KING KHALID UNIVERSITY
كلية الصيدلة
College of Pharmacy

College of Pharmacy

Key Peroformance Indicators Handbook

PharmD Program

v 2023

Introduction:

Higher education in Saudi Arabia is rapidly growing. Quality of education became a major pillar that cannot be arbitrated by universities, colleges, or programs. As a mean of enforcing education quality, Ministry of Education (MoE) - through the new Universities' laws and regulations chapter 11, articles 40, 41- requires all national institutes and programs of higher education to be accredited by the National Commission for Academic Accreditation & Assessment (NCAAA) - later became affiliated under the Education and Training Evaluation Commission (ETEC) - or other approved organizations to be eligible for governmental approval and support. Saudi Arabia has recognized the need to provide a national mechanism - through a national organization (NCAAA) - to ensure that the educational standards are consistent throughout the country, and comparable to those of other countries with highly regarded educational systems. This is essential to support the country's economic and social development, and to enable young generation to participate fully in the developing global economy in the light of Saudi Vision 2030.

Although pharmacy education in Saudi Arabia has been through multiple stages of metamorphosis since the establishment of the first pharmacy college in 1959 and provided baccalaureate degrees in pharmaceutical sciences and introduced clinical pharmacy practice education in the mid - 1970s, the first NCAAA accredited pharmacy was in the college of pharmacy, Qassim university in 2018. However, some pharmacy programs were awarded international accreditation/certification from quality assurance organizations such as the Accreditation Council for Pharmacy Education (ACPE) and The Canadian Council for Accreditation of Pharmacy Programs (CCAPP).

The newness of the quality assurance and accreditation system introduced by NCAAA to be followed and implemented by academic institutions and programs is a major challenge. However, it also presents a great opportunity to develop and implement a quality system that requirements of pharmacy education in Saudi Arabia. Accreditation serves as both a quality assurance and accountability mechanism for any learning institution. It is a voluntary process of self-regulation and non-governmental peer review supported, in general, by providers of tertiary education and examines the philosophy, goals, programs, facilities, resources, and financial viability of the institution. The culture of assessment and the information it generates should be embedded effectively within all institutional systems. This would enable an organization to promote a culture of continuous assessment and improvement in order to elevate students' quality of learning. It can be achieved through a programmatic assessment

where evidence is gathered to support an application for accreditation to an appropriate accrediting agency.

The Vice deanship of Educational Affairs and Development (VD-ED) in the college of pharmacy at King Khalid University is committed to spread the quality culture among all staff members and students, follow up on the action plans implementation, survey internal and external stakeholders point of views and opinions for improvement of the college mission and graduates, and draw the development path for training and development of all benefactors and stakeholders.

Key Performance Indicators (KPI):

A Key Performance Indicator (KPI) is a measurable value that demonstrates how effectively a program or organization is achieving its objectives. Organizations use KPIs to evaluate their success rate in terms of reaching targets.

The VD-ED at the College monitors program quality against several Key Performance Indicators (KPIs). NCAAA provided 17 KPIs for six standards (Table 1. List of KPIs). In addition, the college has added another 7 KPIs (a total of 24 KPIs) to elaborate more evidences and precisely measure the performance.

To determine the KPIs and to prepare the annual report for the college evaluation, Quality and development committee prepared the annual report, action plans, and improvement plans, then to be reviewed and approved by the College Board.

Number of KPIs used to measure the NCAAA Standards

Standards	NCAAA standards	Number of KPIs
Standard 1	Program management and quality assurance	5
Standard 2	Teaching and learning	9
Standard 3	Students	2
Standard 4	Teaching Staff	7
Standard 5	Learning resources, facilities and equipment	1

All KPIs are presented and discussed within the College Board at the end of each academic year. Then, the improvement plan cycle is taken place for each KPI with assigned responsibility and target dates for reviewing and reporting.

The Main 4 questions to be asked when setting KPIs:

What are the KPIs?

- They are the critical (key) quantifiable indicators of progress toward an intended result
- A tool to measure and monitor progress towards achieving the strategic goals

Why we measure KPIs?

- Setting priorities and realize the size of the problems.
- Planning for improvement
- Set specific targets
- Improve the quality culture within the institution and program.

How to develop an appropriate KPI?

- Clearly determine the goals, targets, and objectives of the institution with getting the required approvals.
- Clearly determine the stakeholders for the targeted KPIs
- Clearly determine the benchmarks for the specific goals and objectives that are achievable to fulfill the needs of the stakeholders.
- Clearly determine the targeted personnel to conduct the KPIs and the cycle of measurement

How to take actions and plan for improvement

- Evaluate the current performance level through the data collection, analysis, and determined points of improvements
- Setting an action plan for improvement through, the predetermined goals and appropriately select the required procedures to achieve these goals
- Appropriately follow up with the implementation and improvement of action plans (close the loop).

The Main 4 questions to be asked when setting KPIs

List of KPIs at College of Pharmacy in King Khalid University:

St.	KPI code	Type	KPI description	Calculation	Measurement cycle	Source of data	Type of report
1	KPI-P-01	NCAAA	Percentage of achieved indicators of the program operational plan objectives	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year	Annually	Measurement and evaluation unite	Report
1	KPI-P-02	Additional	Average rating on how well the mission is known to teaching faculty and students	Average rating on how well the mission is known to teaching faculty and students, on a five- point scale in the survey.	Annually	VD-ED	Survey
1	KPI-P-03	Additional	Satisfaction of the faculty regarding the program management and quality assurance	Average satisfaction rate of faculty members within the college regarding the management and quality assurance system.	Annually	VD-ED	Survey
1	KPI-P-04	Additional	Self-evaluation rate of faculty	Faculty Self-Evaluation (FSE) was aimed to measure the self-evaluation of faculty members to their involvement in different college activities and their achievements as a part of the required measures to improve the environment in the college and to achieve optimal performance.	Annually	Measurement and evaluation unite	Survey
1	KPI-P-05	Additional	Self-satisfaction rate of faculty	Faculty Self-Satisfaction Survey (FSS) is intended to measure the rate of cooperativity and understandability of the college administration (HoDs, Vice deans, Dean) to the faculty members.	Annually	Measurement and evaluation unite	Survey
2	KPI-P-06	NCAAA	Students evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a five point scale in an annual survey	Semester	Training unit	Survey
2	KPI-P-07	NCAAA	Student's evaluation of the quality of the course	Average students overall rating for the quality of courses on a five-point scale in an annual survey	Semester	Academic affairs	Survey
2	KPI-P-08	NCAAA	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort	Semester	Academic Office	Report
2	KPI-P-09	NCAAA	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	Annually	Academic office	Report

St.	KPI code	Type	KPI description	Calculation	Measurement cycle	Source of data	Type of report
2	KPI-P-10	NCAAA	Students performance in national and /or proficiency examinations	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	Annually	Training unit	SCFHS Report
2	KPI-P-11	NCAAA	Graduate employability and enrolment on post-graduate programs	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	Annually	Training unit	Statistics report
2	KPI-P-12	NCAAA	Average number of students in the class	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)	Annually	Academic office	Report
2	KPI-P-13	NCAAA	Employer's evaluation of the program graduates proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	Annually	Training unit	Survey
3	KPI-P-14	NCAAA	Students' satisfaction with the offered services	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey	Annually	VD-ED	Survey
4	KPI-P-15	NCAAA	Ratio of students to teaching staff.	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program	Annually	VD-ED	Report
4	KPI-P-16	NCAAA	Percentage of teaching staff distribution	Percentage of teaching staff distribution based on gender, branches, and academic ranking	Annually	VD-ED	Report
4	KPI-P-17	NCAAA	Proportion of teaching staff leaving the program	Proportion of teaching staff leaving the Program annually for reasons other than age retirement to the total number of teaching staff.	Annually	VD-ED	Report
4	KPI-P-18	NCAAA	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program	Annually	VD-RPS	Report
4	KPI-P-19	NCAAA	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	Annually	VD-RPS	Report
4	KPI-P-20	NCAAA	Citations rate in refereed journals per faculty member	Citations rate in refereed journals per full time faculty member (ratio of the total number of citations in refereed journals to the total research published).	Annually	VD-RPS	Report
5	KPI-P-21	NCAAA	Satisfaction of the Beneficiaries with the Learning Resources And facilities and equipment	The average satisfaction rate of beneficiaries with the adequacy and diversity of learning resources on a five-point scale in an annual survey. In addition, it discusses the beneficiaries' average satisfaction rate with the college facilities and	Annually	VD-ED	Survey

St.	KPI code	Type	KPI description	Calculation	Measurement cycle	Source of data	Type of report
				equipment on a five-point scale in annual survey			
4	KPI-P-22	Additional	Proportion of full time teaching and other staff actively engaged in community service	Proportion of full time teaching and other staff actively engaged in community service	Annually	Community service committee	Report
3	KP-P-23	Additional	Proportion of students actively engaged in community service	Proportion of students actively engaged in community service	Annually	Community service committee	Report
2	KPI-P-24	Additional	Average score of both research course in the program and the obligatory research rotation for the pharmacy intern students.	Average score of the research courses in the program (average score of the research seminar course (CPH-560) and the average score of the obligatory research rotation for the students.	Annually	VD-ED	Report

KPIs Identification, Data Collection, Analysis, and approval procedures):

1. The New KPI is set by the relevant committee or vice deanships (usually NCAAA KPIs).
2. The KPI must be discussed by the college quality and development committee.
3. The KPI must be presented to the External Advisory Board .
4. The KPI must be approved by the College Council Board.
5. The New KPI is added to the KPIs Guide Book.
6. The data collection phase is started through surveys and other data reports as follows :

    - For Standard 1, which includes KPI 1,2,3,4 and 5, data collection process through the surveys or reports annually, will be done by the vice deanship of educational affairs and development ,measurement and evaluation unit vice deanship of research and post-graduate studies.

    - For Standard 2, which includes KPI 6-13 and 24, data collection process through surveys and reports will be done by the training unit, vice deanship of educational affairs and development, and alumni office either annually or by semester.

    - For Standard 3, which includes the KPI 14 and 23, data collection process through surveys, will be performed by the vice deanship of educational affairs and development every year.

    - For Standard 4, which includes KPI 15-20 and 22 the annual data collection process through reports will be done by the vice deanship of educational affairs and development, and vice deanship of research and post-graduate studies.

    - Standard 5, which includes the KPI 21 data collection process through surveys, will be performed by the vice deanship of educational affairs and development every year.

7. The following responsible personnel/ committee must obtain the source of data from the responsible person/ committee and provide the required evidence and documents that are measured annually or semester-wise:

    - For data analysis, either the data-measuring unit or the quality assurance subcommittee will have to process the analyzing part of the KPI results obtained. The analysis should be done for men alone, for women alone, and for both men and women together
    - Recommendation of the action plan and areas of improvement and other details in the format will be held responsible by either the department or vice-deanship, or academic office, i.e., from where we collect the data.
    - The quality assurance subcommittee is responsible for writing the final report in a KPI data collection card (DCC) and updating the excel sheet (Action plan with KPI standards).
    - Further, the quality assurance subcommittee is also accountable for reviewing and monitoring the implementation of the action plan.

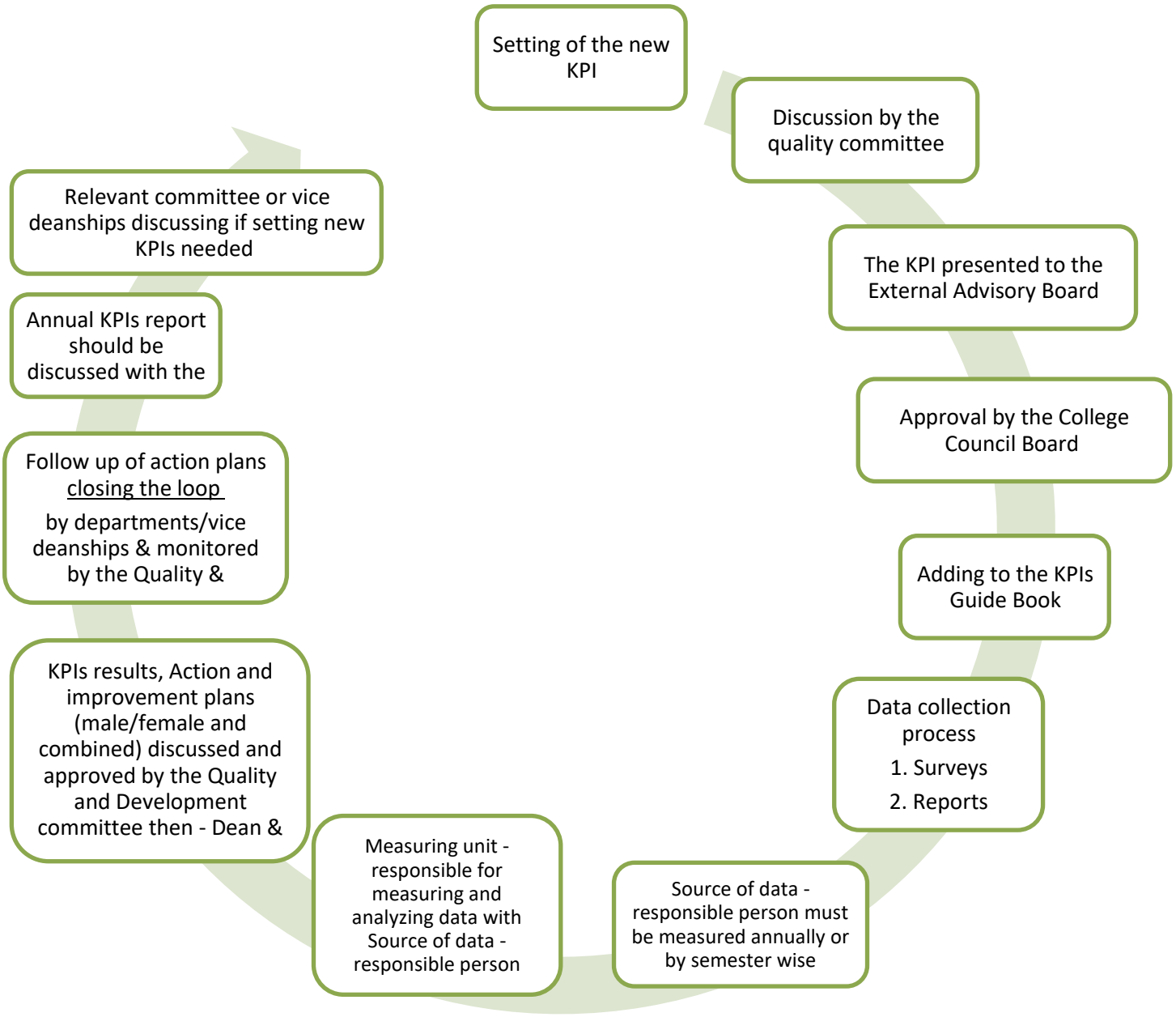
8. KPIs results must be discussed and approved by the quality and development committee and then by the dean and College Board.

9. Recommendations and improvement plans must be discussed in the departments and college boards to take further actions.

10. Follow up of action plans implementation and closing the loop should be performed by departments/vice deanships and monitored by the quality and development committee.

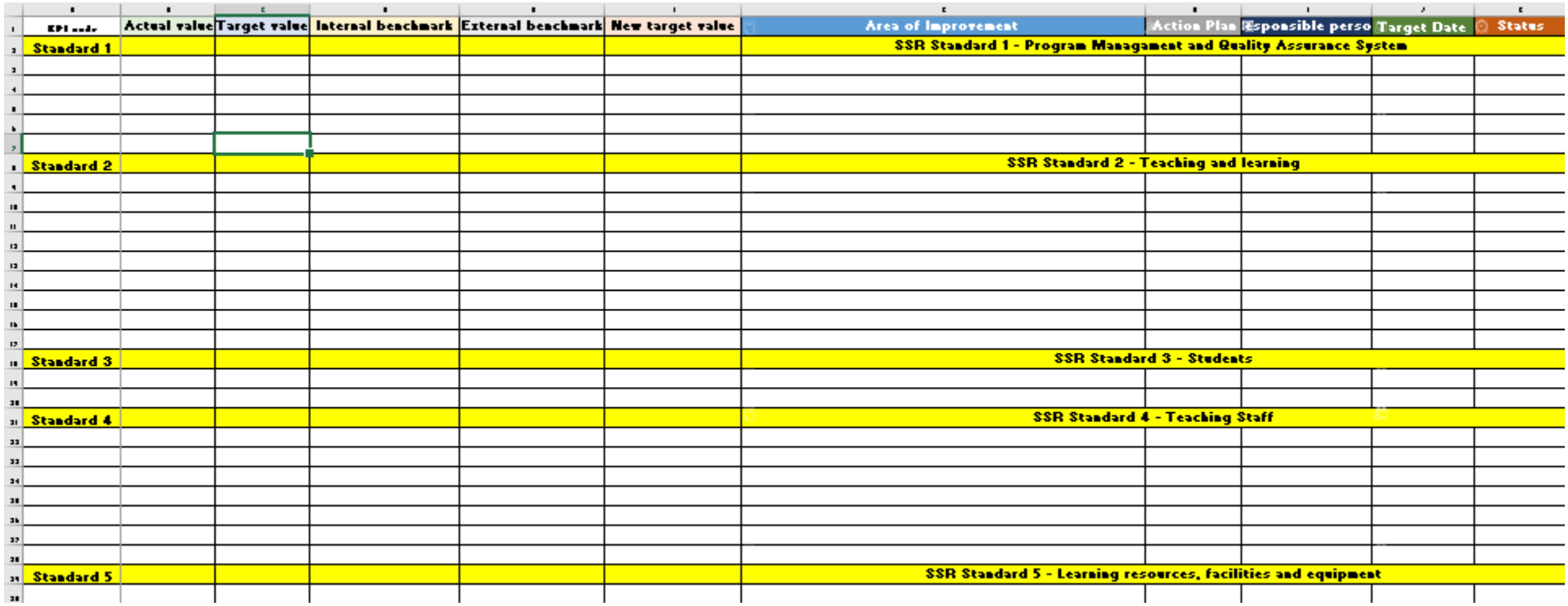
11. Annual KPIs report should be discussed with the Advisory board.

12. If any new KPIs are identified it will be added to the KPI guide after the approval process mentioned above.

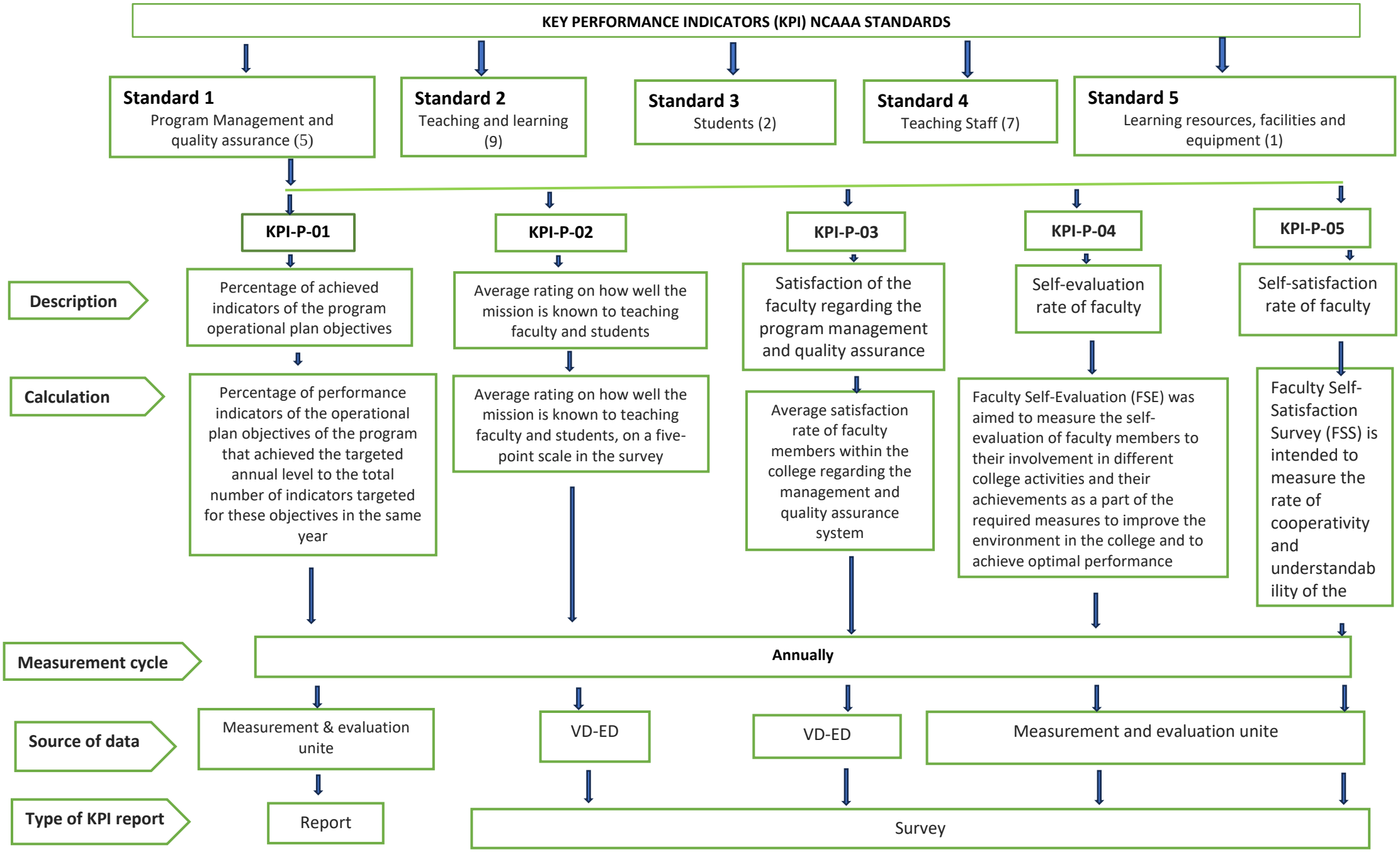


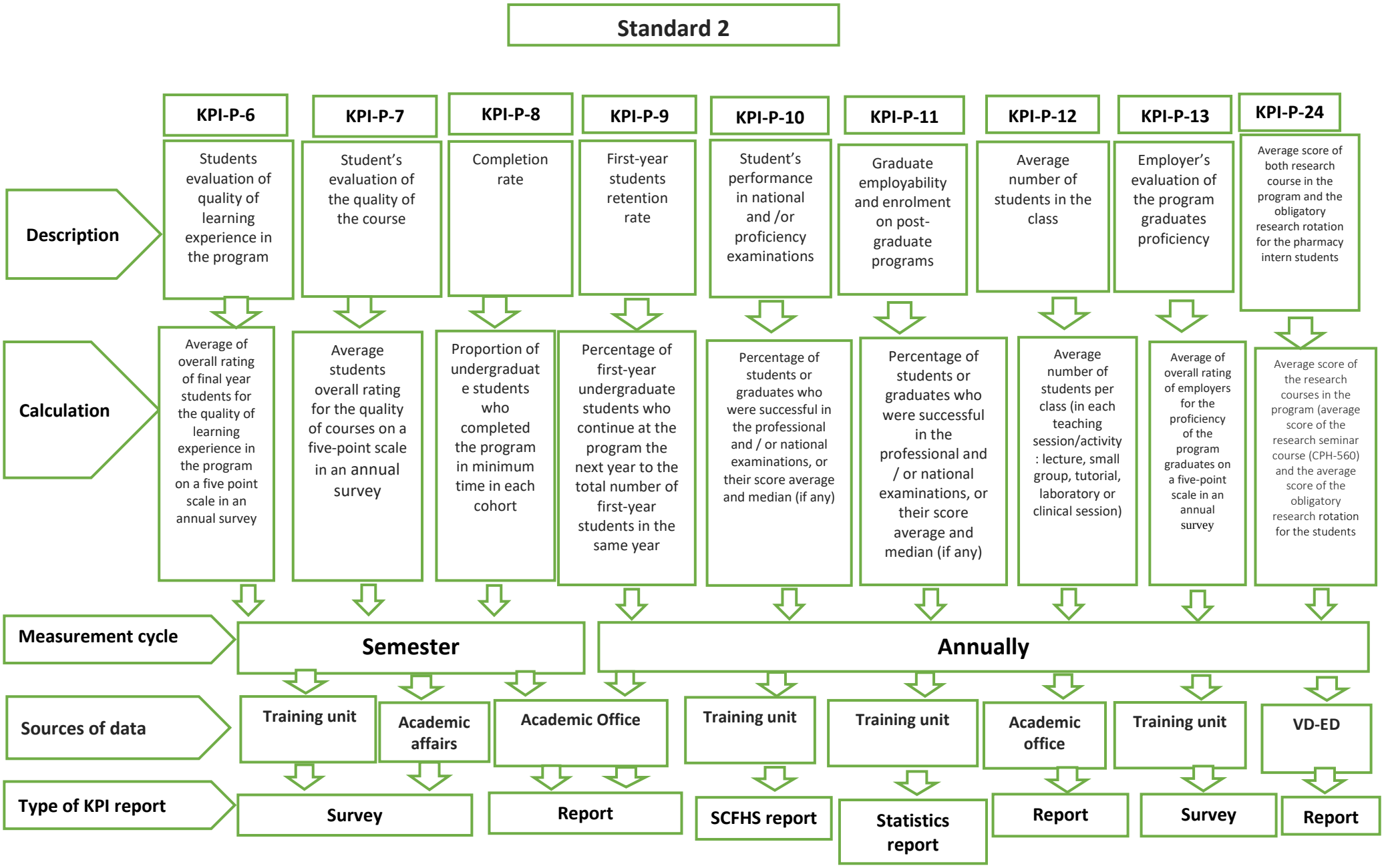
KPIs Identification, Data Collection, Analysis, and approval procedures

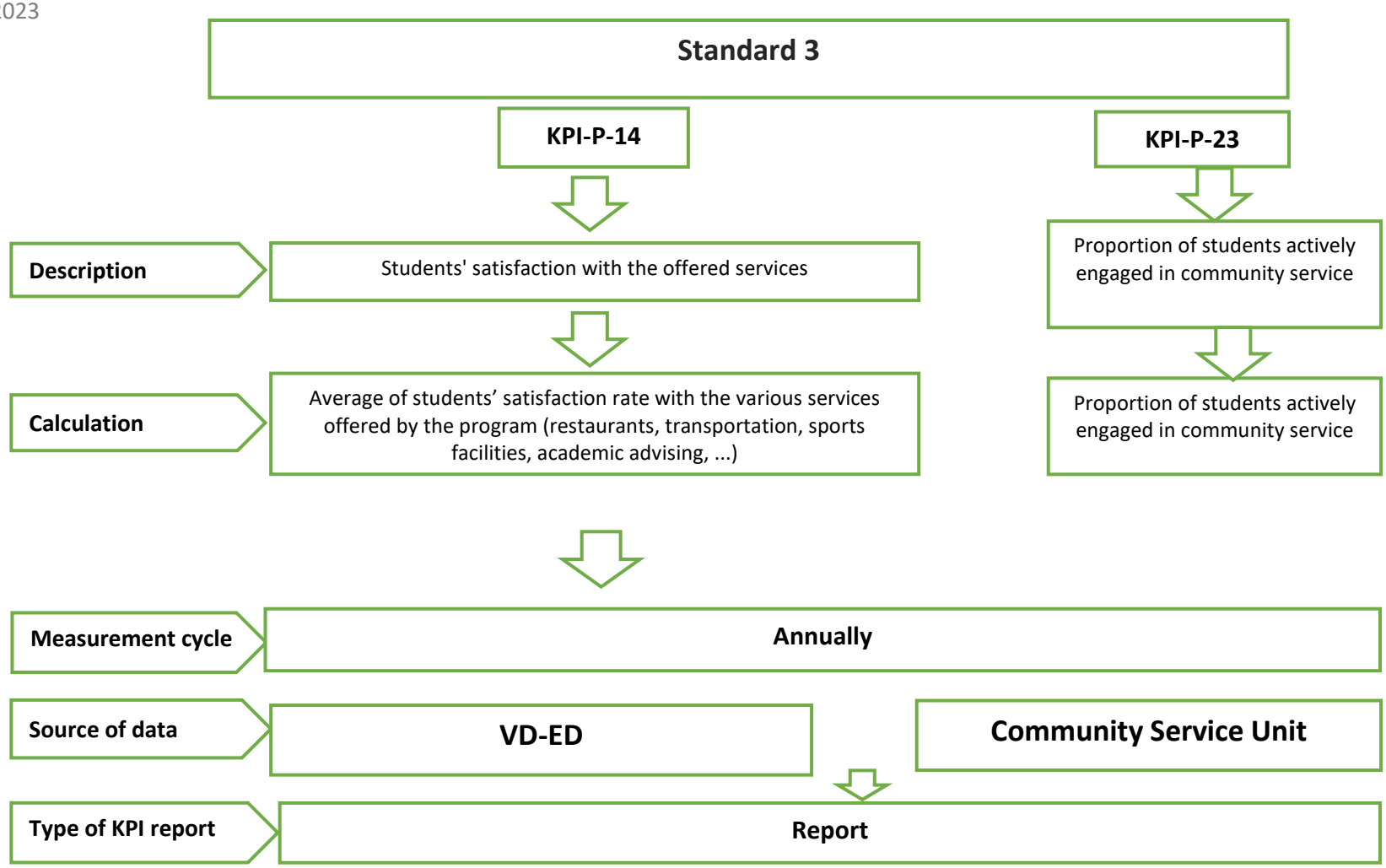
KPIs Data Collection form Example:

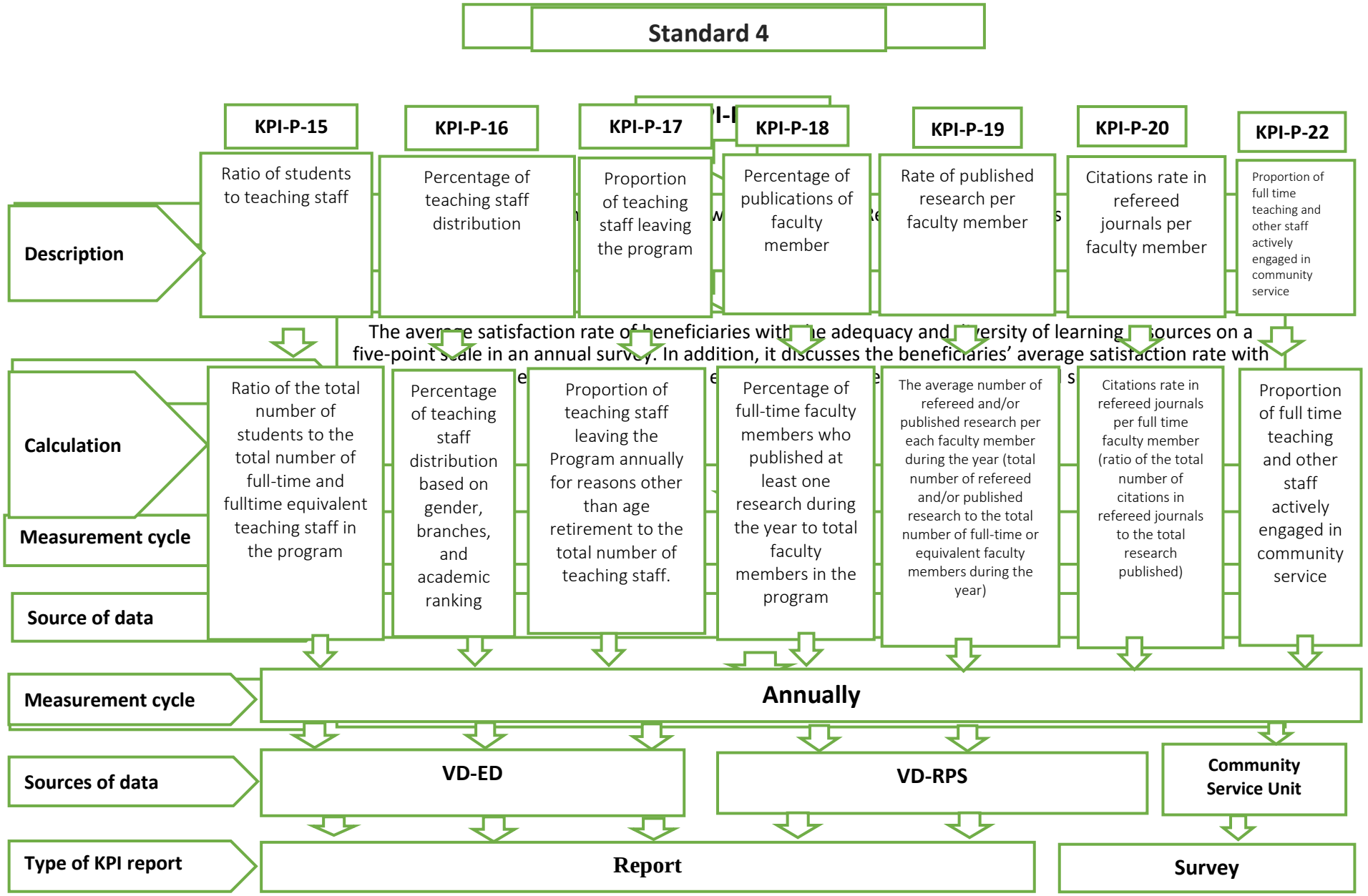


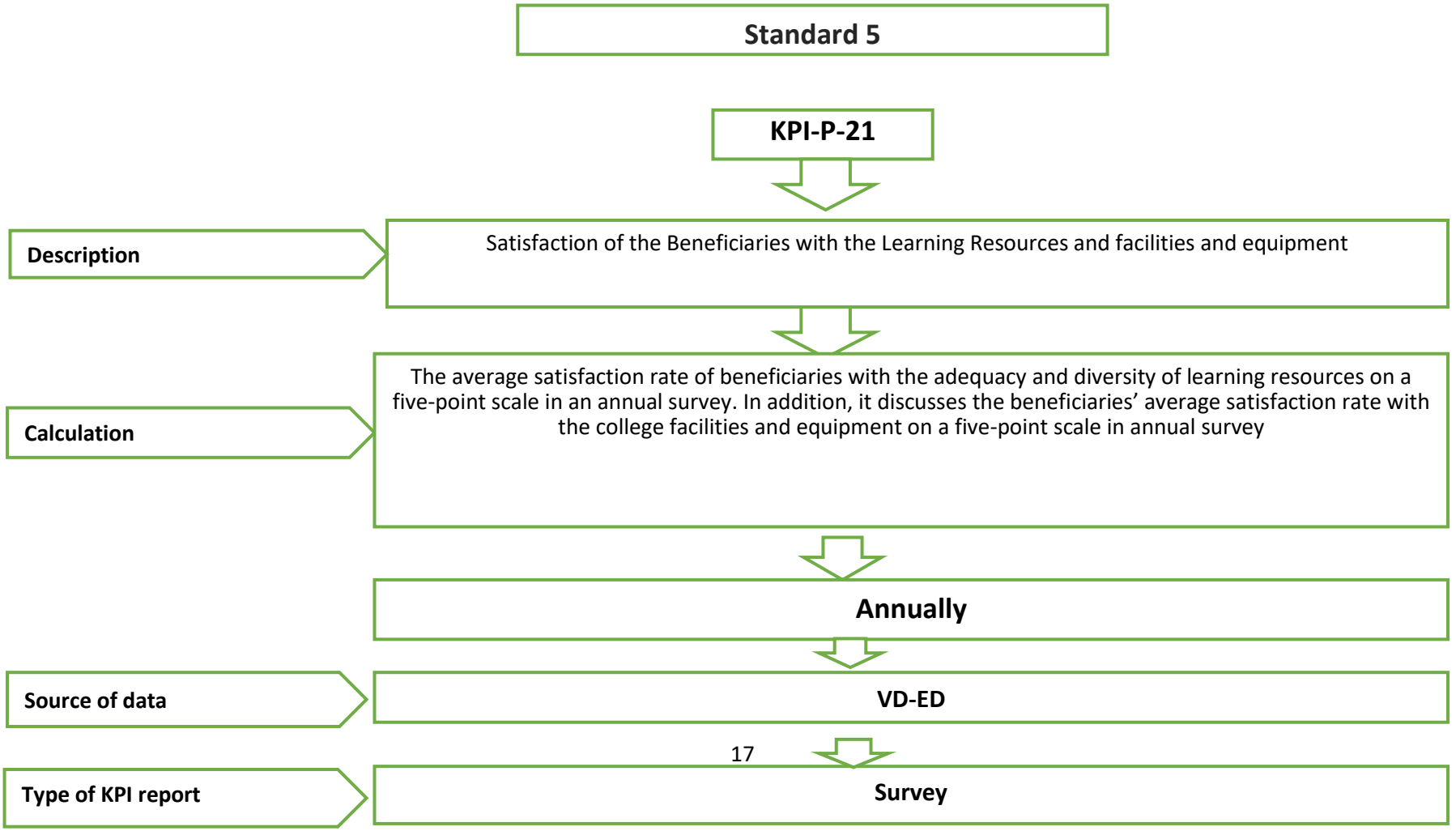
KPI code	Actual value	Target value	Internal benchmark	External benchmark	New target value	Area of Improvement	Action Plan	Responsible perso	Target Date	Status
Standard 1						SSR Standard 1 - Program Management and Quality Assurance System				
Standard 2						SSR Standard 2 - Teaching and learning				
Standard 3						SSR Standard 3 - Students				
Standard 4						SSR Standard 4 - Teaching Staff				
Standard 5						SSR Standard 5 - Learning resources, facilities and equipment				


KEY PERFORMANCE INDICATORS (KPI) NCAAA STANDARDS
Standard 1
Program Management and quality assurance (5)
Standard 2
Teaching and learning (9)
Standard 3
Students (2)
Standard 4
Teaching Staff (7)
Standard 5
Learning resources, facilities and equipment (1)
KPI-P-01
KPI-P-02
KPI-P-03
KPI-P-04
KPI-P-05
Description
Percentage of achieved indicators of the program operational plan objectives
Average rating on how well the mission is known to teaching faculty and students
Satisfaction of the faculty regarding the program management and quality assurance
Self-evaluation rate of faculty
Self-satisfaction rate of faculty
Calculation
Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year
Average rating on how well the mission is known to teaching faculty and students, on a five-point scale in the survey
Average satisfaction rate of faculty members within the college regarding the management and quality assurance system
Faculty Self-Evaluation (FSE) was aimed to measure the self-evaluation of faculty members to their involvement in different college activities and their achievements as a part of the required measures to improve the environment in the college and to achieve optimal performance
Faculty Self-Satisfaction Survey (FSS) is intended to measure the rate of cooperativity and understandability of the
Measurement cycle
Annually
Source of data
Measurement & evaluation unite
VD-ED
VD-ED
Measurement and evaluation unite
Type of KPI report
Report
Survey


Standard 2
KPI-P-6
KPI-P-7
KPI-P-8
KPI-P-9
KPI-P-10
KPI-P-11
KPI-P-12
KPI-P-13
KPI-P-24
Description
Students evaluation of quality of learning experience in the program
Student's evaluation of the quality of the course
Completion rate
First-year students retention rate
Student's performance in national and /or proficiency examinations
Graduate employability and enrolment on post-graduate programs
Average number of students in the class
Employer's evaluation of the program graduates proficiency
Average score of both research course in the program and the obligatory research rotation for the pharmacy intern students
Calculation
Average of overall rating of final year students for the quality of learning experience in the program on a five point scale in an annual survey
Average students overall rating for the quality of courses on a five-point scale in an annual survey
Proportion of undergraduate students who completed the program in minimum time in each cohort
Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year
Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)
Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)
Average number of students per class (in each teaching session/activity : lecture, small group, tutorial, laboratory or clinical session)
Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
Average score of the research courses in the program (average score of the research seminar course (CPH-560) and the average score of the obligatory research rotation for the students
Measurement cycle
Semester
Annually
Sources of data
Training unit
Academic affairs
Academic Office
Training unit
Training unit
Academic office
Training unit
VD-ED
Type of KPI report
Survey
Report
SCFHS report
Statistics report
Report
Survey
Report


Standard 3
KPI-P-14
KPI-P-23
Description
Students' satisfaction with the offered services
Proportion of students actively engaged in community service
Calculation
Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...)
Proportion of students actively engaged in community service
Measurement cycle
Annually
Source of data
VD-ED
Community Service Unit
Type of KPI report
Report


Standard 4
KPI-P-15
KPI-P-16
KPI-P-17
KPI-P-18
KPI-P-19
KPI-P-20
KPI-P-22
Description
Ratio of students to teaching staff
Percentage of teaching staff distribution
Proportion of teaching staff leaving the program
Percentage of publications of faculty member
Rate of published research per faculty member
Citations rate in refereed journals per faculty member
Proportion of full time teaching and other staff actively engaged in community service
The average satisfaction rate of beneficiaries with the adequacy and diversity of learning resources on a five-point scale in an annual survey. In addition, it discusses the beneficiaries' average satisfaction rate with
Calculation
Measurement cycle
Source of data
Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program
Percentage of teaching staff distribution based on gender, branches, and academic ranking
Proportion of teaching staff leaving the Program annually for reasons other than age retirement to the total number of teaching staff.
Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
Citations rate in refereed journals per full time faculty member (ratio of the total number of citations in refereed journals to the total research published)
Proportion of full time teaching and other staff actively engaged in community service
Measurement cycle
Annually
Sources of data
VD-ED
VD-RPS
Community Service Unit
Type of KPI report
Report
Survey


Standard 5
KPI-P-21
Description
Satisfaction of the Beneficiaries with the Learning Resources and facilities and equipment
Calculation
The average satisfaction rate of beneficiaries with the adequacy and diversity of learning resources on a five-point scale in an annual survey. In addition, it discusses the beneficiaries' average satisfaction rate with the college facilities and equipment on a five-point scale in annual survey
Annually
Source of data
VD-ED
Type of KPI report
Survey