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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_