

**Executive Summary**  
**Self-Assessment Report (SAR) of Program**  
**Associate Degree – Web Design and Development**  
**Directorate of Quality Enhancement (DQE)**  
**Virtual University of Pakistan**

The Virtual University of Pakistan was established in 2002 intending to provide extremely affordable world-class education to aspiring students all over the country regardless of their physical location. The University also aimed to alleviate the lack of capacity in the existing universities while simultaneously tackling the acute shortage of qualified professors in the country using free-to-air satellite television broadcasts and the Internet. To pursue this aim, the Department of Computer Sciences is designated to initiate and implement the Self-Assessment process designed by the Quality Assurance Agency (QAA) of HEC. The current document summarizes the findings of the self-assessment process completed during the assessment period **July 2020 – June 2021 (Cycle – 2)** for Associate Degree in Web Design and Development.

The department is committed to producing graduates who can lead organizations towards success and prosperity in the global marketplace. The department follows its vision in all of its courses and areas of specialization offered at both Masters and Bachelors levels. The department feels satisfied upon completion of the following list of tasks:

1. The development of ***Self-Assessment Report (SAR)*** by a Program Team constituted for **Associate Degree program in Web Design and Development**.
2. The conduct of critical review and submission of an ***Assessment Report (AR)*** by Assessment Team for Associate Degree program in Web Design and Development.
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 on the recommendation of the Department.

### **Methodology**

The following methodology is adopted to complete the whole SAR cycle:

1. A Program Team (PT) was nominated for the program. Initial orientation and training sessions for all members were arranged by DQE. The composition of PT is given below:

**Table 1: Program Team**

Name	Designation
Neelam Alam	Instructor (Department of Computer Sciences)

2. All the relevant material such as the SAR manual, survey forms, etc. was provided to PT.
3. Continuous support, guidance, and feedback were provided to PT members to prepare the SAR for the said program.

4. After completion and submission of the final SAR by PT, an Assessment Team (AT) was formed by the Rector on the recommendation of the Department. The composition of AT is given below:

**Table 2: Assessment Team**

Name	Designation
Asma Batool	Assistant Professor (Department of Computer Science)

5. The SAR developed by PT was forwarded to AT for critical review.
6. After completion of the critical review and assessment of the SAR, AT members visited the department and had a meeting with PT.
7. After the visit, AT submitted a report and feedback form (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 the implementation of the Rectification Plan.

### **Parameters for the SAR:**

The SAR is prepared on the following eight (8) criteria prescribed by the HEC:

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

### **Key Findings of the SAR:**

Following is the summary of the key SAR findings:

1. Alignment between program objectives and outcomes is essential and for this purpose, there is a need to make fine-tuning objectives and outcomes and also to make them measurable.
2. The offering order of courses is inappropriate. The revised order is available in AT report.
3. The program is purely designed to enhance the practical exposure of students but this aim is not targeted aptly.
4. The processes of the university are well established and centralized. However, minimal information is available to comment on the important aspects of the review and

evaluation of these processes. ATs were unable to identify when these processes are being evaluated and how the results of such evaluations are being used for decision-making.

5. It is reported that an e-library or digital library is used but no supporting documents like e-catalog, login history, list of subscribed Journals, e-books, etc. were available.
6. The outlook of the program is theoretical rather than it should be skill-oriented.
7. It is reported that the counseling and advising mechanisms are provided to students but to what extent these mechanisms are effective & efficient is not predictable.
8. As per the information provided by PT, the study centers are sufficient enough to meet the academic needs of the students, however, to assess the adequacy and effectiveness of those recourses to meet student's academic needs, the audit reports of the last three years must be provided with SAR to AT because due to geographical locations of these centers, the physical audit/inspection by AT is not possible.
9. AT suggested that the university must offer 'internship' opportunities to students to expose them to a practical environment.
10. The AT highlighted reservations about formal career counseling prospects which were found insufficient. The AT proposed that the University must arrange seminars and invite experts from industries and organizations for live interaction.
11. Lack of time for research activities is identified as a main weak area of the job description of faculty associated with the Virtual University of Pakistan.

### **Conclusion and Recommendations:**

While analyzing Rubric Criteria provided by HEC for Self-Assessment, it has been found that the performance of the department is satisfactory but some areas need improvement. The AT awarded an overall assessment score (75/100). The team also identified need improvement areas. These gray areas and average rubric scores demand a rectification plan that must be implemented immediately.

Different criteria were rated low by AT. These include Criterion # 3 (Laboratories and Computing Facilities), and Criterion # 8 (Institutional Support). The rating of the criterion "Laboratories and Computing Facilities" envisages that specific computer labs along with specially installed software are required for practical exposure of students. The other two criteria are related to faculty about which the findings of AT predict that they are not satisfied with the incentive plan devised by the University to retain quality faculty. The team also showed concerned about the shortage of Ph.D. faculty members, publications output of faculty, and limited access to digital resources and physical library.

The Need Improvement areas identified during the self-assessment process have been reported to the Head of the respective Department and specific rectifications have also been requested. DQE will follow up on the implementation plan as per the specific time frame.


**Prepared by:**



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Director DQE:



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The Rector:

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