SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

Master of Public Health
(60 Credit Hours)

Karachi Campus

Spring 2016

Table of Contents

SZABIST

SELF-ASSESSMENT REPORT

Executive Summary

Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report
Executive Summary

Master of Public Health (MPH) Program

SZABIST Karachi Campus

Introductions

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

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

1. Nomination of Program Team (PT)

The PT was nominated by the Head of Biosciences Sciences Department, Dr. Kashif Ali on March 18th, 2016. Following were the members of the PT:

(i) Dr. Hammad Afzal Kayani
(ii) Dr. Sarosh Salman

2. Submission of PT Report

The PT submitted the report on April 12th, 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 20th, 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 30th, 2016. Following were the members of the AT:

(i) Dr. Tahir Abdul Hussain
(ii) Dr. Farheen Nasir
(iii) Ms. Asma Bashir

4. Date of Submission of AT Report

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

5. AT Findings and Recommendations

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

(i)   Full time faculty with PhDs is short. It is suggested that more PhD faculty be hired.
(ii)   Technical books in the library are low in number. It is suggested that SZABIST allocate more fund for purchasing of books and periodicals.
(iii)   Faculty is unable to give sufficient time to research. The work load is too high. It is suggested faculty should be divided into Teaching and Research Faculty system.

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 Biosciences Department plans to implement the suggested corrective measures in the near future to improve the quality of education delivered at **SZABIST**.

SELF-ASSESSMENT REPORT

Master of Public Health

Program Team Report

Spring 2016

Table of Contents

Criterion 1: Program Mission, Objectives and Outcomes

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

Criteria 1-Program Mission, Objectives, and Outcomes

Standard 1-1 Program Measurable Objectives

   a. **Institute, Department and Program Mission Statements**

Mission Statement of Shaheed Zulfikar Ali Bhutto Institute of Science and Technology

SZABIST is committed to produce highly qualified professionals to:

- Meet national and global contemporary needs;

- Conduct cutting edge research and development;

- Provide hi-tech scientific and technological expertise;

- Meet current and future socio-economic challenges;

- Meet global citizenship responsibility.

Mission Statement of Biosciences Department

Our goal is to prepare graduates for successful biological sciences professional careers and leadership roles with lifelong learning and ethical conduct that will lead them to be engaged good citizens and professionals in their community and the world.

Program Mission Statement

The mission of MPH program is to:

- Provide evidence based in depth Public Health contextual education through teaching and field work, producing Public Health leadership as a catalyst for achieving sustainable development goals and capacity to meet national and global challenges in community health through integrated multi-disciplinary, regional and multinational partnerships.

- Preserve, stimulate, and improve the health and well-being of populations, communities, and individuals, through collaborations among public health and the health professions in education, research, and service.

- Nurture students to be model professionals who are able to integrate and apply the knowledge basic to public health and perform its core functions through the effective delivery of the essential services.

Program Vision Statement

Master of Public Health (MPH) program at SZABIST seeks to be a leading academic source for public health education, evidence-based practice and public health research in Pakistan.

b. Program Objectives

Master of Public Health (MPH) 60-credit hour program is intended to:

- Offer a curriculum that supports the development of core and cross-cutting competencies for public health in context with diverse public health issues.

- Engage in research and evidence -based applications to enhance public health knowledge and community practice.

- Improve understanding of local and global public health through concerted multidisciplinary public service.

- Participate in field research activities that advance dynamic public health knowledge and practice.

c. Program Outcomes (MPH)

The department intends to achieve the following measurable outcomes on the basis of program objective. Graduates of the program will be able to:

1. Identify and apply appropriate statistical and epidemiologic methods to investigate and describe the patterns of disease and injury and discuss application to control public health problems.

2. Understand the relationship between environmental factors and community health; discuss remediation for environmental health problems.

3. Demonstrate the aptitude to apply principles of program management, budgeting, policy development and leadership in the planning, implementation and evaluation of public health programs both for person and population.

4. Address behavioral, social and cultural factors that impact individual and population health and health disparities over the life course.

5. Have an understanding of professional, ethical and social responsibilities and to work within teams and in multi-disciplinary environments.

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

Objective	Alignment with program, and institution mission statement
To offer a curriculum that supports the development of core and cross-cutting competencies for public health	Nurture students to be model professionals who are able to integrate and apply the knowledge basic to public health and perform its core functions through the effective delivery of the essential services.
To engage in research and evidence -based applications to enhance public health knowledge and community practice.	Preserve, stimulate, and improve the health and well-being of populations, communities, and individuals, through collaborations among public health and the health professions in education, research, and service.
To improve understanding of local and global public health through concerted public service.	Provide evidence based in depth Public Health contextual education through teaching and field work, producing Public Health leadership as a catalyst for achieving sustainable development goals and capacity to meet national and global challenges in community health through integrated multi-disciplinary, regional and multinational partnerships.
Participate in field research activities that advance dynamic public health knowledge and practice	Nurture students to be model professionals who are able to integrate and apply the knowledge basic to public health and perform its core functions through the effective delivery of the essential services.

Table 1.1: Objectives alignment with program, college, and institution mission statements

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

Main elements of the strategic plan to achieve program mission and objectives

The plan of action of MPH program is to develop Public Health perspective and insight in students coming from various strata of public health related fields to address multiple health concerns.

1. Curriculum Diversity: Public health diversity and multi-disciplinary attribute is catered to by a well thought out curriculum which is at par with leading national and international universities offering the same.

2. Integration: Amalgamation of the entire public health domain.   .

3. Professional development: Students coming from diversified biosciences background are immunized for understanding sustainable development goals through field visits.

4. Co-curricular learning: Guest speaker sessions, workshops and Seminars.

5. Research and Development: Various projects, independent studies and Thesis for greater insight and understanding of complex and dynamic public health issues.

f. Program Objective Assessment

Objective	How Measured	When Measured	Improvement /Issues	Improvements Made
To offer a curriculum that supports the development of core and cross-cutting competencies for public health	Course Outline, midterm examination, final examination, assignments and	Every Semester	No	-
To engage in research and evidence -based applications to enhance public health knowledge and community practice.	Independent studies, research projects, `thesis	After one year	No	-
To improve understanding of local and global public health through concerted public service.	Course exams, Practical Reports, Projects, Assignments,	Every Semester	Need to bring in guest speakers from industry	Guest speakers are invited to a class session
Participate in field research activities that advance dynamic public health knowledge and practice	Projects, Assignments, field visits	Every Semester	Need to conduct more such field visits	Collaborations underway

Table 1.2: Program Objectives Assessment [1]

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

Standard 1-2 Program Outcomes

a. Outcomes versus Objectives

In order to assure that graduates of the MPH program have achieved the program's outcomes, a summary matrix depicting the mapping of Program's learning outcomes to its objectives is shown in the following table.

PROGRAM OBJECTIVES	PROGRAM OUTCOMES				
	1	2	3	4	5
1	X	X	X	X	
2	X	X	X	X	
3	X	X		X	X
4	X	X	X		X

Table 1.3: Outcomes versus Objectives [2]

b. Employer's Survey

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

d. Graduating Students' Survey

The MPH was initiated in Fall 2015 and no batch has been graduated up till now therefore Graduating Student Survey section is not applicable.

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[2] Table 1.3 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.

- Students counseling is done to encourage more students to pursue field studies in the field of public health.

- Students are required to attend different workshops and training courses.

- Course evaluations are conducted.

    b. Describe major future program improvements

Program Improvement Plan based on Recent Assessment

- Integrate research project with the areas of specialization and include population study projects as well along with theoretical and academic research

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

- Organize National and International Research Conference to collaborate with the experts working in the field of public health.

    c. List strengths and weaknesses of the program

Strengths of the program:

- Faculty from diverse health care management/medical backgrounds

- Research included as a part of curriculum

- Weekend program

- Subsidized program (50%)

Weaknesses of the program:

- No full time faculty.

- Require stronger collaboration with similar programs in other universities.

    d. List significant future plans for the program.

1. Hiring of full time faculty.

2. Extensive Marketing

3. Research collaborations

Standard 1-4 Overall Performance Using Quantifiable Measures[3]

a. Indicating the GPA of Successful students per semester

The maximum time to complete the MPH program is **5** years.

- **Average CGPA[4]**

Semester CGPA	Fall 2015	Total Average
Average CGPA	2.90	2.90

Table 1.4: Average CGPA

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

Drop-out ratio of student every semester[5]		
	Fall 2015	**Total Average**
Dropouts	0	0
Enrollment	13	13
Dropout Ratio	0	0

Table 1.5: Drop-out Ratio

No dropouts in MPH Program.

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

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

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[3]The source of information is ZAB Solutions.

[4] The MPH program was initiated in Fall 2015 therefore average CGPA for Fall 2015 is only provided in Table 1.4.

[5] The MPH program was initiated in Fall 2015 and nor dropout took place therefore dropout ratio is null, shown in Table 1.5.

c. **Percentage of Student Evaluation/Assessment results for all the courses and faculty.[6]**

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
	Fall	80	20	0	0	0	0

Table 1.6: 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.**

A lecture representing SZABIST Karachi Pakistan on "Best Practices for Women Imprisonment and Women Prison Management…. Evidence Based Global perspective" at the platform of 9th International Conference of "Quality in Healthcare, Accreditation and Patient Safety" organized by American Institute for Healthcare Quality and QPS Antalya Turkey from 13th to 16th May 2015. Awarded a shield in recognition

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

Field visits: Polio Days, Heat Stroke Centers and Immunization Centers

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[6] The source of information is the Academic Office.

f. Faculty and student surveys results to measure the administrative services provided.[7]
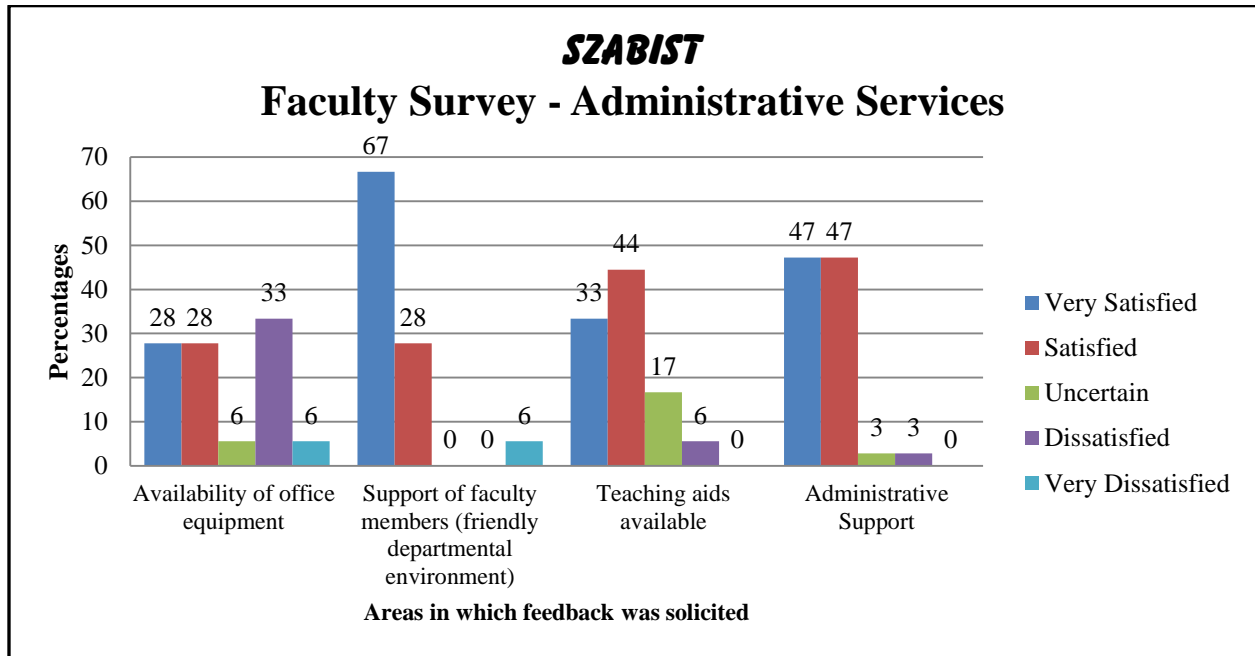
Figure 1.1

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

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[7] The source of information is Faculty Survey.

Criterion 2: Curriculum Design and Organization

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

Criterion 2 – Curriculum Design and Organization

Standard 2-1 Courses versus objectives

   a. **Title of Degree Program:** Masters of Public Health

   b. **Definition of Credit Hour:** One credit hour is 15 hours of teaching**.** It is a 60 credit hours program spans over 2 years. Sixteen courses are of 3 credit hours, 3 are of 2 credit hours and research project is of 6 credit hours. A course equals 3 Credits and the length of the lectures should be 3hrs per week. This is typically in the form of three 1-hour lectures per week.

   c. **Degree Plan[8]**

Semester – I	Semester – II	Semester – III	Semester - IV
Foundations of Public Health (Core)**	Infectious Diseases (Core)	Thesis* (Research)	Health Promotion (Core)
Epidemiology (Core)	Research Methodology* (Research)	Demography (Core)	Health Policy (Core)
Statistical Reasoning in Public Health (Core)	Health Services Administration (Core)	Medical Ethics (Core)	PPP & NGO Management (Core)
Environmental & Occupational Health (Core)	Chronic Non Communicable Diseases (Core)	Medical Genetics (Core)	International Health (Core)
Social & Behavioral Sciences (Core)	Nutrition & Health (Core)	Medicine & Law (Core)	Maternal & Child Health (Core)

Table 2.1: Degree Plan

* Pre requisite of thesis is Research methodology, which is a research course
** All courses are core courses, there is no elective course.

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[8] Data sources is Prospectus 2015

d. **Curriculum Course Requirement**

Semester	Course Number	Courses	Research Courses
1	MPH 5101	Environmental & Occupational Health	
	MPH 5102	Epidemiology	
	MPH 5103	Foundations of Public Health	
	MPH 5104	Social & Behavioral Sciences	
	MPH 5105	Statistical Reasoning in Public Health	
2	MPH5201	Chronic Non Communicable Diseases	
	MPH5202	Health Services Administration	
	MPH5203	Infectious Diseases	
	MPH5204	Nutrition & Health	
	MPH 5205		Research methodology
3	MPH5301	Demography	
	MPH 5409		Research Thesis (6)
	MPH5303	Medical Ethics	
	MPH5305	Medicine & Law	
	MPH 5304	Medical Genetics	
4	MPH5306	Maternal & Child Health	
	MPH 5401	Health Policy	
	MPH5402	International Health	
	MPH 5403	PPP & NGO Management	
	MPH5302	Health Promotion	
	Total Credit Hours	**54**	**6**

Table 2.2: Curriculum Course Requirements [9]

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

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

Courses	Program Objectives			
	1	2	3	4
MPH 5101	X	X	X	
MPH5102	X	X	X	
MPH5103	X	X	X	X
MPH5104	X	X		X
MPH 5105	X	X		X
MPH5201	X	X	X	
MPH5202	X	X	X	
MPH5203	X	X		X
MPH5204	X	X		X
MPH 5205	X	X	X	
MPH5301	X	X		
MPH5302	X	X	X	X
MPH 5409	X	X	X	X
MPH5303	X	X	X	
MPH5304	X	X		X
MPH 5305	X	X	X	
MPH5306	X	X	X	X
MPH 5401	X	X	X	
MPH5402	X	X	X	
MPH 5403	X	X	X	X

Table 2.3: Courses versus Objectives

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

Courses	PROGRAM OUTCOMES				
	1	2	3	4	5
MPH 5101		X		X	X
MPH 5102	X	X		X	X
MPH 5103	X	X	X	X	X
MPH 5104				X	X
MPH 5105	X	X		X	
MPH5201	X	X		X	X
MPH5202		X	X	X	X
MPH5203	X	X		X	
MPH5204		X		X	X
MPH 5205	X	X	X	X	
MPH5301	X	X		X	
MPH5302	X	X	X	X	
MPH 5409	X	X	X		X
MPH5303		X	X	X	
MPH5304			X	X	X
MPH 5305	X	X		X	
MPH5306	X	X		X	
MPH 5401			X	X	X
MPH5402	X	X		X	
MPH 5403		X	X	X	X

Table 2.4: Courses versus Outcomes[10]

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[10] Table 2.4 of PT Report is the Table 4.4 (Courses versus Outcomes) of AT Report

Standards 2-3, 2-4, 2-5, 2-6 and 2-7

For MPH program, currently HEC has no template in reference to curriculum requirements. However, as for the admission in MPH program, candidates are coming from HEC or PMDC recognized universities and from distinct programs, they already fulfilled these basic requirements of accreditation bodies and HEC.

Specialized courses: All courses are specialized courses for MPH,

IT based courses (i.e., requires Basic knowledge of IT): MPH 5102, MPH 5105, MPH5202, MPH5203, MPH5205, MPH 5409 and MPH 5403.

Communication Skills courses: MPH 5103, MPH 5104, MPH 5202, MPH 5205, MPH 5302

Support Courses: MPH 5201, MPH 5203, MPH 5304, MPH 5305

Research Courses: MPH 5205, MPH 5409

Further, the admission criteria of MPH program is, the candidates must possess 16 years of education or 4 years of education after H.S.C. (Intermediate) in any field of biological sciences with minimum 55% marks/CGPA 2.5 from a university recognized by HEC or PMDC. Applicants with MBBS, BDS, B-Pharm degrees or M.Sc. degree in any biological field with minimum 55% marks/CGPA 2.5 are eligible to apply.

Criterion 3: Laboratories and Computing Facilities

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

Criterion 3- Laboratories and Computing Facilities[11]

Computing Facilities:

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

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

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

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

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

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

Lab Title	Lab 1 and 2
Location	90 Campus
Objectives	• For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library link, SZABIST e-library
Adequacy for instruction	Adequate for 45 students at a time. 46 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
Major equipment	Colored Scanner, Black and White Printer, Colored Printer, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated*

Table 3.1: Computer Labs Information

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

Lab Title	Lab 3
Location	100 Campus
Objectives	• For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 45 students at a time. 45 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
Major equipment	HP Color Printer, 1 Black Printer, 45 Desktop PCs, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated

Table 3.2: Computer Labs Information

Lab Title	Lab 4
Location	100 campus
Objectives	• For holding Lab sessions and course related sessions or exams for classes with more than 31 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
Major equipment	1 Black Printer, 1 Color Printer, 1 Scanner, 31 Desktops, Switch Full Deluxe with adequate ports.
Safety regulations	Available and communicated

Table 3.3: Computer Labs Information

Lab Title	Lab 5
Location	100 Campus
Objectives	• For holding Lab sessions and course related sessions or exams for classes with less than 31 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
Major equipment	HP Color Printer, 31 Desktop PCs, Switch Full Deluxe (48 Ports), Black Printer, Scanner
Safety regulations	Available and communicated

Table 3.4: Computer Labs Information

Lab Title	Lab 6- Research Computer Lab
Location	100 campus
Objectives	• For holding Lab sessions and course related sessions or exams for classes with more than 25 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 25 students at a time. 25 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
Major equipment	1 Black Printer, 1 Color Printer, 1 Scanner, 25 Desktops, Switch Full Deluxe with adequate ports.
Safety regulations	Available and communicated

Table 3.5: Research Computer Lab

Laboratories:

There is generous amount of equipment's available for MPH students to study there and collect research data. There are two General labs one at campus 154 and one at campus 172 for MPH students and there is additional lab at 172 campus dedicated for research. Computer lab-6 at 90 campus is used for Biostatistics.

Labs are open to all students for their research from 8:00am to 8:00pm from Monday to Saturday.

To ensure the safety and facilitation of students Lab attendant are available to assist them in their research work. To handle sudden and abrupt power interruptions we have backup generator facility for all the labs.

Lab Schedule is maintained for students to work in adequate time in Labs in the presence of lab assistants and supervisor faculty.

Lab Title	Lab 1 and 2
Location	154 and172 campus
Objectives	To extract DNA from tissue specimen and Agarose Gel Electrophoresis of DNA and Polymerase chain reaction
Adequacy for instruction	Adequate for 30 students at a time. Chemicals and reagents are available to carry out experiments. Projector available from Academics office on request by course instructor.
Software available	Gel Documentation system with software installed on PC
Major equipment	Magnetic stirrers, water bath and shaking incubators, pH meters, refrigerated centrifuge and spectrophotometers, horizontal electrophoresis units and power supply are available for the lab exercise and thermal Cycler.
Safety regulations*	Available

Table 3.6: Labs Information

Lab Title	Lab 1 and 2
Location	154 and172 campus
Objectives	Extraction of proteins from Tissue specimen, SDS PAGE for proteins and Gel Chromatography
Adequacy for instruction	Adequate for 30 students at a time. Chemicals and reagents are available to carry out experiments. Projector available from Academics office on request by course instructor.
Software available	Gel Documentation system with software installed on PC
Major equipment	Magnetic stirrers, water bath and shaking incubators, pH meters, refrigerated centrifuge and spectrophotometers, vertical electrophoresis units and power supply are available for the lab exercise
Safety regulations*	Available and communicated

Table 3.7: Labs Information

Lab Title	Bioscience Lab-1 and bioscience lab-2
Location	154 and172 campus
Objectives	Chromatography
Adequacy for instruction	Adequate for 30 students at a time. Chemicals and reagents are available to carry out experiments. Projector available from Academics office on request by course instructor.
Software available	NA
Major equipment	Gel chromatography setup with columns is available.
Safety regulations*	Available and communicated

Table 3.8: Labs Information

Lab Title	Computer lab-6
Location	100
Objectives	Biostatistics
Adequacy for instruction	Adequate for 24 students at a time. 25 desktops systems. Projector available from Academics.
Software available	SPSS and MS Excel
Major equipment	25 Desktops with 8 GB RAM per workstation, 1 HP Color Laser, 1 HP Laser printer and 1 HP Scanner. Laboratory is also equipped with high Band width of Internet connectivity for research projects.
Safety regulations*	Available and communicated

Table 3.9: Labs Information

*Safety regulations are communicated through the Student Handbook.

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:

- Personal protective equipment
- Lab Manuals
- MSDS of the chemicals
- Rules and Regulations for Lab usage
- Lab classes Schedule
- Internet usage Proxy setting,
- Proxy setting to use HEC Digital Library,
- Instructions and settings to use printer
- ZABDESK proxy settings

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

No, there is urgent need of lab up gradation in terms of equipment and infrastructure, as this program is mainly related to field based research and analysis of data generated from those, we are in line with the other benchmark institutes in the field of public health.

Standard 3- 2 Adequate Support of Personnel for Labs[12]

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.   Lab orientation and how to work in lab

    ii.   Bio-safety in laboratory

    iii.   To carry out experiments/practical session of the course.

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[12] The sources of information are Director IT, Manager Systems and Computer Lab staff.

A total of 3 dedicated lab staff members and two lab attendants are working at different time slots to ensure continuous support to faculty and students.

The hierarchical levels of Lab staff are as follows:

Designation of Lab Staff	Qualification	Name (For existing staff)
Lab Technicians	BE (Biomedical Engineering), MS (Applied Mathematics)	Engr. Nosheen Maqsood
Lab Technicians	M.Sc. Physiology	Ms. Kiran Fatima
Lab Technicians	M.Sc. Biotechnology	Ms. Hina Khan
Lab Attendants	HSC	Amar Lal
Lab Attendants	SSC	Vikash

Table 3.10: Labs Information

Biosciences lab shifts per lab	Time slots	Personnel
Morning	8.00am – 2.00pm	3
Evening	2.00pm – 6.00pm	2

Table 3.11: Biosciences Lab Shifts

Standard 3- 3 Adequate Computing Infrastructure and Facilities

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

There is dedicated computing lab for the all the program at campus 100. Biosciences department uses this lab facility for the demonstration of Introduction to Computing and Bioinformatics. Computers are used to gather, store, analyze and integrate biological and genetic information which can then be applied to gene-based drug discovery and development.

Total of 30 PCs are available in lab. Instructional support includes white board and multimedia projector. Printing (both black & color) and scanning facilities are also available.

There are also six shared computing labs at SZABIST that Biosciences department utilizes for teaching of computing related courses.

The program meets the HEC guidelines regarding the availability of classrooms, computer equipment and books/periodicals. These details have been provided in the table below:

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 3.12: Computer Equipment Available

b. Shortcomings in Computing infrastructure and facilities

Based on the information given above, it can be concluded that the computer lab facilities are adequate and up to par for the MPH at SZABIST. The above facilities are not exclusively used by MPH program but are shared by the campus. Having stated the above, they are sufficient for the MPH. This is so since the MPH is run in weekends only, hence these facilities are mostly available to the students. The only deficiency highlighted is the urgent need of student manuals to be placed in the labs to assist them in operating ZABDESK.

Criterion 4: Student Support and Advising

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

SHAHEED ZULFIKAR ALI BHUTTO
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Criterion 4 – Student Support and Advising[13]

Standard 4-1 Sufficient Frequency of Course Offering[14]

a. Provide the department's strategy for course offering

MPH at SZABIST is a two-year program spread over four semesters and consists of 60 credit hours of teaching. The curriculum includes 22 courses, 16 of 3 credit hours each, 3 of 2 credit hours, an internship of at least six weeks, and a research project (Thesis) of 6 credit hours. The maximum time limit to complete the MPH degree is 5 years. If 15* or more students who are repeating the course register then the department offers the same course again. The department continually reviews course and curriculum as to make them market competitive. Generally, the class strength is 15 to 30 students.

b. Explain how often core courses are offered.

The details about course offering are provided below:

- All courses are offered as per course plan 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 course then that course is offered as and when required provided it satisfies the minimum number of student's criteria.

- No courses are offered in summer as the time required to complete the course is too short.

- Research courses are offered in every semester to facilitate students.

c. Explain how often elective courses are offered.

Elective courses are offered for specialization however, MPH is a specialized field itself, it does not require any elective course, there are no electives.

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[13] The source of information is the EDC, Student Handbook, and Prospectus 2015.
[14] The sources of information are Program Managers and time tables of previous semesters.
* As MPH 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.

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

MPH is the specialized field and its courses differ from other fields except Research Methodology. For this program, the Institute also availed the services of Industry professionals and external faculty members to teach courses as well.

Standard 4-2 Effective Faculty/Student Interaction[15]

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.

The department achieves student / faculty interaction through class room discussions and faculty spare exclusive counseling time for individual students. Each faculty, visiting or permanent, has to allocate and spend extra time outside the classroom with students so as to counsel them.

Standard 4-3 Professional Advising and Counseling[16]

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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[15] The sources of information are personal experience and validation from Program Managers.
[16] 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 Biosciences 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

Standard 5-1	*Admission Process*
Standard 5-2	*Registration and Students*
Standard 5-3	*Faculty Recruitment and Retention Process*
Standard 5-4	*Effective Teaching and Learning Process*
Standard 5-5	*Program Requirements Completion Process*

Criterion 5 – Process Control

Standard 5-1 Admission Process

a. Describe the program admission criteria

For admissions in the MPH program, candidates must possess 16 years of education or 4 years of education after H.S.C. (Intermediate) in any field of biological sciences with minimum 55% marks/CGPA 2.5 from a university recognized by HEC or PMDC. Applicants with MBBS, BDS, B-Pharm degrees or M.Sc. degree in any biological field with minimum 55% marks/CGPA 2.5 are eligible to apply.

Note:

- All applicants will be required to appear in entrance test and interview/group discussion at SZABIST.
- General paper (A Levels) will not be counted.
- Equivalency from Inter Board Committee of Chairmen (IBCC), if applicable.
- Verification of last degree from Higher Education Commission of Pakistan, (HEC).
- Students waiting for results can also apply.

b. Flow Chart of Admission Process
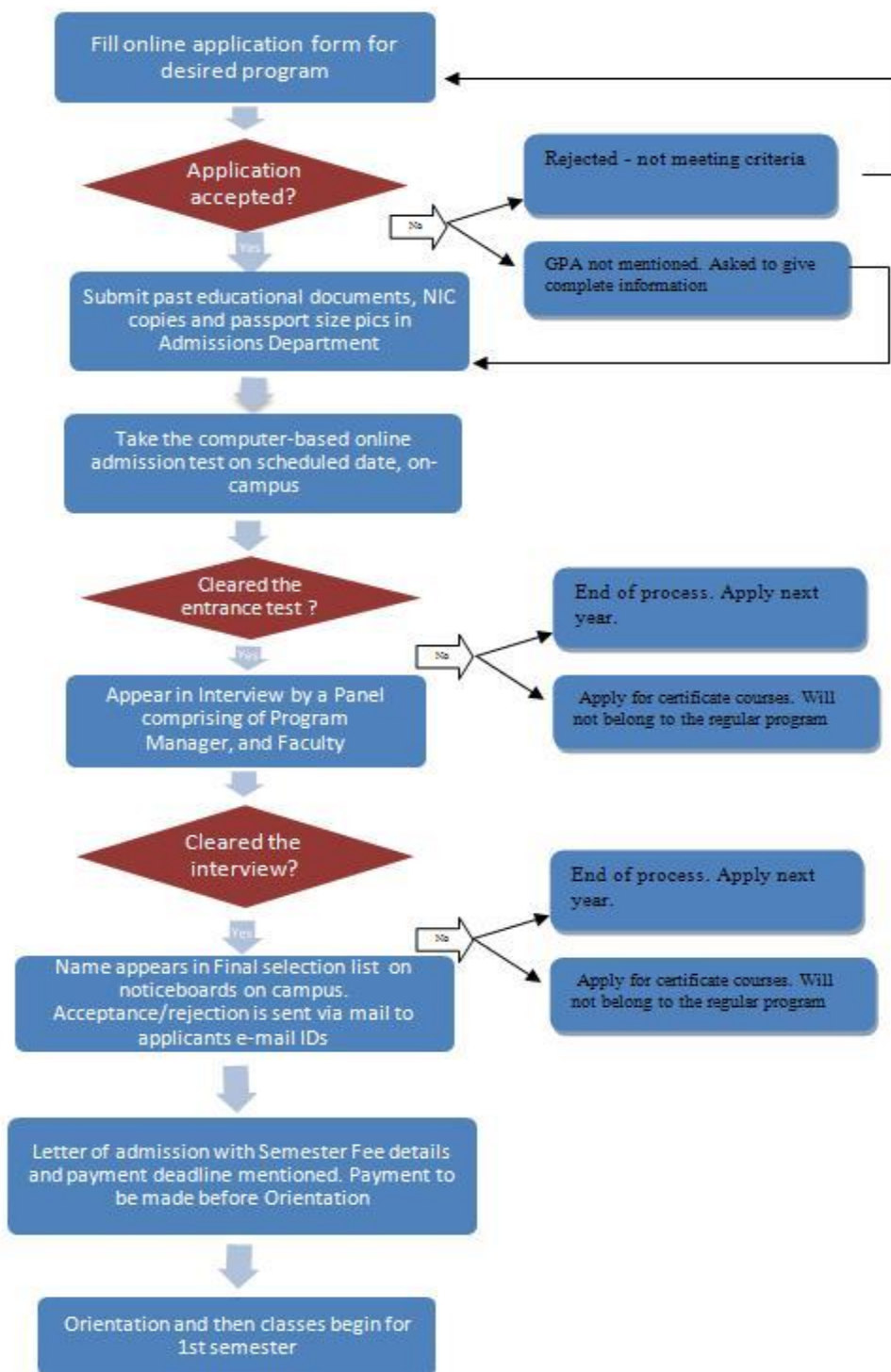
Figure 5.1

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 MPH 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 Academic Heads meeting in 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[17]

    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 (Research Thesis):

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

Termination of Registration Process (Courses/Research 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.

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[17] Student Handbook 2015

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:

Monitoring Student Progress:

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

2. **Mid-term and Final Examination Policy:** A mid-term exam is administered in the 8th session. The mid-term exams account for 20-25 percent of the final grade and the maximum duration is 2 hours.

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

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

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

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

4. **Probation & Dismissal on Academic Grounds:** Students securing a CGPA below 2.50 will be put on probation and a warning letter will be issued. Unless the semester GPA is brought to 2.50 by the end of the next semester, the student will be dropped from the program.

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

Evaluation of Registration and Student Monitoring Process

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

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

Standard 5-3 Faculty Recruitment and Retention Process

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

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**
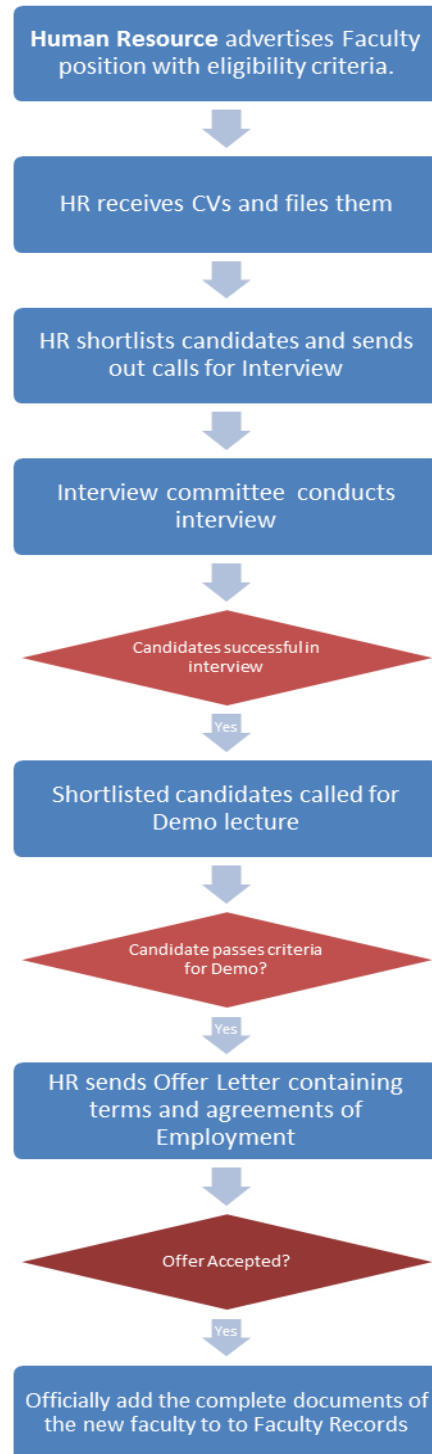
Figure 5.2

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 15-30 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

Minimum GPA to graduate is 2.50 for MPH program

MPH Program-Requirement for Completion of Degree

- Duration of MPH is 2 years

- 22 courses, 16 of 3 credit hours each, 3 of 2 credit hours

- An internship of at least six weeks

- 01 Research Thesis (06 Credit Hours)

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

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Criterion 6: Faculty

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

Criterion 6 – Faculty

Standard 6-1 Program Faculty Qualification and Number

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

Launched

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

There is only one permanent faculty for MPH program; the department is in a process of hiring two more permanent faculty members before the beginning of next semester. Number of adjunct faculties 5 (3 fall 2015, 2 spring 2016)

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.**

The criteria for the faculty to be current:

1. Use current contents for teaching
2. Show involvement in the professional activities taking place in the campus
3. Participating in academic events like seminars / sessions
4. Participating in academic and industry conferences / workshops
5. Presenting and publishing papers in conferences
6. Publishing research papers in local and international journals
7. Publishing articles in newspapers and magazines

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.**

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

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

Additionally, faculty is nominated to attend seminars and workshops routinely held within Karachi city and nationally with full cost of travel and daily allowances to update and enhance their knowledge in their core teaching areas Further more faculty is entitled to get 50% funding for attending international research conferences and research related workshops.

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.
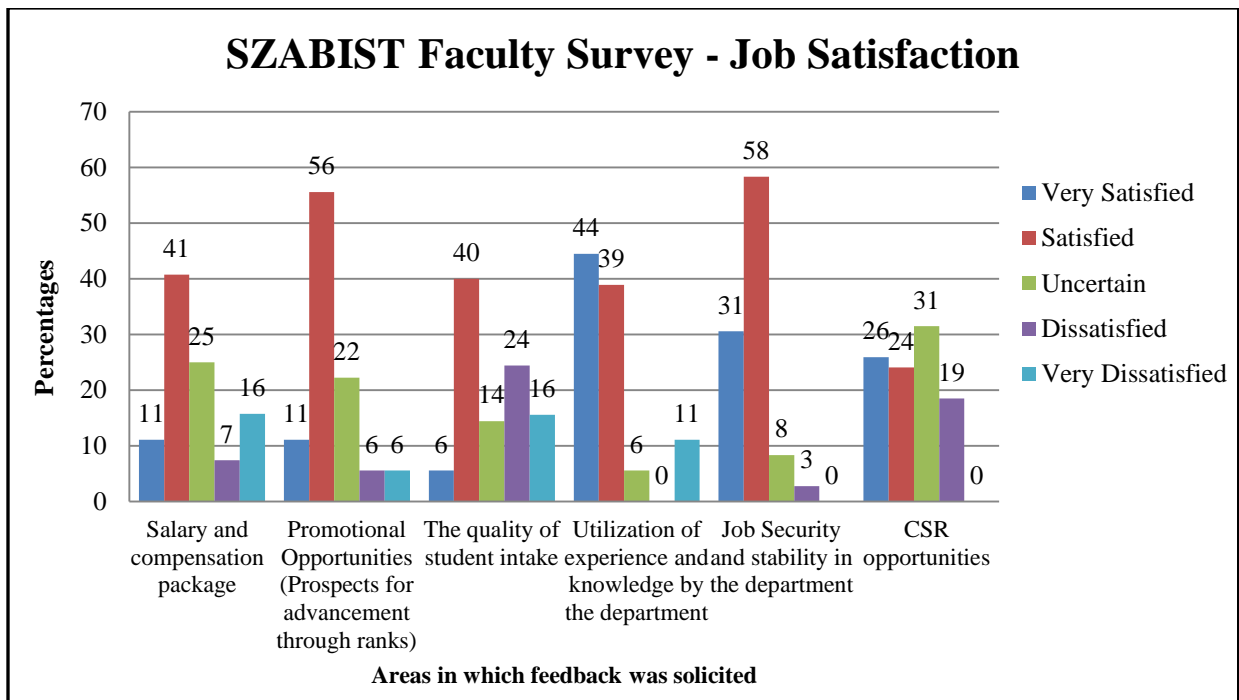
Figure 6.1
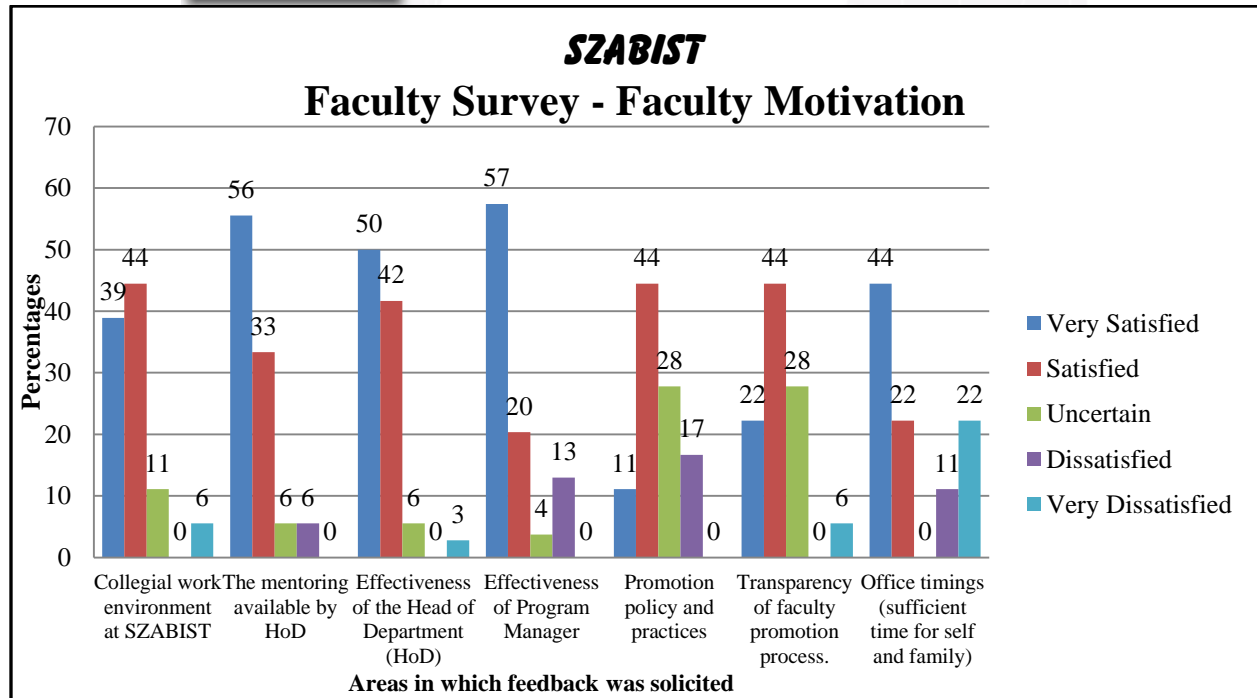
Figure 6.2

Criterion 7: Institutional Facilities

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

Criterion 7 – Institutional Facilities

Standard 7-1 New Trends in Learning (e.g. E-Learning)

a. Describe infrastructure and facilities that support new trends in learning[18]

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.

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[18] 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[19]

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 13,528 physical books / 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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[19] The source of information is Librarian.

Library Resources		
No.	**Particulars**	**Quantity**
1	**Printed Form**	
	A. Biosciences Books	**57**
	B. Reports	**0**
	C. Journal/Magazines (Subscribed)	**50**
	D. Newspapers (Daily)	**09**
2	**Digital Form**	
	A. E-Books	**4,300**
	B. CD's	**734**
	i. Books Related	
	ii. General	
	C. Audio/Video Cassettes	**0**
	D. Journal/Magazines (Online)	**8,242**
	E. Access to Online Journals	
	I. HEC Digital Library	Yes
	• *ASTM*	Yes
	• *EBRARY*	Yes
	• *IET Digital library*	Yes
	• *Institute for operations research and the management sciences*	Yes
	• *McGraw Hill Collections*	Yes
	• *Project Muse*	Yes
	• *Springer link*	Yes
	• *World bank e-library*	Yes
	• *Wiley-Blackwell journals*	Yes
	• *University of Chicago Press*	Yes
	II. *EBSCOHOST*	Yes
	III. *ACM Library*	Yes
	IV. *Emerald insight*	Yes
	V. *JSTOR*	Yes
	VI. *Taylor & Francis Journals*	Yes
	VII. *Open Access*	Yes

Table 7.2: Library Resources

b. Describe the support rendered by the Library

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

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

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

iii. *Book and other reading material lending services*

iv. *Receiving and persevering all reading material*

v. *Information access in digital form*

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

Library Staff Timing

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

Table 7.3: Library Staff Timing

Standard 7-3 Class-rooms & Offices Adequacy[20]

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,

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[20] The sources of information are Student handbook and Prospectus 2015.

viii.   Rostrums,

  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

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

Criterion 8 – Institutional Support

Standard 8-1 Support and Financial Resources[21]

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[22]**

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,

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

split air conditioners, UPS, shelves display boards to display their objectives and schedules, and 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[23]

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

Not applicable on MPH program.

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

Not applicable on MPH program.

Standard 8-3 Financial Support for Library and Computing Facilities

a. Describe the resources available for the library.

Particulars	Budgetary Allocation (Rupees)
	2015-16
Library	Rs. 617,000

Table 8.1: Resources available for the library

b. Describe the resources available for laboratories

Particulars	Budgetary Allocation (Rupees)
	2015-16
Library	Rs. 220,000

Table 8.2: Resources available for the laboratories

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[23] The sources of information are ZABDESK and HR Department.

c. Describe the resources available for computing facilities

Particulars	Budgetary Allocation (Rupees)
	2015-16
Computing Facilities	489,750

Table 8.3: Resources available for computing facilities

Annexure

➢ Sources of Information

- Department Head and Program Manager of MPH
- Program Support Officer
- Finance Department
- Academics Department
- Library
- Human Resource
- HEC Self-Assessment Manual
- Previous PT Report of MSCS
- Prospectus 2015
- Student Handbook 2015
- Faculty and Staff Handbook

SZABIST

SELF-ASSESSMENT REPORT

Master of Public Health

Program Self-Assessment Checklist

SZABIST

Guidelines for Program Team Report and QEC Review

Program: Master of Public Health

Prepared by QEC Staff:

Ms. Riffat Mughal

PROGRAM SELF ASSESSMENT CHECKLIST

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

CRITERIA AND ASSOCIATED STANDARDS		Yes/No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes				
Standard 1-1	Program Measurable Objectives			
	a. Document institution, department, and program mission statements	✓		
	b. State program objectives	✓		
	c. State program outcomes	✓		
	d. Describe how each objective is aligned with program, college, and institution mission statements	✓		
	e. Outline the main elements of the strategic plan to achieve the program mission and objectives	✓		
	f. Table 4.1 program objectives assessment	✓		
	Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives **Please find example of Table 4.2 attached in Annexure II (iii)**	✓		
	b. Employer survey	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) **Please find example attached in Annexure III (pg iv)**	✓		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	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 **Please find example attached in Annexure III (pg iv)**	✓		
	e. Number of short courses workshops, seminars organized on community service level **Please find example attached in Annexure III (pg iv)**	✓		
	f. Faculty and student surveys results to measure the administrative services provided	✓		
Criterion 2 – Curriculum Design And Organization				
	Courses detailed outline as in item E criterion 2 of the Self-Assessment Manual			
Standard 2-1	Courses Vs. Objectives			
	a. Title of Degree Program	✓		
	b. Definition of Credit Hour	✓		
	c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses. **Please find example attached in Annexure IV (pg v-ix)**	✓		
	d. Table 4.3 curriculum course requirement **Please find example attached in Annexure IV (pg v-ix)**	✓		
	e. Describe how the program content (courses) meets the program Objectives.	✓		

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

Standard 3- 3	Adequate Computing Infrastructure and Facilities	✓		
	a. Describe how the computing facilities support the computing component of your program	✓		
	b. Are there any shortcomings in the computing infrastructure and facilities?	✓		
Criterion 4 – Student Support and Advising				
Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department's strategy for course offerings	✓		
	b. Explain how often core courses are offered.	✓		
	c. Explain how often elective courses are offered.	✓		
	d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency	✓		
Standard 4-2	Effective Faculty / Student Interaction			
	Describe how you achieve effective student/faculty interaction in courses taught by one or more than one person; such as two faculty members, a faculty member, and a teaching assistant or a lecturer	✓		
Standard 4-3	Professional Advising and Counseling			
	a. Describe how students are informed about program requirements	✓		
	b. Describe the advising system and indicate how its effectiveness is measured	✓		
	c. Describe the student counseling system and how students get professional counseling when needed	✓		
	d. Indicate if students have access to professional counseling; when necessary	✓		
	e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	✓		
Criterion 5 – Process Control				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable.	✓		

	b. Make a Flowchart **Please find example attached in Annexure VI (pg xi-xii)**	✓		
	c. Describe policy regarding program/credit transfer	✓		
	d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process	✓		
Standard 5-2	Registration and Students			
	a. Describe how students are registered in the program	✓		
	b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements	✓		
	c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process	✓		
Standard 5-3	Faculty Recruitment and Retention Process			
	a. Describe the process used to ensure that highly qualified faculty is recruited to the program.	✓		
	b. Make a Flowchart **Please find example attached in Annexure VI (pg xi-xii)**	✓		
	c. Indicate methods used to retain excellent faculty members	✓		
	d. Indicate how evaluation and promotion processes are in line with institution mission statement	✓		
	e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	✓		
Standard 5-4	Effective Teaching and Learning Process			
	a. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning	✓		
	b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	✓		

Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure that graduates meet the program requirements	✓		
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	✓		
Criterion 6 – Faculty				
Standard 6-1	Program Faculty Qualifications and Number			
	a. Faculty resumes in accordance with the format	Launched		
	b. Table 4.6 faculty distribution by program's areas **Please find example attached in Annexure VII (pg xiii)**	✓		
Standard 6-2	Current Faculty, Scholarly Activities & Development			
	a. Describe the criteria for faculty to be deemed current (updated in the field) in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department	✓		
	b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development	✓		
	c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development	✓		
	d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement	✓		
Standard 6-3	Faculty Motivation and Job Satisfaction			
	a. Describe programs and processes in place for faculty motivation	✓		
	b. Indicate how effective these programs are	✓		
	c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction	✓		

Criterion 7 – Institutional Facilities

Standard 7-1	New Trends in Learning (e.g. E-Learning)			
	a. Describe infrastructure and facilities that support new trends in learning	✓		
	b. Indicate how adequate the facilities are	✓		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	✓		
	b. Describe the support rendered by the library	✓		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	✓		
	b. Describe the adequacy of faculty offices	✓		
	Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)			

Criterion 8 – Institutional Support

Standard 8-1	Support and Financial Resources			
	a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation	✓		
	b. Describe the level of adequacy of secretarial support, technical staff and office equipment	✓		
Standard 8-2	Number and Quality of GSs, RAs and Ph.D. Students			
	a. Provide the number of graduate students, research assistants and Ph.D. students for the last three years	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	✓		
	c. Describe the resources available for computing facilities	✓		
	Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)			

*Key

✓ - Yes   X- No   NA- Not Applicable

SZABIST

SELF-ASSESSMENT REPORT

Master of Public Health

Assessment Team Report

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

Master of Public Health

Spring 2016

Assessment Team Report

The AT report is comprised of the following:

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

A. The Review Report

1. Names of Assessment Team Members

    i.   Ms. Asma Bashir

   ii.   Dr. Farheen Nasir

  iii.   Dr. Tahir

2. Date of Nomination

3rd June, 2016

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

Seventeen (17) days

4. Name of Department and Program being assessed

Biosciences and Master in Public Health for Biosciences

5. Shortcomings of the PT report

Full time faculty with PhDs is short. E-learning is not very much incorporated in courses. University lacks a counselor whose work should be helping the students in course choosing and career guidance. Faculty is unable to give sufficient time to research..

6. Comments on:

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

Most of the responses were comprehensive and well-explained.

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

Reporting was found to be authentic

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

iv. Observations made during the assessment

Full time faculty with PhDs is short. Technical books in the library are low in number.

v. Strengths and weaknesses of the Program

It's good that this is a subsidized program to attract students. Full time faculty needs to be added.

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

11th July, 2016

B. Criteria Referenced (Rubric) Evaluation of SAR

CRITERIA REFERENCED SELF ASSESSMENT – METHODOLOGY AND EVALUATION TOOL

Scoring of Criterion Items

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

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

Criteria Referenced Self-Assessment – Methodology and Evaluation Tool

Criterion 1 – Program Mission, Objectives and Outcomes				Weight = 0.05		
Factors			**Score**			
1	Does the Program have documented measureable objectives that support faculty / college and institution mission statements?	5	4	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	4	3	2	1
3	Do these outcomes support the Program objectives?	5	4	3	2	1
4	Are the graduating students capable of performing these outcomes?		N/A			
5	Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6	Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)			**25**			
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight			**5**			
Criterion 2 – Curriculum Design and Organization				**Weight = 0.20**		
Factors			**Score**			
1	Is the curriculum consistent?	5	4	3	2	1
2	Does the department assess its overall performance periodically using quantifiable	5	4	3	2	1
3	Are theoretical background, problem analysis and solution design stressed within the program's core material?	5	4	3	2	1
4	Does the curriculum satisfy the core requirements laid down by respective accreditation bodies?	5	4	3	2	1
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	5	4	3	2	1
6	Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	5	4	3	2	1
7	Is the information technology component integrated throughout the program?	5	4	3	2	1
8	Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
Total Encircled Value (TV)			**36**			
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight			**18**			

Criterion 3 – Laboratories and Computing Facilities						Weight = 0.10
Factors					**Score**	
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	**5**	4	3	2	1
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	**5**	4	3	2	1
3	Are the university's infrastructure and facilities adequate to support the program objectives?	**5**	4	3	2	1
Total Encircled Value (TV)			15			
Score 3 **(S3) = [TV/(No. of Questions *5)] *100 *Weight**			10			

Criterion 4 – Student Support and Advising						Weight = 0.10
Factors					**Score**	
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	**5**	4	3	2	1
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	**2**	1
3	Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	**2**	1
Total Encircled Value (TV)			9			
Score 4 **(S4) = [TV/(No. of Questions *5)] *100 *Weight**			6			

Criterion 5 – Process Control						Weight = 0.15
Factors					**Score**	
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	**3**	2	1
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	**3**	2	1
3	Is the process to register students in the program and monitoring their progress documented?	5	**4**	3	2	1
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	**4**	3	2	1
5	Is the process to recruit and retain faculty in place and documented?	5	4	3	**2**	1
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	5	**4**	3	2	1
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	**4**	3	2	1

#	Question	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?	N/A				
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	N/A				
	Total Encircled Value (TV)	**32**				
	Score 5 **(S5)** = [TV/(No. of Questions *5)] *100 *Weight	**10.67**				

Criterion 6 – Faculty				Weight = 0.15		

Factors					**Score**	
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	5	4	3	2	**1**
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5	4	**3**	2	1
3	Do the faculty members posses a level of competence that would be obtained through graduate work in the discipline?	5	4	**3**	2	1
4	Do the majority of faculty members hold a PhD degree in their discipline?	5	4	3	2	**1**
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	**1**
6	Are there mechanisms in place for faculty development?	5	4	3	**2**	1
7	Are faculty members motivated and satisfied so as to excel in their profession?	5	4	**3**	2	1
	Total Encircled Value (TV)	**14**				
	Score 6 **(S6)** = [TV/(No. of Questions *5)] *100 *Weight	**6**				

Criterion 7 – Institutional Facilities						Weight = 0.15	
Factors						**Score**	
1	Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1	
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	5	4	3	2	1	
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1	
Total Encircled Value (TV)						**5**	
Score 7 **(S7) = [TV/(No. of Questions *5)] *100 *Weight**						**5**	

Criterion 8 – Institutional Support						Weight = 0.15	
Factors						**Score**	
1	Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1	
2	Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	N/A					
Total Encircled Value (TV)						**1**	
Score 8 **(S8) = [TV/(No. of Questions *5)] *100 *Weight**						**3**	

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

= 63.67

C. Assessment Results Implementation Plan Summary MPH-Karachi Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. Full time faculty with PhDs is short	It is suggested that more PhD faculty be hired.	December 2016	SZABIST Administration	N.A.
2. E-learning is not very much incorporated in courses	Use of electronic medium is highly encouraged hence, courses should include an element of e-learning.	June 2017	HOD, Program Manager, SZABIST Administration	Space and equipment for constructing an audio visual room or video conferencing
3. Technical books in the library is low in number	It is suggested that SZABIST allocate more fund for purchasing of books and periodicals.	June 2017	HOD and Program Manager	Finance required for the procurement of books
4. Faculty is unable to give sufficient time to research	The work load is too high. It is suggested faculty should be divided into Teaching and Research Faculty system.	June 2017	SZABIST Administration	N.A.
5. University lacks a counselor whose work should be helping the students in course choosing and career guidance	It is suggested that SZABIST hire a professional counselor who will help students in identifying their career paths.	December 2016	HOD and Program Manager	N.A.

President's Comments :
The MPH program was launched in Fall 2015, as the program is new the Self-Assessment process has helped us in identifying shortcomings and successful completion of required documents. Further, the results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendation given by the Assessment Team for enhancing the quality of education in MPH program. I would like to thank the Program Team, Assessment Team, Program Manager, Head of Department and the IR/QEC staff for their efforts in completing this exercise.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments :
The implementation plan for the recommendations made by the assessment team is already in place and will be executed in well-timed manner with the availability of the required resources.

Name and Signature:

Dr. Kashif Ali

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

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran

President's Comments :
The MPH program was launched in Fall 2015, as the program is new the Self-Assessment process has helped us in identifying shortcomings and successful completion of required documents. Further, the results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendation given by the Assessment Team for enhancing the quality of education in MPH program. I would like to thank the Program Team, Assessment Team, Program Manager, Head of Department and the IR/QEC staff for their efforts in completing this exercise.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments :
The implementation plan for the recommendations made by the assessment team is already in place and will be executed in well-timed manner with the availability of the required resources.

Name and Signature:

Dr. Kashif Ali

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

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran

SHAHEED ZULFIKAR ALI BHUTTO INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT
Master of Public Health

Program Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): Master of Public Health BIOSCIENCES

Team Leader: Dr Hammad Afzal Kayani

Name: Dr Sarosh Salman Bahid   Position: Team Member

Institution: SZABIST KARACHI   Contact No: (Office) 35821535-38 (Ext. 208)

Mobile No: 0300-2245-693
             0336-2117-926

Email Address: sarosh. salman @szabist.edu.pk

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

_____   18.3.2016.

(Signature of PT Member)   Date

Approved By: _____ 6/4/16 _____

(Head of the Department)

Note: Completed form should be sent to the QEC

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

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

Team Leader: Dr. Hammad Afzal Kayani_____

Name: Dr. Hammad Afzal Kayani   Position: Assistant Professor

Institution: SZABIST   Contact No: (Office) _____Ext. 151_____

Mobile No: 03013365167_____   Email Address: hammad.afzal@szabist.edu.pk

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

(Signature of PT Member)   Date: __23rd March, 2016_____

Approved By: _____

(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

Master of Public Health

Assessment Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): ____MPH_____

Team Leader: _____

Name: __Dr. Tahir Abdul Hussain_____   Position: Assistant Professor_____

Institution: __SZABIST_____   Contact No: (Office) +92-21-111-922-478

Mobile No: ___+92-333-2216721____   Email Address: tahir.hussain@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.

_____   ____3rd June, 2016_____

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): __MPH__

Team Leader: _____

Name: __Asma Bashir__   Position: __Lecturer__

Institution: __SZABIST__   Contact No: (Office) __021 35821535 (207)__

Mobile No: __0333 1350269__   Email Address: __asma.bashir@szabist.edu.__
                                                                          βk

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.

_____   03rd Jun'2016

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): Master of Public Health
BIOSCIENCES

Team Leader: Dr Hammad Afzal Kayani

Name: Dr Sarosh Salman Bahic Position: Team Member

Institution: SZABIST KARACHI Contact No: (Office) 35821535-38 (Ext.208)

Mobile No: 0300-2245-693 Email Address: Sarosh.Salman
0336-2117-926 @szabist.edu.pk

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

_____ 18.3.2016

(Signature of PT Member) Date

Approved By: _____ 6/4/16

(Head of the Department)

Note: Completed form should be sent to the QEC