Program Report

(2024-2025)

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Academic Year   2024/2025

1. Basic Information

Program Title (according to the graduation transcript for this academic year):	Bachelor of Pharmacy-Pharm D
Total number of credit hours/points of the program:	178
Total Number of Courses:	76 (including 4 elective courses)
Number of academic years/levels (duration required to obtain the qualification):	Five years of academic study and one year for Training
Departments that participated in teaching the program:	a) Departments affiliated to faculty of pharmacy: - Department of Analytical Chemistry - Department of Biochemistry - Department of Pharmaceutics - Department of Medicinal Chemistry - Department of Microbiology & Immunology - Department of Pharmaceutical Organic Chemistry - Department of Pharmacognosy - Department of Pharmacology & Toxicology - Department of Pharmacy Practice b) Departments not affiliated to faculty of pharmacy: - Histology and Anatomy departments (Faculty of Medicine)

	- Pediatrics department (Faculty of Medicine)
	- Clinical Oncology department (Faculty of Medicine)
	- Endemic Diseases department (Faculty of Medicine)
	- Internal Medicine department (Faculty of Medicine)
	- General Surgery department (Faculty of Medicine)
	- Mathematics department (Faculty of Science)
	- Information Technology department (Faculty of computers and information)
	- English Language department (Faculty of Education and Faculty of Arts)
	- Psychology department (Faculty of Education and Faculty of Arts)
	- Management Sciences department (Faculty of Technology and Development)
Faculty/Institute:	Pharmacy
University/Academy:	Zagazig
Program majors/divisions/tracks/specialties in the final year (if any):	None
Partnerships with other parties and the nature of each (if any):	None
Name of Program Coordinator:	Prof. Dr./Hanan El-Nahas
Date of review and approval of program and courses' reports by the Quality Assurance Unit:	25-8-2025
Council responsible for Program Report Approval (Attach the Decision / Minutes):	Faculty Council
Program Report Approval Date:	1-9-2025

2. Data and Statistics

Program Instructors (on duty for the reporting year)			
Number of Staff members		**Number of Teaching assistants**	
118 (1st semester) **122** (2nd semester)		**87** (1st semester) **86** (2nd semester)	
Full-time (at least 4 working days)	**Part-time** (1 or 2 days)	**Full-time** (at least 4 working days)	**Part-time** (1 or 2 days)
110 (1st semester) **116** (2nd semester)	**16** (1st semester) **12** (2nd semester)	**87** (1st semester) **86** (2nd semester)	**0** (1st semester) **0** (2nd semester)
Ratio to number of students		**Ratio to number of students**	
1:15 (1st semester) **1:13** (2nd semester)		**1:20** (1st semester) **1:19** (2nd semester)	
Brief comment on the comparison with the numbers and ratios of the previous academic year: The calculated ratios are within the acceptable limits for both staff members and teaching assistants. Last year, the numbers of both staff members and teaching assistants were a little bit larger but the ratios were nearly the same 1:15 and 1:21.			

Students		
Total number of students enrolled in all levels/years of the program in the reporting academic year (2024-2025)		1618 (1st term)
Number of students enrolled/accepted in the first level of the program in the reporting academic year (2024-2025)		303
Number of students enrolled/accepted in the first level of the program in 2019-2020		579
Number of students (graduates) who completed the program for the reporting academic year (2024-2025)		388
Distribution of program graduates' grades (depending on the total cumulative) *		

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Number of students	0	31	97	75	97	33	43	12	0	0	0	0
Percentage	0	7.93	24.81	19.18	24.81	8.44	10.99	3.07	0	0	0	0

* In case that the grade distribution model differs from program bylaws, it should be replaced by the actual distribution as in bylaws

Comment on results:

Graduation rate is high (99.23%), reflecting excellent student success, strong program delivery, and effective academic support mechanisms. However, an imbalanced grade distribution with most achieving high grades (A=33%, B=52.7%) was noticed. On the other hand, a limited distribution across lower grades (14.3% were C grades and 0 % D ones). This suggests possible grade inflation, so monitoring is recommended to ensure assessments maintain appropriate rigor.

Brief comment on the procedures and places of field training in which students were trained during the reporting academic year:

The Pharm D training program consists of six training rotations (180 hours /rotation), spread over 36 weeks (one rotation per six weeks). These include four obligatory rotations and two elective ones.

Obligatory training rotations included:
- Institutional/Hospital Pharmacy Rotation
- Clinical pharmacy rotation in Adult General Medicine
- Drug tour: Registration to Market
- Applied Research Project

Elective training rotations included:
- Pharmacovigilance
- Pharmaceutical Production.
- Quality Management in Pharmaceutical Industry.
- Drug Discovery & Development.

3. Program Quality Assessment

- **Program Key Performance Indicators (if any)**

No.	Key Performance Indicator	Measurement Methods	Measurement Timing	Target Level (Last year)	Achieved Level (for the current year)	New Target Level (for the next year)
1	**Statistics**					
-	Rate of program completion	Student results	End of obligatory training year	NA	67.01 %	**≥ 70%**
-	Success rate			NA	99.32%	**≥ 80%**
2	**Stakeholder satisfaction (Final year students - Fresh graduate* - Staff members – Labor market*-Training site - Supervisors)**					

-	Student satisfaction with the program	Questionnaire	By the end of obligatory training year	NA	78.62%	≥ **70%**
-	Student satisfaction with clinical training rotation	Questionnaire	End of rotation	NA	82.06%	≥ **70%**
-	Student satisfaction with graduation project rotation	Questionnaire	End of rotation	NA	93.42%	≥ **70%**
-	Staff members satisfaction with the program	Questionnaire	After student graduation	NA	83.92%	≥ **70%**
-	Training sites satisfaction with training rotations	Questionnaire	By the end of rotations	NA	90.60%	≥ **70%**
-	Supervisors' satisfaction with training rotations	Questionnaire	By the end of rotations	NA	99.09%	≥ **70%**

* Questionnaire for Fresh graduate and Labor market will be conducted six months after graduation.

Comment on the results of the performance indicators in case of low target achievement:

o **Graduation rate**: percentage of graduation rate is relatively low (67.01%), indicating the need for further improvement through enhanced support for students who require academic or personal assistance.

- **Stakeholder evaluation**

Category*	Timing	Number of Participants	Means of Evaluation	Strengths	Points that need improvement

Final Year Students	By the end of final year	178 (46%)	Questionnaire	- **Strong professional preparation**: equipping students with clinical, research, and decision-making skills. -**Updated & comprehensive curriculum**: modern, well-structured, and aligned with pharmacy practice and job market needs. - **High overall quality and career readiness**: preparing graduates for community service, postgraduate studies, and entrepreneurship.	- **Better planning and scheduling of training year**: make training more organized, reduce unnecessary requirements, and allow students more choice in rotations. - **Enhance curriculum content**: reduce repetition, remove less relevant courses, and include more useful/updated subjects.
Teaching Staff	By the end of the program	36 (33%)	Questionnaire	-**Comprehensive and diverse curriculum**: The program covers various pharmacy practice fields and aligns well with labor market needs. - **Practical training year**: Provides early hands-on experience and prepares students for clinical and professional pharmacy practice. - **Development of personal and professional skills**: Enhances communication, teamwork within multidisciplinary healthcare teams, and professional ethics.	- **Improve practical** and **applied training** in hospitals and industry, with modern clinical assessment tools - **Improve management** of the **internship** year and academic advising system, while strengthening collaboration with healthcare and pharmaceutical sectors.
Fresh Graduates	6 months after graduation	NA	Questionnaire	---	---
		The scheduled time for Questionnaire has not been reached yet.			
Labor market representativ		NA	Questionnaire	---	---

es (Employers)	6 months after graduation	The scheduled time for Questionnaire has not been reached yet.			
Student satisfaction with clinical training	End of rotation	160 (41%)	Questionnaire	- Training helped them understand diseases, medicines, and patient history. - Training built practical skills (treatment plans, dose adjustment, lab interpretation). - It improved communication with patients and other healthcare members.	- Training time was too short, and students want longer periods in each department. - More real patient cases and practice are needed. - Some topics were not clearly explained.

* Attach the report of the analysis of the questionnaire or any other means used, and the points evaluated by each category

Comment on the overall evaluation of the quality of the program and the proposed recommendations (based on the results of the previous table):

o **Final year student satisfaction with the program**: Improve training organization (better scheduling and more student support), and optimize curriculum content (reduce repetition, and update courses to align with market needs).

o **Teaching staff members satisfaction with the program**: Enhance practical training, update curricula and strengthen internship management.

o **Student satisfaction with clinical training**: Students need more structured training, closer supervision, or increased exposure to real patient care settings.

4. Program Enhancement

Comment on incomplete corrective/improvement actions from last year's plan (if any):

NA; the first pharm D class.

Comment on the points that need improvement addressed in the course report plans:

Analysis of the 76 course reports revealed several issues that were considered as major program-level priorities. These priorities include:

- o Support students through discussion-based lectures, providing additional sessions for underperforming students, as well as practicing formative assessment to develop their ability to handle questions.
- o Applying balanced assessment methods including strict rubric to differentiate outstanding students and enhance balanced grade distribution.

Program action plan for the next academic year (considering the results of program quality assessment and the course reports improvement plans)

No.	Priorities of Development	Corrective/ improvement Actions	Methods of implementation	Responsibility	Notes
1.	Enhanced student support	Improve learning opportunities for all students, with special focus on low GPA and international student	-Organize discussion-based lectures - Provide additional lectures/tutorials for students in need	Course instructors & Academic Affairs	Continuous monitoring and adjustment
2.	Enhance balanced grade distribution	Review assessment methods to ensure they reflect varied student performance levels	-Revise grading rubrics - Introduce more case-based and applied assessments	Measurement and Assessment Unit	Aim to maintain high standards while avoiding grade inflation
3.	Student satisfaction with the program	Improve curriculum content	Reduce content repetition and add updated course contents.	Program Coordinator,	Improvement of final-year satisfaction with program

4.	Student satisfaction with clinical training	Improve training organization	Develop better training schedules, strengthen structure and supervision of rotations	Obligatory Training Unit	Requires collaboration between Training Unit and clinical supervisors

Name & Signature
Vice Dean for Education and Student Affairs

Prof. Dr./Hanan El-Nahas