RASHID LATIF KHAN UNIVERSITY

35 KM Ferozepur Road, Lahore
A chartered University

Office of the Quality Enhancement Cell
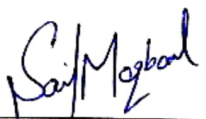
Assessment Team – Findings

Program – BBA

1. The admission criteria for the Business School need to be revisited as there is no contribution of applicants' previous academic grades in admission criteria.

2. Implement a structured student feedback mechanisms along with reporting to QEC with the plan to address critical comments.

3. Develop KPIs for departmental performance tracking.

4. Introduce case-study-based learning and industry projects to strengthen the analytical skills of the students.

5. Develop industry-academia collaborations through biannual meetings.

6. Invite industry professionals for students' training and work on placement of students in industry for internships.

7. Establish a faculty research grant program to boost research culture in the department.

8. Develop a well-structured and documented faculty performance evaluation mechanism along with the compensation system.

The program **BBA, APPROVED** with **RECOMMENDATIONS** under **Judgement**

framework for **PREE**

Dr Saif Maqbool
Associate Professor
Management Sciences
FAST University Lahore

RUBRIC FOR PREE- AT
BBA

Standard 1 – Program Mission, Objectives and Outcomes	Weight = 0.05	Weightage Standard 1
EOIs	Score 1-5	
1. Does the program have documented measurable objectives that support the institution mission statements?	4	
2. Does the Program have documented outcomes for graduating students?	4	
3. Do these outcomes support the Program objectives?	3	
4. Are the graduating students capable of performing these outcomes?	4	3.33
5. Does the department assess its overall performance periodically using quantifiable measures?	2	
6. Does the department take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience?	3	
Total Score Standard - 1	20	
Standard 2 – Curriculum Design and Organization	Weight = 0.20	Weightage Standard 2
EOIS	Score 1-5	
1. Is the curriculum consistent?	4	
2. Does the curriculum support the program's documented objectives?	4	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	3	
4. Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies	4.5	16.00
5. Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective /accreditation bodies / councils?	4.5	
6. Is the information technology component integrated throughout the program?	4	
7. Are oral and written skills of the students developed and applied in the program?	4	
8. Does university conduct feedback surveys each semester for each course from students and faculty?	4	
Total Score Standard - 2	32	
Standard 3 – Subject-specific facilities	Weight = 0.10	Weightage Standard 3
EOIS	Score 1-5	

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EOIS	Score 1-5	
1. Are Laboratory manuals/documentation/instructions for experiments are available and readily accessible to department and students?	3	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	8.67
3. Are the the institution's computing infrastructure and facilities are adequate to support the program's objectives?	5	
Total Score Standard - 3	13	
Standard 4 – Student advising and counselling	Weight = 0.10	Weightage Standard 4
EOIS	Score 1-5	
1. Are the modules are offered with sufficient frequency and number for students to complete the program in a timely manner?	4	
2. Are the modules in the major area of study are structured to ensure effective interaction between students, department and teaching assistants?	4	7.33
3. Does the guidance on how to complete the program are available to all students and access to academic advising must be available to make module decisions and career choices ?	3	
Total Score Standard - 4	11	
Standard – 5 Teaching faculty/staff	Weight = 0.20	Weightage Standard 5
EOIS	Score 1-5	
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	4	
2. Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	4	
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	4	13.71
4. Do the majority of faculty members hold a PhD degree in their discipline?	2	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	3	
6. Are there mechanisms in place for faculty development?	3	
7. Are faculty members motivated and satisfied so as to excel in their profession?	4	
Total Score Standard - 5	24	
Standard 6: Institutional policies and process control	Weight = 0.15	Weightage Standard 6
EOIS	Score 1-5	
1. Is the process by which students are admitted to the program are based on quantitative and qualitative criteria and clearly documented?	2	
2. Is the process by which students are registered on the program and monitoring of students' progress to ensure timely completion of the program are documented and this process is periodically evaluated to ensure that it is meeting its objectives?	4	

3. Is the process of recruiting and retaining highly qualified department members are in place and clearly documented? Also, processes and procedures for department evaluation, and promotion must be consistent with the institution mission statement. These processes must be periodically evaluated to ensure that they are meeting with their objectives	3	9.75
4. Is the process and procedures used to ensure that teaching and delivery of module material to the students emphasises active learning and that module learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.	4	
5. Is the process that ensures that graduates have completed the requirements of the programme are based on standards, and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.	3	
6. Are Programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy?	3	
7. Are Programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy?	3	
8. Are Programmes are managed to high ethical standards when dealing with faculty, staff, students and other stakeholders?	4	
Total Score Standard - 6	26	

Standard – 7 Institutional support and facilities	Weight = 0.10	Weightage Standard 7
EOIS	Score 1-5	
1. The institution have the infrastructure to support new trends such as e-learning?	4	6.67
2. Does the library contain technical collection relevant to the program and is it adequately staffed?	3	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	3	
Total Score Standard - 7	10	

Standard 8 – Institutional general requirements	Weight = 0.10	Weightage Standard 8
EOIS	Score 1-5	
1. Is the institution ensures that research degrees are awarded in a research environment that provides secure academic Precepts, standards and international best practices for doing research and learning about research approaches, methods, procedures and protocols, and which takes account of social and industrial needs?	1	5.00
2. Is this environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.	4	
Total Score Standard - 8	5	

OVERALL ASSESSMENT SCORE	70.46

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Conclusion :

Considering a young university; majority of the procedures and policies at the Business School of RLKU are well documented. These procedures will develop further over the period. Based on the provided rubric, the department is performing moderate to good level of complaince to quality standards. There are a few recommendations listed in the next section to improve further.

Recommendation:

• The admission criteria for the Business School need to be revisited as there is no contribution of applicant's previous academic grades in admission criteria.
• Implement a structured student feedback mechanisms along with reporting to QEC with the plan to address critical comments.
• Develop KPIs for departmental performance tracking.
• Introduce case-study-based learning and industry projects to strengthen analytical skills of the students.
• Develop industry-academia collaborations through biannual meetings.
• Invite industry professionals for students' trainings and work on placement of students in industry for internships.
• Establish a faculty research grant program to boost research culture in the department.
• Develop a well structured and documented faculty performance evaluation mechanism along with the compensation system.

HoD/Incharge Program   AT Reviewer

NOTE:
Score = (Total value/total question x max weight 5)x 100 x weightage

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IMPLEMENTATION PLAN IQA

PROGRAM BBA

Implementation Plan Summary

AT Findings & Recommendations	Intended Corrective Actions	Intended Implementation Period	Responsible Body	Resources Needed
The admission criteria for the Business School need to be revisited as there is no contribution of applicants' previous academic grades to admission criteria.	Revise admission policy to include weightage for previous academic grades (e.g., Intermediate/A-level marks) alongside entry test and interview scores.	Within 6 months (before the next admission cycle i.e., Fall-25).	Admission Committee in collaboration with the Department of Management Sciences & Registrar's Office.	Policy review documents, administrative staff time, updated admission guidelines.

Implement a structured student feedback mechanisms along with reporting to QEC with the plan to address critical comments.	Develop and implement online and in-class feedback forms for each course; consolidate data for QEC review; prepare an action plan to address recurring issues.	Next academic semester (i.e., Fall-25)	Department of Management Sciences, QEC, IT Department.	Feedback software or Google Forms, data analysis tools, faculty training sessions.
Develop KPIs for departmental performance tracking.	Create measurable KPIs such as graduation rate, student satisfaction score, faculty research output, and industry placement rate.	Within 6 months	Department of Management Sciences and QEC.	KPI templates, departmental performance data
Introduce case-study-based learning and industry projects to strengthen the analytical skills of the students.	Integrate at least 2 case studies per course.	Phased implementation starting next semester (i.e., Fall-25)	Department of Management Sciences	Access to case study databases (e.g., Harvard Business Publishing), industry contacts, faculty training.

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Invite industry professionals for students' training and work on placement of students in industry for internships.	Organize monthly guest lectures and establish MoUs with at least 5 companies for internship placements.	Ongoing, starting immediately.	Department of Management Sciences, Career Services Office.	Professional networking, budget for honorariums, event arrangements.
Establish a faculty research grant program to boost research culture in the department.	Create small competitive grants for faculty research, allocate budget annually, and encourage publications in indexed journals.	Within 12 Months	Department of Management Sciences, ORIC, Finance Department.	Research funding, journal access
Develop a well-structured and documented faculty performance evaluation mechanism along with the compensation system.	Create an evaluation framework based on teaching effectiveness, research contributions,	Within 6 months	Department of Management	Evaluation forms, HR policy updates, training for evaluators.

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	and service; link performance to annual increments/bonuses.		Sciences, HR Department	
Develop industry-academia collaborations through biannual meetings.	Schedule two industry-academia roundtables annually to discuss curriculum alignment, internship needs, and collaborative projects.	First meeting within 4 months.	Department of Management Sciences	budget for honorariums and Refreshments, event arrangements.

Chairman's Comment

I appreciate the comprehensive feedback provided through the PREE evaluation. The identified areas for improvement align with the department's vision of delivering quality business education and producing industry-ready graduates. The proposed corrective actions are practical, measurable, and in line with the strategic goals of the department. We are committed to implementing these measures within the stipulated timelines, ensuring active collaboration between faculty, administrative bodies, and industry partners. These initiatives will strengthen our academic processes, enhance student learning experiences, and foster a stronger research and industry engagement culture within the department.

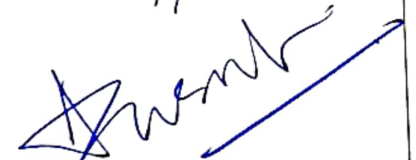**Name and Signature**

Dr. Nauman Zaheer

Dean's Comment
Name and Signature

**QEC Office Comment
Name and Signature**

First PRSE is devised by HEC, a remarkable effort been put by the team. Commendable job.

ALI RAZA QURESHI   DIR QEC & ADDITIONAL REGISTRAR