



Ziauddin University

Program: _____

Department _____

Self-Assessment Report (Manual)

Submitted to

Quality Enhancement cell

Ziauddin Medical University

Dated: _____

Program Representative Team:

Chairman:

Members:

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Criterion 1: Program Mission Objectives and Outcome:

Standard 1-1: Mission and Objectives

Table 4.1: For program objective Assessment attached after documentation of outcomes

1-11: Mission statement of Institution:

Vision:

Ziauddin University is an institution of national and international repute and leadership in the fields of health, social sciences and liberal arts.

Mission:

Ziauddin University is committed to societal development through enhancement of human capacity and generation and dissemination of new knowledge and innovation.

1-12: Mission statement of Department:

1-13: Mission statement of program:

1-14: Program Objectives:

Objectives and its alignment with program, departmental and institutional mission statements.

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

1a) Objective 1:

1b) Strategic Plan to achieve objective 1

2a) Objective 2:

2b) Strategic Plan to achieve objective 2

3a) Objective 3:

3b) Strategic Plan to achieve objective 3

Standard 1-2: Documenting Outcomes

1-21: Expected outcomes which support the program objectives including the expected competencies of graduating students.

- _1. _____
- _2. _____
- _3. _____
- _4. _____
- _5. _____

Table 4.2: Program Outcomes supporting the Program Objectives

	<i>Objectives</i>					
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Outcome</i>	<i>1</i>					
	<i>2</i>					
	<i>4</i>					
	<i>5</i>					
	<i>6</i>					

Form A (attached as annexure): Survey of graduating seniors (to be conducted every semester)

Observations and recommendations related to the Graduating student survey:

a) Program:

Observations:

Recommendations:

b) Training:

Observations:

Recommendations:

c) Faculty:

Observations:

Recommendations:

d) The following represents some of the recommendations made by graduating students

e) Recommendations by the department to take the graduating student's points into account:

Form B (attached as annexure): Survey of Alumni (To be conducted every 2 years)

Observations and recommendations related to the Alumni survey:

a) Knowledge:

Observations:

Recommendations:

b) Communication skills:

Observations:

Recommendations:

c) Interpersonal Skills:

Observations:

Recommendations:

d) Work Skills:

Observations:

Recommendations:

e) The following represents some of the recommendations made by Alumni

f) Recommendations by the department to take the Alumni's points into account:

Form C (attached as annexure): Survey of Employers (To be conducted every 2 years)

Observations and recommendations related to the Employers survey:

Knowledge:

Observations:

Recommendations:

Communication skills:

Observations:

Recommendations:

Interpersonal Skills:

Observations:

Recommendations:

Leadership Skills:

Observations:

Recommendations:

The following represents some of the recommendations made by Employers

Recommendations by the department to take the employers points into account:

Standard 1-3: Assessment Results and Improvement plans

(Table 4.1): Program Objectives/outcome Assessment

<i>Objective/outcome</i>	<i>How measured</i>	<i>When measured</i>	<i>Improvement</i>	<i>Improvement made</i>
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			<i>identified</i>	

1-31: Actions taken based on the periodic assessments

1-32: Major future program improvement plans based on recent assessments.

1-33: Strengths and weaknesses of the program

1-34: Significant future development plans for the program

Standard 1-4: Overall Performance

Form D (attached as Annexure): Faculty Course review report

Form E (attached as Annexure): Student course evaluation Questionnaire

1-41: Students

<i>Year</i>	<i>Number of graduating students</i>	<i>First Honors %</i>	<i>Second Honors %</i>	<i>Third Honors %</i>	<i>Graduating Average GPA</i>	<i>Average time for Completion (Years)</i>	<i>Faculty Student's Ratio:</i>

Overall satisfaction of students as assessed by graduating student's survey:

1-42: Faculty

a) Journal publications

b) Funded projects

c) Conferences attended per faculty

d) Excellence/ awards

e) Overall Faculty satisfaction as assessed by the **Faculty survey (attached as annexure):**

1-43: Community services:

a) Workshops:

b) Courses:

c) Seminars:

(For Each Course)

Course title: _____

Course objectives: _____

Catalog description: _____

Text book and references: _____

Syllabus breakdown in lectures: _____

Computer usage: _____

Laboratory: _____

Content breakdown in credit hours: _____

Standard 2-1: Courses versus Objectives

2-11: How the program content (courses) meets the program objectives:

2-12 (Table 4.4): Courses Vs Program Outcomes:

<i>Courses</i>	<i>Outcomes</i>					
	1	2	3	4	5	6

Standard 2-2: Theory, Problem analysis and Solution design

Courses containing a significant portion (more than 30%) of the elements in standard 2

Elements	Courses
<i>Theoretical Background</i>	
<i>Problem Analysis</i>	
<i>Solution Design</i>	

Standard 2-3: Basic sciences requirements:

Curriculum satisfies the basic sciences requirements for program as specified by the respective accreditation body.

a) Yes/No

b) Accreditation body: _____

c) Requirements:

d) Deviations (if any) and justification for deviations:

Standard 2-4: Major requirements as specified by Accreditation body:

Curriculum satisfies the major requirements for program as specified by the respective accreditation body.

a) Yes/No

b) Accreditation body: _____

c) Requirements:

d) Deviations (if any) and justification for deviations:

Standard 2-5: Humanities, social sciences, Islamiat, Arts, Ethical, professional, Pak studies as specified by Accreditation body:

Curriculum satisfies Humanities, social sciences, Islamiat, Arts, Ethical, professional, Pak studies as specified by Accreditation body:

a) Yes/No

b) Accreditation body: _____

c) Requirements:

d) Deviations (if any) and justification for deviations:

Standard 2-6: Information technology contents:

Information technology contents of curriculum courses and its integration throughout program:

<i>Course</i>	<i>IT Content</i>

Standard 2-7: Communication Skills:

How development and application of oral and written communication skills of students are applied and integrated throughout the program:

<i>Course</i>	<i>Communication skills content</i>

Criterion 3: Laboratory and computing Facilities

<i>Laboratory title</i>	
<i>Location and area</i>	
<i>Objectives</i>	
<i>Software available (if any)</i>	
<i>Major apparatus</i>	
<i>Major Equipment</i>	
<i>Adequacy for Instruction</i>	
<i>Safety regulations</i>	

<i>Laboratory title</i>	
<i>Location and area</i>	
<i>Objectives</i>	
<i>Software available (if any)</i>	
<i>Major apparatus</i>	
<i>Major Equipment</i>	
<i>Adequacy for Instruction</i>	
<i>Safety regulations</i>	

Standard 3-1: Availability of Lab manuals/ documentation/Instructions

3-11: How students and faculty have adequate and timely access to the manuals/ documentation and instructions:

3-12: Short comings in laboratory (bench marking with similar departments in reputable institutions)

Standard 3-2: Adequate Personal support for Labs:

For each Lab

<i>Lab</i>	<i>Support personnel</i>	<i>Level of support</i>	<i>Instructional support</i>

Standard 3-3: Adequate computing infra structure and facilities

3-31: How computing facilities support the computing component of program

3-32: Shortcomings, benchmarking with similar departments in reputable institutions:

Criterion 4: Student support and advising

Standard 4-1: Sufficient number of students and frequency of course offerings

Frequency and number of students enrolled in each of the following courses:

a) Core:

b) Elective:

c) Core courses offered by other departments:

Standard 4-2: Effective student/faculty interaction

Achievement of effective student/faculty interaction in courses taught by more than one faculty member/lecturers or teaching assistants.

Standard 4-3: Course decisions and Career counseling

4-31: How students are informed about program requirements:

4-32: Advising system and measurement of its effectiveness

4-33: Student counseling system and how students get professional counseling when needed

4-34: Student's access to professional counseling when necessary

4-35: 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 criteria

5-11: Program admission criteria at the institutional level and departmental level

5-12: Policy regarding transfer from other universities/ credit transfer or transfer to the program from another major within the college:

5-13: Frequency of evaluation of the admission criteria and if evaluation results are used to improve the process

Standard 5-2: Process of registration

5-21: How students are registered in the program

5-22: How student's academic progress is monitored and how their program of study is verified to adhere to the degree requirements.

5-23: Frequency of evaluation of process of registration and monitoring and if the evaluation results are used to improve the process

Standard 5-3: Faculty recruitment, evaluation and promotion

5-31: Process used to ensure that highly qualified faculty is recruited to the program

5-32: Methods used to retain excellent faculty members

5-33: How evaluation and promotion processes are in line with institution mission statement

5-34: Frequency of evaluation of this process and if the evaluation results are used to improve the process

Standard 5-4: Teaching and delivery of course material

Form F (attached as Annexure): Teacher's Evaluation Form

5-41: Process and procedures used to ensure that teaching and delivery of course material is effective and focused on students learning

5-42: Frequency of evaluation of this process and if the evaluation results are used to improve the process

Standard 5-5: Graduation process

5-51: Procedures used to ensure that graduates meet the program requirements

5-52: When this procedure is evaluated and whether the results of this evaluation are used to improve the process

Form G (attached as Annexure): Survey of Departments offering PhD program

Criterion 6: Faculty

Standard 6-1: Faculty numbers and Qualifications

6-11: Program areas and number of faculty in each area

<i>Program's area of specialization</i>	<i>Courses in the area and average number of sections/year</i>	<i>Number of faculty members in each area</i>	<i>Number of Faculty with PhD degree</i>
<i>Total</i>			

6-12: Faculty Resume (attached as form H)

Standard 6-2: Faculty Development

6-21: Criteria developed by the department, for faculty to be deemed current in the discipline.

6-22: Based on the above criteria and information in the faculty member's resumes the percentage of them who are current

6-23: Means for ensuring that full time faculty members have sufficient time for scholarly and professional development

6-24: Existing faculty development programs at the departmental and university level and their effectiveness in achieving faculty development

6-25: Frequency of evaluation of faculty programs and if the evaluation results are used to improve the process

Standard 6-3: Faculty Motivation

6-31: Program and processes in place for faculty motivation.

Form I (attached as annexure): Faculty input using faculty survey on programs for faculty motivation and job satisfaction

6-32: Overall rating of the faculty regarding:

a) Academics:

Observations:

Recommendations:

b) Interpersonal:

Observations:

Recommendations:

c) Incentives:

Observations:

Recommendations:

d) Support and Supervision:

Observations:

Recommendations:

e) The following represents some of the recommendations made by Faculty

f) Recommendations by the department to take the Faculty's points into account:

Criterion 7: Institutional Facilities

Standard 7-1: Supporting Infrastructure

7-11: Infrastructure and facilities that support new trends in learning

7-12: Adequacy of the facilities.

Standard 7-2: Library

7-21: Adequacy of the library's technical collection

7-2: Support rendered by the library

Standard 7-3: Classrooms

7-31: Adequacy of the class rooms

7-32: Adequacy of faculty offices

Criterion 8: Institutional support

Standard 8-1: Support and financial resources

8-11: How program meets the standard of adequate support and financial services. If it does not, the main causes and plans to rectify the situation

8-12: Level of adequacy of secretarial support, technical staff and office equipment

Standard 8-2: Graduate students and research assistants

Number of graduate students, research assistants, PhD students and the faculty graduate ratio for the last 3 years.

	<i>Year 20__</i>	<i>Year 20__</i>	<i>Year 20__</i>
<i>Graduate students</i>			
<i>Research assistants</i>			
<i>PhD students</i>			
<i>Faculty graduate ratio</i>			

Form J (attached as Annexure): Research Student Progress review form

Standard 8-3: Financial resources

8-31: Resources available for the library

The library has the following resources:

<i>Item</i>	<i>Quantity as of _____ (Month/year)</i>
<i>Books</i>	
<i>Periodicals</i>	
<i>Full text journal articles</i>	
<i>Media</i>	
<i>Others</i>	

8-32: Resources available for the Laboratories

The laboratory has the following resources:

<i>Course</i>	<i>Lab</i>	<i>Equipments</i>

8-33: Resources available for the computing facilities

The laboratory for computing facilities has the following resources:

<i>Course</i>	<i>Lab</i>	<i>Computing equipments</i>

Annexures

Employer survey

Alumni Survey

Graduating senior survey

Student course Evaluation

Faculty course review

Faculty Survey

Teachers evaluation

Research student survey

Program offering PhD program survey

Faculty Resumes

Rubric for SAR assessment

Assessment checklist (by assessment Team)

Executive summary

Action Plan

Others (prospectus, study guide etc)