

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**COURSE REPORT
(Field Training APEC 410)**

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 3June 2014
College/ Department College of Food and Agricultural Sciences / Department of Agricultural Economics	

A. Course Identification and General Information

1. Course title Field Training	Code # APEC410	Section # 35305				
2. Name of course instructor Coordinator: Omer Elgaili Elsheikh Elamin(*) * NB: each student is assigned an academic supervisor from among the teaching staff.		Location Main campus				
3. Year and semester to which this report applies. 2013/2014 / second semester						
4. Number of students starting the course?	<input type="text" value="10"/>	Students completing the course? <input type="text" value="9"/>				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours				120		120
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
The training program extends for 15 weeks, during which the student joins a training company once a week; meanwhile, the student regularly attends his other courses and study activities at the university.	120	120	

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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
Not applicable		

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	<ul style="list-style-type: none"> Recognize the field features Recall the different theories and subjects of study for real-life application Describe the common economic problems encountered during the training program Recognize the important ethical dimensions of economic practice 	<ul style="list-style-type: none"> Direct supervision of the student during the training. Weekly reports Final presentation and evaluation 	
2	<ul style="list-style-type: none"> Evaluate and analyze economic problems Write a comprehensive report Develop management skills for firms and companies with similar economic problems. Summarize findings of the production and marketing departments and judge relevance of their objectives and means. 	<ul style="list-style-type: none"> Ratings of performance by field supervisor and faculty member. Faculty assessment of assignment task. 	

3	<ul style="list-style-type: none"> Show communication abilities with the colleagues and other members of the training team. Demonstrate leadership and cooperation abilities, and capacity to take responsibility in teamwork. 	Ratings by field supervisor and faculty member on performance in team work and research application.	
4	<p>Demonstrate skills in the following areas:</p> <ul style="list-style-type: none"> Communication with others Oral and written case presentation Report writing Assessment of organization work Data collection and analysis Interpretation of results 	Judgments about effectiveness of analyses and communications incorporated into ratings of performance in the field setting.	

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

An alternative program of training, titled "Cooperative training" has already been approved by the department. Under this program, the training period extends to 27 instead of 15 weeks. The trainee is obliged to join the training institution everyday (on full time basis) as the regular employee do. The training institution pays a salary to the trainee who performs the duties of an employee. This is expected to enhance the training process, and provides a realistic evaluation of trainee's performance.

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	
Not applicable			

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	5	55.6%	The result is highly skewed, with the majority of students scoring A+, A, B+, and B.
B	3	33.3%	
C	0		
D	0		
F	1	11.1%	
Denied Entry			
In Progress			
Incomplete			
Pass			
Fail			
Withdrawn		0	

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

Regarding performance evaluation during the training program, student's evaluation is done by both the field supervisor, and academic supervisor, with weights of 60% and 40%, respectively. Perhaps, the reason for high grades is the overestimation of student performance by the field supervisor. Also, the evaluation by the academic supervisor depends partially on the feedback from the field supervisor, a matter that escalates the overvaluation of the trainees' performance.

Perhaps, overestimation of student's performance by the field supervisor may be explained by a thorough consideration of the nature of the subject, which could be summarized as follows: the training program extends for 15 weeks, during which the student joins the training company once a week; meanwhile, the student regularly attends his other courses and study activities at the university. The training institution does not pay for the trainee. Thus, with regard to the field supervisor, the program sums up as matter of helping the student to fulfill the university requirement.

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)	2. Consequences of any difficulties experienced for student learning in the course.

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.

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
Introduction of a new training program to replace the current one
b. Response of instructor or course team to this evaluation
An alternative program of training, titled "Cooperative training" has been approved. Under this program,

the training period extends to 27 weeks. The trainee is obliged to join the training institution everyday (on full time basis) as the regular employee do. The training institution pays a salary to the trainee who performs the duties of an employee. This is expected to enhance the training process, and provides a realistic evaluation of trainee's performance.

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 new training program was recommended	Cooperative Training program approved	New program will be implemented the next academic year	Not applicable
b.			

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

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Introduction of Cooperative Training program	The new training period extends to 27 weeks. The trainee is obliged to join the training institution everyday (on full time basis) as the regular employee do.	2014/2015	On-going	Prof. Dr. Mahdi M. Al-Sultan.
b.				
c.				

Name of Course Instructor: Omer Elgaili Esheikh Elamin

Signature: _____ Date Report Completed: 3 June 2014

Program Coordinator: _____

Signature: _____ Date Received: _____