

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;

A. Governance

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

B. 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					
2. Pinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum					
3. Courses in the curriculum from lower to higher levels are consistently arranged					
4. Teaching strategies are clearly stated in the curriculum					
5. Assessment strategies are explicit in the curriculum					
6. Curriculum load is optimum and exert no pressure					
7. Curriculum addresses the program objectives and program learning outcomes					
8. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place					

C. Student Entity Qualifications, Admission procedure, Progress and Achievements

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

D. Structures and Facilities

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

E. Teaching-learning and assessment**E-1: Teaching-learning**

Aspects of Evaluation	5	4	3	2	1
1. Teaching-learning is interactive and supportive					
2. Class size is optimum for interactive teaching learning					
3. Entity provides adequate opportunities for practical exercises to apply in real life situation					
4. Teaching-learning process encompasses co-curricular activities to enrich students' personal development					
5. Modern devices are used to improve teaching-learning objectives					
6. Diverse methods are practiced to achieve learning objectives					
7. 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					
2. Assessment procedures meet the objectives of the course					
3. The assessment system is reviewed at regular intervals					
4. Both formative (quizzes, assignments, term papers, continuous assessments, presentations, etc.) and summative assessment (final examinations) strategies are followed					
5. Diverse methods are used for assessment					
6. The students are provides feedback immediately after assessment					
7. Fairness an transparency is maintained is assessment systems					

F. 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					
2. Financial grants are available to the students in case of hardship					
3. The entity provides co-curricular and extra-curricular exposures to the students					
4. There is an organized and supportive alumni association					
5. The entity collects alumni feedback to update the learning outcomes of the program					
6. There are opportunities to be involved with community services					

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

H. Research and Extension Services

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

I. 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					
2. The entity embraces the spirit of continual quality improvement					
3. Academic programs are reviewed by the entity for the enhancement students' learning					
4. 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

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