Executive Summary
Associate Degree in Supply Chain Management
Faculty of Management
Self-Assessment Cycle-III (2023-24)

Quality of higher education is monitored by Quality Assurance Agency (QAA) of HEC by various means. One of the means is Self-assessment of the programs offered by a University/HEI (Higher Education Institute). The Self-assessment process is conducted according to the guidelines provided by QAA in the Self-assessment manual. In this regard, the current document summarizes the findings of the self-assessment process for the program Associate Degree in Supply Chain Management offered by the Department of Management Science.

The department is committed to produce graduates who can lead organizations towards success and prosperity in the global marketplace. The department offers rigorous programs in different areas of specialization. The department has completed the following tasks with reference to Self-assessment process:

1. Development of **Self-Assessment Report (SAR)** by Program Team for the Associate Degree in Supply Chain Management

2. Assessment of the said program and submission of **Assessment Report (AR)** by Assessment Team for Associate Degree in Supply Chain Management

3. Development of **Rectification Plan** by Head of Department

The tasks were completed according to the set methodology through Program and Assessment Teams nominated by the Rector upon recommendation of the Department.

Procedure

The following procedure has been adopted to complete the self-assessment process:

1. Head of department nominated a program team (PT) for the program under consideration. DQE (Directorate of Quality Enhancement) arranged initial orientation and training session for PT. The composition of PT is given below:

Table 1: Program Team

Sr.#	Name	Designation
1.	Muhammad Atiq Khan	Lecturer, Management Science

2. All the relevant material such as Self-Assessment manual, survey forms, etc. were provided to PT.

3. Continuous support, guidance, and feedback were provided to PT to develop SAR for the said program.

4. After completion and submission of the final SAR by PT, the Rector, upon recommendation of the HOD, approved constitution of an Assessment Team (AT) for critical appraisal of the program and SAR. The composition of AT is given below:

Table 2: Assessment Team

Sr.#	Name	Designation
1.	Dr. Naveed Ahmad	Assistant Professor, Management Science

5. SAR developed by PT was forwarded to AT for critical review.

6. After completion of critical review and assessment of the SAR, DQE arranged an exit meeting between AT and PT in presence of the Head of Department and DQE team.

7. After the visit, AT submitted a Rubric form to DQE.

8. DQE forwarded the observations & findings of AT report to the Head of Department for developing a rectification plan.

9. DQE will now monitor implementation of corrective actions proposed by AT.

Criteria in SAR:

Following eight (8) criteria defined by the HEC are used to develop SAR:

- Criterion 1: Program Mission, Objectives and Outcomes
- Criterion 2: Curriculum Design and Organization
- Criterion 3: Laboratory and Computing Facility
- Criterion 4: Student Support and Advising
- Criterion 5: Process Control
- Criterion 6: Faculty
- Criterion 7: Institutional Facilities
- Criterion 8: Institutional Support

Key Findings about the Program:

Following is a summary of the key findings after program's assessment:

1. Currently, there is no mechanism to get employees' feedback regarding program mission, objectives and outcomes was found. A framework to incorporate major stakeholders feedback should be developed.

2. Program assessment results should be publicly available, and major stakeholders must have access to performance indicators of the department and the university.

3. Periodic revisions in the program mission, objectives and outcomes are necessary to incorporate the contemporary trends.

4. Overall performance assessment shows that there are some inactive students and those having withdrawn admissions. There should be a policy to retain students in ADP-SCM.

5. Many of CLOs are not matched with the PLOs, therefore, PLOs should be revised in order to synchronize them with CLOs in ADP-SCM.

6. There is a need to add more relevant courses in the light of metaverse technologies (e.g. Artificial intelligence, robotics, block chain and big data).

7. The curriculum lacks some workshop-based courses (e.g. ERP). There is a need to add such courses to the curriculum.

8. HEC nomenclature defined in the undergraduate policy 2023 should be followed for classification of the courses.

9. Lab manual should be printed and attached on the notice boards in student campuses.

10. There is no career counseling center at the university. Most of the times, students seek career guidance through interaction with their faculty members at the department.

11. There should be career counselling sessions led by SCM experts to cultivate high-quality students in the field.

12. There is a need to encourage students to participate in different societies and marketing efforts.

13. Online admission counselors and a helpline for admissions via phone or WhatsApp are currently unavailable.

14. There is a lack of interaction between students and faculty before the admissions, there should be a collaboration between admission office and relevant faculty members. Each Department must have a representative to resolve departmental admission queries.

15. The admission and selection criteria adhere to university guidelines and align with HEC rules and regulations.

16. VUP adheres to HEC criteria for hiring and recruiting faculty members in the department.

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18. Supply chain management related specialization faculty needs to be recruited as currently only one PhD faculty member is in the department.

19. More faculty members having specialization in SCM should be recruited as SCM is an emerging field globally, however, it is at infancy state in Pakistan and VUP.

20. The library resources for SCM are inadequate. While some books are currently housed within the business department, there is a need to establish a dedicated section for SCM books and scholarly material.

21. Lack of access to digital library databases led to the poor research culture at the department and students face difficulties in completing academic activities in some subjects.

22. A mechanism for requesting e-books from the library section should be established.

23. Most respondents of the faculty survey are dissatisfied with the facilities for scholarly activities due to the lack of access to both physical and digital libraries with reputable journals, hindering their research efforts.

24. High-quality faculty should be compensated with scholarly rewards, as there is currently no reward policy based on faculty members' scholarly work.

25. TAs should be provided to senior faculty members. In this way, a research culture will be promoted and the workload will also be shared.

Conclusion and Recommendations:

Analysis of the Criteria Referenced Self-Assessment reveals that performance of the department is 'Good to Excellent' in most of the areas. The program has secured (79.71/100) score reported by AT which reflects overall good performance.

The areas that need corrective actions identified during self-assessment process have been reported to Head of the Department for rectification. DQE will follow up the implementation plan as per specific time-frame to track continuous improvement.

Prepared by:

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