**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

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

# COURSE REPORT
# (CR)

## ANPR 462: Animal Diseases

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 |
| College/ Department College of Food and Agriculture Sciences / Animal Production Department | |

## A. Course Identification and General Information

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|---|---|---|---|---|---|---|
| 1. Course title Animal Diseases | | | Code # ANP | | Section # 462 | |
| 2. Name of course instructor Dr. Ayman AbdelAziz Swelum | | | | | Location 1A17 | |
| 3. Year and semester to which this report applies. 2nd 2012/2013 | | | | | | |
| 4. Number of students starting the course? 2 | | | Students completing the course? 2 | | | |
| 5. Course components (actual total contact hours and credits per semester): | | | | | | |
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 15 | 0 | 0 | 15 | 0 | 30 |
| Credit | 1 | 0 | 0 | 1 | 0 | 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 |
|---|---|---|---|
| **Direct and indirect factors of disease.** | **2** | **2** | |
| **Predisposition factors of disease.** | **2** | **2** | |
| **Interplay of the components of the epidemiological traingle.** | **4** | **4** | |
| **Mid –term test (1)** | **2** | **2** | |

| | | | |
|---|---|---|---|
| **Selected examples of infectious, nutritional, metabolic and reproduction diseases of animal in Saudi Arabia.** | **10** | **10** | |
| **Integrated parasite control.** | **2** | **2** | |
| **Mid –term test (2)** | **2** | **2** | |
| **Zoonoses** | **2** | **2** | |
| **Modern trends in the diagnosis and management of animal diseases.** | **4** | **4** | |
| **Final exam** | | | |

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.

| Topics (if any) not Fully Covered | Effected Learning Outcomes | Possible Compensating Action |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**3. Course learning outcome assessment.**

| | List course learning outcomes | List methods of assessment | Summary analysis of assessment results |
|---|---|---|---|
| 1 | Knowledge:<br>• Know direct and indirect and factors of diseases in livestock.<br>• Acquire a good perception of the interplay of factors comprising the epidemiological triangle and the concept of biosecurity<br>• Understand and know selected examples of | • In-class quizzes, assignments, term papers, laboratory performance and final exams.<br>• Comparison of grades over several semesters/years.<br>• Student satisfaction surveys. | Good results were obtained from all students. |

| | | | |
|---|---|---|---|
| | infectious, nutritional, metabolic, reproductive and zoonotic diseases affecting livestock in Saudi Arabia.<br>• Understand methods used in the integrated control of livestock parasites.<br>• Know recent trends in diagnosis and management of diseases. | | |
| 2 | Cognitive Skills<br>• Reasoning and logical thinking skills with respect to animal health issues.<br>• Holistic perception of disease mechanisms (host-parasite interactions, interplay of environmental, genetic and nutritional factors with health) | • In class and home taken problem-solving quizzes.<br>• Homework and assignments to test the students' ability to think logically and perceive animal health issues in a wider sense rather than memorizing lecture material. | Good results were obtained from all students. |
| 3 | Interpersonal Skills & Responsibility<br>• Ability to express knowledge or ideas in a clear and efficient manner.<br>• Ability and desire to work as a team during practical classes. | • Interpersonal and collaborative skills of the students will be assessed from group work during laboratory classes, with emphasis on the student's ability to contribute the group work, while benefiting from contributions of other members of his group members. | Good results were obtained from all students. |
| 4 | Communication, Information Technology, Numerical<br>• Using the worldwide web to retrieve information on animal diseases and find answers to queries. | • None | |

| | | | |
|---|---|---|---|
| | • Writing a report on a selected topic using correct format, style and language.<br>• Being able to calculate disease prevalence, incidence, morbidity, mortality rate and case fatality rate. | | |

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

- Interactive discussions.
- Field trips to specialized farms.
- Panel discussions.
- Case studies related to the course topics and relevant national industries
- Use the internet for searching.
- Report writing
- Incorporating the use and utilization of computer in the course requirements

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 | |
| Knowledge<br>• Building on own expertise, department contributions, and follow-up of new findings and advances in knowledge.<br>• Use of debates, case studies and library assignments in addition to formal lectures. Various available tools (Microsoft power point; overhead transparencies, 35mm slides, texts and miscellaneous internet resources) will be utilized. | | Yes | |

| | | | |
|---|---|---|---|
| Cognitive Skills<br>• In-class discussions and questions aimed at helping students to concentrate.<br>• In class discussions and questions aimed at promoting logical thinking with respect to selected disease problems (with extra credit). | | Yes | |
| Interpersonal Skills & Responsibility<br>• Mentoring and encouraging students to involve in group activities relating to the course.<br>• Questions, quizzes and/or assignments involving team work. | | Yes | |
| Communication, Information Technology, Numerical<br>• Students will be asked to write laboratory papers and mini-reviews involving the use of the internet resources and simulations and presenting results in the laboratory. | | 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 | 0 | 0% | |
| B | 0 | 0% | |
| C | 2 | 100% | One student 72/100 (C) and other student 75/100 (C+) |
| D | 0 | 0% | |
| F | 0 | 0% | |
| Denied Entry | 0 | 0% | |
| In Progress | 0 | 0% | |
| Incomplete | 0 | 0% | |
| Pass | 2 | 100 % | |
| Fail | 0 | 0% | |
| Withdrawn | 0 | 0% | |

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

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 |
|---|---|
| N/A | |
| | |
| | |

| b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification) | |
|---|---|
| Variation | Reason |
| N/A | |
| | |
| | |

| 4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator). | |
|---|---|
| Method(s) of Verification | Conclusion |
| N/A | |
| | |

**D. Resources and Facilities**

| Difficulties in access to resources or facilities (if any) | 2. Consequences of any difficulties experienced for student learning in the course. |
|---|---|
| • Unavailability of sheep farming software packages | • Students' stud skills are weak.<br>• Students lack experiences in using technology into learning. |

**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) |
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| a. List the most important recommendations for improvement and strengths |

| |
|---|
| b. Response of instructor or course team to this evaluation |
| 2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders) |
| a. List the most important recommendations for improvement and strengths |
| b. Response of instructor or course team to this evaluation |

## 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. Adding of new diseases discovered recently and cause great problems for animal and human. | We added some new disease as Avian influenza and porcine influenza | The students acquired information that can help him to avoid infection and advice other people. | Significant improvement in the knowledge of students and how can avoid infection. |
| b. External reading materials were added to enhance the students' knowledge domain. | Selecting external reading materials and added it | Enhancement of the students' knowledge domain was obtained. | Significant improvement in the knowledge of students. |
| c. Online resources were provided to students so that they can retrieve them from instructor's website. | Online resources were provided to students. | They could retrieve online resources from instructor's website. | Significant improvement in electronic learning but still need more improvement. |
| d. Focus on selecting materials to improve students' skills. | Selecting materials | Improvement in the students' skills | Little improvement in students skills |

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

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| 3. Action Plan for Improvement for Next Semester/Year | | | | |
|---|---|---|---|---|
| Actions Recommended | Intended Action Points and Process | Start Date | Completion Date | Person Responsible |
| a. Adding of new diseases discovered recently and cause great problems for animal and human. | Searching about new discovered diseases, how to diagnose, prevent and control these diseases.<br>Simplify the data and present it in attractive manure. | After end of this semester | Before the beginning of the next semester | Administration |
| b. | | | | |
| c. | | | | |
| d. | | | | |
| e. | | | | |

**Name of Course Instructor** **Dr. Ayman AbdelAziz Swelum**

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

**Program Coordinator: _____**

**Signature: _____ Date Received: _____**