



ANNUAL PROGRAM REPORT [APR]

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department:	Physical Therapy & Health Rehabilitation
Programme:	Bachelor of Physical Therapy
Report Approved Date:	31 st Department Council Ref No. /1/39/50624 dated 23/9/1440

Annual Program Report

1. Institution: Majmaah University **Date of Report:** 15 / 09 / 1440H

2. College / Department: College of Applied Medical Sciences / Physical Therapy & Health Rehabilitation

3. Dean: Dr. Mazen Al Qahtani

4. List all branches / locations offering this program:

Campus Branch/Location	Approval by	Date
Main Campus		
1: Male Section	Higher Council of Education, Ministry of Education, KSA	02-06-1428H
2: Female Section	Higher Council of Education, Ministry of Education, KSA	02-06-1428H

A. Program Identification and General Information

1. Program title: Bachelor of Physical Therapy **Code:** PHT

Name and position of persons completing the APR

- 1. Dr. Mazen Al Qahtani,**
Chairman, Department of Physical Therapy & Health rehabilitation
- 2. Dr. Asma Alonazi**
Supervisor, Female Section, Department of Physical Therapy & Health rehabilitation
- 3. Dr. Fuzail Ahmad**
Head, Quality Assurance Committee

Academic year to which this report applies.

Academic Year 1439-1440 H (2018-2019)



B. Statistical Information

1. Number of students who started the program in the year concerned: In physical therapy program, a total of 20 male & 30 female students were admitted for the academic year 1439-1440H after completing their preparatory year requirements.	50
2. (a) Number of students who completed the program in the year concerned: 2 male and 9 female students graduated in the first semester and 17 male & 27 female students graduated in the second semester of year 1439-40H. Completed the final year of the program: Completed major tracks within the program (<i>if applicable</i>)	NA NA
2. (b) Completed an intermediate award specified as an early exit point (<i>if any</i>)	NA
3. Apparent completion rate:	
(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.) A total of forty-six (46) student; 28 males & 18 females, were enrolment in the physical therapy program in the year 1436-37H out of which 29 students graduated from this cohort in the year 1439-40H. Separate completion rate for male & females are given below. Apparent completion rate-Male was calculated as = $(20 \div 28) * 100 = 72\%$ Apparent completion rate-Female was calculated as = $(9 \div 18) * 100 = 50\%$ Apparent completion rate-Overall was calculated as = $\{[20+9] \div [18+28]\} * 100 = 63\%$	63%
(b) Percentage of students who completed an intermediate award (if any) (e.g. 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)	NA
Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs). None	



4. Enrollment Management and Cohort Analysis

Cohort Analysis refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

Cohort Analysis (Illustration): **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). Update the years as needed.

Table 4.1: Combined Enrollment Management and Cohort Analysis for 1435-1440H

Student Category	1435-36H	1436-37H	1437-38H	1438-39H	1439-40H
1. Total cohort enrollment	51	46	46	43	33
2. Retained till year end	51	45	46	43	--
3. Withdrawn	0	1	0	0	--
4. Cohort graduated successfully	35	29	--	--	--
5.Total graduated successfully	44	29	--	--	--

* PYP - Preparatory Year Program: There is a common pool of students for CAMS in preparatory year, after completing the PYP student select their department based on their GPA & seat availability, therefore it's not possible to provide department wise student data.

The data in table 4.1 shows a 25% decrease in total student intake at department of Physical Therapy. It also shows the 185-student graduated in the year 1435-37H. Along with graduates from other university they had made large pool of qualified physical therapist occupying most of the existing jobs and creating a perception of difficulty in getting a job.

Table 4.2: Section wise Enrollment Management and Cohort Analysis for 1435-1440H

Student Category	1435-36H		1436-37H		1437-38H		1438-39H		1439-40H	
	F	M	F	M	F	M	F	M	F	M
1. Total cohort enrollment	30	21	18	28	31	15	25	18	23	10
2. Retained till year end	27	17	18	27	31	15	25	18	23	10
3. Withdrawn	0	0	0	1	0	1	0	0	0	0
4. Cohort graduated successfully	17	15	9	20	-	-	-	-	-	-
5.Total graduated successfully	27	17	9	20	-	-	-	-	-	-

Key: M=Male & F=Female

Fig 4.1: Five years annual enrolment for male & female section. (1435-1440H)

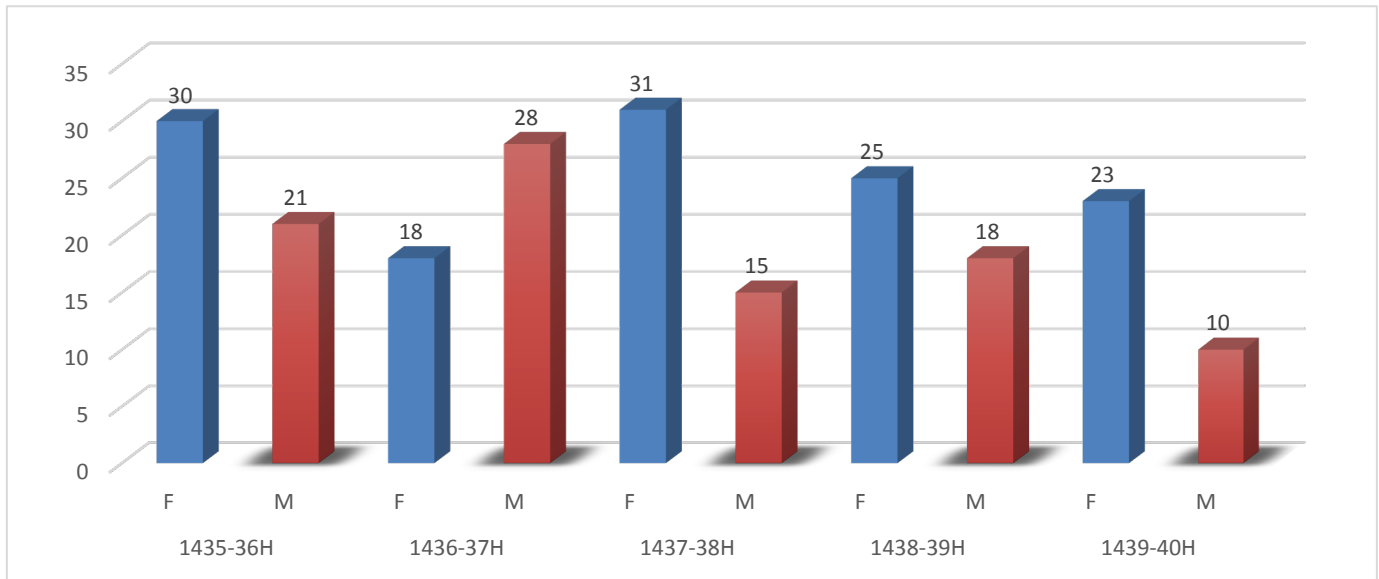
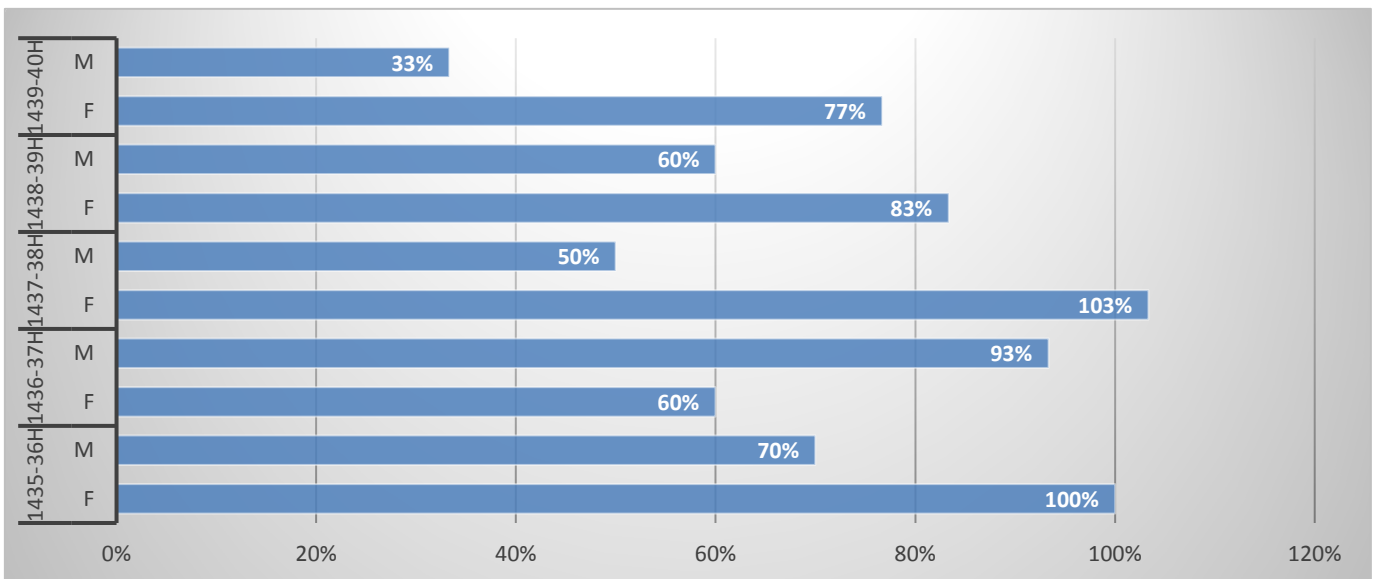


Fig 4.2: Five years seat occupancy % for male & female section. (1435-1440H)



The trend shows a steady decline in male enrolment over five years from 21 students in the year 35-36H to 10 students in the year 39-40H. The female enrolment remained more or less stable in the range of 25-32, but we see a large variation in the enrolment in the male section which dropped from a maximum of 25 student in the year 1434-35H to only 18 students in the year 1438-39H.

It is also clear from the above table that the cohort completion rate in the female section comparatively high and falls between 87%-100%, but the male section shows larger variation 54%-89%. In the current year also the cohort graduation rate was only 64%, suggesting problem with student advisory and follow-up services.



Last five years data showed

- an average enrolment of 22 students per section with male section averaging 18 student per year and females section recorded 25 students per class.
- A comparatively higher average enrolment for female section amounting to 77%-103% seat occupancy against a 33%-93% average occupancy for male sections
- Male enrolment has declined from 70% occupancy in 35-36H to 33% in the year 39-40H.

Detailed year-wise enrollment management cohort is provided below.

Table 4.3: Cohort Analysis for the batch of 1435-1436H

Student Category	1435-36H		1436-37H		1437-38H		1438-39H		1439-40H	
	M	F	M	F	M	F	M	F	M	F
1. Total cohort enrollment	21	30	21	30	21	30	21	30	21	30
2. Retained till year end	21	30	21	30	21	30	21	30	6	10
3. Withdrawn	-	-	-	-	-	-	-	-	-	-
4. Cohort graduated successfully	-	-	-	-	-	-	15	20	15	20
5.Total graduated successfully	-	-	-	-	-	-	15	20	17	27

Table 4.4: Cohort Analysis for the batch of 1436-1437H

Student Category	1435-36H		1436-37H		1437-38H		1438-39H		1439-40H	
	M	F	M	F	M	F	M	F	M	F
1. Total cohort enrollment	-	-	28	27	27	27	27	27	27	27
2. Retained till year end	-	-	27	27	27	27	27	27	27	27
3. Withdrawn	-	-	1	-	-	-	-	-	-	-
4. Cohort graduated successfully	-	-			-	-	-	-	9	20
5.Total graduated successfully	-	-			-	-	-	-	9	20

Table 4.5: Cohort Analysis for the batch of 1437-1438H

Student Category	1435-36H		1436-37H		1437-38H		1438-39H		1439-40H	
	M	F	M	F	M	F	M	F	M	F
1. Total cohort enrollment	-	-	-	-	15	31	15	31	15	31
2. Retained till year end	-	-	-	-	15	31	15	31	15	31
3. Withdrawn	-	-	-	-	-	-	-	-	-	-



4. Cohort graduated successfully	-	-	-	-	-	-	-	-	-	-
5.Total graduated successfully	-	-	-	-	-	-	-	-	-	-

Table 4.6: Cohort Analysis for the batch of 1438-1439H

Student Category	1435-36H		1436-37H		1437-38H		1438-39H		1439-40H	
	M	F	M	F	M	F	M	F	M	F
1. Total cohort enrollment	-	-	-	-	-	-	18	25	18	25
2. Retained till year end	-	-	-	-	-	-	18	25	18	25
3. Withdrawn	-	-	-	-	-	-	-	-	-	-
4. Cohort graduated successfully	-	-	-	-	-	-	-	-	-	-
5.Total graduated successfully	-	-	-	-	-	-	-	-	-	-

Table 4.7: Cohort Analysis for the batch of 1438-1439H

Student Category	1435-36H		1436-37H		1437-38H		1438-39H		1439-40H	
	F	M	F	M	F	M	F	M	F	M
1. Total cohort enrollment	-	-	-	-	-	-	-	-	23	10
2. Retained till year end	-	-	-	-	-	-	-	-	23	10
3. Withdrawn	-	-	-	-	-	-	-	-	0	0
4. Cohort graduated successfully	-	-	-	-	-	-	-	-	-	-
5.Total graduated successfully	-	-	-	-	-	-	-	-	-	-

From the batch of 1435-36; 15 male and 20 female students have graduated on time in the year 1438-39H (Table 4.4), remaining students are still continuing their study.

One male student has withdrawn from the batch of 1436-37H (Table 4.5), remaining all the student enrolled since 1435-36H are studying in different levels. The cohort details for these batches are provide above in table 4.3 to table 4.7.

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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 01/01/1440 – 30/01/1440

Number Surveyed

56 (M20+F36)

Number Responded

19 (M18+F1)

Response
Rate %

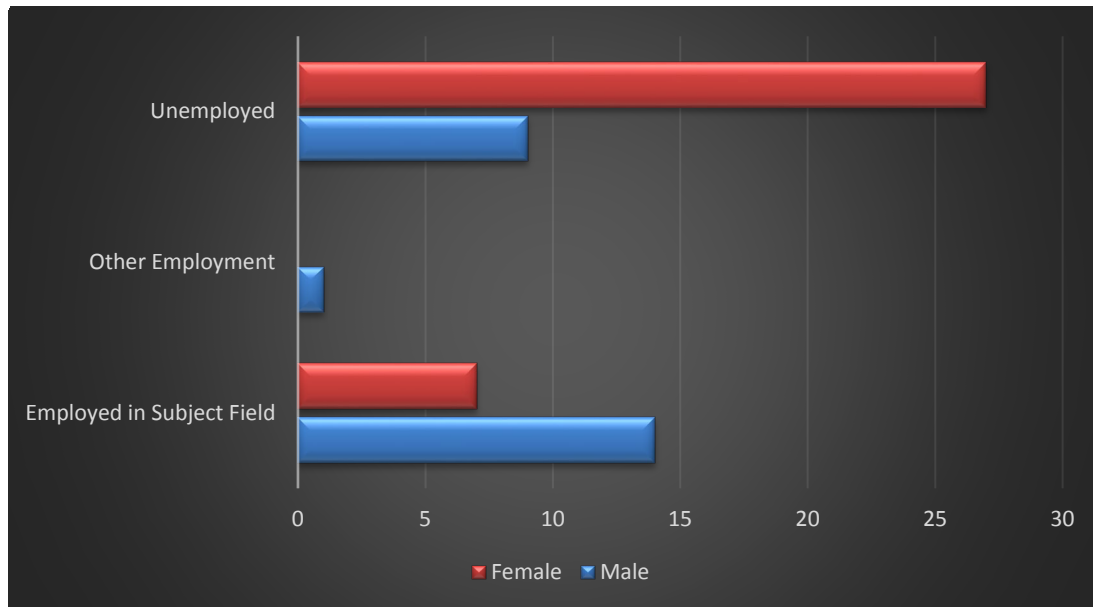
33.9%
(M90%+F3%)

	Respondents						Not Available for Employment						Available for Employment								
Destination	Total Graduate Surveyed			No of Respondents			Further Study			Other Reasons			Employed in Subject Field			Other Employment			Unemployed		
	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall
Number	20	36	56	18	1	19	0	0	0	0	0	0	3	0	21	0	0	0	15	1	36
Percent of Respondents	90 %	3 %		95 %	5 %	34 %	0 %	0 %	0 %	0 %	0 %	0 %	15 %	0 %	5 %	0 %	0 %	0 %	79 %	5 %	84 %

If employed, then they are requested to specify if they were employed in the field of Physical therapy or any other field to understand the position of the job market. If employed in the same field then were asked for Job title, Name of the institution where they are working and their date of commencement. The students who are not available for employment were requested to mention the reasons for the same. The survey was completed through the e-mails, wats app communication, and telephonic conversation and through direct interview of students who visit our college. Among 20 graduated Male students 18 students (90%) responded for our communication. In case of female section out of 36 students (2.7%) only one responded to the survey.



Fig. Department of physical Therapy Employment Survey 1439-40H



Analysis: List the strengths and recommendations

Strengths:

- ✚ In the obtained data it is noted that around 15 % of male graduate are employed are into job.
- ✚ The percentage of students who have gone for employment in another field is negligible, it is around 1% - 2%.
- ✚ There are students who have joined some advance courses related to new techniques to help them develop in the field.
- ✚ Most of the students both males and females are planning for higher studies as they are more interested and inclined towards academics.
- ✚ The reported students who are employed in physical therapy field were in reputed private hospitals
- ✚ They reported an average of 7000 Saudi riyals as their remuneration.

Weakness:

- ✚ The number of students who participated in the survey were considerably less.
- ✚ The percentage of employed students would have been more as some students could not involve themselves in the jobs due to personal family reasons.

- ✚ The reason for high percentage of non-respondent is a point which makes things unclear about the scenario. This could be attributed to the fact that their unwillingness to disclose any information. They might be still unemployed due to their practical difficulties that they have to travel far places and have to be dependent on their male family member for transportation facilities. Hence they are on the look-out for a job in the nearby surrounding towns.
- ✚ Many of them are married and have moved on to other places where the scope for practice is relatively less.
- ✚ The percentage of unemployed students in both male students are 80% which is a considerable range to analyze the reasons.

Recommendations:

- ✚ Private hospitals and organization should conduct a one to one interaction with students to understand and select them based on their capabilities during their final levels and internship programs.
- ✚ The college alumni organization should be made proactive.
- ✚ Continuing professional development and Hands-on courses has to be conducted to encourage students to be more proficient in the skills so as to get selected in job market.



C. Program Context

1 - Significant changes within the institution affecting the program *(if any)* during the past year.

1. Award of Deanship of Quality overall joint 3rd position and selection for NCAAA program accreditation.
2. Shifting of the College to building no 5 in the MU Campus.

Implications for the program

1. The department initiated the process of revision and updating of all the required documents and facility for the impending program accreditation.
2. The process of starting the Master of Science Program for Physical therapy has initiated lots of curriculum development activities. These activities included getting feedbacks from our graduated which provided useful information about the graduate curriculum. Based on these feedback, revision of the existing bachelor curriculum was proposed for next academic year.
3. As the shifting process started after the second semester final examination it did not have any effect on teaching, learning or administrative activities of the department.

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

None

Implications for the program



D. Course Information Summary

1. Course Results. Describe and analyze how the individual NCAAA “Course Reports” are utilized to assess the program and to ensure ongoing quality assurance

(eg. Analysis of course completion rates, grade distributions, and trend studies.)

(a.) Describe how the individual course reports are used to evaluate the program.

At the beginning of each semester,

- A. The module coordinators are decided and provided with the approved module specification to be taught. This module specification along with assessment rubrics and any other relevant information are provided to all the students taking that module.
- B. One of the main responsibilities of the module coordinator is to ensure the timely and uniform delivery/assessment of the module at all the sections it is being taught in that particular semester.
- C. The module coordinator after consultation with all the teachers send recommendations in the course report regarding revision of the module learning outcome, revision of the assessment mode, modification of course content, requirements for special tools/equipment for implementing the module objectives or any other difficulty faced during that semester.
- D. This course report is then deliberated upon by the Academic Advisory Committee, Quality Assurance Committee and the Department council. If required, an internal/external expert committee is constituted for module evaluation.
- E. Annually as part of indirect assessment of learning outcomes, various surveys are conducted to take the opinion of all the stakeholders; including, the student, faculty, employers, administrators and the community.
- F. Based on these recommendations if required the department council sends a request for modification in the aforesaid module to the College/University Council.
- G. The students are provided details of the module objectives and specification at the beginning of the semester. The students provide their feedback, suggestions and opinions in various surveys conducted by the quality assurance unit.
- H. The feedback is also obtained from students during the Final exams to receive the opinions about the Question papers after the completion of respective exams.



(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

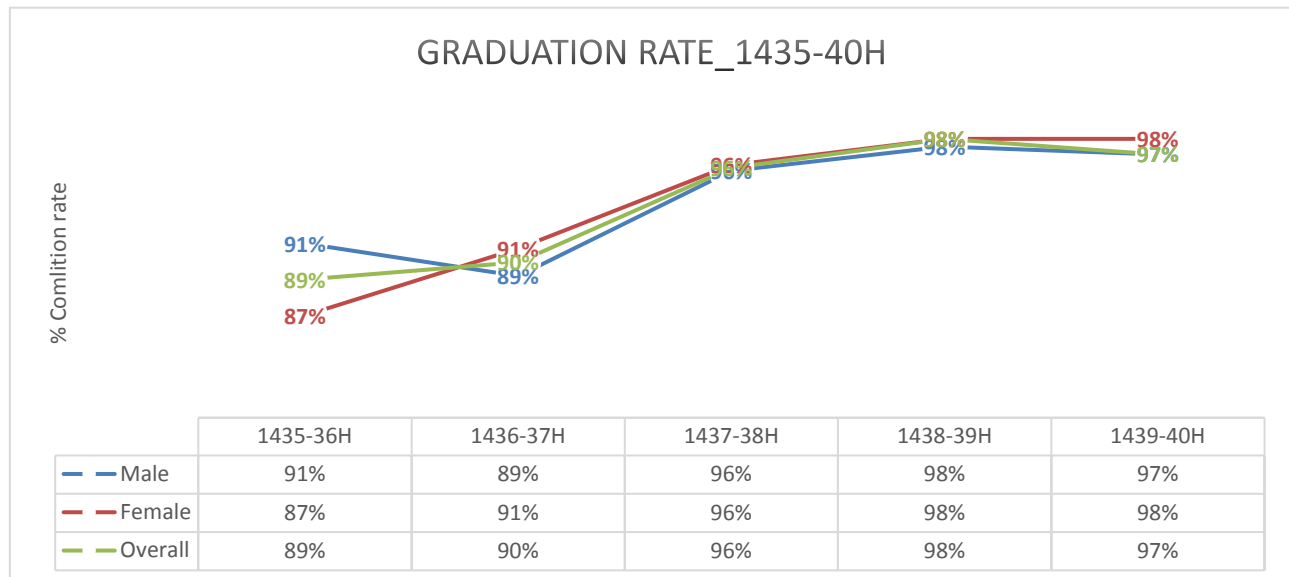
(1.) Completion rate analysis:

Graduation Rate (GR) and Course Completion Rate (CCR) were analyzed using below mentioned formulas to measure as important indicators of educational quality standards at the Physical Therapy department.

A. Graduation Rate

The formula for calculating the graduation rate is given below; **GR (%)** = [total cohort registration] ÷ [total cohort graduating in the minimum duration]

Fig. 1.a: Graduation rate analysis



After analyzing the results, it was found that the overall graduation rate for the physical therapy program is 86% which is considered excellent. A very small difference was found between the male and female section with male section having slightly higher graduation rate at 88%.



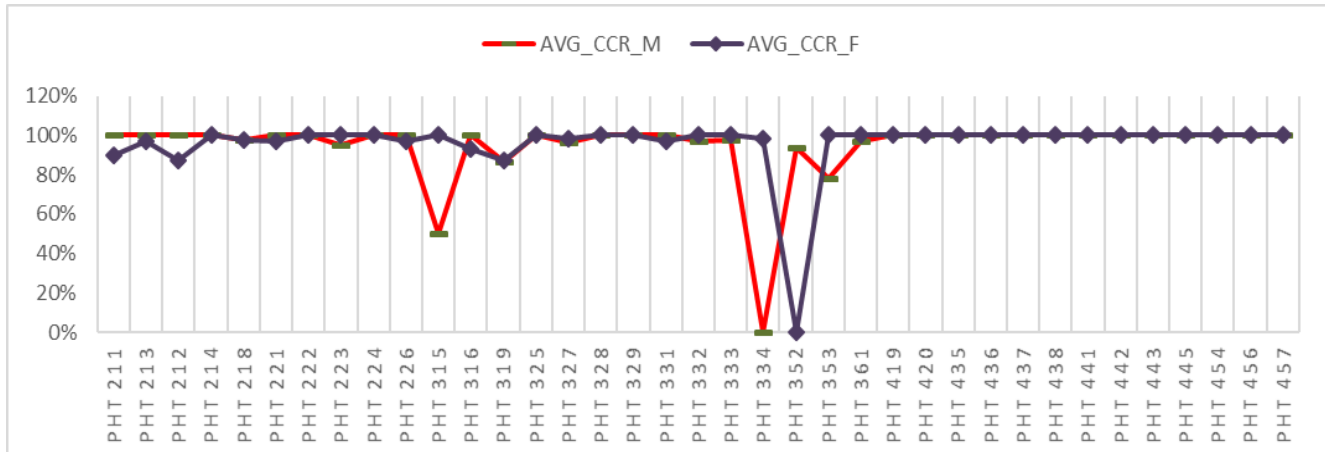
B. Course Completion Rate

Passing percentage (Pass%) was calculated by the following formula.

$$\text{Pass\%} = \frac{\text{[total no of student appeared for exam]}}{\text{[total number of students passed]}}$$

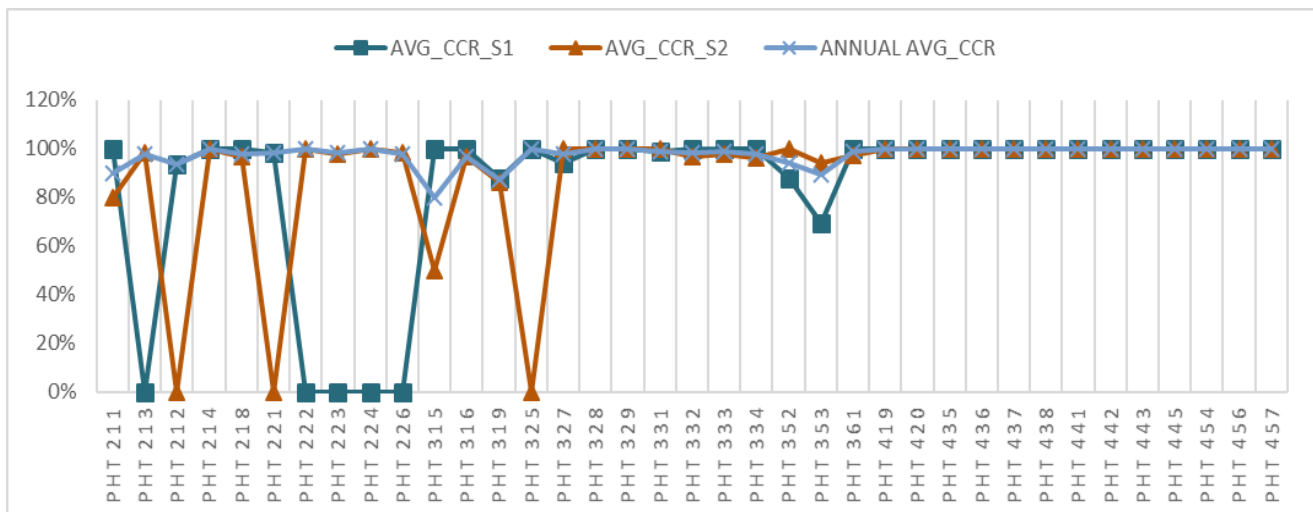
These rates were then divided by the total number of courses taught that semester/year for calculating the semester and annual averages.

Fig. 1.b1: Average Course Completion Rate between male & female sections (1439-1440H)



Key: AVG: Average, CCR: Course Completion Rate, M: Male & F: Female

Fig. 1.b2: Average Course Completion Rate for the academic year 1439-1440H.



Key: AVG: Average, CCR: Course Completion Rate, S1: First Semester & S2: Second Semester

The passing % for the female was found to be exceptionally high at 99% in both the semester of the academic year 1437-1438H. Similarly, the average course completion rate was also found to be 99% & 97% for first and second semester respectively.

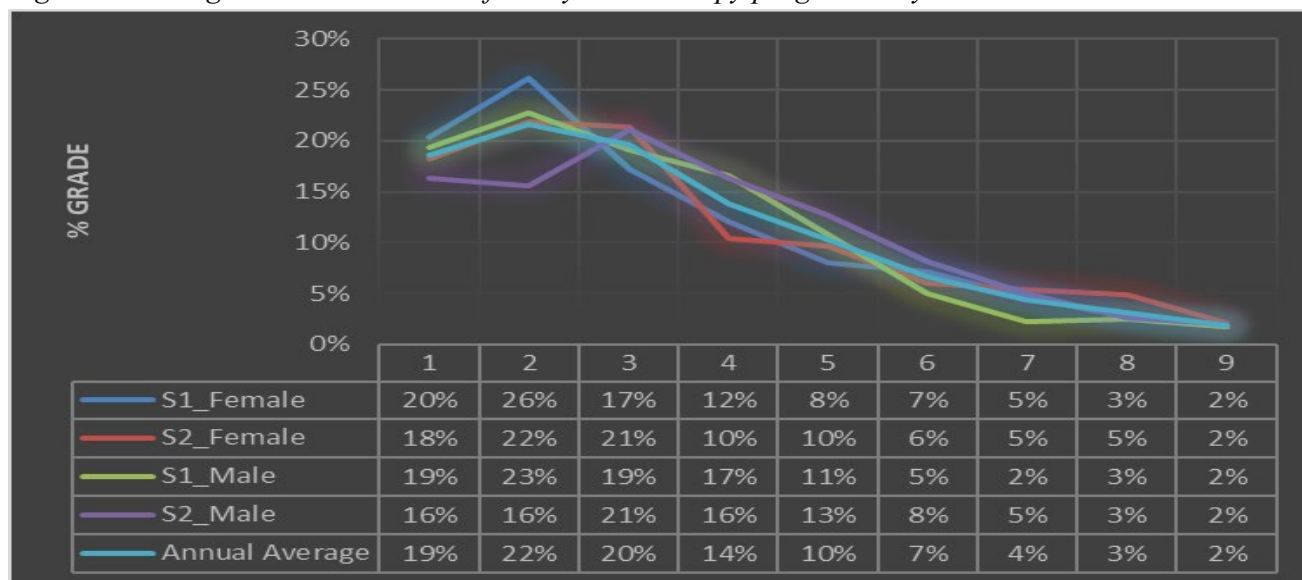
In the male section also, the passing % remained high at 95% & 97% for first and second semester respectively. The average course completion rate for the male section was on the higher side at 94% & 95% during first and second semester of 1437-1438H.

(2) Grade distribution analysis:

A. Annual Grade Analysis for the whole program

The grade analysis was done on semester wise results downloaded from e-register for both male and female section.

Fig. 2A1: Average Grade Distribution for Physical Therapy program the year 1439-40H



Keys: S1-First Semester, S2-Second Semester

Fig 2A provide a complete picture of the grade distribution for the academic year 1439-1440H. Grade distribution for the whole program of Physical therapy in semester 1 & semester 2, the students have achieved 19% & 22% of grade A and A+, 20% & 14% of B and B+ grades and 10% & 7% with C and C+ grades and 4% & 3% with grade D & D+ respectively. The percentage for grade F for the semester 1 & 2 is 3% & 2% respectively. The Grade A and A+ shows higher percent when compared to the lower grades.

Overall, there is a clear difference exist between the grade distribution of male and female students. The grade distribution is seeming to be skewing towards the higher grades. These variations had been discussed in the department council to enquire the policies on distribution of grades and course assessment methods.

Appropriate steps had been taken to impose the valid assessment methods on the courses found to have significant variations on skews. Department council have decided to implement the blueprint for each course to improve the significant variations in the grades distribution. Faculties have been advised to use the valid assessment tools and approved rubrics to have significant improvement in the results.

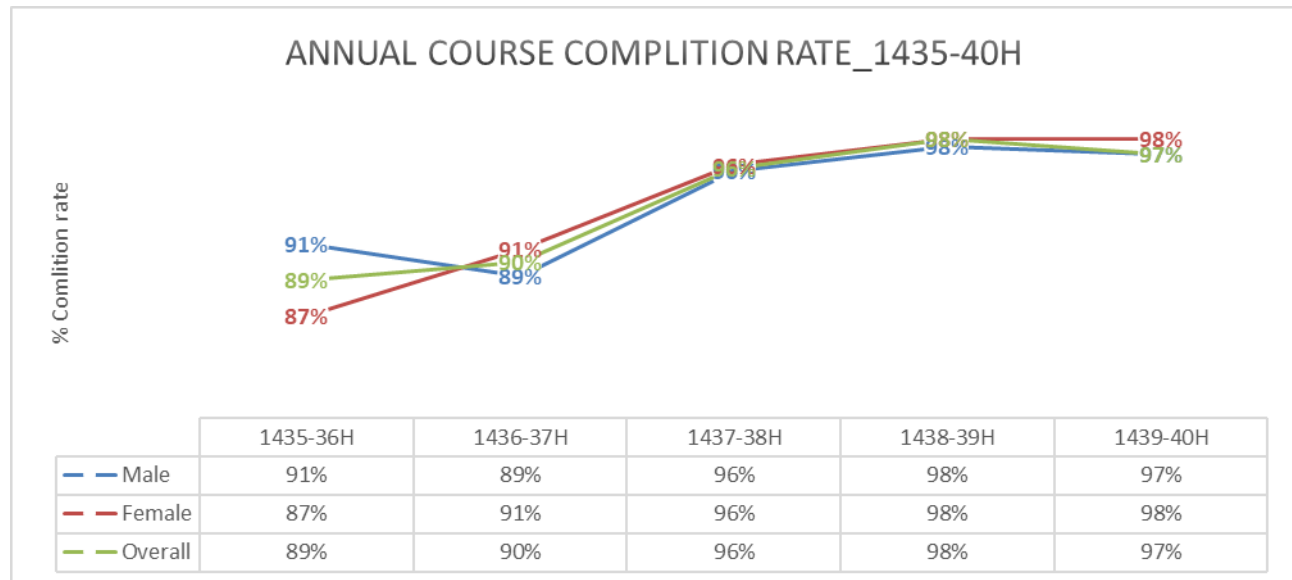


(3) Trend analysis (a study of the differences, changes, or developments over time; normally several semesters or years):

A. FIVE YEARS TREND FOR COURSE COMPLETION RATE (CCR)

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort 4 years previously.

Fig. 3A: Trend Analysis for Average Annual Course Completion Rate for the year 1435-1440H

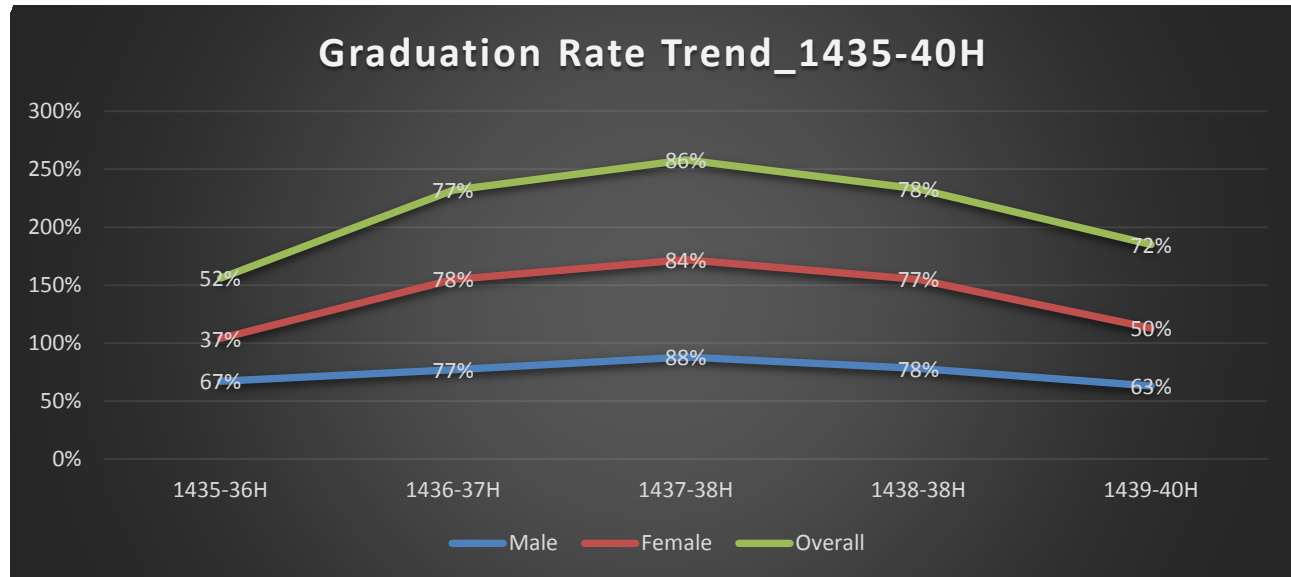


Annual Course Completion Rate (CCR) for past five year shows a steady level ranging between 87%-97%. It has shown slight improvement over the years and plateaued around 96% to 98% annually. Students in both the section showed a similar trend of CRR over the last five year.



B. FIVE YEARS TREND FOR GRADUATION RATE (GR)

Fig. 3B: Four years Graduation Rate trend analysis (1435-1440h)



Female section has shown the maximum improvement in the last four years, which may be due to increased number of faculty at the female section from 7 in 35-36H to 12 in 38-39H.

In last two years the completions rate became stable only 2% improvement is recorded.

Figure 3B show a steady increase of graduation rate in past three years in both the male & female section from 67% & 52% to 88 & 84% respectively in 37-38H. A 10% decline was registered in the year 38-39H when compared to 37-38H.

2. Analysis of Significant Results or Variations (25 % or more)

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.

All the variations were calculated after averaging all sections in male & female sections together. If any variation is found above 25% the reasons were discussed taking into consideration all separate section. The following variations were measured as per the formula below.

Variation (%) High Grade = [Average High Grade of that Semester] - [% High Grade]

Variation (%) Low Grade = [Average High Grade of that Semester] - [% High Grade]

Variation (%) Course Completion Rate (CCR) = [Average CCR of that Semester] - [CCR]

Key:

- High Grade: Sum of A and A+
- Low Grade: Sum of B and B+
- CCR: No of Students Passed/No of student attempted that course
- Average High Grade: Average of high grade for all courses that semester.
- Average Low Grade: Average of lo grade for all courses that semester.
- Average CCR: Average of CRR for all courses that semester.

Table 1: Significant Result of Variation for 1st Semester 1439-40 H

a. Course PHT 329 – Medical Massage	Significant result or variation 47% variations in High grades
<p>Investigation undertaken Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course. All the documents associated with the teaching learning and assessment were reviewed; including, course specification, course matrix and blue print, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.</p> <p>Reason for significant result or variation There were 28 students in this section. It was noted that 10 students have secured A+ and 12 secured A. It seems that the students have performed excellently in theory and practical exams. Moreover, most of the students in this section have got good GPA. Hence the result has skewed towards higher grade.</p>	
<p>Action taken (if required) Independent review of grade verification was done and difficulty index of questions were analyzed. Teaching strategies and assessment tools have been reviewed.</p>	
a. Course PHT 334 - Physiotherapy For Women's Health	Significant result or variation -41 % variations in High grades
<p>Investigation undertaken Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course. All the documents associated with the teaching learning and assessment were reviewed; including, course specification, course matrix and blue print, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.</p> <p>Reason for significant result or variation</p>	



It was found that this course was taught only in one section as male section doesn't have this course. As the total number of students were only 1. Hence the skewed result was expected.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

a. Course

PHT 420 – Advanced Physical Therapy Procedure

Significant result or variation

29% variations in high grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed; including, course specification, course matrix and blue print, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

There were 20 students in this section. It was noted that 7 students have secured A+ and 7 secured A. It seems that the students have performed well in theory and practical exams. Moreover, most of the students in this section have got good GPA. Hence the result has skewed towards higher grade.

Action taken (if required)

Independent review of grade verification was done, and difficulty index of questions were analyzed. Teaching strategies and assessment tools have been reviewed.

a. Course

PHT 443 – Selected Clinical Topics

Significant result or variation

59 % variations in high grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed; including, course specification, course matrix and blue print, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 8. It was noted that 6 students have secured A+ and 2 students secured A. Students have displayed good clinical skills. Overall, GPA for most of the students in both male and female students were high. Hence the result has skewed towards higher grade.

Action taken (if required)

The variation was due to low student enrollment therefore no additional action was required.

a. Course

PHT 457 - Independent study

Significant result or variation

48 % variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed; including, course specification, course matrix and blue print, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was



also sought from the course teachers about number of students, class attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 9. It was noted that 7 students have secured A+ and 1 students secured A. Many sections were opened for this course to pay more attention to the project selection of the students. This factor helped the students to complete the project in a good way and timely submission. This resulted in students ending up with good grades. Hence the results have skewed towards higher grades.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

Table 2: Significant Result of Variation for 2nd Semester 1439-40 H

a. Course PHT 212 – Musculoskeletal Anatomy	Significant result or variation -27% variations in High grades
Investigation undertaken Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course. All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students. Reason for significant result or variation There were 22 students in the section. It was noted that only 2 students have secured A+ and 1 secured A out of total 22. As the students newly enters to the program from preparatory levels, they found it difficult to understand anatomical concepts. Many students have displayed average practical skills and they were weak in written exams as well. This would have caused the results to be skewed towards lower grades.	
Action taken (if required) Independent review of grade verification was done, and difficulty index of questions were analyzed. Teaching strategies and assessment tools have been reviewed.	
a. Course PHT 218 - Introduction pathology	Significant result or variation 90 % variations in Lower grades
Investigation undertaken Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course. All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students. Reason for significant result or variation It was found that this course the total number of students enrolled in the section was one. Moreover, the student in this section have got poor GPA in the previous levels that he has completed. Hence the skewed result was expected.	



Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

a. Course

PHT 325 – Therapeutic Exercise 2

Significant result or variation

-25% variations in high grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

There were 19 students enrolled in this section. It was noted that 1 student have secured A+ and 2 students have secured A. Most of the students have displayed average practical skills and this course has the 2 credits for the practical and only one credit for theory. This would have caused the results to be skewed towards lower grades.

Action taken (if required)

Independent review of grade verification was done, and difficulty index of questions were analyzed. Teaching strategies and assessment tools have been reviewed.

a. Course

PHT 327 - Human Biomechanics

Significant result or variation

-25% variations in high grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blue print, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 13. It was noted that no students have secured A+ and only 2 students have secured. Students had difficulty in understanding the concepts of Human biomechanics and reproducing the knowledge in the theory exams. Hence the result was skewed towards lower grades.

Action taken (if required)

Independent review of grade verification was done, and difficulty index of questions were analyzed. Teaching strategies and assessment tools have been reviewed.

a. Course

PHT 361 - Research Methodology

Significant result or variation

39% variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was



also sought from the course teachers about number of students, class attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 5. It was noted that 4 students have secured A+ out of 5. Hence the result has skewed towards higher grade.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

c. Course

PHT 316 – Exercise Physiology

Significant result or variation

-41% variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 3. It was noted that no students have secured A+ & A out of 3. Since the student's enrolled in this course was only 3, the result has skewed towards lower grade.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

c. Course

PHT 443 - Selected Clinical Topics

Significant result or variation

59% variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 4. It was noted that 2 students have secured A+ & 2 students have secured A out of 4. Moreover, the GPA of the students in the previous levels were around 4.2. Since the students enrolled was less than 5 the result has skewed towards higher grade.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

a. Course

PHT 442 – Clinical Practice 2

Significant result or variation

59% variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples,



course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 4. It was noted that all 4 of them have students have secured A+. Students have displayed a good clinical skill such as patient assessment and management as this course is purely clinical. Moreover, the GPA of the students in the previous levels were around 4.2. Since the students enrolled was less than 5 the result has skewed towards higher grade.

Action taken (if required)

Rubrics used to assess the clinical skills, presentation and clinical manual have been reviewed.

a. Course

PHT 445 – Occupational Therapy

Significant result or variation

59 % variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 4. It was noted that 2 students have secured A+ & 2 students have secured A. Moreover, the GPA of the students in the previous levels were around 4.2. Since the students enrolled was less than 5 the result has skewed towards higher grade.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

a. Course

PHT 456 - Management & Ethics in PT

Significant result or variation

34% variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 4. It was noted that 2 students have secured A+ & 1 student have secured A. Moreover, the GPA of the students in the previous levels were around 4.2. Since the students enrolled was less than 5 the result has skewed towards higher grade.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

a. Course

PHT 438 - Geriatric Rehabilitation

Significant result or variation

34 % variations in High grades

Investigation undertaken



Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 4. It was noted that 3 students have secured A. Moreover, the GPA of the students in the previous levels were around 4.2. Since the students enrolled was less than 5 the result has skewed towards higher grade.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

a. Course

PHT 457 - Independent study

Significant result or variation

59% variations in High grades

Investigation undertaken

Academic affairs committee had communicated with the Course Coordinator, Course Teachers and Academic Advisor to find out the possible reasons for the variation in this course.

All the documents associated with the teaching learning and assessment were reviewed, including, course specification, course matrix and blueprint, all exam and assessment paper with students' samples, course result, course evaluation survey, examination survey (if done) and the course report. A report was also sought from the course teachers about number of students, class and lab attendance and overall GPA of all the students.

Reason for significant result or variation

The total number students in this section were 4. It was noted that 1 student have secured A+ & 3 students have secured A. Moreover, the GPA of the students in the previous levels were around 4.2. Since the students enrolled was less than 5 the result has skewed towards higher grade.

Action taken (if required)

The variation was due to low student enrolment therefore no additional action was required.

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

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

All the courses planned for both the semesters were delivered in the respective semesters.

(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 the planned course units were covered

Course

NA



Unit of work	
Reason	
Compensating action if required	

E. 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
Less faculty members in the Female section.	<ul style="list-style-type: none"> Many faculty member's load was excessively high. (18-22 Hours per week) 	<ul style="list-style-type: none"> Recruitment of more faculty members in female section.
Number of Hospitals/ Clinics / Rehabilitation Centers and other sites for patient centered teaching not sufficient.	<ul style="list-style-type: none"> The available training sites are overburdened therefore the students can visit these sites on alternate days as at a time the hospital permits only 6-8 students. Lots of clinical training has to be provided in the labs through simulation or role playing. 	<ul style="list-style-type: none"> Having MOI with more hospital in and around Majmaah region. Having a University Hospital Opening of Rehabilitation center at the university.
Only Six hours teaching at Female section.	<ul style="list-style-type: none"> Students & Faculty both are exhausted due to classes without breaks. Difficulty arranging common meeting, tests & exams. 	<ul style="list-style-type: none"> Having a common campus will solve this issue to certain extent.



F. Summary Program Evaluation

1. Graduating Students Evaluation *(To be reported on in years when surveys are undertaken)*

Date of Survey

21 / 05 / 1440

Final year students		Program Coordinator		
Males	Females.			
19	11	Dr. Mazen Al Qahtani		
Section I: Help and Support for my Learning				
M	Items	Evaluation		
		Males	Females.	Total
1.	Adequate academic and career counselling was available for me throughout the program.	4.4	3.2	3.8
2.	The instructors were available for consultation and advice when I needed to speak with them.	4.7	3.5	4.1
3.	The instructors in the program inspired me to do my best.	4.3	3.3	3.8
4.	The instructors in the program gave me helpful feedback on my work.	4.1	3.1	3.6
5.	The instructors in the program had thorough knowledge of the content of the courses they taught.	4.5	3.6	4.1
6.	The instructors were enthusiastic about the program.	4.7	3.6	4.2
7.	The instructors cared about the progress of their students.	4.5	2.9	3.7
Section II: Resources to Support my Learning				
M	Items	Evaluation		
		Males	Females.	Total
1.	They were subjects of modern decisions and helpful assistance.	4.0	3.5	3.7
2.	Library sources were suitable and available whenever you need them.	4.2	3.4	3.8
3.	Marked fittings halls (for lectures, labs, tutorials) quality	3.9	3.5	3.7
4.	Computer equipment was adequate for my needs.	4.2	3.8	4.0
5.	Appropriate equipment is available for extracurricular activities (inc. equipment for sport and leisure).	4.0	3.5	3.8
6.	There are appropriate facilities to perform religious rites.	4.0	3.5	3.7
7.	The field training programmes (or internship year) effective in developing my skills	4.2	3.7	4.0
Section III: Evaluation of my Learning				
M	Items	Evaluation		
		Males	Females.	Total
1.	What I learned in this program (section) will be important for my future.	4.4	4.1	4.3
2.	The program helped me develop sufficient interest to update as new information in my field of study.	4.3	3.6	4.0
3.	I developed my ability to investigate and solve new problems.	4.2	3.5	3.9
4.	I've developed my ability to work effectively with groups.	4.3	3.4	3.9
5.	I have good communication skills program .	4.2	3.5	3.9
6.	The program helped me in developing basic skills in using technology to study issues and express results	4.1	3.5	3.8
7.	I developed the knowledge and skills necessary for my chosen profession.	4.2	3.5	3.9
Section IV: Overall Evaluation				
M	Phrases	Evaluation		
		Males	Females.	Total
1.	Feel in General about the quality of the educational experience at the University.	4.3	3.3	3.8



Section V: Open Ended Items

1 | What did you like most about your studies at this institution?

- All teachers are helpful for any ideas and improve me in all courses
- Diversity and differences of academic staff in terms of expertise and specialties
- Everything
- The university environment is composed of faculty members and students, as well as the interest of department heads to provide the best service to the student and solve problems if any.
- The best thing we have practical subject be (in hospital) that give us chance to give care for patient and that great and we will able to take care and have knowledge after graduation. and our doctors give us chance to try everything we learned
- I have increased my experience in developing my skill in talking and communicating better and effectively

2 | What did you dislike most about your studies at this institution?

- Time is very close
- Do not equip the laboratories with all necessary tools and modern
- Lack of availability of breakfast places - places of prayer
- There were no entertainment places to spend a break time
- Lack of Internet in the library, there is no organization of laboratories as necessary
- The laboratories are not ready enough in addition to hospitals
- The lack of practical materials in the labs and lack of severe and very old and the association of tests with the Department of male absence of a clinic
- The lack of many tools in the laboratories is not enough practice in the hospital
- Lack of interest in student comfort in terms of cafeterias and places for students in his spare time

3 | What suggestions do you have for improvements in your program at this institution?

- A special college in the department or hospital for application
- Establish specialized clubs to gather the most creative students and make them through clubs to benefit other students
- Need more visits the hospital for see ceases and learn more
- Each doctor is a specialist in medicine that I see a Saudi study and did not hate because we are Saudis are comfortable that there are available all the tools in the period of teaching the process in the laboratories also learn how to write reports and so on and not only to Care plan * Any treatment plan only * The section does not require Khaled Hospital * Because when we go we do

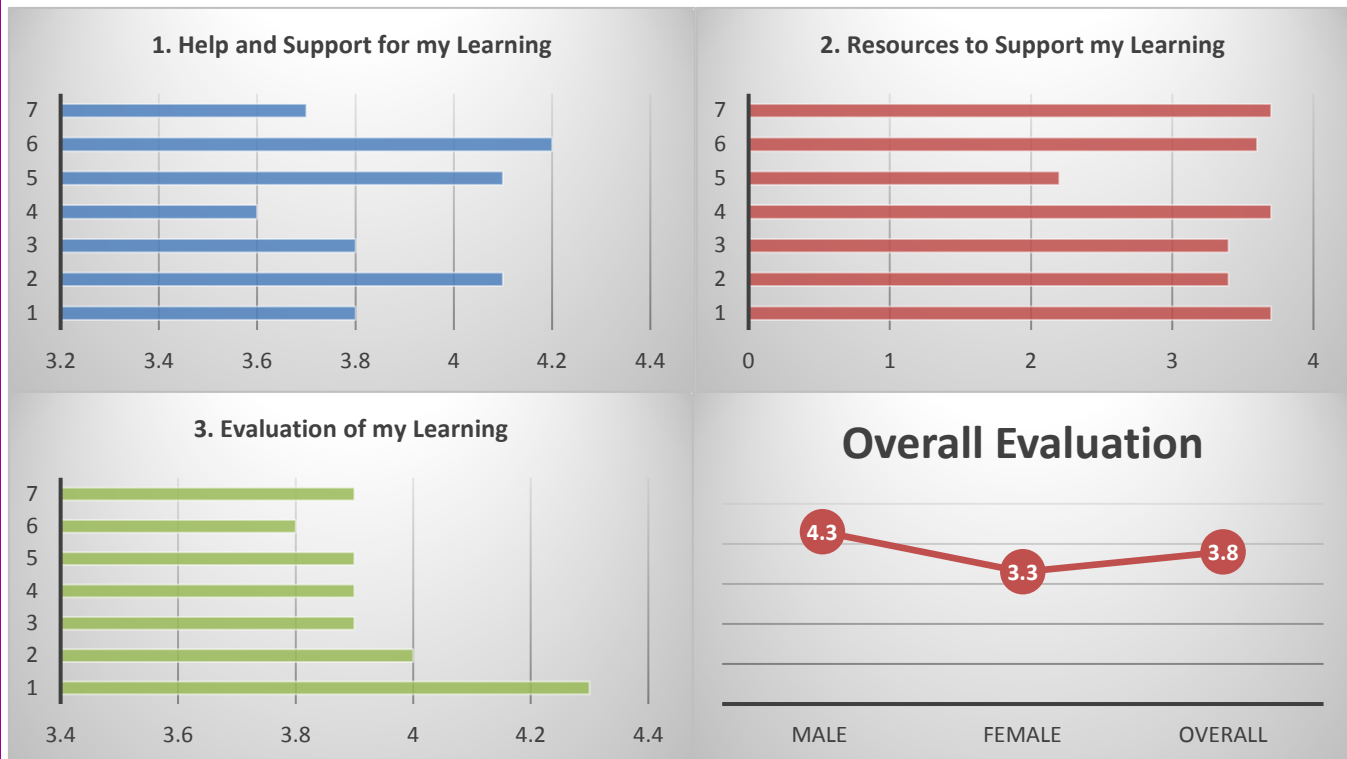


not work and do not accept that the head of the department is part-time and always busy and every complaint or problem does not take into account the clarification of the excellence of students * Because I did not see it for this time attention to health problems and For the family I did not see interest.

- Making efforts to create a suitable scientific environment for the student, paying attention to his problems seriously and listening to him. Work meetings with the Dean to hear the voice of the student
- Relying on to offer some lectures on the Internet and must attend the student in what he can take on the Internet.
- 1. Curriculum development because the curriculum content is very old 2: intensifying the hours of the work 3: the establishment of courses in the university to benefit the request 4: lecturers must update their information

Analysis:

Fig. F1: Summary Program Evaluation



Strengths

1. Most of students have agreed upon the instructors were enthusiastic about the program.
2. The program had helped the students to develop enough interest to continue to update new information in the field of study.
3. Students believe that the instructors in the program had thorough knowledge of the content of the courses they taught.
4. Students have clearly understood that What they learnt in this program will be important for their future.
5. Students have developed communication skills effectively.
6. The field training programs (or internship year) found to be effective in developing his/her skills.
7. Students have developed the ability to work effectively with groups in the workplace.

Weakness

1. Lack of availability of provision cafeteria / leisure activities
2. There were no entertainment places to spend a break time
3. Lack of extracurricular activities such as sports and other activities.

Points for Improvement

1. The instructors in the program must give the feedback on students work.
2. Labs needs to be equipped and arranged well as the college was shifted to the new building.
3. To create a suitable scientific environment for the student, paying attention to his problems faced in the academic environment.
4. Students must be motivated to develop the ability to investigate and solve new problems.
5. Students must be encouraged to participate in the extracurricular activities.
8. program is more helpful and giving adequate guidance in academic proc

a. List most important recommendations for improvement, strengths and suggestions

Analysis

(e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)



- | | |
|---|--|
| <ul style="list-style-type: none"> - Ensure the adequacy of equipment's are available in the labs for the students to practice. - Ensure adequate career counselling is available throughout the program - Students must be motivated to develop the ability to investigate and solve new problems. - Students must be encouraged to participate in the extracurricular activities. - Students must be motivated to believe what he has learned in this program is important for his future - Provision for post graduate studies | <ul style="list-style-type: none"> - The college is in advance level of discussion with various tertiary care hospital for providing better clinical training. - Ensure that sufficient number of equipments available in the labs for the students to practice. - Students must be encouraged to participate in the extracurricular activities. - Ensure that there are adequate facilities for extracurricular activities - As the jobs for undergraduates are drying up, many of them are looking to upgrade their degree for better opportunities |
|---|--|

b. Changes proposed in the program (if any) in response to this analysis and feedback.

- Proposed Curriculum revision for the bachelor program
- Proposed Doctor program in Physical therapy



Student Experience Survey Report - 1439-1440 H

Program Code	Program Name	University
PHT	Bachelor of Physical Therapy	Majmaah University

Department	College	Location
Physical Therapy & Health Rehabilitation	CAMS	Majmaah University

The number of students who rated program		Program Coordinator
Males	Females.	
36	22	Dr. Mazen Al Qahtani

Section I: Advice and Support

M	Items	Evaluation		
		Males	Females	Total
1.	It was easy to find information about the institution and its programs before I enrolled at this institution for the first time.	4.0	3.0	3.5
2.	When I first started at this institution the orientation program for new students was helpful for me.	4.1	3.5	3.8
3.	There is sufficient opportunity at this institution to obtain advice on my studies and my future career.	4.0	3.3	3.65
4.	Procedures for enrolling in courses are simple and efficient.	4.1	3.4	3.75

Section II: Learning Resources and Facilities

M	Items	Evaluation		
		Males	Females	Total
1.	Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable.	3.8	3.1	3.45
2.	Student computing facilities are sufficient for my needs.	3.9	3.1	3.5
3.	The library staff are helpful to me when I need assistance.	3.8	3.1	3.45
4.	I am satisfied with the quality and extent of materials available for me in the library.	3.7	3.1	3.4
5.	The library is open at convenient times.	3.7	3.4	3.55
6.	Adequate facilities are available for extracurricular activities (including sporting and recreational activities)	3.8	3.0	3.4
7.	Adequate facilities are available at this institution for religious observances.	4.1	3.4	3.75

Section III: Learning and Teaching

M	Items	Evaluation		
		Males	Females	Total

1.	Most of the faculty with whom I work at this institution are genuinely interested in my progress.	4.5	3.2	3.85
2.	Faculty at this institution are fair in their treatment of students	3.8	3.3	3.55
3.	My courses and assignments encourage me to investigate new ideas and express my own opinions.	4.1	3.3	3.7
4.	As a result of my studies my ability to investigate and solve new and unusual problems is increasing	4.4	3.4	3.9
5.	My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies.	4.3	3.5	3.9
6.	My program of studies is stimulating my interest in further learning.	4.3	3.5	3.9
7.	The knowledge and skills I am learning will be valuable for my future career.	4.3	3.6	3.95
8.	I am learning to work effectively in group activities.	4.0	3.6	3.8

Section IV: Overall Evaluation

M	Items	Evaluation		
		Male s	Female s.	Total
1.	Overall, I was satisfied with the quality of my learning experiences at this institution.	4.3	3.2	3.75

Section V: Open Ended Questions

4	What you liked most about your study in this University?
	<ul style="list-style-type: none"> The environment of college it's gives me motivation to studying and the teachers Ortho class The environment of college it's gives me motivation to studying and the teachers Teachers Nothing Helping other people to perform ADLs I like the way of my doctor to give us to understand Interesting in the course It is a beautiful and small institute that helps in easy learning The lecturers Way of teaching More clinical practice. The teachers are giving full information if I ask a question. More clinical practice. All things
5	What did you dislike most about your study in this University?
	<ul style="list-style-type: none"> Time is less Bad behavior from few of doctors About the quality of students, you should take interview before you acceptable their There is no library No extra courses

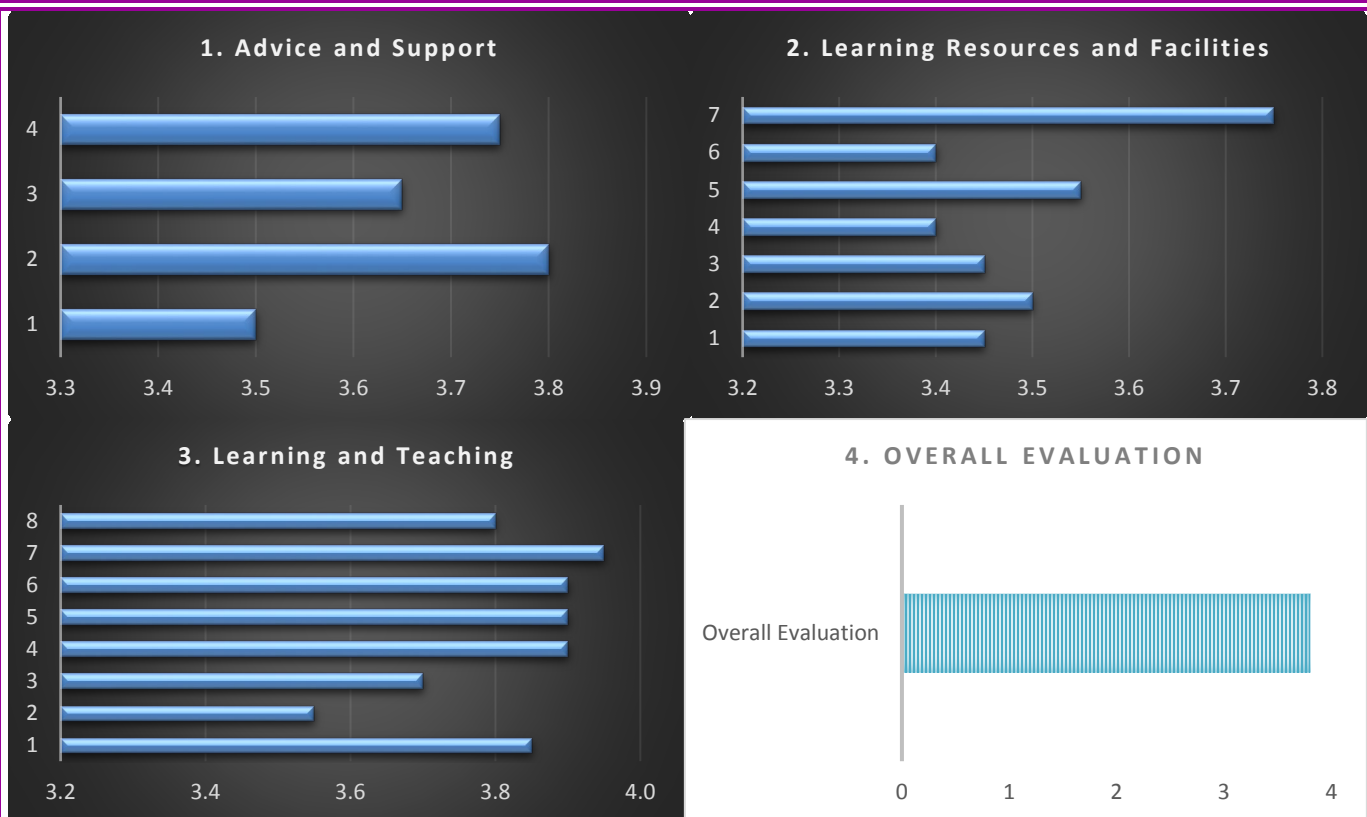


- A lot of theories
- Assignments
- There is no restaurant and place to rest
- There is no library, cafeteria and a good place to pray in the new building
- The laboratories need to improve with new devices. And more clinical practice.
- Some labs are incomplete
- The laboratories need to improve with new devices. And more clinical practice.

6 | What suggestions do you have for improving this University?

- More time in semesters and we need to see patient in hospital
- Like Interview for all specialists
- A club and collect all creatives
- More visit to hospital and more courses in hospital.
- Improve laps and practical lectures
- More time in semesters and we need to see patient in hospital
- More information and more visits to hospitals more practical's
- Some rest sets
- Coffee
- More time
- Restaurant, 40 mins maximum for 1-hour lecture
- Focus in practice
- More practice
- Focus in practice
- ATM
- More clinical exposure
- Place for fun like play station and for relaxing
- Everything is good
- Use pc programs
- Add more equipment for the labs
- increase practice time
- Same answer question number 22.
- Develop the labs and concentrate on practicing of the subjects.
- Thanks
- Everything





Strength

- Master of Physical Therapy program has been approved by the university based on the student's recommendations.
- There was enough opportunity at this institution for the students to obtain advice on their studies and future career.
- Adequate facilities were provided to the students for their religious observances.
- Most of the faculty with whom I work at this institution are genuinely interested in my progress.
- Students were aware that their program of studies is stimulating their interest towards further learning.
- This curriculum has improved their ability to investigate and solve new and unusual problems.
- Faculties of the department of physical therapy were fair in handling the students.
- The students have understood that knowledge and skills that he learns will be valuable for the development of their future career.
- It was easy to find information about the institution and its programs before they could enroll as it is clearly providing the details about the programs in the college websites and in other sources such as media communication.

Weakness

- Students were not having adequate facilities for extracurricular activities such as sports and recreations.



- Most of the students felt that the library is not open in convenient time as the students are busy with their classes in the regular timings.
- Students were not satisfied about the quality and extent of materials available for the them in the library.
- The students weren't effectively learning from the group activities.

Points need improvement

- Facilities in the Classrooms (including lecture rooms, laboratories etc.) such as internet needs to be improved.
- Students were not able to work effectively in the group activities
- The quality and extent of materials available for the students in the library must be improved.
- The library should be open at convenient times especially during the time of examination.
- Student computing facilities needs to be increased as per the student's number.

Internship Evaluation Survey Report (1439-1440 H)		
Program Code	Program name	University
PHT	Bachelor of Physical therapy	Majmaah University
Department	College	Location
Physical Therapy & Health Rehabilitation	CAMS	MU
The number of interns who rated the survey	Program Coordinator	
8	Dr. Mazen Al Qahtani	

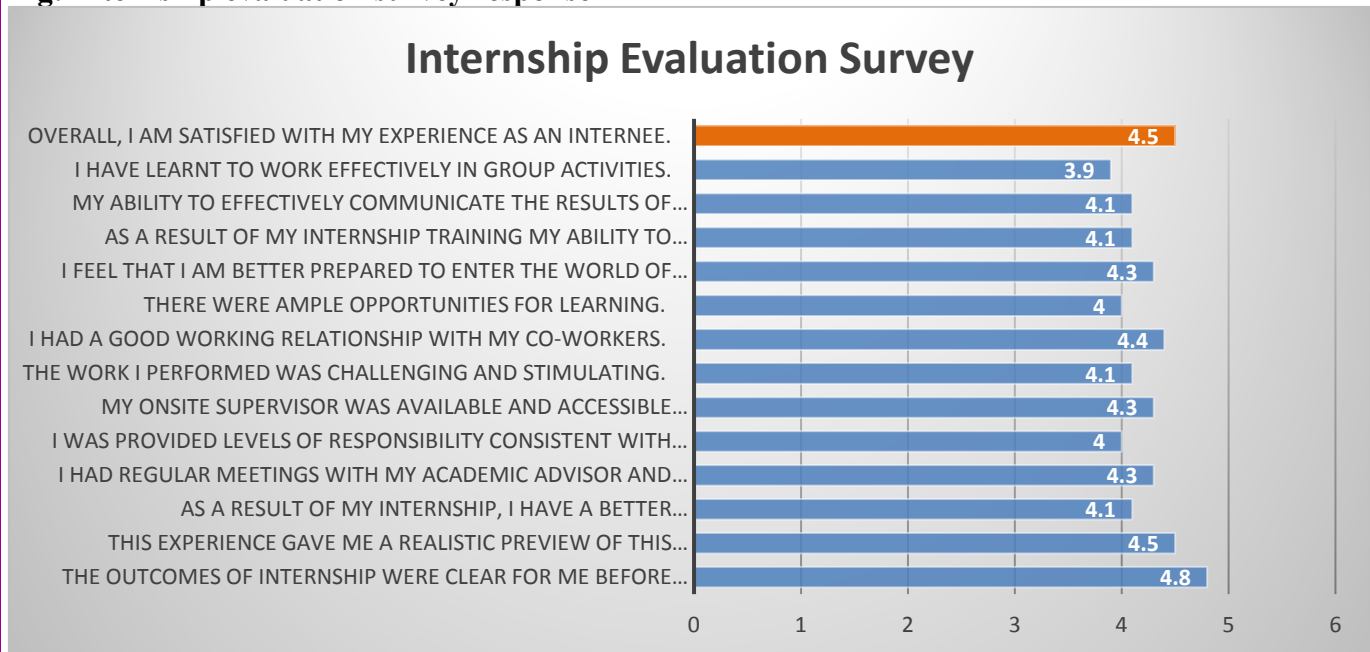
Evaluation results

S.no	Items	Evaluation
1	The outcomes of internship were clear for me before starting	4.8
2	This experience gave me a realistic preview of this career field.	4.5
3	As a result of my internship, I have a better understanding of concepts, theories, and skills in my course of study.	4.1
4	I had regular meetings with my academic advisor and received constructive, on-going feedback.	4.3
5	I was provided levels of responsibility consistent with my ability and was given additional responsibility as my experience increased.	4.0
6	My onsite supervisor was available and accessible when I had questions/concerns.	4.3



7	The work I performed was challenging and stimulating.	4.1
8	I had a good working relationship with my co-workers.	4.4
9	There were ample opportunities for learning.	4.0
10	I feel that I am better prepared to enter the world of work after this experience.	4.3
11	As a result of my internship training my ability to investigate and solve new and complex problems are increased	4.1
12	My ability to effectively communicate the results of investigations I undertake is improved because of my internship training.	4.1
13	I have learnt to work effectively in group activities.	3.9
14	Overall, I am satisfied with my experience as an Internee.	4.5

Fig: Internship evaluation survey response



Strengths

- Majority of the students were aware of the internship outcomes.
- The students have felt that internship is the preview of their carrier field.



- Academic advisors of the internees were more operative in giving the ongoing feedback about their internship.
- Internees ability to effectively communicate the results of investigations that they undertake was improved because of their internship training.
- The intern program has increased their confidence level towards managing patients and to join as a clinician in near future.
- Overall, the students were much satisfied with their intern experience
- **Weakness**
- Internees have had trouble/uneasy in participating group activities.
- **Points for improvement/Recommendation**
- Internees must be provided responsibility according to their ability and additional responsibility must be given to increase their level of experience.
- Internees must be encouraged to participate in group activities, and they should be explained about the importance of group activities in the clinical side.

a. List most important recommendations for improvement, strengths and suggestions for improvement.

e.g. Analysis of recommendations for improvement: *(Are recommendations valid and what action will be taken, action already taken, or other considerations?)*

1. The experts recommend the academic staff of the study program to review the descriptions of the courses so that they reflect the learning objectives of the program in a clear and coherent manner. In this regard, the experts strongly encourage the program administration to compare the curriculum content with the program objectives and to modify it correspondingly.
2. The program administration should also review the program curriculum by taking into consideration the learning content and outcomes pursued in similar study programs abroad, and thus enhance the international

Recommendation 1: Review of all course learning outcomes to align them better with various performance indicator.

Recommendation 2: Better benchmarking with national & international university for next curriculum revision.



capacities of the study program “Physical Therapy”.	Recommendation 3: Merging of courses into straightforward unit during next curriculum revision.
3.The experts suggest the academic staff of the college to combine the courses into larger units or modules that are completed with a single examination and that pursue compatible and coherent learning objectives.	Recommendation 4: Feasibility study by expert committee for introduction of OSCI & PBL into physical therapy curriculum.
4.To reduce the workload pressure on students, foster cooperation of teachers across disciplines, and make learning outcomes as well as the examinations more competence-oriented. Furthermore, integration of courses into larger coherent entities would enhance the interdisciplinary capacities of the study program and of the college in general.	

b. Changes proposed in the program (if any) in response to this feedback.			
1. Completion of course blueprinting.			
2. Utilization of psychometric exam analysis for improvement of assessment			
3. Curriculum revision process to be completed			

3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.			
(a) Standard 4 Sub-Standards. Are the “Best Practices” followed; Yes, or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).			
Sub-Standards	Best Practices Followed (Y / N)	5 Star Rating	List priorities for improvement.
4.1	Y	****	-Results of outcome evaluation must be utilized to improve the consistency between Program-Course-Lecture Outcomes with teaching and assessment activities. -Data from Outcome evaluation surveys must be analyzed for assessing the appropriateness of outcome and its contribution to program mission and objective.
4.2	Y	****	-The annual program evaluation data from the last four years, should be utilized to make necessary adjustments in course content and reference materials to ensure continuing relevance and quality of the program.



			-These data from last four year should be basis for evaluating the strength and weakness of the program and will pave the way for revision of the existing curriculum.
4.3	Y	***	<ul style="list-style-type: none"> -The mechanism for getting employment data, and employer feedback should be further strengthened to achieve higher response rate. -Orientation programs for faculty and student, to spread awareness about the importance of surveys and other feedback, for the program improvement should be conducted every semester. -The reports of surveys, comparative quality indicators and other evaluation data should be made accessible to all stakeholders on various platforms.
4.4	Y	****	<ul style="list-style-type: none"> -Establishment of a centralized exam unit services to help faculty members and students at the department. -Completion of the review and assessment of course blueprinting and question banks. -Effective procedures should be used to ensure that work submitted by students are free of plagiarism. -Timely action to be taken as per exiting policies and procedure, to deal with situations where standards of student achievement are inadequate or inconsistently assessed.
4.5	Y	***	<ul style="list-style-type: none"> -The effectiveness of student academic counselling and advice processes should be evaluated through means such as analysis of response times and student feedback. -Feedback on performance by students and results of assessments should be given promptly to students and accompanied by mechanisms for providing assistance.
4.6	Y	****	<ul style="list-style-type: none"> -Effective orientation and training programs should be provided within the institution for new, short term and part time teaching staff. -Follow-up and reevaluation of proposed and established mechanism to evaluate effectiveness of teaching, learning & assessment activities should be done on timely basis with appropriate corrective action, as and when required.



4.7	Y	****	<ul style="list-style-type: none"> -A survey at the very beginning of semester to assess the training needs of faculty member to plan an effective Faculty Development Program. -Inviting experts from other College/University to gain from their experience.
4.8	Y	***	<ul style="list-style-type: none"> -Recruitment of Professor/Associate professor. -A proactive mechanism for facilitating all faculty members to participate in national & international CME/Workshops/Conferences. -Providing additional funding for research & development activities.
4.9	Y	***	<ul style="list-style-type: none"> -Effective processes followed to ensure that, the strategies to develop that intended learning outcomes, are understood by students and supervising staff in the field setting. -Teaching staff from the program should visit the field setting on regular basis for observations and consultations with students and field supervisors.
4.10	Y		

Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.

- 4.1- The department has strong procedures in place to provide oversight of quality of teaching and learning.
- 4.2- Evidence from surveys suggests that the student learning objectives meet or exceed the National Qualifications Framework. Consistency will be monitored in the educational programs for future students and new degree programs according to policies already in place.
- 4.3- Course Specifications, Program Specifications Course Portfolios, Field Experience Specifications and associated reports along with student advising protocol indicates, that courses taught impart the learning outcomes. As new programs are planned and introduced, they must continue to be monitored for consistency with the learning objectives.
- 4.4- The involvement of the department in the AHPGS and NCAAA accreditation process are indicators of the commitment to periodic program review. These efforts need to be well coordinated to avoid redundancy in compliance review documents and program review protocol.
- 4.5- The department has an impressive array of assessment tools to provide annual data on achievement of learning outcomes.



- 4.6- The department has in place many mechanisms for individualized curricular and extracurricular assistance to students in order to accelerate their academic progress. These activities appear to be very important in improving the performance of many students who enter the university in need of academic preparatory assistance.
- 4.7- Course Specifications include a variety of teaching and learning methodologies intended to develop the many learning outcomes. Monitoring the effectiveness of these strategies in future student cohorts will identify weaknesses and suggest needed changes.
- 4.8- The evidence from review of faculty qualifications is that faculty generally has qualifications for their teaching assignments. Additional attention is needed to ensure that new faculty continues to receive orientation and support.
- 4.9- Field experiences are made available to students in a variety of forms. The physical therapy department has meaningful collaboration with surrounding hospitals and rehabilitation centers to provide internships and to create employment opportunities for students.
- 4.10- There is marked improvement in the research output of the department in terms of publication in ISI indexed journals, but the area of concern is related to the presentation in national and international forums.

G. Program Course Evaluation

1. 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 Title / Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
PHT 222/Therapeutic Modalities 2	✓		Course Learning Outcome Analysis	✓	
PHT 223/Measurements in Physical Th	✓		Course Learning Outcome Analysis	✓	
PHT 224/Therapeutic exercise 1	✓		Course Learning Outcome Analysis	✓	
PHT 226/Introduction to Biomechanics	✓		Course Learning Outcome Analysis	✓	
PHT 315/Neurophysiology	✓		Course Learning Outcome Analysis	✓	
PHT 316/Exercise Physiology	✓		Course Learning Outcome Analysis	✓	
PHT 319/Pharmacology	✓		Course Learning Outcome Analysis	✓	



PHT 325/Therapeutic Exercise2 ^e	✓		Course Learning Outcome Analysis	✓	
PHT 327/Human Biomechanics	✓		Course Learning Outcome Analysis	✓	
PHT 328/Hydrotherapy	✓		Course Learning Outcome Analysis	✓	
PHT 331/Physical Therapy for Burn & S	✓		Course Learning Outcome Analysis	✓	
PHT 332/Physical Therapy for Pediatric	✓		Course Learning Outcome Analysis	✓	
PHT 333/Physical Therapy for Sports &	✓		Course Learning Outcome Analysis	✓	
PHT 353/Rehabilitation Psychology	✓		Course Learning Outcome Analysis	✓	
PHT 361/Research Methodology	✓		Course Learning Outcome Analysis	✓	
PHT 419/Reading Medical Imaging	✓		Course Learning Outcome Analysis	✓	
PHT 420/Advanced Physical Therapy Pr	✓		Course Learning Outcome Analysis	✓	
PHT 435/Physical Therapy for Neurology	✓		Course Learning Outcome Analysis	✓	
PHT 436/Physical Therapy for Orth0	✓		Course Learning Outcome Analysis	✓	
PHT 441/Clinical Practice 1	✓		Course Learning Outcome Analysis	✓	

(Add items or attach list if necessary)



2. List courses taught by this program this year and for this program that are in other programs.

Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department
Level 3	PHT211	Basic Anatomy	3	2	Department
	PHT214	Human Physiology	3	2	Department
	PHT212	Musculoskeletal Anatomy	2	3	Department
	CAMS231	Emergency Healthcare	9	2	College
	PHT221	Therapeutic Modalities 1	2	3	Department
	***	University Requirement 1	8	2	College
	***	University Requirement 2	8	2	College
	***	College Elective-1	21	2	College
Level 4	PHT223	Measurements in Physical Therapy	4	3	Department
	PHT213	Neuroanatomy	4	3	Department
	PHT222	Therapeutic Modality 2	4	3	Department
	PHT218	Introduction to Pathology	4	2	Department
	PHT226	Introduction to Biomechanics	4	2	Department
	PHT224	Therapeutic Exercise-1	4	3	Department
	***	University Requirement-3	8	2	College
Level 5	PHT325	Therapeutic Exercise-2	4	3	Department
	PHT331	PT for Burn and Surgical Conditions	4	3	Department
	PHT315	Neurophysiology	4	3	Department
	PHT327	Human Biomechanics	4	3	Department
	***	Department Elective 1	5	2	Department
	***	College elective-2	21	2	College
	***	University Requirements-4	8	2	College
Level 6	PHT361	Research Methodology	4	2	Department
	PHT332	Physical Therapy for Paediatrics	4	4	Department
	PHT316	Exercise Physiology	4	2	Department
	PHT319	Pharmacology	4	2	Department
	PHT333	PT for Sports & Traumatology	5	2	Department
	PHT353	Rehabilitation Psychology	4	2	Department
	***	Department Elective -2	4	2	Department
	***	University Requirement - 5	8	2	College
Level 7	PHT435	PT for Neurological Disorders	4	4	Department
	PHT420	Advanced PT Procedures	3	3	Department
	PHT436	PT for Orthopedics Condition	4	4	Department



Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department
	PHT419	Reading Medical Imaging	4	2	Department
	PHT441	Clinical Practice 1	8	3	Department
	PHT454	Orthotics & Prosthetics	4	2	College
Level 8	PHT437	PT for Cardio Respiratory Disorders	6	3	Department
	PHT443	Selected Clinical Topics	10	2	Department
	PHT442	Clinical Practice 2	9	3	Department
	PHT445	Occupational Therapy	5	2	Department
	PHT456	Management & Ethics in PT	4	2	Department
	PHT438	Geriatric Rehabilitation	4	2	Department
	PHT457	Independent study	13	2	Department
	***	University Requirement - 6	3	2	College

Include additional Levels if needed



3. Program Learning Outcome Assessment:

Design a program learning outcome assessment plan using the NCAAA accreditation four-year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment for LOs	Date of Assessment
1.0	Knowledge		
1.1	The student will acquire a comprehensive and well-founded knowledge in the field of Physical therapy.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	Throughout the academic year in the form of summative & formative assessments
1.2	The student will relate appropriate theories, concepts and principles from a range of relevant disciplines to determine the nature and extent of the patient's need for intervention.		
1.3	The student will recognize the contemporary issues, available scientific evidence, and their impact on current physical therapy practice in order to improve quality of care.		
2.0	Cognitive Skills		
2.1	The student will develop the process of critical thinking and scholarly inquiry to support clinical reasoning, and evidence-based practice.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	Throughout the academic year in the form of summative & formative assessments
2.2	The student will integrate the results of patient examination with available scientific evidence for an appropriate physical therapy diagnosis, prognosis and plan of care.		
2.3	The student will evaluate the effectiveness of interventions to formulate novel, safe and effective Physical therapy management while adapting to the needs and responses of the patient.		



3.0	Interpersonal Skills & Responsibility		
3.1	The student will consistently demonstrate to expand their knowledge and skills to maintain professional competence, and exercise leadership and innovation for proactive collaboration with others.	Exams, portfolios, long and short essays, log books, analytical reports, case studies, video analysis, group reports, lab reports, peer evaluations, videos, graphs, tables, demonstrations, graphic organizers, interviews etc.	Throughout the academic year in the form of summative & formative assessments
3.2	The student will practice in an ethical manner, fulfilling an obligation to demonstrate moral responsibility and social justice that are consistent with the needs of the patient and society		
4.0	Communication, Information Technology, Numerical		
4.1	The students will develop the capacity to think, write and speak effectively and demonstrate respectful, positive and culturally appropriate behavior while communicating with others.	Debates, whole group and small group discussion, lab demonstrations, role playing, individual presentation, hands-on student learning activities	Long and short essays, log books, analytical reports, individual and group presentations, group reports, lab reports, peer evaluations, videos, graphs, tables, graphic organizers, interviews
4.2	The student will display the ability to use media and technology and utilize numerical methods to assess the suitability, accuracy and reliability of information from research and reference sources.		
5.0	Psychomotor		
5.1	The student will demonstrate the manual dexterity skills, to perform elements of examination, evaluation, diagnosis, prognosis, and intervention in a timely manner.	Lab demonstrations, Case studies, hands-on student learning activities	Log books, analytical reports, case studies, video analysis, group reports, lab reports, peer evaluations, graphs, dramatic performances, tables, demonstrations, graphic organizers etc.

Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement).

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates, provided above (G.2). A KPI Assessment Table is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the Annual Program Report(s).



Note: Programs are to provide their own KPIs for directly measuring student performance.

The KPI Assessment Table is used to document directly assessed program learning outcomes. Each program learning outcome should use a separate table. Direct assessments methods may include: national or international standardized test results, rubrics, exams and learning outcome grade analysis, or learning achievement using an alternative scientific assessment system (copy the KPI Assessment Table and paste to make additional tables as needed).

Educational KPI Assessment & Analysis

KPI		S	D	U	TC	S%	D%	U%
A1	The student will acquire a comprehensive and well-founded knowledge in the field of Physical therapy.							
a.1.1	Student must recall functional and structural processes and clinical problems within the human body.	417	67	54	538	78%	12%	10%
a.1.2	Student must describe the human movement in context of anatomical, physiological, and biomechanical terms.	218	42	22	282	77%	15%	8%
a.1.3	Student must outline the pathophysiological factors affecting the human body & its effect on health and disease.	152	36	42	230	66%	16%	18%
a.1.4	Student must memorize the basic biological adaptations to exercise and the effect of these changes on health and well-being.	27	6	19	52	52%	12%	37%
Analysis: A satisfactory percentage of students were able to recall n=417 (78%) and describe n=218 (77%) physiological process in human body followed by patho-physiological factors n=152 (66%) affecting the human body were as a comparative low percentage of students were able to memorize the basic biological adaptation to exercise n=27 (52%). The KPI a.1.5 and a.1.6 need to be placed at which access the therapeutic effects of electro-physical agents used in the physical therapy and importance of accurate measurement in physical practice were not measured due to because of the following reasons								
Recommendations: The courses in the preparatory year and the courses taught in 3 rd and 4 th semester which covers most of the KPI stated as above will be evaluated for suitability. The feedback from the teachers, students and stake holders through various means will be obtained in order to make the necessary changes for the betterment of the outcome.								
A2	The student will relate appropriate theories, concepts and principles from a range of relevant disciplines to determine the nature and extent of the patient's need for intervention.							
a.2.1	Student must recognize the scope and practice of physical therapy as a discipline.	123	29	11	163	75%	18%	7%
a.2.2	Student must define the underlying principles and concepts from various disciplines towards the development of a new knowledge.	200	21	16	237	84%	9%	7%



a.2.3	Student must state the importance of developmental concepts and theories relevant to the human movement.	37	7	7	51	73%	14%	14%
a.2.4	Student must outline the consequence of injury on functions and the implications of these for management.	33	1	0	34	97%	3%	0%
a.2.5	Student must describe the procedure for applying various tools and techniques in a safe and efficient manner within the scope of practice.	139	22	12	173	80%	13%	7%

Analysis: A satisfactory percentage of students were able to recognize n=123 (75%), define n=200 (84%), state n=37 (73%), outline n=33 (97%), and describe n=139 (80%) relevant knowledge required to provide effective care through physical therapy management.

Recommendations: The percentages of students scoring in these KPIs are satisfactory. The efforts will be made to maintain the performance in the coming years as well.

A3	The student will recognize the contemporary issues, available scientific evidence, and their impact on current physical therapy practice in order to improve quality of care.							
a.3.1	Student must recall physiotherapy interventions based upon clinical assessment.	312	24	13	349	89%	7%	4%
a.3.2	Student must reproduce the knowledge of standards, relevant codes of conduct, and client rights in physiotherapy practice.	108	17	8	133	81%	13%	6%
a.3.3	Student must quote the current concepts and theories and work towards the development of new knowledge.	38	4	7	49	78%	8%	14%
a.3.4	Student must recognize the research process & evidence-based practice for appropriate assessment and treatment to improve the quality of care.	39	6	12	57	68%	11%	21%
a.3.5	Student must state the health promotion and preventative activities to a range of population groups.	16	4	1	21	76%	19%	5%
a.3.6	Student must recall a safe and effective individualized goal-specific exercise programs for various clients.	83	7	10	100	83%	7%	10%

Analysis: A satisfactory percentage of students have performed clinical assessment and treatment with ease. The students have shown high level of skills in recalling physical therapy intervention, tailor a goal specific exercise program. On the other hand n=57 (21%) of students were unable incorporate research proven methods in their treatment.

Recommendations: The courses and clinical practice manual will be updated with the recent development in the field of physiotherapy.



B1	The student will develop the process of critical thinking and scholarly inquiry to support clinical reasoning, and evidence-based practice.							
b.1.1	Student must generate the conceptual facts & assumptions for exercising a sound professional judgment.	231	58	44	333	69%	17%	13%
b.1.2	Student must analyze critical thinking & problem solving when faced with new situations.	197	25	35	257	77%	10%	14%
b.1.3	Student must criticize clinical reasoning for decision-making.	55	4	9	68	81%	6%	13%
b.1.4	Student must create innovative solutions within the scope of physical therapy practice.	56	4	2	62	90%	6%	3%
b.1.5	Student must reorganize situations on relevant theoretical & practical insights.	90	17	26	133	68%	13%	20%
b.1.6	Student must interpret the various information for systemic inquiry.	62	15	1	78	79%	19%	1%
Analysis: A satisfactory number of students have demonstrated the ability to think critically for exercising a sound professional judgment n=231 (69%). A large percentage of students n=56 (90%) also came up with innovative solutions to the problems within the scope of physiotherapy.								
Recommendations: Students need to improve on reorganizing situations on relevant theoretical and practical insights. Incorporating case scenario based questions in order to improve the critical thinking ability.								
B2	The student will integrate the results of patient examination with available scientific evidence for an appropriate physical therapy diagnosis, prognosis and plan of care.							
b.2.1	Student must appraise appropriate tests & measures during the client management.	129	36	19	184	70%	20%	10%
b.2.2	Student must analyze the client examination to make a sound clinical decision.	128	15	8	151	85%	10%	5%
b.2.3	Student must design measurable functional goals based on their clinical decision.	15	2	2	19	79%	11%	11%
b.2.4	Student must identify the essential interventions that are consistent with specified functional goals.	126	27	19	172	73%	16%	11%
b.2.5	Student must develop a safe & effective physical therapy practice.	17	1	1	19	89%	5%	5%
Analysis: Students demonstrated a satisfactory level of ability to integrate knowledge of physical examination into diagnosis n=128 (85%), prognosis and plan of care n=17 (89%).								
Recommendations: More clinical exposure to the students will further improve the outcome.								



B3	The student will evaluate the effectiveness of interventions to formulate novel, safe and effective Physical therapy management while adapting to the needs and responses of the patient.							
b.3.1	Student must justify the selection of intervention.	287	11	16	314	91%	4%	5%
b.3.2	Student must evaluate the on-going interventions & plan of care based on individual needs & environmental factors.	11	7	5	23	48%	30%	22%
b.3.3	Student must measure the effectiveness of interventions by using appropriate & reliable outcome tools to improve the quality of life.	60	11	9	80	75%	14%	11%
b.3.4	Student must choose the role of consulting for promoting critical health care issues within the scope of physical therapy practice.	19	4	0	23	83%	17%	0%
b.3.5	Student must analyse the current research for evidence-based physical therapy practice.	127	12	7	146	87%	8%	5%
b.3.6	Student must interpret critical analysis & scholarly inquiry to support clinical reasoning.	90	21	6	117	77%	18%	5%

Analysis: Students have shown a consistent level of skills in formulating a creative and novel solution to the changing needs ;of the patient.

Recommendations: Students need to improve on the ongoing evaluation and treatment skills.

C1	The student will consistently demonstrate to expand their knowledge and skills to maintain professional competence and exercise leadership and innovation for proactive collaboration with other.							
c.1.1	Student must assume responsibility for his/her own learning and continuing personal and professional development.	246	10	3	259	95%	4%	1%
c.1.2	Student must cooperate and work effectively in groups and exercise leadership when appropriate	81	2	2	85	95%	2%	2%
c.1.3	Student must organize the available resources in the community to assist in the achievement of the treatment plan.	76	8	0	84	90%	10%	0%
c.1.4	Student must pursue new or refined ideas of practice and skills	49	0	0	49	100%	0%	0%
c.1.5	Student must participate in professional discussions and dissemination of new information.	60	3	0	63	95%	5%	0%
c.1.6	Student must work toward autonomous practice, as a member/leader of an interdisciplinary team.	25	0	1	26	96%	0%	4%

Analysis: Most of the students have demonstrated the competency in terms of leadership skills and working in groups.



Recommendations: Students need to be presented with clinical scenario to be discussed in group and find a innovative solution.

C2	The student will practice in an ethical manner, fulfilling an obligation to demonstrate moral responsibility and social justice that are consistent with the needs of the patient and society.							
c.2.1	Student must implement the professional code of ethics in Physical therapy practice.	494	8	1	503	98%	2%	0%
c.2.3	Student must display moral responsibility and accountability as a member/leader of the Health care profession	62	1	2	65	95%	2%	3%
c.2.4	Student must practice health care in a non-judgmental manner.	31	0	0	31	100%	0%	0%
c.2.5	Student must seek responsibility in personal and professional relationships with the clients and the society	21	2	5	28	75%	7%	18%
c.2.6	Student must be committed in promoting the health and wellness in the community.	21	0	0	21	100%	0%	0%

Analysis: A vast majority of students have demonstrated adherence to ethical standard of medical practice.

Recommendations: Students need to improve in professional relationship with the client and society.

D1	The students will develop the capacity to think, write and speak effectively and demonstrate respectful, positive and culturally appropriate behaviour while communicating with others.							
d.1.1	Student must listen attentively and actively in order to receive and interpret verbal communication.	107	0	0	107	100%	0%	0%
d.1.2	Student must analyze and communicate information on the patient's status with accuracy in a timely manner.	100	5	2	107	93%	5%	2%
d.1.3	Student must gather information and communicate findings in appropriate terms to patients and members of the health care team.	26	6	1	33	79%	18%	3%
d.1.4	Student must read and record observations and plan legibly, efficiently, and accurately in written or electronic form.	72	2	0	74	97%	3%	0%
d.1.5	Student completes written assignments and maintains handwritten and electronic record.	72	2	1	75	96%	3%	1%

Analysis: Students have shown a moral and dedicated attitude towards professional communication.

Recommendations: Students need to be given more opportunity to speak on different platforms.



D2	The student will display the ability to use media and technology and utilize numerical methods to assess the suitability, accuracy and reliability of information from research and reference sources.							
d.2.1	D2.1. Student must use computer-based programs and systems to communicate effectively with patients and colleagues.	297	1	0	298	100%	0%	0%
d.2.3	D2.3. Student must use information technology and multimedia for presentation of information and data to different audiences.	25	3	0	28	89%	11%	0%
d.2.4	D2.4. Student must use on-line facilities for the search and retrieval of relevant published research to support evidence-based practice in Physical therapy.	145	0	0	145	100%	0%	0%
d.2.5	D2.5. Student must apply statistical methods commonly used in the analysis of clinical data and their implications for patient management.	62	10	19	91	68%	11%	21%
d.2.6	D2.6. Student must demonstrate the necessary competency in numerical skills for safe client care.	122	9	6	137	89%	7%	4%
Analysis: A large majority of students have demonstrated a skill and ability to use the electronic media effectively with ease.								
Recommendations: students need to improve in biostatistics and analysis of various medical data.								
E1	The student will demonstrate the manual dexterity skills, to perform elements of examination, evaluation, diagnosis, prognosis, and intervention in a timely manner.							
e.1.1	Student must display the ability to screen clients to meet the goals and appropriateness of physical therapy services.	609	27	17	653	93%	4%	3%
e.1.2	Student must perform safely and systematically the required test and measures for client assessment.	140	5	8	153	92%	3%	5%
e.1.3	Student must demonstrate observational, handling and specific assessment procedures to plan and deliver an effective treatment program.	155	9	2	166	93%	5%	1%
e.1.4	Student must operate safely the therapeutic modalities within the scope of practice.	79	0	0	79	100%	0%	0%
e.1.5	Student must manipulate selected therapeutic techniques appropriately within the scope of practice.	94	3	3	100	94%	3%	3%
e.1.6	Student must revise the delivery of intervention to manage changing needs of the client.	56	0	0	56	100%	0%	0%
Analysis: A large number of students have shown the ability to perform elements of physical therapy management.								
Recommendations: Students need more clinical exposure in order to further develop the clinical skill.								



4. Orientation programs for new teaching staff

Orientation programs provided?

Yes

NO

☒

If offered how many participated?

a. Brief Description

b. List recommendations for improvement by teaching staff

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

NA

5. Professional Development Activities for Faculty, Teaching and Other Staff

a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
FDP#1 20.01.19 Curriculum Designing	63%	
FDP#2 23.01.2019 Blackboard Teacher Training	47%	
FDP#3 27.01.2019 Assessment of Institutional KPI's	58%	
FDP#4 04.02.2019 Final Exam & Blueprint	68%	
FDP#5 10.02.2019 Guidelines for Preparing MCQS for Basic and Clinical Sciences.	53%	
FDP#6 24.02.2019 Problem Based Learning	68%	
FDP#7 10.03.2019 Update on NCAAA Course Specifications	70%	
FDP#8 28.03.2019 Workshop on NCAAA standards	75%	
FDP#9 05.05.2019 Aligning program outcomes	68%	
FDP#10 08.05.2019 Course outcomes alignment	72%	
FDP#11 27.11.2018 Ethics in biomedical research and publications	61%	



b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.

Initiative

The Training Unit under the Vice Deanship of Quality and Skills Development of the College of Applied Medical Sciences aims to promote the professional performances and raise the skills of each faculty member.

Description of activity

The Faculty Development Program (FDP) will be achieved through:

- Ongoing training needs assessment to determine what training needs exist and identify the gap.
- Organization of training program and activities to accomplish its objectives.
- Continuous monitoring and evaluation of training activities and program.

Target audience

All CAMS Faculty Members (Male and Female Campus)

Performance Measurement Indicators

The average percentage of faculty attendance for male campus was around 51%. The female attendance was about 54%. Amidst the rigorous campaign and advertisements through emails, displays, reminder messages, the percentage of attendance was not achieved 100% due to the mandatory administrative works of the Saudi faculties. Even though the teaching schedules for all the departments are planned unvaryingly which enable all the faculties (expats and Saudi) to attend the FDP, some mandatory administrative works still need to be managed.

Achievement

Overall Evaluation:

- ✓ 100% (11 out of 11) of the proposed activities for the Annual Faculty
- Development Program has been implemented for 11 out of 11 activities conducted, the overall training evaluation was VERY GOOD (4.4).
- Organization of Management (Excellent: 4.6)
- Scientific Content and Aims (Very good: 4.2)
- Trainers (Very good: 4.3)
- For detailed feedbacks please see the attached table



Improvement

- Motivation and availability of all faculty members.
- Schedule management especially faculties having administrative works
- Funds and availability of external speakers.
- Dedicated materials for implementation of the activities
- Deputing members from each department as a working group in the unit



H. Independent Opinion on Quality of the Program

(e.g. head of another similar department/ program offering comment on evidence received and conclusions reached)

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
<p><u>Points raised in the report of Deanship of Quality Audit of 1439-40H</u></p> <p>Strength of the program</p> <ul style="list-style-type: none"> - There is an updated specification for the program from 1438-1439H that is compatible with the NCAAA - There is an updated description of the courses from 1438-1439 H that is compatible with the NCAAA and contains the description of the basic elements clearly and well written. - A special report on consistency with the national qualification framework is present. - There is an annual report for 37-38 and 38-39H that is compatible with NCAAA. - There is a measurement of the program's key performance indicators - There are decision reports for 37-38 and 38-39H that are consistent with NCAAA. - There is an analysis of student outcomes, a measurement of learning outcomes and an analysis of the results of measuring learning outcomes in the program. - The standards are complete and grouped into one copy according to the model of the National Center for Evaluation and Academic Accreditation <p>Points that need to be improved:</p> <ul style="list-style-type: none"> - Make a comprehensive guide for the student with the proof of the program and regulations. - Interest in publishing the program guide, especially on the college's website. - Checking and updating the learning outcomes matrix and matching them with the courses that are taught. 	<p>These recommendations become the basis for the Annual Improvement Plan for the last Academic Year.</p>



- Include the report to discuss the description of the decision and provide feedback to the rapporteur coordinator by the Department Council.
- Only 14 of the 34 key performance indicators reported by the deanship were measured.
- There is no external benchmark for KPIs and no education.
- Analysis of KPIs is not reflected in the improvement plan.
- There is no confirmation that the results of the analysis of the surveys are used in the improvement plans
- The need to update the current standards in accordance with the standards of the National Center for Evaluation and Academic Accreditation developed (6 criteria only)
- The self-study was prepared in 1438 but needs to be updated because in its current form does not reflect the current reality of the program.
- The work of an advisory committee for the program and the work of minutes of the meetings held by the committee.

Priorities for improvement:

- Checking and updating the learning outcomes matrix and matching them with the courses that are taught.
- Measure all key performance indicators.
- Updating self-assessment measures to the model developed for the National Center for Evaluation and Academic Accreditation.
- Update the program's self-study according to the model developed for the National Center for Evaluation and Academic Accreditation.
- The work of an advisory committee for the program and the work of minutes of the meetings held by the committee.
- Take care of the training plan for students and students of excellence to keep pace with the labor market.

2. Implications for Planning for the Program

As the recommendations covered all 11 standards regulation the teaching & learning process it provided the department with the current status. Also it helped us to focus on theses specific deficiencies and device methods to overcome it.



NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

KPI refers to the key performance indicators the program used in its SSRP. This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.

Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.

Internal Benchmarks refer to comparable benchmarks (actual findings) from inside the program (like data results from previous years or data results from other departments within the same college).

External Benchmarks refer to comparable benchmarks (actual findings) from similar programs that are outside the program (like from similar programs that are national or international).

KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

KPI EVALUATION 1439-1440H

No	Pointer	Actual performance level 1439-1440	Target performance level	External reference performance level	Performance level Reference Internal	Target performance level New
1.	Evaluating the knowledge of stakeholders (faculty, students, graduates, recruiters) for the program's mission, objectives and plan	Male 4.1 Female 4.3 Overall 4.2	4.5		4.35	4.5
2.	Evaluation of the policy guide, organizational structure and job description of the program by administrators and faculty members.					
3.	Overall student assessment of the quality of learning experiences in the program (average student grades on an estimated five-point annual scale for final year students)	Male 4.3 Female 3.3 Overall 3.8	4.5	3.83	4.55	4.5
4.	Independent certification of student achievement standards for the program					
5.	Percentage of courses assessed by students	Male 100 % Female 100 % Overall 100 %	100 %		100 %	100 %
6.	The rate of achievement of the program's learning outcomes in independent standardized tests such as the	NA	NA	NA	NA	NA



	Medical Specialties Authority or the National Center for Measurement and Evaluation.					
7.	General student assessment of course quality (average student grades on a five-point estimate for the overall assessment of courses)	Male 4.1 Female 4.1 Overall 4.1	4.2	4.13	3.95	4.2
8.	Percentage of students to the faculty (full-time or equivalent)	Male 5:1 Female 11:1 Overall 7:1	8:1	10:1	8.55:1	7:1
9.	Percentage of faculty members with certified PhD qualifications	Male 62.4% Female 33.4 % Overall 52 %	60%	22%	51.2%	60%
10.	Percentage of students entering programs who have successfully completed the first year	Male 100% Female 100% Overall 100%	75%	90%	100%	75%
11.	Percentage of students enrolled in bachelor's programs who have completed the minimum duration	Male 71% Female 67 % Overall 77.5%	75%		75%	75%
12.	Percentage of graduates from bachelor's programs who are within one year of graduation: A- Employ	Male 58% Female 21 % Overall 36%	50%	60%	50%	50%
	b- Enrolled in study	Male 0% Female 0 % Overall 0%	10%	-	-	10%
	C - they did not look for employment or study	Male 0% Female 0 % Overall 0%	0%		0%	0%
13.	Percentage of courses activated in D2L	Male 100% Female 100% Overall 100%	90%		100%	95%
14.	Percentage of courses for which scientific content was built according to quality matters standards	Male 100% Female 100% Overall 100%	90%		100%	95%
15.	Student calendar for professional and academic guidance (average estimates of the suitability of psychological and professional guidance on an annual estimate of five points for final year students)	Male 4.15 Female 4.2 Overall 4.17	4.8		4.05	4.5
16.	Percentage of students with more than one warning	Male 8 % Female 7 % Overall 7.4%	5%	-	-	5%
17.	Percentage of deprived students	Male 2.7% Female 2.65% Overall 2.7%	2.5%	-	-	2%
18.	Student satisfaction rate for student services (activities, nutrition services, special needs services...)	Male 3.8 Female 3.2 Overall 3.5	4.0	3.02	4.16	4.0



19.	Percentage of students participating in extracurricular activities	Male 35% Female 25% Overall 29%	25%		-	35%
20.	Evaluating the beneficiaries of library services and media center.	Male 3.8 Female 3.2 Overall 3.5	3.86	3.02	3.86	4.0
21.	Evaluating the beneficiaries of digital library services.	Male 3.9 Female 3.7 Overall 3.8	3.75	-	3.74	4.0
22.	Evaluating beneficiaries of IT services (service availability, security, maintenance, technical support, software, hardware)	Male 3.4 Female 3.2 Overall 3.3	3.8	-	3.5	3.8
23.	Evaluating the beneficiaries of e-learning services.	Male 3.8 Female 3.9 Overall 3.9	4.0	-	3.8	4.0
24.	Percentage of faculty who left university in the previous year for reasons other than retirement or because of age	Male 0% Female 3.1% Overall 1.5%	10%	4%	3.75%	5%
25.	Percentage of faculty participating in professional development activities last year	Male 100% Female 100% Overall 100%	95%	-	93%	100%
26.	Number published in scientific journals in the previous year for each full-time faculty member or equivalent	Male 1.9:1 Female 0.5:1 Overall 1.4:1	1:1	.75:1	.85:1	1.5:1
27.	The number of reference citations in the past year is not aesthetic faculty members.	Male 3.3 Female 1.7:1 Overall 2.8:1	3:1	5.6:1	3.26:1	3.5:1
28.	Percentage of full-time (full-time) faculty members who had at least one tight research in the previous year	Male 100% Female 54.5% Overall 75%	50%	-	47.5%	60%
29.	Number of worksheets or reports submitted to conferences during the past year for full-time or equivalent faculty	Male 5.9% Female 0% Overall 3.7%	0%			10%
30.	Number of student research	Male 29 Female 31 Overall 60	25			25
31.	Percentage of faculty and other staff who have provided community service activities	Male 100 % Female 100% Overall 100%	85%		85%	90%
32.	Number of community education programmes provided by the programme	Male 2 % Female 3 % Overall 5 %	5		4	5



Analysis of the results of measuring key performance indicators for the academic year 1439-1440 E:

Program strengths

- All the stakeholders are generally aware of the Mission of the College.
- The college continues to improve the experience of students through the provision of modern teaching strategies, training of faculty as well as improving the administrative processes, which was reflected in improvement in students rating about the quality of learning experience.
- The college/departments actively encourage the student and faculty to participate surveys, related to various aspect of teaching & learning. The Head of the department discussed the results of the survey and set up a forum for discussion separately with students and course coordinators.
- The strengths and weaknesses of the courses are communicated with the department chairman and course coordinators. Action plans are included in course reports to address weaknesses and enhance strengths.
- Most of the courses taught in the Physical therapy program were rated by the students as satisfactory with a good response rate.
- The academic advising & counseling unit attempts to deliver students with all possible help so that they can excel in their studies.
- There is a high degree of job satisfaction in both sections of teaching staff (male and Female) and attrition rate was not associated with dissatisfaction or conflicts associated with the quality of work life of the faculty in the Department.
- Notable improvement in the overall publication ratio of Department of Physical Therapy and Health Rehabilitation.
- There is a steady increase in the number of teaching staff with at least one refereed publication over time.

Points that need to be improved in the program

- The response rate is challenging with the existing online application to collect data.
- A change in policy to collect data from open access to either conditionality or captive audience method is highly recommended and appropriate strategies need to be carried out to overcome ‘responder fatigue’ in these surveys.
- It is recommended that an external benchmark be compared with actual benchmarks both at the similar national or international programs
- It is recommended to hire more female teaching staff if it aims to recruit more students in the future.
- It is recommended to improve the current performance and recruit more staff with verified doctoral qualifications to handle expected students load.
- Even though the female section’s proportion does not seem very low the actual number of the faculty with verified doctoral qualification is only 36%, which is very low, therefore it is recommended and recruit more female staff with verified doctoral qualifications to handle expected students load.
- Even though the academic and career counseling is rated as satisfactory, there is still room for improvement. An appropriate strategy needs to be developed through focused group discussions with all the relevant stakeholders to improve the quality of these services.



- To increase students' awareness of the availability of counseling existing in the Department.
- It is recommended to continue the efforts to obtain feedback from the teaching staff regarding their job satisfaction in order to rectify their issues and promote a sense of ownership in the faculty members.
- It is recommended to continue the efforts to encourage and support the faculty members to attend Professional development sessions nationally and internationally to refresh and update their knowledge
- The Department needs to develop a better system for tracking staff participation in professional development activities.
- The Department should improve further publications in high impact journal.
- Greater emphasis should be laid on the importance of publications during appraisal of teaching staff performance, as well as nominations for recognition and rewards.

Priorities for improvement (start-ups with the program improvement plan)

- The external benchmark is required for comparing the actual benchmarks with similar international programs. It is recommended to sign a contract with an external benchmark partner at National/International Level.
- Improve student-teaching staff ratio in female section.
- Encourage & Support for the teaching staff and students for participating in academic conferences.



Program Action Plan Table (1439-1440H)

Directions: Based on the "Analysis of KPIs and Benchmarks" provided in the above Program KPI and Assessment Table, list the recommendations identified and proceed to establish a continuous improvement action plan.

The Improvement plan of the department of Physical Therapy & Health Rehabilitation (1440-41H) 2019-20
Sub-target: Shape a responsive education and training system that meets the needs and raises the aspirations of all learners.

Initiatives	Activities	Implementation period		Performance Indicators	Responsibility for implementation	
		From	To		Basic	Support
1. Foster and promote the abilities of teachers and learners in the education and training system to support success in learning.	i. Practice effective teaching methods aligning with learning outcomes. ii. Improving course delivery with development & implementation of appropriate and effective method of assessment. iii. Preparation of Lecture objectives for every lecture and match it with the course objectives iv. Developing question bank for each unit according to the specified lecture objectives	1-09-19	30-04-20	Above 75% agreement on Program Evaluation Survey	Dept Quality Committee	VDQSD
2. Review and reform the curricula to enhance quality learning and	v. Constituting curriculum committee for need assessment, review and modification of the existing curriculum.	1-09-19	30-04-20	Above 75% agreement on Program Experience Survey	All Committees & Department council	Vice Deanship of Academic Affair

Initiatives	Activities	Implementation period		Performance Indicators	Responsibility for implementation	
		From	To		Basic	Support
support learners' skills development.						
3. Implement the education policy and improve the quality of educational provision in line with the Kingdoms Vision 2020.	vi. Consistency with SAQF and fulfilment of all NCAAA criteria	1-09-19	30-04-20		All Dept Committees	VDQSD
4. Ensure the program meets the current and future needs of learners participating in an economy, labor market and society being transformed by technology.	vii. Consistency with SAQF and NCAAA criteria, regular update of the curricula,	1-09-19	30-04-20	Above 75% score program Alumni	All Dept Committees	VDQSD

Sub-target: Improving the Quality Assurance of the program

Initiatives	Activities	Implementation period		Performance Indicators	Responsibility for implementation	
		From	To		Basic	Support
5. Realigning the Domains of Learning in consistence with new guidelines by NCAAA into three domains.	<ul style="list-style-type: none"> Realignment of the Program Outcomes, consistent with the updated three domains of learning 	1-09-19	30-04-20	Verification & Grading after the audit by the Deanship of Quality & Skills Development	Dept Quality Committee	VDQSD
	<ul style="list-style-type: none"> Realignment of Course learning outcomes, lecture outcomes and Course blue printing as the update domains of learning 	1-09-19	30-04-20			
	<ul style="list-style-type: none"> Preparation of Course Specification & Course reports in the updated NCAAA 2019 format. 	1-09-19	30-04-20			
	<ul style="list-style-type: none"> Preparation of Program Specification & Program reports in the updated NCAAA 2019 format. 	1-09-19	30-04-20			
6. Measurement of 60-70% Institutional KPI	<ul style="list-style-type: none"> Following up will all department committees for getting the relent surveys and data for KPI analysis. 	1-09-19	30-04-20		Dept Quality Committee	VDQSD
7. Finalization of external benchmark for KPIs.	<ul style="list-style-type: none"> Communication with Physical therapy department at KSU, 	1-09-19	30-04-20		Dept Council	VDQSD

Initiatives	Activities	Implementation period		Performance Indicators	Responsibility for implementation	
		From	To		Basic	Support
8. Making the KPI analysis main basis for the action Plan	<ul style="list-style-type: none"> Using the strength and weakness of institutional and education KPI for program evaluation and action plan preparation. 	1-09-19	30-04-20		Dept Quality Committee	VDQSD
9. Updating the current standards in accordance with the NCAAA 2019 Update	<ul style="list-style-type: none"> Preparing individual sub committees with a fixed timeline for completing each standard. Appointing external experts in the program field to review the prepared SES & SSR. 	1-09-19	30-04-20		All Dept Committees	VDQSD
10. Updating the Self Evaluation Scale (SES) and Self Study Report (SSR) to NCAAA 2019 formats.		1-09-19	30-04-20		All Dept Committees	VDQSD
11. Activating the Student Council	<ul style="list-style-type: none"> Constituting the student council for the program 	1-09-19	30-04-20		Department Council	College Council
12. Activation of a separate advisory committee for the program.	<ul style="list-style-type: none"> Appointment of the program advisory board for two years. Conducting at least two meeting to discuss; Annual Program Report of Previous Year, Annual Improvement Plan for the current year, and any other relevant matters. 	1-09-19	30-04-20		Department Head	Dean

Sub-target: Measures to Improve Teaching & Learning Experience

Initiatives	Activities	Implementation period		Performance Indicators	Responsibility for implementation	
		From	To		Basic	Support
13. Maximum utilization of the learning management systems.	<ul style="list-style-type: none"> Faculty development activities imparting Blackboard and other LMS training 	1-09-19	30-04-20	No of Courses updated on Blackboard.	Academic Affair Committee	VDAA
14. Improve the quality of student projects-Independent study	<ul style="list-style-type: none"> Reducing the number of students assigned under each supervisor to build a reasonable research project 	1-09-19	30-04-20	Assigning only 2 to 4 students under each supervisor	Academic Affair Committee	VDAA
15. Standardization of assessment activities	<ul style="list-style-type: none"> An internal committee should review the question papers before the exam. 	1-09-19	30-04-20	75% of courses should be audited from each academic level	Academic Affair Committee	VDAA
	<ul style="list-style-type: none"> The percentage and quality of Multiple-choice type of questions should be increased in the exams 	1-09-19	30-04-20	90% of courses audited for satisfaction of MCQ criteria	Academic Affair Committee	VDAA
	<ul style="list-style-type: none"> Preparation of course Blueprint for all the courses by this academic year. 	1-09-19	30-04-20	Blue print for 75% of all even level courses offered in the program of that semester.	Academic Affair Committee	VDAA
	<ul style="list-style-type: none"> Developing question bank for at least the courses 	1-09-19	30-04-20	Question bank for 75% of all even level courses.	Academic Affair Committee	VDAA
16. Vying for excellence in overall teaching & learning experience.	<ul style="list-style-type: none"> Conducting appropriate faculty development program to provide update about the teaching learning & research activities, 	1-09-19	30-04-20	Score of 75% or above on faculty experience survey	Academic Affair Committee	VDAA

Sub-target: General Improvement Measures

Initiatives	Activities	Implementation period		Performance Indicators	Responsibility for implementation	
		From	To		Basic	Support
17. Elucidate the vision, mission, goals and objectives for staff, students and other stakeholders.	<ul style="list-style-type: none"> Presenting the Vision, mission, goals and objectives at the beginning of all presentations and meetings. 	1-09-19	30-04-20	Above 75% agreement of the stakeholders on periodic surveys	Academic Affair Committee	VDAA
18. Improved facilities, services & learning resources	<ul style="list-style-type: none"> Making available to students online and print textbook & other required material related to their study along with sufficient training facilities. 	1-09-19	30-04-20	Average 75% score on Course evaluation Survey	Student Affair Committee	VDAA
19. Improvement in resources and facility allocation for better learning experience.	<ul style="list-style-type: none"> Procurement of required instruments, equipment and consumables with proper maintenance provisions. 	1-09-19	30-04-20	Above 75% scores on Quality of Education Services by employees and students	Lab Committee	VDQSD
20. Improvement in student administration and support services	<ul style="list-style-type: none"> Structured student & advisor interaction with proper documentation along with provision of all the regulation related to students. 	1-09-19	30-04-20	Above 75% scores on Student Experience Survey	Student Affair Committee	VDAA
21. Monitor the students who have been prohibited or	<ul style="list-style-type: none"> Assist the students to overcome their problems through counselling by academic counselors 	1-09-19	30-04-20	1 to 2 meetings should be arranged by academic advisors with their students.	Student Affair Committee	VDAA

Initiatives	Activities	Implementation period		Performance Indicators	Responsibility for implementation	
		From	To		Basic	Support
in the status of Withdrawn						
22. Improving the clinical training.	<ul style="list-style-type: none"> ▪ Signing MOU with specialized hospitals & rehabilitation centers for clinical training & Internship 	1-09-19	30-04-20	Above 75% score by program alumni.	Clinical training Committee	VDCT
23. Enhancement of research & development facilities.	<ul style="list-style-type: none"> ▪ Promoting research activity through upgradation of facilities and funding. ▪ Providing opportunity for participation in national & international workshops & conferences for both student & faculty. 	1-09-19	30-04-20	Improvement in all research KPI's	Research Committee	VDRGS
24. Improving community partnership	<ul style="list-style-type: none"> ▪ Setting-up community- based rehabilitation services for delivering community education & rehabilitation services. 	1-09-19	30-04-20	No of faculty participating in community development program No of community programs organized by the program	Community Service Committee	VDRGS

I. Action Plan Progress Report (1439-1440H)

No.	الهدف الفرعي المبادرات Initiatives	الأنشطة Activities	Start Date	End Date	مؤشرات الأداء Performance indicators	حالة الإنجاز* Status of achievement	نسبة الإنجاز** Completion rate
1.	Elucidate the vision, mission, goals and objectives for staff, students and other stakeholders.	Presenting the Vision, mission, goals and objectives at the beginning of all presentations and meetings.	22/12/39	20/4/40	Above 75% agreement of the stakeholders on periodic surveys	Completed	75%
2.	Better utilization of mission statement as a basis for planning and decision-making.	Dissemination of department mission among all the stake holders Email, brochures and other displays	22/12/39	20/4/40	Above 75% agreement of the stakeholders on periodic surveys	Completed	75%
3.	Ensure the effective participation of all faculty members in Quality improvement.	Providing orientation to all faculty members and including the faculty members in various sub committees to complete the quality task	22/12/39	20/4/40	The number of faculty members included in quality committee in each department	Completed	90%
4.	Improvement in resources and facility allocation for better learning experience.	Procurement of required instruments, equipment and consumables with proper maintenance provisions.	22/12/39	27/8/40	Above 75% scores on Quality of Education Services by employees and students	Completed	75%
5.	Better Integration of Program Outcomes (PO) with teaching & Learning activities.	Practice effective teaching methods aligning with learning outcomes	22/12/39	27/8/40	Above 75% scores on Program Evaluation Survey	Completed	90%

6.	Vying for excellence in overall teaching & learning experience.	Improving course delivery with development & implementation of appropriate and effective method of assessment.	22/12/39	27/8/40	A Program Outcome Assessment score of 75% or above by the stakeholders.	Completed	75%
7.	Improve the quality of student projects- Independent study	Reducing the number of students assigned under each supervisor to build a reasonable research project	22/12/39	27/8/40	Assigning only 2 to 4 students under each supervisor	Completed	75%
8.	The question papers of final exams should assess the objectives that are intended to measure.	An internal audit should be performed to review the theory question papers	22/12/39	27/8/40	75% of courses should be audited from each academic level	Completed	75%
9.	The percentage and quality of Multiple-choice type of questions should be increased in the exams	The Multiple-choice type of questions should be assessed to fulfill the criteria's recommended by exam unit	22/12/39	20/4/40	90% of courses audited for satisfaction of MCQ criteria	Completed	90%
10.	To distribute appropriate weightage and questions across all the topics included in the course	Construction of final theory exam Blue print	22/12/39	27/8/40	Blue print for 75% of all even level courses offered in the program of that semester.	Completed	75%
11.	Every academic activity and assessment must be connected to lecture objectives	Preparation of Lecture objectives for every lecture and match it with the course objectives	22/12/39	27/8/40	100% of all even level courses.	Completed	90%

12.	To evaluate the test items included in the theory exam	Developing question bank for each unit according to the specified lecture objectives	22/12/39	27/8/40	Question bank for 75% of all even level courses.	Completed	90%
13.	Improvement in student administration and support services	Structured student & advisor interaction with proper documentation along with provision of all the regulation related to students.	22/12/39	27/8/40	Above 75% scores on Student Experience Survey	Completed	75%
14.	Monitor the students who have been prohibited or in the status of Withdrawn	Assist the students to overcome their problems through counselling by academic counselors	22/12/39	27/8/40	1 to 2 meetings should be arranged by academic advisors with their students.	Completed	90%
15.	Improved facilities, services & learning resources	Making available to students online and print text book & other required material related to their study along with sufficient training facilities.	22/12/39	27/8/40	Above 75% scores on Quality of Education Service Survey	Completed	75%
16.	Providing opportunity for all students to obtain hands on training on latest physical therapy equipment.	Procurement of Physical therapy equipment for the labs to upgrade the status of lab.	22/12/39	27/8/40	Above 75% scores on Course evaluation Survey	Completed	75%
17.	Enhancement of research & development facilities.	Promoting research activity through upgradation of facilities and funding along with opportunity for participation in national & international workshops & conferences for both student & faculty.	22/12/39	27/8/40	Publication ratio of at least per faculty members.	Completed	75%

18.	Improving community partnership	Setting-up community- based rehabilitation services for delivering community education & rehabilitation services.	22/12/39	27/8/40	Above 75% scores on Stakeholders Survey.	Completed	75%
19.	Enhancing the procedure to attend the grievances of both the students and the faculty members.	Creating an online link to submit the queries of both the students and the faculty members.	22/12/39	27/8/40	Above 75% scores on Student Experience Survey	Completed	90%

Obstacles in the achievements of Action Plan

- Participation of large population of stake holders in survey was found difficult
- Stake holders from other institution within the kingdom was difficult.
- The survey methods to reach more people should be introduced. It is better to provide a orientation about the survey to explain its
- The follow-up with the companies providing equipment's are difficult
- The equipment ordered were not with proper accessories.
- The new faculty members were not familiar with the blueprint
- Coordination with male and female section was difficult.
- The course coordinators were overloaded to dedicate time for the blueprint
- Department consensus on the questions and other assessment strategies are always in debate.
- The changing faculty members and the change in course handling makes difficult to follow the suggestions given in the course report.
- The meeting of student with the academic advisors are not conducted in regular timeline due to the cooperation of students to respond for the messages from the advisor.
- The reference materials and books in English makes few students to be apprehensive in using the existing facilities
- The follow up after the submission of book list with the administration staff was difficult
- . Necessary funding
- The faculty work load are more and so finds difficult to dedicate time in research activities.
- The number of researchers accepted by the funding body is less
- The funding agencies put forwards a detailed procedure during proposal submission
- The number of female faculty members with Phd Qualification is considerably low in the kingdom and so recruiting female staff in appropriate ratio was difficult.
- Students due to their continous academic task, reported lack of time to participate in the community activity
- The initiation of new rehabilitation center needs man power and funding

Recommendation for improvement

- All the equipment's should be included for regular maintenance
- The students should be aware about the safety methods and working procedures to avoid damage.
- Authorization and allocation of space and necessary funding
- Orientation training program in OMR machine should be given to all faculty members.
- Department academic committee should review the course materials at the beginning of the semester.
- Various types of teaching methodologies should be practiced improving the learning ability of students
- The centralized library with easy access to the students.
- The students should be offered separate credits for library hours to create the learning habit
- The student who are regular to library should be rewarded for motivation.
- The academic advisory cell should be created with cooperation of student affairs unit to provide counselling to students
- Research clubs with collaboration of experts from other institutions can be initiated
- Research workshops should be conducted for brain storming and development of new proposals.
- Students ideas should be motivated for further research
- The project done by final year students should be planned for publication
- A research collaboration with alumni students should be encouraged
- All the students should be encouraged to participate in community activities by including the community programmes as a part of their course work.
- Community activities can be planned with collaboration between the University faculty members and with the faculty members working in the Physical therapy department of King Khalid University, Almajmaah
- importance there by enhance the participation.
- Preparation of Email, brochures and other display
- Faculty development program always starts with the Vision mission statement to emphasis the same among the stakeholders.

Program Chair/ Coordinator Name: Dr. Mazen AL Qahtani

Signature:



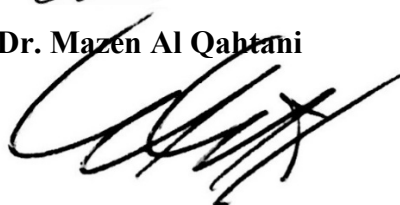
Date Report Completed:

15/ 09 / 1440H

Received by: Dr. Mazen Al Qahtani

Dean College of Applied Medical Sciences Dr. Mazen Al Qahtani

Signature:



Date: 23/ 09/ 1440H

