

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**COURSE REPORT
(CR)**

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

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



Course Report

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

Institution King Saud University	Date of Course Report 1/6/2014
College/ Department Food and Agricultural Science/Agricultural economics	

A. Course Identification and General Information

1. Course title Applied quantitative analysis	Code # APEC 216	Section # 32377				
2. Name of course instructor Kamaleldin Ali Ibrahim	Location Aldariyya					
3. Year and semester to which this report applies. 2 nd semester, 2013/2014.						
4. Number of students starting the course?	15	students completing the course? 13				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30	--	--	30	--	60
Credit	2	--	--	1	--	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: Research Methods	4	4	
Quantitative and Qualitative Methods	4	4	
Qualitative Methods in Economics: examples	4	3	
Pros and cons of Quantitative and Qualitative methods	4	3	



Foundations of Quantitative analysis	4	3	
Statistics and Quantitative analysis	4	4	
Types of Quantitative Methods	4	4	
Sampling techniques: their types and characteristics	4	4	
Simple Quantitative Methods: averages, measures of dispersion using Raw and grouped data, Cross Tabulation	4	4	
Mathematical programming: linear programming	4	4	
Econometric analysis	4	4	
Simple regression analysis	4	4	
Multiple regression analysis I	4	4	
Multiple regression analysis II	4	4	

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
NA		

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Describe quantitative (econometric and programming) modeling techniques	- In class written intraterm tests (2-3) spaced at monthly intervals. - Weekly homework	In exams or home works students are asked to define concepts and provide short answers to gauge their understanding of basic quantitative



		assignments.	analysis concepts. Students usually do well on this part.
2	Apply descriptive statistics and regression techniques to analyze economic data.	- In class written intraterm tests (2-3) spaced at monthly intervals. - Weekly homework assignments. - In class presentations.	Using the prescribed assessment methods, students are asked to calculate relevant quantitative elements (measures of central tendency, dispersion, and coefficients). Generally performance is acceptable albeit with some difficulties encountered by students in performing calculations and showing the necessary steps to get to the final answer.
3	Estimate certain economic relationships using statistical software	- Weekly homework assignments.	In practical sessions lead by instructors, students follow step by step worked examples and are then asked to do an assignment on their own. There were usually problems having students hand in the assignments even though they worth 10-15% of total final grade. Those who submit generally do well.
4			
5			
6			

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.
-put more weight and structure on homework assignments to get the students to do them.

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		✓	
Tutorials		✓	Students' reluctance to hand in assignments. It is suggested that the weight given to home works be increased from 10-15% to around 20%; this may entice them to give more attention to assignments.

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	2	13	Generally the lab component of this class (as well as other classes) affects students' grades. Students' give less attention to this component: weak attendance, minimum efforts in handing in home works. Students who do well are those who give equal attention to lectures and tutorials. Additionally, students' mathematical and statistical background is not strong.
B	3	20	
C	2	13	
D	5	33	
F	1	7	
Denied Entry	2	13	
In Progress	0	0	
Incomplete	0	0	
Pass	12	80	
Fail	1	7	
Withdrawn	0	0	

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

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

None

a. Variations (if any) from planned assessment schedule (see Course Specification) None

Variation	Reason



b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
None	
Variation	Reason

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator). Not performed: an action plan has been put forward in this regard.	
Method(s) of Verification	Conclusion

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Facilities are good: routine maintenance (cleaning) was not satisfactory	2. Consequences of any difficulties experienced for student learning in the course. Not significant.
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E. Administrative Issues

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

1 Student evaluation of the course (Attach survey results report) : attached.
a. List the most important recommendations for improvement and strengths Note: items on the survey that received more than 50% (strongly agree) approval were considered as strengths while items that received less than 50% were considered as areas requiring improvement. strengths:



<ul style="list-style-type: none"> - Course material is relevant to real life applications - Instructor is well prepared - Instructor is enthusiastic. - Instructor is knowledgeable on subject matter - - instruction style is clear - Students are encouraged to participate - Instructor is respectful - Instructor is punctual - Instructor is available during office hours <p>Recommendations for improvement:</p> <ul style="list-style-type: none"> - Explain topic objectives at beginning of each class - Use a variety of teaching methods - give clear examples - give students a variety of sources - - make exam questions clearer
<p>b. Response of instructor or course team to this evaluation</p> <p>students surveys are important but they need to be managed in a way that REALLY reflects genuine and thoughtful views from students. Reliability/validity of such surveys need to be established.</p>
<p>2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)</p> <p>Not done yet.</p>
<p>a. List the most important recommendations for improvement and strengths</p>
<p>b. Response of instructor or course team to this evaluation</p>

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. Improve students math background	- First two class meetings assigned to revision of basic mathematical elements needed for course.	Some improvement but not satisfactory	Students' high school math background is weak; a more focused supplemental component is perhaps needed; however, time limitations are binding. Students do take math and stat requirements in PYP while this has produced some improvement yet more is needed.
b.			
c.			
d.			



2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).
- two class meetings were devoted to revising relevant math concepts.
 - more home works were assigned.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. continue with the math refreshment activities.	- revise most relevant math concepts.	Ist (two weeks) semester 2014/15	2 nd week semester 2014/15	Assistant (lab) instructor.
b. Encourage students to do assignments	- Increase weight given to assignments to about 20%.	Ist semester 2014/15	By end of semester	Assistant (lab) instructor.
c.				
d.				
e.				

Name of Course Instructor: ___Kamaleldin Ali bashir Ibrahim

Signature: _____ Date Report Completed: 2/6/2014

Program Coordinator: ___Mahdi Alsultan

Signature: _____ Date Received: _____

اسم المحاضر: كمال الدين علي بشير ابراهيم
رقم المحاضر: 73823
فصل التسجيل: الفصل الثاني ٢٥/٢٤
الكلية: علوم الأغذية والزراعة
القسم: الاقتصاد الزراعي

المقر	الرياض- طلاب	الشعبة	32377:
الدرجة	البكالوريوس	رمز المقرر	: 216 قصر
النشاط	محاضرة	اسم المقرر	: تحليل كمي تطبيقي

فصل التقييم : الفصل الثاني ٢٥/٢٤

تقييم لعضو هيئة التدريس

الأسئلة	عدد المقيمين	لا اوافق (١) مطلقا	لا اوافق (٢)	اوافق الى حد ما (٣)	أوافق (٤)	أوافق بشدة (٥)
يزود عضو هيئة التدريس الطلاب بخطة المقرر الدراسي (الأهداف ، والمفردات ، والمراجع ، والمتطلبات) في بداية الفصل الدراسي	11	0.0	9.1	18.2	27.3	45.5
يشرح عضو هيئة التدريس أهداف الدرس في بداية المحاضرة بطريقة واضحة	11	0.0	9.1	27.3	18.2	45.5
يربط عضو هيئة التدريس بين ما يتم تعلمه وبين ما يطبق في الحياة العملية	11	0.0	9.1	18.2	18.2	54.5
يعد عضو هيئة التدريس مادته العلمية جيدا	11	0.0	9.1	18.2	18.2	54.5
يستخدم عضو هيئة التدريس أساليب تدريس متنوعة تعزز فهم المادة	11	0.0	18.2	18.2	18.2	45.5
يظهر عضو هيئة التدريس حماسا عند تدريسه المقرر	11	0.0	9.1	18.2	18.2	54.5
يبدو عضو هيئة التدريس متمكنا من مادته العلمية	11	0.0	9.1	18.2	18.2	54.5
ظلل الدائرة رقم ثلاثة لهذه العبارة	11	0.0	9.1	63.6	9.1	18.2
يشجع عضو هيئة التدريس الطلاب على القراءة من مصادر متنوعة	11	0.0	18.2	18.2	18.2	45.5
يعطي عضو هيئة التدريس الطلاب أمثلة واضحة لتسهيل الفهم	11	0.0	9.1	18.2	27.3	45.5
يتفاعل عضو هيئة التدريس مع الطلاب من خلال موقعه على شبكة الإنترنت	11	0.0	18.2	18.2	18.2	45.5
يتحدث عضو هيئة التدريس بوضوح أثناء المحاضرة	11	0.0	9.1	18.2	18.2	54.5
يشجع عضو هيئة التدريس الطلاب على المشاركة اثناء المحاضرة	11	0.0	9.1	18.2	18.2	54.5
يعامل عضو هيئة التدريس الطلاب باحترام	11	0.0	9.1	18.2	18.2	54.5
يعمل عضو هيئة التدريس على تنمية مهارات التفكير والإبداع لدى الطلاب	11	0.0	9.1	18.2	27.3	45.5
يرحب عضو هيئة التدريس الطلاب بأسئلة الطلاب	11	0.0	9.1	18.2	18.2	54.5
يزود عضو هيئة التدريس الطلاب بدرجاتهم في زمن مناسب	11	0.0	9.1	18.2	18.2	54.5
يتابع عضو هيئة التدريس تقدم الطلاب في المقرر	11	0.0	18.2	18.2	18.2	45.5

45.5	27.3	18.2	9.1	0.0	11	يحرص عضو هيئة التدريس على تعريف الطلاب بأخطائهم
54.5	18.2	18.2	9.1	0.0	11	يقوم عضو هيئة التدريس أداء الطلاب بطريقة عادلة
54.5	18.2	18.2	9.1	0.0	11	يوزع عضو هيئة التدريس الدرجات على متطلبات المقرر بشكل مناسب
27.3	9.1	0.0	63.6	0.0	11	ظلل الدائرة رقم اثنين لهذه العبارة
45.5	27.3	18.2	9.1	0.0	11	يضع عضو هيئة التدريس أسئلة الاختبارات بطريقة واضحة
54.5	18.2	18.2	9.1	0.0	11	تغطي اسئلة الاختبارات معظم مواضيع المقرر
54.5	18.2	18.2	9.1	0.0	11	ينوع عضو هيئة التدريس اساليب تقويم أداء الطلاب
54.5	18.2	18.2	9.1	0.0	11	يلتزم عضو هيئة التدريس بحضور المحاضرات
54.5	18.2	18.2	9.1	0.0	11	يلتزم عضو هيئة التدريس بالوقت المحدد للمحاضرة
54.5	18.2	18.2	9.1	0.0	11	يتواجد عضو هيئة التدريس بمكتبه اثناء الساعات المكتبية
54.5	18.2	18.2	9.1	0.0	11	أود أن أدرس مقررات أخرى مع عضو هيئة التدريس إن سمحت الفرصة