

**ATTACHMENT 2 (m)**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Agricultural Economics Department**

**College of Food and Agriculture Sciences**

**King Saud University**

**Ministry of Higher Education**

**Saudi Arabia**

**Self-Study Report for Programs  
(SSRP) March 2015**

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## Acknowledgement

First and foremost praise is due to Allah (SWT), Lord of the Universe. We are profoundly grateful to Him for it is only through His grace and permission alone that we are able to complete this task. Peace and Blessings be upon our Prophet, Muhammad (SAW).

The department of agricultural economics would also like to acknowledge the tremendous effort, over extended hours day and night, exerted by members of the national accreditation committee. Their dedication and unrelenting determination throughout the documents preparation process were exemplary. Special appreciation and thanks are due to all other faculty and staff members and employees of the department for their vital contributions.

We appreciate the support and guidance provided by the College of Food and Agricultural Science Quality Unit. Expert comments, suggestions, and consultations by the independent reviewer, Dr. Jose Katapang, throughout various stages of the process have indeed enhanced the documents' quality. Likewise, comments by NCAAA reviewers on earlier drafts were helpful.

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## Executive Summary

The department of agricultural economics offers a B. S. program in applied economics and aims to produce quality graduates, research, and service to the community. The program is unique in many aspects: it is the only one of its kind in KSA, it features highly qualified staff, it has well defined students' learning outcomes, and it operates within an institutional environment that is committed to quality management and assurance.

This self study report, SSR, was prepared to offer a thorough examination of the quality aspects of the applied economics program in relation to the standards for quality assurance and accreditation defined by the NCAAA. The report is an integral component in an effort to prepare the program for NCAAA accreditation. Specifically, the SSR aims to:

- Provide a detailed description of program profile, context, and recent development.
- Develop an internal system to collect and assess evidence as an essential requirement for program quality assurance.
- Evaluate the program's performance in relation to the standards for quality assurance and accreditation set by the NCAAA.
- Ascertain that the program meets, at least, the minimum standards prescribed by the NCAAA.

The preparation process of the report involved various committees and subcommittees that were formed with clear job descriptions and time schedules. The report is the product of a two-year effort that included extensive meetings, surveys of stakeholders, review of gathered information and documents, statistical analysis, consultations with advisory groups, independent evaluations by external reviewers, and report writing and editing.

Major findings of this SSR can be summarized as follows:

- Regarding program's mission, goals, and objectives:
  - The program has well defined clear, measurable goals and objectives that are aligned with preset quality performance indicators and target benchmarks.
  - For most objectives the program is reasonably realizing its target benchmarks.
  - Students' orientation programs, income from research grants, students' level of applied economics skills, and participation of faculty in professional development activities are areas that particularly need more attention.
  - For indicators where data is not currently been collected future recommendations were presented.
- Regarding program's evaluation in relation to the NCAAA Standards for Quality Assurance and Accreditation of Higher Education Programs:
  - 21 KPIs were defined and measured, spanning the 11 NCAAA standards; a target, a new target, an internal, and an external benchmark were defined as well for each KPI.
  - Overall the program did well and exhibited improvement on the defined KPIs; it also fared well in regards to its targets and benchmarks.
  - Overall the program exhibited good compliance with all NCAAA standards as judged by the attained level of adherence to the "good practices" prescribed under those standards.
  - Action plans were defined to remedy instances where standards were either not monitored or when compliance was not satisfactory.

## Introductory Comments

A program self-study is a thorough examination of the quality of a program. The mission and objectives of the program and the extent to which they are being achieved are thoroughly analysed according to the standards for quality assurance and accreditation defined by the NCAAA.

A Self Study Report for Programs (SSRP) should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the program about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments.

This SSRP should include all the necessary information for it to be read as a complete self-contained report on the quality of the program.

**The main branch/location campus must complete the entire SSRP together with the required information from all branch/location campuses that offer the program.**

**Each branch/location campus must complete an abridged, short version, of the SSRP; including the *Periodic Program Profile*, Profile sections (A-H) and standards 3, 4, and 11. After analysis and inclusion of required information, the main branch campus will submit the complete SSRP with the abridged versions to NCAAA.**

**The Self Study Report for Programs template is for an Undergraduate Program.** For guidance on the completion of this template, please refer to the *Handbook for Quality Assurance and Accreditation* and to the *Guidelines for Using the Template for a Program Self-Study*.



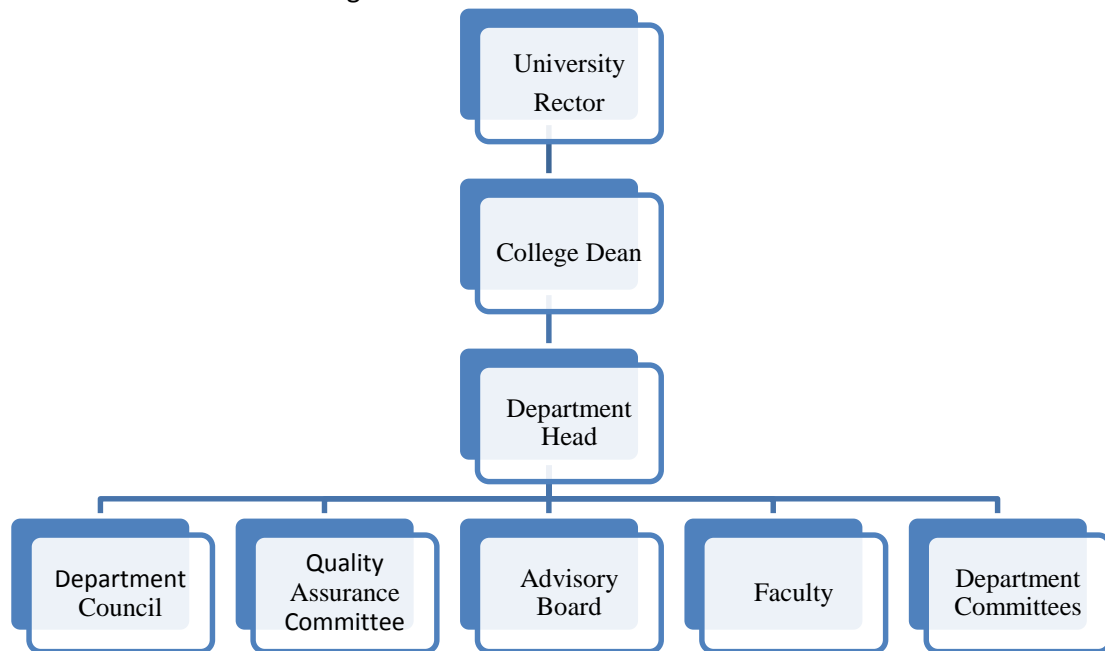
## A GENERAL INFORMATION

Institution : King Saud University
Title of College and Department in which the program is offered: College of Food and Agriculture Sciences / Department of Agricultural Economics
Title of Program: Applied Economics
Date of Report : 19_Jan._2014
Name and Contact details for Dean Prof. Fahad Albarakah (0114676535)
Name of Person Responsible for Preparation of Report (Head of Department) Prof. Mahdi Alsultan (0114678512) Name and contact details for person to contact for further information about matters discussed in the report and for arrangements for an external review visit. (if different from above) Prof. Ahmad El-Hendy Position: Quality Unit Chair Email address: <a href="mailto:Elhendy@ksu.edu.sa">Elhendy@ksu.edu.sa</a> Office number: (0114678510) Mobile number: (0543199830)

## B. GENERAL PROGRAM PROFILE INFORMATION

1. Program title and code: Applied Economics (APEC)* * Formerly Agricultural Economics and Food Marketing.
2. Credit hours required for completion of the program: 135 Credit hours
3. Award (s) granted on completion of the program (for community college programs, add degree granting policy) B.Sc. in Applied Economics
4. Major tracks or pathways within the program There is no declared major track/pathway or specialization, but all students would concentrate on the following areas: Environmental and Resource Economics, Data and Price Analysis, Agricultural Marketing, International Trade, Finance and Accounting, Firm and Project Management, Economic Policy and Planning.
5. Professional occupations (licensed occupations, if any) for which graduates are prepared Public Program Analyst, Data and Price Analyst, Firm Manager, Budget Analyst, Economic Developer, Agribusiness Manager, Marketing and Sales Analyst, Project Manager, Resource and Environment Manager and Analyst, Finance and Banking Staff, Economic Researcher, Policy and Planning Analyst, Cooperative Manager.
6. Name of program chair/ coordinator. If a program coordinator or manager has been appointed for the female section as well as the male section, include names of both. Prof. Mahdi Alsultan Agricultural Economic Department Head Email address: <a href="mailto:alsultan@ksu.edu.sa">alsultan@ksu.edu.sa</a> Office number: (0114678512) Mobile number: (0505599821)
7. Branches/locations of the program. If offered on several campuses or by distance education as well as on-campus, including details. King Saud University, Riyadh, Saudi Arabia.
8. Date of approval of program specification within the institution 2009/2010
9. Date of approval by the authorized body (Ministry Of Higher Education "MOHE" for private institutions) and Council of Higher Education for public institutions). 2011/2012
10. Date of most recent self-study (if any): May 2013

11. Provide Institutional and Program level administrative flowcharts



**Figure B.1. Institutional and Program Level Administrative Flowchart.**

Note that a number of other documents giving general information about the program should be provided in addition to the program report. See list at the end of this template.

**C. PERIODIC PROGRAM PROFILE TEMPLATE B: COLLEGE DATA**

**College: College of Food and Agricultural Sciences Program: Applied Economics**

**Faculty members:**

No.	Faculty/ Teaching Staff Names			Nationality	Academic Rank	General Specialty	Specific Specialty	Institution Graduated From	Degree	*Study Mode	List Courses Taught This Academic Year	Full or Part Time	
	Name	M	F									F/T	P/T
1	Mohammed H. Al-Qunaibet*	✓		Saudi	Prof.	Ag. Economics	Resource Economics	Oregon State University, USA	Ph.D.	On Campus	APEC 209- APEC 214-	✓	
2	Safar H. Al-Kahtani	✓		Saudi	Prof.	Ag. Economics	International Trade & Agri. Marketing	Oklahoma State University, USA	Ph.D.	On Campus	APEC331- APEC 424- APEC 426- APEC 404	✓	
3	Abdulaziz M. Al-Dwaies**	✓		Saudi	Prof.	Ag. Economics	Agricultural Policy	Oklahoma State University, USA	Ph.D.	On Campus	NO COURSES	✓	
4	Sobhy M. Ismaiel	✓		Egyptian	Prof.	Ag. Economics	Agricultural Marketing	Cairo University, Egypt	Ph.D.	On Campus	APEC 407- APEC 404	✓	
5	Mahdi M. Al-Sultan	✓		Saudi	Prof.	Ag. Economics	Econometrics and Applied statistics	Colorado State University, USA	Ph.D.	On Campus	APEC 330- APEC 404	✓	
6	Khaled N. Al-rwis	✓		Saudi	Prof.	Ag. Economics	Economic of Production & Farm Management.	Oklahoma State University, USA	Ph.D.	On Campus	APEC 217- APEC 405 - APEC 404	✓	
7	Ahmad M. Elhendy	✓		Egyptian	Prof.	Ag. Economics	Natural resources	Utah State University, USA	Ph.D.	On Campus	APEC 333- APEC 404	✓	

No.	Faculty/ Teaching Staff Names			Nationality	Academic Rank	General Specialty	Specific Specialty	Institution Graduated From	Degree	*Study Mode	List Courses Taught This Academic Year	Full or Part Time	
	Name	M	F									F/T	P/T
8	Adel M. Ghanem	✓		Egyptian	Prof.	Ag. Economics	Natural resources	Alexandria University, Egypt	Ph.D.	On Campus	APEC 218- APEC 409- APEC 404	✓	
9	Othman S. Al-Nashwan	✓		Saudi	Prof.	Ag. Economics	Production and marketing	Oklahoma State University, USA	Ph.D.	On Campus	APEC 322-	✓	
10	Mahmoud M. Alderiny	✓		Egyptian	Assoc. Prof.	Ag. Economics	Statistics	Tanta University, Egypt	Ph.D.	On Campus	APEC 404	✓	
11	Imad Eldin Elfadil	✓		Sudanese	Assoc. Prof.	Ag. Economics	International Trade	Humboldt University, Germany	Ph.D.	On Campus	APEC 219- APEC 404-ECON423	✓	
12	Omar Elgaili Elsheikh	✓		Sudanese	Ass. Prof.	Ag. Economics	Economic Analysis	The University of Tokyo, Japan	Ph.D.	On Campus	APEC 205- APEC 321-ECON408	✓	
13	Kamaleldin Bashir Ibrahim	✓		Sudanese	Ass. Prof.	Ag. Economics	Marketing and International Trade	Pennsylvania State University, USA	Ph.D.	On Campus	APEC 205- APEC 324- APEC 216	✓	

\* Retired, currently working as cooperative staff member with the full time assignment.

\*\* Currently working as full time external consultant with the Ministry of Higher Education on a loan basis.

Lecturers:

No.	Lecturers/ Teaching Staff Names			Nationality	Academic Rank	General Specialty	Specific Specialty	Institution Graduated From	Degree	*Study Mode	List Courses Taught This Academic Year	Full or Part Time	
	Name	M	F									F/T	P/T
1	Alaa Kotob	✓		Egyptian	Lecturer	Agricultural Economics	Agricultural Economics	Fayyoun University Egypt	Ph.D.	On Campus	APEC 216 APEC 330 APEC 403	✓	
2	Ali Ismail	✓		Egyptian	Lecturer	Statistics	Statistics	Khartoum University Sudan	Ph.D.	On Campus	AGEC 512 AGEC 518	✓	
3	Hesham Saker	✓		Egyptian	Lecturer	Agricultural Economics	Agricultural Economics	Cairo University Egypt	Ph.D.	On Campus	APEC 218 APEC 408	✓	
4	Wael Elabd	✓		Egyptian	Lecturer	Agricultural Economics	Agricultural Economics	Al-Azhar University Egypt	Ph.D.	On Campus	APEC 324 APEC 405 APEC 217	✓	
5	Yousef Alamri	✓		Saudi	Lecturer	Agricultural Economics	Agricultural Economics	Colorado State University, USA	M.Sc.	On Campus	APEC 331 APEC 409 APEC 410	✓	
6	Yousef Karamly	✓		Saudi	Lecturer	Agricultural Economics	Agricultural Economics	King Saud University KSA	M.Sc.	On Campus	APEC 205 APEC 321	✓	
7	Satam Almodara	✓		Saudi	Lecturer	Agricultural Economics	Agricultural Economics	King Saud University KSA	M.Sc.	On Campus	APEC 205 APEC 333	✓	
8	Khaled Alkhamis	✓		Saudi	Lecturer	Agricultural Economics	Agricultural Economics	Washington State University, USA	M.Sc.	On Campus	APEC 205 APEC 404 AGEC 507	✓	
9	Asem Abo- Alsamh	✓		Saudi	Lecturer	Agricultural Economics	Agricultural Economics	King Saud University KSA	M.Sc.	On Campus	APEC 231 APEC 421	✓	
10	Hamad Almoqbel	✓		Saudi	Lecturer	Agricultural Economics	Agricultural Economics	King Saud University KSA	M.Sc.	On Campus	APEC 205	✓	

### Number of Graduates in the Most Recent Year (2012-2013G)

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	19	4	NA
Female	NA	NA	NA
Totals	19	4	NA

**Apparent Student Completion Rate:** The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

Students	Undergraduate Programs (2012/2013)			Postgraduate Programs (2012/2013)	
	Four Years	Five Years	Six Years	Master	Doctor
Male	0.24	NA	NA	0.31	NA
Female	NA	NA	NA	NA	NA
Totals	0.24	NA	NA	0.31	NA

### Mode of Instruction – Student Enrolment (excluding preparatory program)

Students	On Campus Programs (2012/2013)			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	139	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA	NA
Totals	139	NA	NA	NA	NA	NA

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

### Mode of Instruction – Teaching Staff (2012/2013)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	23	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA	NA
Totals	23	NA	NA	NA	NA	NA

**Note:** Teaching staff includes tutors, lecturers, and assistant, associate and full professors. This does not include research, teaching, or laboratory assistants. Academic staff who oversee the planning and delivery of teaching programs are included (e.g. head of department, dean for a college, rector and vice rectors).

## D. PROGRAM PROFILE DATA

### Historical Summary

Provide a brief historical summary of the program including such things as:

- When and why it was introduced
  - Student enrolment history
  - Relationships with industry or professional advisory groups
  - Graduate employment outcomes
  - Major program changes.
- **Program introduction and it's major changes**  
The initial beginning of the program dates back to 1981. Since then it went through a series of changes as follows:
    - In 1981, a specialty academic program was started in Agricultural Economics and Rural Sociology.
    - In 1989, following generous government expenditure on the agricultural sector in the kingdom, a lot of companies and firms started to invest in the sector a matter that resulted in increased demand for specialist in agricultural Economics. Thus the department was separated from Rural Sociology, and the department started offering a bachelor's degree program in Agricultural Economics.
    - In 2005, the title of the academic program was changed from Agricultural Economics to Agricultural Economics and Food Marketing. The main objective was to broaden the scope of the study program.
    - In 2009, the title of the academic program was changed from Agricultural Economics and Food Marketing to Applied Economics. The academic program was adjusted in response to labour market needs in both public and private sectors of Saudi Arabia, by adding new applied analysis courses and a "cooperative training" component instead of the previous "practical training". Such changes aimed at giving students more grounding in analytical techniques, and "hands on" and more extensive exposure to work environment.
  - **Student enrolment history**

Table (D.1) shows the total number of students enrolled as well as those who graduated in the B.Sc. Program in Agricultural Economics Department for the period (2005-2013). For 2013, only first semester figures are available and shown in the table.

Table (D.1): Enrolled and Graduated Students Number for B.Sc. Program in the Agricultural Economics Department (2005-2013).

Year	Number of B.Sc. students	
	Enrolled	Graduated
2005	60	5
2006	61	7
2007	49	0
2008	64	6
2009	80	9
2010	101	33
2011	128	16
2012	139	19
2013*	130	11

Note: \* Data for this year applies to first semester only.

- **Relationships with industry or professional advisory groups**

The Department has finished setting up its Advisory Board which is running and functioning now; the board, one of a few of its kind in the University, includes members from both the private and the public sector. Thus far several positive initiatives could be sited as a result of collaboration with the Board:

- a. The Board would help facilitate providing internship opportunities for students in either private or public sector institutions.
- b. Through contacts, some business CEOs have requested that the Board provides them with CV's of the Department graduates for consideration for possible job openings.
- c. Some potential research collaboration opportunities are being negotiated.

- **In the area of international collaboration:**

- a. The Department has recently hosted professor Mike Reed of the Department of Agricultural Economics at the University of Kentucky (UK), as a visiting expert; some outcomes of the visit included:

- i. An outsider expert's feedback on possible strengths and weaknesses of the Department were presented to the College Council which deliberated on ways to reverse the weaknesses and build on the strengths in the future.
- ii. Professor Reed has agreed to coordinate possible cooperation possibilities and set up a partnership with his home Department including but not limited to: exchange of faculty and graduate students' visits; some of the immediate benefits to the Department is that two of its TA's are already enrolled in the Ph.D. program at UK.

- b. The Department also hosted professor Michael Boland, director of the Food Industry Centre at the University of Minnesota to:

- i. Participate in a workshop on marketing of dairy products and give some lectures on food security and explore possible partnerships with international institutions.
- ii. Establish links with the Department of Applied Economics at the University of Minnesota in areas of academic research.

- A number of brochures and booklets presenting the Department to its surroundings have been prepared including:

- a. A booklet of abstracts of M. Sc. theses both in Arabic and English.
- b. A booklet of the Department's community service activities.
- c. A student guide to the Department.
- d. About 15 brochures on various economic issues.



### Preparatory or Foundation Program

Do you offer a preparatory program Yes ☒ No ☐

If yes, is the preparatory program offered out-sourced? Yes ☐ No ☒

If a preparatory or foundation year program is provided prior to entry to this program, are all students required to take that program? Yes ☒ No ☐

If yes, how many Academic credits are granted into the program and included in the \* GPA?(31 credit hours).

What is the total number of credits required by the program? 135 hours

**NOTE: \* Credits granted into the program must be included in the GPA.**

List the courses that are granted into the program.

List the courses that are granted into the program.

Table D.2 below gives a list of all courses granted into the applied economics program. Note that the preparatory year program comprises the first and second levels shown in the table for a total of 31 credit hours.

Table (D.2): List of courses granted into the program.

First level			
Code	Course Name	Hour	Requisites
ENT 101	Entrepreneurship	1	
CT 140	IT Skills	3	
MATH140	Introduction to Mathematics	2	
MC 140	Communication Skills	2	
ENGL140	English (1)	8	
	<b>Total</b>	<b>16</b>	
Second level			
Code	Course Name	Hour	Requisites
CI 140	Learning. Thinking and Research	3	
MATH150	Differential Calculus	3	MATH140
CHS 150	Health and Fitness (2)	1	-
ENGL150	English (2)	8	ENGL140
	<b>Total</b>	<b>15</b>	
Third level			
Code	Course Name	Hour	Requisites
BOT 102	Botany	3	
ZOOL103	Principles of General Zoology	3	
SOSI141	Introduction to Environmental Science	2	
FSN 202	Principles of Food Sciences	2	
AGEC205	Principles of Agricultural Economics	3	MATH150
	University requirement	4	
	<b>Total</b>	<b>17</b>	

Fourth level			
Code	Course Name	Hour	Requisites
STAT100	Introduction to Statistics	3	MATH150
OPER100	Introduction to Operations Research	4	MATH150
ECON101	Principles of Microeconomics	3	-
ANPR106	Introduction to Animal Production Systems	2	-
PPS 201	Principles of Plant Production	3	BOT 102
APEC209	Agricultural and Food Marketing	3	AGEC205
	<b>Total</b>	<b>18</b>	
Fifth level			
Code	Course Name	Hour	Requisites
ECON102	Principles of Macroeconomics	3	ECON101
APEC 216	Applied Of Quantitative Analysis	3	AGEC205 & MATH150
APEC 217	Agricultural Organization Management	3	AGEC205 & OPER100
APEC 218	Price Analysis	2	APEC 216
APEC 219	Economics of Environment	2	AGEC205 & SOSI141
	Optional from group A	3	
	Optional from group B	3	
	<b>Total</b>	<b>19</b>	
Sixth level			
Code	Course Name	Hour	Requisites
APEC 330	Analysis Of Economic Data	3	MATH150 & STAT100
APEC 331	Computer in Applied Economics	2	CT 140 & OPER100
APEC 405	Agricultural Production Economics	3	AGEC 216& OPER100
APEC 409	Feasibility Study and Evaluation Projects	3	APEC 216
	University requirement	2	
	Optional from group A	6	
	<b>Total</b>	<b>19</b>	
Seventh level			
Code	Course Name	Hour	Requisites
APEC 400	Field Training	12	APEC 217, APEC 330, APEC 405 & APEC 409
	<b>Total</b>	<b>12</b>	
Eighth level			
Code	Course Name	Hour	Requisites
APEC 404	Seminar in Research Methodology	3	AGEC 216 & AGECE 330
ECON211	Money & Banking	3	ECON102
APEC 407	Agricultural Finance Economics	2	APEC 216
APEC 408	Agricultural Policy and Planning	3	APEC 205
APEC 333	Economics of Natural Resources	3	APEC 216
	University requirement	2	
	Optional from group A	3	
	<b>Total</b>	<b>19</b>	

University requirement (8hours)			
Code	Course Name	Hour	Requisites
IC 100	Studies in the Prophet Biography	2	
IC 101	Introduction to Islamic Culture	2	
IC 102	Islam and Society Building	2	
IC 103	The Islamic Economic System	2	
IC 104	Fundamentals of Islamic Political System	2	
IC 105	Human Rights	2	
IC 106	Medical Jurisprudence	2	
IC 107	Professional Ethics	2	
IC 108	Current Issues	2	
IC 109	Development Role of Women	2	
	<b>Total</b>	<b>20</b>	

group A (12hours)			
Code	Course Name	Hour	Requisites
APEC 211	Economics of Agricultural Development	2	-
APEC 214	Food Markets Systems	2	APEC 209
APEC 321	Economics of Food Consumption	2	APEC 216
APEC 322	Wholesaling and Retailing of Food Products	3	APEC 209
APEC 324	Financial Analysis for Agribusinesses	2	-
APEC 327	Food Marketing Efficiency	3	APEC 209
APEC 403	Special Studies	2	-
APEC 421	Cooperative Marketing	3	APEC 209
AGEC423	Economics of Environmental Tourism	2	APEC 219
APEC 424	International Trade of Agricultural Products	2	-
APEC 426	Economics of Water Resources in Agriculture	2	APEC 333
	<b>Total</b>	<b>25</b>	

group B (6hours)			
Code	Course Name	Hour	Requisites
BUS 241	Marketing Management	3	-
MGT 101	Principles of Management and Business	3	-
ACCT 201	Principles of Accounting & Reporting	3	-
PPS 403	Green House Production	2	-
PLPT 201	Principles Of Plant Protection	3	-
ANP 319	Poultry production	3	-
AGEN 439	Irrigation water resources management and development	2	
AGEXT 201	Principles of Extension	2	-
SOSC 341	Water and Soil Pollution	3	-
	<b>Total</b>	<b>24</b>	

## Statistical Summary

**NOTE: FOR ALL TABLES IN THIS SECTION A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS. (N/A)**

### Student Enrolment (Not including preparatory or foundation programs) in 2012/2013

Students	On Campus Programs			eLearning Education Programs		
	Full time	Part time	*FTE	Full time	Part time	*FTE
Male	139	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA	NA
Total	139	NA	NA	NA	NA	NA

**NOTE:** To calculate effective full time equivalents (FTE) for part time students assume a notional full time load is 15 credit hours and divide the number of credit hours taken by each student by 15. (Use this formula only for part time students) (N/A)

Confirmed enrolment at the beginning of the current academic year (2013/14)

Level/Year of Study	Male	Female	Total
First Year	14	NA	14
Second Year	45	NA	45
Third Year	41	NA	41
Fourth Year	24	NA	24
Fifth Year (if applicable)	NA	NA	NA
Sixth Year (if applicable)	NA	NA	NA
Total	124	NA	124

**Faculty:** FTE is calculated as 12 credit hours. The number should not include research, teaching or laboratory assistants.

No. of Staff	On Campus			eLearning Education		
	Full time	Part time	FTE	Full time	Part time	FTE
Faculty	13	NA	13	NA	NA	NA
Teaching staff	10	NA	10	NA	NA	NA
Total	23	-	23	-	-	-

**NOTE:** The number of faculty and teaching academic staff should include:

- Faculty: Assistant, Associate and Full Professors whether involved with teaching, research or both teaching and research.
- Teaching staff: Lectures, Teaching Assistants, Practical Preceptors
- The number should not include Technicians and Laboratory Assistants.

### Faculty and Teaching Staff Highest Qualifications

	Ph.D.		Masters		Others		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Male	17	74	6	26	0	0	23	100
Female	NA	NA	NA	NA	NA	NA	NA	NA
Total	17	74	6	26	0	0	23	100

### Average Faculty Workload and Class Enrolment 2012/2013

A. Calculate the average number of credit hours taught by the **full-time faculty** for the past year (2012/13) and calculate the average number of students enrolled per class taught.

Full-time Faculty	Average Credit Workload 1st Semester	Average Credit Workload 2nd Semester	Average Class Enrolment 1st Semester	Average Class Enrolment 2nd Semester
Male	14	14	8	7
Female	NA	NA	NA	NA
Total	14	14	8	7

Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.

Note that the program does not currently have a females section.

#### 1. Workload Analysis:

Based on records of the Academic Registration Office, the total credit hours divided by staff number (not including lecturers) show an average workload of 14 hours per staff (  $187/13=14.38$ ), while the average for lecturers is  $187/10 = 18.7$ . According to the university rules, the workloads for full time assistant, associate, and full professor are 14, 12, and 10 hours per week respectively as opposed to the actual average credit hours per faculty member of 14. This overload situation may interfere with the programs research and community service activities.

#### 2. Class Enrolment Analysis:

Data for AY 2012-2013 show the average class enrolment for first and second semesters as 8 and 7 students respectively; this indicates a small class size which should impact learning and teaching positively, including better class management, more attention per student whether in or outside class.

#### 3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

Table D.3 distinguishes between B.Sc. and M.Sc. student enrolment and graduation over the period 2005/2006-2013/2014. The table shows a significant increase in the number of B.Sc. student enrolment from 49 in AY 2007/2008 to 139 students in AY 2012/2013.

Table (D.3): Enrolment and average class enrolment for undergraduate and graduate students for 2005-2013.

Year	B.Sc. student #		M.Sc. Student #	
	Enrolled	# of students/course*	Enrolled	# of students/course**
2005	60	2 <sup>+</sup>	25	2
2006	61	2	27	2
2007	49	2	17	1
2008	64	2	10	1
2009	80	3	13	1
2010	101	4	15	1
2011	128	5	16	1
2012	139	5	17	1
2013	130	5	16	1

\*, \*\* based on 28 and 14 courses offered per semester respectively.

+ all figures rounded to nearest whole number.

Figures D.1 and D.2 provide a clear representation of the data in table D.3. The program has obviously enjoyed a noticeable increasing trend in students' enrolment.

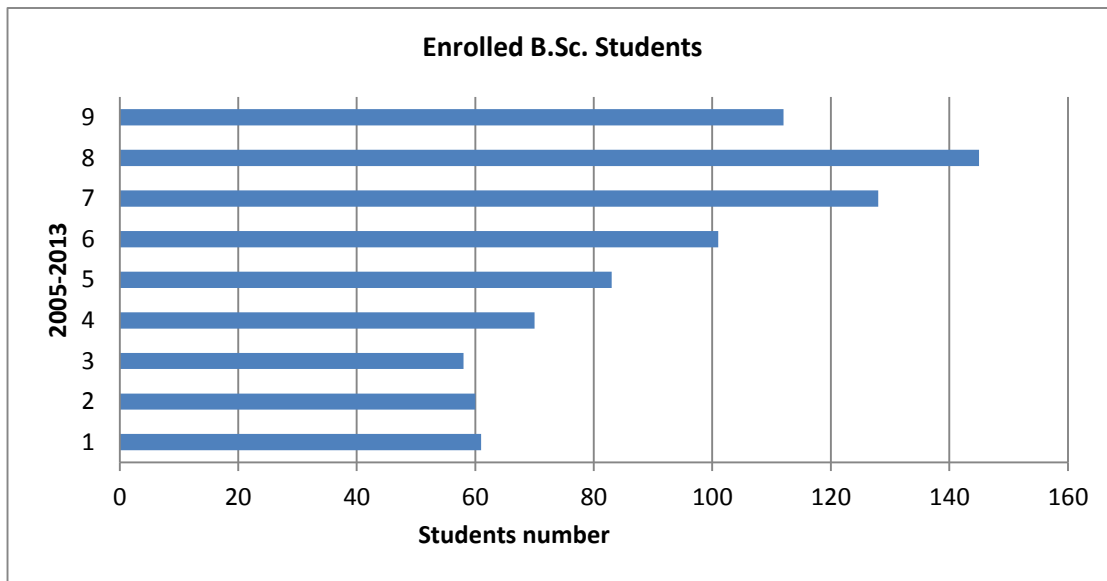


Figure D.1: Enrolment of B. Sc. students for the period 2005-2013

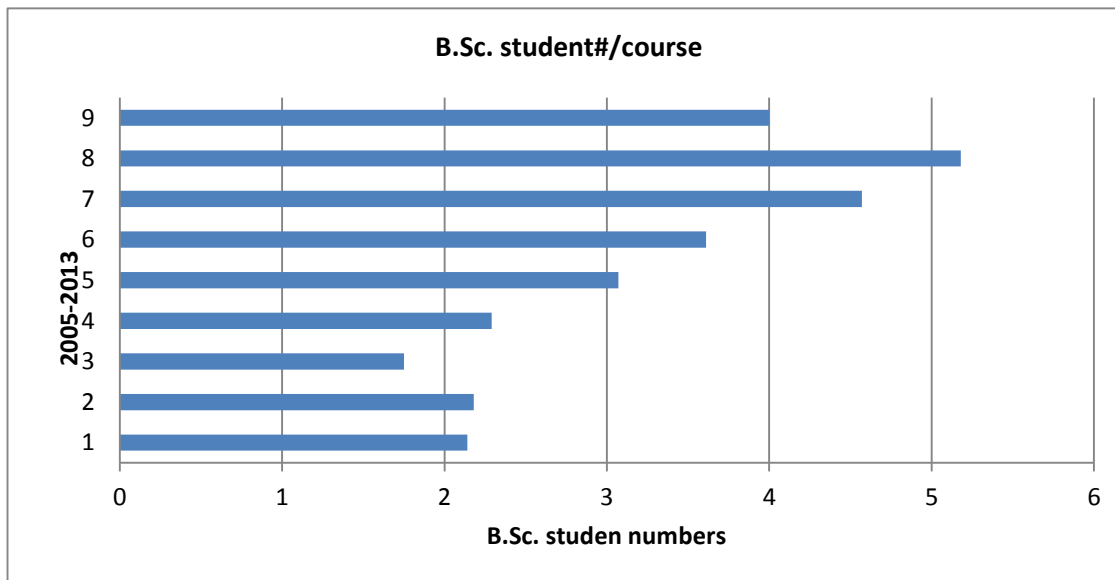
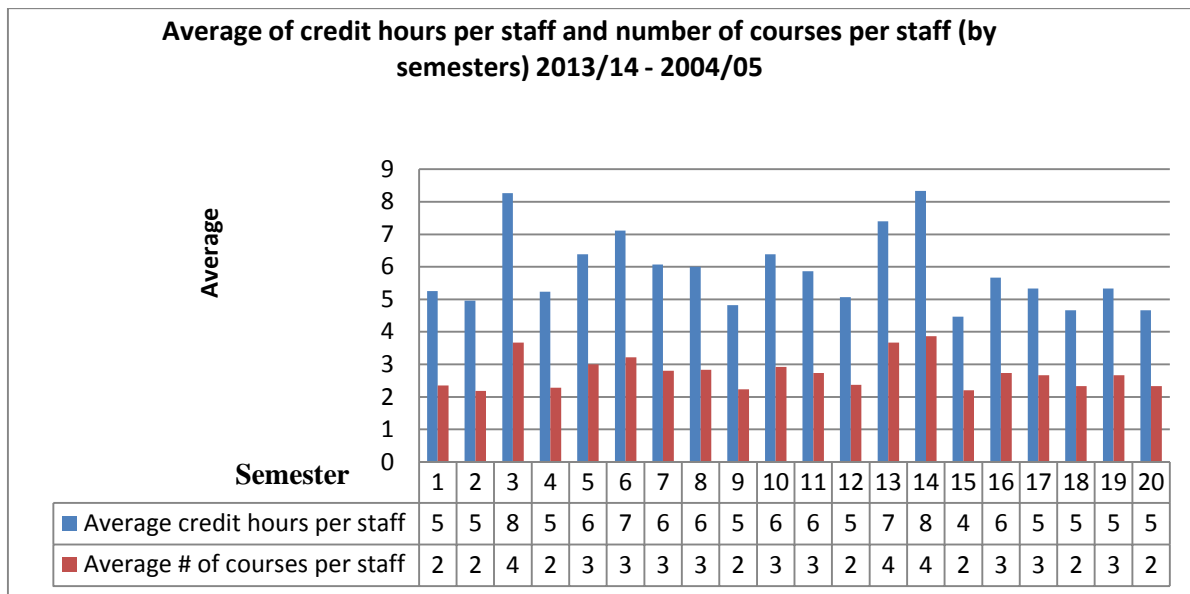


Figure D.2: Ratio of B. Sc. students to # of courses offered for the period 2005-2013

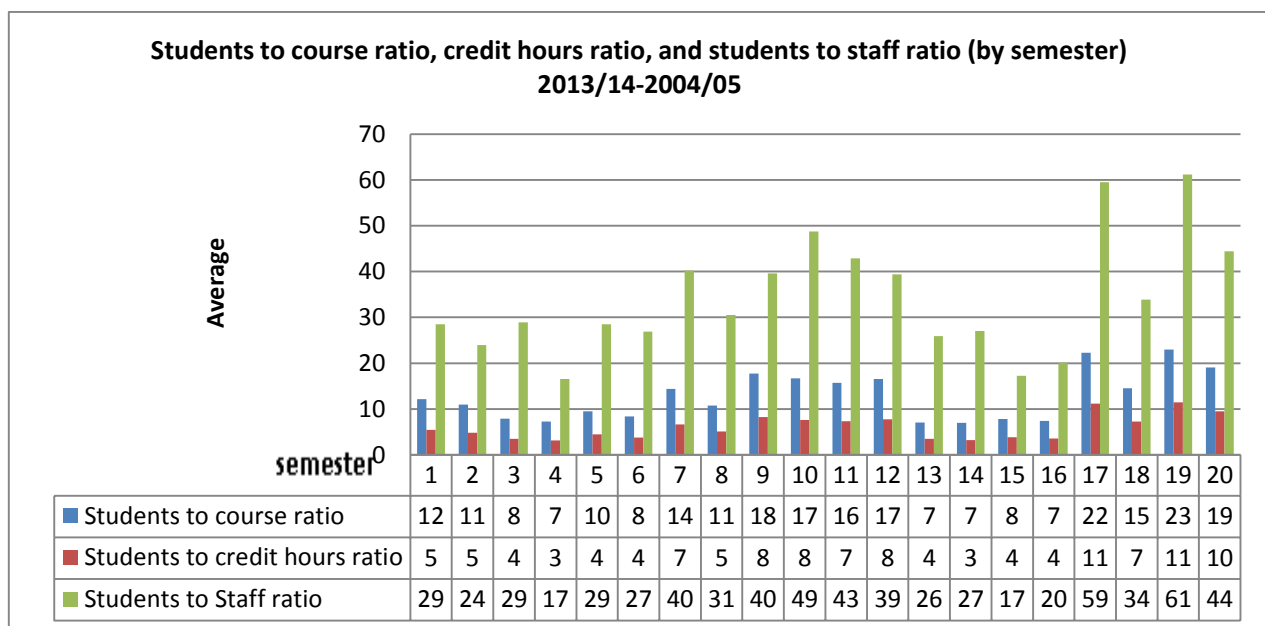
**Average Credit Workload** – Add the total number of credit hours taught by each individual teaching faculty member, add them all together, and divide by the full-time or part-time number of faculty members.



**Figure D.3: Average credit hours and number of courses per staff by semester for the period 2005-2013**

**Average Class Enrolment** – Add the total number of students enrolled in all of the classes taught by each individual teaching faculty member and divide the total by the number of classes taught. Add all the totals together and divide by the total number of faculty members.

Figure D.4 shows three different ratios: the first one, students/course ratio, shows fluctuation in the average number of students per course; the second ratio shows a steady ratio of total number of students to total credit hours with some increasing trend in recent years; the last ratio shows an important KPI for the program namely the number of students per staff member.



**Figure D.4: Student/course, students/credit hour, and students/staff ratio by semester for the period 2005-2013**

B. Calculate the average number of credit hours taught by the **part-time faculty** for the past year and calculate the average number of students enrolled per class taught. (N/A)

Part-time Faculty*	Average Credit Workload 1st Semester	Average Credit Workload 2nd Semester	Average Class Enrolment 1st Semester	Average Class Enrolment 2nd Semester
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
Total	NA	NA	NA	NA

\*Currently there is no part time faculty in the program.

Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.

1. Workload Analysis:

NA

2. Class Enrolment Analysis:

NA

3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

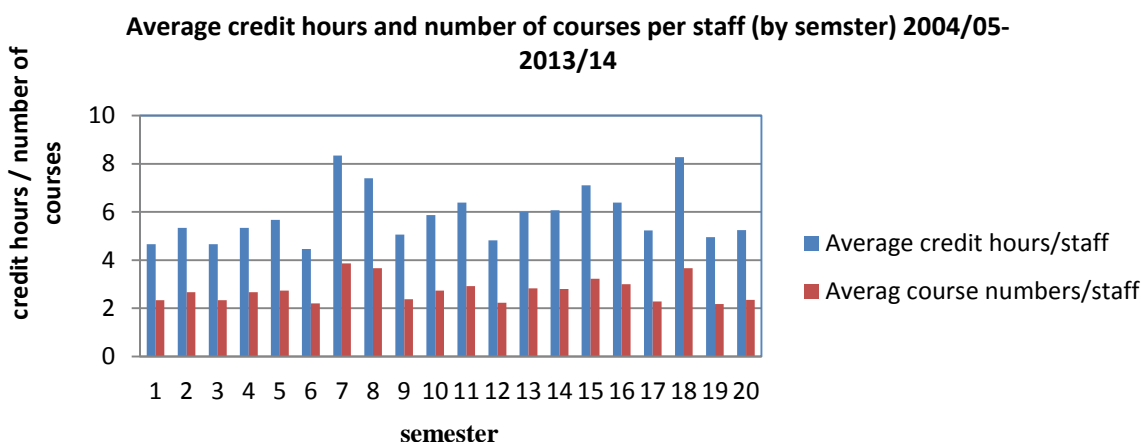
NA



C. Calculate the average number of credit hours taught by the **full-time teaching staff** for the past year and calculate the average number of students enrolled per class taught.

Full-time Teaching Staff	Average Credit Workload 1st Semester	Average Credit Workload 2nd Semester	Average Class Enrolment 1st Semester	Average Class Enrolment 2nd Semester
Male	12	11	8	7
Female	NA	NA	NA	NA
Total	12	11	8	7

Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.



**Figure D.5: Average credit hour and number of courses per staff by semester for the period 2005-2013**

1. Workload Analysis:

The average number of credit hours per staff member in the first semester of academic year 2012-2013 was 12 and the average student enrolment per class was 8. In the second semester, the average credit hours per staff were 11 and the average number of students per class were 7.

According to the university rules, the workload for full time teaching staff is 16 hours per week, while the actual average credit hours is 12. However, teaching staff member are also engaged in other responsibilities including administrative and community service activities.

2. Class Enrolment Analysis:

Note that student enrolment is centrally controlled by the institution. The low ratio of student to staff has positive implication on the learning and teaching process. However, it has a negative implication in terms of lower use of department capacities (labs, human resources, infrastructures).

3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

D. Calculate the average number of credit hours taught by the **part-time teaching staff** for the past year and calculate the average number of students enrolled per class taught.( N/A)

Part-time Teaching Staff*	Average Credit Workload 1st Semester	Average Credit Workload 2nd Semester	Average Class Enrolment 1st Semester	Average Class Enrolment 2nd Semester
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
Total	NA	NA	NA	NA

\*Currently there is no part time teaching staffs in the program.

Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.

1. Workload Analysis:

NA

2. Class Enrolment Analysis:

NA

3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

NA

## E- Self-Study Process

Provide the following:

- Provide a summary description of the procedures followed and administrative arrangements for the self- study.
- Provide a quality assurance organization flowchart.
- Describe membership and terms of reference for committees and /or working parties.

In preparing the Self- Study report for the Applied Economics Program, the department followed the instructions related to the 11 standards and other guidelines set by the NCAAA. The department also utilized its past experience with international academic accrediting institutions which culminated in full accreditation of the program by the Agricultural Institute of Canada (AIC) in 2009 (see Annex G.1).

The departmental committee of Quality and Academic Accreditation is chaired by the department head who directly reports to the Vice Dean for Quality and Development, College of Food and Agricultural Sciences. All Tasks are organized and scheduled according to a time plan in order to periodically evaluate progress. Based on the eleven standards set by the NCAAA, the department has initially formed eleven subcommittees where each is chaired by a faculty member and is responsible for one standard. Also, each sub-committee had its job description and time schedule. The departmental committee coordinated and reviewed sub-committees reports prior to submission to the College committee of Quality Accreditation which in turn provides feedback in the form of comments and recommendations. All Key Performance Indicators (KPI) and evidence of good quality performance are provided in relation to all the eleven general standards as well as the subsections of those standards.

The present self-study, based on documents related to the Applied Economics Program and the NCAAA standards, is the product of a-two- year-effort that included extensive meetings, surveys, review of gathered information and documents, statistical analysis, and report writing and editing. Documented

evidence needed for the Self-Study was prepared by sub-committees each with respect to its assigned standard. Some ideas for program improvement were contributed by an external reviewer retained by the department as well as from some other visiting scholars from US institutions. A departmental Advisory Council mainly from businesses and stakeholders has also contributed to the body of this report. Many interviews were held with interested academic, non-academic staff, and students to discuss different areas of improvements and define priorities of action.

The goals of the current Self-Study are:

- 1- To ascertain that the program meets the minimum standards prescribed by the NCAAA.
- 2- To evaluate the department's performance in relation to the standards for quality assurance and accreditation set by the NCAAA and to assess whether these good practices are carried out and how well this is done.
- 3- To define a set of self- evaluation scales to assist in this process.
- 4- To develop an internal system to collect and assess evidence as an essential requirement for program quality assurance.
- 5- To prepare the Applied Economics Program for NCAAA accreditation.

The following diagram presents the quality assurance organization flowchart of the department.

### Quality assurance organization flowchart

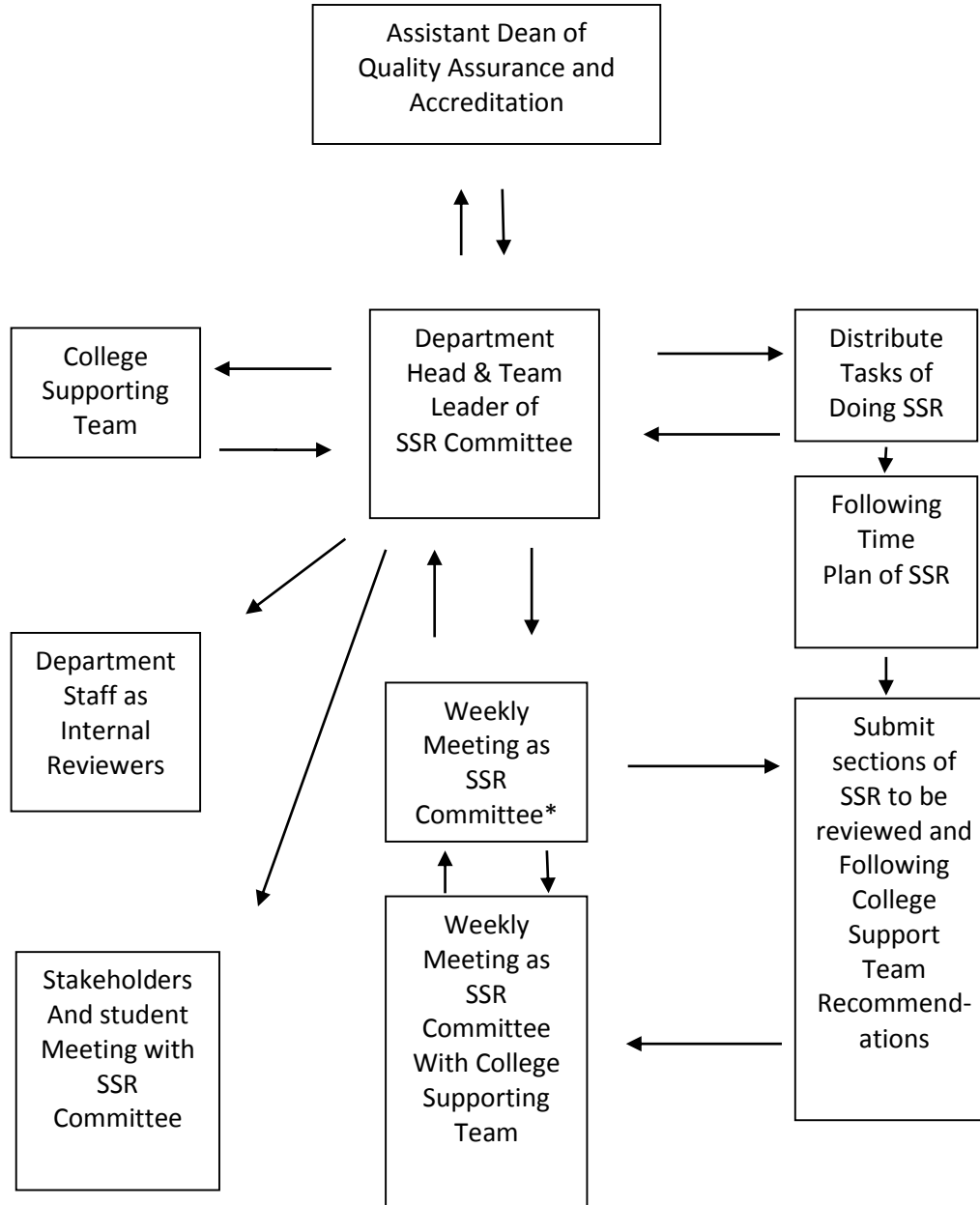


Figure D.6: Programs quality assurance organization flowchart

## E MISSION, GOALS AND OBJECTIVES

**GOALS** refer to the major program aims, ambitions, and purposes (**What** the program is attempting to accomplish?)

**OBJECTIVES** refer to specific action points the program has in place to achieve each goal (**How** is the program attempting to accomplish the goals).

**PERFORMANCE INDICATORS** refer to the measurement criteria used to evaluate each objective.

Mission Statement of the Program ( Insert the Mission Statement)

To offer distinguished academic programs at both the B. Sc. and M. Sc. levels, in different areas of agricultural economics, that would produce qualified graduates; provide solutions for problems facing the agricultural sector through applied research; and to participate in formulating future strategies for the development of the sector.

Use the following table and write clear, measurable goals and objectives of the program and align each one with quality performance indicators and the target benchmark.

NOTE: A separate table must be used for each branch/location campus (This table is not referring to NCAAA KPIs or the program KPIs).

Goals	Objectives for each goal	Performance Indicators	Target Benchmark
Goal 1: To prepare graduates to excel scientifically and intellectually, equip them with necessary skills to be economic analyst and contribute to agricultural economic development.	Objective 1.1. Strengthen Applied Economics skills in both B.Sc. and M.Sc. graduates.	-proportion of courses that have a quantitative analytical nature and/or tutorial component.	50%
	Objective 1.2. Decrease the ratio of students to teaching staff.	- Student/teaching staff ratio.	10:1
	Objective 1.3. Increase participation of teaching staff in professional development activities annually.	- Proportion of faculty members who annually participate in professional development activities.	50%
	Objective 1.4. Produce graduates with a wide scope and a world view.	- Employers' rating for department graduates.	A satisfaction level of 4 on a 1-5 scale*.
	Objective 1.5. Provide the local and regional communities with highly qualified graduates who can help solve problems of the agricultural economy.	- Employers retention of hired graduates measured by years on the job.	An average of 5 years for hired graduates*.

Goal 2: To solve Saudi agricultural economy problems through research, consultancies, and education.	Objective 2.1. Maintain and extend consultative engagement of staff members in relevant ministries and administrations in the fields of food, agriculture, environment, and policy making.	Proportion of staff members with active consultative part-time or full time assignment. Number of consultancies annually assigned to the department by external organizations.	40%  One per year
	Objective 2.2. Produce quality and relevant research that contribute toward solving problems related to the performance of the agricultural economy.	Number of commissioned research reports annually produced by the department.	2 per year
	Objective 2.3. Seek to establish a specialized applied economics and strategic studies research center.	Steps taken in that direction: planning, proposal writing, consultation with relevant parties, approval within department, college, and university.	Have a proposal ready by end of AY 2014/15*.
	Objective 2.4. Showcase department personnel skills and expertise to the relevant public and private sector establishments.	Size of research grants offered annually to department staff.	1 million Saudi Riyals
Goal 3: To participate in scientific gatherings in order to cope with, adopt, and adapt recent research frontiers to the Saudi environment.	Objective 3.1. Increase participation rates by faculty in local, regional, and international conferences.	Proportion of faculty members who annually actively participate in local, regional, and international conferences.	60%
	Objective 3.2. Disseminate research findings to agribusinesses, governmental agencies, community organizations to enhance decision their making.	Number of documented instances where department research findings have helped alleviate problems in the regional community.	Once every two years*.
	Objective 3.3 Establish national and international linkages with research organizations to create expand collaborative opportunities.	Number of collaborative agreements and memoranda of understanding annually signed with regional or international organizations.	One every 2 years.

Goal 4: To raise societal awareness regarding importance and applications of the agricultural economics discipline.	Objective 4.1. Periodically review department's vision, mission, and goals in relation to community service.	Stakeholders' satisfaction with department's vision, mission, and goals.	A score of 4 on a scale of 1-5.
	Objective 4.2. Maintain and increase community service activities annually.	Number of events (lectures, seminars, conferences,... etc.) annually organized to the general public.	Twice a year
Goal 5: To promote an environment that is conducive to creativity through the provision of relevant courses, programs, training, and human cadres.	Objective 5.1. Introduce and adopt practices of teaching assessment as a routine.	Staff participation rates in evaluation and assessment training programs. Number of workshops and training programs on assessment and evaluation annually provided to staff.	50% of staff annually participating in such activities*. Once a year*.
	Objective 5.2. Keep department's computational environment and facilities up-to-date.	Staff and students satisfaction with department's facilities and equipment.	A score of 4 on a 1-5 scale.
	Objective 5.3. Provide better orientation and preparation programs for new students.	Students' rating for orientations programs.	A score of 4 on a 1-5 scale.

\*Recommended indicators for which data is not currently collected.

Provide a list of the strengths and recommendations for improvement based on an assessment of this data.

#### Strengths:

- A good student/teaching staff ratio.
- Good participation rates in conferences.
- Excellent facilities and equipment.

#### Priorities for improvement:

Increase faculty participation in professional development activities.

- Increase staff participation in assessment and evaluation training programs and document such participation.
- Increase number of consultancies annually performed by department to external parties.
- Get employers feedback on quality of program graduates on a consistent basis.
- Establish good connections with industry.
- Get more research funding from external sources.
- Seek collaborative agreements regionally and internationally.
- Review/redesign students' orientation program to meet their needs.

SUMMARY ANALYSIS refers to a study comparing all the target benchmarks with the actual outcomes determined by the performance indicators (Examine all the goals together and compare and contrast the expected target results with the actual results provided by the performance indicators.). The summary analysis is an overall assessment of the success that the program in achieving its goals.

A series of surveys are used by the department to gather data on performance indicators listed in the table above. These include three students' evaluation surveys recommended by the NCAAA, namely: course experience survey (CES), program evaluation survey (PES), and student experience surveys (SES). Additionally, the department conducts a survey to gauge staff satisfaction with facilities and equipment. These surveys account for indicators relating to faculty and students satisfaction with the respective items; some indicators are based on data that is routinely gathered by the department (e.g.; student/staff ratio). There are some indicators, however, where data is not currently been collected. For such indicators the numbers presented in the targets above are future recommendations.

Comparison of target to actual benchmarks reveals that for most objectives for which data has been collected the gap is not significantly big between the actual and target benchmarks. Students' orientation programs, income from research grants, students' level of applied economics skills, and participation of faculty in professional development activities are areas that particularly need more attention in order for the program to boost its ability of achieving its goals.

## 2. Program Evaluation in Relation to Goals and Objectives for Development of the Program

### NOTE:

Reports on these items should be expanded as necessary to include tables, charts or other appropriate forms of evidence, including trends and comparisons with past performance, or with other institutions where relevant.)

Information should be provided on performance indicators that relate directly in alignment with the mission, goals and objectives

### 1.State goal/objective

Goal 1: To prepare graduates to excel scientifically and intellectually, equip them with necessary skills to be economic analyst and contribute to agricultural economic development.

Objective 1.1. Strengthen Applied Economics skills in both B.Sc. and M.Sc. graduates.

Target benchmark or standard of performance

Have a quantitative /analytical or tutorial component in 50% of courses taught in program.

Result achieved or actual benchmark

Currently out of the program's total course offering of 26 classes about 11 (42%) feature quantitative or analytical components; also about 30% include a tutorial segment.

Comments and analysis

As the program is being more geared toward application of economic theory to agribusinesses, it would be beneficial to its graduate to acquire more analytic and quantitative skills. Therefore it is recommended that 1 or two more courses should focus on quantitative or analytical skills. Also as per the recommendations of the external reviewer some courses that address agribusiness issues should be added. Moreover, a tutorial component where students would practice supervised problem solving should be added to more courses to bring the proportion of such courses to 50% of course offerings.



1.State goal/objective

Goal 1: To prepare graduates to excel scientifically and intellectually, equip them with necessary skills to be economic analyst and contribute to agricultural economic development.

Objective 1.2. Decrease the ratio of students to teaching staff.

Target benchmark or standard of performance

Bring students/teaching staff ratio to 10:1.

Result achieved or actual benchmark

The current ratio is about 12:1.

Comments and analysis

While the current students/teaching staff ratio is not high enough to warrant immediate action, however, the institution's strategic plan calls specifically for lowering the number of B. Sc. students and raising the number of graduate students and on focussing on quality rather than quantity. Thus in line with that direction it is planned to lower the current ratio of students to teaching staff. The relatively high current teaching loads provide another argument for lowering that ratio.

1.State goal/objective

Goal 1: To prepare graduates to excel scientifically and intellectually, equip them with necessary skills to be economic analyst and contribute to agricultural economic development.

Objective 1.3. Increase participation of teaching staff in professional development activities annually.

Target benchmark or standard of performance

Increase the proportion of faculty members who annually participate in professional development activities to 50%.

Result achieved or actual benchmark

Last year about 40% of faculty members have participated in such activities.

Comments and analysis

As quality management practices are becoming more and more observed, and as quality is being stressed over quantity in students' admission, it would become more relevant and necessary for faculty members to receive training and professional development. An issue that should be addressed is the timing of such activities; past experience indicate that most faculty members refrained from such activities because of scheduling conflicts.

1.State goal/objective

Goal 1: To prepare graduates to excel scientifically and intellectually, equip them with necessary skills to be economic analyst and contribute to agricultural economic development.

Objective 1.4. Produce graduates with a wide scope and a world view.

Target benchmark or standard of performance

Employers' rating for department graduates of 4 (on a 1-5 scale).

Result achieved or actual benchmark

This a recommended benchmark as no previous data have been collected on this indicator.

Comments and analysis

The indicator acquires importance as more efforts are being put into tying the program's learning outcomes to labour market needs.

1.State goal/objective

Goal 1: To prepare graduates to excel scientifically and intellectually, equip them with necessary skills to be economic analyst and contribute to agricultural economic development.

Objective 1.5. Provide the local and regional communities with highly qualified graduates who can help solving problems of the agricultural economy.

Target benchmark or standard of performance

Retention of hired graduates on the job of five years on average.

Result achieved or actual benchmark

As preceded, indicators relating to quality of graduates have not been stressed in the past and hence this indicator is recommended.

Comments and analysis

Such indicator would represent a much needed feedback by employers on quality of program's graduates.

2. State goal/objective

Goal2: To solve Saudi agricultural economy problems through research, consultancies, and education.

Objective 2.1. Maintain and extend consultative engagement of staff members in relevant ministries and administrations in the fields of food, agriculture, environment, and policy making.

Target benchmark or standard of performance

Increase the proportion of staff members with active consultative part-time or full time assignment to 40%; and perform at least one externally commissioned consultancy per year.

Result achieved or actual benchmark

Currently about 30% of teaching staff are actively engaged in consultative part-time or full time assignments with different ministries; for the past three years the department has not been involved in a consultancy for an external organizations.

Comments and analysis

Consultancies are a good means of realizing department's potential. Past experience has shown that there is demand for such consultancies by external organizations; so as other indicators e.g., teaching loads are optimized (lowered from current levels) it would be possible to free more time for consultancies.

2. State goal/objective

Goal2: To solve Saudi agricultural economy problems through research, consultancies, and education.

Objective 2.2. Produce quality and relevant research that contribute toward solving problems related to the performance of the agricultural economy.

Target benchmark or standard of performance

Perform two commissioned research reports per year.

Result achieved or actual benchmark

One commissioned research report.

Comments and analysis

As KSU directs more focus to research, the program should respond by undertaking more commissioned research projects. This would also contribute to strengthening program-industry ties.

2. State goal/objective

Goal2: To solve Saudi agricultural economy problems through research, consultancies, and education.

Objective 2.3. Seek to establish a specialized applied economics and strategic studies research center.

Target benchmark or standard of performance

Prepare a proposal for a specialized applied economics and strategic studies research center to be presented to senior administration.

Result achieved or actual benchmark

Thus far only informal talks within and outside the department.

Comments and analysis

The proposed center would represent a good boost for the department's research endeavours, its community relations, as well as for the institution's strategic objectives.

2. State goal/objective

Goal2: To solve Saudi agricultural economy problems through research, consultancies, and education.

Objective 2.4. Showcase department personnel skills and expertise to the relevant public and private sector establishments.

Target benchmark or standard of performance

Increase research grants offered annually to department staff to 1 million Saudi Riyals.

Result achieved or actual benchmark

Last year the department staff brought in about 375,000 SR in research money.

#### Comments and analysis

As KSU continues on the recent trend of increased focus on becoming a research—oriented institution, programs need to follow suit. The proposed research center in objective (2.2) above would underscore such effort. The research center would entail hiring more research assistant staff and this would improve proposal writing and marketing capabilities to showcase program's potential and eventually help realizing the target.

#### 3 State goal/objective

Goal 3: To participate in scientific gatherings in order to cope with, adopt, and adapt recent research frontiers to the Saudi environment.

Objective 3.1. Increase participation rates by faculty in local, regional, and international conferences.

#### Target benchmark or standard of performance

Have 70% of faculty members actively participate in local, regional, and international conferences.

#### Result achieved or actual benchmark

50% of faculty members participated in conferences last year.

#### Comments and analysis

This would help expose the department and increase staff interaction with regional and international peers. Such endeavour would require institutional policies and procedures that are more conducive to participation in conferences. Strengthening of post graduate programs, as is called for by KSU strategy, would help the research endeavours and eventually increase conference participation; also, the proposed research center would help realizing this target.

#### 3 State goal/objective

Goal 3: To participate in scientific gatherings in order to cope with, adopt, and adapt recent research frontiers to the Saudi environment.

Objective 3.2. Disseminate research findings to agribusinesses, governmental agencies, and community organizations to enhance their decision making capabilities.

#### Target benchmark or standard of performance

Contribute to solving a real agribusiness problem once every two years.

#### Result achieved or actual benchmark

This is a recommended indicator; no current precedent has been documented.

#### Comments and analysis

The program may have contributed to solving many agribusiness problems in the past through consultancies or research projects. However, no emphasis has been put on documenting such cases. Documentation of such incidences would help promote the program and its potential capabilities. As such the program needs to increase its industry ties and market the technical expertise of its faculty members.

### 3 State goal/objective

Goal 3: To participate in scientific gatherings in order to cope with, adopt, and adapt recent research frontiers to the Saudi environment.

#### Objective 3.3

Establish national and international linkages with research organizations to create expand collaborative opportunities.

#### Target benchmark or standard of performance

Increase the number of collaborative agreements and memoranda of understanding annually signed with regional or international organizations.

#### Result achieved or actual benchmark

None.

#### Comments and analysis

As the environment in KSU became more oriented toward regional and particularly international collaboration, the program should avail of such opportunities and engage in agreements with international academic programs.

### 4 State goal/objective

Goal 4: To raise societal awareness regarding importance and applications of the agricultural economics discipline.

Objective 4.1. Periodically review department's vision, mission, and goals in relation to community service.

#### Target benchmark or standard of performance

Stakeholders' satisfaction with department's vision, mission, and goals would be 4 on a scale of 1-5.

#### Result achieved or actual benchmark

Most recently department's students and staff average satisfaction with department's vision, mission, and goals measured about 3.5 on a 1 to 5 scale.

#### Comments and analysis

Other stakeholders such agribusinesses and employers as well as professionals from the field have not been closely and formally involved in reviewing the mission of the program. Reversing this situation which has been suggested as an immediate future priority would help realize the target.

### 4 State goal/objective

Goal 4: To raise societal awareness regarding importance and applications of the agricultural economics discipline.

Objective 4.2. Maintain and increase annual community service activities.

#### Target benchmark or standard of performance

Organize two events (lectures, seminars, conferences,... etc.) per year to the general public.

Result achieved or actual benchmark  
Last year one such event has been organized.

Comments and analysis  
Community service is integral to the program and institution's mission. With good planning the program could hold one such activity each semester.

#### 5 State goal/objective

Goal 5: To promote an environment that is conducive to creativity through the provision of relevant courses, programs, training, and human cadres.

Objective 5.1. Strengthen the practices of teaching assessment as routine processes.

Target benchmark or standard of performance  
Have 50% of staff annually participate in such activities.

Result achieved or actual benchmark  
Some staff members have sporadically attended lectures in that regard.

Comments and analysis  
With the onset of the assessment and evaluation culture in light of the quality management endeavours in KSU and its programs, it became apparent that staff members need to be educated and trained in order for them to practice quality management routines. The relevant deanships in the university have organized many activities related to assessment and evaluation. However, as preceded scheduling problems may have interfered with good participation by department's faculty.

#### 5 State goal/objective

Goal 5: To promote an environment that is conducive to creativity through the provision of relevant courses, programs, training, and human cadres.

Objective 5.2. Keep department's computational environment and facilities up-to-date.

Target benchmark or standard of performance  
Staff and students' satisfaction level of 4 (on a 1-5 scale) regarding computational environment and facilities.

Result achieved or actual benchmark  
Last year the average satisfaction measured 3.5 (average for staff and students).

Comments and analysis  
Staffs' computational needs are generally well catered for. Students' computer labs (two labs: one for undergraduate and one for graduate students) have recently been remodelled and currently proposals by the program administration are been prepared for bringing the facilities up-to-date.

<p>5 State goal/objective</p> <p>Goal 5: To promote an environment that is conducive to creativity through the provision of relevant courses, programs, training, and human cadres.</p> <p>Objective 5.3. Provide better orientation and preparation programs for new students.</p> <p>Target benchmark or standard of performance</p> <p>A score of 4 (on a 1-5 scale) for students' rating of orientations programs.</p> <p>Result achieved or actual benchmark</p> <p>Last year students rated orientation programs at 2.7.</p> <p>Comments and analysis</p> <p>Students' rating was average for department's orientation programs. This calls for a close look at these programs. Contacts should be made with students in the preparatory year (before coming to start the program) to assess their needs.</p>	
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## F. PROGRAM CONTEXT

<p>1. Describe the significant elements in the external environment (including any important recent changes).</p> <p>The academic program is nationally sound and, based on its outcomes, proved to be a strong program. As a result of its involvement the program was able to build good ties with the commercial chambers, companies, government institutions, and relevant civil society organizations, albeit more effort is needed in that regard as alluded to earlier. Representatives of some community organizations are members of the program's advisory board. A training program for students is supported and hosted by various private and public institutions. The department continuously organizes workshops, seminars, and symposia, in partnership with those institutions.</p> <p>The program is continuously responding to increasing demand for department graduates in different related areas of agricultural economics. In that regard the program's name and focus has recently changed to "applied economics" in order to better serve employers.</p>
<p>2. Enrolment Management and Cohort Analysis (complete tables on the following pages)</p> <p><b>Cohort Analysis</b> refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).</p> <p>A <b>cohort</b> refers to the total <u>number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year</u>. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort. <b>Cohort Analysis Table 1</b> provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added).</p> <p><b>Cohort of the Academic Year</b> tables refer to current cohort tracking that is in progress. A separate cohort tracking table should be provided for each year.</p>
<p>3. Analyse the mission, goals, content, and methods of delivery of the program and describe any implications for changes that may be required in as a result of changes noted under 1 and 2.</p>

**NOTE: A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS.**

**Table ( F.1)Enrolment Management and Cohort Analysis**

			*PYP			
Student Category	2007 -08	2008- 09	2009 - 10	2010 - 11	2011 - 12	2012-13
Total cohort enrolment	27	27	27	27	16	4
Retained till year end	22	24	22	17	13	
Withdrawn during the year and re-enrolled the following year	5	3	5	7	2	1
Withdrawn for good	0	0	0	3	1	
Graduated successfully (%)				8(30%)	11(41%)	3(11%)

**\* PYP - Preparatory Year Program**

Since the Preparatory Year Program (PYP) started in AY 2009/10, the first cohort presented in table F.1 started the program in academic year 2007/08. Five students withdrew during the year and 22 went on to complete the first year in the program. In AY 2008/09 3 students withdrew and 24 were retained through the year including 5 re-enrolees s who withdrew in AY 2007/08. In AY 2009/10 five students withdrew and 22 were retained throughout the year. IN AY 2010/11, 8 students of this cohort (30%) have graduated, 3 withdrew for good, and 7 withdrew during the year and re-enroled the ensuing year. Thus, 30% of the cohort graduated successfully in prescribed time (4 years).

**Table( F.2 )Cohort of the Academic Year: 2008 – 2009**

Total student enrolment at the beginning of year	15	15	15	15	14	5
Progressed through the year	13	13	12	12	11	4
Withdrawn during the year and re-enrolled the following year	2	2	3	3	2	1
Withdrawn for good	0	0	0	1	1	0
Graduated successfully (%)					8 (53%)	3(20%)

**\* PYP - Preparatory Year Program**

**Provide Analysis**

Table (F.2) presents a similar tracking for a cohort group of 15 students who started the program in AY 2008/09. The first batch of graduates, 8 students or 53% of the cohort, completed the program in 5 years. An additional 20% graduated in 6 years. The table shows that two students have withdrawn from the program for good one in the third and one in the fourth years.

**Table(F.3 )Cohort of the Academic Year: 2009 – 2010**

Total student enrolment at the beginning of year			PYP	30	30	27	27	22
progressed through the year				30	21	22	23	19
Withdrawn during the year and re-enrolled the following year				0	6	5	2	3
Withdrawn for good				0	3	0	2	0
Graduated successfully							3 (10%)	8 (27%)

**\* PYP - Preparatory Year Program**



### Provide Analysis

Likewise table F.3 tracks the cohort group of AY 2009/2010. Out of the 30 students who started the program 3 (10%) graduated in minimum time (4 years) and 8(27%) graduated in 5 years. A total of 5 students permanently withdrew from the program: three in their second year and 2 in their fourth year.

**Table (F.4)Cohort of the Academic Year: 2010 – 2011**

Total student enrolment at the beginning of year				PYP		47	47	39	38
progressed through the year						47	33	36	34
Withdrawn during the year and re-enrolled the following year						0	6	2	4
Withdrawn for good						0	8	1	0
Graduated successfully									

\* PYP - Preparatory Year Program

### Provide Analysis

Table F.4 presents a tracking of cohort group of AY 2010/11. This cohort comprises 47 students 8 of whom permanently withdrew during the second year and one during the third year.

## G PROGRAM DEVELOPMENTS

1. **Provide a list** of changes made in the program in the period since the previous self-study or since the program was introduced. This should include such things as courses added or deleted or significant changes in their content, changes in approaches to teaching or student assessment, or program evaluation processes and others.

The main recent changes in the program can be summarized as follows:

- Introduction of preparatory year program (PYP) in 2009.
- A shift in course scope from marketing to applied economics.
- Introduction of optional courses: in the old program students had to take all the courses listed in table (G.1) while in the new program students are required to take only 12 credits from the table. The logic behind the introduction of optional courses is to give students the opportunity to pursue their interests. Moreover, external reviewers recommended such change.

**Table (G.1): New optional courses**

Code	Course Name
APEC 211	Development of Agricultural Economics
APEC 214	Food Markets Systems
APEC 321	Economics of Food Consumption
APEC 322	Wholesaling and Retailing of Food Products
APEC 324	Records Analysis of Agricultural Organizations
APEC 327	Food Marketing Efficiency
APEC 403	Special Studies
APEC 421	Cooperative Marketing
AGEC423	Economics of Environmental Tourism
APEC 424	International Trade of Agricultural Production
APEC 426	Economics of Water Resources in Agriculture

- Introduction of a cooperative training course instead of the previous practical training one.
- A change in the name of the program from “agricultural economics and food marketing” to “applied economics”.
- Establishment of the program’s Advisory Board.
- Introduction of new courses (APEC 216, STAT 100, OPER 100) and removal of others (chemistry, physics, and soil science).
- Improvement and revision in contents of some course resulted in new courses (APEC 331, APEC 330, and APEC 409).

## 2. Comparison of planned and actual enrollments table.

Year	Planned Enrollment	Actual Enrollment
2017	200	NA
2016	175	NA
2015	150	NA
2014	Not Applicable	NA
2013	Not Applicable	133
2012	Not Applicable	139
2011	Not Applicable	128
2010	Not Applicable	101
2009	Not Applicable	86
2008	Not Applicable	73

**Provide analysis and an explanation report** if there are significant differences between planned and actual numbers.

Students’ enrolment process is centrally controlled at KSU. Programs do not proactively plan enrolment numbers. Once admitted into the preparatory year program, students are dispatched to colleges based on GPA scores at the end of the year. As such programs are only limited by their capacities and in light of the low enrolment figures in the college, in recent years in general, capacities do not represent binding constraints. A few programs are an exception in the college including the applied economics program where enrolment figures have maintained an average annual increase of 18% between 2008 and 2012 and almost doubled over the period as shown in the table above.

The department plans to gradually increase enrolment up to 200 students by the year 2017 using the following policies:

- Providing orientation visit programs for high school students.
- Increasing public awareness about the program and its contribution to society.
- Exploring possibilities of starting a separate program for female students.

## H. Evaluation in Relation to Quality Standards

(Refer to *Standards for Quality Assurance and Accreditation of Higher Education Programs*)

### NOTE FOR SECTION H

Response reports should be provided under each of the quality sub-standards set out in the ***Standards for Quality Assurance and Accreditation of Higher Education Programs***.

- To ensure a full understanding of the SSRP, explanatory reports are included in order to give background information or explanations of processes relevant to the standard or sub-standard concerned.
- The reports should summarize the process followed in investigating the performance in relation to each standard and sub-standard.
- A vital element of the SSRP is to provide specific data, show trends, support conclusions, and make appropriate comparisons with other programs selected to provide benchmarks for evaluation of performance. This data may include key performance indicators, other statistical information, figures derived from survey results, student results or anything that provides clear evidence about the matter being evaluated. A simple assertion that something is good, or needs improvement, is not sufficient without evidence to back it up.
- Integrated into this SSRP are KPI tables for measurement of quality. Each KPI table is placed at a specific point where quality assurance must be demonstrated. Programs may use NCAAA KPIs or develop their own KPIs to complete them.

**NOTE:** Programs are required to use 50% or more of the suggested NCAAA KPI's.

#### **Standard 1. Mission and Objectives (Overall Rating 4 Stars)**

*The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the program's principal purposes and priorities and be influential in guiding planning and action.*

**Provide an explanatory report** about the development and use of the mission for each of the following sub-standards:

##### **1.1 Appropriateness of the Mission**

The following are statements of the institution, college, and program missions:

###### **KSU mission:**

"To provide students with a quality education, conduct valuable research, serve the national and international societies and contribute to Saudi Arabia's knowledge society through learning, creativity, the use of current and developing technologies and effective international partnership".

###### **College mission:**

The College's mission is to contribute significantly to the development of agriculture and food production, human nutrition, conservation and development of natural resources. This is accomplished through the qualification of proficient graduates, innovative research, dissemination and enrichment of knowledge and service to the community.

###### **Program Mission:**

To offer distinguished academic programs at both the B. Sc. and M. Sc. levels, in different areas of

agricultural economics, that would produce qualified graduates; provide solutions for problems facing the agricultural sector through applied research; and to participate in formulating future strategies for the development of the sector.

Upon careful examination of the department's stated mission and considering the underlying processes of its development, it can be judged that the mission is satisfactorily appropriate. The statement is fairly clear and sufficiently addresses the functions of the department's academic program in the areas of education, research, and community service. The mission transparently defines the department's program role in fulfilling the needs of the agriculture and food sector in Saudi Arabia. There is also a clear synergy with the institution's mission and the vision. As a product of a concerted effort by department's personnel, the mission enjoys reasonable acceptance among faculty members and students (see Annex 1.2). Table 1.1 shows that the mission enjoys the support of program students in terms of familiarity, consistency with Islamic teachings, and relevance to department goals and objectives. On a scale of 1 to 5, average satisfaction regarding these statements ranged from 3.19 to 4.23. The development process also makes the mission statement comparable yet distinguished in relation to those of international institutions; therefore the mission copes well with international trends.

**Table (1.1): Students' evaluation of department's mission and objectives.**

Statement	Response					Weighted Score
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
Students are familiar with the Department's Mission and understand its content and purpose	0	14	6	3	3	3.19
The Department's Mission is consistent with Islamic teachings and values	11	10	5	0	0	4.23
The Department's Mission reflects social, economic and cultural needs of the kingdom of Saudi Arabia.	2	12	10	2	0	3.54
The Department's Mission is a true representation of the purpose of establishing the department.	4	9	12	1	0	3.62
The Department's objectives are clearly related to the missions of the University and local community	4	9	13	0	0	3.65

## 1.2 Usefulness of the Mission Statement

Given the mission's characteristics and its development process discussed in point (1.1) above the mission plays a central role in the department. It clarifies the role of the department in education, research, and community service. Therefore, the mission is set to provide an easy guidance for evaluation, adjustments, and improvement of the department's academic program. It also is capable of serving as a compass that guides the efforts of both faculty members and students.

While the mission is fairly specific in providing guidance for the decision making processes, the practice

of actually relying on and consulting the mission as a decision tool is not well established yet as a routine process. More use should be made of the mission in planning and decision making, especially for program development. The previous and current accreditation endeavors and the increasing attention given to quality management by KSU are gradually establishing the practice of utilizing the mission as a guide for program development.

### 1.3 Development and Review of the Mission

The mission statement was formulated and reviewed by faculty members in a series of iterations, finally approved by the Agricultural Institute of Canada (AIC). It is expected that the statement would be periodically revised and reformulated whenever needed (Annex G.1).

The department's advisory board has been briefed on most program aspects including its mission. As time passes it is expected that more consultations with stakeholders, largely represented by the department's advisory board, and more periodic examination of the mission will take place.

### 1.4 Use Made of the Mission

The mission has the potential to serve as the basis for strategic planning as well as a guide for evaluating department's efforts and gauging its performance in different areas. Likewise, the mission can also be modified for use as a long run planning tool. As mentioned above, some of the limitations of mission use is the fact that the habit of using the mission as a planning tool is not yet rooted as a routine practice albeit recently more attention have been accorded to that regard. For instance, the mission has been used to a good extent to draw some medium and long term plans. Also, at the levels of either the institution or other external bodies the mission is not routinely consulted in deciding upon matters related to the program such as approval of funding for research projects. Firmly establishing the practice of using the mission for strategic planning is considered as a regular step towards program improvement. The accreditation experience, for the AIC and currently for the NCAAA, is helping in that regard.

### 1.5 Relationship Between Mission, Goals, and Objectives

There is consistency between these three components at the program level as can be seen upon careful examination of these statements. Moreover, the development process of these components explicitly catered for such consistency—consistency by design. Likewise, there is harmony between department level and college level: the mission of the department of Applied Economics supports the mission of the whole college. There is a need for a continuous revision process to make sure that program objectives are always aligned with the goals.

As mentioned before, one of obstacles is that the culture of revisiting and revising goals is not well established yet. The fact that the decision-making process is highly centralized in the institution contributes to minimizing the role of units and departments in making decisions based on their own missions, goals, and objectives and to making plans based on these important tools. Programs should pursue some autonomy for decision making and planning regarding at least some aspects of the program.

**Provide a description** of the process for investigation and preparation of report on this standard.

Both the mission and vision were formulated through a process that involved the following:

- 1- Department faculty members full participation in the formulation and evaluation processes

through discussion within the department committee.

2- Questionnaires were collected from a representative sample of students to investigate student knowledge and awareness on the mission and objective of the department (Annex 1.1).

3- Regular meetings involving committee members of the department and committee members of the college to assure synergy between department's and college missions.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI (code S1.1): Stakeholders evaluation ratings of the Mission Statement and Objectives.

(Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made on a five point scale).

Score = ( 3.72 )

Target Benchmark	4
Actual Benchmark	3.72
Internal Benchmark	4.5
External Benchmark	5
New Target Benchmark	4.5

Analysis:

The actual program score on this KPI was 3.73 and is short of both the internal and external benchmarks whose scores were 4.5 and 5 respectively. The actual was however close to the set target of 4. The program's new target is set at 4.5. A limited number and range of stakeholders have been surveyed and consulted in the process of formulating the mission. More work is needed to familiarize stakeholders with the mission and goals and to widen the scope of consultations to include relevant businesses and employers.

Overall Evaluation of Quality of Mission, Goals and Objectives. Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

It can be concluded that program mission is consistent with college and institution mission. Also, the goals and objectives of programs have been evaluated by the college quality unit as well as by external reviewers and an international accrediting agency, the Agriculture Institute of Canada, AIC. The strengths, recommendations for improvement, and priorities for action are presented as follows:

#### Strengths:

The mission, goals, and objectives of the program are:

- Clearly stated in simple words to be understood by non-professionals.
- Adequately fit with college and institution's mission, goals, and objectives.
- Consistent with the development plan of the department of Agricultural Economics.
- Working in harmony with the strategic plan of the institution (2030).

#### Recommendations for Improvement

- Increase awareness and involvement of stakeholders, particularly employers, in formulating the

mission, goals, and objectives of the program.

- Regular evaluation of mission, goals, and objectives by internal and external reviewers.
- Organizing seminars involving relevant community organizations for feedback regarding the mission, goals, and objectives.
- More interaction between program and advisory council.

**Priorities for Action:**

- Adjustments in mission and its derivatives should be done according to consultations with students and stakeholders.
- Involve employers and business community in future mission reviews.

**Annexes:**

Annex 1.1: Questionnaire forms to measure awareness on the mission and objective of the program.

Annex 1.2: Results of surveys on awareness of students on the mission and objectives of the program.

Annex G.1: Agricultural Institute of Canada (AIC), 2009 report.

**Standard 2. Program Administration** (Overall Rating 3.88 Stars)

*Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (e.g. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. If a program is offered in sections for male and female students resources for the program must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and to developments in the external environment affecting the program.*

**Provide an explanatory report** about the development and use of the program administration for each of the following sub-standards

**2.1 Leadership**

The university provides strong support for leadership development. Heads of departments and other academic administrators attend several leadership development programs arranged by the Skills Development Deanship, and new staff members participate in the New Staff Members Program (Annex2.1.1: programs for new staff members). Departments also encourage leadership development through various teams and committees within their structure (Annex2.1.2: department's standing and ad hoc committees). Leadership experiences are available to students through involvement in their organizations and committees.

The university has established formal appointment procedures for deans and heads of departments through an open nomination process. The responsibilities of deans and department heads are clear to every one of them and are listed in a detailed guidebook (Annex 2.1.3) which provides full explanation of their roles and responsibilities

While there are clear channels of communication throughout the administrative hierarchy the system may not be rapid enough to respond to matters raised by downstream components. Initiatives mostly come from upstream in the administrative hierarchy; while unit leader may anticipate issues, there are limitations as far as taking initiatives is concerned. Priorities for improvement entail that program leadership seek more flexibility and independence to enable unit leaders to take initiatives and raise



issues rather than just react to them.

## 2.2 Planning Processes

As a unit in the college, the department follows a well-developed comprehensive strategic plan (Annex 2.3). The strategic plan (including the mission) has been formulated with wide consultation and participation of all stakeholders. A formal SWOT analyses, as well as, many meetings and interviews were undertaken with students, staff, employees, and faculty. The approved strategic plan is available on the university web site (URL: <http://colleges.ksu.edu.sa/Arabic%20Colleges/CollegeOfAgriculture/Documents/finalstr.pdf>)

Minimum leverage, however, is allowed for units (programs) to implement independent plans. While feedback from units is sometimes solicited it is hard to say if it is effective. For instance enrolment is not planned by respective programs; students are accepted into the preparatory year program based on performance in certain exams/evaluations in high school; they go to different disciplines based on their achievements. Staff needs for different programs are also allocated by the institution. As such it is determined that for this sub-standard (2.2) to be meaningful to the program an atmosphere of some autonomy in certain matters is needed. Programs should work on devising a formula for more involvement of program heads in at least some matters of relevance e.g.; enrolment planning.

## 2.3 Relationship Between Sections for Male and Female Students

Not Applicable: the program does not have a females' section. An action plan suggests exploring the potential of launching a females' section.

## 2.4 Integrity

The university upholds and protects its integrity by abiding by the laws and regulations of the Civil Service Laws, the Ministry of Higher Education's policies, bylaws and regulations, Financial Bylaws, Student Academic Regulations, and other governing and regulating bodies and guidelines (Annex 2.4.1). Integrity is further ensured by follow-up systems and internal financial auditing (Annex 2.4.2).

The department upholds its integrity by ensuring that students are provided with a course syllabus that outlines the course expectations and grading procedures (Annex G.4). The department also ensures that faculty members understand academic policies. The college and therefore the department is responsive to student/staff grievances through committees and students' rights bylaws, which have established clear policies and procedures for student grievances (Annex 2.4.3). In addition, the department has a generic email account ([agrec@ksu.edu.sa](mailto:agrec@ksu.edu.sa)) that is accessible to students to express any concerns. In general there are periodic meetings – twice a year-- between the department's personnel and students to listen to their voices; the college dean is usually invited and mostly attends such meetings (Annex 2.4.4).

The department head follows an open-door policy. All employees are welcome to provide ideas and input into department affairs, events, and initiatives through the appropriate committees and through the department's council.

Additionally, faculty are expected and encouraged to share the institutional codes on ethics with students through a series of electronic pamphlets sent to faculty by the Deanship of Skills Development (DSD) at the beginning of each term. The DSD also features a drop box where students can submit complaints (URL: <https://eservices.ksu.edu.sa/StudentsComplaints/>). For priorities and improvement, more work is needed in the area of pecuniary and conflicts of interest in terms of clear regulations as well as their enforcement.



## 2.5 Internal Policies and Regulations

KSU's policies and procedures delineate categories of rules and regulations in effect at the university at this time. All these policies are easily accessible on the university web site under the following categories a) Students affairs b) Financial affairs c) Faculty, and d) Research, postgraduate studies and legations regulations. (Annex 2.5.1).

Guidelines and terms of reference for various committees in the department are available and updated. Such guidelines are usually set by the institution and disseminated to colleges, departments, and programs. At the beginning of each term these guidelines are usually handed out together with the formation of the departmental committees. Also various committees usually keep record of meetings deliberations.

Faculty members were quizzed on the status of some of the good practices under this standard. Constructive feedback, participation in planning process, consultations, encouragement and recognition of subordinates are some aspects of these practices. Responses by faculty members indicated favourable responses that ranged between 3.3 and 3.9 on a scale of 1 to 5 (table 2.1).

Overall, it appears that teaching staff are satisfied with the level of good practices indicated by these statements.

**Table (2.1): Teaching staff's views on good practices under standard 2.**

Statement	N	Average response score (of 5)
Teaching staff receive regular feedback that contributes to their personal and professional development.	18	3.89
Planning processes allows for participation of and consultations with stakeholders		3.67
Policies and governing by-laws are accessible to teaching staff members.		3.50
Senior administration consults teaching staff on major initiatives.		3.5
Teaching staff achievements and contributions to the institution and community are recognized and rewarded.		3.33
As a faculty member in his institution I am regularly kept informed on institutional issues, plans, and developments.		3.89

**Provide a description** of the process for investigation and preparation of the report.

The process largely entailed reviewing of university documents on by-laws, regulations, and policies that govern different aspects including students' affairs, financial affairs, faculty, research, postgraduate studies, and legations regulations-- all these policies are easily accessible on the university web site (also see Annex 2.5.1). Surveys, covering faculty, staff, and students were also used to gather information regarding some of the good practices relevant to this standard. Indicators were then calculated from collected data to draw conclusions about the status of this standard.

Overall Evaluation of Quality of program administration: Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

The evidence shows that the institution supports leadership development through various programs. Departments and programs also encourage leadership development through various teams and

committees. Likewise such leadership enhancing structures are also available for students. Also it is evident that detailed guidebooks and by-laws that govern that institution are available and accessible covering various categories including: students' affairs, financial affairs, faculty, research, and others. The evidence also revealed that teaching staff members are satisfied with the status of various practices considered crucial to meeting the requirements for this standard. It can therefore be inferred that the program meets the requirements of this standard.

#### **Strengths:**

1. KSU upholds and protects its integrity by abiding by the laws and regulations of the Civil Service Laws, the Ministry of Higher Education's policies, bylaws and regulations, financial bylaws, student academic regulations, and other governing and regulating bodies and guidelines.
2. Integrity is further ensured by follow-up systems and internal financial auditing.
3. All policies are easily accessible on the university website, under the following categories: student affairs, financial affairs, faculty, research and postgraduate studies and delegation regulations.
4. Several tailored leadership development programs for departments' leadership and other academic administrators.
5. Established clear policies and procedures for student/ staff grievances.
6. Well designed and defined administrative structure with clear responsibilities, reporting lines, and authorities.
7. Clear job descriptions for all major positions have. Likewise, all major committees have clear terms of

#### **Recommendations for improvement :**

1. Put in effect regulations governing delegations of authority within the department.
2. There is a need for periodic studies dealing with issues relevant to organizational climate, job satisfaction, and confidence in future development.
3. Device more systematic ways of properly recognizing distinguished staff members and employees.
4. Introduce a system to deal with underperforming staff. .

#### **Priorities for Action**

1. Conduct a periodic study dealing with issues relevant to the organizational structure, work environment, and job satisfaction and confidence in future development in order to be able to measure improvements in these areas.
2. Develop a plan for management of responsibilities at the college allowing more delegation of administrative and financial responsibilities.

#### **Annexes**

- Annex 2.1: Minutes of department meetings
- Annex 2.2: Qualification of department's leadership(KSU website and Department website)
- Annex G.1: Agricultural Institute of Canada (AIC) in 2009 report.
- Annex G.3: Department's Annual Reports.
- Annex 2.3: University/College strategic Plans (KSU website and College website).
- Annex G.2: Committee's meetings minutes
- Annex 2.4: Response to the AIC enquiry after first year of accreditation
- Annex 2.5: External reviewer's report and department's response
- Annex 2.1.1: Programs for new staff members (KSU website)
- Annex 2.1.2: Deanship of skills Development (KSU website).
- Annex 2.1.3: University guide book on procedures(KSU website)

Annex 2.4.1: Collection of all policies of the University and Civil Servant Laws (KSU web site)  
Annex 2.4.2: Finance Unit (KSU web site).  
Annex G.4: Course syllabus  
Annex 2.4.3: Students rights and bylaws (KSU website).  
Annex 2.4.4: List of meetings of the department staff members and leadership with students (Department website)  
Annex 2.5.1: Documentation of such policies (KSU web site).

### **Standard 3. Management of Program Quality Assurance (Overall Rating 4.33 Stars)**

*Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.*

**Provide an explanatory report** that describes and analyzes the quality assurance processes used in the program, particularly relating to indicators and benchmarks of performance and verification of standards for each of the following sub-standards.

#### **3.1 Commitment to Quality Improvement in the Program**

Program administrators, teaching and other staff are committed to maintaining and improving its quality. A whole system for quality management spans the institution, its colleges, and programs. All teaching and other staff members participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity. Creativity and innovation are actively encouraged while clear guidelines govern accountability.

Quality improvements are appropriately acknowledged and outstanding achievements recognized while mistakes and weaknesses are recognized and dealt with constructively with help given for improvement. Evaluation and planning for quality improvement are on track to be integrated into normal administrative processes. Various committees are set up for preparation of the SSR involving all department personnel. A SWOT analysis was conducted with full accounts of weaknesses and plans of action. A quality unit in the program has the responsibility of planning and administering quality standards. More integration of quality assurance in normal administrative processes is needed.

#### **3.2 Scope of Quality Assurance Processes**

Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning, whether they are managed by administrators of the program or by others based elsewhere in the institution. Quality evaluations and reports provide an overview of performance for the total program and its components, including all courses. Evaluations considered inputs, processes, outcomes and processes, with particular attention to learning outcomes for students. Evaluations included both routine activities and strategic priorities for improvement.

Processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance. Students' detailed evaluations in relation to all standards are carried out in a consistent way.

Students learning outcomes are given high importance in quality evaluations (See mapping of outcomes, strategies, and assessment methods in the program specification template).

Each individual course also provides a mapping of learning outcomes, strategies, and assessment methods

(see course specification templates). As for strategic priorities more emphasis needs to be put in that regard.

Priorities for improvement require that processes of strategic planning should be incorporated in the quality evaluation routines.

### 3.3 Administration of Quality Assurance Processes

Quality assurance processes are increasingly becoming integrated into normal planning and program delivery arrangements. This is evidenced by the existence of a quality management organization in the form of committees at program, college, and institutional levels; and also by involvement of external reviewers and the pursuit of international accreditation which the program has secured in 2010.

Evaluations are based on evidence that is linked to appropriate standards, using predetermined performance indicators, with independent verification of interpretations.

Quality assurance processes used standard forms and survey instruments, recommended by NCAAA in addition to other elements added to meet particular requirements of the program; these included faculty, staff, and students' surveys. Survey data is collected from students and analysed for individual courses as well as for the program as a whole. Informal conversations were held with some graduates and employers. A more formal mechanism including surveys need to be utilized regarding these stakeholders.

Statistical data as indicators, including grade distributions, progression and completion rates are retained in an accessible central data base (admission and registration office); however these records need to be regularly reviewed and added to annual program reports. A member of the teaching staff is responsible for leadership in the programs quality unit while all other staff members are also involved in various ways in the quality management processes. Quality assurance arrangements in the program need to be evaluated on a more regular basis.

Quality processes are regularly observed throughout the academic year; at the end of each semester various evaluation forms are given out, data collected, analysed, and statistics retained. Standards achieved are then contrasted with internal and external benchmarks. There are standardized forms used at the college level as well as forms specific to the program. These are course, experience, and program evaluation surveys (NCAAA) where students get to evaluate the whole program as well as each course at the end of each semester. All these processes are overseen by the program's quality management unit head (Dr. Ahmad Elhendy, a faculty member) who heads a six member committee; other staff members who are not in the committee are also involved in the quality management process in various ways. A plan on more frequent revision of the quality assurance arrangements is required as a priority for improvement.

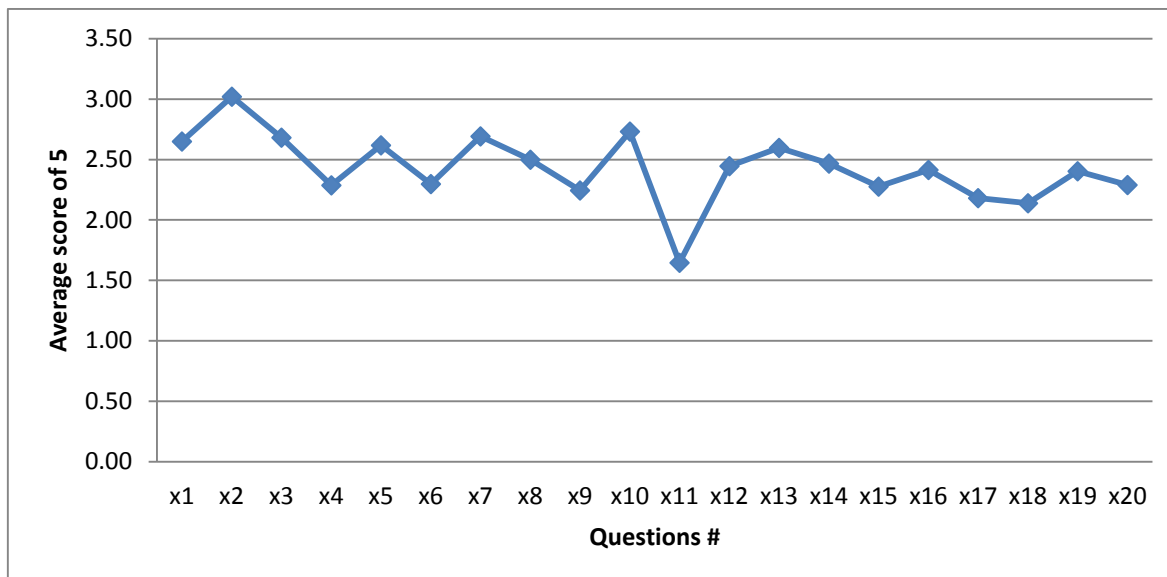
### 3.4 Use of Performance Indicators and Benchmarks

Information is provided regularly on key performance indicators that are selected for the program out of the NCAAA KPIs. Additional performance indicators are also identified, used for program evaluations and regularly reported. Benchmarks for comparing quality of performance (for example with past performance or comparisons with other programs) are established and achievements in relation to those benchmarks are regularly monitored.

Previous KPI scores of the program are considered as internal benchmarks while KPIs from Food Science and Nutrition Program at King Saud University are considered as external benchmarks for the time being; a more appropriate external benchmark needs to be defined.

The format for indicators and benchmarks are consistent with that adopted. The quality management unit regularly collects data on selected key performance indicators and these are regularly compared to present benchmarks. Work on refining the KPI's and on benchmarking to make the process more meaningful and useful are supported and adopted.

Evaluation of applied economic student experience, based on 20 questions or indicators have different responses by student number. Figure (3.1) shows that the average score was 2.5 or more for about 9 questions. Table (3.1) presents the percentages of the 5 categories of response. About 60% have agreed or strongly agreed that they felt good about their student's lives in the institution.



Figure(3.1): Average scores for the survey items in the Students Experience.

Table (3.1): the survey items in the Students Experience

	strongly agree	agree	somewhat agree	disagree	strongly disagree	Mean
1 - It was easy to find information about the university and its divisions (programs) before enrolment.	17%	29%	32%	12%	10%	2.65
2 - When I started in this university, the orientation program for new students helped me prepared.	13%	21%	29%	18%	17%	3.02
3 - There are enough opportunities in this university for advice regarding my studies and my career.	17%	30%	29%	12%	12%	2.68
4 - Course Registration Procedures are easy and efficient.	23%	40%	21%	9%	5%	2.29
5 - Classroom (including lecture halls, laboratories, and so on) are attractive and comfortable.	17%	32%	30%	10%	11%	2.62
6 - Computer facilities and equipment allocated to students are sufficient for my needs.	24%	36%	23%	12%	3%	2.30
7 - The library staff helps me when I need it.	12%	33%	34%	12%	9%	2.69
8 - I feel good about the quality and the amount of educational material available to me in the Library.	15%	37%	32%	10%	5%	2.50

9 - The library is open at convenient times.	15%	45%	34%	3%	1%	2.24
10 - There are facilities available for extracurricular activities (including sports and recreational activities).	7%	38%	30%	15%	7%	2.73
11 - There are adequate facilities available at the university to perform religious rites.	56%	28%	9%	1%	4%	1.65
12 - most faculty members genuinely care about my process.	20%	34%	29%	10%	6%	2.45
13 – Faculty members are fair in their treatment of students.	14%	35%	32%	11%	7%	2.60
14- The courses and assignments encourage me to explore new ideas and to express my opinions.	17%	30%	41%	7%	3%	2.47
15- As a result of my studies I am more capable of analyzing and solving new and unconventional problems.	17%	46%	26%	11%	0%	2.28
16- my ability to express the results of my research has improved, as a result of my studies.	13%	47%	26%	11%	3%	2.41
17 - The program department motivates me to study by learning more.	26%	40%	21%	11%	1%	2.18
18 - The knowledge and skills that I acquired is relevant to my career.	26%	40%	24%	9%	0%	2.14
19 - I learn how to work effectively with group activities.	16%	41%	30%	6%	5%	2.40
20 - Overall I feel pretty good about my student life at this university.	16%	44%	30%	3%	4%	2.29

### 3.5 Independent Verification of Evaluations

Self-evaluations of quality of performance are checked against several related sources of evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers. Interpretations of evidence of quality of performance are verified through independent advice from experts and impartial mechanisms are used to reconcile differing opinions. Institutional policies and procedures are adhered to for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework. Various user surveys are utilized including: students (three forms prescribed by NCAAA, namely student experience survey SES, course evaluation survey CES, and program evaluation survey PES); faculty; graduates; and employers.

The program has invited an external reviewer (Prof. Michel Reed of University of Kentucky) to provide an independent review. Prof. Reed presented a written review to the department (See Annex B2). The program has to go through independent evaluation more often and in a more formal manner.

**Provide a description** of the process for investigation and preparation of report.

The management of quality assurance for the program involved gathering evidence from a number of sources with mechanisms for interpreting that evidence and using the results in planning for improvement. This evidence includes, but is not limited to, systematic feedback from students about the



quality of the program; an independent assessment of students' learning is also performed. Students' assessment tasks are a direct measure of learning outcomes; student's results as evidence of program quality are, however, also combined with other evidence such as comparisons with standards at other good quality programs. More appropriate external benchmarks need to be established as a basis for evaluations of program quality.

Quality improvement strategies are becoming more integrated into normal planning processes in a continuing cycle of planning, implementation, evaluation and review. This involves reports on each course with information arising from those course reports considered to assess their significance for the program as a whole. The standard for management of quality assurance and improvement includes the use of conclusions arising from evidence in those reports in planning and implementing progressive improvements over time. It also includes an expectation that appropriate performance indicators will be used for purposes of reporting on quality management within the program.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: (Code S3.1)

Students overall evaluation on the quality of their learning experiences at the institution.  
(Average rating of the overall quality of their program on a five point scale in an annual survey for final year students.) .

Target Benchmark	4.5
Actual Benchmark	4.33
Internal Benchmark	4 (Previous program's KPIs)
External Benchmark	3.27 (Food Science and Nutrition Program,KSU)
New Target Benchmark	4.7

Analysis:

Students have indicated a strong positive feedback regarding their learning experience throughout the program (4.33 of 5). This is slightly better than last year's score of 4, slightly less than the target (4.5) and significantly better than the external benchmark (3.27). A new target is set at 4.7.

KPI (Code S3.2)

Proportion of courses in which student evaluations were conducted during the year

Target Benchmark	95%
Actual Benchmark	90%
Internal Benchmark	100% (Previous program's KPIs)
External Benchmark	100% (Food Science and Nutrition Program,KSU)
New Target Benchmark	100%

Analysis:

About 90% of program courses were evaluated. This is worse than previous year's record of 100%. Low students' enrolment in some classes may have rendered surveying some courses unsuitable and hence caused this drop. As preceded usually all courses are surveyed at the end of each semester. Additionally, it is mandatory for students to evaluate all their courses and instructors every semester. A new target is set for 100%.

Overall Evaluation of **Management of Program Quality Assurance**. Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

There exists a good level of commitment to maintaining and improving program quality among its staff members. Foremost, this is indicated by the existence of a specialized quality management committee which operates within a system of quality management spanning the college and the institution at large. Commitment to quality is also indicated by involvement and participation of all program's personnel in the quality management process the various committees. Quality management processes are increasingly becoming more incorporated into routine administrative processes as indicated by the various surveys conducted at given intervals. The processes cover all aspects of the program particularly students' learning outcomes, related facilities through, and program courses. Program goals, objectives, performance indicators, and target benchmarks are well defined; the same applies for the program's course offerings.

Standard forms and survey instruments (covering faculty, staff, and students) recommended by the NCAA as well as others specific to the program are used in the quality assurance processes. The data collected by these surveys cover both the program and its courses. The data collection process needs to be expanded to include employers. A number of KPIs are defined for the program including those recommended by the NCAA as well as program specific indicators; data is regularly collected on these indicators through surveys and other mechanisms. External evaluations are sought to provide independent views on program aspects; however, processes need to be enhanced in this regarded as suggested in action plans.

It can thus be inferred that program reasonably meets the requirements as specified in the sub standards of this standard. There is room for improvement as indicated in the action plans.

#### **Strengths, Improvement, and Recommendations for Improvement and Priorities for Action for Applied Economics Program**

##### **Strengths:**

- Department's quality committee has all support from the college quality unit.
- Quality plans were developed based on KPI and benchmarks.
- Course and program reports are regularly submitted (each semester) to department's head.
- Department's administration and staff submit program, courses, and staff evaluation reports on time.
- Department members are periodically evaluated by department's head. ( Annex 3.5.1)
- Feedbacks of field and cooperative training program are evaluated , (Annex 3.5.2)

##### **Recommendations for Improvement**

- Raise public awareness with the program to attract more high school students to counter the problem of low enrolment figures.
- More periodic meetings of faculty with PYP students about future jobs, alumni, and employers to get feedback about the program.
- There is a need for more communications with program graduates and stakeholders for evaluating program output.

##### **Priorities of Action:**

- Maintain a periodical database of quality assurance for program KPIs.
- Support more involvement of, employers and graduates in self-evaluation.
- Open channels with quality assessment management units at college and university levels in



order to direct efforts and save time in preparing the program self-evaluation.

- Increase cooperation with government and private sector to get their evaluation of program outputs.

**Annexes:**

Annex G.4 Evaluation of students' course surveys.

Annex 3.1.1 Student evaluation of Agriculture Economic Program

Annex 3.1.2 Student experience evaluation

Annex 3.2.1 Training courses attained by Faculty members.

Annex 3.3.1 Quality committee at the department

Annex 3.4.1 Accreditation certificate by the Agricultural Institute of Canada (AIC).

Annex 3.5.1 Evaluation forms of Department Staff.

Annex 3.5.2 Student feedback of field and cooperative training in the program.

**Standard 4. Learning and Teaching. (Overall Rating 3.97 Stars)**

*Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.*

**Provide an explanatory report** about the organizational framework and process arrangements followed to demonstrate that the sub-standards are met (For example, use information provided in reports of survey summaries, KPIs and benchmarking analysis, indirect and direct learning outcome assessments or in annual program reports).

The preparation of the report on this standard was assigned to a subcommittee headed by a faculty member. According to the organizational framework of accreditation, the subcommittee reports to the department's quality unit which in turn reports to the college's quality unit through the department's head. The subcommittee took the necessary action and relied on various sources and records, to guarantee that the 10 sub-standards are met, including but not limited to: course specifications, courses and program annual reports, reports from relevant departmental committees, feedback from independent evaluation of the program, survey results, KPIs and benchmarking analysis, and KSU policies and procedures. Key Performance Indicators considered in this regard are: (1) ratio of students to teaching staff, (2) students' overall rating of the quality of courses based on course evaluation survey, (3) proportion of teaching staff with verified doctoral qualifications, (4) percentage of students entering the programs who successfully complete the first year, (5) proportion of students entering program who graduate in the minimum time, (6) students' overall rating of the quality of the program based on students experience evaluation survey, and (7) students' overall rating of the quality of the program based on program evaluation survey.

To guarantee adequacy of learning outcomes as well as their consistency with professional practices or occupational employment requirements, the committee reviewed and incorporated expert advice as well as requirements of professional bodies and relevant accrediting agencies including the NCAAA, the Agricultural Institute of Canada (AIC). The committee has also reviewed the extant processes used for

program evaluation and review and the strategies used to assess and verify standards of student achievement. To gauge the level of assistance provided in relation to the matters listed in this sub-standard, various students surveys were utilized to assess students' satisfaction regarding orientation programs, office hours, special assistance to respective students, facilities and equipment, extracurricular activities, ..., etc.

Course specifications in addition to teaching staff survey results were used to judge the extent to which teaching strategies help achieve the intended learning outcomes of the program as well as for evaluating both the quality and the strategies for the improvement of teaching. The qualifications and experience of teaching staff members were also examined by the committee to evaluate their relevance to program requirements. Various aspects relating to planning of field experience activities and its improvement were also examined by the committee to assess the viability of this essential component of the program and its relevance to learning outcomes.

**Provide a description** of the quality assurance response processes used to verify the organizational framework and processes for learning and teaching are valid (For example if steps were taken to check the standards of student achievement against appropriate external benchmarks, what was done, and what conclusions were reached?).

Independent evaluation of the program's as well as the college's quality management and assurance has been sought from various external sources. In 2010 and upon careful evaluation, the program has been awarded full accreditation by the Agricultural Institute of Canada (AIC). Also in June 2010 the college of food and agricultural sciences has been awarded the ISO9001:2008 certificate by BUREU VERITAS for its management system regarding administration of academics and research. In May, 2011 professor Michael Reed of the University of Kentucky, USA visited the department for a week to provide an external review of the department's program. Professor Reed concluded that the department is generally characterized by dedication, qualification, and preparedness of its faculty members and that both department and college enjoy favourable environment regarding office space, equipment, IT, library material, classrooms, and funding for research. Specific recommendations in the areas of teaching, research, and strategic planning were provided in Reed's report.

Additionally, external benchmarking is used by the program to check standards of student achievement. In this report program KPIs are contrasted to those of the Food Science and Agricultural Engineering programs, college of Food and Agricultural Science, King Saud University. Such benchmarking has revealed that the program generally compares favorably to other programs in the college.

#### Subsection 4.1 Student Learning Outcomes (Overall Rating 4.5 Stars)

**Describe the processes used for ensuring the appropriateness and adequacy of intended student learning outcomes from the program.** Include action taken to ensure consistency of the intended student learning outcomes with professional or occupational employment requirements as indicated by expert advice or requirements of professional bodies or relevant accrediting agencies with the National Qualifications Framework. (Note that evidence on the standards of student achievement of these intended learning outcomes should be considered in sub-standard 4.4 below).

Program learning outcomes were formulated in reference to NCAAA guidelines (See table below) as well as those of the Agricultural Institute of Canada (AIC) which has fully accredited the program recently (See Annex –G.1). The process has also been guided by many activities including training sessions, workshops, and lectures sponsored by the college as well the institution's quality units. Leading international experts conducted such activities and it was mandatory for department quality unit representatives to attend those activities. As such it can be concluded that the program's learning outcomes are consistent with the National Qualifications Framework, cover the NCAAA domains, and meet international accreditation standards.

Three students' surveys, recommended by the NCAA, are utilized to gather evidence on the extent to which the students' intended learning outcomes are achieved. Students' experience survey (SES), program evaluation survey (PES) are given to senior (final year) students; course evaluations surveys are given to all registered students. Results for these surveys for AY 2011/2012 and 2012/2013 are found in

Since some of the learning outcomes are not entirely dependent on the programs, and given the relatively poor outcome from Saudi High School system, KSU has initiated in 2009 the Preparatory Year Program that aims at (Annex 4.1.1):

- Instilling in students the principles of self-discipline, commitment and responsibility;
- Enhancing students' self-confidence, leadership and initiative skills;
- Developing students' skills in English language, information technology, and mathematics, as well as communication, learning, thinking, and research skills;
- Encouraging innovation, creativity and self-development;
- Preparing students to excel academically and to enhance their involvement in university life;
- Improving students' learning achievements to enable them to compete for quality jobs;
- Acclimatizing students to the global knowledge and learning environment.
- Improving students' health awareness and physical fitness.

#### **At the level of the Agricultural Economics Department:**

The process of identifying student's outcomes in the Agricultural Economics Department has been derived from the program mission. The process was initiated with the rapidly evolving culture of outcome- based education, which is adopted world-wide. The mission of the program defines the broad outcome expected in all graduates which is to be able to meet the employment needs of the Saudi community. Based on that mission, the Agricultural Economics Department has worked extensively in developing the outcomes for their students.

The overall learning outcome is measured based on continual students' assessment, quizzes, tutorial participation, presentations, active participation during classes, small group discussions, and feedback on final exams. The achievement of course goals and objectives is assessed through a vigorous evaluation process.

Use the below table to **provide all the program learning outcomes** required for graduation with the appropriate assessment methods and teaching strategies in alignment. Use the learning outcomes in the NQF domains of learning, assessment methods, and teaching strategies identified in the Program Specifications. If there are no learning outcomes required for the psychomotor domain then omit the fifth learning domain.

LO #	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b> <i>Upon successful completion of the program students will be able to:</i>		
1.1	Define the domain of the science of agricultural economics by identifying at least 3, 5, and 6 of its main branches in levels 1, 3, and 7 respectively.	- Lectures. - Tutorials. - Field visits.	- In class written interterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments. - In class oral presentations.
1.2	Describe the basic principles and theoretical concepts in agricultural economics by achieving a minimum of 80% on a quiz covering demand, supply, utility, production, and cost theories.	- Lectures. - Tutorials. - Discussions.	- In class written interterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments.
1.3	Demonstrate skills regarding the information technology aspects (MS Excel, PowerPoint, and word processors) in relevance to agricultural economics by scoring an average of at least 70% on weekly assignments.	- Lectures. - Tutorials. - Practical sessions (computer lab).	- In class written interterm tests (2-3) spaced at monthly intervals. - Weekly in-lab assignments. - Homework assignments.
1.4	Outline issues related to the agricultural sector: natural resource policies, environmental economics, planning and policy, cooperative marketing, ecotourism, international trade, water economics, and rural community development by scoring at least 80% on questions related to these issues.	- Lectures. - Tutorials. - Discussions.	- In class written interterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments. -
1.5	Describe quantitative (econometric and linear programming) modeling techniques and computer programs used in data analysis by scoring at least 80% of the grade on a relevant final exam item.	- Lectures. - Tutorials. - Practical sessions (computer lab).	- In class written intraterm tests (2-3) spaced at monthly intervals. - A final exam. - Weekly homework assignments.
<b>2.0</b>	<b>Cognitive Skills</b> <i>Upon successful completion of the program students will be able to:</i>		
2.1	Perform basic algebra and introductory calculus operations in the context of applied economic analysis and optimization as judged by obtaining at	- Lectures. - Tutorials.	- In class written intraterm tests (2-3) spaced at monthly intervals. - Quizzes - Weekly homework assignments.

	least 80% on an exam question specifically designed to measure this outcome.		
2.2	Collect data and information, perform analysis using economic concepts, interpret results, and draw inferences or conclusions by obtaining at least 75% on graduation project evaluation.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Tutorials.</li> <li>- Practical sessions (computer lab).</li> </ul>	<ul style="list-style-type: none"> <li>- In class written intraterm tests (2-3) spaced at monthly intervals.</li> <li>- Weekly homework assignments.</li> </ul>
2.3	Explain microeconomic theoretical concepts at the preliminary level, including: producer theory, consumer theory, how markets work and prices are formulated, and welfare theory, as shown by a minimum score of 75% on a relevant question.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Tutorials.</li> <li>- Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- In class written intraterm tests (2-3) spaced at monthly intervals.</li> <li>- Weekly homework assignments.</li> </ul>
2.4	Construct, read, and explain graphical and tabular representation of data; a minimum of 75% score on a relevant question is expected.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Tutorials.</li> <li>- Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- In class written intraterm tests (2-3) spaced at monthly intervals.</li> <li>- Weekly homework assignments.</li> <li>- In class presentations.</li> </ul>
2.5	Apply concepts, approaches, and methods (regression and descriptive statistics) taught in various curricula to analyze commodity markets and economic data by obtaining at least 75% on the relevant component on graduation project evaluation.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Tutorials.</li> <li>- Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- In class written intra-term tests (2-3) spaced at monthly intervals.</li> <li>- Weekly homework assignments.</li> </ul>
2.6	Analyze and evaluate agribusiness problems and management decisions employing commonly used business/statistical software (such as MSEExcel, Eviews, and SPSS) by obtaining at least 75% on the relevant component on graduation project evaluation.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Tutorials.</li> <li>- Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- In class written intra-term tests (2-3) spaced at monthly intervals.</li> <li>- Weekly homework assignments.</li> <li>- In class presentations.</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> <i>Upon successful completion of the program students will be able to:</i>		
3.1	Demonstrate the ability to work with others in groups towards a common goal by a minimum score of 75% on assigned group activities.	<ul style="list-style-type: none"> <li>- Discussions.</li> <li>- Debates.</li> </ul>	<ul style="list-style-type: none"> <li>- Group assignments.</li> <li>- Team presentations.</li> </ul>
3.2	Use ethical standards and show integrity regarding intellectual property rights.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- Short essay assignments.</li> <li>- Term projects.</li> </ul>
3.3	Demonstrate teamwork, leadership, and networking skills.	<ul style="list-style-type: none"> <li>- Discussions.</li> <li>- Field visits.</li> </ul>	<ul style="list-style-type: none"> <li>- Group assignments.</li> <li>- Team presentations</li> </ul>
3.4	Show ability to make decisions and bear consequences.		<ul style="list-style-type: none"> <li>- Individual in-class assignments.</li> <li>- Short essays.</li> </ul>
3.5	Illustrate good time-management skills.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- In class oral presentations.</li> <li>- Written tests and exams.</li> </ul>

<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> <i>Upon successful completion of the program students will be able to:</i>		
4.1	Clearly communicate basic research results in oral form using presentation software, by scoring at least 75% on all components of the grading criteria when presenting their graduation project.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Discussions.</li> <li>- Practical sessions (In class student oral presentations).</li> </ul>	<ul style="list-style-type: none"> <li>- In class oral presentations.</li> <li>- Oral presentation of graduation research project to faculty and peers.</li> </ul>
4.2	Calculate various economic measures e.g., elasticities using formulae and relevant data by a minimum score of 75% on a relevant question.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>- In class written intraterm tests (2-3) spaced at monthly intervals.</li> <li>- A final exam.</li> <li>- Weekly homework assignments.</li> </ul>
4.3	Clearly communicate basic research results in writing form by scoring at least 75% on all components of the grading criteria on their graduation project.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of final graduation research project by faculty on certain criteria.</li> </ul>
<b>5.0</b>	<b>Psychomotor :N/A</b>		

**Describe** the general performance of the program learning outcomes; including external KPIs with benchmarks and analysis assessments from students and employer surveys and a summary of the direct assessment of student learning achievements (How well are the students learning?).

Table (4.1) presents a comparison of the program's KPIs with those of the external benchmark (Food Science and Nutrition, FSN, program at KSU)<sup>1</sup>. Generally, the two programs appear similar albeit scores for the external benchmark were slightly higher. The external benchmark was significantly higher for KPIs: (S3.1): students' overall evaluation of learning experience, (S4.2): students' overall evaluation of quality of courses, and (S5.3): students' overall evaluation of academic and career counselling. Such differences between the two programs may be partly attributed to differences in their nature and to some environmental factors. As the largest program in the college, FSP is better staffed and enjoys good industry contacts. This entails better training and career opportunities for their students and is perhaps reflected in their views. An action plan for the applied economics program is required to address careers and industry relations issues.

<sup>1</sup> The Use of FSN as an external benchmark is meant to be temporary until a more appropriate alternative is determined (see action plans). Some factors related to program environment necessitated this decision. The program is unique in the kingdom and therefore a national benchmark could not be enlisted. Moreover, recent program changes made it impractical to compare it to other well established international programs at this point.

Most of the KPIs used in this report are shared between college programs and hence comparisons could be made to these programs. Despite the different nature of programs, comparisons are still meaningful since most of the KPIs are general and not specific to a discipline thus a comparison with FSP can add the required dimension of an “external” benchmark.

As such the FSP program was used temporarily as an external benchmark; recommendations are made in action plans that a more appropriate external benchmark should be defined and used.



Table (4.1): Applied Economics program KPIs VS external benchmark.

NCAAA Standards	KPI Code No.	Key Performance Indicator	Program score	External Benchmark score*
Standard 1 – Mission and Objectives	S1.1	1. Stakeholders evaluation ratings of the Mission Statement and Objectives (Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made on a five point scale)	3.722	3.75
Standard 2- Governance and Administration	S2.1	2. Stakeholder evaluation of the Policy Handbook including administrative flowchart and job responsibilities (Average rating on the adequacy of Policy Handbook on a five point scale).	4.22	4.64
Standard 3 – Management of Quality Assurance and Improvement	S3.1	3. Students' overall evaluation on the quality of their learning experience at the institution (Average rating of the overall quality of their program on a five point scale).	2.04	3.27
	S3.2	4. Proportion of courses in which student evaluation were conducted during the year.	0.58	1.00
Standard 4- Learning and Teaching	S4.1	7. Ratio of students to teaching staff (Based on full time equivalents)	10:1	14:1
	S4.2	8. Students' overall on the quality of their courses (Average rating of students on a five-point scale on overall evaluation of courses)	2.00	3.74
	S4.3	9. Proportion of teaching staff with verified doctoral qualifications	0.74	0.50
	S4.4	10. Percentage of students entering programs who successfully complete first year.	80%	80%
	S4.5	11. Proportion of students entering undergraduate programs who complete those programs in minimum time	0.19	0.09
	S4.6	12. Proportion of students entering post-graduate programs who complete those programs in specified time	0.70	0.75
	S4.8**	Proportion of students who obtained 75% or better (average for all courses taught).	0.69	
	S4.9**	Proportion of students who successfully complete a course (average for all courses).	0.93	
	S5.3	16. Student evaluation of academic and career counselling (Average rating on the adequacy of academic and career counselling on a five point scale).	2.68	3.60

	S6.4	20. Stakeholder evaluation of library services (Average rating on adequacy of library services on a five point scale)	3.69	3.70
	S7.2	22. Number of accessible computer terminals per student.	5	5.20
	S7.3	23. Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	3.33	3.5
Standard 9 – Faculty and Staff Employment Processes	S9.1	27. Proportion of teaching staff leaving the institution in the past year for reasons other than retirement.	0.1	0.00
	S9.2	28. Proportion of teaching staff participating in professional development activities during the past year	0.40	
Standard 10 - Research	S10.1	29 Number of refereed publication in the previous year per full time equivalent member of teaching staff (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	2	3.70
	S10.3	31. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	1.00	1.00
	S10.4	32. Number of papers or reports presented at academic conferences during the past year per full time members of teaching staff.	13	20
	S10.5	33. Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	SR 307,000	SR 845,000
Standard 11 – Community Service	S11.1	35. Proportion of full time teaching and other staff actively engaged in community service activities	0.70	0.84

\* All benchmarks are from Food Science and Nutrition program, KSU except for KPIs (S2.1 and S7.2) which are from the Agricultural Engineering program, KSU.

\*\* Program's own KPIs, all others are as per the NCAAA KPI list updated November 13, 2013.

#### Direct assessment of student learning achievements

Table (4.2) provides information about results of one of the methods of directly assessing students' learning achievements, namely final exam and semester work. The table presents data for all course offerings in the past three semesters: first semester 2012/13 through first semester 2013/14. The two indicators: percentage of students who passed and the percentage of students who obtained 75% or better are used to measure the extent to which students are learning. The ranges of pass rate across all courses were (50-100), (66.7-100), and (86.4-100) for the three semesters respectively. The cumulative



pass rates for all students who completed courses were 93.1, 92.9, and 89.6% for the three semesters respectively. On average, course pass rates for the three semesters demonstrate steady improvement increasing from 91.5% to 95% and to 97.6% for the data range. Also, 61.7% of all registered students in first semester 2012/13 have scored 75% or better in their classes; this indicator improved steadily in the ensuing semesters where 67.8% and 89.6%, respectively, scored 75% or better. The average percentage of students achieving 75% or better has shown a slight fluctuation along the data range: from 69.2% in first semester 2012/13 to 66.7% and 67.8% in the ensuing semesters, respectively. These figures indicate that students are learning to a reasonably good extent with room for improvement.

Table (4.2): Pass rates and percentage of students with good standing in course offerings:

Course	1 <sup>st</sup> semester 2012/13			2 <sup>nd</sup> semester 2012/13			1 <sup>st</sup> semester 2013/14		
	Students who								
	Completed (#)	Passed (%)	Obtained ≥75% on final exam (%)	Completed (#)	Passed (%)	Obtained ≥75% on final exam (%)	Completed (#)	Passed (%)	Obtained ≥75% on final exam (%)
APEC 205	38	100.0	73.7	48	89.6	90.7	66	86.4	45.6
APEC 209	22	100.0	36.4	12	66.7	37.5	-	-	-
APEC 211	9	66.7	66.7	-	-		8	87.5	28.6
APEC 214	10	80.0	75.0	3	100.0	0.0	-	-	-
APEC 216	6	83.3	80.0	16	100.0	56.3	15	86.7	53.8
APEC 217		-	-	13	100.0	46.2	31	100.0	54.8
APEC 218	7	100.0	100.0	8	100.0	87.5	20	-	-
APEC 219	20	90.0	16.7	16	87.5	35.7	17	100.0	47.1
APEC 321	8	62.5	0.0	2	100.0	50.0	2	100.0	50.0
APEC 322	11	100.0	81.8	11	100.0	81.8	8	100.0	100.0
APEC 324	4	100.0	25.0	4	100.0	50.0	0	-	-
APEC 327	6	100.0	100.0	9	77.8	85.7	7	100.0	57.1
APEC 330	7	100.0	14.3	7	85.7	33.3	16	100.0	25.0
APEC 331	10	100.0	70.0	11	90.9	90.0	10	100.0	70.0
APEC 333	3	100.0	100.0	8	100.0	75.0	17	100.0	70.6
APEC 403	5	80.0	100.0	7	100.0	71.4	11	100.0	100.0
APEC 404	7	100.0	85.7	9	77.8	71.4	11	100.0	100.0
APEC 405	5	100.0	100.0	5	100.0	20.0	9	100.0	33.3
APEC 407	2	100.0	100.0	16	100.0	50.0	16	100.0	81.3
APEC 408	3	100.0	100.0	9	100.0	100.0	9	100.0	100.0
APEC 409	9	100.0	100.0	3	100.0	100.0	15	100.0	100.0
APEC 410	4	100.0	100.0	5	100.0	100.0	12	100.0	100.0
APEC 421		-	-	10	100.0	60.0		-	-
APEC 423	6	100.0	16.7	4	100.0	75.0	10	90.0	55.6
APEC 424	12	83.3	20.0	3	100.0	100.0	4	100.0	50.0
APEC 426	2	50.0	100.0	2	100.0	100.0	4	100.0	100.0
Total	216	93.1	61.7	241	92.9	68.8	318	89.6	64.9
Average		91.5	69.2		95	66.7		97.6	67.8

**Describe** the program learning outcome assessment system (What is it?); including the results and analysis for the last four years, a description of the leaders, faculty, committees and responsibilities and the names of people who serve on each committee.

#### Program's learning outcome assessment system:

The program's learning outcome assessment system comprises a series of methods that includes direct evaluation of students' achievement on courses taught, a graduation project which combines and integrates all students learnt experiences and skills, reports by external supervisors during the practical training period, surveys to gauge students' satisfaction with certain aspects of their learning experience, and presumably some mechanism of collecting other stakeholders' feedback on quality of the program graduates.

Students' achievement in each course is generally divided between semester work which receives 60% of final grade while the balance (40%) comes from a final exam. For most courses semester work is assessed through a variety of methods, namely in class exams, oral presentations, quizzes, homework assignments, group projects, discussions, and short essays. Expected learning outcomes across all learning domains are defined for each course taught in the program. Thus the program learning outcomes are, in part, a sum total of course learning outcomes. Table (4.3) below presents a mapping of the different learning outcomes to the program's course offerings.

The program as well as the institution employs various students' surveys to assess their satisfaction with their learning experience. These surveys include items Institutionally, it is mandatory for all students to evaluate each course and its instructor in an electronic survey after final exams, and results of such surveys are made available to instructors. At the program level four different surveys are utilized to gather information about students' satisfaction. Three of these surveys are recommended by the NCAAA, namely course evaluation survey (CES), program evaluation survey (PES), and students experience survey (SES).

The program's lacks the necessary mechanisms to follow up on its graduates. Aside from individual personal efforts, the program does not currently maintain a formal alumni association. Also there is no formal record of graduates' placement.

**Table (4.3): Program learning outcome mapping matrix.**

	Course Offerings	APEC205	APEC209	APEC211	APEC214	APEC216	APEC217	APEC218	APEC219	APEC321	APEC322	APEC324	APEC327	APEC328
	NQF Learning Domains and Learning Outcomes													
1.0	Knowledge	I	I	I	I	I	I	I	I	P	P	P	P	P
1.1	Define the domain of the science of agricultural economics, identify its main branches, characterize its relation to other branches of agriculture, and recognize the role of the agricultural economy and its impact on the whole economy.	✓		✓			✓							
1.2	Describe the basic principles and theoretical concepts in agricultural economics and general economics.	✓			✓					✓				
1.3	Demonstrate skills regarding the information technology aspects (computational, programming, processing facilities) in relevance to agricultural economics.													✓

1.4	Outline issues related to the agricultural sector, natural resource policies, and rural community development.			✓					✓				✓	
1.5	Describe quantitative (econometric and programming) modeling techniques and computer programs used in data analysis.					✓								✓
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	Perform basic algebra and introductory calculus operations in the context of applied economic analysis and optimization.													
2.2	Collect data and information, perform analysis using economic concepts, interpret results, and draw inferences or conclusions.							✓					✓	
2.3	Explain microeconomic theoretical concepts at the preliminary level, including: producer theory, consumer theory, how markets work and prices are formulated, and welfare theory.	✓	✓		✓					✓	✓		✓	
2.4	Construct, read, and explain graphical and tabular representation of data.							✓						
2.5	Apply concepts, approaches, and methods (regression and descriptive statistics) taught in various curricula to analyze commodity markets and economic data.							✓						
2.6	Analyze and evaluate agribusiness problems and management decisions employing commonly used business/statistical software (such as MS Excel, EVIEWS, and PASW).						✓	✓						
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	Demonstrate the ability to work with others in groups towards a common goal.		✓											
3.2	Use ethical standards and show integrity regarding intellectual property rights.													
3.3	Demonstrate teamwork, leadership, and networking skills.													
3.4	Show ability to make decisions and bear consequences.													
3.5	Illustrate good time-management skills.													
<b>4.0</b>	<b>Communication, Information</b>													

[illegible]

[illegible]

### Results and analysis:

Analysis of students' responses in the Program Evaluation Survey shows that the Agricultural Economics Program helps to develop students' ability to solve problems where 92.6% have either strongly agreed, agreed or somewhat agreed to a statement in that regard (See Annex G.6 for complete results of these surveys). Likewise, 88.9% of students agreed that the program helped develop their ability to work in groups. Also, about 96.3% agreed that the agricultural economics program helped to develop their skills in the use of technology.

To ensure teaching the appropriate knowledge, skills, and attitudes, the following are currently being applied:

- 1) Individual course objectives and intended learning outcomes are defined for all courses and are made known to all students (Annex G.4).
- 2) During course design, the assessment method(s) suitable for each intended learning outcome must be specified.
- 3) Adequate training is in place for all staff involved in assessment to improve their skills and attitudes towards excellence in the assessment system.
- 4) The college has recently formed a special committee for program evaluation.
- 5) The academic quality unit ensures that continuous quality management processes are followed. This includes examining course specifications for intended learning outcomes and assessment methods. In addition, students' surveys are conducted to reflect on individual courses, program as a whole, and staff. Survey results are reported to the department as well as to the academic quality unit and the necessary actions are taken accordingly (Annexes G.5 and G.6).

### Program's committees and responsibilities:

Initially, for the purposes of fulfilling the requirements and preparing all the material for the NCAAA review and accreditation, the program has established 11 subcommittees each responsible for preparing one of the 11 standards (table 4.4). Each committee comprised 4 members headed by a faculty member and reports to the department's chair through the head of the quality unit, the department's chair in turn reports to the college's vice dean for quality and development. This comprised phase 1 of the process and entailed the preparation of the structure of all reports and assessment of all data requirements. In phase 2 the program's quality unit was tasked with the responsibility of preparing and finalizing all required documents for accreditation (table 4.5).

**Table (4.4): program's preliminary academic accreditation sub-committees.**

Sr.	Sub-committee
1	Standard 1. Mission and Objectives
2	Standard 2. Program Administration
3	Standard 3. Management of Program Quality Assurance
4	Standard 4. Learning and Teaching
5	Standard 5. Student Administration and Support Services
6	Standard 6. Learning Resources
7	Standard 7. Facilities and Equipment
8	Standard 8. Financial Planning and Management
9	Standard 9. Employment Processes
10	Standard 10. Research
11	Standard 11. Relationships with the Community

**Table (4.5): program quality unit**

<table> <tr> <th>Name</th><th>Status</th></tr> <tr> <td>Dr. Mahdi Alsultan</td><td>Chair</td></tr> <tr> <td>Dr. Ahmad Elhindy</td><td>Coordinator</td></tr> <tr> <td>Dr. Kamal Bashir</td><td>Member</td></tr> <tr> <td>Dr. Omar Elsheikh</td><td>Member</td></tr> <tr> <td>Dr. Alaa Qotb</td><td>Member</td></tr> <tr> <td>Mr. Yosef Alamri</td><td>Member</td></tr> </table>	Name	Status	Dr. Mahdi Alsultan	Chair	Dr. Ahmad Elhindy	Coordinator	Dr. Kamal Bashir	Member	Dr. Omar Elsheikh	Member	Dr. Alaa Qotb	Member	Mr. Yosef Alamri	Member	
Name	Status														
Dr. Mahdi Alsultan	Chair														
Dr. Ahmad Elhindy	Coordinator														
Dr. Kamal Bashir	Member														
Dr. Omar Elsheikh	Member														
Dr. Alaa Qotb	Member														
Mr. Yosef Alamri	Member														
<p><b>Describe</b> the process and steps utilized for the complete assessment for all program learning outcomes (How does the system or process work?).</p> <p>The process used for assessment of program learning outcomes is a continuously evolving effort. The process starts with identifying those learning outcomes for both the program and its individual courses as preceded. Appropriate teaching strategies and appropriate performance indicators are then specified at the course level to gauge the extent of achieving the intended outcomes. Key Performance Indicators (KPI) are defined for the program together with internal and external benchmarks to assess how well those indicators are realized. The data requirements for calculating the predefined KPIs are determined. Surveys are then designed with the purpose of gathering the necessary data. And finally data are analysed, indicators are formulated and contrasted to set internal and external benchmarks, conclusions are made, and recommendations for improvement are presented.</p>															
<p><b>List</b> the strengths and recommendations for improvement of the learning outcome assessment (Based on the student performance results, how can the program improve?) (See <i>Annual Program Reports</i> for detailed data).</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Recognition of learning difficulties and adoption of corrective measures.</li> <li>• Learning outcomes are measured in a variety of valid assessment methods.</li> </ul> <p><b>Recommendations for improvement:</b></p> <ul style="list-style-type: none"> <li>• Introduce a system or external evaluation of final exam papers.</li> <li>• Device a central body that electronically analyses students grades and sends feedback to instructors.</li> <li>• Increase the efficacy of records keeping and data management capabilities of the program perhaps by assigning full- time employee.</li> <li>• Develop a course matrix to remove redundancies in contents and ensure more coordination between different courses.</li> <li>•</li> </ul> <p>Evaluation of intended student learning outcomes. Refer to evidence about the appropriateness and adequacy of the intended learning outcomes for students in this program and <b>provide a report</b> including a list of strengths, recommendations for improvement, and priorities for action.</p> <p>A complete set of learning outcomes, across all relevant domains of the NCAAA, together with teaching strategies as well as assessment procedures are in place for the program and for all its individual courses. All program courses are aligned to program's learning outcomes in a manner that specifies the contribution of each course. Coordination is minimal with industry and other professional quarters in formulating or reviewing the programs learning outcomes. The department's advisory council's role is also minimal regarding program contents.</p>															



#### Strengths:

- Learning outcomes are clearly defined.
- Learning outcomes are based on local needs and international standards.

#### Recommendations for improvement:

- Formally seek employers' feedback on quality of program graduates.
- Involve employers in the process of formulating reviewing of program outcomes.
- Increase involvement of programs advisory council in formulating/reviewing outcomes.
- More monitoring to update program courses, texts, references.

#### Priorities of Action

- Involve employers in the process of formulating reviewing of program outcomes.
- Develop a course matrix to remove redundancies, streamline the course-program outcome mapping, and ensure more coordination between different courses.
- More monitoring to update program courses, texts, references.

### Subsection 4.2 Program Development Processes (Overall Rating 3.5 Stars)

**Describe the processes** followed for developing the program and implementing changes that might be needed.

Through a chain involving department committees, department council, college committees and council new program proposals are discussed and approved and submitted to the university administration for final approval. The process usually begins at the college/department level, and then involves all relevant parties at the school/college, ending up with the institution's Curriculum and Academic Programs Committee headed by the Vice Rector for Academic Affairs. The committee is comprised of faculty from across campus. The primary focus is to ensure that curricular development and changes are aligned with institutional and individual department goals and procedures.

Ideally, at the department's level there should be extensive consultations with employers, relevant businesses, and professional associations to incorporate their views and feedback on program specifications. The current process could use some improvement in that regard. Recent program reviews started to take such important requirement into consideration, particularly after establishing the program's advisory council. With the onset of accreditations efforts more attention is being accorded to benchmarking with other programs.

The most recent comprehensive restructuring of the department's curriculum has been made with significant revisions during 2000/01 (Annex G.7). As a result, graduates with a B.Sc. degree (AGEC) are expected to have the following qualities and/or opportunities:

- knowledgeable in agricultural economics, specifically in the following areas:
  - Agricultural marketing and food systems.
  - Foreign trade.
  - Agricultural finance.
  - Price analysis.
  - Natural Resources.
  - Feasibility studies and evaluation of projects.
  - Economics of the environment.



- Eco-tourism.
- Self-directed, lifelong learners.
- Effective communicators.
- Computer literate.
- Qualified for entry into post graduate programs and other professional degrees.

Evaluation of program development processes. Refer to evidence and provide a report including a list of strengths, recommendations for improvement, and priorities for action.

- The modified program includes a preparatory year, in which English language, communication skills are introduced. In addition, the modified program allows student to put more emphasis on one or more areas of specialization within the department curriculum, by introducing electives from various courses.
- Graduates of the agricultural economics program will have stronger background in at least one of the areas within the major of agricultural economics, namely feasibility studies and evaluation of projects, price analysis, natural resources, agricultural marketing and food systems, and economics of the environment.
- The modified program is expected to fulfil the present goals and mission of the department, and to prepare highly qualified graduates for the job market, and for post-bachelor programs in or outside the department. Students' survey analysis revealed that they accord a high value to the importance of the program to their careers where 96.4% agreed to a statement to that effect; also the vast majority of students felt that they are satisfied with the quality of the educational process.

### Strengths

- 1) The reformed curriculum has been developed after extensive research and planning.
- 2) The reformed curriculum has been benchmarked with curricula of world top universities.

### Recommendations for Improvement

- 1) Improved integration of the curriculum with labour market needs.
- 2) Improving the quality of student interaction with the curriculum at every level.

### Priorities for action:

- 1) Incorporate employer's surveys in the program development routines.
- 2) Conduct comprehensive program reviews more frequently.

### Subsection 4.3 Program Evaluation and Review Processes (Overall Rating 3.6 Stars)

**Describe the processes** followed for program evaluation and review.

It is the policy of KSU to review all programs at least every five years. Program evaluation is a mandatory tool to help KSU learn about the quality of offered programs, to know whether they meet the needs of the students as well as the community at large. In practice, however, program reviews are performed less frequently. There is a new curriculum under way and the final version of this curriculum has been approved by the university 2012/13 (Annex G.2). Prior to that no major review was performed for at least 7 years.

At the program's level a number of processes are in place to gather the necessary information to facilitate

its review and evaluation. Program reports are prepared annually comprising all program aspect: teaching, research, and community service. Additionally, annual evaluation reports are prepared on faculty performance Likewise course reports are prepared for every course taught with information covering teaching strategies and their effectiveness in realizing learning outcomes. Also performance indicators are specified in each course offering. Other sources of information include records from reports by the program's permanent and ad hoc committees. Such reports are shared with the college's quality unit which reports to the institution's senior administration. In this regard, actions to tackle problems identified in program evaluations need to be expedited.

Evaluation of program evaluation and review processes. Refer to evidence and **provide a report** including a summary of strengths, areas requiring improvement, and priorities for action.

The internal evaluation is done through a variety of methods including: annual program review, program evaluation survey, course evaluation survey, student experience survey, follow up of outcome and process indicators, and a variety of other means. Some examples of these processes include:

- 1- Annual program report and review
- 2- Program evaluation survey
- 3- Preparation of both course specification and report
- 4- Review of course reports
- 5- Staff survey which measures the teachers' prospective on the program.

### **Strengths**

- 1) Adequate internal evaluation in terms of annual reports on program, courses, committees, and faculty performance.
- 2) Complete feedback loop in the form of faculty and students' surveys which allows for continuous improvements.
- 3) Online survey system for stakeholders (students) to evaluate courses and instructors.

### **Recommendations for Improvement**

- 1) Involve external elements in the review process on a more regular basis.
- 2) Students need to be more oriented to importance of the program review process.

### **Priorities for action**

- 1) Strict enforcement of the institutions policies regarding timelines for complete program review processes.
- 2) Raise students' awareness about importance of survey results and awareness about action plans to increase their involvement in the evaluation processes.

**List** the conclusions that were reached about the quality of the program as a result of using the program evaluation and review processes. Reference should be made to data on indicators and survey results as appropriate.

- The program is well specified in terms of goals, learning objectives, teaching strategies, and assessment methods.

- All program courses are well specified with complete learning objectives covering all domains, teaching strategies, assessment methods.
- Analysis of items in the "students' experience" survey shows that 87.2% agreed that the program motivates them to learn. About 90.4% of students have agreed that the acquired knowledge and skills are relevant and essential to their careers.
- There is a need for the program to coordinate between courses to remove redundancies and streamline the course-program mapping of learning objectives.
- The program needs to improve upon its alignment with labor market needs and make the necessary changes and modifications in its course offerings and contents.

#### **Subsection 4.4 Student Assessment (Overall Rating 3.07Stars)**

Describe the strategies for student assessment in the program and the processes used to verify standards of student achievement.

As per the institution's policies it is mandatory for students to attend at least 75% of classes/labs in order for them sit for final exam and get a final evaluation. Once this attendance requirement is met then a number of mechanisms or assessment methods are used to assess students' achievement. In class exams, tutorials, homework assignments, and quizzes are used to assess students' achievements. As preceded in section (4.1), students' final grade (100 points) is generally divided between semester works which is weighted at 60% while the balance (40%) comes from a final exam. For most courses semester work is assessed through a variety of strategies including in class exams, oral presentations, quizzes, homework assignments, group projects, discussions, and short essays. These strategies are designed to ensure assessment of students on all intended learning outcomes. The distribution of students' grade over these items is usually routinely communicated to students as part of the course syllabus given out on first class meeting.

Independent verification of students work is not currently performed as a routine task. In classes with more than one section instructors sometimes unify exams and grade students' work referring to a common answer sheets agreed upon by all instructors. Currently there are no formal procedures to establish authenticity of students' submitted work. However, there are some precautionary measures that are being taken including educating students on issues of plagiarism and ethics. The first lecture in every course is usually assigned to discussing issues of academic integrity and work ethics in addition to introducing the subject matter of the course. The topic is also covered in more depth for students working on their graduation project. Additionally, university policies and regulations regarding cheating and plagiarism are usually appended to the final exam schedule announcement and through screens scattered throughout campus corridors. Some instructors append some excerpts of these policies in course syllabi handed to their students at the beginning of the semester.

Evaluation of student assessment processes. Refer to evidence about effectiveness of student assessment processes. Provide an evaluation report of the processes followed for this sub-standard; include evidence about the standards of student learning outcomes achieved in comparison with appropriate benchmarks. The report on this sub-standard should include a list of strengths, recommendations for improvement, and priorities for action.

As per institution's policy, students receive a final letter grade based on the scheme shown in table (4.6):

Table (4.6): Letter grading system

Total Marks (100) (final exam + semester work)	Letter grade
---------------------------------------------------	--------------

< 60	F
[60,65)	D
[65,70)	D+
[70,75)	C
[75,80)	C+
[80,85)	B
[85,90)	B+
[90,95)	A
> 95	A+

To ensure that all domains of students' learning outcomes are covered in tests, assignments, and other methods of assessment, instructors diversify the range of questions between these domains (See Annex: H.1.2 course reports). Some questions would entail definitions of terms and concepts (knowledge), others would involve solving some problems of a numerical or analytical nature (cognitive), while other may involve careful composing and some argumentative skills (communication). In class oral presentations which are commonly required throughout various classes address the oral communication skills.

Table (4.7) contrasts KPIs measuring students' learning outcomes in the Applied Economics program to those of the Food Science program at KSU. Standards of learning achievements are comparable for the two programs. Program students seem to lag behind in terms of graduating in specified time. The numbers in table (4.8) show a steady increase in both enrolment and the number of graduates over the data period indicating an improvement in that domain.

Table (4.7): Program's KPI vs benchmark regarding student learning outcomes.

KPI (code)	KPI	Program's score	Benchmark
S4.4	Percentage of students entering programs who successfully complete first year.	80%	80%
S4.5	Proportion of students entering undergraduate programs who complete those programs in minimum time	0.19	0.09%
S4.6	Proportion of students entering post-graduate programs who complete those programs in specified time	0.70	0.75
S4.8	Proportion of students who obtained 75% or better (average for all courses taught).	0.69	-
S4.9	Proportion of students who successfully complete a course (average for all courses).	0.93	-

Table (4.8): numbers of graduates for the period 2005/6 – 2013/14

Year	Number of students	
	Enrolled	Graduated
2005-2006	60	5
2006-2007	61	7
2007-2008	49	0
2008-2009	64	6
2009-2010	80	9
2010-2011	101	33

2011-2012	128	16
2012-2013	139	19
2013-2014	130	11*

\*Number available for 1<sup>st</sup> semester only.

Counselling is arranged for students with low achievements, the department's chair identifies such students and assign them to faculty members for advice and remedial measures. After final grades are reported electronically by instructors grades are kept on file. Instructors are encouraged to give timely feedback to students. This form of assessment can generally be described as appropriate, and can certainly be improved upon. The process requires some central office at the institution's or college's level to analyse student's grades and send feedback to programs and eventually instructors. Additionally, there need to be a system of cross-checking for students' achievements on final exams.

A number of university deanships contribute to keeping the teaching staff informed on students' assessment methods in theory and practice. The Deanship of Skills Development (URL: <http://dsd.ksu.edu.sa/ar/node/99>) has implemented numerous programs in the past 6 years including workshops, lectures and training sessions by international experts. To raise the awareness of teaching staff, and the university community in general, on issues of accreditation quality management, the Deanship of

Quality provides leadership and sponsors many activities (URL: <http://q.ksu.edu.sa/>).

Students' rights are well protected as per university policy. With respect to grievances regarding assessment students can formally request a review of grades received. A special unit under the Students Deanship, namely Students' Right Protection Unit have been established to raise students' awareness about their rights, provide counselling on academic as well non-academic issues, and to expedite settlement of grievances (URL: <http://sa.ksu.edu.sa/Unit-Student-Rights>).

For improvement upon the above practices and to address the current limitations, there is a need to device formal procedures for establishing authenticity of students' work, formalize and regularize cross independent verification of students achievements, and use matrices in grading students work.

Strengths:

- Versatility of assessment measures.
- Faculty receive training programs in the area of assessment.
- Counselling is arranged for students with low achievements.

Recommendations for improvement:

- Establish more departmental KPIs particularly relating to quality of graduates and continuously collect relevant data.

Priorities for action:

- Introduce use of external examiners/graders.

#### Subsection 4.5 Educational Assistance for Students (Overall Rating 4.07Stars)

**Provide a summary report** of what assistance is provided in relation to the matters listed in this sub-standard (e.g. orientation programs, office hours, identification and assistance for students in need, referrals to support services etc.).

In this subsection processes for educational assistance for students are described. The quality management unit in the college as well as institution monitors staff availability at office hours throughout the year and particularly at the beginning of semesters. When asked to indicate their level of agreement with the statement that instructors were always available during posted office hours, students seem to be extremely satisfied. Survey results show that the percentage of those who agreed ranged between 91.7% and 100% for the 14 or so courses surveyed.

Registration processes and class room allocation at the beginning of each term exhibit some inefficiencies: usually the first week is assigned for additions/deletions in student scheduled courses, however, the process sometimes extends into the second week; during this period students rarely show up at classes since schedules are not finalized yet. These inefficiencies are reflected in students' satisfaction with enrollment procedures. When asked respond to the statement "procedures for enrolling in courses are simple and efficient", the average level of agreement was 2.29 on a scale 1 to 5 (table 4.9). Improvement in this regard entails such processes should be finalized before the onset of the semester. Table (4.9) shows a good level of satisfaction with availability of information on program prior to enrolment as well as with the level of advice on studies and careers.

**Table (4.9): students views regarding assistance and support provided**

Advice and Support: statement	Average score
It was easy to find information about the institution and its programs before I enrolled at this institution for the first time.	2.65
When I first started at this institution the orientation program for new students was helpful for me.	3.02
There is sufficient opportunity at this institution to obtain advice on my studies and my future career.	2.68
Procedures for enrolling in courses are simple and efficient.	2. 29

The program chair identifies students with academic difficulties and approaching graduation and assigns them to faculty members for extra assistance. While this is a good practice it needs to be performed at earlier levels in the program and upon first encounter with such problems. Also, the deanship of student affairs has established students counselling and guidance units in order to:

- 1) Help students understand the dimensions of the situation under consideration.
- 2) Help students recognize their potential and abilities, as well as the environmental resources around them and try to exploit them.
- 3) Solve problems that hinder academic achievement.
- 4) Solve mental and social problems that may impede academic achievement (Annex 4.5.1).

Furthermore, the deanship of student affairs, in coordination with colleges and departments, implements a comprehensive and diverse program of extracurricular activities, such as sports, community services, and training courses in various areas. The university also has a dedicated committee for students support (Students' rights protection committee).

**Provide an evaluation report** of processes for educational assistance for students. Refer to evidence about the appropriateness and effectiveness of processes for assistance of students in this program (e.g.

Is the assistance what is needed for these students, is it actually provided as planned, and how is it evaluated by students?). The report should include a list of strengths, recommendations for improvement, and priorities for action.

The evidence presented above on the appropriateness and effectiveness of processes of assistance of students suggests that satisfaction with such assistance ranges from good ( $> 2.5$ ) to a level where improvement is needed ( $< 2.5$ ). Orientation programs, availability of information about program, and sufficiency of studies and career advice were all rated as "good" while enrolment procedures seem to need some improvement. Students also seem quite satisfied with availability of instructors during office hours.

#### Strengths:

- Good orientation programs for new students.
- Academic guidance committee is established and active.
- Students are represented in the academic guidance committee.
- Sufficient availability of teaching staff for consultations and advice.

#### Recommendations for Improvements

- Academic guidance needs improvement in terms of full time trained administrative staff.
- Establish a system of referral to professional counsellors.

#### Priorities for Action:

- Improve students' registration processes.
- Improve mechanisms of class rooms' allocation in the beginning of term.

### Subsection 4.6 Quality of Teaching (Overall Rating 4.02 Stars)

**Provide information** about the planning of teaching strategies to develop the intended learning outcomes of the program, for evaluating quality of teaching, and processes for preparation and consideration of course and program reports. This section should include a table indicating the proportion of teaching staff whose teaching is regularly assessed in student surveys (or by other mechanisms).

The evaluation of teaching quality is a mandatory tool to help the department learn about the quality of the program offered and to know whether it meets students' needs. It is a systematic approach that solicits students' opinion on learning and teaching process, their progress, and assessment results. Moreover, it assesses the effectiveness and efficiency of courses, and identifies what measures are required for improvement.

A number of surveys are used to assess the quality of teaching in the program. Students provide an evaluation for all courses registered at the end of the semester using the NCAAA course evaluation survey (CES). For practical considerations this survey is applied for courses with 5 or more students, as such not all instructors get to be evaluated through the CES. Another survey is an institutional mandatory survey where students are required to evaluate instructors for all courses registered at the end of each semester; evaluation results are made available to respective instructors. Moreover, the department's chair



evaluates all teaching staff in an annual report at the end of the academic year. Program Evaluation Survey (PES) and Students' Experience Survey (SES) are other instruments where students state their opinion about quality of instructors in the program in general. Quality of teaching can also be inferred and is certainly enhanced by the level of academic qualification of teaching staff. In that regard, the percentage of faculty members with Ph.D. degrees in the program was (0.74) in academic year 2012-2013.

Table (4.10) provided information about the proportion teaching staff whose teaching is evaluated every year. It can be concluded that all teaching staff are annually evaluated in some form.

Table (4.10): Proportion of Instructors whose teaching is evaluated:

Means of evaluation	Students course evaluation survey AY 2011/12	Students course evaluation survey AY 2012/13	Students' course/instructor evaluation	Department's chair annual evaluation report
Proportion of teaching staff evaluated	0.65	0.29	1.00	1.00

To help ensure the quality of the program the quality unit has put in place a number of processes:

- Training Workshops for course instructors, such as using smart board in teaching, using new software, and train staff for preparing course contents.
- A set of key performance indicators to monitor achievements of the strategic objectives of the program.
- Policy and procedures for students' evaluation of courses, programs, and staff members are applied.
- Course Evaluation Survey started in 2009-2010 in some courses and continued for most of the courses in 2010-2011. One hundred percent, (100%), of students surveyed believe that faculty members exhibited thorough knowledge about the content of the courses they teach. Also, about 92.6% of the students surveyed thought that the subjects taught are up to date and useful.
- Course reports for all courses were submitted to the academic quality unit and revised as a preliminary step for preparation of the program report.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: ( Code 4.1) 1- Ratio of students to teaching staff (Based on full time equivalents) for academic year 2012-2013.	
Target Benchmark	14:1
Actual Benchmark	16:1
Internal Benchmark	19:1 (program's own previous record)
External Benchmark	14:1 (Food Science and Nutrition program at KSU).
New Target Benchmark	12:1



#### Analysis:

Based on program data the students/teaching staff ratio was at its maximum value (61:1) in AY2004/05. The ratio decreased to (19:1) in AY 2011/12 (Figure 4.2). The recent drop in the ratio can be explained by increasing staff numbers and decreasing student number (figure 4.1). The optimal ratio differs from program to program, based on program's characteristics. Even though the Food Science program has much more faculty than the applied economics program yet their enrolment is also higher which explains their higher ratio on this KPI. A new target is set at 12:1 in light of the institutional trend of emphasizing research and focusing on teaching quality rather than quantity.

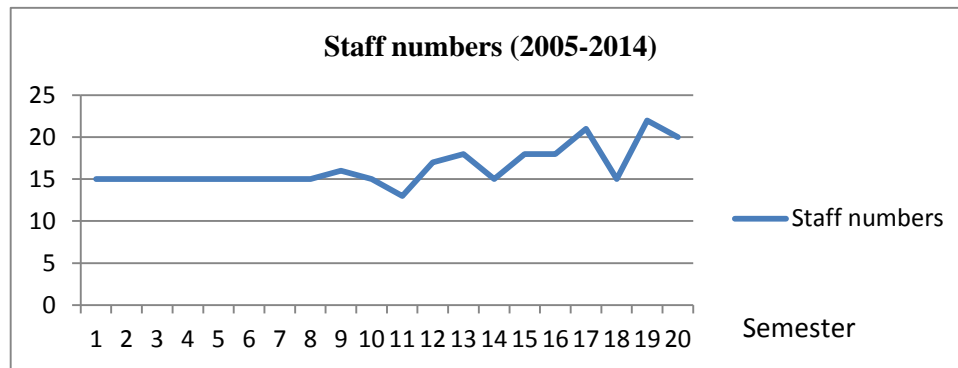


Figure (4.1 ): staff numbers by semester for period 2004 – 2005

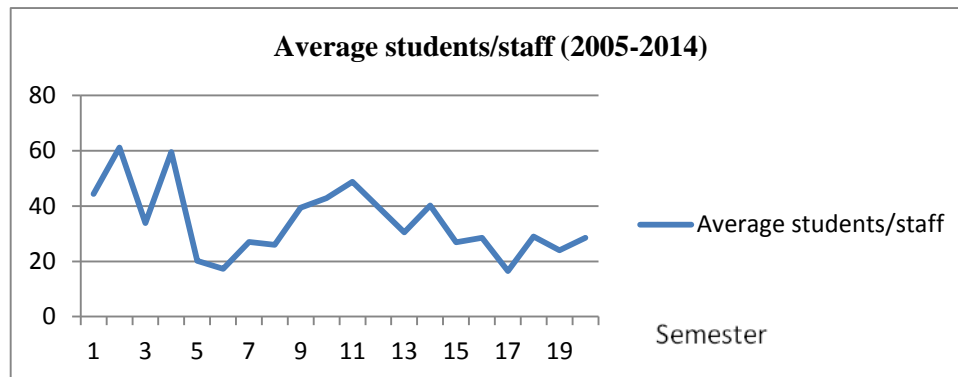


Figure (4.2 ): Students' to staff ratio by semester for the period 2005 - 2014

#### KPI ( Code S4.2)

2 -Students' overall on the quality of their courses (Average rating of students on a five-point scale on overall evaluation of course averaged over all evaluated courses )

Target Benchmark	4
Actual Benchmark	3.91
Internal Benchmark	2.41 (program's own previous record)
External Benchmark	3.74 (Food Science program at KSU).
New Target Benchmark	4

#### Analysis:

Students' overall on the quality of their courses indicates a good satisfaction level (3.91). The program improved upon its previous record (2.41) and did slightly better than the external benchmark (3.74).

However, the program is yet to reach its target of 4 and hence the new target did not change.

KPI:(Code S4.3)

Proportion of teaching staff with verified doctoral qualifications.

Target Benchmark	0.87
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Actual Benchmark	0.82
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Internal Benchmark	0.78 (program's own previous record)
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External Benchmark	0.50 (Food Science program at KSU).
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New Target Benchmark	0.91
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#### Analysis:

The number of teaching staff with verified doctoral qualifications is 23, 13 of which are staff and 10 lecturers. The program has 5 lecturers with M. Sc. as the terminal degree. The program has improved upon its previous record and did much better than the external benchmark. About 7 TAs are abroad, in US institutions, at various stages in their Ph.D. As they come back the proportion is expected to even increase further. This may have a positive impact on teaching quality and may contribute to improving another KPI, namely students' assessment of course quality which stood at 2 out of 5 as discussed above.

KPI (Code. S4.4)

Percentage of students entering programs who successfully complete first year.

Target Benchmark	0.90
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Actual Benchmark	0.80
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Internal Benchmark	0.78 (program's own previous record)
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External Benchmark	0.80 (Food Science and Nutrition program at KSU).
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New Target Benchmark	0.95
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#### Analysis:

Percentage of students entering programs who successfully complete first year is relatively high (0.80). This is probably due to the fact that many students aim to finish the first year with high GPA, so they can transfer to other colleges. As preceded students are dispatched to different colleges after the preparatory year based on GPA scores and not interest. That notwithstanding, the program made an improvement upon last year's score and is comparable to its external benchmark. A new target of 0.95 seems reasonable in light of the attained improvement.

KPI: ( Code S4.5)

Proportion of students entering undergraduate programs who complete those programs in minimum time (4 years).

Target Benchmark	0.20
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Actual Benchmark	0.16
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Internal Benchmark	0.17 (program's own previous record)
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External Benchmark	0.09 (Food Science and Nutrition program at KSU).
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New Target Benchmark	0.25
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**Evaluation of quality of teaching.** Refer to evidence about teaching quality and provide a report including a summary of strengths, areas requiring improvement, and priorities for action. The report should include a summary of data from student surveys used for course and overall program evaluations, with information provided about sample size and response rates on those surveys. Comparative data from

other similar surveys should be included.

Overall it seems that teaching quality in the program is very good. The 5 KPIs used in this standard have generally rated teaching quality in a favourable manner.

#### Strengths:

- Most of staff members, 10 of 13, have graduated from US and European institutions.
- Course learning outcomes and its content improvement, based on academic quality rules, are periodically evaluated by student and staff.
- Good communication channels (weekly meetings) between the program's quality unit and its college counterpart.
- Regularly monitoring of the quality of teaching and learning outcomes.
- All courses have been surveyed by students to provide feedback about their learning outcomes.

#### Recommendations for improvement

- The timing of conducting students surveys need to be changed, the current practice of doing that after exams seems to create pressure and rush students in the process.
- Raise student awareness about academic quality evaluation.
- Better use of course reports as a guide for adjustments in teaching plans.
- There is need for better planning of finding/acquiring reasonable Arabic text books.
- An automation of the attendance/warning process.

#### Priorities of action

- Organize more workshops and orientation for students on concepts of academic accreditation and assessment.
- Evaluation of the impact of the training courses on overall learning and teaching process.

#### Subsection 4.7 Support for Improvements in Quality of Teaching (Overall Rating 4.07 Stars).

**Provide a report** that describes the strategies for the improvement of teaching. Include a table showing staff participation in training and/or other activities designed for the improvement of teaching and other related professional development activities. The description should include processes used for investigating and dealing with situations where evidence suggests there may be problems in teaching quality, and arrangements for recognizing outstanding teaching performance.

#### At the University level:

In 2007, KSU established the Deanship of Skills Development (DSD), which has adopted the concepts and practices of on-going self-development for the professional skills of faculty, lecturers, teaching assistants, academic and administrative leaders, and other employees, and students in order to improve the quality of outcome in a way that contributes to the provision of a suitable environment and achieves academic development.

Faculty development activities are designed on the basis of the priorities of the university system, the KSU 2030 strategic plan, and the specific needs of faculty. For the past two years the activities of the faculty development plan, under the responsibility of the DSD, were in the areas of (See URL: <http://dsd.ksu.edu.sa/ar/men>):

- 1) Personal, technical and professional skills of the faculty and other KSU staff.
- 2) Academic teaching and research skills.
- 3) Leadership and administrative skills.
- 4) Active interconnection and communication skills.
- 5) Critical and creative thinking skills.
- 6) Students' self-learning and on-going education skills.

In order to ensure the quality of learning and teaching, KSU has developed a range of quality assurance mechanisms including newly appointed faculty members should attend initial professional development programs, which ensure that they are appropriately prepared for their defined roles in teaching and research.

The DSD training courses were aimed at developing personal skills for faculty, administrators, staff, and students (Annex 4.7.1). Participation by program staff in DSD professional development activities has been reasonable in the past two years. As table (4.11) shows 40% have participated last year compared to about 35% the year before. These participation rates are generally affected by the timing of those activities and the staff teaching loads where both elements have been cited as less conducive to participation.

Table (4.11): teaching staff participation rates in professional development activities.

AY year	2011/12	2012/13
Staff participation rates	35%	40%

Evaluation of arrangements for supporting improvements in quality of teaching. Refer to evidence about the effectiveness of strategies used and provide a report including a list of strengths, recommendations for improvement, and priorities for action. This evidence could include matters, such as, trend data and analysis from student course evaluations and survey responses from staff participating in programs offered.

The environment in KSU is generally supportive to improvement in teaching quality as far training and facilities are concerned as judged by the number of workshops and training activities organized by the university.

### Evaluation of arrangements for supporting improvements in quality of teaching

#### Strengths

- A dedicated active faculty development deanship in the university.
- A dedicated faculty development unit in the college.
- Reviewing Course Specification periodically to fit its content to support quality of teaching.
- A yearly academic assessment of qualified staff used to direct training to improve quality of teaching.

### Recommendation for Improvement

- Difficulties in attending KSU faculty enhancement programs for some staff because of timing issues.
- Awards for excellence in teaching needs to be enhanced and better announced.
- Assessment of quality of teaching indicators needs to be recorded officially and periodically.

### Priorities of Action

- Bring faculty enhancement programs to the departmental level for better scheduling.
- Create new innovative ways to recognize excellence in teaching.
- Attending workshops and training be a part of academic staff yearly evaluation.
- Following up External Benchmark KPI to improve teaching quality.

### Subsection 4.8 Qualifications and Experience of Teaching Staff (Overall Rating 4.05)

**Provide an analysis report** on the qualifications and experience of teaching staff relating to program requirements (Refer to the *Periodic Program Profile Template B*).

KSU is committed to hiring and keeping effective and qualified faculty. Qualifications for hiring faculty members at different faculty ranks are explicitly stated in the Higher Education Manual. In this manual, faculty members are classified into five categories/ranks: teaching assistants, lecturers, assistant professors, associate professors and professors. KSU has over 5,000 full-time faculty members, 65% of whom are Saudis.

The college, in general, has a large number of superbly trained academic staff members. Most of the staff has graduated in top international universities.

The program features 13 academic staff members 9 of whom are at the rank of full professor, 2 are associate, and 2 are assistant professors (Tables 4.12 and 4.13). All staff members possess a minimum of 5 years' experience in teaching.

**Table (4.12 ) Total number of staff in the department in AY 2012-2013.**

	Terminal degree		Details
	Ph.D.	M.Sc.	
Faculty member	13	5	The department has 13 faculty members and 10 researchers, a total of 23.
Researchers	5	-	
Total	18	5	23

**Table (4.13): Ranks of program teaching Staff in AY 2010-2011.**

Academic staff 13			MSc and Researchers 10
Professor	Associate Professor	Assistant Professor	

	9	2	2	
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Evaluation of qualifications and experience of teaching staff. Refer to evidence and **provide a report** including a list of strengths, recommendations for improvement, and priorities for action.

Program staff members are well qualified in terms of academic qualifications. They also have the required experience to perform their duties in line with the program requirements.

**Strengths**

- Highly qualified trained faculty members.
- Recent increase in faculty income.
- Reasonable faculty services.
- Ample opportunity for faculty improvement and travel for participation in scientific conferences and meetings.

**Areas for improvement**

- Lack of adequate supporting staff in some areas, such as agribusiness.
- Minimize M. Sc. Staff members in teaching positions.
- Job description of staff members need to be clear and fit with experience of teaching staff.

**Priorities of Action**

- Find innovative solutions for hiring of supporting staff.
- Improve housing for faculty.
- Attract qualified staff from non academic sectors by higher salaries.
- Stop the leaking of qualified staff out of university by providing extra benefit for distinguished staff members in areas of research and teaching advances.
- Support computer labs with modern software, and train staff to use it.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: (Code S4.8.2) Proportion of students who obtained 75% or better, on average for all courses taught, for academic year 2012-2013.	
Target Benchmark	0.75
Actual Benchmark	0.65
Internal Benchmark	0.62
External Benchmark	Not available (NA)
New Target Benchmark	0.80

**Analysis:**

Based on data available in table (4.14), for 2 semesters in academic year 2012-2013, the KPI (Code S4.8) is 65% on average for 2 semesters. Data was not available on external benchmark, but the target and new target benchmarks are 75% and 80% respectively. The data shows improvement between the two semesters; more data however is needed to establish a trend of improvement.

Table (4.14): percentage of students who passed or achieved at least 75% on registered course.

First semester 12-2013				
Students total number	No. student passed	No. student pass with 75% and up	% of students passed	% of students pass with 75% and up
216	201	124	93%	62%
Second semester 12-2013				
Students total number	student passed	student pass with 75% and up	% ratio of students passed	% student pass with 75% and up
241	224	154	93%	69%

#### Subsection 4.9 Field Experience Activities (Overall Rating 4.38 Stars).

**Describe the processes** for planning field experience activities and planning for improvement.

The format of the field experience component has recently been redesigned. The name and most importantly the contents have changed; earlier there was a "field training" course (APEC 401) currently students will be required to take instead (APEC 410) which offers more exposure to practical experiences as it requires students to take a full semester to get some applied experience.

APEC 401 served its purposes well; students would be assigned to one of the partner agencies where they would spend one day per week at that agency. Each student or group of students will have two co-supervisors one from the program and another from the training institution; through weekly reports and a final presentation in addition to field visits students are assessed.

Thus students, of (APEC 401), have been given the choice between the two options, but as more agreements are signed with potential trainers in the business community student option of (APEC 401) will be gradually retracted. As such the setup for the new format is well designed but it remains to be tested in the field and more data is required to evaluate it. Program aims to work on innovative ways to have more companies agree to train students. Direct student to certain department at training company must fit with skill needs by students. Cooperation between supervisors is necessary for achieving training goals.

**Provide an evaluation report** of field experience activities including evaluation of processes for planning and managing them. Refer to evidence and provide a report including a list of strengths, recommendations for improvement, and priorities for action.

Item 14 of the student's program evaluation survey (PES) solicits students' opinion regarding their field experience in the program. Results in table (4.15) show a significant improvement in AY 2012/13 over previous year's results where the average score increased from (2.19) to (3.81). This improvement could, perhaps, be explained by the fact that better cooperation between field and program supervisors has been achieved, and well established companies have joined the training program.

Table (4.15): Students' evaluation of their field experience.

item	Score (from 5)	
	AY 2011/12	AY 2012/13
Field experience programs (internship, practicum, cooperative training) were effective in developing my skills.	2.19	3.81

**Strengths:**

- More companies and government agencies are participating in training program.
- Cooperation between two supervisors became more efficient than before.

**Recommendations for improvement:**

- Better management of attendance.
- Long term agreements with training companies.

**Priorities for action:**

- Support the university policies in contracting with qualified companies and government ministries for student field experience.
- An in depth evaluation of field experience would support its development.
- Students must attend training program based on a time table of training.

**Subsection 4.10 Partnership Arrangements With Other Institutions (it these exist) (Overall Rating 4.0 Stars)**

If partnerships have been established with other institutions to assist with the planning and or delivery of the program, **describe what is done** through those partnerships and explain what has been done to evaluate the effectiveness of those activities.

The university has a number of collaborative projects and partnerships with Ministries and other private or governmental institutions. Programs are encouraged to engage in such arrangements. The applied economics program had partnered with a few agencies to provide services in the form of training and research projects:

- 1-A study on the impact of being a member of the World Trade Organization (WTO), Sponsored by Ministry of Water and Agriculture.
- 2-Agricultural Strategy Plan (2005-2030), sponsored by Ministry of Water and Agriculture.
- 3-A training program for employees of the Agricultural Development Fund (formerly the Saudi Agricultural Bank).
- 4-New Strategy for the Agricultural Development Fund (formerly the Saudi Agricultural Bank).



Evaluation of partnership arrangements (if any). Refer to evidence and **provide a report** including a list of strengths, recommendations for improvement, and priorities for action.

Collaborative arrangements with other government and private agencies have a positive impact on program faculty. They strengthen the ties with industry and public sector agencies. They also enable the program to contribute to the community in meaningful ways. While the program had in the past engaged in some collaborative arrangements, more effort is needed in the form of a proactive approach to market program's potential capabilities.

**Strengths:**

- Program staff members have the experience to contribute.
- Uniqueness coming from the fact that this is the only program of its kind in KSA.

**Recommendations for improvement:**

- Prepare complete proposals on various forms of projects where the program can contribute.
- Proactively market these proposals to relevant potential parties.

**Priorities for action:**

- Disseminate brochures and potential contributions of the program to potential partners.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: (NA)

Target Benchmark	
Actual Benchmark	
Internal Benchmark	
External Benchmark	NA
New Target Benchmark	

Analysis:

### Standard 5. Student Administration and Support Services (Overall Rating 4.45 Stars)

*Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.*

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard analysis should be made not only on what is done within the department or program, but also on how the services provided elsewhere in the institution affect the quality of the program and the learning outcomes of students.

**Provide an explanatory report** about the student administration arrangements and support services for each of the following sub-standards:

#### 5.1 Student Admissions

Admission to the program is a centralized process by the institution. The Deanship of Admission and Registration (DAR) is responsible for the admission and provision of relevant information to the applicants. The applicant is required to successfully complete high school, and fulfil the requirements and conditions established by the University Council. The requirements of admission include a cumulative percentage of high school of 60%, and a grade of general capacity test of 40%. In addition, an achievement test, and personal interview are also part of the screening process.

Applicants could get information by direct contact with DAR or on-line by accessing the link:

<http://dar.ksu.edu.sa/>. DAR publishes various handbooks and pamphlets regarding the regulations of admission and registration.

#### 5.2 Student Records

Each student has an account to access the centralized on-line system of the university. Student can check their records, and benefit from all other facilities and information. Faculty and teaching staff inform students about their records and performance in homework, mid-term tests, and other activities. Academic advisors can access their advisees' records and can, hence, monitor their progress. The registration office keeps comprehensive records that can be used for analysis. The Deanship of Student Affairs (DSA) provides all the necessary information to students. Responsibility of DSA includes registering students each term, and keeping track of their academic records throughout their stay in the university. Students could get information by consulting the DSA.

#### 5.3 Student Management

The institution has a General Code of Conduct regulating the students and other members' responsibilities (available on-line: <http://dar.ksu.edu.sa/>). This Code outlines the rights and social responsibilities consistent with King Saud University's values, for all its community members. In addition, each college has its own "Student Code of Conduct" that include further details of regulations in light of the characteristics of its specialty, including policy of plagiarism, and regulations of dispute resolution and appeal.

The attendance policy is usually given out to students as part of the syllabi, and enforced by faculty members and instructors who are required to report those who pass the university set threshold. A 25% absence from study activities deprives the student from taking the final examination.

#### 5.4 Student Advising and Counselling Services

Students receive advice and counselling services from various sources. At the institutional level, counselling is provided by the Student Counselling Center (KSUSCC) in the following areas: academic, psychological, social, preventive, and employment. Counselling services are also jointly provided by KSUSCC and students' respective colleges and departments.

In addition, the program assigns a teaching staff advisor for every student upon initial enrolment. The advisor is expected to monitor students' academic progress and advise them on various issues including planning their academic programs during early registration and throughout the academic year, dropping and adding courses, improving academic performance, and clarifying academic regulations and academic programs.

Furthermore, the Deanship of Student Affairs provides all relevant information and advice to students. The role of this unit begins with students' registration and then keeping track of academic records to ensure that they follow the prescribed study plans. The unit maintains a complete record of the special tracks of study available. It also determines the need for an increase in the number of students in certain programs, recommends new areas of study, and manages the process of adopting students' research plans and other administrative needs of the students. In addition, the unit is responsible for keeping track of examination committees responsible for assessing students' theses and dissertations. It also prepares documents that grant degrees to students upon successful completion of requirements.

**Describe the processes** used to evaluate performance in relation to this standard.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: 1- Ratio of students to administrative staff for academic year 2012-2013.	
Target Benchmark	60:1
Actual Benchmark	70:1
Internal Benchmark	65:1 (program's own previous record)
External Benchmark	20:1 (Food Science and Nutrition Program at KSU)
New Target Benchmark	50:1
Analysis: Ratio of students to administrative staff is different from year to year as long as number of student enrolment changes while administrative staff (2 secretaries) did not change. The program plan to increase administrative, IT, and lab maintenance staff to meet the target ratio. The nature of the program as an applied social science program does not require the same staff needs as per the external benchmark program.	

KPI:

3- Student evaluation of academic and career counselling (average rating on the adequacy of academic and career counselling on a five point scale).

Target Benchmark	4
Actual Benchmark	3.57
Internal Benchmark	2.85 (program's own previous record)
External Benchmark	4.5 (Food Science Program at KSU)
New Target Benchmark	4.5

Analysis:

Student evaluation of academic and career counselling (average rating on the adequacy of academic and career counselling on a five point scale), measured ( 3.57 out of 5) in academic year 2011-2012. The target KPI will increase it from 3.57 to 4. The actual benchmark represents an improvement upon previous year's record. However, it's still below the external benchmark.

- Evaluation of student administration arrangements and support services for students in the program. Refer to evidence about the standard and sub-standards within it and **provide a report** including a list of strengths, recommendations for improvement, and priorities for action.

The main sources of information for assessment and evaluation of the “student administration arrangements and support services” standard and its sub standards are the results of students’ surveys, and the program’s relevant records. The overall rating of this standard and its sub-standards could be summarized in the following table:

Standard and sub-standards	Overall assessment	Independent Opinion
Student administration arrangements and support services	4.42	4.00
1. Student Admissions	4.00	4.00
2. Student Records	5.00	4.00
3. Student Management	4.67	4.00
4. Student Advising and Counselling Services	4.00	4.00

The overall evaluation of the standard is 4.42 scores out of 5, which shows a high level of satisfaction with performance in this respect. The main advantages and strengths could be summarized in the following points:

#### Strengths:

- The current system of student administration and support services is responsive to the needs of students.
- Program policies and regulations are well established and clearly introduced to the students.
- Regulations and mechanisms of appeal are clear and well explained to students and faculty.

#### Recommendations for improvement

- The department of Agricultural Economics should be actively involved in marketing the program and introducing it to the public and to high school students, rather than relying totally on the

centralized system of admission.

- The program should include an active and well defined program of students' orientation to enhance the current centralized orientation program, and provide in-depth relevant information.
- Students should be required to consult their academic advisors prior to registration, rather than continuing the current non-binding system of contact between the student and academic advisor.
- The program should address the fact that studying agriculture is not popular in the Saudi society: students are skeptical to join the field of agriculture and their families and communities might discourage them.

**Priorities for action:**

- Introduction of the program to high school students, especially those in second and final year.
- Introduction of an orientation program to students who join the program.
- Enforce an automatic system of attendance check, and warning of absentees who approach the maximum allowed limit.
- Activate contact between the students and their academic advisors, and make it compulsory and at regular intervals during the semester.
- Develop an intensive counselling program in the area of employment and future career opportunities and development.

**6. Learning Resources (Overall Rating 3.52 Stars)**

*Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by teaching staff in sufficient time for necessary provisions to be made for resources required, and staff and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.*

**Provide an explanatory report** about processes for provision of learning resources for the program, including opportunities provided for teaching staff or program administrators to arrange for necessary resources to be made available, information about services provided and times available, equivalence of provisions for different sections, etc. Complete this section using the following sub-standards:

**6.1 Planning and Evaluation**

Instructors are required to submit their recommendations of all material namely textbooks and references, needed for teaching and learning. A letter from the Deanship of Academic Affairs is usually annually sent to colleges and programs in that regard. Acquisitions are usually made in advance of the ensuing academic year. Other needs including computers and laboratory equipment are usually part of a college budget allocation. Each college is allocated a lump sum earmarked for such needs. A college wide equipment committee headed by the college dean is responsible for allocating that budget between programs which are equally represented on the committee. In this regard the applied economics program suffers from an inherent bias in the allocation process. College budgets are earmarked for "lab equipment" which is for

budgetary purposes defined as equipment generally used in biology and chemistry labs. For the applied economics program “labs” are “computer labs” and as such do not qualify for allocations in that budget. This issue needs to be resolved. This far the college administration strives to alleviate the situation through provisions from other overflow budgets. Databases of electronic journals subscriptions are maintained by the Library Deanship. These are usually updated on a continuous basis and updates are regularly communicated to faculty members who can also make recommendations on particular items to be included.

Teaching staff and students are regularly surveyed to assess the adequacy of resources and services. Table (6.1) presents students average response (using a scale of 1-5) to the statements shown therein. It appears that students are generally satisfied with class rooms, library materials and staff services, and facilities for extracurricular activities (average scores  $\geq 2.5$ ). However, students rated computing facilities, facilities for religious rituals, and library opening hours as less than satisfactory (average scores  $< 2.5$ ). The main library is open daily from 8:00AM to 12:00 midnight which seems quite satisfactory counter to students stated opinion.

Some improvements could be done to improve the status of computing facilities, such as updating softwares and increasing access hours, and performing a regular routine maintenance on time. As for facilities for religious rituals, there is a need for a prayer space at each floor. To improve access to library services, there is a need to establish a departmental library.

Opinions of teaching staff regarding resources and equipment are presented in table (6.2) which shows their average response to the given survey items. Of the 22 items shown in the table faculty members indicated dissatisfaction with government periodicals and scanners. Usage statistics does not seem to be employed in evaluation of learning resources in the college or program. Addressing this issue could help resolve many bottleneck situations and release some resources for other uses.

**Table (6.1): Students evaluation of learning resources and facilities (students' experience survey).**

Statement	Average response
Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable.	2.62
Student computing facilities are sufficient for my needs.	2.3
The library staff is helpful to me when I need assistance.	2.69
I am satisfied with the quality and extent of materials available for me in the library.	2.5
The library is open at convenient times.	2.24
Adequate facilities are available for extracurricular activities (including sporting and recreational activities)	2.73
Adequate facilities are available at this institution for religious observances.	1.65

**Table (6.2): Teaching staff evaluation of resources, equipment, and facilities.**

Statement	Average response
The office is comfortable and equipped with basics	3.50
Storage space, shelves, chairs satisfy my needs.	3.31
My office computer has excellent and current specs.	2.94
Periodical office maintenance and cleaning are sufficient	2.69
All my statistical software needs are met	3.25
I can get all programs and their regular updates	3.38

Virus protection and internet security is excellent and up-to-date	3.50
All my stationery needs are met	2.75
Printers are good, available, and accessible any time	2.94
Copiers are good, available, and accessible any time	2.88
Scanners are good available, and accessible any time	2.44
Number of available lecture rooms is sufficient	3.56
Lecture rooms are satisfactory size and shape wise	3.31
Lecture rooms are equipped with necessary educational technology	3.44
Scheduling of lecture rooms can be done conveniently	3.19
The break room is comfortably furnished	2.44
The break room has all needed equipment	2.50
The break room is always clean and ready for daily use	2.38
Governmental periodicals and statistical bulletins are available	2.47
These periodical provide most important data and statistics	2.36
The periodicals are up-to-date	2.29
The periodicals are well maintained and easily accessible	2.29

## 6.2 Organization

Table (6.3) provides results from program evaluation survey in relation to organization and provision of some learning-related services. Organization of library resources, class rooms, and facilities for extracurricular activities received favourable rating unlike course study materials, computing facilities, religious facilities which received moderately poor to poor ratings. An immediate issue requiring attention is the establishment of a departmental satellite library/reading room that hosts some of heavily and frequently used items; the convenience of having such a facility within the department is expected to significantly and positively affect use of library materials by students.

Course study materials need to be improved by offering current text books and reference material.

**Table (6.3): Students evaluation of learning resources and facilities (program evaluation survey).**

Statement	Average response
Study materials in courses were up to date and useful.	2.33
Library resources were adequate and available when I needed them.	3
Classroom facilities (for lectures, laboratories, tutorials etc) were of good quality.	2.56
Student computing facilities were sufficient for my needs.	2.11
Adequate facilities were available for extracurricular activities (including sporting and recreational activities).	3.52
Adequate facilities were available for religious observances.	1.44
Field experience programs (internship, practicum, cooperative training) were effective in developing my skills.	2.19

## 6.3 Support for Users

While the central library staff is generally available for help, more focused assistance is required in the form of departmental research staff to cater for faculty and students' needs. Given the current teaching load structure and the administrative responsibilities it is necessary to establish a research assistance unit in the department with full time staff to help boosting the research efforts in the department. Incoming students and staff receive ample orientation regarding use of library system. Also, the Deanship of Skills Development organizes a series of workshops in different areas both for faculty and students in various areas including time management, learning and assessment theory and practice, teaching methods,



training in statistical packages use, problem solving and decision making, communication skills, research methods, ...etc.

#### 6.4 Resources and Facilities

While all academic resources including books, journals, bulletins, and others are available and adequate for learning and teaching, there might be a need to combine a database (of databases) that shows what is available and in what form. For instances there is a need to sort all electronic data from governmental and international sources and provide brief descriptions of what sort of relevant information is contained in those sources. This would probably facilitate use and increase access to such resources. The small reading departmental room/library suggested earlier would enhance access and encourage use of available resources. One issue that requires immediate attention is unavailability of appropriate and current textbooks and references in Arabic. While the preparatory year program attempts to develop students English language skills for better access to resources, it seems that more effort should also be put on translation to Arabic.

**Describe the processes** followed to investigate this standard and summarize the evidence obtained.

Students and faculty surveys as well as websites of relevant deanships at the institution were all utilized to gather the necessary information to assess this standard and its sub-standards. Overall students and faculty indicated reasonable satisfaction levels with the planning, organization, and the level of support for most resources and equipment. Sstudents rated computing facilities, facilities for religious rituals, course study materials, and library opening hours as less than satisfactory. Faculty members, on the other hand, indicated dissatisfaction with government periodicals and scanners. .

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: Stakeholder evaluation of library services in 2012/13 (Average rating on adequacy of library services on a five point scale), (code: S6.4).	
Target Benchmark	3.5
Actual Benchmark	3.69
Internal Benchmark	2.5 (program's own previous score).
External Benchmark	3.7 (Food Science program at KSU).
New Target Benchmark	4
Analysis: For the academic year 2012/13, stakeholder evaluation of adequacy of library services as an average rating on a five point scale was (3.69). This is a reasonably good score which represents significant improvement upon previous year's score of (2.5). It is slightly less than the target benchmark and quite comparable to its counterpart from the Food Science department (3.7). The actual figure is reasonable in light of the fact that students' use of library services may have recently been declining. Web resources are probably the main culprit for less reliance on library services. Staffs have more experience than students in using library services, and hence they seem to be more satisfied about library services. The target benchmark of 4 was formulated with that caveat in mind. As suggested earlier efforts should be directed toward establishing a small departmental reading room/library	



which hosts frequently used materials. The convenience of having such facility within reach may positively impact its use. Additionally, the current orientation programs should be enhanced to encourage more use of the library services by students. Furthermore, the teaching staff should refer students to use library services in their assignments.

Evaluation of learning resources for students in the program. Refer to evidence about the standard and sub-standards within it and **provide a report** including a list of strengths, recommendations for improvement, and priorities for action.

Evidence obtained indicates that students and teaching staff are generally satisfied about learning resources in the program. Teaching staff members expressed satisfaction with computational facilities, stationery and other hardware provisions, organization and status of lecture rooms as well as the state of educational technology. They indicated displeasure regarding provision, adequacy, and organization of government periodicals. Since these periodical provide extremely important data and information relevant to the program then such apparent weakness need to be immediately addressed. Students were reasonably satisfied with class rooms, library staff services, and quality and extent of library material. They were not happy with the state of computational facilities.

**Strengths:**

- Good computational facilities available to staff.
- Equipped lecture rooms (smart boards).
- Good library material and services.

**Recommendations for improvement:**

- Increase availability of Arabic textbooks and material.
- Improve furniture and equipment in computer labs.

**Priorities for action:**

- Establish a departmental reading room/library hosting the most frequently used items.

## 7. Facilities and Equipment (Overall Rating 4 Stars)

*Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with teaching and other staff and students.*

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard analysis should be made on matters that impact on the quality of delivery of the program. These matters would include, for example, adequacy of classroom and laboratory facilities, availability and maintenance of equipment, appropriateness for the program of scheduling arrangements, and availability, maintenance, and technical support for IT equipment in meeting program needs.

**Provide an explanatory report** about arrangements for provision of facilities and equipment for the following sub-standards:

### 7.1 Policy and Planning

### 7.2 Quality and Adequacy of Facilities and Equipment

### 7.3 Management and Administration of Facilities and Equipment

### 7.4 Information Technology

**Describe the processes** used to evaluate the quality of provision of facilities and equipment for the program.

**The processes** used to evaluate the quality of provision of facilities and equipment for the program include two main sources, one based on actual records, and the second is based on survey collected from students, staff, and administrators.

### 7.1 Policy and Planning

The facilities available at the department, in general, provide a sustainably healthy, safe, and attractive environment to students, faculty, and employees. The buildings and facilities are designed in accordance with the terms and conditions of planning and construction safety requirements, as well as the requirements specifications of teaching and learning quality. Until recently planning of equipment and facilities in the department were highly centralized and were operated on a per demand basis. The department submits its needs of equipment (mainly IT hardware and software) whenever such a need arises. Currently, with the onset of the quality management and assurance as well as accreditation culture in KSU, more and more effort is put into planning policy regarding equipment and facilities. An equipment committee is now established at the college level with a representative from each department to oversee the allocation of certain items of the college budget in this regard.

### 7.2 Quality and Adequacy of Facilities and Equipment

The department explores the viewpoints of beneficiaries through a questionnaire that is designed in a way that reflects the extent of their satisfaction, and their opinion about the suitability and adequacy of these

facilities, as well as the shortages and drawbacks. Table 7.1, shows results of Teaching staff evaluation of resources, equipment, and facilities. It seems that the teachings are generally satisfied. Less satisfaction level were expressed regarding the faculty break room.

**Table (7.1): Teaching staff evaluation of resources, equipment, and facilities.**

Statement	Average response
Number of available lecture rooms is sufficient	3.56
The office is comfortable and equipped with basics	3.5
Virus protection and internet security is excellent and up-to-date	3.5
Lecture rooms are equipped with necessary educational technology	3.44
I can get all programs and their regular updates	3.38
Storage space, shelves, chairs satisfy my needs.	3.31
Lecture rooms are satisfactory size and shape wise	3.31
All my statistical software needs are met	3.25
Scheduling of lecture rooms can be done conveniently	3.19
My office computer has excellent and current specs.	2.94
Printers are good, available, and accessible any time	2.94
Copiers are good, available, and accessible any time	2.88
All my stationery needs are met	2.75
Periodical office maintenance and cleaning are sufficient	2.69
The break room has all needed equipment	2.5
Scanners are good available, and accessible any time	2.44
The break room is comfortably furnished	2.44
The break room is always clean and ready for daily use	2.38
Average	3.02

### 7.3 Management and Administration of Facilities and Equipment

The department of agricultural economics has designed its teaching and learning facilities in accordance with the specific requirements of its study programs, including up-to-date economic and statistical packages and software.

There is a standing equipment committee that oversees the two computer labs operated by the department. The committee was formed to implement and follow up the upgrading and maintenance of laboratories and equipment (Annex 7.1). A supervisor has been appointed for each of these two labs to ensure maintenance, upgrading of software, and evaluation of hardware performance and quality control of laboratory services. The supervisor checks the status of equipment; assesses its quality, and sets schedules for maintenance (Annex 7.2).

### 7.4 Information Technology

In addition to equipment in staff office, the department owns and runs two specialized computer labs. One of the two labs is assigned for post-graduate students and is used partly for teaching and partly for research. The other lab is assigned for undergraduate teaching and research. The two labs are described here below:

### Laboratory of statistical and quantitative analysis (Room No. 1A-30):

This specialized laboratory for statistical and quantitative analysis, equipped with the latest versions of personal computers as well as the most advanced statistical and economic software packages (**Annex 7.2**). This lab is open mainly for undergraduate students to perform applications and tutorials. It also serves the department staff and students of some other departments as well. The laboratory has been used for analysis of a number of applied research projects that characterize the scientific output of the department of agricultural economics.

It is worth mentioning that all the computer units are linked to the college and university networks and to the internet as well. In addition, a number of advanced colour and monochrome printers, photocopy, scanner, and fax machines are available to researchers.

### Computer lab (Room No. 2 A-70):

This is a special laboratory, equipped with the latest versions of computers, as well as statistical and economic analysis software, assigned to faculty members and graduate students in order to facilitate conducting their research, theses, and scientific studies. The lab is also used as a lecture room, especially for postgraduate students, where students have to present the results of their research projects, discuss issues with their supervisors and have guidance throughout the various stages of their study.

**Describe the processes** used to evaluate the quality of provision of facilities and equipment for the program.

A number of surveys were used to solicit users' opinions on the quality of program's facilities and equipment. Other indicators included taking a stock of the facilities in offices and labs and examining their status in relation to common practices and to the state of affairs in comparable programs. Faculty members are usually consulted before the purchase of basic equipment to ensure suitability for current and projected needs.

Some of these tools are:

- Opinion polls of users of classrooms, laboratories, equipment, and facilities.
- Feedback from students and faculty about the adequacy and quality of facilities.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: ( Code S7.2)	
Number of accessible computer terminals per student for academic year 2012-2013	
Target Benchmark	1:2
Actual Benchmark	1:3
Internal Benchmark	1:3 (program's own previous record)
External Benchmark	2:5 (Food Science and Nutrition program at KSU)
New Target Benchmark	1:1
<p>Analysis:</p> <p>Number of accessible computer terminals per student (=50/139) for academic year 2012-2013, i.e. about one computer per three students which is close to the external benchmark (5:2). The target is 1:1. For the past 5 years, the KPI was 1:7 but with having a new computer lab of 20 computers to support increasing program student number, the KPI improved to 1:3 as mentioned before.</p>	

KPI: ( Code S7.3)

Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.(3.33)

Target Benchmark 5

Actual Benchmark 3.33

Internal Benchmark 4

External Benchmark 5

New Target Benchmark 4.5

Analysis:

Score on this KPI was (3.33) in academic year 2012-2013. The target is 4.5 and can be achieved by improving facilities and increasing its capability to support teaching staff needs. The process of acquisition of relevant software needs to be expedited. The program needs to find ways of including such needs in the budgetary outlays by the college; as preceded some budgetary itemization and allocation rules may preclude acquiring needed software by the program.

Evaluation of facilities and equipment for the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

#### Faculty members and students' surveys results

**First**, survey result of department's faculty members in the academic year 2011 regarding status of the available facilities and equipment's (Annex 7.5):

Exploring the viewpoints of department's faculty members for the academic year 2011 about the suitability of lecture rooms for teaching, about 30% of them think that they are not suitable for teaching, whereas 70 % of them think that the classrooms are suitable for teaching (see table 7.2).

**Table ( 7-2) Survey results: faculty members' opinion about suitability of lecture rooms**

Opinion	Frequency	Percent
Inappropriate	12	30.0
appropriate	28	70.0
	40	100.0

Exploring the opinion of faculty members about the availability of teaching aid and facilities (table 7.3), about 35 thought that the available facilities are good, about 42.5% thought they are very good, and thought that the available teaching aid facilities are excellent.

**Table (7-3) Survey results: faculty members opinion on the availability of teaching aid facilities**

Opinion	Frequency	Percent
Good	14	35.0
Very Good	17	42.5
Excellent	9	22.5
Total	40	100

Regarding faculty members' opinion about the readiness of the first computer lab (room 1 A 30) for use in teaching, about 27% thought the laboratory is not suitable for teaching, whereas 72.7 % reported that the laboratory is suitable for teaching (table7. 4).

**Table (7-4) Survey results: faculty members' opinion about the readiness of the computer lab (room 1 A 30) for use in teaching**

Opinion	Frequency	Percent
Inappropriate	3	27.3
Suitable	8	72.7
Total	11	100.0

With respect to the faculty members' opinion about the readiness of the second computer lab (room 2 A 70) for use in teaching, about 23% thought that it is not well-equipped whereas 77% thought that it is well equipped for teaching (table 7.5).

**Table (7-5): Survey results: faculty members' about the readiness of computer laboratory (room 2 A 70) for use in teaching**

Opinion	Frequency	Percent
Inappropriate	3	23.1
suitable	10	76.9
Total	13	100.0

**Second**, survey results on department's students in 2011 about the available facilities and equipment's (Annex 7.6):

Regarding the adequacy of reference books needed in the study courses, about 40% of the students "strongly agreed" that the required resources are available, about 30% just "agreed", and 5% "strongly disagreed" that the available resources are sufficient (see table 7.5).

**Table (7-6): survey results: students' opinion on adequacy of the available facilities and equipment.**

Opinion	Frequency	Percent	Cumulative Percent
Strongly agree	8	40.0	40.0
Agree	6	30.0	70.0
Somewhat agree	4	20.0	90.0
Disagree	1	5.0	95.0
Strongly disagree	1	5.0	100.0
Total	20	100.0	

Regarding the effectiveness of the use of technology in supporting education, about 75% of the students "strongly agreed" whereas 5% "strongly disagreed" that technology is effectively used in supporting education (see table 7.7).

**Table (7-7): Survey results: students' opinion about the effectiveness of technology use in supporting education.**

Opinion	Frequency	Percent	Cumulative Percent
agree	15	75.0	75.0
Agree	2	10.0	85.0
Somewhat agree	2	10.0	95.0
Strongly disagree	1	5.0	100.0
Total	20	100.0	

Regarding students' opinion on whether classrooms are attractive and comfortable, about 42% "strongly agreed", 19% just "agree" whereas 6.7% "strongly disagree" that class rooms are attractive and comfortable (table 7.8).

**Table (7-8): Survey results: students' opinion on comfort and attractiveness of classrooms**

Opinion	Frequency	Percent	Cumulative Percent
Strongly agree	44	41.1	41.9
Agree	20	18.7	61.0
Somewhat agree	27	25.2	86.7
Disagree	7	6.5	93.3
Strongly disagree	7	6.5	100.0
Total	105	98.1	

With respect to students' opinions on the adequacy of facilities in classrooms and computer laboratories (table 7.9), about 37% of the students "strongly agreed", 23.8% just "agreed", whereas 2.9% "strongly disagreed" that classrooms are sufficiently equipped.

**Table (7-9) Survey results: students' opinion on the adequacy of facilities in classrooms and computer labs.**

Opinion	Frequency	Percent	Cumulative Percent
Strongly agree	39	37.1	37.1
Agree	25	23.8	61.0
Somewhat agree	28	26.7	87.6
Disagree	10	9.5	97.1
Strongly disagree	3	2.9	100.0
Total	105	100.0	

With respect to students' opinion regarding availability of facilities for extracurricular activities, about 33.3% "strongly agreed", 28.6% just "agreed" while 8.6 % "strongly disagreed" that such facilities are available (table 7.10).

**Table (7-10): Survey results for students' opinion on availability of facilities for extracurricular activities.**

Opinion	Frequency	Valid Percent	Cumulative Percent
strongly agree	35	33.3	33.3
I agree	30	28.6	61.9
somewhat agree	22	21.0	82.9
I disagree	9	8.6	91.4
I strongly disagree	9	8.6	100.0
Total	105	100.0	

And exploring students' opinion about availability of facilities for extracurricular activities, about 49.5% "strongly agree", 27.6% just "agreed" whereas 2.9% "strongly disagreed" that such facilities are available (table 7.11).

**Table (7-11): Survey results: staff' opinion about the availability of facilities for extracurricular activities**

opinion	Frequency	Valid Percent	Cumulative Percent
strongly agree	52	49.5	49.5
agree	29	27.6	77.1
somewhat agree	17	16.2	93.3
disagree	4	3.8	97.1
strongly disagree	3	2.9	100.0
Total	105	100.0	



Evaluation of facilities and equipment for the program. Refer to evidence about the standard and sub-standards within it and **provide a report** including a list of strengths, recommendations for improvement, and priorities for action.

All practices under this standard are centrally managed by the institution, to the extent that they affect the program they are reasonably provided for. Programs are involved in the planning to a reasonable extent through their representatives on college committees; additionally department chairs can always raise relevant issues at college council meetings or directly with the dean. Safety and security are the responsibility of the University Safety and Security Department. Staffs are generally kept abreast on all relevant information. In new buildings, health and safety requirements are reasonably maintained, however, in some old buildings the standards of safety might need some improvement. The Customer Care Management administration of the Deanship of e-transactions and Communications provides technical support and maintenance of computing equipment and software.

Overall, survey results indicated that stakeholders are generally satisfied with facilities and equipment, therefore, it can be concluded that the program satisfies the requirements for this standard.

#### Strengths:

- Two well-equipped computer labs, both hardware and software wise, are available.
- A reasonably well kept maintenance schedule for the two labs.
- Equipment and programs in the two labs and in staff offices are up-to-date.
- Time table for the use of labs based on course needs.

#### Recommendations for improvement:

- Planning of facilities and equipment availability for long run, based on expected student number.
- Involvement of staff and students in the planning process.
- Offer flexible funds for the update of software.

#### Priorities for action:

- Hire full time IT personnel to supervise the two computer labs.
- Provide technical assistance for staff and students.
- Provide workshops and training on modern equipment's and software.

#### Annexes:

Annex 7.1: equipment committee file

Annex 7.2: status sheets of department's labs

Annex 7.3: department's personnel satisfaction survey

Annex 7.4: Presentation showing the efforts of Department of Agricultural Economics with respect to

Annex 7.5: evaluation of available facilities and equipment's by Faculty member

Annex 7.6: evaluation of available facilities and equipment's by students

### 8. Financial Planning and Management (Overall Rating 2.00 Stars)

*Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.*

Much of the responsibility for this standard may be institutional rather than program administration.



However, the program is responsible to assessing the quality of this standard. In this standard the effect of financial planning and management arrangements on the program should be analysed, as well as matters that are carried out by program administrators themselves.

**Provide an explanatory report** about financial planning and management for the following sub-standards:

### 8.1 Financial Planning and Budgeting

Financial planning and budgeting are the sole responsibility of the university. Allocations to departments within the college are to some extent practiced by the college. There is a need to seek autonomy for at least a portion of the running budget to be provided for some needed flexibility in resource allocation.

Funding is fully supported, managed, and provided by the university in accordance with the rules and regulation of the ministry of finance. Thus, all issues related to this standard are largely institutional; departments execute university policies in this regard.

KSU has been adopting governmental and financial accounting policies and procedures that assure quality control of financial and accounting processes. These include:

- 1- An organized financial planning and budgeting process with strict monitoring and follow-up procedures.
- 2- Universal procedures for expenditures, including an invoice and billing tracking system.
- 3- A stringent accounting system for various financial categories, including salaries, allowances, wages, operation expenditures, programs, and maintenance contracts for cleaning, security and other services.

The university has maintained sound financial management and auditing practices, both internal and external.

As per The Executive Rules for Financial Affairs (Annex .8.1.1) dated 21/11/1995, Article 2 of Chapter one stated that the university revenues consist of the following:

1. State allocated budget.
2. Funds from individuals in the form of donations and endowments.
3. Revenues from university-owned property.
4. Research grants, contract income, and other academic services rendered by the university to other parties.

The state's allocated budget is the largest component of the university income. However, the university is working to develop strategies to diversify revenue through a range of activities to reduce its dependence on a single funding source.

Executive Rules for Financial Affairs at the university (Articles # 4) states that the university allocated budget has four expenditure sections:

- Section one: Salaries, allowances, and wages
- Section two: Operation expenditures
- Section three: Programs and contracts of maintenance, cleaning, and security services
- Section four: Projects

Most of the college budget is contained within the university budget in sections 1, 3, and 4 as an aggregate for all academic units.

The budget system could be enhanced further in order to permit individual colleges and departments to prepare their own budgets consistent with their departmental needs and goals. This would require restructuring of the existing budgeting system at KSU.

The university prepares a draft budget as part of a financial plan including estimates of expenses and requirements of financial resources for the operation of all units and departments collectively. A letter from the Ministry of Finance sets the date for the submission of the university draft budget for the next year to the Ministry (Annex 8.1.2); accordingly, the university's General Directorate for Planning, Budget and Follow-up prepares the proposed budget for the next fiscal year. The estimates are guided by the university's five-year operation plan, which is prepared by the Development and Planning Directorate, based on consultations with the university's organizational units. The approved plan is announced by the Ministry of Economy and Planning (Annex 8.1.3).

In 2009 the university launched its endowment funds. Through the "University Endowments Program" the university aims at increasing its financial resources, participating in the activities that enhance its international profile, supporting the development of education, and activating the relationship between the university and society in order to create a social partnership to foster a knowledge society.

To ensure the viability of the endowments program, the university intends to form a distinguished administrative and organizational structure to manage endowments investments, as well as provide views on the restrictions and codification of investment so as to realize the targets of endowers.

## 8.2 Financial Management

All matters related to budgeting and financial management are centralized. There is no financial planning or budgeting that takes place at the program/department levels. Funding for given items (e.g.; lab equipment) is predetermined and allocated to the college where a college committee oversees its allocation between programs/departments. Program managers should seek autonomy for programs to practice some budgeting/spending authority at least over certain items (e.g.; software, workshops, and seminars).

**Describe the processes** used to consider quality of performance in relation to this standard.

The self-study committee:

1. Identified and listed the evidence necessary for the compilation of the standard.
2. Reviewed both previous institutional and college self-study reports
3. Reviewed university official documents related to financial management, budgeting and planning.

Evaluation of financial planning and management for the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Evaluation of KSU's financial planning and management system showed that the university budgeting and resource allocation process reflects its mission and goals guided by its five-year plan. The state allocated budget is the largest component of the university's income. However, the university is encouraged to develop strategies to diversify revenue through a range of activities to reduce its dependence on a single funding source.

The main task of the Accounting Division at the Financial Directorate is to ensure that funds provided for particular purposes are used for the same purposes and verify that this has occurred. The Finance Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit and for the university as a whole.

The university monitors liquidity ratios continuously through the allocation book kept by its Finance Directorate and considers variations between colleges and departments of different cost structures in terms of their allocations (salaries, wages, and allowances).

### Strengths

1. King Saud University (KSU) receives significant encouragement and support from the government.
2. The potential ability to generate income from non-governmental sources by establishing development programs, such as research chairs, endowments, donations, and financed research and projects.
3. The university financial affairs executive rules are comprehensive and written in clear and practical terms.
4. The organizational structure of the university's financial affairs ensures a clear division of work.
5. The University financial planning process is aligned with its mission and goals and is guided by the university's operation plan.
6. The university employs an efficient internal and external auditing process, which ensures satisfactory control and monitoring of its financial affairs.
7. The University launched the Key Performance Indicators (KPIs) project and benchmarking which will aid in achieving better performance.

### Recommendations for Improvement

1. Consistent with KSU's modern approach to strategic development and planning, the university should undertake restructuring of its financial planning and management system in order to delegate some level of financial autonomy to colleges through, for example, the provision of annual operational expense budgets for them.
2. The financial affairs should embark on formal cost-benefit and cost-effectiveness analyses for proposed projects and programs.
3. The financial planning processes should include independently verified risk assessment.
4. Establishing a financial benchmarking process at college level in addition to that of the university's.

### Priorities for action

1. Restructuring of KSU's financial planning and management system in order to delegate some level of financial autonomy to the college through the provision of its annual operational expenses budgets.

### Annexes

Annex 8.1.1. The Executive Rules for Financial Affairs.

Annex 8.1.2. A letter from the Ministry of Finance includes the date set for the submission of the university draft budget for the next year to the Ministry.

Annex 8.1.3. The approved plan announced by the Ministry of Economy and Planning.

Annex 8.2.1. The Rector's Decree # 2929000001.

## 9. Employment Processes (Overall Rating 4.12 Stars)

*Teaching and other staff must have the knowledge and experience needed for their particular teaching or other responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their teaching responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.*

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard analysis

should be made on employment matters that affect the quality of the program. These matters include the appointment of appropriately qualified faculty, their participation in relevant professional development and scholarly activities, and their preparation for participation in the program.

**Provide an explanatory report** about recruitment and other employment activities for the following sub-standards:

### 9.1 Recruitment

As a governmental institution (within the Ministry of Higher Education) the university observes the rules and regulations of the Ministry of Civil Service with regard to administrative functions. The Dean of Faculty Members Affairs advertises for vacant jobs and sets dates for interviews in coordination with respective units which participate in the interview and select the appropriate candidates. There is a process in place for checking qualifications and references of job applicants. It is important to note that the university makes explicit descriptions of all jobs and related responsibilities, duties and authority for each post and level, and that there are guidebooks available that specify these responsibilities. There are a number of specialized units and programs to recruit internationally-renowned scholars and researchers.

Some professional recruitment services have also been used (Annex .9.1.3). The advertisements include job title and means to apply. Detailed description of the job, selection criteria, indicators of performance, and processes of performance evaluation are not consistently included in the advertisements. However, they can be looked up in the regulations of the Ministry of Higher Education or the regulations of the Ministry of Civil Service on the university website (Annexes .9.2.3, and 9.2.4). Moreover, the university has established several programs and units to recruit distinguished professors and scholars, including Nobel Prize laureates. The university is strict about verifying the standing and reputation of the institutions from which candidates' degrees were obtained. The process includes checking if the institution is recognized by the Ministry of Higher Education.

Careful attention is given to appointed qualified and skilled faculty staff. Final decisions for professorial level appointments are made by the Scientific Council. All other appointments are confirmed by the Committee for Teaching Assistants and Lecturers. For the last three years, orientation and induction has been provided at the university level to new faculty members at the beginning of each academic year by the Deanship of Skills Development. Colleges provide additional orientation to new faculty members (Annex H.9.2.2) and the orientation process at the college level is being revisited.

Each year all departments are asked to submit their personnel needs for the next academic year which will be approved and then submitted to the University for Final Approval. All classrooms are now smart classrooms. Faculty members are trained by Deanship of E- learning and Distance Education on smart classroom equipment.

Faculty members applying for promotion must satisfy a legal probation period of 4 years as a minimum for promotion to associate professor and also a minimum of 4 years for promotion to Professor. The department head, upon review of promotion applications, would refer the application to the specialized committee to check fulfilment of requirements and make a recommendation to the departments' council which will select external arbitrators and submit the application to the Dean of the college for review and approval by college council.

### 9.2 Personal and Career Development

Career and personal development at KSU provide employees with opportunities to build productive and satisfying careers while contributing to the achievement of the university's mission. Such opportunities are

made available to faculty, teaching staff, and administrative staff through different channels. The university has established a Deanship for Skills Development which plays a major role not only in organizing training workshops and seminars, but also in identifying the staff needs and setting strategies to meet those needs. Saudi faculty members and non-Saudis are encouraged to attend national and international conferences in their specialties.

All faculty members are expected to participate in some form of career development every year. At a minimum, they are expected to stay abreast in their fields of expertise and maintain satisfactory levels of performance. The performance is monitored through the regular evaluation forms that students are asked to complete as well as by annual reports prepared by program head.

The participation in activities is also monitored by the Deanship of Skills Development and a minimum of two workshops should be attended each academic year for the faculty. Those who attend more than two are given an opportunity to be nominated for additional special workshops or conferences. A new regulation has been announced by the Rector that those who fail to meet that requirement may not be eligible to receive the teaching allowance. In addition, feedback from faculty members on appropriate scheduling of the activities has been solicited to enhance faculty participation.

The Deanship of Skills Development provides workshops and activities that target a wide-range of skills, such as personal, technical and professional skills of faculty and staff. In addition, leadership, administrative, and active communication skills are also among the targeted areas. Moreover, there are other faculty and staff development activities that are held at colleges' and departments' levels.

The university offers significant help to lecturers and teaching assistants through a support unit which facilitates their acceptance at international universities and provides all the needed information to encourage them to pursue their postgraduate education. It also introduces junior teaching staff to leading research and education institutes through activation of the cooperation agreements between KSU and world-wide universities. Although all the workshops that are organized by the Deanship of Skills Development are evaluated by participants, there is no feedback on its impact on the staff and faculty performance from the Deanship of Skills Development yet.

Criteria for performance evaluation are clearly specified and recently made public on the website of the Deanship of Faculty and Personnel affairs (Annex 9.3.3). There is a standard form for performance evaluation that is known to all those who are teaching, as well as other staff. Evaluation criteria for faculty members give more weight to research at the expense of other important faculty roles. Evaluation forms are usually filled by the department chair once a year. The process is done confidentially. If performance is evaluated as less than satisfactory, the respective staff members will be given the chance to improve their performance based on area(s) of weakness pointed out on the evaluation form. Even though it is not a common practice to discuss the evaluation with the employees, faculty members are given the right to view their performance evaluation report. There has been an emphasis from the administration that all evaluation reports must be signed by the employee prior to final reporting to the deanship. Employees are also given the right to file a complaint if they are not satisfied (Annex 9.3.1).

The university has started adopting a policy to reward members who achieve outstanding academic and administrative performance. Such rewards include recognition of their merit by announcing it on the website and in the university newspaper. Websites of various deanships display the picture and the name of "the employee of the month" in recognition of their outstanding performance. Other forms of rewards include providing laptops to those who launched their personal pages on the KSU faculty website. Excellence in teaching was publicly recognized and rewarded at the levels of the department, college, and the institution. Criteria for selecting winners are clearly documented and made available on the website

(Annex 9.3.2). In addition, faculty members whose research is published in international journals are financially rewarded and recognized.

**Describe the processes** used to consider quality of performance in relation to this standard.

Since almost all employment processes are centralized the process largely involved investigating university documents and procedure on employment available on its website.

Evaluation of employment processes for the program. Refer to evidence about the standard and sub-standards within it and **provide a report** including a list of strengths, recommendations for improvement, and priorities for action.

Evaluation of documents related to the two sub standards of recruitment and personal and career development reveals that these two items are centrally planned and managed by the institution. To the extent that they affect the program, they are well provided for.

The department monitors the academic background and knowledge, as well as experience of the candidates for teaching and other jobs in order to ensure that they satisfy the specific needs of the program. Those who are selected for the post are thoroughly acquainted with the program and their teaching and other responsibilities before they begin. An annual evaluation of performance of all teaching and other staff is regularly done for contract renewal and remuneration of outstanding performance. Thus, it can be concluded that the program satisfies the requirements for standard 9.

#### Strength

- There are well developed employment strategies.

#### Recommendations for improvement:

- Revise salary structures periodically to cope with institutions in the region.

#### Priorities for action

- The college should closely monitor the impact of the academic teaching load policy for faculty members so as to avoid low quality teaching and learning and research.

KPI, for section 9.1 Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement. (KPI =0)	
Target Benchmark	0
Actual Benchmark	0
Internal Benchmark	0
External Benchmark	0
New Target Benchmark	0
Analysis: Proportion of teaching staff leaving the institution in the past year, 20012-2013, for reasons other than age retirement, (KPI =0), show that teaching staff are satisfied with the program.	



KPI, for section 9.2  
Proportion of teaching staff participating in professional development activities during the past year, 2012-2013, was (80%)

Target Benchmark	90%
Actual Benchmark	80%
Internal Benchmark	85% (Previous program's KPIs)
External Benchmark	100% (Food Science Program, KSU)
New Target Benchmark	100%

#### Analysis:

The above table shows that the majority of teaching staff was participating in professional development activities during the past year. These development activities include training programs in the field of university teaching, research developments and methodologies, workshops, and scientific conferences in various hot issues. However, the ratio is still below the target benchmark, and the external benchmark represented by the ratio achieved by the Food Science Program of the KSU. As a step forward to reach the full participation ratio, the program aims to increase the ratio to 90% by encouraging the staff for more active participation in such activities.

#### Annexes

- Annex9.1.1 Statutes Governing the Employment of Saudi Faculty and Staff in universities, Ministry of Higher Education and the regulations of the Ministry of Civil Services
- Annex 9.1.2 Statutes Governing the Employment of Non-Saudi in Universities
- Annex9.1.3 KSU 2030 Strategic plan
- Annex 9.2.1 Samples of criteria of selection of teaching assistants and lecturers, Oleisha Centre.
- Annex 9.2.2 Program of Orientation Seminar for New Faculty
- Annex 9.2.3 KSU Recruitment Policies
- Annex 9.2.4 Website of Ministry of Civil services
- Annex 9.3.1 Statutes Governing Job Performance Evaluation, Ministry of Civil Services.
- Annex 9.3.2 Standards and Criteria of Outstanding Faculty Award
- Annex 9.3.3 Website of Deanship of Faculty and Personnel Affairs

#### 10. Research (Overall Rating 4.44 Stars)

*All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.*

Expectations for research vary according to the mission of the institution and the level of the program (e.g. college or university, undergraduate or postgraduate program). In this standard an analysis should be made on the extent and quality of research activities of faculty teaching in the program, and on how their

research and other current research in the field is reflected in teaching.

**Provide an explanatory report** about nature and extent of research activities associated with the program or carried out by staff teaching in it for the following sub-standards:

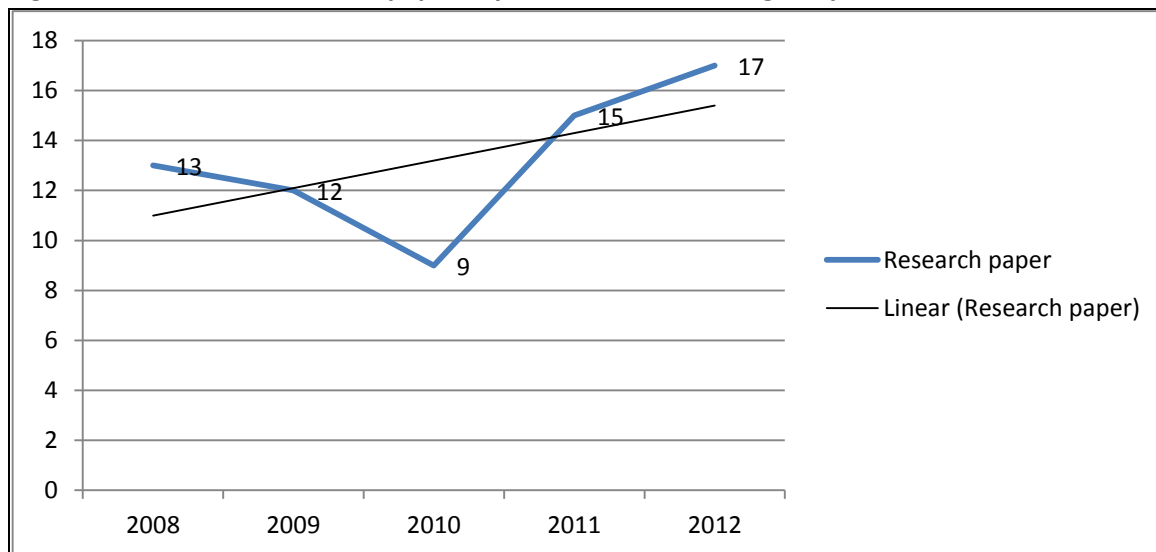
#### 10.1. Teaching Staff and Student Involvement in Research

The Department of Agricultural Economics employs faculty members with high competency to conduct scientific research. The numbers of research papers published during the period (2006-2011) were 64 papers in local, regional, and global outlets. 12 of those papers were single authored, and 52 had multiple authors. The average annual production was 12 papers. Figure 10.1 shows the published research papers by staff members during the period from 2008 to 2012.

The faculty members contributed to different important national applied studies such as the Saudi Agricultural Strategic plan and the Saudi Agricultural Bank Strategic study and so on. Additionally, there are many joint funded research projects inside and outside the college and university; moreover, faculty members actively participate in scientific meeting and seminars.

The contribution of post graduate students in scientific research, in participation with faculty members, amounted to 28% of the total scientific research published during the time period mentioned.

**Figure 10.1 Published research papers by staff members during the period 2008 - 2012**



#### 10.2. Research Facilities and Equipment

The program as well as the institution as a whole provides a good environment for conducting research. A range of research facilities and equipment is available, including a central library, computer labs equipped with the required software and statistical packages, excellent internet access, paid on-line access to scientific journals and databases, network printers, and scanners. Research fund is also provided by the program, the institution, and many other sources of research funding. It is worth mentioning that the nature of the program does not require specific laboratory equipment, chemicals or any materials other than the specified above.



**Describe the processes** used to evaluate performance in relation to this standard:

A Questionnaire was used to gather information needed to evaluate this standard. The purpose of this questionnaire was to provide the evidence and arguments for the documentation of the evaluation of the standard. The following results show a descriptive analysis of the evaluation of performance in relation to standard 10: (Annex G.3, Annex 10.2)

- 1-Faculty members recognize the reflection of their research activities on teaching. In addition, scientific research must be linked to the priorities referred to in the department program as well current relevant issues.
- 2-Faculty members are satisfied with the adequacy of equipment available for scientific research in the department (score of 3.33 out of 5).
- 3-Faculty members are moderately satisfied with research grants and research facilities at the university at large (score of 2.94 out of 5).
- 4-The productivity of faculty member is two items per year.
- 5- The average participation of faculty members in conference papers at the local level is 3 papers for each member, and 2 papers at the global level.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: 1- Number of refereed publication in the previous year per full time equivalent member of teaching staff (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	
Target Benchmark	3
Actual Benchmark	2
Internal Benchmark	1.5 (Previous program's KPIs)
External Benchmark	3.7 (Department of Food Science and Nutrition at KSU)
New Target Benchmark	3
The table shows that there is an improvement in the performance of this standard compared with the previous record or internal benchmark. However, the program achievement is still below the external benchmark represented by the Department of Food Science and Nutrition. It seems that extra teaching loads are impacting on research output.	

KPI: 3- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	
Target Benchmark	100%
Actual Benchmark	100%
Internal Benchmark	100% (Previous program's KPIs)
External Benchmark	100% (Department of Food Science at KSU)
New Target Benchmark	100%
The table shows that the target benchmark of this KPI has been fully met, and has been compatible with the internal, external and new target benchmarks.	

KPI: 5- Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	
Target Benchmark	400,000
Actual Benchmark	307,000
Internal Benchmark	300,000 (Previous program's KPIs)
External Benchmark	845,000 (Department of Food Science at KSU)
New Target Benchmark	500,000
<p>Analysis:</p> <p>Research fund provided to the program from external sources is considered to be very low compared with that acquired by the Department of Food Science at KSU, which represent the external benchmark. The amount is also less than the target amount. However, the nature of the study program does not require specific laboratory equipment, chemicals or any materials other than computing machines and software, primary and secondary data collection, photocopy, libraries and reference materials, as well as access to data and information sources. Thus, the required research fund is usually less than that of the external benchmark program.</p>	

Evaluation of research activities associated with the program and of staff teaching in it.

**Provide a report** about the standard and sub-standards within it. Tables should be provided indicating the amount of research activity and other participation in scholarly activity and comparisons with appropriate benchmarks. The report should include a list of strengths, recommendations for improvement, and priorities for action.

The teaching staffs of the program are fairly active in scientific research, workshops, and scientific conferences. Staff promotion requires good research output. In addition, staff research contribution is well recognized and reflected in annual evaluation. The number of research projects funded by different authorities was 16 during the last five years (Annex G.7). Table (10.1) below provides the number of papers published by the staff in the period from 2008 to 2012.

**Table (10.1): Published research papers by staff members during the period from 2008 to 2012**

Year	2008	2009	2010	2011	2012
Number of papers	13	12	9	15	17

The table shows a general upward trend of publication. The following sections provide strengths, recommendations for improvements, and priorities of action in this respect.

### Strengths

- 1- The department has many joint research projects with many relevant national and international institutions.
- 2- The members of the department are able to attract research funds from public and private institutions.
- 3- The department has adequate laboratory space and equipment, and library and information technology resources are available to support the research activities of faculty and students.

4- A high number of published research (local, regional, global) relative to the faculty members.

#### **Recommendations for improvement**

- 1- Encourage faculty members and provide financial and moral support to carry out joint research work with their counterparts from other universities at the local and global level.
- 2- Encouraging the establishment of external scientific links to benefit from international expertise.
- 3- Providing software program that serve scientific research and making it accessible for faculty member and post graduate students.
- 4- Stress quality outlets for publications.

#### **Priorities of action**

- 1- Develop a strategic plan for marketing and applying the department's research output.
- 2- Continuing support and encouragement of staff and student for quality publications in respected foreign journals.

#### **Annexes**

Annex 10.1 Research published on the Department web site.

Annex 10.2 the result of questionnaire evaluating standard 10.

Annex G.3 Department annual report

Annex G.5 A booklet of Agricultural Economics Department.

Annex G.7 Students handbook guideline of Agricultural economics department

**Program Research Information Table**  
(For all individual branch/location campuses)

Complete the **Program Research Information Table** for each branch/location campus that offers the specific program. FTE (full-time equivalent) is calculated as 12 credit hours and should not include research, teaching or laboratory assistants.

Program Branch/ Location Campus (City)	Annual Research Budget Total Amount	Annual Research Budget Actual Expenditure	Publications Per FTE Faculty Member Per Year (male)	Publications Per FTE Faculty Member Per Year (female)	Research Conference Presentations Per FTE Faculty Per Year (male)	Research Conference Presentations Per FET Faculty Per Year (female)	Describe Research Activity (past 2 years)
Main Campus	3,070,000	3,070,000	2	NA	1.5	NA	<ul style="list-style-type: none"> <li>• 2012: 21 papers.</li> <li>• 2013: 17 papers</li> </ul>
Branch/ Location 1	NA	NA	NA	NA	NA	NA	NA
Branch/ Location 2	NA	NA	NA	NA	NA	NA	NA
Branch/ Location 3	NA	NA	NA	NA	NA	NA	NA
Branch/ Location 4	NA	NA	NA	NA	NA	NA	NA
Program Totals	3,070,000	3,070,000	2	NA	NA	NA	

1. Attach the research approval flowchart
2. Attach the program research strategic plan
3. Attach the research policy manual

## 11. Relationships with the Community (Overall Rating 3.90 Stars)

*Significant and appropriate contributions must be made to the community in which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community and staff contributions appropriately recognized within the institution.*

**Provide an explanatory report** about community activities carried out in connection with the program for the following sub-standards.

### 11.1 Policies on Community Relationships

The Department is actively involved in serving the community through collaboration with other academic institution and governmental agencies for organizing training courses, scientific meetings, workshops and consultation in Agricultural Economics. The Department conducts applied research which aims at increasing and improving the quality of students and utilizes natural resources on sustainable basis under the conditions of Saudi Arabia. The Department is dedicated to offer a bachelor degree and master degree in Agricultural Economics. The department cooperates with other institution to seek funding support from individuals and organizations in the community for research and other developments associated with the program.

The department also has internship program for students to strength their practical experience and capacity building. The Department established a consultation council from private sector professionals to act as advisory committee for the program.

### 11.2 Interactions with the Community (Report description should include reference to interactions with the community by faculty)

The Agriculture Economics Department has responsibilities at institutional level for fund raising, alumni tracking and communications, external relations, general communications, event planning and management, public relations, overall marketing coordination and the operation of the Saudi Agricultural companies. The Department website is a major part of marketing and communications effort.

The Department established a consultation council that includes the related private sectors' representatives. The main objective of this council is to bridge the gap between academic program and community needs, and to encourage their participation in the Department activities, financially and academically. Also, contacts, albeit not in a regular manner, are maintained with alumni, keeping them informed about developments, inviting them for participation in activities, and encouraging their financial and other support for new initiatives.

The Department provide research and consultations services at national level and for private sectors projects (Annex 11.2,11.3) e.g.:

- Preparation of Saudi Agriculture Sector Future Strategy, 2205- 2020, a project implemented over the period 2005-2008.
- The Impact of joining the World Trade Organization (WTO) on Saudi Agricultural Sector. The study provided the Saudi negotiating team with the required economic basics and indicators and advice.
- The Future Strategy for Agriculture Development Fund (ADF). The project aimed at increasing efficiency of using government funds in the agriculture sector by using new strategies and policies.

- Offering tailored training programs for different government authorities, such as Agriculture Development Fund (ADF).
- Implementing research projects which are funded by the university and private sector.
- Part time and full consultancy services for many government ministries and departments e.g. King Abdul-Aziz city for science and technology, FAO, Ministry of Agriculture, Agriculture Development Fund, Ministry of Economy and Planning, Ministry of Commerce.

**Describe the processes** used to evaluate performance in relation to this standard and summarize the evidence obtained.

Each year, every faculty staff fills up a form which includes all the academic, scientific, and community services activities for the past year. Additionally, the programs annual report documents community service efforts. The participation of each faculty member is documented in the department annual report. According to the University policy, the promotion process for Saudis and non-Saudis faculty members and the renewal of contracts for non-Saudis considers and depends on the contribution to the community services.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: 1- Proportion of full time teaching and other staff actively engaged in community service activities, (90%)	
Target Benchmark	95%
Actual Benchmark	90%
Internal Benchmark	95% (Previous program's KPIs)
External Benchmark	100% (Food Since Program, KSU)
New Target Benchmark	100%
<p>Analysis:</p> <p>Based on type of community service activities, the proportion of full time teaching and other staff actively engaged in community service activities in academic year 2012-2013 was 90%.</p> <p>Most of teaching staff are working as part time consultants at government agencies.</p> <p>The actual benchmark regarding this KPI is fairly high, but still falls short of the aspirations of the program, and the external benchmark. Non-Saudi staff members will be encouraged to join more consultancy and other community service activities.</p>	

Evaluation of the extent and quality of community activities associated with the program and of staff teaching in it. **Provide a report** about the standard and sub-standards within it including tables showing the extent of community activities and a list of strengths, recommendations for improvement, and priorities for action

To evaluate the performance of the program regarding community services, the following documents have been reviewed: the department strategic plan, the annual reports of the department, the minutes of the department council, the previous accredited SSR. Policies on Community Relationships.

The faculty's members are encouraged participating in events and activities related to community services such as consultations, training workshop, research, inviting alumni for department events. Also, the department has internship program to train undergraduate students at relevant institutions such as Ministry of Agriculture, Agricultural Development Fund and private sector. To strength the relationship between the program and local communities, the department has advisory committee from local industries and employers.

The committee is composed of members of the private sector who run their own business, managers of selected agricultural companies, and some of the members of the Saudi Chamber of Commerce.

- **Strengths:**

The department has a very active community service programs that includes a major contribution in preparation of qualified graduates, training of government and private agents, tracking and solving current community problem related to food security, land and water use, international trade in food products and many other very significant contributions. The system is formulated to capture activities of staff members and students. In addition, community service is considered in the promotion of teaching staff.

- **Recommendations for improvement:**

There is a need to improve a link between the department and the community through regular communication channels like seminars, workshops and conferences and any other relevant methods. Also, exposing to the media is required to show the activities and capabilities of the Department. Dissemination of information about the Department as a distinct institution in the community that promotes scientific research, gives opportunity for more interaction between the department and various institutions of society. Activation of alumni program to maintain a system of follow-up and communication with graduates is crucial.

- **Priorities for action**

Despite the availability of highly qualified faculty members in the department, the channels of communication are the main obstacles preventing the best use of these competencies to serve the community. Also, there is a lack of linkage between the institutions of society and the activities of the Department; and there is no follow-up of graduate's activities to identify their participation in the institutions of society. The department needs to strengthen research in areas important for community including the environmental, marketing and agro-processing sectors. Finally, there is no coordinated plan for all community activities of the Department.

Annexes:

Annex 11.1 Relationships with the Community

Annex 11.2 Scientific associations and contribution of the department staff members

Annex 11.3 Summary of research and consultancy conducted by the department staff members

## H Review of Courses

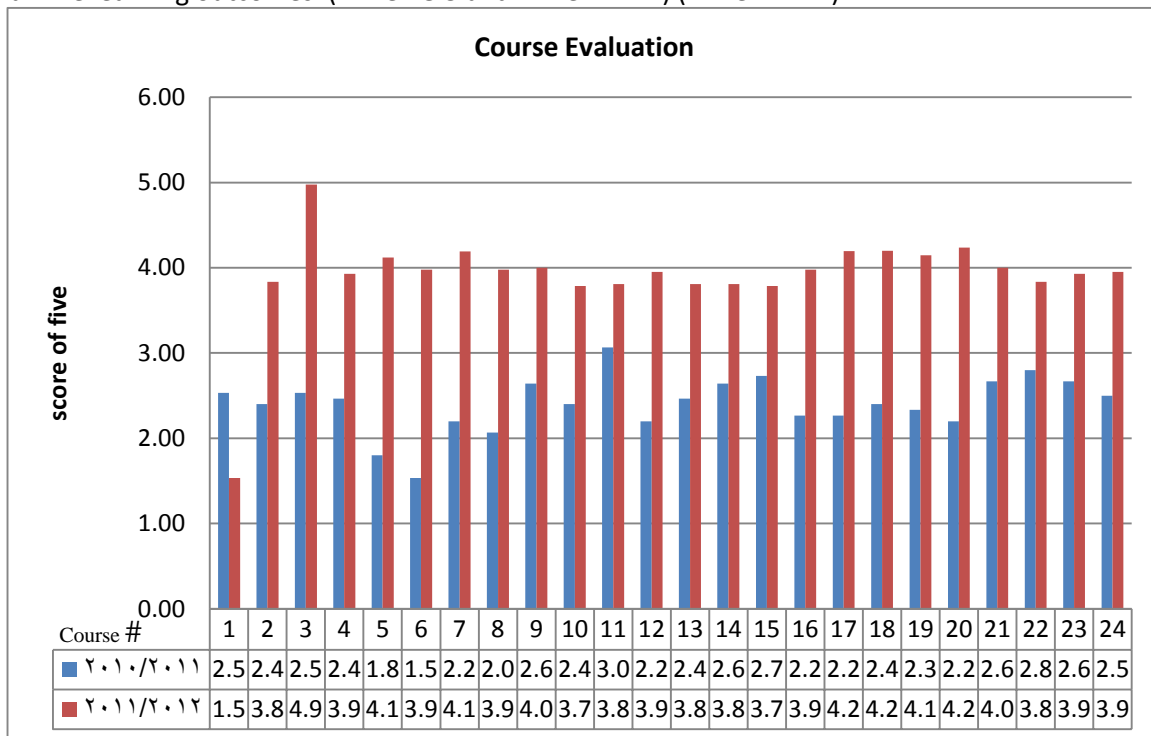
1. **Describe the processes** followed in reviewing courses (e.g. Surveys of graduates, faculty, or members of the profession, analysis of student course evaluations, review of course and program reports, interviews with faculty, comparison with similar programs elsewhere, consultancy advice, etc.).

The program conducts online instructor and course evaluation survey for all courses. Before getting their exam results, students should fill in an evaluation form for the course and the performance of instructor.

Students' evaluations of course are reviewed and analysed by the institution and results are made available to the program manager and faculty.

The program is reviewed by a committee that has proposed a new study plan with modified and new courses. New and modified program courses were discussed at the department council before submitting it to the college academic dean. At the end of each semester, faculty members submit reports regarding their assigned courses. The course report includes information about the course specification and delivery, statistics about number of students who enrolled, number of students who withdrew from the course or who were denied entry. In addition, the report describes the knowledge and skills acquired, method of assessment of students, and plan for improvement. The course reports need to be reviewed and analysed regularly.

Student evaluation of each course are included in student surveys and be analysed over a period of year. However, a permanent committee for evaluating courses needs to be established for enhancement of programme learning outcomes. (Annex G.5 and Annex H.1.1) (Annex H.1.2)



**Figure H.1 Course evaluation by Students'**

## 2. Course Evaluations

Provide a list report on the strengths and recommendations for improvement in courses and any other conclusions from the processes described directly above.

According to results of annual surveys (see annex 7.5 and 7.6) conducted for the students and staff members, the following are concluded:

Students are highly satisfied with:

1. Clarity of course objectives
2. The faculty members are outstanding and their classes are relevant

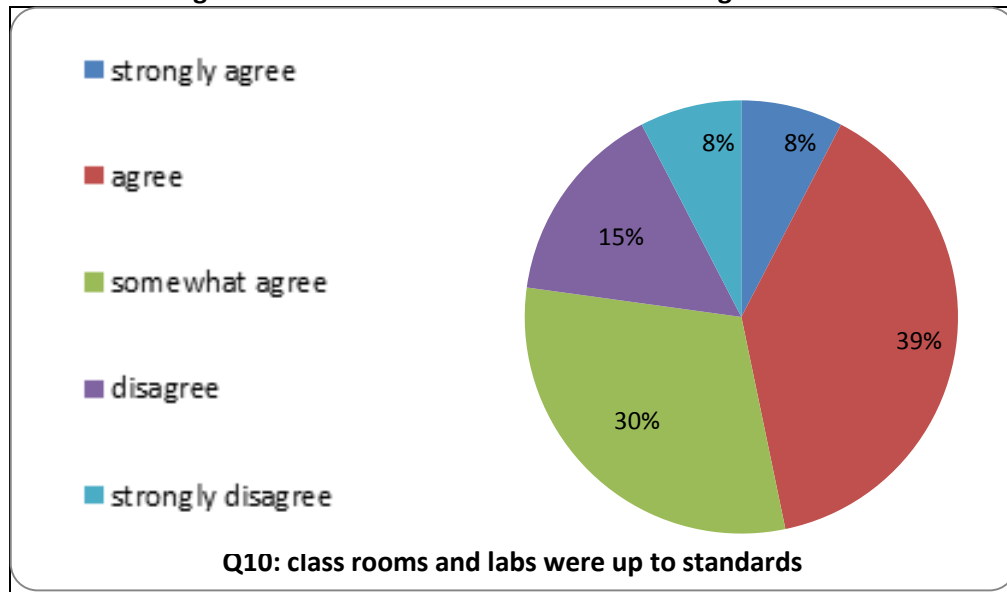


3. Well-equipped lecture rooms and computer labs (see figures H2.1 and H2.2 below).
4. The program has positive impact on learning and self- independence skills
5. Academic and social resources and activities

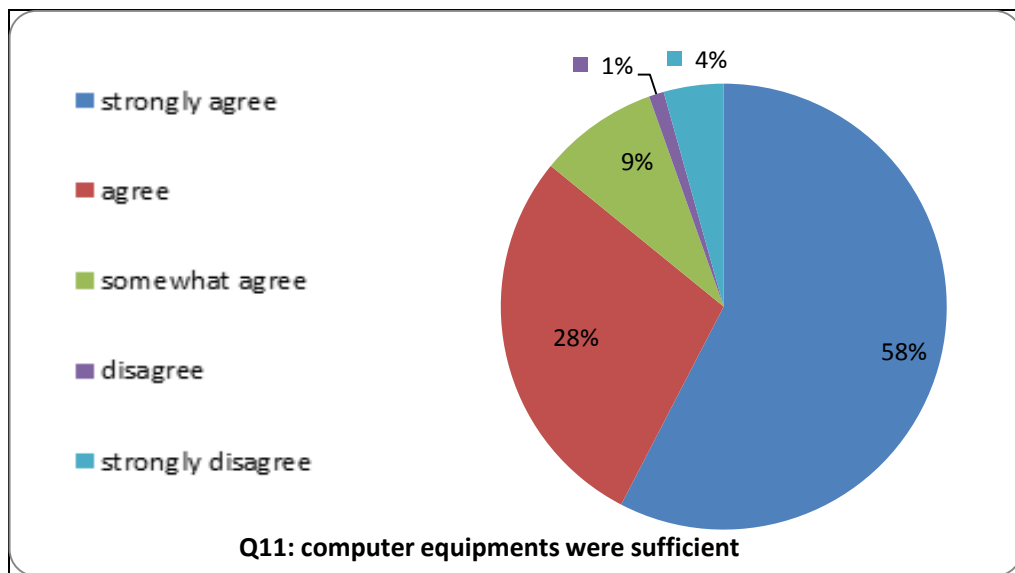
Students are satisfied with:

1. Availability of faculty members during the office hours
2. Diversity and appropriateness of learning sources.
3. Course contents
4. Assessment and evaluation
5. Teaching strategy of the courses
6. Method of students assessment and evaluation

**Figure H.2 Students' satisfaction with learning resources**



**Figure H.3 students' satisfaction with computer equipment**



## I Independent Evaluations

1. Describe the process used to obtain independent analysis on the quality of the program and the reliability and validity of analyses carried out in the report. Processes may include a review of documentation by an experienced and independent person familiar with similar programs at other institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

The process used to obtain independent analysis on the quality of the program and the reliability and validity of analyses carried out in the report:

- Independent person familiar with similar programs, as Professor Michel Reed from the University of Kentucky who visited the department as an external reviewer submitted a report about his evaluation of the program. One of his main comments was the lack of agribusiness courses which could enhance the program graduates' skills.
- An accreditation review by an independent agency, such as Canadian Institute of Agriculture (AIC) in 2010. The academic accreditation of AIC is considered as independent analysis on the quality of the program.
- Informal meetings with academic staff of other programs and institutions, with experience in academic accreditation, to solicit their opinion as external reviewers.

The three sources above, would be considered as process used to obtain independent analysis on the quality of the program, in addition the establishment of different committees for the same purpose, and with weekly meeting to follow up all of external reviewers.

2. Summary of matters raised by independent evaluator(s). **Provide a response report** to each of the recommendations provided by the independent evaluators

International Independent Evaluations:

1. Summary of matters raised by independent evaluator(s)

In May, 2011, professor Michael Reed of the University of Kentucky, USA, has visited the department, for one week, to provide an external review of the department's program. The review program included interviews with staff members of the departments and students, and evaluation of facilities and infrastructures. The reviewer submitted a final report that has appreciated the strong points of the program, and has included recommendations for improvement. The strong points could be summarized as follows:

- Dedication, qualification, and preparedness of faculty members.
- Favourable environment in department and college in terms of office space, equipment, IT, library material, classrooms, funding for research.

The recommendations of the external reviewer could be summarized in the following three categories:

Firstly, the Teaching Program:

- High teaching loads need to be lowered.
- Course requirements need to be altered in a way that gives students more choices in business-oriented and applied courses.
- Need to hire a staff member with a business orientation.
- Graduation project should be replaced by a capstone course.

- More faculty member time should be devoted to research in the future if the University continues its move to uplift research output.
- Device strategies to maximize the educational benefit to students given the constraints (disinterest on students' part).
- Redesign the program toward an applied agribusiness direction.
- Establish a students' club and encourage field visits and bring business leader into class to heighten the interest of students in agricultural economics.
- Device strategies that help in job placement for graduates.
- Give more weight to students' presentations and work outside the class in grading students' work.
- Secondly, the field of research:
- Establish international collaboration and reduce teaching loads to in order to improve research productivity and quality.
- The Department should strive to increase its collaborations with the private sector.
- Thirdly, the certification and strategic planning:
- Keep a running up to date listing of research publications, grants, and other documentable activities by the faculty members.
- The Department should be willing to take advice from its Advisory Council and consider seriously changes that they recommend.
- The Department should decide upon some key indicators and establish targets that reflect the objectives from the Strategic Plan and track those annually.

3- Provide an analysis report on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc).

Upon receiving the external reviewer's report, the department council met to discuss its recommendations. In council discussed and approved the comments and commendation and stressed that affect should be to incorporate those comments in future plans.

Action plans have been made with regard to the recommendations presented by the external reviewer:

- A committee of new M.Sc. plan for Agri-business is working now, as the main advise by prof. Michael Reed.
- New committee has a time table to suggest program improvement, based on external reviewers recommendations.
- Action proposed for weekly meeting of different department committees, with clear objectives of program goals in short and long runs.
- Fix an assessment forms for each semester to be filled out by students, staff, administrators, and stockholders.
- Ensure understanding and accuracy of information used to fill out survey forms.

Local Independent Evaluations:

**Process used to obtain Independent Comment on the quality of the program.**

A consultant from a local university who is very familiar with the NCAAA system of accreditation was invited to provide an independent opinion for the Self Evaluation Scales (SES) of the Agricultural Economics Program. Through the Office of the Vice Dean for Development and Quality of the College of Food and Agriculture Sciences (CFAS), arrangements have been made to formalize the consulting activity. Logistical requirements were provided to the consultant as requested. The Director of Quality Assurance Unit of the College arranged for the individual and group interview sessions, site visits to facilities and offices, and review of accreditation documents. In order to obtain sufficient information about the College and the program, around 35 hours of visit have been made. These involved at least 60 minutes of individual

interview session with the College Dean, Vice Deans, Department Heads, Director of Quality Assurance Unit, Vice Dean for Library Affairs, and the Head of the IT Department. Separate group interviews were also conducted involving a representative number of faculty, staff, and students. In addition, the consultant also conducted the following activities:

- Visit to the laboratories of the department,
- Visit to the University Library,
- Visit to other learning facilities of the department,
- Review of quality assurance documents of the DAERS (ex: program and course specifications, annual reports, strategic plan, KPIs and other relevant documents), and statistics related to the 11 accreditations standards of the NCAAA,
- Visit to the web-site of the KSU and the CFAS, and
- Review of existing manuals, brochures and handbook.

**The following is a summary of matters raised by the independent evaluator regarding the program:**

**Strengths:**

1. High faculty support for student learning and advice.

With the high ratio of faculty to students, there is strong evidence that teaching staff provide adequate assistance and support for learning and advice to students. Teaching staff appear to demonstrate commitment to provide support and services to students to enhance learning and opportunities for academic success. Survey results support this observation. In addition, separate interview sessions with a group of student reveal that academic support and advice are provided to them by their respective faculty in almost all courses they are enrolled. Apart from the office hours, student can consult with their professors through email, SMS messages, by phone and/ or thru the faculty website.

2. International accreditation – ISO and AIC accreditation equivalence.

With two international accreditation achieved at the program level and college level, it is evident that quality standards are met and practiced. This is commendable.

3. Research, grants, publications

There is strong evidence that academic staffs are actively engaged in research. Further, there is high success rate in obtaining research grants and publication. A major reason for this success is the adequacy of funding and acquisition of appropriate equipment from the university or through grants in conducting research. Largely, the university and the students benefit from these acquisitions. Students are able to utilize modern equipment to conduct research in their courses and reflect positively on the learning and teaching process. This is highly commendable

4. Community Service

The contribution of teaching staff in the community is well documented. Providing services to community an integral part of the college strategic direction. Generally, teaching staff provide services through consulting, seminars, workshops, conference and/or book writing. This is also commendable.

5. Highly qualified and experienced faculty

The program has a strong core of teaching staff that are highly qualified and experienced in their field. This is strategically important for achieving program goals and objectives. It fosters an intellectual environment by providing more knowledge and expertise in the delivery of the learning objectives of the program and courses.

6. CFAS Strategic plan

With the formulation of the strategic plan for the college, aligned with the institutional vision mission, the strategic direction if the CFAS is very well established. Specific plans are drawn with set-time frame to accomplish with identified performance indicators to measure the extent in which action plans are

implemented and achieved.

**Limitations and Suggestions for Improvement:**

1. The number of student enrollees in the APEC program need to be addressed. A more comprehensive plan to attract more students in the program has to be established. Appropriate targets need to be set, supported and monitored to achieve this goal. Otherwise, the major goals and objectives of the program will be difficult to achieve.
2. Physical and human resources of the Quality Assurance (QA) Unit in the college as a whole need improvement. At the department level, database needs to be systematically structured to ensure that statistical and qualitative data about the program could be traced and monitored for trend analyses benchmarking.
3. The Program KPIs reflected in the report appear to be limited. Out of the 36 NCAAA KPIs, only 9 have been identified in the report. Some statistical data about these KPIs are shown in the report. However, generally they lack a thorough analysis for these identified KPIs. It is strongly suggested that these KPIs be increased according to the NCAAA requirement and appropriate data be established. Benchmarking with other local and international institutions including trend analysis need to be conducted for all the identified KPIs.
4. There are some sections in the SSR that are inconsistent with the SES report. These need to be reviewed thoroughly and the differences rectified. In particular, these include Standard 2, 4, 7 and 8.
5. Use of Quality Reports for continuous quality improvement. Evidence suggests that compliance to the use of quality assurance templates is well documented. These include program specification, course and field experience specifications including annual reports. However, it is surprising to find out that most of the annual reports are only submitted to the college up to the university level neither without having them reviewed and discussed within the department nor at the program level. Thus, no feedback is provided to the faculty regarding these annual reports. Largely, reviewing these annual reports would provide significant information regarding the extent learning outcomes are achieved. Thus, it is highly recommended that these reports be used to continuously improve the quality of program, identify strengths and limitations and address these limitations.
6. Tracking of and support for alumni need to be intensified. Graduates of the APEC Program could serve as advocates to attract and recruit new students. Since these graduates could provide significant contributions in several ways, they should be continuously engaged and updated with the activities of the program.
7. APEC is considered as one of pioneer programs in the CFAS. Although many information could be accessed through in the Prince Salman University Library, it is recommended that a satellite library for the college be established not only to house a collection of titles and general references, journals and periodicals related to the programs but also from different academic programs within the college.

## J Conclusions

1. **List and briefly describe** aspects of the program that are particularly successful or that demonstrate high quality.

- 1) The mission of the program is clear and appropriate as it offer distinguished academic programs at both the B. Sc. and M. Sc. levels, in different areas of agricultural economics that would produce qualified graduates; provide solutions for problems facing the agricultural sector through applied research. The mission is translated into a clear strategic plan.
- 2) The program has international and national reputation, it is the first program of agricultural economics in the kingdom, has a varied and diversified links with institution and professionals in area.
- 3) The teaching methods are consistent with international standards as all staff are obliged to use electronic methods such as smart board class room and internet to communicate with the students
- 4) The facilities and equipment are well established, the department has two well-equipped computer labs both hardware and software wise. Equipment and programs in the two labs and in staff offices are up-to-date
- 5) Availability of high qualified staff in the program, the staff members of the department cover all specialty of agricultural economics (e.g. marketing, policy, trade, finance) and representing different school of thought as they graduated from renowned university around the globe.
- 6) Good academic and social activities for students for example the students are encourage to participate in workshops, symposia, training courses, provide presentation, group discussion.
- 7) Presence of an adequate quality control system supports the program. Quality assurance processes involve all sections of the agricultural economics program and it is integrated into normal planning and administrative processes. Criteria have a particular focus on outcomes. Faculty, staff, and students are committed to improvement and regularly evaluate their own performance. Quality is assessed by reference to evidence based on indicators of performance and challenging external standards.

2. List and briefly describe aspects of the program that are less than satisfactory and that need to be improved.

1. Continuous updating of learning resources
2. Learning outcomes needs to be well known by instructors and students
3. Activating the role of academic advising in monitoring students' progress and providing advice
4. Improving quantitative analysis skills of the students
5. Activating and strengthening community services
6. Keeping a regular contact with alumni.
7. More periodic meetings of staff members with students, alumni, and employees are needed for evaluating program output.
8. Continuous monitoring and revision of academic guidance system
9. Awards for excellence in teaching needs to be enhanced and better announced
10. Encouraging research and book writing by staff member.
11. Identification of appropriate external benchmarks.

## K1. Action Proposals

Action proposal should be based on the matters identified in sections F, G, H, and I and indicate recommendations for improvement proposed to deal with the most important priorities for action identified in those sections.

### 1. Changes in Course Requirements (if any)

List and briefly state reasons for any changes recommended in course requirements, e.g.

- Courses no longer needed;
- New courses required;
- Courses merged together or subdivided;
- Required courses made optional or elective courses made compulsory;
- Changes in pre-requisites or co-requisites
- Changes in the allocation of responsibility for learning outcomes as shown in the course planning matrix.

Recently, the department has a new revised the program named from Agricultural Economics and Marketing of Food Product to Applied Economics. The major development of new program is the inclusion of internship program (cooperative training) which will intensify the students experience and knowledge. The new program has been the result of intensive work and consultation and includes the required development to enhance the quality of students.

So, in the near future there is no changes in the courses is expected.

The main difference between the old and the new program can be summarized as follows:

- Introduction of preparatory year program (PYP) for the first time with the new program.
- Course contents in old program concentrate on marketing, while the new program courses concentrates on Applied Economics.
- There are optional courses in the new program.
- The new program introduced cooperative training for level 7.

Reasons for change programme name:

- 1- Labour market needs for program graduates direct program contents so its name needs to change to be consistent with its contents.
- 2- Government institutions would have more jobs for program graduate with its new name.
- 3- Private sector would hire more of program graduates, based on skills they have from new program.

### 2. Action Recommendations.

Recommendations should be made for action to be taken for further improvements or to overcome problems or weaknesses identified. The actions recommended should be expressed in specific terms rather than as general statements. Each action recommendations should indicate who should be responsible for the action, timelines, and any necessary resources.

Action Recommendation 1
Acceleration of research activities and writing of text books by the staff members and ensure continuous evaluation of the program contents, quality and outcome.
Person (s) responsible
Permanent Committee of Scientific Research and committee of learning and teaching Department
Head: Prof. Mahdi M. Al-Sultan.
Timelines (For total initiative and for major stages of development)
This expected to be accomplished in 1-2 years
Resources Required



- Encourage staff members to increase their effort in research and book writing through more fund raising for research. Also, there are programmes for supporting scientific book writing and translation, for example Kind Abdul Aziz for Science and Technology, in addition to King Saud University.

#### Action Recommendation 2.

- Increase community and students awareness of the program mission and goals through appropriate channels like seminars workshops, and visits.
- Improve contact with stakeholders and keep them updated with changes in the program mission and goals through activating alumni and consultants committee.

Person(s) responsible

Permanent committee of General Relation and Media.

Department Head: Prof. Mahdi M. Al-Sultan.

Timelines

1-2 years

Resources Required

- Workshops, seminar and symposia are regular activities of academic year, some activities are financed by university, while others can supported by agriculture companies,

#### Action Recommendation 3.

Establishment of a departmental library which would include the main sources of applied economics, in addition to statistical data to support student and staff research. Data available in paper and electronic forms.

Person(s) responsible

Permanent committee of equipment and learning resources

Department Head: Prof. Mahdi M. Al-Sultan.

Timelines

6 months

Resources Required

- Location and fund are available, and a plan for data base establishment has already started.

Continue for further action recommendations.

#### Action Recommendation 4.

The culture of academic accreditation is going to be supported to be adopted among students and academic staff through department and programme activities. Establishing committees, and exist committees aims to adopt concepts and apply academic accreditation and use assessment tools for the improvement of the program over time.

Person(s) responsible

Permanent committee of equipment and learning resources

All committees' members and heads.

Timelines

2-3 years

Resources Required

- Location and fund are offered by the college for academic activities and a regular meeting of committees. Plans for student orientation and public meetings with community leaders are supported by program.



**Action Recommendation 5.**

Develop workshops for academic staff to improve skills of using new technology as Smart Board, and improve course planning and contents to support learning outcomes.

**Person(s) responsible**

Attending workshops became section of academic staff assessment yearly report submitted to department head.

Department Head: Prof. Mahdi M. Al-Sultan.

**Timelines**

1- 2 years

**Resources Required**

- Location and fund for workshops are offered by the college comity of academic accreditation. Academic staff used to get by Email the time table for workshops and ask staff to join it.

**Action Recommendation 6.**

Having a regular meeting with program students, orientation, specially at first week of each semester to show the students all academic benefits of the program. In addition to respond to student opinions regarding improving their skills and avoiding limitation from their point of views.

**Person(s) responsible**

Department Head: Prof. Mahdi M. Al-Sultan.

**Timelines**

1-2 years

**Resources Required**

- Location and fund are available by the college and department, programme students share both orientations for the college and for the department.

**Action Recommendation 7**

Supporting department committees by skilled members to increase its efficiency in achieving goals. Consider activities by committee members as an academic activity for assessment staff members.

**Person(s) responsible**

Department Head: Prof. Mahdi M. Al-Sultan.

**Timelines**

6 months

**Resources Required**

- Based on different committee achievements, budget is considered by college and institution.

**Action Recommendation 8**

Selection of a more appropriate external benchmark

**Person(s) responsible**

Prof. Ahmed Elhendy: head of Accreditation Committee.

**Timelines**

6 months

**Resources Required**

- Web resources, and personal communication.

<b>Action Recommendation 9</b> Encourage students to use library resources more often.
Person(s) responsible Head of the Curriculum Committee.
Timelines 6 months
Resources Required - Meeting space for committee, and orientation sessions for students.
<b>Action Recommendation 10</b> Improve lecture rooms, and equipment maintenance levels.
Person(s) responsible Department Head: Prof. Mahdi M. Al-Sultan.
Timelines Continuous
Resources Required - The maintenance service is centralized. However, better scheduling and management of current resources is required.
<b>Action Recommendation 11</b> Expand Independents evaluation processes (for courses – checking students achievement as well for program –getting employers evaluation of grads)
Person(s) responsible Department Head: Prof. Mahdi M. Al-Sultan.
Timelines One year
Resources Required - Survey
<b>Action Recommendation 12</b> Establish good contacts with industry and professional societies.
Person(s) responsible Department Head: Prof. Mahdi M. Al-Sultan.
Timelines Two years
Resources Required - Meetings
<b>Action Recommendation 13</b> Seek better job and cooperative training placement for students
Person(s) responsible Department Head: Prof. Mahdi M. Al-Sultan.
Timelines Two years
Resources Required - Contacts, communications

## K2 Program KPI and Assessment

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	Stakeholders evaluation ratings of the Mission Statement and Objectives. (Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made on a five point scale)	4	3.72	4.5	5	The actual program score on this KPI was 3.73 and is short of both the internal and external benchmarks whose scores were 4.5 and 5 respectively. The actual was however close to the set target of 4. The program's new target is set at 4.5. A limited number and range of stakeholders have been surveyed and consulted in the process of formulating the mission. More work is needed to familiarize stakeholders with the mission and goals and to widen the scope of consultations to include relevant businesses and employers.	1
2	Students overall evaluation on the quality of their learning experiences at the institution. (Average rating of the overall quality of their program on a five point scale in an annual survey final year students.)Scale range 1-5.	4.5	4.33	4	3.27	It seems from the KPIs table above that the program has improved upon its own previous scores, did better than the Food Science Program, and is approaching the target.	2
3	Proportion of courses in which student evaluations were conducted during the year	95%	90%	100%	.	The program started with only 20% of the courses in academic year 2010-2011. A target of 90% was defined, based on internal and external Benchmarks. There more courses need to be added to reach a new target of 100%.	3
4	Ratio of students to teaching staff (Based on full time equivalents).	14 :1	16 :1	19 :1	14 :1	Based on program data the students/teaching staff ratio was at its maximum value (61:1) in AY2004/05. The ratio decreased to (19:1) in AY 2011/12 (Figure 4.2). The recent drop in the ratio can be explained by increasing staff numbers and decreasing student number (figure 4.1). The optimal ratio differs	4

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
						from program to program, based on program's characteristics. Even though the Food Science program has much more faculty than the applied economics program yet their enrolment is also higher which explains their higher ratio on this KPI. A new target is set at 12:1 in light of the institutional trend of emphasizing research and focusing on teaching quality rather than quantity.	
5	Students' overall on the quality of their courses (Average rating of students on a five-point scale on overall evaluation of courses is 2.0)	4	3.91	2.41	3.74	Students' overall on the quality of their courses indicates a good satisfaction level (3.91). The program improved upon its previous record (2.41) and did slightly better than the external benchmark (3.74). However, the program is yet to reach its target of 4.	5
6	Proportion of teaching staff with verified doctoral qualifications	0.87	0.82	0.78	0.50	The number of teaching staff with verified doctoral qualifications is 23, 13 of which are staff and 10 lecturers. The program has 5 lecturers with M. Sc. as the terminal degree. The program has improved upon its previous record and did much better than the external benchmark. About 7 TAs are abroad, in US institutions, at various stages in their Ph.D. As they come back the proportion is expected to even increase further.	6
7	Percentage of students entering programs who successfully complete first year. (80%)	0.90	0.80	0.78	0.80	Percentage of students entering programs who successfully complete first year is relatively high (0.80). This is probably due to the fact that many students aim to finish the first year with high GPA, so they can transfer to other colleges. As preceded students are	7

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
						dispatched to different colleges after the preparatory year based on GPA scores and not interest. That notwithstanding, the program made an improvement upon last year's score and is comparable to its external benchmark. A new target of 0.95 seems reasonable in light of the attained improvement.	
8	Proportion of students entering undergraduate programs who complete those programs in minimum time (4 years). That KPI was 16% in academic year 2012-2013	0.20	0.16	0.17	0.09	Proportion of students entering undergraduate program who complete those programs in minimum time (4 years), is different from year to year (see table 4.11). The most recent figure (actual) was (0.16) slightly lower than the previous record (internal benchmark) of (0.17) and moderately higher than the external benchmark (0.09).	8
9	Proportion of students who obtained 75% or better, on average for all courses taught, for academic year 2012-2013.	0.75	0.65	0.62	NA	Based on data available in table (4.15), for 2 semesters in academic year 2012-2013, the KPI (Code S4.8) is 65% on average for 2 semesters. Data was not available on external benchmark, but the target and new target benchmarks are 75% and 80% respectively. The data shows improvement between the two semesters; more data however is needed to establish a trend of improvement.	9
10	Ratio of students to administrative staff. for academic year 2012-2013	60:1	70:1	65:1	20:1	Ratio of students to administrative staff is different from year to year as long as number of student enrolment changes while administrative staff (2 secretaries) did not change. The program plan to increase administrative, IT, and lab maintenance staff to meet the target ratio.	10

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
						The nature of the program as an applied social science program does not require the same staff needs as per the external benchmark program.	
11	Student evaluation of academic and career counselling (Average rating on the adequacy of academic and career counselling on a five point scale).	3.5	3.57	2.85	4.5	Student evaluation of academic and career counselling (average rating on the adequacy of academic and career counselling on a five point scale), measured ( 3.57 out of 5) in academic year 2011-2012. The target KPI will increase it from 3.57 to 4. The actual benchmark represents an improvement upon previous year's record. However, it's still below the external benchmark.	11
12	Stakeholder evaluation of library services (Average rating on adequacy of library services on a five point scale) = ( 3.69 )	3.5	3.69	2.5	3.7	For the academic year 2012/13, stakeholder evaluation of adequacy of library services as an average rating on a five point scale was (3.69). This is a reasonably good score which represents significant improvement upon previous year's score of (2.5). It is slightly less than the target benchmark and quite comparable to its counterpart from the Food Science department (3.7). The actual figure is reasonable in light of the fact that students' use of library services may have recently been declining. Web resources are probably the main culprit for less reliance on library services. Staff have more experience than students in using library services, and hence they seem to be more satisfied about library services. The target benchmark of 4 was formulated with that caveat in mind. As suggested earlier efforts should be	12

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
						directed toward establishing a small departmental reading room/library which hosts frequently used materials. The convenience of having such facility within reach may positively impact its use. Additionally, the current orientation programs should be enhanced to encourage more use of the library services by students. Furthermore, the teaching staff should refer students to use library services in their assignments.	
13	Number of accessible computer terminals per student for academic year 2012-2013	1:2	1:3	1:3	2:5	Number of accessible computer terminals per student ( =50/139) for academic year 2012-2013, i.e. 1:3, and target is 1:1, based on external benchmark the ratio is 5:2. Last 5 years, the KPI was 1:7 but with having a new computer lab of 20 computers to support increasing program student number, the KPI improved to 1:3 as mentioned before.	13
14	Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.(3.33)	5	3.33	4	5	Score on this KPI was (3.33) in academic year 2012-2013. The target is 4.5 and can be achieved by improving facilities and increasing its capability to support teaching staff needs. The process of acquisition of relevant software needs to be expedited. The program needs to find ways of including such needs in the budgetary outlays by the college; as preceded some budgetary itemization and allocation rules may preclude acquiring needed software by the program.	14
15	Proportion of teaching staff leaving the	0	0	0	0	Proportion of teaching staff leaving the	15



KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
	institution in the past year for reasons other than age retirement. (KPI =0)					institution in the past year, 20012-2013, for reasons other than age retirement, (KPI =0), show that teaching staff are satisfied with the program, even that the program development is attract more qualified teaching staff in future.	
16	Proportion of teaching staff participating in professional development activities during the past year, 2012-2013, was 20/23 ( 80%)	90%	80%	85%	100%	The above table shows that the majority of teaching staff was participating in professional development activities during the past year. These development activities include training programs in the field of university teaching, research developments and methodologies, workshops, and scientific conferences in various hot issues. However, the ratio is still below the target benchmark, and the external benchmark represented by the ratio achieved by the Food Science Program of the KSU. As a step forward to reach the full participation ratio, the program aims to increase the ratio to 90% by encouraging the staff for more active participation in such activities.	16
17	Number of refereed publication in the previous year per full time equivalent member of teaching staff (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	3	2	1.5	3.7	The table shows that there is an improvement in the performance of this standard compared with the pervious program, which is the internal benchmark. However, still the achievement is below the external benchmark represented by the performance of the Department of Food Science at the KSU. Furthermore, the actual benchmark is only 50% of the departmental target. However, the department is on track to achieve its	17

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
						goals target level.	
18	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	100%	100%	100%	100%	The table shows that the target benchmark of this KPI has been fully met, and has been compatible with the internal, external and new target benchmarks.	18
19	Number of papers or reports presented at academic conferences during the past year per full time members of teaching staff.	15	12	10	20	The table shows a reasonable activity of the teaching staff in participating and presenting scientific papers and reports at academic conferences, and has shown improvement compared with the previously achieved level. However, the achievement is still below the target level, and represents 60% of that of the external benchmark. The program plans to enhance this KPI in the future by lowering the teaching load of faculty members, increase the financial support for participation, and organize more scientific events and academic conferences.	19
20	Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	400,000	307,000	300,000	845,000	Research fund provided to the program from external sources is considered to be very low compared with that acquired by the Department of Food Science at KSU, which represent the external benchmark. The amount is also less than the target amount. However, the nature of the study program does not require specific laboratory equipment, chemicals or any	20

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
						materials other than computing machines and software, primary and secondary data collection, photocopy, libraries and reference materials, as well as access to data and information sources. Thus, the required research fund is usually less than that of the external benchmark program.	
21	Proportion of full time teaching and other staff actively engaged in community service activities, (90%)	95%	90%	95%	100%	Based on type of community service activities, the proportion of full time teaching and other staff actively engaged in community service activities in academic year 2012-2013 was 90%. Most of teaching staff are working as part time consultants at government agencies. The actual benchmark regarding this KPI is fairly high, but still falls short of the aspirations of the program, and the external benchmark. Non-Saudi staff members will be encouraged to join more consultancy and other community service activities.	21

#### Analysis of KPIs and Benchmarks:

The table above presents 21 KPIs that were defined and measured for the applied economics program. For each KPI a target, a new target, an internal, and an external benchmark were defined as well. Additionally an analysis is provided for each KPI comparing it to the target, internal, and external scores. An overall look evaluation of these KPIs reveals that in 4 instances the program either reached or surpassed its target; in the other instances the program was very close to the set target. This reveals that the target were reasonable and that more effort is needed or the program to reach some of its targets, new targets were set accordingly. In 10 instances the actual target showed an improvement upon its own previous records (internal benchmark); in most other instances the gap is not significant between the actual and the internal. This indicates that the program is improving over time in regards to previous records. In 8 instances the program either equalled the external benchmark or improved upon it; in 4 other instances the program was very close to the external benchmark. In summary the overall picture shows that the program is improving and fairly compares to its set internal and external benchmarks.

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

**KPI** refers to the key performance indicators the program used in the SSR and approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**Actual Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).

**External Benchmarks** refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

### Student Learning Outcome Assessment

Use the rating scale with 5 reflecting the higher value and 1 the lowest value

	Learning Domains for Learning Outcomes Rating Scale	1	2	3	4	5
1.0	Knowledge Content – Assessment				✓	
	Do the knowledge content requirements align with the requirements normally expected by a professional society or employers?					
2.0	Cognitive Skills – Assessment			✓		
	Do the cognitive skill requirements align with the requirements normally expected by a professional society or employers?					
3.0	Interpersonal Skills and Responsibility – Assessment				✓	
	Do the interpersonal skills and responsibility requirements align with the requirements normally expected by a professional society or employers?					
4.0	Communication, Information Technology, Numerical -- Assessment			✓		
	Do the communication, information technology, and numerical requirements align with the requirements normally expected by a professional society or employers?					
5.0	Psychomotor Skills -- Assessment					
	Do the psychomotor skills requirements align with the requirements normally expected by a professional society or employers?					
	Total Scores			6	8	
	Composite Score			3.5		

#### Analysis of Student Learning Outcomes (Provide strengths and recommendations for improvement):

The learning outcomes of knowledge and interpersonal skills and responsibility both received a high assessment of 4, while the outcomes related to cognitive and communication, information technology, and numerical contents received a score of 3. This is based on the belief that all courses in the program address the knowledge and communication skills aspects in a relatively better manner than other learning outcomes. Students acquire these two skills through various activities in class rooms. As for cognitive skills these were probably served through a relatively less number of courses in the old program. In the new program new courses, for instance (Quantitative analysis, APEC 216), aimed at raising the level of cognitive skills acquired by students.

The program needs to regularly assess the extent of achievement of these outcomes; employers and professional societies feedback on this matter is paramount. As the quality management environment and processes get more integrated in administrative routines, more reasonable assessment could be obtained for student learning outcomes. This accreditations effort and its predecessor are good steps in that direction.

**Analysis of Student Learning Outcomes (Provide strengths and recommendations for improvement):**

**A- Strengths:**

- Students' learning outcomes are clearly defined and are assessed through a variety of methods.
- Faculty receive training programs in the area of assessment.
- Counselling is arranged for students with low achievements.

**B- Recommendations for improvement:**

- Incorporate employers' and professional society's feedback on graduates in the quality management routines.
- Increase quantitative and analytical depth of courses.
- Better placement for students in cooperative training.
- Incorporate homework assignments and in all course offerings.
- Better management of homework assignments: alignment with respective material taught, grading, tutorial sessions, prompt feedback to students, remedial measures for laggards.
- Involve employers in the process of formulating reviewing of program outcomes.
- Increase involvement of programs advisory council in formulating/reviewing outcomes.
- More monitoring of program courses to update, texts and references.
- Introduce a system or external evaluation of final exam papers.

## ADDITIONAL DETAILS AND IMPORTANT NOTES

The following documents should be provided as **ONE** hard copy and also in an electronic format using a USB or CD. This information must be submitted to the NCAAA at least four months prior to the date of the review.

The SSRP should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for reference. A list of acronyms used in the report should be included as an attachment.

## ATTACHMENTS – IMPORTANT NOTES

***Where evidence is provided for each section of the SSRP, such as attachments, it is recommended that these documents be contained in the NCAAA portal and hyperlinked to the relevant section in the document.***

***ENSURE THAT THE ATTACHMENTS PROVIDED ARE RELEVANT AND RELATED TO THE SSRP.***

- ***Attachments must be current and not less than 2 years old***
- ***Use a short descriptive file names to identify the contents of each attachment.***
- ***Photos, excessive letters, emails, notes, memos , surveys etc and numbers of files are not encouraged. These types of documents can be shown when the review team arrives at the institution.***

***It is important that the following documents are submitted as a minimum with the SSRP.***

- I. **Completed Self-Evaluation Scales template for programs.** The completed scales should include star ratings, independent comments, and indications of priorities for improvement as requested in the document, and should be accompanied by a description of the processes used in investigating and making evaluations.
- II. **Program Specifications**
- III. **Annual Program Report** – provide two reports for the last two years
- IV. A brief summary of the outcomes of **previous accreditation processes or Mach Review** (if any) including program accreditations and any special issues or recommendations emerging from them.
- V. A copy of the program description from the **bulletin** or **handbook**, including descriptions of courses, program requirements and regulations.
- VI. Three samples of **Course Specifications** for each level; three for each year or twelve altogether.
- VII. A completed **Periodic Program Profile**.

## DURING THE REVIEW

The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

- VIII. All **Course Specifications, Field Experience Specifications, Annual Course Reports** and **Annual Program Reports**.
- IX. Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.
- X. CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible.
- XI. Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc.
- XII. Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.
- XIII. Statistical data on employment of graduates from the program.
- XIV. Representative samples of student work and assessments of that work.

If the program is one that is offered by a private institution and that has provisional accreditation a supplementary report should be attached listing requirements of the Ministry or other organization to which it is responsible for special accreditation, and providing details of the extent to which those requirements have been met.

### Authorized Signatures

Dean / Program Chair	Name	Title	Signature	Date
Program Dean or Chair of the Board of Trustees Main Campus				
Vice Rector				



## List of Annexes

### B. Self-Study Process

Annex G.1 Agricultural Institute of Canada (AIC) in 2009 report.  
Annex B1 Departmental committee, and sub-committees members.  
Annex B2 External Reviewer's Report.  
Annex G.2 files of committee meeting minutes.

### Standard 1. Mission and Objectives

Annex 1.1: Questionnaire forms to measure awareness on the mission and objective of the program.  
Annex 1.2: Results of surveys on awareness of students on the mission and objectives of the program.  
Annex G.1: Agricultural Institute of Canada (AIC) in 2009 report.

### Standard 2. Program Administration

Annex 2.1: Minutes of department meetings  
Annex 2.2: Qualification of department's leadership(KSU website and Department website)  
Annex G.1: Agricultural Institute of Canada (AIC) in 2009 report.  
Annex G.3: Department's Annual Reports.  
Annex 2.3: University/College strategic Plans (KSU website and College website).  
Annex G.2: Committee's meetings minutes  
Annex 2.4: Response to the AIC enquiry after first year of accreditation  
Annex 2.5: External reviewer's report and department's response  
Annex 2.1.1: Programs for new staff members (KSU website)  
Annex 2.1.2: Deanship of skills Development (KSU website).  
Annex 2.1.3: University guide book on procedures(KSU website)  
Annex 2.4.1: Collection of all policies of the University and Civil Servant Laws (KSU web site)  
Annex 2.4.2: Finance Unit (KSU web site).  
Annex G.4: Course syllabus (Department archive).  
Annex 2.4.3: Students rights and bylaws (KSU website).  
Annex 2.4.4: List of meetings of the department staff members and leadership with students (Department website)  
Annex 2.5.1: Documentation of such policies (KSU web site).

### Standard 3. Management of Program Quality Assurance

Annex G.5 Evaluation of students' course surveys.  
Annex 3.2.1 Training courses attained by Faculty members.  
Annex 3.3.1 Quality committee at the department  
Annex 3.4.1 Accreditation certificate by the Agricultural Institute of Canada (AIC).  
Annex 3.5.1 Evaluation forms of Department Staff.  
Annex 3.5.2 Student feedback of field and cooperative training in the program..

### Standard 4. Learning and Teaching.

Annex 4.1.1 Preparatory Year program (KSU website).  
Annex G.2: Committee's meetings minutes  
Annex G.4 Course syllabus  
Annex G.5 Course evaluation by students  
Annex G.6 Program evaluation by students  
Annex G.7 Students handbook guideline of Agricultural economics department

Annex 4.5.1

[http://www.ksu.edu.sa/sites/KSUArabic/Deanships/StudentsDeanships/Students\\_S/Pages/default.aspx](http://www.ksu.edu.sa/sites/KSUArabic/Deanships/StudentsDeanships/Students_S/Pages/default.aspx)

Annex H.1.2 course reports (Department Archive)

**Standard 5. Student Administration and Support Services**

Annex 5: Department website.

Annex G.8 Evaluation of students' experience.

Annex G.6 Program evaluations by students.

**Standard 6. Learning Resources**

Annex 6.1: Status reports of the two departmental labs

Annex G.5: Course Evaluation By students

Annex G.6: Program Evaluation by students

Annex G.8: Evaluation of students' experience

Annex 6.1.1: KSU libraries

Annex 6.1.2: Survey results

Annex 6.1.3: Staff CVs

**Standard 7. Facilities and Equipment**

Annex 7.1: equipment committee file

Annex 7.2: status sheets of department's labs

Annex 7.3: department's personnel satisfaction survey

Annex 7.4: Presentation showing the efforts of Department of Agricultural Economics with respect to standard VII

Annex 7.5: evaluation of available facilities and equipment's by Faculty member

Annex 7.6: evaluation of available facilities and equipment's by students

**Standard 8. Financial Planning and Management**

Annex 8.1.1. The Executive Rules for Financial Affairs.

Annex 8.1.2. A letter from the Ministry of Finance includes the date set for the submission of the university draft budget for the next year to the Ministry.

Annex 8.1.3. The approved plan announced by the Ministry of Economy & Planning.

Annex 8.2.1. The Rector's Decree # 2929000001.

**Standard 9. Employment Processes**

Annex9.1.1 Statutes Governing the Employment of Saudi Faculty and Staff in universities, Ministry of Higher Education and the regulations of the Ministry of Civil Services

Annex 9.1.2 Statutes Governing the Employment of Non-Saudi in Universities

Annex9.1.3 KSU 2030 Strategic plan

Annex 9.2.1 Samples of criteria of selection of teaching assistants and lecturers, Oleisha Centre.

Annex 9.2.2 Program of Orientation Seminar for New Faculty

Annex 9.2.3 KSU Recruitment Policies

Annex 9.2.4 Website of Ministry of Civil services

Annex 9.3.1 Statutes Governing Job Performance Evaluation, Ministry of Civil Services.

Annex 9.3.2 Standards and Criteria of Outstanding Faculty Award

Annex 9.3.3 Website of Deanship of Faculty and Personnel Affairs

### **Standard 10. Research**

- Annex 10.1 Research published on the Department web site.
- Annex 10.2 the result of questionnaire evaluating standard 10.
- Annex G.3 Department annual report
- Annex G.5 A booklet of Agricultural Economics Department.
- Annex G.7 Students handbook guideline of Agricultural economics department

### **Standard 11. Relationships with the Community**

- Annex 11.1 Relationships with the Community
- Annex 11.2 Scientific associations and contribution of the department Staff members
- Annex11. 3 Summary of research conducted by the department staff members

### **H Review of Courses**

- Annex G.5 course evaluation by students
- Annex H.1.1 staff and course electronic evaluation surveys (edugate.ksu.edu.sa)
- Annex H.1.2 course reports (Department Archive)