

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

## **ANNUAL PROGRAM REPORT**

2011-2012

Annual program reports should be prepared by the program coordinator in consultation with faculty teaching in the program or a program committee. The reports are provided to the head of department or college, and used as the basis for any modifications or changes that are required in the program. They should be retained on file to provide a record of developments in the program for use in periodic program self-studies and external reviews for accreditation.

Where reference is made to advice or comment from an independent evaluator, advice should be obtained from a person familiar with the program who is not directly involved in its delivery.

# Annual Program Report

Institution <b>King Saud University (KSU)</b>
College/ Department <b>College of Food and Agricultural Sciences                  Department of Animal Production</b>

## A. General Information

Program title and code: <b>Animal Production, ANP</b>
Name of program coordinator <b>Prof. Ahmed Ibrahim Al-Haidary</b>
Date of report <b>2013</b>
Academic year to which this report applies. <b>2011 / 2012</b>
Location if not on main campus or locations if program is offered in more than one location. <p style="text-align: center;"><b>Deriya University Campus.</b></p>

## B Statistical Information

1. Number of students who started the first year of the program this year: <input style="width: 50px; text-align: center;" type="text" value="0"/>								
2. Number of students completing the program in the year for which the report is prepared: (a) Completing the final year of the program: <input style="width: 50px; text-align: center;" type="text" value="15"/> (b) Completing major tracks within the program <table style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 80%;">Title.....No</td> <td style="text-align: center;"><input style="width: 50px; text-align: center;" type="text" value="NA"/></td> </tr> <tr> <td>Title.....No</td> <td style="text-align: center;"><input style="width: 50px; text-align: center;" type="text" value="NA"/></td> </tr> <tr> <td>Title.....No</td> <td style="text-align: center;"><input style="width: 50px; text-align: center;" type="text" value="NA"/></td> </tr> <tr> <td>Title.....No</td> <td style="text-align: center;"><input style="width: 50px; text-align: center;" type="text" value="NA"/></td> </tr> </table> (c) Completing an intermediate award specified as an early exit point (if any) <input style="width: 50px; text-align: center; margin-left: 20px;" type="text" value="NA"/>	Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>	Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>	Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>	Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>
Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>							
Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>							
Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>							
Title.....No	<input style="width: 50px; text-align: center;" type="text" value="NA"/>							
3. Apparent completion rate. <div style="text-align: right; margin-top: 10px;"> <input style="width: 80px; text-align: center;" type="text" value="45.6%"/> </div>								

(a) Percentage of students completing the full program  
(Number shown in 2 (a) as a percentage of the number that started the full program in that student intake.

(b) Percentage of students completing an intermediate award (if any)  
(eg. 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.)

NA
----

Comment on any special or unusual factors that might have affected the apparent completion rates. (Eg. Transfers between intermediate and full program, transfers to or from other programs)

4. Number and percentage of students passing each year of the program.

	Number Starting	Number Completing and Passing	Percent Completing and Passing
Year 1	3	3	100%
Year 2	3	3	100%
Year 3	3	1	33.3%
Year 4	1	0	0%

5. Year to year progression rates.

Proportion of students who started each year level in the previous year who passed and continued to a higher year level the current year.

Started in Year 1 and continued to start in Year 2	%	100%
Started in Year 2 and continued to start in Year 3	%	33.3%
Started in Year 3 and continued to start in Year 4	%	33.3%

6. Special factors outside the control of the program (if any) affecting the numbers completing the year and continuing in the following year.

- The obvious decrease in percentage is mainly due to the student transfer to other colleges. This problem is facing other departments within the Agriculture colleges all over the kingdom.

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

3/2013

Number Surveyed

40

Number Responding

32

Response Rate

80%

Destination	Not available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	3	5	19	6	7
Percent of Respondents	9.375%	16.625%	59.375%	18.75%	21.875%

Comment on significance of percentages. (eg. Comparison with past results, results at other institutions, nature of job market, implications for program planning).

- An increase in animal production job opportunities as a result of a huge investment in the livestock sectors such as dairy farms, poultry and feed industry.

### C. Program Context

1. Significant changes within the institution affecting the program (if any) during the past two years.

The establishment of the Preparatory Year (PY) program in 2007, students are prepared to develop their skills in English, use of information technology, mathematics, learning, research and instil self discipline, commitment and responsibility. The departmental students study 31 credit hours from the departmental credit hours. These changes force the department to change the study plan for the B.Sc. degree by reducing the credit hour and develop a new academic plan. Now, the department offer two academic plans' courses until all the student from old plan graduated.

Implications for the program

Change in the departmental study academic plan for the B.Sc. degree.

2. Significant changes external to the institution affecting the program (if any) during the past two years.

NA

Implications for the program

NA

### D. Course Information Summary

1. Course Results

Attach a list of all courses taught during the semester/year showing for each course the number commencing, the number completing, and the distribution of grades (A, B, C, etc.). **Attached.**

<p>2. Analysis of Unusual Results.  List any courses where the proportion completing or passing the course, or the distribution of grades, was unusually high or low, or departed from policies on grades or assessments. For each such course indicate what was done to investigate, the reason for the difference, and what action has been taken as a result. (Include or attach additional summaries if necessary)</p>	
<p>a. Course</p> <p style="text-align: center;"><b>NA</b></p>	<p>Variation</p>
<p>Investigation Undertaken</p>	
<p>Reason for Difference</p>	
<p>Action Taken (if Required)</p>	
<p>b. Course</p>	<p>Variation</p>
<p>Investigation Undertaken</p>	
<p>Reason for Difference</p>	
<p>Action Taken (if Required)</p>	
<p>c. Course</p>	<p>Variation</p>
<p>Investigation Undertaken</p>	
<p>Reason for Difference</p>	
<p>Action Taken (if Required)</p>	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

<p>(a) List any courses that were planned but not taught and indicate the reason and what will need to be done if any compensating action is required.</p>		
<p>Course title and code</p>	<p>Explanation</p>	<p>Compensating action if required</p>

NA		
NA		
NA		
NA		
NA		

<p>(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)</p>		
Course	Unit of work	Reason
Compensating action if required NA _____		
Course	Unit of work	Reason
Compensating action if required NA _____		
Course	Unit of work	Reason
Compensating action if required NA _____		
Course	Unit of work	Reason

Compensating action if required

NA

### 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
NA		
NA		
NA		
NA		
NA		
NA		

### F. Summary Program Evaluation

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

Date of Survey

6/2012

**Attach survey results**

<p>a. List most important criticisms, strengths and suggestions</p> <ol style="list-style-type: none"> <li>1. Establishing internal library in the department and provided with up to date hard and electronic textbooks and journals.</li> <li>2. The advance communication tools should be comprehensively used between faculty members and students. Such that Electronic Learning (EduGate, Black Board) and Short text messages (SMS).</li> <li>3. Trainee students should be treated like employee to get some benefits</li> <li>4. Exchange short visit between animal production student at KSU with other well known national or international universities and research institutes.</li> <li>5. Questions Bank should be available to enable students to perform exams by computer and which will minimize errors and thus student get immediate feedback on his score.</li> </ol> <p><b>Note:</b> all strength, priority of action and areas required improvement are presented in details in the SSR document.</p>	<p>Comment (Eg. Valid comment, action already taken, other considerations, etc.)</p> <p><b>- Most of student comments are considered by the department head and committees for improvement and many changes in progress.</b></p>
--	--



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

- Most of the feedback considered and the department work together with the college to make change in the students services requested to improve the quality of the program and obtain high quality graduate in term of education and field experience. (This issues discussed in details in the SSR document).

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

Describe evaluation process

Many evaluation surveys were distributed on the first semester/2013 to most of employers and feedback received and statistically analyzed **as shown in the attached graphs.**

<p>a. List most important criticisms, strengths and suggestions</p> <p>The most important criticisms focus on the language and computer skill problems of the graduates. More focus on English languages and academic computer skills of the departmental graduates must be consider during teaching and training.</p>	<p>Comment (Eg. Comment is valid and action will be taken, action already taken, other considerations, etc.)</p> <p>More focus on improving the English language and computer capabilities of the student during the course work start to be considered through more assignment using computers and using English language whenever possible.</p>
--	---

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

**NA**

2. Ratings on Quality Standards (Refer to *Quality Standards for Higher Education Programs.*)

(a) Attach rating scales for Learning and Teaching, and other scales used for program evaluation. (To be reported on in years when rating scales are first completed and in later years when a comprehensive evaluation is undertaken).

**Attached**

(b). List sub-scales selected for annual monitoring. (normally those where the practice is not followed but is considered a priority for development, or which were assessed as in need of improvement (rating of less than three stars) Indicate action proposed to improve performance (if any).

Sub-Scale	Practice Followed (Y/No)	Star Rating	<p>In first year in which scales are completed indicate action proposed</p> <p>In later years, comment on performance in the year of the report.</p>
-----------	--------------------------	-------------	--

NA			NA
NA			NA

(Attach additional items if necessary)

### G. Quality of Teaching

1. a. 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/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
Animal Production Systems/ ANP 105	Y		NA		
Animal Production Systems/ ANP 106	Y		NA		
Animal Production Systems/ ANP 106	Y		NA		
Breeding and Genetic Improvement/ ANP 226	Y		NA		
Comparative Physiology of Farm Animal/ ANP 251	Y		NA		
Comparative Physiology of Farm Animal/ ANP 252	Y		NA		
Farm Animal Physiology Laboratory/ ANP 253	Y		NA		
Farm Animal Physiology Laboratory/ NP 254	Y		NA		
Camel Production/ ANP 255	Y		NA		

Camel Production/ ANP 256	Y		NA		
Poultry Production/ ANP 257	Y		NA		
Poultry Production/ ANP 258	Y		NA		
Animal Production and Poultry Housing: Environment and Control/ ANP 259	Y		NA		
Animal Production and Poultry Housing: Environment and Control/ ANP 260	Y		NA		
Reproduction of Farm Animals/ ANP 321	Y		NA		
Reproduction of Farm Animals. ANP 322	Y		NA		
Dairy Cattle Production/ ANP 324	Y		NA		
Sheep and Goat Production/ ANP 325	Y		NA		
Animal and Poultry Health/ ANP 327	Y		NA		
Animal and Poultry Health/ ANP 329	Y		NA		
Ruminant Nutrition/ ANP 331	Y		NA		
Ruminant Nutrition/ ANP 332	Y		NA		
Poultry Nutrition/ ANP 333	Y		NA		
Poultry Nutrition/ ANP 334	Y		NA		
Practical Animal and Poultry Production/ ANP 335	Y		NA		
Horse Production/ ANP 345	Y		NA		
Field Training/ ANP401	Y		NA		
Field Training	Y		NA		
Modern Technology in Animal Breeding/ ANP 402	Y		NA		
Computer Applications in Animal Production/ ANP 451	Y		NA		
Meat Production./ ANP 457	Y		NA		
Feed and Feed Formulation for Poultry and Ruminants/ ANP 459	Y		NA		
Poultry Diseases/ ANP 463	Y		NA		

<p>2. Effectiveness of teaching strategies. Comment on the effectiveness of teaching strategies planned for use in courses for the type of learning involved in each of the domains of learning. (See description of domains in National Qualifications Framework and the proposed strategies in item D 2. in the Program Specification.) (Note <u>this question is not an assessment of the skills of instructors, but an evaluation of the planned strategies based on instructors course reports.</u>)</p>	
<p>Summary of comments by instructors or other feedback on the effectiveness of teaching strategies for domains of learning outcomes indicating any difficulties encountered, and suggestions for improvement.</p>	<p>Planned response to comments (Eg. training and assistance provided, modification in planned strategies) (When appropriate refer to particular courses where changes are to be made)</p>

<p>a. Knowledge</p> <p>The animal production program provide a wide range of courses plan to provide student with a knowledge of a comprehensive, coherent and systematic body of knowledge in the area of animal and poultry production and covering all theories and principles associated with it. Graduates familiar with latest development in the area of animal production in term of technical and professional practices.</p>	<p><b>- Most objectives of this domain are achieved</b></p>
<p>b. Cognitive skills</p> <p>The solid scientific background and practical training throughout the course work allow graduates to investigate complex problems and develop creative solutions with limited guidance, using their wide range of information technology, knowledge and practical experience.</p>	<p><b>- Required skills are obtained through each course provided by the department.</b></p>
<p>c. Interpersonal skills and responsibility</p> <p>Graduates show a high capacity to provide a team leadership and facilitate constructive resolutions of issues and use means of information findings needed for tasks completion.</p> <p>Comments from employees support the ability of the departments' graduate to work as a team with high responsibilities.</p>	<p><b>- Objective achieved</b></p>

<p>d. Communication, IT and numerical skills</p> <p>A solid training of students during their course work develop a high capabilities to communicate effectively both orally and in writing, using a proper form of communications technologies and proper forms of presentations for different issues and audience.</p>	<p>- <b>Objective achieved</b></p>
<p>e. Psychomotor skills (if applicable)</p> <p>NA</p>	<p>NA</p>

3. Orientation programs for new teaching staff

Orientation programs provided Yes  Y No  If offered, how many participated?

a. Brief Description

The orientation and other teaching skill usually provided by the **Deanship of Skills Development** every semester for new staff member. In addition, many other training course to improve the general sills in teaching and using teaching media ..etc provided by the dean.

b. Summary of evaluations by staff who participated in the orientation program.

Most of the new staff members appreciate the orientation and other training skills courses that provided by the **Deanship of Skills Development** and consider them very beneficial.

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

NA

<p><b>4. Professional Development Activities for Teaching and Other Staff</b></p> <p>a. Activities Provided</p>	<p>How many Participated</p>	
<p>• <b>Many Academic activities such as conferences, workshops, training courses .. etc attended by the staff members and other staff</b></p>	<p>Teaching Staff</p>	<p>Other Staff</p>

<b>as Professional Development Activities which are discussed in details in SSR document.</b>		
<p>b. Summary comments on usefulness of activities based on participants evaluations</p> <p>A significant development in the staff and other capabilities and information by exposing to academic activities and training which reflected in their teaching and other departmental academic activities.</p>		

**H. Independent Opinion on Quality of the Program after Considering Draft Report**  
 (eg. head of another department offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Person Giving Opinion	Comment by Program coordinator on Matters Raised
<b>External Reviewer</b>	<b>Attached</b>
2. Implications for Planning for the Program	

## I. Action Plan

1 Progress on Implementation of Previous Year's Action Plans			
Actions Planned	Completion Date	Person Responsible	Completed or not completed
a. NA			
Reason if not completed as planned.			
b. NA			
Reason if not completed as planned			
c. NA			
Reason if not completed as planned			
d. NA			
Reason if not completed as planned			
<b>This is the first time to apply for NCAAA accreditation</b>			

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 Teaching and Other Staff  NA

3. New Action Plan for Academic Year 2013-2014		
Actions Required	Completion Date	Person Responsible
Increase awareness about the program through appropriate channels to attract more of school students into the program.	Continuous process	Head of the department and Accreditation committee
Increase the contact with the stockholders to fulfil their job requirements.	Continuous process	Head of the department
Keep the Ministry of Civil Service updated with the change in the program.	Continuous process	Head of the department and dean of the college
Establishment of well organized departmental library to provide outstanding services to the students.	9/2013	Dean of the college
Accelerate the approval process of academic programs.	2013	Head of the department and dean of the college
Accelerate research activities and writing of scientific books especially by Arabic.	Continuous process	Head of the department and staff members

**Program Coordinator: Prof. Ahmed Ibrahim Al-Haidary**

**Signature: \_\_\_\_\_ Date Report Completed: 26/5/2013**

**Received by: Prof. Ahmed Ibrahim Al-Haidary (Dean/Department Head)**

**Date: 26/5/2013**



**Attachments**

Copy of all course reports

Rating scales applicable to the program from the *Self Evaluation Scales for Higher Education Programs* that were completed this year (See Item E 2)

Summary of any evaluations by graduates or other stakeholders in this year (See item E 1)

Independent evaluators report