

**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

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

**1434-1435 (2012-2013)**

**COURSE REPORT  
(CR)**

**Seed Production and testing (PPS 409)**

**Assoc. Prof. Salah El-Hendawy**

**Instructor**

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 | 1434-1435 (2012-2013) |
| College/ Department College of Food and Agricultural Sciences, Plant production Department |                      |                       |                       |

#### A. Course Identification and General Information

|   |                                      |          |                                 |           |        |       |
|---|--------------------------------------|----------|---------------------------------|-----------|--------|-------|
| 1. Course title   | Seed Production and testing          | Code #   | (PPS 409)                       | Section # |        |       |
| 2. Name of course instructor  | Assoc. Prof. Salah El-Hendawy        |          | Location A 079                  |           |        |       |
| 3. Year and semester to which this report applies.  | 1434-1435 (2012-2013) <sup>3 4</sup> |          |                                 |           |        |       |
| 4. Number of students starting the course?  | 1                                    |          | Students completing the course? | 1         |        |       |
| 5. Course components (actual total contact hours and credits per semester): 2 hours (1+1) |                                      |          |                                 |           |        |       |
|   | Lecture                              | Tutorial | Laboratory                      | Practical | Other: | Total |
| Contact Hours   | 28                                   | N/A      | N/A                             | 28        | N/A    | 56    |
| Credit  | 1                                    | N/A      | N/A                             | 1         | N/A    | 3     |

#### B. - Course Delivery

|  |                       |                      |  |
|--|-----------------------|----------------------|--|
| 1. Coverage of Planned Program   |                       |                      |  |
| Topics Covered   | Planned Contact Hours | Actual Contact Hours | Reason for Variations if there is a difference of more than 25% of the hours planned |
| Nature of flowering, pollination and fruit formation   | 1                     | 2                    | None   |
| Nature of flowering, pollination and fruit formation. Factors affecting seed production. Seed production requirements. | 1                     | 2                    | Non 2  |
| Stages of seed production, Hybrid seed production  | 1                     | 2                    | Non 2  |

|                                     |   |   |     |
|-------------------------------------|---|---|-----|
| Seed treatment and seed storage     | 1 | 2 | Non |
| Seed processing, seed certification | 1 | 2 | Non |
| Seed testing                        | 2 | 4 | Non |
| Seed technology                     | 2 | 4 | Non |
| Seed viability                      | 2 | 4 | Non |
| Seed index                          | 1 | 2 | Non |
| Seed laws                           | 2 | 2 | Non |

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## 2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

| Topics (if any) not Fully Covered | Effectuated Learning Outcomes | Possible Compensating Action |
|-----------------------------------|-------------------------------|------------------------------|
|                                   |                               |                              |

## 3. Course learning outcome assessment.

|   | List course learning outcomes   | List methods of assessment                            | Summary analysis of assessment results                 |
|---|---|---|--|
| 1 | Analyze and understand the world status of seed production for most important crops | Discussion  | Write report   |
| 2 | Define appropriate seed testing   | Lecture, discussion , scientific trip to seed company | Written Test, MCQs                                     |
| 3 | Recognize the different pollination in different crops                              | Lecture, discussion , scientific trip to seed company | Written Test, MCQs                                     |
| 4 | Design field for seed production  | Lecture, discussion , scientific trip to seed company | Written Test and collect picture for diseases symptoms |
| 5 | Analyze and solve common problems facing seed production in Saudi Arabia            | Lectures - Group discussion                           | Written Essay Test                                     |
| 6 | Outline a general plan of investigations and  | Lectures - Group discussion                           | Written Essay Test                                     |

|    |   |   |                                     |
|----|---|---|-------------------------------------|
|    | <b>management of common seed tests</b>  |   |                                     |
| 7  | <b>Formulate appropriate management plans for evaluate field for seed production</b>  | <b>Lectures - Group discussion</b>  | <b>Case study</b>                   |
| 8  | <b>Interpersonal Skills &amp; Responsibility</b>  |   |                                     |
| 9  | <b>Use means to find new information data or new seed testing, for the best utilization of their lectures and tutorials.</b>  | <b>Feedback and discussion during lectures and tutorials</b>              | <b>Paper-pencil Self-evaluation</b> |
| 10 | <b>Work constructively in a group, cooperating with their leaders</b>   | <b>Feedback and discussion during lectures, tutorials</b>                 | <b>Paper-pencil Self-evaluation</b> |
| 11 | <b>Be able to report comprehensive information about solving the problems that face production seed under Saudi Arabia conditions in an oral or written manner.</b> | <b>Feedback and discussion during lectures, tutorials and field trips</b> | <b>Oral Presentation</b>            |
| 12 | <b>Identify the basic tests needs for each crop</b>   | <b>Small Group discussion</b>   | <b>Paper-pencil Self-evaluation</b> |
| 13 | <b>Demonstrate good experiences related to seed production aspects.</b>   | <b>Group discussion</b>   | <b>Rubric Assessment</b>            |
| 14 | <b>Illustrate abilities to use technology tools and information in the seed production.</b>   | <b>Group discussion</b>   | <b>Rubric Assessment</b>            |
| 15 | <b>Psychomotor</b>  |   |                                     |
| 16 | <b>Show different symptoms of diseases on seed during storage</b>   | <b>Small Group discussion</b>   | <b>Paper-pencil Self-evaluation</b> |

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

| 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 |   |
| Lecture, discussion , scientific trip to seed company   |                       | ✓   |   |
| Small Group discussion  |                       | ✓   |   |
| Group discussion  |                       | ✓   |   |
| Field trip  |                       | ✓   |   |

**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            |                    |                    |   |
| B            | 1                  | 100%               | There no group discussion and visit seed company with one student |
| C            |                    |                    |   |
| D            |                    |                    |   |
| F            |                    |                    |   |
| Denied Entry | 0                  |                    |   |
| In Progress  | 1                  | 100%               |   |
| Incomplete   | 0                  |                    |   |
| Pass         | 1                  | 100%               |   |
| Fail         | 0                  |                    |   |
| Withdrawn    |                    |                    |   |

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

**Field trip should be done two time each semester**

**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 |
|-----------|--------|
|           |        |
|           |        |
|           |        |

| b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification) |        |
|--|--------|
| Variation  | Reason |
|  |        |
|  |        |
|  |        |

| 4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator). |            |
|---|------------|
| Method(s) of Verification   | Conclusion |
|   |            |
|   |            |

**D. Resources and Facilities**

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

**E. Administrative Issues**

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

**F Course Evaluation**

|  |
|--|
| 1 Student evaluation of the course (Attach survey results report)        |
| a. List the most important recommendations for improvement and strengths |
|  |
| b. Response of instructor or course team to this evaluation              |
|  |

|   |
|---|
|   |
| 2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders) |
| a. List the most important recommendations for improvement and strengths                                      |
| 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 (if any). |               |         |          |
|---|---------------|---------|----------|
| Actions recommended from the most recent course report(s)                                     | Actions Taken | Results | Analysis |
| a.  |               |         |          |



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

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular colleagues meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences
- Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

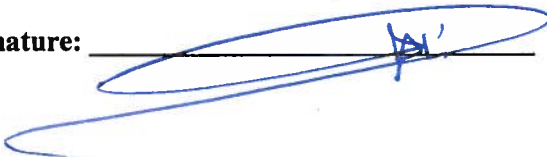
3. Action Plan for Improvement for Next Semester/Year

| Actions Recommended | Intended Action Points and Process | Start Date   | Completion Date | Person Responsible |
|---------------------|------------------------------------|--------------|-----------------|--------------------|
| a. Field trip       |                                    | Mid semester |                 |                    |

Name of Course Instructor: Salah El-Sayed El-Hendawy

Signature:  Date Report Completed: 23/7/1435

Program Coordinator: Prof. Alsubaibani N.

Signature:  Date Received: 23/7/1435