



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

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

Spring 2016



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SELF-ASSESSMENT REPORT

Executive Summary



Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report
Executive Summary

Bachelor in Business Administration (BBA) Program

SZABIST Karachi Campus

Introductions

SZABIST - Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization to **SZABIST**'s academic programs in line with the guidelines enunciated by the Higher Education Commission. In this regard, till Spring 2016, majority (58 of 62) programs offered at **SZABIST** were selected for Self-Assessment process.

QEC conducted a number of workshops to create awareness of the Self-Assessment process and its significance in further improving the quality of education at **SZABIST**. In Karachi Campus, after completing the Self-Assessment Reports of two programs in the Computing Department, four programs in the Management Sciences Department, two program in the Social Sciences Department, one program in Mechatronics Department and one program in Media Sciences Department the QEC initiated the Self-Assessment process of BBA program. The highlights of the process were as follows:

1. Nomination of Program Team (PT)

The PT was nominated by the Head of Management Sciences Department, Dr. Nadeem A. Syed on September 14th, 2015. Following were the members of the PT:

- (i) *Ms. Faiza Sharif*
- (ii) *Ms. Iffat Zehra*
- (iii) *Mr. Sheeraz Yar Khan*

2. Submission of PT Report

The PT submitted the report on March 11th, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on March 16th, 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 18th, 2016. Following were the members of the AT:

- (i) *Ms. Ayesha Latif*
- (ii) *Ms. Hira Anwar*
- (iii) *Mr. Muhammad Younus*

4. Date of Submission of AT Report

The AT Report was submitted on April 20th, 2016.

5. AT Findings and Recommendations

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

- (i) More electives should be offered for specialization in BBA program. Currently, only 4 electives are allowed which are inadequate in context of the rising demand in the corporate sector for specialized knowledge and broader skill-set. It is suggested that curriculum revision committees should decide and design additional elective courses for each field of majors.
- (ii) At present, the data extraction terminals are unavailable. It is proposed that in order to improve the quality of research data extraction terminals such as, Bloomberg, Morningstar Direct, FactSet Thomson Reuters' Eikon should be deployed at the campus.
- (iii) The quality of student intake is low. It is recommended that the quality of student intake should be improved by increasing the rigor of the admission process.
- (iv) No medical insurance is provided to faculty and staff. It is suggested that medical insurance should be provided to all employees as a benefit which is a common practice in most organizations.

6. Preparation of Assessment Results Implementation Plan Summary

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



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INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

Bachelor in Business Administration (BBA)-Karachi Campus

Program Team Report

Spring 2016



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CRITERION: 1 PROGRAM MISSION, OBJECTIVES AND
OUTCOMES

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



Criterion: 1 Program Mission, Objectives and Outcomes

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.

Management Sciences Mission Statement

We are committed to nurturing business professionals by facilitating inquisitive minds in the field of business operations and development through qualified and dedicated faculty and staff without discrimination in the learning process on the basis of financial or physical constraints. Our business management program aims to be the flagship of SZABIST by staying ahead in terms of course development and application leading to excellence in the practical world. We also believe in building a strong alumni network that serves as a beacon to our graduating students.

BBA Program Mission

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



b. Program Objectives

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

1. Develop efficient and ethical entry-level managers for a global and local sustainable business environment.
2. Enable pursuit of higher education in all leading national and international universities at graduate level.
3. Provide theoretical knowledge of functional areas supplemented with current industry knowledge.
4. Impart quality education to our students which is fundamentally market focused, with greater emphasis on the applicative side of concepts and learning.
5. Equip students with the necessary knowledge and skills for entrepreneurship.
6. Develop the research abilities of students enabling them to resolve real-life business challenges through activity-based curricula.
7. Ensure that our core curriculum is continuously aligned with the program study of our External linkages and
8. Develop necessary skills amongst our students to manage real-life work situations, such as decision-making skills, analytical skills, teamwork, leadership, and communication skills.

c. Program Outcomes

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

1. Achieve goals within given resources utilizing creativity and resource management.
2. Students should have an exposure to diversity, corporate social responsibility and ethics through practice.
3. Obtain a degree or credit which is accepted in all leading national and international institutions of repute.
4. Demonstrate ability to analyze, apply, and communicate complex information for functional level decision making.
5. Creating synergies between all functional areas, to start and manage independent business ventures.
6. Design processes, services, and products to meet business needs.
7. Identify real-life business research challenges and opportunities, and suggest viable solutions through scientific research.
8. Conduct Cost and Benefit Analysis in all functional areas of business administration.
9. Work within teams and in multi-disciplinary environments.
10. Communicate effectively in an organizational context using visual aids.
11. Utilize analytical tools for decision making, with knowledge of current trends and skillset as determined by businesses.

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



The BBA program at SZABIST **nurtures talent for study of, contribution to, and challenging of, the ways businesses operate in Pakistan** (Objective 3, Objective 4). The program celebrates diversity in thoughts and cultures of its student body; and with unity of purpose, focuses on developing **socially responsible business and community leaders** (Objective 1, Objective 5) **to meet the challenges of the 21st century, equipped with research, theory and activity-based learning** (Objective 2, O6, O7, O8)... With a dynamic and committed team of full time faculty and qualified business representatives, the BBA program aims to continue being the flagship program of SZABIST Karachi.

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

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

- 1. An Integrated Academic Experience:** An integrated academic environment fosters connections among disciplines, between faculty and students, and with campus and community. Such an integrated experience is rich in opportunities for exploration, discovery, and learning. It provides diverse perspectives, and it prepares students to be thoughtful and competent citizens who are able to contribute to the common good. We achieve this goal through ongoing collaborative efforts that involve administration, faculty, students, and staff.
- 2. Diverse curriculum:** A well-designed academic curriculum needs not only to be comprehensive and effective, but also flexible. Therefore, as global changes emerge and demands of the field evolve, the curriculum is revised without losing its commitment to quality. For this purpose, a wide range of core and electives courses are offered to ensure that the curriculum is responsive to the ever changing needs of the business field. This is evident from the fact that in alignment with our mission, SZABIST Karachi has been successful in achieving NBEAC accreditation for its BBA program for a period of 4 years i.e. from 2012-2016, from the National Business Education Accreditation Council.
- 3. Research and Development:** Student research, especially which is connected to real world concerns, not only enhances critical thinking and analytical skills for students, it also enriches research scholarship and benefits the country. The BBA program engages students as researchers by integrating research opportunities into the curriculum (particularly through fieldwork, projects and internship-based learning opportunities), by providing training for graduate students in research methodology and conducting ethical research, and by involving graduate students in multi-disciplinary research carried out at SZABIST.
- 4. Professional Career building:** The Executive Development Center (EDC) facilitates in arranging Internships for all students and acts as a liaison between the industry and our students. Every semester, renowned national and multinational companies contact the EDC to conduct their employment tests, interviews, and other on-campus recruitment activities to



directly induct SZABIST graduates into their organizations. Additionally, at least once a year, a ‘Job Fair’ is held at the college campus where many leading companies are invited to explain their recruitment procedures and the scenario about present and future vacancies. A graduate directory is published, once a year. It is a compendium which contains CVs of all students who have graduated during the year and is distributed free of charge to all leading companies, where it serves as a useful reference book to find appropriate candidates for present and future vacancies.

- 5. Co-curricular Learning:** In order to promote learning that is active, self-motivated, exploratory, and attentive, a wide range of learning opportunities, both curricular and co-curricular are used. They include student research, internships, recreational and athletic programs, and co-curricular opportunities, such as academic societies and student councils. It should be noted that a 6-week internship with a reputable company is a compulsory pre-requisite for graduation. This is to give the students a foretaste of what actually happens in industry, and is an effort to bridge the gulf between the classroom and industry. Furthermore, an annual dinner is held with leading alumni and adjunct faculty, particularly those who are gold medalists or are working in top multinational organizations, to network with the corporate world for innovative curriculum development, internships, placements, sponsorships, and joint activities.

f. Program Objectives Assessment

f. Program Objectives Assessment					
Objectives	Obj	How Measured	When Measured	Improvement Identified	Improvement Made
Objectives	1	Employment of Student s and Feedback from Employers (Employer Survey and Feedback from EDC after interviews/ placements)	After Graduation	Need Soft Skills’ Development	Corporate Finesse Week; Job Fair; Mock Interviews
	2	Graduation and Acceptance in HEI for Graduate Studies, Locally and Internationally (Alumni Survey; Alumni Informal Feedback; Alumni Dinner Networking Sessions)	After Graduation	GMAT Practice Required	Course of Quantitative Skills Offered in Last Year of Studies
	3	Employment of Student and Feedback from Employers (Employer Survey and Feedback from EDC after interviews/ placements)	After Graduation	Course Curriculum has to be Streamlined to Avoid Duplication	Course Curriculum Committees Formed for Finance and Marketing



4	Business Startups by Students (SZABIST Entrepreneurial Society Feedback; Student Feedback) and Alumni (Alumni Survey; Alumni Informal Feedback; Alumni Dinner Networking Sessions)	On-going	Mentoring Required by Faculty and Alumni	SZABIST Entrepreneurial Society and Enriching Course Content
5	No. of Activities per semester	Projects within individual subjects conducted;	Activity Calendar for Semester to be Made;	Activities' Calendar is regularly maintained and updated with various activities held such as the ACE Conference 3.0 and LEAD for Operations Management, MIS Conference.
6	Specific Research activities	Theses submitted	Research Activities Needs to be Formalized	Bi- Annual Research Symposiums arranged for Presentation of BBA Theses of Graduating Students. Progress seminar is arranged in the 5 th week for BBA students and in the 16 th week for other internal and external students
7	Team-Based Live Projects	Mid-semester; End-semester project evaluation	Emphasis on Socially Responsible Projects	Nearly all Projects are related to Sustainable Business Solutions and CSR Activities. Also, specific projects related to Business Ethics course were arranged. (Fundraising; Awareness Generation)

Table 1.1: Program Objectives Assessment¹

¹ Table 1.1 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report



Standard 1-2 Program Outcomes (BBA Program)

a. Outcomes versus Objectives

		Outcomes										
Objectives		1	2	3	4	5	6	7	8	9	10	11
	1	•	•		•			•		•	•	•
	2		•	•					•	•	•	•
	3		•		•	•	•	•	•			•
	4		•		•	•	•	•	•			•
	5	•			•	•	•	•	•	•	•	•
	6	•			•		•	•	•	•		•
	7	•			•		•		•	•		•
	8	•			•			•		•	•	•

Table 1.2: Outcomes versus Objectives²

b. Employer Survey³

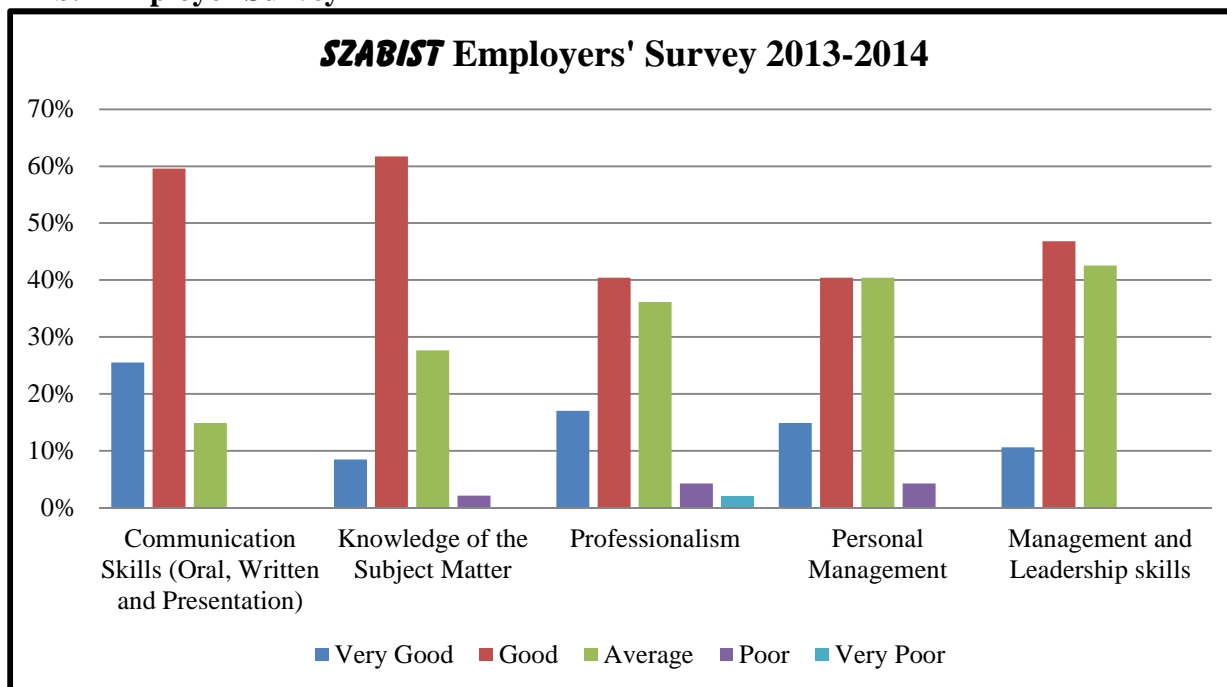


Figure 1.1

² Table 1.2 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report

³ The source of information is Employer Survey 2013- 2014.



c. Alumni Survey⁴

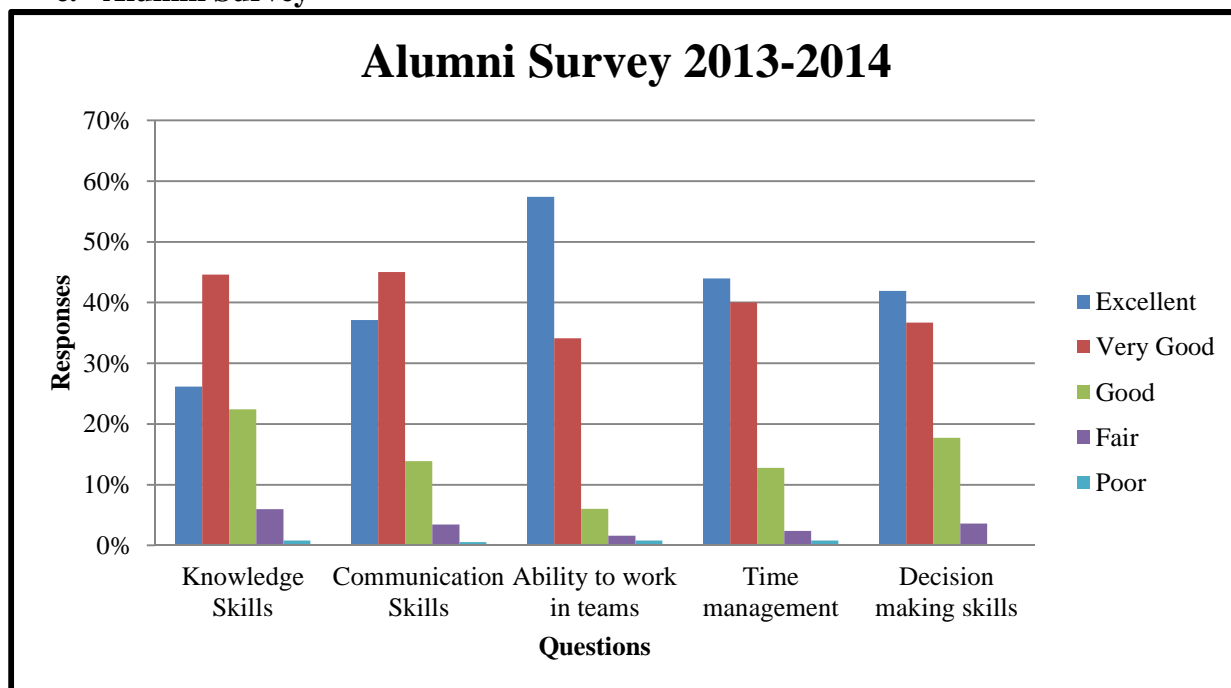


Figure 1.2

d. Graduating Student Survey⁵

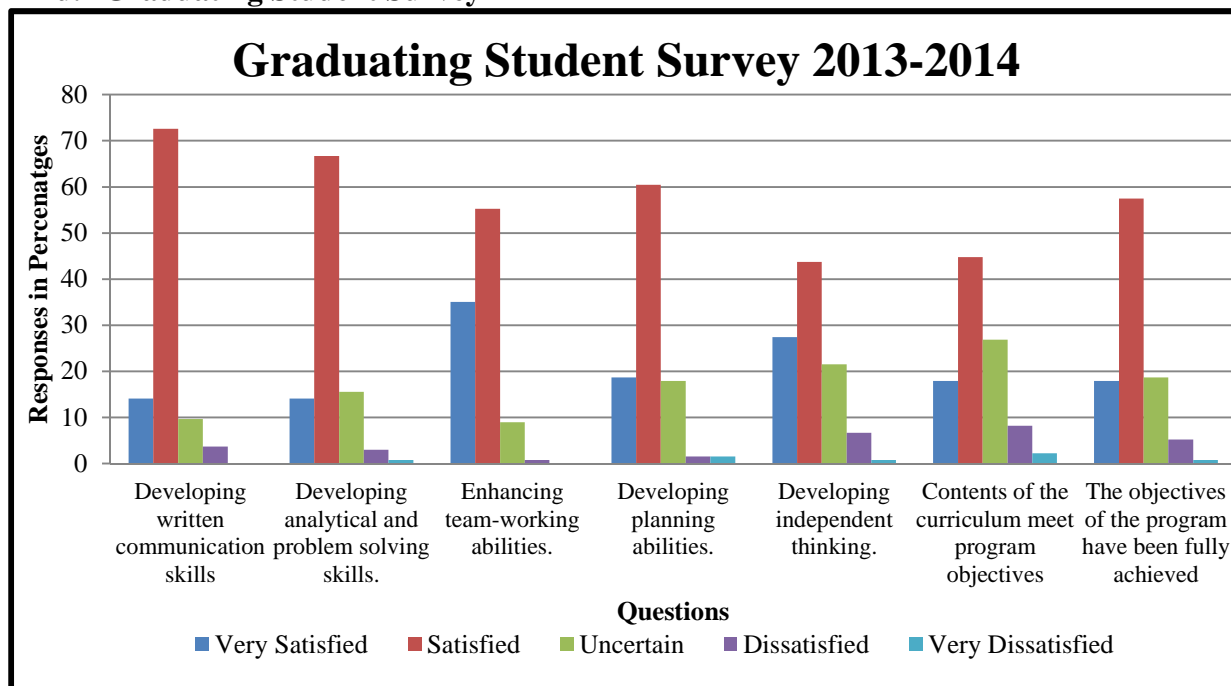


Figure 1.3

⁴ The source of information is Alumni Survey 2013- 2014.

⁵ The source of information is Graduating Student Survey 2013- 2014.



Standard 1-3 Assessment Results and Improvement Plans⁶

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

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

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

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

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

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

Program Improvement Plan based on Recent Assessment

Curriculum Revision committees are formed for Marketing and Finance to revamp and update the current curricula. Changes have been made to certain courses and revision in the curriculum has led to the change of name for few courses such as, Statistical Inference which has replaced Calculus, Logic and Critical Thinking which has replaced Logic. Finance courses have been streamlined with economics and accounting courses, and industry requirements. Financial Risk Analysis (FRA) has been offered as an elective for finance students who intend to appear for CFA Level 1. Likewise, Product Innovation and Design has been made a core course for marketing students.

Fulltime faculty numbers have been increased and competent faculty members have been hired. The emphasis is now to arrange for in-house training sessions for faculty. Although SZABIST has a uniform admission criteria for all undergraduate programs, SZABIST can work at making it tougher with at least 2 business courses required in A Levels and higher percentage

⁶ The source of information is the Program Managers.



requirement for intermediate. In curriculum, number of electives is less (4 electives) which needs to be improved by the introduction of optional courses.

c. List strengths and weaknesses of the program

➤ Strengths of the BBA program include:

1. Biggest undergrad program, in all 5 campuses of SZABIST, with over 120 courses offered per semester.
2. Diverse and in-depth curriculum based on market feedback, alumni feedback, recruiter feedback, SZABIST policies, and HEC guidelines.
3. SZABIST Karachi's BBA program has been accredited for four years i.e. 2012-2016 in the year 2012, by the National Business Education Accreditation Council (NBEAC).
4. Strong External linkages with major institutions as Academic partners. This includes CFA, ICMA and PIPFA for students interested to opt for Finance.
5. Activity-based/ experiential learning methodology.
6. Faculty with corporate/ business background. Senior management from industry is teaching as faculty.
7. Industry visits, workshops and seminars are conducted regularly.
8. A 6-week internship is mandatory.
9. Varied assessment techniques that are not based on promotion of rote-learning
10. Collaborative, not competitive, environment.
11. Strong senior-junior relationships.
12. Diversity in student body.
13. Two program managers, open-door policy, and availability of academic and career counseling.
14. Focus on developing communication skills and confidence.
15. Highly networked student body; BBA-based social networking sites are active and provide real-time feedback.
16. Strongly focused on community service, community development, ethics, and social responsibility.
17. Scholarship opportunities.
18. International recognition of undergrads for exchange programs as well as for further education and scholarships, nationally and internationally.
19. Course of Quantitative Skills assist in preparing for MT tests and GMAT.

➤ Weaknesses of the BBA program include:

1. Fulltime faculty numbers are less.



2. BBA should have a stronger admission criterion (50% passing and three A-levels subjects) than industry. Industry standard is 60% passing in intermediate and at least 3 Cs.
3. Faculty training is low.
4. High class strength.

d. List significant future plans for the program

1. Quantitative part in all courses to be strengthened.
2. Partnership Agreement with the British Council to provide training to SZABIST faculty members responsible for teaching English courses at various levels.
3. Alignment with organization such as PIPFA - Pakistan Institute of Public Finance Accountants and MAP- Management Association of Pakistan, as academic partners.

Standard 1-4 Overall Performance Using Quantifiable Measures⁷

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

➤ **Average CGPA**

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.02	3.05	2.98	3.01	2.91	2.94	3.0

Table 1.3: Average CGPA

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

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Dropouts	5	7	9	8	4	8	6.8
Enrollment	737	701	735	715	756	729	728.8
Dropout Ratio	0.007	0.010	0.012	0.011	0.005	0.011	0.009

Table 1.4: Drop-out Ratio

⁷The source of information is ZAB Solutions.



b. Indicate the percentage of employers that are strongly satisfied with the performance of the departments graduates⁸

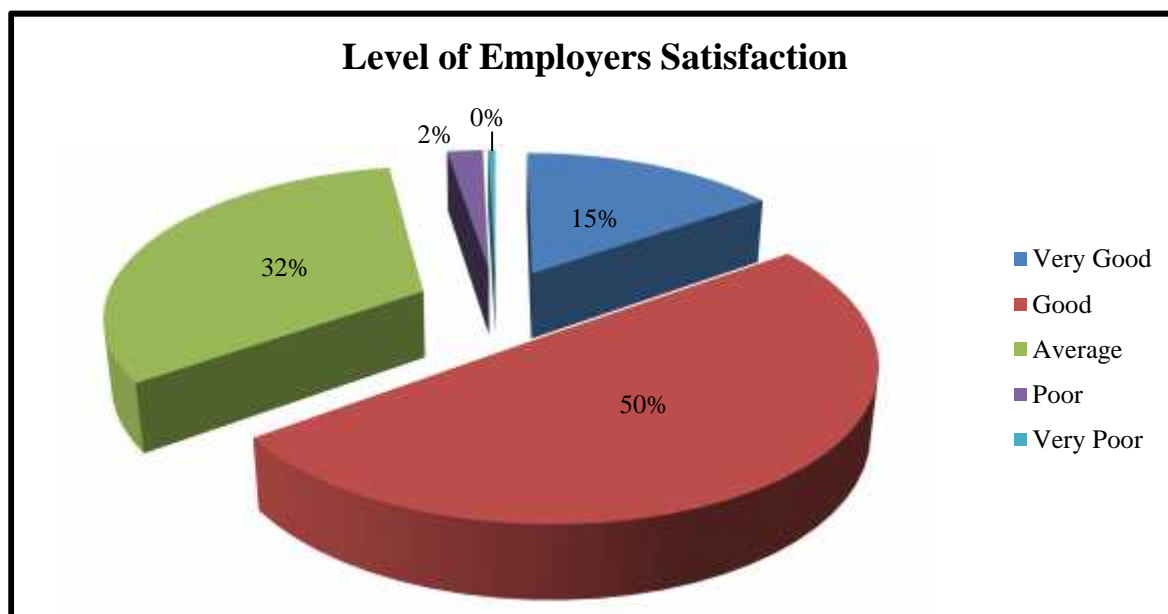


Figure 1.4

As per the above illustration, 65% of the employers (Very Good 15% & Good 50%) are strongly satisfied with the performance of departments graduates.

c. Percentage of Student Evaluation/Assessment results for all the courses and faculty⁹

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2013	Fall	48	27	7	9	3	6
	Spring	71	17	9	1	1	1
2014	Fall	50	31	10	3	5	1
	Spring	47	36	11	2	2	2
2015	Fall	64	19	12	3	1	1
	Spring	54	29	10	3	2	2

Table 1.5: Faculty & Courses Rating

⁸ The source of information is Employer Survey 2013– 2014.

⁹ The source of information is the Academic Office.



- d. Percentage of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research¹⁰

SZABIST PUBLICATIONS

Research output of SZABIST Management Sciences faculty from 2012 – 2014 is as under:

Publications in Journals:

1. *Mangi, Riaz Ahmed and Jalbani, Dr. Amanat Ali (2013)*, Occupational Psychology in Higher Educational Institutions: A Study in Pakistan, European Scientific Journal, November 2013, edition Vol.9, No.32ISSN:1857 – 7881 (Print) e-ISSN 1857 – 7431
2. *Mangi, Riaz Ahmed and Jalbani, Dr. Amanat Ali(2013)*, Mediation of Work Engagement between Emotional Exhaustion, Cynicism and Turnover Intentions, International Journal of Management Sciences and Business Research {IJMSBR}, Volume 2, Issue-7, August 1, 2013
3. *Qureshi, Javed Ahmed and Jalbani, Dr. Amanat Ali (2012)*, Financing Ready-made Micro Business: A Case Study of National Bank of Pakistan, Journal of Independent Studies & Research [JISR-MSSE], Volume 10, Number 1, January 2012.
4. *Rani, Iram and Jalbani, Dr. Amanat Ali (2012)*, Exploratory Research On the Experiences of Dropout Customers of Microfinance Bank in Pakistan, Interdisciplinary Journal of Contemporary Research in Business, Volume 3, Number 7, January 2012.
5. *Mansoor, Yasir and Syed, Nadeem A, (2012)*, Pakistan Marble Industry Challenges: Opportunities for China in Pakistan, Journal of Independent Studies and Research, Management, Social Sciences and Economics, Volume 10.
6. *Patoli, Abdul Qadir, Syed, Nadeem A and Zarif, Tayyaba(2012)*, Impact of Inflation on Taxes in Pakistan: An Empirical Study of 2000-2010 Period, Journal of Management and Social Sciences, (JMSS) , Vol. 8, No. 2
7. *Bhatti, Khalil-ur-Rahman, Shaikh, Ahsan-ul-Haq and Syed, Nadeem A (2013)*, Experiential Learning as a HRD Intervention in Public Sector Organizations of Pakistan: A Critical Study NICE Research Journal of Social Sciences (NRJ), Volume 6

¹⁰ The sources of information are Program Managers.



8. *Razzaque, Muhammad Kashif and Syed, Nadeem A (2014)* Exploring Association of OD Values with Organizational Perceived Effectiveness”, Journal of Independent Studies and Research, Management, Social Sciences and Economics
9. *Syed, Nadeem A and Basravi, Sulaiman* Human Resource Practices in Karachi Port Trust, Advances in Information Science and Service Science (AISS)
10. *Dr. Mustaghis-ur-Rahman and Dr. Sheikh Tanveer Ahmed* Where there’s a will; there’s a way: The Supply Chain of Marvi Project, HANDS, South Asian Journal of Business and Management Cases, Volume 2.
11. *Dr. Mustaghis-ur-Rahman Parmar, Vishnu and Ahmed. Rizwan (2012)*, CCBs Contribution in Health Sector to the People of Sindh: Mirpurkhas& Hyderabad, Interdisciplinary Journal of Contemporary Research in Business
12. *Dr. Mustaghis-ur-Rahman (2012)* SBPs Home Remittance Policies and its Effect in Pakistan: A Study of the last ten years (2001-2010), Journal of Independent Studies and Research Vol. 10, No. 1.
13. *Dr. Manzoor Isran (2013)* Low Participation of Women in Pakistan: Causes and Consequences, Pakistan Journal of Social Sciences (PJSS), Bahauddin Zakariya University, Multan, Pakistan
14. *Dr. Manzoor Isran (2012)* Introduction of SAP in Pakistan: Transition towards Market Economy, Journal of Independent Studies and Research (JISR), SZABIST.

Publications in Conferences:

1. *Kamran, Asif, Syed, Nadeem A and Amin, Khurram, (2014)* “GDP growth Sources of finance in Pakistan” Proceedings of the Seventh International Conference on Management Science and Engineering Management.
2. *Syed, Nadeem A. and Noman, Syed, (2014)*, “Strategic HRM Practices in Roche Pharmaceuticals, Pakistan, Proceedings of the Seventh International Conference on Management Science and Engineering Management.
3. *Syed, Nadeem A. and Khalid, Hira (2014)*, “Impact of Human Resources Practices Upon Turnover and Productivity in the Banking Sector of Pakistan”, Proceedings of the Seventh International Conference on Management Science and Engineering Management
4. *Kamran, Asif, Syed, Nadeem A and Shujaat, Sobia (2014)* “A Study on Determinants of Unemployment in Pakistan, Proceedings of the Seventh International Conference on Management Science and Engineering Management.



5. *Saeed, Akbar and Syed, Nadeem A and Shujaat, Sobia (2014) “Power Generation Capacity and its Investment Requirements in Pakistan for Twenty Years (2011–2030), Proceedings of the Seventh International Conference on Management Science and Engineering Management.*

Upcoming research events for Management Sciences include a National Research Conference on Management and Business which is scheduled for December 15-16, 2015. The purpose of this conference is to bring academicians, practitioners and research students on one platform to discuss emerging and most pertinent issues faced by academia and industry, related to management science. Around 100 research papers will be presented in parallel sessions of the Conference.

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:

Activity Heads	Activity List	Nos.
Workshops	Healthy Ever After; University Social Responsibility Business Plan Competition; Health-a-Holic CSR Conference (2013)	3
Seminars	Make a Wish Foundation, SSWAB Foundation	2
Fundraisers	Baithak (Sirat-ul-Jannah), Moving Grooving Mangroovin’ (WWF); Flood March (2010); Azadi Flood March (2011)-	4
Cases Study	Manzil Foundation, University Social Responsibility 2.0	1
Student CSR Initiatives/ NGO	United Youth of Pakistan; Rotaract; Diya Foundation; Orange Tree, Tree plantation (2014)	3
NGO Management	SOS Village; Karachi Zoological Gardens	1

Table 1.6: Activities performed at Community Service Level



f. Faculty and student surveys results to measure the administrative services provided¹¹

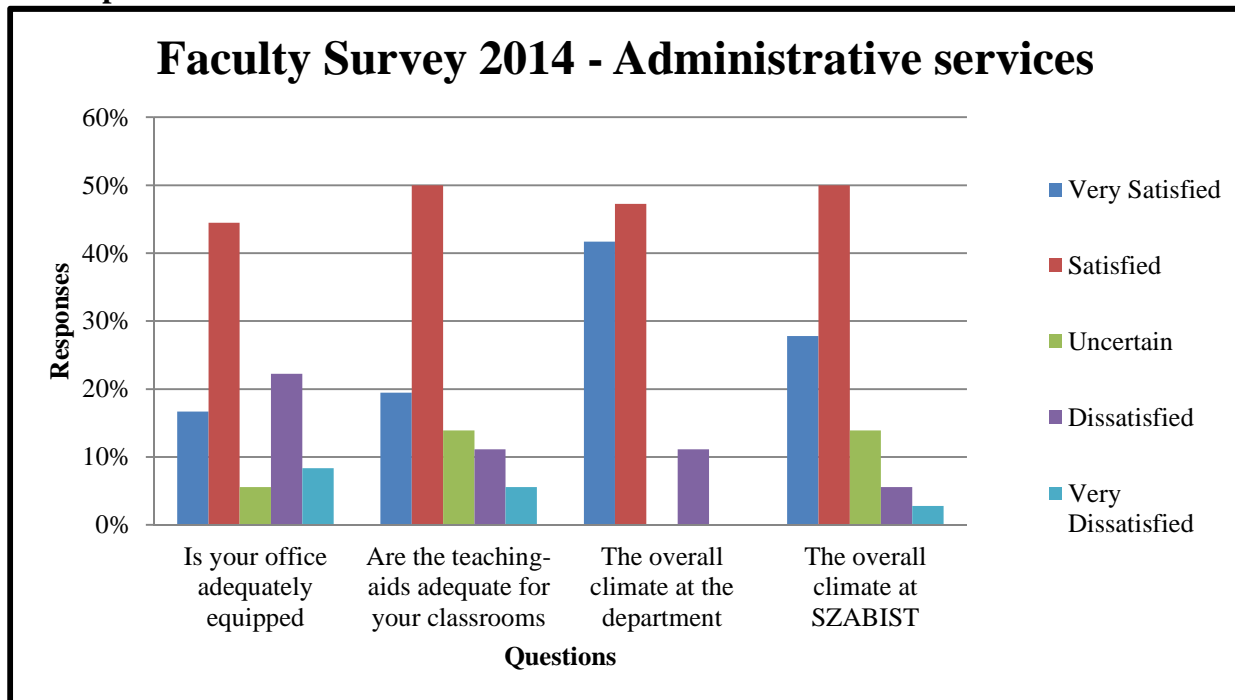


Figure 1.5

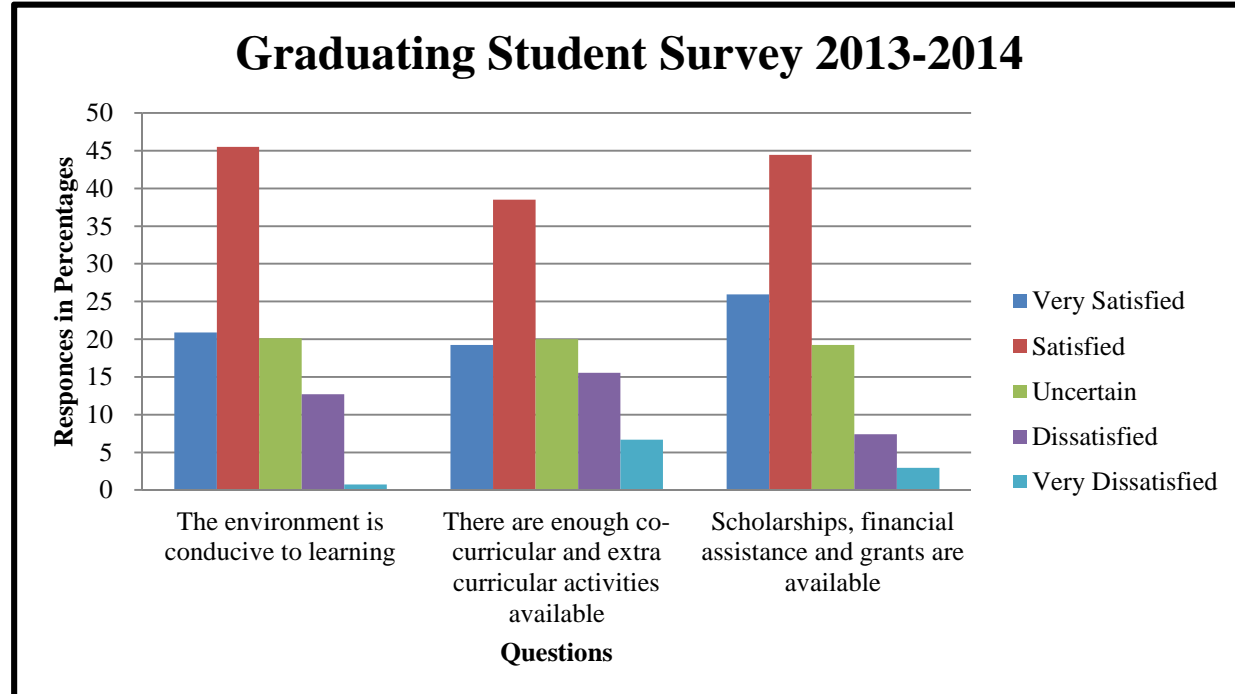


Figure 1.6

¹¹ The source of information is Faculty Survey, Graduating Student Survey, and Alumni Survey (2013-2014).

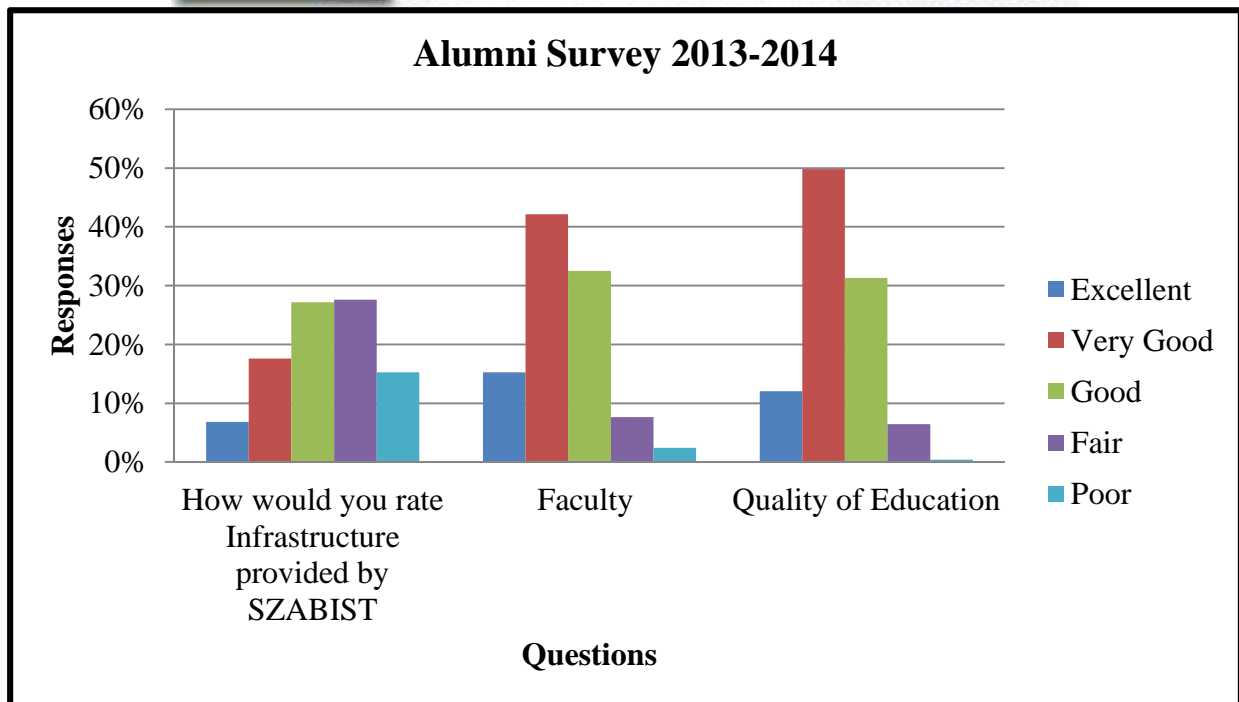


Figure 1.7



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 Organization¹²

Standard 2-1 Courses vs Objectives

a. Title of Degree Program

Bachelor of Business Administration - BBA

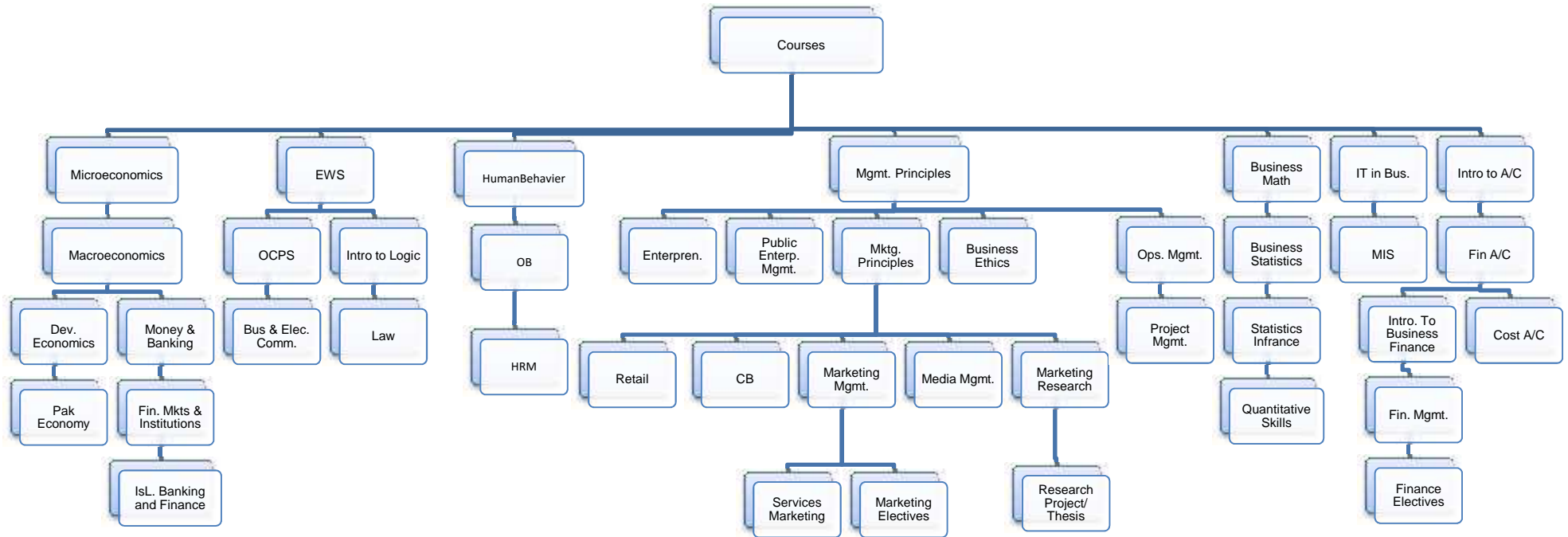
b. Definition of Credit Hour

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

¹² The sources of information are Program Managers.



c. Degree Plan



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



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

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



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

Table 2.1: BBA Courses

d. Curriculum Course Requirements

Structure of BBA Program at SZABIST Karachi				
English/ Communication		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Personal Management and Communications (3,0)	3	12	12
Semester 1	English Writing Skills (3,0)	3		
Semester 2	Oral Communication & Presentation Skills (3,0)	3		



Semester 4	Business and Electronic Communications (3,0)	3		
Accounting		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Introduction to Accounting (3,0)	3	9	9
Semester 2	Financial Accounting (3,0)	3		
Semester 3	Cost Accounting (3,0)	3		
Finance		CH	Offered CH	Min. CH as per HEC Guideline
Semester 3	Introduction to Business Finance (3,0)	3	15	9
Semester 4	Money and Banking (3,0)	3		
Semester 5	Financial Markets and Institutions (3,0)	3		
Semester 6	Financial Management (3,0)	3		
Semester 7	Islamic Banking and Finance (3,0)	3		

Marketing		CH	Offered CH	Min. CH as per HEC Guideline
Semester 3	Marketing Principles (3,0)	3	15	9
Semester 4	Retail Management (3,0)	3		
Semester 4	Consumer Behavior (3,0)	3		
Semester 6	Marketing Management (3,0)	3		
Semester 7	Services Marketing (3,0)	3		
Management		CH	Offered CH	Min. CH as per HEC Guideline
Semester 2	Management Principles (3,0)	3	18	18
Semester 4	Organizational Behavior (3,0)	3		
Semester 6	Operations Management (3,0)	3		
Semester 6	HRM (3,0)	3		
Semester 7	Project Management (3,0)	3		
Semester 8	Entrepreneurship (3,0)	3		
Information Technology		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	IT in Business (3,0)	3	9	9
Semester 5	Media Management (3,0)	3		
Semester 7	Management Information Systems (3,0)	3		
Social Sciences and Humanities		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Islamiyat/Pakistan Studies/Humanities (3,0)	3	18	18
Semester 2	Logic and Critical thinking (3,0)	3		
Semester 3	Sociology(3,0)	3		
Semester 3	Human Behavior (3,0)	3		
Semester 4	Business Ethics (3,0)	3		
Semester 8	Pakistan Economy (3,0)	3		



Support Courses		CH	Offered CH	Min. CH as per HEC Guideline
Semester 1	Mathematics for Business (3,0)	3	27	24
Semester 2	Microeconomics (3,0)	3		
Semester 3	Macroeconomics (3,0)	3		
Semester 2	Business Statistics (3,0)	3		
Semester 5	Statistical Inference (3,0)	3		
Semester 5	Law and Taxation (3,0)	3		
Semester 5	Developmental Economics (3,0)	3		
Semester 6	Marketing Research (3,0) (BRM)	3		
Semester 7	Quantitative Skills	3		

		CH	Offered CH	Min. CH as per HEC Guideline
Semester 7 & 8	4 Electives	3x4	12	12
Semester 8	Thesis	6	6	6
TOTAL			141	Min 126

Table 2.2: Curriculum Course Requirements¹³

e. Courses versus Objectives

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

Table 2.3: Courses versus Objectives

¹³ Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



f. Courses versus Outcome

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

Table 2.4: Courses versus Outcomes¹⁴

- **English/ Communication:** Personal Management and Communications, English Writing Skills, Oral Communication & Presentation Skills, Business and Electronic Communications
- **Accounting:** Introduction to Accounting, Financial Accounting, Cost Accounting
- **Finance:** Introduction to Business Finance, Money and Banking, Financial *Markets and Institutions, Islamic Banking and Finance*
- **Marketing:** Principles of Marketing, Retail Management, Consumer Behavior, Marketing Management, Services Marketing
- **Management:** Management Principles, Organizational Behavior, Operations Management, Human Resource Management, Project Management, Entrepreneurship
- **Information Technology:** IT in Business, Management Information Systems, Media Management
- **Social Sciences and Humanities:** Islamiat/Pakistan Studies/Humanities, Logic and Critical Thinking, Sociology, Human Behavior, Business Ethics, Pakistan Economy, Foreign Languages
- **Support Courses:** Microeconomics, Mathematics for Business, Macroeconomics, Business Statistics, Statistical Inference, Law and Taxation, Developmental Economics, Marketing Research.

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

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

¹⁴ Table 2.4 of PT Report is the Table 4.4 (Courses versus Outcomes) of AT Report



Knowledge	Semester		Course Name
Theoretical Background	Semester 1	BA 1105	English Writing Skills (3,0)
	Semester 1	BA 1101	Introduction to Accounting (3,0)
	Semester 1	BA 1106	Islamiat/Pakistan Studies/Humanities (3,0)
	Semester 1	BA 1108	IT in Business (3,0)
	Semester 2	BA 1102	Microeconomics (3,0)
	Semester 3	BA 1202	Macroeconomics (3,0)
	Semester 2	BA 1203	Management Principles (3,0)
	Semester 2	BA 2311	Business Statistics (3,0)
	Semester 3	BA 2312	Human Behavior (3,0)
	Semester 3	BA 2307	Sociology(3,0)
	Semester 5	BA 4801	Law and Taxation (3,0)
Research & Applications	Semester 4	BA 2406	Business and Electronic Communications (3,0)
	Semester 4	BA 3507	Consumer Behavior (3,0)
	Semester 4	BA 2402	Retail Management (3,0)
	Semester 5	BA 4706	Developmental Economics (3,0)
	Semester 5	BA 3501	Financial Markets and Institutions (3,0)
	Semester 6	BA 4707	Marketing Research (3,0) (BRM)
	Semester 6	BA 3607	Operations Management (3,0)
	Semester 7	BA 4705	Services Marketing (3,0)
	Semester 7	BA 4814	Project Management (3,0)
	Semester 8	BA 3609	Pakistan Economy (3,0)
	Semester 8	BA 3502	Entrepreneurship (3,0)
	Semester 8	BA 4808	Thesis (6,0)
Problem analysis and solution	Semester 1	BA 1109	Personal Management and Communications (3,0)
	Semester 1	BA 1204	Mathematics for Business (3,0)
	Semester 2	BA 1201	Financial Accounting (3,0)
	Semester 2	BA 1211	Logic & Critical Thinking (3,0)
	Semester 2	BA 1206	Oral Communication & Presentation Skills (3,0)
	Semester 3	BA 2408	Cost Accounting (3,0)
	Semester 3	BA 2301	Introduction to Business Finance (3,0)
	Semester 3	BA 2303	Principles of Marketing (3,0)
	Semester 4	BA 2403	Business Ethics (3,0)
	Semester 4	BA 2401	Money and Banking (3,0)
	Semester 4	BA 3504	Organizational Behavior (3,0)
	Semester 5	BA 3508	Media Management (3,0)
	Semester 5	BA 3605	Statistical Inference (3,0)
	Semester 6	BA 3601	Financial Management (3,0)
	Semester 6	BA 4804	HRM (3,0)
	Semester 6	BA 3602	Marketing Management (3,0)
	Semester 7	BA 4704	Management Information Systems (3,0)
	Semester 7	BA 3505	Quantitative Skills (3,0)

Table 2.5: Standard 2-2 Requirements ¹⁵

¹⁵ 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

Standard 2-6 Information technology Content Integration throughout the program

a. List the courses required by the accreditation body

Addressed in Standard 2-2

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

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

Standard 2-7 Communication Skills (Oral and Written)

a. List the courses required by the accreditation body

Addressed in Standard 2-2

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

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



CRITERION: 3 LABORATORIES AND COMPUTING FACILITIES

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

Criterion: 3 Laboratories and Computing Facilities¹⁶

SZABIST is equipped with state of the art computing facilities with around clock high bandwidth connectivity to the internet. Moreover, Wi-Fi is enabled in 90 and 100 campus; as a result, all BBA students with Wi-Fi enabled devices can access all network resources wirelessly.

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

Computer Labs are open to all students for computing and printing facilities from 8:00am to 10:00pm from Monday to Saturday. Color and Laser printing is available at nominal cost.

To ensure the integrity of the network, students are not allowed to install their own software programs on SZABIST computers. Should additional software be required to under-take a course-related assignment, students first seek written approval of the concerned faculty and contact the Manager Systems.

To handle sudden and abrupt power interruptions, a five minute power back up is available for all computers.

A *Lab Schedule* is maintained to avoid any confusion and to allow all student groups to get adequate time at work stations. During *open hours* the use of the labs is based on first-come-first-serve basis. Labs 1 and 2 have 45 workstations. Labs 3 and 4 have 45 workstations. Lab 5 has 32 work stations and Lab 6 has 32 workstations.

Lab Title	Lab 1 and 2
Location	90 campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library link, SZABIST e-library
Adequacy for instruction	Adequate for 45 students at a time. 46 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
BBA Courses taught	Computer Orientation Packages, EWS Lab sessions (audio/visual)
Software available	SPSS 14, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).

¹⁶ The sources of information are; Director IT, Manager Systems and Computer Labs staff.



Major equipment	Colored Scanner, Black and White Printer, Colored Printer, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated*

Table 3.1: Computer Labs Information

Lab Title	Lab 3
Location	100 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 45 students at a time. 45 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
BBA Courses taught	Computer Orientation Packages, SPSS Professional tutorial in Advanced Research Methods
Software available	SPSS 14, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
Major equipment	HP Color Printer, 45 Desktop PCs, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated

Table 3.2: Computer Labs Information

Lab Title	Lab 4
Location	100 campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with more than 31 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
BBA Courses taught	Computer Orientation Packages, SPSS Professional tutorial in Advanced Research Methods
Software available	SPSS Professional 13 & 17, Microsoft Office 2010 (MS Visio, Excel), E-View, Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
Major equipment	2 Black Printers, 1 Color Printer, 1 Scanner, 64 Desktops, Switch Full Deluxe with adequate ports.
Safety regulations	Available and communicated

Table 3.3: Computer Labs Information



Lab Title	Lab 5
Location	100 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 31 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 31 students at a time. 45 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
BBA Courses taught	Computer Orientation Packages, SPSS Professional tutorial in Advanced Research Methods
Software available	SPSS 14, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
Major equipment	HP Color Printer, 31 Desktop PCs, Switch Full Deluxe (48 Ports), Black Printer, Scanner
Safety regulations	Available and communicated

Table 3.4: Computer Labs Information

Lab Title	Lab 6
Location	100 campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with more than 25 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 25 students at a time. 25 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
BBA Courses taught	Computer Orientation Packages, SPSS Professional tutorial in Advanced Research Methods
Software available	SPSS Professional 13 & 17, Microsoft Office 2010 (MS Visio, Excel), E-View, Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
Major equipment	2 Black Printers, 1 Color Printer, 1 Scanner, 64 Desktops, Switch Full Deluxe with adequate ports.
Safety regulations	Available and communicated

Table 3.5: 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

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

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

Standard 3- 2 Adequate Support of Personnel for Labs¹⁷

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

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

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

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

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

¹⁷ The sources of information are Director IT, Manager Systems and Computer Lab staff.



DESIGNATION	NO. OF PEOPLE
Supervisors i. Lab Administrator ii. Lab Supervisor	1 1
Computer Lab staff i. System Engineers in Lab number 1 and 2* ii. Associate System Engineers in Lab number 3 iii. Associate System Engineers in Lab number 4 iv. Associate System Engineers in Lab number 5 v. Associate System Engineers in Lab number 6 *Labs 1&2 are interconnected via doorway. Same is true for Labs 5&6.	2 (Morning / Evening shifts) 2 (Morning / Evening shifts) 2 (Morning / Evening shifts) 2 (Morning / Evening shifts) 2 (Morning / Evening shifts) Total = 10
Attendant	1

Table 3.6: Adequate Support of Personnel for Labs

Computer Lab shifts per Lab	Time Slots	Personnel
Morning	8:00am – 3:00pm	1
Evening	3:00pm – 10:00pm	1

Table 3.7: Computer Lab Shifts per Lab

Standard 3- 3 Adequate Computing Infrastructure and Facilities

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

No.	Particulars	Quantity
1	Servers	20
2	Desktop Computers	296
3	Video Conferencing Equipment	1
4	Color Scanners	3
5	Printers	10
6	Multimedia Projectors	29
7	Local Area Network with 250+ nodes, CISCO 2600 Series Routers, CISCO 2950 series of switches, Laser Printers, Color Printers, Finger Print Devices, Multimedia Equipment and a rich Software Library.	

Table 3.8: Computer Lab Shifts per Lab

b. Shortcomings in Computing infrastructure and facilities

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



CRITERION: 4 STUDENT SUPPORT AND ADVISING

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 Advising¹⁸

Standard 4-1 Sufficient Frequency of Course Offering¹⁹

a. Provide the department's strategy for course offering

We offer Core courses from the beginning of the program and electives are for the final year of program. If 15 or more students who are repeating the course register, then we offer the same course again. We continually review course and curriculum as to make them competitive. Generally, the class strength is 35 to 40 students.

b. Explain how often required courses are offered

All courses are offered as per course plan provided in the Curriculum Plan in Criterion 2 and also given in the prospectus and the Course Catalogue. Courses are offered in alternate semesters. In case of large number of failures in a course, the course is repeated in subsequent semester.

Course offering is also repeated in summer, depending 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 in the final year. Electives are offered for instance in Finance, Marketing, HR and IT and students select from the given set of elective courses depending which discipline of Management Sciences they intend to adopt in future.

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

BBA Course Taking Policy in Other Programs is as follows:

- BBA Students are allowed to take courses in other programs on the basis of defined equivalency in the course catalogue.
- Specific elective courses are co-offered with MBA and in that case BBA and MBA students take the course simultaneously.

¹⁸ The source of information is the EDC, Student Handbook, and Prospectus 2015.

¹⁹ The sources of information are Program Managers and time tables of previous semesters.

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

Standard 4-2 Effective Faculty and Student Interaction²⁰

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. Faculty, including adjunct faculty, have been provided offices to deal with students. In addition each faculty member (permanent and visiting) is required to specify and provide number of hours counseling individual students. Social Media is also being used to effectively interact between faculty and students by creating different groups etc.

Standard 4-3 Professional Advising and Counseling²¹

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 managers, orientation, SZABIST website, faculty and ZABDESK guideline.

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

Each faculty posts counseling hours on the door, so whenever student has a problem in studying, he/she can visit faculty in counseling hours or by an appointment. Students can also discuss their problems with program manager or HoD is also taken in loop when required.

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

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

²⁰ The sources of information are personal experience and validation from Program Managers.

²¹ The sources of information are EDC, Student handbook, and Prospectus 2015.



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

Students have access to student advisor and faculty. We have one in-house psychologist who is assist students with their problems.

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

Students interact with practitioners in seminars and workshops arranged by these societies. The EDC is dedicated to enhance the opportunities students have to be successful in their professional as well as personal life. We facilitate students to adapt to new and developing circumstances that challenge their growth as they progress through each grade. Such support may include academic guidance, career counseling, professional grooming, and student support.

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

ARRANGING INTERNSHIPS

EDC facilitates in arranging Internships for all students and acts as a liaison between the industry and business students. Every semester, renowned national and multinational companies including banks, financial institutions, FMCGs, pharmaceuticals and others contact the EDC to conduct their employment tests, interviews and other on-campus recruitment activities to directly induct SZABIST graduates into their organizations.

Thus 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, and is 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.

ON-CAMPUS DRIVES

Various multinational companies are invited to explain their hiring process to students. EDC provides guidance to students in following manner:

- Resume writing
- Mock interviews



- Entry-test preparations
- Queries about jobs and internship placements
- Professional grooming

JOB PLACEMENTS

We are operating in a highly competitive job market with hundreds of graduates vying for available Management Trainee positions. Thus, EDC serves as a liaison between job seeking SZABIST graduates and commercial houses. Whenever possible, companies are urged to come for on-campus recruitment after suitable candidates are lined up. If required, students are helped in preparing an effective resumes and appearing for interviews.

At least once a year, a ‘Job Fair’ is held at the college campus where many leading companies are invited to explain their recruitment procedures and the scenario about present and future vacancies.

GRADUATE DIRECTORY

Employers increasingly rely on the Graduate Directory. It is a compendium which gives CVs of all students who have graduated during the year and it is distributed free of charge to all leading companies, where it serves as a useful reference book to sift appropriate candidates for present and future vacancies. For ease of reference, students’ CVs are arranged separately for each specialization e.g. marketing, finance, human resources, etc.

EDC publishes the Graduate Directory once a year, which is a useful tool to facilitate job placements, a major responsibility of EDC.

ALUMNI

Alumni of SZABIST are holding senior 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 addresses.

To strengthen the bond with their alma mater, alumni are invited as guest speakers on any subject of topical interest before an audience of current students. A dinner is periodically arranged for them.



STUDENT GROOMING/ COUNSELING WORKSHOPS

SZABIST EDC regularly arranges a Corporate Finesse Week comprising of workshop sessions for its graduating classes across programs. Workshop topics generally include: Potential Employers in Pakistan; Resume Development; Handling Interviews Effectively; What is an office?; Importance of Business Etiquette; Corporate Dining Manners; Managing Time; Company Culture; Inter-gender Relations at the Work Place; Road Safety etc. EDC also arranges a Job Fair where students can interact with professionals of top notch organizations directly.

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 curriculum development, internships, placements, sponsorships and joint activities. This activity is facilitated/ arranged by the Executive Development Center (EDC).

ALUMNI ASSOCIATION

SZABIST Alumni Graduate Association has been constituted and is under process of registration. The purpose of SAGA is to reach, serve and engage all alumni and to foster a lifelong intellectual and emotional connection between SZABIST and its graduates. The objective is to create a platform to facilitate and initiate projects which can be mutually beneficial for graduates and their alma mater. For strengthening the alumni relationship, an additional staff member (Alumni Officer) has been hired in the EDC department.

There is SZABIST Alumni Group also created on Facebook for continuous updates.



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 Process

a. Describe the program admission criteria²² at the institutional level, faculty or department if applicable

- **Admission Criteria**

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

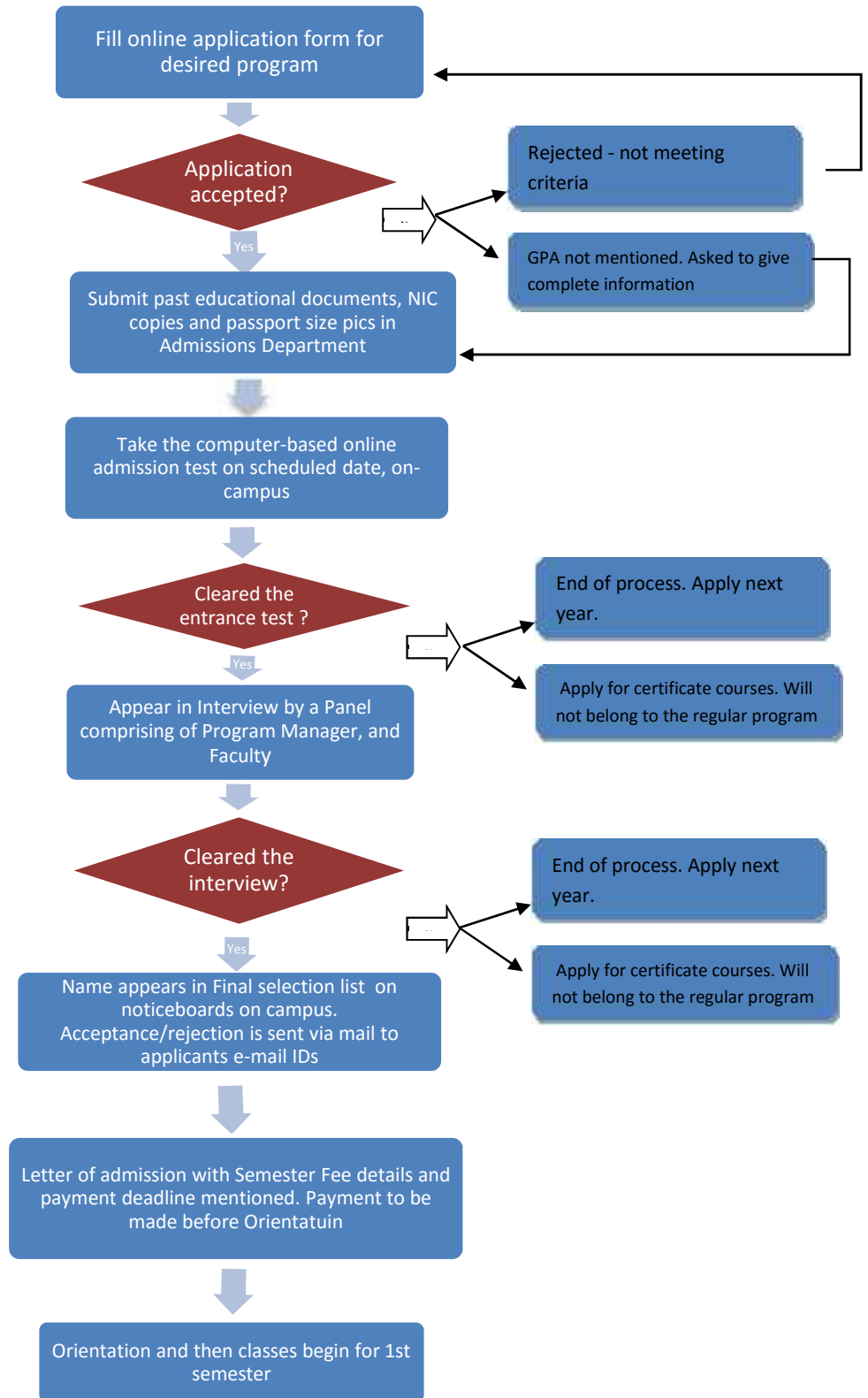
- **Re-admission after Dismissal**

After dismissal, the student will have to apply as a fresh candidate and the courses studied earlier will not be transferred.

²² The sources of information are Manager Admissions, Student Handbook 2015, and SZABIST Prospectus 2015.



b. The Admission Process Flowchart





c. Describe policy regarding program/credit transfer

- A maximum of up to 72 credits may be considered for transfer into BBA program with courses having B grade and above.
- **Internal Transfer policy**

SZABIST Inter-Campus Transfer:

For transfer candidate from other SZABIST campuses, the candidate must fulfill the admission requirements of the local campus he / she wishes to transfer into.

All courses / grades are transferable. A transfer fee will be applicable for students transferring from any other SZABIST campus.

Certificate Course Transfer

For transfer candidates from the SZABIST Certificate Programs, all courses having a letter grade C- or above for the BBA are transferable within one year. Maximum 5 courses can be transferred.

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

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

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

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

Standard 5-2 Student Registration Process and Monitoring of Students Progress²³

a. Describe how students are registered in the program

Students Registration Process

²³ The sources of Information are Academic Policies and Guidelines for Faculty, Student Handbook 2015.



Students must register through ZabDesk, the automated SZABIST Online Registration System. Students who have not registered will not be allowed to attend classes. No registration will be allowed two weeks after classes begin. Registered Students who have paid the fee, but have remained absent for three classes will be forced to de-register from the course during the fourth week.

Termination of Registration Process

During the first semester, only one course withdrawal is allowed. From second semester and onwards, withdrawal of maximum two courses is allowed. The request for withdrawal has to be made prior to the twelfth session through ZabDesk's Online Course Withdrawal Process. The request for withdrawal has to be approved by the Academic Controller, Program Manager, and Records Department. In case of withdrawal, a letter grade of W (with no grade points) is awarded.

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

Attendance:

Students are required to maintain 80% attendance throughout the semester in order to qualify for the final exam. Maximum 3 absences are allowed per semester per course. Two late arrivals are equal to 1 absence. 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 BBA program is administered in the 7th session. The mid-term exams account for 25-30 percent of the final grade and the maximum duration is 2 hours.

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

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



Passing Grades:

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

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

Probation and Dismissal on Academic Grounds:

SZABIST follows the probation and dismissal policy as recommended by HEC, "Whenever CGPA of a student falls below the required CGPA, he/she will be placed on "First Probation" for the next semester. If in the First Probation semester the student does not increase his/her CGPA to the required CGPA, he/she will be placed on "Second Probation" for the next semester. If in the Second Probation semester the student does not increase his/her CGPA to the required CGPA, he/she shall be dismissed from SZABIST.

The required maintenance CGPA for BBA is 2.00

Summer semesters are not counted for probations/dismissals, as they are remedial semesters.

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

Evaluation of Registration and Student Monitoring Process

The Student Registration and Student Progress Monitoring processes are regularly reviewed through ZABDESK by the Program Managers, and in the Academic Heads meeting, held twice a month. Any necessary amendment in policy and resolving of individual cases is carried out at these meetings.

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

In the past one year, the course registration process has been improved. The speed and rate of timely registration by students has been made possible via stringent monitoring of registrations and maintaining strict deadlines and enforcing a hefty fine for late registration. Due to this improvement, class allocation is more accurate and records are updated well in time.

Standard 5-3 Faculty Recruitment and Retention Process²⁴

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

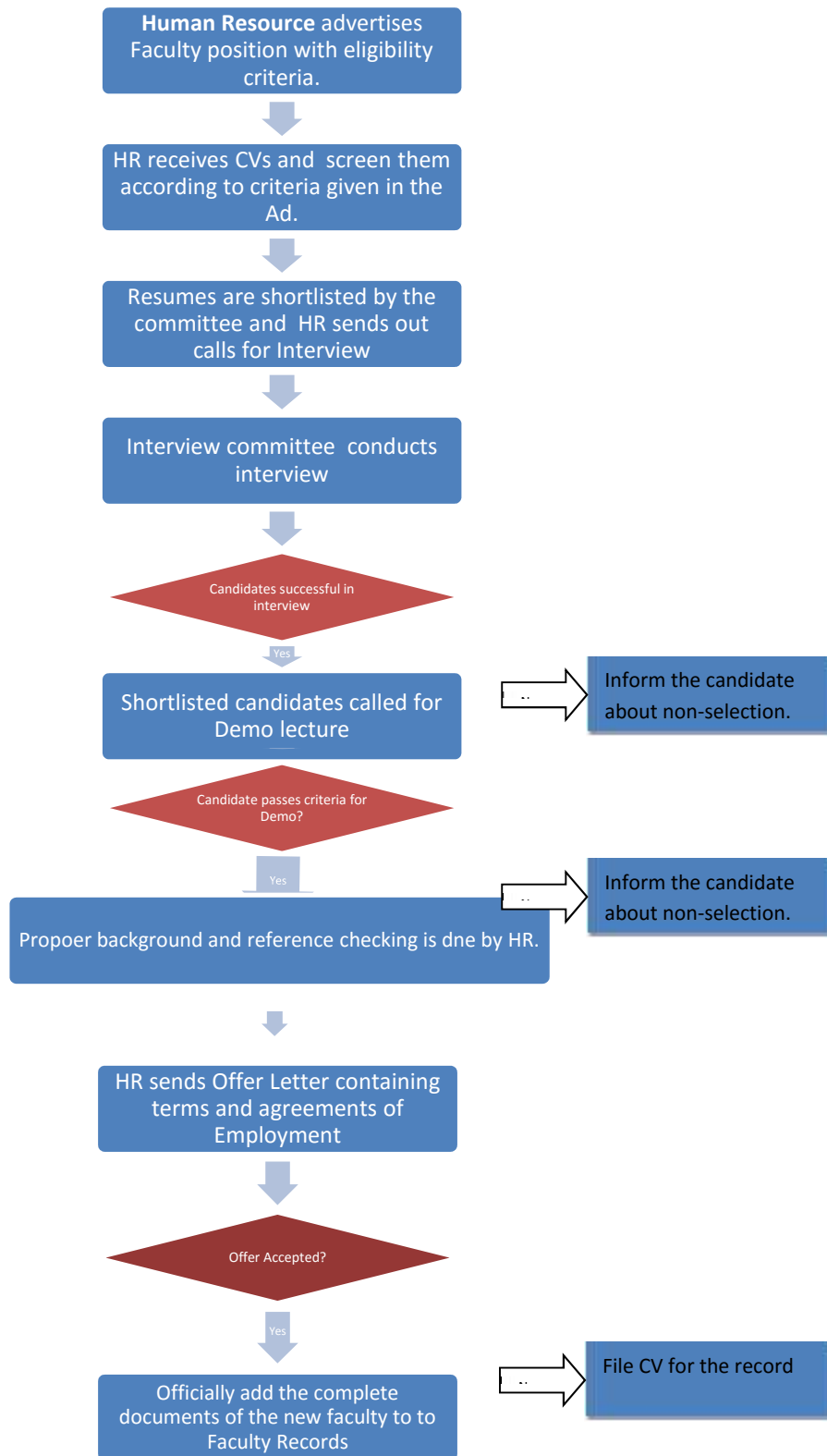
Faculty Recruitment Process

The Human Resource department of SZABIST advertises faculty positions twice a year before beginning of regular semesters through leading newspapers, and SZABIST website for online applicants. The Human Resource department sets up a committee for short listing suitable candidates and then sends interview calls. A Selection Committee, consisting of the Dean of Program, Program Manager, and senior faculty conducts the interview of short-listed candidates and further shortlists the suitable candidates for demo lectures. At the end of the lecture and based on the evaluation criteria, faculty is made an offer and HR sends them the offer letter for faculty position.

²⁴ The sources of information are Dean of Program and HR Department.



b. Faculty Recruitment Process



c. Indicate methods used to retain excellent faculty members

Faculty Retention Methods and Measures²⁵

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

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

- i) Highly competitive salary packages
- ii) Flexible working hours within a given work week
- iii) Newly hired faculty is eligible for the Continuing Education benefit from day one
- iv) Interest free Car Loan Financing
- v) Provident fund
- vi) Annual Performance Bonus
- vii) Annual raise to counter inflationary effect
- viii) Performance Increment policy
- ix) Capacity Development programs/ workshops
- x) Fully funded trip for presenting own research paper at any Research Conference within Pakistan (once in a year)
- xi) Partially funded trip to an international research conference to present a research paper, (once in 2 years)
- xii) Life Insurance
- xiii) EOBI
- xiv) Education Enhancement Incentive
- xv) Paid Course
- xvi) 50% Fee Concession to Employees children
- xvii) Recreational leave in summer semester other than annual and causal leaves.
- xviii) Publication honorarium
- xix) Thesis and dissertation advisor / committee member honorarium and much more.

²⁵ The sources of information are Dean of Program and HR Department.



d. Indicate how evaluation and promotion processes are in line with institution mission statement²⁶

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

In order to support the mission, Dean/Head of department 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 the competitive job industry.

The deserving faculty members also get merit increment and appreciation besides promotion. The faculty members who are well qualified but not able to achieve the goals assigned by the Dean/Head of the department are properly trained.

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

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

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 in the month of May and the procedure is well-established. Forms are developed and faculty is evaluated on the following areas:

- a. Teaching
- b. Research & Development + Consultancy
- c. Participation in University Advancement Activities
- d. Behavior & Attitude

²⁶ The source of information is HR Department.



The faculty evaluations results are reviewed and the Executive Committee takes the final decision on promotions as per SZABIST Promotion Policy.

Standard 5-4 Effective Teaching and Learning Process

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

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

Class size is limited to 35-40 students, which allows the delivery of high quality education on an interactive basis. The teachers' pay individual attention and encourage participation and constructive discussion. All class rooms are air-conditioned and equipped with 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) Live projects
- ii) Guest speaker sessions
- iii) Workshops
- iv) Group assignments
- v) Term reports based on industrial visits, interviews with company executives and corporate analysis.

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

- b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process²⁷**

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

The Vice President Academics gives his comments on all the evaluations and then forwards them to relevant the Program Managers.

If a permanent faculty member scores less the 60% in the evaluation, the Program Mangers informs him/her about the scores and allots time for improvement. After two weeks they are

²⁷ The source of information is Academics Department

reevaluated, unless the score is improved, their case is taken to the Vice President Academics and his verdict stands.

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

Standard 5-5 Program Requirements Completion Process

- a. Describe the procedure used to ensure that graduates meet the program requirements**

Standards and Documented Procedures to ensure Completion of Degree Program Requirements

Minimum GPA to graduate is 2.0 for BBA.

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

Table 5.1: Requirement for Completion of Degree

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

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

Periodic Evaluation of above Procedure and its Improvement

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



Committees made of faculty and industry experts provide market feedback and ensure that the courses and course offerings remain updated.

CRITERION: 6 FACULTY

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



Criterion: 6 Faculty²⁸

Standard 6-1 Program Faculty Qualifications and Number

a. Faculty resumes

Launched

b. Faculty distribution by program's areas

Program area of specialization (Course Groups)	Courses in the area and average number of sections per year	Number of faculty members in each area Fall 2009 to Spring 2012*		Number of faculty with Ph.D. degree
		Full Time	Visiting	
English and Communication	4 Courses/ 5 sections	2	5	None
Accounting	3 Courses/ 5 sections	2	7	None
Finance	5 Courses/ 5 sections	4	23	None
Marketing	5 Courses/ 5 sections	9	18	1
Management	7 Courses/ 5 sections	7	31	1
Information Technology	3 Courses/ 5 sections	0	3	None
Social Sciences and Humanities	6 Courses/ 5 sections	2	12	1
Support Courses	9 Courses/ 5 sections	6	15	1
Thesis	1/ 5 sections	1	1	None

Table 6.1: Faculty Distribution by Program's Areas ²⁹

*The full time and visiting faculty is shared across the specializations.

²⁸The source of information is the HR Department.

²⁹ Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report



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.

- In general, a faculty is deemed current if he or she is taking full load of 4 courses per semester. However, this load may be altered on discretion of President to accommodate other institutional activities, such as research. At the moment (July 2015), Management Science Department has 32 full-time faculty including 4 PhDs.
- The criteria for the faculty to be current:
 - i) Participating in academic events like seminars / convocation
 - ii) Participating in academic and industry conferences / workshops / trainings
 - iii) Participating in Curriculum designing and Board of studies
 - iv) Presenting and publishing papers in conferences / colloquium / monographs
 - v) Publishing research papers in local and international journals
 - vi) Publishing articles in newspapers and magazines
 - vii) Conducting trainings and workshops
 - viii) Supervising research at bachelors and masters level
 - ix) Pursuing further education in their specialized field
 - x) 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.

All full time faculty members have 40 hours of working per week. They have workload of teaching 12 credit hours and remaining 28 hours are available for scholarly and professional development. They are consumed in writing research papers, attending workshops, sessions or conferences, arranging different guest speaker sessions and live projects for the students.

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 through the incentive of reduced teaching load. At present (July 2015) around 13 full time faculty members in Management Sciences department are enrolled in MS and PhD program at SZABIST, which will be greatly benefit both the department and the



individual, as through active research they can continuously update their skills to keep abreast of contemporary and future challenges.

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

Academic Heads Meeting is held bimonthly involving Deans/Head of Departments and program managers of all programs is held, chaired by President, SZABIST. Additionally, regular meetings are scheduled between faculty, program manager and Head of Department to address any academic and administrative issues, thereby ensuring smooth running of the program. Furthermore, for each course faculty evaluation is carried out using students' feedback and in light of this feedback the program manager interacts with faculty to optimize students' learning experience.

Standard 6-3 Faculty Motivation and Job Satisfaction

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

The following elements are routinely incorporated to measure faculty motivation:

- Cordial working environment
- Flexible faculty timings
- Annual and casual leaves
- Performance-based increment and annual bonus
- Car Loan facility
- Continuing Education Benefit
- Annual picnics and social gathering

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 flexible timing enables the employees to manage their time on campus with the time of their classes and do research accordingly.



The performance based increments and an annual bonus motivates employees to work effectively and efficiently.

c. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction³⁰

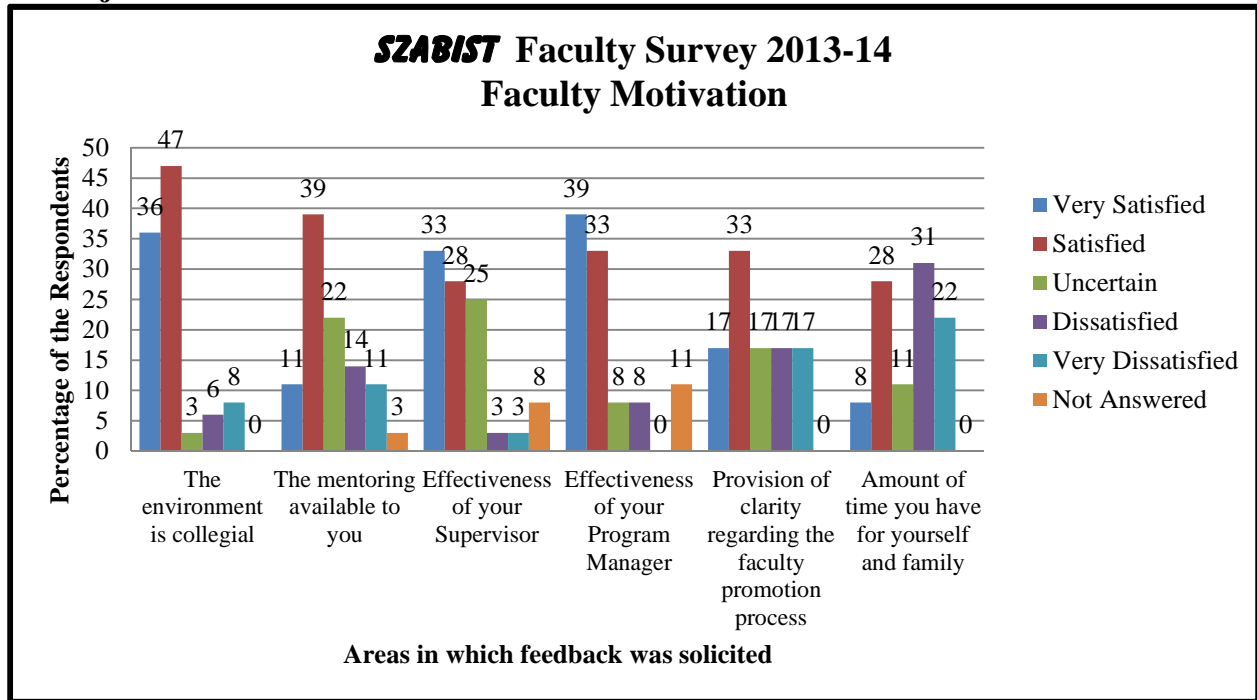


Figure 1.8

³⁰ The source of information is Faculty Survey 2013 -2014

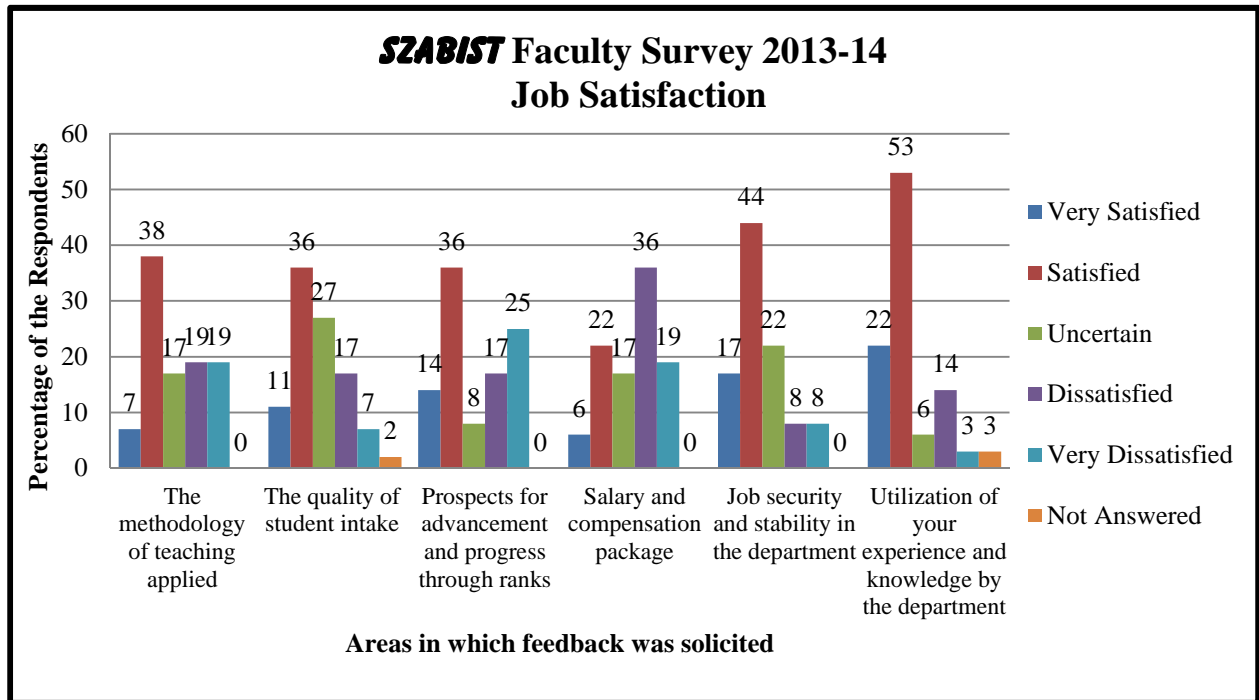


Figure 1.9

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 (e.g. E-Learning)

a. Describe infrastructure and facilities that support new trends in learning³¹

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

No.	Particulars	Quantity
1	Servers	16
2	Desktop Computers	296
3	Video Conferencing Equipment	1
4	Color Scanners	3
5	Printers	8
6	Multimedia Projectors	29
7	Local Area Network with 250+ nodes, CISCO 2600 Series Routers, CISCO 2950 series of switches, Laser Printers, Color Printers, Finger Print Devices, Multimedia Equipment and a rich Software Library.	

Table 7.1: Support Facilities

b. Indicate how adequate the facilities are

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

Application server

Intel Xeon dual processor 3.0 GHz, 2GB ECC RAM, 72GB HDD, RAID controller 0 and 1, DVD multi-burner for data backup. Installed Windows server 2003 as an operating system with e-learning application software for student and faculty access through the Internet.

³¹ The source of information is IT Department.

Storage server

Intel Xeon dual processor 3.0 GHz, 2GB ECC RAM, 216GB HDD, RAID controller 0, 1 and 5 for data storage, and DVD multi-burner for data backup. Installed Windows Server 2003, which is running data storage applications for students and faculty records.

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

Standard 7-2 Library Collection and Staff³²

a. Describe the adequacy of Library's technical collection

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

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

Library Resources (Management Sciences)			
No.	Particulars	Quantity	
1	Printed Form		
	A. Management Sciences Books	4,160	
	B. Reports	878	
	i. Independent Study		247
	ii. Project		580
	iii. Thesis		51

³² The source of information is Librarian.



	C. Journal/Magazines (Subscribed)	17	
	D. Newspapers (Daily)	10	
2	Digital Form		
	A. E-Books	5,200	
	B. CD's	160	
	i. Books Related		150
	ii. General		10
	C. Audio/Video Cassettes	55	
	D. Journal/Magazines (Online)	3,500	
	E. Access to Online Journals		
	i. HEC Digital Library	Yes	
	ii. EBSCOHOST	Yes	

Table 7.2: Library Resources

b. Describe the support rendered by 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. Train library users to effectively search the Library catalogue, Internet and other electronic resources.
- iii. Book and other reading material lending services
- iv. Receiving and persevering all reading material
- v. Information access in digital form
- vi. To search newly available books in market and on internet and make a list of required ones'.

Library Staff Timing

Shifts	Timeslots	Personnel (s)
Morning	8:00 a.m. -- 4:00 p.m.	3
Evening	2:00 p.m. -- 10:00 p.m.	3

Table 7.3: Library Staff Timing



Standard 7-3 Class-rooms & Offices Adequacy³³

a. Describe the adequacy of the classrooms

Class rooms are well equipped with

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

b. Describe the adequacy of faculty offices

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

³³ The sources of information are Student handbook and Prospectus.



CRITERION: 8 INSTITUTIONAL SUPPORT

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

Criterion: 8 Institutional Support

Standard 8-1 Support and Financial Resources³⁴

a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation

Permanent faculty is being hired on handsome salary package, which includes basic salary, conveyance medical and house rent allowance.

On annual basis around 10 to 15 percent on basic salary increment is being added and after every year a bonus is awarded to every employee in the month of March.

Also on semester/Annual progress report and recommendation on excellent work or achievement for SZABIST, salary is increased or some award in the shape of money is awarded to him or her.

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

After the completion of the permanent faculty probation period (i.e. 6 months), SZABIST offers them to continue with their higher studies according to their needs without any payment but they have to sign an agreement to serve the institution for five years after completion of their respective degree.

b. Describe the level of adequacy of secretarial support, technical staff and office equipment³⁵

There are 15 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

³⁴ The sources of information are HR Department, and Vice President (Academics). For further details please see section 5-3 and 6-3.

³⁵ The Source of information is Academic Staff

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

Standard 8-2 Number and Quality of GSs, RAs and PhD Students³⁶

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

Number of Graduate Students	
Year	No. of Graduates
2012-13	168
2013-14	180
2014-15	120

Table 8.1: Number of Graduate Students

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

Graduates: Faculty Ratio *	
Year	Graduates: Fulltime Faculty Ratio
2012-13	3.27:1
2013-14	3.5:1
2014-15	2:1

Table 8.2: Graduate Faculty Ratio

Particulars	Number of Faculty		
	2012-13	2013-14	2014-15
Total Number of Faculty	51	52	61
Full Time faculty	24	26	39
Adjunct Faculty ^{**,***}	27	26	22

Table 8.3: Number of Faculty

* Graduates / Faculty of BBA program only

** 3 Adjunct faculty is equal to 1 permanent faculty

*** Adjunct faculty has been counted as per person not according to number of courses taught by them

³⁶ The sources of information are ZABDESK and HR Department.



Standard 8-3 Financial Support for Library and Computing Facilities³⁷

a. Describe the resources available for the library

Particulars	Budgetary Allocation (Rupees)		
	2012-13	2013-14	2014-15
Library	485,000	500,000	600,000

Table 8.4: Resources available for the library

b. Describe the resources available for laboratories

Not Applicable on BBA program.

c. Describe the resources available for computing facilities

Particulars	Budgetary Allocation (Rupees)		
	2012-13	2013-14	2014-15
Computing Facilities	12,566,500	11,096,000	13,966,000

Table 8.5: Resources available for computing facilities

³⁷ The source of information is Finance Department.

Appendix

Faculty & Staff Handbook

6.0 Academic Policies

6.1 Head of Departments/ Program Managers The Vice President Academics coordinates with the Head of Academic Services, Head of Departments and Program Managers, to ensure that all staff, facilities, and educational infrastructure (library, labs, study rooms, etc.) are functioning smoothly and are well maintained. Vice President Academics also oversees the Academic discipline on campus.

Dean/ Head of Department/ Program Managers are the academic heads of their programs. They are responsible for the scheduling of courses, tests, exams, and day-to-day monitoring of courses to ensure that highest standards of quality instruction are maintained.

The Program Managers should be transparent in the allocation of courses, and in the award of projects, independent studies, theses and dissertations. In case of assigning courses, four things are important;

- Relevant educational qualification,
- Experience,
- Previous student evaluations,
- Professional behavior,
- And a track record of adherence to SZABIST policies.

In case of projects, Independent Studies, etc., a list of prospective approved advisors and topics are distributed to the class. The students are free to choose any topic or advisor they find appropriate.

Students can opt for any advisor, subject to the recommendation of the Program Managers and approval by the Vice President Academics. Program Managers will be responsible for the selection of advisor. If the student wishes to choose an advisor from outside the approved advisor list then it must be approved by the Vice President Academics, Deans, Head of Department and Program Managers. All information should be announced on bulletin boards, including lists of projects, IS, Thesis topics, advisor names and the schedule of submissions and presentations. The whole system should be transparent, disciplined, and streamlined.

Note: Schedule of SZABIST External and Internal meetings are attached in Annexure 10



6.2 Faculty Members

- All full-time Faculty members are required to do research and participate in activities related to the advancement of the institution and their own programs.
- Faculty semester progress form must be filled out at the end of each semester highlighting your activities (curricular, research, and advancement of SZABIST).

6.3 Faculty Teaching and Evaluation

Teaching Evaluation is conducted before mid-term examinations. All faculty members are expected to achieve at least 80% evaluation in all courses (60% maximum in one course as an exception). All full-time faculty members will be re-evaluated for a second time in the following semester.

6.4 Faculty Evaluation

All full-time faculty members are required to perform above 60%.

Rating Scale	Category
90 – 100	Excellent
80 – 90	Very Good
70 —80	Good
60 —70	Satisfactory, should improve further

All faculty members below 60% to be re-evaluated after 3 weeks of the first evaluation

50 --60	Not Satisfactory - Need improvement
40 —50	Bad Evaluation - Need significant improvement
20 —40	Very Bad Evaluation! - Drastic improvement needed
10 —20	Disaster
0 —10	Total Disaster

Table 5: Faculty Evaluation Rating

Faculty members are expected to understand the requirements in their being able to teach the courses of their choice. They must have the relevant academic background and have good teaching evaluation, professional conduct, and collegial behavior, to be able to continue teaching in the same course or program, or to continue to teach at SZABIST. If a faculty member's evaluation is "Total Disaster" then the Program Manager in coordination with Vice President Academics has the right to terminate their services.



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SELF-ASSESSMENT REPORT

Bachelor in Business Administration (BBA) - Karachi Campus

Program Self-Assessment Checklist



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SZABIST

Guidelines for Program Team Report and QEC Review

Program: BBA-Karachi

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.

<u>CRITERIA AND ASSOCIATED STANDARDS</u>		Yes/No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes				
Standard 1-1	Program Measurable Objectives			
	a. Document institution, department, and program mission statements	✓		
	b. State program objectives	✓		
	c. State program outcomes	✓		
	d. Describe how each objective is aligned with program, college, and institution mission statements	✓		
	e. Outline the main elements of the strategic plan to achieve the program mission and objectives	✓		
	f. Table 4.1 program objectives assessment	✓		
	Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives Please find example of Table 4.2 attached in Annexure II (iii)	✓		
	b. Employer survey	✓		
	c. Alumni survey	✓		
	d. Graduating student's survey	✓		
Standard 1-3	Assessment Results And Improvement Plans			
	a. Describe the action taken on based on the periodic assessments	✓		
	b. Describe major future program improvement plans based on recent assessments	✓		
	c. List strengths and weaknesses of the programs	✓		
	d. List significant future plans for the program	✓		



Standard 1- 4	Overall Performance Using Quantifiable Measures			
	a. Indicate the CGPA of successful students per semester, time required to complete the program, drop out ratio of students per semester (of the last 3 yrs) Please find example attached in Annexure III (pg iv)	✓		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	✓		
	c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.	✓		
	d. Percentage/List/Number of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research Please find example attached in Annexure III (pg iv)	✓		
	e. Number of short courses workshops, seminars organized on community service level Please find example attached in Annexure III (pg iv)	✓		
	f. Faculty and student surveys results to measure the administrative services provided	✓		
Criterion 2 – Curriculum Design And Organization				
Courses detailed outline as in item E criterion 2 of the Self-Assessment Manual				
Standard 2-1	Courses Vs. Objectives			
	a. Title of Degree Program	✓		
	b. Definition of Credit Hour	✓		
	c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses. Please find example attached in Annexure IV (pg v-ix)	✓		
	d. Table 4.3 curriculum course requirement Please find example attached in Annexure IV (pg v-ix)	✓		
	e. Describe how the program content (courses) meets the program Objectives.	✓		



	f. Table 4.4 Courses versus Outcomes. List the courses and tick against relevant outcomes. Please find example attached in Annexure IV(pg v-ix)	✓		
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Program			
	a. Table 4.5 Standard 2-2 requirements	✓		
Standard 2-3	Mathematics & Basic Sciences Requirements			
	a. Address standards 2-3, 2-4, and 2-5 using information required in Table 4.4	✓		
Standard 2-4	Major Requirements as Specified by Accreditation Body	✓		
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements			
	a. List the courses required by the Accreditation Body.	✓		
Standard 2-6	Information Technology Content Integration Throughout the Program			
	a. List the courses required by the Accreditation Body.	✓		
	b. Describe how they are applied and integrated throughout the program	✓		
Standard 2-7	Communication Skills (Oral & Written)			
	a. List the courses required by the Accreditation Body.	✓		
	b. Describe how they are applied in the program.	✓		
Criterion 3 – Laboratories and Computing Facilities				
Standard 3- 1	Lab Manuals / Documentation / Instructions			
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	✓		
	b. Are the resources available sufficient for the program?	✓		
Standard 3- 2	Adequate Support Personnel for Labs			
	Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support. Please find example attached in Annexure V(pg x)	✓		



Standard 3-3	Adequate Computing Infrastructure and Facilities	✓		
	a. Describe how the computing facilities support the computing component of your program	✓		
	b. Are there any shortcomings in the computing infrastructure and facilities?	✓		
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 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



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SZABIST

SELF-ASSESSMENT REPORT

Bachelor in Business Administration (BBA)

Assessment Team Report



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INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

Bachelor in Business Administration (BBA) – Karachi Campus

Spring 2016



Assessment Team Report

The AT report is comprised of the following:

- A. Review Report
- B. Assessment Results Implementation Plan Summary
- C. Criteria Referenced (Rubric) Evaluation of SAR

A. The Review Report

1. Names of Assessment Team Members

- i. Ms. Ayesha Latif Shaikh
- ii. Ms. Hira Anwar
- iii. Mr. Yousuf Razzak

2. Date of Nomination

18th March, 2016

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

Thirty (30) days

4. Name of Department and Program being assessed

Management Sciences – BBA Program

5. Shortcomings of the PT report

- Correction needed in Standard 1-1, Program Objective no. 2. “....at graduate level” should actually be “post-graduate level”.
- Correction needed in Standard 1-1, Program Outcomes. It says “By fulfilling the educational objectives of the BBA program, students will be able to:” followed by point no.2 “Students should have an exposure to....”. This is not grammatically correct. Point 3. Should start as “Have exposure to diversity, corporate social....”



- Correction needed in Standard 1-1, Program Outcomes. Point 5. Should begin as “Create synergies...” instead of “Creating synergies”.
- Correction needed in Standard 1-1, Program Objectives Assessment. In point no. 4, the ***Improvement Made*** column should add “Regular course projects in marketing which incorporate alumni mentoring sessions e.g. SZABIST Marketing University Challenge in 2013 and 2014.”
- Correction needed in Standard 1-3, Strengths and weaknesses of the program. Weakness no. 1 should be removed because now the permanent faculty strength has been markedly increased to 34 approx. This is the largest faculty in any program at SZABIST, Karachi.
- Correction needed in Standard 1-3, Strengths and weaknesses of the program. Weakness no.3 should be removed because Faculty training is not low any more. It is now raised to moderately frequent level keeping in view the following: i) the Case-based training, June 2015; ii) the Capstone project training, June 2015, iii) the ACCA training for Integrated Reporting on 25th November, 2015, iv) Workshop of Sequential Equation Modeling on 14th April, 2016.
- Missing data in Standard 1-4. ***Drop-Out Ratio of Students Every Semester***- this table is blank with no data.
- Correction needed in Standard 1-4, SZABIST publications. These should be chronologically ordered with most recent first. Currently it is a random list.
- Correction needed in Standard 1-4, page 15, *Upcoming research events* mentioned here is of National Research Conference on Management and Business, 2015. This has already taken place there, its status and details should be updated to describe the actual event and its impact and success factors and the actual number of papers read at this conference and other positive outcomes post event.
- Correction needed in Standard 2-1, part c. Degree Plan. The flowchart has one course name that is incorrect because it has been changed from “*Marketing Research*” to “*Business Research Methods*”. Also, two course names are incomprehensible due to abbreviation i.e. Consumer Behavior (CB?), and *Retail Management* (last part of course name is missing).



- Correction needed in Standard 2-1, part d. Curriculum Course Requirement. On pg.24 under Support Courses – Semester 6 the course name should only be Business Research Methods, delete the name *Marketing Research*.
- Correction needed in Standard 2-2. In the table under Semester column. Change to Semester 2 for the course English Writing Skills and Semester 1 for the course Oral Communication and Presentation Skills. In the column of Course names, change ~~Marketing Research~~ to Business Research Methods.
- Correction needed in Standard 2-7, under *Describe how they are applied and integrated throughout the program?* The first sentence is inadequate. It should say, “The students are introduced to Personal management and Communication course in the first semester to develop *written, verbal and non-verbal* communication skills as well as soft skills.
The second sentence has the wrong names of courses mentioned for first semester and second semester i.e. in the first semester *Oral Communication and Presentation Skills*”, and in the second semester “*English Writing Skills*” is taught.
- **Standard 4-3 d, page 38:** It is stated in the PT Report that there is an in-house psychologist to assist students with their problems. This needs to change in the report as there is no psychologist available on campus.
- **Standard 4-3 e, page 39:** It is stated that “If required, students are helped in preparing an effective resume and appearing for interviews.”



6. Comments on:

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

- Missing information in Standard 2-3 and Standard 2-4. Table A.1, which covers both the standards is **missing** from the SA report.
- **Standard 3 to 5:** Responses are comprehensive as per the guidelines provided in the SA Manual.

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

Authenticity is satisfactory. Data provided seems authentic

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

Missing data under Standard 1-4. Missing summaries for Table 1.5 which is needed because the table construction and figures are not self-explanatory. Moreover, the results of Faculty Survey 2014, Student Survey 2014 and Alumni Survey 2014 have not been summarized nor conclusions drawn from these surveys.

iv. Observations made during the assessment

- Under *Faculty Survey 2014 – Administrative services*, based on feedback received by Assessment team, it should be noted that the faculty housed at Campus 154, in the stand alone chambers, have complained to Administration that the material used to construct those is ASBESTOS, which upon being exposed to heat releases extremely harmful poisonous gases that are cancer causing. The faculty assigned to those offices have brought their grievance to light and duly informed the Administration department. However, no remedy for this serious concern has been devised to date.
- There is no Sick room, nor any on-campus availability of neither a doctor nor a nurse to deal with medical emergencies.
- Standard 3 to 6: Responses in these standards based on survey results were adequate.

Note: Further details are highlighted in hard copy of the PT report.



v. Strengths and weaknesses of the Program

The **strengths** of the program are:

- Faculty trainings have increased in quantity and quality.
- Several undergraduate research theses have been accepted in international journals for publication as well as in International conferences for presentation.
An updated list of these should be added to the Program report.

Weaknesses

- There are *no* Excellence in teaching awards and *no* Excellence in research awards given at SZABIST Karachi, in any program even though it has been mentioned in the Self Assessment Manual , Standard 1-4, bullet point 3 and point 4 on pg. 14 and 15.
- More electives should be offered for specialization and majors as 4 electives are inadequate in context of the rising demand in the corporate sector for specialized knowledge and broader skill-set.
- Single-point teacher evaluation process is inadequate and can lead to biasness. Evaluation is done in the fifth and sixth week of classes giving the late registered students inadequate exposure to teacher capabilities and course content.
- Absence of stricter policies and practices for ensuring student discipline and classroom behavior. This is causing loss of faculty morale and increasing teaching stress.
- BBA Program heavily depends on shared resources.
- Inaccessibility of pertinent data and research that is essential to carry out research (Indexes and Journals are not available and data extraction terminals are not provided on campus)

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

13th July, 2016



B. Criteria Referenced (Rubric) Evaluation of SAR

CRITERIA REFERENCED SELF ASSESSMENT – METHODOLOGY AND EVALUATION TOOL

Scoring of Criterion Items

1. Key areas of each criterion are to be scored normally by considering the approach taken by the university and the results achieved. Maximum score for each item is 5 and the minimum is 1. The visiting team is required to award the score by encircling one of the entries against each item. The total of the encircled values (TV) for each criterion will be determined and normalized in percentages. Each criterion has a weight allocated to it. Scores pertaining to a particular criterion will be the product of TV and its weightage. Following are the guidelines to be used to awarding score to each key area.

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 measurable objectives that support faculty / college and institution mission statements?	5	4	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	4	3	2	1
3	Do these outcomes support the Program objectives?	5	4	3	2	1
4	Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5	Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6	Is the result of the Program Assessment documented?	5	4	3	2	1
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)		37				
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight		18.5				



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)		8				
Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight		5.33				
Criterion 4 – Student Support and Advising		Weight = 0.10				
Factors		Score				
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1
3	Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1
Total Encircled Value (TV)		12				
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight		8				
Criterion 5 – Process Control		Weight = 0.15				
Factors		Score				
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
3	Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
5	Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1



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)		45				
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight		12.27				
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)		24				
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight		10.29				



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)		10				
Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight		10				
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)		8				
Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight		12				

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

= 80.89



C. Assessment Results Implementation Plan Summary BBA Program- Karachi Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. No Excellence in teaching awards and no Excellence in research awards given even though it's mentioned in the Self Assessment Manual , Standard 1-4, bullet point 3 and point 4 on pg. 14 and 15	Such Awards should be introduced as already is the practice in other reputed universities.	Spring 2018	President/ VP Admin and Finance/ VP Academics	Budget
2. More electives should be offered for specialization. 4 electives are inadequate in context of the rising demand in the corporate sector for specialized knowledge and broader skill-set.	Curriculum revision committees should decide and design additional elective courses for each field for majors.	Not to be implemented as the department is already offering higher number of credit hours	-	-
3. Single-point teacher evaluation process is inadequate.	Two point evaluations should be introduced. One at the beginning and one at the end of the semester.	Fall 2018	President/ VP Admin and Finance/ VP Academics	None
4. Absence of stricter policies and practices for ensuring student discipline and classroom behavior. This is causing loss of faculty morale and increasing teaching stress.	Disciplinary policies need to be revised based on recent occurrences of student misconduct. Student's class room behavior and discipline should be evaluated and scored just like teacher evaluation. Also third-party	Already implemented	-	-



	monitoring of class room behavior and discipline should be done.			
5. Absence of faculty exchange program	It is suggested that faculty exchange programs with other local and foreign universities be implemented.	Fall 2018	President/ VP Admin and Finance/ VP Academics	Budget
6. Lack of easy access to essential research data causing setbacks and delays in research efforts	It is suggested that faculty should have complete access to research journals such as J store and ISSRN	Fall 2017	Director IT/Head of Research Committee	-
7. Unavailability of data extraction terminals	It is suggested that in order to improve the quality of research data extraction terminals such as, Bloomberg, Morningstar Direct, FactSet Thomson Reuters' Eikon should be deployed at the campus	Fall 2017	Director IT/Head of Research Committee	-
8. The average class size is 35 with several sections even above this number which hinders the delivery of quality education.	It is recommended that the class size should not exceed 25 students with 30 as the upper limit.	Already implemented	Program Manager	-
9. Absence of a full-time doctor, nurse, psychologist, sick room and basic medical equipment. No measures and SoPs are in place to handle medical emergencies on campus.	A full-time doctor, nurse, psychologist, sick room with basic medical equipment should be arranged.	Spring 2020	Chancellor/President/ VP Admin and Finance/ VP Academics	Budget and Space



10. Lack of training of evacuation in case of emergencies such as, fire, earthquake, terror attack, etc.	Regular drills should be conducted each semester to train students, faculty and staff for evacuation in case of emergencies.	Fall 2018	VP Academics	-
11. The quality of student intake is low.	The quality of student intake should be improved by increasing the rigor of the admission process.	Partially implemented	President/ VP Admin and Finance/ VP Academics	-
12. No medical insurance is provided to faculty and staff.	Medical insurance should be provided to all employees as a benefit which is a common practice in most organizations.	Fall 2018	President/ VP Admin and Finance/ VP Academics	Budget



President's Comments: It is highly recommended that the concerned authorities ensure the implementation of the identified corrective actions. SZABIST BBA program is one of the top programs offered in Pakistan; the smooth implementation will augment the quality and standards of the BBA program. I appreciate the efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of BBA program.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments: The suggestion of Assessment Team will be implemented as soon as possible. A number of shortcomings are identified for instance, there is a need of Excellence in teaching and Excellence in research awards which has been communicated to VP Academics. Many research findings regarding the changes in curriculum will be implemented after the necessary approval of BOS and Academic Council. Other suggestions will be implemented in Phases and as soon as budgetary allocation is available.

Name and Signature:

Dr. Nadeem A. Syed

QEC Comments: The initiation and completion of the Self-Assessment process of BBA program was a significant task, as the assessment highlighted areas of the program that require improvements. The IR/QEC staff is confident that the implementation of the corrective actions will amplify the market standing of the program and students' overall educational experience. The SAR reached its completion with the support of the Head of the Department, Program Managers, the efforts of the Program Team, Assessment Team and the commitment of the IR/QEC staff.

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



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Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

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

Program Team Registration Forms



Registration Form

Program Team

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

Team Leader: _____

Name: Ms. Faiza Sharif

Position: Lecturer

Institution: SZABIST

Contact No: (Office) 85224462(110)

Mobile No: 0333-3322717

Email Address: faiza.sharif@szabist.edu.pk

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

[Signature]

September 16, 2015

(Signature of PT Member)

Date

Approved By: [Signature]

(Head of the Department)

Note: Completed form should be sent to the QEC



Registration Form

Program Team

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

Team Leader: _____

Name: Mr. Sheeraz Khan

Position: Asst. Professor

Institution: SZABIST

Contact No. (Office) _____

Mobile No: 0300-2544799

Email Address: sheeraz.khan

@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.

Sheeraz Khan
(Signature of PM Member)

September 16, 2015

Date

Approved By: _____

(Head of the Department)

Note: Completed form should be sent to the QEC



Registration Form

Program Team

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

Team Leader: _____

Name: Ms. Iffat Zehra

Position: Lecturer

Institution: SZABIST

Contact No: (Office) 111-922-478

Mobile No: 0333-2114592

Email Address: iffat.zehra@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.

Iffat Zehra
(Signature of PT Member)

September 16, 2015
Date

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

Note: Completed form should be sent to the QEC.



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

Bachelor in Business Administration (BBA)-Karachi Campus

Assessment Team Registration Forms



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): BBA Program - Mgmt Sc. Dept.
Team Leader: Ayesha Latif Shaikh
Name: AYESHA LATIF SHAIKH Position: ASSISTANT PROFESSOR
Institution: SZABIST, KARACHI Contact No: (Office) 35824461-63 Ext 139
Mobile No: 0333-2391889 Email Address: ayesha.latif@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.

Ayesha
(Signature of AT Member)

31-3-2016
Date

Approved By: Taqyal 31/3/16
(Head of the QEC)



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

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

Team Leader: Ms. Ayesha Ratif

Name: Ms. Hira Anwar

Position: PM Languages

Institution: SZABIST

Contact No: (Office) Ext 136

Mobile No: 0321-3754096

Email Address: hiraanwar@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.

Hira Anwar

(Signature of AT Member)

Mar 30, 2016

Date

Approved By: Jayal 31/3/16

(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): BBA
Team Leader: Ms. Ayesha Latif Shaikh
Name: Muhammad Yousof Position: ASSISTANT PROFESSOR
Institution: SZABIST Contact No: (Office) _____
Mobile No: 0333-7733226 Email Address: Muhammad.yousof
@SZABIST-
Edo.PK.

Role in Assessment Team:

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

Declaration of the Assessment Team Member:

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

[Signature]
(Signature of AT Member)

31/03/2016
Date

Approved By: [Signature] 31/03/16
(Head of the QEC)