



ATTACHMENT 4.

T3. ANNUAL PROGRAM REPORT (APR)

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

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

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.

Annual Program Report

1. Institution	gazan university	Date:	1437-1438
2. College/ Department:	university college of Sabia		
3. Dean :	Dr zakria Ahmed Zekriy		
4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).			
	Campus Branch/Location	Approval By	Date
	Main Campus:		
	1:		
	2:		
	3:		
	4:		

A. Program Identification and General Information

Program title and code Nursing
Name and position of persons completing the APR
Academic year to which this report applies. 1437-1438

B Statistical Information

1. Number of students who started the program in the year concerned:	<input type="text"/>
2. (a) Number of students who completed the program in the year concerned:	<input type="text" value="125"/>
Completed the final year of the program:	<input type="text" value="Na"/>
Completed major tracks within the program (if applicable)	
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>

Title.....No

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

3. Apparent completion rate.

(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.)

(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).

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).

4. Enrollment Management and Cohort Analysis (Table 1)

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).

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.

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.

Enrollment Management and Cohort Analysis Table 1.

Student Categories \ Years	*PYP	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
1. Total cohort enrollment	*PYP					
2. Retained till year end						
3. Withdrawn						
4. Cohort graduated successfully						
5. Total graduated successfully						

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

*** PYP - Preparatory Year**

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).

Date of Survey

Number Surveyed Number Responded Response Rate %

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number					
Percent of Respondents					

Analysis: List the strengths and recommendations.

C. Program Context

<p>1. Significant changes within the institution affecting the program (if any) during the past year.</p> <ul style="list-style-type: none"> - To take Attention for the practical part in all courses and make sure students acquire the necessary skills in the field of nursing <ul style="list-style-type: none"> - To Implement awareness sessions for students to clarify the areas needed by the labor market to add more training for required areas after fourth level <p>Implications for the program.</p> <ul style="list-style-type: none"> - The recommendations suggested by advisory council will help in change the curriculum by adding or deleting courses. This will help in improving student study skills and practical skills needed for their future career. The job opportunities will also increase for the graduate
<p>2. Significant changes external to the institution affecting the program (if any) during the past year.</p> <p>Not available any changes affecting the course</p> <p>Implications for the program</p>

D. Course Reports Information Summary

<p>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.)</p> <p>(a.) Describe how the individual course reports are used to evaluate the program.</p> <ul style="list-style-type: none"> - Each course report explains the analysis of course completion rates, grade distribution, and trend studies. - It also provides improvement tool and recommendation by faculties to increase the quality of the course. <p>(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.</p> <p>i. Completion rate analysis:</p> <p>The assessment committee works out for assessment of achievement of all course objectives and in turn, program objectives,</p> <ul style="list-style-type: none"> a. Course objective are considered as “achieved” if students average grades in questions for that objective are 70% or above b. Program objectives are considered as “achieved” if objectives of different courses leading to this program objective are achieve

ii. Grade distribution analysis:

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

2. Analysis of Significant Results or Variations (25% or more).	
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.	
a. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
b. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
c. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(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.		
Course title and code	Explanation	Compensating action if required

(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)

Course	Unit of work	Reason
Compensating action if required:		
Course	Unit of work	Reason
Compensating action if required:		
Course	Unit of work	Reason
Compensating action if required:		
Course	Unit of work	Reason
Compensating action if required:		

E Program Management and Administration

List difficulties (if any) encountered in management of the program.	Impact of difficulties on the achievement of the program objectives.	Proposed action to avoid future difficulties in response.
Some courses need to be merged because they are similar in some part	Repeating for some topic	Change the curriculu

F. Summary Program Evaluation

1. Graduating Student Evaluations (surveys)	
Date of Surveys <input type="text"/>	Number of Participants <input type="text"/>
Attach survey reports.	
a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
b. Changes proposed in the program (if any) in response to this analysis and feedback.	

<p>2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)</p> <p>Describe evaluation process.</p> <p>Attach review/survey report.</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p>	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p>
<p>b. Changes proposed in the program (if any) in response to this feedback.</p>	
<p>3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.</p>	

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).

Standard 4 Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1	√	5 stars	
4.2	√	5stars	
4.3	√	5stars	
4.4	√	4stars	
4.5	√	3stars	
4.6	√	3stars	
4.7	√	5stars	
4.8	√	4stars	
4.9	No	Zero	
4.10			

Analysis of Sub-standards. List the strengths and recommendations for improvement of the program’s self-evaluation of following best practices.

G. Program Course Evaluation

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.

Course Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
Obstetrics and gynecological nursing	√				
Pediatric nursing	√				
basic adult care nursing	√				
Advance nursing care	√				
Communications skill	√				
Health assessment	√				
Medical microbiology	√				

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(Add items or attach list if necessary)

1. List courses taught by this program this year and for this program that are in other programs.

Level	Course Code	Course Title	Number of Sections	Credit Hours	College or Department
Level 1					
Level 2					
Level 3	211	Anatomy	1	3	Sabia university college nursing department
	212	Physiology	1	3	Sabia university college nursing department
	213	Biochemistry	1	3	Sabia university college nursing department
	221	Fundamental of nursing 1	1	5	Sabia university college nursing department
	241	Psychology	1	2	Sabia university college nursing department
		Communication skills	1	1	Sabia university college nursing department
		مهارت الاتصال الانجليزيه الاساسيه			Sabia university college nursing department
Level 4	٢١٤	التغذية	1	2	Sabia university college nursing department
	٢١٥	علم الامراض	1	2	Sabia university college nursing department
	٢١٦	علم الاحياء الدقيقة الطبيه	1	2	Sabia university

					college nursing department
	٢٢٢	اساسيات التمريض ١١	١	٦	Sabia university college nursing department
	223	التقييم الصحي	١	٢	Sabia university college nursing department
	242	اخلاقيات المهنة الصحيه	١	٢	Sabia university college nursing department
	١٠٢ اسلم	ثقافته اسلاميه	١	٢	Sabia university college nursing department
	٢٠٤ نجل	مهارات الاتصال الانجليزيه المتوسطه	١	٢	Sabia university college nursing department
Level 5	٣١٧ تمرض	علم الادويه	١	٢	Sabia university college nursing department
	٣٣١ تمرض	تمريض رعاية البالغين الاساسيه	١	٦	Sabia university college nursing department
	٣٥٢ تمرض	تمريض النساء والتوليد	١	٦	Sabia university college nursing department
	٣٧١ تمرض	مقدمه في المعلوماتيه الصحيه	١	٢	Sabia university college nursing department
	١٠٣ اسلم	ثقافته اسلاميه ٣	١	٢	Sabia university college nursing department
	٢٠٤ نجل	اللغه الانجليزيه للتمريض ١	١	١	Sabia university college nursing department
Level 6	٣٣٢	تمريض رعاية البالغين المتقدم	١	٦	Sabia university college nursing department
	٣٥٣	تمريض الاطفال	١	٦	Sabia university college nursing department
	٣٧٢	علم الوبائيات	١	٢	Sabia university college nursing department
	١٠٤ اسلم	ثقافته اسلاميه ٤	١	٢	Sabia university college nursing department

	١٠٢ عرب	تحرير عربي	١	٢	Sabia university college nursing department
	٣٠٢ انجل	اللغة الانجليزية للتمريض ٢	١	١	Sabia university college nursing department
Level 7	٤٣٣	تمريض الطواري والحالات الحرجه	١	٦	Sabia university college nursing department
	٤٥٤	تمريض صحة المجتمع	١	٥	Sabia university college nursing department
	٤٥٥	التنظيف الصحي	١	١	Sabia university college nursing department
	٤٥٦	الامراض المعدية	١	٢	Sabia university college nursing department
	٤٧٣	التمريض المبني علي البراهين	١	١	Sabia university college nursing department
Level 8					
Include additional levels if needed					

3. Program Learning Outcomes Assessment. Provide a report on the program learning outcomes assessment plan using an assessment cycle (a four to six-year 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 outcome will be assessed and recorded using a separate *KPI Assessment Table* (see below);

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment for LOs	Date of Assessment
1.0	Knowledge		
1.1	Establish a personal scientific knowledge base that prepares them to read, to interpret, and to utilize scientific knowledge in clinical practice	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums,	1st , 2nd midterm & final exam
1.2	Define the theoretical concepts of nursing Sciences used in assessing planning and implementing nursing care to the patient		
1.3			

	Recognize the role of the clinical nurse specialist in the assurance of quality health care	interviews	
1.4			
2.0	Cognitive Skills		
2.1	Execute quality control measures, and participate actively in quality assurance programs	Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	1st , 2nd midterm & final exam
2.2	Exercise the principles of management and safety to include preventive and corrective maintenance of equipment as well as identify appropriate sources for repair		
2.3	Proficiency to problem-solves, troubleshoot, recognize and interpret nursing problems and using nursing approaches when evaluating data		
2.4			
3.0	Interpersonal Skills & Responsibility		
3.1	Display high standards of ethical practice including interactions with patients, peers and other health care personnel	Exams, portfolios, analytical reports, individual and group presentations, case studies, video analysis, group reports, lab reports, debates, speeches, peer evaluations, self-evaluations, tables, demonstrations, graphic organizers, interviews	1st , 2nd midterm & final exam
3.2	Demonstrate leadership, team player, and the desire for continuing education for one's professional development		
3.2	Demonstrate ability to handle stressful situations calmly and efficiently.		
4.0	Communication, Information Technology, Numerical		
4.1			
4.2			
5.0	Psychomotor		
5.1	Demonstrate effective communications with patients and health care team		
5.2	Utilize computer technology applications to interact with computerize instruments		

Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement).

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.3). A *key performance indicator* (KPI) 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).

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

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).

KPI Assessment Table

KPI Code # _____ Program KPI: _____	

Assessment Year _____ Program Learning Outcome: _____	

NQF Learning Domain	
KPI Target Benchmark	
KPI Actual Benchmark	
Last year’s Benchmark (Internal Benchmarks)	
New Target Benchmark	
Analysis: (List strengths and recommendations)	

4. Orientation programs for new teaching staff	
Orientation programs provided? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If offered how many participated? <input type="text"/>	
a. Brief Description	
Programm Objective:	
The objective of this induction program is to welcome new employees to our University and prepare	

them for their new role.

The Faculty Induction Programme for the new Faculty members of Medical Laboratory department (MDL) was conducted on 17.8.2014G (21.01.1436H) Sunday by 11.00am. The programme started by welcoming the New Faculty members to the College of Applied Medical sciences. The program was started with detailed explanation about the MDL course curriculum. The description about department Vision, Mission, outcomes and the various Quality points were highlighted. The entire framework of NCAAA was presented for their orientation.

Subsequently, a brief orientation about the steps and format for writing a Course specification and Course report was presented. The process of Internal and Final examination was reported. The documents to be prepared and procedures practiced during the examination period were made clear with a model of Course portfolio.

The Induction programme was concluded with Questions session and by wishing those New Faculty members

b. List recommendations for improvement by teaching staff.

It was suggested to orient the new staffs about the initial official formalities to sign the contract. Also, it was suggested that a coordinating staff to guide the new faculty to guide them till they settle down in jazan city

c. If orientation programs were not provided, give reasons.

5. Professional Development Activities for Faculty, Teaching and Other Staff a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.		

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

1. Matters Raised by Evaluator Giving Opinion	Comments by Program Coordinator
2. Implications for Planning for the Program	

Program KPI and Assessment Table

KPI #	KPI	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1							
2							
3							
4							
5							
6							
Whole Program Analysis of KPIs and Benchmarks: (list strengths and recommendations)							

NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

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).

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

Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.

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).

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).

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

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

Program Action Plan Table

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.

No.	Recommendations	Actions	Assessment Mechanism or Criteria	Responsible Person	Start Date	Completion Date
1						
2						
3						
4						
5						
6						
Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).						

I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans					
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give	
				Reasons	Proposed action
a.					
b.					
c.					
d.					

Program Chair/ Coordinator Name: _____ **Amani Abdelgader Mohamed**
Signature: _____ **Amani** _____ **Date Report completed:** __1438

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____