

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**COURSE REPORT
(CR)**

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.



Course Report

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

Institution	King Saud University	Date of Course Report	August 22, 2016
College/ Department: College of Computer and Information Sciences, Department of Computer Engineering			

A. Course Identification and General Information

1. Course title	Signals and Systems	Code #	CEN 340	Section #	2929	
2. Name of course instructor	Dr. Salah M. Rahal			Location: DSD – 5a5		
3. Year and semester to which this report applies:	2015-2016 Summer Semester					
4. Number of students starting the course?	34	Students completing the course?	32			
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	40	14	-	-	-	54
Credit	3	1	-	-	-	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
Introduction to MATLAB	6	6	
Introduction to Signals & Systems	3	3	
Continuous-Time Unit Step & Unit Impulse Functions; Signal Energy & Power	4	4	
Continuous-Time and Discrete-Time Systems.	2	2	
Basic System Properties “BSP”	2	2	
Linear Time-Invariant “LTI” Systems.	6	6	
LTI Systems Described by Differential and Difference Equations	2	2	
Fourier Series Representation of Periodic Signals “P.S”	5	5	



Continuous-time Fourier Transform	4	4	
Laplace Transform	4	4	
Application to Communication Systems	2	2	

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
NA	NA	NA

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	<i>First midterm exam</i>	<i>Testing student acquired knowledge.</i>	<i>100</i>
3	<i>First quiz</i>	<i>Testing student acquired knowledge.</i>	<i>100</i>
4	<i>Discussion in the beginning of each lecture</i>	<i>Development of skills</i>	<i>100</i>
5	<i>Second midterm exam.</i>	<i>Testing student progress</i>	<i>100</i>
6	<i>Second quiz</i>	<i>Testing student acquired knowledge.</i>	<i>100</i>
7	<i>Homeworks (1-12)</i>	<i>Testing student acquired knowledge.</i>	<i>100</i>

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

A deep reviewing of topics between this course and CEN352 is suggested.

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	
<i>Lectures, course notes. Online resources.</i>		√	
<i>Class discussions.</i>		√	
<i>Tutorials and quizzes</i>		√	

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	5.9 %	Results are compatible with ABET expectation.
A	2	5.9 %	
B+	5	14.7 %	
B	3	8.8 %	
C+	9	26.5 %	
C	5	14.7 %	
D+	2	5.9 %	
D	1	2.9 %	
Pass	29	85.3 %	
Denied	0	0.0 %	
Fail	3	8.8 %	
Incomplete	0	0.0 %	
In Progress	0	0.0 %	
Withdrawn	2	5.9 %	
Sum of students who studied the course	34	100.0 %	

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



3. Variations from planned student assessment processes (if any) (see Course Specifications). NA	
a. Variations (if any) from planned assessment schedule (see Course Specification)	
Variation	Reason
NA	

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

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) No difficulties	2. Consequences of any difficulties experienced for student learning in the course. No difficulties
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) No difficulties	2. Consequences of any difficulties experienced for student learning in the course. No difficulties
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F. Course Evaluation

1 Student evaluation of the course (Attach survey results report)

Course Learning Outcome	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Attainment Percentage
1	11	14	2	3	0	82 %
2	12	15	2	1	0	85 %
3	11	12	6	1	0	82 %
4	14	10	6	0	0	85 %
5	11	11	8	1	0	82 %
6	13	11	6	0	0	85 %
7	14	9	5	2	0	83 %
8	12	12	6	0	0	84 %
9	10	6	8	5	2	71%

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).
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3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Plan attached.				
b.				
c.				
d.				
e.				

Name of Course Instructor: Dr. Salah M. Rahal

Signature: _____ Date Report Completed: August 22, 2016

Program Coordinator: _____

Signature: _____ Date Received: _____