

**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

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

**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	14 <sup>th</sup> of January 2014
College/ Department	College of Business Administration/ Department of Economics		

### A. Course Identification and General Information

1. Course title	Principles of Microeconomics	Code #	Econ 101	Section #	24262	
2. Name of course instructor	Bodour Alhumaid		Location	On Campus		
3. Year and semester to which this report applies.	2013-14 / 1 <sup>st</sup> Semester					
4. Number of students starting the course?	42	Students completing the course?	40			
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	42 hours	-	-	-	-	42 hours
Credit	3 hours	-	-	-	-	3 hours

### 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: definition - Economic Methodology – The Economic Problem	3	3	N/A
Price System: The Market - Demand and Supply	6	6	N/A
Consumer Theory: Cardinal and Ordinal utility - Consumer Equilibrium - Consumer Demand	9	9	N/A
Market Demand and Elasticity	6	6	N/A
Theory of the Firm	6	6	N/A
Production and Cost: Production, Costs,	6	6	N/A

and Diminishing Returns			
Market Structure and Equilibrium: Competition, Imperfect Competition and Monopoly	6	6	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		
N/A		

## 3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	<b>1.0 Knowledge:</b> LOs 1.1, 1.2, 1.3 <b>1.1</b> Describe the nature of economics in dealing with the issue of scarcity <b>1.2</b> Recognize the fundamental economic theories and concepts at the micro level. <b>1.3</b> Define various market structures <b>1.4</b> Recognize differences between perfect and imperfect markets	The following rubric assessment tools/methods:  <b>Formal Examinations</b> (LO 1.0, 2.0): - Two mid-term Exams 50-60%; - Final Exam 40%; - Quizzes 5-10%;  <b>Reading reflection</b> (LO 1.0, 2.0) <b>Participation</b> (LO 3.0 & 4.0) <b>Debates</b> (LO 3.0 & 4.0) <b>Assignments</b> (LO 1.0, 2.0)	<b>Mid-term 1 :</b> - Highest Grade: 20/20 - Lowest Grade : 12/20 - Average Grade: 17.3/20  <b>Mid-term 2:</b> - Highest Grade: 20/20 - Lowest Grade : 9.5/20 - Average Grade:16.2/20  <b>Quizzes and Assignments :</b> - Highest Grade: 20/20 - Lowest Grade : 12.5/20 - Average Grade: 17.8/20
2	<b>2.0 Cognitive Skills:</b> LOs, 2.1, 2.2 <b>2.1</b> Explain and apply fundamental economic concepts <b>2.2</b> Perform supply and demand analysis to analyze the impact of economic events on markets <b>2.3</b> Analyze the behavior of consumers in terms of the demand for products <b>2.4</b> Justify approaches to identifying, analyzing and solving a variety economic problems		
3	<b>3.0 Interpersonal Skills &amp; Responsibility:</b> LOs, 3.1, 3.2 <b>3.1</b> Develop personal relationship for effective team work <b>3.2</b> Communicate effectively in oral and written modes in professional and		

	academic settings		
4	<b>4.0 Communication, Information Technology, Numerical:</b> LOs, 4.1, 4.2 <b>4.1</b> Perform basic mathematical analysis in understanding economic relationships <b>4.2</b> Interpret basic macroeconomic economic data		
5	<b>5.0 Psychomotor:</b> N/A		

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

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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	
<b>a. Knowledge:</b> - Lectures. - Interactive slide shows. - Exercises and homework.		Yes	-
<b>b. Cognitive Skills:</b> - Discussions. - Interactive Discussion.		Yes	-
<b>c. Interpersonal Skills and Responsibility:</b> - Joint work with others. - Problem solving.		Yes	-
<b>d. Communication, Information Technology, Numerical:</b> - Using university web site as source of information and communication.		Yes	-
<b>e. Psychomotor Skills (if applicable):</b> N/A.	-	-	-

**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+	9	21.43%	95 out of 100 scores A+
A	8	19.05%	90 out of 100 scores A
B+	7	16.67%	85 out of 100 scores B+
B	4	9.52%	80 out of 100 scores B
C+	4	9.52%	75 out of 100 scores C+
C	5	11.91%	70 out of 100 scores C
D+	2	4.76%	65 out of 100 scores D+
D	1	2.38%	60 out of 100 scores D
F	0	0	Below 60 out of 100 fails the course
Denied Entry	0	0	
In Progress	0	0	
Incomplete	0	0	Did not attend the final exam
Pass	40	95.24%	Fulfilled the criteria ( above 60 out of 100 )
Fail	0	0	Failed to fulfil the criteria ( below 60 out of 100 )
Withdrawn	2	4.76%	

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

Lack of students orientation programs in the wake and commencement of every academic year / 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
N/A	N/A
N/A	N/A
N/A	N/A

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

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
Cross-check of grade validity by another teacher in the department	No significant variation in grading.
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#### 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)
Attached
a. List the most important recommendations for improvement and strengths
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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

-
<p>b. Response of instructor or course team to this evaluation</p> <div style="text-align: center; height: 100px;">-</div>

### 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. N/A	-	-	-
b. N/A	-	-	-
c. N/A	-	-	-
d. N/A	-	-	-

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

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3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. N/A	-	-	-	-
b. N/A	-	-	-	-
c. N/A	-	-	-	-
d. N/A	-	-	-	-
e. N/A	-	-	-	-

Name of Course Instructor: \_\_\_\_\_

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

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_