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.

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Course Report

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

Institution College of Food Science and Agriculture	Date of Course Report: December 29, 2014
College/ Department: Food Science and Nutrition	

A. Course Identification and General Information

1. Course title Quality Control and Sensory Evaluation of Food Section # **18081**	Code # FSN456
2. Name of course instructor : Elfadil Elfadl Babiker	Location ElDaria

3. Year and semester to which this report applies: 1435/1436 (2014/2015), First semester

4. Number of students starting the course? **22**   Students completing the course? **22**

5. Course components (actual total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15		30			45
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 quality control	1	1	
Quality control terminologies	1	1	
Quality aspects and their measurement	1	1	
Food regulation in the Kingdom	1	1	
Quality management systems (ISO)	2	2	

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المملكـة العربيـة السعوديـة
الهيئــة الوطنيــة للتقويـم
والاعـتـمـاد الأكـاديـمــي

Statistical quality control methods	4	4	
Purpose and applications of sensory evaluation in food	1	1	
Quantitative overall and attribute difference tests	2	2	
Affective tests (consumer tests)	1	1	
Descriptive analysis methods	1	1	

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
Non		

3. Course learning outcome assessment.

	Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Know the basic definitions of quality control terms.	Lectures, tutorials and independent study assignments.	15 minute multiple choice test on content on completion of each topic with results carrying 20% of final assessment. Multiple choice knowledge items on final exam.
1.2	Understand the basic rules and regulations regarding foods in Kingdom of Saudi Arabia.		
1.3	Use the management systems to control fresh and processed food.		
1.4	Realize the basic definitions of different sensory methods.		

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الهيئة الوطنية للتقويم
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1.5	Understand and develop new methods of understanding the effect of statistics in food quality control.		
1.6	Understand the principles of consumer tests and preferences.		
1.7	Understand descriptive analysis methods.		
2.0	**Cognitive Skills**		
2.1	Capable of visually recognizing the source of high quality food.	Explanations and examples given in lectures and practiced under supervision in laboratory. Transfer of learning encouraged by use of analytical tools in different applications and through discussion of potential application in other areas. Assignment tasks include some open ended tasks designed to apply predictive, analytical and problem solving skills.	Quizzes questions carrying 30% of mark on tests given at the end of each topic and on end of semester examination. Group and individual assignments.
2.2	Determine via instrumental analysis fresh or processed food sources.		
2.3	Identify and describe different nutritional value and safety of fresh or processed food.		
2.4	Describe and apply statistical analysis to fresh or processed food quality.		
2.5	Decide the proper way of sampling food.		
2.6	Prepare and analyze a technical report using statistical analysis		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Apply principles of quality assurance and quality management systems in the food manufacturing and distribution to produce foods that would meet quality and legal requirements.	One group assignment in which 25% of assessment is based on individual's contribution to the group task. Two individual assignments requiring investigation using internet and library resources as a means of developing self-study skills. Role play exercise on controversial issue relevant to the course based on a case study, with discussion in tutorial of appropriate responses and consequences to individuals involved.	Assessment of group assignment includes component for individual contribution. Capacity for independent study assessed in individual assignments.
3.2	Appraise principles of statistical control techniques to assure the quality of food.		
3.4	3. Apply a particular sensory test for evaluation of quality of food.		
3.5	4. Recall food standards code as applicable to a particular food group.		
4.0	**Communication, Information Technology, Numerical**		
4.1	The student will be able to operate a quality system for any food plant	Student assignments require good standards of use of ICT.	Test questions require interpretation of simple statistical information. Assessments of
4.2	The student will be able to evaluate the quality of food		

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الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

from farm to fork.	Special remedial instruct-tion. Student essay assign-ments require proper style and referencing format.	students assignment and project work include expectation of adequate use of numerical and communication skills. Five percent of marks allocated for standard of presentation using ICT.

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

non

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	
a. Traditional classroom		√	
b. Blended (traditional and online)		√	
c. e-learning		√	

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.

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C.   Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A+	2	9	
A	5	23	
B+	2	9	
B	8	36	
C+	4	18	
C	0	00	
D+	1	5	
F			
Denied Entry	2		Did not attend the course (100%)
In Progress			
Incomplete			
Pass			
Fail			
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

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

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والاعـتــمــاد الأكـاديـمــي

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.

E.   Administrative Issues

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

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

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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: _ELfadil Elfadl Babiker

Signature: _____ **Date Report Completed: December 29, 2014**

Program Coordinator: _____

Signature: _____ **Date Received:** _____