

# **SELF ASSESSMENT REPORT**

Submitted to  
Quality Enhancement Cell  
By

Department of Economics

*(for example, BS Economics Program)*  
2008-09



**NATIONAL UNIVERSITY OF MODERN LANGUAGES  
ISLAMABAD**

**March 2011**

## Declaration

It is stated that the Self Assessment Report of the (*for example*) BS Economics program for the year \_\_\_\_\_ is prepared by members of the Program Team, Mr./Ms \_\_\_\_\_ and Mr./Ms \_\_\_\_\_. The report writing started on d/m/year and completed on d/m/year. The report contains the complete information as per the requirements of the Quality Assurance Agency of the Higher Education Commission of Pakistan. It is also stated that no information is withheld in this report.

### **Approved by the Dean/HOD**

Name: \_\_\_\_\_

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Designation: \_\_\_\_\_

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Signature: \_\_\_\_\_

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Date: \_\_\_\_\_

# **QUALITY ENHANCEMENT CELL (NUML), ISLAMABAD**

## **SELF ASSESSMENT REPORT**

### **Criterion 1: Program mission, objectives and outcomes**

Introduction:

Mission Statement of the University:

Mission Statement of the Program:

#### **1.1 Program Objectives**

1. Documented measurable objectives must support university mission statement.  
(List programs' educational objectives)
2. Program Objectives are the expected accomplishments of graduates during the first several years following the graduation from the program.  
(List the expected accomplishments of graduates)
3. Describe how each objective is aligned with program and university mission statement.
4. Outline the strategic plan to achieve the program mission and objectives.  
(List the strategies to achieve program mission and objectives)
5. Provide for each objective how it was measured, when it was measured and improvements identified and made as per following format.

Objectives	How measured	When measured	Improvement identified	Improvement made
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

### 1.2 Program Outcomes

1. Program must have documented outcomes for graduating students. The outcomes must support the program objectives.
2. To describe the program outcomes which support the program objectives as per format:

Program Objectives	Program Outcomes			
	1.	2.	3.	4.
1.				
2.				
3.				
4.				
5.				

3. Describe the means for assessing the extent to which the graduates are performing the stated program outcomes/learning objectives.
  - \* Conducting a survey of graduating seniors every semester.
  - \* Conduct a survey of alumni every two years.
  - \* Conduct a survey of employers every two years.
  - \* Questions asked during senior project presentations related to program outcomes
  - \* Outcome of examinations

The surveys should be conducted for the Self Assessment Report. The department may add its observations and recommendations. The data obtained from the above sources should be analyzed, summarized and presented in the Self Assessment Report to be submitted to QEC.

### 1.3 Documentation of results of Program Assessment for the improvement of program

1. List the actions taken based on the results of periodic assessments.
2. Describe major future program improvement plans based on recent assessments.
3. List strengths and weaknesses of the program.
4. List significant future development plans for the program.

### 1.4 Periodic assessment of overall performance of the department

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

1. Present student enrollment (undergraduate and graduate) during the last three years indicating:
  - a. percentages of honor students
  - b. student faculty ratio
  - c. average graduating grade point average per semester
  - d. average time for completing the undergraduate program and attrition rate
2. Indicate percentage of employers that are strongly satisfied with the performance of department's graduates. Use employer survey.
3. Indicate the median/average student evaluation for all the courses and the % of faculty awarded excellence in teaching award.
4. Performance measures for research activities:
  - a. journal publications
  - b. funded projects
  - c. conference publications per faculty per year
  - d. % of faculty awarded excellence in research award
5. Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized.
6. Use faculty and student survey to indicate faculty and student satisfaction regarding the administrative services offered by the department.

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

The curriculum must be designed to achieve the programs' objectives and outcomes. Also the course objectives must be in line with program outcomes. Provide the following information about the programs' curriculum:

- a. Title of the degree program
- b. Definition of credit program
- c. Degree plan: attach a flow chart showing the pre-requisites, core and elective courses

- d. Complete the following table showing the curriculum breakdown in terms of mathematics and basic sciences or other subjects, major requirements, social sciences and other requirements.

Semester	Course Number	Category (Credit hours)				
		Core courses	Math /Basic Sciences	Arts & Humanities	Social Sciences	Technical Electives
Total						
Minimum Requirements						

- e. For each course in the Program that can be counted for credit provide 1-2 pages specifying the following:

- I. Course title
- II. Course objectives and outcomes
- III. Catalog description
- IV. Text books and references
- V. Syllabus break down in lectures
- VI. Computer usage
- VII. Laboratory
- VIII. Content break down in credit hours

### 2.1 Curriculum objectives

The curriculum must be consistent and supports the programs documented objectives.

1. Describe how the program content (courses) meets the program objectives.
2. Complete the table below linking courses to program outcomes. List the courses and tick against the relevant outcomes.

Courses/ Group of Courses	Objectives					
	1.	2.	3.	4.	5.	6.
1.						

2.						
3.						
4.						

2.2 Theoretical background, problems analysis and solution design

Theoretical background, problems’ analysis and solution design must be stressed within the programs core material. Indicate which courses are significant portions (more than 30%) of the elements.

<b>Elements</b>	<b>Courses</b>
Theoretical background	
Problem analysis	
Solution design	

2.3 Requirements of accreditation body

The curriculum must satisfy the core requirements of the program, as specified by the respective accreditation body.

Minimum requirements for each program:

Program	Arts & Humanities	General Education	Social Sciences	Math & Basic Sciences	Engineering	Others

Program Requirements:

Accreditation body requirements:

Deviations:

Justification for Deviations:

2.4 Requirements of HEC

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

Minimum requirements for each program:

Program	Arts & Humanities	General Education	Social Sciences	Math & Basic Sciences	Engineering	Others

Program Requirements:

HEC requirements:

Deviations:

Justification for Deviations:

### 2.5 Requirements of the program

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

Minimum requirements for each program:

Program	Arts & Humanities	General Education	Social Sciences	Math & Basic Sciences	Engineering	Others

Program Requirements:

Accreditation body/council requirements:

Deviations:

Justification for Deviations:

### 2.6 Information technology

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

1. Indicate the courses within the program that will satisfy the standard.
2. Describe how they are applied and integrated throughout the program.

### 2.7 Communication Skills

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

1. Indicate the courses within the program that will satisfy the standard.
2. Describe how they are applied.

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

Laboratories and computing facilities must be available and accessible to all faculty members and students to support teaching and research activities. Provide the following information about the laboratories and computing facilities. Describe the facilities that are available for use in the program.

- Laboratory title
- Location and area
- Objectives
- Adequacy for instruction
- Courses taught
- Soft ware available if applicable
- Major Apparatus
- Major equipment
- Safety regulations

#### 3.1 Laboratory manuals/documentation/instructions

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

1. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.
2. Benchmark with similar departments in reputable institutions to identify short comings in laboratory.

#### 3.2 Support personnel for instructions

There must be adequate support personnel for instruction and maintaining the laboratory. Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support.

#### 3.3 Computing infrastructure

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

1. Describe how the computing facilities support the computing component of your program.

2. Benchmark with similar departments in reputable institutions to identify shortcomings in computing infrastructure and facilities if any.

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

Students must have adequate support to complete the program in a timely manner. Students must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives. Please give the details against each of the following.

##### 4.1 Frequency of courses

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

1. Describe the department's strategy for course offerings.
2. Explain how often required courses are offered.
3. Explain how often elective courses are offered.
4. Explain how required courses outside the department are managed to be offered in sufficient number and frequency.

##### 4.2 Structure of courses

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

1. 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.

##### 4.3 Student support

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

1. Describe how students are informed about program requirements.
2. Describe the advising system and indicate how its effectiveness is measured.
3. Describe the student counseling system and how students get professional counseling when needed.
4. Indicate if students have access to professional counseling; when necessary.
5. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.

## **Criterion 5: Process Control**

The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved.

### **5.1 Admission of students**

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 its meeting its objectives.

1. Describe the program admission criteria at the institutional level, faculty and department level.
2. Describe the policy regarding program/credit transfer.
3. Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.

### **5.2 Registration and monitoring of students**

The process by which the 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.

1. Describe how students are registered in the program.
2. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements.
3. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.

### **5.3 Faculty recruitment/evaluation/promotion**

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.

1. Describe the process used to ensure that highly qualified faculty is recruited to the program.
2. Indicate methods used to retain excellent faculty members.
3. Indicate how evaluation and promotion processes are in line with institution mission statement.
4. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

First evaluation:  
Second evaluation:

#### 5.4 Course material

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.

1. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students' learning.
2. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

#### 5.5 Program Requirements

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

1. Describe the procedures used to ensure that graduates meet the program requirements.
2. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.

### **Criterion 6: Faculty**

Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively and to allow for scholarly activities.

#### 6.1 Qualified full time faculty

There must be enough full time faculty members 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 PhD in the discipline.

1. Complete the following table indicating the program areas and number of faculty in each area.

Program area of specialization	Courses in the area and average number of sections per year	Numbers of faculty members in each area	Number of faculty with PhD degree
Area 1			
Area 2			
Area 3			
Area 4			
Area 5			
Area 6			
Area 7			
Area 8			
Total			

2. Each faculty member should complete a resume on the format provided by the QEC.

### 6.2 Professional development and scholarly activities of faculty

All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Effective programs for faculty development must be in place.

1. Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty members' resumes, what percentage of them is current. The criteria should be developed by the department and handed over to QEC. For example the faculty may be deemed current and competent in their discipline due to following factors: education, professional training, diversity of backgrounds, research experience, teaching experience, communication skills, enthusiasm for developing more effective programs and scholarship.
2. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.
3. Describe the existing faculty development programs at the department and university level.
4. Demonstrate the effectiveness of faculty development programs in achieving faculty development.
5. Indicate how frequently the faculty programs are evaluated and if the evaluation results are used for improvement.

### 6.3 Job satisfaction

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

1. Describe the programs and processes in place for faculty motivation.
2. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction.
3. Indicate how effective these programs are.

## **Criterion 7: Institutional Facilities**

Institutional facilities including library, classrooms and offices must be adequate to support the objectives of the program.

### 7.1 Institution infrastructure

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

1. Describe the infrastructure and facilities available that support new trends in learning.
2. Indicate how adequate the facilities are.

### 7.2 Library facilities

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

1. Describe the adequacy of the library's collection with reference to the program.
2. Describe the support rendered by the library.

### 7.3 Classrooms and offices

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

1. Describe the adequacy of the classrooms.
2. Describe the adequacy of the offices.

## **Criterion 8: Institutional Support**

The institution support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

### **8.1 Quality of teaching and secretarial support**

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.

1. Describe how your program meets the above mentioned standard. If it does not, explain the main causes and plans to rectify the situation.
2. Describe the level of adequacy of secretarial support, technical staff and office equipment.

### **8.2 Number of research students**

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

1. Provide the list of number of graduate students, research assistants and PhD students for the last three years.
2. Provide the faculty: graduate student ratio for the last three years.

### **8.3 Financial resources for library/computing facilities**

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

1. Describe the resources available for the library.
2. Describe the resources available for laboratories.
3. Describe the resources available for computing facilities.