

Overall Report on Course Reports

Faculty: College of Computer Science and Information Systems

Program: Computer Science (CS) - Female Section

Semester: Second Semester

Year: 1437/1438 (2016/2017)

Overall Report on Course Reports

Institution: Najran University	Date of the Report : 8 th June 2017
College/ Department: College of Computer Science and Information Systems Department of Computer Science (CS)	
Program: Computer Science (CS)- Female Section	

A. General Information

This reports concerned with courses of:			
Level 1	<input type="text"/>	Level 2	<input type="text"/>
Level 3	<input type="text"/>	Level 4	<input type="text"/>
Level 5	<input type="text"/>	Level 6	<input type="text"/>
Level 7	<input type="text"/>	Level 8	<input type="text"/>
Level 9	<input type="text"/>	Level 10	<input type="text"/>
Level 11	<input type="text"/>	Level 12	<input type="text"/>

B. - Courses Delivery (CS)

1. Coverage of Planned Courses				
Level	No. of courses	Completely delivered	Not completely delivered	Reasons for non completion of courses or hours of courses
Level 1	Preparatory Level			
Level 2				
Level 3	1	1		
Level 4	1	1		
Level 5	3	3		
Level 6	3	3		
Level 7	5	5		
Level 8	4	4		
Level 9	3	3		

2. Possible compensating Action for non completion of courses or hours of courses	
Level 1	Preparatory Level
Level 2	
Level 3	NIL
Level 4	NIL
Level 5	NIL
Level 6	NIL
Level 7	361CSS-3: Introduction to Prolog and implementation – Extra attention has taken to this topic
Level 8	NIL
Level 9	NIL

C. Courses learning outcome assessment.

Level	Outcomes completely assessed	Outcomes Not completely assessed	Remarks
Level 1			
Level 2			
Level 3	6	0	
Level 4	5	0	
Level 5	17	0	
Level 6	11	0	No data available in the course file of 235CSS-3. Hence the CLOs of this course is not taken into account
Level 7	26	0	No data available in the course file of 329CSS-3. Hence the CLOs of this course is not taken into account
Level 8	10	0	No data available in the course file of 328CSS-3. Hence the CLOs of this course is not taken into account
Level 9	10	0	

D. Effectiveness of Planned Teaching Strategies of courses

Teaching strategies were effective	Teaching strategies were Not effective	List the non effective strategies
<input checked="" type="checkbox"/>	<input type="checkbox"/>	For almost all the courses, the teaching strategies were effective.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><u>113CSS-4:</u> (TS-7: Encourage students to browse different journals, seminars or websites at their leisure time to have better understanding about Object Oriented Programming.) - _The most important difficulties faced that students are weak in English and they don't have the motivation to even read the handouts of the course.</p> <p><u>380CSS-3:</u> a) (TS:4-Tutorials) - Tutorials were made compulsory but students did not attend the tutorials b) (TS:7-: Encourage students to browse different journals, seminars or websites at their leisure time to have better understanding about SQL) - The most important difficulties faced that students are weak in English and they don't have the motivation to even read the handouts of the course.</p> <p><u>429CSS-3:</u> (Lab Demonstrations) - Students did not show in all Lab sessions because of non-mandatory policy of class attendance and it affected the students' performance in lab exams especially.</p>
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E. Results

1. Comments on the Students grades							
Levels	Number of students on each Grades						Remarks
	A No/Perc.	B No/Perc.	C No/Perc.	D No/Perc.	E No/Perc	F No/Perc	
Level 1	Not Applicable						
Level 2							
Level 3	2	4	1	0	N/A	0	
Level 4	0	5	1	2	N/A	0	
Level 5	4	6	9	11	N/A	0	
Level 6	2	3	3	3	N/A	0	No data available in the course file for course 235CSS-3. Hence the grades of this course are not taken into account.
Level 7	3	6	6	10	N/A	1	No data available in the course file of 329CSS-3. Hence the grades of this course are not taken into account.
Level 8	16	6	3	2	N/A	0	No data available in the course file of 328CSS-3. Hence the grades of this course are not taken into account.
Level 9	8	2	2	5	N/A	0	

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

NIL

G Courses Evaluation

1 Student evaluation of the courses

Available for all courses that were delivered in the 2nd Semester 2016-2017

2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)

Yes/No

H. The best practices and strength points in general.

- The students in general are satisfied with the resources provided in the course whenever they needed
- The expectations of each assessment methods are explained to the students.
- Course Syllabus, objectives, and guidelines of the course were given to the students in the first week of the semester.
- Faculty members relate course learning outcomes to topics and teaching strategies and assessment methods.
- Course syllabus was distributed to students in the first week. Course syllabus contains the learning outcomes, weekly topics, assessment methods, etc.
- Teaching strategies of the courses were effective and facilitated better understanding of the concepts to the students.
- The course instructors explain the content of the learning material repetitively whenever requested by the students.
- The course instructors encourage the students to ask questions and develop their ideas in the course.
- The course activities given to the students helped them to develop their knowledge skills.

I. The Points need improvement (Weakness points) in general.

- The resources such as the hard copy of the books from the central library should be accessible to the students. More number of text books should be available for students as the strength of female students is more.
- Although the curriculum committee decided to have Java as the programming tool for Programming Language-1, the decision is yet to be implemented.

- Solve the issues of the Community College students enrolled in the CS program by framing admission policies.
- To maintain the implementation of actions recommended for the course improvement in the previous semester.

J. Planning for Improvement

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
Actions common to all courses				
<p>Hard copies of the text books must be available with students</p> <p>CLOs must be explained and emphasized to students. In start of each lecture relate the lecture topic with CLOs.</p> <p>Make sure that students know the relationships between CLOs, topics, teaching strategies and assessment methods.</p> <p>Encourage students to come to the office hours</p> <p>Students should know the expectations in the assessment methods. Give the marking scheme (e.g. Rubric, etc.) to students before assessment methods.</p> <p>Follow the current course syllabus and course specification.</p> <p>To maintain the implementation of actions taken in the previous semester</p> <p>To motivate students to be active during class by asking questions regularly during lecture.</p>				
Specific Actions for the course				

111CSS-4: Assignments involving critical thinking and reasoning	Assignments should be given for complex topics	Every 3 weeks during the semester	Before 2 weeks of the final exam	Course Instructor
Devote more time to the function related concepts	Dedicate at least 3 tutorials to learn the function concepts. Assignments involving functions should be given	Start from the 7th week of the semester	Before 2 weeks of the final exam	Course Instructor
Relate the recognition of C syntax in all lab activities	More exercises in the lab activities and lab assessments should be given.	Start from the 3 rd week of the semester	Till the final lab exam week	Course Instructor
Devote more time to trace and evaluate program and find the error in the program	More exercises in the lab activities and lab assessments should be given.	Start from the 4th week of the semester	Till the final lab exam week	Course Instructor
113CSS-4: To enforce the students to refer from the textbook through assignments and regular referral to the textbook		Next time when course offered		Instructor
To use as much as possible, a simple English language for teaching and assessment.		Next time when course offered		Instructor
To direct the students to refer to the internet as a learning resources to improve their level		Next time when course offered		Instructor

<p>212CSS-3:</p> <p>It will be very good if make the attendance compulsory for students. It is noted that students miss classes because they know to miss classes will not make them Harman.</p> <p>It is seen during the theory and lab session that students did not actively participate during lecture. It is very important for course instructor regularly motivate the students. This can be achieved be achieved by asking related questions, taking short quiz during lecture, group discussion etc.</p> <p>It is difficult to cover all the course contents in lecture time, so course instructor tries to utilize the tutorial time to solve exercise problems</p> <p>Students should know the expectations in the assessment methods. So I recommend giving the marking scheme (e.g. Rubric, etc.)to students before assessment methods.</p>		<p>Starting from next semester</p> <p>Next time when course offered</p> <p>Next time when course offered</p> <p>Next time when course offered</p>		<p>University Administration</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>
<p>222CSS-4:</p> <p>Arrange seminar for all college students to motivate them to put their energies and efforts</p>	<p>Conduct at least one seminar to motivate students towards in the field.</p>	<p>Nov 2017</p>	<p>Dec 2017</p>	<p>Course Instructor</p>

281CSS-3: Interactive tutorials with group discussions and seminars. Assignments involving critical thinking and reasoning Give more lab oriented activities to the students to become familiar with the graphics programming Assign more time and lab work to study more about physics of lights in theory classes and labs. Devote more time to create more programs related to transformations. Improve student group learning skills by dividing them into groups let them to answer open-ended questions	Should be conducted on completion of each chapter	Start of the Semester	Before 2 weeks of the final exam	Course Instructor
	Assignments should be given for complex topics	Every 3 weeks during the semester	Before 2 weeks of the final exam	Course Instructor
	Mini project can be given to the students by forming groups	Three weeks after the start of the semester	Till the final lab exam week	Course Instructor
	Assignments and tutorial problems can be given	Start from week 10 of the semester	Till the final lab exam week	Course Instructor
	More lab exercises that is based on geometric transformations can be given	Start from week 8 of the semester	Till the final lab exam week	Course Instructor
	Tutorial hours can be used	Start of the semester	End of the semester	Course Instructor
329CSS-3 Implement a practical project Encourage more interaction among students by including group discussion and pair-review during tutorial hours.	It should be implemented next time the course will be offered and followed throughout the semester.			Course Instructor
	It should be implemented next time the course will be offered and followed throughout the semester.			Course Instructor
380CSS-3: Devote more time to Solve simple queries by using SQL Devote more time to Solve simple queries by using the operations (selection, projection, join, Cartesian product) of the theoretical database language Relational Algebra Devote more time to solve problem for normalization	Give more exercises	Week2	Week 10	Course Instructor
	Give more exercises	Week 10	Week 11	Course Instructor
	Give students more exercise for normalization	Week 11	Week 12	Course Instructor

429CSS-3: Lab should focus on Computer Security tools rather than programming.	Installation of licensed Computer Security tools in Labs	May 2017	Nov 2017	LMC
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Name of committee prepared the report	Signature
DQU	

Date Report Completed: 08.06.2017

Program Coordinator: _____

Signature: _____

Date Received: _____