



COURSE REPORT WORKSHOP

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OUTLINE

- A. Course Identification**
- B. Course Delivery**
- C. Student Results**
- D. Course Learning Outcomes**
- E. Course Quality Evaluation**
- F. Difficulties and Challenges**
- G. Course Improvement Plan**



Introduction

- **WHAT:**

- A report summarizes course topics, course learning outcome, teaching strategies, assessment tools, student results, course survey, and the future improvement plan.

- **WHO:**

- Course coordinator, Chief coordinator

- **WHEN:**

- September: Course reports from the spring semester.
February: Course reports from the fall semester.



Link for course report form

<https://etec.gov.sa/ar/productsandservices/NCAAA/AccreditationProgrammatic/Documents1/CourseR/T7%20Course%20Report%20V2020-eng.pdf>



Course Information

Course Title:	
Code:	
Program:	
Department:	
Institution:	
Academic Year:	
Semester:	
Course Coordinator:	
Date:	





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SECTION A.

COURSE IDENTIFICATION

Course Identification

No	Instructor(s)	Location	Number of Sections	Number of Students	
				Starting the course	Completing the course
					The number of students who attended classes until the end of the semester regardless of whether they passed or failed



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SECTION B.

COURSE DELIVERY

Course Delivery

1. Course Contact Hours (per semester)

No.	Activity	Planned	Actual
1	Lecture		
2	Laboratory/Studio		
3	Tutorial		
4	Others (Specify)		
Total			

Course Delivery

2. Topics not Covered

Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*
From course specification			If any topic will not be covered for some reason, a compensatory plan must be added. Same scenario happened during COVID-19 pandemic.

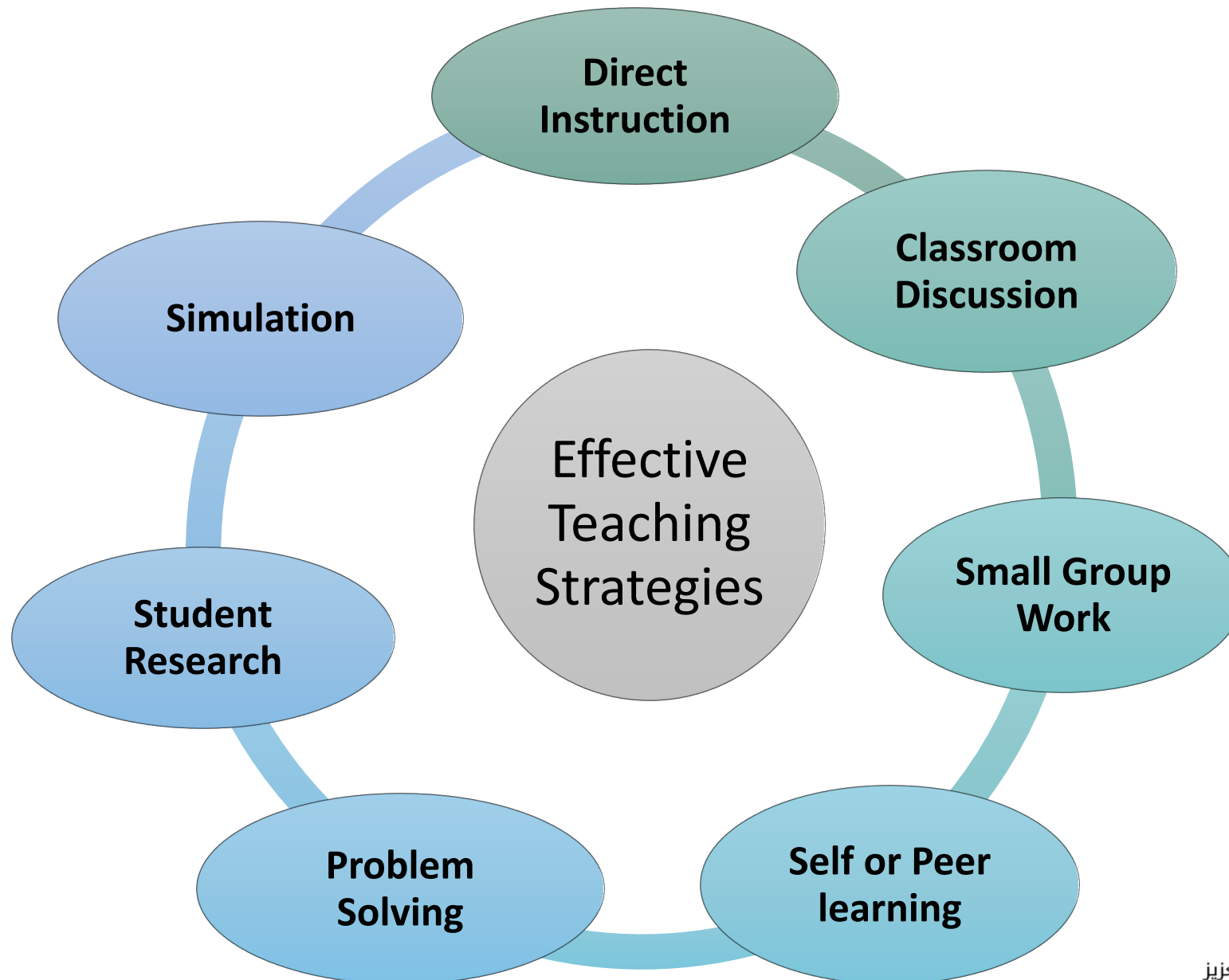
Example of Compensatory plan

CLAB 417 – Blood bank Immunology Clinical Education						
Practical Skills & Competencies	Old teaching Methodology	Suggested New Methodology	Assigned Instructor	Future Plan	Expected date of achievement	Status
Blood Donation (WB and apheresis)	Practical-Laboratory	Recorded session/ video tutorial	Faisal Al Saqri	A workshop is going to be conducted for this skill during their internship year.	Mar-21	Completed
Blood components manufacturing	Practical-Laboratory	Recorded session/ video tutorial	Faisal Al Saqri	A workshop is going to be conducted for this skill during their internship year.	Mar-21	Completed
Blood products storage and inventory	Practical-Laboratory	Recorded session/ video tutorial	Faisal Al Saqri	A workshop is going to be conducted for this skill during their internship year.	Mar-21	Completed
ABO Rh	Practical-Laboratory	Recorded session/ video tutorial	Faisal Al Saqri	None - Skills was covered in previous course Immunohematology 322	Jan-20	Completed
Antibody screen and Antibody identification	Practical-Laboratory	Recorded session/ video tutorial	Faisal Al Saqri	None - Skills was covered in previous course Immunohematology 322	Jan-20	Completed
Compatibility	Practical-Laboratory	Recorded session/ video tutorial	Faisal Al Saqri	None - Skills was covered in previous course Immunohematology 322	Jan-20	Completed

Course Delivery

3. Teaching Strategies

Planned Teaching Strategies	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		
From course specification				



Course Delivery

4. Activities/Assessment Methods

Activities/Planned Assessment Methods	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		
From course specification				

Examples of Authentic Direct Assessments

Tools	Assessment Examples	Category
Rubrics	Executive summary, Scientific abstract, White paper	Written
Check List Performance Assessment	Client Presentation, Conference poster, Debate, Speaking Engagement	Performance-based Methods
Portfolio	Peer teaching, Team project	Collaborative Methods
Self assessment	Blog, Interview, Portfolio Resume	Reflective Practice
Rubrics	Advertisement, Brochure, Infographic, Product development	Creativity
Rubrics MCQ MC	Annual report, Capstone project, Case study, Literature review, Research proposal, Survey and data analysis, Technical report	Application

Course Delivery

5. Verification of Credibility of Students' Results

Method(s) of Verification	Conclusions
The course coordinator reviewed the questions and the results of the exam	The Assistant and Associate Dean of Student and Academic Affairs revised the results before released to students.
For the written exam, the Assessment Unit at the college carried out a psychometric analysis and provided a report about the validity and reliability of questions.	The graded awarded were found valid. OR (Two grammatical errors were identified in the questions)
For the presentations and the clinical/practical exams, rubrics were prepared and usually involve reviewed by 2 examiners who decide the final marks.	The rubrics were validated, and the reviewers agreed on the final grades.



6. Recommendations

Any recommendations related to topics, teaching strategies, assessment methods, and method of verification.



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SECTION C. STUDENT RESULTS

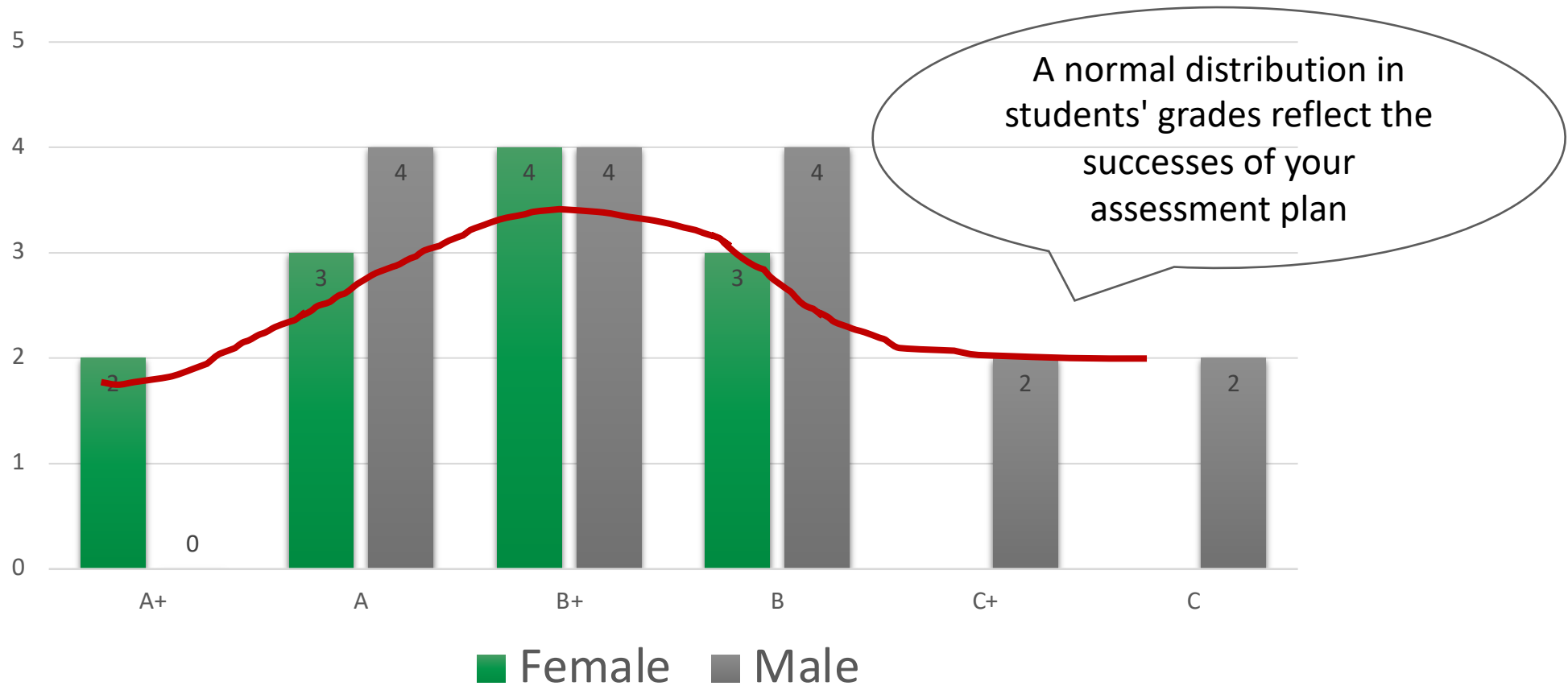
Student Results

1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
Number of Students															
Percentage															

Example

CLAB 313 Combined Grade Distribution



Student Results

2. Comment on Student Results
(including special factors (if any) affecting the results)

3.Recommendations





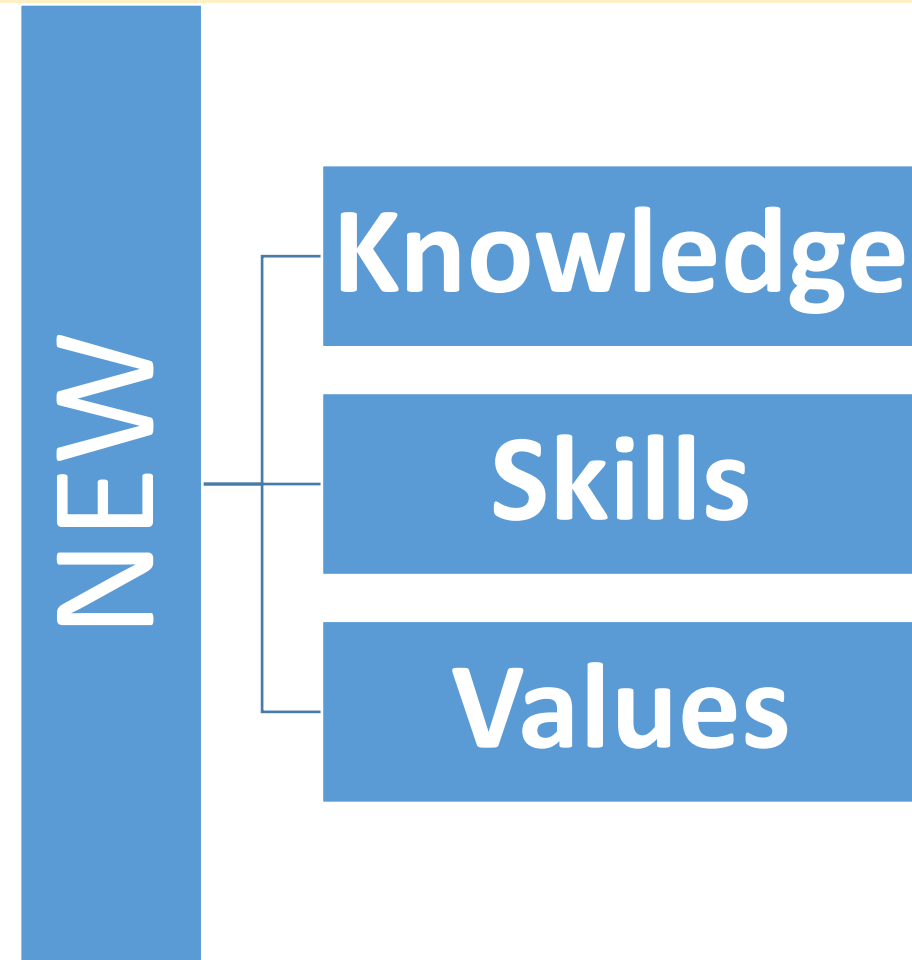
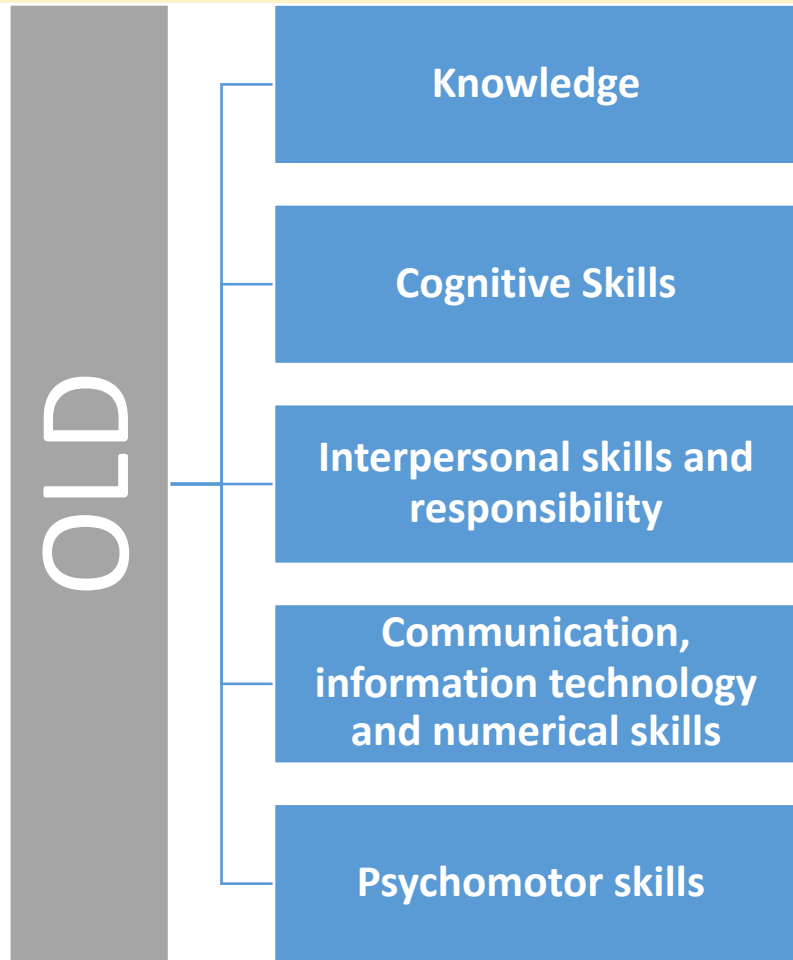
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SECTION D.

COURSE LEARNING OUTCOMES

Domains of Learning



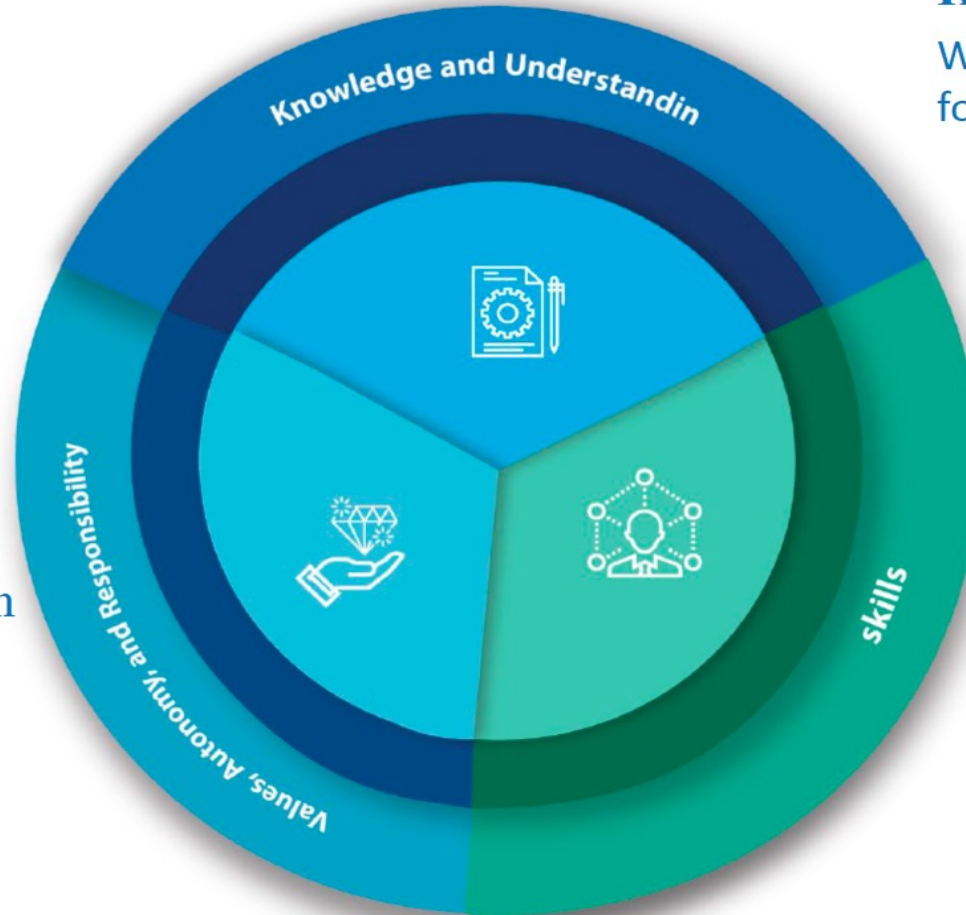
NQF Learning Dimensions

Knowledge and Understanding

What the graduate Knows and Understands for continued learning, work

Values, Autonomy, and Responsibility

What the graduate represents in terms of principles and standards that are oriented towards success in the areas of life



SKILLS

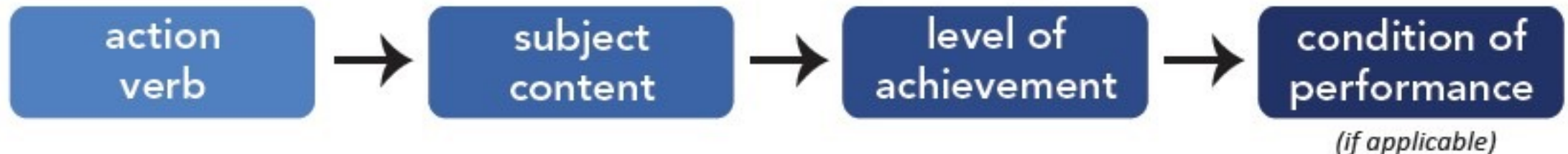
What a graduate can do for continued learning, work

Course Learning Outcomes

CLOs should be SMART outcomes. Use the following chart to see if your outcomes follow SMART principles:

Specific	Is there a description of a precise behavior and the situation it will be performed in? Is it concrete, detailed, focused and defined?
Measurable	Can the performance of the objective be observed and measured?
Achievable	With a reasonable amount of effort and application can the objective be achieved? Are you attempting too much?
Relevant	Is the objective important or worthwhile to the learner or stakeholder? Is it possible to achieve this objective?

Well-written LOs involve the following parts:



Taxonomies of Learning Outcomes

Dreyfus

DOK

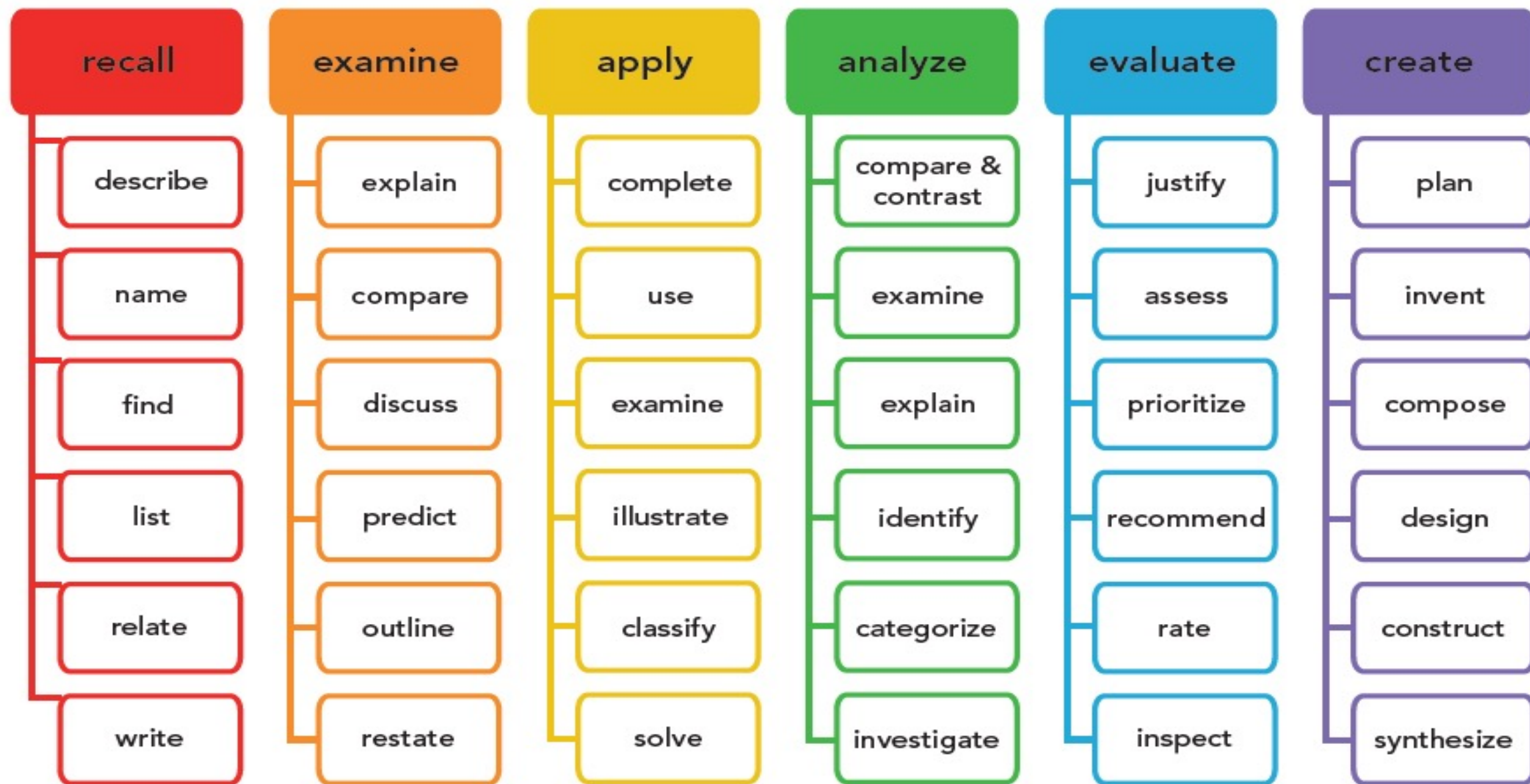
Bloom

SOLO

Generating LOs using *Bloom's Cognitive Taxonomy* (adapted 2019)

Lower Order

Higher Order



Course Learning Outcomes

1. Course Learning Outcomes Assessment Results

Course learning Outcomes (CLOs)		PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
				Target Level/ Criterion for Success	Actual Level	
1	Knowledge and Understanding:					
1.1	From course specification	Mapping PLO with CLO	from course specification	70-80%	What you got from your analysis	
1.2						
2	Skills:					
2.1						
2.2						
3	Values:					
3.1						
3.2						



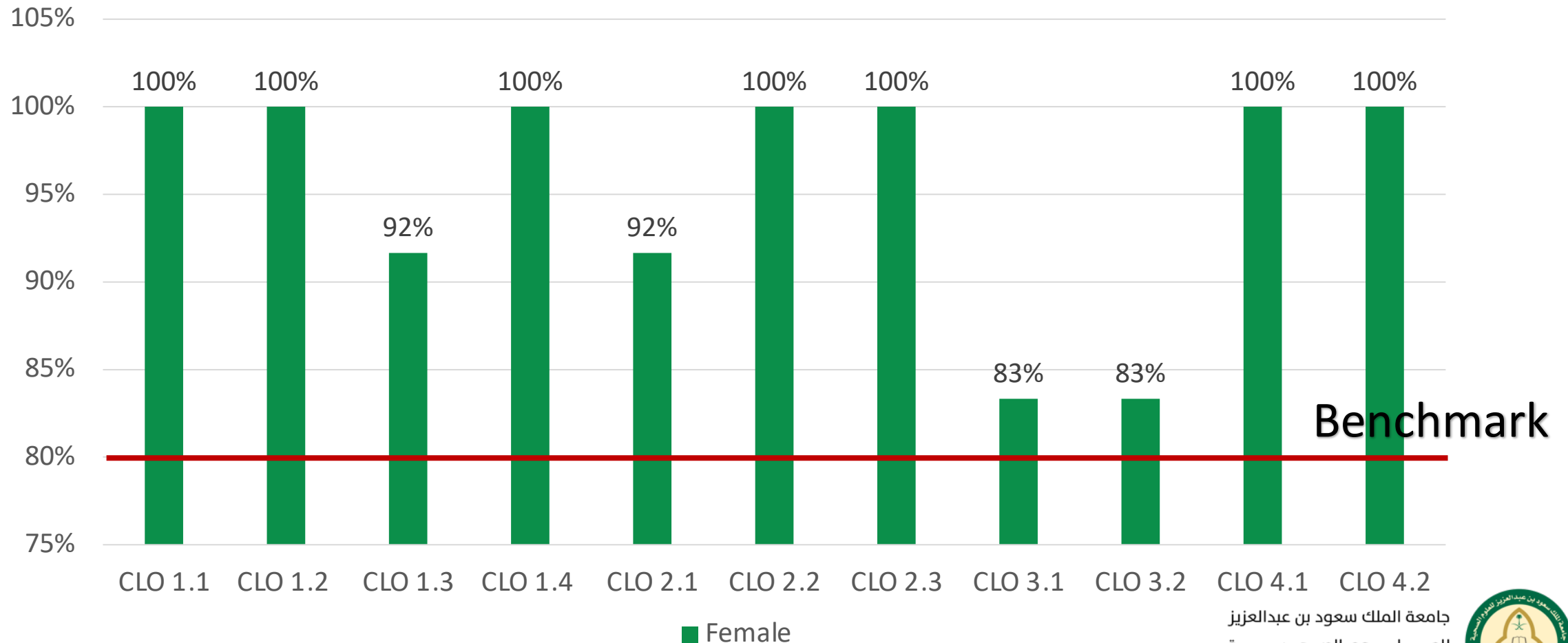
CLO code	CLO	Quiz 1	Quiz 2	Quiz 3	Midterm	Case report	assignment	Final	Total
		5%	5%	5%	20%	20%	5%	40%	100%
Knowledge, student will be able to:									
1.1	Recognize the mechanism of normal and abnormal immune	5			7			22	34
1.2	Know the laboratory diagnosis techniques such as agglutination, precipitation, immunofluorescence and enzyme immunoassay		5		5				10
1.3	List Immune cells and their differentiation steps				4			2	6
1.4	Differentiate between contrasts in immunology and the crosstalk between different situations such adaptive and innate immunity, B-cells and T-cells, T-helper and T-cytotoxic, Systemic or local Immunity.			5	5			11	21
Cognitive Skills, student will be able to:									
2.1	Differentiate the work in an immunology/serology laboratory by focusing on the concepts, principles, and performance skills;				3			4	7
2.2	Understand how concepts, principles, and performance skills in laboratory are relating to the other disciplines in laboratory medicine.						5		5
2.3	Evaluate data from selected immunology laboratories				4			19	23
Interpersonal Skills & Responsibility									
3.1	Demonstrate teamwork abilities					5			5
3.2	Manifest leadership capabilities					5			5
Communication, Information Technology, Numerical									
4.1	Utilize research data from selected online immunological tests using information technology and internet					5			5
4.2	Interpret immunological test results using information technology skills.					5			5

CLO calculation example

	Female students		CLO 1.1	CLO 1.2	CLO 1.3	CLO 1.4	CLO 2.1	CLO 2.2	CLO 2.3	CLO 3.1	CLO 3.2	CLO 4.1	CLO 4.2
	Name	ID	34 question	10	6	28	7	5	23	5	5	5	5
1			82% =28/34	80%	67%	86%	71%	100%	78%	60%	60%	80%	80%
2			88%	80%	83%	86%	100%	100%	78%	100%	100%	100%	100%
3			94%	100%	100%	96%	100%	100%	91%	100%	100%	100%	100%
4			88%	90%	83%	89%	100%	100%	96%	100%	100%	100%	100%
5			88%	80%	83%	89%	100%	100%	87%	100%	100%	100%	100%
6			91%	90%	100%	93%	71%	100%	96%	60%	60%	80%	80%
7			85%	90%	100%	89%	71%	100%	78%	100%	100%	80%	80%
8			82%	80%	67%	89%	86%	100%	65%	100%	100%	80%	80%
9			97%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
10			94%	90%	83%	86%	86%	100%	96%	80%	80%	80%	80%
11			88%	100%	63%	89%	57%	100%	83%	80%	80%	80%	80%
12			88%	80%	100%	93%	86%	100%	83%	100%	100%	100%	100%
Number of student achieved CLO (full mark)			0	3	5	1	5	12	1	8	8	6	6
Student % achieved benchmark (70%)			100%	100%	92%	100%	92%	100%	100%	83%	83%	100%	100%

CLO assessment example

CLAB 313 CLOs Female Assessment



Course Learning Outcomes

2. Recommendations

Any recommendation regarding CLOs, CLOs assessment results.



Activity

In your course, create a CLO/assessment map to be used in student evaluation



BREAK





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SECTION E.

COURSE QUALITY EVALUATION

Course Quality Evaluation

1. Students Evaluation of the Quality of the Course

Date of Survey:	Number of Participants:	Percentage of Participation:	Evaluation Result:
Students Feedback		Course Coordinator/Instructor Comments/Response	
Strengths: <ul style="list-style-type: none"> • • 			
Areas for improvement: <ul style="list-style-type: none"> • • 			
Suggestions for Improvement: <ul style="list-style-type: none"> • • 			

Must be more than 50%



COURSE EVALUATION SURVEY (CES)

College:		Program Name:		GPA Range :	
Branch:		Degree:		Age:	
Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Nationality:			

Please complete the survey below to help us to improve the quality of our University.

Questions about the beginning of the course

أسئلة خاصة ببداية المقرر

	لا أوافق أبدًا Strongly Disagree (1)	غير موافق Disagree (2)	محايد Neutral (3)	أوافق Agree (4)	أوافق جدًا Strongly Agree (5)	
1. The course outline was made clear to me (including the knowledge and skills the course was designed to develop).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	١. كانت الخطوط الأساسية (بما في ذلك المعلومات والمهارات التي صمم المقرر لتطويرها) واضحة بالنسبة لي.
2. The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	٢. كانت متطلبات النجاح في المقرر (بما في ذلك الواجبات التي يتم التقييم بناء عليها، ومحكات التقييم) واضحة بالنسبة لي.
3. Sources of help for me during the course including faculty office hours and reference material were made clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	٣. كانت مصادر مساعدتي في المقرر (بما في ذلك الساعات المكتبية لعضو هيئة التدريس، والمراجع) واضحة بالنسبة لي.

	أوافق جداً Strongly Agree (5)	أوافق Agree (4)	محايد Neutral (3)	غير موافق Disagree (2)	لا أوافق أبداً Strongly Disagree (1)	
٤. كان تنفيذ المقرر والأشياء التي طلب مني أداؤها متسقة مع الخطوط الأساسية للمقرر.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. The conduct of the course and the things I was asked to do were consistent with the course outline.
٥. كان عضو هيئة التدريس ملتزماً بإعطاء المقرر بشكل كامل (مثل: بدأ المحاضرات في الوقت المحدد، تواجد عضو هيئة التدريس بشكل دائم، الإعداد الجيد للمواد المساعدة في التدريس، وهكذا).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. My instructor(s) were fully committed to the delivery of the course (E.g. Classes started on time, instructor was always present, material well prepared, etc).
٦. لدى عضو هيئة التدريس الذي يقوم بتقديم هذا المقرر إلمام كامل بمحتوى المقرر.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. My instructor(s) had thorough knowledge of the course content.
٧. كان عضو هيئة التدريس موجوداً للمساعدة خلال الساعات المكتبية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. My instructor(s) were available to help me during office hours.
٨. كان عضو هيئة التدريس متحمساً لما يقوم بتدريسه.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. My instructor(s) were enthusiastic about what they were teaching.
٩. كان عضو هيئة التدريس مهتماً بمدى تقدمي وكان معيناً لي.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. My instructor(s) cared about my progress and were helpful to me.
١٠. كان كل ما يقدم في المقرر حديثاً ومفيداً، (النصوص المقروءة، التلخيصات، المراجع، وما شابهها).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Course materials were up to date and useful (texts, handouts, references etc.).
١١. كانت المصادر التي احتجتها في هذا المقرر متوافرة كلما كنت أحتاج إليها.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. The resources I needed in this course were available when I needed them (textbooks, library, computers etc.).
١٢. كان هناك استخدام فعال للتقنية لدعم تعليمي في هذا المقرر.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. In this course effective use was made of technology to support my learning.
١٣. وجدت تشجيعاً لإلقاء الأسئلة وتطوير أفكارى الخاصة في هذا المقرر.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. I was encouraged to ask questions and develop my own ideas.
١٤. شجعت في هذا المقرر على تقديم أفضل ما عندي.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. I was inspired to do my best work.
١٥. ساعدت الأشياء التي طلبت مني في هذا المقرر (الأنشطة الصفية، المعامل، وهكذا) في تطوير معرفتي ومهاراتي التي يهدف المقرر لتعليمها.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. The things I had to do in this course (class activities, assignments, laboratories etc.) were helpful for developing the knowledge and skills the course was intended to teach.

16.	The amount of work I had to do in this course was reasonable for the credit hours allocated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	١٦. كانت كمية العمل في هذا المقرر متناسبة مع عدد الساعات المعتمدة المخصصة للمقرر.
17.	I was informed of my assignments' and tests' results in this course within reasonable time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	١٧. قدمت لي درجات الواجبات والاختبارات في هذا المقرر خلال وقت معقول.
18.	Grading of my tests and assignments in this course was fair and reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	١٨. كان تصحيح واجباتي واختباراتي عادلاً ومناسباً.
19.	The links between this course and other courses in my total program were made clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	١٩. وضحت لي الصلة بين هذا المقرر والمقررات الأخرى بالبرنامج (القسم).

Evaluation of the Course

تقويم المقرر

	لا أوافق أبداً Strongly Disagree (1)	غير موافق Disagree (2)	محايد Neutral (3)	أوافق Agree (4)	أوافق جداً Strongly Agree (5)	
20.	What I learned in this course is important and will be useful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	٢٠. ما تعلمته في هذا المقرر مهم وسيفيدني مستقبلاً.
21.	This course helped me to improve my ability to think critically and solve problems effectively rather than just memorizing information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	٢١. ساعدني هذا المقرر على تحسين قدرتي على التفكير وحل المشكلات بدلاً من حفظ المعلومات فقط.
22.	This course helped me to develop my skills in working as a member of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	٢٢. ساعدني هذا المقرر على تحسين مهاراتي في العمل على شكل فريق.
23.	This course has improved my ability to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	٢٣. ساعدني هذا المقرر على تحسين قدرتي على الاتصال بفاعلية.

Overall Evaluation

التقويم العام

	لا أوافق أبدًا Strongly Disagree (1)	غير موافق Disagree (2)	محايد Neutral (3)	أوافق Agree (4)	أوافق جدًا Strongly Agree (5)	
24. Overall, I was satisfied with the quality of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	٢٤. أشعر بالرضا بشكل عام عن مستوى جودة هذا المقرر.

Open Ended Items

أسئلة مفتوحة

25. What did you like most about this course?

٢٥. ما الذي أعجبك بشكل كبير في هذا المقرر؟

26. What did you dislike most about this course?

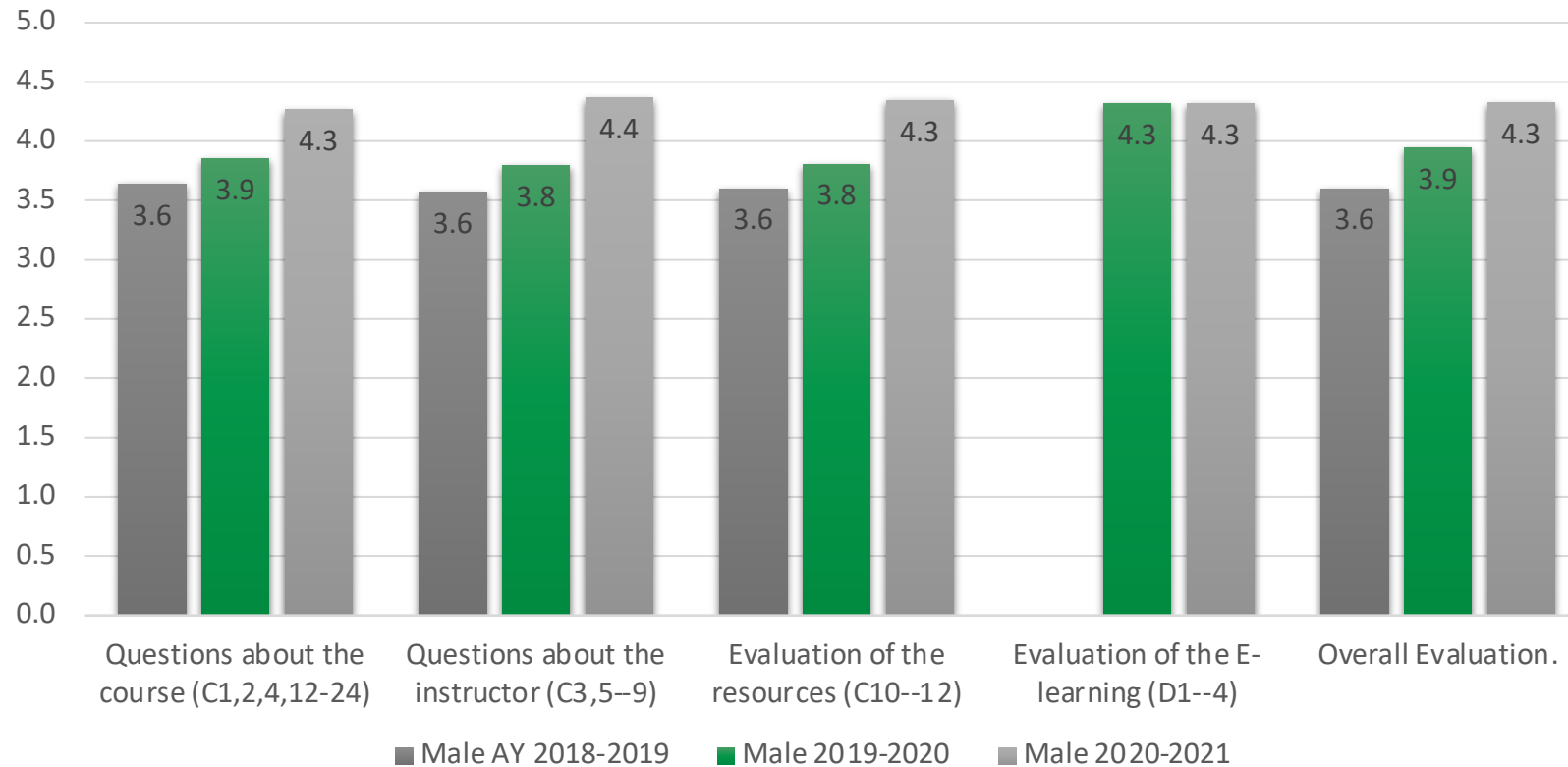
٢٦. ما الذي لم يعجبك بشكل كبير في هذا المقرر؟

27. What suggestion(s) do you have to improve this course?

٢٧. ما الاقتراحات التي لديك لتحسين هذا المقرر؟

Course survey example

CLAB 313 Male course survey - Three years comparason



Course Quality Evaluation

2. Other Evaluations

Evaluation method : Peer review, CLO survey ..etc	Date:
Evaluator(s) Comments	Course Coordinator/Instructor Comments/Response
Strengths: <ul style="list-style-type: none"> • • 	If you say in the course specification that you use peer reviewer for assessing the effectiveness of teaching and assessment. You should report the results of the evaluation that was done by your peer reviewer.
Areas for improvement: <ul style="list-style-type: none"> • • 	
Suggestions for Improvement: <ul style="list-style-type: none"> • ✳ Add separate table for each evaluation 	

Course Quality Evaluation

3. Recommendations

Any recommendations related to course evaluation.





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SECTION F.

DIFFICULTIES AND CHALLENGES

Difficulties and Challenges

Difficulties and Challenges	Consequences	Actions Taken
Administrative Issues		
Learning Resources		
Facilities		

If there was any difficulties that affect the progress of the course (consequences)?

What did you do to solve these issues?





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SECTION G.

COURSE IMPROVEMENT PLAN

Course Improvement Plan

1. Course Improvement Actions

Recommended Actions	Actions Taken	Results	Comments
a. Previous course Report Recommendations			
b. Other Improvement Actions*			

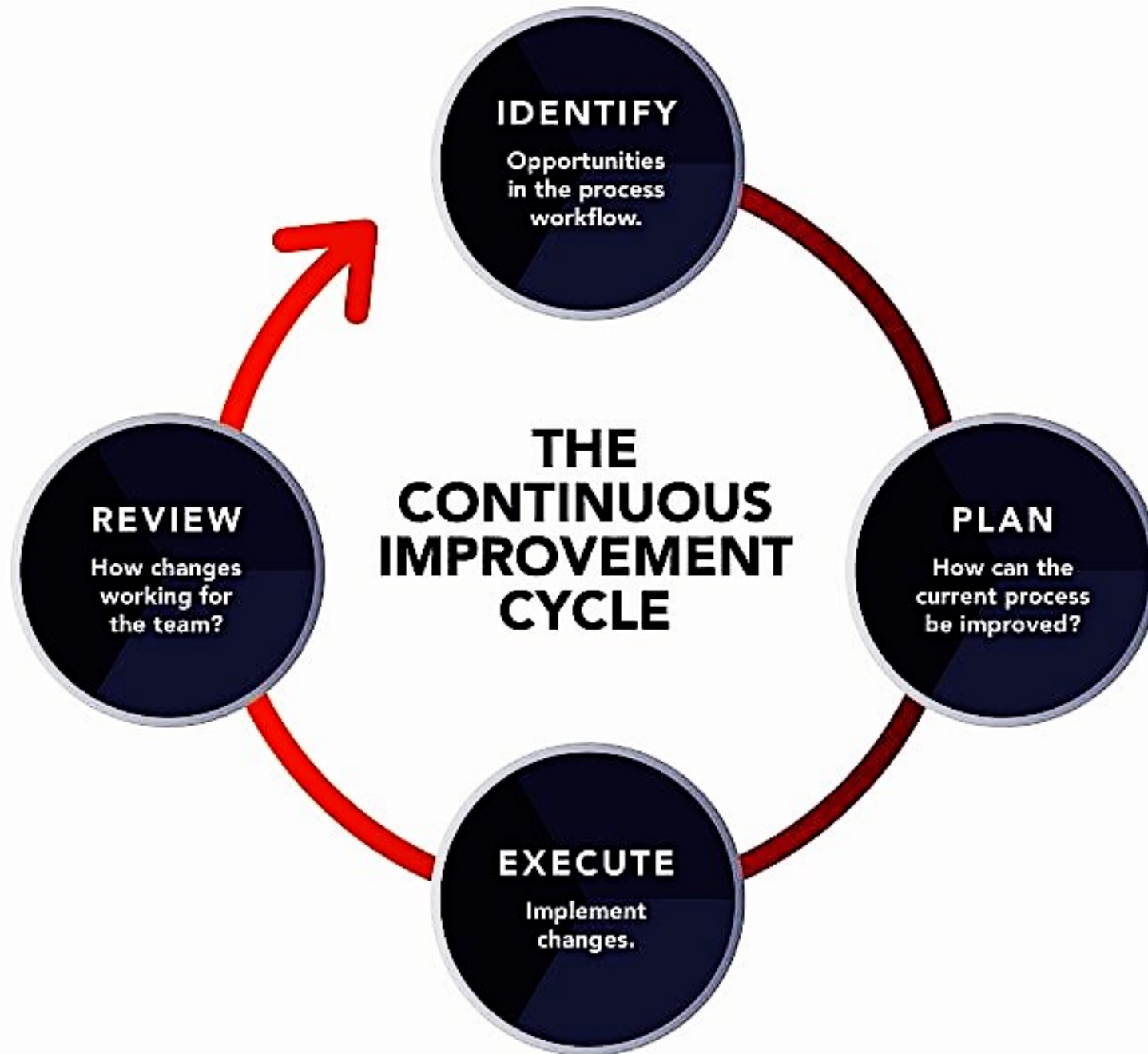
* (The developmental measures taken during teaching the course and not included in the development plan of it)

Course Improvement Plan

2. Action Plan for Next Semester/Year

Recommendations	Actions	Responsibility For Implementation	Time		Needed Support
			Start	End	
	This should be specific	Person name			







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WORKSHOP EVALUATION



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Thank you