

ATTACHMENT 2 (c)

Annual Program Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**ANNUAL PROGRAM REPORT
(APR)
2015**



Program Eligibility: The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

Post Accreditation: The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

Annual Program Report

1. Institution King Saud University	Date of Report: 25/11/1436H
2. College/ Department College of Science/ Department of Zoology	
3. Dean Prof. Nasser M. Aldaghri	
4. List all branches/locations offering this program	
1. _ Main campus in Al Dariya _____	
2. _____	
3. _____	
4. _____	



A. Program Identification and General Information

Program title and code	Bachelor of Science in Zoology, Zoo
Name and position of person completing the APR	Dr. Badr A. Aldhmarsh (Chairman of Zoology Dept.)
Academic year to which this report applies.	1435 / 1436 H

B Statistical Information

1. Number of students who started the program in the year concerned:	<input type="text" value="12"/>
2. (a) Number of students who completed the program in the year concerned:	<input type="text" value="12"/>
Completed the final year of the program:	12
Completed major tracks within the program (if applicable)	<input type="text" value="Not"/>
Title.....No	<input type="text" value="None"/>
Title.....No	<input type="text" value="None"/>
Title.....No	<input type="text" value="None"/>
Title.....No	<input type="text" value="None"/>
2. (b) Completed an intermediate award specified as an early exit point (if any)	<input type="text" value="None"/>
3. Apparent completion rate.	
(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)	<input type="text" value="100%"/>
(b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program)	<input type="text" value="Not"/>
(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).	



Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

- The best high school students would not like to study Zoology as Major program, most of them study professional areas such as Medicine, Engineering and Computer sciences.
- We find out that some male students change their study to other programs in the college after the first year, and also the majority of the students can rarely complete their Bachelor within four years.

4. Enrollment Management and Cohort Analysis (Table 1)

Cohort Analysis refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

Cohort Analysis (Illustration): **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). Update the years as needed.

Enrollment Management and Cohort Analysis (Table 1)

								Current Year
Student Category	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total cohort enrollment	*PYP	--	59	50	52	44	41	38
Retained till year end	--	--	59	46	48	42	41	38
Withdrawn during the year and re-enrolled the following year	--	--	2	3	6	9	--	--
Withdrawn for good	--	--	--	--	--	--	--	--
Graduated successfully	--	--	10	17	5	17	9	4



Provide an analysis for the cohort that started PYP on 2010 – 11								
Semester				First	Second	Summer		
Total student enrollment at the beginning of year		PYP						
Progressed through the year								
Withdrawn during the year and re-enrolled the following year				1	1	1		
Withdrawn for good								
Graduated successfully				12	0	5		
Provide an analysis for the cohort that started PYP on 2011 – 12								
Semester				First	Second	Summer		
Total student enrollment at the beginning of year		PYP						
progressed through the year								
Withdrawn during the year and re-enrolled the following year				4	1	1		
Withdrawn for good								
Graduated successfully				3	1	1		
Provide an analysis for the cohort that started PYP on 2012 – 13								
Semester				First	Second	Summer		
Total student enrollment at the beginning of year		PYP						
progressed through								



the year								
Withdrawn during the year and re-enrolled the following year				4	3	2		
Withdrawn for good								
Graduated successfully				6	10	1		
Provide an analysis for the cohort that started PYP on 2013 – 14								
Semester				First	Second	Summer		
Total student enrollment at the beginning of year			PYP					
progressed through the year								
Withdrawn during the year and re-enrolled the following year								
Withdrawn for good								
Graduated successfully				0	2	2		
Provide an analysis for the cohort that started PYP on 2014 – 15								
Semester				First	Second	Summer		
Total student enrollment at the beginning of year			PYP					
progressed through the year								
Withdrawn during the year and re-enrolled the following year								
Withdrawn for good								



Graduated successfully				7	2			
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*** PYP - Preparatory Year Program**

Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

Date of Survey

Number Surveyed Number Responded Response Rate %

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	1		4		
Percent of Respondents					

Analysis: List the strengths and recommendations



C. Program Context

<p>Significant changes within the institution affecting the program (if any) during the past year.</p> <ol style="list-style-type: none">1. Introducing a foundation preparation year for students coming from High School in the University.2. Introducing and promoting e-Learning methods, to replace the traditional teaching methods. For this reason most of academic staff will be trained to use such teaching technology. <p>Implications for the program</p> <ol style="list-style-type: none">1. The goal of foundation of preparation year will be to adapt and complete the knowledge that students will need on the first year of the program. Therefore, the study plan will be updated and new textbooks should be planned as well.2. E-Learning methods are being introduced; some of the present staff will be trained to teach by these methods.3. Some selected courses are now being processed as digital electronic courses.
<p>2. Significant changes external to the institution affecting the program (if any) during the past year.</p> <ol style="list-style-type: none">1- Significant development in the local national economy.2- Communication technology: such as the Internet and network. <p>Implications for the program</p> <p>Significant development was observed in several universities in the Kingdom and also the encouragement of local administration for University to continue this development.</p> <p>E-Learning methods are used in the teaching process, and enhancing the communication between students and academic staff.</p>



D. Course Information Summary

<p>1. Course Results. Describe and analyze how the individual NCAAA “Course Reports” are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)</p> <p>(a.) Describe how the individual course reports are used to evaluate the program.</p> <p>Lists of results of all courses taught in the first and second semesters in 1435-1436 H are attached.</p> <p>(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.</p> <p>(1.) Completion rate analysis:</p> <p>Most of the courses were fairly completed either from staff members side or students side.</p> <p>(2.) Grade distribution analysis:</p> <p>The grades in general were consistent with the level of student success.</p> <p>(3.) Trend analysis (a study of the differences, changes, or developments over time; normally several semesters or years):</p> <p>These is a slightly improved development in terms of student achievement over the last few semesters.</p>
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2. Analysis of Significant Results or Variations.	
List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.	
a. Course	Significant result or variation
Zoo 332	Low grades were obtained
Investigation undertaken	
Reason for significant result or variation	
Because the course is given completely in English language.	
Action taken (if required)	



According to the study plan the course is still taught in English.	
b. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
c. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required. Not applicable		
Course title and code	Explanation	Compensating action if required



(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		

E Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response
The process of alternative final exams	Effects on the registration and the study plan of a student for the next semester	Authority should be given to the vice Dean of Academic Affairs
The delay of class rooms reservation	Losing the first week of each semester in some courses	Coordination in this regard should be done before the beginning of each semester



F. Summary Program Evaluation

<p>1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)</p> <p>Date of Survey <input type="text" value="2015"/></p> <p>Attach survey report</p> <p>Surveys available</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions</p> <ul style="list-style-type: none"> - Smart classrooms equipped with multi-media - All staff members are cooperative and willing to offer help to students in different matters. - Consciousness of students to stick to study plan during registration of courses. 	<p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)</p> <ul style="list-style-type: none"> - The learning process is progressive developed due to cooperation of all people in change
<p>b. Changes proposed in the program (if any) in response to this analysis and feedback.</p> <p>Academic supervisor has been appointed already to guide students particularly at the beginning of each semester.</p>	

<p>2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)</p> <p>Describe evaluation process Surveys available</p> <p>Attach review/survey report</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p> <ul style="list-style-type: none"> - The employers usually make stress for courses that serve employment market. 	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p> <ul style="list-style-type: none"> - This will be taken in consideration because the study plan is dynamic.



b. Changes proposed in the program (if any) in response to this feedback.			
- More emphases were placed on the practical past of the courses that serve the employment market.			
2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.			
(a) List sub-standards. Are the “Best Practices” followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).			
Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
Use of Indicators and Benchmarks	Y	**	To figure out a reasonable Benchmark, and monitoring the achievements in this respect
Student Learning Outcomes	Y	**	1.Develop a good criterion for input students 2.Activate a graduate follow-up committee which should develop attributes to identify needed attributes in students
Program Development Processes	Y	**	1-Design a plan to check the coordinated contribution of courses to learning outcomes, and implement it. 2-Give more time for assessment of program proposals so that work and other contributions to society can be taken into consideration.
Support for Improvements in Teaching	Y	**	1-Lowering teaching load. 2-Give substantial and formal recognition to outstanding teaching, with care given to developing strategies used for improvements
Resources Planning and Evaluation	Y	*	More planning and consultation of Faculty and students about the adequacy of resources and services
Resources and Facilities	Y	*	Provide more facilities, books and online resources
Policy and Planning	Y	**	Make a plan for updating equipment
Information Technology	Y	**	Provide more training programs



Institutional Policies on Community Relationships	Y	**	1-Recommend to decrease faculty load, 14 hours load is too much for a faculty member who is expected to be involved in committees, active teaching techniques, e-learning and RESEARCH! 2-Conducting enough training for computer labs technicians.
Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.			
- Nearly all substandard were taken into consideration for the sake of high quality graduates.			

G. Program Course Evaluation

1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.

Course Title/Course Code	Student Evaluations		Other Evaluation (specify) Teacher evaluation by students	Action Planned	
	Yes	No		Yes	No
Zoo 103	Yes			Yes	
Zoo 145	Yes			Yes	
Zoo 212	Yes			Yes	
Zoo 245	Yes			Yes	
Zoo 262	Yes			Yes	
Zoo 305	Yes			Yes	
Zoo 311	Yes			Yes	
Zoo 317	Yes			Yes	
Zoo 320	Yes			Yes	
Zoo 325	Yes			Yes	
Zoo 326	Yes			Yes	
Zoo 327	Yes			Yes	
Zoo 332	Yes			Yes	
Zoo 342	Yes			Yes	
Zoo 352	Yes			Yes	
Zoo 355	Yes			Yes	
Zoo 366	Yes			Yes	
Zoo 373	Yes			Yes	
Zoo 374	Yes			Yes	
Zoo 375	Yes			Yes	
Zoo 381	Yes			Yes	
Zoo 382	Yes			Yes	
Zoo 412	Yes			Yes	
Zoo 413	Yes			Yes	



Zoo 420	Yes			Yes	
Zoo 423	Yes			Yes	
Zoo 424	Yes			Yes	
Zoo 425	Yes			Yes	
Zoo 432	Yes			Yes	
Zoo 433	Yes			Yes	
Zoo 434	Yes			Yes	
Zoo 435	Yes			Yes	
Zoo 436	Yes			Yes	
Zoo 441	Yes			Yes	
Zoo 455	Yes			Yes	
Zoo 456	Yes			Yes	
Zoo 457	Yes			Yes	
Zoo 458	Yes			Yes	
Zoo 461	Yes			Yes	
Zoo 462	Yes			Yes	
Zoo 464	Yes			Yes	
Zoo 465	Yes			Yes	
Zoo 466	Yes			Yes	
Zoo 471	Yes			Yes	
Zoo 480	Yes			Yes	
Zoo 481	Yes			Yes	
Zoo 482	Yes			Yes	
Zoo 497	Yes			Yes	
Zoo 498	Yes			Yes	

(Add items or attach list if necessary)

2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

Campus Branch/Location	Approval By	Date
Main Campus:		
1: Al Dariya		
2:		
3:		
4:		

List all courses taught by this program and for this program that are in other programs (if any).

Year	Course Code	Course Title	Required or	Credit Hours	College or Department
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			Elective		
Prep Year					
	ENGL 140	English Language	Required	8 (8+0)	Preparatory Year
	MATH 140	Mathematics (1)- Introduction to Mathematics	Required	2 (1+1)	Preparatory Year
	CI 140	Learning, thinking and research skills	Required	3 (3+0)	Preparatory Year
	CHS 150	Health and Fitness	Required	1 (1+0)	Preparatory Year
	ENGL 150	English Language (2)	Required	8 (8+0)	Preparatory Year
	MATH 150	Mathematics (2)- Calculus	Required	3 (2+0)	Preparatory Year
	CT 150	Information technology Skills (IT Skills)	Required	3 (3+0)	Preparatory Year
	MC 150	Communication Skills	Required	2 (2+0)	Preparatory Year
1st Year Semester 1					
	IC	KSU General University Requirement	Required	2(2+0)	
	IC	KSU General University Requirement	Required	2(2+0)	
	CHEM 103	General Chemistry (1)	Required	3(3+0)	Chemistry Department
	GEOL 105	Geology	Required	2 (2+0)	Geology Department
	STAT 106	Biostatistics	Required	2 (1+1)	Statistics Department
	BOT 102	General Botany	Required	3 (2+1)	Botany Department
	ZOO 103	Principles of Zoology	Required	3 (2+1)	Zoology Department
1st Year Semester 2					
	IC	KSU General University Requirement	Required	2 (2+0)	
	BCH 101	General Biochemistry	Required	4(3+1)	Biochemistry Department
	PHYS 205	Biophysics	Required	2 (2+0)	Physics Department
	MIC 140	Microbiology	Required	3 (2+1)	Microbiology Department
	ZOO 212	Parasitology	Required	3 (2+1)	Zoology Department
	ZOO 242	Cell Biology and Physiology	Required	3 (2+1)	Zoology Department
2nd Year Semester 1					
	ZOO 245	Histology	Required	2 (2+0)	Zoology Department



	ZOO 262	Microscopic Preparatioas	Required	4(3+1)	Zoology Department
	ZOO 305	Modern Animal Taxonomy	Required	2 (2+0)	Zoology Department
	ZOO 320	Ichthyology	Required	3 (2+1)	Zoology Department
	ZOO 327	Herpetology	Required	3 (2+1)	Zoology Department
	ZOO 332	General Physiology	Required	3 (2+1)	Zoology Department
	ZOO 373	Wilderness Ecology	Required	2 (1+1)	Zoology Department
2nd Year Semester 2					
	IC	KSU General University Requirement	Required	2(2÷0)	
	ZOO 311	General Entomology	Required	3 (2÷1)	Zoology Department
	ZOO 325	Ornithology	Required	2(1+1)	Zoology Department
	ZOO 326	Mammalogy	Required	2(1+1)	Zoology Department
	ZOO 342	Molecular Biology	Required	2 (1+1)	Zoology Department
	ZOO 374	Aquatic Ecology	Required	2 (1+1)	Zoology Department
	ZOO 465	Completion of 34 specialized credit hours	Summer Course	3 (2+1)	Zoology Department
3rd Year Semester 1					
	ZOO 317	Medical Aithropodology	Required	3 (2+1)	Zoology Department
	ZOO 352	Fundamentals of Genetics	Required	2 (1+1)	Zoology Department
	ZOO 375	Pollution	Required	2(1+1)	Zoology Department
	ZOO 420	Comparative Vertebrate Anatomy	Required	2 (1+1)	Zoology Department
	ZOO 423	Fundamentals of Descriptive Embryology	Required	2 (1+1)	Zoology Department
	ZOO 432	Endocrinology	Required	2 (1+1)	Zoology Department
3rd Year Semester 2					
ZOO 424		Principles of Experimental Embryology	Required	2 (1+1)	Zoology Department
ZOO 425		Economic Fish and Crustaceans	Required	2 (1+1)	Zoology Department
zoo 433		Immunology	Required	2 (1+1)	Zoology Department
zoo 461		Laboratory Techniques	Required	2 (2+0)	Zoology Department
zoo 471		Animal Behavior	Required	2 (1+1)	Zoology Department
zoo 498		Graduation Project	Required	2 (2+0)	Zoology Department
Include additional years if needed					



**Elective courses from Zoology Department and Botany and
Microbiology Department**
Students are required to select (12 units)

(A) Elective courses from Zoology				
Course no.	Title	Prereq.	Units	
Zoo 355	Animal Wildlife Genetics	Zoo 352	2 (2+0)	
Zoo 366	Management of fish culture	Zoo 320	2 (1+1)	
Zoo 381	Economics of Aquaculture	Zoo 320	2 (1+1)	
Zoo 382	Entomofauna of Saudi Arabia	Zoo 311	2 (1+1)	
Zoo 412	Parasite Immunology	Zoo 212	2 (1+1)	
Zoo 413	Entomology and Environmental-Health	Zoo 311	2 (1+1)	
Zoo 434	Renal Physiology	Zoo 332	2 (1+1)	
Zoo 435	Neurophysiology	Zoo 332	2 (1+1)	
Zoo 436	Reproductive Physiology	Zoo 332	2 (1+1)	
Zoo 441	Histochemistry	Zoo 245 Zoo 262	2 (1+1)	
Zoo 455	Genetic Engineering	Zoo 342 Zoo 352	2 (1+1)	
Zoo 456	Bioinformatics	Zoo 342	2 (1+1)	
Zoo 457	Cytogenetics and Cell Culture	Zoo 242 Zoo 352	3 (2+1)	
Zoo 458	Human Genetics	Zoo 342 Zoo 352	2 (1+1)	
Zoo 462	Experimental parasitology	Zoo 212	2 (1+1)	
Zoo 464	Biotechnology	Zoo 424	2 (1+1)	
Zoo 466	Industrial Environmental Pollution	Zoo 375	2 (1+1)	
Zoo 480	Wildlife Protection	Zoo 373	2 (2+0)	
Zoo 481	Venomous Animals	Zoo 327	2 (1+1)	
Zoo 482	Organic adaptations of Chordates	Zoo 103	2 (1+1)	
Total			41 Units	

(B) Elective courses from Botany and Microbiology Department				
Course no.	Title	Prereq.	Units	
Bot 212	Plant Anatomy	Bot 102	4 (2+2)	
Bot 222	Principles of Flowering Plants Taxonomy	Bot 102	3 (2+1)	
Bot 231	Economic botany	Bot 102	2 (2+0)	
Bot 241	Plant ecological factors	Bot 102	3 (2+1)	
Bot 263	Archegonate	Bot 102	2 (1+1)	
Bot 345	Flora of Saudi Arabia	Bot 102	2 (1+1)	
Bot 384	Phycology	Bot 102 or Mic 140	3 (2+1)	
Bot 442	Hot desert ecology	Bot 102	1 (1+0)	
Bot 444	Ecological resources	Bot 102	2 (1+1)	
Bot 486	Phytoplanktone	Bot 102	2 (1+1)	
Bot 488	Lichens	Mic 140	2 (1+1)	
Mic 250	Virology	Mic 140	3 (2+1)	
Mic 260	General Bacteriology	Mic 140	3 (2+1)	
Mic 270	General Mycology	Mic 140	3 (2+1)	
Mic 340	Microbial ecology	Mic 140	3 (2+1)	
Mic 344	Sanitation and water microbiology	Mic 140	2 (1+1)	
Total			42 Units	



4. Program Learning Outcome Assessment. Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Identify the concepts and basic knowledge of specialization and its relationship to other disciplines.	Lecture	Written exams
1.2	Knowledge of theories and scientific facts in the sections of Zoology and interrelations among organisms and their biosphere.	Support readings	Practical exams
1.3	Learn laboratory bio-techniques and applications.	group discussions	Evaluating individual and group tasks
1.4	Knowledge of the concepts of laboratory management, organization and evaluation.	writing reports - preparing research papers	Evaluating presentations and talks.
1.5	Knowledge of management and concepts of bio-systems, organization and evaluation.	Conducting individual tasks - practical training	
1.6	Knowledge of policy and legislation of animal Science and ethics.	field training – Talks	
2.0	Cognitive Skills		
2.1	The ability to discover and identify, analyze and evaluate various scientific problems and suggesting solutions.	Testing and training process	Assessment of scientific experiments
2.2	Knowledge of the methods of scientific research and the ability to design and evaluation of scientific research.	field studies - a group discussion	evaluating individual and group tasks
2.3	Knowledge of the methods and procedures of research and information retrieval and the ability to build and design research strategies.	- how to resolve the problem	Written exams
2.4	The ability to select and evaluate different sources of information.	Individual and group tasks	
3.0	Interpersonal Skills and Responsibility		
3.1	Work in groups	Working in groups	Direct observation
3.2	acting as coordinator between members of the team	Attend workshops and seminars	Periodic reports on student
3.3	working as team leader	Self-learning	Independent evaluation
3.4	present scientific problems such as environmental pollution	Power point presentations	Assessment of group projects



3.5	interact and deal with the various academic, student activities	Performing field trips for specimen collection	Assessment of projects conducted individually
4.0	Communication, Information Technology, Numerical		
4.1	Computer use	Lectures	Theoretical and practical tests
4.2	Entry and use of databases	Use labs	Evaluation reports, presentations and tasks
4.3	Access and use information networks	Preparation and presenting tasks	Activities
4.4	Use of audiovisual	Writing reports and research papers	
4.5	Learn the principles of statistics	Class activities.	Estimating the laboratory written reports
4.6	Verbal communication	Lab work.	<i>Laboratory written reports evaluation</i>
4.7	Written communication	Writing reports.	Evaluation of class activities and assignments
4.8	Electronic communication	Promoting students to submit activities, homework and writing reports	<i>Evaluating the laboratory written reports.</i>
5.0	Psychomotor (if applicable)		
	None	None	None

Provide an analysis of the Four (five/six-) Year Program Learning Outcome Assessment Cycle |
(List strengths and recommendations)



Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). A **KPI Assessment Table** is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the **Annual Program Report(s)**. Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and grade analysis, or learning achievement using an alternative scientific assessment system (copy the **KPI Assessment Table** and paste to make additional tables as needed).

KPI Assessment Table (Institutionally approved for the program)

KPI # _____ Program KPI: _____	

Assessment Year _____ Program Learning Outcome: _____	

NQF Learning Domain	
Target Benchmark	
KPI Actual Benchmark	
Internal Benchmark	
External Benchmark	
New Target Benchmark	
Analysis: (List strengths and recommendations)	



3. Orientation programs for new teaching staff

Orientation programs provided? Yes No If offered how many participated?

a. Brief Description

Awareness workshop is conducted at the beginning of every academic year for new academic faculty members.

b. List recommendations for improvement by teaching staff.

- Coordination should be achieved between the theoretical and practical part for each course.

c. If orientation programs were not provided, give reasons.

- It has been already provided.

4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
1- Workshops conducted by the deanship of development and quality assurance	7	
2- Sabbatical leaves	2	
3- Attending internal and external scientific conferences	12	
4- Workshops conducted by The centre of Excellence for development of Zoo and Science teaching	1	
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.		
<p>These activities were very useful in improving faculty skills in teaching and research domains as well as orienting new staff with the available facilities such as the central laboratory and research center.</p>		



H. Independent Opinion on Quality of the Program after Considering Draft Report

(e.g. head of another similar department/ program offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
<p>1. Program ILOs should be defined based on relevant external academic reference points such as:</p> <ul style="list-style-type: none"> a. Subject benchmark statements b. Peer college practices c. Framework for higher education qualification published by NCAAA d. Professional, statutory and regulatory bodies e. National occupational standards f. Code of practice sections <p>2. A gap-analysis of the current program aims and ILOs should, then be done with reference to the adopted relevant academic reference points. The ILOs should be restated by the relevant external academic reference points. And the ILO(s) that is (are) not covered</p>	<p>A review was done to all course specifications to determine and evaluate the learning outcomes, then considering the appropriate actions for improvement.</p>



<p>and structured in the curricula.</p> <p>3. ILOs should be aligned at the following three levels:</p> <ul style="list-style-type: none">a. Graduate attributes and program ILOs.b. Program ILOs and course ILOs.c. Course ILOs, teaching/learning activities and assessment tasks. <p>The program ILOs should be clearly stated and detailed enough to define pass/fail point (criteria).</p>	
<p>2. Implications for Planning for the Program</p>	



I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
a. Recruitment of high qualified technical supporting staff as well as research assistants		Department committee		
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
b. Updating instruments in labs		Department committee		
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
c.				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
d..				



2. Proposals for Program Development
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other) Updating the study plan of laboratory courses.
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.) Due to the above proposal for updating the study plan, some courses were deleted and the contents of other courses were distributed over some other courses.
c. Development Activities for Faculty and Teaching Staff 1- Workshops conducted by the deanship of development and quality assurance 2- Conducting seminars and presentations. 3- Sabbatical leaves 4- Attending regional and international scientific conferences 5- Distinguished professors in various topics are invited to visit the department

3. New Action Plan for Academic Year _1436/1437 H		
Actions Required	Completion Date	Person Responsible
Recruitment of high qualified technical supporting staff as well as research assistants	One year	-Head of the department
Updating instruments in labs	One year	- Head of the committee of equipments and facilities - Department head - The college's dean



Program Chair/ Coordinator Name:__ Dr. Ashraf Mohamed Ali Mashaly _____

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

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____