Executive Summary
BS in Business Administration (BSBA)
Cycle: IV (2024–25)

Transitioning to PREE: The BSBA Program's Assessment Milestone

The Department of Management Science completed its fourth self-assessment (SA) cycle for the BSBA program—its first review under HEC's newly introduced Program Review for Effectiveness & Enhancement (PREE) framework. This marked a significant milestone, as the department embraced a model that goes beyond compliance and emphasizes effectiveness, enhancement, and continuous improvement. Despite being in its pilot phase of the PREE framework, SA demonstrated VU's strong commitment to quality assurance and alignment with evolving national standards. The PREE framework provided a fresh lens for evaluating academic programs, focusing on how well the program delivers its intended outcomes and how it can be strengthened for the future. For this review, the evaluation panel applied rubric-based scoring—developed by the Directorate of Quality Enhancement (DQE)—to ensure objectivity in interpreting the judgment criteria, even though HEC's official judgment guidelines were unavailable. The assessment concluded with the program being rated "Approved with Recommendations", achieving a normalized rubric score of 80.98 out of 90 (~89%), as specific standards did not apply to this program.

PREE Implementation: Process Overview

The review process unfolded in several structured stages, each reinforcing the PREE framework's emphasis on evidence-based evaluation and enhancement:

- **Initiating the Process:** The chairman of the Institutional Quality Circle (IQC) initiated the cycle by granting anticipatory approval, after which the Program Team (PT) and Assessment Team (AT) (see Table 1) were formally notified and oriented.

- **Data Collection & SAR Development:** The PT prepared a Self-Assessment Report (SAR) addressing PREE's eight standards outlined as Expected Outcome Indicators (EOIs). This report is based on surveys, data analytics, and stakeholder feedback gathered by DQE to provide an evidence-based overview of the program's performance.

- **Panel Review and PREE Judgement:** A diversified Assessment Team comprising a departmental senior faculty member, an inter-departmental faculty member and external team member was constituted. The external AT critically evaluated the SAR during an exit meeting. Using a rubric calculator, the panel translated qualitative judgments into an objective numeric score, resulting in a panel judgment of **"Approved with Recommendations,"** ensuring consistency in applying the PREE judgment criteria.

- **Continuous Quality Improvement (CQI):** The outcome of the Self-PREE has triggered a CQI cycle by pinpointing critical areas that require enhancement and providing constructive suggestions for targeted improvements. In response, the department head will initiate an implementation plan to address these findings directly. The DQE will oversee the execution of this plan, ensuring that recommendations are translated into measurable progress and continuous program development.

Table 1: Program & Assessment Teams

Members' Name	Designation	Affiliation	Role
Program Team			
Ms. Saba Munir	Lecturer	Management Science, VU	PT Lead
Ms. Asma Hassan	Lecturer	Management Science, VU	PT Member
Mr. Awais Imam	Lecturer	Management Science, VU	PT Member
Ms. Irfana Aslam Ghouri	Manager		QA Coordinator
Assessment Team			
Dr. Rab Nawaz Lodhi	Associate Professor	Hailley College of Commerce, PU Lahore	AT Lead (External)
Dr. Noreen Zahra	Assistant Professor	Management Science, VU	AT Member (Internal)
Dr. Naureen Ehsan Ilahi	Assistant Professor	Biological Science, VU	AT Member (Internal)

PREE Quality Standards & Implementation

The PT developed the SAR according to the eight (8) PREE criteria:

Standard	Title	Implementation
1	Program Mission, Objectives, & Outcomes	These five standards are specific to the program. All related content is recorded in SAR, and AT evaluates these standards.
2	Curriculum Design and Organization	
3	Laboratory and Computing Facility	
4	Student Support and Advising	
5	Teaching Faculty / Staff	
6	Institutional Policies & Process Control	This standard was not individually reviewed for this program, as these policies are centralized and uniformly applied across all programs.
7	Institutional Support & Facilities	This standard is partially addressed in the first five standards and partially in the RIPE (Review of Institutional Performance and Enhancement) process.
8	Institutional General Requirements	This standard applies only to graduate programs, while the program under review is at the undergraduate level.

DQE Role and Support

The DQE role was pivotal in facilitating the review by providing the PT with all essential resources, including reference documents, raw data from graduating students, alums, faculty satisfaction surveys, and program enrollment and performance statistics. A critical evaluation exit meeting was convened at the Lawrence Road Office (LRO), bringing together the AT and PT, the HOD, and DQE representatives to discuss findings and clarify observations. Following this review, the AT submitted its rubric-based evaluation and detailed report to the DQE. These findings were formally shared with HOD to guide the preparation of an Implementation Plan, forming the basis for targeted improvements under the CQI cycle.

Key SAR's Findings Snapshot:

Standard	AT Score	Major Strengths
1	13.71 / 15	• PEOs reflect subject knowledge, skills, and attributes and align well with the University Mission. • The program outcomes are measurable and are appropriately aligned with the PEOs. • Positive student feedback.
2	19.50 / 20	• Curriculum is adequately aligned with the new undergraduate policy.
3	12 / 15	• Adequate LMS and ICT resources; virtual lab support.
4	9 / 10	• An online student advising mechanism is in place. • Career orientation webinars are arranged occasionally.
5	18 / 20	• Qualified faculty with strong academic credentials • Positive faculty feedback.
6	8.77 / 10	• All the academic-related processes are digitized. • Admission dashboard available. • Student progress and credentials can be tracked digitally.
7	N/A	N/A
8	N/A	N/A

Thematic Observations & Recommendations:

Program Alignment and Outcome-Focused Curriculum

The BSBA program reflects a foundational alignment between its PEOs, PLOs, and the overarching academic goals of Virtual University. The curriculum structure covers essential business disciplines and reflects compliance with HEC's National Qualifications Framework (NQF). Embedding a strategic approach to evaluate the program's mission and graduate outcomes will elevate its effectiveness and relevance While CLOs and PLOs are mapped, the measurement tools are insufficiently developed, limiting a true outcome-based education model.

To improve curriculum alignment, the panel recommended:

- Incorporate a strategic plan to measure the program outcomes, incorporating student performances against program learning outcomes at graduation and tracing students' career paths and successes.
- The Employer Survey has not yet been conducted. It would be beneficial to take appropriate steps to gather feedback from employers.
- The NBEAC accreditation process should be initiated.
- Develop a program mission statement that clearly links to institutional and national priorities.
- Establish a Curriculum Content Review Committee for semester-wise evaluation and updates.

Learning Environment, Resources, and Infrastructure

The BSBA program benefits from a well-established virtual infrastructure, enabling nationwide accessibility through VULMS. The computing infrastructure is considered a strong point, supporting academic delivery efficiently.

The panel recommended:

- Integrate emerging technologies in LMS —particularly generative AI—to enhance pedagogical methods for improved learning outcomes.
- Student and faculty survey forms should include sections for feedback on computing services
- Conduct benchmarking of computing facilities with top-tier institutions to ensure continued relevance.

Student Support, Engagement, and Professional Development

The program provides online academic advising, communication tools through the LMS, and occasional career-focused webinars. However, comprehensive student support services— particularly those centered on personal development, career preparedness, and practical exposure—are still underdeveloped. Moreover, existing student engagement strategies are primarily feedback-driven and offer limited opportunities for active participation.

The panel advised the following improvements:

- Transform academic advising into an integrated counseling framework that supports academic progress, career planning, and personal growth.
- Strengthen collaboration between academia and industry to create pathways for internships and mentorship opportunities

Faculty Capacity and Scholarly Environment

The faculty is highly qualified and plays a pivotal role in the academic strength of the program. Additionally, faculty development efforts are largely focused on research publications, with insufficient attention to pedagogical enhancement and academic growth.

To further strengthen this area, the panel recommended:

- Strengthen existing workload management practices to create a balanced distribution that allows faculty to contribute to teaching excellence and scholarly activities.
- The department should prepare training and professional development plans for faculty.

Governance, Quality Processes, and Continuous Improvement

The BSBA program is administered through established governance structures and utilizes LMS-based tools for course delivery and performance tracking. Although several quality assurance components—such as surveys and performance dashboards—are in place, their application in planning and decision-making remains inconsistent. The Self-PREE process marked a constructive beginning but needs to mature into a sustained cycle of feedback and responsive action.

This area can be further enhanced by:

- Expanding the use of KPI dashboards to provide deeper insights, analyze trends, and support data-informed decision-making.
- Improving complaints and query handling procedures to make them more transparent and time bound. Evaluate for continuous improvement.
- Update the existing instructor-reflection and student course-evaluation forms into a Course-Analytics Framework, pairing data-driven instructor diagnostics with CLO-linked student feedback to yield actionable evidence for targeted course content and teaching improvements.

Conclusion

The BSBA program demonstrates foundational alignment with academic standards and institutional goals, supported by qualified faculty and a robust virtual infrastructure. However, to strengthen its overall impact, the panel recommends establishing formal outcome assessment strategies, modernizing content delivery, enhancing student support and industry linkages, promoting faculty professional development and research culture, and advancing quality assurance through data-driven planning and continuous feedback mechanisms.

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