



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

**Master of Science in Project
Management (MSPM)**

Karachi Campus

Spring 2016



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SELF-ASSESSMENT REPORT

Executive Summary



Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report

Executive Summary

MSPM 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, eight programs in the Management Sciences Department, two program in the Social Sciences Department, one program in Mechatronics Department, one program in Media Sciences Department and three programs in Biosciences Department the QEC initiated the Self-Assessment process of MSPM program. The highlights of the process were as follows:

1. Nomination of Program Team (PT)

The PT was nominated by the Head of Management Sciences Department, Dr. Nadeem A. Syed on March 18th, 2016. Following were the members of the PT:

- (i) Mr. Jamil Ahmed
- (ii) Mr. Ahmed Ali Memon
- (iii) Ms. Hareem Siddiqui

2. Submission of PT Report

The PT submitted the report on April 19th, 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 25th, 2016.



3. Nomination of Assessment Team (AT)

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

- (i) Dr. Kashif Ali
- (ii) Shahzad Haroon
- (iii) Ms. Ambreen Ahmed

4. Date of Submission of AT Report

The AT Report was submitted on June 21st, 2016.

5. AT Findings and Recommendations

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

- (i) Course content needs review and revision. It is suggested that course content should be prescribed by some regulatory body and with industry consultation to make them more field specific.
- (ii) There is a lack of program relevant faculty development activities. It is recommended that permanent faculty should be trained and developed to teach in this program by giving support in getting relevant certification; time-outs to participate in industry projects. This will eventually reduce extensive reliance on visiting faculty.
- (iii) Faculty offices are found to be congested. It is recommended that faculty office space should be increased to accommodate more students for group consultations.

6. Preparation of Assessment Results Implementation Plan Summary

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



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SELF-ASSESSMENT REPORT

MSPM- Karachi Campus

Program Team Report

Spring 2016



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CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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



Criterion 1: Program Mission, Objectives, and Outcomes

Standard 1-1 Program Measurable Objectives¹

a. Mission Statements

Mission Statement of SZABIST²

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.

Business School Mission Statement

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

Mission Statement of MS Project Management

MSPM program's mission is to provide a superior, comprehensive, graduate level educational experience through relevant course work, seminars, and research that elevates students' knowledge and expertise, enabling them to serve as leaders, educators, practitioners, and activists in the project management field. Program aims to challenge students to develop the skills to analyze and solve problems and develop an aptitude for lifelong learning.

¹ The source of information is Program Manager.

² SZABIST has revised its vision and mission statement during Spring 2016.



b. Program Measurable Objectives

MSPM program is intended to inculcate:

- **Comprehensive Knowledge of Project Management Core Principles:** Provide students with a comprehensive foundation in the principles of project management that influence performance at all levels of an organization.
- **Problem Solving and Critical Thinking:** Provide students transferable skills that incorporate a mixture of core concepts with knowledge and understanding in problem solving, critical and system thinking based on established research and academic standards, project communication, and team building.
- **Team Management and Effectiveness:** Provide students with a solid theoretical understanding and the ability to apply relevant methods for making complex decisions in project management by identifying objectives and alternatives, setting priorities, allocating resources, planning, scheduling, estimating, ensuring quality, managing risk, resolving conflict, and making effective group decisions.
- **Practical Application to Any Management Situation:** Provide students with the ability to synthesize project management theory and research methods to apply them to any domain.

c. Program Outcomes³

- Apply the theoretical and practical aspects of project management to formulate strategies enabling organizations to achieve strategic goals through projects.
- Evaluate management by projects as an emerging business model in the context of managing complexity, managing change, and optimizing business performance in a dynamic environment.
- Employ critical-thinking and analytical skills to investigate complex business problems to propose project-based solutions that are derived from project management theory and practice.
- Exhibit the ability to make reasoned, ethical decisions that are based on professional standards for ethical conduct in project management as well as in the best interest of the project, the organization, the environment, and society as a whole.
- Assess leadership styles from the perspectives of the role of the leader and leadership effectiveness in organizations that are managed by function, by matrix, and by projects.

³ The sources of information are Program Manager and Program Team.



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

Objective	Alignment with program and institution mission statement
<p>Provide students with a comprehensive foundation in the principles of project management that influence performance at all levels of an organization.</p>	<ul style="list-style-type: none"> - 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; - MSPM program’s mission statement is to provide a superior, comprehensive, graduate level educational experience to serve as leaders, educators, practitioners, and activists in the project management field.
<p>Provide students transferable skills that incorporate a mixture of core concepts with knowledge and understanding in problem solving, critical and system thinking based on established research and academic standards, project communication, and team building.</p>	<ul style="list-style-type: none"> - SZABIST is committed to produce highly qualified professionals to: meet national and global contemporary needs; conduct cutting edge research and development; - MSPM program’s mission is to provide a superior, comprehensive, graduate level educational experience through relevant course work, seminars, and research that elevates students’ knowledge and expertise, enabling them to serve as leaders, educators, practitioners, and activists in the project management field.
<p>Provide students with a solid theoretical understanding and the ability to apply relevant methods for making complex decisions in project management by identifying objectives and alternatives, setting priorities, allocating resources, planning, scheduling, estimating, ensuring quality, managing risk, resolving conflict, and making effective group decisions.</p>	<ul style="list-style-type: none"> - SZABIST is committed to produce highly qualified professionals to: provide hi-tech scientific and technological expertise; - Program aims to challenge our students to develop the skills to analyze and solve problems and develop an aptitude for lifelong learning.
<p>Provide students with the ability to synthesize project management theory and research methods to apply them to any domain.</p>	<ul style="list-style-type: none"> - 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. - Program aims to challenge students to develop the skills to analyze and solve problems and develop an aptitude for lifelong learning.
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Table 1.1: Program Objectives and Department/Institute's Mission's Alignment

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

The strategic Plan for the MSPM program is based on the missions and objectives of the Institute, department and program.

- 1. An Integrated Academic Experience to Enhance Leadership and Professionalism:** The MSPM program has built on the strength of existing of MPM program which also provided an integrated academic experience by providing the teaching resources from all walks of project management disciplines with direct connections in the industry. However, as this program has research component interrogated in its curriculum as per requirements of the project management area, and project management requires industry oriented research skills, faculty having such exposure has been introduced to provide a unique professional relationship between academia and industry, with overall 80% faculty coming from professional background and 20% with academic background. The students in project management programs also come with 95% industry experience, resulting in creation of synergies within learning process and fostering the leadership skills and professionalism among students, which in turn results in further development of professionalism in the industry.
- 2. Well Designed Curriculum:** Keeping in view the requirements of various project management areas that students need to focus on and broader skills in the area of operations research, research methods and techniques, research tools are also imparted through core and elective course work. Students are also required to work independently on two research studies or alternatively on capstone projects to apply the theory in practice or research contemporary issues in project management. Thus the curriculum has not been restricted to the scope of project management but has also been kept flexible by providing an opportunity to focus on broader skills to supplement theoretical and application of project management.
- 3. Strong Industry-based Faculty:** Masters of Sciences in Project Management is the program at SZABIST having 20% full time faculty and 80% adjunct faculty due to specific needs of the program curriculum and professionals opting this program, which demands strong understanding of project management discipline and exposure to technical areas requiring the complex applications of project management skills along with advance level of research concepts.



SZABIST is proud to boost its adjunct faculty with project management related work experience as project management consultants or PMI certified professionals working in project management, while full time faculty supplements the research methodology and operation research as advance level knowledge area supplementing analytical skills for efficient planning and decision making. The institute strives high for getting faculty with exposure to industry and academia to polish students professional skills and build advance theoretical base of students to make them a successful project management professional.

f. Program Objective Assessment

Objective	How Measured	When Measured	Improvement/Issues	Improvements Made
Provide students with a comprehensive foundation in the principles of project management that influence performance at all levels of an organization.	Course Outline, midterm examination, final examination, assignments and reports	Every Semester	Program is in its first year of operations, the issues if any to reported and discussed in Curriculum and faculty meeting planned in May.	Not applicable at this stage as program started in Fall 2015. First Curriculum Review Committee meeting in Summer 2016.
Provide students transferable skills that incorporate a mixture of core concepts with knowledge and understanding in problem solving, critical and system thinking based on established research and academic standards, project communication, and team building.	Course Outline, midterm examination, final examination, assignments and reports	Every Semester	The Library lacks resources to support theoretical development through contemporary text	Increase procurement of relevant text and manuals for MSPM program
Provide students with a solid theoretical understanding and the ability to apply relevant methods for making complex decisions in project management by identifying objectives and alternatives, setting priorities, allocating	Practical Reports, Assignments, Independent Research Studies/ Capstone Project and specific courses focusing on	Every Semester/course specific as per need	Need to bring in at least two guest speakers sessions from industry	To be implemented from Fall 2016



resources, planning, scheduling, estimating, ensuring quality, managing risk, resolving conflict, and making effective group decisions.	these skills			
Provide students with the ability to synthesize project management theory and research methods to apply them to any domain.	Research Courses; Independent Research Studies and/or Capstone Project	Final Semester/ Every Semester as per students registration	N/A	Second semester in progress, issues/deficiencies if any would be improved upon as needed

Table 1.2: Program Objectives Assessment⁴

Standard 1-2 Program Outcomes

By fulfilling the academic objectives of the MSPM program, the department sets the following measurable outcomes. Graduates of the MSPM program will be able to:

- Apply the theoretical and practical aspects of project management to formulate strategies enabling organizations to achieve strategic goals through projects.
- Evaluate management by projects as an emerging business model in the context of managing complexity, managing change, and optimizing business performance in a dynamic environment.
- Employ critical-thinking and analytical skills to investigate complex business problems to propose project-based solutions that are derived from project management theory and practice.
- Exhibit the ability to make reasoned, ethical decisions that are based on professional standards for ethical conduct in project management as well as in the best interest of the project, the organization, the environment, and society as a whole.
- Assess leadership styles from the perspectives of the role of the leader and leadership effectiveness in organizations that are managed by function, by matrix, and by projects.

⁴ Table 1.2 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report



a. Outcomes versus Objectives

PROGRAM OBJECTIVES	PROGRAM OUTCOMES				
	1	2	3	4	5
1	S	S	S	S	M
2	S	M	S	S	S
3	S	S	S	S	S
4	S	S	S	S	M

Table 1.3: Outcomes versus Objectives⁵

Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

b. Employer's Survey

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

Note: The maximum time limit to complete the MSPM degree is 5 years from the date of admission and the minimum time to complete is 1½ years as per HEC policy.

d. Graduating Students' Survey

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

Note: The maximum time limit to complete the MSPM degree is 5 years from the date of admission and the minimum time to complete is 1½ years in lieu of HEC policy.

⁵ 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.

SZABIST has a very strong tradition of assessing the programs through ‘Student evaluation of course instructors and the course’ in 5th and 6th week (from the resumption of a semester) in order to have a feel of any possible “gaps” in the overall learning processes employed, on course by course basis. Instructors with weak evaluations covering a number of areas like lecture delivery and use of various course materials for effective course delivery are asked to improve course delivery or any other area of deficiency known through these surveys. If this fails, such course instructors are not retained for the program.

b. Describe major future program improvements

Program Improvement Plan based on Recent Assessment

- Introduction of the Project Management Tools related workshops.
- Employing some senior level faculty with more exposure of project management and technical (engineering and allied areas) research.
- Integrating capstone project with industry by seeking actual problems and issues or tasks for project work.
- Changing course delivery from traditional classroom teaching to case-based teaching pedagogy/methodology

All of the above interventions depend on the availability of the human and other resources.

c. List strengths and weaknesses of the program

➤ Strengths of the MSPM program include:

- Faculty from project management and industry backgrounds
- Seminars and guest speaker sessions with industry professionals
- 80% faculty with project management background or PMI qualifications

➤ Weaknesses of the MPM program include:

- Full time faculty in Core Project Management area is not available, however, the weakness can be ignored considering the high level of professional and technical exposure required.

d. List significant future plans for the program.

- To improve course delivery from traditional classroom teaching to case-based teaching methodology



Standard 1-4 Overall Performance Using Quantifiable Measures⁶

a. Indicating the GPA of Successful students per semester

- Average CGPA⁷

Semester CGPA	Fall 2015	Total Average
Average CGPA	1.5	1.5

Table 1.4: Average CGPA

- Drop-out ratio of student every semester

Drop-out ratio of student every semester ⁸		
	Fall 2015	Total Average
Dropouts	0	0
Enrollment	23	23
Dropout Ratio	0	0

Table 1.5: Drop-out Ratio

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

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

c. Percentage of Student Evaluation/Assessment results for all the courses and faculty.⁹

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2015	Fall	3	1	0	0	0	0

Table 1.6: Faculty & Courses Rating

⁶The source of information is ZAB Solutions.

⁷ The MSPM program was initiated in Fall 2015 therefore average CGPA for Fall 2015 is only provided in Table 1.3.

⁸ The MSPM program was initiated in Fall 2015 and nor dropout took place therefore dropout ratio is null, shown in Table 1.4.

⁹ The source of information is the Academic Office.



- 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.

SZABIST PUBLICATIONS

Being a new program, not much output is available in terms of publications. One paper was produced and presented in SZABIST National Research Conference on Management and Business held in Fall 2015.

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

Due to professional nature of students and faculty at a Master’s level program, where they are only available during the class timings, the community level services have not been able to flourish much. Departments intend to hold two workshops for the project management students in Fall 2016 and Spring 2017 semester with high profile trainers in the field for students only.

- f. Faculty and student surveys results to measure the administrative services provided.¹⁰

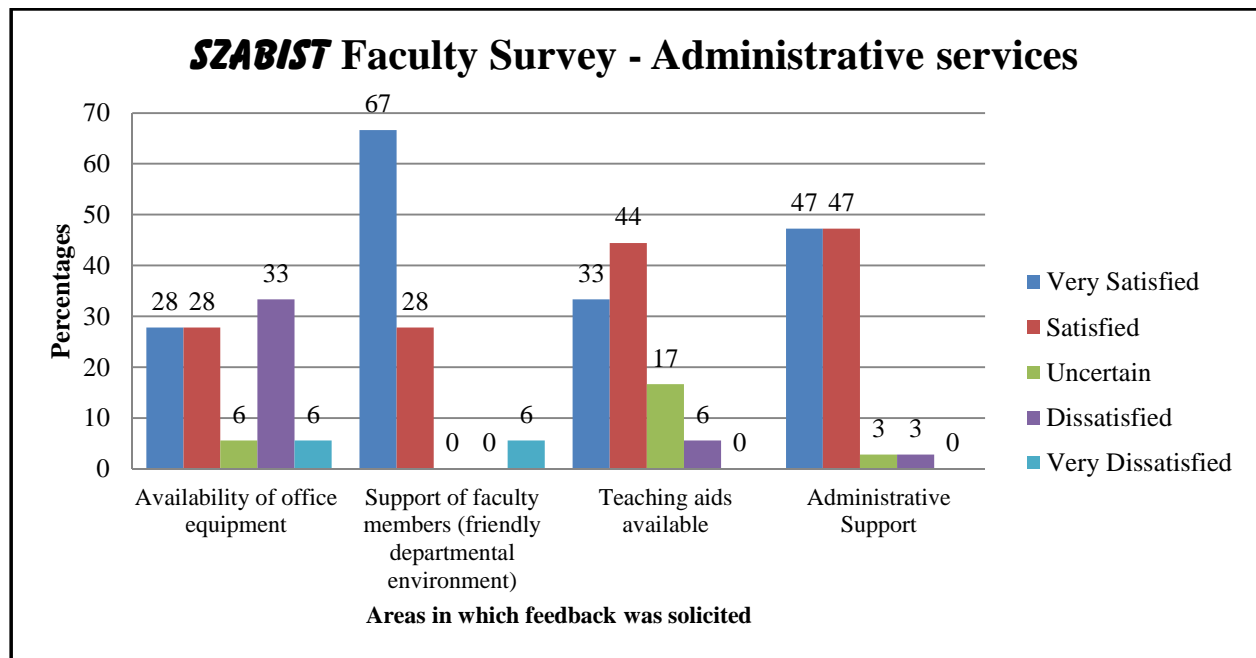


Figure 1.1

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

¹⁰ 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

MS Project Management

b. Definition of Credit Hour

A credit hour is equal to one contact hour.

c. Degree Plan

Detailed course plan of MSPM and course outlines of all courses are attached in appendix.

Curriculum Plan

<i>SEMESTER – I</i>	<i>SEMESTER – II</i>	<i>SEMESTER – III</i>
PM5101 Managing Projects	Elective 1	Thesis/Elective 3
PM 5103 Research Methodology	Elective 2	Thesis/Elective 4
PM 5202 Quantitative Tools for Research	MP 5108 Independent Research Study 1	
MP 5203 Operations Research	MP 5208 Independent Research Study 2	

Table 2.1: Degree Plan

All courses are of 03 credit hours.



d. Curriculum Course Requirement

Semester	Course Number	Course Category (credit hours)		
		Project Management Core	Project Management Electives	Project Management Tools
1	MP 5101	Managing Projects		
	MP 5103	Research Methodology		
	MP 5202	Quantitative Research		
	MP 5203	Operations Research		
2	MP xxxx		Elective 1	
	MP xxxx		Elective 2	
	MP 5108/ MP5xxx		Independent Research Study 1/Capstone Project-I	
	MP 5208/ MP5xxx		Independent Research Study 2/Capstone Project-II	
3	PM 5xxx			Thesis/Elective 3
	PM 5xxx			Thesis/Elective 4

Table 2.2: Curriculum Course Requirements¹¹

All courses are of 03 credit hours.

e. Courses versus Objectives

Group of Courses	Objectives			
	1	2	3	4
Project Management Core	X	X	X	X
Project Management Electives	X	X	X	X
Research Core		X	X	X

Table 2.3: Courses versus Objectives

- 1. Project Management Core Courses:** They include: Managing Projects, Research Methodology, and Quantitative Tools for Research, Operations Management.
- 2. Project Management Electives:** MP5102, MP5201, MP5314, MP5324, MP5217, MP5205, MP5218, MP5317, MP5325, MP5215.

¹¹ Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



f. Courses versus Outcome

PROGRAM COURSES	PROGRAM OUTCOMES				
	1	2	3	4	5
Project Management Core	M	S	S	M	X
Project Management Electives	S	S	S	M	M
Research Core	X	S	M	M	X

Table 2.3: Courses versus Outcomes¹²

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

All the courses in MSPM program comprise of theoretical knowledge and practical applications of project management and research tools. Students are exposed to rigorous projects and reports to apply the knowledge and skills they acquire in a course justifying the learning objectives of each course and the program. Also these diverse projects help them to equip various skills like team building, conflict resolution, and ethical decision making etc., which are necessary for today's complex organizations.

Element	Courses
Foundation	MP 5101, MP 5103, MP 5202, MP 5203
Comprehensive Concepts (Students select any two courses)	MP5102, MP5201, MP5314, MP5324, MP5217, MP5205, MP5218, MP5317, MP5325, MP5215
Solution Design (Independent Research Study/Capstone Project)	PM 5108, PM 5208, MP5104, MP5204

Table 2.4: Standard 2-2 Requirements¹³

¹² Table 2.3 of PT Report is the Table 4.4 and Table 4.5 (Courses versus Objectives Outcomes versus) of AT Report.

¹³ Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report



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

- HEC and NBEAC have not given us any instructions as to how to go about the needs and preferences for this course. Therefore the standard **2-3, 2-4, and 2-5** are not relevant to this assessment.
- Regarding **standard 2-6**, the IT component is integrated throughout the program requiring students to use labs and internet for all course works. The program incorporates the research related software and has plans to introduce Project Tools as workshop from 2016 academic year subject to approval of budget.
- **Standard 2-7** requires oral and written communication skills development. As the degree program attracts professionals from the industry, it leaves with little or no need to work on this area.



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 Facilities¹⁴

SZABIST is equipped with state of the art computing facilities with around clock high bandwidth connectivity to the internet. Moreover, Wi-Fi is enabled in 90 and 100 campus; as a result, all MS Project Management 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.

¹⁴ The sources of information are; Director IT, Manager Systems and Computer Labs staff.



Lab Title	Lab 1 and 2
Location	90 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library link, SZABIST e-library
Adequacy for instruction	Adequate for 45 students at a time. 46 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
MSPM Courses taught	Quantitative Tools for Research, Research Methodology, Operations Research
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version), Primavera
Major equipment	Colored Scanner, Black and White Printer, Colored Printer, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated*

Table 3.1: Computer Labs Information



Lab Title	Lab 3
Location	100 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 45 students at a time. 45 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
MSPM Courses taught	Quantitative Tools for Research, Research Methodology, Operations Research
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version), Primavera.
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 Lab Information



Lab Title	Lab 4
Location	100 campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with more than 31 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
MSPM Courses taught	Quantitative Tools for Research, Research Methodology, Operations Research
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version), Primavera.
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 Lab Information



Lab Title	Lab 5
Location	100 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 31 students. • For Internet usage • For Printing of reports, assignments To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
MSPM Courses taught	Quantitative Tools for Research, Research Methodology, Operations Research
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version), Primavera.
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 Lab Information



Lab Title	Lab 6
Location	100 campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with more than 25 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 25 students at a time. 25 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
MSPM Courses taught	Quantitative Tools for Research, Research Methodology, Operations Research
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version), Primavera.
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: Computer Lab for Research

Standard 3- 1 Lab Manuals/Documentation/Instructions

a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions

Instructions are clearly written on the Notice boards pertaining to:

- Internet usage Proxy setting,
- Proxy setting to use HEC Digital Library,
- Instructions and settings to use printer
- Rules and Regulations for Lab usage
- Lab classes Schedule
- ZABDESK proxy settings



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

As such only one university in Karachi is offering MSPM program and SZABIST Labs are at par with any university not only in Karachi but across Pakistan in terms of IT infrastructure. The only drawback is seating arrangement, which is not appropriate for working in long sessions apart from appropriate multimedia installation for wider viewership across lab.

Standard 3- 2 Adequate Support of Personnel for Labs¹⁵

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

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

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

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

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

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

Table 3.6: Adequate Support of Personnel for Labs

¹⁵ The sources of information are Director IT, Manager Systems and Computer Lab staff.



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

Table 3.7: Computer Lab Shifts per Lab

Standard 3- 3 Adequate Computing Infrastructure and Facilities

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

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

Table 3.8: Computing facilities

- b. Shortcomings in Computing infrastructure and facilities

The lab furnishing is not appropriate and comfortable enough for long lab sessions of 03 hours and working in long sessions, when students are working on term papers and reports. The SZABIST also lacks subscription of appropriate databases for research purposes.



Criterion 4: Student Support and Advising

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



Criterion 4: Student Support and Advising¹⁶

Standard 4-1 Sufficient Frequency of Course Offering¹⁷

a. Provide the department's strategy for course offering

- The courses in MSPM program are offered at the beginning of every semester. The announcement of the courses is made through notice boards and ZABDESK. MSPM students have to register for the courses online through SZABIST e-portal ZABDESK.
- Both core and elective courses are offered at the same time to all MSPM students of Management Science.
- The continuity of a core course depends on minimum fifteen students in the course, as per policy, in case of less than five students the core course is dropped, however, it never happened.
- In case of an elective course, the requirement to continue a course is minimum 15 students. If a course is dropped / washed out in a semester then it is offered again in next semester.
- Usually the courses are offered in alternate semesters, however in case of a special requirement of more number of failures in a course, it is offered either in summer of the same academic calendar or in two consecutive semesters.
- The courses are continuously reviewed and updated periodically as per HEC guidelines and to keep program current and update.
- The normal and acceptable class strength at MS level is 25 students, however, it varies depends on the registration in a course, a maximum of 40 students can be allowed in a course.
- In case of excess registration in a course the section is bifurcated into two sections.

We offer Core courses from the beginning of the program and electives are for the second and third semester of program. If 15 or more students who are repeating the course register, then we offer the same course again. We continually review course and curriculum as to make them competitive.

Generally, the class strength is 25 to 30 students.

¹⁶ The source of information is the EDC, Student Handbook, and Prospectus 2015.

¹⁷ The sources of information are Program Managers and time tables of previous semesters.



b. Explain how often core courses are offered

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

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

c. Explain how often elective courses are offered.

Elective courses are offered for specialization and these are offered in the Second semester and third semester. Electives offered are related to various project management area's for instance in Project Finance, Human Resources, Project Constraints and Project Quality etc. and students select from the given set of electives courses.

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

MSPM Course Taking Policy in Other Programs is as follows:

- MSPM students are allowed to take courses in MPM program only.
- Students are allowed to take Elective courses from the offered courses.

Standard 4-2 Effective Faculty/Student Interaction¹⁸

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

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

¹⁸ The sources of information are personal experience and validation from Program Managers.



way, students can go to any one of the faculty member and consult with them and the response/interaction will be the same and consistent.

Standard 4-3 Professional Advising and Counseling¹⁹

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.

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 Management Sciences 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.

¹⁹ The sources of information are EDC, Student handbook, and Prospectus 2015.



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 admission in MSPM, all those candidates who have either 4 years BBA degree or 4 years professional degree (with minimum CGPA 2.5) or 16 years of education (with minimum 55% marks) from an HEC recognized university will be eligible to apply for admission in MSPM program. Candidates are also required to pass GAT General with minimum 50% score.

- **Re-admission after Dismissal**

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



b. Flow Chart of Admission Process

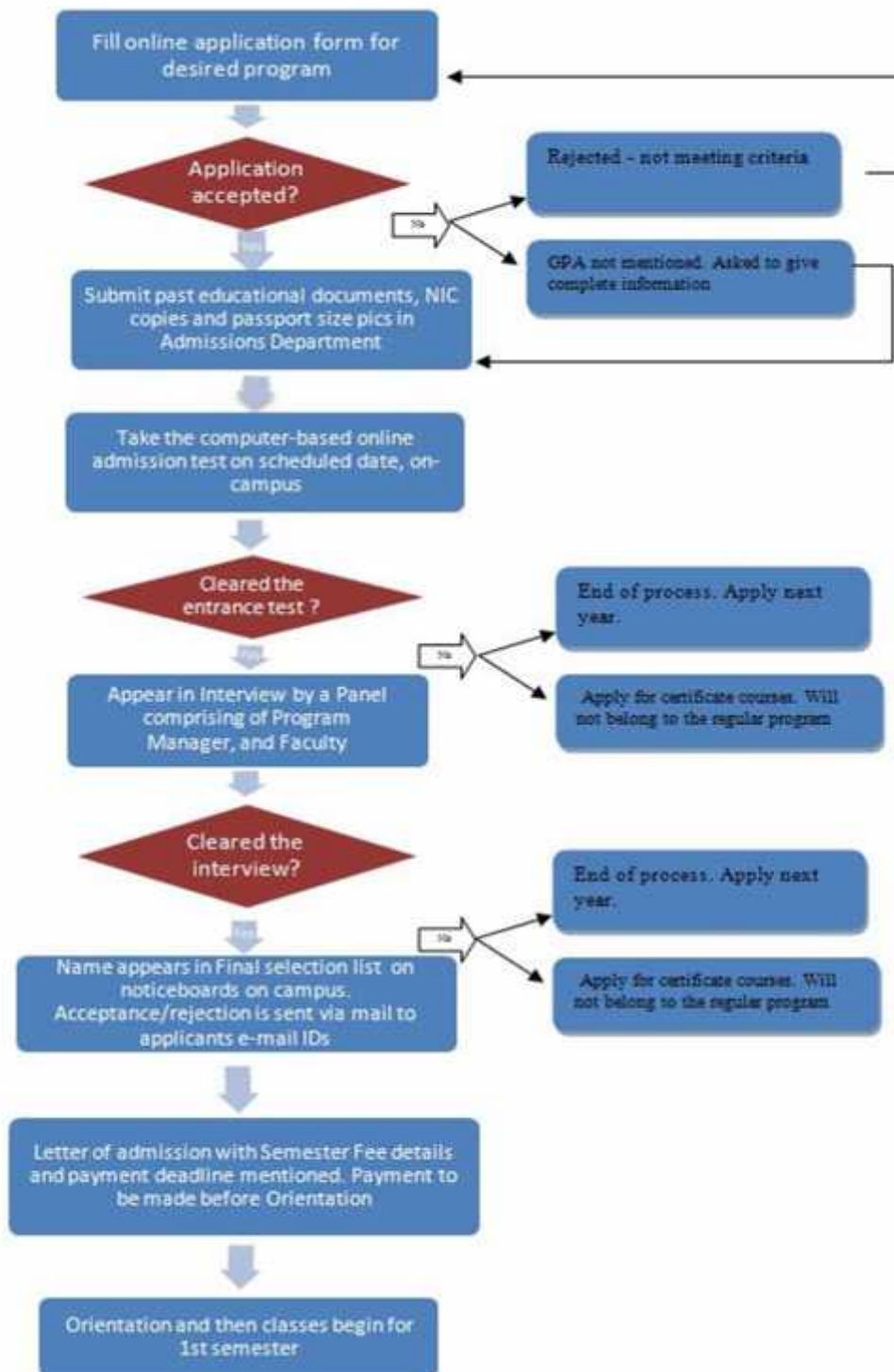


Figure 5.1



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 MSPM program are transferable.

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

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

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

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



Standard 5-2 registration and Students²⁰

a. Describe how students are registered in the program

Students Registration Process (Course Work):

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

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

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

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

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

Students Registration Process (IS/Thesis):

The MSPM students are required to complete two independent research study (03 credit hours each) during their program of study and a Thesis or two additional elective courses (6 credit hours). However, the registration process of IS and Thesis requires approval of the IS/Thesis topic from the MSPM program manager and a prior consent of an approved research Advisor. The process requires submission of IS/Thesis registration form and IS/Thesis proposal approved by the Research Advisor up to third week of semester. In case a student fails to submit an approved proposal, the student are asked to deregister from the IS/Thesis. The university strictly adheres to its plagiarism policy, in evaluating the IS/Thesis proposals, which requires a maximum of threshold of 20% similarity index.

Termination of Registration Process (Courses/IS):

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

²⁰ Student Handbook 2015



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

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

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

Monitoring Student Progress:

Attendance:

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

Midterm and Final Examination Policy:

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

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

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

Independent Study and Thesis are also evaluated periodically. The students are required to maintain a record of their work stage wise and get it verified from advisor at each stage. The record must be submitted at the time of submission of final report. The university also conducts a mid-semester evaluation in eighth week, where students are required to report the work done so far to an evaluation committee consisting of at least two faculty members from the relevant departments. The responsibility of the evaluation committee is to ensure the pace and quality of research conducted so far. In case the Committee is not satisfied with quality or pace of research, the student is forced to de-register the Independent Study/Thesis. The committee also submits a confidential report to the research advisor of the student, with comments.



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

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

Passing Grades:

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

Probation & Dismissal on Academic Grounds:

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

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

Evaluation of Registration and Student Monitoring Process

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

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

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



Standard 5-3 Faculty Recruitment and Retention Process

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

Faculty Recruitment Process

The faculty recruitment process is initiated by the Vice President Academics in consultation with program managers to full-fill any shortage of teaching and research faculty. The human resource department (HRD) of SZABIST advertises the faculty positions through leading newspapers in light of the faculty requirements communicated by the Vice President, and SZABIST website for online applicants. HRD sets up a committee in consultation with the President and Vice President, for short listing the suitable candidates and then sends interview calls. Selection committee, consisting of the Dean of Program, Program Manager and senior faculty conducts the interview of shortlisted candidates and further shortlists the suitable candidates for demo lectures. The demo lecture is mandatory for all despite qualification and experience. At the end of the demo lecture and based on the evaluation criteria, faculty is hired and HRD sends them the offer letter for faculty position.



b. Flow Chart of Faculty Recruitment Process

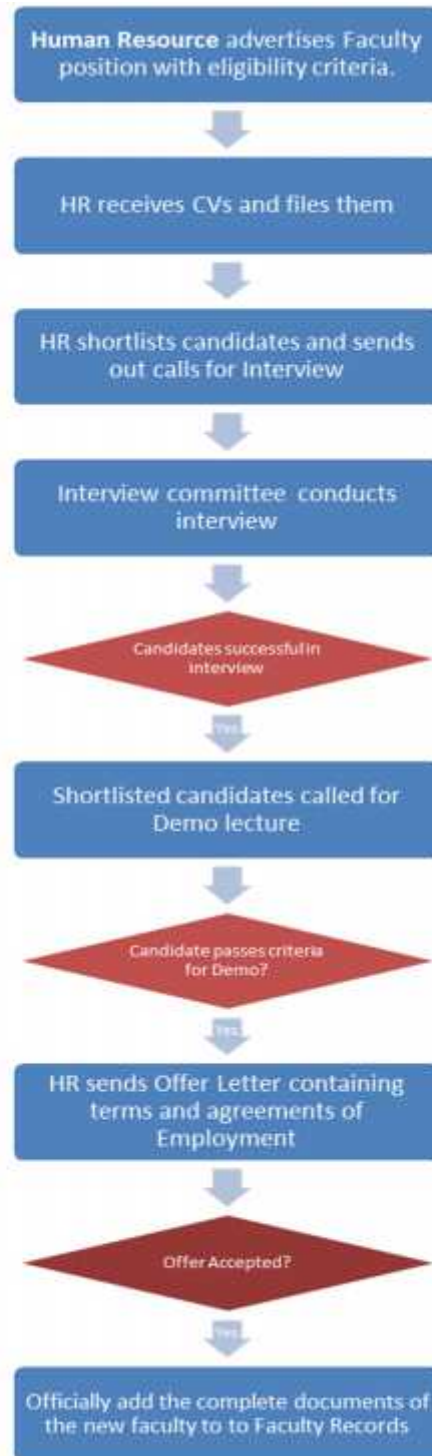


Figure 5.2



c. Indicate methods used to retain excellent faculty members

Faculty Retention Methods and Measures

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

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

- i. Highly competitive salary packages.
- ii. Flexible working hours within a given work week.
- iii. Continuing Education benefit from day one to join MS/Ph.D. program at SZABIST.
- iv. Opportunity to get promoted and salary revision based on performance review, during the course of studies.
- v. Car Loan Financing.
- vi. Provident fund.
- vii. Annual Bonus.
- viii. Annual raise to counter inflationary effect.
- ix. Performance Increment policy.
- x. Capacity Development programs/workshops.
- xi. Fully funded trip for presenting own research paper at any Research Conference within Pakistan (once in a year).
- xii. Partially funded trip to an international research conference to present a research paper, (once in 3 years).
- xiii. Publication honorariums for publication of articles and research papers,
- xiv. Thesis and dissertation advisor / committee member honorarium and much more.



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

The Faculty Evaluation and Promotion Processes are duly in line with SZABIST's Mission Statement. In order to support the mission, Dean/Heads of departments evaluate their faculty members annually to have the best brain in the faculty. The faculty member is evaluated in terms of their teaching, student's feedback, research work, publications, arranging seminars/guest speaker sessions, attending conferences and other administrative work.

The evaluation results are further used as tools for promoting those faculty members, who are engaged in giving quality education and sharing industry's experience with the students to prepare them for competitive job industry. The faculty members who are well qualified but not able to achieve the goals assigned by the Dean/Heads of the departments are properly trained.

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

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

Improvements in the Faculty Evaluation and Promotion Process

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

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

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

Standard 5-4 Effective Teaching and Learning Process

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

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



Class size is limited to only 35-40 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 Class size is limited to 35-40 students, which allows the delivery of high quality education on an interactive basis. The teachers' pay individual attention and encourage participation and constructive discussion. All class rooms are air-conditioned and equipped with overhead projectors, wall-mounted screens, white boards and multi-media projectors, PCs, and Internet connectivity. The above mentioned points are planned in line with the Learning Outcomes that are clearly stated in the Course Outline at the beginning of the semester.

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

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 CGPA to graduate is 2.75 for MSPM.

MSPM Program	Requirement for Completion of Degree
MSPM 30 credit hours	<ul style="list-style-type: none">• Duration of MSPM is 11/2 years• 4 compulsory courses (12 credit hours)• 2 Independent Studies (6 credit hours)• 2 elective courses (6 credit hours)• Thesis or 2 additional elective courses (6 credit hours)• Max duration to complete this degree is 5 years

Table 5.1: Requirement for Completion of Degree

Three years is the maximum time allowed to a student for improving grades after completion of course work. The maximum time allowed to complete the MSPM is 5 years. Without completing all degree requirements, including, clearance of financial dues, completing the required courses, independent research and Thesis, the degree is not awarded.

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

Periodic Evaluation of above Procedure and its Improvement

The monthly **Academic Heads** meeting, the bi-annual **Academic Council meeting** and the bi-annual meeting of the newly formed **Board of Studies**, regularly discuss and evaluate the procedures that ensure completion of MSPM Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures. **Course Revision Committees** made of faculty and industry experts provide market feedback and ensure that the courses and course offerings remain updated.



Criterion 6: Faculty

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



Criterion 6: Faculty

Standard 6-1 Program Faculty Qualification and Number

The attainment of institutional vision and mission demands to have qualified and competent faculty members with updated knowledge of respective discipline. Since MSPM is a new program, still in the process of development, the availability of qualified faculty is a challenge. In order to support the program and the institute in terms of curriculum setting, delivery and research activities, and this purpose is served through setting certain specific standards.

a. Faculty resumes in accordance with the format

Launched.

Further, all the records of faculty resumes, documents and information are maintained and updated by the HR department. As mentioned earlier, MSPM program is facing the challenge to ensure provision of competent faculty in adequate number. The program manager therefore allocates the courses as per the expertise and qualification of faculty with respect to the courses to the full time and adjunct faculty both.

b. Faculty distribution by program's areas²¹

The noteworthy aspect of MSPM is its professional nature that demands the faculty with exceptional requirements. Project Management is purely an industrial program to facilitate organizations with the extensive projects, tools and management expertise. Keeping the primary demand of the program in consideration, the faculty is hired based on their experience in the relevant field in the corporate world. Also the PMP certified professionals are the preferred choice while allocating respective courses. This essential requirement is met by hiring competent and relevant professionals on an adjunct basis. The research orientation of the program is supported by the availability of full time PhD faculty members. Full time faculty members have also got diversified expertise to teach different courses of MSPM. The faculty distribution by Program areas is carried out in the following way:

²¹ The source of information is HR Department.



Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
Project Management Core	4	6	2
Project Management Specialization	2(4)*	4	2
Thesis/Independent Research Studies	1/2	3	2

Table 6.1: Faculty distribution by program's areas²²

- Two additional electives in replacement of thesis.

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.**

Since MSPM is a new program, the criterion to ensure faculty development, advancement and professional growth is set and practiced as follows:

- Encouraging to have PMP certification.
- Encouraging to have Master Degree in Project Management, where as one faculty is already enrolled in MPM program with plans to continue into MSPM program at the completion of MPM program.
- Participating in academic seminars and workshops.
- Inducing contemporary knowledge into the course content by inviting Guests from industries as well as incorporating the latest content from newspapers and magazines into lectures.
- Supervising research projects/ independent studies for students.

The Management Sciences department has 42 full time faculty members including 4 PhDs. The availability of competent and current faculty is also supported through Adjunct faculty. There are 8 adjunct faculty members teaching diversified core and research based courses in the program.

The course load is divided among the full time and adjunct faculty to ensure attainment of above mentioned criterion with quality and effectiveness. As mentioned in the previous standard, the requirement for PMP certification and relevant professional experience makes it necessary to allocate 1/3 courses to the adjunct faculty.

²² Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report



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

As the program is in initial stages of its growth the program demands the institute to focus more on development of faculty. The institute is striving to induce such parameters that satisfy this standard. As a result, the full time faculty is encouraged to continue further studies in specialized fields within the campus as well as any other national university. For full time faculty members, the internal post-graduation is free of cost.

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

- The institute is promoting Faculty development by offering free of cost post graduate admissions into various programs for full time faculty. Currently, 14 faculty members are enrolled in the Internal PhD program to meet the challenging requirements of the institute. Out of 14, 3 faculty members belong to the MSPM program and one is enrolled in MPM program.
- For promoting research, the faculty members are given remuneration for journal publications.
- The participation of faculty members in international or national research conferences is also supported by partial reimbursement of travel expenses. Expenses of international conferences are sponsored by the institute once in a year for each faculty.

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

The program of MSPM is determined to establish and maintain the same high standards as the other programs of the institute. This leads to practice the usual monthly Academic Heads meeting involving all the HoDs along with the program managers. The meeting is presided by the Acting President and all the academic queries and progress is critically analyzed.

Additionally, a regular faculty meeting, presided by the HoD, is also carried out to discuss the faculty, course and research prospects. The matters regarding course completion, regular updating of system (ZABDESK) by faculty and other relevant matters are highlighted and discussed in this meeting. The University also has a Curriculum Review Committee to review program wise curriculum and course outline. With the completion of first year of MSPM program, the meeting is planned in Summer before the commencement of new session to review the progress during last year.

Apart from the above mechanisms and structures a Faculty evaluation program is also in place where students evaluate the quality of teaching for each faculty. The results are then discussed by the coordinators and the faculty to further improve faculty performance.



Standard 6-3 Faculty Motivation and Job Satisfaction

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

Following elements are placed to keep faculty motivated:

- Flexible working hours
- Performance based increment
- Annual Bonus
- Annual and casual leaves
- Loan Facility
- Fee waiver for continuing education
- Fee concession for children of employees
- Annual Picnics and social gatherings for employees
- Remuneration for Journal Publication
- Reimbursement of travel expenses on participation in international conferences
- Remuneration for supervision of Research/ Final year projects

b. Indicate how effective these programs are

Programs are effective in the following areas:

- Work-Life balance is attained through the facility of flexible working hours and special attention given to discourage late working due to flexible hours. This enables employees' healthy and productive participation at work and in family equally.
- Employees' professional growth is not just a claim but a practice through provision of free of cost internal post graduate admission.
- Fee concession for employees' children is another lucrative benefit to ensure employee motivation and commitment.
- Merit based evaluation of faculty performance and reward allocation drives the employees for consistently higher levels of performance and interests in organizational responsibilities.
- The university may waive the additional work hours imposed on full time faculty which increases the working hours by 03 hours per course. This would decrease the stress related to long working hours considering the practice is not followed in contemporary institutions.



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

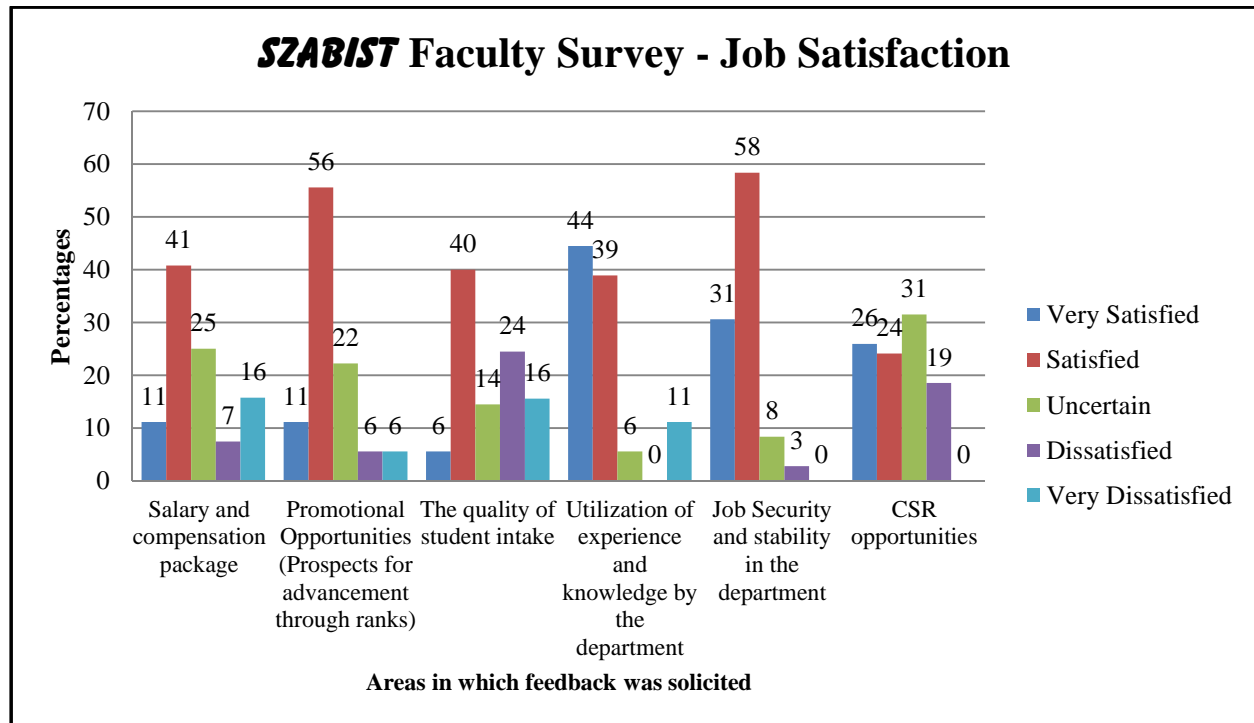


Figure 6.1

The satisfaction and motivation of employees is solicited on different standards. The current survey shows that 52% employees are satisfied with the salary and compensation package and But 48% feels dissatisfied, very dissatisfied or uncertain. The promotional opportunities seem satisfactory to majority of the employees. The faculty feedback regarding quality of students' intake must be taken seriously as only 46% are satisfied and 44% are dissatisfied or uncertain with this factor. The remaining standards of knowledge utilization and job security reveal higher satisfactory levels among faculty members. The CSR opportunities show 50% of faculty either satisfied or highly satisfied .All these surveys are presented to higher management and Board of Trustees for policy making to improve the benchmarks as required by HEC.

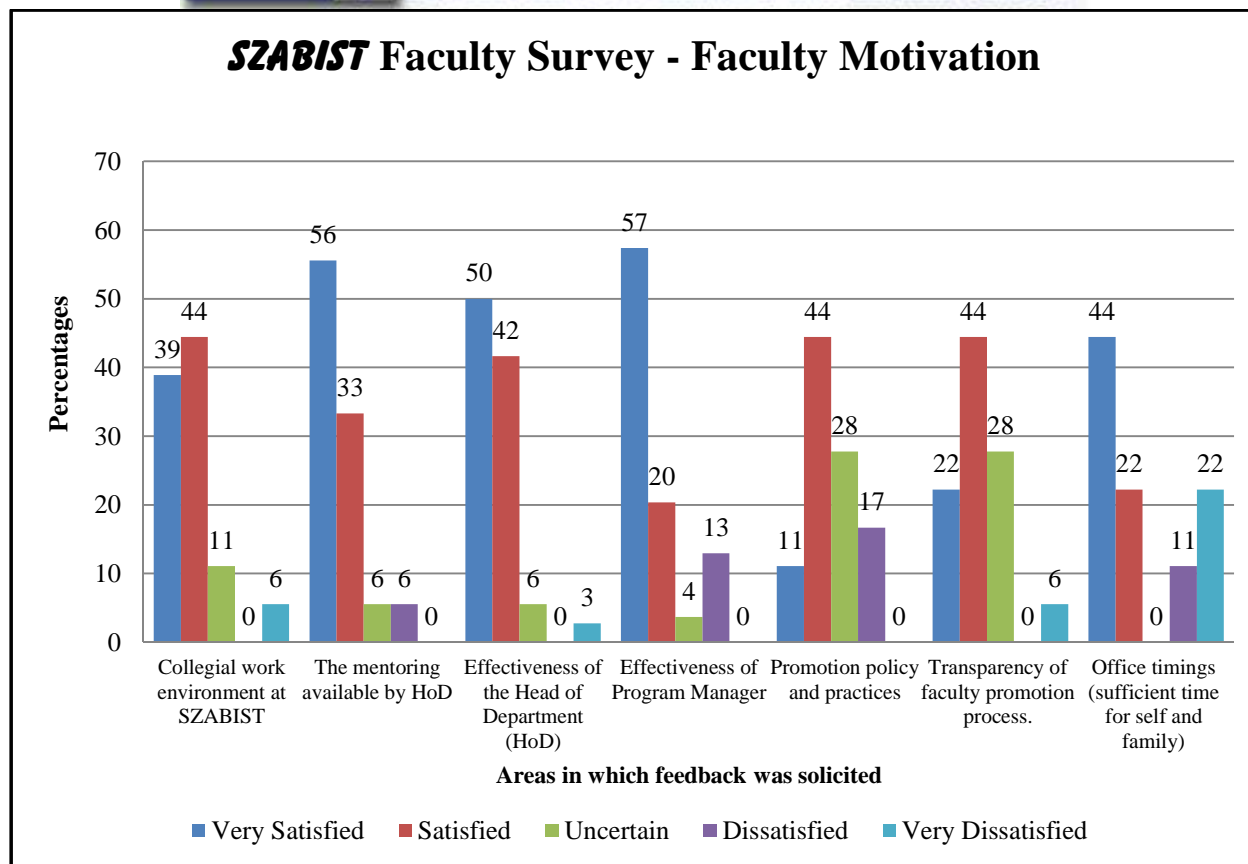


Figure 6.2

The survey of faculty motivation is a strong indicator of positive institutional work environment, developmental opportunities, mentoring, employee policies and the working hours. The majority of faculty members have a positive attitude towards the institutional facilities and working culture.

Standard 6-4 Management Sciences Faculty

The Management Sciences **full time** faculty is as follows and some of them teach at MSPM Program as well:

Dr. Nadeem A. Syed

Head of Management Sciences Department
 Professor & MS/PhD Program Manager
 PhD (DBA, Aquinas University, Philippines)
 Business Administration



Dr Muhammad Zaki Rashidi

Associate Professor & Editor of JISR-MSSE
PhD SZABIST
MS (Management Sciences), SZABIST
Management

Jamil Ahmed

Assistant Professor &
Program Manager EMBA, MPM, MSPM and MBA Banking & Finance
PhD (In Progress), SZABIST
MS (Management Sciences), SZABIST
MBA, University of Sindh

Farhan Ahmed

Lecturer
Ph.D (In-Progress), SZABIST
MBA, SZABIST
Finance

Imran Omer

Lecturer
Ph.D (In-Progress), SZABIST
MS, BIZTEK
Management Sciences

Muhammad Ahmed

Assistant Professor
MSc (University of Essex)
Computational Finance

The **Adjunct Faculty** is as follows:

Muhammad Iftikhar Mubashir

MS/ Mphil
University of Karachi

Jahanzaib Asim

Project Management & Electrical Engineering
Bahcesehir University
Istanbul, Turkey



Asif Ali Azad

MBA (Al Khair University)
PMP, CISSP, CCNP

Kashif Siddiq Patoli

MBA (IBA)
CDSC, CDCP

Iqbal Hyder

CISA
ISACA

Muhammad Kashif Siddiqui

MS (SZABIST)
PMP, CISA

Qazi Zeeshan Aziz

MBA (SZABIST)
PMP

Aadil Mansoor Ali

MBA (IBA)
PMP Certification (PMI)



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 learning²³

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.

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.

²³ The source of information is IT Department.



Standard 7-2 Library Collection and Staff²⁴

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.

Library Resources (Management Sciences)			
No.	Particulars	Quantity	
1	Printed Form		
	A. Management Sciences Books	4,174	
	B. Reports	353	
	i. Independent Study		335
	ii. Project		0
	iii. Thesis		18
	C. Journal/Magazines (Subscribed)	50	
	D. Newspapers (Daily)	10	
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	

²⁴ The source of information is Librarian.



	• 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 Adequacy²⁵

a. Describe the adequacy of the classrooms

Class rooms are well equipped with

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

²⁵ The sources of information are Student handbook and Prospectus.



Criterion: 8 Institutional Support

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



Criterion 8 – Institutional Support

Standard 8-1 Support and Financial Resources²⁶

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 equipment²⁷

There are 18 dedicated academic staff members who provide secretarial and technical support to the Management Science department. The support includes:

- Class Management
- Attendance Sheet Circulation
- Time Table Maintenance
- Schedule Circulation
- Notification Circulation to both students and faculty members about classes, seminars, workshops and the like.

Rooms are allocated for permanent and visiting faculties where latest Intel Core to i7 PCs are available with full internet facilities, Wi-Fi, printers, digital library access, landline extensions, split air conditioners, UPS, shelves display boards to display their objectives and schedules, and other necessary stationeries and equipment. Moreover, it is essential for all the faculty members

²⁶ The sources of information are HR Department, and Vice President (Academics). For further details please see section 5-3 and 6-3.

²⁷ The Source of information is Academic Staff



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 Students²⁸

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

Not Applicable on MSPM program as the program was launched in Fall 2015.

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

Not Applicable on MSPM program as the program was launched in Fall 2015.

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. 2,035,500

Table 8.1: Resources available for the library

b. Describe the resources available for laboratories.

Not Applicable on MSPM program.

c. Describe the resources available for computing facilities

Particulars	Budgetary Allocation (Rupees)
	2015-16
Computing Facilities	6,565,900

Table 8.2: Resources available for computing facilities

²⁸ The sources of information are ZABDESK and HR Department.



Annexure

➤ Sources of Information

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



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

**Master of Science in Project
Management (MSPM)
Karachi Campus**

Program Self-Assessment Checklist



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Guidelines for Program Team Report and QEC Review

Program: MSPM-Karachi Campus

Prepared by QEC Staff:

Ms. Riffat Mughal



PROGRAM SELF ASSESSMENT CHECKLIST

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

<u>CRITERIA AND ASSOCIATED STANDARDS</u>		Yes/No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes				
Standard 1-1	Program Measurable Objectives			
	a. Document institution, department, and program mission statements	✓		
	b. State program objectives	✓		
	c. State program outcomes	✓		
	d. Describe how each objective is aligned with program, college, and institution mission statements	✓		
	e. Outline the main elements of the strategic plan to achieve the program mission and objectives	✓		
	f. Table 4.1 program objectives assessment	✓		
	Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives Please find example of Table 4.2 attached in Annexure II (iii)	✓		
	b. Employer survey	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	N/A		
	c. Describe the resources available for computing facilities	✓		
Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)				

***Key**

✓ - Yes X- No NA- Not Applicable

SZABIST

SELF-ASSESSMENT REPORT

**Master of Science in Project
Management (MSPM)
Karachi Campus**

Assessment Team Report



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

**Master of Science in Project
Management (MSPM)
Karachi Campus**

Spring 2016



Assessment Team Report

The AT report is comprised of the following:

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

A. The Review Report

1. Names of Assessment Team Members

- i. Mr. Shahzad Haroon
- ii. Ms. Ambreen Ahmed
- iii. Dr. Kashif Ali

2. Date of Nomination

30th May 2016

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

Twenty One (21) Days

4. Name of Department and Program being assessed

Management Science, Master of Science in Project Management

5. Shortcomings of the PT report

Some typos need to be corrected like:

- Name of the Electives courses should be included, in addition to course codes
- Switch full Dulexe should be renamed with LAN switch



6. Comments on:

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

Responses are relevant and comprehensive and give the required information.

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

iii. The information has been collected by people working in SZABIST who are already familiar with the policies and procedures

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

Survey data has been appropriately interpreted and summarized.

v. Observations made during the assessment

As the program is new, assessment of some aspects, such as employee and graduate survey, could not be evaluated.

vi. Strengths and weaknesses of the Program

Too much dependency on visiting faculty although permanent faculty can be trained with industrial certification; they will eventually become an asset for the institution.

Guidelines from HEC or any equivalent body should be there to maintain the effectiveness of program

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

13th July, 2016



B. Criteria Referenced (Rubric) Evaluation of SAR

CRITERIA REFERENCED SELF ASSESSMENT – METHODOLOGY AND EVALUATION TOOL

Scoring of Criterion Items

1. Key areas of each criterion are to be scored normally by considering the approach taken by the university and the results achieved. Maximum score for each 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 measurable objectives that support faculty / college and institution mission statements?	5	4	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	4	3	2	1
3	Do these outcomes support the Program objectives?	5	4	3	2	1
4	Are the graduating students capable of performing these outcomes?	N/A				
5	Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6	Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)		23				
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight		4.6				
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?	N/A				
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	N/A				
6	Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	N/A				
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)		23				
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight		18.4				



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)						12				
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight						8				
Criterion 5 – Process Control						Weight = 0.15				
Factors						Score				
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1				
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1				
3	Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1				
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1				
5	Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1				
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1				
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1				



8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
10	Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?	5	4	3	2	1
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
Total Encircled Value (TV)		55				
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight		15				
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?	N/A				
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)		20				
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight		8.57				



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)		14				
Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight		14				
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)		3				
Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight		9				

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

= 87.57



C. Assessment Results Implementation Plan Summary MSPM -Karachi Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. Course content need review and revision	It is suggested that course content should be prescribed by some regulatory body and with industry consultation to make them more field specific	Already Implemented	Academics/ Board of Studies/ Research Committee	-
2. There is a lack of program relevant faculty development activities	It is recommended that permanent faculty should be trained and developed to teach in this program by giving support in getting relevant certification; time-outs to participate in industry projects. This will eventually reduce extensive reliance on visiting faculty.	Partially Implemented	Program Manager	Budget
3. Faculty offices are found to be congested	It is recommended that faculty office space should be increased to accommodate more students for group consultations	In process Fall 2019	Chancellor/ President/ VP Admin and Finance/VP Academics	Infrastructure Budget



President's Comments: The results of Self-Assessment process will help SZABIST in meeting its commitment towards excellence in education. It is highly recommended that the identified corrective actions are steadily implemented to further augment the quality and standards of the program. The efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of MSPM program are well-appreciated.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments: Many research findings regarding the changes in curriculum are already implemented after gaining necessary approvals from BOS, Academics and Research Committee. Strategic changes like program relevant faculty development activities will be implemented in phases with necessary training of faculty and acquiring needed resources. Infrastructure and physical resources are being improved gradually.

Name and Signature:

Dr. Nadeem A. Syed

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

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



President's Comments: The results of Self-Assessment process will help SZABIST in meeting its commitment towards excellence in education. It is highly recommended that the identified corrective actions are steadily implemented to further augment the quality and standards of the program. The efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of MSPM program are well-appreciated.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments: Many research findings regarding the changes in curriculum are already implemented after gaining necessary approvals from BOS, Academics and Research Committee. Strategic changes like program relevant faculty development activities will be implemented in phases with necessary training of faculty and acquiring needed resources. Infrastructure and physical resources are being improved gradually.

Name and Signature:

Dr. Nadeem A. Syed

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

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

Master of Science in Project Management (MSPM)

Karachi Campus

Program Team Registration Forms



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): MSPM (Management Sciences)
Team Leader: Ahmed Ali
Name: Ahmed Ali Position: Assistant Professor (Team Leader)
Institution: SEA BIST - KARACHI Contact No: (Office) _____
Mobile No: 0332-8253608 Email Address: ahmed.ali@seabist.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.

Ahmed Ali

(Signature of PT Member)

21-03-2016

Date

Approved By: Ahmed Ali 21/03/2016

(Head of the Department)

Note: Completed form should be sent to the QEC



Registration Form

Program Team

Program Team of (Name of Department / Faculty): MSPM (Mgt. Science)
Team Leader: Mr. Ahmed Ali
Name: Jamil Ahmed Position: Member
Institution: S2ABIST, KHI Contact No. (Office): _____
Mobile No: 0300-3566738 Email Address: jamil.ahmed@
s2abist.edu.pk

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

Jamil Ahmed
(Signature of PT Member)

21/01/2016.
Date

Approved By: Jamil Ahmed
(Head of the Department)

Note: Completed form should be sent to the QEC



Registration Form

Program Team

Program Team of (Name of Department / Faculty): MSPM
Team Leader: MA, Ahmad Ali
Name: Haroon Siddiqui Position: Lecturer
Institution: SZABIST Contact No. (Office) 111-922-478
Mobile No: 03242814896 Email Address: haroon.siddiqui@szabist.com

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.

HS
(Signature of PT Member)

21/3/16
Date

Approved By: Indira A. V. 21/03/2016
(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 Science in Project Management (MSPM) Karachi Campus

Assessment Team Registration Forms



Registration Form

Assessment Team

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

Team Leader: _____

Name: Dr. Kashif Ali

Position: Associate Professor

Institution: SZABIST

Contact No: (Office) _____

Mobile No: 0321-2429179

Email Address: kashif.ali@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.

Kashif Ali

(Signature of AT Member)

2nd June 16

Date

Approved By: Taqyal

(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): MS Project Management (MSPM)

Team Leader: _____

Name: Ms. Ambreen Ahmed

Position: Assistant Professor

Institution: SZABIST - KHI

Contact No: (Office) 111-SZABIST

Mobile No: 0300-3997016

Email Address: ambree@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.

Ambreen Ahmed

3rd June 2016

(Signature of AT Member)

Date

Approved By: _____

Zayal
(Head of the QEC)



Registration Form

Assessment Team

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

Team Leader: _____

Name: S. Shaukat Hameed

Position: Lecturer

Institution: _____

Contact No: (Office) Campus 154 Ext 125

Mobile No: 0345-277612

Email Address: Shaukat.hameed@zait.edu.pk

Role in Assessment Team:

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

Declaration of the Assessment Team Member:

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

[Signature]
(Signature of AT Member)

05/06/16
Date

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