

تقرير عن أداء البرنامج للعام -١٤٤٤ هـ

Report on the Performance of “Master of Musculoskeletal Physical Therapy” Program in the academic year 1444 AH

Program Performance Report (Year 1444 AH) Master of Musculoskeletal Physical Therapy

A) Program Statistics

1. Students Statistics (in the year 1444 AH)

No.	Item	Results
1	Number of students enrolled at all levels of the program	43 (male) 22 (female) 65 (Total)
2	Number of students who started the program	19 (male) 9 (female) 28 (Total)
3	Number of students who graduated	24 (male) 13 (female) 37 (Total)
4	Number of students who completed major tracks within the program (if applicable)	
	a.	NA
	b.	NA
	c.	NA
5	Number of students who completed an intermediate award specified as an early exit point (if any)	NA

B. Program Learning Outcomes Assessment

PLO Domain	PLOs	Assessment result
K1	Recognize the biomechanical principles, neural control and pathological aspects of human movement and functions.	89%
K2	Identify clinical reasoning approaches in the selection, justification and review of appropriate treatment of orthopaedic disorders.	90%
K3	Recognize the role of biostatistics and research methodology in the improvement of the orthopaedic physical therapy.	86%
S1	Apply practical and theoretical knowledge in dealing with a wide variety of musculoskeletal disorders.	87%
S2	Evaluate professionally the different clinical cases commonly related to the musculoskeletal disorders.	90%
S3	Analyze the treatment outcomes in relation to the presented goals to reach a decision about the progress of the patient.	92%
S4	Apply specialized research techniques in the creative analysis of complex issues relevant to the musculoskeletal field.	89%
V1	Participate in finding solutions to musculoskeletal problems within the community through professional and ethical practice	95%
V2	Adopt professional planning for continuous learning and making fundamental decisions in the work environment	93%

V3	Cooperate effectively with research and professional teamwork for profession and community development.	94%
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C. Program Activities

1. Student Counseling and Support

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

Activities Implemented	Brief Description *
Program orientation day	All enrolled students were invited to attend program orientation day on September 3rd, 2022, at CAMS Auditorium.
Students' assignment to academic advisors	All students were assigned to academic advisors from faculty members by the 2nd Counseling Committee meeting on September 4th, 2022.
Students' discussion of research supervision.	Students were invited to discuss research supervision process and were assigned to academic advisors from faculty members during the first academic year of 1443-1444 AH.
Comment on Student Counseling and Support **	
<ul style="list-style-type: none"> - Students' evaluation of the orientation day activities revealed 4/5. - Assigning students to academic and scientific supervisors went smoothly as planned by the academic counseling committee. - Graduate students were asked to rate their satisfaction regarding counseling and support services, and they score it as 3.9/5 	

- [Report on students' satisfaction about orientation day: link](#)

- [Students' distribution on academic advisors: link](#)

2. Professional Development Activities for Faculty and Other Staff

Many faculty members in the department presented and attended many seminars and workshops, which contributed to the development of the educational process of the department (details included in the attached file). 19 training courses and workshops were attended by staff members in many fields as described below.

Activities Implemented	Number of participants		Brief Description *
	Faculty	Supporting Staff	
19 different webinars, workshops and courses were attended by faculty members	6	--	Professional development activities included various events related to academic, professional, quality assurance, scientific research, and statistics fields. Attendance certificates are attached in a separate file below.
Comment on Professional Development Activities for Faculty and Other Supporting Staff **			

Activities Implemented	Number of participants		Brief Description *
	Faculty	Supporting Staff	
<ul style="list-style-type: none"> - Most of the faculty members shared in professional development activities throughout the year 1444 AH. - Activities covered various fields of development, professional, academic, counseling, quality assurance, research, and others. 			

[- Development activities attendance certificates link](#)

3. Research and Innovation

a. Research Achievements (in the year concerned)

Scientific Production Source (Research Group/Research Chair/Individual Research/Research Project, etc.)	Number of Participants		Classification of Scientific Production (Research ,worksheets ,books ,inventions, etc.)	Production Status (Published, accepted for publication, patented, etc.)
	Students	Teaching Staff		
Research projects	37 (24 male and 13 female)	7	Research papers (37)	-Published (1) -Accepted for publication (3) -Waiting journal editor decision (16) -Working on preparing research manuscript and submitting to journal (17)
Total	37	7		

5. Analysis of Program Activities

Strengths:
<ul style="list-style-type: none"> - High students' satisfaction rate about orientation program. - Numerous and various professional development activities. - Most of the students finished their research project on time, with high grades.
Areas for Improvement:
<ul style="list-style-type: none"> - Low percentage of publication of students' papers.
Priorities for Improvement:
<ul style="list-style-type: none"> - Support students to raise the quality of their papers and increase the opportunity to publish in an indexed journals.

2. Students Evaluation of Scientific Supervision

Evaluation Date: 2nd semester 1444	Number of Participants: 56
Students Feedback	Program Response
Strengths: <ul style="list-style-type: none"> • High satisfaction rate (4.8/5) 	Continue to support and assist students.

<ul style="list-style-type: none"> • Easy and effective communication with supervisors. • Monitoring students continuously and providing valuable comments. 	
Areas for Improvement: <ul style="list-style-type: none"> • Flexibility of the meetings' times with supervisors. 	Arrangement will be made with course instructors.
Suggestions for improvement: <ul style="list-style-type: none"> • Flexibility of the meetings times with supervisors. 	

3. Students Evaluation of Program Quality

Evaluation Date: 2nd semester 1444	Number of Participants: 56
Students Feedback	Program Response
Strengths: <ul style="list-style-type: none"> • Very high satisfaction rate (4.5/5) • Updated knowledge and skills. • Improved evidence-based research skills 	Continue to support and assist students.
Areas for Improvement: <ul style="list-style-type: none"> • The scientific publication processes. 	Scientific supervisors continue their support to students for preparing scientific papers for publication.
Suggestions for improvement: <ul style="list-style-type: none"> • Assisting students with the process of manuscript publication. 	

4. Key Performance Indicators (KPIs)

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

No	KPI	Target Benchmark	Actual Value	Internal Benchmark	Analysis	New Target Benchmark
1	Percentage of achieved indicators of the program operational plan objectives	75%	74.8%	NA	The achievement rate is very good, given that the operational plan contains 50 performance indicators. An improvement plan has been developed in the operational plan completion rate report, which will improve the value of the indicator next year	80%
2	Students' Evaluation of quality of learning experience in the program	4.5	4.2	4.1	Good satisfaction rate. The KPI was included in the program improvement plan	4.5

3	Students' evaluation of the quality of the courses	4.5	4.4	4.1	This can be justified by the fact that in the first year the program offered only the first-year courses, and in the second year all the courses of the study plan (first and second years) were presented. This means the necessity of reviewing the second-year courses in terms of teaching and evaluation methods.	4.5
4	Students' evaluation of the quality of scientific supervision	4.7	4.8	4.5	Good satisfaction rate. The KPI was included in the program improvement plan	5
5	Average time for students' graduation	2 years	2 years	NA	Students graduated in the minimum time.	2 years
6	Rate of students dropping out of the program	0%	0%	2.6%	It showed no dropping in the 2nd year in comparison to the 1st year (2.6%) which can be explained by the attraction environment of the program and the students were keen to finish the program in the minimum time as shown in the 5th KPI (KPI-PG-05: Average time for students' graduation).	0%
7	Graduates' employability	85%	86.2%	NA	High employment rate, which shows the importance of specialization to society.	90%
8	Employers' evaluation of the program graduates' competency	4	4.6	NA	KPI achieved the target, with very high value, although the next year, more employers will be surveyed.	5
9	Students' satisfaction with the provided services	4	4	3.7	KPI achieved the target level, indicating a high satisfaction rate.	4.3
10	Ratio of students to faculty members	1:1	1.4:1	1.8:1	The KPI improved compared to the previous year, possibly	1:1

					due to smaller accepted number of students.	
11	Percentage of faculty members' distribution based on academic ranking	20% prof., 30% associate prof., 50% assistant prof.	25% prof., 10% Associate prof., 65% Assistant prof.	25% prof., 10% Associate prof., 65% Assistant prof.	KPI is still within the accepted percentage.	20% prof., 30% associate prof., 50% assistant prof.
12	Proportion of faculty members leaving the program	0%	0%	0%	The indicator shows that the program is attractive to faculty members	0%
13	Satisfaction of beneficiaries with learning resources	4.3	4.1	4	The indicator did not achieve the target, although it shows that the learning resources are highly satisfactory	4.3
14	Satisfaction of beneficiaries with research facilities and equipment	4.7	3.9	4.4	The indicator did not achieve the target possibly due to the higher number of students benefited from laboratories (2 batches of students)	4.3
15	Percentage of publications of faculty members	70%	59%	64%	An acceptable publication Percentage. Perhaps the faculty members' preoccupation with accreditation affected them negatively	70%
16	Rate of published research per faculty member	3:1	2.6:1	2.3:1	An acceptable publication rate (higher than the previous year). Perhaps the faculty members' preoccupation with accreditation affected them negatively	3:1
17	Citations rate in refereed journals per faculty member	10:1	7:1	8:1	KPI is satisfactory, although it did not achieve the target value. Faculty members need to distribute their published research on various scientific platforms to improve the indicator	10:1

18	Percentage of students' publication	50%	3%	NA	According to the program specification, students are not required to publish internationally for graduation. Perhaps this is the reason	50%
19	Number of patents, innovative products, and awards of excellence	1	0	0	Program management should plan to encourage and support students for excellency in scientific research	1

Comments on the Program KPIs and Benchmarks Results:

- Many of the KPIs achieved a higher actual level compared to the previous year (i.e., KPI-PG-1,2,3,4,6,8,9,13,16, and 18).
- Some KPIs were nearly constant (i.e., KPI-PG-12, and 19).
- Other KPIs need to be improved, e.g., KPI-PG-14,15,17,18, and 19
- Improvement plan will be included in the next year to improve the unachieved KPIs.

6. Analysis of Program Evaluation

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

Strengths:

- All courses were evaluated by students, with a very high average value of the average evaluation of courses (4.4)
- Most courses were evaluated by peer reviewer within the program.
- Very high satisfaction rate (4.8/5) of students' evaluation of scientific supervision.
- Very high satisfaction rate (4.5/5) of students' evaluation of program quality.
- Ten of the program KPIs achieved the target value, mostly with high value.

Areas for Improvement:

- Need to involve other evaluators of the scientific supervision.
- Need to improve the rate of publication for the students' research project.
- Need to involve other evaluators of the program.
- Some KPIs need to be improved, such as KPI-PG-14,15,17,18, and 19

Priorities for Improvement:

- Need to improve the rate of publication for the students' research project.
- Some KPIs need to be improved, such as KPI-PG-14,15,17,18, and 19