

Executive Summary
Bachelor of Business and Information Technology
Faculty of Management
Self-Assessment Cycle-III (2022-2023)

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 Self-assessment manual. In this regard, current document summarizes the findings of self-assessment process for the program Bachelor of Business and Information Technology 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 Bachelor of Business and Information Technology
2. Assessment of the said program and submission of **Assessment Report (AR)** by Assessment Team for Bachelor of Business and Information Technology
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.	Mr. Talha Subhan	Tutor/Instructor, 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. Nabegha Mehmood	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 report and 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. Mission statements of the department and program are neither approved nor published at the University website.
2. Program outcomes are missing at VU website.
3. The mapping of program objectives vs. Program outcomes and further program objectives vs. Courses' learning outcomes reported in SAR is neither appropriate nor logical. It is therefore, needed to provide capacity building opportunities to faculty.
4. Learning objectives/Course synopsis and outcomes need to be revised in many of the courses to make them updated and mutually associated or aligned.
5. The employers' survey has not been conducted. It is essential to conduct employers' survey for determining the kinds of skills required in the candidates to perform well on their jobs.
6. The statements in Alumni and Graduating students survey forms need to be modified with the help of faculty to make them more specific to e-learning. The proforma for Teacher Course Evaluation also needs to be revised by taking inputs from faculty.

7. In the scheme of studies available at the main website of VU, the courses are still categorized as “required” and “elective” which is the internal terminology of VU. However, the classification of courses according to HEC nomenclature such as compulsory, general, major, elective etc. is entirely missing.
8. Comparison and assessment of the BBIT program offered by VUP with the HEC curriculum are not possible as the HEC curriculum for BBIT is not available.
9. Virtual University is already offering IT-based professional courses for enhancing students’ hard-core technical skills in the IT domain. However, these professional courses are not currently being taught in the BBIT program as subjects or being included in the BBIT syllabus as professional courses. The mode of inclusion of such technical skills courses/subjects in the BBIT degree program with respect to the way it is offered (to either choose from the existing interface on the VUP website as professional course or be recorded in original form as subject) and the number of credit hours that it may carry needs to be decided by a panel of IT experts in IT domain. Thus, BBIT students may be allowed to select or be offered at least 6-8 courses/subjects respectively, on the pattern of the already listed Professional or DIGI-Skills courses on the VU- website (AI-Artificial Intelligence course; VU CISCO Network courses; DIGI skills courses) or may be offered the same as subjects so as to equip students with better future professional prospects.
10. Some of the courses have outdated video contents. In such courses, supplementary material in lesson videos can be uploaded at LMS.
11. The student advisor facility is good for providing guidance to the student for understanding the system, procedures, and other relevant areas but there is no career advisory and external linkages facility available for students in VUP. There should be a full-time office providing career advisory to the graduates. Further, strong industry linkages should be developed to facilitate students in their internships and job placements through regular job fairs, campus recruitment drives, professional skills development sessions, or creating a platform to connect already on-the-job students /employers with those who are looking for job opportunities.
12. Although Student Support System is quite adequate and might need a little upgradation/enhancement. Existing software may be made more interactive and efficient to reduce the time to respond to students’ queries and improve their study patterns.
13. Being an ICT-based University, it is important to provide the infrastructure necessary for e-learning. It should provide necessary software such as MS Office to its faculty.

Currently, provided a free version of WPS lacks many basic features and is not supportive to perform quality work.

14. LMS should include a variety of tools and features to enable online teaching through teacher-guided hours wherein learning could be enhanced through teacher audio and video capabilities; online assessments with auto-generated plagiarism reports; student attendance history may be recorded on it while interacting on online interactive sessions; LMS messenger facility may be activated as well.
15. There should be a mode of recording the interactive session for students who miss collective interactive sessions so that a recording of the session by the course instructor may be made available to those students who have not been able to attend the session.
16. Research work and publications have marks in the faculty's annual performance report, therefore, it is necessary to provide research support to get access of journals (Scopus, Web of Science, etc.), software for analysis (Stata, Smart PLS, etc.), and availability of funds for publications and attending conferences.
17. Faculty motivation is low in terms of institutional support being expected for higher studies which can be raised by offering study leave with pay.
18. VUP needs to provide subscription of renowned international journals such as Taylor & Francis, Sage, Science Direct, Emerald, etc. to promote research and scholarly activities. In this regard, University can provide complete access to HEC digital library to students and faculty members.
19. Adequate support for scholarly work in terms of time, work ambiance, and finance is needed.
20. The faculty development program needs attention. University needs to provide study leaves with pay benefits and a facility of scholarship for faculty members.

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 (75.79/100) 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.

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