



COURSE REPORT (CR)

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

Course Name: Object Oriented Programming
Course Code: 113 CSS-4

Prepared By:

Dr. Mohamed Khairi

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: June, 2017
College/ Department: College of Computer Science & Information Systems/Computer Science	

A. Course Identification and General Information

1. Course title: Object Oriented Programming	Code # 113 CSS-4	Section #660				
2. Name of course instructor : Dr. Mohamed Khairi		Location: Najran University Main Campus				
3. Year and semester to which this report applies: Second Semester 2016/2017 (1437/1438)						
4. Number of students starting the course?	15	Students completing the course? 14				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	10		30	N/A	85
Credit	3	0		1	N/A	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
Quick overview of Java, Anatomy of First Simple program of Java.	6 (3 theory, 2 labs)	6	N/A
Elementary Programming Examining Java's most fundamental elements: Data types and variables, use of data types and dynamic initialization. Scope and life time of variable.	10	10	N/A
Control Statements: Selection (if, nested if, if – else – if, switch), iteration (while, do –	6	6	

while, for) and jump (break, continue and return).			
Basic elements of class, operator new, creation of objects, methods, constructors, Overloading methods, overloading constructors.	12	12	N/A
Introducing access control, Understanding static. Array Basics, Arrays of Objects.	6	6	N/A
Inheritance Basics, Polymorphism, Method overriding, Applying method overriding.	6	6	N/A
Basic GUI: Frame, Buttons, Layouts, Paint	6	6	N/A
Exception handling	6	6	N/A
Using abstract classes, using final to prevent overriding. Packages, access protection, importing packages	6	6	N/A
Defining and implementing Interface, Variables in interface	6	6	N/A
I/O Basics, Streams, Reading characters and string, Reading and Writing files.	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	Effectuated Learning Outcomes	Possible Compensating Action
N/A		

3. Course learning outcome assessment.

List course learning outcomes	List methods of assessment	Summary analysis of assessment results
-------------------------------	----------------------------	--

1	Describe principles, usage and benefits of Object Oriented Programming (OOP).	Quizzes	Assessment results shows that only 14 % of students achieved this CLO
2	Construct Java program for basic programming concepts.	Quiz, Mid Term Exams, Lab exams, Final Exam.	Assessment results shows that only 14 % of students achieved this CLO
3	Utilize Java built-in classes for programs	Quiz, Mid Term Exams, Lab exams, Final Exam.	Assessment results shows that only 14 % of students achieved this CLO
4	Formulate Java program for advanced topics of OOP	Quiz, Mid Term Exams, Lab exams, Final Exam.	Assessment results shows that only 14 % of students achieved this CLO
5	Evaluate the workflow program including error handling.	Quiz, Mid Term Exams, Lab exams, Final Exam.	Assessment results shows that only 29 % of students achieved this CLO

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

- Enforce students to attend the first lecture and last lecture of the semester
- Group discussion and ensure that all students participate.
- Peer-peer evaluation for teaching staff could improve the teaching strategies.
- Student must come on time because students are always 10-15 minutes late.
- Motivating students to be active during class by asking questions regularly during lecture.
- Let student's to give short presentation (i.e. 3 to 5 min) at the end of every lecture to briefly explain what learn in today's lecture.
- Encourage Active learning process by letting students share their ideas in the classroom.
- Allow the student to express their ideas and opinion on the topic of the day.

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: Relate Course Learning Outcomes (CLOs) to the topics		√	

TS-2: Lectures: using PPT presentation and other software to address verbally in front of students the concepts associated with examples with taking help of writing on the board as needed.		√	
TS-3: LAB Work: Every student in the lab is using a separate PC. Practically showing them how to install the needed software, to write and implement Object Oriented Concept using Java.		√	The lab works must be consistent and aligned with the theory part. I suggest to assign one instructor with good practical knowledge
TS-4: Tutorial: In the tutorials, we ask students to solve some problems in front of each other's and give them some comments and the right answers.		√	
TS-6: Communication: Given to students the main requirements of the project's reports and presentation		√	
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.

TS-8: Recall the topics of last lecture and the critical issues based on different topics, which certainly helps students to recall memory frequently and store that topic in their memory for long term		√	
--	--	---	--

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	0		95% to 100% (A+ Grade) 90% to 94% (A Grade)
B	5		85% to 89% (B+ Grade) 80% to 84% (B Grade)
C	1		75% to 79% (C+ Grade) 70% to 74% (C Grade)
D	2		65% to 69% (D+ Grade) 60% to 64% (D Grade)
F	0		Less than 60
Denied Entry	0		
In Progress	0		
Incomplete	0		
Pass	8		
Fail	0		
Withdrawn	2		

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

In this course one student got A+, one student got D and two students got F grade. Main reasons are

- Student level of English is the main barrier of their learning ability.
- Students did not study at home on regular bases; normally they study during exam days.
- Students just rely on lecture slides/notes. It is important to read books and related material from internet.
- Student did not utilize the office hours properly due to logistic issues and male teacher, although the lecturer was available most of the time.
- Students did not show seriousness in their study (late submissions of assignments, concerned on how to pass the course)
- The students who got B was very serious, hard worker and motivated to study and his grades since started the university are very high.

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



No variations from planned assessment schedule. It is same as it was defined in course specification document.	

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason
<i>No variation from planned assessment process in domain of learning. It is same as it was defined in course specification document.</i>	

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
<ul style="list-style-type: none"> Students' grades and marks are accurately checked and reviewed by the reviewers in all the midterm exams, quizzes, assignments and final exams. The question paper for all the assessment methods are reviewed and checked so that all the questions satisfy the course learning outcomes. 	<ul style="list-style-type: none"> Verification of marks is assured in this way. Checking of the question papers are done by the course coordinator according to the ABET standards.

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) <i>All the recourses or facilities that are required to complete this course were available.</i>	2. Consequences of any difficulties experienced for student learning in the course.
---	---

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) N/A	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)
N/A
a. List the most important recommendations for improvement and strengths
N/A
b. Response of instructor or course team to this evaluation
N/A

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
✓ <i>To boost the student's confidence and improve the presentation skills.</i>	Partially	Moderate improvement in students participation was noticed	
✓ <i>To direct student to read from the textbook available in the library. And Arabic book, and the internet</i>	YES	No improvement was noticed, because students did not want to study from the textbook.	Due to the English barrier students did not want to study from the textbook
✓ <i>To motivate students actively participate during lecture; this active participation can be achieved by asking related questions, taking short quiz during lecture, group discussion etc.</i>	YES	Moderate improvement of students participation in the class was observed	
✓ <i>To utilize the tutorial time to solve exercise problems.</i>	Partially	Moderate improvement of students' performance was reported	Because the tutorial time was not fixed in the time table, not all students attended the conducted tutorials.
✓ <i>CLOs must be explained to students in first introductory lecture.</i>	Yes	Improvement in students awareness of the course CLO's and its relation to program SO's was reported	
✓ <i>To relate the lecture topic with CLOs.</i>	Often	Improvement in students awareness of the course CLO's and their relation to the topics was reported	

✓ To give the marking scheme (e.g. Rubric, etc.) to students before assessment methods.	Yes	Low rate of students' complain about assessment methods was reported	
---	-----	--	--

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

- Providing the students with the textbook via library
- Motivating students to participate in class through questions and solving exercises
- Arranging tutorial hours based on students needs and availability
- Explaining CLO's and its relations to program SO's at the beginning of the course
- Relating CLO's to topics at the beginning of each lecture
- Explaining the expectations of each assessment methods

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
<ul style="list-style-type: none"> • To maintain the implementation of the actions taken in the previous semester. 		<i>Next time when course offered</i>		<i>Instructor and program's coordinator</i>
<ul style="list-style-type: none"> • To use as much as possible, a simple English language for teaching and assessment. 		<i>Same as above</i>		<i>Instructor</i>
<ul style="list-style-type: none"> • To fixing minimum one hour tutorial is compulsory in every week 		<i>Same as above</i>		<i>program's coordinator</i>
<ul style="list-style-type: none"> • To enforce the students to refer from the textbook through assignments and regular referral to the textbook 		<i>Same as above</i>		<i>Instructor</i>
<ul style="list-style-type: none"> • To motivate students to be active during class by asking questions regularly during lecture. 		<i>Same as above</i>		<i>Instructor</i>
<ul style="list-style-type: none"> • To direct the students to refer to the internet as a learning resources to improve their level 		<i>Same as above</i>		<i>Instructor</i>

Name of Course Instructor: Dr. Mohamed Khairi

Signature: _____ **Date Report Completed:** May 31, 2017

Program Coordinator: Dr. Abdulrahman Thaqfan

Signature:  **Date Received:** May 31, 2017