



Self-Assessment Report

SAR 2- 2018

*Quality
Assurance
Directorate,
NUMS*



Program: _____

**NATIONAL UNIVERSITY OF MEDICAL
SCIENCES**

Declaration

I undertake that the Self-Assessment Report of the (program) for the year _____
_____ is prepared by members of the **Program Team**:

1. _____
2. _____
3. _____

It is submitted that information provided in this Self-Assessment Report is factually correct. The report contains complete information as per the defined requirements of Higher Education Commission in collaboration with Quality Assurance/ Quality Enhancement Cell.

Important Note: 1. All pages of the report are to be duly signed & stamped by the HOD's.

2. Please complete all sections and write N/A where it does not apply to you.

3. Attach the proformae Annexures /Graphical representation of proformas results .
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Approved by the HOD

Name: _____

Designation: _____

Signature: _____

Date: _____

Assessment Team Members: (To be filled by QA)

1. _____
2. _____

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Executive Summary

This report is being almost at the end of the assessment of Army Medical College/ AFPGMI of National University of Medical Sciences (NUMS), as per the requirements of Higher Education Commission (HEC) with collaboration of Quality Assurance Department (QA). Program Team Members notified by NUMS worked with Quality Assurance team to pursue the application of Self-Assessment Manual in their respective department.

Summative Sheet

Program- M.Phil./PhD _____.

Name of Institute	Program Team	Assessment Team	AT Member Institute
		External Member	
		Internal Member	

Sr.#	Courses
1	
2	
3	

Sr.#	Faculty Names
1	
2	
3	

Sr.#	Student Names
1	
2	
3	

Signature & Stamp

(Program HOD)

* **Note:** HOD will be required to Sign and Stamp below for authentication of above required data.

Criterion 1: Program Mission, Objectives & Outcomes

Institution Mission Statement:

Standard 1-1: The program must have documented measurable objectives that support Institution's mission statement/s.

Department Mission Statement:

Program Mission Statement:

Program Educational Objectives:

Assessment of Program Objectives

The following table shows how each of the above program objective/s is measured and actions taken as a result of these measurements.

The three tools for assessments of program objectives are:

- Employer Survey (proforma # 8)
- Alumni Survey (proforma # 7)
- Graduating Students Survey (proforma # 3)

Objective	How measured	When measured	Improvement identified	Improvement made

Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes

Program Outcomes:

(Program) has the following program outcomes by the end of the program the students should be able to:

State the Outcomes here;

Outcome	Objective						
		Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
	Outcomes 1						
	Outcomes 2						

	3						
	4						
	5						
	6						

Standard 1-3: The results of the program assessment and the extent to which they are used to improve the program, must be documented.

The program is being evaluated based on 8 criteria and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC) (NUMS QA Website). Course (Proforma #1) and teacher evaluation (Proforma #10) online survey will ensure unbiased feedback from students. The gathered data analyzed and results provided to department officials for further necessary action.

The result of the program assessment is shown below in **graphical charts** for courses evaluation and teachers' evaluations.

1.3a) Course Evaluation

Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Courses evaluation can be shown in the following graphical chart: (Please include Graphic analysis of the evaluation based on data received through Proforma #1. (PT)

Sr.	Courses	Marks	Enrolled Students

Teachers Evaluation:

Teacher's evaluation (Proforma #10) can be shown in the following graphical chart. Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores

Sr.	Teacher Name	Course Name	Marks

1.3 b) Future Program Improvement Plans:

1.3 c) Strong and Weak Points/ Observations or Recommendations

1.3 d) Future Development Plans:

Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.

1.4.a) Present Student/s

1. Graduates/Undergraduates enrolled in last three years

Year	Enrolled

2. Students Faculty Ratio

3. Percentages of honor students

4. Average graduating grade point

5. Average per semester

6. Average time for completing the undergraduate program.

7. Attrition rate.

1.4aa)**a. Employer Satisfaction**

The employer survey was conducted by Faculty with the help of QEC (mention result satisfaction level. See Annexure / Employer Form (Proforma # 8 for details).

b. Students Course Evaluation Average Response Rate

Student's course evaluation average (Proforma # 1) response rate for all courses is _____

c. Students Faculty Evaluation

Teachers' evaluation results showed under section 1.3a

d. Research (Proforma # 4)

The program faculty published research papers in different journals. (Attach list in Annexure).

e. Community Service Details (If any)

f. Students/Teachers Satisfaction

Mention the ratio level; Students and teacher's satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting in-class discussions to know student's views and through feedback provided by them on HEC students Proformae 1 & 10. While, teacher's satisfaction is judged using the faculty Proforma #5.

(Table and Graph representation of data acquired from proformae)

Criterion 2: Curriculum Design & Organization

Standard 2-1: The curriculum must be consistent and supports the program's documented

Title of Degree Program:

Definition of credit hour:

Degree plan:

Semester	Course	Category (Teaching Hours)						
		Basic Science Course		Core Course	CME Hours	Independent Clinics	Field Work	
Total								
Minimum Requirement								

Faculty Proforma # 05 and student's information Proforma # 01 are attached as annexure.

2.1a Describe how the program content (courses) meets the program objectives

2-1. 2: Courses Vs Program Outcomes

Course	Outcome					
	1	2	3	4	5	6

Standard 2-2 Theory, Problem analysis and Solution design

2-2.1: Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2 in the following table.

Elements	Courses
Theoretical Background	
Problem Analysis	
Solution Design	

Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

2-3.1: Indicate whether the curriculum satisfies the basic sciences requirements for program as specified by the respective accreditation body.

a) Answer: a) Yes/No

Answer: b) Accreditation body

c) Requirements:

d) Deviations (if any) and justification for deviations:

Standard 2-4 The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Standard 2-5 The curriculum must satisfy general education, arts and professional and other discipline requirements for the program as specified by the respective accreditation body.

Standard 2-6 Information technology component of the curriculum must be integrated throughout the program

Standard 2-7 Oral and written communication skills of the student must be developed and applied in the program.

Course	Communication skills content

Criterion 3: Laboratories and Computing Facilities

a) Provide the following information about each laboratory and computing facility that are available

for use in the program under assessment:

Laboratory title	
Location and area	
Objectives	
Software available (if any)	
Major apparatus	
Major Equipment	
Adequacy for Instruction	
Safety regulations	

Laboratory title	
Location and area	
Objectives	
Software available (if any)	
Major apparatus	
Major Equipment	
Adequacy for Instruction	
Safety regulations	

Laboratory title	
Location and area	
Objectives	
Software available (if any)	
Major apparatus	

Major Equipment	
Adequacy for Instruction	
Safety regulations	

Standard 3-1: Availability of Lab manuals/ documentation/Instructions

3-1.1: Explain how students and faculty have adequate and timely access to the manuals/ documentation and instructions:

3-1.2: Indicate short comings in laboratory (bench marking with similar departments in reputable institutions)

Standard 3-2: Adequate Personal support for Labs:

3-2.1: Indicate for each lab the following:

Lab	Support personnel	Level of support	Instructional support

Standard 3-3: Adequate computing infra-structure and facilities

3-3.1: Describe how computing facilities support the computing component of your program

3-3.2: Indicate any shortcomings, benchmarking with similar departments in reputable institutions:

Criterion 4: Student support and advising**Standard 4-1: Sufficient number of students and frequency of course offerings**

4-1.1: Indicate frequency and number of students enrolled in each of the following courses:

a) Core:

b) Elective:

c) Core courses offered by other departments:

Standard 4-2: Effective student/faculty interaction

4-2.1: Describe how you achieve effective student/faculty interaction in courses taught by more than one faculty member/lecturers or teaching assistants

Standard 4-3: Course decisions and Career counseling**4-3.1: Describe how students are informed about program requirements:**

4-3.2: Describe the advising system and indicate how its effectiveness is measured?

4-3.3: Describe the student counseling system and how students get professional counseling when Needed

4-3.4: Indicate if students have access to professional counseling when necessary

4-3.5: Describe opportunities available for students to interact with practitioners and to have membership in technical and professional societies.

Criterion 5: Process Control**Standard 5-1: Admission criteria**

5-1.1: Describe the program admission criteria at the institutional level and departmental level

5-1.2: Describe policy regarding transfer from other universities/ credit transfer or transfer to the program from another major within the college:

5-1.3: Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process

Standard 5-2: Process of registration

5-2.1: Describe how students are registered in the program

- Online Registration Process for program
- Newspaper advertisements

5-2.2: Describe how student's academic progress is monitored and how their program of study is verified to adhere to the degree requirements.

5-2.3: Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process

Standard 5-3: Faculty recruitment, evaluation and promotion

5-3.1: Describe the process used to ensure that highly qualified faculty is recruited to the program

5-3.2: Indicate methods used to retain excellent faculty members

5-3.3: Indicate how evaluation and promotion processes are in line with institution mission statement

5-3.4: Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process

Standard 5-4: Teaching and delivery of course material

Students are the recipient of the delivery of course material, through their teachers. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on **Performa #1** regarding course contents and how it was delivered. Through **Performa # 10**, students evaluate and comment on teacher's efforts. Faculty feedback is also taken on HEC **Performa # 2** (Faculty Course

Review Report) and **Performa # 5** (Faculty Survey) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

(Proformae are attached as annexure.)

5-4.2: Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process

Standard 5-5

5-5.1: Describe the procedures used to ensure that graduates meet the program requirements

5-5.2: Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process

Performa Survey of Departments offering PhD program

Criterion 6: Faculty

Standard 6-1: Faculty numbers and Qualifications

6-1.1: Complete the following table indicating program areas and number of faculty in each area

Program's area of specialization	Courses in the area and average number of sections/year	Number of Faculty with each area	Number of Faculty with PhD degree
Total			

6-12: Each Faculty member should complete a resume (attached as Proforma #9)

Standard 6-2: Faculty Development

6-2.1: Describe the criteria developed by the department, for faculty to be deemed current in the discipline.

6-2.2: Based on the above criteria and information in the faculty member's resumes what percentage of them is current?

6-2.3: Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development

6-2.4: Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development

6-2.5: Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.

Standard 6-3: Faculty Motivation

6-3.1: Describe program and processes in place for faculty motivation.

The faculty survey of the program using HEC **Proforma # 5** is assessed. **Faculty Survey proforma** is attached.

6-3.2: Indicate overall rating of the faculty regarding

Criterion 7: Institutional Facilities

7-1.1: Describe the infrastructure and facilities that support new trends in learning such as e-learning?

Standard 7-2: Library

7-2.1: Describe the adequacy of the library's technical collection

7-2: Describe the support rendered by the library

Standard 7-3: Classrooms

7-3.1: Describe the adequacy of the class rooms

7-3.2: Describe the adequacy of faculty offices

Criterion 8: Institutional Support

Standard 8-1: Support and financial resources

8-1.1: Describe how your program meets the standard of adequate support and financial services. If it does not explain the main causes and plans to rectify the situation

8-1.2: Describe the level of adequacy of secretarial support, technical staff and office equipment

Standard 8-2: Graduate students and research assistants

8-2.1: Provide the number of graduate students, research assistants, PhD students and the faculty graduate ratio for the last 3 years(Graduating Students Proforma #3)

Graduate students	Year 20 _____	Year 20 _____	Year 20 _____
Research assistants			
PhD students			
Faculty graduate ratio			

Attached as annexure: Research Student Progress review form

Standard 8-3: Financial resources

8-3.1: Describe the resources available for the library:

The library has the following resources:

Item	Quantity as of _____ (Month/year)
------	-----------------------------------

Books	
Periodicals	
Full text journal articles	
Media	
Other	

8-3.2: Describe the resources available for the Laboratories

The laboratory has the following resources:

Course	Lab	Equipment

8-3.3: Describe the resources available for the computing facilities

The laboratory for computing facilities has the following resources:

Course	Lab	Computing Equipment

Conclusion:

In conclusion, the strong and weak areas of the program can be mentioned as;

❖ **Strong Areas**

❖ **Weaknesses**

❖ **Note: Please attach the proformae Annexures /Graphical representation of proformae results wherever required.**

Signature
Program Coordinator

Signature
Program Director/ HoD

Signature:
Principal/Commandant