

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
NAJRAN UNIVERSITY



Collage of Pharmacy

Pharmaceutical Sciences Program

Program Report 4/4/1435 H



Attachment 2 (c)

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT

Annual program reports should be prepared by the program coordinator in consultation with faculty teaching in the program or a program committee. The reports are provided to the head of department or college, and used as the basis for any modifications or changes that are required in the program. They should be retained on file to provide a record of developments in the program for use in periodic program self-studies and external reviews for accreditation.

Where reference is made to advice or comment from an independent evaluator, advice should be obtained from a person familiar with the program who is not directly involved in its delivery.

Annual Program Report

| | |
|-----------------------------|-------------------|
| Institution : | Najran University |
| College/Department : | Pharmacy |

A. General Information

| | |
|---|----------------------------|
| Program title and code: | Pharmaceutical Sciences |
| Name of program coordinator : | Dr. Ashraf Mohamed Mohamed |
| Date of report | 4/4/1435 H |
| Academic year to which this report applies: | 1434H |
| Location if not on main campus or locations if program is offered in more than one location. | |

B Statistical Information

| | |
|---|---|
| 1. Number of students who started the first year of the program this year: | <input style="width: 50px;" type="text" value="24"/> |
| 2. Number of students completing the program in the year for which the report is prepared: | |
| (a) Completing the final year of the program: | <input style="width: 50px;" type="text" value="23"/> |
| (b) Completing major tracks within the program | |
| Title.....No | <input style="width: 50px;" type="text" value="....."/> |
| Title.....No | <input style="width: 50px;" type="text" value="....."/> |
| Title.....No | <input style="width: 50px;" type="text" value="....."/> |
| Title.....No | <input style="width: 50px;" type="text" value="....."/> |
| (c) Completing an intermediate award specified as an early exit point (if any) | <input style="width: 50px;" type="text"/> |
| 3. Apparent completion rate. | |
| (a) Percentage of students completing the full program (Number shown in 2 (a) as a percentage of the number that started the full program in that student intake. | <input style="width: 100px;" type="text" value="96 %"/> |
| (b) Percentage of students completing an intermediate award (if any) (eg. 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.) | <input style="width: 50px;" type="text" value="....."/> |
| Comment on any special or unusual factors that might have affected the apparent completion rates. (Eg. Transfers between intermediate and full program, transfers to or from other programs) | |

4. Number and percentage of students passing each year of the program.

| | Number Starting | Number Completing and Passing | Percent Completing and Passing |
|---------------|-----------------|-------------------------------|--------------------------------|
| Year 2 | 24 | 12 | 50 % |
| Year 3 | 24 | 11 | 11 % |
| Year 4 | 23 | 8 | 33 % |
| Year 5 | 23 | 12 | 52 % |

5. Year to year progression rates.

Proportion of students who started each year level in the previous year who passed and continued to a higher year level the current year.

| | | |
|--|---|-----------|
| Started in Year 2 and continued to start in Year 3 | % | 50 |
| Started in Year 3 and continued to start in Year 4 | % | 11 |
| Started in Year4 and continued to start in Year 5 | % | 33 |

6. Special factors outside the control of the program (if any) affecting the numbers completing the year and continuing in the following year.

- 1- Poor level of English among students.
- 2- Regional Distribution
- 3- Desire for employment after the Secondary School.

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

7/1/2014

Number Surveyed

12

Number Responding

12

Response Rate

100

%

| Destination | Not available for Employment | | Available for Employment | | |
|------------------------|------------------------------|---------------|---------------------------|------------------|-------------|
| | Further Study | Other Reasons | Employed in Subject Field | Other Employment | Unemployed |
| Number | | | | | 11 |
| Percent of Respondents | | | | | 100% |

Comment on significance of percentages. (eg. Comparison with past results, results at other institutions, nature of job market, implications for program planning)

Graduates are still finish procedures of graduation

C. Program Context

1. **Significant changes within the institution affecting the program (if any) during the past two years.**
- Insufficient number of faculty members
 - Insufficient number of administrators
 - Buildings of the college are temporary
 - The shortage of laboratory capabilities
 - No trained technicians

Implications for the program

- Weakness in the level of students in some courses.
- The faculty members are overloaded.
- Weakness in student supports.

2. **Significant changes external to the institution affecting the program (if any) during the past two years.**

Shortage of population density in Najran region.

Implications for the program

Certificates of the first graduates are still in progress.

D. Course Information Summary

1. Course Results

Attach a list of all courses taught during the semester/year showing for each course the number commencing, the number completing, and the distribution of grades (A, B, C, etc.)

List of course results is attached with the report

2. Analysis of Unusual Results.

List any courses where the proportion completing or passing the course, or the distribution of grades, was unusually high or low, or departed from policies on grades or assessments. For each such course indicate what was done to investigate, the reason for the difference, and what action has been taken as a result. (Include or attach additional summaries if necessary)

a. Course

Variation

Recent Approaches in Analysis of Medicinal Plants (PHGN-524)

The low success rate

Investigation Undertaken

- Questioner to the students (attached with the report).**
- Students' achievement through periodic and midterm examinations.**

Reason for Difference

There are no hours of practical of this course.

Action Taken (if Required)

One credit hour must be added to the course

N.B. no action taken until now.

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught and indicate the reason and what will need to be done if any compensating action is required.

All courses in the study plan have been taught.

(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)

All courses in the study plan have been taught.

F 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 |
|---|---|--|
| Overcrowding course schedule | 1- Weakness in achievement of learning outcomes. 2- Poor communication between students and staff members. 3- Students become not care about non- curricular activities. | 1- Extension of course schedule until 8⁰⁰ pm. 2- Increase the number of class rooms. |
| Shortage in number of staff members | | Increase number of staff members. |
| Shortage in number of administrative staff | | The completion of the administrative structure of the College |
| No technicians | | Trained technicians must be employed |
| Preoccupation of the demonstrators to obtain external missions. | | demonstrators must work in labs for two years before obtaining external missions. |
| Lack of facilities in some labs. | | All facilities of the labs. Must be covered. |
| No practical work some courses | | An additional one credit hour must be added for each course. |
| Some courses are taught at the same semester with their prerequisites. | | Separation of these courses is a mast. |

E. Summary Program Evaluation

| | |
|---|--|
| 1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken) | |
| Date of Survey | 8/1/2014 |
| Attach survey results | |
| a. List most important criticisms, strengths and suggestions criticisms Dissatisfaction with students: 1 - Equipment Halls 2 - Hall of computer equipment 3 - Academic Advising 4 - extra-curricular activities 5 - Library 6 - feedback strengths 1- Student satisfaction with the quality of their educational experience. 2- An approved plan of study. 3- Efficiency of the teaching faculty. 4- Effective field training program. | Comment (Eg. Valid comment, action already taken, other considerations, etc.) Action plan is taken to avoid criticisms. |

| |
|---|
| <p>b. Changes proposed in program (if any) in response to this feedback.</p> <ol style="list-style-type: none"> 1- Increase one credit hour practical for each of the following courses: Recent Approaches in Analysis of Medicinal Plants, Medicinal Chemistry-3, Quality Control for Pharmaceutical Products and Cosmetics. 2- Increase one credit hour to Physiology. 3- Addition of elective courses to the study plan. 4- Inclusion of Organic Chemistry as prerequisite to Biochemistry. 5- Inclusion of Drug Discovery and Development at level 10 after the study of Medicinal Chemistry. 6- Activation of hours and Academic Advising and Office Hours. |
|---|

| | |
|---|---|
| <p>2. Other Evaluation (Eg. Evaluations by employers or other stakeholders, external review)) Describe evaluation process</p> | |
| <p>a. List most important criticisms, strengths and suggestions</p> <p>criticisms Dissatisfaction with students: 1 - Equipment Halls 2 - Hall of computer equipment 3 - Academic Advising 4 - extra-curricular activities 5 - Library 6 - feedback</p> <p>strengths 1- Student satisfaction with the quality of their educational experience. 2- An approved plan of study. 3- Efficiency of the teaching faculty. 4- Effective field training program.</p> | <p>Comment (Eg. Comment is valid and action will be taken, action already taken, other considerations, etc.)</p> <p>Action plan is taken to avoid criticisms.</p> |
| <p>b. Changes proposed in program (if any) in response to this feedback.</p> <p>b. Changes proposed in program (if any) in response to this feedback.</p> <ol style="list-style-type: none"> 1- Increase one credit hour practical for each of the following courses: Recent Approaches in Analysis of Medicinal Plants, Medicinal Chemistry-3, Quality Control for Pharmaceutical Products and Cosmetics. 2- Increase one credit hour to Physiology. 3-Addition of elective courses to the study plan. 4-Inclusion of Organic Chemistry as prerequisite to Biochemistry. 5-Inclusion of Drug Discovery and Development at level 10 after the study of Medicinal Chemistry. 6-Activation of hours and Academic Advising and Office Hours. | |
| <p>2. Ratings on Quality Standards (Refer to <i>Quality Standards for Higher Education Programs</i>.)</p> <p>(a) Attach rating scales for Learning and Teaching, and other scales used for program evaluation. (To be reported on in years when rating scales are first completed and in later years when a comprehensive evaluation is undertaken)</p> <p>The primary rating scale is in the attached file (all rating scales are less than three stars).</p> | |

| (b). List sub-scales selected for annual monitoring. (normally those where the practice is not followed but is considered a priority for development, or which were assessed as in need of improvement (rating of less than three stars) Indicate action proposed to improve performance (if any). | | | |
|--|--------------------------|-------------|---|
| Sub-Scale | Practice Followed (Y/No) | Star Rating | In first year in which scales are completed indicate action proposed In later years, comment on performance in the year of the report. |
| 4.1 Student learning outcomes | Y | *** | Students Learning out comes are specified after consideration of relevant and academic advise, consistent with the Qualifications Framework, and Saudi Arabian requirements for professional practice in field of pharmacy. |
| 4.2 Program development Processes | Y | *** | Plans for the delivery and evaluation of the program are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning. |
| 4.3 Program evaluation and review processes. | Y | *** | The program is frequently reviewed and evaluated by curriculum committee. The program specification is evaluated by an internal and external evaluators. |
| 4.4 Student Assessment | Y | *** | The student are evaluated according to the course matrix in each course specification and the grading scale in the study plan. |
| 4.5 Educational assistance for students. | Y | *** | The program provide services necessary to support and enhance learning and to provide students with opportunities for academic success. The policies, requirements, and procedures in the program are summarized in an undergraduate handbook available to all students. |
| 4.6 Quality of teaching. | Y | *** | To ensure the quality of learning and teaching, the program has in place a range of quality assurance mechanisms as described in the rating scale. |
| 4.7 Support for improvements in teaching. | Y | *** | The program describes the activities that faculty members should undertake to maintain, improve and develop their capabilities to perform their academic tasks. The program development activities are designed on the basis of the priorities of the University system, the University Strategic Plan, and the specific needs of the program |
| 4.8 Qualifications and experience of faculty. | Y | ** | The minimum requirement for a qualified assistant professor is the doctoral degree in a given field of specialization obtained at an outstanding university. 33% of the full-time program members are potential doctorate holders and the remaining 67% hold Master's and bachelor's degrees |
| 4.9 Field Experience activities. | Y | **** | The field experience activities connects the program with the community in formal and informal ways that include a broad spectrum of internships and public service activities. It is normally offered off campus in an industrial or professional setting and supervised at least in part by individuals outside the institution. |
| 4.10 Partnership arrangements With other Institutions | Y | ** | There is a partnership agreement with the National University of Singapore in the field of pharmaceutical sciences and is currently under study and the report of the International Cooperation Unit regarding the proposed agreement and the continuation of activation. |
| Combined Assessment | | *** | |

(Attach an additional items if necessary) **The second rating scale is in the attached file**

G. Quality of Teaching

| 1. a. 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 | Course Code | Student Evaluations | | Other Evaluation (specify) | Action Planned | |
| | | Yes | No | | Yes | No |
| English language: Reading | ENG 140 | √ | | | √ | |
| English language: Writing | ENG 141 | √ | | | √ | |
| English language: Listening and speaking | ENG 142 | √ | | | √ | |
| English language: Grammars | ENG 143 | √ | | | √ | |
| Introduction of Mathematics | MATH 140 | √ | | | √ | |
| Thinking and Ideation Skills | ETHC 140 | √ | | | √ | |
| Computer Skills | TECH 140 | √ | | | √ | |
| English language: Speaking | ENG 150 | √ | | | √ | |
| Report Writing | ENG 150 | √ | | | √ | |
| Occupational Ethics | ETHC 150 | √ | | | √ | |
| Communication Skills | SCI 150 | √ | | | √ | |
| Algebraic Sciences | MATH 150 | √ | | | √ | |
| Pharmaceutical Organic Chemistry-1 | PHCH 211 | √ | | | √ | |
| Physical Pharmacy | PHCU 231 | √ | | | √ | |
| Anatomy and Histology | ANAT 281 | √ | | | √ | |
| Physiology-1 | PHYS 223 | √ | | | √ | |
| Biochemistry-1 | BICH 284 | √ | | | √ | |
| Islamic Culture- 1 | ISLM111 | √ | | | √ | |
| Arabic Language- 1 | ARB 201 | √ | | | √ | |
| Pharmaceutical Organic Chemistry-2 | PHCH 212 | √ | | | √ | |
| Pharmaceutical Analytical Chemistry-1 | PHCU 213 | √ | | | √ | |
| Introduction to Pharmacy Profession | PHCP 251 | √ | | | √ | |
| Physiology-2 | PHYS 283 | √ | | | √ | |
| Biochemistry-2 | BICH 285 | √ | | | √ | |
| Computer in Pharmaceutical Services | PHCP 252 | √ | | | √ | |
| Islamic Culture- 2 | ISLM 112 | √ | | | √ | |
| Arabic Language- 2 | ARB 202 | √ | | | √ | |
| Pharmaceutical Analytical Chemistry-2 | PHCH 314 | √ | | | √ | |
| Pharmacognosy-1 | PHCH 314 | √ | | | √ | |
| Immunology | PHGN 321 | √ | | | √ | |
| Pharmaceutical Microbiology- 1 | MICR 386 | √ | | | √ | |
| Pathology- 1 | MICR 387 | √ | | | √ | |
| Biostatistics | PATH 389 | √ | | | √ | |
| Islamic Culture- 3 | PHCL 341 | √ | | | √ | |
| Pharmaceutics- 1 | ISLM 113 | √ | | | √ | |
| Pharmacognosy-2 | PHCU 332 | √ | | | √ | |
| Pharmacology- 1 | PHGN 322 | √ | | | √ | |
| Pharmaceutical Microbiology- 2 | MICR 388 | √ | | | √ | |
| Pathology- 2 | PATH 390 | √ | | | √ | |
| Drug Discovery and Development | PHCH 315 | √ | | | √ | |
| Islamic Culture- 4 | ISLM 114 | √ | | | √ | |
| Medicinal Chemistry-1 | PHCH 416 | √ | | | √ | |
| Pharmaceutics- 2 | PHCU 433 | √ | | | √ | |
| Pharmacology- 2 | PHCL 443 | √ | | | √ | |
| Pharmaceutical Biotechnology | PHGN 423 | √ | | | √ | |
| Basic Pharmacokinetics | PHCP 453 | √ | | | √ | |
| Pharmacy practice- 1 | PHCP 454 | √ | | | √ | |

| Course | Course Code | Student Evaluations | | Other Evaluation (specify) | Action Planned | |
|--|-------------|---------------------|----|----------------------------|----------------|----|
| | | Yes | No | | Yes | No |
| Medicinal Chemistry-2 | PHCH 417 | √ | | | √ | |
| Toxicology | PHCL 445 | √ | | | √ | |
| Pharmacology- 3 | PHCL 444 | √ | | | √ | |
| Pharmacotherapy-1 | PHCP 457 | √ | | | √ | |
| Clinical Skills for Pharmacists | PHCP 456 | √ | | | √ | |
| Pharmacy practice- 2 | PHCP 455 | √ | | | √ | |
| Medicinal Chemistry-3 | PHCH 518 | √ | | | √ | |
| Recent Approaches in Analysis of Medicinal Plants | PHGN 524 | √ | | | √ | |
| Pharmaceutics- 3 | PHCU 534 | √ | | | √ | |
| Industrial Pharmacy | PHCU 535 | √ | | | √ | |
| Pharmacotherapy-2 | PHCP 558 | √ | | | √ | |
| Drug and Poison information | PHCP 559 | √ | | | √ | |
| Regulations, Ethics and History of Pharmacy | PHCP 560 | √ | | | √ | |
| Sterile Dosage Forms | PHCU 536 | √ | | | √ | |
| Pharmaceutical Quality Control and good Manufacturing Practice | PHCU 537 | √ | | | √ | |
| Over the Counter Drugs | PHCU 538 | √ | | | √ | |
| Cosmetic Preparations | PHCU 539 | √ | | | √ | |
| Instrumental Analysis of Pharmaceutical Compounds | PHCH 519 | √ | | | √ | |
| Herbal and Alternative Medicine | PHGN 525 | √ | | | √ | |
| Pharmaceutical Marketing | PHCP 561 | √ | | | √ | |

| | |
|--|--|
| <p>2. Effectiveness of teaching strategies. Comment on the effectiveness of teaching strategies planned for use in courses for the type of learning involved in each of the domains of learning. (See description of domains in National Qualifications Framework and the proposed strategies in item D 2. in the Program Specification.) (Note this question is not an assessment of the skills of instructors, but an evaluation of the planned strategies based on instructors course reports.)</p> | |
| <p>Summary of comments by instructors or other feedback on the effectiveness of teaching strategies for domains of learning outcomes indicating any difficulties encountered, and suggestions for improvement.</p> | <p>Planned response to comments (Eg. training and assistance provided, modification in planned strategies) (When appropriate refer to particular courses where changes are to be made)</p> |
| <p>a. Knowledge 1- Lectures and Computer-based and simulation learning are effective. 2- No tutorials</p> | <p>Some courses need specified time for tutorials</p> |
| <p>b. Cognitive skills 1-Tutorials include discussion of issues and problems to which analytical skills taught could be relevant are not effective. 2-Practical labs. Demonstrations (look and lessen).</p> | <p>Some courses need specified time for tutorials</p> |
| <p>c. Interpersonal skills and responsibility 1-Group and individual projects. 2-Role play tasks with group analysis of appropriate resolution. 3-PBL group projects.</p> | |

| | |
|---|--|
| <p>d. Communication, IT and numerical skills 1-Some courses include required use of IT for analysis and reporting. 2-The use of search engines on the internet for research projects. 3-The hospital training period.</p> | |
| <p>e. Psychomotor skills (if applicable) -----</p> | |

3. Orientation programs for new teaching staff

Orientation programs provided Yes No If offered, how many participated?

a. Brief Description

Completion of the procedures for the rapid adaptation and communicate with the university community through the following:

- 1- Logistics services for new faculty member.
- 2- Academic Services.
- 3- Administrative Services.
- 4- Steps can be followed by new faculty members .
- 5- Professional ethics of the college as an educational institution.

b. Summary of evaluations by staff who participated in the orientation program.

Guidelines for new faculty allows them to speed integration with the family of the Faculty of Pharmacy through

- 1 - speed end to administrative procedures.
- 2 - Familiar with the study plan for the department.
- 3 - Know your course schedule.
- 4 - Academic and administrative tasks.
- 5 - the requirements of the quality of performance.

c. If orientation programs were not provided, give reasons.

| 4. Professional Development Activities for Teaching and Other Staff | How many Participated | |
|--|-----------------------|-------------|
| | Teaching Staff | Other Staff |
| a. Activities Provided | | |
| Skills development courses | 7 | |
| <p>b. Summary comments on usefulness of activities based on participants evaluations</p> <ol style="list-style-type: none"> 1- Disseminate the culture of quality assurance between the staff members. 2- Increase participation of the staff members in quality and development. 3- increase the quality of teaching and evaluation of the students. 4- Increase the ability of all staff members to share in the preparation of program self-study. | | |

H. Independent Opinion on Quality of the Program after Considering Draft Report (eg. head of another department offering comment on evidence received and conclusions reached) (Attach notes)

| 1. Matters Raised by Person Giving Opinion | Comment by Program coordinator on Matters Raised |
|--|---|
| <p>1- courses of the preparatory year are not met with the requirements of the pharmaceutical science program (no basic sciences).</p> <p>2- Students must achieve the English language with a level closer to TOEFL score of 450 at least.</p> <p>3- some subjects need extra credit hours of practical because it depends mainly on the practice and process , such as: Cosmetics " PHCU - 539" , Recent approaches in analysis of medicinal plants " PHGN 524", Medicinal Chemistry -3 " PHCH 518", Pharmaceutical quality control and good manufacturing practice " PHCU 537" ,</p> <p>4- Physiology -2 " PHYS 283 " need addition of one credit hour theoretical.</p> <p>5- The program lacks the presence of elective courses.</p> | <p>All matters raised by the internal evaluator were encountered during management of the program and the necessary actions were reported ad planned to overcome the problems of the program such as:</p> <p>1- Increasing the credit hours of the courses PHYS 283, PHGN 524, PHCH 518, PHCU 537, PHCU 539 by one practical credit hour</p> <p>2- Designing some elective courses to fulfill all ILOs of the program</p> <p>3- Work shop was made for improvement of the preparatory year for inclusion of some courses in chemistry, physics and biology to help in achievement of the ILOs of the program.</p> <p>4- The planned actions will be raised to both the faculty and university administration to be discussed and depended</p> |
| <p>2. Implications for Planning for the Program</p> <p>a – Improvement of the achievement of the graduate to the educational outcomes.</p> <p>b – Excellence for the graduate.</p> <p>c. Satisfaction of community needs in pharmaceutical services.</p> | |

I. Action Plan

| |
|--|
| <p>1 Progress on Implementation of Previous Year's Action Plans</p> <p>This is the first annual program report.</p> |
| <p>2. Proposals for Program Development</p> |
| <p>a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)</p> <p>1- An additional one credit hour (practical) must be added to the following courses: PHGN-524, PHCH-518, PHCU-538.</p> <p>2- An additional one credit hour (theoretical) must be added to PHYS-283.</p> <p>3- Addition of seven elective courses, 3 credit hours each; the student select only two courses to his study plan.</p> <p>4- Organic chemistry course, a prerequisite, must be included in levels before Biochemistry in the study plan.</p> <p>5- PHGN-524 and PHGN-423 must be exchanged in the study plan, however PHGN-524 must be a prerequisite to PHGN-423.</p> |
| <p>b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)</p> <p>1- Elective courses must be added to the program structure (6 credit hours, two courses) for each student.</p> <p>2- The title of PHGN-524 (recent approaches in analysis of medicinal plants) is not suitable and must has the name Chemistry of natural products.</p> |



c. Development Activities for Teaching and Other Staff

- Training of the staff members through Workshop in :

- 1- Interactive teaching.
- 2- Communication skills.
- 3- Student evaluation.
- 4- Curriculum mapping.
- 5- SPSS.

3. New Action Plan for Academic Year 1433-1434 H

| Actions Required | Completion Date | Person Responsible |
|--|-----------------|--------------------|
| 1- An additional one credit hour (practical) to the following courses: PHGN-524, PHCH-518, PHCU-539, PHCU-537. | 1436 H | The Dean |
| 2- An additional one credit hour (theoretical) must be added to PHYS-283. | 1436 H | The Dean |
| 3- Addition of seven elective courses, 3 credit hours each; the student select only two courses to his study plan. | 1436 H | The Dean |
| 4- Organic chemistry course, a prerequisite, must be included in levels before Biochemistry in the study plan | 1436 H | The Dean |
| 5- PHGN-524 and PHGN-423 must be exchanged in the study plan, however PHGN-524 must be a prerequisite to PHGN-423. | 1436 H | The Dean |

Program Coordinator Dr. Ashraf Mohamed Mohamed

Signature:

Date Report Completed: 4/4/1435 H

Received by Dr: Saad Ahmed El-Kahtany **Dean/Department Head)**

Date 5/4/1435 H

Attachments

Copy of all course reports

Rating scales applicable to the program from the *Self Evaluation Scales for Higher Education Programs* that were completed this year (See Item E 2)

Summary of any evaluations by graduates or other stakeholders in this year (See item E 1)

Independent evaluators report