

2. SELF-ASSESSMENT REPORT:

Following report layout is being followed at BMU as per the requirements of Higher Education Commission (HEC) including its 8 criteria and 31 Standards, in collaboration with Quality Enhancement Cell, BMU. Notified Program Team Members works with QEC team to pursue the application of Self-Assessment Mechanism in their respective department / faculty.



Program: _____

Declaration

I undertake that the Self-Assessment Report of the (program) for the year _____
_____ is prepared by members of the **Program Team:**

1. _____
2. _____
3. _____

It is submitted that information provided in this Self-Assessment Report is factually correct. The report contains complete information as per the defined requirements of Higher Education Commission in collaboration with Quality Assurance/ Quality Enhancement Cell.

| |
|---|
| Important Note: 1. All pages of the report are to be duly signed & stamped by the HOD's. |
| 2. Complete all sections and write N/A where it does not apply. |
| 3. Attach the proformas Annexures /Graphical representation of proformas results. |

Approved by the HOD

Name:
Designation:
Signature:
Date:

Executive Summary: (To be prepared by QEC)
Assessment Team Members: (To be filled by QEC)

- 1.
- 2.

SUMMATIVE SHEET

Program: _____.

| Name of Institute | Program Team | Assessment Team | AT Member Institute |
|-------------------|--------------|-----------------|---------------------|
| | | External Member | |
| | | Internal Member | |

| Sr.# | Courses |
|------|---------|
| 1 | |
| 2 | |
| 3 | |

| Sr.# | Faculty Names |
|------|---------------|
| 1 | |
| 2 | |
| 3 | |

| Sr.# | Student Names |
|------|---------------|
| | |
| 1 | |
| 2 | |
| 3 | |

CRITERIA 1: Program Mission, Objectives and outcomes

Institution Mission Statement:

Standard 1-1: The program must have documented measurable objectives that support Institution's mission statement/s.

Department Mission Statement:

Program Mission Statement:

Program Educational Objectives

Assessment of Program Objectives

The following table shows how each of the above program objective/s is measured and actions taken as a result of these measurements.

The three tools for assessments of program objectives are:

- Employer Survey (proforma# 8)
- Alumni Survey (proforma #7)
- Graduating Students Survey(proforma#3)

| Objectives | How measured | When measured | Improvement identified | Improvement made |
|------------|--------------|---------------|------------------------|------------------|
| | | | | |
| | | | | |

Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these Outcomes.

Program Outcomes:

| Outcomes | OBJECTIVES | | | | | | |
|------------------|-------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | Objective1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| | <i>Outcomes1</i> | | | | | | |
| <i>Outcomes2</i> | | | | | | | |

Standard 1-3: The results of the program assessment and the extent, to which they are used to improve the program, must be documented.

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

Course (Proforma#1) and teacher evaluation (Proforma#10) online survey will ensure unbiased feedback from students. The gathered data analyzed and results provided to department officials for further necessary action.

The result of the Program Assessment is shown for Courses evaluation and Teachers' evaluations.

1.3a) Course Evaluation

Course's evaluation can be shown in the following table (the evaluation based on data received through Proforma#1).

| Sr. | Courses | Marks | Enrolled Students |
|-----|---------|-------|-------------------|
| | | | |
| | | | |

Teachers Evaluation:

Teacher's evaluation (Proforma #10) can be shown in the following table. Teachers that are being evaluated by the students along with the serial number and graded scores

| Sr. | Teacher Name | Course Name | Marks |
|-----|--------------|-------------|-------|
| | | | |

1.3 b) Actions taken based on the results of Periodic Assessment:

1.3c) Future Program Improvement Plans:

1.3 d) Strong and Weak Points/ Observations or Recommendations:

1.3 e) Future Development Plans:

Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.

1.4.a) Present Student/s Enrollment:

1. Graduates/Undergraduates enrolled in last three years

| Year | Enrolled |
|------|----------|
| | |
| | |

2. Students Faculty Ratio

3. Percentages of honor students

4. Average graduating grade point per semester

5. Average time for completing the undergraduate program.

6. Attrition rate.

1.4 b) Employer Satisfaction:

The employer survey shall be conducted by Faculty with the help of QEC (Proforma#8fordetails).

1.4 c) Students Course Evaluation Average Response Rate

Student's course evaluation average (Proforma#1) response rate for all courses.

1.4 d) Students Faculty Evaluation

Teachers' evaluation result showed under section 1.3a

1.4 e) Research (Proforma # 4)

The program faculty published research papers in different journals.

1.4 f) Community Service Details (If any)

1.4 g) Students/Teachers Satisfaction

For students this is done by faculty as well as QEC staff of BMU by conducting in-class discussions to

know student's views and through feedback provided by them on HEC students Proformas #1 & 10. While, teacher's satisfaction is judged using the faculty Proforma#5 HEC.

CRITERIA2: Curriculum Design & Organization

Standard2-1: The curriculum must be consistent and supports the program's Documented Objectives.

2-1.1: Title of Degree

Program:

Credit hour:

Degree plan:

| Semester | Course | Category(Teaching Hours) | | | | | |
|----------------------------|--------|--------------------------|-----------------------|-----------|---------------------|------------|--|
| | | Course Code | Course Teaching Hours | CME Hours | Independent Clinics | Field Work | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |
| Minimum Requirement | | | | | | | |
| | | | | | | | |

Describe how the program content (courses) meets the program objectives:

2-1.2: Courses Vs Program Outcomes

| Course | Outcomes | | | | | |
|--------|----------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | |
| | | | | | | |

Standard 2-2 Theory, Problem analysis and Solution design

2-2.1: Indicate which courses contain a significant portion (more than 30%) of the elements in the following table.

| Elements | Courses |
|------------------------|----------------|
| Theoretical Background | |
| Problem Analysis | |
| Solution Design | |

Standard 2-3: The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

a) Answer: Yes/No

c) Requirements of Accreditation Body:

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

Standard 2-4 The curriculum must satisfy the major requirements for the programs specified by the respective accreditation body.

Standard 2-5 The curriculum must satisfy the professional, general education and other discipline requirements for the program as specified by the respective accreditation body / council.

Standard 2-6 Information technology component of the curriculum must be integrated throughout the program.

- Need to indicate the courses within the program that will satisfy the standard and how it will be applied and integrated.

| Course | Information Technology Content |
|--------|--------------------------------|
| | |

Standard 2-7 Oral and written communication skills of the student must be developed and applied in the program.

| Course | Communication skills content |
|--------|------------------------------|
| | |

CRITERIA 3: Laboratories and Computing Facilities

a) Use the following information about each laboratory and computing facility that are available for use in the program under assessment:

| | |
|----------------------------|--|
| Laboratory title | |
| Location and area | |
| Objectives | |
| Software available(if any) | |
| Major apparatus | |
| Major Equipment | |
| Adequacy for Instruction | |
| Safety regulations | |

Standard 3-1: Availability of Lab Manuals/ Documentation/ Instructions:

3-1.1: How the students and faculty have adequate and timely access to the manuals/documentation and instructions:

3-1.2: Short comings in laboratory (bench marking with similar departments in reputable institutions)

Standard 3-2: Adequate Personnel support for Labs:

3-2.1: Indicate the following for each laboratory:

| Lab | Support personnel | Level of support | Instructional support |
|-----|-------------------|------------------|-----------------------|
| | | | |
| | | | |
| | | | |

Standard 3-3: Adequate computing infra-structure and facilities

3-3.1: How computing facilities support the computing component of the program

3-3.2: Indicate any shortcomings, benchmarking with similar departments in reputable institutions:

CRITERIA 4: Student support and advising

Standard 4-1: Courses must be offered with sufficient number for students to complete the program in timely manner

4-1.1: Number of students enrolled in each courses:

a) Core:

b) Elective: _____

c) Core courses offered by other departments: _____

Standard 4-2: Effective student/faculty interaction

4-2.1 Mechanism to achieve effective student/faculty interaction in courses taught by more Than one faculty member.

Standard 4-3: Course decisions and Career counseling

4-3.1: How students are informed about program requirements:

4-3.2: Provide the advising system and indicate how its effectiveness is measured:

4-3.3: Describe the student counseling system and how students get professional counseling when needed:

4-3.4: If students have access to professional counseling when necessary

4-3.5: Describe opportunities available for students to interact with practitioners and to have membership in technical and professional societies.

CRITERIA 5: Process Control

Standard 5-1: Admission criteria

5-1.1: Program admission criteria at the institutional level

5-1.2: Policy regarding transfer from other universities/credit transfer or transfer to the program from another major within the college:

5-1.3: Frequency of evaluating admission criteria and if evaluation results are used to improve the process.

Standard 5-2: Process of Registration

5-2.1: How students are registered in the program

- Online Registration Process for program
- Newspaper advertisements

5-2.2: How student's academic progress is monitored and how their program of study is verified to adhere to the degree requirements.

5-2.3: Frequency of evaluating registration and monitoring and if the evaluation results are used to improve the process.

Standard 5-3: Faculty recruitment, evaluation and promotion

5-3.1: The process used to ensure that highly qualified faculty is recruited to the program:

5-3.2: Methods used to retain excellent faculty members:

5-3.3: Evaluation and promotion processes are in line with institution mission statement:

5-3.4: Frequency of evaluating the process and if the evaluation results are used to improve
The process:

Standard 5-4: Teaching and delivery of course material

Students are the recipient of the delivery of course material, through their teachers. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on **Performa #1** regarding course contents and how it was delivered. Through **Performa #10**, students evaluate and comment on teacher's efforts. Faculty feedback is also taken on HEC **Performa#2**(Faculty Course Review Report) and **Performa # 5** (Faculty Survey) 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.

(Proformas are attached as annexure in this document)

Standard 5-5

5-5.1: Procedures used to ensure that graduates meet the program requirements

5-5.2: Frequency of evaluating the process and if the evaluation results are used to improve
The process

CRITERIA 6: Faculty

Standard 6-1: Faculty numbers and Qualifications

6-1.1: Following table indicating program areas and number of faculty in each area

| Program's area of specialization | Courses in the area and average number of sections/year | Number of Faculty with each area | Number of Faculty with PhD degree |
|----------------------------------|---|----------------------------------|-----------------------------------|
|----------------------------------|---|----------------------------------|-----------------------------------|

| | | | |
|-------|--|--|--|
| | | | |
| | | | |
| Total | | | |

6-1.2: Each Faculty member should complete a resume (attached as Proforma#9)

Standard 6-2: Faculty Development

6-2.1: Criteria developed by the department, for the faculty to be deemed current in the discipline.

6-2.2: Current percentage of the faculty members based on the above criteria.

6-2.3: Means for ensuring that fulltime faculty members have sufficient time for scholarly and professional development.

6-2.4: Faculty development programs at the institutional and University level and to demonstrate their effectiveness in achieving faculty development.

6-2.5: Frequency of evaluating the process and if the evaluation results are used to improve the process.

Standard 6-3: Faculty Motivation

6-3.1: Description of program and processes in place for faculty motivation.

6-3.2: Obtain faculty input on faculty survey using HEC **Proforma # 5** on programs for faculty motivation and job satisfaction.

CRITERIA 7: Institutional Facilities

7-1: Infrastructure and facilities that support new trends in learning such as e-learning.

Standard 7-2: Library

7-2.1: Adequacy of the library's technical collection.

7.2-2: Library must possess up to date technical collection relevant to the program and must be adequately staffed with professional personnel.

Standard 7-3: Classrooms

7-3.1: Adequacy of the class rooms.

7-3.2: Adequacy of faculty offices.

Criterion 8: Institutional Support

Standard 8-1: Support and financial resources to attract & retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

8-1.1: How program meets the standard of adequate support and financial services. If it does not explain the main causes and plans to rectify the situation.

8-1.2: Level of adequacy of secretarial support, technical staff and office equipment.

Standard 8-2: Adequate number of Graduate students, research assistants and Ph.D. Students.

8-2.1: Provide the number of graduate students, research assistants, PhD students and the faculty graduate ratio for the last 3 years (Graduating Students Proforma #3)

| Graduate students | Year20_____ | Year20_____ | Year20_____ |
|--------------------------|--------------------|--------------------|--------------------|
| Research assistants | | | |
| PhD students | | | |
| Faculty graduate ratio | | | |

Standard 8-3: Financial resources

8-3.1: Resources available for the library:

The library has the following resources:

| Item | Quantity as of | (Month/year) |
|-----------------------------------|-----------------------|---------------------|
| Books | | |
| Periodicals | | |
| Full text journal articles | | |
| Media | | |
| Other | | |

8-3.2: The resources available for the Laboratories:

| Course | Lab | Equipment |
|---------------|------------|------------------|
| | | |
| | | |
| | | |
| | | |

8-3.3: The resources available for the computing facilities

The laboratory for computing facilities has the following resources:

| Course | Lab | Computing Equipment |
|---------------|------------|----------------------------|
| | | |
| | | |
| | | |
| | | |