



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **MS-Educational Leadership and Management**

**Karachi Campus**

***Spring 2016***



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# **SELF-ASSESSMENT REPORT**

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***Executive Summary***



*Quality Enhancement Cell*  
*Institutional Research Department*

*Self-Assessment Report*  
Executive Summary

MS- Educational Leadership and Management (ELM) Program

SZABIST Karachi Campus

**Introductions**

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

QEC conducted a number of workshops to create awareness of the Self-Assessment process and its significance in further improving the quality of education at **SZABIST**. In Karachi Campus, after completing the Self-Assessment Reports of three programs in the Computing Department, ten programs in the Management Sciences Department, three programs in the Social Sciences Department, one program in Educational Leadership and Management 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 MS-ELM program. The highlights of the process were as follows:

**1. Nomination of Program Team (PT)**

The PT was nominated by the Head of Faculty of Social Sciences, Dr. Riaz Ahmed Shaikh on March 21<sup>st</sup>, 2016. Following were the members of the PT:

- (i) *Dr. Fatima Dar*
- (ii) *Ms. Sadiya Durrani*

**2. Submission of PT Report**

The PT submitted the report on April 8<sup>th</sup>, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on May 27<sup>th</sup>, 2016.



### **3. Nomination of Assessment Team (AT)**

The AT was nominated by the Head of IR/QEC, Dr. Muhammad Altaf Mukati and Ms. Faryal Shahabuddin on May 30<sup>th</sup>, 2016. Following were the members of the AT:

- (i) Dr. Zaki Rashidi*
- (ii) Ms. Iffat Zehra*

### **4. Date of Submission of AT Report**

The AT Report was submitted on June 22<sup>nd</sup>, 2016.

### **5. AT Findings and Recommendations**

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

- (i) The number of PhD faculty is found to be low. It is suggested that more PhD faculty in the relevant areas should be hired.
- (ii) The marketing of the program is not done properly. It is recommended that effective plan should be followed to appropriately market the program.
- (iii) Enhance the quality of students. It is advised to increase the applicant base.
- (iv) The disciplines related to Educational Leadership Management are missing. It is suggested that the relevant Disciplines should be documented and disseminated.

### **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 Educational Leadership and Management Department plans to implement the suggested corrective measures in the near future to improve the quality of education delivered at **SZABIST**.



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# **SELF-ASSESSMENT REPORT**

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## **MS-Educational Leadership and Management**

*Program Team Report*

**Spring 2016**



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## ***Criterion 1: Program Mission, Objectives and Outcomes***

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



## **Criterion 1-Program Mission, Objectives, and Outcomes**

### **Standard 1-1 Program Measurable Objectives**

#### **a. Mission Statements**

##### **Mission Statement of SZABIST**

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

##### **Mission Statement of Department of Education**

The Department of Education's mission is to improve educational practices by imparting latest, relevant, yet historically and critically informed knowledge to those seeking a career in education. The aim is to foster acceptability of the multilingual and multicultural diversity of our context, while forging partnerships and linkages with international universities for collaborative research and educational best practices.

##### **Mission Statement of MS Educational Leadership and Management**

The program aims to produce highly intellectual leaders and managers with influence on educational policy and reform. It envisages identifying challenges in global and local education, addressing issues in education through knowledge and research, and ultimately improving the standards of the prevailing educational system.

#### **b. Program Objectives**

The MS ELM programs will enable students to:

1. Examine contemporary education leadership and management styles for better strategic planning.
2. Study effective planning and management strategies; study the power relationships and their effects on the organizational culture of educational institutions.



3. Examine the role of teachers in educational management and instruction.
4. Analyze the roles of educators as critical thinkers and researchers.
5. Investigate issues and challenges in education through systematic research processes.

**c. Program Outcomes**

The students will be able to:

1. Strategically make educational management and leadership plans
2. Construct equitable organizational cultures in educational institutions
3. Become active teacher leaders at work places
4. Teach and run academic institutions through thoughtful reflection and critical thinking
5. Conduct research on issues and challenges faced in educational institutions

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

The MS/PhD program of Educational Leadership and Management at SZABIST aims to develop contemporary education leadership and management styles among students for better strategic planning and enables them to practice effective planning and management strategies **for an effective organizational culture of educational institutions. (Objectives 1 & 2)**. The program also helps the students to rethink the roles of educators as critical thinkers and researchers. (Objectives 3 & 4). The program also emphasizes a research based focus through constant engagement with inquiry led educational processes (objective 5).

**e. Outline the main elements of the strategic plan to achieve the program mission and objectives.**

These include the hiring of more permanent faculty members specially PhDs to strengthen the program, establishing a liaison between educational professionals and the academia (students as well as teachers), increasing the number of available classrooms and equipment needed, and giving more practical/field work.



**f. Program Objective Assessment**

<b>Objective</b>	<b>How measured</b>	<b>When measured</b>	<b>Improvement identified</b>	<b>Improvement made</b>
Examine contemporary education leadership and management styles for better strategic planning.	Through the writings.	Mid-terms, finals and other assignments	Grading Assignments, projects and presentations on the basis of their performance	Minimum pass percentage is 75%. Otherwise to repeat
Study effective planning and management strategies; study the power relationships and their effects on the organizational culture of educational institutions.	Different courses taught in MS ELM program focus on these issues	Mid-terms, finals and other assignments	Grading Assignments, projects and presentations on the basis of their performance.	Minimum pass percentage is 75%. Otherwise to repeat.
Examine the role of teachers in educational management and instruction.	In MS / PhD program students have to take two mandatory ISs and thesis work as well. They have to write research papers as well.	IS performance is judged in NIRCS and thesis is evaluated by the externals.	IS are accepted if student achieves satisfactory grades and thesis is accepted by external evaluators.	In case any short coming is identified in such reports, students have to make necessary changes.
Analyze the roles of educators as critical thinkers and researchers.	For their IS and thesis, students have to do the field work as per requirement.	At the end of semester in NIRC and thesis review.	External examiners identify short comings.	Students have to incorporate such suggestions in their reports.
Investigate issues and challenges in education through systematic research processes.	Advance Research Methods and QTR equipped students for such job.	ARMT and QTR's applications are seen in other courses.	Quantitative and qualitative tools are used to judge their expertise.	In case of non-satisfactory performance, students have to attempt this again.

Table 1.1: Program Objectives Assessment<sup>1</sup>

<sup>1</sup> Table 1.1 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report



## Standard 1-2 Program Outcomes

### a. Outcomes versus Objectives

Following is the matrix of ELM program's learning outcomes to its objectives:

	Program's objectives				
Learning	1	2	3	4	5
1		✓	✓		
2	✓			✓	
3		✓	✓		
4	✓	✓	✓	✓	✓
5	✓	✓			

Table 1.2: Outcomes versus Objectives<sup>2</sup>

### b. Employer's Survey

The MS-Educational Leadership and Management (ELM) program was launched in Fall 2015 and no batch has been graduated up till now therefore Employer Survey is not applicable.

### c. Alumni Survey

The MS -ELM program was started in Fall 2015 and no batch has been passed out up till now therefore Alumni Survey section is not applicable.

**Note:** The MS in Educational Leadership and Management is a 1.5 year program, spread over three semesters.

### d. Graduating Students' Survey

The MS-ELM program was initiated in Fall 2015 and no batch has been graduated up till now therefore Graduating Student Survey section is not applicable on the said program.

**Note:** The MS in Educational Leadership and Management is a 1.5 year program.

<sup>2</sup> Table 1.2 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report





### **Standard 1-3 Assessment Results and Improvement Plans**

#### **a. Describe the action taken based on the periodic assessments.**

Based on teachers' evaluations by the students, the VP Academics evaluates the faculty which is then discussed in the academic council meeting. Those with poor evaluations are asked to provide reasons for their bad evaluations (if any) and where they think they lack as a teacher. If the evaluation remains consistently bad, then subsequent replacements are found for faculty members. Furthermore, students are evaluated based on mid-semester and end-of-the-semester assessments. These include mid-terms and finals that are held in tandem with the examination department and those students that fail to secure the minimum grade needed for passing a course, that is a B grade, are then required to repeat it in a later semester. This means that the student is required to attend all classes, complete all projects/reports/assignments and take the exams that serve as a measure of their assessments all over again.

#### **b. Describe major future program improvements**

1. Hiring of more qualified faculty in the program, particularly more PhDs.
2. To introduce culture of research that is of direct public interest.
3. To do research on issues pertaining to education and educational leadership and management.

#### **c. List strengths and weaknesses of the program**

##### **Strengths**

1. The program in itself is unique since few private sector universities are offering a MS/PhD degree in ELM
2. The program is taught by well qualified faculty
3. The criteria used for student intake is above average as most of the students are professionals in their respective fields.

##### **Weaknesses**

1. The program needs more number of PhDs.
2. More number of books should be included in the library.
3. The program needs to encourage more research, a significant aspect of any education program.



**d. List significant future plans for the program.**

1. Introduction of a 2 year MA Education program
2. The program needs more number of PhDs.
3. More number of books should be included in the library.
4. The program needs to encourage more research, a significant aspect of any social sciences program.

**Standard 1-4 Overall Performance Using Quantifiable Measures<sup>3</sup>**

**a. Indicating the GPA of Successful students per semester**

The minimum passing grade in each course of the program is B (GPA 3.0). Therefore, all students who scored a GPA of 3.0 and above are included in the successful students' category.

• **Average CGPA<sup>4</sup>**

Semester CGPA	Fall 2015	Total Average
Average CGPA	2.6	2.6

Table 1.3: Average CGPA

• **Drop-out ratio<sup>5</sup> of student every semester**

	Fall 2015	Total Average
Dropouts	0	0
Enrollment	20	20
Dropout Ratio	0	0

Table 1.4: Drop-out Ratio

<sup>3</sup>The source of information is ZAB Solutions.

<sup>4</sup> The MS-ELM program was initiated in Fall 2015 therefore average CGPA for Fall 2015 is only provided in Table 1.3.

<sup>5</sup> The MS-ELM program was initiated in Fall 2015 and nor dropout took place therefore dropout ratio is null, shown in Table 1.4.



- b. Indicating the percentage of employers that are strongly satisfied with the performance of the department's graduate.**

As we have identified above that MS-ELM program is new and no graduates has been passed out therefore this question is not applicable.

- c. Percentage of Student Evaluation/Assessment results for all the courses and faculty.<sup>6</sup>**

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2015	Fall	50	25	25	0	0	0

Table 1.5: Faculty & Courses Rating

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

**Publications:**

1. Dar, F.R. (2015). Rethinking Education – Emerging Roles for Teachers. *Universal Journal of Educational Research*, 3, 63 - 74. doi: 10.13189/ujer.2015.030201.

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

**National Conference Participation:**

1. January 24-25, 2015  
Teachers and Parents as agents of Peace,  
I am Karachi, Teach for Peace Conference, Karachi
2. November 7-8, 2015  
Exploiting texts for cognitive-affective integration  
31<sup>st</sup> SPELT International Conference  
Habib Public School, Karachi

<sup>6</sup> The source of information is the Academic Office.



**International Conference Participation**

3. October, 4, 2015

Empathetic and prosocial awareness in primary students: A case study

Post Graduate Research Conference, Asia e University

Malaysia

**f. Faculty and student surveys results to measure the administrative services provided.<sup>7</sup>**

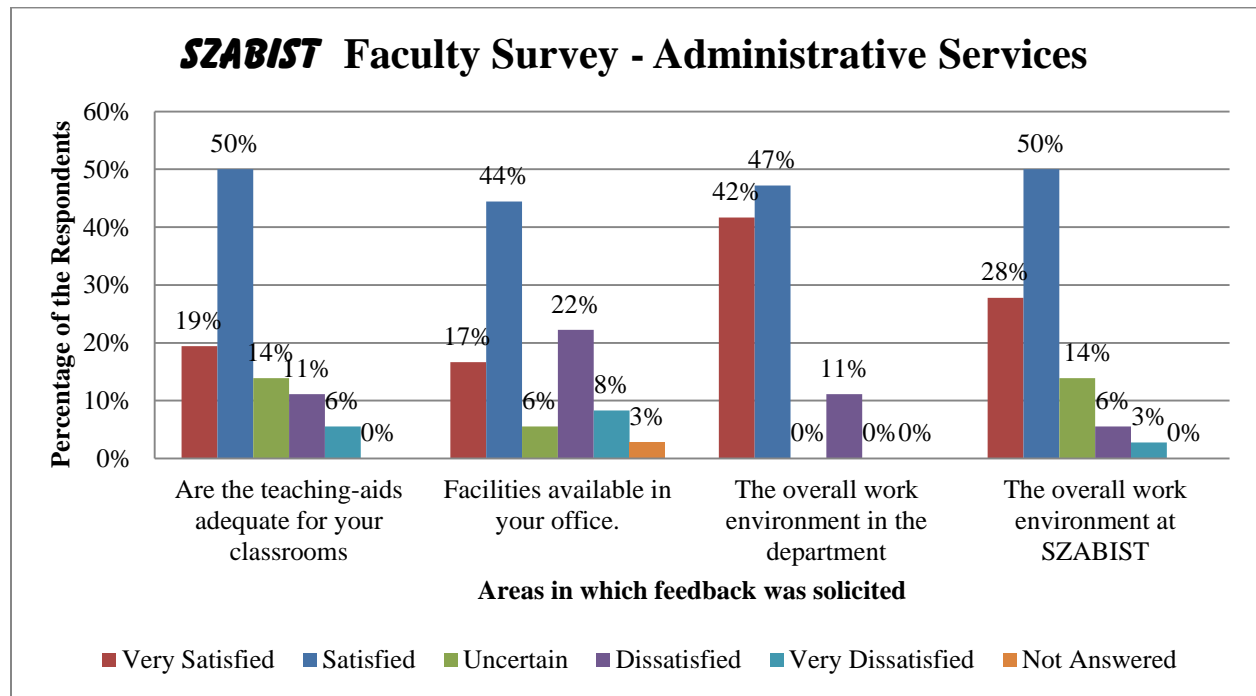


Figure 1.1

At present Graduating Student Survey and Alumni Survey is not applicable on MS-ELM program as no batch of graduates has been passed out.

<sup>7</sup> The source of information is Faculty Survey.



## ***Criterion 2: Curriculum Design and Organization***

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



## Criterion 2 – Curriculum Design and Organization

### Standard 2-1 Courses versus objectives

#### a. Title of Degree Program

MS in Educational Leadership and Management

#### b. Definition of Credit Hour

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

#### c. Degree Plan

Semester	Course Number	Category (credit hours)		
		Core Courses	Independent Study	Elective Courses
1	ELM 5102	Advanced Research Methods and Techniques-I (Qualitative) (3)		
	ELM5103	Advanced Research Methods and Techniques-II (Quantitative) (3)		
	ELM 5101	Leadership and Management in Educational Contexts (3)		
	ELM 5131			Elective I (3)
2	ELM 5201	Curriculum Development and Planning (3)		
	ELM 5108		Independent Study I (3)	
	ELM 5208		Independent Study II (3)	
	ELM 5133			Elective II (3)
3	ELM 5xxx	Thesis (3)		Elective III
	<b>Total Credit Hours</b>	<b>30</b>		

Table 2.1: Degree Plan

For the MS program, the students are required to complete 6 courses, which includes 4 core courses, 2 IS and 2 electives and a Thesis.



**d. Curriculum Course Requirement**

**Curriculum Plan**

<b>Semester-I</b>	<b>Semester- II</b>	<b>Semester- III</b>
Advanced Research Methods and Techniques-I (Qualitative)	Curriculum Development and Planning	Thesis / Elective III & IV
Advanced Research Methods and Techniques-II (Quantitative)	Independent Study I	
Leadership and Management in Educational Contexts	Independent Study II	
Elective I	Elective II	

Table 2.2: Curriculum Course Requirements<sup>8</sup>

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

<b>Courses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Research Methodology		✓	✓		
Quantitative Tools for Decision Making	✓		✓		
Elective I	✓			✓	✓
Elective II	✓			✓	✓
Econometrics		✓	✓		
Independent Study I	✓		✓	✓	
Elective III	✓			✓	✓
Elective IV	✓			✓	✓
Independent Study II	✓		✓	✓	
Thesis			✓	✓	✓

Table 2.3: Courses versus Objectives

<sup>8</sup> Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



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

<b>Courses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Research Methodology	✓	✓			✓
Quantitative Tools for Decision Making			✓	✓	✓
Elective I	✓	✓			✓
Elective II	✓	✓			✓
Econometrics	✓		✓	✓	
Independent Study I	✓	✓	✓		✓
Elective III	✓	✓			✓
Elective IV	✓	✓			✓
Independent Study II	✓	✓	✓		✓
Thesis	✓	✓	✓		✓

Table 2.4: Courses versus Outcomes<sup>9</sup>

**Standard 2-2 Theory, Problem Analysis/Solution and Design in Program**

<b>Elements</b>	<b>Courses</b>
Theoretical Background	ELM 5102
	ELM5103
	ELM 5101
	ELM 5201
Problem Analysis	ELM 5201
	ELM 5108
	ELM 5208
	ELM 5133
Solution Design	ELM 5108
	ELM 5208

Table 2.5: Standard 2-2 Requirements<sup>10</sup>

<sup>9</sup> Table 2.4 of PT Report is the Table 4.4 (Courses versus Outcomes) of AT Report



### **Standards 2-3, 2-4, and 2-5**

These standards are addressed in Table 2.4.

### **Standard 2-6 Information Technology Content Integration throughout the Program**

#### **a. List the courses required by the Accreditation Body**

All the courses have been designed according to NACTE requirements set forth by the HEC.

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

In the course of Advanced Research Methods students are taught to use different software (SPSS, EVIEWS etc.) to analyze research data and quantify data in their ISs and theses. Finally, the entire program's courses – its progress reports, grade and enrollment sheets, lesson plans and materials – are maintained and updated by the faculty through an in-house, online system developed by SZABIST called ZabDesk.

### **Standard 2-7 Communication Skills (Oral & Written)**

#### **a. List the courses required by the Accreditation Body**

Not applicable on MS-ELM.

#### **b. Describe how they are applied in the program**

At MS / PhD level no such course is taught.

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<sup>10</sup> Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report

### ***Criterion 3: Laboratories and Computing Facilities***

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



### Criterion 3- Laboratories and Computing Facilities<sup>11</sup>

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 MS-ELM students with Wi-Fi enabled devices can access all network resources wirelessly.

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

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

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

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

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

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<sup>11</sup> The sources of information are; Director IT, Manager Systems and Computer Labs staff.



<b>Lab Title</b>	Lab 1 and 2
<b>Location</b>	90 Campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with less than 45 students.</li> <li>• For Internet usage</li> <li>• For Printing of reports, assignments</li> </ul> <p>To access HEC Digital Library link, SZABIST e-library</p>
<b>Adequacy for instruction</b>	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.
<b>MS-ELM Courses taught</b>	Advanced Research Methods and Techniques I and II
<b>Software available</b>	SPSS Professional 13 & 17, Microsoft Office 2010 (MS Visio, Excel), E-View, Stata, Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
<b>Major equipment</b>	Colored Scanner, Black and White Printer, Colored Printer, Switch Full Deluxe (48 Ports)
<b>Safety regulations</b>	Available and communicated*

Table 3.1: Computer Labs Information



<b>Lab Title</b>	Lab 3
<b>Location</b>	100 Campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with less than 45 students.</li> <li>• For Internet usage</li> <li>• For Printing of reports, assignments</li> </ul> <p>To access HEC Digital Library, SZABIST e-library</p>
<b>Adequacy for instruction</b>	Adequate for 45 students at a time. 45 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
<b>MS -ELM Courses taught</b>	Advanced Research Methods and Techniques I and II
<b>Software available</b>	SPSS Professional 13 & 17, Microsoft Office 2010 (MS Visio, Excel), E-View, Stata, Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
<b>Major equipment</b>	HP Color Printer, 1 Black Printer, 45 Desktop PCs, Switch Full Deluxe (48 Ports)
<b>Safety regulations</b>	Available and communicated

Table 3.2: Computer Lab Information



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

Table 3.3: Computer Lab Information



<b>Lab Title</b>	Lab 5
<b>Location</b>	100 Campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with less than 31 students.</li> <li>• For Internet usage</li> <li>• For Printing of reports, assignments</li> </ul> <p>To access HEC Digital Library, SZABIST e-library</p>
<b>Adequacy for instruction</b>	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
<b>MS -ELM Courses taught</b>	Advanced Research Methods and Techniques I and II
<b>Software available</b>	SPSS Professional 13 & 17, Microsoft Office 2010 (MS Visio, Excel), E-View, Stata, Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version)
<b>Major equipment</b>	HP Color Printer, 31 Desktop PCs, Switch Full Deluxe (48 Ports), Black Printer, Scanner
<b>Safety regulations</b>	Available and communicated

Table 3.4: Computer Lab Information



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

Table 3.5: Computer Lab 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**

Not applicable on MS-ELM program.

### **Standard 3- 2 Adequate Support of Personnel for Labs<sup>12</sup>**

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

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

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

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

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

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<sup>12</sup> The sources of information are Director IT, Manager Systems and Computer Lab staff.



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

Table 3.6: Adequate Support of Personnel for Labs

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

Table 3.7: Computer Lab Shifts per Lab



**Standard 3- 3 Adequate Computing Infrastructure and Facilities**

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

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

Table 3.8: Computer Lab Shifts per Lab

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

The computing infrastructure and facilities are adequate for MS-ELM program.

## ***Criterion 4: Student Support and Advising***

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



## **Criterion 4 – Student Support and Advising<sup>13</sup>**

### **Standard 4-1 Sufficient Frequency of Course Offering<sup>14</sup>**

The department believes in providing adequate support to the students of MS-ELM in order to timely complete their program. The ELM department also believes that students must have opportunities to interact with their instructors in order to receive timely advice regarding program requirements and career alternatives.

#### **a. Provide the department's strategy for course offering**

- In MS-ELM program core courses and elective courses are offered from the first semester.
- A course is offered again if at least 15\* or more students (who are repeating the course) are registered.
- The continuity of a core course depends on minimum 15\* students in the course, as per policy, in case of less than five students the core course is dropped, however, it never happened.
- In case of an elective course, the requirement to continue a course is minimum 15\* students. If a course is dropped / washed out in a semester then it is offered again in next semester.
- Average class strength is 15 to 25 students.
- All required courses are offered in a regular semester.
- Each student has to take 4 compulsory courses, 2 electives, 2 Independent Research Study (6 credit hours), and a Thesis or 2 elective courses (6 credit hours) in order to complete the MS-ELM program.
- Student select electives courses of their choice from the list of electives being offered.
- There is both in-house permanent faculty and visiting faculty for all courses being offered.
- Course and curriculum is continually reviewed.

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<sup>13</sup> The source of information is the EDC, Student Handbook, and Prospectus 2015.

<sup>14</sup> The sources of information are Program Managers and time tables of previous semesters.

\* As MS-ELM is a new program, minimum class size for course to be offered can be quite low and on special permission from the president, a particular course can be offered.



**b. Explain how often core 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 criterion of minimum number of students.
- Leadership and Management in Educational Contexts, Advanced Research Methods and Techniques-I (Qualitative), Advanced Research Methods and Techniques-II (Quantitative) and Curriculum Development and Planning are mandatory for students. Course offering is also repeated in summer depending on the requirement of specific courses by students.
- Research project course is offered in every semester to facilitate those students who are taking fewer loads.
- The research courses are compulsory for all the students except for SZABIST continuing students who will take two elective courses instead.

**c. Explain how often elective courses are offered.**

- Elective courses are offered for specialization and these are offered in alternate semesters.
- Electives are offered for instance in, Sociology of Education, Educational Policy, Testing/Evaluation, Teacher Education, Professional Development, and Technology.
- Students select from the given set of electives courses depending which discipline of Education and Leadership they intend to adopt in future.

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

MS-ELM Course Taking Policy in Other Programs is as follows:

- MS-ELM students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue.
- Students are allowed to take Elective courses from the offered courses.



### **Standard 4-2 Effective Faculty/Student Interaction<sup>15</sup>**

**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.**

- Student / faculty interaction is achieved through class room discussions.
- Faculty spare exclusive counseling time for individual students.
- Standardized course outlines are developed on prescribed templates, which ensure that students are aware of the topics that need to be covered by faculty. The course outlines also indicate the assessment criteria for the course. This makes the student faculty interaction effective and facilitative.
- For a course that is being taught by two or more faculty members, the department ensures that both faculty members follow the same course outline so as to avoid discrepancies and anomalies between class sections. Furthermore, the faculty members share the course outline with each other to ensure that the material being taught is exactly the same. In this way, students can go to any one of the faculty member and consult with them and the response/interaction will be the same and consistent.

### **Standard 4-3 Professional Advising and Counseling<sup>16</sup>**

#### **a. Describe how students are informed about program requirements.**

Students are informed about program requirements through Advertisements, SZABIST Prospectus, Brochures, Student Hand Book, Official Facebook Page, Newsletter, Admissions Department, Program Heads, and Orientation, Website and ZABDESK guideline.

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

- Students are provided advising services through Executive Development Centre (EDC), Orientations, Seminars, Workshops, Program Coordinators and Faculty.
- Each faculty posts counseling hours on the door, so whenever a student has a problem in studying, he/she can visit faculty members during counseling hours or by appointment.
- Students can also discuss their problems with program managers during designated hours.

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<sup>15</sup> The sources of information are personal experience and validation from Program Managers.

<sup>16</sup> The sources of information are EDC, Student handbook, and Prospectus 2015.



**c. Describe the student counseling system and how students get professional counseling; when necessary.**

This counseling system at SZABIST has been described in *Standard 4-3 Professional Advising and Counseling* question b and question d.

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

Students can access EDC, student advisors and faculty. The department also arranges 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.**

Students also interact with practitioners in seminars and workshops arranged by the program manager and head of the department. The EDC is dedicated to enhance the opportunities students have to be successful in their professional as well as personal life. The ELM department facilitates 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.



## ***Criterion 5: Process Control***

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



**Criterion 5 – Process Control**

**Standard 5-1 Admission Process**

**a. Describe the program admission criteria**

The MS-ELM program’s admissions requirements to be fulfilled by the student(s) are provided below:

<b>MS-ELM Program</b>	<b>Criteria</b>
48 Credit Hours	<p>A candidate with have either 4 years BBA degree or 4 years professional degree (with minimum CGPA 2.5) or 16 years of education (with minimum 55% marks) from an HEC recognized university will be eligible to apply for admission in MS ELM program at SZABIST.</p> <p>GAT General with minimum 50% score as per requirements of HEC.</p> <p>All candidates are required to go through the step by step admission procedure which is presented in the flowchart on the following page.</p>

Table 5.1: Admission Requirements



**b. Flow Chart of Admission Process**

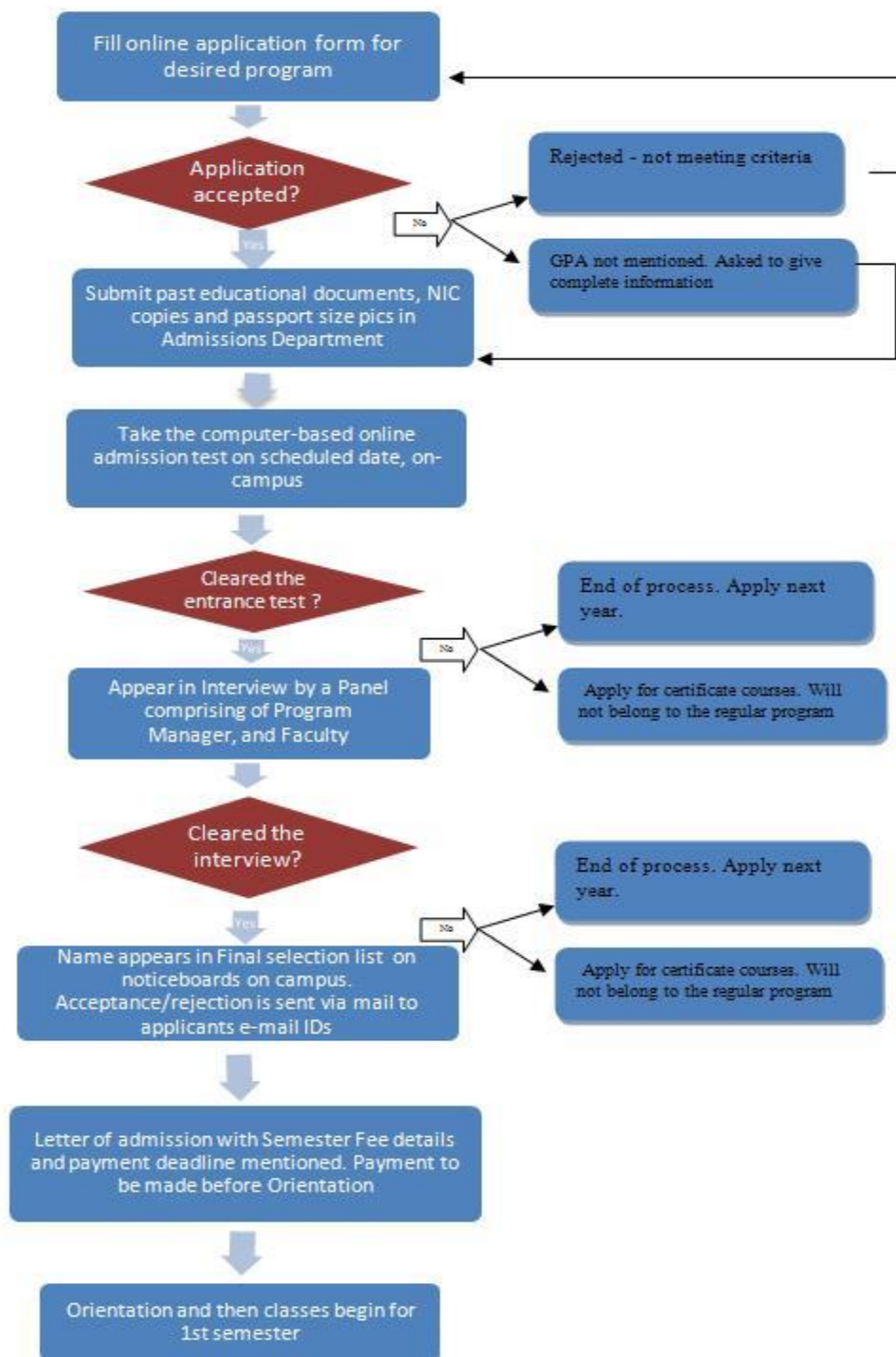


Figure 5.1



**c. Describe policy regarding program/credit transfer.**

**External Transfer policy:**

A certain number of credit hours/courses may be transferred after admission into SZABIST from other HEC-recognized Degree Awarding Institutions, subject to the following:

- Courses are to have content similarity with course against which they are requested for being transferred.
- Minimum Grade B and above or minimum score of 80% was obtained in the course.
- The request for transfers must be made at the time of admissions; and the maximum of 50% of course work can be transferred subject to the approval of Academic Committee. However, candidates would still require clearing all SZABIST admission requirements.
- Maximum time limit to transfer courses is within two years.
- CGPA tabulation will not include grades from previous university.

**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. The student, however, must have completed at least 25% of the coursework at the original campus.

All courses / grades are transferable. A transfer admission fee is applicable for students transferring from one SZABIST Campus to another. The candidate is required to fill the Campus Transfer Form. For transfer candidates from the SZABIST Certificate Programs, all courses having a letter grade B or above for the MS program are transferable.

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

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

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

- i. Extended office hours from 9:00 a.m. to 9:00 p.m. to facilitate applicants during May and June.
- ii. Storage facility for Admission department has been provided with plans to extend it further in the future.



- iii. Multiple interview teams to review the applicants in timely manner.

## **Standard 5-2 registration and Students<sup>17</sup>**

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

#### **Students Registration Process (Course Work):**

Students are required to register through ZabDesk for the courses of study at the start of the semester. ZabDesk is an Online Registration System developed indigenously by the Zab Solutions.

The Academics department is responsible for disseminating information regarding registration; through an email to the committee i.e. e-group of staff and faculty involved in academic issues and SMS to student e-groups, and notices on boards all over campus, explaining the ZabDesk registration process, the last date for registration and the fine for late registration.

Course registration starts 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 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. The timelines for late registration is maintained after which no registration is allowed.

Students who are 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.

#### **Students Registration Process (IS/Dissertation):**

The MS-ELM students are required to complete two independent research studies (06 credit hours each) during their program of study and either a Thesis or 2 elective courses (6 credit hours). However, the registration process of IS and Thesis requires approval of the IS/ Thesis topic from the MS-ELM program manager and a prior consent of an approved research Advisor. The process requires submission of IS/ Thesis registration form and IS/ Thesis proposal approved by the Research Advisor up to third week of semester. In case a student fails to submit an approved proposal, the student are asked to deregister from the IS/ Thesis. The university strictly adheres to its plagiarism policy, in evaluating the IS/ Thesis proposals, which requires a maximum of threshold of 20% similarity index.

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<sup>17</sup> Student Handbook 2015



### **Termination of Registration Process (Courses/IS/Thesis):**

The registration in a course IS and thesis can be terminated in two ways:

- 1) The student may request for withdrawal of a course up to second week of a semester, in which case the course is dropped.
- 2) In case the student decided to withdraw the course after second week, the request has to be made prior to the 12th session through ZABDESK's Online Course Withdrawal Process. A grade mark "W" is awarded to the student.

The request for withdrawal has to be approved by the Academic Controller, Program Coordinator and Records Department. In case of withdrawal, a letter grade of W (with no grade points) is awarded.

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

### **Monitoring Student Progress:**

#### **Attendance:**

Students are required to maintain 80% attendance throughout the semester in order to qualify for the final exam. Maximum 3 absences are allowed per semester per course. Two late arrivals are equal to 1 absence. In case of non-compliance of attendance rules, a letter grade F is given in the course.

#### **Midterm and Final Examination Policy:**

A mid-term exam for the MS-ELM program is administered in the 8th session. The mid-term exams account for 30 percent of the final grade and the maximum duration is 2 hours.

The final exam is generally of three hours duration. However, being the assessment for MS-ELM students, the faculty is encouraged to use case study methodology to assess the learning outcomes of courses.

The students are also assessed by way of term reports and projects, where students are expected to study the course related issues and use research methodology learned, to resolve an issue, present the findings, and in most of the cases the term report / project report is presented in class, for discussion and defense.

Independent Study and Thesis are also evaluated periodically. The students are required to maintain a record of their work stage wise and get it verified from advisor at each stage. The record must be submitted at the time of submission of final report. The university also conducts a mid-semester evaluation in eighth week, where students are required to report the work done so



far to an evaluation committee consisting of at least two faculty members from the relevant departments. The responsibility of the evaluation committee is to ensure the pace and quality of research conducted so far. In case the Committee is not satisfied with quality or pace of research, the student is forced to de-register the Independent Study/ Thesis. The committee also submits a confidential report to the research advisor of the student, with comments.

The students are rigorously evaluated in a research conference at the end of each regular semester, where a number of students and senior researchers from different universities, critically pose queries at the end of the IS presentation. The grading of the Thesis and the IS reports is based on depth and quality of research and is partly distributed between the internal and external evaluators in conference. The research conference is a final exam/evaluation of the Independent Study.

The final evaluation of Thesis is done in a Special Seminar conducted for the purpose of the defense. A panel committee comprising of Internal and External Evaluators pose critical questions. The assessment grade is, however, awarded on the basis, evaluation of the internal and external evaluators comprising seasoned Ph.D. faculty and expert in the field of study.

#### **Passing Grades:**

Minimum passing grade in each course is 'B-' for MS/PhD program courses. Student with 'repeat grades' such as 'C+' or any other lower grade must take the course next time as it is offered.

#### **Probation & Dismissal on Academic Grounds:**

SZABIST follows the probation and dismissal policy as recommended by HEC, "Whenever CGPA of a student falls below the required CGPA, he/she will be placed on "First Probation" for the next semester. If in the First Probation semester the student does not increase his/her CGPA to the required CGPA, he/she will be placed on "Second Probation" for the next semester. If in the Second Probation semester the student does not increase his/her CGPA to the required CGPA, he/she shall be dismissed from SZABIST. The required maintenance CGPA for MS-ELM Program is 2.75.



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

### **Evaluation of Registration and Student Monitoring Process**

The Student Registration and Student Progress Monitoring processes are regularly reviewed in ZabDesk through Program Manager and Academic Controllers.

For regular monitoring of MS-ELM and all other academic programs, an Academic Heads meeting is held once a month. The meeting is attended by the Vice-President Academics, all Program Managers, Academic and Examinations Controller, and other department heads. Any necessary amendment in policy and resolving of individual cases is carried out at these meetings.

Due to this timely review of the Academic issues at all levels, the university has been able to achieve efficiency in admission, registration and examination processes at all levels resulting in accuracy in admission screening process, timely registration and attendance sheets availability, class scheduling, course and class monitoring etc.

### **Standard 5-3 Faculty Recruitment and Retention Process**

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

#### **Faculty Recruitment Process**

The faculty recruitment process is initiated by the Vice President Academics in consultation with program managers to full-fill any shortage of teaching and research faculty. The human resource department (HRD) of SZABIST advertises the faculty positions through leading newspapers in light of the faculty requirements communicated by the Vice President, and SZABIST website for online applicants. HRD sets up a committee in consultation with the President and Vice President, 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. The demo lecture is mandatory for all despite qualification and experience. At the end of the demo lecture and based on the evaluation criteria, faculty is hired and HRD sends them the offer letter for faculty position.



**b. Flow Chart of Faculty Recruitment Process**

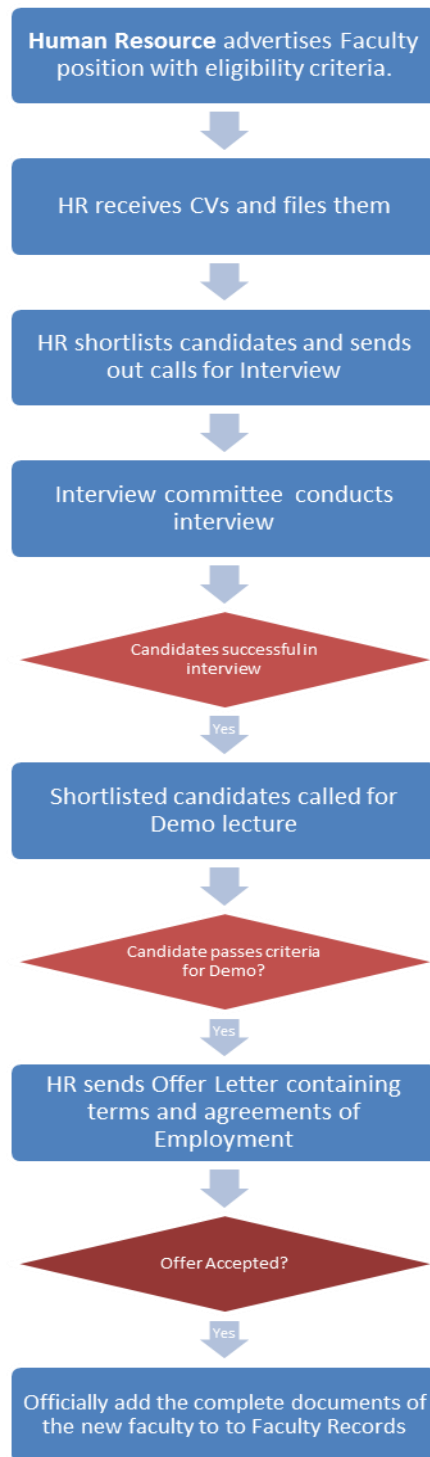


Figure 5.2

**c. Indicate methods used to retain excellent faculty members**

**Faculty Retention Methods and Measures**

Academic committee evaluates the faculty every semester with the support of HR and academics departments. If the evaluation of the faculty is satisfactory, accordingly they are considered as confirmed full time faculty.

SZABIST offers the following valuable intrinsic and extrinsic incentives and rewards for faculty retention. The offerings and benefits have been developed over a number of years based on the careful need assessment and competition being faced by the university from a number of different employers in the field:

- i. Highly competitive salary packages.
- ii. Flexible working hours within a given work week.
- iii. Continuing Education benefit from day one to join MS/Ph.D. program at SZABIST.
- iv. Opportunity to get promoted and salary revision based on performance review, during the course of studies.
- v. Car Loan Financing.
- vi. Provident fund.
- vii. Annual Bonus.
- viii. Annual raise to counter inflationary effect.
- ix. Performance Increment policy.
- x. Capacity Development programs/workshops.
- xi. Fully funded trip for presenting own research paper at any Research Conference within Pakistan (once in a year).
- xii. Partially funded trip to an international research conference to present a research paper, (once in 3 years).
- xiii. Publication honorariums for publication of articles and research papers,
- xiv. 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 Processes are duly in line with SZABIST's Mission Statement. In order to support the mission, Dean/Heads of departments evaluate their faculty members annually to have the best brain in the faculty. The faculty member is evaluated in terms of their teaching, student's feedback, research work, publications, arranging seminars/guest speaker sessions, attending conferences and other administrative work.

The evaluation results are further used as tools 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 faculty members who are well qualified but not able to achieve the goals assigned by the Dean/Heads of the departments are properly trained.

Hence, Evaluation process at SZABIST has set up the foundation of achieving the targets as set in the Mission statement, as it helps in promotion, appreciation, and training, proper counseling of faculty members to prepare them for producing high quality graduates nationally and internationally.

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

**Improvements in the Faculty Evaluation and Promotion Process**

In Academic Council and Academic Heads meeting the faculty evaluation and promotion processes are discussed. Academic Council meeting held semi-annually and Academic Heads meeting conducted on monthly basis.

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

Performance Appraisal Forms have been amended. Moreover, training of employees and appraisers is under considered by HR department for better understanding of evaluation criteria by all concerned. The faculty evaluations results are reviewed and the Promotion 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 through:

Class size is limited to only 15-25 students, which allows the delivery of high quality education on an interactive basis. Teachers pay individual attention and encourage participation and constructive discussion.

All class rooms are air-conditioned and equipped with overhead projectors, wall-mounted screens, white boards and multi-media projectors, PCs and internet connectivity, to facilitate the teaching and learning process the facilities create a pleasant environment.

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.

As the activities sighted above are intended for a very mature student body, a high level of research orientation is incorporated in all the activities.

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

There is regular assessment of course material and teaching, carried in the 5th and 6th week of each semester. The assessment is done online by the students through a questionnaire.

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

If a permanent faculty member scores less the 60% in the evaluation, the Program Mangers informs him/her about the scores and allots time for improvement. After two weeks they are reevaluated, unless the score is improved, their case is taken to the Vice President Academics and his verdict stands.



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

### **Standard 5-5 Program Requirements Completion Process**

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

#### **Standards and Documented Procedures to ensure Completion of Degree Program Requirements**

Minimum GPA to graduate is 2.75 for MS-ELM program.

MS-ELM Program-Requirement for Completion of Degree

- Duration of MS-ELM is 1.5 year
- 06 MS-ELM courses (18 credits)
- 02 Independent Study (06 Credit Hours)
- Either Thesis or 2 elective courses (06 Credits)
- Max. duration to complete this degree is 5 years

Without completing all degree requirements, including, clearance of financial dues, completing the required courses and passing of the comprehensive exam, a student will NOT be issued the degree. 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 valuation of this process is done on multiple forums i.e. the monthly Academic Heads meeting, the bi-annual Academic Council meeting and the bi-annual meeting of the newly formed Board of Studies. The processes are regularly discussed and evaluation of the procedures is done to ensure the efficiency and completeness of the MS-ELM Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures.

## ***Criterion 6: Faculty***

<b><i>Standard 6-1</i></b>	<b><i>Program Faculty Qualifications and Number</i></b>
<b><i>Standard 6-2</i></b>	<b><i>Current Faculty, Scholarly Activities &amp; Development</i></b>
<b><i>Standard 6-3</i></b>	<b><i>Faculty Motivation and Job Satisfaction</i></b>



## Criterion 6 – Faculty

### Standard 6-1 Program Faculty Qualification and Number

#### a. Faculty resumes in accordance with the format

Launched

#### b. List of Permanent Faculty Educational Leadership and Management- Fall 2015

S. No.	Names	Area of Specialization	Course (Fall 2015)
1	Dr. Fatima Dar	Curriculum	Teacher Education
2	Ms. Sadiya Durrani	Educational Leadership and Management	None

Table 6.1a: Permanent faculty distribution by program's areas<sup>18</sup>

#### List of Adjunct Faculty - Fall 2015

S. No.	Names	Area of Specialization	Course (Fall 2015)
1	Mr. Abdul Salam	Economics and Finance	Advanced Research Methods & Techniques II- Quantitative
2	Mr. Irfan Mohammad	Philosophy	Advanced Research Methods & Techniques I- Qualitative

Table 6.1b: Adjunct faculty distribution by program's areas<sup>19</sup>

<sup>18</sup> Table 6.1a of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report

<sup>19</sup> Table 6.1b of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report



### Standard 6-2 Current Faculty Scholarly Activities & Development

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

In general, a faculty is termed current, if he/she is taking a full load of courses, that is, four courses per semester. However, this load is subject to change, based on the discretion of the Vice President (Academics) to accommodate other institutional activities, such as research. Currently, the Department of Education has 2 full-time faculty members.

Moreover, details of conferences are given below:

<i>S. No.</i>	<i>Faculty Name</i>	<i>Qualification</i>	<i>Papers read at Conferences</i>
<i>1</i>	<i>Dr. Fatima Rehan Dar</i>	<i>PhD in Education</i>	<p><b>January 24-25, 2015,</b> Teachers and Parents as agents of Peace, I am Karachi, Teach for Peace Conference, Karachi</p> <p><b>October, 4, 2015,</b> Empathetic and prosocial awareness in primary students: A case study Post Graduate Research Conference, Asia e University Malaysia</p> <p><b>November 7-8, 2015,</b> Exploiting texts for cognitive-affective integration 31<sup>st</sup> SPELT International Conference Habib Public School, Karachi</p>

Table 6.2: Faculty conferences detail





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

Faculty members are encouraged to actively participate in national / international conferences and seminars.

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

Through active research they continue to update their skills to ensure that they know about contemporary and future challenges.

**Research Publication 2015**

Dr.	Dar, F.R. (2015). Rethinking Education – Emerging Roles for Teachers. <i>Universal Journal of Educational Research</i> , 3, 63 - 74. doi: 10.13189/ujer.2015.030201.
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**d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.**

Every month an Academic Heads meeting that includes the heads of department/deans and coordinators of all programs is held. The meeting is presided over by the President. Also, regular meetings are scheduled to address academic and administrative issues. This ensures that the program runs smoothly and without any glitches. Furthermore, a faculty evaluation is carried out for each course which is based on feedback from the students. It is in light of this feedback that the Program Manager interacts with the faculty to ensure an optimum learning experience for the student.

### **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 causal leaves
- Performance-based increment and annual bonus



- Car loan facility
- Continuing education
- SZABIST Employees Housing Society (SECHS)
- Annual picnics and social gatherings

**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 an annual bonus motivates employees to work effectively and efficiently.



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

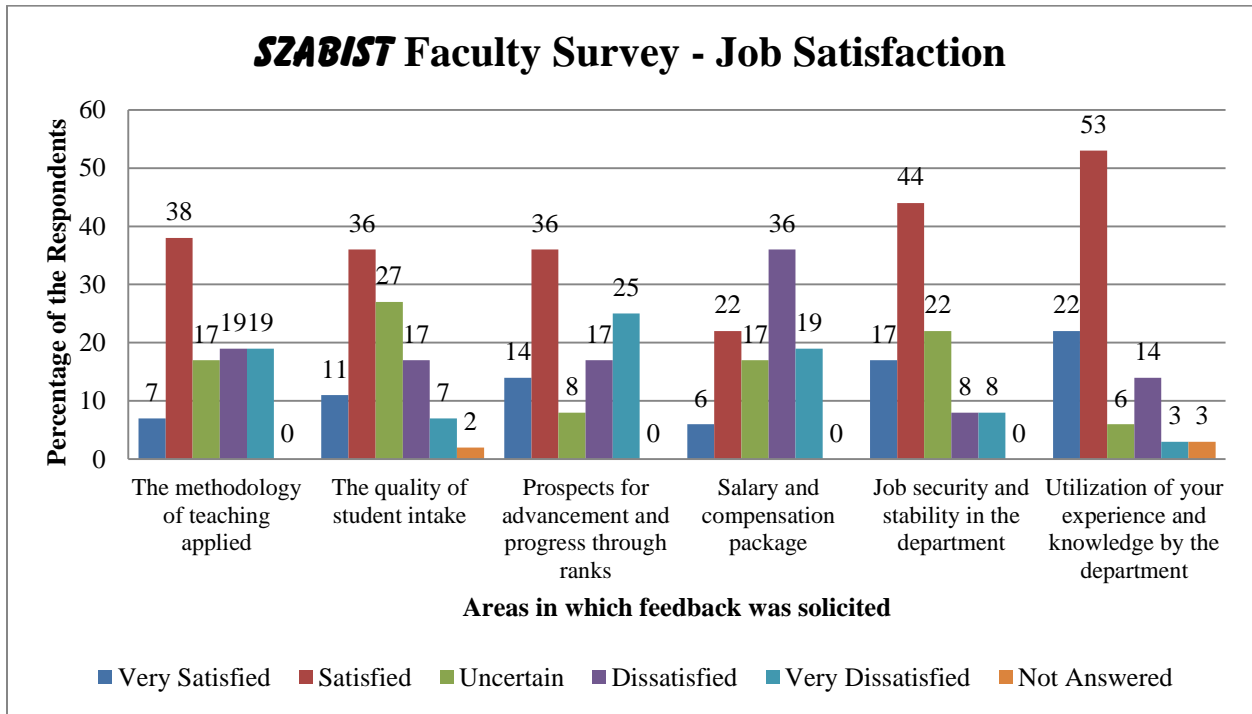


Figure 6.1

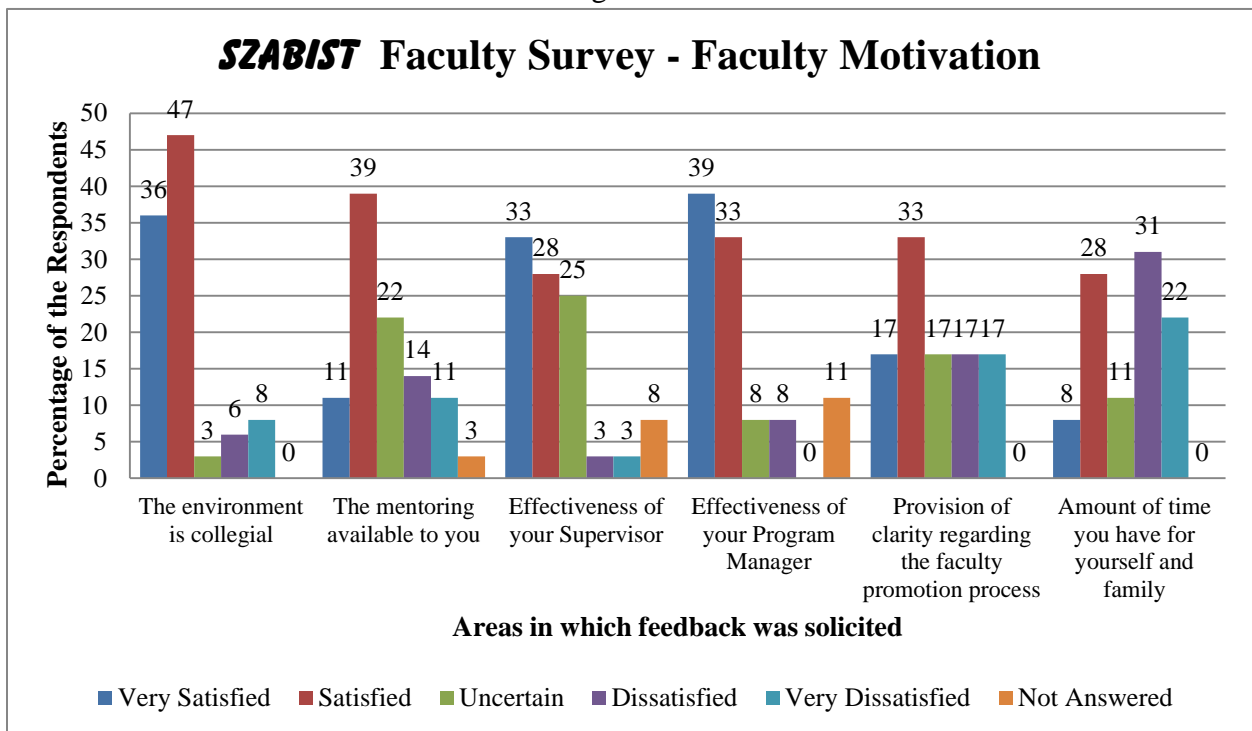


Figure 6.2

## *Criterion 7: Institutional Facilities*

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



## 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<sup>20</sup>

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

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

Table 7.1: Support Facilities

#### b. Indicate how adequate the facilities are

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

Online University:

#### Application server

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

<sup>20</sup> The source of information is IT Department.



### **Storage server**

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

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

### **Standard 7-2 Library Collection and Staff<sup>21</sup>**

#### **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. Currently, SZABIST has a total of 12,510 physical books and 1,577 reports/ thesis, etc. In addition to this, SZABIST also has a collection of 4,300 e-books in e-library and a total of 8,242 on-line journals.

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

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<sup>21</sup> The source of information is Librarian.



Library Resources		
No.	Particulars	Quantity
<b>1</b>	<b>Printed Form</b>	
	<b>A. Education Books</b>	<b>280</b>
	<b>B. Reports<sup>22</sup></b>	<b>N/A</b>
	<b>C. Journal/Magazines (Subscribed)</b>	<b>50</b>
	<b>D. Newspapers (Daily)</b>	<b>9</b>
<b>2</b>	<b>Digital Form</b>	
	<b>A. E-Books</b>	<b>4,300</b>
	<b>B. CD's</b>	<b>734</b>
	i. Books Related	
	ii. General	
	<b>C. Audio/Video Cassettes</b>	<b>0</b>
	<b>D. Journal/Magazines (Online)</b>	<b>8,242</b>
	<b>E. Access to Online Journals</b>	
	<i>I. HEC Digital Library</i>	<b>Yes</b>
	• <i>ASTM</i>	Yes
	• <i>EBRARY</i>	Yes
	• <i>IET Digital library</i>	Yes
	• <i>Institute for operations research and the management sciences</i>	Yes
	• <i>McGraw Hill Collections</i>	Yes
	• <i>Project Muse</i>	Yes
	• <i>Springer link</i>	Yes
	• <i>World bank e-library</i>	Yes
	• <i>Wiley-Blackwell journals</i>	Yes
	• <i>University of Chicago Press</i>	Yes
	<i>II. EBSCOHOST</i>	Yes
	<i>III. ACM Library</i>	Yes
	<i>IV. Emerald insight</i>	Yes
	<i>V. JSTOR</i>	Yes
	<i>VI. Taylor &amp; Francis Journals</i>	Yes
	<i>VII. Open Access</i>	Yes

Table 7.2: Library Resources

<sup>22</sup> As the PhD-ELM program is new hence, no reports are available.



**b. Describe the support rendered by the Library**

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

- i. Respond to daily-on-site reissue requests for books.
- ii. Train library users to effectively search the Library catalogue, Internet and other electronic resources.
- iii. Book and other reading material lending services
- iv. Receiving and persevering all reading material
- v. Information access in digital form
- vi. To search newly available books in market and on internet and make a list of required ones?

**Library Staff Timing**

Shifts	Timeslots	Personnel (s)
Morning	8:00 a.m. -- 4:00 p.m.	6
Evening	2:00 p.m. -- 10:00 p.m.	4

Table 7.3: Library Staff Timing

**Standard 7-3 Class-rooms & Offices Adequacy<sup>23</sup>**

**a. Describe the adequacy of the classrooms**

Class rooms are well equipped with

- i. Multimedia projectors,
- ii. PCs' with internet connections,
- iii. Sound systems
- iv. Uninterruptible Power Supply (UPS)
- v. Air Conditioners/ Fans,
- vi. Surveillance Cameras
- vii. Chairs,
- viii. Rostrums,

<sup>23</sup> The sources of information are Student handbook and Prospectus 2015.



- ix. White Board,
- x. Pc Trollies,
- xi. Tube Lights,
- xii. Blinds,
- xiii. Wall Clocks and
- xiv. Other necessary stationeries and things that are required by faculty members that add value in teaching.

**b. Describe the adequacy of faculty offices**

Rooms are allocated for permanent and visiting faculties where latest Intel Core, i3, i5 and i7 PCs are available with full Internet facilities, printers, landline extensions, Wi-Fi, digital library access, split air conditioners, shelves, UPS, display boards to display their office schedules, and other necessary stationeries and equipment. It is essential for all the faculty members to display their semester schedule on their doors to inform students of the faculty's availability.

## ***Criterion: 8 Institutional Support***

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



## Criterion 8 – Institutional Support

### Standard 8-1 Support and Financial Resources<sup>24</sup>

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

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

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

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

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

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

**b. Describe the level of adequacy of secretarial support, technical staff and office equipment<sup>25</sup>**

There are 18 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
- Notification Circulation to both students and faculty members about classes, seminars, workshops and the like.

Rooms are allocated for permanent and visiting faculties where latest Intel Core to i7 PCs are available with full internet facilities, Wi-Fi, printers, digital library access, landline extensions, split air conditioners, UPS, shelves display boards to display their objectives and schedules, and

<sup>24</sup> The sources of information are HR Department, and Vice President (Academics). For further details please see section 5-3 and 6-3.

<sup>25</sup> The Source of information is Academic Staff



other necessary stationeries and equipment. Moreover, it is essential for all the faculty members to display their semester schedule on their doors for students' consultation and faculty's availability.

### **Standard 8-2 Number and Quality of GSs, RAs and PhD Students<sup>26</sup>**

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

Not applicable on MS-ELM program.

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

Not applicable on MS-ELM program.

### **Standard 8-3 Financial Support for Library and Computing Facilities**

**a. Describe the resources available for the library.**

<b>Particulars</b>	<b>Budgetary Allocation (Rupees)</b>
	<b>2015-16</b>
Library	Rs. 550,000

Table 8.1: Resources available for the library

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

Not applicable for MS-ELM program.

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

<b>Particulars</b>	<b>Budgetary Allocation (Rupees)</b>
	<b>2015-16</b>
Computing Facilities	450,000

Table 8.2: Resources available for computing facilities

<sup>26</sup> The sources of information are ZABDESK and HR Department.

## **Annexure**

### **➤ Sources of Information**

- Department Head and Program Manager of MS/PhD ELM
- Program Support Officer
- Finance Department
- Academics Department
- IT Department
- Library
- Human Resource
- HEC Self-Assessment Manual
- Previous PT Report of MSSS for reference
- Prospectus 2015
- Student Handbook 2015
- Faculty and Staff Handbook

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **MS-Educational Leadership and Management**

### ***Program Self-Assessment Checklist***



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# Guidelines for Program Team Report and QEC Review

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Program: MS-Educational Leadership and Management

**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.

<b><u>CRITERIA AND ASSOCIATED STANDARDS</u></b>		<b>Yes/No</b>	<b>Issue/Observation</b>	<b>Possible Evidences</b>
<b>Criterion 1- Program Mission, Objectives, and Outcomes</b>				
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	✓		
	<b>Please find sample of Table 4.1 attached in Annexure I (i-ii)</b>			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives <b>Please find example of Table 4.2 attached in Annexure II (iii)</b>	✓		
	b. Employer survey	N/A		
	c. Alumni survey	N/A		
	d. Graduating student's survey	N/A		
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) <b>Please find example attached in Annexure III (pg iv)</b>	✓		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	N/A		
	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 <b>Please find example attached in Annexure III (pg iv)</b>	✓		
	e. Number of short courses workshops, seminars organized on community service level <b>Please find example attached in Annexure III (pg iv)</b>	✓		
	f. Faculty and student surveys results to measure the administrative services provided	✓		
<b>Criterion 2 – Curriculum Design And Organization</b>				
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. <b>Please find example attached in Annexure IV (pg v-ix)</b>	✓		
	d. Table 4.3 curriculum course requirement <b>Please find example attached in Annexure IV (pg v-ix)</b>	✓		
	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. <b>Please find example attached in Annexure IV(pg v-ix)</b>	✓		
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.	N/A		
	b. Describe how they are applied in the program.	✓		
<b>Criterion 3 – Laboratories and Computing Facilities</b>				
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?	N/A		
Standard 3- 2	Adequate Support Personnel for Labs			
	Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support. <b>Please find example attached in Annexure V(pg x)</b>	✓		



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?	✓		
<b>Criterion 4 – Student Support and Advising</b>				
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	✓		
<b>Criterion 5 – Process Control</b>				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable.	✓		
	b. Make a Flowchart			



	<b>Please find example attached in Annexure VI (pg xi-xii)</b>			
	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			
	<b>Please find example attached in Annexure VI (pg xi-xii)</b>			
	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	✓		
<b>Criterion 6 – Faculty</b>				
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 <b>Please find example attached in Annexure VII (pg xiii)</b>	✓		
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	✓		
<b>Criterion 7 – Institutional Facilities</b>				



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	✓		
<b>Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)</b>				
<b>Criterion 8 – Institutional Support</b>				
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	N/A		
	b. Provide the faculty: graduate student ratio for the last three years	N/A		
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	✓		
<b>Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)</b>				

**\*Key**

✓ - Yes      X- No      NA- Not Applicable



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **MS-Educational Leadership and Management**

*Assessment Team Report*



*SHAHEED ZULFIKAR ALI BHUTTO*  
INSTITUTE OF SCIENCE AND TECHNOLOGY

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# **ASSESSMENT TEAM REPORT**

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## **MS-Educational Leadership and Management**

*Spring 2016*





# Assessment Team Report

The AT report is comprised of the following:

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

## A. The Review Report

### 1. Names of Assessment Team Members

i. Dr. Zaki Rashidi

ii. Ms. Iffat Zehra

### 2. Date of Nomination

30<sup>th</sup> May 2016

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

Twenty Two (22) days

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

Department of Education and Master of Science in Educational Leadership Management Program

### 5. Shortcomings of the PT report

The shortcomings of the report are attached in Annex. A.



**6. Comments on:**

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

The responses of all the criteria are given comprehensively, however, there are some pieces of information that needs extensive revision. Also some questions are not answered as per requirement. [e.g. Standard 1-1 (e), 1-4 (e), 3-3 (a), 5-5 (a), 7-1 (a), etc.]

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

Authenticity of the information is verified through various references and departments. The data provided in the report is authentic.

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

Only summaries are reported not the conclusion drawn by them. However, the results of the surveys (graduate and alumni) are not the part of this report, because there are no graduates of this program. No description / summarized version of the surveys is provided [Please see page 9, Standard 1-4 (f), page 48, standard 6-3 (c), etc.] specific conclusion are not drawn on the basis of analysis.

**iv. Observations made during the assessment**

Program objectives and learning outcomes needs to aligned properly. Resources specific to the program to be outlined. Research profile of the department, and membership to the societies needs enhancement. The report needs to be revised in various section because it is not answering the questions specified. (Detailed observation are given in the attached document)



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

**Strengths:**

- The program is unique and offered by very few institutions
- Small class size and attention to individualized learning
- Foreign qualified faculty

**Weaknesses:**

- The program is not properly marketed
- Less no. of PhD faculty as desired by HEC accreditation bodies
- Choice of electives is not given due to the small size of the class
- There is no faculty development plan
- Lack in research activities by the faculty the department

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

29<sup>th</sup> June, 2016

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## 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.

<b>Result</b>	<b>Score</b>
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**

<b>Criterion 1 – Program Mission, Objectives and Outcomes</b>		<b>Weight = 0.05</b>				
<b>Factors</b>		<b>Score</b>				
1	Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	5	4	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	4	3	2	1
3	Do these outcomes support the Program objectives?	5	4	3	2	1
4	Are the graduating students capable of performing these outcomes?	N/A				
5	Does the department assess its overall performance periodically using quantifiable measures?	N/A				
6	Is the result of the Program Assessment documented?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>10</b>				
<b>Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>2.5</b>				
<b>Criterion 2 – Curriculum Design and Organization</b>		<b>Weight = 0.20</b>				
<b>Factors</b>		<b>Score</b>				
1	Is the curriculum consistent?	5	4	3	2	1
2	Does the department assess its overall performance periodically using quantifiable	N/A				
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?	N/A				
<b>Total Encircled Value (TV)</b>		<b>30</b>				
<b>Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>20</b>				



<b>Criterion 3 – Laboratories and Computing Facilities</b>						<b>Weight = 0.10</b>				
<b>Factors</b>						<b>Score</b>				
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				
<b>Total Encircled Value (TV)</b>						<b>15</b>				
<b>Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight</b>						<b>10</b>				
<b>Criterion 4 – Student Support and Advising</b>						<b>Weight = 0.10</b>				
<b>Factors</b>						<b>Score</b>				
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				
<b>Total Encircled Value (TV)</b>						<b>13</b>				
<b>Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight</b>						<b>8.67</b>				
<b>Criterion 5 – Process Control</b>						<b>Weight = 0.15</b>				
<b>Factors</b>						<b>Score</b>				
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
<b>Total Encircled Value (TV)</b>		<b>52</b>				
<b>Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>14.18</b>				
<b>Criterion 6 – Faculty</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
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 possess 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
<b>Total Encircled Value (TV)</b>		<b>18</b>				
<b>Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>7.71</b>				



<b>Criterion 7 – Institutional Facilities</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
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
<b>Total Encircled Value (TV)</b>		<b>9</b>				
<b>Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>9</b>				
<b>Criterion 8 – Institutional Support</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
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
<b>Total Encircled Value (TV)</b>		<b>4</b>				
<b>Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>6</b>				

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

**= 78.06**





**C. Assessment Results Implementation Plan Summary-MS-ELM-Karachi  
Campus**

<b>AT Findings</b>	<b>Corrective Action</b>	<b>Implementation Date</b>	<b>Responsible Body</b>	<b>Resources Needed</b>
1. The no. of PhD faculty is found to be low	It is suggested that more PhD faculty in the relevant areas should be hired.	Hired Dr. Kamal Soomro. Joined on July 1,2016	HR/ Department of Education	Advertisement in newspaper
2. The marketing of the program is not done properly	It is suggested that effective plan should be followed to appropriately market the program	Marketing done through outreach program. Program info. Disseminated to all participants from different schools of Karachi. Program info. Also sent by post to different educational organizations. More school visits required between Jan-April 2017	Department of Education/ Marketing department	Brochures Posters Presentations
3. Enhance the quality of students	Increase the applicant base	More in-service teachers with 16 years of education need to be targeted Jan-April 2017	Department of Education	Human resource to visit schools for program dissemination
4. The disciplines related to Educational Leadership Management are missing	It is suggested that the relevant Disciplines should be documented and disseminated	Although the program is a blend of teacher education and ELM, the courses will be reviewed again for internal consistency Sep-Dec, 2016	Department of Education	The departmental team
5. Faculty Development is not present	It is recommended that suitable faculty development program be introduced for enhancing faculty's intellectual abilities.	Faculty development programs will be shortlisted. Short courses, conferences, seminars and workshops. Sep-Dec,2016	Department of Education	The departmental team



**President's Comments:** It is highly recommended that the concerned authorities ensure the implementation of the identified corrective actions. The smooth implementation will augment the quality and standards of the program. I appreciate the efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of MS-Educational Leadership and Management program.

**Name and Signature:**

Madame Shahnaz Wazir Ali

**Dean's or HoD's Comments:** The department will ensure implementation of the identified corrective actions and will do its best to meet the requirements identified during this phase.

**Name and Signature:**

Dr. Fatima Rehan Dar

**QEC Comments:** The initiation and completion of the Self-Assessment process of MS-ELM program was a significantly arduous task but proved fruitful, as the assessment highlighted areas of the program that require improvements. The IR/QEC staff is confident that the implementation of the corrective actions will amplify the market standing of the program and students' overall educational experience. The process reached its destination with the support of the Dean and Head of the Department, efforts of the Program and Assessment Teams, and commitment of the IR/QEC staff.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



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**Name and Signature:**

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**Dean's or HoD's Comments:** The department will ensure implementation of the identified corrective actions and will do its best to meet the requirements identified during this phase.

**Name and Signature:**

Dr. Fatima Rehan Dar

**QEC Comments:** The initiation and completion of the Self-Assessment process of MS-ELM program was a significantly arduous task but proved fruitful, as the assessment highlighted areas of the program that require improvements. The IR/QEC staff is confident that the implementation of the corrective actions will amplify the market standing of the program and students' overall educational experience. The process reached its destination with the support of the Dean and Head of the Department, efforts of the Program and Assessment Teams, and commitment of the IR/QEC staff.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



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# **SELF-ASSESSMENT REPORT**

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## **MS-Educational Leadership and Management**

***Program Team Registration Forms***



## Registration Form

### Program Team

Program Team of (Name of Department / Faculty): MS-ELM  
Team Leader: Dr. Fatima Inam  
Name: Sadiya Durrani Position: Asst. Professor  
Institution: S2ABIST Contact No: (Office) \_\_\_\_\_  
Mobile No: 0300-8213725 Email Address: sadiya.durrani@  
S2abist.edu.pk

### Role in Program Team:

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

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

### Declaration of the Program Team Member:

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

\_\_\_\_\_  
(Signature of PT Member)

March 21, 2016  
Date

Approved By: \_\_\_\_\_

(Head of the Department)

Note: Completed form should be sent to the QEC



## Registration Form

### Program Team

Program Team of (Name of Department / Faculty): MS ELM

Team Leader: Dr. Fatima Dar

Name: Dr. Fatima Dar

Position: Head

Institution: S2ABIST

Contact No: (Office) \_\_\_\_\_

Mobile No: 0300 8219496

Email Address: fatima.dar@s2abist.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.

Fatima Dar

March 21, 2016

(Signature of PT Member)

Date

Approved By: Fatima Dar

(Head of the Department)

Note: Completed form should be sent to the QEC



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **MS-Educational Leadership and Management**

*Assessment Team Registration Forms*



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): MS - ELM Program

Team Leader: Dr. Zaki Rashidi

Name: Iffat Zehra

Position: Lecturer

Institution: S2ABIST

Contact No: (Office) 111-922-478

Mobile No: 0333-2114592

Email Address: iffat.zehra@s2abist.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.

Iffat Zehra  
(Signature of AT Member)

June 3, 2016

Date

Approved By: Taqi al  
(Head of the QEC)





Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): MS-ELM Program

Team Leader: Dr. Zaki Rashidi

Name: Dr. Zaki Rashidi

Position: Professor & Secretary BASR

Institution: SZABIST

Contact No: (Office) 111-922-478

Mobile No:                     

Email Address: zaki@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.

[Signature]  
(Signature of AT Member)

3<sup>rd</sup> June '2016  
Date

Approved By: [Signature]

(Head of the QEC)