

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

11/1

**COURSE REPORT
(CR)**

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

Course Report

For guidance on the completion of this template refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.

Institution :King Saud University	Date of Course Report: 22 May 2014
College/ Department : College of Agricultural Sciences (plant production department)	

A. Course Identification and General Information

1. Course title : Fruit production		Code #	Section # 43AA			
2. Name of course instructor: Alaa El-Din K. Omar		Location Main campus				
3. Year and semester to which this report applies. 2013-2014/ Second semester						
4. Number of students starting the course?	8	Students completing the course?	6			
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2		1			3 hours
Credit	N/A	N/A	N/A	N/A	N/A	3Credits

B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Introduction to fruit trees distributed in Saudi Arabia, both fruit evergreen or deciduous Introduction to fruit trees distributed in Saudi Arabia, both fruit evergreen or deciduous	2	3	N/A
Date palm and Citrus (importance - Environmental conditions suitable for production)	2	3	N/A
How to establish various date palm and citrus orchards	2	3	N/A

- Farming methods appropriate			
Water requirements and different irrigation methods to irrigate date palm and citrus	2	3	N/A
Fertilizer requirements of different date palm and citrus - Methods Added	2	3	N/A
Pruning trees in date palm and citrus - indicators of picking fruits and different methods of harvesting	2	3	N/A
Fig and pomegranate trees (importance - Environmental conditions suitable for production)	2	3	N/A
How to establish various fig and pomegranate orchards - Farming methods appropriate	2	3	N/A
Water requirements and different irrigation methods to irrigate fig and pomegranate trees	2	3	N/A
Fertilizer requirements of different fig and pomegranate trees - Methods Added	2	3	N/A
Pruning trees in fig and pomegranate trees	2	3	N/A
Indicators of picking fruits and different methods of fig and pomegranate trees	2	3	N/A

2. Consequences of Non Coverage of Topics For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.		
Topics (if any) not Fully Covered	Effected Learning Outcomes	Possible Compensating Action
N/A	N/A	N/A

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Knowledge: Define the concept of fruit farms and farm management	Written test	Two major examinations were administered covering the concepts, causes, effects, and major strategies used in farm management. Results indicate that 5 out of 6 students (83%) scored between 36 and 38 out of 40 marks. Only one
2	List down the causes and effects on date palm farms that affect	Written test	



	performance and production		student (16.67%) scored 32 out of 40.
3	Describe the different fruit farms management strategies and techniques.	Written test	This indicates that almost all students have acquired sufficient knowledge about farms. Thus course learning outcomes in the knowledge domain appear to have been met.
4	Cognitive Skills Differentiate theoretical approaches to farm management.		
5	Develop a fruit farms management plan	Rubric Assessment	
6	Communication, Information Technology, Numerical Interpret concrete life experiences that relate to fruit farms, behavioral performance and well-being.	Paper-pencil self-evaluation Case Study	

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

None

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

List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
a. Knowledge a. Knowledge: 1. The lectures cover the following areas. 2. Class discussion 3. Laboratory lessons 4. Collaborative learning/Team work 5- Videos and packinghouse and field visits.		√	None



b. Cognitive Skills: 1. Lectures / teaching students how to understand and solve problems 2. Field visits to know the student materials and equipment operation 3. Class discussions/teaching students to think independently and engage in group discussions 4. Individual meetings with students and encourage students to discuss specific problems outside the classroom with the instructor 5. Varieties, Harvesting, Insect Pests and Diseases That Affect Date Palm and distribution facilities field Trips		√	None
c. Interpersonal Skills and Responsibility: 1. Field visits to fields to see Varieties , insect pests and diseases that affect date palm and distribution to know the student's ability to deal with the pragmatic style 2. Lectures in which students are made aware of the significance of time management 3. Discussions with students on ethical behavior in conducting research 4. Individual counselling on research projects and writing difficulties 5. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers		None	√
d. Numerical and Communication Skills: 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations 4. Demonstrate and give blogging and wiki / moodle assignments and coach students in how to carry them out		None	√
e Psychomotor Skills (if applicable): Non applicable		√	None

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C. Results**1. Distribution of Grades**

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A+	3	50	
A	1	16.67	
B+	1	16.67	
B	1	16.67	
C	-	-	
D	-	-	
F	-	-	
Denied Entry	8		
In Progress	6	75	
Incomplete	2	25	
Pass	6	100	
Fail	0	0	
Withdrawn	0	0	

2. Analyze special factors (if any) affecting the results**3. Variations from planned student assessment processes (if any) (see Course Specifications).****a. Variations (if any) from planned assessment schedule (see Course Specification)**

Variation	Reason
None	None

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason
None	None

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
None	None

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.
None	None

E. Administrative Issues

1. Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
None	None

F Course Evaluation

1 Student evaluation of the course (Attach survey results report)
a. List the most important recommendations for improvement and strengths
b. Response of instructor or course team to this evaluation Based on the CES result, effective use made of technology was rated the lowest (Mean = 3.6). Although by NCAAA standard this rating is considered high quality performance, the instructor would like to further improve this rating by reviewing factors that facilitate student learning through the use of technology. Currently, MOODLE is functional but since it was only introduced in AY 2010-2011,



there has been no formal evaluation at the institutional level about how effective this learning management system is with regard to learning and teaching. The Academic Assessment and Planning Center has been tasked by top management to assess and evaluate the effectiveness of the LMS

2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)
Evaluation by the head of department is still in progress

a. List the most important recommendations for improvement and strengths None

b. Response of instructor or course team to this evaluation None

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).

Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a. None	N/A	N/A	N/A



2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).
None.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. The same previous plan with a focus on field visits, practical and educational videos			The end of the second semester 1434/14352	Dr. Alaa El-Din Omar <i>Associate Prof.</i>

Name of Course Instructor: **Dr. Alaa El-Din k. Omar**

Signature: _____

Date Report Completed: 22 /5 /2014

Program Coordinator: _____

Signature: _____

Date Received: 22/5/2014