ATTACHMENT 2 (c)

Annual Program Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Agricultural Economics Department

College of Food and Agriculture Sciences

King Saud University

Ministry of Higher Education

Saudi Arabia

ANNUAL PROGRAM REPORT
(APR)

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: May 28, 2014
2. College/ Department College of Food and Agriculture Sciences/ Department of Agricultural Economic.
3. Dean Prof. Fahad Albarakah
4. List all branches/locations offering this program 1. Main campus, Riyadh, Saudi Arabia

A. Program Identification and General Information

Program title and code Applied Economics APEC
Name and position of person completing the APR Omer Elgaili Elsheikh Elamin, Assistant Professor
Academic year to which this report applies. 2012/2013

B Statistical Information

1. Number of students who started the program in the year concerned:	44
2. (a) Number of students who completed the program in the year concerned:	19
Completed the final year of the program:	
Completed major tracks within the program (if applicable)	-
Title……No	
Title……No	
Title……No	
Title…… .No	
2. (b) Completed an intermediate award specified as an early exit point (if any)	-
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.)	43.2%
(b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program)	-
(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).	

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.

Table (F.1)Enrolment Management and Cohort Analysis

			*PYP			
Student Category	**2007 -08**	**2008-09**	**2009 - 10**	**2010 - 11**	**2011 - 12**	**2012-13**
Total cohort enrolment	27	27	27	27	16	4
Retained till year end	22	24	22	17	13	
Withdrawn during the year and re-enrolled the following year	5	3	5	7	2	1
Withdrawn for good	0	0	0	3	1	
Graduated successfully (%)				8(30%)	11(41%)	3(11%)

*** PYP - Preparatory Year Program**

Since the Preparatory Year Program (PYP) started in AY 2009/10, the first cohort presented in table F.1 started the program in academic year 2007/08. Five students withdrew during the year and 22 went on to complete the first year in the program. In AY 2008/09 3 students withdrew and 24 were retained through the year including 5 re-enrollees s who withdrew in AY 2007/08. In AY 2009/10 five students withdrew and 22 were retained throughout the year. IN AY 2010/11, 8 students of this cohort (30%) have graduated, 3 withdrew for good, and 7 withdrew during the year and re-enrolled the ensuing year. Thus, 30% of the cohort graduated successfully in prescribed time (4 years).

Table(F.2)Cohort of the Academic Year: 2008 – 2009

Total student enrolment at the beginning of year	15	*PYP	15	15	15	14	5
Progressed through the year	13		13	12	12	11	4
Withdrawn during the year and re-enrolled the following year	2		2	3	3	2	1
Withdrawn for good	0		0	0	1	1	0
Graduated successfully (%)						8 (53%)	3(20%)

*** PYP - Preparatory Year Program**

Provide Analysis
Table (F.2) presents a similar tracking for a cohort group of 15 students who started the program in AY 2008/09. The first batch of graduates, 8 students or 53% of the cohort completed the program in 5 years. An additional 20% graduated in 6 years. The table shows that two students have withdrawn from the program for good one in the third and one in the fourth years.

Table(F.3)Cohort of the Academic Year: 2009 – 2010

Total student enrolment at the beginning of year			PYP	30	30	27	27	22
progressed through the year				30	21	22	23	19
Withdrawn during the year and re-enrolled the following year				0	6	5	2	3
Withdrawn for good				0	3	0	2	0
Graduated successfully							3 (10%)	8 (27%)

*** PYP - Preparatory Year Program**

Provide Analysis

Likewise table F.3 tracks the cohort group of AY 2009/2010. Out of the 30 students who started the program 3 (10%) graduated in minimum time (4 years) and 8(27%) graduated in 5 years. A total of 5 students permanently withdrew from the program: three in their second year and 2 in their fourth year.

Table (F.4)Cohort of the Academic Year: 2010 – 2011

Total student enrolment at the beginning of year				PYP		47	47	39	38
progressed through the year						47	33	36	34
Withdrawn during the year and re-enrolled the following year						0	6	2	4
Withdrawn for good						0	8	1	0
Graduated successfully									

*** PYP - Preparatory Year Program**

Provide Analysis

Table F.4 presents a tracking of cohort group of AY 2010/11. This cohort comprises 47 students 8 of whom permanently withdrew during the second year and one during the third year.

7. 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).

Employment surveys are not currently performed by the department. However, it will be considered in the future plan of the program.

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					
Percent of Respondents					

Analysis: List the strengths and recommendations

C. Program Context

Significant changes within the institution affecting the program (if any) during the past year. None Implications for the program
2. Significant changes external to the institution affecting the program (if any) during the past year. None Implications for the program

D. Course Information Summary

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.)

(a**.) Describe how the individual course reports are used to evaluate the program.**

The course reports are usually screened, and extreme cases detected. For each course, especially the extreme ones, the shortcomings, difficulties, and comments of instructors are reviewed. Accordingly, recommendations are set for improvements, and embodied in the action plan. In addition, some of the KPIs have been calculated from these reports.

(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

(1.) Completion rate analysis:

The percentage of students who completed the course was 87.4%. Ten students have been denied entry to the final examination because their lectures' attendance was less than 75%, whereas 43 students withdrawn.

(2.) Grade distribution analysis:

The grade distribution of the courses has shown a more or less even distribution, except for one subject, which is the Field Training (APEC 410).
During the two semesters, 21.5% of the students has scored A, 25.1% scored B, 24.3% scored C, 22.1 scored D, and 7.1% has scored F.

(3.) Trend analysis (a study of the differences, changes, or developments over time; normally several semesters or years):

There is no significant difference between this year and the performance in the previous years.

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 Field Training (APEC 410)	Significant result or variation For this course, all of the students have scored grade A in the second semester. In fact, the distribution of the scores is skewed and unevenly distributed for both semesters.
Investigation undertaken Regarding performance evaluation, student's evaluation is done by both the field supervisor, and academic supervisor, with weights of 60% and 40%, respectively. Regarding the nature of the subject, the training program extends for 15 weeks, during which the student joins a training company once a week; meanwhile, the student regularly attends his other courses and study activities at the university. The training institution does not pay for the trainee Thus, with regard to the field supervisor, the program sums up as matter of helping the student to fulfill the university requirement. Reason for significant result or variation Perhaps, the reason for high grades is the overestimation of student performance by the field supervisor. Also, the evaluation by the academic supervisor depends partially on the feedback from the field supervisor, a matter that escalates the overvaluation of the trainees performance.	
Action taken (if required) An alternative program of training, titled "Cooperative training" has been approved. Under this program, the training period extends to 27 weeks. The trainee is obliged to join the training institution everyday (on full time basis) as the regular employee do. The training institution pays a salary to the trainee who performs the duties of an employee. This is expected to enhance the training process, and provides a realistic evaluation of trainee's performance.	

(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.		
Course title and code	Explanation	Compensating action if required
None	-	-
(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 Not applicable		

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
None	-	-

F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)

Date of Survey 2012

Attach survey report

a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
Students are <u>highly</u> satisfied with: 1. Clarity of course objectives 2. The faculty members are outstanding and their classes are relevant. 3. Well-equipped lecture rooms and computer labs. 4. The program has positive impact on learning and self- independence skills 5. Academic and social resources and activities **Students are satisfied with:** 6. Availability of faculty members during the office hours. 7. Diversity and appropriateness of learning sources. 8. Course contents. 9. Assessment and evaluation. 10. Teaching strategy of the courses. 11. Method of students' assessment and evaluation. However, students have rated computing facilities, facilities for religious rituals, and library opening hours as less than satisfactory (average scores < 2.5 out of 5). Also, students' rating was less than average for department's orientation programs.	• Regarding library services, the main library is open daily from 8:00AM to 12:00 midnight which seems quite satisfactory counter to students stated opinion. • With respect to the computing facilities, facilities for religious rituals, there is on-going effort to add more facilities for convenience. • For the case of orientation program, a close look at the department's orientation programs has been proposed. Contacts will be made with students in the preparatory year (before coming to start the program).

b. Changes proposed in the program (if any) in response to this analysis and feedback.

Even though, student evaluations of each course are included in student surveys and be analyzed annually, but, a permanent committee for evaluating courses, does not exist. Thus, it has been proposed to the program manager to initiate such committee for the purpose of enhancement of program learning outcomes.

2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

Describe evaluation process

The following three sources are used to obtain independent analysis on the quality of the program:

a- Independent person familiar with similar programs, as Professor Michel Reed from the University of Kentucky who visited the department as an external reviewer submitted a report about his evaluation of the program. One of his main comments was the lack of agribusiness courses which could enhance the program graduates' skills.
b- An accreditation review by an independent agency, such as Canadian Institute of Agriculture (AIC) in 2010. The academic accreditation of AIC is considered as independent analysis on the quality of the program.
c- Informal meetings with academic staff of other programs and institutions, with experienced personnel in academic accreditation, to solicit their opinion as external reviewers.

In addition the establishment of different committees for the same purpose, and with weekly meeting to follow up with all of external reviewers.

Attach review/survey report

a. List most important recommendations for improvement, strengths and suggestions for improvement. The strong points could be summarized as follows: • Dedication, qualification, and preparedness of faculty members. • Favorable environment in department and college in terms of office space, equipment, IT, library material, classrooms, funding for research. The recommendations of the external reviewer could be summarized in the following three categories: Firstly, the Teaching Program: • High teaching loads need to be lowered. • Course requirements need to be altered in a way that gives students more choices in business-oriented and applied courses. • Need to hire a staff member with a business orientation. • Graduation project should be replaced by a capstone course. • More faculty member time should be devoted to research in the future if the University continues its move to uplift research output. • Device strategies to maximize the educational benefit to students given the constraints (disinterest on students' part). • Redesign the program toward an applied agribusiness direction. • Establish a students' club and encourage field visits and bring business leader into class to heighten the interest of students in agricultural economics. • Device strategies that help in job placement for graduates. • Give more weight to students' presentations and work outside the class in grading students' work. Secondly, the field of research: • Establish international collaboration and reduce teaching loads to in order to improve research productivity and quality. • The Department should strive to increase its collaborations with the private sector. Thirdly, the certification and strategic planning: • Keep a running up to date listing of research publications, grants, and other documentable activities by the faculty members. • The Department should be willing to take advice from its Advisory Council and consider seriously changes that they recommend. The Department should decide upon some key indicators and establish targets that reflect the objectives from the Strategic Plan and track those annually.	(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?) Upon receiving the external reviewer's report, the department council met to discuss its recommendations. The program council discussed and approved the comments and recommendations, and stressed to incorporate those comments in future plans. Action plans have been made, as follows: a- A committee of new M.Sc. plan for Agri-business is working now, as the main advice by the external reviewer. b- New committee has a time table to suggest program improvement, based on external reviewers' recommendations. c- Action proposed for weekly meeting of different department committees, with clear objectives of program goals in short and long runs. d- Fix an assessment forms for each semester to be filled out by students, staff, administrators, and stockholders. e- Ensure understanding and accuracy of information used to fill out survey forms.

b. Changes proposed in the program (if any) in response to this feedback.

Besides the different recommendations embodied in the action plan as a response to the external reviewer's advice, the external reviewer has agreed to coordinate cooperation, and set up a partnership with his Department including but not limited to: exchange of faculty and graduate students' visits; some of the immediate benefits to the Department is that some of its TA's are already enrolled in the Ph.D. program at UK.

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).

Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.

Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	Y	4.80	• More refinement and extra stringency need to be put in the process of hiring new TAs (seeds for future national faculty members).
4.2 Program Development Processes	Y	3.71	• Need to develop a course matrix to assess and ensure more coordination between different courses • Increase involvement of advisory council. • More monitoring of program courses, texts, references to ensure continual relevance and to cope up with labor market developments.
4.3 Program Evaluation and Review Processes	Y	4.00	• Better management for quality assurance data to increase accessibility and assure continuity. • More use of quality assurance reports needed to correct problems. • Arrange for periodic formal and comprehensive program reviews. • Include more expertise from other institutions and industries in program reviews.
4.4 Student Assessment	Y	3.80	

4.5 Educational Assistance for Students	Y	3.69	• Increase efficiency of student registration and class room allocation at the beginning of the term. • Device means by which such processes are finalized before the onset of the semester. • Improve staff availability during office hours more ostensibly by addressing issues of teaching loads. • Seek better placement students regarding the practical experience component. • Increase efficiency of registration and class room allocation at the beginning of semesters. • Provide necessary tutorial assistance for courses which do not have a lab component. • Address issues of availability of up to date reference materials in Arabic. • Assign and furnish a student reading room with some reference material and computer terminals.
4.6 Quality of Teaching	Y	4.08	• Better use of course reports as a guide for adjustments in teaching plans. • There is need for better planning of finding/acquiring reasonable Arabic text books in a timely manner • Automation of the attendance/warning process.
4.7 Support for Improvements in Teaching	Y	4.00	• More emphasis on the planning and provision of training in teaching skills in a timely manner and on formalizing the process. • Set in more effective mechanisms within the program for detecting and rewarding teaching excellence.
4.8 Qualifications and Experience of Faculty	Y	4.00	• Seek better allocation of staff time in order to put more time to research endeavors. • Increase cooperation and collaboration efforts in joint research projects. • Target outlets with good outstanding to elevate the quality of research. • Recruit graduate students with excellent qualifications to contribute more meaningfully to the research efforts. • Seek approval for employing a full time research associate.
4.9 Field Experience Activities	Y	4.38	• Work on innovative ways to have more companies agree to train students.
4.10 Partnership Arrangements With Other Institutions	Y	4.00	• Seek to establish departmental collaborative agreements with other renowned departments regionally and internationally.

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 (Course/instructor evaluation)	Action Planned	
		Yes	No		Yes	No
AGEC205	Principles of Agricultural Economics	✓		✓	✓	
APEC209	Agricultural and Food Marketing	✓		✓	✓	
APEC 216	Applied of quantitative analysis	✓		✓	✓	
APEC 217	Agricultural Organization Management	✓		✓	✓	
APEC 218	Price Analysis	✓		✓	✓	
APEC 219	Economics of Environment	✓		✓	✓	
APEC 330	Analysis of economic data	✓		✓	✓	
APEC 331	Computer in Applied Economics	✓		✓	✓	
APEC 405	Agricultural Production Economics	✓		✓	✓	
APEC 409	Feasibility Study and Evaluation Projects	✓		✓	✓	
APEC 400	Field Training	✓		✓	✓	
APEC 404	Seminar in Research Methodology	✓		✓	✓	
APEC 407	Agricultural Finance Economics	✓		✓	✓	
APEC 408	Agricultural Policy and Planning	✓		✓	✓	
APEC 333	Economics of Natural Resources	✓		✓	✓	
APEC 211	Development of Agricultural Economics	✓		✓	✓	
APEC 214	Food Markets Systems	✓		✓	✓	
APEC 321	Economics of Food Consumption	✓		✓	✓	
APEC 322	Wholesaling and Retailing of Food Products	✓		✓	✓	
APEC 324	Records Analysis of Agricultural Organizations	✓		✓	✓	
APEC 327	Food Marketing Efficiency	✓		✓	✓	
APEC 403	Special Studies	✓		✓	✓	
APEC 421	Cooperative Marketing	✓		✓	✓	
AGEC423	Economics of Environmental Tourism	✓		✓	✓	
APEC 424	International Trade of Agricultural Production	✓		✓	✓	
APEC 426	Economics of Water Resources in Agriculture	✓		✓	✓	

(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: Main campus, Riyadh, Saudi Arabia	Ministry of Higher Education and Council of Higher Education	2011/2012
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 Elective	Credit Hours	College or Department
Prep Year	ENGL 140	English Language Skills (1)	Required	8	Arts/English
	MATH 140	Introduction to Mathematics	Required	2	Arts/English
	CT 140	Computer Skills	Required	3	Science/Math
	MC 140	Communication Skills	Required	2	Science/Math
	ENGL 150	English Language Skills (2)	Required	8	Mass communication
	MATH 150	Mathematics (2) Calculus	Required	3	Health sciences
	CI 140	Learning, Thinking and Research Skills	Required	3	Education
	ENT 101	Entrepreneurship	Required	1	Computer science
	CHS 150	Health and Fitness	Required	1	Business
2nd Year	PLPT 102	Principles of plant	Required	3	Food & Ag. Science
	SOSC 141	Introductory to Environmental Science	Required	2	Food & Ag. Science
	ZOO 103	Zoology	Required	4	Science/zoo.
	APEC 205	Principles of Agricultural Economics	Required	3	Food & Ag. Science
	FSN 202	Principles of Food Sciences	Required	2	Food & Ag. Science
		University requirement	Required	2	
		University requirement	Required	2	
	PPS 201	Principles of Plant Production	Required	3	Food & Ag. Science
	STAT 100	Introduction to Statistics	Required	3	Science/stat.
	APEC 209	Agricultural and food marketing	Required	3	Food & Ag. Science
	ECON 101	Principles of Microeconomics	Required	3	Business/Economics
	100 RES	Introduction to Operations Research	Required	4	Science/stat.
	ANPR 105	Intro. to Animal Production Systems	Required	2	Food & Ag. Science
3rd Year	ECON 102	Principles of Macroeconomics	Required	3	Business/Economics
	APEC 216	Applied quantitative analysis	Required	3	Food & Ag. Science
	APEC 217	Firms Management	Required	3	Food & Ag. Science
	APEC 218	Price Analysis	Required	2	Food & Ag. Science
	APEC 219	Economics of Environment	Required	2	Food & Ag. Science
		University requirement	Required	2	
		Course optional from group B	Elective	3	
	APEC 330	Analysis of economic data	Required	3	Food & Ag. Science

	APEC 331	Computer in Applied Economics	Required	2	Food & Ag. Science
	APEC 333	Economics of Natural Resources	Required	3	Food & Ag. Science
	ECON 211	Economics of Money and Banking	Required	3	Business/Economics
		Free courses	Elective	2	
		University requirement	Required	2	
		Course optional from group A	Elective	2	
4th Year	APEC 405	Agricultural Production Economics	Required	3	Food & Ag. Science
	APEC 407	Economic of Agricultural Finance	Required	2	Food & Ag. Science
	APEC 408	Agricultural Policy and Planning	Required	3	Food & Ag. Science
	APEC 409	Feasibility Study of Agricultural Projects	Required	3	Food & Ag. Science
		optional from group A	Elective	4	
		Free courses	Elective	2	
	APEC 410	Field Training (Agri. Economics)	Required	3	Food & Ag. Science
	APEC 404	Seminar in Research Methodology	Required	3	Food & Ag. Science
		Free courses	Elective	2	
		optional from group A	Elective	6	
		optional from group B	Elective	3	

Department optional requirements (group A): Students choose 12 credits from this group

Course Code	Course Title	Credit Hours
APEC 211	Development Economics	2
APEC 321	Economics of food consumption	2
APEC 322	Wholesale and retail trade of agricultural commodities	3
APEC 324.	Firms Records Analysis	2
APEC 327	The efficiency of marketing functions	3
APEC 421	Marketing Cooperative	3
APEC 324	The economics of eco-tourism	2
APEC 424	International trade of agricultural products	2
APEC 403	Special Studies	2
APEC 214	Systems of food markets	2
APEC 426	water economics	2

Optional requirements (Group B) Students choose 6 credits from this group

Course code	Course title	Hours Credit
BUS 241	Marketing Management	3
MGT 101	Principles of Business Management	3
ACCT 201	Principles of Accounting & Reporting	3
PPS 403	Green house production	2
PLPT 201	Principles of plant protection	3
ANP 319	Poultry production	3
AGEN 439	Management and development of Irrigation water resources	2
AGEXT 201	Principles of Extension	2
SOSC 341	Water and Soil Pollution	3

3. 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.
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.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge** *Upon successful completion of the program students will be able to:*		
1.1	Define the domain of the science of agricultural economics, Identify its main branches, characterize its relation to other branches of agriculture, and recognize the role of the agricultural economy and its impact on the whole economy.	- Lectures. - Tutorials. - Field visits.	- In class written interterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments. - In class oral presentations.
1.2	Describe the basic principles and theoretical concepts in agricultural economics and general economics.	- Lectures. - Tutorials. - Discussions.	- In class written interterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments.
1.3	Demonstrate skills regarding the information technology aspects (computational, programming, processing facilities) in relevance to agricultural economics.	- Lectures. - Tutorials. - Practical sessions (computer lab).	- In class written interterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly in-lab assignments. - Homework assignments.
1.4	Outline issues related to the agricultural sector, natural resource policies, and rural community development.	- Lectures. - Tutorials. - Discussions.	- In class written interterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments. - In class individual and/or group discussions/presentations/debates (depending on class size).
1.5	Describe quantitative (econometric and programming) modeling techniques and computer programs used in data analysis.	- Lectures. - Tutorials. - Practical sessions (computer lab).	- In class written intraterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments.
2.0	**Cognitive Skills** *Upon successful completion of the program students will be able to:*		

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Perform basic algebra and introductory calculus operations in the context of applied economic analysis and optimization.	- Lectures. - Tutorials.	- In class written intraterm tests (2-3) spaced at monthly intervals. - Quizzes - Weekly homework assignments.
2.2	Collect data and information, perform analysis using economic concepts, interpret results, and draw inferences or conclusions.	- Lectures. - Tutorials. - Practical sessions (computer lab).	- In class written intraterm tests (2-3) spaced at monthly intervals. - Weekly homework assignments.
2.3	Explain microeconomic theoretical concepts at the preliminary level, including: producer theory, consumer theory, how markets work and prices are formulated, and welfare theory.	- Lectures. - Tutorials. - Discussions.	- In class written intraterm tests (2-3) spaced at monthly intervals. - Weekly homework assignments.
2.4	Construct, read, and explain graphical and tabular representation of data.	- Lectures. - Tutorials. - Discussions.	- In class written tests (2-3) spaced at monthly intervals. - Weekly homework assignments. - In class presentations.
2.5	Apply concepts, approaches, and methods (regression and descriptive statistics) taught in various curricula to analyze commodity markets and economic data.	- Lectures. - Tutorials. - Discussions.	- In class written intra-term tests (2-3) spaced at monthly intervals. - Weekly homework assignments.
2.6	Analyze and evaluate agribusiness problems and management decisions employing commonly used business/statistical software (such as MSExcel, Eviews, and SPSS).	- Lectures. - Tutorials. - Discussions.	- In class written intra-term tests (2-3) spaced at monthly intervals. - Weekly homework assignments. - In class presentations.
3.0	**Interpersonal Skills & Responsibility** *Upon successful completion of the program students will be able to:*		
3.1	Demonstrate the ability to work with others in groups towards a common goal.	- Discussions. - Debates.	- Group assignments. - Team presentations.
3.2	Use ethical standards and show integrity regarding intellectual property rights.	- Lectures. - Discussions.	- Short essay assignments. - Term projects.
3.3	Demonstrate teamwork, leadership, and networking skills.	- Discussions. - Field visits.	- Group assignments. - Team presentations
3.4	Show ability to make decisions and bear consequences.		- Individual in-class assignments. - Short essays.
3.5	Illustrate good time-management skills.	- Lectures. - Discussions.	- In class oral presentations. - Written tests and exams.
4.0	**Communication, Information Technology, Numerical** *Upon successful completion of the program students will be able to:*		

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
4.1	Clearly communicate basic research results in oral, written and graphical form, using word processing and presentation software.	- Lectures. - Discussions. - Practical sessions (computer lab).	- In class oral presentations. - Weekly homework assignments.
4.2	Calculate various economic measures e.g., elasticities using formulae and relevant data.	- Lectures. - Tutorials.	- In class written intraterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments.
4.3	Estimate certain economic relationships using statistical software.	- Lectures. - Tutorials.	- In class written intraterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments.
5.0	**Psychomotor :N/A**		

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).

Table (4.1) presents a comparison of the program's KPIs with those of the external benchmark (Food Science program at KSU)[1]. Generally, the two programs appear similar albeit scores for the external benchmark were slightly higher. The external benchmark was significantly higher for KPIs: (S3.1): students' overall evaluation of learning experience, (S4.2): students' overall evaluation of quality of courses, and (S5.3): students' overall evaluation of academic and career counseling. Such differences between the two programs may be partly attributed to differences in their nature and to some environmental factors. As the largest program in the college, FSP is better staffed and enjoys good industry contacts. This entails better training and career opportunities for their students and is perhaps reflected in their views. An action plan for the applied economics program is required to address careers and industry relations issues.

Table (4.1): Applied Economics program KPIs VS external benchmark.

[1] The Use of FSP as an external benchmark is meant to be temporary until a more appropriate alternative is determined (see action plans). Some factors related to program environment necessitated this decision. The program is unique in the kingdom and therefore a national benchmark could not be enlisted. Moreover, recent program changes made it impractical to compare it to other well established international programs at this point.
Most of the KPIs used in this report are shared between college programs and hence comparisons could be made to these programs. Despite the different nature of programs, comparisons are still meaningful since most of the KPIs are general and not specific to a discipline thus a comparison with FSP can add the required dimension of an "external" benchmark.
As such the FSP program was used temporarily as an external benchmark; recommendations are made in action plans that a more appropriate external benchmark should be defined and used.

NCAAA Standards	KPI Code No.	Key Performance Indicator	Program score	External Benchmark score*
Standard 1 – Mission and Objectives	S1.1	1. Stakeholders evaluation ratings of the Mission Statement and Objectives (Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made on a five point scale)	3.722	3.75
Standard 2- Governance and Administration	S2.1	2. Stakeholder evaluation of the Policy Handbook including administrative flowchart and job responsibilities (Average rating on the adequacy of Policy Handbook on a five point scale).	4.22	4.64
Standard 3 – Management of Quality Assurance and Improvement	S3.1	3. Students' overall evaluation on the quality of their learning experience at the institution (Average rating of the overall quality of their program on a five point scale).	2.04	3.27
	S3.2	4. Proportion of courses in which student evaluation were conducted during the year.	0.58	1.00
Standard 4- Learning and Teaching	S4.1	7. Ratio of students to teaching staff (Based on full time equivalents)	10:1	14:1
	S4.2	8. Students' overall on the quality of their courses (Average rating of students on a five-point scale on overall evaluation of courses)	2.00	3.74
	S4.3	9. Proportion of teaching staff with verified doctoral qualifications	0.74	0.50
	S4.4	10. Percentage of students entering programs who successfully complete first year.	80%	80%
	S4.5	11. Proportion of students entering undergraduate programs who complete those programs in minimum time	0.19	0.09
	S4.6	12. Proportion of students entering post-graduate programs who complete those programs in specified time	0.70	0.75
	S4.7	Proportion of students who obtained 75% or better (average for all courses taught).	0.69	
	S4.8	Proportion of students who successfully complete a course (average for all courses).	0.93	
	S4.9	Student retention: proportion of students who leave the program within 1st two years for non-academic reasons.	-	
	S4.10	Annual increase in graduate enrolment	-	
	S5.3	16. Student evaluation of academic and career counselling (Average rating on the adequacy of academic and career counselling on a five point scale).	2.68	3.60

	S6.4	20. Stakeholder evaluation of library services (Average rating on adequacy of library services on a five point scale)	3.69	3.70
	S7.2	22. Number of accessible computer terminals per student.	5	5.20
	S7.3	23. Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	3.33	3.5
Standard 9 – Faculty and Staff Employment Processes	S9.1	27. Proportion of teaching staff leaving the institution in the past year for reasons other than retirement.	0.1	0.00
	S9.2	28. Proportion of teaching staff participating in professional development activities during the past year	0. 40	
Standard 10 - Research	S10.1	29 Number of refereed publication 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)	2	3.70
	S10.3	31. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	1.00	1.00
	S10.4	32. Number of papers or reports presented at academic conferences during the past year per full time members of teaching staff.	13	20
	S10.5	33. Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	SR 307,000	SR 845,000
Standard 11 – Community Service	S11.1	35. Proportion of full time teaching and other staff actively engaged in community service activities	0.70	0.84

* All benchmarks are from Food Science and Nutrition program, KSU except for KPIs (S2.1 and S7.2) which are from the Agricultural Engineering program, KSU.
** Program's own KPIs, all others are as per the NCAAA KPI list updated November 13, 2013.

3. Orientation programs for new teaching staff Orientation programs provided? Yes [✓] No [ ] If offered how many participated? [1]
a. Brief Description The Deanship of Skill Development is a centralized unit of KSU that is responsible for conducting an orientation program for new teaching staff. The program extends for two days. Participation in the program is mandatory. The program introduces the university's vision and development plan, the sources of knowledge and information and other services offered by the university for its employees, research programs, professional development programs at the university, and clarifies the rights and duties of the member. In addition, the program provides an opportunity for the faculty member to build a new network of relationships and communication with peers from other departments and colleges.
b. List recommendations for improvement by teaching staff. None

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

4. Professional Development Activities for Faculty, Teaching and Other Staff a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
1) Personal, technical and professional skills of the faculty and other KSU staff.	Nine teaching and other staff members have participated in the activities. However, no further details about the number of participants in each of the different sub-activities.	
2) Academic teaching and research skills.		
3) Leadership and administrative skills.		
4) Active interconnection and communication skills.		
5) Critical and creative thinking skills.		
6) Students' self-learning and on-going education skills.		

b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.

The participants evaluation of the training and facilities is that they are generally supportive to improvement in teaching quality. The following positive points could be detected from the evaluation:

- A dedicated active faculty development deanship in the university.
- A dedicated faculty development unit in the college.
- Reviewing Course Specification periodically to fit its content to support quality of teaching.
- A yearly academic assessment of qualified staff used to direct training to improve quality of teaching.

However, the timing of those activities and the staff teaching loads are two elements that have been cited as less conducive to participation.

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
The following is a summary of matters raised by the independent evaluator regarding the program: 1. High faculty support for student learning and advice: with the high ratio of faculty to students, there is strong evidence that teaching staff provide adequate assistance and support for learning and advice to students. 2. Teaching staff appear to demonstrate commitment to provide support and services to students to enhance learning and opportunities for academic success. Survey results support this observation. In addition, separate interview sessions with a group of student reveal that academic support and advice are provided to them by their respective faculty in almost all courses they are enrolled. Apart from the office hours, student can consult with their professors through email, SMS messages, by phone and/ or thru the faculty website. 3. International accreditation – ISO and AIC accreditation equivalence: with two international accreditation achieved at the program level and college level, it is evident that quality standards are met and practiced. This is commendable.	Recently, the department has revised the "former" program, which was titled "Agricultural Economics and Marketing of Food Product", and replaced it with the new program of "Applied Economics". The major development of the new program is the inclusion of internship program (cooperative training) which will intensify the students experience and knowledge. The new program has been the result of intensive work and consultation and includes the required development to enhance the quality of students. So, in the near future there is no changes in the courses is expected.

4. Research, grants, publications: there is strong evidence that academic staffs are actively engaged in research. Further, there is high success rate in obtaining research grants and publication. A major reason for this success is the adequacy of funding and acquisition of appropriate equipment from the university or through grants in conducting research. Largely, the university and the students benefit from these acquisitions. Students are able to utilize modern equipment to conduct research in their courses and reflect positively on the learning and teaching process. This is highly commendable. 5. Community Service: the contribution of teaching staff in the community is well documented. Providing services to community an integral part of the college strategic direction. Generally, teaching staff provide services through consulting, seminars, workshops, conference and/or book writing. This is also commendable. 6. Highly qualified and experienced faculty: the program has a strong core of teaching staff that are highly qualified and experienced in their field. This is strategically important for achieving program goals and objectives. It fosters an intellectual environment by providing more knowledge and expertise in the delivery of the learning objectives of the program and courses. 7. CFAS Strategic plan: with the formulation of the strategic plan for the college, aligned with the institutional vision mission, the strategic direction if the CFAS is very well established. Specific plans are drawn with set-time frame to accomplish with identified performance indicators to measure the extent in which action plans are implemented and achieved.	

2. Implications for Planning for the Program

Recommended modifications of the old program to the applied economics-oriented program has already been implemented.

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. Acceleration of research activities and writing of text books by the staff members and ensure continuous evaluation of the program contents, quality and outcome.	1-2 years	Permanent Committee of Scientific Research and committee of learning and teaching Department Head: Prof. Mahdi M. Al-Sultan.		On-going

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
b. - Increase community and students awareness of the program mission and goals through appropriate channels like seminars workshops, and visits. - Improve contact with stakeholders and keep them updated with changes in the program mission and goals through activating alumni and consultants committee.	1-2 years	Permanent committee of General Relation and Media. Department Head: Prof. Mahdi M. Al-Sultan.		On-going

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
c. The culture of academic accreditation is going to be supported to be adopted among students and academic staff through department and programme activities. Establishing committees, and exist committees aims to adopt concepts and apply academic accreditation and use assessment tools for the improvement of the program over time.	2-3 years	Permanent committee of equipment and learning resources All committees' members and heads.		On-going

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
d. Develop workshops for academic staff to improve skills of using new technology as Smart Board, and improve course planning and contents to support learning outcomes.	1- 2 years	Department Head: Prof. Mahdi M. Al-Sultan.		On-going

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
e. Having a regular meeting with program students, orientation, specially at first week of each semester to show the students all academic benefits of the program. In addition to respond to student opinions regarding improving their skills and avoiding limitation from their point of views.	1-2 years	Department Head: Prof. Mahdi M. Al-Sultan.		On-going

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
f. Supporting department committees by skilled members to increase its efficiency in achieving goals. Consider activities by committee members as an academic activity for assessment staff members.	6 months	Department Head: Prof. Mahdi M. Al-Sultan.	100% completed	

2. Proposals for Program Development

a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)
The existing new program has been the result of intensive work and consultation and includes the required development to enhance the quality of students. Thus, there is no changes in the courses is expected in the near future.

b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)

None

c. Development Activities for Faculty and Teaching Staff

Professional development activities and training workshops are being held throughout the year.

3. New Action Plan for Academic Year 2014/2015

Actions Required	Completion Date	Person Responsible
c. Establishment of a departmental library which would include the main sources of applied economics, in addition to statistical data to support student and staff research. Data available in paper and electronic forms.	6 months	Permanent committee of equipment and learning resources Department Head: Prof. Mahdi M. Al-Sultan.
b. Encourage students to use library resources more often.	6 months	Head of the Curriculum Committee.
c. Improve lecture rooms, and equipment maintenance levels.	continuous	Department Head: Prof. Mahdi M. Al-Sultan.

d. Expand Independent evaluation processes (for courses – checking students achievement as well for program –getting employers evaluation of grads)	Continuous	Department Head: Prof. Mahdi M. Al-Sultan.
e. Establish good contacts with industry and professional societies.	Continuous	Department Head: Prof. Mahdi M. Al-Sultan.
f. Seek better job and cooperative training placement for students	Continuous	Department Head: Prof. Mahdi M. Al-Sultan.
g. Selection of a more appropriate external benchmark	6 months	Prof. Ahmed Elhendy: head of Accreditation Committee.

Program Chair/ Coordinator Name: **Prof. Mahdi M. Al-Sultan**

Signature: _____ **Date Report Completed: 31 May 2014**

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

Signature: _____ **Date: 31 May 2014**