Executive Summary
BS in BS Psychology
Cycle: IV (2024–25)

Transitioning to PREE: The BS Psychology Program's Assessment Milestone

The Department of Psychology completed its fourth self-assessment (SA) cycle for the BS Psychology 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 69.40 out of 90 (77.11%), 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 Institutional Quality Circle (IQC) chairman initiated the process by granting anticipatory approval, following which the Program Team (PT) and Assessment Team (AT) (refer to Table 1) were officially notified and oriented. The Assessment Team was composed of a diverse group, including a senior faculty member from the department, a faculty member from another department, and an external expert

- **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:** 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. Amna Haider	Lecturer	Psychology, VU	PT Lead
Ms. Shafaq Parvaiz	Lecturer	Psychology, VU	PT Member
Mr. Muhammad Irfan Haider	Lecturer	Psychology, VU	PT Member
Syed Naveed Anwer	QA Officer		QA Coordinator
Assessment Team			
Dr. Mahira Ahmad	Assistant Professor	Comsat University Lahore	AT Lead (External)
Ms. Asma Zafar	Lecturer	Psychology, VU	AT Member (Internal)
Dr. Sabeen Qamar	Assistant Professor	Education, 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 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	10.67/ 15	• PEOs and PLOs are well-structured, aligned with institutional goals, and use action-oriented language. • The program outcomes are measurable and are appropriately aligned with the PEOs. • A fair and transparent assessment model at the course level is in practice.
2	16 / 20	• The curriculum is well-structured, aligned with national standards and program objectives. • It integrates theory, problem-solving, IT skills, communication, and incorporates regular stakeholder feedback
3	10.80 / 15	• The program provides well-maintained labs and IT infrastructure, with updated manuals and technical support to meet instructional needs.
4	8.67 / 10	• A well-documented plan guides the delivery of major, elective, and allied courses. • Students receive clear information about program requirements through effective communication channels.
5	14.50 / 20	• Student feedback on teaching and assessment is regularly gathered and used to enhance instructional quality. • Faculty development is supported through structured training at both departmental and institutional levels. • Systems are in place to help faculty stay professionally updated and allocate time for research and scholarly work.
6	8.77/ 10	• All academic processes are fully digitized. • A dedicated admission dashboard is available. • Student progress and academic records are tracked through digital systems.
7	N/A	N/A
8	N/A	N/A

Thematic Observations & Recommendations:

Program Alignment and Outcome-Focused Curriculum

The BS Psychology program demonstrates strong alignment with its PEOs, PLOs, and the mission of Virtual University. The curriculum integrates contemporary content and prepares graduates for roles in the ICT sector, reflecting a solid foundation that meets both academic and market expectations.

The review panel acknowledged the program's responsiveness to evolving educational and industry needs. However, to enhance its impact, further structuring and formalization are recommended:

- Formulate a formal strategic plan to assess PEOs, including clear timelines, key performance indicators (KPIs), and mechanisms for incorporating stakeholder feedback.
- Compare the curriculum with national qualification frameworks and at least one recognized international standard, identifying alignment gaps and outlining corrective actions.
- Constitute and officially notify a standing Curriculum Content Review Committee to oversee ongoing curriculum evaluation.
- The Employer Survey has not yet been conducted. It would be beneficial to take appropriate steps to gather feedback from employers.

Learning Environment, Resources, and Infrastructure

The BS Psychology program benefits from a centralized LMS that facilitates smooth academic registration and monitoring, contributing to operational efficiency. Laboratory and computing infrastructure is documented and generally aligned with program requirements. Students and faculty have access to instructional materials and technical support, although further improvements are needed. Institutional policies support transparent admissions, credit transfer, and program expectations, contributing to a functional academic environment. However, to enhance its impact, further structuring and formalization are recommended:

- Benchmark laboratories and computing infrastructure against national and reputable international standards to ensure adequacy and relevance for effective learning and research.
- Establish clear timelines for the periodic review of institutional policies to ensure ongoing relevance and compliance.

Student Support, Engagement, and Professional Development

Students enrolled in the BS Psychology program benefit from an established advising mechanism and are clearly informed about program requirements through accessible and timely communication channels. A basic academic advising and counselling framework is in place, offering necessary guidance when needed. While opportunities for student engagement with professional communities and industry are currently limited, mechanisms exist for collecting course feedback through evaluations, which contribute to improving instructional quality. To maximize impact, further structuring and formalization of these support mechanisms are recommended:

- Establish an officially notified counseling and advising service to provide comprehensive support, including mental health, academic guidance, and career services.
- Implement a data-driven early warning system to flag at-risk students (e.g., based on low CGPA or course withdrawal patterns).

Faculty Capacity and Scholarly Environment

The BS Psychology program is supported by an adequate number of qualified faculty members who ensure effective curriculum delivery and the achievement of academic objectives. Faculty development initiatives at both the institutional and departmental levels are in place to promote continuous professional growth. Faculty qualifications and academic profiles are publicly accessible, enhancing transparency. Regular feedback on teaching effectiveness is gathered and used to improve instructional practices, while scholarly engagement and professional development opportunities are actively encouraged.

To further strengthen this area, the panel identified opportunities for improvement, such as:

- Implement a structured Faculty Professional Development Plan with defined themes, training schedules, and regular evaluations to enhance teaching effectiveness and professional growth.
- Promote a research-driven academic environment by developing a departmental research strategy and fostering faculty motivation through feedback and incentive mechanisms.

Governance, Quality Processes, and Continuous Improvement

The BS Psychology program shows foundational alignment between institutional, and program-level goals and follows transparent policies related to student registration, admissions, and credit transfer. However, to enhance strategic direction and quality assurance processes, the following are recommended:

- Ensure the university mission and vision statements are formally approved by statutory bodies.
- Develop a university-wide data analytics strategy that transforms digitized process data into KPIs, dashboards, and feedback loops.
- Strengthen the existing student course-evaluation survey by adding CLO-aligned and concept-specific questions that generate granular, actionable data on outcome attainment and concept comprehension, enabling evidence-based revisions to course content.
- Strengthen the end-of-semester instructor reflection process by introducing a structured, data-driven Student-Performance Diagnostic Report that translates learning-outcome

attainment and content-quality analytics into targeted curriculum and pedagogy improvements.

Conclusion

The BS Psychology program is well-aligned with institutional goals and provides a solid academic foundation through a contemporary curriculum, qualified faculty, and supportive infrastructure. To enhance its effectiveness and long-term impact, the panel recommends formalizing outcome assessment strategies, strengthening student support services, benchmarking resources, promoting faculty development and research, and advancing data-driven quality assurance processes.

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