

COURSE REPORT(CR)

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

Course Report

For guidance on the completion of this template refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.

Institution : najran	Date of Course Report : 26-08-1438
College/ Department: applied medical sciences \ nurse	

A. Course Identification and General Information

1. Course title: Physics for nurse	Code # (Phy142)	Section #female				
2. Name of course instructor : Dr. Hamed Abdallah Ismail		Location: Main campus				
3. Year and semester to which this report applies. 1437- 1438 – second semester						
4. Number of students starting the course?	15	Students completing the course? 13				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15		15			30
Credit	15		15			30

B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned

<ul style="list-style-type: none"> • Measurements and units • Motion and Newton's laws of motion, • Work, energy, temperature, heat and heat effects. • Molecular phenomena related to biological process, properties of liquids and gases. • Elasticity, stress, strain and Young's modulus. • Sound (reflection, refraction), speed of sound, echo, Doppler effect. • Light, lenses, human eye, vision defects • Introduction to electricity, electric current, current intensity, potential differences, resistances and its connection. • Bio electricity and nervous system, blood pressure. • Introduction to nuclear physics. 	15	15	
Practical topics Lab preparation and policy Graph plotting Error analysis Powers and roots	15	15	

Vernier caliper Micrometer			
Simple Pendulum			
Hock's law			
Light reflection			
Power of mirror			
Power of lens			
Refractive index			
Internal reflection			
Ohm's law			
Revision			

2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
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1	This course will provide a broad foundation in general Physics.	Continuous assessment (50%): written exam, practical exam, quizzes, assignments and homework. Final examination (50%): written and practical exam	Continuous assessment; 20 % written exam 15% Quizzes and homework 15% Practical exam Final examination 30% final written exam 20% final practical exam
2	It will examine the physical quantities and units, Motion and Newton's laws of motion, Work, energy, temperature, heat and heat effects.	Continuous assessment (50%): written exam, practical exam, quizzes, assignments and homework. Final examination (50%): written and practical exam	Continuous assessment; 20 % written exam 15% Quizzes and homework 15% Practical exam Final examination 30% final written exam 20% final practical exam
3	In addition students will be introduced to basic of Sound (reflection, refraction), speed of sound, echo, Doppler effect. Light, lenses, human eye, vision defects ,Introduction to electricity, electric current, current intensity, potential differences, resistances and its connection and introduction of nuclear physics.	Continuous assessment (50%): written exam, practical exam, quizzes, assignments and homework. Final examination (50%): written and practical exam	Continuous assessment; 20 % written exam 15% Quizzes and homework 15% Practical exam Final examination 30% final written exam 20% final practical exam

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

Strategy of teaching is explained to the student at the beginning of the second semester
Use solving problems method where it is an affective teaching strategy

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
• Lectures .		√	
• Brain storming		√	
• Group discussion and presentations.		√	
• Discussion		√	
• Practical Exams.		√	
• Demonstration		√	

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C. Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	2	16%	Excellent
B	1	8%	Very good performance
C	2	16%	Good performance
D	4	30%	Satisfactory performance
F	4	30%	unsatisfactory performance
Denied Entry	0		
In Progress	0	0	
Incomplete	0	0%	
Pass	9	60%	
Fail	4	27%	
Withdrawn	2	13%	

2. Analyze special factors (if any) affecting the results

3. Variations from planned student assessment processes (if any) (see Course Specifications).

a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
Peer review	Make sure the student grade achievement by independent evaluator
Computerized correction for MCQ exam	Verify the student grade achievement

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) No references books in biostatistics in the college library	2. Consequences of any difficulties experienced for student learning in the course. Use the digital library
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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F Course Evaluation

1 Student evaluation of the course (Attach survey results report) The students evaluation result is very good.
a. List the most important recommendations for improvement and strengths

b. Response of instructor or course team to this evaluation
The contents of the course are very close to the health field and the students acquire numerical skills by solving problems and exercises.
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)
a. List the most important recommendations for improvement and strengths
b. Response of instructor or course team to this evaluation
The mechanism of evaluation was applied through this semester is new and it will be improved in next semester

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
Giving the students more exercise	Providing more exercises as home works	The students practice solving problems	The students acquired numerical and solving problems skills
Giving the students open book exams	Not done		
c.			
d.			

2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Giving the students open book exams	Training the students to open book questions	Next semester	End of next semester	Course instructor
b.				
c.				
d.				
e.				

Name of Course Instructor: Dr. Hamed Abdallah Ismail

Signature: Hamed Date Report Completed: 26/08/1438H

Program Coordinator:

Signature: [Signature] Date Received:

