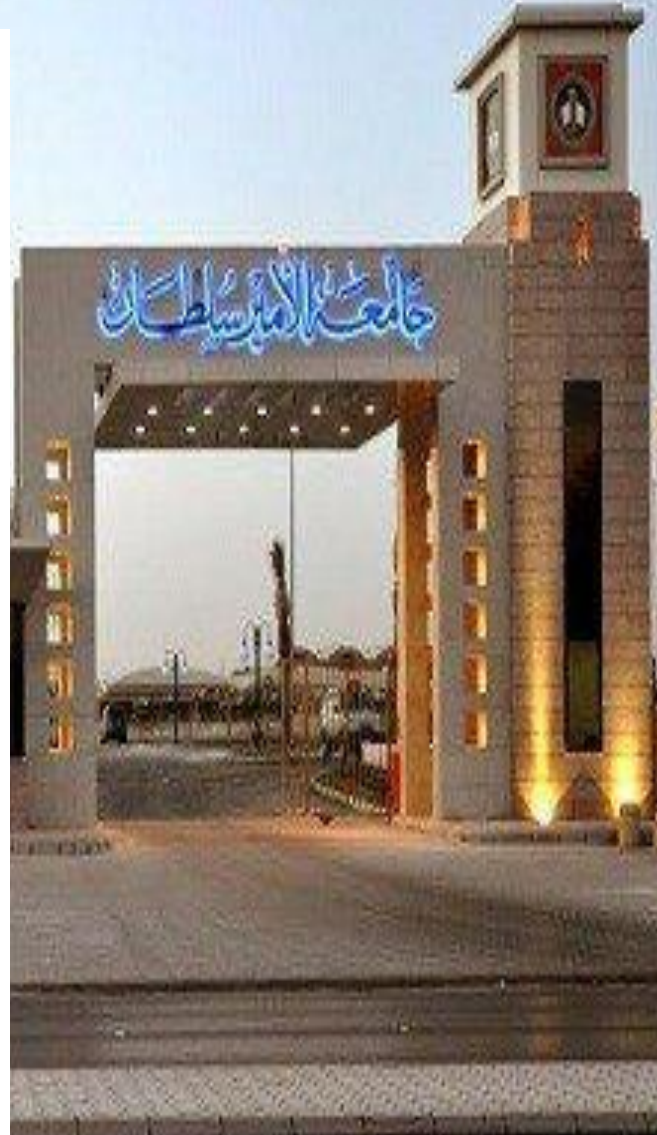


# Guidelines for Course Report

Undergraduate  
Programs

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Quality Assurance Center



## Contents

Introduction.....	3
Process for Writing a Combined Course Report.....	3
Benefits of writing a Course Report.....	5
Cover Page.....	6
Section A - Student Results.....	7
1. Grade Distribution.....	7
2. Comment on Student Grades.....	8
Section B - Course Learning Outcomes.....	9
1. Course Learning Outcomes Assessment Results.....	10
2. Recommendations.....	12
Section C - Topics Not Covered.....	12
Section D - Course Improvement Plan.....	14

## Introduction

The course instructor prepares the course report (see [TP-154](#)) at the end of every academic semester. It helps the course instructors and course coordinators improve how courses are taught.

The course specification is attached to a copy of the course report. These documents are archived in a course folder or portfolio and used for the periodic review of the program. Course Instructors are required to prepare the course report by reflecting on the following:

1. Grade distribution
2. Course learning outcome results.
3. Course content coverage
4. Continuous improvement actions to be taken in the next academic semester.

Reflecting on the above sections helps the instructors generate specific goals to improve your course.

## Process for Writing a Combined Course Report

The course coordinators supervising multi-sections are required to follow the instructions given below for preparing the course report:

1. Every course instructor is responsible for preparing a course report for all the sections they are teaching; however, section C (Course Learning Outcomes) and Section D (Grade Distribution), section E-Course Quality Evaluation) should be done **section-wise** in the instructor's course report. If there are areas for improvement in a section, then the instructors must report the suggested improvements in their section report.
2. The course coordinator reviews the course report for every concerned instructor and confirms the completeness and accuracy of the information for each course report.

3. A combined, comprehensive CR must be prepared by the course coordinator based on the course reports submitted for each section. The course-section reports are attached to the combined CR.
  - a. The CLO results are aggregated based on the CLO results from each course section and analyzed for the entire course.
  - b. The course grade inflation /deflation is identified based on the total number of A+, A, B+, or (D and F) for all the course sections.
  - c. The aggregated course evaluation survey results are evaluated, which helps identify the common strengths, areas of improvement, and priorities for the semester.
  - d. The course coordinator discusses the continuous improvement actions with the course instructor to be implemented at the course level and then finalizes them for the combined course report.
  - e. The continuous improvement actions to be taken in the course in the next academic semester are listed in the last section (**section G**) of every course-section report.

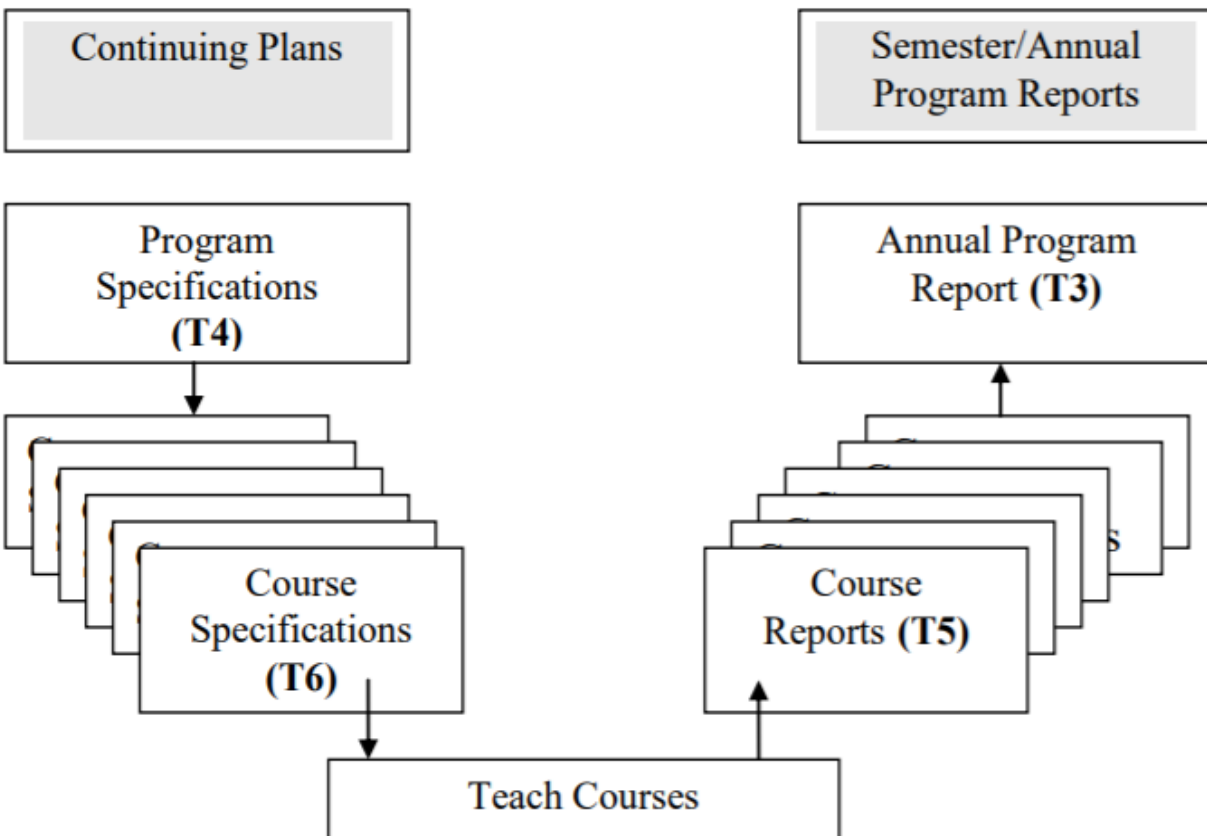
f.

## Benefits of writing a Course Report

At the end of each year (or each time the course is taught), course reports are prepared by the instructor for each course, providing a summary of student results the best practices and challenges faced by them in achieving meeting the course objectives.

These reports must be shared with the course coordinator/Quality Committee.

When the course reports are received, the program coordinator/Quality Committee prepares an annual program report to record essential/key information about the delivery of the program during the semester/ academic year and note any adjustments required in the course specifications.



# Cover Page

Write the following on the cover page:

Course Title, Course Code, Name of the Program, Department, Institution, Academic Year, Semester, Course Coordinator, and the Institution.

<b>Course Title:</b> Enter the Course Title as mentioned in the University Bulletin, e.g. <b>Introduction to Database Systems</b>	<b>Course Code:</b> Enter the Course Title as mentioned in the University Bulletin, e.g. <b>CS340</b>
<b>Department:</b> Write the name of the Department offering the Program, e.g. <b>Department of Computer Science</b>	<b>Program:</b> Write the name of the program offering the course, e.g., <b>Bachelor of Computer Science</b>
<b>College:</b> Write the name of the College ( e.g. <b>College for computer and Information Sciences</b> )	
<b>Institution:</b> Write the name of the Institution ( <b>Prince Sultan University</b> )	
<b>Academic Year:</b> Write the academic year e.g. <b>AY 2023-2024</b>	<b>Semester:</b> Write the semester number e.g. <b>(Fall Semester, Term 231)</b>
<b>Course Instructor:</b> Write the name of the Course instructors, e.g. <b>Dr. xxx , Dr. yyy, Mr. abc</b>	<b>Course Coordinator:</b> Write the name of the Course Coordinator, e.g. <b>Dr. xxx</b>
<b>Location:</b> <b>Main campus</b> <input checked="" type="checkbox"/> <b>branch</b> <input type="checkbox"/> Check mark the main campus, because PSU does not have any branch other than the main campus	<b>Number of Section(s):</b> Write the course section number e.g. <b>Women: 268,270</b> <b>Men Campus: 451, 52</b>
<b>Number of Students (Starting the Course):</b> Write the total number of students in all the course- sections who started the course e.g. <b>87</b>	
<b>Number of Students (Completed the Course):</b> Write the total number of students in all the course -sections who completed the course e.g. <b>73 (89%)</b>	
<b>Report Date:</b> Write the date when the course report was approved by the course coordinator e.g. <b>31st December 2023</b>	

# Section A

## Student Results

### 1. Grade Distribution

Enter

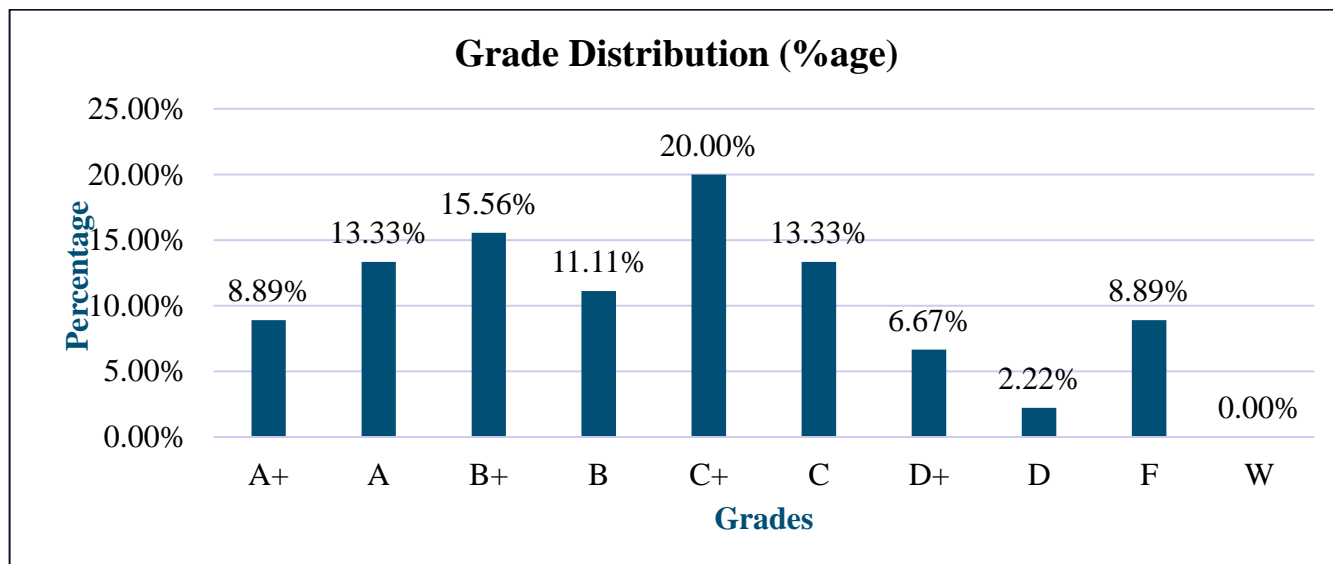
- the number of students who received grades A+, A, B+ so on.
- the number of students who passed the course
- the number of students who failed the course
- the number of students who withdrew from the course
- Percentage of the students who received A+, A, B+, and so on.

NOTE:

- The grade distribution (# of A+, A...) is shown section wise as also for the entire course in the combined course report (including both campuses). The combined course report will refer to the grade distribution analysis mentioned in the instructor's course reports.
- The analysis of grade distribution will be done at the course level in the combined course report.
- In contrast, the course instructor's report will show the grade distribution analysis for every course section.
- In case there are some unusual observations in a section, they should be mentioned here in the analysis.
- Add charts (optional) for data visualization.

**Directions from the DQAD:** All course reports should be unified on both campuses.

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
Section xxx Number of Students	4	1	5	4	6	0	2	1	4	0	0	0	23	4	0
Percentage	14.8%	3.1%	18.5%	14.8%	22.2%	0%	7%	3.1%	14.8%	0%	0%	0%	85%	14.8%	0%
Section xxx Number of Students	0	5	2	1	3	6	1	0	0	0	0	0	18	0	0
Percentage	0%	28%	11%	6%	17%	33%	6%	0%	0%	0%	0%	0%	100%	0%	0%
Total number of students	4	6	7	5	9	6	3	1	4	0	0	0	41	4	0
Percentage	8.9%	13.3%	15.6%	11.1%	20.0%	13.3%	6.7%	2.22%	8.9%	0%	0%	0%	91.1%	8.9%	0%



## 2. Comment on Student Grades

(Including special factors (if any) affecting the results)

In the case of grade inflation or grade deflation Policy adopted at PSU, the course instructor/coordinator must justify the unusual distribution of the grades. Also, he or she can write any recommendations for improving the assessment strategy based on the level of the students.



**Grade Inflation Criteria:**

Percentage of students receiving (A+, A, and B+)>50% for the number of students >10.  
 Percentage of students receiving (A+, A, and B+)>70% for the number of students <=10.

**Grade Deflation Criteria:**

Percentage of students receiving (D, F) > 50% for the number of students >10.  
 Percentage of students receiving (D, F) >70% for the number of students <=10.

## Section B

### Course Learning Outcomes

The Course Learning Outcome Results obtained from the direct and indirect results are entered in Table 1, along with the analysis of the CLO results.

**Reference:** Refer to **Section B- Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods of the Course Specification**. The Course Learning Outcomes are aligned with the Teaching Strategies, and Assessment Methods.

**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	CLO1: Describe the basic database, its architecture, DBMS concepts of database theory, characteristics and concepts related to data analysis, design and implementation of a relational database.	CS: SO1 SE: SO1	Concept presentation, Lectures, Group Discussions	<b>Direct Assessment Tool</b> Quiz Exams Assignments Project <b>Indirect Assessment Tool</b> Course Survey Exit

# 1. Course Learning Outcomes Assessment Results

Table 1: Course Learning Outcome Results

Course Learning Outcomes (CLOs)	Related PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Targeted Level	Actual Level	
<p><b>Code: The Code for Course Learning Outcomes (CLOs) is based on the Learning Domains are</b></p> <p>Knowledge and Understanding: 1.1, 1.2, 1.3,...</p> <p>Skills : 2.1, 2.2, 2.3, ...</p> <p>Values : 3.1, 3.2,3.3, ....</p> <p><b>Course Learning Outcomes (CLOs):</b> Write the CLO statements to Learning Domains.</p> <p><b>PLOs Code:</b> Write the Program Learning Outcome (PLO) Code or # with which the CLO is mapped.</p> <p><b>Assessment Methods:</b> Write the method the course instructor has used for assessing the CLO. NOTE: There are two methods for assessing a CLO. 1. Direct (Rubrics-Final Exam, Project), 2. Indirect (Course Exit Survey)</p> <p><b>Assessment Results:</b></p> <p>a. <b>Target Level/ Criterion for Success:</b> Write the target level, which is an indicator for measuring the success of student learning</p> <p>b. <b>Actual Level:</b> Write the CLO result obtained from the direct methods (e.g., Rubrics) or indirect method (e.g., course exit survey)</p> <p><b>Comment on Assessment Results:</b> Analyze the CLO results. Compare it with the target level. Compare the CLO results obtained from direct and indirect methods. Even if it is achieved, comment on what best practices the course instructors have adopted. If the direct CLO result is less than the target level, mention the challenges faced in achieving the target.</p> <p>List the recommendations to be implemented in the next semester to improve student learning.</p> <p><b>Note:</b></p> <p>1. The CLO assessment should be based on a course instead of a course section in a combined course report.</p>					

Course Learning Outcomes (CLOs)	Related PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Targeted Level	Actual Level		
1	Knowledge and Understanding:					
...						
2	Skills:					
2.1	Develop conceptual modeling concepts and notations using Entity Relationships or UML diagrams to analyze and design complex database applications. <b>ME=Meeting Expectation (2)</b> <b>AE= Above Expectation (3)</b>	CS_PLO:2 SE_PLO:2	Direct Assessment Tool Quiz Exams Assignments Project  Indirect Assessment Tool Course Exit Survey	(ME+AE) % >75%	Direct Assessment: (%ME+AE) = 87%  Indirect Assessment: (%ME+AE) = 89%	Analysis: Write the analysis e.g. Based on the final exam and project performance, 87% of the students are meeting or exceeding expectations in achieving the CLO2. This is validated by the students' Course Exit Survey results, which mean 89% of the students are totally or adequately satisfied with the achievement of the CLO2.  <i>Mention the best teaching practices if the results meet the target level, or the challenges if the assessment results do not meet the target.</i>

## 2. Recommendations

This section is very important. PSU follows the Outcome Based Education Framework (OBE). The Course Coordinator analyzes each CLO result and provides recommendations for continuous improvement of course delivery.

### **Some recommendations that the experts have given are as follows:**

1. Use only one instrument, such as a final (summative) exam, to measure CLOs mapped to Knowledge & Understanding and Skills. Keep assessment instruments the same. Since final exam questions are peer-reviewed before they are administered, it is advisable to use them for the CLO assessment.
2. Check the difficulty level of the question(s) used for CLO assessment. All questions should be based on Bloom's Taxonomy.
3. The rubric used for scoring the students' learning achievement should be approved by the concerned authorities, e.g., the course coordinator.
4. Implement the approved recommendations for effective teaching and learning in the following semester, compare the results with the previous semester's results, and monitor the impact of the changes adopted in teaching and learning strategies.

### **Example:**

#### **Recommendation for improving CLO7:**

Plan and provide resources for planning, monitoring, and assessing CLO 7 teamwork.  
(Quality -CLO7)

## Section C

### Topics Not Covered

**Topics:** Write the course topics that have not been covered during the semester. The reference point is the Course Specification/Course Syllabus.

**Reason for Not Covering:** Write the reasons for not covering the planned topics.

**Extent of their Impact on Learning Outcomes:** Write the CLO which has been affected and to what extent it has impacted student learning.

**Compensating Action:** Write the compensating actions already taken by the course instructor before the end of the semester or in the next academic semester in any particular course.

**Note**

1. You must seek approval from the course coordinator/Curriculum Committee/Department to remove any topic.
2. Due to unavoidable circumstances (weather conditions, MoE directives, etc.), there might be many courses where some course topics could not be covered in detail. It is recommended to mention all such topics in the course report, especially if it impacts a CLO.
3. The Department Curriculum/Quality Committee consolidates the information from section B.2 and proposes a compensating strategy (if required) in coordination with the course coordinators for the following semester.

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
Write the topic that was not covered in the semester	Write the reason for not covering the topic	Mention the CLO # which had been affected and to what extent.	Write the compensating action(s) that were taken to mitigate or avoid the negative impact on learning.
<b>Example:</b>			
<b>Data Modelling in MongoDB</b>	<b>Due to MoE order for not having classes on 9th of November 2023, this topic could not be covered in the class.</b>	<b>CLO6: Demonstrate knowledge in designing, updating, and querying basic NoSQL-Database Systems</b>	<b>The course instructors on this topic prepared a video along with some practice questions.</b>

## Section D

### Course Improvement Plan

This section is used for closing the loop.

Recommendations	Actions	Needed Support
Write down the recommendation for implementing continuous improvement in the following semester.	Write down a sequence of actions to be taken to address the recommendation Write the name of the responsible entity for implementing the recommendation e.g., course coordinator or course instructor	Any resource required to accomplish the stated actions.
e.g. Plan and provide resources for planning, monitoring, and assessing CLO 7 teamwork. (Quality -CLO7)	<ol style="list-style-type: none"> <li>1. Disseminate Teamwork Assessment Rubric to students in week 1-2.</li> <li>2. Use SLACK or any other relevant tool for monitoring the teamwork in completing the course project.</li> </ol>	Need an approval from Department.
1.		

**Note: The improvement plan should be discussed at the department council and included in the Annual Program Report.**