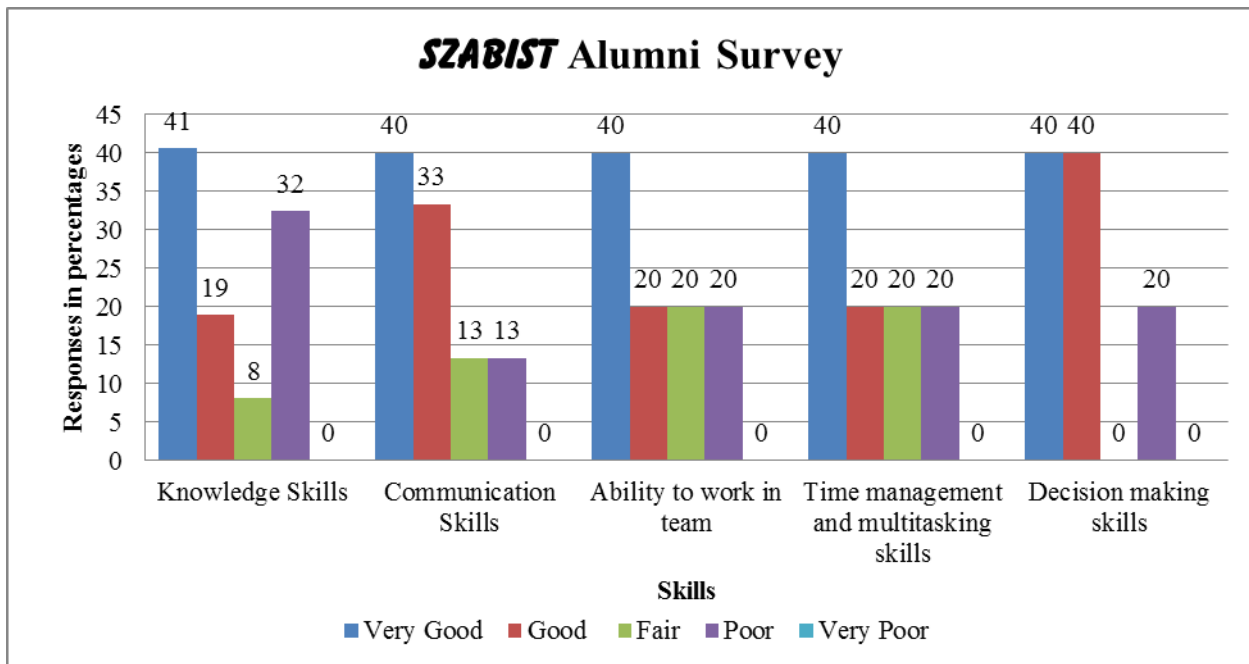
Figure 1.2

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[3] The source of information is Employer Survey.
[4] The source of information is Alumni Survey.

d. Graduating Student's Survey[5]

SZABIST Graduating Student Survey
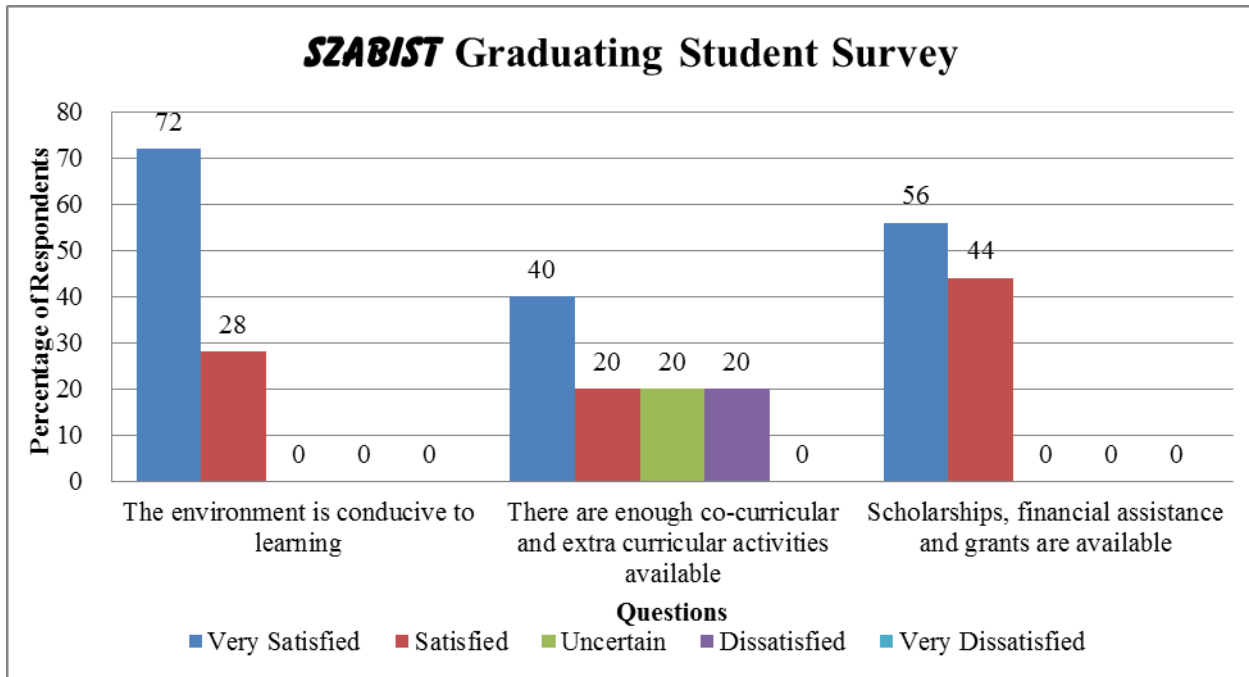
Figure 1.3

Standard 1-3 Assessment Results and Improvement Plans

a. Describe the action taken based on the periodic assessments

Assessments occur periodically in the following manner:

The process of evaluation starts in fifth week of semester, whereas, students evaluate course and course instructor. This rigorous step is taken place to determine improvement opportunities in overall learning. Instructors are provided feedback of students by the program manager, an individual meeting is held with all faculty members to discuss their evaluation and faculty members are requested to give their plan of action for improvement in course delivery and to overcome the common issues raised by students. After the meeting, informal feedback is gathered by PM from faculty and students in order to ensure that problems or issues are resolved.

b. Describe program improvement plans based on recent assessments

Program Improvement Plan based on Recent Assessment

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[5] The source of information is Graduating Student Survey.

- To establish a vigorous feedback system from faculty and students about program

- Introduce new courses of specialization

- Incorporate computer applications and software in some courses

- Include Strategic Human resource course in program structure

- Adopt case based method of teaching and use case studies of National corporation

- Along with researches, introduce case studies writing on local industry / businesses (issues , challenges and opportunities).

- Conduct more seminars on specialization courses on regular basis

- Initiate formal faculty training for Case Studies teaching method and in scientific research

 *All above depends on the approval competent authorities such as HoC, Board of Studies (BOS) of Management Science Department and also on availability of budget, HR and other resources.

c. **Strengths and weaknesses of the program**

Strengths of the MBA 36 Credit-hour program include:

- Stringent implementation of all institutional ,academic and administrative policies

- Smooth academic progression of graduates

- Personal care of Students and Faculty without compromising policies

- Strong coordination among management ,program manager and faculty

- Excellent supportive faculty with positive work behaviors , diverse experience of teaching and industry

- Well-structured courses aligned with objectives of program

- Balance approach towards Academic and fun activities, to create a healthy learning environment

Weaknesses of the MBA 36 Credit-hour program include:

- Need of more practical projects and integrated programs to work with industry

- Lack of local market opportunities for students to initiate projects in local industries

- Lack of connection with alumni and coordination for recruitment of graduates

- Require more activities in courses to develop students skills in different areas

- Initiates for faculty training is lacking

- Coordinated, organized departmental efforts for research in correspondence with faculty and students

d. Significant future plans for the program

1. Launch new specialization fields and elective courses.

2. Adapting case study base teaching methodology

3. Develop Alumni data base and networking via EDC

4. Conduct more Seminars and Workshops.

5. Networking via EDC with different organizations and convince them for conducting regular campus recruitment drive

6. Above all to aim at 0% dropout from program and 100% customer satisfaction

Standard 1-4: Overall Performance Using Quantifiable Measures

a. **Indicate percentage of successful students during study years showing their average CGPA per semester, time required to complete the program, and dropout ratio of students**

Average CGPA for students in the MBA-(36 credits) is 3.0

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.31	3.0	3.10	1.78	2.55	3.22	2.823

Table 1.4: Average CGPA

➢ **Drop-out ratio** of student every semester

	Dropouts	Enrolled Students	Drop out Ratio
Fall 2014	02	11	0.1818
Spring 2015	0	03	0

Table 1.5: Drop-out Ratio

b. Employers' survey (to assess the performance of the department graduates)

Level of Employers Satisfaction

- Very Good
- Good
- Average
- Poor
- Very Poor

2% 0% 12% 46% 40%
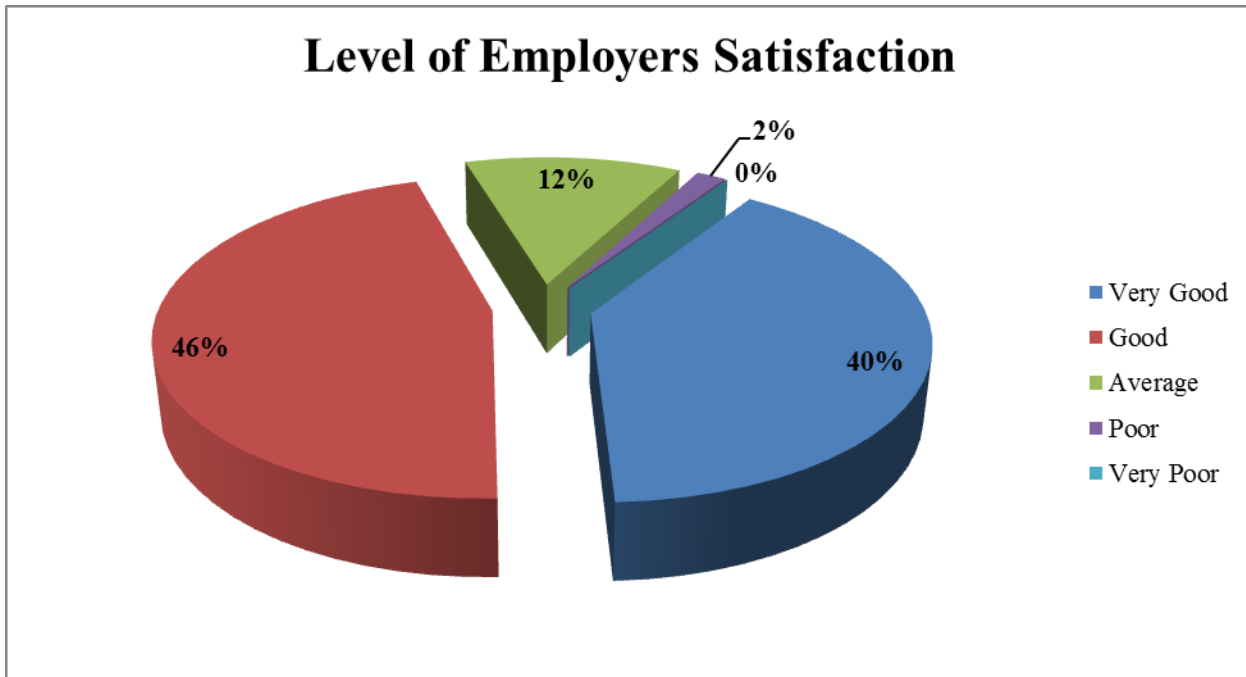
Figure 1.4

c. Percentage of Student Evaluation/Assessment Results for All the Courses and Faculty

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2013	Fall	63	26	11	0	0	0
2014	Spring	47	53	0	0	0	0
	Fall	64	9	9	18	0	0
2015	Spring	100	0	0	0	0	0
	Fall	100	0	0	0	0	0
2016	Spring	94	0	6	0	0	0

Table 1.6: Faculty & Courses Rating

d. Percentage of Research Activities:

SZABIST PUBLICATIONS

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

i.   Publications in Journals

- Maitlo, Q., Bhutto, N. A., Anwar, N., Mahar, S. (2012). Conflict Management – Home versus Work. Accepted for publication in January edition. *Interdisciplinary Journal of Contemporary Research in Business, 3* (9).

- Anwar, N, Bhutto, N. A., Maitlo, Q., Khawaja, H. A (2012) Impact of gender role and personality on Moral orientation, Interdisciplinary Journal of Contemporary Research in Business, 3 (9)**.**

- Naveed Anwar (2012*).* Impact of task conflict on employee performance. Accepted for publication in January edition. *Interdisciplinary Journal of Contemporary Research in Business, 3* (9).

- Naveed Anwar ,RELATIONSHIP OF AGE, GENDER, TENURE, RANK AND JOB SATISFACTION- EMPIRICAL EVIDENCE FROM BUSINESS INSTITUTE OF PAKISTAN ,International Journal of Contemporary Business Studies

- Sarwat et al, (2013) "Factors behind Brand Switching in Cellular Network", on-line International Journal of Asian Social Sciences.

- Sarwat et al, (2013) *"*Factors Influencing Successful Brand Extension into Related and Unrelated Categories", on-line International Journal of Asian Social Sciences.

- 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).

- Abdul Salam, Wasim Abbas & Sayed Ghazanfer Inam (2015) *"I*mpact 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

- Naveed Anwar , DETERMINANTS OF EXCESS CASH HOLDINGS AND ITS IMPACT ON SHAREHOLDER'S WEALTH: EMPIRICAL EVIDENCE FROM PAKISTAN,4th South Asian International conference (SAICON-2012), Bhurban, Muree, Pakistan

- Naveed Anwar , 4th International Conference on Business and Management ICOBM at Sukkur IBA , " CSR status among Top (five) Business Schools of Pakistan"

- Sarwat Afzalt (2013),"Determinants of Brand Credibility in Telecom Sector" June 2013, 5th Annual American Business Research Conference.

- Zahida Abro (2013), "Individual Differences in Learning Styles & Its Impacts upon Students ' Academic Performance" May 2013, National Research Conference.

- Ghulam Mustafa Shaikh (2014), "The Impact of Exports & Imports on GDP of Pakistan (1972-2012), March 2014, ABRSC Venice Italy.

- 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[th]ICoBM).

- Naveed Anwar ,Work family balance and service encounters 19-21 Aug , 2015, 7[Th] South Asian International Conference (SAICON 2015), Islamabad

e. Number of short courses:

Type of Activity – Fall 2014 – Spring 2015	Number
Workshops	4
Campaign	4
Project External	0
Seminars	5

Table 1.7: Activities performed at Community Service Level

f. Faculty and student surveys to measure the administrative services provided
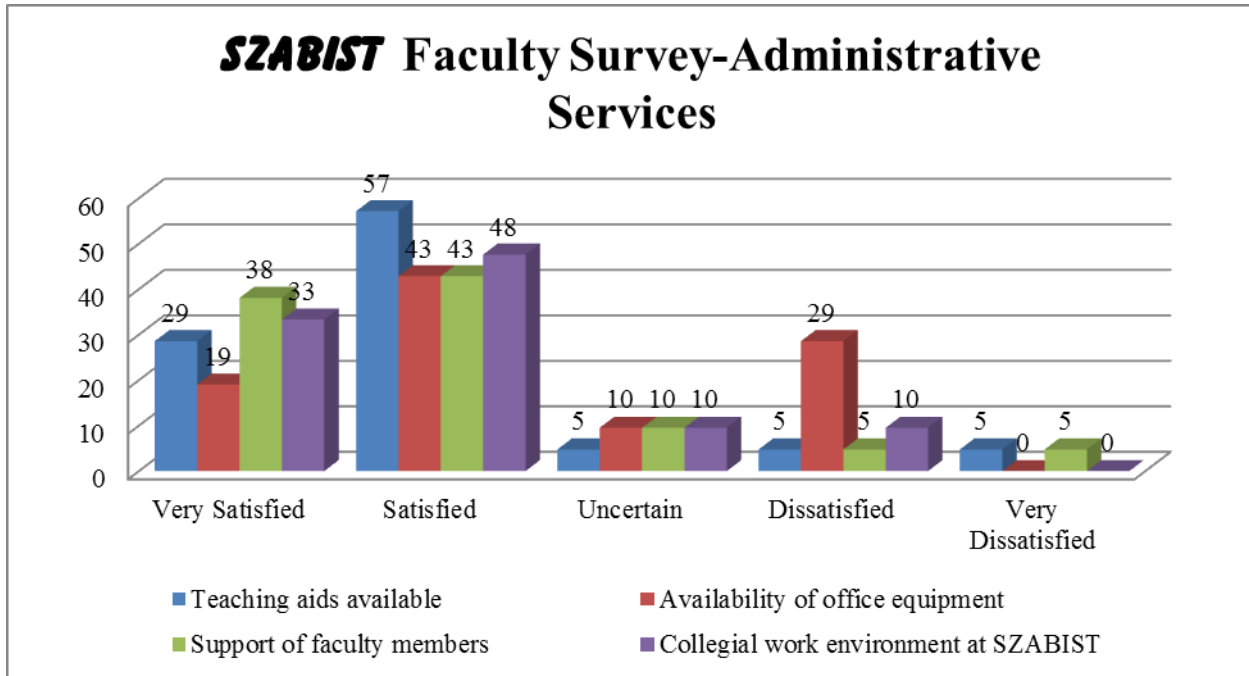
Figure 1.5
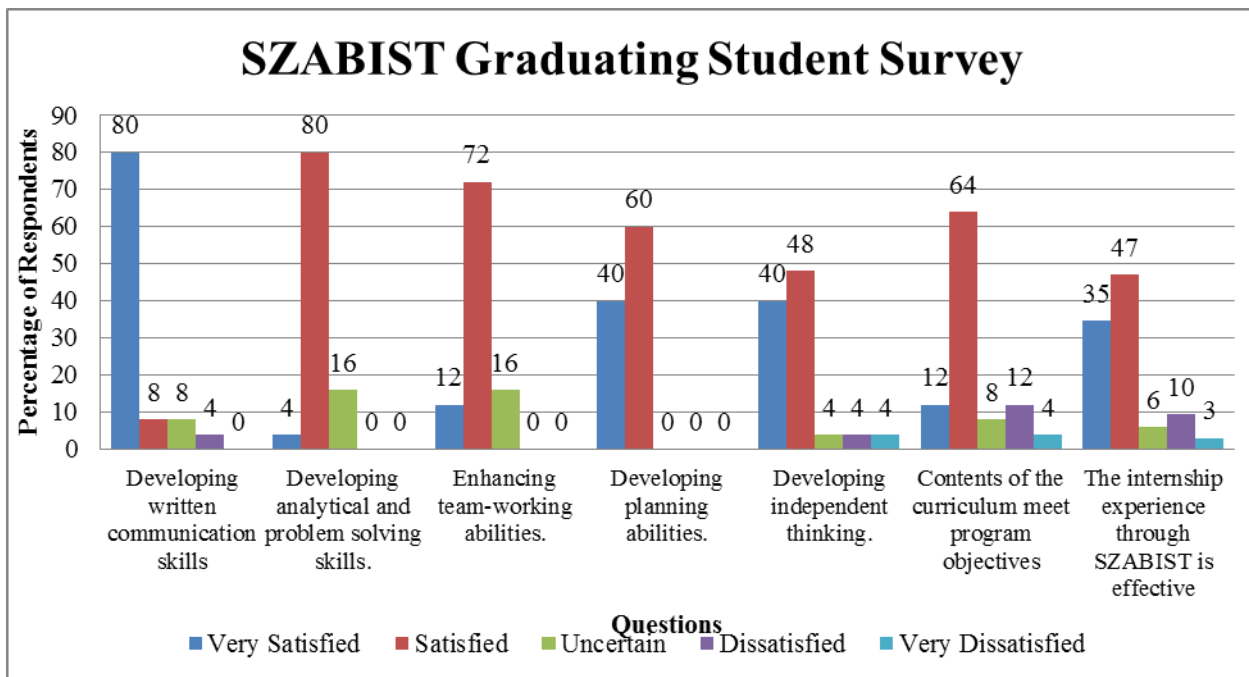
Figure 1.6
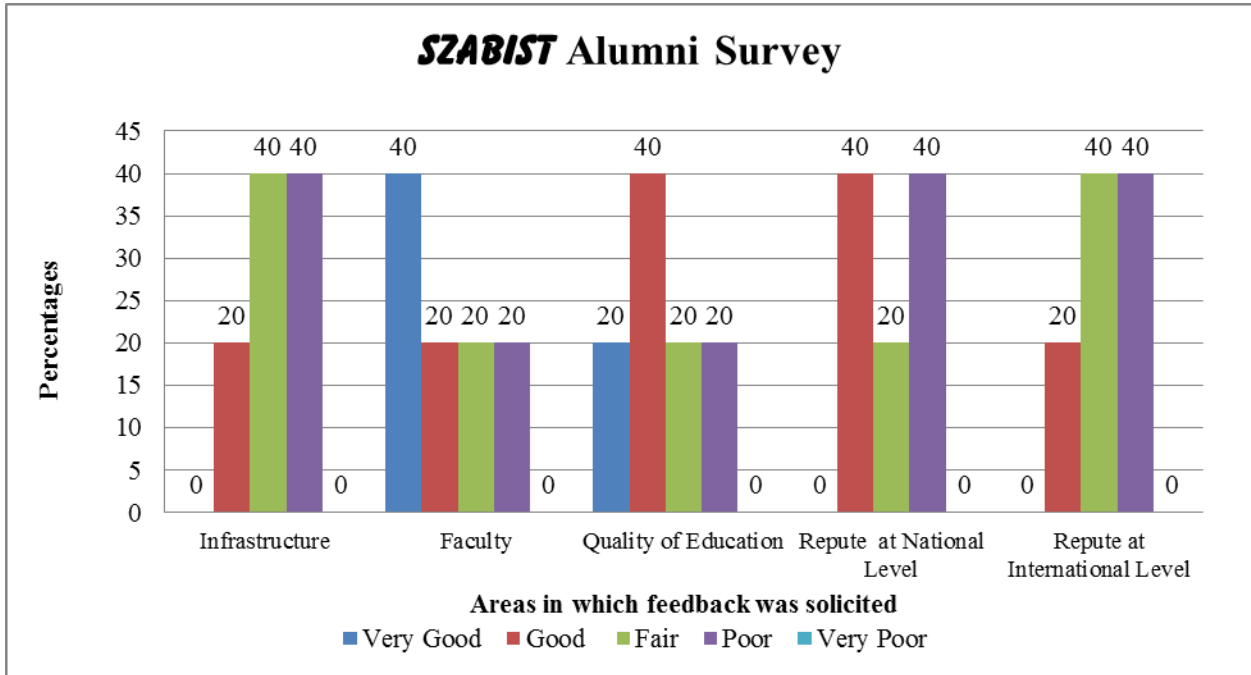
Figure 1.7

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

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

Criterion 2: Curriculum Design and Organization

Standard 2-1 Courses vs. Objectives

a. Title of degree program

Master of Business Administration-MBA 36 Credit Hours

b. Definition of credit hour

- Total Credit hours (36)

- Total modules 10 along with thesis for 6 credit hours.

c. Detailed course plan of MBA 36 credit hours and course outlines of all MBA courses are attached in appendix

Semester I	Semester II	Semester III
Advance Research Methods	Strategic Marketing	International Business
Strategic Management	Strategic Finance	Organizational Development and Analysis
Elective I	Elective III	Research Project (6 credit Hours) or
Elective II	Elective IV	

Table 2.1: Curriculum Plan

Arrow shows the pre-requisite course.

All courses are of 3 credits except research project which is of 6 credits.

d. Curriculum Course Requirements

Semester	Course Number	Category (Credit Hours)	
		Core Courses	Elective Courses
1	BA5103	Advance Research Methods (3)	
	BA5104	Strategic Management (3)	
	BA5xxx		Elective I (3)
	BA5xxx		Elective II (3)
2	BA5203	Strategic Marketing (3)	
	BA5208	Strategic Finance (3)	
	BA5xxx		Elective III (3)
	BA5xxx		Elective IV (3)
3	BA5308	International Business (3)	
	BA5318	Organizational Development and Analysis (3)	
	BA5319	Research Project (6)	

Table 2.2: Curriculum Course Requirements [6]

All courses are of 3 credits except research project.

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

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

Group of Courses	Objectives					
	1	**2**	**3**	**4**	**5**	**6**
Strategic Business Courses	X	X				X
Organizational Development		X			X	X
Specialization / Electives	X	X	X			X
Research		X		X		X

Table 2.3: Courses versus Objectives

Strategic Business Courses: Strategic Management, Strategic Marketing Management, Strategic Finance Course

Organizational Development: Organizational Development and Employee Management, International Business

Specialization: Four elective courses under specialization of Marketing, Finance, or HRM

Research: Advanced Research Method and Research Project

f. Courses versus Outcomes. List the courses and tick against relevant outcomes

All courses are designed to achieve program objectives and learning outcomes. Case studies, Assignments, research projects, lectures, along with up to date course contents are the key features of the program. These program contents and subjects are regularly reviewed and updated via board of studies and academic council.

Group of Courses	Outcomes										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Strategic Business Courses	✓	✓	✓	✓	✓			✓	✓	✓	✓
Organizational Development		✓	✓		✓					✓	
Specialization / Electives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research		✓	✓		✓	✓			✓		

Table 2.4: Courses versus Outcomes[7]

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[7] Table 2.4 of PT Report is the Table 4.4 (Curriculum Course Requirements) of AT Report

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

The courses comprise of theoretical, application and research based. Majority of courses includes different practical and field projects to practice analytical and problem solving skills. The courses are designed to develop different skills among students which are important for managing operations of contemporary organizations.

Elements	Courses
Theoretical Background (Corse Courses)	BA5104, BA5203, BA5208, BA5308, BA5318
Problem Analysis and solution (Students select any four courses) (Elective Courses)	BA5121, BA5122, BA5124, BA5126, BA5127, BA5223, BA5224, BA5225, BA5226, BA 5227
	BA5235, BA5119, BA5131, BA5233, BA5284, BA5279, BA5138, BA5234
	BA5113, BA5117, BA5118, BA5128, BA5165, BA5216, BA5215, BA5165, BA5239, BA5285
Research and Applications (Core Courses)	BA5103, BA5319

Table 2.5: Standard 2-2 Requirements [8]

Standard 2-3 Major Requirements by Accreditation Body

Major requirements of HEC as specified in "Business Education Plan" July 2007 are met. This document is available at HEC website.

Standard 2-4, 2-5, 2-6, 2-7 indicate how courses within the program satisfy requirements of the Accreditation Bodies

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

Program	Strategic Business Courses	Organizational Development Courses	Specialization Courses	Research Courses
MBA 36 Credit Hours	BA5104, BA5203, BA5208	BA5308, BA5318	BA5121, BA5122, BA5124, BA5126, BA5127, BA5223, BA5224, BA5225, BA5226, BA 5227, BA5235, BA5119, BA5131, BA5233, BA5284, BA5279, BA5138, BA5234, BA5113, BA5117, BA5118, BA5128, BA5165, BA5216, BA5215, BA5165, BA5239, BA528	BA5103, BA5319

Table 2.6: Courses within the program, satisfying requirements of the Accreditation Bodies

Strategic business courses are offered in first two semesters (please see curriculum plan), and organizational development courses are offered in third semester. Specialization courses are also offered in first two semesters along with strategic business courses. Research project is offered in last semester (Provided student has cleared the pre requisite course of Advance Research Methods) that is based on the specialization and strategic courses taken prior to this course.

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

Criteria 3: Laboratories and Computing Facilities

SZABIST Larkana provides state of art computing lab facilities to all the students. Our labs are equipped with latest computer and printing facilities from 9:00am to 5:00 pm (Monday to Saturday), on Friday lab will be closed from 1:30 pm to 3:00 pm for Namaz and lunch break.

SZABIST empower students to be up-to-date with current world and access all the required resources by uninterrupted high bandwidth (PARN II) internet connectivity with all the computers and 24hours Wifi facility at campus and hostels.

At the time of registration, a separate user ID and password is assigned to all students to access the ZABDESK

Lab administrator follows policies and procedures strictly for safety and discipline of computer network and lab. He ensures the security of network by imposing restriction for new software installation with any prior permission from concern faculty member or Lab administrator. Students will be provided software if they under-take a course related assignments.

Computer lab is open for all SZABIST students from 9 to 5 pm and all are allowed to use all the adjusting facilities available in lab.

Lab Title	Lab-I
Objectives	For Internet usage For Printing of reports, assignments To access HEC Digital Library link, SZABIST e-library
Adequacy for Instruction	Adequate for 50 students at a time. 39 desktops systems are available
MBA Courses Taught	General Purpose Lab , CRM, Computer Orientation and Packages, Advance Research Methods, Research Project , Thesis
Software Available	Windows 7 Professional operating system enabled workstations. Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project) and other major utilities installed.
Safety regulations	Available

Table 3.1: Computer Labs Information

Lab Title	LAB-II
Objectives	For holding Lab sessions and course related sessions or exams for classes with less than 29 students. For Internet usage. For Printing of reports, assignments. To access HEC Digital Library, SZABIST e-library.
Adequacy for Instruction	Adequate for 29 students at a time. 39 desktops systems are available. Projector available from Lab Administrator office on request by course

	instructor.
MBA Courses Taught	Computer orientation and packages, CRM, Advance Research methods, MIS, Thesis
Software Available	Windows 7 Professional operating system enabled workstations. NS2, CISCO Packet Tracer, Microsoft Office 2010 (Word, Excel, Access, PowerPoint, MS Visio, MS Project),SPSS 14, MS Visual Studio 2013, Net Beans IDE, Turbo C++, Visual tools, Macromedia Flash, Adobe Acrobat reader, MSSQL Client and other utilities installed.
Safety regulations	Available

Table 3.2: Computer Labs Information

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

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

b. Are the resources available sufficient for the program?

Yes Available Resources are sufficient for the current need but more resources will be required for the future requirement.

Standard 3-2 Adequate Support Personnel for Labs

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

The supportive staff of 04 members is constantly putting efforts to maintain lab and provide adequate support to students. They play active in:

1. How to use and maintain student account password privacy and its importance?

2. How to use various software and hardware?

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

4. Faculty members are provided ample support by lab personnel in conducting lab classes.

Standard 3-3 Adequate Computing Infrastructure and Facilities

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

No.	Particular	Quantity	
1	**Servers**	7	
	A. Acer		1
	B. Dell Power Edge		2
	C. Intel Server		4
2	**Desktop Computers**	79	
3	**Color Scanners**	1	
4	**Printers**	2	
	A. Color Laser Printer		1
	B. Black Laser Printer		1
5	**Multimedia Projectors**	13	

Table 3.6: Computing Support Facilities

b) **Shortcomings in computing infrastructure and facilities**

- Student manual is not available in lab

- For the reference point, SPSS and other software manual should be made available in lab.

- Staff Training

CRITERION 4: STUDENT SUPPORT AND ADVISING

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

Criterion 4: Student Support and Advising

Standard 4-1 Sufficient Frequency of Course Offering

a. Provide the department's strategy for course offering

Core courses are offered from the beginning and electives are offered in parallel for first two semesters of program. If 10 or more students who are repeating the course register then we offer the same course again. Course outlines are updated time by time according to market competitiveness. Generally, the class strength is 10 to 20 students.

b. Explain how often required courses are offered

• All courses are offered as per course plan (attached) given in the prospectus.

• Courses are offered in alternate semesters.

• In case of large number of failures in a course, course is repeated in subsequent semester.

• If students require a specific elective course then that course is offered as and when required provided it satisfies the minimum number of students criteria.

• Course offering is also repeated in summer depends on the requirement of specific courses by the students.

c. Explain how often elective courses are offered

Elective courses are offered for specialization and these are offered from the first semester. Students select from the given set of electives courses depending on 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

• MBA Students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue as approved by PM.

• All elective courses are offered combined for MBA 36, and 90 Credit-hour programs, hence students are allowed to take these electives from all two programs.

• BBA students are also allowed to take courses along with MBA on the basis of equivalency defined in their course catalogue. Approval of both MBA and BBA program managers is required in case.

• Students of MBA are not allowed to take courses in other departments like computer science.

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 achieve student / faculty interaction through class room discussions, email and faculty spare exclusive counseling time for individual students. Other than the exclusive counseling time students are allowed to meet with faculty as and when required. All courses are taught by individual faculty.

Standard 4-3 Professional Advising and Counseling

a. Describe how students are informed about program requirements

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

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

The advising services are provided through Program Manager, professional seminars, orientations, workshops, and teachers. Personal Feedback is taken, along with survey at graduation time. Students are most welcome to see PM at any time as per given schedule, further they can email, call PM in case of any query and confusion. Email address and contact number of PM is available with all MBA students.

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

PM and faculty posts counseling hours on the door, so whenever student has a problem in studying, he/she can visit PM and faculty in counseling hours as well as without counseling hours. Students can also discuss their problems with program manager as and when required. In order to ensure an efficient response to students' queries and issues, strong emailing culture has been developed in the program. Personal care and individual advice along with quick response to student issues are ensured.

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

Students can access Program Manager, HoC EDC, and senior faculty for any professional counseling. We also arrange professional seminars / guest speaker's sessions / seminars for students in order to interact with market professionals.

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

Students also interact with practitioners in guest speaker sessions, seminars and workshops arranged by societies and internal clubs. The Program Manager, faculty and 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.

EDC is also dedicated for such function. The major responsibilities of SZABIST's Executive Development Center (EDC) are the following:

1. Arranging internships

EDC facilitates arranging Internships for all students and acts as a liaison between the industry and the business students.

6 to 8 week internship with a reputable company is a compulsory pre-requisite for graduation. This is to give the students a foretaste of what actually happens in a commercial firm, an effort to bridge the gulf between the classroom and the corporate world.

Contact is accordingly maintained with major national and multinational companies who are requested to provide internship slots for SZABIST students. To make the internship meaningful, sponsors are urged to comment on the intern's performance which is discussed with the student to apprise him or her about strengths and short comings. EDC provides guidance to students in following manner:

- Resumes writing

- Mock interviews

- Entry test preparations

- Queries about jobs and internship placements

2. Job placements

We are operating in highly competitive job market with hundreds of graduates vying for the available vacancies. Thus, EDC serves as a liaison between job seeking SZABIST graduates and commercial houses. If required, students are helped to prepare an effective resume and also explained the technique of successful interviewing.

3. Alumni

Alumni of SZABIST Larkana are holding/ middle level positions in leading companies. It is our endeavor to keep in touch with them and to that end data has to be procured and kept up to date about their current employment status and contact address. To strengthen the bonds with alma mater, a networking dinner for them is arranged once a year

.

4. Corporate networking / alumni dinner

SZABIST holds an annual dinner with its leading alumni and adjunct faculty, particularly those who are gold medalists or work in top multinational organizations, to network with the corporate world for innovative ideas, internships, placements, sponsorships and joint activities.

5. Scholarships

EDC is fully in charge to provide complete information and guidance to students about vaious scholarship available at SZABIST.

CRITERION 5: PROCESS CONTROL

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

Criterion 5: Process Control

Standard 5-1 Admission Criteria

a. Describe the Program Admission Criteria and Process

The Master of Business Administration degree requirements are distributed in accordance with the credit hours, to be fulfilled by the student(s).

MBA Program	Criteria
MBA 36 credit hours	• 4 year BBA degree/ equivalent relevant degree, From HEC recognized university. • Minimum 55% marks/ CGPA of 2.5

Table 5.1: Program Admission Criteria

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

Re-admission after Dismissal:

For re-admission after dismissals, only B grades and above is transferrable.

b. The Admission Process Flowchart

Fill online application form for desired program

Application accepted?

No → Rejected - not meeting criteria

No → GPA not mentioned. Asked to give complete information

Yes

Submit past educational documents, NIC copies and passport size pics in Admissions Department

Take the computer-based online admission test on scheduled date, on-campus

Cleared the entrance test ?

No → End of process. Apply next year.

No → Apply for certificate courses. Will not belong to the regular program

Yes

Appear in Interview by a Panel comprising of Program Manager, and Faculty

Cleared the interview?

No → End of process. Apply next year.

No → Apply for certificate courses. Will not belong to the regular program

Yes

Name appears in Final selection list on noticeboards on campus. Acceptance/rejection is sent via mail to applicants e-mail IDs

Letter of admission with Semester Fee details and payment deadline mentioned. Payment to be made before Orientation

Orientation and then classes begin for 1st semester

Figure 5.1

c. Describe Policy Regarding Program/Credit Transfer

External Transfer policy:

SZABIST accepts candidates' transfers of credits who have studied from HEC recognized universities. The minimum credit transfer criteria of grade is B or above (or 80% marks).

The request for transfers must be made at the time of admissions; the maximum time limit to transfer courses is two years. Candidates will be required to clear all SZABIST admission requirements.

From the next upcoming admission period for Fall-2015, the following policies will be followed:

For 36 Credit hour MBA Program	A maximum of up to 6 credits (or 2 courses) maybe considered for transfer from a 4 year BBA to a 1.5 year MBA. Thesis / Research project course is not transferable.

Table 5.2: Program Transfer Policy

Internal Transfer policy:

For transfer candidates from other SZABIST campuses, the candidates must fulfill the admission requirements of the local campus they wish to transfer into. All courses / grades are transferable. A transfer admission fee will be applicable for students transferring from any other SZABIST Campus. The candidate is required to fill the Campus Transfer Form. For transfer candidates from the SZABIST Certificate Programs all courses having a letter grade C or above for the MBA program are transferable. No transfer courses are allowed in the EMBA Program. However, the EMBA Program from SZABIST is transferable into the regular MBA program at SZABIST.

d. Evaluation of Admission Criteria and Process

Continuous improvement is a core value of SZABIST. Admission Criteria and processes are reviewed in the Academic Council meeting, which is held at least twice a year. To improve the admission process separate admission officer has been appointed last year to facilitate and guide the students and to solve all their queries related to admission.

Standard 5-2 Student Registration:

a. Course Registration process for the program:

SZABIST Larkana has a very vigorous and efficient course registration process. The Academics department sends email and SMS to student e-groups, puts notice on notice board explaining the ZabDesk registration process. Usually course registration starts one week before the semester begins and close in the second week of the semester. Students must get register their courses within the mentioned span of time through automated SZABIST Online Registration System i.e. ZabDesk. In the 3rd week a list is generated of students attending courses cross-sectional and those attending courses with incomplete requisites. The same are asked to deregister from the incorrectly opted course.

After closing of online registration, manual registration is allowed from the Academics office and student will be charged Rs. 1,000 as a late fee. A deadline is also set for the late registration after which no any registration requests are entertained. Students who have not registered are not permitted to attend classes. Registered Students who have paid the fee but have remained absent for three classes are 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 and two courses in the following semesters. The request for withdrawal has to be made till the end of 11th session through ZabDesk. The request for withdrawal has to be approved by the Academic officer, Program Manager and Exam Department. In case of withdrawal, a letter grade of W (with no grade points) is awarded.

b. Describe how student Academic progress is monitored and how their program of study is verified to adhere to the degree requirements

Monitoring Student Academic Progress:

A comprehensive mechanism is used to monitor student's academic progress, which includes:

No Compromise on Attendance: Students are required to maintain 80% attendance throughout the semester in orderto qualify for the final exam. Maximum 3 absents are allowed per semester per course. Two late arrivals are equal to 1 absence. There is no leave policy in SZABIST. In case of non-compliance of attendance rules, a letter grade F will be given in the course.

Midterm and Final Examination Policy: A mid-term exam for the MBA program is administered in the 8th session. The mid-term exams account for 25%-30% of the final grade and the maximum duration is 2 hours. The Final Exam is generally of three hours duration. Please note that depending on the course content, Examinations could be a combination of written and

practical. All Mid and Final exam papers are reviewed and moderated internally by a team of professional as well as by external moderators.

Term papers and Projects can be 10-20%, depending on the course content while a deviation of 10% is permissible at the faculty's discretion (with the approval and discussion with PM)

Passing Grades: Minimum passing grade in each course is C minus for MBA program courses.F grade in a course does not count as having met the pre-requisite for taking an advanced course. Student with 'repeat grades' such as D, F must take the course next time as it is offered. Student may get attendance waiver in D grades, provided the same faculty member is teaching the course. Otherwise attendance waiver approval is required from the Program Manager or Head of Campus.

Probation & Dismissal on Academic Grounds: Students securing a CGPA below 2.5 will beput on probation and a warning letter will be issued. If the student fails to maintain the CGPA above or equal to 2.5 for the consecutive 2 semester, the student will be dropped from the program.

Online Student Management System:

ZABDESK is an innovative, efficient student management system used at SZABIST Larkana. One touch on the system can give you ready to use information for making decisions and taking prompt actions. ZABDESK also allows you to communicate with different students, faculty freely to ensure proper implementation of academic policies.

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

Evaluation of Registration and Student Monitoring Process

The Student Registration and Student Progress Monitoring processes are regularly reviewed in the ZABDESK through Program Manager and Head of Campus. In the past one year, the course registration process has been improved. Due to this improvement, class allocation is more accurate and records are updated well in time.

Standard 5-3 Faculty Recruitment and Retention Process

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

Faculty Recruitment Process

Currently the Human Resource department of SZABIST advertises the faculty positions every year through leading newspapers, and SZABIST website for online applicants. Human Resource

department sets up a committee for short listing the suitable candidates and then sends interview calls. Selection committee, consisting of the Head of Campus, Program Manager and senior faculty that conducts the interview of shortlisted candidates and further shortlists the suitable candidates for demo lectures, however the final interview is to be held at the Karachi Campus for final selection. At the end of the complete hiring process and based on the evaluation criteria, faculty will be hired and HR will send them the offer letter for faculty position.

Improvement in Faculty Recruitment Process

Advertisements to recruit new faculty have been rephrased to ensure further self-screening of applicants. Now 2 years university teaching experience is an eligibility criterion. Also attested copies of degrees are a mandatory requirement for applying. This improvement has reduced the applications from 500 (mostly irrelevant) to approximately 200 relevant, more highly eligible applications. Recently the hiring process has involved PM, Senior Faculty member and HoC along with experts from other campuses, which has enhanced the quality of faculty.

b. Faculty Recruitment Process
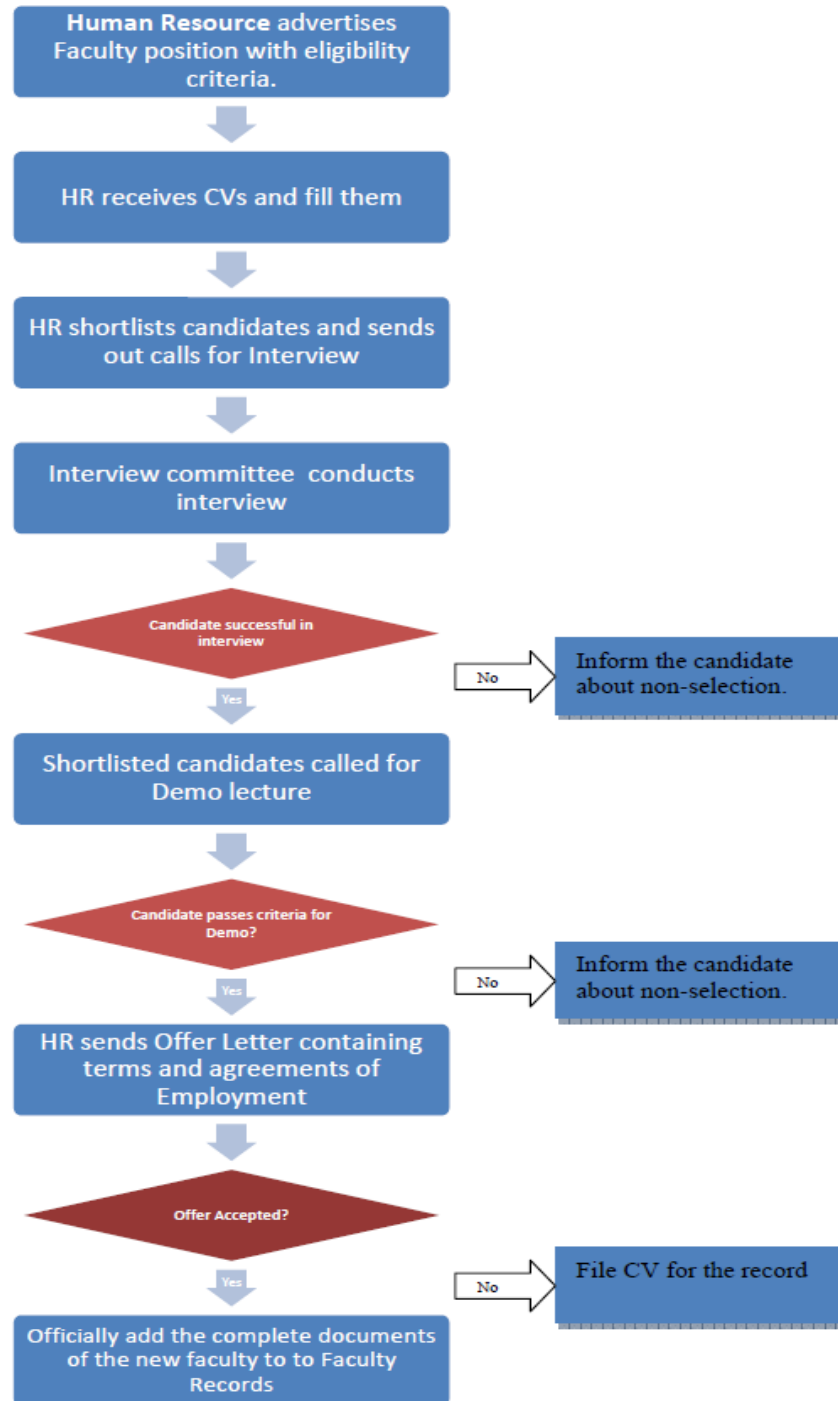
Figure 5.2

c. Indicate methods used to retain excellent faculty members

Faculty Retention Methods and Measures

HoC evaluates 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) Single and Family Accommodation for outstation faculty

iii) 40 working hours within a given work week.

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

xii) Freedom of work and opportunities to showcase talent

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

SZABIST Value its employees. The Faculty Evaluation and Promotion Processes are duly in line with SZABIST's Mission Statement.

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

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

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 considered by HR dept. 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 only 10-25 students, which allows the delivery of high quality education on an interactive basis. Teachers pay individual attention and encourage participation and constructive discussion.

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

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

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

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

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

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

These evaluations are reviewed by the office of the Head of Campus (HoC) , HoD , President Vice President (Academics) / Director Academic for comments and ranking. In case a faculty member scores less than 60% in the evaluation, the HoC / Program Mangers discuss possible improvements with the relevant faculty member.

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 MBA.

MBA Program	Requirement for Completion of Degree
MBA 36 credit hours	• Duration of MBA is 1.5 years • 10 MBA courses (30 credits) • Research project (06 credits) • An Internship of 6 weeks • Max duration to complete this degree is 5 years

Table 5.3: Requirement for Completion of Degree

One year is the maximum time allowed to a student for improving grades after completion of

coursework. The maximum time allowed to complete the graduate program is 5 years.

Without completing all degree requirements, including, clearance of financial dues, completing the required courses, internship and passing of the comprehensive exam, a student will NOT be allowed to continue. Completion of prerequisites is a necessary condition to advance to higher degree programs.

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 HoC meeting, the bi-annual **Academic Council** meeting and the bi-annual meeting of the newly formed **Board of Studies,** regularly discuss, evaluate the procedures that ensure completion of MBA Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures.

CRITERION 6: FACULTY

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

Criterion 6: Faculty

Standard 6-1 Faculty Qualifications and Number

a. Faculty resumes in accordance with the format.

Launched.

b. Faculty distribution by program's areas

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each Area	Number of faculty with Ph.D. degree
Accounting and Finance	05 courses / 1 Section	4	Nill
Marketing	06 courses / 1 Section	5	Nill
Management	06 courses / 1 Section	5	Nill

Table 6.1: Faculty distribution by program's areas

Standard 6-2 Current Faculty, Scholarly Activities and Development

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

The criteria for the faculty to be current:

1. Participating in academic events like seminars / sessions

2. Participating in academic and industry conferences / workshops

3. Presenting and publishing papers in conferences

4. Publishing research papers in local and international journals

5. Supervising research at bachelors level

6. Supervising research at MBA Level

7. Pursuing further education in their specialized field

8. 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 free of charge. Additionally, faculty members are encouraged to actively participate in research activities.

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 free of charge. Additionally, faculty members are encouraged to actively participate in research activities. At present, around 4 full time faculty members are enrolled in PhD program that will be greatly beneficial for both, the department as well as the faculty. Individually as through active research they are in continuous process of updating their skills to keep abreast of contemporary and future challenges.

Following are the steps used to keep faculty up to date:

1. Publishing research papers in local and international journals
2. Conducting and participating in trainings and workshops
3. Supervising research at bachelors and masters level
4. Supervising research at MBA Level
5. Pursuing further education in their specialized field
6. Incorporating their research and otherwise learning into their teaching through content and methodology

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

Regular communication via emails and meetings are held 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 program manager interacts with faculty to optimize student's 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:

- Cordial working environment

- Annual and casual leaves

- Competitive Salaries

- Performance-based increment and annual bonus

- Loan facility

- Continuing Education

- Equal Opportunity

- Group Decision making and autonomy

b. Indicate how effective these programs are

Programs are effective as:

- Employees get the opportunity of personal and professional growth by acquiring education free of cost.

- The 50% concession of fee to children of employees gives employees the opportunity to provide their children with quality education at an affordable price.

- The performance based increments and annual bonuses motivate employees to work effectively and efficiently.

- High job commitment of faculty

- Strong Sense of ownership

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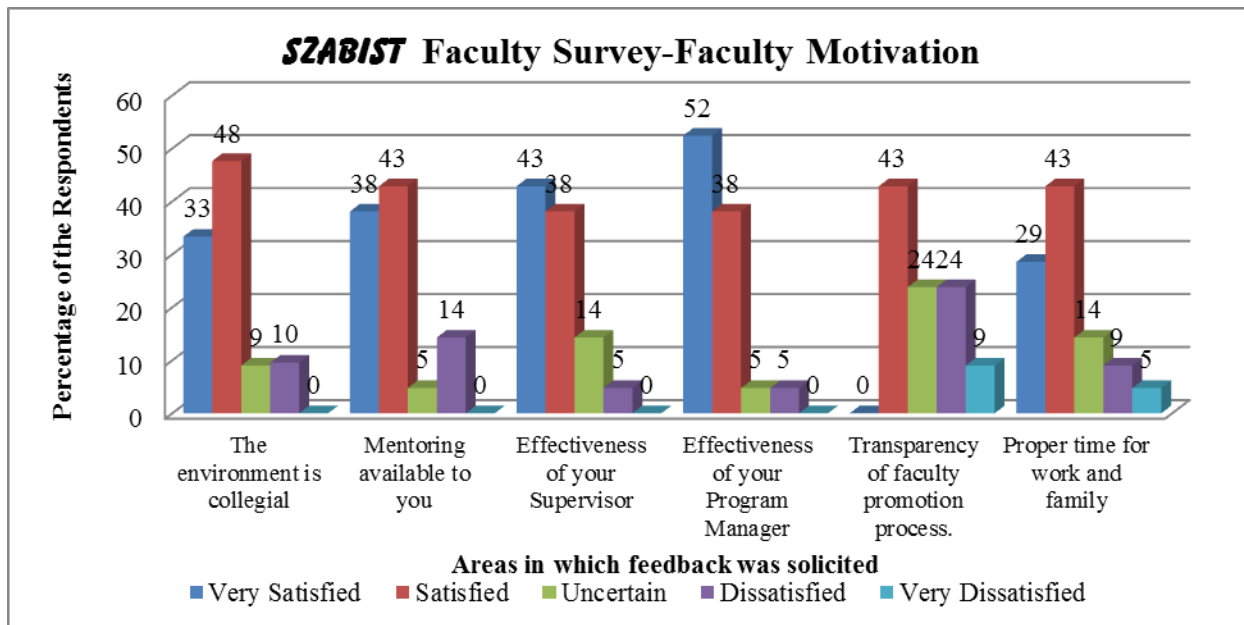

Figure 6.1
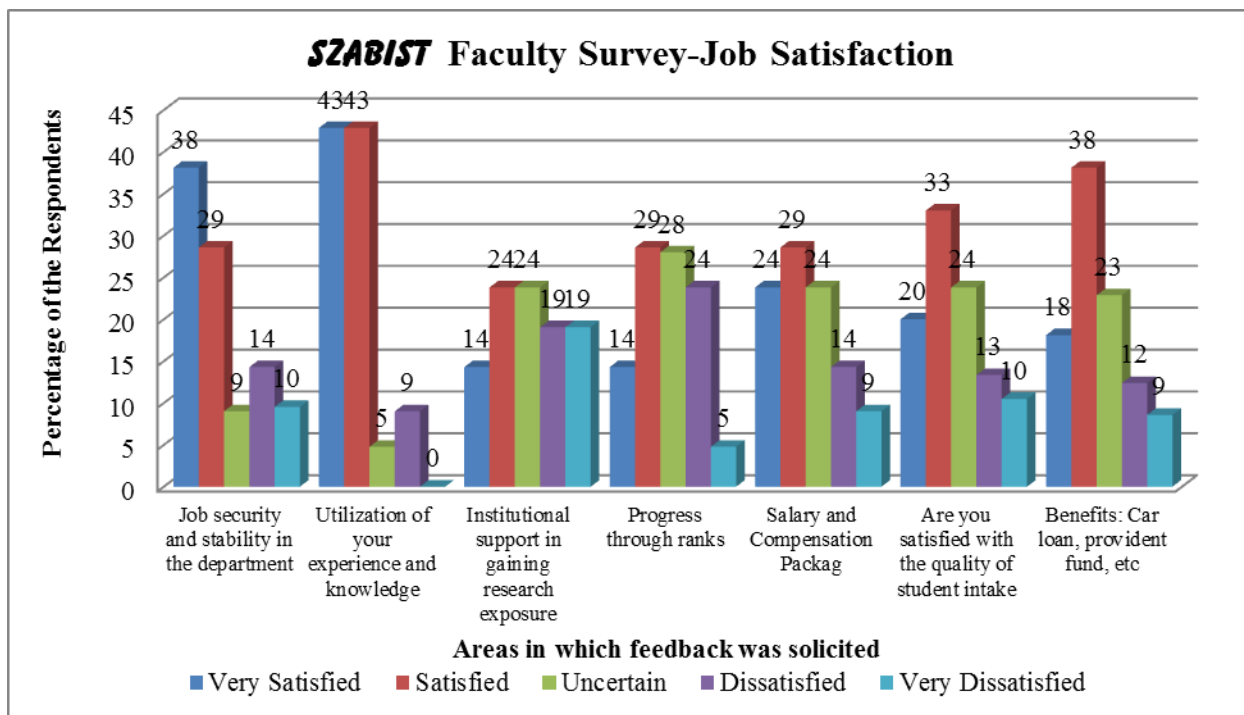
Figure 6.2

Standard 6-4 Management Sciences Faculty

Management Sciences

Muhammad Bux Soomro

Head of Campus
BSCS Program Manager
M.Sc (Computer Technology) S.U
Email: mbsoomro@lrk.szabist.edu.pk

Zahida Abro

Assistant Professor
BBA Program Manager
PhD (Dissertation, SZABSIT Karachi)
MS(MS) SZABIST Karachi
MBA (Finance, SU)
Email: abroo@lrk.szabist.edu.pk

Naveed Anwer

Assistant Professor
MBA Program Manager
PhD Scholar, IQRA University Karachi

MS Management Science, IBA (Sukkur)
M.Com P.U
Email: naveed@lrk.szabist.edu.pk

Ghulam Mustafa Shaikh

Assistant Professor
MBA (Finance) S.U
MS Management Sciences, IBA Sukkur
PhD Candidate, IBA Sukkur
Email: ghulammustafa@lrk.szabist.edu.pk

SehrishAbro

Faculty Member

MBA (SZABIST Karachi)

PhD (in Progress) SZABIST, Karachi

Email: sehrish@lrk.szabist.edu.pk

Jai Kishan

Faculty Member

MBA (Iqra University Karachi)

Email: jaikishan@lrk.szabist.edu.pk

Abdul Salam

Faculty Member

MBA (Marketing)

IBA Karachi

Email: abdulsalam@lrk.szabist.edu.pk

Waqas Mazhar

Faculty Member

MBA (Marketing) IBA Karachi

BBA (Marketing) IBA Karachi

Email: waqasmazhar@lrk.szabist.edu.pk

Wasim Abbas Awan

Faculty Member

MBA (HRM) KASBIT Karachi

Email: wasimabbas@lrk.szabist.edu.pk

Imran Khan Junejo

Faculty Member

MBA (HRM) SZABIST Islamabad

Email: Junejo@lrk.szabist.edu.pk

Jalil Ahmed Thebo

Faculty Member
MS in progress (BizTek , Karachi)

MBA (HRM) University of Sindh
Email: jalilthebo@lrk.szabist.edu.pk

Vickram Talreja

Faculty Member
MBA (Finance) SZABIST
Email: vickramtalreja@lrk.szabist.edu.pk

Asim Shabir

Faculty Member
Study Leave , PhD (France)

MBA (Marketing) IBA, Sukkur
Email: asim@lrk.szabist.edu.pk

Rehana Oshaque

Faculty Member
M.A (Economics) University of Karachi
Email: rehanajunejo@lrk.szabist.edu.pk

Rabail Gul

Faculty Member
MBA (Marketing) CBM
Email: rabail.gul@lrk.szabist.edu.pk

Sayed Shahid Jilani

Faculty Member
MBA (Marketing) Institute of Business Administration Karachi
Email: shahidjilani@lrk.szabist.edu.pk

Qasim Ali Shah

Faculty Member

MBA (Marketing) Institute of Business Administration Sukkur

Email: qasimali@lrk.szabist.edu.pk

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

Criterion 7: Institutional Facilities

Standard 7-1 New Trends in Learning

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

SZABIST Larkana provides state-of-the-art and strong infrastructure and facilities to support e-learning. Following is detail of our resources.

No.	Particulars	Quantity
1	Servers	7
2	Desktop Computers	79
3	Video Conferencing Equipment	1
4	Multimedia Projectors	13
5	Local Area Network connecting above nodes, CISCO Small Business 300, CISCO 2950 series of switches, Laser Printers, Color Printers, Multimedia Equipment and a rich Software Library	

Table 7.1: Infrastructure and facilities

Along with above equipment, there are different software like TeamViewer, Skype, VNC etc. are used for conducting video conferences, online seminars, inter campus seminars and trainings etc. For example, different seminars and conferences conducted by the HEC are also accessible to students.

b. Indicate how adequate the facilities are

To support e-learning, we have latest computers, network infrastructure, and latest software applications. These tools are used in research process, project & assignment completion and other academic tasks.

Standard 7-2 Library Collection and Staff

a. Describe the adequacy of Library's technical collection

SZABIST library brings into line the whole learning process and acts as the core of our education experience. It contains sufficient variety of books, journals, magazines and other stuff for all courses offered in MBA program.

SZABIST library is equipped with ZABLIS, the most modern library computer 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. 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) through which students can access an unlimited number of Journals and magazines.

No.	Particulars	Quantity	
	Library Resources		
	(Management Sciences)		
1	**Printed Form**		
	A. Management Sciences Books	**1950**	
	B. Reports	**605**	
	i. Independent Study		0
	ii. Project		456
	iii. Thesis		149
	C. Journal/Magazines (Subscribed)	**4**	
	D. Newspapers (Daily)	**8**	
2	**Digital Form**		
	A. E-Books	**900**	
	B. CD's	**91**	
	i. Books Related		53
	ii. General		38
	C. Audio/Video Cassattes	**0**	
	D. Journal/Magazines (Online)	**3000**	
	E. Access to Online Journals		
	i. HEC Digital Library	Yes	
	ii. EBSCOHOST	Yes	

Table 7.2: Library Resources

In addition to these, there are a lot of digital resources offered through digital library. For instance,

1. E-Library offers a wide variety of content across many subject areas, especially in business and social science. It acquires integrated collections of eBooks and other content. E-Library continues to add quality eBooks and other authoritative titles to their selection from the world's leading academic and professional publishers.

2. Emerald is a long established publisher with over 200 titles in the fields of management, information science and engineering. All of Emerald research journals are peer-reviewed to ensure the highest quality.

3. HEC has provided access to 4291 of the total journal titles. You can view by clicking @Journals Listing.

4. Content in JSTOR spans many disciplines, with over 500 high-quality publications available in the archive.

5. JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed, and illustrated.

6. Project MUSE provides online access to 430 full-text journals from 108 publishers in humanities and social science. MUSE pricing meets library needs around the world. Access URL: http://muse.jhu.edu

7. Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - SpringerLink. Through Springer Link, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its programme).

8. Taylor & Francis has grown rapidly over the last two decades to become a leading international academic publisher. More than 1000 journal titles in a full range of disciplines.

9. Online database containing over 1,234 journals in science, technology, medicine, humanities and social sciences. WILEY-BLACKWELL JOURNALS

10. 47 leading international medical Journals available through "Highwire Press", without any registration

b. Describe the support rendered by the Library

- Libraries are well furnished with necessary resources which include human and learning material.

- At SZABIST Larkana, we have one library available at ground floor main building.

- A total of 2 full time staff members are dedicated to provide continuous support to students and faculty on each working day in the library.

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

i. Respond to daily-on-site reissue requests for books.

ii. Book and other reading material lending services

iii. Receiving and persevering all reading material

iv. Information access in digital form

v. To search newly available books in market and on internet and make a list of required ones'.

Library Staff Timing

Shift	Timeslot	Personnel (s)
Morning	9:00 a.m. --5:00 p.m.	2

Table 7.3: Library Staff Timings

Standard 7-3 Classroom and Office Adequacy

a. Describe the adequacy of the class rooms

Class rooms are well-equipped with modern furniture, multimedia projector, PCs' with internet connections, sound system and Air Conditioners.

b. Describe the adequacy of faculty offices

Rooms are allocated for Permanent and visiting faculty where latest Intel Core to Duo PCs are available with full internet facilities, landline extensions, Split and Window air conditioners, shelves display boards to display their objectives schedules, 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.

CRITERION 8: INSTITUTIONAL SUPPORTS

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

Criterion 8: Institutional Support

Standard 8-1 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

1. Permanent faculty is hired on market competitive salary package that includes basic salary, conveyance, medical, utilities and house rent allowance.

2. Annually, permanent faculty members are provided 10 to 15 percent increment in their salaries and yearly bonus is awarded to every employee in the month of March.

3. Permanent faculty can avail car loan after successful completion of three years teaching at SZABIST Larkana.

4. After the completion of the permanent faculty probation period and getting permission, 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 7 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

Standard 8-2 Number and Quality of GSs, RAs and PhD Students

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

Number of Graduate Students

Particulars	No. Of Graduates		
Graduates	**2012-13**	**2013-14**	**2014-15**
	00	04	08

Table 8.1: Number of Graduate Students

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

Graduates: Faculty Ratio

Particulars	Human Resource		
	2012	**2013**	**2014**
Graduates	0	04	08
Total Number of Faculty	28	45	65
Graduates/ Faculty Ratio	0	0.088	0.12

Table 8.2: Graduate Faculty Ratio

Number of Faculty

Particulars	Faculty		
	2012-13	**2013-14**	**2014-15**
Total Number of Faculty	28	45	65
Full Time faculty	13	21	22
Adjunct Faculty	15	24	43

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 (Rupees)		
	2012	**2013**	**2014**
Library	600000	600000	550000

Table 8.4: Resources available for the library

b. Describe the resources available for laboratories

Not Applicable on MBA-36 program.

c. Describe the resources available for computing facilities

Particulars	Budgetary Allocation (Rupees)		
	2012	**2013**	**2014**
Computing Facilities	388860	454340	289300

Table 8.5: Resources available for computing facilities

SZABIST

SELF-ASSESSMENT REPORT

MBA-36 Credit Hours

Larkana Campus

Program Self-Assessment Checklist

SZABIST

Guidelines for Program Team Report and

QEC Review

Program: <u>MBA-36 Credit Hours</u>

<u>Larkana Campus</u>

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.

CRITERIA AND ASSOCIATED STANDARDS		Yes/No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes				
Standard 1-1	Program Measurable Objectives			
	a. Document institution, department, and program mission statements	✓		
	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	✓		
	Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives **Please find example of Table 4.2 attached in Annexure II (iii)**	✓		
	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) **Please find example attached in Annexure III (pg iv)**	✓		
	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 **Please find example attached in Annexure III (pg iv)**	✓		
	e. Number of short courses workshops, seminars organized on community service level **Please find example attached in Annexure III (pg iv)**	✓		
	f. Faculty and student surveys results to measure the administrative services provided	✓		
Criterion 2 – Curriculum Design And Organization				
	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. **Please find example attached in Annexure IV (pg v-ix)**	✓		
	d. Table 4.3 curriculum course requirement **Please find example attached in Annexure IV (pg v-ix)**	✓		
	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. **Please find example attached in Annexure IV(pg v-ix)**	✓	
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.	✓	
Criterion 3 – Laboratories and Computing Facilities			
Standard 3- 1	Lab Manuals / Documentation / Instructions		
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	✓	
	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. **Please find example attached in Annexure V(pg x)**			
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?	✓		
<td colspan="4" align="center">**Criterion 4 – Student Support and Advising**</td>				
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	✓		
<td colspan="4" align="center">**Criterion 5 – Process Control**</td>				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or	✓		

	department if applicable.			
	b. Make a Flowchart **Please find example attached in Annexure VI (pg xi-xii)**	✓		
	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 **Please find example attached in Annexure VI (pg xi-xii)**	✓		
	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	✓		
Criterion 6 – Faculty				
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 **Please find example attached in Annexure VII (pg xiii)**	✓		
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			
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	✓		
	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	✓		
	Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)			
Criterion 8 – Institutional Support				
Standard 8-1	Support and Financial Resources			
	a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation	✓		
	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	✓		
	Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)			

*Key

✓ - Yes   X- No   NA- Not Applicable

SZABIST

SELF-ASSESSMENT REPORT

MBA-36 Credit Hours
Larkana Campus

Assessment Team Report

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

MBA-36 Credit Hours
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. Naveed Ghani

    ii.   Mr. Sarmad Soomro___

    iii.   Mr.Murtaza Siddiqi

2. Date of Nomination

March 30th, 2016

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

7 Days

4. Name of Department and Program being assessed

Department of Management Sciences and MBA-36 Credit Hours Program

5. Shortcomings of the PT report

2-3 to 2-7 not evaluated as per guideline, Annual degree plan missing.

6. Comments on:

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

- Survey forms missing CGPA not calculated,
- Lack of research work,
- No detail on workshop

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

Surveys are not attached, some data is not clearly provided.

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

No any survey forms are attached.

iv. Observations made during the assessment

1. Survey forms missing CGPA not calculated,
2. Lack of research work,
3. No detail on Work shop.
4. 2-3 to 2-7 not evaluated as per guideline, Annual degree plan missing.

v. Strengths and weaknesses of the Program

Strength: 1- Good faculty support for students

Weakness: 1- Market exposure is not that much,

　　　　　　2- Research work need to be conducted.

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

 April 15th, 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 items 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.

Result	Score
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

Criterion 1 – Program Mission, Objectives and Outcomes		Weight = 0.05				
Factors		**Score**				
1	Does the Program have documented measureable 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
Total Encircled Value (TV)		**20**				
Score 1 **(S1)** = [TV/(No. of Questions *5)] *100 *Weight		**3.33**				
Criterion 2 – Curriculum Design and Organization		Weight = 0.20				
Factors		**Score**				
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
Total Encircled Value (TV)		**22**				
Score 2 **(S2)** = [TV/(No. of Questions *5)] *100 *Weight		**11**				

Criterion 3 – Laboratories and Computing Facilities						Weight = 0.10
Factors						**Score**
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	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
Total Encircled Value (TV)						**6**
Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight						**4**

Criterion 4 – Student Support and Advising						Weight = 0.10
Factors						**Score**
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	**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
Total Encircled Value (TV)						**12**
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight						**8**

Criterion 5 – Process Control						Weight = 0.15
Factors						**Score**
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	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

		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
	Total Encircled Value (TV)	**41**				
	Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight	**11.18**				

Criterion 6 – Faculty				**Weight = 0.15**		
Factors				**Score**		
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	5	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
	Total Encircled Value (TV)	**16**				
	Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight	**6.86**				

Criterion 7 – Institutional Facilities						Weight = 0.15		
Factors						**Score**		
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		
Total Encircled Value (TV)				**9**				
Score 7 **(S7) = [TV/(No. of Questions *5)] *100 *Weight**				**9**				
Criterion 8 – Institutional Support						Weight = 0.15		
Factors						**Score**		
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		
Total Encircled Value (TV)				**5**				
Score 8 **(S8) = [TV/(No. of Questions *5)] *100 *Weight**				**7.5**				

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

= 60.87

C. Assessment Results Implementation Plan Summary MBA-36 Credit Hours -Larkana Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. No PHD Faculty	1. It is suggested that PHD Faculty should be hired soon.	January 2017	HR	Offices/PCS
2. Lack of Research work	2. It is suggested that faculty members be motivated to conduct research work.	Recently we have established the research committee to promote research activities from faculty side.	Program manager and research committee.	Research centre
3. No Market exposure	3. Students should be given market exposure through various seminars/ workshops and internships.	1: Program manager and faculty has been request to arrange the workshops and seminars. 2: EDC Larkana is arranging in internships for the students of Larkana	-	-

President's Comments: The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education and for the improvement of MBA-36 program in Larkana Campus. It is essential that the identified corrective actions are steadily implemented to further improve the quality of this program. I appreciate the efforts of Program Team, Assessment Team and the staff of QEC for the preparation and completion of Self-Assessment Report of the MBA-36 program.

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 evaluation of MBA 36 credit hours program by the Assessment Team has brought forth valuable observations. AT has suggested corrective actions and the implementation of these will enhance the program's effectiveness. In order to successfully complete this challenging task, meticulous efforts were made by the efficient Program Team, professional Assessment Team and the dedicated IR/QEC staff.

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran

President's Comments: The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education and for the improvement of MBA-36 program in Larkana Campus. It is essential that the identified corrective actions are steadily implemented to further improve the quality of this program. I appreciate the efforts of Program Team, Assessment Team and the staff of QEC for the preparation and completion of Self-Assessment Report of the MBA-36 program.

Name and Signature:

Madame Shahnaz Wazir Ali

Aug 2, 2016

Dean's or HoD's Comments: The suggestions given in AT findings will be implemented as soon as possible. For example: Faculty promotion policiy 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 budgetory allocation is available.

Name and Signature:

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Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran

Assessment Team Report

SZABIST

SELF-ASSESSMENT REPORT

MBA-36 Credit Hours

Larkana Campus

Program Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): _____ MBA (36) _____

Team Leader: _Naveed Anwar_

Name: _Naveed Anwar_   Position: _Assistant Professor_

Institution: _SZABIST Larkana_   Contact No: (Office) _074-4053400-117_

Mobile No: _____   Email Address: _naveed @ 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.

_____   _11/5/2015_
(Signature of PT Member)   Date

Approved By:_____
            (Head of the Department)

Note: Completed form should be sent to the QEC

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): **MBA (3E)**

Team Leader: **Naveed Anwar**

Name: **Jai Kishan**   Position: **Lecturer**

Institution: **SZABIST Larkana**   Contact No: (Office) **074- 4053400- 109**

Mobile No: **0345 3097472**   Email Address: **jai Kishan @ 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.
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- 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.

_____   08-05-2015
(Signature of PT Member)   Date

Approved By: _____

(Head of the Department)

Note: Completed form should be sent to the QEC

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): ___MBA.—36 .___

Team Leader: MR. Naveed Anwer.

Name: SHAHID HUSSAIN.   Position: Lecturer (Marketing).

Institution: SZABIST Larkana.   Contact No: (Office) 074-4053400 -133

Mobile No: 0336-2782090   Email Address: shahidjilani @gmail.com.

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.
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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.

_____   8/5/2015

(Signature of PT Member)   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): ___MBA – 36___

Team Leader: ___MR. Nareed Anwar___

Name: ___VICKRAM___   Position: ___Lectures___

Institution: ___SZABIST___   Contact No: (Office) ___074-4053400 – 105 Ext.___

Mobile No: ___0336-2004440___   Email Address: ___vickramtalraja@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.
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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.

_____   11/06/2015

(Signature of PT Member)   Date

Approved By: _____

(Head of the Department)

Note: Completed form should be sent to the QEC

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): __MBA (36)__

Team Leader: __Naveed Anwar__

Name: __Waqas Mazhar__   Position: __Lecturer__

Institution: __SZABIST Larkana__   Contact No: (Office) __074-4053400 (123)__

Mobile No: _____   Email Address: __waqasmazhar@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.
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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.

_____   __8/5/2015__

(Signature of PT Member)   Date

Approved By: _____

(Head of the Department)

Note: Completed form should be sent to the QEC

SELF-ASSESSMENT REPORT

MBA-36 Credit Hours

Larkana Campus

Assessment Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): _MBA -36 -_

Team Leader: _Naveed Ghani_

Name: _Naveed Ghani_   Position: _Assistant Professor_

Institution: _SZABIST - LRK_   Contact No: (Office) _074-4053400 (121)_

Mobile No: _0302-8202200_   Email Address: _naveedghani@lrk.szabist.edu_

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.

_____   _07/04/2016_

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): ___MBA (36-__)___

Team Leader: _Sir. Naveed_

Name: _Murtaza S. Siddiqi_   Position: _Lecturer_

Institution: _SZABIST_   Contact No: (Office) _112_

Mobile No: _03002826912_   Email Address: _murtaza.siddiqi@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
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- 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.

_____   _7-4-2016_
(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): _MBA (36·)_

Team Leader: _Ms. glaveed Ghani_

Name: _Rasmad Soembo_   Position: _Aasstant Pssqusos_

Institution: _SZABIST, Laskana_   Contact No: (Office) _11B_

Mobile No: _0310 7774546_   Email Address: _rasmad@lrk.szabist.edu_

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.

_____   3/4/2016
(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)