



Annual Program Report

— (Bachelor)

Program: Bachelor of Science in Emergency Medical Services
Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): <i>Enter Program Code.</i>
Qualification Level: Bachelor
Department: Emergency Medical Services
College: Prince Sultan Bin Abdulaziz College for EMS
Institution: King Saud University
Academic Year: 1445 H
Main Location: Malaz, Riyadh
Branches offering the Program (if any): <ul style="list-style-type: none">• N/A.....••

Table of Contents



A. Program Statistics	3
B. Program Assessment	3
1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *	3
2. Evaluation of Courses	6
3. Students Evaluation of Program Quality	12
4. Scientific research and innovation during the reporting year	13
5. Community Partnership	14
6. Other Evaluation (if any)	15
C. Program Key Performance Indicators (KPIs)	15
D. Challenges and difficulties encountered by the program (if any)	18
E. Program development Plan	18
F. Approval of Annual Program Report	18



A. Program Statistics



Item	Number
Number of students enrolled in the program	172
Number of students who started the program (in reporting year)	79
Number of students who completed the program	71

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	Describes the Anatomy, Physiology and Pathophysiology of all human body systems	<ul style="list-style-type: none"> •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination 	75	87.96
K2	Defines the principles of public health, safety, epidemiology and statistics		75	85.79
K3	Discusses the responsibilities of an emergency medical professional in EMS operations, rescue, mass gathering, and disaster events.	<ul style="list-style-type: none"> •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination •Simulated scenarios 	75	86.62
K..	Describes the fundamentals of pre-hospital critical and intensive care practice.		75	71.50
Skills				
S1	Formulates working field impression based on pathophysiology and patient assessment findings.	<ul style="list-style-type: none"> •FISDAP Skill tracking •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination •Simulated Scenarios •OSCE 	75	86.28
S2	Analyzes the knowledge of infant and child anatomy, physiology, pathophysiology, and epidemiology to the assessment, management of neonatal and pediatric patients.	<ul style="list-style-type: none"> •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination •Simulated scenarios 	75	86.79
S3	Applies the fundamentals of education, research and leadership to teach, mentor and manage EMS professionals, based on recent evidences.	<ul style="list-style-type: none"> •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination •Research Project •Seminar presentation 	75	88.04
S4	Integrates the principles of geriatric, female and, psychiatric emergency care to the assessment and management of patients with special care group.	<ul style="list-style-type: none"> •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination •Simulated scenarios 	75	84



S5	Formulates a working clinical impression based on patient assessment findings, anatomy, Academic Accreditation & Assessment physiology, pathophysiology, and nature of illness/mechanism of trauma	<ul style="list-style-type: none"> •FISDAP Skill tracking •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination •Simulated Scenarios •OSCE 	75	90.53
S6	Communicates effectively with patients, relatives, and health care provider's in order to improve the health of patient, EMS personal and the community.	<ul style="list-style-type: none"> •Direct observation •Seminar Presentation •Multiple Choice Questions •Descriptive Essays •OSCE •Simulated Scenarios •FISDAP Skill tracking 	75	93
S7	Calculates the drug doses, drug volume, and infusion rate of pharmacological agents in a given situation.	<ul style="list-style-type: none"> •Multiple Choice Questions •Descriptive Essays •OSCE •Simulated Scenarios •Direct observation 	75	78
S8	Documents professionally the patient assessment, treatment, and transport.	<ul style="list-style-type: none"> •Multiple Choice Questions •Patient care report writing •OSCE •Simulated Scenarios •FISDAP Skill tracking •Direct observation 	75	85
S9	Demonstrates proficiency to perform a comprehensive history taking and patient assessment to form clinical impression and treatment, disposition plan in a given patient scenario.	<ul style="list-style-type: none"> •Viva Voce Examination •Simulation Based •Assessment •OSCEs •Direct Observation •FISDAP Skill Tracking 	75	90.90
S10	Provides emergency medical care and safe transport to appropriate facility for the sick and injured, based on an assessment and the formulated field impression in order to reduce morbidity and mortality and improve overall health of the patient.	<ul style="list-style-type: none"> •Viva Voce Examination •Simulation Based •Assessment •OSCEs •Direct Observation •FISDAP Skill Tracking 	75	90.20
S11	Demonstrates advanced airway management, oxygenation, and ventilation and trauma care skills while performing assessment and management of all age groups.	<ul style="list-style-type: none"> •Viva Voce Examination •Simulation Based •Assessment •OSCEs •Direct Observation •FISDAP Skill Tracking 	75	90.61
S12	Performs advanced cardiovascular life support skills, 12 lead ECG interpretation and appropriate management.	<ul style="list-style-type: none"> •FISDAP Skill Tracking •Viva Voce Examination •Simulation Based •Assessment •OSCEs •Direct Observation 	75	82.18
S13	Administers emergency medications in a safe and aseptic	<ul style="list-style-type: none"> •Viva Voce Examination •Simulation Based •Assessment 	75	71.17



	method through enteral and parenteral routes.	<ul style="list-style-type: none"> •OSCEs •Direct Observation •FISDAP Skill Tracking 		
Values, autonomy, and responsibility				
V1	Practices as an autonomous Emergency Care Professional within the framework of scope of practice, legal, and ethical requirements.	<ul style="list-style-type: none"> •Multiple Choice Questions •Descriptive Essays •OSCE •Simulated Scenarios •Direct observation 	75	78.99
V2	Displays the professional behavior including but not limited to integrity, empathy, self-motivation, appearance, personal hygiene, self-confidence, communications, time management, teamwork, diplomacy, respect, patient advocacy, and careful delivery of service.	<ul style="list-style-type: none"> •FISDAP Skill tracking •Seminar Presentation •Multiple Choice Questions •Descriptive Essays •OSCE •Simulated Scenarios •Direct observation 	75	85.85
V3	Serves as a role model in personal wellness and safety in EMS practice.	<ul style="list-style-type: none"> •FISDAP Skill tracking •Multiple Choice Questions •Descriptive Essays •Viva Voce Examination •Simulated Scenarios •OSCE 	75	91.12
V..				

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

Strengths:

- **We have achieved 18 PLOs out of 20**
- **Students have shown great ability towards learning. Students shows their maturity in their knowledge and practical as they are becoming seniors**

Aspects that need improvement with priorities:

- **Reassess all the PLOs again**
- **Reassess all the CLOs again especially which was not achieved**
- **The majority of courses have successfully met their CLO targets, with the exception of two courses that are falling behind. Specifically, EMS 224 has not achieved one CLO, and EMS 421 has not achieved two CLOs. The issue is raised to the Program Director and the HODs to make sure for future plan.**



2. Students Evaluation of Courses

Course Code	Course Title	# of Students Who Evaluate d the Course	% of Particip ants	Evaluation Results	Developmental Recommendations
EMS 211	Emergency Medical Technician	49	61.3	Learning outcomes and graduate characteristics: 71% Course educational environment: 70% Evaluation of course instructor: 76% Method of evaluation: 70% Practical course: 82%	Extending the duration of the course to two terms / making the curriculum based on slides instead of the book by increasing the slides and information
EMS 212	EMS Communicati ons and Documentatio n	35	47.3	Learning outcomes and graduate characteristics: 85% Course educational environment: 89% Evaluation of course instructor: 90% Method of evaluation: 79%	Increase of students deal with the wireless devices Continues of dividing students to groups and this increase of interactive More attention of communication ways with the patients Having more practical activities
EMS 213	Anatomy and Physiology for Emergency Care	59	98.3	Learning outcomes and graduate characteristics: 44% Course educational environment: 43% Evaluation of course instructor: 58% Method of evaluation: 50% Practical course: 31%	Available of real human bodies help to let the information are easy to be understood More time in the labs, practical part





Course Code	Course Title	# of Students Who Evaluated the Course	% of Participants	Evaluation Results	Developmental Recommendations
EMS 221	Introduction to Advanced Emergency Care	56	84.8	Learning outcomes and graduate characteristics: 49% Course educational environment: 54% Evaluation of course instructor: 55% Method of evaluation: 64% Practical course:	Field event Improving adaptation in laboratories and manpower Changing his approach or writing to suit the topics in other subjects
EMS 222	EMS Pulmonology and Airway Management	45	57.7	Learning outcomes and graduate characteristics: 85% Course educational environment: 88% Evaluation of course instructor: 88% Method of evaluation: 87% Practical course: 84%	Reduce content Improve slides
EMS 223	Patient Assessment	55	83.3	Learning outcomes and graduate characteristics: 74% Course educational environment: 77% Evaluation of course instructor: 78% Method of evaluation: 77% Practical course: 74%	Modifying the chapters of the material and making it easier for students and not complicating it Cooperation between students and the doctor, adherence to times and no delay
EMS 224	EMS Medications	57	79.2	Learning outcomes and graduate characteristics: 80% Course educational environment: 78% Evaluation of course instructor: 86% Method of evaluation: 82% Practical course: 78%	Increase labs and increased time for quizzes and tests Improving adaptation within the laboratory





Course Code	Course Title	# of Students Who Evaluated the Course	% of Participants	Evaluation Results	Developmental Recommendations
EMS 226	Pathophysiology for Emergency Care	48	84.2	Learning outcomes and graduate characteristics: 78% Course educational environment: 79% Evaluation of course instructor: 83% Method of evaluation: 82%	Simplify information more
EMS 227	Clinical Practice – 1	39	58.2	Program responsibility during the field training: 69% Filed Training Management: 70% Acquired Features during the period of field training: 74%	No
EMS 311	Medical Emergencies in EMS	31	60.8	Learning outcomes and graduate characteristics: 70% Course educational environment: 66% Evaluation of course instructor: 77% Method of evaluation: 66% Practical course: 70%	We need Dr. Mobrad alone to teach this course improve of learning ways focus on the information that we need as para medical more than the other improvement
EMS 312	EMS Cardiology	38	77.6	Learning outcomes and graduate characteristics: 74% Course educational environment: 74% Evaluation of course instructor: 73% Method of evaluation: 75% Practical course: 82%	No





Course Code	Course Title	# of Students Who Evaluated the Course	% of Participants	Evaluation Results	Developmental Recommendations
EMS 313	Public Health and Safety for Paramedics	36	75	Learning outcomes and graduate characteristics: 67% Course educational environment: 71% Evaluation of course instructor: 74% Method of evaluation: 71%	Dividing the course in more than one semester
EMS 314	Clinical Practice – 2	31	66	Program responsibility during the field training: 62% Filed Training Management: 63% Acquired Features during the period of field training: 67%	Continuous follow-up and clarification of what is required at the beginning of the term Choosing the appropriate doctor to do the best he can in guiding students and improving their level
EMS 321	Trauma Emergencies in EMS	30	62.5	Learning outcomes and graduate characteristics: 73% Course educational environment: 71% Evaluation of course instructor: 72% Method of evaluation: 68% Practical course: 73%	No
EMS 322	Mental Health and Special Considerations	36	73.5	Learning outcomes and graduate characteristics: 74% Course educational environment: 77% Evaluation of course instructor: 74% Method of evaluation: 74% Practical course: 72%	No





Course Code	Course Title	# of Students Who Evaluated the Course	% of Participants	Evaluation Results	Developmental Recommendations
EMS 324	Clinical Practice – 3	29	63	Program responsibility during the field training: 63% Filed Training Management: 59% Acquired Features during the period of field training: 62%	No
EMS 411	Neonatal and Pediatric Emergencies	50	67.6	Learning outcomes and graduate characteristics: 84% Course educational environment: 81% Evaluation of course instructor: 88% Method of evaluation: 84% Practical course: 78%	Bring some new equipment or borrow it from the university Laboratory development Complete the shortage of equipment in the practical part More practical less theoretical
EMS 412	EMS Operations and Rescue	45	63.4	Learning outcomes and graduate characteristics: 65% Course educational environment: 68% Evaluation of course instructor: 73% Method of evaluation: 73%	Having some practical experience maybe visiting some places that are involved in some of the topics in this course More practice
EMS 413	Clinical Decision Making	48	66.7	Learning outcomes and graduate characteristics: 79% Course educational environment: 75% Evaluation of course instructor: 82% Method of evaluation: 76% Practical course: 77%	This subject should be in every year, and be like home work in it Provide equipment More realistic cases





Course Code	Course Title	# of Students Who Evaluated the Course	% of Participants	Evaluation Results	Developmental Recommendations
EMS 414	Mass Gathering and Disaster Management	55	76.4	Learning outcomes and graduate characteristics: 96% Course educational environment: 96% Evaluation of course instructor: 97% Method of evaluation: 98%	It would have been nice to visit the disaster center More practical lectures
EMS 415	Clinical Practice – 4	30	40.5	Program responsibility during the field training: 68% Field Training Management: 68% Acquired Features during the period of field training: 70%	Remove all animal hospital as patients are often aggressive Transferring training to places that suit the requirements of the subject
EMS 421	Critical and Intensive Care Practice	35	48.6	Learning outcomes and graduate characteristics: 68% Course educational environment: 61% Evaluation of course instructor: 62% Method of evaluation: 59% Practical course: 44%	Organize of course time and the assignments, quizzes not suitable for the course Engagement in the research field Limit the quizzes and projects, the amount given was unreasonable
EMS 422	EMS Education	35	47.9	Learning outcomes and graduate characteristics: 55% Course educational environment: 56% Evaluation of course instructor: 57% Method of evaluation: 60%	This subject can be taken online since the college is far away from everyone and the class lasts typically less than an hour removing it ASAP.





Course Code	Course Title	# of Students Who Evaluated the Course	% of Participants	Evaluation Results	Developmental Recommendations
EMS 423	EMS Research and Evidence Based Practice	30	42.3	Learning outcomes and graduate characteristics: 85% Course educational environment: 87% Evaluation of course instructor: 89% Method of evaluation: 88%	No
EMS 424	EMS Management and Leadership	30	42.3	Learning outcomes and graduate characteristics: 37% Course educational environment: 38% Evaluation of course instructor: 39% Method of evaluation: 35% Practical course: 30%	More hands on experience Reduce of the course requirements
EMS 425	Clinical Practice – 5	45	61.6	Program responsibility during the field training: 61% Filed Training Management: 69% Acquired Features during the period of field training: 70%	Transfer to the centers with specialist Change the plan Make the practical only week days!
EMS 426	Mass Gathering Field Practice	62	97.3	Program responsibility during the field training: 62% Filed Training Management: 60% Acquired Features during the period of field training: 63%	Fix the tome schedule and allow for skipping on days where it conflicts heavily

3. Students Evaluation of Program Quality

Evaluation Date: May 2024	Number of Participants: 47 (total # 56)
Students Feedback	Program Response





<p>Strengths:</p> <ul style="list-style-type: none"> • Everyone's desire to help and provide a successful and enjoyable experience • The extent of cooperation from the doctors reflected a lot on us and helped us achieve and improve the level, most notably Dr. Abdulmajeed Al-Mobrad • Practical courses really help 	<ul style="list-style-type: none"> • It's a combined effort of all the faculty being committed to assigned labs and lectures • We will maintain the quality and the standards
<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Lack of focus by supervisors on the learning of trainees in training sites and their lack of interest • The excellence unit and its lack of cooperation with students in any problem the student encounters, although some problems are caused by them • The curriculum was not sufficient • Location 	<ul style="list-style-type: none"> • Partner with additional clinical sites to ensure a diverse and rich practical experience. • Enhance the ratio of practical to theoretical sessions in the curriculum. • Conduct focused discussions with employers to identify skill gaps. • Incorporate soft skills and industry-specific competencies into the curriculum.
<p>Suggestions for improvement:</p> <ul style="list-style-type: none"> • Contributing to the development of students on the academic and practical level, and it is not enough to evaluate them only • Taking care of the administration and looking into the issue of distinguished students, and not getting themselves out of any problem that they are the cause of and placing the blame on the student • I wished very much that some scientific subjects would be divided into more than one semester for the sake of comprehension and also for their importance • Considering the proportion between the hours of work and the distinguished reward • Changing the learning sources and adding deeper subjects as in the National Guard College 	<ul style="list-style-type: none"> • Increase simulation-based learning to enhance exam preparedness. • Enhance the ratio of practical to theoretical sessions in the curriculum. • Identify areas where students underperform in exams and introduce focused workshops or study sessions.

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	41
Current research projects	12
conferences organized by the program	0
Seminars held by the program	3 seminars
Conferences attendees	17 (represent the number of faculty who attended 7 conferences organized by professional/academic/governmental sectors in KSA, UK, Europe, and New Zealand)
Seminars attendees	90 for the 3 seminars held by programs in the college



Discussion and analysis of scientific research and innovation activities:



Out of the 41 publications last year, 11 (27%) and 12 (29%) research publications were published in the first quarter and second quarter of the top journal in its field respectively based on the “Web of Sciences” classifications of scientific journals that represent the quality of our faculty research outcomes. Furthermore, 12 (29%) research publications were published in the third quarter.

Last year seminars focused on the basis of “attract global distinguished scientists” in the field during their visit in KSA. Thus, Prof. Brett William from Monash University and Prof. Attila Hertelendy from George Town University were invited in two different days to expose their experiences for faculty, students, and college staff. The last seminar was in collaboration with training office of Saudi Red Crescent, and was specifically directed for most part to our students and interns.

Out of the 7 conferences, two were conducted in KSA and these conferences showed attendance of faculty and students. Also, the college participated with interactive corner, and organized professional workshop. The other conferences were in Europe, UK, New Zealand and our faculty attended and some of them either participated in presenting research paper of poster.

5. Community Partnership

Activities Implemented	Brief Description*
Heartsaver CPR AED	This course is a video-based, instructor-led course that teaches adult and child CPR and AED use, infant CPR, and how to relieve choking in adults, children, and infants. This course teaches skills with the AHA’s research-proven practice-while-watching technique, which allows instructors to observe the students, provide feedback, and guide the students’ learning of skills.
Hands Only CPR	We believe anyone can learn the important lifesaving skill of CPR. Most people who experience cardiac arrest at home, work in a public location die because they don’t receive immediate CPR from someone on the scene. Learn the two simple steps of Hands-Only
CPR in School	Create the next Generation of Heartsaver by giving all students and educators the opportunity to learn CPR and creating more qualified lifesavers in our communities. Teaches AED use and choking relief.

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

Comment on community partnership activities**

CPR in School 670

Heart saver CPR AED 780





**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))

Evaluation method:	Date:5-6-2024	Number of Participants:56
Summary of Evaluator Review		Program Response
Strengths: <ul style="list-style-type: none"> • 100% student satisfied with the provided learning in the college • The students graduated with high paramedic (skills, knowledge and practices) 		The college continue to work with the same strength to make students satisfied and the curriculum covers all the domains for learning required to work as a paramedic.
Points for Improvements: <ul style="list-style-type: none"> • Work more on the basics such as anatomy and physiology • Separate the pharmacology to two courses 		The curriculum is under revision and we will escalate the recommended things to the college curriculum committee.
Suggestions for development: <ul style="list-style-type: none"> • I suggest to decrease the number of annual admissions (new students) for a major because there are few chances to get jobs and the number of graduates is increasing, and this will increase the number of unemployment. 		Now the completion is increased in the job market because of some more colleges have also started the same program and students are worried about their future recruitment

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

C. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
1	Students' Evaluation of quality of learning experience in the program	4.5 (90%)	3.7 (74%)	4 (79%)	As compare to previous year, there is decrease in the KPI. Because most of the students are having high expectations about the college campus that is outside the university main campus and facilities like non availability of cafeteria and parking shades at the college premises is the main reason for drop in this KPI. The other this is they are related to the practical labs in the college as most of the students are recommending the need for more practical sessions.	4 (80%)



2	Students' evaluation of the quality of the courses	4.5 (90%)	3.6 (72%)	4 (80%)	We noticed a drop in this KPI as compare to the last year because some of the students are not happy with the clinical practice area as very less number of patients to see and the other reason id some students would like to have more practical labs as compare to theory classes and most of the students would like to have a parking shades in the parking area.	3.75 (75%)
3	Completion rate	90%	95%	89.66%	This year we have achieved a higher percentage of students who graduated in the minimum required time without much failure or delay. We achieve the more than the target benchmark of 90%.	90%
4	First-year students retention rate	90%	91.6%	78%	As compare to previous year this year we achieved the KPI satisfactory and we are expecting the same in the future.	90%
5	Students' performance in the professional and/or national examinations	100%	96.10%	96.6%	As compare to previous year, this year also we achieved the KPI at the same level of around 96%. It shows the result in the exit exam conducted by the college, and the passing percentage of 96%. We would keep the same target for next year.	100%
6	Graduates' employability and enrolment in postgraduate programs	a.100% b.0	a. employed - 61% b. enrolled in post graduate - 3.6%	a. 69% b. 2.2%	We noticed a drop in this KPI as compared to last year. Because the graduate unit in the college have not received good number of responses despite of contacting graduates many times.	a. 70% b. 5%
7	Employers' evaluation of the program graduates proficiency	5 (100%)	4.4 (87%)	5 (100%)	This year overall rating of employers for the proficiency of the program graduates is 87%. As compare to previous year	5 (100%)



					the actual value is decreased because few employers have given neutral rating for some of the skill but not on the disagree side. We would like to keep the target on higher side to monitor continuously.	
8	Ratio of students to teaching staff	Theory: 11:1 Practical: 6:1	Theory: 17:1 Practical: 6:1	Theory: 11:1 Practical: 6:1	The ratio of 17:1 shows that the number of students to the teaching faculty is increased. This is because the college has opened the program to the female students, that causes significant overall increase in the number of students but the faculty members remains same.	Theory : 15:1 Practical: 6:1
9	Percentage of publications of faculty	100%	100%	100%	This year also we achieved the target benchmark satisfactorily because all the faculty are involved in the research activities in their area of specialty.	100%
10	Rate of published research per faculty member	2	2.9	2.5	There are 29 research articles published by 8 assistant professor or above while there are 10 assistant professors or above last year. Most of these researches were shared by 2 or more faculty members.	2.5
11	Citations rate in refereed journals per faculty member	20	78	37	The number of publications in the last year from assistant professor & above was 29 while the citation for this publication is 78 citations.	20

Comments on the Program KPIs and Benchmarks results:

- This year we achieved most of the KPIs except KPIs # 1,2, 6 & 7 achieved its target satisfactorily.



- KPI # 1 and 2, the Quality committee trying their best to identify the cause by conducting regular surveys to monitor satisfaction and identify specific needs.
- For KPI # 6 & 7, the graduate unit's follow-up with alumni for better data collection. Establish partnerships with employers and provide career development workshops. Promote postgraduate opportunities through seminars and collaborations with academic institutions.
- Program encourage all the faculty to be active and to publish at least one research or publication per year and we always have achieved it.

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

Teaching	Some subjects need to develop their slides
Assessment	None
Guidance and counseling	None
Learning Resources	Purchasing more equipment to develop student skills
faculty	None
Research Activities	Students need to develop their research skills and publishing more research
Others	None

E. Program development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Bachelor's program need to update, modify and some subjects need to separate to two parts	Vice dean of academic	Vic dean of Academic, HOD, PD and Faculty.
2	Increase soft skills to the students by increasing the seminars that develop their skills	Vice dean of development and quality	Vic dean of development and quality, HOD and students affair
3	Providing a suitable requirement like cafeteria and grocery store is essential for creating a conducive and convenient environment for students	College Administration	College administration, HOD, PD and Dean

- 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

COUNCIL / COMMITTEE	
REFERENCE NO.	
DATE:	

