

Corrective Actions against Implementation Plan of Executive Master of Business Administration Programs (EMBA)

Program Review for Effectiveness and Enhancement (PREE) of EMBA

Quality Enhancement Cell-Dow University of Health Sciences

S. No.	AT findings and recommendation	Proposed Corrective Action	Implementation Date	Rectification/ Action Taken
1	Standard 1- 1.1.1 Program objectives were not currently measurable, realistic, or effective.	Redefine the program objectives to align with the SMART criteria (Specific, Measurable, Achievable, Relevant, and Time-bound) to ensure clarity, feasibility, and effectiveness.	30-09-25	The program objectives have been revised in accordance with the SMART criteria to ensure they are specific, measurable, achievable, relevant, and time-bound. The revised objectives are currently in the process of approval through the respective statutory bodies, including the CRC, BOS, BOF, and AC.
2	Standard 1- 1.1.1- The program mission statement uses an incorrect program title, which did not match the officially approved name "EMBA (Executive Master of Business Administration)."	Revise the program mission statement to accurately reflect the official title "EMBA (Executive Master of Business Administration)" and ensure consistency across all institutional documents.	30-09-25	Previously, the program mission statement for EMBA was aligned with that of the MBA program. However, the mission statement has now been revised to accurately reflect the officially approved title "EMBA (Executive Master of Business Administration)." The updated mission is currently in the process of approval through the statutory bodies, including CRC, BOS, BOF, and AC, and will be consistently reflected across all institutional documents.
3	Standard1- 1-1.2 – The program objectives did not align with the institution's mission statement. While the mission emphasizes entrepreneurship and intrapreneurship, this focus was missing from the objectives, creating a gap in alignment with innovation, ethics, and service to society.	Revise the program objectives to explicitly incorporate entrepreneurship and intrapreneurship, ensuring alignment with the mission statements of the university and institute. The revised objectives will also reflect themes of innovation, ethics, and service to healthcare and society, structured through a clearly mapped hierarchical framework.	30-09-25	The program objectives have been revised to explicitly incorporate the elements of entrepreneurship and intrapreneurship, thereby ensuring closer alignment with the mission statements of both the university and the institute. In addition, the revised objectives now emphasize innovation, ethics, and service to healthcare and society. These elements are systematically structured and articulated through a clearly mapped hierarchical framework. The revisions have been formally reviewed and approved through the statutory bodies (CRC, BOS, BOF, and AC) to ensure institutional compliance and consistency.
4	Standard 1- 1.1.5 – The program SAR report did not include a summary of the statistical results from various program assessment surveys..	Incorporate summary statistics from student, alumni, and employer surveys, along with QEC evaluations, into the SAR to provide a comprehensive evidence-based assessment.	30-09-25	Annexure attached
5	EOI 1.5- 1.5.7 The SAR did not provide complete details of student societies, as information regarding their structure, membership, and roles was missing.	Include a comprehensive list of all student societies in the SAR, clearly outlining their structure, membership, and defined roles.	30-09-25	Annexure attached
6	Standard 2- The SAR report lacked a clear definition of the credit hour in accordance with Higher Education Commission (HEC) guidelines.	Include a precise definition of the HEC credit hour in the program specification template to ensure clarity in academic credit calculations and compliance with national standards.	30-09-25	Revised (pg 63)
7	Standard 2- EOI 2.2- The presentation of curriculum data in Table 2.2 lacked a clear rubric demonstrating the distribution of theoretical background, problem analysis, and solution design components.	Develop and include a rubric that quantitatively illustrates the proportion of theoretical background, problem analysis, and solution design elements within the curriculum to enhance transparency and assessment clarity.	30-09-25	Revised (Rubric included)
8	Standard 2 -(EOI) 2.8- The Self Assessment Report of the EMBA program did not provide statistical data as supporting evidence.	Incorporate summary statistics from student, alumni, and employer surveys, including QEC evaluations, into the SAR.	30-09-25	Annexure attached
9	Standard 5-5.1.2 –The faculty list with CVs was incomplete, resulting in gaps in documenting the qualifications of the teaching staff.	Update and complete the faculty list with all CVs to provide comprehensive documentation of teaching staff qualifications in the SAR.	30-09-25	The list of faculty is updated in the SAR. Moreover, the CVs of all faculty members are attached as Appendix 5.1.2
10	Standard 7-7.5.2- The SAR reported a total of 163 journal subscriptions; however, the accuracy of this figure was uncertain.	Verify and update the number of journal subscriptions to ensure accurate reporting and provide supporting evidence in the SAR.	30-09-25	The available HEC online resources record is attached as Annexure.

Dated 6. Oct 2026

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