

**ATTACHMENT 2 (c)**

**Annual Program Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**ANNUAL PROGRAM REPORT 1436-37 H (2015-2016 G)  
(APR)**

**Pharm. D. Program  
College of Pharmacy  
Qassim University, Al-Qassim  
Kingdom of Saudi Arabia**

**Program Eligibility:** The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

**Post Accreditation:** The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

### Annual Program Report

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| 1. Institution:- <b>Qassim University</b> Date of Report: <b>1-6-2016</b>  |
| 2. College/ Department:- <b>Pharmacy</b>   |
| 3. Dean:- <b>Dr. Mansour Alsharidah</b>  |
| 4. List all branches/locations offering this program<br><br>1.Main campus:- <b>Male section at Mulaida</b><br><br>2.Main campus:- <b>Female section at Mulaida</b> |

### A. Program Identification and General Information

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| Program title and code: <b>-Doctor of Pharmacy, Pharm. D.</b>  |
| Name and position of person completing the APR<br><b>Dr. Mansour Alsharidah, Dean, College of Pharmacy</b> |
| Academic year to which this report applies.<br><b>2015/2016 (1436/1437H)</b>                               |

### B Statistical Information

|   |        |
|---|--------|
| 1a. Number of <b>male</b> students (6 <sup>th</sup> and 7 <sup>th</sup> batch) who started the program in the year concerned: | 47     |
| 1b. Number of <b>female</b> (1 <sup>st</sup> batch) students who started the program in the year concerned:                   | 16     |
| (a) Number of <b>male</b> students who completed the program in the year concerned:   | 17     |
| (b) Number of <b>female</b> students who completed the program in the year concerned  | 13     |
| Completed the final year of the program:  |        |
| Completed major tracks within the program (if applicable)   | N/A    |
| Title.....No  |        |
| Title.....No  |        |
| Title.....No  |        |
| Title.....No  |        |
| 2. (b) Completed an intermediate award specified as an early exit point (if any)  | N/A    |
| 3a. Apparent completion rate of <b>male</b> students  | 36.17% |
| 3b. Apparent completion rate of <b>female</b> students  | 81.25% |

(a) Percentage of students who completed the program,  
(Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)

(b) Percentage of students who completed an intermediate award (if any)   
(e.g. Associate degree within a bachelor degree program)

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).

Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

N/A

#### 4. Enrollment Management and Cohort Analysis (Table 1)

**Cohort Analysis** refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

**Cohort Analysis** (Illustration): **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). Update the years as needed.

#### Enrollment Management and Cohort Analysis (Table1)

##### a. Analysis for the cohort that started PYP on 2006 (1<sup>st</sup> batch)

| Student Category   | 2007         | 2008         | 2009        | 2010        |   |   |   |   |   |
|--|--------------|--------------|-------------|-------------|---|---|---|---|---|
| Total cohort enrollment                                      | 28*          | 20           | 5           | 2           |   |   |   |   |   |
| Retained till year end                                       |              |              |             | -           |   |   |   |   |   |
| Withdrawn during the year and re-enrolled the following year | -            | -            | -           | -           |   |   |   |   |   |
| Withdrawn for good   | -            |              | -           | -           |   |   |   |   |   |
| Graduated successfully (year concerned)                      | 8*<br>(2012) | 15<br>(2013) | 3<br>(2014) | 2<br>(2015) | - | - | - | - | - |

\* The 28 students started the program in Aug 2007; hence that year the college has only 1 batch in a year. Their graduation rate on time is 28.57%.

**b. Analysis for the cohort that started PYP on 2007 (2<sup>nd</sup> and 3<sup>rd</sup> batch)**

| Student Category   | 2008         | 2009        | 2010        | 2011 |   |   |   |   |   |
|--|--------------|-------------|-------------|------|---|---|---|---|---|
| Total cohort enrollment                                      | 35           | 18          | 9           | 4    |   |   |   |   |   |
| Retained till year end                                       |              |             |             |      |   |   |   |   |   |
| Withdrawn during the year and re-enrolled the following year | -            | -           | -           | -    | - |   |   |   |   |
| Withdrawn for good   | -            |             | -           | -    | - |   |   |   |   |
| Graduated successfully (year concerned)                      | 17<br>(2013) | 9<br>(2014) | 5<br>(2015) | -    | - | - | - | - | - |

**c. Provide an analysis for the cohort that started PYP on 2008 (4<sup>th</sup> and 5<sup>th</sup> batch)**

| Student Category   | 2009 | 2010 | 2011 |  |  |  |  |  |  |
|--|------|------|------|--|--|--|--|--|--|
| Total cohort enrollment                                      | 39   | 21   | 10   |  |  |  |  |  |  |
| Retained till year end                                       |      |      |      |  |  |  |  |  |  |
| Withdrawn during the year and re-enrolled the following year | -    | -    |      |  |  |  |  |  |  |

|   |           |           |  |   |   |   |   |   |   |
|---|-----------|-----------|--|---|---|---|---|---|---|
| Withdrawn for good                      | -         |           |  |   |   |   |   |   |   |
| Graduated successfully (year concerned) | 18 (2014) | 11 (2015) |  | - | - | - | - | - | - |

**d. Provide an analysis for the cohort that started PYP on 2009 (6<sup>th</sup> and 7<sup>th</sup> batch male + 1<sup>st</sup> batch female)**

| Student Category   | 2010                | 2011 | 2012 | 2013 |  |  |  |  |  |
|--|---------------------|------|------|------|--|--|--|--|--|
| Total cohort enrollment                                      | 47 + 16 = 63        | 33   |      |      |  |  |  |  |  |
| Retained till year end                                       | 33                  | -    |      |      |  |  |  |  |  |
| Withdrawn during the year and re-enrolled the following year | -                   |      |      |      |  |  |  |  |  |
| Withdrawn for good   | -                   | -    |      |      |  |  |  |  |  |
| Graduated successfully (year concerned)                      | 17 + 13 = 30 (2015) | -    |      |      |  |  |  |  |  |

**\* PYP - Preparatory Year Program**

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

Date of Survey 02-06-2016

Number Surveyed 35

Number Responded 32

Response Rate % 91.4%

| Destination            | Not Available for Employment |               | Available for Employment  |                  |   |
|------------------------|------------------------------|---------------|---------------------------|------------------|---|
|                        | Further Study                | Other Reasons | Employed in Subject Field | Other Employment | Unemployed  |
| Number                 | -                            | -             | 1                         | 19               | 15 so far, trying for the best available job as they graduated recently |
| Percent of Respondents | -                            | -             | 3%                        | 54%              | 43%   |

#### Analysis: List the strengths and recommendations

##### Strengths:

- Majority of students found employment during 1<sup>st</sup> year after graduation from Pharm.D. program in the relevant area of their choice.
- Most of the students who graduated wanted to remain associated with College of Pharmacy as Alumni.
- Most students agree that the internship at King Faisal specialist hospital, Riyadh trained them to practice clinical pharmacy practices in an efficient professional way and it contributed towards their professional practice.

##### Recommendations:

- College should provide more proactive career counseling regarding employment choices and prospective fields of applying as pharmacy graduates.
- College of Pharmacy/Qassim University should have its own hospital for clinical/experiential learning and to provide job opportunities.
- Students need to attend more workshops and seminars as part of the Continuous Development Program to update their knowledge

#### C. Program Context

Significant changes within the institution affecting the program (if any) during the past year.

- IPPE (Introductory Pharmacy Practice Experience) 1 and 2 has started from the end of last academic year 1436-37 H (2015-16 G)

|   |
|---|
| <p>2. New software of student's electronic database has started from last academic year, from which the students would be able to check their academic records and attendance online.</p> <p>3. <b>Simulated Pharmacy Experiences (Mock Pharmacy) has started from last academic year 1436-37 H</b></p> |
| <p>2. Significant changes external to the institution affecting the program (if any) during the past year.</p> <p><b>None</b></p> <p>Implications for the program</p> <p><b>None</b></p>  |

#### D. Course Information Summary

1. **Course Results** Describe and analyze how the individual NCAAA "Course Reports" are utilized to assess the program and to ensure ongoing quality assurance (e.g. Analysis of course completion rates, grade distributions, and trend studies.)

(a.) Describe how the individual course reports are used to evaluate the program.

Individual course reports are used for evaluation of course as well as the program. However the course instructor/coordinator is assisted by the departmental quality assurance chair for assessment of achievement of course objectives and program objectives

1. The instructor prepares his course report according to the format by NCAAA.
2. In the course report, after including the course identification and general information, the instructor writes the full coverage of the planned course program, which includes the topics covered by the course, its planned and actual contact hours and mention if there is any variation in the planned course program.
3. In the next section, the instructor lists all the course learning outcomes, its method of assessment and analysis of assessment results.
4. The course coordinator also summarizes any action for improving teaching strategies based on the results of assessment of learning outcomes.
5. Effectiveness of planned teaching strategies for intended learning outcomes are also documented in the course report.
6. The course coordinator also documents the grade distribution of the final exam results and its analysis.
7. Evaluation of the course is done on the separate section, where the course coordinator lists important recommendations for improvement of course and its strength.
8. At the end of the course report, the coordinator prepares a plan of action for improvement of the course based on the evaluation.
9. The course report then is discussed and analyzed in the departmental meeting chaired by the department quality coordinator.
10. All course reports are signed by the program coordinator of the college after verification and evaluation.

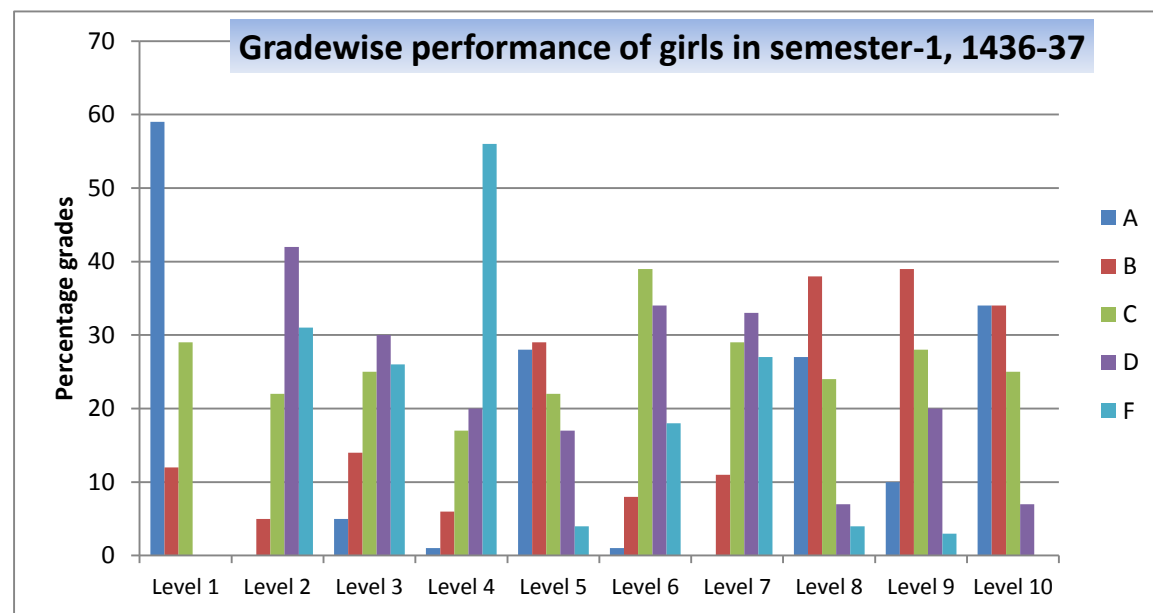
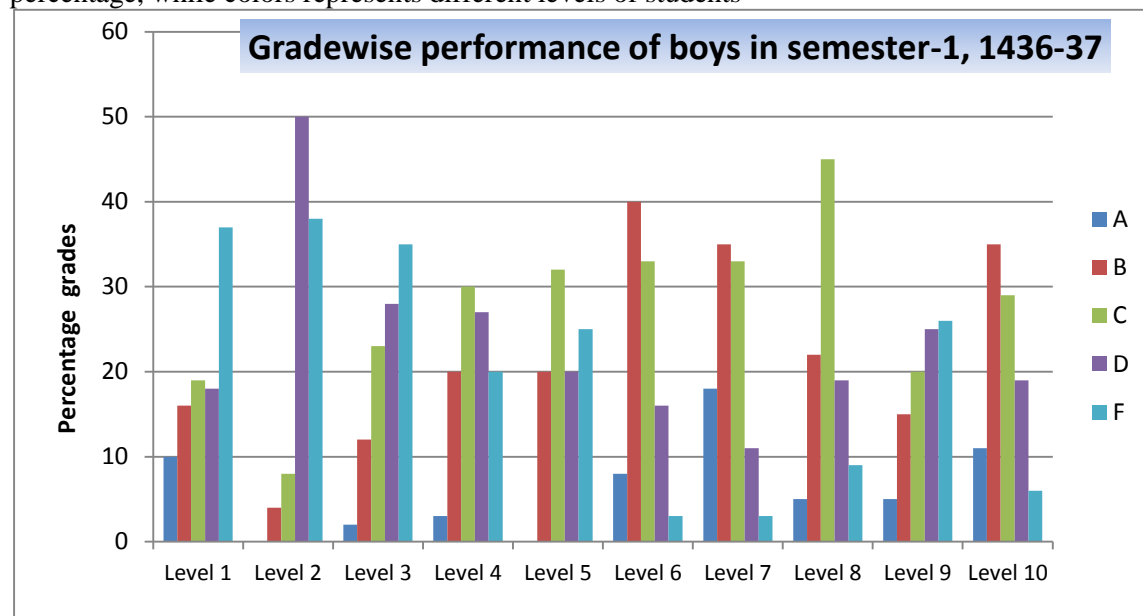


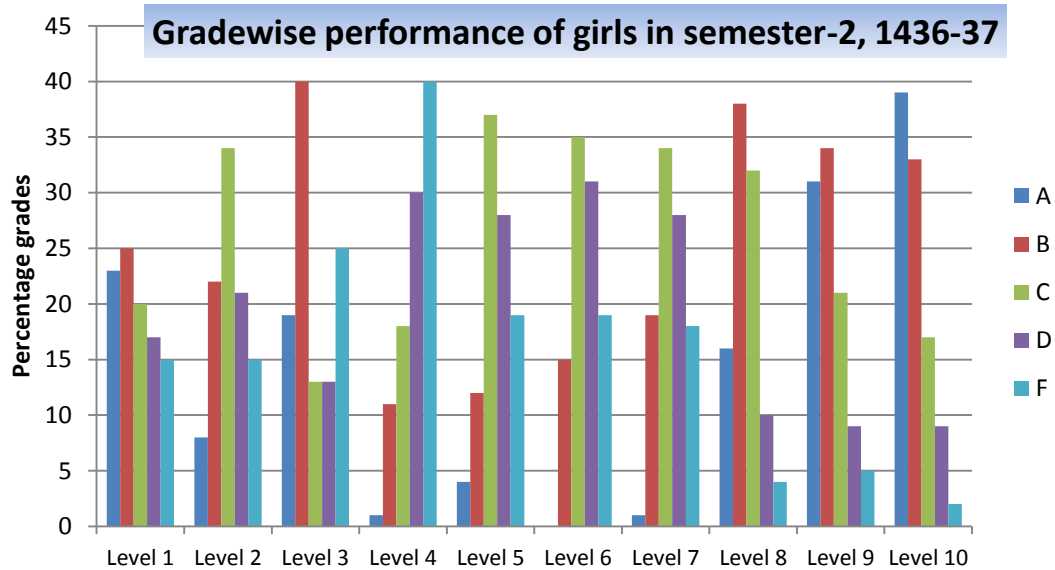
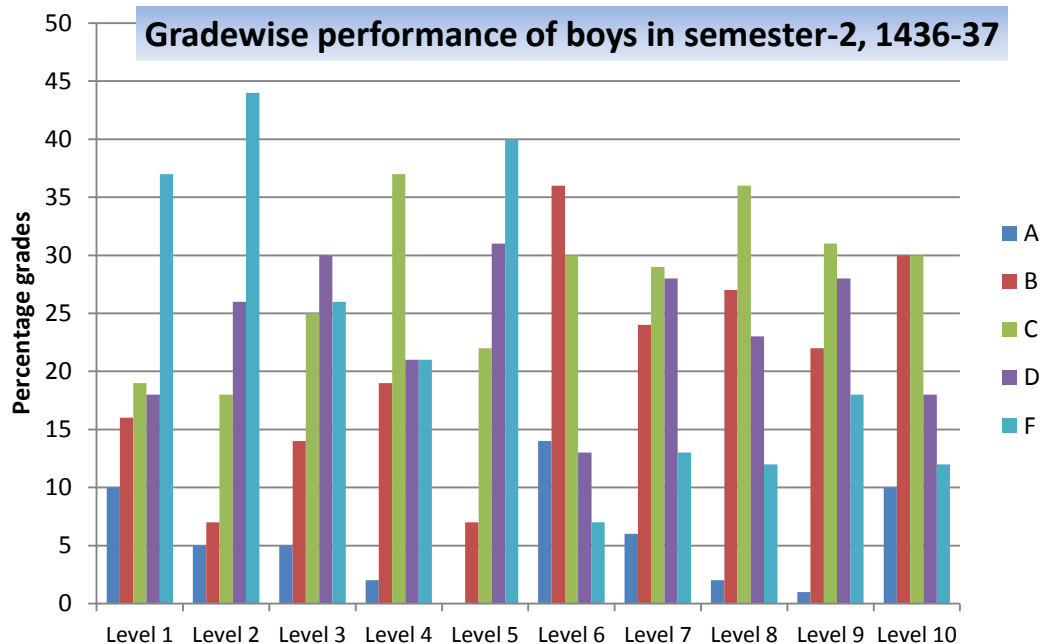
(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

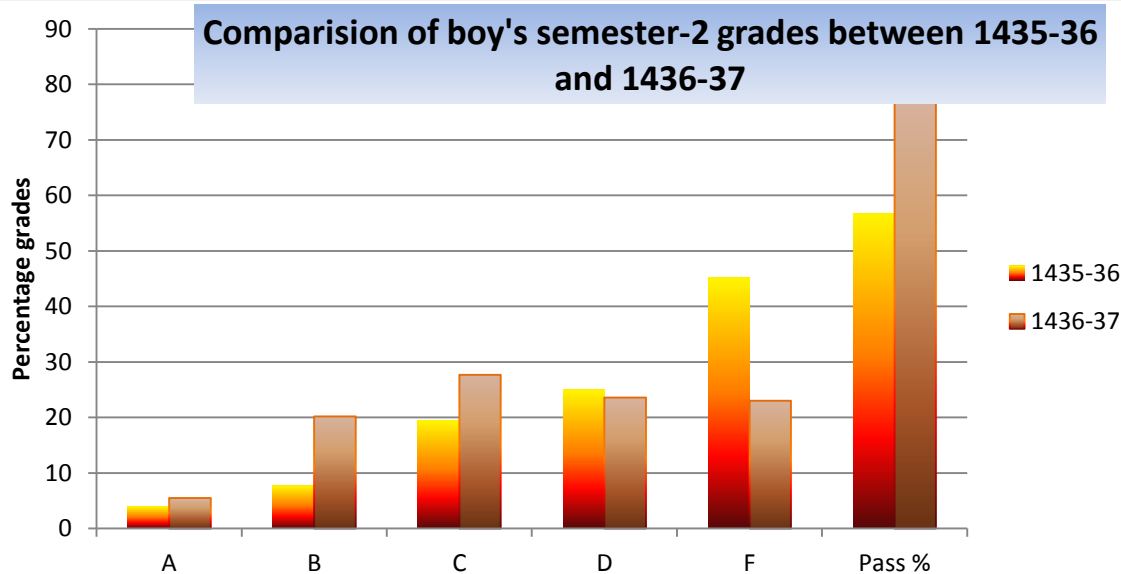
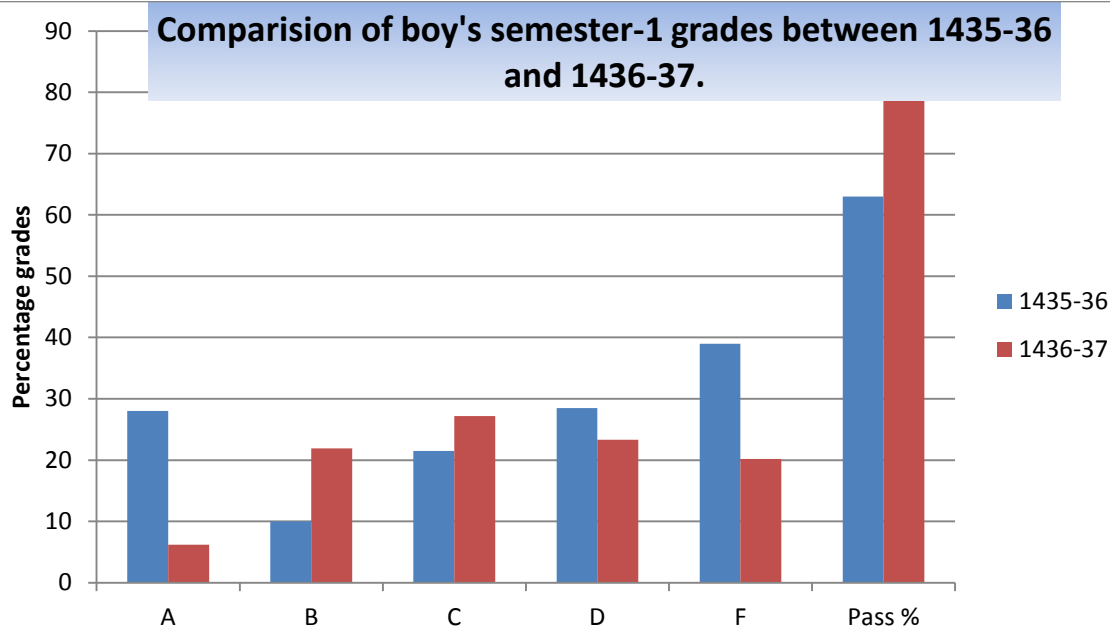
(1.) Completion rate analysis:

|          |              | Number of students starting (average) |            | Number completing and passing (average) |            | Percent completing and passing (average) % |              |
|----------|--------------|---------------------------------------|------------|---|------------|--|--------------|
|          |              | Sem. 1                                | Sem. 2     | Sem. 1                                  | Sem. 2     | Sem. 1                                     | Sem. 2       |
| Level 1  | Male         | 38                                    | 65         | 36                                      | 41         | 95%  | 63%          |
|          | Female       | 64                                    | 68         | 64                                      | 58         | 100%                                       | 85.3%        |
|          | <b>Total</b> | <b>102</b>                            | <b>133</b> | <b>100</b>                              | <b>99</b>  | <b>98%</b>                                 | <b>74.4%</b> |
| Level 2  | Male         | 15                                    | 76         | 11                                      | 54         | 73.3                                       | 71           |
|          | Female       | 6                                     | 74         | 4                                       | 66         | 66.6                                       | 89.2%        |
|          | <b>Total</b> | <b>21</b>                             | <b>150</b> | <b>15</b>                               | <b>120</b> | <b>71.4%</b>                               | <b>80%</b>   |
| Level 3  | Male         | 37                                    | 26         | 23                                      | 18         | 63.2                                       | 69.2         |
|          | Female       | 25                                    | 20         | 18                                      | 15         | 72   | 75           |
|          | <b>Total</b> | <b>62</b>                             | <b>46</b>  | <b>41</b>                               | <b>33</b>  | <b>66.1</b>                                | <b>71.7</b>  |
| Level 4  | Male         | 40                                    | 36         | 32                                      | 18         | 80   | 50           |
|          | Female       | 53                                    | 31         | 43                                      | 21         | 81.1                                       | 67.7         |
|          | <b>Total</b> | <b>93</b>                             | <b>67</b>  | <b>75</b>                               | <b>39</b>  | <b>80.6</b>                                | <b>58.2</b>  |
| Level 5  | Male         | 40                                    | 38         | 30                                      | 25         | 75   | 65.8         |
|          | Female       | 37                                    | 42         | 35                                      | 34         | 94.6                                       | 81           |
|          | <b>Total</b> | <b>77</b>                             | <b>80</b>  | <b>65</b>                               | <b>59</b>  | <b>84.4</b>                                | <b>73.8</b>  |
| Level 6  | Male         | 30                                    | 51         | 25                                      | 41         | 83.3                                       | 80.4         |
|          | Female       | 21                                    | 43         | 20                                      | 40         | 95.2                                       | 93           |
|          | <b>Total</b> | <b>51</b>                             | <b>94</b>  | <b>45</b>                               | <b>81</b>  | <b>88.2</b>                                | <b>86.2</b>  |
| Level 7  | Male         | 32                                    | 27         | 28                                      | 19         | 87.5                                       | 70.4         |
|          | Female       | 27                                    | 21         | 27                                      | 17         | 100  | 81           |
|          | <b>Total</b> | <b>59</b>                             | <b>48</b>  | <b>55</b>                               | <b>36</b>  | <b>93.2</b>                                | <b>75</b>    |
| Level 8  | Male         | 26                                    | 34         | 24                                      | 30         | 92.3                                       | 88.2         |
|          | Female       | 15                                    | 29         | 14                                      | 28         | 93.3                                       | 96.6         |
|          | <b>Total</b> | <b>41</b>                             | <b>63</b>  | <b>38</b>                               | <b>58</b>  | <b>92.7</b>                                | <b>92.1</b>  |
| Level 9  | Male         | 22                                    | 24         | 16                                      | 20         | 72.7                                       | 83.3         |
|          | Female       | 31                                    | 13         | 30                                      | 12         | 96.8                                       | 92.3         |
|          | <b>Total</b> | <b>53</b>                             | <b>37</b>  | <b>46</b>                               | <b>32</b>  | <b>86.8</b>                                | <b>86.5</b>  |
| Level 10 | Male         | 23                                    | 21         | 22                                      | 18         | 95.6                                       | 85.7         |
|          | Female       | 19                                    | 29         | 19                                      | 28         | 100  | 96.6         |
|          | <b>Total</b> | <b>42</b>                             | <b>50</b>  | <b>41</b>                               | <b>46</b>  | <b>97.6</b>                                | <b>92</b>    |

(2.) Grade distribution analysis: x-axis represents grades (starting from F, D, C, B and A) and the y-axis represents the percentage, while colors represents different levels of students







## 2. Analysis of Significant Results or Variations.

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed

from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken. Annex 3(b)

|  |  |
|--|--|
| <p>a. Course<br/>Course name: <b>Pharmacology-1</b><br/>Course code: <b>PHG 224</b></p>  | <p>Significant result or variation<br/>Variation between 1<sup>st</sup> and 2<sup>nd</sup> semester<br/>1436-37<br/>High failure rate: <b>71 %</b></p> |
| <p><b>Investigation undertaken:</b><br/>When we compared the results between the semester-1 and semester-2, there is an increase of 71 % failures in the second semester. Performance of the students in all the exams conducted in the semester-2 was poor. In this batch, majority of the students have shown poor performance in their previous exams. Since the course is the first to come in the pharmacology-series subjects, it appears that students have not properly understood the concept of the course. Poor English language skill and grasping power further added to high failure rate.</p> |  |
| <p><b>Action taken (if required)</b></p> <ol style="list-style-type: none"> <li>1. Student need to improve their English language skill.</li> <li>2. Students need to show maximum interest in pharmacology-1 to understand the future courses of pharmacology.</li> <li>3. Students will be encouraged to be more attentive in the class.</li> <li>4. Lectures in pharmacology will be more interactive.</li> </ol>   |  |
| <p>c. Course<br/>Course name: <b>Chemotherapy</b><br/>Course code: <b>PHG 315</b></p>  | <p>Significant result or variation<br/>Variation between 1<sup>st</sup> and 2<sup>nd</sup> semester<br/>1436-37<br/>Failure rate: <b>24 %</b></p>      |
| <p><b>Investigation undertaken</b><br/>The comparison between 1<sup>st</sup> semester and 2<sup>nd</sup> semester results indicated an increase of 24 % failure in the second semester. In all the exams conducted during the semester, the performance is not up to the mark. Though the students were regularly counseled and wherever the students have not followed, the topics were repeated, but still the results were not satisfactory.</p>  |  |
| <p><b>Action taken (if required)</b></p> <ol style="list-style-type: none"> <li>1. The students will be encouraged more to regularly revise the previous topics.</li> <li>2. More interactive lectures will be conducted for better understanding and retaining of information.</li> <li>3. Students will be encouraged to study more from the text books.</li> <li>4. Students will be involved more in discussion type of lectures for better understanding the topics.</li> </ol>   |  |

|  |   |
|--|---|
| <p>a. Course<br/>Course name: : <b>Computer for health sciences – Female Section</b><br/>Course code: <b>PHP 216</b></p>   | <p>Significant result or variation<br/>Variation between 1<sup>st</sup> and 2<sup>nd</sup> semester<br/>1436-37<br/>High failure rate: <b>69%</b></p> |
| <p><b>Investigation undertaken:</b><br/>Most of the time the success and failure rate depend on a particular batch of students and their previous performance in the pre-requisite and overall GPA. Most of the students in this batch are failed in the last semester. Their performance in both the Mid-term I and II examinations were also very poor. The high failure rate is not related to any issues of teaching or other factors as the failure rate in the male section is only 20% and both were taught by videoconferencing in the same time.</p> <p><b>Action taken (if required)</b></p> <ol style="list-style-type: none"> <li>1. Encourage students to take notes in the class and review what is presented in the class at home.</li> <li>2. Spend more time on reviewing previous lecture before proceeding to a new lecture.</li> <li>3. Encourage students to read English language books to improve their English language skills.</li> <li>4. More interactive lectures in the class room</li> </ol> |   |
| <p>a. Course<br/>Course name: : <b>Pharmaceutical Microbiology</b><br/>Course code: <b>PHT 123</b><br/><b>Section: Male</b></p>  | <p>Significant result or variation<br/>Variation between 1<sup>st</sup> and 2<sup>nd</sup> semester<br/>1435-36<br/>High failure rate: <b>77%</b></p> |
| <p><b>Investigation undertaken:</b><br/>Most of the time the success and failure rate depend on a particular batch of students and their previous performance in the pre-requisite and overall GPA. This batch was very huge number at the same class more the 70 students attending one class. This batch of student has been changed from program to another. Overall English language skills also much lower than the last batch. The schedule for the final was inappropriate as it was the last one to be examined and no suitable time interval between two exams. These factors might be a reason for a low success rate.</p>   |   |
| <p><b>Action taken (if required)</b></p> <ol style="list-style-type: none"> <li>1. Increasing the time for revision of previous classes at each new class.</li> <li>2. Encourage students to take notes in the class and review what is presented in the class at home.</li> <li>3. Encourage students to read English language books to improve their English language skills.</li> <li>4. More interactive lectures in the class room</li> <li>5. Took to responsible for schedule to take it in consideration.</li> <li>6. The batch should not bet more than 50 students.</li> </ol>   |   |
|  |   |

|  |   |
|--|---|
| <p>a. Course<br/>Course name: : Pharmaceutical Analytical Chemistry<br/>Course code: <b>PHC 124 (Female Section)</b></p>   | <p>Significant result or variation<br/>Variation between 1<sup>st</sup> and 2<sup>nd</sup> semester<br/>1435-36<br/>High failure rate: <b>39%</b></p> |
| <p><b>Investigation undertaken:</b><br/>The change in teaching staff, the class having higher numbers of previous session's failed students (previously failed students ~ 49%), changes in examination pattern by merging both the quiz with both the midterm tests significantly affected the comparative pass out rates between the session. The second session has a failure of ~10%. The difference was remarkable at 39% points. The class also has students from various other streams at the female section. The students' ability to cope with the change was not uniform across all levels of students and this also returned an increased failure rates. Additionally, the other reason being the change in examination's non-repetitive pattern which also contributed to the failures.</p> |   |
| <p><b>Action taken (if required)</b><br/>Students were suggested to prepare summary of the chapters on the same day of the class based on their class-notes to, review the contents, at least, on each class day also taking the previous class (es) summarized and important in summaries in the review at the home.</p>  |   |
| <p>a. Course<br/>Course name: <b>Radio pharmacy</b><br/>Course code: <b>PHC 332 (Male Section)</b></p>   | <p>Significant result or variation<br/>Variation between 1<sup>st</sup> and 2<sup>nd</sup> semester<br/>1435-36<br/>High failure rate: <b>33%</b></p> |
| <p><b>Investigation undertaken:</b><br/>The change in examination pattern by merging the quiz with the midterm tests affected the pass out rate. The students' ability to cope with the change was not uniform across all levels of students and this returned an increased failure rates for both sections of students, <i>i.e.</i>, male and female students. However, the male students were also lower in GPA as compared to the female students and returned slightly higher ratio of failed students for the course. Other reason being the change in examination's non-repetitive pattern which contributed significantly.</p>  |   |
| <p><b>Action taken (if required)</b><br/>Students were suggested to prepare summary of the chapters on the same day of the class based on their class-notes to, review the contents, at least, on each class day also taking the previous class(es) summarized and important in summaries in the review at the home.</p>   |   |

(Attach additional summaries if necessary)

#### 4. Delivery of Planned Courses

| (a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required. |             |                                 |
|---|-------------|---------------------------------|
| Course title and code   | Explanation | Compensating action if required |
| None  | None        | None                            |

| (b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action) |              |        |
|--|--------------|--------|
| Course   | Unit of work | Reason |
| None   | None         | None   |
| Compensating action if required<br>None  |              |        |

#### E. Program Management and Administration

| List difficulties (if any) encountered in management of the program | Impact of difficulties on the achievement of the program objectives | Proposed action to avoid future difficulties in Response |
|---|---|--|
| None  | None  | None   |

#### F. Summary Program Evaluation

|  |  |
|--|--|
| 1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken) Annex F   |  |
| Date of Survey   | May 18 <sup>th</sup> , 2016  |
| a. List most important recommendations for improvement, strengths and suggestions  | Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)  |
| <ol style="list-style-type: none"> <li>Qassim University should have its own hospital for clinical training and practice.</li> <li>Reference books and guidelines need to be established for each rotation</li> <li>All clinical rotations must be arranged as daily based activities.</li> <li>More clinical pharmacists to supervise clinical rotations in Qassim region.</li> </ol> | <ol style="list-style-type: none"> <li>Qassim University's hospital is under construction however, the current arrangements for training with King Faisal Specialist Hospital and different MoH and Qassim hospitals are sufficient for the current number of students.</li> <li>Reference books and guidelines are mentioned in the updated APPE Manual</li> <li>Daily activity log need to be filled and its attached in the APPE Manual.</li> </ol> |



b. Changes proposed in the program (if any) in response to this analysis and feedback.

**The updated APPE Manual was circulated in all students and preceptors.**

2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review) Annex F2

Describe evaluation process

Employer of the college's graduated Pharm. D. students were asked to evaluate and assess their experiences, in wide range of areas relevant to the college's program and learning outcomes, through a survey containing 23 questions in Arabic language. The survey includes following four main categories:

- a. Learning and Teaching
- b. Communication skills
- c. Interpersonal Skills
- d. Employment Skills

Employers participated in the survey; producing a 100% responses rate overall. The response rate was satisfactory and covered all the main categories. The survey's four main categories addresses various components of our college program learning outcomes (survey form is attached with the report)

The employer survey questionnaire were distributed on 2<sup>nd</sup> March 2016 in King Fahad hospital Buraidah,, Buraidah Central Hospital Buraidah and Prince Faisal Cancer Center, Buraidah , Psychiatric hospital Buraidah, Alrass General hospital Alrass region, College of Pharmacy Unayzah and College of Pharmacy Buraidah, where our graduates are employed.

The survey consisted of five point likert scale response of:

- Strongly agree
- Agree
- Not sure
- Disagree
- Strongly disagree

Attach review/survey report

|   |                               |  |                                  |
|---|-------------------------------|--|----------------------------------|
| <p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p> <p><b>Following are the point of suggestion or improvement</b></p> <ul style="list-style-type: none"><li>• The mainstream of Employer of our graduate Pharm. D program students (85%) rate the overall quality of their academic achievement in the college as either “very good” or “excellent”</li><li>• Around 79% of the employers are happy with their communication skills gained throughout their studies in the program.</li><li>• Most of the Employer (70%) was satisfied of the leadership skills of our college graduates.</li><li>• Most of the Employer (80 %) agrees that the skills gained by our college graduates during their studies and training helps them to be one of the best employees in their organization.</li></ul> |                               | <p>(E.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p> <p>After analyzing the statistics of the questionnaires from employers, it was found that some of points are strengths like learning skills of our graduates are satisfactory and interpersonal skills and communications skills are also satisfactory. The faculty of pharmacy considered the areas for improvement on priority basis. College’s action plan for next semester mentioned in this report highlights the action which college will take for the improvement based on the recommendations from employers.</p> |                                  |
| <p>b. Changes proposed in the program (if any) in response to this feedback.</p> <p><b>Changes proposed in the program are mentioned in the action plan section of this report.</b></p>   |                               |  |                                  |
| <p>2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.</p>  |                               |  |                                  |
| <p>(a) List sub-standards. Are the “Best Practices” followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).</p>  |                               |  |                                  |
| Sub-Standards   | Best Practices Followed (Y/N) | 5 Star Rating  | List priorities for improvement. |

|   |     |       |  |
|---|-----|-------|--|
| 4.1 Student Learning Outcomes<br>Intended student learning outcomes must be consistent with the National Qualification Framework, and with generally accepted standards for the field of study concerned including requirements for any professions for which students are being prepared | Yes | ****  | None   |
| 4.2 Program Development Processes<br>Program must be planned as coherent packages of learning experience in which all courses contribute in planned ways to the intended learning outcomes for the program.   | Yes | ***** | None   |
| 4.3 Program Evaluation and Review Process<br>The quality of all courses and of the program as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically                           | Yes | ****  | None   |
| 4.4 Student Assessment<br>Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.  | Yes | ****  | <ul style="list-style-type: none"> <li>The college should develop effective procedure to ensure that work submitted by students is actually done by the students concerned such as software for plagiarism.</li> <li>Random samples of student work should be routinely re-assessed by faculty from other institutions for verification and accuracy.</li> </ul> |
| 4.5 Educational Assistance for Students<br>Effective systems must be in place for assisting students learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and providing assistance when needed by individuals.           | Yes | ****  | None   |

|   |     |      |  |
|---|-----|------|--|
| 4.6 Quality of Teaching<br>Teaching must be of high quality with appropriate strategies used for different categories of learning outcomes  | Yes | **** | None   |
| 4.7 Support for Improvements in Quality of Teaching<br>Appropriate strategies must be used by the program administrators and teaching staff to support continuing improvements in quality of teaching   | Yes | **** | None.  |
| 4.8 Qualifications and Experience of Teaching Staff<br>Teaching staff should have qualifications and experience necessary for teaching the courses they teach, and keep up to date with academic and/or professional developments in their field  | Yes | **** | To pay more attention to the participation in scholarly activities for all teaching staff (male & female) in regular basis |
| 4.9 Field Experience Activities<br>In programs that include field experience activities, the field experience activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvements strategies carried out | Yes | **** | Develop method of evaluations of the practice side for the field experience activity by students                           |
| 4.10 Partnership Arrangements with Other Institutions   | N/A | N/A  | N/A  |

Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.

Substandard 4.1:

Strengths:

1. The student learning outcomes are clearly defined for the program and they are consistent with the National Qualifications Framework and requirements for employment or professional practice. It is based upon international standards in conjunction with the regional needs which is derived from the program mission.
2. The program was bench marked with other programs in other colleges in Saudi Arabia.
3. The courses specification as well as the intended learning outcomes for each course has been reviewed.
4. The learning outcomes were mapped with all courses.

Substandard 4.2:

Strengths:

1. All the plans are made to offer the program in an effective manner
2. A wide variety of teaching strategies and assessment methods are adopted for gradual progress in learning process of students
3. Each course is well described with learning outcomes and skills to be acquired, in addition to teaching and assessment strategies appropriate to the areas of learning that will be the focused in each domain of learning.
4. There is an ample scope for coordination and feedback mechanisms for course coordinators and stake holders
5. The levels of academic qualifications and experience of the teaching faculty are reasonably high. The faculty members have adequate qualifications and experience for the courses they teach. The teaching team includes some experienced and highly skilled professionals in their respective fields.

Substandard 4.3:

Strengths:

1. There is annual review of the reports on programs by the senior officials at the highest management levels, quality committee at the college including by course coordinators.
2. The ACCP conducted a comprehensive program review for the college and proper measures are taken to make necessary improvements when any problem is detected while evaluating the program and its components.
3. Systemic and regular assessment throughout the year
4. Assessment review cycle to identify the fit of intended learning outcomes
5. Unified percentage exams questions that fit all learning outcomes.
6. The Assessment matrix captures formative and summative assessment methods throughout the curriculum.

7. Samples of student work are routinely re-assessed by faculty not involved in their teaching

Recommendation:

- Conducting a comprehensive reassessment of the program every five years.

Substandard 4.4:

Strengths:

1. Student assessment mechanisms are appropriate to assess the intended learning outcomes.
2. Students are informed of the procedures adopted in evaluating their performances at the beginning of the course with focus on continuous assessment, midterms and final exams.

Recommendation:

1. Training of teaching staff in the theory and practice of student assessment should be offered in the college

Substandard 4.5:

Strengths:

1. The college has mechanism and systems that observes student's learning through academic counseling and follows up of students' progression and the learning at each level of study in the program.
2. Office hours of teaching staff have been scheduled and placed on their office doors to be clear for students
3. Orientation session is provided to new students to prepare them for study in a higher education environment
4. The progress of individual students is monitored and assistance and/or counseling provided to those facing difficulties.

Recommendations:

1. Number of teaching staff in male and female sections should be increased

Substandard 4.6:

Strengths:

1. Orientation session is provided to the new teaching staff to inform them about required learning outcomes, planned teaching and assessment strategies.
2. Appropriate teaching strategies are used for different types of learning outcomes
3. Course and program specifications are prepared and contain planned teaching and assessment strategies as well as the intended learning outcomes

Substandard 4.7:

Strengths:

1. Training programs in teaching skills and effective use of new technology are provided to the teaching staff
2. Opportunities and assistance are provided to the teaching staff for professional development
3. Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity

Substandard 4.8:

Strengths:

1. Teaching staff have the appropriate qualifications and experience to teach courses assigned to them, as most of them teach courses related to their specialties and some of these teaching staff are involved in scholarly activities such as research in their fields of specializations.

Substandard 4.9:

Strengths:

1. Beside the orientation day of field experience, students and supervisors are provided with advance pharmacy practice experience (APPE) manual that contains all information that may be needed during the field experience. Students are required to follow the practice site guidelines to minimize and deal with any risks that arise.
2. Teaching staff from the college are in regular visit to the practice site setting for supervising, observations and consultations with students for any support that may be needed.

Substandard 4.10

Specific indicators of this component do not apply because there are no joint educational programs between the College of Pharmacy and other institutions or, through any type of partnership arrangements.

### G. Program Course Evaluation

| 1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching. |             |                     |    |  |                |    |
|---|-------------|---------------------|----|--|----------------|----|
| Course Title/Course Code  | Course Code | Student Evaluations |    | Other Evaluation (specify)   | Action Planned |    |
|   |             | Yes                 | No |  | Yes            | No |
| Introduction to Pharmacy Profession   | PHP 120     | Yes                 |    | <b>Periodic evaluation by Head of Departments, Curriculum and Assessment Committee and Quality Assurance Unit for all courses.</b> | Yes            |    |
| Biostatistics   | PHP 121     | Yes                 |    |  | Yes            |    |
| Computer for health sciences  | PHP 216     | Yes                 |    |  | Yes            |    |
| Pharmacy Practice   | PHP 217     | Yes                 |    |  | Yes            |    |
| Pathophysiology-1   | PHP 310     | Yes                 |    |  | Yes            |    |
| Pathophysiology-2   | PHP 322     | Yes                 |    |  | Yes            |    |
| Scientific Writing and Seminar-1  | PHP 325     | Yes                 |    |  | Yes            |    |
| Pharmacotherapy-1   | PHP 330     | Yes                 |    |  | Yes            |    |
| Dispensing of Medications   | PHT 337     |                     |    |  |                |    |
| Clinical Communications Skills  | PHP 342     | Yes                 |    |  | Yes            |    |
| Ethics in Pharmacy  | PHP 341     | Yes                 |    |  | Yes            |    |
| Pharmacotherapy-2   | PHP 340     | Yes                 |    |  | Yes            |    |
| Drug and Poison Information services and Literature evaluation  | PHP 343     | Yes                 |    |  | Yes            |    |
| Over the counter drugs  | PHT 344     | Yes                 |    |  | Yes            |    |
| Patient Assessment & First Aid  | PHP 346     | Yes                 |    |  | Yes            |    |
| Pharmacotherapy-3   | PHP 410     | Yes                 |    |  | Yes            |    |
| Pharmacoeconomics and Epidemiology  | PHP 411     | Yes                 |    |  | Yes            |    |
| Pharmacy Management   | PHP 412     | Yes                 |    |  | Yes            |    |
| Evidence Based Pharmacy   | PHP 413     | Yes                 |    |  | Yes            |    |
| Psychology and Health   | PHP 414     | Yes                 |    |  | Yes            |    |
| Applied Pharmacokinetics  | PHP 416     | Yes                 |    |  | Yes            |    |
| Clinical Nutrition and IV   | PHP 423     | Yes                 |    |  | Yes            |    |
| Pharmacy Law  | PHP 426     | Yes                 |    |  | Yes            |    |
| Scientific writing and seminar 2  | PHP 421     | Yes                 |    |  | Yes            |    |
| Drugs of Abuse  | PHG 424     | Yes                 |    |  | Yes            |    |
| Pharmacotherapy-4   | PHP 420     | Yes                 |    |  | Yes            |    |
| Graduation Project  | PHP 425     | Yes                 |    |  | Yes            |    |
| Human anatomy and histology   | ANAT 111    | Yes                 |    |  | Yes            |    |
| Biochemistry-1  | PHG 210     | Yes                 |    |  | Yes            |    |



|                                     |         |     |  |  |     |  |
|-------------------------------------|---------|-----|--|--|-----|--|
| Biochemistry-2                      | PHG 220 | Yes |  |  | Yes |  |
| Physiology-1                        | PHG 211 | Yes |  |  | Yes |  |
| Physiology-2                        | PHG 222 | Yes |  |  | Yes |  |
| Pharmacology-1                      | PHG 224 | Yes |  |  | Yes |  |
| Pharmacology-2                      | PHG 314 | Yes |  |  | Yes |  |
| Pharmacology-3                      | PHG 325 | Yes |  |  | Yes |  |
| Pharmacology-4                      | PHG 334 | Yes |  |  | Yes |  |
| Molecular pharmacology              | PHG 225 | Yes |  |  | Yes |  |
| Toxicology                          | PHG 333 | Yes |  |  | Yes |  |
| Chemotherapy                        | PHG 315 | Yes |  |  | Yes |  |
| Pharmaceutical Microbiology         | PHT 123 | Yes |  |  | Yes |  |
| General Immunology                  | PHG 218 | Yes |  |  | Yes |  |
| Pharmacogenomics                    | PHG 338 | Yes |  |  | Yes |  |
| Pharmaceutics-1                     | PHT 212 | Yes |  |  | Yes |  |
| Pharmaceutics-2                     | PHT 223 | Yes |  |  | Yes |  |
| Pharmaceutics-3                     | PHT 323 | Yes |  |  | Yes |  |
| Pharmaceutical biotechnology        | PHT 335 | Yes |  |  | Yes |  |
| Basic pharmacokinetics              | PHT 336 | Yes |  |  | Yes |  |
| Biopharmaceutics                    | PHT 345 |     |  |  |     |  |
| Organic chemistry                   | PHC 103 | Yes |  |  | Yes |  |
| Pharmaceutical organic chemistry    | PHC 122 | Yes |  |  | Yes |  |
| Pharmaceutical analytical chemistry | PHC 124 | Yes |  |  | Yes |  |
| Pharmacognosy                       | PHC 215 | Yes |  |  | Yes |  |
| Medicinal chemistry-1               | PHC 225 | Yes |  |  | Yes |  |
| Medicinal chemistry-2               | PHC 315 | Yes |  |  | Yes |  |
| Natural products chemistry          | PHC 316 | Yes |  |  | Yes |  |
| Pharmacopeal analysis               | PHC 327 | Yes |  |  | Yes |  |
| Medicinal Chemistry                 | PHC 320 | Yes |  |  | Yes |  |
| Radiopharmacy                       | PHC 332 | Yes |  |  | Yes |  |

(Add items or attach list if necessary)

2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

| Campus Branch/Location                               | Approval By                         | Date                     |
|--|-------------------------------------|--------------------------|
| Main Campus:   |                                     |                          |
| 1. College of Pharmacy at Mulaida, Qassim University | Ministry of Higher Education (MoHe) | 27/02/2005 (18/01/1426H) |
|  |                                     |                          |

List all courses taught by this program and for this program that are in other programs (if any).

| Year                                  | Course Code | Course Title              | Required or Elective | Credit Hours | College or Department |
|---------------------------------------|-------------|---------------------------|----------------------|--------------|-----------------------|
| <b>1<sup>st</sup> Year Semester 1</b> |             |                           |                      |              |                       |
| <b>1</b>                              | 135 MATH    | MATHEMATICS FOR PHARMACY  |                      | 3            | College of Science    |
| <b>2</b>                              | 111 ANAT    | HUMAN ANATOMY & HISTOLOGY |                      | 4            | College of Medicine   |
| <b>1<sup>st</sup> Year Semester 2</b> |             |                           |                      |              |                       |
| <b>3</b>                              | 210 PHG     | BIOCHEMISTRY-1            | 103 PHC              | 2            | College of Medicine   |
| <b>4</b>                              | 211 PHG     | PHYSIOLOGY-1              | 106 BIOL             | 3            | College of Medicine   |
| <b>2<sup>nd</sup> Year Semester 2</b> |             |                           |                      |              |                       |
| <b>5</b>                              | 220 PHG     | BIOCHEMISTRY-2            | 210 PHG              | 3            | College of Medicine   |
| <b>6</b>                              | 222 PHG     | PHYSIOLOGY-2              | 211 PHG              | 2            | College of Medicine   |

3. Program Learning Outcome Assessment. Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

**Written exit exam was conducted on 24<sup>th</sup> Aug 2016 to analyze the five year program of our college. It was based on the following NQF learning outcomes of the program. Faculty was asked to submit their questions from their courses which were based on the following learning outcomes of the college's program collectively**

| KPI #      | NQF Learning Domains and Learning Outcomes   | Method of Assessment | Date of Assessment                        |
|------------|--|----------------------|---|
| <b>1.0</b> | <b>Knowledge</b>   |                      |   |
| 1.1        | Describe the role of the pharmacist in the healthcare team; and recent developments in pharmacy law and practice.  | Written Exit Exam    | Conducted on 24 <sup>th</sup> August 2016 |
| 1.2        | Appreciate communicating and collaborating with prescribers, patients, care givers, and others involved health care providers to engender a team approach to patient care.   |                      |   |
| 1.3        | Recall the retrieval, analysis, and interpretation of the professional, lay, and scientific literature in order to provide drug information to patients, their families, and other involved health care providers. |                      |   |
| 1.4        | Outline the design, implementation, monitoring, evaluation, and adjustment of medication therapy plans that are patient-specific and evidence-based  |                      |   |
| <b>2.0</b> | <b>Cognitive Skills</b>  |                      |   |
| 2.1        | Develop scientific knowledge, skills, and critical thinking in pharmacy.   | Written Exit Exam    | Conducted on 24 <sup>th</sup> August 2016 |
| 2.2        | Collect patient data, analyze, interpret and identify drug related problem and develop a therapeutic and monitoring  |                      |   |

|  |   |                   |   |
|--|---|-------------------|---|
|  | plan  |                   |   |
| 2.3  | Create Problem solving and decision making approach towards quantitative and qualitative tasks  |                   |   |
| 3.0  | <b>Interpersonal Skills &amp; Responsibility</b>  |                   |   |
| 3.1  | Identifying and analyzing emerging issues, products, and services that may impact patient-specific therapeutic outcomes, as well as impact management of human, physical, medical, informational, and technological resources in the provision of patient care and public health issues.  | Written Exit Exam | Conducted on 24 <sup>th</sup> August 2016 |
| 3.2  | Act in accordance with legal, ethical, social, economic, risk management, and professional guidelines.  |                   |   |
| <b>4. Communication, Information Technology, Numerical</b> |   |                   |   |
| 4.1  | Communicate effectively in oral and written form, and collaborate with patients, prescribers, other health care providers, and administrative and supportive personnel to engender a team approach to assure efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in the provision of patient care and public health issues. | Written Exit Exam | Conducted on 24 <sup>th</sup> August 2016 |
| 4.2  | Perform numerical calculations and analyses relevant to Pharmacy.   |                   |   |
| 4.3  | Communicate results of investigations and inquiries in appropriate forms for different audiences using IT and other communications technologies.  |                   |   |

Provide an analysis of the four (five/six) Year Program Learning Outcome Assessment Cycle (List strengths and recommendations).

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). A **KPI Assessment Table** is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six)year cycle, all program learning

outcomes are to be assessed and reported in the *Annual Program Report(s)*. Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and grade analysis, or learning achievement using an alternative scientific assessment system (copy the *KPI Assessment Table* and paste to make additional tables as needed).

**KPI Assessment Table** (Institutionally approved for the program) Annex G.3

The following KPI table is used to assess the learning outcomes of the exit exam. Assessment method includes the written test only. As this is the first time to conduct the exit exam, so there was no target benchmark, internal benchmark and external benchmark. The college has program to add internal and external benchmarks from the next academic year in their exit exam.

|   |   |
|---|---|
| <b>KPI # 1 Program KPI:</b>   |   |
| <b>Assessment Year</b>  | 1436-37 H (2015-16 G)                                       |
| <b>Program Learning Outcome:</b>  |   |
| <b>NQF Learning Domain</b>  | <b>Knowledge</b>  |
| <b>Target Benchmark</b>   | <b>60%</b>  |
| <b>KPI Actual Benchmark</b>   | Male: <b>40.4%</b> Female: 39.1% Total: 39.7%               |
| <b>Internal Benchmark</b>   | 60%   |
| <b>External Benchmark</b>   |   |
| <b>New Target Benchmark</b>   | 65%   |
| <b>Analysis: (List strengths and recommendations)</b>   |   |
| <b>Recommendations:</b>   |   |
| <ol style="list-style-type: none"> <li>1. The college should encouraging students to self-study from the recommended course books and enhances class room based discussions.</li> <li>2. More emphasis to improve English language skills.</li> </ol> |   |
| <b>NQF Learning Domain</b>  | <b>Cognitive Skills</b>                                     |
| <b>Target Benchmark</b>   | <b>60%</b>  |
| <b>KPI Actual Benchmark</b>   | Male: 39.6% Female: 38.8% Total: 39.2%                      |
| <b>Internal Benchmark</b>   | 60%   |
| <b>External Benchmark</b>   |   |
| <b>New Target Benchmark</b>   | 65%   |
| <b>Analysis: (List strengths and recommendations)</b>   |   |
| <b>Recommendations:</b>   |   |
| Cognitive skills results are also highly unsatisfactory. Students' cognitive skills must be enhanced through more interactive learning, solving of drug related problem, group discussion and simulations.  |   |
| <b>NQF Learning Domain</b>  | <b>Interpersonal skills and Responsibility</b>              |
| <b>Target Benchmark</b>   | 60%   |
| <b>KPI Actual Benchmark</b>   | Male: <b>39.4%</b> Female: <b>46.2%</b> Total: <b>43.3%</b> |
| <b>Internal Benchmark</b>   | 60%   |

|   |   |
|---|---|
| <b>External Benchmark</b>   |   |
| <b>New Target Benchmark</b>   | 65%   |
| <b>Analysis: (List strengths and recommendations)</b><br><b>Recommendations:</b><br>Students interpersonal skills must be improved through enhancing group discussions and learning, interactive teaching and simulations   |   |
| <b>NQF Learning Domain</b>  | <b>Communication, Information technology and Numerical</b>  |
| <b>Target Benchmark</b>   |   |
| <b>KPI Actual Benchmark</b>   | Male: <b>43.7%</b> Female: <b>42.1%</b> Total: <b>42.8%</b> |
| <b>Internal Benchmark</b>   | 60%   |
| <b>External Benchmark</b>   |   |
| <b>New Target Benchmark</b>   | 65%   |
| <b>Analysis: (List strengths and recommendations)</b><br><b>Recommendations:</b> <ol style="list-style-type: none"> <li>1. The college should enhance numerical skills by increasing exercises related with calculations in some courses such as Pharmaceutics, Pharmacokinetics (Basic and applied).</li> <li>2. The college should use software programs and e- learning method to enhance communication and information technology skills</li> </ol>   |   |
| <b>3. Orientation programs for new teaching staff</b><br>Orientation programs provided? Yes <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If offered how many participated <input type="text"/>   |   |
| <b>a. Brief Description</b><br>New staff orientation was done at department level of the college by the head of department. New faculty members were briefed regarding university's policies generally and college's policies, mission, vision, academic and administrative policies particularly. They were also briefed about course contents, requirements and learning outcomes of the courses they would be teaching. They were also briefed about student counseling, audio-visual teaching methodology, hospital visits (if required) and Saudi cultural values. A brief overview about the college, curriculum, academic and assessment program and professional development were also explained. New faculty members were also introduced about facilities and resources available in library and research grants available in Saudi Arabia. All new faculties have been given updated staff and faculty handbook. |   |
| <b>b. List recommendations for improvement by teaching staff.</b><br><b>College's faculty Handbook has been prepared and given to new faculty members.</b>  |   |

| c. If orientation programs were not provided, give reasons.<br>None   |                       |             |
|---|-----------------------|-------------|
| 4. Professional Development Activities for Faculty, Teaching and Other Staff<br>a. <b>Activities Provided</b>   | How many Participated |             |
|   | Teaching Staff        | Other Staff |
| Emerging roles of new oral anticoagulants – 13/2/2016   | 42                    |             |
| The basic principles of parenteral nutrition – 16/2/2016  | 39                    |             |
| Generic medication sorting science from fiction – 10/3/2016   | 34                    |             |
| Evidence-based practice -16/4/2016  | 25                    |             |
| Automated dispensing cabinet -21/4/2016   | 24                    |             |
| E-Learning workshops 21/3/2016 to 7/4/2016  | 12                    |             |
| Active learning workshop in Riyadh 4/4/2016   | 1                     |             |
| b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.<br>Continue Professional development programs assist the faculty in upgrading their knowledge according to international standards and to be familiar with latest technology and instrumentation. |                       |             |

**H. Independent Opinion on Quality of the Program after Considering Draft Report (e.g. head of another similar department/ program offering comment on evidence received and conclusions reached) (Attach notes)**

| 1. Matters Raised by Evaluator Giving Opinion | Comment by Program Coordinator |
|---|--------------------------------|
|   |                                |

## 2. Implications for Planning for the Program

### I. Action Plan Progress Report

| 1. Progress on Implementation of Previous Year's Action Plans   |                         |                               |           |                               |
|---|-------------------------|-------------------------------|-----------|-------------------------------|
| Actions Planned   | Planned Completion Date | Person Responsible            | Completed | If Not Complete, Give Reasons |
| a. Plan to start Mock Pharmacy and incorporate in our courses   | 1437 H (2015)           | <b>Dr. Mansour Alsharidah</b> | Yes       | -                             |
| b. Starting of Introductory Pharmacy Practice Experiences (IPPE) with community pharmacies                | 1437 H (2016)           | <b>Dr. Mansour Alsharidah</b> | Yes       | -                             |
| 2. Proposals for Program Development  |                         |                               |           |                               |
| a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other) |                         |                               |           |                               |
| None  |                         |                               |           |                               |



b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)

- **Quizzes have been removed as an assessment procedure from all courses and their marks are incorporated mostly into midterm marks.**
- **Role playing has been introduced in clinical communication skills (PHP 342). It consists of a total of 10 marks, divided into 8 criteria of assessment.**

c. Development Activities for Faculty and Teaching Staff

- 1. Faculty development courses have been offered to all faculties and most of the faculty development plan has already been chalked out.**
- 2. Journal club meetings will also be arranged for all faculties.**

3. New Action Plan for Academic Year

| Actions Required   | Completion Date | Person/Dept Responsible             |
|--|-----------------|-------------------------------------|
| a. Program to negotiate with Ministry of Health to train female graduate students of Pharm. D in primary health care centers across Qassim region. | 1438 H          | <b>Dr. Mansour Alsharidah</b>       |
| b. Initiation of improving of English proficiency program for Pharm. D students.   | 1438 H          | <b>Dr. Mansour Alsharidah</b>       |
| c. Proposal of establishing Drug and Poison Information Unit (DPIU) for General Public   | 1438 H          | <b>Pharmacy Practice Department</b> |
| d. Increase research output in the College   | 1438 H          | <b>Research Centre</b>              |
| e. Introduction of E-learning and Black Board in the curriculum  | 1438 H          | <b>E-learning Unit</b>              |
| f. More Continuous Professional Development (CPD) program for faculty development  | 1438 H          | <b>CPD Unit</b>                     |

**Program Chair/ Coordinator Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_