

**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**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.

<b>Institution</b> Najran University	<b>Date of Course Report :-</b> 10/5/1438
<b>College/ Department:-</b> Nursing College / Nursing Department	

### A. Course Identification and General Information

<b>1. Course title:</b> 112-ANT-4						
<b>2. Name of course instructor</b> Shaza Mahmoud ElhajYahia <b>Location:</b> Faculty of medicine .						
<b>3. Year and semester to which this report applies.</b> 1437-1438 1 <sup>st</sup> semester						
<b>4. Number of students starting the cour</b> 21 <b>Students completing the course</b> 19						
<b>5. Course components (actual total contact hours and credits per semester):</b>						
	<b>Lecture</b>	<b>Tutorial</b>	<b>Laboratory</b>	<b>Practical</b>	<b>Other:</b>	<b>Total</b>
<b>Contact Hours</b>	3			2		5
<b>Credit</b>	3			1		4

### 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
General body organization and anatomical terminology	3	3	

Cells, Tissues & Homeostasis	9	9	
Integumentary System: The structure and function of skin.	3	3	
Skeletal System: The structure of bone and cartilage, the axial and appendicular skeleton, classification of joints and movement	9	9	
Muscular System: Major muscle groups, muscle structure.	6	6	
Blood and Immune System: Major components of blood, Functions and Formation of blood, Lymphatic system and immunity	6	6	Some of practical sessions and experiments does not taught to the students.
Cardiovascular System: Anatomy and physiology of the heart and blood vessels, Maintenance of blood pressure.	9	9	

## 2. Consequences of Non Coverage of Topics

Topics not Fully Covered	Effected Learning Outcomes	Possible Compensating Action
Practical of blood	No effect	We propose to prepare the equipment and the instruments of the laboratory work before the beginning of the semester

## 3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
<b>K1</b>	Describe the general body organization and anatomical terminology.	<b>Short written exam (Quiz) Midterm exam (Written) Final written exam</b>	<b>Not achieved</b>
<b>K2</b>	Describe the structure and function of cell, tissues, skin, skeletal system, muscular system, blood and cardiovascular system	<b>Short written exam (Quiz) Midterm exam (Written) Final written exam</b>	<b>Not achieved</b>
<b>C1</b>	Explain in-depth understanding the principles of anatomy and physiology and their interrelationships.	<b>Short written exam (Quiz) Midterm exam (Written) Final written exam</b>	<b>Not achieved</b>

<b>C2</b>	Interpret a basic understanding of the integration of organ systems to maintain homeostasis	<b>Short written exam (Quiz)</b> <b>Midterm exam (Written)</b> <b>Final written exam</b>	<b>Not achieved</b>
<b>I1</b>	Work dynamically as a team member and be effective in sharing ideas and engaging in fruitful discussion.	<b>Participation (presentation, class participation)</b>	<b>Achieved</b>
<b>12</b>	Behave in an ethical and respectable manner towards the staff, colleagues, and show respect towards others.	<b>Participation (presentation, class participation)</b>	<b>Achieved</b>
<b>Com1</b>	Utilize efficiently the different knowledge resources including the library resources and websites.	<b>Participation (presentation, class participation)</b>	<b>Achieved</b>
<b>Com2</b>	Communicate effectively with colleagues and staff members	<b>Participation (presentation, class participation)</b>	<b>Achieved</b>
<b>Psy1</b>	Demonstrate skills and knowledge required to perform laboratory experiments safely with appropriate equipment	<b>Midterm exam (practical)</b> <b>Final practical exam</b>	<b>Achieved</b>
<b>Psy2</b>	Illustrate and identify the different parts of the body	<b>Midterm exam (practical)</b> <b>Final practical exam</b>	<b>Achieved</b>

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

Depend on self learning as a method for getting information

Allot extra time for the student to discuss the home works and other activities

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 in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
- Lectures		√	
- Presentation		√	

- Home works and assignments		√	Difficulties: We have no time to discuss the home work with the students Action plan: Allot extra time for the student to discuss the home works and other activities
- Lab domenstrations		√	Some of the experiment does not taught to the students because of the deficiencies in lab equipment.
- linkage between the previous and current information in the class.		√	
- Discussions		√	

**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	1	4.35	
B	-	-	
C	2	8.7	
D	7	30.45	
F	11	47.85	The subject is so tough and the student is poor in learning
Denied Entry	2	8.7	
In Progress			
Incomplete			
Pass	10	43.5	
Fail	11	47.5	
Withdrawn	2	8.7	

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

The subject is so tough and the student is poor in learning

Students are so poor in English

The theory exam format (its only MCQS)

### 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
The exams are revised by a committee in the department	To insure if the exams are suitable for the students and also for check the mistakes which may occur in the exams
The results and exams are rechecked by other teacher in the department	To ensure the results and marks of students

#### D. Resources and Facilities

<b>1. Difficulties in access to resources or facilities (if any)</b>	<b>2. Consequences of any difficulties experienced for student learning in the course.</b>
	- .

#### E. Administrative Issues

<b>1 Organizational or administrative difficulties encountered (if any)</b>	<b>2. Consequences of any difficulties experienced for student learning in the course.</b>
-	-

#### F. Course Evaluation

1 Student evaluation of the course (Attach survey results report) The overall evaluation is very good (3.95)
<b>a. List the most important recommendations for improvement and strengths</b> <b>Most important strengths</b> <ul style="list-style-type: none"> <li>The basic outlines of the course (including the information and skills that the course was designed to develop) were clear to me (4.05)</li> <li>The requirements for success in the course (the duties on which the assessment is based and the assessment criteria are clear to me) (4.05)</li> </ul>

- My sources of assistance in the course were clear to me including the teacher office hour and the main reference of the subject (4.05)
- Course coordinator was present to assist during office hours (4.05)

### Most important criticisms

- I feel satisfied in concern of the quality of the course (3.71)

### b. Response of instructor or course team to this evaluation

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

c. Response of instructor or course team to this evaluation

### G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).

<b>Actions recommended from the most recent course report(s)</b>	<b>Actions Taken</b>	<b>Results</b>	<b>Analysis</b>
Not depend only on the prescribed book. Enter another books for specific topics	-	-	The student have not the ability to receive another book
Give the student extra hours to discuss the homework	- The students had given extra hours to discuss the homework	- There is an increase in performance of student	-
Select and/or develop reading intervention materials and resources	-	-	- The students have no time for this because they have to read a lot of subjects in this semester
We failed to prepare the equipment and the instruments of the	-	- Some of the experiment	-



laboratory work before the beginning of the next semester		does not taught to the students	
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2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

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3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
Increase the output of student in knowledge and cognitive domain	- Not depend only on the prescribed book. Enter another books for specific topics			Attract, train, and retain classroom personnel to improve student performance in core curriculum areas
	- Select and/or develop reading intervention materials and resources			
Increase the output of student in psychomotor domain	We proposed to prepare the equipments and the instruments of the laboratory work before the beginning of the next semester			Attract, train, and retain classroom personnel to improve student performance in core curriculum areas

Name of Course Instructor: Shaza Mahmoud Elhaj Yahia

Signature:



Date Report Completed: 5/9/1438 h

Program Coordinator: Dr. Nahid Elfaki

Signature: \_\_\_\_\_



Date Received: \_\_\_\_\_