**ATTACHMENT 2 (c)**

**Annual Program Report**

**Kingdom of Saudi Arabia**

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

**ANNUAL PROGRAM REPORT**
**(APR)**

# PLANT PRODUCTION SCIENCES PROGRAM

# (2011/2012)

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**Program Eligibility**:  The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

**Post Accreditation**:  The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program.  The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program.  The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

<div align="center">

**Annual Program Report (2011/2012)**

</div>

| |
|---|
| 1. Institution: King Saud University          Date of Report: 2012 |
| 2. College/ Department<br>Food and Agriculture Sciences/ Plant Production |
| 3. Dean<br>Professor Dr. Fahad Nasser Al-Barakah |
| 4. List all branches/locations offering this program: N/A<br><br> 1. _____<br><br> 2. _____<br><br> 3. _____<br><br> 4. _____<br><br> |

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## A. Program Identification and General Information

| |
|---|
| Program title and code<br>Plant Production Sciences, (PPS) |
| Name and position of person completing the APR<br>Professor Nasser A. Al-Suhaibani, Department Head |
| Academic year to which this report applies.<br>2011/2012 |

## B Statistical Information

1. Number of students who started the program in the year concerned:    18

2. (a) Number of students who completed the program in the year concerned:    11

Completed the final year of the program:

Completed major tracks within the program (if applicable)    N/A

Title…………………………………………………No    

Title…………………………………………………No    

Title…………………………………………………No    

Title………………………………………………… .No    

2. (b) Completed an intermediate award specified as an early exit point  (if any)    N/A

3.  Apparent completion rate.

(a)  Percentage of students who completed the program,    61%

(Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)

(b)  Percentage of students who completed an intermediate award (if any)    N/A

(e.g. Associate degree within a bachelor degree program)

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).

Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

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4. Enrollment Management and Cohort Analysis (Table 1)

**Cohort Analysis** 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).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. 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.

**Cohort Analysis** (Illustration):   **Table 1** 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). Update the years as needed.

### Enrollment Management and Cohort Analysis (Table 1)

| | | | | | **Current Year** |
|---|---|---|---|---|---|
| **Student Category** | **2007-08** | **2008-09***  | **2009-10** | **2010-11** | **2011-12** |
| Total cohort enrollment | 8 | 8 | 7 | 7 | 7 |
| Retained till year end | 8 | 7 | 6 | 6 | 3 |
| Withdrawn during the year and re-enrolled the following year | 0 | 1 | 1 | 1 | 0 |
| Withdrawn for good | 0 | 0 | 1 | 0 | 0 |
| Graduated successfully | 0 | 0 | 0 | 0 | 4 |

   a.   Provide an analysis for the cohort that started PYP on 2008 – 09
        No new student enrolment took place in years 2008/2009. The number of enrolled students for that year is carry-over from previous academic years. One student took off and reenrolled again. No students withdrew from the department while no students graduated that year. The main reasons for the relatively low program enrollment will be presented at the end of this section.
   b.   Provide an analysis for the cohort that started PYP on 2009 –10
        In 2009/2010, three students were enrolled in the PPS program. In that year one student withdrew completely from the program while another took a year off. The cohort of this year is composed of transferring students from other programs within the college or the university.
   c.   Provide an analysis for the cohort that started PYP on 2010 –11
        No new student enrolment took place in year 2010/2011. The number of enrolled students for that year is carry-over from previous academic years. One student took off and reenrolled again. No students withdrew from the department and no students graduated that year.
   d.   Provide an analysis for the cohort that started PYP on 2011 –12
        No new student enrolment took place in years. The number of enrolled students for that year is carry-over from previous academic years as well as transferring students from other programs within the college or the university. In that year, four students

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completed the program with no withdrawal.
The main reasons for the relatively low program enrollment over the years 2008/2009 to 2011/2012 are:
1. Following restructuring of CFAS programs, the Deanship of Admissions and Registration (DAR) put the PPS program on hold as it was not officially approved.
2. Starting from the 2010/2011, the DAR has adopted a new enrollment policy, by which the minimum size for all new cohorts passing the PYP should be 15 students. As a result, students of small size cohort (< 15) are allocated to other programs of their choice.

Despite the above analysis, the PPS program maintained fair student enrolment rate. During the academic years 2007/2008 – 2011-2012, the average enrolment was 39 students. Thirty students graduated during the same period while only 13 students withdrew from the PPS program either due to low GPA dismissal, transfer to other programs or any other unspecified reason.
It is needless to say that PPS program offers some courses specifically required and/or tailored for other CFAS programs. These include PPS 201, PPS 206, PPS 347, PPS 348, PPS 340 and PPS 403.

**\*PYP – Preparatory Year Program**

5.  Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

Date of Survey          2012/2013

Number Surveyed     11     Number Responded     9     Response Rate %     81.8

| Destination | Not Available for Employment | | Available for Employment | | |
|---|---|---|---|---|---|
| | Further Study | Other Reasons | Employed in Subject Field | Other Employment | Unemployed |
| Number | 3 | 0 | 5 | 1 | 0 |
| Percent of Respondents | 33.3 | 0 | 55.6 | 11.1 | 0 |

Analysis:  List the strengths and recommendations
Despite the low rate of student enrolment in PPS program, satisfactory rate of completion (61%) was attained. Furthermore, within one year of graduation, PPS graduates were either employed or continued their postgraduate studies. The majority of employed graduates were working in their subject field reflecting efficient delivery of program learning outcomes.

**C. Program Context**

| |
|---|
| 1.  Significant changes within the institution affecting the program (if any) during the past year. |
| <div align="center">None</div> |
| Implications for the program |
| <div align="center">None</div> |
| 2.  Significant changes external to the institution affecting the program (if any) during the past year. |

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| Implications for the program | None |
|---|---|
| | None |

## D. Course Information Summary

1. Course Results. Describe and analyze how the individual NCAAA "Course Reports" are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)

(a.) Describe how the individual course reports are used to evaluate the program.

Individual course reports are prepared by course instructors at the end of each semester. These reports are checked and reviewed by the department committee for Quality Assurance and Accreditation. Weaknesses that might affect program learning outcomes are given high priorities in program evaluation. Any necessary changes to improve program delivery are stated as priorities for action.

(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

(1) Completion rate analysis:

Course completion rate was high (89.61%). Twenty five percent of students who did not complete the courses withdrew from these courses before the end of the semester as the University roles give students the right to withdraw from individual courses six weeks before the end of the semester, as long as a student maintains at least 12 credits hours.

(2) Grade distribution analysis:

The below table shows the student grades distribution:

| Grade | A$^+$ | A | B$^+$ | B | C$^+$ | C | D$^+$ | D | F |
|---|---|---|---|---|---|---|---|---|---|
| Percentage | 22.70 | 12 | 17.40 | 13.3 | 8.00 | 8.00 | 8.00 | 2.60 | 8.00 |

Students' grades were normally distributed. More than 66% of the students achieved high grades (over B grade). No apparent skewedness is detected in grade distribution. The failure percent seems to be normal. Results in general reflect high quality of program learning outcomes.

(3) Trend analysis (a study of the differences, changes, or developments over time; normally several semesters or years):

The general trend in course results indicates no change over the past two years.

**Strengths:**
1- High course completion rate (89.61%) was achieved.
2- Students' grades were normally distributed.
3- No apparent change in trend is noticed of student course completion rate or grading.

**Recommendation for improvement:**

None

2. Analysis of Significant Results or Variations.

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to

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investigate, the reason for the significant result, and what action has been taken.

No significant changes in completion rates, grade distribution, or trends occurred in individual course results. However, few courses have low student attendance; therefore they cannot be judged for skewedness in results.

| a. Course | Significant result or variation |
|---|---|
| Investigation undertaken<br><br>Reason for significant result or variation | |
| Action taken (if required) | |

| b. Course | Significant result or variation |
|---|---|
| Investigation undertaken<br><br>Reason for significant result or variation | |
| Action taken (if required) | |

| c. Course | Significant result or variation |
|---|---|
| Investigation undertaken<br><br>Reason for significant result or variation | |
| Action taken (if required) | |

(Attach additional summaries if necessary)

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### 4. Delivery of Planned Courses

| (a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required. | | |
|---|---|---|
| Course title and code | Explanation | Compensating action if required |
| Production of Horticultural Crops / PPS 301 | This course is tailored for non PPS program students.<br>As an elective course, students did not register for it. | None |
| Cooperative Training / PPS 400 | As an elective course, students did not register for it. | None |
| Protected Cultivation / PPS 403 | Students did not either reach the level where it is taught or the course was equaled to PLPR 401 (previous curriculum). | None |

| (b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)<br>None | | |
|---|---|---|
| Course | Unit of work | Reason |
| Compensating action if required | | |

| Course | Unit of work | Reason |
|---|---|---|
| Compensating action if required | | |
| Course | Unit of work | Reason |
| Compensating action if required | | |
| Course | Unit of work | Reason |
| Compensating action if required | | |

### E Program Management and Administration

| List difficulties (if any) encountered in management of the program | Impact of difficulties on the achievement of the program objectives | Proposed action to avoid future difficulties in Response |
|---|---|---|
| None | None | None |

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## F. Summary Program Evaluation

| 1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken) |
|---|
| Date of Survey ____2012/2013____ |
| Attach survey report |

| a. List most important recommendations for improvement, strengths and suggestions<br>None | Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.) |
|---|---|
| b. Changes proposed in the program (if any) in response to this analysis and feedback.<br><center>None</center> ||

| 2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review) |
|---|
| <center>Evaluation by stakeholders</center> |
| Describe evaluation process |
| Evaluation by stakeholders takes two forms; through questionnaires and through formal meetings of college advisory council. |
| Attach review/survey report |

| a. List most important recommendations for improvement, strengths and suggestions for improvement.<br>Improve English language competency of college graduates in general. | (e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)<br>Competency of English language is important for PPS graduates as a mean of communication with foreign experts. At the program level, it is intended to use English and Latin scientific terminology wherever appropriate in all PPS courses to improve language skills of students. |
|---|---|
| b. Changes proposed in the program (if any) in response to this feedback. None ||

| 2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10. |
|---|
| (a) List sub-standards. Are the "Best Practices" followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any). |

| Sub-Standards | Best Practices Followed (Y/N) | 5 Star Rating | List priorities for improvement. |
|---|---|---|---|
| 4.1  Student Learning Outcomes | Y | 3.40 | None |
| 4.2  Program Development Processes | Y | 3.57 | None |
| 4.3  Program Evaluation and Review Processes | Y | 3.50 | None |
| 4.4  Student Assessment | Y | 3.80 | None |
| 4.5  Educational Assistance for Students | Y | 3.64 | None |
| 4.6  Quality of Teaching | Y | 3.50 | None |
| 4.7  Support for Improvements in Teaching | Y | 3.86 | None |
| 4.8  Qualifications and Experience of Faculty | Y | 4.00 | None |
| 4.9  Field Experience Activities | Y | 3.45 | None |
| 4.10 Partnership Arrangements | NA | NA | None |

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Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.

The PPS program goes through rigorous evaluation processes. Continuous evaluation takes place at several levels. For instance, course reports are done every semester and program is done annually. These reports are reviewed and analyzed. The followings are the major strengths, recommendation and priorities for action to improve PPS learning outcomes.

**Strengths:**

1- The integration between theoretical and practical aspects for some courses enhances learning outcomes.

2- The incorporation of human resources and facilities supports student learning outcomes.

3- Cooperative training course was included as main part of the new curriculum which was designed to acquire more knowledge and field experience.

4- Qualified teaching staff graduated from different international universities (e.g. USA, UK and Germany) enhanced the quality of the program development

5- Presence of internal program evaluation by the students and staff members.

6- Assessment strategies are clear to both students and instructors.

7- All faculty members are full time employee and available at sufficient scheduled times to enhance educational assistance for students.

8- The integration between human resources and facilities provide good quality of education.

9- Training programs offered by the Deanship for Skill Development (DSD) are reflected in the quality of teaching.

10- The cooperative training course (equals to 12 credit hours) encourages the student to acquire learning skills and perform well, and serves as a pre-job acquisition.

**Recommendations for Improvement**

1- International consultants should be involved in the curriculum design and development.

2- The standards of the achieved student learning outcomes should be compared to external benchmarks.

3- Encouraging the faculty members to spend a sabbatical leave and participate in cultural exchange with international universities.

**Priorities for Action:**

Questions Bank should be available to enable students to perform exams by computer and that will minimize errors and student get immediate score.

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## G. Program Course Evaluation

| 1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.* | | | | | | |
|---|---|---|---|---|---|---|
| Course Title/Course Code | Student Evaluations | | Other Evaluation (specify) | | Action Planned | |
| | Yes | No | | | Yes | No |
| Principles of Plant Production / PPS 201 | Yes | | None | | | No |
| Production of Horticultural Crops / PPS 301 | Yes | | None | | | No |
| Protected Cultivation / PPS 403 | Yes | | None | | | No |
| Vegetable Production / PPS 331 | Yes | | None | | | No |
| | | | | | | |

\* The low number of courses taught during this year, is attributed to overlapping with the previous program curriculum (Plant Production, PLPR).
(Add items or attach list if necessary)
2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

| Campus Branch/Location | | Approval By | Date |
|---|---|---|---|
| Main Campus: | KSU, Riyadh | MoHE | 1965 |
| 1: | None | None | None |

List all courses taught by this program and for this program that are in other programs (if any).

| Year | Course Code | Course Title | Required or Elective | Credit Hours | College or Department |
|---|---|---|---|---|---|
| **Prep Year** | ENGL 140 | English Language Skills (1) | Required | 8 | Preparatory Year Deanship |
| | MATH 140 | Introduction to Mathematics | Required | 2 | Preparatory Year Deanship |
| | CT 140 | Computer Skills | Required | 3 | Preparatory Year Deanship |
| | MC 140 | Communication Skills | Required | 2 | Preparatory Year Deanship |
| | ENGL 150 | English Language Skills (2) | Required | 8 | Preparatory Year Deanship |
| | MATH 150 | Mathematics (2) Calculus | Required | 3 | Preparatory Year Deanship |
| | CI 140 | Learning, Thinking and Research Skills | Required | 3 | Preparatory Year Deanship |
| | ENT 101 | Entrepreneurship | Required | 1 | Preparatory Year Deanship |
| | CHS 150 | Health and Fitness | Required | 1 | Preparatory Year Deanship |
| | | **TOTAL** | | **31** | |

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| 1st Year Semester 1 | BOT 102 | General Botany | Required | 3 | Dept. of Botany and Microbiology |
|---|---|---|---|---|---|
| | CHEM 103 | General Chemistry -1 | Required | 4 | Dept. of Chemistry |
| | SOSC 201 | Fundamental of Soil Science | Required | 3 | Dept. of Soil Sciences |
| | STAT 122 | Applied Statistics -1 | Required | 3 | Dept. of Statistics and Operation Research |
| | | One course in Basic Islamic Culture | Required | 2 | |
| | | Free Courses | Elective | 2 | |
| | | **TOTAL** | | **17** | |
| 2nd Year Semester 2 | BCH 101 | Biochemistry | Required | 4 | Dept. of Biochemistry |
| | PPS 201 | Principles of Plant Production | Required | 3 | Dept. of Plant Production |
| | PLPT 201 | Principles of Plant Protection | Required | 3 | Dept. of Plant Protection |
| | AGEN 230 | Water and Irrigation Systems | Required | 2 | Dept. of Agricultural Engineering |
| | SOSC 331 | Soil Fertility and Plant Nutrition | Required | 3 | Dept. of Soil Sciences |
| | | One course in Basic Islamic Culture | Required | 2 | |
| | | Free courses | Elective | 2 | |
| | | **TOTAL** | | **19** | |
| 2nd Year Semester 1 | AGEC 205 | Principles of Agricultural Economics | Required | 3 | Dept. of Agricultural economics |
| | PPS 203 | Crop Ecology | Required | 2 | Dept. of Plant Production |
| | PPS 205 | Nurseries and Methods of Plant Propagation | Required | 2 | Dept. of Plant Production |
| | PPS 206 | Applied Agriculture Genetics | Required | 3 | Dept. of Plant Production |
| | PPS 331 | Vegetable Production | Required | 2 | Dept. of Plant Production |
| | PPS 342 | Field Crops | Required | 2 | Dept. of Plant Production |
| | | One course in Basic Islamic Culture | Required | 2 | Department of Islamic Studies |
| | | Free courses | Elective | 2 | Any KSU program |
| | | **TOTAL** | | **18** | |
| 2nd Year Semester 2 | | | | | |
| | PPS | Crop Physiology | Required | 3 | Dept. of Plant |

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| | | | | | |
|---|---|---|---|---|---|
| | 309 | | | | Production |
| | PPS 310 | Principles of Plant Breeding | Required | 2 | Dept. of Plant Production |
| | PPS 321 | Production of Fruit Trees | Required | 2 | Dept. of Plant Production |
| | PPS 347 | Weed Control | Required | 2 | Dept. of Plant Production |
| | PPS 372 | Production of Ornamental Plants and flowers | Required | 2 | Dept. of Plant Production |
| | PPS 380 | Practical Training in Field Crops | Required | 2 | Dept. of Plant Production |
| | PPS 381 | Practical Training in Horticultural Crops | Required | 2 | Dept. of Plant Production |
| | | One course in Basic Islamic Culture | Required | 2 | Dept. of Plant Production |
| | PPS | One of the PPS Program Elective Courses. | Elective | 2 | Dept. of Plant Production |
| | **TOTAL** | | | **19** | |
| **3rd Year Semester 1** | PPS 400 | Cooperative course training | Elective | 12 | Dept. of Plant Production |
| | **OR** | | | | |
| | PPS | PPS Program Elective Courses | | 12 | Dept. of Plant Production |
| | **TOTAL** | | | **12** | |
| **3rd Year Semester 2** | PLPT 225 | Field Crop and Horticulture Diseases | Required | 3 | Dept. of Plant Production |
| | PPS 308 | Plant Tissue Culture | Required | 2 | Dept. of Plant Production |
| | PPS 324 | Production of Date Palm and Dates | Required | 2 | Dept. of Plant Production |
| | PPS 403 | Protected Cultivation | Required | 2 | Dept. of Plant Production |
| | PPS 404 | Principles of Field Experiments | Required | 2 | Dept. of Plant Production |
| | PPS 405 | Practical Plant Biotechnology | Required | 2 | Dept. of Plant Production |
| | PPS 498 | Graduation Project | Required | 2 | Dept. of Plant Production |
| | PPS | PPS Program Elective Courses | Elective | 4 | Dept. of Plant Production |
| | **TOTAL** | | | **19** | |
| Include additional years if needed. | | | | | |

3. Program Learning Outcome Assessment. Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance

| KPI # | NQF Learning Domains and Learning Outcomes | Method of Assessment | Date of Assessment |
|---|---|---|---|
| **1.0** | **Knowledge** | | |
| 1.1 | Define the concepts of various aspects of plant production. | Written Test | 2013 |
| 1.2 | Describe theoretical and practical backgrounds related to plant production. | Written Test (quizzes, midterm and final exams) | 2013 |
| 1.3 | Recognize obstacles facing plant production in Saudi Arabia. | Written Test (quizzes, midterm and final exams) | 2013 |
| 1.4 | Outline feasible measures to maintain agricultural sustainability. | Written Test (quizzes, midterm and final exams) | 2013 |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Recognize certain aspects pertaining to particular areas of plant production. | Written Essay Test | 2013 |
| 2.2 | Comparative theoretical approaches to the management of plant production field. | Written Essay Test | 2013 |
| 2.3 | Critical evaluation of factors involved in plant production. | Rubric Assessment | 2013 |
| 2.4 | Compose practical actions for the sustainability of agriculture. | Case Study | 2013 |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Demonstrate personal skills to identify factors hindering agricultural plant production. | Paper-pencil Self-evaluation | 2013 |
| 3.2 | Show personal ability to solve problems pertaining to plant production. | Oral Presentation | 2013 |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | Demonstrate good experiences related to plant production aspects. | Paper-pencil Self-evaluation | 2013 |
| 4.2 | Illustrate abilities to use technology tools and information in the plant production field. | Rubric Assessment | 2013 |
| **5.0** | **Psychomotor** | | |
| 5.1 | NA | NA | NA |
| 5.2 | NA | NA | NA |

Provide "direct assessments" for the current year's program learning outcomes, according to the dates provided above (G.2). A *KPI Assessment Table* is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the *Annual Program Report*(s). Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

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The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and grade analysis, or learning achievement using an alternative scientific assessment system (copy the ***KPI Assessment Table*** and paste to make additional tables as needed).

*KPI Assessment Table* (Institutionally approved for the program)

| | |
|---|---|
| **KPI #** 1.1 **Program KPI:** Proportion of students entering undergraduate programs who complete those programs in specified time. | |
| **Assessment Year** 2013 **Program Learning Outcome:** Define the concepts of various aspects of plant production. | |
| **NQF Learning Domain** | Knowledge |
| **Target Benchmark** | 100% |
| **KPI Actual Benchmark** | 44.4% |
| **Internal Benchmark** | 33.3% |
| **External Benchmark** | N/A |
| **New Target Benchmark** | 50% |
| **Analysis: (List strengths and recommendations)** | |

In the PPS program, students should normally complete their studies in 4 years. During the past 4 years (2009-2012), 5.6% of students graduated within 3.5 years. Those students took advantage of taking core courses offered by other University programs during summer time. Acceptable proportion (44.4%) of PPS students graduated in the specified time (4 years). When combined with those who graduated in three and a half years, the achievement raised up to 50%. An average of 33% of students graduated within 5 years while the rest of students (17%) graduated within 6 years.

The main cause behind the extended period of graduation of belatedly students is the failure to pass the basic courses such as general chemistry, math and physics from the first time. Furthermore, due to the individual variations among students, any student who fails to pass any course is not allowed to register for more than the designated credit hours in the curricula. Moreover, CFAS does not offer summer courses to help those students catch up with their cohort. Actual benchmark is relatively higher than the internal benchmark.

| | |
|---|---|
| **KPI #** 2.4 **Program KPI:** Students' overall evaluation on the quality of their learning experience (Average rating of the overall quality of their program on a five point scale). | |
| **Assessment Year** 2013 **Program Learning Outcome:** Compose practical actions for the sustainability of agriculture. | |
| **NQF Learning Domain** | Cognitive Skills |
| **Target Benchmark** | 5 |
| **KPI Actual Benchmark** | 4.25 |
| **Internal Benchmark** | 3.87 |
| **External Benchmark** | N/A |
| **New Target Benchmark** | 4.5 |
| **Analysis: (List strengths and recommendations)** Students highly valued the quality of their courses (85%) compared to the internal benchmark | |

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(77.4%) of Agricultural Engineering Program, CFAS. Lack of any equivalent external benchmark did not permit complete comparison. PPS will continue to improve course quality through evaluation of course and program reports to achieve the new target of 90%.

| KPI # 3.2 Program KPI: Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study. | |
|---|---|
| Assessment Year 2013 Program Learning Outcome: Show personal ability to solve problems pertaining to plant production. | |
| NQF Learning Domain | Interpersonal Skills & Responsibility |
| Target Benchmark | 35% |
| KPI Actual Benchmark | 25% |
| Internal Benchmark | N/A |
| External Benchmark | N/A |
| New Target Benchmark | 30% |
| Analysis: (List strengths and recommendations) | |
| Students highly valued the quality of their courses (85%) compared to the internal benchmark (77.4%) of Agricultural Engineering Program, CFAS. Lack of any equivalent external benchmark did not permit complete comparison. PPS will continue to improve course quality through evaluation of course and program reports to achieve the new target of 90%. | |

| KPI # 4.2 Program KPI: Number of accessible computer terminals per student. | |
|---|---|
| Assessment Year 2013 Program Learning Outcome: Illustrate abilities to use technology tools and information in the plant production field. | |
| NQF Learning Domain | Communication, Information Technology, Numerical |
| Target Benchmark | 1 |
| KPI Actual Benchmark | 1 |
| Internal Benchmark | N/A |
| External Benchmark | N/A |
| New Target Benchmark | 1 |
| Analysis: (List strengths and recommendations) | |
| The CFAS provides two computer labs with 20 computer terminals in each. These terminals are available to all students including the PPS program students. A computer technician expert supervises the two labs and provides technical assistance to students. Also, most of the department laboratories are equipped with computer terminals normally used by post graduate students. | |

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| 3.  Orientation programs for new teaching staff |
| --- |
| Orientation programs provided?  Yes [ ]   No [✓]   If offered how many participated? [ ] |
| a. Brief Description |
| Orientation programs are provided by KSU to new teaching staff annually through DSD deanship. |
| b. List recommendations for improvement by teaching staff.<br><center>None</center> |

| c. If orientation programs were not provided, give reasons. |
| --- |
| Orientation programs were not provided because new staff joined the program in 2012. |

| 4.  Professional Development Activities for Faculty, Teaching and Other Staff<br><br>a. Activities Provided | How many Participated | |
| --- | --- | --- |
| | Teaching Staff | Other Staff |
| Teaching Through Active Learning | 4 | 2 |
| Student Learning Enhancement and Improvement | 5 | 1 |
| The Seven Keys of Excellence in Teaching | 3 | 4 |
| Website Design and Management | 9 | 3 |
| Planning for Effective Teaching | 5 | 2 |
| Use of Photoshop Software in Teaching and Research | 3 | 2 |
| Use BlackBoard in Teaching | 8 | 1 |
| b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.<br>The active participation of the teaching staff has reflected positively on the quality of teaching process and the communication with students, in addition to the ability to upload course materials and any other related information easily accessible by the students. | | |

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**H. Independent Opinion on Quality of the Program after Considering Draft Report (e.g. head of another similar department/ program offering comment on evidence received and conclusions reached) (Attach notes).**

Following the latest PPS program modifications by Plant Production Department, the program went through rigorous evaluation by hierarchical levels of committees. Moreover, the program curriculum sent to the department of Botany and Microbiology, College of Science at KSU.

| 1. Matters Raised by Evaluator Giving Opinion | Comment by Program Coordinator |
|---|---|
| None | No comments were raised by the independent reviewer. |
| 2. Implications for Planning  for the Program | |
| None | |

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## I. Action Plan Progress Report

| 1. Progress on Implementation of Previous Year's Action Plans: | | | | |
|---|---|---|---|---|
| No action plans were suggested. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| a. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| b. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| c. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| d. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| e. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| f. | | | | |

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| 2. Proposals for Program Development |
|---|
| a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)<br><br>None |
| b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)<br><br>None |
| c. Development Activities for Faculty and Teaching Staff<br><br>None |

| 3. New Action Plan for Academic Year  2012 | | |
|---|---|---|
| **Actions Required** | Completion Date | Person Responsible |
| a.<br><br>**Strengthening students' enrollment** | 2017 | Department's committees for Administration, Learning and Teaching and Committee for Public Relations and Community Services. |
| b.<br><br>**Seek external benchmarks.** | 2015 | The department Committee for Quality Assurance and Accreditation and the department head will be in charge of following this issue. |
| c.<br><br>**Encourage staff members to express PPS mission in their academic activities.** | 2015 | The department Committee for Quality Assurance and Accreditation will be in charge of implementing this issue. |
| d.<br><br>**Build question bank.** | 2015 | The department Committee for Learning and Teaching will be in charge of implementing this issue. |
| e<br><br>**Use SMS and direct mobile calls to follow up the slow and belatedly students.** | 2016 | The department Committee of Student Affairs and department secretary will be in charge of implementing this issue. The department secretary task will be limited to handling the messages. |
| f.<br><br>**Establish a departmental central laboratory equipped with state-of-the-arts facilities and equipment.** | 2016 | The department Committee for Facilities and Equipment will be in charge of implementing this action under the supervision of the department head. |

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**Program Chair/ Coordinator Name:** Professor Nasser A. Al-Suhaibani

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

**Received by:** _____     **Dean/Department Head**

**Signature:** _____     **Date:** _____