هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

2024
TP-152

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:	**2023-2024**
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
Knowledge and Understanding				
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:** emplyers' feedback, and internal & external reviews	75%	73.3%
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:** emplyers' feedback, and internal & external reviews	75%	76.7%
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:** emplyers' feedback, and internal & external reviews	75%	78.2%
K4	Participate in the development and modification of respiratory care	**Direct assessment:** Tests, final examinations, assignments, quizzes, projects, and laboratory works, are based on the established rubric	75%	89.6%

	plans in a variety of settings.	Indirect assessment: emplyers' feedback, and internal & external reviews		
Skills				
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:** emplyers' feedback, and internal & external reviews	75%	77.5%
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:** emplyers' feedback, and internal & external reviews	75%	77.2%
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:** emplyers' feedback, and internal & external reviews	75%	76.8%
S4	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:** emplyers' feedback, and internal & external reviews	75%	89.8%
Values, autonomy, and responsibility				

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:** emplyers' feedback, and internal & external reviews	75%	81.2%
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:** emplyers' feedback, and internal & external reviews	75%	79.4%
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, 2023]

Strengths:

❖ **Strong Performance in Advanced Knowledge and Clinical Skills:**

- **K3 (Evaluate Data for Respiratory Care) and K4 (Develop and Modify Respiratory Care Plans) exceeded the target with 78.2% and 89.6% respectively.**
- **S4 (Clinical Decision-Making in Emergencies) also surpassed expectations at 89.8%, reflecting strong practical abilities in critical situations.**

❖ **Effective Problem-Solving and Technical Competence:**

- **Skills like S1 (Problem-Solving Strategies in Patient Care) and S2 (Competency in Respiratory Therapy Skills) scored above the target at 77.5% and 77.2%. This indicates students are well-prepared in technical and analytical aspects of patient care.**

❖ **Positive Collaboration and Leadership in Group Settings:**

- The value outcome V2 (Work Effectively in Groups and Leadership) scored 79.4%, showing students' ability to work cohesively and take leadership in team-oriented tasks, a critical skill in healthcare environments.

Points that have improved compared to last year:

❖ **Improved Knowledge of Technical Procedures and Core Concepts**:

- **K2 (Recognize Technical Procedures): Increased from 71% to 76.7% this year, meeting the target and indicating strong consistency in teaching technical knowledge.**
- **K4 (Develop and Modify Respiratory Care Plans): Achieved a high score of 89.6% this year, up from an overall Knowledge score of 74% last year, reflecting strength in advanced planning skills.**

❖ **Skill Competency and Critical Decision-Making in Emergencies:**

- **S4 (Clinical Decision-Making in Emergencies): Improved from 66%-75% this year to 89.8% last year, showing enhanced preparation for critical clinical situations.**
- **S2 (Competency in Respiratory Therapy Skills): Increased from 76-83% last year, maintaining 77.2% this year, signaling consistently strong practical skill development.**

❖ **Teamwork and Professional Responsibility:**

- **V2 (Work Effectively in Groups): Rose from to 79.4% in this year, demonstrating significant growth in collaboration and leadership capabilities.**

Aspects that need improvement with priorities:

❖ **Fundamental Knowledge of Core Respiratory Principles (K1):**

- High priority, as performance is slightly under target at 73.3%.
- Suggestions: Enhance foundational knowledge through weekly review sessions and quizzes. Increase emphasis on core principles through interactive case studies to solidify basic respiratory principles and assess pulmonary status accurately. Provide additional resources such as tutorial sessions to reinforce fundamental knowledge.

❖ **Strengthen Practical Application of Therapeutic and Diagnostic Procedures (S3)**

- **Medium priority, as performance is more consistent than last year's and it meets the target at 76.8%.**
- Suggestions: **Include simulated scenarios and hands-on training, and implement practical labs that mimic real-life procedural timelines and patient safety scenarios.**

Consider peer-review sessions where students can provide feedback to each other on procedural techniques to reinforce consistency.

❖ **Research and Evaluation Skills in Respiratory Care (K3)**

- **Medium priority as 2024 performance has improved to 78.2%, surpassing the target.**
- <u>Suggestions</u>: Maintain focus on data evaluation exercises and case studies to support this positive trend. Introduce real-time feedback on assignments and projects to ensure sustained progress.

❖ **Promote Greater Depth in Group Collaboration and Communication Skills (V2)**

- **Medium priority as performance reached a stable 79.4%, though there's still room for improvement.**
- <u>Suggestions</u>: Introduce group projects with defined leadership roles to enhance accountability. Develop structured group assignments with designated roles to foster consistent teamwork. Use peer evaluation tools to promote leadership accountability and communication within teams.

❖ **Increase Consistency in Clinical and Emergency Preparedness (S4)**

- **Priority is low as performance is good, but it may benefit from continued reinforcement.**
- <u>Suggestions</u>: Use drills and emergency simulations to boost quick decision-making under pressure. Develop a self-assessment checklist for students to evaluate their clinical decision-making accuracy and speed.

❖ **Increase Proficiency in Leadership and Autonomy in Clinical Settings (V1)**

- **Priority is low as performance in the autonomy and responsibility domain, is 81.2%, but can be further strengthened.**
- <u>Suggestions</u>: Implement case-based discussions that allow students to lead decision-making processes. Encourage reflective practices where students review their decision-making post-scenario. Continue to promote professional communication workshops and implement reflective practice assignments that challenge students to evaluate their ethical and communication decisions.

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**

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 10)	Developmental Recommendations
102 SLM-2	**Islamic Culture II**	**NA**	---	---	**Final exam to continue to be in-person and decrease the number of students into 5 students/ groups**
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**
RES211-3	Respiratory Care Science I	82	85.4%	9.74	**Routine review of teaching material**
RES251-2	Medical Terminology	50	90.9%	9.46	**Share office hours with the students**
RES212	Respiratory Care Science II	77	83.7%	9.65	**Review the course assessment process**
RES221	Patient Assessment	81	71.1%	9.22	**Make sure the course content is updated**
RES222	Cardiopulmonary Anatomy & Physiology	91	84.3%	9.11	**More focus on intellectual and self-learning**

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 10)	Developmental Recommendations
RES313	Pulmonary Function Testing	83	74.1	7.41	Greater focus on the academic development of the students
RES323	Chest radiography	83	75.5%	9.21	Learning resources need to be more accessible
RES324	Blood Gas Analysis	81	76.4%	4.68	More focus on soft skills
RES325	Cardiopulmonary Diseases I	50	80.6%	8.91	More emphasis on team-work skills
RES331	Clinical Practice I	48	100%	9.61	Develop leadership skills and motivate students to continue progressing
RES332	Clinical Practice II	72	91.1%	9.72	Accessibility to students when they need help
RES341	Respiratory Care Pharmacology	48	94.1%	9.47	Accessibility to students when they need help
RES314	Mechanical Ventilation	83	83.0%	9.32	More focus on Encouraging the students to progress better
RES326	Cardiopulmonary Diseases II	42	89.4%	7.69	Improve team-work skills

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 10)	Developmental Recommendations
RES433	Clinical Practice III	51	89.5%	8.9	**More emphasis on soft skills**
RES415	Neonatal & Pediatric	75	93.8%	8.75	**More emphasis on communication skills, and working as a team-player**
RES416	Advanced Mechanical Ventilation	77	67.5%	7.95	**Show office hours to students, provide enough references to the students**
RES417	Respiratory Care in Alternative settings	59	70.2%	8.85	**Enhance self-learning**
RES427	Critical Care	54	85.7%	8.66	**Provide the grades to students in time**
RES418	Neonatal & Pediatric Mechanical Ventilation	112	74.7%	7.75	**Encourage the students to perform better**
RES419	Problem-Based Learning	112	73.7%	8.79	**Promote communication and team-work skills**
RES428	Advanced Critical Care Procedures	88	72.1%	8.08	**Update the material's content**
RES429	Medical Emergencies	56	90.3%	7.9	**Revise students' assessment process**

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 10)	Developmental Recommendations
RES434	Clinical Practice IV	67	93.1%	9.31	**Provide the students with references and external resources**
RES461	Graduation Research	54	91.5%	9.59	**Encourage the students to perform better**

[Course evaluations, 2024]

3. Students' Evaluation of Program Quality

Evaluation Date:	Number of Participants: 3
Students Feedback	**Program Response**

Strengths:
- Instructor Engagement and Support: The trend continues from last year's survey with high satisfaction regarding instructors availability and engagement, their inspiration, advice, and concern for student progress, thorough feedback, and care for student success.
- Skill Development and Learning Outcomes: The program received strong feedback for its emphasis on practical learning, particularly in developing problem-solving, communication, and teamwork skills. Students highly valued the field experience programs (internships, practicums) and related learning outcomes, with all relevant criteria rated 4.5 out of 5. Overall, the program effectively aligns its learning outcomes with real-world expectations, ensuring students are well-prepared for their careers.

Areas of Improvement:

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.

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.

- Library Resources and Learning Facilities: Students reported low satisfaction with library resources and classroom facilities, which limited their access to study materials. These issues have persisted since last year's survey, with library resources and facilities still rated below expectations. The program might consider expanding library resources, focusing on relevant textbooks, digital resources, and improved access. Additionally, collaborating with the library to increase student awareness of available resources could help address these concerns.
- Extracurricular Activities and Student Computing Facilities: Facilities for extracurricular activities and computing received low ratings (2.0 – 2.5). These issues have persisted since last year's survey, indicating limited improvement in sports, recreational facilities, and computer access. To address this, it is recommended to introduce new extracurricular opportunities (such as clubs, sports teams, or cultural activities) and establish a dedicated computer lab to better meet students' computing needs.
- Infrastructure and Classroom Equipment: Classroom infrastructure received low ratings, with concerns raised about laboratory and lecture facilities. Upgrading classroom and laboratory equipment to enhance the learning environment is highly recommended.

Suggestions for improvement:

- Improve Library and Digital Resources: Collaborate with the library to expand access to textbooks and digital materials, ensuring alignment with course content. Furthermore, create workshops or orientation sessions to help students utilize library resources effectively.
- Enhance Extracurricular and Recreational Opportunities: Develop new extracurricular programs (sports, cultural events, student clubs) to enhance student life. It is advisable to partner with student

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.

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.

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, 2023]

organizations to promote participation and identify activities of interest.

- Upgrade Infrastructure and Learning Facilities: Conduct an audit of classroom and laboratory facilities to identify areas for improvement. Secure funding for equipment upgrades and enhance classroom environments with modern tools and teaching aids.
- Expand Student Computing Access: increase the number of students (perhaps within the library) dedicated to student use, ensuring they have access to necessary software and online resources, and provide technical support staff to assist students with computing needs.

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	50
Current research projects	8
conferences organized by the program	0
Seminars held by the program	0
Conferences attendees	2
Seminars attendees	NA

Discussion and analysis of scientific research and innovation activities:

Number of faculty members	M	5
	F	2
	Total	7
Faculty members who published at least one research	M	5
	F	2
	Total	7
Percentage of full-time faculty	M	100%

members who published at least one research during the year	F	100%
	Total	100%
Total number of refereed and/or published research	M	48
	F	4
	Total	52
Rate of published research per faculty member	M	9.6
	F	2
	Total	7.4
Total number of citations in refereed journals from published research	M	697
	F	14
	Total	711
Citations rate in refereed journals per faculty member	M	14.14
	F	3.5
	Total	13.67

RT scientific research activities 2023 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**

Strengths:
● These programs encourage the students to get more involvement to serve the community ● Improve citizens' knowledge and skills ● Participants learn about the issues in-depth ● These programs satisfied the community needs
Areas for Improvement:
● Increase awareness about respiratory diseases ● Conduct awareness program about smoking cessation ● Collect and donate books for college library ● Teach safe drugs usages ● Conduct awareness camp
Priorities for Improvement:
● Increase awareness about respiratory diseases ● Conduct awareness program about smoking cessation ● Collect and donate books for college library ● Teach safe drugs usages ● Conduct awareness camp

** 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: 5
Summary of Evaluator Review	**Program Response**	
Strengths: ● Involvement in Academic Planning Processes: Faculty rated involvement in academic planning with high satisfaction. They also showed strong awareness of the program's vision, mission, and objectives. Faculty remain highly engaged in academic planning and institutional alignment, which reflects well on internal communication and strategic alignment with the university's goals.	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	

- Workplace Values and Administration: Faculty expressed high satisfaction with department administration, professional development, and effective communication. Therefore, department's administration and leadership have consistently provided effective communication and support, fostering a positive workplace environment.
- Teaching and Learning: Faculty appreciated class sizes and classroom equipment but noted concerns about library access. So, the program provides good teaching infrastructure but library and learning resources require improvement.

Points for Improvements:

- Student Language Proficiency and Preparation: Faculty highlighted concerns about students' English language skills, affecting their ability to follow lectures and submit assignments. Such concerns persist from last year's survey, suggesting that language barriers continue to impact student performance. It is recommended to implement intensive English language classes for students or language development workshops focusing on academic English, and to integrate language-focused assignments into courses to encourage continuous improvement.
- Research Support and Time Availability: Faculty were dissatisfied with the time allocated for research and the availability of physical resources. The program is highly recommended to provide dedicated research time or reduce faculty teaching loads during specific semesters to allow more time for research, and to increase access to research facilities and tools, and enhance collaboration with other institutions or research bodies.
- Library and Digital Resources: Access to library resources and digital tools was rated low, with limited access to useful textbooks and materials. This issue persists from last year's survey, suggesting inadequate progress in expanding library access. It is important to promote greater awareness of the Saudi Digital Library (SDL) and

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.

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 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, 2023]

its resources, as well as to work with the university library to expand collections relevant to respiratory therapy and ensure faculty and students have easier access to required resources.

- IT Infrastructure and Support: Faculty raised concerns about insufficient PCs and IT support, an issue that remains unresolved, affecting faculty productivity and satisfaction. It is worthy to ensure that PCs and printers are available for faculty offices and that technical support services are improved, and to consider regular IT audits to identify gaps and ensure equipment is updated as needed.

Suggestions for development:

- Expand English Language Support for Students: Implement language enhancement programs to address ongoing challenges in student performance and communication.
- Improve Research Support: Provide faculty with allocated time (credited hours) and for research activities and expand access to research grants and collaborative opportunities.
- Enhance Library and Digital Resources: Partner with the library to increase the availability of relevant textbooks and digital research tools for both faculty and students.
- Upgrade IT Infrastructure and Support Services: Ensure that PCs, printers, and IT support services are adequately provided to all faculty members to improve efficiency and satisfaction.

Evaluation method: Employers Satisfaction Survey	Date:	Number of Participants: 10
Summary of Evaluator Review		**Program Response**
Strengths: - Basic Skill Development: Graduates are satisfied with their foundational technical skills and preparation for entry-level roles. This shows that		The Respiratory Therapy program gathered employer feedback regarding graduates entering the workforce.

the program meets minimum industry expectations in terms of core competencies.

- Engagement with Alumni: The participation of alumni indicates the program's efforts to maintain relationships with graduates, which is important for tracking long-term outcomes and continuous improvement.
- Graduate Performance and Employer Satisfaction: 50% of employers rated graduates as "well-prepared" and 30% as "very well-prepared." This is consistent with the last year's survey indicating quite high satisfaction with graduates, although gaps in specific skill sets persist. Most employers consistently view graduates positively, with some meeting or exceeding expectations in the workplace.
- Technical and Job-Relevant Skills: Survey responses highlight that the graduates' technical competencies align with job expectations. Employers noted good knowledge and skills directly relevant to respiratory therapy. Employers continue to rate the program's ability to develop technical skills highly (as seen in 2023 survey).

Points for Improvements:

- Job Search and Career Preparation: Employers noted that graduates need better interview skills, resume preparation, and job search strategies. Same challenges persist from last year's survey, suggesting that career preparation remains a critical gap. Career coaching sessions and workshops on resume writing, mock interviews, and job search techniques can be of significant value.
- Communication and Soft Skills: Issues like lack of strong soft skills and communication abilities continue to persist, which indicates that this remains an area for development. To integrate communication workshops into the curriculum, focusing on presentation, teamwork, and problem-solving abilities, is highly recommended.
- Research and Innovation Activities: A need for graduates to engage more actively in research and innovation within organizations, reflecting a gap in research exposure and practical

Employer opinions will help us better understand how effectively the college is preparing graduates for their careers. Of the alumni, 60% have obtained suitable positions within the Ministry of Health, 7% are employed across two other organizations (the Ministry of Defense and the Saudi Food and Drug Authority), and 5% are pursuing postgraduate studies. Additionally, 28% of alumni have not yet secured employment, which may be due to factors such as family circumstances or limited awareness of available opportunities. Employers were asked to rate the quality of our graduates, and their responses were collected through the Employer Survey.

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.

With focused efforts on soft skills, career services, and continuous improvement, the program can enhance employer satisfaction and graduate success rates over time.

[Employers Satisfaction Survey, 2023]

experience. Increasing research opportunities, such as capstone projects, internships, and partnerships with healthcare institutions to foster practical innovation should be considered.

Suggestions for development:

- Strengthen Career Support and Job Search Skills: Conduct career workshops on interview techniques, resume building, and effective job search strategies.
- Enhance Communication and Leadership Skills: Integrate soft skills modules focusing on communication, teamwork, and problem-solving into the curriculum. Using role-play scenarios, presentations, and group activities is useful to develop these skills further.
- Expand Research and Internship Opportunities: Increase student participation in internships, capstone projects, and collaborative research activities with industry partners.
- Continuous Stakeholder Feedback and Program Review: Develop a regular feedback loop with employers to monitor the evolving needs of the healthcare industry. Align the curriculum with labor market demands through annual program reviews based on stakeholder feedback.

Evaluation method: Alumni Students Satisfaction Survey	Date:	Number of Participants: 30
Summary of Evaluator Review		Program Response
Strengths: • Faculty Performance and Support: Faculty engagement and interest in student achievement remain highly regarded, suggesting continued commitment from faculty to support student growth. The program has sustained positive faculty-student relationships, with faculty consistently recognized for their dedication and support.		A total of 30 alumni who graduated in different academic years participated in the survey. Alumni were asked questions about skill development, research conducted, decision-making ability, academic guidance, ethics, and other aspects of the program. A total of 42 criteria were provided for stakeholders

- **Skill Development and Course Modernity:** High ratings in these areas continue, indicating that the program effectively prepares students with essential skills and contemporary knowledge relevant to the field. The program's ability to develop practical skills and deliver up-to-date content has been a strong and consistent feature, supporting career readiness for alumni.
- **Program Quality and Overall Experience:** This score has held steady for this year's survey, indicating that while alumni see value in their experience, there is room for further enhancement in satisfaction levels. The consistent rating suggests that the program meets baseline expectations but could explore innovative changes to elevate the overall educational experience.

Points for Improvements:

- **Campus Facilities and Support Services:** Facilities like computer labs and libraries were rated low, and alumni expressed dissatisfaction with the availability of dining options and parking facilities. Access to extracurricular facilities and some essential campus resources also received lower ratings. Consistent concerns over campus amenities and resources indicate an area where improvements would directly enhance the alumni and student experience.
- **Technology and Library Resources:** The ratings for library resources and computer facilities remain low, compared to last year's survey, indicating that alumni feel the program could enhance its provision of academic resources. Investing in technological resources and improving library accessibility could enhance academic support and improve satisfaction in this area.

Suggestions for development:
- Enhancing Campus Facilities: Concerns regarding parking, dining facilities, and extracurricular resources should be addressed. Enhancing these amenities could

to rate the program's quality, with responses collected on a five-point Likert scale. The data was entered into Microsoft Excel and analyzed using descriptive statistics. The overall rating given by alumni for the program was 4.4 (★★★).

The Alumni Students Satisfaction Survey results provide insight into how alumni perceive the quality of the Respiratory Therapy program over their academic years. It shows a stable perception of program quality, particularly in faculty engagement, skill development, and course modernity. However, consistent feedback on campus amenities, library, and technology resources points to specific improvements that could boost overall satisfaction. By focusing on these targeted enhancements, the program can address alumni concerns and foster an enriched learning environment for current and future students.

[Alumni Students Satisfaction Survey, 2023]

significantly improve the campus experience for current students and future alumni.

- Improving Access to Technology and Library Resources: Computer resources and extend library services should be upgraded and up-to-date, focusing on high-demand times and ensuring adequate access to study materials.
- Maintaining Faculty-Student Engagement: Continue building on the faculty's strengths in supporting student success by offering professional development opportunities that encourage diverse teaching methods and mentorship programs. Provide ongoing faculty development resources, helping faculty remain engaged and responsive to student needs.

Evaluation method: University Experience Evaluation Survey	Date: NA	Number of Participants: 10
Summary of Evaluator Review		Program Response

Strengths:

- Religious Facilities: The highest rating across all categories was for the availability of facilities for religious activities. This high score suggests that students feel well-supported in maintaining their spiritual practices, reflecting positively on the institution's commitment to inclusivity.
- Library Resources and Accessibility:
- Students rated the quality of learning resources in the library (3.8) and its operating hours (3.78) relatively high. These ratings indicate that the library resources and accessibility meet most student needs, supporting effective study habits and access to academic materials.
- Group Work and Collaboration: The ability to work effectively in group activities received a relatively strong rating, suggesting that the program effectively encourages teamwork and collaboration skills, and that students feel well-supported in developing teamwork skills. This is

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 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 3.4.

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

essential in healthcare fields like respiratory therapy, where teamwork is crucial.

- Faculty Interest in Student Progress: With a score of 3.67, faculty interest in student progress is a positive area, showing that students feel supported by their instructors. This is significant for academic engagement and motivation, as students value faculty involvement in their development

- Faculty Engagement: Despite slight declines, students consistently rated faculty interest and support highly, showing the program's strength in maintaining faculty-student relationships.

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, 2023]

Points for Improvements:

- Counseling and Support Services: the notable decrease in satisfaction around orientation, advising, and career support suggests a need for enhanced onboarding and academic counseling processes.

- Learning Resources and Library Accessibility: the lower scores for library resources and computer facilities indicate that students feel their learning materials and technological support are insufficient, affecting their academic experience.

- General Services and Facilities: declines in satisfaction with non-academic services, particularly those related to medical and general campus services, reveal an area where improvements could positively impact student satisfaction.

Suggestions for development:

- Reinforce Orientation and Academic Advising: revitalize the orientation program with structured guidance on academic expectations, career counseling, and resource access. Additional training for advising staff, along with clear communication channels, can enhance accessibility and satisfaction with academic support services.

- Enhance Access to Learning Resources): Update computer facilities with more reliable equipment and extend library hours or implement online assistance to improve resource access. Increase

efforts to ensure that textbooks and reference materials are available and accessible to students.

● **Improve General Services and Campus Facilities:** collaborate with campus services to improve medical and recreational facilities, ensuring that these services meet the needs of the student body. Regularly review student feedback on these areas for ongoing adjustments.

Evaluation method: RT Administration Survey	Date: NA	Number of Participants: 11
Summary of Evaluator Review		**Program Response**

Strengths:

● Availability and Support from the Head of Department: these consistently high ratings show that the department's leadership maintains strong engagement with students, providing them with the guidance and availability needed for their academic journey.

● Student Communication and the Breathing Team Initiative: scores reflect effective departmental efforts in supporting community engagement and keeping students well-informed.

Points for Improvements:

● Timetable of Courses and Exams: The low rating suggests that scheduling challenges persist, impacting students' satisfaction with course and exam timetables. Addressing these scheduling issues is essential to improve overall satisfaction and ensure students can effectively balance their academic responsibilities.

● Academic Advising and Student Research Opportunities: These scores have not changed from last year's survey, indicating that students still feel that guidance in academic planning and opportunities to participate in research could be strengthened. Enhancing support in these areas could promote academic success and better

Program Response

A total of 11 alumni who graduated in different academic years (2023 and 2024) participated in the survey, with responses collected on a five-point Likert scale.

The RT Administration Survey shows consistent high scores in areas related to departmental leadership and communication, but highlights ongoing areas for improvement in course scheduling, academic advising, and student engagement in research activities. These actions will support an improved educational experience and help sustain high satisfaction among students.

[RT Administration Survey, 2023]

prepare students for research and career opportunities, particularly by integrating advising sessions with research and internship opportunities.

Suggestions for development:

- Adjusting Course Timetables: Reevaluate and adjust course schedules in consultation with students to ensure they meet students' needs and minimize conflicts. Consider piloting flexible scheduling options based on student feedback. It is worthwhile to coordinate with faculty and students to assess options for the times of classes or spaced exam schedules, making the timetable more manageable for students.

- Strengthening Academic Advising and Research Involvement: Enhance the academic advising process by introducing more structured advising sessions that align students' academic planning with research opportunities. Also, actively promote participation in departmental research projects, and allocate time for advisors to meet students regularly and connect them with research mentors. Perhaps introduce workshops on research methodologies to prepare students for future involvement in research projects.

- Maintaining High Standards in Communication and Community Engagement: Continue to build on effective email communication and community-building initiatives, such as the "Breathing Team", to maintain student satisfaction in these areas. It is important to encourage regular updates from the "Breathing Team" and email check-ins, ensuring students stay engaged and informed.

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	4.6	3.37	**** Perfect Compliance Compliance Progress and achievement of the target benchmark	4.61
2	Students' evaluation of the quality of the courses	4.5	4.59	4.22	**** Perfect Compliance Compliance Progress and achievement of the target benchmark	4.6
3	Completion rate	70%	96.9	70%	**** Perfect Compliance Compliance Progress and achievement of the target benchmark	97%
4	First-year students' retention rate	90.0%	96.9	95%	**** Perfect Compliance Compliance Progress and achievement of the target benchmark	97%
5	Students' performance in the professional and/or	-	*Not Applicable as no professional*	*Not Applicable as no professional*	--	-

			examination applied	examination applied		
	national examinations					
6	Graduates' employability and enrolment in postgraduate programs	100.0%	100%	65%	*** Compliance Progress and achievement of the target benchmark	100%
7	Employers' evaluation of the program graduate's proficiency	3.7	4	4.5	*** Compliance Progress and achievement of the target benchmark	4.2
8	Ratio of students to teaching staff	20	22	15.7	**** Perfect Compliance Compliance Progress and achievement of the target benchmark	20.0
9	Percentage of publications of faculty members	40.0%	100%	78%	***** Perfect Compliance Compliance Progress and achievement of the target benchmark	100%
10	Rate of published research per faculty member	7.5	7.4	3.06	**** Perfect Compliance Compliance Progress and achievement of the target benchmark	7.5

11	Citations rate in refereed journals per faculty member	5.0	13.67	4.5	**** Perfect Compliance Compliance Progress and achievement of the target benchmark	14

KPIS report 2023

Comments on the Program KPIs and Benchmarks results:

Strengths:

❖ Students' Learning Experience (KPI-P-1):

- Achievement: Rated at 4.6 against a target of 4, exceeding both the internal benchmark (3.37) and the target.
- Comparison: This shows a positive trend from last year, reflecting improvements in course quality and learning experience.
- Analysis: Strong faculty engagement and well-aligned course materials likely contributed to this high rating.

❖ Completion and Retention Rates (KPI-P-3 and KPI-P-4):

- Achievement: Completion rate reached 96.9% (target of 70%), and first-year retention rate maintained at 96.9% (target of 90%).
- Comparison: Both indicators improved from the previous year, indicating better student support and retention strategies.
- Analysis: High completion and retention rates suggest that the program is effectively supporting students' academic journeys.

❖ Employment and Postgraduate Enrollment (KPI-P-6):

- Achievement: Maintained at 100%, far exceeding the benchmark and indicating excellent employability and progression to further studies.

- Comparison: This stability reflects positively on career support services and the program's relevance to job market demands.

❖ Faculty Research Output and Citations (KPI-P-10 and KPI-P-11):

- Achievement: Faculty members achieved a high rate of research output (7.4) and citation rate (13.67), both exceeding targets.
- Analysis: These results highlight active faculty engagement in research and academic contributions, which enhance the program's reputation.
-

Areas for Improvement

❖ Employers' Evaluation of Graduate Proficiency (KPI-P-7):

- Current Value: Achieved a score of 4, against a target of 3.7, showing progress but indicating room for improvement.
- Comparison: The score has improved from last year but could still benefit from further enhancement in graduate proficiency.
- Analysis: While positive, employer feedback suggests additional focus on practical skills or professional competencies.

❖ Student-to-Staff Ratio (KPI-P-8):

- Current Value: The ratio stands at 22:1, slightly above the target of 20.
- Comparison: This reflects minimal change from last year, indicating a persistent need for better faculty availability.
- Analysis: The return of staff members currently completing their PhD degrees is expected to help ease these difficulties in course delivery and assessment.

❖ Publications by Faculty (KPI-P-9):

- Current Value: While achieving a high 100% publication rate, some variability from last year's performance suggests the need for sustained faculty research engagement.
- Analysis: Maintaining these high levels requires continued research support and incentives for faculty.

❖ Published Research Per Faculty (KPI-P-10):

- Current Value: Averaged 7.4 publications per faculty member, slightly below the target of 7.5.
- Comparison: Despite significant progress, a marginal increase would meet the target.

- Analysis: Minor adjustments in faculty workload or research support could further enhance publication rates.

❖ Faculty Citations in Refereed Journals (KPI-P-11):

- Current Value: Citations per faculty member reached 13.67, far exceeding the 5.0 target.
- Comparison: A significant improvement over last year, highlighting an upward trend in the program's academic impact.
- Analysis: High citation rates reflect positively on research quality and relevance, warranting continued support.

Recommendations

❖ Enhance Practical Skills Training (KPI-P-7):

- Action: Integrate more practical, real-world skill-building opportunities, such as industry workshops, simulations, or internships, to improve graduate proficiency as assessed by employers.

❖ Manage Student-to-Staff Ratios (KPI-P-8):

- Action: Engage the academic staff who have recently completed their PhD degrees in the academic process and allocate teaching responsibilities to them, ensuring optimal faculty performance.

❖ Sustain Research Output and Faculty Publications (KPI-P-10 and KPI-P-9):

- Action: Provide ongoing research incentives and consider lighter teaching loads during active research periods to maintain and increase faculty publication rates.

❖ Boost Faculty Engagement in Industry Partnerships (KPI-P-11):

- Action: Encourage faculty to partner with industry for collaborative research to enhance citation impact and maintain high visibility in refereed journals.

❖ Continue Enhancing Student Satisfaction with Learning Resources:

- Action: Expand digital resources, update physical collections, and improve access to library resources to sustain beneficiary satisfaction.

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

Teaching	* Student Language Proficiency: Faculty have expressed concerns over students' English proficiency, particularly in academic writing and comprehension. Language barriers could impact students' ability to understand course content, complete assignments, and perform well in assessments, ultimately affecting their success in the program. * Alignment of Program Outcomes with Industry Needs: With ongoing feedback pointing to the need for improved alignment of course materials and real-world skills, the program may struggle with adapting curriculum to meet current healthcare standards and students' expectations for practical learning. This could affect student preparedness and satisfaction, particularly in applied courses, and could make it more challenging for graduates to find suitable employment and succeed in their roles, impacting the program's reputation.
Assessment	* Scheduling and Course Timetable Issues: Consistent feedback indicates dissatisfaction with the scheduling of courses and exams, which may impact students' ability to manage their workload effectively. Ongoing scheduling issues could lead to decreased satisfaction and difficulty in balancing academic responsibilities. Further, scheduling can increase student stress, leading to lower academic performance and potentially affecting retention rates. * Achieving consistency and fairness in the assessment of learning outcomes: Each course might have different assessment standards, methods, and instructor preferences. Without a standardized tool like the blueprint tool, courses might vary significantly in how learning outcomes are evaluated, leading to inconsistencies in grading and potentially inequitable assessment practices. * Consistent Program Assessment and Quality Assurance Challenge: Meeting NCAAA standards requires regular assessment, and ensuring quality across key areas (program administration, resources, and support services) will be challenging if resources are limited. Failure to meet quality standards can impact full accreditation and program reputation.

Guidance and counseling	* Student Support in Academic Advising and Career Preparation: Limited engagement in academic advising and career preparation is noted, which may affect students' preparedness for post-graduation opportunities, as students and alumni express a need for better career support, including règuamè building, interview skills, and job search strategies. Without improved career preparation, graduates may struggle to transition smoothly into the workforce, affecting both their career prospects and employer satisfaction.
Learning Resources	* Limited Library Resources and Access: Despite recommendations from the previous year, the program still struggles with limited access to updated and comprehensive library resources. This hinders students' ability to access necessary study materials, potentially affecting their academic performance and satisfaction. * Insufficient Access to Computing Facilities: A lack of adequate computing facilities for students continues to affect their ability to complete assignments and access digital resources effectively. This may slow students' progress on projects, especially those requiring research, and limit engagement with digital learning platforms.
Faculty	* Faculty Computing and IT Support Deficiencies: faculty have expressed dissatisfaction with IT infrastructure, including a lack of accessible PCs and insufficient technical support. Inefficiencies in IT support and infrastructure could hinder productivity, affect learning outcomes, and reduce faculty satisfaction.

Research Activities	* Research and Innovation Support: Faculty members feel they have limited time, available funds and resources for research, despite high expectations for research contributions. This constraint could lead to decreased faculty productivity in research, fewer research opportunities for students, and limited innovation within the program. * There are ongoing complaints that faculty members must personally cover all research and publication expenses due to limited funding availability and the challenging requirements for securing funds.
Others	* Inadequate Extracurricular and Recreational Facilities: Low satisfaction with the availability of extracurricular facilities persists, affecting student engagement outside of academics. Limited opportunities for physical and recreational activities could lead to lower overall student satisfaction, reduced campus involvement and lower overall campus experience. * Limited Participation in Community Partnership Activities: While there are community outreach programs, the number of these activities and participation levels could be improved: Enhanced community involvement would allow students to apply their knowledge practically, develop soft skills, and strengthen the program's community impact.

E. Program Development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Expand library resources and accessibility (High Priority)	Collaborate with the library to increase the number of relevant textbooks, journals, and digital resources specific to respiratory therapy. Arrange workshops to familiarize students with available digital tools and databases.	Program Coordinator, Library Services, Department Scientific Committee
2	Improve student-to-staff ratio (High Priority)	Engage the academic staff who have recently completed their PhD degrees in the academic process and allocate teaching responsibilities to them, ensuring optimal faculty performance	Head of Department, Program Advisory Council
3	Develop a standardized assessment blueprint tool (High Priority)	Create a framework that aligns each course's assessments with CLOs and PLOs, train instructors on the blueprint tools, mandate its use across all courses, and monitor & evaluate consistency	Program Advisory Council, Planning and Development Committee
4	Improve accessibility to textbooks, journals, electronic resources (High Priority)	Equip the library with more computers with essential software and internet access to support research, assignments, and access to online resources. Ensure the library has adequate IT support	Support Service Coordinator, Student Council
5	Improve student language proficiency in English (High Priority)	Offer English language workshops focused on academic writing, comprehension, and professional communication. Integrate language improvement exercises into the curriculum	Student Council, Program Instructors
6	Increase career guidance and job search support, and integrate soft skills development into curriculum	Conduct a career services audit at the faculty, and organize career workshops covering resume building, job search strategies, and interview	Student Council, Student Affairs and Academic Advisory, Alumni Committee

	(Medium Priority)	techniques. Provide personalized career counseling for final-year students	
7	Update classroom and laboratory infrastructure (High Priority)	Conduct an infrastructure audit to identify outdated equipment and classroom needs. Secure funding to upgrade teaching aids, lab equipment, and classroom furnishings	Support Service Coordinator, Facilities Department
8	Provide faculty with dedicated research, fund time and resources (High Priority)	Allocate credited hours for faculty research activities or reduce teaching loads during designated semesters. Improve access to research facilities and collaborative project, and increase research grant allocation	Deanship Unit, Program Advisory Council
9	Improve academic advisory services, and establish efficient communication between students and advisors (High Priority)	Develop a standardized framework for academic advising, provide professional development opportunities for advisors, and tailor advising to individual student needs and goals	Program Instructors, Program Advisory Council, Planning and Development Committee
10	Strengthen field experience and internship programs (Medium Priority)	Partner with healthcare organizations to expand internship and field experience opportunities. Establish regular feedback sessions to evaluate students' learning during placements	Clinical Training and Internship Committee
11	Conduct annual feedback surveys for continuous improvement (High Priority)	Distribute surveys to students, alumni, faculty, and employers annually. Use survey results to identify areas needing immediate improvements and adjust the development plan accordingly	Program Coordinator, Program Advisory Council
12	Enhance extracurricular and recreational facilities (Medium Priority)	Develop new extracurricular programs, such as sports clubs and cultural events. Partner with the Student Affairs Department to promote participation in these activities	Student Affairs, Support Service Coordinator, Community Service Coordinator

13	Regular review of program learning outcomes (PLOs) (Medium Priority)	Conduct annual evaluations of PLOs to ensure they align with current industry standards and employer expectations. Gather feedback from stakeholders for ongoing updates	Academic Affairs, Program Advisory Council
14	Implement regular faculty development workshops (Medium Priority)	Provide professional development opportunities focused on innovative teaching methods, student engagement, and research skills. Ensure faculty stay updated on best practices	Planning and Development, Support Service Coordinator
15	Improve scheduling and timetable management (High Priority)	Review course and exam schedules with input from students and faculty to reduce conflicts. Consider flexible scheduling options to accommodate diverse needs	Academic Affairs, Timetable Scheduling Committee
16	Increase student awareness of support services (Medium Priority)	Conduct orientation sessions on available support services, including academic counseling, mental health resources, and library tools. Use email and online portals to promote these services	Support Service Coordinator, Student Affairs and Academic Advisory
17	Promote community partnership and engagement activities (Medium Priority)	Organize regular community outreach programs to engage students in educational initiatives, health awareness events, and local partnerships. Ensure each activity aligns with program objectives	Community Service Coordinator, Program Advisory Council

- Attach any unachieved improvement plans from the previous report.
- The annual program report needs to be discussed in the department council

F. Approval of Annual Program Report

COUNCIL / COMMITTEE	PLAN AND CURRICULUM COMMITTEE
REFERENCE NO.	2024-06
DATE:	07 NOVEMBER 2024