University of Central Punjab

(A "W4" Category University)

POLICY DOCUMENT

QUALITY ENHANCEMENT CELL

PREPARED BY: QUALITY ENHANCEMENT CELL

Contents

1. **INTRODUCTION**

    QEC (Quality Enhancement Cell) is established under the umbrella of Quality Assurance Agency (QAA) of Higher Education Commission (HEC) to enhance, maintain and monitor quality of higher education. HEC took initiative to establish QECs in 2010 in all HEIs (Higher Education Institutes) of Pakistan. University of Central Punjab laid the foundation stone of QEC in 2012.

    QEC at UCP is not only working to assure and enhance the quality of education but also strive to continually improve other administrative and support offices. Its key role is planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the Institute. Quality Enhancement Cell (QEC) also oversees the mission of UCP, i.e. we serve to safeguard the "conducive teaching, learning and research environment".

    QEC is actively involved in various activities taking place at UCP, including teaching development, maintaining learning standards, determining stakeholder satisfaction, and appraisal of undergraduate, graduate and postgraduate degree programs and support processes. QEC has adopted strategic goals for improvement in following areas:

    1. Planning: Annual and long-term planning to set goals and action plans for the quality of teaching, learning and research.

    2. Assurance: Review of procedures and practices, both periodic and continuous at Departmental, Faculty, School and University levels to assess the quality of teaching, learning and research.

    3. Responsibilities: To quote role and responsibilities of teachers, individual staff members, Academic Heads, Deans of Faculties and Directors.

    Planning

    Education Committee: Setting up a committee comprising of Pro-rector, Deans and Director QEC to work on university's strategic plan. The Strategic Plan has set up specific objectives and goals for the University focusing Teaching, Learning and Research.

Developing a Learning Policy: Selecting different learning styles by faculty and university wide; choosing between teacher centered and learner centered styles; coaching and training of faculty to adapt that style in their daily practice and developing learning outcomes to match that style.

Faculty wide Academic Plans: The yearly Teaching and Learning Plan for each faculty on selected themes addressing university-wide academic issues, such as, the links between research and teaching, and interdisciplinary teaching.

Annual Plans: Faculties and Service Divisions (directorates) prepare Annual Plans that detail the activities for the coming year in relation to the strategic goals of the university.

Quality Circles: Setting up faculty wide and university wide Teaching and Learning Quality Committees to monitor student-learning outcomes for each program of studies. Communication channel: To develop communication channel across university faculty and directorates to share data.

Assurance

Review and assessment of university profile: (use of promotional material and strategy, HEC ranking, alumni feedback etc.)

Appraisal: Teaching and learning quality is judged ultimately by student learning outcomes (judged through employability of graduates and employers feedback).

Feedback: Assurance of student and teacher involvement via regular feedback regarding teaching and learning quality and improvements.

Staff support: Support each member of teaching staff to be an effective teacher.

Student support: The University offers a suite of services and facilities to enable every student to be an effective learner, and to achieve the appropriate Graduate Profile.

Responsibilities

In order to fulfill its mission, QEC has established active liaison with all faculties and provides them solutions for their problems. We work in constant partnership with teams and committees from different faculties comprising of faculty and staff. We dearly hope to achieve our targets through strong commitment, integrity, fairness and learning from our experiences.

The Quality Enhancement Cell (QEC) is a vital part of administrative and academic structure of the University of Central Punjab. The QEC is responsible for reviewing the quality standards and the quality of teaching and learning, development of quality assurance processes for effective program monitoring, faculty monitoring, and student's perception.

2. **SCOPE OF QEC**

- Annual and Semester-wise Monitoring and Evaluation of academic Program, Faculty and Students
- Quality assurance of all degree programs.
- Evaluation and analysis of quality standards of teaching and learning in each subject area.
- To build up program specifications and quality assurance processes.
- Evaluate Department and Institutional Assessment.
- To develop Evaluation Methods for teachers and staff
- To ensure the quality and standard of the degrees awarding.
- To analyze and review academic affiliations with governing bodies and institutions.
- Incubate units and/or services as deemed necessary via in-depth analysis.

3. **VISION & MISSION**

The Vision of QEC is

"To make the Quality a defining element of higher education in UCP through self and external quality evaluation and with unique and differentiated initiatives".

The Mission of QEC is

"*To cultivate the seed of quality education with continuous improvement, hard work and patience*"
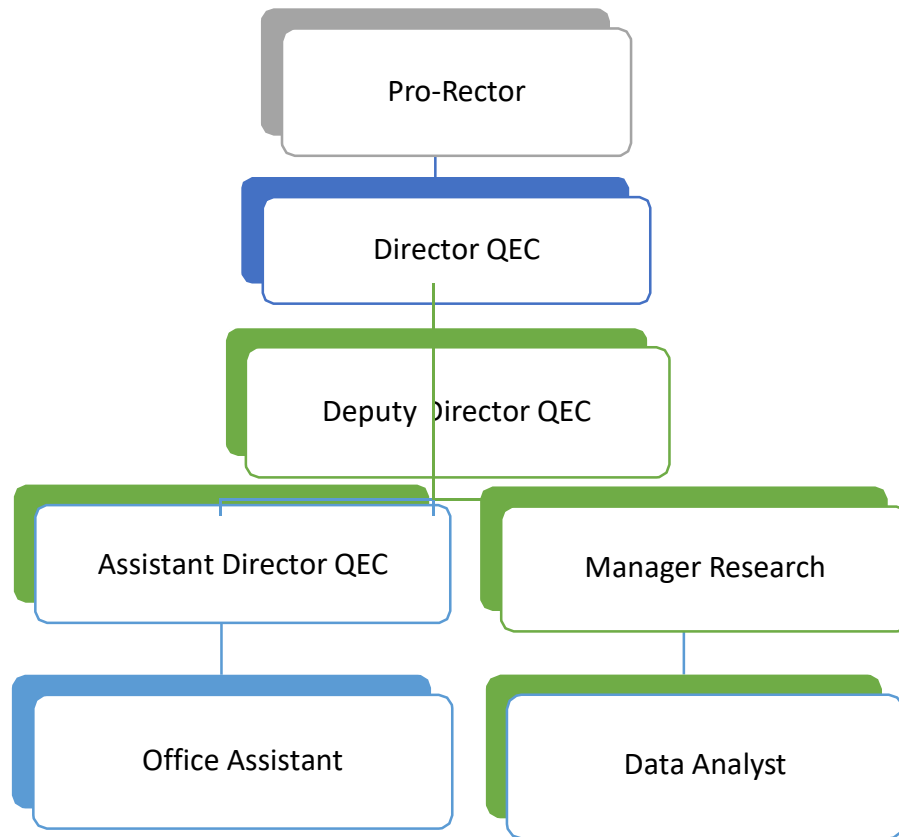
4. OBJECTIVES OF QEC

- To promote Quality and Assessment culture for continuous quality improvement
- To take initiatives for Capacity Building (Faculty Development & Institutional Development)
- To monitor progress of each Academic & Administrative Department of Institution through conducting periodic surveys
- To evaluate the teaching, research and infrastructure facilities.
- To obtain National & International Quality Assurance Bodies Memberships
- To train the Program Team and Assessment Team (Self-Assessment Process)
- To attend HEC seminars/workshops and meetings of Quality Assurance Agency
- To Attend at least one or two national and international Quality seminars/workshops once in a year
- To facilitate and assist in obtaining the accreditations from different national and international bodies
- Annual monitoring and evaluation including program monitoring, faculty monitoring, and student's perception

5. FUNCTIONS OF QEC SPECIFIED BY HEC

- The Quality Enhancement Cell (QEC) is to be headed by a Dean reporting directly to Vice Chancellor/Rector. He is to be the correspondent with the outside bodies.
- QEC is responsible for promoting public confidence that the quality and standards of the award of degrees are enhanced and safe guarded.
- QEC is responsible for the review of quality standards and the quality of teaching and learning in each subject area.
- QEC is responsible for the review of academic affiliations with other institutions in terms of effective management of standards and quality of programs.
- QEC is responsible for defining clear and explicit standards as points of reference to the reviews to be carried out. It should also help the employees to know as to what they could expect from candidates.

- QEC is responsible to develop qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification, i.e. Bachelors, Bachelor with Honors, Master's, and M. Phil. And PhD.

- QEC is responsible to develop program specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program.

- QEC is responsible to develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.

6. ORGANOGRAM OF QEC @ UCP

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                        Pro-Rector
                            |
                       Director QEC
                            |
                    Deputy Director QEC
                       |          |
        Assistant Director QEC    Manager Research
               |                        |
        Office Assistant          Data Analyst
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7. QEC TEAM

Sr. No.	Name	Designation
1	Adnan Ejaz	Director
2	Shazia Umair	Deputy Director
3	Ansa Mazhar	Assistant Manager
4	Ayesha Batool	Assistant Manager
5	Muhammad Nadeem	Support Staff

8. FUNCTIONS OF QEC @ UCP

To ensure the fulfillment of functions specified by HEC, the structure and function of QEC has been evolved progressively since 2012. QEC consists of mainly three divisions:

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                        │  8.1. Academic Quality   │
                        │        Division          │
                        └──────────────────────────┘

┌──────────────┐        ┌──────────────────────────┐
│  QEC @ UCP   │────────│   8.2. Data Analytics    │
└──────────────┘        │        Division          │
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                        │  8.3. Service Quality    │
                        │        Division          │
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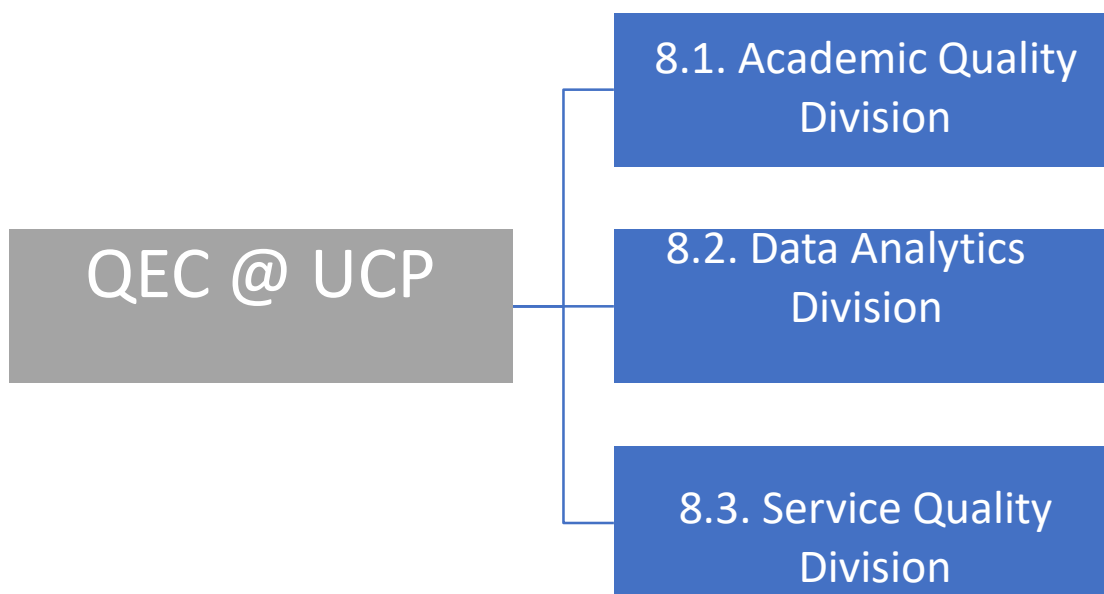
8.1. ACADEMIC QUALITY DIVISION:

This division intends to improve the standard of academic quality by developing a healthy liaison with HEC, PHEC, National & International accreditation & quality bodies, Identifying gaps & strengths in University Teaching, Learning, Research, and Infrastructure & Facilities and with all the faculties at UCP. Most of the projects which are currently executing under QEC are as following;

8.1.1. SELF-ASSESSMENT CYCLE

Self-Assessment Cycle includes the self-assessment of report of academic program, Assessment Team visit, Rubric Report, implementation plan and executive summary of program.
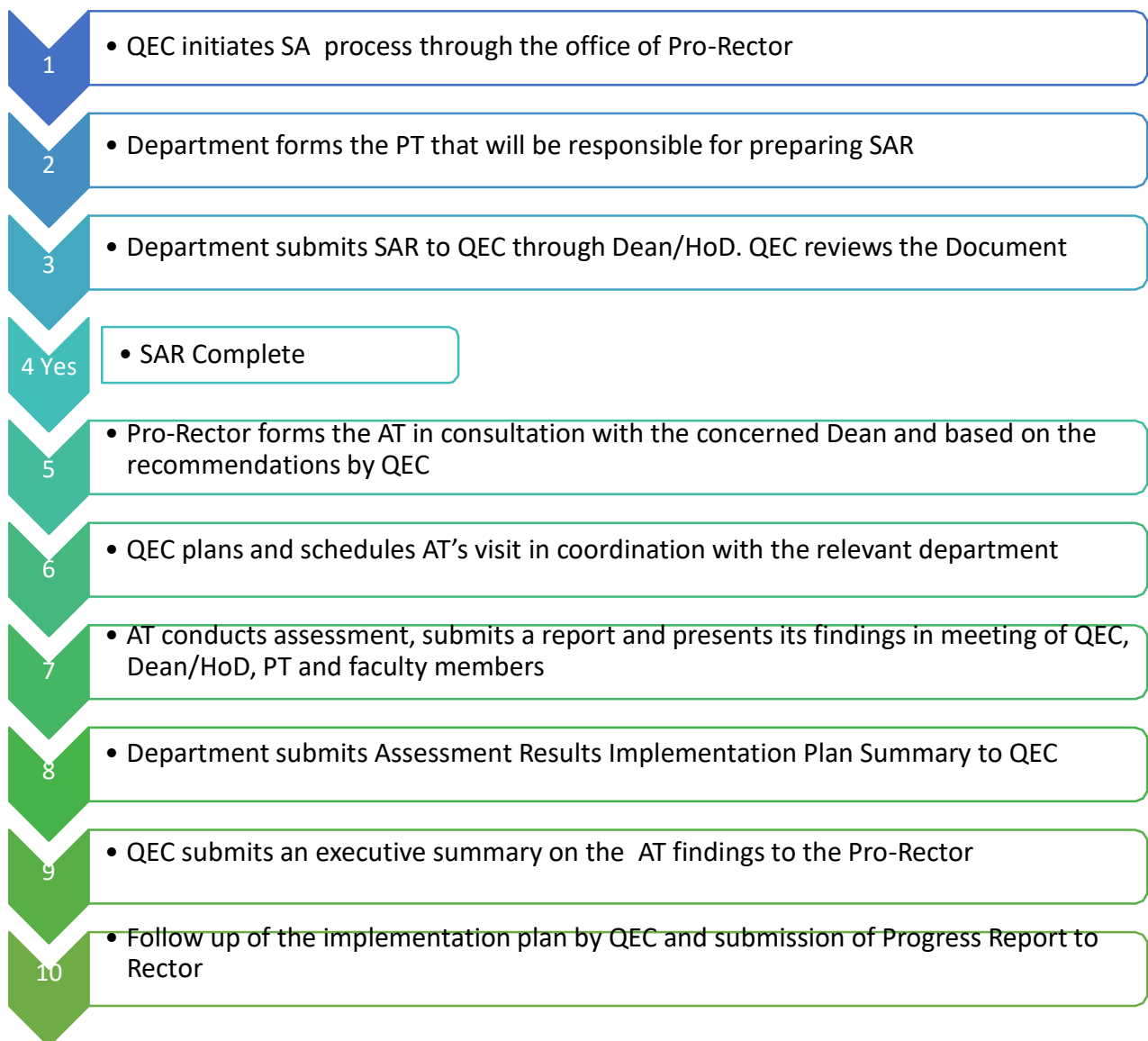
Each academic program shall undergo a self-assessment (SA) every two years (assessment cycle). The Quality Enhancement Cell (QEC) is responsible for planning, coordinating and following up on the self-assessment (SA) activities.

OBJECTIVES OF SELF-ASSESSMENT

The objectives of self-assessment are to:

- Maintain and continuously enhance academic standards +
- Enhance students' learning
- Verify that the existing programs meet their objectives and institutional goals
- Provide feedback for quality assurance of academic programs
- Prepare the academic program for review by discipline councils

8.1.1.1. SELF-ASSESSMENT PROCEDURE

1 • QEC initiates SA process through the office of Pro-Rector

2 • Department forms the PT that will be responsible for preparing SAR

3 • Department submits SAR to QEC through Dean/HoD. QEC reviews the Document

4 Yes • SAR Complete

5 • Pro-Rector forms the AT in consultation with the concerned Dean and based on the recommendations by QEC

6 • QEC plans and schedules AT's visit in coordination with the relevant department

7 • AT conducts assessment, submits a report and presents its findings in meeting of QEC, Dean/HoD, PT and faculty members

8 • Department submits Assessment Results Implementation Plan Summary to QEC

9 • QEC submits an executive summary on the AT findings to the Pro-Rector

10 • Follow up of the implementation plan by QEC and submission of Progress Report to Rector

SELF-ASSESSMENT REPORT

The self-assessment is based on several criteria. To meet each criterion a number of standards must be satisfied. This section describes each criterion and its associated standards.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Each program must have a mission, measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the program. A strategic plan must be in place to achieve the program objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

The curriculum must be designed and organized to achieve the program's objectives and outcomes. Also course objectives must be in line with program outcomes. The breakdown of the curriculum must satisfy the standards specified in this section. Curriculum standards are specified in terms of credit hours of study. A semester credit hour equals one class hour or two to three laboratory hours per week. The semester is approximately fifteen weeks.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Laboratories and computing facilities must be adequately available and accessible to faculty members and students to support teaching and research activities. To meet this criterion the standards in this section must be satisfied. In addition departments may benchmark with similar departments in reputable institutions to identify their shortcomings if any.

CRITERION 4: STUDENT SUPPORT AND ADVISING

Student must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice

about program requirements and career alternatives. To meet this criterion the standards in this section must be satisfied.

CRITERION 5: PROCESS CONTROL

The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

CRITERION 6: FACULTY

Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. To meet this criterion the standards in this section must be satisfied.

CRITERION 7: INSTITUTIONAL FACILITIES

Institutional facilities, including library, classrooms and offices must be adequate to support the objective of the program. To satisfy this criterion a number of standards must be met.
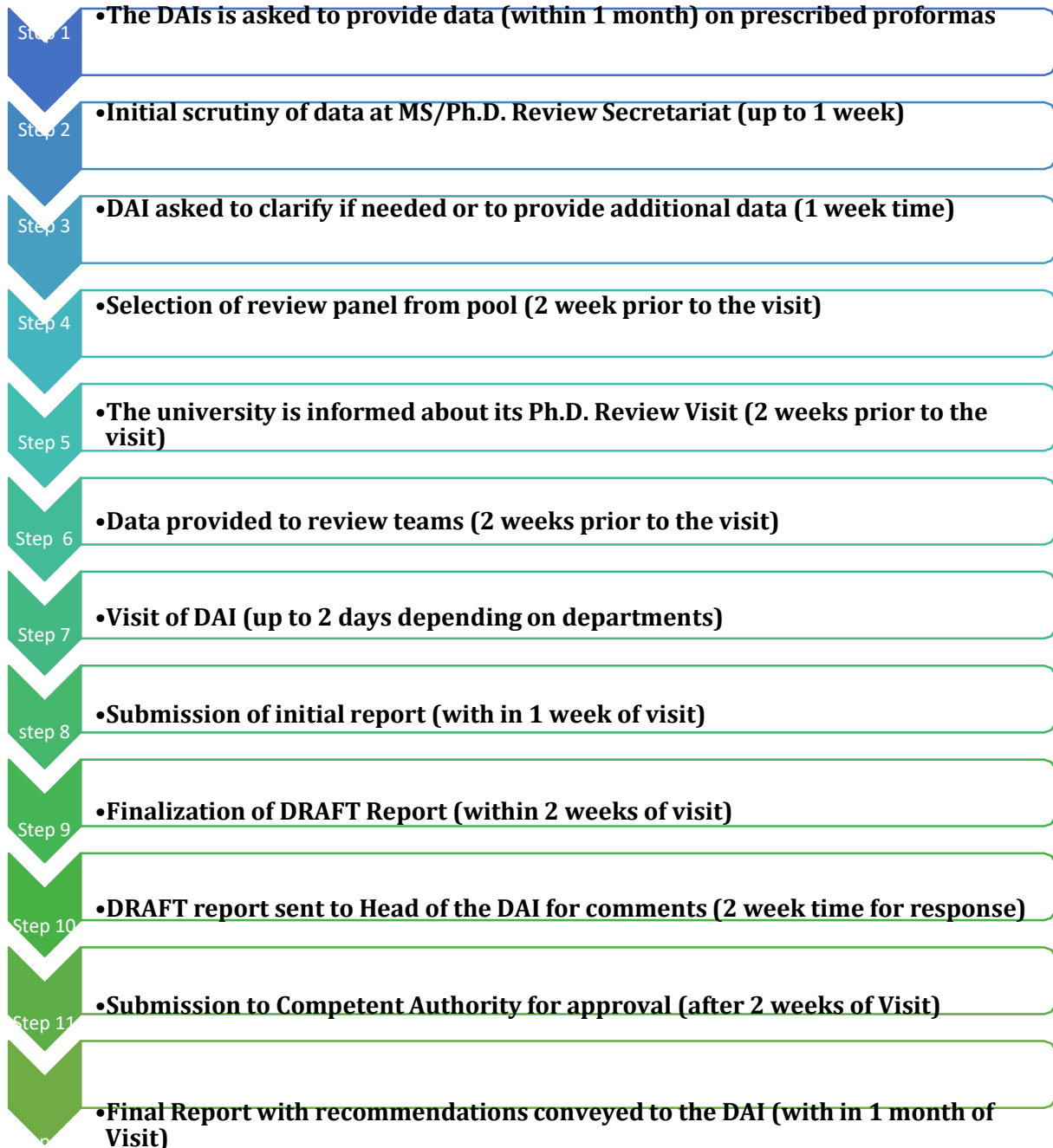
CRITERION 8: INSTITUTIONAL SUPPORT

The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

8.1.2. HEC MS/M.PHIL. & PHD PROGRAM REVIEWS

Higher Education plays a vital role in the socio economic development of the country and HEC considers the capacity building of the Degree Awarding Institutions as pivotal for the purpose. Hence, quality of MS/M.Phil. & PhD researchers/educators produced is the backbone for the development of Quality Education in the institutions of Higher Learning. HEC took the initiative of starting MS/M.Phil. & PhD Progress Review Process.

The Competent Authority constitutes a MS/M.Phil. & PhD Review Committee comprising of eminent educationists to determine the implementation status of the laid down criteria. It was decided that assessment of MPhil/ PhD programs on a regular basis be continued in order to ensure the quality of programs. For this purpose base line data collection and review visits of universities are undertaken. The review process of MS/M.Phil. & PhD Programs is as follows;

Step 1	• The DAIs is asked to provide data (within 1 month) on prescribed proformas
Step 2	• Initial scrutiny of data at MS/Ph.D. Review Secretariat (up to 1 week)
Step 3	• DAI asked to clarify if needed or to provide additional data (1 week time)
Step 4	• Selection of review panel from pool (2 week prior to the visit)
Step 5	• The university is informed about its Ph.D. Review Visit (2 weeks prior to the visit)
Step 6	• Data provided to review teams (2 weeks prior to the visit)
Step 7	• Visit of DAI (up to 2 days depending on departments)
step 8	• Submission of initial report (with in 1 week of visit)
Step 9	• Finalization of DRAFT Report (within 2 weeks of visit)
Step 10	• DRAFT report sent to Head of the DAI for comments (2 week time for response)
Step 11	• Submission to Competent Authority for approval (after 2 weeks of Visit)
	• Final Report with recommendations conveyed to the DAI (with in 1 month of Visit)

8.1.3. MS/M.PHIL. & PHD PROGRAM REVIEW INTERNAL AUDITS & MOCK EXERCISES

SCOPE OF AUDIT

This is mainly horizontal audit which checks the one system over several functional groups. The main documents to consider are all HEC regulations and UCP bye-laws and MS/MPhil and PhD rules.

PURPOSE OF AUDIT & MOCK EXERCISES

It is pertinent to inform here that these quality audits and mock exercises were necessary to conduct for UCP to appraise the preparedness level of all faculties and to maintain and improve the current system of process documentation. The main objectives of audit are:

- To ensure compliance with HEC and UCP requirements of MS/MPhil and PhD programs
- To identify and report the problem areas
- To rectify the anomalies and improve preparedness level for upcoming HEC visit
- To come up with any change in process if required

8.1.4. NOC OF ANY NEW MS AND PHD PROGRAMS FROM HEC

As per the directions of HEC each MS/M.Phil. & PhD degree program needs a no objection certificate to launch it after October 2013. QEC facilitate the faculties/schools in attaining the NOC prior to launch of any program. QEC provide the checklist and vet the documents and information provided by any faculty about the program before sending it to HEC.

8.1.5. NATIONAL & INTERNATIONAL RANKINGS (HEC, QS, TIMES HIGHER EDUCATION)

QEC provides all the data to the national and international ranking bodies for the ranking of University at national and international level. This is also a major step towards the internationalization of the University. The ranking criteria of different national and international ranking bodies are as follows;

8.1.6. ENDORSEMENT FOR ESTABLISHMENT OF NEW FACULTY OR PROGRAM

QEC endorse/confirm the establishment of any faculty or program after reviewing the documents. Documents such as;

- Approval of establishment of faculty from statutory bodies
- Roadmap of Academic Program and their Approvals (BoS, BoF & Academic Council)
- Faculty, Semesters & Credit hours are in line with the HEC policy & guidelines

8.1.7. INSTITUTIONAL PERFORMANCE EVALUATION (IPE)-UNIVERSITY PORTFOLIO REPORT (UPR)

The Higher Education Commission is systematically implementing the five-year (2002 - 2007) agenda for reforms outlined in the HEC Medium Term Development Framework (MTDF). The key components identified in the MTDF are Access, Quality and Relevance. **QEC** prepare and review the University portfolio report (UPR) and send it to HEC for evaluation process.

To address these challenges, a comprehensive strategy was outlined that identified the core strategic aims for reform as (i) Faculty Development, (ii) Improving Access, (iii) Excellence in Learning and Research, and (iv) Relevance to National Priorities.

In order to improve the performance of HEIs, HEC has started with primary step of outlining the Performance Evaluation Standards for the HEIs to be used for the purpose. A total of eleven standards are defined in this document and all the eleven standards are equally important to be met by the HEIs to achieve the desired certification to quality provision in higher education, international visibility and significant place in the regional and international rankings of the HEIs.

Various performance evaluation standards outlining major areas to be focused on by the HEIs for evaluation of their effectiveness and future development are given below:

- Standard 1 • Mission Statement and Goals
- Standard 2 • Planning and Evaluation
- Standard 3 • Organization and Governance
- Standard 4 • Integrity
- Standard 5 • Faculty
- Standard 6 • Students
- Standard 7 • Institutional Resources
- Standard 8 • Academic Programmes and Curricula
- Standard 9 • Public Disclosure and Transparency
- Standard 10 • Assessment & Quality Assurance
- Standard 11 • Student Support Service

8.1.8. LIAISON WITH HEC, PHEC AND OTHER GOVERNMENT OFFICES

QEC develop the liaison and provide the data related to University to all national and international bodies like Higher Education Commission (HEC), Punjab Higher Education Commission (PHEC), Pakistan Council for Science and Technology, Punjab bureau of Statistics, International Higher Education Commission

8.1.9. LIAISON WITH NATIONAL & INTERNATIONAL ACCREDITATION & PROFESSIONAL BODIES & IMPLEMENTATION OF POLICIES

QEC ensures the implementation of all the policies circulated by HEC and different national and international accreditation bodies like (Plagiarism Policy, MS/M.Phil. & PhD. Policies, Faculty Appointment criteria). QEC also develops the liaison and facilitate all the faculties/schools at UCP during different national & international accreditation and professional bodies visit. QEC provide any information required by these bodies and facilitate the faculties/schools during visit. Some of the national & International accreditation and professional bodies are as follows;

1. • Paksitan Engineering Council (PEC)
2. • Pharmacy Council of Pakistan (PCP)
3. • National Business Education Accreditation Council (NBEAC)
4. • National Computing Education Accreditation Council (NCEAC)
5. • Pakistan Bar Council (PBC)
6. • Natioanl Technology Council (NTC)
7. • South Asian Quality Systems (SAQS)
8. • Washington Accord
9. • Accrediation Council for Pharmacy Education (ACPE)
10. • Accrediation Board for Engineering & Technology (ABET)

8.1.10. STATUTORY BODIES MEETINGS

Director QEC is a non-voting member of all the stator bodies of the University. Therefore, Director QEC attends all the meeting of following statutory bodies at University;

1. • Board of Studies (BoS)
2. • Board of Faculty (BoF)
3. • Academic Council
4. • Executive Committee
5. • Board of Governers
6. • Selection Board

8.1.11. ORGANIZING/PARTICIPATION IN NATIONAL & INTERNATIONAL CONFERENCES

QEC organize one national and one international level conference on quality at University during a year. However, it is compulsory for each QEC staff to attend at least one conference/workshop national or international level during a year.

8.1.12. PARTICIPATION IN HEC AND QUALITY ASSURANCE AGENCY (QAA) MEETINGS

Director QEC participate in all the HEC policy making and QAA quarterly meetings on regular basis.

Other than aforementioned tasks, all processes which are under the domain of academia need to be formulated and validated by this division. To formulate the unframed process (e.g. the research policy), this division will integrate with the parent department (the owner of process) and assists them in framing and approving the process.

8.2. DATA ANALYTICS DIVISION

This division intends to collect and analyze the data and come up with various reports, which can be used to improve the quality of academia and services. These reports are develop by using advance statistical tools like SPSS, Minitab, R Language, Power Business intelligence (BI). The core projects of this division may include formulation of online surveys by integrating with main departments. These surveys may include:

Some of the results from aforementioned surveys are used in SARs, so strong integration of data analyst with all three divisions is paramount to optimize the results. Apart from this, there are many avenues where survey results give us the factual data to base our decisions e.g. students view in discounting & scholarship policy, faculty view in terms of faculty development and research etc.

As part of UCP's efforts toward continually improving the students, faculty, alumni and employer satisfaction on different aspects related to university, QEC has been given the responsibility to collect, analyze and report the afore-mentioned stakeholder's feedback in each semester. Faculty/ School-wise online feedback system through a structured questionnaire has been maintained that encapsulates students, faculty, alumni and employer with an opportunity to reflect upon their experience in each semester.

Six types of surveys are conducted in each semester, each having its own target audience, scope and objectives. Surveys types are as follows:

- 8.2.1 • Student Satisfaction Survey
- 8.2.2 • Faculty Satisfaction Survey
- 8.2.3 • Alumni Survey
- 8.2.4 • Employer Survey
- 8.2.5 • Survey of Graduating Students
- 8.2.6 • Course and Teachers Evaluation Survey
- 8.2.7 • Food Quality Survey
- 8.2.8 • Library Satisfaction Survey
- 8.2.9 • Survey of Graduating Students
- 8.2.10 • Progress Review of Research Students

8.2.1. STUDENT SATISFACTION SURVEY

Feedback from students plays an important role in the maintenance of quality and standards on the learning, support and curricular aspects of the university. As part of the self-assessment process of the HEC, student satisfaction surveys are mandatory for each faculty.

Questionnaires for each faculty are made available to all the faculties in the mid of each semester. It is the responsibility of the program heads that its timely completion and submission of these survey is assured. After data collection is completed, data analysis followed by report writing is done by QEC department. Finally reports with actionable findings are shared with the department heads for their reference and further action.

The survey intends to obtain student input on the level of satisfaction they receive while studying at UCP. The objective of this survey is to assess the quality of academic and administrative services offered to the students. Students are asked to rate the predefined statements on the liker scale. At the end of the survey an open-ended question is asked as well. Here students are asked to write down all the suggestions, comments or any other improvements they want to see in their department. Further, questionnaire for the student's satisfaction survey has been attached in the Appendix-1 of this document as well.

8.2.2. FACULTY SATISFACTION SURVEY

There is no denying to the impact of teacher on grooming and satisfaction of the students. Like-wise it is also significant for the university to measure satisfaction of the faculty members and timely address the issues they face. As part of the self-assessment process of the HEC, faculty satisfaction surveys are also mandatory for each school/ faculty. Feedback from teachers helps the high-ups and management to understand teacher's motivation level, turn-over reasons and identifies the gaps which need to be addressed.

Questionnaires for faculty surveys are shared with the program heads and then becomes responsibility of the program heads to ensure timely completion and submission of these survey. After data collection is completed, data analysis followed by report writing is done by QEC department. Finally reports with actionable findings are shared with the department heads for their reference and further action.

UCP think that faculty's job satisfaction must be an institutional priority where faculty feels it to be a place of personal and professional growth. This survey intends to obtain faculty input on the level of satisfaction they receive during their job in UCP. The objective of this survey is to assess satisfaction of the faculty on pre-defined parameters to enhance quality of academic and research services of UCP.

Faculty members are asked to rate the predefined statements on the liker scale. Questionnaire construct and statements asked in the question are given below:

At the end of the survey an open-ended question is asked as well. Here faculty members are asked to write down all the suggestions, comments or any other improvements they want to see in the university. Further, questionnaire for the faculty satisfaction survey has been attached in the Appendix-2 of this document as well.

8.2.3. ALUMNI SURVEY

Keeping in close contact with, and continuing to recognize alumni for their excellence is one of the most reliable ways for universities to both cultivate their community and continue to receive monetary support from alumni.

Alumni craft the university's reputation, which relies mostly on how successful graduates are in the real world. If a school becomes well known for producing graduates that are

intelligent, innovative, and effective in their fields, then its reputation will grow. New graduates will have better job prospects because they went to a well-known school, and the process will continue.

As part of the self-assessment process of the HEC, Alumni surveys are also mandatory for each school/ faculty. Feedback from alumni helps the high-ups and management to understand lags and improvement areas for further advancement of the university. Alumni survey intends obtain alumni input on the quality of education they received and the level of satisfaction they had at the university.

Questionnaires for alumni surveys are shared with the promotion & placement office and then placement & promotion office sends this survey to the listed alumni. Further, timely completion and submission of these survey then becomes the responsibility of the promotion & placement office. After data collection is completed, data analysis followed by report writing is done by QEC department. Further, questionnaire for the alumni survey has been attached in the Appendix-3 of this document as well.

8.2.4. EMPLOYER SURVEY
When students graduate from university, they start hunting for the jobs. Employers hire from universities depending upon their previous experience with the graduates who have worked there. Satisfaction of the employer with previous graduates is very important for making the way for many to graduate.

UCP think there is no harm in asking the employers regarding their satisfaction with our graduates. As part of the self-assessment process of the HEC, employer satisfaction surveys are also mandatory for the university. Feedback from employers helps the high-ups and management to understand the gaps and improvement areas for thousands of future graduates. This survey intends to obtain employer input on the level of satisfaction they receive by hiring UCP graduates.

Questionnaires for employer surveys are shared with the promotion & placement office and then placement & promotion office sends this survey to the listed employers. Further, timely completion and submission of these survey then becomes the

responsibility of the promotion & placement office. After data collection is completed, data analysis followed by report writing is done by QEC department.

At the end of the survey an open-ended question is asked as well. Here employer is asked to write down all the suggestions, comments or any other improvements they want to see in the future graduates of the university. Further, questionnaire for the faculty satisfaction survey has been attached in the Appendix-4 of this document as well.

8.2.5. SURVEY OF GRADUATING STUDENTS

UCP also want to check the learnings and satisfaction of the students who are about to graduate and are in the last semester of the program. At the start of program different learning standards for each program are set; therefore, it is mandatory to evaluate these standard at the end of program. It helps the university and management understand the performance of each program and its impact on the students. Further, it also helps revise the courses or standards wherever needed.

Questionnaires for each program are made available to all the faculties before the final exams of the students. Program heads are given the responsibility to get these questionnaires filled and timely submission of these survey. After data collection is completed, data analysis followed by report writing is done by QEC department.

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at the university.

At the end of the survey two open-ended question are also asked. In the first question students are to mention the aspects which they liked the most about program, while in the second question students are asked to write down all the suggestions, comments or any other improvements they want to see in their department. Further, questionnaire for the graduating student's survey has been attached in the Appendix-5 of this document as well.

8.2.6. COURSE & TEACHER EVALUATION SURVEY

Course & Teacher evaluation survey is completed at the end of each semester. This survey is filled for each subject student opts for in a particular semester. Therefore, Course &

Teacher evaluation survey gives the in-detail findings about a teacher's performance in in a particular subject and in all the subjects he teaches in one semester.

QEC makes sure that questionnaire is available on the portal. Students log-in with their IDs and can fill the Performa for each teacher/ course. The survey intends to obtain students input on learning objects and level of satisfaction for each subject they opt for in a semester.

At the end of the survey an open-ended question is asked as well. Here students are asked to write down all the suggestions, comments or any other improvements they want to see in the teacher's course outline and teaching methodology. Further, questionnaire for the student's satisfaction survey has been attached in the Appendix-6 of this document as well.

Integration through Information Systems

There is a great need to optimize current Information System so that every department can integrate and comes up with the best solutions/decisions. As discussed in the meeting as well, IS needs to be improved to create satisfaction among stakeholders, mostly students. For QAD, to be successful, department of Information Systems need to be strengthened and the process & lead times of its tasks need drastic improvements.

8.3. SERVICE QUALITY DIVISION

In future, this division intends to improve the quality of services being provided by different departments of UCP. To assess and improve the services by integrating with main owners of processes, these may include:

1. Interaction of Potential Students with Admissions' Department
2. Interaction of Visitors/Parents with Guards at Gate
3. Interaction of Students with Registrar Office and with Accounts Department
4. Making Flow Charts of Unframed Service Processes
5. Services for Students in terms of Counselling (Faculty counselling hours)
6. Services in Student Cafe as well as in Faculty Lounge
7. Services of Parking Lots
8. Library Services
9. Feedback surveys from potential stakeholders regarding UCP services