



COURSE REPORT (CR)

Najran University
College of Computer Science and Information Systems
Department of Computer Science

Course Name: Programming Language 1
Course Code: 111 CSS-4

Prepared By:

Somaya Alhazmi

June 2017

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.

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

Institution : Najran University	Date of Course Report : 1-06-2017
College of Computer Science and Information Systems	

A. Course Identification and General Information

1. Course title : Programming Language 1	Code # 111CSS-4					
2. Name of course instructor : Somaya Alhazmi	Location: Female campus					
3. Year and semester to which this report applies: 2 st Semester, 2016- 2017						
4. Number of students starting the course?	Students completing the course?					
11	7					
5. Course components (actual total contact hours and credits per semester): 2Hr theory, 2hr lab, 1hr tutorial 4 Credit hours						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	6		30	Office /3	84
Credit	3	0		0	0	4

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 Programming language and its types, Introduction to assembler, interpreter and compiler	4	3	N/A
Algorithms and Flowcharts	4	3	N/A
Constants, Identifiers, Variables and Data types	4+2	6	N/A
Operators, Expressions and Console I/O Statements	8+4	12	N/A

Selection Statements and Iteration statements, continue and break statements	8+4	11	N/A
Functions, Arrays and Strings	12+6	17	N/A
Structures & Unions, Enumerations	8+4	3	N/A
Pointers	8+4	5	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	Effectuated Learning Outcomes	Possible Compensating Action
Unions, Enumerations	Not much significant effect on the CLO.	

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	CLO_1: Are you able to describe the basic concepts of C programming	Mid-1, Final	Achieved
2	CLO_2: Apply code of ethics in professional issues. Are you able to construct C programs with basic programming elements	Mid-2, Final	Achieved
3	CLO_3 Are you able to apply the concept of flowchart and algorithm in solving problems	Mid-2, Final	Achieved
4	CLO_4 Are you able to apply function concepts of C programs?	Final	Achieved
5	CLO5: Are you able to create C	Mid-2, Final	Achieved

	programs with advanced programming elements?		
6	CLO 6: Are you able to assess program execution?	Final	Achieved

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

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	
TS: 1-Interactive Lectures using powerpoint slides with more examples.		√	
TS:2- Engaging the students in problem based learning through Tutorials		√	
TS:3- Lab Demonstrations		√	
TS: 4 – Recall the topics discussed in the last lecture by asking questions to the students.		√	

TS: 5 – Associating the topics in each chapter with the CLO.		√	
TS: 6 – Discussion with the students in the class hours.		√	

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	2		
B	4		
C	1		
D	0		
F	0		
Denied Entry	0		
In Progress	0		
Incomplete	0		
Pass	7		
Fail	0		
Withdrawn	4		

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

- Students' insufficient home study.
- Students addiction on lectures materials only.

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	

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

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
Students' grades and marks are accurately checked and reviewed by the recheckers applicable to mid exams, final theory and lab exams.	Verification of marks is assured in this way.
Rubrics are used to evaluate the complex questions.	Rubrics are very useful in judging the students' answers for complex questions
The course coordinators review the question paper according to the NCAAA/ABET standards.	The questions used in the assessment methods are reviewed so that all the questions are related to the CLOs.

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Students were not allowed to borrow the books from the library of the female campus, although they can use the books. The soft copy of the books is delivered to the students	2. Consequences of any difficulties experienced for student learning in the course. Students rely on the lecture handouts and powerpoint slides.
--	---

E. Administrative Issues

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

F Course Evaluation

1 Student evaluation of the course (Attach survey results report) Attached in Blinder 1
a. List the most important recommendations for improvement and strengths Not Available Yet
b. Response of instructor or course team to this evaluation Not Available Yet
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders) N/A
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. Devote more time to trace and evaluate program and find the error in the program	Yes	More exercises in the tutorial were given to the students. Also sample programs with errors in the lecture hours	Although the students were not regular in attending the tutorials they were able to evaluate the program as this was discussed in the lecture hours.
b. Students must understand that this course is a gate course in CS and that	Yes	Discussions and counseling with the students during the class hours.	Most of the students understood the need of programming and its influence in the

they must achieve the learning outcomes of the course to pass the course			upcoming semesters
c. More course assessment methods should be included	Yes	The number of lab assessment increased	Students were able to do programming at the basic concepts and also fairly in the advanced concepts
d. Devote more time to solve the problem using the flowcharts and algorithms	Yes	Tutorials and assignments based on algorithms and flowcharts were given. Also more examples was discussed in the lecture hours	Students were confident in flowcharts and algorithms
Devote more time to the function related concepts	Yes	Tutorials and assignments based on functions were given. Also more examples was discussed in the lecture hours and in the lab activities as well.	Students became confident in functions related concepts

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

- a) The number of lab assessments is increased to 2 and students were encouraged to use the open lab hours to nurture their programming skills.
- b) After delivering the lecture, one student was asked to explain the difficult concepts in front of the class.
- c) Program with errors was displayed on the board and the students were asked to find the errors one by one.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
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
Hard copies of the text books must be available with students	Provide text books in the library and allow access to the students to use the books for long period.	Beginning of the semester	End of semester	Program's Head
CLOs must be explained and emphasized to students	Questions should be asked about the CLOs during lectures	Beginning of the semester	Revision week	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 7 th 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 4 th week of the semester	Till the final lab exam week	Course instructor

Name of Course Instructor: Somaya Alhazmi

Signature: _____ Date Report Completed: 1-06-2017

Program Coordinator: Dr. Abdulrahman Thaqfan

Signature:  Date Received: 1-06-2017