





**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	Majmaah University	Date of Report:	1434/35
2. College/ Department CAMS/ Department of Physical Therapy & Health Rehabilitation			
3. Dean: Dr. Nasser Al Jarallah			
4. List all branches/locations offering this program			
1. CAMS Male Section, MU Main Campus			
2. CAMS Female Section, Al Majmaah			



### A. Program Identification and General Information

Program title and code: PHT - Bachelor of Physical Therapy
Name and position of person completing the APR  <b>Dr. Fuzail Ahmad</b> Supervisor, Department of Physical Therapy & Health Rehabilitation  <b>Dr. Amal Abdelbaqi,</b> Coordinator, Female Section
Academic year to which this report applies : 1434-35 H

### B Statistical Information

1. Number of students who started the program in the year concerned:	<input type="text"/>
2. (a) Number of students who completed the program in the year concerned:	<input type="text" value="54"/>
Completed the final year of the program:	
Completed major tracks within the program (if applicable)	<input type="text"/>
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>
2. (b) Completed an intermediate award specified as an early exit point (if any)	<input type="text" value="NA"/>
3. Apparent completion rate.	<input type="text"/>



(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) NA  
(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).

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).

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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). Update the years as needed.

**Enrollment Management and Cohort Analysis (Table 1)**

						Current Year
Student Category	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total cohort enrollment	*PYP		M – 47 F - 31	M – 110 F - 54	M – 173 F - 79	M – 182 F - 102
Retained till year end						
Withdrawn during the year and re-enrolled the following year						
Withdrawn for good						
Graduated successfully						

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

Number Surveyed

Number Responded

Response Rate %

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number					
Percent of Respondents					

Analysis: List the strengths and recommendations



### C. Program Context

Significant changes within the institution affecting the program (if any) during the past year.  Implications for the program
2. Significant changes external to the institution affecting the program (if any) during the past year.  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 the each semester,

- The module coordinators are decided and provided with the approved module specification to be taught.
- This module specification along with assesment rubrics and any other relevent information are provided to all the studnts taking that module.
- One of the main responsibility 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 perticular semester.
- The module coordinator after consultation with all the teachers send recomendations in the course report regardin revision of the module learning outcome, revision of the assesment mode, modification of course content, requirements for special tools/equipment for implementiong the module objectives or any other difficulty faced during that semester.
- This course report is then deliberated upon by the Academic Advisory Committee, Quality Assurance Committe and the Department council.
- If required an internal/external expert committe is constituted for module evaluation.
- Annually as part of indirect assesment of learning outcomes, various surveys are conducted to take the opinion of all the stakeholders; including, the student, facult, employers, administrators and the community.
- Based on these recomendation if required the department council sends a request for modification in the aforesaid module to the College/University Council.
- The students are provide details of the module objectives and specification at the begining of the semester.
- The students provide their feedback, suggestions and opinions in various surveys conducted by the quality assurance unit.
- The feedback are also obtained from students during the Final exams to recieve 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:

The assessment committee works out for assessment of achievement of all course objectives and in turn, program objectives,

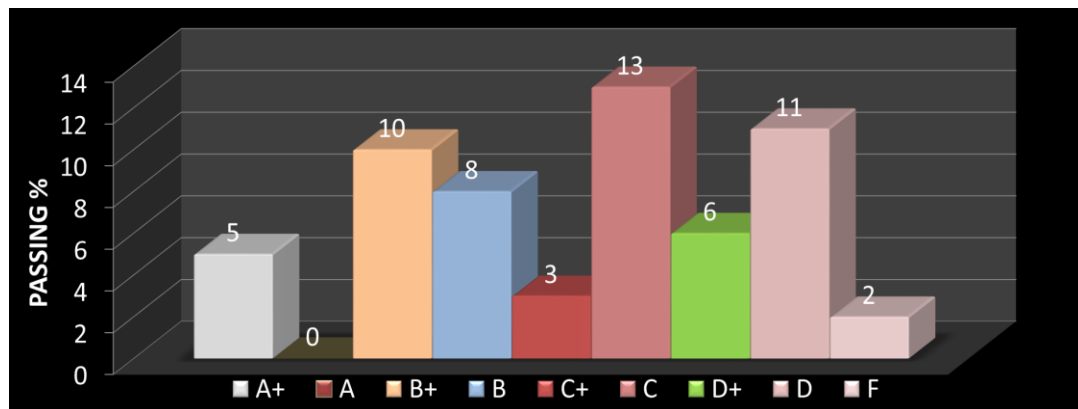
- Course objective are considered as “achieved” if students average grades in questions for that objective are 70% or above
- Program objectives are considered as “achieved” if objectives of different courses leading to this program objective are achieved

(2.) Grade distribution analysis:

Result Analysis for the Academic Year 1434-35

Level	Attended	Withdrawn	Deprived	Absent	A+	A	B+	B	C+	C	D+	D	F
Level 4	84%	10%	3%	3%	7%	0%	14%	12%	4%	19%	9%	16%	3%
Level 5	98%	1%	1%	0%	3%	12%	7%	14%	14%	20%	17%	10%	2%
Level 6	96%	2%	1%	1%	0%	7%	11%	12%	14%	17%	11%	14%	11%
Level 7	99%	0%	0%	1%	11%	9%	11%	15%	13%	16%	12%	9%	3%
Level 8	98%	2%	0%	0%	10%	7%	14%	11%	14%	18%	7%	11%	6%
Level 9	100%	0%	0%	0%	9%	26%	29%	23%	6%	6%	1%	3%	1%
Total	97%	2%	1%	1%	6%	10%	13%	14%	12%	16%	10%	11%	5%

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







2. Analysis of Significant Results or Variations.	
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.	
a. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
b. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
c. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if 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.

Course title and code	Explanation	Compensating action if required
NA	NA	NA

(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
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	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



## F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)	
Date of Survey <input type="text"/>	
Attach survey report	
a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
b. Changes proposed in the program (if any) in response to this analysis and feedback.	



2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)			
Describe evaluation process			
Attach review/survey report			
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?)	
b. Changes proposed in the program (if any) in response to this feedback.			
2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.			
(a) List 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 Student Learning Outcomes	Y	***	
4.2 Program Development Processes	Y	****	
4.3 Program Evaluation and Review Processes	Y	***	
4.4 Student Assessment	Y	***	
4.5 Educational Assistance for Students	Y	***	
4.6 Quality of Teaching	Y	****	



4.7 Support for Improvements in Quality of Teaching	Y	***	
4.8 Qualifications and Experience of Teaching Staff	Y	***	
4.9 Field Experience Activities	Y	***	
4.10 Partnership Arrangements with Other Institutions	Y	***	
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
CAMS231 & PHT-211 Human Anatomy	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 242 & PHT-212 Musculoskeletal Anatomy	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 351 & PHT-213 Neuroanatomy	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 243 & PHT-214 Human Physiology	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 354 & PHT-315 Neurophysiology	✓		Student Satisfaction Survey & Course Evaluation	✓	
PHT-316 Exercise Physiology	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 361 & PHT-218 Introduction To Pathology	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 365 & PHT-319 Pharmacology	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 485 & PHT-419 Reading Medical Imaging	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 473 & PHT-353 Rehabilitation Psychology	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 496 Patient Care	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 244 & PHT-221 Therapeutic Modalities-1	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 353 & PHT-222 Therapeutic Modality 2	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 241 7 PHT-223 Measurements In Physical Therapy	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 246 & PHT-224 Therapeutic Exercise-1	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 352 7 PHT-325 Therapeutic Exercise-2	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 245 & PHT-226 Introduction To Biomechanics	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 355 & PHT-327 Human Biomechanics	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 362 & PHT-328 Hydrotherapy	✓		Student Satisfaction Survey & Course Evaluation	✓	



RHPT 363 & PHT-329 Medical Massage	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 471 & PHT-445 Occupational Therapy	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 492 & PHT-454 Orthotics And Prosthetics	✓		Student Satisfaction Survey & Course Evaluation	✓	
PHT-334 Physiotherapy For Women's Health	✓		Student Satisfaction Survey & Course Evaluation	✓	
PHT-352 Human Growth & Development	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 476 & PHT-331 Physical Therapy For Burn And Surgical Conditions	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 364 & PHT-332 Physical Therapy For Pediatrics	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 366 & PHT-333 Physical Therapy For Sports & Traumatology	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 484 & PHT-420 Advance Physical Therapy Procedure	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 472 & PHT-435 Physical Therapy For Neurological Disorders	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 475 & PHT-436 Physical Therapy For Orthopedics Conditions	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 481-82 & PHT-437 Physical Therapy For Cardiovascular & Respiratory Disorders	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 483 & PHT-438 Geriatric Rehabilitation	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 493 & PHT-441 Clinical Practice 1	✓		Student Satisfaction Survey & Course Evaluation	✓	
PHT-442 Clinical Practice 2	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 494 & PHT-443 Selected Clinical Topics	✓		Student Satisfaction Survey & Course Evaluation	✓	
RHPT 474 Clinical Practice in Paediatrics	✓		Student Satisfaction Survey & Course Evaluation	✓	

RHPT= Old Plan & PHT= New Plan





2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

Campus Branch/Location	Approval By	Date
Main Campus:		
1. Department of Physical Therapy & Health Rehabilitation, College of Applied Medical Sciences, Mail Section, Al Majmaah		
2. Department of Physical Therapy & Health Rehabilitation, College of Applied Medical Sciences, Female Section, Al Majmaah		

List all courses taught by this program and for this program that are in other programs (if any).

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>PYP*</b> <b>1<sup>st</sup> Year</b> <b>Semester 1</b>	PENG111	English (1) for the preparatory year	R	8	University
	PMTH112	Introduction to Mathematics 1	R	2	University
	PCOM113	Computer Skills	R	2	University
	PSSC114	Learning Skills and Communication	R	2	University
<b>PYP*</b> <b>1<sup>st</sup> Year</b> <b>Semester 2</b>	PENG121	English (2) for the preparatory year	R	6	University
	PENG122	English for Health Specialties	R	2	University
	PCHM124	Introduction to Chemistry	R	2	University
	PPHS125	Physics for Health Specialties	R	2	University
	PBIO126	Biology	R	3	University
<b>2<sup>nd</sup> Year</b> <b>Semester 1</b>	PHT211	Basic Anatomy	R	2	Department
	PHT214	Human Physiology	R	2	Department
	PHT212	Musculoskeletal Anatomy	R	3	Department
	CAMS231	Emergency Healthcare	R	2	College
	PHT221	Therapeutic Modalities 1	R	3	Department
	***	University Requirement 1	E	2	University
	***	University Requirement 2	E	2	University
***	College Elective-1	E	2	College	
<b>2<sup>nd</sup> Year</b> <b>Semester 2</b>	PHT223	Measurements in Physical Therapy	R	3	Department
	PHT213	Neuroanatomy	R	3	Department
	PHT222	Therapeutic Modality 2	R	3	Department
	PHT218	Introduction to Pathology	R	2	Department
	PHT226	Introduction to Biomechanics	R	2	Department
	PHT224	Therapeutic Exercise-1	R	3	Department
	***	University Requirement-3	E	2	University



Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
3 <sup>rd</sup> Year Semester 1	PHT325	Therapeutic Exercise-2	R	3	Department
	PHT331	Physical Therapy for Burn and Surgical Conditions	R	3	Department
	PHT315	Neurophysiology	R	3	Department
	PHT327	Human Biomechanics	R	3	Department
	***	Department Elective 1	E	2	Department
	***	College elective-2	E	2	College
	***	University Requirements-4	E	2	University
3 <sup>rd</sup> Year Semester 2	PHT361	Research Methodology	R	2	Department
	PHT332	Physical Therapy for Pediatrics	R	4	Department
	PHT316	Exercise Physiology	R	2	Department
	PHT319	Pharmacology	R	2	Department
	PHT333	PT for Sports &Traumatology	R	2	Department
	PHT353	Rehabilitation Psychology	R	2	Department
	***	Department Elective -2	E	2	Department
	***	University Requirement - 5	E	2	University
4 <sup>th</sup> Year Semester 1	PHT435	PT for Neurological Disorders	R	4	Department
	PHT420	Advanced Physical Therapy Procedures	R	3	Department
	PHT436	PT for Orthopedics Condition	R	4	Department
	PHT419	Reading Medical Imaging	R	2	Department
	PHT441	Clinical Practice 1	R	3	Department
	PHT454	Orthotics & Prosthetics	R	2	Department
4 <sup>th</sup> Year Semester 2	PHT437	PT for Cardio Respiratory Disorders	R	3	Department
	PHT443	Selected Clinical Topics	R	2	Department
	PHT442	Clinical Practice 2	R	3	Department
	PHT445	Occupational Therapy	R	2	Department
	PHT456	Management & Ethics in PT	R	2	Department
	PHT438	Geriatric Rehabilitation	R	2	Department
	PHT457	Independent study	R	2	Department
	***	University Requirement - 6	E	2	University



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	Date of Assessment
<b>1.0</b>	<b>Knowledge</b>		
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	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
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.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
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.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
<b>2.0</b>	<b>Cognitive Skills</b>		
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	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
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.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
2.3	The student will evaluate the	Exams, portfolios, long and short essays, log books,	1 <sup>st</sup> & 2 <sup>nd</sup> Week of



	effectiveness of interventions to formulate novel, safe and effective Physical therapy management while adapting to the needs and responses of the patient.	analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	June
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
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, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
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	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
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.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
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.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June
<b>5.0</b>	<b>Psychomotor</b>		
5.1	The student will demonstrate the manual dexterity skills, to perform elements of examination, evaluation, diagnosis, prognosis, and intervention in a timely manner.	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1 <sup>st</sup> & 2 <sup>nd</sup> Week of June

Provide an analysis of the Four (five/six-) Year Program Learning Outcome Assessment Cycle (List strengths and recommendation)



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)**. Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

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)

<b>KPI #</b> _____ <b>Program KPI:</b> _____	
_____	
<b>Assessment Year</b> _____ <b>Program Learning Outcome:</b> _____	
_____	
_____	
<b>NQF Learning Domain</b>	
<b>Target Benchmark</b>	
<b>KPI Actual Benchmark</b>	
<b>Internal Benchmark</b>	
<b>External Benchmark</b>	
<b>New Target Benchmark</b>	
<b>Analysis: (List strengths and recommendations)</b>	



3. 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.

4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
1. WORKSHOP ON PREPARING QUESTION PAPER	ALL	
2. WORKSHOP ON D2L LEARNING MANAGEMENT SYSTEM	ALL	
3. WORKSHOP ON OUTCOME ASSESSMENT	ALL	
4. WORKSHOP ON AHPGS	ALL	
5. REVIEW OF COURSE SPECIFICATION & REPORT OF 2ND SEMESTER 1434-1435H	ALL	



6. PREPARATION OF COURSE REPORT & EVALUATION OF COURSE SPECIFICATION AND COURSE MATRIX	ALL	
7. WORKSHOP ON SELF STUDY REPORT FOR PHYSICAL THERAPY PROGRAM	ALL	
8. WORKSHOP ON SELF STUDY REPORT FOR PHYSICAL THERAPY PROGRAM	ALL	
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.		

**H. Independent Opinion on Quality of the Program after Considering Draft Report (e.g. head of another similar department/ program offering comment on evidence received and conclusions reached) (Attach notes)**

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
2. Implications for Planning for the Program	



## 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. Student Exit Survey	Feb 2015	Clinical Training Committee	Yes	
b. Student Satisfaction Survey	Jan 2015	Student Affair Committee	Yes	
c. Student Examination Satisfaction Survey	Jan 2015	Examination Committee	Yes	
d. Course Evaluation Survey	Jan 2015	Quality Unit	Yes	
e. Program Evaluation Survey	Jan 2015	Quality Unit	Yes	
f. Alumini Survey	Jan 2015	Quality Unit	Yes	
g. Employer survey regarding our graduates	Jan 2015	Assessment Committee	Did not receive feedback	The employers did not sent feedback, may be lack of follow up
h. Planning and implementation of Active learning strategies, such as Library assignments, Service Learning, Case based discussion, replacement of wet labs with case based discussions	2 <sup>nd</sup> Semester 1435-36	Course Coordinator & Course Instructors	Implemented in various courses	
i. Appointment of female Faculty Member	1434-35	Head	No	Many of the potential candidates have been offer the post, they may join by next semester.





j. Prepare course blue print & Course Matrix for each course mapping ILO's with teaching and assessment strategies.	Beginning of First semester, 1435-36 Continue during second semester.	All course coordinators & Course Instructor, Follow up by Head	Ongoing	
k. Prepare and implement assessment plan to assess achievements of course and program Outcomes; and mission related objectives	Beginning of First semester, 1435-36 Continue during second semester.	All course coordinators & Course Instructor, Follow up by Head	Ongoing	



2. Proposals for Program Development
<p><b>a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)</b> <i>Comprehensive exam after completion of didactic component (first 4 years) after completion of internship, may be recommended as pre-requisite for licencing.</i></p>
<p><b>b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)</b></p>
<p><b>c. Development Activities for Faculty and Teaching Staff</b></p> <ol style="list-style-type: none"> <li>1. <i>Weekly faculty development activities, organized jointly by Activity Committee and professional Development Committee on teaching, learning and assessment</i></li> <li>2. <i>Professional Development Committee , to discuss with the deanship of Academic Development to organize Faculty Development Activities, based upon personal Development Plans of faculty members, particularly in following areas:</i> <ol style="list-style-type: none"> <li>a. <i>Teaching and learning: Active learning, student centered teaching</i></li> <li>b. <i>Assessment strategies for assessment of knowledge, and various skill: Clinical skills, psychomotor, skills, IT and communication skills, attitude and professionalism</i></li> <li>c. <i>Problem based and small group</i></li> </ol> </li> </ol>

3. New Action Plan for Academic Year 1435-36		
Actions Required	Completion Date	Person Responsible
a. Peer review of course delivery: Teaching observation	2 <sup>nd</sup> Semester 1435-36	Quality Unit
b. Moderation of exams, peer review of student assessment	2 <sup>nd</sup> Semester 1435-36	Examination Committee
c. Completion of Course Matrix for all the courses	2 <sup>nd</sup> Semester 1435-36	All course coordinators
d. Course Learning Outcome Assessment for all the courses	2 <sup>nd</sup> Semester 1435-36	All course coordinators
e. Activation of D2L for all courses	2 <sup>nd</sup> Semester 1435-36	All course Instructor
f. Development Online Continuous Clinical Assessment	2 <sup>nd</sup> Semester 1435-36	Clinical Training Unit

**Program Supervisor Name:**

**Dr. Fuzail Ahmad**

**Signature:**

**Date Report Completed: September 2014**