

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT(CR)
Principles of Agricultural Economics
Course code: APEC 205

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

Course Report

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

Institution King Saud University	Date of Course Report 25/5/2014
College/ Department College of Food and Agricultural Sciences / Department of Agricultural Economics	

A. Course Identification and General Information

1. Course title Principles of Agricultural Economics	Code # PEC 205	Section # ٣٥٥٤٩				
2. Name of course instructor Omer Elgaili Elsheikh Elamin	Location Main campus					
3. Year and semester to which this report applies. Academic Year: 1434/1435 AH/ Second semester						
4. Number of students starting the course?	29	Students completing the course? 21				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	-	-	-	-	45
Credit	3	-	-	-	-	3

B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Introduction: <ul style="list-style-type: none"> Basic concepts of agricultural economics, and its relation with other sciences. The economic problem (choice, growth, 	3	3	-

efficiency, role of government in the economy)			
The economic theory and analysis, and the underlying hypothesis.	3	3	
Characteristics of agriculture production and products; the economic and social characteristics of agriculture,	3	3	
Demand for agricultural products, and demand elasticity (price, income, and cross price elasticity)	6	6	
Supply of agricultural products, characteristics of agricultural supply, and price elasticity of supply	3	3	
Market equilibrium, and price determination	3	3	
Consumer behavior, utility theories, indifference curves, and consumer equilibrium	3	3	
Economies of Agricultural Production, the three stages of production, the production function, and the impact of technological development on production and costs.	3	3	
Theory of production costs, Iso-quant curves, and producer's equilibrium	3	3	
Cost minimization and profit maximization, production expansion, factor substitution	3	3	
Economies of natural resources: concepts, optimum use and reservation of natural resources, supply and demand for natural resources	3	3	
Introduction to farm management	3	3	
Introduction to marketing, and agricultural credit	3	3	
Introduction to planning and agricultural policies	3	3	

2. Consequences of Non Coverage of Topics
For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action
None		

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Knowledge of the basics of agricultural economics analysis	- Assignments - Written tests; - Homework;	Students' performance during the semester (homework, test, etc) was moderate, except for some of them.
2	Recognize the different topics of agricultural economics that represent the basis for other advanced courses of the program.	- tests - final examination	
3	Demonstrate analytical and critical skills, and evaluate data and judge solutions of proposed problems in the field of study.	- Assignments. - In-class participation	
4	Demonstrate self-confidence in presentation of duties	- Assignments. - In-class participation	
5	Interpret and manage data manipulation and analytical results	- Assignments. - In-class participation	

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

Introduce tutorial for demonstration of applied real life agricultural economic problems to enhance the benefit for students, and partially meet the recommendation by the external program reviewer, which calls for increasing the tutorial to cover at least 50% of the subjects of study.

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
Lectures and discussion		Yes	
In-class participation and presentations		Yes	
Brainstorming and debates		Yes	
Case studies and homework		Yes	

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C. Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	1	4.8%	It is more or less normal
B	0	0%	
C	8	38.1%	
D	9	42.9%	
F	3	14.3	
Denied Entry	2		
In Progress			
Incomplete			
Pass		85.7	
Fail		14.3	
Withdrawn	6		

2. Analyze special factors (if any) affecting the results

Many of the students didn't exert effort in their study. I have reached this conclusion from discussion with some of them who didn't show high interest in the field of agricultural studies.

3. Variations from planned student assessment processes (if any) (see Course Specifications).

a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason
None	

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) None	2. Consequences of any difficulties experienced for student learning in the course.
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) None	2. Consequences of any difficulties experienced for student learning in the course.
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F Course Evaluation

1 Student evaluation of the course (Attach survey results report)
a. List the most important recommendations for improvement and strengths
b. Response of instructor or course team to this evaluation
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)

a. List the most important recommendations for improvement and strengths
b. Response of instructor or course team to this evaluation

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a. A committee comprising sections' instructors was set up by the department chair to devise ways of improving and upgrading the course. More emphasis has been put on web accessed material and it is planned that starting in 2014/2015 some of the material would be put on online for better access.	Modification and unification of course contents across the different sections. Also, the homework has been unified as well.	<ul style="list-style-type: none"> • More subjects have been added to the course contents • Unified homework across sections has been implemented 	The committee is still functioning and doing its job for further development and coordination.
b.			
c.			
d.			

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

A committee is currently working for development of the course outlines, contents, and unification of learning activities across the different sections. The course contents have been modified and unified across the different sections. The homework has been unified as well. However, the committee is still hectic for more improvement of the course items.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. More review of the course contents and items	Review of the course contents	2014	2015	The Committee for Review and Development of the APEC 205
b. Review of course topics	Review of the subject of each item of the course	2014	2015	The Committee for Review and Development of the APEC 205
c. Unification of all learning activities across sections	unification of texts and final examination across the different sections	2014	2015	The Committee for Review and Development of the APEC 205
d. Use of internet service for access of study materials and interactive learning	Some of the study material would be put online for better access.	2014	2015	Instructors
e.				

Name of Course Instructor: Omer Elgaili Elsheikh Elamin

Signature: _____ Date Report Completed: 30May 2014

Program Coordinator: _____

Signature: _____ Date Received: _____