SZABIST

SELF-ASSESSMENT REPORT

MBA- 90 Credit Hours

Karachi Campus

Spring 2016

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

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SELF-ASSESSMENT REPORT

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<u>**Executive Summary**</u>

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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, seven 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-90 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 30th, 2014. Following were the members of the PT:

(i) Mr. Mazhar Ali
(ii) Mr. Farhan Ahmed

2. **Submission of PT Report**

The PT submitted the report on February 26th, 2015. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on April 19th, 2016.

3. Nomination of Assessment Team (AT)

The AT was nominated by the Head of IR/QEC, Dr. Muhammad Altaf Mukati on May 27th, 2016. Following were the members of the AT:

(i) Dr. Hammad Afzal Kayani
(ii) Mr. Aneel Ahmed
(iii) Mr. Muhammad Yousuf

4. Date of Submission of AT Report

The AT Report was submitted on June 29th, 2016.

5. AT Findings and Recommendations

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

(i) Faculty is not awarded for their excellence in teaching and research. In order to increase Faculty Motivation and Job Satisfaction, it is suggested that the awards for "Excellence in Teaching" and "Excellence in Research" should be introduced. Please note the similar procedure is already practiced by some of the reputed universities of the country.

(ii) The remedial/deficiency courses for the students coming from diverse background are found to be low. It is recommended that Curriculum revision committees should decide and design additional remedial courses for each field to facilitate the students with diverse academic background.

(iii) Less electives are offered for specialization in relevant field. It is suggested that more specialized relevant electives should be design by the Curriculum revision committees and offered to provide maximum overage of each field.

(iv) Lack of easy access to essential research data. It is suggested that faculty and students should have complete access to research journals such as J-store and ISSRN to avoid setbacks and delays in research efforts.

(v) Unavailability of data extraction terminals. It is recommended that research data extraction terminals such as, Bloomberg, Morningstar Direct, FactSet Thomson Reuters' Eikon should be deployed at the campus to improve the quality of research being conducted.

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*.

SHAHEED ZULFIKAR ALI BHUTTO
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SZABIST

SELF-ASSESSMENT REPORT

MBA- 90 Credit Hours

Karachi Campus

Program Team Report

Spring 2016

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CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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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[1]

Standard 1-1 Program Measurable Objectives

a. Mission Statements

Mission Statement of SZABIST

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

Management Sciences Department Mission Statement

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

Program Mission Statement

The program aims to develop and enhance strategic knowledge, high level critical thinking skills and business acumen through quality classroom teaching, real world cases, and research projects to transforms the individuals to work at tactical and strategic level decision making positions in the business world in their specialized fields.

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[1] Sources: Program Managers, Academic Office & IR Dept.

b. Program Measurable Objectives

Master of Business Administration (MBA) 90 Credit Hour program is intended to:

1. To develop each student's strategic thinking.
2. To provide students with the required tools for ethical decision-making and data analysis as needed to be leaders at local and internationals markets.
3. Enhance the knowledge and skills in the specialized field of interest of a student by focusing on critical tools and concepts relevant to achieving goals and objectives.
4. Develop teamwork, leadership and entrepreneurial skills.
5. To engender a global perspective in its students and faculty.

c. Program Outcomes

By fulfilling the educational objectives of the MBA program, the department set the following measurable outcomes at the time of graduation.

Graduates of MBA program will be able to:

1. Acquire, assimilate, process and interpret complex information for strategic level decision making
2. Critically develop solutions for typical business problems while recognizing the opportunities and challenges of globalization
3. Understand and balance costs and benefits, develop alternatives and systematically apply tools of analysis by choosing among alternative policies.
4. Work within teams and in multi-disciplinary environments.
5. Utilize analytical tools for decision making in a business world of complex business issues and problems.
6. Apply the body of knowledge in the functional areas of business at strategic level
7. Recognize the need for, and an ability to engage in, continuing professional development.
8. Appreciate the importance of diversity issues and opportunities in business.
9. Identify the business research problems and suggest viable solutions through scientific research
10. Prepare and present research project report in diverse academic and business forums

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

Objective	Alignment with program, and institution mission statement
1. To develop each student's strategic thinking.	Strategic knowledge and high level critical thinking and business acumen
2. To provide students with the required tools for ethical decision-making and data analysis as needed to be leaders at local and international markets.	Quality classroom teaching, real world cases, and research projects
3. Enhance the knowledge and skills in the specialized field of interest of a student by focusing on critical tools and concepts relevant to achieving goals and objectives.	Real-world cases in the specialized fields of business and economics
4. 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.
5. To engender a global perspective in its students and faculty.	Conducting state of the art of exploration in real world organizations by using scientific tools and compete in innovative organizational environment

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

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

Elements of Strategic Plan

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

1. **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.

2. **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.

3. **Research and Development:** Student research, especially which is connected to real world concerns, not only enhances critical thinking and analytical skills for students, it also enriches research scholarship and benefits the country. The 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

4. **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.

5. **Co-curricular Learning:** In order to promote learning that is active, self-motivated, exploratory and attentive, a wide range of learning opportunities, both curricular and co-curricular are used. 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 a 6 week internship with a reputable company is a compulsory pre-requisite for graduation. This is to give the students a foretaste of what actually happens in industry, 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
To develop each student's strategic thinking.	Course Outline, midterm examination, final examination, assignments and reports	Every Semester		Curriculum has been updated.
To provide students with the required tools for ethical decision-making and data analysis as needed to be leaders at local and internationals markets.	Course Outline, midterm examination, final examination, assignments and reports	Every Semester	Need more focus on ethical decision-making concepts and applications	This is embedded in the course contents
Enhance the knowledge and skills in the specialized field of interest of a student by focusing on critical tools and concepts relevant to achieving goals and objectives.	Practical Reports, Projects and Assignments	Every Semester	Projects should be more practical and industry oriented	More electives have been added in the program.
To engender a global perspective in its students and faculty.	Research Project	Final semester	Real business research problems are not catered.	Business Research Project or Capstone project is added.
Develop teamwork, leadership and entrepreneurial skills.	Group assignments, final reports and presentation	Every Semester		Course assignments focus on developing these skills

Table 1.2: Program Objectives Assessment[2]

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

Standard 1-2 Program Outcomes

a. **Program Measurable Objectives**

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

Table 1.3: Outcomes versus Objectives[3]

Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

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

b. Employer Survey

SZABIST Employers' Survey
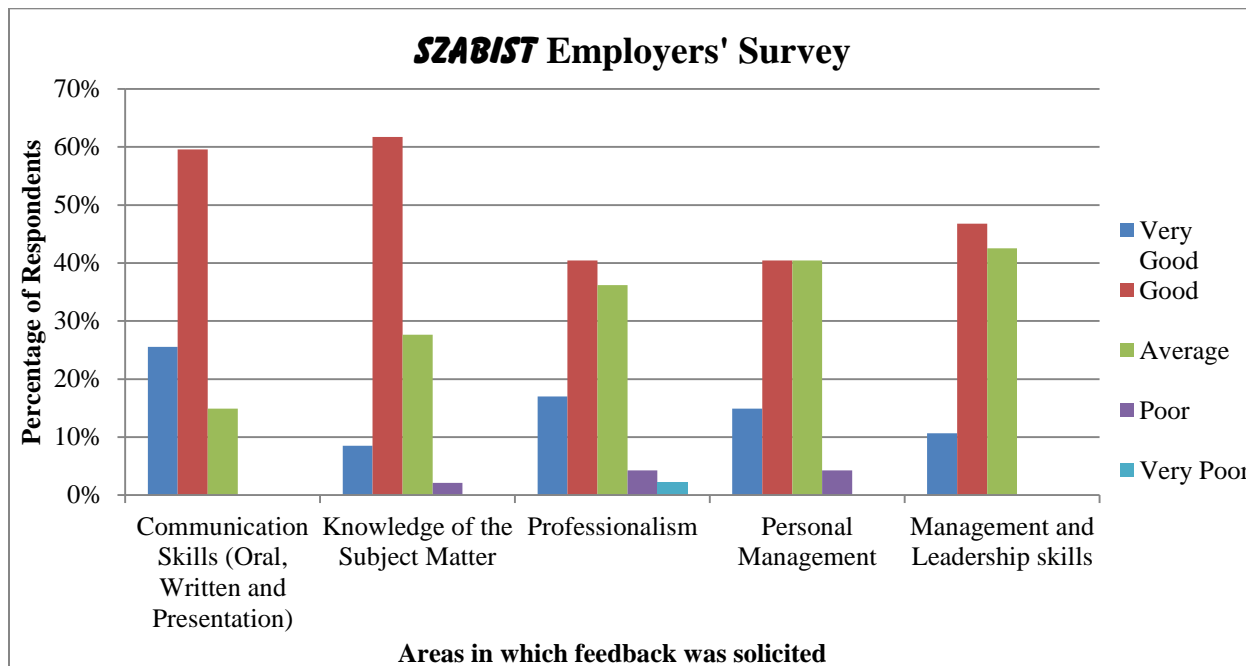
Figure 1.1

c. Alumni survey

SZABIST Alumni Survey
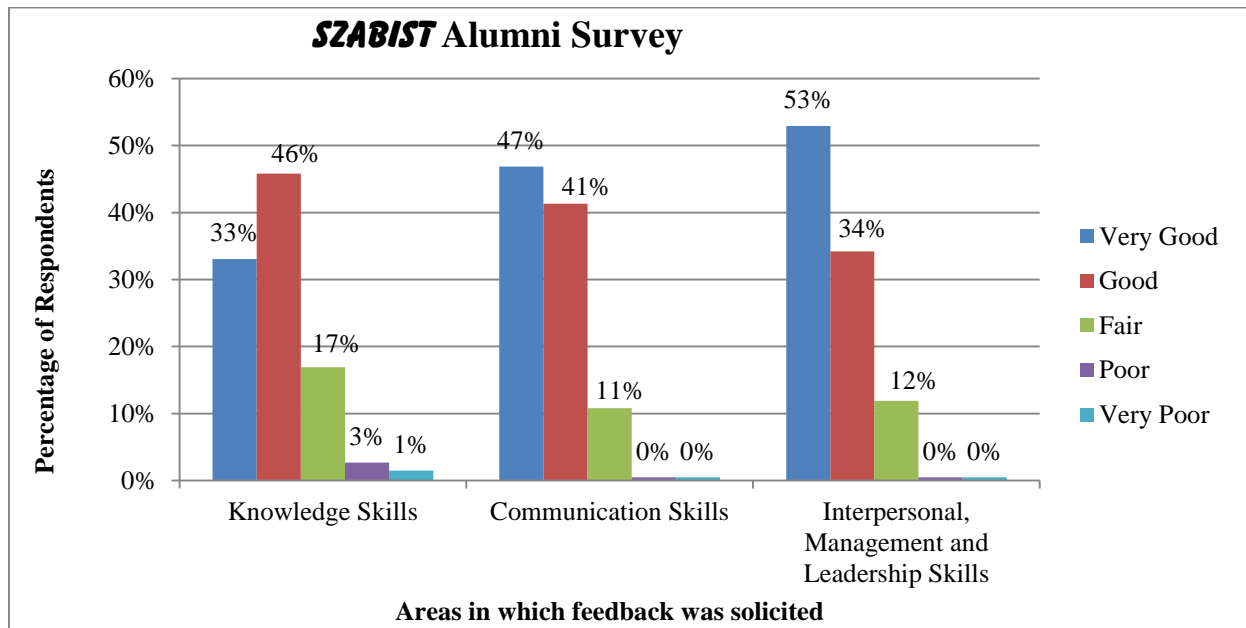
Figure 1.2

d. Graduating student's survey

SZABIST Graduating Student Survey MBA Day

Figure 1.3

SZABIST Graduating Student Survey MBA Evening
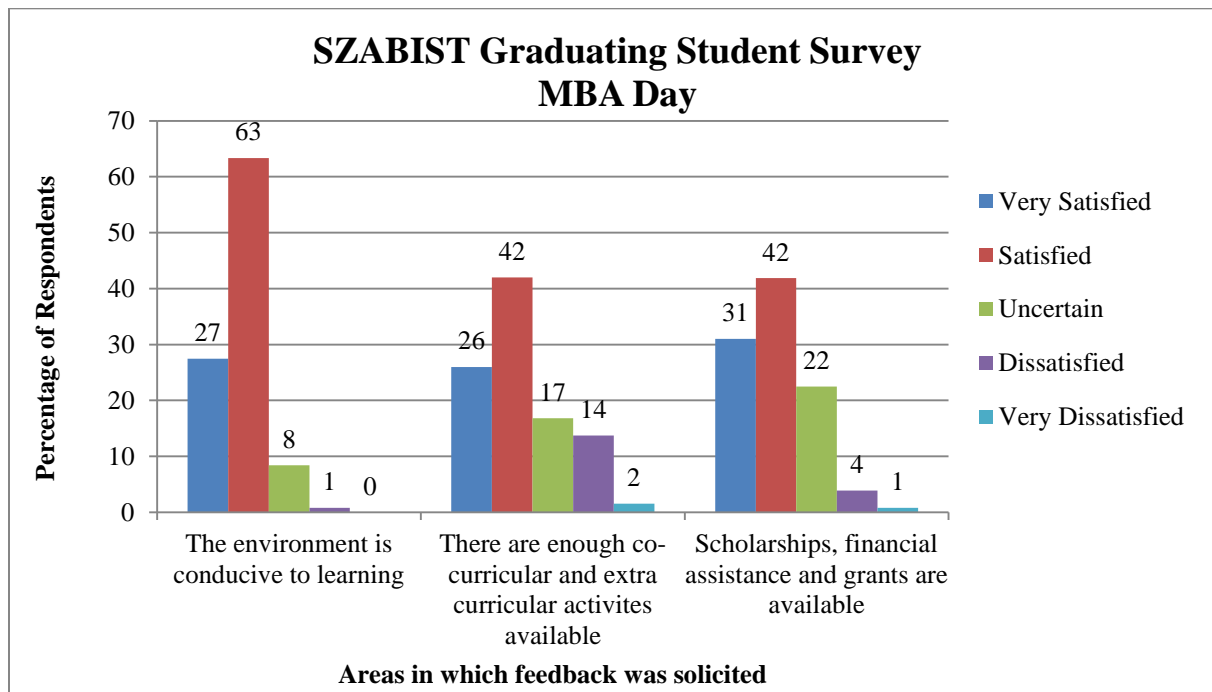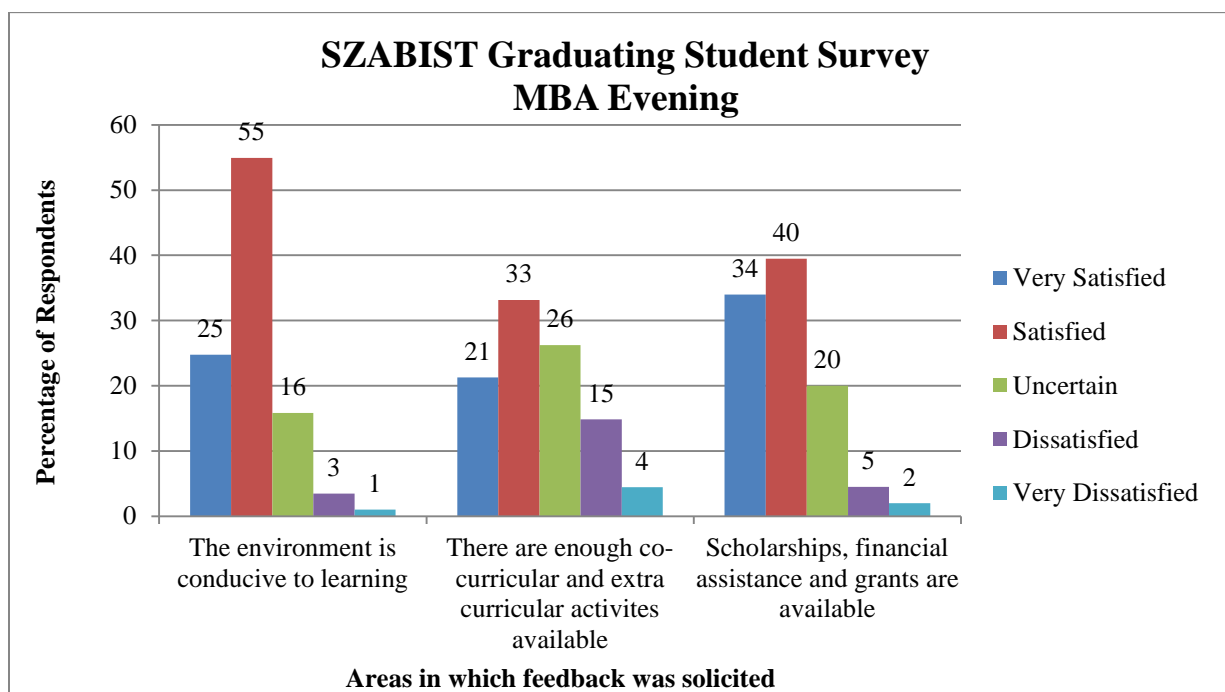
Figure 1.4

Standard 1-3 Assessment Results and Improvement Plans

a. Describe the action taken based on the periodic assessments

Assessments occur periodically in the following manner:

Student evaluation of course instructors and the course in the 5th & 6th 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 program improvement plans based on recent assessments

Program Improvement Plan based on Recent Assessment

- Research Project will be bifurcated into two streams of 3-credit hours each. The streams are Academic Research and Applied Research from Fall 2015.
- Faculty will be given training to teach case-based methodology courses. For this the institution needs to subscribe to relevant databases for cases.

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

c. Strengths and weaknesses of the program

➢ Strengths of the MBA 90 Credit-hour program include:

- Faculty from diverse industry/corporate backgrounds

- Guest speaker sessions, seminars and workshops conducted on a regular basis

➢ Weaknesses of the MBA 90 Credit-hour program include:

- Students are coming from diverse background after 2 or 3 years BSc, BA & B.Com that makes difficult for them to adjust.

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

- Remedial courses are not being offered to students in their weak areas

d. Significant future plans for the program

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

- Faculty will be provided training in summer 2015.

Standard 1-4 Overall Performance Using Quantifiable Measures

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

➢ Average GPA

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Total Average
Average GPA	3.01	3.03	2.98	3.01	2.86	14.89

Table 1.4: Average CGPA

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

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Total Average
Dropouts	1	2	2	1	1	1.4
Enrollment	197	191	182	172	184	185.2
Dropout Ratio	0.005	0.010	0.011	0.006	0.005	0.008

Table 1.5: Drop-out Ratio

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

Level of Employers' Satisfaction

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

Figure 1.5

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

Year	Semester	Faculty & Courses Rating-90 credit hours (Percentages)					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2012	Spring	65	27	6	2	0	0
	Fall	96	0	4	0	0	0
2013	Spring	78	14	9	0	0	0
	Fall	74	0	6	10	3	6
2014	Spring	46	20	14	11	5	4
	Fall	76	17	3	2	2	0
2015	Spring	62	24	8	2	2	2

Table 1.6: Faculty & Courses Rating

d. Percentage of Research Activities

SZABIST PUBLICATIONS

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

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

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

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

v. SZABIST Graduate Profile Directory 2011 is in process.

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

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

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

i. SZABIST FACULTY PUBLICATIONS (Journals & Articles)

1. "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.

2. "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.

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

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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

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   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

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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

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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

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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

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19. 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. 11, No. 1, January 2013.

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

3. 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

Figure 1.6

Figure 1.7

SZABIST Graduating Student Survey 2012-2013-MBA Evening

Figure 1.8

SZABIST Alumni Survey
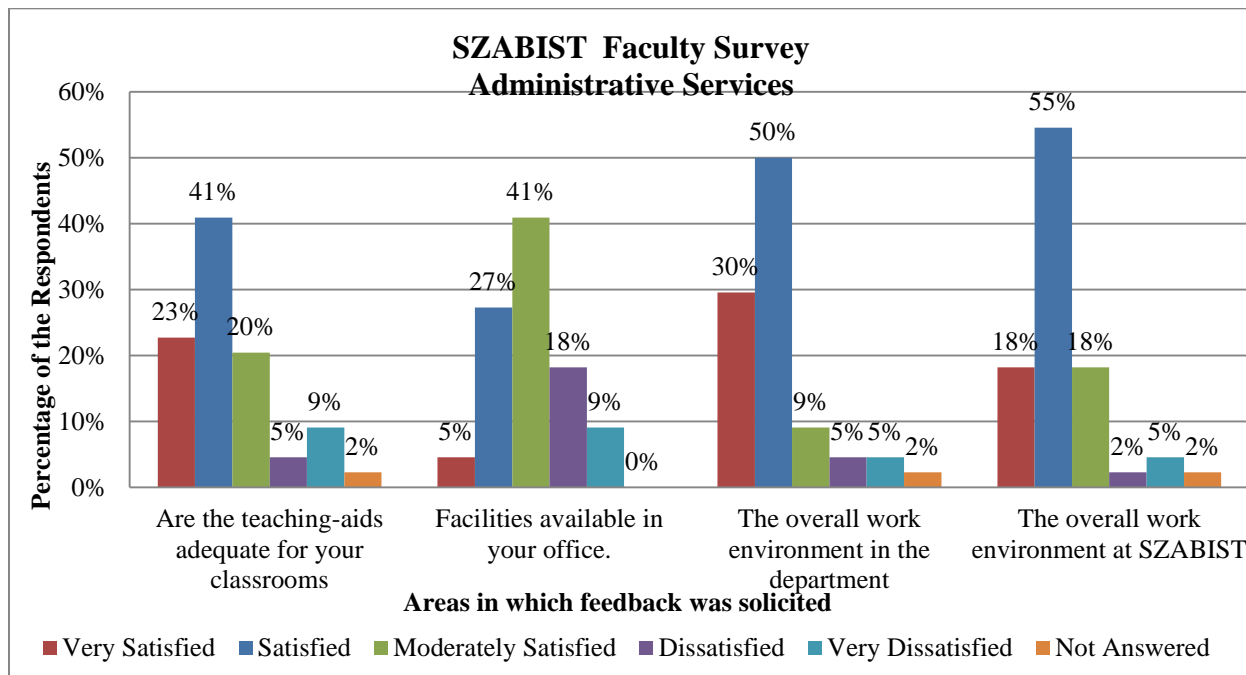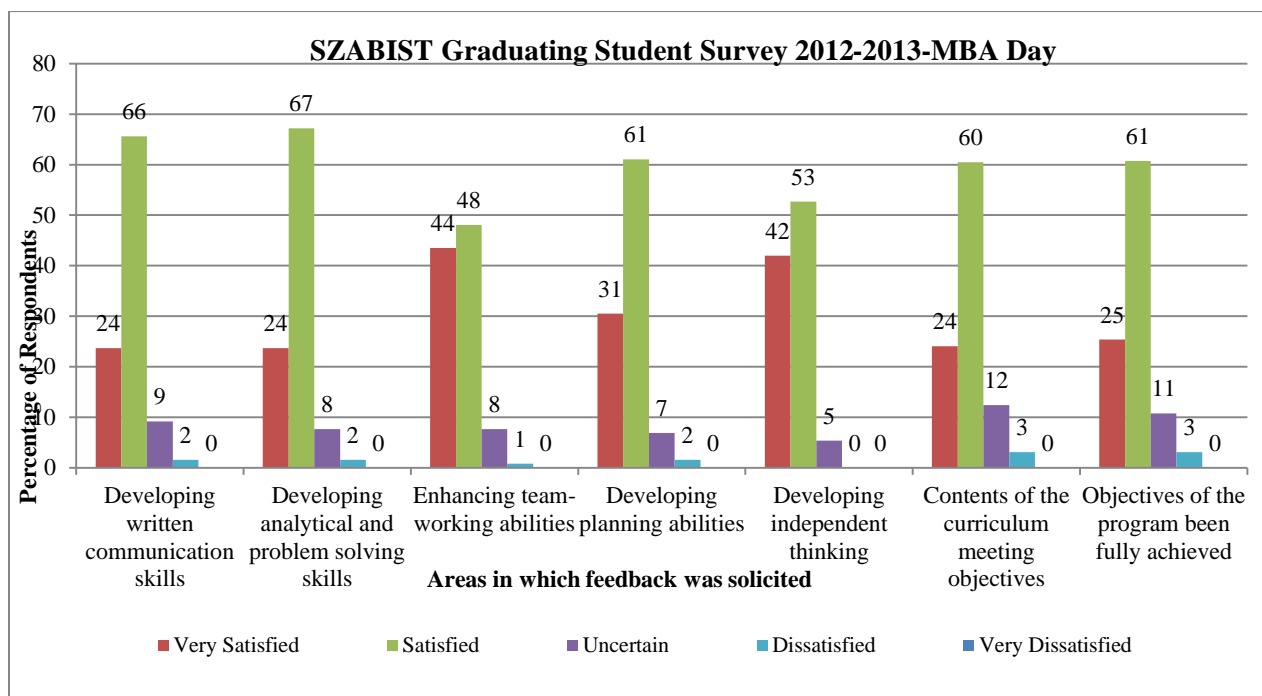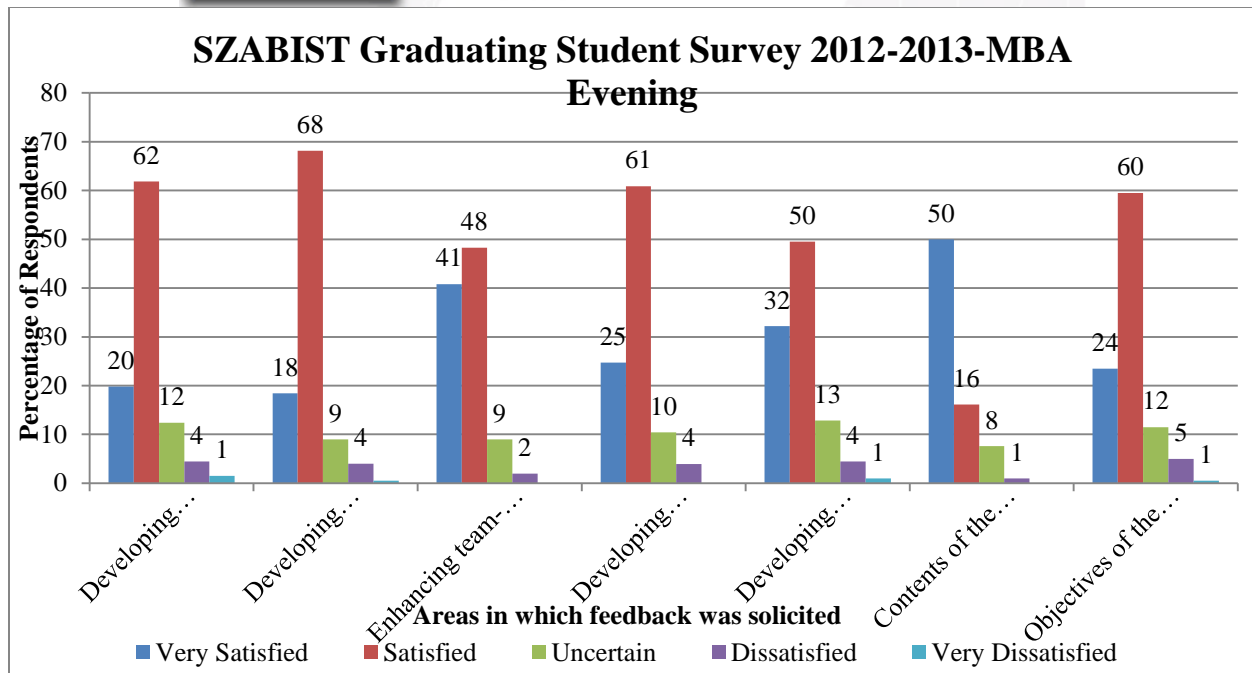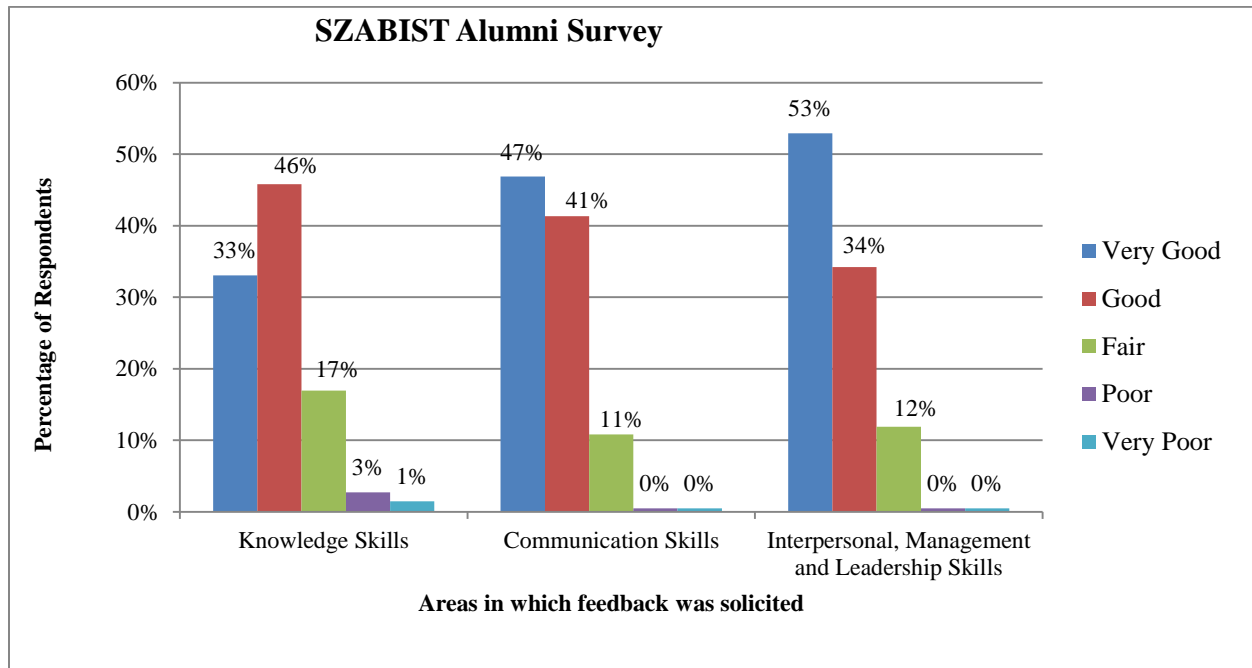
Figure 1.9

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[4]

Standard 2-1 Courses vs. Objectives

a. Title of Degree Program

Bachelor of Business Administration – BBA

b. Definition of Credit Hour

The 3 contact hours per course; 06 contact hours per week for Thesis

c. Degree Plan

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

1st Year				2nd Year				3rd Year			
Fall Semester		*Spring Semester*		*Fall Semester*		*Spring Semester*		*Fall Semester*		*Spring Semester*	
BA 5306	Computer Orientation & Packages	BA 5408	Business Economics	BA 5403	Management Information Systems	BA 5xxx	Elective I	BA 5308	International Business	-	-
BA 5317	English Writing Skills	BA 5419	Managerial Communication	BA 5207	Organizational Behavior	BA 5xxx	Elective II	BA 5104	Elective III	BA 5318	Organization Development and Analysis
BA 5419	Business Management & Ethics	BA 5305	Statistics and Mathematics for Business	BA 5405	Statistical Inference	BA 5406	Entrepreneurship	BA 5206	Applied Research Methods	BA 5319	Research project (6 Credit Hours)
BA 5301	Financial Accounting	BA 5401	Introduction to Business Finance	BA 5105	Financial Management	BA 5411	Cost and Management	BA 5208	Strategic Finance	BA 5xxx	Elective - IV
BA 5311	Personal Management	BA 5404	Marketing Principles	BA 5106	Marketing Management	BA 5205	Human Resource Management	BA 5104	Strategic Management	BA 5203	Strategic Marketing

Table 2.1: Degree Plan

Arrow shows the pre-requisite course.

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[4] The sources of information are Program Managers

All courses are of 3 credit hours except Academic Research Project/Business Research Project (6 Credit Hours)

d. Curriculum Course Requirements

Course Code	Course Title		
MBA 90 CREDIT HOURS			
First Year	BUSINESS COURSES Fall Semester	SUPPORT COURSES	ELECTIVES
BA 5317	-	English Writing Skills	-
BA 5306	-	Computer Orientation and Packages	-
BA 5301	Financial Accounting	-	-
BA 5419	Business Management and Ethics	-	-
BA 5311	-	Personal Management	-
	Spring Semester		
BA 5408	-	Business Economics	-
BA 5418	-	Managerial Communication	-
BA 5305	-	Statistics and Mathematics for Business	-
BA 5401	Introduction to Business Finance	-	-
BA 5404	Marketing Principles	-	-
Second Year	Fall Semester		
BA 5403	-	Management Information Systems	-
BA 5207	Organizational Behavior		-
BA 5405		Statistical Inference	-
BA 5105	Financial Management	-	-
BA 5106	Marketing Management	-	-
	Spring Semester		
BA 5406	Entrepreneurship	-	-
BA 5205	Human Resource Management	-	-
BA 5411	Cost and Management Accounting	-	-
BA 5xxx	-	-	Elective – I
BA 5xxx	-	-	Elective – II

Third Year	Fall Semester		
BA 5206	Applied Research Methods	-	-
BA 5104	Strategic Management	-	-
BA 5208	Strategic Finance	-	-
BA 5308	International Business	-	-
BA 5xxx	-	-	Elective III
	Spring Semester		
BA 5318	Organizational Development and Analysis	-	-
BA 5203	Strategic Marketing	-	-
BA 5319	Research Project (6 CHS)	-	-
BA 5xxx	Thesis	-	-
BA 5xxx	-	-	Elective IV

Table 2.2: Curriculum Course Requirements[5]

All courses are of 3 credit hours except Academic Research Project/ Business Research Project (6 Credit Hours)

e.   Courses versus Objectives

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

Table 2.3: Courses versus Objectives

6. **Basic Business Courses**: Financial Accounting, Marketing Principles, Business Management and Ethics, Personal Management
7. **Communication Skills Courses**: English Writing Skills & Managerial Communication
8. **Information Technology Courses**: Computer Orientation & Packages and Management Information System
9. **Support Courses**: Statistics & Mathematics for Business, Business Economics & Statistical Inference

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

10. **Advanced Business Courses**: Cost & Management Accounting, Business Finance, Marketing Management, HRM, Organizational Behavior, Entrepreneurship, Financial Management, Strategic Management, International Business, Strategic Finance, Strategic Marketing, Organizational Development & Analysis
11. **Specialization Courses**: Four electives in the specialization field of marketing, finance, human resource management, supply chain management and general management
12. **Research Courses**: Applied Research Methods and Academic Research Project or Business Research Project (6 Credit Hours)

f. Courses versus Outcomes

Group of Courses	Outcomes									
	1	2	3	4	5	6	7	8	9	10
Basic Business Courses		✓		✓	✓			✓		
Communication Skills Courses							✓			
Information Technology Courses										
Support Courses				✓			✓	✓		
Advanced Business Courses	✓	✓	✓		✓	✓				
Specialization Courses					✓		✓			
Research courses									✓	✓

Table 2.4: Courses versus Outcomes[6]

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

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	BA5301, BA5408, BA5418, BA5305, BA5207, BA5401, BA5404, BA5405, BA5406, BA5105, BA5106, BA5208, BA5203, BA5318, BA5308
Problem analysis and solution (Students select any four courses)	**MANAGEMENT:** BA5111, BA5112, BA5113, BA5114, BA5115, BA5212, BA5213, BA5214, BA5218, BA5238 **HRM:** BA5113, BA5114, BA5117, BA5118, BA5128, BA5216, BA5215 **FINANCE:** BA5119, BA5131, BA5132, BA5133, BA5134, BA5135, BA5137, BA5231, BA5232, BA5233, BA234, BA5235, BA5184, BA5284, BA5279, BA5187, BA5138 **MARKETING:** BA5121, BA5122, BA5123, BA5124, BA5125, BA5126, BA5127, BA5129, BA5221, BA5223, BA5224, BA5225, BA5226, BA5227, BA5228, BA5241, BA5169, BA5163, BA5111, BA5168, BA5268 **SCM:** BA5214, BA5263, BA5265, BA5266
Research & Applications	BA5206, BA5319

Table 2.5: Standard 2-2 Requirements[7]

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

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

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

Program	Basic Business Courses	Communication Skills Courses	IT Courses	Support Courses	Advanced Business Courses	Specialization Courses	Research Courses
MBA 90 Credit Hours	BA5301, BA5419, BA5404,	BA5317, BA5418,	BA5306, BA5404,	BA5305, BA5405, BA5408,	BA5411, BA5401, BA5106, BA5205, BA5406, BA5105, BA5104, BA5208, BA5308, BA5203, BA5318,	BA5111, BA5112, BA5113, BA5114, BA5115, BA5212, BA5213, BA5214, BA5218, BA5238 BA5113, BA5114, BA5117, BA5118, BA5128, BA5216, BA5215 BA5119, BA5131, BA5132, BA5133, BA5134, BA5135, BA5137, BA5231, BA5232, BA5233, BA5234, BA5235, BA5184, BA5284, BA5279, BA5187, BA5138 BA5121,	BA5206, BA5319,

						BA5122, BA5123, BA5124, BA5125, BA5126, BA5127, BA5129, BA5221, BA5223, BA5224, BA5225, BA5226, BA5227, BA5228, BA5241, BA5169, BA5163, BA5111, BA5168, BA5268 BA5214, BA5263, BA5265, BA5266	

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 years (please see course plan). Advanced and strategic business courses along with specialization courses are offered in second year. Research project, based on business research methods and specialized courses, is offered in last semester but from Fall 2015 students can either take Academic Project (6 Credit Hours) or Capstone/Business Research Project (6 Credit Hours).

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[8]

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.

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[8] The sources of information are IT head, Computer labs administrator, 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. **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[9]

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:

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

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.
	13. 2 (Including Morning and Evening shifts)
	14. 2 (Including Morning and Evening shifts)
	15. 4 (Including morning and evening shifts)
	16. 2 (Including morning and evening shifts)

Attendant	1

Table 3.4: Adequate Support of Personnel for Labs

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[10]

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 Support Facilities

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

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

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[10] The sources of information are Head of IT Department, Lab Administrator, 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[11]

Standard 4-1 Sufficient Frequency of Course Offering

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 40 students.

b. Explain how often required courses are offered

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

- Courses are offered in alternate semesters.

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

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

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

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

c. Explain how often elective courses are offered

Elective courses are offered for specialization and these are offered from the first semester. Students select from the given set of electives courses depending on which discipline of Management Sciences they intend to adopt in future.

d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency[12]

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

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[11] Source: EDC , Student handbook, Prospectus, SSC and Convocation.
[12] Source: Discussion with Program Managers/Previous Timetables

- All elective courses are offered combined for MBA 90, 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[13]

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

We do not have any facility of student/faculty interaction in courses taught by more than one person.

Standard 4-3 Professional Advising and Counseling

a. Describe how students are informed about program requirements

Students are informed about program requirements through advertisements, prospectus, brochures, student hand book, admissions department, program heads, notice boards, and program 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, and workshops.

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[13] Source: Personal experience and validation from Coordinator.

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

Faculty posts 4-5 counseling hours on their office 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 the 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.

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 Criteria

a. Describe the Program Admission Criteria and Process[14]

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 90 credit hours	• 2 or 3 years Bachelor's degree from HEC recognized university • Minimum 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 masters from SZABIST and desiring to continue their studies in the PhD 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.

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[14] Sources of information are Manager Admissions, Student handbook 2011, SZABIST Prospectus 2011.

b. The Admission Process Flowchart
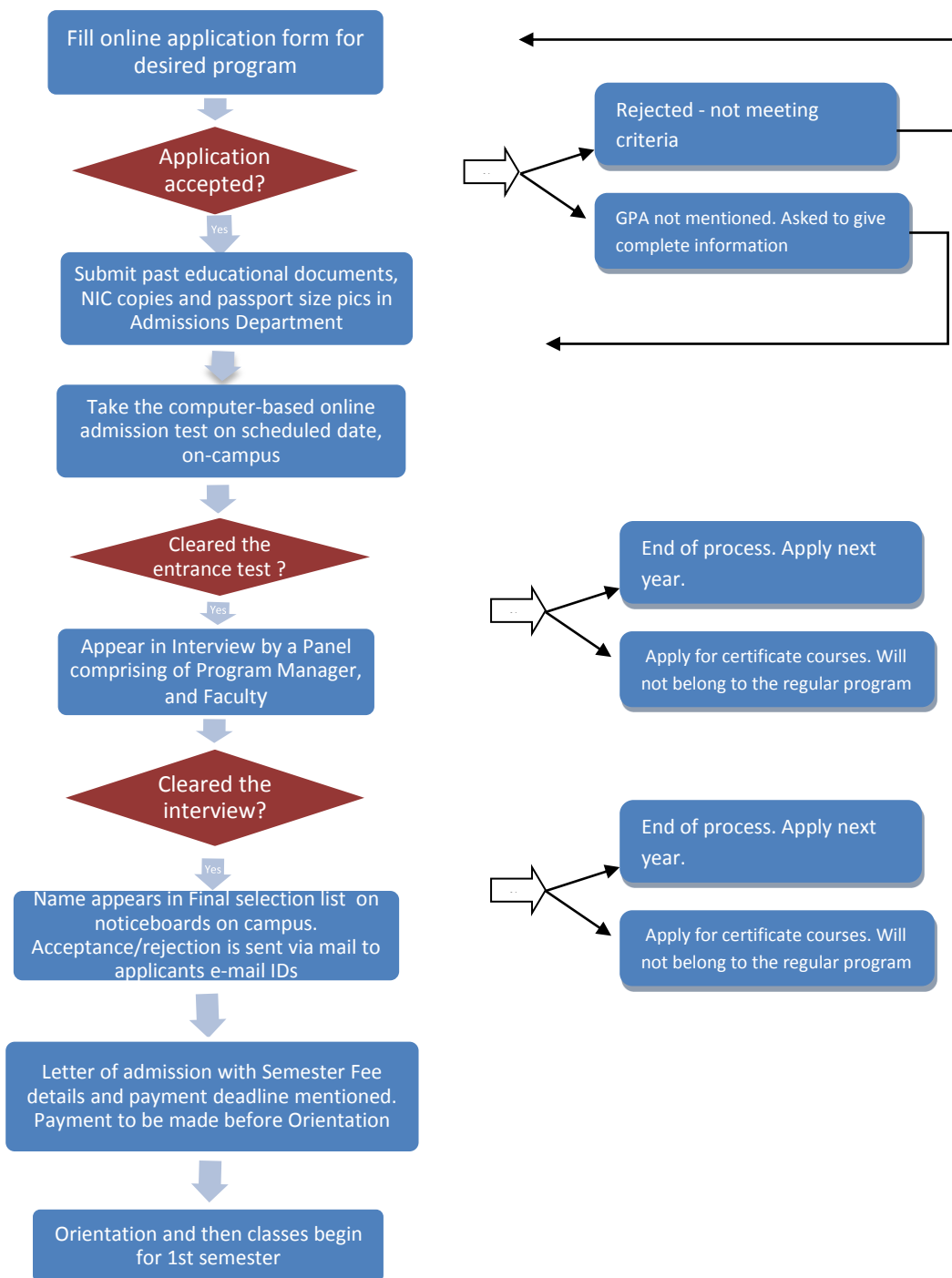
Figure 5.1

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 the following policies will be followed:

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

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

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

d. Evaluation of Admission Criteria and Process

Admission Criteria and processes are reviewed in the **Academic Council meeting**, which is held at least 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

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

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 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 student 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 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+, D, 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 2.5 will be put on probation and a warning letter will be issued. Unless the semester GPA is brought to 2.50 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 the ZABDESK through Program Managers

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

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

Process of Recruiting and Retaining Highly Qualified Faculty Members[15]

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 Dean 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.

Improvement in Faculty Recruitment Process

Advertisements to recruit new faculty have been rephrased to ensure further self-screening of applicants. Now 2 years university teaching experience is an eligibility criterion. Also attested copies of degrees are a mandatory requirement for applying.

This improvement has reduced the applications from 2500 (mostly irrelevant) to approximately 600 relevant, more highly eligible applications.

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[15] Sources of information: Dean of Program, HR Department.

b. <u>**Faculty Recruitment Process**</u>

Human Resource advertises Faculty position with eligibility criteria.

HR receives CVs and fill them

HR shortlists candidates and sends out calls for Interview

Interview committee conducts interview

Candidate successful in interview

Yes

Inform the candidate about non-selection.

Shortlisted candidates called for Demo lecture

Candidate passes criteria for Demo?

Yes

Inform the candidate about non-selection.

HR sends Offer Letter containing terms and agreements of Employment

Offer Accepted?

Yes

File CV for the record

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

Figure 5.2

c. Indicate methods used to retain excellent faculty members

Faculty Retention Methods and Measures[16]

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)   Competitive salary packages within peer group.

ii)   Flexible working hours within a given work week.

iii)   Newly hired faculty is eligible for the Continuing Education benefit after completing their probation.

iv)   After doing MS under Continuing Education benefit, faculty may get promoted and salary may be revised.

v)   Car Loan Financing after three years of employment

vi)   Provident fund

vii)   Annual Bonus

viii) Annual raise to counter inflationary effect.

ix)   Performance Increment policy

x)   Fully funded trip for presenting own research paper at any Research Conference within Pakistan (once in a year).

xi)   Partially funded trip to an international research conference to present a research paper, (once in 3 years).

xii)   Publication honorarium,

xiii) Thesis and dissertation advisor / committee member honorarium and much more.

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

The Faculty Evaluation and Promotion Process are duly in line with SZABIST's Mission Statement. In order to support the mission, Dean/Head of department evaluate their faculty members in an appraisal interview annually. The faculty member is evaluated in terms of their

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[16] Sources of information: Dean of Program, HR Department

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 and proper counseling of faculty members to prepare them for producing high quality graduates nationally and internationally.

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

Improvements in the Faculty Evaluation and Promotion Process

These are an outcome of the annual joint meeting of Executive Committee and the Human Resource Department. The Evaluations begin at the end of March and the procedure is well-established. Further improvements in the past year have been made in the official procedure of Performance Appraisal Forms have been amended. Moreover, training of employees and appraisers is under considered by HR dept. for better understanding of evaluation criteria by all concerned. The faculty evaluations results are reviewed and the Executive Committee takes the final decision on promotions.

Standard 5-4 Effective Teaching and Learning Process

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

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

Class size is limited to only 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 Multimedia projectors, wall-mounted screens, white boards and multi-media projectors, PCs and internet connectivity.

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

i) Live projects

ii)   Guest speaker sessions

iii)   Workshops

iv)   Group assignments

v)   Term reports based on industrial visits, interviews with company executives and corporate analysis.

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

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

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

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

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

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 2.5 for MBA.

MBA Program	Requirement for Completion of Degree
MBA 90 credit hours	• Duration of MBA is 3 – 3.5 years
	• 28 MBA courses (84 credits)
	• Research Project (06 credits)
	• An Internship of 6 weeks
	• Comprehensive Examination
	• Max duration to complete this degree is 5 years

Table 5.2: Requirement for Completion of Degree

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

Without completing all degree requirements, including, clearance of financial dues, completing the required courses, internship and passing of the comprehensive exam, a student will NOT be allowed to continue on for 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 newly formed **Board of Studies,** regularly discuss, evaluate the procedures that ensure completion of MBA Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures.

CRITERION 6: FACULTY

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

Criterion 6: Faculty

Standard 6-1 Faculty Qualifications and Number

a. Faculty resumes

Launched

b. Faculty distribution by program's areas

Faculty Distribution by Program Areas[17]

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	1	2	0

Table 6.1: Faculty distribution by program's areas[18]

Standard 6-2 Current Faculty, Scholarly Activities and Development

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

The criteria for the faculty to be current:

1. Participating in academic events like seminars / sessions

2. Participating in academic and industry conferences / workshops

3. Presenting and publishing papers in conferences / colloquium monographs

4. Publishing research papers in local and international journals

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[17] Source: HR Department, SZABIST Karachi Campus
[18] Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report

5. Publishing articles in newspapers and magazines

6. Conducting trainings and workshops

7. Supervising research at bachelors and masters level

8. Supervising research at MS / PhD level

9. Pursuing further education in their specialized field

10. Incorporating their research and otherwise learning into their teaching through content and

    methodology

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

For professional development purposes, full time faculty members are eligible to enroll in Postgraduate programs free of charge. Additionally, faculty members are encouraged to actively participate in research activities 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, provided they sign a 5-year post-graduation employment bond. Additionally, faculty members are encouraged to actively participate in research activities through incentive of reduced teaching load. At present, several faculty members are 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.[19]

Every week 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 meetings are scheduled between faculty, program coordinator 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 coordinator interacts with faculty to optimize student's learning experience.

Standard 6-3 Faculty Motivation and Job Satisfaction

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

The following elements are routinely incorporated to measure faculty motivation:

- Cordial working environment

- Flexible faculty timings

- Annual and casual leaves

- Performance-based increment and annual bonus

- Loan facility

- Continuing Education

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.

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[19] Source: HR Department, SZABIST Karachi Campus

c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction
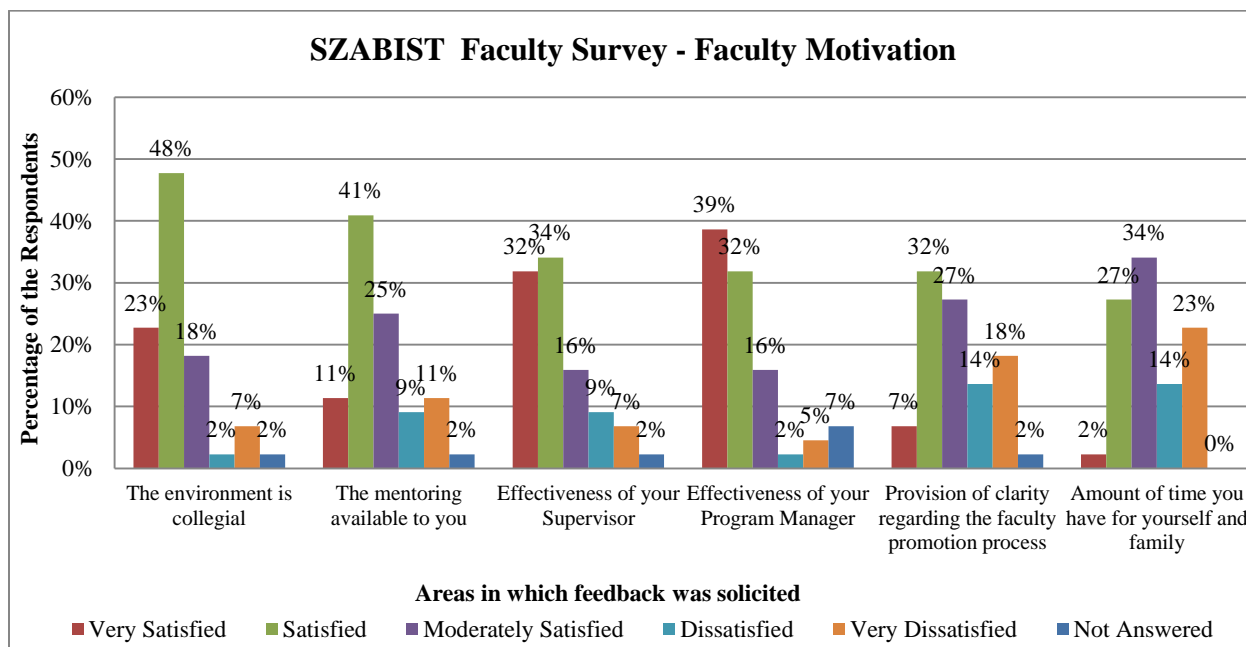
Figure 6.1
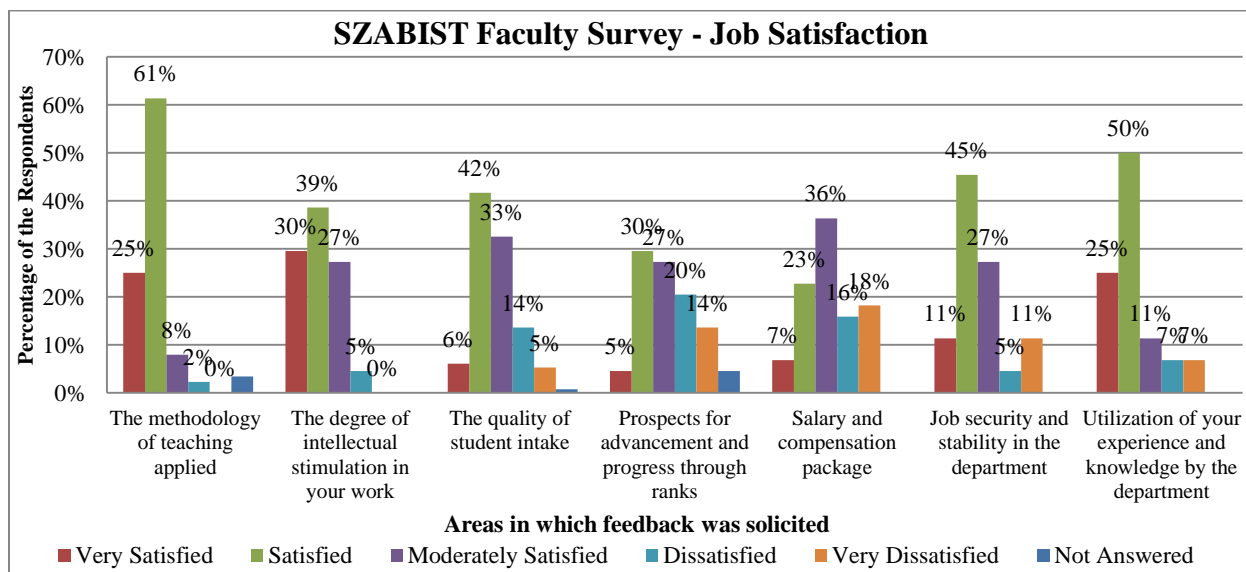
Figure 6.2

Standard 6-4 Management Sciences Faculty

<u>**Management Sciences**</u>

Dr. Nadeem A. Syed
Head of Management Sciences Department
Professor & MS/PhD Program Manager
PhD (Business Administration) from DBA, Aquinas University, Philippines

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Muhammad Zaki Rashidi
Associate Professor & Editor of JISR-MSSE
PhD. SZABIST, MS SZABIST
Management

Shehla Najeeb Siddiki
Assistant Professor
BABS Program Manager
MS SZABIST
Management

Wajeeha Fatima Javed
Assistant Professor & Head of Academic Services & BBA Program Manager (3 & 4 Years)
MS SZABIST
Marketing

Jamil Ahmed
Assistant Professor &
Program Manager EMBA, MPM, and MBA Banking & Finance
MS(MS) from SZABIST
MBA, Sindh University

Masood Ahmed
Assistant Professor & MBA (Day) Program Manager
PhD (In Progress), SZABIST.
MS (Management Sciences), SZABIST.
MBA, IBA, Karachi.

Dr. Manzoor Ali Isran
Professor
PhD (International Relations) from Shah Abdul Latif University, Khairpur

---

Dr. Jawaid Ahmed Qureshi
Assistant Professor
PhD (SZABIST)
Management Sciences

Subeika Rizvi
Assistant Professor
MBA (IBA)
Finance and Management

Hina Mubeen
Assistant Professor
PhD (In Progress), SZABIST
MS (MS), SZABIST
MBA (HRM), Bahria University
Organizational Behavior, HRM

S.M. Ahsan
Assistant Professor
MA in Economics (Vanderbilt University, USA), MSc in Statistics (KU)

Faryal Salman
Assistant Professor
MS (SZABIST)

Salma Rahman
Assistant Professor
M.Phil (IQRA University)

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

Syed Faheem Hasan Bukhari

Assistant Professor
PhD in Progress (SZABIST)
Master of Communication (Advertising) RMIT University, Melbourne Australia
Master of Commerce (Marketing) Swinburne University of Technology, Melbourne Australia
MBA (Marketing) Bahria University, Karachi

Mazhar Ali
Assistant Professor
M.Phil from Iqra University
MBA (Marketing), IBA

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

Ayesha Latif Shaikh
Assistant Professor
MBA (IBA)
Marketing

Ambreen Ahmed
Assistant Professor
MBA (IBA)
Management

Saima Hussain
Assistant Professor
MBA (IoBM)
Marketing

Afzal Ahmed
Assistant Professor
MSc (Marketing)
Heriot-Watt University, UK

Mehr Fatima Riaz
Assistant Professor
CFA (Finance)
Chartered Financial Institute USA

Sheeraz Yar Khan
Assistant Professor
MBA (Management Information System)
University of Houston Texas

Dania
Lecturer
MSc. (Applied Mathematics), Karachi University

Amir Bilal
Lecturer
Masters (Banking & Finance), University of Strathclyde

Fariha Raza
Lecturer
MBA (Finance), IBA

Kumail Raza Hemani
Lecturer & MBA (Evening) Program Manager
MBA, IBA

Farhan Ahmed
Lecturer
Ph.D (In-Progress) Management Sciences
MBA (Finance), SZABIST

Owais Raheel
Lecturer
MBA (Supply Chain & B2B Marketing), IBA

Ferhan Syed
Lecturer
MBA (Human Resource), PIMSAT

Imran Omer
Lecturer
MS (Finance), BIZTEK

Umber Kazi
Lecturer
MBA (Human Resource), Iqra University

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[20]

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.	

Table 7.1: Support Facilities

b. Indicate how adequate the facilities are[21]

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:

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[20] The sources of information are Head of IT Department, Lab administrator, Computer lab staff.

[21] The source of information is IT Department

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.

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[22]

   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.

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[22] The source of information is Librarian

No.	Particulars	Quantity	Edited Quantity
1	**Printed Form**	**2011-12**	**To Date…**
	A. Books	**11,075**	**11,602**
	a. Management Sciences	4,218	4,383
	b. Computer Sciences	2,839	2,651
	c. Media Sciences	210	317
	d. Social Sciences	1,542	1,666
	e. Economics	713	713
	f. Engineering	330	398
	g. Law	1,223	1, 323
	h. Bioscience		141
	B. Reports	**2572**	**2757**
	a. Independent Study	1,255	1,530
	b. Project	1,227	1,137
	c. Thesis	90	93
	C. Journal/Magazines (Subscribed)	**46**	**42**
	D. Newspapers (Daily)	**10**	**10**
2	**Digital Form**		
	A. Computers		**08**
	a. Digital library		**05**
	b. Counter Use		**03**
	B. E-Books	**50,000**	**4,300**
	C. CD's	**614**	**624**
	a. Books Related	542	549
	b. General	72	72
	D. DVD's	**110**	**110**
	E. Audio/Video Cassettes	**133**	**133**
	F. Journal/Magazines (Online)	**14,000**	**4,291**
	G. Access to Online Journals		**Yes**
	a. Institute of Electronic and Electrical Engineering	**Yes**	**Yes**
	b. Association of Computing Machinery	**Yes**	**Yes**

SZABIST Karachi Campus – Library Resources 2011-2012

Table 7.2: Library Resources

b. Describe the support rendered by the Library

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

- 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 7.3: Library Staff Timing

Standard 7-3 Class-rooms & Offices Adequacy[23]

a. Describe the adequacy of the classrooms

Class rooms are well equipped with

- Multimedia projector,
- PCs' with internet connections,
- Sound system and
- Air Conditioners.

b. Describe the adequacy of faculty offices

Rooms are allocated for permanent and visiting 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.

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

CRITERION 8: INSTITUTIONAL SUPPORT

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

Criterion 8: Institutional Support

Standard 8-1 Support and Financial Resources

a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation[24]

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

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

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

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

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

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

There are 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.

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[24] Source: Discussion with HR and a meeting with Vice President (Academics). For further details please see section 5-3 and 6-3.

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

a. **Provide the number of graduate students for the last three years[25]**

Number of Graduate Students

Year	No. of Graduates
2012-13	24
2013-14	47
2014-15	39

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	0.54 : 1
2013-14	1.11 : 1
2014-15	0.83 : 1

Table 8.2: Graduate Faculty Ratio

Number of Faculty

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

Table 8.3: Number of Faculty

* Graduates / Faculty of MBA-90 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

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[25] Source; Email from Zab Desk

Standard 8-3 Financial Support for Library and Computing Facilities[26]

    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

Library Budget Allocation for Management Sciences Dept.

2012-2013	**2013-2014**	**2014-2015**
1,479,500	1,667,500	1,965,000

Table 8.5: Resources available for the library - Management Sciences Dept.

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

Not applicable on MBA-90 program.

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

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

Table 8.6: Resources available for computing facilities

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[26] Source: Finance Department

SZABIST

SELF-ASSESSMENT REPORT

MBA- 90 Credit Hours
Karachi Campus

Program Self-Assessment Checklist

SZABIST

Guidelines for Program Team Report and QEC Review

Program: MBA- 90CH 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- 90CH Karachi Campus

Assessment Team Report

SHAHEED ZULFIKAR ALI BHUTTO INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

MBA- 90CH 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.   Mr. Aneel Ahmed
   ii.   Dr Hammad Afzal Kayani
  iii.   Mr. Muhammad Yousuf Razzak

2. Date of Nomination

27th May, 2016

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

Thirty Three (33) Days

4. Name of Department and Program being assessed

Management Sciences & Master of Business Administration 90 Credit Hours

5. Shortcomings of the PT report

The shortcomings of the report have been discussed in detail below. The report overall requires small and major edits in some of the criteria. Below are the points of edits and amendments:

- Standard 1-4 d. Faculty publications (page 14-16) should be arranged in the chronological order (from latest to oldest).
- Standard 2-1 d. Some of the course codes are not correct (page 22-23).
- Standard 6-3 c: Source of information for Figure 6.1 and 6.2 not provided
- Standard 6-4: Faculty list not updated, also the list should be arranged in order of seniority.

- Standard 7.2 b: The date presented in table 7.2 (page 67) is old, kindly provide updated data.
- Standard 8.2 b: Is it faculty: student ratio or faculty: graduate student ratio. Also asterisks (footnote) are not properly indicated.

6. **Comments on:**

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

   The report shows adequate relevance and comprehensiveness of the responses / standards except for the minor shortcomings already highlighted in the previous section.

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

   Authenticity has been established by quoting the sources of information at all relevant places in the report.

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

   Adequate, some clarifications are required.

   iv. **Observations made during the assessment**

   Mentioned in the AT findings.

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

   The **strengths** of the program are:
   - Faculty from diverse industry/corporate backgrounds
   - Guest speaker sessions, seminars and workshops conducted on a regular basis

   Weaknesses
   - Students are coming from diverse background after 2 or 3 years BSc, BA & B.Com that makes difficult for them to adjust.
   - Need to develop practical lab-related skills building exercises in areas of accounting and finance

- Remedial courses are not being offered to students in their weak areas

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

27th June, 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)		**25**				
Score 1 **(S1)** = [TV/(No. of Questions *5)] *100 *Weight		**4.16**				
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)		**34**				
Score 2 **(S2)** = [TV/(No. of Questions *5)] *100 *Weight		**17**				

Criterion 3 – Laboratories and Computing Facilities						Weight = 0.10		
Factors						**Score**		
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	**2**	1		
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	**1**		
3	Are the university's infrastructure and facilities adequate to support the program objectives?	5	4	**3**	2	1		
Total Encircled Value (TV)						**6**		
Score 3 **(S3) = [TV/(No. of Questions *5)] *100 *Weight**						**4**		
Criterion 4 – Student Support and Advising						Weight = 0.10		
Factors						**Score**		
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	**5**	4	3	2	1		
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	**5**	4	3	2	1		
3	Does the university provide academic advising on course decisions and career choices to all students?	5	**4**	3	2	1		
Total Encircled Value (TV)						**14**		
Score 4 **(S4) = [TV/(No. of Questions *5)] *100 *Weight**						**9.33**		
Criterion 5 – Process Control						Weight = 0.15		
Factors						**Score**		
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	**5**	4	3	2	1		
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	**5**	4	3	2	1		
3	Is the process to register students in the program and monitoring their progress documented?	**5**	4	3	2	1		
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	**4**	3	2	1		
5	Is the process to recruit and retain faculty in place and documented?	**5**	4	3	2	1		
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	5	**4**	3	2	1		
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	**4**	3	2	1		

8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
10	Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?	5	4	3	2	1
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
Total Encircled Value (TV)		49				
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight		13.36				

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)		26				
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight		11.14				

Criterion 7 – Institutional Facilities		Weight = 0.15				
Factors		**Score**				
1	Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	5	4	3	2	1
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1
Total Encircled Value (TV)		**10**				
Score 7 **(S7) = [TV/(No. of Questions *5)] *100 *Weight**		**10**				
Criterion 8 – Institutional Support		**Weight = 0.15**				
Factors		**Score**				
1	Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1
2	Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	5	4	3	2	1
Total Encircled Value (TV)		**8**				
Score 8 **(S8) = [TV/(No. of Questions *5)] *100 *Weight**		**12**				

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

= 81

C. Assessment Results Implementation Plan Summary MBA-90CH-Karachi Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
Faculty is not awarded for their excellence in teaching and research.	In order to increase Faculty Motivation and Job Satisfaction, it is suggested that the awards for "Excellence in Teaching" and "Excellence in Research" should be introduced. Please note the similar procedure are already practiced by some of the reputed universities of the country.	Spring 2018	President/ VP Admin and Finance/ VP Academics	Budget
The remedial/deficiency courses for the students coming from diverse background is found to be low.	It is recommended that Curriculum revision committees should decide and design additional remedial courses for each field to facilitate the students with diverse academic background.	In process	Board of Studies/Curriculum Committee	-
Less electives are offered for specialization in relevant field.	It is suggested that more specialized relevant electives should be design by the Curriculum revision committees and offered to provide maximum overage of each field.	In process	Board of Studies/Curriculum Committee	-
Lack of easy access to essential research data	It is suggested that faculty and students should have complete access to research journals such as J store and ISSRN to avoid setbacks and delays in research efforts	Fall 2017	Director IT/Head of Research Committee	-
Unavailability of data extraction terminals	It is recommended that research data extraction terminals such as, Bloomberg, Morningstar Direct, FactSet Thomson Reuters' Eikon should be deployed at the campus to improve the quality of research being conducted.	Fall 2017	Director IT/Head of Research Committee	-

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-90 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. Further, the shortcomings identified of MBA-90 credit hours program 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-90 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-90 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. Further, the shortcomings identified of MBA-90 credit hours program 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-90 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- 90CH Karachi Campus

Program Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): _MBA (90 credit hours)_

Team Leader: _Mazhar Ali_

Name: _Mazhar Ali_   Position: _Assistant Professor_

Institution: _SZABIST Karachi_   Contact No: (Office) _113 (154 Campus)_

Mobile No: _0321-2556014_   Email Address: _mazhar.ali@szabist.edu.pk_

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

Ali   _30-12-2014_

(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
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): MANAGEMENT SCIENCES, MBA-90

Team Leader: MAZHAR ALI

Name: FARHAN AHMED   Position: LECTURER

Institution: SZABIST   Contact No: (Office) 129 (154 Campus)

Mobile No: 03337573201   Email Address: farhan.ahmed@szabist.edu.pk

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

Farhan Ahmed   30th Dec, 2014

(Signature of PT Member)   Date

Approved By: _____ (signature) 06/02/2015

(Head of the Department)

Note: Completed form should be sent to the QEC

SELF-ASSESSMENT REPORT

MBA- 90CH 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-90___

Team Leader: ___Dr. Hammad Afzal___

Name: ___Aneel Ahmed___   Position: ___Assistant Professor___

Institution: ___Szabist___   Contact No: (Office) ___III-SZABIST___

Mobile No: ___0333-2606778___   Email Address: ___aneel@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.

_____   ___03-08-2016___

(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 -90_

Team Leader: _Dr. Hammad Afzal Kajur_

Name: _Dr, Hammad_   Position: _Assistant Professor_

Institution: _SZABIST_   Contact No: (Office) _Ext. 151 (154 Campus)_

Mobile No: _0301-3365167_   Email Address: _hammad. afzal @ 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)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): _MBA - 90_

Team Leader: _Dr. Hammd Afzal Kojani_

Name: _YOUSUF RAZZAK_   Position: _Asst Prof._

Institution: _SZABIST_   Contact No: (Office) _____

Mobile No: _0333 - 7733226_   Email Address: _Muhammad.yousf @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.

_____   _3/c/16_

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)