SZABIST

SELF-ASSESSMENT REPORT

Master of Business Administration (MBA) - 90 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-90 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-E & 36-E) 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. Zeeshan Rafique*
  ii.   *Mr Qasim Ali Shah*
 iii.   *Mr. Jameel Ahmed*

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-90 program:

   i.   The AT recommended that there is lack of alumni association. There must be a proper data and record of alumni and should be executed as soon as possible.

  ii.   For enhancing the strength of faculty, AT suggested that there should be 3-5 PhD qualified faculty members, either on permanent or visiting bases.

 iii.   To give practice exposure to the students, AT found less filed trips and visit arranged by the campus. So forth, this is suggested to arrange such sort of field trips and visit that student should seek and learn practical exposure of their concerned subjects.

  iv.   AT founds that there is no any proper marketing department of campaign of the program. Therefore, a proper marketing department and strategic plan should be executed to communication maximum numbers of targeted audience.

   v.   Apart from subjective knowledge, AT founded that there is lack of visiting faculty and guest speaker sessions from the corporate world. This activity should be implementing with immediate effect that students may know about practical operations of their concerned courses.

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-90 Credit Hours

Larkana Campus

Program Team Report

Spring 2015-16

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CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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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.

Program Mission Statement

SZABIST's MBA-90 Credit Hours Program mission is to empower and educate students with practical hands on business management approach, to provide necessary knowledge and to develop skills for becoming productive and valuable professionals. Our graduates will be able to deal with competitive business environment by adopting strategic perspective and making business decision for local and international companies. This program is designed to accommodate undergraduate students from variety of disciplines.

    b. **Program Measurable Objectives:**

Master's in Business Administration (MBA) 90 Credit Hours program is intended to:

1. Develop foundation of knowledge that provides theoretical as well as practical understanding of business management concepts.

2. Equip students with necessary communication, leadership, teamwork and technical skills.

3. Impart theoretical and application based knowledge for different functions of business at strategic & tactical level.

4. Provide tool kit necessary to become ethical, productive and value added professional.

5. Equip with contemporary research & report writing skills

6. Provide tools for effective decision making, and develop their abilities to think strategically.

c. Program Outcomes (MBA Program) – 90   Credit Hours

By fulfilling the educational objectives of the MBA program, the department set the following measurable outcomes. Graduates of the program will be able to:

1. Become managerial leaders in a variety of organizations at middle and strategic levels.

2. Capable to use multidisciplinary approaches to solve business problems and make decision.

3. Analyse and evaluate business financial statements and measure financial health of enterprises.

4. Perform market analysis and develop integrated marketing plans.

5. Apply human resources concepts and able to perform human resources functions at tactical and strategic level.

6. Able to communicate effectively and learn to work with other people in diverse and changing environments.

7. Perform within diverse working environment.

8. Develop an appropriate research plan, conduct scientific research, measure results and able to present it.

9. Identify business opportunities and understand process of starting a business.

10. Motivate employees and evaluate their behaviours from an ethical perspective.

11. Able to identify their personal and professional development needs

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

Objectives	Alignment with program and institution mission statement
Develop foundation of knowledge that provides theoretical as well as practical understanding of business management concepts.	Educate students with practical hands on business management approach,
Equip students with necessary communication, leadership, teamwork and technical skills.	Provide necessary knowledge and to develop skills for becoming productive and valuable professionals. Producing highly qualified, scientific and technical personnel to meet the country's requirements
Impart theoretical and application based knowledge for different functions of business at strategic & tactical level	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
Provide tool kit necessary to become ethical, productive and value added professional.	Develop skills for becoming productive and valuable professionals to deal with competitive business environment
Equip with contemporary research & report writing skills	Conducting state-of-the-art scientific and technological research and development in support of the private and public sector
Provide tools for effective decision making, and develop their abilities to think strategically	Our graduates will be able to deal with competitive business environment by adopting strategic perspective and making business decision for local and international companies

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 Alumini relationship building and bridging students with different companies. EDC facilitates students for their summer internships by connecting them to different local and multinational companies. It also serves 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.

   Co-curricular Activities (CCAs): Students' learning is not limited curriculum but it takes place in 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 CCA 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 alumina 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 curriculum development, internships, placements, sponsorships and joint activities.

f. Program Objectives Assessment

Objective	How Measured	When Measured	Improvement /Issues	Improvements Made
Develop foundation of knowledge that provides theoretical as well as practical understanding of business management concepts.	Course Outline, Midterm examination, Final examination, Assignments, quizzes, case studies	First 4 semesters	Update Subjects / Curriculum Introducing case method of teaching	Suggestions for BoS / Certain changes has been made already
Equip students with necessary communication, leadership, teamwork and technical skills.	Group Projects, Group Assignment, Presentation and report writing	Every Semester	Participation in SSC and other societies	Elections of SSC already in progress.
Impart theoretical and application based knowledge for different functions of business at strategic & tactical level	Course Outline, Midterm & Final examination, Assignments, quizzes, case studies, Field projects	Every semester	1. Need to bring in guest speakers from different industry. 2. Arrange seminars of various specialization fields	Guest speakers are invited to a class session
Provide tool kit necessary to become ethical, productive and value added professional.	Reports, Projects, field assignment, case studies, Field assignment	Every Semester, case studies in final year	Including chapters of ethics in major subjects	Outlines will be updates and will be discussed with faculty
Equip with contemporary research & report writing skills	Research project, basic research assignment	Last year	Introducing some research software. Workshop on writing research report	SPSS is utilized in research subject. Research articles are provided and discussed by faculty in last year classes.
Provide tools for effective decision making, and develop their abilities to think strategically	Course outline, mid-term & Final Exam, reports, Assignments	Every Semester	Very limited workshops/trainings are conducted	

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	M	S	X	X	M	M	M	X	M	M	M
2	M	M	X	X	X	S	S	X	X	S	S
3	S	S	S	S	S	M	X	X	M	X	X
4	X	S	M	M	M	S	M	M	X	S	S
5	M	S	S	S	S	S	X	S	M	X	X
6	S	S	M	M	M	X	X	M	M	M	S

Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

b. Employer Survey
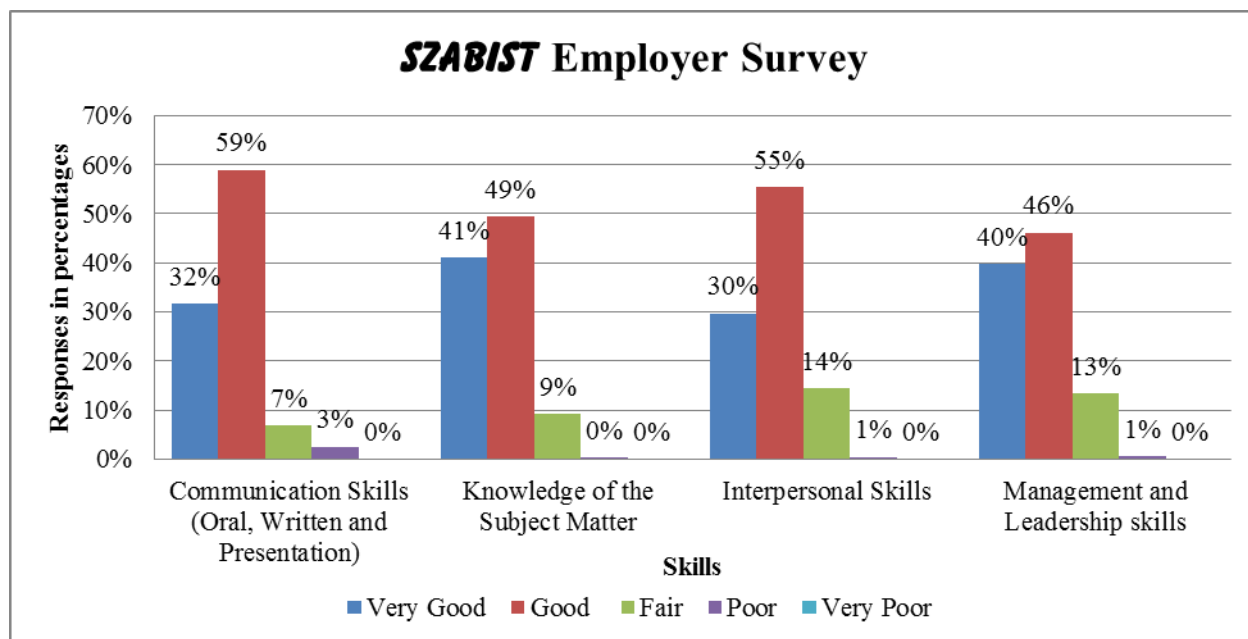
Figure 1.1

c. Alumni Survey
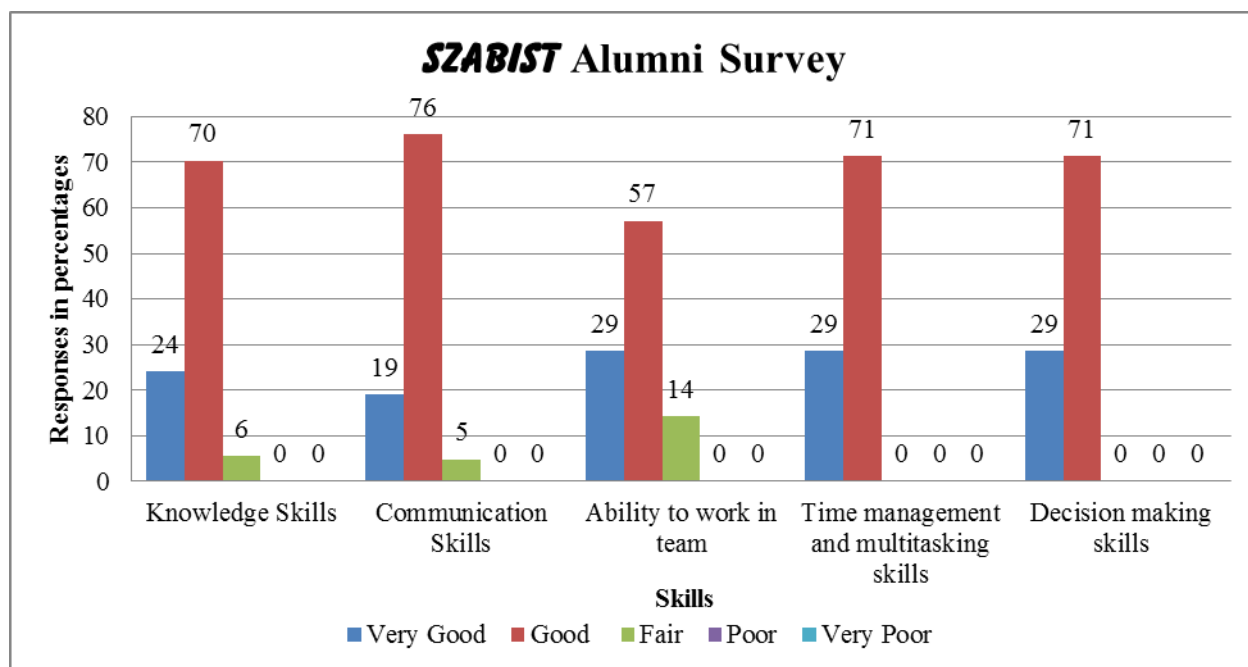
Figure 1.2

d. Graduating Student's Survey
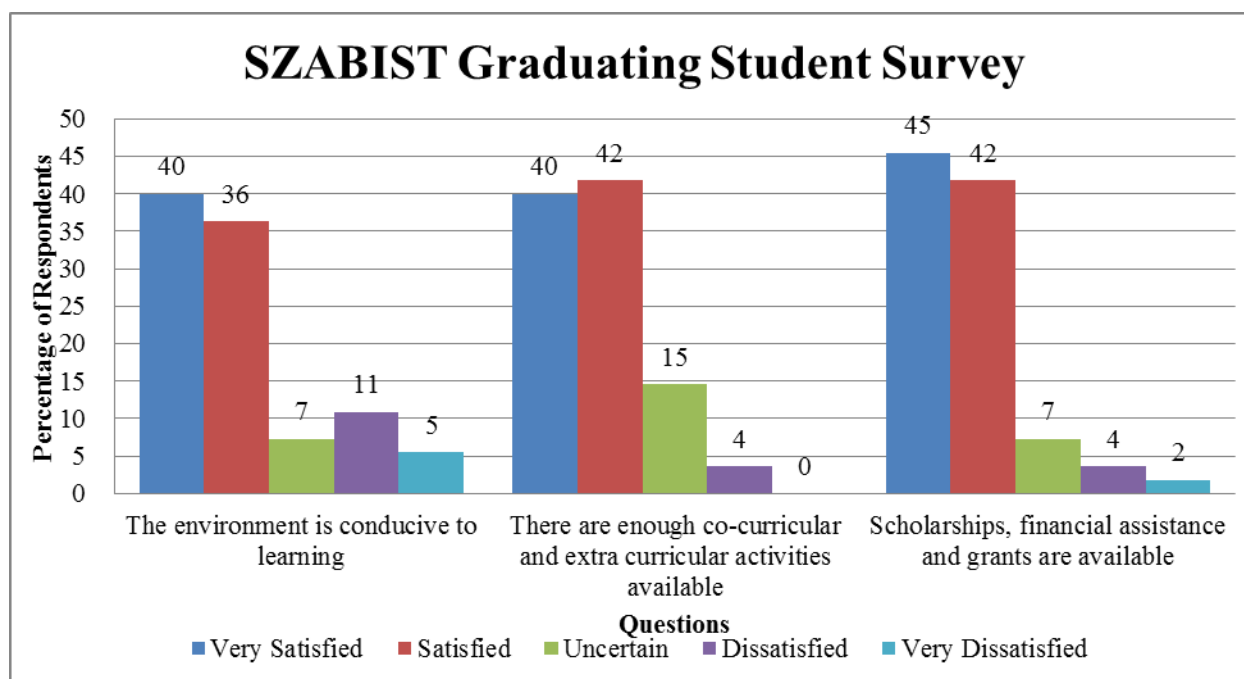
Figure 1.3

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 for improvement in course delivery, then after, if no improvement is observed in instructor, retention of such course instructor is not carried out.

b. Describe program improvement plans based on recent assessments

Program Improvement Plan based on Recent Assessment

- Introduce new courses of specialization

- Incorporate computer application in some courses

- Research chapters should be included and focused in some core subjects

- Include Strategic Human resource course in last year

- Adopt case based method of teaching in final year and collect case studies of local corporation

- Conduct seminars on specialization courses on regular basis

- Initiate faculty training for case based method of teaching

All above depends on the approval of board of studies (BOS) of management science department and availability of the human and other resources.

c. Strengths and weaknesses of the program

Strengths of the MBA 90 Credit-hour program include:

- Foundation courses are provided for students who came from different background

- Cooperative faculty with diverse experience of teaching and industry

- Well-structured courses aligned with objectives of program

- Guest speakers sessions conducted on individual basis by faculty

- Strong coordination of faculty and program manager

Weaknesses of the MBA 90 Credit-hour program include:

- Need of practical projects and integrated programs to work with industry
- Some advance subjects at initial year of program where some changes are required.
- 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 activities in courses to develop students skills in different areas
- Initiates for faculty training is missing
- Coordinated departmental efforts for research in correspondence with faculty and students

d. Significant future plans for the program

- Launch new specialization fields.
- Adapting case study base teaching methodology in last year
- Develop Alumni data base
- Conduct seminars and workshops.
- Contact with different organizations and convince them for conducting regular campus recruitment drive

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-(90 credits) is **2.50**

Maximum time to complete MBA (90 credits) is five years

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	2.75	----	2.73	2.85	2.95	2.51	2.758

Table 1.4: Average CGPA

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

	Dropouts	Enrolled Students	Drop out Ration
Fall 2014	0	53	0
Spring 2015	0	61	0

Table 1.5: Drop-out Ratio

b. **Employers' survey (to assess the performance of the department graduates)**
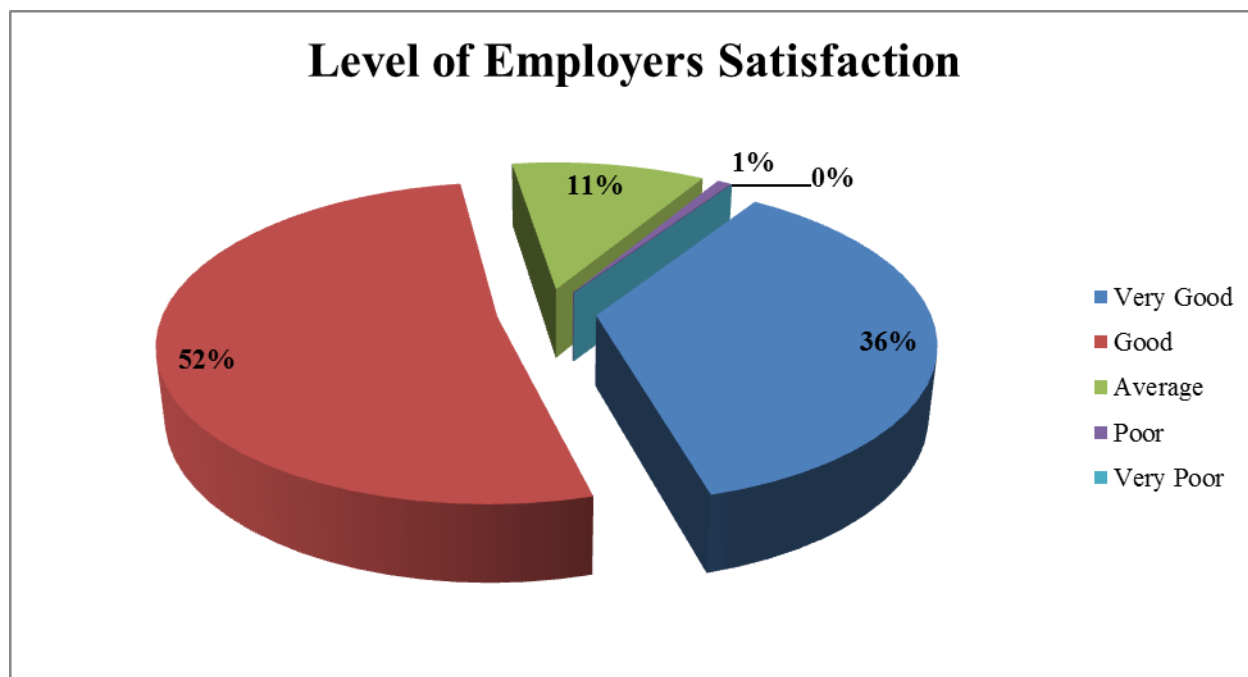
Figure 1.4

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	39	50	7	4	0	0
	Fall	56	22	6	16	0	0
2015	Spring	97	3	0	0	0	0
	Fall	100	0	0	0	0	0
2016	Spring	88	7	5	0	0	0

Table 1.6: Faculty & Courses Rating

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

SZABIST PUBLICATIONS

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 Sukuur 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 (5thICoBM).

- 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 workshops, seminars organized on community service level.

The details of the activities performed at community service level are stated below:

Type of Activity	Number
Workshops	4
Campaign	4
Project	0
Seminars	5

Table 1.7: Activities performed at Community Service Level

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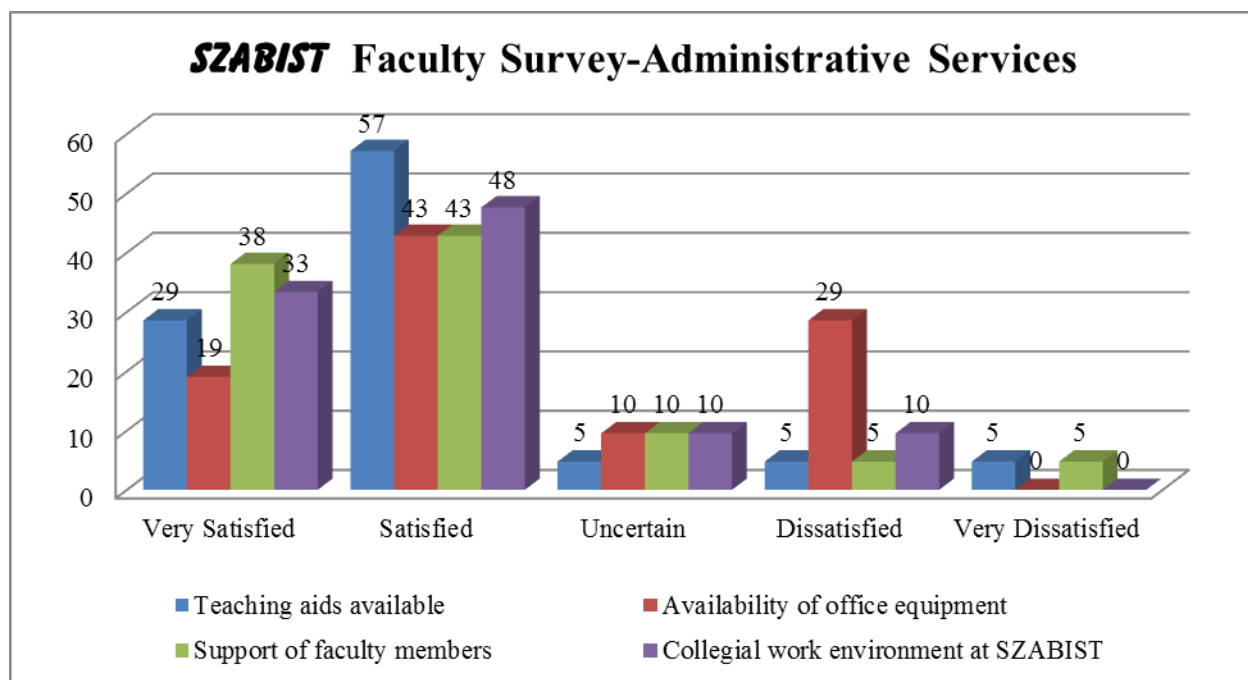
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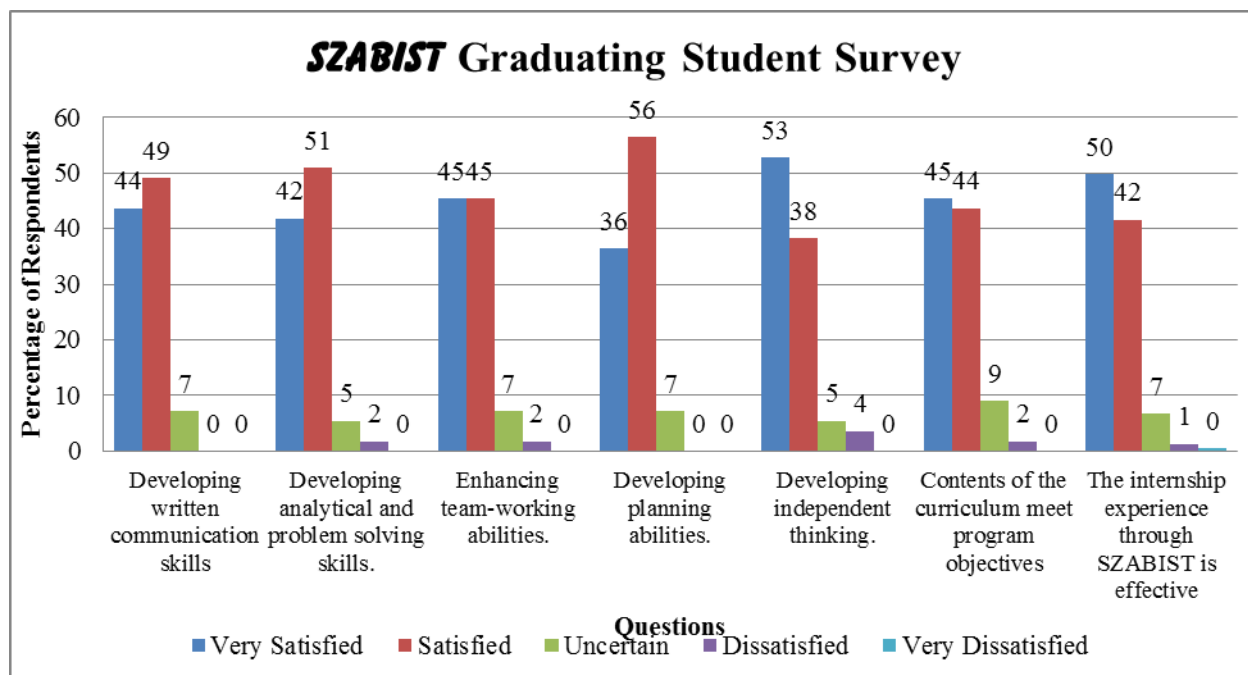
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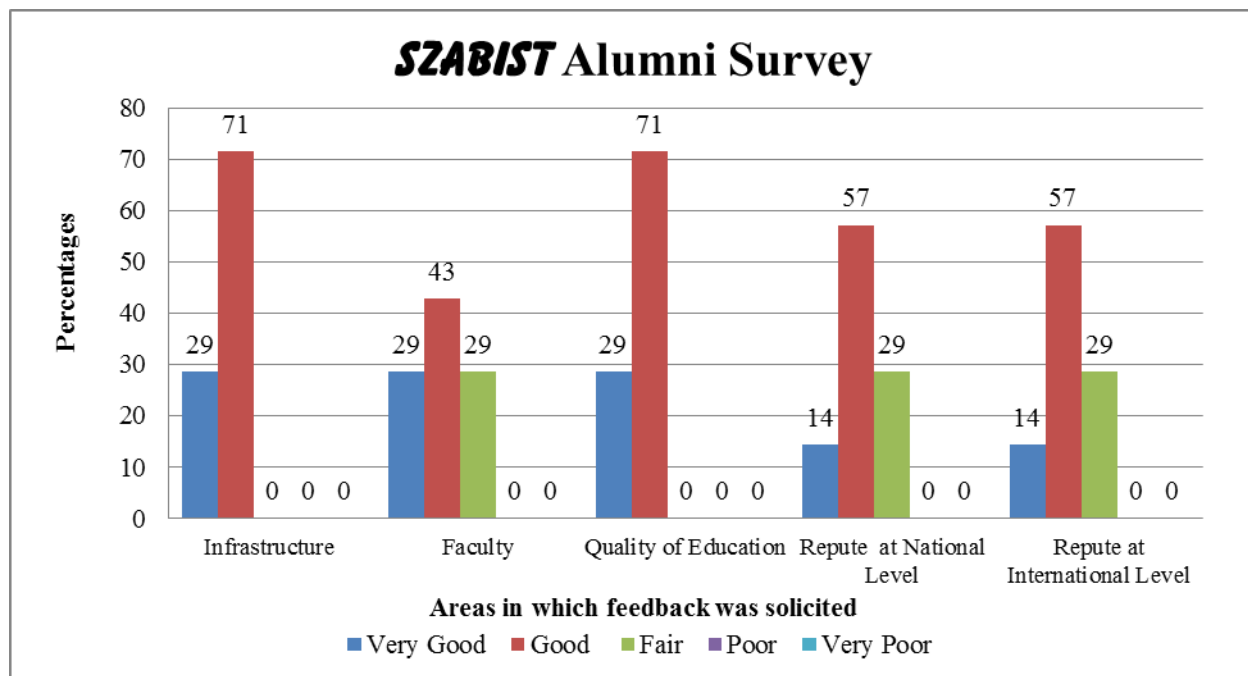
Figure 1.7

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 90 Credit Hours

    b. Definition of credit hour

    Total Credit hours (90)

- **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

  .

c. Curriculum/Degree Plan

Detailed course plan of MBA 90 credit hours and course outlines of all MBA courses are attached in appendix.

Year 01		Year 02		Year 03	
Fall Semester	**Spring Semester**	**Fall Semester**	**Spring Semester**	**Fall Semester**	**Spring Semester**
BA 5317: English Writing Sills	BA 5408: Business Economics	BA 5403 Management Information System	BA 5406: Entrepreneurship	BA 5104: Strategic Management	BA 5203: Strategic Marketing
BA 5306: Computer Orientation and Packages	BA 5404: Marketing Principle	BA 5106: Marketing Management	BA 5205: Human Resource Management	BA 5208: Strategic Finance	BA 5318: Organizational Development and Analysis
BA 5301: Financial Accounting	BA 5418: Managerial Communication	BA 5405: Statistical Inference	BA 5411: Cost and Management Accounting	BA 5206: Business Research Methods	BA 5xxx: Elective-IV
BA 5419: Business Management and Ethics	BA 5401: Introduction to Business Finance	BA 5105: Financial Management	BA 5xxx: Elective-I	BA 5308: International Business	BA 5319: Research Project (06 Credit) or BA5xxx: Thesis (06 Credit)
BA 5311: Personal Management	BA 5305: Statistics and Mathematics for Business	BA 5207: Organizational Behavior	BA 5xxx: Elective-II	BA 5xxx: Elective-III	

Table 2.1: Curriculum Plan

Arrow shows the pre-requisite course.

All courses are of 3 credit hours

d. Curriculum Course Requirements

Course Code	Course Title		
	MBA (90 Credit Hours)		
First Year	**Business Courses**	**Support Courses**	**Electives**
BA 5317		English Writing Skills	
BA 5306		Computer Orientation and Packages	
BA 5301	Financial Accounting		
BA 5419	Business Management and Ethics		
BA 5311		Personal Management	
	Spring Semester		
BA 5409	Business Economics		
BA 5404	Marketing Principles		
BA 5418		Managerial Communication	
BA 5305		Statistics and Mathematics for Business	
BA 5401	Introduction to Business Finance		
Second Year	*Fall Semester*		
BA 5403		Management Information Systems	
BA 5207	Organizational Behavior		
BA 5405		Statistical Inference	
BA 5105	Financial Management		
BA 5106	Marketing Management		
	Spring Semester		
BA 5xxx			Elective I
BA 5xxx			Elective II
BA 5406	Entrepreneurship		
BA 5205	Human Resource Management		
BA 5411	Cost and Management Accounting		
Third Year	*Fall Semester*		
BA 5206	Business Research Methods		
BA 5104	Strategic Management		
BA 5208	Strategic Finance		
BA 5308	International Business		
BA 5xxx			Elective III
	Spring Semester		
BA 5318	Organizational Development and Analysis		
BA 5203	Strategic Marketing		
BA 5319	Research Project (6 Credit)		
BA 5xxx			Elective IV

Table 2.2: Curriculum Course Requirements [2]

*All courses are of 3 credit hours

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[2] 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

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	Objectives					
	1	2	3	4	5	6
Basic Business Courses	X					
Communication Skills Courses		X		X		
Information Technology Courses	X	X	X	X		X
Support Courses	X	X	X	X	X	X
Advanced Business Courses		X	X	X	X	X
Specialization Courses		X	X			X
Research courses			X	X	X	X

Table 2.3: Courses versus Objectives

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

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[3]

1. **Basic Business Courses:** Financial Accounting, Marketing Principles, Management Principles, Business Ethics, Personal Management

2. **Communication Skills Courses:** English writing Skills and Electronic & Business Communication

3. **Information Technology Courses:** Computer Orientation & Packages and Management Information System

4. **Support Courses:** Statistics & Mathematics for Business, Microeconomics and

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

Macroeconomics, Statistical Inference

5. **Advanced Business Courses:** Cost & Management Accounting, Business Finance, Marketing Management, HRM, Organizational Behavior, Entrepreneurship, Financial Management and Strategic Management, Analysis of Financial Statement, Strategic Marketing, Organizational Development & Employee Management

6. **Specialization Courses:** Four electives in the specialization field of marketing, finance, HRM and general management

7. **Research Courses:** Advance Research Methods and Research Project

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

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

Element	Courses
Theoretical Background	BA5419, BA5409, BA5404, BA5401, BA5207, BA5106, BA5406, BA5205, BA5104, BA5208, BA5308, BA5318, BA5203
Problem analysis and solution (Students select any four 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 & Applications	BA5206, BA5319

Table 2.5: Standard 2-2 Requirements [4]

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

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

Major requirements of HEC as specified in "Business Education Plan" July 2007 are met.

Program	Basic Business Courses	Communication Skills Courses	Information Technology Courses	Support Courses	Advanced Business Courses	Specialization Courses	Research Courses
MBA 90 Credit Hours	BA5301, BA5419, BA5404 BA5409	BA5317, BA5418	BA5306, BA5403	BA5311, BA5305, BA5405,	BA5401, BA5207, BA5105, BA5106, BA5406, BA5205, BA5411, BA5104, BA5208, BA5203, BA5308, BA5318	BA5121, BA5122, BA5124, BA5126, BA5127, BA5223, BA5224, BA5225, BA5226, BA5227, BA5235, BA5119, BA5131, BA5233, BA5284, BA5279, BA5138, BA5234, BA5113, BA5117, BA5118, BA5128, BA5165, BA5216, BA5215, BA5165, BA5239, BA528 BA5121, BA5122, BA5124, BA5126, BA5127, BA5223, BA5224, BA5225, BA5226, BA5227,	BA5206, BA5319

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

Basic business, communication skills and support courses are offered in first two years (please see course plan). Advanced and strategic business courses along with specialization courses are offered in third year. Research project, based on advanced research method and specialized courses, is offered in last semester.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

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

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:

i. 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:

1) Resumes writing

2) Mock interviews

3) Entry test preparations

4) Queries about jobs and internship placements

ii. 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.

iii. 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

iv. 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.

v. Scholarships

EDC is fully in charge to provide complete information and guidance to students about various 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 90 credit hours	• 2 year Bachelor degree/ equivalent relevant degree, From HEC recognized university. • Minimum 50% 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
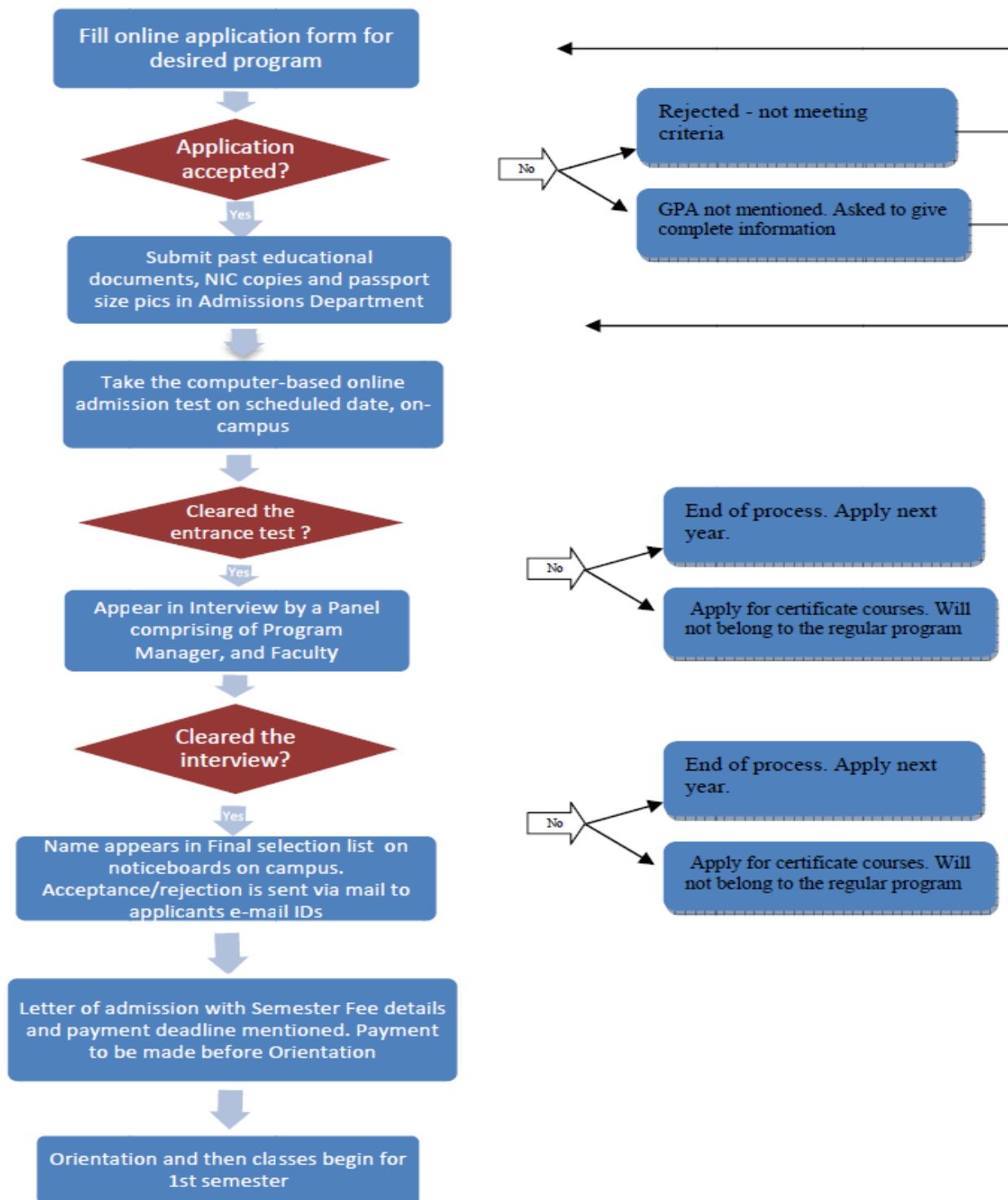
Figure 5.1

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 90 Credit hour MBA Program	A maximum of 50% credit hours can be transferred (45 credits) with the above or minimum score of 80%.

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 order to 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 be put 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**

Human Resource advertises Faculty position with eligibility criteria.

HR receives CVs and fill them

HR shortlists candidates and sends out calls for Interview

Interview committee conducts interview

Candidate successful in interview

No → Inform the candidate about non-selection.

Yes

Shortlisted candidates called for Demo lecture

Candidate passes criteria for Demo?

No → Inform the candidate about non-selection.

Yes

HR sends Offer Letter containing terms and agreements of Employment

Offer Accepted?

No → File CV for the record

Yes

Officially add the complete documents of the new faculty to to Faculty Records

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 90 credit hours	• Duration of MBA is 3-3.5 years • 29 MBA courses (87 credits) • Research project (03 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	Nil
Marketing	05 courses / 1 Section	5	Nil
Management	05 courses / 1 Section	5	Nil

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.
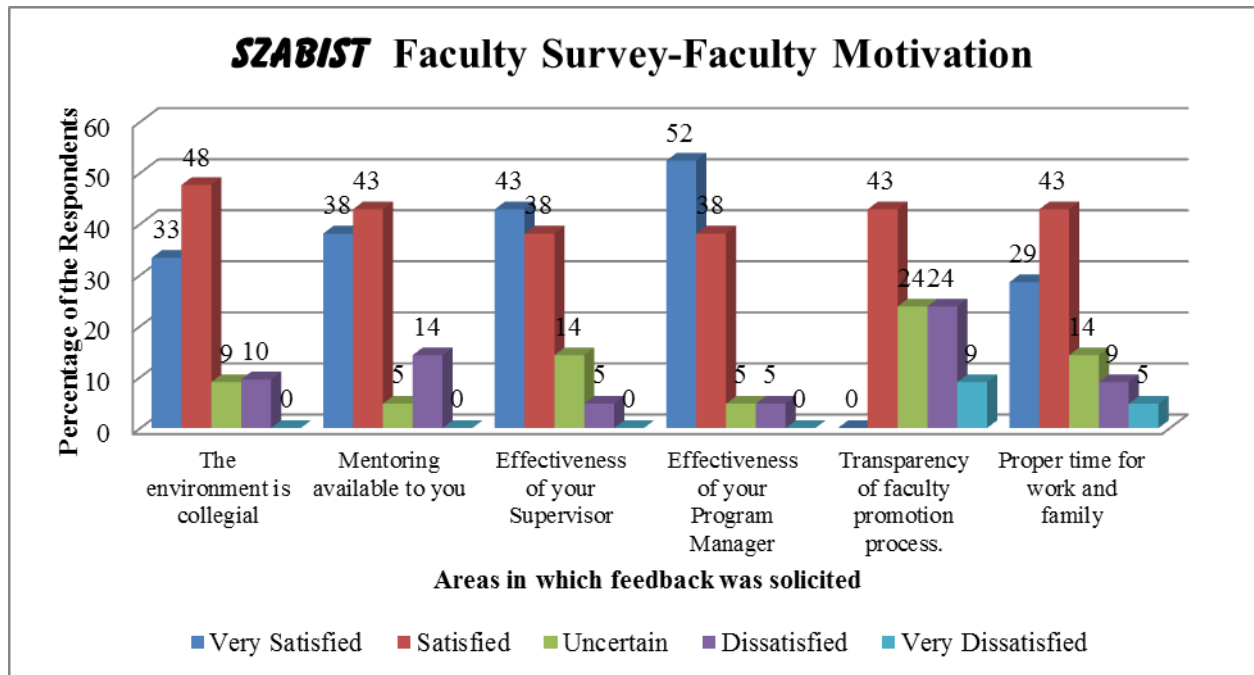
Figure 6.1
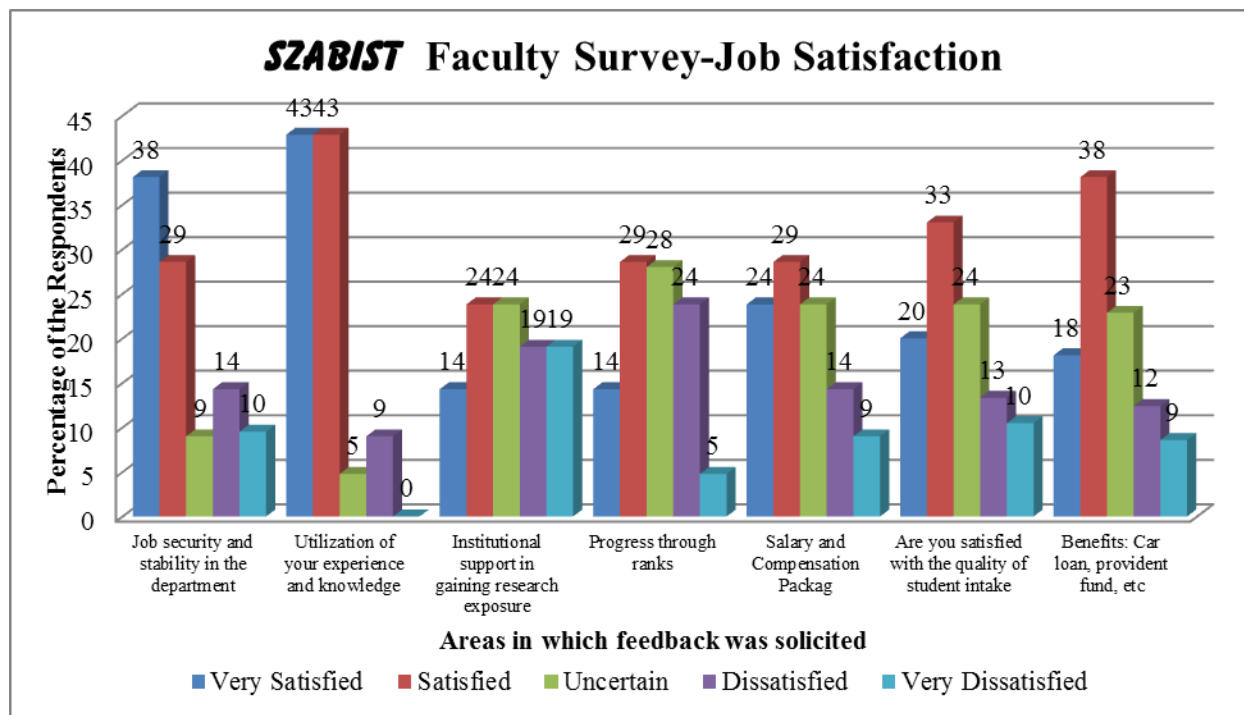
Figure 6.2

Standard 6-4 Management Sciences Faculty

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CRITERION 7: INSTITUTIONAL FACILITIES

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

Criterion 7: Institutional Facilities

Standard 7-1 New 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.

Library Resources			
(Management Sciences)			
No.	Particulars	Quantity	
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 program).

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. --6:00 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
	08	27	24

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	56	76	75
Total Number of Faculty	12	16	18*
Graduates/ Faculty Ratio	4.67	4.75	4.16

Table 8.2: Graduate Faculty Ratio

*One faculty member is on study leave.

Number of Faculty

Particulars	Faculty		
	2012-13	**2013-14**	**2014-15**
Total Number of Faculty	12	16	18*
Full Time faculty	12	16	18*
Adjunct Faculty	0	0	0

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-90 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-90 Credit Hours
Larkana Campus

Program Self-Assessment Checklist

SZABIST

Guidelines for Program Team Report and

QEC Review

Program: <u>MBA-90 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	Description			
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?	✓		
Criterion 4 – Student Support and Advising				
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	✓		
Criterion 5 – Process Control				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable.	✓		

	b. Make a Flowchart **Please find example attached in Annexure VI (pg xi-xii)**	✓		
	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	✓		

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INSTITUTE OF SCIENCE AND TECHNOLOGY

	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-90 Credit Hours
Larkana Campus

Assessment Team Report

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

MBA-90 Credit Hours
Larkana Campus

Spring 2015-16

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. Zeeshan Rafique
   ii. Mr. Qasim Ali Shah
   iii. Mr. Jameel Ahmed

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-90 Credit Hours Program

5. **Shortcomings of the PT report**

   o Lack of Corporate Experienced visiting faculty
   o No Proper Marketing Campaigns for the programs
   o Lack of PhD Faculty
   o No any Surveys

6. **Comments on:**

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

- Not Satisfied with Faculty hiring
- No Alumni Data available
- Details of project and activities not given, Lack of field project, lack of research work.

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

Sources of data table and other numerical information are not given.

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

No feedback or survey forms have been attached.

iv. Observations made during the assessment

1. Not Satisfied with Faculty Recruitment process
2. No Alumni Data available
3. Details of project and activities not given, Lack of field project, lack of research work.

v. Strengths and weaknesses of the Program

Strength:
1- Foundation support for non-business graduates
2- Scholarships, Internships are available
3- Qualified faculty

Weakness:

1- Lack of corporate experienced visiting faculty

2- No proper marketing campaigns for the programs

3- Lack of PhD faculty.

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

_April 14th, 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)			**27**			
Score 1 **(S1) = [TV/(No. of Questions *5)] *100 *Weight**			**4.5**			

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)			**36**			
Score 2 **(S2) = [TV/(No. of Questions *5)] *100 *Weight**			**18**			

Criterion 3 – Laboratories and Computing Facilities					Weight = 0.10		
Factors					**Score**		
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	**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)				**12**			
Score 3 **(S3)** = [TV/(No. of Questions *5)] *100 *Weight				**8**			

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)				**11**			
Score 4 **(S4)** = [TV/(No. of Questions *5)] *100 *Weight				**7.33**			

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	

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)		**43**				
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight		**11.72**				

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)		**23**				
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight		**9.85**				

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)					**12**		
Score 7 **(S7)** = [TV/(No. of Questions *5)] *100 *Weight					**12**		
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)					**6**		
Score 8 **(S8)** = [TV/(No. of Questions *5)] *100 *Weight					**9**		

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

= 80.4

C. Assessment Results Implementation Plan Summary MBA-90 Credit Hours -Larkana Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. Lack of Alumni Association	1. Please execute as soon as possible	February 2017	EDC	
2. Lack of PHD Faculty	2. It is suggested that PhD faculty is hired soon.	January 2017	HOC & HR Department	
3. Lack of field work	3. It is suggested that proper resource allocation is done to increase research activities.	July 2016	HR	
4. Lack of corporate Visiting faculty	4. Action plan is needed to acquire more relevant visiting faculty.	July 2016	HR	

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

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-90 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-90 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 90 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. Sadaf Shaikh

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-90 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-90 program.

Name and Signature:

Madam 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 polciy 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:

Mr. Muhammad Bux Soomro

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Name and Signature: .

Ms. Faryal Shahabuddin

Ms. sadaf shaikh

SZABIST

SELF-ASSESSMENT REPORT

MBA-90 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 - 90__

Team Leader: __Mr. Naveed Anwar__

Name: __Jai kishan__   Position: __Lecturer__

Institution: __Szabist Larkana Campus__   Contact No: (Office) __074-4053400 - 109__

Mobile No: __0345-3097472__ ·   Email Address: __kishanjai010@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.
- 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.

_____   __08·05·2015__
(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): _M BA Program_

Team Leader: _Naveed Anwar_

Name: _Naveed Anwar_   Position: _Program Manager_

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

Mobile No: _0331-2416136_   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.
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- 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
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): _MBO · 90 Program_

Team Leader: _MR. Naveed Anwar._

Name: _Sayed Shahid Jilan_   Position: _Faculty Member_

Institution: _SZABIST Larkana._   Contact No: (Office) _____

Mobile No: _0836-2782090._   Email Address: _shahidjilani@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 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

Registration Form

Program Team

Program Team of (Name of Department / Faculty): __MBA-(9d)__

Team Leader: __NAVEED ANWAR__

Name: __VICKRAM__   Position: __Lecturer__

Institution: __SZABIST__   Contact No: (Office) __074-4053400 —125__

Mobile No: __0336-2004440__   Email Address: __vickramtaligji@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.

_____   __11/05/15__
(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 (90)___

Team Leader: ___Mr. Naveed Anwar___

Name: ___Waqas Mazhar___   Position: ___Lecturer___

Institution: ___Szabist Larkana Campus___   Contact No: (Office) ___074-4053400___

Mobile No: ___0333-7272401___   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.
- 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.

_____   08-5-2015
(Signature of PT Member)   Date

Approved By:_____

(Head of the Department)

Note: Completed form should be sent to the QEC

SELF-ASSESSMENT REPORT

MBA-90 Credit Hours

Larkana Campus

Assessment Team Registration Forms

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): ~~MBA~~ *MBA (90)*

Team Leader: *Mr. Zeeshan Rafique*

Name: *JAMEEL AHMED* Position: *LECTURER (MS)*

Institution: *SZABIST Larkana* Contact No: (Office) _____

Mobile No: *03337520605* Email Address: *JAMEELHAKRO)*
SZAB

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.

_____ *11/04/2016*

(Signature of AT Member) Date

Approved By: _____

(Head of the QEC)

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): _Management Science (MBA-90)_

Team Leader: _Mr. Zeeshan Rafique_

Name: _Qasim Ali Shah_   Position: _Faculty member_

Institution: _SZABIST_   Contact No: (Office) _125_

Mobile No: _0333-7372345_   Email Address: _qasimali@lsk.szabist._

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.

_____   _11-04-2016_

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): *Zeeshan R. Sylvester (MBA-90)*

Team Leader: *Zeeshan. R. Sylvester*

Name: *Zeeshan R. Sylvester*   Position: *Assistant Professor*

Institution: *SZABIST, Larkana.*   Contact No: (Office) *074-4053400-105*

Mobile No: *0344-2416877*   Email Address: *zeeshan@lrk.szabist.edu.pk*

Role in Assessment Team:

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

Declaration of the Assessment Team Member:

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

_____   *11 - 04 - 16*

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)