

**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 Saudi University	Date of Course Report
College/ Department College of Food and Agricultural Sciences		

#### A. Course Identification and General Information

1. Course title	Assessment of Nutrition Status	Code #	372 FSN	Section #	52855	
2. Name of course instructor	prof Rashoud AlShagrawi			Location		
3. Year and semester to which this report applies.						
4. Number of students starting the course?	<input type="text" value="7"/>	Students completing the course?	<input type="text" value="7"/>			
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2					
Credit	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 course	1	1	
Definition of community and population groups to be assessed	2	2	
Selection of the assessment method and level of data available or demanded, validity and value of method chosen.	1	1	
Reference data needed, availability it's quality , suitability and relevance and it's use	1	1	

and comparison with survey and assessment result			
First Mid Term Exam (20%).	1	1	
Major nutritional assessment, approaches (method) which are summarized by the mnemonic (ABCD) ( <i>i.e.</i> Anthropometric measurement , biochemical or lab. test .clinical or physical ,indicators and dietary assessment .	7	7	
Dietary survey	2	2	
Second Mid Term Exam (20%).	1	1	
<b>Practical Sessions</b>			
Introduction, Definitions( of the mnemonic ABCD) and familiarization of Students to Tools and Methods	2	2	
Anthropometric Measurements and Interpretation of Results	2	2	
Biochemical Determinations and Interpretation of Results	4	4	
Clinical or Physical Indicators of Interpretation of Results	2	2	
Dietary Methods of Nutritional Status Assessments Interpretation of Results	4	4	
Measurements of Body Composition	4	4	
Food Processors and Computing of Measurements Data	2	2	
Quizzes, Mid-session and Final Exams	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

**3. Course learning outcome assessment.**

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1			
2			
3			
4			
5			
6			
7			
8			

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

**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	


**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 <sup>+</sup>	1	14.29	90-94
B <sup>+</sup>	2	28.57	85-89
B	3	42.86	80-84
C <sup>+</sup>	1	14.29	75-79
C			70-74
D <sup>+</sup>			
D			65-60
Denied Entry			
In Progress			
Incomplete			
Pass			
Fail			> 60
Withdrawn			

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

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)	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)	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.			

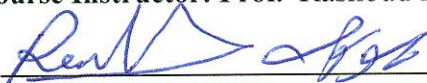


2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

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: Prof. Rashoud Alshagrawi

Signature:  Date Report Completed: 3-20-1436

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_