

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**COURSE REPORT
(CR)**

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

Course Report

For guidance on the completion of this template refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.

Institution	KING SAUD UNIVERSITY	Date of Course Report	: 23/1/2014
College/ Department: College of Food and Agriculture Sciences; Department of Animal Production			

A. Course Identification and General Information

1. Course title: Advanced Technologies in animal Production	Code #: ANP 451	Section #: 1				
2. Name of course instructor : Dr Raed M. Al-Atiyat	Location: 2A7 – Building 2 (Agri. College)- KSA male Campus					
3. Year and semester to which this report applies. Semester I; 2013/-2014 (1432-1433)						
4. Number of students starting the course?	1 (one)	Students completing the course? All (one)				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2					2
Credit	2					2

B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Introduction to the role of technologies	2	2	Non-Available
Animal handling and identification Technologies	2	2	
Reproductive Technologies	4	4	
Molecular Genetics,	2	2	
Gene mapping and Genomes	2	2	
Marker Assisted Selection Technologies	2	2	
Bioinformatics, Genomics and proteomics	2	2	
Socio-economical and ethical issues of new technologies in animal production	2	2	

2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action. **Not Available**

Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Enhancing understanding and creative thinking of the course topics. ▪ Know applied technologies. ▪ Understanding and using technical and scientific terminology. ▪ Applying information on the applications to the professionalism 	<ul style="list-style-type: none"> - Written Exams - Essay format assignment - Group discussion 	<p>Written exams most reliable and preferable tool for achieving grades by students</p>
2	<p>Cognitive Skills</p> <ul style="list-style-type: none"> - Interpreting - Analyzing - Classifying - Summarizing - Comparing and contrasting - Storing, manipulating, and retrieving information. - Evaluating the reading Materials 	<ul style="list-style-type: none"> - Asking verbal questions and group discussion, Rubric assessment 	<p>Attendance and group discussion sometimes preferred</p>
3	<p>Interpersonal Skills and Responsibility</p>	<ul style="list-style-type: none"> ▪ Presenting reports on their reading. 	<p>Develop personal skills</p>

	<ul style="list-style-type: none"> ▪ Developing oral presentations ▪ Communicating personal ideas and thoughts. ▪ Responding to class discussions. ▪ Developing teamwork skills. ▪ Collaboration to finish team assignments. 	Writing up a short reflective assignment	
4	<p>Communication Skills</p> <ul style="list-style-type: none"> ▪ The essential components of communication skills between students are based on developing critical skills, observation, and feedback. ▪ Using online video or audio recording and review, rehearsal and practice of skills, and active small-group or one-on-one learning. ▪ Using the Internet to collect statistical data. ▪ Using Microsoft Office (e.g. Excel, Microsoft Access, front page to analyze data and prepare statistical reports. 	Writing up a long reflective assignment as a team group work	Demonstrating effective skills.
5	Psychomotor Skills	(Not applicable)	
8			

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

- **Make the course of 3 hours credit.**
- **Or considering one-hour credit as practical part.**

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
<ul style="list-style-type: none"> - Lecture Discussion - Personal Reflection 		Yes Yes	
<ul style="list-style-type: none"> - Paper –pencil activity - Role playing 		Yes Yes	
<ul style="list-style-type: none"> - Class one-group discussion - Small group discussion 		Yes Yes	

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C. Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	1	100%	The only student is in the class and has demonstrates excellent performance. It might be because the only student.
B			
C			
D			
F			
Denied Entry			
In Progress			
Incomplete			
Pass			
Fail			
Withdrawn			

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

Not Available

3. Variations from planned student assessment processes (if any) (see Course Specifications).

a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)

Variation	Reason

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
Written Exams of Rubric assessment checked with key-Answers doubled by the same lecturer on different times	Achieved verification

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Only with availability of lecture room of E-learning Board	2. Consequences of any difficulties experienced for student learning in the course. -Students need more basic information in the field of biotechnology to understand the new advancements
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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F Course Evaluation

1 Student evaluation of the course (Attach survey results report) Surveys done by the program coordinator
a. List the most important recommendations for improvement and strengths The following points are based on students' feedback given to teacher in classroom and during office hours meetings: Strengths <ul style="list-style-type: none"> ▪ Providing advice and guidelines. ▪ Engaging students in class discussions. ▪ Encouraging critical, analytical, and creative thinking. ▪ Encouraging team-work.

<p>Criticism</p> <p>More credit hours need for theoretical and practical themes.</p>
<p>b. Response of instructor or course team to this evaluation</p> <p>Positively respond and reported for the department head for increasing the credit hours of the course and provide E-class room</p>
<p>2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)</p>
<p>a. List the most important recommendations for improvement and strengths</p> <p>NA</p>
<p>b. Response of instructor or course team to this evaluation</p> <p>NA</p>

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a. Class Discussion	Ahead gathered material from Library	Increase knowledge	Good
b. Critical and Analytical thinking	Available material on Internet recommended sites	Increase knowledge	Good
c. Team Work	Submit assignments for extra marks	Increase knowledge	Better grades
d.			

2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

- Reference studying materials were given to enhance the students' knowledge as well as Visual clips.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Review and update	Course specification update	1 st - 2015	1 st -2015	Lecturer
b. Review Rubric Assessment	Double marking of Exams	1 st - 2015	1 st -2015	Lecturer
c.				
d.				
e.				

Name of Course Instructor: Dr Raed M. Al-Atiyat

Signature: _____ Date Report Completed: 21/2/2014

Program Coordinator: Prof Ahmad Al-Hidary

Signature: _____ Date Received: _____