

T3. ANNUAL PROGRAM REPORT (APR) التقرير السنوي للبرنامج

Program Eligibility: The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

Post Accreditation: The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

Annual Program Report

| | |
|---|---------------------------|
| 1. Institution: Najran University | Date: 15 /6 /1438H |
| 2. College/ Department: - College of Applied Medical Sciences - Department of Medical Rehabilitation Sciences - Physiotherapy Program | |
| 3. Dean: Dr. Mohamed Saeed Zayed | |
| 4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education). | |
| Main Campus | |

A. Program Identification and General Information

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| Program title and code: Physiotherapy PHTH |
| Name and position of persons completing the APR 1- Dr. Raee AL-Hayani (Head of the program). 2- Dr. Mohamed Ahmed Eid (Coordinator of the program). 3- Dr. Sobhy Mahmoud Abdel-wahed (Quality supervisor of the program) 4- Dr. Mohamed Samy (Academic counseling supervisor of the program). |
| Academic year to which this report applies. First Semester -1437/1438H |

B Statistical Information

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| 1. Number of students who started the program in the year concerned: | 19 |
| 2. (a) Number of students who completed the program in the year concerned: | 1 |
| Completed the final year of the program: | |
| Completed major tracks within the program (if applicable) | Not Applicable |
| Title.....No | ---- |
| Title.....No | ---- |
| Title.....No | ---- |
| Title.....No | ---- |
| 2. (b) Completed an intermediate award specified as an early exit point (if any) | Not Applicable |
| 3. Apparent completion rate. | 5.3 % |
| (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.) | |
| (b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program) | Not Applicable |

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).

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).

Failure of the students in the registered courses prevent them from registration in another new courses in the next semester which affect the apparent completion rate.

4. Enrollment Management and Cohort Analysis (Table 1)

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). The report is to cover the past four years. Update the years as needed.

Enrollment Management and Cohort Analysis (Table 1)

| | | | | | | | | | Current Year |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Student Category | 2012-13 1st semester | 2012-13 2nd semester | 2013-14 1st semester | 2013-14 2nd semester | 2014-15 1st semester | 2014-15 2nd semester | 2015-16 1st semester | 2015-16 2nd semester | 2016-17 1st semester |
| Total cohort enrollment | *PYP | *PYP | 19 | 18 | 18 | 18 | 18 | 18 | 18 |
| Retained till year end | - | - | 18 | 18 | 18 | 12 | 18 | 17 | 18 |
| Withdrawn during the year and re-enrolled the following year | - | - | 0 | 0 | 0 | 6 | 0 | 1 | 0 |
| Withdrawn for good | - | - | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graduated successfully | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

a. Provide an analysis for the cohort that started PYP on 2008 – 09

b. Provide an analysis for the cohort that started PYP on 2009 – 10

c. Provide an analysis for the cohort that started PYP on 2010 – 11

d. Provide an analysis for the cohort that started PYP on 2011 – 12

*** PYP - Preparatory Year Program**

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

2 / 1438

Number Surveyed

6

Number Responded

6

Response Rate %

100 %

| Destination | Not Available for Employment | | Available for Employment | | |
|------------------------|------------------------------|---------------|---------------------------|------------------|------------|
| | Further Study | Other Reasons | Employed in Subject Field | Other Employment | Unemployed |
| Number | 0 | 0 | 0 | 0 | 6 |
| Percent of Respondents | 0 | 0 | 0 | 0 | 100 % |

Analysis: List the strengths and recommendations

Strengths:

- (1) Small number of graduates of physiotherapy program in Najran area.
- (2) Availability of employment in private hospitals, clinics and centers for all graduates.

Recommendations:

- (1) Some graduates request the development of post-graduate studies.
- (2) Other graduates request increasing the credit hours of practical training.
- (3) Increasing the number of hospitals and medical centers for training to cover all disciplines.
- (4) The desire of all graduates to develop seminars, workshops and conferences to acquire more skills and knowledge.

C. Program Context

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| <p>Significant changes within the institution affecting the program (if any) during the past year.</p> <p>No changes were happened</p> <p>Implications for the program</p> |
| <p>2. Significant changes external to the institution affecting the program (if any) during the past year.</p> <p>1- The physical therapy departments were expanded throughout the Kingdom of Saudi Arabia, and widely developed, so it is mandatory that the program should be developed in both content and outcomes.</p> <p>2- There is an increase in the numbers of the governmental and private hospital, clinics and centers seeking to recruit the program graduates.</p> <p>Implications for the program</p> <p>1- Improving the program contents and outcomes through constructing a new and recent study plan.</p> <p>2- Constructing a new study plan for post graduate studies.</p> <p>3- Availability of employment of graduates in private hospitals and centers.</p> |

D. Course Reports Information Summary

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| <p>1. Course Reports 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.)</p> <p>(a.) Describe how the individual course reports are used to evaluate the program.</p> <p>The evaluation process of the individual course report include the followings:</p> <ul style="list-style-type: none"> - Emphasize on matching between program intended learning outcome and how learning actually from course reports. - Identify the major strength and weakness areas that may affect the course learning |
|---|

outcomes.

- Evaluate the students evaluation of the course with regard to the program offers.
- Evaluate the student results of the courses.
- Evaluate the staff response and previous action taken from the program.

Evaluation of the individual course reports are used to evaluate the program as:

If there is a gap between course goals, objective and outcomes. They will take in consideration concerned the next semester regarding course coordinator; he should put a restricted improvement plan next semester and follow up was performed to ensure application of the action plan. Thus improvement of the program will occur.

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

(1.) Completion rate analysis:

5.3 % completion rate as the number of students who started the program in the year concerned was (19) and number of students who completed the program in the year concerned was (1) student.

(2.) Grade distribution analysis:

Grade distribution was very good and this grade is the same as the previous academic year and some courses were excellent.

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

No changes were observed in the recent and the previous academic year.

Results of the first semester 1437/1438

| The Academic Year 1437 – 1438 (First semester) | | | | | | |
|--|--------------------|-------------------|-------------------|--------------------|--------------------|-------------------|
| | Number of students | Number of success | Number of failure | Percent of success | Percent of failure | Remarks |
| 3rd Level | | | | | | |
| ISLM-111 | 18 | 16 | 2 | 88.9 % | 11.1 % | |
| ARB-201 | 17 | 15 | 2 | 88.2 % | 11.8 % | |
| HISTp-231 | 33 | 23 | 10 | 69.7 % | 30.3 % | |
| BICHp-207 | 22 | 10 | 12 | 45.5 % | 54.5 % | High Failure Rate |
| PHYSp-223 | 30 | 21 | 9 | 70 % | 30 % | |
| PHSTp-204 | 25 | 10 | 15 | 40 % | 60 % | High Failure Rate |
| TECHp-250 | 21 | 17 | 4 | 81 % | 19 % | |
| RESHp-241 | 27 | 22 | 5 | 81.5 % | 18.5 % | |
| ANATp-201 | 32 | 21 | 11 | 65.6 % | 34.4 % | |
| 4th Level | | | | | | |
| ISLM-112 | 2 | 2 | 0 | 100 % | 0 % | |
| ANAT-202 | 7 | 6 | 1 | 85.7 % | 14.3 % | |
| PHYS-224 | 15 | 10 | 5 | 66.7 % | 33.3 % | |
| BICH-208 | 18 | 15 | 3 | 83.3 % | 16.7 % | |
| PHTH-203 | 8 | 7 | 1 | 87.5 % | 12.5 % | |

| The Academic Year 1437 – 1438 (First semester) | | | | | | |
|--|--------------------|-------------------|-------------------|--------------------|--------------------|---------|
| | Number of students | Number of success | Number of failure | Percent of success | Percent of failure | Remarks |
| PHTH-201 | 17 | 15 | 2 | 88.2 % | 11.8 % | |
| PHTH-202 | 6 | 6 | 0 | 100 % | 0 % | |
| 5th Level | | | | | | |
| 113-ISLM | 5 | 5 | 0 | 100 % | 0 % | |
| 311-PHYS | 14 | 14 | 0 | 100 % | 0 % | |
| 310-ANAT | 11 | 11 | 0 | 100 % | 0 % | |
| 302-PHTH | 8 | 8 | 0 | 100 % | 0 % | |
| 304-PHTH | 16 | 16 | 0 | 100 % | 0 % | |
| 301-PHTH | 14 | 12 | 2 | 85.7 % | 14.3 % | |
| 303-PHTH | 16 | 16 | 0 | 100 % | 0 % | |
| 312-MPHY | 13 | 12 | 1 | 92.3 % | 7.7 % | |
| 6th Level | | | | | | |
| ISLM-114 | 4 | 4 | 0 | 100 % | 0 % | |
| PHTH-307 | 12 | 10 | 2 | 83.3 % | 16.7 % | |
| PHTH-305 | 11 | 9 | 2 | 81.8 % | 18.2 % | |
| PHTH-306 | 9 | 6 | 3 | 66.7 % | 33.3 % | |
| ORTH-312 | 19 | 10 | 9 | 52.6 % | 47.4 % | |
| PHTH-308 | 12 | 11 | 1 | 91.7 % | 8.3 % | |
| PATH-312 | 13 | 7 | 6 | 53.8 % | 46.2 % | |

| The Academic Year 1437 – 1438 (First semester) | | | | | | |
|--|--------------------|-------------------|-------------------|--------------------|--------------------|-------------------|
| | Number of students | Number of success | Number of failure | Percent of success | Percent of failure | Remarks |
| 7th Level | | | | | | |
| PHTH-401 | 9 | 9 | 0 | 100 % | 0 % | |
| PHTH-402 | 21 | 15 | 6 | 71.4 % | 28.6 % | |
| PHTH-403 | 12 | 11 | 1 | 91.7 % | 8.3 % | |
| PHTH-404 | 11 | 11 | 0 | 100 % | 0 % | |
| CARD-410 | 7 | 3 | 4 | 42.9 % | 57.1 % | |
| INTM-411 | 14 | 4 | 10 | 28.6 % | 71.4 % | High Failure Rate |
| 8th Level | | | | | | |
| ARB-202 | 5 | 5 | 0 | 100 % | 0 % | |
| NEUR-411 | 10 | 10 | 0 | 100 % | 0 % | |
| PHTH-405 | 5 | 4 | 1 | 80 % | 20 % | |
| PSYC-412 | 7 | 7 | 0 | 100 % | 0 % | |
| PHTH-407 | 5 | 4 | 1 | 80 % | 20 % | |
| PHTH-409 | 5 | 5 | 0 | 100 % | 0 % | |
| PHCL-413 | 8 | 8 | 0 | 100 % | 0 % | |
| RESH-414 | 8 | 8 | 0 | 100 % | 0 % | |
| 9th Level | | | | | | |
| PED-510 | 5 | 5 | 0 | 100 % | 0 % | |
| PHTH-501 | 3 | 3 | 0 | 100 % | 0 % | |
| PHTH-502 | 2 | 2 | 0 | 100 % | 0 % | |

| The Academic Year 1437 – 1438 (First semester) | | | | | | |
|--|--------------------|-------------------|-------------------|--------------------|--------------------|---------|
| | Number of students | Number of success | Number of failure | Percent of success | Percent of failure | Remarks |
| PHTH-503 | 3 | 3 | 0 | 100 % | 0 % | |
| PHTH-504 | 3 | 3 | 0 | 100 % | 0 % | |
| RESH-511 | 3 | 3 | 0 | 100 % | 0 % | |
| RAD-512 | 7 | 7 | 0 | 100 % | 0 % | |

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.

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|--|-----------------------------------|
| a. Course | Significant result or variation |
| BICHp-207 | High Failure Rate (54.5 %) |
| Investigation undertaken The results were examined with the coordinator of the course to find out the exact reasons for the high failure rate among students. | |
| Reason for significant result or variation 1- high absence rate among failed students. 2- Weak English language. 3- Weak achievement outcomes of the student from preparatory year. 4- Weak background of basic sciences. | |
| Action taken (if required) 1- Constructing awareness lectures about the importance of attending lectures. 2- Constructing extra courses of English language (writing, reading and listening). 3- Improving the outcomes of the preparatory year. 4- Improving the courses of basic sciences. | |
| b. Course | Significant result or variation |
| PHSTp-204 | High Failure Rate (60 %) |
| Investigation undertaken | |

| | |
|---|-----------------------------------|
| <p>The results were examined with the coordinator of the course to find out the exact reasons for the high failure rate among students.</p> <p>Reason for significant result or variation</p> <ol style="list-style-type: none"> 1- high absence rate among failed students. 2- Weak English language. 3- Weak achievement outcomes of the student from preparatory year. 4- Weak background of basic sciences. | |
| <p>Action taken (if required)</p> <ol style="list-style-type: none"> 1- Constructing awareness lectures about the importance of attending lectures. 2- Constructing extra courses of English language (writing, reading and listening). 3- Improving the outcomes of the preparatory year. 4- Improving the courses of basic sciences. | |
| c. Course | Significant result or variation |
| INTM-411 | High Failure Rate (71.4 %) |
| <p>Investigation undertaken</p> <p>The results were examined with the coordinator of the course to find out the exact reasons for the high failure rate among students.</p> <p>Reason for significant result or variation</p> <ol style="list-style-type: none"> 1- high absence rate among failed students. 2- Weak English language. 3- Weak achievement outcomes of the student from preparatory year. 4- Weak background of basic sciences. | |
| <p>Action taken (if required)</p> <ol style="list-style-type: none"> 1- Constructing awareness lectures about the importance of attending lectures. 2- Constructing extra courses of English language (writing, reading and listening). 3- Improving the outcomes of the preparatory year. 4- Improving the courses of basic sciences. | |

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

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| (a) List any courses that were planned but not taught during this academic year and indicate the |
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| 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 |
|---|---|--|

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|--|-------------|---------------------------------|
| reason and what will need to be done if any compensating action is required. | | |
| Course title and code | Explanation | Compensating action if required |
| None | ----- | ----- |

| | | |
|--|--------------|--------|
| (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) | | |
| Course | Unit of work | Reason |
| None | ----- | ----- |
| Compensating action if required | | |
| _____ | | |

E Program Management and Administration

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| Insufficient desktops in teaching halls and labs. | Enforce teaching staff to use their own laptops. | It will helpful to specify one desktop for each teaching hall and laboratory. |
| Lack of food and coffee suppliers as well as libraries services. | Such difficulties enforce staff and students to move outside the main campus to get their needs. | It would suggest making engagement with suppliers to provide such services and specify physical therapy library. |
| insufficient physical therapy specialists in clinics at Najran University. | This issue is impacting the achievement of the program objectives due to patients could look for other sectors to get more time for treatment. Therefore, lack of patients' variety impacts students training process. | It would suggest employing more physical therapy specialists to overcome this problem. |

F. Summary Program Evaluation

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| 1. Graduating Student Evaluations (surveys) | |
| Date of Surveys | First Semester 1437– 1438H |
| Attach survey reports. | |
| <p>a. List most important recommendations for improvement, strengths and suggestions</p> <p>The most important recommendations</p> <ol style="list-style-type: none"> 1- Providing post-graduate studies within the program. 2- Providing workshops and seminars for graduates. 3- Providing center for students services (computers and network services) and a library at the college. | <p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)</p> <p>Action intended:</p> <ol style="list-style-type: none"> 1- Designing a study plan for post graduate studies. 2- Designing various workshops and seminars for the graduate students. 3- Preparing to provide more facilities, labs, and restaurant that is well established. |
| <p>b. Changes proposed in the program (if any) in response to this analysis and feedback.</p> <ol style="list-style-type: none"> 1- Preparing a list of the most important and recent textbooks related to the program. 2- Preparing for the scientific day of the program to discuss the most related and recent researches of the staff members of the college and inviting graduates to attend this day. 3- Increasing the office hours and conduct it in the library to encourage pre and post graduates to search in the textbooks. | |

2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

Evaluations by employers or other stakeholders were performed through a study designed for this purpose.

Describe evaluation process.

The results of this study were:

- 1- The number of employers who surveyed were 11.**
- 2- The average of arithmetic was 4.32, however this value considers an excellent rate to which was anticipated.**
- 3- The evaluation value (4.16) of graduates those gained practical skills during physiotherapy program period was given.**
- 4- The evaluation value (4.02) of plans to develop the qualifications and skills of future for graduates of physiotherapy program was given.**

Attach review/survey report.

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|--|-------------------------------|---|----------------------------------|
| <p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p> <p>1- Increase practical training hours.</p> <p>2- Constructing post graduate studies.</p> <p>3- Providing workshops and seminars for graduates to improve their knowledge</p> <p>4- Providing center for students services (computers and network services) for research interests.</p> <p>5- Provide a library at the college for post graduate studies and research.</p> | | <p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p> <p>All recommendations are valid Actions taken:</p> <p>1- Designing a study plan for post graduate studies.</p> <p>Actions will be taken:</p> <p>2- Designing various workshops and seminars for the graduate students.</p> <p>3- Preparing to provide more facilities, labs, and restaurant.</p> | |
| <p>b. Changes proposed in the program (if any) in response to this feedback.</p> <p>1- Developing a study plan for post-graduate studies.</p> <p>2- Increasing the amount of practical training in the curriculum.</p> <p>3- Providing more facilities (IT center) for students to improve research activities.</p> | | | |
| <p>2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.</p> | | | |
| <p>(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).</p> | | | |
| Standard 4 Sub-Standards | Best Practices Followed (Y/N) | 5 Star Rating | List priorities for improvement. |

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| 4.1 | Y | ☆☆☆ | 1- Conducting a study that reflect the consistence of intended learning outcomes of the program with the requirements for professional practice and requirements of national and international accreditation. 2- Evaluation processes and feedback of achieving intended learning outcomes from graduate students should be developed. |
| 4.2 | Y | ☆☆☆ | 1- Need continuing advisory panels that include leading practitioners from the relevant profession to monitor and advise on content and quality of programs in the professional programs. 2- Need new program proposals are assessed and approved by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation. 3- Development of post-graduate studies in the program. 4- Development of the study plan of the program. |
| 4.3 | Y | ☆☆☆ | 1- Develop quality indicators that include learning outcome measures and used for all courses and the program as a whole. |
| 4.4 | Y | ☆☆☆ | 1- Develop appropriate valid and reliable mechanisms for verifying standards of student achievement in relation to relevant internal and external benchmarks. 2- Develop effective procedures that ensure that work submitted by students is actually done by the students concerned. |
| 4.5 | Y | ☆☆ | 1- Increase the level of English language by increase the courses in the preparatory year. 2- Provide more adequate facilities to provide private study with access to computer terminals and the necessary equipment. 3- Train the teaching staff to be familiar with the support services available in the institution for student. 4- Assess adequacy of arrangement for assistance to student. |
| 4.6 | Y | ☆☆☆ | 1- Apply regular review and adjustment for the effectiveness of different planned strategies in achieving learning outcomes in different domains of learning. |

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|---|---|-----|--|
| 4.7 | Y | ☆☆☆ | <ol style="list-style-type: none"> 1- Establishes a new teaching programs in teaching that include effective use of new and emerging technology. 2- Establish a new mechanism that provide adequate opportunities for the professional and academic development of teaching staff with special assistance given to any who to facing difficulties. 3- Establish a mechanism for formal recognition to give outstanding teaching, and encouragement for innovation and creativity. 4- Establish a new mechanism that provide strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them. |
| 4.8 | Y | ☆☆☆ | <ol style="list-style-type: none"> 1- Establish a new mechanism that provide part time teaching staff when they are needed and provide an appropriate mix of full time and part time teaching staff. 2- Establish a new mechanism to enable all teaching staff to be involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments. 3- Establish postgraduate courses. 4- Collaboration with experienced and highly skilled professionals to be involved in professional programs teaching teams. |
| 4.9 | Y | ☆☆☆ | <ol style="list-style-type: none"> 1- Follow up meetings or classes must be scheduled starting from the beginning of the course. 2- Criteria for assessment of the interns must be clearly defined, results of evaluation of the interns must be reviewed at the end of training period to use the results in future planning for improvement. 3- Instructions for risk minimization must be considered as lectures or workshops. |
| 4.10 | Y | ☆☆☆ | <ol style="list-style-type: none"> 1- Improve partnership arrangements. 2- Evaluation of the formal arrangements of the partnership. 3- Provide adequate course requirements, with mechanisms available for ongoing consultation on emerging issues. |
| Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices. | | | |

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 |
| 201 ANATp | √ | | | √ | |
| 231 HISTp | √ | | | √ | |
| 202 ANAT | √ | | | √ | |
| 310 ANAT | √ | | | √ | |
| 311 PHYS | √ | | | √ | |
| 224 PHYS | √ | | | √ | |
| 223 PHYSp | √ | | | √ | |
| 312 PATH | √ | | | √ | |
| 202 PTHH | √ | | | √ | |
| 201 PTHH | √ | | | √ | |
| 301 PTHH | √ | | | √ | |
| 302 PTHH | √ | | | √ | |
| 303 PTHH | √ | | | √ | |
| 306 PTHH | √ | | | √ | |
| 308 PTHH | √ | | | √ | |
| 305 PTHH | √ | | | √ | |
| 307 PTHH | √ | | | √ | |
| 410 PTHH | √ | | | √ | |
| 404 PTHH | √ | | | √ | |
| 403 PTHH | √ | | | √ | |
| 401 PTHH | √ | | | √ | |
| 203 PTHH | √ | | | √ | |
| 304 PTHH | √ | | | √ | |
| 414 RESH | √ | | | √ | |
| 409 PTHH | √ | | | √ | |
| 411 PTHH | √ | | | √ | |
| 405 PTHH | √ | | | √ | |
| 412 PSYC | √ | | | √ | |
| 407 PTHH | √ | | | √ | |
| 501 PTHH | √ | | | √ | |
| 503 PTHH | √ | | | √ | |
| 402 PTHH | √ | | | √ | |
| 504 PTHH | √ | | | √ | |

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

| Level | Code | Course Title | Required or Elective | Credit Hours | College or Department |
|-------|-------------|--|----------------------|--------------|--|
| Three | ANATp - 201 | Human Anatomy (Limbs) | Required | 2 | College of medicine Department of anatomy |
| Three | PHYSp - 223 | Human Physiology | Required | 2 | College of medicine Department of Physiology |
| Three | BICHp - 207 | Introduction to Biochemistry | Required | 1 | College of medicine Department of Biochemistry |
| Three | PHSTp - 204 | Introduction to Physics | Required | 2 | College of applied medical sciences |
| Three | ARB - 201 | Arab Writing Skills1 | Required | 2 | College of Shareia |
| Three | TECHp - 250 | Computer Application for Health Sciences | Required | 2 | College of computer sciences |
| Three | RESHp - 241 | Biostatistics | Required | 2 | College of applied medical sciences |
| Three | ISLM - 111 | Islamic Culture 1 | Required | 2 | College of Shareia |
| Three | HISTp - 231 | Basic Histology | Required | 3 | College of medicine Department of Histology |
| Four | ANAT - 202 | Neuroanatomy | Required | 3 | College of medicine Department of anatomy |
| Four | ISLM - 112 | Islamic Culture 2 | Required | 2 | College of Shareia |
| Four | BICH - 208 | Biochemistry | Required | 2 | College of medicine Department of Biochemistry |
| Four | PHYS - 224 | Neurophysiology | Required | 3 | College of medicine Department of Physiology |
| Five | ANAT - 310 | Thorax and Abdomen Anatomy | Required | 3 | College of medicine Department of anatomy |
| Five | PHYS - 311 | Principles of Exercise Physiology | Required | 2 | College of medicine Department of Physiology |
| Five | MPHY - 312 | Medical physics | Required | 1 | College of applied medical sciences |
| Five | ISLM - 113 | Islamic Culture 3 | Required | 2 | College of Shareia |
| Six | ORTH - 312 | Principles of Musculoskeletal Disorders and it's Surgery | Required | 2 | College of medicine Department of Orthopedics |
| Six | PATH - 312 | Pathology | Required | 2 | College of medicine Department of Pathology |
| Six | ISLM - 114 | Islamic Culture 4 | Required | 2 | College of Shareia |
| Seven | CARD - 410 | Principles of Cardiac Disorders and it's Surgery | Required | 2 | College of medicine Department of Cardiology |
| Seven | INTM - 411 | Principles of Internal Medicine and Geriatric Diseases | Required | 2 | College of medicine Department of Internal Medicine |
| Eight | NEUR - 411 | Principles of Neuromuscular Disorders and it's Surgery | Required | 2 | College of medicine Department of Neurology |

| | | | | | |
|-------|------------|---|----------|---|--|
| Eight | PSYC - 412 | Psychology | Required | 1 | College of medicine Department of Psychology |
| Eight | ARB - 202 | Arab writing Skills2 | Required | 2 | College of Shareia |
| Eight | PHCL - 413 | Pharmacology | Required | 1 | College of Pharmacy |
| Nine | PED - 510 | Principles of Pediatrics Disorders and its Surgery | Required | 2 | College of medicine Department of Pediatrics |
| Nine | RAD - 512 | Radiology | Required | 2 | College of applied medical sciences Department of Radiology |

3. Program Learning Outcomes Assessment. Provide a report on the program learning outcomes assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes must 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 | Recognize the basic and foundational medical, behavioral, social, sciences related to physical therapy | Assignment Quizzes Written exam | According to the course schedule |
| 1.2 | Recognize the connection between the science and proven expertise and the significance of this connection to professional practices. | | According to the course schedule |
| 1.3 | Identify the basic principles and criteria for evaluation and treatment | | According to the course schedule |
| 1.4 | Describe different physical therapy modalities, there effect and usage | | According to the course schedule |
| 2.0 | Cognitive Skills | | |
| 2.1 | Explain a critical and reflective understanding of relationship between theory and practice in health and disease of human. | Quizzes. written exam. Objective Structured Clinical Exam. Practical exam. | According to the course schedule |
| 2.2 | Appraise appropriate treatment plane according to patients' medical and physical problems | | According to the course schedule |
| 2.3 | Compare among physical therapy interventions and procedures to conclude the suitable one. | | According to the course schedule |
| 2.4 | Integrate the best evidence of practice from sources of information with clinical judgment to determine the best care for a patient/client | | According to the course schedule |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers on a base of social and context of physical therapy. | Objective Structured Clinical Exam. Assignment | According to the course schedule |
| 3.2 | Participate in self- directed learning related to physical therapy profession. | | According to the course schedule |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Participate in the design and the implementation of best clinical practice with communication to medical and health care providers. | Objective Structured Clinical Exam. Assignment | According to the course schedule |
| 4.2 | Illustrate the evidence of practice by using communication technology | | According to the course schedule |
| 5.0 | Psychomotor | | |
| 5.1 | Operate as independent practice in a field of physical therapy. | Objective Structured Clinical | According to the course schedule |

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

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

KPI Assessment Table (Institutionally approved for the program)

Waiting for software from university to perform measurement of learning outcomes

| | |
|---|--|
| KPI Code # _____ Program KPI: _____ | |
| Assessment Year _____ Program Learning Outcome: _____ | |
| NQF Learning Domain | |
| KPI Target Benchmark | |
| KPI Actual Benchmark | |
| Internal Benchmark | |
| External Benchmark | |
| Analysis: (List strengths and recommendations) | |
| New Target Benchmark | |

3. Orientation programs for new teaching staff

Orientation programs provided? Yes ☐ No ☒ If offered how many participated? ☐

a. Brief Description

No Orientation programs were conducted.

b. List recommendations for improvement by teaching staff.

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

Orientation programs were not provided as there is only one new teaching staff and the orientation session was done by the head of the department.

| 4. Professional Development Activities for Faculty, Teaching and Other Staff | How many Participated | |
|--|-----------------------|-------------|
| | Teaching Staff | Other Staff |
| a. Activities Provided | | |
| الاعتماد الأكاديمي للبرامج الصحية | 7 | ----- |
| البرامج والتقنيات المساعدة في التعليم الإلكتروني | 3 | ----- |
| المكتبة الإلكترونية والاستفادة منها في التعليم الطبي | 4 | ----- |
| إدارة ضمان الجودة للبرامج الصحية | 6 | ----- |
| التعليم الطبي المبني على الفريق الصحي | 5 | ----- |
| طرق نشر البحث العلمي | 3 | ----- |
| معايير جودة السياق المؤسسي للبرامج الصحية | 6 | ----- |
| صياغة الاسئلة متعددة الخيارات | 5 | ----- |
| التعليم الذاتي في البرامج الصحية | 4 | ----- |

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

After finishing workshops, polls were distributed to all trainees to explore their opinions about the trainer, the scientific material, the methods used for explanation and the benefits obtained. Then the results were analyzed and a summary of the workshop was written that demonstrated high benefits between all trainees.

It allowed them to earn up to date knowledge, maintain learning and keeping current with the field

It allowed discussion and generation of new ideas

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 | Comments by Program Coordinator |
|---|---------------------------------|
| Not conducted | |
| 2. Implications for Planning for the Program | |
| | |

Program Action Plan Table

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.

| No. | Recommendations | Actions | Assessment Criteria | Responsible Person | Start Date | Completion Date |
|-----|--|--|--|---|------------|-----------------|
| 1 | a. Construction of an exit exam. | Conducting an exit exam for the interns | Achieving higher scores | Head of the department | 1/3/1438 | 1/8/1438 |
| 2 | a. Providing many hospitals and centers to improve practical training | The management of the college contact with the ministry of health to provide training centers for students. | Increasing numbers of hospitals and training centers. | Head of the department | 1/3/1438 | 1/11/1438 |
| 3 | b. Providing computers, lab top and writing elements at lecture halls | The head of the committee of the facilities and equipment's provide a list for the equipment's needed and send it to the management. | Presence of equipment's on all lecture halls. | The head of the committee of the facilities and equipment's | 1/1/1438 | 1/10/1438 |
| 4 | c. Providing recent equipment's in the cardiopulmonary unit and hydrotherapy lab to improve practical training | The head of the committee of the facilities and equipment's provide a list for the equipment's needed and send it to the management. | cardiopulmonary unit and hydrotherapy lab are completely equipped. | The head of the committee of the facilities and equipment's | 1/4/1438 | 1/12/1438 |
| 6 | d. Hiring a new staff for physiotherapy clinic (4 Therapists + 4 technicians + 2 | Head of the department provide a list and send it to the dean of the college | Increasing numbers of staff members in the physiotherapy clinic | Dean of the college | 1/7/1438 | 1/12/1438 |

| | | | | | | |
|--|------------|--|--|--|--|--|
| | secretary) | | | | | |
| Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan). | | | | | | |

I. Action Plan Progress Report

| | | | | |
|---|-------------------------|---|---------------|--|
| 1. Progress on Implementation of Previous Year's Action Plans | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| a. Construction of an exit exam. | 30/3/1438 | Head of the program | Not completed | Under construction |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| b. Construction of updated study plan for undergraduate students. | 30/3/1438 | Program coordinator | Not completed | Under revision and correction after external reviewer report. |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| c. Providing recent equipment's to improve practical training. | 30/4/1438 | The head of the committee of the facilities and equipment's | Not completed | The list of equipment's needed was sent to the management but it was not provided up till now. |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |

| | | | | |
|--|-----------|---------------------|---------------|--------------------|
| d. Construction of updated study plan for postgraduate students (Master degree). | 30/5/1438 | Program coordinator | Not completed | Under construction |
|--|-----------|---------------------|---------------|--------------------|

Program Chair: Dr. Raee Saeed AL-Hayani

Coordinator Name: Dr. Mohamed Ahmed Eid

Signature: *Dr. Mohamed A. Eid* **Date Report Completed: 15 / 6 / 1438**

Received by: _ Dr. Raee Saeed AL-Hayani Dean/Department Head

Signature: *Raee Saeed AL-Hayani* **Date: 15 / 6 / 1438**