

**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 June,1 2014
College/ Department Food and Agriculture Sciences/ Dept. of Agricultural Economics	

### A. Course Identification and General Information

1. Course title: <b>APEC 407: The Economics of Agricultural Finance</b> Code # <b>APEC 407</b>	Section #					
2. Name of course instructor: <b>Prof. Sobhy M. Ismaiel</b>	Location					
3. Year and semester to which this report applies: <b>2 nd semester 1434/1435</b>						
4. Number of students starting the course? <input type="text" value="7"/>	students completing the course? <input type="text" value="7"/>					
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	26	-	-	-	4	30
Credit	2	-	-	-	2	2

### 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
Agric.finance and economic importance of capital	2	2	No variation
Sources if agric finance	4	4	No variation
Basic economic principles of capital use in agric. Activities	4	4	No variation
Capital and technology incentification	4	4	No variation
Rational utilization of capital resource	4	4	No variation
Credity capacity of farmers	2	2	No variation
Financial resk and strategies for facing them	2	2	No variation
Credit policy in Saudi Arabia	2	2	No variation

Agric credit	2	2	No variation
Two Mid term Exams	2	2	No variation
Discussion	2	2	No variation
Total	30	30	No variation

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
Do not apply	Do not apply	Do not apply

### 3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Recognize the optimal allocation of finance or Credit in to maintain agricultural development	Written and oral tests 2Intra-term tests - homework assignments. - participation (monitored weekly and based on discussions	satisfactory
2	memorize suitable ways to enhance credit capacity of agric. Business.	Written and oral tests	satisfactory
3	Evaluate credit capacity of agri. And food business.	Analytical reports	satisfactory
4	Calculate financial measures from balance sheet, income statement, and cash flow.	Analytical reports	satisfactory
5	Develop and prepare strategies for facing business and financial risk.	Analytical reports	satisfactory
6	Demonstrate existing financial issues and show ideas and solutions.	Discussion	satisfactory
7	Calculate revenue and risk measures	Evaluation	satisfactory
8	Research through internet and library	Discussion	

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.  
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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		*	-
Exercises		*	-
Presentation and discussion		*	-
Online transaction		*	-

**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	29%	
B	1	14%	
C	0	0%	
D	4	57%	Very carless students.
F	0	0%	
Denied Entry	0	0%	
In Progress	0	0%	
Incomplete	0	0%	
Pass	0	0%	
Fail	0	0%	
Withdrawn	0	0%	

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

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#### 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
No variation	-

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason
No variation	-

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
No verification have been done	-

#### D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
No difficulties	-

#### E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
No difficulties	-

#### 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).
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Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a.no action recommended	-	-	-

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

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3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. No action so far	-	-	-	-

Name of Course Instructor: Sobhy M. Ismaiel

Signature: \_\_\_\_\_ Date Report Completed: 3/8/1435 \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received:  
3/8/1435 \_\_\_\_\_





## B Objectives

<p>1. What is the main purpose for this course?</p> <p>1- basics of Agric. Finance and agric. Credit and the role of Capital and technology in Economic development. 2- Sources of financing agricultural activities. 3-Decision making in capital utilization efficiently. 4-distributing Capital among investment alternatives. 5-Analyzing Credit Capacity for farms. 5- Analyzing Farm records. 6- Risk and uncertainty and strategies for facing them</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>1- Modifying course outline and online interaction. 2- Preparing textbook to cover the course. 3- Preparing material for power point presentation and online transaction.</p>

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Agric.finance and economic importance of capital	1	2
Sources if agric finance	2	4
Basic economic principles of capital use in agric. Activities	2	4
Capital and technology incentionification	2	4
Rational utilization of capital resource	2	4
Credity capacity of farmers	1	2
Financial resk and strategies for facing them	1	2
Credit policy in Saudi Arabia	1	2
Agric credit	1	2
Two Mid term Exams	1	2
Discussion	1	2
Total	15	30 hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30 hours	N/A	N/A	N/A	N/A	30 hours

Credit	2	N/A	N/A	N/A	N/A	2 Credits
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3. Additional private study/learning hours expected for students per week.	4
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize the optimal allocation of finance or Credit in to maintain agricultural development.	Lectures	Written and oral tests 2Intra-term tests - homework assignments. - participation (monitored weekly and based on discussions)
1.2	memorize suitable ways to enhance credit capacity of agric. Business	Lectures	Written and oral tests
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Evaluate credit capacity of agri. And food business.	Exercises	Analytical reports
2.2	Calculate financial measures from balance sheet, income statement, and cash flow.		
2.3	Develop and prepare strategies for facing business and financial risk.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate existing financial issues and show ideas and solutions.	Presentation and discussion	Discussion
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Calculate revenue and risk measures	Online transaction	Evaluation
4.2	Research through internet and library	Presentation	Discussion
<b>5.0</b>	<b>Psychomotor</b>		
5.1	-		
5.2	-		

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

<b>NQF Learning Domains</b>	<b>Suggested Verbs</b>
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	estimate, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble,

experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

**5. Schedule of Assessment Tasks for Students During the Semester**

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Tests (2 tests)	5 <sup>th</sup> and 10 <sup>th</sup>	30%
2	Class participation/attendance	Week 1-14	10%
3	Homework assignments	weekly	20%
4	Final exam	15 <sup>th</sup>	40%
5		Total	100%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

2 hours during lectures timing  
8 office hour  
10 hours total

#### E. Learning Resources

1. List Required Textbooks

Prepared translated notes by the course professors. The notes are under modifications, additions and revision to be published as a textbook.

2. List Essential References Materials (Journals, Reports, etc.)

N/A

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Lee, W.F.; Boehlje, M.D.; Nelson, A.G; and Murry, W.G. (1980). Agricultural Finance, seventh ed. The Iowa state university press, Ames, USA.

Barry, P.J.; Ellinger, P.N., Baker, C.B.; Hopkins, J.A. (1995). Financial Management in Agriculture. 6<sup>th</sup> ed. Interstate publishers, Inc. Danville, Illinois, USA.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

N/A

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Smart class room (25 seats).

2. Computing resources (AV, data show, Smart Board, software, etc.)  Smart board.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching -Open discussion - student evaluation for the course - Survey (questionnaire) prepared by professor.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Currently no such strategies are in place; however, the teaching committee at the department level is contemplating the introduction of peer reviews as a strategy of evaluating and improving teaching in the department.
3 Processes for Improvement of Teaching A number of workshops are continuously organized by the “skills development deanship” at the university level—usually at the beginning of each term. These workshops target teaching effectiveness and address and introduce various teaching strategies. Workshops are well announced and teaching staff are encouraged to attend. Improvement in taught material contributes to improvement in teaching, as such attempts are continuously made to supplement the subject matter with recent developments, and always bringing in class the latest events, news (of the day) and tie it in with the respective topic. Students are likewise encouraged to bring such events to class through a reward system. The peer reviews referred to in (2) above could also contribute to improved teaching.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) Currently there is no such process in place.



5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

material taught are reviewed and improved annually by teaching staff. Moreover , the methods used, particularly homework assignments, exams are refined.

**Faculty or Teaching Staff: Dr. Sobhy Mohamed Ismaiel**

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_