

## Program Performance Report (Year 1442-1443 AH)

### A) Program Statistics

#### 1. Students Statistics (in the year 1442-1443 AH)

No.	Item	Results
1	Number of students who started the program	M (53) F (60) Total (113)
2	Number of students who graduated	M (25) F (55) Total (80)
3	Number of students who completed major tracks within the program (if applicable)	
	a.	NA
	b.	NA
	c.	NA
4	a. Number of students who completed the program in the minimal time	M (18) F (46) Total (64)
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	M (36%) F (80.7%) Total (59.8%)
6	Number of students who completed an intermediate award specified as an early exit point (if any)	NA
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	NA
<p><b>Comment on any special or unusual factors that might have affected the completion rates:</b></p> <ul style="list-style-type: none"> <li>The completion rate is average, although it was higher among female students compared to male students. The enrollment folding rate among male students was high (approximately 24%). Some of the male students had difficulties to cope with courses requirements of the plan. On the other hand, female students have more eagerness, concentration, and less distractions.</li> </ul>		

## B. Program Learning Outcomes Assessment

PLO Domain	PLOs	Assessment result
K1	Identify anatomical, physiological, mechanical, psychological and developmental basis of human movement.	79%
K2	Recognize the pathology, pathomechanics and the signs and symptoms of various disorders that require physical therapy.	81%
K3	Explain the principles, concepts, and processes of physical therapy methods of treatment.	80%
K4	Describe principles of scientific research in physical therapy	80%
S1	Differentiate between normal and abnormal human movement based on patient assessment.	76%
S2	Evaluate the functional problems of patients using all available assessment methods.	80%
S3	Design a proper physical therapy program based on detected problems, disease nature, medications, and stage of disease/healing.	83%
S4	Develop critical thinking and problem-solving skills.	81%
C1	Use the Islamic, social, ethical standards and administrative aspect in all physical therapy practice.	85%
C2	Demonstrate effective communication with patients, colleagues and members of health team in responsive and responsible manners.	87%
C3	Use self-learning to increase the body of knowledge and promote skills.	90%
C4	Perform all practical tasks correctly, safely and independently	84%
C5	Prepare assignments and projects based on evidence-based practice using library and internet.	87%

## C. Program Activities

### 1. Student Counseling and Support

Activities that target students' academic advising start from the first day of the year with the main participation from the Academic Advising and Admission & Registration Committees in the department, which assign each student to an academic advisor and regulate the process of add/drop. Counseling services are provided for all students with all academic levels with regular reports from the advisors. Student Advisory Board presents students support through regular meetings with the head of the department.

Activities Implemented	Brief Description
Students' orientation day	A general orientation day for new students was held in the college for the academic programs including general orientation for the students' rights, responsibilities, study regulations, academic counseling services. After the general session, a separate group orientation for the students of Physical Therapy Program was started to answer the students' queries. The program uploaded a separate file for guiding the students at the department through the Blackboard and the web page of the department on Taif University web site.
Students were distributed to academic advisors	Distribution is based on based on their level and academic average.
Continuous academic advising throughout the year	<ul style="list-style-type: none"> <li>Before the beginning of the semester: The academic advisor instructs the students to enter the university system during the period of allowing the add/drop (modification of schedules) for students and to study their schedule and change what is necessary after consulting the academic advisor.</li> <li>Each academic advisor studies the case of the students at a glance and studies their schedule well at the beginning of each semester after the students amend their schedules and during the period available to modify the schedules by the academic advisors. In case the student's schedule is incomplete. The advisor studies the possibility of adding courses, assisting him and providing him with advice in choosing courses.</li> <li>The student fills out the add and drop form (after agreeing with the academic advisor), sign it and send it to the academic advisor to make the amendment.</li> <li>The academic advisor makes the necessary adjustments during the period available to modify the schedules by the academic advisors based on the add and drop form.</li> <li>Each academic advisor lists the students on his side, the outstanding students as well as the defaulting ones, and studies the preparation of a plan for each student, starting from the third week.</li> <li>Each academic advisor conducts periodic counseling meetings (virtual group and individual counseling sessions) and records them in the forms prepared for that and tries to take the necessary measures to solve the students' problems, if any.</li> <li>Each academic advisor holds periodic counseling meetings (individual counseling sessions) with stumbling students and prepares a plan to motivate them to raise their level and try to solve the problems that caused them to stumble.</li> </ul>

	<ul style="list-style-type: none"> <li>Each academic advisor holds periodic counseling meetings (individual counseling sessions) with outstanding students and prepares a plan to maintain their distinction.</li> <li>Making an inventory of disadvantaged students at the end of the semester.</li> </ul>
Make a report on the struggling students in midterm exams	<ul style="list-style-type: none"> <li>Monitor the number and percentage of struggling students</li> <li>Monitor default materials to determine the solution to default problems</li> </ul>
Meetings between the academic advisors and defaulter student after midterm exams	The academic advisors arrange meetings with struggling students to solve problems that student face in midterm exam
Meetings academic advisors and excellent students	The academic advisors arrange meetings with excellent students to encourage them to continue do their best effort
Make a report on the struggling students in first term exams	<ul style="list-style-type: none"> <li>Monitor the number and percentage of struggling students</li> <li>Monitor default materials to determine the solution to default problems</li> </ul>
Online academic advising	<ul style="list-style-type: none"> <li>Follow up meeting with student and encourage academic advisors to increase online meetings with students</li> </ul>
Students support from the Student Advisory Board	<ul style="list-style-type: none"> <li>Students should be informed of the results of the quizzes, activities, and participation before the final exam.</li> <li>Setting the schedule of midterm and final exams in coordination with students in all academic years.</li> <li>The third and fifth level students made some observations on the difficulty of some subjects in terms of quantity and the increase in the number of subjects in one level, which led to some students obtaining unsatisfactory grades in the midterm exams, especially the subject of ethics and the laws (at the third level), as it is one of the subjects that requires a large linguistic sum to be understood and an understanding of many of the terms of the specialty. Also, this subject needs the student to have information and examples of clinical practice, which is not widely available to the student at this early level of study. The students also suggested providing some facilities and changing the methods of assessment in some subjects, especially this subject, and also transferring the subject to a higher level in the department's study plan.</li> <li>Regarding clinical practice, students face the problem of lack of optimum benefit while visiting hospitals, due to the increase in the number of students and the small number of cases that they can deal with in some specialties.</li> </ul>
<b>Comment on Student Counseling and Support**</b>	

- Comprehensive orientation program for the new students. At the level of the College and a specific one related to the program, with available handout for the students which is accessible on the Blackboard learning portal.
- Regular and effective counseling activities were provided for all types of students.
- Relative sharing of students in setting the exam schedule according to their preferences.
- Timely feedback for students' assessment results was provided by many ways to encourage students for better performance.
- Activate office hours to help students understand some of the difficult points in the curricula, especially in the subjects referred to (ethics and laws).
- Submit a proposal to change the level of ethics and laws subject to the department's study plans and programs committee to discuss it and take the students' opinion into consideration when changing the department's study plan.
- Distribute the students, in the clinical practice course, to a larger number of groups and to a larger number of hospitals so that they can deal with different cases and discuss the possibility of doing so with the officials of the training committee.

## 2. Professional Development Activities for Faculty and Other Staff

Many faculty members in the department presented and attended many seminars and workshops, which contributed to the development of the educational process of the department (details included in the attached file). 46 training courses and workshops were attended by staff members in many fields as described below.

Activities Implemented	Brief Description*
Teaching, learning and assessment field	6 courses-workshops were held, mainly online through Maharat platform
New technologies and e-learning field	1 course, online through Maharat platform.
Research and statistics field	5 courses, online through Maharat platform and other providers
Professional courses	6 courses, online through Maharat platform and other providers
Quality assurance	28 courses and workshops, online and onsite through various providers

### Comment on Professional Development Activities for Faculty and Other Staff\*\*

- These various activities cover different aspects of professional development, including quality management, educational and teaching strategies, methods of assessment for the courses and the program, publication opportunities, dealing with digital technology, and physiotherapy profession development as well.
- Activities regarding faculty and staff development were variable and included the following areas:
  - Online courses produced for professional aims
  - Information technology and internet
  - Blackboard
  - Accreditation
  - Exam development
  - Student evaluation

- Details of the training course and number of attendees are included in the attached file through the QR code below.



### 3. Research and Innovation

Activities Implemented	Brief Description*
Published papers	54 articles were published by the faculty staff in the department during the current year.
Preparation of research proposal	10 research proposal done by students of the 8 <sup>th</sup> level during the "research principles and project" course with the supervision of the staff members.
<b>Comment on Research and Innovation**</b>	
<ul style="list-style-type: none"> <li>• A high number of scientific publications by the faculty members (54 papers)</li> <li>• The research proposals (10 proposals), done by students and supervised by staff members, will be completed during the internship period where sufficient samples for research conduction will be available, so the complete papers can be published.</li> <li>• Number of training courses were attended by many of the faculty members which enhance research, statistics and publication skills.</li> </ul>	



### 4. Community Partnership

The department shred in various activities that served many aspects, such as increasing the community awareness of Physiotherapy specialty and consultation services during public meetings at Taif Region. Visiting many schools for orienting the students at high schools about the specialty of physiotherapy. Sharing with college departments in healthcare services.

Activities Implemented	Brief Description*
Initiative for encouraging talented students	Workshop, at preparatory school at Taif
Initiative for first aid for burn victims	A students' fair at Taif Tera mall.
Initiative for orientation about scientific research importance	Training course for students at College of Applied Medical Sciences.
Initiative for orientation about physiotherapy specialty	During the initiative "future physician and nurse", at high school in Taif region.
Initiative for community service regarding children's disorders	A fair about overactivity in children, held at Taif's Heart mall.
<b>Comment on Community Partnership**</b>	

The participation of the program in community services was obvious in many areas, either on campus or outside the College building within the community settings and malls. The community services varied between different fields, e.g., students' talents encouragement, medical awareness, importance of scientific research, increasing the community awareness regarding the physiotherapy specialty, and children health and disorders. Lack of surveying the beneficiaries' satisfaction about the provided services is a weak point that requires more efforts to document this during next events.

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities. A report with details is attached:



## 5. Analysis of Program Activities

### Strengths:

- Comprehensive orientation program for the new students with handouts available on the Blackboard portal.
- Continuous development of counseling activities and better documentation of meetings with students, planning and support for low-achiever students and gifted students.
- Various developmental aspects of faculty and staff members with the valuable experiences in many aspects.
- Increased activities on blackboard with better communication and interaction.
- Better communication between the academic advisor and students through the advanced facilities in the University System on Taif university homepage.
- High number of training courses through Maharat portal, Taif University, online courses was attended by many of the faculty and staff members.
- Increased number of published articles by the faculty members compared to the previous year.
- A variety of community services were presented at different locations, both in the College and outside in schools, public and online courses, and workshops.

## 2. Students Evaluation of Program Quality

Students' evaluation of the program revealed an average value for the male students (3.44) and an "average" value for the female students (3.45).

<b>Evaluation Date:</b> 2 <sup>nd</sup> semester 1442-1443 H	<b>Number of Participants:</b> 117
<b>Students Feedback</b>	<b>Program Response</b>
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• The general average for student evaluation was 3.45 (3.44 for male and 3.45 for female).</li> <li>• Field training program (Internship) has been effective in developing my skills.</li> <li>• What I learned in this program will be important for my future.</li> <li>• The program has developed my ability to work effectively with groups.</li> <li>• The program has improved my communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The program should continue improving the points of strength for better learning experience.</li> </ul>

<ul style="list-style-type: none"> <li>• The program helped me develop my basic skills in using technology to study issues and express results.</li> <li>• I have developed the knowledge and skills needed for my chosen profession.</li> <li>• I am generally satisfied with the quality of my educational experience at the university.</li> </ul>	
<p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>• Appropriate equipment is available for extracurricular activities (including sports and leisure equipment).</li> <li>• Room fittings (for lectures, laboratories, lessons) were of good quality.</li> <li>• The faculty took care of their student's progress.</li> <li>• Curriculum assistance materials were recent and useful.</li> </ul>	<ul style="list-style-type: none"> <li>• The location of the College of Applied Medical Sciences outside the main campus of the University makes it difficult for the students to share in sports activities. Although it is advisable to contact the College management to improve the leisure tools and other services inside the building of the College.</li> <li>• Program should update the references used in course delivery in a regular base.</li> </ul>
<p><b>Suggestions for improvement:</b></p> <ul style="list-style-type: none"> <li>• Appropriate equipment is available for extracurricular activities (including sports and leisure equipment).</li> <li>• Room fittings (for lectures, laboratories, lessons) were of good quality.</li> <li>• Curriculum assistance materials were recent and useful.</li> </ul>	

\* Attach report on the student's evaluation of program quality





#### 4. Key Performance Indicators (KPIs)

List the results of the program key performance indicators (including the key performance indicators required by the National Center for Academic Accreditation and evaluation)

No	KPI	Target Benchmark	Actual Value	Internal Benchmark	Analysis	New Target Benchmark
1	Percentage of achieved target level of KPI of program operational plan	60%	72.9%	56.6%	The KPI slightly increased compared to the previous year indicating the improvement in program committees' activities.	75%
2	Students' evaluation of quality of learning in program	3.6	F (3.61) M (3.48) A (3.55)	F (3.2) M (3.52) A (3.36)	The KPI value increased especially for female students. This may be due to the face-to-face teaching environment compared to the online methods during the previous year.	4
3	Students' evaluation of the quality of their courses	4	F (4.1) M (3.92) A (4.02)	F (3.94) M (3.88) A (3.9)	The KPI value slightly increased compared to the previous year, which may be attributed to the improved quality of on-site teaching relative to online teaching during the last year.	4.5
4	Completion rate	83%	F (80.7%) M (36%) A (59.8%)	F (89.4%) M (64.7%) A (81%)	The KPI decreased relative to the previous year especially for male students, possibly because of the dropout rate in the first 2 years of the program for this cohort.	80%
5	First-Year students retention rate	95%	F (98.3%) M (94.3%) A (96.4%)	F (100%) M (74.3%) A (87%)	High retention rate showing how students were motivated toward study. Increased KPI relative to the previous year.	97%
6	Students' performance in the professional and/or national examinations	NA	F (56%) M (50%) A (53.5%)	NA	Physical Therapy graduates are not required to take professional or national examinations till now for their professional license. However, as a preparation for those students, the program applied the exit exam for graduate students and the results are presented here.	60%
7	Proportion of graduates who employed or enrolled in further study	45%	<u>Employed</u> F (40%) M (52%) A (43.8%)	<u>Employed</u> F (33.3%) M (50%) A (38.4%)	The Alumni unit of the College started its activities the last semester and there is no available data about the graduate students till now. Although the employment % was recorded by the BI system.	Employment : 60%
8	Average number of students in the class (New KPI)	20	F (22) M (14) A (18)	F (23) M (16) A (20)	The KPI has slightly improved compared to the previous year despite of the increased number of students at the program. Broader distribution of students over more divisions along an extended time	15

					schedule was effective to maintain an average number per class.	
9	Employers' evaluation of the program graduate's proficiency	N/A	4.07 (Average)	N/A	The KPI value is high which indicates a good satisfaction of the employers about the program graduates, although the KPI value was average for both male and female graduate students.	4.5
10	Student satisfaction with the services (New KPI)	3.6	F (3.38) M (3.37) A (3.37)	F (3.15) M (3.49) A (3.3)	The KPI slightly increased relative to the previous year. Possibly due to the return to onsite study instead of online one during the last year.	4
11	Ratio of students to teaching staff	15:1	F (25:1) M (15:1) A (20:1)	F (26:1) M (13:1) A (19:1)	The KPI is lower than the previous year due to increased number of accepted students in the program. The admission and registration committee arranged the schedule in a way that ensures low number of students in each class.	15:1
12	Percentage of teaching staff distribution (New KPI)	50% male, 50% female	50% male, 50% female	58% male, 42% female	Distribution of teaching staff is satisfactory, although there is a need for hiring new faculty in some specialties with shortage in staff number.	50% male, 50% female
		15% prof., 20% Associate prof., 20% Assistant prof., 25% lecturer 20% demo.	0% Professor, 21.7% Associate prof., 60.8% Assistant prof., 17.3% lecturer	14.8% Associate prof., 55.5% Assistant prof., 18.5% lecturer, 11.1% demo.		10% prof., 15% Associate prof., 60% Assistant prof., 15% lecturer
13	Proportion of teaching staff leaving the program	0%	F (8.6%) M (0%) A (4.3%)	0%	One female faculty left the department for personal issues.	0%
14	Percentage of publication of faculty members	50%	F (44%) M (67%) A (56%)	F (33.3%) M (55.6%) A (44.4%)	Significant increase in the percentage compared to the previous year.	75%
15	Average research per faculty member	1.3:1	F (2.7:1) M (3.3:1) A (3:1)	F (0.8:1) M (1.3:1) A (1.1:1)	Significantly improved KPI compared to the last year.	4:1
16	Average of citations in refereed journals (New KPI)	2:1	F (2.7:1) M (1.4:1) A (2:1)	F (0.9:1) M (2.6:1) A (1.8:1)	The KPI value slightly increased. Improved citation average for female section, while decreased value for male section.	3:1

17	Satisfaction of beneficiaries with learning resources	3.5 (students) 3.7 (staff)	a.student s: F (3.6) M (3.3) A (3.5) b. staff: F (3.61) M (4.16) A (3.91)	a.student s: F (3.31) M (3.66) A (3.49) b. staff: F (3.6) M (3.8) A (3.7)	The KPI value is nearly the same as the previous year regarding students' satisfaction.  For faculty satisfaction, the KPI value increased, probably due to the onsite teaching environment.	4
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#### Comments on the Program KPIs and Benchmarks results:

Ten indicators (No. 1,2,3,5,8,10,14,15,16, and 17) have improved relative to the last year program report. One indicator (No. 12) is nearly the same as the year before. Three indicators (No. 6,7, and 9) were measured partially during this year compared to the previous years. Although the remaining indicators (No. 4,11, and 13) require planning for improvement and some indicators will be scheduled for complete measurement next year.

#### Number of graduate students in the physical therapy program:

