

Virtual University of Pakistan

Assessment Team Report

Department: Management Science

Program Title: Associate Degree in Islamic Banking


Assessment Cycle: Cycle-III


Assessment Year: 2023-24

Criteria Referenced Evaluation

	Excellent Performance in all areas.	Good to Excellent Performance in all areas.	Good Performance for most areas *	Fair Performance in most of the areas	Poor Performance in most of the areas.	Score
Criterion 1 - Program Mission, Objectives and Outcomes		✓				4.00
Criterion 2 - Curriculum Design and Organization			✓			13.50
Criterion 3 - Laboratories and Computing Facilities		✓				7.33
Criterion 4 - Student Support and Advising			✓			6.67
Criterion 5 - Process Control			✓			10.36
Criterion 6 - Faculty			✓			12.57
Criterion 7 - Institutional Facilities			✓			6.00
Criterion 8 - Institutional Support			✓			6.00

* No poor performance in any areas.

Signature of AT:
Name & Designation:


Signature of DQE Coordinator:
Name & Designation:


Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05				
Factors Score			5	4	3	2	1		
1	Does the Program have documented measurable objectives that support faculty / college and institution mission statements?		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	Does the Program have documented outcomes for graduating students?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	Do these outcomes support the Program objectives?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	Are the graduating students capable of performing these outcomes?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	Does the department assess its overall performance periodically using quantifiable measures?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	Is the result of the Program Assessment documented?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Total Encircled Value (TV)			5	16	3	0	0		
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight =			4.00						
Comments/Observations/Key Findings:									
1	Mission statements of the program and that of the department need to be published on the University website.		1						
2	Video lectures that are outdated need to be updated to incorporate recent trends in the field.		2						
3	According to Graduating Survey results, students identified that topic-based short video lectures are more effective and understandable than lesson-based video lectures.		3						
4	Lack of library resources for students and faculty members teaching various courses. Recommended books and digital library access are unavailable for students and faculty in various cities.		4						
5	As per overall student performance results, the number of enrolled students in ADP-IB program is gradually increasing. Due to close of 2-years bachelor's degree and COVID-19.		5						
6	Faculty is actively participating in knowledge creation by publishing their work in research journals, presenting their papers at research conferences, and attending seminars and workshops all over Pakistan.		6						

Criterion 2 – Curriculum Design and Organization					Weight = 0.20	
Factors Score		5	4	3	2	1
1	Is the curriculum consistent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does the curriculum support the program's documented objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are theoretical background, problem analysis and solution design stressed within the program's core material?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Does the curriculum satisfy the core requirements laid down by respective accreditation bodies?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective / accreditation bodies / councils?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Is the information technology component integrated throughout the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Are oral and written skills of the students developed and applied in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	12	15	0	0
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight =		13.50				
Comments/Observations/Key Findings:						
1	One course related to Islamic banking, such as Quranic and Sirah Application in Islamic Finance, Islamic Law of Contract, and Introduction to Islamic Banking, should be added in each semester to improve PLO1.	1				
2	One course on Islamic Banking must be added to address PLO1 in first two semesters.	2				
3	Course offering order needs to be reconsidered in semesters. Economic Ideology in Islam and Jurisprudence in Islam should be offered in 3 rd Semester. Islamic Banking Practices and Islamic Modes of Finance should be offered in 4 th Semester. Money	3				
4	Video lectures are outdated which need to be updated to incorporate the recent trends in the field. This is required to courses other than Islamic banking courses.	4				
5	Small video tutorials containing updated content can be recorded for courses with Student Counselling is available as far as studies are concerned, but professional counselling is missing. A proper Career Counseling Cell needs to be established with dedicated staff	5				
6	Faculty should be supported to allocate adequate time for scholarly work. To assign equitable workload to all the faculty members in every department.	6				
7	While providing the details of Project/Internship requirements, 'BS in Management program is mentioned on VU website instead of ADP Islamic Banking which needs to be corrected.	7				
8	As per HEC Undergraduate Education Policy 2023, projects and internships courses are not a requirement.	8				
9	As per HEC Undergraduate Education Policy 2023, students of ADP program are required to get "field experience of six to eight weeks (preferably undertaken during semester or summer break) must be graded by a faculty member in collaboration	9				

Criterion 3 – Laboratories and Computing Facilities					Weight = 0.10	
Factors Score		5	4	3	2	1
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are the university's infrastructure and facilities adequate to support the program objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	8	3	0	0
Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight =		7.33				
Comments/Observations/Key Findings:						
1	Computer labs/documentation/instructions etc. are available and readily accessible to faculty and students.	1				
2	Support personnel for instructions and facilities are adequate to support the program objectives.	2				
3	University computing infrastructure and facilities are adequate to support the program objectives.	3				

Criterion 4 – Student Support and Advising					Weight = 0.10				
Factors Score			5	4	3	2	1		
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	Does the university provide academic advising on course decisions and career choices to all students?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Total Encircled Value (TV)			0	8	0	2	0		
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight =			6.67						
Comments/Observations/Key Findings:									
1	Student counseling is available as far as studies are concerned, but professional counseling is missing.	1							
2	Courses have been offered in sufficient frequencies to complete the program on time.	2							

Criterion 5 – Process Control					Weight = 0.15				
Factors Score			5	4	3	2	1		
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	Is the process to register students in the program and monitoring their progress documented?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	Is the process to recruit and retain faculty in place and documented?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10	Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Total Encircled Value (TV)			0	28	6	4	0		
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight =			10.36						
Comments/Observations/Key Findings:									
1	Complete documentation and process is observed for admission of students which is meeting its objectives.	1							
2	The process to recruit faculty is in place according to HEC requirements whereas VU needs to focus on retention of faculty.	2							

Criterion 6 – Faculty			Weight = 0.20				
Factors Score			5	4	3	2	1
1	Are there enough full-time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do the majority of faculty members hold a Phd degree in their discipline?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Are there mechanisms in place for faculty development?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Are faculty members motivated and satisfied so as to excel in their profession?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)			5	4	9	4	0
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight =			12.57				
Comments/Observations/Key Findings:							
1	Research culture must be promoted. Financial support for scholarly work must be improved.	1					

Criterion 7 – Institutional Facilities			Weight = 0.10				
Factors Score			5	4	3	2	1
1	Does the institution have the infrastructure to support new trends such as e-learning?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does the library contain technical collection relevant to the program and is it adequately staffed?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)			0	4	3	2	0
Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight =			6.00				
Comments/Observations/Key Findings:							
1	University has a well-developed infrastructure to support new trends and technical collection of contents relevant to the program.	1					

Criterion 8 – Institutional Support			Weight = 0.10				
Factors Score			5	4	3	2	1
1	Is there sufficient support and finances to attract and retain high quality faculty?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)			0	0	6	0	0
Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight =			6.00				
Comments/Observations/Key Findings:							
1	Sufficient support and finance are required to retain high-quality faculty.	1					
2	There are not adequate high-quality graduates and Ph.D students.	2					

$$\begin{aligned}\text{OVERALL ASSESSMENT SCORE} &= S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 \\ &= 4.0 + 13.5 + 7.33 + 6.67 + 10.3 + 12.5 + 6.00 + 6.00 \\ &= 66.44 / 100\end{aligned}$$

Overall Comments by Assessment Team:

Comments by DQE Coordinator: