



# Annual Program Report

## — (Bachelor)

Program: **Bachelor of Science in Respiratory Therapy**

Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **091509**

Qualification Level: **Level 6**

Department: **Respiratory Therapy**

College: **Applied Medical Science College**

Institution: **Jazan University**

Academic Year: **2024**

Main Location: **Male Campus, Jazan University**

Branches offering the program (if any):

- None.....
- .....
- .....

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## A. Program Statistics

Item	Number
Number of students enrolled in the program	65
Number of students who started the program (in reporting year)	61
Number of students who completed the program	63

A total of four students have transferred from other departments to join the respiratory therapy program.

## B. Program Assessment

### 1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan \*

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
<b>Knowledge and Understanding</b>				
K1	Memorize the fundamental principles and concepts that underpin respiratory therapy and assess pulmonary status.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	78.3%
K2	Recognize technical procedures necessary to provide appropriate, and quality respiratory therapy.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	77.3%
K3	Evaluate data to assess the appropriateness of prescribed respiratory care.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	75.7%





K4	Participate in the development and modification of respiratory care plans in a variety of settings.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	81.0%
<b>Skills</b>				
S1	Apply problem-solving strategies in the patient care setting	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	77.3%
S2	Perform the skills competently as a respiratory therapist as evidenced.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	79.0%
S3	Perform respiratory therapeutic and diagnostic procedures interventions promptly and consistent with patient safety and infection control standards.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	76.7%
S4	Perform clinical decision-making in various cardiopulmonary	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory	75%	79.3%





	emergencies, and administer specific drugs and emergency procedures needed for respiratory care.	works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews		
<b>Values, autonomy, and responsibility</b>				
V1	Perform clinical decision-making in various cardiopulmonary emergencies, and administer specific drugs and emergency procedures needed for respiratory care.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	81.0%
V2	Demonstrate work effectively in groups and exercise leadership when appropriate.	Direct assessment: Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric Indirect assessment: employers' feedback, and internal & external reviews	75%	81.0%
V3				
V..				

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

[\[PLO Assessment Report, 2024\]](#)

### Strengths:

- ❖ Comprehensive assessment methods: the program uses both direct (tests, exams, assignments, quizzes, projects, lab work) and indirect (employer feedback, internal and external reviews) assessment methods. This ensures a well-rounded evaluation of student performance.
- ❖ Strong performance in key areas: several learning outcomes exceed the targeted performance of 75%. For example: K4 (Development and modification of respiratory care plans): 81.0%; S2 (Performing skills competently as a respiratory therapist): 79.0%; S4 (Clinical decision-making in emergencies): 79.3%; V1 (Clinical decision-making in emergencies): 81.0%, and V2 (Working



effectively in groups and exercising leadership): 81.0%. These results indicate that students are performing well in critical areas such as clinical decision-making, teamwork, and leadership.

- ❖ Alignment with rubrics: the assessments are based on established rubrics, ensuring consistency and fairness in evaluating student performance.
- ❖ Employer feedback integration: the inclusion of employer feedback in the indirect assessment methods provides real-world insights into how well students are prepared for their professional roles.

#### Aspects that need improvement with priorities:

- ❖ Lower performance in knowledge-based outcomes. For example: K1 (Memorizing fundamental principles and concepts): 78.3% (slightly above target but could be improved); K2 (Recognizing technical procedures): 77.3% (close to target but below other areas); K3 (Evaluating data to assess appropriateness of care): 75.7% (barely meeting the target). These areas are foundational, and improving them should be a high priority to ensure students have a strong grasp of core concepts.
- ❖ Skill-based outcomes. For example, S1 (Applying problem-solving strategies): 77.3% (close to target but could be improved); S3 (Performing respiratory therapeutic and diagnostic procedures): 76.7% (barely above target). These skills are critical for patient care, and improving them should be a medium priority.
- ❖ Consistency in performance: while some areas exceed targets, others are just meeting them. There is room for more consistent performance across all outcomes. This should be a medium priority.
- ❖ Indirect assessment methods: while employer feedback is included, there is no detailed breakdown of how this feedback is collected or used. Enhancing the transparency and utilization of indirect assessment methods could be a low priority but still valuable.

## 2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 10)	Developmental Recommendations
101SLM-2	Islamic Culture I	NA	—	—	Final exam to continue to be in-person
102Arab-2	Arabic Writing	NA	—	—	Final exam to continue to be in-person
181 ENG-8	English Language for Health Specialties	NA	—	—	Final exam to continue to be in-person
106CHEM-4	Chemistry for Health Specialties	NA	—	—	More Interactive Science Coursework
243PHCL	Introduction to Medical Ethics	NA	—	—	Promote Personalized Learning Paths and Flexibility
HLT203	Basic Microbiology	NA	—	—	Minor modification / update in the curriculum
106BIO-4	Biology for Health Specialties	NA	—	—	More emphasis on Interdisciplinary Learning
222STA	Fundamentals of Biostatistics	NA	—	—	Update course material and reference text books
182 ENG-4	English Language for Academic Purposes	NA	—	—	Final exam to continue to be in-person
102 SLM-2	Islamic Culture II	NA	—	—	Final exam to continue to be in-person
220ANAT	Introduction to Human Anatomy	92	—	—	Regularly update courses to reflect the latest developments
AMS443	Healthy Lifestyle	NA	—	—	More Focus on Critical Thinking and Problem-Solving



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 10)	Developmental Recommendations
RES211-3	Respiratory Care Science I	82	85%	9.72	Routine review of teaching material
RES251-2	Medical Terminology	50	91%	9.46	Share office hours with the students
RES212	Respiratory Care Science II	77	84%	9.70	Review the course assessment process
RES221	Patient Assessment	81	71%	9.24	Make sure the course content is updated
RES222	Cardiopulmonary Anatomy & Physiology	91	84%	9.10	More focus on intellectual and self-learning
RES313	Pulmonary Function Testing	83	74%	7.46	Greater focus on the academic development of the students
RES323	Chest radiography	83	75%	9.22	Learning resources need to be more accessible
RES324	Blood Gas Analysis	81	76%	9.68	More focus on soft skills
RES325	Cardiopulmonary Diseases I	50	81%	9.10	More emphasis on team-work skills
RES331	Clinical Practice I	48	100%	9.58	Develop leadership skills and motivate students to continue progressing
RES332	Clinical Practice II	57	93%	9.84	Accessibility to students when they need help
RES341	Respiratory Care Pharmacology	48	94%	9.7	Accessibility to students when they need help
RES314	Mechanical Ventilation	83	83%	9.38	More focus on Encouraging the students to progress better
RES326	Cardiopulmonary Diseases II	42	89%	7.30	Improve team-work skills
RES433	Clinical Practice III	51	89%	8.84	More emphasis on soft skills







Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 10)	Developmental Recommendations
RES415	Neonatal & Pediatric	75	94%	9.0	More emphasis on communication skills, and working as a team-player
RES416	Advanced Mechanical Ventilation	77	68%	8.16	Show office hours to students, provide enough references to the students
RES417	Respiratory Care in Alternative settings	59	70%	8.68	Enhance self-learning
RES427	Critical Care	54	86%	8.66	Provide the grades to students in time
RES418	Neonatal & Pediatric Mechanical Ventilation	112	75%	8.24	Encourage the students to perform better
RES419	Problem-Based Learning	112	74%	8.70	Promote communication and team-work skills
RES428	Advanced Critical Care Procedures	88	72%	8.26	Update the material's content
RES429	Medical Emergencies	56	90%	8.00	Revise students' assessment process
RES434	Clinical Practice IV	67	93%	8.90	Provide the students with references and external resources
RES461	Graduation Research	51	91%	9.44	Encourage the students to perform better

[\[Course evaluation results, 2024\]](#)

[\[Raw data\]](#)



### 3. Students' Evaluation of Program Quality

Evaluation Date:	Number of Participants: 37
Students Feedback	Program Response
<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>• High satisfaction with instructors: students rated instructors very highly across multiple dimensions. These high ratings indicate that the faculty is a major strength of the program, contributing positively to student learning and motivation.</li> <li>• Strong academic and career support: academic and career counseling received a high rating of 4.65/5, indicating that students feel well-supported in their academic and professional development.</li> <li>• Valuable learning outcomes: students reported that the program provided valuable learning experiences for their future (4.76/5) and helped them develop knowledge and skills required for their chosen careers (4.68/5).</li> <li>• High-quality study materials and resources: study materials were rated as up-to-date and useful (4.57/5), and library resources were considered adequate and available (4.54/5).</li> <li>• Facilities for religious observances were also highly rated (4.54/5), indicating inclusivity and support for diverse student needs.</li> </ul> <p><b><u>Areas of Improvement:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom facilities: while still positive, classroom facilities (lectures, laboratories, tutorials) received a slightly lower rating of 4.24/5. This suggests there may be room for improvement in the quality or availability of these facilities.</li> <li>• Student computing facilities: these were rated 4.41/5, indicating that while they are sufficient, there is potential for</li> </ul>	<p>The survey is designed to gather information to improve teaching and learning outcomes, providing insights into multiple aspects of the student experience. The findings help identify the program's strengths and weaknesses. Curriculum plays a central role in shaping the learning environment and influences the behavior of all stakeholders. Enhancing both the educational environment and the curriculum requires a clear understanding of their strengths and areas for improvement.</p> <p>Jazan University's Deanship of Academic Development (DAD) created a questionnaire with both open-ended and closed-ended questions to collect feedback on program quality from students at the eighth level.</p> <p>The National Commission for Academic Accreditation and Assessment (NCAAA) in Saudi Arabia has established quality assurance and accreditation standards for higher and undergraduate education institutions and programs, covering six key areas: Program Administration, Learning and Teaching, Student Administration and Support Services, Learning Resources, and Facilities and Equipment.</p> <p>The outcome of the survey reveals consistent strengths in instructor engagement and skill development, but also highlights persistent challenges with library resources, infrastructure, and extracurricular opportunities. Addressing these recurring issues through targeted actions will significantly enhance the student learning experience and program quality.</p>



enhancement to better meet student needs.

- Extracurricular and recreational facilities: these received a rating of 4.49/5. While still good, this area could be improved to provide a more well-rounded student experience.
- Field experience programs (internships, practicums, cooperative training) were rated 4.38/5. While effective, there is room for improvement in ensuring these programs consistently develop students' skills to their fullest potential.
- Technology integration: while students reported developing good basic skills in using technology (4.62/5), there may be opportunities to further integrate advanced technology tools into the curriculum to enhance learning and problem-solving capabilities.

Key priorities for improvement include expanding library resources and ensure easy access for students, enhancing extracurricular activities and recreational facilities, and upgrading classroom and teaching lab infrastructure and student computing resources. By focusing on these areas, the program can further improve student satisfaction and align with best practices in higher education.

[\[Program Evaluation Survey, 2024\]](#)

#### 4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	40
Current research projects	8
Conferences organized by the program	4
Seminars held by the program	2
Conferences attendees	2
Seminars attendees	NA

#### Discussion and analysis of scientific research and innovation activities:

Number of faculty members	M	7
	F	2
	Total	9
Faculty members who published at least one research	M	4
	F	1



	Total	5
Percentage of full-time faculty members who published at least one research during the year	M	57%
	F	50%
	Total	56%
Total number of refereed and/or published research	M	37
	F	3
	Total	40
Rate of published research per faculty member	M	5.29
	F	1.5
	Total	4.44
Total number of citations in refereed journals from published research	M	878
	F	12
	Total	890
Citations rate in refereed journals per faculty member	M	23.73
	F	4
	Total	22.25

RT scientific research activities 2024 are attached ([RT scientific research activities](#))

#### 5. Community Partnership

Activities Implemented	Brief Description*
International Day of Older people	Equipping a number of corners to educate and raise awareness regarding elderly care
RC WEEK	Equipping a number of corners to educate and raise awareness of the specialty of respiratory care
COPD day	Equipping a number of corners to educate and raise awareness about COPD

Founding day	A national initiative that aims to commemorate the history of the founding of the Saudi Arabia.
Asthma day	Equipping a number of corners to educate and raise awareness about asthma

\* including timing of implementation, number of participants, and outcomes.

The Community partnership database is attached ([RT department community report](#))

### Comment on community partnership activities\*\*

<b>Strengths:</b>
<ul style="list-style-type: none"> <li>• These programs encourage the students to get more involvement to serve the community</li> <li>• Improve citizens' knowledge and skills</li> <li>• Participants learn about the issues in-depth</li> <li>• These programs satisfied the community needs</li> </ul>
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"> <li>• Increase awareness about respiratory diseases</li> <li>• Conduct awareness program about smoking cessation</li> <li>• Collect and donate books for college library</li> <li>• Teach safe drugs usages</li> <li>• Conduct awareness camp</li> </ul>
<b>Priorities for Improvement:</b>
<ul style="list-style-type: none"> <li>• Increase awareness about respiratory diseases</li> <li>• Conduct awareness program about smoking cessation</li> <li>• Collect and donate books for college library</li> <li>• Teach safe drugs usages</li> <li>• Conduct awareness camp</li> </ul>

\*\* including overall evaluation of the program's performance in these activities (if any).



## 6. Other Evaluation (if any)

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

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

Evaluation method: Faculty Satisfaction Survey		Date:	Number of Participants: ٨
Summary of Evaluator Review		Program Response	
<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>Faculty members feel highly involved in academic planning and are aware of the program's vision, mission, and objectives.</li> <li>Faculty reported effective communication with department, college, and university leaders, which fosters a collaborative and supportive work environment.</li> <li>Faculty feel that the department administration encourages professional development and builds consensus through broad faculty involvement in decision-making.</li> <li>Faculty find the institute's teaching and learning documents helpful, and they feel that the development of teaching practices is supported.</li> <li>The promotion process is viewed as fair and transparent, which is a strong indicator of a supportive institutional culture.</li> </ul>		<p>This survey is designed to gather information on faculty job satisfaction. Jazan University's Deanship of Academic Development (DAD) created the questionnaire with both open-ended and closed-ended questions to capture feedback on job satisfaction from teaching faculty. The National Commission for Academic Accreditation and Assessment (NCAAA) in Saudi Arabia has developed standards for quality assurance and accreditation of higher education institutions and programs in six general areas of activity. These areas include Program Administration, Learning and Teaching, Student Administration and Support Services, Learning Resources, and Facilities and Equipment. In alignment with these standards, NCAAA has prepared self-evaluation scales to assist with the evaluation process.</p> <p>This analysis aims to identify key trends, strengths, areas for improvement, and suggestions for future development, with the goal of providing actionable insights to enhance faculty satisfaction and improve program performance. The survey highlights many strengths in the program, particularly in leadership, administration, and faculty engagement in planning processes. However, recurring issues in research support, library access, IT infrastructure, and student language skills require</p>	
<p><b><u>Points for Improvements:</u></b></p> <ul style="list-style-type: none"> <li>Improve access to textbooks, references, and digital libraries to better support teaching and research activities.</li> <li>Invest in modernizing laboratory facilities and ensure adequate PC availability for faculty use.</li> <li>Provide additional support for students to improve their English proficiency and ensure</li> </ul>			





they are better prepared for courses through pre-requisite knowledge reinforcement.

- Allocate more research funding and improve physical research resources to support faculty research activities.
- Consider providing more dedicated time for research to enhance productivity.
- Enhance technical support for IT and communication systems, and ensure robust antivirus and security systems to protect faculty privacy and information.

urgent attention. By addressing these areas, the program can further enhance faculty satisfaction and ensure sustained improvement in teaching, research, and student outcomes.

[\[Faculty Satisfaction Survey, 2021\]](#)

Evaluation method: Employers Satisfaction Survey		Date:	Number of Participants: 3
Summary of Evaluator Review		Program Response	
<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>• 66.7% of employers rated recent graduates as well-prepared for job searches, and 33.3% rated them as very well-prepared. This indicates that the program is effectively preparing students for the workforce.</li> <li>• 100% of employers identified collaboration with others as a key strength of RT department graduates. This suggests that the program is successfully fostering teamwork and interpersonal skills, which are critical in the workplace.</li> <li>• 100% of employers rated the RT department as excellent or good in producing successful employees for their organizations. This reflects a strong alignment between the program's outcomes and employer expectations.</li> <li>• 66.7% of employers highlighted that graduates possess knowledge and technical skills associated with the job. This indicates that the program's curriculum is relevant to industry needs.</li> <li>• 66.7% of employers noted that graduates have written and oral communication skills,</li> </ul>		<p>The Respiratory Therapy program gathered employer feedback regarding graduates entering the workforce. Employer opinions will help us better understand how effectively the college is preparing graduates for their careers.</p> <p>Employers were asked to rate the quality of our graduates, and their responses were collected through the Employer Survey.</p> <p>The survey outcome reveals consistent strengths in technical skills but highlights recurring challenges in career preparation, communication, and research engagement. Addressing these gaps through targeted initiatives (such as career coaching, research opportunities, and skill-building workshops) will ensure that graduates are better prepared to meet employer expectations and thrive in their careers.</p> <p>With focused efforts on soft skills, career services, and continuous improvement, the program can enhance</p>	







which are essential for success in the workplace.

employer satisfaction and graduate success rates over time.

#### **Points for Improvements:**

- Offer interview workshops and mock interview sessions to help students develop confidence and skills for job interviews.
- Provide resume and cover letter writing workshops or one-on-one coaching to help students create professional job application materials.
- Integrate more analytical and research-focused modules into the curriculum to better prepare students for roles that require these skills.
- Include project management and time management training in the program to help students develop planning and organizational skills.
- Foster deeper partnerships with employers to ensure the program aligns with industry needs and expectations. This could include regular feedback sessions, internships, and collaborative projects.

[\[Employers Satisfaction Survey, 2024\]](#)

Evaluation method: Alumni Students Satisfaction Survey		Date:	Number of Participants: 12
Summary of Evaluator Review		Program Response	
<b><u>Strengths:</u></b> <ul style="list-style-type: none"> <li>• Alumni reported that the program effectively developed their critical thinking and problem-solving skills, communication skills, and ability to work effectively in groups. These are essential skills for professional success.</li> <li>• Faculty members were highly rated for their enthusiasm and interest in teaching, fair and</li> </ul>		<p>Self-evaluation of the quality of performance of the program is regularly carried out through various surveys by involving stakeholders.</p> <p>Respiratory therapy Program (RT) in preparation for accreditation process and this survey had been implemented to meet the quality requirement from other side to finalize the accreditation steps.</p>	







objective treatment of students, and encouragement of active learning.

- Faculty also received positive feedback for using technology effectively in teaching and providing feedback on student performance.
- The program was praised for increasing students' knowledge of professional ethics (4.42/5), which is crucial for their careers in respiratory therapy.

#### **Points for Improvements:**

- Encourage faculty to demonstrate more enthusiasm and interest in teaching through professional development workshops or incentives for innovative teaching methods.
- Upgrade laboratory facilities to create a more comfortable and effective learning environment, including better technology.
- Improve extracurricular facilities and student services to better support students' cultural, social, and recreational needs.
- Increase opportunities for students to engage in scientific research and discussions, such as through research projects, seminars, or guest lectures.
- Provide more detailed and constructive feedback to students on their performance to help them improve and grow academically and professionally.

RT program maintaining good database of alumni students. Head of the program coordinating the registration of fresh alumni students and communicating the program activities to them.

Program included alumni students in the advisory committee. Alumni students provide actual information about their work experience of graduates. It helps to the program management and teaching faculty for facilitate the best teaching and learning standards in program.

Program conducted alumni students survey 2024, asked to rate the quality of their program and captured the responses. Total 42 criteria were given to the stakeholders to rate the program quality. Responses taken in five-point Likert Scale. The data was entered in the Microsoft excel sheet and analyzed through descriptive statistics.

[\[Alumni Students Satisfaction Survey, 2024\]](#)

Evaluation method: University Experience Evaluation Survey	Date: NA	Number of Participants: 13
Summary of Evaluator Review		Program Response
<b><u>Strengths:</u></b> <ul style="list-style-type: none"> <li>● Faculty members were rated highly for being genuinely interested in student progress and for being fair with all students. This indicates</li> </ul>		<p>The survey data from the Respiratory Therapy Department's University Experience Evaluation Survey provides a snapshot of student satisfaction across several key areas, including counseling</p>



a supportive and equitable learning environment.

- The program was praised for encouraging students to study new ideas and express their opinions and for increasing students' ability to solve new and emerging problems.
- Extracurricular facilities received a very high rating, indicating that students have ample opportunities for activities outside of academics.
- Facilities for religious activities were also highly rated, reflecting the institution's commitment to supporting students' spiritual needs.
- Students reported that there is sufficient opportunity to obtain advice on studies and future careers, which is crucial for their academic and professional development.
- The program effectively fostered active participation in group activities, which is an important skill for both academic and professional success.

and support, learning resources, learning and teaching, and general evaluation. Responses were collected on a five-point Likert scale, where 1 indicated "strongly disagree" and 5 indicated "strongly agree." The average rating achieved in the survey was better than that for the previous year.

The survey, compared to that from the previous year's) reveals a downward trend in several areas, with students expressing lower satisfaction with support services, learning resources, and some aspects of the educational experience. By addressing these areas through enhanced counseling, better access to learning resources, and improved campus facilities, the program can work to restore and potentially exceed previous satisfaction levels. Faculty engagement and collaborative learning remain strengths to build upon in supporting student development and success

[\[University Experience Evaluation Survey, 2024\]](#)

### **Points for Improvements:**

- Simplify and make the course enrollment process more efficient to improve the overall experience.
- Invest in modernizing computer facilities to ensure they meet the needs of students, particularly for research and coursework.
- Improve library personnel responsiveness and extend library opening hours to better accommodate student needs.
- Upgrade the learning resources available in the library to support academic success.
- Conduct further surveys or focus groups to identify the specific factors contributing to lower general satisfaction with education and university experience.
- Ensure that medical services are fully equipped to meet student needs, including mental health support and emergency care.

### C. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
1	Students' Evaluation of quality of learning experience in the program	4	3.38	3.37	****	4
2	Students' evaluation of the quality of the courses	4.5	-	4.22	****	4.6
3	Completion rate	70%	96.9%	70%	****	97%
4	First-year students' retention rate	90%	96.9%	95%	****	97%
5	Students' performance in the professional and/or national examinations		No professional examination was held in this particular year		****	
6	Graduates' employability and enrolment in postgraduate programs	100%	100%	60%	***	100%
7	Employers' evaluation of the program graduate's proficiency	3.7	4	4.5	***	4.2
8	Ratio of students to teaching staff	20	Male 21:1	13.91	****	20
9	Percentage of publications of faculty members	100%	Male: 57% Female: 50%	78%	*****	60%



			Overall: 56%			
10	Rate of published research per faculty member	7.5:1	Male: 5.29 Female: 1.5 Overall: 4.44/1	3:1	****	5:1
11	Citations rate in refereed journals per faculty member	14:1	Male: 23.73 Female: 4 Overall: 22:1	4.5:1	****	23:1

\*\*\*\* Perfect compliance progress and achievement of the target benchmark.

\*\*\* Compliance progress and achievement of the target benchmark.

### [KPIS report 2024](#)

### Comments on the Program KPIs and Benchmarks results:

#### Strengths:

- ❖ High completion and retention rates:
  - The completion rate is 96.9%, significantly exceeding the target of 70%.
  - The first-year retention rate is 96.9%, also exceeding the target of 90%.
  - These high rates indicate that the program is effective in supporting students through their academic journey.
- ❖ Strong employability and postgraduate enrollment:
  - 100% of graduates are employed or enrolled in postgraduate programs, far exceeding the internal benchmark of 60%. This demonstrates the program's success in preparing students for the job market and further education.
- ❖ Positive employer evaluation:
  - Employers rated the program graduates' proficiency at 4/5, exceeding the target of 3.7/5. This indicates that employers are satisfied with the skills and knowledge of the graduates.
- ❖ High student-to-teaching staff ratio:
  - The student-to-teaching staff ratio is 21:1, which is better than the internal benchmark of 13.91:1 and close to the target of 20:1. This suggests that students have adequate access to faculty support.



❖ Strong research output:

- The citation rate in refereed journals is 22:1, significantly exceeding the target of 14:1. This indicates that faculty research is highly impactful and recognized in the academic community.

### **Areas for Improvement**

❖ Student evaluation of learning experience:

- The student evaluation of the quality of learning experience is 3.38/5, below the target of 4/5. This suggests that students are not fully satisfied with their overall learning experience.

❖ Faculty publications:

- The percentage of faculty publications is 56%, below the target of 100%. This indicates that not all faculty members are actively publishing research.
- The rate of published research per faculty member is 4.44/1, below the target of 7.5:1. This suggests that research productivity could be improved.

❖ Gender disparities in research output:

- There is a significant gender disparity in research output, with male faculty members publishing at a rate of 5.29/1, while female faculty members publish at a rate of 1.5/1. This indicates a need for greater support and encouragement for female faculty in research.

❖ Student performance in professional examinations:

- There is no data available on student performance in professional or national examinations. This gap makes it difficult to assess how well the program prepares students for professional certifications.

### **Recommendations**

❖ Enhance the quality of learning experience:

- Conduct surveys or focus groups to identify specific areas where students feel the learning experience could be improved.
- Invest in modernizing teaching methods, upgrading classroom facilities, and providing more interactive and engaging learning opportunities.

❖ Increase faculty research productivity:

- Provide additional research funding, time allocation for research, and professional development opportunities to encourage more faculty members to publish.
- Implement mentorship programs to support faculty, particularly female faculty, in increasing their research output.



- ❖ Address gender disparities in research:
  - Offer targeted support for female faculty members, such as research grants, workshops, and networking opportunities, to help close the gender gap in research productivity.
- ❖ Monitor student performance in professional examinations:
  - Establish a system to track and report student performance in professional or national examinations. This will provide valuable data on how well the program prepares students for their careers.
- ❖ Maintain high completion and retention rates:
  - Continue to provide academic support, counseling services, and extracurricular activities to ensure that completion and retention rates remain high.
- ❖ Strengthen employer partnerships:
  - Foster deeper partnerships with employers to ensure that the program's curriculum aligns with industry needs and expectations. This will help maintain high employability rates.

#### D. Challenges and difficulties encountered by the program (if any)

Teaching	<ul style="list-style-type: none"> <li>❖ Lower performance in knowledge-based outcomes: Some students struggle with foundational concepts, such as memorizing fundamental principles (K1: 78.3%) and recognizing technical procedures (K2: 77.3%).</li> <li>❖ Skill-based outcomes: Students need improvement in applying problem-solving strategies (S1: 77.3%) and performing respiratory therapeutic and diagnostic procedures (S3: 76.7%).</li> <li>❖ Consistency in performance: While some areas exceed targets, others barely meet them, indicating a need for more consistent performance across all learning outcomes.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>❖ Indirect assessment methods: There is no detailed breakdown of how employer feedback is collected or used, which limits the program's ability to fully utilize indirect assessment methods for improvement.</li> </ul>
Guidance and counseling	<ul style="list-style-type: none"> <li>❖ Student support: While academic and career counseling is rated high (4.65/5), there is room for improvement in providing more personalized guidance and support for students, especially in career preparation.</li> </ul>



Learning Resources	<ul style="list-style-type: none"> <li>❖ Library resources: Students rated library resources as adequate but indicated a need for more up-to-date and accessible learning materials (4.54/5).</li> <li>❖ Classroom and lab facilities. Classroom facilities received a slightly lower rating (4.24/5), suggesting a need for modernization and better availability of resources.</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>❖ Research productivity: Only 56% of faculty members published research, below the target of 100%. Male faculty members publish at a higher rate (5.29/1) compared to female faculty (1.5/1), indicating a gender disparity.</li> <li>❖ Faculty workload: The student-to-teaching staff ratio is 21:1, which is close to the target but may still strain faculty resources, especially for research and student support.</li> </ul>
Research Activities	<ul style="list-style-type: none"> <li>❖ Research output: The rate of published research per faculty member is 4.44/1, below the target of 7.5:1. This suggests a need for more research funding, time allocation, and support for faculty.</li> <li>❖ Gender disparity in research: Female faculty members publish at a significantly lower rate than male faculty, indicating a need for targeted support to encourage more research output from female faculty.</li> </ul>
Others	<ul style="list-style-type: none"> <li>❖ Technology integration: While students reported developing good basic technology skills (4.62/5), there is potential to further integrate advanced technology tools into the curriculum to enhance learning.</li> <li>❖ Extracurricular activities: Extracurricular and recreational facilities received a rating of 4.49/5, indicating room for improvement to provide a more well-rounded student experience.</li> <li>❖ Field experience programs: Internships and practicums were rated 4.38/5, suggesting that these programs could be improved to better develop students' skills and prepare them for the workforce.</li> </ul>



## E. Program Development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Enhance Knowledge-Based Outcomes	<ul style="list-style-type: none"> <li>- Develop additional workshops and tutorials focused on foundational concepts (e.g., respiratory therapy principles).</li> <li>- Introduce more interactive learning methods, such as case studies and simulations.</li> </ul>	Department of Respiratory Therapy, Faculty Members
2	Improve Skill-Based Outcomes	<ul style="list-style-type: none"> <li>- Increase hands-on training opportunities in clinical settings.</li> <li>- Provide more frequent assessments and feedback on skill performance.</li> </ul>	Clinical Training Coordinators, Faculty Members
3	Increase Consistency in Performance Across Learning Outcomes	<ul style="list-style-type: none"> <li>- Implement a review system to identify and address weak areas in the curriculum.</li> <li>- Provide targeted support for students struggling in specific areas.</li> </ul>	Curriculum Committee, Academic Advisors
4	Enhance Indirect Assessment Methods	<ul style="list-style-type: none"> <li>- Develop a structured process for collecting and analyzing employer feedback.</li> <li>- Use employer feedback to inform curriculum updates and improvements.</li> </ul>	Program Assessment Committee, Industry Advisory Board
5	Improve Student Support and Guidance	<ul style="list-style-type: none"> <li>- Offer more personalized career counseling and mentorship programs.</li> <li>- Organize career preparation workshops, including resume writing and interview skills.</li> </ul>	Career Office, Services Academic Advisors
6	Upgrade Library and Learning Resources	<ul style="list-style-type: none"> <li>- Invest in up-to-date textbooks, digital resources, and online databases.</li> <li>- Extend library hours and improve accessibility to resources.</li> </ul>	University Library, Department of Respiratory Therapy
7	Modernize Classroom and Lab Facilities	<ul style="list-style-type: none"> <li>- Upgrade classroom technology (e.g., smart boards, projectors).</li> <li>- Improve lab equipment and</li> </ul>	University Facilities Management, Department of Respiratory Therapy





		ensure availability of necessary tools for practical training.	
8	Increase Faculty Research Productivity	<ul style="list-style-type: none"> <li>- Provide research grants and funding opportunities for faculty.</li> <li>- Allocate dedicated time for research activities.</li> <li>- Offer workshops on research methodologies.</li> </ul>	Research Office, Faculty Development Committee
9	Address Gender Disparities in Research Output	<ul style="list-style-type: none"> <li>- Implement mentorship programs for female faculty members.</li> <li>- Provide targeted research grants and networking opportunities for female researchers.</li> </ul>	Gender Equity Committee, Research Office
10	Integrate Advanced Technology into the Curriculum	<ul style="list-style-type: none"> <li>- Introduce advanced technology tools (e.g., virtual reality, simulation software) for teaching and learning.</li> <li>- Train faculty and students on the use of these tools.</li> </ul>	IT Department, Faculty Members
11	Enhance Extracurricular and Recreational Facilities	<ul style="list-style-type: none"> <li>- Develop new recreational programs and facilities (e.g., sports, cultural activities).</li> <li>- Increase funding for student clubs and organizations.</li> </ul>	Student Affairs Office, University Facilities Management
12	Improve Field Experience Programs (Internships, Practicums)	<ul style="list-style-type: none"> <li>- Strengthen partnerships with healthcare institutions for better internship opportunities.</li> <li>- Provide more structured feedback and evaluation during field experiences.</li> </ul>	Clinical Training Coordinators, Industry Partners
13	Monitor Student Performance in Professional Examinations	<ul style="list-style-type: none"> <li>- Establish a system to track and report student performance in professional exams.</li> <li>- Provide preparatory courses and resources for professional certifications.</li> </ul>	Program Assessment Committee, Faculty Members
14	Maintain High Completion and Retention Rates	<ul style="list-style-type: none"> <li>- Continue offering academic support services (e.g., tutoring, counseling).</li> <li>- Organize regular check-ins with students to address academic challenges.</li> </ul>	Academic Student Services, Advisors, Support Services

15	Strengthen Employer Partnerships	<ul style="list-style-type: none"> <li>- Organize regular meetings with employers to align curriculum with industry needs.</li> <li>- Develop collaborative projects and research opportunities with industry partners.</li> </ul>	Industry Board, Services Office	Advisory Career Office

- Attach any unachieved improvement plans from the previous report. [\[attached here\]](#)
- The annual program report needs to be discussed in the department council.

#### F. Approval of Annual Program Report

<b>COUNCIL / COMMITTEE</b>	PLAN AND CURRICULUM COMMITTEE
<b>REFERENCE NO.</b>	
<b>DATE:</b>	17 JANUARY 2025

