



## Annual Program Report

<b>Program Name:</b>	<b>Bachelor in Physical Therapy</b>
<b>Qualification Level:</b>	<b>Under Graduate</b>
<b>Department:</b>	<b>Physical Therapy</b>
<b>College:</b>	<b>University College- Al Ardah</b>
<b>Institution:</b>	<b>Jazan University</b>
<b>Academic Year:</b>	<b>2019-2020</b>
<b>Main Location:</b>	<b>College of Applied Medical Sciences , Jazan</b>
<b>Branches offering the Program:</b>	<ul style="list-style-type: none"><li><b>University College- Al Ardah</b></li></ul>

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## A. Implementation of Previous Action Plan

Considering the recommendations of previous year annual report, list the planned actions and their status.

Planned Actions	Responsibility of Action	Planned Completion Date	Level of Completion		If Not Completed	
			Completed	Not Completed	Reasons	Proposed Actions
1. Recruitment of full time faculty members	College administration	2 <sup>nd</sup> semester 20202	Appointed 3 teaching assistants and 1 lecturer			
2. Conduct relative scientific researches	HOD and Faculty members	2 <sup>nd</sup> semester 20202	1 student's research project has been accepted and is in progress			
3. Evaluation of Program Learning Outcomes Assessment Results	Department	2 <sup>nd</sup> semester 20202	PLO Assessment First semester 15 courses Second semester 30 Courses			

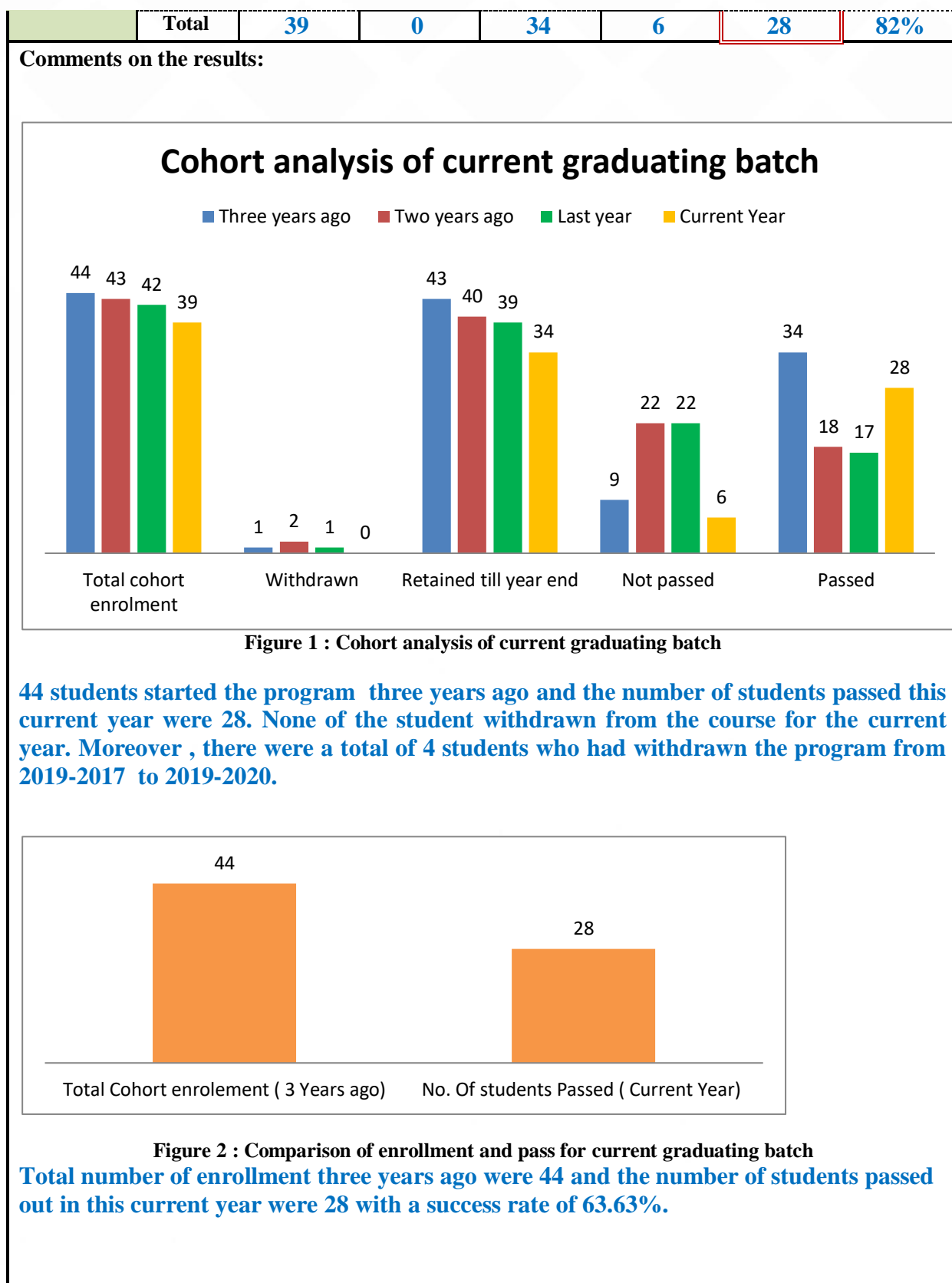
## B. Program Statistics

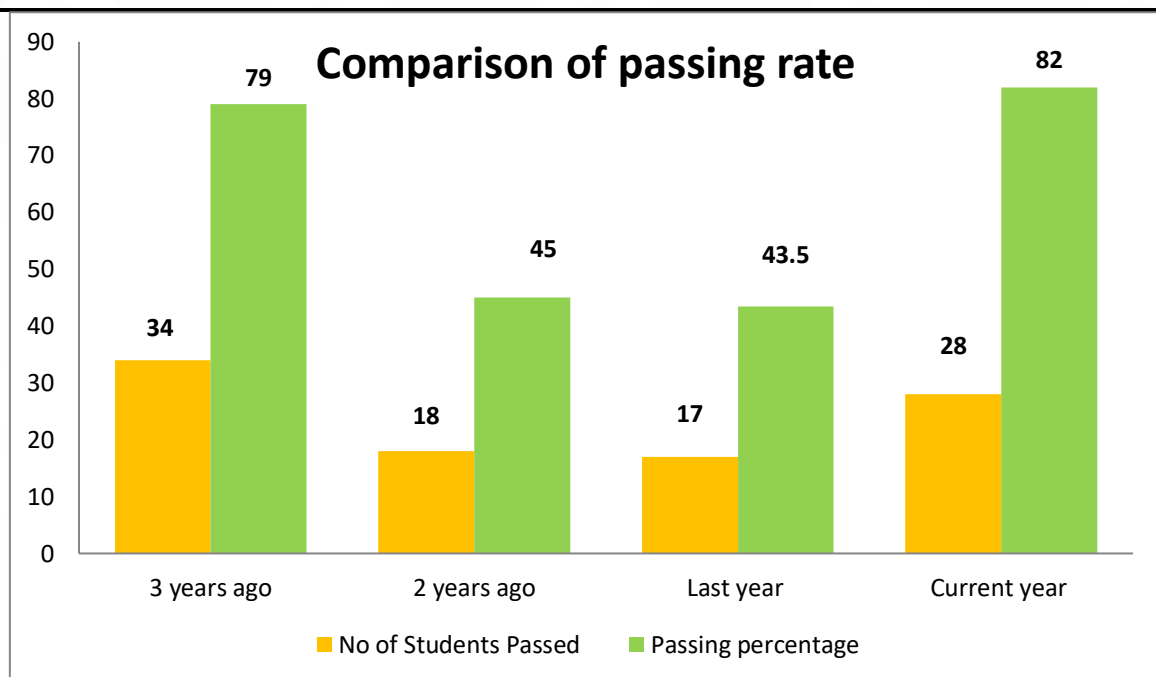
### 1. Students Statistics (in the year concerned)

No.	Item	Results
1	Number of students who started the program	46
2	Number of students who graduated	43
3	Number of students who completed major tracks within the program (if applicable)	
	a.	NA
4	a. Number of students who completed the program in the minimal time	28
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	60.87%
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
Comment on any special or unusual factors that might have affected the completion rates:		

### 2. Cohort Analysis of Current Graduate Batch

Student Categories		Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Years							
Three Years Ago	M	-	-	-	-	-	-
	F	44	1	43	9	34	79%
	Total	44	1	43	9	34	79%
Two Years Ago	M	-	-	-	-	-	-
	F	43	2	40	22	18	45%
	Total	43	2	40	22	18	45%
Last Year	M	-	-	-	-	-	-
	F	42	1	39	22	17	43.5%
	Total	42	1	39	22	17	43.5%
Current Year	M	-	-	-	-	-	-
	F	39	0	34	6	28	82%





**Figure 3 : Comparison of passing rate**

The passing rate three years ago was 79%. It has dropped in next two years to 45% and 43.5% respectively.

The passing rate was increased to 82% in the current year.

\* add more rows for further years ( if needed )

\*\* attach separate cohort analysis report for each branch

### 3. Analysis of Program Statistics

(including strengths, areas for improvement, and priorities for improvement)

#### Strengths :

- High passing rate in the preparatory year (79%) and final year (82%).
- Less number of Withdrawn / Dropped students and most of the students were retained till the year end.

#### Areas for Improvement:

- Improving the students English language skills.
- Improving the knowledge in medical terminologies.

#### Priorities for Improvement:

- Recommendation for extra English language courses.
- Recommendation for course in medical terminologies.

## C. Program Learning Outcomes Assessment

### 1. Program Learning Outcomes Assessment Results.

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results
<b>Knowledge</b>				
K1	Identify the basic and professional knowledge of theoretical and clinical sciences within the scope of physical therapy practice.	<b>Direct Assessment of student's achievements</b> <b>Quizzes, Written &amp; oral exams - (Midterm , Final)</b> <b>Assignments</b> <b>Problem solving, self-studies, and initiatives: Home-works</b> <b>Presentations/Seminars</b> - Surveys & other indirect Indicators.	80%	First semester (20221) 79.93 % Second Semester (20202) 89.19%  Over all 84.56%
K2	Integrate the concepts of theoretical and clinical sciences into the physical therapy practice.	<b>Direct Assessment of student's achievements</b> <b>Quizzes, Written &amp; oral exams - (Midterm , Final)</b> <b>Assignments</b> <b>Problem solving, self-studies, and initiatives: Home-works</b> <b>Presentations/Seminars</b> - Surveys & other indirect Indicators.		
K3	Recognize the roles of related disciplines that foster physical therapy practice.	<b>Direct Assessment of student's achievements</b> <b>Quizzes, Written &amp; oral</b>		

		exams - (Midterm , Final) Assignments Problem solving, self-studies, and initiatives: Home- works Presentations/Semi nars - Surveys & other indirect Indicators.		
<b>Skills</b>				
S1	Apply evidence-based practice into the management of clients encountered by physical therapists.	Direct Assessment of student's achievements Case presentations, Practical exam ( Midterm, Final), Case studies , Seminar presentations Log book, Assignments, Case studies , Group discussions/reports • - Surveys & other indirect Indicators.	80%	First semester (20221) 73.44 % Second Semester (20202) 89.99%  Over all 81.71%
S2	Demonstrate research skills and scientific thinking in physical therapy.	Direct Assessment of student's achievements Case presentations, Practical exam ( Midterm, Final), Case studies , Seminar presentations Log book, Assignments, Case studies ,		

		<b>Group discussions/reports</b> <ul style="list-style-type: none"> <li>- Surveys &amp; other indirect Indicators.</li> </ul>		
S3	Utilize cognitive and information technology skills in problem-solving and clinical reasoning in academic and clinical settings.	<b>Direct Assessment of student's achievements</b> <b>Case presentations, Practical exam ( Midterm, Final), Case studies , Seminar presentations</b> <b>Log book, Assignments, Case studies , Group discussions/reports</b> <ul style="list-style-type: none"> <li>- Surveys &amp; other indirect Indicators.</li> </ul>		
<b>Competence</b>				
C1	Demonstrate autonomy and responsibility as an individual, in inter- and multi-disciplinary teams	<b>Direct Assessment of student's achievements</b> <b>Demonstration by students during lab session, Practical exam ( Midterm, Final), Case presentation, Peer evaluations, Attitudes &amp; value assessed through various rubrics, Extracurricular activity reports, Interviews.</b> <ul style="list-style-type: none"> <li>- Surveys &amp; other indirect Indicators.</li> </ul>	80%	First semester (20221) 85.35 % Second Semester (20202) 87.44 %  Over all 86.39%
C2	Utilize different problem-solving	<b>Direct Assessment</b>		



	methods to interpret information and provide solutions for various condition related to physical therapy.	of student's achievements Demonstration by students during lab session, Practical exam (Midterm, Final), Case presentation, Peer evaluations, Attitudes & value assessed through various rubrics, Extracurricular activity reports, Interviews. - Surveys & other indirect Indicators.		
C3	Implement safe, efficient, effective, culturally sensitive and client-centered physical therapy management.	Direct Assessment of student's achievements Demonstration by students during lab session, Practical exam (Midterm, Final), Case presentation, Peer evaluations, Attitudes & value assessed through various rubrics, Extracurricular activity reports, Interviews. - Surveys & other indirect Indicators.		
C4	Demonstrate core values and ethical attitude towards clients, professionals, and community.	Direct Assessment of student's achievements Demonstration by students during lab session, Practical exam (Midterm, Final), Case presentation,		

		Peer evaluations, Attitudes & value assessed through various rubrics, Extracurricular activity reports, Interviews. - Surveys & other indirect Indicators.		
C5	Display effective skills in leadership, advocacy, commitment, personal development communication and entrepreneurship that are related to physical therapy practice.	Direct Assessment of student's achievements Demonstration by students during lab session, Practical exam (Midterm, Final), Case presentation, Peer evaluations, Attitudes & value assessed through various rubrics, Extracurricular activity reports, Interviews. - Surveys & other indirect Indicators.		
<b>Comments on the Program Learning Outcome Assessment results.</b> In the first semester(20201) PLO assessment was done for 15courses. The PLO actual level for knowledge domain is 79.93% , skills has 73.44% and competence achieved 85.85%.  During the COVID -19 pandemic, Online teaching via Black Board (BB) was adopted in Second semester (20202) and following evaluation methods has been adopted. ✓ Research activity/ Project work ✓ Presentation - Online ✓ Assignments ✓ Oral exam / Discussions ✓ Online exam- Open book In the Second semester(20202) PLO assessment was done for 15courses. The PLO actual level for knowledge domain is 89.19% , skills has 89.99% and competence achieved 87.44%.				

\* Include the results of measured learning outcomes during the year of the report according to the program plan for measuring learning outcomes

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

## 2. Analysis of Program Learning Outcomes Assessment

(including strengths, Areas for Improvement:, and priorities for improvement)

<b>Strengths :</b>
Over all The performance target was achieved for all domains
<b>Areas for Improvement:</b>
Review and evaluate the program learning outcomes to ensure the learning outcomes implementation in the program.
CLO assessment for all courses
<b>Priorities for Improvement:</b>
Workshops for staff to promote CLO assessments.
Encourage CLO assessment for all courses

## D. Summary of Course Reports

### 1. Teaching of Planned Courses / Units

List the courses / units that were planned and not taught during the academic year, indicating the reasons and compensating actions.

Course	Units/Topics	Reasons	Compensating Actions
All the courses were taught as planned			

### 2. Courses with Variations

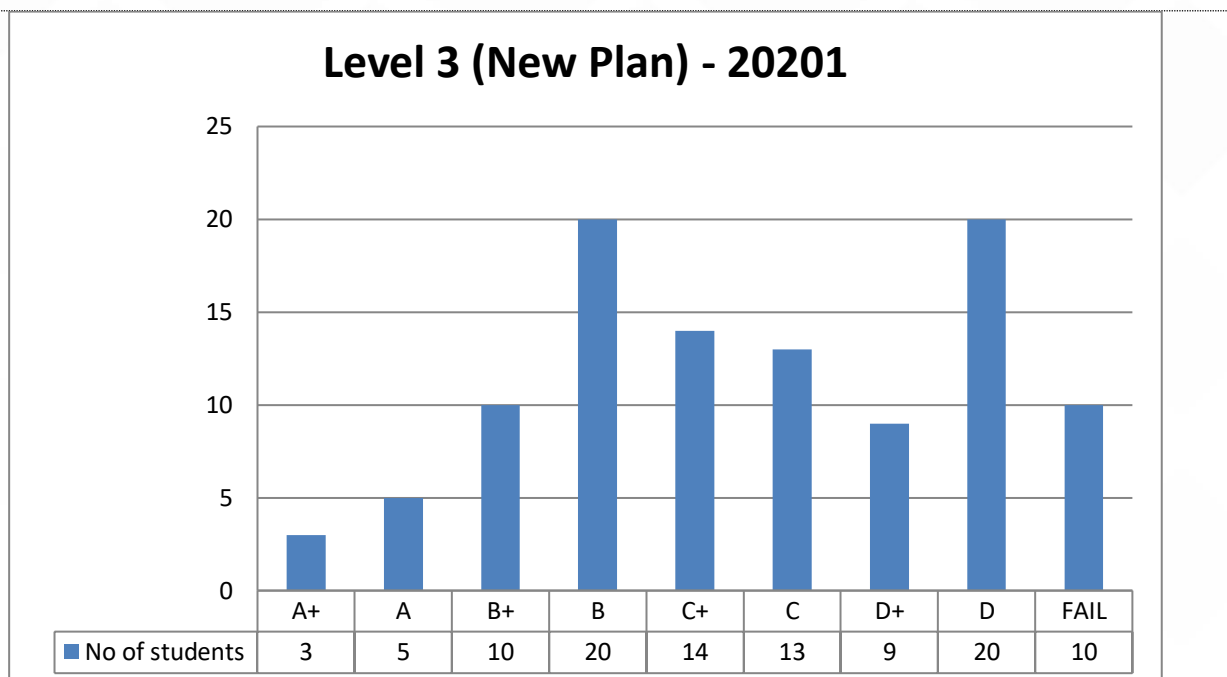
List courses with marked variations in results that are stated in the course reports, including: (completion rate, grade distribution, student results, etc.), and giving reasons for these variations and actions taken for improvement.

Course Name & Code	variation	Reasons for variation	Actions taken
No significant variations have been observed in completion rate, grade distribution, student results			

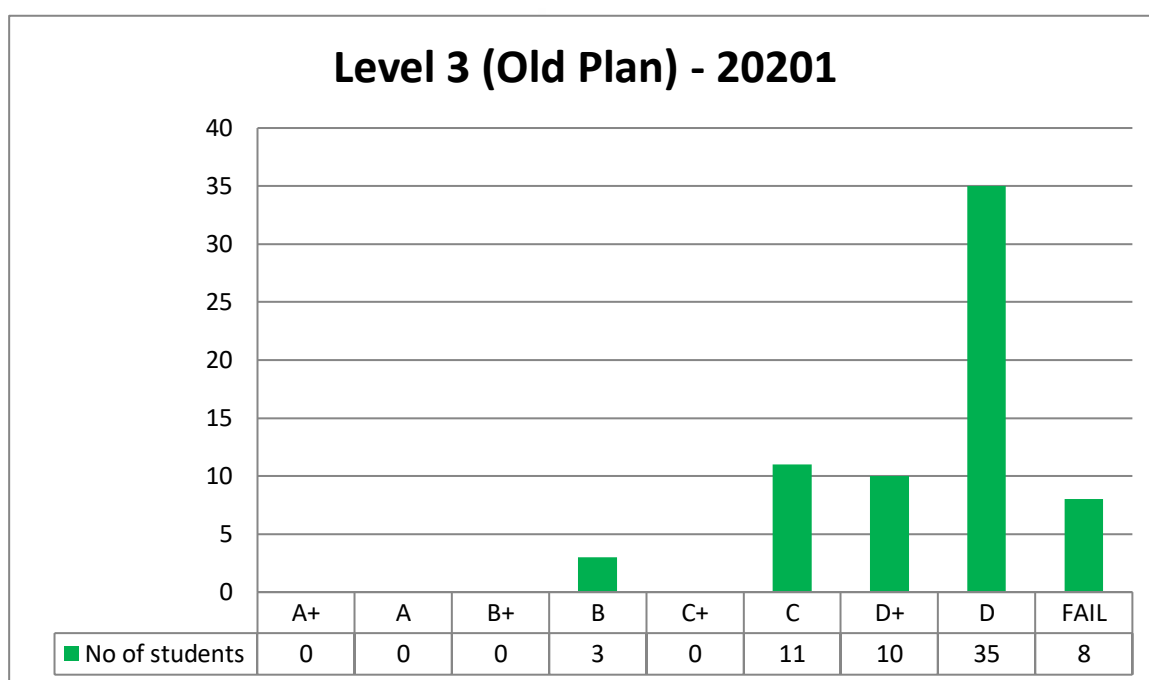
### 3. Result Analysis of Course Reports

(including strengths, Areas for Improvement:, and priorities for improvement)

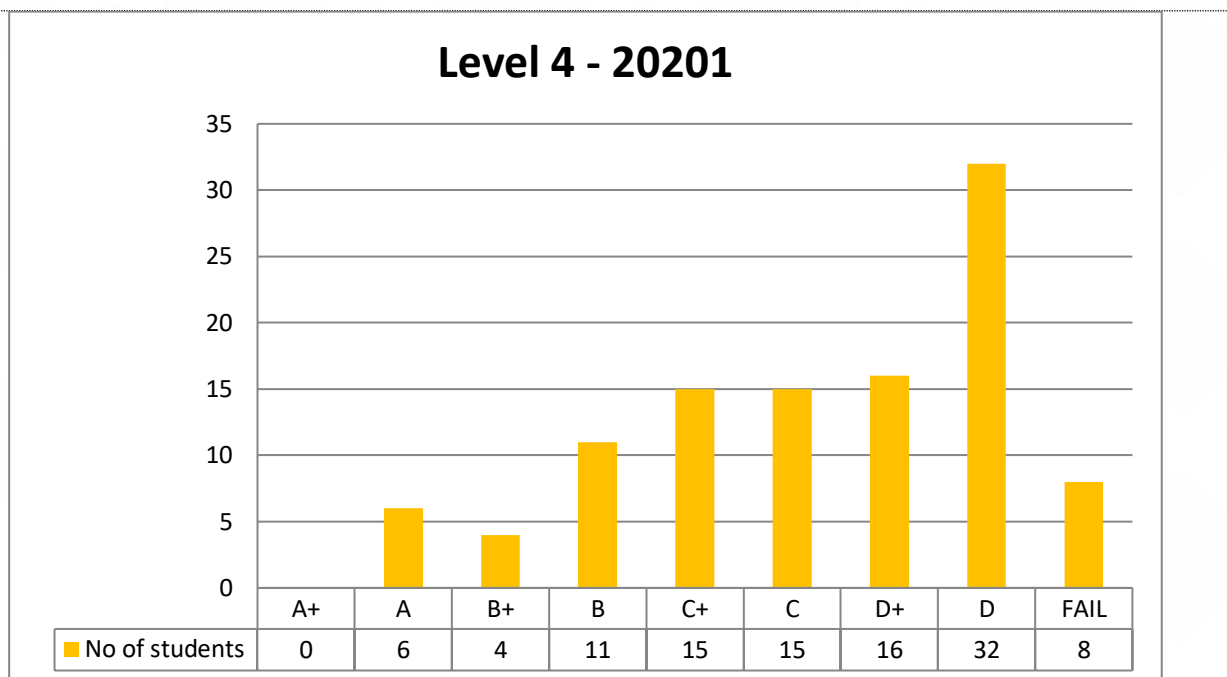
<b>Strengths :</b>



**Figure 4 : Grade distribution analysis Level 3 (New Plan)-20201**  
 20 students achieved B and D grades . Over all 10 students were failed. Detailed grade distribution of level 3 students (new plan ) for 1<sup>st</sup> semester 20201 is shown in Figure 4.

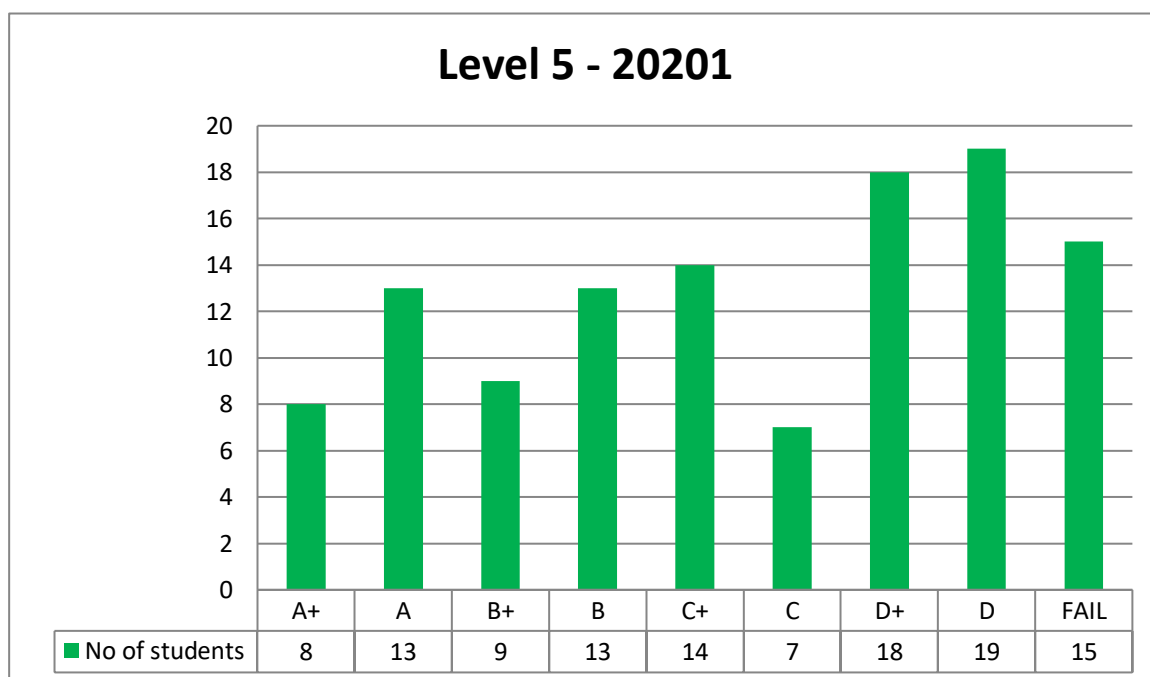


**Figure 5 : Grade distribution analysis Level 3 (Old Plan)-20201**  
 Most of the students achieved D+ and D grades. Over all 8 students were failed. Detailed grade distribution of level 3 students (old plan ) for 1<sup>st</sup> semester 20201 is shown in Figure 5.



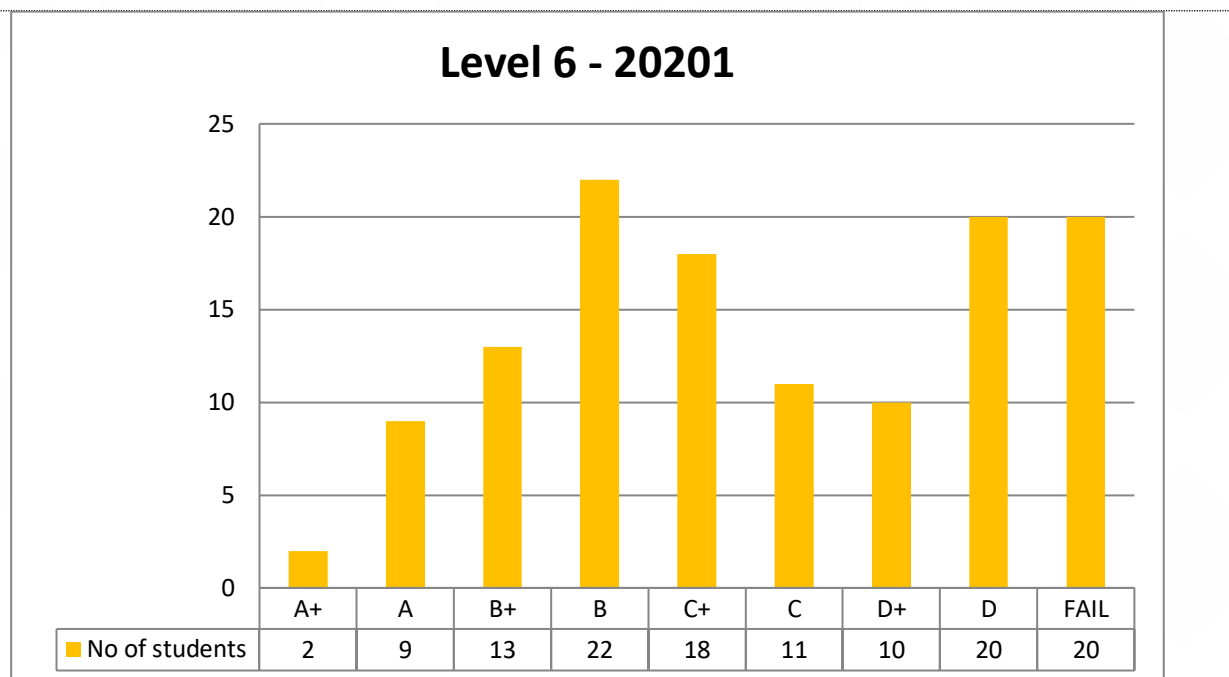
**Figure 6 : Grade distribution analysis Level 4 -20201**

Most of the students achieved D+ and D grades. Over all 8 students were failed. Detailed grade distribution of level 4 students for 1<sup>st</sup> semester is shown in Figure 6.



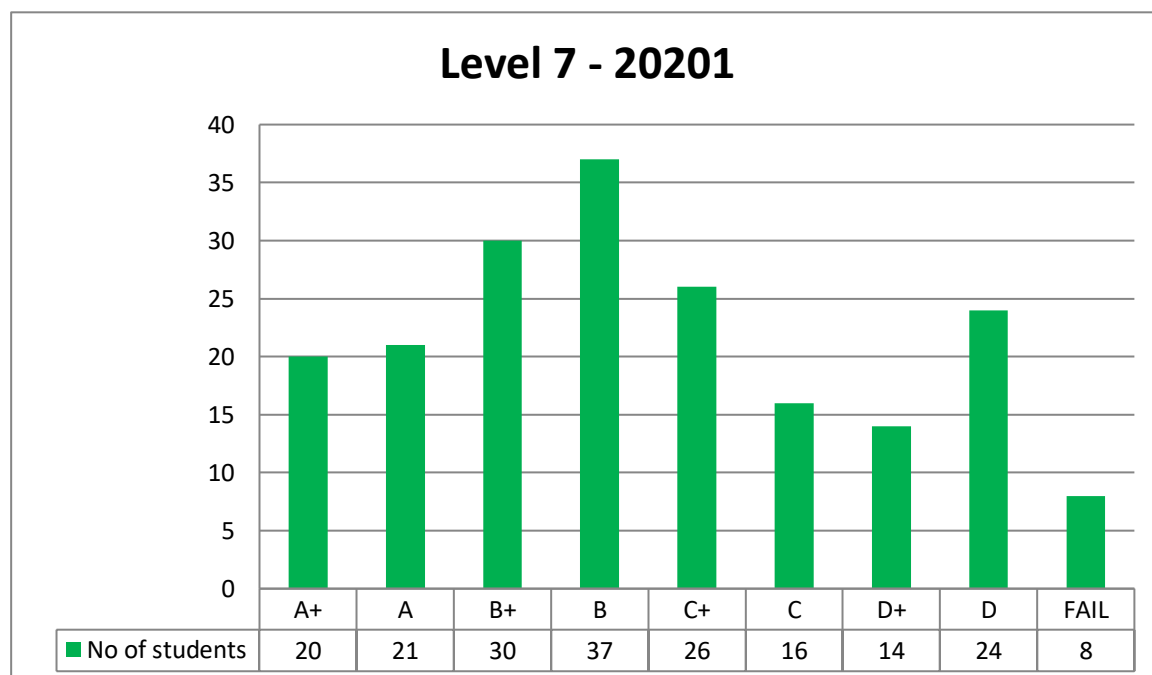
**Figure 7 : Grade distribution analysis Level 5 -20201**

The grade distribution is even among all grades. Over all 15 students were failed. Detailed grade distribution of level 5 students for 1<sup>st</sup> semester is shown in Figure 7.



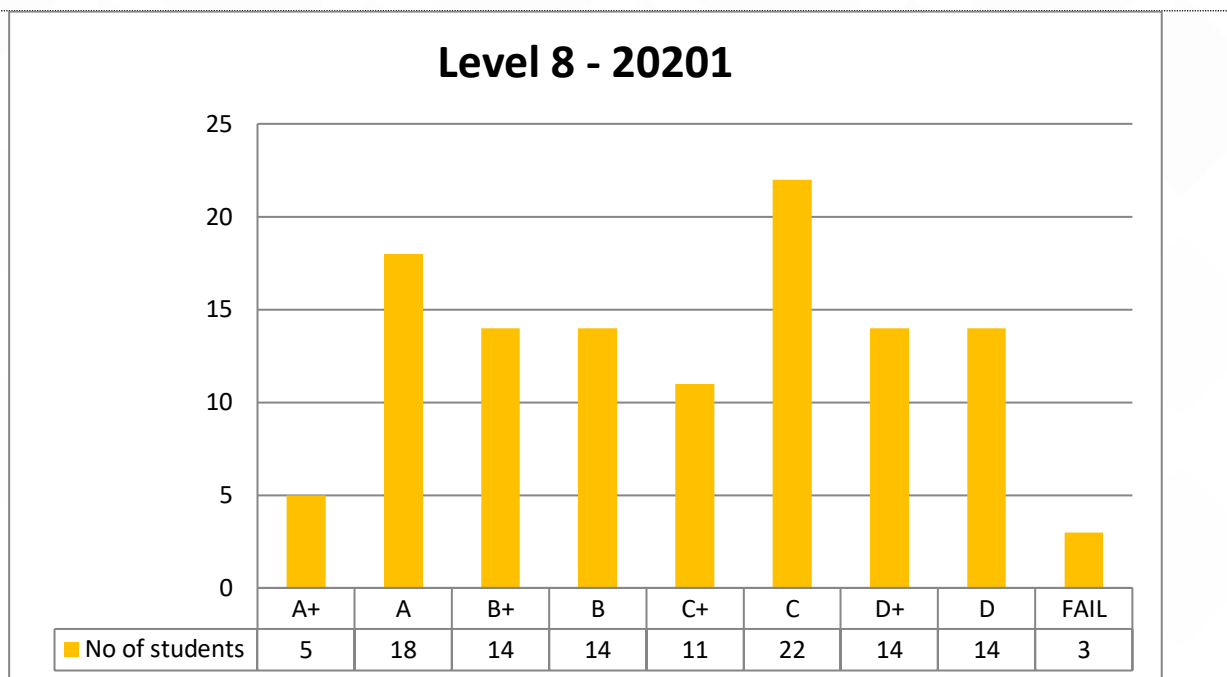
**Figure 8 : Grade distribution analysis Level 6 -20201**

22 student achieved B and 20 students achieved D grades . Over all 20 students were failed. Detailed grade distribution of level 6 students for 1<sup>st</sup> semester is shown in Figure 8.



**Figure 9 : Grade distribution analysis Level 7 -20201**

The grade distribution is even among all grades. Over all 8 students were failed. Detailed grade distribution of level 7 students for 1<sup>st</sup> semester is shown in Figure 9.



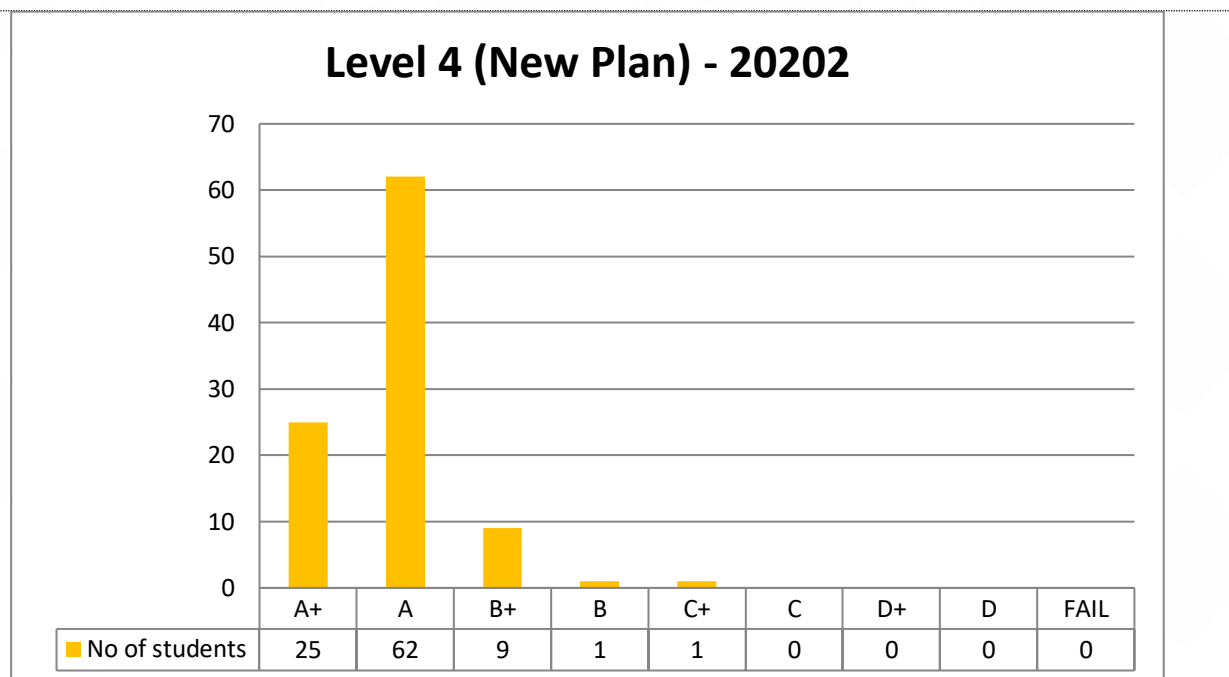
**Figure 10 : Grade distribution analysis Level 8 -20201**

The grade distribution is even among all grades. Over all 3 students were failed. Detailed grade distribution of level 7 students for 1<sup>st</sup> semester is shown in Figure 10.



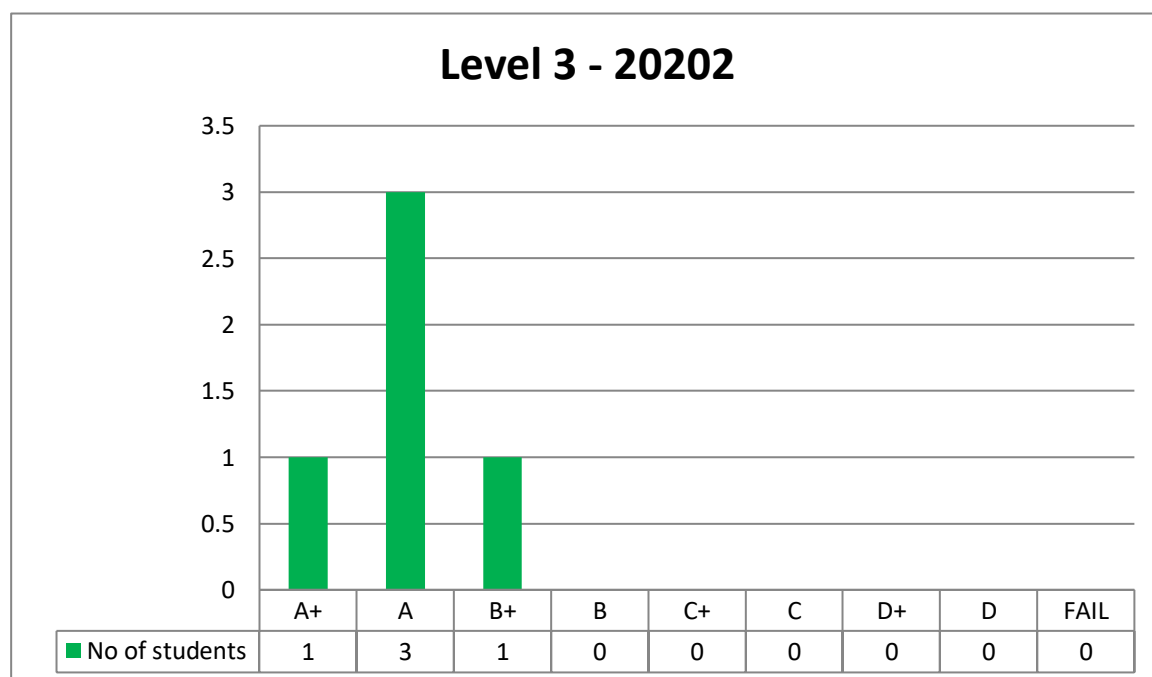
**Figure 11 : Grade distribution analysis Level 3 (New plan) -20202.**

Most of the students achieved A and B+ grades. 100% passing rate. No failures. Detailed grade distribution of Level 3 (New plan) for 2<sup>nd</sup> semester is shown in Figure 11.



**Figure 12 : Grade distribution analysis Level 4 (New plan) -20202.**

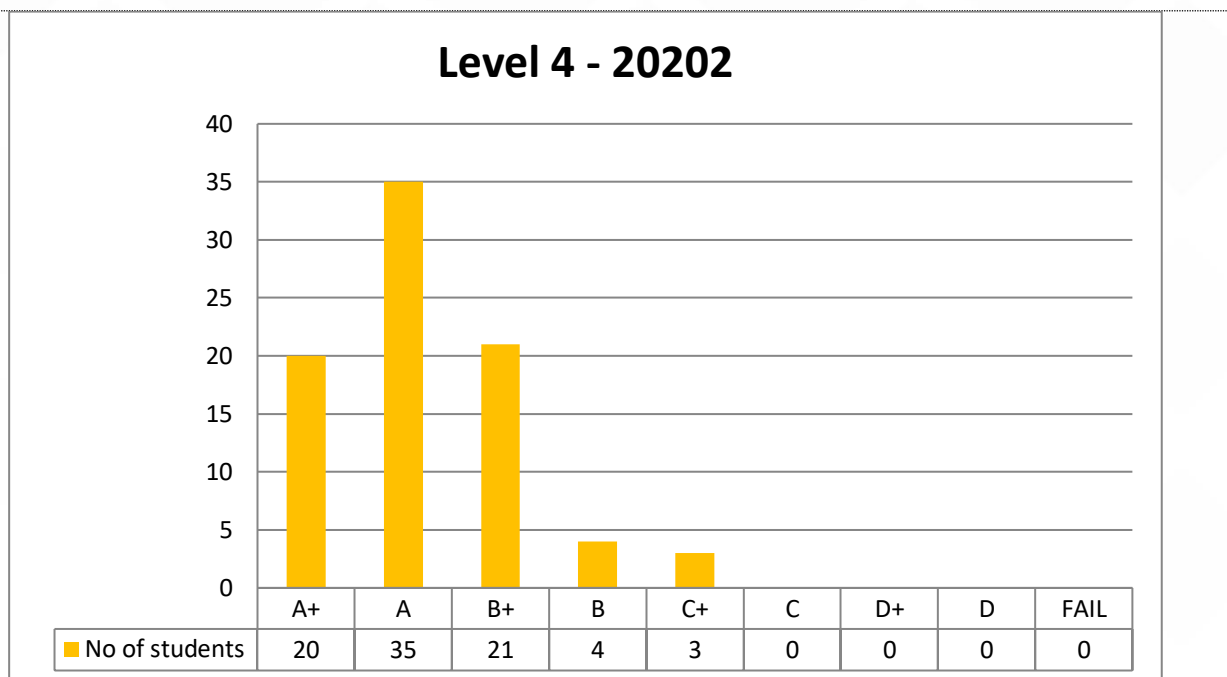
**Most of the students achieved grade A. 100% passing rate. No failures. Detailed grade distribution of Level 4 (New plan) for 2<sup>nd</sup> semester is shown in Figure 12.**



**Figure 13 : Grade distribution analysis Level 3 (Old plan) -20202.**

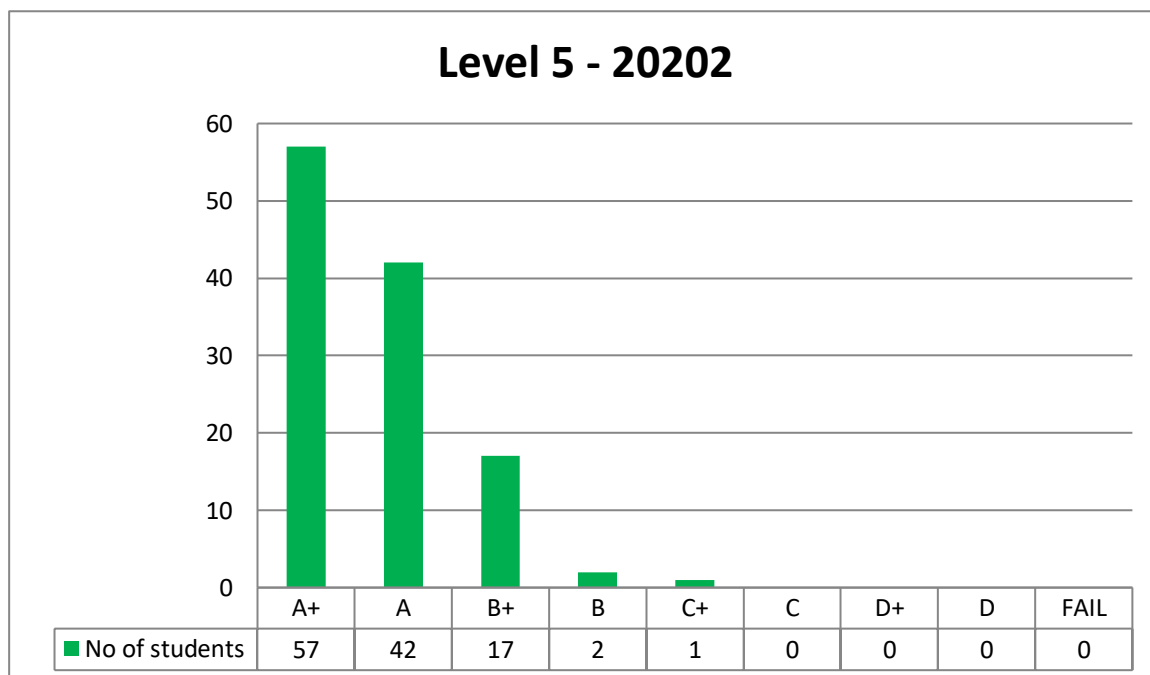
**100% passing rate. No failures. Detailed grade distribution of Level 3 (Old plan) for 2<sup>nd</sup> semester is shown in Figure 13.**





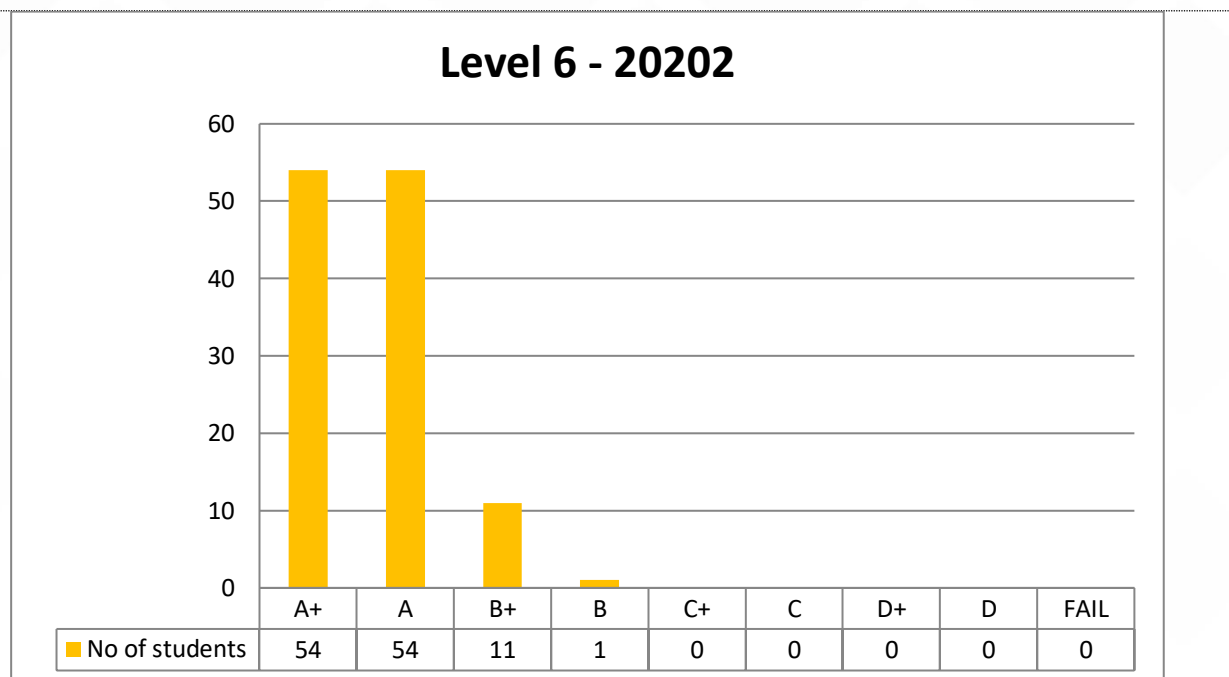
**Figure 14 : Grade distribution analysis Level 4 (Old plan) -20202.**

Most of the students achieved grade A+ and A. 100% passing rate. No failures. Detailed grade distribution of Level 4 (Old plan) for 2<sup>nd</sup> semester is shown in Figure 14.



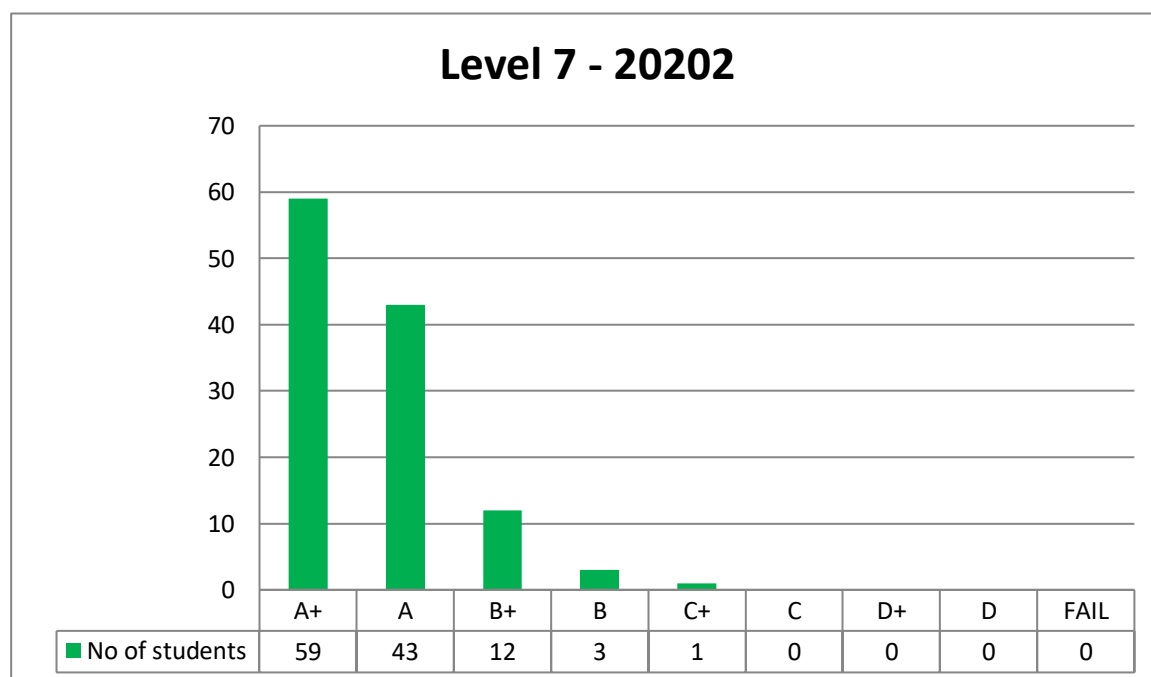
**Figure 15 : Grade distribution analysis Level 5 -20202.**

Most of the students achieved grade A+ and A. 100% passing rate. No failures. Detailed grade distribution of Level 5 for 2<sup>nd</sup> semester is shown in Figure 15.



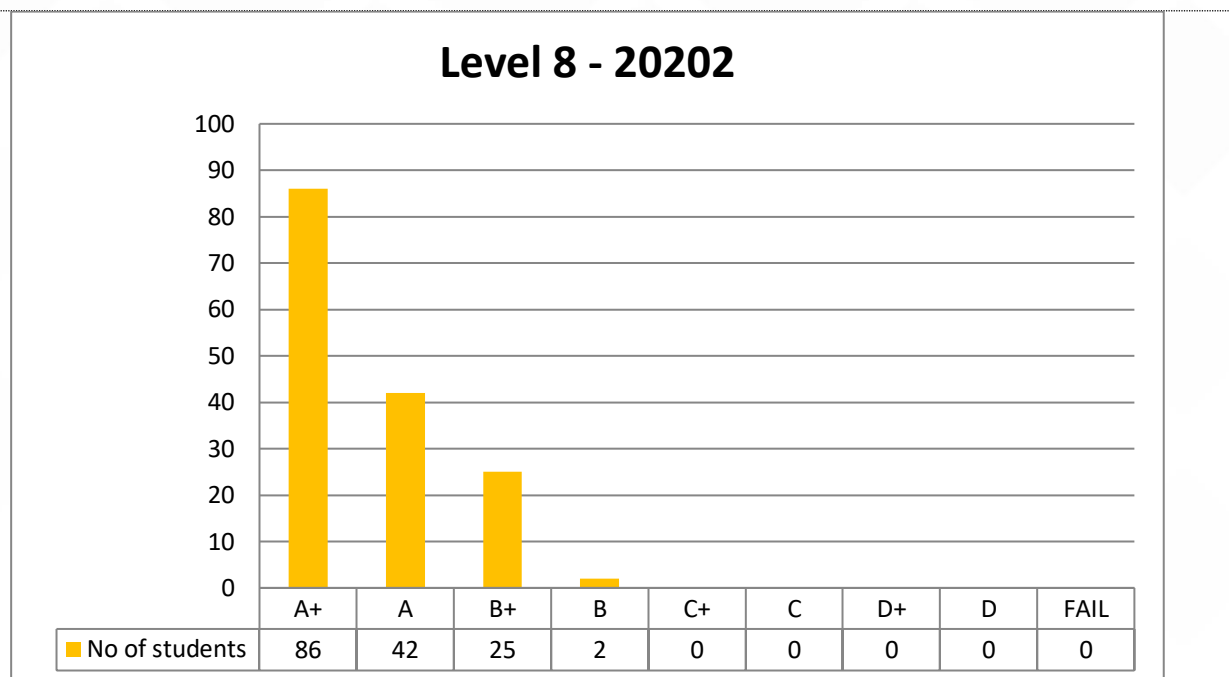
**Figure 16 : Grade distribution analysis Level 6 -20202.**

Most of the students achieved grade A+ and A. 100% passing rate. No failures. Detailed grade distribution of Level 6 for 2<sup>nd</sup> semester is shown in Figure 16.



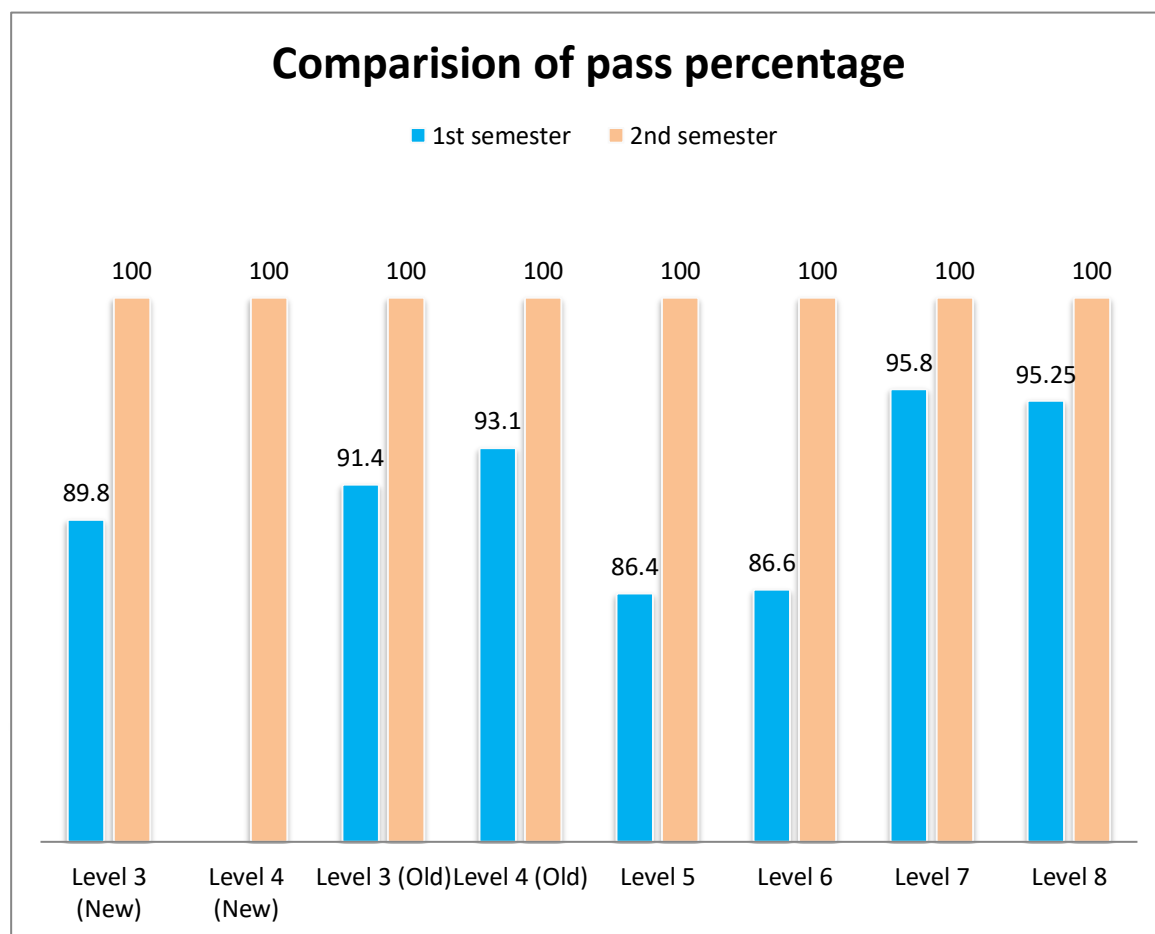
**Figure 17: Grade distribution analysis Level 7 -20202.**

Most of the students achieved grade A+ and A. 100% passing rate. No failures. Detailed grade distribution of Level 7 for 2<sup>nd</sup> semester is shown in Figure 17.



**Figure 18: Grade distribution analysis Level 8 -20202.**

Most of the students achieved grade A+ 100% passing rate. No failures. Detailed grade distribution of Level 8 for 2<sup>nd</sup> semester is shown in Figure 18.



**Figure 19: Comparison of pass percentage for first and second semester 2019-20.**

The passing percentage in first semester was above 86%. In first semester high passing percentage (95.8%) was achieved by level 7 students.  
All level students achieved 100 % passing percentage in second semester.

**Areas for Improvement:**

- Enhance the English language proficiency both in written and oral.
- Engage students to read physical therapy books and journals.
- Course instructors must use different teaching strategies to motivate the students to actively participate in the class.
- Encourage the students to participate in research activities.
- Students must be given adequate assignments and case studies to enhance their critical thinking skills.
- Clinical training hospital posting must not be scheduled on the same day of lecture class.

**Priorities for Improvement:**

- Prepare semester plan at the beginning of the semester for main campus and AL Ardha.
- Revision of the course contents and consistent review of teaching material based on the recent advances.
- Students should be given priority to conduct a highly quality research.

**E. Program Activities****1. Student Counseling and Support**

م	النشاط / الفاعلية	التاريخ	الفئة المستهدفة	الأعداد	القائم على التنفيذ
1	Training Programme "How to use the essentials of Blackboard collaboration"	18/09/2019	New students of Level 1	120	رئيس الوحدة م/ هيرا كولسوم
2	Training Programme on "How to Participate in Activities on Blackboard"	15/09/2019	Students of Level 1, 2, 3, & 4	146	رئيس الوحدة م/ هيرا كولسوم
3	Online workshop on "How to get started in research"	26/11/2019	Students of level 7 and 8	12	عضو د/ ساسي فلورنس
4	Training Programme "How to use the essentials of Blackboard collaboration"	22/01/2020	New students of Level 1	70	رئيس الوحدة م/ هيرا كولسوم
5	Student Workshop "Methods to Successfully Complete the Final"	22/04/2020	Students of all departments	122	رئيس الوحدة م/ هيرا كولسوم & Dr. Abdul Wahab

		from Level 1 to 8		Evaluations"	
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Activities Implemented	Brief Description *
Comment on Student Counseling and Support **	

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

\*\* including performance evaluation on these activities

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

م	النشاط / الفاعلية	التاريخ	الفئة المستهدفة	الأعداد	القائم على التنفيذ
1	Causes, Symptoms & Treatment of Pain in the Lower back	09/09/2019	Students & Faculty members of PHT department	65	Dr Mohammed Qasheesh
2	Role of Physical Therapy in Sports injuries	13/09/2019	Students & Faculty members of PHT department	40	Dr Basma Yahya Alfaify
3	Workshop on "How to use Blackboard"	29/09/2019	All Faculty members (male & female)	26	رئيس الوحدة م/ هيرا كولسوم
4	The harmful effects of Drugs	14/10/2019	Students & Faculty members of	27	Dr Basma Yahya Alfaify

		PHT department			
Dr Ramya Ramasamy Sanjeevi	13	Female faculty members	16/10/2019	Mental stress and stroke	5
رئيس الوحدة م/ هيرا كولسوم	20	For all Faculty members	27/11/2019	Presentation on “Modern Trends in the world of Digital Learning”	6
رئيس الوحدة م/ هيرا كولسوم	6	Teachers who teach graduating students	09/02/2020	A workshop on E-learning management system for faculty members “Blended Learning in Research Project”	7
رئيس الوحدة م/ هيرا كولسوم	46	All faculty members	09/03/2020	Training workshop for faculty members (Blackboard Ultra & Course tools in Bb)	8
رئيس الوحدة م/ هيرا كولسوم	46	Male & Female Faculty members	10/03/2020	Training workshop (Different types of Assessments & Grade Center in Bb)	9
رئيس الوحدة م/ هيرا كولسوم	31	Male & Female Faculty members	17/03/2020	Online Workshop for faculty members	10
رئيس الوحدة م/ هيرا كولسوم	22	Male & Female Faculty members	22/04/2020	Workshop “Methods of Preparing Electronic Assessments with Explanation of the Types of Evaluations in the Blackboard System”	11

Activities Implemented	Brief Description *
Comment on Professional Development Activities for Faculty and Other Staff **	

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

\*\* including performance evaluation on these activities

### 3. Research and Innovation

Activities Implemented	Brief Description *
A Research project under "Future scientist 10" <b>FS10-073</b>	Title : "Measuring the functional capacity of healthy young adult females using sit-to-stand (STS) test" Participating Students: 1. Dalal Mohammed Mousa Mohammed Debajey 2.Shahad Fahad Yahya Saegh Supervisor: Dr Karthick Balasubramanian.
<b>Comment on Research and Innovation</b> **	

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

\*\* including performance evaluation on these activities

### 4. Community Partnership

Activities Implemented	Brief Description *
Lecture and discussion on "Cerebral Palsy"	Date: 28 Jan 2019, Duration: 90 Mins Participants: 20 (Staffs of Abu Arish general hospital) Venue: Auditorium, Abu Arish general hospital Presented by : Dr Senthilkumar Cennappan Bose
Lecture and discussion on "Evidence Based Physical therapy"	Date: 12 Feb2020 Duration: 60 Mins Participants: 23 (Staffs of Abu Arish general hospital) Venue: Auditorium, Abu Arish general hospital Presented by : Dr Ramya Ramasamy Sanjeevi
"Acute hemiplegic Stroke"- A case discussion	Date: 20 Feb2020 Duration: 90 Mins Participants: 12 (Staffs of Abu Arish general hospital) Venue: Physical Therapy Department, Abu Arish general hospital Presented by : Dr Karthick Balasubramanian
<b>Comment on Community Partnership</b> **	

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

\*\* including performance evaluation on these activities

### 5. Analysis of Program Activities

(including strengths, Areas for Improvement:, and priorities for improvement)

<b>Strengths :</b>
Student counseling , Professional development activities and community activities were done with less number of available faculty members.
<b>Areas for Improvement:</b>
Research and innovation Professional development activities. Performance evaluation should be included in all activities.
<b>Priorities for Improvement:</b>
Motivating faculty members and students for research and innovation. Continuous professional development activities for students and faculty members by a eminent person in the profession. Recommendation for including research as a partial fulfillment for Physical Therapy program. Recommendation for assigning an administrative staff for performance evaluation.

## F. Program Evaluation

### 1. Evaluation of Courses

Course Code	Course Title	Student Evaluation ( Yes-No)	Other Evaluations (specify)	Developmental Recommendations
ENG181	English for Health Specialties	Yes		
101 SLM	Islamic Culture 1	Yes		
102 ARAB	Arabic Writing	Yes		
BIO 105	Biology for health specialties	Yes		
PHYS 105	Physics for health specialties	Yes		
CHEM 105	Chemistry for health specialties	Yes		
ENG 182	English language for Academic purposes	Yes		
102 SLM	Islamic Culture II	Yes		
PHT 200	Manual Muscle Test	Yes		
PHT 201	Basic Evaluation Skills	Yes		
PHT 220	Musculoskeletal Anatomy	Yes		
PHT 221	Human Physiology	Yes		
HLT 201	Biochemistry	Yes		
STA 222	Biostatistics	Yes		
PHT 202	Therapeutic Exercises	Yes		
PHT 203	Electrotherapy	Yes		
PHT 222	Neuro anatomy	Yes		
PHT 223	Neurophysiology	Yes		
PHT 290	Medical administration	Yes		
GSC 352	Research Methodology	Yes		
IPC 336	Infectious Diseases and Infection Control	Yes		
200 PHT	Therapeutic exercise I	Yes		
201 PHT	Electrotherapy I	Yes		
202 PHT	Test and measurements I	Yes		
203 ENG	Basic English communication skills	Yes		
220 PHT	Human anatomy	Yes		
221 PHT	Human physiology	Yes		



Course Code	Course Title	Student Evaluation ( Yes-No)	Other Evaluations (specify)	Developmental Recommendations
222 PHT	Biochemistry	Yes		
223 PHT	Pathology	Yes		
102 ISLM	Islamic Culture II	Yes		
203 PHT	Therapeutic exercise II	Yes		
204 ENG	Intermediate English communication skills	Yes		
204 PHT	Electrotherapy II	Yes		
205 PHT	Test and measurements II	Yes		
210 PHT	Biomechanics	Yes		
224 PHT	Neuroanatomy	Yes		
225 PHT	Neurophysiology	Yes		
290 PHT	Professional Ethics	Yes		
103 ISLM	Islamic culture III	Yes		
320PHT	Applied exercise physiology	Yes		
321 PHT	Pharmacology	Yes		
330PHT	Cardiopulmonary and geriatric disorders	Yes		
340 PHT	Cardiopulmonary physical therapy	Yes		
341 PHT	Clinical training for cardiopulmonary disorders	Yes		
342 PHT	Physical Therapy for burnt cases	Yes		
310 PHT	Orthopedic biomechanics	Yes		
331 PHT	Orthopedics and traumatology	Yes		
350 PHT	Orthopedic physical therapy	Yes		
351 PHT	Clinical training for orthopedic cases	Yes		
352 PHT	Physical therapy for sports injuries	Yes		
353 PHT	Orthotics and prosthetics	Yes		
391 PHT	Radiology	Yes		

Course Code	Course Title	Student Evaluation ( Yes-No)	Other Evaluations (specify)	Developmental Recommendations
392 PHT	English for Physical therapy II	Yes		
400 ENG	Research paper writing.	Yes		
420 PHT	Human growth and development	Yes		
430 PHT	Pediatrics and its surgery	Yes		
431 PHT	Obstetrics and gynecology	Yes		
460 PHT	Pediatric physical therapy	Yes		
461 PHT	Clinical training for pediatric cases	Yes		
470 PHT	Physical therapy for obstetrics and gynecology	Yes		
490 PHT	Research and statistics	Yes		
104 ISLM	Islamic culture IV.	Yes		
432 PHT	Neurology and its surgery	Yes		
480 PHT	Neurology physical therapy	Yes		
481 PHT	Clinical training for neurological cases	Yes		
491 PHT	Psychology	Yes		
492 PHT	Medical Administration	Yes		
493 PHT	Advanced English for Physical therapy.	Yes		

## 2. Students Evaluation of Program Quality

Evaluation Date : April 2020	Number of Participants:16
Students Feedback	Program Response
<b>Strengths:</b> <ul style="list-style-type: none"> <li>The faculty members are encouraging and supportive.</li> <li>The faculty of the department have a great knowledge of the content of the courses they are studying.</li> <li>The students think that whatever they learned in the department will prove beneficial to them as future physiotherapists.</li> <li>Students are satisfied with the resources</li> </ul>	

<p>available in the department.</p> <ul style="list-style-type: none"> <li>• Faculty members are enthusiastic and are concerned with the progress of the students.</li> </ul>	
<p><b>Areas for Improvement::</b></p> <ul style="list-style-type: none"> <li>• Teaching strategies and methods of explaining the content</li> <li>• Students are not satisfied with academic counseling.</li> <li>• Availability of books and reference materials in the library</li> </ul>	
<p><b>Suggestions for improvement:</b></p> <ul style="list-style-type: none"> <li>• Students are weak in English. More training programs exclusively for improving English language.</li> <li>• Students suggested Arabic-speaking counsellors who can understand and solve their problems and queries.</li> <li>• Conducting more lesson-related workshops in order to understand the lessons better</li> <li>• Updating the library with more books and notes.</li> </ul>	

\* Attach report on the students evaluation of program quality

### 3. Other Evaluations

(e.g. Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

<b>Evaluation method : Faculty member's feedback about online learning - Survey</b>	<b>Date: April 2020</b>	<b>Number of Participants : 41</b>
<b>Summary of Evaluator Review</b>	<b>Program Response</b>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Many faculty members feel that Blackboard is easy for teaching and it is a user friendly app.</li> <li>• The faculty members are satisfied with the quality of their lectures' delivery.</li> <li>• They felt the support of the unit was great and the unit is active and the demo videos are very helpful.</li> <li>• The performance of the unit in this semester was excellent.</li> </ul>		
<p><b>Points for Improvements::</b></p> <ul style="list-style-type: none"> <li>• The faculty members feel that the marks achieved by the students do not reflect their academic level.</li> <li>• The faculty members were not satisfied with the attendance of the students.</li> <li>• Few students have internet problems.</li> </ul>		
<p><b>Suggestions for improvement</b></p> <ul style="list-style-type: none"> <li>• Insisting the students about the importance of attendance in online learning</li> </ul>		

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

#### 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	Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	4.5	Staff:4.2 Students :3.8 Overall :4.0			
2	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).	3.5	3			
3	Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five-point scale in an annual survey of final year students.)	3.5	3.4			
4	Proportion of courses in which student evaluations	100%	100%			

	were conducted during the year.					
7	Ratio of students to teaching staff. (Based on full time equivalents)	1:25	1:35			
8	Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses.)	3.5	3.2			
9	Proportion of teaching staff with verified doctoral qualifications.	--	--			
10	Retention rate: Percentage of students entering programs who successfully complete first year.	80%	78%			
11	Graduation Rate for Undergraduate students: Proportion of students entering undergraduate programs who complete those programs in minimum time.	45%	40%			
13	Proportion of graduates from undergraduate programs who within six months of graduation are: a) Employed b) enrolled in further study c) not seeking employment or further study	--	--			
14	Ratio of students to administrative staff	30:1	33:1			

16	Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of final year students.)	4:5	4:1			
17	Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including: a) Staff assistance, b) Current and up-to-date c) Copy & print facilities, d) Functionality of equipment, e) Atmosphere or climate for studying f) Availability of study sites g) Any other quality indicators of service on a five –point scale of an annual survey)	3.5	3.2			
19	Stakeholder evaluation of the	3.5	3.2			

	<p>digital library. (Average overall rating of the adequacy of the digital library, including:</p> <ul style="list-style-type: none"> <li>a) User friendly website</li> <li>b) Availability of the digital databases,</li> <li>c) Accessibility for users,</li> <li>d) Library skill training and</li> <li>Any other quality indicators of service on a five –point scale of an annual survey)</li> </ul>					
20	<p>Annual expenditure on IT budget ,including :</p> <ul style="list-style-type: none"> <li>a)percentage of the total institution ,or college ,or program budget allocated for IT</li> <li>b) percentage of IT budget allocated per program for institution or per student for programming ,</li> <li>c) percentage of IT budget allocated for software licenses</li> <li>d) percentage of IT budget allocated for IT security</li> <li>e) percentage of IT</li> </ul>	NA	NA	NA		

	budget allocated for IT maintenance.					
21	<p>Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of:</p> <ul style="list-style-type: none"> <li>a) IT availability,</li> <li>b) Security</li> <li>c) Maintenance</li> <li>d) Accessibility</li> <li>e) Support systems</li> <li>f) Software and up-dates</li> <li>g) Age of hardware ,and</li> <li>h) Other viable indicators of service on a five-point scale of an annual survey)</li> </ul>	4	3.5			
22	<p>Stakeholder evaluation of:</p> <ul style="list-style-type: none"> <li>a) Websites</li> <li>b) e-learning services</li> <li>c) Hardware and software</li> </ul>	4	3.8	Under processing		
	<ul style="list-style-type: none"> <li>a) Accessibility</li> <li>b) Learning and Teaching</li> <li>c) Assessment and service</li> <li>d) Web-based electronic data management system or electronic resources(for example</li> </ul>					



	:institutional website providing resource sharing ,network &relevant information ,including e-learning ,interactive learning &teaching between students &faculty on a five – point scale of an annual survey)					
24	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	---	----			
25	Proportion of teaching staff participating in professional development activities during the past year.	75%	70%			
26	Number of refereed publications in the previous year per full time equivalent teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	2	0			
27	Number of citations in refereed journals in the previous year per full time equivalent faculty members.	0	0			
28	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	0	0			

30	Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members.	0	0			
31	Research income from external sources in the past year as a proportion of the number of full time faculty members.	0	0			
<b>Comments on the Program KPIs and Benchmarks results :</b>						

## 5. Analysis of Program Evaluation

(including strengths, Areas for Improvement:, and priorities for improvement)

<b>Strengths :</b>
Course evaluation And Program quality evaluation has been done. Faculty members feedback on online learning has been done.
<b>Areas for Improvement:</b>
KPIs Including other evaluation in next academic year
<b>Priorities for Improvement:</b>
KPIs

## G. Difficulties and Challenges Faced Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken
Inadequate full time faculty members	More number of courses for each faculty member. Difficulty in involving all aspects of academic administrative, research and quality work.	Request was given to recruit new faculty members.

Unavailability of anatomy lab	Students have difficulty in understanding Anatomy, and that reflects in the results of anatomy related subjects.	Recommended for a Anatomy lab.
No library	Students rely only on hand outs. No opportunity to read text books.	Request was given for a library
Irregular state of funding for research and extra- curricular endeavors.	No interest for research and extra- curricular activities	Requested to make the process of approving a research proposal more clear and transparent.
Difficulty in teaching practical components in online teaching.	It will affect the practical skills of the students	More videos included in teaching practical component
Difficulty in teaching the clinical training courses in online teaching.	Students does not had experience in hands-on skills	Recommended for blended learning method

\*Internal and external difficulties and challenges

### H. Program Improvement Plan

No.	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Benchmark
				Start	End		
1	Recruitment of full time faculty members - Lecturers, Assistant Professors , Associate Professors.	Request was given to recruit new faculty members	College administration	1 <sup>st</sup> semester 20211	2 <sup>nd</sup> semester 20212	Number of appointed faculty members	4 faculty members
2	Improving the scientific researches	Submission proposals in adequate time	H.O.D Scientific research unit, Faculty Members	1 <sup>st</sup> semester 20211	2 <sup>nd</sup> semester 20212	Number of researches per year	3 researches
3	Evaluation of Program Learning Outcomes Assessment Results	Unifying tools of assessment	Department	1 <sup>st</sup> semester 20211	2 <sup>nd</sup> semester 20212	Number of courses	All courses

### I. Report Approving Authority

Council / Committee	
Reference No.	
Date	

## J. Attachments :

- A separate cohort analysis report for male and female sections and for each branch
- A report on the program learning outcomes assessment results for male and female sections and for each branch (if any)
- A report on the students evaluation of program quality
- Independent reviewer's report and other survey reports (if any)

### Attachment 1 : Students Statistics

Jazan University  
18-05-2020  
: 1/2



جامعة جازان  
التاريخ : 1441-09-25  
الصفحة : 2/1

إحصائية بالمستجدين فصل التحاق 20201 للفصل 20201

نسبة الطلاب الذين اجتازوا السنة الأولى بنجاح			عدد الطلاب المقبولين 20201			عدد الطلاب المقبولين 20201			التخصص	الرمز	الكلية
مجموع	أنثى	ذكر	مجموع	أنثى	ذكر	مجموع	أنثى	ذكر			
32.97	32.97	0	30	30	0	91	91	0	لغة الإنجليزية (ترجمة)	330101	الكلية الجامعية بمحافظة العارضة
37.31	37.31	0	25	25	0	67	67	0	الفرزاد	330201	
95	95	0	19	19	0	20	20	0	ملاحة شبيبي	330301	
165.28	165.28	0	74	74	0	178	178	0	المجموع :		
165.28	165.28	0	74	74	0	178	178	0	المجموع الكلي		

Jazan University  
Date : 18-05-2020  
Page : 1/2



جامعة جازان  
التاريخ : 1441-09-25  
الصفحة : 2/1

إحصائية بالمستجدين فصل التحاق 20202 للفصل 20202

نسبة الطلاب الذين اجتازوا السنة الأولى بنجاح			عدد الطلاب المقبولين 20202			عدد الطلاب المقبولين 20202			التخصص	الرمز	الكلية
مجموع	أنثى	ذكر	مجموع	أنثى	ذكر	مجموع	أنثى	ذكر			
0	0	0	0	0	0	74	74	0	لغة الإنجليزية (ترجمة)	330101	الكلية الجامعية بمحافظة العارضة
0	0	0	0	0	0	73	73	0	الفرزاد	330201	
0	0	0	0	0	0	21	21	0	ملاحة شبيبي	330301	
0	0	0	0	0	0	168	168	0	المجموع :		
0	0	0	0	0	0	168	168	0	المجموع الكلي		

### Attachment 2: PLO Assessment

<https://drive.google.com/drive/folders/1KeBMvvi3ZsTG-epsADR8Uhr870PzrLC?usp=sharing>

## Attachment 3 : Students feedback about online learning

Kingdom of Saudi Arabia  
Ministry of Higher Education  
Jazan University  
Al Ardham University College  
E-learning & IT Unit



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة جازان  
الكلية الجامعية بمحافظة العارضة  
وحدة التعليم الإلكتروني وتقنية المعلومات



### Analysis of Students' feedback form about the Unit and E-learning courses Semester 20202



#### 1) Introduction

E Learning and IT Unit conducted a survey to get students' feedback about Blackboard system and their opinion about the E-learning courses and unit. The questionnaire has 16 questions and 443 students from level 1 to level 8, participated in the survey. The analysis was out of 5 indicators.

#### 2) Survey's Objectives

To measure the degree of satisfaction and students' feedback about the E-learning & IT unit as well as e-learning courses for the semester 20202

#### 3) Survey Methodology

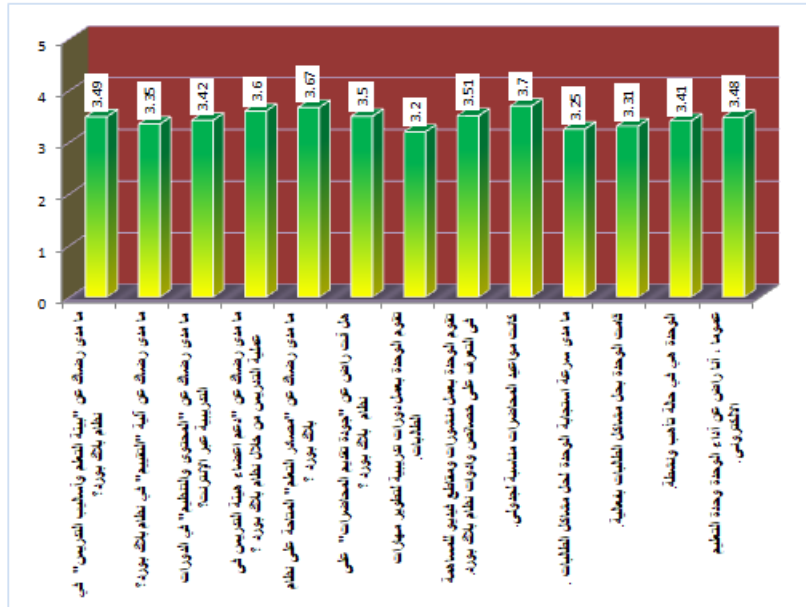
The questionnaire was conducted online via Google forms. The results were electronically tabulated and printed for the analysis and for continual improvement. **Likert scale** (out of 5 indicators) is used to measure the degree of satisfaction.

#### 4) Participants

The participants were students of all levels. The survey was conducted before the start of final exams in April 2020. 443 students participated in the survey.

## 5) Survey Results' Analysis

SN	Questions	Score
1	هل تعلم أن هناك وحدة للتعليم الإلكتروني في كليتنا؟ Did you know that there is an e-learning unit in your college?	90%
2	هل سبق لك التعامل مع وحدة التعليم الإلكتروني للحصول على الدعم والتوجيه؟ Have you ever dealt with the e-learning unit for support and guidance?	74%
3	إذا كانت الإجابة بنعم ، ما مدى رضاك عن الدعم والتوجيه المقدمين من وحدة التعلم الإلكتروني؟ If yes, how satisfied are you with the support and guidance provided by the e-learning unit?	73%
4	ما مدى رضاك عن البيئة التعلم وأساليب التدريس " في نظام بلاك بورد؟ How satisfied are you with the "learning environment and teaching methods" in the Blackboard system?	3.49
5	ما مدى رضاك عن آلية "التقييم" في نظام بلاك بورد؟ How satisfied are you with the "evaluation" mechanism in the Blackboard system?	3.35
6	ما مدى رضاك عن "المحتوى والتنظيم" في الفترات التدريبية عبر الإنترنت؟ How satisfied are you with "content and organization" in online training courses?	3.42
7	ما مدى رضاك عن "الدعم أعضاء هيئة التدريس في عملية التدريس من خلال نظام بلاك بورد ؟ How satisfied are you with "supporting faculty in the teaching process through the Blackboard system"?	3.60
8	ما مدى رضاك عن "مصادر التعلم" المتاحة على نظام بلاك بورد ؟ How satisfied are you with the "learning resources" available on the Blackboard system?	3.67
9	هل أنت راض عن "جودة تقديم المحاضرات" على نظام بلاك بورد ؟ Are you satisfied with the "quality of presentation" on the Blackboard?	3.5
10	يقوم الوحدة بعمل فترات تدريبية لتطوير مهارات الطالبات The unit conducts training courses to develop the skills of female students .	3.2
11	يقوم الوحدة بعمل منشورات ومقاطع فيديو للمساهمة في التعرف على خصائص وأدوات نظام بلاك بورد. The unit makes publications and videos to contribute to learning about the features and tools of the Blackboard system.	3.51
12	كانت مواعيد المحاضرات مناسبة لجدولي. The dates of the lectures were appropriate for my schedule.	3.7
13	ما مدى سرعة استجابة الوحدة لحل مشاكل الطالبات . How quickly the unit responds to female students' problems.	3.25
14	قامت الوحدة بحل مشاكل الطالبات بفعالية. The unit has effectively solved female students' problems.	3.31
15	الوحدة هي في حالة تأهب ونشاط. The unit is on alert and active.	3.41
16	عموماً ، أنا راض عن أداء الوحدة وحدة التعليم الإلكتروني . Overall, I am satisfied with the performance of the unit and the e-learning unit.	3.48
	Total Average	3.47



#### Strengths:

- Many students feel that they are confident in distance learning. They believe that Blackboard is easy to use and it is a user friendly app.
- The students are satisfied with the quality of lectures' delivery.
- They are satisfied with the content of the courses studied.
- There is improvement due to the support provided by the unit and its members to all students.

- One more factor for improvement is that the students are now familiar with Blackboard which was introduced last year. Also the number of students' visits and approach via online medium to the unit compared to last semester is more.

#### Weaknesses:

- The students feel that the evaluation method is not satisfactory.
- Some faculty members do not respond to students' query quickly.
- Few students have internet problems.

#### Action Plan:

The unit has conveyed the students' requests as well as the results of the questionnaire to the college administration. The unit has informed the faculty to respond to students' query as soon as possible.

## Attachment 4 : Faculty members feedback about online learning

Kingdom of Saudi Arabia  
Ministry of Higher Education  
Jazan University  
Al Ardham University College  
E-learning & IT Unit



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة جازان  
الكلية الجامعية بمحافظة العارضة  
وحدة التعليم الإلكتروني وتقنية المعلومات



**Analysis of faculty members' feedback form about the Unit and E-learning courses**

**Department of Physiotherapy - Semester 20202**



### 1) Introduction

E-Learning and IT Unit conducted a survey to get faculty members' feedback about Blackboard system and their opinion about the E-learning courses and the unit. The questionnaire has 17 questions and 41 faculty members participated in the survey. The analysis was out of 5 indicators.

### 2) Survey's Objectives

To measure the degree of satisfaction and faculty members' feedback about the E-learning & IT unit as well as e-learning courses for the semester 20202

### 3) Survey Methodology

The questionnaire was conducted online via Google forms. The results were electronically tabulated and printed for the analysis and for continual improvement. **Likert scale** (out of 5 indicators) is used to measure the degree of satisfaction.

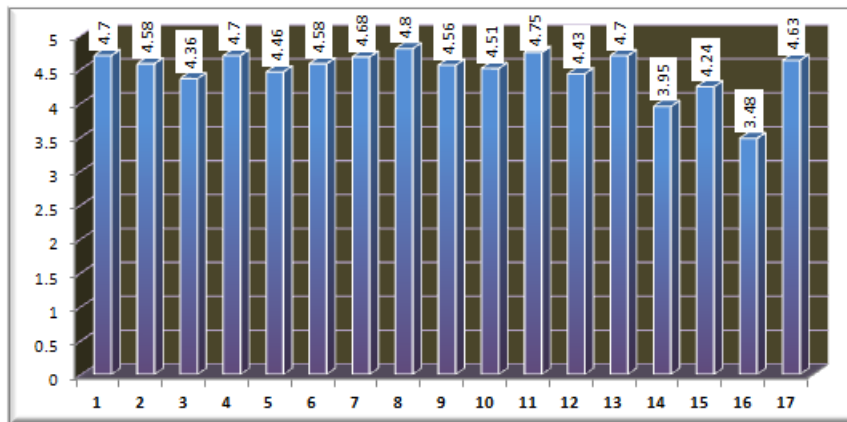
### 4) Participants

The participants were faculty members of department of Physics, English & Physical Therapy. The survey was conducted before the start of final exams in April 2020. 41 faculty members of all 3 departments participated in the survey.



## 5) Survey Results' Analysis

SN	Questions	Score
1	هل أنت مهتم بمعرفة المزيد عن نظام بلاك بورد؟ Are you interested in learning more about the Blackboard system?	4.70
2	مواعيد المحاضرات مناسبة The timings of lectures are appropriate	4.58
3	لدي فهم واضح للأدوات والنتائج I have a clear understanding of the tools and outcomes	4.36
4	الوحدة تقوم دائماً بالمساعدة والدعم The e-learning unit always helps and supports	4.70
5	يتم إعطاء المعلمين الدعم الفني اللازم لتقديم دورات لتعلم الإلكتروني Instructors are given the technical support needed to deliver e-learning courses.	4.46
6	إدارة الكلية تسهل عمل وتطوير وحدة التعلم الإلكتروني والدورات عبر الإنترنت The college administration facilitates the work and development of the e-learning unit and online courses	4.58
7	يوجد تواصل فعال بين الوحدة وأعضاء هيئة التدريس There is effective communication between the unit and the faculty	4.68
8	تقوم الوحدة بنقل رسائل الجامعة / الجامعة إلى أعضاء هيئة التدريس بشكل فعال The unit forwards the messages of the Deanship & University to faculty members effectively	4.80
9	تشجع الوحدة على تحفيز الطلاب على المشاركة في الأنشطة عبر الإنترنت The unit encourages students to participate in online activities	4.56
10	تقوم الوحدة بعمل دورات تدريبية لتطوير مهارات أعضاء هيئة التدريس The unit conducts training courses to develop the skills of faculty members	4.51
11	تقوم الوحدة بعمل منشورات ومقاطع فيديو للمساهمة في التعرف على أدوات وطرق التدريس والتقييم على نظام بلاك بورد The unit makes videos for better understanding of teaching tools, methods and evaluation on the Blackboard system	4.75
12	قامت الوحدة بحل مشاكل طلبة بفعالية The unit has effectively solved female students' problems	4.43
13	الوحدة هي في حالة تأهب ونشطة The unit is active and alert	4.70
14	حضور الطلبة كان جيداً The attendance of the students was good	3.95
15	قدمت الطلبة أعمالهم في الوقت المحدد Students submitted their work on time	4.24
16	الدرجات التي تحققت الطالبات تعكس المستوى الأكاديمي The marks achieved by students reflect the academic level	3.48
17	عموماً ، أنا راض عن أداء الوحدة وحدة التعليم الإلكتروني Overall, I am satisfied with the performance of the e-learning unit	4.63
	Total Average	4.5



#### Strengths:

- Many faculty members feel that Blackboard is easy for teaching and it is a user friendly app.
- The faculty members are satisfied with the quality of their lectures' delivery.
- They felt the support of the unit was great and the unit is active and the demo videos are very helpful.
- The performance of the unit in this semester was excellent.

#### Weaknesses:

- The faculty members feel that the marks achieved by the students do not reflect their academic level.
- The faculty members were not satisfied with the attendance of the students.
- Few students have internet problems.

#### Action Plan:

The unit will announce the students about the importance of attendance during the orientation week at the beginning of the next semester.