

# **Kingdom of Saudi Arabia**

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

### **COURSE REPORT**

To be completed by course instructors at the end of each course and given to program coordinator.

If the course is taught in more than one location the course report should be prepared for each location by the course instructors responsible for the course in each location. A combined report should be prepared by the course coordinator and the separate location reports attached.

# Course Report

Institution : King Saud University
College/ Department College of Food and Agricultural Sciences, Plant production Department

## A- Course Identification and General Information

1. Course title and code. (Principles of Plant Breeding ) PPS 310
2. If course is taught in more than one section indicate the section to which this report applies  <b>Plant production program</b>
3. Year and semester to which this report applies. 1432-1433 First semester
4 Location (if not on main campus) non

## B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Concept and goals of plant breeding	2	2	Non
Sterility and polyploidy in relation to plant breeding	4	4	Non
Role of genetic in breeding	4	4	Non
Mutations and plant breeding	4	4	Non
Biotechnology in relation to plant breeding	6	6	Non
Breeding of self pollinated crops	4	4	Non
Breeding of cross pollinated crops	4	4	Non
Heterosis	2	2	Non

## 2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
non		

## 3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	
a. Knowledge	<p>*Course references:</p> <p>1- Principals of Blant Breeding</p> <p>2- Fundamentals of Field crops and Horticultural breeding (Abdulyas &amp; Mohammed)</p> <p>* Class discussion</p> <p>*Laboratory lessons</p> <p>*Collaborative learning/Team work</p>		*	
b. Cognitive Skills	<p>- The ability to think and understand</p> <p>-The ability to use hardware</p> <p>-Ability to understand and work different tools and the machines.</p> <p>-Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument</p>		*	

<p>c. Interpersonal Skills and Responsibility</p>	<p>-Field visits to fields and Agriculture companies to enhance student's ability to deal with the pragmatic style</p> <p>-Lectures in which students are made aware of the significance of time management</p> <p>-Discussions with students on ethical behaviour in conducting research</p> <p>-Individual counselling on research projects and writing difficulties Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers</p>		<p>*</p>	
<p>d. Numerical and Communication Skills</p>	<p>-Encourage students to make extensive use of material on the web</p> <p>-Encourage students to consult the specialist in the computer lab for help on web-based material</p> <p>-Demand the use of PowerPoint when giving presentations</p> <p>Demonstrate and give blogging and wiki / moodle assignments and coach students in how to carry them out</p>		<p>*</p>	
<p>e Psychomotor Skills (if applicable)</p>	<p>non</p>			

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

Non

### C- Results

1 Number of students starting the course: 5																																			
2 Number of students completing the course: 5																																			
3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)																																			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">%</th> <th style="width: 50%;">No</th> </tr> </thead> <tbody> <tr><td>95-100 (A+)</td><td style="text-align: center;">0</td></tr> <tr><td>90-94 (A)</td><td style="text-align: center;">0</td></tr> <tr><td>85-89 (B+)</td><td style="text-align: center;">0</td></tr> <tr><td>80-84 (B)</td><td style="text-align: center;">0</td></tr> <tr><td>75-79 (C+)</td><td style="text-align: center;">1</td></tr> <tr><td>70-74 (C)</td><td style="text-align: center;">0</td></tr> <tr><td>65-69 (D+)</td><td style="text-align: center;">2</td></tr> <tr><td>60-64 (D)</td><td style="text-align: center;">0</td></tr> <tr><td>&lt; 60 (F)</td><td style="text-align: center;">2</td></tr> <tr><td> </td><td> </td></tr> <tr><td><b>Denied Entry</b></td><td style="text-align: center;">0</td></tr> <tr><td><b>In Progress</b></td><td style="text-align: center;">0</td></tr> <tr><td><b>Incomplete</b></td><td style="text-align: center;">0</td></tr> <tr><td><b>Pass</b></td><td style="text-align: center;">3</td></tr> <tr><td><b>Fail</b></td><td style="text-align: center;">2</td></tr> <tr><td><b>Withdrawn</b></td><td style="text-align: center;">0</td></tr> </tbody> </table>	%	No	95-100 (A+)	0	90-94 (A)	0	85-89 (B+)	0	80-84 (B)	0	75-79 (C+)	1	70-74 (C)	0	65-69 (D+)	2	60-64 (D)	0	< 60 (F)	2			<b>Denied Entry</b>	0	<b>In Progress</b>	0	<b>Incomplete</b>	0	<b>Pass</b>	3	<b>Fail</b>	2	<b>Withdrawn</b>	0
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4 Result Summary:																																			
Passed: No= 3      Percent 60%      Failed      No= 2      Percent 40 %																																			
Did not complete No <input style="width: 30px; text-align: center;" type="text" value="0"/> Percent <input style="width: 30px; text-align: center;" type="text" value="0"/> Denied Entry No <input style="width: 30px; text-align: center;" type="text" value="0"/> Percent <input style="width: 30px; text-align: center;" type="text" value="0"/>																																			
5 Special factors (if any) affecting the results																																			
non																																			
6. Variations from planned student assessment processes (if any) ( See items C 4 and 5 in the Course Specification.)																																			
a. Variations (if any) from planned assessment schedule (C5 in Course Specification)																																			
Variation	Reason																																		
non	non																																		
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)																																			
Variation	Reason																																		

non	non

7. Verification of Standards of Achievement (e.g. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
non	
non	

**D- Resources and Facilities**

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
non	non

**E- Administrative Issues**

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

**F- Course Evaluation**

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths

b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (e.g. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

### **G- Planning for Improvement**

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.
2. Other action taken to improve the course this semester/year	
3. Action Plan for Next Semester/Year	

Actions Required	Completion Date	Person Responsible
4. Recommendations to Program Coordinator (if Required)		

Name of Course Instructor: Salem S. Alghamdi

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

Received by Program Coordinator Date: \_\_\_\_\_



A handwritten signature in black ink, consisting of a large, sweeping loop followed by the initials 'SAL'.



## Using the Template for a Course Report

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
<b>A. Course Identification and General Information</b>	
1. Course title and code	Show the title and institutional code number for the course.
2. Section of the course	If the course is taught in several different section indicate the section to which this report applies, either by a section number or by indicating the name of the faculty member concerned.
3. Year and semester to which this report applies	Indicate the calendar year and semester.
5. Location if not on the main campus	If the course was offered in a different location such as an industry setting or in another city or township indicate where this is done. If the course was offered both on the main campus and elsewhere complete two course reports. In that case the separate offering on the different campus should be clearly identified under this item and under item 2.
<b>B. Course Delivery</b>	
1. Coverage of planned program	Complete the table to compare the planned coverage of topics in the planned program with what actually happened. If there was a large variation (25% or more variation from the plan) give a brief explanation.
2. Consequences of non coverage of topics	This item is intended to draw attention to consequences for the program when topics could not be given the time that was planned. For any topics that were not given the time planned comment on whether you believe this is a significant problem for the program and suggest possible compensating action. For example it might be possible to provide special seminars or include extra topics in a later course.
3. Effectiveness of planned teaching strategies for intended learning outcomes.	Comment under each of the domains on the recommended teaching strategies indicating whether you believe they were effective for their purpose, noting any difficulties experienced and suggesting responses if changes are needed. For example it might be desirable to provide different support material or prepare students in a different way, for the instructors to gain more practice in the use of a strategy, or for a different strategy to be used for that learning outcome.
4. Recommended changes or processes for improvement	If the description under 3 indicates action is required what would you recommend?

<b>C. Results</b>	
1. Number of students starting	Indicate the number of students who enrolled and actually started attending classes at the beginning of the semester.
2. Number completing	This should be the number who attended classes until the end of the semester regardless of whether they passed or failed.
3. Distribution of grades	Show the distribution of grades or percentage marks using the system normally applied in the institution.
4. Results summary	Show the numbers and percentages of students who passed, failed etc.
5. Special factors	Include a brief explanation if there were any unusual events or circumstances that might have affected the grade distribution.
6. Variations from planned assessment processes. a. Variations from the planned schedule  b. Variations from the assessment strategies for different domains of learning	If there were any variations from the schedule of assessment tasks and or assignment activities indicate the change that was made and the reasons for it.  If there were variations from the strategies planned for assessing students learning in different domains of learning as set out in the course specification indicate the changes that were made and the reasons for them.
7. Verification of standards of achievement	Explain what was done to check that the standards applied in assessments of students work were valid and appropriate.

<b>D. Resources and Facilities</b>	
1. Difficulties in access to resources or facilities	If there were any difficulties in getting access to the resources or facilities required for the course give a brief description.
2. Consequences of difficulties	For any difficulties that were experienced explain any effect they may have had on student learning.

<b>E. Administrative Issues</b>	
1. Organizational or administrative difficulties	If there were any organizational or administrative difficulties that affected the course give a brief description.
2. Effect of difficulties on student learning	Explain what effect difficulties experienced may have had on students learning in the course.

<b>F. Course Evaluation</b>	
1. Student evaluation of the course	Attach survey results
a. List the most important criticisms and strengths	List the most common and the most significant criticisms and strengths as shown in the student evaluations
b. Response of instructor or course team	Provide a brief explanation or comment. These may acknowledge or disagree with strengths or areas in need of improvement or provide an explanation or interpretation.
2. Other Evaluation	Describe any other evaluations received from different sources, for example comment by colleagues or head of department, or visiting reviewers.
a. List the most important criticisms or strengths.	List the most common and the most significant criticisms and strengths as revealed in these other evaluations.
b. Response of instructor or course team	Provide a brief comment. These may agree or disagree with strengths or areas in need of improvement or provide an explanation.

<b>G. Planning for Improvement</b>	
1. Action taken to improve the course this semester/year	Provide a summary description of any actions that were taken as a result of previous course evaluations or action plans described in course reports to improve the course and comment on the results achieved.
2. Progress on other actions proposed.	List other action that was taken to improve the course and comment on results achieved.
3. Action Plan for Next Semester/Year	List action proposed to improve the course for the next semester/year noting for each action the planned completion date and the person responsible.
4. Recommendations for Program Coordinator	List recommendations for consideration by the department chair or program coordinator that would require decision at that level or that might affect other courses in the program.