INTERNATIONAL ISLAMIC UNIVERSITY CHITTAGONG (IIUC)

Institutional Quality Assurance Cell (IQAC)

Program Self –Assessment

Survey Questionnaire for Academics

(To be filled by the faculty members)

This form includes statements for self-Assessment at program level. You as a teacher are requested to give your sincere comment against each of the statements by putting a tick (√) mark on appropriate grade-column. Your sincere evaluation will be helpful for meaningful assessment of the program so that next improvement plan may be undertaken.

Name of the entity (Faculty/Department/ Discipline/Institute):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Evaluate the following aspects of the program in terms capacity to provide quality education by marking **“√”** in the box of corresponding column according to the scale given:

**5- Strongly agree; 4-Agree; 3-Undecided; 2- Disagree; 1-Strongly disagree;**

1. **Governance**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. Vision, mission and objectives of the entity are clearly stated |  |  |  |  |  |
| 1. Academic decisions are taken by the entity with fairness and transparency |  |  |  |  |  |
| 1. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity |  |  |  |  |  |
| 1. The entity has adequate infrastructures to satisfy its mission and objectives |  |  |  |  |  |
| 1. Academic calendars are maintained strictly by the entity |  |  |  |  |  |
| 1. Result are published timely in compliance with the ordinance |  |  |  |  |  |
| 1. The entity reviews its policy and procedures periodically for further improvement |  |  |  |  |  |
| 1. Codes of conduct for the students and employees are well communicated |  |  |  |  |  |
| 1. Disciplinary rules and regulations are explicitly defined and well circulated |  |  |  |  |  |
| 1. Website is updated properly |  |  |  |  |  |
| 1. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook |  |  |  |  |  |
| 1. Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks examination results, students’ progress etc) |  |  |  |  |  |
| 1. Decision making procedure in the entity is participatory |  |  |  |  |  |
| 1. The entity ensures a conducive learning environment |  |  |  |  |  |
| 1. Students’ opinion regarding academic and extra-academic matters are addressed properly |  |  |  |  |  |

1. **Curriculum Design and Review**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities |  |  |  |  |  |
| 1. Pinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum |  |  |  |  |  |
| 1. Courses in the curriculum from lower to higher levels are consistently arranged |  |  |  |  |  |
| 1. Teaching strategies are clearly stated in the curriculum |  |  |  |  |  |
| 1. Assessment strategies are explicit in the curriculum |  |  |  |  |  |
| 1. Curriculum load is optimum and exert no pressure |  |  |  |  |  |
| 1. Curriculum addresses the program objectives and program learning outcomes |  |  |  |  |  |
| 1. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place |  |  |  |  |  |

1. **Student Entity Qualifications, Admission procedure, Progress and Achievements**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. Admission policy ensures entity of quality students |  |  |  |  |  |
| 1. Commitment among students is observed to ensure desired progress and achievement |  |  |  |  |  |
| 1. Admission procedure is quite fair |  |  |  |  |  |
| 1. Students’ progress are regularly recorded and monitored |  |  |  |  |  |
| 1. Teachers provide regular feedback to the students about their progress |  |  |  |  |  |
| 1. The entity maintains individual student’s records properly |  |  |  |  |  |

1. **Structures and Facilities**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. Classroom facilities are suitable for ensuring effective learning |  |  |  |  |  |
| 1. Laboratory facilities are congenial for practical teaching-learning |  |  |  |  |  |
| 1. Facilities for conducting research are adequate |  |  |  |  |  |
| 1. The library has adequate up-to-date reading and reference materials to meet the academic & research needs |  |  |  |  |  |
| 1. Indoor and outdoor medical facilities are adequate |  |  |  |  |  |
| 1. There are adequate sports facilities (indoor & outdoor) |  |  |  |  |  |
| 1. Existing gymnasium are good enough |  |  |  |  |  |
| 1. Office equipments are adequate to support the students need |  |  |  |  |  |
| 1. Entity has competent manpower to the academic affairs |  |  |  |  |  |
| 1. Access to internet facilities with sufficient speed are available |  |  |  |  |  |

1. **Teaching-learning and assessment**

**E-1: Teaching-learning**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. Teaching-learning is interactive and supportive |  |  |  |  |  |
| 1. Class size is optimum for interactive teaching learning |  |  |  |  |  |
| 1. Entity provides adequate opportunities for practical exercises to apply in real life situation |  |  |  |  |  |
| 1. Teaching-learning process encompasses co-curricular activities to enrich students’ personal development |  |  |  |  |  |
| 1. Modern devices are used to improve teaching-learning objectives |  |  |  |  |  |
| 1. Diverse methods are practiced to achieve learning objectives |  |  |  |  |  |
| 1. Lesson plans/course outlines are provided to the students in advance |  |  |  |  |  |

**E-2: Learning Assessment**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. Assessment systems are duly communicated to students at the outset of the term/semester |  |  |  |  |  |
| 1. Assessment procedures meet the objectives of the course |  |  |  |  |  |
| 1. The assessment system is reviewed at regular intervals |  |  |  |  |  |
| 1. Both formative (quizzes, assignments, term papers, continuous assessments, presentations, etc.) and summative assessment (final examinations) strategies are followed |  |  |  |  |  |
| 1. Diverse methods are used for assessment |  |  |  |  |  |
| 1. The students are provides feedback immediately after assessment |  |  |  |  |  |
| 1. Fairness an transparency is maintained is assessment systems |  |  |  |  |  |

1. **Student Support Services**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. There is an arrangement in the entity to provide an academic guidance and counseling |  |  |  |  |  |
| 1. Financial grants are available to the students in case of hardship |  |  |  |  |  |
| 1. The entity provides co-curricular and extra-curricular exposures to the students |  |  |  |  |  |
| 1. There is an organized and supportive alumni association |  |  |  |  |  |
| 1. The entity collects alumni feedback to update the learning outcomes of the program |  |  |  |  |  |
| 1. There are opportunities to be involved with community services |  |  |  |  |  |

1. **Staff and Facilities: Recruitment and Staff Development**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff |  |  |  |  |  |
| 1. Salary and incentives are attractive enough to retain the academic and non-academic staff |  |  |  |  |  |
| 1. Good term spirit exists among different academic staff |  |  |  |  |  |
| 1. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies |  |  |  |  |  |
| 1. Academics have enough opportunity to take part in different seminar/workshop/ training programs for skill development |  |  |  |  |  |
| 1. Non-academics have enough opportunity to take part in different training programs for skill development |  |  |  |  |  |
| 1. The entity has a policy to provide mentoring/continuous guidance for new academic staff |  |  |  |  |  |
| 1. The entity practices seminars and workshops to share knowledge and experience among the faculty members |  |  |  |  |  |
| 1. The entity has a performance award policy to inspire academic staff |  |  |  |  |  |
| 1. Performance indicators are the criteria for promotion/up-gradation |  |  |  |  |  |

1. **Research and Extension Services**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. The entity has a well defined research and development policy |  |  |  |  |  |
| 1. Mechanism exists for engaging the students in research and development |  |  |  |  |  |
| 1. Teachers always take initiative to hunt research fund for smooth running of the research |  |  |  |  |  |
| 1. The entity has a community service policy |  |  |  |  |  |

1. **Process Control internal (Quality Assurance and continuous quality Improvement)**

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| **Aspects of Evaluation** | **5** | **4** | **3** | **2** | **1** |
| 1. The entity always acts in compliance with the decision of the university regarding continuous quality improvement |  |  |  |  |  |
| 1. The entity embraces the spirit of continual quality improvement |  |  |  |  |  |
| 1. Academic programs are reviewed by the entity for the enhancement students’ learning |  |  |  |  |  |
| 1. The entity ensures a usual practice for students’/ Alumni’s feedback as a culture |  |  |  |  |  |

**Other aspect:**

1. Major weakness you have observed on the quality of graduates

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1. Enlist your suggestion(s) to improve the quality of graduates:

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