Quality Assurance Policy

of

Sukkur IBA University

SUKKUR IBA UNIVERSITY

1. Preamble

The establishment of quality assurance systems in higher education is a matter of global importance. There is a growing worldwide demand for mechanisms that ensure quality assurance (QA) at the national, regional, and global levels. Throughout the years, there has been a noticeable rise in the number of Higher Education Institutions (HEIs), accompanied by increased engagement of external stakeholders, which has led to changes in governance structures. To address these developments, HEIs worldwide have implemented internal quality assurance systems, adopting a formal institutional approach and comprehensive documentation.

To support this endeavor, quality assurance agencies, such as national accreditation bodies, have been established. These agencies provide policy guidelines that assist HEIs in aligning their quality policies with national and international standards, as well as best practices. This collaborative effort between HEIs and accreditation bodies helps to ensure the delivery of high-quality education and academic standards in line with global expectations.

1.1 QEC Vision

Our aspiration is to be acknowledged as the foremost educational institution, dedicated to instilling and relentlessly pursuing the most exceptional quality assurance practices, acknowledged both domestically and globally.

1.2 QEC Mission

We integrate Continuous Quality Improvement (CQI) principles into all aspects of our institution, including teaching, student learning, and administrative support mechanisms.

1.3 QEC Establishment

The foundation of the Quality Enhancement Cell (QEC) was laid at Sukkur IBA University in April 2010 upon the recommendation of the QAA-HEC, Islamabad. Since then QEC has never looked back and has been engaged in monitoring and enhancing the existing processes, procedures, and practices implemented within academic and administrative units while keeping in view the mandate given by HEC and in conformity with the standards envisaged by international quality assurance networks.

1.4 QEC Responsibilities

The responsibilities of the Quality Enhancement Cell (QEC) encompass various areas including, but not limited to:

1. Evaluating each taught course within the university
2. Conducting program assessments to ensure the quality of academic programs
3. Evaluating faculty members to gauge their performance and effectiveness
4. Conducting surveys to gather feedback from students on their learning experiences
5. Reviewing postgraduate (PG) programs of the university, considering factors such as teaching quality, research publications, and compliance with the minimum guidelines set by HEC
6. Conducting IPE (Institutional Performance Evaluation) to assess the overall quality of the university environment.

These functions are aimed at promoting continuous improvement and maintaining high standards in teaching, research, and overall academic performance at the university.

1.5 QEC Core Aims

Quality Enhancement Cell (QEC), Sukkur IBA University aims to pursue the following:

In order of priority, our pursuits are as follows:

1. Empowering Faculty
2. Fostering Student Centricity in the Overall Education System
3. Enhancing Programmatic Improvements
4. Facilitating Faculty Development and Capacity Building
5. Providing Student Counselling and Feedback
6. Defining Program Educational Objectives (PEOs) through Stakeholders' Involvement

1.6 QEC Functions

Sukkur IBA University recognizes its significant role in the higher education sector and has established a dedicated Quality Enhancement Cell (QEC). This cell is entrusted with the responsibility of ensuring that the university's quality assurance procedures align with international standards and are designed to enhance the quality of higher education. The QEC at Sukkur IBA University is proactively taking steps to continuously improve the effectiveness of the student learning experience. Emphasizing internal quality assurance and fostering an institutional "Quality Culture" are key aspects of the QEC's efforts.

Sukkur IBA University has consistently been at the forefront of embracing and implementing best practices in education. We firmly believe that quality enhancement and assurance are collective responsibilities. The professionalism and creativity of our staff are crucial in making a significant contribution to the improvement of education. This is achieved through their dedication to students' learning experiences, the development of their respective disciplines, and their commitment to teaching practices.

The Quality Enhancement Cell (QEC) at Sukkur IBA University employs diverse strategies/actions to accomplish its objectives. The QEC shall perform the following activities throughout the year at Sukkur IBA University:

1. Facilitating coordination among departments to ensure smooth implementation of QEC activities
2. Conducting feedback surveys from students, faculty, alumni, and employers of the university graduates
3. Preparing summary reports on the received feedback and submitting them to the respective heads for review and necessary actions
4. Conducting self-assessment of all the academic programs offered
5. Organizing workshops, seminars, and conferences to raise awareness among students and faculty about quality assurance and self-assessment mechanisms
6. Participating in national and international workshops, seminars, and conferences for capacity-building
7. Arranging visits of Assessment Teams (ATs) to assess Self-Assessment Reports (SARs) as prepared by the Programs Team (PTs) of the respective departments
8. Taking follow-up from departments to ensure the preparation of implementation plans and the implementation status of remedial actions based on the observations of ATs

9. Implementing quality assurance criteria proposed by the Higher Education Commission (HEC)
10. Compiling and updating the University Portfolio Report (UPR) on an annual basis
11. Coordinating visits by the HEC teams for institutional performance evaluations and review of the postgraduate programs of the university, and ensuring the follow-up of remedial actions
12. Conducting Self-Institutional Performance Evaluation (SIPE) and overseeing the implementation of remedial actions
13. Creating awareness among departmental heads about program accreditations
14. Handling matters related to No Objection Certificates (NOCs) with the HEC
15. Collecting and submitting university statistics and data for national and international university rankings to relevant agencies

1.7 QEC Values

At Sukkur IBA University, we place utmost importance on our core values, as we firmly believe that these values are integral for the successful accomplishment of our goals. Our values encompass the following:

1. Fostering Teacher Efficacy
2. Facilitating Student Learning
3. Nurturing a Professional and Caring Administration
4. Upholding Transparency in Operations
5. Promoting Individual, Departmental, and Organizational Accountability

1.8 QEC Setup @ Main Campus

The structure of QEC as suggested by the Higher Education Commission holds the following six permanent positions.

1. Director
2. Additional Director
3. Deputy Director
4. Assistant Director
5. Data Analyst
6. Support Staff

1.9 QEC Setup @ Sub-Campus

As desired by the Higher Education Commission and depending on the nature of the work and to carry out the activities throughout the university, there is a need to establish a full-fledged QEC setup at sub-campus as given below:

1. Deputy Director-QEC
2. Assistant Director / Data Analyst
3. Support Staff

2. QEC Membership in the Statuary Bodies

As per the university mandate, Director QEC is a non-voting member of all statutory bodies of the Sukkur IBA University who can attend all the meetings regularly.

a. Detail of Statutory Bodies as per ACT

1. Senate
2. Syndicate
3. Academic Council
4. Selection Board
5. Board of Advanced Studies & Research (BASR)
6. Boards of Faculty / Faculty Council
7. Boards of Studies / Departmental Council
8. Finance & Planning Committee

2.1 The Quality Assurance Committee

The Quality Assurance Committee (QAC) shall be composed of representatives from all departments i.e. HoDs, Program Coordinators, Registrar, and Director-QEC of the university who will actively participate in QEC activities. These committee members serve as focal points and representatives of their respective departments, facilitating a strong connection between the departments and the QEC. At least one regular QAC meeting shall be conducted to discuss and coordinate various quality assurance initiatives within the university.

2.3 Continuous Quality Improvement (CQI)

To ensure Continual Quality Improvement (CQI) and elevate the standards of faculty, services, and academic programs, regular feedback shall be collected from students, faculty, and administrative staff. Additionally, input from alumni, employers, and other stakeholders shall also sought to enhance the ongoing programs. The feedback mechanisms employed include:

1. Teacher/Course Evaluation
2. Survey of Graduating Students
3. Alumni Survey
4. Employer Survey
5. Faculty Course Review Report
6. Research Student Progress Review Form
7. Faculty Survey
8. Survey of Departments Offering Ph.D. Programs
9. Survey of Support Departments

The feedback collected will be crucial for the ongoing improvement of all programs. QEC will compile summary reports based on the feedback received and submit them to higher authorities for review. Subsequently, appropriate actions will be taken based on the findings. Below is a list of feedback forms, along with the corresponding frequency and responsible stakeholders involved:

S. No	Questionnaire Name	Filled by	Filling stage/ time	Responsibility
1.	Teacher/Course Evaluation	Students on CMS	Near the end of each semester	QEC
2.	Survey of Graduating Students	Final semester students	Near semester end	QEC
3.	Alumni Survey	Alumni	At an opportune occasion	QEC

4.	Employer Survey	Employers where Sukkur IBA University graduates are employed	--	QEC
5.	Faculty Course Review Report	Concerned Faculty Member (One Proforma for each course)	After the completion of each semester	QEC
6.	Research Student Progress Review Form	All Postgraduate Students	Near semester end	MS/PhD Coordinator
7.	Faculty Survey	Each faculty member	Annually	QEC
8.	Survey of Departments Offering Ph.D. Programs	HoD/MS&PhD Coordinator	Annually	QEC
9.	Survey of Support Departments	All Administrative Departments	Annually	QEC

2.4 Teacher/Course Evaluation Survey (Online)

The process for conducting Teacher/Course Evaluation and Survey of Graduating Students shall be facilitated through an online facility viz. Campus Management System (CMS) of Sukkur IBA University. The steps involved in this process are outlined below:

1. QEC initiates the preparation of the schedule for Teacher/Course Evaluation by Students at least a month before the commencement of final exams.
2. The proposed schedule is shared with the concerned stakeholders to invite their input to avoid any potential clashes.
3. Upon receiving their feedback, the final schedule is then shared with students and faculty for meticulous compliance.
4. During the execution of the activity, Team QEC flanked by Team ICT brings every class to the computer lab turn-by-turn and gives necessary instructions.
5. To attempt evaluation, every student is allowed half an hour time in which he/she submits his/her feedback online against each enrolled course.
6. Subsequently, the received feedback is compiled through CMS to produce department-wise faculty results in report format.
7. The compiled reports are shared with the competent authority of the university in addition to the concerned HoDs and Head-HR for a healthy discussion and quality decisions.
8. The furnished reports are then disseminated amongst every faculty member through email together with a feedback form for their self-improvement and healthy feedback.
9. Finally, a copy of the received faculty feedback is made a permanent part of their respective personal files.

Please note that the process outlined above ensures the collection and utilization of valuable feedback to improve the quality of teaching and educational programs. **(Annex – I)**

3. Self-Assessment

Assessment is a systematic process that encompasses the collection, analysis, and utilization of both quantitative and qualitative data from diverse sources to evaluate educational programs. Its main goals are to enhance student learning and ensure the fulfillment of academic and learning standards. Self-assessment plays a vital role in maintaining and enhancing academic quality. It provides valuable feedback, enabling decision-makers to develop action plans for ongoing improvement and advancement.

3.1 Self-Assessment Process at Sukkur IBA University

At Sukkur IBA University, the preparation of Self-Assessment Reports (SARs) for all academic programs will be guided by the SAR manual provided by the Higher Education Commission (HEC.) Each academic program needs to undergo a self-assessment (SA) after every two years as part of the assessment cycle. The Quality Enhancement Cell (QEC) is responsible for planning, coordinating, and overseeing the SA activities. The following steps outline the procedure for SA at Sukkur IBA University:

1. **Initiation:** The QEC shall initiate the SA one semester before the end of the assessment cycle through the Vice Chancellor's Office. For programs undergoing SA for the first time, the department will be given one full academic year for preparation.
2. **Program Team Formation:** Upon receiving the initiation letter, the department will form a Program Team (PT) responsible for preparing the SAR over one semester. The PT serves as the contact group during the assessment period.
3. **SAR Submission and Review:** The department shall submit the SAR to the QEC through the concerned Dean/HoD. The QEC reviews the SAR within one month to ensure it meets the required format.
4. **Assessment Team Formation:** The Vice-Chancellor, in consultation with QEC recommendations, shall form a Program Assessment Team (AT) within one month. The AT consists of 2-3 faculty members, including at least one external member as a domain expert of the assessed program.
5. **Planning and Scheduling:** The QEC shall plan and schedule the AT visit in coordination with the department offering the program.
6. **Assessment and Exit Meeting:** The AT shall conduct the assessment and submit its report to QEC. Subsequently, the AT shall present its findings before the Vice Chancellor in an exit meeting attended by the Director QEC, Dean/HoD, and the concerned PT respectively.
7. **Executive Summary Submission:** The QEC shall submit an executive summary of the AT findings to the Vice Chancellor.
8. **Implementation Plan:** The department shall prepare and submit an implementation plan to the QEC based on the AT findings. The plan includes corrective actions, assignment of responsibility, and a time frame for implementation.
9. **Follow-up and Monitoring:** The QEC shall ensure departments adhere to the implementation plan and monitor progress. The academic department shall inform the

QEC when a corrective action is implemented. The QEC shall review the implementation plan once a semester to assess progress.

By following this structured process, Sukkur IBA University aims to ensure effective self-assessment, continuous improvement, and adherence to quality standards in its academic programs.

3.2 Program Team (PT)

The Program Team (PT) shall be composed of two to three faculty members who are nominated by the Dean/Head of Department (HoD) along with the Undergraduate program coordinator shall be responsible for preparing the SAR for their respective department. The Dean/HoD has the authority to nominate two or three faculty members (Lecturer or above) from the department to serve as PT members.

2.3 Key Responsibilities of the Program Team

The Program Team (PT) shall have the following responsibilities:

1. Prepare the SAR by following the guidelines provided in the HEC's SAR manual
2. Collect and compile relevant data to address all the criteria and standards outlined in the SAR
3. Assist and facilitate the Assessment Team during their visit to the department
4. Implement all the changes and recommendations suggested by the Assessment Team, as received through the Executive Summary provided by the QEC

3.4 Assessment Team (AT)

The Assessment Team (AT) is a panel of experts, either from within or outside the university, selected by the Vice-Chancellor in consultation with the QEC. Their role is to review the SAR prepared by the Program Team. It is advisable to include at least one member who possesses expertise in the specific field or subject area being assessed in the SAR.

3.5 Key Responsibilities of the Assessment Team

The Assessment Team (AT) has the following responsibilities:

1. Review the SAR by following the guidelines provided in the HEC's SAR manual
2. Verify the relevance and accuracy of all the responses provided in the SAR
3. Validate the data presented in the SAR
4. Conduct department visits and engage with students, teachers, and staff as necessary
5. Consolidate and integrate the findings and observations from all team members
6. Perform rubric evaluation of the SAR
7. Prepare a comprehensive report detailing the assessment team's findings and recommendations

   (Annex-II)

4. Institutional Performance Evaluation (IPE)

At Sukkur IBA University, the Self-Institutional Performance Evaluation (SIPE) is conducted on an annual basis to ensure the university's compliance with the prescribed standards. The Quality Enhancement Cell (QEC) takes charge of preparing the University Portfolio Report (UPR) for the IPE. The evidence for each standard and sub-criterion, including meeting minutes, real-time data, records from the university portal, event reports, and financial reports, are compiled by the QEC

with assistance from the Registrar's Office and other concerned departments. For SIPE, the Vice Chancellor nominates a team of experts comprising at least one external member from any other university.

Subsequently, HEC also conducts IPE after a fixed interval. During their visit, the Director QEC supported by his team serves as the primary contact person for the university.

Throughout the IPE process, the QEC facilitates meetings between the IPE team and relevant university officers to address any queries they may have. This collaborative approach ensures effective communication and a thorough evaluation of the university's performance and adherence to the established IPE standards. **(Annexure-C)**

6. Postgraduate Program Review (PGPR)

At Sukkur IBA University, the Self-Internal Post Graduate Program Review (Self-PGPR) is conducted on an annual basis to ensure the university's compliance with the prescribed standards of HEC. The Quality Enhancement Cell (QEC) takes charge of gathering evidence for each grad program from Program Coordinators and other concerned departments. The Vice-Chancellor nominates a team comprising at least one external member from outside the university to assess all the grad programs. Finally, QEC will prepare the Internal PGPR report with the agreement of concerned program coordinators that reflects recommendations and implementation plan for onward follow-up.

Subsequently, HEC also conducts Self-PGPR after a fixed interval. During their visit, the Director QEC supported by his team serves as the primary contact person for the university.

Throughout the Self-PGPR process, the QEC facilitates meetings between the IPE team and relevant university officers to address any queries they may have. This collaborative approach ensures effective communication and a thorough evaluation of the university's performance and adherence to the established IPE standards. **(Annexure-D)**

7. Procedure to Acquire NOC for a Postgraduate Program from HEC

As per the guidelines issued by the Higher Education Commission (HEC), it is mandatory to obtain approval from the HEC for all MS/ M.Phil. or equivalent and PhD Degree Programs that commence after Spring 2013. The Head of the concerned department is responsible for preparing the necessary cases in accordance with the HEC guidelines. These cases should be routed through the Quality Enhancement Cell (QEC) for further processing and submission to the HEC for approval.

9. Liaison with the International Quality Assurance Networks

QEC will establish connections and collaborate with diverse quality assurance networks and agencies on behalf of Sukkur IBA University at the national and international levels. Whenever necessary, QEC will recommend to the higher management the acquisition of membership with national or international quality assurance networks or agencies. The membership fees will be covered by the annual budget allocated to QEC. All payments related to new memberships or annual fees for existing memberships will be processed by the university finance department, following formal approval from the Vice Chancellor Sukkur IBA University. This ensures efficient coordination and financial management in maintaining the university's affiliations with relevant quality assurance entities.

(APPENDIX-A)
10 PROFORMA FOR QA PROCESSES
& SOPs ADOPTED
AT SUKKUR IBA UNIVERSITY
UNDER QEC OFFICE

SOP FOR TEACHER COURSE EVALUATION BY STUDENT	
Introduction	Conducting teacher/course evaluation is an integral part of the quality assurance mechanism. QEC is fortunate enough to have automated systems like CMS, LMS, and ERP implemented at Sukkur IBA University. With the help of these state-of-the-art systems taking online feedback from students is no more a daydream. In fact, we are amongst those very few universities who pioneered the online student feedback system back in 2010. Since, then QEC has never looked back and has always brought new innovations in the process.
Initiator	Team QEC
Stakeholders Involved	Concerned HoDs, Program Coordinators, ICT Department & Students
Approving Authority	Director QEC
Notifying Authority	None
Scope	Each and every academics program coming under the umbrella of Sukkur IBA University.
Frequency	A week prior to the conclusion of program.
Operation Procedure	i. QEC initiates preparation of schedule for Teacher/Course Evaluation by Students at least a month before the commencement of final exams. ii. The proposed schedule is shared with the concerned stakeholders to invite their input to avoid any potential clashes. iii. Upon receiving their feedback, the final schedule is then shared with students and faculty for meticulous compliance. iv. During execution of the activity, Team QEC flanked by Team ICT brings every class to computer lab turn-by-turn and gives necessary instructions. v. To attempt evaluation, every student is allowed half an hour time in which he/she submits his/her feedback online against each enrolled course. vi. Subsequently, the received feedback is compiled through CMS to produce department-wise faculty results in report format. vii. The compiled reports are shared with the competent authority of the university in addition to the concerned HoDs and Head-HR for a healthy discussion and quality decisions.

	viii. The furnished reports are then disseminated amongst each and every faculty member through email together with a feedback form for their self-improvement and healthy feedback. ix. Finally, a copy of the received faculty feedback is made a permanent part of their respective personal files.
Proforma (if any)	Annex-I (a): Proforma of all Regular Academic Programs Annex-I (b): Proforma of MBA (Case Study) Program Annex-I (c): Faculty Response on Student Feedback

SUKKUR INSTITUTE OF BUSINESS ADMINISTRATION

Teacher Evaluation Form (by: Student)
(To be filled by the student)

Course Title and Number: _____

Name of Teacher: _____ Semester_____

Department: _____ Degree_____

Please give us your views so that Teaching quality can be improved. You are encouraged to be frank and constructive in your comments

Teacher	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The teacher was always well-prepared for class.	☐	☐	☐	☐
2. The teacher demonstrated the subject knowledge exceptionally well.	☐	☐	☐	☐
3. The teacher practised interactive and student centric methodology right through the semester.	☐	☐	☐	☐
4. The teacher always showed respect towards students and encouraged class participation.	☐	☐	☐	☐
5. The teacher always remained fair in assessment.	☐	☐	☐	☐
6. The teacher always provided results within stipulated time.	☐	☐	☐	☐
7. The teacher maintained an environment which was suitable for effective learning.	☐	☐	☐	☐
8. The teacher always remained available during the specified consultation hours.	☐	☐	☐	☐

Course	Strongly Agree	Agree	Disagree	Strongly Disagree
9. The contents presented in the course were contemporary and updated.	☐	☐	☐	☐
10. The learning material (lesson plans, course notes etc.) provided were relevant and useful.	☐	☐	☐	☐
11. The pace of the course was appropriate as per the course requirements.	☐	☐	☐	☐
12. The course objectives & outcomes were completely stated in the syllabus provided.	☐	☐	☐	☐

Comments:

For Teacher:

_____

_____

Quality Enhancement Cell
Sukkur IBA University
Tel: +92-71-5644042-43 E-mail: qec@iba-suk.edu.pk

Sukkur Institute of Business Administration (SIBA)
Teacher / Course Evaluation Performa

S.No.	Question	Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
1	At beginning of the course, discussed course outline (learning outcomes, assessment plan and requirements) (T)	Discussion on Course Outline				
2	Before class sessions, provided us case studies and other reading material (T)	Provision of Reading Material				
3	Before class sessions, provided us relevant case assignments questions (T)	Provision of Case Questions				
4	During group discussion sessions, fairly divided us in small groups (T)	Fair Division in Groups				
5	During group discussion sessions, facilitated and encouraged our discussions (T)	Encouraged Classroom Discussion				
6	During class discussion sessions, encouraged us to debate on case issues rather than himself/herself telling answers (T)	Encouraged Case Based Discussion				
7	During class discussion sessions, gave us fair chance to participate (T)	Encouraged Classroom Participation				
8	During class discussion sessions, facilitated healthy and organized discussions (T)	Encouraged Healthy Discussion				
9	During class discussion sessions, used board properly (T)	Utilized Board Properly				
10	During class discussion sessions, demonstrated well preparation of case studies (T)	Prepared Well for Class				
11	Prepared a relevant and challenging Mid-term paper (T)	Prepared Challenging Mid-Term Paper				
12	Provided us relevant assignments and projects with clear guidance and timeline (T)	Provided Relevant Assignments/Projects				
13	Graded class participation fairly and timely discussed with us. (T)	Graded Class Participation Fairly & Timely				
14	Graded Mid-term papers, assignments and projects fairly and timely discussed with us. (T)	Fair & Timely Assessment				
15	During case preparation time, visited us frequently (T)	Close Monitoring				
16	During consultation hours, was available in his office (T)	Availability During Consultation Hours				
17	Completed the course smoothly and as per schedule in course outline (T)	Timely Completion of Course				
18	The subject knowledge of the teacher was adequate for the course (T)	Command on Course				
19	The case studies discussed in the course were relevant to Pakistani context (C)	Relevance with Local Context				
20	The case method of teaching improves my learning (C)	Enhanced Learning Experience				

nt's Comments: _____

or Course: _____

or Teacher: _____

SUKKUR IBA UNIVERSITY

FACULTY RESPONSE ON STUDENT FEEDBACK PROFORMA

Faculty Name:_____   Department: _____

Semester: _____   Class: _____   Course: _____

Faculty justification on the secured teacher/course evaluation result:

SOP FOR PROGRAM SELF-ASSESSMENT PROCESS	
Introduction	Program self-assessment is an essential part of QEC operations. The purpose behind undertaking self-assessment is to identify areas of improvement in academic programs and take appropriate measures in order to make programs impeccable. QEC exercises this process in letter and spirit by selecting various programs every alternate semester. QEC is responsible for covering the entire array of programs offered in all departments coming under the umbrella of Sukkur IBA University.
Initiator	Director QEC
Stakeholders Involved	Concerned HoDs/Program Coordinators, Program Teams (PTs,) Assessment Teams (ATs)
Approving Authority	Vice Chancellor of the University
Notifying Authority	Registrar
Scope	All regular academic programs coming under the umbrella of Sukkur IBA University.
Frequency	Once a year
Operation Procedure	i. QEC initiates program self-assessment process by identifying programs that need to be evaluated during the specific tenure. ii. QEC requests concerned HoDs for nomination of PT comprising two faculty members (having at least three years of experience with SIBAU and has never remained a part of any PT for the past two years) for preparation of Self-Assessment Report (SAR.) iii. Once nominations received, an official PT notification is got issued from the office of the Registrar after receiving necessary approval from the Vice Chancellor. iv. A formal PT meeting is arranged for proposed PTs, within one week after issuance of official notification, with the intent to discuss self-assessment mechanism besides deciding the complete road map. v. QEC takes follow-ups from the concerned PTs from time-to-time to ensure if they are on track. vi. Once PTs finish preparing their assigned reports, the same are submitted to QEC for review purpose.

	vii. After finalization of SARs, QEC requests concerned HoDs for nomination of Assessment Team (AT) comprising two internal faculty members (having at least two year of experience with SIBAU) and an external field expert from academia/industry.
	viii. Once nominations received, an official AT notification is got issued from the office of the Registrar after receiving necessary approval from the Vice Chancellor.
	ix. Subsequently, AT conducts assessment of the prepared SAR, pays field visits, and submits its findings to QEC.
	x. Finally, QEC prepares the received findings on HEC prescribed format (Implementation Plan) and shares the same with the concerned HoD/Coordinator for its compliance.
	xi. Later, QEC takes follow-ups from the concerned HoD/Coordinator from time to time in order to ensure meticulous compliance of the findings identified.
	Note: All concerned PT members together with an external AT member will be awarded a suitable honorarium in recognition of their rendered services.
Proforma (if any)	Annex-II (a): HEC prescribed SAR Manual Annex-II (b): Implementation Plan

Implementation Plan

Department & Program: _____

S.No.	AI Finding	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1					
2					
3					
4					
5					
6					
7					
8					

Head of the Department

Vice Chancellor

SOP FOR EMPLOYER SURVEY	
Introduction	Employer input is considered most essential for any HEI as it not only helps in determining current market trends but also cater future market demands. Sukkur IBA University undertakes Employer Survey activity to obtain employer input on the quality of education university is currently imparting and assess the overall standing of academic programs.
Initiator	Team QEC
Stakeholders Involved	CDC, Employers of SIBAU Graduates
Approving Authority	Director QEC
Notifying Authority	None
Scope	All national/international organizations where the graduates of Sukkur IBA University are employed.
Frequency	Once in every two years

Operation Procedure	i. QEC acquires information from CDC related to the employer where Sukkur IBA University graduates have been working.
	ii. The acquired data is then organized by applying various filters in order to prepare a list of employers to be approached to serve the intended purpose.
	iii. An email/covering letter draft is prepared and approved from the concerned authority before sending the same to employers along with the survey form.
	iv. For employer's convenience, three modes of communication are used:
	  a. Through surface mail containing a covering letter, survey form and a return envelope to submit feedback.
	  b. Through electronic means comprising an email write-up together with a web-link to the survey form.
	  c. In-person meeting of QEC staff or its representative with employer for seeking feedback on Sukkur IBA University Alumni
	v. Afterwards, direct telephone calls are made (except if mode c is used) to the addressees persuading them to participate in

	the activity by furnishing their valuable feedback within a week time.
	vi. The received feedback is compiled to produce a meaningful report containing tables and graphs used for decision making purpose.
	vii. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. in order to invite their input and make necessary changes in programs (if required.)
Proforma (if any)	Annex-III: Employer Survey Form

SUKKUR IBA UNIVERSITY

Employer Survey

(To be filled in by Employer - after the completion of each academic year)

The purpose of this survey is to obtain employers' input on the quality of education Sukkur Institute of Business Administration is providing and to assess the quality of the academic program. The survey is with regard to Sukkur Institute of Business Administration graduates employed at your organization. We seek your help in completing this survey.

Classification:

A: Excellent   B: Very good   C: Good   D: Fair   E: Poor

I.   Knowledge.

1. Problem formulation and solving skills	(A)	(B)	(C)	(D)	(E)
2. Collecting and analyzing appropriate data	(A)	(B)	(C)	(D)	(E)
3. Ability to link theory to Practice	(A)	(B)	(C)	(D)	(E)
4. Ability to design a system component or process	(A)	(B)	(C)	(D)	(E)
5. Computer knowledge	(A)	(B)	(C)	(D)	(E)

II.   Communication Skills

1. Oral communication	(A)	(B)	(C)	(D)	(E)
2. Report writing	(A)	(B)	(C)	(D)	(E)
3. Presentation skills	(A)	(B)	(C)	(D)	(E)

III.   Interpersonal Skills

1. Ability to work in teams	(A)	(B)	(C)	(D)	(E)
2. Leadership	(A)	(B)	(C)	(D)	(E)
3. Independent thinking	(A)	(B)	(C)	(D)	(E)
4. Motivation	(A)	(B)	(C)	(D)	(E)
5. Reliability	(A)	(B)	(C)	(D)	(E)
6. Appreciation of ethical values	(A)	(B)	(C)	(D)	(E)

IV.   Work skills

1. Time management skills	(A)	(B)	(C)	(D)	(E)
2. Judgment	(A)	(B)	(C)	(D)	(E)
3. Discipline	(A)	(B)	(C)	(D)	(E)

V.   **General Comments**

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

_____
_____
_____
_____
_____

VI.   **Information About the Organization**

1.   Organization Name_____

2.   Type of Business_____

3.   Number of Graduates (specify the program) in your Organization:

The End!

SOP FOR ALUMNI SURVEY	
Introduction	The purpose of this survey is to obtain alumni input on the quality of education they received and the level of satisfaction they enjoyed at Sukkur IBA University. The sole purpose of this survey is to assess the quality of the academic programs offered at the university.
Initiator	Team QEC
Stakeholders Involved	CDC, Alumni
Approving Authority	Director QEC
Notifying Authority	None
Scope	All graduates of Sukkur IBA University
Frequency	Once in every two years
Operation Procedure	i. QEC acquires information from CDC related to the alumni of Sukkur IBA University. ii. The acquired data is then arranged in order to identify those batches that will participate in the said activity. iii. Alumni survey form is mapped online to make it available for the target audience. iv. An email draft is prepared and approved from the concerned authority before sending the same to alumni. v. Subsequently, emails together with web-link of the form are floated to the intended recipients persuading them to furnish their feedback within a week time. vi. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose. vii. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. in order to invite their input and make necessary changes in programs (if required.)
Proforma (if any)	Annex-IV: Alumni Survey Form

SUKKUR IBA UNIVERSITY

Alumni Survey

Your valuable response to this questionnaire will lead to improve your institute's services for you, current students and community. It will just take few minutes to complete this questionnaire. Your response will be kept strictly confidential and won't be misused. Thanks in advance for your sincere cooperation.

1-Introduction

Name: _____ Contact No. _____

Please mention your current occupational status

Employed	Entrepreneur/ Owner of Business	Voluntarily Unemployed	Involuntarily Unemployed

2-Employment

Job Title: _____ Organization: _____

_____

Place of Posting: _____

3- Education

Please mention the Degree(s) that you successfully completed from here, along with year(s) of passing and specialization

Degree	Year of passing	Specialization

Please mention the Degree(s)/Diploma(s) that you successfully completed or currently pursuing in other universities after graduation from Sukkur IBA

Degree	University	Year of passing	Specialization

4-Your valuable Feedback

To best of your knowledge and experience, please rate each of following aspects of the Sukkur IBA

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Reputation of SIBA as an Institute in market					

Quality of Alumni Services					
Job placement Support					
Response of SIBA's management to your issues as alumni					
Value of your degree from here					
Curriculum Quality					
Teaching Quality					
Co-curricular/ Extra-curricular life					
Facilities in Institute, i.e. Infrastructure, Hostels etc.					
Faculty caliber					
Environment to encourage Students' initiatives					

Overall, how much are you satisfied being a graduate of Sukkur IBA?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied

What are/were your most satisfied expectations met by Sukkur IBA?

What are/were your most disappointments from Sukkur IBA?

5-Income

Please mention your current monthly income in rupees.

Your response to this will be highly appreciated and kept confidential

Below 30,000	30,000 – 50,000	50,000 – 100,000	Above 100,000	Not Applicable

6-Support

How are you most motivated to contribute to your institute? Tick all that apply.

1. Arranging campus job placement/jobs
2. Giving donations to the institute
3. Awarding scholarships to students
4. Arranging internships for students
5. Arranging projects for students
6. Helping faculty and students in case studies, researches etc.
7. Arranging projects for the institute
8. Arranging workshops/seminars
9. Appearing as a guest speaker
10. Playing role in alumni development
11. Other, please specify_____

SUKKUR IBA UNIVERSITY

SOP FOR GRADUATING STUDENT SURVEY	
Introduction	The survey seeks graduating student input on the quality of education they received in their program and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs.
Initiator	Team QEC
Stakeholders Involved	Program Coordinators/CDC, Graduating Students
Approving Authority	Director QEC
Notifying Authority	None
Scope	All passing-out students of Sukkur IBA University
Frequency	Once a year
Operation Procedure	i. QEC acquires information from Program Coordinators/CDC related to graduating students of Sukkur IBA University. ii. All passing out batches are gathered at one place to obtain feedback. iii. The hardcopy of Graduating Student Survey form is disseminated among each and every student separately. iv. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose. v. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. in order to invite their input and make necessary changes in programs (if required.)
Proforma (if any)	Annex-V: Graduating Student Survey Form

SUKKUR IBA UNIVERSITY

Survey of Graduating Students

(To be filled out by graduating students in last semester / year before the award of degree)

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey.

Classification:
A: Very satisfied   B: Satisfied   C: Uncertain   D: Dissatisfied   E: Very dissatisfied

1.   The work in the program is too heavy and induces a lot of pressure

    A   B   C   D   E

2.   The program is effective in enhancing team-working abilities.

    A   B   C   D   E

3.   The program administration is effective in supporting learning.

    A   B   C   D   E

4.   The program is effective in developing analytical and problem solving skills.

    A   B   C   D   E

5.   The program is effective in developing independent thinking.

    A   B   C   D   E

6.   The program is effective in developing written communication skills.

    A   B   C   D   E

7.   The program is effective in developing planning abilities.

    A   B   C   D   E

8.   The objectives of the program have been fully achieved

    A   B   C   D   E

9.   Whether the contents of curriculum are advanced and meet program objectives

    A   B   C   D   E

10.   Faculty was able to meet the program objectives

    A   B   C   D   E

11.   Environment was conducive for learning

      A   B   C   D   E

12.   Whether the Infrastructure of the department was good.

      A   B   C   D   E

13.   Whether the program was comprised of Co-curricular and extra-curricular activities

      A   B   C   D   E

14.   Whether scholarships/ grants were available to students in case of hardship

      A   B   C   D   E

15.   The internship experience is effective in enhancing (Please answer only those that apply)

		(A)	(B)	(C)	(D)	(E)
a.	Ability to work in teams	(A)	(B)	(C)	(D)	(E)
b.	Independent thinking	(A)	(B)	(C)	(D)	(E)
c.	Appreciation of ethical Values	(A)	(B)	(C)	(D)	(E)
d.	Professional development	(A)	(B)	(C)	(D)	(E)
e.	Time management skills	(A)	(B)	(C)	(D)	(E)
f.	Judgment	(A)	(B)	(C)	(D)	(E)
g.	Discipline	(A)	(B)	(C)	(D)	(E)
h.	The link between theory and practice	(A)	(B)	(C)	(D)	(E)

16.   What are the best aspects of your program?

_____
_____
_____
_____
_____
_____
_____
_____
_____

17.   What areas of the program need improvement?

_____
_____
_____
_____
_____
_____
_____
_____
_____

You may use additional sheets for questions 16 & 17 if needed.

SUKKUR IBA UNIVERSITY

SOP FOR FACULTY SATISFACTION SURVEY	
Introduction	The Purpose of this survey is to assess the level of satisfaction of faculty members and the effectiveness of strategies in place to help them progress and excel in their profession at Sukkur IBA University.
Initiator	Team QEC
Stakeholders Involved	Faculty, ICT Department
Approving Authority	Director QEC
Notifying Authority	None
Scope	All teaching faculty of Sukkur IBA University
Frequency	Once a year
Operation Procedure	i. QEC acquires information from ICT Department related to the faculty involved in teaching at Sukkur IBA University. ii. Faculty Satisfaction Survey form is mapped online to make it available for the target audience. iii. An email draft is prepared and approved from the concerned authority before sending the same to faculty. iv. Subsequently, the email together with the web-link of the form is floated to the intended recipients encouraging them to furnish their feedback ideally within a fortnight time. v. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose. vi. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. in order to invite their input and make any changes (if required.)
Proforma (if any)	Annex-VI: Faculty Survey Form

Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members, satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of you situation at your department?**

Scale:

A: Very satisfied   B: Satisfied   C: Uncertain   D: Dissatisfied   E: Very dissatisfied

1. Your mix of research, teaching and community service.

   A   B   C   D   E

2. The intellectual stimulation of your work.

   A   B   C   D   E

3. Type of teaching / research you currently do.

   A   B   C   D   E

4. Your interaction with students.

   A   B   C   D   E

5. Cooperation you receive from colleagues.

   A   B   C   D   E

6. The mentoring available to you.

   A   B   C   D   E

7. Administrative support from the department.

   A   B   C   D   E

8. Providing clarity about the faculty promotion process.

   A   B   C   D   E

9. Your prospects for advancement and progress through ranks.

   A   B   C   D   E

10. Salary and compensation package.

    A   B   C   D   E

11. Job security and stability at the department.

	A	B	C	D	E

12. Amount of time you have for yourself and family.

	A	B	C	D	E

13. The overall climate at the department.

	A	B	C	D	E

14. Whether the department is utilizing your experience and knowledge

	A	B	C	D	E

15. What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

_____
_____
_____
_____
_____
_____
_____
_____

16. Suggest programs / factors that could improve your motivation and job satisfaction?

_____
_____
_____
_____
_____
_____
_____
_____

Information about faculty member

i.   Academic rank:

A: Professor   B: Associate Professor   C: Assistant Professor   D: Lecturer   E: Other

ii.   Years of service:
       A: 1-5   B: 6-10   C: 11-15

Name: _____ Signature: _____ Date: _____

SOP FOR FACULTY COURSE REVIEW REPORT	
Introduction	Faculty Course Review is an important activity through which quality of teaching & learning is gauged. The input provided by faculty about their taught courses certainly helps departments in aligning their program mission with the department and university one at large.
Initiator	Team QEC
Stakeholders Involved	Faculty, ICT Department
Approving Authority	Director QEC
Notifying Authority	None
Scope	All teaching faculty of Sukkur IBA University
Frequency	Once a year
Operation Procedure	i. QEC acquires information from ICT Department related to the faculty involved in teaching at Sukkur IBA University. ii. Faculty Survey form is mapped online to make it available for the target audience. iii. An email draft is prepared and approved from the concerned authority before sending the same to faculty. iv. Subsequently, an emails together with the web-link of the form are floated to the intended recipients persuading them to furnish their feedback within a fortnight. v. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose. vi. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. in order to invite their input and make any necessary changes (if required.)
Proforma (if any)	Annex-VII: Faculty Course Review Report

SUKKUR IBA UNIVERSITY

Faculty Course Review Form

To be filled by each teacher at the time of Course Completion

Semester# _____   Faculty# _____
Course Code# _____   Title# _____

Assessment Methodologies Give precise details (no & length of assignments, exams, weightings etc)

_____

Distribution of Grade/Marks and other Outcomes

Please let us know following data from your 60% internal assessment that you might have completed as of now

No. of students _____   % A Grade _____   % B Grade _____

% C Grade _____   D Grade _____   E Grade _____

Fail _____   Withdrawal _____

Detail Area

No. 1

Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

No. 2

Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

No. 3

Course Outlines: Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

No. 4

Student Performance: Comment on the level of students who attended the course, do you think it they had prerequisite completed to continue in this course?

No. 5

Student Behavior: Comment on students overall behavior in the class? Anything that you would like to improve on this aspect?

No. 6

Any other aspect of the course that you would like to discuss here, please feel free to give us your input.

SUKKUR IBA UNIVERSITY

SOP FOR RESEARCH STUDENT PROGRESS REVIEW SURVEY	
Introduction	The purpose of this survey is to gauge the progress of research students and other allied facilities provided to them at Sukkur IBA University. This activity is aimed at seeking the level of satisfaction students enjoy besides the effectiveness of strategies in place to strengthen research-based learning environment at large.
Initiator	Team QEC
Stakeholders Involved	MS/PhD Program Coordinator, MS/PhD Students
Approving Authority	Director QEC
Notifying Authority	None
Scope	All students enrolled in MS/PhD program at Sukkur IBA University
Frequency	Twice a year (After every semester)
Operation Procedure	i. QEC acquires information related to the students enrolled in MS/PhD program at Sukkur IBA University from the concerned Program Coordinator. ii. Research Student Progress Review Survey form is mapped online to make it available for the target audience. iii. An email draft is prepared and approved from the concerned authority before sending the same to the intended addressees. iv. Subsequently, an email together with the web-link of the form is floated to the intended recipients motivating them to submit their feedback ideally within a week time. v. Once the feedback is received, the same is compiled to produce a meaningful report used for decision making purpose. vi. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs, Program Coordinators etc. in order to invite their input and make any necessary changes (if required.)
Proforma (if any)	Annex-VIII: Research Student Progress Review Survey Form

SUKKUR IBA UNIVERSITY

RESEARCH STUDENT PROGRESS REVIEW FORM

(To be filled out by Master/ M.Phil / Ph.D Research Students on six monthly basis)

To be submitted by the HoD / Dept. Quality Officer to the QEC

For Research Student to Complete:

1. Date of admission to the department

2. Date of initiation of research

3. Date of completion of Course work

4. Number of credit hours completed

5. Date of Synopsis Defense

6. Cumulative Grade Point Average (CGPA) secured

7. Please outline details of progress in your research since your last review (including any research publications):

8. Do you have any comments on the level of supervision received?

9. What do you plan to achieve over the next 6 months?

10. Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and / or externally?

11. Do you have easy access to sophisticated scientific equipment?

12. Do you have sufficient research material / commodities available?

Student _____   Date: _____

Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's internal and external HEC Quality Criteria for Master/PhD/MPhil Studies)

Principal Supervisor: _____   Date: _____

Co-Supervisor: _____   Date: _____

Co-Supervisor: _____   Date: _____

Head of Department Comments:

Signature: _____   Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature: _____   Date: _____

Dean/Director, QEC Action: (including monitoring of Follow-up action) Date:

_____

SOP FOR SURVEY OF DEPARTMENT OFFERING Ph.D. PROGRAMS	
Introduction	The purpose of this survey is to gauge the progress of the departments that are offering PhD programs. The departmental progress can be judged by employing various indicators viz. student strength, admission criteria, research publications etc. not only to make program more sustainable but also encourage research-based learning environment.
Initiator	Team QEC
Stakeholders Involved	HoD/PhD Program Coordinator
Approving Authority	Director QEC
Notifying Authority	None
Scope	All PhD program offered at Sukkur IBA University
Frequency	Annual (Once a year)
Operation Procedure	i. An email draft is prepared and approved from the concerned authority before sending the same to the intended addressee. ii. Subsequently, an email containing the said form in MS Word format is shared with the intended recipient requesting them to furnish the same within a fortnight time. iii. Once the feedback is received, the same is compiled to produce a meaningful report used for decision making purpose. iv. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs, Program Coordinators etc. in order to invite their input and make any necessary changes (if required.)
Proforma (if any)	Annex-IX: Survey of Department Offering PhD Programs form

SUKKUR IBA UNIVERSITY

SURVEY OF DEPARTMENT OFFERING Ph.D. PROGRAMS

The following information is required for EACH Department in which a Ph.D. program is offered.

1	**General Information:**	
1.1	Name of Department	
1.2	Name of Faculty	
1.3	Date of initiation of Ph.D. program	
1.4	Total number of academic journals subscribed in area relevant to Ph.D. program.	
1.5	Number of Computers available per Ph.D. student	
1.6	Total Internet Bandwidth available to all the students in the Department.	
2	**Faculty Resources:**	
2.1	Number of faculty members holding Ph.D. degree in the department.	
2.2	Number of HEC approved Ph.D. Advisors in the department.	
3	**Research Output:**	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.	
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.	
3.3	Total number of ongoing research projects in the department funded by different organizations	
3.4	Number of post-graduate students in the department holding scholarships/fellowships.	
3.5	Total Research Funds available to the Department from all sources.	

| 3.6 | Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details). | |

4	**Student Information:**	
4.1	Number of Ph.D. degrees conferred to date to students from the Department during the past three academic years.	
4.2	Number of Ph.D. students currently enrolled in the department.	
4.3	Ratio of number of students accepted to total number of applicants for Ph.D. Program.	
5	**Program Information**	
5.1	Entrance requirements into Ph.D. Program (M.Sc. / M.Phil.) Indicate subjects or M.Sc. / M.Phil.	
5.2	Is your Ph.D. program based on research only? (Y/N)	
5.3	Maximum number of years in which a Ph.D. degree has to be completed after initial date of enrollment in Ph.D. program.	
5.4	Total number of post M.Sc. (16 year equivalent) courses required for Ph.D.	
5.5	Total number of M.Phil. level courses taught on average in a Term / Semester.	
5.6	Total number of Ph.D. level courses taught on average in a Term / Semester.	
5.7	Do your students have to take/write:	
	a. Ph.D. Qualifying examination (Y/N)	
	b. Comprehensive examination (Y/N)	
	c. Research paper in HEC approved Journal	
	d. Any other examination (Y/N)	
5.8	Total number of International examiners to which the Ph.D. dissertation is sent.	
5.9	How is the selection of an examiner from technologically advanced countries carried out?	
5.10	Is there a minimum residency requirement (on campus) for award of Ph.D. degree?	

6	**Additional Information**	
6.1	Any other information that you would like to provide.	

SOP FOR FEEDBACK ON SUPPORT SERVICES BY STUDENT	
Introduction	The survey seeks student input on the quality of services rendered by support services departments at Sukkur IBA University. The purpose of this survey is to assess the level of support and satisfaction student enjoys during his/her degree program.
Initiator	Team QEC
Stakeholders Involved	HoD/Program Coordinator of the concerned department, ICT Department, Students
Approving Authority	Vice Chancellor
Notifying Authority	Director-QEC
Scope	All support services' departments coming under the umbrella of Sukkur IBA University.
Frequency	Annual
Operation Procedure	i. QEC acquires information from Program Coordinators related to senior batch students (7th & 8th semester) of Sukkur IBA University. ii. An email draft is prepared and approved from the concerned authority before sending the same to the intended addressees. iii. Subsequently, an email together with the web-link of the form is floated to the intended recipients motivating them to submit their feedback ideally within a week time. iv. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose. v. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. in order to invite their input and make necessary changes in programs (if required.) **Note:** The said feedback will be conducted for each support services' department every Spring semester.
Proforma (if any)	Annex-X: Feedback on Support Services By Student Form

Students' Feedback on Support Services

The sole purpose of this survey is to assess overall performance of all support services departments working under the umbrella of Sukkur IBA University by employing various indicators so that their productivity can be gauged not only in the best interest of students but also for betterment of the university at large. The feedback provided in this survey will be kept strictly confidential and the obtained results will be solely used for reformative purpose.

All the responses would be assessed on the scale of 1-5 where,

1→Strongly Disagree 2→Agree 3→Neutral 4→Agree 5→Strongly Agree

ADMISSION DEPARTMENT

1. The concerned staff is well-aware of admission related affairs.

2. The admission staff gives respect and listens to student enquiries in a courteous manner.

3. The admission staff always remains available during specified office hours to serve students.

4. The admission staff addresses student queries and concerns timely and in a professional way.

5. The quality of service and promptness of response received from the admission staff is satisfactory.

6. All printed material containing program information, admission related policies & procedures, prospectus etc. is readily available and self-explanatory.

7. The aspects that make admission department stand apart are:

_____

_____

8. The areas that demand reformation in admission department are:

_____

_____

_____

_____

CAREER DEVELOPMENT CENTER (CDC)

1. The concerned staff is well-aware of CDC related affairs.
2. The CDC staff gives respect and listens to student enquiries in a courteous manner.
3. The CDC staff always remains available during specified office hours to serve students.
4. The CDC staff addresses student queries and concerns timely and in a professional way.
5. The CDC staff treats me in a fair way regardless of any gender discrimination.
6. The quality of service and promptness of response received from the CDC staff is satisfactory.
7. CDC provides substantial industrial exposure to students by arranging on campus interviews, job fairs, and recruitment drives etc.
8. Financial aid services provided by CDC to the deserving students of Sukkur IBA University are transparent and satisfactory.
9. All printed material containing information about internship opportunities, job placement, and financial assistance etc. is readily available and self-explanatory.
10. The aspects that make CDC stand apart are:

_____

_____

_____

_____

11. The areas that demand reformation in CDC are:

_____

_____

_____

_____

EXAMINATION DEPARTMENT

1. The concerned staff is well-aware of examination related affairs.
2. The examination staff gives respect and listens to student enquiries in a courteous manner.
3. The examination staff always remains available during specified office hours to serve students.
4. The examination staff addresses all student queries and concerns timely and in a professional way.
5. The quality of service and promptness of response received from the examination staff is satisfactory.
6. All results declared by the examination department are always on time.
7. All relevant material like enrollment form, exam timetable, admit card (slip,) result transcript and examination related policies & procedures is readily available and self-explanatory.
8. The aspects that make examination department stand apart are:

_____

_____

9. The areas that demand reformation in examination department are:

_____

_____

_____

SUKKUR IBA UNIVERSITY

QUALITY ENHANCEMENT CELL (QEC)

1. The QEC staff is well-aware of overall quality related affairs.

2. The QEC staff gives respect and listens to student enquiries in a courteous manner.

3. The QEC staff always remains available during specified office hours to serve students.

4. QEC staff addresses all student queries and concerns timely and in a professional way.

5. The quality of service and promptness of response received from the QEC staff is satisfactory.

6. QEC always conducts online Teacher/Course Evaluation of student concerned program on time.

7. The aspects that make QEC stand apart are:

   _____

   _____

   _____

   _____

8. The areas that demand reformation in QEC are:

   _____

   _____

   _____

   _____

SUKKUR IBA UNIVERSITY

FINANCE DEPARTMENT

1. The concerned staff is well-aware of finance related affairs.
2. The finance staff gives respect and listens to student enquiries in a courteous manner.
3. The finance staff always remains available during specified office hours to serve students.
4. The finance staff addresses all student queries and concerns on priority and in a professional way.
5. The quality of service and promptness of response received from the finance staff is satisfactory.
6. I am satisfied with the online finance module implemented by finance department to facilitate students.
7. All relevant material like fee challan, no dues form and finance related policies & procedures is readily available and self-explanatory.
8. The finance department always processes student clearance related matters timely with positive attitude.

   The aspects that make finance department stand apart are:

   _____

   _____

   _____

   _____

9. The areas that demand reformation in finance department are:

   _____

   _____

   _____

   _____

SUKKUR IBA UNIVERSITY

KNOWLEDGE CENTER (LIBRARY)

1. The concerned staff is well-aware of library related affairs.

2. The library staff gives respect and listens to student enquiries in a courteous manner.

3. The library staff always remains available during specified office hours to serve students.

4. The library staff handles student transactions related to book issuance/return timely and in a professional way.

5. The library staff treats me in a fair way regardless of any gender discrimination.

6. The quality of service and promptness of response received from the library staff is satisfactory.

7. The library contains sufficient number of books and journals both physical and online to cater student educational needs and professional demands.

8. I am well informed about new book procurement process. If I make a requisition for a new book, the same is arranged within no time.

9. All relevant material like catalogues, no dues form and library related policies & procedures is readily available and self-explanatory.

10. The library offers sufficient space and conducive environment for study purpose.

11. The aspects that make library stand apart are:

_____

_____

_____

_____

12. The areas that demand reformation in library are:

_____

_____

_____

_____

SUKKUR IBA UNIVERSITY

CENTER FOR ENTREPRENEURIAL LEADERSHIP & INCUBATION (CEL&Inc.)

1. The concerned staff is well-aware of CEL&Inc. related affairs.

2. The CEL&Inc. staff gives respect and listens to student enquiries in a courteous manner.

3. The CEL&Inc. staff always remains available during specified office hours to serve students.

4. The CEL&Inc. provides technical support against new ideas timely and in a professional way.

5. The CEL&Inc. affords conducive environment to launch new student startup.

6. CEL&Inc. provides substantial industrial exposure to students by connecting them with external donor agencies.

7. The CEL&Inc. provides equal opportunities for participation in national/international competitions/events regardless of any gender discrimination.

8. The quality of service and promptness of response received from the CEL&Inc. staff is satisfactory.

9. All printed material containing literature related to startup opportunities, donor agencies and associated policies & procedures is readily available and self-explanatory.

10. The aspects that make CEL&Inc. stand apart are:

_____

_____

_____

_____

11. The areas that demand reformation in CEL&Inc. are:

_____

_____

_____

_____

TRANSPORTATION SERVICES

1. The driving staff possess professional driving skills with adequate knowledge of traffic laws.

2. The driving staff keep their vehicles tidy and deal with students politely.

3. The driving staff perform their job diligently and observe punctuality without any fail.

4. The available fleet is sufficient to facilitate the existing number of students.

5. In order to accommodate male/female students separately, an ample space is provided in every vehicle.

6. The existing route and timing schedule of vehicles is suitable for students to travel conveniently.

7. A predefined form is readily available to students to register their suggestions/complains related to transportation services accordingly.

8. A focal person from the transport department always remains available to handle student related queries accordingly.

9. The aspects that make transportation services stand apart are:

_____

_____

_____

_____

10. The areas that demand reformation in transportation services are:

_____

_____

_____

_____

SUKKUR IBA UNIVERSITY

ICT DEPARTMENT

1. The concerned staff is well-aware of ICT related affairs.
2. The ICT staff gives respect and listens to student enquiries in a courteous manner.
3. The ICT staff always remains available during specified office hours to serve students.
4. The ICT staff addresses all student queries and concerns on priority and in a professional way.
5. The quality of service and promptness of response received from the ICT staff is satisfactory.
6. I am fully satisfied with the CMS module implemented by ICT department to facilitate students.
7. The interface of CMS module is user friendly and easily to understand.
8. The aspects that make ICT department stand apart are:

   _____

   _____

   _____

   _____

9. The areas that demand reformation in ICT department are:

   _____

   _____

   _____

   _____

SOP FOR SELF-INSTITUTIONAL PERFORMANCE EVALUATION (SELF-IPE) PROCESS	
Introduction	Self-Institutional Performance Evaluation (Self-IPE) has become an essential part of QEC operations as it provides a public certification of acceptable minimum quality together with an opportunity for self-improvement and recognition from Higher Education Commission (HEC.) The purpose of this activity is to identify areas of improvement not only in academic programs but also administrative services and the university as a whole. QEC is responsible to initiate Self-IPE in the light of standards as laid down by HEC. These standards are primarily qualitative criteria that assess the university's current state of affairs in terms of quality and its effectiveness.
Initiator	Director QEC
Stakeholders Involved	Registrar, all HoDs & Sectional Heads
Approving Authority	Vice Chancellor of the University
Notifying Authority	Registrar
Scope	All departments coming under the umbrella of Sukkur IBA University.
Frequency	Once a year
Operation Procedure	i. QEC initiates Self-IPE process by intimating all sectional heads by sending an official email. ii. All involved stakeholders are requested to furnish their departmental information on HEC prescribed document i.e. University Portfolio Report (UPR) within two-month time. iii. QEC with the consent of sectional heads nominates 5-6 reviewers coming from different departments for formation of Self-IPE Review Committee (SIRC.) iv. Once the nominations finalized, an official notification is got issued from the office of the Registrar after receiving necessary approval from the Vice Chancellor.

	v. Subsequently, a formal SIRC meeting is arranged within one week after issuance of official notification, with the intent to discuss Self-IPE mechanism besides deciding the complete road map.
	vi. Once all departmental information is received, QEC compiles the same to form a report called UPR which in turn is shared with the proposed SIRC for their expert review and observations.
	vii. Afterwards, a formal meeting is called in which SIRC places their observations and comments before the concerned stakeholders to take their proper justification (if needed) and scrutinize relevant evidences followed by a field visit prior to submitting its findings to QEC.
	viii. Finally, QEC prepares the received findings on HEC prescribed format (Implementation Plan) and shares the same with the concerned stakeholders for compliance.
	ix. Later, QEC takes follow-ups from the concerned stakeholders from time to time in order to ensure meticulous compliance of the findings identified.
Proforma (if any)	Annex-XI (a): HEC prescribed IPE Manual Annex-XI (b): Implementation Plan

Implementation Plan

Department & Program: _____

S.No.	AT Finding	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1					
2					
3					
4					
5					
6					
7					
8					

_____
Head of the Department

_____
Vice Chancellor

SOP FOR MS/M.PHIL/PHD PROGRAM REVIEW PROCESS	
Introduction	MS/M.Phil./PhD Program Self-Review is one of the important activities that QEC undertakes in order to ensure whether the set quality standards are being met at master/doctoral level programs. The self-review provides a means of benchmarking both within the university and against its outer counterparts. The sole purpose of this activity is not only to identify areas of improvement in academic programs but also help programs justify requests to the university management for additional support and delineate their long-term plans besides promoting research-based culture at the university as a whole.
Initiator	Director QEC
Stakeholders Involved	Registrar, all HoDs & Sectional Heads
Approving Authority	Vice Chancellor of the University
Notifying Authority	Registrar
Scope	All MS/MPhil/PhD coming under the umbrella of Sukkur IBA University.
Frequency	Once a year
Operation Procedure	i. QEC initiates MS/MPhil/PhD program review process by intimating all sectional heads through an official email containing HEC prescribed Program Review Proforma. ii. All involved stakeholders are requested to furnish their departmental information on the given proforma and submit the same along with supporting evidences within one month period. iii. QEC with the consent of sectional heads nominates 5-6 reviewers coming from different departments for formation of Self-Program Review Committee (SPRC.) iv. Once the nominations finalized, an official notification is got issued from the office of the Registrar after receiving necessary approval from the Vice Chancellor. v. Subsequently, a formal SPRC meeting is arranged within one week after issuance of official notification, with the intent to

	discuss Self-Program Review mechanism besides deciding the complete road map. vi. Once all departmental information is received, the same is shared with the proposed SPRC at least two weeks prior to the formal meeting for their expert review and observations. vii. Afterwards, a formal meeting is called in which SPRC places their observations and comments before the concerned stakeholders to take their proper justification (if needed) and scrutinize relevant evidences followed by separate student and faculty interaction augmented with a field visit prior to submitting its findings to QEC. viii. Finally, QEC prepares the received findings on HEC prescribed format (Implementation Plan) and shares the same with the concerned stakeholders for compliance. ix. Later, QEC takes follow-ups from the concerned stakeholders from time to time in order to ensure meticulous compliance of the findings identified.
Proforma (if any)	Annex-XII (a): HEC prescribed MS/M.Phil./PhD Program Review Proforma Annex-XII (b): Implementation Plan

SUKKUR IBA UNIVERSITY

Students Proforma

QUALITY ASSURANCE AGENCY

MS/M.Phil./Eequivalent Program Review University Proforma

This Proforma is to be completed by the university prior to the
HEC Program Review Committee Visit

(Semester wise details of Enrolled Students)

Program Name (e.g Management Sciences)

Semester (e.g Fall 2014)

Sr. No.	Name of Student	16 Year Education Completed Yes/No	GAT General / Equivalent Test Yes/No	Last Degree Obtained (e.g Bsc. Eng)	Semester Load (How much credit hours registered for this semester)	For Research Base Program Thesis Topic	Approval of Synopsis Yes/No	Allocation of Supervisor If yes, mention the name of Supervisor
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Note:

1- The details of students (Semester wise) may please be attached, on the same template.

2- For Annual System, Please provide details on yearly bases.

3- Please Attach extra sheets as per requirement, on the same Template.

SUKKUR IBA UNIVERSITY

Ph.D. Scholars'Proforma

Each Ph.D. Scholar should complete this proforma. The University should prepare summary of these proforma's and submit the summary along with proforma to QAA, HEC.

Name of University:

Department:

Name of Scholar:

Degree working for:

Area of Research:

Title of Thesis:

Date of Enrolment:

Name of Supervisor & Co- Supervisor:

Checklist Covering Minimum Criteria

ITEMS		STATUS	
PART I M.Phil /Equivalent		**Yes**	**No**
1.	Completed 16 years of schooling/ (124-136 credit hours)	☐	☐
2.	Cleared GRE test (NTS) or equivalent	☐	☐
3	Completed 30 credit hour (at least 24 credit course work)	☐	☐
4.	GPA $\geq$ 3 in course work and thesis	☐	☐
Part-II (Ph.D.)			
5	Cleared the Subject: GRE test (ETS) ☐ or equivalent? ☐	☐	☐
6	Completed additional work of minimum 18 credit hours?	☐	☐
7	Cleared the comprehensive exam?	☐	☐
8.	The dissertation examined or to be examined by at least two foreigner examiners?	☐	☐
9.	Has the dissertation been defended?	☐	☐
10.	Paper accepted for publication in HEC approved journals?	☐	☐

Attachments: Course work details of 18 credit hours of Ph.D., studied or to be studied & other relevant documentary evidence to be attached

Note: The form and guidelines for filling the form are also available on QAA, HEC webpage (http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssuranceAgency/Pages/Main.aspx)

SUKKUR IBA UNIVERSITY

Ph. D. Program Review University Proforma
This Proforma is to be completed by the university prior to the HEC Program Review Committee Visit

Name of University:

Name of the Department:

Number of Ph. D. students: **Number of M. Phil students:**

Checklist Covering Minimum Criteria

S#	Item	Number	Remarks
	a) Students		
1	Number of students who have completed 16 years of schooling/ 124-136 credit hour study		
2	Number of students who have cleared GRE type test (NTS test)		
3	Number of students who have completed a minimum of 30 graduate level, post bachelor, credit hours (minimum of credit 24 course work)		
4	Number of students who have completed M.Phil thesis		
5	Number of students who have GPA > 3		
6	Number of students who have cleared international GRE Subject test or equivalent		
7	Number of students who have completed course work of 18 credit hours beyond M. Phil		
8.	Number of students who cleared the comprehensive exam		
9.	Number of students whose thesis has been evaluated by minimum two foreign experts		
10.	Number of students who have defended their thesis		
11.	Number of students who have published (accepted for publication) at least one paper in a HEC approved journal		
12.	Number of students conferred or awaiting to be conferred the Ph.D. degree		
13.	Number of students who have submitted soft & hard copy of their thesis to HEC		
	b) Faculty		
1	Number of students being supervised by one full time faculty member		
2	Number of student who have a Ph.D. Advisory Committee according to HEC guidelines		
3.	Number of Ph.D. faculty members available for each department of the university offering a Ph.D. Program		

Note: The form and guidelines for filling the form are also available on QAA, HEC webpage
(http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssuranceAgency/Pages/Main.aspx)

Department & Program: _____

Implementation Plan

S.No.	AT Finding	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1					
2					
3					
4					
5					
6					
7					
8					

_____
Head of the Department

_____
Vice Chancellor

SOP FOR FEEDBACK ON CANTEEN SERVICES	
Introduction	This survey seeks feedback from customers on the cost and quality of food served and the level of services rendered by the canteen of Sukkur IBA University. The sole purpose behind conducting this survey is to gauge the level of satisfaction customers enjoy against their spent money and identify those areas where improvement is required.
Initiator	Director QEC
Stakeholders Involved	All Customers (Students/Faculty/Admin Staff/Visitors)
Approving Authority	Vice Chancellor
Notifying Authority	None
Scope	Canteen situated inside Sukkur IBA University premises.
Frequency	Annual/Situational
Operation Procedure	i. Team QEC embarks upon Canteen Survey every year or upon receiving special instructions from Director, QEC. ii. An email draft is prepared and approved from the concerned authority before sending the same to the stakeholder involved. iii. Subsequently, the email containing web-link of the canteen survey form is floated to the intended recipients and motivating them to submit their feedback ideally within a fortnight time. iv. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose. v. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, and other Sectional Heads etc. in order to invite their input on the submitted report and record any decisions made in this regard.
Proforma (if any)	Annex-XIII: Feedback on Canteen Services Form

SURVEY OF SUKKUR IBA CAFETERIA

The survey regarding "Sukkur IBA Cafeteria" is being undertaken with the intent to know about your food preferences, the existing variety offered, and the level of your personal satisfaction so that the quality of services can be improved in order to take the cafeteria to the next level. The survey is anonymous and the data collected will be used in aggregate to help determine the overall customer satisfaction in addition to identifying the areas where improvement is required.

Prerequisite Question: How often you visit cafeteria to satisfy your food desire? *

Rarely   Once a week   Twice a week   Thrice a week   Everyday

Please rate the efficacy of the following activities by referring to the scale mentioned below:

1=Strongly Disagree   2= Disagree   3= Uncertain   4=Agree   5=Strongly Agree

1. Furniture and fixtures installed at cafeteria is found clean and in good shape. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

2. Tables and floor of the cafeteria are wiped after each serving. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

3. The internal kitchen area visible from the serving counter looks tidy. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

4. No dirty utensils or soiled dusters are visible apparently. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

5. Overall, the cafeteria environment along with its surrounding areas is kept clean. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

6. Everyone looks clean wearing a formal uniform with tied apron. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

7. The serving staff always wear smile and deal with customers politely. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

8. The counter staff is adequate to serve orders timely. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

9. Sauces, napkins and other cutlery items are readily available on tables. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

10. Hygiene of the food available at the cafeteria tempts you to increase your food consumption. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

11. The food served at the cafeteria is nourishing and healthy. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

12. The menu contains a good variety of items and is often revised to make customers happy. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

13. While considering the quality offered, the food prices are quite reasonable. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

14. Any additional suggestions / comments:

SUKKUR IBA UNIVERSITY

SOP FOR FEEDBACK ON COOK PERFORMANCE	
Introduction	The survey seeks feedback from students and staff who reside in different hostels of Sukkur IBA University and avail cook services in their daily routine. The sole purpose behind conducting this survey is not only to gauge the level of satisfaction hostellers enjoy related to the quality of food served and level of services rendered by chefs but also identify areas where improvement is required.
Initiator	Director QEC
Stakeholders Involved	All Hostellers (Students/Faculty/Admin Staff/Guests) & Provost Department
Approving Authority	Vice Chancellor
Notifying Authority	None
Scope	All cooks working at on & off-campus hostels of Sukkur IBA University.
Frequency	Annual/Situational
Operation Procedure	i. Team QEC embarks upon cook survey every year or upon receiving special instructions from Director, QEC. ii. QEC acquires information from Provost Department related to all cooks serving at various hostels of Sukkur IBA University. iii. An official meeting is arranged for all hostel wardens in which they are briefed about the core objectives of this activity besides collecting statistics regarding their designated hostels. iv. Subsequently, the hardcopy of cook survey form is disseminated among the intended recipients through respective hostel wardens who motivate them to submit their feedback ideally within a week time. v. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose. vi. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, and Provost in order to invite their input on the submitted report and record any decisions made in this regard.
Proforma (if any)	Annex-XIV: Feedback on Canteen Services Form

Sukkur IBA Cooks' Performance Feedback Form

This survey is designed to measure the performance of cooks working at different accommodation units at Sukkur IBA. The respondents for this survey are the members of respective hostels where these cook are working, wardens and provost hostels.

Cook's Name: **Cooks Employee ID:**

Please score each category with:

1- Strongly Disagree   **2-** Disagree   **3-** Agree   **4-** Strongly Agree

Technical Expertise

Able to prepare delicious vegetarian food	1	2	3	4
Able to prepare delicious non vegetarian food	1	2	3	4
Maintain cleanliness in kitchen and food serving area	1	2	3	4
Ensure food hygiene	1	2	3	4
Efficiently uses kitchen recourses	1	2	3	4

Behavioral aspects

Communicates appropriately with all individuals	1	2	3	4
Welcomes constructive criticism and reflect on it for betterment	1	2	3	4
Does not engage in gossips	1	2	3	4

Dress Code Time Punctuality

Wears uniform and covers head during cooking	1	2	3	4
Prepares food on time	1	2	3	4
Uses hand gloves while preparing and serving food	1	2	3	4

Your overall perception about him/her?

1. Excellent   2. Good   3. Satisfactory   4. Unsatisfactory

SUKKUR IBA UNIVERSITY

Strengths

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Weaknesses

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_____
_____
_____

Your Name_____ Hostel_____

Class/ Department _____ Singature_____

SUKKUR IBA UNIVERSITY

SURVEY OF SUKKUR IBA CAFETERIA

The survey regarding "Sukkur IBA Cafeteria" is being undertaken with the intent to know about your food preferences, the existing variety offered, and the level of your personal satisfaction so that the quality of services can be improved in order to take the cafeteria to the next level. The survey is anonymous and the data collected will be used in aggregate to help determine the overall customer satisfaction in addition to identifying the areas where improvement is required.

Prerequisite Question: How often you visit cafeteria to satisfy your food desire? *

Rarely   Once a week   Twice a week   Thrice a week   Everyday

Please rate the efficacy of the following activities by referring to the scale mentioned below:

1=Strongly Disagree   2= Disagree   3= Uncertain   4=Agree   5=Strongly Agree

1. Furniture and fixtures installed at cafeteria is found clean and in good shape. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

2. Tables and floor of the cafeteria are wiped after each serving. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

3. The internal kitchen area visible from the serving counter looks tidy. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

4. No dirty utensils or soiled dusters are visible apparently. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

5. Overall, the cafeteria environment along with its surrounding areas is kept clean. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

6. Everyone looks clean wearing a formal uniform with tied apron. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

7. The serving staff always wear smile and deal with customers politely. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

8. The counter staff is adequate to serve orders timely. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

9. Sauces, napkins and other cutlery items are readily available on tables. *

Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

10. Hygiene of the food available at the cafeteria tempts you to increase your food consumption. *

SUKKUR IBA UNIVERSITY

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

11. The food served at the cafeteria is nourishing and healthy. *

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

12. The menu contains a good variety of items and is often revised to make customers happy. *

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

13. While considering the quality offered, the food prices are quite reasonable. *

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

14. Any additional suggestions / comments:

Sukkur IBA Cooks' Performance Feedback Form

This survey is designed to measure the performance of cooks working at different accommodation units at Sukkur IBA. The respondents for this survey are the members of respective hostels where these cook are working, wardens and provost hostels.

Cook's Name: **Cooks Employee ID:**

Please score each category with:

1- Strongly Disagree   **2-** Disagree   **3-** Agree   **4-** Strongly Agree

Technical Expertise

Able to prepare delicious vegetarian food	1	2	3	4
Able to prepare delicious non vegetarian food	1	2	3	4
Maintain cleanliness in kitchen and food serving area	1	2	3	4
Ensure food hygiene	1	2	3	4
Efficiently uses kitchen recourses	1	2	3	4

Behavioral aspects

Communicates appropriately with all individuals	1	2	3	4
Welcomes constructive criticism and reflect on it for betterment	1	2	3	4
Does not engage in gossips	1	2	3	4

Dress Code Time Punctuality

Wears uniform and covers head during cooking	1	2	3	4
Prepares food on time	1	2	3	4
Uses hand gloves while preparing and serving food	1	2	3	4

Your overall perception about him/her?

1. Excellent   2. Good   3. Satisfactory   4. Unsatisfactory

Strengths

SUKKUR IBA UNIVERSITY

_____
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Weaknesses

_____
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Your Name:_____ Hostel_____

Class/ Department _____ Singature_____