

RIPHAH INTERNATIONAL UNIVERSITY

FAISALABAD



SELF ASSESSMENT REPORT

MS Management Sciences

Faculty of Management Sciences

June 2018

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1.0 Executive Summary

This report is being prepared almost at the end of the assessment cycle for 5 selected faculties of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah International University in Oct 2009. Program Team Members of all five faculties, notified by University, worked with QEC to pursue the application of Self-Assessment Manual in their respective departments. From each faculty one program was selected.

In Faculty of Management Sciences (FMS), **MS (Management Sciences)** was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor to support QEC made the difference and resultantly, a cycle of assessment is about to complete.

1.1 Objectives

Following are the two main objectives of the self-assessment report:-

- a To implement Self-Assessment Manual in selected program with a view to improve quality in higher education.
- b To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

1.2 Execution

A soft copy of self-assessment manual was given to all faculty members. Quality Awareness Lectures and Workshops on preparation of Self-Assessment Report (SAR) were arranged for the Dean, Incharge Program and Program Team (PT) Members of the selected program. Hard and soft copies of HEC issued, 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respective program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC on 13th November 2017.

After reviewing SAR, QEC arranged visit of Assessment Team to the selected program on 15th November, 2017. Assistant Manager QEC accompanied the AT Team (Dr. Zulfiqar Ahmad ,Dr Abdul Waheed and Mr. Muhammad Naeem Mubashir) and participated in discussions with HOD, In-charge Program, Program Team members and available faculty members. The strong and weak points of the program were discussed and date for exit presentation was fixed as 16 November, 2017, since, the Chairman Prof. Dr. M. Mudassar had given his availability on this date. Director Academics, In-charge Program, PT and AT members attended the Exit Meeting.

The implementation plan (Annex-K) basing on the discussions in exit meeting have been made by In-charge Programs.

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The tasks have been completed on fast track by the combined efforts of Head of Department, QEC and Administration Faisalabad Campus.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC on 25 June 2018.

Director
Quality Enhancement Cell

Self Assessment Report

2.0 Introduction

Riphah International University is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy. It is running 10 faculties in 3 different campuses.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcation of Islamic ethical values

2.2 Faculty of Management Sciences (FMS)

Faculty of Management Sciences is running following programs in all the 3 x campuses:

- a. Bachelor of Business Administration (BBA)
- b. Master of Business Administration (MBA)
- c. Master of Science (Management Science) (MS)
- d. Master in Project Management (MPM)
- e. MS in Project Management (MSPM)
- f. Diploma in Project Management (DPM)
- g. PhD in Management Science
- h. Diploma in Business Administration (PGD)
- i. Certificate in Business Administration (Cert BA)
- j. Short-term professional capacity building courses and trainings

2.3 Program Selected

Riphah International University has selected the **MS Management Sciences** as fifth model program for Self Assessment Report (SAR) for the year 2017-18 under the directives of HEC.

The selected program is in the process of getting accredited by National Business Education Accreditation Council (NBEAC). The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and quality teaching.

2.4 Program Evaluation

The program is being evaluated based on 8 criterion and 31 standards as given in the Self Assessment Manual provided by Higher Education Commission (HEC).

3.0 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

3.1.1 Program Mission Statement

MS Management Science program aims to impart business, technology, communication skills, research base knowledge and ethical values to students.

3.1.2 Program Objectives

The MS program aims to accomplish following objectives:

1. The MS Management Science program aims to accomplish following objectives:
2. To groom students to implement optimum market research techniques.
3. To groom the students to follow the ethical values of the society.
4. To develop the skills in the students that they can take initiative to start their business.

5. To prepare the students to pursue higher education.

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

MS Management Science program objectives are defined in the light of program and university mission statements that require the output to be inclusive of ethical values and industrial skills. This is done by imparting business related skills and sense of ethics in students through defined set of courses and training.

3.1.4 Main Elements of Strategic Plan

Strategic plan for MS Management Science defines the overall layout of the areas/elements that are included in the program to educate students to post graduate level. These elements prepare students through theory and practical work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

3.1.5 Program Contents

MS Management Sciences program consist of 4 semesters offered in the fall and spring of each year. MS Management Sciences program is comprised of 30 credit hours. Core courses consist of 24 credit hours and 06 credit hour research thesis.

3.1.6 Practical Work

Program delivery methodology includes lectures, practical work, tutorials, assignments, industrial visits and research articles. So students are given assignments/task which is relevant to the application of theory in practically.

3.1.7 Projects

Students are also given the projects in their field of specialization in different courses so it is the opportunity for the students where they can apply whatever they learnt from theory.

3.1.8 Internship/Industrial Tours

Management science department often arrange the industrial tours for students. These tours provide excellent opportunity to see in real what they discussed within class theoretically. Industry tours are regularly arranged by the department to give practical exposure to the business students from the real world.

3.1.9 Program Objectives Assessment

Objective	How Measured	When Measured	Improvement Identified	Improvement Made
1	Research Workshops	September,2017 November, 2017	Need to have more workshops	Under Review in Board of Studies.
2	Quran class and conferences	Islamic Conference and Weekly Quran Class	International Islamic Conference	Under Review in Director Academics
3	Business Gala	18 th November,2017	More emphasize to enhance	Under Review of Management Sciences Department.
4	Career counseling	31 st March 2017 18th May 2017	Emphasis on Career counseling cell more effective	Under Review of Career Counseling cell.

3.2 Standard 1-2

The program must have documented outcomes for graduating students. It must be demonstrated that the outcome support the program objectives and that graduating students are capable of performing these outcomes.

3.2.1 Program Outcomes

The MS Management Sciences program is designed to produce following outcomes:

1. Groom the personality of the students with the context of market challenges.
2. Students get eligibility for higher education (PhD).
3. Motivational Skills of the students must be improved.
4. Students shall be able to use information technology to enable business solutions.

5. Students shall be able to negotiate and communicate effectively.
6. Students will be able to perform jobs in related field.
7. Students shall be able to view and solve organizational problems and issues from a multi-disciplinary perspective.
8. Students shall be able to perform research in related field.
9. Students shall be able to perform tasks individually as well as in teams.
10. Students shall be able to execute tasks in positive and constructive manner.

3.2.2 Program Objectives and Outcomes Matching

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

Table 1: Outcomes versus Objectives

3.3 Standard 1-3

The results of Program's assessment and the extent to which they are used to improve the program must be documented.

The results of Program's assessment and the extent to which they are used to improve the program must be documented.

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers' evaluations.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

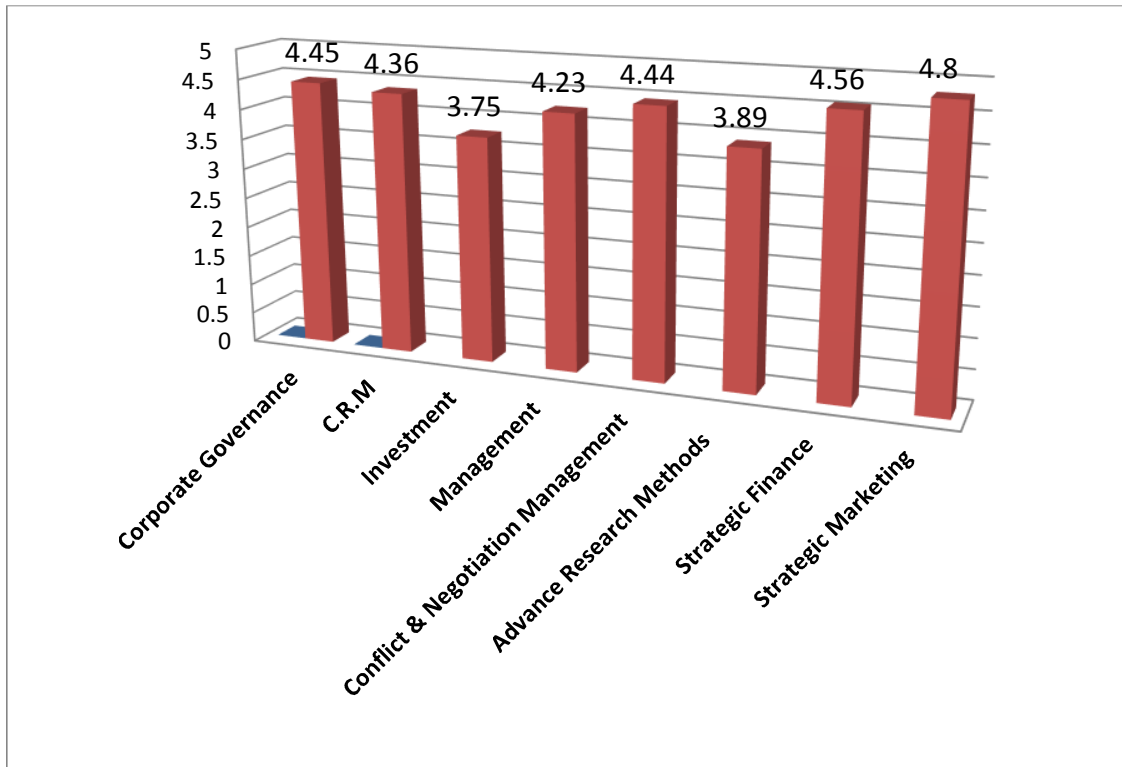


Figure 1: Course Evaluation Bar Chart

Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. The total graded marks are 5. Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. no	Name	Score
1	Corporate Governance	4.45
2	CRM	4.36
3	Investment	3.75
4	Management	4.23
5	Conflict and Negotiations Management	4.44
6	Advance Research Methodology	3.89
7	Strategic Finance	4.56
8	Strategic Marketing	4.8

3.3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:

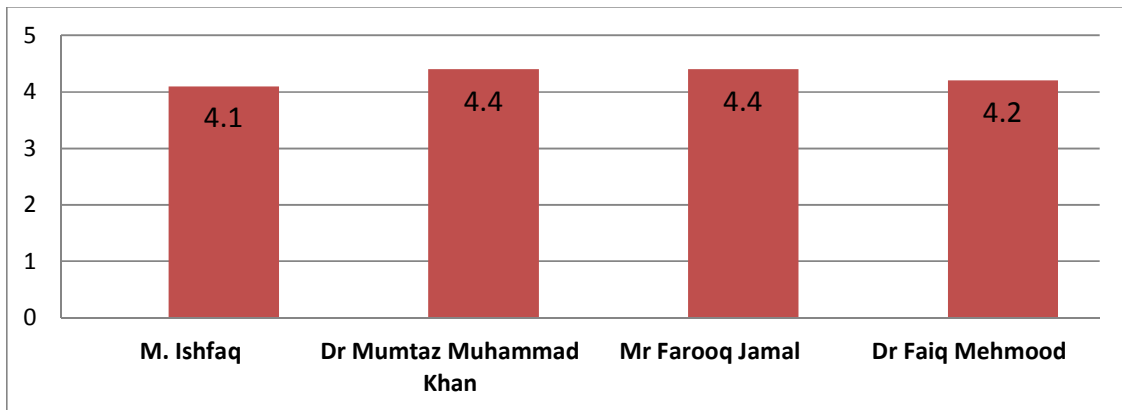


Figure 2: Teachers Evaluation Graph

Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. no	Name	Score
1	Muhammad Ishfaq	4.1
2	Dr. Mumtaz Muhammad Khan	4.4
3	Mr.Farooq Jamal	4.4
4	Dr. Faiq Mehmood	4.2

QEC staff carried out course and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

HOD reviewed the output and decided to put up the results in Board of Studies and Board of Faculty for further discussion and actions. Initially the results will be put up in Board of Studies, who may decide to move results to further level for discussion and decisions if required. This meeting is planned to be held during the summer vacations

3.4 MS Program Strong and Weak Points

MS Management Sciences program is designed to educate students to meet the challenges of the modern world and present market needs through research. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

MS Program Strong Points:

- a. Market based courses
- b. Recognized Degree
- c. Strong Link with industry to support students learning
- d. Experienced Teachers
- e. Support from other university departments
- f. Character building of the students
- g. Personality Development of the students

MS program Weak Points:

- a. Need to have separate Computer Lab
- b. Need to induct new Ph.D. faculty
- c. Need to have multimedia in 2 class room (25& 26)

3.5 Significant Future Development Plans

Significant future development plan for the program includes rectification of weaknesses and improvement in overall performance of the program. As per agreed views, lack of learning resources will be rectified by the induction of digital lab and availability of multimedia in the department.

3.6 Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

3.6.1 Graduates/Undergraduates enrolled in last three years

120 students were enrolled in MS Management Sciences program during the sessions 2014-17

3.6.2 Student Faculty Ratio:

FMS has 18-1 ratio.

3.6.3 Average GPA per semester:

The average GPA is 3.00

3.6.4 Average Completion time

The MS Management Sciences program has average completion time of 2.5 years. The attrition rate in the program is around 8%.

3.6.5 Employer Satisfaction

The employer survey was conducted by Faculty with the help of QEC which resulted in 85% satisfaction level. See Annexure B for details.

3.6.6 Students Course Evaluation Rate

Student's course evaluation rate for all courses is 18.

3.6.7 Students Faculty Evaluation

QEC staff conducted the teacher's evaluation to ensure unbiased feedback. The feedback was taken manually.

3.6.8 Research

The program faculty published 33 research papers in different journals. List attached in Annexure E.

3.6.9 Community Service

The Faculty of Management Sciences launched a campaign to provide scholarship to needy students. Faculty members and students were assigned different tasks regarding this campaign. Students were responsible to advertise and market the campaign in the city.

3.6.10 Students/Teachers Satisfaction

As per HEC defined standard, a ratio of 4:1 for the academic and administrative non-technical staff, is maintained by the Faculty of Management Sciences.

Students and teachers satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting in- class discussions to know students views and through feedback provided by them on HEC Performa number 1 & 10. While, teachers satisfaction is judged using the HEC defined

Performa number 5 and their views during in-person discussion with QEC staff. The compiled response of the Faculty of Management Sciences who is also teaching MS Management Sciences Program is attached.

4.0 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

MS Management Sciences

4.2 Definition of credit hour:

1 credit hour is equal to 1 hour of theory lecture in a week.

4.3 Degree plan

Following is the list of core courses taught in the selected program. Section 4.5 shows the details about these courses.

Course Code	Course Name	CH
RES-601	Advance Research Methods	3 (3+0)
FIN-601	Strategic Finance	3 (3+0)
MGT-601	Strategic Management	3 (3+0)
MKT-601	Strategic Marketing	3 (3+0)

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives / Others
		Math	Basic Science			
1	RES-601, FIN-601, MKT-601,			9(12)		3(12)
2	MGT-601			3(12)		9(12)

8	Research Thesis			6(06)		
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Table 3: Curriculum Course Requirements (table 4.3)

4.4 Courses Information

4.4.1 Advance Research Methods

4.4.1.1 Objective

At the end of this course, the students should be able to:

1. Recognize the importance of research as a first step in Business Studies.
2. Translate basic/applied business issues into appropriate academic research questions.
3. Understand the links between the issues being investigated and the method of investigation.
4. Understand the relevance of Western research in providing solutions to the local managers by investigating the dominant theories business education.
5. Understand the governing principles in the qualitative and the survey research traditions, the merits and limitations of each, and of their independent and supporting roles in business contexts.
6. Use different software for statistical analysis and interpretation including SPSS, Amos, and E-Views etc.
7. Understand and apply the skills required to design and conduct research studies using qualitative and/or survey methods.

4.4.1.2 Books

Research Methods for Business Students

- By: Mark Saunders, Philip Lewis, and Adrian Thornhill

Research Methods for Business: A Skill Building Approach

- By :Uma Sekaran and Roger Bougie

Discovering Statistics Using SPSS

- By:ANDY FIELD

4.4.2 STRATEGIC FINANCE

4.4.2.1 Objectives

The students should be able to discuss the conceptual and theoretical underpinnings of financial management function.

4.4.2.2 Books

1. Ross, Westerfeild and Jaffe: Corporate Finance
2. Jean Tirole: The Theory of Corporate Finance
3. William L Megginson: Corporate Finance Theory

4.4.3 STRATEGIC MANAGEMENT

4.4.3.1 Objectives

The purpose of this course is to introduce students that how managers can take decision at strategic level.

How to compete the market and get competitive edge.

4.4.3.2 Books

1. Certo& Peter; Strategic Management: Concepts & Applications
2. Johnson Schol, Exploring Corporate Strategy, Prentice Hall
3. Fried. R. David, Strategic Management, Prentice Hall.

4.4.4 Strategic Marketing

4.4.5 Objectives

- Gain a solid understanding of key marketing concepts and strategies.
- Apply marketing strategies to diverse products, services, and situations.
- Develop strong marketing strategies and communicate your recommendations and rationale persuasively.
- Evaluate and develop marketing strategies.
- To develop expected attitude and skills required of a successful marketer by way of understanding marketing strategies better in the context of developed economy as well as that of Pakistan.

4.4.5.1 Books

- G. J. Hooley, N. F. Piercy, B. Nicolaud. *Marketing strategy and competitive positioning (4th ed)*. New Delhi: Pearson Education

4.4.5.2 Reference Material

- Additional slides/handouts/information will also be shared in-class, as appropriate.
- Cases (marketing strategy)
- HBR must read on Strategic marketing

4.5 Standard 2-1

The curriculum must be consistent and supports the program's documented objectives.

4.5.1 Group 1: Research and Business

Advance Research Methods (RES-601)

4.5.2 Group 2 Finance

Strategic Finance (FIN-601)

4.5.3 Group 3 Management

Strategic Management (MGT-601)

4.5.4 Group 4 Marketing

Strategic Marketing (MKT-601)

4.5.5 Course Groups and Program Objectives

Courses Groups	1	2	3	4
1	X	X	X	
2	X	X		
3	X		X	X
4	X			

4.6 Curriculum Breakdown

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives / Others
		Math	Basic Science			
1	10			(8)24		(2)6
2						
3	Thesis			6		

Table 3: Curriculum Course Requirements (table 4.3)

4.7 Standard 2-2

Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.

Elements	Courses
Theoretical Background	Strategic Management
Problem Analysis	Strategic Marketing, Strategic Finance
Solution Design	Advance Research Methodology

Table 5: Standard 2-2 Requirement (table 4.5)

4.8 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

MS program is under accreditation process by the National Business Education Accreditation Council (NBEAC).

Minimum Requirements for each program (Program Semester Credit Hours)

4.9 Standard 2-4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2-3.

4.10 Standard 2-5

The curriculum must satisfy general education, arts and professional and other discipline requirements for the program as specified by the respective accreditation body.

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

4.11 Standard 2-6

Information technology component of the curriculum must be integrated throughout the program

Advance Research Methodology course covers the information technology component. Students are taught to use the statistical techniques during this course to perform efficiently during their professional career.

4.12 Standard 2-7

Oral and written communication skills of the student must be developed and applied in the program.

Students go through course of Strategic Management and Strategic Marketing which develops the communication skills of the students.

5.0 Criterion 3: Laboratories and Computing Facilities

RIPHAH has established multiple laboratories for students to practice their learning outcomes. Laboratory available to MS Management Sciences students:

1. Computer Lab I

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab I
Location & Area	Zulfiqar Block
Objectives	Provide students with IT Facility to practice software applications and programming.
Adequacy for Instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and

	Support staff.
Courses Taught	Business Communication, IT in Business,
Software Available	MS Office, SPSS, E-Views, R
Major Apparatus / Equipment	Computers, Scanners, Multimedia,
Safety Regulations	Safety regulations are Being strictly followed. See Annexure I for details of Laboratory Precautions.

Table 8: Laboratories Details

5.1 Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

Laboratory In-charge is the custodian of all the manuals and instructions concerning his laboratory. Its copies are also available with the Program Coordinator to be used by the faculty and students. These manuals and instructions are issued to desired entity through a defined process and proper record is maintained. The laboratory in-charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work.

Laboratory equipment and facilities in Faculty of Management Sciences

(RIPHAH) are equally good and comparable to any high reputed university of the country.

5.2 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

Each laboratory is authorized two staff members, Laboratory In-Charge and Laboratory Attendant. Laboratory in-charge is responsible for overall maintenance of laboratory and also maintains the manuals and instructions while laboratory Attendant is responsible to maintain the laboratory equipment and general duties within the lab.

5.3 Standard 3-3

The University computing infrastructure and facilities must be adequate to support program's objectives.

The computer laboratories have the latest computers & equipment. The program objectives are that students shall be equipped with IT skills at the end of the program and facilities (equipment and software) provided in the computer laboratories are adequate enough to achieve defined goals. Computing facilities in RIU are extremely good and can be compared with any high reputed university of the country.

RIPHAH is running a comprehensive Campus Management System. It facilitates the faculty members in maintaining the attendance record, examination Schedule, time tables and student's data.

6.0 Criterion 4: Student Support and Advising

Since the launch of RIU in year 2002, all its programs have started and finished on schedule. The culture in RIU is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This

aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

6.1 Standard 4-1

Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

The required and elective courses are offered in a logical sequence that grooms the students to obtain the program's defined objectives and outcomes.

6.2 Standard 4-2

Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

All courses in the program are taught by the single faculty member. Courses are structured in the board of studies before commencement of each semester. Faculty members interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents during and after the classes.

6.3 Standard 4-3

Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.

Students are informed about the program requirements at the start of the session during orientation week by in-charge program and QEC staff. In- Charge Program acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He also maintains a list of guidance points provided to students during the semester and program, which is being evaluated at the end of the program to take necessary improvement.

In-charge student's affair provides professional counseling to students when needed. Students can get in touch directly with him/her for any advice.

In charge Industrial Liaison arranges industrial tours for students to improve their subject vision and technical know-how. He/ She also invites professionals from different business entities to conduct interactive sessions with students for advice on professional matters/future career planning.

Program coordinator Mr. Muhammad Ishfaq maintains a list of professional societies and technical bodies, that is provided to students on demand and students can get membership of such organizations on individual basis.

7.0 Criterion 5: Process Control

7.1 Standard 5-1

The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program has a well-defined admission criterion, which include evaluation of student's marks at different levels and admission test results. The admission is done twice a year, in fall and spring semester.

Students who have completed the 16 years of education (relevant degree) are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to RIPHAH. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by head of department/principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Dean of the faculty is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the board of faculties and academic council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightages or test contents are made.

7.2 Standard 5-2

The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The student's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is allocated.

Students are evaluated through assignments, sessional, mid-term tests and final examinations at the end of each semester. The laboratory work is done on regular basis as per schedule and contributes significantly towards the student's evaluation for relevant course. Only qualified students in each semester are allowed to join the next semester.

7.3 Standard 5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Director Academics, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other

qualities/activities as determined by the University in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOD. Induction of new candidates depends upon the number of approved vacancies. HEC also helps Riphah in enrolling the foreign faculty.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Director Academics recommendations and with the counter signature of Chairman. The annual increment is based on the recommendations of the Director Academics and the Chairman.

7.4 Standard 5-4

The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Director Academics, In-Charge program and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report and Performa number which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what

percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done once a year. The feedback is discussed with Director Academics and In charge program, who focuses on making improvements in the weak areas, identified by the students. Teacher's evaluation performs are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks. The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC formally submits these bar charts to Director Academics and the Chairman for their information and taking of necessary corrective actions.

7.5 Standard 5-5

The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 4th semester which is the final semester. At the end of 4th semester all students are required to submit their thesis. Student's final results are announced on the basis of projects results and examination results.

Requirements of this standard are met through 3 Performas issued by HEC. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students (Annexure-F), Performs 7, Alumni Survey (Annexure-A) and Performa 8, Employer Survey (Annexure-B)) are extremely good instruments to measure the program outcomes.

The feedback is taken on yearly basis. The suggestions given by the graduating students and graduates working in the industry are given due weightage. For example a few graduates through Alumni survey indicated that business

communication and proposal writing aspect in program may be increased. The proposal is being evaluated by Board of Faculty of the Management Science program and recommendations are being made to Academic Council to grant approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that graduates be given more practice in business communication and proposal writing skills. This is also being processed to make changes in syllabi.

8.0 Criterion 6: Faculty

8.1 Standard 6-1

There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

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
Finance	Strategic Finance Corporate Governance, Advance topics in investment	3	0
Management and HRM	Strategic Management, Conflict and negotiation Management	3	3
Marketing	Strategic Marketing, Customer Relationship Management	3	1
Total		9	3

Table 11: Faculty Distribution by Program Area (table 4.6)

8.2 Standard 6-2

All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume) once a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All full time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

University has defined the development programs for faculty members under the arrangement of RARE (Riphah Academy of Research and Education). RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

The university encourages the faculty to participate in research activities by providing them sufficient financial support within or outside university.

8.3 Standard 6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.

Faculty members are motivated through public appreciation and documented appreciation (annual performance evaluation report) by the In-Charge Program and Dean on regular basis.

The faculty survey of the program using HEC Performa number 5 indicates the mix reactions of the faculty, which indicates that teaching load be distributed evenly and more relaxed environment be generated. Cumulative results of faculty surveys are attached at the end of the report.

9.0 Criterion 7: Institutional Facilities

9.1 Standard 7-1

The institution must have the infrastructure to support new trends in learning such as e-learning.

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. The university library is linked with foreign universities libraries through internet.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

9.2 Standard 7-2

The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The university library has enough technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 3 professionals to help students and faculty members to get access to required book or learning material efficiently.

9.3 Standard 7-3

Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Enough class rooms are available to run the program as per desired schedule.

10.0 Criterion 8: Institutional Support

10.1 Standard 8-1

There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

University allocates enough financial resources each year to hire competent faculty as required.

As already listed in standard 5-3, Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty

members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

10.2 Standard 8-2

There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

The university follows the guidelines of HEC for admission in this program. Faculty to post graduate student's ratio for the last three years remained in the range of 12:1 to 14:1.

10.3 Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library at RIPHAH holds more than 7000 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in the common places. Separate common rooms for male and female students are available with internet facility.

Laboratories at RIPHAH holds adequate equipment to be used by the students to carry out desired experiments and laboratory work. Each year a handful of budget is allocated for laboratories to maintain and upgrade the equipment and other facilities.

Computing facilities at RIPHAH provide excellent platform to students to enhance their learning capabilities. There are 3 computer laboratories in Faculty of computing, which are accessible to all students for their use.

11.0 Conclusion

The self-assessment report of the MS Management Sciences Program, Faculty of Management Sciences, Riphah International University, Faisalabad Campus is an important document, which gives strengths and weaknesses of

the program. The management is striving hard to improve infrastructure for establishment of conducive environments for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent business professionals. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self-Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goals, which are again measurable through definite standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, transportation and co-curricular activities. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the classrooms have been discussed. It was concluded that classrooms facilities need further improvements. The need of refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as Higher Education Institution has set forth proper rules, which are properly followed. At present there are Seven faculty members who are highly qualified in their fields. However, faculty members need motivation for

advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, the strong and weak areas of the program are as under.

11.1 Strong Areas

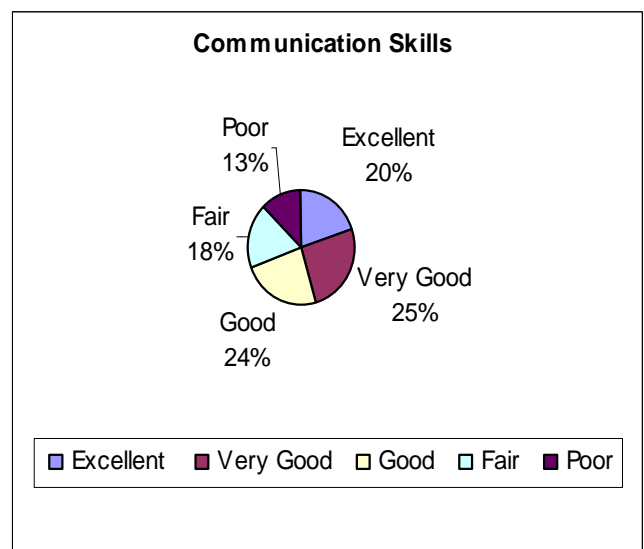
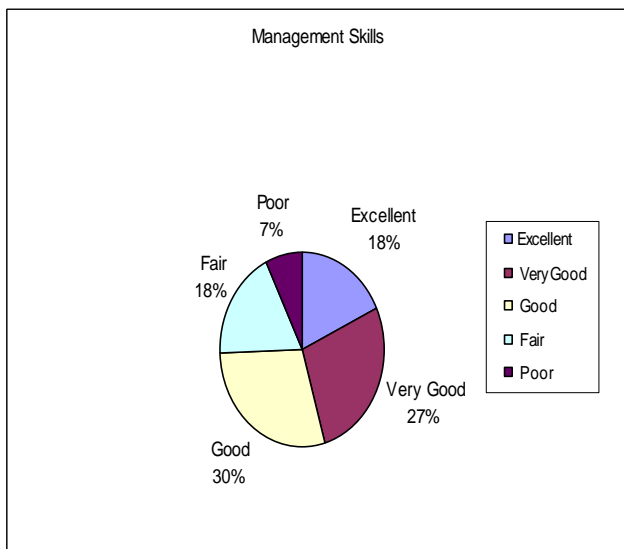
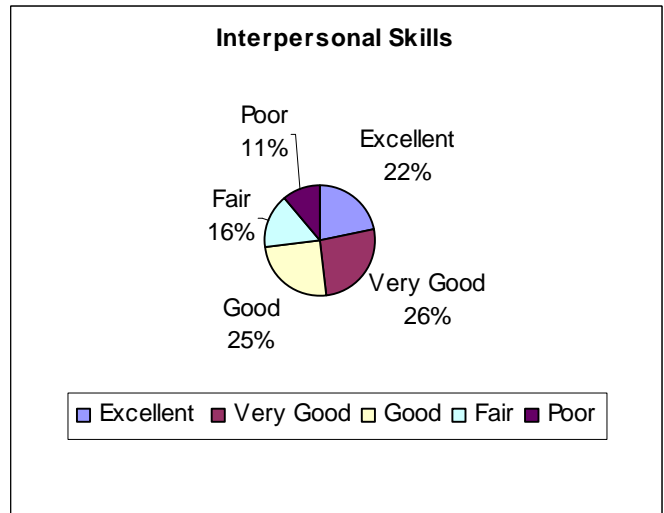
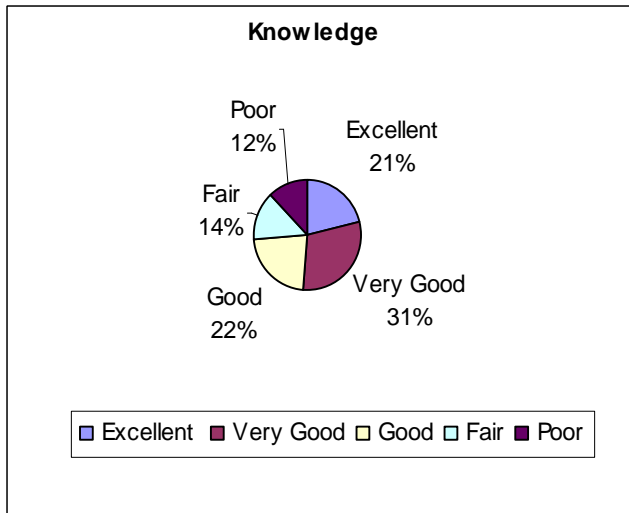
- ❖ Market based courses
- ❖ Recognized Degree
- ❖ Strong Link with industry to support students learning
- ❖ Experienced Teachers
- ❖ Support from other university departments
- ❖ Character building of the students
- ❖ Personality Development of the students

11.2 Weaknesses

- ❖ Need to have separate Computer Lab
- ❖ Need to induct new Ph.D. faculty
- ❖ Need to have multimedia in 2 class room (25& 26)

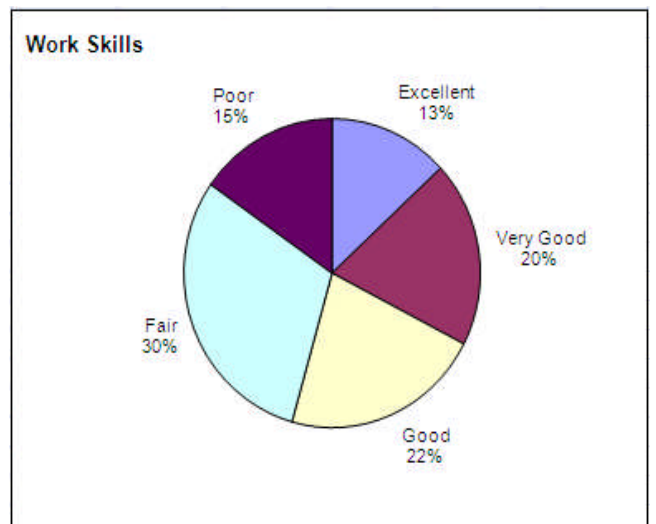
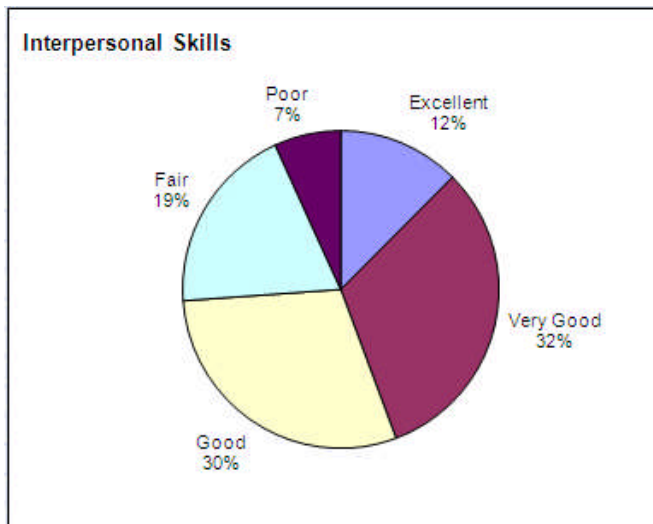
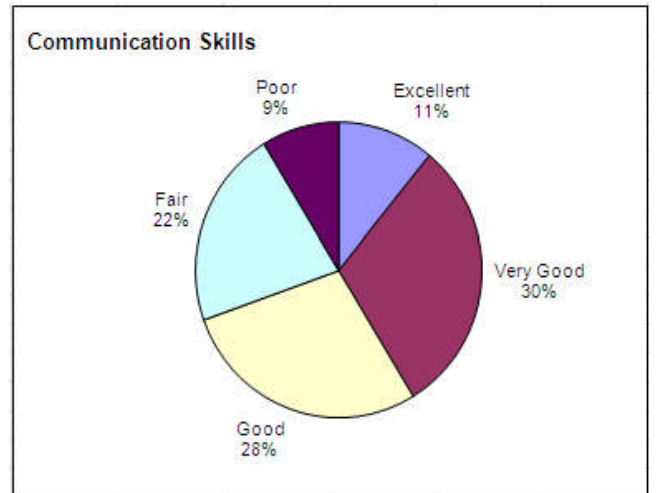
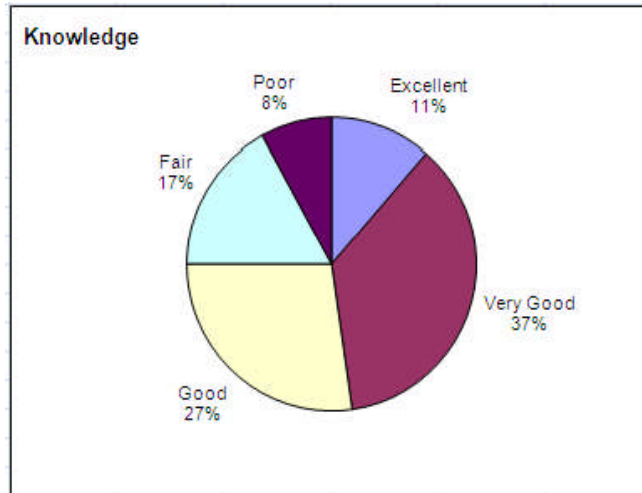
Annexure – A:

Alumni Survey



Annexure – B:

Employer Survey



Annexure – C: Students Course Evaluation

Courses evaluation is shown in the following graphical chart:

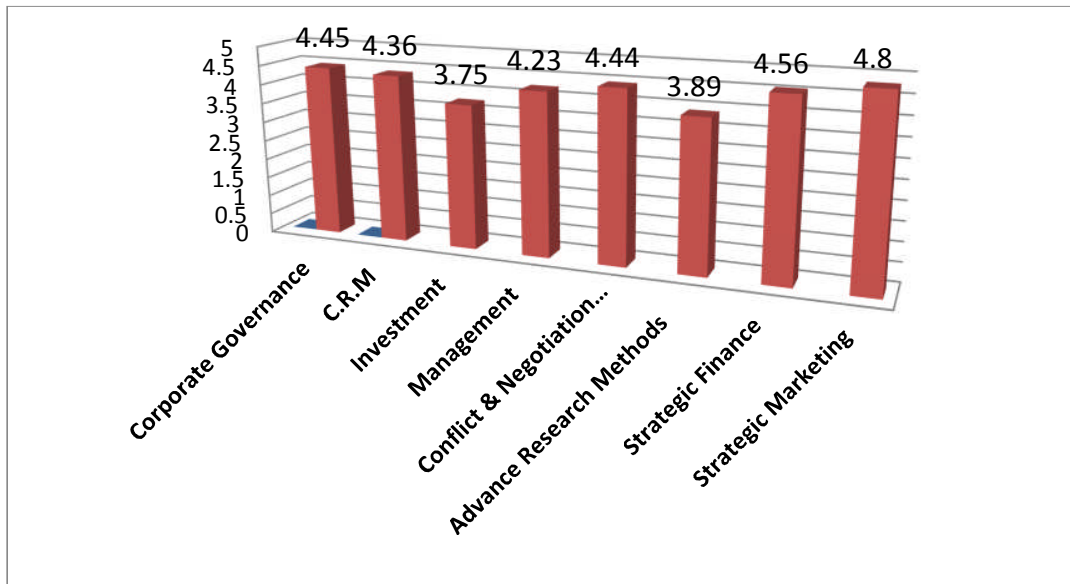


Figure 1: Course Evaluation Bar Chart

Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. The total graded marks are 5. Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. no	Name	Score
1	Corporate Governance	4.45
2	CRM	4.36
3	Investment	3.75
4	Management	4.23
5	Conflict and Negotiations Management	4.44
6	Advance Research Methodology	3.89
7	Strategic Finance	4.56
8	Strategic Marketing	4.8

Annexure – D: Students Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:

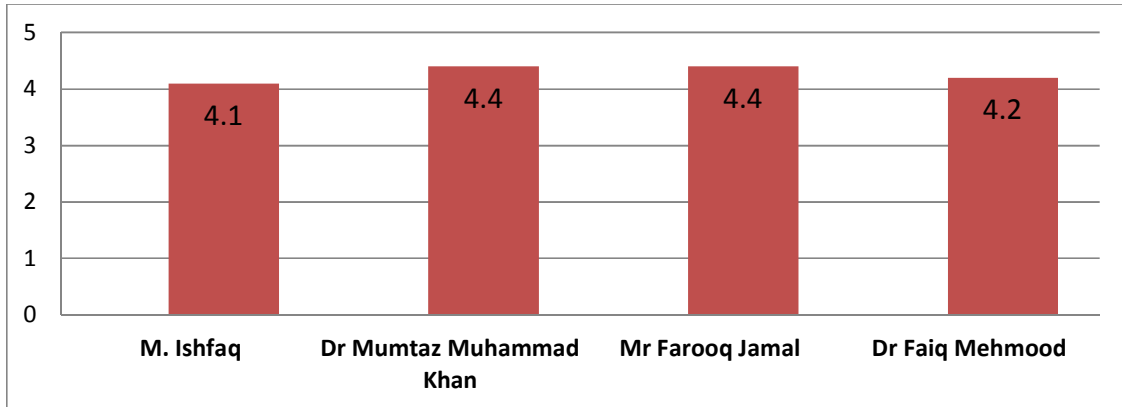


Figure 2: Teachers Evaluation Graph

Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. no	Name	Score
1	Muhammad Ishfaq	4.1
2	Dr. Mumtaz Muhammad Khan	4.4
3	Mr.Farooq Jamal	4.4
4	Dr. Faiq Mehmood	4.2

QEC staff carried out course and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

HOD reviewed the output and decided to put up the results in Board of Studies and Board of Faculty for further discussion and actions. Initially the results will be put up in Board of Studies, who may decide to move results to further level for discussion and decisions if required. This meeting is planned to be held during the summer vacations.

Annexure – E:

Research Papers List

Research Publication Detail

Faculty member	no. of publications	year	Title of Publication	Journal	APA reference
Dr. Faiq Mahmood	7	2010	“Global Financial Crisis: Chinese Stock Market Efficiency”,	Asian Journal of Management Research	1(1), 268-282.
		2010	A study on comparison of Chinese IPO Underpricing and Performance during Asian and Prevailing Global Economic Crisis	", Published in Proceedings of Ninth Wuhan International Conference on the E-business, Alfred University Press, New York.	ISTP and ISSHP Indexed Conference
		2010	Chinese IPOs Market In Global Financial Crisis	Indian Journal of Finance,	4 (11), 14-21.
		2010	Announcement Effects of Seasoned Equity Offerings in China	International Journal of Economics and Finance	2(3), 163-169.
		2010	Behavior of Information Asymmetry during SEOs Issue Process: Evidence from China	Asian Journal of Management Research	1 (1).
		2010	Scale Efficiency in Banking Sector of Pakistan”,	International Journal of Business and Management,	5(4), 104-116.
		2010	Ownership Structure and Banking Efficiency in Pakistan”,	Published in Proceedings of Ninth Wuhan International Conference on the E-business, Alfred University Press, New York,	(ISTP and ISSHP Indexed Conference)
	3	2011	How Asian and Global Economic Crises Prevail in Chinese IPO and	International Business Research	4(4), 226-237

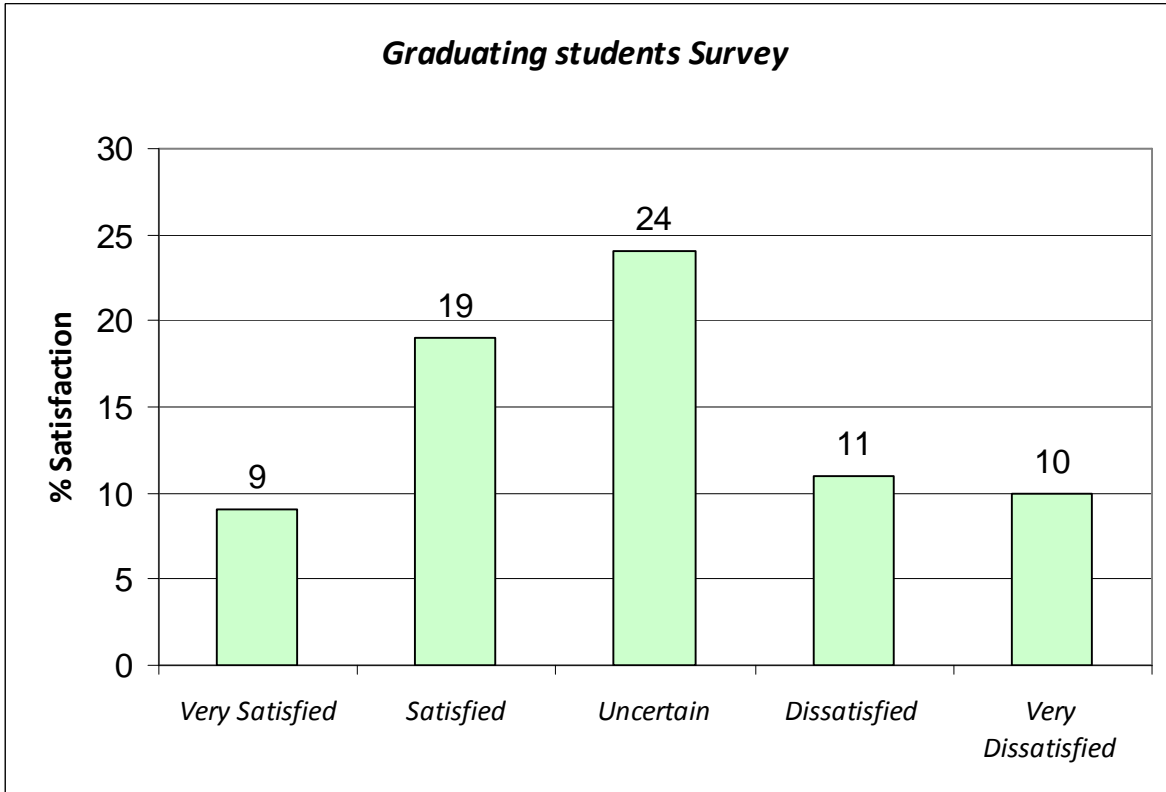
			Stock Market Efficiency		
		2011	Growth Opportunities and Accounting Based Regulations (Evidence from Chinese SEOs Market)	Published in Proceedings of International Conference on Management and Sustainable Development (APPEEC)	March 2011, Wuhan University, Hubei, PR.China. (Ei Compendex and ISTP Indexed Conference).
		2011	Financial Sector Reforms and Efficiency of Commercial Banks in Pakistan	Published in Proceedings of Tenth Wuhan International Conference on the E-business,	Alfred University Press, New York, 2011. (ISTP and ISSHP Indexed Conference).
	3	2014	Performance of textile sector of Pakistan: Application of data envelopment analysis”,	International Review of Management and business research,	Volume 3, Issue 3, Part 3
		2014	Effect of Institutional Ownership and Market Factors on IPOs Under-Pricing in Pakistan,	International review of Social sciences,	volume 2, issue 11
		2014	Effect of Firm Specific Factors on Dividend Policy, International conference on management sciences and innovations (ICMSI) ,	held 10-11 October 2014	Geneva, Swtzerland

	1	2015	The relationship Between Reward Management System and turnover Intention: Mediating Role of Motivation	International review of social sciences,	vol.3 Issue.10, October 2015
Dr. Mumtaz Muhammad Khan	4	2010	Strategic Human Resource Management	IUB Journal of Social Sciences and Humanities	
		2010	Urban Development from Participative Planning Perspective	AJBS Feb. 2010.	
		2010	Measuring Implicit Coordination Behavior	AJBS June, 2010.	
		2010	Moderating role of team working environment between team implicit coordination and performance.	AJBM, Impact factor 1.105	
	1	2011	Integrated framework for visualizing intellectual capital to meet strategic management challenges.	Proceedings of 5th ISOSS conference.	
	02	2012	Dynamic adjustment in Team processes	Proceedings of 6th ISOSS conference.	

		2012	Implicit Coordination and Team Performance	PJC HEC approved journal in Y Category.	
	1	2013	Cog-synergy: A Model for High Performance Teams	IJAR 3:5 2011 102-108	
M.Ishfaq	1	2014	The aspects effecting individual behavior on investing decisions: Empirical evidence from Pakistan's equity markets	Elixir International Journal	74 (2014) 27084-27087
	3	2015	Effect of Anchoring Bias on Risky Investment Decision. Evidence from Pakistan Equity Market	Journal of Poverty, Investment and Development	Vol.14, 2015
		2015	An Examination of the Empirical Relationship between Investment Decision and Financing Decision: The Case Study on Pakistani Banks	Elixir International Journal	86 (2015) 35111-35116
		2015	A Comparative Study of Marital Adjustment between Working and Non-working Married Women	Elixir International Journal	82 (2015) 32403-32405
	01	2017	Effect of cognitive biases on risky investment decision	IBA Sakkur, Conference	2017

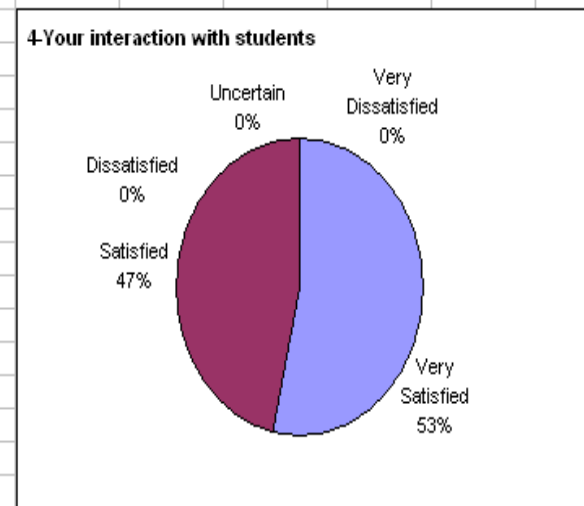
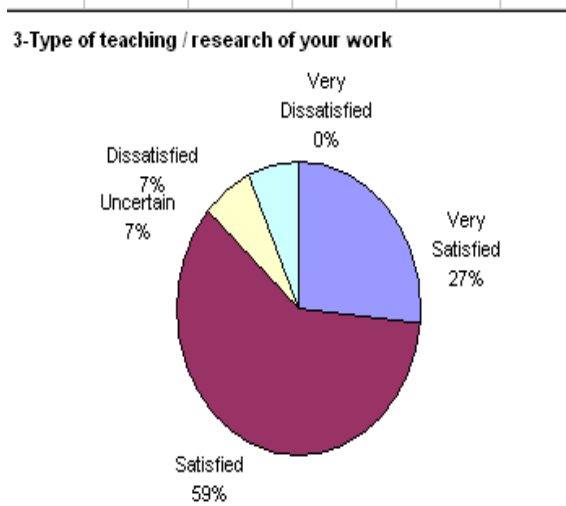
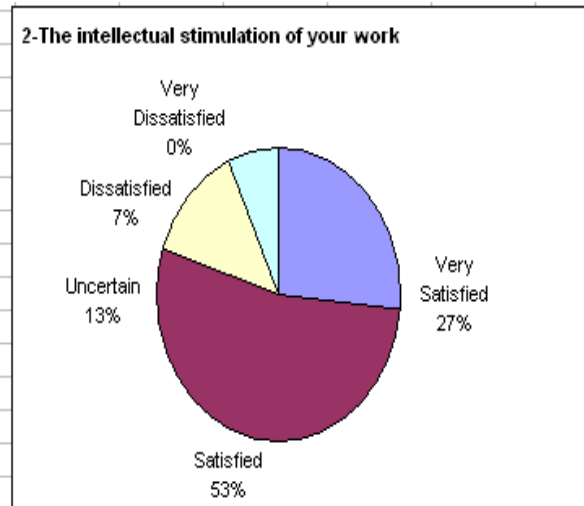
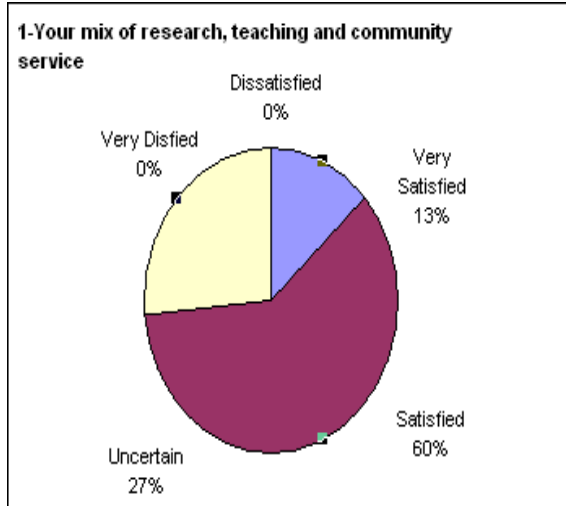
Annexure – F:

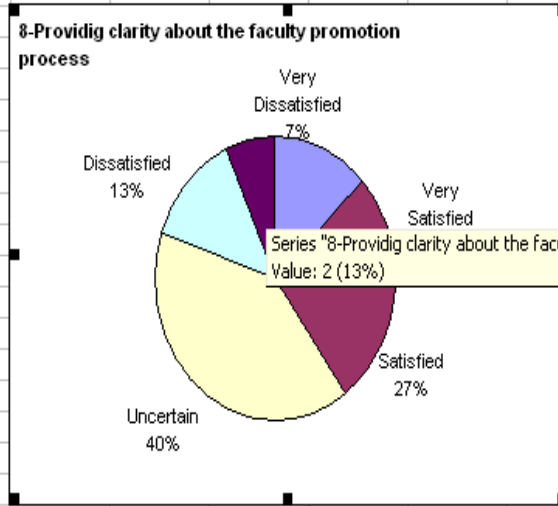
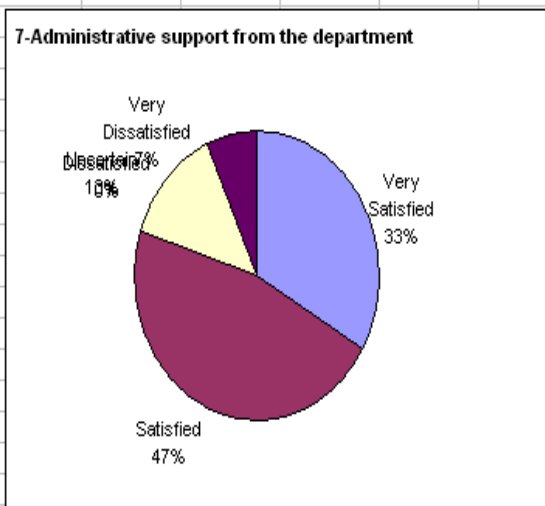
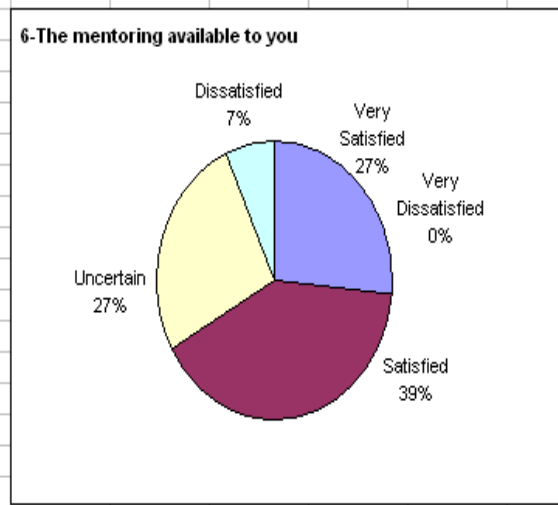
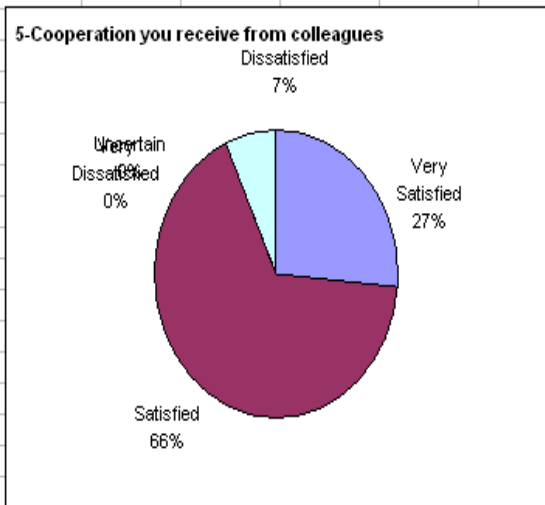
Graduating Students Feedback Sample

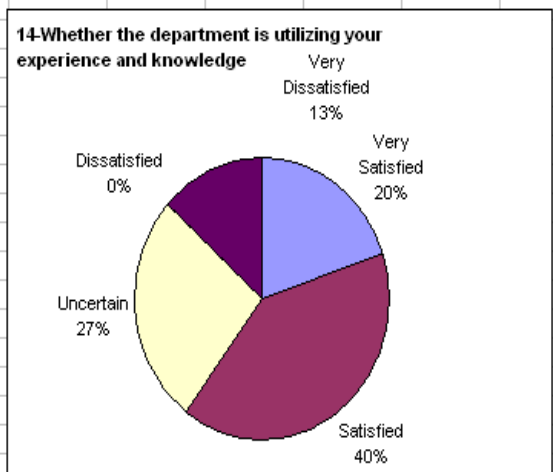
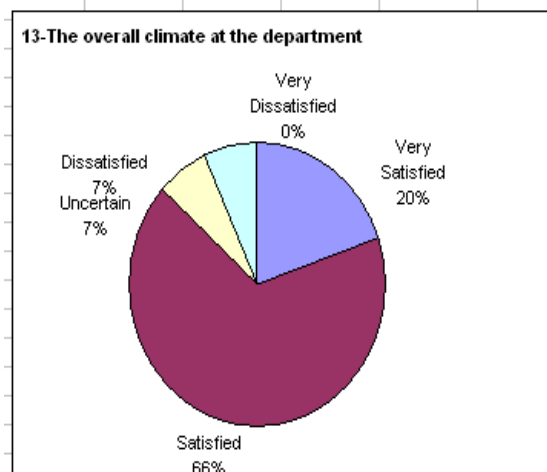
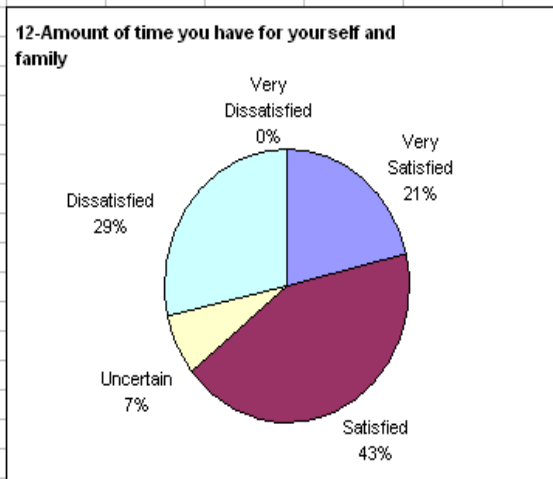
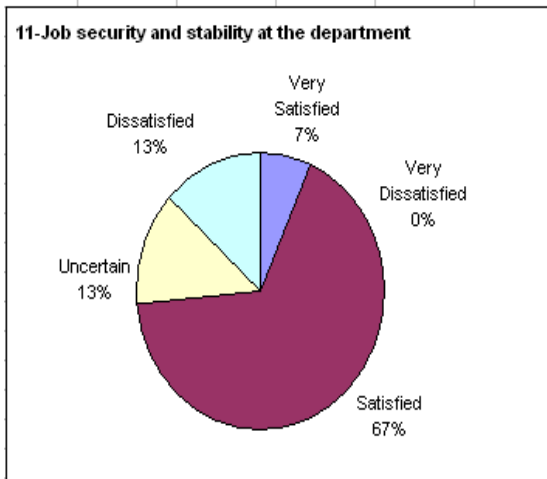
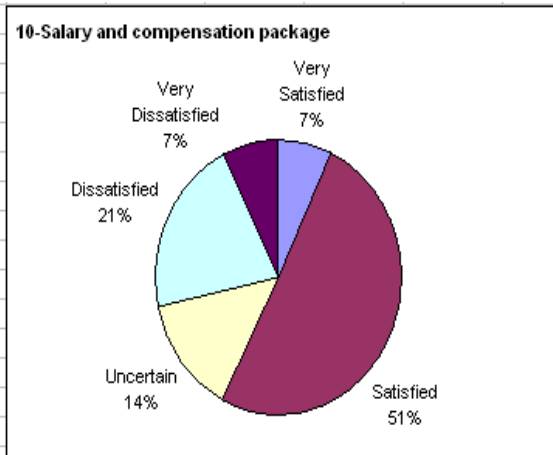
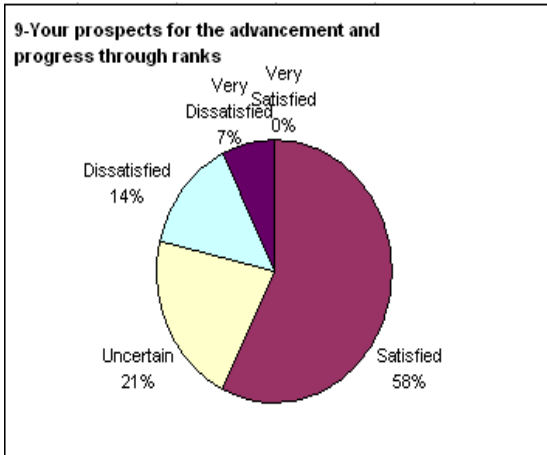


Annexure – G:

Faculty Survey







Annexure – H:**Faculty Resume**

Sr. #	Name	Designation	Qualification	Institution
1.	Dr. Alia Sheeraz	HOD/ Assistant Professor	Ph.D Management Sciences	COMSATS University Islamabad, Pakistan
2.	Dr. Faiq Mahmood	Assistant Professor	Ph.D Finance	Huazhong University of Science and Technology, China
3.	Dr. Mumtaz M Khan	Associate Professor	Ph.D HRM	NCBAE, Lahor
4.	Mr. M Ishfaq	Assistant Professor/Coordinator	MS	NUML, Faisalabad
5.	Dr. Adnan Sarwar	Assistant Professor	Ph.D Supply Chain Management	China
6.	Shaukat Gill	Lecturer	Ph.D Scholar	Comsats.Islamabd
7.	Mrs. Zahra Naheed	Lecturer	M.Phil. Economics	GC University, Faisalabad
8.	Mr. Sanaullah Tariq	Lecturer	Ph.D Scholar	Iqra University, Islamabad
9.	Zahid Maqbool	Lecturer	MS Finance	Comsats.Islamabd
10	Saira Yaseen	Lecturer	MS Marketing	Agriculture University, FSD
11	Freeha Hussain	Lecturer	MS HRM	UMT Lahore

Laboratory Staff

- Be calm and relaxed, while working in Lab.
- No loose wires or metal pieces should be lying on table or near the circuit, to cause shorts and sparking.
- Avoid using long wires, that may get in way while making adjustments or changing leads.
- Keep high voltage parts and connections out of the way from accidental touching and from any contacts to test equipment or any parts, connected to other voltage levels.
- BE AWARE of bracelets, rings, metal watch bands, and loose necklace (if you are wearing any of them), they conduct electricity and can cause burns. Do not wear them near an energized circuit.
- Do not install any software on any computer without getting approval from the respective authorities.
- Make sure all the computers and other equipment in the labs are switched off at the end of the day.
- Do not unplug a computer or equipment without switching it off first.

Students

- Shut down the computers properly after finishing your work.
- Do not install any software on any computer. If you are unable to find any required software, please contact the IT staff for help and support.
- Do not switch off network printers and scanners.
- Do not damage any equipment in the lab.
- Be considerate to other students while working in the labs.

AT Findings

Panel - Assessment Team

Following Assessment Team Members Visited FMS on 15 November, 2017

- | | |
|------------------------------|----------|
| • Dr. Zulfiqar Ahmad | Convener |
| • Dr. Abdul Waheed | Member |
| • Mr. Muhammad Naeem mubshar | Member |

Exit Meeting – 16 November, 2017

Following attended the meeting:-




- | | |
|------------------------------|----------|
| • Prof. Dr. M. Mudassar | Chairman |
| • Prof. Anwar Ul Haq | Director |
| Academics | |
| • Dr. Alia Sheeraz | HOD |
| • Dr. Zulfiqar Ahmad | Convener |
| • Dr. Abdul waheed | Member |
| • Mr. Muhammad Naeem Mubshar | Member |
| • Mr. Shabeeb Ahmad Gill | AM QEC |

The Chairman AT presented his final recommendations to carry out the improvements in this program. The Respected Chairman approved the proceedings:

- Need to have separate computer lab.
- Need to induct new Ph.D Faculty.
- Need to have multimedia in two class rooms (25 & 26).

Note: After the above exit meeting, the Departmental head prepared the implementation plan with target dates and submitted it to the QEC. The QEC pursued the activities and then mentioned the final status completed/in progress in Annex-K before submitting the SAR to HEC

Implementation Plan (Summary) – FMS (M.S Management Sciences) – Faisalabad Campus

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
Need to have separate computer lab.	Separate has been prepared in Room no 98.	22 th November, 2017	Procurement officer	Completed
Need to induct new Ph.D Faculty.	Two Ph.D faculty members have been appointed.	20 th November, 2017	Director Academic	Completed
Need to have multimedia in two class rooms (25 & 26).	Two multimedia have been installed in class rooms (25 & 26).	16 nd December 2017	Procurement officer	Completed
Convener AT Name and Signature	Corrective measures have been taken according to AT results.		 Dr. Saif-ur-Rahman Department of Management Sciences Riphah International University Faisalabad Campus	
Director Academics' Comments Name and Signature	Prof. Anwar-ul-Haq Director Academics RIPHAH Faisalabad.		 Anwar-ul-Haq	
QEC Comments Name and Signature	Necessary arrangements have been made on AT Findings.		 Sibaqat Assistant Manager Implementation Cell Riphah International University Faisalabad	

Annexure – L: Faculty Course Review Report

There are total 8 courses in MS Management Sciences All courses curriculum is reviewed periodically by the Board of Studies to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement points:

- a. Syllabi review to improve communication and interpersonal skills of the students.
- b. Improvement in course curriculum to emphasis on Leadership component.
- c. Provision of more technical/financial resources to execute final projects d. Improvement in learning the methodology of Market working, Demand Supply Chain and meeting the targets, skills.

Board of Studies scrutinized these points and presented in the Board of Faculty that will review and suggest the implementation as deemed necessary.

Annexure – M: Rubric Report

Self Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors	Score				
1. Does the program have document 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?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)	23				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	3.83				

Criterion 2– Curriculum Design and Organization					Weight = 0.20
Factors	Score				
1. Is the curriculum consistent?	5	4	3	2	1
2. Does the curriculum support the program’s documented objectives?	5	4	3	2	1
3. Are the 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 HEC?	5	4	3	2	1
5. Does the curriculum satisfy the major requirements laid down by HEC?	5	4	3	2	1
6. Does the curriculum satisfy the professional requirements as laid down by HEC?	5	4	3	2	1
7. Is the information technology component integrated throughout the program?	5	4	3	2	1
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
Total Encircled Value (TV)	38				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	19				

Criterion 3– Laboratories and Computing Facilities					Weight = 0.10
Factors	Score				
1. Are the 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	5	4	3	2	1

support the program's objectives?				
Total Encircled Value (TV)	15			
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	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 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	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 process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1	
7. Are the process 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 based 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)	48					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.09					

Criterion 6– Faculty		Weight = 0.15				
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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 interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	5	4	3	2	1
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6. Are there mechanisms in place for faculty development?	5	4	3	2	1
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
Total Encircled Value (TV)	26				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	18.57				

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 adequate 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)	13				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12.99				

Criterion 8– Institutional Support	Weight = 0.10				
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 Ph.D. students?	5	4	3	2	1
Total Encircled Value (TV)	8				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	7				

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 3.83+19+10+8+13.09+18.57+12.99+7 \\
 &= 92.48
 \end{aligned}$$