

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT
SEMINAR IN RESEARCH METHODOLOGY
APEC 403

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.

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 June,3,2014
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 # APEC403					
Section #						
2. Name of course instructor all Staff members	Location Ag. Economic Dept.					
3. Year and semester to which this report applies. AC 2013-2014, second semester						
4. Number of students starting the course? <input type="text" value="25"/>	Students completing the course? <input type="text" value="25"/>					
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	8	4	4	4	4	24
Credit	1	0.50	0.25	1	0.25	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 to course objectives and contents with explanations of the main concepts used with Applied Research Methodology (ARM).	2	2	
Research Methodology I	4	3	Students have classified different data analysis techniques used in courses
Research Methodology II	4	4	
Research subject selection	4	4	

Collect and inter data into computer (computer applications)	4	4	
Analyze research data	4	5	They have to do more computer assignments
Get data analysis results	4	4	
Type the research	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
Advanced data analysis techniques	Students need more computer application and practices for data analysis	Mathematical economics need to be offered to student before going in details about data analysis.
New computer program application (software) in economic analysis.	Lack of skills in solving problems using special computer programs	Student need to be familiar with modern software and high tech. of 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 economic problems	frequently writing reports.	Assessment results include 60% for all class activities and 40% for final class assessment, 17 of 24 students got more than 50% in class activities, while all of them get more than 50% of final assessment.
2	Applying such economic rules with different research methodology will <u>help student to reproduce</u> creative problem solutions	Student reports and presentations	
3	Student became aware with data analysis results and its application in 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 research, would help student to <u>memorize</u> the relation between economic theory and its	Written Reports and Pop-up exams	

	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> data collection problem and <u>how to prepare</u> collected data to be <u>judged</u> .	Assignments and computer applications.	
6	<u>Prepare</u> student to use different data sources, such as library, also <u>summarize</u> , <u>reconstruct</u> <u>measure</u> , and <u>judge</u> the accuracy of data available.	Student reports presentation	
7	<u>Improve</u> student skills in <u>calculate</u> and <u>analyze</u> data collected for different subjects of 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	
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.	computer lab materials evaluation. Applying different computer soft-wares.	
12	<u>Operate</u> different computational tools (computer software's), and <u>assess</u> its applicability in economic problems. Also, student has to <u>criticize</u> <u>research</u> results analyses and its applications.	Assessment of student computer assignments.	
13	Report writing	Assessment of student numerical and communication skills.	
14	Using new visual tools for	Evaluate student report	

	presentation of his report results.	writing	
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Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.
Students have to get more applications for economic theory and computer software (data analysis) . They need to have basic theory in economics and be familiar with new software in economic for 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	
Lecturing at office, contact hours, are used to connect previous knowledge is 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.

Collecting data about one of economic problems .		X	They need more experience for searching on web, to get required data.
Collecting statistical data 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 more problems using computer.		X	

Count different data types from primary and secondary data sources for economic purpose .		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.

C. Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage %	Explanation of Distribution of Grades
A	9	36	
B	9	36	
C	4	16	
D	1	4	
F	1	4	Because, they do not have the knowledge required for the economic theory and computer applications.
Denied Entry	1	4	He has a high percentage of class absence .
In Progress	0		
Incomplete	0		
Pass	22	88	
Fail	2	8	
Withdrawn	1	4	

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

The main factors affect the results are :

- a- Lake of pre-request courses.
- b-Lack 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

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.
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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
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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 <ul style="list-style-type: none"> • 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, and traditional etc.)

<ul style="list-style-type: none"> • Use of information technology through internet that contain exercises and practical applications. • Update books and references used in the teaching . • Providing updated software and infrastructure. <p>Trying different ways of teaching to increase effectiveness</p>
<p>b. Response of instructor or course team to this evaluation This course evaluation is showing the real situation of course students, the relatively high grades</p>
<p>2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders) Not Available</p>
<p>a. List the most important recommendations for improvement and strengths Join the economic theory applications with computer program applications</p>
<p>b. Response of instructor or course team to this evaluation All staff teaching that course adopted last recommendation with different degrees.</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. No students will take the course before the pre-request courses.	Inform registration office	Registration office did not apply our recommendation	The lack of information by student affects 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 for 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 the course by taking account of their personal differences	More than 70% of students are working hard, so they pass the course.	Only 5% of students are fail to pass the course, it need more work to decrease the last rate.

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 403), 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 AC 2014-2015

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 first week.	2-9-2014	2-12-2014	Teaching 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 demonstrators for final lab plan.	9-9-2014	9-12-2014	Teaching course staff, and 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 office hours is determined for students.	17-9-2014	27-9-2014	Teaching course staff
d.				
e.				

Name of Course Instructor: _____

Signature: _____ Date Report Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____