

### T3. ANNUAL PROGRAM REPORT (APR) التقرير السنوي للبرنامج

**Program Eligibility:** The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

**أهلية البرنامج:** يجب على البرنامج تقديم أحدث تقريرين من التقارير السنوية للبرنامج كجزء من متطلبات أهلية البرنامج للتقدم للاعتماد، وذلك باستخدام نموذج المركز الوطني للتقويم والاعتماد الأكاديمي.

**Post Accreditation:** The program is required to annually complete an APR. The APR is to document a complete academic year.

**ما بعد الاعتماد:** يجب على البرنامج إتمام تقرير البرنامج سنوياً، ويجب أن يوثق تقرير البرنامج عاماً دراسياً كاملاً.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

يجب أن تعد تقارير البرنامج السنوية من قبل منسق البرنامج بالتشاور مع أعضاء هيئة التدريس في البرنامج. وتسلم هذه التقارير إلى رئيس القسم أو عميد الكلية وتستخدم كأساس لأي تعديلات أو تغييرات في البرنامج. يتم استخدام المعلومات الواردة في تقرير البرنامج لتوفير سجل حول التحسينات في البرنامج وتستخدم في تقرير الدراسة الذاتية للبرامج وكذلك من قبل المراجعات الخارجية للاعتماد.

#### Annual Program Report

/1438H

1<sup>st</sup> semester

1. Institution المؤسسة: <b>Najran University</b>	Date التاريخ: <b>1437-1438H</b>
2. College/ Department الكلية أو القسم: <b>Nursing College / Nursing program</b>	
3. Dean العميد: <b>Dr. Ahmed Zakir Elmagraby</b>	

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

أدرج قائمة بجميع فروع / مواقع "المقر الجامعي" (التي وافقت عليها وزارة التعليم أو المجلس الأعلى للتعليم).  
Najran University was offering nursing program for female students only, which is now offered in the new University campus (medical science campus for girls), till the academic year 1435/1436  
The university accepted admission of male students in nursing program starting from the first semester of the academic year 1436/ 1437.

فرع/ موقع "المقر الجامعي" Campus Branch/Location	Approval By الموافقة من	Date التاريخ
Main Campus: المقر الجامعي الرئيس		
Main Campus: (medical science campus for girls)	Najran university	1430- 1431 H
Main Campus: (male campus).	Najran university	1436- 1437 H

#### A. Program Identification and General Information التعريف بالبرنامج ومعلومات عامة عنه

Program title and code اسم ورمز البرنامج <b>Nursing program</b>
Name and position of persons completing the APR اسم ومنصب الشخص الذي أعد تقرير البرنامج <b>Dr. Nahid Khalil / program coordinator</b>
Academic year to which this report applies السنة الأكاديمية التي أعد فيها هذا التقرير <b>1437/1438 H- 1<sup>st</sup> semester</b>

#### B. Statistical Information معلومات إحصائية

1. Number of students who started the program in the year concerned:  
عدد الطلبة الذين بدأوا البرنامج في السنة المعنية.

26

2. (a) Number of students who completed the program in the year concerned:

17

عدد الطلاب الذين أتموا البرنامج في السنة المعنية.

Completed the final year of the program الذين أتموا السنة النهائية من البرنامج

17

Completed major tracks within the program (if applicable) الذين أتموا مسارات رئيسية ضمن البرنامج

Not applicable

Title اسم المسار ..... العدد No

Title اسم المسار ..... العدد No

Title اسم المسار ..... العدد No

Title اسم المسار ..... العدد No

2. (b) Completed an intermediate award specified as an early exit point (if any)

الذين أتموا مرحلة متوسطة تمنح بها شهادة ، و تعتبر أحد مخارج البرنامج المبكرة (إن وجد)

Not applicable

3. Apparent completion rate معدل الإتمام الظاهري

(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)

65.4%

النسبة المئوية للطلبة الذين أتموا البرنامج (العدد المبين في ٢ (أ) كنسبة مئوية من العدد الذي بدأ البرنامج من الدفعة نفسها)

(b) Percentage of students who completed an intermediate award (if any)

(e.g. Associate degree within a bachelor degree program

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake). )

Not applicable

النسبة المئوية للطلبة الذين أتموا المرحلة المتوسطة (إن وجدت) (مثال: شهادة الدبلوم ضمن برنامج درجة البكالوريوس) (العدد المبين في ٢ (ب) كنسبة مئوية من العدد الذي بدأ البرنامج المؤدي إلى تلك الشهادة من الدفعة نفسها).

Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

قدم تعليق حول أية عوامل خاصة أو غير عادية قد أثرت على معدلات الإتمام الظاهري (مثل التحويلات بين البرنامج المتوسط والكامل، والتحويلات من وإلى برامج أخرى).

- 26 students remained till the end of the first level, out of these 26 students only 17 students managed to pass the first level successfully.
- Out of the 17 students only 9 students managed to join level 3 ,only 5 students managed to pass level 4 , only 2 students managed to pall levels 5,6 and 7and only 3 students pass successfully the eight levels.
- The results shows low success rates of the students mainly in the first level.

The factors which might be causing this low progress rate are:

- The low requirements for enrolment, as Nursing program does not require high secondary school grades, no special interview is conducted for the applicants, no special requirements for English language, no exams or tests for special skills or passing of any specific requirements to make the applicants eligible for

### joining the program".

#### 4. Enrollment Management and Cohort Analysis (Table 1) (جدول ١):

**Cohort Analysis** refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

**تحليل الدفعة** يشير إلى تتبع مجموعة محددة من الطلبة الذين بدأوا في سنة معينة في البرنامج وتتبعهم حتى تخرجهم (كم عدد الطلاب الفعلي الذي بدأوا البرنامج وظلوا فيه حتى أكملوه).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

**الدفعة** هنا تشير إلى العدد الإجمالي للطلبة المسجلين في البرنامج في بداية كل عام دراسي مباشرة بعد السنة التحضيرية، لا يمكن إضافة أي طالب جديد أو نقله إلى هذه الدفعة، أي طالب أراد أن ينسحب من الدفعة لا يعود أو يضاف مرة أخرى إلى الدفعة.

**Cohort Analysis (Illustration):** **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). The report is to cover the past four years. Update the years as needed.

**تحليل الدفعة (التوضيحات):** يقدم **الجدول ١** تتبع المعلومات الكاملة لأحدث دفعة أكملت البرنامج، بدءاً من السنة الأولى وتتبعهم حتى التخرج (الطلاب الذين انسحبوا يتم طرحهم ولا يتم إضافة أي طالب جديد) **التقرير هو لتغطية السنوات الأربع الماضية**. تحديث السنوات حسب الحاجة.

#### Enrollment Management and Cohort Ana

(Table 1)

إدارة التسجيل وتحليل الدفعة (جدول ١)

										Current Year
Years Student Categories فئات الطلبة	*PYP السنة التحضيرية	4 years ago منذ ٤ سنوات مضت	3 years ago منذ ٣ سنوات مضت	2 years ago منذ سنتين ماضيتين	1 year ago منذ سنة مضت					
	1432/1433	1433/1434	1434/1435	1435/1436	1436/1437	1437/1438				
	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	Internship 2 <sup>nd</sup>	Internship 1 <sup>st</sup>
1. Total cohort enrollment أعداد الدفعة الملتحقة	26	17	9	5	2	2	3*	3	3	3
2- Retained till year end الذين تبقىوا إلى نهاية العام	26	15	9	5	2	2	3	3	3	3

3- Withdrawn المنسحبين	-	-	-	-	-	-	-	-	-	
4- Cohort graduated successfully الدفعة التي تخرجت بنجاح	-	-	-	-	-	-	-	-	-	
5- Total Graduated successfully مجموع الذين تخرجوا بنجاح	17	9	5	2	2	2	3	3	3	3

\* Students passed courses from previous levels in addition to all the courses of the level with their cohort.

- Studying the results presented in the table, indicated that the lowest rate of completion was recorded in the 4<sup>th</sup> level, the reason could be the small number of student managed to pass successfully the previous levels to enroll level 4.
- Despite of the achievement of the targeted completion rate of the first level, the small number of students managed to join level 2 influenced completion rates at the successive levels and subsequently influences the program completion rate in a negative way.
- This cohort shows considerable reduction in completion rates at the third and fourth level of this study in the program.
- The reduced program completion rate should be of concern a great to the program.

**Recommendations :**

- Further investigation is needed to address the completion rate at the course level especially at the third and fourth levels, and compare it with the previous and next cohorts to address possibility of any trends.

Provide a summary cohort analysis for each of the above cohorts by listing strength and recommendations for improvement.

قدم تحليل موجز لكل من الدفعات أعلاه من خلال سرد نقاط القوة والتوصيات للتحسين .

**For tracking of all the cohorts at different levels of the program during this semester, please refer to ANNEX 1**

**\* PYP - Preparatory Year Program برنامج السنة التحضيرية**

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

وجهة الخريجين كما هو مبين في استبيانات الطلبة الخريجين (أرفق هذه المعلومات عن السنوات التي جرى الاستبيان فيها حول نتائج التوظيف للخريجين).

Date of Survey تاريخ استطلاع الرأي

Number Surveyed

Number Responded

Response Rate %

عدد المشاركين في الاستطلاع

عدد الاستجابات

نسبة الاستجابات

Destination الوجهة	Not Available for Employment ليس جاهزاً للتوظيف		Available for Employment جاهزاً للتوظيف		
	Further Study بسبب استكمال الدراسة	Other Reasons أسباب أخرى	Employed in Subject Field توظف في تخصص الدراسة	Other Employment توظف في غير التخصص	Unemployed لا يعمل
Number العدد					
Percent of Respondents نسبة % المستجيبين					

\*For this cohort students, the students end the internship training year and not complete six month as requirement for employment yet.  
 التحليل: اذكر مواطن القوة والتوصيات  
 Analysis: List the strengths and recommendations  
**Recommendations:**

### C. Program Context بيئة عمل البرنامج

<p>Significant changes within the institution affecting the program (if any) during the past year.          التغييرات المهمة داخل المؤسسة التي تؤثر في البرنامج (إن وجدت) ، وذلك خلال العام الماضي.</p> <p>Due to security issues and as consequence for the conflict of the southern region of KSA the following changes happened:</p> <ul style="list-style-type: none"> <li>Postponing the final exams of the second semester 1435/ 1436 H to be conducted by the beginning of the first semester of the next academic year 1436/1437 H.</li> <li>The sudden moving from the old campus at Alathayba to the new campus of Najran University.</li> <li>Male section for the college was approved and new enrolled male students were accepted in nursing program.</li> </ul> <p><b>Implications for the program</b> . الآثار المترتبة على البرنامج</p> <ul style="list-style-type: none"> <li>Exam works were priority for the program management and hence other planned projects and activities had to be postponed or rescheduled.</li> <li>Time was required for equipping the labs in the new building and coping with the new environment.</li> <li>Problems of moving between the campus and the University hospital for both teaching staff and students had to be dealt with.</li> </ul> <p>Communication mechanism with the male section for efficient cooperation and mutual management of the program in both male and female sections is required.</p>
<p>2. Significant changes external to the institution affecting the program (if any) during the past year.          التغييرات المهمة خارج المؤسسة التي تؤثر في البرنامج (إن وجدت) ، وذلك خلال العام الماضي.</p>

**Implications for the program** الآثار المترتبة على البرنامج

#### D. Course Reports Information Summary ملخص معلومات تقارير المقررات الدراسية

1. Course Reports Results. Describe and analyze how the individual NCAAA course reports are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)  
نتائج تقارير المقررات. صف وحلل كيف استخدمت التقارير الفردية للمقررات في تقييم البرنامج لتأكيد استمرارية ضمان الجودة (تحليل نسب إكمال المقررات و توزيع الدرجات و دراسة الاتجاهات).

(a.) Describe how the individual course reports are used to evaluate the program.

صف كيف تستخدم التقارير الفردية للمقررات في تقييم البرنامج

By the end of each semester, The instructors submit their individual course reports, including all information and interpretations for the data collected during the semester with their suggested recommendations, to the coordinators of respective level coordinator.

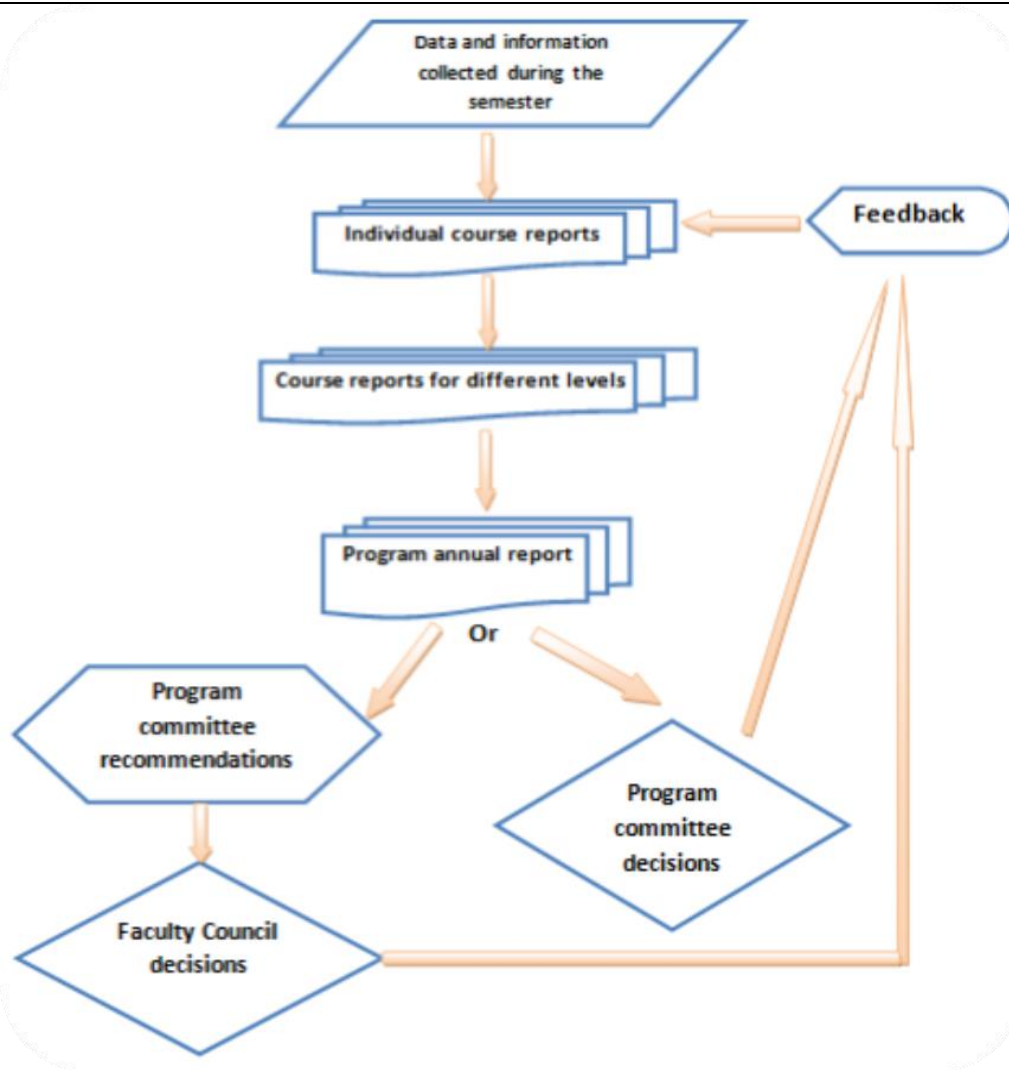
Coordinators of each level of the program collect all the reports for the courses taught at the level and after reviewing them they submit them to the quality coordinator of the program.

The quality coordinator of the program review all the collective reports for all the levels of the program and finally submit a collective course report including all the required information and interpretation of data, recommendations for improvement plan to be discussed with the program coordinator to be included in the periodic annual report.

Decisions about corrective actions for issues mentioned in the program are taken at two levels:

- For minor corrective actions the program committee endorses decisions and gives feedback for instructors of the program to comply with.
- For major corrective actions regarding study plan, credit hours and major changes in teaching strategies or student assessment, the program committee gives recommendations to be submitted for discussion at faculty council and get approval by higher level authorities at the University.







(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

### ANNEX 1 and ANNEX 2

حل نسبة الإكمال وتوزيع الدرجات والاتجاهات لتحديد نقاط القوة وتوصيات التحسين.

(1) Completion rate analysis تحليل نسبة اكمال المقررات الدراسية : **"For details refer to Annex 1"**

Level of study	1432/1433	1433/1434		1434/1435		1435/1436		1436/1437		1437/1438	Average completion rate in this semester	Average completion rate compared to the previous semester
	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester		
1 <sup>st</sup> level (preparatory year)	65%	89%	63%	61%	45%	48%	27%	46%	50%	65%	55.9%	56% ↓
2 <sup>nd</sup> level		60%	88%	80%	53%	67%	78%	100%	17%	60%	67% ↓	70% ↓
3 <sup>rd</sup> level			56%	83%	50%	71%	100%	67%	0%	100%	65.8% ↑	63% ↓
4 <sup>th</sup> level				40%	60%	100%	100%	25%	100%	100%	75%	75%
5 <sup>th</sup> level					100%	75%	100%	100%	100%	100%	95.8%	92% ↑
6 <sup>th</sup> level						100%	100%	0%	100%	100%	80%	80%
7 <sup>th</sup> level							100%	100%	100%	100%	100%	100%
8 <sup>th</sup> level								100%	100%	100%	100%	100%
Internship (first semester)									100%	100%	100%	100%
Internship (second semester)										100%	100%	100%

This is the 6<sup>th</sup> cohort of students to be graduated on the new study plan of the program.

- Completion rate for the first level is 55.9% which is similar to the previous year
- Studying the results presented in the table indicates that the lowest rate of completion was recorded in the first two levels.
- The results assure the need for studying causes of low completion rate at level one.

(2.) Grade distribution analysis تحليل توزيع الدرجات : **"Annex 2"**.

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

تحليل الاتجاهات ( دراسة الاختلافات والتغيرات أو التطورات خلال فترة زمنية ؛ عادة خلال عدد من السنوات.

- The lowest achievement of this cohort at the first level was noticed in Writing skills (141ENNG-2), while the other English courses had relatively high achievement compared to the previous cohorts.
- High achievement and completion rates were noticed at level 2 especially in courses of Introduction to Islamic culture (111ISL-2), while average achievement was observed in the other courses. The lowest achievement was observed in the course of medical terminology (143TRM-2).
- At level 3 the lowest achievement was observed in Nursing Ethics "214ETH-1", Anatomy and physiology (213ANT-3) and Quality management (225QUA-2).
- At level 4 the highest scores were recorded for Islamic culture (113 ISL-3). On the other hand two students failed in the course of fundamentals of Nursing (211NUR-8) and only one student Nutrition "251NUT-2" .
- At level 5 only two students were registered at this level, both of them had passed all courses related to this level successfully. success with low grading was observed at pharmacology (215PHA-2) and medical surgical nursing (317-NUR-4)
- At level 6: All students successfully passed the required courses.
- At level 7: All students successfully passed the required courses.
- At level 8: All students successfully passed the required courses without appearance of excellence grad at any course..

## 2. Analysis of Significant Results or Variations (25% or more).

تحليل النتائج أو الاختلافات المعنوية (٢٥% أو أكثر)

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.

اذكر أي مقررات تبدو بياناتها الخاصة بمعدلات الاكمال أو توزيع الدرجات أو الاتجاهات منحرفة بشكل كبير أو مرتفعة أو منخفضة أو منحرفة عن سياسات توزيع الدرجات أو التقويم، ثم وضع ما تم فعله في كل مقرر دراسي للكشف عن أسباب ظهور هذه النتائج وما تم اتخاذه من إجراءات.

a. Course المقرر الدراسي

النتائج/ الاختلافات المعنوية (غير المعتادة) Significant result or variation

Writing skills (141ENNG-2)

Near to one third (30.7%) of the students failed to pass these course.

Investigation undertaken إجراءات فحص الحالة

For this cohort students there were no courses' reports submitted to the program from the preparatory year. ,

Results of these course was reviewed and the students' grades were compared with the other courses at the same level.

Students' evaluation of the courses, were also studied for addressing weak and strength points from their perspective.

**Reason for significant result or variation** سبب النتائج أو الاختلافات المعنوية

According to the students' electronic self-evaluation, the following reasons were mentioned:

The majority of students stated that the book was very difficult and boring and not related to their

<p>future carer. The way of exam evaluation is not enough to evaluate the student's progress in writing.</p> <ul style="list-style-type: none"> <li>- From our own point of view this weak achievement may be due to the overall poor grades and standard of the newly admitted students especially in English language skills. Also, those students had good achievement in the other English courses which is different from the others cohorts. The weak achievement was only observed in this course and this indicate relative improvement in the problem of English courses observed in the previous years.</li> </ul>	
<p>Action taken (if required) (إذا تطلب الأمر) الاجراء الذي تم اتخاذه Recommendations had been addressed to the preparatory year by the Nursing program coordinator through phone communication to consider further improvement in terms of: The textbook should be directly related to the field of nursing. . Lessons, evaluation system and assignments. Should be more periodic. But the preparatory years replied that: they cannot change in their system or content for the benefit of nursing.</p>	
<p><b>Level 2 Courses:</b> Medical terminology(143TRM-2)</p>	<p><b>Significant result or variation</b> Near to one third (29.4%) of the students failed to pass these course.</p>
<p><b>Investigation undertaken</b></p> <p>For this cohort students there were no courses' reports submitted to the program from the medical college Results of these course was reviewed and the students' grades were compared with the other courses at the same level. Students' evaluation of the courses, were also studied for addressing weak and strength points from their perspective.</p> <p><b>Reason for significant result or variation</b> According to the students' electronic self-evaluation, the following reasons were mentioned:</p> <ul style="list-style-type: none"> <li>- The majority of students stated that the course contain new and complex medical terms that is difficult for them to understand and remember.</li> </ul> <p>From our own point of view this weak achievement may be due to the overall poor English language skills. Excellent English language is prerequisite for good achievement of medical terminology.</p>	
<p><b>Action taken</b> <b>Recommendations had been addressed to the terminology teacher to simplify the course as possible to be suitable for the student English.</b> Recommendations had been addressed to the preparatory year by the Nursing program coordinator to consider further improvement in the English courses terms of: Tailoring the English courses content to be related to the medical students.</p>	
<p><b>Level 3 Courses:</b> Nursing Ethics "214ETH-1" Anatomy and physiology (213ANT-3) Quality management (225QUA-2).</p>	<p><b>Significant result or variation</b> One fifth (22.2%) of the students failed to pass these courses.</p>
<p><b>Investigation undertaken</b></p>	

For this cohort students there were submitted and reviewed.  
Results of these course was reviewed and the students' grades were compared with the other courses at the same level.  
Students' evaluation of the courses, were also studied for addressing weak and strength points from their perspective.

#### Reason for significant result or variation

According to the students' electronic self-evaluation, the following reasons were mentioned:

- The majority of students stated that the course contain new and complex and new terminology that is difficult for them to understand and remember.
- They stated that the time allowed for the courses should be increased for more details and discussions.

From our own point of view this weak achievement may be due to the overall poor English language skills. Excellent English language is prerequisite for good achievement of medical terminology.

#### Action taken

**Recommendations had been addressed to the terminology teacher to simplify the course as possible to be suitable for the student English.**

Recommendations had been addressed to the teachers of those courses to increase the office hours allowed for each course.

Each teacher tailored course improvement plan in the course report to be implemented in the following year.

(أرفق ملخصات إضافية لو اقتضى الأمر ذلك) (Attach additional summaries if necessary)

#### 4. Delivery of Planned Courses تدريس المقررات الدراسية المخطط لها

(a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required.

أذكر أي مقررات دراسية تم التخطيط لها ولكن لم يتم تدريسها خلال العام الأكاديمي الحالي واذكر السبب، وما ينبغي اتخاذه من إجراءات في حال تطلب الأمر عملاً تعويضياً.

All courses were taught according to the study plan

Course title and code اسم ورمز المقرر الدراسي	Explanation الشرح	Compensating action if required العمل التعويضي إن لزم الأمر

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered.  
(Complete only where units not taught were of sufficient importance to require some compensating action)

According to the course reports, all topics were taught as mentioned in the approved course specifications.

العمل التعويضي المطلوب للوحدات التي لم يتم تدريسها في المقررات الدراسية المقدمة. (أكمل المعلومات فقط إذا كانت الوحدات التي لم يتم تدريسها على قدر من الأهمية بحيث تتطلب عملاً تعويضياً).

Course المقرر الدراسي	Unit of work الوحدة	Reason السبب
Compensating action if required إن لزم العمل التعويضي		
-----		

### E Program Management and Administration إدارة البرنامج و تنفيذه

List difficulties (if any) encountered in management of the program. أذكر الصعوبات التي تم مواجهتها في إدارة البرنامج (إن وجدت)	Impact of difficulties on the achievement of the program objectives. أثر الصعوبات على تحقيق أهداف البرنامج	Proposed action to avoid future difficulties in response الإجراء المقترح لتفادي الصعوبات المستقبلية.
Administrative load and tasks	<ul style="list-style-type: none"> <li>Decreased quality of the outcomes.</li> <li>Difficulty to meet the previously stated deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous improvement of the faculty staff members' through participation in quality training and workshops.</li> <li>Meet the requirements of the program for more academic and assisting staff by recruiting new members.</li> </ul>
Lack of the available budget for the program to implement different activities.	<ul style="list-style-type: none"> <li>The program was unable to conduct many important activities related to research, community service in addition to establishing relationships with external stakeholders including our graduates.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with the deanships of research and community at the level of the university to provide sufficient budget according to the annual activity plans.</li> <li>Delegation of authority is also recommended with flexibility in financial issues.</li> </ul>

Insufficient number of teaching staff.	<ul style="list-style-type: none"> <li>Some courses are taught by staff with other specialty</li> <li>Inability to provide the required level of academic advising and support.</li> <li>Insufficient training and monitoring at the field for students especially during internship.</li> </ul>	<ul style="list-style-type: none"> <li>Meet the program needs from the academic teaching staff, and recruiting more members in the specialty of nursing administration to manage the internship program.</li> <li>Recruiting academic teaching staff for nursing program to teach the supportive courses</li> </ul>
Enrolment of male students in the program for the academic year 1437- 1438 H, with no full time male academic staff.	<ul style="list-style-type: none"> <li>Insufficient communication with the program management in male section.</li> <li>Inability to monitor quality and achievement of the students in the male section.</li> </ul>	<ul style="list-style-type: none"> <li>Meet the program needs from the male academic teaching staff, and recruiting more members in all the specialties of nursing.</li> <li>Recruiting male academic teaching staff for nursing program to teach the supportive courses</li> </ul>
Insufficient number of administrative staff.	<ul style="list-style-type: none"> <li>Wasting time of the teaching staff for unnecessary paper work and typing, and inability to manage important files.</li> </ul>	<ul style="list-style-type: none"> <li>Provide all the departments with secretary, and recruit more administrative staff to meet the program and college needs.</li> </ul>

#### F. Summary Program Evaluation: ملخص تقييم البرنامج

<p>1. Graduating Student Evaluations (surveys) (تقييم البرنامج من خلال الطلبة المتخرجين ( الاستطلاعات )</p>	
<p>Date of Surveys تاريخ الاستطلاعات</p>	<p>2-1438</p>
<p>Attach survey reports. أرفق تقارير الاستطلاع. <b>Annex 3</b> (graduates evaluation of nursing program and their satisfaction with the experiences gained through their education in the program for the academic year 1437 - 1438 1<sup>st</sup> semester).</p>	



<p>a. List most important recommendations for improvement, strengths and suggestions أذكر أهم توصيات التحسين، ونقاط القوة، والمقترحات</p> <p><b>Strength points:</b> No any strength points found in this report</p> <p><b>Weak points:</b> The percentage of students' satisfaction with the quality of learning experiences was inconsistent with the targeted benchmark (not less than 80%). Where the graduating students were not satisfied with the following points:</p> <ul style="list-style-type: none"> <li>• Academic support and carrier guidance.</li> <li>• Quality of lecture halls and labs.</li> <li>• Procedures for course registration..</li> <li>• Lecture halls, labs, facilities and equipment.</li> <li>• Library.</li> <li>• Extracurricular activities.</li> </ul> <p>Support for improving problem solving skills.</p>	<p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.) التحليل (مثلاً: التقييم، الإجراءات التي تم اتخاذها بالفعل، اعتبارات أخرى، مواطن القوة وتوصيات التحسين)</p> <p><b>Assessment of current situation</b> The current circumstances in the region as well as moving from the former, well equipped, building in Elathayba to the new university building had some negative due to the following reasons:</p> <ul style="list-style-type: none"> <li>- Skill labs still required maintenance to be ready for work.</li> <li>- The new building is currently not equipped with the students' activities room.</li> <li>- College library was still not established in the new building.</li> <li>- Security issues in the region interfered, to some extent, with the students' opportunity for training in different hospitals and areas.</li> <li>- Increase the distance between the new university building and training places in hospitals had its influence on the college's role in the periodic follow-up for internship students.</li> </ul> <p>Great shortage of teaching staff especially in some specialties such as nursing administration and education.</p>
<p>b. Changes proposed in the program (if any) in response to this analysis and feedback. التغييرات المقترحة على البرنامج (إن وجدت) استجابة لهذا التحليل والتغذية الراجعة.</p> <p><b>Recommendation for improvement</b></p> <ul style="list-style-type: none"> <li>• Improve the quality of academic support and carrier guidance</li> <li>• Efficiently Equip and furnish the nursing labs to cope with the training requirements of different departments of the program.</li> <li>• Establish the college library and provision of learning resources to meet the students requirements.</li> <li>• Provide the required materials and space for the students to perform different extracurricular activities in the new building.</li> <li>• Appointment of new teaching staff especially in the specialties of great shortage</li> <li>• Use of modern and appropriate teaching strategies to deal with the different learning styles to enhance the achievement of ILOs of the program.</li> </ul>	



2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)  
تقييمات أخرى (مثال: تقييمات من قبل أرباب العمل أو أطراف معنية أخرى، وكذلك المراجعة الخارجية)

Describe evaluation process صف عمليات التقييم

External evaluation for the program by the German accreditation agency AHPGS- onsite visit during the period 22-25/ 02/ 2015.

The final report was sent to the program management and uploaded on the website of the agency on 21/07/2015.

ارفق تقرير المراجعة/استطلاع الرأي.

[http://ahpgs.de/wp-content/uploads/2011/10/BB\\_Nursing.pdf](http://ahpgs.de/wp-content/uploads/2011/10/BB_Nursing.pdf)

<p>a. List most important recommendations for improvement, strengths and suggestions for improvement. أذكر أهم توصيات التحسين، ونقاط القوة، والمقترحات</p> <p><b><u>Strengths as mentioned in the final report of AHPGS:</u></b></p> <ul style="list-style-type: none"> <li>• The expert group emphasizes that the program reveals a great potential to educate and train future nursing specialists who can successfully find employment in a number of health care institutions.</li> <li>• Nursing program responds to the needs of the labor market situation in the Kingdom of Saudi-Arabia and especially in Najran region witnessing a significant increase of population.</li> <li>• The reasons for the establishment of the study program are clear and well-founded.</li> <li>• The study curriculum and course content comply with the overall objectives of the study program.</li> <li>• The facilities are new and of high quality.</li> </ul> <p>The program complies with the overall mission of the University to contribute to the improvement of the national health care system and to enhance the education opportunities of younger generations.</p>	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?) (مثل تحليل التوصيات للتحسين : هل التوصيات صحيحة او فعالة ؟ ما هي الإجراءات المزمع اتخاذها أو التي سبق اتخاذها أو أي اعتبارات أخرى؟)</p> <p><b><u>The program committee discussed AHPGS recommendations in its final report and concluded the followings:</u></b></p> <ol style="list-style-type: none"> <li>1- Introducing master level study will be considered in the next strategic plan after achieving the full requirements for national accreditation by NCAAA.</li> <li>2- Establishing closer and more interactive contacts with other higher education institution is actually a priority for the program and one of its KPIs.</li> <li>3- The credit system is the official system adopted by Najran university and other universities in the kingdom, there is no intention for adopting the European system ECTS in the near future.</li> <li>4- Employability of teaching staff and related bylaws are part of the institution policy and not under the authority of the program, in the meantime the program management is keen to retain highly qualified teaching staff by annual renewal of their contracts.</li> <li>5- Review of the current admission procedure for the program is highly recommended and all the criteria for admission should be clearly stated and endorsed.</li> <li>6- Results of the program evaluation and monitoring satisfaction of the program's stakeholders are well communicated with the student committee and advisory board of the program, continuous improvement for the process is highly recommended.</li> </ol>
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- b. Changes proposed in the program (if any) in response to this feedback.  
التغييرات المقترحة على البرنامج (إن وجدت) استجابة لهذه التغذية الراجعة.

**Recommendations as mentioned in the final report of AHPGS:**

- Should work in two directions: one is to encourage professional growth and enable further scientific engagement for the teaching staff, and the other is to offer continuous academic study opportunities for students. This can be achieved through the introduction of master level study programs.
- Should establish closer and more interactive contacts with other higher education institutions within and outside of Saudi Arabia.
- The experts recommend the program of Nursing and the University in general, to continuously review the currently applied credit system in terms of:
  - The self-study time dedicated to program-specific and general study content, which according to the European perspective constitute an important part of the higher education process.
  - The arrangement of the program courses within larger modules with a set amount of credit value and workload hours.
- Should consider the employment of the teaching staff based on long-term contracts.
- With regard to the admission procedure, the University should specify its requirements and selection criteria implied under the aspect of 'physical fitness'.
- The primarily teachers themselves should actively encourage and trigger bachelor students' interest in scholarly work.

Should ensure that the results of evaluation questionnaires completed by students are properly communicated to all stakeholders, including students.

3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.

تقييم المعايير الفرعية للمعيار ٤ من أعضاء هيئة التدريس بالبرنامج وطواقم التدريس . ٤-١ حتى ٤-١٠

(a) Standard 4 Sub-Standards. Are the "Best Practices" followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).  
المعايير الفرعية للمعيار الرابع، هل "أفضل الممارسات" متبعة، أجب بنعم أو لا ؟ ثم أعط تقييماً منقحاً لكل معيار فرعي، ثم بين الإجراء المقترح تنفيذه لتطوير الأداء (إن وجد).

**Annex 4.**

Standard 4 Sub-Standards المعيار الفرعية للمعيار الرابع	Best Practices Followed (Y/N) طبقت أفضل الممارسات نعم أم لا	5 Star Rating التقييم من ٥ نجوم	List priorities for improvement. اذكر أولويات التحسين
4.1 Student Learning Outcomes	Y	***	<ul style="list-style-type: none"> <li>Approve special attributes for the students of the college and the program</li> </ul>

4.2 Program Development Processes	Y	***	<ul style="list-style-type: none"> <li>Consistent meeting with the advisory committee to maximize their involvement in the program development processes.</li> </ul>
4.3 Program Evaluation and Review Processes	Y	***	<ul style="list-style-type: none"> <li>Establish the quality management system in the male section.</li> <li>Consistent follow up and improve the course and program portfolios.</li> <li>More Integration of the Advisory Committee and the professional sector in the process of reviewing the program.</li> <li>Internal benchmarking with other programs at the level of the university.</li> </ul>
4.4 Student Assessment	Y	***	<ul style="list-style-type: none"> <li>Verify the standards of student achievement, in relation to relevant internal and external benchmarks.</li> <li>Continuous training of teaching staff in the theory and practice of student parts of assessment</li> </ul>
4.5 Educational Assistance for Students	Y	***	<ul style="list-style-type: none"> <li>Use electronic communications and information technology in the process of evaluating academic advising and counseling services.</li> <li>Improve the quality of the English language courses and include topics related to the health field to help and train the students at their first level in the program and benchmark the student level of language skills with their peers.</li> </ul>
4.6 Quality of Teaching	Y	***	<ul style="list-style-type: none"> <li>Establish the paper library and computer lab in the new campus.</li> <li>Consistent application of the approved system for evaluating the performance of the teaching staff and include the teaching assistants in the evaluation.</li> <li>Include teaching strategies which encourages self-learning and assures students' usage of the library.</li> <li>Consistent updating of the text books and provision of sufficient numbers of the essential and required books by the beginning of the academic year.</li> </ul>

<b>4.7</b> Support for Improvements in Teaching	Y	***	<ul style="list-style-type: none"> <li>• Consistent monitoring for the improvement of teaching performance of individual teaching staff.</li> <li>• Adopt a policy for formal recognition of outstanding teaching, and encouragement of innovation and creativity.</li> <li>• Provide more workshops and training sessions on the effective use of new and emerging technology in teaching.</li> </ul>
<b>4.8</b> Qualifications and Experience of Faculty	Y	***	<ul style="list-style-type: none"> <li>• Satisfy the needs of the male section from both academic and administrative staff to cope with the approved norms.</li> <li>• Increase the full time academic staff, in female section, of the program to cope with the guideline stated by NCAAA (At least 75 % of faculty should be employed on a full time basis).</li> </ul>
<b>4.9</b> Field Experience Activities	Y	***	<ul style="list-style-type: none"> <li>• Assess risks for all the parties involved in field training (students- academic supervisors- field supervisors) and design plans to reduce these risks and deal with them in case they occur.</li> </ul>
<b>4.10</b> Partnership Arrangements	NA	-----	
<p>Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.</p> <p>تحليل المعايير الفرعية . اذكر نقاط القوة وتوصيات تحسين التقييم الذاتي للبرنامج بتطبيق أفضل الممارسات.</p> <ul style="list-style-type: none"> <li>• All the sub-standards reflect good performance.</li> <li>• All improvement recommendations, mentioned as priorities for improvement, will be considered in the program's plans for improvement.</li> </ul>			

### G. Program Course Evaluation تقييم مقررات البرنامج

<p>1. List all program courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.</p> <p>ضع في قائمة جميع المقررات الدراسية للبرنامج التي تم تدريسها خلال العام. بين لكل مقرر ما إذا كان قد تم تقييمه من الطلبة أم لا و/أو قد تمت تقييمات أخرى لجودة التدريس. وبين لكل مقرر ما إذا كان قد التخطيط لتحسين التدريس.</p>					
Course Title/Course Code اسم ورمز المقرر الدراسي	Student Evaluations تقييمات الطلبة للمقرر		Other Evaluation (specify) (اذكرها)	Action Planned تم التخطيط لإجراءات تحسين	
	Yes نعم	No لا		Yes نعم	No لا
Introduction to Islamic Culture 1	✓			✓	
Reading skills140ENGG-2	✓			✓	
Writing skills141ENNG-2	✓			✓	
Listening and speaking skills142ENGG-2	✓			✓	
Grammar143ENGG-2	✓			✓	
Learning thinking and research skills140SKL-2	✓			✓	
Computer skills140TEC-3	✓			✓	
Introduction to Islamic Culture 1111 ISL-2	✓			✓	
Skills in Arabic Language201ARAB-2	✓			✓	
Medical Terminology143TRM-2	✓			✓	
Anatomy and Physiology (1) 112ANT-4	✓			✓	
Chemistry for Nursing141CHT-2	✓			✓	
Physics for Nursing142PHY-2	✓			✓	
Islamic Culture (2)112 ISL- 2	✓			✓	
Arabic Writing202ARAB-2	✓			✓	
Nursing Ethics214 ETH-1	✓			✓	
Anatomy and Physiology (2) 213 ANT-3	✓			✓	
First Aid218 AID-2	✓			✓	
Health Assessment220 NUR-2	✓			✓	
Psycho Socio-Cultural Variations in health 222 SOC-2	✓			✓	
Quality Management255 QUA-2	✓			✓	
Islamic Culture 3113 ISL- 3	✓			✓	
Biochemistry249 BIO-2	✓			✓	

Microbiology & Parasitology250 MIC-3	√			√	
Nutrition251 NUT-2	√			√	
Fundamentals of Nursing211 NUR-8	√			√	
Pathology (321PAT-3)	√			√	
Pharmacology (215PHA-2)	√			√	
Medical surgical NURSING 1 (316 NUR-10)	√			√	
TEACHING AND LEARNING PRINCIPLES (354 LRN -1)	√			√	
Medical surgical NURSING 2(317NUR-4)	√			√	
Critical care NURSING (319NUR-4)	√			√	
Mental Health Nursing (323 NUR-4)	√			√	
Health education (326 EDU-2)	√			√	
Growth and development (332 GRO-2)	√			√	
Islamic Culture(4)(114 ISL-4)	√			√	
Obstetrics and Gynaecology Nursing (431 NUR-7)	√			√	
Paediatrics Nursing (433 NUR-7)	√			√	
Community health Nursing (424 NUR-5)	√			√	
Biostatistics and Epidemiology (425 STA-2)	√			√	
Research Methods for Nursing (452 RES-2)	√			√	
Nursing administration (453 ADM-4)	√			√	
Graduation Project (456 PRO-2)	√			√	



(Add items or attach list if necessary) (أضف بنوداً أو أرفق قائمة إذا اقتضى الأمر)  
List courses taught by this program this year and for this program that are in other programs.  
اذكر كل المقررات التي درست بواسطة هذا البرنامج لهذا العام وتلك التي درست بواسطة برامج أخرى للبرنامج

Level المستوى	Course Code كود المقرر	Course Title اسم المقرر	Number of Sections عدد الشعب	Credit Hours الساعات المعتمدة	College or Department الكلية او القسم
Level 1 المستوى ١ 1432- 1433	140ENGG-2	Reading skills	1	2	Preparatory year.
	141ENNG-2	Writing skills	1	2	Preparatory year.
	142ENGG-2	Listening and speaking skills	1	2	Preparatory year.
	143ENGG-2	Grammar	1	2	Preparatory year.
	140SKL-2	Learning thinking and research skills	1	2	Preparatory year.
	140TEC-3	Computer skills	1	3	Preparatory year.
Level 2 المستوى ٢ 1433- 1434	111 ISL-2	Introduction to Islamic Culture 1	1	2	Sharia and fundamentals of religion.
	201ARAB-2	Skills in Arabic Language	1	2	science and art
	143TRM-2	Medical Terminology	1	2	Nursing college.
	112ANT-4	Anatomy and Physiology (1)	1	4	Medicine
	141CHT-2	Chemistry for Nursing	1	2	Medicine
	142PHY-2	Physics for Nursing	1	2	Applied medical science
Level 3 المستوى ٣ 1433- 1434	112 ISL- 2	Islamic Culture 2	1	2	Sharia and fundamentals of religion.
	202ARAB-2	Arabic Writing	1	2	science and art
	214 ETH-1	Nursing Ethics	1	1	Nursing college.
	213 ANT-3	Anatomy and Physiology (2)	1	3	Medicine
	218 AID-2	First Aid	1	2	Nursing college.
	220 NUR-2	Health Assessment	1	2	Nursing college.
	222 SOC-2	Psycho Socio-Cultural Variations in health	1	2	Nursing college.
	255 QUA-2	Quality Management	1	2	Nursing college.
Level 4 المستوى ٤	113 ISL- 3	Islamic Culture 3	1	2	Sharia and fundamentals of religion.
	249 BIO-2	Biochemistry	1	2	Medicine

Level المستوى	Course Code كود المقرر	Course Title اسم المقرر	Number of Sections عدد الشعب	Credit Hours الساعات المعتمدة	College or Department الكلية او القسم
1434- 1435	250 MIC-3	Microbiology & Parasitology	1	3	Medicine
	251 NUT-2	Nutrition	1	2	Medicine
	211 NUR-8	Fundamentals of Nursing	1	8	Nursing college.
Level 5 المستوى ٥ 1434- 1435	321 PAT-3	Pathology	1	3	Medicine
	215 PHA-2	Pharmacology	1	2	Medicine
	316 NUR-10	Medical Surgical Nursing (1)	1	10	Nursing college.
	354 LRN-1	Teaching and Learning Principles	1	1	Nursing college.
Level 6 المستوى ٦ 1435- 1436	317 NUR-4	Medical Surgical Nursing (2)	1	4	Nursing college.
	319 NUR-4	Critical Care Nursing	1	4	Nursing college.
	323 NUR-4	Mental Health Nursing	1	4	Nursing college.
	326 EDU-2	Health Education	1	2	Nursing college.
	332 GRO-2	Growth & Development	1	2	Nursing college.
Level 7 المستوى ٧ 1435- 1436	114 ISL- 4	Islamic Culture 4	1	2	Sharia and fundamentals of religion.
	431 NUR-7	Obstetrics & Gynaecology Nursing	1	7	Nursing college.
	433 NUR-7	Paediatric Nursing	1	7	Nursing college.
Level 8 المستوى ٨ 1436- 1437	424 NUR-5	Community Health Nursing	1	5	Nursing college.
	425 STA-2	Biostatistics & Epidemiology	1	2	Nursing college.
	452 RES-2	Research Methods for Nursing	1	2	Nursing college.
	453ADM-4	Nursing Administration	1	4	Nursing college.
	456 PRO-2	Graduation Project	1	2	Nursing college.
Include additional levels if needed أضف مستويات أخرى عند الحاجة In addition to a full year of internship					

Include additional levels if needed أضف مستويات أخرى عند الحاجة

In addition to a full year of internship

3. Program Learning Outcomes Assessment. Provide a report on the program learning outcomes assessment plan using an assessment cycle (a Four to Six years cycle is recommended). All program learning outcomes are to be directly assessed at least once during the cycle. By the end of the cycle each program learning outcomes will be assessed and recorded using a separate KPI assessment table (see below):

تقديم مخرجات تعلم البرنامج: قدم تقريراً حول خطة قياس مخرجات تعلم البرنامج باستخدام دورة تقييم (ينصح بدورة من أربع إلى ست سنوات). جميع مخرجات تعلم البرنامج يجب أن تقيم بطريقة مباشرة مرة واحدة على الأقل خلال الدورة. وفي نهاية الدورة يكون قد تم تقييم كل مخرجات تعلم البرنامج وسجلت باستخدام جدول تقييم منفصل لمؤشرات أداء نواتج التعلم (انظر بالأسفل).

Refer to **Annex 5** for details about the process and procedures for assessment of student achievement of course- program ILOs.

KPI # رمز مؤشر الأداء	NQF Learning Domains and Learning Outcomes مجالات التعلم ومخرجات التعلم وفقاً للإطار الوطني للمؤهلات	Method of Assessment for Los طريقة التقييم مخرجات تعلم البرنامج	Date of Assessment تاريخ التقييم
1.0	<b>المعرفة Knowledge</b>		
1.1	Explain cultural and ethical issues related to nursing practice and medical field.	<p><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b> 214ETH-1, 323-NUR-4, 326EDU-2, 424NUR-5, 255 QUA-2, 222SCO-2 and 456PRO-2.</p> <p><b>Indirect methods:</b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
1.2	Explain the scientific background of different nursing interventions and procedures.	<p><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b> 218AID-2, 220NUR-2, 211NUR-8, 317NUR-4, 319NUR-4, 323NUR-4, 332GRO-2, 431NUR-7, 433NUR-7, and 424NUR-5</p> <p><b>Indirect methods:</b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>

KPI # رمز مؤشر الأداء	NQF Learning Domains and Learning Outcomes مجالات التعلم ومخرجات التعلم وفقاً للإطار الوطني للمؤهلات	Method of Assessment for Los طريقة التقييم لمخرجات تعلم البرنامج	Date of Assessment تاريخ التقييم
		at the end of the internship.	
1.3	Clarify aetiology, clinical picture, diagnosis, complications and nursing management of health problems affecting patients with different age groups.	<p><b><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u></b> 218AID-2, 220NUR-2, 316NUR-10, 317NUR-4, 319NUR-4, 431NUR-7 and 433NUR-7</p> <p><b><u>Indirect methods:</u></b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
1.4	Identify health determinants and principles of public health and community nursing.	<p><b><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u></b> 316NUR-10, 317NUR-4, 319NUR-4, 326EDU-2, 433NUR-7 and 424-NUR-5</p> <p><b><u>Indirect methods:</u></b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
1.5	Determine principles and concepts of leadership/management, health education and research in nursing field.	<p><b><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u></b> 214ETH-1, 354LRN-1, 326EDU-2, 452RES-2, 453ADM-4 and 456PRO-2</p> <p><b><u>Indirect methods:</u></b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
2.0	<b>المهارات الإدراكية Cognitive Skills</b>		
2.1	Compare among different interventions and nursing procedures to conclude the suitable one.	<p><b><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u></b> 218AID-2, 220NUR-2, 211NUR-8, 316NUR-10, 317NUR-4, 319NUR-4, 323-NUR-4, 332GRO-2, 431NUR-7, and</p>	<p>According to the assessment table mentioned in each course specification.</p>

KPI # رمز مؤشر الأداء	NQF Learning Domains and Learning Outcomes مجالات التعلم ومخرجات التعلم وفقاً للإطار الوطني للمؤهلات	Method of Assessment for Los طريقة التقييم لمخرجات تعلم البرنامج	Date of Assessment تاريخ التقييم
		433NUR-7 <b><u>Indirect methods:</u></b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.	By the end of the internship year.
2.2	Formulate a plan for increasing health awareness.	<b><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u></b> 220NUR-2, 354LRN-1, 317NUR-4, 319NUR-4, 326EDU-2, 431NUR-7, 433NUR-7, 424-NUR-5, 255 QUA-2 and 456PRO-2 <b><u>Indirect methods:</u></b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.	According to the assessment table mentioned in each course specification.  By the end of the internship year.
2.3	Interpret health information and data related to patients' health problems.	<b><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u></b> 218AID-2, 220NUR-2, 211NUR-8, 316NUR-10, 317NUR-4, 319NUR-4, 323-NUR-4, 431NUR-7, 433NUR-7, 452RES-2 and 453ADM-4 <b><u>Indirect methods:</u></b> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.	According to the assessment table mentioned in each course specification.  By the end of the internship year.
2.4	Plan for competent, efficient and holistic care of patients with different health problems.	<b><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u></b> 214ETH-1, 220NUR-2, 317NUR-4, 319NUR-4, 326EDU-2, 332GRO-2, 431NUR-7, 433NUR-7, 453ADM-4, 222SCO-2 and 456PRO-2 <b><u>Indirect methods:</u></b> Exit exam- Self-evaluation of students'	According to the assessment table mentioned in each course specification.  By the end of the internship year.

KPI # رمز مؤشر الأداء	NQF Learning Domains and Learning Outcomes مجالات التعلم ومخرجات التعلم وفقاً للإطار الوطني للمؤهلات	Method of Assessment for Los طريقة التقييم لمخرجات تعلم البرنامج	Date of Assessment تاريخ التقييم
		achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.	
<b>3.0</b>	<b>مهارات التعامل مع الآخرين وتحمل المسؤولية Interpersonal Skills &amp; Responsibility</b>		
3.1	Collaborate, at all stages of patients' care, with health care team and family members.	<p><u><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b></u> 218AID-2, 220NUR-2, 316NUR-10, 317NUR-4, 319NUR-4, 326EDU-2, 431NUR-7, and 433NUR-7</p> <p><u><b>Indirect methods:</b></u> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
3.2	Participate in ongoing self-learning activities related to Profession.	<p><u><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b></u> 214ETH-1, 255 QUA-2, 222SCO-2, 220NUR-2, 211NUR-8, 316NUR-10, - 317NUR-4, 319NUR-4, 323NUR-4, 326EDU-2, 332GRO-2, 431NUR-7, 433-NUR-7, 424-NUR-5, 452RES-2, 453ADM-4, and 456PRO-2</p> <p><u><b>Indirect methods:</b></u> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
3.3	Respect patient rights and ethical values	<p><u><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b></u> 220NUR-2, 316NUR-10, 317NUR-4, 319NUR-4, 323-NUR-4, 326EDU-2, 431NUR-7, 433NUR-7, and 424NUR-5</p> <p><u><b>Indirect methods:</b></u> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>



KPI # رمز مؤشر الأداء	NQF Learning Domains and Learning Outcomes مجالات التعلم ومخرجات التعلم وفقاً للإطار الوطني للمؤهلات	Method of Assessment for Los طريقة التقييم لمخرجات تعلم البرنامج	Date of Assessment تاريخ التقييم
		at the end of the internship.	
4.0	<b>Communication, Information Technology and Numerical skills</b> مهارات الاتصال و تقنية المعلومات والمهارات العددية		
4.1	Communicate professionally with the health team members, patients, clients and family members.	<p><u><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b></u> 214ETH-1, 218AID-2, 220NUR-2, -316NUR-10, 354LRN-1, 317NUR-4, 319NUR-4, 323NUR-4, 326EDU-2, 332GRO-2, 431NUR-7, 433NUR-7, 424NUR-5, 452RES-2, 453ADM-4, 222SCO-2 and 456PRO-2</p> <p><u><b>Indirect methods:</b></u> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
4.2	Manage reliable health data using modern technology.	<p><u><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b></u> 220NUR-2, 453ADM-4, 255 QUA-2 211NUR-8, 316NUR-10, 317NUR-4, 319NUR-4, 323NUR-4, 326EDU-2, 431NUR-7, 433NUR-7, 452RES-2, and 456PRO-2</p> <p><u><b>Indirect methods:</b></u> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>
4.3	Apply numerical skills related to patient care.	<p><u><b>Direct methods by measuring the student achievement of ILOs of the following courses:</b></u> 220NUR-2, 211NUR-8, 317NUR-4, 319NUR-4, -323NUR-4, 431NUR-7, 433NUR-7, 424NUR-5, and 456PRO-2.</p> <p><u><b>Indirect methods:</b></u> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors'</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>



KPI # رمز مؤشر الأداء	NQF Learning Domains and Learning Outcomes مجالات التعلم ومخرجات التعلم وفقاً للإطار الوطني للمؤهلات	Method of Assessment for Los طريقة التقييم لمخرجات تعلم البرنامج	Date of Assessment تاريخ التقييم
		and head nurses' evaluation at the hospital at the end of the internship.	
5.0	<b>المهارات النفسية الحركية Psychomotor</b>		
5.1	Implement nursing procedures and skills with respect to patients' right.	<p><u>Direct methods by measuring the student achievement of ILOs of the following courses:</u> 218AID-2, 220NUR-2, 211NUR-8, 316NUR-10, 317NUR-4, 319NUR-4, 323NUR-4, 431NUR-7, 433NUR-7, and 424NUR-5.</p> <p><u>Indirect methods:</u> Exit exam- Self-evaluation of students' achievement of program ILOs- Preceptors' and head nurses' evaluation at the hospital at the end of the internship.</p>	<p>According to the assessment table mentioned in each course specification.</p> <p>By the end of the internship year.</p>

Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement). قدم تحليل لدورة قياس نواتج تعلم البرنامج (اذكر مواطن القوة وتوصيات التحسين)

#### Weakness point:

It is clear from this table that the most challenging courses are health assessment 220NUR-2, Psychosocial Culture of health 222SCO-2, pediatric nursing 433-NUR-7, obstetrics and gynecology nursing 431NUR-7, critical care nursing respectively.

#### Strength point:

The best achievement was recorded for the ILOs under the domain of interpersonal skills and responsibility (86.5%), domain of communication, information technology and numerical skills (78%) and followed by psychomotor (77.29%).

#### Recommendation:

These results shed the high on the importance of discussing an improvement plan to increase student achievement in both knowledge skills and cognitive skills domains of learning. Using recent and new teaching strategies is one of the best recommendations.

\*For more details about the results of student achievement of the program ILOs, refer to **Annex 6** for the report on student achievement of program ILOs.

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). A **KPI Assessment Table** is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the **Annual Program Report(s)**.

قدم تقييم مباشر لمخرجات تعلم البرنامج للعام الحالي وفقا للتواريخ المحددة عالية (G.2). يوجد في الأسفل جدول لتقييم مؤشرات الأداء. لكل مخرج تعلم يجب استخدام جدول منفصل لمؤشر الأداء. على مدى دورة الأربع (خمس أو ست) سنوات يجب أن تكون جميع مخرجات تعلم البرنامج قد تم تقييمها وتسجيل نتائجها في التقارير السنوية للبرنامج.

**Note:** Programs are to provide their own KPIs for directly measuring student performance.

ملحوظة: على البرنامج تقديم مؤشرات الأداء الخاصة به للقياس المباشر لأداء الطلبة.

The KPI assessment table is used to document directly assessed program learning outcomes. Each program learning outcome should use a separate table. Direct assessments methods may include: national or international standardized test results, rubrics, exams and learning outcome grade analysis, or learning achievement using an alternative scientific assessment system (copy the **KPI Assessment Table** and paste to make additional tables as needed).

يستخدم جدول مؤشرات الاداء لتوثيق القياس المباشر لمخرجات تعلم البرنامج . لكل مخرج تعلم من مخرجات تعلم البرنامج يجب استخدام جدول منفصل. أساليب القياس المباشر يمكن أن تتضمن نتائج الاختبارات المعيارية المحلية أو العالمية –سلاسل التقدير اللفظي ( الروبركس) – والاختبارات و تحليل درجات مخرجات التعلم – أو انجازات التعلم باستخدام أي نظام علمي بديل للتقييم (انسخ جدول تقييم مؤشرات الأداء والصقه لإنشاء جداول اضافية وفق الاحتياج)

**KPI Assessment Table**

مؤشر أداء البرنامج Program KPI: _____ رمز مؤشر الأداء # KPI Code	
<b>KPI # 1</b>	<b>Program KPI: 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of knowledge and understanding.</b>
<b>Assessment Year 1437/38 H</b>	<b>Program Learning Outcome: Explain cultural and ethical issues related to nursing practice and medical field.</b>
<b>NQF Learning Domain</b>	<b>Knowledge and understanding.</b>
<b>Target Benchmark</b>	<b>The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.</b>
<b>KPI Actual Benchmark</b>	<b>70%</b>
<b>Internal Benchmark</b>	<b>70%</b>
<b>External Benchmark</b>	<b>NA</b>
<b>New Target Benchmark</b>	<b>-----</b>
<b>Analysis:</b>	
<b>Strength points for this ILO are:</b> The targeted value for this KPI was achieved.	
<b>Recommended points for this ILO are:</b>	

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<b>KPI # 2</b> <b>Program KPI:</b> 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of knowledge and understanding.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Explain the scientific background of different nursing interventions and procedures.	
<b>NQF Learning Domain</b>	Knowledge and understanding.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	72%
<b>Internal Benchmark</b>	76%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b>	
<b>Strengths:</b>	
<ul style="list-style-type: none"> <li>The target of this ILO was achieved.</li> <li>9 out of the 11 speciality courses contribute to its achievement.</li> <li>This ILO establishes the basic knowledge for nursing practice.</li> </ul>	
<b>Recommendations:</b>	
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<b>KPI # 3</b> <b>Program KPI:</b> 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of knowledge and understanding.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Clarify etiology, clinical picture, diagnosis, complications and nursing management of health problems affecting patients with different age groups.	
<b>NQF Learning Domain</b>	Knowledge and understanding.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	54%
<b>Internal Benchmark</b>	65%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b>	
<b>Strengths:</b>	
<ul style="list-style-type: none"> <li>The target of this ILO was not achieved</li> <li>Required for most of nursing courses</li> <li>Crucial for the nursing profession</li> </ul>	
<b>Recommendations:</b>	
The targeted value for this KPI was achieved. To improve student achievement of this ILO, more	

attention must be given to the courses of 218AID-2 , 217NUR-4, 433NUR-7 and 332Gro-2	
<b>KPI # 4</b> <b>Program KPI:</b> 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of knowledge and understanding.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Identify health determinants and principles of public health and community nursing.	
<b>NQF Learning Domain</b>	Knowledge and understanding.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	70.3%
<b>Internal Benchmark</b>	62%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>The target of this ILO was achieved</li> <li>Required for most of nursing courses.</li> <li>Crucial for the nursing profession.</li> </ul>	
<b>Recommendations:</b> The targeted value for this KPI was achieved.	
<b>KPI # 5</b> <b>Program KPI:</b> 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of knowledge and understanding.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Determine principles and concepts of leadership/management, health education and research in nursing field.	
<b>NQF Learning Domain</b>	Knowledge and understanding.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	60.5%
<b>Internal Benchmark</b>	72%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was not achieved.</li> </ul>	
<b>Recommendations:</b> To improve student achievement of this ILO, more attention must be given to the courses of 452RES-2 , 453ADM-4, 456pro-2 and 214ETH-1	
<b>KPI # 1</b> <b>Program KPI:</b> 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of cognitive skills.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Compare among different	

interventions and nursing procedures to conclude the suitable one.	
<b>NQF Learning Domain</b>	<b>Cognitive skills.</b>
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	61%
<b>Internal Benchmark</b>	63%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>Required for most of nursing courses</li> <li>Crucial for the nursing profession</li> </ul> <b>Recommendation:</b> The targeted value for this KPI was not achieved. For improvement the contribution of 220NUR-2, 354lrn-1, 317NUR-4, and 326EDU-2 to this ILO should be reviewed.	
<b>KPI # 2      Program KPI: 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of cognitive skills.</b>	
<b>Assessment Year 1437/38 H      Program Learning Outcome: Formulate a plan for increasing health awareness.</b>	
<b>NQF Learning Domain</b>	<b>Cognitive skills.</b>
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	67.8%
<b>Internal Benchmark</b>	66%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was achieved</li> </ul> <b>Recommendations:</b> -----	
<b>KPI # 3      Program KPI: 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of cognitive skills.</b>	
<b>Assessment Year 1437/38 H      Program Learning Outcome: Interpret health information and data related to patients' health problems.</b>	
<b>NQF Learning Domain</b>	<b>Cognitive skills.</b>
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	60%
<b>Internal Benchmark</b>	63%

<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>Required for most of nursing courses</li> <li>Crucial for the nursing profession</li> </ul> <b>Recommendations:</b> The targeted value for this KPI was not achieved. For improvement the contribution of 220 NUR-2, 318NUR-4 , 317NUR-4 , 319NUR-4 , and 332 GRO-2to this ILO should be reviewed.	
<b>KPI # 4      Program KPI: 65% achievement, as evaluated by direct assessment, of the program ILOs under the learning domain of cognitive skills.</b>	
<b>Assessment Year 1437/38 H      Program Learning Outcome: Plan for competent, efficient and holistic care of patients with different health problems.</b>	
<b>NQF Learning Domain</b>	Cognitive skills.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 65% out of the total allotted marks for this ILO.
<b>KPI Actual Benchmark</b>	63.5%
<b>Internal Benchmark</b>	67%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was not achieved</li> </ul> <b>Recommendations:</b> The targeted value for this KPI was not achieved. For improvement the contribution of 222SCO-2, 316NUR-4 , 319NUR-4 , 326EDU-2 and 332 GRO-2to this ILO should be reviewed.	
<b>KPI # 1      Program KPI: 80% achievement of the program ILOs, as evaluated by direct assessment, under the learning domain of interpersonal skills and responsibility.</b>	
<b>Assessment Year 1437/38 H      Program Learning Outcome: Collaborate, at all stages of patients' care, with health care team and family members.</b>	
<b>NQF Learning Domain</b>	Interpersonal skills and responsibility.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 80% out of the total allotted marks.
<b>KPI Actual Benchmark</b>	86%
<b>Internal Benchmark</b>	89%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was achieved.</li> </ul>	

<b>Recommendations:</b> -----	
<b>KPI # 2</b> <b>Program KPI:</b> 80% achievement of the program ILOs, as evaluated by direct assessment, under the learning domain of interpersonal skills and responsibility.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Participate in ongoing self-learning activities related to Profession.	
<b>NQF Learning Domain</b>	Interpersonal skills and responsibility.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 80% out of the total allotted marks.
<b>KPI Actual Benchmark</b>	86.5%
<b>Internal Benchmark</b>	81%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO is highly achieved.</li> </ul> <b>Recommendations:</b> -----	
<b>KPI # 3</b> <b>Program KPI:</b> 80% achievement of the program ILOs, as evaluated by direct assessment, under the learning domain of interpersonal skills and responsibility.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Respect patient rights and ethical values.	
<b>NQF Learning Domain</b>	Interpersonal skills and responsibility.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 80% out of the total allotted marks.
<b>KPI Actual Benchmark</b>	87%
<b>Internal Benchmark</b>	84%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO is highly achieved.</li> </ul> <b>Recommendations:</b> -----	
<b>KPI # 1</b> <b>Program KPI:</b> 75% achievement of the program ILOs, as evaluated by direct assessment, under the learning domain of communication, information technology and numerical skills.	
<b>Assessment Year</b> 1437/38 H <b>Program Learning Outcome:</b> Communicate professionally with	



the health team members, patients, clients and family members.	
<b>NQF Learning Domain</b>	Communication, Information technology and numerical skills.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 75% out of the total allotted marks.
<b>KPI Actual Benchmark</b>	80%
<b>Internal Benchmark</b>	80%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was achieved.</li> </ul> <b>Recommendations:</b> -----	
<b>KPI # 2</b> <b>Program KPI:</b> 75% achievement of the program ILOs, as evaluated by direct assessment, under the learning domain of communication, information technology and numerical skills.	
<b>Assessment Year 1437/38 H</b> <b>Program Learning Outcome:</b> Manage reliable health data using modern technology.	
<b>NQF Learning Domain</b>	Communication, Information technology and numerical skills.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 75% out of the total allotted marks.
<b>KPI Actual Benchmark</b>	78%
<b>Internal Benchmark</b>	79%
<b>External Benchmark</b>	NA
<b>New Target Benchmark</b>	-----
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was achieved.</li> </ul> <b>Recommendations:</b> -----	
<b>KPI # 3</b> <b>Program KPI:</b> 75% achievement of the program ILOs, as evaluated by direct assessment, under the learning domain of communication, information technology and numerical skills.	
<b>Assessment Year 1437/38 H</b> <b>Program Learning Outcome:</b> Apply numerical skills related to patient care.	
<b>NQF Learning Domain</b>	Communication, Information technology and numerical skills.
<b>Target Benchmark</b>	The total earned marks from all the respective courses should constitute at least 75% out of the total allotted marks.
<b>KPI Actual Benchmark</b>	78%

<b>Internal Benchmark</b>	<b>78.5%</b>
<b>External Benchmark</b>	<b>NA</b>
<b>New Target Benchmark</b>	<b>-----</b>
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was achieved.</li> </ul> <b>Recommendations:</b>	
<b>KPI # 1      Program KPI: 75% achievement of the program ILOs, as evaluated by direct assessment, under the learning domain of psychomotor skills.</b>	
<b>Assessment Year 1437/38 H      Program Learning Outcome: Implement nursing procedures and skills with respect to patients' right.</b>	
<b>NQF Learning Domain</b>	<b>Psychomotor skills.</b>
<b>Target Benchmark</b>	<b>The total earned marks from all the respective courses should constitute at least 75% out of the total allotted marks.</b>
<b>KPI Actual Benchmark</b>	<b>77%</b>
<b>Internal Benchmark</b>	<b>84%</b>
<b>External Benchmark</b>	<b>NA</b>
<b>New Target Benchmark</b>	<b>-----</b>
<b>Analysis: (List strengths and recommendations)</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The targeted value for this ILO was achieved with all contributing courses</li> </ul> <b>Recommendations:</b>	

\* The 3 ILOs previously stated under the domain of psychomotor skills were modified into one ILO and approved by the program council "Annex 7".

4. Orientation programs for new teaching staff برامج التهيئة لأعضاء هيئة التدريس الجدد

Orientation programs provided? Yes ☐ No ☒ If offered how many participated? ☐

هل قدمت برامج تهيئة ؟ نعم ... لا في حال قدمت، كم عدد المشاركين بها

Nursing program offers an orientation for its newly appointed staff members to assure they understand all the policies and procedures related to their work in the university and in the program. Further workshops are also organized for the newly staff for training on some specific issues e.g. teaching strategies, course specification and report, quality standards for the program. During the current academic year 1436- 1437 H no new staff were appointed in the program, hence the orientation program was not carried out. The last time the program was offered was during the academic year 1434- 1435 H for the 2 newly appointed staff.

a. Brief Description موزج لبرامج التهيئة موزج

"Refer to **Annex 8** for the orientation program of the newly appointed teaching staff and for the questionnaire to be filled by the newly appointed staff to evaluate the offered orientation program.

The orientation program focuses on introducing the following areas to the newly appointed staff:

- College/ program Mission and Values.
- Administrative policies/ Emergency Preparedness.
- Position description / Evaluation Process.
- Academic Programs.
- College tour including visiting all the College academic departments and administrative units.
- Accompany new employee to committee meetings and other meeting as needed.
- Overview of program/ related courses.
- Provide the newly appointed staff with the course portfolio including specification, course calendar and course materials to maintain consistency in the curriculum.
- Visit the college's library and make sure they know all about its working hours, policies, Books and other materials, and electronic library.
- Rules and regulations regarding the academic counselling.
- Organizational structure and duties of different committees of the quality unit.
- An overview about quality and accreditation standards of NCAAA.

b. List recommendations for improvement by teaching staff.

اذكر توصيات التحسين من قبل أعضاء هيئة التدريس الذين اشتركوا في برنامج التهيئة

c. If orientation programs were not provided, give reasons. اذكر الأسباب في حال عدم تقديم برامج تهيئة،

- No new staff joined the program this semester.

5. Professional Development Activities for Faculty, Teaching and Other Staff أنشطة التطوير المهني لأعضاء هيئة التدريس وطاقم التدريس وغيرهم	How many Participated كم عدد المشاركين	
a. Activities Provided الأنشطة التي قدمت	Teaching Staff اعضاء هيئة التدريس	Other Staff العاملون الآخرون
Learning outcomes. Drafting and measurement.	2	
Performance indicators for evaluating and benchmarking researches in universities.	4	
Constructing exams according to specification table.	1	
Skills in writing research plan for theses.	2	
10 problems facing development and quality unit administrators.	1	

Construct continuous improvement plan on the light system needs..	3	
Competitive research projects.	1	
Evaluation standard of teaching staff.	2	
Standard quality of E .learning.	2	
Skills of dealing with Electronic Program.	2	
Risk management and crises in higher education institution.	1	
Intellectual Security.	1	.
<p>b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.</p> <p>تحليل موجز حول مدى فائدة هذه الأنشطة من واقع تقييمات المشاركين فيها أو أساليب التقييم الأخرى.</p> <p>Regarding all the training workshops organized by the deanship of development and quality, few members got the chance to participate due to the following reasons;</p> <ul style="list-style-type: none"> <li>The workshops were meant for all the colleges and programs hence a limited number, previously determined by the deanship, had the chance to participate.</li> <li>The teaching and work load for our staff "due to shortage of academic staff in the program" made it impossible for most of them to sacrifice two working days to participate in these workshops as most of the workshops were offered in two successive days for at least 5 hours a day.</li> </ul> <p><b>Recommendations were:</b></p> <ul style="list-style-type: none"> <li>The program should adopt criteria to provide equal opportunities for all teaching staff to participate in the workshops according to their actual needs.</li> <li>Focus on providing internal training in the college to save time and effort.</li> </ul> <p>Encourage teaching staff who attend workshops to share information they got with their colleges through organization of internal activities..</p> <ul style="list-style-type: none"> <li>The program should adopt criteria to provide equal opportunities for all teaching staff to participate in the workshops according to their actual needs.</li> <li>Focus on providing internal training in the college to save time and effort.</li> </ul>		

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

**The independent opinion is performed by the unit of teaching and learning, its report will be added as Annex 9.**

الرأي المستقل حول جودة البرنامج (مثال: رئيس قسم/برنامج آخر مشابه يقدم تعليقا على الأدلة والنتائج التي تم الوصول إليها).

1. Matters Raised by Evaluator Giving Opinion القضايا التي أثارها صاحب الرأي المستقل	Comments by Program Coordinator تعليق منسق البرنامج على ما أثير من قضايا
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2. Implications for Planning for the Program الآثار المترتبة على التخطيط للبرنامج	

**Program KPI and Assessment Table**  
**مؤشرات أداء البرنامج وجدول التقييم**

KPI # رمز / رقم مؤشر الأداء	KPI مؤشر الأداء	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
1.	Approved program mission and vision	College council decision	Achieved	Achieved	College council decision	Achieved	-----
2.	The percentage of alignment between the program mission and University mission	90%	100%	100%	100%	Achieved	-----
3.	Percentage of the decisions taken by referring to the program mission	75%	100%	100%	100%	Achieved	-----
4.	Documents that determine the policies and authorities (roles and responsibilities)	Approved documents	Achieved	Uncompleted "90% achievement"	100%	Achieved	-----
5.	The percentage of job satisfaction of teaching staff and administrating staff about academic and administrative climate respectively	80%	Teach.= 76% Admin.= 86%	Teach.= 76 % Admin.= 85%	Teach.= 90% Admin.= 93%	Not achieved for the academic staff.	80%
6.	Overall student evaluation for the	Not less	77%	52%	96%	Not	Not less than

KPI # رمز / رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
	quality of learning experiences in the program (the average estimation of students on an annual five-point scale for the final year students).	than 80%				achieved.	80%
7.	Percentage of students who have been consulted during the year for evaluation of courses and performance of teaching staff.	80%	89%	93%	70%	Achieved	-----
8.	Students to teaching staff ratio (full-time or equivalent) for both theoretical and practical courses and field training.	Pract.= 25: 1 Theor.= 50:1	Pract.= 10: 1 Theor.= 14:1	Pract.= 8: 1 Theor.= 7: 1	Pract.= 13: 1 Theor.= 11: 1 field training=13:1	Achieved	Pract.= 15: 1
9.	Students to teaching staff ratio at the level of the program as a whole.	5:1	9:1	11:1	13:1	Not achieved.	-----
10	Satisfaction of employers about personal and professional skills of the program graduates (average)	80%	85%	66%	80%	Achieved	-----
11	students evaluation for the quality	Not less	78%	74%	83%	Not	-----



KPI # رمز / رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
	of the courses	than 80%				achieved.	
12	The percentage of teaching staff who have PhD from the total teaching staff of the program.	75%	69%	60%	60%	Not achieved	-----
13	Percentage of satisfaction of the Advisory Committee with their participation in the program.	Not less than 70%	Not measured	100%	70%	Not measured in the current year	Not less than 70% + At least two meetings per academic year
14	Percentage of enrolled students who have successfully completed the first level.	Not less than 50%	48%	61%	86%	Not achieved	-----
15	Percentage of enrolled students who completed the program within the minimum period.	Not less than 40%	0%	29.2%	95%	Not achieved	-----
16	The percentage of graduates who in a period of 6 months after graduation: (A) Are working	(A) Not less than 90% (B) Not more 10%	89% 11%	89% 11%	100% Of the graduates are working	Not achieved	-----

KPI # رمز / رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
	(B) Are not seeking employment or post-graduate study						
17	Percentage of meeting requirements of the German accreditation Agency (AHPGS)	95%	100%	76%	80%	Achieved	Percentage of meeting requirements of NCAAA 60% for 1437 80% for 1438 100% for the year 1439
18	Ratio of students to the administrative staff.	75:1	12:1	18:1	18:1	Achieved	-----
19	The percentage of students participating in extra-curricular activities.	Not less than 50%	100%	51%	83%	Achieved	Not less than 60%
20	Students satisfaction with the library services	Not less than 75%	64%	33%	84%	Not achieved	-----
21	Ratio of the books in the library to Students.	1:10	4:1	2:1	3:1	Achieved	-----

KPI # رمز / رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
22	Ratio of available computers to students.	1:25	1:9	1:7	1:7	Achieved	1:10
23	Overall rate of appropriateness of program facilities and equipment through surveyed academic staff.	Not less 90%	81% for lecture rooms 70% for skill labs 67% for library	67% for lecture rooms 47% for skill labs 30% for library	85%	Not achieved	-----
24	The students satisfaction with their classrooms and laboratories	Not less than 90%	86% for classrooms 78% for skill labs	50% for classrooms 43% for skill labs	70%	Not achieved	-----
25	Teaching staff satisfaction with the financial management system and the adequacy of the available budget for the program .	Not less than 90%	63%	58%	70%	Not achieved	-----

KPI # رمز / رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
26	Percentage of academic staff who have left the program in the previous year for reasons other than the age.	Not more than 10%	19%	13%	10%	Not achieved	-----
27	Percentage of teaching staff involved in professional development activities	100%	100%	100%	75%	Achieved	-----
28	Number of training workshops offered by the program to improve the performance of teaching staff of the program.	At least two per semester	19	30	20	Achieved	4 per semester
29	Number of published research during the year in the scientific journals or presented at scientific conferences for each full-time teaching staff or equivalent.	1:1	1:5	1:5	1:4	Not achieved	-----
30	Number of scientific meeting held by the program during the year.	4	6	10	26 for PHD 36 for master	Achieved	Number of scientific meeting held by the program during

KPI # رمز / رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
							the year Not less than 4 + Number of students seminars not less than 5 per year .
31	The number of courses that have been updated according to the results of research during the year.	4	2	8	5	Not achieved	-----
32	Number of community education program and community service activities provided by the program during the year.	5	9	15	25	Achieved	-----
33	Number of partnership or collaboration with local or regional institutions	2	2	1	7	Achieved	-----
34	Number of participating activities with peer programs.	2	2	6	-	Achieved	-----
35	The percentage of the participating	Not less	14%	17%	80%	Not	The percentage of

KPI # رمز/ رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
	students in community activities	than 20%				achieved	the participating students in community activities Not less than 20% + Percentage of student research projects addressing significant community oriented issues is not less than 75%

KPI # رمز/ رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
<p>Analysis of KPIs and Benchmarks:(list strengths and recommendations)</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>- The percentage of alignment between the program mission and University mission</li> <li>- Percentage of the decisions taken by referring to of the program mission</li> <li>- Percentage of students who have been consulted during the year for evaluation of courses and performance of teaching staff.</li> <li>- Satisfaction of employers about personal and professional skills of the program graduates.</li> <li>- Meeting the accreditation requirements of the German Agency (AHPGS)</li> <li>- Students to the administrative staff ratio.</li> <li>- The percentage of students participating in extra-curricular activities.</li> <li>- The library books to Students ratio.</li> <li>- Available computers to students.</li> <li>- Number of training workshops offered by the program to improve the performance of teaching staff of the program.</li> <li>- Number of scientific meeting held by the program during the year.</li> <li>- Number of community education program and community service activities provided by the program during the current year.</li> <li>- Number of partnership and collaboration with local and regional institutions.</li> <li>- Number of participating activities with Peer programs.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>- Job satisfaction of the teaching staff.</li> </ul>							



KPI # رمز/ رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
	<ul style="list-style-type: none"> <li>- Overall students' evaluation for the quality of learning experiences in the program.</li> <li>- Students' evaluation for the quality of the courses.</li> <li>- The percentage of teaching staff who have a PhD qualification.</li> <li>- Percentage of enrolled students who have successfully completed the first year.</li> <li>- Percentage of enrolled students who have completed within the minimum period.</li> <li>- Appropriateness of program facilities and equipment through surveyed academic staff.</li> <li>- The percentage of students satisfaction with their classrooms and laboratories</li> <li>- Percentage of teaching staff satisfaction with the financial management system and the adequacy of the available budget for the program.</li> <li>- Percentage of academic staff who have left the program in the previous year for reasons other than retirement.</li> <li>- Number of published research during the year in the scientific journals or presented at scientific conferences for each full-time teaching staff or equivalent.</li> <li>- The percentage of the participating students in community activities</li> </ul>						
	<p><b>Recommendations to improve the KPIs that not achieved the target benchmark to elevate its values during the next academic year.</b></p> <ol style="list-style-type: none"> <li>1. Adopt and apply an approved system to provide effective leadership, and encourage and reward initiatives of teaching and administrative staff to increase their satisfaction about academic and administrative climate.</li> <li>2. Encourage all teaching staff to use modern teaching strategies that help the students to gain self-reliance and self-learning skills.</li> <li>3. Improve the admission requirements of the program to improve progression and completion rates.</li> <li>4. Meet the requirements of the laboratories, class rooms and learning resources to increase the students' satisfaction about them.</li> <li>5. Improve the academic Advising and student support system.</li> <li>6. Satisfy the program needs for academic staff who have PhD qualifications.</li> </ol>						

KPI # رمز / رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmarks المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
7. More involvement of teaching staff in scholarly and scientific activities and community activities that ensure they remain up to date with developments in the field.							
8. Encourage the students to participate in scientific meeting and community activities.							
<b>Whole Program Analysis of KPIs and Benchmarks:</b> (list strengths and recommendations) <b>التحليل الكامل لمؤشرات أداء البرنامج والمقارنة المرجعية:</b> (اذكر نقاط القوة والتوصيات)							

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.  
**ملحوظة:** التعريفات التالية مقدمة للاسترشاد بها في تعبئة الجدول السابق لمؤشرات أداء البرنامج وتقييمها.

**KPI** refers to the key performance indicators the program used in its SSRP. This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

**مؤشرات الأداء الرئيسية (KPIs):** يشير اختصار KPI إلى مؤشرات أداء البرنامج الرئيسية التي استخدمها البرنامج في تقرير الدراسة الذاتية. ويشمل هذا ما تم اختياره من مؤشرات الأداء المقترحة من الهيئة الوطنية وكل مؤشرات الأداء الإضافية التي حددها البرنامج (متضمنة ٥٠% من مؤشرات الأداء المقترحة من الهيئة الوطنية وجميع المؤشرات الأخرى).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**قيمة المؤشر المستهدف:** يشير إلى المخرج المستهدف أو المأمول (غاية أو هدف) لكل مؤشر أداء.

**Actual (Finding) Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**القياس الفعلي للمؤشر:** يشير إلى المخرج أو الناتج الفعلي الذي تحقق بعد قياس أو حساب مؤشر الأداء.

**Internal Benchmarks** refer to comparable benchmarks (actual findings) from inside the program (like data results from previous years or data results from other departments within the same college).

**المقارنات المرجعية الداخلية:** تشير الى المقارنات المرجعية (النتائج الفعلية) من داخل البرنامج (مثل : نتائج بيانات من سنوات سابقة ، أو نتائج بيانات من أقسام علمية أخرى داخل الكلية نفسها).

**External Benchmarks** refer to comparable benchmarks (actual findings) from similar programs that are outside the program (like from similar programs that are national or international).

**المقارنات المرجعية الخارجية:** تشير الى المقارنات المرجعية (النتائج الفعلية) من برامج مماثلة من خارج المؤسسة (مثل: برامج مشابهة وطنية أو دولية).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**تحليل مؤشرات الأداء:** يشير الى المقارنة والتباين بين النتائج الفعلية و قيم المؤشرات المرجعية، وذلك لتحديد نقاط القوة وتوصيات التحسين.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

**المستهدف الجديد للمؤشر:** يشير الى تحديد قيمة جديدة أو مأمولة لمؤشر الأداء بناءً على نتائج تحليل مؤشر الأداء.

**Program Action Plan Table**  
**جدول الخطة التنفيذية للبرنامج**

Directions: Based on the “*Analysis of KPIs and Benchmarks*” provided in the above Program KPI and Assessment Table, list the recommendations identified and proceed to establish a continuous improvement action plan.

ارشادات: استنادا الى تحليل مؤشرات الأداء والمقارنات المرجعية التي وردت بجدول تقييم مؤشرات أداء البرنامج عالية، ادرج التوصيات المحددة وابدأ في وضع الخطة التنفيذية للتحسين المستمر.

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
1	Adopt and apply an approved system to provide effective leadership, and encourage and reward initiatives of teaching and administrative staff to increase their satisfaction about academic and administrative climate.	<ul style="list-style-type: none"> <li>- Establish the criteria for evaluation of initiatives of both teaching and administrative staff.</li> <li>- Involve teaching and administrative staff in the process of developing a system for rewarding their initiatives.</li> <li>- Develop and approve a mechanism for rewarding initiatives.</li> <li>- Annual application for the system.</li> <li>- Monitor satisfaction of both academic and</li> </ul>	<ul style="list-style-type: none"> <li>- An approved system for rewarding initiatives of academic and administrative staff.</li> <li>- Number of rewarded academic and administrative staff.</li> <li>- Satisfaction rate of teaching and administrative staff about administrative and academic climate.</li> </ul>	<ul style="list-style-type: none"> <li>- Program coordinator</li> <li>- Heads of academic departments.</li> <li>- Heads of administrative departments.</li> </ul>	1438 H	1439 H

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
2	Encourage all teaching staff to use modern teaching strategies that help the students to gain self-reliance and self-learning skills.	administrative staff. - Organize training workshops for all teaching staff about modern and effective teaching strategies and e-learning in medical field, by coordination with the deanship of development and quality. - All new teaching staff will be trained on using the modern strategies. - Provide the required resources for using the adopted strategies. - Monitor implementation of the strategies and satisfaction of the students.	- Number of courses in which modern teaching strategies are implemented "At least 4 courses per academic year". - Satisfaction rates of students' evaluation regarding the quality of learning experiences in the program and quality of teaching.	- Program coordinator  - All teaching staff of the program	1438 H	All the courses should be improved and use new teaching strategies by the end of the academic year 1439-1440.  At least 8 courses should be available as E-courses by the end of the year 1440
3	Improve the admission requirements of the	- Study admission criteria for peer programs in the	- New admission criteria cope with the needs of the program	- Program coordinator - Heads of the	For admission criteria: 1st semester	At the beginning of 2nd semester 1437-1438

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
	program to improve progression and completion rates.	kingdom and other regional universities. - Study the current and possible future requirements for professional requirements especially for Saudi Commission for Health Specialties. - Refer to the recommendations of AHPGS regarding physical fitness requirements. - Refer to local community needs. - Propose new admission criteria and submit them for endorsement. - Review program structure and ILOs internally to assure compliance with the requirements of the	and benchmarked with comparable criteria in peer programs. - Student's completion rates for their first semester of the program. - Student's completion rate of the program within the minimum period. - Satisfaction of the trainers in hospitals about performance of the students during field training. - Satisfaction of the job market with the quality of our graduates.	departments of the program	1437-1438  For program Review: 2 <sup>nd</sup> semester 1437-1438	2 <sup>nd</sup> semester 1438- 1439

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
		<p>Saudi commission for health specialties.</p> <ul style="list-style-type: none"> <li>- Carryout the necessary modifications on program structure and contents to cope with the requirements, and have it reviewed and evaluated by external evaluator.</li> <li>- Submit program/course specifications for endorsement after being reviewed.</li> <li>- Monitor implementation and influence on student performance.</li> </ul>				



No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
4	Meet the requirements of the laboratories, class rooms and learning resources to increase the students' satisfaction about them.	<ul style="list-style-type: none"> <li>- Assess current needs for each skill lab, computer lab and learning resources.</li> <li>- Submit the needs to be included in the University's budget.</li> <li>- Follow up provision of the required equipment and materials.</li> <li>- Supply all labs and class rooms with plans and safety equipment and instructions</li> <li>- Monitor implementation and satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction rates of students and teaching staff with classrooms and laboratories and library.</li> <li>- Quality of teaching as reflected by students' evaluations for the courses and teaching performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Program coordinator</li> <li>- Coordinator of learning resources</li> <li>- Coordinator of facilities and equipment.</li> </ul>	1438 H	1439 H
5	Improve the academic Advising and student support system.	<ul style="list-style-type: none"> <li>- Activate group meeting of the academic advisor with her students.</li> <li>- Activate individual meetings with the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction rate of students with the academic support.</li> <li>- Student progression and completion rates.</li> </ul>	<ul style="list-style-type: none"> <li>- coordinator of Program academic advising</li> <li>- All academic advisor of the program</li> </ul>	1438 H	1439 H

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
		<ul style="list-style-type: none"> <li>- Proper documentation and filing for academic advising activities.</li> <li>- Monitor individual student progress via student portfolios.</li> <li>- Provide proper academic support for the defaulters and document it.</li> <li>- Provide support and encouragement for highly achievers and document it.</li> <li>- Monitor implementation and student satisfaction.</li> </ul>				
6	Satisfy the program needs for academic staff who have PhD qualifications.	<ul style="list-style-type: none"> <li>- Determine the needs for the next three years, especially for the male section.</li> <li>- Submit the needs to be endorsed by the authorized administration.</li> </ul>	<ul style="list-style-type: none"> <li>- Student/teaching staff ratio at the level of the program.</li> <li>- Student/teaching staff ratio at the level of the courses.</li> <li>- Ratio of PHD holders in all the specialties of</li> </ul>	Program coordinator Coordinator of the teaching staff's quality	1437 H	1439 H

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
			the program in both male and female sections.			
7	More involvement of teaching staff in scholarly and scientific activities and community activities that ensure they remain up to date with developments in the field.	<ul style="list-style-type: none"> <li>- Develop a mechanism to encourage the teaching staff to participate in scientific and community activities.</li> <li>- Update the courses according to the results of the recent research</li> <li>- Involve junior staff in the development of their research projects.</li> <li>- Organize scientific meetings and seminars.</li> <li>- Annual evaluation of staff performance and monitoring of their participation in scholarly and community service activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of annually published research in the scientific journals or presented at scientific conferences.</li> <li>- Number of annual community service activities provided by the program.</li> <li>- Number of annual participating activities with peer programs.</li> <li>- Number of annual scientific and academic events.</li> <li>- Ratio of participation of junior staff in research activities.</li> <li>- Improved performance of the teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>- Program coordinator.</li> <li>- Coordinator of research and community activity</li> <li>- Teaching staff of the program</li> </ul>	1438 H	1440 H

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الاتمام
			regarding scholarly and community service activities as reflected by their annual evaluations.			
8	Encourage the students to participate in scientific meeting and community activities.	<ul style="list-style-type: none"> <li>- Develop a mechanism to encourage the students to participate in scientific meeting and community activities.</li> <li>- Improve the participation of all teaching staff in students' research projects.</li> <li>- Organize scientific and community service events for the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual number of scientific events and seminars.</li> <li>- Ratio of students' participation in scientific events and seminars.</li> <li>- Ratio of students' participation in annual community service activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinator of research and community activity</li> <li>- Teaching staff of the program</li> </ul>	1438 H	1440H
<p>Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).</p> <p>تحليل الخطة التنفيذية: (اذكر نقاط القوة وتوصيات التحسين للخطة التنفيذية للبرنامج).</p>						

Program Chair/ Coordinator Name: اسم رئيس / منسق البرنامج **Dr. Nahid Khalil**

Signature: التوقيع \_\_\_\_\_ Date Report Completed تاريخ اتمام التقرير 12/ 5 /1438H



Received by مستلم التقرير: \_\_\_\_\_ Dean/Department Head: العميد/ رئيس القسم  
**Dr. Ahmed Zakir Almagraby**

Signature: التوقيع \_\_\_\_\_ Date: التاريخ \_\_\_\_\_

