ATTACHMENT 2 (c)

Annual Program Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT
(ANPR)

College of Food and Agriculture Sciences / Department of Animal Production

05/2014

**Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment**

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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: King Saud University   Date of Report: 13/5/2014
2. College/ Department: College of Food and Agriculture Sciences/ Department of Animal production
3. Dean: Professor Fahad N. Al-Barakah
4. List all branches/locations offering this program   1. Main Campus, Al-Dariya, Riyadh

Kingdom of Saudi Arabia
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Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعـتـمـــاد الأكـاديـمـــي

A. Program Identification and General Information

Program title and code: Animal Production – ANPR
Name and position of person completing the ANPR Prof. Ahmed Alhaidary
Academic year to which this report applies. 2012-2013 1433-1434 H

B Statistical Information

1. Number of students who started the program in the year concerned: 17

2. (a) Number of students who completed the program in the year concerned: 11

Completed the final year of the program:

Completed major tracks within the program (if applicable) NA

Title……………………………………………………No

Title……………………………………………………No

Title……………………………………………………No

Title…………………………………………………… .No

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

3. Apparent completion rate.

(a) Percentage of students who completed the program, 64.7%
(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) NA
(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).

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـم
والاعـتـمــاد الأكـاديـمــي

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). Update the years as needed.

Enrollment Management and Cohort Analysis (Table 1)

Student Category	2007-08	2008-09	2009-10	2010-11	2011-12	Current Year 2012-13
Total cohort enrollment	18	18	18	17	16	7
Retained till year end	18	18	17	17	16	7
Withdrawn during the year and re-enrolled the following year	4	4	0	0	0	0
Withdrawn for good	0	0	1	0	2	0
Graduated successfully	NA	NA	NA	1	7	6

   a. Provide an analysis for the cohort that started PYP on 2008 – 09
   Eighteen students had enrolled for in year for both semesters, in which all of them were retained in the program and four students were withdrawn during the year (2008-2009) and re-enrolled the following year. No students were withdrawn for good.

   b. Provide an analysis for the cohort that started PYP on 2009 – 10
   Eighteen students continued the program for the third year, in which seventeen students were retained in the program and one student was withdrawn during the year (2009-

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

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الهيئـــة الوطنيــة للتقويـم
والاعـتـمــاد الأكـاديـمــي

2010) and re-enrolled the following year. One student was withdrawn for good.

c. Provide an analysis for the cohort that started PYP on 2010 – 11
Seventeen students continued the program for the fourth year, in which all of them were retained in the program and no was withdrawn during the year (2010-2011). No students were withdrawn for good and one student was graduated successfully from the program (only 5.5% of total cohort enrollment).

d. Provide an analysis for the cohort that started PYP on 2011 – 12
Sixteen students continued the program for the fifth year, all of them progressed during the year and two students was withdrawn during the year (2011-2012). Two students were withdrawn for good and seven students (38.8% of total cohort enrollment) were graduated successfully from the program.

e. For the sixth year, seven students continued the program, in which one student was retained in the program and six students (33.3% of total cohort enrollment) were graduated successfully from the program.

The total number of the graduates from year 4 to 6 was 14 student out of 18 which about 77.8%. About 16.7% of the cohort students withdrawn for good from the program and only 5.5% spent more than six year to graduate.

* PYP - Preparatory Year Program

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   14/5/2014

Number Surveyed   10   Number Responded   8   Response Rate %   80%

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	0	0	8	0	2
Percent of Respondents	0%	0%	100%	0%	0%

Analysis: List the strengths and recommendations
A very high percentage of students were employed in the subject field (80%). 3 students (37.5% of employed for that particular year) are working at ARASCO company, 3 students (37.5%) are working at Al Safi Dairy Farm, one student (12.5%) is working at ASTRA Farm and one student (12.5%) is working as a lab technician at King Saud University.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

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الهيئـــة الوطنيـــة للتقويـــم
والاعـتـمــاد الأكـاديـمـــي

This gives an indication of great market demand for Saudi students who are specialized in Animal Production.

It is recommended to accept more students in the field of Animal Production, due to a great demand for them in the Saudi market. In order to increase the number of students, it's recommended to meet with high school students (to either arrange visit to the department or visit high school in the area) and explain the strong demand for this area.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئــة الوطنيــة للتقويـم
والاعـتـمـاد الأكـاديـمـي

C. Program Context

Significant changes within the institution affecting the program (if any) during the past year. NA Implications for the program NA
2. Significant changes external to the institution affecting the program (if any) during the past year. NA Implications for the program NA

D. Course Information Summary

1. Course 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.)

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

Course reports are used as one of the tools to evaluate the overall performance of the program. For this purpose, course reports are discussed at the department level and areas identified for improvement are taken into considerations.

The quality committee is responsible to prepare an action plan based on the findings of course reports. As it was identified in course evaluation survey that students want faculty to give feedback on the performance of students in various assessments (midterm, quiz and final term). This has been set as an area for improvement in the coming academic year.

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

    (1.) Completion rate analysis:
Since the enrolment rate of the program is not very high, students receive more attention from faculty. Based on the course report findings, completion rate of the sample of the courses is around 90%. This is the average, meaning that the completion rate is 100% in some cases and in some cases, it drops to 80% (15 course reports were used to reach to this conclusion). As the following grade distribution analysis shows that only 10% could not pass and 90% got passed. So completion rate is

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعـتـمـــاد الأكـاديـمـــي

90% approx. This conclusion is drawn based on a sample of course reports.

   (2.) Grade distribution analysis:
30% students secured - A
30% students secured- B
15% students secured- C
15% students secured- D
10% students secured- F &/or incomplete

This analysis is based on the findings from 15 course reports.

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

The normal trends over few semester show that students' scores have normal curve meaning that some students have secured A, some have been awarded B and the remaining are in the C and D grades. A little number could not qualify and was awarded Failed or incomplete in case student(s) did not complete all requirements of the course. (Course reports for previous semester would be required to address this comment. Since only current CR was available, such table may not be given.)

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 2. Analysis of Significant Results or Variations.

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 NA None identified with significant variation.	Significant result or variation NA
Investigation undertaken Reason for significant result or variation	
Action taken (if required) In general, there was not significant variation in all courses taught.	

(Attach additional summaries if necessary)

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــــة الوطنيــــة للتقويــم
والاعـتمـــاد الأكـاديـمــــي

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
All courses were taught, there was not any problem with any course.		

(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 Not Applicable	Unit of work	Reason
Compensating action if required		

_____

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئــــة الوطنيـــة للتقويـم
والاعـتـمـاد الأكـاديـمــي

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
No significant management problem was faced by the program.		

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئــة الوطنيــة للتقويــم
والاعـتـمــاد الأكــاديـمــي

F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)

Date of Survey	**March, 2013**
Attach survey report (see annexure-A)	

a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
Following are the strength: 1. The members of the department give appropriate guidance when the students need it) and the availability of technical support to help students in using information and communication technologies are highly appreciated by the students. Following are the areas for improvement based on the survey results: 1. Members of the department present the feedback on student performance. Performance in quiz, mid-term exam and final term exam. Students have identified it as an area where improvement is required. This needs to be addressed for improvement.	It is evident from the survey results that overall students' level of satisfaction is quite high in all the areas except "faculty feedback to students on their performance". This would be our focus of attention for the next academic year.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويــم
والاعـتـمــاد الأكـاديـمـــي

b. Changes proposed in the program (if any) in response to this analysis and feedback.

No changes are required at this stage. Changes would be considered if they are significant in nature.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــــة الوطنيـــة للتقويـــم
والاعـتـمــاد الأكــاديـمــي

2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

Students overall satisfaction survey: (Annex-B)

(Re: Employers' survey is scheduled for the next academic year)

Describe evaluation process:
Questionnaires were distributed among students and response was collected, analyzed and presented in the attached file.

Attach review/survey report

a. List most important recommendations for improvement, strengths and suggestions for improvement. Following are the strength: 1. Question related to Teaching, learning in the survey have been rated high. 2. Students' Advice & support system have been highly appreciated by the students. Following are the areas for improvement based on the survey results: 1. Resources and educational facilities need to be addressed for improvement. 2. Feedback on assessment also needs to be provided by the faculty.	(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?) The recommendation for improvement is valid but further investigations required as to what facilities are needed.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــــة الوطنيـــة للتقويـــم
والاعـتـمـــاد الأكـاديـمـــي

b. Changes proposed in the program (if any) in response to this feedback. No changes are required at this stage. Changes would be considered if they are significant in nature.	
2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.	

(a) List 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).

Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	YES	****	A committee should be formed for student extension and guidance. Sustainable communication methods with the students when they leave the university.
4.2 Program Development Process	YES	****	
4.3 Program Evaluation and Review Processes	YES	***	Evaluation methods should be annually reviewed Internal committee is needed in the department. Establishing Academic Quality unit in the department. Finding out an organization that deals with and plays effective role in promoting graduate students to be hired by respected employers.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيــة السعوديــة
الهيئــــة الوطنيــــة للتقويـم
والاعــتــمــاد الأكــاديـمــي

4.4 Student Assessment	YES	****	Course instructor should use electronic evaluation tools in order to manage better assessment process. Training programs for instructors with regard to efficient use of Electronic teaching tools.
4.5 Educational Assistance for Students	YES	*****	The advance communication tools should be comprehensively used between faculty members and students. such as the Electronic Learning (EduGate, Black Board) and Short text messages(SMS)
4.6 Quality of Teaching	YES	****	The permanent Committee on Assurance and Quality in the department should be in charge of monitoring teaching quality and other related subjects.
4.7 Support for Improvements in Quality of Teaching	YES	****	Faculty members should enforce to join a certain number of development activities every year through offering incentives.
4.8 Qualifications and Experience of Teaching Staff	YES	*****	Sabbatical leave regulations and teaching curriculum development should be modified and updated**.**
4.9 Field Experience Activities	YES	****	More training agreements are needed to be made between the department and training agencies and sectors.
4.10 Partnership Arrangements With Other Institutions			

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعـــتــمـــاد الأكــاديـــمــــي

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

Strengths of the Program:

1. High percentages of the graduates are being employed in both private and governmental sectors of animal production sector
2. Good evaluation process including internal evaluation based on students and program surveys.
3. Highly qualified faculty members
4. Individual attention of the faculty on the students.
5. Research output of the faculty members

Areas for Improvement: Based on the overall standard-4, following are the areas for improvement:

1. More efforts to assess the learning outcomes of the program using indirect assessment techniques.
2. External evaluation of the program.
3. Strengthen QA department for effective QA of teaching and learning.

G. Program Course Evaluation

1. List 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
ANPR 106/ Introduction to Animal Production Systems	x			x	
ANPR 220/ General Physiology	x				x
ANPR 226/ Breeding and Genetic Improvement					
ANPR 252/Comparative Physiology of Farm Animal					
ANPR 254/ Farm Animals Physiology Laboratory	x			x	
ANPR 256/Camel Production				x	

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعــتــمـــاد الأكــاديـمـــي

ANPR 258/Poultry Production				x	
ANPR 260/Animal Production and Poultry Housing: Environment and Control					
ANPR 320/Dairy Cattle Production					x
ANPR 322/Reproduction in Farm Animals					x
ANP 324/Dairy Cattle Production					x
ANPR 326/Sheep and Goat Production				x	
ANPR 328/Animals and Poultry Health					x
ANPR 334/Poultry Nutrition					x
ANPR 336/Practical Animal and Poultry Production					x
ANPR 338/Ruminant Nutrition					x
ANPR 400 /Cooperative Training					x
ANPR 402/Field Training					x
ANPR 456/Dairy Cattle Breeding				x	
ANPR 458/Meat Production					x
ANPR 460 /Feed and Feed Formulation for Poultry & Ruminants					x
ANPR 462/ Animal Diseases				x	
ANPR 466/Modern Technology in Animal Breeding					x
ANPR 468/Research & Seminar					x

(Add items or attach list if necessary)

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعـتـمـاد الأكـاديـمـي

2. 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: Main Campus, Al-Dariya, Riyadh	Ministry of Higher Education	1965

List all courses taught by this program and for this program that are in other programs (if any).

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Preparatory Year, Semester 1					
	CT 140	IT Skills	Required, University obligatory	3	Preparatory Year Deanship
	MATH 140	Introduction to Mathematics	Required, University obligatory	2	Preparatory Year Deanship
	MC 140	Communication Skills	Required, University obligatory	2	Preparatory Year Deanship
	ENGL 140	English (1)	Required, University obligatory	8	Preparatory Year Deanship
Preparatory Year, Semester 2					
	ENT 101	Entrepreneurship	Required, University obligatory	1	Preparatory Year Deanship
	CI 140	Learning, Thinking & Research Skills	Required, University obligatory	3	Preparatory Year Deanship
	MATH 150	Differential Calculus	Required, University obligatory	3	Preparatory Year Deanship
	CHS 150	Health & Fitness (2)	Required, University obligatory	1	Preparatory Year Deanship
	ENGL 150	English (2)	Required, University obligatory	8	Preparatory Year Deanship
2nd Year					

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئــــة الوطنيـــة للتقويــم
والاعـتـمــاد الأكـاديـمـــي

Semester 1					
	STAT 100	Introduction to Statistics	Required, obligatory course	3(2+1)	Faculty of Food and Agriculture Sciences
	CHEM 101	General Chemistry (1)	Required, obligatory course	4(3+1)	Faculty of Science
	ZOOL 103	Principles of General Zoology	Required, obligatory course d	3(2+1)	Faculty of Science
	AEE 201	Principles of Agricultural Extension	Required, obligatory course	2(2+0)	Faculty of Food and Agriculture Sciences
	AGEC 205	Principles of Agricultural Economics	Required, obligatory course	3(3+0)	Faculty of Food and Agriculture Sciences
	IC 101	Principles of Islamic Culture	Elective course	2(2+0)	Faculty of Education
2nd Year Semester 2	PHYS 101	General Physics (1)	Required, obligatory course	4(3+1)	Faculty of Science
	BOT 102	Botany	Required, obligatory course	3(2+1)	Faculty of Science
	ANPR 106	Introduction to Animal Production Systems	Required, Obligatory course	2(2+0)	Animal Production
	CHEM 108	Introduction to Organic Chemistry	Required, obligatory course	4(3+1)	Faculty of Science
	IC 102	Family in Islam	Elective course	2(2+0)	Faculty of Education
	---	Free course	Elective course	2	
3rd Year Semester 1					
	BCH 101	General Biochemistry	Required, obligatory course	4(3+1)	Faculty of Science
	IC 103	Economics System in Islam	Elective course	2(2+0)	Faculty of Education

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

	PPS 201	Principles of Plant Production	Required, obligatory course	3(2+1)	Plant Production
	AGEC 217	Agricultural Organization Management	Required, obligatory course	3(2+1)	Agriculture Economics
	ANPR 220	General Physiology	Required, obligatory course	3(3+0)	Animal Production
	ANPR 226	Breeding and Genetic Improvement	Required, obligatory course	3(2+1)	Animal Production
	ANPR 254	Farm Animals Physiology Laboratory	Required, obligatory course	1(0+1)	Animal Production
3rd Year Semester 2					
	ANPR 258	Poultry Production	Required, obligatory course	3 (2+1)	Animal Production
	ANPR 320	Dairy Cattle Production	Required, obligatory course	2 (2+0)	Animal Production
	ANPR 322	Reproduction in Farm Animals	Required, obligatory course	2 (1+1)	Animal Production
	ANPR 326	Sheep and Goat Production	Required, obligatory course	2(2+0)	Animal Production
	ANPR 328	Animals and Poultry Health	Required, obligatory course	3(2+1)	Animal Production
	ANPR 338	Ruminant Nutrition	Required, obligatory course	3(2+1)	Animal Production
	ANPR 334	Poultry Nutrition	Required, obligatory course	2 (2+0)	Animal Production
	ANPR 336	Practical Animal and Poultry Production	Required, obligatory course	1 (0+1)	Animal Production
	---	Free Course	Elective course	2	Animal Production
4th Year					

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئــة الوطنيــة للتقويــم
والاعـتـمــاد الأكــاديـمــي

Semester 1					
	ANPR 400	Cooperative Training		12 (0 +12)	Animal Production
	or				
	ANPR 402	Field Training		3(0 +3)	Animal Production
	---	Department Elective Courses		9	Animal Production
4th Year Semester 2					
	IC 104	Islamic Political System	Elective course	2(2+0)	Animal Production
	ANPR 458	Meat Production	Required, obligatory course	2(1+1)	Animal Production
	ANPR 460	Feed and Feed Formulation for Poultry & Ruminants	Required, obligatory course	2(1+1)	Animal Production
	ANPR 466	Modern Technology in Animal Breeding	Required, obligatory course	2(2+0)	Animal Production
	ANPR 468	Research & Seminar	Required, obligatory course	1(0+1)	Animal Production
	---	Free course	Elective course	2	Animal Production
	---	Elective Courses	Elective course	8	Animal Production

3. Program Learning Outcome Assessment.   Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment	Date of Assessment
1.0	**Knowledge**		
1.1	Outline the fundamentals of each aspect in animal production (such as nutrition, diseases, physiology etc.).	Student's knowledge will be assessed directly through written exams (home works, quizzes,	Exams in each course that is dealing with animal production

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــــة الوطنيــــة للتقويــم
والاعــتــمــاد الأكـاديـمــي

			majors, reports, and final exams) and by indirect assessment methods (self-assessment and teacher assessment surveys).	throughout the study period (3rd through 4th year). Through the Research & Seminar course (ANPR 468) during the 4th year.
1.2	Describe the ethical and professional responsibilities of the carrier			In each course that is dealing with animal production (3rd and 4th year). Throughout the Cooperative Training course (ANPR 400), 4th year.
1.3	Define the role of the animal production and the impact of this carrier on Saudi economy and food security.			In each course that is dealing with animal production. Through course AGEC 205, 2nd year. Throughout the Cooperative Training course (ANPR 400), 4th year.
1.4	Recognize the basics and the applications of animal science and production in farm animals.			In each course that is dealing with animal production. Through the Cooperative Training course (ANPR 400) Through the Research & Seminar course (ANPR 468), mainly 3rd and 4th year.
2.0	**Cognitive Skills**			

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئــــة الوطنيــــة للتقويــم
والاعـتـمــاد الأكـاديـمــي

2.1	Collect data, analyze it, interpret results, justifications and finally write reports.	Direct assessment: home works, quizzes, majors, reports, and final exams Indirect assessment methods: self-assessment and teacher assessment surveys.	Through the Cooperative Training course (ANPR 400). Through the Research & Seminar course (ANPR 468). 4th year of the program.
2.2	Examine real life problems that faces the animal production industry and develop innovative solutions based on applicability		
2.3	Evaluate alternative solutions for problems facing the animal production industry.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Students will be able to show an ability to work as a member of a group and will learn more about ethical and professional issues awareness	Evaluation forms filled by the trainers about the skills and responsibility of the students during the coop period.	Through the Cooperative Training course (ANPR 400) 4th year
3.2	Evaluate student in a leadership role to judge the production process and will be able to perform self-learning, which requires the use of the tools of search for new information.	Faculty evaluation for students in seminars, classes and projects.	Through the Cooperative Training course (ANPR 400) Through the Research & Seminar course (ANPR 468). 4th year of the program
4.0	**Communication, Information Technology, Numerical**		
4.1	Students will have enough background in statistics and experimental methodology to conduct experiments and interpret the results, draw conclusion and write in English.	Oral skills will be assessed in oral presentations. Oral testing and examination Students IT skills will be assessed in computer courses and other relevant courses directly through home works and exams (quizzes, majors, reports, and final exams)	Through basic science courses (1st and 2nd year) Through the Cooperative Training course (ANPR 400) Through the Research & Seminar course (ANPR 468).

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعـــتمـــاد الأكـــاديـمـــي

4.2	Students will demonstrate the ability to gather, analyze, evaluate asses and interpret data and then write up report with proper discussion.	Oral skills will be assessed in oral presentations. Oral testing and examination.	Through basic science courses (1st and 2nd year). Through the Cooperative Training course (ANPR 400) Through the Research & Seminar course (ANPR 468).
5.0	**Psychomotor**		
5.1	Construct skills for hand movements as needed in performing laboratory and field work (titration, pipetting, weighing etc.).	In the laboratory exams students are assessed on their ability to perform tasks that require psychomotor skills.	Throughout the laboratory courses.
5.2			

Provide an analysis of the Four (five/six) Year Program Learning Outcome Assessment Cycle
(List strengths and recommendations).

In the first year (preparatory year) students are get prepared in basic courses which will cover English, IT, Communication Skills, Learning, Thinking & Research Skills. The NQF Learning Domains and Learning Outcomes gained from these courses will help students in the Communication, Information Technology, and Numerical and in improving the Cognitive Skills as well. The outcome of these courses is expected to help students in the ability to gather, analyze, evaluate asses and interpret data and then write up report with proper discussion during the fourth year of the program. Student's knowledge will be assessed directly through written and oral exams and by indirect assessment methods (teacher assessment surveys).

The second year of the program is designed to cover science course and courses from the other departments in Agriculture. The science courses are considered as prerequisites for the courses in Animal Science, they considered as basic courses that help students to understand the core courses in Animal Science. On the other hand, the courses from other departments in Agriculture will increase student's knowledge in Agriculture. The NQF Learning Domains and Learning Outcomes gained from these courses will is expected to increase the knowledge and the Cognitive Skills. Student's knowledge and Cognitive Skills will be assessed directly through written and oral exams and by indirect assessment methods (teacher assessment surveys).

The third year will cover more basic science courses and students will be introduces to the core courses in Animal Science. The NQF Learning Domains and Learning Outcomes expected from the third year will increase students' knowledge in fundamentals in Animal Science such as nutrition, physiology, breeding and diseases. Students will be working with species of commercial animals that have strong impacts on the Saudi economy. Student's knowledge and Cognitive Skills will be assessed directly through written and oral exams and by indirect

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويــم
والاعـتـمــاد الأكــاديـمــي

assessment methods (teacher assessment surveys and evaluation for the practical parts of the courses).

The fourth year will contain practical courses such as Cooperative Training, Field Training and seminar which will help students in applying the fundamentals they learned earlier in the program. The goal of these courses is to help students in interpersonal skills & responsibility. Also, there are some elective and free courses in this year, the purpose is to let student to focus on topics in Animal Production that could be of interest to them. The assessment method for Interpersonal Skills & Responsibility and Psychomotor are based on evaluation forms filled by the trainers during the coop period and faculty evaluation for students in seminars, classes and projects.

No recommendations are offered at this time, since this is a new plan for the program and it was revised carefully to be comparable to other good programs at the international level.

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). Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and 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 (Institutionally approved for the program)

KPI #1 Program KPI: Students overall evaluation on the quality of their learning experiences at the institution (Average rating of the overall quality of their program on a five point scale in an annual survey final year students).	
Assessment Year: 2012-2013	**Program Learning Outcome:** Knowledge
NQF Learning Domain	
Target Benchmark	3.50
KPI Actual Benchmark	3.65
Internal Benchmark	3.50
External Benchmark	
New Target Benchmark	4.00
Analysis: (List strengths and recommendations) Strength: the achieved average rating is 3.65 which is very close to the target and internal benchmark; however more work must be done to achieve the new target benchmark (4.0). Recommendation: the action plan must be followed accordingly to achieve the new benchmark. Increase the student satisfaction on the program by improving the quality of learning.	

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعـــتــمـــاد الأكـــاديـــمــــي

KPI # 2 Program KPI: The overall rating of the employers on the performance quality of the program graduates

Assessment Year: 2012-2013 **Program Learning Outcome:** Interpersonal Skills & Responsibility

NQF Learning Domain	
Target Benchmark	3.50
KPI Actual Benchmark	3.49
Internal Benchmark	3.00
External Benchmark	
New Target Benchmark	4.00

Analysis: (List strengths and recommendations)
Strength: successful integrated field training course and cooperative training course, students are very familiar with the work place. In most times, students will work in the place where they did the training.
Recommendations: enhance the performance quality of graduates by focusing on the practical aspects in order to achieve the new target benchmark.
Improvement|: incorporation of employers into learning and teaching process through lecturing and workshops.

KPI # 3 Program KPI: Student evaluation of academic and career counselling (Average rating on the adequacy of academic and career counselling on a five point scale in an annual survey of final year students)**.**

Assessment Year : 2012-2013**. Program Learning Outcome:** Cognitive Skills.

NQF Learning Domain	
Target Benchmark	3.50
KPI Actual Benchmark	3.67
Internal Benchmark	3.00
External Benchmark	
New Target Benchmark	4.00

Analysis: (List strengths and recommendations)
Strength: database availability from Student Evaluation Survey on annual basis. The actual benchmark is relatively good and showed that faculty are available for counselling.
Recommendations: increase counselling time between faculty member and students by providing more office hours and utilizing up-to-date communication methods and electronic tools.
e.g. SMS, WhatsApp, Facebook, Twitter.

KPI # 4   **Program KPI:** Students overall rating on the quality of their courses.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

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الهيئـــــة الوطنيـــــة للتقويـــم
والاعـتـمــاد الأكـاديـمــي

(Average rating of students on a five point scale on overall evaluation of courses).	

Assessment Year: 2012-2013 **Program Learning Outcome:** Knowledge

NQF Learning Domain	
Target Benchmark	3.50
KPI Actual Benchmark	3.65
Internal Benchmark	3.80
External Benchmark	
New Target Benchmark	4.0

Analysis: (List strengths and recommendations)
Strength
1-Ratio of students to teaching staff (0.66:1) in terms of appropriate academic guidance
2-High satisfaction response of graduates on linking with achieving job.
3-Availability of learning sources
Recommendations:
- Update curriculum and using advance Teaching tools.
Improvement:
- Higher overall rating on the quality of students' courses.

KPI # 5 Program KPI: Student evaluation of library services. (Average rating on adequacy of library services on a five point scale in an annual survey of final year students)**.**

Assessment Year: 2012-2013   **Program Learning Outcome:** Interpersonal Skills & Responsibility.

NQF Learning Domain	
Target Benchmark	3.50
KPI Actual Benchmark	3.80
Internal Benchmark	4.60
External Benchmark	
New Target Benchmark	4.0

Analysis: (List strengths and recommendations)

The target benchmark is lower than the internal benchmark and the new benchmark. More actions are required to improve the library services, such as updating the books and scientific journals; using new technology in reserving books online, providing more computers and WiFi services.
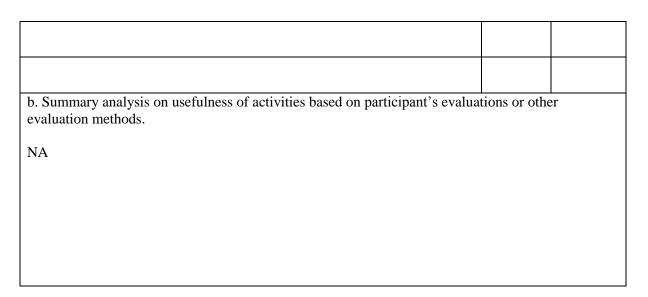
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3. Orientation programs for new teaching staff

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيــة السعوديــة
الهيئـــــة الوطنيـــة للتقويــم
والاعـتـمـــاد الأكــاديـمــــي

Orientation programs provided? Yes [x] No [ ] If offered how many participated?	All

a. Brief Description

- Attendance of orientation and skill develop courses is considered mandatory mostly for the newly recruited faculty members. The orientation workshop lasted 3 days in which several topics will be covered, such as; vision mission and goals of King Saud University, introduction to human resources, faculty handbook, academic and administrative policies, facilities and resources available at the university such as the library and health center, research grants available.

- Workshops which are sponsored by the Deanship of Skills development for various aspects of academic development and quality are conducted frequently during the academic year and it's mandatory.

b. List recommendations for improvement by teaching staff.

- Faculty members are required to attend conferences and workshops to enhance their knowledge in the field of teaching.
- Peer consultation in teaching for faculty upon their request.
- Research projects grants and administration
- Teaching performance evaluation
- Criteria for faculty appointment and promotion

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

N/A

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4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
a. Activities Provided	Teaching Staff	Other Staff
Using blackboard in teaching.	20	5
Orientation & training program for new faculty	All	

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويــم
والاعـتـمـــاد الأكـاديـمـــي

b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods. NA		

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

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
1.1. There is limited information provided for each subsection indicated in Section G (Evaluation in Relation to Quality Standards), particularly for Standards 3, 4, 5, 6, 7 and 11. Reference should be made to KPIs where they are relevant to the concerned items. Specific data are needed to show trends, statistical data, figures derived from survey results. Conclusions need to be supported and benchmarked against other similar institutions where they are relevant. 1.2. The low enrolment rate of students in the Animal Production Program needs to be seriously addressed. A comprehensive plan of action has to be formulated and supported by the College. Consequently, apparent completion rate (graduation rate) is adversely affected. 1.3. Although student learning outcomes are appropriately specified in the course specifications, there is a	1.1. All the above comments were seriously considered by including the relevant KPIs for each standard supported with figures compared to the internal benchmark and targeted benchmarks. Still the department face difficulties to obtain external benchmark. Even though external benchmark is absent, the CFAS and the animal production department have already made efforts to establish collaboration with other universities with similar programs in the USA and other well-known universities in Europe and Australia. 1.2. The department follows different strategies to increase number of student enrolment. The most effectively used and perceived beneficial strategies were contacts with secondary schools and community, individual contact by the staff members and student contact with other potential students, use of various publications, and the use of special

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــــة الوطنيــــة للتقويــم
والاعــتمــاد الأكــاديـمــــي

need to directly measure learning outcomes other than the tradition forms of assessment such as the use of rubrics.

1.4. Generally, although program managers seem to demonstrate a strong commitment to quality assurance, there is a need to improve the physical resources of the quality assurance unit in the college. In addition, a more systematic and organized system of quality assurance database should be set-up at the program level. Moreover, additional seminar workshops may be required for program managers and faculty to obtain more knowledge about the quality.

recruitment events. Special services can be provided by the department, which includes providing information, recruiting, orientating and supporting students through their first classes at the department. As a result of these new strategies, twenty three new students enrolled in the 2013-2014 academic year.

1.3. For the student learning outcomes, the department accreditation steering committee reviewed all the data regarding the assessment of student learning outcomes to assure the use of more direct forms of assessment including the rubrics. The direct form assessment will be started this semester (second semester-2013/2914) in term of exchanging the correction of final examination papers within the staff members.

1.4. Addresses all matters related to the Internal Quality Assurance (IQA) and the External Quality Assurance (EQA) of the institution as per the established minimum requirements of the standards, criteria, items and key performance indicators at the institution, colleges and programs levels and the administrative units. Also, colleges and programs and the administrative units is properly maintained and managed. Ensure that all policies and regulations pertaining to QA at the university, college and programs levels and the administrative units are properly documented, analyzed and disseminated and is properly maintained and managed as per the Strategic Performance Management System.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــــة الوطنيــــة للتقويــم
والاعــتــمــاد الأكــاديـمـــي

2. Implications for Planning for the Program

The most critical comment provided by the independent evaluators is the low enrolment rate of students in the Animal Production Program which requested to be seriously addressed by the department and college.

The department follows different strategies, through t**he Department Steering Committee** to increase the number of student enrolment, which includes providing information, recruiting, orientating and supporting students through their first classes at the department. As a result of these new strategies, twenty three new students enrolled in the 2013-2014 academic year. The department follows different strategies to increase number of student enrolment. The most effectively used and perceived beneficial strategies are contacts with secondary schools and community. In addition, individual contact by the staff members and student contact with other potential students, use of various publications (promotional brochures, videos, posters, bulletin boards, newsletters, newspaper, radio, television, and school announcements), and the use of special recruitment events will hopefully improve student enrolment. Special services can be provided by the department, which includes providing information, recruiting, orientating and supporting students through their first classes at the department. As a result of these new strategies, twenty three new students enrolled in the 2013-2014 academic year. The target number of students in the program is 40 students/ year.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئــة الوطنيــة للتقويـم
والاعـتـمــاد الأكـاديـمـي

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
a. **PROFESSIONAL DEVELOPMENT**: The Department faculty participated in a series of technology workshops. These workshops designed to address various technology resources that support teaching and learning. Some topics covered include the following: -supporting computer/technology skills through the integration of technology into the classroom. -designing and developing student learning activities that integrate computing and technology-based instruction into subject areas. - using on-line networks, to support classroom instruction. - The University will continue to provide learning opportunities and personal support	2012-2013	Trained Professionals from the Computer Center	Completed	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــة الوطنيــة للتقويــم
والاعــتــمــاد الأكــاديــمــي

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
b. **INFRASTRUCTURE IMPROVEMENT** - Upgrade educational aids - install interactive whiteboards and projectors in all classrooms	2012-2013	Administration	Completed	Completed
- upgrade laboratories equipment	2012-2015	Administration	Not complete	in the process of updating and upgrading
- establish a new farm facility for education, research and training: - Phase I---Purchasing the land	2012-2013	Administration	Completed	Completed
- Phase II--Building and replacing old equipment with a state of the art equipment that can be utilized for educational classes, research program and training to enhance learning and research.	2013-2016	Administration	Under construction	Under construction

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئـــة الوطنيـــة للتقـويـم
والاعـتـمـــاد الأكـاديـمـــي

c. **Quality Assurance:** Student feedback surveys have been used to evaluate the quality of education in the Department. The surveys undertaken in the first and second semesters have had a good response rate from the students and staff. The results of the surveys mentioned earlier in the report. There are many positive indicators in the surveys about the quality of education in the Department. The University will continue to use the same technique and involve students' views.	2012-2013	Administration	Completed	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
d.				

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــــة الوطنيــــة للتقويــم
والاعـتـمــاد الأكـاديـمــي

2. Proposals for Program Development
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other) NA
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.) NA
c. Development Activities for Faculty and Teaching Staff - Increased delivery of research findings through publication/extension/outreach activities with multiple stakeholder participation. - Expand utilization of new and existing technologies to promote current activities and research in animal welfare and production efficiency. - Increase funding for research on quality and safety of animal products. - Develop alternatives to growth promoting antibiotic use. - The faculty will participate in a series of technology conferences. These conferences are designed to address various technology resources that support teaching and research. Topics will cover modern techniques in animal production.

3. New Action Plan for Academic Year 2013-2014		
Actions Required	Completion Date	Person Responsible
a. Peer review of all course delivery and effectiveness of teaching methods used.	2013-2014	Course delivery and effectiveness of teaching methods committee
b. PROFESSIONAL DEVELOPMENT: The faculty will participate in a series of technology conferences and workshops to improve teaching methods and course delivery.	2014-2015	Head of the Department

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئــــة الوطنيــــة للتقويــم
والاعـتـمـــاد الأكــاديـمـــي

c. Increasing student involvement in quality assurance and enhancement of education:
  -Providing feedback on their courses.
  -Promoting student involvement in program evaluations of training courses.
  -Participating in the Department making process.
  -Representing their views.
	2014-2015	Head of the Department

d. Establishing an advisory and recruitment committee: The committee will manage short and long term strategies for the recruitment of students to the Department.	2014-2015	Advisory and recruitment committee
e. Establishing an assessment committee: The committee will manage the achievements of course and program objectives. Through evaluating the course reports.	2014-2015	Assessment committee
f. Establishing a grades committee: The committee will be in charge for moderation of exams and student assessment.	2014-2015	Grades committee
e. Strengthen student employability and career development : -Improving communication between stack holders and the Department.	2014-2015	The faculty

Program Chair/ Coordinator Name:_____

Signature: _____ **Date Report Completed:** _____

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

Signature: _____ **Date:** _____

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الـهيئــــة الوطنيــــة للتقويــم
والاعـتـمــاد الأكـاديـمــي