ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT
(CR)

Mathematics 2, Preparatory
MTHP-002-z

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 **Faculty of Science**	Date of Course Report
College/ Department **Mathematics Department**	

A. Course Identification and General Information

1. Course title: Mathematics 2 Code: **MTHP-002-Z** Section: 1156

2. Name of course instructor **Dr. Farooq Ahmad** Location: **CS Azulfi**

3. Year and semester to which this report applies. **1435-1436 Semester 1st**

4. Number of students starting the course? **6** Students completing the course? **5**

5. Course components (actual total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	**30**	**6**	**0**	**0**	**6**	**42**
Credit	**2**	**1**	**0**	**0**	**0**	**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
Study trigonometric functions and trigonometric identities with applications	8	8	
Using Elimination and Substitution Methods to solve linear	03	03	
Studying Matrices With applications	8	8	
Basic Statistics	03	03	
Discussing an introduction to Analytical Geometry and Studying the three Conic sections (Parabola, ellipse and Hyperbola)	8	8	
Discussing Groups during the lectures	02	02	

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
None	**None**	**None**

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Study trigonometric functions and trigonometric identities with applications, Linear equations, Conic section, Statistics	Examination (Midterms, final examination).	Excellent
2	Using Elimination and Substitution Methods to solve linear	Class work, Quiz, Homework, Exams	good
3	Studying Matrices With applications	Quiz , attendance Homework	good
4	Discussing an introduction to Analytical Geometry and Studying the three Conic sections (Parabola, ellipse and Hyperbola)	Discussion during the lecture.	average
5	**Basic Statistics**	Discussing a group work sheets.	good

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	
Start each chapter by general idea and the benefit of it. Demonstrate the course information and principles through lectures.		√	
Provide main ways to deal with the exercises.		√	
Solve some examples during the lecture.		√	
Encourage the student to look for some complicated problems in the different references.		√	
Ask the student to attend lectures for practice solving problem.			
Homework assignments.		√	
Ask the students to search the internet and use the library. Encourage them how to attend lectures regularly by assigning marks for attendance.		√	
Teach them how to cover missed lectures. Give students tasks of duties		√	
Creating working groups with peers to collectively prepare: solving problems and search the internet for some topics.	√		
Give the students tasks to measure their: mathematical skills, computational analysis and problem solving.		√	
Encourage the student to ask for help if needed.		√	
Encourage the student to ask good question to help solve the problem.		√	

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			90-100
B			80-89
C	4		70-79
D	1		60-69
F			< 60
Denied Entry			
In Progress			
Incomplete			
Pass			
Fail			
Withdrawn			

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

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.
Availability of good white board has been a problem.	It creates disturbance to start the lecture.

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
None	

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.			
b.			
c.			
d.			

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

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a.				
b.				
c.				
d.				

e.				

Name of Course Instructor: Dr. Farooq Ahmad

Signature: **Date Report Completed: _____**

Program Coordinator: _____

Signature: _____ **Date Received: _____**