SZABIST

SELF-ASSESSMENT REPORT

MBA- 72 Credit Hours

Karachi Campus

Spring 2016

Table of Contents

SZABIST

SELF-ASSESSMENT REPORT

Executive Summary

Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report

Executive Summary

MBA-72 Credit Hours 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, six programs in the Management Sciences Department, two program in the Social Sciences Department, one program in Mechatronics Department, one program in Media Sciences Department and three programs in Biosciences Department the QEC initiated the Self-Assessment process of MBA-72 Credit Hours 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 December 10th, 2014. Following were the members of the PT:

(i) Ms. Hina Mubeen
(ii) Mr. Owais Raheel

2. Submission of PT Report

The PT submitted the report on February 17th, 2015. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on May 25th, 2016.

3. Nomination of Assessment Team (AT)

The AT was nominated by the Head of IR/QEC, Dr. Muhammad Altaf Mukati on May 30th, 2016. Following were the members of the AT:

(i) Mr. Syed Zulfiqar Ali Naqvi

(ii) Ms. Hareem Siddiqui

4. Date of Submission of AT Report

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

5. AT Findings and Recommendations

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

(i)   The objective no. 3 which addresses tools for efficient and effective decision making is not supported by availability of real world cases. The access of faculty to international magazines and journals is restricted and provide them with quite older versions of articles and papers. It is suggested that subscription/access to digital libraries, recent issues of magazines, journals and research papers should be renewed and provided to the students.

(ii)   Objective no. 5 related to research tools is not supported by the existence of relevant research centers. Also the FYP (research projects) assessment criterion does not seem to be state-of the-art. It is recommended that relevant research centers with appropriate research facilities, recent publications should be made available and students' research projects must be developed and discussed.

(iii)   Objective 6 about entrepreneurial skills is not supported by the existence of any entrepreneurial center and facilities. It is suggested that entrepreneurial center with appropriate facilities must be established at the campus.

(iv)   Course curriculum seems to include still the regular courses offered by similar other universities. It is recommended that more courses related to Analytics and research should be incorporated to add the differentiation factor in the curriculum.

(v)   The course registration criterion is not appropriate. It allows late registration of students in a course, resulting in missing initial classes. This ultimately affects students' performance and clashes with the attendance policy of the institute. To overcome this situation, it is suggested that, in every semester,

the Course registration should be done prior to the commencement of classes.

(vi)   A faculty evaluation criterion seems to be based on a single source i.e. students only. In order to strengthen Faculty Evaluation criteria it is suggested that the Current criteria should be revisited by incorporating more stakeholders' view, to have further authentic feedback on teacher's performance because students cannot solely judge faculty member.

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*.

SZABIST

SELF-ASSESSMENT REPORT

MBA- 72 CH Karachi Campus

Program Team Report

Spring 2016

Table of Contents

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[1]

a. Mission Statements

Mission Statement of SZABIST

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

Department/Faculty Mission Statement

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

Program Mission Statement

The program aims to provide professional business knowledge and skills through quality classroom teaching, real world cases and research project to transform the individuals to work at managerial positions in the business world in their specialized fields.

---

[1] The sources of information are Program Managers

b. Program Measurable Objectives

Master's in Business Administration (MBA) 72 Credit Hours program is intended to:

1. Provide students with a strong foundation in business administration knowledge and skills that emphasize the fundamental concepts and applications.

2. Provide theoretical knowledge of functional areas at tactical and strategic level of local and global organizations.

3. Equip with tools for efficient, effective and ethical decision making in a diverse global business environment.

4. Enhance the knowledge and skills in the specialized field of interest.

5. Acquaint with research tools and research report writing.

6. Develop teamwork, leadership and entrepreneurial skills.

c. Program Outcomes

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

1. Understand core business administration concepts and applications

2. Recognize and respond the financial needs of the organization apply controls

3. Identify key human resource requirements and provide solutions to fill the gap

4. Discover marketing needs and propose specific solutions to the organizations

5. Apply the body of knowledge at operational and tactical level of functional areas of organizations

6. Acquire, assimilate, process and interpret complex information for managerial level decision making

7. Undertake the small scale entrepreneurial challenge in local industry

8. Prepare and present well-organized and effective informational and persuasive presentations.

9. Work within diverse teams and in multi-disciplinary environments

10. Research and present organizational issues at academic and business forums

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

Objective	Alignment with program, and institution mission statement
Provide students with a strong foundation in business administration knowledge and skills that emphasize the fundamental concepts and applications.	Tactical knowledge and fundamental understanding of business world to link with socio-economic system
Provide theoretical knowledge of functional areas at tactical and strategic level of local and global organizations.	Strategic knowledge and high level critical thinking, business acumen
Equip with tools for efficient, effective and ethical decision making in a diverse global business environment.	Quality classroom teaching, real world cases, and research projects
Enhance the knowledge and skills in the specialized field of interest.	Real-world cases in the specialized fields of business and economics
Acquaint with research tools and research report writing.	Conducting state of the art of research in real world organizations by using scientific tools and compete in innovative organizational environment
Develop teamwork, leadership and entrepreneurial skills.	Transforming the individuals to work at tactical and strategic level decision making as the change agent in socio-economic areas.

Table 1.1: Objective is aligned with program, department, and institution mission statements

e. Elements of Strategic Plan

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

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

Diverse curriculum: Keeping in mind that a well-designed academic curriculum needs not only to be comprehensive and effective but also flexible. Therefore, global changes emerge and demands

of the field evolve, the curriculum is revised without losing its commitment to quality. For this purpose, a wide range of core and electives courses are offered to ensure that the curriculum is responsive to the ever changing needs of business field.

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 Management Sciences department 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.

Professional Career building: Executive Development Center (EDC) facilitates arranging Internships for all students and acts as a liaison between the industry and the 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 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 find appropriate candidates for present and future vacancies.

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

f. Program Objectives Assessment

Objective	How Measured	When Measured	Improvement/Issues	Improvements Made
Provide students with a strong foundation in business administration knowledge and skills that emphasize the fundamental concepts and applications.	Course Outline, midterm examination, final examination, assignments and reports	Every Semester	Curriculum needs updation	Curriculum Committees have been formed to bring in new changes.

Equip with tools for efficient, effective and ethical decision making in a diverse global business environment.	Course Outline, midterm examination, final examination, assignments and reports	Every Semester	Need more focus on ethical decision-making concepts and applications	Few topics related to ethics incorporated in the curriculum
Enhance the knowledge and skills in the specialized field of interest.	Practical Reports, Projects and Assignments	Every Semester	Need to bring in guest speakers from industry	Guest speakers are invited to a class session
Acquaint with advanced research tools and report writing.	Final Report	Every Semester	English-writing skills are very limited	Courses introduced to rectify this issue. Further, in discussion to add foundation courses in the first-year of the program
Develop teamwork, leadership and entrepreneurial skills.	Group assignments, final reports and presentation	Every Semester	Need better documentation	Documentation is being provided through course files

Table 1.2: Program Objectives Assessment[2]

Standard 1-2 Program Outcomes (MBA Program) – 72   Credit Hours[3]

a.   Outcomes versus Objectives

PROGRAM OBJECTIVES	PROGRAM OUTCOMES									
	1	2	3	4	5	6	7	8	9	10
1	S	S	S	M	S	M	X	S	M	X
2	S	S	S	S	S	S	S	S	S	X
3	M	S	S	S	S	S	S	S	S	M

---

[2]Table 1.2 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report
[3] The sources of information are Program Managers, Graduating Students Survey, Alumni Survey, and Employer Survey

4	X	S	S	S	S	S	S	S	S	M
5	M	S	S	S	S	S	X	M	M	S
6	M	S	S	S	S	S	M	X	S	M

Table 1.3: Outcomes versus Objectives[4]

Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

b. **Employer Survey[5]**
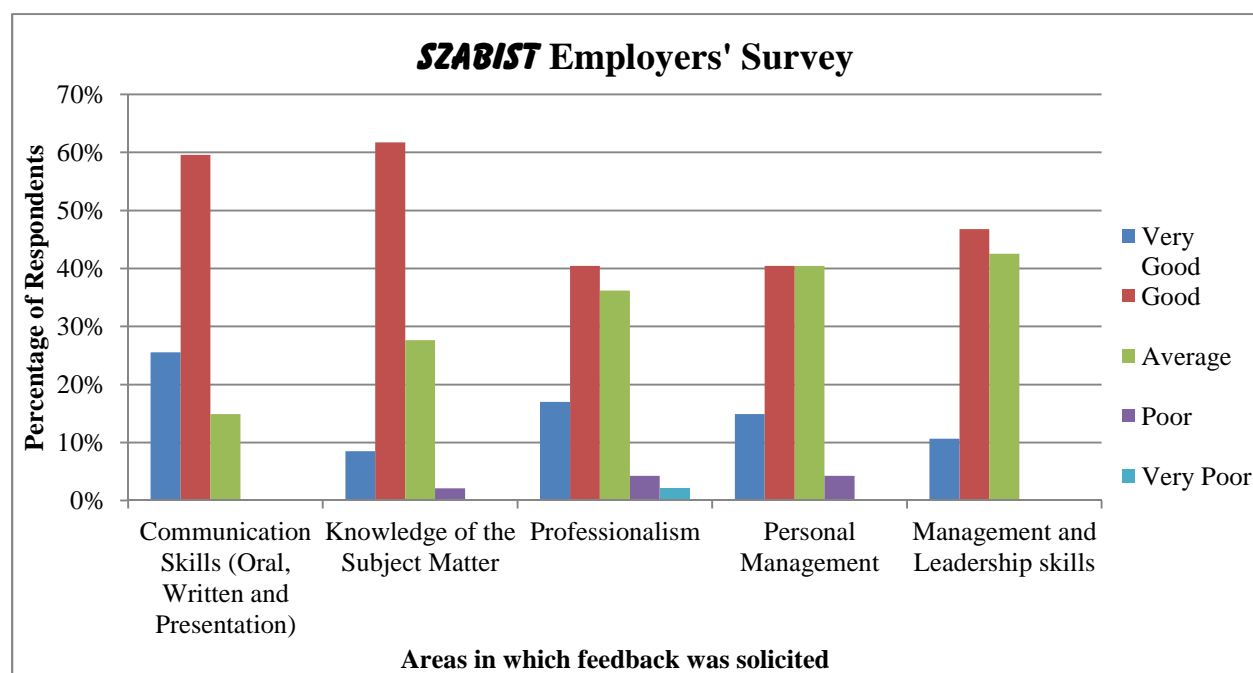
Figure 1.1

---

[4] Table 1.3 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report
[5] The source of information is Employer Survey

c. **Alumni Survey[6]**

SZABIST Alumni Survey
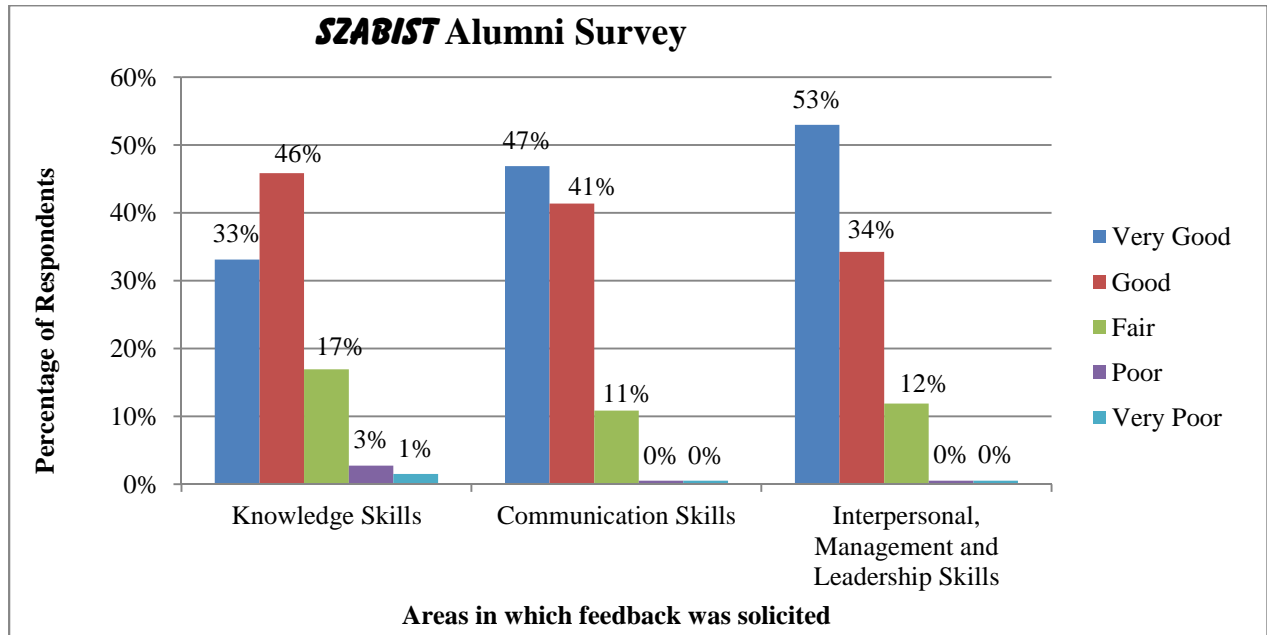
Figure 1.2

d. **Graduating Student Survey[7]**

SZABIST Graduating Student Survey MBA Day
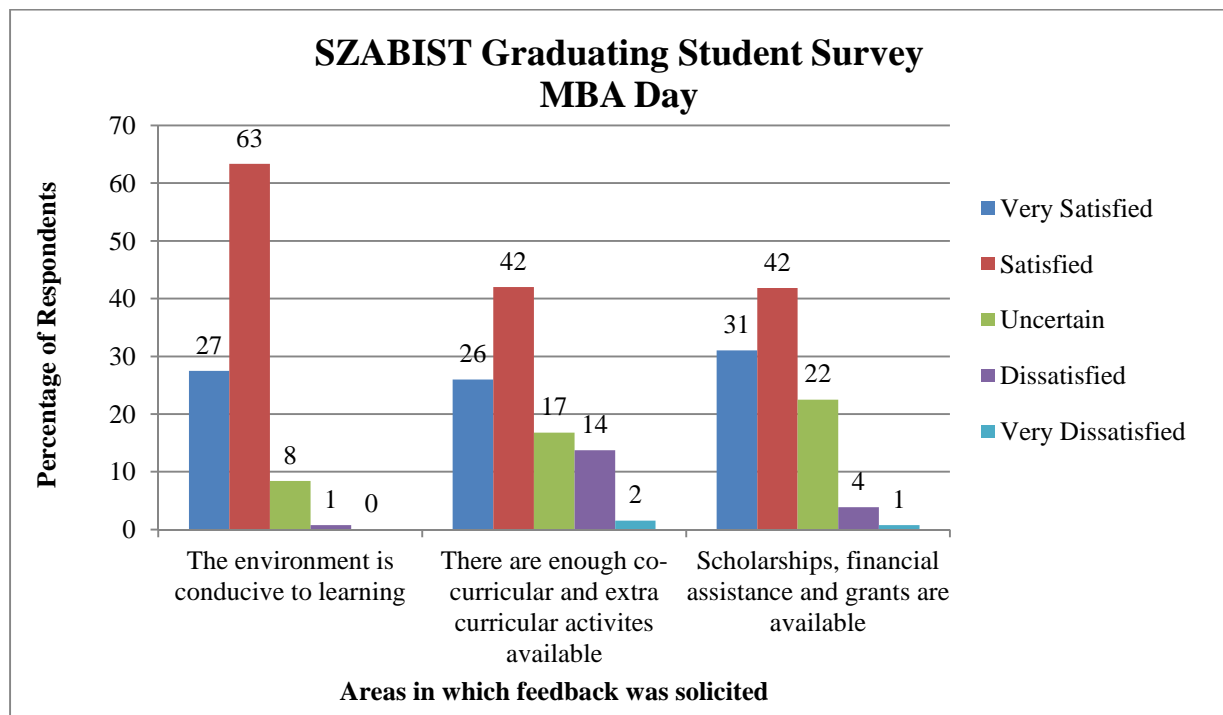
Figure 1.3

---

[6] The source of information is Alumni Survey
[7] The source of information is Graduating Students Survey
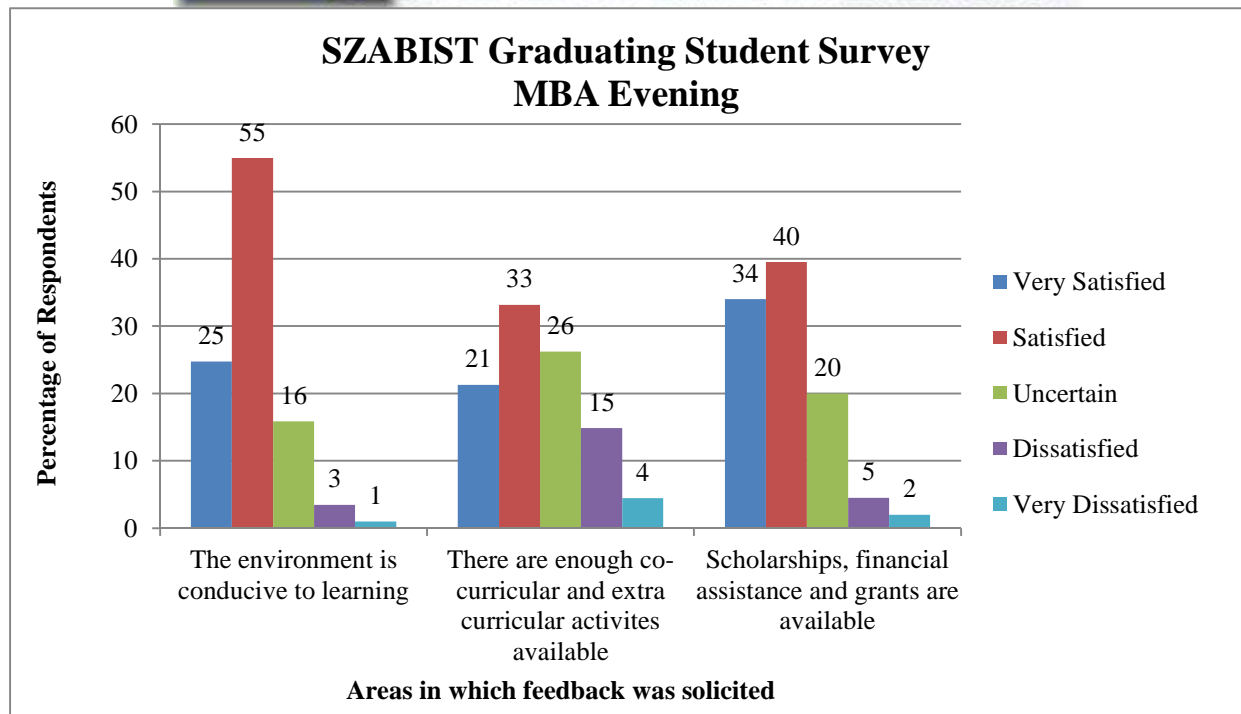
Figure 1.4

Standard 1-3 Assessment Results and Improvement Plans

a. Describe the action taken on the basis of the periodic assessment[8]

Assessments occur periodically in the following manner:

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

b. Describe major future program improvement plans based on recent assessments[9]

Program Improvement Plan based on Recent Assessment

- Enhancing the research skills
- Introducing high level strategic business courses as we have in MBA 36 Credit hour program
- Integrate research project with the areas of specialization by reducing the group size and include industry projects as well along with theoretical and academic research
- Introduce new specialization areas

---

[8] The sources of information are Academic Office and General Administration
[9] The sources of information are Academic Office and General Administration

- Changing course delivery from traditional classroom teaching to case-based teaching methodology

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

c. List strengths and weaknesses of the program[10]

Strengths of the MBA 72 Credit-hour program include:

- Faculty from diverse industry/corporate backgrounds
- Seminars and workshops conducted on a regular basis
- Training opportunities offered to faculty

Weaknesses of the MBA 72 Credit-hour program include:

Lack of additional foundation courses in English and Basic Arithmetic skills

Need to develop practical lab-related skills building exercises in areas of accounting and finance

d. List significant future plans for the program

- Introduce new specialization areas
- Changing course delivery from traditional classroom teaching to case-based teaching methodology

Standard 1-4   Overall Performance Using Quantifiable Measures

a. Indicate the percentage of successful students during study years showing i.e. their average, graduating grade point average per semester, time required to complete the program, drop out ratio of students[11]

➢ **Average GPA**

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	2.94	3.03	3.01	3.02	2.96	3.00	3.00

Table 1.4: Average CGPA

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

---

[10] The sources of information is Program Manager
[11] The sources of information is Academic Office, Dismissal List

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Dropouts	2	4	2	3	1	0	2
Enrollment	154	132	117	101	110	92	117.7
Dropout Ratio	0.013	0.030	0.017	0.030	0.009	0.000	0.017

Table 1.5: Drop-out Ratio

b. Indicate the percentage of employers that are strongly satisfied with the performance of the departments graduates
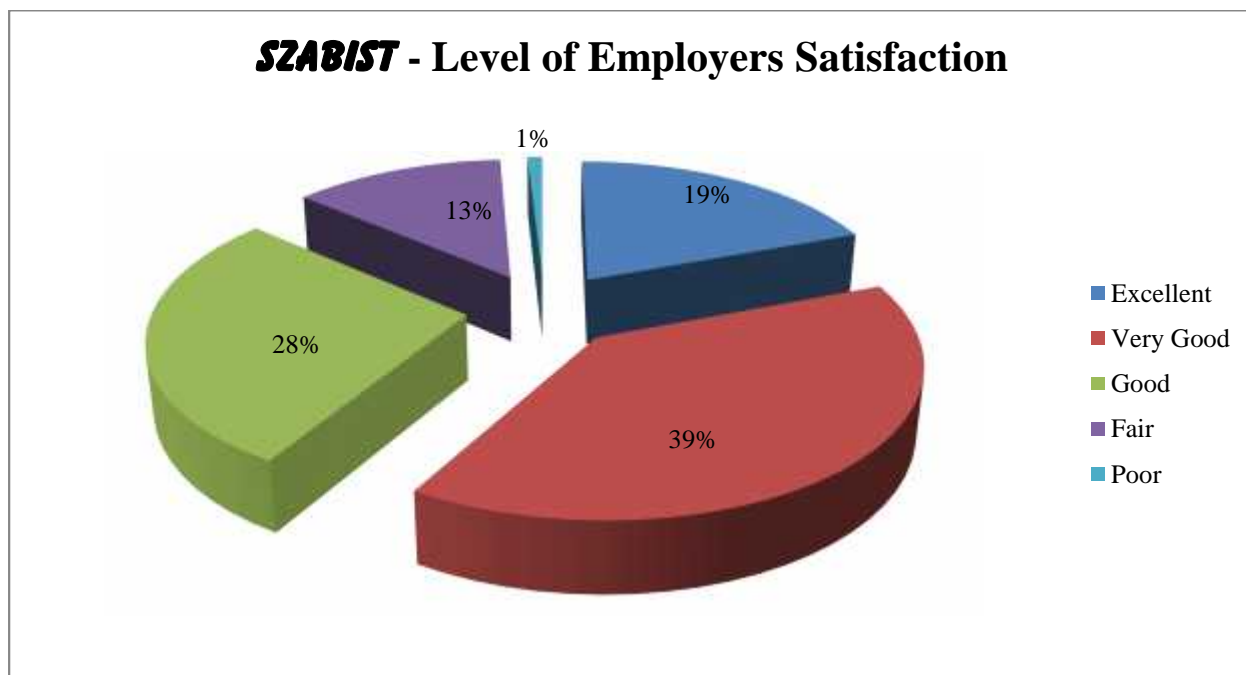
Figure 1.5

As per the above illustration, a very high percentage of the employers i-e 86% (Excellent 19% , Very Good 39% & Good 28%) are strongly satisfied with the performnce of departments graduates.

c. **Percentage of Student Evaluation/Assessment results for all the courses and faculty[12]**

Year	Semester	Faculty & Courses Rating-72 credit hours (Percentages)					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2012	Spring	58	28	14	0	0	0
	Fall	89	0	8	0	3	0
2013	Spring	72	21	4	4	0	0
	Fall	87	0	6	6	0	0
2014	Spring	59	20	9	11	0	0
	Fall	65	31	2	0	0	2
2015	Spring	72	21	8	0	0	0

Table 1.6: Faculty & Courses Rating

d. **Percentage of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research[13]**

SZABIST PUBLICATIONS

   i.   **SZABIST Faculty Publications (Journal & Articles):**

   1. "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, Mr. Riaz Ahmed Mangi and Dr. Amanat Ali Jalbani-SZABIST-Karachi.

   2. "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 www.ijmsbr.com/volume-2-issue-7/, ISSN (2226-8235, Mr. Riaz Ahmed Mangi and Dr. Amanat Ali Jalbani-SZABIST-Karachi.

   3. "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, www.jisr.szabist.edu.pk/jisr-msse, ISSNO: 1998-4154, Mr. Javed Ahmed Qureshi and Dr. Amanat Ali Jalbani-SZABIST-Karachi.

   4. "Exploratory Research On the Experiences of Dropout Customers of Microfinance Bank in Pakistan (2011)," Iram Rani, Dr. Amanat Ali Jalbani, SZABIST, M. K Laghari,

---

[12] The source of information is Academic Office
[13] The sources of information are Program Managers

Interdisciplinary Journal of Contemporary Research in Business, Volume 3, Number 7, January 2012, www.ijcrb.webs.com.

5. Salma Mirza, Nadeem A. Syed, "Money Attitudes in Workforce of Karachi", Journal of Independent Studies and Research, Management, Social Sciences and Economics (JISR-MSSE-ISSN: 1998-4154), SZABIST, Karachi, Volume 7, Number 2, July 2009

6. Imran Umer Chhapra, Asim Mashkoor, Nadeem A. Syed, "Changing Sugar Consumption Pattern in Pakistan and Increasing Sugar Industry's Profitability, Journal of Management and Social Sciences (JMSS), Vol. 6, No. 2, (Fall 2010) pp 52-64, Print ISSN 1814-9790, Online ISSN 2218-631X

   http://www.biztek.edu.pk/downloads/JMSS%206X2/1%20SUGAR%20CONSUMPTION.pdf

7. Muhammad Umair Abbasi, Muhammad Sohail, Nadeem A. Syed, "Talent Management as Success Factor for Organizational Performance: A Case of Pharmaceutical Industry in Pakistan", Journal of Management and Social Sciences (JMSS) Vol. 6, No. 2, (Fall 2010) pp 74-83, Print ISSN 1814-9790, Online ISSN 2218-631X http://www.biztek.edu.pk/downloads/JMSS%206X2/3%20Investment%20Decision%20Driving%20Factors.pdf

8. Yasir Mansoor, Nadeem A. Syed, "Pakistan Marble Industry Challenges: Opportunities for China in Pakistan", Journal of Independent Studies and Research, Management, Social Sciences and Economics (JISR-MSSE-ISSN: 1998-4154), SZABIST, Karachi, Page 43, Volume 10, Number 1, January 2012

9. Abdul Qadir Patoli, Tayyaba Zarif, Nadeem A. Syed, "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, (Fall 2012) pp 31-41, Print ISSN 1814-9790, Online ISSN 2218-631X http://14.192.159.84/qec/JMSS/8X2/4%20IMPACT%20OF%20INFLATION%20on%20tax.pdf

10. Razi Sultan Siddiqui, Nadeem A. Syed, "Global Management Journal for Academic and Corporate Studies (GMJACS) ISSN 2219-6145, Bahria University, Karachi, "Relationship Between Job Satisfaction and Employee Turnover Intention", Page 39, Volume 2, Number 1, 2012

11. Khalil-ur-Rehman Bhatti, Ahsan-ul-Haq Shaikh, Nadeem A. Syed, "Experiential Learning as a HRD Intervention in Public Sector Organizations of Pakistan: A Critical Study" NICE Research Journal of Social Sciences (NRJ), Volume 6, Issue 2013

12. Asif Kamran, Nadeem A. Syed, Khurram Amin, "GDP growth Sources of finance in Pakistan" Proceedings of the Seventh International Conference on Management Science and Engineering Management, Lecture Notes in Electrical Engineering Volume 241,

2014, pp 603-617, Print ISBN 978-3-642-40077-3, Online ISBN 978-3-642-40078-0 http://link.springer.com/chapter/10.1007/978-3-642-40078-0_52

13. Nadeem A. Syed, Noman Khalid, "Strategic HRM Practices in Roche Pharmaceuticals, Pakistan, Proceedings of the Seventh International Conference on Management Science and Engineering Management, Lecture Notes in Electrical Engineering Volume 242, 2014, pp 1067-1077, Print ISBN 978-3-642-40077-3, Online ISBN 978-3-642-40078-0 http://link.springer.com/chapter/10.1007/978-3-642-40081-0_90

14. Nadeem A. Syed, Hira Khalid, "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, Lecture Notes in Electrical Engineering Volume 242, 2014, pp 1139-1152, Print ISBN 978-3-642-40077-3, Online ISBN 978-3-642-40078-0 http://link.springer.com/chapter/10.1007/978-3-642-40081-0_96

15. Asif Kamran, Sobia Shujaat, Nadeem A. Syed, "A Study On Determinants of Unemployment in Pakistan, Proceedings of the Seventh International Conference on Management Science and Engineering Management, Lecture Notes in Electrical Engineering Volume 242, 2014, pp 1337-1348, Print ISBN 978-3-642-40077-3, Online ISBN 978-3-642-40078-0 http://link.springer.com/chapter/10.1007/978-3-642-40081-0_114

16. Nadeem A. Syed, Akbar Saeed, "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, Lecture Notes in Electrical Engineering Volume 242, 2014, pp 1371-1386, Print ISBN 978-3-642-40077-3, Online ISBN 978-3-642-40078-0 http://link.springer.com/chapter/10.1007/978-3-642-40081-0_117

17. Muhammad Kashif Razzaque Khan, Nadeem A. Syed, "Exploring Association of OD Values with Organizational Perceived Effectiveness", Journal of Independent Studies and Research, Management, Social Sciences and Economics (JISR-MSSE-ISSN: 1998-4154), SZABIST, Karachi.

18. Nadeem A. Syed, Sulaiman Basravi, "Human Resource Practices in Karachi Port Trust", Advances in Information Science and Service Science (AISS)): an International Journal of Research and Innovation (ISSN : 2233-9345 (Online)ISSN : 1976-3700 (Print)), which will be indexed by Ei Compendex, Scopus, etc., Paper ID: IC8151-201312200000044 http://www.springer.com/engineering/production+engineering/book/978-1-4471-4599-8

19. An Article on "Voiceless Middle Class" by Dr. Mustaghis-ur-Rahman, Program Manager of MS/PhD, Management Sciences Dept. published in EBR Section in DAWN on December 3, 2012.

20. An Article on "Role of universities in entrepreneurship development in Sindh" by Dr. Mustaghis-ur-Rahman, (Article published in Business Recorder's special edition, December 14, 2012).

21. Dr. Mustaghis-ur-Rahman, 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, no. 1, 129–144.Sage Publications Los Angeles, London, New Delhi, Singapore, Washington DC.

22. Dr. Mustaghis-ur-Rahman, Vishnu Parmar & Rizwan Ahmed, CCBs Contribution in Health Sector to the People of Sindh: Mirpurkhas & Hyderabad, "Interdisciplinary Journal of Contemporary Research in Business" August 2012 Vol 4, No 4 An UK based journal, (First Author) http://journal-archieves22.webs.com/968-990.pdf

23. An Article on "The Adventures into the Unknown" by Saqlain Zaidi, Faculty Member for Media Sciences Dept. in Nukta Art-Biannual Contemporary Art Magazine of Pakistan, Vol. 7 - TWO - 2012.

24. SBPs Home Remittance Policies and its Effect in Pakistan: A Study of the last ten years (2001-2010) by Dr. Mustaghis published in Journal of Independent Studies and Research (JISR-MSSE), ISSN: 1998- 4154, Vol. 10, No. 1 on January 2012.

25. Low Participation of Women in Pakistan: Causes and Consequences by Dr. Manzoor Isran published in Pakistan Journal of Social Sciences (PJSS), Bahauddin Zakariya University, Multan, Pakistan on 28-02-2013

26. Introduction of SAP in Pakistan: Transition towards Market Economy by Dr. Manzoor Isran published in Journal of Independent Studies and Research (JISR), SZABIST on 14-12-2012.

ii.   SZABIST Publications

1. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 10, No. 1, January 2012.

2. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 9, No. 2, July 2011.

3. Proceedings of the SZABIST – Seventeen National Research Conference on Management, Social Sciences, Computing & Economics is in process.

4. List of Publications available in SZABIST Center of Management Development, Vol. 10, No.1, January 2012.

5. SZABIST Graduate Profile Directory 2011 is in process.

6. List of Publication available in SZABIST Center of Management Development, Vol 10. No. 2, July 2012 (May 2012)

7. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 10, No. 2, July 2012.

8. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 10, No. 1, January 2012.

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

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

Type of Activity	Number
Workshops/Seminars/Guest speaker session	6

Table 1.7: Workshops/Seminars/Guest speaker session

f. Faculty and student surveys results to measure the administrative services provided[14]
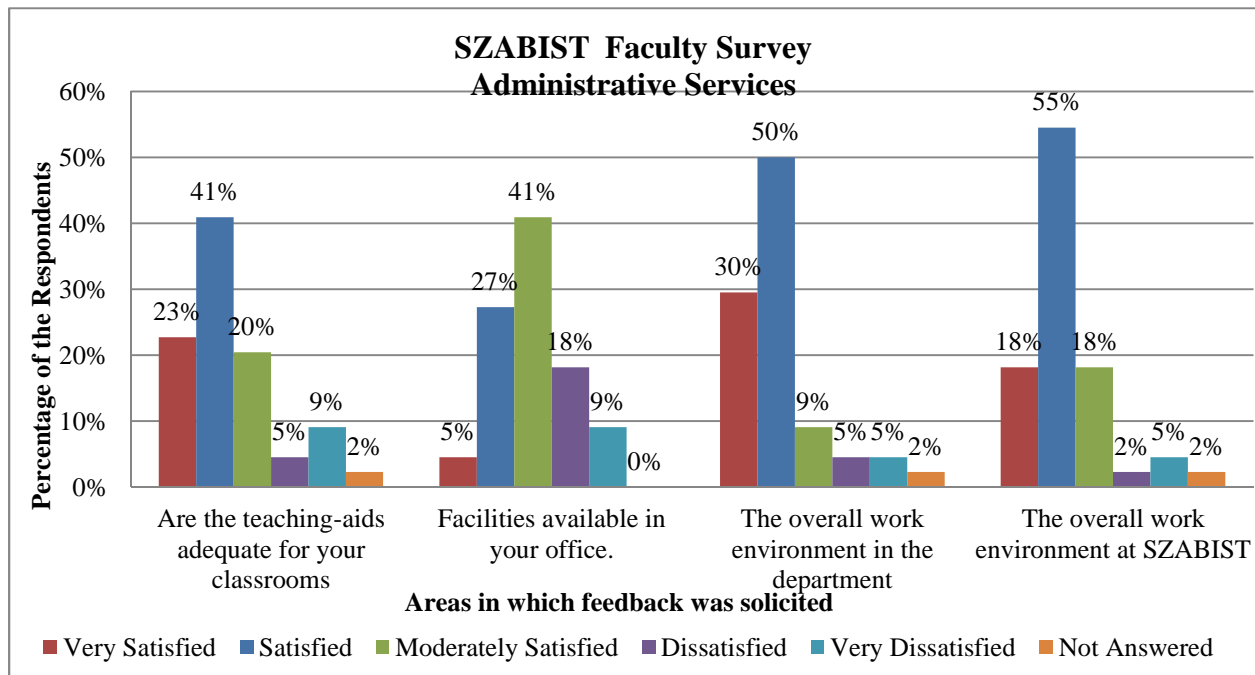
Figure 1.6

---

[14] The source of information is Faculty Survey, Graduating Students Survey and Alumni Survey

SZABIST Graduating Student Survey -MBA Day

Figure 1.7

SZABIST Graduating Student Survey - MBA Evening

Figure 1.8

SZABIST Alumni Survey
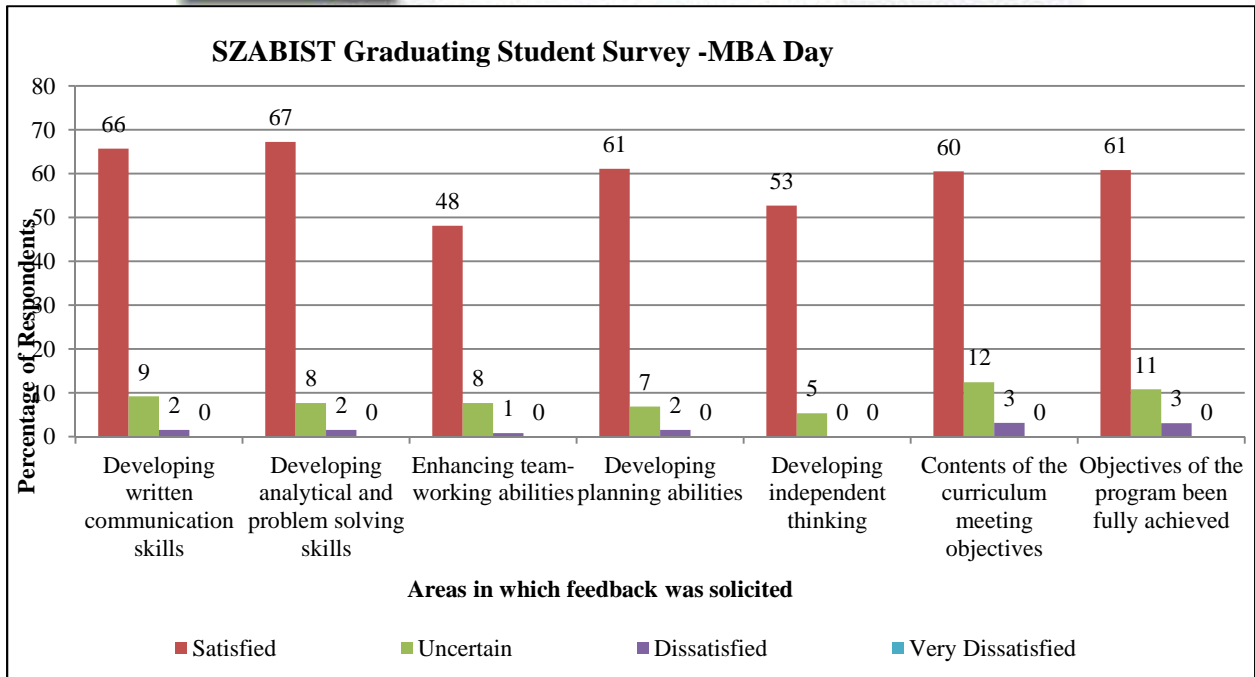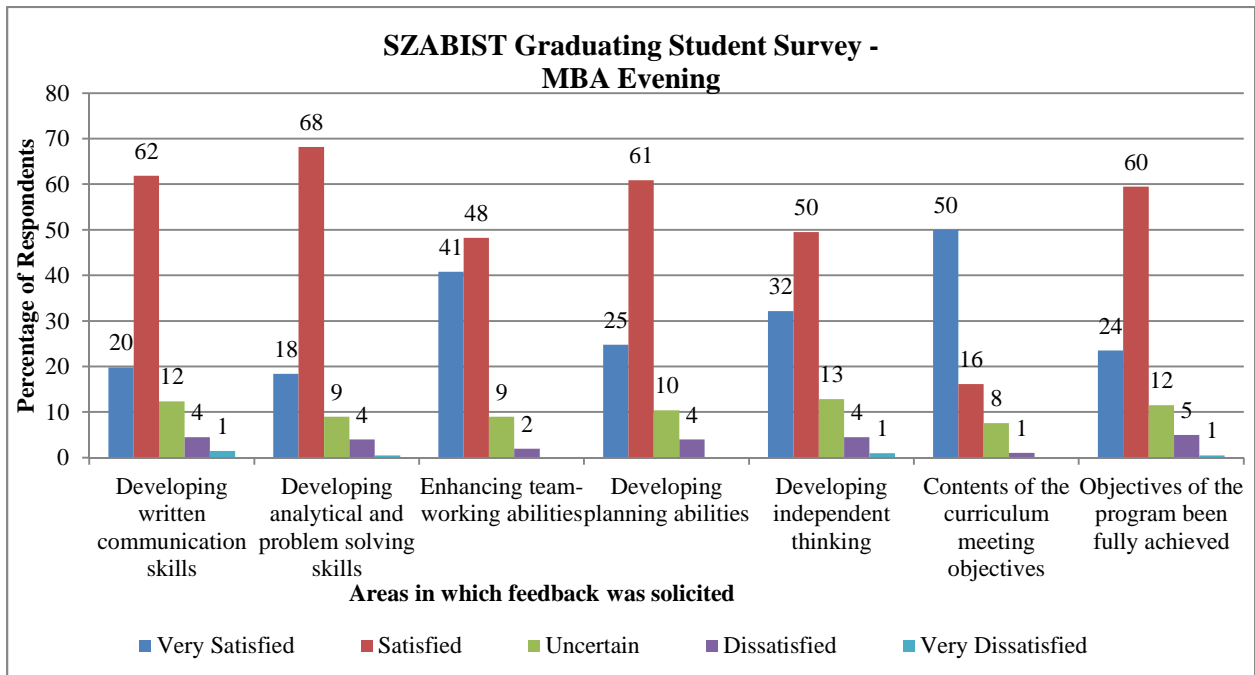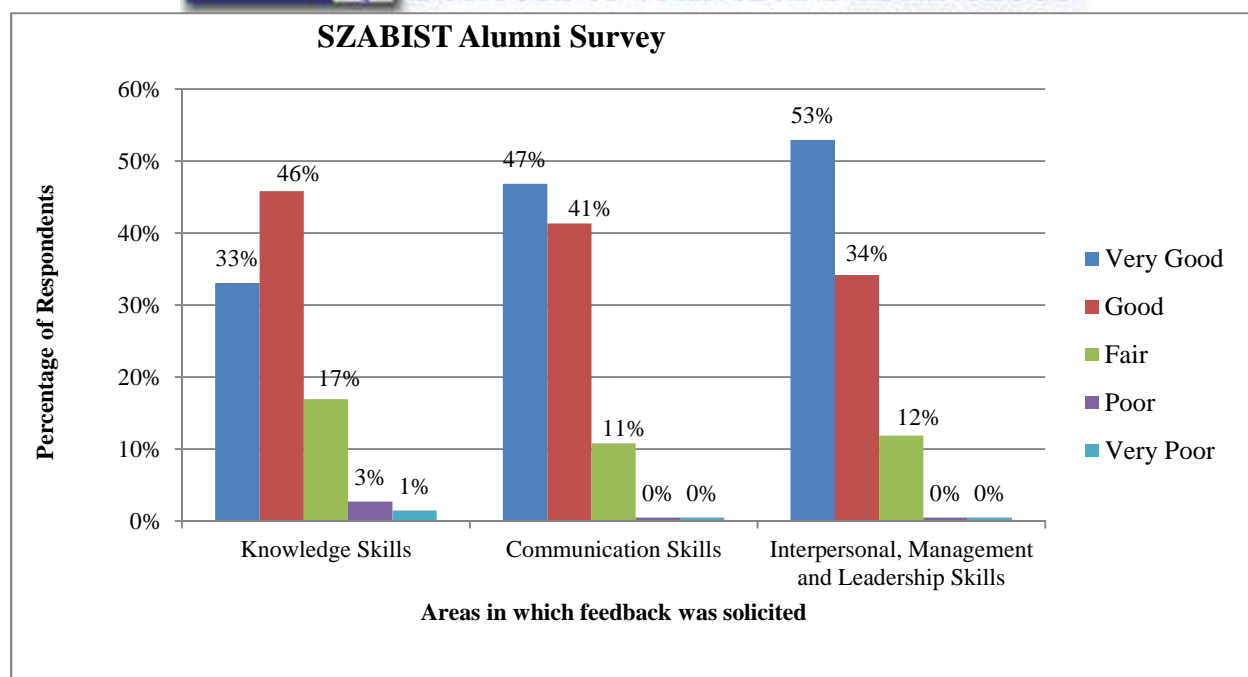
Figure 1.9

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

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

| Standard 2-7 | Communication Skills (Oral & Written) |

Criterion 2: Curriculum Design and Organization[15]

Detailed course plan of MBA 72 credit hours and course outlines of all MBA courses are attached in appendix.

Standard 2-1 Courses vs. Objectives

    a. Title of Degree Program:

MBA Program (72 Credit Hours)

    b. Definition of Credit Hour:

Number of classroom hours per week

---

[15] The sources of information are Program Managers

c. **Curriculum Plan**

SEMESTER – I	SEMESTER – II	SEMESTER – III	SEMESTER – IV
BA5301 Financial Accounting (3)	BA 5105 Financial Management (3)	BA 5208 Strategic Finance (3)	BA 5318 Organizational Development & Analysis (3)
BA5419 Business Management & Ethics (3)	BA 5205 Human Resource Management (3)	BA 5104 Strategic Management (3)	BA 5203 Strategic Marketing
BA 5404 Marketing Principles (3)	BA 5106 Marketing Management	BA 5206 Business Research Methods (3)	BA 5319 Research Project (6)
BA 5305 Stats & Maths for Business (3)	BA 5408 Business Economics (3)	BA 5308International Business (3)	Elective III (3)
BA 5418 Managerial Communication (3)	BA5406 Entrepreneurship (3)	Elective I (3)	Elective IV (3)
BA 5401 Introduction to Business Finance (3)	BA 5403 Managerial Communication (3)	Elective II (3)	

Table 2.1: Degree Plan

Arrow shows the pre-requisite course.

All courses are of 3 credit hours

d. Curriculum Course Requirements[16]

Semester	Course Number	Category (credit hours)		Elective Courses
		Core Courses		
		Business	Support	
1	BA5301	Financial Accounting (3)		
	BA5419	Business Management & Ethics (3)		
	BA5305		Stats & Maths for Business (3)	
	BA5418		Managerial Communication (3)	
	BA5404	Marketing Principles (3)		
	BA5401	Introduction to Business Finance (3)		
2	BA5205	Human Resource Management (3)		
	BA5105	Financial Management (3)		
	BA5408		Business Economics (3)	
	BA5406		Entrepreneurship (3)	
	BA5403		Management Information System (3)	
	BA5106	Marketing Management (3)		
3	BA5104	Strategic Management (3)		
	BA5208	Strategic Finance (3)		
	BA5308	International Business (3)		
	BA5206	Business Research Methods (3)		
	BA5xxx			Elective – 1 (3)
	BA5xxx			Elective – 2 (3)
4	BA5203	Strategic Marketing (3)		
	BA5318	Organizational Development & Analysis (3)		
	BA5219	Research Project (6)		
	BA5xxx			Elective – 3 (3)
	BA5xxx			Elective – 4 (3)
	Total	**48**	**12**	**12**

Table 2.2: Curriculum Course Requirements[17]

*All courses are of 3 credit hours

---

[16] Source: Program Managers
[17] Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report

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

The core courses are specifically designed to provide students with a strong foundation in business administration knowledge and skills that emphasize the fundamental concepts and applications. Advanced courses like Strategic Management, International Business and Organizational Development & Analysis provide theoretical knowledge of functional areas at tactical and strategic level of local and global organizations. Four elective courses cater to enhance the knowledge and skills in the specialized field of interest. Various academic projects and one research project help to develop teamwork, leadership and entrepreneurial skills amongst the students.

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

Table 2.3: Courses versus Objectives

Basic Business Courses: Financial Accounting, Marketing Principles, Business Management and Ethics

Communication Skills Courses: Managerial Communication

Information Technology Courses: Management Information System

Support Courses: Statistics & Mathematics for Business

Advanced Business Courses: Marketing Management, HRM, Organizational Development & Analysis, Entrepreneurship, Financial Management, Strategic Management, Strategic Marketing and Strategic Finance

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

Research Courses: Business Research Methods and Research Project

f. Courses versus Outcomes

Group of Courses	Outcomes									
	1	2	3	4	5	6	7	8	9	10

Element										
Basic Business Courses	✓			✓	✓	✓			✓	
Communication Skills Courses								✓		
Information Technology Courses						✓				
Support Courses							✓		✓	
Advanced Business Courses	✓	✓	✓	✓	✓	✓				
Specialization Courses			✓	✓		✓	✓		✓	
Research courses						✓				✓

Table 2.4: Courses versus Outcomes[18]

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

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

Element	Courses
Theoretical Background	5301, 5419, 5418, 5305, 5306, 5317, 5106, 5401, 5402, 5403, 5404, 5411, 5105, 5205, 5104, 5211, 5406,
Problem analysis and solution (Students select any four courses)	BA5121, BA5122, BA5123, BA5124, BA5129, BA5224, BA5225, BA 5227 BA5132, BA5133, BA5134, BA5135, BA5137, BA5231, BA5232, BA5235 BA5114, BA5117, BA5118, BA5215, BA5216
Research & Applications	BA5206, BA5319

Table 2.5: Standard 2-2 Requirements[19]

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

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

---

[18] Table 2.4 of PT Report is the Table 4.4 and Table 4.5 (Courses versus Objectives Outcomes versus) of AT Report.
[19] Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report

Program	Basic Business Courses	Communication Skills Courses	Information Technology Courses	Support Courses	Advanced Business Courses	Specialization Courses	Research Courses
MBA 72 Credit Hours	BA5301, BA5404, BA5303	BA5317, BA5304	BA5306, BA5403	BA5305, BA5302, BA5402	BA5411, BA5401, BA5106, BA5205, BA5211, BA5406, BA5105, BA5104	BA5121, BA5122, BA5123, BA5124, BA5129, BA5224, BA5225, BA5227 BA5132, BA5133, BA5134, BA5135, BA5137, BA5231, BA5232, BA5235 BA5114, BA5117, BA5118, BA5215, BA5216	BA5206, BA5219

Table 2.6: Standard 2-3, 2-4, 2-5, 2-6, and 2-7

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

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

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

Criterion 3: Laboratories and Computing Facilities[20]

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 MBA 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 computer lab administrator/ IT head.

To handle sudden and abrupt power interruptions, a fifteen 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 have 45 workstations. Lab 4 has 32 work stations, Lab 5 has 32 workstations and Lab 6 has 25 workstations.

---

[20] The sources of information are Manager Systems, Computer Lab staff, Student handbook 2014, SZABIST Prospectus 2014

Lab Title	Lab 1 and 2
Location	90 campus
Objectives	• 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.
MBA 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).
Major equipment	Colored Scanner, Black and White Printer, Colored Printer, Switch Full Deluxe (48 Ports)
Safety regulations	Available

Table 3.1: Computer Labs Information

Lab Title	Lab 3
Location	100 Campus
Objectives	• 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. 46 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
MBA 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, black & white pointer, 46 Desktop PCs, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated

Table 3.2: Computer Labs Information

Lab Title	Lab 4,5 and Lab 6
Location	100 campus
Objectives	• For holding Lab sessions and course related sessions or exams for classes with more than 40 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 60 students at a time. 64 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
MBA 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, 3 Color Printer, 2 Scanner, 90 Desktops, Switch Full Deluxe with adequate ports.
Safety regulations	Available and communicated

Table 3.3: 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. Are the resources available sufficient for the program?

Benchmark with similar departments in reputable institutions to identify shortcomings in laboratory

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

Standard 3- 2 Adequate Support of Personnel for Labs[21]

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 as well.

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

DESIGNATION	NO. OF PEOPLE
Supervisors i. IT head ii. Computer Labs Administrator	1 1
Computer Lab staff i. Laboratory assistants in Lab number 1 and 2* ii. Laboratory assistants in Lab number 3 iii. Laboratory assistants in Lab number 4 iv. Laboratory assistants in Lab number 5 and 6* *Lab 1&2 are interconnected via doorway. Same is true for Lab 3&4 and for Lab 5&6 respectively.	2 (Including Morning and Evening shifts) 2 (Including Morning and Evening shifts) 4 (Including morning and evening shifts) 2 (Including morning and evening shifts)
Attendant	1

Table 3.4: Adequate Support of Personnel for Labs

---

[21] The sources of information are Computer labs administrator, Computer Lab staff, Student handbook 2014, SZABIST Prospectus 2014

COMPUTER LAB SHIFTS per Lab	TIME SLOTS	PERSONNEL
Morning	8.00am – 4.00pm	1
Evening	2.00pm – 10.00pm	1

Table 3.5: Computer Lab Shifts per Lab

Standard 3- 3 Adequate Computing Infrastructure and Facilities[22]

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

No.	Particulars	Quantity
1	Servers	16
2	Desktop Computers	180
3	Video Conferencing Equipment	1
4	Color Scanners	4
5	Printers	9
6	Multimedia Projectors	34
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 3.6: Computer Lab Shifts per Lab

b. **Shortcomings in Computing infrastructure and facilities**

Based on the information given above, it can be concluded the computer lab facilities are adequate and up to par for the MBA 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.

---

[22] The sources of information are Head of IT Department, Manager Systems, Computer lab staff.

CRITERION 4: STUDENT SUPPORT AND ADVISING

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

Criterion 4: Student Support and Advising

Standard 4-1 Sufficient Frequency of Course Offering[23]

a. Provide the department's strategy for course offering

- We offered core courses from the beginning 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 these markets competitive.

- Generally, the class strength is 30 to 35 students.

b. Explain how often required courses are offered

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

- Courses are offered in alternate semesters.

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

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

- Various courses like total quality management, and organizational development and employee management are offered in every semester.

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

- Research project course is offered in every semester to facilitate those students who are taking fewer loads.

c. Explain how often elective courses are offered

- Elective courses are offered for specialization and these are offered in final year.

---

[23] The sources of information are Program Managers

- Electives are offered for instance in Finance and Marketing and students select from the given set of electives courses depending which discipline of Management Sciences they intend to adopt in future.

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

MBA Course Registration Policy in Other Programs is as follows:

- MBA Students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue.

- All elective courses are offered combined for MBA 36, 72, and 90 Credit-hour programs, hence students are allowed to take these electives from all three programs.

- Specific elective courses are co-offered with BBA and in that case BBA and MBA students take the course simultaneously.

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

- MS students are allowed to take specific elective courses in MBA program on the basis of approval MS and MBA program managers.

- Students of MBA are not allowed to take courses in other departments like computer science, social science or media science.

Standard 4-2 Effective Faculty and Student Interaction

Describe how you achieve effective student / faculty interaction in courses taught by more than one person such as two faculty members, a faculty member, and a teaching assistant or a lecturer[24]

We achieve student / faculty interaction through class room discussions and faculty spare exclusive counseling time for individual students.

---

[24] The sources of information are Personal experience and validation from Program Managers

Standard 4-3 Professional Advising and Counseling[25]

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 heads, and orientation, website and ZABDESK guideline.

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

The advising services are provided through Program Managers, faculty, EDC, professional seminars, orientations, workshops, teachers and coordinators.

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

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 appointment. Students can also discuss their problems with program managers when needed.

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

Students can access EDC, student advisors and faculty. We also arrange professional seminars for students in order to interact with market professionals.

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

SZABIST holds memberships of different national and international professional associations for Management Sciences department. For example:

International: Association to Advance Collegiate Schools of Business (AACSB)

National: Management Association of Pakistan (MAP)

Students also 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.

---

[25] The sources of information are EDC, Student handbook, Prospectus, SSC and Convocation.

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

ARRANGING INTERNSHIPS: EDC facilitates arranging Internships for all students and acts as a liaison between the industry and the 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, 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:

- ✓ Resumes writing
- ✓ Mock interview
- ✓ Entry test preparations
- ✓ Queries about jobs and internship placements
- ✓ Professional grooming

JOB PLACEMENTS: We are operating in highly competitive job market with hundreds of graduates vying for the available vacancies for Management Trainee positions. Thus, EDC serves as a liaison between job seeking SZABIST graduates and commercial houses. Wherever possible, companies are urged to come for on-campus recruitment after suitable candidates are lined up. If required, students are helped to prepare an effective resume and also explained the technique of successful interviewing.

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 and it is a useful tool to facilitate job placements, which is a major EDC responsibility.

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 address.

To strengthen the bonds with their alma mater, the alumni are invited as guest speakers on any subject of topical interest before an audience of present students and a dinner for them is periodically arranged as well.

STUDENT GROOMING/ COUNSELLING 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 Dinning Manners; Managing Time; Company Culture; Inter Gender Relations at the Work Place; Road Safety etc. EDC also arranges 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: Plans are to form SZABIST Alumni Association to reach, serve and engage all alumni and to foster a lifelong intellectual and emotional connection between the 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.

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 criteria [26] at the institutional level, faculty or department if applicable

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

MBA Program	Criteria
MBA 72 Credit hours	• 4 year non-BBA degree /non relevant degree/ From HEC recognized university • Minimum 55% marks/ CGPA of 2.5

Table 5.1: Admission Criteria

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

Continuing of Education for Higher Degrees:

Students completing their MBA from SZABIST and desiring to continue their studies in the MS/PhD Program should fill out a Program Continuation Form and submit to the Admission Office during their graduating semester. All pre requisites have to be completed before advancing to a higher degree program. Updated documentation will be required and a new registration number will be allocated at the time of registration.

Re-admission after Dismissal:

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

---

[26] The sources of information are Manager Admissions, Student Handbook 2011, and SZABIST Prospectus 2011.

b. The Admission Process Flowchart
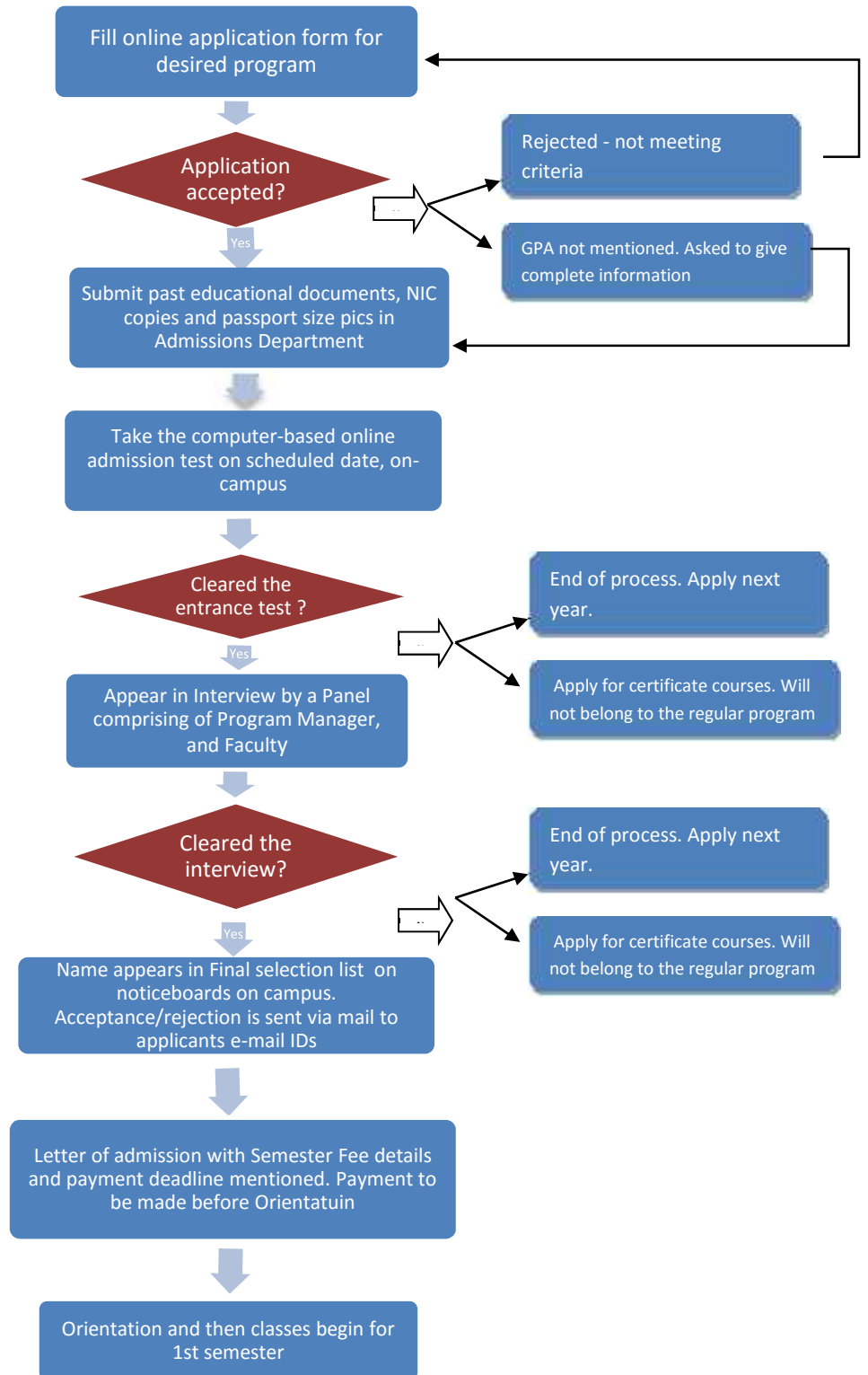
Figure 5.1

c. Describe policy regarding program/credit transfer

External Transfer policy:

Transfer into SZABIST can only be accepted for candidates who have studied or are currently studying at HEC recognized universities. Transferring credits must have a minimum letter grade of B or above (or 80% marks). The request for transfers must be made at the time of admissions; the maximum time limit to transfer courses is two years. Candidates will be required to clear all SZABIST admission requirements. From the next upcoming admission period for Fall 2012, the following policies will be followed:

For 72 Credit hour MBA Program	A maximum of up to 36 credits (or 6 courses) may be considered for transfer into the MBA Program. Research project course is not transferable.

Table 5.2: External Transfer Policy

Internal Transfer policy:

For transfer candidates from other SZABIST campuses, the candidates must fulfill the admission requirements of the local campus they wish to transfer into.

All courses / grades are transferable. A transfer admission fee will be applicable for students transferring from any other SZABIST Campus. The candidate is required to fill the Campus Transfer Form.

For transfer candidates from the SZABIST Certificate Programs all courses having a letter grade C or above for the MBA program are transferable. No transfer courses are allowed in the EMBA Program. However, the EMBA Program from SZABIST is transferable into the regular MBA program at SZABIST.

d. 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 and as frequently as twice a month.

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)   Form for MBA Admission has been improved to allow for easy indication of credit hour program given to each candidate based on his past qualification.

iii)   Storage facility for Admission department has been provided with plans to extend it further in the future.

Standard 5-2 Registration and Students[27]

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

Students Registration Process:

Students must register through ZABDESK, the automated SZABIST Online Registration System.

The Academics department sends an email to the committee and sms' to student e-groups, and puts up notices on boards all over campus, explaining the ZABDESK registration process, the last date for registration and the fine for late registration.

Course registration is started one week before the semester starts and is closed one week after semester begins. In the 3rd week a list is generated of students attending courses cross-sectionally and those attending courses with incomplete requisites. The same are asked to deregister from the incorrectly opted course.

Online registration is closed one to two weeks after semester begins and then manual registration is allowed from the main Academic's office upon payment of a late registration fine of Rs. 1000. A deadline for late registration is maintained after which no registration is be allowed.

Students who have not registered are not allowed to attend classes. Registered Students who have paid the fee but have remained absent for three classes are forced to de-register from the course during the fourth week.

Termination of Registration Process:

During the first semester only one course withdrawal is allowed. For second semester and onwards, withdrawal of max 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 Coordinator 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**

Monitoring Student Progress:

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

---

[27] The sources of Information are Academic Policies and Guidelines for Faculty, Student Handbook 2014; and Academics department personnel.

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 MBA program is administered in the 8th session. The mid-term exams account for 20-25 per cent of the final grade and the maximum duration is 2 hours.

The Final Exam is generally of two-and-half to three hours duration. Please note that depending on the course content, Test/Examinations could be a combination of written and practical or multiple choice questions.

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

Passing Grades:

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

Student may get attendance waiver in D grades, provided the same faculty member is teaching the course. Otherwise attendance waiver approval is required from the Coordinator/Dean.

Probation & Dismissal on Academic Grounds:

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

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

Evaluation of Registration and Student Monitoring Process

The Student Registration and Student Progress Monitoring processes are regularly reviewed in ZABDESK through Program Manager.

Academic Heads meeting, held once 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 Process[28]

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

Faculty Recruitment Process

Currently the practice is that the Human Resource department of SZABIST advertises the faculty positions every semester through leading newspapers, and SZABIST website for online applicants. Human Resource department sets up a committee for short listing the suitable candidates and then sends interview calls. Selection committee, consisting of the Head of Program, Program Manager and senior faculty conducts the interview of shortlisted candidates and further shortlists the suitable candidates for demo lectures. It will be a mandatory demo lecture. At the end of the lecture and based on the evaluation criteria, faculty will hired and HR will send them the offer letter for faculty position.

---

[28] The sources of information are Dean of Program, HR Department.

b. Faculty Recruitment Process
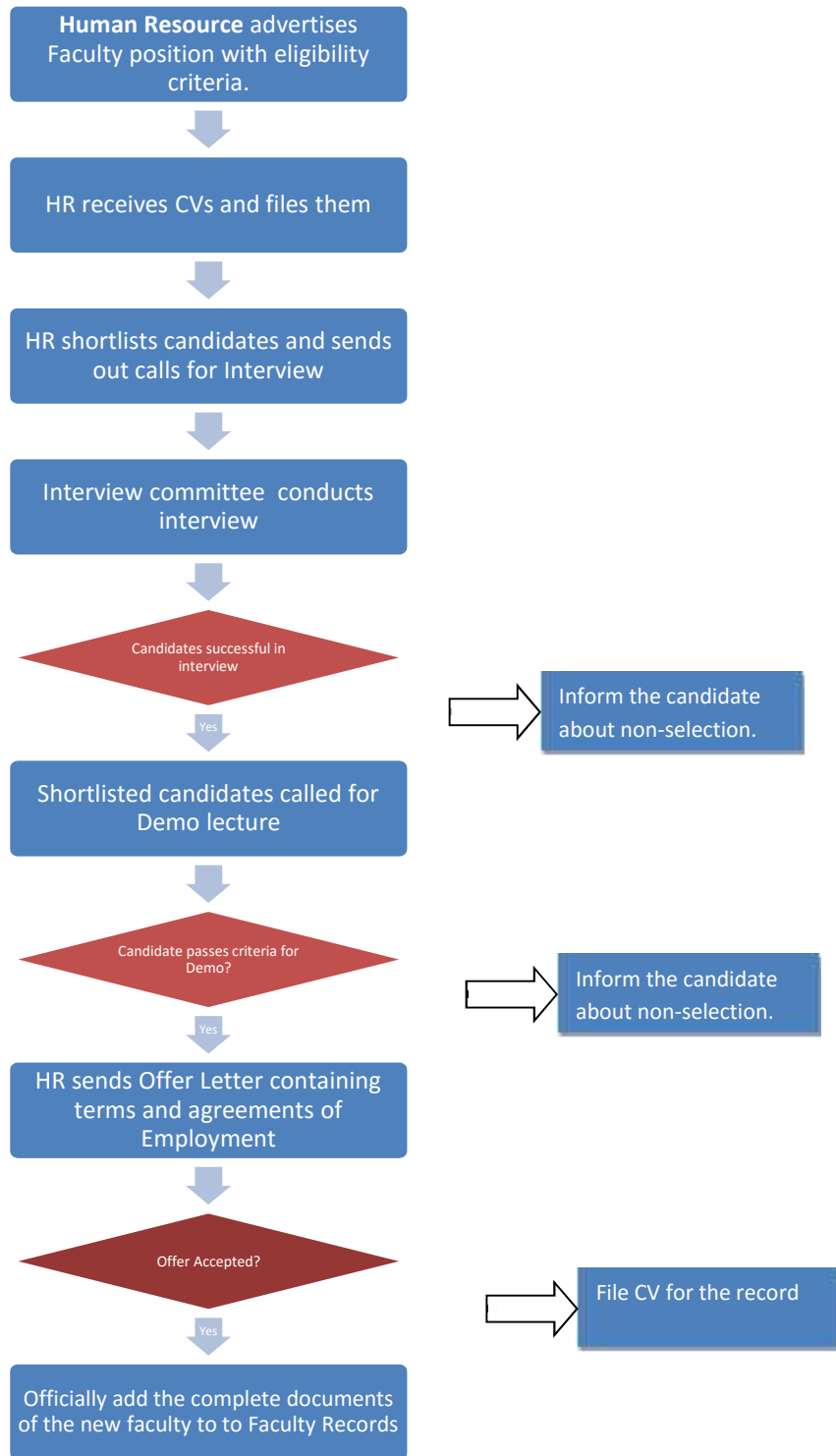
Figure 5.2

c. Indicate methods used to retain excellent faculty members

Faculty Retention Methods and Measures[29]

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

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

i)	Highly competitive salary packages.
ii)	Flexible working hours within a given work week.
iii)	Newly hired faculty is eligible for the Continuing Education benefit from day one.
iv)	While doing MS under Continuing Education benefit, faculty may get promoted and salary may be revised.
v)	Car Loan Financing
vi)	Provident fund
vii)	Annual Bonus
viii)	Annual raise to counter inflationary effect.
ix)	Performance Increment policy
x)	Capacity Development programs/ workshops
xi)	Fully funded trip for presenting own research paper at any Research Conference within Pakistan (once in a year).
xii)	Partially funded trip to an international research conference to present a research paper, (once in 3 years).
xiii)	Health benefits
xiv)	Publication honorarium,
xv)	Thesis and dissertation advisor / committee member honorarium and much more.

---

[29] The sources of information are Dean of Program, HR Department

d. Indicate how evaluation and promotion processes are in line with institution mission statement[30]

The Faculty Evaluation and Promotion Process is duly in line with SZABIST's Mission Statement. Feedback is discussed with each individual faculty member by the HoD.

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 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 at the end of March and the procedure is well-established. Further improvements in the past year have been made in the official procedure of Performance Appraisal. Forms have been amended. Moreover, training of employees and appraisers is under considered by HR dept. for better understanding of evaluation criteria by all concerned.

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

---

[30] The source of information is HR Department

Standard 5-4 Effective Teaching and Learning Process

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

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

Class size is limited to only 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 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 entire above are planned in line with the Learning Outcomes that are clearly stated in the Course Outline at the beginning of the semester.

   b. **Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process[31]**

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

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

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

---

[31] The source of information is Academics Department

Standard 5-5 Program Requirements Completion Process

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

Standards and Documented Procedures to ensure Completion of Degree Program Requirements

Minimum GPA to graduate is 2.0 for MBA.

MBA Program	Requirement for Completion of Degree
MBA 72 Credit hours	• Duration of MBA is 2 to 2.5 years • 24 MBA courses (72 credits) • An Internship of 6 weeks • Clear the SZABIST Comprehensive exam. • Max. duration to complete this degree is 5 years

Table 5.3: Requirement for Completion of Degree

One year is the maximum time allowed to a student for improving grades after completion of the course work. The maximum time allowed to complete the graduate program is 5 years.

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

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

Periodic Evaluation of above Procedure and its Improvement

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

CRITERION 6: FACULTY

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

Criterion 6: Faculty

Standard 6-1 Program Faculty Qualifications and Number

a. Faculty resumes

Launched

b. Faculty distribution by program's areas[32]

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
Accounting and Finance	12 courses approx./12sections	9	1
Marketing	10 courses approx./10 sections	9	1
Management	12courses approx./12 sections	16	2
Economics	2 courses/ 3 sections	2	1
Information Technology	0	2	0

Table 6.1: Faculty distribution by program's areas[33]

Standard 6-2 Current Faculty, Scholarly Activities and Development[34]

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

The criteria for the faculty to be current:

    i)   Participating in academic events like seminars / sessions

    ii) Participating in academic and industry conferences / workshops

    iii) Presenting and publishing papers in conferences / colloquium / monographs

    iv) Publishing research papers in local and international journals

    v) Publishing articles in newspapers and magazines

    vi) Conducting trainings and workshops

---

[32] The source of information is HR Department
[33] Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report
[34] The source of information is HR Department

vii) Supervising research at bachelors and masters level

viii) Supervising research at MS / PhD level

ix) Pursuing further education in their specialized field

x) Incorporating their research and otherwise learning into their teaching through content and methodology

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 Head of the Department (Management Sciences) to accommodate other institutional activities, such as research. At the moment, Management Science Department has 26 full-time faculty including 4 PhDs

b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.

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

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

- For professional development purposes, full time faculty members are eligible to enroll in Postgraduate programs free of charge. Additionally, faculty members are encouraged to actively participate in research activities through incentive of reduced teaching load. At present, around 10 full time faculty is enrolled in PhD program, that will be greatly benefit both the department and faculty, individually as through active research they are in continuous process of updating their skills to keep abreast of contemporary and future challenges.

- Faculty is permitted to go on "study-leaves" overseas to attain scholarship in their respective discipline.

- Additionally, faculty is nominated to attend seminars and workshops routinely held within Karachi city and nationally to update and enhance their knowledge in their core teaching areas.

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

Every month an academic heads meeting involving Deans/Head of Departments and coordinators of all programs is held, this meeting is presided by Vice President (Academics). Additionally, regular monthly meetings are scheduled between faculty, program managers 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, program managers interact with faculty to optimize student's learning experience.

Standard 6-3 Faculty Motivation and Job Satisfaction

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

The following elements are routinely incorporated to measure faculty motivation:

- Cordial working environment
- Flexible faculty timings
- Annual and casual leaves
- Performance-based increment and annual bonus
- Loan facility
- Continuing Education with waiver on tuition fees
- SZABIST Employees Housing Society (SECHS)
- Annual picnics and social gatherings
- 50% fee concession for children of employees

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.

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

c. **Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction[35]**
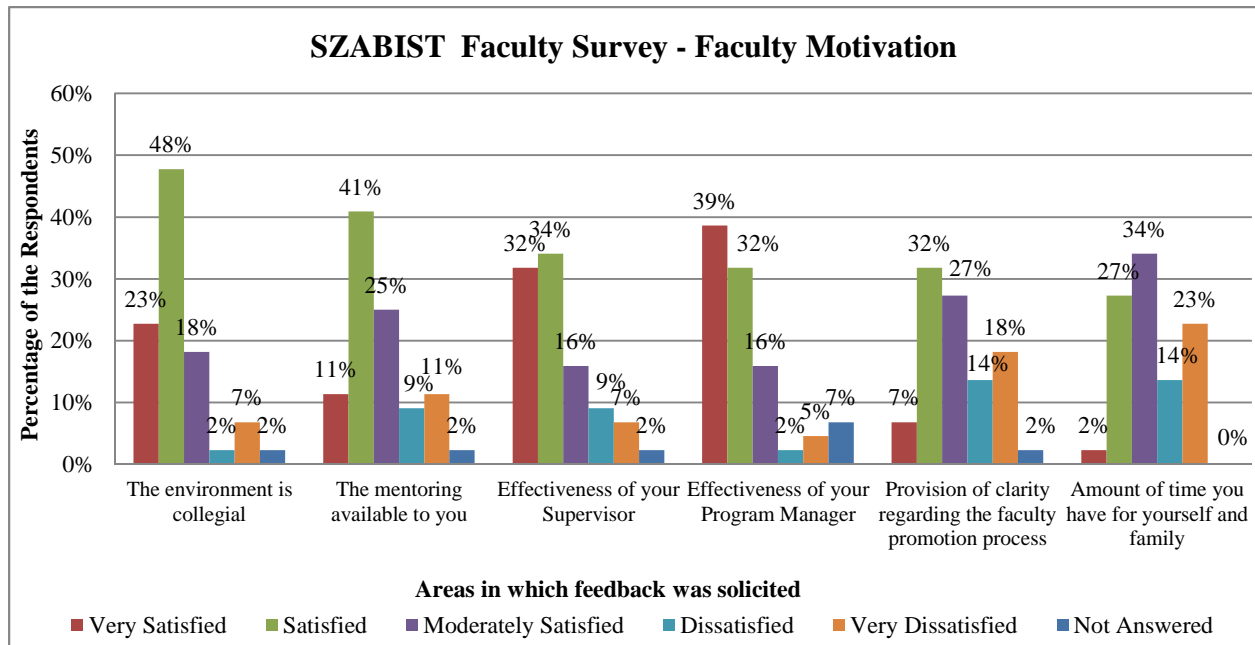
Figure 6.1
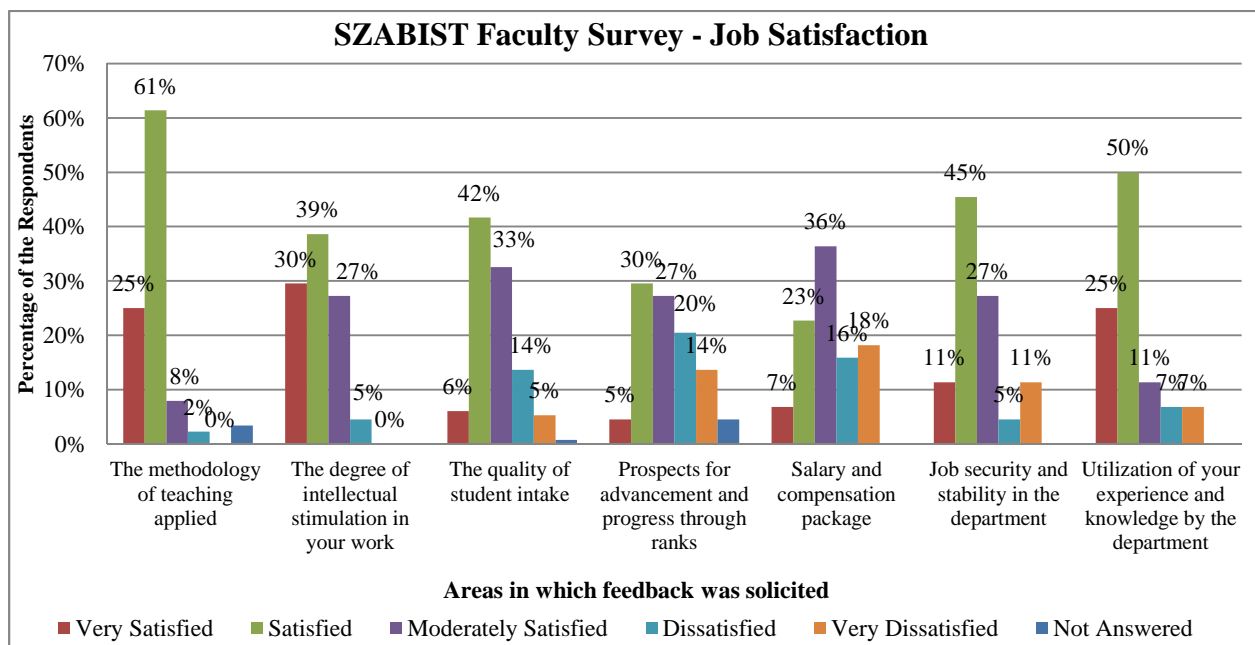
Figure 6.2

---

[35] The source of information is Faculty Survey

Standard 6.4 Management Sciences Faculty

Management Sciences

Dr. Nadeem A. Syed
Professor & MS/PhD. Program Manager
PhD (Aquinas University), Phillipines
Human Resource

Dr. Mansoor Ali Isran
Professor
PhD (Shah Abdul Latif University)
International Relations

Muhammad Zaki Rashidi
Associate Professor & Editor JISR MSSE
PhD SZABIST
Management

Jamil Ahmed
Assistant Professor & EMBA Program Manager
MS (SZABIST)
Finance

Masood Ahmed
Assistant Professor & MBA Day Program Manager
MS (SZABIST)
Management

Kumail Raza Hemani
Assistant Professor & MBA Evening Program Manager
MBA (IBA)
Management

Shehla Najeeb Siddiki
Assistant Professor
BABS Program Manager
MS (SZABIST)
Management

Wajeeha Fatima Javed
Assistant Professor, Head of Student Support Services & Program Manager (3 & 4 Years)
MS SZABIST
Marketing

Fahad Kamal Zuberi
Assistant Professor & BBA Program Manager (1 & 2 Years)
MBA (SZABIST)
Marketing & HR

 Dr. Jawaid Ahmed Qureshi
Assistant Professor,
PhD SZABIST
Management

Hina Mubeen
Assistant Professor
MS (SZABIST)
Human Resource Management

S. M. Ahsan
Assistant Professor
MA (Vanderbilt University) USA
Economics

Subeika Rizvi
Assistant Professor
MBA (IBA)
Finance and Management

 Faryal Salman
Assistant Professor
MS (SZABIST)
Marketing

Ayesha Latif Shaikh
Assistant Professor
MS (SZABIST)
Marketing

Ambreen Ahmed
Assistant Professor
MS (Assistant Professor)
Management

Saima Hussain
Assistant Professor
MS (SZABIST)
MIS& Marketing

Salma Rehman
Assistant Professor
MPil (Iqra University)
Marketing & Research

Zubair A. Shah
Assistant Professor
MBA (Troy University) UK
General Business

Dania Majeed
Lecturer
MSc. (University of Karachi)
Applied Mathematics

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 learning[36]

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	180
3	Video Conferencing Equipment	1
4	Color Scanners	4
5	Printers	9
6	Multimedia Projectors	34
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.	

b. Indicate how adequate the facilities are[37]

We have state of the art facilities at our campus to meet the present and future demand. For instance, we have an **Online University** compromising of Application and Storage servers.

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 students and faculty access through the Internet.

Storage Server:

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

---

[36] The sources of information are Head of IT Department, Manager Systems, Computer lab staff.

[37] The source of information is IT Department

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

Standard 7-2 Library Collection and Staff[38]

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. 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			
No.	Particulars	Quantity	
1	Printed Form		
	A. Management Sciences Books	5,188	
	B. Reports	1,699	
	i. Independent Study		432
	ii. Project		1,214
	iii. Thesis		53
	C. Journal/Magazines (Subscribed)	14	
	D. Newspapers (Daily)	10	
2	Digital Form		
	A. E-Books	816	
	B. CD's	624	
	i. Books Related		551

---

[38] The source of information is Librarian

	ii. General		73
	C. Audio/Video Cassettes	133	
	D. Journal/Magazines (Online)	4,291	
	E. Access to Online Journals		
	i. HEC Digital Library	Yes	
	ii. EBSCOHOST	Yes	

Table 7.1: Support Facilities

b. Describe the support rendered by the Library

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

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

Train library users to effectively search the Library catalogue, Internet and other electronic resources.

Book and other reading material lending services

Receiving and persevering all reading material

Information access in digital form

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

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 7.2: Library Resources

Standard 7-3 Class-rooms & Offices Adequacy[39]

a. Describe the adequacy of the classrooms

Class rooms are well equipped with

- Multimedia projector,

---

[39] The sources of information are Student handbook, Prospectus, SSC and Convocation

- PCs' with internet connections,

- Sound system and

- 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 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.

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 Resources[40]

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

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

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

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

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

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

b. Describe the level of adequacy of secretarial support, technical staff and office equipment[41]

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

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.

---

[40] The sources of information are HR Department, and Vice President (Academics). For further details please see section 5-3 and 6-3.
[41] The Source of information is Academic Staff

Standard 8-2 Number and Quality of GSs, RAs and PhD Students[42]

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

Number of Graduate Students

Year	No. of Graduates
2012-13	37
2013-14	54
2014-15	30

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	0.83 : 1
2013-14	1.28 : 1
2014-15	0.64 : 1

Table 8.2: Graduate Faculty Ratio

Number of Faculty

Particulars	Faculty		
	2012-13	2013-14	2014-15
Total Number of Faculty	**44**	**42**	**47**
Full Time faculty	29	24	31
Adjunct Faculty[**,***]	15	18	16

Table 8.3: Number of Faculty

* Graduates / Faculty of MBA-72 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

---

[42] The sources of information are ZABDESK and HR Department

Standard 8-3 Financial Support for Library and Computing Facilities[43]

a. Describe the resources available for the library

Particulars	Budgetary Allocation (Rupees)		
	2012-2013	**2013-2014**	**2014-2015**
Library	2,940,000	4,350,000	5,860,000

Table 8.4: Resources available for the library

b. Describe the resources available for laboratories

Not Applicable on MBA 72 credit hour program

c. Describe the resources available for computing facilities

Particulars	Budgetary Allocation (Rupees)		
	2012-2013	**2013-2014**	**2014-2015**
Computing Facilities	12,566,500	13,238,000	17,226,000

Table 8.5: Resources available for computing facilities

---

[43] The source of information is Finance Department

SZABIST

SELF-ASSESSMENT REPORT

MBA- 72 CH-Karachi Campus

Program Self-Assessment Checklist

SZABIST

Guidelines for Program Team Report and QEC Review

Program: <u>MBA- 72</u> CH Karachi Campus

Prepared by QEC Staff:

Ms. Riffat Mughal

PROGRAM SELF ASSESSMENT CHECKLIST

The following is a summary checklist of the main criteria and the associated standards that need to be addressed in the program self-assessment report.

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

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

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

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

SZABIST

SELF-ASSESSMENT REPORT

MBA- 72CH Karachi Campus

Assessment Team Report

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

MBA- 72CH 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. Dr Zulfiqar Naqvi
    ii. Ms Hareem Siddiqui

2. **Date of Nomination**

    31st May 2016

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

    Ten (10) days

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

    Management Sciences & Master of Business Administration 72 Credit Hours

5. **Shortcomings of the PT report**

    Report is well prepared, highlighting the various aspects of the program, however there are minor technical shortcomings in the report which are:

    - Standard 1.1 (a) Old Mission of Institute and department is mentioned
    - Standard 1.1 (f) Objective 2 is missing
    - Standard 2.1 (c) Wrong pre-   requisite for   Strategic Marketing is written
    - Standard 4.1 (a) Course and Curriculum Review criteria is not mentioned
    - Standard 5.2 (a) Process of registration
    - Standard 6.2 (a) Current faculty scholarly activity
    - Standard 6.2 (c) Faculty development program
    - Standard 6.4 (a) List of faculty members is not updated

Rephrasing needs to be done extensively and on various places there are major grammatical errors which are accordingly mentioned in the Program Team Report

6. Comments on:

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

Quite relevant, but still some shortcomings observed.

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

Authenticity of the information was verified from the respective sources of the data mentioned in the report.

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

Summaries provided are adequate but lack updated information.

iv. Observations made during the assessment

This is an extensive report but still needs to:

1. Incorporate Updated information,
2. Add relevant criteria for various evaluation processes and
3. Address shortcomings mentioned in the Assessment report

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

v. Strengths and weaknesses of the Program

Strength:

- Sufficient Qualified Faculty members.
- Program is aligned with the current corporate requirements.

Weakness:

- Number and size of classrooms are insufficient as compared to the strength of the students in the program

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

27th 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 items is 5 and the minimum is 1. The visiting team is required to award the score by encircling one of the entries against each item. The total of the encircled values (TV) for each criterion will be determined and normalized in percentages. Each criterion has a weight allocated to it. Scores pertaining to a particular criterion will be the product of TV and its weightage. Following are the guidelines to be used to awarding score to each key area.

Result	Score
Poor performance in most of the areas.	1
Fair performance in most of the areas.	2
Good performance for most areas. No poor performance in any areas.	3
Good to excellent performance in all areas.	4
Excellent performance in most of the areas.	5

Criteria Referenced Self-Assessment – Methodology and Evaluation Tool

Criterion 1 – Program Mission, Objectives and Outcomes		Weight = 0.05				
Factors		**Score**				
1	Does the Program have documented measureable objectives that support faculty / college and institution mission statements?	5	**4**	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	**4**	3	2	1
3	Do these outcomes support the Program objectives?	5	**4**	3	2	1
4	Are the graduating students capable of performing these outcomes?	5	**4**	3	2	1
5	Does the department assess its overall performance periodically using quantifiable measures?	5	4	**3**	2	1
6	Is the result of the Program Assessment documented?	5	4	**3**	2	1
Total Encircled Value (TV)		**22**				
Score 1 **(S1)** = [TV/(No. of Questions *5)] *100 *Weight		**3.67**				
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)		**31**				
Score 2 **(S2)** = [TV/(No. of Questions *5)] *100 *Weight		**15.5**				

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

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)		**9**				
Score 3 **(S3)** = [TV/(No. of Questions *5)] *100 *Weight		**6**				
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)	41
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight	**11.18**

Criterion 6 – Faculty				**Weight = 0.15**		
Factors				**Score**		
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	**5**	4	3	2	1
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5	**4**	3	2	1
3	Do the faculty members posses a level of competence that would be obtained through graduate work in the discipline?	5	**4**	3	2	1
4	Do the majority of faculty members hold a PhD degree in their discipline?	5	4	3	**2**	1
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	**3**	2	1
6	Are there mechanisms in place for faculty development?	5	4	**3**	2	1
7	Are faculty members motivated and satisfied so as to excel in their profession?	5	4	**3**	2	1

Total Encircled Value (TV)	24
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight	**10.28**

Criterion 7 – Institutional Facilities					Weight = 0.15		
Factors					**Score**		
1	Does the institution have the infrastructure to support new trends such as e-learning?	5	4	**3**	2	1	
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	5	**4**	3	2	1	
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	**2**	1	
Total Encircled Value (TV)					**9**		
Score 7 **(S7) = [TV/(No. of Questions *5)] *100 *Weight**					**9**		
Criterion 8 – Institutional Support					Weight = 0.15		
Factors					**Score**		
1	Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	**2**	1	
2	Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	5	4	**3**	2	1	
Total Encircled Value (TV)					**5**		
Score 8 **(S8) = [TV/(No. of Questions *5)] *100 *Weight**					**7.5**		

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

= 71.134

C. Assessment Results Implementation Plan Summary MBA-72

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. The objective no. 3 which addresses tools for efficient and effective decision making is not supported by availability of real world cases. The access of faculty to international magazines and journals is restricted and provide them with quite older versions of articles and papers.	It is suggested that subscription/access to digital libraries, recent issues of magazines, journals and research papers should be renewed and provided to the students.	In process	Head of Research/Director IT	-
2. Objective no. 5 related to research tools is not supported by the existence of relevant research centers. Also the FYP (research projects) assessment criterion does not seem to be state-of the-art.	It is recommended that relevant research centers with appropriate research facilities, recent publications should be made available and students' research projects must be developed and discussed.	In process 1. Strengthening existing Research Centers 2. Strengthening New Research Centers	Chancellor/President/ VP Admin and Finance/ VP Academics	Research Centers
3. Objective 6 about entrepreneurial skills is not supported by the existence of any entrepreneurial center and facilities.	It is suggested that entrepreneurial center with appropriate facilities must be established at the campus.	In process	Chancellor/President/ VP Admin and Finance/ VP Academics	Infrastructure budget
4. Course curriculum seems to include still the regular courses offered by similar other universities.	It is recommended that more courses related to Analytics and research should be incorporated to add the differentiation factor in the curriculum	Already done	-	-

5.	The course registration criterion is not appropriate. It allows late registration of students in a course, resulting in missing initial classes. This ultimately affects students' performance and clashes with the attendance policy of the institute.	To overcome this situation, it is suggested that, in every semester, the Course registration should be done prior to the commencement of classes.	Already implemented Fall 2016	VP Academics	-
6.	A faculty evaluation criterion seems to be based on a single source i.e. students only.	In order to strengthen Faculty Evaluation criteria it is suggested that the Current criteria should be revisited by incorporating more stakeholders' view, to have further authentic feedback on teacher's performance because students cannot solely judge faculty member.	In process (Peer Review would also be done. Fall 2018)	VP Academics	-

President's Comments: The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendations of the Assessment Team for enhancing the quality of education in MBA-72 program. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments: The entire Self-Assessment process is very admirable. The shortcomings identified above will be addressed and action will be taken with the support of relevant departments and respected authorities soon.

Name and Signature:

Dr. Nadeem A. Syed

QEC Comments: The evaluation of MBA-72 credit hours program by the Assessment Team has brought forth valuable observations. Implementation of the corrective actions suggested by the AT will enhance the program effectiveness. In order to complete this challenging task meticulous efforts were made by the efficient Program Team, expert Assessment Team and the dedicated IR/QEC staff.

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran

President's Comments: The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendations of the Assessment Team for enhancing the quality of education in MBA-72 program. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments: The entire Self-Assessment process is very admirable. The shortcomings identified above will be addressed and action will be taken with the support of relevant departments and respected authorities soon.

Name and Signature:

Dr. Nadeem A. Syed

QEC Comments: The evaluation of MBA-72 credit hours program by the Assessment Team has brought forth valuable observations. Implementation of the corrective actions suggested by the AT will enhance the program effectiveness. In order to complete this challenging task meticulous efforts were made by the efficient Program Team, expert Assessment Team and the dedicated IR/QEC staff.

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran

SZABIST

SELF-ASSESSMENT REPORT
MBA- 72CH Karachi Campus

Program 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

Program Team

Program Team of (Name of Department / Faculty): __HINA MUBEEN (MBA - 72 CRDTS)__

Team Leader: __HINA MUBEEN__

Name: __HINA MUBEEN__   Position: __ASST · PROF__

Institution: __SZABIST__   Contact No: (Office) __Ext· 114__

Mobile No: __0334-3617616__   Email Address: __hina·m__

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.

Htn   30 - 12 - 14

(Signature of PT Member)   Date

Approved By: _____ 06/02/2015

(Head of the Department)

Note: Completed form should be sent to the QEC

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

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

Registration Form

Program Team

Program Team of (Name of Department / Faculty): MBA-(72 Credit hours)

Team Leader: Hina Mubeen

Name: M-Quais Raheel   Position: Lecturer

Institution: SZABIST   Contact No: (Office) 154 Campus

Mobile No: 0334-3694386   Email Address: Owaisraheel@szabist.edu.p

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.

_____ 30/12/14   30-12-14
(Signature of PT Member)   Date

Approved By: _____ 06/02/2015

(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

MBA- 72CH 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): _MBA 72 Credit Hours_

Team Leader: _____

Name: _Dr. ZULFIQAR NAQVI_   Position: _Assistant Professor_

Institution: _SZABIST_   Contact No: (Office) _Ext 151, 90 Campus_

Mobile No: _0334 347 7860_   Email Address: _zulfiqar.naqvi@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.

_____   _June 03, 2016_

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): __MBA -72__

Team Leader: _____

Name: __Hareem Siddiqui__   Position: __Lecturer__

Institution: __SZABIST. Mgmt Sciences__   Contact No: (Office) __Ext - 156__

Mobile No: __0321-3470003__   Email Address: __hareem. siddiqui@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.

_____   __31/5/16__

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)