ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT
APEC 333(CR)
Economics of Natural Resources

Second Semester (AC 2013-2014)

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.

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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 May,26,2014

College/ Department **College of Food Sciences and Agriculture, Agriculture Economic Department**

A. Course Identification and General Information

1. Course title   **Economics of Natural Resources**   Code #   **APEC333:**
Section #

2. Name of course instructor   **Prof. Ahmed M. Elhendy**   Location Ag. Economic Dept.

3. Year and semester to which this report applies. AC 2014, second semester

4. Number of students starting the course?   **19**   Students completing the course?   **17**

5. Course components (actual total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15hours	N/A	15hours	N/A	N/A	30 hours
Credit	2	N/A	1	N/A	N/A	3Credits

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 to course objectives and contents with explanations of the main concepts used with natural resource economics.	2	2	
Classification and distribution of natural resources and its main characters, and the concept of resource scarcity .	4	3	Students have classified resources in previous courses (such as Basics of Agriculture Economics)
The theory of natural resource supply and demand with special reference to the market	4	4	

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of natural resources.			
The economic rules for natural resources optimal use	4	4	
Land and water resource economics	4	4	
Fishery and range resource economics	4	5	They have to do computer assignments using renewable resources (Fishery)
Energy and mineral resource economics	4	4	
Wild life and recreation economics	4	4	
Total	30	30	

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	Effected Learning Outcomes	Possible Compensating Action
Energy resource economics	Students need more computer application about optimal oil extracting	The basic theory of natural resources use including mathematical economics need to be offered to student before going in details about optimal resource extraction.
Computer program application in resource economics	Lack of skills in solving problems using special computer programs	Student need to apply data analysis using computers.

3.   Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Student will <u>memorize</u> and <u>recognize</u> different economic rules among the different economic applications to be used for solving natural resource problems	Mid term and final exams, in addition to report writing.	
2	Applying such economic rules with different natural resources will <u>reproduce</u> creative problem solutions	Student reports presentation about natural resource economics	
3	Student must be aware with research results and its application in natural resource economics. Data result <u>records</u> would be <u>recalled</u> for field applications.	Computer lab evaluation report for assignments	
4	The benefit of student applications in scientific	Written Reports and Pop-up exams	

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	research, would help student to <u>memorize</u> the relation between economic theory and its applications. Student knowledge can <u>reproduce</u> and <u>recall</u> examples and training materials for written reports.		
5	<u>Develop</u> the student ability to <u>recognize</u> problem data and <u>prepare</u> collected data to be <u>judged</u>.	Assignments and computer applications. Midterm and final exams	
6	<u>Prepare</u> student to use different information sources, such as library, also <u>summarize</u> , <u>reconstruct</u> <u>measure</u>, and <u>judge</u> the accuracy of information available about natural resource economics.	Student reports presentation about natural resource economics	
7	<u>Improve</u> student skills in <u>calculate</u> and <u>analyze</u> data <u>collected</u> for different subjects about natural resource economics	Computer lab evaluation report for assignments	
8	Applying the economic analysis of data and know how the <u>interpret</u> and <u>judge</u> the final results. <u>Evaluate</u> the final results of analysis and <u>plan</u> for apply its recommendations	Presentation evaluation and assignment with final exam grades	
9	Help student to <u>demonstrate</u>, <u>evaluate</u>, and <u>analyze</u> economic problems independently and as a member of working team.	Group and single student reports and assignments assessments	
10	<u>Show</u> the importance of time <u>use</u> by the student and his group or team through class activities.	Open discussions evaluation by teacher	
11	Learn how to calculate and assess primarily data to be used by computer for processing and analyzing.	Class exam for computer lab materials. Applying different computer soft-wares.	
12	<u>Operate</u> different computational tools (computer software's), and <u>assess</u> its applicability in economic problems of natural resources. Also, student has to <u>criticize</u> <u>research</u> results analyses and its applications.	Assessment of student computer assignments.	

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| 13 | Report writing | Assessment of student numerical and communication skills. | |
| 14 | Using new visual tools for presentation of his report results. | Evaluate student report writing | |

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.
Because of the lack of economic theory of resource use and computer application (data analysis) most of students have a low grades and less learning outcomes. They need to have basic theory in economics and be familiar with new software in economic fro computer application before having that course .

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	
In-class lecturing where the previous knowledge is linked to the current one and future topics		X	Students need more time to help them getting the previous knowledge and link it with new ones.
Homework assignments		X	Need to a new assessment with new problems.
Tutorial discussions		X	
Help student to follow up course materials over time.		X	More use of computer, specially for handling course materials.

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Collecting data about one of natural resources problems such as (Over fishing problem)		X	They need more experience for searching on web, to get required data.
Collecting statistical data about natural resources from different resources of information's		X	They need more experience for searching on web, to get required data
preparing data for different economic analysis		X	
Presentation of assignment results to the class		X	Students need to be trained on facing the audience in public places.
Conducting group assignment and writing group reports (working in groups)		X	
Open discussions (oral) for time management in doing class assignment.		X	
Homework for applying computer software in related subjects.		X	They need more training for new software of computer programs
Solving problems using computer.		X	

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Count different data types from primary and secondary data for economic purpose - marginal product of natural resource		X	
Incorporate the use of computer in report writing		X	
Lectures.		X	

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.

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C.   Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage %	Explanation of Distribution of Grades
A	2	12	One is a gradute student and has to take this course to be M.Sc. student (requirement courses).
B	4	24	
C	4	24	
D	1	6	
F	6	35	Because, they do not have the knowledge required for the economic theory and computer applications.
Denied Entry	2	11	They had a high percentage of class absence .
In Progress	0		
Incomplete	0		
Pass	11	58	
Fail	6	32	
Withdrawn	2	12	

2. Analyze special factors (if any) affecting the results:
The main factors affect the results are :
a- Lake of pre-requist courses.
b-Lacke of computer application.

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

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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) Number of administrative staff is less than target level (20 student: 1 staff) .	2. Consequences of any difficulties experienced for student learning in the course. They loss interest of working hard in course, as long as they are distributed centrally not by their choices.

E.   Administrative Issues

1 Organizational or administrative difficulties encountered (if any) Number of administrative staff is less than target level (20 student: 1 staff)	2. Consequences of any difficulties experienced for student learning in the course. Pre-request courses need to be activated to support student getting all of course learning outcomes

F   Course Evaluation

1 Student evaluation of the course (Attach survey results report)

a. List the most important recommendations for improvement and strengths
- Continuing to develop the curriculum and make it consistent with the variables of good specialization is focused on the uses of computers in analysis and training for students.
- Modernization of infrastructure and programs continued.
  Develop the experience of different ways of teaching (distance, automatic, traditional .....

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etc.)
- Use of information technology through internet that contain exercises and practical applications of the decision.
- Update books and references used in the teaching of the decision
- Providing updated software and infrastructure.

Trying different ways of teaching to determine effectiveness

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b. Response of instructor or course team to this evaluation
This course evaluation is showing the real situation of course students, the relatively low grades

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2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)
Not Available

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a. List the most important recommendations for improvement and strengths
.

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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. No students will take the course before the pre-request courses.	Inform registration office	Regestration office did not apply our recommendation	The lack of information by student affect the course learning outcomes.
b. Number of administrative staff is less than target level (20 student: 1 staff)	Ask the institute to hire more administrative staff	Actual ratio 70:1	It takes time to have an institution respond fro hiring new administrative staff.
c. Students loss interest of working hard in course, as long as they are distributed centrally not by their choices	Attract student to course by taking account of their personal differences	50% of students are working hard, so they pass the course.	32% of students are fail to pass the course, it need more work to decrease the last rate.

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

a- Students must take the pre-request courses before taking the course (APEC 333), for example data analysis course.
b-Student need more computer assignment to improve their skills of applied economic data analysis.
c- Student need to be familiar with new computer software used in economic analysis.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Academic advisor of each student is going to review student pre-requests before new semester course registration	Student orientation with their academic staff at semester first week.	1-9-2014	1-12-2014	Teaching course staff
b. Lab demonstrators are directed by course staff member to follow up a plan of computer application.	Course specification and learning outcomes are discussed with demonstrator for final lab plan	7-9-2014	1-12-2014	Teaching course staff, lab demonstrator
c. Staff office hours are extended to ensure student satisfaction of course learning outcomes objectives	Based on staff schedule and office hours, and the number of student, the number of course hours is determined for students.	14-9-2014	21-9-2014	Teaching course staff
d.				
e.				

Name of Course Instructor: _____

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

Program Coordinator: _____

Signature: _____ **Date Received:** _____

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