Attachment 2 (a)

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Program Specifications
(PS)

College of Food and Agriculture Sciences / Department of Animal Production

5/2014

National Commission for Academic Accreditation & Assessment

Program Specifications

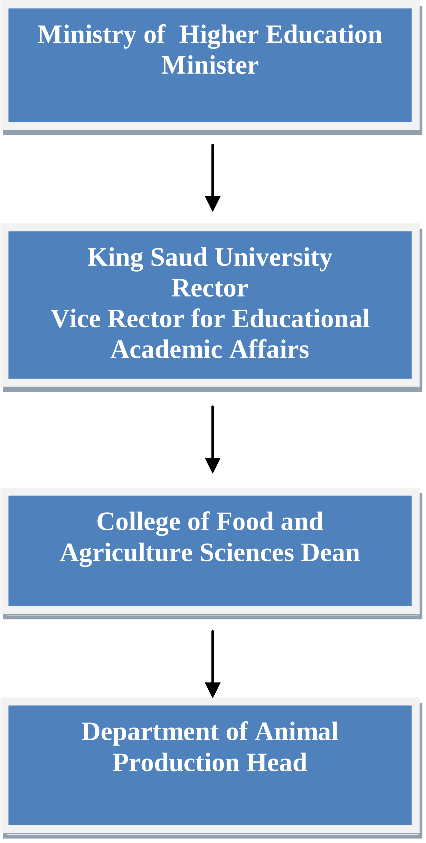
For guidance on the completion of this template, please refer to NCAAA guidebooks.

1. Institution: King Saud University Date of Report: 2/1/2014

2. College/Department: College of Food and Agriculture Sciences / Department of Animal production

3. Dean: Professor Fahad N. Al-Barakah

4. Insert program administrative flowchart


Ministry of Higher Education
Minister
King Saud University
Rector
Vice Rector for Educational
Academic Affairs
College of Food and
Agriculture Sciences Dean
Department of Animal
Production Head

5. List all branches/locations offering this program

Branch/Location 1. Main Campus, Al-Dariya, Riyadh

____

A. Program Identification and General Information

1. Program title and code: Animal Production – ANPR.

2. Total credit hours needed for completion of the program: 135 Credit Hours.

3. Award granted on completion of the program:

Bachelor of Agriculture Sciences, Animal Production.

4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program)

Not applicable

5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)

Not applicable

6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point)

- Bachelor of Agriculture Sciences, Animal Production.

The Professional occupations are:

- Teaching assistants.
- Agricultural Research Assistants,
- Lab. Technicians
- Animal Feed industry engineers.
- Extension specialists
- Animal Production Industry Specialists

7. (a) New Program	☐	Planned starting date	
(b) Continuing Program	☒	Year of most recent major program review	2009-2010

Organization involved in recent major review (eg. internal within the institution,

Accreditation review by Animal production internal review?

- According to the accreditation certificate provides by Agricultural Institute of Canada (AIC; 2009-2010), department of animal production was one of the CFAS departments fully accredited after a long complete external academic reviewing and compared with the Canadian standards (Certificate attached)..

8. Name of program coordinator or chair. If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both.
Head of Animal Production Department: Prof. Ahmed Alhaidary.

9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).

- The department approved by MoHE in1965 (1385 h).

B. Program Context

1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

- The animal production department established to play an important role through providing scientific services to livestock sector in Saudi Arabia on the foundations of scientific research.
- The department bridging the gap between consumer and local producer in the Kingdom.
- The department work closely with the various sectors of animal production providing a solid technical support..
- Transfer of modern technology in the area of animal production to producers to improve the ir productivity in solid basis.
- The department contribute significantly to the sustainable development of the Saudi agriculture sector which considered an important issue in the Saudi national policy.

b. Explain the relevance of the program to the mission and goals of the institution.

- The College's mission is to contribute significantly to the development of agriculture and food production, human nutrition, conservation and development of natural resources. This is accomplished through the qualification of proficient graduates, innovative research, dissemination and enrichment of knowledge and service to the community.
- The department mission and objectives completely match the mission of the college in term of preparing national staff scientifically qualified and practically trained in the various branches of animal production (Animal Breeding, physiology, nutrition, health and biotechnology) to meet the current and futures needs of the country.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? **Ye** ☒
No ☐

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

A complete academic cooperation, coordination, consultation and continuous evaluation between the animal production departments and the specific department is a regular process for improvement. Provide syllabuses and course report on a regular basis, update the course to meet the needs of students is a continuous process. Moreover, student opinion and suggestion considered and used for an improvement.

b. Does the program require students to take courses taught by other departments? **Yes** ☒

No ☐

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- A continuous coordination, consultation and evaluation of the syllabus with the specific department to make sure that it matches the requirements. Courses specifications reports will be collected and assessed for future improvement. Topics of the course will be discussed on a regular basis with students and the specific department.

.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes ☒ **No** ☐

4. What modifications or services are you providing for special needs applicants?

- Courses are available to improve English language and IT; these courses are offered on a regular basis.

C. Mission, Goals and Objectives

1. Program Mission Statement (insert)

- **Department Vision:**

  - The department looks forward to become a high-level scientific center, enhances the march of scientific and technical progress, to serve the community, and contribute effectively to economic and social development of the Kingdom of Saudi Arabia through the development of animal wealth and increasing their economic return.

- **Department mission:**

  - Active participation in technical and scientific renaissance that started to be regular in the country and enriched – research, teaching and guidance - in the field of animal production and food security.

- **Department objectives**:

  - Prepare national staffs that are scientifically qualified and practically trained in the various branches of animal production (Animal Breeding, physiology, nutrition, health and biotechnology) to meet the current and futures needs of the country in the area.
  - Work –in close cooperation with producers, investors and private sector institutions- to achieve the optimum specifications for graduate of the department so that they can address the changes and expected future challenges in the area of specialization.
  - Close the gap between academic education and vocational education in the field of animal production and promotion of academic performance, which in general, reflects positively on society and the nation.
  - Promote and follow up the scientific and technical rapid developments in the field of animal production which would contribute to provide food security by improving productivity.

2. List goals and objectives of the program within to help achieve the mission. For each goal and objective describe the major strategies to be followed and list the indicators that are used to measure achievement.

Goals and Objectives	Major Strategies	Measurable Indicators
Offer quality program in animal production whereby students could significantly improve knowledge in this field	• Design program curricula to meet international expectation. • Gather information on different programs and review with assessment periodically	• Animal production industry evaluation survey for the department' graduates regarding the weakness and strength of our graduates and suggestions. • Level of employers' satisfaction of the graduates through the survey.
Establish Coop program where students can have practical training and satisfy the national industrial needs.	• To have a program coordinator to consult with animal production industry and solicit their feedback.	• Program evaluation survey filled by student reflecting the effectiveness of the field training program (4.9.1) in developing students' skills practical skills.
Provide a supportive learning environment in field of animal production	• Provide training to faculty member on learning strategy through workshops and conferences.	• The numbers of conferences and workshops attended by faculty member per year.
Help students to formally establish connection with national and international sectors that would provide training and updating in animal production	• Faculty members would conduct short courses to all level of local industry sectors where students can interact. • Invite international speakers to the department for workshops and seminars.	• The number of students that participate in internships per year. • The number of students that get accepted in graduate study abroad. • The number of international speakers visited the department per academic year.

Update the program plan	- Creating new courses to match the requirements of the animal production industry. - Related assignments where students utilize library and internet to solve real problems.	- Course and program evaluation surveys investigated the program ability to develop the high quality and proper knowledge and skills required by animal production industry. - Regular update of the academic plan to fulfil the animal production industry needs by providing last time of study plan updated.

D. Program Structure and Organization

1. Program Description:

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification.
This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester. If this information is not included in the published statement provides additional details.

Curriculum Study Plan Table

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Preparatory Year, Semester 1					
	CT 140	IT Skills	Required, University obligatory	3	Preparatory Year Deanship
	MATH	Introduction to	Required,	2	Preparatory Year

	140	Mathematics	University obligatory		Deanship
	MC 140	Communication Skills	Required, University obligatory	2	Preparatory Year Deanship
	ENGL 140	English (1)	Required, University obligatory	8	Preparatory Year Deanship
Preparatory Year, Semester 2					
	ENT 101	Entrepreneurship	Required, University obligatory	1	Preparatory Year Deanship
	CI 140	Learning, Thinking & Research Skills	Required, University obligatory	3	Preparatory Year Deanship
	MATH 150	Differential Calculus	Required, University obligatory	3	Preparatory Year Deanship
	CHS 150	Health & Fitness (2)	Required, University obligatory	1	Preparatory Year Deanship
	ENGL 150	English (2)	Required, University obligatory	8	Preparatory Year Deanship
2nd Year Semester 1					
	STAT 100	Introduction to Statistics	Required, obligatory course	3(2+1)	Faculty of Food and Agriculture Sciences
	CHEM 101	General Chemistry (1)	Required, obligatory course	4(3+1)	Faculty of Science
	ZOOL 103	Principles of General Zoology	Required, obligatory course d	3(2+1)	Faculty of Science
	AEE 201	Principles of Agricultural Extension	Required, obligatory course	2(2+0)	Faculty of Food and Agriculture Sciences
	AGEC 205	Principles of Agricultural Economics	Required, obligatory course	3(3+0)	Faculty of Food and Agriculture Sciences
	IC 101	Principles of Islamic Culture	Elective	2(2+0)	Faculty of

			course		Education
2nd Year Semester 2	PHYS 101	General Physics (1)	Required, obligatory course	4(3+1)	Faculty of Science
	BOT 102	Botany	Required, obligatory course	3(2+1)	Faculty of Science
	ANPR 106	Introduction to Animal Production Systems	Required, Obligatory course	2(2+0)	Animal Production
	CHEM 108	Introduction to Organic Chemistry	Required, obligatory course	4(3+1)	Faculty of Science
	IC 102	Family in Islam	Elective course	2(2+0)	Faculty of Education
	---	Free course	Elective course	2	
3rd Year Semester 1					
	BCH 101	General Biochemistry	Required, obligatory course	4(3+1)	Faculty of Science
	IC 103	Economics System in Islam	Elective course	2(2+0)	Faculty of Education
	PPS 201	Principles of Plant Production	Required, obligatory course	3(2+1)	Plant Production
	AGEC 217	Agricultural Organization Management	Required, obligatory course	3(2+1)	Agriculture Economics
	ANPR 220	General Physiology	Required, obligatory course	3(3+0)	Animal Production
	ANPR 226	Breeding and Genetic Improvement	Required, obligatory course	3(2+1)	Animal Production
	ANPR 254	Farm Animals Physiology Laboratory	Required, obligatory course	1(0+1)	Animal Production

3rd Year **Semester 2**					
	ANPR 258	Poultry Production	Required, obligatory course	3 (2+1)	Animal Production
	ANPR 320	Dairy Cattle Production	Required, obligatory course	2 (2+0)	Animal Production
	ANPR 322	Reproduction in Farm Animals	Required, obligatory course	2 (1+1)	Animal Production
	ANPR 326	Sheep and Goat Production	Required, obligatory course	2(2+0)	Animal Production
	ANPR 328	Animals and Poultry Health	Required, obligatory course	3(2+1)	Animal Production
	ANPR 338	Ruminant Nutrition	Required, obligatory course	3(2+1)	Animal Production
	ANPR 334	Poultry Nutrition	Required, obligatory course	2 (2+0)	Animal Production
	ANPR 336	Practical Animal and Poultry Production	Required, obligatory course	1 (0+1)	Animal Production
	---	Free Course	Elective course	2	Animal Production
4th Year **Semester 1**					
	ANPR 400	Cooperative Training		12 (0 +12)	Animal Production
	or				
	ANPR 402	Field Training		3(0 +3)	Animal Production
	---	Department Elective Courses		9	Animal Production
4th Year **Semester 2**					
	IC 104	Islamic Political System	Elective course	2(2+0)	Animal Production

	ANPR 458	Meat Production	Required, obligatory course	2(1+1)	Animal Production
	ANPR 460	Feed and Feed Formulation for Poultry & Ruminants	Required, obligatory course	2(1+1)	Animal Production
	ANPR 466	Modern Technology in Animal Breeding	Required, obligatory course	2(2+0)	Animal Production
	ANPR 468	Research & Seminar	Required, obligatory course	1(0+1)	Animal Production
	---	Free course	Elective course	2	Animal Production
	---	Elective Courses	Elective course	8	Animal Production

2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).

Summary of practical, clinical or internship component required in the program. **Note: see Field Experience Specification**
a. Brief description of field experience activity **ANPR 400: Cooperative Training 12 (0 +12)** The course is designed to prepare the students and involve them in practical field activities in order to acquire skills in the fields of animal and poultry production outside the Department, mainly in commercial fields of production.
b. At what stage or stages in the program does the field experience occur? (eg. year, semester) At the seventh level (the first semester on the fourth year). Usually after the students are finished with the major courses of production, this course comes to help students in the practical aspects of animal production.
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) This course comes as a full time for one semester.
d. Number of credit hours (if any) **12 (0 +12)**

3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)

a. Brief description

ANPR **468**: R**esearch& Seminar: 1 (0+1)**
The course is designed as a discussion of a research paper or a study which is dealing with a specialized aspect of animal or poultry production as determined by the Department. The students are expected to participate in an ongoing research project under a supervisor and write a report at the end of the trial.

b. List the major intended learning outcomes of the project or research task.

To help students in understanding of research principles, writing technical reports, discussing the results and making scientific justifications and conclusion.

c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)

At the eighth level (the second semester on the fourth year).

d. Number of credit hours (if any)

1 (0+1)

e. Description of academic advising and support mechanisms for students.

There will be weekly meetings to discuss the problem and to develop a proposal then followed by the execution phase, the last stage will be the writing and discussing of the results as a report.

f. Description of assessment procedures (including mechanism for verification of standards)

The assessment will be based on the attendance, the ability to follow up the protocol of the trial and finally on writing.

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The ***National Qualification Framework*** provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Outline the fundamentals of each aspect in animal production (such as nutrition, diseases, physiology etc.).	Lecture strategies and discussion strategies	Students knowledge will be assessed directly through written exams (home works, quizzes, majors, reports, and final exams) and by indirect assessment methods (self-assessment and teacher assessment surveys)
1.2	Describe the ethical and professional responsibilities of the carrier	Experiential learning by designing experiences	
1.3	Define the role of the animal production and the impact of in of this carrier on Saudi economy and food security.	Problem-based learning and seeking solutions to real world problems	
1.4	Recognize the basics and the applications of animal science and production in farm animals.	Team-based learning: students rely on each other for their own learning.	
2.0	**Cognitive Skills**		
2.1	Collect data, analyse it, interpret results, justifications and finally write reports.	Active learning which will help in developing cognitive skills such as problem solving and critical thinking.	Direct assessment: home works, quizzes, majors, reports, and final exams Indirect assessment methods: self-assessment and teacher assessment surveys.
2.2	Examine real life problems that faces the animal production industry and develop innovative solutions based on applicability	Experiential learning by designing experiences.	
2.3	Evaluate alternative solutions for problems facing the animal production industry.	Problem-based learning and seeking solutions to real world problems	
2.4			
3.0	**Interpersonal Skills & Responsibility**		
3.1	Students will be able to show an ability to work as a member of a group and will learn more about ethical and professional issues awareness	Coop work provides an opportunity for students to work in groups and interact with others and will expose them to ethical and professional issues.	Evaluation forms filled by the trainers about the skills and responsibility of the students during the coop period.
3.2	Evaluate student in a leadership role to judge the production process and will be able to perform self-learning, which requires the use of the tools of search for new information.	Team homework and assignments.	Faculty evaluation for students in seminars, classes and projects.
4.0	**Communication, Information Technology, Numerical**		
4.1	Students will have enough background in statistics and experimental methodology to conduct experiments and interpret the results, draw conclusion and write in	Courses Laboratories Projects	Oral skills will be assessed in oral presentations.

	English.	Group works	Oral testing and examination Students IT skills will be assessed in computer courses and other relevant courses directly through home works and exams (quizzes, majors, reports, and final exams)
4.2	Students will demonstrate the ability to gather, analyse, evaluate asses and interpret data and then write up report with proper discussion.	Projects Group works	Oral skills will be assessed in oral presentations. Oral testing and examination.
5.0	**Psychomotor**		
5.1	Construct skills for hand movements as needed in performing laboratory and field work (titration, pipetting, weighing etc.).	Laboratory and field work allow the students to develop their physical, sensory and motor skills.	In the laboratory exams students are assessed on their ability to perform tasks that require psychomotor skills.

NQF Learning Outcome Verb, Assessment, and Teaching Strategies and Suggestions

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers,

Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced

Program Learning Outcome Mapping Matrix

Learning Outcomes		Course Code and Number																							
		CT 140	MATH 140	MC 140	ENGL 140	ENT 101	CI 140	MATH 150	CHS 150	ENGL 150	STAT 100	CHEM 101	ZOOL 103	AEE 201	AGEC 205	IC 101	PHYS 101	BOT 102	ANPR 106	CHEM 108	IC 102	BCH 101	PPS 201	AGEC 217	
1.0	**Knowledge**																								
1.1		**I**	**I**	**I**	**I**	**I**	**I**	**P**	**I**	**P**	**I**	**I**	**I**	**I**	**P**	**I**	**I**	**I**	**I**	**P**	**P**	**I**	**P**	**I**	
1.2		**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**P**	**P**	**I**	**P**	**P**	
1.3		**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**P**	**I**	**I**	**I**	**P**	**I**	
2.0	**Cognitive**																								
2.1		**P**	**I**	**P**	**I**	**I**	**P**	**P**	**P**	**P**	**I**	**I**	**I**	**I**	**P**	**I**	**I**	**I**	**I**	**P**	**P**	**I**	**P**	**P**	
2.2		**I**	**I**	**I**	**I**	**I**	**P**	**I**	**P**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**P**	**P**	**I**	**P**	**P**	
2.3		**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**P**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**P**	**I**	
3.0	**Interpersonal Skills & Responsibility**																								
3.1		**P**	**I**	**P**	**I**	**P**	**P**	**P**	**P**	**P**	**I**	**P**	**P**	**P**	**P**	**P**	**I**	**P**	**P**	**P**	**P**	**I**	**P**	**P**	
3.2		**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**A**	**I**	
4.0	**Communication, IT,**																								
4.1		**I**	**P**	**P**	**I**	**P**	**P**	**P**	**P**	**P**	**I**	**P**	**P**	**P**	**P**	**P**	**I**	**P**	**P**	**P**	**P**	**P**	**P**	**P**	
4.2		**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**I**	**A**	**I**	
5.0	**Psychomotor (Not**																								

I=Introduction P=Proficient A=Advanced

NQF Learning Domains and Learning Outcomes

Learning Outcomes		Course Code and Number																				
		ANPR 220	ANPR 226	ANPR 254	IC 103	ANPR 258	ANPR 320	ANPR 322	ANPR 326	ANPR 328	ANPR 334	ANPR 336	ANPR 338	ANPR 400	ANPR 402	ANPR 402	ANPR 458	ANPR 460	ANPR 466	ANPR 468	IC 104	
1.0	Knowledge																					
1.1		P	P	A	P	P	P	P	P	P	A	A	P	A	A	A	A	A	A	A	A	
1.2		P	P	P	P	A	A	P	P	P	P	P	A	P	A	A	A	A	A	A	A	
1.3		P	P	A	I	A	A	P	A	P	A	A	A	A	A	A	A	A	A	A	P	
2.0	Cognitive																					
2.1		A	A	A	P	A	A	P	P	A	P	A	P	P	A	A	P	P	A	A	A	
2.2		P	P	P	I	A	A	P	A	P	A	P	A	A	A	A	A	A	A	A	P	
2.3		A	P	P	I	A	A	A	A	P	A	P	A	A	A	A	A	A	P	A	A	
3.0	Interpersonal Skills & Responsibility																					
3.1		P	A	A	P	A	A	P	A	P	P	A	P	A	A	A	P	A	A	A	A	
3.2		A	P	A	I	A	A	A	A	P	A	A	A	A	A	A	A	A	A	A	A	
4.0	Communication, IT, Numerical																					
4.1		A	P	P	P	A	A	P	P	P	P	P	P	A	A	A	A	A	A	A	P	
4.2		A	A	A	I	A	A	A	A	A	A	A	A	A	A	A	A	A	P	A	A	
5.0	Psychomotor (Not Applicable)																					

I=Introduction P=Proficient A=Advanced

NQF Learning Domains and Learning Outcomes

		ANPR 252	ANPR 256	ANPR 260	ANPR 318	ANPR 346	ANPR 348	ANPR 402	ANPR 452	ANPR 456	ANPR 462	ANPR 464		FSN 202	FSN 206	AGEC 209	AEE 301	PPS 348	AGEN 220
1.0	Knowledge																		
1.1		P	P	P	P	I	I	A	A	A	A	A		I	P	P	P	P	P
1.2		P	P	A	A	P	P	A	A	P	P	P		P	A	P	P	P	P
1.3		P	P	A	A	P	P	A	A	A	A	A		P	P	P	P	P	P
2.0	Cognitive																		
2.1		A	A	A	A	P	P	A	A	A	A	A		P	A	A	P	P	P
2.2		P	P	A	A	P	P	A	A	A	P	P		P	P	P	P	I	I
2.3		P	P	A	A	1	1	A	P	P	P	P		P	P	P	P	P	P
3.0	Interpersonal Skills & Responsibility																		
3.1		P	A	A	A	P	P	A	A	P	P	P		P	P	P	I	P	P
3.2		A	P	A	A	P	P	A	A	A	A	A		P	P	P	P	A	P
4.0	Communication, IT, Numerical																		
4.1		A	A	A	A	P	P	A	A	P	P	P		P	P	P	P	P	P
4.2		P	P	A	A	P	P	A	A	A	A	A		P	P	P	P	P	P
5.0	Psychomotor (Not Applicable)																		
		-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-

I=Introduction P=Proficient A=Advanced

5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites**.**

Attached is “The Undergraduate Study and Examination Regulations.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

a. Attendance.
b. Progression from year to year.
c. Program completion or graduation requirements.

Attached is “The Undergraduate Study and Examination Regulations.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

Random samples of student’s exams and achievements will be checked and reviewed by the department committee each semester.

F. Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

1. Orientation week for freshmen.
2. Orientation week at the beginning of the academic semester about the offered courses.
3. Each faculty member will be assigned to a group of students as an advisor and mentor, his role will be to help students in planning their course work, understanding the requirements, policies, and to assess student’s progress and to provide counseling.
4. Each faculty member will provide at least 5 to 10 hours per week of open office hours for student, the schedule is posted at office door.

2. Student Appeals

Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

Attached is “The Undergraduate Study and Examination Regulations”.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

The instructor of the course is in charge of choosing references for the course; a list of references has to be submitted as a part of the syllabus to the department head and has to be approved. The instructor is encouraged to put all related information on his website where students have the ability to access that at any time. Instructors are required to order books and all related materials in advance.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

A committee at the department level has the responsibility for evaluating the adequacy of the textbook and references at the library. Faculty can submit requests to the department head to order text books and laboratory supplies. On the other hand, a committee at the faculty level is working to ensure the readiness of classrooms and smart rooms. A maintenance team is available at any time to fix any issue regarding smart rooms.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

- Encouraging faculty to write textbooks and laboratory manuals.
- A committee is formed to inspect textbooks and update them.
- Any needed text books can be ordered through the department.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

Students are required to work with the faculty to assess the availability of textbooks at the library, they can add request for ordering more books if necessary.

4. What processes are followed for textbook acquisition and approval?

Each faculty member is required to submit a form of required text books at the beginning of the academic semester to the department head, after which a request is sent to the library to order new books.

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

Job postings are created online by the University and upon the request of the department. The posting include position description, responsibilities and job specifications according the rules of the Ministry of Higher Education. The recruitment committee selects the most suitable applicant(s), interviews the selected applicants, presentations are made by candidates at the department for evaluation, and then the committee will select the best candidate.

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

- The current program is being reviewed annually within the department by all faculties, and then a recommendation is given to a special committee.
- A committee which contains the senior faculty members of the program.
- The committee periodically reviews the program curricula and program educational objectives; examine the recommendations of faculty members and to make a final proposal if changes are required.

b. Explain the process of the Advisory Committee (if applicable)

- The advisory committee examine the recommendations of faculty members about the quality of the program and to make final recommendations to the Development and Quality Committee.

3. Professional; Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

- Attendance of skill develop courses is considered mandatory mostly for the newly recruited faculty members.

- Workshops for various aspects of academic development and quality are conducted frequently during the academic year and it's mandatory.
- Workshops which are sponsored by the Deanship of Skills development are conducted frequently on emerging teaching and learning strategies

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

- Faculty members are required to attend conferences and workshops to enhance their knowledge in the field of teaching.
- Peer consultation in teaching for faculty upon their request.
- Research projects grants and administration
- Teaching performance evaluation
- Criteria for faculty appointment and promotion

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

- Conducting awareness workshop for the new faculty members by the Deanship of Skills development (one week of intensive courses).
- New faculty are assigned a mentor as an advisor for their first year of employment.
- Referring the faculty to the regulation handbook of the university which contains all information about the duties and responsibilities of the faculty, including the rights, privileges and code of conduct.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

- Applications are reviewed by a committee and the final selection is approved by the higher university administrators.
- The number is limited and not to exceed 10% per academic year.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

1- Form committee that will analyze student course evaluations in order to improve teaching methodology
2- Conducting workshops for faculty on teaching strategies and evaluation
3- The committee will evaluate the student grades and achievements at the end of each semester

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

- Peer reviews
- Faculty self-reports in course reports
- Student Course evaluation forms at the end of the semester.
- Independent assessment by an external teaching staff

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) From current students and graduates of the program?

- Students in the program complete program evaluations
- Faculty get feedback from students in the program about its strengths and weaknesses
- Alumni of the program complete program surveys and interviews
- Establishing an internet open forum to get student feedback

(ii) From independent advisors and/or evaluator(s)?.

- Faculty members compare the program with similar programs at other universities
- Faculty members measure their program against accreditation agency standards
- Feedback is sought from accreditation evaluators regarding quality of program
- self-assessment report reviewed by external experts
- professional societies of animal production assessment

(iii) From employers and/or other stakeholders. • Questionnaires will be given to employers to get feedback. • Meetings with employers will be held to assess their views on the quality of graduates. The outcomes from these meetings will be discussed and analyzed by the department to improve teaching and learning. • Employment rate and leadership positions will be assessed.

Complete the following two tables.

1. **Program KPI and Assessment Table**

2. **Program Action Plan Table**

Program KPI and Assessment Table

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	Students overall evaluation on the quality of their learning experiences at the institution. (Average rating of the overall quality of their program on a five point scale in an annual survey final year students)	**3.5**	**3.65**	**3.5**	**NA**	The table clearly shows that our performance for this KPI is higher than the target benchmark and internal benchmark (which is plan protection program). No external benchmark could be identified so far due to non-availability of data of other institutions (local or international). Quality committee is trying its best to identify external benchmark for this KPI. Keeping the results of target and actual benchmark in view, the target for the new academic years has been set to 4.0 as we will be working on the areas requiring improvement in our survey forms for	**4.0**

						better results in future.	
2	Proportion of courses in which student evaluations were conducted during the year.	**50%**	**15%**	**60%**		The actual benchmark is far behind both the target and internal benchmarks. The reasons are mainly technical and administrative. The target for the next year has been kept 60% as the department has planned a net set of strategies for conducting course evaluation in most of the courses. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	**60%**
3	Ratio of students to teaching staff. (Based on full time equivalents)	**4:1**	**0.68:1** (21Stud./31staff)	**0.05:1**		The results in this KPI are quite odd as students to faculty ratio were set as 4:1 but the actual result is quite less. It is because there is a lack of interest among students and lack of awareness among them. However,	**4:1**

						comparing it with internal benchmark, it may be noted that it is much better in our case. We have set the same target for the next year. Efforts would be done to increase the number of students to meet the target by conducting more workshops and extension programs targeting the high school students and the community in general. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
4	Students overall rating on the quality of their courses. (Average rating of students on a five point scale on overall evaluation of courses)	**3.5**	**3.65**	**3.80**		The table clearly shows that our performance for this KPI is higher than the target and closer to internal benchmark. However, it needs to be increased, so the target benchmark for the next year has been set to 4.0. No external benchmark	**4.0**

						could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
5	Proportion of teaching staff with verified doctoral qualifications.	**80.00%**	**83.87%** **(26/31)**	**82.46%**		The results for this KPI are quite good as we have more than 80% faculty members with doctoral qualification. This quite close to internal benchmark as well. The target for the next years has been kept the same as current year as the results would not change for few more years. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	**80.0%**
6	Course completion rates for a. Full time students b. Part-time students and c. Distance education students	**90%**	**92%**	**NA**		The table shows our excellent performance in this KPI which is 92% (higher than the target benchmark). We have increased it to 95% with a plan to make it 100% in future. No internal or	**95%**

						external benchmark was available for this KPI. Efforts would be made to obtain them in the future to compare with.	
7	Proportion of full time student's commencing undergraduate program who complete those programs in minimum time specified for the program.	**60%**	**33.3%**	**NA**		The program completion rate for this program is not very encouraging as the target was 60% which is only 50% achieved. This is due to lack of interest of students in their studies. No internal or external benchmark was available for this KPI. However, the target has been increased due to special attention to students for completing the program in the minimum time.	**75%**
8	Proportion of graduates from undergraduate programs who within six months of graduation are: a. Employed b. Enrolled in further study c. Not seeking employment or further study	**a. 80%** **b. 15%** **c. 5%**	**a. 80%** **b. 6.7%** **c. 13.3%**	**a. 55%** **b. 16%** **c. 29%**		The target proportion of graduates' employed was achieved and higher than the internal benchmark. The graduates enrolled in further studies were below the targeted and internal benchmark. Moreover, the	**a. 80%** **b. 20%** **c. 0%**

						unemployed graduates were higher than targeted, but lower than the internal benchmark. Surveys will be conducted to identify reasons for unemployment and low percentage of enrolment in further studies. So, proper and efficient plan will be developed to solve this issue.	
9	The overall rating of the employers on the performance quality of the program graduates.	**3.5**	**3.49**	**3.0**		Employers' feedback is one of the crucial indicators. The table shows that we almost reached to our target and are quite better as compared to internal benchmark. However, the target has been increased for the next year as we expect a higher satisfaction as a result of certain changes in our teaching and learning systems such as the successful integrated field training course in the curriculum. No external benchmark	**4.0**

						could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs. **I**ncorporation of Employers into learning and teaching process through lecturing and workshops will be considered for improvement.	
10	Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale in an annual survey of final year students)	**3.5**	**3.67**	**3.00**		This KPI has achieved its target. However, the target was kept low in this KPI in order to create the culture of evaluation. That is why, the target has been set to 4.0 for the next year with an expectation to reaching close to it. Comparing it with internal benchmark, it is quite better than the internal benchmark**.** No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	**4.0**
11	Student evaluation of library			**4.6**		Analysis of the table	

	services. (Average rating on adequacy of library services on a five point scale in an annual survey of final year students)	**3.5**	**3.80**			shows that the target has been met and students' satisfaction is higher than the target. However, it is quite below than the internal benchmark. The target for the next year has been set to 4.0 for a steady progress to meet the internal benchmark. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	**4.0**
12	Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	**3.5**	**4.00**	**4.5**		The table shows that our performance is quite better in this KPI as our score is higher than the target. However, it is quite less than the internal benchmark. Practical solutions have to be applied to meet the target which is increased to 4.5. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark	**4.5**

						for KPIs.	
13	Proportion of teaching staff leaving the department in the past year for reasons other than age retirement.	**3%**	**3.23%**	**3.51%**		The actual benchmark falls within the range of the target. More actions are needed to cut off reasons which lead to leaving the department. The higher administrative authority has to be involved to reduce the number of staff leaving the department. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	**3%**
14	Number of refereed publications in the previous year per full time equivalent member of teaching staff. (publications based on the formula in the Higher Council Bylaw excluding conference presentations)	**1.2**	**1.61**	**1.28**		The table shows a very good performance in this KPI having 1.6 which is higher than the target and internal benchmark, However, the target for the current year has been increased to 1.5 which is still less than the current year but it is kept as 1.5 to have a steady progress in the KPI. No external benchmark could be identified for this KPI.	**1.5**

						However, efforts would be done this year to find some external benchmark for KPIs.	
15	Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	**1.5**	**1.20**	**1.03**		The number of citations is little less than the target, although it is better compared to the internal benchmark. The department has to improve publication quality to fulfil the target. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	**1.5**
16	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	**85%**	**87.10%**	**45.61%**		The table indicates a very good performance of faculty in this KPI which is 85% leading to the conclusion that almost all faculty members are engaged in research publication in refereed journals. The internal benchmark for this KPI which is plant protection department is far below. This means our performance is quite	**90%**

						better in research publication. The target for the next year has been increased to 90%. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
17	Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	**0.50**	**0.64**	**0.01**		The target has been achieved and it is better than the internal bench mark. However, we do realize that this KPI needs to be improved to a higher level of 01 per faculty members which is the target for the coming year. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	**1.0**
18	Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	**250 000 SR**	**277 581 SR**	**622 456 SR**		The target has been achieved as reflected in the table. However, even the target is far below the internal benchmark which means the	**300 000 SR**

						department has to work very hard to reach closes to the internal benchmark. The new target for the next year has been increased. This means that such increase every year would bring us close to internal benchmark. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
19	Number of community education programs offered.	**2**	**1**	**2**		As indicated in the table that there the target benchmark for this KPI was to hold 02 Community education program. However, department could meet to 50% of this target which is lower than the internal benchmark. The department has to develop more community education program to meet this target next year.	**2**
20	Number of hours of voluntary	**4%**	**4%**	**NA**		The table indicates that	**10%**

	professional work spent in the community as a percentage of full time teaching staff.					The 4% of voluntary professional work spent in the community by teaching staff has achieved the target. More effort and plans must be developed to enhance the relationship with the community and achieve the future benchmarks (10%).	

Analysis of KPIs and Benchmarks: (list strengths and recommendations)

- A significant number of KPIs are fallen with the target benchmark designed by the department to achieve high quality teaching and consequently graduate. Most of these KPIs are designed to provide student with a healthy academic environment for learning and gaining a real experience. Moreover, an outstanding research and publication activities is reported beside a significant financial support. The department is targeting to increase the research income from external and internal agencies which achieved this year by obtaining more than 8 million SR for research and more fund expected until the end of this academic year (2014-2015). On the other hand, the number of community education and services programs must be increased to play a significant role in improving the livestock productivity and health.

The following are some of the animal production program strength:

- Number of refereed publications per full time equivalent member of teaching staff.
- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.
- The % of voluntary professional work spent in the community by teaching staff.
- Proper academic course plan provided by the department.
- High quality of course teaching.
- A significant contribution of staff members in national and international academic conferences.
- The percentage of teaching staff leaving the department for reasons other than age retirement is within acceptable range.

The recommendations for improvement can be summarized as follow:

- Developments of plans encouraging the teaching staff to improve publication quality so as to increase the number of citations.
- Encouraging the members of teaching staff to apply for external grants.
- Development of community education programs.
- Enhance graduates quality through update curriculum with focusing on the field experience training.
- Performing continuous academic reforming.
- Increase the number of courses evaluated every year for high accuracy.

NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

KPI refers to the key performance indicators the programs used in the SSRP and are approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).
Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.
Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.
Internal Benchmarks refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).
External Benchmarks refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).
KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.
New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

Program Action Plan Table

Directions: Based on your “*Analysis of KPIs and Benchmarks*” provided in the above Program KPI and Assessment Table, list the recommendations identified below.

No.	Recommendations	Action Points	Assessment Criteria	Responsible Person	Start Date	Completion Date
1	Upgrading the quality of the provided program.	Performing continuous academic reforming.	-Number of new added courses. -Number of updated courses. -Number of totally omitted courses.	Department Head	Start of the Academic Year 2014/2015	Continuous Process
2	Enrolment of qualified administrative staff members in the process of accreditation.	Organizing training courses and workshops for the administrative staff members.	-Total number of held training courses and workshops. -Percentage of attendees.	Quality Supervisor	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
3	Improving the working conditions of the teaching staff	Providing remunerative, financial and moral incentives for the teaching staff	-Total number of teaching staff being rewarded.	Institution Head	Start of the Academic Year 2014/2015	Continuous Process
4	Improving the quality of the facilities and equipment.	-Equipped the labs, offices and classrooms of the department with the necessary facilities and equipment. - Establishment of a maintenance unit to keep these assets functioning properly.	-Number of new added facilities and equipment. - The percentage of working equipment to non-working.	Department Head	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
5	Upgrading the quality of the provided program.	Performing continuous academic reforming.	-Number of new added courses. -Number of updated courses. -Number of totally omitted courses.	Department Head	Start of the Academic Year 2014/2015	Continuous Process

6	Developments of plans encouraging the teaching staff to improve publication quality so as to increase the number of citations.	- Introducing the point system which depends on the quality rather than the quantity of the papers in staff evaluation. - Allocation of incentives for staff members with high citation.	The number of citation.	Head department/ department council	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
7	Encouraging the members of teaching staff to apply for external grants	Giving the grant a weight of at least 3 teaching credit hours.	Research income from external resources.	Head department/ department council	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
8	Development of community education programs	Planning a curricula for community education programs in the field of ration formulation and artificial insemination	Approval and implementation of the community education programs	Head department/ respective staff members	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
9	- Place Plan of Achieving optimal ratio of students to teaching staff	- action plan was placed or increasing number of enrolled students using advertising tools at department level and to public which results in increasing number of enrolled students for this academic year (1434/1435) to 23 students. An example, A secondary school students were asked to make a tour visit to the department.	- Admission office records regarding the number of accepted students.	Head of the Department	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
10	Update curriculum and using advance Teaching tools.	- Effectively apply the New curriculum to all students - Effectively apply Academic counselling to all students	- Result of student survey change regarding the teaching quality.	- Head of the Department - Department Staff members.	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
11	Getting Authorised Academic counselling to follow up on Electronic	- Achieving better proportion by advertising local adv for student in order to help with enrolment ahead	- Student feedback survey. - Passing rate from Admission Department	- Head of the Department - Department Staff	Start of the Academic Year	End of the Academic Year

	Enrolment.	(Various announcement was made. Keep update the new program curriculum to new one to make more suitable for increasing this proportion.		members. - Students.	2014/2015	2014/2015
12	Enhance performance quality of graduates	- Incorporation of Employers into learning and teaching process through lecturing and workshops	- Successful integrated field training course report - Graduate feedback and Employment data base	Head of the Department	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
13	Increase contact time between faculty member and students	- More utilization of Telecommunication and Electronic tools in teaching (e.g. SMS, WhatsApp, Facebook, Twitter**)**	Results from the program Evaluation Survey.	Head of the Department	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015

Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).

Strengths:

- Number of refereed publications per full time equivalent member of teaching staff.
- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.
- The % of voluntary professional work spent in the community by teaching staff.
- Proper academic course plan provided by the department.
- High quality of course teaching.
- A significant contribution of staff members in national and international academic conferences.
- The percentage of teaching staff leaving the department for reasons other than age retirement is within acceptable range.

Recommendations:

- Developments of plans encouraging the teaching staff to improve publication quality so as to increase the number of citations.
- Encouraging the members of teaching staff to apply for external grants.

- Development of community education programs.
- Enhance graduates quality through update curriculum with focusing on the field experience training.
- Performing continuous academic reforming.
- Increase the number of courses evaluated every year for high accuracy.

Attachments:

1. **Copies of regulations and other documents referred to in template preceded by a table of contents.**

2. **Course specifications for all courses including field experience specification if applicable.**

Authorized Signatures

Dean / Program Chair	Name	Title	Signature	Date
Program Dean or Chair of Board of Trustees Main Campus				
Vice Rector				