

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 16/3/1436
College/ Department : Food Sciences & Agriculture / Food Science & Nutrition	

A. Course Identification and General Information

1. Course title Principles of Food Science	Code # FSN 202	Section # (52319)				
2. Name of course instructor Nasser Abdullatif AlShabib	Location					
3. Year and semester to which this report applies. First Semester of 1435/1436						
4. Number of students starting the course?	<input type="text" value="25"/>	Students completing the course? <input type="text" value="19"/>				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	26	N/A	N/A	N/A	N/A	26
Credit	2	N/A	N/A	N/A	N/A	26

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
Food sciences concept and food sources	1	1	
Essential components of food	2	2	
Sensory properties of food	2	2	
Milk components and dairy products	2	2	
Meat components and meat products	2	2	
Wheat components and cereal products	2	2	
Sugar production	2	2	
Food spoilage	2	2	
Food preparation methods for preservation	1	1	
Food preservation methods (Canning ,	6	6	

Cooling , Freezing , Drying , Radiation , Fermentation.			
Food packages	4	4	

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	Effectuated Learning Outcomes	Possible Compensating Action
N/A		
N/A		
N/A		
N/A		

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Obtain a good knowledge in essential components of food	Tests , Quizzes and discussions	In general, the students demonstrated a good learning in this subject.
2	Increase knowledge of students in Food properties.	Tests , Quizzes and discussions	In general, the students demonstrated a good learning in this subject.
3	Recognition on different food products.	Tests , Quizzes and discussions	In general, the students demonstrated a good learning in this subject.
4	Obtain a good knowledge in different types of food spoilage.	Tests , Quizzes and discussions	In general, the students demonstrated a good learning in this subject.
5	Recognition on different Food preservation methods.	Tests , Quizzes and discussions	In general, the students demonstrated a good learning in this subject.
6	Obtain a better understanding in Food packages.	Tests , Quizzes and discussions	In general, the students demonstrated a good learning in this subject.
7			
8			

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

There are teaching strategies to improve of evaluation results such as practical sessions , field visits....etc.

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	
Theoretical lectures.		√	
Homework and researching.		√	
Using PowerPoint presentation.		√	

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	5.3%	
B+	1	5.3%	
B	3	15.8%	
C+	5	26.3%	Obviously, the highest percentage of the results was grade C+. Probably that refer to the students possess slight perseverance and enthusiasm with this course
C	2	10.5%	
D+	1	5.3%	
D	6	31.6%	
F	0	0.0%	
Denied Entry	0	0.0%	
In Progress	0	0%	
Incomplete	0	0%	
Pass	19	100%	
Fail	0	0%	
Withdrawn	6	24%	

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

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

No variations

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

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) No difficulties	2. Consequences of any difficulties experienced for student learning in the course.
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) No difficulties	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)
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.			
b.			
c.			
d.			

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

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a.				
b.				
c.				
d.				
e.				

Name of Course Instructor: Dr. Nasser AlShabib

Signature:  Date Report Completed: 16/3/1436

Program Coordinator: _____

Signature: _____ Date Received: _____