



Annual Program Report

— (Bachelor)

Program: **Doctor of Pharmacy**

Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **0916**

Qualification Level: **7**

Department: **None**

College: **Pharmacy**

Institution: **Qassim University**

Academic Year: **2023-24**

Main Location: **Mulaida, Buraydah, Saudi Arabia**

Branches offering the Program (if any): None

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A. Program Statistics

| Item | Number |
|--|--------------------|
| Number of students enrolled in the program | Male = 228 |
| | Female = 332 |
| | Total = 560 |
| Number of students who started the program (in reporting year) | Male = 29 |
| | Female = 72 |
| | Total = 101 |
| Number of students who completed the program | Male = 24 |
| | Female = 30 |
| | Total = 54 |

B. Program Assessment

1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *

| # | Program Learning Outcomes | Assessment Methods (Direct and Indirect) | Targeted Performance (%) | Assessment Results |
|------------------------------------|---|---|--------------------------|--------------------|
| Knowledge and Understanding | | | | |
| K1 | Describe essential biomedical, pharmaceutical, social, behavioral, administrative and clinical sciences knowledge related to the development and use of medications, natural remedies, and other therapies for the prevention and treatment | MCQs, Short Notes (SN) Team-Based Learnings (TBL), Rubrics, Survey | 70% | 79.6% |
| K2 | Describe the concepts and principles of various pharmacy practice settings. | MCQs, SN, Journal Club | 70% | 79.1% |
| K3 | Recognize the role of pharmacists according to legal, ethical, and professional standards in promoting health and the prevention and treatment | MCQs, SN, Rubrics Surveys | 70% | 74.2% |
| K4 | Recognize research and investigation methods in the pharmacy field | MCQs, SN, Journal Club | 70% | 77.7% |
| Skills | | | | |
| S1 | Integrate pharmaceutical sciences with pharmacy applications | MCQ, Cases, Journal Club, Rubrics, Surveys | 75% | 81.3% |
| S2 | Engage in inter-professional healthcare education activities | Rubrics, Surveys | 75% | 86% |
| S3 | Evaluate scientific and professional literature critically to be utilized in evidence-based practice, conducting research and problem-solving | MCQs, Cases, Rubrics Surveys | 75% | 81% |





| | | | | |
|----|---|--|-----|--------|
| S4 | Use advanced techniques, instruments and materials in practical activities and apply basic drug development skills in relevant settings | MCQs, SN, Presentation Rubrics, Surveys | 75% | 95% |
| S5 | Use mathematical operations and quantitative methods to process data in various pharmacy fields and utilize appropriate information technologies to optimize medication use and patient care. | MCQs, Cases, TBL | 75% | 87.5% |
| S6 | Contribute to decision-making processes by providing accurate and relevant recommendations in various settings. | Objective Structured Clinical Examination (OSCE) | 75% | 86.9% |
| S7 | Interpret information obtained from different resources to provide creative solutions for complex problems. | TBL, MCQs, Cases | 75% | 82.25% |
| S8 | Communicate clearly and effectively with health care professionals, patients, caregivers, administrative and supportive personnel and the public in various settings | TBL, MCQs, Cases Rubrics, Surveys | 75% | 88.6% |
| S9 | Construct patient-centered evidence-based pharmaceutical care plans | TBL, MCQs, SN, Cases Rubrics, Surveys | 75% | 84.3% |

Values, autonomy, and responsibility

| | | | | |
|----|---|-------------------|-----|-------|
| V1 | Demonstrate leadership skills, accountability and acceptance of responsibility within a team in various settings | TBL | 70% | 82.8% |
| V2 | Advocate patient rights to safe and effective medication use in various settings | TBL, MCQs, Cases | 75% | 93.6% |
| V3 | Evaluate own learning and performance, make decisions regarding self-development, and practice reflective and independent thinking to effectively manage and respond to routine or unanticipated circumstances. | Journal Club, TBL | 70% | 87.4% |
| V4 | Embrace the inter-professional approach to healthcare practices | Rubrics, Surveys | 70% | 94.5% |
| V5 | Display integrity, trustworthiness, confidence, self-awareness, and the potential of entrepreneurship in various settings | Rubrics, Surveys | 75% | 87.5% |
| V6 | Demonstrate empathy, professional attitude, ethical behavior, social and cultural awareness, and proper judgment in various settings. | OSCE | 75% | 91.7% |

*Attach a separate report on the program learning outcomes assessment results for male and female sections and for each branch (if any).





Strengths:

- Overall, the students had a success rate of 100 % in meeting all PLOs.
- Overall, students demonstrate an adequate level of knowledge and understanding of pharmacy sciences, research and investigation methods.
- Overall, students show proficiency in communicating (verbally and in writing) and collaborating with patients, and medical and administrative staff concerning pharmaceutical care.
- Overall, students display problem-solving abilities and evidence-based pharmaceutical knowledge to develop suitable solutions to social challenges.
- Most students display the ability to work independently and with integrity, adhere to pharmacy ethics, bear responsibility, and actively contribute to serve and develop society.

Aspects that need improvement with priorities:

Based on the positive outcomes observed in the assessment of program learning outcomes, it is recommended to increase the desired level of achievement for knowledge and understanding from 70% to 75%.

2. Evaluation of Courses

| Course Code | Course Title | Number of Students Who Evaluated the Course (Male and Female combined) | Percentage of Participants | Evaluation Results (out of 10) | Developmental Recommendations |
|-------------|--|--|----------------------------|--------------------------------|---|
| PHP 111 | Introduction to Pharmacy Profession | 96 | 46.8 | 8.5 | None |
| PHC 111 | Organic Chemistry | 7 | 77.77 | 8.4 | None |
| ANAT 111 | Human Anatomy and Histology | N/A | | | |
| PHG 111 | Physiology (1) | N/A | | | |
| PHP 213 | Foundations of Pharmacy Practice (2) | 87 | 85.05 | 7.6 | None |
| PHT 221 | Pharmaceutics (1) | 98 | 95 | 7.7 | None |
| PHG 221 | Biochemistry | 21 | 90 | 8.6 | None |
| PHC 231 | Pharmacognosy | 27 | 100 | 8.91 | None |
| PHP 251 | Introduction to Pathophysiology | 12 | 83.3% | 8.8 | None |
| PHC 241 | Principals of Medicinal Chemistry | N/A | | | |
| PHG 231 | Immunology | 26 | 96 | 7.69 | Included more case-based scenarios for a better understanding |
| PHG 350 | Toxicology | 12 | 95 | 9 | None |
| PHP 352 | Patient Assessment Skills | 60 | 85 | 7.9 | None |
| PHP 361 | Integrated Pharmacotherapy: Cardiovascular | N/A | | | |





| Course Code | Course Title | Number of Students Who Evaluated the Course (Male and Female combined) | Percentage of Participants | Evaluation Results (out of 10) | Developmental Recommendations |
|-------------|--|--|----------------------------|--------------------------------|-------------------------------|
| PHP 362 | Integrated Pharmacotherapy: Respiratory and Immunology | 63 | 30.15 | 7.5 | None |
| PHP 371 | Interprofessional Education | 58 | 53.4 | 7.3 | None |
| PHP 441 | Applied Pharmacokinetics | 59 | 79.66 | 7.8 | None |
| PHP 465 | Integrated Pharmacotherapy: Neurology | 60 | 70 | 7.5 | None |
| PHP 466 | Integrated Pharmacotherapy: Psychiatry | 60 | 81.66 | 7.5 | None |
| PHP 427 | Integrated Pharmacotherapy: Hematology/oncology | 57 | 80.7 | 8.3 | None |
| PHP 434 | Graduation Project | N/A | | | |
| PHP 491 | Pharmacoepidemiology and medication safety | 58 | 87.9 | 8.4 | None |
| PHP 492 | Pharmacoeconomics | 56 | 87.5 | 7.9 | None |
| PHP 319 | Foundations of Pharmacy Practice (4) | 57 | 79 | 7.8 | None |
| PHC 121 | Pharmaceutical Analytical Chemistry | N/A | | | |
| PHC 112 | Pharmaceutical Organic Chemistry | 62 | 95 | 6.63 | None |
| PHT 111 | Pharmaceutical Microbiology | N/A | | | |
| PHG 112 | Physiology (2) | N/A | | | |
| PHT 222 | Pharmaceutics (2) | 61 | 84 | 7.3 | None |
| PHP 218 | Foundations of Pharmacy Practice (3) | 79 | 25.3 | 8.8 | None |
| PHT 231 | Pharmacokinetics | 83 | 91 | 7.62 | None |
| PHG 241 | Introduction to Pharmacology | 61 | 96.3 | 7.18 | None |
| PHP 221 | Self-care and OTC Therapeutics | 91 | 64.8 | 6.7 | None |
| PHP 231 | Evidence-based Practice (1) | N/A | | | |
| PHP 332 | Evidence-based Practice (2) | 54 | 27.8 | 8.4 | None |
| PHP 363 | Integrated Pharmacotherapy: Endocrinology and Gynecology | 26 | 73 | 8.5 | None |





| Course Code | Course Title | Number of Students Who Evaluated the Course (Male and Female combined) | Percentage of Participants | Evaluation Results (out of 10) | Developmental Recommendations |
|-------------|--|--|----------------------------|--------------------------------|-------------------------------|
| PHP 321 | Integrated Pharmacotherapy: Infectious Diseases | 57 | 40.35 | 8.4 | None |
| PHP 364 | Integrated Pharmacotherapy: Nephrology/urology | N/A | | | |
| PHP 417 | Pharmacy Law | N/A | | | |
| PHP 467 | Integrated Pharmacotherapy: Dermatology/EENT | 59 | 35.6 | 8.7 | None |
| PHP 468 | Integrated Pharmacotherapy: GIT/Nutrition | 57 | 35 | 8.1 | None |
| PHP 424 | Integrated Pharmacotherapy: Critical Care/ Clinical Toxicology | N/A | | | |
| PHP 469 | Integrated Pharmacotherapy: Musculoskeletal | 60 | 38.33 | 8.5 | None |
| PHP 433 | Evidence-based Practice (3) | 35 | 54.3 | 7.14 | None |
| PHP 419 | Pharmacy informatics | N/A | | | |

3. Students Evaluation of Program Quality

| Evaluation Date: 11-6-2024 | Number of Participants: 128 (57.91%) |
|---|--|
| Students Feedback | Program Response |
| Strengths: <ul style="list-style-type: none"> The program excels in clear communication and fair processes by transparently communicating its mission and objectives to its students It ensures student awareness and trust through fair admission, registration and assessment processes. The program provides an effective e-learning platform, Blackboard, that supports teaching and learning for both on-campus and off-campus students. The program also offers guidance on course details, learning outcomes, and requirements for student success. The program provides well-equipped facilities, including classrooms and laboratories, along with | <p>The report of the survey from students on the quality of the program evaluation at the College of Pharmacy revealed that the approaching study participants are satisfied with the quality of the program's delivery in both the male and female sections</p> |



safety measures and support for various activities to ensure a supportive environment.

Areas of Improvement:

- No recommendations

Suggestions for improvement:

- No recommendations

4. Scientific research and innovation during the reporting year

| Activities Implemented | Number |
|--------------------------------------|--------|
| Published scientific research | 126 |
| Current research projects | 23 |
| Conferences organized by the program | None |
| Seminars held by the program | None |
| Conferences attendees | 8 |
| Seminars attendees | None |

Discussion and analysis of scientific research and innovation activities

Strength:

- Overall, the combined faculty publication rate of 92% surpasses the internal target of 70% and exceeds the external benchmark of 75%, indicating exceptional overall research performance.
- The combined research output rate of 5:1 in 2023/24 exceeded the target of 4.25:1 and surpassed the external benchmark of 4.9:1, indicating strong collective research productivity. The overall research output remains above both internal and external benchmarks, demonstrating that the institution is maintaining a competitive position in research productivity.
- The overall citation rate of 240.9:1 is higher than the external benchmark of 213, demonstrating that the institution's faculty are performing better than peer institutions. Overall, the faculty members showed a consistent improvement in citation rates over the past three years, highlighting a growth trajectory in research impact.

Weaknesses:

- Overall, there is a decline in the number of published articles from 164 to 126 between the academic years 2022-2023 and 2023-2024. This decline necessitates a closer examination of the factors contributing to the decrease in research output.
- Similarly, the reduction in the number of faculty members participating in national and international workshops from 16 to 8 raises concerns about the engagement of faculty members in professional development opportunities. It is essential to encourage and support faculty members' active involvement in workshops to enhance their research capabilities and networks.

Areas for Improvements:

- Encourage faculty members to engage in research publications
- Encourage faculty members to collaborate with international research groups



5. Community Partnership

| Activities Implemented | Brief Description* |
|---|---|
| Training Programs | The College has participated with its faculty members, students, and staff in 38 community service activities and awareness programs for using, misusing, and abusing medicines during the academic year 2023-2024. 17544 people attended these programs. The College has also participated in many training programs, especially for community pharmacies and hospitals. The faculty members who participated in community service programs are 70% of the total faculty members. Also, it provided awareness about the Pharm D and postgraduate programs. The College did some community studies (study some critical health problems). |
| Awareness campaigns | |
| Seminars and workshops | |
| Community Studies | |
| Contribute to community media awareness | |
| Comment on community partnership activities** | |
| The community service unit did some partnerships with some non-governmental institutes such as some schools | |

*including timing of implementation, number of participants, and outcomes.

**including overall evaluation of the program's performance in these activities (if any).

6. Other Evaluation (if any)

(e.g., independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

Alumni Survey

| Evaluation method: Survey | Date: 25-08-2024 | Number of Participants: 50 (49%) |
|--|------------------|--|
| Summary of Evaluator Review | | Program Response |
| Strengths: <ul style="list-style-type: none">• Awareness of alumni about controls, values and rules of scientific integrity, intellectual property rights and ethical practices• Alumni shared that learning from the College helped them to apply the methods and skills of verification, cognitive investigation, and research in their field of specialization• The learning from the College helped the alumni in developing their self-learning skills and taking responsibility | | The majority of the alumni expressed their satisfaction with the quality of the PharmD program in the College. They also agreed that the program is suitable for the professional development of students in their careers. However, alumni recommend introducing more professional developmental activities for the alumni. |
| Points for Improvements: <ul style="list-style-type: none">• The program should disseminate the graduates attributes and the program learning outcomes through appropriate and varied means• Increase professional development activities to meet the requirements of the labor market and enhance the ability of students to compete with | | |





graduates of similar programs

Suggestions for development:

- Introduction and Continuation of professional developmental activities for students and alumni

*Attach independent reviewer's report and stakeholders' survey reports (if any).

Employer Survey

| | | |
|---|------------------|---|
| Evaluation method: Survey | Date: 10-09-2024 | Number of Participants: 14 |
| Summary of Evaluator Review | | Program Response |
| Strengths: <ul style="list-style-type: none">• All employers who responded to the survey are aware of the program's mission• The employers agreed that the graduate has a broad level of knowledge in their field of specialization• The employers reported that the graduate is committed to working with professional ethics and standards | | All the employers expressed their satisfaction with the quality of the PharmD program in the College. They are also aware of the program’s mission. |
| Points for Improvements: <p>No recommendation at this time as all questionnaire items had received an average rating of 3.85 out of 5 or above</p> | | |
| Suggestions for development: <ul style="list-style-type: none">• No recommendation | | |

Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

All values are out of 5. M = Male, F = Female, C = Combined value

| No | KPI | Targeted Value | Actual Value (2023-24) | Internal Benchmark | Analysis | New Target (2024-25) |
|--------|--|--------------------------|------------------------------|------------------------------|--|---------------------------|
| KPI-01 | Students Evaluation of quality of learning experience in the program | M:3.5 F: 3.5 C:3.5 | M: 3.7 F: 3.25 C: 3.48 | M: 3.4 F: 3.26 C: 3.33 | The 2023-24 analysis of the quality of learning experience shows mixed results for male and female students. Male students achieved a score of 3.7, surpassing the target of 3.5, while female students scored 3.25, falling short of the 3.5 target. Overall, the combined score of 3.48 narrowly missed the target of 3.5. Compared to 2022-23, male students showed improvement from 3.4 to 3.7, while female students' performance remained nearly stagnant. The overall score also improved slightly from 3.33 to 3.48. However, when compared to 2021-22, both male and female student score declined significantly, particularly for male students, who scored 4.43 that year. Despite these fluctuations, the program's overall score of 3.48 exceeded the external benchmark of 3.37 from the PharmD Program at Taif University. The targets for 2024-25 remain at 3.5 for both male and female students, suggesting a focus on maintaining | M: 3.5 F: 3.5 C:3.5 |





| | | | | | | |
|-----------|--|-------------------------|----------------------------------|----------------------------------|---|--------------------------|
| | | | | | current levels and encouraging improvement in female student satisfaction. | |
| KP I-P-02 | Students' evaluation of the quality of the courses | M:4.2 F:4.2 C:4.2 | M:4.09 F:3.99 C:4.04 | M:4.1 F:3.88 C:3.98 | The combined ratings of student's evaluation of the quality of the courses (4.04) have increased marginally for the year (2023-24) compared to the combined ratings of 3.9 and 3.98 for the years 2021-22 and 2022-23 respectively. The improvement in results shows increased student satisfaction with the quality of the courses offered by the College's PharmD program through qualified and competent faculty members. However, the current combined value (4.04) has slightly missed the target value (4.2) set for the year 2023-24. This underachievement can be attributed to the adoption of the 2-semester system from the previous year's 3-semester system by the University. Despite not achieving the target value, the overall combined value for the KPI-03 (4.04) is better compared to the external benchmark (3.82), which shows the continuous improvement of the quality of courses offered by the College in comparison with similar Colleges in Saudi Arabia. Considering the improved combined value in the year 2023-24, the College has revised the new combined target to 4.2 for the academic year 2024-25. | M:4.2 F:4.2 C:4.2 |
| KP I-P-03 | Student's completion rate | M:91% F:91% C:91% | M:80% F:81% C:80.5% | M: 91.7% F: 84.4% C: 87.5% | The combined completion rate of 80.5% for 2023-24 has not achieved the target value of 91%. Compared with the completion rate (87.5%) of the previous year of 2022-23, this year's completion rate (80.5%) has also declined considerably. However, the completion rate has shown an upward trend by a margin of 5.5% compared to the year 2021-22. Additionally, the College's completion rate is better than the external benchmark of 78%. Furthermore, male students' completion rate has declined considerably compared to the last year but showed drastic improvement from the completion rate for the year 2021-22. In contrast, a marginal decline in completion rates was observed for female students compared to last year's values. This gap could be attributable to an important factor of changing to a 2-semester from a 3-semester system by the University, which leads to significant changes in course distribution, evaluation criteria and lecture schedules. The College keeps the similar target of 91% completion rate of students for the year 2024-25. | M:91% F:91% C:91% |
| KP I-P-04 | First-year student's retention rate | M:80% F:80% C:80% | M:86.67% F:93.42% C:91.51% | M: 74% F:72.6% C: 73% | The current student retention rate value (91.51%) for this KPI is higher than that of the internal benchmark (AY 2022-23, 91.51 %) but is still lower for the AY 2021-22 (100 %). The retention rate for the female section was higher (93.42 %) as compared to the male section retention rate value (86.67%). In comparison to AY 2022-23, the male students' retention rate value showed significant improvement (18.51 %) from AY 2022-2023 (74%) to AY 2023-2024 (86.67 %). The female students' retention rate also rose significantly from 72.6 % to current 93.42 %. The combined, male and female students, retention rate score also much improved from 73 % to 91.51 %. Regarding the AY, 2021-22, both the male and female students' retention rates were highest (100 %) as compared to the current and last year's scores. Considering the retention rate analysis, a new target is established for the coming academic year 2023-2024 at 80%. The achievement of the College of Pharmacy's is above 3% of the external benchmark | M:80% F: 80% C:80% |
| KP I-P-05 | Students' performance in the professional and/or national examinations | Combined 99% | Combined 100% | Combined 99% | The data shows consistent and strong student performance in the professional examinations, with a combined success rate of 100% in 2023/24, exceeding the target of 99%. This represents an improvement from previous years, with a performance of 99% in 2022/23 and 97% in 2021/22. The target for 2024/25 remains at 99%, indicating the | Combined 99% |





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|-----------|---|---------------------------|---|---|---|---------------------------|
| | | | | | program's confidence in maintaining high-performance levels. The steady upward trend demonstrates effective preparation and support for students in achieving excellence in these examinations. | |
| KP I-P-06 | Graduates' employability and enrolment in postgraduate programs | Emp: M: 82% F: 78% C: 80% | Emp: M: 50% F: 11.43% C: 22.45% Postgrad study. 0 | Emp: M: 50% F: 11.43% C: 22.45% Postgrad study. 0 | A survey of 29 male (14 responded) and 43 female (35 responded) graduates found response rates of 48.3% and 81.4%, respectively. In 2023/24, the employment rate for male graduates is 50% (7 of 14 respondents), while for females it is only 11.43% (4 of 35), with a combined rate of 22.45%, and no graduates have enrolled in postgraduate programs, indicating that the current performance falls significantly below the target, particularly for females. In 2022/23, employment rates were higher at 81% for males, 18% for females, and 50% combined, showing a consistent gender gap. The trend was similar in 2021/22, with employment rates of 51.12% for males, 31.37% for females, and 41.41% combined. Postgraduate enrollment has been consistently at 0% over the past three years. The external benchmark indicates 68% employment and 2.4% postgraduate enrollment, both significantly higher than the current performance. Discussions with graduates revealed that while there are many job opportunities, especially in Riyadh, new pharmacists, particularly women, face challenges. Some are reluctant to work outside the Qassim region, and many available jobs are in less preferred community pharmacies. Additionally, some graduates lack the required qualifications, such as a professional license and English proficiency. Financial challenges, including low salaries and high living costs in Riyadh, also hinder employment. Many pharmacy jobs require manual applications, a process unfamiliar to some graduates. The new KPI targets remain ambitious, focusing on closing the gender gap and improving employability. The new KPI targets remain ambitious, aiming for 82% male employment, 78% female employment, and 80% overall, focusing on improving employability and closing the gender gap. | Emp: M: 82% F: 78% C: 80% |
| KP I-P-07 | Employers' evaluation of the program graduate's proficiency | C:4.5 | M:4.1 F: N/A | M:4.15 F: N/A | It is clear from the comparison and trends of the KPI values that the evaluation ratings for graduate proficiency have decreased slightly over the years (2022-23 and 2023-24) in comparison to the academic year 2021-22, indicating a potential concern regarding the perceived proficiency of graduates. The college has set a target of 4.5 but the actual values fall short of the target for the past 2 academic years. In addition, compared to the external benchmark the perceived proficiency of graduates was lower suggesting potential gaps in employer satisfaction that need to be explored. The college has retained the same target for the next academic year (2024-25). The college has started sending online evaluation forms to employers for the past two academic years compared to the hard copies, which may have impacted the evaluation score. The higher target value is chosen on the ratings received during the academic year 2021-22 but the college has since been unable to achieve the set target. | C:4.5 |
| KPI -P-08 | Ratio of students to teaching staff | M:7.1 F: 20:1 C: 14:1 | M:6.3:1 F: 27.7:1 C:11.7:1 | M:10.2:1 F:31.8:1 C:16.76:1 | The data shows a notable gender disparity in the ratio of students to teaching staff for the academic year 2023/24. The male student-to-staff ratio (6.3:1) is better than the target (7:1) and close to the value from two years ago (6.4:1), indicating relative stability and favorable student support. The female ratio (27.7:1) is significantly higher than both the target (20:1) and past values (20:1 in 2021/22 but less than 31.8:1 in | M: 7:1 F: 20:1 C: 14:1 |



| | | | | | | |
|----------|--|----------------------------------|-------------------------------------|---|--|----------------------------------|
| | | | | | 2022/23), suggesting that female students may have less access to teaching staff compared to males. The combined ratio (11.7:1) is better than the target (14:1) and has improved over time (16.76:1 two years ago). The combined performance of 11.7:1 remains notably better than the external benchmark of 20:1 | |
| KPI-P-09 | Percentage of publications of faculty members | M:90% F:50% C:70% | M:94.7% F:83.3% C:92% | M:84% F:44.4% C:73.52% | The publication rates of faculty members in 2023/24 have exhibited significant improvement when compared to the two preceding academic years. Male faculty achieved a 94.7% publication rate, surpassing their 90% target and showing an upward trend from 84% in 2022/23 and 81.5% in 2021/22. This indicates consistent and strong research output from male faculty members. On the other hand, female faculty made a dramatic improvement, reaching 83.3% and significantly exceeding their 50% target, recovering from a dip to 44.4% in 2022/23 after a high of 92.8% in 2021/22. The overall publication rate of 92% is well above the combined target of 70% and the external benchmark of 75%, indicating strong performance and an upward trend from 73.52% in 2022/23 and 82.7% in 2021/22. Both male and female faculty have significantly exceeded their targets for 2023/24, with the notable improvement in female faculty publications presenting a particular strength. | M:90% F:50% C:70% |
| KPI-P-10 | Rate of published research per faculty member | M: 8:1 F:3.5:1 C:4.25:1 | M:5.6:1 F:3.3:1 C: 5:1 | M:10.4:1 F:3.25:1 C:13.67 | In 2023/24, male faculty's research output rate of 5.6:1 fell short of the 8:1 target, marking a significant decline from 10.4:1 in 2022/23 and 6.5:1 in 2021/22. This downward trend in male faculty performance may be partially attributed to incomplete reporting of research information. Female faculty, however, nearly met their target with a rate of 3.3:1, just shy of the 3.5:1 goal. This represents a slight improvement from 3.25:1 in 2022/23, though still below the 7.6:1 achieved in 2021/22. Despite male faculty underperformance, the overall rate of 5:1 surpassed the combined target of 4.25:1, indicating strong collective research output. While this overall rate has decreased from 13.67:1 in 2022/23 and 6.8:1 in 2021/22, it remains above both the current target (4.25:1) and the external benchmark (4.9:1), suggesting the institution is maintaining competitive standards in research productivity. | M: 8:1 F: 3.5:1 C: 4.25:1 |
| KPI-P-11 | Citations rate in refereed journals per faculty member | M: 180:1 F: 130:1 C: 155:1 | M: 46.9:1 F: 222:1 C: 240.9:1 | M: 176.11:1 F:129.77:1 C: 164.1:1 | In 2023/24, male faculty achieved a citation rate of 246.9:1 per faculty member, significantly surpassing the target of 180:1. This represents a consistent upward trend, improving from 176.11:1 in 2022/23 and 192.4:1 in 2021/22. Similarly, female faculty reached a citation rate of 222:1, far exceeding the target of 130:1. Their citation rate also showed marked improvement, rising from 129.77:1 in 2022/23 and 162:1 in 2021/22. The overall citation rate for 2023/24 stands at 240.9:1, well above the target of 155:1, reflecting strong citation performance from both male and female faculty. Compared to previous years, the combined citation rate has risen from 164.1:1 in 2022/23 and 184:1 in 2021/22, highlighting a steady positive trend. Additionally, the combined rate of 240.9:1 exceeds the external benchmark of 213, demonstrating that the institution's faculty citation performance is outperforming external standards. | M: 180:1 F: 130:1 C: 155:1 |
| QU 44 | Percentage of Faculty Participation in Community Services/Activities | 50% | C:70% | NA | The data shows a high current faculty participation rate in community services (70%), but the target for 2023-24 is set lower at 50%, raising questions about the rationale for this decrease. Without historical data or context, it's unclear whether this target reflects a strategic adjustment or an anticipated decline in participation | 50% |

| | | | | | | |
|-------|---|---|---|----|--|---|
| QU 46 | Percentage of Faculty Who Participated in the Training Programs of the Faculty Training Plan | 64% | M: 0% F: 61.5% C: 53% | NA | The analysis examines the participation of male and female faculty in the training programs for 2023-24, compared to set targets and an external benchmark. Actual participation rates were 50% for male faculty and 61.5% for female faculty, with an overall participation rate of 53%. This falls short of the set target of 64% for all faculty. Compared to the external benchmark of 63.5% from the PharmD Program, College of Pharmacy, Taif University, the overall participation rate of 53% is significantly lower. While female faculty participation is relatively closer to the target and external benchmark | 64% |
| QU 68 | Average of Students and Supervisors Evaluation of Field Experience | Faculty M: 2.8 F: 2.8 C: 2.8 Students M: 2.8 F: 2.8 C: 2.8 | Faculty M: 4.3 F: 4.5 C: 4.4 Students M: 4.1 F: 3.6 C: 3.85 | NA | The data reveals a significant gap between faculty and student evaluations of the field experience in 2023-24, with faculty ratings (M: 4.3, F: 4.5, C: 4.4) being higher than student ratings (M: 4.1, F: 3.6, C: 3.85). This suggests a possible disconnect in their perceptions, which could be explored further. | Supervisors M: 3.5 F: 3.5 C: 3.5 Students M: 3.5 F: 3.5 C: 3.5 |
| QU 69 | Average of Students and Supervisors Evaluation of Field Experience Institutions and Locations | Supervisors M: 2.8 F: 2.8 C: 2.8 Students M: 2.8 F: 2.8 C: 2.8 | Supervisors M: 4.1 F: 4.4 C: 4.25 Students M: 3.7 F: 3.2 C: 3.45 | NA | The data for QU 69 shows a notable difference in how faculty (M: 4.1, F: 4.4, C: 4.25) and students (M: 3.7, F: 3.2, C: 3.45) evaluate field experience institutions and locations, with students consistently rating them lower. This suggests a possible mismatch in their perceptions of these environments. | Supervisors M: 3.5 F: 3.5 C: 3.5 Students M: 3.5 F: 3.5 C: 3.5 |
| QU 70 | Average of Students Evaluation of Field Experience Supervisors | M: 2.8 F: 2.8 C: 2.8 | M: 3.8 F: 3.0 C: 3.4 | NA | The College has adopted the KPI QU 70 for the first time in the year 2023-24, hence there was no previous year data to compare the results. Internship students gave a combined rating of 3.4 to evaluate field experience supervisors, which surpassed the target value of 2.8 for 2023-24. Male students' rating of 3.8 was higher than the female student's rating of 3.0. This difference in ratings could be because of a lack of competent female field experience supervisors in the hospitals of the Qasim region and the hesitancy of female students to coordinate with male field experience supervisors. | M: 3 F: 3 C: 3 |

Comments on the Program KPIs and Benchmarks results:

Comments on Program KPIs

Overall, the College achieved 10 KPIs (4, 5, 8, 9, 10, 11, QU44, QU68, QU69 and QU70) which showed improvements in the retention rate of the college, student performances in professional exams, ratio of student to teaching staff, percentages of publications, rate of published research papers, citations, faculty participation in community services and student and faculty's rating of College's field experiences. However, the College failed to achieve 6 KPIs (1, 2, 3, 6, 7 and QU 46) which showed a decline in student satisfaction with the quality of learning experience and courses in the College, completion rate, graduate employability, employer satisfaction and faculty's participation in training programs.

Comment on Benchmark's results

In KPI-P-01, the combined score of 3.48 narrowly missed the target of 3.5 but exceeded the external benchmark of 3.37 and internal benchmark of 3.33. The new overall target set by the College is 3.5 for the academic year 2024-25.

In KPI-P-02, the combined ratings of student's evaluation of the quality of the courses (4.04) have increased marginally from the internal benchmark of 3.98 and external benchmark of 3.82 but has slightly missed the



target value of 4.2 set for the year 2023-24. The College has revised the new combined target to 4.2 for the academic year 2024-25.

In KPI-P-03, the overall completion rate of 80.5% for 2023-24 has not achieved the target value of 91%. However, the College's completion rate has fared better than the external benchmark of 78% and the internal benchmark of 73.5%. The college has set a new target of 91% completion rate for students for 2024-25.

In KPI-P-04, the current student's retention rate value (91.51%) is higher than that of the internal benchmark of 73% and achieved the target of 80%. The College has set a new target of 80% for 2024-25.

In KPI-P-05, overall students' performances in the professional exams have achieved the target and internal benchmarks of 99%. The College has kept the target at 99% for 2024-25.

In KPI-P-06, overall, the current performance (22.45%) of graduate employability falls significantly below the target value of 80%. Postgraduate enrollment has also been consistently at 0%. The new KPI targets remain ambitious, aiming for 80% employment for students in the year 2024-25.

In KPI-P-07, the college has set a target of 4.5 for employer evaluation but the actual values fall short of the target at 4.1 and slightly less than the internal value of 4.15. The College has set the ambitious target of 4.5 for 2024-25.

In KPI-P-08, the combined ratio of students to teaching staff (11.7:1) is better than the target value (14:1) and the internal benchmark of 16.76:1. The College has set a new value of 14:1 for 2024-25.

In KPI-P-09, the publication rates of faculty members in 2023/24 have exhibited significant improvement with a combined score of 92% which surpassed the target of 70% and internal benchmark of 73.52% respectively. The College has set a new target of 70% publication rate for 2024-25.

In KPI-P-10, the overall rate of published research per faculty (5:1) has surpassed the combined target of 4.25:1, indicating strong collective research output. However, the target has declined from the internal benchmark of overall 13.67. The College has set a new target of 4.25:1 for 2024-25.

In KPI-P-11, the overall citation rate stands at 240.9:1, well above the target of 155:1, reflecting strong citation performance from the faculty. The College has set the revised target of 155:1 for the year 2024-25.

In QU44, 70% of the faculty participated in the community programs which surpassed the target of 50%.

IN QU 46, the actual participation rate in the training program by the faculty was 53%, which falls short of the set target of 64% for all faculty members.

IN QU68, the supervisor's evaluation of the training program of the College (4.4) surpassed the target of 2.8. Similarly, the student's evaluation of the field experiences (3.85) also meets the target of 2.8.

IN QU69, the supervisor's evaluation of the training program's locations and institutions (4.25) has also surpassed the target of 2.8. Similarly, the student's evaluation of the training program's locations and institutions (3.45) also meets the target of 2.8.

IN QU70, Internship students gave a combined rating of 3.4 to evaluate field experience supervisors, which surpassed the target value of 2.8 for 2023-24

D. Challenges and difficulties encountered by the program (if any)

| | |
|--------------------------|------|
| Teaching | None |
| Assessment | None |
| Guidance and counselling | None |
| Learning Resources | None |
| faculty | None |



| | |
|---------------------|------|
| Research Activities | None |
| Others | None |

E. Program development Plan

| No. | Priorities for Improvement | Actions | Action Responsibility |
|-----|---|--|---|
| 1 | <ul style="list-style-type: none"> a. Provide orientation sessions to students, particularly females to increase their awareness about the variety of printed materials available in the library. b. Provide orientation sessions to students, particularly females to improve their access to the databases, references, and resources that support self-learning and scientific research | Arrange orientation sessions for students | Student Affairs Unit |
| 2 | <ul style="list-style-type: none"> a. Increase orientation to students about the availability and accessibility of course materials. b. Increase orientation to students about changes in course schedule and evaluation criteria of courses | Arrange an orientation session for students | Student Affairs unit |
| 3 | Effective academic counselling to students regarding choosing courses, accessing learning resources, and alleviating issues and problems of students. | Academic counselling by student advisors | Student affairs and academic counselling unit |
| 4 | Provide workshop on postgraduate education among graduates to increase graduate enrollment | Initiating post-graduate programs for graduate students | College Administration |
| 5 | <ul style="list-style-type: none"> a. Engaging with employers through workshops for feedback on curriculum and industry expectations. b. Increase awareness through websites, social media campaigns, student clubs and other avenues for the various workshops and opportunities provided to students to increase their proficiency and enhance their skills. c. Increase participation of students attending workshops organized by the college and elsewhere by motivating the students through their academic supervisors. | Arranging more community programs and continuing professional development activities | Community and Alumni Units |
| 6 | Male faculty participation is well below the target and external benchmark, highlighting the need for focused strategies to increase their engagement in training programs. | Arranging better training programs for faculty | CPD Unit |

| | | | |
|---|---|--|-------------------------------------|
| 7 | Based on the positive outcomes observed in the assessment of program learning outcomes, it is recommended to increase the desired level of achievement for knowledge and understanding from 70% to 75%. | Increasing the knowledge and understanding program learning outcome benchmark from 70 to 75% | Curriculum and assessment committee |
|---|---|--|-------------------------------------|

- Attach any unachieved improvement plans from previous report.
- The annual program report needs to be discussed in department council

F. Approval of Annual Program Report

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|----------------------------|--|
| COUNCIL / COMMITTEE | QUALITY AND ACADEMIC ACCREDITATION UNIT |
| REFERENCE NO. | 1446-3-1 |
| DATE: | 21-10-2024 |